Course Title: **General English**Nature of the course: Theoretical

Course No.: Eng.Ed 411 Full marks: 100
Level: B. Ed. Four Year Pass marks: 35
Year: First Total period: 150

Periods per week: 6 Time per period: 45 minutes

1. Course Description

This is a general English course designed to develop students' proficiency in grammar, vocabulary, reading and academic writing. The grammar component includes elements ranging from tenses to transformation. Vocabulary component covers words from different academic fields. The reading component deals with a wide range of carefully selected authentic texts on contemporary and critical issues classified into various themes. The writing component engages the students in the process of academic writing through guided activities.

2. General Objectives

The general objectives of this course are as follows:

- To help students use grammatically correct English.
- To expand students' repertoire of general and academic vocabulary.
- To develop students' ability to comprehend and interpret different kinds of written texts.
- To enable students to compose different kinds of writings for effective communication on matters of general and academic interests.
- To enhance students' academic and creative writing skills.

3. Specific Objectives and Contents

Specific Objectives	Contents		
Make sentences using appropriate tenses	Unit I. Grammar (30)		
and use modalscorrectly	1.1. Tenses and modals		
• Supply correct prepositions, adjectives and adverbs	1.2. Questions, multi-words, verbs and verb structures		
Apply conditionals in the given contexts	1.3. Determiners and prepositions		
Form words and sentences	1.4. Adjectives, adverbs,		
	1.5. Passive and conditionals		
	1.6. Word formation and sentences		
 Extract general idea from texts. 	Unit III: Reading (50)		
Find specific information in the text.	3.1 Determining co-references		
Answer questions for the details in the	3.2 Matching things		
given text.	3.3 Understanding instructions		
Read and make notes of the important points.	3.4 Scanning: locating and extracting information		
Draw inferences from varieties of reading texts.	3.5 Skimming: finding out main point and the central idea		
 Give opinions and express attitudes. 	3.6 Drawing inferences and implications		
Solve problems and puzzles	3.7 Assessing opinions and attitudes		
23.7 2 7.00.00 00 7.00.00	3.8 Solving problems and puzzles		

Rewrite given texts in different forms.	Unit IV: Writing (30)		
Compose short and long texts in the	4.1 Rewriting: rephrasing, paraphrasing		
given topics.	4.2 Parallel writing		
• Maintain coherence and cohesion in	4.3 Completing a text		
writing.	4.4 Organizing a text: sequencing instructions,		
• Write letters, resumes, summaries,	ordering information, connecting ideas		
reports and news.	4.5 Writing summaries		
	4.6 Writing personal and official letters		
	4.7 Writing curriculum vitae (resume) and job		
	application		
	4.8 Writing reports: events and news		
List the points from research for writing	Unit IV: Academic Writing (40)		
• Write various essays using academic	4.1 The researched essay		
English	4.2 Comparison-contrast essays		
Write with proper citation	4.3 Cause-and-effect essays		
Avoid plagiarism in writing	4.4 Argumentative essays		
	4.5 Classification essays		
	4.6 Reaction essays		
	4.7 Avoiding plagiarism		

Note: The figures in the parentheses indicate the approximate period for that unit.

4. Instructional Techniques

The instructional techniques for this course are divided into two groups. First group consists of general instructional techniques applicable to most of the units. The second group consists of specific instructional techniques applicable to specific units.

4.1 General Instructional Techniques

Following general techniques are suggested for the overall delivery of the course.

• Lecture

• Demonstration

Discussion

Quizzes

Explanation

Presentation

Illustration

It is expected that students are fully engaged in the lesson and sessions are interactive while presenting the lesson.

4.2 Specific Instructional Techniques

Some specific techniques are suggested to ensure the active engagement of the students.

Unit I	Small group discussion for the various grammar elements, pair work to find
	out the rules of language, mini-projects to research the various grammar
	elements in the texts.
	Groups will present their work followed by teacher's feedback.
Unit II	Individual practice, small group discussion and pair work.

Unit III	Individual study, pair work for writing tasks and presentation.				
Unit IV	Individual assignment on various academic writing tasks, small group				
	discussion and presentation.				

In addition to the techniques mentioned above, observation of an English language class where children with different abilities are studying followed by presentation is also encouraged in all the units.

5. Evaluation and Time Allotment

The course is for one academic year and it carries 100 marks. The distribution of marks and time allotment for each unit is as follows:

<u>Ur</u>	<u>iit Marks</u>	<u>Time</u>	
I	Grammar	20	20%
П	Vocabulary	15	15%
П	Reading	30	30%
IV	General Writing	15	15%
V	Academic Writing	20	20%

This is a theoretical course. Hence, the learning of the students will be assessed through annual examination held by the Office of Controller of Examinations. The types and number of questions in the annual examination are given in the following table:

Types of questions	Total questions to be asked	Number of questions to be answered and marks allotted	Total marks
Group A: Multiple choice items	20 questions	20 x 1 mark	20
Group B: Short questions	8 with 3 alternative	8 x 7 marks	56
	questions		
Group C: Long questions	2 with 1 alternative	2 x 12 marks	24
	questions		

6. Recommended Books and Reference Materials

Recommended Books

Awasthi, J. R., Bhattarai, G. R. & Rai, V. S. (eds.(2015). *English for the New Millennium*. Kathmandu: EKTA Books. **(For units II to III)**

Davis, J. &Liss, R. (2012). *Effective Academic Writing The Essay*. Oxford: Oxford University Press. **(For Unit IV)**

Lloyd, M. and Day, J. (2011). *Active Grammar, Level 3.* Cambridge. Cambridge University Press. *(Unit I)*

Reference Materials

Hornby. A.S. (2010). Oxford Advanced Learner's Dictionary (8thEdition). Oxford: Oxford University Press.