

Academic year	2017-18
Subject	21810 - English Language IV
Group	Group 1, 2S
Syllabus	B
Language	English

Subject

Name	21810 - English Language IV
Credits	3 in-class (75 hours) 3 distance (75 hours) 6 total (150 hours).
Group	Group 1, 2S (Campus Extens)
Period	Second semester
Language of instruction	English

Lecturers

Lecturers	Office hours for students					
	Starting time	Finishing time	Day	Start date	End date	Office
Virginia Giménez Gómez virginia.gimenez@uib.es	18:00	20:30	Thursday	01/05/2018	01/06/2018	RL AB09 (amb cita prèvia)

Context

'English language IV' is a compulsory course within the UIB's BA programme in English Studies. As it stands, it is offered in the second semester of the degree's second year, as a follow-up to three other courses ('English language I-III') which should have helped the student begin to reach an advanced level in English. In the light of this, the present course aims at consolidating the student's skills in English (reading, writing, speaking and listening) at C1.

'English language IV' is part of the degree's linguistic competence module, which has been specifically designed so as to foster the student's 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 advanced level is more easily achieved (e.g. listening, reading skills), using materials which will be freely provided through Campus Extens.

Requirements

The University of the Balearic Islands is a presential university: Students must attend regularly their weekly lessons. No exceptions will be made (those students who cannot attend lessons, please refer to Article 7 of the Reglament Acadèmic - Matricula d'estudiants a temps parcial).

Recommended

Although this course has no official requirements, students are advised to have passed the courses 'English Language I' to 'English Language III', which should guarantee a sound knowledge of English at B2+/C1, as

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described by the Common European Framework of Reference for Languages. Please, see the following link for a better understanding of the level B2+

https://docs.google.com/spreadsheets/d/1dNvkGawGqjlmfA6IJmUqNctwFBfsW6_fe8PYHWGUG8E/edit?usp=sharing

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. For further information on the "English Lab" check this link <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

Skills

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/>

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, registers and use of 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 (BC5).

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

Skill. Reading and vocabulary

- Social problems, civil liberties, unemployment, poverty, international issues, environmental problems.
- Technology, computers, space travel, technology and its impact, aspects of industrialisation, future visions.
- Work, career and promotion, the workplace, business, and professions.
- Word formation, word building: prefixes (creating new meanings) and suffixes (productive suffixes and word classes).

- Promoting awareness of collocation techniques <http://www.collinsdictionary.com/>
- Academic writing: vocabulary, style and register.
- Words easily confused.
- Lexical strategies for speaking.

Skill. Grammar and Use of English

1. The passive, the causative, passive reporting structures.
 - Can use a passive non-finite '-ing' form as a subordinate clause or a noun clause to give explanatory background information.
 - Can use the present continuous passive negative form to refer to ongoing situations in the present.
 - Can use the passive with 'it' as a dummy subject, to summarise or evaluate in discussions, usually in formal or academic writing.
 - Can use 'get' + object + '-ed' to talk about causing or instructing something to happen or to be done by somebody else, often informally.
 - Can use 'get' + object + '-ing' to talk about causing someone or something to do something.
 - Can use 'it' with the passive voice where the subject is unknown or unimportant, often in formal contexts. ► passives.
2. The future tenses, future tense contrast, other ways of expressing future, future in the past.
 - Can use the future continuous with 'might' or 'may' to talk about an event or activity potentially in progress at a specified or understood time in the future.
 - Can use the future perfect with adverbs (in the normal mid-position).
 - Can use the future perfect simple with 'will' to make assumptions about the present, particularly with 'you'.
 - Can use the future perfect simple with 'will' as a politeness strategy, often in formal contexts.
 - Can use the negative form 'shall not'.
 - Can use 'be' + 'going to' with an increasing range of adverbs (particularly adverbs of certainty) in the normal mid position.
 - Can use the present simple with 'by the time' to refer to the future.
 - Can use 'shall' to express commands in very formal contexts.
 - Can use 'should' after 'if' to talk about possible situations in the future.
 - Can use 'will' to talk about something which is typical or habitual.
3. Conditionals and subjunctive.
 - Can use 'should' with an inverted subject to refer to possible situations, in formal contexts.
 - Can form conditional subordinate clauses with if + the past perfect simple and modal verb + 'have' + '-ed' in the main clause, to talk about imagined situations in the past, often with regret.
 - Can form ellipted 'if' clauses with 'if' + '-ed' form.
 - Can form subordinate conditional clauses with 'if you should', in polite, formal contexts.
 - Can introduce a conditional subordinate clause with 'should' + inverted subject.
 - Can use different conditional type 1, 2, 3, 0, and mixed conditional structures
 - Can use subjunctive mood and structures (If only, It's high time,...)
4. Structures, collocations, adverbs, and prepositions
 - Can use 'either' and 'neither' with singular nouns.
 - Can use 'either' and 'neither' + 'of' with plural noun phrases or pronouns. ► pronouns
 - Can use determiners in hyperbole, often in informal contexts ('millions of', 'loads of', 'tons of').
 - Can use the present simple after speech act verbs expressing suggestions and obligation.
 - Can use the negative form.

- Can use the question form.
- Can use an increasing range of adverbs with 'would', including 'strongly', 'easily', 'especially', 'actually', 'absolutely', 'gladly' ► adverbs
- Can use 'not necessarily' to express a possible exception to a general perception, i.e. not in every case.
- Can use 'not necessarily' as a short response.
- Can use less frequent complex prepositions, often in a more formal, literary or business context.
- Can use 'few', 'many', 'most', 'others' to refer to people in formal written contexts, often reports or surveys.
- Can use 'each' (+ noun or pronoun) as subject followed by 'the other(s)' a complement of a preposition, to refer to two related things. ► pronouns: quantity.
- Can form alternative questions using an extreme alternative to give greater pragmatic force.
- Can form alternative questions with two clauses and ellipsis in the second clause, often as a hedging device.
- Can use a range of phrases as discourse markers to point to other parts of a text.
- Can use fixed expressions in the front position for focus.
- Can use imperatives as pointing devices within texts for focus.
- Can use 'What' + noun or pronoun + verb phrase as subject + 'be', for focus.
- Can use 'Wh'-cleft clauses as titles or subtitles, to point to something that follows, for focus.
- Can use a non-finite subordinate clause with an '-ed' form, before a main clause, for focus, often in formal, academic or business contexts.
- Can use 'not' + stance adverb, often in a mid position, to soften the directness of a statement.
- Can use '(very) few' meaning 'not many' to refer to people in formal written contexts, often reports or surveys.

5. B2+ level grammar revision (verbs, adjectives, determiners, articles, adverbs, prepositions, and verb tenses).

Skill. Writing

- Text genres: reports, proposal, narrative/stories, five paragraph academic essay (in coordination with "Postcolonial Literatures in English").
- Writing structures, paragraphs (information principle, end-weight principle, nominalisation), and cohesive devices in academic and non-academic texts.
- Rhetorical functions of written production: describing events and processes, narrating, commentating, expositing, explaining, demonstrating, arguing, comparing and contrasting, exemplifying, evaluating, expressing possibility and probability, and summarising.
- Academic Writing: presenting an argument, organising your writing, describing research methods, classifying, making connections, comparing and contrasting, evaluation and emphasis, conclusions, describing problems, situations and change.
- American and British English spelling.
- Punctuation: quotations marks (Chicago Citation Style), parenthesis, ellipsis marks, and oxford comma.

Skill. Listening

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

Skill. Speaking

Academic year	2017-18
Subject	21810 - English Language IV
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Syllabus	B
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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, turntaking and cooperating strategies, relating own contribution to other's, presentation techniques, highlighting significant points, integrating subthemes, and rounding off.

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 marks for the completion of tasks in class.
- Students officially recognised by the UIB as part-time students will follow the same assessment criteria established in Pathway A. The only difference between part-time and full-time students is that the former are not expected to regularly attend or actively participate in sessions.
- 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. Student may safely expect to submit or complete the following assignments during the course. 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).

In-class work activities

Modality	Name	Typ. Grp.	Description	Hours
Theory classes	Lecture sessions	Large group (G)	Lecture sessions will be devoted to the study of the most complex points included in the syllabus. These will be mostly (but not necessarily restricted to) grammar issues and attention will also be paid to listening, writing, speaking, as well as vocabulary building. It should be noted, however, that a holistic approach to language teaching and learning will be followed in the course. This means that, independently of the	39

Academic year	2017-18
Subject	21810 - English Language IV
Group	Group 1, 2S
Syllabus	B
Language	English

Modality	Name	Typ. Grp.	Description	Hours
			session type and the topic under discussion, an effort will be made to practise different skills at a time. Autonomous work (grammar, reading, and vocabulary building) may be required before attending each session and this will be duly notified via Campus Extens.	
Practical classes	Seminars and workshops	Medium group (M)	Independent work will be required before attending the former. These sessions are specifically designed to complement theory classes and help the student practise the different skills, with a special focus on writing and speaking. Listening activities will also be offered, although the student is expected to do substantial autonomous work in this field. Specific materials will be duly provided with this aim.	16
Assessment	Reading / Listening / Writing	Large group (G)	<p>- Two reading comprehension papers to be held on specific dates announced in Campus Extens and chronogram at the beginning of the semester. 1 hour / 10% each paper. Papers will consist of shorts answers and multiple choice. (GG Sessions)</p> <p>- Two listening comprehension papers to be held on specific dates announced in Campus Extens and chronogram at the beginning of the semester. 40 mins / 10% each paper. Papers will consist of shorts answers and multiple choice. (GG Sessions)</p> <p>- Two writing papers to be held on specific dates announced in Campus Extens and chronogram at the beginning of the semester. 1 hour and 15 minutes / 10% each paper. Papers will consist of one writing task and a grammar-oriented exercise. (GM Sessions)</p>	6
Assessment	Speaking I - Interactive presentation	Medium group (M)	Group presentation (2-3 students max./15mins) and discussion, worth 5%. 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 chronogram at the beginning of the semester.	6
Assessment	Speaking 2 - Interviews	Medium group (M)	Interviews (2-3 students max./15mins), worth 15%. Emphasis will be placed on pronunciation issues, including segmental, suprasegmental and discourse aspects, as well as stress, rhythm and intonation. Further instructions and dates will be notified via Campus Extens and chronogram at the beginning of the semester.	5
Assessment	Use of English Tests	Large group (G)	Two Use of English tests will consist of different vocabulary (specific lexis and idioms) and grammar aspects (grammar, register, collocations, among other issues). 1 hour and 30 minutes/ 10% each paper. Tests will consist of multiple choice exercises and short answers. Students will sit different mock tests via Campus Extens. Dates and further instructions will be notified via Campus Extens and chronogram at the beginning of the semester.	3

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		Individual study and reading, completion of pre-assigned tasks and Campus Extens activities.	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

- Students are expected to attend both theoretical and practice sessions regularly (75% of the teaching hours), 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.

- All parts can be re-sat (with the exception of the interactive presentation), should any of them be failed in June. Note should be taken, however, that in order to pass the course the student must also have obtained a PASS grade in every independent skill assessed. Consequently, when the student numerically obtains at least a 5 out of 10 as a global grade, but one or more parts are not successfully passed, the student's grade will be 4.5 (Section 26.7 Academic Regulation).

IMPORTANT It should be noted that:

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

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

- Plagiarism (Article 33 - Academic Regulations) will always be penalised, in accordance with the UIB's current academic regulation, reproduced below:

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

2. En particular, es considera un frau:

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

b) En els treballs i pràctiques individuals o de grup, la inclusió de fragments d'obres alienes presentats de tal manera que es facin passar com a propis (plagi)."

Academic year	2017-18
Subject	21810 - English Language IV
Group	Group 1, 2S
Syllabus	B
Language	English

- 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.

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

- 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 dates and times of the exams (UIB and exchange students) will not be altered under any circumstances, except those contemplated by the Academic Regulation. Students will not be allowed into the classroom when the exam/practical session has already started. Erasmus and/or international students will not have a flexible date to sit or re-sit any exam.

Reading / Listening / Writing

Modality	Assessment
Technique	Objective tests (retrievable)
Description	- Two reading comprehension papers to be held on specific dates announced in Campus Extens and chronogram at the beginning of the semester. 1 hour / 10% each paper. Papers will consist of shorts answers and multiple choice. (GG Sessions) - Two listening comprehension papers to be held on specific dates announced in Campus Extens and chronogram at the beginning of the semester. 40 mins / 10% each paper. Papers will consist of shorts answers and multiple choice. (GG Sessions) - Two writing papers to be held on specific dates announced in Campus Extens and chronogram at the beginning of the semester. 1 hour and 15 minutes / 10% each paper. Papers will consist of one writing task and a grammar-oriented exercise. (GM Sessions)
Assessment criteria	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...) +10 mistakes in a writing paper will result in a fail.

Final grade percentage: 60% with minimum grade 5

Speaking I - Interactive presentation

Modality	Assessment
Technique	Oral tests (non-retrievable)
Description	Group presentation (2-3 students max./15mins) and discussion, worth 5%. 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 chronogram 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 subthemes (argumentative skills), and spoken fluency. However, special attention will be paid to phonological, grammar and vocabulary issues.

Academic year	2017-18
Subject	21810 - English Language IV
Group	Group 1, 2S
Syllabus	B
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+10 mistakes in the presentation will result in a fail. Memorising and "reading" the presentation aloud will result in a 0 (zero) grade.

Final grade percentage: 5% with minimum grade 5

Speaking 2 - Interviews

Modality	Assessment
Technique	Oral tests (retrievable)
Description	Interviews (2-3 students max./15mins), worth 15%. Emphasis will be placed on pronunciation issues, including segmental, suprasegmental and discourse aspects, as well as stress, rhythm and intonation. Further instructions and dates will be notified via Campus Extens and chronogram at the beginning of the semester.
Assessment criteria	<p>A grid for assessment will be available in Campus Extens at the beginning of the semester with the requirements to pass this examination.</p> <p>Spoken production will be assessed taking into account: cohesion, coherence, compensating and repairing strategies, content specificity and subthemes (argumentative skills), cooperating and turntaking, and spoken fluency. However, special attention will be paid to phonological, grammar and vocabulary issues.</p> <p>+15 mistakes in the oral test will result in a fail.</p>

Final grade percentage: 15% with minimum grade 5

Use of English Tests

Modality	Assessment
Technique	Objective tests (retrievable)
Description	Two Use of English tests will consist of different vocabulary (specific lexis and idioms) and grammar aspects (grammar, register, collocations, among other issues). 1 hour and 30 minutes/ 10% each paper. Tests will consist of multiple choice exercises and short answers. Students will sit different mock tests via Campus Extens. Dates and further instructions will be notified via Campus Extens and chronogram at the beginning of the semester.
Assessment criteria	<p>Students must have a sound knowledge of English at B2+/C1, as described by the Common European Framework of Reference for Languages. Please, see the following link for a better understanding of the level B2+</p> <p>https://docs.google.com/spreadsheets/d/1dNvkGawGqJlmlfA6IJmUqNctwFBfsW6_fe8PYHWGUG8E/edit?usp=sharing</p> <p>Additionally, students must command grammar issues taught in "English Language III" and "English Language IV" to pass this examination. Grammar and Use of English will be also essential to pass both Writing and Speaking papers.</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.</p>

Final grade percentage: 20% with minimum grade 5

Resources, bibliography and additional documentation

Basic bibliography



Academic year	2017-18
Subject	21810 - English Language IV
Group	Group 1, 2S
Syllabus	B
Language	English

All students must obtain a copy of the compulsory materials before the beginning of the term. It will be the student's responsibility to bring them to class when so instructed.

Additional materials will also be offered for autonomous work on Campus Extens.

Dummett, Paul; Stephenson, Helen and Lansford, Lewis 2016: *Keynote Advanced. Student's Book*. Andover: National Geographic Learning.

Dummett, Paul; Stephenson, Helen and Lansford, Lewis 2016: *Keynote Advanced. Workbook*. Andover: National Geographic Learning.

Foley, Mark and Hall, Diane 2012: *MyGrammarLab. Advanced C1/C2*. Harlow: Pearson.

Complementary bibliography

Foley, Mark and Hall, Diane 2003: *Advanced Learners' Grammar*. Harlow: Longman.

Gude, C. 1999: *Advanced Listening and Speaking*. Oxford: OUP.

Hewings, Martin 2005: *Advanced Grammar in Use*. Cambridge: CUP.

James, Linda and Smith, Olga 2007: *Get Rid of your Accent*. London: Business & Technical Communication Services LTD.

Leech, Geoffrey and Svartvik, Jan 1994: *A Communicative Grammar of English*. Harlow: Longman.

Mann, Malcolm and Taylore-Knowles, Steve 2008: *Destination C1 & C2*. London: MacMillan.

McCarthy, Michael and O'Dell, Felicity 1998: *English Idioms in Use*. With Answers. Cambridge: CUP.

McCarthy, Michael and O'Dell, Felicity 2005: *English Collocations in Use*. With Answers. Cambridge: CUP.

McCarthy, Michael and O'Dell, Felicity 2008: *Academic Vocabulary in Use*. Cambridge: CUP.

McCarthy, Michael and O'Dell, Felicity 2013 [2007]: *English Phrasal Verbs in Use Advanced*. Cambridge: CUP.

O'Dell, Felicity and McCarthy, Michael 2013 [2008]: *English Collocations in Use Advanced*. Cambridge: CUP.

Side, Richard and Wellman, Guy 2002: *Grammar and Vocabulary for Cambridge Advanced and Proficiency*. Harlow: Longman.

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

Thomas, B. J. 1999 [1995]: *Advanced Vocabulary and Idiom*. Revised edition. Harlow: Longman.

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.collinsdictionary.com/>

<http://www.eslgold.com/> http://www.eslmonkeys.com/student/esl_learning.php <http://www.usingenglish.com/> <http://www.world-english.org>

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

<http://www.eslgold.com/> http://www.eslmonkeys.com/student/esl_learning.php <http://www.usingenglish.com/> <http://www.world-english.org>

<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:

<http://oxforddictionaries.com/>



Universitat
de les Illes Balears

Syllabus

Academic year	2017-18
Subject	21810 - English Language IV
Group	Group 1, 2S
Syllabus	B
Language	English

www.cobuild.collins.co.uk

