

General Foundation Program- English Course Syllabus

Course Specifications

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| Course Title | Level 2 (Elementary) | |
| Course Code | GFPE002 | |
| Pre-requisite | Level 1/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 an 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 3.

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 sentences related to personal, social, academic, and work-related settings both in writing and speaking.
4. Write simple texts at paragraph levels using appropriate grammar and vocabulary.
5. Communicate and exchange information about him/herself and others in different situations.
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 simple texts about personal, social, academic, and work-related activities.

2. Identify the main ideas in monologues and conversations of 3-4 minutes delivered in a clearly and slowly articulated manner.
3. Extract specific information from recorded texts dealing with predictable everyday matters.
4. Answer simple questions, instructions and follow directions when spoken in a clearly and slowly articulated manner.
5. Follow discussions concerning future arrangements, necessity, and obligation.
6. Recognize simple routines and habits related to personal, social, academic, and work-related settings.
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. Recognize gist and main points in short, simple, and familiar texts of 350¹ words with a readability score of 60 - 70².
2. Use pre-reading strategies to preview, activate prior knowledge, predict content and establish a purpose for reading simple texts about personal, social, academic, and work-related activities.
3. Identify the main idea of paragraphs.
4. Identify specific information in simple reading texts.
5. Recognize basic routine, work-related, or study-related letters, personal letters, faxes, emails, and media messages which may be encountered locally and internationally.
6. Use context clues to guess the meaning of occasionally occurring unfamiliar words in reading texts.
7. Follow regulations and simple instructions on equipment encountered in everyday life.
8. Infer meaning from a reading text.

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 compound sentences to describe people, places, and work-related activities.
3. Tell a story related to personal, social, work, and academic life.
4. Respond to invitations, suggestions, apologies, directions, and instructions.

¹ The length can be 10% more.

² Based on Flesch Reading Ease Score Table

5. Use polite expressions to make requests or ask for attention in a social, work-related, or academic situation.
6. Provide simple advice on a familiar topic.
7. Use pronunciation, intonation, and stress sufficiently well.
8. Prepare and deliver a talk of 2-3 minutes using eye contact and appropriate body language.
9. Demonstrate mastery of phonemes problematic for Arabic speakers such as /b/ or /p/, /g/ or /j/, /v/ or /f/.
10. Use gestures and substitute approximate vocabulary to communicate successfully.

Writing Learning Outcomes

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

1. Use pre-writing strategies to generate and develop ideas and make a plan.
2. Write a minimum of two paragraphs reaching a total of 100-150 words, with a topic sentence, supporting details, and a concluding sentence.
3. Write simple phrases and compound sentences for a variety of elementary purposes using basic conjunctions.
4. Write a short description of people, places, activities, and/or objects.
5. Write short narratives.
6. Write simple instructions.
7. Write about future plans.

Grammar Learning Outcomes

At the end of Level 2, learners will be able to use the following grammatical items, in addition to forms learned at an earlier level:

1. Articles and Determiners
Number (Singular/Plural; Regular and Irregular Nouns)
2. Pronouns
Relative pronouns
Interrogative pronouns
Possessive pronouns
3. Verbs

Past continuous: Affirmative, negative, questions
Future Simple: Affirmative
Future Simple: Negative
Future Simple: Questions
Future (be + going to)

4. Modals

Possibility (may, might, possibly, probably, perhaps)
Request: would

5. Conditionals: Zero and First

6. Obligation & Necessity (must/mustn't, have to, should)

7. Adjectives

Adjectives of Quality
Adjectives of Quantity
Interrogative Adjectives
Possessive Adjectives

8. Adverbs

Adverbial phrases of time, place, and frequency including word order

9. Basic intensifiers (really, very, so, quite, a bit, etc.)

10. Prepositions (dates, time, place)

11. Verbal (Gerund, Participles, and Infinitives)

12. Sentence structures (SV, SVC, SVO, and Compound Sentences)

13. Discourse Markers: Sequential, Illustrating (such as, like)

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.

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 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 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 c) Plan and conduct a presentation based on information from written material.
- 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 l) Observe time restrictions in presentations.
- 6.2.4 m) Organize and present information in a logical order.

³ These LOs are adapted from the OAS for GFP.
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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

