# ELI 102, Elementary Level
Instructor’s Pacing Guide


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 Basic User defined as A2 level on the Common European Framework of Reference for Languages (CEFR), developing social language functions such as greeting people, asking about work and free time, and making invitations.

## 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 simple texts and a range of high frequency vocabulary* in context. *(READING)*
2. Follow short spoken texts on familiar topics** in which speech is slowly and carefully articulated. *(LISTENING COMPREHENSION)*
3. Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar matters.** *(SPEAKING)*
4. Write simple cohesive paragraphs on familiar topics using appropriate vocabulary*. *(WRITING)*
5. Demonstrate some control of everyday high frequency* vocabulary and essential grammatical structures allowing for occasional inconsistencies. *(USE OF ENGLISH)*

* vocabulary from the word lists for units 2-4 and 7-13
** vocabulary from the word lists for units 2-4 and 7-13

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* Instructor’s Pacing Guide, ELI 102, 2013/2014*
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 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 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


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 pacing guide with 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 counseling (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 2)

**SLO:** Can provide and ask for information on personal details (e.g. family, educational background, job, possessions) and what people do at work and in free time. (course objectives supported: 3 & 5)

**Key language points to be covered:** verb to be, subject+possessive pronouns, wh questions and yes/no with to be – biographical info

**Course book resources** STUDENT’S BOOK: p. 12-13

**Workbook:** p. 10-11

**Evidence of learning**

**Supplementary materials**

**SLO:** Can scan a short simple text to identify specific relevant information pertaining to people, routines, pastimes and places. (course objectives supported: 1)

Can write short simple emails providing and asking for personal information (e.g. about family, people, possessions and local environment) incorporating correct spelling and punctuation. (exercise 5 p.16) (course objectives supported: 4 & 5)

**Key language points to be covered:** Opening salutation and close, simple sentences: I study + subject + at + place, I live + in + place, Place + is + simple adjectives of opinion, and/but

**Course book resources** STUDENT’S BOOK: p. 16-17

**Evidence of learning**

**Supplementary materials**

**SLO:** Can ask for information and make simple transactions in restaurants, cafes and shops without undue effort. (course objectives supported: 3 & 5)

Can check and pass on straightforward factual information on practical demands and handle quantities, numbers and prices with sufficient ease. (course objectives supported: 3 & 5)

**Key language points to be covered:** Requests/ordering: Can I have a ...? Here you are. Anything else? saying prices, How much is ...; How much is that?

**Course book resources** STUDENT’S BOOK: p. 18-19

**Workbook:** p. 14 (prices)

**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.
## Week 2 (Units 3-4)

### Unit 3: SLO: Can provide and ask for information on personal details (e.g. family, educational background, job, possessions) and what people do at work and in free time. *(repeated from week 1 unit 2, p.12-13)* (course objectives supported: 3 & 5)

Can write a series of simple sentences providing information about their own and others’ habits, routines and preferences. *(course objectives supported: 4 & 5)*

Key language points to be covered: present simple – he/she/it, questions and negatives, pronoun + is + a + job, subject+possessive pronouns; biographical info questions: wh questions and yes/no questions with to be, wh questions and yes/no questions with auxiliary do/does + verb

**Course book resources** STUDENT’S BOOK: p. 20-23, 26 WORKBOOK: p. 15-18

### Evidence of learning

### Supplementary materials

### Unit 3: SLO: Can scan a short simple text to identify (and note down) specific relevant information pertaining to people, routines, pastimes and places. *(repeated from week 1 unit 2, p.16-17)* (course objectives supported: 1)

**Course book resources** STUDENT’S BOOK: p. 24-25

### Evidence of learning

### Supplementary materials

### Unit 3: SLO:
Can infer relevant general and specific information from a very short conversation. *(course objectives supported: 2)*

**Course book resources** STUDENT’S BOOK: p. 25

### Evidence of learning

### Supplementary materials

### Unit 3: SLO: Can check and pass on times (using half past, quarter, five, ten, twenty, twenty five, to/past and about) and dates. *(course objectives supported: 3 & 5)*

**Key language points to be covered:** Excuse me, Can you tell me the time, please? It’s + time, I’m sorry. I don’t know.

**Course book resources** STUDENT’S BOOK: p. 27 WORKBOOK: p. 19

### Evidence of learning

### Supplementary materials
Unit 4: SLO: Can scan a short simple text to identify (and note down) specific relevant information pertaining to people, routines, pastimes and places. *(repeated from unit 3)* (course objectives supported: 1)

Course book resources   STUDENT’S BOOK: p. 28-29, 32-33 WORKBOOK: p. 21

Evidence of learning
Supplementary materials

Unit 4: SLO: Can infer relevant general and specific information from a very short conversation. *(repeated from unit 3)* (course objectives supported: 2)

Course book resources   STUDENT’S BOOK: p. 33 (ex.6)

Evidence of learning
Supplementary materials

Unit 4: SLO: Can provide and ask for information on personal details (e.g. family, educational background, job, possessions) and what people do at work and in free time. *(repeated from unit 3)* (course objectives supported: 3 & 5)

Key language points to be covered: Present simple questions with Where What Why Who / yes/no questions about daily routines (both with verb to be and auxiliary verb do/does + verb), subject verb agreement in present simple, adverbs of frequency (word order), like + verb+-ing, vocabulary for routine and leisure activities. Why? Because...

Course book resources   STUDENT’S BOOK: p. 29, 31, 34 WORKBOOK: p. 22-24

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 7-8)

**Unit 7: SLO:** Can provide and ask for factual and personal information about past events / activities. (course objectives supported: 3 & 5)

**Key language points to be covered:** Past simple – regular and irregular verbs, questions about the past with did/was/were, pronunciation of –ed endings –/t/, /d/, /id/, time expressions with *last* and *yesterday*

**Course book resources**
- STUDENT’S BOOK: p. 52-55
- WORKBOOK: p. 37-39

**Evidence of learning**

**Supplementary materials**

**Unit 7: SLO:** Can actively read to find out and exchange specific factual details from short articles describing pastimes, events and places. (course objectives supported: 1)

**Course book resources**
- STUDENT’S BOOK: p. 56-57

**Evidence of learning**

**Supplementary materials**

**Unit 7: SLO:** Can understand phrases and expressions related to areas of most immediate personal relevance (e.g. family, routines, local environment, employment), provided speech is clearly and slowly articulated. (course objectives supported: 2)

**Course book resources**
- STUDENT’S BOOK: p. 58 (exercise 6)

**Evidence of learning**

**Supplementary materials**

**Unit 8: SLO:** Can check and correct specific information about the world and past events. (course objectives supported: 3 & 5)

**Key language points to be covered:** past simple negatives

**Course book resources**
- STUDENT’S BOOK: p. 62
- WORKBOOK: p. 42-43

**Evidence of learning**

**Supplementary materials**
### Unit 8: SLO: Can tell a story or describe something in a simple list of points. (exercise 7)
(course objectives supported: 3 & 5)

- Can provide and ask for factual and personal information about past events / activities. 
  (exercise 6) *(SLO repeated from unit 7)* (course objectives supported: 3 & 5)

- Can demonstrate control of a limited number* of prepositions and time expressions such as *in the morning, on Sunday evening, in summer, at weekends, 3 hours ago.* (course objectives supported: 5)

**Key language points to be covered:** When did you + verb? Time expressions with in/on/at; time period + ago

**Course book resources**
- STUDENT’S BOOK: p. 63
- WORKBOOK: p. 43

### Evidence of learning

### Supplementary materials

### Unit 8: SLO: Can record essential information from short oral passages dealing with predictable everyday matters (e.g. personal details, preferences, travel, places, time and date, numbers and prices). (course objectives supported: 2)

**Course book resources**
- STUDENT’S BOOK: p. 64

### Evidence of learning

### Supplementary materials

### Unit 8: SLO: Can check and pass on times (using half past, quarter, five, ten, twenty, twenty five, to/past and about) and dates. *(repeated from week 2 unit 3 p.27)* (course objectives supported: 3 & 5)

**Key language points to be covered:** ordinal numbers: first-thirty first, months, dates, years

**Course book resources**
- STUDENT’S BOOK: p. 65

### Evidence of learning

### Supplementary materials

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

<table>
<thead>
<tr>
<th>Writing Continuous Assessment Part I: Brainstorming / Planning (up to 2 hours)</th>
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</thead>
<tbody>
<tr>
<td><strong>Task:</strong> Write about a job you would like to have / a job someone you know has.</td>
</tr>
<tr>
<td><strong>Resources:</strong> Writing Pack, pages 15-17</td>
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<tr>
<td><strong>Pre-writing activities:</strong> Vocabulary, genre examples, speaking: getting ideas, free-writing.</td>
</tr>
<tr>
<td><strong>Due:</strong> Freewrite</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Writing Continuous Assessment Part II: Drafting (up to 3 hours)</th>
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<tbody>
<tr>
<td><strong>Task:</strong> Write about a job you would like to have / a job someone you know has.</td>
</tr>
<tr>
<td><strong>Resources:</strong> Writing Pack, pages 18-20</td>
</tr>
<tr>
<td><strong>Pre-writing activities:</strong> Grammar input, genre example, writing a first draft.</td>
</tr>
<tr>
<td><strong>Due:</strong> First draft</td>
</tr>
</tbody>
</table>

**Writing SLOs:**
- Can write a series of simple sentences providing information about their own and others’ habits, routines and preferences.
- Can produce drafts and a revised final draft of a cohesive analytical paragraph describing the essential features of a job.
- Can use simple cohesive devices to add a point / show the next step (e.g. *First,...Then...Then...Also* and *and*).
- Can use *a/an, the* or no article appropriately with familiar countable and uncountable nouns.

**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 9)

Important note: Mid-module exams (speaking, writing, MCQs) will take place during this week. Students will be assessed on material from units 2-4, 7-8. Instructors should start Unit 9 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 9 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.

SLO: Can check and pass on straightforward factual information on practical demands and handle quantities, numbers and prices with sufficient ease. *(SLO repeated from week 1, unit 2)* (course objectives supported; 3 & 5)

Key language points to be covered: countable / uncountable nouns, much/many/a/an/ some/any/a lot of; Can tell a story or describe something in a simple list of points. *(RECIPE) p.69 EX. 4 (SLO repeated from week 3, unit 8)* (course objectives supported: 3 & 5)

Key language points to be covered: countable / uncountable nouns, much/many/a/an/ some/any/a lot of; imperatives (to give instructions), food preparation verbs: chop, fry, boil, mix, add etc.

Course book resources

STUDENT’S BOOK: p. 66-69
WORKBOOK: p. 48

Evidence of learning

Supplementary materials

SLO: Can make and respond to polite forms of invitations/offers and suggestions using a limited range of common expressions. (course objectives supported: 3 & 5)

Key language points to be covered: I like/I’d like; Would you like...? What would you like? a /some + noun

Course book resources

STUDENT’S BOOK: p. 67-68
WORKBOOK: p. 50-52

Evidence of learning

Supplementary materials

SLO: Can preview short simple texts to identify topic, main idea and general organisation. *(Ex. 2 & 3)* (course objectives supported: 1)

Can scan a short simple text to identify (and note down) specific relevant information pertaining to people, routines, pastimes and places. *(SLO repeated from week 2 unit 4, p.28-29, 32-33)* (course objectives supported: 1)

Course book resources

STUDENT’S BOOK: p. 70-71

Evidence of learning

Supplementary materials
### SLO:
Can follow short monologues about familiar topics with visual support and identify which pictures are being referred to.
Can record essential information from short oral passages dealing with predictable everyday matters (e.g. personal details, preferences, travel, places, time and date, numbers and prices). *(SLO repeated from week 3 unit 8, p.64)*

(course objectives supported: 2)

**Course book resources** STUDENT’S BOOK: p. 72

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### Supplementary materials

- **SLO:** Can make and respond to a range of requests in familiar situations. *(course objectives supported: 3 & 5)*

- **Key language points to be covered:** Requesting: *Could you / Can you + verb please? Can I / Could I have...please?* Responding: *Do you want X or Y? Yes, of course. Here you are. That’s $2.50*

**Course book resources** STUDENT’S BOOK: p. 73 WORKBOOK: p. 52

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### Evidence of learning

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### Supplementary materials

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

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### Assignment

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

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

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### 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.

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### 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 10-11)

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.

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#### Unit 10: SLO: Can describe and compare self and others, places and things in brief statements.*

*(course objectives supported: 3 & 5)*

**Key language points to be covered:**

Comparative + superlative adjectives + have/have got. Vocabulary: Simple adjectives describing: 1. life in the city/countryside, 2. Hotels, 3. People (personality & physical appearance)

**Course book resources**

- STUDENT’S BOOK: p. 74-77
- WORKBOOK: p. 54-56

**Evidence of learning**

**Supplementary materials:**

- *(talking about, for example physical appearance, clothes, feelings, present activity)*

#### Unit 10: SLO: Can preview short simple texts to identify topic, main idea and general organisation. (Ex. 2) *(SLO repeated from week 4 unit 9, p. 70-71)*

Can scan a short simple text to identify (and note down) specific relevant information pertaining to people, routines, pastimes and places. (Ex. 3) *(SLO repeated from week 4 unit 9, p. 70-71)*

Can actively read to find out and exchange specific factual details from short articles describing pastimes, events and places. (Ex. 4) *(SLO repeated from week 3 unit 7, p. 56-57)*

*(course objectives supported: 1)*

**Course book resources**

- STUDENT’S BOOK: p. 78-79
- WORKBOOK: p. 58

**Evidence of learning**

**Supplementary materials**

#### Unit 11: SLO: Can describe* and compare self and others, places and things in brief statements.** *(SLO repeated from unit 10)* *(course objectives supported: 3 & 5)*

**Key language points to be covered:** simple adjectives describing physical appearance, items of clothing, verbs for everyday actions, present continuous – positive/negative & interrogative sentences; In my picture + subject + verb

**Course book resources**

- STUDENT’S BOOK: p. 82-84
- WORKBOOK: p. 59-61, 63

**Evidence of learning**

**Supplementary materials**

*(talking, for example, about physical appearance, clothes, feelings, present activity)*
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 Folder Part III: Revising (up to 4 hours)

Task: Write about a job you would like to have / a job someone you know has.

Resources: Writing Pack, pages 21-24

Pre-writing activities: Vocabulary and Grammar input, peer and instructor feedback, second draft.

Due: Second draft

Writing SLOs:

- Can write a series of simple sentences providing information about their own and others’ habits, routines and preferences.
- Can produce drafts and a revised final draft of a cohesive analytical paragraph describing the essential features of a job.
- Can use simple cohesive devices to add a point / show the next step (e.g. First,... Then... Then... Also and and).
- Can write sentences using so and because to show reason and result, with correct punctuation.
- Can use a/an, the or no article appropriately with familiar countable and uncountable nouns.
- Can revise writing by understanding and implementing peer and instructor feedback and by checking own writing for simple mechanical and grammatical 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 11-12)

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.

**Unit 11: SLO:** Can ask about and indicate possession of objects, using possessive adjectives, and possessive pronouns, *whose*, and *this / these*. (course objectives supported: 3 & 5)

**Key language points to be covered:** Whose is the/ this + noun, Whose are the/these + noun? Possessive adjectives (my, your) Possessive pronouns (mine, yours)

**Course book resources**

STUDENT’S BOOK: p. 84-85
WORKBOOK: p. 62-63

**Evidence of learning**

**Supplementary materials**

**Unit 11: SLO:** Can ask for information and make simple transactions in restaurants, cafes and shops without undue effort. *(SLO repeated from week 1 unit 2, p.18-19)* (course objectives supported: 3 & 5)

**Key language points to be covered:** Requests; Items of clothes; changing rooms, Can I help you? I’m looking for a + adjective + noun, What colour are you looking for? Can I try it on? A bit too big, Have you got a smaller size? What about this one? Do you like this? How much is it? I’ll take it.

**Course book resources**

STUDENT’S BOOK: p. 89

**Evidence of learning**

**Supplementary materials**
Unit 12: SLO: Can describe and ask about future plans/intentions and give very brief and basic reasons/explanations. (course objectives supported: 3 & 5)
Key language points to be covered: be + going to, infinitive of purpose.

Course book resources
STUDENT’S BOOK: p. 90-93
WORKBOOK: p. 65-68

Evidence of learning
Supplementary materials

Unit 12: SLO: Can actively read to find out and exchange specific factual details from short articles describing pastimes, events and places. (SLO repeated from week 5 unit 10) (course objectives supported: 1)

Course book resources
STUDENT’S BOOK: p. 94-95

Evidence of learning
Supplementary materials

Unit 12: SLO: Can make and respond to polite forms of invitations/offers and suggestions using a limited range of common expressions. (SLO repeated from week 4 unit 9, p.67-68) (course objectives supported: 3 & 5)

Key language points to be covered: Inviting/suggesting: What shall we do? Shall we + verb phrase; Let’s + verb; responding: OK. Which X do you want to ...? OK, I’ll get my..., Oh no! It’s too + adjective.

Course book resources
STUDENT’S BOOK: p. 97

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 IV: Editing (up to 4 hours)

Task: Write about a job you would like to have / a job someone you know has.

Resources: Writing Pack, pages 25-27

Pre-writing activities: Vocabulary and Grammar input, peer and instructor feedback, second draft.

Due: Final draft
**Writing SLOs:**

- Can produce drafts and a revised final draft of a cohesive analytical paragraph describing the essential features of a job.
- Can write sentences using *so* and *because* to show reason and result, with correct punctuation.
- Can use *a/an*, *the* or no article appropriately with familiar countable and uncountable nouns.
- Can revise writing by understanding and implementing peer and instructor feedback and by checking own writing for simple mechanical and grammatical 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 (Unit 13)

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

| SLO: Can provide and ask for factual and personal information about general and present events / activities. Can provide and ask for factual and personal information about past events / activities. (SLO repeated from week 3 unit 8, p.63) (course objectives supported: 3 & 5) Key language points to be covered: Wh questions & Yes/No questions – present and past simple: with auxiliary verbs do/does/did; with verb to be |

| Evidence of learning |
| Supplementary materials |

| SLO: Can follow changes in the sequence of events, feelings and places in a story delivered slowly and clearly. (course objectives supported: 2) Can tell a story or describe something in a simple list of points. (SLO repeated from week unit 9, p.69 Project) (course objectives supported: 3 & 5) Key language points to be covered: adverbs of manner (slowly, carefully etc); adverbs indicating speaker’s attitude (fortunately, unfortunately); past simple |
| Course book resources STUDENT’S BOOK: p. 100 exercise 4 WORKBOOK: p. 74-75 |

| Evidence of learning |
| Supplementary materials |

| SLO: Can talk about one’s own and others’ feelings using a limited number* of adjectives. (course objectives supported: 3 & 5) Key language points to be covered: -ed/-ing adjectives |
| Course book resources STUDENT’S BOOK: p. 101 WORKBOOK: p. 74 (Ex. 9) |

| Evidence of learning |
| Supplementary materials |

Last hour of longer teaching days (twice a week): Freer practice, free discussion, 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 a job you would like to have / a job someone you know has.

**Resources:** Writing Pack, page 27

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

## 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)

### End-of-module Review

*A limited number of words/phrases/expressions refers to words on the Wordlist associated with this level.

**A simple short text is a text of 150 – 250 words in frequently used grammatical structures at this level.*
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.

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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 to achieve a good command of the following areas:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
<th>Resources used</th>
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<tr>
<td><strong>DICTIONARY USE</strong></td>
<td>Obtaining and using a dictionary to look up unfamiliar words for spelling, meaning and parts of speech.</td>
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<td><strong>TAKING NOTES</strong></td>
<td>Obtaining a notebook specifically to record important information (grammar rules, examples, contexts of usage, learning resources) in systematic ways that help learners remember the information.</td>
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<tr>
<td><strong>VOCABULARY NOTEBOOK</strong></td>
<td>Obtaining and using a notebook specifically for vocabulary. Maintaining systematic vocabulary records with reference to the appropriate unit wordlist.</td>
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<td><strong>QUESTIONING</strong></td>
<td>Using appropriate language to ask questions for clarification, expansion, and common classroom interactions.</td>
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<td><strong>LEARNERS COLLABORATION</strong></td>
<td>Practicing and interacting in English with peers in pair work and group work and working collaboratively. Participating in peer correction.</td>
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<td><strong>LEARNER AUTONOMY</strong></td>
<td>Completing homework and other assignments on time, working independently and self-correcting.</td>
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