

## Syllabus

### Subject

<b>Subject / Group</b>	21815 - English Language V / 1
<b>Degree</b>	Degree in Catalan Language and Literature - Fourth year Degree in English Studies - Third year
<b>Credits</b>	6
<b>Period</b>	First semester
<b>Language of instruction</b>	English

### Professors

Lecturers	Office hours for students					
	Starting time	Finishing time	Day	Start date	End date	Office / Building
Roser Belmonte Juan <a href="mailto:roser.belmonte@uib.es">roser.belmonte@uib.es</a>	You need to book a date with the professor in order to attend a tutoring session.					
Sofia Moratinos Johnston <a href="mailto:sofia.moratinos@uib.es">sofia.moratinos@uib.es</a>	12:00	13:00	Tuesday	10/09/2018	28/06/2019	Ramon Llull - despatx d'associats

### Context

'English language V' is a compulsory course within the UIB's BA programme in English Studies. As it stands, it is offered in the first semester of the degree's third year, as a follow-up to four other courses ('English language I-IV'), which should have helped the student begin to reach an advanced level (C1) 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 advanced level (C1). In English Language VI - the follow-up to this course - the student should aim at a C2 level.

The course will concentrate in developing all skills involved in language acquisition and take a very interactive approach as regards its teaching methods. It will also include several theoretical sessions aiming at developing explicit knowledge concerning particularly complex language issues (grammatical points, vocabulary, pronunciation or idiomatic language). Finally, 'English language V' is part of the degree's linguistic competence module, which has been specifically designed to foster the student's accuracy yet also overall fluency in the English language, among other aims.

### Requirements

The University of the Balearic Islands is predominantly a presential university: students who chose to follow pathway A must attend regularly their weekly lessons.

#### Essential

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### Recommended

Although this course has no official requirements, students are advised to have passed the courses 'English Language I' to 'English Language IV', which should guarantee a sound knowledge of English approaching an advanced level (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?ts=576d17e5#gid=2101135043](https://docs.google.com/spreadsheets/d/1hmeTcSNZTlbRMs2cHgeJmngSFu_7SbeBw9lmgKIHul0/edit?ts=576d17e5#gid=2101135043)

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-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

#### 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

- \* 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/>.

#### 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 contents of this course will be divided into four units, which are detailed below. Additionally, we will cover the following grammar contents:

- Gradable and ungradable adjectives
- Adverb form and use
- Adverb position
- Linking sentences and clauses



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- Subordinate clauses
- Adverbial linking expressions

### Range of topics

#### Unit 9. Stress and relaxation

- TED Talks: All it takes is 10 mindful minutes
- Grammar: Intensifying adverbs
- Vocabulary: Idioms relate to parts of the body
- Pronunciation: Stress with intensifying adverbs/polite and assertive intonation
- Listening: Dealing with awkward situations
- Speaking: holiday lessons learned/talking about stress/ having difficult conversations
- Writing skills: reporting verbs

#### Unit 10. Risk

TED Talk: Protecting Twitter users (sometimes from themselves)

- Grammar: passive reporting verbs/qualifiers
- Vocabulary: Risk and probability
- Pronunciation: Saying lists
- Reading: Understanding risk
- Listening: assessing risk
- Speaking: a TV news story/ facing risks/ discussing alternatives (health and safety issues)
- Writing: a consumer review

#### Unit 11. Vision

TED Talk: How to build with clay... and community

- Grammar: Subordinate clauses
- Vocabulary: Expressions with look and see
- Pronunciation: intonation in subordinate clauses/ sure and unsure tones
- Reading: Visionaries
- Listening: Life coaching
- Speaking: Looking after matters/ talking about visionaries/ sharing dreams and visions of the future
- Writing: persuasive language

#### Unit 12. The future

TED Talks: Image recognition that triggers augmented reality

- Grammar: future in the past
- Vocabulary: optimism and pessimism
- Pronunciation: sentence stress in explaining outcomes/ sentence stress in making arrangements
- Reading: Is pessimism really so bad?

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- Listening: arranging to meet
- Speaking: Past views of the present/ talking about financial decisions/ making arrangements
- Writing: an essay

### Teaching methodology

Students **following itinerary A 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.

At the beginning of the semester a schedule of the subject will be made available to students through the UIBdigital platform.

This will include all reading / writing / use of English and speaking / listening tests.

- 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 (2.4 credits, 60 hours)

Modality	Name	Typ. Grp.	Description	Hours
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 work may be required before attending each session and this will be duly notified via Campus Extens.	28
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.	15
Practical classes		Medium group 2 (X)	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, debates and presentations.	7
Assessment	Use of English / Reading / Writing / Listening tests	Large group (G)	- Two reading comprehension tests to be held on specific dates announced in Campus Extens and chronogram at the beginning of the semester. Tests will consist of shorts answers and multiple choice exercises. (GG Sessions) - Two listening comprehension tests to be held on specific dates announced in Campus Extens and chronogram at the beginning of the semester. Tests will consist of shorts answers and multiple choice exercises. (GM Sessions)	3

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Modality	Name	Typ. Grp.	Description	Hours
			<ul style="list-style-type: none"> <li>- Two writing tests to be held on specific dates announced in Campus Extens and chronogram at the beginning of the semester. Tests will consist of one writing task and a grammar-oriented exercise.(GG Sessions)</li> <li>- Two Use-of-English tests to be held on specific dates announced in Campus Extens and chronogram at the beginning of the semester. Tests will consist of different types of exercises.</li> </ul>	
Assessment	Presentation and oral exam	Small group (P)	<ul style="list-style-type: none"> <li>- Group presentation (2-3 students max./15mins) and discussion. Emphasis will be placed on pronunciation issues, including 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.</li> <li>- Interviews (2-3 students max./ 15mins). Emphasis will be placed on pronunciation issues, stress, rhythm and intonation. Further instructions and dates will be notified via Campus Extens and the chronogram at the beginning of the semester.</li> </ul>	7

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 Aula Digital platform.

### Distance education tasks (3.6 credits, 90 hours)

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		The preparation of seminars and presentations may be carried out in small groups. The estimated workload for each of the students involved will be 0.6 ECTS (15 hours)	15

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### 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

Itinerary A students should attend classes regularly (75% of the teaching hours).

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

Students choosing this option are expected to attend both theoretical and practical sessions regularly, participate actively in class.

The students will do the following tests:

- two reading comprehension tasks ( 2 x 5% of the final mark)
- two compositions ( 2 x 15% of the final mark)
- two listening comprehension exercises (2 x 5% of the final mark)
- two Use of English tests ( 2 x 15% of the final mark).
- two speaking tests (5%: oral presentation and 15%: interview).

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

Those interested in this assessment option will need to present the lecturer with a formal application in the first two weeks of the term. This application will include documentary evidence proving that they find themselves in one of the situations established by the University's regulations.

The Vice-Dean for English Studies will consider all applications and decide whether applicants should be granted part-time student status. Upon notification, Pathway B students will be asked to sign a learning agreement (available from Campus Extens).

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

- One reading comprehension task (10% of the final mark), to be held on examination day.
- One composition (30% of the final mark), to be written on examination day
- One listening comprehension exercise (10% of the final mark), to be held on examination day.
- Use of English test (30% of the final mark).
- two speaking tests (5%: oral presentation and 15%: interview), to be held on examination day.

#### Note for both itineraries

In order to pass the course the student must pass all the different parts of the course, representing all the different skills assessed. Consequently, should the student fail one or more of the skills assessed, the rest of his/her grades will not be taken into account, even if the average score is a 5 (out of 10) or higher. In this case, the student will have a 4.5 in his/her record (UIB Digital). The student can resit the failed parts in February. The marks of the parts that the student has passed will be kept during the same academic year.

#### IMPORTANT

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

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### Frau en elements d'avaluació

In accordance with article 33 of Academic regulations, "regardless of the disciplinary procedure that may be followed against the offending student, the demonstrably fraudulent performance of any of the evaluation elements included in the teaching guides of the subjects will lead, at the discretion of the teacher, a undervaluation in the qualification that may involve the qualification of "suspense 0" in the annual evaluation of the subject".

### Use of English / Reading / Writing / Listening tests

Modality	Assessment
Technique	Extended-response, discursive examinations ( <b>retrievable</b> )
Description	- Two reading comprehension tests to be held on specific dates announced in Campus Extens and chronogram at the beginning of the semester. Tests will consist of shorts answers and multiple choice exercises. (GG Sessions) - Two listening comprehension tests to be held on specific dates announced in Campus Extens and chronogram at the beginning of the semester. Tests will consist of shorts answers and multiple choice exercises. (GM Sessions) - Two writing tests to be held on specific dates announced in Campus Extens and chronogram at the beginning of the semester. Tests will consist of one writing task and a grammar-oriented exercise.(GG Sessions) - Two Use-of-English tests to be held on specific dates announced in Campus Extens and chronogram at the beginning of the semester. Tests will consist of different types of exercises.
Assessment criteria	- Students must have a sound knowledge of English at B2+, as described by the Common European Framework of Reference for Languages. Please, see the following link for a better understanding of the level B2+: <a href="https://docs.google.com/spreadsheets/d/1dNvkGawGqJlMfA6IJmUqNctwFBfsW6_fe8PYHWGUG8E/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1dNvkGawGqJlMfA6IJmUqNctwFBfsW6_fe8PYHWGUG8E/edit?usp=sharing</a> Additionally, students must command grammar issues taught in "English Language III" and "English Language IV" to pass this exam. Grammar and Use of English will be also essential to pass both Writing and Speaking tests.  - A grid for assessment will be available in Campus Extens at the beginning of the semester with the requirements to pass the writing tests.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. The student will have 45 minutes to complete each of the two writing tests.  Students following Itinerary B will only take one test for each of the skills as described above.  Final grade percentage: 80% for pathway Awith a minimum grade of 5 Final grade percentage: 80% for pathway Bwith a minimum grade of 5

### Presentation and oral exam

Modality	Assessment
Technique	Oral tests ( <b>retrievable</b> )
Description	- Group presentation (2-3 students max./15mins) and discussion. Emphasis will be placed on pronunciation issues, including 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. - Interviews (2-3 students max./ 15mins). Emphasis will be placed on

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Assessment criteria	<p>pronunciation issues, stress, rhythm and intonation. Further instructions and dates will be notified via Campus Extens and the chronogram 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 test. +10 mistakes in a speaking test will result in a fail.</p> <p>Spoken production will be assessed taking into account: cohesion, coherence, compensating and repairing strategies, content specificity and subthemes (argumentative skills), and spoken fluency. Moreover, special attention will be paid to phonological, grammar and vocabulary issues.</p> <p>+10 mistakes in the presentation will mean that the student has failed the test. "Reading" the presentation aloud will result in the student failing the test (0).</p> <p>The assessment of the speaking skills will represent 20% of the final mark: 5% the presentation and 15% the oral test.</p>
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Final grade percentage: 20% for pathway A with a minimum grade of 5

Final grade percentage: 20% for pathway B with a minimum grade of 5

## Resources, bibliography and additional documentation

### Basic bibliography

#### Compulsory coursebook:

Keynote Advanced- Student's book (2016)- National Geographic Learning-CENGAGE Learning  
ISBN: 978-1-305-39915-0

#### Compulsory workbook:

Keynote Advanced - Workbook (2016)- National Geographic Learning- CENGAGE Learning  
ISBN: 978-1-305- 57834-0

**All students must bring a copy of these books to class.**

#### Compulsory grammar book:

MyGrammar Lab- Advanced CI/C2 with Key (2012) Harlow: Pearson  
ISBN: 9781-408299111

**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.**

Other books used in this course:

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

Straus, J., 2008: The Blue Book of Grammar and Punctuation (Tenth Edition). Jossey Bass: S. Francisco

### 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.





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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.  
McCarthy, Michael and O'Dell, Felicity 2008: Academic Vocabulary in Use. Cambridge: CUP.  
Straus, J., 2008: The Blue Book of Grammar and Punctuation (Tenth Edition). Jossey Bass: S. Francisco.

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### Other resources

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:

[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>

