Introduction
This pack contains the instructional guidance materials for Level 101. 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 Coordinators 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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</tbody>
</table>
## Module Three Calendar – 2014/15

<table>
<thead>
<tr>
<th>Week</th>
<th>Gregorian Start Date</th>
<th>Exams/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Week 1</td>
<td>January 25</td>
<td></td>
</tr>
<tr>
<td>Instructional Week 2</td>
<td>February 1</td>
<td></td>
</tr>
<tr>
<td>Instructional Week 3</td>
<td>February 8</td>
<td>Mid Module Exam for the male and female sections will take place on Saturday the 14th of March.</td>
</tr>
<tr>
<td>Instructional Week 4</td>
<td>February 15</td>
<td></td>
</tr>
<tr>
<td>Instructional Week 5</td>
<td>February 22</td>
<td></td>
</tr>
<tr>
<td>Instructional Week 6</td>
<td>March 1</td>
<td>KAU Exams will take place this week. There will be instruction.</td>
</tr>
<tr>
<td>Instructional Week 7</td>
<td>March 8</td>
<td>The Writing Exam will take place on Sunday the 8th and it will take one hour. There will be instruction the remainder of that day.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Speaking Exam will take place on Thursday the 12th this week with no instruction on the day of the exam.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students’ Supplementary Grades should be tabulated this week.</td>
</tr>
<tr>
<td><strong>Final Exam and Grading</strong></td>
<td>March 15</td>
<td>Final Exam for the female sections will take place on Saturday the 14th of March.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final Exam for the male sections will take place on Sunday the 15th of March.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>There will be no instruction this week.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students’ Exams will be marked this week and Final Grades tabulated.</td>
</tr>
<tr>
<td><strong>Scheduling and PDU Events</strong></td>
<td>March 22</td>
<td>PDU Events may take place this week.</td>
</tr>
</tbody>
</table>
Course Syllabus

Course Title
English Language Level 101

Course Code
ELI 101

Course Prerequisite
Oxford Online Placement Test (OOPT) score corresponding to beginner proficiency level and below.

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

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

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

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 basic expressions and short, simple texts. (READING)
2. Understand phrases and expressions related to areas of most immediate priority, provided speech is very slowly and clearly articulated. (LISTENING COMPREHENSION).
3. Engage in oral communications in very familiar situations, providing and obtaining essential information in simple mainly isolated phrases and sentences. (SPEAKING)
4. Write basic, simple sentences about people and places. (WRITING)
5. Demonstrate limited control of basic vocabulary* and essential grammatical structures. (USE OF ENGLISH)

*vocabulary from the word lists for units 1-8

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 establish basic social contact by using simple polite forms of greeting, introduction & farewell in very familiar situations.
- Can ask and answer simple questions about name when spoken to in slow, clearly articulated speech.
- Can understand and respond to questions about words for objects and their spelling.
- Can say the numbers from one to thirty.
- Can ask and answer simple questions about himself/herself and other people, where they live, what they do/have & family.
- Can describe in a very basic way* objects, people, cities, food and drink, the weather, etc.
- Can make and respond to simple requests and offers in very familiar situations** using a limited range of very basic expressions.***
- Can say all the letters of the alphabet and spell aloud names and addresses.
- Can describe his/her and others’ routines, likes and dislikes.
- Can express, check and confirm numbers, quantities and prices in very basic everyday conversations.
- Can express, check and confirm time of day (using numbers 1-12 and the words o’clock, fifteen, thirty, forty five) in very basic everyday conversations.
- Can say simple sentences to describe a room or place using there is/are, some/any and prepositions of place
- Can ask and answer questions about when and where he/she and other people were born and where they were at particular times in the past.(including dates)
- Can ask and answer questions about his/her and others’ ability to do things.
  - * Using simple adjective + noun or pronoun + adjective in a simple sentence
  - ** in class, cafes, shops
  - *** Can I have...Can I + verb; noun (desired object) + please to order something

### Listening
- Can record significant details (e.g. names, places, numbers, dates, prices, and time) from speech which is very slow and carefully articulated, with long pauses to assimilate meaning.
- Can follow a short listening text about familiar topics**** which contains familiar words and phrases*, delivered in slow, carefully articulated, repeated speech.
- Can follow simple instructions and directions to places on a map when speech is slow and contains a limited number* of familiar words and phrases.

### Reading
- Can understand a very short simple text** about someone, picking out key personal information (e.g. name, job, family, likes and dislikes, and leisure time activities).
- Can get the main idea of the content of a paragraph and short simple descriptions, with visual support.
- Can read and understand short, simple informational material by identification and comprehension of familiar words and phrases*.

### Writing
- Can write very short, simple sentences ** giving personal details about himself/herself or people they know, using appropriate punctuation and capitalization.
- Can spell familiar words* with 80% accuracy (i.e. where mistakes occur, only one letter is incorrect/missing and intelligibility is not affected).
- Can write short simple sentences to describe a village, town or city.
- Can fill in a very basic form with personal information and dates.
- Can write short simple sentences about their own and others’ daily routines and what they like/dislike.
- Can produce drafts and a revised final draft of a series of simple sentences giving basic personal information.
- Can begin the process of planning writing by generating ideas on a very familiar topic through freewriting.
- Can revise writing by understanding and implementing peer and instructor feedback and by checking own writing for capitalisation, full stops and verb to be mistakes.

### Vocabulary and Grammar
- Can demonstrate limited control of the present form of verb to be.)
- Can demonstrate limited control of indefinite articles with familiar words*.
- Can demonstrate understanding and use of basic adverbs of frequency and prepositions of time.
- Can use Wh-question words appropriately to make questions using high frequency verbs such as live, want, eat, sit, have, speak, give, and watch with limited control.
- Can ask and answer questions about and refer to specific objects and people using this and that and subject, object and possessive pronouns
- Can recognize and say a limited number* of words for places in a town or city.
Main Course Textbook and Materials
The core textbook is Soars, John and Liz, (2011), *New Headway Plus Beginner, Special Edition*, Oxford University Press with the following support resources:

- Workbook with DVD-ROM.
- Supplemental Beginner Speaking Materials.
- Supplemental Beginner 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 Writing Program
The core materials for the supplementary writing program are:

- Writing Pack
  - Instructors can download from the ELI website.
  - Students should purchase a copy from Al Shegery Bookstores or download and print from the ELI website.

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 section 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.

Writing
The focus of the Writing Program is to develop student’s composition skills through a process approach. 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.

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 and scores based upon their performance. Further details are available in the Supplementary Speaking Program section below.

Grammar and Vocab Quiz
Following in-class instruction and independent practice, students are given a quiz in Grammar and Vocabulary content twice in the module. The exact units to be covered in each quiz are mentioned in the Pacing Guide 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 Writing Program</td>
<td>10%</td>
</tr>
<tr>
<td>Supplementary Speaking Program</td>
<td>5%</td>
</tr>
<tr>
<td>Grammar and Vocabulary Quizzes</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: Short Interview followed by a picture description task.
- Frequency: One per module.

Writing Examination
- Content: See Writing Supplementary Program Below
- Frequency: One 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 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.

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).
## Instructional Week 1

### Unit SLOs

<table>
<thead>
<tr>
<th>Unit</th>
<th>SLO</th>
<th>Key language points to be covered</th>
<th>Student’s Book</th>
<th>Workbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SLO</td>
<td>Can establish basic social contact by using simple polite forms of greeting, introduction &amp; farewell in very familiar situations. (course objectives supported: 3 and 5)</td>
<td>p. 6-8</td>
<td>p. 5, 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>present simple to be – subject – verb agreement, yes/no questions, short answers and wh questions, expressions of greeting and farewell</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SLO</td>
<td>Can ask and answer simple questions about name when spoken to in slow, clearly articulated speech. (course objectives supported: 2, 3 and 5)</td>
<td>p. 8-9.</td>
<td>p. 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What’s your name? What’s your first name/ surname/family name? My name is… What’s his/her name? His name/her name is…</td>
<td>(p. 30 the alphabet)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SLO</td>
<td>Can understand and respond to questions about words for objects and their spelling. (course objectives supported: 2, 3 and 5)</td>
<td>p. 10</td>
<td>p. 6-7 (for further extension (p. 15 &amp; p. 28))</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What’s this in English? It’s + a + singular noun. Word stress.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>SLO</td>
<td>Can say the numbers from one to thirty (course objectives supported: 3 and 5)</td>
<td>p. 11, 17</td>
<td>p. 7, 14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Numbers one to thirty. Word stress. Plural number + noun + -s/-es/-ies – pronunciation of –s ending /s/, /z/ or /iz/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>SLO</td>
<td>Can ask and answer simple questions about himself/herself and other people, where they live, what they do/have &amp; family. (course objectives supported: 3 and 5)</td>
<td>p. 12-15</td>
<td>p. 10-12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Can demonstrate limited control of the present form of verb to be. (course objectives supported: 5)</td>
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<tr>
<td></td>
<td></td>
<td>What’s … name? Where … from? Verb to be – subject verb agreement, pronouns – subject + possessive, sentence stress, words for countries (+ word stress).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>SLO</td>
<td>Can understand a very short simple text** about someone, picking out key personal information (e.g. name, job, family, likes and dislikes, and leisure time activities). (course objectives supported: 1)</td>
<td>p. 16</td>
<td>p. 13</td>
</tr>
<tr>
<td></td>
<td>SLO</td>
<td>Can describe in a very basic way* objects, people, cities, food and drink, the weather, etc. (course objectives supported: 3 and 5)</td>
<td>p. 16</td>
<td>p. 12-13 (§ p. 43)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Word stress is to be covered: Wh questions with verb to be, basic adjectives of opinion – good, nice, fantastic, terrible, beautiful etc, subject pronoun + verb agreement – it’s awful, they’re fantastic etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>SLO</td>
<td>Can say the numbers from one to thirty (Repeated from week 1 unit 1) (course objectives supported: 3 &amp; 5)</td>
<td>p. 11, 17</td>
<td>p. 7, 14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Numbers one-thirty + word stress. How old are you/she/are they? I’m/he’s/she’re thirty/thirty years old.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Supplementary Program

<table>
<thead>
<tr>
<th>Speaking Practice One</th>
<th>Instructional Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>See Supplementary Speaking Program Guide below.</td>
<td></td>
</tr>
</tbody>
</table>

| Writing Pack – Section One | Section One is to be covered. See Supplementary Writing Program Guide below. |

### Notes for Instructors

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.
Instructional Week 2

<table>
<thead>
<tr>
<th>Unit</th>
<th>SLOs</th>
<th>Student’s Book</th>
<th>Workbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>SLO</td>
<td>p. 18-22</td>
<td>p. 14-18</td>
</tr>
<tr>
<td></td>
<td>- Can ask and answer simple questions about himself/herself and other people, where they live, what they do/have &amp; family. (Repeated from unit 2) (course objectives supported: 3 &amp; 5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Present simple sentences with to be – positive, negative and interrogative. In/He’s/She’s + a + job. Job vocabulary</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>SLO</td>
<td>p. 21 &amp; 22 Ex 4</td>
<td>p. 19</td>
</tr>
<tr>
<td></td>
<td>- Can record significant details (e.g. names, places, numbers, dates, prices, and time) from speech which is very slow and carefully articulated, with long pauses to assimilate meaning. (course objectives supported: 2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>SLO</td>
<td>p. 21</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Can write very short, simple sentences ** giving personal details about himself/herself or people they know, using appropriate punctuation and capitalization. (course objectives supported: 4 and 5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Key language points to be covered: Present simple sentences with to be – positive, negative and interrogative. In/He’s/She’s + a + job. Job vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>SLO</td>
<td>p. 24-28</td>
<td>p. 21-24</td>
</tr>
<tr>
<td></td>
<td>- Can ask and answer simple questions about himself/herself and other people, where they live, what they do/have &amp; family. (Repeated from unit 3) (course objectives supported: 3 &amp; 5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Can demonstrate limited control of the present form of verb to be. (Repeated from unit 3) (course objectives supported: 5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Key language points to be covered: Wh and yes / no questions with to be, possessive ‘s, possessive adjectives, family relation words, have/has, like + verb+ing, like + noun.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>SLO</td>
<td>p. 25</td>
<td>p. 19 (ex 12), p. 23, 26,</td>
</tr>
<tr>
<td></td>
<td>- Can spell familiar words* with 80% accuracy (i.e. where mistakes occur, only one letter is incorrect/missing and intelligibility is not affected). (course objectives supported: 4 and 5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>SLO</td>
<td>p. 25 ex.4, p. 26 ex 1</td>
<td>p. 19, 31</td>
</tr>
<tr>
<td></td>
<td>SLO: Can record significant details (e.g. names, places, numbers, dates, prices, and time) from speech which is very slow and carefully articulated, with long pauses to assimilate meaning. (course objectives supported: 2 and 4)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Supplementary Program  | Instructional Items
-----------------------|-----------------------
LMS Orientation Session | Your Academic Coordinator will provide you with further details.
Speaking Quiz One      | See Supplementary Speaking Program Guide below.
Grammar and Vocab Quiz  | Covers Units 1 to 3. It is to be given at the same time as the Speaking Quiz.
Writing Pack – Section 2 | Section 2 is to be covered. See Supplementary Writing Program Guide below.

Notes for Instructors
Kindly note the Speaking Quiz and the Grammar and Vocab Quiz are both given on the last day of the week. In addition, the LMS Orientation Session should be given in the time remaining after the G&V Quiz has been completed. Both the LSM and G&V Quiz should take no more than 1 teaching hour combined.

Please feel free to contact your Academic Coordinator with any questions or concerns you might have.
### Unit SLOs

<table>
<thead>
<tr>
<th>Unit</th>
<th>SLOs</th>
<th>Student’s Book</th>
<th>Workbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>SLO  - Can get the main idea of the content of a paragraph and short simple descriptions, with visual support. (Ex. 2 p.28) (course objectives supported: 1) - Can understand a very short simple text** about someone, picking out key personal information (e.g. name, job, family, likes and dislikes, and leisure time activities). (Ex. 3 p.29) (Repeated from week 2 units 2 and 4)</td>
<td>p. 28-29</td>
<td>p. 38 Unit 6</td>
</tr>
<tr>
<td>4</td>
<td>SLO  - Can follow a short listening text about familiar topics**** which contains familiar words and phrases*, delivered in slow, carefully articulated, repeated speech. (course objectives supported: 2)</td>
<td>p. 29 (Unit 4)</td>
<td>p. 31</td>
</tr>
<tr>
<td>4</td>
<td>SLO  - Can write very short, simple sentences ** giving personal details about himself/herself or people they know, using appropriate punctuation and capitalization. (Repeated from week 2 unit 3 p.21) (Course Objectives supported: 4 and 5) Key language points to be covered: Wh and yes / no questions with to be, possessive ‘s, possessive pronouns, family relation words, like + verb–ing, like + noun.</td>
<td>p. 27 &amp; 28</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>SLO  - Can say all the letters of the alphabet and spell aloud names and addresses. (course objectives supported: 3 and 5) Key language points to be covered: How do you spell it/….? What’s your first name/surname/address/email address/phone number? Letters of the alphabet. Email addresses.</td>
<td>p. 30-31</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>SLO  - Can fill in a very basic form with personal information and dates. (course objectives supported: 4) - Can spell familiar words* with 80% accuracy (i.e. where mistakes occur, only one letter is incorrect/missing and intelligibility is not affected). (Repeated from week 2 unit 4 p.25) (course objectives supported: 4 &amp; 5)</td>
<td>p. 30-31</td>
<td>p. 17, 19</td>
</tr>
<tr>
<td>5</td>
<td>SLO  - Can describe his/ her and others’, routines, likes and dislikes. (course objectives supported: 3 and 5) - Can ask and answer simple questions about himself/herself and other people, where they live, what they do/have &amp; family. (Repeated from week 2 units 2, 3 &amp; 4, p.12-15, 18-22 &amp; 24-28) Key language points to be covered: What do you / does she like? Do you/does he like…? Like + noun/gerund. Present simple – subject verb agreement and word order. Simple adjectives of opinion. Pronunciation: sentence stress, linking, chunking.</td>
<td>p. 32-34, 35, 38</td>
<td>p. 29-30</td>
</tr>
<tr>
<td>5</td>
<td>SLO  - Can demonstrate limited control of indefinite articles with familiar words*. (course objectives supported: 4 and 5)</td>
<td>p. 34</td>
<td>p. 33</td>
</tr>
<tr>
<td>5</td>
<td>SLO  - Can understand a very short simple text** about someone, picking out key personal information (e.g. name, job, family, likes and dislikes, and leisure time activities). (Ex. 3 p.29) (Repeated from week 4)</td>
<td>p. 34</td>
<td>p. 38</td>
</tr>
<tr>
<td>5</td>
<td>SLO  - Can follow a short listening text about familiar topics**** which contains familiar words and phrases*, delivered in slow, carefully articulated, repeated speech. (course objectives supported: 2)</td>
<td>p. 35</td>
<td>p. 31</td>
</tr>
<tr>
<td>5</td>
<td>SLO  - Can describe in a very basic way* objects, people, cities, food and drink, the weather, etc. (Repeated from week 2 unit 2) Key language points to be covered: Simple adjectives of opinion. What do you / does she like? Do you/does he like…? Like + noun/gerund. Present simple – subject verb agreement and word order. Pronunciation: sentence stress, linking, chunking.</td>
<td>p. 36-37</td>
<td>p. 43</td>
</tr>
<tr>
<td>5</td>
<td>SLO  - Can express, check and confirm numbers, quantities and prices in very basic everyday conversations. (course objectives supported: 3 and 5) Key language points to be covered: How much is + the + singular noun ?It’s...</td>
<td>p. 39</td>
<td>p. 32</td>
</tr>
</tbody>
</table>

### Supplementary Program

<table>
<thead>
<tr>
<th>Writing Pack – Section 3</th>
<th>Section 3 is to be covered. See Supplementary Writing Program Guide below.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking Practice Two</td>
<td>See Supplementary Speaking Program Guide below.</td>
</tr>
</tbody>
</table>

### Notes for Instructors

Mid Module Exam will take place on Saturday the 14th of February. The exam will cover materials instructed up to and including Unit 5.

Please feel free to contact your Academic Coordinator with any questions or concerns you might have.
### Instructional Week 4

<table>
<thead>
<tr>
<th>Unit</th>
<th>SLOs</th>
<th>Student’s Book</th>
<th>Independent Practice: Workbook</th>
</tr>
</thead>
</table>
| 6    | **SLO**  
|      | - Can express, check and confirm time of day (using numbers 1-12 and the words o’clock, fifteen, thirty, forty five) in very basic everyday conversations. (course objectives supported: 3 and 5)  
|      | **Key language points to be covered:** Excuse me. What time is it, please? Time.                                                                                                                       | p 40           | p. 34                         |
| 6    | **SLO**  
|      | - Can follow a short listening text about familiar topics**** which contains familiar words and phrases*, delivered in slow, carefully articulated, repeated speech. (Repeated from week 3 units 4 & 5, p.29 & 35) (course objectives supported: 2) | p. 41          |                               |
| 6    | **SLO**  
|      | - Can describe his/ her and others’, routines, likes and dislikes. (Repeated from week 3 unit 5, p.32-33,35 & 38) (course objectives supported: 3 & 5)  
|      | - Can understand a very short simple text** about someone, picking out key personal information (e.g. name, job, family, likes and dislikes, and leisure time activities). (Repeated from week 3 units 4 & 5, p.29 & 35) (course objectives supported: 1)  
|      | **Key language points to be covered:** Present simple positive, negative and interrogative forms. Verb phrases describing daily routine actions. Time. Adverbs of frequency and word order. Subject-verb agreement. | p. 41–46       | p. 35-37, 39                  |
| 6    | **SLO**  
|      | - Can demonstrate understanding and use of basic adverbs of frequency and prepositions of time. (course objectives supported: 5)                                                                   | p. 42, 45-47   | p. 37                         |

#### Supplementary Program

<table>
<thead>
<tr>
<th>Speaking Quiz 2</th>
<th>See Supplementary Speaking Program Guide below.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar and Vocab Quiz</td>
<td>Covers Units 4 to 6. It is to be given at the same time as the Speaking Quiz.</td>
</tr>
<tr>
<td>Writing Pack – Section 4</td>
<td>Section 4 is to be covered. See Supplementary Writing Program Guide below.</td>
</tr>
</tbody>
</table>

#### Notes for Instructors

Kindly note the Speaking Quiz and the Grammar and Vocab Quiz are both given on the last day of the week.

Please feel free to contact your Academic Coordinator with any questions or concerns you might have.
### Instructional Week 5

<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 use Wh-question words appropriately to make questions using high frequency verbs such as live, want, eat, sit, have, speak, give, and watch with limited control. (course objectives supported: 5)</td>
<td>p. 48-49, 51</td>
<td>p. 40-41</td>
</tr>
<tr>
<td>7</td>
<td><strong>SLO</strong>&lt;br&gt;- Can read and understand short, simple informational material by identification and comprehension of familiar words and phrases*. (course objectives supported: 1)&lt;br&gt;- Can get the main idea of the content of a paragraph and short simple descriptions, with visual support. (Repeated from week 3 unit 4, p.28) (course objectives supported: 1)</td>
<td>p. 48-49</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td><strong>SLO</strong>&lt;br&gt;- Can ask and answer questions about and refer to specific objects and people using this and that and subject, object and possessive pronouns (course objectives supported: 3 and 5)&lt;br&gt;- Can ask and answer simple questions about himself/herself and other people, where they live, what they do/have &amp; family. – p.51 (Repeated from week 4 unit 5, p.32-33, 35 &amp; 38)&lt;br&gt;- Can describe his/her and others’, routines, likes and dislikes. – p.51 (Repeated from week 4 unit 6, p.41-46)</td>
<td>p. 49-51</td>
<td>p. 42-43</td>
</tr>
<tr>
<td>7</td>
<td><strong>SLO</strong>&lt;br&gt;- Can describe in a very basic way* objects, people, cities, food and drink, the weather, etc. (Repeated from week 3 unit 5, p.37) (course objectives supported: 3 &amp; 5)&lt;br&gt;<strong>Key language points to be covered:</strong>&lt;br&gt;Simple adjectives of opinion and describing physical characteristics. Adjective + noun. Which + noun do you like? What’s your favourite + noun?</td>
<td>p. 52</td>
<td>p. 43 (ex 10)</td>
</tr>
<tr>
<td>7</td>
<td><strong>SLO</strong>&lt;br&gt;- Can recognize and say a limited number* of words for places in a town or city. (course objectives supported: 5)&lt;br&gt;<strong>Key language points to be covered:</strong>&lt;br&gt;Chemist’s, café, railway station, post office, bank, clothes shop etc.</td>
<td>p. 54</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td><strong>SLO</strong>&lt;br&gt;- Can make and respond to simple requests in very familiar situations using a limited range of very basic short expressions. (Repeated from week 2 unit 3 p.23) (course objectives supported: 3 &amp; 5)&lt;br&gt;<strong>Key language points to be covered:</strong>&lt;br&gt;Requests – Can I + verb? Where can I...? Can I have a + noun? How much is that? Certainly. Sure. That’s + prices. Vocabulary: Everyday Objects / Products. Pronunciation: Polite intonation</td>
<td>p. 54-55</td>
<td>p. 44</td>
</tr>
<tr>
<td>8</td>
<td><strong>SLO</strong>&lt;br&gt;- Can say simple sentences to describe a room or place using there is/are, some/any and prepositions of place (course objectives supported: 3 and 5)&lt;br&gt;<strong>Key language points to be covered:</strong>&lt;br&gt;Positive, negative and interrogative sentences with there is/are, some/any, prepositions of place; vocabulary: household objects, rooms in a house, furniture.</td>
<td>p. 56-59</td>
<td>p. 46-48</td>
</tr>
<tr>
<td>8</td>
<td><strong>SLO</strong>&lt;br&gt;- Can follow simple instructions and directions to places on a map when speech is slow and contains a limited number* of familiar words and phrases. (course objectives supported: 2)&lt;br&gt;- Can recognize and say a limited number* of words for places in a town or city. (Repeated from week 5 unit 7 p.54)&lt;br&gt;<strong>Key language points to be covered:</strong>&lt;br&gt;Go straight on; Turn right/left; vocabulary: places in a city</td>
<td>p. 63</td>
<td>p. 49</td>
</tr>
</tbody>
</table>

### Supplementary Program

<table>
<thead>
<tr>
<th>Writing Pack – Section 5</th>
<th>Instructional Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 5 is to be covered. See Supplementary Writing Program Guide below.</td>
<td></td>
</tr>
</tbody>
</table>

### Notes for Instructors

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

<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. 64-67</td>
<td>p. 52-53, &amp; 57 (ex. 16-17)</td>
</tr>
</tbody>
</table>

- **SLO:** Can ask and answer questions about when and where he/she and other people were born and where they were at particular times in the past, including dates (course objectives supported: 3 and 5)

**Key language points to be covered:**
- was/were – positive, negative and interrogative sentences. When/where were you/was she born? I was born in + year + place. Where were they last week; time expressions/years/dates

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### Supplementary Program

| Writing Pack – Section 6 | Section 6 is to be covered. See Supplementary Writing Program Guide below. |

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**Notes for Instructors**

KAU Exams will take place this week. Please note, there may be reduction in the number of instructional hours. The Pacing Guide as taken this into account.

If instructors find themselves ahead of schedule, they may use the time of review.

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

<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>Can spell familiar words* with 80% accuracy (i.e. where mistakes occur, only one letter is incorrect/missing and intelligibility is not affected). (Repeated from week 3 unit 4 p.30-31) (course objectives supported: 4 &amp; 5) <strong>Key language points to be covered:</strong> months of the year, ordinal numbers, dates, Today is the…, When’s your date of birth?</td>
<td>p. 71</td>
<td>p. 56</td>
</tr>
<tr>
<td>11</td>
<td>Can ask and answer questions about his/her and others’ ability to do things. (course objectives supported: 3 and 5) <strong>Key language points to be covered:</strong> - Can you + verb phrase – Yes, I can/No, I can’t What can you/she/Oliver do? What can’t you/she Oliver do? Adverbs of manner – well, fast, fluently</td>
<td>p. 80-82</td>
<td>p. 64-65</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supplementary Program</th>
<th>Instructional Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of Module Review</td>
<td></td>
</tr>
</tbody>
</table>

### Notes for Instructors

The **Writing Exam** will take place on Sunday the 8th and it will take one hour. There will be instruction the remainder of that day.

The **Speaking Exam** will take place on Thursday the 12th this week with no instruction on the day of the exam.

Final Exam for the female sections will take place on Saturday the 14th of March. Final Exam for the male sections will take place on Sunday the 15th of March. The exam will cover materials instructed up to and including week seven.

Further information regarding it will be provided by your coordinator. Please feel free to contact your Academic Coordinator with any questions or concerns you might have.
Supplementary Writing Program

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>101</td>
<td>Answer 7 questions in complete sentences giving personal information</td>
<td>Multiple sentence on a single topic</td>
<td>Orthography, sentence structure, punctuation</td>
<td>Giving biographical information &amp; Descriptive Informational</td>
<td>*See Below</td>
</tr>
</tbody>
</table>

Writing Task Prompts
Answer seven questions about yourself in complete sentences, with correct mechanics and good handwriting:

Students’ Materials
Students are expected to purchase the Writing Pack and Composition Booklet from the University bookstore (Al Shegery). Alternatively they can download the materials directly from the ELI website and print it themselves.

The pack and booklet are also available for teachers on the ELI website.

Pacing
Students are to complete the entire pack with their teacher. All the Drafts are to be completed in the Writing Composition Booklet. After completing each draft, teachers should provide feedback in the form provided in the Writing Composition Booklet. Please note, ONLY THE ERROR CODES should be used when marking on student work directly. Any other information can be included in the Teacher’s Notes portion of the form.

Grading
Students are to complete the entire pack with their teacher. Only the Final Draft receives a mark. The rubric provided in the Writing Composition Book is to be used when assessing student work.
Supplementary Speaking Program

Introduction
The Speaking Program is divide into two general parts. The first is the Speaking Practice Session. In this session the students are given practice with task types similar to what is found on the Speaking Exam. In the second part, they sit one-by-one with the instructor for a Speaking Quiz that covers similar task(s) prepared for in the Speaking Practice Session. This performance receives a grade using the same rubric from the Exam itself.

General Guidelines for Speaking Practice Sessions
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. In addition, inform them that the following Speaking Quiz will cover similar material.

Detailed lesson plans and supporting materials are available for each Speaking Practice Session in the Teachers' Resources section of the KAU website.

Scoring Rubric
The rubrics for scoring the Speaking Quiz are included in the quiz form itself. The Rubric for the Speaking Exam itself is available from the ELI website.
## ELI 101: Speaking Rubric

### Task 1: Short Interview

<table>
<thead>
<tr>
<th>Level</th>
<th>Score</th>
<th>Performance Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above</td>
<td>10</td>
<td>Student provides a simple response in isolated phrases which can be understood, but may require repetition of the question <strong>once</strong>.</td>
</tr>
<tr>
<td>At</td>
<td>6</td>
<td>Student provides a simple response in isolated phrases which can be understood, but may require repetition of the question <strong>twice</strong>.</td>
</tr>
<tr>
<td>Below</td>
<td>4</td>
<td>Student provides a simple response in isolated phrases which can be understood, but may require repetition of the question <strong>three times</strong>.</td>
</tr>
<tr>
<td>No Performance</td>
<td>0</td>
<td>No response or cannot respond after <strong>three repetitions</strong>.</td>
</tr>
</tbody>
</table>

### Task 2: Picture Identification

<table>
<thead>
<tr>
<th>Level</th>
<th>Score</th>
<th>Performance Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above</td>
<td>10</td>
<td>Student provides a simple response in isolated phrases which can be understood. The question is <strong>NOT</strong> repeated.</td>
</tr>
<tr>
<td>At</td>
<td>6</td>
<td>Student provides a simple response in isolated phrases which can be understood, but may require repetition of the question <strong>once</strong>.</td>
</tr>
<tr>
<td>Below</td>
<td>4</td>
<td>Student provides a simple response in isolated phrases which can be understood, but may require repetition of the question <strong>twice</strong>.</td>
</tr>
<tr>
<td>No Performance</td>
<td>0</td>
<td>No response or cannot respond after <strong>two repetitions</strong>.</td>
</tr>
</tbody>
</table>

### Task 3: Picture Description - Question 1

<table>
<thead>
<tr>
<th>Level</th>
<th>Score</th>
<th>Performance Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above</td>
<td>10</td>
<td>Student provides at least 3 complete, correct and relevant sentences.</td>
</tr>
<tr>
<td>At</td>
<td>6</td>
<td>Student provides at least 3 complete, and relevant sentences with a few minor inaccuracies.</td>
</tr>
<tr>
<td>Below</td>
<td>4</td>
<td>Student provides at least 2 mostly complete and relevant sentences with some inaccuracies.</td>
</tr>
<tr>
<td>Far Below</td>
<td>2</td>
<td>Student provides only 1 relevant sentence with some inaccuracies OR the description is provided in isolated words or phrases.</td>
</tr>
<tr>
<td>No Performance</td>
<td>0</td>
<td>No response at all or totally irrelevant response.</td>
</tr>
</tbody>
</table>

### Task 3: Picture Description - Question 2

<table>
<thead>
<tr>
<th>Level</th>
<th>Score</th>
<th>Performance Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above</td>
<td>10</td>
<td>Student locates a particular object in the picture using a sentence or a phrase with an appropriate preposition and without any other grammatical inaccuracies. (Example: The book is on the table.)</td>
</tr>
<tr>
<td>At</td>
<td>6</td>
<td>Student locates a particular object in the picture using a sentence or a phrase with an appropriate preposition but with other grammatical inaccuracies. (Example: The book on the table.)</td>
</tr>
<tr>
<td>Below</td>
<td>4</td>
<td>Student locates a particular object in the picture using a sentence or a phrase but uses no preposition or an incorrect preposition. (Example: The book is the table OR The book is in the table.)</td>
</tr>
<tr>
<td>No Performance</td>
<td>0</td>
<td>No response.</td>
</tr>
</tbody>
</table>

### Task 3: Picture Description - Question 3

<table>
<thead>
<tr>
<th>Level</th>
<th>Score</th>
<th>Performance Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above</td>
<td>10</td>
<td>Student tells the time accurately in a complete sentence.</td>
</tr>
<tr>
<td>At</td>
<td>6</td>
<td>Student tells the time accurately in a phrase or isolated words.</td>
</tr>
<tr>
<td>Below</td>
<td>4</td>
<td>Student tells the time inaccurately.</td>
</tr>
<tr>
<td>No Performance</td>
<td>0</td>
<td>No response or irrelevant answer.</td>
</tr>
</tbody>
</table>

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*Instructional Pack: Level 101 - Module 3*  
Academic Development Unit  
p. 19
Learning Management System

Instructions for teachers
The Learning Management System (LMS) provides students the opportunity to consolidate and practice language learning outside the classroom. It is being rolled out in phases. 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.

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:
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 the 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 grade book 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 1
- book (n)
- camera (n)
- car (n)
- photograph (n)
- computer (n)
- bag (n)
- burger (n)
- television (n)
- phone (n)
- sandwich (n)
- bus (n)
- house (n)

#### Unit 2
- awful (adj)
- really good (adj)
- fantastic (adj)
- beautiful (adj)
- centre (n)
- weather (n)
- building (n)
- look (v)
- married (adj)

#### Unit 3
- doctor (n)
- nurse (n)
- student (n)
- teacher (n)
- shop assistant (n)
- bus driver (n)
- businessman (n)
- police officer (n)
- builder (n)
- different (adj)
- interviewer (n)
- mountain (n)
- job (n)
- surname (n)

#### Unit 4
- mother (n)
- daughter (n)
- sister (n)
- wife (n)
- father (n)
- son (n)
- brother (n)
- husband (n)
- parents (n)
- children (n)
- family (n)
- apartment (n)
- funny (adj)
- flatmate (n)
- village (n)
- part-time (adj)
- both (pron)
- fan (n)

#### Unit 5
- together (adv)
- bank manager (n)
- sports (n)
- food (n)
- drink (n)
- football (n)
- skiing (n)
- pizza (n)
- oranges (n)
- tea (n)
- swimming (n)
- ice-cream (n)
- Indian food
- Chinese food
- juice (n)
- cola (n)
- coffee (n)
- milk (n)
- exciting (adj)
- delicious (adj)
- great (adj)
- have (v)
- live (v)
- work (v)
- come (v)
- eat (v)
- drink (v)
- play (v)
- speak (v)
- want (v)
- millionaire (n)
- restaurant (n)
- dinner (n)
- flat (n)
- waiter (n)
- engineer (n)

#### Unit 6
- get up (early)
- go (to bed late)
- listen to (the radio)
- watch (TV)
- cook (dinner)
- go (shopping)
- have (a shower)
- stay (at home)
- play (chess)
- office (n)
- Internet (n)
- evening (n)
- lunch (n)
- breakfast (n)
- the weekend (n)

#### Unit 7
- terrible (adj)
- nice (adj)
- lovely (adj)
- interesting (adj)
- new (adj)
- old (adj)
- expensive (adj)
- cheap (adj)
- big (adj)
- small (adj)
- hot (adj)
- cold (adj)
- right (adj)
- wrong (adj)
- black (adj)
- white (adj)

#### Unit 8
- bed (n)
- cooker (n)
- sofa (n)
- shower (n)
- toilet (n)
- table (n)
- fridge (n)
- armchair (n)
- lamp (n)
- picture (n)
- magazine (n)
- laptop (n)
- desk (n)
- sea (n)
- beach (n)
- park (n)
- the weather (n)
- city (n)
- busy (adj)
- cosmopolitan (adj)
- comfortable (adj)
- modern (adj)
- slow (adj)