



DEGREE CURRICULUM
GENERAL ENGLISH I

Coordination: MENA ORDUÑA, THAIS

Academic year 2018-19

Subject's general information

Subject name	GENERAL ENGLISH I		
Code	101253		
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION		
Typology	Degree	Course	Character
	Bachelor's Degree in English Studies	1	COMMON
	Double degree: Bachelor's degree in English Studies and Bachelor's degree in Applied Languages and Translation	1	COMMON
Modality	Attendance-based		
Course number of credits (ECTS)	6		
Type of activity, credits, and groups	Activity type	PRAULA	TEORIA
	Number of credits	3	3
	Number of groups	1	1
Coordination	MENA ORDUÑA, THAIS		
Department	ENGLISH AND LINGUISTICS		
Teaching load distribution between lectures and independent student work	60 class 90 independent study		
Important information on data processing	Consult this link for more information.		
Language	English		

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
MENA ORDUÑA, THAIS	tmena@dal.udl.cat	6	

Subject's extra information

General English I aims to develop students' communicative competence both in oral and written texts in English. The subject is specially designed to assist students to acquire the necessary language skills and strategies through the use of different written and oral genres (e.g. dialogue, description, discussion, oral presentation and narration).

Learning objectives

The main **objectives** of this course are:

a) To develop students' fluency and improve their accuracy in English to ultimately be independent users of English according to the Common European Framework of Reference for Languages (CEFR) – C1.1

O1 Create and understand descriptive oral and written texts with coherence and concision employing a wide range of linguistic structures according to the C1.1 level.

O2 Create and understand narrative oral and written texts with coherence and concision employing a wide range of linguistic structures according to the C1.1 level.

O3 Identify and master the different types of grammatical and lexical structures needed to appropriately create and understand narrative and descriptive texts, and discussions and oral presentations.

b) To understand the learning process of English as a foreign language. *General English I* aims at developing students' autonomy and awareness of the strategies, resources and sources which help them learn and improve (O4, O5).

Competences

This subject aims to develop the following **competences**:

CG7 Learn and work in an international context

CG11 Learn autonomously

CE1 Write English appropriately in terms of communicative accuracy and efficiency in both academic and non-professional contexts.

CE5 Analyse oral and written texts in English focusing on grammar and style

Subject contents

TOPIC	TASK	GROUPING	CONTENT
Unit 1: This is me!	A Description: Write 2 descriptions of a place in a city that you like. The former is addressed to your new Erasmus/ university classmates, and the latter is a writing for the university magazine supervised by your teacher.	Individual work	Describing people, places and things. Comparing and contrasting Appropriacy: register and degrees of formality Relative and Nonfinite clauses
Unit 2: Drama. Performance and Emotions	A Dialogue: Think about a situation (e.g. you've won a scholarship, you've got a new job, you've met someone, etc.). You have to write a script/scene and record (perform?) it.	Groups of 3	Asking for and giving information Asking for and giving advice Expressing and ranking preferences, likes and dislikes Intonation (i.e. speakers' emphasis and moods) Articles and Modals
Unit 3: Social Issues in Our World	A Discussion: You have to record a video discussing a topic related to a social issue with which you are concerned (a picture, a video, an issue, etc.)	Groups of 3	Identifying, stating and reacting to opinions Agreeing, disagreeing and giving reasons Complaining, apologising and accepting an apology Persuading Stress (i.e. number of syllables, and word and sentence stress) Verbs + infinitive or gerund
Unit 4: Creative Writing	Narration, dialogue and description: Write a short story.	Pair work	Describing spatial and temporal relations Describing actions and retelling past events Playing with the language (neologisms, slang, palindromes, contronyms, etc.) Stating degrees of certainty Unreal subjunctive

Methodology

This course is planned to develop the students' capacity to learn by doing and, therefore, the methodology is learner-centred. The units follow the principles of Project Based Learning where students have to design a final product or solve a challenge. It is while working to achieve these aims that students will work on the contents and competences of the subject.

Developing Oral Skill in English implies more or less 150 hours of classroom and individual work (6 credits. 1 ECT=25/30h). This means:

	Hours in class	Hours at home
Classes	45	20
Tasks		50
Tutorials	2	1
Revising for the exam and exam	3	29

Bear in mind this is just an orientation. The amount of work necessary to pass the course will mainly depend on your initial level, your interest and your effort.

Development plan

A: Activities which are part of the assessment (see Assessment) B: Deadline for the final task of each unit. It must be included in the Portfolio. C: No class due to bank holidays

FEBRUARY	MARCH	APRIL	MAY	JUNE
	4 th Unit 2 5 th Unit 2 8 th <u>Deadline task 1 A1</u>	1 st Unit 3 2 nd Unit 3	6 th A3: Oral Presentation 7 th A3: Oral Presentation	3 rd Consolidation 4 th Final revision for the Portfolio.
11 th Introduction to the course, the teacher and the students 12 th Unit 1	11 th Unit 2 12 th Unit 2	8 th Unit 3 9 th Consolidation	13 th Unit 4 14 th Unit 4	10 th A4: Exam. 12h. Room 2.13
18 th Unit 1 19 th Unit 1	18 th A2: Tutorial 19 th A2: Tutorial 22 nd <u>Deadline task 2 A1</u>	15 th Easter Holidays 16 th Easter Holidays 19 th <u>Deadline task 3 A1</u>	20 th Unit 4 21 st Unit 4	
25 th Unit 1 26 th Unit 2	25 th A2: Tutorial 26 th Unit 3	22 nd Easter Holidays 23 rd A3: Oral Presentation	27 th Unit 4 28 th Consolidation 31 st <u>Deadline task 4 A1</u>	
		29 th A3: Oral Presentation 30 th A3: Oral Presentation		

A: Activities which are part of the assessment (see Assessment)

Underlined: Deadline for the final task of each unit. It must be included in the Portfolio.

In bold: No class due to bank holidays

Evaluation

Assessment task 1: Portfolio (40%)	February – May	Design a portfolio which includes the tasks carried out in and out of class (see syllabus). This portfolio shows the students' competence, reflection and autonomy: Quality in language and content (5% x 4) Students' reflection ability, creativity and ICT design (5% x 4) *It is compulsory to hand in <u>all the activities</u> to obtain the average mark.
Assessment task 2: Tutorial (15%)	March 18 th , 19 th , 25 th	Attend a tutorial on an academic topic dealt in class and contribute to it with opinions, questions, etc.
Assessment task 3: Individual Oral Presentation (15%)	April – May 23 th , 29 th , 30 th , 6 th , 7 th	Choose a topic and give an argumentative oral presentation. You must contribute to your classmates' presentations in class or Sakai.
Assessment task 4: Exam (20%)	10 th June. 12h. Room 2.13	Final exam based on the linguistic content dealt in class during the course (grammar, vocabulary, listening and reading).
Participation (10%)	In this course, taking notes and listening to the teacher are not enough. Participation means to take an ACTIVE role in the activities before (e.g. preparing materials, reading texts, watching videos, participating in "debat" in Sakai, etc.) and during the class. Otherwise, the mark will be 0 and the students won't be able to obtain the highest mark.	

OTHER EVALUATION REQUIEREMENTS	<p>- According to art. 3.1 of the UdL assessment regulations, the student cannot use, in any case, means not allowed or fraudulent mechanisms during the process of taking any assessed activity. The student who uses any fraudulent means and/or carries electronic devices not allowed will have to leave the test, and s/he will be subject to the consequences provided in this regulation or in any other internal regulations of the UdL.</p> <p>- Any activity that includes evidence of plagiarism or fraudulent action will be qualified with a zero. If such practice is repeated, the student would obtain the final qualification of SUSPENS (0) in the final "acta" of the subject.</p>
---------------------------------------	---

Bibliography

- i. An English Dictionary
- ii. Internet access and laptop (the teacher will ask for it in advance when needed)

BOOKS FOR FURTHER REFERENCE

Brundell et al. (1982). *Functions in English*. Oxford: OUP.

Jones, L. (1996). *Ideas. Speaking and Listening Activities for Upper-Intermediate Students*. Cambridge: Cambridge University Press.

Ladousse, G-P. (1994). *Role Play*. Oxford: OUP.

Lynch, T. (1983). *Study Listening: Understanding Lectures and Talks in English*. Cambridge: Cambridge University Press.

Stott, R. et al. Eds. (2001). *Speaking in Mind: Oral Presentation and Seminar Skills*. Harlow, UK: Longman.

Swan, M. (2005). *Practical English Usage* (3rd ed.). Oxford: OUP.

Vince, M. (1994). *Advanced Language Practice*. London: Macmillan Heinemann.