

**Level One (101A) Study Plan – Listening and Speaking**  
**TERM ONE, 2016 – 2017**  
**Course Book: Unlock 1**

| WEEK  | UNIT              | VIDEO                    | VOCABULARY   | GRAMMAR  | CRITICAL THINKING                          | LISTENING OUTCOMES  | SPEAKING OUTCOMES  | STUDY SKILLS   |
|---|-------------------|--------------------------|--|--|--|---|--|--|
| WK - 1<br>4 <sup>th</sup> - 8 <sup>th</sup> Sept 2016 | Registration      |                          |  |  |  |   |  |  |
| WK-2<br>18 <sup>th</sup> – 22 <sup>nd</sup> Sept 2016 | Eid al Adha       |                          |  |  |  |   |  |  |
| WK-3<br>18 <sup>th</sup> – 22 <sup>nd</sup> Sept 2016 | Unit 1<br>People  | The film Makers          | 1. Family<br>2. Jobs<br>3. Countries<br>4. Nationalities | 1. Personal pronouns<br>2. Possessive adjectives<br>3. The Verb Be<br>1. There is & There are<br>2. Adjectives | Use idea maps<br>Choose visuals for a talk | <b>Key Listening Skill:</b><br>L1-Understanding Key Vocabulary<br>L2/L3/L4- Listening for main ideas / details<br><br><b>Pronunciation for Listening:</b><br>L8-Syllable stress                         | <b>Preparation for Speaking:</b><br>S1/S3-Introducing and starting a talk<br><b>Pronunciation for Speaking:</b><br>S8-Saying words and sentences in syllables<br><b>Speaking Task:</b><br>S7-Tell your group about two famous people in your country | Make decisions about priorities, time, and resources<br><br>Introduction to the use of English-English Dictionary:<br>Phonetic Symbols |
| WK-4<br>25 <sup>th</sup> - 29 <sup>th</sup> Sept 2016 | Unit 2<br>Seasons | Seasons in North America | 1. Months and Seasons<br>2. Weather<br>3. Color          | 1. There is & There are<br>2. Adjectives   | Choose visuals for a talk                  | <b>Key Listening Skill:</b><br>L1- Use visuals to predict content<br>L1- Understand key vocabulary<br>L3/L4- Listen for main ideas/details<br><b>Pronunciation for Listening:</b><br>L8-Sentence stress | <b>Preparation for Speaking:</b><br>S5-Describing photographs<br><b>Pronunciation for Speaking:</b><br>S8-Word stress<br><b>Speaking Task:</b><br>S5-Describing photographs of a landscape   | Make decisions about priorities, time, and resources<br>Set realistic and manageable goals<br>Create a timetable for their study       |

| WEEK   | UNIT  | VIDEO                  | VOCABULARY  | GRAMMAR            | CRITICAL THINKING                  | Listening Outcomes   | Speaking Outcomes  | STUDY SKILLS  |
|--|---|------------------------|---|--------------------|------------------------------------|--|--|---|
| <b>WK-5</b><br><b>2<sup>nd</sup> - 6<sup>th</sup> Oct</b><br><b>2016</b>   | <b>Unit 3</b><br>Lifesyles  | The Bedouin            | 1. Days of the week<br>2. Time Expressions<br>3. Collocations for Lifestyle | The Present Simple | Use surveys                        | <b>Key Listening Skill:</b><br>L1- Understanding Key Vocabulary<br>L3/L4- Listening for main ideas / details<br><br><b>Pronunciation for Listening:</b><br>L7-Intonation   | <b>Preparation for Speaking:</b><br>S6-Asking and answering questions<br><b>Pronunciation for Speaking:</b><br>S8-Intonation in questions<br><b>Speaking Task:</b><br>S6-Interview students for a survey | Use an English-English dictionary<br><br>Maintain a language portfolio that reflects progress |
| <b>WK-6</b><br><b>9<sup>th</sup> – 13<sup>th</sup> Oct</b><br><b>2016</b>  | <b>Unit 4</b><br>Places   | The Great Barrier Reef | 1. Vocabulary for places<br>2. Preposition of places                        | The Imperatives    | Interpret Maps and give directions | <b>Key Listening Skill:</b><br>L3/L4-Listening for main ideas / details<br>L1-Understanding Key Vocabulary using your knowledge<br><b>Pronunciation for Listening:</b><br>L8-Stress in Determiners (This & That) | <b>Preparation for Speaking:</b><br>S4-Asking for and giving directions<br><b>Pronunciation for Speaking:</b><br>S8-Pronunciation of phrases<br><b>Speaking Task:</b><br>S4-Ask for and give directions  | Use an English-English dictionary<br><br>Maintain a language portfolio that reflects progress |
| <b>WK-7</b><br><b>16<sup>th</sup> – 20<sup>th</sup> Oct</b><br><b>2016</b> | <b>Complete Syllabus</b> to the end of Unit 4<br><b>&amp;</b><br><b>Revision</b> of first 4 units |                        |   |                    |                                    |  |  |   |

| WEEK   | UNIT                                | VIDEO             | VOCABULARY   | GRAMMAR                                 | CRITICAL THINKING                  | Listening Outcomes   | Speaking Outcomes  | STUDY SKILLS  |
|--|-------------------------------------|-------------------|--|---|------------------------------------|--|--|---|
| WK-8<br>23 <sup>rd</sup> -27 <sup>th</sup> Oct<br>2016     | <b>MID-TERM EXAMS</b>               |                   |  |   |                                    |  |  |   |
| WK-9<br>30 <sup>th</sup> Oct – 3 <sup>rd</sup> Nov<br>2016 | Unit 5<br>Sports                    | Free<br>Diving    | 1. Vocabulary<br>for sport<br>2. Sport<br>collocations       | Comparative<br>Adjectives<br><br>Should | Use tables to<br>make notes        | <b>Key Listening Skill:</b><br>L1- Understanding Key<br>Vocabulary<br>L3/L4- Listening for main<br>ideas / details<br><b>Pronunciation for<br/>Listening:</b><br>Pronouncing Clusters of<br>consonants ( gh, ing, ph,<br>ck) | <b>Preparation for<br/>Speaking:</b><br>S7- Making<br>comparisons and<br>introducing a talk<br><b>Pronunciation for<br/>Speaking:</b><br>S8-Weak vowel<br>sounds<br><b>Speaking Task:</b><br>S7-Compare different<br>kinds of sports and<br>exercise | Use an English-<br>English<br>dictionary<br><br>Maintain a<br>language<br>portfolio that<br>reflects progress |
| WK-10<br>6 <sup>th</sup> - 10 <sup>th</sup> Nov<br>2016    | Unit 7<br>Homes<br>and<br>buildings | Homes in<br>India | 1. Vocabulary<br>for Rooms<br>2. Adjectives<br>for furniture |   | Find reasons<br>for and<br>against | <b>Key Listening Skill:</b><br>L4 -Listening for reasons<br>L1- Understanding Key<br>Vocabulary<br>L3/L4- Listening for main<br>ideas / details<br><b>Pronunciation for<br/>Listening:</b><br>Linking words                  | <b>Preparation for<br/>Speaking:</b><br>S4/S2-Asking for and<br>giving opinion<br>S4 /S2-Agreeing and<br>Disagreeing<br><b>Speaking Task:</b><br>S5-Discuss ideas for<br>new building  | Use an English-<br>English<br>dictionary<br><br>Maintain a<br>language<br>portfolio that<br>reflects progress |

| WEEK  | UNIT  | VIDEO              | VOCABULARY             | GRAMMAR   | CRITICAL THINKING                             | Listening Outcomes  | Speaking Outcomes  | STUDY SKILLS  |
|---|---|--------------------|------------------------|---|---|---|--|---|
| WK-11<br>13 <sup>th</sup> - 17 <sup>th</sup> Nov<br>2016    | Unit 8<br>Food and Culture  | Chinese Food       | Vocabulary for food    | Countable and Uncountable Nouns (some, any, much, many) | Use pie charts                                | <b>Key Listening Skill:</b><br>L1- Listen for Numbers<br>L1- Predicting content using visuals<br>L1- Understand Key Vocabulary<br>L3/L4- Listen for main ideas / details<br><b>Pronunciation for Listening:</b><br>Pronunciation of numbers- teen and -ty | <b>Preparation for Speaking:</b><br>Introducing a report<br>Talking about results<br><b>Pronunciation for Speaking:</b><br>S8-Sentence stress: emphasis<br><b>Speaking Task:</b><br>Report the results of a survey | Use an English-English dictionary<br><br>Maintain a language portfolio that reflects progress |
| WK-12<br>20 <sup>th</sup> – 24 <sup>th</sup> Nov<br>2016    | Unit 9<br>Animals   | Animals and people | Vocabulary for animals | Definitions (e.g. kind of, that means, is the name for) | Use online translation tools and dictionaries | <b>Key Listening Skill:</b><br>L6-Listen for definitions Using your knowledge<br>L1- understanding key vocabulary L3/L4- Listen for main ideas / details<br><b>Pronunciation for Listening:</b><br>Silent consonants                                      | <b>Preparation for Speaking:</b><br>Introducing a topic<br>S5-Using questions in a talk<br><b>Pronunciation for Speaking:</b> Pauses<br><b>Speaking Task:</b><br>Describe an animal                                | Use an English-English dictionary<br><br>Maintain a language portfolio that reflects progress |
| WK-13<br>27 <sup>th</sup> Nov – 1 <sup>st</sup> Dec<br>2016 | <b>Complete Syllabus</b> to the end of Unit 9<br>&<br><b>Revision</b> of whole syllabus |                    |                        |   |   |   |  |   |
| WK-14<br>4 <sup>th</sup> – 8 <sup>th</sup> Dec<br>2016      | <b>FINAL EXAMS</b>  |                    |                        |   |   |   |  |   |
| WK-15<br>11 <sup>th</sup> – 15 <sup>th</sup> Dec<br>2016    | Marking, finalizing and posting grades  |                    |                        |   |   |   |  |   |

**Learning Outcomes in line with Oman Academic Standards (S=Speaking; L=Listening; SS= Study Skills)**

**S1** Actively participate in discussions on any given topic by asking questions/expressing and asking for opinions

**S2** Communicate using vocabulary for personal and social purposes

**S3** Initiate simple conversation

**S4** Make simple clarification requests

**S5** Discuss familiar topics of interest

**S6** Paraphrase information

**S7** Share information about personal events, experiences with peers

**S8** Practice functional language, pronunciation and speaking strategies

**S9** Develop critical thinking as preparation for the speaking task

**S10** Prepare and deliver a talk for 2 minutes

**L1** Activate schema with visual or textual clues to predict content

**L2** Use learnt vocabulary and grammar for listening

**L3** Follow spoken instructions to carry out tasks

**L4** Focus on pronunciation to enhance listening comprehension

**L5** Take notes and respond to questions

**L6** Listen to a conversation between two or more speakers and be able to answer questions in relation to context, relationship between speakers, register (e.g. formal or informal)

**L7** Listen for specific information

**L8** Listen for main ideas

**L9** Distinguish between statements and questions; giving and asking for an opinion; agreeing and disagreeing; giving reasons etc.

**L10** Recognize signpost phrases

**L11** Comprehend simple directions (places and tasks)

**SS1** Work in pairs or groups

**SS2** Adopt note-taking strategies (e.g. Cornell system, mind mapping)

**SS4** Work to deadlines

**SS5** Independently access and use computer labs and internet for finding information