



DEGREE CURRICULUM  
**GENERAL ENGLISH I**

Coordination: FRUMUSELU , ANCA DANIELA

Academic year 2022-23

## Subject's general information

<b>Subject name</b>	GENERAL ENGLISH I			
<b>Code</b>	101253			
<b>Semester</b>	2nd Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Bachelor's Degree in English Studies	1	COMMON/CORE	Attendance-based
	Double degree: Bachelor's degree in English Studies and Bachelor's degree in Applied Languages and Translation	1	COMMON/CORE	Attendance-based
<b>Course number of credits (ECTS)</b>	6			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA	TEORIA	
	<b>Number of credits</b>	3	3	
	<b>Number of groups</b>	1	1	
<b>Coordination</b>	FRUMUSELU , ANCA DANIELA			
<b>Department</b>	ENGLISH AND LINGUISTICS			
<b>Teaching load distribution between lectures and independent student work</b>	<p>This course consists of 6 ECTS of 25 hours each, equivalent to a total of 150 hours of work, distributed as follows:</p> <p>FACE-TO-FACE HOURS (HP): 30 sessions x 2 hours: 60h</p> <p>NON-FACE-TO-FACE HOURS (HNP): 90 hours, divided as follows:</p> <ol style="list-style-type: none"> <li>Students' independent work: readings of bibliography or material of the teacher, study, realization of activities instructed by the teacher</li> <li>Work with the teacher supervision (discussions, seminars or tutorials, resolution of doubts, etc.).</li> </ol>			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Language</b>	English			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
FRUMUSELU , ANCA DANIELA	ancadaniela.frumuselu@udl.cat	6	Visiting hours by appointment.

## 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 help students acquire the necessary English language skills and strategies through the use of different written and oral genres (e.g. dialogue, description, discussion, oral presentation, and narration).

This subject will follow the face-to-face teaching methodology, as follows:

**Thursdays/Fridays from 09.00 to 11.00 face-to-face classes in room 2.13.**

**Students who combine their degree with a full-time job or a part-time job with schedules coinciding with classes have the right to ask for an alternative assessment within 5 days after the beginning of the semester. For information, please send an e-mail to [letres.secretariacentre@udl.cat](mailto:letres.secretariacentre@udl.cat) or ask for information at the Faculty's office (Secretaria de la Facultat de Lletres).**

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## 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).

c) Develop the ability to understand and express colloquial and semi-formal English language up to C1 level (advanced user) of the Common European Framework of Reference for Languages.

d) Acquire tools for grammatical and stylistic analysis of oral and written texts in English.

## Competences

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

<p><b>General Competences</b>            CG5 Demonstrate individual work ability            CG7 Work in an international context            CG11 Learn autonomously</p> <p><b>Specific Competences</b>            CE1 Write in English appropriately in terms of communicative accuracy and efficiency in both academic and non-professional contexts.            CE5 Analyze grammatically and stylistically oral and written texts in English.</p>
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## Subject contents

TOPIC	TASK	GROUPING	CONTENT
Unit 1: Social Issues in Our World	Oral presentation- Informative Speech	Group work (3-4 people)	Identifying, stating and reacting to opinions Agreeing, disagreeing and giving reasons Complaining, apologising and accepting an apology Stress (i.e. number of syllables, and word and sentence stress) Verbs + infinitive or gerund Alternative and Activist Media Informative Speech

<b>Unit 2: Black Lives Matter</b>	<b>Reflexive essay and Language use test</b>	Individual work	Readings of 2 speeches Group discussions on racism, multiculturalism, race, gender Newspaper articles Video watching +listening comprehension Readings -essays of black writers Language focus: collocations, idioms, proverbs, phrasal verbs Unreal time + subjunctive
<b>Unit 3: Living Online</b>	<b>Listening comprehension test</b>	Individual work	Communication in the Digital Age An effective listener The Power of 'Online' Words Relative and Non-finite clauses
<b>Unit 4: Drama. Performance and Emotions</b>	<b>Performance of dialogue in pairs</b>	Pair work	Asking for and giving information Asking for and giving advice Stating degrees of certainty Expressing and ranking preferences, likes and dislikes Intonation (i.e. speakers' emphasis and moods) Voicing in Acting Music and Emotions Articles and Modals

## 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 The Communicative Language Teaching where students have to communicate through interaction and the use of meaningful language use. While working to achieve these aims, students will work on the contents and competences of the subject.

This course consists of 6 ECTS of 25 hours each, equivalent to a total of 150 hours of work, distributed as follows:

FACE-TO-FACE HOURS (HP): 30 sessions x 2 hours: 60h

NON-FACE-TO-FACE HOURS (HNP): 90 hours, divided as follows:

1. Students' independent work: readings of bibliography or material of the teacher, study, realization of activities instructed by the teacher
2. Work with the teacher supervision (discussions, seminars or tutorials, resolution of doubts, etc.).

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

WEEK	THURSDAYS: 09-11.00h	FRIDAYS:09-11.00h	LECTURER
1	09 February: Course presentation	10 February: Unit 1	Anca
2	16 February: Unit 1	17 February: Practice unit 1	Anca
3	23 February: Unit 1	24 February: Practice unit 1	Anca
4	<b>02 March: Oral Presentations</b>	<b>03 March: Oral Presentations</b>	Anca
5	<b>09 March: Oral Presentations</b>	<b>10 March: Oral Presentations</b>	Anca
6	16 March: Unit 2	17 March: Practice unit 2	Anca
7	23 March: Unit 2	24 March: Practice unit 2	Anca
8	30 March: Unit 2	31 March: <b>Reflexive Essay + Language test</b>	Anca
9	06 April: <b>Easter break</b>	07 April: <b>Easter break</b>	Anca
10	13 April: Unit 3	14 April: Practice Unit 3	Anca
11	20 April: Unit 3	21 April: Practice Unit 3	Anca
12	27 April: <b>Day off</b>	28 April: <b>Listening comprehension test</b>	Anca
13	04 May: Unit 4	15 May: Practice Unit 4	Anca
14	<b>11 May: Local day off</b>	12 May: Unit 4	Anca
15	18 May: Practice Unit 4	<b>19 May: Dialogues in pairs</b>	Anca
16	<b>25 May: Dialogue in pairs</b>	<b>26 May: Final exam</b>	Anca

**In bold:** No class due to bank holidays

**Underlined:** Activities that are part of the assessment (see Assessment)

## Evaluation

Assessment task 1: Oral Presentation (20%)	See the course syllabus for the deadline of each activity.  02-03-09-10/03/2023	Oral presentation in small groups (3-4 members)
Assessment task 2: Reflexive essay + language test (20%)	31/03/2023	Reflexive essay and language use test (in the computer room)
Assessment task 3: Listening Comprehension Test (15%)	28/04/2023	Listening comprehension test (in the computer room)
Assessment task 4: Dialogue in pairs (20%)	19/05/2023 25/05/2023	Dialogue in pairs
Final Exam (25%)	<p><b>26th May from 09.00 to 11.00</b> (computer room)</p> <p>Final exam based on the linguistic content dealt with in class during the course (grammar, vocabulary, listening, reading). In this course, it is highly recommended to attend a maximum of class sessions as possible and take an ACTIVE role in the activities before (e.g. preparing materials, reading texts, watching videos, participating in "debate" in Sakai, etc.) and during the class.</p>	
Other evaluation requirements	<p>- In order <u>to pass the course</u>, your average grade for all the assessed tasks must be &lt;5&gt; or higher.</p> <p>-Activities not delivered or delivered after the deadline will be graded with a zero (0). A test or continuous assessment activity may only be carried out on a date other than that established in the Teaching Guide when the student proves with documentation and with a margin of 10 days in advance the impossibility of carrying out the test or activity on the date indicated in the Development plan.</p> <p>-Since all the tests or evaluation activities have a weight of less than 30% of the final grade, there is no possibility of resitting any test or exam, and the final grade is Failed or Not Presented (Failed / Not Presented).</p> <p>- According to art. 3.1 of the UdL assessment regulations, the student <u>cannot use</u>, in any case, means not allowed or <u>fraudulent mechanisms</u> 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><b>In case of plagiarism, please note that not only the plagiarised test or activity will be marked with a 0/10 but also the entire subject, without any right or possibility to access resits or retakes, following the regulations concerning assessment and grading in bachelor's and master's degrees at the UdL, available here: <a href="https://www.udl.cat/export/sites/universitat-leida/ca/udl/norma/galleries/docs/Ordenacio_academica/Normativa_davaluacio-i-qualif-graus-i-masters-Acord-235-CG-21-7-2022.pdf">https://www.udl.cat/export/sites/universitat-leida/ca/udl/norma/galleries/docs/Ordenacio_academica/Normativa_davaluacio-i-qualif-graus-i-masters-Acord-235-CG-21-7-2022.pdf</a></b></p> <p>- <u>Alternative assessment</u>: Students' assessment is continuous.</p> <p><b>Students who combine their degree with a full time job or a part-time job with schedules coinciding with classes have the right to ask for alternative assessment within 5 days after the beginning of the semester. For information, please send an e-mail to <a href="mailto:lletres.secretariacentre@udl.cat">lletres.secretariacentre@udl.cat</a> or ask for information at the Faculty's office(Secretaria de la Facultat de Lletres).</b></p> <p><u>Alternative Evaluation Exam</u>: Based on the content of the class units: Grammar % Vocabulary-20% Reading comprehension-20% Listening comprehension-20% Writing-20% Speaking-20%</p>	

## Bibliography

### BOOKS FOR FURTHER REFERENCE

Osborn, M. (2006). *Public speaking*. Boston, Mass: Houghton Mifflin Co.

Richards, J. C. (2008). *Teaching Listening and Speaking: from Theory to Practise*. Cambridge: Cambridge University Press

Sellnow, D. D. (2005). *Confident Public Speaking*. Belmont, CA: Wadsworth

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.

Online Resources:

<https://www.macmillandictionary.com/>

<https://dictionary.cambridge.org/>

<https://www.thesaurus.com/>

<https://www.wordreference.com/>