

MODULE SPECIFICATION FORM



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Module Title: Cambridge English: Advanced (CAE) Preparation	Level: 4	Credit Value: 20
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Module code: LAN471 (if known)	Cost Centre:	JACS3 code*: Q190
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Trimester(s) in which to be offered: 1&2	With effect from: January 2016
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Office use only: To be completed by AQSU:	Date approved: January 2016 Date revised: Version no: 1
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Existing/New: New	Title of module being replaced (if any): None
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Originating Academic Business Division: School of Applied Science, Computing & Engineering	Module Leader: Tom Rozario
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Module duration (total hours)**: 200 Scheduled learning & teaching hours: 40 Independent study hours: 160 Placement hours: 0	Status: core/option (identify programme where appropriate): Option: EU and International students already enrolled on UG/PG programmes
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*** see additional information attached for further guidance*

Programme(s) in which to be offered: Undergraduate & Postgraduate Programmes	Pre-requisites per programme (between levels): NA
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Module Aims: (Include any skills and attributes which may be developed but are not necessarily assessed.)

This module is designed to help non-native speakers of English enrolled on UG/PG courses prepare for the **Cambridge English: Advanced Exam (CAE)***. It will focus on developing reading, writing, speaking and listening skills through a range of specific task types found in the respective sections of the CAE exam. Exam-taking skills and time-management skills will also be highlighted and reinforced at various stages of the course as familiarity with exam-taking techniques can account for up to 50 per cent of the success rate on the exam. Mastery of C1 vocabulary is also another key predictor of success in the exam and will be consolidated through both receptive and productive skills in a variety of in-class and take-home tasks.

The marks participants obtain on in-class tests will reflect their level of preparation for the CAE exam and are generally indicative of a potential CAE score should they choose to sit the official exam very shortly after completion of the course. The underlying assumption is that marks should also reflect students' ability to use the English language at C1 level.

**NB: The CAE is not on the UKVI's list of Secure English Language Tests so cannot be used for immigration purposes.*

Intended Learning Outcomes:

At the end of this module, students should be able to:

1. Demonstrate greater confidence in using the syntax, morphology, phonology and lexicon of the English language in a wide variety of contexts and social settings to effectively convey meaning through productive skills and to effectively understand meaning through receptive skills at CEFR C1 level.
2. Channel this increased fluency into successful performance on the following CAE exam tasks: **Reading** [Cross-Text Multiple Matching, Gapped Text, Multiple Matching, Multiple Choice]; **Listening** [Multiple Choice, Sentence Completion, Multiple Matching]; **Use of English** [Multiple Choice Cloze, Open Cloze, Word Formation, Key Word Transformation]; **Writing** [Essay based on prompt and Discursive Essay in the form of a Letter, Proposal, Report, Review]; **Speaking** [answering personal questions, single long-turn on a given topic, two-way dialogue and decision making based on prompts]
3. Deploy specific CAE exam-taking techniques and time-management strategies successfully under test conditions.

Transferable/Key Skills and other attributes:

Students will develop the following key skills:

- the ability to deal confidently with different types of text, such as fiction, newspapers and magazines
- the ability to construct different genres of writing such as essays, letters/emails, proposals, reports and reviews
- the ability to follow and understand a range of spoken materials such as interviews, radio broadcasts, presentations, talks and everyday conversations
- the ability to communicate effectively in face-to-face situations

- the ability to show good control of grammar and vocabulary in carrying out all of the aforementioned skills
- Time-management skills
- Critical thinking skills in evaluating personal learning style to enhance learning output
- Different skills in vocabulary building
- Exam techniques specific to the CAE exam

Assessment: (please indicate the type(s) of assessment*** from the drop-down lists and the weighting of each (as %). Details of indicative assessment tasks must be included. Normally, each intended learning outcome should be assessed only once.)

Assessment number	Learning Outcomes to be met	Type of assessment***	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3	In-class test	100%	NA	NA

Learning and Teaching Strategies:

The module will be delivered through lectures and conversation classes. Extra computer lab sessions in B20 may be arranged depending on availability. The lectures will follow the 14 units in the coursebook organised according to everyday themes covered in the CAE syllabus.

Speaking & Listening skills

Student-led presentations will reinforce each theme and help participants use vocabulary and structures learnt. These will be further consolidated in the conversation classes with native-speaking volunteers drawn from the local Glyndŵr student population. Pair and small-group work will be emphasised in order to foster teamwork and develop interpersonal skills needed in the Speaking Exam.

Writing and Reading skills

One piece of writing will be set every week to ensure participants are familiar with the different genres of writing tested in the CAE. Apart from reading materials presented in class, students will be encouraged to read one or two books in their own time and build a vocabulary database on Moodle so as to structure the learning output from this independent learning activity.

Vocab skills

Participants will be introduced to techniques for expanding their mental lexicon in terms of learning, retaining, recalling and using vocabulary effectively. This will be reinforced through graded vocabulary exercises which will be administered sequentially through Moodle, accompanied by follow-up self-check tasks for students to monitor their own progress during the course. Useful mobile apps and websites will be flagged up to support technology-enhanced independent learning.

Exam Technique

Exam techniques specific to each question type in the CAE exam will be highlighted and reinforced through practice drills in the coursebook as well as through additional materials. Time management skills will also be monitored via timed activities on Moodle.

Syllabus outline:

Themed units:

Unit 1: Aiming high
Unit 2: Times change
Unit 3: Gathering Information
Unit 4: Work time
Unit 5: Getting on
Unit 6: All in the mind?
Unit 7: Feeling good
Unit 8: This is the modern world
Unit 9: Going places
Unit 10: House and home
Unit 11: A Cultural Education
Unit 12: The World about us
Unit 13: Food for thought
Unit 14: Money Matters

Language Focus:

Modal verbs
Spelling
Talking about the past,
Nouns in formal English
Hypothetical past situations
Present and future conditionals
Punctuation
Gerunds and infinitives
Reference and Ellipsis
Relative Clauses
Passives
Reported speech
Determiners and pronouns
Talking about the future
Creating emphasis
Participle clauses
Inversion
Conjunctions and linking adverbials
Comparisons
Adverbs of degree

Bibliography:**Coursebook:**

Norris, R. and French, A. (2014) *Ready for Advanced: Coursebook with key*. 3rd ed. London: Macmillan Education.

Recommended Reading:

Norris, R. and French, A. (2014) *Ready for Advanced: Workbook with key*. 3rd ed. London: Macmillan Education.

O'Dell, F. and Black, M. (2015) *Advanced Trainer*. 2nd ed. Cambridge: Cambridge University Press.

Vince, M. (2014) *Language Practice for Advanced: English Grammar and Vocabulary*. 4th ed. London: Macmillan Education.