



EL111: English Communication Skills I

Course Guide

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INTRODUCTION

Welcome to **EL111, *English Communication Skills I***. This *Course Guide* provides you with an overall view of what you are required to do in order to complete the course smoothly and successfully. It also has a weekly *Study Calendar* that offers a step-by-step breakdown of your tasks for each unit.

EL111 is a three-credit-hour course that runs for one semester (or term) of 15 weeks. It is the first of two courses in **English Communication Skills (ECS)** which all incoming students are required to take during their first year of study.

The idea behind asking all AOU students to take two courses in English during their first year of study is very simple. You need English not only to help you pursue your university education but to utilize English, the lingua franca of the world, to communicate with the world at large. You will also need English in your current or prospective job or business. Almost all jobs and businesses nowadays require a high level of proficiency in English. In view of this, your attitude towards ECS should not be just to pass it but to learn as much as you can from it and to avail yourself of the opportunities AOU provides in order to develop and upgrade your proficiency in English.

ECS is a two-semester programme that is not concerned with the accumulation of information. It is a skill-building program, enabling you to do things with English : speak with ease and confidence, communicate with different types of people, discuss academic, social and professional matters, listen to news in English, watch TV programs, read newspapers, magazines and references, write personal and business letters, write reports and articles, etc. Briefly then, a high level of proficiency in English is a prerequisite for academic, social and professional success.

This *Course Guide* is a basic component of your course. We advise you to use it regularly in conjunction with the main course books, namely the **Student Book (SB)** and **Workbook (WB)**.

This guide contains essential information about course objectives, structure and components. It also contains information about supplementary and audio material, language tutorials, assessment and study tips. You should read this part carefully before you begin with your course books.

The guide also contains:

1. **Study Calendar** in which course units are evenly distributed over the semester weeks and if you follow it, you will have no problems in covering the course material in good time and in a smooth and comfortable manner.
2. Tips on how to revise the teaching materials, and
3. Information on the structure of the Final Examination and the type of questions it contains.

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1. COURSE OBJECTIVES

ECS is a theme-based integrated skills programme for intermediate and advanced learners. In both **EL111** and **EL 112**, all four skills (listening, speaking, reading and writing) are developed systematically and integrated through relevant tasks. Language functions, grammar points and new vocabulary items are fully integrated in both oral and written skills. The reading and listening texts, on the other hand, explore high-interest universal topics and together with the accompanying tasks/activities are meant to develop the reading, writing, listening, speaking and study skills which you will need to meet the demands of open learning university education.

By the end of the first course (i.e. **EL111**) you should be able to:

- 1. listen to and comprehend** varieties of English discourse spoken at normal speed,
- 2. speak** correctly and fluently with near native-like pronunciation, intonation and accent,
- 3. communicate with ease and confidence** on a variety of daily topics as well as on topics related to your university education, using appropriate structures, diction and idioms,
- 4. read and understand** a variety of English texts of varying length, complexity, styles and genres,
- 5 write** different types of paragraphs (descriptive, narrative, argumentative, definition, process) and different letter types (personal letters, letters of inquiry, letters of application, etc.) using appropriate punctuation marks, writing mechanics and cohesive devices, and
- 6. summarize** different types of texts correctly and efficiently.

The specific objectives subsumed under each of the above general objectives are listed and defined separately for each lesson in the **Summary of Skills** chart at the beginning of the **Student Book**.

2. COURSE COMPONENTS

EL111 is made up of components as shown in the following table:

No.	Component	Title	Qty.
1.	SB	<i>On Target 1</i>	1
		<i>On Target 2</i>	1
2.	WB	<i>On Target 1</i>	1
		<i>On Target 2</i>	1
3.	ACs	<i>On Target 1</i>	3
		<i>On Target 2</i>	3
4.	Course Guide	EL111 : Course Guide	1
5.	EL111 Online	N/A	N/A

Below is a brief description of each component.

2.1. Student Book (SB)

Each **Student Book** contains twelve units. A **summary of skills** chart (following the Contents page) summarizes the important language skills and functions in each unit. **Review material** following Units 3, 6, 9, and 12 in each **SB** is meant to consolidate the main vocabulary and grammar points.

In addition to teaching material, **SB** includes:

1. A **Starting Out** section (providing a brief introduction to the course),
2. An **irregular verb list**,
3. An **International Phonetic Alphabet (IPA) chart**,
4. A unit-by-unit **vocabulary list**, and
5. An **index** of key language and grammatical terms and topics.

2.2. Workbook (WB)

The **Workbook** provides further practice in vocabulary, language functions and grammar in addition to speaking activities and listening tasks. Furthermore, each unit ends with a **Check Your Knowledge** section to enable you to assess your own progress.

2.3. Audio Cassettes (ACs)

Each of the two books (i.e. *On Target 1* and *On Target 2*) is accompanied by **THREE ACs**.

It is important to remember that the teaching material on the ACs is an integral component of both the SB and WB. In addition, the exercises on the ACs are related to the grammar points, vocabulary and language functions covered in every unit.

2.4. Course Guide

This is the booklet you are reading right now.

2.5. Set Book: *Advanced Grammar in Use* (not included in the table above)

The set book (*Advanced Grammar in Use*) is meant to provide supplementary material for both EL111 and EL112. It is a self-study reference and practice grammar book for intermediate and advanced learners of English as a foreign language. The book is available at your university Learning Resource Center.

The best way to make use of the book is to match the grammar topic/point in your SB (i.e. Section 2 in each unit) with the corresponding grammar point in *Advanced Grammar in Use*. For example, the grammar point in Section 2 in Unit 1 of *On Target 1* is "The Simple Present Tense". The most obvious choice in *Advanced Grammar in Use* is the first section in the Contents table (i.e. "Tenses"), and within this overall category you should search for the specific grammar point (i.e. simple present), which happens to be the first sub-heading beneath "Tenses" in *Advanced Grammar in Use*.

As pointed out above, *Advanced Grammar in Use* is both a reference and practice book. On each left-hand page a grammar point is explained and on the facing page there are exercises that are meant to give the student practice in the same grammar point. Furthermore, there are additional exercises towards the end of the book (pp. 269-279) on each of the main sections/topics listed in the Contents table.

Details about how the book is organized and how to use it are to be found at the beginning of the book (page viii). There is also a *Study Guide* towards the end of the book (pp. 280-288).

The Contents list at the beginning of the book (pp. iii-vi) is divided into 17 main headings:

1. Tenses
2. The future
3. Modals
4. Be, have, do, make, etc.
5. Passives
6. Questions
7. Verbs: infinitives, -ing forms, etc.
8. Reporting
9. Nouns and compounds
10. Articles
11. Determiners and quantifiers
12. Relative clauses and other types of clauses
13. Pronouns, substitution and leaving out words
14. Adjectives
15. Adverbs and conjunctions
16. Prepositions
17. Organising information

Each heading subsumes a number of sub-headings. For instance, the first heading (i.e. "Tenses") has the following ten sub-headings:

- 1 Present simple (I do) and present continuous (I am doing) (1)
- 2 Present simple (I do) and present continuous (I am doing) (2)
- 3 Present perfect (I have done) and past simple (I did) (1)
- 4 Present perfect (I have done) and past simple (I did) (2)
- 5 Present perfect (I have done) and past simple (I did) (3): adverbs used with these tenses
- 6 Past continuous (I was doing) and past simple (I did)
- 7 Present perfect continuous (I have been doing)
- 8 Present perfect continuous (I have been doing) and present perfect (I have done)
- 9 Past perfect (I had done) and past simple (I did)
- 10 Past perfect continuous (I had been doing) and past perfect (I had done)

These sub-headings appear in the same order in which they are listed above. For instance, the first sub-heading (i.e. Present simple and present continuous) appears on pages 2-4 whereas the tenth sub-heading (i.e. Past perfect continuous and past perfect) come towards the end of the section on "Tenses" (pp. 20-21).

Finally, notice that *Advanced Grammar in Use* contains additional sections/parts as follows:

1. Four Appendices (pp. 242-264) that deal with
Passive verb forms
Quoting what people say
Irregular verbs
Typical errors and corrections
2. **Glossary:** The glossary lists (in alphabetical order) and defines major grammatical terms that occur in the book.
3. **Answer Key:** We, however, advise you to do the exercises first on your own and then check your answer in the Answer Key.

Finally, we wish to remind you that some of the grammar exercises in *Advanced Grammar in Use* will be used/adapted in your final examination.

2.6. EL111 Online

SEE SECTION 5 BELOW.

Other components of the course are:

1. **Tutor Marked Assignment (TMA)**
TMA constitute an integral component of your course and they will be given to you in due course by your tutor (see section 8 below).
2. **Specimen Examination Paper (SEP)**
Section 13 below contains information on the structure of the final exam. The SEP can be found on **EL111 Online**.

3. COURSE STRUCTURE

EL111 is divided into two **blocks** to be covered in **fifteen weeks**. The structure of the blocks is summarized below:

3.1. Block 1:

Block 1 consists of the teaching material in the main **course books**, namely *On Target 1: Student Book* and *On Target 1: Workbook*.

On Target 1: Student Book consists of twelve units. Each unit contains multi-thematic material covering listening, speaking, reading and writing skills in addition to vocabulary and grammar consolidation and expansion activities. The teaching material is both graded and varied.

On Target 1: Workbook is an exercise book meant to reinforce, consolidate and expand the teaching points covered in each unit in the *Student Book*.

3.2. Block 2:

Block 2, like Block 1, consists of a **Student Book** and a **Workbook** (both entitled *On Target 2*).

The table below shows the detailed structure of the course including audiovisual material.

Block No.	Teaching Material	Title & Function
1	SB	<i>On Target 1</i>
	WB	<i>On Target 1</i>
	ACs	Nos. 1-3 (to go with SB and WB)
2	SB	<i>On Target 2</i>
	WB	<i>On Target 2</i>
	ACs	Nos. 1-3 (to go with SB and WB)

The functional objectives of each unit in the two blocks are spelled out for you in the **Summary of Skills** chart at the beginning of your SB.

Please observe the following abbreviations which will be used throughout this guide as well as in the **Study Calendar**.

Abbreviations:

ACs Audio Cassettes

AGU Advanced Grammar in Use

IC1 In Charge 1

IC2 In Charge 2

OT1 On Target 1

OT2 On Target 2

SB Student Book

SEP Specimen Examination Paper

TMA Tutor Marked Assignment

WB Workbook

4. UNIT STRUCTURE

4.1. Student Book

Each unit in your SB in both *On Target 1* and *On Target 2* consists of four sections as in the following table:

Section No.	Title
1	Getting Started
2	Grammar
3	Listening & Speaking
4	Reading & Writing

SB Unit Structure

Below is a brief description of each section (adapted from *On Target 1 Teacher's Edition*, 2000: vi)

1. First Section: Getting Started

This section consists of three parts:

- **Warm Up:** to introduce the theme of the unit,
- **Figure It Out:** to present the language in a functional context,
- **Talk About It:** to provide you with opportunity to practice speaking English

2. Second Section: Grammar

This section presents the target grammar of the unit. The presentation is followed by a variety of exercises which give you the opportunity to practice language structure and to use language communicatively.

In addition to the grammar section in SB and WB, you will be required to read for each topic certain units from the set book, *Advanced Grammar in Use (AGU)*. Other material which you are expected to study for each unit in SB can be found in **EL111 Online**.

3. Third Section: Listening & Speaking

This third section integrates listening and speaking skills and activities. It also provides you with ample opportunities to practice listening, pronunciation and speaking.

4. Fourth Section: Reading & Writing

This final section consists of four sub-sections as follows:

- The **Read About It** and **Think About It** parts contain high-interest readings and activities that reflect and extend unit themes. Reading strategies are presented and checked in comprehension exercises.
- The **Write** and **Write About It** tasks are both purposeful and communicative and focus on specific writing tasks that prepare you to write with confidence.

Details of unit sections are in section 9 below.

4.2. Workbook

Your workbook consists of the same number of units as in your SB and the two books must be used together.

The workbook consists of two major parts as in the following table:

Section	Title
1	Practice Exercises
2	Check Your Knowledge

WB Unit Structure

Below is a brief description of each section:

- 1. PRACTICE Exercises:** These are numbered consecutively in each unit. The number of these exercises ranges between 9-13 in each unit.
- 2. Check Your Knowledge:** This final section in WB is meant for you to assess your own progress.

5. EL111 ONLINE

Some EL111 material has been downloaded on the **Arab Open University Website** (www.arabou.org). This move has been motivated by two considerations:


1. To encourage you to begin using the Internet in a systematic manner, which is harmonious with the philosophy and practices of distance learning, and
2. To reduce the size of paper work and thus the cost of the teaching material.

The EL111 material online comprises:

1. *On Target 1 Answer Key*
2. *On Target 2 Answer Key*
3. *On Target 1 Grammar Notes*
4. *On Target 2 Grammar Notes*
5. **EL111 Specimen Examination Paper (SEP)**
6. **EL111 Online References**

The Grammar Notes which are meant to be used in conjunction with *On Target 1 & 2* are tailored for the specific units in the **Student Book**. In other words, there will be supplementary grammar notes for each unit which are meant to reinforce and expand the grammar topic covered in your SB.

To enter "**EL111 Online**", please go to the Arab Open University website using the address www.arabou.org and follow these simple steps:

1. Click on "**English**"
2. Click on the **Online Courses** icon 
3. You will now have entered the **Welcome to Online Courses** page.
4. Click on **Faculty of Language Studies**.
5. You are now viewing the **Online Courses Offered** page. Click on **EL111 Online**.
6. You will have opened the **Welcome to EL111 Online** page.
7. This page displays 6 different paths. For example, if you want the Answer Key to Unit 9 from *On Target 1*, you must first click **On Target 1 Answer Key**, and then click on the subheading **Unit 9**.
8. Now you will have the option to **open** the file or **save** it to your computer. You may click either one if you choose to print. To permanently save your selection to your computer, simply click **save** and then choose where you would like it to be saved.

Please remember that using the website for supplementary material is a critical tool in distance education and we encourage you to take full advantage of any and all necessary material.

6. SUPPLEMENTARY MATERIAL

6.1. Relevant Sources

Amongst the most important relevant sources that will contribute significantly towards improving your language skills are:

- (1) radio and TV newscasts, commentaries, programs, etc. transmitted in English,
- (2) English newspapers, magazines and books, and
- (3) the Internet

Of these three sources, the Internet is probably the most relevant because through it you can have free access to a variety of English language courses addressed to foreign language learners. These courses, which will be discussed in some detail below, deal with various aspects of grammar, vocabulary, pronunciation, reading and writing. In addition, they provide

you with ample opportunity to listen to English as spoken by native speakers. It is because of this that we refer you to specific sites to look for specific language topics in each and every unit.

6.2. Online English

In addition to **EL111 Online** there are scores of sites which provide tuition and training in English. Most of these sites are not free of charge, i.e. they cannot be accessed unless access fees are paid. There are, however, some sites which can be accessed free of charge, and a number of them have been selected for you by the author of this guide to help you upgrade your English. They have been chosen on three grounds:

1. The material is relevant to the course.
2. The level of difficulty is appropriate.
3. The content is culturally appropriate.

The significance of Online English courses/programmes manifests itself in that:

1. They provide supplementary aid to **you** in such areas where you feel you need **help** that the core course material does not provide.
2. Some of the exercises are interactive, and thus they are **fun** to do because they show you your scores of right and wrong. But be careful not to spend too many hours on them needlessly.
3. They provide training in areas which otherwise require instruction by tutors, especially in pronunciation, and listening comprehension.
4. The exercises are done in total privacy, so you are not embarrassed by the presence of other learners or by the tutor when you make a mistake. This encourages you to learn by trial and error, and a lot can be learned this way.
5. All listening/pronunciation material presented is by native speakers of English.
6. You can use the Internet whenever you are free. There is no fixed schedule.
7. You can go at your own pace.

6.3. Relevant Online Language Programmes

The language programmes most relevant to EL111 are:

6.3.1. University of Ottawa English Program

6.3.2. Purdue University Online Writing Lab

6.3.3. British Council Learn English: Grammar Program

6.3.4. Other Relevant Sites

Below are basic facts about these websites. More details are to be found in **EL111 Online**.

6.3.1. University of Ottawa English Programme

(A) Website Addresses

1. <http://www.uottawa.ca/academic/arts/writcent/hypergrammar/bldsent.html>
2. <http://www.uottawa.ca/academic/arts/writcent/hypergrammar/grammar.html>
3. <http://www.uottawa.ca/academic/arts/writcent/hypergrammar/diction.html>
4. <http://www.uottawa.ca/academic/arts/writcent/hypergrammar/spelling.html>
5. <http://www.uottawa.ca/academic/arts/writcent/hypergrammar/paragraph.html>
6. <http://www.uottawa.ca/academic/arts/writcent/hypergrammar/misc.html>

(B) Contents

1. Building Sentences
2. HyperGrammar
3. Diction
4. Spelling
5. Writing Paragraphs
6. Miscellaneous Topics

6.3.2. Purdue University Online Writing Lab

(A) Website Address

<http://owl.english.purdue.edu/handouts/index/html>

(B) Contents

1. Grammar
2. Punctuation
3. Spelling
4. Exercises

6.3.3. British Council Learn English: Grammar Programme

(A) Website Address

<http://www.learnenglish.org.uk/grammar/definitions/index.html>

(B) Contents

- Articles
- Conditionals
- Conjunctions
- Determiners
- *-ing* or *to*?
- Modals
- Prepositions
- Relative Clauses
- Reported Speech
- Present Perfect

6.3.4. Other Relevant Sites

1. Reading

www.eslus.com/LESSONS/READING/READ.HTM

www.eslbears.homestead.com

www.englishclub.net

www-eng.tp.edu.sg/

2. Listening

www.EnglishListening.com

www.esl-lab.com

www.ompersonal.com.ar/omaudio/contenidotematico.htm

www.rong-chang.com

www.stonesoup.com/main2/listen.html

www.eslbears.homestead.com

<http://www.bits.westhost.com>

<http://www.literacynet.org>

<http://www.cdponline.org>

<http://www.focusenglish.com/dialogues>

www.englishclub.com

www.soundsofenglish.org

www.fonetiks.org

3. Writing

www.eslbears.homestead.com/writing.html

owl.english.purdue.edu/sitemap.html

www.georgetown.edu/faculty

www.ohiou.edu/esl

4. Grammar

www-eng.tp.edu.sg/

iteslj.org/c/games.html

www.elfs.com

englishplus.com/grammar

6.4. What to Search For

The sites which have been recommended for you contain definitions and exercises on grammar, punctuation, spelling, pronunciation, vocabulary and writing.

Most categories are listed in their home page in alphabetical order. Read the home pages carefully before you begin to enter the relevant sites. It should be noted, however, that the material in these sites has much more than your course requires.

If you feel you still need additional training in a certain linguistic area, you can either explore it yourself in the sites or you could ask your tutor to help you.

7. TUTORS & LANGUAGE TUTORIALS

7.1. Your Tutor

The best way to introduce you to the concept of tutoring at the AOU is through some basic questions to which we have provided answers.

1. Q: Who is your tutor?

A: Your tutor is a qualified specialist appointed by the AOU to teach, guide, and supervise you. In the AOU system, a tutor is assigned to a group of about twenty students.

2. Q: Where can you find your tutor?

A: Tutors work full-time hours at AOU **Regional Centers** (Branches) whose addresses and contact numbers will be mailed to you at the beginning of the semester.

3. Q: How to contact your tutor?

A: You can contact your tutor during tutorials and office hours.

Alternatively, you can make an appointment to meet him/her during office hours by phone, fax and/or e-mail.

4. Q: How does your tutor help you?

A: Your tutor guides your study during tutorials. He/She marks your assignment, MTA and your final examination. He/She also discusses with you any difficulties you may run into during your study.

5. Q: How often do you have to see your tutor and why?

A: You are required to meet your tutor for tutorials and day-schools which are held at regular intervals as announced by the AOU through its communications with you. If due to compelling circumstances you are not able to attend a certain tutorial or a day-school, you are advised to keep in touch with him/her. You may also see your tutor in order to:

- ask questions related to your study.
- submit assignment.
- seek advice on any aspect of your study.

7.2. Language Tutorials & Day-Schools

Language tutorials and study sessions are interactive classes adopting what is known as a learner-centered approach where most of the talking and discussions are done by you and your colleagues. As you no doubt know the skill of speaking cannot be developed through independent study. You need to talk to people who have similar interests. You also need to talk in a meaningful context. Language tutorials during day-schools are meant to provide you with ample opportunity to use English.

Day-schools, as their name suggests, provide face-to-face teaching during the day and involve all the students taking a particular course. Details about day-schools and language tutorials for this semester are shown below.

The main objectives of language tutorials and day-schools are:

- (i) to upgrade your overall proficiency in English,
- (ii) to improve your fluency in English,
- (iii) to improve your pronunciation,
- (iv) to facilitate your understanding of the teaching points in SB, and the activities/exercises in WB, and
- (v) to help you with any difficulty that you may encounter.

In view of these considerations you should attend these language tutorials at day-schools on a regular basis. Furthermore, you should always come prepared to these academic activities. Above all, you should be an active participant in the language tutorials and teaching sessions.

7.3. Course Tutorials: Scope & Sequence

Fifteen two-hour tutorials are scheduled for EL111 this semester. The following table shows the weeks during which these tutorials will take place as well as the topics/activities each tutorial covers. It is convenient to remind you that tutorials are interactive sessions in which you are expected to participate actively and constantly.

EL111 Course Tutorials

Classes	Units to be Covered
Week 1	Introducing the course Unit 1
Week 2	Units 2-3
Week 3	Units 4-5
Week 4	Units 6-7
Week 5	Units 8-9
Week 6	Units 10-11
Week 7	Unit 12 & Book1 Revision
Week 8	The mid-term exam will be held in the regular tutorial time for each section.
Week 9	Book 2 Units 1-2
Week 10	Units 3-4
Week 11	Units 5-6
Week 12	Units 7-8
Week 13	Units 9-10
Week 14	Units 11-12
Week 15	General Revision

8. ASSESSMENT: AN OVERALL VIEW

There are two components of assessment for the course: **continuous assessment**, to which **50%** of the overall mark is allocated, and a **final examination** to which **50%** of the same mark is allocated.

8.1. Continuous Assessment (50%)

Continuous Assessment consists of:

(1) One TMA, associated with the first block of the course. The TMA is marked by your tutor as shown in the Study Calendar. This means the assignment has to be completed and sent to your tutor by a *cut-off date* given in the Study Calendar, and must be accompanied by a special TMA cover form. This form is used to record your grades as well as general comments on your progress throughout the course. The assignment and the form will be subsequently returned to you with a grade and teaching comments. 30% of the overall grade is allocated to the TMA. Details about the TMA assigned for this semester are shown in 8.3. below.

(2) One MTA (formerly called quiz) as shown in Section 8.4. below. 20% of the overall grade is allocated to this MTA.

8.2. Final Examination (50%)

At the end of the course, there is an examination. Details about your final examination are contained in Section 13 below.

You should remember, however, that if you do not score a minimum of 20/50 on your final exam, you will fail the course regardless of the marks you have obtained in the continuous assessment.

A Specimen Examination Paper (SEP) for EL111 can be found on **EL111 Online**.

8.3. Course TMA: Scope & Sequence

The following table shows the scope and sequence of the TMA assigned for EL111 during this semester.

TMA NO.	WEEK	COVERAGE
1	9	Units 1-12 <i>On Target 1</i>

8.4. Course MTA: Date and Coverage

As pointed out above, you are required to sit for one MTA this semester as shown in the following table. Pay special attention to the material which the MTA covers.

WEEK	COVERAGE
8	Reading & Writing (Block 1) <i>On Target 1</i>

9. SOME STUDY TIPS

This section includes some suggestions on how to approach each section in the unit (see **Section 4** above). These suggestions (adapted from *On Target 1: Teacher's Edition*, pp. vii-xi) are not binding but you will find them helpful.

9.1. Getting Started

☞ Warm Up

Each unit in *On Target 1* and *On Target 2* opens with a **Warm Up** section that both introduces you to the theme of the unit and involves you in the theme. It typically consists of a listening passage to which you must respond and one or more interactive exercises in which you talk about the unit theme.

Play the recording using the procedures outlined in **Listen** below, and then complete the corresponding exercises.

☞ Figure It Out

This section demonstrates the use of the new language in functional situations. Follow the following steps.

1. Examine the pictures and predict what the section is about.
2. Most of the units contain conversations. Read the conversation silently, then aloud.
3. Answer the comprehension questions and do the meaning-from-context exercise at this time.

☞ Vocabulary

On Target includes both active and passive vocabulary. The active vocabulary has been selected for its usefulness and frequency of occurrence

in real communication. A list of the active vocabulary for each unit is included in **Unit Vocabulary** at the back of the Student Book. In addition, passive vocabulary appears throughout the unit. You are not expected to learn these non-target (passive) words. As long as you can complete the activities, understanding every word is not necessary.

We encourage you not to use dictionaries but to try to make intelligent guesses about meaning based on the use of context. However, should you like to consult a dictionary; we encourage you to use only monolingual dictionaries. Bilingual dictionaries force you to see English in terms of your own language, not as a distinct tool for communication.

We also encourage you to keep a notebook of new vocabulary, to include the words you learn in the Student Book and the Workbook. If you group the words by meaning and function (e.g. nouns, verbs, etc.), at the end of the year, you will have your own personal dictionary.

☞ **Talk About It**

This mini-dialogue presents a series of connected conversation cues (a discourse chain) that trains you to relate roles, functions, and language possibilities. In doing these exercises, follow these steps:

1. Work in pairs (with a friend or a member of your family) to read the situation and identify the roles; for example, in Unit 1 the situation is an interview, and the roles are a TV marketing manager and a person being interviewed about his or her viewing habits.
2. Choose your role.
3. Read the functions (printed in small type) and the mini-dialogue aloud.
4. Focus attention on the exercise cues; in Unit 1, these cues are the categories on the TV Questionnaire (see Student Book, page 3).
5. Complete the exercise.

9.2. Grammar

In this section, you are given a brief grammatical description of the target language and are asked to apply those rules (deductive reasoning), or you are given a number of examples and are asked to use the examples to formulate rules (inductive reasoning).

This presentation is followed by exercises designed to accomplish one of two purposes:

- (i) to train you to use the language accurately, and
- (ii) to encourage you to use it fluently.

- **Check Your Understanding** exercises follow the presentation to allow you to test your understanding of the specific situations in which the particular points are used. These exercises are done individually and then you are encouraged to check your answers with a partner or with your tutor.
- The **Express Yourself** exercises should be done in pairs to promote fluency and proper use of new vocabulary. This can be done during **Tutorials** or at home with a friend or a member of your family.

9.3. Listening & Speaking

☞ Listen

The listening selections on the audio programme provide practice in understanding ordinary English discourse.

Each listening section begins with **Before You Listen** questions, which establish the context and help you activate and share prior knowledge. The prelistening questions are followed by the presentation of a specific listening strategy (e.g. Listening to Draw Conclusions), highlighted with the arrow symbol → .

Below are some useful hints to deal with listening:

1. The first time you play the recording, listen with your book closed.
2. Open your book and reread the directions.
3. Play the recording again and listen for the specific information the exercise asks for.
4. After you have written your answers, play the recording again for you to check your work.

☞ Pronunciation

A book alone cannot teach pronunciation; it can only serve as a guide. It is the voices on the recordings that provide the models for you. Speakers on radio and TV, recordings, tutorials, day-schools and the Internet provide additional models. Good models provide you with ample opportunity to listen and speak and are essential for developing your pronunciation.

On Target focuses on perceiving and producing such aspects of English phonology as plural and past tense endings, word and sentence stress, intonation, etc. We recommend the following steps:

1. Read the explanation and make any predictions about the target sound.
2. Play the recording several times while you listen. Remember that you must be able to perceive a sound before you can produce it.

You will find it valuable to work in pairs or groups during tutorials or at home with friends or relatives to read the examples to each other. This gives additional, needed practice in forming the sounds correctly.

☞ **Speak Out**

We encourage you to use the language in the strategy boxes in this subsection as much as possible, inside and out of class. The purpose of this activity is to help you gain confidence in your oral performance. The constant reinforcement of this language will result in greater fluency. You can do the **Speak Out** activities in this section individually or in a group during tutorials and day-schools (or at home with friends and relatives).

9.4. Reading & Writing

☞ **Read About It**

The reading selection in **Read About It** extends the theme of the unit and provides the opportunity for improving reading strategies and critical thinking skills.

The section opens with **Before You Read** prereading questions, which introduce the content. In most units, the prereading questions are followed by specific reading strategies (highlighted with ➔) aimed at helping you focus your attention on reading for specific information, examples, or main ideas. In other units, reading strategies immediately follow the reading selections and focus on guessing meaning from context and making inferences.

Below are some tips on how to do this section:

1. Most reading done for information or pleasure is silent reading, so you should read the selections silently.
2. We encourage you to read without dictionaries. Stopping to look up unknown words interrupts the flow of reading and makes it more likely that you read word for word rather than for general meaning.
3. After you have read the text answer the questions.
4. If you are not sure of a certain answer, check it in the reading text or with your tutor.

☞ **Think About It**

A final **Think About It** section presents some creative activities related to the reading. Some exercises check comprehension, the ability to get meaning from context, and other reading skills. These exercises can be

done individually or in pairs or small groups during tutorials. Other open-ended activities offer you further opportunities to develop critical thinking skills and share personal knowledge and experience in imaginative ways.

☞ **Write**

In the **Write** section, specific elements of writing are presented such as identifying what makes a good paragraph, narrowing a topic, writing a topic sentence, adding supporting details, and writing a concluding sentence, etc. Other important academic writing skills and forms such as summarizing and writing instructions are also presented. The presentations are immediately followed by one or more exercises that allow you to apply and practice the target elements or skills.

☞ **Write About It**

Write About It tasks are both purposeful and communicative. You write for a real purpose related to the unit theme and for a real audience of (e.g. your peer).

On Target also contains key elements of the writing process to help you organize ideas, write your first drafts, and then edit and revise your paragraphs.

The **Check Your Writing** exercises at the end of each unit focus your attention on key points from the unit and help you edit and revise drafts, applying the important writing process steps of peer/tutor feedback and revision.

The following steps highlight and summarize key aspects of the writing process.

1. Prewriting

Prewriting includes the important strategies of focusing, and organizing information. These strategies help you to generate, select, and organize ideas so that you can write a first draft of a paragraph about a specific topic.

Once you have a list of possible ideas, you can then focus on choosing the best, most useful ideas for inclusion in a paragraph. In doing this you should keep the ideas that relate to the topic you will write about and eliminate ideas that do not.

After you choose the ideas you want to write about, you are ready to organize them in a paragraph. Each **Write** section focuses on a specific element – such as writing topic sentences, narrowing a topic, or writing supporting sentences – for organizing ideas in a paragraph. These sections include examples and models of the target elements.

You may find it beneficial to do some or all prewriting with a partner because this enables you to invent and generate more new ideas from each other's ideas.

2. First Draft

Many students do not realize that good writing is usually the result of many revisions or drafts. Knowing that you will write more than one draft allows you to focus on different aspects of your writing in each draft. As you write your first draft, you should concentrate on composition, not mechanics (such as grammar, spelling, and punctuation). You should remember that every supporting sentence should support the topic sentence and that the sentences should be in a logical order. Remember that good writers revise several times.

3. Revision

Revision includes making such changes as adding new information, deleting nonessential information, and arranging the information in the best order. Editing for mechanics – to check grammar and proofread for correct spelling and punctuation – is a final step of revision. Please bear in mind that your tutor expects correct grammar, spelling, and punctuation in the final copy, but that revision of these comes last in the writing process.

Peer editing during tutorials is an effective tool for second-language writers. Exchange papers with a partner and read the partner's paper for interest and accuracy of content. You can, of course, have your work edited/revised by a friend or a relative whose English is good. But remember that asking a friend to edit your work does not mean that he/she should rewrite it for you.

After peer editing, you need to work independently to improve your draft.

EL111 Calendar

Fall Semester – Academic Year 2009/2010

Classes	Units to be Covered	Assignments & Exams
Week 1	Introducing the course Unit 1	
Week 2	Units 2-3	
Week 3	Units 4-5	
Week 4	Units 6-7	
Week 5	Units 8-9	
Week 6	Units 10-11	
Week 7	Unit 12 & Book1 Revision	
Week 8	The mid-term exam will be held in the regular tutorial time for each section.	MTA 20% <i>On Target1, Units 1-12</i>
Week 9	Book 2 Units 1-2	TMA 30% <i>On Target1, Units 1-12</i>
Week 10	Units 3-4	
Week 11	Units 5-6	
Week 12	Units 7-8	
Week 13	Units 9-10	
Week 14	Units 11-12	
Week 15	General Revision	
		Final Exam 50%

Assessment Strategy

EL111 has two equally weighted assessment components: a continuous assessment component and an examinable component.

Continuous assessment: 1 TMA 30%
1 MTA 20%
Total 50%

Examinable component: the final examination constitutes 50% of this component and is allocated 50 marks. If you do not score a minimum of 20/50 on your final exam, you will fail the course regardless of the marks you have obtained in the continuous assessment.

11.3. Read this Guide

- (1) Now, go over this guide very carefully. Make sure you read and understand every section. If you face any problem with any of the sections, get in touch with your tutor.
- (2) While reading the guide, we advise you to check the information you read in the relevant section above:
 1. Course Objectives
 2. Course Components
 3. Course Structure
 4. Unit Structure
 9. Study Tips

11.4. Secure a Monolingual Dictionary

It is essential that you have at your disposal a reasonable monolingual dictionary, preferably one that provides, in addition to definitions and meanings, the following:

1. pronunciation
2. examples

On the other hand, if you have access to the internet, you can utilize any of the online dictionaries. You can search for such dictionaries through the various "search" devices available on the internet.

11.5. Check Your Understanding

After you have done all of the above, check your understanding by answering the following questions:

1. How many units does *On Target 1* consist of?
2. How many ACs are used with the *On Target 1* SB?
3. How many sections does each unit in *On Target 1* consist of? What are they?
4. What does the final part in each unit in the Workbook consist of?
5. What does TMA stand for? How many TMAs are you expected to do this semester for EL111?
6. What does SEP stand for? What is it? Where can you find it?
7. How many tutorials and language sessions are you expected to attend this semester?
8. When is your first tutorial due?

11.6. Your First Tutorial

Your first tutorial will take place this week. You will get information as to the exact time and place from your tutor. It is of the utmost importance that you attend this tutorial to meet your tutor and to be introduced to all aspects of this course. If for a compelling reason you cannot attend this tutorial, get in touch with your tutor to arrange for a meeting with him/her as soon as possible.

12. REVISING THE COURSE

During week 14 and the following week we expect you to do two things:

1. Revise teaching material.
2. Examine the structure of the Final Examination in Section (13) below.
3. Study the EL111 SEP on **EL111 Online**.

Below are some tips that will help you do the three tasks in good time. It is, however, essential that you get in touch with your tutor if you encounter any problem in revising any component of the teaching material or in answering any question in the SEP.

Since language skills and sub-skills in *On Target 1* and *On Target 2* are interwoven with each other in each individual unit, it is essential that your revision be unit-based and not skill-based. In other words, you should revise unit-by-unit. Furthermore, since material in your WB and on ACs is an integral part of the teaching material in your SB, it is necessary that you revise this material as you revise the corresponding unit in your SB.

After you have revised all the units in both *On Target 1* and *On Target 2*, we advise you to go over the exercises in the REVIEW pages in your SB, which are as follows:

BOOK	REVIEW	Pages in SB
<i>On Target 1</i>	Units 1-3	31-32
	Units 4-6	63-64
<i>On Target 2</i>	Units 7-9	95-96
	Units 10-12	127-128

Do the exercises in the Reviews listed above, and check your answers in the **Answer Key** provided in **EL111 Online**. If you encounter any problems, get in touch with your tutor.

13. SEP & FINAL EXAMINATION

13.1. Specimen Examination Paper (SEP)

By now, you should have examined the SEPs for **EL111**. However, if you have not for one reason or another you should do so at once. Your tutor will give you a printout if you cannot read it online.

Go over your SEP carefully and do the exercises independently without looking at the answer key. Then check your answers and make a list of the errors you have made. Try to find out why you have made these specific errors. If, after doing that, you still feel that you are confused about a certain point, consult with your tutor.

13.2. Final Examination

Your Final Examination which carries 50 points (i.e. 50% of the overall grade) will consist of the following sections/components:

13.2.1. Reading (20 points)

13.2.2. Grammar (15 points)

13.2.3. Writing (15 points)

NOTICE

Notice that about 50% of the questions in your Final Examination will be adapted/extracted from your SBs, WBs, and ACs. It is thus essential that you concentrate on all activities and exercises contained in each and every unit in your SB and WB. Notice further that "unseen" material will be modeled on the material covered in the course books, the **set book**, and **EL111 Online**.

Below is a brief description of the type of tasks/questions that make up each of the exam sections.

13.2.1. Reading

This section will consist of one or more texts. Each text will be followed by the following types of questions:

1. **Comprehension Questions** (open-ended questions, choosing from alternatives, fill in blanks, etc.)
2. **Vocabulary Questions**
3. **Questions on Reading Strategies** (e.g. distinguishing between fact and opinion, identifying main idea, etc.)
4. **Evaluation Questions** (e.g. making inferences, recognizing writer's tone, etc.)
5. **Textual Questions** (e.g. understanding reference, understanding text organization, outlining a text, etc.)

13.2.2. Grammar

Grammar questions/tasks will be varied and they aim to test:

1. Grammatical form (e.g. tenses), grammatical meaning (e.g. past time) or both.
2. Ability to use grammatical forms to communicate meanings (i.e. functional use of grammar).

In most cases the tasks in this section are as follows:

1. Identifying (circle) the correct answer (choosing from alternatives).
2. Fill in gaps in a sentence or a text.
3. Transform sentences (e.g. from active into passive; from direct into reported speech).
4. What would you say in a given situation to express how you feel about something? (e.g. indifference, interest, doubt, etc).

13.2.3. Writing

This section tests your ability to write different types of tasks:

1. Paragraphs (descriptive, persuasive, process, definitions, narrative)
2. Letters (a personal letter, a letter of application, a letter of inquiry, etc.)
3. Short composition and essays (e.g. narratives, explanation.)
4. Summaries