



Universitat de Lleida

DEGREE CURRICULUM

ENGLISH I

Coordination: BRUFAU BRUFAU, MARIA PILAR

Academic year 2018-19

Subject's general information

Subject name	ENGLISH I			
Code	101460			
Semester	1st Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Double degree: Bachelor's degree in Catalan Filology and and Bachelor's degree in Applied Languages and Translation	1	COMPULSORY	Attendance-based
	Bachelor's Degree in Catalan Philology and Occitan Studies	1	COMPULSORY	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	BRUFAU BRUFAU, MARIA PILAR			
Department	ENGLISH AND LINGUISTICS			
Teaching load distribution between lectures and independent student work	See Development Plan for details on the distribution of the teaching load			
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
BRUFAU BRUFAU, MARIA PILAR	pbrufau@dal.udl.cat	3	
MONCADA COMAS, BALBINA	balbina.moncada@dal.udl.cat	3	

Subject's extra information

The subject's objective is that students reach the B2 + level in English, with the knowledge and skills necessary for academic communication in English. Essentially, the subject will consist of assigning and carrying out activities aimed at improving the skills of comprehension, processing and production of written, oral and audiovisual texts related to their field of study.

Therefore, it is recommended to have a CEF B2 level, since the output level will be B2+.

Learning objectives

Speaking interaction and production objectives:

1. Communicate effectively in social and professional situations.
2. Give ideas and opinions.
3. Talk about complex subjects and develop arguments.

Listening objectives:

1. Understand long complex speech.
2. Understand most television programmes and films.

Reading objectives:

1. Understand long and complex factual and literary texts, with different styles.
2. Understand specialised articles.

Writing objectives:

1. Write long, clear, well-structured text to express points of view.
2. Write about complex subjects in a letter, an essay or a report.
3. Write in an appropriate style.

Competences

Competencies:

CT2 Acquire a significant command of a foreign language (English).

CB4 Students can transmit information, ideas, problems and solutions to a public (both specialized and non-specialized).

CG3 Assess individual work capacity and motivation for quality and rigor. Produce different types of text.

CG5 Demonstrate the capabilities, tools and resources for analysis and synthesis of information.

CE5 To evaluate the linguistic and sociocultural adequacy in relation to the textual typology.

Subject contents

This subject intends to familiarize the student with current topics by means of exposure to oral and written texts, students will be able to maintain and produce a conversation in English, express themselves with correction and lexical variety, syntactic and semantics at the written and oral level. It is also very important that the student learns to read texts without difficulty in English. The subject will also facilitate independent learning tools that can be developed even after having done the subject.

PROFESSOR 1

UNIT 1 - Human relations. Establishing relationships, meeting people, immigration.

Genre: Exhibition and dialogue

Grammar: revision of the verb tenses to express present. The passive

SUBJECT 2 - Explaining stories. Narrating and describing stories of various genres (literature, cinema)

Genre: Narrative and descriptive

Grammar: revision of verb tenses to express the past.

UNIT 3 - The language of science and technology. Know terminology associated with scientific and technological issues. Know how to argue, explain advantages and disadvantages.

Genre: Argumentative

Grammar: revision of the verb tenses to express the future.

PROFESSOR 2

SUBJECT 4 - The language of art and creativity. Know how to contrast opinions on topics related to the world of art and other topics related to creative expression. Grammar: expressions of quantity.

Genre: Review > descriptive

SUBJECT 5 - Urban, social and global development. Know how to give opinions on globalization issues.

Genre: Opinion article > argumentative

Grammar: verb + infinitive or -ing? Verbs with -ing and to + infinitive.

SUBJECT 6 - Travel and new types of trips in the 21st century. Learn to move around the world, be able to talk about places and describe new traveling experiences in a world that is experiencing globalization as a constant challenge.

Genre: Academic article > Exhibition

Grammar: negative not. Tag questions (confirmatory questions) Determinants.

Methodology

Seminars / Workshops - 22 hours

Practices - 26 hours

Work - Non-attendance - 70 hours

Tutoring - Non-contact - 20 hours

Evaluation - 3

Total - hours 51

Total - Non-attendance hours 90

Development plan

WEEK	SESSIONS: MONDAY/TUESDAY	ACTIVITY	COMMENTS & HOMEWORK
1	17-18 SEPTEMBER	<p>Presentation of the subject</p> <p>Unit 1: Unlikely friends (Life Upper Intermediate)</p> <p>Listening- -Grammar: Present tenses review -Vocabulary:Nouns and phrasal verbs Reading- -Grammar:The passive -Speaking: friends Listening-Meeting people Reading- Critical thinking:Identifying the main aspect</p>	
2	24-25 SEPTEMBER	<p>-Speaking:Dialogue-family/generation gap -Writing:An informal email Skill: greetings-endings Video- Immigration Roleplay</p> <p>Unit 2: Storytelling (LUI).</p> <p>Listening- -Grammar:Past simple and present perfect simple - Vocabulary:Books and films -Writing and Speaking:Asking for and reporting information</p>	
3	1-2 OCTOBER	<p>Reading- a true story -Grammar:Past tenses review Speaking task: intonation and attitude. Listening- -Vocabulary:Reacting to stories -Writing:A story Skill: using descriptive words</p>	
4	8-9 OCTOBER	<p>Reading- the brothers Grimm -Critical thinking: close reading -Writing and speaking: story telling Video-History of film -Roleplay: an interview</p>	

5	15-16 OCTOBER	<p>Unit 3: Science and Technology (LUI) Listening- -Vocabulary: Wordbuilding-prefixes -Grammar: Future forms review -Speaking: Global problems, overpopulation Reading- augmented reality -Grammar: Future continuous, future perfect simple -Speaking: Predictions</p>	
6	22-23 OCTOBER	<p>Listening- computer problems -Writing: Email requests- Asking for and offering technical help Skill: being polite Reading- appropriate technology balancing arguments -Critical thinking: - Vocabulary: adjectives -Speaking: Presentation of a product-technological solutions</p>	
7	29-30 OCTOBER	<p>General review before tests. 1st writing test (Writing). 1st general exam (Listening, Reading, Grammar i Use of English) Units 1, 2, 3.</p>	
8	5 NOVEMBER	<p>1st oral test (oral exposition in class)</p>	

Evaluation

10% - Assistance and participation

20% - Written tests

40% - Written tests: Comprehensive exams (use of English, listening, reading)

30% - Oral tests

Bibliography

COMPULSORY:

DUMMET, P., HUGHES, J & STEPHENSON, H. (2014): *Life Upper Intermediate. Split Edition A (Nivell B2)*. National Geographic Learning. Cengage Learning.

ADDITIONAL:

Evans, Virginia. *Successful Writing*. Berkshire, UK: Express Publishing, 2000.

Forsyth, Will. *Skills Plus: Reading and Speaking Advanced*. Oxford, UK: Macmillan Heinemann, 1996.

Greenall, Simon and Michael Swan. *Effective Reading: Reading Skills for Advanced Students*. (Fifth Edition) Cambridge University Press, 1991.

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Jones, Leo. *Ideas. Speaking and Listening Activities for Upper-Intermediate Students*. Cambridge University Press, 1996.

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Leki, Ilona. *Academic Writing*. Cambridge University Press, 1995.

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

Lynch, Tony and Kenneth Anderson. *Study Speaking: A Course in Spoken English for Academic Purposes*. Cambridge University Press, 1994.

MacCarthy, Michael and Felicity O'Dell. *English Vocabulary in Use. Upper-Intermediate*. Cambridge University Press, 2001.

McLisky. M.(2011). *English for Public Relations in Higher Education Studies: Course Book*. Garnet Publishing Ltd. Reading UK., p. 38

Porter, David. *Check your English for Academic Purposes*. London: Peter Collin, 2001.

Stott, Rebecca et al. eds. *Speaking your Mind: Oral Presentation and Seminar Skills*. Harlow, UK: Longman, 2001.

Swales, John M. and Christine B. Feak. *Academic Writing for Graduate Students: Essential Tasks and Skills*. University of Michigan Press, 1994.

Swan, Michael. *Practical English Usage*. Oxford University Press, 1996.

Waters, Mary and Alan Waters. *Study Tasks in English*. Cambridge University Press, 1995