



DEGREE CURRICULUM

GENERAL ENGLISH I

Coordination: FRUMUSELU , ANCA DANIELA

Academic year 2023-24

Subject's general information

Subject name	GENERAL ENGLISH I			
Code	101253			
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	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
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	FRUMUSELU , ANCA DANIELA			
Department	FOREIGN LANGUAGES AND LITERATURES			
Teaching load distribution between lectures and independent student work	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.).			
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
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.

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**:

General Competences

CG5 Demonstrate individual work ability

CG7 Work in an international context

CG11 Learn autonomously

Specific Competences

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.

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
Unit 2: Black Lives Matter	Reflexive essay and Language use test	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

Unit 3: Living Online	Listening comprehension test	Individual work	Communication in the Digital Age An effective listener The Power of 'Online' Words Relative and Non-finite clauses
Unit 4: Drama. Performance and Emotions	Performance of dialogue in pairs	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 students' capacity to learn by doing and, therefore, the methodology is learner-centered. The units follow the principles of 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's 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	08 February: Course presentation	09 February: Unit 1	Anca
2	15 February: Unit 1	16 February: Practice unit 1	Anca
3	22 February: Unit 1	23 February: Practice unit 1	Anca
4	29 February: <u>Oral Presentations</u>	01 March: <u>Oral Presentations</u>	Anca
5	07 March: <u>Oral Presentations</u>	08 March: <u>Oral Presentations</u>	Anca
6	14 March: Unit 2	15 March: Practice unit 2	Anca
7	21 March: Unit 2	22 March: Practice unit 2	Anca
8	28 March: Easter Break	29 March: Easter Break	Anca
9	04 April: Unit 2	05 April: <u>Reflexive Essay + Language test</u>	Anca
10	11 April: Unit 3	12 April: Practice Unit 3	Anca
11	18 April: Unit 3	19 April: Practice Unit 3	Anca
12	25 April: Day off	26 April: <u>Listening comprehension test</u>	Anca
13	02 May: Unit 4	03 May: Practice Unit 4	Anca
14	09 May: Unit 4	10 May: Practice Unit 4	Anca
15	16 May: <u>Dialogue in pairs</u>	17 May: <u>Dialogues in pairs</u>	Anca
16	23 May: Final Exam Revision	24 May: <u>Final exam</u>	Anca

In bold: No class due to bank holidays

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

Evaluation

	See the course syllabus for the deadline of each activity.	
BLOCK 1: Oral Presentation (20%)	29-02; 1,7,8-03-2024	Oral presentation in small groups (3-4 members)
BLOCK 2: Reflexive essay + language test (20%)	05/04/2024	Reflexive essay and language use test (in the computer room)
BLOCK 3: Listening Comprehension Test (15%)	26/04/2024	Listening comprehension test (in the computer room)
BLOCK 4: Dialogue in pairs (20%)	16/05/2024 17/05/2024	Dialogue in pairs
BLOCK 5: Final Exam (25%)	24th May from 09.00 to 11.00 (computer room) 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.	
Other evaluation requirements	<p>- In order <u>to pass the course</u>, your average grade for all the assessed tasks must be <5> 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>If academic fraud or spontaneous copying is detected, we will apply what is established in the Regulations for the Assessment and Grading of Student Learning in UdL Bachelor's and Master's Degrees.</p> <p>- Alternative assessment: Students who want to ask for alternative assessment must submit an employment contract or justify, in a letter addressed to the dean, the reasons that make it impossible for him/her to carry out the continuous assessment within five (5) days after the beginning of the semester. For information, please send an e-mail to lletrres.secretariacentre@udl.cat or ask for information at the Faculty's academic office (Secretaria Acadèmica de la Facultat de Lletres).</p> <p><u>Alternative Evaluation Exam: 24th May 2024</u> Based on the content of the class units: BLOCK 1: Grammar& Vocabulary-20% BLOCK 2: Reading comprehension-20% BLOCK 3: Listening comprehension-20% BLOCK 4: Writing-20% BLOCK 5: 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/>

<https://learnenglish.britishcouncil.org/>

<https://www.cambridgeenglish.org/learning-english/activities-for-learners/?level=proficient>

<https://www.trinitycollege.com/qualifications/SELT/prepare-test-C1/speaking-listening-C1>