General Foundation Program- English
Course Syllabus

Course Specifications

Course Title	Level 1 (Pre-Elementary)	
Course Code	GFPE001	
Pre-requisite	Placement Test	
Contact Hours	18 Contact Hours 2 Self-Study Hours	8 hours = Reading & Writing +(vocabulary) 8 hours = Listening & Speaking+ (vocabulary) 2 hours = Grammar 2 hours = Self-Study (virtual)

Course Description

This is a lower elementary-level course that focuses on the four language areas: reading, writing, listening, and speaking. The course will also equip students with grammatical and lexical knowledge, and general study skills needed for higher education studies. This course is a prerequisite to Level 2.

Course Objectives

At the end of the course, students should be able to:

1. Listen to simple texts about personal, social, academic, and work-related activities.
2. Read simple texts about personal, social, academic, and work-related activities.
3. Use familiar everyday expressions and basic phrases and sentences in speaking and writing.
4. Talk about him/herself and others in different situations, and ask and answer questions about personal, social, academic, and work-related activities.
5. Write simple texts at paragraph levels using appropriate grammar and vocabulary.
6. Demonstrate basic study skills such as time management, research, taking notes, and giving presentations.
7. Demonstrate a level-appropriate accuracy and range of grammatical structures.
8. Access and use virtual platforms for independent language learning.

Listening Learning Outcomes

By the end of the course, students should be able to:

1. Use pre-listening strategies to preview, activate prior knowledge, predict content, and identify keywords and cues of a listening text about personal, social, academic, and work-related activities.

2. Recognize the main ideas and specific details in monologues and conversations of 2-3 minutes delivered at a very slow pace and carefully articulated with long pauses.

3. Extract information related to people, hometown or village, things, and activities.

4. Answer simple questions related to numbers, prices, and times.

5. Follow short and simple instructions and directions.

6. Identify the language of basic greetings, leave-taking, and polite requests.

7. Infer the speaker's viewpoint, feelings, and/or attitude.

Reading Learning Outcomes

By the end of the course, students should be able to:

1. Read simple texts of 250[1] words, with a readability score of 70 - 80[2].

2. Use pre-reading strategies to preview, activate prior knowledge, predict content, and establish a purpose for the reading of a text about personal, social, academic, and work-related activities.

3. Use a dictionary to find the meaning and pronunciation of unknown vocabulary.

4. Recognize the main ideas and scan for specific details of short simple reading texts of 250 words supported with visual aids.

5. Extract information from short simple correspondence such as a simple email, SMS social media message, or postcard.

6. Recognize familiar names, words, and basic phrases on simple notices and posters in everyday situations.

7. Identify short, simple descriptions of people, places, activities, and things.

8. Use context clues to guess the meaning of occasionally occurring unfamiliar words in short, simple texts of 250 words.

Speaking Learning Outcomes

By the end of the course, students should be able to:

1. Use pre-speaking strategies to preview, activate prior knowledge, and unlock difficult words.

2. Use simple phrases and sentences to describe people, places, jobs, and activities (dates, times, numbers, prices, hobbies, likes and dislikes, etc.).

3. Ask and answer simple questions related to people, places, jobs, and activities.

4. Use polite forms of greetings, introductions, farewells, and thanks in personal, social, academic, and work-related settings.

5. Use basic connectors such as 'and', 'but', 'so', and 'then' in sentences.

6. Use the expressions related to lack of understanding, asking for repetition, and correcting oneself.

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[1] The length can be 10% more.
[2] Based on Flesch Reading Ease Score Table

7. Give simple directions supported by gestures.

8. Use simple sentences to describe past activities.

9. Use intonation appropriately while speaking.

10. Prepare and deliver a talk of 2-3 minutes using eye contact and appropriate body language.

11. Pronounce phonemes problematic for Arabic speakers such as /b/ or /p/, /g/ or /j/, /v/ or /f/.

Writing Learning Outcomes

By the end of the course, students should be able to:

1. Use prewriting strategies to generate and develop ideas and to plan before starting to write.

2. Write simple sentences describing self and other people (name, nationality, address, dates, hobbies, etc.) either real or imaginary.

3. Write sentences to describe routines.

4. Write sentences to describe activities in the past.

5. Write an email of at least 75 words describing people, places, things, and/or jobs.

6. Link sentences to form a short paragraph of at least 100 words using simple discourse markers and punctuations.

Grammar Learning Outcomes

By the end of the course, students should be able to use the following grammatical items:

1. Sentence Structure (S-V, S-V-O, S-V-C)
2. Articles and Determiners
3. Nouns
   Types of nouns
   Number of nouns (Singular/Plural; There is/are)
4. Pronouns
   Personal pronouns
   Interrogative Pronouns (Wh- questions)
5. Possessives

   Possessive Pronouns
   Possessive Adjectives
   Use of 's, s'
6. Verbs
   Imperatives
   Present Simple: Affirmative
   Present Simple: Negative
   Present Simple: Questions
   Present Continuous: Affirmative
   Present Continuous: Negative
   Present Continuous: Questions

Past Simple: Regular
Past Simple: Irregular
Past Simple: Negative
Past Simple: Questions
7. Modals (can/can't, could/couldn't)
8. Adjectives (descriptive and demonstrative, comparative and superlative)
9. Adverbs
   Adverbs of frequency
10. Prepositions (dates, time, place)
11. Conjunctions (and, but, so, or, then, because)
12. Verb + ing: like/hate/love
13. Intensifiers

Vocabulary Learning Outcomes

By the end of the course, students should be able to:

1. Identify the parts of speech of words.

2. Use vocabulary items and their derived forms (prefixes, suffixes) in meaningful contexts.

3. Use phrases and familiar collocations in everyday situations.

4. Pronounce words, phrases and collocations in everyday situations.

5. Spell the words correctly.

General Study Skills Learning Outcomes[3]

By the end of the course, students should be able to:

6.2.1 Managing Time and Accepting Responsibility
6.2.1 a) Work in pairs or groups and participate accordingly.
6.2.1 b) Follow university policies on attendance and punctuality.
6.2.1 c) Bring required materials (pens, pencils, folder, etc.) to class.
6.2.1 d) Work to imposed deadlines.
6.2.1 e) Show respect for teachers and others and their rights to have a difference of opinion.
6.2.1 f) Use a variety of study techniques.
6.2.1 g) Create term planners and study schedules noting key dates/events.
6.2.1 h) Complete homework on time.
6.2.1 i) Continually revise one's work.
6.2.1 l) Organize a feasible study schedule that accommodates other responsibilities.
6.2.1 n) Organize and maintain a system of recording vocabulary (keep a vocabulary log).
6.2.1 o) Organize and maintain a portfolio of one's work.

6.2.2 Research Skills
6.2.2 b) Use the library system for finding, borrowing, and returning library material.
6.2.2 c) Use an English-English and/or English-Arabic dictionary for language learning.
6.2.2.d) Use a contents page to locate information in a book.
6.2.2 e) Extract relevant information from a book or article using a battery of reading strategies (e.g. skimming, scanning, etc.).

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[3] These LOs are adapted from the OAS for GFP.

6.2.2 h) Find specific information using internet search engines and electronic resources.
 6.2.2 m) Summarize and paraphrase information in one's own words.

6.2.3 Taking Notes
6.2.3 a) Recall and define main concepts.
6.2.3 c) Use simple notes in margins and for glossing vocabulary.
6.2.3 d) Extract and record key information (the gist) from a written or spoken source.
6.2.3 f) Support key points with relevant additional details.
6.2.3 h) Date one's notes.
6.2.3 k) Sort out information and reject irrelevant pieces.

6.2.4 Presentation Skills
6.2.4 a) Outline and define main concepts.
6.2.4 b) Address questions from the audience.
6.2.4 d) Speak in a clearly audible and well-paced voice.
6.2.4 e) Follow a presentation format.
6.2.4 f) Use presentation language (discourse markers, etc.).
6.2.4 g) Achieve the key aim of informing the audience.
6.2.4 h) Make use of audio/visual aids when giving oral presentations.
6.2.4 j) Maintain some eye contact with the audience.
6.2.4 l) Observe time restrictions in presentations.

Assessment

Continuous Assessment (CA) (50%)
Final/Level Exit Exams (LEE) (50%)

(refer to the Assessment Document for details)

Learning Materials

- Prescribed Textbooks: Pathways
- In-House Supplementary Teaching Materials

Alignment with Oman Academic Standards for General Foundation Program

Learning Outcome Standards for English

UTAS Graduate Attributes (Not yet approved)
- Creativity and critical thinking
- Teamwork and communication skills
- Leadership and Accountability