

## General Foundation Program- English Course Syllabus

### Course Specifications

<b>Course Title</b>	<b>Level 3 (Intermediate)</b>	
<b>Course Code</b>	GFPE003	
<b>Pre-requisite</b>	Level 2/Placement Test	
<b>Contact Hours</b>	18 Contact Hours 2 Self-Study Hours	8 hours = Reading & Writing +(vocabulary) 8 hours = Listening & Speaking+ (vocabulary) 2 hours = Grammar 2 hours = Self-Study ( <b>virtual</b> )

### Course Description

This is an intermediate-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 4.

### Course Objectives

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

1. Recognize the main ideas and details of complex reading and listening texts related to social, academic, and work-related settings.
2. Interact with the reading and listening texts using higher-order thinking skills (inferencing, evaluating, and synthesizing).
3. Interact with a degree of fluency and spontaneity that makes regular interaction with speakers quite possible without strain for either party.
4. Produce clear, detailed text on a range of subjects and explain a viewpoint on topics related to social, academic, and work-related activities.
5. Demonstrate a level-appropriate accuracy and range of grammatical structures.
6. Demonstrate basic study skills such as time management, research, taking notes, and giving presentations.

### Listening Learning Outcomes

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

1. Use pre-listening strategies to preview, activate prior knowledge, predict the content of a listening text, and identify keywords and cues.
2. Identify main ideas and details in dialogue or monologue of 4-5 minutes on topics related to social, academic, and work-related activities
3. Identify the speakers' viewpoints, feelings, and/or attitudes.
4. Take notes and answer questions about the main ideas, details, and opinions from a listening text (e.g. lecture, Podcast, news broadcast).
5. Grasp the meaning of idiomatic expressions.
6. Infer and evaluate contents of listening texts related to work, school, leisure, etc.
7. Synthesize the contents of listening texts orally or in writing.

#### Reading Learning Outcomes

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

1. Recognize gist and main points in texts of 450<sup>1</sup> words with a readability score of 50 - 60<sup>2</sup>.
2. Use pre-reading strategies to preview, activate prior knowledge, predict the content of a text and establish a purpose for reading.
3. Recognize the reading purpose and adapt the style of reading (e.g. skimming, scanning, or intensive reading).
4. Identify the meaning of idiomatic expressions.
5. Deduce the meaning of unfamiliar words in articles and reading passages of around 450 words on topics related to social, academic, and work-related settings.
6. Identify main ideas, supporting details, and relevant information in everyday materials such as emails, newspapers, magazines, infographics, and online documents.
7. Recognize instructions for commonly encountered pieces of equipment at home, in an educational institution, or the workplace.
8. Infer and evaluate contents of reading texts.
9. Synthesize the contents of reading texts.

#### Speaking Learning Outcomes

By the end of the course students should be able to do the following:

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

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<sup>1</sup> The length can be 10% more.

<sup>2</sup> Based on Flesch Reading Ease Score Table

2. Use a combination of simple and complex sentences and appropriate expressions in social, academic, and work-related speaking activities.
3. Participate in impromptu and small group speaking activities related to social, academic, and work-related settings.
4. Provide reasons and explanations for opinions and plans.
5. Give detailed instructions for the completion of a task.
6. Prepare and deliver a talk of 3-5 minutes on topics about social, academic, and work-related activities using effective presentation skills, and use pronunciation, intonation, and stress (Bi-syllabic words, Tri-syllabic, and Multi-syllabic) sufficiently well.
7. Demonstrate mastery of phonemes problematic for Arabic speakers.

#### Writing Learning Outcomes

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

1. Use prewriting strategies to generate and develop ideas and make plans.
2. Write an essay of at least 200 words with an introduction, a minimum of two supporting paragraphs, and a conclusion on topics related to social, academic, and work-related situations.
3. Write an essay showing control of layout, organization, punctuation, spelling, sentence structure, grammar, and vocabulary.
4. Link ideas to write well-developed essays, providing reasons and examples to support ideas, on topics related to social, academic, and work-related settings.
5. Write a process essay using at least 150 words.
6. Write an incident report of at least 150 words.
7. Write a cause and effect essay of at least 200 words.
8. Write a comparison and contrast essay of at least 200 words.

#### 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 collocations in social, academic, and work-related situations.

4. Pronounce words, phrases, and collocations in social, academic, and work-related situations.
5. Spell the words correctly.

#### Grammar Learning Outcomes

At the end of Level 3, learners will be able to use the following grammatical items, in addition to forms learned at earlier levels:

1. Verbs

Present perfect vs past simple

Present perfect continuous

Past perfect

Passive forms (simple present)

Future continuous

2. Used to & Would (expressing habit in the past)

3. Second and third conditional

4. Reported speech (range of tenses)

5. Modals (might have, could have)

6. Adjectives: Comparatives & Superlatives

7. Determiners (e.g. all the, most, both)

8. Sentence structures (Compound and Complex Sentences)

9. Discourse Markers:

Process: Once, after that, finally, lastly

Incident Report: as soon as, in addition, moreover, furthermore, eventually, next, meanwhile, subsequently

Cause & Effect: because, since, as because of, due to, as a result, therefore, consequently,

Comparison & Contrast: on the other hand, while, but, however, nevertheless, although, even though, despite, in spite, whereas, yet, in contrast, similarly

#### General Study Skills Learning Outcomes

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 i.e. take turns, initiate a discussion, interrupt appropriately, express an opinion.

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 a) List the key ideas to guide the search for information.
- 6.2.2 b) Use the library system for finding, borrowing, and returning library material.
- 6.2.2 c) Use an English-English 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.).
- 6.2.2 h) Find specific information using internet search engines and electronic resources.
- 6.2.2 j) Classify and sort new information.
- 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 English rather than Arabic for notes in margins and glossing vocabulary.
- 6.2.3 d) Extract and record key information (the gist) from a written or spoken source based on own interpretation of information.
- 6.2.3 e) Adopt a note-taking strategy (e.g. Cornell system; mind mapping).
- 6.2.3 f) Support key points with relevant additional details.
- 6.2.3 h) Date one's notes.
- 6.2.3 i) Use notes to create a summary.
- 6.2.3 j) Reproduce key information and supporting details from notes in one's own words.
- 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 c) Plan and conduct a presentation based on information from written material, interviews, surveys, etc.
- 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 i) Tailor content and language to the level of the audience.
- 6.2.4 j) Maintain some eye contact with the audience.
- 6.2.4 k) Speak from notes in front of an audience using index cards.
- 6.2.4 l) Observe time restrictions in presentations.
- 6.2.4 m) Organize and present information in a logical order at a comprehensive speed.

### **Assessment**

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

