



Academic year	2012-13
Subject	21815 - English Language V
Group	Group 1, 1S
Teaching guide	F
Language	English

## Subject identification

<b>Subject</b>	21815 - English Language V
<b>Credits</b>	2.4 in-class (60 hours) 3.6 distance (90 hours) 6 totals (150 hours).
<b>Group</b>	Group 1, 1S(Campus Extens)
<b>Teaching period</b>	1st semester
<b>Teaching language</b>	English

## Lecturers

Lecturers	Timetable for student attention					
	Starting time	Finishing time	Day	Start date	Finish date	Office
Roser Belmonte Juan <a href="mailto:rosel.belmonte@uib.es">rosel.belmonte@uib.es</a>	17:00h	18:00h	Tuesday	01/10/2012	11/02/2013	Ramon Llull- AB09
Sofia Moratinos Johnston <a href="mailto:sofia.moratinos@uib.es">sofia.moratinos@uib.es</a>	There are no defined sessions					

## Degrees where the subject is taught

Degree	Character	Academic year	Studies
Degree in English Studies	Compulsory	Third course	Degreee
Degree in Catalan Language and Literature	Optional	Fourth course	Degreee

## Contextualisation

English Language V follows up to English Language IV and together with English Language VI aims to take the student on to a Proficiency Level (C2 of the Common European Framework for Languages). The course will concentrate in developing all skills involved in language acquisition and take a very interactive approach as regards its teaching methods. More information on the contents and specific skills developed in the course are explained in detail below.

## Requirements





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## Recommendable

Students are advised to have taken and passed "English Language I-IV" which should guarantee a sound knowledge of English approaching an advanced level (C1).

## Skills

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The skills that the student should master by the end of the course are based on the Common European Framework of Reference for Languages (C1) and are the following:

Reading. C1: The student can understand a wide range of demanding, longer texts and recognise implicit meaning.

Writing. C1: The student can use language flexibly and effectively for social, academic and professional purposes. He / she can produce clear, well-structured, detailed texts on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

Speaking. C1: The student can express him/herself fluently and spontaneously without too much obvious searching for expressions.

Listening C1: The student can understand with ease virtually everything heard or read once he gets familiar with the accent.

## Specific

1. Ability to communicate in English in both oral and written form fluently and accurately as appropriate in all circumstances and situations..
2. Ability to analyse English texts from a linguistic, literary and cultural point of view..

## Generic

1. Ability to work and learn independently and in a team..
2. Ability to interpret, analyse and evaluate the information received (reading and oral material) with a critical eye..

## Content

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The different grammar units and language skills will be dealt with according to the sequence in the textbook.

### Theme content

1. Use of English.
  - Part 1. Defining and non-defining relative clauses
  - Part 2. Stative verbs, Continuous aspect.
  - Part 3. Modal verbs
  - Part 4. Wishes and regrets. Conditionals
  - Part 5. Future Time





Part 6. Emphasis, cleft sentences with it and what.

2.. Reading

Part 1. Collocation, idioms about personality. Expressions with come

Part 2. Expressions with time

Part 3. Expressions with do

Part 4. Expressions with run, look and catch

Part 5. Attitude. Expressions connected with reading and speaking.

3.. Writing

Part 1. Making recommendations

Part 2. Expressing opinions

Part 3. Descriptive language

Part 4. Organisation and cohesion

Part 5. Complex sentences

4.. Speaking

Part 1. Themed discussion:

Health campaign

Travel - its future role in our society

Local environment campaigning

Part.2 . Extended speaking:

Technological advances

Risks and dangers

English as an international language

5.. Listening

Part 1. Book expressions

Part 2. Animal expressions

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## Teaching methodology

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The course will be organised as follows:

### In-class work activities

Modality	Name	Typ.Gr.	Description
Theory classes		Large group (G)	Theory classes (large group): 28 hours will be 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





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Modality	Name	Typ.Gr.	Description
			work may be required before attending each session and this will be duly notified via Campus Extens.
Seminars and workshops		Medium group (M)	Seminars and workshops (Medium group): 15 hours will be devoted to seminars and workshops. Independent work will be required before attending the former, and this will be duly notified via Campus Extens. These sessions are specifically designed to complement theory classes and help the student practise the different skills, with a special focus on listening and speaking.
Practical classes		Medium group (M)	Practical sessions: 7 hours will be spent on entirely 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.
Assessment	Speaking	Small group (P)	Oral exam
Assessment	Use of English	Large group (G)	Use of English test

### Distance education work activities

Modality	Name	Description
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)
Group self-study		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)

### Riscs específics i mesures de protecció

Les activitats d'aprenentatge d'aquesta assignatura no comporten riscos específics per a la seguretat i salut de l'alumnat i, per tant, no cal adoptar mesures de protecció especials.

### Workload estimate

Modality	Name	Hours	ECTS	%
<b>In-class work activities</b>		<b>60</b>	<b>2.4</b>	<b>40</b>
	Theory classes	28	1.12	18.67
	Seminars and workshops	15	0.6	10
	Practical classes	7	0.28	4.67
<b>Total</b>		<b>150</b>	<b>6</b>	<b>100</b>





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Modality	Name	Hours	ECTS	%
Assessment	Speaking	7	0.28	4.67
Assessment	Use of English	3	0.12	2
<b>Distance education work activities</b>		<b>90</b>	<b>3.6</b>	<b>60</b>
Individual self-study		75	3	50
Group self-study		15	0.6	10
<b>Total</b>		<b>150</b>	<b>6</b>	<b>100</b>

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.

## Student learning assessment

All (UIB and exchange) students will freely choose one of the following two assessment options or itineraries by signing the learning agreement (downloadable from the course's Campus Extens site). This must be handed in to the lecturer during the first two weeks of term. Students failing to do so will automatically be assigned Itinerary B.

### (1) Mixed continuous assessment (Itinerary A)

Students choosing this option are expected to attend both theoretical and practical 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 marks for the completion of tasks in class.

NB: 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 their assignments. It is the student's duty to regularly check out the course's Campus Extens site to know when assignments or tasks are due:

- two reading comprehension tasks (20% of the final mark)
- two compositions (20% of the final mark)
- two listening comprehension exercises (20% of the final mark)

**Please note that, unless otherwise stated, these parts of the course will not be tested again in September, i.e. you cannot sit these parts again in September.**

Itinerary A students will also take an exam. This will consist of two parts of equal value:

- Part I: Use of English (20% of the final mark). Should students fail the test, the student may re-take it in September
- Part II (to be held on a separate date): Speaking (20% of the final mark). Should students fail this exam, they may re-sit it in September.

NB. Students will need to Pass Part 1 in order to take Part 2 of the exam. Students should sit and pass both Part 1 and Part 2 of the course's exam. **Note should be taken, however, that in order to pass the course the student must also have at least obtained a PASS grade in all of the other skills assessed. Consequently, should the student not pass one or more of the parts of the course, the rest of his/her grades will not be taken into account.**

### (2) Final assessment (Itinerary B)

Students who choose or have been assigned this option will complete the following tasks:





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- One reading comprehension task (20% of the final mark), to be held on examination day.
- One composition (20% of the final mark), to be written on examination day
- One listening comprehension exercise (20% of the final mark), to be held on examination day.

Itinerary B students will also take a final exam. This will consist of two main parts of equal value:

- Part I: Use of English (20% of the final mark). Should students fail this test, they may re-take it in September
- Part II (to be held on a separate date): Speaking (20% of the final mark). Should students fail this exam, they may re-sit it in September.

NB. Students will need to Pass Part 1 in order to take Part 2 of the exam. Students should sit and pass both Part 1 and Part 2 of the course's exam. **Note should be taken, however, that in order to pass the course the student must also have at least obtained a PASS grade in all of the other skills assessed. Consequently, should the student not pass one or more of the parts of the course, the rest of his/her grades will not be taken into account.**

#### IMPORTANT

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

#### IMPORTANT

Note should be taken that **plagiarism will always be penalised**, in accordance with the UIB's current academic regulations, reproduced below:

##### Article 32. 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 (when two exams coincide on the same day with a time difference of under three hours between them). 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).**

#### Theory classes

Modality	Theory classes
Technique	Real or simulated task performance tests ( <b>Non-recoverable</b> )
Description	Theory classes (large group): 28 hours will be 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.
Assessment criteria	Assessment criteria Itinerary A:  -two reading comprehension tasks (20% of the final mark) -two compositions (20% of the final mark)  Itinerary B:





-One reading comprehension task (20% of the final mark)

- One composition (20% of the final mark)

Final mark percentage: 40% for pathway A

Final mark percentage: 40% for pathway B

Percentage of final qualification: 40% following path A

Percentage of final qualification: 40% following path B

### Practical classes

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Modality	Practical classes
Technique	Real or simulated task performance tests ( <b>Non-recoverable</b> )
Description	Practical sessions: 7 hours will be spent on entirely 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.
Assessment criteria	Itinerary A: -two listening comprehension exercises (20% of the final mark)  Itinerary B: -One listening comprehension exercise (20% of the final mark)  Final mark percentage: 20% for pathway A Final mark percentage: 20% for pathway B

Percentage of final qualification: 20% following path A

Percentage of final qualification: 20% following path B

### Speaking

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Modality	Assessment
Technique	Oral tests ( <b>Recoverable</b> )
Description	Oral exam
Assessment criteria	Oral exam (20% of the final mark)  Final mark percentage: 20% for pathway A Final mark percentage: 20% for pathway B

Percentage of final qualification: 20% following path A

Percentage of final qualification: 20% following path B

### Use of English

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Modality	Assessment
Technique	Objective tests ( <b>Recoverable</b> )
Description	Use of English test
Assessment criteria	Use of English test (20% of the final mark)  Final mark percentage: 20% for pathway A





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Final mark percentage: 20% for pathway B

Percentage of final qualification: 20% following path A

Percentage of final qualification: 20% following path B

## Resources, bibliography and additional documentation

### Basic bibliography

-**Compulsory coursebook: Gude, Kathy and Duckworth, Michael 2002: 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.**

-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 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)

Online dictionaries and related resources:







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[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>  
<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.

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

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>

