

Modern Language II (English)

Code: 100045
 ECTS Credits: 6

Degree	Type	Year	Semester
2500239 Art History	OT	3	0
2500239 Art History	OT	4	0
2500240 Musicology	OT	3	0
2500240 Musicology	OT	4	0
2500241 Archaeology	OT	3	0
2500241 Archaeology	OT	4	0
2500243 Classics	OT	3	0
2500243 Classics	OT	4	0
2500246 Philosophy	OT	3	0
2500246 Philosophy	OT	4	0
2500247 Catalan Language and Literature	OT	3	0
2500247 Catalan Language and Literature	OT	4	0
2500248 Spanish Language and Literature	OT	3	0
2500248 Spanish Language and Literature	OT	4	0
2500256 Social and Cultural Anthropology	OT	3	0
2500256 Social and Cultural Anthropology	OT	4	0
2500501 History	OT	4	0
2501002 Geography and Spatial Planning	OT	3	0
2501002 Geography and Spatial Planning	OT	4	0
2501801 Catalan and Spanish	OT	3	0
2501801 Catalan and Spanish	OT	4	0
2502533 French Studies	OT	3	0
2502533 French Studies	OT	4	0
2502758 Humanities	OT	3	0
2502758 Humanities	OT	4	0

2503702 Ancient Studies	OT	4	0
2503710 Geography, Environmental Management and Spatial Planning	OT	4	0

Contact

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Use of languages

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

Prerequisites

A level of B2.1 of the Common European Framework of Reference for Languages is required.

Objectives and Contextualisation

This course emphasises the listening comprehension of English as it is based on a series of TED talks. Different grammatical and lexical aspects of the English language will be developed on the basis of the contents of a talk and of other activities in each of the units, such as passive and active constructions, the difference between -ing and infinitive forms, the use of articles and quantifiers, among others. The subject also includes a writing component, reading comprehension and pronunciation activities

Skills

Art History

- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

Learning outcomes

1. Ability to maintain an appropriate conversation.
2. Carrying out oral presentations using an appropriate academic vocabulary and style.
3. Communicating in the studied language in oral and written form, properly using vocabulary and grammar.
4. Critically taking part in classroom oral debates and using the discipline's specific vocabulary.
5. Identifying the main and secondary ideas and expressing them with linguistic correctness.
6. Preparing an oral and written discourse in the corresponding language in a proper and organized way.
7. Submitting works in accordance with both individual and small group demands and personal styles.

Content

Unit 7: Innovation and technology

- Grammar: Passives
- Vocabulary: Innovation: verbs; Online operations.

Unit 8: Balance

- Grammar: Verb patterns with -ing and infinitive

- Vocabulary: Relaxation

Unit 9: Creative thinking

- Grammar: Relative clauses
- Vocabulary: Personality adjectives (1)

Unit 10: Connections

- Grammar: Reported speech
- Vocabulary: Customer service

Unit 11: Resources

- Grammar: Articles and quantifiers
- Vocabulary: Resources and quantities

Unit 12: Change

- Grammar: Third conditional and mixed conditional sentences. Extension: wish
- Vocabulary: Personality adjectives (2)

Methodology

The methodology of this course follows the textbook (see Bibliography): a combination of listening comprehension activities, reading comprehension and pronunciation exercises. Students will also have to prepare a written project and oral presentation.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Guided activities	50	2	6, 3, 2, 5, 1, 4, 7
Type: Supervised			
Tutorials	10	0.4	6, 3, 4
Type: Autonomous			
Individual study and exercises at home	50	2	6, 5, 7
Project and oral presentation preparation	25	1	6, 3, 2, 4, 7

Evaluation

- This subject follows continuous assessment.
- Non-assessable students are those who have done less than a 30% of the assessment items of the course.
- Reassessment will only be offered to students who obtain a 4 (or higher) in the final exam, and will consist of a written exam which will include all the units of the course.
- The maximum mark that can be obtained if a student sits the reassessment exam is a 5.

VERY IMPORTANT: Partial or total plagiarising will immediately result in a FAIL (0) for the plagiarised exercise (first-year subjects) or the WHOLE SUBJECT (second-, third- and fourth-year subjects). PLAGIARISING

consists of copying text from unacknowledged sources -whether this is part of a sentence or a whole text- with the intention of passing it off as the student's own production. It includes cutting and pasting from internet sources, presented unmodified in the student's own text. Plagiarising is a **SERIOUS OFFENCE**. Students must respect authors' intellectual property, always identifying the sources they may use; they must also be responsible for the originality and authenticity of their own texts.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Class participation	10%	4	0.16	3, 1, 4
Final exam	25%	2.5	0.1	6, 3, 5
Final project	15%	3	0.12	6, 5, 7
Midterm exam	25%	2.5	0.1	6, 3, 5, 1
Oral presentation	25%	3	0.12	2

Bibliography

Llibre de text:

- Stephenson, Helen, Lansford, Lewis and Dummet, Paul (2015). *Keynote. Upper Intermediate*, National Geographic, CENGAGE Learning.

Bibliografia de temàtica específica:

Per millorar l'expressió escrita es recomanen:

- Fawcett, Susan (2013). *Evergreen*. Boston: Houghton Mifflin.
- Raimes, Ann (2001). *Keys for Writers: a Brief Handbook*. Boston: Houghton Mifflin
- White, Ronald & Arndt, Valerie (1991). *Process Writing*. London: Lognman

Per millorar l'expressió oral es recomana:

- Baker, Ann (2006). *Ship or Sheep? An intermediate pronunciation course*. Cambridge: CUP.
- Hancock, Mark (2017). *English pronunciation in use*. Cambridge: CUP.
- Powell, Mark (2011). *Presenting in English*. LTP Business.
- <http://www.englishaccentcoach.com/>

Per millorar la comprensió lectora es recomana:

- Penguin Readers selection (levels 4 to 5)
- Mikulecky, Beatrice S. & Jeffries, Linda (1998) *More Reading Power*. London: Longman.

Per millorar la gramàtica es recomana:

- Vince, Michael (2014). *Language Practice for First*. Macmillan
- Kennedy-Scanlon, Michael, Pladevall, Elisabet and Cebrián, Juli (2012). *Guided Error correction*

Level B2. Universitat Autònoma de Barcelona Servei de Publicacions

Bellaterra.

Diccionaris:

- *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.

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

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

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

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

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

<http://oxforddictionary.so8848.com/> (online collocation dictionary)