

Assignatura: Terminología Jurídica Inglesa (Inglés 3)  
Estudis: Llicenciatura en Dret - Assig. Obligatories - CATALÀ cicle 0  
Codi: 04L90018

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Tipus: **Obligatoria** Curs: Semestre: 1 i 2  
Crèdits (hores/setmana): 4.5  
Crèdits ECTS: 4,5  
Idioma: **Anglès**  
Professorat:  
**Equipo de Profesores**

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Prerequisites:

The student must fulfill one of the following requisities:

- a) have done a Cambridge Advanced English (CAE) level course in the last two years
- b) have successfully completed English 2
- c) have been placed directly into English 3 based on the ESADE Placement Test results.

Coneixements previs:

Students are expected to have completed an advanced level course of English before starting English 3. Students accepted by the Law Faculty are required to take a placement test. A level of English will then be assigned to each student. English 3 is a 120 hour-long course. The entrance level is post-Cambridge FCE. English 3 is the second stage of the process from FCE, which is level B2 in the Common European Framework to Cambridge Advanced English (CAE) which is C1 in the Common European Framework (CEF)

Descripció assignatura:

English 3 is the second advanced level language course for students who either have the Cambridge FCE or can accredit an equivalent level through the ESADE internal placement test. This a general English course. Discussion of legal and general issues will take place during this course. Legal vocabulary will be further consolidated. The ability to express oneself clearly and coherently, both in speaking and in writing, is emphasised. Greater emphasis is placed on speaking accurately at this level. Grammatical structures which have been previously seen are reviewed and consolidated.

Objectius assignatura:

Students taking English 3:

1. Develop listening skills to be able to:

- a) follow an authentic text, e.g. news or film extract.
- b) to identify finer points of a listening text and to distinguish between opinion and fact as presented in the text.
- c) successfully identify specific information as requested by, for example, a Cambridge Advanced English(CAE)listening test.

2. Develop reading skills which will enable them to deal with a text in various ways:

- a. to deal with unknown vocabulary
- b. to identify the correct sequence and structure of a text
- c. to be able to scan a text for specific information
- d. to be able to read intensively for detailed information and successfully respond to questions at CAE level correctly.

3. Work on writing in various ways:

- a. How to structure a discursive essay, giving the arguments for and against a particular issue.
- b. How to present an argument persuasively.
- c. How to express themselves clearly by avoiding over- complicated syntactic structures.
- d. Correct use of punctuation.
- e. Sensitivity to issues of register and style.
- f. How to successfully write a formal transactional letter, for example of complaint, as tested at CAE level. This involves the ability to produce the correct formulae as required and the use of appropriate register.
- g. Read a text and select information from the text in order to be able to present the main points of the text without plagiarism. Present an opinion on the issues and opinion raised by the text in an objective manner.

4. Speak in a variety of situations in order to be able to:

- a. Understand and respond to questions appropriately.
- b. Continue a face-to-face conversation with a native speaker, initiating and responding appropriately.
- d. Participate more fluently, without hesitation, in a small-group interaction, discussing an issue with colleagues and reaching an agreement, or expressing disagreement appropriately. The norms of turn-taking are to be respected.
- e. Contribute with extended utterances which are relevant, coherent and cohesive in terms of CAE.
- f. Give a presentation in public, on a legal issue, based on an authentic text.
- g. demonstrate a level of grammatical accuracy appropriate for CAE.
- h. Demonstrate a range of vocabulary on general and legal issues.
- i. Produce spoken English with levels of individual pronunciation of sounds, stress and rhythm and intonation appropriate to CAE.

5. Cover all basic grammatical structures so as to facilitate comprehension when reading and listening. Learn more advanced grammatical structures and formulations.

6. Expand general vocabulary and learn some semi-technical legal vocabulary.

Continguts:

Language practice will start from the topics presented in the course book: experience of learning languages and strategies; weather; time; stress; travel; age; personalities; customs; men and women; the future; speculation; examinations.

Other topics dealt with include current affairs and news, both general legal issues, for instance; euthanasia, copyright and intellectual property, civil rights, human rights, industrial relations, terrorism, corporate social responsibility, class civil actions.

All four language skills will be worked upon: reading, writing, listening and speaking. Speaking will involve the active participation of the student in small-group discussions, role-plays and whole-class debates.

Writing continues the work on discursive writing from English 2 in terms of writing a summary of a text and presenting an opinion of the issues raised in the text. Report writing is introduced: the ability to clearly and economically synthesize and present information for review is dealt with. Listening will increasingly involve authentic texts from news broadcasts and longer programmes or film extracts. Reading texts include CAE level texts and more authentic articles from the general press and also articles from the specialist legal press.

Metodologia:

Classwork is conducted in the target language: English. All classes are conducted in relatively small groups. This requires the active participation of all students. Topics range from those in the course book as well as those in the news and current affairs.

Activities include:

- a. Grammar explanation/presentation by the teacher.
- b. Grammar exercise practice by individuals or small groups.
- c. Speaking practice in pairs or small-groups.
- d. Whole-class discussion or debate.
- e. Correction activities by the teacher after b), c) and d).
- f. Listening to course-book cassettes, news video/DVDs. Film clips.
- g. Vocabulary-building activities.
- h. Presentations by individuals or small-groups of students.
- i. Role-plays to develop speaking fluency.
- j. Reading of texts from the course-book or other sources.
- k. Work on writing: punctuation; sentence-formation; paragraph formation; formalities; register; organisation of discursive arguments. Summary writing: the ability to distinguish main from secondary points and fact from opinion. report-writing is done in-class in the computer room and out-of-class.

- l. Writing may be done in class time at a computer.
- m. On-line activities.
- n. Out-of-class activities may include: vocabulary work, reading, listening to a film or cassette, writing a letter or discursive argument, grammar exercises, correction work.
- o. At this level, an increasing number of authentic texts are used both in reading, from general and specialist legal newspapers and authentic news broadcasts and films.

Avaluació:

Students work is evaluated as follows:

A., E. Three writing tasks during the course. Each task contributes 10% of the total mark.

B. A mid-course oral exam = 10% of final mark.

B. Final oral exam = 10%. This, like the mid-course oral exam, is a group interaction with colleagues. Students are given a text to read and have to discuss the text in the context of current affairs guided by relevant questions.

A., C. A mid-course written exam = 20% of final mark. This includes; listening, reading, grammar, vocabulary and writing.

A., C. Final written exam = 20%. The format is very similar to the mid-term exam.

The format of the written exams are generally as follows:

1. listening comprehension requiring the selection or production of information from the script to complete a text. The level of the listening texts is Cambridge Advanced English.
2. reading comprehension requiring the selection of the correct answer or re-organisation of text. The texts are Cambridge Advanced English.
3. grammar exercises: this is Cambridge Advanced English questions
4. text completion with no choice of options provided. (CAE)
5. vocabulary selection from choices given from text. (CAE)
6. writing a summary of a text and then giving an opinion of the issues raised or a formal letter.
7. writing a formal letter
8. writing a formal report

I. Presentation: 10% of the final mark.

Students are required to pass both oral and written parts of the final exam.

The objectives of the mid-term exam are:

- a) to provide feedback on progress and competence levels to both teacher and students.
- b) to give the students a clear view of the format of the final exam.

The criteria for evaluation of the speaking exams are:

### Grammar and Vocabulary

1. grammatical accuracy
2. extent and range of vocabulary
3. appropriacy of language in terms of register and style

### Discourse

1. relevance of interventions
2. extent of utterances
3. coherence and cohesion

### Pronunciation

1. intonation
2. pronunciation of individual sounds
3. stress and rhythm

### Fluency and Interaction

1. hesitation
2. initiation and responding
3. turn-taking.

The criteria for the evaluation of the writing are:

1. task achievement
2. effect on reader
3. grammatical accuracy
4. range of grammatical structures
4. range of vocabulary
5. appropriacy of register
6. discourse is coherent(organisation)and cohesively linked
6. absence of plagiarism from input text

Criteris d'avaluació de resultats:

1. Listening skills (A., C.)
2. Reading skills (A., C.)
3. Writing (A., E.)
4. Speaking Skills (B., I.)
5. Grammatical control (A., C.)
6. Vocabulary (A., C.)

Bibliografia bàsica:

Focus on Cambridge Advanced English. Sue O'Connell (Longman)

Bibliografia o material complementari:

The Times Law section

The Times

The Independent

The Daily Telegraph Law Review

Market Leader Business Law T.Smith,(Longman.

Vocabulary for Law D. Riley (Peter Collin)

Advanced Grammar in Use M.Hewing (Cambridge)

Students are expected to read regularly outside of class: newspapers, magazines and books. Regular watching of films and television in English is also expected.

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