

Academic year	2015-16
Subject	21815 - English Language V
Group	Group 1, 1S
Teaching guide	D
Language	English

### Subject identification

<b>Subject</b>	21815 - English Language V
<b>Credits</b>	2.4 de presencials (60 hours) 3.6 de no presencials (90 hours) 6 de totals (150 hours).
<b>Group</b>	Group 1, 1S (Campus Extens)
<b>Teaching period</b>	First semester
<b>Teaching language</b>	English

### Professors

Lecturers	Horari d'atenció als alumnes					
	Starting time	Finishing time	Day	Start date	Finish date	Office
Roser Belmonte Juan <a href="mailto:rosel.belmonte@uib.es">rosel.belmonte@uib.es</a>	15:00	16:00	Thursday	14/09/2015	01/02/2016	ab-09
Elisabet Bibiloni Cortés <a href="mailto:elisabet.bibiloni@uib.cat">elisabet.bibiloni@uib.cat</a>	You need to book a date with the professor in order to attend a tutorial.					
Sofia Moratinos Johnston <a href="mailto:sofia.moratinos@uib.es">sofia.moratinos@uib.es</a>	09:00	10:00	Thursday	14/09/2015	30/06/2016	Despatx d'associats - R. LLull Building

### Contextualisation

'English language V' is a compulsory course within the UIB's BA programme in English Studies. As it stands, it is offered in the first semester of the degree's third year, as a follow-up to four other courses ('English language I-IV'), which should have helped the student begin to reach an advanced level (C1) in English. In the light of this, the present course aims at consolidating the student's skills in English (reading, writing, speaking and listening) at advanced level (C1). In English Language VI - the follow-up to this course - the student should aim at a C2 level.

The course will concentrate in developing all skills involved in language acquisition and take a very interactive approach as regards its teaching methods. It will also include several theoretical sessions aiming at developing explicit knowledge concerning particularly complex language issues (grammatical points, vocabulary, pronunciation or idiomatic language). Finally, 'English language V' is part of the degree's linguistic competence module, which has been specifically designed to foster the student's accuracy yet also overall fluency in the English language, among other aims.

### Requirements

#### Recommendable

## Teaching guide

Although this course has no official requirements, students are advised to have passed the courses 'English Language' I to IV, which should guarantee a sound knowledge of English approaching an advanced level (C1), as described by the Common European Framework of Reference for Languages (CEFR).

### Skills

The skills that the student should master by the end of the course are based on the Common European Framework of Reference for Languages (C1) and are the following:

Reading. C1: The student can understand a wide range of demanding, longer texts and recognise implicit meaning.

Writing. C1: The student can use language flexibly and effectively for social, academic and professional purposes. He / she can produce clear, well-structured, detailed texts on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

Speaking. C1: The student can express him/herself fluently and spontaneously without too much obvious searching for expressions.

Listening C1: The student can understand with ease virtually everything heard or read once he gets familiar with the accent.

### Specific

- \* Ability to communicate in English in both oral and written form fluently and accurately as appropriate in all circumstances and situations. (Skill no. 13).
- \* Ability to analyse English texts from a linguistic, literary and cultural point of view. (Skill no. 16).

### Generic

- \* Ability to work and learn independently and in a team. (Skill no. 1).
- \* Ability to interpret, analyse and evaluate the information received (reading and oral material) with a critical eye. (Skill no. 3).

### Basic

- \* You may consult the basic competencies students will have to achieve by the end of the degree at the following address: <http://www.uib.eu/study/grau/Basic-Competences-In-Bachelors-Degree-Studies/>

### Content

The different grammar units and language skills will be dealt with according to the sequence in the textbook.

#### Theme content

##### 1. Use of English.

###### Part 1.

- \* Narrative tenses
- \* Past verb forms with present or future meaning

---

Academic year	2015-16
Subject	21815 - English Language V
Group	Group 1, 1S
Teaching guide	D
Language	English

Part 2.

- \* Future forms and time clauses
- \* Future phrases

Part 3.

- \* Focus and emphasis: cleft sentences

Part 4.

- \* Perfect aspect

Part 5.

- \* Past modals: possibility, speculation, necessity, obligation

Part 6.

- \* Defining and non-defining clauses
- \* Reduced clauses.

## 2. Reading and vocabulary

Part 1. People and Places

- \* Describing characters and plots
- \* Word knowledge: get
- \* Collocations: memory
- \* Word knowledge: would
- \* Link words
- \* Word knowledge: help and give

Part 2. Our environment

- \* Collocation: adjectives and nouns
- \* Animal expressions
- \* Dependent prepositions
- \* Compound adjectives
- \* Discourse markers: generalizations and exceptions

Part 3. Language and culture

- \* Describing culture
- \* Descriptive adjectives
- \* Style: informal and formal vocabulary
- \* Prefixes
- \* Idioms for emphasis
- \* Discourse markers: giving examples
- \* Borrowed words

Part 4. Family and relationships

- \* Describing behaviour
- \* Expressions: communication
- \* Discourse markers: various

Part 5. Safety and danger

- \* Phobias
- \* Ways of looking
- \* Word knowledge: weather and storm
- \* Collocations: risk and danger

Part 6. Health and lifestyle

- \* Illness and injury
- \* Expressions: sport
- \* Feelings



Academic year	2015-16
Subject	21815 - English Language V
Group	Group 1, 1S
Teaching guide	D
Language	English

\* Expressions: life

### 3. Writing

The student will be asked to write and analyse the following types of texts:

- \* discursive essays ( paraphrasing; cause and effect)
- \* letters (sentence adverbs: *apparently*, *seemingly*, etc)
- \* articles (exemplification; persuasive devices)
- \* reviews (creating interest)

### 4. Speaking

Various forms of speaking practice will be offered dealing with the following subjects: people and places, our environment, language and culture, family and relationships, safety and danger, health and lifestyle.

### 5. Listening

Listening exercises will be carried out in class dealing with the subjects mentioned above.

## Teaching methodology

The course will be organised as follows:

### In-class work activities

Modality	Name	Typ. Grp.	Description	Hours
Theory classes		Large group (G)	Theory classes (large group): 28 hours will be devoted to the study of the most complex points included in the syllabus. Grammar issues will be introduced mainly through written texts and attention will also be paid to writing and reading skills, as well as vocabulary building. Autonomous work may be required before attending each session and this will be duly notified via Campus Extens.	28
Seminars and workshops		Medium group (M)	Seminars and workshops (Medium group): 15 hours will be devoted to seminars and workshops. Independent work will be required before attending the former, and this will be duly notified via Campus Extens. These sessions are specifically designed to complement theory classes and help the student practise the different skills, with a special focus on listening and speaking.	15
Practical classes		Medium group (M)	Practical sessions: 7 hours will be spent on entirely practical sessions, especially devoted to the practice and assessment of listening and speaking skills. The latter will be practised through role play activities, discussions and debates, and possibly presentations.	7
Assessment	Speaking	Small group (P)	Oral exam	7
Assessment	Use of English	Large group (G)	Use of English test	3

At the beginning of the semester a schedule of the subject will be made available to students through the UIBdigital platform. The schedule shall at least include the dates when the continuing assessment tests will be conducted and the hand-in dates for the assignments. In addition, the lecturer shall inform students as to

## Teaching guide

whether the subject work plan will be carried out through the schedule or through another way included in the Campus Extens platform.

### Distance education work activities

Modality	Name	Description	Hours
Individual self-study		The student will carry out a substantial amount of work on his/her own. The estimated workload is the following: -Individual study and reading: 2.1 ECTS (52 hours) – Completion of pre-assigned tasks: 0.6 ECTS (15 hours) - Campus Extens participation: 0,2 ECTS (5 hours) -Online tutorials (email): 0,1 ECTS (3 hours)	75
Group self-study		The preparation of seminars and presentations (if applicable) may be carried out in small groups. The estimated workload for each of the students involved will be 0.6 ECTS (15 hours)	15

### Specific risks and protective measures

The learning activities of this course do not entail specific health or safety risks for the students and therefore no special protective measures are needed.

### Student learning assessment

All (UIB and exchange) students will freely choose one of the following two assessment options or itineraries by signing the learning agreement (downloadable from the course's Campus Extens site). This must be handed in to the lecturer during the first two weeks of term. Students failing to do so will automatically be assigned Itinerary B.

#### (1) Mixed continuous assessment (Itinerary A)

##### (1) Mixed continuous assessment (Itinerary A)

Students choosing this option are expected to attend both theoretical and practical sessions regularly, participate actively and hand in work when required, which will be duly corrected and commented on by the lecturer. Besides, they will also be given marks for the completion of tasks in class.

NB: Work will always be submitted in class on the scheduled day. Under no circumstances will the student rely on fellow classmates for the submission of their assignments. It is the student's duty to regularly check out the course's Campus Extens site to know when assignments or tasks are due.

The student will do the following tests:

- two reading comprehension tasks (20% of the final mark)
- two compositions (20% of the final mark)
- two listening comprehension exercises (20% of the final mark)

Should the student fail any of the parts mentioned above, he/she can resit the tests again in February of the same academic year.

Itinerary A students will also take an exam. This will consist of two parts of equal value:

- Part I: Use of English (20% of the final mark). Should students fail the test, the student may resit it in February.

## Teaching guide

-Part II (to be held on a separate date): Speaking (20% of the final mark). Should students fail this exam, they may resit it in February.

**Note should be taken that in order to pass the course the student must obtain a PASS grade (5 or higher) in all of the skills assessed. Consequently, should one or more parts not be successfully passed by the student, the rest of his/her grades will not be taken into account, even if the average score is a PASS (5 or higher). In this case, the student will have a 4.5 in his/her record (UIB Digital). The marks of the parts that the student has passed will be kept until the February exam of the same academic year.**

### (2) Final assessment (Itinerary B)

Students who choose or have been assigned this option will complete the following tasks:

- One reading comprehension task (20% of the final mark), to be held on examination day.
- One composition (20% of the final mark), to be written on examination day
- One listening comprehension exercise (20% of the final mark), to be held on examination day.

Itinerary B students will also take a final exam. This will consist of two main parts of equal value:

- Part I: Use of English (20% of the final mark).
- Part II (to be held on a separate date): Speaking (20% of the final mark).

**Note should be taken that in order to pass the course the student must obtain a PASS grade (5 or higher) in all of the skills assessed. Consequently, should one or more parts not be successfully passed by the student, the rest of his/her grades will not be taken into account, even if the average score is a PASS (5 or higher). In this case, the student will have a 4.5 in his/her record (UIB Digital). The marks of the parts that the student has passed will be kept until the February exam of the same academic year.**

### IMPORTANT

**-Serious lexico-grammatical and phonetic mistakes will automatically result in a fail grade.**

### IMPORTANT

Note should be taken that **plagiarism will always be penalised**, in accordance with the UIB's current academic regulations, reproduced below:

#### Article 33. Frau

Amb independència del procediment disciplinari que es pugui seguir contra l'estudiant infractor, la realització demostradorament fraudulenta d'alguna de les activitats d'avaluació incloses en l'avaluació d'alguna assignatura comportarà, segon les circumstàncies, una menysvaloració en la seva qualificació que, en els casos més greus, pot arribar a la qualificació de «suspens» (0,0) a la convocatòria anual.

En particular, es considera un frau la inclusió en un treball de fragments d'obres alienes presentats de tal manera que es facin passar com a propis de l'estudiant.

**If a student fails to hand in an assignment or to show up on the date and at the time established by the lecturer for any activity which is part of the student's assessment programme, they will receive a 0 (zero) grade for this activity. Failure to take an official exam (when applicable) will result in a 'No Presentat' grade. Under no circumstances will the dates and times of the official exams be altered with the only exception of those cases contemplated by the University of the Balearic Islands' Reglament Acadèmic - please refer to article 30.** Students will not be allowed into the classroom once the exam/ practical session has already started.

**Mobile phones and other electronic devices** are NOT allowed in the classroom. **Laptop computers** are acceptable ONLY if used for purposes related to classroom activity. No electronic device whatsoever (including computers) is allowed in the classroom during exams/ practical sessions, unless otherwise specified by the lecturer (e.g., if the practical session entails use of the Internet for pedagogical purposes).

## Teaching guide

### Theory classes

Modality	Theory classes
Technique	Real or simulated task performance tests ( <b>retrievable</b> )
Description	Theory classes (large group): 28 hours will be devoted to the study of the most complex points included in the syllabus. Grammar issues will be introduced mainly through written texts and attention will also be paid to writing and reading skills, as well as vocabulary building. Autonomous work may be required before attending each session and this will be duly notified via Campus Extens.
Assessment criteria	<p>Assessment criteria Itinerary A:</p> <ul style="list-style-type: none"> <li>-two reading comprehension tasks (20% of the final mark)</li> <li>-two compositions (20% of the final mark)</li> </ul> <p>Itinerary B:</p> <ul style="list-style-type: none"> <li>-One reading comprehension task (20% of the final mark)</li> <li>- One composition (20% of the final mark)</li> </ul> <p>Final mark percentage: 40% for pathway A Final mark percentage: 40% for pathway B</p>
	Final grade percentage: 40% for the training plan A
	Final grade percentage: 40% for the training plan B

### Practical classes

Modality	Practical classes
Technique	Real or simulated task performance tests ( <b>retrievable</b> )
Description	Practical sessions: 7 hours will be spent on entirely practical sessions, especially devoted to the practice and assessment of listening and speaking skills. The latter will be practised through role play activities, discussions and debates, and possibly presentations.
Assessment criteria	<p>Itinerary A:</p> <ul style="list-style-type: none"> <li>-two listening comprehension exercises (20% of the final mark)</li> </ul> <p>Itinerary B:</p> <ul style="list-style-type: none"> <li>-One listening comprehension exercise (20% of the final mark)</li> </ul> <p>Final mark percentage: 20% for pathway A Final mark percentage: 20% for pathway B</p>
	Final grade percentage: 20% for the training plan A
	Final grade percentage: 20% for the training plan B

### Speaking

Modality	Assessment
Technique	Oral tests ( <b>retrievable</b> )
Description	Oral exam
Assessment criteria	<p>Oral exam (20% of the final mark)</p> <p>Final mark percentage: 20% for pathway A</p>

## Teaching guide

Final mark percentage: 20% for pathway B

Final grade percentage: 20% for the training plan A

Final grade percentage: 20% for the training plan B

### Use of English

Modality	Assessment
Technique	Objective tests ( <b>retrievable</b> )
Description	Use of English test
Assessment criteria	Use of English test (20% of the final mark)

Final mark percentage: 20% for pathway A

Final mark percentage: 20% for pathway B

Final grade percentage: 20% for the training plan A

Final grade percentage: 20% for the training plan B

## Resources, bibliography and additional documentation

### Basic bibliography

#### -Compulsory coursebook:

**Gude, Kathy, Duckworth, Michael and Rogers, Louis (2013) Cambridge English Proficiency Masterclass. Oxford: OUP.**

**ISBN: 9780194705240**

**All students must bring a copy of this book to class.**

#### - Compulsory grammar book:

**Vince, Michael (2009) New Advanced Language Practice. 3rd Edition. With Key. Oxford: MacMillan.**

**All students must have a copy of this book. Selected sections from it will be worked on in class. The remaining sections will be worked on autonomously by the student, following the lecturers' guidelines.**

Side, Richard and Wellman, Guy 2002: Grammar and Vocabulary for Cambridge Advanced and Proficiency. Harlow: Longman.

-Mansfield, Francesca and Nuttall, Carol 2007: Proficiency Practice Tests. With Key. London: Thomson ELT.

-Yule, George 2008 [2006]: Advanced Oxford Practice Grammar. Oxford: OUP.

### Complementary bibliography

Cory, H. 1999: Advanced Writing with English in Use. Oxford: OUP.

Foley, Mark and Hall, Diane 2003: Advanced Learners' Grammar. Harlow: Longman.

Gude, C. 1999: Advanced Listening and Speaking. Oxford: OUP.

Hewings, M. 2009: Cambridge Grammar for CAE and Proficiency. With Answers. Cambridge: CUP.

Hewings, Martin 2005: Advanced Grammar in Use. Cambridge: CUP.

Leech, Geoffrey and Svartvik, Jan 1994: A Communicative Grammar of English. Harlow: Longman.

McCarthy, M. and O'Dell, F. 1998: English Idioms in Use. With Answers. Cambridge; CUP.

Moore, Julie 2005: Common Mistakes at Proficiency... and How to Avoid Them. Cambridge: CUP.

Moore, Julie 2007: Common Mistakes at IELTS Advanced... and How to Avoid Them. Cambridge: CUP.

Swan, Michael 1995: Practical English Usage. Oxford: OUP.

Swan, Michael and Walter, Catherine 1997: How English Works. A Grammar Practice Book with Answers. Oxford: OUP.

Thompson, A. J. and Martinet, A. V. 1986: A Practical English Grammar. Exercises 1. Exercises 2. Oxford:



## Teaching guide

OUP.

### Other resources

#### Websites:

<http://grammar.ccc.commnet.edu/grammar/>  
<http://www.audioenglish.net/>  
<http://www.bbc.co.uk/learning/subjects/english.shtml>  
<http://www.bbc.co.uk/worldservice/learningenglish/>  
<http://www.bellenglish.com/resources/languagelearning.asp>  
<http://www.btinternet.com/~ted.power/literacy.html>  
<http://www.eslgold.com/>  
[http://www.eslmonkeys.com/student/esl\\_learning.php](http://www.eslmonkeys.com/student/esl_learning.php)

Online dictionaries and related resources:

[www.cobuild.collins.co.uk](http://www.cobuild.collins.co.uk)  
<http://dictionary.cambridge.org/>  
<http://oxforddictionaries.com/>  
<http://www.englishclub.com/ref/Idioms/index.htm?gclid=CPWD8dSJzqkCFRQKfAodJU9EMw>  
<http://www.usingenglish.com/>  
<http://www.world-english.org>

#### Dictionaries

Collins English Dictionary. London: HarperCollins.  
Hornby, A. S. and Wehmeier, Sally 2002: Oxford Advanced Learner's Dictionary. Sixth edition. Oxford: OUP.  
Longman Dictionary of English Language and Culture. Harlow: Longman.  
Macmillan English Dictionary with CD-Rom. London: Macmillan.  
Macmillan Phrasal Verbs Plus. London : Macmillan.  
<http://idioms.thefreedictionary.com/>  
Oxford Idioms Dictionary. Oxford : OUP.  
Oxford Phrasal Verbs Dictionary. Oxford: OUP.  
Wells, J. C. 2003: Longman Pronunciation Dictionary. Harlow: Longman.

#### Online dictionaries and related resources:

[www.cobuild.collins.co.uk](http://www.cobuild.collins.co.uk)  
<http://dictionary.cambridge.org/>  
<http://oxforddictionaries.com/>  
<http://www.englishclub.com/ref/Idioms/index.htm?gclid=CPWD8dSJzqkCFRQKfAodJU9EMw>

