

## Use of English II

Code: 100233  
ECTS Credits: 6

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

### Contact

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### Use of languages

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

### 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 2" is the second 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 1", "Use of the Language: Advanced Writing Skills" and "Use of the Language: Advanced Oral Communication". The subject takes place during the second term of the second year for English Studies students and during the first term of the third year for Double Language Degree students.

#### Objectives:

- To strengthen and build the students' instrumental oral and written use of the English language to a C2 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.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- 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.
- 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.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

### **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.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

### **English and Spanish**

- 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.

- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

### **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.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

## **Learning outcomes**

1. Carry out oral presentations in English about a variety of topics of public interest.
2. Carrying out oral presentations in English about a variety of topics of public interest.
3. Communicating in the studied language in oral and written form, properly using vocabulary and grammar.
4. Demonstrate they comprehend and distinguish a wide variety of non-colloquial auditory material in standard British and American English.
5. Demonstrate they know English specialised and non-specialised texts of high difficulty level.
6. Demonstrating they know English specialised and non-specialised texts of high difficulty level, and interpreting them in a critical manner.
7. Draw up brief argumentative essays in English about non-specialised topics of average difficulty.
8. Drawing up brief argumentative essays in English about non-specialised topics of average difficulty.
9. Effectively communicating and applying the argumentative and textual processes to formal and scientific texts.
10. Issue appropriate critical assessments based on the comprehension of relevant information about social, scientific or ethical issues related to linguistics.
11. Issuing appropriate critical assessments based on the comprehension of relevant information about social, scientific or ethical issues related to linguistics.
12. Locating and organising relevant information in English that is available on the Internet, in databases, etc.
13. Show comprehension of a wide variety of non-colloquial auditory material in standard British and American English.
14. Summarising in written form the main content of an oral discourse about specialised and non-specialised topics of high level difficulty.
15. Summarize in written form the main content of an english oral discourse about non-specialised topics of average level difficulty.
16. Use 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.
17. 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.
18. 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	76.5	3.06	

## Evaluation

- Continuous assessment 1 (i.e. language reinforcement tasks assigned as homework or carried out in class or during tutorials) (15%)
- Continuous assessment 2: Learning portfolio (15%)
- Final oral exam (20%) ---> January 2019
- Final written exam (50%) ---> December 2018

### IMPORTANT:

1. To pass the course students need to pass a 60% of the content in both the final written exam and the oral exam. If the student has passed the final written exam and the oral exam, the continuous assessment can be finally counted as part of the final average.
2. To qualify for the oral exam, students need to pass a 60% of the content in the final written exam.
3. To pass the final exam (written and oral), students need a 6.
4. If students have passed the final written exam (if the average of the final written exam is a 60% or more), but they have failed one or more parts, they have to reassess one of the parts.

### Procedure for Reviewing Grades Awarded

On carrying out each evaluation activity, lecturers will inform students (on Moodle) of the procedures to be followed for reviewing all grades awarded, and the date on which such a review will take place.

### Reassessment

- (i) To qualify for re-assessment, students need to have completed **all** the continuous assessment tasks and the two final exams (written and oral), except for duly justified absences.
- (ii) Students will only qualify for re-assessment if the mark in their final written exam average reaches a 35%. If they reach less than a 35%, students won't be eligible for reassessment.
- (iii) The oral exam can be reassessed too, but only if students have obtained at least an average of 35%.

If a student sits reassessment exams, they will get a maximum of 5 as a final grade.

### Reassessment: written exam

- Only one of the parts of the final written exam can be reassessed (the one that has the lowest mark).
- If students have passed the final written exam (if the average of the final written exam is a 60% or more), but they have failed one or more parts, they have to reassess one of the parts.

### Final mark:

- To pass the course students need to pass a 60% of the content in both the final written exam and the oral exam.
- If the student has passed the final written exam and the oral exam, the continuous assessment can be finally counted as part of the final average.
- The final mark to be posted on SIGMA will be converted according to the conversion scale (6 = 5 in SIGMA)

### No available

Only available for those who have submitted less than a 30% of the course tasks/exams.

### Steps: Final exam + reassessment

**Possibility 1:** Passing Final Written exam ( $\geq 60\%$ ) + Passing Oral exam ( $\geq 60\%$ ) + passing the Continuous assessment = Passing the course.

**Possibility 2:** Failing Final Written exam ( $\geq 35\%$ ) = Reassessing Final Written exam

- Failing Final Written reassessment exam = Failing the course.
- Passing Final Written reassessment exam ( $\geq 60\%$ ) + Passing Oral exam ( $\geq 60\%$ ) = + passing the Continuous assessment = Passing the course.
- Passing Final Written reassessment exam ( $\geq 60\%$ ) + Failing Oral exam ( $\geq 35\%$ ) = Reassessing oral exam.
  - Passing oral reassessment exam ( $\geq 60\%$ ) = + passing the Continuous assessment = Passing the course.
  - Failing Final Oral reassessment exam = Failing the course.

**Possibility 3:** Passing Final Written exam + Failing Oral exam ( $\geq 35\%$ ) = Reassessing oral exam

- Passing oral reassessment exam ( $\geq 60\%$ ) = + passing the Continuous assessment = Passing the course.
- Failing Final Oral reassessment exam = Failing the course

\*Failing the continuous assessment and not reaching a final average of 60% = failing the course

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**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 haven't 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.

### Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Continuous assessment 1	15%	1	0.04	6, 2, 10, 11, 9, 3, 12, 8, 18
Continuous assessment 2: Portfolio	15%	1.5	0.06	4, 6, 5, 2, 11, 12, 8, 18
Final oral exam	20%	0.5	0.02	5, 2, 1, 18, 17, 16
Final written exam	50%	3.5	0.14	13, 6, 9, 3, 8, 7, 15, 14, 18, 17

### Bibliography

## Basic Bibliography

- Coursebook: Angela Brandis & Diana Shotton. *Close-up C2 Student's Book*. Cengage Learning, 2018
- Michael Kennedy-Scanlon, Juli Cebrian & John Bradbury. *Guided Error Correction: Exercises for Spanish-Speaking Students of English*. Level C1 **Book 2**. UAB 2010

## Recommended reference books:

- Michael McCarthy & Felicity 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*
- Michael Swan. (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/>