

Language 6 (English) (20245)

Degree: Translation and Interpreting (3343)

Year: second

Term: second and third

ECTS credits: 8

Student workload: 200

Course type: core

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Language of instruction: English

1. Course presentation

This course is taught over two terms. Its general aim is to continue analysing the use, structure and meaning of the English language, especially in connection with sentential phenomena that reflect co-textual factors and issues in linguistic interaction. The course also delves into cultural, historical and social issues of one or more English-speaking countries or other countries where English has a substantial presence.

The specific goals in connection to English grammar are: (1) to review the various means of expressing modality; (2) to review the functions and the syntax of adverb phrases and other adverbials as sentence and verb-phrase modifiers, and (3) to gain awareness of the principles that guide the flow of information (from sender to addressee) at sentence level in written and spoken English, as well as of the particular resources available (syntax and intonation).

2. Skills to be developed

This course helps develop the following generic (G) and specific (E) skills:

1. Critical thinking (G.03)
2. Document search and information resources (G.04)
3. Ability to learn by oneself; lifelong learning (G.20)
4. Reading and listening comprehension (E.03)
 - Understand how modality works in English
 - Apprehend differences in meaning between marked and unmarked structures
 - Interpret the rhetorical links expressed by means of sentential and discourse connectors
5. Writing and speaking (E.03):
 - Modalise discourse and use modality markers adequately
 - Use appropriate word orders (canonical and noncanonical constructions) to suit pragmatic factors and contextual constraints
 - Write good argumentative texts with clear structure and well-laid-out content

6. Knowledge of foreign cultures and civilisations (E.04)
7. Ability to reflect analytically on language and discourse (E.09):
 - Identify modality markers and analyse their meaning
 - Explain the different placement alternatives in the sentence for adverbials
 - Pair up different marked word orders with appropriate contexts and vice versa
 - Critically contrast the effects of using different connectors to link ideas in text

3. Contents

1. The expression of modality: review and advanced topics
2. The Adverbial Phrase. Form and meaning: enriching verbal/sentential descriptions via adverbials. Effect of position on meaning. Adverbs and scope of negation. Focus adverbs
3. Connectors. Rhetorical relations: adversative, concessive, causal, additive, etc.
4. Information packaging in English: Basic concepts (given-new, theme-rheme, endweight)
5. Beyond the basic sentence structure: noncanonical structures (passive, extraposition, preposing, locative and other inversions, clefts and pseudo-clefts)
6. Information packaging resources in spoken English: sentence accent, English-Catalan or English-Spanish contrastive aspects
7. Issues in the culture, society, and language of North America

4. Evaluation and reassessment

Evaluation		Reassessment			
Evaluation activities	Percentage of final mark	It can/cannot be made up	Percentage of final mark	How is it made up?	Prerequisites and observations
Exam	40%	Can be made up	40%	Exam	A mark of 5/10, at least, must be scored on exam at evaluation or reassessment to pass course (1)
Specific in-class task	20%	Cannot be made up	—	—	(2)
Group project	20%	Cannot be made up	—	—	(2)
Other activities and participation	20%	Cannot be made up	—	—	(2)

(1) Whenever the exam score is less than 5/10, then the final mark for the course will be precisely this exam score (even if the weighted average of all the evaluation activities is higher than 5/10).

(2) Whenever the exam is not passed at evaluation time, the scores obtained during term time on the other evaluation activities ---60% of final mark--- will be reused at reassessment (if the reassessment exam is passed). Evaluation activities not done or submitted during term time will be assigned zero points.

5. Methodology

Content-based language learning will be used to work on the skills mentioned above. Students will work with textual and audiovisual resources relating to the language, culture, history and society of one or more English-speaking countries and will carry out several tasks about the topics covered in these resources. There will also be

compulsory weekly readings on the grammatical and cultural contents of the course followed by reading comprehension questionnaires.

Students who complete this two-term course will accrue 8 ECTS. Each term involves about 100 hours of student work, individually or in group. Of these 100 hours, 25 are class hours, in a plenary class (GG) or a seminar (S), which will be devoted to activities related to the resources made available before class, lectures, project presentations, and other practical activities. Student tasks inside and outside the classroom will involve the four basic language skills: reading, listening, speaking and writing.

Class participation is required in order to follow the course adequately. Failure to attend class on days when an in-class assessable task takes place will result in a grade of 0 for that particular task. In general, no late work will be accepted.

6. Essential bibliography

6.1. References

- Biber, Douglas et al. 1999. *Longman Grammar of Spoken and Written English*. Longman.
- Carter, Ronald and Michael McCarthy. 2006. *Cambridge Grammar of English. A comprehensive guide: spoken and written English grammar and usage*. Cambridge: Cambridge University Press.
- Depraetere, Ilse and Chad Langford. 2012. *Advanced English Grammar. A Linguistic Approach*. Continuum.
- Downing, Angela and Philip Locke. 2002. *A University Course in English Grammar*. Routledge.
- Downing, Angela and Philip Locke. 2006. *English Grammar: A University Course*. Routledge.
- Greenbaum, Sidney. 2009. *An Introduction to English Grammar* (3rd edition). Pearson.
- Greenbaum, Sidney and Randolph Quirk. 1990. *A Student's Grammar of the English Language*. Longman.
- Huddleston, Rodney, and Geoffrey K. Pullum. 2005. *A Student's Introduction to English Grammar*. Cambridge University Press.
- Penhallurick, Robert J. 2010. *Studying the English language* (2nd edition). Palgrave MacMillan
- Williams, Joseph M. 2009. *Style: Lessons in Clarity and Grace* (10th edition). Pearson Longman.

6.2 Resources to improve English instrumentally

- Hewings, Martin. 2013. *Advanced Grammar in Use* (3rd edition). Cambridge: Cambridge University Press.
- Side, Richard and Guy Wellman. 2002. *Grammar and vocabulary for Cambridge advanced and proficiency: fully updated for the revised CPE: [with key]*. Harlow : Longman.
- Spratt, Mary and Linda B. Taylor. 2000. *The Cambridge CAE Course, Self-study Student's book*. Cambridge: Cambridge University Press.
- Vince, Michael. 2003. *Advanced Language Practice (English Grammar and Vocabulary)*. Oxford: MacMillan.