

Degree	Type	Year	Semester
2500245 English Studies	OB	2	1
2501902 English and Catalan	OB	2	1
2501907 English and Classics	OB	2	1
2501910 English and Spanish	OB	2	1
2501913 English and French	OB	2	1

## 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

Mercè Mur Effing  
Andrea Huerta Guillem

## Prerequisites

Students enrolling in this subject are expected to have passed the subject 103409-Usos bàsics de la llengua anglesa.

The entry level for the subject is the C1 level (advanced) in the Common European Framework of Reference for Languages: Learning, Teaching, Assessment. At the C1 level, the student can (i) understand a wide range of demanding, longer texts, and recognise implicit meaning; (ii) express him/herself fluently and spontaneously without much obvious searching for expressions; (iii) use language flexibly and effectively for social, academic and professional purposes; (iv) produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

## Objectives and Contextualisation

The subject "Use of English 1" is the first component of "Use of the Language", a two-year module offered in the second and third years of the Degree in English Studies and Double Language Degree (Graus Combinats), the other three components being "Use of English 2", "Use of the Language: Advanced Writing Skills" and "Use of the Language: Advanced Oral Communication". The subject takes place during the first term of the second year both for English Studies students and Double Language Degree students.

### Objectives:

- To strengthen and build the students' instrumental oral and written use of the English language to a C2.1 level in order to later be able to succeed in attaining the core knowledge which constitutes the curriculum of the "Use of the Language" module.
- To fully understand real English texts, specialised and non-specialised.
- To speak fluently and naturally about a non-specialised topic without making basic grammatical mistakes, with accurate pronunciation, and with a relatively wide range of vocabulary.
- To understand audiovisual materials of a variety of specialised and non-specialised topics, and of a variety of English accents.
- To write a wide range of text types observing the structural and stylistic conventions of the genre and using a variety of relatively sophisticated vocabulary and structures.

## 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.
- Students have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.
- 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.
- Students have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.

### 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.
- Students have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.

### 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.
- Students have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.

### 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.
- Students have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.

## **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. Issuing appropriate critical assessments based on the comprehension of relevant information about social, scientific or ethical issues related to linguistics.
5. Locating and organising relevant information in English that is available on the Internet, in databases, etc.
6. Show comprehension of a wide variety of non-colloquial auditory material in standard British and American English.
7. Summarising in written form the main content of an oral discourse about specialised and non-specialised topics of high level difficulty.
8. 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 C2 level.

## **Content**

### **Grammar and vocabulary:**

- Advanced grammatical structures in English.
- Error correction exercises.
- Vocabulary exercises based on texts and audio-visual materials.
- Exercises on English collocations and idioms.

### **Written production:**

- Argumentative essays, articles, formal letters, reports and reviews.
- Text planning and organisation exercises.
- Re-writing of texts and self-correction exercises.
- Exercises on the use of cohesion and argumentation elements.

### **Reading comprehension:**

- Comprehension exercises and summaries based on real texts concerning a variety of different topics.

### **Listening comprehension:**

- Comprehension activities of authentic audiovisual materials.
- Note-taking and summary-writing of the core points of a recorded discourse or oral presentation.

### **Oral production:**

- In-class oral practice activities.
- Oral practice sessions in pairs.

## **Methodology**

The teaching methodology used is based on:

- Teacher-led activities (30%, 1.8 cr)
- Supervised activities (15%, 0.9 cr)
- Self-study and student-led activities (50%, 3 cr)
- Assessment tasks (5%, 0.3 cr)

#### **Teacher-led activities** (Theoretical and practical classes)

- Lectures using ICTs.
- Class debates and discussions.
- Practical activities in groups or pairs.
- In-class receptive and productive skills practice.

#### **Supervised activities** (tutorials)

- Oral practice sessions in pairs.

#### **Self-study and student-led activities**

- Language practice with the course books and other reference books.
- Writing argumentative essays, opinion articles, letters, reports and reviews.
- Completing a course portfolio.
- Practice with ICTs and Moodle.

#### **Assessment tasks**

- In-class précis (i.e. written summaries based on audio-video input) and a final achievement exam (written and oral)

### **Activities**

Title	Hours	ECTS	Learning outcomes
<b>Type: Directed</b>			
In-class oral practice	15	0.6	
Theory and practice classes	30	1.2	
<b>Type: Supervised</b>			
Tutorial sessions	22	0.88	
<b>Type: Autonomous</b>			
Reading and Studying -Exercises and essays - Using ICT tools	76.5	3.06	

### **Evaluation**

- Continuous assessment (i.e. language reinforcement tasks assigned as homework or carried out in class or during tutorials) (15%)
- Learning portfolio (15%)
- Final oral exam (20%)
- Final written exam (50%)

N.B.:

1) **IMPORTANT:** The marks obtained in the final written and oral exams will count towards the final average only if the student obtains 60% or more in each of the exams. If the mark in the written and/or the oral final exam is below 60%, it will not count for the final average. More specifically:

(i) if the mark is between 45% and 59.9%, the student may qualify for re-assessment (see additional conditions below in **Re-assessment**)

(ii) if the mark is 44.9% or below, the exam cannot be re-assessed and, hence, will not be taken into account when calculating the final average. Given the weight of the final exams, especially the written part, this may trigger the failing of the subject.

2) Students need to obtain at least a 40% in the continuous assessment items for them to count towards the final average.

3) Students who have submitted 30% of the continuous assessment and the exams are not entitled to a "No available".

### **Re-assessment**

• To qualify for re-assessment, students need:

(i) to have completed **all** the continuous assessment tasks and the two final exams, except for duly justified absences

### **AND**

(ii) to have scored between 45% and 59.9% in the written part of the final exam

• Some of the tasks cannot be re-assessed such as class participation and certain continuous assessment tasks etc.

• There-assessment concerns only the final written exam. The oral exam can only be taken once.

**VERY IMPORTANT:** Partial or total plagiarism in any of the exercises triggers an automatic FAIL (0) of the subject or of the plagiarised exercise. Plagiarism consists in copying a text, an excerpt from a text or a sentence from sources that have not been properly acknowledged (including the Internet), with the purpose of leading the reader to believe that this is original production. It is important to learn to respect intellectual property and always identify one's sources of information. Text authorship involves originality and authenticity.

### **Course calendar**

- Final written exam: December/January
- Final oral exam: January

### **Evaluation activities**

Title	Weighting	Hours	ECTS	Learning outcomes
Oral final exam	20%	0.5	0.02	8
Portfolio	15%	1.5	0.06	2, 1, 4, 5, 3, 8
Written final exam	50%	4.5	0.18	6, 2, 3, 7, 8

### **Bibliography**

#### **Basic Bibliography**

- Coursebook: Paul Dummette, Helen Stephenson & Lewis Lansford. Keynote Proficient. Cengage Learning, 2016
- Workbook: Keynote Proficient (Workbook with Answers). Cengage Learning, in press.
- Kennedy-Scanlon, Cebrian & Bradbury. Guided Error Correction: Exercises for Spanish-Speaking Students of English. Level C1 **Book 1**. UAB 2010

**Recommended reference books:**

- McCarthy & O'Dell. English Vocabulary in Use: Advanced (with answers and CD) Third Edition. Cambridge University Press, 2012
- Work on your Vocabulary. Hundreds of Words to Learn and Remember. Advanced. Collins, 2013.
- Collins COBUILD English Language Dictionary or Oxford Dictionary English
- Swan, M. (2005). Practical English Usage. Oxford University Press, 2005.

**Recommended links:**

**General practice**

[www.ejerciciodeingles.com](http://www.ejerciciodeingles.com)

**Listening comprehension practice**

<https://www.ted.com/talks>

BBC One Minute World News

**Pronunciation**

<http://www.howjsay.com/> (American English)

**Dictionaries**

<http://www.macmillandictionary.com/> (includes pronunciation files, British English)

<http://www.ozdic.com/> (collocations)

the British National Corpus: <http://www.natcorp.ox.ac.uk/>