

Degree	Type	Year	Semester
2500245 English Studies	FB	1	A
2501902 English and Catalan	FB	1	A
2501907 English and Classics	FB	1	A
2501910 English and Spanish	FB	1	A
2501913 English and French	FB	1	A

## Contact

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## Use of languages

Principal working language: english (eng)  
Some groups entirely in English: Yes  
Some groups entirely in Catalan: No  
Some groups entirely in Spanish: No

## Teachers

Christina A. Howes  
Elisenda Pilar Vila Estrada  
Merce Coll Alfonso

## Prerequisites

Students are advised that they should have a level equivalent to Common European Framework of Reference for Languages B2 in order to follow the course successfully.

Students are recommended to read the explanations and do the exercises in the "Curso de inglés avanzado" and the vocabulary and pronunciation sections in <http://www.ejerciciodeingles.com/>

It is also recommended that students attend and participate in the "Curs Propedèutic" English Academic Skills, which the Departament de Filologia Anglesa i Germanística offers during September 2016.

## Objectives and Contextualisation

"Basic Uses of the English Language" forms part of the Language area courses in the first year, along with "Descriptive Grammar." It runs for two semesters, with "Descriptive Grammar", "Introduction to Linguistics" and "Comparative Literature" in the first semester, "English Literature of the Twentieth Century", "Great Themes of Philosophy", "Major Themes in History" and "Foreign Language" in the second semester, and "History and Culture of the British Isles" which is also annual.

Objectives:

- Improve students' instrumental use of the English language, both written and oral, to a C1 level of language skills, and prepare students for the core material from "English Language".
- Understand authentic non-specialized texts of average difficulty.
- Talk about non-specialised topics without basic grammar mistakes, and with acceptable fairly accurate pronunciation.
- Understand audiovisual material on a variety of non-specialised topics .
- Write argumentative essays on different topics. Students must organize ideas and content appropriately and use appropriate discourse connectors. They will also use a moderate variety of grammatical structures and accurate vocabulary.

## Skills

### English Studies

- Demonstrate they know a wide variety of texts in English language of any mean (oral, written, audiovisual) and recognising implicit meanings.
- Executing in oral and written form a flexible and effective use of the English language with academic, professional and social purposes.
- Produce clear and well structured and detailed texts in English about complex topics, displaying a correct use of the organisation, connection and cohesion of the text.
- Utilising new technologies in order to capture and organise information in English and other languages, and applying it to the personal continued training and to the problem-solving in the professional or research activity.

### English and Catalan

- Demonstrate they know a wide variety of texts in English language of any mean (oral, written, audiovisual) and recognising implicit meanings.
- Produce clear and well structured and detailed texts in English about complex topics, displaying a correct use of the organisation, connection and cohesion of the text.

### English and Classics

- Demonstrate they know a wide variety of texts in English language of any mean (oral, written, audiovisual) and recognising implicit meanings.
- Executing in oral and written form a flexible and effective use of the English language with academic, professional and social purposes.
- Produce clear and well structured and detailed texts in English about complex topics, displaying a correct use of the organisation, connection and cohesion of the text.

### English and Spanish

- Demonstrate they know a wide variety of texts in English language of any mean (oral, written, audiovisual) and recognising implicit meanings.
- Produce clear and well structured and detailed texts in English about complex topics, displaying a correct use of the organisation, connection and cohesion of the text.

### English and French

- Demonstrate they know a wide variety of texts in English language of any mean (oral, written, audiovisual) and recognising implicit meanings.
- Executing in oral and written form a flexible and effective use of the English language with academic, professional and social purposes.
- Produce clear and well structured and detailed texts in English about complex topics, displaying a correct use of the organisation, connection and cohesion of the text.

## Learning outcomes

1. Carrying out oral presentations in English about a variety of topics of public interest.
2. Demonstrating they know English specialised and non-specialised texts of high difficulty level, and interpreting them in a critical manner.
3. Drawing up brief argumentative essays in English about non-specialised topics of average difficulty.

4. Locating and organising relevant information in English that is available on the Internet, in databases, etc.
5. Show comprehension of a wide variety of (non-colloquial) auditory material in standard British and American English, whether in face-to-face interactions at C1 level or from the media, on specialist and non-specialist topics of high difficulty.
6. Using the English language with the appropriate expression (correctness, fluency, pronunciation, communicative strategies) in formal (presentations, debates, formal interactions) and informal contexts (conversation) with a level C1.

## Content

### Grammar and Vocabulary

Consolidation of the basic grammar of English tenses, conditionals, modal verbs, pronouns and determiners, use of passive structures, relative clauses, indirect speech and aspects of cohesion and punctuation, among others.

Error correction exercises

Grammar conversion exercises

Vocabulary exercises based on texts and audiovisual material

Collocation exercises

Written production: writing argumentative and opinion texts.

Exercises on planning and structuring of texts.

Rewriting and self-correction exercises

Exercises on cohesion, punctuation and argumentation.

Oral production:

Participation in oral activities on selected topics.

Reading comprehension:

Summary and comprehension exercises based on real or adapted texts on different topics.

Listening:

Activities on understanding authentic audiovisual materials.

## Methodology

It will be based on the following activities:

Directed activities (30%, 3.6 cr)

Supervised activities (15%, 1.8 cr)

Autonomous activities (50%, 6 cr)

Assessment activities (5%, 0.6 cr)

## Activities

Title	Hours	ECTS	Learning outcomes
<b>Type: Directed</b>			
Guided Exercises	90	3.6	5, 1, 3, 6
<b>Type: Supervised</b>			
Supervised Work	45	1.8	6
<b>Type: Autonomous</b>			

## Evaluation

### Assessment activities

In-class or at home weekly tasks (6 Essays, 2 Quizzes, Activitats Orals) (30%).

Partial written exam (10%)

Final written and oral exam (60%)

Calendari d'Avaluació (aproximatiu)

Examen Parcial: Finals de desembre 2016 / Inicis de gener 2017 Assaigs: Lliurats cada quatre setmanes.

Examen Final: Finals de maig 2017. Reavaluació: Juny 2017.

### Atenció:

Per tal de ser avaluat, la realització del 80% de les tasques i l'examen final és OBLIGATORI.

Els alumnes que s'hagin presentat a un percentatge d'activitats d'avaluació superior al 30% del total no poden obtenir la qualificació de "no avaluable".

Per poder realitzar l'examen final oral, s'ha d'haver obtingut, com a mínim, un 60/100 a l'examen escrit. Així mateix, si l'examen oral no s'aprova, es considerarà l'assignatura SUSPESA.

La nota d'aprovat a qualsevol exercici/essay/précis/part d'un examen és de 60/100.

Re-avaluació: Només poden anar ala re-avaluació aquells estudiants que hagin obtingut una nota de l'examen final igual o superior a 45/100. S'exclou qualsevol part d'un examen anotant menys de 45%. Només es reavaluaran les proves de l'examen final no superades.

MOLT IMPORTANT: El plagi total i parcial de qualsevol dels exercicis es considerarà automàticament un SUSPENS (0) de l'exercici plagiat. PLAGIAR és copiar de fonts no identificades d'un text, sigui una sola frase o més, que es fa passar per producció pròpia (AIXÒ INCLOU COPIAR FRASES O FRAGMENTS

D'INTERNET I AFEGIR-LOS SENSE MODIFICACIONS AL TEXT QUE ES PRESENTA COM A PROPI), i és una ofensa greu. Cal aprendre a respectar la propietat intel·lectual aliena i a identificar sempre les fonts que espuguin fer servir, i és imprescindible responsabilitzar-se de l'originalitat i autenticitat del text propi.

## Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Final Written Exam	60%	4	0.16	5, 2, 3, 6
Individual and Classroom Tasks	30%	7	0.28	5, 2, 1, 4, 3, 6
Partial Written Exam	10%	4	0.16	5, 2, 3

## Bibliography

### Obligatory Bibliography

Dummett, P., Stephenson, H. and Lansford, L. (2016) Keynote. Advanced (Student's Book and Workbook with key). Hampshire:National Geographic Learning.

Kennedy-Scanlon, M., Pladevall, E. And Cebrián, J. (2012) Guided Error Correction: Exercises for Spanish-speaking Students of English. Level B2. Bellaterra: Universitat Autònoma de Barcelona Servei de Publicacions.

Swan, M. and Walter, C. (2012) Oxford English Grammar Course: Advanced: with CD Rom and Key. OUP

### Complementary Bibliography

Colonna, M.R. and Gilbert, J.E. (2003) Reason to Write. Strategies for Success in Academic Writing, Advanced. Oxford: OUP.

Cunningham, G and Bell, J. (2009) Face2Face. Advanced. Cambridge: Cambridge University Press.

Cunningham, S. and Moor, P. (2003) Cutting Edge. Advanced. Harlow: Longman.

Mann, M. and Taylore-Knowles, S. (2006) Destination B2. Grammar and Vocabulary. Oxford: Macmillan.

Norris, R. (2004) Ready for CAE. Oxford: Macmillan.

Oxenden, C. and Latham-Koenig, C. (2010) New English File. Advanced (Student's Book and Workbook with key). Oxford: OUP. Swan, M. and Walter, C. (2001) How English works. Oxford: OUP

Swan, M. (2003) Practical English Usage. Oxford: OUP

Vince, M. and Emmerson, P. (2003) First Certificate Language Practice (with key). Oxford: Macmillan.

### **Dictionaries**

Oxford Advanced Learner's Dictionary, OUP.

Collins Cobuild English Dictionary, Harper Collins Publishers.

Cambridge Advanced Learner's Dictionary, CUP.

Collins English-Spanish/Spanish-English Dictionary, 6th ed., Grijalbo.

Longman Language Activator. Longman.

### **Websites**

<http://www.ldoceonline.com/> (Longman Dictionary of Contemporary English)

<http://www.merriam-webster.com/> (Merriam-Webster dictionaries online)

<http://dictionary.cambridge.org/> (Cambridge dictionaries online)

<http://www.flo-joe.co.uk/> (Cambridge official examination practice)

<http://www.els-lab.com> (listening exercises with self-correction multiple-choice activities)

<http://www.pbs.org> (American public television. Documentaries. American English)

<http://5yiso.appspot.com/> (Oxford Collocations Dictionary for Students of English)