# Foundation Program, Dhofar University

## Level Three (FPE 103C) Study Plan – Reading and Writing Unlock B1 (Tentative)

### Term One, Fall 2016 – 2017

<table>
<thead>
<tr>
<th>WEEK</th>
<th>UNIT</th>
<th>VIDEO</th>
<th>READING</th>
<th>VOCABULARY</th>
<th>GRAMMAR</th>
<th>CRITICAL THINKING</th>
<th>WRITING</th>
<th>PORTFOLIO</th>
</tr>
</thead>
</table>
| Week 1  
17 – 8 Sep. | **Placement Tests and Registration** | | | | | | | |
| Week 2  
11 – 15 Sep. | **Eid Al Adha (Tentative)** | | | | | | | |
| Week 3  
18 – 22 Sep. | **Unit 1 Animals**  
Sharks | Key reading skill:  
Reading for main ideas  
Using your knowledge to predict content  
Reading for detail  
Working out meaning from content  
Using visuals to predict content  
Skimming  
Making inferences from the text  
R1, R2, R3, R4, R6, R7, R10, R12, R16 | **Academic adjectives 1**  
(e.g. common, healthy, endangered) | **Comparative adjectives**  
Grammar for writing:  
Word order, using and, but and whereas | **Academic writing skill:**  
Punctuation: capital letters, full stops, commas  
**Writing task type:**  
Write two comparison paragraphs  
Writing task:  
Compare and contrast the two sharks in the diagram  
W2, W4, W5, W6, W8, W9, W10, W11, W13 | All tasks  
Initial self-assessment  
In-class Writing  
Progress Test 1:  
Compare and contrast two types of fish, rainbow trout and brown trout.  
Extensive reading 1  
Spelling Test 1  
Research Report  
All tasks  
W1, W5 |
| Week 4  
25 – 29 Sep. | **Unit 2 Customs and traditions**  
Customs in Dagestan | **Key reading skill:**  
Reading for detail  
Scanning to predict content  
Reading for main ideas  
Making inferences from the text (R4)  
Understanding key vocabulary  
Previewing | **Academic adjectives 2**  
(e.g. brief, certain, obvious) | **Avoiding generalizations with can and tend to**  
Adverbs of frequency | **Academic writing skill:**  
Essay structure  
**Writing task type:**  
Write three descriptive paragraphs  
W2, W4, W5, W6, W8, W9, W10, W11 | Extensive reading 2  
Spelling Test 2  
Research Report |

---

**Important Notes:**  
- All tasks include initial self-assessment, in-class writing, progress test 1, extensive reading 1, spelling test 1, research report, and additional tasks from previous weeks.
<table>
<thead>
<tr>
<th>Week 5 2 – 6 Oct.</th>
<th>Unit 3 History</th>
<th>Egyptian Archaeology</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key reading skill:</strong> Identify purpose and audience Using your knowledge to predict content Understanding key vocabulary Scanning to find information Skimming Reading for detail Making inferences from the text</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Academic vocabulary</strong> (e.g. display, document, period, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grammar for writing:</strong> Stating opinions Linking contrasting sentences with <strong>but, however, although and on the other hand</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyze different opinions Evaluate the importance of information Organize ideas in a chart</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Academic writing skill:</strong> Write an introduction <strong>Writing task type:</strong> Write a balanced opinion essay <strong>Writing task:</strong> Should museums be free or should visitors pay for admission? Discuss. W2, W4, W5, W6, W8, W9, W10, W11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All tasks In-class Writing Progress Test 2 Should all subjects at school be taught in English? Discuss. Research Report Book Review 1 Spelling Test 3 W1, W5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 6 9 – 13 Oct.</th>
<th>Unit 4 Transport</th>
<th>Indian Transport</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key reading skill:</strong> Using visuals to predict content Understanding key vocabulary Reading for main ideas Reading for detail Making inferences from the text</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Collocation</strong> (e.g. traffic congestion, public transport, rush hour) <strong>Academic synonyms</strong> (e.g. prevent, select, consider)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grammar for writing</strong> First conditional Using if ... not and unless</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyze an essay question Evaluate advantages and disadvantages Create your own list of advantages and disadvantages</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Academic writing skill:</strong> Writing a conclusion <strong>Writing task type:</strong> Write a problem-solution essay based on a map. W2, W4, W5, W6, W8, W9, W10, W11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All tasks Spelling Test 4 Research Report W1, W5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Extensive Reading Test 12th October, 2016**
| Week 7 16 – 20 Oct. | Unit 6 Health and fitness | Key reading skill: Reading for detail
Understand key vocabulary
Using knowledge to predict content.
Skimming
Reading for main ideas
Using key vocabulary
Making inferences from the text R1,R2,R3,R4,R6,R7, R10,R12,R16 | Academic verbs and nouns
(e.g. injure, suffer, encourage)
Collocation
(e.g. life expectancy, serious illness, junk food) | Grammar for writing
Giving reasons
Giving examples with such as, for instance, especially
Understand and subdivide arguments
Apply subdivided arguments to the organization of an essay plan |  |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 8 23 – 27 Oct.</td>
<td></td>
<td></td>
<td>Revision and Mid-Term Tests</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Week 9 30 Oct. – 3 Nov. | Unit 5 Environment Alaskan glaciers | Key reading skill: Scanning to find information
Using your knowledge to predict content
Reading for main ideas
Reading for detail
Identifying purpose
Previewing
Understanding key vocabulary
Making inferences R1,R2,R3,R4,R6,R7 R10,R12,R11,R16 | Academic vocabulary
(e.g. annual, issue, predict)
Topic vocabulary
(e.g. deforestation, climate change, flood) | Grammar for writing
Cause and effect
Using because and because of
Evaluate ideas and examples using an ideas map
Create your own ideas and examples/evidence | Academic writing skill:
Writing a topic sentence
Writing task type:
Write two cause-effect paragraphs
Writing task:
Outline the human causes of climate change. What effects will these have on people and the planet? |  |
| Week 10 6 Nov. – 10 Nov. | Unit 7 Discovery and invention Robots | Key reading skill: Scanning to predict content
Use your knowledge to Understand prefixes (e.g. misunderstand,)
Make predictions with will, could and won’t |  |  | Academic writing skill:
Edit for common errors |  |
| Week 11 | Unit 8 | Mission Italian fashion | Key reading skill: Distinguishing fact from opinion Using your knowledge to predict content Reading for main ideas Read for detail Making inferences from the text Understanding key vocabulary Skimming R1,R2,R3,R5, R6, R11 | Hyponyms (e.g. fashion and clothing, beauty products and cosmetics) | Grammar for writing: Prepositional phrases (e.g. apart from, rather than, along with) | Evaluate arguments and counter arguments | Academic writing skills: Cohesion Coherence Writing task type: Write a balanced opinion essay Writing task: Fashion is harmful. Discuss. W2, W4,W5, W6, W8, W9, W10, W11, W12 | All tasks
Book Review 2 Spelling Test 8 W1, W5 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>13 – 17 Nov.</td>
<td>Fashion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| Week 12 | Unit 9 | The Russian economy | Key reading skill: Skimming Understand key vocabulary Reading for main ideas Identifying purpose Reading for detail Making inferences from the text Using your knowledge to predict content R1,R2,R3, | Academic vocabulary: (e.g. economy, finance, industry) Synonyms (e.g. purchase and buy, domestic and household) | Grammar for writing: Describing graphs – noun phrases and verb phrases Using prepositions and conjunctions to add data Writing approximation of numerical data (e.g. | Understand and interpret visual information Analyse a graph R8 | Academic writing skill: Writing a description of a graph Writing task type: Write a paragraph describing a graph Writing task: Describe both graphs and explain the data. | All tasks In-class Writing Progress Test 4 The graphs show the price and sales of mobile phones. Describe both graphs and explain the data. Spelling Test 9 W1, W5 |</p>
<table>
<thead>
<tr>
<th>Week 13</th>
<th>Unit 10</th>
<th>The amazing brain</th>
<th>Key reading skill: Preparing Previewing Skimming Reading for detail Making inferences from the text Scanning to predict content</th>
<th>Medical language: (e.g. surgery, vaccination, treatment) Academic verbs: (e.g. recover, care, confirm) Grammar for writing: Passive (in narrative tenses and with modal verbs)</th>
<th>Analyze a diagram to understand a process</th>
<th>Academic writing skill: Writing a description of process Writing task type: Write a process paragraph Writing task: Describe how the body responds to changes in temperature</th>
<th>Journal entry and learner reflections Final self-assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>27 Nov. – 1 Dec.</td>
<td>The Brain</td>
<td></td>
<td>Key reading skill:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Nearly, more than, approximately</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>the data W2, W3, W4, W5, W6, W8, W9, W10, W11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Week 14**

**4 Dec. – 8 Dec.**

**Portfolio Submission: 27th November 2016**

4th December (Sunday) – Last Day of Classes

Speaking Final Exam – 4th December

5th December to 8th December Final Exams
R2: Scan a text to identify and explain specific information.
R3: Skim a passage to determine the organization, general ideas, and scan the passage for relevant details.
R4: Draw conclusions from authentic materials and reading passages on familiar topics.
R5: Reflect on a text in order to give brief explanations (prediction/deduction/inference), make associations (from personal experience) and comparisons (Portfolio).
R6: Identify organizational features of written texts (e.g. sequence of points, sentences, and paragraphs) and their purpose, fact and opinion.
R7: Identify main idea, supporting details, sequence, and common transitions (e.g. first, next) in simplified or adapted short texts on a familiar topic.
R8: Read and interpret data in line/bar graphs, pie/flow charts.
R9: Organize information in charts.
R10: Recall important points and interpret text by answering factual questions.
R11: Compare and contrast relationships/summarize/paraphrase information from text (Unit 5 and portfolio).
R12: Recognize the format and purposes of various types of texts (genres); (narrative, informational text, request and complaint).
R13: Reflect on the passages they have read and write in a journal entry (Portfolio).
R14: Read an extensive text broadly relevant to the student’s area of study (minimum three pages) and respond to questions that require analytical skills, e.g. prediction, deduction, inference (Portfolio).
R15: Identify vocabulary including common roots and prefixes/suffixes, transition words. (Listening & Speaking book – unit 5 page 39; unit 5 page 93; unit 8 page 148)
R16: Use context clues to derive meaning of words.
R17: Record new vocabulary in organized form (e.g. personal dictionary, index cards) and use as a resource when writing (Portfolio).

WRITING
W1: Reflect on the passages they have read and write in a journal entry (Portfolio).
W2: Identify main idea, supporting details, sequence, and common transitions (e.g. first, next) in simplified or adapted short texts on a familiar topic.
W3: Interpret graphic data in line graphs/pie charts/tables; write short reports.
W4: Develop ideas through pre-writing activities (e.g. free writing, mind mapping).
W5: Analyze paragraphs as models for writing.
W6: Create well developed and unified paragraphs that support topic sentences.
W7: Sequence steps or events, to give instructions, tell a story, or explain a process (level 2 listening & speaking, unit 5, pages 96 to 102) covered in Level 2.
W8: Write a process/opinion paragraph with a topic sentence, supporting details, and a conclusion (up to 250 words.)
W9: Write appropriate topic, supporting and concluding sentences in paragraphs and introduction, body and conclusion in compare/contrast as well as cause/effect essays.
W10: Use correct spelling.
W11: Use simple revision strategies to monitor effectively during the writing process.
W12: Write argumentative essays.
W13: Write cause/effect and comparison/contrast essays.
W14: Produce a written report of a minimum of 500 words showing evidence of research, note taking, review and revision of work, paraphrasing, summarising, use of quotations and use of references (Research Booklet).

**STUDY SKILLS & OTHERS**

SS1: Work in pairs or groups and participate accordingly i.e. take turns, initiate a discussion, interrupt appropriately, express an opinion *(Every day lessons)*.
SS2: Describe learning experiences, challenges, insights in a daily journal *(Portfolio)*.
SS3: Organise and maintain a system of recording vocabulary (keep a vocabulary log) *(Portfolio)*.
SS4: Use an English-English dictionary;
SS5: Make decisions about their priorities, time, and resources;
SS6: Set realistic and manageable goals;
SS7: Create a timetable for their study *(Portfolio)*
SS8: Maintain a language portfolio that reflects progress *(Portfolio)*