

**FITXA IDENTIFICATIVA****Dades de l'Assignatura**

Codi	35325
Nom	Llengua anglesa 3
Cicle	Grau
Crèdits ECTS	6.0
Curs acadèmic	2018 - 2019

Titulació/titulacions

Titulació	Centre	Curs	Període
1000 - G.Estudis Anglesos	Facultat de Filologia, Traducció i Comunicació	2	Primer quadrimestre
1009 - G.Traduc.Mediac.Interling.(Anglès)	Facultat de Filologia, Traducció i Comunicació	2	Primer quadrimestre

Matèries

Titulació	Matèria	Caràcter
1000 - G.Estudis Anglesos	4 - Lengua Inglesa: formació instrumental	Obligatòria
1009 - G.Traduc.Mediac.Interling.(Anglès)	4 - Llengua B (Anglès)	Obligatòria

Coordinació

Nom	Departament
ZARAGOZA NINET, MARIA GORETTI	155 - Filologia Anglesa i Alemanya

RESUM

Vegeu la versió anglesa.

CONEIXEMENTS PREVIS**Relació amb altres assignatures de la mateixa titulació**

No heu especificat les restriccions de matrícula amb altres assignatures del pla d'estudis.



Altres tipus de requisits

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COMPETÈNCIES

1000 - G.Estudis Anglesos

- Que els estudiants puguem transmetre informació, idees, problemes i solucions a un públic tant especialitzat com no especialitzat.
- Dissenyar i gestionar projectes filològics en l'àmbit acadèmic o professional de la llengua anglesa i les seues literatures.
- Aplicar tecnologies de la informació i la comunicació, eines informàtiques, locals o en xarxa en l'àmbit dels estudis anglesos.
- Treballar i aprendre de manera autònoma i planificar i gestionar el temps de treball.
- Demostrar una competència comunicativa i social en llengua anglesa (comprensió i expressió oral i escrita, interacció comunicativa i mediació, inclosa la correcció gramatical i estilística).
- Relacionar els aspectes geogràfics i històrics i les institucions més rellevants del món anglòfono amb la societat i la cultura contemporànies.
- Descriure i explicar aspectes teòrics i aplicacions pràctiques dels nivells fonològic, lèxic, morfològic, sintàctic, textual i discursiu de la llengua anglesa.

1009 - G.Traduc.Mediac.Interling.(Anglés)

- Treballar en equip en l'àmbit de la traducció i la mediació interlingüística i desenvolupar relacions interpersonals.
- Treballar i aprendre de manera autònoma i planificar i gestionar el temps de treball en l'àmbit de la traducció i la mediació interlingüística.
- Conèixer la gramàtica i desenvolupar les competències comunicatives en llengua(s) estrangera(s), aplicades a la traducció i mediació interlingüística, fins a arribar a un nivell de competències comunicatives C1 consolidat i llindar C2, segons el Marc Comú Europeu de Referència (MCER) (llengües B).

RESULTATS DE L'APRENTATGE

FOR ENGLISH STUDIES:

On successful completion of this course students will be able to:



- demonstrate communicative and social competence in the English language (reading comprehension and written expression, including grammatical and stylistic correction) at the B2+ level of the Common European Framework of Reference for Languages.
- Paraphrase, summarize, describe and discuss in English
- explain linguistic phenomena in English
- recognize different grammatical categories and their corresponding function and relate them to situational factors in discourse
- Identify the organization, point of view, register, style in an English text
- identify geographical and social varieties of English
- use tools, programmes and software designed specifically for the study of the English language and its literatures, including email, blogs and aula virtual.
- solve linguistic issues in the field of grammar and spelling in short texts in English.
- assess the level of linguistic correctness of a text in English and correct possible mistakes.

FOR TRANSLATION & INTERLINGUISTIC MEDIATION STUDENTS:

- Acquire a knowledge of grammar and develop communicative competence in the language(s) chosen.
- Reach (at the end of module 6) a communicative performance at C1 or C2- levels of the Common European Framework of Reference (CEFR) for languages.

DESCRIPCIÓ DE CONTINGUTS

1. Our people

Reading: Underline the key idea. Look for specific information

Writing: Essay writing. Develop an argument and support your ideas with reasons and examples.

Listening: Unusual occupations. Listening for general and specific information.

Speaking: Giving personal information

Grammar: Verb forms to talk about the past: past simple, past continuous, present perfect, present perfect continuous, past perfect, past perfect continuous, used to.

2. Mastering languages

Reading: For the gist and the main points. The naming of products. Prefixes and suffixes.

Writing: Writing a report.

Listening: Language learning, spelling reform, job interviews. Listening for the gist and specific details.

Speaking: Comparing photographs and answering questions connected with the photos.

Grammar: Expressing purpose, reason and result.



3. All in mind

Reading: Understanding the main ideas and purpose of the text. Expressing your opinion. Text organisation features.

Writing: Writing an essay.

Listening: Identifying specific information and the opinions expressed.

Speaking: Talking about stress. Expressing and justifying opinions, agreeing and disagreeing, speculating, evaluating and reaching a decision.

Grammar: The passive voice.

4. Just the job

Reading: Making friends. The meaning of words, how they are used, collocations and the grammar connected with particular words.

Writing: Writing a report.

Listening: Listening for specific information.

Speaking: Expressing and justifying opinions, reacting to other people's ideas and opinions.

Grammar: Expressing possibility, probability and certainty.

5. Dramatic events

Reading: Understanding the structure of a text, how an argument develops and how ideas link to one another.

Writing: Writing a proposal.

Listening: Frightening experiences. Choosing the answer that fits best according to the recording.

Speaking: Talking about dangerous jobs. Comparing photographs and talking about them.

Grammar: Verbs followed by to + infinitive or ing.

6. Picture yourself

Reading: Teenage self-portraits. Matching words with their definitions. Reading for general and specific information.

Writing: Writing a review.

Listening: Listening about painting portraits. Listening for general and specific information.

Speaking: Encouraging young people to read more for pleasure. Using advanced vocabulary.

Grammar: Avoiding repetition. Correcting the mistakes in sentences.

7. Leisure and entertainment

Reading: Reading about virtual worlds. Placing paragraphs in a gapped text.

Writing: Writing an informal letter.

Listening: Listening about music.

Speaking: Talking about team-building activities.

Grammar: Linking ideas using relative and participle clauses.



VOLUM DE TREBALL

ACTIVITAT	Hores	% Presencial
Classes teoricopràctiques	60,00	100
Assistència a esdeveniments i activitats externes	0,00	0
Elaboració de treballs en grup	5,00	0
Estudi i treball autònom	65,00	0
Preparació d'activitats d'avaluació	10,00	0
Resolució de casos pràctics	5,00	0
Resolució de qüestionaris on-line	5,00	0
TOTAL	150,00	

METODOLOGIA DOCENT

Vegeu la versió anglesa.

AVALUACIÓ

Assessment breakdown for first and second calls.

A) Individual final examination that includes a reading test, a use of English test, and a written expression test. 80%

B) Activities carried out during the course. 20%

Total 100%

To pass the subject students need to get at least 50% as an average of both part A and B. Students must also get 50% in each section of part A. The mark for the 20% of part B will be carried over to the second call. These activities (part B) can only be done during the course and cannot be handed in for the second call. The mark for these activities (part B) is only counted if the student passes part A.

REFERÈNCIES

Bàsiques

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- Brook-Hart, Guy & Simon Haines. 2015. Complete Advanced. Students Book with Answers. Cambridge: Cambridge University Press.
- Matthews, Laura and Barbara Thomas. 2015. Complete Advanced. Workbook with Answers. Cambridge: Cambridge University Press.

Complementàries

- Hewings, M. 2007. Advanced Grammar in Use: Advanced. 2nd edition. Cambridge: CUP.
- McCarthy, M. and F. ODell. 2006. English Vocabulary in Use: Advanced. Cambridge: CUP.
- Powell, D. 2005. Common Mistakes at CAE ... and how to avoid them. Cambridge: CUP.
- Watson, D. 2010. Advanced Vocabulary in Context. Cambridge: CUP.
- McCarthy, Michael & Felicity ODell. 2005. English Collocations in Use. Advanced. How Words Work Together for Fluent and Natural English. Self-Study and Classroom Use. Cambridge: Cambridge University Press.
- McCarthy, Michael & Felicity ODell. 2004. English Phrasal Verbs in Use. (Advanced). Cambridge: Cambridge University Press.
- McCarthy, Michael & Felicity ODell. 2002. English Idioms in Use (Advanced). Cambridge: Cambridge University Press.
- Swan, Michael. 2000. Practical English Usage. Oxford: Oxford University Press.
- b. Specific Bibliography:
 - McCarthy, Michael & Felicity ODell. 2001. English Vocabulary in Use. Upper-Intermediate with Answers, 2nd ed. Cambridge: Cambridge University Press.
 - McCarthy, Michael & Felicity ODell. 2005. English Collocations in Use. How Words Work Together for Fluent and Natural English. Self-Study and Classroom Use. Cambridge: Cambridge University Press.
 - McCarthy, Michael & Felicity ODell. 2004. English Phrasal Verbs in Use. (Intermediate to Upper Intermediate). Cambridge: Cambridge University Press.
 - McCarthy, Michael & Felicity ODell. 2002. English Idioms in Use (Intermediate to Upper Intermediate). Cambridge: Cambridge University Press.
 - Murphy, Raymond. 2009. English Grammar in Use Upper-Intermediate, 3rd ed.. Cambridge: Cambridge University Press.
 - Swan, Michael. 2000. Practical English Usage. Oxford: Oxford University Press.
- c. Dictionaries:
 - Anderson, Sandra and others (eds) 2005. Collins Dictionary & Thesaurus. Glasgow: HarperCollins Publishers.
 - Bullon, Stephen and others (eds.) 2002. Longman Language Activator®. Harlow: Longman/Pearson Education Limited.
 - Bullon, Stephen and others (eds) 2003. Longman Dictionary of Contemporary English. Harlow: Longman/Pearson Education Limited.
 - Murphy, Michael (ed.) 2005. Longman Dictionary English Language and Culture. Harlow: Longman/Pearson Education Limited.
 - Walter, Elizabeth and others (eds) 2005. Cambridge Advanced Learners Dictionary, 2nd ed. Cambridge: Cambridge University Press. <http://dictionary.cambridge.org/>



Wells, J. C. 2000. Longman Pronunciation Dictionary, 2nd ed. Harlow: Longman/Pearson Education Limited.

- MATERIALS

The materials include the textbook and supplementary and supporting material (including authentic materials and exam practice materials) for individual practice:

- a) Course Syllabus: Online in Aula Virtual
- b) Notes: Online in Aula Virtual
- c) Activities dossier: Online in Aula Virtual.

Further, complementary material will be provided to those students who need or ask for an additional help at some points of the syllabus.