Introduction
This pack contains the instructional guidance materials for Level 104. 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 Four

Course Code
ELI 104

Course Prerequisite
Successful completion of ELI 103 or an Oxford Online Placement Test score corresponding to pre-intermediate proficiency level.

Credits
There are two credits for this course. Successful completion of ELI 104 gives students the necessary credits to meet the Foundation Year English requirement for securing admission to various undergraduate programs.

Course Description
ELI 104 is an intermediate level course aiming to build and further improve language proficiency at B1 Threshold level 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 leading to higher Independent User of language defined as high B1 level on the Common European Framework of Reference for Languages (CEFR), giving reasons and explanations for opinions and plans and describing experiences and events.

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 a wide variety of extended texts. (READING)
2. Listen to extended conversations and monologues on a range of topics, identifying both general messages and specific details provided speech is clearly articulated in a familiar accent. (LISTENING COMPREHENSION)
3. Give a straightforward talk and participate in extended oral communications on a familiar topic, be followed without difficulty most of the time, and convey meaning with reasonable precision. (SPOKEN PRODUCTION)
4. Construct coherent and cohesive texts with multiple paragraphs using appropriate vocabulary* in a fully developed response. (WRITING)
5. Use a sufficient range of vocabulary* and grammatical structures to communicate on a range of topics although flexibility may be limited when communicating on less familiar topics. (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 recount past experiences and events using a variety of narrative tenses to give background and make the sequence of events clear.
- Can express explanations and reasons for opinions with sufficient ease when discussing attitudes on topics such as books, places, people, and possessions.
- Can ask for and provide detailed descriptions and opinions of someone’s physical appearance and character.
- Can give biographical information to describe events in my (and others') life, including educational background and experience.
- Can express simple agreement, sympathy, pleasure and surprise when taking part in a conversation.
- Can describe rules and customs from different cultures and communities.
- Can express degrees of obligation, ask for and give permission, make and respond to suggestions using a variety of expressions and modal verbs.
- Can express degrees of certainty, when speculating about present and past situations.
- Can clearly express attitudes and opinions with sufficient ease when talking about future situations (real or imaginary) or making predictions, plans and arrangements.
- Can make suggestions and give advice in everyday situations using a variety of expressions.

### Listening
- Can listen to an extended conversation and identify speakers' opinions and attitudes.
- Can listen to conversations and monologues and infer main ideas from contextual clues.
- Can follow radio/TV news headlines and weather forecasts, and record important factual information.
- Can listen to and follow an extended conversation or monologue and record important factual information.
- Can listen to short texts about people’s experiences and retell them aided by written prompts.

### Reading
- Can analyse meaning by studying sections of a text in detail at the sentence level (in order to develop a higher level of understanding).
- Can scan an extended text to find idiomatic vocabulary items (such as phrasal verbs) and deduce their meaning using contextual clues.
- Can read and understand an extended text and express opinions on the content.
- Can read and understand extended texts of a similar theme to identify and discuss similarities and differences of text content.
- Can locate desired information in a text and evaluate this information from a personal or social point of view.
- Can preview an extended text (by looking at headings and visuals, asking questions about it, making predictions) then read to confirm his/her ideas.
- Can read and understand an extended range of signs and labels found in public places and on products.
- Can read and understand an extended text and note down the most important details.

### Writing
- Can produce a detailed cohesive and coherent argumentative essay in 3 to 4 paragraphs.
- Can express his/her opinion and give reasons to support that opinion and specific details to support the reasons.
- Can use an appropriate introduction with thesis statement, topic sentences, supporting details and conclusion.
- Can write using a variety of sentence types – simple, compound and complex – avoiding fragments and run on sentences.
- Can draft each paragraph of an argumentative essay in stages, following an outline.
- Can plan writing by listing, selecting and organising ideas and putting them into an outline.
- Can revise writing by understanding and implementing peer and instructor feedback, and by checking for transition signals, supporting details and variety of sentence types.

### Vocabulary and Grammar
- Can understand and use literal, idiomatic, separable, inseparable phrasal verbs such as come across, hand down, put up, end up, etc.
- Can confidently use the present perfect continuous tense, and produce written sentences utilizing this form.
- Can understand and use base and strong adjectives, and produce written sentences utilizing them.
Main Course Textbook and Materials
The core textbook is Soars, John and Liz, (2011), *New Headway Plus Intermediate, Special Edition*, Oxford University Press with the following support resources:

- Workbook with DVD-ROM.
- Supplemental Intermediate Speaking Materials.
- Supplemental 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 are two classroom readers available for instructors to choose from for this level.

- The Jungle Book
- The Travels of Ibn Batutta
  - Both texts are available for download from the ELI website.
    - [http://eli.kau.edu.sa/Pages-ins-resources-level-4-ar.aspx](http://eli.kau.edu.sa/Pages-ins-resources-level-4-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 students’ 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: A short talk on a familiar topic.
- Format: A prompted extended turn in front of assessors and a short dialogue with assessors.
- Frequency: One per module.

**Writing Examination**
- Content: A coherent and cohesive argumentative essay of at least three paragraphs on a familiar topic, using facts, opinions, appropriate introduction, supporting details, conclusion, and displaying accurate spelling and appropriate grammatical and lexical range and accuracy 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).
<table>
<thead>
<tr>
<th>Unit</th>
<th>SLOs</th>
<th>Student’s Book</th>
<th>Independent Practice: Workbook</th>
</tr>
</thead>
</table>
| 3    | SLO  - Can recount past experiences and events using a variety of narrative tenses to give background and make the sequence of events clear. (course objectives supported: 3 & 5)  
**Key language points to be covered**  
Past simple/ past continuous/ past perfect, time clauses with when, while, after, as soon as, pronunciation of -ed endings /t/, /d/ or /id/ | p. 22-25 | p. 18-23 |
| 3    | SLO  - Can analyze meaning by studying sections of a text in detail at the sentence level (in order to develop a higher level of understanding). (course objectives supported: 1)  
(Exercise 2) | p. 22-23 | p. 18 |
| 3    | SLO  - Can read and understand extended texts* of a similar theme to identify and discuss similarities and differences of text content. (course objectives supported: 1 & 3) | p. 26-27 | |
| 3    | SLO  - Can express explanations and reasons for opinions with sufficient ease when discussing attitudes on topics such as books, places, people, and possessions. pp. 29+ 68  
(course objectives supported: 3 & 5)  
**Key language points to be covered**  
What was it like? I thought it was + base and strong adjectives of opinion; I really enjoyed it, I couldn’t put it down | p. 29 | |
| 4    | SLO  - Can express degrees of obligation, ask for and give permission, make and respond to suggestions using a variety of expressions and modal verbs.  
- Can describe rules and customs from different cultures and communities. (course objectives supported: 3 & 5)  
**Key language points to be covered**  
can/can’t, should/shouldn’t, I think/I don’t think you should, must/mustn’t, have (got) to/don’t have to/haven’t got to, be allowed to | p. 30-34  
(p.34 ex. 1 and What do you think?) | p. 25-29 |
| 4    | SLO  - Can analyse meaning by studying sections of a text in detail at the sentence level (in order to develop a higher level of understanding). (SLO repeated from week 1 unit 3, p.22-23)  
- Can locate desired information in a text and evaluate this information from a personal or social point of view. (exercise 3 Q.3 and 4) (course objectives supported: 1)  
**Key language points to be covered**  
can/can’t, should/shouldn’t, I think/I don’t think you should, must/mustn’t, have (got) to/don’t have to/haven’t got to, be allowed to | p. 34-35 | |
| 4    | SLO  - Can listen to and follow an extended conversation or monologue and record important factual information.  
(course objectives supported: 2) | p. 36 | |

**Notes to Instructor**
Instruction is to begin immediately from the start of the module. Instructors are tasked with following 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 material they missed.
### Unit SLOs

<table>
<thead>
<tr>
<th>Unit</th>
<th>SLO</th>
<th>Student’s Book</th>
<th>Independent Practice: Workbook</th>
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<tbody>
<tr>
<td>5</td>
<td>SLO - Can clearly express attitudes and opinions with sufficient ease when talking about future situations (real or imaginary) or making predictions, plans and arrangements. (course objectives supported: 3 &amp; 5)</td>
<td>p. 38-41</td>
<td>p. 31 - 33</td>
</tr>
<tr>
<td></td>
<td><strong>Key language points to be covered:</strong></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>going to/will/present continuous/might; I think ...will/I don’t think...will</td>
<td></td>
<td></td>
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<tr>
<td>5</td>
<td>SLO - Can listen to conversations and monologues and infer main ideas from contextual clues. (p.40 exercise 2) (course objectives supported: 2)</td>
<td>p. 40 (ex. 2)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>SLO - Can listen to and follow an extended conversation or monologue and record important factual information. (SLO repeated from unit 4) (course objectives supported: 2)</td>
<td>p. 41</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>SLO - Can read and understand an extended text** and note down the most important details. - Can preview an extended text (by looking at headings and visuals, asking questions about it, making predictions) then read to confirm his/her ideas. (course objectives supported: 1)</td>
<td>p. 42 - 43</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>SLO - Can follow radio/TV news headlines and weather forecasts, and record important factual information. (course objectives supported: 2)</td>
<td>p. 44</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>SLO - Can ask for and provide detailed descriptions and opinions of someone’s physical appearance and character. (course objectives supported: 3 &amp; 5)</td>
<td>p. 46-47, 52, &amp; 153</td>
<td>p. 37-39, 41 (Ex. 8) &amp; p. 84 (Question s with like)</td>
</tr>
<tr>
<td></td>
<td><strong>Key language points to be covered:</strong></td>
<td></td>
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<tr>
<td></td>
<td>questions with like (as a preposition or a verb), I look like my brother; adjectives for food, cities &amp; people; a range of adjectives of opinion</td>
<td></td>
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</tr>
<tr>
<td>6</td>
<td>SLO - Can listen to an extended conversation and identify speakers’ opinions and attitudes. Can listen to and follow an extended conversation or monologue and record important factual information. (SLO repeated from week 2 unit 5, p.41) (course objectives supported: 2)</td>
<td>p. 52</td>
<td></td>
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</table>

### Supplementary Program

<table>
<thead>
<tr>
<th>Program</th>
<th>Instructional Items</th>
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<tbody>
<tr>
<td>LMS Orientation Session</td>
<td>Your Academic Coordinator will provide you with further details.</td>
</tr>
<tr>
<td>Speaking Session One</td>
<td>See Supplementary Speaking Program Guide below.</td>
</tr>
<tr>
<td>Reading Session One</td>
<td>See Supplementary Reading 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 3 | February 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>6</td>
<td>SLO</td>
<td>p. 50 - 51</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Can read and understand an extended text** and note down the most important details. (SLO repeated from week 1 unit 3, p.22-23) (course objectives supported: 1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>SLO</td>
<td>p. 53</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Can read and understand an extended range of signs and labels found in public places and on products*. (course objectives supported: 1)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>*hotels, airports, streets, offices, car parks, medicine, food, clothing, cigarettes etc.</td>
<td></td>
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</table>

Supplementary Program

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

Notes to Instructor

Please note that it is recommended that the two SLOs be covered at the beginning of the week (as they may be included in the Mid-Module exam) so as to ensure that the students receive sufficient time for practice and consolidation of these points. Writing Program sessions 1 and 2 and Speaking Session 2 should be scheduled in the second half of the week along with pre-test review.

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>
<tbody>
<tr>
<td>7</td>
<td><strong>SLO</strong>&lt;br&gt;- Can locate desired information in a text and evaluate this information from a personal or social point of view. (p.54) (SLO repeated from week 2 unit 4, p.34-35) (course objectives supported: 1)</td>
<td>p. 54</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td><strong>SLO</strong>&lt;br&gt;- Can give biographical information to describe events in my (and others’) life, including educational background and experience. (p.56 exercise 1 &amp; 2) (course objectives supported: 3 &amp; 5)</td>
<td>p. 54 - 57</td>
<td>p. 43 - 48</td>
</tr>
<tr>
<td><strong>Key language points to be covered</strong>&lt;br&gt;Present perfect active and passive vs past simple, time expressions/time clauses: for, since, ago, just, ever, never, already, yet, while + past continuous, until he was 11, a few times, when I was a child</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td><strong>SLO</strong>&lt;br&gt;- Can follow radio/TV news headlines and weather forecasts, and record important factual information. (SLO repeated from week 3 unit 5, p.44) (course objectives supported: 2)</td>
<td>p. 56 57</td>
<td>p. 20 (Ex. 5) &amp; p. 48</td>
</tr>
<tr>
<td>7</td>
<td><strong>SLO</strong>&lt;br&gt;Can understand and use literal, idiomatic, separable, inseparable phrasal verbs such as come across, hand down, put up, end up, etc. (p.60) (course objectives supported: 5) &lt;br&gt;<strong>Key language points to be covered</strong>: separable, inseparable, literal and idiomatic phrasal verbs</td>
<td>p. 58 - 60</td>
<td>p. 30 (Ex. 11), p. 42 (Ex. 10), p. 55 (Ex. 12), &amp; p. 80 (Ex. 11)</td>
</tr>
<tr>
<td>- Can read and understand extended texts** of a similar theme to identify and discuss similarities and differences of text content. (exercise 2 p.58) (course objectives supported: 1) (SLO repeated from week 1 unit 3, p.26-27)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Can read and understand an extended text and express opinions on the content. (exercise 3 p.58) (course objectives supported: 1) Can scan an extended text to find idiomatic vocabulary items (such as phrasal verbs) and deduce their meaning using contextual clues. (exercise 4 &amp; 5 p.58) (course objectives supported: 1)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Supplementary Program Instructional Items**

| Writing Session Three | See Supplementary Writing Program Guide below. |
| Speaking Session Three | 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 you Academic Coordinator with any questions or concerns you might have.
### Unit SLOs

#### SLO 8
- Can clearly express attitudes and opinions with sufficient ease when talking about future situations (real or imaginary) or making predictions, plans and arrangements. (SLO repeated from week 2 unit 5, p.38-41) (course objectives supported: 3 & 5)

**Key language points to be covered**
Zero conditional, 1st conditional, 2nd conditional. Clauses with as soon as, when, if, until, before, after. What will/would you do if ...?; conditional clauses with could/should/might

- Student’s Book: p. 62 - 65
- Independent Practice: Workbook: p. 50 - 53

#### SLO 8
- Can read and understand an extended text** and note down the most important details. (SLO repeated from week 3 unit 6, p.50-51) (course objectives supported: 1)

- Student’s Book: p. 66 - 67

#### SLO 8
- Can listen to and follow an extended conversation or monologue and record important factual information. (SLO repeated from week 3 unit 6, p.52) (course objectives supported: 2)

- Student’s Book: p. 68

#### SLO 8
- Can understand and use base and strong adjectives, and produce written sentences utilizing them. (course objectives supported: 4 & 5)

**Key language points to be covered**
very/absolutely/really + base / strong adjectives

- Student’s Book: p. 68

#### SLO 8
- Can make suggestions and give advice in everyday situations using a variety of expressions. (course objectives supported: 3 & 5)

**Key language points to be covered**
Let’s + verb, If I were you, I’d…, Why don’t you/we + verb, You ought to + verb, I don’t think you should + verb, You’d better + verb, Shall we + verb

- Student’s Book: p. 69

### Supplementary Program

<table>
<thead>
<tr>
<th>Instructional Items</th>
<th>Reading Session Four</th>
<th>Speaking Session Four</th>
</tr>
</thead>
<tbody>
<tr>
<td>See Supplementary Reading Program Guide below.</td>
<td></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.
### 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>10</td>
<td>SLO</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Can confidently use the present perfect continuous tense, and produce written sentences utilizing this form. (course objectives supported: 5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Can give biographical information to describe events in my (and others’) life, including educational background and experience. (p.80-81) (SLO repeated from week 4 unit 7, p.56)(course objectives supported: 3 &amp; 5)</td>
<td>p. 78 - 81</td>
<td>p. 62 - 65</td>
</tr>
<tr>
<td>10</td>
<td>SLO</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Can listen to conversations and monologues and infer main ideas from contextual clues. (exercises 3 &amp; 4) (SLO repeated from week 6 unit 9, p.74-75) (course objectives supported: 2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>SLO:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Can listen to short texts and retell them aided by written prompts. (exercise 4) (course objectives supported: 2 &amp; 3)</td>
<td>p. 100</td>
<td></td>
</tr>
</tbody>
</table>

**Supplementary Program**

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

**Notes to Instructor**

Please note that it is recommended that the first SLO above in particular be covered at the beginning of the week (as present perfect continuous may be included in the End of Module exam) so as to ensure that the students receive sufficient time for practice and consolidation of this structure. Speaking Session 6 should be scheduled in the second half of the week along with pre-test review.

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 6 and Reading Session 6 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. For this level there are two texts for teachers to select from.
## Level 104 – The Jungle Book

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Task</th>
<th>Reader pages</th>
<th>Suggested Reader Activities</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before Reading</strong></td>
<td>N/A</td>
<td>p. 44 -45</td>
<td>To be completed with students in order to raise interest in the texts and predict content.</td>
<td></td>
</tr>
<tr>
<td><strong>Silent guided reading in class</strong></td>
<td>p. 1 -4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assigned reading outside of class</strong></td>
<td>p. 5 – 8</td>
<td>p.46 activity 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>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 2</th>
<th>Task</th>
<th>Reader pages</th>
<th>Suggested Reader Activities</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Silent guided reading in class</strong></td>
<td>p. 8 -12</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>
<td></td>
</tr>
<tr>
<td><strong>Assigned reading outside of class</strong></td>
<td>p. 13 -17</td>
<td>p.46 activity 2</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 3</th>
<th>Task</th>
<th>Reader pages</th>
<th>Suggested Reader Activities</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Silent guided reading in class</strong></td>
<td>p. 17 - 20</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>
<td></td>
</tr>
<tr>
<td><strong>Assigned reading outside of class</strong></td>
<td>p. 21 -24</td>
<td>p. 46 - 47 activity 3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 4</th>
<th>Task</th>
<th>Reader pages</th>
<th>Suggested Reader Activities</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Silent guided reading in class</strong></td>
<td>p. 24 – 27</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>
<td></td>
</tr>
<tr>
<td><strong>Assigned reading outside of class</strong></td>
<td>p. 28 –31</td>
<td>p.47 activity 4 - 5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 5</th>
<th>Task</th>
<th>Reader pages</th>
<th>Suggested Reader Activities</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Silent guided reading in class</strong></td>
<td>p. 31 –36</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>
<td></td>
</tr>
<tr>
<td><strong>Assigned reading outside of class</strong></td>
<td>p. 37 –41</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 6</th>
<th>Task</th>
<th>Reader pages</th>
<th>Suggested Reader Activities</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Responding to the text</strong></td>
<td>p.48 - 51</td>
<td></td>
<td>These lessons are to consolidate learning and offer students an opportunity to react to the text.</td>
<td></td>
</tr>
</tbody>
</table>

## Level 104 – The Travels of Ibn Batutta

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Task</th>
<th>Reader pages</th>
<th>Suggested Reader Activities</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before Reading</strong></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>
<td></td>
</tr>
<tr>
<td><strong>Silent guided reading in class</strong></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>
<td></td>
</tr>
<tr>
<td><strong>Assigned reading outside of class</strong></td>
<td>p. 3 -5</td>
<td>p. 6 &amp; 7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 2</th>
<th>Task</th>
<th>Reader pages</th>
<th>Suggested Reader Activities</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Silent guided reading in class</strong></td>
<td>p. 8 -11</td>
<td>p. 12-13</td>
<td>The activities can be completed in class and help students check their understanding of the text.</td>
<td></td>
</tr>
<tr>
<td><strong>Assigned reading outside of class</strong></td>
<td>p. 14 - 19</td>
<td>p. 20 – 21</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>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 3</th>
<th>Task</th>
<th>Reader pages</th>
<th>Suggested Reader Activities</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Silent guided reading in class</strong></td>
<td>p. 22–23</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>
<td></td>
</tr>
<tr>
<td><strong>Assigned reading outside of class</strong></td>
<td>p. 24-25</td>
<td>p. 26-27</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 4</th>
<th>Task</th>
<th>Reader pages</th>
<th>Suggested Reader Activities</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Silent guided reading in class</strong></td>
<td>p. 28–29</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>
<td></td>
</tr>
<tr>
<td><strong>Assigned reading outside of class</strong></td>
<td>p. 30–31</td>
<td>p.32-33</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 5</th>
<th>Task</th>
<th>Reader pages</th>
<th>Suggested Reader Activities</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Silent guided reading in class</strong></td>
<td>p. 34-35</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>
<td></td>
</tr>
<tr>
<td><strong>Assigned reading outside of class</strong></td>
<td>p. 36-37</td>
<td></td>
<td></td>
<td></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 to two reading lessons were attended.</td>
<td>Three to five 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>

Total out of 10

Divide by 2 for final mark

* 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>104</td>
<td>Composition</td>
<td>Intro, multiple</td>
<td>Cohesion across paragraphs, ability to construct an argument</td>
<td>Giving opinion &amp; supporting reasons</td>
<td>*See Below</td>
</tr>
<tr>
<td></td>
<td>Around 150 words</td>
<td>body paragraphs, conclusion</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 to from the list of eight topics found in their Writing Pack. In fact, topic eight 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- The reason you like or dislike a particular store, restaurant, or place of entertainment
2- Reason you enjoy a particular hobby
3- Reason you enjoyed or did not enjoy a specific trip or vacation

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 in Teachers Resource section on the KAU website (http://eli.kau.edu.sa/Pages-ins-resources-en.aspx). 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>Session #</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 express his /her opinion and give reasons to support that opinion and specific details to support the reasons. - Can plan writing by listing, selecting and organizing ideas and putting them into an outline.</td>
<td>Getting Started</td>
<td>48 – 53</td>
<td>Idea List</td>
</tr>
<tr>
<td>2</td>
<td>- Can produce a detailed cohesive and coherent argumentative essay in 3 to 4 paragraphs. - Can express his /her opinion and give reasons to support that opinion and specific details to support the reasons. - Can use an appropriate introduction with thesis statement, topic sentences, supporting details and conclusion. - Can draft each paragraph of an argumentative essay in stages, following an outline. - Can plan writing by listing, selecting and organizing ideas and putting them into an outline.</td>
<td>Preparing Your Writing</td>
<td>54 – 60</td>
<td>First Draft</td>
</tr>
<tr>
<td>3</td>
<td>- Can produce a detailed cohesive and coherent argumentative essay in 3 to 4 paragraphs. - Can express his /her opinion and give reasons to support that opinion and specific details to support the reasons. - Can use an appropriate introduction with thesis statement, topic sentences, supporting details and conclusion. - Can revise writing by understanding and implementing peer and instructor feedback, and by checking for transition signals, supporting details and variety of sentence types.</td>
<td>Revising Your Writing</td>
<td>60 – 61</td>
<td>Second Draft</td>
</tr>
<tr>
<td>4</td>
<td>- Can write using a variety of sentence types – simple, compound and complex – avoiding fragments and run on sentences. - Can revise writing by understanding and implementing peer and instructor feedback, and by checking for transition signals, supporting details and variety of sentence types.</td>
<td>Editing Your Writing</td>
<td>62 - 63</td>
<td>Final Draft</td>
</tr>
</tbody>
</table>

### 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>Growth and Development</th>
<th>Attendance and Completion of Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No writing assignments were produced.</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>
<td>Only one draft (and a few instructor-provided materials) are present and complete.</td>
</tr>
<tr>
<td>3</td>
<td>Some evidence of growth and development in the course of the module.</td>
<td>Two drafts (and most instructor-provided materials) are present and complete.</td>
</tr>
<tr>
<td>5</td>
<td>Clear and abundant evidence of growth and development in the course of the module.</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 task once, along with answering 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.

Describe a book you have read or a film you have seen.
You have 3 minutes to prepare and make notes. You should speak for 1 to 2 minutes.

Talk about:
- When you read or saw it
- What this book or film was about
- Why you decided to see this or read this
- Say if you enjoyed it and why

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

1. What sort of books or films do you like?
2. Do you prefer reading books or watching films?
3. What are the advantages and disadvantages of e-books? Do you think that one day there will no more books made out of paper?
4. Which film do you plan to see next or which book to you want to read next?
**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.

**Give some advice to a foreign friend coming to visit your country.**
You have 3 minutes to prepare and make notes. You should speak for 1 to 2 minutes.

Talk about:
- Places to see and things to do
- Transport
- Rules, customs, good and bad manners
- When the best time to visit is

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

1. Do you like travelling?
2. Where would you like to travel to in the future and why?
3. What problems can you have when you travel to another country?

**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 a holiday or celebration in your country (for example Eid or Saudi National Day).**
You have 3 minutes to prepare and make notes. You should speak for 1 to 2 minutes.

You should:
- Say what the holiday celebrates.
- What people do to celebrate.
- What you like most about this holiday.

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

1. What preparations do people need to make for this holiday or celebration?
2. What special food do people eat at this time?
3. Do people give gifts? What are some popular gifts that people buy?
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.

Describe a goal/ambition you have for the future.

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

Talk about:
• What your goal is
• Why you set this goal
• What you will need to do to achieve this
• when you intend to achieve it

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

1. Do many people in Saudi Arabia have similar goals? Why?
2. How important is it to plan for the future?
3. How do you plan your time?

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.

Describe a restaurant that you like.

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

You should:
• Say what kind of food it serves.
• Why you like eating there so much.
• How often you go there.

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

1. How healthy is the food in this restaurant?
2. Do you prefer to eat home cooked food or eat out? Why?
3. Do you like to cook? If so, what can you cook well?
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.

Describe an old person you admire.

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

Talk about:

- Who this person is
- How long you have known him/her
- What qualities he/she has
- Why you admire him/her

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

1. Do you have similar qualities to this person?
2. What did this person teach you?
3. What things can old people teach us?

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>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 actively participated* and completed all or nearly all of the work assigned.</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 3
- award (n, v)
- based on (pp)
- childhood (n)
- compare (v)
- contrast (v)
- disaster (n)
- educate (v)
- encourage (v)
- environmental (adj)
- fascinated (adj)
- handout (n)
- hang out (= relax) (v)
- homesick (adj)
- honour (n, v)
- novel (n)
- only (child) (adj)
- outdoor (adj)
- relevant (adj)
- report (n)
- spoil (v)
- strict (adj)

### Unit 4
- behave (v)
- bill (n)
- bow (greeting) (n, v)
- casually (adv)
- colleague (n)
- complain (v)
- dish (n)
- engaged (adj)
- extension (phone) (n)
- fasten (v)
- gift (n)
- global (adj)
- guest (n)
- guidebook (n)
- host / hostess (n)
- local (adj)
- manners (= behaviour) (n)
- modest (adj)
- responsibility (n)
- rule (n)
- socialize (v)
- status (n)
- stranger (n)
- stuffy (a room) (adj)
- tip (=suggestion) (n)

### Unit 5
- valuable (adj)

### Unit 6
- chill (adj)
- clear (adj)
- cloud (n) / cloudy (adj)
- fog (n) / foggy (adj)
- ice (n) / icy (adj)
- lightning (n)
- rain (n) / rainy (adj) / rain (v)
- snow (n) / snowy (adj) / snow (v)
- storm (adj)
- stormy (adj)
- (thunder)storm (n)
- sunshine (n)/ sunny (adj)/ shine (v)
- wind (n) / windy (adj) / blow (v)

### Unit 7
- climate (n)
- degree (n)
- forecast (n)
- heavy (adj)
- temperature (n)
- weather (n)
- item (n)
- land (a plane) (v)
- luggage (n)
- qualification (n)
- rare (adj)
- reach (v)
- recommend (v)

### Unit 8
- [Adj. to describe Food]
  - junk
  - delicious
  - disgusting
  - expensive
  - fresh
  - frozen
  - home-grown
  - plain
  - rich
  - tasteless
  - tasty

### Unit 9
- [Adj. to describe Cities]
  - ancient

### Unit 10
- busy
- capital
- cosmopolitan
- crowded
- exciting
- historic
- industrial
- modern
- polluted

### Unit 11
- [Adj. to describe People]
  - boring / bored
  - elderly
  - outgoing
  - rude
  - shy
  - sociable
  - sophisticated
  - starving
  - tall
  - young
  - vegetarian

### Unit 12
- agricultural (adj)
- antique (adj)
- consumer (n)
- deliver (v)
- forever (adv)
- gradually (adv)
- have in common
- mix (v)
- outside (adv, prep)
- popularity (n)
- promise (v)
- reputation (n)
- succeed (v)
- topping (n)
- universal (adj)
- spice (n)
- tip (money) (n, v)
- view (n)

### Unit 13
- [Phrasal Verbs]
  - come across
  - come up with
  - cut off
  - cut off from
  - end up
  - fall out with
get on (well) with
give up
go out
hand down
look for
look forward to
look out
look up
pick up
put up
put up with
run out of
take away
take off
take up
turn on

apply (v) / application (n)
average (adj)
career (n)
damage (n)
flood (n)
headline (n)
hit (v)
homeless (adj)
hurricane (n)
interview (n, v)
resign (v)
retire (v) / retirement (n)
skill (n)
training (n)

**Base Adjectives**
big
important
tired
frightened
good
tasty
bad
hungry
angry
dirty
surprised
happy
funny

**Strong Adjectives**
enormous
essential
exhausted
terrified
great, wonderful,
fantastic, superb
delicious
horrible, awful, terrible,
disgusting
starving
furious
filthy
astonished, amazed
thrilled, delighted
hilarious

crazy about
(very) fond of
keen on

quite like
don’t mind

not that keen on
can’t stand
can’t bear
loathe

accustomed to (adj)
attempt (n, v)
passion (n)
qualify (v)
resources (n)
violent (adj)
worldwide (adv)

**Unit 8**
generous (adj)
ambitious (adj)
wealthy (adj)
to fund (v)
to donate (v)
to found (v)
to improve (v)

charity (n)
crisis (n)
drop out (phrasal verb)
duty (n)
fortune (n) / fortunate
(adj)
organization (n)
philanthropy (n) / philanthropist (n)
poverty (n)
rescue (n, v)
survive (v)

**Unit 9**
Character adjectives
reliable
optimistic
sociable
talkative
reserved
shy
impatient
lazy
moody
hardworking
easygoing
untidy
cheerful
sensitive

**Unit 10**
absolutely adore