

Pacing Guide

Level 104 Academic (ELIS)

Module 3, 2018/19



VERY IMPORTANT:

The ELI has been specifically instructed to NOT make any mention of Qatar, Doha, or any other place in Qatar in any instruction. The CTU has not found any mentions of Qatar in the included units of the ELIS 104 material. If you **do** find any mentions, please do **NOT** teach it and please notify the CTU. Please also make sure that any supplemental material you use does not mention Qatar in **any** way.

Important Notes:

1. **All** pages of **each** specified unit should be covered. However, it should be noted that the teacher's book recommends assigning some of the activities in the course book as homework. Teachers should consult the teacher's book and feel free to assign such activities for homework whenever they feel they are falling behind schedule. Of course, they would still need to go over the answers in class.
2. If your students are struggling, please have them attend remedial sessions and make use of student academic support services. If teachers would like more information regarding these sessions and support services, they should refer to their coordinator.
3. Instructors should always use the video opener, as designed, at the beginning of the unit. The videos are available both in the Presentation Plus Software and as separate downloads on the Teacher's Resources Drive.
4. Please keep in mind that the units in the UNLOCK course-book series build and provide progressive scaffolding for the critical thinking and end of unit tasks.
5. Teachers should strive to keep a similar pace in both the R/W and the L/S course materials because they complement each other. Specifically, before going into "Critical Thinking" or "Productive Tasks", the teacher should finish all the input (opening video, listening 1, listening 2, reading 1, reading 2) in **both** books. This will make the critical thinking tasks more productive. There is one exception in Week 6 of the Pacing Guide where this is not possible.
6. Don't teach more grammar than is in the book, or in more detail than what is in the book, unless:
 - a. Students are obviously and clearly struggling with a grammar point.
 - b. Students are making too many errors either in speaking or in writing related to that grammar point.
 - c. You actually have extra time (i.e. don't sacrifice or rush through what **is** in the book so you can teach **more** grammar or give more grammar practice than what is in the book).
 - d. In most cases, it's better to send students who are struggling with grammar to Student Support or have them consult you in office hours.

Blackboard Writing Assignments and End of Unit Writing Tasks

The E-Learning unit provides full details on the Blackboard component of the course and more details are also provided in the Instructional Packs. However, teachers should know that the writing assignments in Blackboard are the "End of Unit" writing tasks in the R/W book.

Teachers should do all the preparatory stages for the end of unit writing task with their students **in class**. However, **the actual writing of the end of unit writing task should be done by students on Blackboard outside of class time**. Teachers should give written feedback in Blackboard for each of these assignments. Teachers are also encouraged to take some class time to provide general feedback on common errors made by many students in the assignments submitted on Blackboard.

Please note that if **Blackboard is not functioning** in the early weeks of the module, then the **End of Unit Writing Tasks** for those weeks should be completed on paper and submitted to the teacher for review and feedback. **In no case should the End of Unit writing tasks be skipped or omitted.**

Pacing Guide:

Week	Start Date	Book	Unit	Exams/Notes
Instructional Week 1	Jan 6	Unlock 3	4 L/S and R/W	All teachers should go over with their students the Blackboard information provided by the E-Learning Unit.
Instructional Week 2	Jan 13	Unlock 3	5 L/S and R/W	Speaking Project Step 1 due on Monday. Must be returned to students by Thursday.
Instructional Week 3	Jan 20	Unlock 3	6 L/S and R/W	Speaking Project Step 2 due on Monday. Must be returned to students by Thursday.
Instructional Week 4	Jan 27	Unlock 3	1 st half of Unit 7 in L/S and R/W	Blackboard Writing Assignments 1 and 2 —due by the end of Sunday, Jan 27 th . Mid-Module CBT Exam —Wed, Jan 30 th Mid-Module Writing Exam —Thurs, Jan 31 st
Instructional Week 5	Feb 3	Unlock 3	in both L/S and R/W: 2 nd half of Unit 7 and 1 st half of Unit 9	Mid-Module Speaking Exam Sun, Feb 3 rd . Speaking Project Step 3 due on Thursday. Must be returned to students by Wednesday, Feb 13 th .
Instructional Week 6	Feb 10	Unlock 3	2 nd half of Unit 9 in L/S and R/W	Final Writing Exam —Thurs, Feb 14 th .
Instructional Week 7	Feb 17	Revision, Catch Up, Final Preparation for Speaking Projects. Unit 10 may be started if time allows.		Blackboard Writing Assignments 3 and 4 —due by the end of Sunday, Feb 17 th . Writing Exam In-Class Review – Monday, Feb 18 th . Speaking Project Step 4 (Final Presentation) – Wed, Feb 20 th .
Week 8 Exam Week	Feb 24	No Teaching		Final Exam – Sun, Feb 24 th

Please see the Instructional Pack for the exact unit coverage of each assessment and make sure that you have covered the units before the assessment is administered.

Blackboard homework (including the writing assignments) should be assigned **weekly** and checked regularly by the teacher.