FOUNDATION PROGRAM, DHOFAR UNIVERSITY
LEVEL THREE (FPE 103C) STUDY PLAN – READING AND WRITING UNLOCK B1 (TENTATIVE)
TERM ONE, FALL 2016 – 2017

WEEK	UNIT	VIDEO	READING	VOCABULARY	GRAMMAR	CRITICAL THINKING	WRITING	PORTFOLIO
Week 1 **7 – 8 Sep.**			**Placement Tests and Registration**					
Week 2 **11 – 15 Sep.**			**Eid Al Adha (Tentative)**					
Week 3 **18 – 22 Sep.**	**Unit 1** **Animals**	**Sharks**	<u>Key reading skill:</u> 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**	**<u>Academic adjectives 1</u>** (e.g. common, healthy, endangered)	Comparative adjectives **<u>Grammar for writing:</u>** Word order, using *and, but* and *whereas*	Analyze a diagram for information Evaluate information from a diagram	**<u>Academic writing skill:</u>** Punctuation: capital letters, full stops, commas **<u>Writing task type:</u>** Write two comparison paragraphs Writing task: Compare and contrast the two sharks in the diagram **W2, W4,W5,W6, W8, W9, W10, W11, W13**	**<u>All tasks</u>** 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.**	**Unit2 Customs and traditions**	**Customs in Dagestan**	**<u>Key reading skill:</u>** Reading for detail Scanning to predict content Reading for main ideas Making inferences from the text (R4) Understanding key vocabulary Previewing	**<u>Academic adjectives 2</u>** (e.g. brief, certain, obvious)	Avoiding generalizations with *can* and *tend to* <u>Adverbs of frequency</u> <u>Grammar for</u>	Analyze a description Identify the structure of a description **R6, R9**	**<u>Academic writing skill:</u>** Essay structure **<u>Writing task type:</u>** Write three descriptive paragraphs **W2,W4,W5,W6, W8,W9,W10, W11**	**Extensive reading 2 Spelling Test 2** **Research Report**

Week	Unit	Topic	Reading	Vocabulary	Grammar	Critical Thinking	Writing	Tasks
			Skimming Understanding discourse **R1,R2,R3, R4,R6,R7, R10,R12,R16**		**writing:** Adding detail for interest Prepositional phrases			
Week 5 **2 – 6 Oct.**	**Unit 3** **History**	**Egyptian Archaeology**	**Key reading skill:** 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 **R1,R2,R3,R4,R6,R7, R10,R12,R16**	**Academic vocabulary** (e.g. display, document, period, etc.)	Making suggestions **Grammar for writing:** Stating opinions Linking contrasting sentences with *but*, *however*, *although* and *on the other hand*	Analyze different opinions Evaluate the importance of information Organize ideas in a chart	**Academic writing skill:** Write an introduction **Writing task type:** Write a balanced opinion essay **Writing task:** Should museums be free or should visitors pay for admission? Discuss. **W2,W4,W5,W6, W8,W9,W10,W11**	**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**
Week 6 **9 – 13 Oct.**	**Unit 4** **Transport**	**Indian Transport**	Key reading skill: Using visuals to predict content Understanding key vocabulary Reading for main ideas Reading for detail Making inferences from the text **R1,R2,R3,R4,R6,R7, R10,R12,R16**	Collocation (e.g. traffic congestion, public transport, rush hour) Academic synonyms (e.g. prevent, select, consider)	Grammar for writing First conditional Using if … not and unless	Analyze an essay question Evaluate advantages and disadvantages Create your own list of advantages and disadvantages	**Academic writing skill:** Writing a conclusion **Writing task type:** Write a problem-solution essay based on a map. **W2, W4,W5, W6, W8, W9, W10, W11**	**All tasks** **Spelling Test 4** **Research Report** **W1, W5**
		Extensive Reading Test 12th October, 2016						

Week 7 16 – 20 Oct.	Unit 6 Health and fitness	Cycling	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, for example, especially	Understand and subdivide arguments Apply subdivided arguments to the organization of an essay plan		Spelling Test 6 Research Report Mid-term self-assessment Journal entry and learner reflections W1, W5
Week 8 23 – 27 Oct.	**Revision and Mid-Term Tests**							
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 the planet? W2,W4,W5,W6, W8,W9,W10, W11,W13	All tasks In-class Writing Progress Test 3 Outline the causes of pollution. What effects will these have on people and the planet? Spelling Test 5 Research Report W1, W5
Week 10 6 Nov. – 10 Nov.	Unit 7 Discovery and invention	Robots	Key reading skill: Scanning to predict content Use your knowledge to	Understanding prefixes (e.g. misunderstand,	Make predictions with will, could and won't	Remember ideas clearly by listing advantages and disadvantages	Academic writing skill: Edit for common errors	Spelling Test 7 ==Research Report Presentation==

			predict content Skimming Reading for detail Making inferences from the text **R1,R2,R3, R4,R6,R7, R8,R9,R10,R12,R16**	underperform, unsafe	Grammar for writing: Relative clauses Advantages and disadvantages	Understand an issue by finding reasons and evidence to support ideas	**W2, W3, W4, W5, W6, W8, W9, W10, W11**	
Week 11 13 – 17 Nov.	**Unit 8 Fashion**	**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) Homonyms (e.g. approach, volume, goal)	Grammar for writing Prepositional phrases (e.g. apart from, rather than, along with) Counter-arguments (e.g. argue, claim, insist, state)	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**	<u>**All tasks**</u> **Book Review 2 Spelling Test 8** **W1, W5**
Week 12 20 – 24 Nov.	**Unit 9 Economics**	**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 approximations 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	<u>**All tasks**</u> **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**

Week	Unit	Theme	Reading	Vocabulary	Grammar	Process	Writing	Reflection
			R4,R6,R7, R8,R9,R10,R12,R16		nearly, more than, approximately)		the data **W2, W3, W4, W5, W6, W8, W9, W10, W11**	
**23 and 24 November, 2016 National Day Holidays (Tentative)**								
Week 13 27 Nov. – 1 Dec.	**Unit 10** **The Brain**	**The amazing brain**	Key reading skill: Previewing Skimming Reading for detail Making inferences from the text Scanning to predict content **R1,R2,R3, R4,R6,R7, R8,R9,R10,R12,R16**	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)	Analyze a diagram to understand a process	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 **W2, W4, W5, W6, W8, W9, W10, W11, W12**	Journal entry and learner reflections **Final self-assessment**
**Exit Exam 1ˢᵗ December (Tentative)**								
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**							

READING & VOCABULARY

R1: Use text features to predict general idea of a text (e.g. visuals, title, headings)

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)**