

GRAU EN MITJANS AUDIOVISUALS

104121 - ANGLÈS

Informació general

- Curs acadèmic 2023/24
- Curs: Primer
- Trimestre: Segon
- Nombre de crèdits: 6
- Professorat:
 - Juan García Ramírez <sjgr@tecnocampus.cat>
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 - Ana Beatriz Pérez Zapata <aperezz@tecnocampus.cat>

Llengües de docència

- Anglès

This subject is entirely delivered in English

Presentació de l'assignatura

As English is the international shared language in most technological and scientific areas, the field of Media studies relies on it as an essential communication tool for all professionals and scholars who want to develop their careers in the many and varied media sectors. Audiovisual media students need to improve their English abilities in order to fully perform media-related tasks in international contexts. Therefore, this subject is focused on developing the four language communication skills in the key areas of the media: film, TV, radio, newspapers, magazines, and advertising, based on authentic teaching materials. Students are thus provided with plenty of practice in the language and situations of the media world that help them prepare for real working life.

Competències/Resultats d'aprenentatge

Bàsiques i Generals

- G4_ Que els estudiants puguin transmetre informació, idees, problemes i solucions a un públic tant especialitzat com no especialitzat

Transversal

- T1_ Que els estudiants coneixin un tercer idioma, que serà preferentment l'anglès, amb un nivell adequat de forma oral i per escrit, d'acord amb les necessitats que tindran les graduades i els graduats de cada titulació

No definides

Continguts

Content 1: Film: Writing a logline and a film review

1. **Making a film glossary.** Understanding and using the technical vocabulary of filming.
2. **Understanding the features of a written dialogue:** incomplete sentences, missing subjects, repetition, short sentences, simple linking words, use

of shared knowledge to leave things unsaid.

3. **Writing the logline of a film you have seen recently.** Practicing complex noun phrases and relative clauses for the description of films. Identifying film genres.

4. **Writing a film review.** Understanding the language of film reviews. Using connectors. Using 's and relative clauses. Using passive voice. Asking questions about the plot: Who is involved in the scene? Where and when does it take place? What is happening? How do the protagonists feel?

5. **Pitching successfully a film idea.**

Related Activities:

Film vocabulary quizzes, word webs, and glossaries

Exercises with complex noun phrases, relative clauses, and connective devices

Exercises with 's, relative clauses, passive voice

Writing a logline

Pitching a film idea

Writing a film review

Listening: A pitching session, a pre-filming meeting

Content 2: TV: The language of TV production, filming, and editing

1. **Understanding the pre-production process:** understanding and using the language of TV production. -ing/-ed participles. Building a word web: collocations and job

titles. Expressing modality: possibility, ability, giving advice/recommendation, necessity/lack of necessity

2. **Organizing a filming schedule.** Understanding and using the vocabulary of filming procedures and equipment. -ing/-ed participles. Thinking of documentary topics:

Length, number of crew members, fixers, GVs

3. **Editing a TV documentary.** Understanding and using the vocabulary of editing a television documentary

Related Activities:

Vocabulary quizzes, word webs, and gapped dictations: the language of TV production, filming procedures, and TV documentary editing

Exercises with modal verbs

Exercises with -ing/-ed participles

Listening: planning the agenda of a news broadcast, planning the making of a TV documentary, filming on location, editing a TV documentary

Reading: a filming schedule and editing instructions

Content 3: Radio: Planning, writing, and recording a radio interview

1. **Understanding the Language of Radio Presenters:** using the appropriate verbal tenses in the presentation of a radio program. Identifying radio genres. Analyzing a radio commissioning brief

2. **Understanding the Production Process:** learning and using the vocabulary of radio production. Giving instructions in the newsroom. Using phrases followed by nouns, infinitives, or gerunds

3. **Practicing Interview Skills:** researching the topic and planning the interview. Practicing question forms (open questions, closed questions, negative questions, and echo questions). Arranging, preparing, and recording an interview

4. **Giving Post-Production Feedback:** useful phrases for giving feedback. Practicing phrasal verbs (transitive and intransitive, transitive separable or transitive inseparable)

Related Activities:

Exercises with phrases followed by nouns, infinitive,s and gerunds

Vocabulary quizzes and word webs

Planning, writing, and recording a radio interview

Producing a brief oral presentation on the process of making the radio interview

Phrasal verbs exercises

Listening: Answering comprehension questions about a radio interview and about a briefing over the phone

Reading: Radio commissioning brief, 24-hour schedule of a radio producer, a news list, post-production feedback email

Content 4: Newspapers: planning and writing newspaper headlines and articles

1. **Writing headlines:** understanding English headlines and subheads. Turning sentences into headlines. Creating eye-catching headlines: language devices (puns, loaded language, cultural references, alliteration, homophones and rhyme, emphasis, limited use of punctuation)

2. **Analyzing newspaper articles:** identifying slant and bias in texts. Newspaper writing techniques: cohesive devices and passive voice, complex noun compounds, shortening of relative clauses

3. **Planning and writing a newspaper article:** writing introductions and conclusions, using appropriate language and technical register.

Related Activities:

Writing headlines using appropriate language and technical register

Using cohesive devices to put jumbled articles back in the right order.

Planning and writing a newspaper article using appropriate language and technical register

Reading: Headlines, articles, and plans for writing a newspaper article

Content 5: Magazines: Magazine cover. Coverlines. Planning and writing a true-life story

1. **Composing a magazine cover:** understanding the language and layout of magazine covers. Identifying target readers. Analyzing coverline features: Stylistic devices. Writing cover lines. Designing a magazine cover

2. **Planning the contents of a magazine.** Using future forms (will, going to, present continuous, simple present) at editorial meetings: presenting ideas, making and justifying a proposal, making objections, and dealing with them

3. **Planning and writing a true-life story:** analyzing a true-life story: setting, problem, solution, and moral. Using narrative tenses: simple past, past continuous, past perfect. Reporting true-life stories. Writing a true-life article for a magazine

4. **Choosing the photos to illustrate a true-life story and writing the photo captions.**

Related Activities:

Writing coverlines

Designing a magazine cover

Exercises with future tenses, narrative tenses, and reported speech

Writing a true-life story for a magazine using an appropriate technical register

Choosing the photos to illustrate a true-life story and write the photo captions

Content 6: Advertising: Creating a Print Advert

1. **Selling products/services to a potential client:** using the right words: ad, advert, advertise, advertisement. Identifying the different types of advertising. Reassuring and convincing a prospective client

2. **Creating a print advert:** identifying advert techniques. Writing a slogan: Language devices. Choosing a product and writing a print ad

3. **Presenting a finished advert:** language for presenting an ad to a client: Useful phrases.

Related Activities:

Writing and presenting a print ad

Listening: A meeting with a prospective client, a presentation of an advertising campaign

Making an oral presentation of the ad

Objectius de Desenvolupament Sostenible

- 12 - Consum i producció responsables
- 04 - Educació de qualitat

Sistema d'avaluació i qualificació

Assessment Methodology

1. The subject requires active involvement, with written exercises and practical work to be done as homework, as well as both written and oral exercises to be done in class. This part covers basically all the exercises from activities 1 to 6: 40%
2. Class participation and attendance: 5%
3. Students will also have to write, print or publish online a magazine on an audiovisual media subject and then present it. The printed or online magazine will be assessed as a group activity (15% of the final mark) and the oral presentation of it will be assessed individually (10% of the final mark). **Students who FAIL or DO NOT deliver this assignment WILL NOT pass the subject.**
4. Final Exam: 30% **(5 (out of 10) is the minimum grade required to pass the subject)**
5. Resit Exam: 70% **(A minimum mark of 5 (out of 10) in the resit exam is required to pass the module) The remaining 30% corresponds to the marks previously achieved in points 2, and 3.**

Rules for Carrying out Activities

If one of the activities, tests, or exercises is not delivered in due time, it will be qualified as 0. Students will not be allowed to use notes, dossier, or dictionaries in the exam(s)

VERY IMPORTANT:

Plagiarism is a serious offense that may convey failing the subject. In case of plagiarism detection, the course leader will be duly reported so that disciplinary measures can be implemented.

Total or partial PLAGIARISM of any of the assignments will be automatically qualified as FAIL (0). And, if plagiarism is repeated, it may mean that the module has a definitive qualification of FAIL (0).

PLAGIARISM consists of copying text from unacknowledged sources, whether this is part of a sentence or a whole text, which is intended as the student's own text. It includes cutting and pasting from Internet sources, presented unmodified in the student's own text. PLAGIARISM IS A SERIOUS OFFENCE. Students must respect the author's intellectual property, always identifying the sources they may use. They must also be responsible for the originality and authenticity of their own texts.