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GE

GENERAL ENGLISH

FOR FACULTY MEMBERS OF NON-ENGLISH DEPARTMENT

SECOND EDITION

Course Overview

General English Course - Level One

Target Participants

The materials in the course book are applicable for learners of English who are not thoroughly familiar with English. Therefore, they cannot use the language actively. In general, it is assumed that the participants have achieved an elementary level or who have a TOEFL score of 400-450.

Objectives

The goals of this English Course are:

- To improve participants' General English skills and knowledge within a vocabulary size of 1,500 headwords.
- To improve participants' language awareness
- To provide English language atmosphere
- To provide opportunities for participants to use English

Methodology

The course book contains issues or topics common to all majors or disciplines such as jobs, health, education, culture, etc. It also acknowledges various authentic materials and text types, such as personal essay, newspaper article, poem, etc. In addition, this course offers various classroom activities with special focus on communicative purposes. Throughout the course, the participants will study the basic aspects of grammar and vocabulary combined with simple practice in reading, speaking and writing.

The participants are expected to attend all course meetings. Certificates will not be awarded to those who fail to attend at least 75% of the meetings. The participants are also encouraged to take part actively. On completion of this course, they are expected to continuously implement and develop the knowledge and skills gained. They are also strongly recommended to take the next course, i.e. General English Course Level Two.

During the course, the course facilitators' role is to facilitate or guide the learning process. The facilitators are expected to assist the participants keeping discussion on track, provide immediate feedback, and summarize conclusions and debates when appropriate. They are also encouraged to be creative and develop variations of the materials or to adapt the provided ones so that the overall course materials are as relevant as possible to the situational and educational contexts in which they are working.

Organization

Each unit of the course book consists of:

- Objectives. This section presents the purposes of the lesson.
- Before You Read. This provides an Introduction to the lesson
- Now Find Out More. This section provides a reading text followed by a sub section on Comprehension and Vocabulary Building
- Language Focus. This part focuses on the basic grammar skills that the participants need to properly express ideas and communicate.
- Let's Talk. A Speaking activity is provided here to facilitate participants to use English in a real context
- Let's Write (Optional). In this section, participants are encouraged to write for a purpose.

The units are ordered according to the level of difficulty.

Time Allocation

There are 16 units provided in this book. Course facilitator and participants are encouraged to finish discussing the first four activities of each unit within 120 minutes. The last activity, i.e. Let's Write is an optional. The course participants may be required to have it done as their homework.

Evaluation

The course participants have to take two tests: a pre test which is held at the beginning of the course and a post test which is held at the end of the course. These two tests aim to evaluate the progress of the course participants. The passing grade for this course is 60 and it will be based on the result of the post test. The course participants who can pass this level are encouraged to join the next level, i.e. General English Course 2.

Chart of the Lesson

General English Course – Level One

| Unit | Title | Language Focus | Page |
|-------------|------------------------------------|---------------------------------------|-------------|
| 1. | Loneliness | Compound Nouns with Some, Any and No | 1 - 6 |
| 2. | The Secret Life of a Famous Person | Simple Present of "Be" | 7 - 12 |
| 3. | Plants and Gardens | Simple Present Tense | 13 - 17 |
| 4. | Famous Places | There is / There are | 18 - 23 |
| 5. | Sports | Adjectives: Comparative & Superlative | 24 - 29 |
| 6. | Traditional Customs | Preposition of Place | 30 - 35 |
| 7. | Waste and Food | WH-Questions | 36 - 41 |
| 8. | Language Learning | Simple Past Tense | 42 - 46 |
| 9. | Parents' Love | Past Progressive Tense | 47 - 52 |
| 10. | Recycling | Sentence Types | 53 - 58 |
| 11. | Liars, Lying | Connectors | 59 - 64 |
| 12. | Photography | Possessive Adjectives & Pronouns | 65 - 69 |
| 13. | Housing Problems | Present Perfect Tense | 70 - 75 |
| 14. | Image of Indonesia | First Conditional | 76 - 79 |
| 15. | Leprosy | Gerund | 80 - 84 |
| 16. | Supernatural Energy | Passive Voice | 85 - 88 |

Unit One Loneliness

Objectives

1. Participants are able to comprehend the content of the poem.
2. Participants are able to find out the synonym of each word given.
3. Participants are able to use the grammatical pattern of compound nouns with some -, any -, and no -.
4. Participants are able to perform a short role play based on the topic: Loneliness.
5. Participants are able to write a letter addressed to the editor based on the topic.

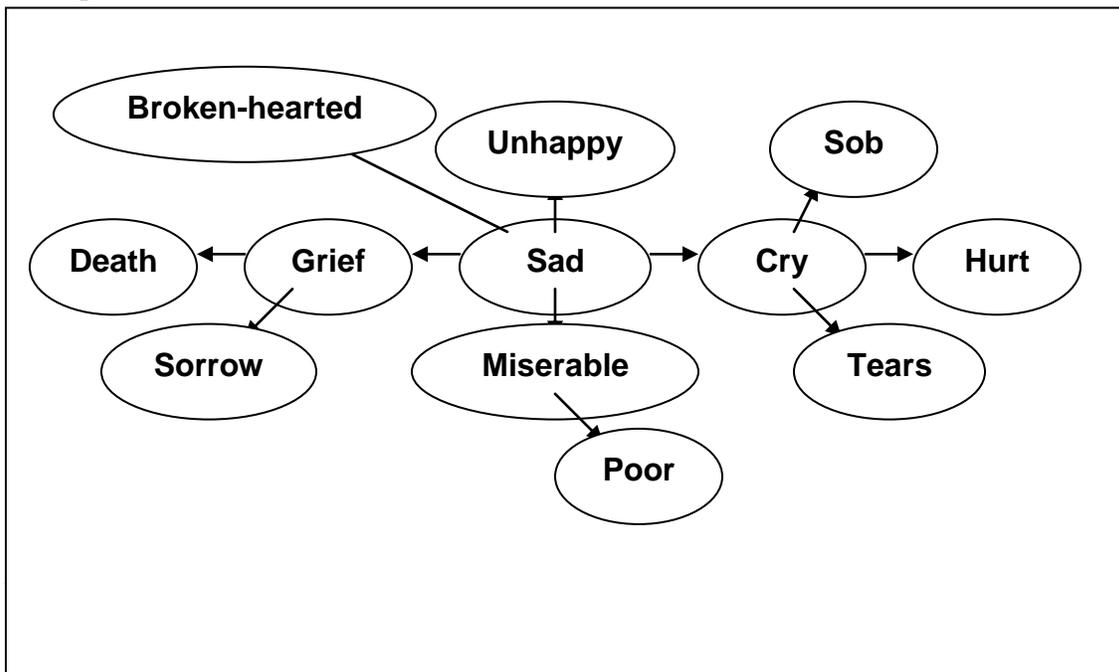
Before You Read

Jot down all the things associated with these two following words:

- Loneliness
- Neighbors

You can consult your dictionary. Then, share your answers with your friends and instructor.

Example:



A Sad Song about Greenwich Village

She lives in a garret
 Up a haunted stair,
And even when she's frightened
 There's nobody to care.

She cooks so small a dinner
 She dines on the smell,
And even if she's hungry
 There's nobody to tell.
She sweeps her musty lodging
 As the dawn steals near,
And even when she's crying
 There's nobody to hear.

I haven't seen my neighbor
 Since a long time ago,
And even if she's dead
 There's nobody to know.

(76 words)

Comprehension

Answer these questions and then discuss your answers with your instructor:

1. How many characters are mentioned in the poem?
2. Is the woman in the poem poor? How do you know?
3. Does the woman have any friends? Support your answer with the information in the poem!
4. What does this poem remind you of?

Vocabulary

Match the words in italics in the left column with a word that gives the best meaning in the column on the right! Compare your choice with your classmates by reporting them to the class.

| | | |
|--|---------------------------------|--|
| | 1. she lives in a <i>garret</i> | a. feeling afraid |
| | 2. she's <i>frightened</i> | b. the time at the beginning of the day when light first appears |
| | 3. she <i>dines</i> | c. small uncomfortable room at the top of the house |
| | 4. <i>sweeps</i> her lodging | d. damp and unpleasant smell |
| | 5. the <i>dawn</i> | e. cleans the dust, dirt, etc from the floor using a special brush |
| | | f. eats dinner |

Language Focus: Compound Nouns with Some, Any and No

Theory

| | | | | |
|--------|--------|-------|------|--------|
| Some + | -thing | -body | -one | -where |
| Any + | | | | |
| No + | | | | |

Some is used in positive sentences. *Any* is used in interrogative and negative sentences.

Examples:

1. Someone is sleeping in my bed.
2. Is there anything to eat?
3. She did not go anywhere last night.
4. There is something to drink in the fridge.
5. Does anybody have time?
6. I have learnt nothing since I began the course

Exercise

- A. Find sentences in the poem that use this kind of pattern!
- B. Fill the gaps with *somebody*, *anybody*, *nobody*, *something*, *anything* and *nothing*!
 1. I can see at the door.
 2. Does want to go to the campus?
 3. Would you like to drink?
 4. I am upset because remembered my birthday.
 5. You can order you like from the menu.

Then, discuss the answers of exercise A and B with your classmates and instructor.

Let's Talk

Work in groups of 3 and prepare a role-play which is based on the poem of “*A Sad Song about Greenwich Village*”. In the group, one person takes the role of the author (*I*, in the poem), another one takes the role of the old lady (*she*), and the other one does the role of a journalist (*J*) who has come to find out about how old people live in the city.

As the “journalist” (*J*):

You need to prepare questions to find out: how long the old lady has been living in the garret, how much money she lives on, how good her health is, what she thinks of her neighbors, whether the “author” ever visits the old lady, etc.

As the “author” (*I*):

You need to prepare some points of discussion such as: your name, how old you are, how often you see the old lady, who your nearest neighbors are, why you had not seen the old lady, etc.

As the “old lady” (*She*):

You need to prepare some points of discussion such as: your name, how old you are, how often you see the author, who your nearest neighbors are, why you had not done activities outside your house, etc.

Prepare your points of discussion individually, and then perform the role play. You may begin as follows:

J : Good morning!

I : Morning!

She : Good morning!

J : First of all, I want to thank you both for giving your time this morning to have an interview with me. To begin with, please introduce yourselves!

I : Well, people know me as (*name*). I usually tell people that I am.....years old.

J : That's quite informative. Can you also share a little bit about you, madam?

She : Hmm...My name is (*name*). I am.....years old.

J : Thank you, madam. Now, would please tell us how long have you been living in the garret?

She/I: (Continue the conversation by yourselves)

Let's Write

Tragic Discovery

The body of Mrs. Bridget Delaney, aged 88, was discovered when the police broke into her home at Northend Road on Monday night.

The police were called after neighbors noticed she had not taken in her milk or newspapers for over a week.

It appears that Mrs. Delaney, who lived alone, had fallen downstairs and been unable to attract the attention of her neighbors.

Mrs. Delaney had one daughter, who is married and lives in Australia.

(from the South Essex Advertiser)

Imagine that the lady described in the poem of “*A Sad Song about Greenwich Village*” is Mrs. Bridget Delaney. In your opinion, how could we avoid this tragedy? Write your answer in the form of a letter in approximately 100 words addressed to the *Reader's Column* of your local newspaper and submit your letter to your instructor for comments and discussion.

References

- Maley, A. and A. Duff. (1989). *The Inward Ear: Poetry in the Language Classroom*. Cambridge: Cambridge University Press.
- Online English Grammar. (n.a.) *Compound Nouns Made with Some, Any and No*. <<http://www.edufind.com/english/grammar/Determiners7d.cfm>>. (Last accessed 14 January 2006).



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