



Academic year	2014-15
Subject	21146 - English for Science
Group	Group 1, 2S, GBIO
Teaching guide	B
Language	English

## Subject identification

<b>Subject</b>	21146 - English for Science
<b>Credits</b>	2.4 de presencials (60 hours) 3.6 de no presencials (90 hours) 6 de totals (150 hours).
<b>Group</b>	Group 1, 2S, GBIO (Campus Extens)
<b>Teaching period</b>	2nd semester
<b>Teaching language</b>	English

## Professors

Lecturers	Horari d'atenció als alumnes					
	Starting time	Finishing time	Day	Start date	Finish date	Office
John Voorheis Sibole III -	You need to book a date with the professor in order to attend a tutorial.					

## Contextualisation

The main goal of this course is to provide specific English language training at an upper intermediate level (B2 level in the Common European Framework of Reference for Languages) for the students of the following degrees (grados): Bioquímica, Química, Física, Biología and Geografía.

As stated in the description, this course provides students with the English language proficiency that is required to obtain the degree. The aims of this course are:

- \* To enhance the ability of students to understand scientific articles and books in English, especially in the field of Science.
- \* To familiarise students with the specific terminology in their area of specialisation.
- \* To improve students' oral skill in English in a work-related context, which will allow them to talk and discuss scientific related issues.
- \* To enhance students' listening skills so as to make them capable of understanding a variety of registers, interviews, talks, and lectures on their fields.

According to the rules of the UIB, in order to obtain a Bachelor Degree students need to prove at the end of their studies a level of competence in English equivalent to a B2 level established in the Common European Framework Reference for Languages (CEFR), as it has been established in the Degree's requirements of their respective curricula. In order to attain this knowledge, students must pass the specific English language course of their Degree. Students may also prove their English skills by means of:

- Presenting a valid certificate or recognized degree by the UIB, attesting the achievement of a minimum level of English equivalent to B2 established in the Common European Framework References for Languages (CEFR). Please, see the following link for further information: [http://estudis.uib.es/es/grau/coneix\\_idioma/Conocimiento-de-idioma-extranjero-en-los-estudios-cid215459](http://estudis.uib.es/es/grau/coneix_idioma/Conocimiento-de-idioma-extranjero-en-los-estudios-cid215459)

- Successfully pass the anual English test organised at the UIB. Please, see the following link for further information: [http://estudis.uib.es/es/grau/coneix\\_idioma/Conocimiento-de-idioma-extranjero-en-los-estudios-cid215457](http://estudis.uib.es/es/grau/coneix_idioma/Conocimiento-de-idioma-extranjero-en-los-estudios-cid215457)





## Requirements

**IMPORTANT: Students are required to prove a minimum of B1 level in English prior to the beginning of the course.** The student who does not have a B1 level of English proficiency (level that students must have successfully reached at the end of their secondary studies, and are required to pass the University Entrance examination must acquire this level before the semester starts.

In order to do so, a list of resources for self-learning is provided in the References section of this teaching guide.

In addition, this University is equipped with a Continuous Language Learning Classroom (C13) at the disposal of students. For more information about this sections and the resources available for students, please consult the following link: [http://rrhh.uib.es/digitalAssets/137/137294\\_aulaangl.pdf](http://rrhh.uib.es/digitalAssets/137/137294_aulaangl.pdf)

The University of the Balearic Islands also provides Induction Courses for False Beginners (Curso Cero) at the beginning of the academic year.

### Essential requirements

Esta asignatura se impartirá íntegramente en inglés. Por ello, es esencial que el alumnado tenga un nivel intermedio de competencia en lengua inglesa (nivel B1 del Marco Europeo Común de Referencia para las Lenguas) antes del inicio del curso.

Los materiales de esta asignatura han sido seleccionados y diseñados teniendo en cuenta los descriptores de nivel B2 de Inglés (MCER) y, una vez aprobada, el alumnado tendrá por consiguiente acreditado el dominio de lengua inglesa que exige la UIB para obtener el Título de Grado.

**\*\*** El alumnado que no tenga el nivel B1 (nivel que el alumnado debe haber alcanzado al término de sus estudios de educación secundaria y el requerido para superar las pruebas de acceso a la universidad) de competencia en lengua inglesa encontrará una lista de recursos para el auto-aprendizaje en la sección bibliográfica de esta guía docente y es su responsabilidad alcanzar este nivel con anterioridad al inicio del curso. Además, la universidad dispone de un aula de autoaprendizaje de lenguas (C13, Edifici Aulari) abierta a todo el alumnado. Para más información sobre esta aula y los recursos que se ponen a disposición del alumnado se puede consultar el siguiente enlace: [http://rrhh.uib.es/digitalAssets/137/137294\\_aulaangl.pdf](http://rrhh.uib.es/digitalAssets/137/137294_aulaangl.pdf)

También se pone a disposición del alumnado Cursos Cero (Induction Courses for False Beginners) al principio del año académico.

## Skills

### Specific

- \* Ability to understand spoken and written English at an upper intermediate level in academic tasks within the field/s of expertise..
- \* Ability to use English language for spoken and written expression at an upper intermediate level in academic tasks within the field/s of expertise, with the fluency, accuracy and complexity that are suited for each context and situation..



### Generic

- \* Ability to learn and work both autonomously and in a team..
- \* Skills for the acquisition and management of information that will enable lifelong learning..
- \* Ability to critically interpret, analyze, summarize and evaluate information..

### 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. LISTENING

Understanding and reacting to real life dialogues and oral texts on technical and scientific subjects followed by comprehension exercises

#### 2. SPEAKING

Turn taking. Pair conversation in a technical and scientific context. Speech and grammar. Fluent and accurate production of the specific sounds of English with emphasis on specific terminology. Learning how to prepare, carry out and participate in a debate on a scientific subject. Preparing and carrying out a presentation on a scientific experiment of the student's choice. Expressing an opinion with supporting arguments.

#### 3. READING

Model text from technical and scientific contexts. Identifying useful vocabulary and general understanding of the texts. Analysing scientific, technical, commercial and administrative English texts.

#### 4. VOCABULARY

Vocabulary practice through semantic fields. Non-specialized vocabulary. Reference tools. Word formation. Collocations, synonyms and antonyms. Guessing meaning from context. Spelling.

## Teaching methodology

Mobile phones and other electronic devices are NOT allowed in the classroom. Laptop computers are acceptable ONLY if used for the 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 sessions entails use of the internet for pedagogical purposes). **WARNING** It should be noted that plagiarism will always be penalised in accordance with the UIB's current academic regulations (Reglament Acadèmic). Reproduced below: article 33. Frau: "Amb independència deñ procediment disciplinari que es pugui seguir contra l'estudiant infractor, la realització demostratorament fraudulenta d'alguna de les activitats d'avaluació incloses en l'avaluació d'alguna assignatura comportarà, segon les circumstancies, 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.

### In-class work activities

Modality	Name	Typ. Grp.	Description	Hours
Theory classes		Large group (G)	Sessions that will be devoted to teaching/learning grammatical content (Use of English) and to the acquisition of general and specific vocabulary and the techniques needed to develop the four skills: Writing, Reading, Listening and Speaking.	27.5
Practical classes		Medium group (M)	Implementation of the theoretical knowledge acquired by means of individual or team work, favoring a communicative and task-based learning methodology.	27.5
Assessment	Final exam	Large group (G)	The final exam will account for 50% of the final grade, and students need to pass it with at least 60% of the maximum grade (e.g., a 6 out of 10) in order to pass the subject. It can be recovered in July.  It will consist of three sections: Use of English (Grammar and Vocabulary), Listening, and Reading.	3
Assessment	Speaking paper	Large group (G)	Assessment of the student's ability to interact in conversational English in general and subject-specific contexts.  This paper will account for 20% of the final grade and it is not recoverable.	1
Assessment	Writing paper	Large group (G)	Assessment of the student's ability to write coherent general and subject-specific texts that meet the required level of English (B2).  This paper will account for 20% of the final grade and it is not recoverable.	1

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		Autonomous study. Preparation outside course hours of projects and activities to be presented in the classroom.	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

### Final exam

Modality	Assessment
Technique	Objective tests ( <b>retrievable</b> )
Description	The final exam will account for 50% of the final grade, and students need to pass it with at least 60% of the maximum grade (e.g., a 6 out of 10) in order to pass the subject. It can be recovered in July. It will consist of three sections: Use of English (Grammar and Vocabulary), Listening, and Reading.
Assessment criteria	This exam accounts for 50% of the final grade, distributed as follows: Use of English 20%, Reading 15%, Listening 15%. It can be recovered in July.

Final grade percentage: 50%

### Speaking paper

Modality	Assessment
Technique	Oral tests ( <b>non-retrievable</b> )
Description	Assessment of the student's ability to interact in conversational English in general and subject-specific contexts. This paper will account for 20% of the final grade and it is not recoverable.
Assessment criteria	The date and exact methodology for this paper will be announced at the beginning of the semester on Campus Extens.

Final grade percentage: 20%

### Writing paper

Modality	Assessment
Technique	Extended-response, discursive examinations ( <b>non-retrievable</b> )
Description	Assessment of the student's ability to write coherent general and subject-specific texts that meet the required level of English (B2). This paper will account for 20% of the final grade and it is not recoverable.
Assessment criteria	The date and exact methodology for this paper will be announced at the beginning of the semester on Campus Extens.

Final grade percentage: 20%





### Individual self-study

Modality	Individual self-study
Technique	Real or simulated task performance tests ( <b>non-retrievable</b> )
Description	Autonomous study. Preparation outside course hours of projects and activities to be presented in the classroom.
Assessment criteria	The content and deadlines for these activities will be announced at the beginning of the semester on Campus Extens.

Final grade percentage: 10%

### Resources, bibliography and additional documentation

#### Basic bibliography

Armer, Tamzen. Ed. 2011. Cambridge English for Scientists. UK: Cambridge University Press  
Further bibliography will be presented in class.

#### Other resources

##### RESOURCES TO IMPROVE ENGLISH LANGUAGE PROFICIENCY

##### BOOKS

Basic grammar:

Murphy, Raymond and Fernando García Clemente (2008). Essential Grammar in Use . Edición en español con respuestas. Cambridge University Press.

Swan, Michael and Catherine Walter (2001). The Good Grammar Book. With Answers. Oxford University Press.

Grammar and vocabulary:

Pérez Rodríguez, Eva María (2006). English Language Practice Advanced . UIB, colecció materials didàctis, 120.

Vince, Michael and Kevin McNicholas (2003). Elementary Language Practice with Key. English Grammar and Vocabulary . Macmillan.

Vince, Michael and Paul Emmerson (2003). Intermediate Language Practice with Key. English Grammar and Vocabulary . Macmillan.

Vince, Michael (2009). First Certificate Language Practice with Key. English Grammar and vocabulary. Macmillan.

Vince, Michael (2009). Advanced Language Practice with Key. English Grammar and Vocabulary . Macmillan.

Vocabulary:

McCarthy, Michael and Felicity O'Dell (2005). English Vocabulary in Use. Elementary . Cambridge University Press.

Redman, Stuart (2002). English Vocabulary in Use. Pre-intermediate and intermediate . Cambridge University Press.

McCarthy, Michael and Felicity O'Dell (2001). English Vocabulary in Use. Upper-intermediate and Advanced . Cambridge University Press.

McCarthy, Michael and Felicity O'Dell (2006). English Vocabulary in Use. Advanced . Cambridge University Press.

To improve communicative skills:

Cory, Hugh (1999). Advanced Writing with English in Use . Oxford University Press.

Gude, Kathy (2000). Advanced Listening and Speaking . Oxford university Press.

To improve specific language issues:





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Hancock, Mark (2003). English Pronunciation in Use . Cambridge University Press.

McCarthy, Michael and Felicity O'Dell (2002). English Idioms in Use . Cambridge University Press.

McCarthy, Michael and Felicity O'Dell (2004). English Phrasal Verbs in Use . Cambridge University Press.

McCarthy, Michael and Felicity O'Dell (2008). English Collocations in Use . Cambridge University Press.

McCarthy, Michael and Felicity O'Dell (2008). English Collocations in Use . Advanced. Cambridge University Press.

McCarthy, Michael and Felicity O'Dell (2008). Academic English in Use. Advanced . Cambridge University Press.

#### WEBSITES

<http://englishonline.sites.uol.com.br/english/intermediate.htm>

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

<http://www.uefap.com/index.htm>

<http://a4esl.org>

<http://www.grammar-quizzes.com/index.html>

<http://english.baladre.org/sedaviwebfront/grammarindex.htm>

<http://www.englishexercises.org>

