



Subject identification

Subject	21805 - English Language III
Credits	2.4 attended (60 Hours) 3.6 non-attended (90 Hours) 6 total (150 Hours).
Group	Group 1, 1S(Campus Extens Experimental)
Semester	1st semester
Teaching language	English

Lecturers

Lecturers	Office hours for students					
	Start time	End time	Day	Start date	End date	Location
Patricia Bastida Rodríguez pbastida@uib.es	11:00h	13:00h	Thursday	27/09/2010	27/05/2011	CD03 (302). Ramon Llull Building
	11:00h	13:00h	Wednesday	27/09/2010	27/05/2011	CD03 (302). Ramon Llull Building

Degrees where the subject is taught

Degree	Character	Course	Studies
Degree in Catalan Language and Literature	Optional		Degreee
Degree in English Studies	Compulsory	Second course	Degreee

Contextualisation

English Language III is taught in the first semester of the second year of the English Studies degree and intends to continue the enhancement of students' skills in English initiated in the first year with *English Language I* and *II*. The course is included within the Linguistic Competence Module of the aforementioned degree and is followed by *English Language IV* in the second semester of the same year and four more related courses in subsequent years, all of which are intended to provide students with an instrumental knowledge of English through the degree.

The scope of the course is mainly practical, although attention will be paid to specific theoretical issues which are relevant to the learning of a language, such as morphology, syntax or word formation. Thus, it covers the four skills (reading, writing, listening and speaking) and intends to consolidate the students' previous knowledge of English as well as enhance their communicative abilities fostering greater fluency and accuracy in their use of the language.





This Teaching Guide has been elaborated following the descriptions offered by the Common European Framework of Reference for Languages of the skills to be acquired by a learner of English at level C1.

Requirements

There are no official requirements for this course.

Recommended

Although there are no prerequisites, it is highly recommended for students to have passed *English Language I* and *II* of the English Studies degree or at least to have a good knowledge of English at level B2, as described by the Common European Framework of Reference for Languages.

Skills

Specific

1. Capacity to communicate in English in both oral and written forms with the fluency, accuracy and complexity appropriate to each context and situation.
2. Capacity to locate and handle information related to the discipline from databases and Internet sources, as well as to use computer applications on specific field-related issues.

General

1. Capacity to learn and work autonomously and in groups.
2. Capacity to obtain and manage information, fostering lifelong learning.
3. Capacity for self-criticism, fostering the student's concern for quality and continuous improvement.

Content

The course contents are divided into several sections which are related to the different skills to be acquired.

Thematic content

1. LANGUAGE STUDY

The sequence of tenses. Subordinate clauses. The subjunctive. Comparison. Noun clauses. Adverbs. Cohesive devices. The passive. Inversion, fronting and cleft-sentences. Causatives. Conditionals.

2. WRITING

Sentence and paragraph construction. Using connectors and cohesive devices. Punctuation. Building arguments and organising information. Types of texts: register, tone, purpose and style.

3. READING





Strategies for reading: skimming and scanning. Interpreting cohesive devices. Predicting and comparing. Understanding meaning from context. Identifying tone, purpose and style.

4. VOCABULARY

Vocabulary practice through semantic fields. Paraphrasing and guessing meaning from context. Synonyms, homonyms and false friends. Collocations, idioms and phrasal verbs. Word formation: suffixes, prefixes and compounds.

5. LISTENING

Listening for gist and detail. Identifying speakers and context. Guessing meaning from context. Note-taking while listening. Interpreting attitudes: intonation.

6. SPEAKING

Managing interaction in different contexts. Coping with vocabulary problems: paraphrasing. Describing objects and actions. Expressing views and reaching agreement. Giving presentations in academic contexts. Using question tags.

Teaching methodology

The time devoted to the course will be organised in the following way:

Attended activities

Type	Name	G. type	Description
Theory classes		Large group (G)	39 hours will be devoted to the study of specific grammar points and the theory and practice of the different contents included in the syllabus. A great variety of activities will be carried out in the sessions, with special attention to grammar, reading, writing, listening and vocabulary. Most of the work will be done through communicative activities which will require the students' participation. Students will often have to carry out some prior tasks (reading, exercises, etc.) before each of the sessions, but this will be announced in advance.
Seminars and workshops		Medium group 2 (X)	3 hours will be devoted to specific problematic points in the syllabus, particularly regarding grammar, speaking and writing skills, which will vary depending on the specific moment in the course. Students might have to carry out some prior tasks before the sessions. The organisation of groups will be the same as for the practical sessions (<i>see below</i>).
Practical classes		Medium group 2 (X)	13 hours will be devoted to speaking and listening activities, often through group and pair work in the form of role-plays, class debates or group discussions. Student interaction will be central in these sessions, which means participation will be strongly encouraged. Students might have to carry out some tasks as preparation for the sessions. Students will be initially allocated in groups as follows: Group 1 (Mon 12.00-13.00): surname initials A-E Group 2 (Mon 13.00-14.00): surname initials F-M Group 3 (Fri 8.00-9.00): surname initials N-R Group 4 (Fri 9.00-10.00): surname initials S-Z



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Type	Name	G. type	Description
Assessment		Large group (G)	It will consist of a final exam with a value of 50% of the final grade, which will comprise the following sections: Use of English (15%), reading comprehension (10%), listening comprehension (15%) and writing (10%). The different sections will be corrected in this order. If one of the sections, after adding the mark obtained through continuous assessment (for both itineraries A and B), is a fail, the rest of the sections in the final will not be corrected. This also applies to the September exam.

Non-attended activities

Type	Name	Description
Individual self-study		Students will have to plan out their individual work and perform a series of grammar, writing and reading activities selected from different sources, mainly books, the Internet and Campus Extens. Students following Itinerary A (attending students) will devote 90 hours to these tasks. Students following Itinerary B (non-attending students) will devote 145 hours to autonomous work, which will include extra tasks apart from the ones for students in Itinerary A (<i>see Assessment section below</i>).
Group self-study		Students will have to prepare specific activities in groups such as an oral presentation on a topic.

Workload estimate

Type	Name	Hours	ECTS	%
Attended activities		60	2.4	40
	Theory classes	39	1.56	26
	Seminars and workshops	3	0.12	2
	Practical classes	13	0.52	8.67
	Assessment	5	0.2	3.33
Non-attended activities		90	3.6	60
	Individual self-study	75	3	50
	Group self-study	15	0.6	10
Total		150	6	100

At the beginning of the semester the subject schedule will be available to students through the UIBdigital platform. This schedule will at least include the dates for the continuous assessment exams and assignment

deadlines. Furthermore, the lecturer will inform students as to whether the subject syllabus will be carried out according to the schedule or otherwise, including Campus Extens.

Student learning assessment

Students will be assessed on five different sections, each of them with a value of 20% of the final grade: Use of English, reading, listening, writing and speaking. **ALL OF THEM MUST BE PASSED WITH A 5** for the student to get a pass in the course.

Students will have to choose one of the two assessment itineraries (A for attending students or B for non-attending students) by signing a learning contract and handing it in to the lecturer during the semester's first two weeks. Students failing to meet this condition will be automatically assigned Itinerary A (attending students). Students following Itinerary A are free to change to Itinerary B (non-attending students) at any time during the course, but the opposite (from Itinerary B to A) is not possible.

Please bear in mind that **students taking the exam in September will always follow Itinerary B**, which means they will have to perform **ALL THE TASKS** assigned to the Itinerary (these will be checked and/or corrected by the lecturer).

WARNING AGAINST PLAGIARISM: Students must bear in mind that Article 32 in the Reglament Acadèmic of the University will be applied in cases of cheating, plagiarism, cyberplagiarism, or any other fraudulent practice in the process of assessment: "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". This means a student can get a 0 in the final grade of the course (not only in individual tasks) if s/he is proved to have committed any of these offences.

Theory classes

Type	Theory classes
Technique	Objective tests (Non-recoverable)
Description	39 hours will be devoted to the study of specific grammar points and the theory and practice of the different contents included in the syllabus. A great variety of activities will be carried out in the sessions, with special attention to grammar, reading, writing, listening and vocabulary. Most of the work will be done through communicative activities which will require the students' participation. Students will often have to carry out some prior tasks (reading, exercises, etc.) before each of the sessions, but this will be announced in advance.
Assessment criteria	<p>Mastery of English (accuracy and complexity) regarding the following skills: reading, writing, use of English, listening. This applies to students following Itinerary A. Continuous assessment tests will be 30% of the final grade and will be carried out in several sessions announced by the lecturer. They will include the following sections:</p> <p>Use of English (5%)</p> <p>Listening (5%)</p> <p>Reading (10%)</p>



Writing (10%)

Final mark percentage: 30% for pathway A

Final mark percentage: 0% for pathway B

Practical classes

Type	Practical classes
Technique	Real or simulated task performance tests (Non-recoverable)
Description	13 hours will be devoted to speaking and listening activities, often through group and pair work in the form of role-plays, class debates or group discussions. Student interaction will be central in these sessions, which means participation will be strongly encouraged. Students might have to carry out some tasks as preparation for the sessions. Students will be initially allocated in groups as follows: Group 1 (Mon 12.00-13.00): surname initials A-E Group 2 (Mon 13.00-14.00): surname initials F-M Group 3 (Fri 8.00-9.00): surname initials N-R Group 4 (Fri 9.00-10.00): surname initials S-Z
Assessment criteria	Mastery of oral skills (fluency and accuracy) through an oral presentation in groups to be given in class.

Final mark percentage: 20% for pathway A

Final mark percentage: 0% for pathway B

Assessment

Type	Assessment
Technique	Objective tests (Recoverable)
Description	It will consist of a final exam with a value of 50% of the final grade, which will comprise the following sections: Use of English (15%), reading comprehension (10%), listening comprehension (15%) and writing (10%). The different sections will be corrected in this order. If one of the sections, after adding the mark obtained through continuous assessment (for both itineraries A and B), is a fail, the rest of the sections in the final will not be corrected. This also applies to the September exam.
Assessment criteria	Mastery of English (accuracy and complexity) regarding the following skills: reading, writing, use of English, listening through a final exam to take place at the end of the course. This applies to all students.

Final mark percentage: 50% for pathway A

Final mark percentage: 50% for pathway B

Individual self-study

Type	Individual self-study
Technique	Objective tests (Recoverable)
Description	Students will have to plan out their individual work and perform a series of grammar, writing and reading activities selected from different sources, mainly books, the Internet and Campus Extens. Students following Itinerary A (attending students) will devote 90 hours to these tasks. Students following Itinerary B (non-attending students) will devote 145 hours to autonomous work, which will include extra tasks apart from the ones for students in Itinerary A (see Assessment section below).
Assessment criteria	Correct performance of different activities and development of a self-critical attitude during the process.

ITINERARY A: (attending students) (90-hour workload)

- Compulsory attendance to specific sessions in the course, which will be announced by the lecturer
- Regular handing in of compositions (highly recommended)





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- Completion of tasks in the coursebook, grammar book and Campus Extens (compulsory though not assessed numerically)

- Preparation of activities to be carried out in class and performance of specific tasks before the sessions (compulsory though not assessed numerically)

ITINERARY B: (non-attending students) (145-hour workload)

- Work on an English-learning computer program at the Language Laboratory (Classroom C-13, Guillem Cifre). 15 hours (1 hour per week). Compulsory though not assessed numerically

- Completion of tasks in the coursebook, grammar book and Campus Extens (compulsory though not assessed numerically)

- Completion of tasks in the workbook (compulsory, 5%)

- Completion of a reading and writing project to be handed in on a date arranged by the lecturer (20%)

- Completion of a written assignment containing the student's reflection on his/her own progress during the course (5%)

Final mark percentage: 0% for pathway A

Final mark percentage: 30% for pathway B

Group self-study

Type	Group self-study
Technique	Real or simulated task performance tests (Recoverable)
Description	Students will have to prepare specific activities in groups such as an oral presentation on a topic.
Assessment criteria	Mastery of oral skills in English (fluency and accuracy) through an oral presentation to be given in groups (or individually if this is problematic for non-attending students).

Final mark percentage: 0% for pathway A

Final mark percentage: 20% for pathway B

Resources, bibliography and additional documentation

Basic bibliography

COTTON, David *et al.* 2010: *Language Leader Advanced. Coursebook and CD-ROM*. Harlow, Longman.
KEMPTON, Grant 2010: *Language Leader Advanced. Workbook with Key and Audio CD*. Harlow, Longman. (**Only for students following Itinerary B**)

THOMSON, A. J. and MARTINET, A. V. 1986: *A Practical English Grammar*. Fourth Edition. Oxford U. P.
THOMSON, A. J. and MARTINET, A. V. 1986: *A Practical English Grammar. Exercises 1*. Third Edition. Oxford U. P.

THOMSON, A. J. and MARTINET, A. V. 1986: *A Practical English Grammar. Exercises 2*. Third Edition. Oxford U. P.

Additional bibliography

CORY, H. 1999: *Advanced Writing with English in Use*. Oxford U. P.

GUDE, C. 1999. *Advanced Listening and Speaking*. Oxford U. P.



HEWINGS, M. 2005: *Advanced Grammar in Use. A self-study reference and practice book for advanced learners of English. With answers.* Cambridge U. P.

HEWINGS, M. 2009: *Cambridge Grammar for CAE and Proficiency. With Answers.* Cambridge U. P.

McCARTHY, M. & F. O'DELL 1998: *English Idioms in Use. With Answers.* Cambridge U. P.

McCARTHY, M. & F. O'DELL 2007: *English Collocations in Use. How words work together for fluent and natural English. Self-study and classroom use.* Cambridge U. P.

McCARTHY, M. & F. O'DELL 2002: *English Vocabulary in Use. Advanced. Self-study and classroom use.* Cambridge U. P.

O'CONNOR, J. D. & C. FLETCHER 1994: *Sounds English. A Pronunciation Practice Book.* London, Longman.

POWELL, M 1999: *Presenting in English: How to give successful presentations.* Hove, Language Teaching Publications.

SWAN, M. 2005: *Practical English Usage.* Oxford U. P.

THOMAS, B. J. 1995: *Advanced Vocabulary & Idiom.* London, Longman.

VINCE, M. 1994: *Advanced Language Practice.* London, Heinemann.

YULE, G. 2006: *Oxford Practice Grammar. With Answers.* Oxford U. P.

Other resources

Dictionaries

Cambridge Word Selector Anglès-Català. Diccionari temàtic de l'anglès contemporani. 1997. Cambridge U. P.

Cambridge Word Selector Inglés-Español. Diccionario temático del inglés contemporáneo. 1995. Cambridge U. P.

Cambridge International Dictionary of English. 1995. Cambridge U. P.

Collins Cobuild English Language Dictionary. 1995. Glasgow, Collins.

Collins Spanish-English, English-Spanish Dictionary. 2000. Glasgow, Collins.

Longman Interactive English Dictionary. CD-ROM. 2001. London, Longman.

Longman Pronunciation Dictionary. 1990. London, Longman.

Oxford Advanced Learner's Dictionary. 1998. Oxford U. P.

Oxford Collocations Dictionary for Students of English. 2002. Oxford U. P.

Oxford Dictionary of English Idioms. 1994. Oxford U. P.

Useful websites

<http://www.world-english.org>
(highly recommended, all kinds of activities at different levels: listening, grammar, vocabulary, reading)

<http://www.englishclub.com/learn-english.htm>
(highly recommended, practice of four skills and activities on grammar, vocabulary, pronunciation)

<http://www.usingenglish.com/>
(practice on English grammar and vocabulary)

<http://esl.about.com>
(activities on listening, grammar, vocabulary, pronunciation, at all levels)

<http://soundsofenglish.org/activities/index.htm>
(practice on pronunciation and listening)