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|----------------|------------------------------|
| Academic year | 2016-17 |
| Subject | 21805 - English Language III |
| Group | Group 1, 1S |
| Teaching guide | G |
| Language | English |

Subject identification

| | |
|--------------------------|---|
| Subject | 21805 - English Language III |
| 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 |
| Karen Lesley Jacob Abad karen.jacob@uib.es | 09:00 | 11:00 | Thursday | 15/02/2017 | 02/06/2017 | Ramon Llull BE12 |

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.

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 (CEFR) of the skills to be acquired by a learner of English at level C1.

Requirements

The University of the Balearic Islands is a class-attendance based university: Students must attend their weekly lessons regularly. No exceptions will be made (those students who cannot attend lessons, please refer to Article 7 of the Reglament Academic - Matrícula d'estudiants a temps parcial).

Recommendable

Although this course has no official requirements, students are advised to have passed the courses 'English Language I' and 'English language II', which should ensure that they have reached a B2+ level, as described by the Common European Framework of Reference for Languages. Please, see

| | |
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the following link for a better understanding of the level B2+ https://docs.google.com/spreadsheets/d/1dNvkGawGqjImfA6IJmUqNctwFBfsW6_fe8PYHWGUG8E/edit?usp=sharing

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-LEnglishLab.cid376924>, or the Lab's social media site https://www.facebook.com/englishlabUIB/info?tab=page_info

Skills

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)..

Transversal

- * To develop the necessary learning skills to undertake further studies with a degree of autonomy (BC5)..

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

Theme content

1. Reading and vocabulary

1. Celebrations, career success, collocations, idioms, fixed phrases with *on*, phrasal verbs, giving and responding to news.
2. Pastimes and hobbies, leisure activities, collocations, idioms, fixed phrases with *at*, phrasal verbs, making and responding to suggestions, interrupting.
3. Family, media, characteristics, collocations, idioms, fixed phrases with *of*, phrasal verbs, apologising.

2. Grammar and use of English

1. Gerund /infinitive

- to + infinitive
- gerund (-ing form)

Students should also be able to:

- use some verbs connected with the senses + direct object + infinitive without 'to' emphasising a complete action

2. Present time

Present simple; present continuous; stative verbs; present perfect; present perfect continuous.

Students will also be able to:

- use the negative question form as a persuasion strategy
- use the negative question form to check opinions
- use the present simple with a wide range of reporting verbs, especially in academic contexts, including 'demonstrate' and 'illustrate'

3. Past

Past simple; past continuous; past perfect (simple & continuous); used to/would; unreal past

Students should also be able to:

- invert the subject and affirmative auxiliary verb to talk about imagined situations in the past, often with regret, in formal contexts
- use the inverted form of the past simple with auxiliary verb 'do' in the phrase 'not only...but also'
- use 'yes/no', 'wh-', tag and negative question forms with a wide range of verbs
- use the past simple to order sequences of events in the past in a complex way
- use the past simple with 'did' for emphasis
- use the past simple 'I thought' as a politeness structure to sound less direct
- use the full negative of the present perfect simple with a wide range of verbs, often in formal contexts
- use the question form of 'used to'

4. Structures, collocations, adverbs and prepositions

Student will be able to:

- use a wide range of compound adjectives ('open-minded', 'well-to-do')
- modify gradable adjectives with extreme adverbs of degree ('absolutely', 'extremely', 'totally')
- use the '-ed' form of a verb as an adjective, after a noun.
- use a postmodifier to make the superlative stronger, in the structure superlative + noun + postmodifier ('possible', 'ever', 'by far')
- use a wide range of adverbs with adjectives to express degree or intensity
- use a wide range of adverbs to indicate degrees of certainty

- use a wide range of stance adverbs (simply, truly, surely, naturally, surprisingly, etc.) to indicate an attitude or a viewpoint, often in clause-initial position
- use an increasing range of degree verbs to modify a range of adverb types
- use degree adverbs ('slightly', 'a bit', 'much') to modify comparatives
- modify a wide range of adverbs with other adverbs
- post-modify adverbs with 'enough to intensify'
- use '(and) yet' to combine phrases and clauses to introduce a contrast, often unexpected
- use 'either...or' to combine more complex strings of clauses and sentences
- use 'not only...but also' to combine phrases and clauses often for focus or emphasis
- use inverted auxiliary 'do' + subject after 'not only', to give focus
- use 'whatever', 'whenever', 'however', etc. as a subordinating conjunction, at the beginning of a sentence, to give focus
- use 'one's' to indicate possession, referring to people in general
- modify adjectives with degree adverbs, often to make an assertion less direct
- modify adjectives with adverbs, often for emphasis
- form complex noun phrases with noun phrase + 'of' + noun phrase + possessive determiner 's', omitting the noun where it is previously mentioned
- use nominalised forms in academic or business context, to make something more formal
- use the '-ing' form of verbs as abstract nouns
- use a wide range of uncountable nouns, particularly referring to abstract concepts
- modify 'few' and 'many' with 'very', 'too', 'so' as intensifiers with post-modifiers to form complex noun phrases as subjects with a singular verb, to give focus
- use 'anything' in an ellipsed clause
- use affirmative and negative forms of question tags with 'there' + 'be'
- use 'wh-' questions as a focusing device, often in a narrative or argument
- use fixed expressions in the front position for emphasis
- use imperatives as pointing devices within texts for focus
- use 'what' + noun or pronoun + verb phrase as a subject + 'be' for focus
- Use 'wh-' cleft clauses as titles or subtitles to point to something that follows, for focus
- Use a non-finite subordinate clause with an '-ed' form, before a main clause, for focus, often in formal, academic or business contexts
- Use negative pronoun 'none' to substitute for subject and object pronouns or noun phrases
- Use 'not' with indefinite pronouns 'everyone' and 'everything' and determiners 'every', 'all'.
- Use 'whatsoever' after a negative form for emphasis

3. Writing

1. Formal and informal letters.
2. Reviews.
3. Articles.
4. Text commentary (in coordination with the subject 'English Literature I: 20th century voices' (21808))
5. Punctuation - Commas, semicolons and colons (Cory, H. 1999: *Advanced Writing with English in Use*. Oxford: OUP. pp. 29-37).

Students should also be able to:

- use a range of phrases as discourse markers to point to other parts of a text
- use word combinations specific to academic writing (McCarthy, M. & O'Dell, F. 2008: *Academic Vocabulary in Use, Advanced*. Cambridge: CUP. Unit on word formation)

4. Listening

Listening for gist and detail, identifying speakers and context, guessing meaning and context, note-taking while listening.

5. Speaking

Interactive communication: lexical knowledge in order to describe photographs, pictures (comparing, contrasting, speculating); negotiate, reach agreement, participate in group discussions, etc. Students should reach a B2+/C1 level of vocabulary and will acquire a good command of expressions, colloquialisms, and collocations.

Phonological features: Students will learn to be aware of distinctive features such as voicing, devoicing, rounding, nasality, plosion, features of linking (phonetic reduction, vowel reduction, strong and weak forms, assimilation, elision ...), and intonation (varied intonation patterns, different sentence stress to convey finer shades of meaning).

Teaching methodology

Students should be aware that in order to attain the C1 (CEFR) level by the end of English IV they need to attend class regularly and spend time perfecting those areas of English in which they may have problems. Class attendance is therefore an important part of the learning process for both UIB and exchange students. Students are expected to attend both theoretical and practice sessions. Please note that the continuous assessment exams are compulsory for all students. At the beginning of the term, students will be told the specific dates of the continuous assessment exams and the dates for the submission of assignments, which must be given in on the scheduled day, in person. Students should check any changes in assignment dates on Campus Extens.

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.

In-class work activities

| Modality | Name | Typ. Grp. | Description | Hours |
|-------------------|------------------------|------------------|--|-------|
| Practical classes | Course book exercises | Large group (G) | Large group classes will be devoted to units 1-3 in the course book. A great variety of activities will be carried out in the sessions, with special attention to grammar, reading, writing, 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. | 38 |
| Practical classes | Speaking and Listening | Medium group (M) | Students will have the opportunity to do a variety of speaking and listening activities and exercises in smaller groups. | 12 |
| Assessment | Listening | Large group (G) | Students will have a continuous assessment exam after unit 2 of the coursebook and a FINAL exam. The continuous assessment exam will be in class time and the dates and times will be announced at the beginning of term, and will be also be written in the chronogram. The final exam will take place during the official examination period. Both exams will be worth 10% of the final grade (20% overall) and students will have 30 minutes to complete each exam. The exams will consist of multiple-choice, gap-filling and short answer questions. | 1 |
| Assessment | Reading | Large group (G) | Students will have a continuous assessment exam after unit 2 of the coursebook and a FINAL exam. The continuous assessment exam will be in class time and the dates and times will be announced at the beginning of term, and will be also be written in the chronogram. The final exam will take place during the official examination period. Both exams will be worth 10% of the final grade (20% overall) and students will have 45 minutes to complete each exam. | 1.5 |
| Assessment | Speaking 1 | Medium group (M) | As part of their continuous assessment students will give a short presentation in groups of 2-3 (max 15 minutes). Emphasis will be placed on pronunciation, stress, rhythm and intonation. Students who read from notes, or from simply read from the screen will be given a '0'. This exam will be worth 5% of the final grade. | 1 |
| Assessment | Speaking 2 | Medium group (M) | A second speaking exam will take place in the official evaluation period. This exam will be in the form of interviews in groups of 2-3 (10-15 minutes). Students will be notified of dates and times by the teacher, and the information will also be on the chronogram and on Campus Extens. This exam is worth 15% of the final grade. | 1 |
| Assessment | Use of English | Large group (G) | Students will have a continuous assessment exam after unit 2 of the coursebook and a FINAL exam. The continuous assessment exam will be in class time and the dates and times will be announced at the beginning of term, and will be also be written in the chronogram. The final exam will take place during the official examination period. | 3 |

| | |
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| Modality | Name | Typ. Grp. | Description | Hours |
|------------|---------|-----------------|--|-------|
| | | | Both exams will be worth 10% of the final grade (20% overall) and students will have 1 hour and 30 minutes in which to complete each exam. | |
| Assessment | Writing | Large group (G) | Students will have a continuous assessment exam after unit 2 of the coursebook and a FINAL exam. The continuous assessment exam will be in class time and the dates and times will be announced at the beginning of term, and will be also be written in the chronogram. The final exam will take place during the official examination period. Both exams will be worth 10% of the final grade (20% overall). Students will have 1 hour 15 mins in which to complete each writing task. Students will be expected to write 220-250 words for each essay. | 2.5 |

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 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 | English language III Activities | 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. | 85 |
| Group or individual self-study | Oral presentation/ interview preparation | Students will have to prepare specific activities such as an oral presentation on a topic previously decided with the class tutor, and an interview/discussion. | 5 |

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

Students will be assessed on five different areas or skills, each of them with a value of 20% of the final grade: Use of English, Reading, Listening, Writing and Speaking. **EACH SKILL MUST BE PASSED WITH A 5** for the student to get a pass in the course.

If a student passes the course numerically (over 50%) but has failed one of the sections, they will be given a 4.5 as their final mark.

| | |
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The evaluation process is divided into two parts: a continuous assessment/progress test (45%: 10% use of English, 10% reading, 10% listening, 10% writing, 5% speaking - presentation), which will take place during the term, and a final assessment, again divided into five areas (55%: 10% use of English, 10% reading, 10% listening, 10% writing, 15% speaking - interview), which will take place during the official exam period. Students do not necessarily need to pass the continuous assessment exam, as the pass mark will depend on the final mark for each skill (10% + 10% - for reading, writing, use of English and listening - and 5% + 15% for speaking), which should each be passed with a 5.

Please note that the continuous assessment exam is compulsory for all students as it comprises 45% of the overall mark. Students will be told the dates of the continuous assessments on the first day of class. The final exams will be divided between two exam dates in the official exam period - these will be specified in the course chronogram at the beginning of term.

The Reading, Writing, Use of English and Listening papers can be retaken individually in the February (extraordinary) exam period. In the case of the Speaking exam, only the interview can be re-taken (15%)

Please bear in mind the following:

The dates and times of the official exams will not be altered under any circumstances, except those contemplated by the Reglament Acadèmic. This applies to UIB students and international students alike.

Students will not be allowed into the classroom when the exam/test/practical session has already started.

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

Article 33 in the Reglament Acadèmic 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.”

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/tests/practical sessions, unless otherwise specified by the lecturer (e.g., if the practical session entails use of the internet for pedagogical purposes).

Listening

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| Modality | Assessment |
| Technique | Objective tests (retrievable) |
| Description | Students will have a continuous assessment exam after unit 2 of the coursebook and a FINAL exam. The continuous assessment exam will be in class time and the dates and times will be announced at the beginning of term, and will be also be written in the chronogram. The final exam will take place during the official examination period. Both exams will be worth 10% of the final grade (20% overall) and students will have 30 minutes to complete each exam. The exams will consist of multiple-choice, gap-filling and short answer questions. |
| Assessment criteria | Serious spelling mistakes in the open-ended questions will be penalised. |

Final grade percentage: 20% with minimum grade 5

Teaching guide

Reading

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| Modality | Assessment |
| Technique | Objective tests (retrievable) |
| Description | Students will have a continuous assessment exam after unit 2 of the coursebook and a FINAL exam. The continuous assessment exam will be in class time and the dates and times will be announced at the beginning of term, and will be also be written in the chronogram. The final exam will take place during the official examination period. Both exams will be worth 10% of the final grade (20% overall) and students will have 45 minutes to complete each exam. |
| Assessment criteria | Serious spelling mistakes in the gap-filling and open-ended questions will be penalised. |
| Final grade percentage: 20% with minimum grade 5 | |

Speaking 1

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|----------------------------|---|
| Modality | Assessment |
| Technique | Oral tests (non-retrievable) |
| Description | As part of their continuous assessment students will give a short presentation in groups of 2-3 (max 15 minutes). Emphasis will be placed on pronunciation, stress, rhythm and intonation. Students who read from notes, or from simply read from the screen will be given a '0'. This exam will be worth 5% of the final grade. |
| Assessment criteria | Emphasis will be placed on pronunciation, cohesion, content, grammatical structuring, and specific vocabulary. Memorising and "reading" the presentation from notes or directly from the PPT slide show will result in a 0 grade. Students who make more than 5 errors pertaining to previously attained CEFR levels (B1, B2, B2+) will automatically fail the test. Errors pertaining to the C1 level will be penalised if they affect understanding. An assessment grid will be available for students on Campus Extens at the beginning of the course. |
| Final grade percentage: 5% | |

Speaking 2

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| Modality | Assessment |
| Technique | Oral tests (retrievable) |
| Description | A second speaking exam will take place in the official evaluation period. This exam will be in the form of interviews in groups of 2-3 (10-15 minutes). Students will be notified of dates and times by the teacher, and the information will also be on the chronogram and on Campus Extens. This exam is worth 15% of the final grade. |
| Assessment criteria | Emphasis will be placed on pronunciation, cohesion, content, grammatical structuring, and specific vocabulary. Students should also demonstrate the ability to participate in a discussion with their peers, showing knowledge of turn-taking, polite interrupting, expressing agreement and disagreement, etc. Students who make more than 5 errors pertaining to previously attained CEFR levels (B1, B2, B2+) will automatically be given a fail mark. Errors pertaining to the C1 level will be penalised if they affect understanding. An assessment grid will be available on Campus Extens at the beginning of the course. Students' final mark for the oral skill will be the combination of results from Speaking 1 (5%) and Speaking 2 (15%). Students need to achieve a minimum of 10/20 in order to obtain a pass. |
| Final grade percentage: 15% | |

Use of English

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| Modality | Assessment |
| Technique | Objective tests (retrievable) |
| Description | Students will have a continuous assessment exam after unit 2 of the coursebook and a FINAL exam. The continuous assessment exam will be in class time and the dates and times will be announced at the beginning of term, and will be also be written in the chronogram. The final exam will take place during the official examination period. Both exams will be worth 10% of the final grade (20% overall) and students will have 1 hour and 30 minutes in which to complete each exam. |
| Assessment criteria | Students will be tested on various grammatical aspects of the course, along with vocabulary, collocations and idiomatic expressions. Serious spelling mistakes will be penalised. |

Final grade percentage: 20% with minimum grade 5

Writing

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| Modality | Assessment |
| Technique | Extended-response, discursive examinations (retrievable) |
| Description | Students will have a continuous assessment exam after unit 2 of the coursebook and a FINAL exam. The continuous assessment exam will be in class time and the dates and times will be announced at the beginning of term, and will be also be written in the chronogram. The final exam will take place during the official examination period. Both exams will be worth 10% of the final grade (20% overall). Students will have 1 hour 15 mins in which to complete each writing task. Students will be expected to write 220-250 words for each essay. |
| Assessment criteria | Poor grammar and spelling will be heavily penalised - more than 5 errors pertaining to previously attained CEFR levels (B1, B2, B2+) will result in a '0' grade. Errors at a C1 level which have been studied during the course will also be penalised. An assessment grid will be available on Campus Extens at the beginning of the course. |

Final grade percentage: 20% with minimum grade 5

Resources, bibliography and additional documentation

The course-book will be confirmed on the first day of class.

Basic bibliography

Course-books:

- Blass, L. & Williams, J. 2016: *21st Century Reading: Creative Thinking and Reading with TED Talks*. Boston: National Geographic Learning.
- Blass, L. & Vargo, M. 2014: *Pathways 4: Reading, Writing and Critical Thinking*. Boston: National Geographic Learning.
- Cory, H. 1999: *Advanced Writing with English in Use*. Oxford: OUP.
- Evans, V. & Edwards, L. 2014: *Upstream Advanced C1*. Newbury, UK: Express Publishing. ISBN 978-1-4715-2970-2
- Evans, V. & Edwards, L. 2014: *Upstream Advanced C1: Workbook*. Newbury, UK: Express Publishing.
- Foley, M. & Hall D. 2012: *MyGrammarLab. Advanced C1/C2*. London: MacMillan.
- MacIntyre, P. 2013: *Pathways 4: Listening, Speaking and Critical Thinking*. Boston: National Geographic Learning.
- McCarthy, M. & O'Dell, F. 2008: *Academic Vocabulary in Use: Advanced*. Cambridge: CUP.

Teaching guide

Complementary bibliography

- Foley, M. & Hall, D. 2003: *Advanced Learners' Grammar*. Harlow: Longman.
- Gude, C. 1999: *Advanced Listening and Speaking*. Oxford: OUP.
- Hewings, M. 2005: *Advanced Grammar in Use. A Self-study Reference and Practice Book for advanced learners of English. With answers*. Cambridge: CUP.
- Hewings, M. 2009: *Cambridge Grammar for CAE and Proficiency. With Answers*. Cambridge: CUP.
- López Rúa, P. 2005: *Selected Passages for Reading Comprehension and Grammar Practice: Upper-Intermediate to Advanced. With Answers*. Palma: Universitat de les Illes Balears.
- McCarthy, M. & O'Dell, F. 1998: *English Idioms in Use. With Answers*. Cambridge: CUP.
- McCarthy, M. & O'Dell, F. 2002: *English Vocabulary in Use. Advanced. Self-study and classroom use*. Cambridge: CUP.
- McCarthy, M. & O'Dell, F. 2007: *English Collocations in Use. How Words Work together for Fluent and Natural English. Self-study and Classroom Use*. Cambridge: CUP.
- McCarthy, M. & O'Dell, F. 2013: *English Phrasal Verbs in Use Advanced*. Cambridge: CUP.
- O'Connor, J. D. & Fletcher, H. 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: OUP.
- Thomas, B. J. 1995: *Advanced Vocabulary & Idiom*. London: Longman.
- Thomson, A. J. & Martinet, A. V. 1986: *A Practical English Grammar*. Fourth Edition. Oxford: OUP.
- Thomson, A. J. & Martinet, A. V. 1986: *A Practical English Grammar. Exercises 1*. Third Edition. Oxford: OUP. (Recommended - for extra practice)
- Thomson, A. J. & Martinet, A. V. 1986: *A Practical English Grammar. Exercises 2*. Third Edition. Oxford: OUP. (Recommended - for extra practice)
- Vince, M. 1994: *Advanced Language Practice*. London: Heinemann.
- Yule, G. 2006: *Oxford Practice Grammar. With Answers*. Oxford: OUP.

Other resources

Dictionaries

- Cambridge Word Selector Anglès-Català. Diccionari temàtic de l'anglès contemporani*. 1997. Cambridge: CUP
- Cambridge Word Selector Inglés-Español. Diccionario temático del inglés contemporáneo*. 1995. Cambridge: CUP.
- Cambridge International Dictionary of English*. 1995. Cambridge: CUP.
- 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: OUP.
- Oxford Collocations Dictionary for Students of English*. 2002. Oxford: CUP.
- Oxford Dictionary of English Idioms*. 1994. Oxford: OUP

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)



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

