



Student Course Syllabus Level 101

2015/16

ELI Academic Development Unit



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Course Syllabus

Course Title

English Language Level 101

Course Code

ELI 101

Course Prerequisite

Cambridge Placement Test (CPT) score corresponding to beginner proficiency level and below.

Credits

There are NO credits for this course. Successful completion of ELI 101 is the prerequisite for taking ELI 102. Successful completion of ELI 102, ELI 103, and ELI 104 gives students the necessary credits to meet the Foundation Year English requirement.

Course Description

ELI 101 is a beginner course intended to provide students with a foundation from which they can advance from A1 Breakthrough to A2 Way-stage on the Common European Framework of Reference for Languages (CEFR). It is a seven-week module course with 18 hours of instruction each week.

Course Goal

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

Learning Outcomes (LOs)

Learning Outcomes (LOs) are descriptions of what students will know or be able to do with the language as a result of instruction. A brief description of LOs can be found below.



Speaking

- can make an introduction and use basic greeting and leave-taking expressions
- can ask how people are and react to news
- can ask people for things, and give people things
- can handle numbers, quantities, cost and time
- can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics
- can ask and answer questions about themselves and other people, where they live, people they know, things they have
- can indicate time by such phrases as next week, last Friday, in November, three o'clock (Information exchange)

Listening

- can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning
- can understand instructions addressed carefully and slowly to him/her and follow short, simple directions

Reading

- can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required
- can understand short, simple messages on postcards
- can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations
- can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support
- can follow short, simple written directions (e.g. to go from X to Y)

Writing

- can write simple phrases and sentences about themselves and imaginary people, where they live and what they do
- can write a short simple postcard
- can write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country, etc. such as on a hotel registration form



Assessment Overview

Student achievement is measured from a variety of assessment perspectives, including:

Assessment Component	Percent of Total Grade
Computer-Based Mid-Module Examination	20%
Computer-Based Final Examination	40%
One Speaking Examination	10%
One Writing Examination	10%
Writing Portfolio Program	10%
Grammar and Vocabulary Quizzes	10%



Description of Assessment Components

Computer-Based Mid-Module Examination

- Content: Listening & Reading Comprehension, Grammar Usage, Vocabulary
- Format: Multiple Choice Questions (MCQs).
- Frequency: One mid-module exam.

Computer-Based End-of-Module Examination

- Content: Listening & Reading Comprehension, Grammar Usage, Vocabulary
- Format: Multiple Choice Questions (MCQs).
- Frequency: One at end of module.

Speaking Examination

- Content: Oral communication on a topic selected from the book, length and lexical variety appropriate to the course's CEFR level.
- Format: Short Interview followed by a role play task.
- Frequency: One per module.

Writing Examination

- Content: Descriptive/Narrative text on a topic selected from the book, length and lexical variety appropriate to the course's CEFR level.
- Frequency: One per module.

Writing

The Writing Portfolio Program (WPP) is designed to develop students' composition skills. Students need to purchase the Writing Booklet from the bookshop or download it from the Students Resources at the Eli website and print it. Specific writing tasks/prompts have been selected for students to write in class for a grade. These prompts come directly from the coursebook material. Students will have had the opportunity to write first drafts for these prompts and received teacher feedback.

Grammar and Vocab Quiz

Following in-class instruction and independent practice, students are given a quiz in Grammar and Vocabulary content twice in the module.



Student Course Syllabus Level 102

2015/16

ELI Academic Development Unit



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Course Syllabus

Course Title

English Language Level 102

Course Code

ELI 102

Course Prerequisite

Cambridge Placement Test (CPT) score corresponding to beginner proficiency level.

Credits

There are NO credits for this course. Successful completion of ELI 101 is the prerequisite for taking ELI 102. Successful completion of ELI 102, ELI 103, and ELI 104 gives students the necessary credits to meet the Foundation Year English requirement.

Course Description

ELI 102 is an elementary level course aiming to build and further develop language proficiency at A2 Way-stage level on the Common European Framework of Reference for Languages (CEFR), moving towards a higher level of proficiency at this stage. It is a seven-week module course with 18 hours of instruction each week.

Course Goal

The course aims at helping learners to achieve an overall English language proficiency of high Basic User defined as A2 Way-stage level on the Common European Framework of Reference for Languages (CEFR), developing social language functions such as handling very short social exchanges, using simple, everyday polite forms of greeting and address, making and responding to invitations, suggestions and apologies.

Learning Outcomes (LOs)

Learning Outcomes (LOs) are descriptions of what students will know or be able to do with the language as a result of instruction. A brief description of LOs can be found below.



Speaking

- can give short, basic descriptions of events and activities (A2+)
- can describe plans and arrangements, habits and routines, past activities and personal experiences (A2+)
- can explain what he/she likes or dislikes about something (A2+)
- can describe his/her family, living conditions, educational background, present or most recent job (A2)
- can describe people, places and possessions in simple terms (A2)
- can participate in short conversations in routine contexts on topics of interest (A2+)
- can express how he/she feels in simple terms (A2+)
- can make and respond to invitations (A2)
- can say what he/she likes and dislikes (A2)
- can make an introduction and use basic greeting and leave-taking expressions (A1)
- can make and respond to suggestions (A2+)
- can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly (A2)
- can discuss what to do, where to go and make arrangements to meet (A2)
- can communicate in simple and routine tasks using simple phrases to ask for and provide things, to get simple information and to discuss what to do next (A2)
- can ask people for things, and give people things (A1)
- can ask for and provide everyday goods and services (A2)
- can get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets (A2)
- can give and receive information about quantities, numbers, prices, etc. (A2)
- can make simple purchases by stating what is wanted and asking the price (A2)
- can order a meal (A2)
- can ask and answer questions about habits and routines (A2+)
- can ask and answer questions about past activities (A2+)
- can give and follow simple directions and instructions, e.g. explain how to get somewhere (A2+)
- can ask and answer questions about what they do at work and in free time (A2)
- can ask for and provide personal information (A2)
- can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics (A1)
- can use simple techniques to start, maintain, or end a short conversation (A2+)
- can ask for attention (A2)
- can indicate when he/she is following (A2)
- can ask very simply for repetition when he/she does not understand (A2+)
- can ask for clarification about key words or phrases not understood using stock phrases (A2+)
- can say he/she didn't follow (A2)

Listening

- can understand enough to be able to meet needs of a concrete everyday type provided speech is clearly and slowly articulated (A2+)
- can understand phrases and expressions related to areas of most immediate priority provided speech is clearly and slowly articulated (A2)
- can generally identify the topic of discussion around him/her, when it is conducted slowly and clearly (A2)
- can understand simple directions relating to how to get from X to Y, by foot or public transport (A2)



- can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly (A2)

Reading

- can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language (A2+)
- can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items (A2)
- can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required (A1)
- can understand short simple personal letters (A2)
- can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables (A2)
- can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events (A2)
- can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support (A1)
- can understand simple instructions (A2)

Writing

- can write about everyday aspects of his/her environment, e.g. people, places, a job or study experience in linked sentences (A2+)
- can write very short, basic descriptions of events, past activities and personal experiences (A2+)
- can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job (A2)
- can write very simple personal letters expressing thanks and apology (A2)
- can take a short, simple message provided he/she can ask for repetition and reformulation (A2)
- can write short, simple notes and messages relating to matters in areas of immediate need (A2)
- can write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country, etc. such as on a hotel registration form (A1)



Assessment Overview

Student achievement is measured from a variety of assessment perspectives, including:

Assessment Component	Percent of Total Grade
Computer-Based Mid-Module Examination	20%
Computer-Based Final Examination	40%
One Speaking Examination	10%
One Writing Examination	10%
Writing Portfolio Program	10%
Grammar and Vocabulary Quizzes	10%



Description of Assessment Components

Computer-Based Mid-Module Examination

- Content: Listening & Reading Comprehension, Grammar Usage, Vocabulary
- Format: Multiple Choice Questions (MCQs).
- Frequency: One mid-module exam.

Computer-Based End-of-Module Examination

- Content: Listening & Reading Comprehension, Grammar Usage, Vocabulary
- Format: Multiple Choice Questions (MCQs).
- Frequency: One at end of module.

Speaking Examination

- Content: Oral communication on a topic selected from the book, length and lexical variety appropriate to the course's CFR level.
- Format: Short Interview followed by a role play task.
- Frequency: One per module.

Writing Examination

- Content: Descriptive/Narrative text on a topic selected from the book, length and lexical variety appropriate to the course's CFR level.
- Frequency: One per module.

Writing

The Writing Portfolio Program (WPP) is designed to develop students' composition skills. Students need to purchase the Writing Booklet from the bookshop or download it from the Students Resources at the ELI website and print it. Specific writing tasks/prompts have been selected for students to write in class for a grade. These prompts come directly from the course book material. Students will have had the opportunity to write first drafts for these prompts and received teacher feedback.

Grammar and Vocab Quiz

Following in-class instruction and independent practice, students are given a quiz in Grammar and Vocabulary content twice in the module.



Student Course Syllabus Level 103

2015/16

ELI Academic Development Unit



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Course Syllabus

Course Title

English Language Level 103

Course Code

ELI 103

Course Prerequisite

Successful completion of ELI 102 or a Cambridge Placement Test score corresponding to elementary proficiency level.

Credits

There are two credits for this course. Successful completion of ELI 103 is the prerequisite for taking ELI 104. Successful completion of ELI 103 and ELI 104 gives students the necessary credits to meet the Foundation Year English requirement.

Course Description

ELI 103 is a pre-intermediate level course aiming to build and further improve language proficiency at A2 Way-stage level on the Common European Framework of Reference for Languages (CEFR), moving into the B1 Threshold Level on the CEFR. It is a seven-week module course with 18 hours of instruction each week.

Course Goal

The course aims at helping learners to achieve an overall English language proficiency leading to beginner Independent User of language defined as low B1 level on the Common European Framework of Reference for Languages (CEFR), developing conversational skills, expressing ideas, and helping learners deal with problems and situations where they meet unpredictable language.

Learning Outcomes (LOs)

Learning Outcomes (LOs) are descriptions of what students will know or be able to do with the language as a result of instruction. A brief description of LOs can be found below.



Speaking

- can give straightforward descriptions on a variety of familiar subjects within his/her field of interest (B1)
- can describe dreams, hopes and ambitions (B1)
- can describe events, real or imagined (B1)
- can narrate a story (B1)
- can tell a story or describe something in a simple list of points (A2+)
- can give short, basic descriptions of events and activities (A2+)
- can describe plans and arrangements, habits and routines, past activities and personal experiences (A2+)
- can use simple descriptive language to make brief statements about and compare objects and possessions (A2+)
- can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to (B1)
- can express and respond to feelings such as surprise, happiness, sadness, interest and indifference (B1)
- can establish social contact: greetings and farewells; introductions; giving thanks (A2+)
- can participate in short conversations in routine contexts on topics of interest (A2+)
- can give or seek personal views and opinions in discussing topics of interest (B1)
- can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (e.g. an outing) (B1)
- can express belief, opinion, agreement and disagreement politely (B1)
- can discuss what to do in the evening, at the weekend (A2+)
- can make and respond to suggestions (A2+)
- can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations (B1)
- can discuss what to do next, making and responding to suggestions, asking for and giving directions (A2+)
- can deal with common aspects of everyday living such as travel, lodgings, eating and shopping (A2+)
- can get all the information needed from a tourist office, as long as it is of a straightforward, nonspecialised nature (A2+)
- can ask for and follow detailed directions (B1)
- can deal with practical everyday demands: finding out and passing on straightforward factual information (A2+)
- can ask and answer questions about habits and routines (A2+)
- can ask and answer questions about pastimes and past activities (A2+)
- can use a simple word meaning something similar to what he/she wants to convey and invite 'correction' (B1)
- can initiate, maintain and close simple, face-to-face conversation on topics that are familiar or of personal interest (B1)
- can ask very simply for repetition when he/she does not understand (A2+)
- can ask for clarification about key words or phrases not understood using stock phrases (A2+)

Listening

- can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives (B1)
- can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated (A2+)
- can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect (B1)
- can follow detailed directions (B1)
- can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly (B1)

Reading

- can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension (B1)
- can understand short, simple texts on familiar matters of a concrete type which consist of high-frequency everyday or job-related language (A2+)
- can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend (B1)
- can understand basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation etc.) on familiar topics (A2+)
- can find and understand relevant information in everyday material, such as letters, brochures and short official documents (B1)
- can recognise significant points in straightforward newspaper articles on familiar subjects (B1)
- can understand clearly written, straightforward instructions for a piece of equipment (B1)

Writing

- can write about everyday aspects of his/her environment, e.g. people, places, a job or study experience in linked sentences (A2+)
- can write very short, basic descriptions of events, past activities and personal experiences (A2+)
- can write personal letters describing experiences, feelings and events in some detail (B1)
- can write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important (B1)



Assessment Overview

Student achievement is measured from a variety of assessment perspectives, including:

Assessment Component	Percent of Total Grade
Computer-Based Mid-Module Examination	20%
Computer-Based Final Examination	40%
One Speaking Examination	10%
One Writing Examination	10%
Writing Portfolio Program	10%
Grammar and Vocabulary Quizzes	10%



Description of Assessment Components

Computer-Based Mid-Module Examination

- Content: Listening & Reading Comprehension, Grammar Usage, Vocabulary
- Format: Multiple Choice Questions (MCQs).
- Frequency: One mid-module exam.

Computer-Based End-of-Module Examination

- Content: Listening & Reading Comprehension, Grammar Usage, Vocabulary
- Format: Multiple Choice Questions (MCQs).
- Frequency: One at end of module.

Speaking Examination

- Content: Oral communication on a topic selected from the book, length and lexical variety appropriate to the course's CFR level.
- Format: Short Interview followed by a role play task. .
- Frequency: One per module.

Writing Examination

- Content: Descriptive/Narrative text on a topic selected from the book, length and lexical variety appropriate to the course's CFR level.
- Frequency: One per module.

Writing Portfolio Program (WPP)

The Writing Portfolio Program (WPP) is designed to develop students' composition skills. Students need to purchase the Writing Booklet from the bookshop or download it from the Students Resources at the ELI website and print it. Specific writing tasks/prompts have been selected for students to write in class for a grade. These prompts come directly from the course book material. Students will have had the opportunity to write first drafts for these prompts and received teacher feedback.

Grammar and Vocab Quiz

Following in-class instruction and independent practice, students are given a quiz in Grammar and Vocabulary content twice in the module.



Student Course Syllabus Level 104

2015/16

ELI Academic Development Unit



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Course Syllabus

Course Title

English Language Level 104

Course Code

ELI 104

Course Prerequisite

Successful completion of ELI 103 or a Cambridge Placement Test score corresponding to pre-intermediate proficiency level.

Credits

There are two credits for this course. Successful completion of ELI 104 gives students the necessary credits to meet the Foundation Year English requirement for securing admission to various undergraduate programs.

Course Description

ELI 104 is an intermediate level course aiming to build and further improve language proficiency at B1 Threshold level on the Common European Framework of Reference for Languages (CEFR). It is a seven-week module course with 18 hours of instruction each week.

Course Goal

The course aims at helping learners to achieve an overall English language proficiency leading to higher Independent User of language defined as high B1 level on the Common European Framework of Reference for Languages (CEFR), giving reasons and explanations for opinions and plans and describing experiences and events.

Learning Outcomes (LOs)

Learning Outcomes (LOs) are descriptions of what students will know or be able to do with the language as a result of instruction. A brief description of LOs can be found below.



Speaking

- can give straightforward descriptions on a variety of familiar subjects within his/her field of interest (B1)
- can reasonably fluently relate a straightforward narrative or description as a linear sequence of points (B1)
- can give detailed accounts of experiences, describing feelings and reactions (B1)
- can relate details of unpredictable occurrences, e.g. an accident (B1)
- can relate the plot of a book or film and describe his/her reactions (B1)
- can describe dreams, hopes and ambitions (B1)
- can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision (B1)
- can take follow-up questions, but may have to ask for repetition if the speech was rapid (B1)
- can enter unprepared into conversations on familiar topics (B1)
- can express and respond to feelings such as surprise, happiness, sadness, interest and indifference (B1)
- can explain why something is a problem (B1+)
- can give brief comments on the views of others (B1+)
- can compare and contrast alternatives, discussing what to do, where to go, who or which to choose, etc. (B1+)
- can give or seek personal views and opinions in discussing topics of interest (B1)
- can explain why something is a problem, discuss what to do next, compare and contrast alternatives (B1+)
- can give brief comments on the views of others (B1+)
- can invite others to give their views on how to proceed (B1)
- can deal with less routine situations in shops, banks, e.g. returning an unsatisfactory purchase (B1)
- can make a complaint (B1)
- can describe how to do something, giving detailed instructions (B1+)
- can summarise and give his or her opinion about a short story, article, talk, discussion, interview or documentary and answer further questions of detail (B1+)
- can find out and pass on straightforward factual information (B1)
- can obtain more detailed information (B1)
- can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended (B1+)
- can define the features of something concrete for which he/she can't remember the word (B1+)
- can convey meaning by qualifying a word meaning something similar (B1+)
- can start again using a different tactic when communication breaks down (B1)
- can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor (B1+)
- can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going (B1+)
- can ask someone to clarify or elaborate what they have just said (B1)

Listening

- can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details (B1+)
- can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., including short narratives (B1)
- can generally follow the main points of extended discussion around him/her (B1)
- can understand simple technical information, such as operating instructions for everyday equipment (B1)
- can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech (B1+)
- can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly (B1)

Reading

- can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension (B1)
- can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen-friend (B1)
- can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task (B1+)
- can identify the main conclusions in clearly signalled argumentative texts (B1+)
- can recognise significant points in straightforward newspaper articles on familiar subjects (B1)



Writing

- can write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest (B1)
- can write accounts of experiences, describing feelings and reactions in simple connected text (B1)
- can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence (B1+)
- can write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions (B1)
- can write personal letters giving news and expressing thoughts about abstract or cultural topics such as music, films (B1+)
- can write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important (B1)
- can take notes as a list of key points during a straightforward lecture (B1)
- can collate short pieces of information from several sources and summarise them for somebody else (B1)



Assessment Overview

Student achievement is measured from a variety of assessment perspectives, including:

Assessment Component	Percent of Total Grade
Computer-Based Mid-Module Examination	20%
Computer-Based Final Examination	40%
One Speaking Examination	10%
One Writing Examination	10%
Writing Portfolio Program	10%
Grammar and Vocabulary Quizzes	10%

Description of Assessment Components

Computer-Based Mid-Module Examination

- Content: Listening & Reading Comprehension, Grammar Usage, Vocabulary
- Format: Multiple Choice Questions (MCQs).
- Frequency: One mid-module exam.

Computer-Based End-of-Module Examination

- Content: Listening & Reading Comprehension, Grammar Usage, Vocabulary
- Format: Multiple Choice Questions (MCQs).
- Frequency: One at end of module.

Speaking Examination

- Content: Oral communication on a topic selected from the book, length and lexical variety appropriate to the course's CFR level.
- Format: Short Interview followed by a role play task.
- Frequency: One per module.

Writing Examination

- Content: Descriptive/Narrative text on a topic selected from the book, length and lexical variety appropriate to the course's CFR level.
- Frequency: One per module.

Writing Portfolio Program (WPP)

The Writing Portfolio Program (WPP) is designed to develop students' composition skills. Students need to purchase the Writing Booklet from the bookshop or download it from the Students Resources at the Eli website and print it. Specific writing tasks/prompts have been selected for students to write in class for a grade. These prompts come directly from the coursebook material. Students will have had the opportunity to write first drafts for these prompts and received teacher feedback.

Grammar and Vocab Quiz

Following in-class instruction and independent practice, students are given a quiz in Grammar and Vocabulary content twice in the module.