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 Coordinators 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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## Module Three Calendar – 2014/15

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<thead>
<tr>
<th>Week</th>
<th>Gregorian Start Date</th>
<th>Exams/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Week 1</td>
<td>January 25</td>
<td></td>
</tr>
<tr>
<td>Instructional Week 2</td>
<td>February 1</td>
<td></td>
</tr>
<tr>
<td>Instructional Week 3</td>
<td>February 8</td>
<td>Mid Module Exam for the male and female sections will take place on Saturday the 14th of March.</td>
</tr>
<tr>
<td>Instructional Week 4</td>
<td>February 15</td>
<td></td>
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<tr>
<td>Instructional Week 5</td>
<td>February 22</td>
<td></td>
</tr>
<tr>
<td>Instructional Week 6</td>
<td>March 1</td>
<td>KAU Exams will take place this week. There will be instruction.</td>
</tr>
</tbody>
</table>
| Instructional Week 7     | March 8              | The Writing Exam will take place on Sunday the 8th and it will take one hour. There will be instruction the remainder of that day.  
The Speaking Exam will take place on Thursday the 12th this week with no instruction on the day of the exam.  
Students’ Supplementary Grades should be tabulated this week. |
| Final Exam and Grading   | March 15             | Final Exam for the female sections will take place on Saturday the 14th of March.  
Final Exam for the male sections will take place on Sunday the 15th of March.  
There will be no instruction this week.  
Students’ Exams will be marked this week and Final Grades tabulated. |
| Scheduling and PDU Events| March 22             | PDU Events may take place this week.                                         |

Please note specific dates are subject to change.
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 Way-stage 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 using 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)

* Medium-length texts of 250-500 words in frequently used grammatical structures at this level.

** vocabulary from the word lists for units 3-11

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.

Materials for the Supplementary Reading Program

There is a Reading Booklet for this course.

- Instructors can download from the ELI website.
- Students should purchase a copy from Al Shegery Bookstores or download and print from the ELI website.

Materials for the Supplementary Writing Program

The core materials for the supplementary writing program are:

- Writing Pack
  - Instructors can download from the ELI website.
  - Students should purchase a copy from Al Shegery Bookstores or download and print from the ELI website.

- Writing Composition Booklet
  - Instructors can download from the ELI website.
  - Students should purchase a copy from Al Shegery Bookstores or download and print from the ELI website.

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 a text from the Reading Pack of 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 and scores based on their performance. Further details are available in the Supplementary Speaking Program section below.

Grammar and Vocab Quiz
Following in-class instruction and independent practice, they are given a quiz in Grammar and Vocabulary content twice in the module. The exact units for to be covered in each quiz are mentioned in the Pacing Guide 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>
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</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>Grammar and Vocab Quiz</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 prompted 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: Content: See Writing Supplementary Program Below
- 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 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 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.

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

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>SLOs</th>
<th>Student’s Book</th>
<th>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>
</tbody>
</table>
| 3    | SLO- Can reasonably fluently relate a straightforward narrative or description as a linear sequence of events. (course objectives supported: 3 & 5)  
**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. | p. 22-25, 29 (time expressions) | p. 16-21 |
| 4    | 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 & 5)  
**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 | p. 30-32 | p. 22-24 |
| 4    | 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 & 5) | p. 32 (exercise 6) |  |
| 4    | SLO- Can demonstrate good control of definite and indefinite articles in their writing. (course objectives supported: 4 & 5) | p. 33 (PRACTICE) | p.24-25 |
| 4    | 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) | p. 34-35 |  |

### Supplementary Program | Instructional Items

| Speaking Practice Session One | See Supplementary Speaking Program Guide below. |

**Notes for Instructors**

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>SLOs</th>
<th>Student’s Book</th>
<th>Workbook</th>
</tr>
</thead>
<tbody>
<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) <strong>Key language points to be covered:</strong> 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>
<td>p. 36-37</td>
<td>p. 25 (Ex. 11, Clothes)</td>
</tr>
<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) <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) - Can read a medium length article for gist and respond to the text with his/her own opinions/reactions (exercise 4 and &quot;What do you think?&quot;). (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) <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) <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>
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</table>

**Supplementary Program**

<table>
<thead>
<tr>
<th>Instructional Items</th>
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<tbody>
<tr>
<td>LMS Orientation Session</td>
</tr>
<tr>
<td>Speaking Quiz One</td>
</tr>
<tr>
<td>Grammar and Vocab Quiz</td>
</tr>
</tbody>
</table>

**Notes for Instructors**

Kindly note the Speaking Quiz and the Grammar and Vocab Quiz are both given on the last day of the week. In addition, the LMS Orientation Session should be given in the time remaining after the G&V Quiz has been completed. Both the LSM and G&V Quiz should take no more than 1 teaching hour combined.

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

### Instructional Week 3

<table>
<thead>
<tr>
<th>SLO</th>
<th>Student’s Book</th>
<th>Workbook</th>
</tr>
</thead>
</table>
| 6   | **SLO** - Can describe and compare people, places, and things using a range of adjectives. (course objectives supported: 3 & 5)  
**Key language points to be covered:**  
What + to be + subject + like?, simple adjectives of opinion, comparative and superlative adjectives, much + comparative adjective + than, as + adjective + as/not as + adjective + as | p. 46-47 | p. 33-34 |
| 6   | **SLO** - Can describe and compare people, places, and things using a range of adjectives. (course objectives supported: 3 & 5)  
**Key language points to be covered:**  
What + to be + subject + like?, simple adjectives of opinion, comparative and superlative adjectives, much + comparative adjective + than, as + adjective + as/not as + adjective + as | p. 48-49 | p. 35-36 |
| 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 | |
| 7   | **SLO** - 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 & 5)  
**Key language points to be covered:**  
present perfect simple vs past simple, for and since | p. 54-57 | p. 38 - 40 |
| 7   | **SLO** - 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) | p. 57 | |
| 7   | **SLO** - Can use adverbs such as still, only, of course, just, at last, exactly, especially, fortunately and unfortunately in simple sentences. (course objectives supported: 4 & 5)  
**Key language points to be covered:** adverbs | p. 60 | |

### Supplementary Program

<table>
<thead>
<tr>
<th>Supplementary Program</th>
<th>Instructional Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking Practice Session Two</td>
<td>See Supplementary Speaking Program Guide below</td>
</tr>
<tr>
<td>Reading Session One</td>
<td>Section One is to be covered. See Supplementary Reading Program Guide below.</td>
</tr>
</tbody>
</table>

### Notes for Instructors

Mid Module Exam will take place on Saturday the 14th of February. The exam will cover materials instructed up to and including Unit 7.

Please feel free to contact your Academic Coordinator with any questions or concerns you might have.
### Instructional Week 4

<table>
<thead>
<tr>
<th>Unit</th>
<th>SLOs</th>
<th>Student's Book</th>
<th>Workbook</th>
</tr>
</thead>
</table>
| 8    | SLO- 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 |

| 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 fulfil a specific task.  
      (exercise 5) (SLO repeated from week 3 unit 5, p.42-43)  
      - 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) | p. 66-67 |

| 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 | p. 68, See high frequency verbs collocations on p.76 | p. 31 |

| 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 | p. 69 |

### Supplementary Program Instructional Items

<table>
<thead>
<tr>
<th>Supplementary Program</th>
<th>Instructional Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking Quiz Two</td>
<td>See Supplementary Speaking Program Guide below.</td>
</tr>
<tr>
<td>Grammar and Vocab Quiz</td>
<td>Covers Units 6 to 7. It is to be given at the same time as the Speaking Quiz.</td>
</tr>
<tr>
<td>Reading Session Two</td>
<td>See Supplementary Reading Program Guide below.</td>
</tr>
<tr>
<td>Writing Section One</td>
<td>See Supplementary Writing Program Guide below.</td>
</tr>
</tbody>
</table>

### Notes for Instructors
Kindly note the Speaking Quiz and the Grammar and Vocab Quiz are both given on the last day of the week.

Please feel free to contact your Academic Coordinator with any questions or concerns you might have.
### Instructional Week 5

<table>
<thead>
<tr>
<th>Unit</th>
<th>SLOs</th>
<th>Student’s Book</th>
<th>Workbook</th>
</tr>
</thead>
</table>
| 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 | p. 70-72, 73 (exercise 1) | p. 48-50 |
| 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.  
- 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. 78-79 | p. 53-54 |

### Supplementary Program Instructional Items

<table>
<thead>
<tr>
<th>Supplementary Program</th>
<th>Instructional Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Section Two</td>
<td>Section Two is to be covered. See Supplementary Writing Program Guide below.</td>
</tr>
<tr>
<td>Writing Section Three</td>
<td>Section Three is to be Covered. See Supplementary Writing Program Guide below.</td>
</tr>
<tr>
<td>Reading Session Three</td>
<td>See Supplementary Reading Program Guide below.</td>
</tr>
</tbody>
</table>

### Notes for Instructors

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>SLOs</th>
<th>Student's Book</th>
<th>Workbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td><strong>SLO</strong> -Can describe and ask about experiences with relative ease, expressing feelings and reactions. (SLO repeated from unit 9) (course objectives supported: 3 &amp; 5) <strong>Key language points to be covered:</strong> used to, What did you use to do when you were a child?</td>
<td>p. 80 (exercise 3), 81</td>
<td>p. 55-56</td>
</tr>
<tr>
<td>11</td>
<td><strong>SLO</strong> - 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 fulfil a specific task. (SLO repeated from week 5 unit 9, p. 74-75) (course objectives supported: 1)</td>
<td>p. 86-87</td>
<td>p. 58-61</td>
</tr>
<tr>
<td>11</td>
<td><strong>SLO</strong> - 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) <strong>Key language points to be covered:</strong> present simple &amp; past simple passive + by + agent; passive vs active voice.</td>
<td>p. 86-88, 90 (exercise 7)</td>
<td>p. 58-61</td>
</tr>
</tbody>
</table>

#### Supplementary Program Instructional Items

| Writing Section Four | Section Four is to be covered. See Supplementary Writing Program Guide below. |
| Reading Session Four | See Supplementary Reading Program Guide below. |

### Notes for Instructors

KAU Exams will take place this week. Please note, there may be reduction in the number of instructional hours. The Pacing Guide as taken this into account.

If instructors find themselves ahead of schedule, they may use the time of review.

Please feel free to contact your Academic Coordinator with any questions or concerns you might have.
### Instructional Week 7

<table>
<thead>
<tr>
<th>Unit</th>
<th>SLOs</th>
<th>Student's Book</th>
<th>Workbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>SLO- 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) - 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>p. 90-91</td>
<td>p.92 (Repeated from Unit 7)</td>
</tr>
<tr>
<td>11</td>
<td>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)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Supplementary Program

End of Module Review

#### Instructional Items

<table>
<thead>
<tr>
<th>Notes for Instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Writing Exam will take place on Sunday the 8th and it will take one hour. There will be instruction the remainder of that day.</td>
</tr>
<tr>
<td>The Speaking Exam will take place on Thursday the 12th this week with no instruction on the day of the exam.</td>
</tr>
<tr>
<td>Final Exam for the female sections will take place on Saturday the 14th of March. Final Exam for the male sections will take place on Sunday the 15th of March. The exam will cover materials instructed up to and including week seven.</td>
</tr>
<tr>
<td>Further information regarding it will be provided by your coordinator. Please feel free to contact your Academic Coordinator with any questions or concerns you might have.</td>
</tr>
</tbody>
</table>
Supplementary Reading Program

General Outline of Supplementary Reading Program

In the Supplementary Reading Program students read two texts. The texts are chosen by the students and the teachers from the selection of available texts in the Reading Booklet.

Each text is given two sessions. In the first session, students read the text and do the (Pre) and (While) Reading Activities. In the second session, they complete the remainder of the activities as well as take a comprehension quiz. The quiz is to be given at the start of the lesson. Students receive a grade only for the quiz.

The Reading Booklet is all available to both teachers and students on the ELI website. In addition, printed versions are available for purchase at Al Shurgary Bookstore.

The quizzes will be provided for teachers by their coordinators.
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 / Writing Task Prompts</th>
</tr>
</thead>
<tbody>
<tr>
<td>103</td>
<td>Composition</td>
<td>Intro (with topic sentence), body, conclusion paragraphs; description of feelings (at least twice).</td>
<td>Cohesion across paragraphs</td>
<td>Describing personal experience / Narrative *See Below</td>
</tr>
</tbody>
</table>

**Writing Task Prompts**

For classroom instruction, individual students are allowed to write on any question they choose to from the following:

1. Write about your first visit to another city/country
2. Write about the last trip you went on
3. Write about the best vacation you have ever had.
4. Write about your first day at school.
5. Write about your best day at university
6. Write about the worst meal you have ever had in a restaurant
7. Write about the last celebration you attended
8. Write about your worst visit to a shop

In the writing examination, students will be asked to produce a piece of narrative writing on one of the 8 topic areas below:

1. a visit to another city / country
2. a short trip
3. a vacation
4. a celebration
5. a day at university
6. a day at school
7. a visit to a shop or shopping mall
8. a meal in a restaurant

**Students’ Materials**

Students are expected to purchase the Writing Pack and Composition Booklet from the University bookstore (Al Shegery). Alternatively they can download the materials directly from the ELI website and print it themselves.

The pack and booklet are also available for teachers on the ELI website.

**Pacing**

The Pacing Guide above details the pacing for covering the Sections in the Writing Pack. It refers to the Sections the Writing Pack to be covered. Sections are clearly marked with each Pack itself.

Please note, only the final draft needs to be completed in the class under teacher supervision. The other drafts may be completed by students outside the class.
**Grading**

Students are to complete the entire pack with their teacher. The all the Drafts are to be completed in the Writing Composition Booklet. After completing each draft, teachers should provide feedback in the form provided in the Writing Composition Booklet. Please note, **ONLY THE ERROR CODES** should be used when marking on student work directly. Any other information can be included in the Teacher’s Notes portion of the form.

Only the Final Draft receives a mark. The rubric provided in the Writing Composition Book is to be used when assessing student work.
Supplementary Speaking Program

Introduction
The Speaking Program is divide into two general parts. The first is the Speaking Practice Session. In this session the students are given practice with task types similar to what is found on the Speaking Exam. In the second part, they sit one-by-one with the instructor for a Speaking Quiz that covers similar task(s) prepared for in the Speaking Practice Session. This performance receives a grade using the same rubric from the Exam itself.

General Guidelines for Speaking Practice Sessions
At the start of the lesson explain to the class that in this speaking session they will receive practice in answering the sorts of questions they may be asked in the final speaking exam. In addition, inform them that the following Speaking Quiz will cover similar material.

Detailed lesson plans and supporting materials are available for each Speaking Practice Session in the Teachers’ Resources section of the KAU website.

Scoring Rubric
The rubrics for scoring the Speaking Quiz are included in the quiz form itself. The Rubric for the Speaking Exam itself is available from the ELI website.
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. 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.

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-3-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 grade book will automatically calculate the percentage of activities completed by the student on the system, as well as giving the percentage of the 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
Irregular verbs

<table>
<thead>
<tr>
<th>Verb</th>
<th>Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>take</td>
<td>took</td>
</tr>
<tr>
<td>give</td>
<td>gave</td>
</tr>
<tr>
<td>get</td>
<td>got</td>
</tr>
<tr>
<td>find</td>
<td>found</td>
</tr>
<tr>
<td>set off</td>
<td>set off</td>
</tr>
<tr>
<td>drive</td>
<td>drove</td>
</tr>
<tr>
<td>catch</td>
<td>caught</td>
</tr>
<tr>
<td>think</td>
<td>thought</td>
</tr>
</tbody>
</table>

have a shower

fortunately (adv)
unfortunately (adv)

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)

Unit 5
have

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

go
abroad
out for a meal
wrong
out
skiing

come
first/second/last
and see me
true
round
home

tough (adj)
rights (n)
literacy (n)
persuade (v)
ambition (n)
hope (n, v)
involved in (adj)
miserable (adj)
opportunity (n)
passion (n)

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
compound nouns

alarm clock
car park
traffic jam
credit card
ice cream
sunglasses
timetable
raincoat
hair-dryer/hair-drier
earring/ear-ring
signpost
bookcase
rush hour
text message
earthquake
verb-noun collocations
get a job
go to university
discuss problems
go 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

get
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
weblink (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)