**VSELP Curricular Guide**

This VSELP course package contains:

* Mark Breakdown VSELP: explanation of mark distribution applicable both levels
* VAdv: Advanced Level materials
* VInt: Intermediate Level materials
* VSELP Activities Game folder containing instructional powerpoint and spreadsheet with instructions and tracking table

Inside the VAdv and VInt sub folders, you will find:

* Syllabus Delivery Assessment Schedule: highlights due dates for assignments; dates can be adjusted to reflect subsequent years after 2021
* Course Outline: specifies course details and learning objectives
* Course Overview: gives a day-by-day outline of what is to be done; cross reference with materials in Materials Sub Folder and Specs Rubrics Sub Folder
* Materials Sub Folder
* Specs Rubrics Sub Folder

Inside the Materials sub folder, you will find:

* Readings Sub Folder: contains links to the 4 readings for the 4 weeks of the course; note that TED talks used in the course are available from [www.ted.com](http://www.ted.com) (can search by title or speaker)
* Getting to Know You Activities Week 1 Sub Folder: contains various getting to know you and ice breaker activities, both for in-person and virtual use
* Grammar Focus Activities: For use in weeks 1 and 3 (labelled accordingly); when to use each is specified in course overview document; suggested songs for lyric activities

are available on YouTube

* Intro Follow up Activities Sub Folder: contains introductory and follow up activities for each reading and TED talk used in the course; labelled with the week they will be used
* Vocabulary lists and practice links: links lead to practice activities created and stored in vocabulary.com; lists can be used to create further vocab expansion activities in class if desired
* Additional instructional materials, if needed

Specs Rubrics Sub Folder contains:

* specifications for each of the assignments in the course: labelled with the week they are to be presented to the students (LS assignment has a combined specification and rubric document)
* rubrics for each of the assignments in the course: labelled with the week they are to be presented to the students
* a pacing guide for the project, to assist in spacing out the work appropriately

Additional info:

* lists of idioms of the various categories (for example, animal idioms) can be found with a google search
* the app for idiom Pictionary can be found at [www.drawsaurus.org](http://www.drawsaurus.org)
* the Hear the Lyrics game is a listening exercise, wherein students hear the song, or part of the song, and then have to fill in some missing lyrics. It works well as a type of gap fill or cloze test. You can access lyrics through AZlyrics or another such site, then use a cloze test generator or, alternatively, gap certain phrases manually; could also create quizzes in an app such as Kahoot!
* song videos, with and without written lyrics, can be found on YouTube
* you can search YouTube by artist to find additional songs to go along with the “feature” song used for the grammar focus activity
* tips for giving a successful presentation can also be found online and can be adjusted to your specific context/requirements
* for impromptu speaking practice, it is suggested that students speak for 2-3 minutes on the given topic, or other topics of the instructor’s choosing

