

Academic year	2017-18
Subject	21823 - English Language VII
Group	Group 1, 1S
Syllabus	G
Language	English

## Subject

<b>Name</b>	21823 - English Language VII
<b>Credits</b>	2.4 in-class (60 hours) 3.6 distance (90 hours) 6 total (150 hours).
<b>Group</b>	Group 1, 1S
<b>Period</b>	First semester
<b>Language</b>	English

## Lecturers

Lecturers	Office hours for students					
	Starting time	Finishing time	Day	Start date	End date	Office
Ana María Santandreu Aranda <a href="mailto:ana.santandreu@uib.es">ana.santandreu@uib.es</a>	09:00	10:00	Wednesday	12/02/2018	31/05/2018	AB09

## Context

'English Language VII' is a compulsory course within the UIB's BA programme in English Studies. It is offered in the first semester of the degree's fourth year, as a follow-up to six other courses ('English Language I to VI'), which should have helped students begin to reach a proficiency level (C2) in English; a process which will be continued in 'English Language VIII'. In the light of this, the present course aims at consolidating the students' skills in English (reading, writing, speaking and listening) at a proficiency or mastery level (C2). 'English Language VII' is part of the degree's linguistic competence module, which has been specifically designed so as to foster students' accuracy yet also overall fluency in the English language, among other aims. The course will follow a mostly practical approach to language issues, which does not however preclude the inclusion of several theoretical sessions aiming at developing explicit knowledge concerning particularly complex language issues (grammar points, vocabulary, pronunciation or idiomatic language). The course has been designed so as to help students practise those language aspects which are generally found most difficult and demanding (specific writing and lexis, idiomaticity, pronunciation), which will thus be practised in class while students are also expected to work autonomously, especially on grammar-related issues and other areas in which a highly proficient level is more easily achieved (e.g. listening skills), using materials which will be freely provided through Campus Extens.

## Requirements

## Recommended

Although this course has no official requirements, students are advised to have passed the courses 'English Language I' to 'English Language VI', which should guarantee a sound knowledge of English at C1+/C2, as described by the Common European Framework of Reference for Languages.

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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 is at the disposal of UIB students. For further information on the "English Lab" check <http://diari.uib.cat/arxiu/Coneixeu-l'English-Lab.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

You may consult the basic competences students will have to achieve by the end of the degree at the following address: <http://www.uib.eu/study/grau/Basic-Competences-In-Bachelors-Degree-Studies/>

### Specific

- \* Ability to produce oral and written messages with fluency and accuracy, and with the adequate register according to the context and situation (SC1)..
- \* To convey different levels, register and use of the 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 (BC15)..

### Basic

- \* You may consult the basic competencies students will have to achieve by the end of the degree at the following address: <http://www.uib.eu/study/grau/Basic-Competences-In-Bachelors-Degree-Studies/>

### Content

The different grammar units and language skills will be dealt with according to the sequence in the coursebooks, which are listed in the bibliographical section as 'Compulsory coursebooks'.

### Theme content

#### 1. USE OF ENGLISH

##### 1.1 Modal verbs. Phrasal verbs with 'act' and 'break'

- Can use 'how can' to reflect, through rhetorical questions.
- Can use the negative form 'didn't dare' + infinitive without 'to' to talk about not being brave enough to do something.
- Can use 'be' + 'not' + adjective + 'to' + infinitive.
- Can use 'be' + adjective + 'not' + 'to' + infinitive for emphasis.

##### 1.2 Conditionals. Phrasal verbs with 'come' and 'call'

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- Can use 'shall' in the main clause after an 'if'-clause
- 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.

### 1.3 The passive. Phrasal verbs with 'do' and 'drive'

- Can use passive non-finite '-ing' perfect forms in subordinate clauses to give explanatory background information.
- Can use non-finite '-ing' perfect forms of the passive as the complement of prepositions.
- Can use 'have' + object + infinitive without 'to' to talk about asking or causing someone to do something, often in formal contexts.
- Can use 'Not a' + noun with a passive verb or inverted auxiliary and subject for focus.

### 1.4 Inversion. Phrasal verbs with 'get' and 'fall'

- Can invert 'must' and the subject after negative phrases to change the focus and give prominence or emphasis.
- Can use 'hardly' in front position followed by an inverted subject and verb, to give focus.
- Can use 'Were + pronoun + 'to' infinitive to introduce a condition, in formal contexts.
- 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.

### 1.5 Reported speech. Phrasal verbs with 'hold' and 'keep'

- 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 'be' + 'going to' with a wide range of adverbs before the main verb.
- Can use the present continuous with verbs that are not usually used in this form to make statements and requests sound less direct.

## 2. READING AND VOCABULARY

2.1 Means of communication: facial expressions, ways of speaking, the Internet. Reading for content, opinion, purpose, tone, reference, implication. Reading for cohesion, coherence and text structure.

2.2 Education: literacy, university studies, educational systems. Reading for content, opinion, attitude, purpose, implication, text organisation.

2.3 Media: journalism, newspapers, advertising, reporting news. Reading for content, detail, attitude, opinion, tone, implication, text organisation. Reading for content, text organisation.

2.4 Means of transport: technology, travel, places to visit, signs, air travel, sea travel. Reading for attitude, inference, implication, detail, content, opinion, tone.

2.5 Health: illnesses, medicine, exercising, healthy eating. Reading for content, detail, implication, reference. Reading for semantic precision, complementation.

2.6 Word formation, word building: prefixes and suffixes.

2.7 Promoting awareness of collocation techniques.

2.8 Academic writing: vocabulary, style and register.

2.9 Words easily confused.

2.10 Lexical strategies for speaking.

### 3. WRITING

3.1 Expressing opinions in essays, letters and articles.

3.2 Making suggestions and recommendations in letters and essays.

3.3 Letters to the press/authorities; balanced arguments.

3.4 Descriptive and narrative articles.

3.5 Assessment reports. Reports making suggestions.

3.6 Proposals.

3.7 Academic paragraphs: cohesion and organising information from general to specific.

3.8 Academic writing: academic introductions, to be written according to the guidelines seen in 21800 - Comprensió i Interpretació de Textos Acadèmics en Llengua Anglesa, with the aim of helping students prepare for their final dissertation.

3.9 Punctuation: quotation marks, parenthesis, ellipsis marks, and Oxford comma.

### 4. LISTENING

4.1 Listening for opinion, specific information.

4.2 Listening for gist, detail, inference.

4.3 Listening for specific information.

4.4 Listening for opinion, gist, detail.

4.5 Listening for opinion.

### 5. SPEAKING

5.1 Telephone conversations, asking for and promising discretion, introducing news, expressing surprise, speculating, evaluating, suggesting alternatives.

5.2 Discussing opinions; making suggestions; making recommendations; debating; inviting somebody to give their opinion; interrupting; monologues.

5.3 Discussing TV programmes; making suggestions; asking for further information; accepting/rejecting suggestions.

5.4 Giving advice; giving instructions; monologues.

5.5 Making decisions; expressing opinions; expressing agreement/disagreement; making, rearranging and cancelling appointments; comparing.

5.6 Register and appropriateness, distinctive features, sentence stress and rhythm, intonation (manner and place), cohesion and coherence, compensating, repair, content specificity, cooperating, turn-taking, spoken fluency and production.

## Teaching methodology

The University of the Balearic Islands is a presential university, which means that students are expected to attend their weekly lessons regularly. In the case of students officially recognised by the UIB as part-time students, they 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.

The course will be organised as follows:

### In-class work activities

Modality	Name	Typ. Grp.	Description	Hours
Theory classes		Large group (G)	Theory classes (large group): devoted to the study of the most complex points included in the syllabus. Grammar issues will be introduced mainly through written texts and attention will also be paid to writing and reading skills, as well as vocabulary building. Autonomous work may be required before attending each session and this will be duly notified via Campus Extens.	38
Practical classes		Medium group 2 (X)	Practical sessions: especially devoted to the practice and assessment of listening and speaking skills. The latter will be practised through role play activities, discussions and debates, and possibly presentations.	12
Assessment	Reading, writing and listening	Large group (G)	<ul style="list-style-type: none"> <li>- Two reading comprehension tests to be held on specific dates announced in Campus Extens at the beginning of the semester: 1 hour / 10% each paper.</li> <li>- Two listening comprehension papers to be held on specific dates announced in Campus Extens at the beginning of the semester: 40 mins / 10% each paper.</li> <li>- Two writing papers to be held on specific dates announced in Campus extens at the beginning of the semester: 1 hour / 10% each paper.</li> </ul>	6
Assessment	Speaking - Interview	Large group (G)	2 interviews (2/3 students max./15 mins): 10% of final mark each.  Emphasis will be placed on pronunciation issues, including segmental, suprasegmental and discourse aspects, as well as stress, rhythm and intonation.  Dates and further instructions will be notified via Campus Extens and chronogram at the beginning of the semester.	2
Assessment	Use of English	Large group (G)	Two Use of English tests consisting of vocabulary and grammar aspects, 1 hour / 10% each test.	2

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Modality	Name	Typ. Grp.	Description	Hours
			Dates and further instructions will be notified via Campus Extens and Chronogram at the beginning of the semester.	

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
Group self-study	Seminar and presentation preparation	The preparation of seminars and presentations (if applicable) may be carried out in small groups. The estimated workload for each of the students involved will be 0.6 ECTS (15 hours)	15

### Specific risks and protective measures

The learning activities of this course do not entail specific health or safety risks for the students and therefore no special protective measures are needed.

### Student learning assessment

This course will only offer one assessment option: Pathway A.

#### ASSESSMENT:

- two reading comprehension tasks (10% of the final mark each)
- two composition exercises (10% of the final mark each)
- two listening comprehension exercises (20% of the final mark each)
- two Use of English tests (10% of the final mark each)
- two oral interviews (10% of the final mark each)

All five parts can be retaken during special assessment period .

In order to pass the course the student must have at least obtained a PASS grade (5 or higher) in each area (reading, writing, listening, use of English and speaking). Consequently, should one or more parts not be

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successfully passed by the student, the rest of their 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 their record (UIBdigital).

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

**IMPORTANT** Note should be taken that:

**-Serious lexico-grammatical and phonetic mistakes will automatically result in a fail grade.**

**-Plagiarism will always be penalised**, in accordance with the UIB's current academic regulations, reproduced below:

Article 33. Frau Amb independència del procediment disciplinari que es pugui seguir contra l'estudiant infractor, la realització demostradorament fraudulenta d'alguna de les activitats d'avaluació incloses en l'avaluació d'alguna assignatura comportarà, segon les circumstàncies, una menysvaloració en la seva qualificació que, en els casos més greus, pot arribar a la qualificació de «suspens» (0,0) a la convocatòria anual. En particular, es considera un frau la inclusió en un treball de fragments d'obres alienes presentats de tal manera que es facin passar com a propis de l'estudiant.

**If a student fails to hand in an assignment or to show up on the date and at the time established by the lecturer for any activity which is part of the student's assessment programme, they will receive a 0 (zero) grade for this activity. Failure to take an official exam (when applicable) will result in a 'No Presentat' grade. Under no circumstances will the dates and times of the official exams be altered with the only exception of those cases contemplated by the University of the Balearic Islands' Reglament Acadèmic. Erasmus and/or international students will not have a flexible date to sit or re-sit an assignment.**

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

**Mobile phones and other electronic devices are NOT allowed in the classroom.** Laptop computers are acceptable ONLY if used for purposes related to classroom activity. No electronic device whatsoever (including computers) is allowed in the classroom during exams/ practical sessions, unless otherwise specified by the lecturer (e.g., if the practical session entails use of the Internet for pedagogical purposes).

### Reading, writing and listening

Modality	Assessment
Technique	Short-answer tests ( <b>retrievable</b> )
Description	- Two reading comprehension tests to be held on specific dates announced in Campus Extens at the beginning of the semester: 1 hour / 10% each paper. - Two listening comprehension papers to be held on specific dates announced in Campus Extens at the beginning of the semester: 40 mins / 10% each paper. - Two writing papers to be held on specific dates announced in Campus extens at the beginning of the semester: 1 hour / 10% each paper.
Assessment criteria	-Two reading comprehension test to be held on specific dates announced in Campus Extens and chronogram at the beginning of the semester. 1 hour / 10% each paper.  - Two listening test to be held on specific dates announced in Campus Extens and chronogram at the beginning of the semester. 40 mins. / 10% each.  - Two writing tasks to be held on specific dates announced in CampusExtens and chronogram at the beginning of the semester. 1 hour / 10% each paper.  +5 mistakes in a writing paper will result in a fail.  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,

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grammar functions, spelling errors and typos, punctuation, specific vocabulary, idioms and collocations in use, complex syntax, and other distinctive features.

Final grade percentage: 60% with minimum grade 5

### Speaking - Interview

Modality	Assessment
Technique	Oral tests ( <b>retrievable</b> )
Description	2 interviews (2/3 students max./15 mins): 10% of final mark each. Emphasis will be placed on pronunciation issues, including segmental, suprasegmental and discourse aspects, as well as stress, rhythm and intonation. Dates and further instructions will be notified via Campus Extens and chronogram at the beginning of the semester.
Assessment criteria	Two interviews (2-3 students max / 15 mins). Emphasis will be placed on pronunciation issues, including segmental, suprasegmental and discourse aspects, as well as stress, rhythm and intonation.  +5 mistakes in an oral interview will result in a fail  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 taken into account: cohesion, coherence, compensating and repairing strategies, content specificity and subthemes, cooperating and turn-taking, and spoken fluency. Special attention will be paid to phonological, grammar and vocabulary issues.

Final grade percentage: 20% with minimum grade 5

### Use of English

Modality	Assessment
Technique	Objective tests ( <b>retrievable</b> )
Description	Two Use of English tests consisting of vocabulary and grammar aspects, 1 hour / 10% each test. Dates and further instructions will be notified via Campus Extens and Chronogram at the beginning of the semester.
Assessment criteria	Two use of English tests to be held on specific dates announced in Campus Extens and chronogram at the beginning of the semester. 1 hour 30 minutes / 10% each paper.  Additionally, students must command grammar issues taught in 'English Language I' to 'English Language VI' or pass this examination. Grammar and Use of English will also be 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

## Resources, bibliography and additional documentation

### Basic bibliography

**Compulsory coursebook: Evans, Virginia and Dooley, Jenny 2014: *Upstream Proficiency C2*. Newbury: Express Publishing. All students must have a copy of both Student's book and Workbook and must bring them to class. (Books will be available at Llibreria Campus)**

**Highly recommended:**



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Evans, Virginia 2015: *CPE Use of English*. Newbury: Express Publishing.

Other:

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

-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*.

### Complementary bibliography

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

Teschner, Richard and Whitley, Stanley 2004. *Pronouncing English*. Washington: Georgetown University Press.

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)



## Syllabus

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

<http://oxforddictionaries.com/>

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

<http://>

[idioms.thefreedictionary.com/](http://idioms.thefreedictionary.com/)

