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.

**Course Goal**

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

**Course Objectives**

The course is intended to accomplish its goal in one full academic module of 7 weeks through developing students’ language skills to:
1. Read and understand basic expressions and short, simple texts. (READING)
2. Understand phrases and expressions related to areas of most immediate priority, provided speech is very slowly and clearly articulated. (LISTENING COMPREHENSION).
3. Engage in oral communications in very familiar situations, providing and obtaining essential information in simple mainly isolated phrases and sentences. (SPEAKING)
4. Write basic, simple sentences about people and places. (WRITING)
5. Demonstrate limited control of basic vocabulary* and essential grammatical structures. (USE OF ENGLISH)

* vocabulary from the word lists for units 1-9 and 11

**Descriptions:**

**Student Learning Outcomes (SLOs):** a description 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.

**Evidence of learning:** being able to demonstrate that actual learning and actual performance, and hence SLOs achievement, has taken place. On a weekly basis this can be demonstrated by successful completion of teacher-generated short tests, quizzes, and by completion and accuracy of individual and group tasks and in-class and homework assignments covering all skills. Self and group evaluation of SLO achievement can be monitored by the use of the Can-Do statements that
accompany each level of the curriculum. Over the course of a complete module further evidence of achievement can be gathered by the use of ELI standardized assessment instruments measuring SLO achievement from a range of assessment perspectives.

**Learner Training**: helping learners select and implement appropriate learning strategies and resources, monitor their own use of strategies and change them if necessary, and monitor the effectiveness of their own learning. Learner training is introduced in weeks 1, and on-going training is expected to be provided throughout the course components. The training should be included in all learning activities and its benefits actively utilized by students in all classes.

**Supplementary materials**: Faculty are encouraged and expected to utilize appropriate supplementary material to facilitate achievement of the learning outcomes. Great care needs to be taken to ensure all supplementary material is culturally appropriate. Certain pages in the *Workbook* are specified in the guide and teachers are encouraged to make use of this resource to reinforce and consolidate work from the Student’s Book and subsequent SLO achievement.

**Can Do Statements**: The Can-Do-Statements for ELI 101 serve as a language ladder to help students to personally track and assess their own language development and achievement of the Student Learning Outcomes (SLOs) of the course. The **SLOs** are what should **dictate lesson content** – the can do statements are how this content can be presented to the learners. A full list of student can do statements (together with the SLOs they relate to) is provided in the document – Can Do Statements – Instructors’ Reference. Students will receive the document – Student Can Do Statements – this is available from the Student Resources section of the KAU website.

**Important Notice:**

While achieving the SLOs is the main priority, and while supplementary materials as well as course book materials may be used to assist in specific SLO achievement, please also make sure that listening and reading passages from the course book units in the core curriculum are covered as some language from these may come up in mid- and end-of-module exams.
**Guidance on Using this Pacing Guide:**

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 writing continuous assessment) are listed separately in the Assignments section, with the exception of a few writing SLOs supported by activities in the course book.

**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 on 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 from Teachers’ Resources on the ELI website).

**Language 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). A more comprehensive set of linguistic requirements for the achievement of each SLO is in the process of being developed by the Curriculum Unit.
Assignments:

Students will complete the following assignments to make up the continuous assessment component of the course:

**Reading Program** - (orientation in week 2, then 4x 1 hour sessions in weeks 3, 4, 5 & 6):

1 orientation session (in which students will choose from a limited range of titles which one they want to read during the module) followed by 4 lessons where students do guided in class reading, are assigned some out of class reading and have the opportunity to respond to / discuss what they have read. Full details are available in the Reading Program Instructional Guide in Teachers’ Resources on the KAU website.

**Learning Management System** – (one orientation session in week 2 then completed outside class)

Students are required to complete a set number of the online practice exercises from the LMS outside of class. Students should receive one orientation session on the use of the LMS (preferably in a computer lab in building 30) in week 2 of the course. Further details are available in the LMS Instructional Guide.

**Writing Continuous Assessment** – (weeks 3, 5, 6 & 7 - around 12 hours of instructional time in total)

Students will be asked to work on producing one text, following a process approach in which they 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 itself and in the Writing Instructional Guide.

**Speaking Formative Assessment** – (6x 1 hour sessions – weeks 2, 3, 4, 5, 6, & 7):

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 using the same rubric they will be graded on in the final exam. Further details and sample practice test materials are available in the Speaking Assessment Instructional Guide.
Headway Supplementary Resources:

Faculty are reminded to use and/or make learners aware of the following supplementary resources:

1. (Level 101 only) Writing Support CD-ROM

2. Workbook DVD-ROM

3. Learning Management System online practice: [www.headwayplusonline.com](http://www.headwayplusonline.com)


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.

Below is an outline of what you can find on this site:

Level specific:

Grammar – practice for each course book unit

Test Builder: Make your own online tests by selecting from structures covered in the course book

Everyday English – 6 dialogues – students can listen and read, listen and read half the dialogue, or just listen. They can also print out the conversation

Vocabulary – 2 practice exercises for each course book unit

Games

General:

Headway word of the week

Phrase Builder – read, listen and test yourself

5. Teacher’s Book – Progress Tests and Stop and Checks

6. Revision section at back of workbook (not Beginner level)
Faculty are encouraged to introduce Can Do Statements to their students and make use of them throughout the module.

Key tips on using can do statements:

- The can do statements are a tool - and individual instructors should have some freedom to decide how they can be used, and how often.
- Can do statements should be issued to students, (or students should be asked to print them out from the website) as close as possible to the start of the course.
- Can do statements comprise standardized, level-specific, detailed language content and functions on which students are to be tested, in mid and end-of-module exams.
- Students keep the student can do statements in their portfolios and use them as reference points for monitoring their daily/weekly progress.
- There is a self evaluation section after each can do statement where students can rank the degree of difficulty they find in performing the function stated in the can do statement. Students can complete this self evaluation individually in a quiet time in class, or at home and bring it back to class.
- In week 4 students should make an appointment with their instructor for mid-course academic counselling (10-15 minutes) during the office hour. Ask students to bring completed self evaluations of can do statements covered to that point in the course to the meeting. You can go over it with the student and agree with them on what they need to work on and how they can go about it, as well as highlighting to them areas in which they have made progress. The idea is to motivate learners and make them more accountable. If a student hasn’t been coming to class, you can point this out on the attendance sheet, suggest that this is why they have not made as much progress as hoped and agree with them on future action (i.e. a commitment on the part of the student to improve their attendance on the second half of the course).
- Instructors can use the can do statements to frame the lesson objectives for the students by, for example, projecting the can do statements to be covered in that lesson on to the whiteboard, asking the learners at the start of the class if they can do it and how well/confidently they think they can do it. Teachers could then do an initial task that measures the students’ ability in that area. After some feedback and teacher input, they could then do another task similar to the one they did at the start of the lesson and receive further peer and teacher feedback. They could then be encouraged to answer the same question they answered at the start of the lesson – Can you do this well? – and the following types of questions: Can you do it better now than you could at the start of the lesson? What are you still having problems with? Do you think you need more practice of this?
### Week 1 (Unit 1)

<table>
<thead>
<tr>
<th>SLO: Can establish basic social contact by using simple polite forms of greeting, introduction &amp; farewell in very familiar situations. (course objectives supported: 3 and 5)</th>
<th><strong>Key language points to be covered:</strong> present simple to be – subject – verb agreement, yes/no questions, short answers and wh questions, expressions of greeting and farewell</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course book resources</strong> STUDENT’S BOOK: p. 6-8 WORKBOOK: p. 5, 8</td>
<td><strong>Evidence of learning</strong></td>
</tr>
<tr>
<td><strong>Supplementary materials</strong></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SLO: Can ask and answer simple questions about name when spoken to in slow, clearly articulated speech. (course objectives supported: 2, 3 and 5)</th>
<th><strong>Key language points to be covered:</strong> What’s your name? What’s your first name/surname/family name? My name is... What’s his/her name? His name/her name is...</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course book resources</strong> STUDENT’S BOOK: p. 8-9 &amp; (p. 30 the alphabet) WORKBOOK: p. 4</td>
<td><strong>Evidence of learning</strong></td>
</tr>
<tr>
<td><strong>Supplementary materials</strong></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SLO: Can understand and respond to questions about words for objects and their spelling. (course objectives supported: 2, 3 and 5)</th>
<th><strong>Key language points to be covered:</strong> What’s this in English? It’s + a + singular noun. Word stress.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course book resources</strong> STUDENT’S BOOK: p. 10 (&amp; for further extension p. 37) WORKBOOK: p. 6-7 &amp; for further extension (p. 15 &amp; p. 28)</td>
<td><strong>Evidence of learning</strong></td>
</tr>
<tr>
<td><strong>Supplementary materials</strong></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>SLO: Can say the numbers from <strong>one to thirty</strong> (course objectives supported: 3 and 5)</th>
<th><strong>Key language points to be covered:</strong> Numbers one to thirty. Word stress. Plural number + noun + -s/-es/-ies – pronunciation of –s ending /s/, /z/ or /iz/</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course book resources</strong> STUDENT’S BOOK: p. 11, 17, WORKBOOK: p. 7, 14</td>
<td><strong>Evidence of learning</strong></td>
</tr>
<tr>
<td><strong>Supplementary materials</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Last hour of longer teaching days (twice a week):** Freer practice, revision games, videos, online resources, group tasks/projects, activities negotiated and agreed upon with the students etc.
### Week 2 (Units 2, 3 & 4)

#### UNIT 2: SLO: Can ask and answer simple questions about himself/herself and other people, where they live, what they do/have & family. (course objectives supported: 3 and 5)
Can demonstrate limited control of the present form of verb to be. (course objectives supported: 5)

**Key language points to be covered:** What’s ... name? Where...from? Verb to be – subject verb agreement, pronouns – subject + possessive, sentence stress, words for countries (+word stress).

**Course book resources**
- STUDENT’S BOOK: p. 12-15
- WORKBOOK: p. 10-12

**Evidence of learning**

**Supplementary materials**

#### UNIT 2: SLO: Can understand a very short simple text** about someone, picking out key personal information (e.g. name, job, family, likes and dislikes, and leisure time activities). (course objectives supported: 1)

**Course book resources**
- STUDENT’S BOOK: p. 16 **(AND Unit 4 p. 24 & 27)**
- WORKBOOK: p. 13

**Evidence of learning**

**Supplementary materials**

#### UNIT 2: SLO: Can describe in a very basic way* objects, people, cities, food and drink, the weather, etc. (course objectives supported: 3 and 5)

**Key language points to be covered:** Wh questions with verb to be, basic adjectives of opinion – good, nice, fantastic, terrible, beautiful etc, subject pronoun + verb agreement – it’s awful, they’re fantastic etc.

**Course book resources**
- STUDENT’S BOOK: p. 16 **(AND p. 52)**
- WORKBOOK: p. 12-13 **(AND p.43)**

**Evidence of learning**

**Supplementary materials**

#### UNIT 2: SLO: Can say the numbers from one to thirty (Repeated from week 1 unit 1) (course objectives supported: 3 & 5)

**Key language points to be covered:** Numbers one-thirty + word stress. How old are you/is she/are they? I’m/he’s/they’re thirty/thirty years old.

**Course book resources**
- STUDENT’S BOOK: p. 11, 17
- WORKBOOK: p. 7, 14

**Evidence of learning**

**Supplementary materials**
**UNIT 3: SLO:** Can ask and answer simple questions about himself/herself and other people, where they live, what they do/have & family. *(Repeated from unit 2)* (course objectives supported: 3 & 5)

Can demonstrate limited control of the present form of verb to be. *(Repeated from unit 2)* (course objectives supported: 3 & 5)

**Key language points to be covered:** Present simple sentences with to be – positive, negative and interrogative. I’m/He’s/She’s + a + job. Job vocabulary

**Course book resources** STUDENT’S BOOK: p. 18-22
WORKBOOK: p. 14-18

**Evidence of learning**

**Supplementary materials**

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**UNIT 3: SLO:** Can record significant details (e.g. names, places, numbers, dates, prices, and time) from speech which is very slow and carefully articulated, with long pauses to assimilate meaning. *(course objectives supported: 2)*

**Course book resources** STUDENT’S BOOK: p. 21 & 22 Ex. 4
WORKBOOK: p. 19

**Evidence of learning**

**Supplementary materials**

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**UNIT 3: SLO:** Can write very short, simple sentences **giving personal details about himself/herself or people they know, using appropriate punctuation and capitalization.** *(course objectives supported: 4 and 5)*

**Key language points to be covered:** Present simple sentences with to be – positive, negative and interrogative. I’m/He’s/She’s + a + job. Job vocabulary

**Course book resources** STUDENT’S BOOK: p. 21
WRITING SUPPORT CD-ROM

**Evidence of learning**

**Supplementary materials**

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**UNIT 3: SLO:** Can make and respond to simple requests and offers in very familiar situations using a limited range of very basic expressions. *(course objectives supported: 3 and 5)*

**Key language points to be covered:** Excuse me. Can I have...? How much is that? Where’s the...? Here you are. That’s $1.20. It’s over there. I’m sorry, I don’t know/understand. Thank you very much. Polite intonation.

**Course book resources** STUDENT’S BOOK: p. 23
WORKBOOK: p. 20

**Evidence of learning**

**Supplementary materials**
UNIT 4: SLO: Can ask and answer simple questions about himself/herself and other people, where they live, what they do/have & family. *(Repeated from unit 3)* (course objectives supported: 3 & 5)

Can demonstrate limited control of the present form of verb to be.) *(Repeated from unit 3)* (course objectives supported: 5)

Key language points to be covered: Wh and yes / no questions with to be, possessive ‘s, possessive pronouns, family relation words, like + verb+ing, like + noun.

Course book resources  STUDENT’S BOOK: p. 24-28  WORKBOOK: p. 21-24

Evidence of learning  Supplementary materials

Unit 4: SLO: Can spell familiar words* with 80% accuracy (i.e. where mistakes occur, only one letter is incorrect/missing and intelligibility is not affected). *(course objectives supported: 4 and 5)*


Evidence of learning  Supplementary materials

UNIT 4: SLO: Can record significant details (e.g. names, places, numbers, dates, prices, and time) from speech which is very slow and carefully articulated, with long pauses to assimilate meaning. *(course objectives supported: 2 and 4)*

Course book resources  STUDENT’S BOOK: p. 25 Ex. 4, p.26 Ex. 1  WORKBOOK: p. 19, p.31 Ex. 8

Evidence of learning  Supplementary materials

Last hour of longer teaching days (twice a week): Freer practice, revision games, videos, online resources, group tasks/projects, activities negotiated and agreed upon with the students etc.

Assignments

**Speaking Development and Exam Preparation**

In preparation for the speaking exam, instructors are reminded to provide students with appropriate training and practice. *(Further details regarding the speaking exam and suggested preparation materials are available from Speaking Development Instructional Guide and from your Coordinator)*

**Reading Program:**

Orientation *(See Reading Program Instructional Guide for details)*

**Learning Management System (LMS)**

Orientation and registration of students. Further details are available in the LMS Instructional Guide.
### Week 3 (Units 4 & 5)

**Units 4: SLO:** Can get the main idea of the content of a paragraph and short simple descriptions, with visual support. (Ex. 2 p.28)  
(course objectives supported: 1)

Can understand a very short simple text** about someone, picking out key personal information (e.g. name, job, family, likes and dislikes, and leisure time activities). (Ex. 3 p.29)

(Repeated from week 2 units 2 and 4)

**Course book resources**  
STUDENT’S BOOK: p.28-29  
WORKBOOK: p. 38 UNIT 6

**Evidence of learning**

**Supplementary materials**

**Unit 4: SLO:** Can follow a short listening text about familiar topics**** which contains familiar words and phrases*, delivered in slow, carefully articulated, repeated speech. (course objectives supported: 2)

**Course book resources**  
STUDENT’S BOOK: p. 29 (unit 4)  
WORKBOOK: p.31

**Evidence of learning**

**Supplementary materials**

**Unit 4: SLO:** Can write very short, simple sentences ** giving personal details about himself/ herself or people they know, using appropriate punctuation and capitalization. (Repeated from week 2 unit 3 p.21)  
(Course Objectives supported: 4 and 5)

**Key language points to be covered:** Wh and yes / no questions with to be, possessive ‘s, possessive pronouns, family relation words, like + verb+ing, like + noun.

**Course book resources**  
STUDENT’S BOOK: p. 27 & 29  
WRITING SUPPORT CD-ROM

**Evidence of learning**

**Supplementary materials**

**Unit 4: SLO:** Can say all the letters of the alphabet and spell aloud names and addresses. (course objectives supported: 3 and 5)

**Key language points to be covered:** How do you spell it/....? What’s your first name/surname/address/email address/phone number? Letters of the alphabet. Email addresses.

**Course book resources**  
STUDENT’S BOOK: p. 30-31

**Evidence of learning**

**Supplementary materials**
<table>
<thead>
<tr>
<th><strong>Unit 4</strong></th>
<th>SLO: Can fill in a very basic form with personal information and dates. (course objectives supported: 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Can spell familiar words</strong> with 80% accuracy (i.e. where mistakes occur, only one letter is incorrect/missing and intelligibility is not affected).</td>
<td><em>(Repeated from week 2 unit 4 p.25)</em> (course objectives supported: 4 &amp; 5)</td>
</tr>
</tbody>
</table>

**Course book resources**  
STUDENT’S BOOK: p. 30-31  
WORKBOOK p. 17, 19 (unit 3)

**Evidence of learning**

**Supplementary materials**

<table>
<thead>
<tr>
<th><strong>Unit 5</strong></th>
<th>SLO: Can describe his/ her and others’, routines, likes and dislikes. (course objectives supported: 3 and 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can ask and answer simple questions about himself/herself and other people, where they live, what they do/have &amp; family.</td>
<td><em>(Repeated from week 2 units 2, 3 &amp; 4, p.12-15, 18-22 &amp; 24-28)</em></td>
</tr>
</tbody>
</table>

**Course book resources**  
STUDENT’S BOOK: p. 32-34, 35, 38  
WORKBOOK: p. 29-30

**Evidence of learning**

**Supplementary materials**

<table>
<thead>
<tr>
<th><strong>Unit 5</strong></th>
<th>SLO: Can demonstrate limited control of indefinite articles with familiar words*. (course objectives supported: 4 and 5)</th>
</tr>
</thead>
</table>

**Course book resources**  
STUDENT’S BOOK: p. 34  
WORKBOOK: p. 33

**Evidence of learning**

**Supplementary materials**

<table>
<thead>
<tr>
<th><strong>Units 5</strong></th>
<th>SLO: Can understand a very short simple text** about someone, picking out key personal information (e.g. name, job, family, likes and dislikes, and leisure time activities). (Ex. 3 p.29) <em>(Repeated from week 4)</em></th>
</tr>
</thead>
</table>

**Course book resources**  
STUDENT’S BOOK: p. 34  
WORKBOOK: p. 38 UNIT 6

**Evidence of learning**

**Supplementary materials**
### Unit 5: SLO: Can follow a short listening text about familiar topics**** which contains familiar words and phrases*, delivered in slow, carefully articulated, repeated speech. *(course objectives supported: 2)*

**Course book resources**  
STUDENT’S BOOK: p. 35  
WORKBOOK: p. 31

**Evidence of learning**

**Supplementary materials**

### Unit 5: SLO: Can describe in a very basic way* objects, people, cities, food and drink, the weather, etc. *(Repeated from week 2 unit 2)*

**Key language points to be covered:** Simple adjectives of opinion. What do you / does she like? Do you / does he like...? Like + noun / gerund. Present simple – subject verb agreement and word order. Pronunciation: sentence stress, linking, chunking.

**Course book resources**  
STUDENT’S BOOK: p. 36-37  
WORKBOOK: p. 43 (Ex. 10)

**Evidence of learning**

**Supplementary materials**

### Unit 5: SLO: Can express, check and confirm numbers, quantities and prices in very basic everyday conversations. *(course objectives supported: 3 and 5)*

**Key language points to be covered:** How much is + the + singular noun?  
It’s...

**Course book resources**  
STUDENT’S BOOK: p. 39  
WORKBOOK: p. 32

**Evidence of learning**

**Supplementary materials**

**Last hour of longer teaching days (twice a week):** Freer practice, revision games, videos, online resources, group tasks / projects, activities negotiated and agreed upon with the students etc.
## Assignments

### Writing Continuous Assessment Part I: Brainstorming / Planning (up to 2 hours)

**Task:** Write about yourself

**Resources:** Writing Pack, pages 2-4

**Pre-writing activities:** Vocabulary, brainstorming, free-writing, genre example.

**Due:** Freewrite

**Writing SLOs:**
- Can begin the process of planning writing by generating ideas on a very familiar topic through freewriting.

### Writing Folder Part II: Preparing Your Writing (up to 3 hours)

**Task:** Write about yourself

**Resources:** Writing Pack, pages 5-7

**Activities:** Grammar Input/Practice, drafting.

**Due:** First draft

**Writing SLOs:**
- Can write very short, simple sentences giving personal details about himself/herself or people they know, using appropriate punctuation and capitalization.
- Can spell familiar words* with 80% accuracy (i.e. where mistakes occur, only one letter is incorrect/missing and intelligibility is not affected).
- Can write short simple sentences about their own and others’ daily routines and what they like/dislike.
- Can produce drafts and a revised final draft of a series of simple sentences giving basic personal information.

### Reading Program:

Orientation (See Reading Program Instructional Guide for details) For module 1 only, instructors are asked to choose one title from the two or three titles on the KAU website for their level, per the interests and level of their class. Instructors should make this selection by the end of week 3 and inform their students to download the text from the KAU website Student Resources site.

**Reading Program Lesson 1:**
-(See Reading program Instructional Guide for details)

**Speaking Development and Exam Preparation**

In preparation for the speaking exam, instructors are reminded to provide students with appropriate training and practice.
-(Further details regarding the speaking exam and suggested preparation materials are available from Speaking Development Instructional Guide and from your Coordinator)
Week 4 (Unit 6)

Important note: Mid-module exams (speaking, writing, MCQs) will take place during this week. Students will be assessed on material from units 1-5. Instructors should start Unit 6 in week 4 in order to have enough time to cover all the SLOs by the end of the course. However, instructors should note that Unit 6 will not be included in mid-module exams.

Please note that there will be only 4 days of instruction in week 4 as Saudi National Day is on Monday 23 September.

<table>
<thead>
<tr>
<th>Unit 6: SLO: Can express, check and confirm time of day (using numbers 1-12 and the words o'clock, fifteen, thirty, forty five) in very basic everyday conversations. (course objectives supported: 3 and 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key language points to be covered: Excuse me. What time is it, please? Time.</td>
</tr>
<tr>
<td>Course book resources</td>
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<td>Evidence of learning</td>
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<tr>
<td>Supplementary materials</td>
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</tbody>
</table>

<table>
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<tr>
<th>Unit 6: SLO: Can follow a short listening text about familiar topics**** which contains familiar words and phrases*, delivered in slow, carefully articulated, repeated speech. (Repeated from week 3 units 4 &amp; 5, p.29 &amp; 35) (course objectives supported: 2)</th>
</tr>
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<td>Supplementary materials</td>
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</table>

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<tr>
<th>Unit 6: SLO: Can describe his/ her and others’, routines, likes and dislikes. (Repeated from week 3 unit 5, p.32-33,35 &amp; 38) (course objectives supported: 3 &amp; 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can understand a very short simple text** about someone, picking out key personal information (e.g. name, job, family, likes and dislikes, and leisure time activities). (Repeated from week 3 units 4 &amp; 5, p.29 &amp; 35) (course objectives supported: 1)</td>
</tr>
<tr>
<td>Key language points to be covered: Present simple positive, negative and interrogative forms. Verb phrases describing daily routine actions. Time. Adverbs of frequency and word order. Subject-verb agreement.</td>
</tr>
<tr>
<td>Course book resources</td>
</tr>
<tr>
<td>Evidence of learning</td>
</tr>
<tr>
<td>Supplementary materials</td>
</tr>
</tbody>
</table>
Unit 6: SLO: Can demonstrate understanding and use of basic adverbs of frequency and prepositions of time. (course objectives supported: 5)

Course book resources  STUDENT’S BOOK: p. 42,45,46,47  WORKBOOK: p. 37

Evidence of learning

Supplementary materials

Last hour of longer teaching days (twice a week): Freer practice, revision games, videos, online resources, group tasks/projects, activities negotiated and agreed upon with the students etc.

Assignments

Reading Program Lesson 2:  
(See Reading program Instructional Guide for details)

Reading Program Lesson 1 – 1 hour  
(See Reading program Instructional Guide for details)

LMS

Students should have registered and should start completing assigned LMS practice exercises outside class starting from this week. Further details on content and grading can be found in the LMS Instructional Guide in Teachers Resources on the KAU website

Speaking Development and Exam Preparation – Session 1 – 1 hour

In preparation for the speaking exam, instructors are reminded to provide students with appropriate training and practice.  
(Further details regarding the speaking exam and suggested preparation materials are available from Speaking Development Instructional Guide and from your Coordinator)
Week 5 (Units 7-8)

Please note that there will be only 4 days of instruction in week 5 as the mid-module exams will be held on Thursday 3 October.

<table>
<thead>
<tr>
<th>Unit 7: SLO:</th>
<th>Can use Wh-question words appropriately to make questions using high frequency verbs such as <em>live</em>, <em>want</em>, <em>eat</em>, <em>sit</em>, <em>have</em>, <em>speak</em>, <em>give</em>, and <em>watch</em> with limited control. <em>(course objectives supported: 5)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course book resources</strong></td>
<td>STUDENT’S BOOK: p. 48-49, 51 WORKBOOK: p. 40-41</td>
</tr>
</tbody>
</table>

**Evidence of learning**

**Supplementary materials**

<table>
<thead>
<tr>
<th>Unit 7: SLO:</th>
<th>Can read and understand short, simple informational material by identification and comprehension of familiar words and phrases*. <em>(course objectives supported: 1)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Can get the main idea of the content of a paragraph and short simple descriptions, with visual support. <em>(Repeated from week 3 unit 4, p.28)</em> <em>(course objectives supported: 1)</em></td>
<td></td>
</tr>
<tr>
<td><strong>Course book resources</strong></td>
<td>STUDENT’S BOOK: p. 48-49, p. 53</td>
</tr>
</tbody>
</table>

**Evidence of learning**

**Supplementary materials**

<table>
<thead>
<tr>
<th>Unit 7: SLO:</th>
<th>Can ask and answer questions about and refer to specific objects and people using <em>this</em> and <em>that</em> and subject, object and possessive pronouns <em>(course objectives supported: 3 and 5)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Can ask and answer simple questions about himself/herself and other people, where they live, what they do/have &amp; family. – p.51 <em>(Repeated from week 4 unit 5, p.32-33, 35 &amp; 38)</em></td>
<td></td>
</tr>
<tr>
<td>Can describe his/ her and others’, routines, likes and dislikes. – p.51 <em>(Repeated from week 4 unit 6, p.41-46)</em></td>
<td></td>
</tr>
<tr>
<td><strong>Course book resources</strong></td>
<td>STUDENT’S BOOK: p. 49-51 (Ex. 1-3) WORKBOOK: p. 42-3</td>
</tr>
</tbody>
</table>

**Evidence of learning**

**Supplementary materials**
### Unit 7: SLO: Can describe in a very basic way* objects, people, cities, food and drink, the weather, etc. *(Repeated from week 3 unit 5, p.37)* (course objectives supported: 3 & 5)

**Key language points to be covered:** Simple adjectives of opinion and describing physical characteristics. Adjective + noun. Which + noun do you like? What’s your favourite + noun?

**Course book resources** STUDENT’S BOOK: p. 52  WORKBOOK: p. 43 (Ex. 10)

**Evidence of learning**

### Supplementary materials

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### Unit 7: SLO: Can write short simple sentences to describe a village, town, or city. (course objectives supported: 4 and 5)

**Key language points to be covered:** The + noun is/are + adjective. There is/are + adjective + noun. Simple adjectives of opinion and describing physical characteristics.

**Course book resources** STUDENT’S BOOK: p. 52, 53  (email to replace postcard)

**Evidence of learning**

### Supplementary materials

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### Unit 7: SLO: Can recognize and say a limited number* of words for places in a town or city. (course objectives supported: 5)

**Key language points to be covered:** Chemist’s, café, railway station, post office, bank, clothes shop etc.

**Course book resources** STUDENT’S BOOK: p. 54

**Evidence of learning**

### Supplementary materials

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### Unit 7: SLO: Can make and respond to simple requests in very familiar situations using a limited range of very basic short expressions. *(Repeated from week 2 unit 3 p.23)* (course objectives supported: 3 & 5)

**Key language points to be covered:** Requests – Can I + verb? Where can I...? Can I have a + noun? How much is that? Certainly. Sure. That’s + prices. Vocabulary: Everyday Objects / Products. Pronunciation: Polite intonation

**Course book resources** STUDENT’S BOOK: p. 54-55  WORKBOOK: p. 44

**Evidence of learning**

### Supplementary materials
Unit 8: SLO: Can say simple sentences to describe a room or place using there is/are, some/any and prepositions of place (course objectives supported: 3 and 5)

Key language points to be covered: Positive, negative and interrogative sentences with there is/are, some/any, prepositions of place; vocabulary: household objects, rooms in a house, furniture.

Course book resources
STUDENT’S BOOK: p. 56-59
WORKBOOK: p. 46-48
WRITING SUPPORT CD-ROM: Reading & Writing, Module 4, Worksheets 3, 4

Evidence of learning
Supplementary materials

Last hour of longer teaching days (twice a week): Freer practice, revision games, videos, online resources, group tasks/projects, activities negotiated and agreed upon with the students etc.

Assignments

Writing Continuous Assessment Part III: Revising (up to 3 hours)

Task: Write about yourself

Resources: Writing Pack, pages 8-10

Activities: Vocabulary and Grammar input, peer and instructor feedback, second draft.

Due: Second draft

Writing SLOs:

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

Reading Program Lesson 3

Reading Program Lesson 2 – 1 hour
(See Reading program Instructional Guide for details)

Speaking Development and Exam Preparation – session 2 – 1 hour
In preparation for the speaking exam, instructors are reminded to provide students with appropriate training and practice.
(Further details regarding the speaking exam and suggested preparation materials are available from Speaking Development Instructional Guide and from your Coordinator)
Week 6 (Units 8-9)

Please note that week 6 is KAU exams week. Confirmation has not yet been received as to whether there will be classes during this week and if so, how many instructional hours will be available. Therefore, instructors are asked to ensure that they have at least covered to the end of week 5 on the Pacing Guide. The content to be covered in the remainder of the module (i.e. after week 5) will be set and communicated to faculty in week 5.

The SLOs listed below (the content that is usually to be covered in weeks 6 & 7) is included for your reference but, as mentioned above, may or may not be included in the course for this module.

<table>
<thead>
<tr>
<th>Unit 8: SLO: Can read and understand short, simple informational material by identification and comprehension of familiar words and phrases*. <em>(Repeated from week 5 unit 7, p.48-49 &amp; 53)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Can get the main idea of the content of a paragraph and short simple descriptions, with visual support. <em>(Repeated from week 5 unit 7, p.48-49 &amp; 53)</em> (course objectives supported: 1)</td>
</tr>
<tr>
<td>Course book resources STUDENT’S BOOK: p. 60-61 WORKBOOK: p. 50</td>
</tr>
<tr>
<td>Evidence of learning</td>
</tr>
<tr>
<td>Supplementary materials</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 8: SLO: Can follow a short listening text about familiar topics**** which contains familiar words and phrases*, delivered in slow, carefully articulated, repeated speech. <em>(Repeated from week 4 unit 6, p.41)</em> (course objectives supported: 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course book resources STUDENT’S BOOK: p. 62</td>
</tr>
<tr>
<td>Evidence of learning</td>
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<tr>
<td>Supplementary materials</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 8: SLO: Can write short simple sentences to describe a village, town, or city. <em>(Repeated from week 5 unit 7, p.53)</em> (course objectives supported: 4 &amp; 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key language points to be covered: Positive, negative and interrogative sentences with there is/are, some/any, prepositions of place, You can + activity; vocabulary: seasons, geographical location (in the north), leisure activities, simple adjectives of opinion</td>
</tr>
<tr>
<td>Course book resources STUDENT’S BOOK: p. 62</td>
</tr>
<tr>
<td>Evidence of learning</td>
</tr>
<tr>
<td>Supplementary materials</td>
</tr>
</tbody>
</table>
### Unit 8: SLO: Can follow simple instructions and directions to places on a map when speech is slow and contains a limited number* of familiar words and phrases. (course objectives supported: 2)

Can recognize and say a limited number* of words for places in a town or city. (*Repeated from week 5 unit 7 p.54)

Key language points to be covered: Go straight on; Turn right/left; vocabulary: places in a city

<table>
<thead>
<tr>
<th>Course book resources</th>
<th>STUDENT’S BOOK: p. 63</th>
<th>WORKBOOK: p. 49</th>
</tr>
</thead>
</table>

### Unit 9: SLO: Can ask and answer questions about when and where he/she and other people were born and where they were at particular times in the past. (including dates) (course objectives supported: 3 and 5)

Key language points to be covered: was/were – positive, negative and interrogative sentences. When/where were you/was she born? I was born in + year + place. Where were they last week; time expressions/years/dates

<table>
<thead>
<tr>
<th>Course book resources</th>
<th>STUDENT’S BOOK: p. 64-67</th>
<th>WORKBOOK: p. 52-53, &amp; p. 57 Ex. 16-17</th>
</tr>
</thead>
</table>

### Unit 9: SLO: Can read and understand a very short simple text** describing events with audio/visual support and retell it. (course objectives supported: 1 and 3)

<table>
<thead>
<tr>
<th>Course book resources</th>
<th>STUDENT’S BOOK: p. 68-69</th>
</tr>
</thead>
</table>

### Unit 9: SLO: Can understand and respond to simple questions about what he/she did in the past using past simple tense high frequency irregular verbs. (course objectives supported: 3 and 5)

Key language points to be covered: What did you do + time expression? Where did you go? What time did you ...? When did you...? I + past simple verbs: went, came, made, saw, found, bought, was.

<table>
<thead>
<tr>
<th>Course book resources</th>
<th>STUDENT’S BOOK: p. 68-70</th>
<th>WORKBOOK: p. 55 &amp; p. 57 Ex. 18-19</th>
</tr>
</thead>
</table>

### Supplementary materials

Last hour of longer teaching days (twice a week): Freer practice, revision games, videos, online resources, group tasks/projects, activities negotiated and agreed upon with the students etc.
## Assignments

### Writing Continuous Assessment Part IV: Editing (up to 3 hours)

**Task:** Write about yourself

**Resources:** Writing Pack, pages 11-12

**Activities:** Mechanics, input on common mistakes, self editing, writing final draft.

**Due:** Final draft

**Writing SLOs:**
- Can write very short, simple sentences **giving personal details about himself/herself or people they know,** using appropriate punctuation and capitalization.
- Can spell familiar words* with 80% accuracy (i.e. where mistakes occur, only one letter is incorrect/missing and intelligibility is not affected).
- Can write short simple sentences about their own and others' daily routines and what they like/dislike.
- Can produce drafts and a revised final draft of a series of simple sentences giving basic personal information.
- Can revise writing by understanding and implementing peer and instructor feedback and by checking own writing for capitalisation, full stops and verb to be mistakes.

### Reading Program Lesson 4:

(See Reading program Instructional Guide for details)

### Speaking Development and Exam Preparation

In preparation for the speaking exam, instructors are reminded to provide students with appropriate training and practice.

(Further details regarding the speaking exam and suggested preparation materials are available from Speaking Development Instructional Guide and from your Coordinator)
Week 7 (Units 9 & 11)

There will be no teaching during week 7 as this falls in the Hajj holiday.

<table>
<thead>
<tr>
<th>Unit 9: SLO:</th>
<th>Can spell familiar words* with 80% accuracy (i.e. where mistakes occur, only one letter is incorrect/missing and intelligibility is not affected). (Repeated from week 3 unit 4 p.30-31) (course objectives supported: 4 &amp; 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key language points to be covered:</strong></td>
<td>months of the year, ordinal numbers, dates, Today is the..., When’s your date of birth?</td>
</tr>
<tr>
<td><strong>Course book resources</strong></td>
<td>STUDENT’S BOOK: p. 71</td>
</tr>
<tr>
<td><strong>Evidence of learning</strong></td>
<td>WORKBOOK: p. 56</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 11: SLO:</th>
<th>Can record significant details (e.g. names, places, numbers, dates, prices, and time) from speech which is very slow and carefully articulated, with long pauses to assimilate meaning. (Repeated from week 2 unit 4, p.25 &amp; 26) (course objectives supported: 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key language points to be covered:</strong></td>
<td>Can you + verb phrase – Yes, I can/No, I can’t What can you/she/Oliver do? What can’t you/she Oliver do? Adverbs of manner – well, fast, fluently</td>
</tr>
<tr>
<td><strong>Course book resources</strong></td>
<td>STUDENT’S BOOK: p. 85 Ex. 6</td>
</tr>
<tr>
<td><strong>Evidence of learning</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 11: SLO:</th>
<th>Can ask and answer questions about his/her and others’ ability to do things. (course objectives supported: 3 and 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key language points to be covered:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Course book resources</strong></td>
<td>STUDENT’S BOOK: p. 80-82</td>
</tr>
<tr>
<td><strong>Evidence of learning</strong></td>
<td>WORKBOOK: p. 64-65</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 11: SLO:</th>
<th>Can read and understand short, simple informational material by identification and comprehension of familiar words and phrases*. (Repeatead from week 6 unit 8, p.60-61) (course objectives supported: 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course book resources</strong></td>
<td>STUDENT’S BOOK: p. 84-85</td>
</tr>
<tr>
<td><strong>Evidence of learning</strong></td>
<td>WORKBOOK: p. 67</td>
</tr>
</tbody>
</table>

| Supplementary materials | |
|-------------------------| |

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<table>
<thead>
<tr>
<th><strong>Unit 11: SLO:</strong> Can describe in a very basic way* objects, people, cities, food and drink, the weather, etc. <em>(Repeated from week 5 unit 7, p.52)</em> (course objectives supported: 3 &amp; 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key language points to be covered:</strong> simple adjectives of opinion; subject + is + indefinite article + adjective + noun ; subject (plural noun) + are + adjective + plural noun</td>
</tr>
<tr>
<td><strong>Course book resources</strong></td>
</tr>
<tr>
<td><strong>Evidence of learning</strong></td>
</tr>
<tr>
<td><strong>Supplementary materials</strong></td>
</tr>
</tbody>
</table>

## Evidence of learning

<table>
<thead>
<tr>
<th><strong>Unit 11: SLO:</strong> Can make simple requests and offers when dealing with everyday problems (e.g. lost items, accidents, computer problems, etc.) <em>(course objectives supported: 3 and 5)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key language points to be covered:</strong> Can I + verb – offer, Can I + verb – asking for permission, Can you + verb – request, I can’t + verb – explain problem, There is something wrong with... ; imperative – suggestions/instructions; Excuse me. Can you help me?</td>
</tr>
<tr>
<td><strong>Course book resources</strong></td>
</tr>
<tr>
<td><strong>Evidence of learning</strong></td>
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<tr>
<td><strong>Supplementary materials</strong></td>
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</tbody>
</table>

### Last hour of longer teaching days (twice a week):
Freer practice, revision games, videos, online resources, group tasks/projects, activities negotiated and agreed upon with the students etc.

## Assignments

### Writing Continuous Assessment Part V: Following Up (1 hour)

**Task:** Write about yourself

**Resources:** Writing Pack, page 13

**Activities:** Sharing writing with peers, receiving instructor feedback and grade, self check of progress.

### Speaking Formative Assessment and Exam Preparation

In preparation for the speaking exam, instructors are reminded to provide students with appropriate training and practice.

(Further details regarding the speaking exam and suggested preparation materials are available from Speaking Assessment Instructional Guide and from your Coordinator)

## End-of-module Review

*A limited number (range) of words/ expressions refers to words on the Wordlist associated with this level. ** A simple short text is a text of a minimum of 50 – 150 words in basic simple sentences.
Week 8 (Units ??? Content to be covered to be determined)

Please note that week 8 starts on **Monday 21 October**, so there will only be 4 days of teaching. In addition, a further hour of instruction will be lost on Thursday 24 October due to the final Writing Exam. Roughly 13 hours of class time will be available during this week.

Units to be assessed in the final exam will be communicated to faculty before the Hajj break.

<table>
<thead>
<tr>
<th>SLO: TBD</th>
<th>Course book resources</th>
<th>STUDENT’S BOOK:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence of learning</td>
<td></td>
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<tr>
<td>Supplementary materials</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SLO: TBD</th>
<th>Key language points to be covered:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course book resources</td>
<td>STUDENT’S BOOK: WORKBOOK:</td>
</tr>
<tr>
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<tr>
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| Last hour of longer teaching days (twice a week): | Freer practice, revision games, videos, online resources, group tasks/projects, activities negotiated and agreed upon with the students etc. |

**Assignments**

**Speaking Development and Exam Preparation – Session 3 – 1 hour**

In preparation for the speaking exam, instructors are reminded to provide students with appropriate training and practice. (Further details regarding the speaking exam and suggested preparation materials are available from Speaking Development Instructional Guide and from your Coordinator)

**Reading Program Lesson 4 – 1-hour**

Reading Program Lesson 3 – 1 hour

(See Reading program Instructional Guide for details)

**End-of-module Review**
**Weekly Learner Training**

The learner training is essential for the achievement of the above learning outcomes. Instructors are required to help their students achieve a good command of the following:

<table>
<thead>
<tr>
<th><strong>DICTIONARY USE</strong>: Obtaining and being able to use a dictionary to look up unfamiliar words for spelling, meaning and parts of speech.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resources used</strong>:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>TAking NOTES</strong>: Obtaining and being able to use a notebook specifically to record important information (grammar rules, examples, contexts of usage, learning resources) in systematic ways that help learners remember the information.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resources used</strong>:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>VOCABULARY NOTEBOOK</strong>: Using a notebook specifically for vocabulary. Maintaining systematic vocabulary records with reference to the appropriate unit wordlist.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resources used</strong>:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>QUESTIONING</strong>: Using appropriate language to ask questions for clarification, expansion, and in common classroom interactions.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resources used</strong>:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>LEARNERS COLLABORATION</strong>: Practicing and interacting in English with peers in pair work and group work and working collaboratively. Participating in peer correction.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resources used</strong>:</td>
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<tbody>
<tr>
<td><strong>Resources used</strong>:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>LEARNER AUTONOMY</strong>: Completing homework and other assignments on time, working independently and self-correcting.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resources used</strong>:</td>
</tr>
</tbody>
</table>