

CONTENTS OF THE MODULES

QUANTUM LEAP (Learning English for Academic Purposes) A MULTIMEDIA COURSE FOR UNIVERSITY STUDENTS

	Reading	Writing	Listening	Speaking
1 WOMEN AND SCIENCE Related fields of study: history of science, gender studies	<ul style="list-style-type: none"> ▪ B2: Scanning through a text, locating main ideas and relevant details. ▪ B1: Activating previous knowledge on a specific topic to perform a given task. ▪ B2: Identifying the structure of written texts and signalling organizational devices. ▪ C1: Recognizing different levels of formality in texts and interpreting them to understand the writing context ▪ B1: Identifying the topic sentence of a paragraph based on its position and content ▪ B2: Using visual and written information to infer the meaning of new words. ▪ B2: Identifying, understanding and remembering collocations. 	<ul style="list-style-type: none"> ▪ B2: Taking relevant notes on important points of a text ▪ C1: Applying analysis skills to identify the features of narrative discourse ▪ B2: Organizing the main events into a logical chronology ▪ B1: Synthesizing relevant information to elaborate a biography 	<ul style="list-style-type: none"> ▪ B1: Applying previous knowledge to understand a listening passage. ▪ B1: Using visual information to understand the main ideas in a spoken text ▪ B2: Using contextual clues to infer the meaning of new vocabulary items. ▪ B2: Identifying the main ideas in a short video clip and checking comprehension. 	<ul style="list-style-type: none"> ▪ B2: Extracting the main ideas in a short passage and using them in a debate. ▪ B2: Expressing an opinion by providing a clear argument and relevant examples. ▪ C1: Participating in a debate, presenting the advantages and disadvantages of various options. ▪ B1: Applying the –ed pronunciation rules in the simple past and past participle of regular verbs.

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<p>2 COMPUTER SECURITY Related fields of study: computer science, business, law</p>	<ul style="list-style-type: none"> ▪ B2: Scanning texts and locating main ideas and specific details. ▪ B1: Activating previous knowledge on computer security and combining it with information in a new text ▪ C1: Identifying different types of text in view of their audience and purpose. 	<ul style="list-style-type: none"> ▪ B2: Identifying the target reader of a text as a pre-writing stage. ▪ B2: Outlining and drafting ideas and opinions. ▪ B2: Writing clear and detailed instructions ▪ B2: Identifying and correcting slips and mistakes. ▪ C1: Using linguistic items related to instructions (time clauses, etc.), word-formation, participles (e.g. warning-warned) and vocabulary on computer security. 	<ul style="list-style-type: none"> ▪ C1: Watching documentaries and taking relevant notes ▪ B2: Using contextual clues to infer the meaning of new words. ▪ B1: Identifying pairs/series of synonyms in a listening passage ▪ B1: Extracting the main ideas of oral texts on computer security. ▪ B2: Scanning through an oral text and evaluating its content. ▪ B2: Extracting relevant ideas from a documentary and using them in debates. 	<ul style="list-style-type: none"> ▪ B1: Identifying the specific parts of a dialogue. ▪ B2: Offering relevant advice on computer security. ▪ B2: Participating in a role-play on computer security and sustaining your opinions in a debate. ▪ B2: Using contextual clues to infer the meaning of new words. ▪ B1: Applying pronunciation rules of suffixes such as –able, –ous or –tion correctly. ▪ B1: Focusing on pronouncing pairs of words with different stress ('update/up'date). ▪ B2: Assimilating and using new vocabulary on computer security.
<p>3 INTERNET PIRACY Related fields of study: computer science, law</p>	<ul style="list-style-type: none"> ▪ B2: Using a variety of strategies and contextual clues to infer the meaning of new words. ▪ B2: Identifying the multiple usages of polysemic words. ▪ B1: Obtaining detailed information, ideas and opinions. ▪ B2: Reading journalistic texts and grasping their essential particularities. ▪ B1: Identifying the topic 	<ul style="list-style-type: none"> ▪ C1: Organizing content and structure to generate a process description. ▪ B2: Writing coherent argumentative essays or reports. ▪ B1: Expressing essential information in clear and relevant topic sentences. ▪ B2: Joining topic sentences and supplementary information to develop an outline and a written a text. 	<ul style="list-style-type: none"> ▪ B1: Using previous knowledge to understand new oral texts on internet piracy. ▪ B2: Identifying the main ideas in a listening passage. ▪ B2: Interpreting the information in an oral text and rephrasing it in your own words. ▪ B2: Understanding detailed information in a documentary. 	<ul style="list-style-type: none"> ▪ B1: Using a variety of sources to locate information and generate ideas. ▪ B2: Identifying different viewpoints and attitudes in a discussion. ▪ B2: Carrying out an effective interview, asking questions and giving replies. ▪ B1: Asking questions and answering, observing the turn-taking conventions. ▪ B2: Developing an organized

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	<ul style="list-style-type: none"> ▪ B2: Reading and locating the main ideas of a text. ▪ B2: Assimilating vocabulary items in the legal field. ▪ B2: Assimilating vocabulary related to trends in general and academic life. 		<ul style="list-style-type: none"> ▪ B1: Following descriptions of products in a listening passage ▪ B2: Comparing and contrasting viewpoints on internet piracy. ▪ B2: Understanding a variety of concepts in an oral text. ▪ B1: Identifying and assimilating word-formation techniques. ▪ B2: Understanding oral information and using it in a discussion on internet piracy. ▪ B2: Identifying multiple speakers' contrastive viewpoints, attitudes, tones, etc. 	
<p>4 BUSINESS AND THE MEDIA Related fields of study: economics, journalism</p>	<ul style="list-style-type: none"> ▪ B2: Identifying the generic features of business news reports. ▪ C1: Applying word-formation techniques to the media context. ▪ B1: Scanning a text to locate specific terms. ▪ B1: Obtaining detailed information, ideas and opinions from a written text. ▪ B2: Integrating formulaic expressions into new contexts. ▪ C1: Grasping sequences of 	<ul style="list-style-type: none"> ▪ B2: Elaborating a clear and well-balanced written summary. ▪ B1: Using blending to generate compound words 	<ul style="list-style-type: none"> ▪ B2: Understanding and processing spoken input used in the media ▪ B1: Comprehending essential information in a listening passage. ▪ C1: Applying critical awareness and analysis skills to different media. ▪ B1: Scanning a spoken text to locate specific vocabulary items. ▪ B1: Locating specific information in an oral text. 	<ul style="list-style-type: none"> ▪ B2: Delivering oral reports fluently. ▪ B1: Delivering an oral summary of the main ideas in a text. ▪ B2: Developing a clear argument and supporting it with details. ▪ B1: Expressing a personal preference for an object. ▪ B2: Creating an effective slogan on a given subject.

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	<ul style="list-style-type: none"> ▪ C1: Identifying register, style and level of formality in texts. 			
5 ENVIRONMENTALISM Related fields of study: chemistry, environmental sciences, biology, agricultural sciences	<ul style="list-style-type: none"> ▪ B2: Anticipating the content of a text by reflecting on contextual clues. ▪ B2: Scanning through a text to identify main ideas and supporting details. 	<ul style="list-style-type: none"> ▪ C1: Writing formal and expanded definitions of various items and concepts ▪ B2: Developing a well-balanced outline for a questionnaire 	<ul style="list-style-type: none"> ▪ B2: Using various strategies to infer the meaning of new words. ▪ B1: Locating specific information in a listening passage. 	<ul style="list-style-type: none"> ▪ B2: Performing an interview, asking adequate questions and giving coherent replies. ▪ B2: Using cohesive devices to structure speech into coherent discourse. ▪ B1: Applying adequate intonation patterns to question tags.
6 HUMANS AND MACHINES Related fields of study: telecommunications, engineering, social studies	<ul style="list-style-type: none"> ▪ B2: Identifying the target reader and writing purpose in journal and magazine articles. ▪ B2: Identifying the layout and structure of an article. ▪ C1: Identifying the structure of a text and pinpointing organizational devices. ▪ B2: Scanning through a text and locating main ideas. 	<ul style="list-style-type: none"> ▪ B1: Identifying the fundamental genre features of e-mails. ▪ B2: Analyzing information and the conventions of netiquette on the internet ▪ C1: Applying adequate style and tone to different written texts. ▪ B1: Organizing essential information in relevant paragraphs ▪ B1: Using connectors to structure paragraphs. 	<ul style="list-style-type: none"> ▪ B2: Identifying main discourse features of conference sessions. ▪ B2: Comprehending the main ideas of a text. ▪ B2: Taking notes on relevant points in an oral text and delivering questions. 	<ul style="list-style-type: none"> ▪ B1: Participating in a telephone conversation by delivering coherent questions and answers. ▪ B2: Reporting details of difficult situations and asking for assistance. ▪ B1: Delivering a message on an answer phone.
7 GMOs: GENETICALLY MODIFIED ORGANISMS	<ul style="list-style-type: none"> ▪ B1: Scanning through texts to locate specific words and contextual details. 	<ul style="list-style-type: none"> ▪ B2: Taking notes on main points and relevant details. ▪ C1: Generating coherent 	<ul style="list-style-type: none"> ▪ B1: Understanding and processing general and detailed information. 	<ul style="list-style-type: none"> ▪ B2: Delivering a detailed description of a process and an oral report

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<p>Related fields of study: agricultural studies, biotechnology, environmental sciences</p>	<ul style="list-style-type: none"> ▪ B1: Activating previous knowledge on linguistic and semantic content of present and past tenses. ▪ B2: Obtaining detailed information, ideas and opinions from written input. ▪ B2: Applying techniques to insert main events into a chronology. 	<ul style="list-style-type: none"> ▪ C1: Writing an argumentative text on genetically modified organisms (GMOs). 	<ul style="list-style-type: none"> ▪ B2: Responding to spoken input by taking notes on relevant points. ▪ B2: Distinguishing main from secondary ideas and essential content from details. 	<ul style="list-style-type: none"> ▪ B2: Presenting your opinion for or against a particular point of view. ▪ B2: Developing a clear argument to express your agreement or disagreement. ▪ B2: Applying discourse strategies and vocabulary devices to give your opinion on a topic.
<p>8 FROM MILITARY USES TO CIVILIAN ITEMS Related fields of study: telecommunications engineering, industrial engineering, mechanics, materials science, chemical engineering, electronics, civil engineering</p>	<ul style="list-style-type: none"> ▪ B2: Skimming and scanning academic and scientific texts. ▪ B2: Revising comparative and superlative forms, parallel increase and solid, hyphenated or open forms of compound nouns. ▪ B2: Using on-line dictionaries to obtain information on phrasal verbs (false-friends, meaning, pronunciation, etc.). ▪ B2: Applying visual and textual information to identify irregular plurals and collocations. ▪ B2: Choosing the right heading and combining visual and textual information. ▪ B2: Identifying the meaning of academic false-friends in a text. 	<ul style="list-style-type: none"> ▪ B2: Writing expository texts and descriptions. ▪ B2: Writing instructions on the use of devices to a non-specialised audience. ▪ B1: Using on-line bilingual and specialized dictionaries and thesaurus to obtain information. ▪ B1: Identifying the meaning of false-friends on academic issues. ▪ B1: Applying the right order of adjectives in your descriptions. ▪ B2: Generating physical and function descriptions, by describing applications and providing examples. 	<ul style="list-style-type: none"> ▪ B2: Processing general and detailed information of an oral text. ▪ C1: Developing critical awareness to identify the viewpoint of a message. ▪ B2: Grasping the main ideas of an oral text and checking comprehension. 	<ul style="list-style-type: none"> ▪ B2: Producing an oral description of an item. ▪ B1: Using dictionaries to obtain the phonetic transcription of words and improve pronunciation.

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<p>9 GLOBALIZATION AND THE ENGLISH-SPEAKING WORLD Related fields of study: economics, English philology, translation, science and technology</p>	<ul style="list-style-type: none"> ▪ B1: Obtaining detailed information, ideas and opinions from a text. ▪ B1: Identifying the topic sentences of paragraphs. ▪ B1: Scanning through texts, locating main ideas and relevant details. ▪ B2: Gathering and combining information from different texts. ▪ C1: Identifying various points of view in written texts. 	<ul style="list-style-type: none"> ▪ B2: Generating a text making predictions and expressing ideas about the future. ▪ B2: Writing a coherent and well-structured for and against composition. ▪ C1: Providing different perspectives and points of view. ▪ B2: Formulating clear and coherent answers to factual questions. ▪ C1: Applying reflection strategies to generate personal viewpoints. 	<ul style="list-style-type: none"> ▪ B2: Applying inference strategies to deduce words and ideas. ▪ B2: Grasping the main ideas of an oral text and checking comprehension. ▪ C1: Developing critical awareness to process relevant information. ▪ C1: Reflecting upon the intelligibility of several varieties of spoken English. ▪ B1: Understanding specific information of an oral text. 	<ul style="list-style-type: none"> ▪ B2: Generating oral texts making predictions on the future. ▪ B1: Grasping and applying different stress patterns to your own oral production. ▪ B2: Developing a clear argument to express your opinion.
<p>10 SCIENCE-FICTION OR THE LIMITS OF SCIENCE IN FICTION Related fields of study: English literature, science in general</p>	<ul style="list-style-type: none"> ▪ B1: Scanning through a text to identify specific vocabulary items and contextual details ▪ B1: Locating detailed information in a science fiction text. ▪ B2: Identifying the structure of a text and signalling organizational devices. ▪ B2: Identifying main ideas in a science fiction article. ▪ C1: Gathering and combining visual, textual and audio information from various sources. 	<ul style="list-style-type: none"> ▪ C1: Using writing strategies to make predictions. ▪ B1: Identifying and correcting grammar mistakes on predictions. ▪ B2: Applying writing techniques for summarizing, paraphrasing and quoting to avoid plagiarism in academic writing. ▪ C1: Writing an essay reporting on somebody else's opinion. 	<ul style="list-style-type: none"> ▪ B1: Understanding general and detailed information in an oral text. ▪ B2: Combining visual and audio information to understand ideas. ▪ B1: Identifying and assimilating the difference in pronunciation between similar words. ▪ B1: Searching on the internet to expand your knowledge on an oral text. 	<ul style="list-style-type: none"> ▪ B2: Reporting orally on information gathered from others. ▪ B2: Taking notes and delivering your own oral presentation. ▪ C1: Developing critical thinking by expressing your opinion on a topic.

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	<ul style="list-style-type: none"> ▪ B2: Analysing discourse features in academic essays and magazine articles. ▪ B2: Identifying the specific layout and structure of magazine articles and academic essays. ▪ B2: Locating topic sentences, transition sentences, introductory and concluding paragraphs, thesis statements, etc. in a text ▪ B2: Finding synonyms and antonyms in a text. ▪ B2: Identifying dialectal varieties of English and learning differences between British vs. American usage. 			
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<p>11 MEDICINE AND ETHICS Related fields of study: medicine, genetic engineering, bioethics, biotechnology</p> <p>[UNDER CONSTRUCTION]</p>	<ul style="list-style-type: none"> ▪ B2: Skimming and scanning texts to locate specific information. ▪ B2: Identifying the multiple meanings of a polysemantic word. ▪ B2: Identifying the structure of a text and signalling organizational devices. ▪ B2: Reading and taking relevant notes. ▪ B2: Scanning through texts to identify main ideas and supporting details. ▪ B2: Distinguishing between objective (fact) and subjective (opinion) information. ▪ C1: Drawing relevant inferences in a written text and identifying explicitly stated information. ▪ B2: Assimilating the language of arguments to introduce facts and opinions; expressing conditions and cause-effect relationships. 	<ul style="list-style-type: none"> ▪ B2: Locating, selecting and organizing information from different webpages . ▪ C1: Writing an argumentative essay by giving reasons for or against. ▪ B2: Inserting the language of arguments into your own written production. 	<ul style="list-style-type: none"> ▪ B2: Identifying multiple speakers' points of view in an oral interview. ▪ B2: Distinguishing between explicit and inferred information and identifying opinions in an oral interview. ▪ B2: Identifying the features of interviews and developing effective questioning and answering techniques. 	<ul style="list-style-type: none"> ▪ B2: Analysing the differences between oral and written language. ▪ C1: Organising, delivering and evaluating oral presentations. ▪ B2: Identifying rhetorical features in a lecture or oral presentation. ▪ B2: Using markers to link your sentences and signal the direction of a line of argument. ▪ B2: Assimilating the language of presentations: emphasising significant points, relating ideas and providing examples. ▪ B2: Developing a clear argument, relating ideas and supporting opinions with examples.
<p>12 THE UNIVERSE: THE LAST FRONTIER? Related fields of study: astronomy, physics, mathematics</p>	<ul style="list-style-type: none"> ▪ B2: Identifying the features of different genres, particularly magazine articles. ▪ B1: Using dictionaries and other reference sources to 	<ul style="list-style-type: none"> ▪ B1: Using dictionaries and other reference sources to check new words. ▪ B2: Developing an outline and elaborating a written text. 	<ul style="list-style-type: none"> ▪ B1: Activating and employing listening strategies to understand spoken texts. ▪ B1: Locating specific vocabulary items. 	<ul style="list-style-type: none"> ▪ B2: Giving descriptive presentations expanding and supporting ideas. ▪ B1: Using visual prompts to support a line of argument in a speech.

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<p>[UNDER CONSTRUCTION]</p>				<ul style="list-style-type: none"> ▪ B1: Participating in a role-play. ▪ B1: Asking and answering in a pair-work conversation by observing the conventions of turn-taking.
<p>13 EMOTIONAL INTELLIGENCE AT WORK: EQ vs. IQ Related fields of study: psychology, business, education</p> <p>[UNDER CONSTRUCTION]</p>	<ul style="list-style-type: none"> ▪ B2: Applying word-formation techniques to identify suffixes. ▪ B1: Using dictionaries and other reference sources to learn new words. ▪ B2: Understanding general and detailed information in written texts. 	<ul style="list-style-type: none"> ▪ B2: Writing an application letter in response to a job advert. ▪ B1: Generating a curriculum vitae. 	<ul style="list-style-type: none"> ▪ B2: Understanding job interviews and developing new strategies to improve your oral English. 	<ul style="list-style-type: none"> ▪ B2: Developing an outline for a job interview script and participating in an oral interview. ▪ B1: Demonstrating good interaction abilities in a telephone conversation. ▪ B2: Structuring oral reports. ▪ B1: Applying the correct pronunciation rules of stressed and unstressed forms of words.
<p>14 URBAN PLANNING AND ARCHITECTURE Related fields of study: architecture, topography, law</p> <p>[UNDER CONSTRUCTION]</p>	<ul style="list-style-type: none"> ▪ C1: Establishing general and detailed patterns of usage for specific terms. ▪ B1: Locating detailed information, ideas and opinions in a written text. 	<ul style="list-style-type: none"> ▪ B2: Writing descriptions of an event or experience. ▪ B2: Generating a comprehensive information booklet. ▪ B2: Producing a webpage of frequently asked questions (FAQs). 	<ul style="list-style-type: none"> ▪ B2: Combining visual and audio information to understand an oral text. 	<ul style="list-style-type: none"> ▪ B2: Delivering an oral report with clarity, fluency and spontaneity. ▪ C1: Planning and structuring a class debate.
<p>15 NEW CHALLENGES AT UNIVERSITY: THE STUDENT OF THE 21ST CENTURY Related fields of study: all</p>	<ul style="list-style-type: none"> ▪ B1: Locating texts on the web to obtain information on courses abroad. ▪ C1: Applying critical reading strategies to evaluate the content of an academic text. 	<ul style="list-style-type: none"> ▪ B1: Generating a webpage of your own and your academic qualifications. ▪ B1: Generating a letter requesting information on courses of academic and 	<ul style="list-style-type: none"> ▪ B2: Understanding the dialogues encountered in different academic situations. ▪ B2: Gathering information from different dialogues and 	<ul style="list-style-type: none"> ▪ C1: Producing a group discussion on academic integrity. ▪ B2: Evaluating ideas generated within a group discussion.

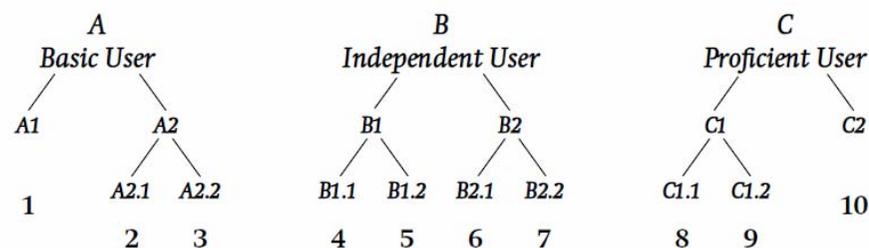
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fields [UNDER CONSTRUCTION]			<ul style="list-style-type: none"> ▪ B1: Scanning and discussing spoken texts with information on academic, cultural and language learning topics. 	
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REFERENCE LEVELS (Common European Framework)



Source: Council of Europe (2001). *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge University Press (p. 33)

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