

Academic year	2017-18
Subject	21819 - English Language VI
Group	Group 1, 2S
Syllabus	S
Language	English

## Subject

<b>Name</b>	21819 - English Language VI
<b>Credits</b>	3 in-class (75 hours) 3 distance (75 hours) 6 total (150 hours).
<b>Group</b>	Group 1, 2S
<b>Period</b>	Second semester
<b>Language</b>	English

## Lecturers

Lecturers	Office hours for students					
	Starting time	Finishing time	Day	Start date	End date	Office
Alicia Coe Jorgensen <a href="mailto:alicia.coe@uib.es">alicia.coe@uib.es</a>	18:00	19:00	Tuesday	12/02/2018	31/05/2018	AB09

## Context

‘English Language VI’ is a compulsory course within the UIB's B.A. program in English Studies. The course is offered in the second semester of the degree's third year, as a follow-up to five other courses (‘English language I-V’) which should have helped the student begin to reach an advanced level (C1) in English. The course aims at consolidating the student's skills in English (reading, writing, speaking and listening) at an advanced level (C1). Additionally, students will also start to develop their English language skills at a proficiency level (C2), in preparation of the two remaining courses (‘English language VII and VIII’), in which the aforementioned proficiency level should be perfected. ‘English Language VI’ is part of the degree's linguistic competence module, which has been specifically designed to foster the student's accuracy and overall fluency in the English language. The course will follow a practical approach to language issues which does not preclude the inclusion of several theoretical sessions aiming at developing explicit knowledge concerning particularly complex language issues (grammatical points, vocabulary, pronunciation or idiomatic language).

## Requirements

### Recommended

Although this course has no official requirements, students are advised to have passed the courses ‘English Language I’ to ‘English Language V’, which should guarantee a sound knowledge of English at 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?usp=drive\\_web](https://docs.google.com/spreadsheets/d/1hmeTcSNZTlbRMs2cHgeJmngSFu_7SbeBw9lmgKIHul0/edit?usp=drive_web)

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.

## Syllabus

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](https://www.facebook.com/englishlabUIB/info?tab=page_info)

### Skills

This course will help the student:

#### Specific

- \* To communicate in English in both oral and written forms with the fluency, accuracy and complexity fitting each context and situation (CE13).

#### Generic

- \* To develop autonomous and team work (CG1).
- \* To obtain and manage information, fostering lifelong learning (CG2).
- \* To develop the capacity for self-criticism, fostering the student's concern for quality and lifelong learning (CG 12).

#### 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

##### 1. USE OF ENGLISH

###### 1.1. Adjectives

- Combining multiple adjectives
  - \* Can combine more complex, lengthy strings of adjectives, joining the last two adjectives with 'and'.
  - \* Can use a list of adjectives in ellipted clauses before and after a noun to give focus.
- Comparatives: with "no" or "not any", with "not that much"
  - \* Can use 'no' / 'not any' with comparative adjectives to limit the scale of comparison.
  - \* Can use 'not that much' to modify comparative adjectives to a small degree.
- Comparison
  - \* Can use adjectives in 'as ... as' and 'so ... that' in comparative structures.
- Degree adjectives before nouns
  - \* Can use an increasing range of adjectives before a noun to express intensity.
- Superlatives: "slightest" and "faintest"
  - \* Can use 'the slightest', 'the faintest' with a specific range of nouns to express the least amount possible, most frequently following a negative verb form.

###### 1.2. Conjunctions

### Coordinating Conjunctions & Subordinating Conjunctions

- \* Can use 'Neither' or 'Nor' + inverted auxiliary or 'be' + subject to add to a previous related negative clause, to focus on an additional negative factor.
- \* Can use 'And yet' to combine sentences to introduce a contrast, often unexpected, sometimes in a formal context.
- \* Can use 'in that' as a subordinating conjunction, to give greater in-depth explanation, often in formal contexts.

### 1.3. Future

- \* Can use the simple past form of 'be' + 'due to' to talk about scheduled events in the future from a point in the past.
- \* Can use the future perfect continuous to make assumptions about the present.
- \* Can use the question form of the future perfect simple.
- \* Can use 'shall' to talk about long-term intentions.
- \* Can use 'shall' to make predictions, usually in formal contexts.
- \* Can use 'be' + 'going to' with a wide range of adverbs before the main verb.
- \* Can use the present simple with 'only when' (followed by 'will' and inverted subject) to refer to the future.

### 1.4. Advanced use of the passive voice

### 1.5. Adverb clauses and phrases: contrast, reason, manner

### 1.6. Advanced use of reported speech

### 1.7. Advanced Use of Conditionals

- \* Can use present, future, hypothetical, unreal, and mixed conditionals
- \* Can use implied and inverted conditionals
- \* Can use inverted 'should', + 'would' in the main clause to talk about possible future outcomes, in polite or formal contexts.
- \* Can use 'were' with an inverted subject + 'to' infinitive, to introduce conditions in formal contexts.
- \* Can use conditional subordinate clauses with a range of conjunctions ('so long as', 'on condition that', 'in the event that') with past, present or future reference.
- \* Can use 'Were it not for' + noun phrase to introduce conditions in formal contexts.
- \* Can use 'If it weren't / were not for' + noun phrase to introduce conditions in formal contexts.
- \* Can use 'If it were' + 'to-' infinitive to introduce conditions in formal contexts.
- \* Can use 'whether or not' to introduce conditions in formal contexts.

### 1.8. Cleft Sentences

- \* Can use 'It' + 'be' + noun + 'that' clause for focus.

## 2. READING AND VOCABULARY

### 2.1. Communication

- \* Means of communication
- \* Facial expressions
- \* Character & personal qualities
- \* Ways of speaking
- \* Technology and the Internet

### 2.2. Education

- \* Literacy
- \* University studies
- \* Educational systems

### 2.3. The Media

- \* Journalism
- \* Newspaper topics: business, law, politics, etc.
- \* Advertising

- \* Reporting news

### 3. WRITING

#### 3.1. Essay Structure

- \* A detailed thesis statement with the topics that are going to be developed in the body of the essay
- \* Topic sentences
- \* A counterargument
- \* Restatement of the thesis
- \* Paragraphs and cohesion
- \* Clarity and flow

#### 3.2. Writing Tasks

- \* Five-paragraph academic essays
- \* Comparative and discursive essays based on two texts
- \* Reports
- \* Letters
- \* Articles

#### 3.3. Academic Writing

Students will have to use Chicago-style citation in their writing tasks. They will be expected to:

- \* Integrate quotes correctly
- \* Use signal phrases to introduce quotes
- \* Use Chicago in-text citations
- \* Use author-date system
- \* Add a reference page

This section will be in coordination with the course "Literatures of the USA" (21821)

#### 3.4. Punctuation

Students will follow the book "A Communicative Grammar of English."

#### 3.5. Miscellaneous

- \* Transitional words and evaluative language
- \* Punctuation
- \* Cultural awareness
- \* Audience and purpose
- \* Tone
- \* Word choice
- \* Keeping the reader interested and engaging with the reader
- \* Use of adjectives.

Students should also be able to use the Functions specific to academic writing (McCarthy, M. & O'Dell, F. 2008: Academic Vocabulary in Use, Advanced. Cambridge: CUP.):

- \* Presenting an argument
- \* Organising your writing
- \* Making a presentation
- \* Describing research methods
- \* Classifying component
- \* Making connections
- \* Comparing and contrasting
- \* Describing problems
- \* Describing situations context, integral, stable
- \* Processes and procedures
- \* Describing change
- \* Evaluation and emphasis

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\* Summary and conclusion

#### 4. SPEAKING

##### 4.1. Discussion

Phonological aspects of the spoken production: register, appropriateness, distinctive phonological features (voicing, devoicing, rounding, nasality, plosion), word stress, sentence stress and rhythm, introduction to intonation patterns (varied intonation patterns, different sentence stress to convey finer shades of meaning), 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.

Grammar of Spoken English: Indirect questions, questions tags (advanced level), echo questions, short responses, emphatic forms of speech, stock sentences, ellipsis, inserts, command of lexical repertoire, and tags. Speaking techniques: word substitution, backtracking and reformulating, well-structured speech, organisational patterns, connectors and cohesive devices (advance), discussion techniques, turn taking and cooperating strategies, relating own contribution to other's, presentation techniques, highlighting significant points, integrating sub themes, and rounding off.

Topics: science & technology; law & order, politics & society; money; employment; entertainment & travel.

#### 5. LISTENING

##### 5.1. Proficiency exam listening practice

Listening for detail, Gap-filling exercises, Radio shows, informal dialogues, formal presentations, audiovisual material, scanning information through technical interferences.

### Teaching methodology

- All (UIB and exchange) students will follow a continuous assessment (Pathway A). Students are expected to attend both theoretical and practice 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 grades for the completion of tasks in class.

- 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, except for part-time students. It is the student's duty to regularly check out the course's Campus Extens site to know when assignments or tasks are due.

- 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).

The course will be organised as follows:

#### In-class work activities

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Modality	Name	Typ. Grp.	Description	Hours
Theory classes		Large group (G)	<b>Theory Classes</b> (large group): 40 hours will be devoted to the study of the most complex points included in the syllabus: grammar skills, writing mechanics, listening, reading comprehension, and vocabulary building. Autonomous work may be required before attending each session and this will be duly notified via Campus Extens.	40
Practical classes		Medium group (M)	<b>Practical Classes</b> (medium group) will be devoted to listening and speaking activities. The latter will be practised through role play activities, discussions, image descriptions, and short presentations. Independent work will be required before attending the former, and this will be duly notified via Campus Extens.	16
Assessment	Grammar	Large group (G)	<ul style="list-style-type: none"> <li>* Students will take two exams; one in the middle of the semester and another one at the end of the semester. Each exam will be worth 10% of the final grade, adding up to a total of 20% of the final grade.</li> <li>* The midterm exam will take place during class time.</li> <li>* The exam will consist of short written responses and multiple choice questions.</li> <li>* Both grammar exams will be taken at the same time as the other uses of English (writing, listening, reading, and vocabulary).</li> <li>* Both exams will be held on specific dates announced in Campus Extens and the course schedule (Cronograma) at the beginning of the semester.</li> <li>* Each grammar exam will last 45 minutes.</li> </ul>	1.5
Assessment	Listening	Large group (G)	<ul style="list-style-type: none"> <li>* Students will take two exams; one in the middle of the semester and another one at the end of the semester. Each exam will be worth 10% of the final grade, adding up to a total of 20% of the final grade.</li> <li>* The midterm exam will take place during class time.</li> <li>* The exam will consist of multiple choice questions.</li> <li>Both listening exams will be taken at the same time as the other uses of English (writing, grammar, reading, and vocabulary).</li> <li>* Both exams will be held on specific dates announced in Campus Extens and the course schedule (Cronograma) at the beginning of the semester.</li> <li>* Each listening exam will last 45 minutes.</li> </ul>	1.5
Assessment	Reading and Vocabulary	Large group (G)	<ul style="list-style-type: none"> <li>* Students will take two exams; one in the middle of the semester and another one at the end of the semester. Each exam will be worth 10% of the</li> </ul>	1.5

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Modality	Name	Typ. Grp.	Description	Hours
			<p>final grade, adding up to a total of 20% of the final grade.</p> <p>* The midterm exam will take place during class time.</p> <p>* The exam will consist of short written responses and/or multiple choice questions.</p> <p>* Both reading and vocabulary exams will be taken at the same time as the other uses of English (writing, listening, and grammar).</p> <p>* Both exams will be held on specific dates announced in Campus Extens and the course schedule (Cronograma) at the beginning of the semester.</p> <p>* Each reading and vocabulary exam will last 45 minutes.</p>	
Assessment	Speaking 1-Interactive Presentation	Medium group (M)	<p>* Group presentation (2-3 students max./15mins) followed by questions.</p> <p>* The presentation will be worth 5% of the final grade.</p> <p>* Emphasis will be placed on pronunciation issues, including segmental, suprasegmental and discourse aspects, as well as stress, rhythm and intonation.</p> <p>* Memorising and "reading" the presentation aloud will result in a 0 (zero) grade.</p> <p>* Dates and further instructions will be notified via Campus Extens and the course schedule (Cronograma) at the beginning of the semester.</p>	6
Assessment	Speaking 2-Interview	Medium group (M)	<p>* Interviews (2-3 students max./15mins).</p> <p>* The interview will be worth 15% of the final grade.</p> <p>* Emphasis will be placed on pronunciation issues, including segmental, suprasegmental and discourse aspects, as well as stress, rhythm and intonation.</p> <p>* Further instructions and dates will be notified via Campus Extens and the course schedule (Cronograma) at the beginning of the semester.</p>	6
Assessment	Writing	Large group (G)	<p>* Students will take two exams; one in the middle of the semester and another one at the end of the semester. Each exam will be worth 10% of the final grade, adding up to a total of 20% of the final grade.</p> <p>* The midterm exam will take place during class time.</p> <p>* The exam will consist of one essay and several grammar structures.</p> <p>* Both writing exams will be taken at the same time as the other uses of English (grammar, listening, reading, and vocabulary).</p>	2.5

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Modality	Name	Typ. Grp.	Description	Hours
			* Both exams will be held on specific dates announced in Campus Extens and the course schedule (Cronograma) at the beginning of the semester. * Each writing exam will last 75 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		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

### 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

#### Pathway A

Students officially recognized 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.

#### Homework:

Students will submit their homework in class on the scheduled day. Students will be expected to submit a hard copy of the writing assignments at the beginning of the class on the due date. However, if required by the instructor, students will send a digital Word document to the instructor at least 2 days prior to the due date. Under no circumstances will the student rely on fellow classmates for the submission of original work, except for part-time students.

#### Exams:

- \* Two reading comprehension tasks and vocabulary questions (20% of the final grade)
- \* Two writing tasks (20% of the final grade)
- \* Two listening comprehension exercises (20% of the final grade)



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\* Two sets of grammar tasks (20% of the final grade)

\* Two oral exams; one presentation and one interview (20% of the final grade)

If students fail any of these parts, they can retake each part **except** for the presentation (5% of the final oral grade). One exam will be taken in the middle of the semester and the other exam will be taken at the end of the semester.

**\* You will need a minimum of a 5 for each skill in order to calculate the final course grade.**

### Passing the Course:

In order to pass the course, the student must also have at least obtained a PASS grade (5 or higher) in all of the other skills assessed. Consequently, if the student fails one of the parts, the rest of his/her grades will not be taken into account, even if the average score is a PASS (5 or higher). In this case, the student will have a 4.5 in his/her record (UIB Digital). The grades of the parts that the student has passed will be kept until the June exam of the same academic year.

### Campus Extens:

Students must check Campus Extens regularly to print out all the documents uploaded by the professor and check the homework.

### VERY IMPORTANT NOTES

1. Attendance and Campus Extens Documents: Attendance is crucial for passing the course, so it is recommended students do not miss many classes. The instructor will give handouts in class and will upload documents on Campus Extens which all students are responsible for printing and bringing to class. These documents contain essay formats, essay examples, grammar explanations, and so on that are basic for passing the course. Also, students must check the instructor's announcements on Campus Extens daily.

2. Students must purchase the textbooks and bring them to all their classes. Also, the students are responsible for printing the handouts on Campus Extens and bringing them to class.

3. Serious lexico-grammatical and phonetic mistakes will automatically result in a fail grade. +5 mistakes in the writing assessment and oral exams will result in a FAIL.

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

5. 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 ALL students, especially to those involved in any exchange program (both incoming and outgoing students).

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

7. 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.

8. The instructor and coordinator of this course, Professor Coe, will use American spelling and wording in her documents. This will not prevent students from expressing themselves in British English. Students can choose to write in either British or American English, but they will have to be consistent with the spelling rules of the language type they choose.

9. Students NOT attending sessions regularly (75% of the teaching hours) will not be able to hand in course activities to the teacher for revision.



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10. 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:

"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:

- En els exàmens o proves escrites, l'ús de qualsevol mitjà encaminat a facilitar les respostes.
- 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)."

### Grammar

Modality	Assessment
Technique	Objective tests ( <b>retrievable</b> )
Description	*Students will take two exams; one in the middle of the semester and another one at the end of the semester. Each exam will be worth 10% of the final grade, adding up to a total of 20% of the final grade.*The midterm exam will take place during class time.*The exam will consist of short written responses and multiple choice questions.*Both grammar exams will be taken at the same time as the other uses of English (writing, listening, reading, and vocabulary). *Both exams will be held on specific dates announced in Campus Extens and the course schedule (Cronograma) at the beginning of the semester.*Each grammar exam will last 45 minutes.
Assessment criteria	Students must have a sound knowledge of English at C1, as described by the Common European Framework of Reference for Languages. Please, see the following link for a better understanding of the C1 level: <a href="https://docs.google.com/spreadsheets/d/1hmeTcSNZTlbRMs2cHgeJmngSFu_7SbeBw9lmgKIHul0/edit?usp=drive_web">https://docs.google.com/spreadsheets/d/1hmeTcSNZTlbRMs2cHgeJmngSFu_7SbeBw9lmgKIHul0/edit?usp=drive_web</a> Additionally, students must command grammar issues taught in "English Language V" and "English Language VI" to pass this examination. Grammar and Use of English will be also essential to pass both Writing and Speaking papers. A grid for assessment will be available in Campus Extens at the beginning of the semester with the requirements to pass this examination.

Final grade percentage: 20% with minimum grade 5

### Listening

Modality	Assessment
Technique	Objective tests ( <b>retrievable</b> )
Description	*Students will take two exams; one in the middle of the semester and another one at the end of the semester. Each exam will be worth 10% of the final grade, adding up to a total of 20% of the final grade.*The midterm exam will take place during class time.*The exam will consist of multiple choice questions. Both listening exams will be taken at the same time as the other uses of English (writing, grammar, reading, and vocabulary). *Both exams will be held on specific dates announced in Campus Extens and the course schedule (Cronograma) at the beginning of the semester.*Each listening exam will last 45 minutes.
Assessment criteria	Students must have a sound knowledge of English at C1, as described by the Common European Framework of Reference for Languages. Please, see the following link for a better understanding of the C1 level: <a href="https://docs.google.com/spreadsheets/d/1hmeTcSNZTlbRMs2cHgeJmngSFu_7SbeBw9lmgKIHul0/edit?usp=drive_web">https://docs.google.com/spreadsheets/d/1hmeTcSNZTlbRMs2cHgeJmngSFu_7SbeBw9lmgKIHul0/edit?usp=drive_web</a> Additionally, students must command grammar issues taught in "English Language V" and "English Language VI" to pass this examination. Grammar and Use of English will be also essential to pass both Writing and Speaking papers.

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A grid for assessment will be available in Campus Extens at the beginning of the semester with the requirements to pass this examination.

Final grade percentage: 20% with minimum grade 5

## Reading and Vocabulary

Modality	Assessment
Technique	Objective tests ( <b>retrievable</b> )
Description	*Students will take two exams; one in the middle of the semester and another one at the end of the semester. Each exam will be worth 10% of the final grade, adding up to a total of 20% of the final grade.*The midterm exam will take place during class time.*The exam will consist of short written responses and/or multiple choice questions.*Both reading and vocabulary exams will be taken at the same time as the other uses of English (writing, listening, and grammar). *Both exams will be held on specific dates announced in Campus Extens and the course schedule (Cronograma) at the beginning of the semester.*Each reading and vocabulary exam will last 45 minutes.
Assessment criteria	Students must have a sound knowledge of English at C1, as described by the Common European Framework of Reference for Languages. Please, see the following link for a better understanding of the C1 level: <a href="https://docs.google.com/spreadsheets/d/1hmeTcSNZTlbRMs2cHgeJmngSFu_7SbeBw9lmgKIHu10/edit?usp=drive_web">https://docs.google.com/spreadsheets/d/1hmeTcSNZTlbRMs2cHgeJmngSFu_7SbeBw9lmgKIHu10/edit?usp=drive_web</a> Additionally, students must command grammar issues taught in "English Language V" and "English Language VI" to pass this examination. Grammar and Use of English will be also essential to pass both Writing and Speaking papers. A grid for assessment will be available in Campus Extens at the beginning of the semester with the requirements to pass this examination.

Final grade percentage: 20% with minimum grade 5

## Speaking 1- Interactive Presentation

Modality	Assessment
Technique	Oral tests ( <b>non-retrievable</b> )
Description	*Group presentation (2-3 students max./15mins) followed by questions.*The presentation will be worth 5% of the final grade.*Emphasis will be placed on pronunciation issues, including segmental, suprasegmental and discourse aspects, as well as 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 the course schedule (Cronograma) at the beginning of the semester.
Assessment criteria	A grid for assessment will be available in Campus Extens at the beginning of the semester with the requirements to pass this examination. Spoken production will be assessed taking into account: cohesion, coherence, compensating and repairing strategies, content specificity and sub-themes (argumentative skills), and spoken fluency. However, special attention will be paid to phonological, grammar and vocabulary issues. + 5 mistakes in the presentation will result in a fail. Memorizing and "reading" the presentation aloud will result in a 0 (zero) grade.

Final grade percentage: 5% with minimum grade 5

## Speaking 2- Interview

Modality	Assessment
Technique	Oral tests ( <b>retrievable</b> )
Description	*Interviews (2-3 students max./15mins). *The interview will be worth 15% of the final grade.*Emphasis will be placed on pronunciation issues, including segmental, suprasegmental and discourse aspects, as well

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Assessment criteria	<p>as stress, rhythm and intonation. *Further instructions and dates will be notified via Campus Extens and the course schedule (Cronograma) at the beginning of the semester.</p> <p>A grid for assessment will be available in Campus Extens at the beginning of the semester with the requirements to pass this examination. Spoken production will be assessed taking into account: cohesion, coherence, compensating and repairing strategies, content specificity and sub-themes (argumentative skills), cooperating and turn taking, and spoken fluency. However, special attention will be paid to phonological, grammar and vocabulary issues.</p> <p>+ 5 mistakes in the oral test will result in a fail.</p>
Final grade percentage:	15% with minimum grade 5

### Writing

Modality	Assessment
Technique	Extended-response, discursive examinations ( <b>retrievable</b> )
Description	<p>*Students will take two exams; one in the middle of the semester and another one at the end of the semester. Each exam will be worth 10% of the final grade, adding up to a total of 20% of the final grade. *The midterm exam will take place during class time. *The exam will consist of one essay and several grammar structures. *Both writing exams will be taken at the same time as the other uses of English (grammar, listening, reading, and vocabulary). *Both exams will be held on specific dates announced in Campus Extens and the course schedule (Cronograma) at the beginning of the semester. *Each writing exam will last 75 minutes.</p>
Assessment criteria	<p>A grid for assessment will be available in Campus Extens at the beginning of the semester with the requirements to pass the writing papers. 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>+ 5 mistakes in a writing paper will result in a fail.</p>
Final grade percentage:	20% with minimum grade 5

## Resources, bibliography and additional documentation

### Basic bibliography

#### \* Compulsory coursebook & workbook:

- 1 Virginia Evans; Lynda Edwards. *Upstream Proficiency C2 Student's Book*. Express Publishing UK Ltd.
- 2 Virginia Evans; Jenny Dooley. *Upstream Proficiency C2 Workbook*. Express Publishing UK Ltd. All students must bring a copy of these books to class.

#### \* Compulsory coursebook:

- 1 Gude, Kathy; Duckworth, Michael, and Rogers, Louis 2013: *Cambridge English Proficiency Masterclass*. Oxford: OUP. All students must bring a copy of this book to class.

\* **Compulsory grammar book:** Vince, Michael 2009: *New Advanced Language Practice*. 3rd Edition. With Key. Oxford: MacMillan. All students must have a copy of this book. Selected sections from it will be worked on in class. The remaining sections will be worked on autonomously by the student, following the lecturers' guidelines.

\* **Compulsory vocabulary book:** McCarthy, M. & O'Dell, F. 2008: *Academic Vocabulary in Use, Advanced*. Cambridge: CUP.

\* **Compulsory grammar and punctuation book:** Leech, Geoffrey & Svartvik, Jan.: *A Communicative Grammar of English*, 3rd Edition. Routledge.



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\* **Highly recommended book:** Hacker, Diana. 2016: *Rules for Writers*. 8th Edition. Harvard: MacMillan Learning.

## 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.

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

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

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

## Other resources

### Websites:

<http://grammar.ccc.commnet.edu/grammar/>

<http://www.audioenglish.net/>

<http://www.bbc.co.uk/learning/subjects/english.shtml>

<http://www.bbc.co.uk/worldservice/learningenglish/>

<http://www.bellenglish.com/resources/languagelearning.asp>

<http://www.btinternet.com/~ted.power/literacy.html> <http://www.eslgold.com/>

[http://www.eslmonkeys.com/student/esl\\_learning.php](http://www.eslmonkeys.com/student/esl_learning.php)

<http://www.usingenglish.com/>

<http://www.world-english.org>

### Dictionaries:

*Collins English Dictionary*. London: HarperCollins.

Hornby, A. S. and Wehmeier, Sally 2002: *Oxford Advanced Learner's Dictionary*. Sixth edition. Oxford: OUP.

*Longman Dictionary of English Language and Culture*. Harlow: Longman.

*Macmillan English Dictionary with CD-Rom*. London: Macmillan. *Macmillan Phrasal Verbs Plus*. London : Macmillan.

*Oxford Idioms Dictionary*. Oxford : OUP.

*Oxford Phrasal Verbs Dictionary*. Oxford: OUP.

Wells, J. C. 2003: *Longman Pronunciation Dictionary*. Harlow: Longman.

### Online dictionaries and related resources:

[www.cobuild.collins.co.uk](http://www.cobuild.collins.co.uk)

<http://dictionary.cambridge.org/>

<http://oxforddictionaries.com/>

<http://www.englishclub.com/ref/Idioms/index.htm?gclid=CPWD8dSJzqkCFRQKfAodJU9EMw>



**Universitat**  
de les Illes Balears

## Syllabus

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<http://idioms.thefreedictionary.com/>

