



أكاديمية الفيصل العالمية
Alfaisal International Academy
عضو المجموعة العربية للتعليم والتدريب

Curriculum & Assessment Guide For Semi-Intensive English Language Program

2018-2019

Semi-Intensive English Language Program

Program Overview

The Semi-Intensive English language Program at Al-Faisal International Academy is divided into 5 courses of 3 levels each. Hence, there are 15 levels in total. Study period is 4 weeks per level, 5 days a week & 2-hours every day.

OUTLINE OF THE SEMI-INTENSIVE ENGLISH LANGUAGE PROGRAM

INDEPENDENT USER	VANTAGE	B2	15	Semi-Intensive Program Level 13 - 15	Headway Plus Upper-Intermediate Special Edition	10-12		
			14			5-8		
			13			1-4		
	THRESHOLD	B1	12	Semi-Intensive Program Level 10 - 12	Headway Plus Intermediate Special Edition	10-12		
			11			5-8		
			10			1-4		
BASIC USER	WAYSTAGE	A2	9	Semi-Intensive Program Level 7 - 9	Headway Plus Pre-Intermediate Special Edition	10-14		
			8			5-9		
			7			1-4		
			6			Semi-Intensive Program Level 4 - 6	Headway Plus Elementary Special Edition	10-14
			5					5-9
			4					1-4
	BREAKTHROUGH	A1	3	Semi-Intensive Program Level 1 - 3	Headway Plus Beginner Special Edition	10-14		
			2			5-9		
			1			1-4		
CEFR LEVELS			LEVELS	COURSE	BOOKS	UNITS		

Program Goals

The Semi-Intensive English Language Program aims at assisting learners to attain an overall English language proficiency of Independent User, Vantage, defined as B2 level on the Common European Framework of Reference for Languages (CEFR).

Program Objectives

This program concentrates on building the four basic language skills; reading, listening, writing & speaking along with vocabulary & grammar as well as many important subskills that are needed in order to achieve competency in English for everyday purposes.

Program Learning Outcomes

Based upon the CEFR scale equivalent to Independent User, Vantage, defined as B2, the targeted learning outcomes are as under:

Listening	<ul style="list-style-type: none">• Understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar.• Understand most TV news and current affairs programs.• Understand the majority of films in standard dialect.
Reading	<ul style="list-style-type: none">• Read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints.• Understand contemporary literary prose.
Speaking	<ul style="list-style-type: none">• Interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible.• Take an active part in discussion in familiar contexts, accounting for and sustaining views.• Present clear, detailed descriptions on a wide range of subjects related to the field of interest.• Explain a viewpoint on a topical issue giving advantages and disadvantages of various opinions.
Writing	<ul style="list-style-type: none">• Write clear, detailed text on a wide range of subjects related to his field of interest.• Write an essay or report, passing on information or giving reasons in support of or against a particular point of view.• Write letters highlighting the personal significance of events and experiences.

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- Key Language Points to be Covered in Level 2
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Student Learning Outcomes (SLOs)

Course Materials

Course Length

Assessment

Kinds of Assessments

- Continuous Assessment
- End of The Term Examination

Method of Determining Grades

- Continuous Assessment
- End of The Term Examination

Evaluation

- Continuous Assessment Evaluation
- End of The Term Examination Evaluation

Grades

- Calculating Final Grades for The Term
- Comparing Grades, Grade Percentage & Grade Points
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Course: Semi-Intensive Program Level 4-6

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- Key Language Points to be Covered in Level 6

Student Learning Outcomes (SLOs)

Course Materials

Course Length

Assessment

Kinds of Assessments

- Continuous Assessment
- End of The Term Examination

Method of Determining Grades

- Continuous Assessment
- End of The Term Examination

Evaluation

- Continuous Assessment Evaluation
- End of The Term Examination Evaluation

Grades

- Calculating Final Grades for The Term
- Comparing Grades, Grade Percentage & Grade Points
- Promotion to Next Level / Passing Criteria

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Course: Semi-Intensive Program Level 7-9

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- Course Goals

Course Objectives

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Student Learning Outcomes (SLOs)

Course Materials

Course Length

Assessment

Kinds of Assessments

- Continuous Assessment
- End of The Term Examination

Method of Determining Grades

- Continuous Assessment
- End of The Term Examination

Evaluation

- Continuous Assessment Evaluation
- End of The Term Examination Evaluation

Grades

- Calculating Final Grades for The Term
- Comparing Grades, Grade Percentage & Grade Points
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Course: Semi-Intensive Program Level 10-12

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- Course Description
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Course Objectives

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Student Learning Outcomes (SLOs)

Course Materials

Course Length

Assessment

Kinds of Assessments

- Continuous Assessment
- End of The Term Examination

Method of Determining Grades

- Continuous Assessment
- End of The Term Examination

Evaluation

- Continuous Assessment Evaluation
- End of The Term Examination Evaluation

Grades

- Calculating Final Grades for The Term
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Student Learning Outcomes (SLOs)

Course Materials

Course Length

Assessment

Kinds of Assessments

- Continuous Assessment
- End of The Term Examination

Method of Determining Grades

- Continuous Assessment
- End of The Term Examination

Evaluation

- Continuous Assessment Evaluation
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Grades

- Calculating Final Grades for The Term
- Comparing Grades, Grade Percentage & Grade Points
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Semi-Intensive Program Beginner Level 1-3

Course Syllabus

Course Title:

Semi-Intensive Program Beginner Level 1-3

Course Code:

SIEP123

Course Prerequisite:

ALFAC Placement test score corresponding to beginner proficiency level or under.

Credits:

This course has NO credits. However, successful completion of this course is a prerequisite for taking the SIEP456 course.

Course Description:

Students who take part in this level will gain basic vocabulary and grammatical structure that is essential to carry out basic communication. This is a slow-paced, highly-structured environment which provides the learners with basic scanning and skimming skills in reading & listening; construction of simple sentences in both speaking & writing, in simple everyday contexts. Learners are also introduced to basic vocabulary and communication in essential contexts such as friends, family, education, jobs, holiday, home, cities, habits, internet, etc.

Course Goal:

The SIEP123 course aims at assisting learners to attain an overall English language proficiency of Basic User, Breakthrough defined as A1+ level on the Common European Framework of Reference for Languages (CEFR).

Course Objectives:

The course is designed to achieve its goal in 3 levels of 4 weeks each through the development and enhancement of the four basic language skills; reading, writing, listening & speaking along with grammar, vocabulary and everyday English in essential everyday context such as friends, family, education, jobs, holiday, home, cities, habits, internet etc.

Key language points to be covered in level 1

UNIT #	UNIT TITLE	GRAMMAR	VOCABULARY	SKILLS WORK	EVERYDAY ENGLISH
1	Hello! Page#: Student's Book:6-11 Workbook:4-11	<u>am/are/is, my/your</u> I'm Pablo My name's Nawaf What's your name? <u>This is...</u> This is Ben. Nice to meet you	<u>How are you? Fine, thanks.</u> Very well, thanks you <u>What is this in English</u> It's a photograph A computer, a camera, a bag <u>Numbers 1-10 & plurals</u> Three houses Nice students	<u>Speaking</u> Introductions Good morning! Practicing conversation	<u>Good morning!</u> Good bye! What a lovely day! See you later A cup of tea, please Have a nice day Good night!
2	Your world Page#: Student's Book:12-17 Workbook:12-19	<u>He/she/they His/her</u> He's from the United States Her name's Karima They're on holiday <u>Questions</u> What's his name? Where's she from?	<u>Countries</u> France, China, Spain <u>Adjectives</u> awful, really good, fantastic, beautiful <u>Nouns</u> centre, hospital, building, park	<u>Reading and speaking</u> Where are they from? Two people on holiday in New York	<u>Numbers 11-30</u> fifteen twenty-one
3	<u>All about you</u> Page#: Student's Book:18-23 Workbook:20-27	<u>am/are/is</u> We're all students <u>Negatives</u> She isn't a nurse I'm not from Scotland They aren't from Ireland <u>Questions</u> What's his address? How old is he? Is he married? <u>Short answers</u> Yes, he is/No, he isn't	<u>Jobs</u> A police officer, a nurse <u>Personal information</u> surname, first name, address phone number, married	<u>Reading and listening</u> Hello! We're on a mountain! An interview with students on a charity walk <u>Roleplay</u> Interview on a mountain	<u>Social Expressions</u> I'm sorry That's ok Excuse me! I don't understand I don't know
4	<u>Family and friends</u> Page#: Student's Book:24-31 Workbook:28-35	<u>Possessive adjectives</u> my, your, our, their <u>Possessive's</u> Fatima's husband, Adel's office <u>has/have</u> I have a small hotel She has a job We have three sons <u>Adjective + noun</u> a small hotel, a big house, a good job	<u>The family</u> mother, son, wife <u>Describing a friend</u> very beautiful, really funny a lot of friends, her favorite team	<u>Reading and writing</u> My best friend A description of a friend <u>Listening</u> Who are they Listen and identify the people	<u>The alphabet</u> a, b, c <u>On the phone</u> Good morning, Laxcom International The manager please Sam Benting speaking <u>Saying email addresses</u> pam@hotmail.com

Key language points to be covered in level 2

UNIT #	UNIT TITLE	GRAMMAR	VOCABULARY	SKILLS WORK	EVERYDAY ENGLISH
5	<p><u>The way I live</u></p> <p>Page#: Student's Book:32-39 Workbook:36-43</p>	<p><u>Present Simple,</u> I/you/we/they I like ice-cream. I don't like tennis</p> <p><u>Do you like football</u> Where do you work? Do you live in Dundee?</p> <p><u>a and an</u> a waiter, an engineer, an Italian restaurant</p> <p><u>Adjective + noun</u> a German car. Spanish oranges</p>	<p><u>Sports/Food/Drinks</u> tennis, swimming, burgers, oranges, tea, coffee, juice</p> <p><u>Adjectives</u> exciting, delicious, great</p> <p><u>Verbs</u> live, work, come, play, speak, want</p> <p><u>Languages and nationalities</u> German, Japanese</p>	<p><u>Listening</u> Where is Colin? Who is he with.</p> <p><u>Listening and speaking</u> At a dinner Two people meet and talk</p> <p><u>Roleplay</u> At a dinner</p>	<p><u>How much is it?</u> Numbers 1-100 30,40,50 <u>Prices</u> 75p 20\$ 50\$ 100\$ How much is.....?</p>
6	<p><u>Every day</u></p> <p>Page#: Student's Book:40-47 Workbook:44-51</p>	<p><u>Present Simple: He / She</u> He gets up at 6.00 He has lunch in his office She lives in a small house</p> <p><u>Questions and negatives</u> What time does he have breakfast? He doesn't live in London</p> <p><u>Adverbs of frequency</u> He always works late He never goes out</p>	<p><u>The time</u> It's nine o'clock It's ten fifteen What time is it?</p> <p><u>Verbs and nouns</u> have breakfast leave school get home Verbs cook, listen, play</p> <p><u>Nouns</u> eggs, toast, beach Words that go together get up earl, watch TV</p>	<p><u>Speaking</u> Lifestyle questionnaire Do you get up early? Do you go shopping on the weekend?</p>	<p><u>Days of the week</u> Monday, Tuesday.... today, tomorrow</p> <p><u>Preposition of time</u> on Sunday at nine o'clock in the morning</p>
7	<p><u>My favorites</u></p> <p>Page#: Student's Book:48-55 Workbook:52-59</p>	<p><u>Question words</u> who, where, why, how</p> <p><u>Pronouns</u> Subject/Object/Possessive I/me/my we/us/our they/them/their</p> <p><u>this and that</u> I like this coat Who's that</p>	<p><u>Adjectives</u> lovely terrible comfortable, friendly</p> <p><u>Opposite adjectives</u> new/old big/small Places railway station, chemist</p>	<p><u>Reading and writing</u> A postcard from San Francisco A holiday postcard</p> <p><u>Roleplay</u> Conversation in town</p>	<p><u>Can I</u> Can I have a return ticket Can I try on this jumper please?</p>
8	<p><u>Where I live</u></p> <p>Page#: Student's Book:56-63 Workbook:60-67</p>	<p><u>There is/are</u> There's an old sofa Are there any armchairs? There are some books</p> <p><u>Prepositions</u> In, on, under, next to</p>	<p><u>Rooms and furniture</u> living room, bedroom cooker, sofa</p> <p><u>In and out of town</u> mountain, beach, ferry, fishing, sailing post office, hospital, castle</p>	<p><u>Reading and vocabulary</u> Vancouver - the best city in the World! what to do and where to go</p> <p><u>Listening and writing</u> My home town Steve talks about living in Vancouver Write about a town you know</p>	<p><u>Directions</u> Turn right Go straight on Is there a near here?</p>
9	<p><u>Times past</u></p> <p>Page#: Student's Book:64-71 Workbook:68-75</p>	<p><u>was/were born</u> When were you born? I was born in 1996</p> <p><u>Past Simple - irregular verbs</u> went came saw She went shopping</p>	<p><u>Saying years</u> 2010/1996</p> <p><u>People and jobs</u> politician, surgeon, writer</p> <p><u>irregular verbs</u> had made bought <u>have, do, go</u> have lunch, do homework, go shopping</p>	<p><u>Listening and speaking</u> Magalie dromard Magalie talks about her family Talk about your family</p> <p><u>Reading and speaking</u> Two Saudi boys find an antique vase Telling a story from pictures</p>	<p><u>When's your date of birth</u> <u>Months</u> January, February <u>Ordinal numbers</u> first, fifth, tenth <u>Saying dates</u> the sixth of April</p>

Key language points to be covered in level 3

UNIT #	UNIT TITLE	GRAMMAR	VOCABULARY	SKILLS WORK	EVERYDAY ENGLISH
10	<p>We had a great time!</p> <p>Page#: Student's Book:72-79 Workbook:76-83</p>	<p>Past Simple - regular and irregular played, got, watched, did</p> <p>Questions What did you do? Did you go out?</p> <p>Negatives They didn't go to work</p> <p>ago I went to Rome ten years ago</p>	<p>Weekend activities go to the mall, have a meal see your friends</p> <p>Time expressions at 8 o'clock, on Monday, last night</p> <p>Sports and leisure tennis, skiing, windsurfing</p> <p>play or go play tennis go skiing</p> <p>Seasons winter, summer</p>	<p>Speaking Did you have a good weekend? A questionnaire</p> <p>Listening and speaking Jack and Millie Parker's holiday A couple talks about their holiday Asking about holidays</p> <p>Speaking and writing My last holiday What is your favorite kind of holiday? where did you go on your last holiday?</p>	<p>Making conversation - showing interest Really? oh! Good! Mmm!</p> <p>Going sightseeing Can I have a map of the town? We want to go on a bus tour How much is it to get in?</p>
11	<p>I can do that!</p> <p>Page#: Student's Book:80-87 Workbook:84-91</p>	<p>can/can't He can speak French. I can't drive</p> <p>Adverbs I can cook a little bit I can't cook at all really well, fluently</p> <p>Requests and offers Can you tell me the time? Can I help you?</p>	<p>Verbs draw, run, drive, use a computer</p> <p>Verb + noun listen to the radio, chat to friends</p> <p>Adjective + noun fast car, busy city,</p> <p>Opposite adjectives dangerous/safe old/modern old/young</p>	<p>Reading and listening The internet What can you do on the internet? Five people talk about what they do on the internet</p>	<p>Everyday problems I can't get on the internet I'm lost This machine doesn't work Turn everything off</p>
12	<p>Please and thank you</p> <p>Page#: Student's Book:88-95 Workbook:92-99</p>	<p>I'd like I'd like some chicken How much would you like?</p> <p>some and any I'd like some cheese Do you have any Emmental? I don't have any apple juice</p> <p>like and would like I like cola I like going to the mall I'd like to go out</p>	<p>Shopping bread, milk, fruit, stamps, shampoo, cheese, chicken, conditioner</p> <p>Food cereal, salad, pasta, fish</p> <p>in a restaurant menu, starter, dessert soup, salmon, mixed salad</p> <p>Roleplay Ordering a meal Are you ready to order?</p>	<p>listening Conversations with Adam Good luck! What people would like to do after an exam</p> <p>Reading and speaking You are what you eat People from different parts of the world describe what they eat Discussion - what is a good diet?</p>	<p>Roleplay Making offers to guests Would you like a cold drink? What would you like? Would you like to watch the football?</p> <p>Signs all around Where can you see these signs? Way in, No entry Push, Queue here</p>
13	<p>Here and now</p> <p>Page#: Student's Book:96-103 Workbook:100-107</p>	<p>Present Continuous He's wearing a T-shirt What's he doing?</p> <p>Present Simple and present Continuous He lives in London They're not staying in a hotel</p>	<p>Colors blue, red, green</p> <p>Clothes jacket, trousers, shoes and socks</p> <p>Opposite verbs buy/sell love/hate open/close</p>	<p>Reading and listening This week is different Colin a millionaire gives money to homeless teenagers Conversations with Colin</p>	<p>What's the matter? I'm tired/thirsty/bored She has a headache/a cold Why don't you...? That's a good idea</p>
14	<p>It's time to go!</p> <p>Page#: Student's Book:104-111 Workbook:108-115</p>	<p>Future plans They're going on holiday Which countries are you going to visit? I'm leaving on Tuesday</p> <p>Revision Question words - when, where, who, how Tenses - present past and future tense</p>	<p>Transport: travel by bus, coach, motorbike plane</p> <p>Revision Words that go together - pay bills, menu/waiter Which word is different? train bus bridge Pronunciation: Two and three syllables – married, vegetable Words that rhyme: some/come</p>	<p>Reading and speaking Life's big event Three people talk about their past, present and future</p> <p>A mini autobiography I was born in.... I grew up in.... I'm studying.... I want to be a ... I'm going to....</p>	<p>Social expressions Good luck in the exam! Don't worry! It doesn't matter! That's so kind of you! Thanks for everything! It was a pleasure!</p>

Student Learning Outcomes (SLOs):

Successful completion of this term will enable the learners to carry out the following skills in a familiar situation:

- Use the subject and object pronouns as well as the possessive adjectives and possessive 's correctly.
- Form the plural of nouns, identify countable and uncountable nouns
- Recognize and construct affirmative, negative and interrogative sentences in present and past tense.
- Use definite and indefinite articles correctly as well as some, any.
- Use some basic adjectives, adverbs and adverbs of frequency.
- Use this, that, these, those, etc.
- Use 'can' to express ability, request, or offer.
- Use basic connectors 'and', 'or' & 'but'.
- Use basic prepositions of time and place
- Count in English; ask about prices; recognize the names of major countries and cities in the world as well as the languages and nationalities; the days of the week, months and seasons of the year, tell the time and date.
- Know basic collocations, basic adjectives and their opposites
- Recognize the syllables of a word and the word stress; as well as the basic sentence stress patterns.
- Read the signs in the buildings or the city; read bills, etc.
- Skim for main ideas and scan for details in reading of familiar contexts
- Carry out basic punctuation such as capitalization, questions marks, commas etc.
- Take part in basic everyday conversations like introducing himself, greeting, ordering in a restaurant, buying in a shop, asking or giving directions, buying a ticket in a train station, starting a conversation and showing interest, asking for repetition or clarifying; asking for help; make offers; expressing feelings, congratulations; exchange complements; giving opinion, agreeing or disagreeing; in a very basic form.
- Write simple sentences with the right subject-verb agreement using the studied tenses in familiar contexts.

Course Materials:

New Headway Plus Special Edition Beginner Level Student's Book, by Soars, John and Liz, (2011), Oxford University Press along with workbook and online practice at www.headwayplusonline.com using student's access code found at the back of the student's book

Course Length:

The SIEP123 course consist of 3 levels of 4 weeks each. Each week has 5 classes of 1 hour 40 minutes each. The classes are run from Sunday to Thursday with no classes on Fridays & Saturdays. Furthermore, there are no classes

on the first Sunday of each Level. The total number of hours for this course is 95 hours. The breakdown of the hours is as follow:

- Number of Classes per day: 1
- Duration of Each Class: 100 minutes
- Total Days in Each Level: 19
- Total Guided Learning Hours per level: $1 \times 100 \times 19 = 1900$ minutes
- Number of Levels/terms in the course: 3
- Total Guided Learning Hours in the course: $3 \times 1900 = 57,00$ minutes = 95 hours

Assessment:

Kinds of Assessments

Grades in each level is based upon Continuous Weekly Assessment and an end of the level Examination conducted on the last day of week 4.

1. Continuous Assessment (weekly)
2. End of the Term Examination (Once only)

Method for determining grades

We calculate grades using the following criteria in each session:

Continuous Assessment

The following equation is used to calculate a continuous assessment grade:

$40\% \text{ (Quizzes)} + 20\% \text{ (Dictations)} + 40\% \text{ (Writings)} = 100\% \text{ (Continuous Assessment)}$.

The abovementioned quizzes, dictations and writing tasks are carried out on a weekly basis. This means every student has to do 4 sets of quizzes, dictations & writing tasks in each level

End of the term Examination

End of the term Examination is out of 100%. It includes, Reading, Listening, Speaking, Writing, Vocabulary and Grammar.

Continuous Assessment Evaluation

50% of your Final grade is based on Continuous Assessment (quizzes, dictations and writing tasks)

End of the term Examination Evaluation

50% of your Final grade is based on the end of the term examination.

Calculating Final Grade for the term:

The following equation is used to calculate a student's final grade:

$$50\% (\text{Continuous Assessment}) + 50\% (\text{End of the term Exam}) = 100\% (\text{Final Grade})$$

For example: a student gets 72% in continuous assessment grade and 84% in the final exam. His grade will be calculated as: 36 (Continuous Assessment Grade) + 42 (Final Exam) = 78 (Final grade).

Comparing Grades, Grade Percentage and Grade Points:

Grade Percentage	Grade Point
90-100	Excellent
80-89	Very good
70-79	Good
60-69	Pass
0-59	Fail

Promotion to next level / Passing Criteria

Student needs to get at least 60% marks in aggregate (Continuous & End of Term Assessment) in order to successfully complete the level and to move into the next higher level in the same course. Student needs to pass all the three levels in order to successfully complete **Semi-Intensive Program Beginner Level 1-3**

Semi-Intensive Program Elementary Level 4-6

Course Syllabus

Course Title:

Semi-Intensive Program Elementary Level 4-6

Course Code:

SIEP456

Course Prerequisite:

ALFAC Placement test score corresponding to Elementary proficiency level or successful completion of Semi-Intensive Program Beginner Level 123

Credits:

This course has NO credits. However, successful completion of this course is a prerequisite for taking the SIEP789 course.

Course Description:

Students who take part in this level will gain essential vocabulary and important grammatical structure that is essential to carry out essential communication. This is a slow-paced, highly-structured input which provides the learners with essential skimming and scanning skills in reading, vital note taking skills in listening, construction of paragraphs in writing and short talk in speaking, in everyday context. Learners are also introduced to important vocabulary and communication in essential contexts such as people, work, culture, food, travelling, leisure activities, sports, architecture, business, past events, achievements, stories, and attitude etc.

Course Goal:

The SIEP456 course aims at assisting learners to attain an overall English language proficiency of Basic User, Waystage defined as A2- level on the Common European Framework of Reference for Languages (CEFR).

Course Objectives:

The course is designed to achieve its goal in 3 levels of 4 weeks each through the development and enhancement of the four basic language skills; reading, writing, listening & speaking along with grammar, vocabulary and everyday English in essential everyday context such as people, work, culture, food, travelling, leisure activities, sports, architecture, business, past events, achievements, stories, and attitude etc.

Key language points to be covered in level 4

UNIT #	UNIT TITLE	GRAMMAR	VOCABULARY	SKILLS WORK	EVERYDAY ENGLISH	Writing
1	<p><u>Hello Everybody!</u></p> <p>Page #: Student's Book:6-11 Workbook:5-9</p>	<p><u>Verb to be</u> am/is/are I'm from Jordan He's a doctor</p> <p><u>Possessive adjectives</u> my, your, his, her</p>	<p><u>Countries</u> Mexico, Japan, Syria</p> <p><u>Using a bilingual dictionary</u></p> <p><u>Everyday object</u> a key, a newspaper</p> <p><u>Plural Nouns</u> Bags, apples</p>	<p><u>Reading and writing</u> Introduce yourself</p> <p><u>Listening and speaking</u> The alphabet chant</p>	<p><u>Hello and goodbye</u> Telephone numbers How are you? See you this evening</p>	
2	<p><u>Meeting People</u></p> <p>Page #: Student's Book: 12-19 Workbook: 10-14</p>	<p><u>Verb to be</u> Questions and negatives What's her first name? She isn't married.</p> <p><u>Negatives and short answers</u> No, she isn't.</p> <p><u>Possessive 's</u> Patrick's daughter</p>	<p><u>The Family</u> Husband, mother, uncle</p> <p><u>Opposite adjectives</u> Old – young</p> <p><u>Food and drink</u> Burger and chips Tea, coffee</p>	<p><u>Reading and listening</u> An email from America</p>	<p><u>In a café</u> Prices Can I have...? How much is it?</p>	
3	<p><u>The world of work</u></p> <p>Page #: Student's Book: 20-27 Workbook: 15-20</p>	<p><u>Present Simple (1)</u> He/she/it He works 16 hours a day.</p> <p><u>Questions and negatives</u> Does he speak French? No, he doesn't.</p>	<p><u>Verbs</u> Help, make, serve</p> <p><u>Jobs</u> A pilot flies planes.</p>	<p><u>Reading</u> Seumas McSporrán – the man with twelve jobs</p> <p><u>Listening and speaking</u> Seumas's day</p>	<p><u>What time is it?</u> It's quarter past five. It's about six o'clock.</p>	<p><u>Personal pronouns and possessive adjectives</u> I, me, my WB p20</p> <p><u>Rewriting a text</u> WB p25</p>
4	<p>Take it easy!</p> <p>Page #: Student's Book: 28-35 Workbook: 21-25</p>	<p><u>Present Simple (2)</u> I/you/we/they I go to the gym. We don't go out on Wednesday evenings. Why do you like your job?</p>	<p><u>Verbs</u> Relax, get up, start</p> <p><u>Leisure activities</u> Swimming, reading</p>	<p><u>Speaking</u> A questionnaire – how do you live? Reading and listening Three people talk about seasons Speaking What's your favorite season? Leisure activities</p>	<p><u>Social expressions (1)</u> I'm sorry. Excuse me? Pardon?</p>	<p><u>An informal letter</u></p> <p><u>A letter to a pen friend</u> WB p25</p>

Key language points to be covered in level 5

UNIT #	UNIT TITLE	GRAMMAR	VOCABULARY	SKILLS WORK	EVERYDAY ENGLISH	Writing
5	<p><u>Where do you live?</u></p> <p>Page #: Student's Book: 36-43 Workbook: 26-31</p>	<p><u>There is/are</u> There's a book on the table.</p> <p><u>How many...?</u> How many books are there?</p> <p><u>Prepositions of place</u> In front of the fire</p> <p><u>Some and any</u> There are some cups. There aren't any saucers. This, that, these, those This is the kitchen.</p> <p><u>What's in these cupboards?</u></p>	<p><u>Rooms</u> Living room, kitchen</p> <p><u>Household goods</u> Armchair, lamp Cupboard, washing machine</p> <p><u>What's in your bag?</u> Letter, bus ticket, mobile phone</p> <p><u>Places</u> Library, museum</p>	<p><u>Speaking and listening</u> What are the differences between the two pictures?</p> <p><u>Reading and speaking</u> Living in a bubble</p> <p><u>Listening and speaking</u> Homes around the world</p>	<p><u>Directions (1)</u> Is there a pharmacy near here? Yes, it's over there.</p>	<p><u>Linking words</u> And, so, but, because WB p31</p> <p><u>Describing where you live</u> WB p31</p>
6	<p><u>Can you speak English?</u></p> <p>Page #: Student's Book: 44-51 Workbook: 32-36</p>	<p><u>Can/can't</u> I can ski really well. She can't speak Japanese. Was/were Where were you last night?</p> <p><u>Could</u> I could swim when I was five.</p> <p><u>Was born</u> He was born in London.</p>	<p><u>Countries and languages</u> Italy, Italian Verbs Translate, check, laugh</p> <p><u>Words that sound the same</u> I, eye; no, know</p>	<p><u>Speaking</u> Questionnaire – what can you do?</p> <p><u>Reading and speaking</u> Young entrepreneurs</p>	<p><u>On the phone</u> Directory Enquiries Can I speak to Jo, please? I'll just get him.</p>	<p><u>Formal letters (1)</u> A letter of application for a job WB p36</p>
7	<p><u>Then and now</u></p> <p>Page #: Student's Book: 52-59 Workbook: 37-41</p>	<p><u>Past simple (1)</u> <u>Regular verbs</u> She started work when she was eight.</p> <p><u>Irregular verbs</u> His father got a job in London.</p> <p><u>Time expressions</u> Last night Yesterday morning</p>	<p><u>Verbs</u> Earn, marry, die Verbs Begin, leave, become</p> <p><u>Words that got together</u> Drink tea or coffee, start school, orange juice</p>	<p><u>Speaking</u> The year you were born When did it happen?</p> <p><u>Reading and speaking</u> Planes to rockets</p>	<p><u>Social expressions (2)</u> Of course! No problem!</p>	<p><u>Writing a paragraph</u> describing a holiday WB p40</p>
8	<p><u>How long ago?</u></p> <p>Page #: Student's Book: 60-65 Workbook: 42-47</p>	<p><u>Past Simple (2)</u> <u>Negatives and ago</u> People didn't watch TV a hundred years ago.</p> <p><u>Time expressions</u> In 1994, on Saturday, at seven o'clock</p>	<p><u>Forming adjectives</u> Delicious, expensive, friendly</p> <p><u>Forming nouns</u> Application, passenger, meeting Phonetic symbols /'feimes/</p>	<p><u>Reading and listening</u> Three inventors Speaking Incredible information</p> <p><u>Listening and speaking</u> The first time I went abroad</p>	<p><u>What's the date?</u> The fourth of July</p>	<p><u>Linking words</u> Because, when, until WB p47</p> <p><u>Describing an old friend</u> WB p47</p>
9	<p><u>Food you like!</u></p> <p>Page #: Student's Book: 66-73 Workbook: 48-53</p>	<p><u>Countable and uncountable nouns</u> Apples, apple juice Do you like...?/Would you like...? Do you like tea? Would you like some now?</p> <p><u>A and some</u> A cake, some cake</p> <p><u>Much and many</u> There isn't much milk. There aren't many eggs.</p>	<p><u>Food and drink</u> Yoghurt, chips Cola, apple juice Chopsticks</p> <p><u>Shops and Shopping</u> Some eggs Some milk</p>	<p><u>Listening and Speaking</u> My favorite national food</p> <p><u>Reading and speaking</u> Food around the world Meals in your country</p>	<p><u>Polite requests</u> Could you pass the salt? Could I have a glass of water? Can you give me the recipe? Can I see the menu?</p>	<p><u>Formal letters (2)</u> A letter to a hotel WB p53</p>

Key language points to be covered in level 6

UNIT #	UNIT TITLE	GRAMMAR	VOCABULARY	SKILLS WORK	EVERYDAY ENGLISH	Writing
10	<u>Bigger and better!</u> Page #: Student's Book: 74-81 Workbook: 54-58	<u>Comparatives and superlatives</u> The country is cheaper than the city. Claridge's is the most expensive hotel. <u>Have got</u> London's got a lot of parks. I haven't got much money.	<u>City and country adjectives</u> Dirty, noisy Exciting, safe <u>City and country nouns</u> Wood, factory	<u>Speaking</u> I've got more than you! <u>Reading and speaking</u> Megacities Talking about your city	<u>Directions (2)</u> Out of the garage Over the bridge	<u>Linking words</u> Which, where WB p58 <u>Writing about your capital city</u> WB p58
11	<u>Looking good!</u> Page #: Student's Book: 82-89 Workbook: 59-64	<u>Present Continuous</u> I'm wearing trousers. Who is smiling? Whose is it? Whose is the bike? <u>Possessive pronouns</u> Mine, yours, hers	<u>Clothes</u> Hat, coat, shirt Describing people Fair hair, blue eyes <u>Words that rhyme</u> Red, said; laugh, half <u>Phonetic symbols</u> Vowels and diphthongs <u>Tongue twisters</u>	<u>Listening and speaking</u> Who's at the conference? <u>A poem</u> – What a wonderful world!	<u>In a clothes shop</u> What color are you looking for? Can I try it on?	<u>Linking words</u> Although, but WB p64 Describing people WB p64
12	<u>Life's an adventure</u> Page #: Student's Book: 90-97 Workbook: 65-70	<u>Going to</u> I'm going to be a footballer. <u>Infinitive of purpose</u> I'm going to Nepal to climb Mount Everest.	<u>Verbs</u> Sneeze, jump, fall <u>The weather</u> Sunny, cloudy What's the weather like?	<u>Reading and speaking</u> Dangerous sports <u>Interviews</u> with people who dangerous sports	<u>Making suggestions</u> What shall we do today? Let's go to the beach!	<u>Writing a postcard</u> WB p70
13	<u>How terribly clever!</u> Page #: Student's Book: 98-105 Workbook: 71-75	<u>Question forms</u> Why....? How many....? How much....? Which...? <u>Adverbs and adjectives</u> Quick, quickly, good, well	<u>Describing feelings</u> Bored, worried	<u>Speaking and listening</u> Noises in the night <u>Reading and listening</u> The Businessman and the Fisherman	<u>Catching a train</u> A return ticket, please.	<u>Adverbs</u> Happy, happily WB p75 <u>Writing a story</u> Once upon a time WB p75
14	<u>Have you ever?</u> Page #: Student's Book: 106-113 Workbook: 76-80	<u>Present Perfect</u> Ever and never Have you ever been to Paris? I've never been to Egypt. <u>Yet and just</u> We haven't been there yet. They've just had a boat ride. <u>Present Perfect and Past Simple</u> Maria's been to Tunis. She went there two years ago.	<u>Past participles</u> Cooked, eaten, made <u>At the airport</u> Departure lounge Check in	<u>Speaking</u> Things you've done <u>Reading and speaking</u> We've never learned to drive <u>Listening</u> A poem – Why did you leave?	<u>At the airport</u> Check in your luggage Go to gate 4	<u>A thank-you email</u> WB p80

Student Learning Outcomes (SLOs):

Successful completion of this term will enable the learners to carry out the following skills in a familiar situation along with the skills acquired in the previous level

- Use and construct sentences in all the tenses studied in Beginner level with more confidence and with more irregular verbs and different special spelling cases in positive and negative statements, negatives, short and long answers, and in questions.
- Use more time expressions
- Use *could* for ability in the past.
- Use the comparatives and superlatives
- Use more questions words in questions
- Use possessive pronouns
- Use and form more adjectives and adverbs using suffixes and prefixes
- Use and form more nouns by derivation
- Recognize and construct affirmative, negative and interrogative sentences in the present perfect tense with *ever, never, yet, and just* and can recognize the difference in use between this tense and the past simple
- Use more prepositions like spatial prepositions
- Read the phonetic symbols and recognize words that rhyme
- Take part in everyday conversations and use more social expressions in the contexts studied in Beginner level, and more, like asking or telling the time or date; asking or giving directions; talking on the phone; requesting and asking for help at a garage, train station or at the airport; making suggestions
- Can write formal or informal letters, a letter for application for a job, a postcard, an email, or a paragraph describing people using linking words
- Skim for main ideas and scan for details in reading of familiar contexts
- Take notes of the main ideas as well as details in listening to familiar contexts
- Can interview or take part in an interview in familiar contexts

Course Materials:

New Headway Plus Special Edition Elementary Level Student's Book, by Soars, John and Liz, (2011), Oxford University Press along with workbook and online practice at www.headwayplusonline.com using student's access code found at the back of the student's book

Course Length:

The SIEP456 course consist of 3 levels of 4 weeks each. Each week has 5 classes of 1 hour 40 minutes each. The classes are run from Sunday to Thursday with no classes on Fridays & Saturdays. Furthermore, there are no classes on the first Sunday of each Level. The total number of hours for this course is 95 hours. The breakdown of the hours is as follow:

- Number of Classes per day: 1
- Duration of Each Class: 100 minutes
- Total Days in Each Level: 19
- Total Guided Learning Hours per level: $1 \times 100 \times 19 = 1900$ minutes
- Number of Levels/terms in the course: 3
- Total Guided Learning Hours in the course: $3 \times 1900 = 57,00$ minutes = 95 hours

Assessment:

Kinds of Assessments

Grades in each level is based upon Continuous Weekly Assessment and an end of the level Examination conducted on the last day of week 4.

1. Continuous Assessment (weekly)
2. End of the Term Examination (Once only)

Method for determining grades

We calculate grades using the following criteria in each session:

Continuous Assessment

The following equation is used to calculate a continuous assessment grade:

$$40\% (\text{Quizzes}) + 20\% (\text{Dictations}) + 40\% (\text{Writings}) = 100\% (\text{Continuous Assessment}).$$

The abovementioned quizzes, dictations and writing tasks are carried out on a weekly basis. This means every student has to do 4 sets of quizzes, dictations & writing tasks in each level

End of the term Examination

End of the term Examination is out of 100%. It includes, Reading, Listening, Speaking, Writing, Vocabulary and Grammar.

Continuous Assessment Evaluation

50% of your Final grade is based on Continuous Assessment (quizzes, dictations and writing tasks)

End of the term Examination Evaluation

50% of your Final grade is based on the end of the term examination.

Calculating Final Grade for the term:

The following equation is used to calculate a student's final grade:

$$50\% (\text{Continuous Assessment}) + 50\% (\text{End of the term Exam}) = 100\% (\text{Final Grade})$$

For example: a student gets 72% in continuous assessment grade and 84% in the final exam. His grade will be calculated as: 36 (Continuous Assessment Grade) + 42 (Final Exam) = 78 (Final grade).

Comparing Grades, Grade Percentage and Grade Points:

Grade Percentage	Grade Point
90-100	Excellent
80-89	Very good
70-79	Good
60-69	Pass
0-59	Fail

Promotion to next level / Passing Criteria

Student needs to get at least 60% marks in aggregate (Continuous & End of Term Assessment) in order to successfully complete the level and to move into the next higher level in the same course. Student needs to pass all the three levels in order to successfully complete **Semi-Intensive Program Elementary Level 4-6**

Semi-Intensive Program Pre-Intermediate Level 7-9

Course Syllabus

Course Title:

Semi-Intensive Program Pre-Intermediate Level 7-9

Course Code:

SIEP789

Course Prerequisite:

ALFAC Placement test score corresponding to Pre-Intermediate proficiency level or successful completion of Semi-Intensive Program Elementary Level 456

Credits:

This course has NO credits. However, successful completion of this course is a prerequisite for taking the SIEP1012 course.

Course Description:

Students who take part in this level will gain important vocabulary and grammatical structure that is essential to carryout fundamental level communication. This is a highly-structured environment which provides the learners with fundamental skimming and scanning skills in reading, vital note taking skills in listening and construction of paragraphs for specific genres and discourse, both in writing and speaking, in simple everyday contexts. Learners are also introduced to basic vocabulary and communication in essential contexts such as jobs, travelling abroad, describing countries, cities, and buildings, hotels, buying things, shops, describing feelings and situations, etc.

Course Goal:

The SIEP789 course aims at assisting learners to attain an overall English language proficiency of Independent User, Threshold defined as B1- level on the Common European Framework of Reference for Languages (CEFR).

Course Objectives:

The course is designed to achieve its goal in 3 levels of 4 weeks each through the development and enhancement of the four basic language skills; reading, writing, listening & speaking along with grammar, vocabulary and everyday English in essential everyday context such as jobs, travelling abroad, describing countries, cities, and buildings, hotels, buying things, shops, describing feelings and situations, etc.

Key language points to be covered in level 7

UNIT #	UNIT TITLE	GRAMMAR	VOCABULARY	EVERYDAY ENGLISH	Reading	Speaking	Listening	Writing
1	<p><u>Getting to know you</u></p> <p>Page#: Student's Book:6-11 Workbook:5-9</p>	<p><u>Tenses</u> Present, past, future</p> <p><u>Questions</u> Where were you born? What do you do?</p> <p><u>Question words</u> Who...? Why...? How much...?</p>	<p><u>Using a bilingual dictionary</u></p> <p><u>Parts of speech</u> Adjective, preposition</p> <p><u>Words with more than one meaning</u></p> <p>A book to read I booked a table</p>	<p><u>Social expressions</u></p> <p>Have a good weekend!</p> <p>Same to you</p>	<p><u>People, the great communicators</u>-the many ways we communicate</p>	<p><u>Information gap</u>-Jack Dawson</p> <p>Discussion: Who are your ideal neighbors?</p> <p>Roleplay – exchanging Information about two neighbors</p>	<p><u>Best friends</u> – four people talk about their best friends</p>	<p><u>Informal letters</u> A letter to a pen friend</p>
2	<p><u>The way we live</u></p> <p>Page#: Student's Book: 14-21 Workbook: 10-15</p>	<p><u>Present tenses:</u></p> <p>Present simple</p> <p>Present continuous</p> <p><u>have/have got</u></p>	<p><u>Describing countries</u></p> <p><u>Collocation</u></p>	<p><u>Making conversation:</u></p> <p>Asking questions</p> <p><u>Showing that you're interested</u></p>	<p><u>'Tale of two cities'</u> – two people talk about their two homes in different countries</p>	<p><u>Information gap:</u></p> <p>People's lifestyles</p> <p>Exchanging information about immigrants to the USA</p>	<p><u>'A 24/7 society'</u> – a radio program about night workers</p>	<p><u>Linking words:</u> but, however</p> <p>Writing a story</p>
3	<p><u>It all went wrong</u></p> <p>Page#: Student's Book: 22-29 Workbook: 16-21</p>	<p><u>Past tenses:</u></p> <p>Past simple</p> <p>Past Continuous</p>	<p><u>Irregular verbs</u></p> <p>Making connections</p> <p>Nouns, verbs, adjectives</p> <p>Making negatives</p>	<p><u>Time expressions:</u></p> <p>The eighth of January</p> <p>at, on, in</p>	<p><u>'Formula One Taxi'</u></p> <p>'Academic destroys priceless books'</p> <p>'Teenager goes on spending spree'</p> <p><u>Sherlock Holmes</u> – The three students</p>	<p><u>Telling stories:</u></p> <p>Fortunately /unfortunately</p>	<p><u>An extract from The Three Students</u></p>	<p><u>Linking words:</u> while, during, and for</p> <p>Writing a story</p>
4	<p><u>Let's go shopping</u></p> <p>Page#: Student's Book: 30-37 Workbook: 22-26</p>	<p><u>Quantity:</u></p> <p>Much and many</p> <p>Some and any</p> <p>Something, anyone, nobody, everywhere, a few, a little, a lot of</p> <p><u>Articles</u></p>	<p><u>Buying things:</u></p> <p>Milk, eggs, bread, a packet of crisps, a can of cola, shampoo, soap, sweaters, newsagent, phone card, a tie, conditioner</p>	<p><u>Prices and shopping:</u></p> <p>\$160</p> <p><u>What's the exchange rate?</u></p> <p>How much is a pair of jeans?</p>	<p><u>Markets around the world</u> – Bangkok, Provence, and Marrakech</p>	<p><u>Survey</u> – the good things and bad things about living in your city</p> <p><u>Discussion</u> – going to a market</p>	<p><u>'My uncle's a shopkeeper'</u></p> <p>Buying things – conversations in shops</p>	<p><u>Filling in forms</u></p>

Key language points to be covered in level 8

UNIT #	UNIT TITLE	GRAMMAR	VOCABULARY	EVERYDAY ENGLISH	Reading	Speaking	Listening	Writing
5	What do you want to check? Page#: Student's Book: 38-45 Workbook: 27-32	Verb patterns Want/hope to do, enjoy/like doing, looking forward to doing, 'd like to do Future Intentions: Going to and will	Hot verbs: Have, go, come, have an accident, go wrong, come first	How do you feel? Nervous, fed up, Cheer up!	The children of Gaza	What are your plans and ambitions?	Having a bad day	Writing a postcard
6	Tell me! What's it like? Page#: Student's Book: 46-53 Workbook: 33-37	What's it like? Comparatives and superlative adjectives	Talking about cities Synonyms and antonyms	Directions: Farm, pond, opposite the car park, over the bridge	'London, the world in one city' – Is London the most cosmopolitan city in the world?	Information gap – comparing cities Discussion – London: the world in one city	Living in another country – an interview with a girl who went to live in Sweden	Relative clauses 1: Who/that/which/where Describing a place
7	Fame Page#: Student's Book: 54-61 Workbook: 38-42	Present Perfect and Past Simple For and since Tense Revision	Past participles Adverbs Word pairs	Short answers: Do you like cooking? Yes, I do. No, I don't.	Celebrity interview from Hi!: Magazine with a racing driver and a tennis player	Mingle – Find someone who... Roleplay – interviewing with a sportsperson Project – find an interview with a famous person	An interview with a Formula One driver	Relative clauses 2: Who/which/that as the object Writing a biography
8	Do's and don'ts Page#: Student's Book: 62-69 Workbook: 43-47	Have (got) to Should Must	Jobs Travelling abroad Words that go together	At the doctor's: A cold, the flu, food poisoning, a temperature, a prescription	Online advice – three problems, six suggestions	Jobs – a game Discussion – house rules Asking questions about places Roleplay – acting a dialogue Group work – a letter to a problem page	Holidays in January – three people's advice on what to do in their country in January	Writing letters: Formal letters WB
9	Going places Page#: Student's Book: 70-77 Workbook: 48-52	Time and conditional clauses What if...?	Hot verbs: Take, get, do, make, take a photo, get angry, do me a favor, make up your mind Hotels: A double room, ground floor	In a hotel: I'd like a make reservation. Can I have a credit card number?	Sunset in the West – how China and India are becoming the world's biggest economies	What will you do? Discussion – what will life be like in the 21 st century? What are the largest cities in the world?	Life in 2050 – an interview with Michio Kaku, Professor of Theoretical Physics	Linking words 2: Advantages and disadvantages WB

Key language points to be covered in level 9

UNIT #	UNIT TITLE	GRAMMAR	VOCABULARY	EVERYDAY ENGLISH	Reading	Speaking	Listening	Writing
10	Scared to death Page#: Student's Book: 78-85 Workbook: 53-57	Verb patterns 2: Manage to do, used to do, go walking Infinitives: Purpose What, etc. + infinitive Something, etc. + infinitive	Shops: Post office, hairdresser's Describing feelings and situations: Frightening, frightened, worrying, worried	Exclamations: He was so scared I've spent so much money	'Don't look down' – walking on a dangerous footpath 'Into the wild' – an American boy's search for freedom	'When I was young' – talking about your childhood Describing feelings Roleplay – interviews with survivors of the Titanic	When I was young The sinking of the Titanic	Writing letters: Formal and informal letters 1 WB
11	Things that changed the world Page#: Student's Book: 86-93 Workbook: 58-63	Passives: X-rays were discovered by Wilhelm Roentgen. The first x-ray was taken in 1896.	Verbs and past principles: Discovered, found Verbs and nouns that go together: Tell a story, keep a promise	Notices: Keep off the grass, out of order	A discovery and an invention that changed the world	Exchanging and discussing information about DNA and Google	The world's most common habit: chewing gum – the history of chewing gum	Writing a review of a book or film WB
12	Dreams and reality Page#: Student's Book: 94-101 Workbook: 64-68	Second Conditional: If the world were a village of 100 people... Might	Phrasal verbs: Go away, take off your coat, the plane took off, I gave up my job, take them off Word formation Adverbs	Social expressions 2: Congratulations Never mind I haven't clue	Supervolcano	Giving advice – If I were you, I'd... Discussion – Surveying a disaster	Two students talk about their future plans	Adverbs WB Writing a story 2 WB
13	Earning a living Page#: Student's Book: 102-109 Workbook: 70-75	Present Perfect Continuous Present Perfect Simple Versus Continuous	Jobs and the alphabet game – architect, bookseller... Word formation Adverbs	Telephoning: Is that Ewan? I'm afraid he's out. Can I take a message?	A funny way to earn a living – a Ravenmaster, a beachcomer, and a hot air balloonist (jigsaw)	Information gap – Nahed Taher Discussion – what is a good job? Roleplay – phoning a friend	Giving news – a telephone conversation between Craig and his mother	Writing letters Expressions in different kinds of letters Formal and informal letters 2 WB
14	Family ties Page#: Student's Book: 110-117 Workbook: 76-80	Past Perfect for clarification Reported statements	Hot verbs: Bring, take, go, come	Saying goodbye: Have a safe journey Thank you for a lovely evening	Twins reunite after thirty years The Three Princes – a folk tale	Telling stories What happens in the story? Families that live abroad	An interview with Bob Taylor Families that live abroad	Writing a story 3 WB

Student Learning Outcomes (SLOs):

Successful completion of this term will enable the learners to carry out the following skills in a familiar situation along with the skills acquired in the previous levels.

- Use and construct sentences in the past continuous, the present/past perfect and the present perfect continuous tenses.
- Use and construct sentences in the different forms of future: will, be going to + infinitive, present continuous expressing the future
- Use quantity expressions like *much, many, some, any*, etc.
- Use definite and indefinite articles
- Use and form the comparative and superlative adjectives
- Use the modal verbs in different meanings: *must, should, have (got) to, might*, etc.
- Use time clauses in sentences like: *as soon as, when, while, until*, etc.
- Use first and second conditional clauses with *if*
- Start to use the passive voice in certain tenses
- Start to use the reported statements
- Use the infinitive of purpose
- Use collocations, word pairs, phrasal verbs, compound nouns, synonyms and antonyms, irregular verbs in the past and past participle, words of different meanings
- Take part in everyday conversations and use more social expressions in the contexts studied in the previous levels, and more like conversations at clinics, hotels, on the phone, etc.
- Can write formal or informal letters for different purposes, a postcard, a story, a biography, a review of a book, using linking words
- Skim for main ideas and scan for details in reading of familiar contexts
- Take notes of the main ideas as well as details in listening in familiar contexts

Course Materials:

New Headway Plus Special Edition Pre-Intermediate Level Student's Book, by Soars, John and Liz, (2011), Oxford University Press along with workbook and online practice at www.headwayplusonline.com using student's access code found at the back of the student's book

Course Length:

The SIEP789 course consist of 3 levels of 4 weeks each. Each week has 5 classes of 1 hour 40 minutes each. The classes are run from Sunday to Thursday with no classes on Fridays & Saturdays. Furthermore, there are no classes

on the first Sunday of each Level. The total number of hours for this course is 95 hours. The breakdown of the hours is as follow:

- Number of Classes per day: 1
- Duration of Each Class: 100 minutes
- Total Days in Each Level: 19
- Total Guided Learning Hours per level: $1 \times 100 \times 19 = 1900$ minutes
- Number of Levels/terms in the course: 3
- Total Guided Learning Hours in the course: $3 \times 1900 = 57,00$ minutes = 95 hours

Assessment:

Kinds of Assessments

Grades in each level is based upon Continuous Weekly Assessment and an end of the level Examination conducted on the last day of week 4.

1. Continuous Assessment (weekly)
2. End of the Term Examination (Once only)

Method for determining grades

We calculate grades using the following criteria in each session:

Continuous Assessment

The following equation is used to calculate a continuous assessment grade:

$$40\% (\text{Quizzes}) + 20\% (\text{Dictations}) + 40\% (\text{Writings}) = 100\% (\text{Continuous Assessment}).$$

The abovementioned quizzes, dictations and writing tasks are carried out on a weekly basis. This means every student has to do 4 sets of quizzes, dictations & writing tasks in each level

End of the term Examination

End of the term Examination is out of 100%. It includes, Reading, Listening, Speaking, Writing, Vocabulary and Grammar.

Continuous Assessment Evaluation

50% of your Final grade is based on Continuous Assessment (quizzes, dictations and writing tasks)

End of the term Examination Evaluation

50% of your Final grade is based on the end of the term examination.

Calculating Final Grade for the term:

The following equation is used to calculate a student's final grade:

$$50\% (\text{Continuous Assessment}) + 50\% (\text{End of the term Exam}) = 100\% (\text{Final Grade})$$

For example: a student gets 72% in continuous assessment grade and 84% in the final exam. His grade will be calculated as: 36 (Continuous Assessment Grade) + 42 (Final Exam) = 78 (Final grade).

Comparing Grades, Grade Percentage and Grade Points:

Grade Percentage	Grade Point
90-100	Excellent
80-89	Very good
70-79	Good
60-69	Pass
0-59	Fail

Promotion to next level / Passing Criteria

Student needs to get at least 60% marks in aggregate (Continuous & End of Term Assessment) in order to successfully complete the level and to move into the next higher level in the same course. Student needs to pass all the three levels in order to successfully complete **Semi-Intensive Program Pre-Intermediate Level 7-9**

Semi-Intensive Program Intermediate Level 10-12

Course Syllabus

Course Title:

Semi-Intensive Program Intermediate Level 10-12

Course Code:

SIEP1012

Course Prerequisite:

ALFAC Placement test score corresponding to Pre-Intermediate proficiency level or successful completion of Semi-Intensive Program Pre-Intermediate Level 789

Credits:

This course has NO credits. However, successful completion of this course is a prerequisite for taking the SIEP1315 course.

Course Description:

Students who take part in this level will gain important vocabulary and grammatical structure that is essential to carry out high level communication. This is a quasi-authentic environment which provides the learners with scanning and skimming skills in reading, note taking skills in listening, organizing various types of letters, essays in writing and various skills in speaking, in everyday contexts such as work, telling tales, following the rules and regulations, travelling, food, charity, sports, famous people and places, adventure etc.

Course Goal:

The SIEP1012 course aims at assisting learners to attain an overall English language proficiency of Independent User, Vantage defined as B2- level on the Common European Framework of Reference for Languages (CEFR).

Course Objectives:

The course is designed to achieve its goal in 3 levels of 4 weeks each through the development and enhancement of the four basic language skills; reading, writing, listening & speaking along with grammar, vocabulary and everyday English in essential everyday context such as work, telling tales, following the rules and regulations, travelling, food, charity, sports, famous people and places, adventure etc.

Key language points to be covered in level 10

UNIT #	UNIT TITLE	GRAMMAR	VOCABULARY	EVERYDAY ENGLISH	Reading	Speaking	Listening	Writing
1	It's a wonderful world Page#: Student's Book:6-13 Workbook: 5-11	Auxiliary verbs do, be, have Naming the tenses Present, past, present perfect Questions and negative What did you do last night? Cows don't eat meat Short answers Yes, I did.	What's in a word. Parts of speech & meaning Spelling & pronunciation Words formation Words that go together Keeping vocabulary records	Everyday situation I need to make an appointment A medium latte, please. Have here or takeaway?	Wonders of the modern world - amazing technological and scientific achievement	Information gap - a UN goodwill ambassador Discussion: What is the most important invention?	My wonders – Three generations give their ideas about the wonders of the modern world	Correcting mistakes Finding and correcting language mistakes in an informal letter
2	The working week Page#: Student's Book:14-21 Workbook: 12-17	Present tenses Simple and continuous What does she do? State verbs like, know, understand Passive People are employed I'm being served How often? hardly ever twice a year	Positive and negative adjectives hard-working Free time activities go cycling a recipe, to peel	Making small talk It's such an old city, isn't it? Oh, good. Really? Have you?	Charles, Prince of Wales - the private and public man	Talking about you - how often do you do things? Project - interviewing someone about their job Talking about your free time activities	Who earns how much? How much do different jobs pay?	Letters and emails
3	Telling tales Page#: Student's Book:22-29 Workbook: 18-24	Past tenses Past simple and continuous He put his hand in his pocket and pulled out a coin Past simple and Past Perfect I didn't laugh at his joke Why? Had you heard it before? Past Passive A Farewell to Arms was written by Ernest Hemmingway	Spelling and pronunciation good/gud/, food/fu:d/male, mail /u:/tooth truth juice	Giving opinions Did you enjoy the football match? It was really boring! I fell asleep and missed the only goal.	Two writers - the lives of Agatha Christie and Ernest Hemmingway	Information gap - An amazing thing happened! Describing a book	Classic novels - people talk about their favorite books	A narrative
4	Doing the right thing Page#: Student's Book:30-37 Workbook: 25-30	Modal verbs - obligation and permission have (got) to, can, be allowed to Children have to go to school I can stay at my brother's house We're allowed to wear jeans should, must We should take traveler's cheques You must write to us every week	Nationality words Japan the Japanese Spain the Spanish Countries and adjectives Greece Greek Italy Italian	Requests and offers Could you? Would you? Can I? I'll Shall I?	A world guide to good manners - how to behave abroad	Talking about rules and regulations Roleplay - starting a new job Discussion - what advice would you give a foreign visitor?	Come round to my place! entertaining friends in three different countries	For and against

Key language points to be covered in level 11

UNIT #	UNIT TITLE	GRAMMAR	VOCABULARY	EVERYDAY ENGLISH	Reading	Speaking	Listening	Writing
5	<u>On the move</u> Page#: Student's Book:38-45 Workbook: 31-36	<u>Future forms going to and will</u> I'm going to buy some I'll get a loaf <u>Present Continuous</u> We're playing tennis this afternoon	<u>The weather</u> It's sunny sunshine The sun's shining	<u>Travelling around</u> <u>Using public transport</u> <u>Requests in a hotel</u>	<u>My kind of holiday</u> - a travel agent talks about his holidays	<u>Arranging to meet</u> <u>Discussion</u> - your ideal holiday	<u>A weather forecast</u>	<u>Making a reservation</u>
6	<u>I just love it!</u> Page#: Student's Book:46-53 Workbook: 37-42	<u>Questions with like</u> What's he like? What does he look like? What does he like doing? <u>Verb patterns</u> I enjoyed meeting your friends I just wanted to say thank you You made me feel welcome	<u>Describing</u> food, cities, and people fresh polluted sophisticated <u>Collocations</u> fresh food historic cities elderly people	<u>Signs and sounds</u> Dry clean only Just looking, thanks	<u>Global pizza</u> - the history of the world's favorite food	<u>Talking about popular food and popular places to eat</u> <u>Discussion</u> - restaurants, cities and people you know	<u>New York and London</u> - An English couple talks about living in New York; an American gives his impressions of living in London (jigsaw)	<u>A description</u>
7	<u>Just the job!</u> Page#: Student's Book:42-61 Workbook: 43-49	<u>Present Perfect</u> <u>Present Perfect versus Past Simple</u> I've worked there for five years I worked for the BBC <u>Present Perfect passive</u> Two Spanish novelists have been awarded the Nobel Prize for literature	<u>Phrasal verbs</u> <u>Literal or idiomatic?</u> She looked out of the window Look out! <u>Separable or inseparable?</u> turns on turn it on	<u>On the phone</u> Can I take a message? Would you like to hold?	<u>Dream jobs</u> - two people describe their jobs (jigsaw)	<u>Discussion</u> - what's in the news today? <u>Roleplay</u> - interviewing someone about their dream job	<u>The busy life of a retired man</u> - a man talks to his grandson about life since retirement	<u>An email of application</u>
8	<u>Just imagine!</u> Page#: Student's Book:62-69 Workbook: 50-55	<u>Conditionals</u> <u>First conditional</u> If I see Anna, I'll tell her <u>Second conditional</u> If I had 5 million, I'd buy an island <u>Time clauses</u>	<u>Base and strong adjectives</u> good wonderful tired exhausted <u>Modifying verbs</u> very tired absolutely wonderful	<u>Making suggestions</u> Let's go shopping! Why don't you ask your parents?	<u>Philanthropists round the world</u> - rich individuals giving money to help poorer people	<u>Discussion</u> - what would you do with 5 million? <u>Discussion</u> - what charities would you support?	<u>Three charities</u> - who they are and what they do	<u>From notes to writing</u>

Key language points to be covered in level 12

UNIT #	UNIT TITLE	GRAMMAR	VOCABULARY	EVERYDAY ENGLISH	Reading	Speaking	Listening	Writing
9	<p><u>Making connections</u></p> <p>Page#: Student's Book:70-77 Workbook:5 6-61</p>	<p><u>Modal verbs - probability must, could, might, can't</u> It could be a duck You must be very worried <u>Must have, could have, might have, can't have</u> It could have been her suitcase She must have been on holiday</p>	<p><u>Character adjectives</u> reliable sociable easygoing</p>	<p><u>Agreeing and disagreeing</u> So do !! Neither do !!</p>	<p><u>The man who planted trees</u></p>	<p><u>Quiz</u> - what type of person are you? <u>Discussion</u> - what size is the perfect family?</p>	<p><u>Optical illusions</u> - two people talk about a set of optical illusions Brothers and sisters - two people talk about their families</p>	<p><u>A description</u></p>
10	<p><u>Special interests</u></p> <p>Page#: Student's Book:78-85 Workbook:6 2-67</p>	<p><u>Present Perfect Continuous Present Perfect Simple versus Continuous</u> He has been practicing the test for the past five years <u>Questions and answers</u> How long have you been learning English? <u>Time expressions</u> She's been living in Paris since she got married</p>	<p><u>Likes and dislikes</u> adore loathe</p>	<p><u>Making the right noises</u> <u>Agreement, sympathy, pleasure, and surprise</u> Brilliant! You didn't!</p>	<p><u>The beautiful game</u> - football past and present</p>	<p><u>Your feelings about football and its place in the world</u> Things you feel passionate about</p>	<p><u>Things I'm passionate about</u> - five people talk about their passions</p>	<p><u>Writing a biography</u></p>
11	<p><u>If you ask me</u></p> <p>Page#: Student's Book:86-93 Workbook:6 8-73</p>	<p><u>Indirect questions</u> I wonder if you could help me I don't know what time the banks close <u>Question tags</u> I've got a meeting this afternoon</p>	<p><u>Verbs and nouns that go together</u> whistle a tune lick an ice-cream Idioms hold your breath hit the roof</p>	<p><u>Informal English</u> <u>What do you say we break for lunch?</u> <u>What's up?</u></p>	<p><u>How well do you know your world?</u> You ask we answer!</p>	<p><u>Information gap</u> - Finding out about Zinedine Zidane Stories of forgetfulness</p>	<p><u>The forgetful generation</u> - a radio programme</p>	<p><u>Words that join ideas</u></p>
12	<p><u>Telling how it is</u></p> <p>Page#: Student's Book:94-119 Workbook:7 4-80</p>	<p><u>Reported speech</u> <u>Reported statements</u> She said that she was a student <u>Reported questions</u> I thought she worked in an office <u>Reported requests/commands</u> I asked her what was happening I wondered if there'd been an accident</p>	<p><u>Ways of speaking</u> suggest, advise, admit, deny</p>	<p><u>You know what they say</u> <u>Clichés</u> It's not the end of the world Rather you than me</p>	<p><u>Tales of dangerous journeys</u> - remarkable journeys made by two famous leaders (jigsaw)</p>	<p><u>Exchanging information</u> - comparing the journeys of Hannibal and Mao Zedong <u>Discussion</u> - people and their phobias</p>	<p><u>She didn't say that</u> - spotting inaccuracies in five conversations <u>Tell me your fears</u> - three people talk about what they're afraid of <u>The psychologist's view</u> - a psychologist explains phobias and their treatment</p>	<p><u>Correcting mistakes</u></p>

Student Learning Outcomes (SLOs):

Successful completion of this term will enable the learners to carry out the following skills in a familiar situation along with the skills acquired in the previous levels.

- Use and construct sentences in all the tenses with more confidence.
- Use the auxiliary verbs in questions, negatives, and short answers
- Use properly the state verbs in different tenses
- Use the passive voice in different tenses
- Use the reported speech in different tenses and in different types of sentences
- Use indirect questions and
- Use question tags
- Use the modal verbs to express obligation, permissions, probability,
- Use the right time expression with the right verb tense
- Use the first and second conditional
- Use time clause to form complex sentences
- Use and expand the vocabulary studied in the previous levels in all the familiar contexts such as leisure activities, nationalities, countries, cities, food, people, character adjectives, likes and dislikes, etc.
- Use, collocations, phrasal verbs with both literal or idiomatic meaning, separable and inseparable parts.
- Take part in everyday conversations in context such as ordering in a café or restaurant, travelling around, public transportation, reading signs and understanding sounds, shopping, talking on the phone
- Can suggest, advise, admit, deny, agree, disagree, request, offer, make an appointment, make a small talk, give opinions; show sympathy, pleasure, or surprise
- Can write formal letters, informal letters, and emails for different purposes, a narrative essay, a for and against essay, a descriptive essay, a biography - using different linking words
- Skim for main ideas and scan for details in reading of familiar contexts
- Take notes on the main ideas as well as details in listening

Course Materials:

New Headway Plus Special Edition Intermediate Level Student's Book, by Soars, John and Liz, (2011), Oxford University Press along with workbook and online practice at www.headwayplusonline.com using student's access code found at the back of the student's book

Course Length:

The SIEP1012 course consist of 3 levels of 4 weeks each. Each week has 5 classes of 1 hour 40 minutes each. The classes are run from Sunday to Thursday with no classes on Fridays & Saturdays. Furthermore, there are no classes on the first Sunday of each Level. The total number of hours for this course is 95 hours. The breakdown of the hours is as follow:

- Number of Classes per day: 1
- Duration of Each Class: 100 minutes
- Total Days in Each Level: 19
- Total Guided Learning Hours per level: $1 \times 100 \times 19 = 1900$ minutes
- Number of Levels/terms in the course: 3
- Total Guided Learning Hours in the course: $3 \times 1900 = 57,00$ minutes = 95 hours

Assessment:

Kinds of Assessments

Grades in each level is based upon Continuous Weekly Assessment and an end of the level Examination conducted on the last day of week 4.

1. Continuous Assessment (weekly)
2. End of the Term Examination (Once only)

Method for determining grades

We calculate grades using the following criteria in each session:

Continuous Assessment

The following equation is used to calculate a continuous assessment grade:

$$40\% (\text{Quizzes}) + 20\% (\text{Dictations}) + 40\% (\text{Writings}) = 100\% (\text{Continuous Assessment}).$$

The abovementioned quizzes, dictations and writing tasks are carried out on a weekly basis. This means every student has to do 4 sets of quizzes, dictations & writing tasks in each level

End of the term Examination

End of the term Examination is out of 100%. It includes, Reading, Listening, Speaking, Writing, Vocabulary and Grammar.

Continuous Assessment Evaluation

50% of your Final grade is based on Continuous Assessment (quizzes, dictations and writing tasks)

End of the term Examination Evaluation

50% of your Final grade is based on the end of the term examination.

Calculating Final Grade for the term:

The following equation is used to calculate a student's final grade:

$$50\% (\text{Continuous Assessment}) + 50\% (\text{End of the term Exam}) = 100\% (\text{Final Grade})$$

For example: a student gets 72% in continuous assessment grade and 84% in the final exam. His grade will be calculated as: 36 (Continuous Assessment Grade) + 42 (Final Exam) = 78 (Final grade).

Comparing Grades, Grade Percentage and Grade Points:

Grade Percentage	Grade Point
90-100	Excellent
80-89	Very good
70-79	Good
60-69	Pass
0-59	Fail

Promotion to next level / Passing Criteria

Student needs to get at least 60% marks in aggregate (Continuous & End of Term Assessment) in order to successfully complete the level and to move into the next higher level in the same course. Student needs to pass all the three levels in order to successfully complete **Semi-Intensive Program Intermediate Level 10-12**

Semi-Intensive Program Upper-Intermediate Level 13-15

Course Syllabus

Course Title:

Semi-Intensive Program Upper-Intermediate Level 13 -15

Course Code:

SIEP1315

Course Prerequisite:

ALFAC Placement test score corresponding to Pre-Intermediate proficiency level or successful completion of Semi-Intensive Program Intermediate Level 1012

Credits:

This course has NO credits. However, successful completion of this course is essential for the completion of Semi-Intensive English Program.

Course Description:

Students who take part in this level will gain important vocabulary and grammatical structure that is essential to carry out upper intermediate level communication. This is a quasi-authentic environment which provides the learners with extensive skills in reading, vital note taking skills in listening, constructing various types of essays in writing, as well as exposure to the non-standard variety of English in listening and speaking, in everyday contexts such as home, travelling, books, future, famous brands, socializing, extreme places, people, money, dreams etc.

Course Goal:

The SIEP1315 course aims at assisting learners to attain an overall English language proficiency of Independent User, Vantage defined as B2+ level on the Common European Framework of Reference for Languages (CEFR).

Course Objectives:

The course is designed to achieve its goal in 3 levels of 4 weeks each through the development and enhancement of the four basic language skills; reading, writing, listening & speaking along with grammar, vocabulary and everyday English in essential everyday context such as home, travelling, books, future, famous brands, socializing, extreme places, people, money, dreams etc.

Key language points to be covered in level 13

UNIT #	UNIT TITLE	GRAMMAR	VOCABULARY	EVERYDAY ENGLISH	Reading	Speaking	Listening	Writing
1	<u>No place like home</u> Page#: Student's Book:6-15 Workbook:5-10	<u>The tense system</u> Simple, continuous, perfect <u>Active and passive</u> <u>Informal language</u> <i>Been here two days</i> <i>It's kind of boring.</i>	<u>Compound words</u> lifestyle, home town, house-proud	<u>Social expressions</u> Great to see you! Don't I know you from somewhere?	<u>A home from home</u> – two people describe their experience of living abroad.	<u>Exchanging Information</u> about people who live abroad Discussion: The pros and cons of living abroad	<u>Things I miss from home</u> – people describe what they miss when they travel abroad	<u>Applying for a job</u> A CV and a cover letter
2	<u>Been there, done that!</u> Page#: Student's book: 16-25 Workbook: 11-17	<u>Present perfect</u> <i>He's been to Vietnam.</i> <i>He's been staying in hostels.</i> <u>Simple and continuous</u> <i>He works for IBM.</i> <i>I'm working with Jim. p18</i> <u>Spoken English</u> Being imprecise <i>And stuff like that</i> <i>Sort of</i> Fillers <i>I mean like four in the morning. p24</i>	<u>Hot verbs</u> Make, do <i>make way, do damage</i> <i>I could do with a cup of tea.</i> <i>He made up the whole story. p23</i>	<u>Exclamations</u> <i>Wow! That's unbelievable!</i> <i>How amazing!</i> <i>What a brilliant idea!</i> <i>What rubbish! p25</i>	<u>'Paradise Lost'</u> How tourism is destroying the object of its affection p19	<u>Information gap and roleplay</u> – Tony and Maureen Wheeler p18 Dreams come true – things to do before you die p22	<u>An interview</u> with Tashi Wheeler about her travels as a child with her parents, who founded the <i>Lonely Planet</i> guides p24	<u>Informal letters</u> Correcting mistakes p112
3	<u>What a story!</u> Page#: Student's book: 26-33 Workbook: 18-23	<u>Narrative tenses</u> Past simple, past continuous, past perfect active and passive p26 <u>Spoken English</u> News and responses <i>Did you read that story about...?</i> <i>You're kidding!</i> <i>I don't get it. p28</i> The use of like <i>It was like really out of the ordinary. pP36</i>	<u>Books and films</u> <i>It's a thriller set in New York.</i> <i>Has it been made into a film?</i> <i>It starred Johnny Depp. p29</i>	<u>Showing interest and surprise</u> <u>Echo questions</u> <i>A new job?</i> <u>Reply questions</u> <i>'she works in a castle.'</i> <i>'does she?'</i> p33	<u>Jane Austen</u> – one of the worlds most downloaded authors p30	<u>Retelling a news story</u> Responding to a news story p28 Talking about your favorite book or film p29	<u>The money jigsaw</u> – a news item from the BBC's Radio 4 <i>Today</i> programme p32	<u>Narrative writing 1</u> Using adverbs in narratives <i>I used to go skiing frequently in winter p113</i>
4	<u>Nothing but the truth</u> Page#: Student's book: 34-43 Workbook: 24-30	<u>Questions and negatives</u> <i>Who gave you that?</i> <i>Haven't I told you before?</i> <i>Who with?</i> <i>I don't think you're right.</i> <i>I hope not. p35</i> <u>Spoken English</u> The question <i>how come?</i> <i>How come you don't eat meat? p36</i>	<u>Prefixes</u> <i>Disbelief, incredible, improbable</i> <u>Antonyms in context</u> <i>Successful/failure</i> <i>Generous/meanness p42</i>	<u>Being polite</u> <i>I'm sorry to bother you.</i> <i>Could you possibly change a ten-pound note? P43</i>	<u>Diana and Elvis shot JFK!</u> – three of the world's most popular conspiracy theories p38	<u>Discussion</u> – good and bad lies p37 Exchanging information about conspiracy theories p38	<u>'My most memorable lie!'</u> – people confess to untruths p37	<u>Linking ideas</u> Conjunctions <i>Whenever, so that, even though p114</i>

Key language points to be covered in level 14

UNIT #	UNIT TITLE	GRAMMAR	VOCABULARY	EVERYDAY ENGLISH	Reading	Speaking	Listening	Writing
5	<u>An eye to the future</u> Page#: Student's book: 44-53 Workbook: 31-36	<u>Future forms</u> <i>Will, going to, shall</i> <i>Is staying</i> <i>Leaves</i> <i>Will be doing</i> <i>Will have done</i> p45 <u>Spoken English</u> The word <i>thing</i> <i>How are things?</i> <i>The thing is,...</i> p49	<u>Hot verbs</u> Take, put <i>Take years to do something</i> <i>Put pressure on somebody</i> <i>Take your time.</i> <i>The shop takes on extra staff.</i> <i>Put your cigarettes out.</i> p51	<u>Telephone conversations</u> Beginning a call Ending a call Roleplay p53	<u>Today's teenagers are just fine</u> – young people who have already achieved a great deal in their lives p48	<u>Future possibilities</u> in your life p47 Exchanging information about people arranging to meet p52	<u>Arranging to meet</u> – three friends decide what time and place to get together p52	<u>Writing emails</u> Emailing friends Sorry, <i>can't make next Saturday</i> p115
6	<u>Making it big</u> Page#: Student's book: 54-61 Workbook: 37-43	<u>Expressions of quantity</u> <i>A few, a little, plenty of, hardly any</i> p55 <u>Spoken English</u> Informal expressions of quantity <i>Loads of, masses of</i> p56	<u>Words with variable stress</u> <i>'export and ex'port</i> <i>Re'fuse and 'refuse</i> p60	<u>Business expressions</u> <i>Bear with me.</i> <i>I'll email the information as an attachment.</i> Numbers, fractions, decimals, dates, time, phone numbers, sports scores p61	<u>A profile of two famous brands</u> – Starbucks and Apple Macintosh p58	<u>A lifestyle survey</u> p56 Writing an advert p57 Exchanging information about famous brands p58 Opening a restaurant p60	<u>Radio advertisements</u> – what's the product? What's the selling point? P57	<u>Consumer survey Report writing</u> FAO: <i>the managing director</i> p116
7	<u>Getting on together</u> Page#: Student's book: 62-69 Workbook: 44-49	<u>Modals and related verbs 1</u> <i>Able to, manage to, bound to, supposed to, allowed to</i> p62 <u>Spoken English</u> Declarative questions <i>Your father arranged your marriage?</i> Questions expressing surprise <i>You paid how much?</i> P65	<u>Hot verb – get</u> <i>We get on well.</i> <i>Get angry, get in touch, get out of doing the washing-up</i> p68	<u>Exaggeration and understatement</u> <i>He's got a bob or two.</i> <i>He's stinking rich.</i> P69	<u>'Meet the Kippers'</u> – an article about grown-up children who won't leave home p66	<u>The pros and cons of arranged marriages</u> p65 Discussion – when should young people leave home? P66	<u>Getting married</u> – an Indian lady talk about her arranged marriage p65	<u>Arguing your case</u> For and against <i>First of all..., not only ... but also</i> p118
8	<u>Going to extremes</u> Page#: Student's book: 70-77 Workbook: 50-56	<u>Relative clauses</u> <i>That, who, what, whose, which</i> p70 <u>Participles</u> <i>The woman standing next to him</i> <i>A game played by four people</i> p71 <u>Spoken English</u> Adding a comment with <i>which</i> <i>I bought an umbrella, which was just as well.</i> P73	<u>Adverb collocations</u> <u>Adverbs and adjectives</u> <i>Very cold, absolutely freezing, quite nice</i> p76	<u>The world around -</u> high street shops and signs <i>Building society, DIY superstore</i> p77	<u>'Chukotka, the coldest place on earth'</u> – an article about a remote territory of Russia p74	<u>Making descriptions</u> longer p72 Talking about your experiences of extreme weather p73	<u>Extreme experiences</u> – people describe their experiences in extreme weather conditions p73	<u>Describing places</u> My favorite part of town I'm a Londoner, and I'm proud of it p119

Key language points to be covered in level 15

UNIT #	UNIT TITLE	GRAMMAR	VOCABULARY	EVERYDAY ENGLISH	Reading	Speaking	Listening	Writing
9	<p><u>Things aren't what they used to be</u></p> <p>Page#: Student's book: 78-85 Workbook: 57-63</p>	<p><u>Expressing habit</u> <i>He's always borrowing my things. She'll spend hours staring into space. My dad would read me a story. He used to work hard, but now he's retired. P78</i></p> <p><u>Be used to doing</u> <i>He's a builder. He's used to working hard. P78</i></p> <p><u>Spoken English</u> <i>Intensifying compounds Scared stiff, dead easy p81</i></p>	<p><u>Homonyms</u> <i>Fine, match, book</i></p> <p><u>Homophones</u> <i>Where or wear? Knows or nose? P84</i></p>	<p><u>Making your point</u> <i>The point I'm trying to make is... If you want my opinion... p85</i></p>	<p><u>'People and their money'</u> – an article about three very different people and what money means to them p82</p>	<p><u>Discussion –</u> a teacher I'll never forget p81 Discussion – money, lifestyle and happiness p82</p>	<p><u>A teacher I'll never forget –</u> people describe a teacher who made a lasting impression on them p81</p>	<p><u>Writing for talking</u> <i>What I want to talk about is ... p120</i></p>
10	<p><u>Risking life and limb</u></p> <p>Page#: Student's book: 86-93 Workbook: 64-69</p>	<p><u>Modal auxiliary verbs 2</u> <i>Could have been Might have done Shouldn't have gone Needn't have bought p87</i></p> <p><u>Spoken English</u> Expressions with modal verbs <i>You might as well. I couldn't help it. P89</i></p>	<p><u>Synonyms</u> The story of Jim the lion <i>Buddies/friends Delicious/tasty p92</i></p>	<p><u>Metaphors and idioms –</u> the body <i>Big-headed On its last legs Finding my feet p93</i></p>	<p><u>'How the West was won' –</u> the story of settlers in nineteenth century America p90</p>	<p><u>The murder game –</u> one man drops dead in a country house: a whodunnit game p89 Talking about children's stories p92</p>	<p><u>Hilaire Belloc's Cautionary Tales for Children –</u> Jim, who ran away from his house and was eaten by a lion p92</p>	<p><u>Formal and informal letters and emails –</u> Do's and don'ts <i>Hi Amber! How are things with you? P121</i></p>
11	<p><u>In your dreams</u></p> <p>Page#: Student's book: 94-101 Workbook: 70-76</p>	<p><u>Hypothesizing</u> <i>I wish I knew the answer. I'd rather they hadn't come. If only I'd told the truth! P95</i></p> <p><u>Spoken English</u> Expressions with <i>if</i> <i>If all goes well... If the worst comes to the worst p96</i></p>	<p><u>Word pairs</u> <i>Ups and downs Pros and cons Ifs or buts Slowly but surely p97</i></p>	<p><u>Moans and groans</u> <i>I'm fed up with...! What a pain! It drives me mad! P101</i></p>	<p><u>'Have you ever wondered?'</u> – the answers to some important questions in life p97</p>	<p><u>Practicing a conversation</u> p97 Describing your dreams p100</p>	<p><u>The interpretation of dreams –</u> Paul's amazing dream p100</p>	<p><u>Narrative writing 2</u> Linking words and expressions As soon as, eventually, by this time, finally p122</p>
12	<p><u>It's never too late</u></p> <p>Page#: Student's book: 102-109 Workbook: 77-82</p>	<p><u>Articles</u> a/an, the, zero article determiners <i>each, every, no, none, both, either</i></p> <p><u>Spoken English</u> demonstratives and determiners <i>what's that sound? Every little helps p104</i></p>	<p><u>Hot words –</u> <i>life and time Get a life, kill time, dead on time p108</i></p>	<p><u>Linking and commenting</u> <i>Personally anyway, hopefully p109</i></p>	<p><u>'You're never too old' –</u> a life in the day of Mary Hobson, who gained her PhD aged 74 p106</p>	<p><u>Discussion –</u> the different ages of life, and their pros and cons p105</p>	<p><u>Happy days –</u> people talk about what makes them happy and unhappy p105</p> <p>A song – <i>that's life p108</i></p>	<p><u>Adding emphasis in writing</u> People of influence – <i>Zaha Hadid, architect p123</i></p>

Student Learning Outcomes (SLOs):

Successful completion of this term will enable the learners to carry out the following skills in a familiar situation along with the skills acquired in the previous levels.

- Use and construct sentences in all the tenses studied in the previous levels – simple, continuous and perfect- in both active and passive voices, with more confidence and with more irregular verbs and different special spelling cases
- Use and construct questions and negatives in all the tenses & voices
- Use and construct sentences in all forms of future
- Use and construct sentences with all expressions of quantity, determiners, articles -including zero article
- Use and construct sentences with modals and related verbs
- Use & construct sentences with relative clauses
- Use different ways of expressing habit
- Use and expand the vocabulary studied in the previous levels in all the familiar contexts such as life style, books, films, tourism, living abroad etc.
- Use base and strong adjectives, modifying adverbs, adjective-adverb collocations, idioms.
- Use linking & commenting expressions
- Write formal letters, application for a job, a CV and a covering letter, informal letters, email, a report, consumer survey, narrative essay, argumentative essay, descriptive essay, write for talking, use different linking words and expressions, conjunctions, adverbs
- Give or take part in a questionnaire, survey, interview, a discussion, an exchange of information, in familiar contexts
- Talk about news stories, living abroad, realizing one's dreams, books, future events, lifestyle, adverts, famous brands, restaurants, marriage customs, weather, money, murder, children stories,
- Skim for main ideas and scan for details in reading of familiar contexts
- Take notes of the main ideas as well as details in listening to familiar contexts

Course Materials:

New Headway Plus Special Edition Intermediate Level Student's Book, by Soars, John and Liz, (2011), Oxford University Press along with workbook and online practice at www.headwayplusonline.com using student's access code found at the back of the student's book

Course Length:

The SIEP1315 course consists of 3 levels of 4 weeks each. Each week has 5 classes of 1 hour 40 minutes each. The classes are run from Sunday to Thursday with no classes on Fridays & Saturdays. Furthermore, there are no classes on the first Sunday of each Level. The total number of hours for this course is 95 hours. The breakdown of the hours is as follow:

- Number of Classes per day: 1
- Duration of Each Class: 100 minutes
- Total Days in Each Level: 19
- Total Guided Learning Hours per level: $1 \times 100 \times 19 = 1900$ minutes
- Number of Levels/terms in the course: 3
- Total Guided Learning Hours in the course: $3 \times 1900 = 57,00$ minutes = 95 hours

Assessment:

Kinds of Assessments

Grades in each level is based upon Continuous Weekly Assessment and an end of the level Examination conducted on the last day of week 4.

1. Continuous Assessment (weekly)
2. End of the Term Examination (Once only)

Method for determining grades

We calculate grades using the following criteria in each session:

Continuous Assessment

The following equation is used to calculate a continuous assessment grade:

$$40\% (\text{Quizzes}) + 20\% (\text{Dictations}) + 40\% (\text{Writings}) = 100\% (\text{Continuous Assessment}).$$

The abovementioned quizzes, dictations and writing tasks are carried out on a weekly basis. This means every student has to do 4 sets of quizzes, dictations & writing tasks in each level

End of the term Examination

End of the term Examination is out of 100%. It includes, Reading, Listening, Speaking, Writing, Vocabulary and Grammar.

Continuous Assessment Evaluation

50% of your Final grade is based on Continuous Assessment (quizzes, dictations and writing tasks)

End of the term Examination Evaluation

50% of your Final grade is based on the end of the term examination.

Calculating Final Grade for the term:

The following equation is used to calculate a student's final grade:

$$50\% \text{ (Continuous Assessment)} + 50\% \text{ (End of the term Exam)} = 100\% \text{ (Final Grade)}$$

For example: a student gets 72% in continuous assessment grade and 84% in the final exam. His grade will be calculated as: 36 (Continuous Assessment Grade) + 42 (Final Exam) = 78 (Final grade).

Comparing Grades, Grade Percentage and Grade Points:

Grade Percentage	Grade Point
90-100	Excellent
80-89	Very good
70-79	Good
60-69	Pass
0-59	Fail

Promotion to next level / Passing Criteria

Student needs to get at least 60% marks in aggregate (Continuous & End of Term Assessment) in order to successfully complete the level and to move into the next higher level in the same course. Student needs to pass all the three levels in order to successfully complete **Semi-Intensive Program Upper-Intermediate Level 13-15**

Appendix I: CEFR: Self-Assessment Grid

		A1	A2	B1
UNDERSTANDING	LISTENING	I can recognize familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programs on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
	READING	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, Prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency every day or job-related language. I can understand the description of events, feelings and wishes in personal letters.
SPEAKING	SPOKEN INTERACTION	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
	SPOKEN PRODUCTION	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.
WRITING	WRITTEN PRODUCTION	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.

Appendix I: CEFR: Self-Assessment Grid

B2	C1	C2		
<p>I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar.</p> <p>I can understand most TV news and current affairs programs. I can understand the majority of films in standard dialect.</p>	<p>I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.</p> <p>I can understand television programs and films without too much effort.</p>	<p>I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.</p>	LISTENING	UNDERSTANDING
<p>I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints.</p> <p>I can understand contemporary literary prose.</p>	<p>I can understand long and complex factual and literary texts, appreciating distinctions of style.</p> <p>I can understand specialized articles and longer technical instructions, even when they do not relate to my field.</p>	<p>I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialized articles and literary works.</p>	READING	
<p>I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible.</p> <p>I can take an active part in discussion in familiar contexts, accounting for and sustaining views.</p>	<p>I can express myself fluently and spontaneously without much obvious searching for expressions.</p> <p>I can use language flexibly and effectively for social and professional purposes.</p> <p>I can formulate ideas and opinions with precision and relate my contribution skillfully to those of other speakers.</p>	<p>I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms.</p> <p>I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that the other people are hardly aware of it.</p>	SPOKEN INTERACTION	
<p>I can present clear, detailed descriptions on a wide range of subjects related to my field of interest.</p> <p>I can explain a viewpoint on a topical issue giving advantages and disadvantages of various opinions.</p>	<p>I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.</p>	<p>I can present a clear, smoothly flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.</p>	SPOKEN PRODUCTION	
<p>I can write clear, detailed text on a wide range of subjects related to my interests.</p> <p>I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view.</p> <p>I can write letters highlighting the personal significance of events and experiences.</p>	<p>I can express myself in clear, well-structured text, expressing points of view at some length.</p> <p>I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues.</p> <p>I can select style appropriate to the reader in mind.</p>	<p>I can write clear, smoothly flowing text in an appropriate style.</p> <p>I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points.</p> <p>I can write summaries and reviews of professional or literary works.</p>	WRITTEN PRODUCTION	WRITING

Appendix II: Qualitative Aspects of Spoken Language

	RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE
C2	Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.	Can interact with ease and skill, picking up and using non-verbal and intonational cues apparently effortlessly. Can interweave his/her contribution into the joint discourse with fully natural turn taking, referencing, allusion making etc.	Can create coherent and cohesive discourse making full and appropriate use of a variety of organizational patterns and a wide range of connectors and other cohesive devices.
C1	Has a good command of a broad range of language allowing him/her to select a formulation to express him/ herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say.	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate his/her own contributions skillfully to those of other speakers.	Can produce clear, smoothly-flowing, well-structured speech, showing controlled use of organizational patterns, connectors and cohesive devices.
B2	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding and can correct most of his/her mistakes.	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he or she searches for patterns and expressions, there are few noticeably long pauses.	Can initiate discourse, take his/her turn when appropriate and end conversation when he / she needs to, though he /she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.
B1	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circum-locutions on topics such as family, hobbies and interests, work, travel, and current events.	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.
A2	Uses basic sentence patterns with memorized phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Can answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.	Can link groups of words with simple connectors like "and", "but" and "because".
A1	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire.	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Can link words or groups of words with very basic linear connectors like "and" or "then".