

<b>SUBJECT:</b>	<b>ANGLÈS INSTRUMENTAL I</b>
<b>Code:</b>	28464
<b>Credits:</b>	12
<b>Semester:</b>	1 & 2
<b>Groups:</b>	1
<b>Teacher:</b>	Andrea Pearman
<b>Tutoria integrada:</b>	to be announced
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## BRIEF DESCRIPTION OF SUBJECT

This course aims at improving the students' competence in the English language. The starting level is Cambridge First Certificate and the target level is Cambridge Advanced. Emphasis will be placed on speaking and listening skills and on the instrumental use of English. The students will be assigned a number of essays, grammar tests, précis and vocabulary exercises. They will also have to do an oral presentation on any topic related to the Anglo-Saxon world or the English language which will count for the final grade.

## OBJECTIVES

At the end of the course, the student will be able to:

- understand non-specialized authentic texts of medium difficulty.
- speak about a non-specialized topic without making basic grammar mistakes and with accurate pronunciation.
- understand authentic spoken material about a variety of non-specialized subjects.
- write argumentative essays about different subjects. Students will be required to organize their ideas properly and use discourse connectors appropriately. They will also be required to use a moderate range of accurate grammar and vocabulary structures.

## SYLLABUS

### 1) Speaking

- a. Oral presentation in class.
- b. Oral practice in class (in pairs or small groups).
- c. Oral practice in the integrated tutorials.

### 2) Listening

- a. Précis (the teacher talks about a non-specialized topic for 20 minutes approximately. The student makes notes on the main ideas and writes up an organized summary).
- b. Activities with authentic audiovisual materials.

3) Writing

- a. You will be assigned a number of essay topics throughout the course of the year about which you should write an essay of approximately 300 words. Failure to hand in an essay is penalized.
- b. Exercises about the generation and organization of ideas.
- c. Self-correction, peer correction and rewriting exercises.
- d. Exercises on cohesion, punctuation and argumentation.

4) Vocabulary

- a. Vocabulary exercises based on texts and audiovisual material.
- b. Collocations.

5) Reading comprehension

- a. Exercises based on texts about different current topics where the student is required to show an understanding of the main ideas.

6) Grammar

- a. Coverage of a number of grammar points such as tenses, conditionals, modal verbs, the article, reported speech, ellipsis and substitution, focus, relative clauses, inversion and the passive.
- b. Structural conversion exercises.
- c. Error correction exercises.

## ASSESSMENT

In order to pass this subject the students need to pass the final exam, which will consist of a written and an oral test. The former includes an essay, a précis, a reading comprehension test and grammar exercises. To pass the final exam, students must pass **both the written and oral parts**. If students fail the written part (pass mark= 60%), they do not qualify to do the oral.

Despite the fact that passing the final exam is a requisite, in class and home assignments done along the year will have an extraordinary weight, to the extent that it will be *practically impossible to pass this subject in June if the student fails the ongoing assessment*.

The final grade is calculated as follows:

- |   |     |
|---|-----|
| • Final exam  | 50% |
| • February exam   | 15% |
| • In class assignments, essays & précis, homework<br>and integrated tutorials | 25% |
| • Oral presentation   | 10% |

## TUTORIALS

These tutorials are aimed at improving the students' oral skills (mainly through tasks which resemble the oral exam). The tutorials are normally held in groups of three in sessions of 20 minutes. The teacher will post the schedule on his/her office door and in campus virtual, so

the students can check the date and time when they are supposed to attend the tutorial sessions.

## **BIBLIOGRAPHY / MATERIALS**

### **Required:**

to be announced

### **Recommended:**

-A monolingual dictionary: E.g., *Collins Cobuild English Dictionary*, Harper Collins Publishers.

-A bilingual dictionary: E.g., *Collins English-Spanish/Spanish-English Dictionary*, 6<sup>th</sup> ed., Grijalbo.

-*Language Activator*. Longman.

## **OTHER COMMENTS**

The starting level for this course is the equivalent of the *Cambridge First Certificate*. Students are strongly advised to take extra lessons on their own, if they do not have the required level. The students are also expected to do autonomous work on those topics covered in class.