# Syllabus

## Subject

| | |
|---|---|
| **Name** | 21802 - English Language II |
| **Credits** | 2.4 in-class (60 hours) 3.6 distance (90 hours) 6 total (150 hours). |
| **Group** | Group 1, 2S |
| **Period** | Second semester |
| **Language** | English |

### Lecturers

| Lecturers | Office hours for students | | | | | |
|---|---|---|---|---|---|---|
| | Starting time | Finishing time | Day | Start date | End date | Office |
| Pamela Butcher . pamela.butcher@uib.es | You need to book a date with the professor in order to attend a tutorial. | | | | | |
| Lucrecia Rallo Fabra lucrecia.rallo@uib.es | 10:00 | 11:00 | Tuesday | 18/09/2017 | 04/02/2018 | ID 06 Beatriu de Pinos |
| | 16:00 | 17:00 | Thursday | 12/02/2018 | 31/05/2018 | ID-06 |

## Context

The subject English Language II provides students with a basic and instrumental knowledge of the English language. The course is mainly practical with an emphasis on the usage of the English language. The basic communicative strategies of the English language will be reviewed with an emphasis on the morphosyntax of the English language, the lexical aspects and the reading, writing, listening and speaking skills. Part of the work done in the areas of reading, writing, listening and speaking aims at reviewing students' prior knowledge of English and reinforcing initial fluency. The level of competence to be achieved by the students as regards the four skills will be Upper-intermediate, level B2. The contents of this subject are aligned with the levels described by the Common European Framework of Reference for Languages. Thus, the subject English Language I embodies and reflects the Common European Framework of Reference for Languages. English Language II is included within the Linguistic Competence module of the English Studies degree. The subject English Language II and English Language III, IV, V, VI, VII and VIII complement each other to provide students with an instrumental knowledge of the English language through the degree. The subject English Language II provides the basic tools to help students become accurate users of the English language, which will enable them to participate in English speaking professional contexts.

## Requirements

### Recommended

Although this course has no official requirements, students are advised to have passed 'English Language I' which should guarantee 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

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B2+ https://docs.google.com/spreadsheets/d/1dNvkGawGqjlmfA6IJmUqNctwFBfsW6_fe8PYHWGUG8E/edit?ts=574330d7#gid=946988030

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" located in the Jovellanos Building is at the disposal of UIB students. For further information on the "English Lab" check this link http://diari.uib.cat/arxiu/https://www.facebook.com/.

## Skills

This course will help the student:

## Specific

* 1. To communicate in English in both oral and written forms with fluency, accuracy and complexity appropiate to each context and situation (skill No. 1, English Studies curriculum). 2. To locate and handle information related to the discipline from data bases and internet sources, as well as to use computer applications on specific field-related issues (skill No.10, English studies curriculum)..

## Generic

* 1. To learn and work autonomously and in group (skill No. 2, English Studies curriculum). 2. To obtain and manage information, fostering lifelong learning (skill No.1, English Studies curriculum)..

## 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

**THEME CONTENT**

Theme content

BLOCK 1. GRAMMAR & VOCABULARY
### 1. 1. Relative clauses

* Can use defining relative clauses and non-defining relative clauses ending in a preposition, with 'who/which/that' as the complement of the preposition.
* Can use non-defining relative clauses with 'whose', to give additional information.
* Can use defining relative clauses with 'whose', to give more information about relationship.
* Can use a relative clause to refer to a whole clause or sentence, often to express an opinion or evaluation or give a reason.

### 1. 2. Future tenses

* Can use the simple past form of 'be' + 'about to' (often with 'just') to talk about the immediate future from a point in the past.
* Can use the simple past form of 'be' + 'on the point of' + '-ing' to talk about things that were expected to happen soon after a point in the past.

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* Can use the affirmative form with 'will'.
* Can use the future perfect continuous to look back to the past from a point in the future and to emphasise the duration of an activity or event.
* Can use the affirmative form with 'will'.
* Can use the negative form with 'will'.
* Can use the future perfect simple with 'will' to talk about something which is expected to be completed (or not completed) by a certain point in the future.

**1. 3.. Modal verbs**

* Can use 'can' to talk about general truths and tendencies.
* Can use the negative forms of 'can't' and 'cannot' to guess, predict and deduce.
* Can use negative forms of 'can' to make reproaches or appeals.
* Can use affirmative form dare + infinitive without to.
*
* Can use 'it' + linking verb + adjective + ('that') clause.
* Can use 'it' + linking verb + adjective + ('that') clause to make an assertion less direct.
* Can use pronoun or noun + 'be' + adjective + 'to' + (past) infinitive.
* Can use 'it' + linking verb + adjective + ('that') clause as a focusing device.
* Can use 'can' with an increasing range of adverbs (including 'easily', 'hardly', 'now', 'probably', 'sometimes', 'still') in the normal mid position after the modal verb or after the subject in questions.
* Can use 'can' to talk about general truths and tendencies.
* Can use the negative forms of 'can't' and 'cannot' to guess, predict and deduce.
* Can use negative forms of 'can' to make reproaches or appeals.
* Can use affirmative form dare + infinitive without to.
* Can use negative form dare not and daren't + infinitive without to.
* Can use semi-modal 'dare' to talk about being brave enough to do something.
* Can use the full range of expressions with 'be' + infinitive ('be likely to', 'be due to', 'be meant to', 'be bound to', 'be sure to', 'be certain to', 'be obliged to') with present and past forms of 'be' and with modal 'will' .
* Can use 'be' + 'obvious/sure/likely/certain' followed by a 'that'-clause.
* Can use '(much) more/less' to modify 'likely' in a comparison.
* Can use 'be' (+modifier) 'likely to' to talk about probability.
* Can use 'be due to' and, more formally, 'be to' to talk about things that are scheduled or expected.
* Can use 'be meant to' to talk about ideal states.
* Can use 'be supposed to' to talk about expectation or obligation.
* Can use 'be supposed to' to talk about hearsay or supposition.
* Can use 'be' (+ modifier) 'bound to' to talk about something certain or inevitable.
* Can use the imperative form 'be sure to', to express obligation.
* Can use 'be sure to', 'be certain to' to talk about certainty.
* Can use 'be obliged to' to talk about an external obligation, especially in institutional contexts.
* Can use 'be forced to' to talk about an unnamed obligation, where the circumstances are beyond the control of the speaker/writer.
* Can use 'you (have) got to' to make a strong suggestion.
* Can use 'may have' + '-ed' to talk about possibility in the past.
* Can use 'may' with an increasing range of adverbs (most commonly 'even', 'only', 'already', 'never', 'just', 'sometimes') in the normal mid-position after the modal verb.
* Can use 'may I' to make a polite request, command or suggestion in formal contexts.
* Can use 'may' in phrases such as as 'you may know', or 'as you may have' + '-ed' to focus the reader on shared knowledge.
* Can use 'may … but' to express an unexpected point of view.
* Can use 'may I' to make a polite request for permission.
* Can use 'must have' + '-ed'.

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* Can use the question form.
* Can use 'must' with an increasing range of adverbs (including 'all', 'never', 'strongly', 'first') in the normal mid position after the modal verb.
* Can use the fixed expression 'I must admit' or 'you must admit' to express concession.
* Can use the perfect form of 'must' to make deductions about the past.
* Can use the fixed expression 'I must say' to give emphasis, usually about something positive.
* Can use 'must' to ask about obligation and necessity.
* Can use the negative forms of 'must' to talk about what is not permitted.
* Can use the negative form.
* Can use 'needn't to' talk about a lack of obligation.
* Can use 'ought to' without a following verb where the previous main verb is understood.
* Can use 'ought to' to talk about desired states of affairs.
* Can use 'should' and 'shouldn't' without a following verb where the previous main verb is understood.
* Can use 'should be' + '-ing'.
* Can use 'should be' + '-ing' to talk about expectations.
* Can use 'should be' + '-ing' to talk about present general obligation.
* Can use 'used to' without a following verb where the previous main verb is understood.
* Can use 'will' (particularly 'Will you please') to make requests and commands in a wide range of contexts.
* Can use 'would' to talk about habitual actions and events in the past.

**1. 4. The Passive**

* Can use the passive infinitive affirmative and negative forms after an increasing range of main verbs, modal verbs, adjectives and nouns, in impersonal constructions.
* Can use the present perfect simple affirmative and negative forms with modal verbs to refer to the past.
* Can use the past continuous passive affirmative.
* Can use the past perfect passive affirmative form.
* Can use the past perfect passive negative form.
* Can use past simple passive negative.
* Can use the present continuous passive affirmative with an increasing range of verbs.
* Can use the present continuous passive negative.
* Can use the present perfect passive affirmative form (often in the context of reporting).
* Can use the present perfect passive negative form (often in the context of reporting).
* Can use the passive with modal verbs in a range of contexts, with a variety of subjects.
* Can use the passive with a range of tenses and verbs needing two objects (e.g. give, offer, sell) with the direct object in subject position and the indirect object in a prepositional phrase.
* Can use the passive with a wide range of verbs needing two objects, putting the indirect object in subject position.
* Can use the passive with modal verbs to evaluate or summarise.
* Can use the passive with 'will' to talk about the future.
* Can use a reflexive pronoun with the 'get'-passive.
* Can use have + object + -ed to talk about something where the speaker is in a pro-active or a passive role.
* Can use 'get' + object + 'to'-infinitive to talk about causing someone to do something.

BLOCK 2. READING COMPREHENSION
* Reading strategies, skimming and scanning, summarising, interpreting cohesive devices.
* Top-down and bottom-up approaches to reading.

BLOCK 3. WRITING
* Learning how to structure an essay: brainstorming and planning.
* Organizing and developing paragraphs: topic sentences.
* Logical sequencing of arguments and ideas: Cohesion and coherence.

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* Strategies to write good introductions and conclusions.
* Conciseness and wordiness.
* Word order.
* Thinking about an audience: formal and informal registers.
* Punctuation: the periods, commas, question marks, exclamation points. Error analysis.
* *Practice essays:* narrative, personal letter, opinion essay, article.
Successful writing will also require a good command of the following skills:

* Can use a wide range of complex prepositions.
* Can use preposition + relative pronoun as complement, to avoid preposition stranding, often in formal contexts.
* Can use less frequent simple prepositions, often in a more formal, literary or business context.
* Can use a non-finite subordinate clause with 'after' + 'having/being' + '-ed' form, before a main clause, to refer to past time.
* Can use a finite subordinate clause, before or after a main clause, with conjunctions to introduce conditions.
* Can use a non-finite clause, introduced by '-ing' before a main clause, to give more information.
* Can use a wide range of linking verbs with complements.
* Can use 'The reason (that)', 'The place (which)' + clause as subject + 'be' for focus.
* Can use 'The thing, fact, point, problem, or reason + is (that)' for focus.
* Can use uncontracted 'not' for emphasis or in formal contexts.
* Can use 'never' in front position followed by an inverted subject (most commonly 'I') + main verb, to give focus.
* Can use 'neither / nor' to connect two words, phrases or clauses, often to give emphasis or focus.
* Can use negative forms 'neither of' and 'none of' + pronoun or noun phrase with the affirmative form of the verb.

BLOCK 4. LISTENING
* Listening strategies.
* Development of receptive skills
* Identification of key ideas.
* Knowledge of sounds.
* Adjusting to native and non-native accents.
* *Practice:* Listening exercises from *Upstream Upper Intermediate* and videos from *Talks by Ted.*

BLOCK 5. SPEAKING
* Elements, rules and routines of oral communication.
* Communication strategies: reporting events, expressing an opinion, word substitution, backtracking and reformulating, well-structured speech, organisational patterns, connectors and cohesive devices (advance), discussion techniques, turntaking and cooperating strategies, relating own contribution to other's.
* Presentation techniques: highlighting significant points, integrating subthemes, and rounding off.
* Risk-taking, risk-avoiding.
* Pronunciation: understanding the IPA symbols.
*Practice:* Discussions and oral presentations about the following topics: travel and tourism, history and politics, teaching and learning, environment and health.

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## Teaching methodology

Students are expected to attend both theoretical and practice sessions regularly, participate actively, and hand in work when required.

To pass this subject students are required to pass all five skills with a 5 (Grammar and Vocabulary, Writing, Reading, Listening and Speaking).

At the beginning of the semester, students will be notified about the dates of the different exams through Moodle ('Campus Extens' Platform). This information will also be available on the offcicial term schedule ('Cronograma').

Students officially recognised by the UIB as part-time students will follow the same assessment criteria established in Pathway A. The only difference between part-time and full-time students is that the former are not expected to regularly attend or actively participate in sessions.

### In-class work activities

| Modality | Name | Typ. Grp. | Description | Hours |
|---|---|---|---|---|
| Theory classes | | Large group (G) | Aim: develop the theory contents of the syllabus, specifically, use of English, reading comprehension and writing. | 40 |
| | | | Methodology: the instructor will explain the course contents using visual aids and power-point presentations. Students will be encouraged to participate posing questions / comments about any difficulties they may encounter. Writing Labs will follow the guidelines of the subject 'Comprensió i Interpretació de Textos Acadèmics en Llengua Anglesa' | |
| Practical classes | | Medium group (M) | Aims: Show an ability to listen actively and understand oral language in order to express personal opinions and arguments. Use English appropiately to communicate with instructor / peers. | 14 |
| | | | Methodology: Audition of sound recordings and films , news programmes, talks and other real language situations about topics of general interest. Speaking activities will include roleplays, oral presentations and discussion forums (Pair-work and group-work). | |
| Assessment | June exam | Large group (G) | Aim: Test students proficiency in three skills: Reading Comprehension, Use of English and Listening. | 2 |
| | | | Method: Written Exam. Duration: 2 hours | |
| Assessment | Mid-term exam | Large group (G) | Aim: Test students proficiency in three skills: Reading Comprehension, Use of English and Listening. | 2 |
| | | | Method: Written exam. Duration: 2 hours. | |
| Assessment | Speaking: oral exam | Small group (P) | Aim: Test students' oral skills | 0.25 |
| | | | Method: Oral interview (2 students) about a topic related to the units from the Students' Book. Duration: 10 minutes. | |

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| Modality | Name | Typ. Grp. | Description | Hours |
|---|---|---|---|---|
| Assessment | Speaking: oral presentation | Medium group (M) | Aim: Test students' oral skills | 0.25 |
| | | | Method: Oral presentation (2/3 students) about a topic related to the units from the Students' Book. Duration: 10-15 minutes. | |
| Assessment | Writing: Composition 1 | Large group (G) | Aim: Test students' writing skills. | 0.75 |
| | | | Method: Composition of about 250 words. Duration: 45 minutes. | |
| Assessment | Writing: Composition: 2 | Large group (G) | Aim: Test students' writing skills. | 0.75 |
| | | | Method: Composition of about 250 words. Duration: 45 minutes | |

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 | Self-study | * Review theory explained in class, homework, tasks on Campus Extens to practice of the four skills.<br>* Submission of assignments, work with recommended reference books and internet resources. | 90 |

## 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 parts must be passed with a **5** for the students to get a pass in the subject, and all parts will count **20%** towards the final mark.

**Important information on examination dates:**

If a student fails to hand in an assignment or to show up on the day and at the time established by the lecturer for the exams/practical sessions, the grade for that assignment/exam/practical session will be 0 (zero) in case the student has presented more than 30% of the total assigned evaluation course tasks. Only if the student has presented 30% or less than 30% of the total assigned evaluation course tasks, will the grade be NP. The dates and times of the official exams will not be altered under any circumstances, except those contemplated by the Reglament Acadèmic (when two exams coincide on the same day with a time difference of under three hours

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between them). Students will not be allowed into the classroom when the exam/practical session has already started. Erasmus and/or international students will not have a flexible date to resit their asessment in June or September. Dates will not be changed under any circumstances, except those contemplated by the Reglament Acadèmic when two exams coincide.

**Important information on cheating and plagiarism**:

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:

Article 33. Frau

1. Amb independència del procediment disciplinari que es pugui seguir contra l'estudiant infractor, la realització demostradorament fraudulenta d'algun dels elements d'avaluació inclosos en guies docents de les assignatures comportarà, a criteri del professor, una menysvaloració en la seva qualificació que pot suposar la qualificació de «suspens 0» a l'avaluació anual de l'assignatura.

2. En particular, es considera un frau:

a) En els exàmens o proves escrites, l'ús de qualsevol mitjà encaminat a facilitar les respostes.
b) En els treballs i pràctiques individuals o de grup, la inclusió de fragments d'obres alienes presentats de tal manera que es facin passar com a propis (plagi).

## June exam

| | |
|---|---|
| Modality | Assessment |
| Technique | Short-answer tests **(retrievable)** |
| Description | Aim: Test students proficiency in three skills: Reading Comprehension, Use of English and Listening. Method: Written Exam. Duration: 2 hours |
| Assessment criteria | |

Final grade percentage: 30% with minimum grade 5

## Mid-term exam

| | |
|---|---|
| Modality | Assessment |
| Technique | Short-answer tests **(retrievable)** |
| Description | Aim: Test students proficiency in three skills: Reading Comprehension, Use of English and Listening. Method: Written exam. Duration: 2 hours. |
| Assessment criteria | |

Final grade percentage: 30% with minimum grade 5

## Speaking: oral exam

| | |
|---|---|
| Modality | Assessment |
| Technique | Oral tests **(retrievable)** |
| Description | Aim: Test students' oral skills Method: Oral interview (2 students) about a topic related to the units from the Students' Book. Duration: 10 minutes. |
| Assessment criteria | The speaking assessment rubrics will be available on the Moodle platform (Campus Extens) at the beginning of the semester. The rubrics takes into account the following items: grammar and vocabulary (+ 10 mistakes or several important mistakes will result in a fail), coherence/cohesion, register, intelligibility and fluency. |

Final grade percentage: 10% with minimum grade 5

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### Speaking: oral presentation

| | |
|---|---|
| Modality | Assessment |
| Technique | Oral tests **(non-retrievable)** |
| Description | Aim: Test students' oral skills Method: Oral presentation (2/3 students) about a topic related to the units from the Students' Book. Duration: 10-15 minutes. |
| Assessment criteria | The speaking assessment rubrics will be available on the Moodle platform (Campus Extens) at the beginning of the semester. The grid takes into account the following items: grammar and vocabulary (+ 10 mistakes or several important mistakes will result in a fail), coherence/cohesion, register, intelligibility and fluency. |

Final grade percentage: 10%

### Writing: Composition 1

| | |
|---|---|
| Modality | Assessment |
| Technique | Extended-response, discursive examinations **(retrievable)** |
| Description | Aim: Test students' writing skills. Method: Composition of about 250 words. Duration: 45 minutes. |
| Assessment criteria | The writing assessment rubrics will be available on the Moodle platform (Campus Extens) at the beginning of the semester. |
| | Method: Composition of 230-250 words. |

Final grade percentage: 10% with minimum grade 5

### Writing: Composition: 2

| | |
|---|---|
| Modality | Assessment |
| Technique | Extended-response, discursive examinations **(retrievable)** |
| Description | Aim: Test students' writing skills. Method: Composition of about 250 words. Duration: 45 minutes |
| Assessment criteria | The writing assessment rubrics will be available on the Moodle platform (Campus Extens) at the beginning of the semester. |
| | Method: composition of 230-250 words |

Final grade percentage: 10% with minimum grade 5

## Resources, bibliography and additional documentation

### Basic bibliography

Baker, L., Blass, L., Williams, J., Bonesteel, Lee, C. (2016). *21st century Communication. Listening, Speaking and Critical Thinking* (Student's Book) Level 4. National Geographic Learning.
Foley, M. & Hall, D. ( 2012). *My Grammar Lab Advanced with Key* and *My Lab Pack*. Pearson

### Complementary bibliography

Folse, K. S., Muchmore-Vokoun, A., Vestri Solomon, E., Clabeaux, D.; Pugh, T. (2016). Great Writing. Level 5. National Geographic Learning.
Kennedy, M., Cebrian, J. & Bradbury, J. (2009). *Guided error correction. Exercises for Spanish-speaking students of English Level C1* - Book 1. Bellaterra: Servei de Publicacions de la UAB.
Logan, S. & Thaine, C. (2008). *Real Listening and Speaking with answers*. B2. Cambridge: CUP.

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MacMillan English Dictionary for Advanced Learners with CD-ROM
Collins Cobuild English Language Dictionary, London: Collins, 1987.
Collins English Dictionary. London: Collins, 2000.
Oxford Advanced Learners Dictionary (CD Rom). Oxford University Press, 2000

## Other resources

* Talks by TEd: http://www.ted.com/
* BBC World: http://news.bbc.co.uk/2/hi/video_and_audio/default.stm
* Pronunciation resources:http://www.rachelsenglish.com
* Online dictionaries: http://dictionary.cambridge.org/
* http://www.eslcafe.com/
Students are strongly encouraged to make use of the Language Laboratory facility (GC-C13), which offers the followingresources: satellite TV, online grammar and pronunciation practice, loan service of books, magazines, videos and cassettes, weekly-scheduled discussion forums and other speaking activities.

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