

LEVEL ONE

Listening

Description

Course number & Code: **Najd 117**

- Course title: **Listening I** (Level One)/ Contact hours: 3

-Textbook: *INTERACTIONS 1 / LISTENING/ SPEAKING/ 4th edition*

-Chapters to be covered: 8 to 10 chapters

Content and objectives

The listening component of this course aims at training students in listening and understanding audio-taped materials in the form of conversations, interviews, short exchanges, or other speech events that deal with different topics. The materials contain at the linguistic level short sentences, basic vocabulary and simple constructions. At discourse level, the same materials are made up of direct and indirect speech acts, pauses, hedges, hesitations, and fillers.

Skills and strategies

Taking notes on specific information

Inferring main ideas

Identifying stated illocutionary forces

Inferring illocutionary forces

Following instructions

Writing an outline

Minor skills and strategies: 1.To become familiar with the lexis and syntax introduced. 2. To develop the ability and capacity to give acceptable responses. 3. To identify the main point of a heard passage. 4. To distinguish “s” endings. 5. to guess information from context. 6. To distinguish between “-ty” and “-teen”. 7. To distinguish the 3 pronunciation of “-ed”. 8. To recognize tag-question intonation. 9. To identify stressed words and reductions. 10. Understand vocabulary meaning from context. 11. Identify numbers and writing them down. 12. Identify emphasis.

Weekly Schedule

Weeks 1 to 2:

Chapter One: School Life Around the World

Weeks 3 to 4:

Chapter Two: Experiencing Nature

Weeks 5 to 6

Chapter Three Living to Eat or Eating to Live

Midterm Test

Weeks 7 to 8

Chapter Four: In the Community

Weeks 9 to 10

Chapter Five Home

Weeks 11 to 12

Chapter Six: Cultures of the World

Midterm Test**Week 13**

Chapter Seven: Health

Week 14

Chapter 11 Science and Technology

Final Exam

Note 1: To ensure that there is efficient interface between the listening and speaking skills, every effort has been made to allocate the teaching of these two skills to the same teacher of the same group. Teachers of speaking and listening are called on to coordinate their efforts in order to ensure interface and integration of skills.

Note 2: Teachers are called on to supplement their teaching with tapes where the accent of the speakers is not necessarily American English. This is meant to give the students an opportunity to listen to various accents and intonations. This is in accordance with the view that there is not one English, but there are Englishes.

Reading

Course number & Code: **Najd 118**

Course title: **Reading I** (Level One) / contact hours: 4

Textbook: *INTERACTIONS 1/ READING/ 4th edition*

Chapters to be covered: 8 to 10 chapters

Description

Content and objectives

Reading I is a pre-intermediate course designed to equip students with the necessary reading skills through reading and comprehension of a variety of short passages that are descriptive, expository, and dialogic. Comprehension is stimulated through a variety of questions and exercises, especially those generating the ability to guess meaning of words, main ideas in paragraphs and across paragraphs. Text comprehension is followed by a production activity where students discuss relevant issues and express their opinions. The vocabulary exercises that follow text reading tasks are meant to enrich students' vocabulary in semantic fields provided by the texts.

Skills

The Reading comprehension course seeks to foster among students the following skills.

Skimming

Scanning

Intensive reading

Extensive reading

Varying reading speeds

Understanding word meaning by relying on immediate context in the text

Understanding word meaning by relying on overall meaning in the text

Recognizing main ideas

Recognizing supporting details

Recognizing topic sentences

Making inferences

Weekly schedule

Week 1: Chapter One: School Life Around the World

Text: International Students

Week 2: Chapter One:

Text: College life Around the World

Week 3: Chapter Two: Experiencing Nature

Text: The Powerful Influence of Weather

Week 4: Chapter Two

Text: Global Climate Changes

Week 5: Chapter Three: Living to Eat or Eating to Live?

Text: The Changing Global Diet

Week 6: Chapter Three: Living to Eat or Eating to Live?

Text: Facts about Food

Midterm Test

Week 7: Chapter Four: In the Community

Text: How can I get to the Post Office?

Week 8: Chapter Five: Home

Text: A Short History of the Changing Family

Week 9: Chapter Six:	Cultures of The World
Text:	Cross-Cultural Conversation
Week 10: Chapter Seven:	Health
Text:	The Secrets of a Very Long life
Week 11: Chapter Eight:	Entertainment and the Media
Text:	How the Visual Media Affect People

Midterm Test

Week 12: Chapter Eleven	Science and Technology
Text:	Everyday Uses of Technology
Week 13: Chapter Twelve	The Global Consumer
Text:	The Advertising of a Product

Week 14: Revision

Final Exam

Note: Attention is given to pronunciation. An accompanying audiotape is available for this purpose. Teachers may wish to make their students listen to the reading comprehension passages. They should not however turn the reading activity into a listening activity. Students are encouraged to read at home part four in each chapter at home.

Vocabulary

Description

Course title I. : Vocabulary 1, Contact hours: 2

Textbook: Stuart Redman, *English Vocabulary in Use: Pre-intermediate and Intermediate*, New Edition, 2003.

Content and Objectives

Vocabulary One introduces students to word class, sound and word pronunciation, and word meaning in context. It concentrates on word formation, collocations, some phrasal verbs, and some basic functions and notions. It also draws attention to degrees of formality in language use.

Skills

- To pronounce sounds and words correctly
- To learn phonetic symbols
- To develop efficient dictionary use
- To improve students' spelling and pronunciation
- To learn word formation in English
- To learn basic notions and functions in English
- To learn basic collocation and fixed expressions

Weekly Schedule

Week One:	Phonemic Symbols (p. 242) Pronunciation Problems (p. 243)
Week Two	Units 3, 4: Using a dictionary; English language words
Week Three	Units 6, 7, 8: Prefixes; Noun suffixes; Adjective suffixes
Week Four	Units 9, 10, 11: Nouns and verbs with the same form; Compound nouns; Compound adjectives
Week Five	Units 12, 13, 14: Collocation; Idioms and fixed expressions; Verb/adjective + preposition
Week Six	Units 15, 16, 17: Preposition + noun; Apologies, excuses and thanks; Requests, invitations and suggestions
Midterm test	
Week Seven	Units 23, 24: Phrasal verbs, form and meaning; Phrasal verbs, grammar and style
Week Eight	Units 34, 35, 37: Verb + -ing form or infinitive; Verb patterns; Prepositions

Week Nine	Units 39, 40, 42: Time and sequence; Addition and contrast; Reason, purpose, result, condition
Week Ten	*Units 54, 55: The place where you live; Around the home
Midterm test	
Week Eleven	*Units 65, 66: City life; Life in the country
Week Twelve	*Units 89, 90: Air-travel; Hotels and restaurants
Week Thirteen	Units 94, 95, 96: Numbers; Distance, size and dimension; Shapes, colors, and patterns
Week Fourteen	Units 98: Formal and informal English
Final exam	

Note: Colleagues are invited at the beginning of every semester to introduce from the same textbook alternative units particularly for the asterisked Units. This is to achieve better results and to make the course more interesting for the repeaters.

Writing

Course number & Code: **Najd 128**

Course title: **Writing I** (Level One) Contact hours: 4

Textbook: *INTERACTIONS 1, WRITING/ 4th edition*

Chapters to be covered: 8 to 10

Content and Objectives

Writing I is a pre-intermediate course designed to introduce students to paragraph structure and organization, i.e., topic sentence, supporting details, and concluding sentence. It is also designed to teach students to write cohesive and coherent paragraphs on specific topics, using language appropriate to each topic. The paragraphs are of the following types: descriptive, narrative, expository, classificatory, and instructional. Students are also trained to write personal, informal letters and business letters. In addition, the course introduces/reviews features of grammar, style and cohesion, which serve to unify a paragraph.

Skills and strategies

Writing an idea map

Selecting relevant ideas

Writing an outline

Drafting

Editing for organization

Editing for form

Redrafting

Reviewing

Writing up

Sub-skills and strategies

1.The construction of the simple sentence. 2.The construction of complex sentences 3. The construction of compound sentences. 4.The avoidance of sentence fragments. 5.The avoidance of sentences run-ons. 6. The formation of questions. 7. The appropriate usage of the conjunctions *and, so, but, and also...* 8. Developing the reader's interest by the introduction of relevant and significant details. 9. Appropriate use of articles. 10.Use of count and non-count nouns. 11. Avoidance of noun repetition. 12. Use of appropriate and correct verb forms. 13. Appropriate use of transitional words and phrases. 14. Ordering information. 15. Appropriate use of topic sentences. 16. Appropriate use of concluding sentences. 17. Developing cohesion. 18. Developing coherence.

Weekly Schedule

Weeks 1-2

Chapter One

Topic:	School Life Around the World
Rhetorical Focus:	Personal Description
Organizing Skills:	Ordering information, writing topic sentences.
Gr. & Rhet. Func.:	Simple past tense
	Use of connectors: e.g. and, also, but, so, and so.
	Use of "there" and "it" across sentences

Weeks 3-4

Chapter Two

Topic: Experiencing Nature
Rhetorical Focus: Description
Organizing Skills: Ordering information from general to specific
Gr. & Rhet. Func.: Adjectives, prepositional phrases, present continuous, articles
Use of articles and pronouns in and across sentences

Weeks 5-6

Chapter Four

Topic: In the Community
Rhetorical Focus: Informal Letter
Organizing Skills: Paragraph organization in a letter
Gr. & Rhet. Func.: Simple present and future with “going to”
Use of prepositions for place, direction and distance

Midterm test I

Week 7

Chapter Five

Topic: Home
Rhetorical Focus: Autobiographical narration
Gr. & Rhet. Func.: Past tense, use of subordinators
Use of “there” and “it” across sentences

Week 8

Chapter Six

Topic: Cultures of the World
Rhetorical Focus: Narration
Organizing Skills: Using a time sequence, writing a title
Gr. & Rhet. Func.: Use of time clauses and transitional words: “when”, “while”, “as”, “as soon as”, “then”.

Weeks 9-10

Chapter Seven

Topic: Health
Rhetorical Focus: Exposition
Organizing Skills: Making an idea map, writing a topic sentence and supporting sentences in a paragraph
Gr. & Rhet. Func.: Use of restrictive relative clauses, use of transitional expressions, e.g. “in addition”, “for example”, “however”. Use of “to” to express purpose and to give reason

Midterm test II

Weeks 11-12

Chapter Ten

Topic: Customs, Celebrations, and Holidays

Rhetorical Focus: Classification
Organizing Skills: Making an outline, ordering information according to importance
Gr. & Rhet. Func.: Use of quantifiers, Unifying information by using “in addition to”, “besides”, “the first”, “second”... Unifying a paragraph with pronouns. Using nonrestrictive relative clauses

Weeks 13-14

Chapter Twelve

Topic: The Global Consumer
Rhetorical Focus: Formal Letter of Complaint
Organization Skills: Ordering ideas effectively
Gr. & Rhet. Func.: Past participles as adjectives
Using formal language

Final Exam

Note 1: It is worth stressing that the reading and writing chapters in *Interactions I* are very much interrelated. The topics covered in the selected chapters in both courses are almost the same. It is hoped that the two courses feed into each other and contribute to the building up of the students’ vocabulary, mastery of grammar, enhancement of writing style, and developing sophisticated reading strategies.

Note 2: Students are encouraged to draft and re-draft their paragraphs. They are encouraged to engage in peer-review tasks in class and outside class. Teachers may also wish to give students a small dictation from time to time in order to draw their attention to the importance of spelling. The grammar exercises and the small model paragraphs provided in the book for writing should be dealt with in depth.

Speaking

Description

Course number & Code: **Najd 171**

Course title: **Speaking I** (Level one)/ Contact hours: 3

-Textbook: *INTERACTIONS 1 LISTENING/SPEAKING* / 4th edition

-Chapters to be covered: 8 to 10

Content and objectives

The speaking component is designed to equip the students with pre-intermediate conversational skills. Its primary objective is to get students to speak and to communicate fluently and accurately without inhibition. Its secondary objectives are to develop the students' ability in making sentences, asking questions and to improve their pronunciation and vocabulary. The following topics for speaking are recommended: 1.introducing oneself. 2. Talking with friends about the weather, the seasons. 3. Telling stories of childhood. 4. Talking about social activities at home, at school, at college, or at work. 5. Discussing issues related to nature. In addition to the above topics, where the student expresses himself/herself and talks about issues that are close to his heart and mind, it is recommended that role play and certain other simulations be undertaken. These may include: 6. Making a phone call. 7. Describing locations. 8. Interviewing potential flat mates. 9. Ordering in a restaurant. 10. Booking a room in hotel. 11. Talking to customs. 12. Returning items and getting a refund.

Skills and strategies

Using appropriate paralinguistic expressions while speaking

Making requests, answering requests

Apologizing, refusing, complaining

Contributing to opening and closing moves in exchanges

Making invitations and declining invitations

Using some very brief written notes when speaking

Managing to maintain one's audience interested

Giving instructions

Respecting the principles of politeness and using appropriate politeness formulae

Sub-skills

Use of appropriate modal auxiliaries

Use of tenses for narration, description, persuasion, exposition, and instruction

Appropriate use of prepositions, adjectives and adverbs

Good use of hesitation, fillers, tags, and short forms

Ability to sound formal, informal, joking, jovial, sad, depressed, etc.

Use of idiomatic expression appropriately

Use of paraphrase, circumlocution, borrowing, and translation as achievement strategies

Weekly Schedule

Weeks 1 to 2:

Chapter One: School Life Around the World

Weeks 3 to 4:

Chapter Two: Experiencing Nature

Weeks 5 to 6

Chapter Three Living to Eat or Eating to Live
Midterm Test

Weeks 7 to 8
Chapter Four: In the Community

Weeks 9 to 10
Chapter Five Home

Weeks 11 to 12
Chapter Six: Cultures of the World
Midterm Test

Week 13
Chapter Seven: Health

Week 14
Chapter 11 Science and Technology

Final Exam

Note: Teachers are very much encouraged engage their students in the speaking activities the textbook provides. They are also encouraged to give students chances to express themselves and to take part in as many simulation and role-play activities as possible. Systematic correction of grammar and pronunciation is not very much recommended.

Grammar

Description

Course number & Code : **Najd 191**

Course title: **Grammar I** (Level One) / Contact hours: 2

Textbook: INTERACTIONS 1/ GRAMMAR/ 4th edition

Chapters to be covered: 6 to 8

Content and objectives

The course aims at providing pre-intermediate students with knowledge of the basic structures of English in context. Verb tenses are given pre-eminence as one of the objectives of the course is to enable students to express themselves confidently while making clear and appropriate time reference to the past, present and future. The course also covers nouns, definite and indefinite articles, pronouns, adjectives and adverbs. The student is trained to identify and use simple sentences, simple sentence types, coordinate sentences and complex sentences. He is also taught their uses and their forms in the affirmative, negative, interro-negative, and imperative. The course is expected to contribute to students' accuracy in speaking and writing. It also aims to help students read and listen without experiencing many grammatical difficulties that may stand as a major obstacle to processing meaning.

Weekly schedule

Week: Introduction

Skills: The constituents of the simple sentence in English

Week II

Chapter One: School Life Around the World

Skills: The verb "Be", the simple present, personal pronouns, possessive adjectives.

Week III

Chapter Two: Experiencing Nature

Skills: Use of "There is", "There are", Questions with 'whose' and possessive nouns, the present continuous tense and non-action verbs, Modal auxiliaries 'can', 'may', 'might' and 'will'.

Week IV

Consolidation exercises of what was seen in chapters One and Two

Week V

Chapter Three: Living to Eat or eating to Live

Skills: Nouns and expression of quantity, comparisons, Model verbs in requests, offers, and permission.

Week VI

Chapter Four: In the Community

Skills: Future verb forms, Phrasal verbs, Prepositions of place and time, articles.

Week VII

Consolidation exercises of what was seen in Chapters Three, and Four.

Midterm test

Week VIII

Chapter Five: Home

Skills: The simple past tense, "used to".

Week IX

Chapter V: Home

Skills: Regular verbs, irregular verbs, and connecting words. Consolidation exercises.

Week X

Chapter Six: Cultures of the World

Skills: The present perfect tense, superlatives, Comparison with so, too, neither, either

Midterm test

Week XI

Consolidation exercises.

Week XII

Chapter Seven: Health

Skills: Verb + Object + Infinitive, Modal verbs: should, ought to, had better, have to, and must.

Weeks XIII and XIV

Consolidation exercises for chapter seven. Revision.

Note: Teachers are encouraged to supplement the material in the textbook in use with material from other grammar books. They are also expected to draw students' attention to the grammatical differences between Arabic and English in an incidental manner. Coordination between teachers of language skills is necessary, so that any common grammar errors are dealt with in the various language courses.