Introduction
This pack contains the instructional guidance materials for Level 102. While great care has been taken to ensure the accuracy and validity of the items, there is always the possibility of unforeseen change. With that in mind, please note your Academic Coordinator will provide you with any updates or modifications. Please feel free to contact them directly with any concerns or questions you may have.
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Course Syllabus

Course Title
English Language Level 102

Course Code
ELI 102

Course Prerequisite
Successful completion of ELI 101 or an Oxford Online Placement Test score corresponding to high beginner proficiency level.

Credits
There are two credits for this course. Successful completion of ELI 102 is the prerequisite for taking ELI 103. Successful completion of 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 Waystage 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 level on the Common European Framework of Reference for Languages (CEFR), developing social language functions such as greeting people, asking about work and free time, and making invitations.

Course Objectives
The course is intended to accomplish its goal in one full academic module of seven weeks through developing students’ language skills to:
1. Read and understand simple texts and a range of high frequency vocabulary* in context. (READING)
2. Follow short spoken texts on familiar topics** in which speech is slowly and carefully articulated. (LISTENING COMPREHENSION)
3. Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar matters. ** (SPEAKING)
4. Write simple cohesive paragraphs on familiar topics using appropriate vocabulary*. (WRITING)
5. Demonstrate some control of everyday high frequency* vocabulary and essential grammatical structures allowing for occasional inconsistencies. (USE OF ENGLISH)

Student Learning Outcomes (SLOs)
Student Learning Outcomes (SLOs) are descriptions of what students will know or be able to do with the language as a result of instruction. A student learning outcome is written in terms of observable and measurable language skills. The table below lists the SLOs according to their Macro skills.
### Speaking
- Can provide and ask for information on personal details (e.g., family, educational background, job, possessions) and what people do at work and in free time.
- Can ask for information and make simple transactions in restaurants, cafes and shops without undue effort.
- Can check and pass on times (using half past, quarter, five, ten, twenty, twenty five, to/past and about) and dates.
- Can provide and ask for factual and personal information about past events / activities.
- Can check and correct specific information about the world and past events.
- Can tell a story or describe something in a simple list of points.
- Can check and pass on straightforward factual information on practical demands and handle quantities, numbers and prices with sufficient ease.
- Can make and respond to polite forms of invitations/offers and suggestions using a limited range of common expressions.
- Can make and respond to a range of requests in familiar situations.
- Can describe and compare self and others, places and things in brief statements. *(e.g., physical appearance, clothes, feelings, present activity)*
- Can ask about and indicate possession of objects, using possessive adjectives, possessive pronouns, whose is this / whose are these.

### Listening
- Can infer relevant general and specific information from a very short conversation.
- Can record essential information from short oral passages dealing with predictable everyday matters (e.g., personal details, preferences, travel, places, time and date, numbers and prices).
- Can follow short monologues about familiar topics with visual support and identify which pictures are being referred to.

### Reading
- Can scan a short simple text to identify (and note down) specific relevant information pertaining to people, routines, pastimes and places.
- Can actively read to find out and exchange specific factual details from short articles describing pastimes, events and places.
- Can preview short simple texts to identify topic, main idea and general organisation.

### Writing
- Can write short simple emails providing and asking for personal information (e.g., about family, people, possessions and local environment) incorporating correct spelling and punctuation.
- Can write a series of simple sentences providing information about their own and others’ habits, routines and preferences.
- Can produce drafts and a revised final draft of a cohesive analytical paragraph describing the essential features of a job.
- Can write sentences using so and because to show reason and result, with correct punctuation.
- Can use a/an, the or no article appropriately with familiar countable and uncountable nouns.
- Can begin the process of planning writing by generating ideas on a familiar topic through freewriting.
- Can revise writing by understanding and implementing peer and instructor feedback and by checking own writing for simple mechanical and grammatical mistakes.

### Vocabulary and Grammar
- Can demonstrate control of a limited number* of prepositions and time expressions such as in the morning, on Sunday evening, in summer, at weekends, 3 hours ago.
Main Course Textbook and Materials
The core textbook is Soars, John and Liz, (2011), *New Headway Plus Elementary, Special Edition*, Oxford University Press with the following support resources:

- Workbook with DVD-ROM.
- Supplemental Elementary Speaking Materials.
- Supplemental Elementary Writing Pack for additional writing support.
- Learning Management System (LMS): Refer to the Independent Practice Section below.
  - IMPORTANT NOTE: This resource was written for the original version of New Headway, NOT the special edition. Therefore, if you do wish to use any of these resources with your students, you are urged to take the utmost care in ensuring that the materials you plan to use do not contain any culturally inappropriate material.
- Teacher’s Book – Progress Tests and Stop and Checks

Materials for the Supplementary Reading Program
There is one classroom reader available for instructors to use for this level.

- Journey to the Center of the Earth
  - The text is available for download from the ELI website. [http://eli.kau.edu.sa/Pages-ins-resources-level-2-ar.aspx](http://eli.kau.edu.sa/Pages-ins-resources-level-2-ar.aspx)

Materials for the Supplementary Writing Program
The core materials for the supplementary writing program are:

- Writing Pack
  - Instructors are provided a copy from their Academic Coordinator.
  - Students should purchase a copy from al Shegery Bookstores.
- Teacher Notes
  - Instructors are provided a copy from their Academic Coordinator.

Instructor Generated Materials
Faculty are encouraged and expected to utilize appropriate instructor generated material to facilitate achievement of the learning outcomes. Great care needs to be taken to ensure all material is culturally appropriate.

Course Length and Pacing
Please refer to the Pacing Guide below for details on content coverage and instructional time available.
Description of Supplementary Programs
The Supplementary Programs are designed to enhance and further support student achievement of SLOs by providing targeted and measured support in areas of focus not covered by the main course book alone. A total of 20% of students’ grades are based on their performance in each supplementary program. The details of the numerical breakdown can be found in the Assessment section below.

Reading
The focus of the Reading Program is to encourage positive reading habits in students. It consists of a number of instructor led sessions in which students discuss the assigned graded reader for the course, spend a portion of the time engaged in silent guided reading, read additional portions of the texts outside the class, and share their reactions to what they have read. Details for each instructional session can be found below in the Supplementary Reading Program section.

Writing
The focus of the Writing Program is to develop student’s composition skills through a process approach. Students will be asked to work on producing one text, will be guided through the stages in the writing process and will produce two initial drafts and a final draft. Materials in the Writing Pack will be used and full details of which exercises need to be completed each week (and approximate estimates of instructional time that should be allocated to these) are given below in the Pacing Guide and in the Supplementary Writing Program sections below.

Speaking
Students will receive training and practice in performing similar speaking tasks to the tasks they will be asked to perform in the final speaking exam. They will receive feedback on their performance. Further details and sample practice test materials are available in the Supplementary Speaking Program section below.

Independent Practice
In order to reinforce and consolidate work from the Student’s Book and subsequent SLO achievement, students are assigned a number of pages to complete from the Workbook. Details are available below in the Independent Practice section below.
Assessment Overview
Student achievement is measured from a variety of assessment perspectives, including:

<table>
<thead>
<tr>
<th>Assessment Component</th>
<th>Percent of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer-Based Mid-Module Examination</td>
<td>20%</td>
</tr>
<tr>
<td>Computer-Based Final Examination</td>
<td>40%</td>
</tr>
<tr>
<td>One Speaking Examination</td>
<td>10%</td>
</tr>
<tr>
<td>One Writing Examination</td>
<td>10%</td>
</tr>
<tr>
<td>Supplementary Reading Program</td>
<td>5%</td>
</tr>
<tr>
<td>Supplementary Writing Program</td>
<td>5%</td>
</tr>
<tr>
<td>Supplementary Speaking Program</td>
<td>5%</td>
</tr>
<tr>
<td>Independent Practice</td>
<td>5%</td>
</tr>
</tbody>
</table>

Description of Summative Assessment Components

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

Speaking Examination
- Content: Simple oral communication using high frequency vocabulary and basic sentence structures for this level.
- Format:
  - Interview
  - Transactional role-play
    - Ordering food from a menu
    - Buying an item from a shop
  - Picture description
- Frequency: One per module.

Writing Examination
- Content: One cohesive analytical/informational paragraph utilizing:
  - facts
  - opinions
  - appropriate introduction
  - appropriate mechanics and accuracy
- Frequency: Once per module

Computer-Based End-of-Module Examination
- Content: Listening & Reading Comprehension, Grammar Usage, Vocabulary
- Format: Multiple Choice Questions (MCQs).
- Frequency: One at end of module.
Pacing Guide

Introduction
This guide is a tool for curriculum guidance, focusing on achievement of Student Learning Outcomes (SLOs). It is designed on a weekly basis, specifying available materials and providing instructors with a degree of flexibility, allowing ample class time for language practice, and for the incorporation of relevant supplementary materials to facilitate SLO achievement. It also emphasizes regular Learner Training as an essential component of the learning process.

Several SLOs are repeated multiple times throughout the course for practice, development, recycling and consolidation. While there are fewer individual SLOs for receptive skills, these SLOs are repeated several times throughout the course, and it is important that instructors give their learners sustained instruction in and practice of reading and listening skills. Where SLOs are repeated, a reference is made to other parts of the course book & pacing guide where they appear.

Some cells in the pacing guide feature two or more SLOs listed together. This is because the listed pages of the course book in those cells feature activities addressing different skills and areas of knowledge. This reflects the integrated nature of language inherent in the course book materials. If we take a reading passage as an example, typically, learners will usually be asked to read the passage more than once and with each reading, students will read for a different purpose and do a different kind of task which requires a different type of reading skill (for example, reading for gist the first time, then scanning to find specific information, then reading and deducing the meaning of new vocabulary from the context). In all cases course book page reference numbers are given and sometimes the specific exercises that pertain to a particular SLO are given.

Writing SLOs (which are assessed as part of the Supplementary Writing Program) are listed separately in the Assignments section.

Communicative learning outcomes
The SLOs for the productive skills have been developed so that they (in most cases) express a communicative outcome as opposed to a purely linguistic outcome. However, please bear in mind that 60% of students’ grades will come from the mid-module and end of module exams, in which they will be assessed on grammar and vocabulary knowledge (as well as reading and listening comprehension). Therefore, it is important that the students have been taught the grammatical structures covered in the course book pages listed in the pacing guide, as these will appear in the exams. The vocabulary they will be tested on will be taken from the Word Lists for each level (available at the end of this document).

Key language point(s) to be covered
The main language point focused on in speaking and writing SLOs is listed (please refer also to the course book page reference given).
### Unit SLOs

<table>
<thead>
<tr>
<th>Unit</th>
<th>SLO</th>
<th>Key language points to be covered:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>SLO - Can provide and ask for information on personal details (e.g., family, educational background, job, possessions) and what people do at work and in free time. (course objectives supported: 3 &amp; 5)</td>
<td><strong>Verb</strong> to be, <strong>subject</strong>+<strong>possessive pronouns</strong>, <strong>wh- questions</strong> and <strong>yes/no with to be</strong> – biographical info</td>
</tr>
<tr>
<td></td>
<td>SLO - Can scan a short simple text to identify specific relevant information pertaining to people, routines, pastimes and places. (course objectives supported: 1) - Can write short simple emails providing and asking for personal information (e.g., about family, people, possessions and local environment) incorporating correct spelling and punctuation. (exercise 5 p. 16) (course objectives supported: 4 &amp; 5)</td>
<td><strong>Opening salutation</strong> and close, simple sentences: I study + subject + at + place, I live + in + place, Place + is + simple adjectives of opinion, and/but</td>
</tr>
<tr>
<td>2</td>
<td>SLO - Can ask for information and make simple transactions in restaurants, cafes and shops without undue effort. (course objectives supported: 3 &amp; 5) - Can check and pass on straightforward factual information on practical demands and handle quantities, numbers and prices with sufficient ease. (course objectives supported: 3 &amp; 5)</td>
<td><strong>Requests/ordering:</strong> Can I have a . . . ? Here you are. Anything else? saying prices, How much is . . . ; How much is that?</td>
</tr>
<tr>
<td>3</td>
<td>SLO - Can provide and ask for information on personal details (e.g., family, educational background, job, possessions) and what people do at work and in free time. (repeated from week 1 unit 2, p. 12-13) (course objectives supported: 3 &amp; 5) - Can write a series of simple sentences providing information about their own and others’ habits, routines and preferences. (course objectives supported: 4 &amp; 5)</td>
<td><strong>Present simple</strong> – he/she/it, <strong>questions</strong> and negatives, pronoun + is + a + job, <strong>subject</strong>+<strong>possessive pronouns</strong>, <strong>biographical info questions</strong>: <strong>wh questions</strong> and <strong>yes/no questions with to be</strong>, <strong>wh questions</strong> and <strong>yes/no questions with auxiliary do/does + verb</strong></td>
</tr>
</tbody>
</table>

### Notes to Instructor

Instruction is to begin immediately from the start of the module. Instructors are asked to follow the pacing guides regardless of the number of students that attend. Students should be informed of this expectation when they arrive to the class. Students that are absent should be encouraged to make arrangements to receive support during their instructor’s normal office hours to enable them to catch up on any missed classwork.
<table>
<thead>
<tr>
<th>Unit</th>
<th>SLOs</th>
<th>Student's Book</th>
<th>Independent Practice: Workbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>SLO - Can scan a short simple text to identify (and note down) specific relevant information pertaining to people, routines, pastimes and places. (repeated from week 1 unit 2, p. 16-17) (course objectives supported: 1)</td>
<td>p. 24-25</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>SLO - Can infer relevant general and specific information from a very short conversation. (course objectives supported: 2)</td>
<td>p. 25</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>SLO - Can check and pass on times (using half past, quarter, five, ten, twenty, twenty five, to/past and about) and dates. (course objectives supported: 3 &amp; 5) Key language points to be covered: Excuse me, Can you tell me the time, please? It's + time, I'm sorry. I don't know.</td>
<td>p. 27</td>
<td>p. 19</td>
</tr>
<tr>
<td>4</td>
<td>SLO - Can scan a short simple text to identify (and note down) specific relevant information pertaining to people, routines, pastimes and places. (repeated from unit 3) (course objectives supported: 1)</td>
<td>p. 28-29, 32-33</td>
<td>p. 21</td>
</tr>
<tr>
<td>4</td>
<td>SLO - Can infer relevant general and specific information from a very short conversation. (repeated from unit 3) (course objectives supported: 2)</td>
<td>p. 33 (ex. 6)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>SLO - Can provide and ask for information on personal details (e.g. family, educational background, job, possessions) and what people do at work and in free time. (repeated from unit 3) (course objectives supported: 3 &amp; 5) Key language points to be covered: Present simple questions with Where What Why Who / yes/no questions about daily routines (both with verb to be and auxiliary verb do/does + verb), subject verb agreement in present simple, adverbs of frequency (word order), like + verb+-ing, vocabulary for routine and leisure activities. Why? Because...</td>
<td>p. 29-31, 34</td>
<td>p. 22-24</td>
</tr>
</tbody>
</table>

### Supplementary Program

<table>
<thead>
<tr>
<th>LMS Orientation Session</th>
<th>Your Academic Coordinator will provide you with further details.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking Session One</td>
<td>See Supplementary Speaking Program Guide below.</td>
</tr>
<tr>
<td>Reading Session One</td>
<td>See Supplementary Reading Program Guide below.</td>
</tr>
</tbody>
</table>

### Notes to Instructor

Enjoy your teaching. Please feel free to contact your Academic Coordinator with any questions or concerns you might have.
### Instructional Week 3
February 9th to 13th

<table>
<thead>
<tr>
<th>Unit</th>
<th>SLOs</th>
<th>Student’s Book</th>
<th>Independent Practice: Workbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td><strong>SLO</strong>&lt;br&gt;- Can provide and ask for factual and personal information about past events / activities.&lt;br&gt;(course objectives supported: 3 &amp; 5)&lt;br&gt;<strong>Key language points to be covered:</strong>&lt;br&gt;Past simple – regular and irregular verbs, questions about the past with did/was/were, pronunciation of –ed endings - /t/, /d/, /id/, time expressions with last and yesterday</td>
<td>p. 52-55</td>
<td>p. 37-39</td>
</tr>
<tr>
<td>7</td>
<td><strong>SLO</strong>&lt;br&gt;Can actively read to find out and exchange specific factual details from short articles describing pastimes, events and places.&lt;br&gt;(course objectives supported: 1)</td>
<td></td>
<td>p. 56-57</td>
</tr>
</tbody>
</table>

**Supplementary Program**

- **Writing Session One**
  - See Supplementary Writing Program Guide below.

- **Writing Session Two**
  - See Supplementary Speaking Program Guide below.

- **Reading Session Two**
  - See Supplementary Reading Program Guide below.

**Notes to Instructor**

Please note that it is recommended that the two SLOs be covered at the beginning of the week (as they may be included in the Mid-Module exam) so as to ensure that the students receive sufficient time for practice and consolidation of these points. Writing Program sessions 1 and 2 and Reading Session 2 should be scheduled in the second half of the week.

The Mid-Module exam will take place on **Saturday 15th of February**. The exam will cover materials instructed up to and including week three.

Please feel free to contact your Academic Coordinator with any questions or concerns you might have.
<table>
<thead>
<tr>
<th>Unit</th>
<th>SLOs</th>
<th>Student’s Book</th>
<th>Independent Practice: Workbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td><strong>SLO</strong>&lt;br&gt;- Can check and correct specific information about the world and past events. (course objectives supported: 3 &amp; 5)&lt;br&gt;<strong>Key language points to be covered:</strong>&lt;br&gt;past simple negatives</td>
<td>p. 60-62</td>
<td>p. 42-43</td>
</tr>
<tr>
<td></td>
<td><strong>SLO</strong>&lt;br&gt;- Can tell a story or describe something in a simple list of points. (exercise 7)&lt;br&gt; (course objectives supported: 3 &amp; 5)&lt;br&gt;- Can provide and ask for factual and personal information about past events / activities. (exercise 6) (SLO repeated from unit 7) (course objectives supported: 3 &amp; 5)&lt;br&gt;- Can demonstrate control of a limited number of prepositions and time expressions such as in the morning, on Sunday evening, in summer, at weekends, 3 hours ago. (course objectives supported: 5)&lt;br&gt;<strong>Key language points to be covered:</strong>&lt;br&gt;When did you + verb? Time expressions with in/on/at; time period + ago</td>
<td>p. 63</td>
<td>p. 43</td>
</tr>
<tr>
<td>8</td>
<td><strong>SLO</strong>&lt;br&gt;- Can record essential information from short oral passages dealing with predictable everyday matters (e.g. personal details, preferences, travel, places, time and date, numbers and prices). (course objectives supported: 2)</td>
<td>p. 64</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td><strong>SLO</strong>&lt;br&gt;- Can check and pass on times (using half past, quarter, five, ten, twenty, twenty five, to/past and about) and dates. (repeated from week 2 unit 3 p. 27) (course objectives supported: 3 &amp; 5)&lt;br&gt;<strong>Key language points to be covered:</strong>&lt;br&gt;ordinal numbers: first-thirty first, months, dates, years</td>
<td>p. 65</td>
<td>p. 46</td>
</tr>
</tbody>
</table>

**Supplementary Program**

<table>
<thead>
<tr>
<th>Instructional Items</th>
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</thead>
<tbody>
<tr>
<td><strong>Writing Session Three</strong></td>
</tr>
<tr>
<td><strong>Speaking Session Two</strong></td>
</tr>
</tbody>
</table>

**Notes to Instructor**

Enjoy your teaching. Please feel free to contact you Academic Coordinator with any questions or concerns you might have.
### Instructional Week 5  
**February 23rd to 27th**

<table>
<thead>
<tr>
<th>Unit</th>
<th>SLOs</th>
<th>Student's Book</th>
<th>Independent Practice: Workbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>SLO</td>
<td>p. 66-69</td>
<td>p. 50-52</td>
</tr>
</tbody>
</table>
|      | - Can check and pass on straightforward factual information on practical demands and handle quantities, numbers and prices with sufficient ease. (SLO repeated from week 1, unit 2) (course objectives supported: 3 & 5)  
- Can tell a story or describe something in a simple list of points. (RECIPE) p. 69 EX. 4 (SLO repeated from week 3, unit 8) (course objectives supported: 3 & 5) |
|      | Key language points to be covered:  
countable /uncountable nouns, much/many/a/an/ some/any/a lot of; imperatives (to give instructions), food preparation verbs: chop, fry, boil, mix, add etc. |             |                               |
| 9    | SLO  | p. 67-68       |                               |
|      | Can make and respond to polite forms of invitations/offers and suggestions using a limited range of common expressions. (course objectives supported: 3 & 5)  
I like/I'd like; Would you like...? What would you like? a /some + noun |
| 9    | SLO  | p. 70-71       |                               |
|      | - Can preview short simple texts to identify topic, main idea and general organization. (Ex. 2 & 3) (course objectives supported: 1)  
- Can scan a short simple text to identify (and note down) specific relevant information pertaining to people, routines, pastimes and places. (SLO repeated from week 2 unit 4, p. 28-29, 32-33) (course objectives supported: 1) |
| 9    | SLO  | p. 72          |                               |
|      | - Can follow short monologues about familiar topics with visual support and identify which pictures are being referred to.  
- Can record essential information from short oral passages dealing with predictable everyday matters (e. g. personal details, preferences, travel, places, time and date, numbers and prices). (SLO repeated from week 3 unit 8, p. 64)(course objectives supported: 2) |
| 9    | SLO  | p. 73          | p. 52                         |
|      | - Can make and respond to a range of requests in familiar situations. (course objectives supported: 3 & 5)  
**Key language points to be covered:**  
Requesting: Could you / Can you + verb please? Can I / Could I have...? please?  
Responding: Do you want X or Y? Yes, of course. Here you are. That's $2. 50 |

### Supplementary Program  
**Instructional Items**

| Writing Session Four | See Supplementary Writing Program Guide below. |
| Reading Session Three | See Supplementary Reading Program Guide below. |

### Notes to Instructor

Enjoy your teaching. Please feel free to contact your Academic Coordinator with any questions or concerns you might have.
### Instructional Week 6

**March 2nd to 6th**

<table>
<thead>
<tr>
<th>Unit</th>
<th>SLOs</th>
<th>Student’s Book</th>
<th>Independent Practice: Workbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td><strong>SLO</strong>&lt;br&gt;- Can describe and compare self and others, places and things in brief statements. <em>(course objectives supported: 3 &amp; 5)</em>&lt;br&gt;<strong>Key language points to be covered:</strong>&lt;br&gt;Comparative + superlative adjectives + have/ have got. Vocabulary: Simple adjectives describing: 1. life in the city/countryside, 2. Hotels, 3. People (personality &amp; physical appearance)</td>
<td>p. 74-77</td>
<td>p. 54-56</td>
</tr>
<tr>
<td>10</td>
<td><strong>SLO</strong>&lt;br&gt;- Can preview short simple texts to identify topic, main idea and general organisation. (Ex. 2) (SLO repeated from week 4 unit 9, p. 70-71)&lt;br&gt;- Can scan a short simple text to identify (and note down) specific relevant information pertaining to people, routines, pastimes and places. (Ex. 3) (SLO repeated from week 4 unit 9, p. 70-71)&lt;br&gt;- Can actively read to find out and exchange specific factual details from short articles describing pastimes, events and places. (Ex. 4) (SLO repeated from week 3 unit 7, p. 56-57) <em>(course objectives supported: 1)</em></td>
<td>p. 78-79</td>
<td>p. 58</td>
</tr>
<tr>
<td>11</td>
<td><strong>SLO</strong>&lt;br&gt;- Can describe* and compare self and others, places and things in brief statements. **(SLO repeated from unit 10) <em>(course objectives supported: 3 &amp; 5)</em>&lt;br&gt;<strong>Key language points to be covered:</strong>&lt;br&gt;Simple adjectives describing physical appearance, items of clothing, verbs for everyday actions, present continuous –positive/negative &amp; interrogative sentences; In my picture + subject + verb</td>
<td>p. 82-84</td>
<td>p. 59-61, 63</td>
</tr>
<tr>
<td>11</td>
<td><strong>SLO</strong>&lt;br&gt;- Can ask about and indicate possession of objects, using possessive adjectives, and possessive pronouns, whose, and this / these. <em>(course objectives supported: 3 &amp; 5)</em>&lt;br&gt;<strong>Key language points to be covered:</strong>&lt;br&gt;Whose is the/ this + noun. Whose are the/these + noun? Possessive adjectives (my, your) Possessive pronouns (mine, yours)</td>
<td>p. 84-85</td>
<td>p. 62-63</td>
</tr>
</tbody>
</table>

### Supplementary Program Instructional Items

<table>
<thead>
<tr>
<th>Supplementary Program</th>
<th>Instructional Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking Session Three</td>
<td>See Supplementary Speaking Program Guide below.</td>
</tr>
<tr>
<td>Reading Session Four</td>
<td>See Supplementary Reading Program Guide below.</td>
</tr>
</tbody>
</table>

### Notes to Instructor

Enjoy your teaching. Please feel free to contact your Academic Coordinator with any questions or concerns you might have.
### Instructional Week 7

#### March 9th to 13th

<table>
<thead>
<tr>
<th>Unit</th>
<th>SLOs</th>
<th>Student’s Book</th>
<th>Independent Practice: Workbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>SLO</td>
<td></td>
<td>p. 89</td>
</tr>
<tr>
<td></td>
<td>- Can ask for information and make simple transactions in restaurants, cafes and shops without undue effort. (SLO repeated from week 1 unit 2, p. 18-19) (course objectives supported: 3 &amp; 5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Key language points to be covered:</strong> Requests; items of clothes; changing rooms. Can I help you? I’m looking for a + adjective + noun. What colour are you looking for? Can I try it on? A bit too big. Have you got a smaller size? What about this one? Do you like this? How much is it? I’ll take it.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>SLO: Can actively read to find out and exchange specific factual details from short articles describing pastimes, events and places. (SLO repeated from week 5 unit 10) (course objectives supported: 1)</td>
<td>p. 94-95</td>
<td></td>
</tr>
</tbody>
</table>

#### Supplementary Program Instructional Items

| Reading Session Five | See Supplementary Reading Program Guide below. |
| Speaking Session Four | See Supplementary Speaking Program Guide below. |
| End of Module Review |                                           |

### Notes to Instructor

The Final Exam will be held on **Saturday the 15th of March**. The exam will cover materials instructed up to and including week seven.

In addition, both the speaking and writing exams will take place this week. Further information regarding them will be provided by your coordinator. Please feel free to contact your Academic Coordinator with any questions or concerns you might have.

Speaking Session 4 and Reading Session 5 should be conducted in the first half of week Instructional Week 7, and then final grades for all supplementary programs should be entered on the spreadsheet shortly afterward.
Supplementary Reading Program

**Session 1 – Introducing the Text**
Here the teacher introduces the text to the students. The purpose is to set the scene, create anticipation, etc. The instructor can read aloud part of the opening chapter or set silent guided reading. Instructors should provide student focused motivation for reading by prompting students with questions that direct their attention to the important points in the text, preventing them from going off along a false track. There should be follow up with discussion and speculation.

**Session 2 - 4 – Exploring the Text Further**
In these sessions the instructor leads a discussion with students about their answers/findings to the questions raised in the previous lesson. Following this there is a wider discussion regarding what was read. Instructors should deal with any challenges students faced when reading the text, discuss the predictions made initially in previous sessions and make other predictions in the light of new evidence. Finally, instructors set the reading task for students to complete outside of class along with a set of reading questions to provide focus.

**Session 5 – Responding to the Text**
After an instructor led discussion with students regarding their final reading task, instructors offer the students an opportunity to share their overall response either in written or oral form.

**Suggested Reading Task Schedule**
Instructional support material is available for all stages. Tasks are specific to each portion of the text and are detailed in the table below.

**Level 102 – Journey to the Centre of the Earth**

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Task</th>
<th>Reader pages</th>
<th>Suggest Reader Activities</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Before Reading</td>
<td>N/A</td>
<td>Before Reading Activities</td>
<td>To be completed with students in order to raise interest in the texts and predict content.</td>
</tr>
<tr>
<td></td>
<td>Silent guided reading in class</td>
<td>p. 1-2</td>
<td></td>
<td>Students should look at the questions before reading in order to provide greater motivation for the task. Questions should be answered in class with the teacher present at the beginning of the next lesson.</td>
</tr>
<tr>
<td></td>
<td>Assigned reading outside of class</td>
<td>p. 3 – 5</td>
<td>p. 6 &amp; 7</td>
<td></td>
</tr>
</tbody>
</table>

| Session 2 | Silent guided reading in class | p. 8 - 9 | | Students should look at the questions before reading in order to provide greater motivation for the task. Questions should be answered in class with the teacher present at the beginning of the next lesson. |
|           | Assigned reading outside of class | p. 10 - 11 | p. 12 - 13 | |

| Session 3 | Silent guided reading in class | p. 14 - 17 | p. 18-19 | The activities can be completed in class and help students check their understanding of the text and predict the content of the next chapter. |
|           | Assigned reading outside of class | p. 20-23 | p. 24-25 | |

| Session 4 | Silent guided reading in class | p.26-29 | p. 30-31 | The activities can be completed in class and help students check their understanding of the text and predict the content of the next chapter. |
|           | Assigned reading outside of class | p.32-37 | | |

| Session 5 | Consolidation of Story | p. 38-39 | | These lessons are to consolidate learning and offer students an opportunity to react to the text. |
Scoring Rubric
Students are given a score for their work in the Reading Program in two areas: attendance & preparation and completion of assignments, using the rubric below.

Instructors should keep a record of the student’s attendance for each Reading Lesson, in order to assign the appropriate score for attendance at the end of the module (as per the rubric below).

Instructors should inform students that they are required to bring the readers to each session in order to complete the assigned tasks. Failure to do so will result in an automatic reduction of marks for completion of assignments (even if the student has attended) as per the rubric below.

<table>
<thead>
<tr>
<th>Attendance</th>
<th>0 marks</th>
<th>1 marks</th>
<th>3 marks</th>
<th>5 Marks</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>No reading lessons were attended.</td>
<td>One to two reading lessons were attended.</td>
<td>Three to four reading lessons were attended.</td>
<td>All reading lessons were attended.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Completion of Assignments</th>
<th>0 marks</th>
<th>1 marks</th>
<th>3 marks</th>
<th>5 Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>No reading assignments were done.</td>
<td>Little of the instructor-provided material is present and complete.</td>
<td>Most of the instructor-provided material is present and complete.</td>
<td>All instructor-provided material is present and complete.</td>
<td></td>
</tr>
</tbody>
</table>

Total out of 10

Divide by 2 for final mark

* “Assignments” refers to assigned readings and activities done either in class or outside of class
## Writing Tasks Basic Specifications

<table>
<thead>
<tr>
<th>Level</th>
<th>Text Type</th>
<th>Basic Specifications</th>
<th>Areas of focus</th>
<th>Functions / Genre Type</th>
<th>Writing Task Prompts</th>
</tr>
</thead>
<tbody>
<tr>
<td>102</td>
<td>Paragraph around 50 Words</td>
<td>Topic sentence and supporting details</td>
<td>Paragraph structure, cohesion of ideas</td>
<td>Describing a job &amp; expressing preferences</td>
<td>*See Below</td>
</tr>
</tbody>
</table>

### Writing Task Prompts
Write a paragraph about:
1. A job you want to have in the future
2. A job someone you know has
3. A job you would not like

### Students’ Materials
Students are expected to purchase the Writing Pack from the University bookstore (Al Shegery). It contains a complete set of materials for levels 101 to 104.

Additional printable worksheets for writing their drafts are available in the Writing Pack Teacher’s book. Students should keep their drafts together in a separate Writing Portfolio Folder. A simple two-hole punch folder is preferred. Students must keep all of their work from all levels in this folder during their length of study at the ELI. This will help their teachers be familiar with their long term development as writers and the areas of focus for improvement.

### Teachers’ Materials and Instructional Notes
The Teacher’s Book provides detailed instructional guides for both the process writing approach in general and for each specific lesson. Teachers should refer to their academic coordinators for a copy of the Teacher’s Book and instructional copy of the Writing Pack.

Please note that the answer keys in the Teacher’s Book may not always match. This is as a result of the modification to the material in order to ensure cultural appropriateness. Also, some of the page numbers in the writing pack may not match the page numbers in the Teachers Book. The exercise numbers (and headings), however, do match, so use these for guidance.

Also, teachers are reminded to be flexible in the application of the materials. Utilizing their developed professional discretion, they may need to supplement or add further support in order to ensure effective learning.

For levels 101 and 102 there is specific support on mechanics and orthography, as well as simple sentence structure, available for teachers in the form of a selection of downloadable worksheets from the ELI website on the Teachers Resource page (http://eli.kau.edu.sa/Pages-ins-resources-en.aspx).

The password for these files is: eli2013.
<table>
<thead>
<tr>
<th>Ses #</th>
<th>SLOs</th>
<th>Instructional Description</th>
<th>Writing Pack pp.</th>
<th>Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>- Can begin the process of planning writing by generating ideas on</td>
<td>Getting Started</td>
<td>14-17</td>
<td>Idea List</td>
</tr>
<tr>
<td></td>
<td>a familiar topic through freewriting.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>- Can write a series of simple sentences providing information</td>
<td>Preparing Your Writing</td>
<td>18-20</td>
<td>First Draft</td>
</tr>
<tr>
<td></td>
<td>about their own and others’ habits, routines and preferences.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Can produce drafts and a revised final draft of a cohesive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>analytical paragraph describing the essential features of a job.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Can use a/an, the or no article appropriately with familiar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>countable and uncountable nouns.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>- Can write a series of simple sentences providing information</td>
<td>Revising Your Writing</td>
<td>21-24</td>
<td>Second Draft</td>
</tr>
<tr>
<td></td>
<td>about their own and others’ habits, routines and preferences.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Can produce drafts and a revised final draft of a cohesive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>analytical paragraph describing the essential features of a job.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Can write sentences using so and because to show reason and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>result, with correct punctuation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Can use a/an, the or no article appropriately with familiar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>countable and uncountable nouns.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Can revise writing by understanding and implementing peer and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>instructor feedback and by checking own writing for</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>simple mechanical and grammatical mistakes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>- Can produce drafts and a revised final draft of a cohesive</td>
<td>Editing Your Writing</td>
<td>25-27</td>
<td>Final Draft</td>
</tr>
<tr>
<td></td>
<td>analytical paragraph describing the essential features of a job.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Can write sentences using so and because to show reason and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>result, with correct punctuation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Can use a/an, the or no article appropriately with familiar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>countable and uncountable nouns.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Can revise writing by understanding and implementing peer and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>instructor feedback and by checking own writing for simple</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>mechanical and grammatical mistakes.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Scoring Rubric**

Students are given a score for writing progress based on their performance in two areas: growth and development and attendance and completion of assignments. For Growth and Development Instructors can assess how well students have applied what they have learnt from the language input activities during the course of the program to their subsequent drafts (and may refer to the checklists in the writing pack for this purpose). In addition, instructors are asked to use their own professional judgment to assess how well the students have taken on board the additional feedback they have received from their instructor and how much they have improved their writing from first to final draft. The rubric below is to be used in order to determine the mark.

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>3</th>
<th>5</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Growth and Development</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Clear and abundant evidence of growth and development in the course of the module.</td>
</tr>
<tr>
<td>No writing assignments were produced.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Little evidence of growth and development in the course of the module.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some evidence of growth and development in the course of the module.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Attendance and Completion of Assignments</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>All drafts (and all instructor-provided materials) are present and complete.</td>
</tr>
<tr>
<td>No writing assignments were produced.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Only one draft (and a few instructor-provided materials) are present and complete.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two drafts (and most instructor-provided materials) are present and complete.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Final score (out of 5 - total divided by 2)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Supplementary Speaking Program

General guidelines for lesson(s)
At the start of the lesson explain to the class that in this speaking session they will receive practice in answering the sorts of questions they may be asked in the final speaking exam. Tell them that they will also receive a grade for their completion of the speaking tasks (not the quality of their performance but how hard they worked and whether they did the work). Instructors may choose to show their students the grading rubric to be used.

Detailed on plans and supporting materials are available for each lesson on the KAU website (http://eli.kau.edu.sa/Pages-ins-resources-en.aspx).

Scoring Rubric
Please use the rubric below for determining the mark for your students’ speaking assessment, reflecting their attendance and task completion. Instructors should grade students’ attendance and level of participation in each session and enter those grades into the Record of Supplementary Program Grades spreadsheet. The spreadsheet will automatically calculate the final score.

<table>
<thead>
<tr>
<th>Task completion</th>
<th>0</th>
<th>1</th>
<th>3</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student did not attempt any speaking</td>
<td>Student participated minimally and only</td>
<td>Student participated and completed over</td>
<td>Student actively participated* and</td>
</tr>
<tr>
<td></td>
<td>tasks assigned.</td>
<td>completed very little of the work</td>
<td>half of the work assigned.</td>
<td>completed all or nearly all of the work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>assigned.</td>
<td></td>
<td>assigned.</td>
</tr>
</tbody>
</table>

* “Actively participated” – means pushed themselves to speak for the assigned time, and provided peer feedback when requested. It does not refer to how well the student performed linguistically while completing the task.
Independent Practice

Instructions for teachers
The items found under the column “Independent Practice: Workbook” for each week of the Pacing Guide serve as the basis for the five marks allotted to Independent Practice. Instructors are kindly asked to follow the guidelines below in implementing this portion of student assessment.

1. Students must complete the work on their own, either in class or at home.
2. In order to ensure that students complete the work themselves, teachers should check that students’ workbooks are unused and they have not yet completed any of the assigned activities. Any student who is using a used workbook, should be informed that they will receive a zero (0) mark, as it is impossible to ensure they in fact completed the work themselves.
3. Teachers should check that students have completed the assignments, keep a record of their completion and provide appropriate feedback.
4. Students should be made aware that many of the activities in the workbook require the use of the audio files that are included with the workbook’s DVD-ROM. These activities are clearly marked in the workbook itself in bold, prefixed by the letter ‘T’ and then the unit number and track code. For example, T 7.1, would indicate that track 7.1 on the DVD-ROM should be used for that activity.
5. Marks are to be based on the rubric below.

Scoring Rubric

<table>
<thead>
<tr>
<th>Completion of Assigned Work</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>No assignments were completed.</td>
<td>Only a few assignments are completed.</td>
<td>Some assignments are completed.</td>
<td>Many assignments are completed.</td>
<td>Most assignments are completed.</td>
<td>All assignments are completed.</td>
<td></td>
</tr>
</tbody>
</table>

Assignment Schedule
Teachers are asked to use the “Independent Practice: Workbook” items found in each week of the Pacing Guide above as the basis for the schedule of assignments.
Learning Management System

Instructions for teachers
The Learning Management System (LMS) provides students the opportunity to consolidate and practice language learning outside of class. It is being rolled out in phases. During Module 3, we will offer the LMS for all students to use. In this current module, students’ use of LMS and their performance is optional and will not be for a grade. Instead, the Independent Practice grade will continue to be based on the completion of assigned workbook activities. Details can be found in the Independent Practice section of this Instructional Pack.

Orientation:
Instructors should carry out one orientation session with students during week 2, in which students’ attention should be drawn to the following points:

1. LMS practice activities are available for students as additional practice to complement their in-class work.
2. Completing the LMS activities will provide useful practice for the mid-module and final computer-based exams that can lead to higher scores, especially in:
   - Reading, Listening, Grammar, Vocabulary and Spelling.
3. LMS will also provide students with support for taking the computer-based exams, giving them practice with computer-based multiple-choice questions, listening passages, etc.
4. If there is internet access in your classroom, you might want to log-on and show some of the activities/exercises to the students so that they get a clearer idea about what is available.
5. The **Student LMS User Guide**, on the ELI website in **Students’ Resources**, provides the following:
   - the web address for students to access the LMS
   - instructions for how to log in to the LMS
   - details about the content on the LMS
   - information about which lab(s) are open for students to use and time of operation
6. There is also a YouTube video in **Students’ Resources**, which explains the procedure for logging in and gaining access to the course and doing the exercises.
7. The Student LMS User Guide and the Student LMS How To Video can be found at:
   - [http://eli.kau.edu.sa/Pages-std-resources-level-1-ar.aspx](http://eli.kau.edu.sa/Pages-std-resources-level-1-ar.aspx)
8. Tell students that if they have problems getting onto the LMS or if they don’t have internet access or a computer, they can do LMS practice in the ELI computer labs if they like with Instructor support. Campus specific information regarding the labs is available in the **Student LMS User Guide**.
9. Tell students that unfortunately, the LMS doesn’t work on mobile devices such as phones or tablets.

Tracking student use and progress.
While the LMS is not being implemented for a grade, instructors may wish to track their students’ participation and progress/performance in LMS practice. To this end, the gradebook will automatically calculate the percentage of activities completed by the student on the system, as well as giving the percentage of correct answers they got.
Additional Content

OUP have included some additional supplementary resources which some instructors may wish to use with their students. These are PDFs in the Teachers’ Resources folder. If any of these supplementary exercises are done, they will not show up in the gradebook as they are PDFs. They include:

- Reading
- Writing
- Vocabulary
- Learning Library
- Spelling
- Video Worksheets

There are also 4 videos at each level that instructors may choose to show in class, with accompanying worksheets (in the Teachers’ Resources folder). These videos cannot currently be seen by the students. Instructors can give students access to the videos at home by clicking “visible” in the drop down menu. Instructors wishing to use the PDFs in the Teachers’ Resources folder should print out the PDFs as hard copies for their students.

There is also a Training Manual for instructors, which provides guidance on using the LMS.
Vocabulary List

Unit 2
[Family]
husband (n)
wife (n)
son (n)
daughter (n)
mother (n)
father (n)
sister (n)
brother (n)
aunt (n)
uncle (n)
niece (n)
nephew (n)
grandmother (n)
grandfather (n)

[Opposite adjectives]
old young
big small
new old
lovely horrible
easy difficult
hot cold
expensive cheap
fast slow

age (n)
address (n)
apartment (n)
correct (adj)
identity card (n)
practice (n)
price (n)
friendly (adj)
understand (v)
subway (n)

Unit 3
collect (v)
deliver (v)
design (v)
drive (v)
fly (v)
help (v)
look after (v)
make (v)
sell (v)
serve (v)
translate (v)
write for (v)

[Jobs]
accountant (n)
architect (n)
chef (n)
interpreter (n)
journalist (n)
nurse (n)
pilot (n)
postman (n)
scientist (n)

ambulance (n)
island (n)
plane (n)
tourist (n)

Unit 4
[Leisure activities]
cooking
eating in restaurants
going on picnics
going shopping
going to the gym
ice-skating
jogging
listening to the radio
motor racing
playing computer games
playing football
reading
sailing
swimming
taking photographs
watching TV

[Unit 5]

[Unit 7]
astronaut (n)
become (v)
century (n)
complete (v)
fly (v)
happen (v)
problem (n)
remember (v)
space (n)

Unit 8
comp[pany (n)
invent (v)
invention (n)
produce (v)

Unit 9
economy (n)
economic (adj)
industrial (adj)
industry (n)
produce (v)
product (n)
grow (v)
growth (n)
capitalism (n)
capitalist (adj)
pollution (n)
polluted (adj)
success (n)
successful (adj)

take
someone’s place
a photo
two tablets a day
somebody out for a meal
care

get
smaller/bigger/better
ready
back home
angry
on well with someone
a cold

do
research
homework
some shopping
me a favour

make
mistakes
sure
friends
up your mind
a reservation
a complaint
[Food]
bananas (n)
beef (n)
biscuits (n)
broccoli (n)
carrots (n)
cheese (n)
chilli (n)
chips (n)
chocolate (n)
crisps (n)
dessert (n)
fizzy water (n)
fruit (n)
mineral water (n)
mushrooms (n)
noodles (n)
onions (n)
pasta (n)
peas (n)
potatoes (n)
rice (n)
salad (n)
spaghetti (n)
sparkling water (n)
still water (n)
strawberries (n)
tomatoes (n)
vegetables (n)
yoghurt (n)
delicious (adj)
foreign (adj)
national (adj)

order (v)
typical (adj)

Unit 10
[adjectives –ed / -ing]
frightening frightened
exciting excited
surprising surprised
terrifying terrified
boring bored
exhausting exhausted
confusing confused
disappointing
disappointed
worried worrying
interesting interested
adventure (n)
concentrate (v)
fall down (phrasal verb)
go climbing (v)
handrail (n)
narrow (adj)
scared (adj)
steep (adj)
surprise (v)
thrill (n)
wide (adj)

Unit 10
modern old
exciting boring
dirty clean
noisy quiet
dangerous safe
unfriendly friendly

funny (adj)
intelligent (adj)
climate (n)
transport (n)
money (n)
business (n)
poverty (n)
culture (n)
destination (n)

Unit 11
shirt (n)
dress (n)
skirt (n)
jacket (n)

boots (n)
shoes (n)
suit (n)
T-shirt (n)
trousers (n)
shorts (n)
trainers (n)
coat (n)
hat (n)
jeans (n)
sweater (n)
umbrella (n)

pretty (adj)
handsome (adj)
good-looking (adj)
long/short/fair/dark hair
blue/brown eyes

changing rooms (n)
pay (with cash/ by credit card)
size (n)
try (something) on (v)