

Academic year	2016-17
Subject	21815 - English Language V
Group	Group 1, 1S
Teaching guide	G
Language	English

Subject identification

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

Professors

Lecturers	Horari d'atenció als alumnes					
	Starting time	Finishing time	Day	Start date	Finish date	Office
Pamela Butcher . pamela.butcher@uib.es						You need to book a date with the professor in order to attend a tutorial.
Sofia Moratinos Johnston sofia.moratinos@uib.es	12:00	14:00	Thursday	12/09/2016	16/06/2017	AB-09 - Despatx d'associats (R. LLull)

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

The University of the Balearic Islands is predominantly a presential university: students who chose to follow pathway A must attend regularly their weekly lessons.

Essential requirements

The student will have the possibility to choose between two assessment options or itineraries (A and B). Should the student choose itinerary A (continuous assessment), he /she will be expected to attend both theoretical and

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practice sessions regularly (75% of the teaching hours), participate actively and hand in work when required, which will be duly corrected and commented on by the lecturer.

The conditions for assessment of itinerary B students will be set out in detail under the section: Student learning assessment.

Recommendable

Although this course has no official requirements, students are advised to have passed the courses 'English Language I' to 'English Language 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. Please, see the following link for a better understanding of the level C1:

https://docs.google.com/spreadsheets/d/1hmeTcSNZTlbRMs2cHgeJmngSFu_7SbeBw9lmgKIHul0/edit?ts=576d17e5#gid=2101135043

Students who do not have this level of English will find a list of self-study resources in the bibliographical section of this guide and it is their responsibility to reach this level prior to the beginning of the course. Furthermore, the "English Lab" room (Aula de autoaprendizaje de idiomas) is at the disposal of UIB students.

For further information on the "English Lab" check this link <http://diari.uib.cat/arxiu/Coneixeu-lEnglish-Lab.cid376924>, or the Lab's social media site https://www.facebook.com/englishlabUIB/info?tab=page_info.

Skills

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/>.

Specific

- * * Ability to produce oral and written messages with fluency and accuracy, and with the adequate register according to the context and situation (SC1). * To convey different levels, registers and use of English language (SC2)..

Generic

- * * Ability to learn and work autonomously and in groups (C2). * To develop the necessary learning skills to undertake further studies with a degree of autonomy (C12)..

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.



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Part 1.

Narrative tenses

Past verb forms with present or future meaning

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.

Additional grammar content will be available on C. Extens on the following grammar points:

- Superlative clauses.FORM: SUPERLATIVE ADVERB 'BEST' + CLAUSE; e.g.: I'm sorry to say that she is not the best of cooks but she tries the best she can.

- Coordinated clauses.FORM/USE: 'NOT ONLY ... BUT (ALSO)' WITH INVERSION, FOCUS; e.g. : Not only was he helpful but the students had the opportunity to watch videos and listen to music.

- Imperative clauses.FORM/USE: 'LET' + THIRD PERSON PRONOUN, PERMISSION, ORDER e.g.: If she wants to study away from home, please, let her go.

- Imperative clauses.FORM/USE : DON'T 'LET' + PRONOUN, PERMISSION, ORDER; e.g. :Don't let them spend all their time in front of the TV.

- Imperative clauses.USE: POINTING, IN FORMAL CONTEXTS.e.g. See enclosed brochure.

- Imperative clauses.FORM/USE: IMPERATIVE + 'AND' CONDITIONAL. e.g. See one of them and you'll want to see them all.

- Subordinated clauses.FORM: NON-FINITE AFTER 'IF'. e.g. Please do not hesitate to ask for further assistance if needed.

- Subordinated clauses.FORM/USE: INVERSION e.g. Had we known that before we could have taken more money with us.

- Subordinated clauses.FORM/USE: NON-FINITE WITH '-ED' CLAUSES, FOCUS e.g. Based on the assessment above, I strongly recommend that we should take some action to improve the store.

- Subordinated clauses.FORM/USE: 'NOT' + '-ING' CLAUSE e.g. Not knowing the North of London very well it took me quite a long time to get there.

- Modality (can) .FORM/USE: PAST NEGATIVE, DEDUCTIONS e.g. I live with my partner and we can't have used so much electricity.

-Modality (can).FORM: PASSIVE e.g. Taking everything into account, it can be concluded that the current training course is very useful for our company.

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- Modality (can).FORM: WITH ADVERBS e.g. Only those who live with their relatives can **fully** understand how essential is the role of your parents, sisters, aunts...

(i.e.; Using a wide range of adverbs with 'can' in the normal mid position after the modal verb)

- Modality (can) .USE: EMPHASIS. e.g. So, as you can see, there are no serious consequences for us, so far.

(i.e. Using expressions with 'can' or 'can't ' to give focus or add emphasis, such as 'you can see', 'I can't say' , 'I can tell you that, ' as you can imagine', etc)

- Modality (dare)FORM/USE: 'I DARE SAY'. e.g. I must express my concern about some facilities, like the study centre and the canteen, which I dare say needs improvement.

- Modality (dare) FORM: QUESTION. e.g. Dare we run the risk of even one child or adult turning to violent crime because they think it is ok?

- Modality (dare)USE: 'HOW DARE ...!' e.g. How dare people say that we don't practice sport.

- Modality (expressions with be)USE: 'BE SET TO', ASSERTION. e.g. The population of children is set to plummet to 11.5% and that of working people also to 46.2% in 2050.

- Modality(expressions with be)FORM/USE: HEDGING. e.g. As you can see, I'm really in favour of this plan but I'm not sure that the council has anticipated everything.

(i.e. using 'be' + 'not' + adjective + 'that-' clause to make an assertion less direct)

- Modality (may)FORM/USE: 'MAY WELL' e.g. I think they may well come to an agreement on these payment problems.

(i.e. using 'may well' to give emphasis to something unexpected).

- Modality (may)FORM/USE: PAST NEGATIVE e.g. The percentage of people eating a big, hot breakfast may not have been as high as that of English people, but it has certainly reduced.

(i.e. using 'may not have' + 'ed' to talk about possibility in the past)

- Modality (might)FORM: QUESTIONS e.g. Might it not be a good idea to change the travel company you are working with next time?

- Modality (might) .FORM: PAST, NEGATIVE. e.g. First of all, not 45 but only 35 stalls were promised, meaning that the disappointment you mentioned *might not have been as bad as you*, or whoever gave you the information thought it was.

- Modality (might). USE: POSSIBILITY IN THE PAST. e.g. Even though things might not have gone as you expected or as you would like them to have, we have to remind you we are dealing with charity here.

- Modality (might).USE: CONSOLING OR JUSTIFYING. e.g. The idea of going to work-out to keep fit might be tedious sometimes but the majority of young people are interested in taking up an activity these days.

(i.e. using 'might' followed by 'but' to console or justify)

-- Modality (might) .USE: POLITE CRITICISM. e.g. Also might I suggest that we have more exciting publicity for the club?

-Modality (need) .FORM: PAST, NEGATIVE. e.g. You needn't have bought me anything!

- Modality (ought) .FORM/USE: DESIRED STATES, WITH 'THERE OUGHT TO BE' e.g. I think there ought to be more excursions and guided tours.

- Modality (ought) .FORM/USE: EMPHASIS, WITH 'REALLY'e.g. Moreover, you really ought to ask for details about the timetable they've set for schooling hours, just to be sure that it fits the way of studying you are accustomed to.

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-Modality (ought).FORM/USE: PAST, AFFIRMATIVE. e.g.Another point, which I think ought to have been better managed, was the boat trip on the Thames.

- Modality (ought).USE: LIKELIHOOD. e.g.You ought not to be hungry.

-Modality (could). USE: CRITICISM.Since your travel company chose a hotel that far from the city, I think that you could have arranged entertainment at the hotel.

- Nouns (noun phrases).FORM/USE: 'WH-' CLEFT, FOCUS. e.g.What everyone loved were the special effects and we were very impressed by the use of advanced technological innovations.

(i.e. using complex noun phrases with 'wh-' cleft clauses, followed by 'be', to give focus)

- Pronouns (demonstratives).FORM: 'THAT OF', 'THOSE OF' e.g.It is widely known that the Russian educational system differs dramatically from that of the European, Asian or American countries.

- Pronouns (quantity). FORM: 'NONE', SUBSTITUTION e.g.As for disadvantages, in fact, I see none.

(i.e. using pronoun 'none' to substitute for subject and object pronouns)

- Verbs (phrasal prepositional).FORM: PHRASAL-PREPOSITIONAL VERB, STRANDED PREPOSITION. e.g.Firstly, let me express that the situation you describe is certainly not something my client could easily put up with.

(i.e. using verb + particle + preposition, where the preposition is separated from its complement)

- Verbs (phrasal)FORM: VERB + PRONOUN + PARTICLE. e.g.[talking about a band] I went to check them out last week and here is my review of the two concerts.

- Discourse markers in writing. e.g.As mentioned above, it might be possible to negotiate better contracts for your company

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



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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
Expressions: life

3. Writing

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

- opinion-led essay, composition, proposal, academic writing (**abstracts**, building on the contents already learnt by the student in the CITALA subject -21800 offered in the first academic year)

- In order to improve academic writing the following book will be used:

McCarthy, Michael and O'Dell, Felicity 2008: *Academic Vocabulary in Use*. Cambridge: CUP.

Section 6 of this book (Functions) will be looked at in detail building on the contents already learnt by the student in the subject English Literature II: Romanticism and Victorians

- Exercises on punctuation (**hyphens and dashes**) will be offered to students in order to improve their writing skills following the book:

The Blue Book of Grammar and Punctuation - An Easy-to-Use Guide with Clear Rules, Real-World Examples, and Reproducible Quizzes (Tenth Edition) by Jane Straus (please see the bibliography section)

- American and British English spelling.

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.

Certain aspects of spoken language will be dealt with in order to improve the student's speaking skills:

- cohesion and coherence: connectors and cohesive devices

- compensating and repair: discourse markers while thinking (silence)

- register and appropriateness: formal, informal, regional variety

- pronunciation: **word and sentence stress**, manner and place of articulation (Received Pronunciation vs. American English), and features of linking (phonetic reduction, vowel reduction, strong and weak forms, assimilation, and elision) (in coordination with 21811 "Fundamentals of English Phonology"). Other relevant issues connected to Received Pronunciation.

- development of ideas: highlighting significant points, integrating subthemes and rounding off



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5. Listening

Listening exercises will be carried out in class dealing with the subjects: people and places, our environment, language and culture, family and relationships, safety and danger, health and lifestyle. These will include: multiple choice and sentence completion exercises as well as real life listening exercises to practice both skimming and scanning techniques.

Theme content

Contents. Units dealt with in the book

Part 1. People and Places

Describing characters and plots

Part 2. Our environment

Animal expressions

Part 3. Language and culture

Describing culture

Part 4. Family and relationships

Describing behaviour

Part 5. Safety and danger

Phobias

Part 6. Health and lifestyle

Illness and injury

Teaching methodology

Students following itinerary A are expected to attend both theoretical and practice sessions regularly (75% of the teaching hours), 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.

Should itinerary A students **not attend classes regularly (75% of the teaching hours)**, they will have to **change itinerary** and join students in itinerary B. All **mid-term tests** that these students have taken before the itinerary change **will no longer be taken into consideration** and the new rules governing itinerary B will be applied.

- 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 original work. It is the student's duty to regularly check out the course's Campus Extens site to know when assignments or tasks are due.

At the beginning of the semester a schedule of the subject will be made available to students through the UIBdigital platform.

This will include all reading / writing / use of English and speaking / listening tests.

- 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

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(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).

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, debates and presentations.	7
Assessment	Presentation and oral exam	Small group (P)	<ul style="list-style-type: none"> - Group presentation (2-3 students max./15mins) and discussion. Emphasis will be placed on pronunciation issues, including stress, rhythm and intonation. Memorising and "reading" the presentation aloud will result in a 0 (zero) grade. Dates and further instructions will be notified via Campus Extens and chronogram at the beginning of the semester. - Interviews (2-3 students max./ 15mins). Emphasis will be placed on pronunciation issues, stress, rhythm and intonation. Further instructions and dates will be notified via Campus Extens and the chronogram at the beginning of the semester. 	7
Assessment	Use of English / Reading / Writing / Listening tests	Large group (G)	<ul style="list-style-type: none"> - Two reading comprehension tests to be held on specific dates announced in Campus Extens and chronogram at the beginning of the semester. Tests will consist of short answers and multiple choice exercises. (GG Sessions) - Two listening comprehension tests to be held on specific dates announced in Campus Extens and chronogram at the beginning of the semester. Tests will consist of short answers and multiple choice exercises. (GM Sessions) - Two writing tests to be held on specific dates announced in Campus Extens and chronogram at the beginning of the semester. Tests will consist of one writing task and a grammar-oriented exercise. (GG Sessions) 	3

At the beginning of the semester a schedule of the subject will be made available to students through the UIB digital 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

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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 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 (A and B) 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.

Should itinerary A students not attend classes regularly(75% of the teaching hours), they will have to change itinerary and join students in itinerary B. All mid-term tests that these students have taken before the itinerary change will no longer be taken into consideration and the new rules governing itinerary B will be applied.

(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 (2 x 10% of the final mark)
- two compositions (2 x 10% of the final mark)
- two listening comprehension exercises (2 x10% of the final mark)
- two Use of English tests (2 x 10% of the final mark).
- two speaking tests (5%: oral presentation and 15%: interview).

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Note should be taken that in order to pass the course the student must pass all the different parts of the course, representing all the different skills assessed. Consequently, should the student fail one or more of the skills assessed, the rest of his/her grades will not be taken into account, even if the average score is a 5 (out of 10) or higher. In this case, the student will have a 4.5 in his/her record (UIB Digital). The student can resit the failed parts (except for the oral presentation) in February. The marks of the parts that the student has passed will be kept during 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.
- Use of English test (20% of the final mark).
- Speaking test - interview (20% of the final mark).

Note should be taken that in order to pass the course the student must pass all the different parts of the course, representing all the different skills assessed. Consequently, should the student fail one or more of the skills assessed, the rest of his/her grades will not be taken into account, even if the average score is a 5 (out of 10) or higher. In this case, the student will have a 4.5 in his/her record (UIB Digital). The student can resit the failed parts in February. The marks of the parts that the student has passed will be kept during 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. Fraus

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. Only if the student has presented 30% or less than 30% of the total assigned evaluation course tasks, will the grade be 'NP'. 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).

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Presentation and oral exam

Modality	Assessment
Technique	Oral tests (retrievable)
Description	- Group presentation (2-3 students max./15mins) and discussion. Emphasis will be placed on pronunciation issues, including stress, rhythm and intonation. Memorising and "reading" the presentation aloud will result in a 0 (zero) grade. Dates and further instructions will be notified via Campus Extens and chronogram at the beginning of the semester. - Interviews (2-3 students max./ 15mins). Emphasis will be placed on pronunciation issues, stress, rhythm and intonation. Further instructions and dates will be notified via Campus Extens and the chronogram at the beginning of the semester.
Assessment criteria	<p>A grid for assessment will be available in Campus Extens at the beginning of the semester with the requirements to pass this test. +10 mistakes in a speaking test will result in a fail.</p> <p>Spoken production will be assessed taking into account: cohesion, coherence, compensating and repairing strategies, content specificity and subthemes (argumentative skills), and spoken fluency. Moreover, special attention will be paid to phonological, grammar and vocabulary issues.</p> <p>+10 mistakes in the presentation will mean that the student has failed the test. "Reading" the presentation aloud will result in the student failing the test (0).</p> <p>The assessment of the speaking skills will represent 20% of the final mark: 5% the presentation and 15% the oral test.</p> <p>Students following Itinerary B will only take the speaking test- interview (20% of the final mark) and not do the oral presentation in class.</p>

Final grade percentage: 20% for the training plan A with minimum grade 5

Final grade percentage: 20% for the training plan B with minimum grade 5

Use of English / Reading / Writing / Listening tests

Modality	Assessment
Technique	Extended-response, discursive examinations (retrievable)
Description	- Two reading comprehension tests to be held on specific dates announced in Campus Extens and chronogram at the beginning of the semester. Tests will consist of short answers and multiple choice exercises. (GG Sessions) - Two listening comprehension tests to be held on specific dates announced in Campus Extens and chronogram at the beginning of the semester. Tests will consist of short answers and multiple choice exercises. (GM Sessions) - Two writing tests to be held on specific dates announced in Campus Extens and chronogram at the beginning of the semester. Tests will consist of one writing task and a grammar-oriented exercise. (GG Sessions)
Assessment criteria	<p>- Students must have a sound knowledge of English at B2+, as described by the Common European Framework of Reference for Languages. Please, see the following link for a better understanding of the level B2+: https://docs.google.com/spreadsheets/d/1dNvkGawGqJlmfA6IjMqUqNctwFBfsW6_fe8PYHWGUG8E/edit?usp=sharing</p> <p>Additionally, students must command grammar issues taught in "English Language III" and "English Language IV" to pass this exam. Grammar and Use of English will be also essential to pass both Writing and Speaking tests.</p> <p>- A grid for assessment will be available in Campus Extens at the beginning of the semester with the requirements to pass the writing tests. The grid will take into account the following items: Input identification of the writing, task and format, register and formality, relevance of information provided, structure and layout, paragraphing, grammar functions, spelling errors and typos, punctuation, (specific) vocabulary, idioms and collocations in use, (complex) syntax, and other distinctive features (prepositional, phrasal verbs...).</p> <p>+10 mistakes in a writing paper will result in a fail. The student will have 45 minutes to complete each of the two writing tests.</p> <p>Each of the skills will be assessed and represent 20% of the final mark.</p>

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Students following Itinerary B will only take one test for each of the skills as described above.

Final grade percentage: 80% for the training plan A with minimum grade 5

Final grade percentage: 80% for the training plan B with minimum grade 5

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:

Language Practice for Advanced. Student's Book with MPO and Key (4th Edition, 2014) Oxford: MacMillan.

ISBN:978-3190626731

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.

Other books used in this course:

McCarthy, Michael and O'Dell, Felicity 2008: Academic Vocabulary in Use. Cambridge: CUP.

Straus, J.,2008: The Blue Book of Grammar and Punctuation (Tenth Edition). Jossey Bass: S. Francisco.

Complementary bibliography

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.

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.

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