

Syllabus

Subject

Subject / Group	21801 - English Language I / 2
Degree	Degree in English Studies - First year Degree in Catalan Language and Literature - Fourth year
Credits	6
Period	1st semester
Language of instruction	

Professors

Lecturers	Office hours for students					
	Starting time	Finishing time	Day	Start date	End date	Office / Building
Susana María Cortés Pomacóndor <i>Responsible</i> susana.cortes@uib.cat	10:00	11:00	Wednesday	09/09/2019	14/02/2020	Despatx BG06 - 1er pis / Ramon Llull
	10:00	11:00	Wednesday	17/02/2020	26/06/2020	Despatx BG06 - 1er pis / Ramon Llull

Context

Learning a foreign language is a long and complex process that requires extensive exposure to the target language and involves learning experiences with both written and oral English. This course is the first one within the Linguistic Competence module designed to settle students' knowledge and usage of English at an upper-intermediate level (B2). Being mostly a practical course, the basic communicative strategies of English will be dealt with through work with the five skills: use of English, reading comprehension, writing, listening and speaking.

Requirements

Recommended

An intermediate level (B1) of written and oral English at the beginning of the course is desirable to follow it. In order to reach the desired level, students are responsible to work on their English autonomously. The "English Lab" room (Aula de autoaprendizaje de idiomas) is at the disposal of UIB students. For further

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information on the "English Lab" check this link <http://diari.uib.cat/arxiu/Coneixeu-lEnglish-Lab.cid376924>, or the Lab's social media site <https://www.facebook.com/englishlabUIB/>

Skills

Specific

- * Ability to communicate in English in both oral and written forms with the fluency, accuracy and complexity appropriate to different contexts and situations. (13)
- * Ability to search for and handle information related to the discipline from databases and internet resources, and use computer applications on specific field-related issues. (22)

Generic

- * Ability to learn and work autonomously and in group. (1)
- * Ability to obtain and manage information, fostering long life learning. (2)

Transversal

- * Ability to develop the necessary learning skills to undertake further studies with a degree of autonomy (5)

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

Range of topics

Block 1. Grammar and Vocabulary

Grammar:

- articles, determiners, too/enough, partitives, countable and uncountable nouns.
- * Can use the comparative phrases 'more', 'less', 'worse', 'better'... to talk about one thing that is affected by another.
- * Can use possessive determiner 'its' before nouns to refer to a singular inanimate subject or object.
- * Can use 'their' before nouns to refer to a generic body or group of people expressed as a singular subject.
- * Can use 's' after plural nouns to indicate possession.
- * Can use 's' after a noun phrase to indicate possession.
- * Can use modifier + 'little' + uncountable nouns and modifier + 'few' + countable nouns, to indicate a lack of something or not as much as we expected of.
- * Can form noun phrases with noun + 'of' + possessive determiner + noun + 's', particularly
- * Can form noun phrases with plural nouns + ' + noun.
- * Can form complex noun phrases by using adjective phrases as postmodifiers to give more information about the noun.
- * Can form an increasing range of complex noun phrases with more than one adjective combined with 'but'.

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- * Can use the '-ing' form of verbs as nouns in subject position.
- * Can use uncountable nouns without a definite article to refer to an abstract thing in general.
- present simple and present continuous, stative verbs, used to - be used to / get used to, word formation: forming adjectives.
- * Can use the present continuous with an increasing range of adverbs of indefinite frequency, often to talk about surprising or undesirable situations or events.
- * Can use the inverted form of the present simple with auxiliary 'do', in the phrase 'not only... but also'.
- * Can use the present simple with a wide range of speech act verbs, including '(dis)agree', 'accept', 'advise'.
- * Can use the present simple to summarise events or plot in a story or piece of story, often to give immediate dramatic interest.
- * Can use the present continuous with a wide range of verbs to talk about future arrangements.
- * Can use the present continuous with a wide range of common verbs to ask about future plans.
- * Can use 'used to' without a following verb where the previous main verb is understood.
- * Can use the present forms of 'be' + 'about to'.
- * Can use the present form of 'be' + 'due to'.
- * Can use the present form of 'be' + 'to'.
- * Can use 'be about to' to talk about the immediate future, often with 'just'.
- * Can use 'be to' talk about future obligations and to give instructions.
- * Can use 'be due to' and, more formally, 'be to' to talk about things that are scheduled or expected.
- '-ing' form or infinitive, reported speech, introductory verbs, word formation: forming negative adjectives.
- * Can use an increasing range of verbs followed by an '-ing' form.
- * Can introduce a new subject before the '-ing' form (using noun or object pronoun).
- * Can follow some verbs with a 'to'-infinitive or an '-ing' form, with a change in meaning.
- * Can use some verbs connected with the senses + direct object + an '-ing' form, to give emphasis to an ongoing activity.
- * Can report speech and thought directly using the reporting verb in the mid position of the reported clause.
- * Can report speech directly inverting the subject and the verb in the reporting clause where the subject is a proper noun or noun phrase.
- * Can modify the reporting verb with an adverb.
- * Can report requests and commands with 'ask' or 'tell' + direct object + 'not' + 'to'-infinitive.
- * Can use the present simple form of the reporting verb to report information from a written source and a present tense verb in the reported clause.
- * Can use the past continuous of the reporting verb to report mental processes, with a finite or non-finite 'wh-' clause in the reported clause.
- * Can report speech about events in the past with back shifts for tenses and words relating to time.
- present perfect, present perfect continuous, word formation: adjective endings.
- * Can use the negative form of the present perfect continuous.
- * Can use the present perfect continuous with adverbs in the normal mid position.
- * Can use the present perfect continuous to focus on a finished activity in the recent past but where the effects or results are still important or relevant.
- * Can use the negative form of the present perfect simple with 'still' to emphasise that something that was expected to happen continues not to happen.
- * Can use the question form of the present perfect simple with an increasing range of verbs.
- * Can use the negative form of the simple past with a wide range of regular and irregular verbs.
- * Can use 'yes/no', 'wh-', tag and negative question forms with an increasing range of verbs.

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- * Can use the past simple with a range of subordinating conjunctions, including 'as soon as', 'before', 'if', 'once', 'since', 'so', 'until', 'when', 'while'.
 - * Can use a range of time adjuncts with the past simple.
 - * Can use the past simple after 'if' as a politeness structure, especially in letters and emails.
 - * Can use the past simple with 'I wondered' and 'I wanted' as politeness structures, when making polite requests and thanking.
 - adjectives, adverbs, comparisons, word formation: adjective suffixes.
 - * Can use an increasing range of compound adjectives ('up-to-date', 'state-of-the-art').
 - * Can use adjective phrases to modify nouns.
 - * Can use 'a lot' to modify and intensify comparative adjectives used predicatively after a verb, usually 'be'.
 - * Can use 'much' to modify and intensify adjectives used attributively before countable and uncountable nouns.
 - * Can use 'slightly' to modify comparative adjectives to a small degree.
 - * Can use 'enough' after adjectives followed by 'to'-infinitive.
 - * Can form adjective phrases with 'rather a' + adjective, often in formal contexts.
 - * Can use a limited range of degree adjectives ('real', 'absolute', 'complete') before a noun to express intensity.
 - * Can use adjectives 'present', 'future', 'former' before a noun.
 - * Can use the premodifier 'by far' to make a superlative adjective stronger.
 - * Can use '(one of) the' with an increasing range of superlative adjectives without a following noun, when the noun is understood.
 - * Can use superlative adjectives before a noun + 'to'-infinitive.
 - * Can use the full range of expressions with 'be' + infinitive ('be likely to', 'be due to', 'be meant to', 'be bound to', 'be sure to', 'be certain to', 'be obliged to') with present and past forms of 'be' and with modal 'will'.
 - * Can use 'be' + 'obvious/sure/likely/certain' followed by a 'that'-clause.
 - * Can use a wide range of adverbs and adverb phrases to refer to the timing of an event.
 - * Can use a wide range of manner adverbs to modify how something happens.
 - * Can use degree adverbs to modify noun phrases.
 - * Can use degree adverbs to modify pronouns.
 - * Can use degree adverbs ('almost', 'very') to modify determiners.
 - * Can use 'never' in front position followed by an inverted subject (most commonly 'I') + main verb, to give focus.
 - * Can modify an adverb with a comparative structure.
 - * Can use 'than' + an increasing range of non-finite clauses (to-infinitive, reduced clause) forming the second part of a comparison after a comparative adjective.
 - * Can use a superlative adjective (+ noun) (+ 'that') followed by a clause to talk about something unique.
 - * Can use 'enough' after adjectives followed by 'to'-infinitive.
 - * Can use 'the same' (+ noun) + 'as' + clause.
 - * Can use 'rather than' + a non-finite clause to stress one element in a comparison.
 - * Can use 'as if' or 'as though' + finite clause to introduce a second clause as a comparison.
- Vocabulary practice through four semantic fields: sociology, ethics, communication, business & information science.

Block 2. Reading comprehension

Reading strategies. Skimming and scanning. Summarising.

Block 3. Writing

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Learning how to structure an essay: Writing a plan. Logical sequencing of arguments and ideas. Word order. Writing strategies. Genres: business letters and emails (both formal and informal), reports, non-academic for-and-against essays, articles.

- * Punctuation: use of apostrophes
- * Basic paragraphing.
- * Can combine two main clauses of the same type using 'neither' in front or mid position, followed by 'nor' to introduce the second clause, for emphasis.
- * Can combine clauses using 'not only' in mid position of the first clause followed by ... 'but (also)' to introduce the second clause, to give focus.
- * Can use 'let's not' + base form of main verb to make a suggestion.
- * Can use 'do not' for emphasis in formal contexts.
- * Can form negative interrogative clauses with an adverb in mid position, between the subject and the main verb.
- * Can use the negative interrogative form of an auxiliary verb to express surprise or enthusiasm.
- * Can use 'neither... nor' to connect two words, phrases or clauses, often to give emphasis or focus.
- * Can use 'both... and' to combine phrases and clauses, often for emphasis.
- * Can use pronouns 'each', 'either', 'enough', 'neither', 'several' as subject and object pronouns.
- * Can use a wide range of pronouns ('neither', 'either', 'none') with 'of' followed by an object pronoun.
- * Can use 'we' and 'us' to refer to people in general.
- * Can use a range of phrases as discourse markers to introduce a comparison.
- * Can use a wide range of phrases as discourse markers to open and close texts and point to conclusions, often in formal contexts.
- * Can use a range of phrases as discourse markers to summarise.

Block 4. Listening comprehension

Listening strategies. Identification of key ideas. Knowledge of sounds. Development of productive and receptive skills. Elements, rules and routines of oral communication.

Block 5. Speaking

Oral communication. Communication strategies: expressing preferences, feelings and giving an opinion; asking for and giving advice; expressing wishes; asking for personal views; making suggestions; paying compliments. Spelling and pronunciation: the International Phonetic Alphabet (IPA).

- * Can use the appropriate register depending on the context.
- * Can use the language fluently.
- * Can speak in an intelligible manner, mastering phonemic differences.

Teaching methodology

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 examinations, unless otherwise specified by the lecturer (e.g. if the session entails use of the internet for pedagogical purposes).

In-class work activities (2.5 credits, 62.5 hours)

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Modality	Name	Typ. Grp.	Description	Hours
Theory classes	Lectures	Large group (G)	<p>Aim: develop the theory contents of the syllabus, specifically, use of English, reading comprehension.</p> <p>Methodology: Students will be required to revise the learning materials (lectures, notes, on-line resources) prior to the class. Class time will be devoted to check students' knowledge.</p> <p>Writing labs: we will practice writing strategies working in small groups.</p>	40
Practical classes	Practice	Medium group (M)	<p>Aims: Show an ability to listen actively and understand oral language in order to express personal opinions and arguments. Use English appropriately to communicate with instructor / peers. Writing labs.</p> <p>Methodology: Audition of sound recordings and films, news programmes, talks and other real language situations about topics of general interest. Speaking activities will include roleplays, oral presentations and discussion forums (Pair-work and group-work).</p> <p>Different writing genres will be described and exemplified for students to be able to provide their own texts following the features explained.</p>	10
Assessment	Speaking 1 - Oral presentation	Medium group (M)	<p>Aim: Test students' oral and presentation skills (10%)</p> <p>Method: Group presentations. Emphasis will be placed on delivery, intelligibility and register. Memorising and reading the presentation will result in a 0 (zero grade). 10 minutes.</p>	2
Assessment	Speaking 2 - Oral exam	Medium group (M)	<p>Aim: test students' oral skills in English (10% of oral exam)</p> <p>Method: oral exam in January in the format of an interview. 10 minutes.</p>	2
Assessment	Composition 2	Large group (G)	<p>Aim: Test students' writing skills (15% of final mark)</p> <p>Method: Composition of 220-250 words (1 hour)</p>	1
Assessment	Reading comprehension 1	Large group (G)	<p>Aim: Test students' reading skills (5% of final mark). 30 minutes.</p>	1
Assessment	Listening Comprehension 1	Large group (G)	<p>Aim: Test students' listening skills (5% of final mark). 30 minutes.</p>	1
Assessment	Composition 1	Large group (G)	<p>Aim: Test students' writing skills (15% of final mark)</p> <p>Method: Composition of 220-250 words (1 hour).</p>	1
Assessment	January exam	Large group (G)	<p>Aim: Test students' knowledge of three skills: use of English 2 (15% of final mark), reading comprehension 2 (5% of final mark) and listening comprehension 2 (5% of final mark). 2 hours.</p>	3
Assessment	Use of English 1	Large group (G)	<p>Aim: test student' knowledge of the grammar and vocabulary contents developed through the semester (15% of final mark). 1 hour</p>	1.5

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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 (3.5 credits, 87.5 hours)

Modality	Name	Description	Hours
Individual self-study	Self-study	Aim: review theory explained in class, practice of the four skills. Method: submission of assignments, work with recommended reference books and internet resources.	87.5

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

In order to pass the course the student must have at least obtained a PASS grade (5 or higher) in each skill. The percentages of the total mark for each skill are as follows:

Writing 30%, Use of English 30%, Speaking 20%, Reading 10% and Listening 10%.

The percentages for each skill will be divided equally between the mid-term and final examinations. Should one or more parts not be 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 (UIB Digital).

If a student fails 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 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. Under no circumstances will the dates and times of the official exams be altered with the only exception of those cases contemplated by the UIB Reglament Acadèmic.

Students will not be allowed into the classroom when the exam has already started.

Article 33 in the Reglament Acadèmic will be applied in cases of cheating, plagiarism, cyberplagiarism, or any other fraudulent practice in the process of assessment:

" 1. 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.

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2. En particular, es considera un frau:

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

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.

Frau en elements d'avaluació

In accordance with article 33 of Regulation of academic studies, "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".

Speaking 1 - Oral presentation

Modality	Assessment
Technique	Oral tests (non-retrievable)
Description	Aim: Test students' oral and presentation skills (10%) Method: Group presentations. Emphasis will be placed on delivery, intelligibility and register. Memorising and reading the presentation will result in a 0 (zero grade). 10 minutes.
Assessment criteria	Aim: test student's oral and presentation skills. 10 mins.

An oral presentation will be held during the course on a specific date announced in Aula Digital and chronogram at the beginning of term.

Only 7 serious mistakes will be permitted. Any more will result in a fail.

A grid for assessment will be available in Aula Digital at the beginning of term with the requirements to pass the Speaking papers.

Final grade percentage: 10%with a minimum grade of 5

Speaking 2 - Oral exam

Modality	Assessment
Technique	Oral tests (retrievable)
Description	Aim: test students' oral skills in English (10% of oral exam) Method: oral exam in January in the format of an interview. 10 minutes.
Assessment criteria	Aim: test students' oral skills in English. Method: oral exam in January. 10 mins.

An oral presentation will be held during the course on a specific date announced in Aula Digital and chronogram at the beginning of term.

A grid for assessment will be available in Aula Digital at the beginning of term with the requirements to pass the Speaking papers.

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Only 7 serious mistakes will be permitted. Any more will result in a fail.

Final grade percentage: 10%with a minimum grade of 5

Composition 2

Modality	Assessment
Technique	Extended-response, discursive examinations (retrievable)
Description	Aim: Test students' writing skills (15% of final mark) Method: Composition of 220-250 words (1 hour)
Assessment criteria	Aim: test students' writing skills. Method: Composition of 220-250 words. 1 hour.

This writing paper will be held at the end of the course on a specific date announced in Aula Digital and chronogram at the beginning of term.

Assessment criteria is as follows:

Grammar 50%, Vocabulary 20%, Structure 10%, Register 5%, Punctuation 10%, Content 5%

Only 7 serious mistakes will be permitted. Any more will result in a fail.

Final grade percentage: 15%with a minimum grade of 5

Reading comprehension 1

Modality	Assessment
Technique	Short-answer tests (retrievable)
Description	Aim: Test students' reading skills (5% of final mark). 30 minutes.
Assessment criteria	Aim: test students' reading skills. 30 mins.

Final grade percentage: 5%with a minimum grade of 5

Listening Comprehension 1

Modality	Assessment
Technique	Short-answer tests (retrievable)
Description	Aim: Test students' listening skills (5% of final mark). 30 minutes.
Assessment criteria	Aim: test students' Listening skills. 30 mins.

Final grade percentage: 5%with a minimum grade of 5

Composition 1

Modality	Assessment
Technique	Extended-response, discursive examinations (retrievable)
Description	Aim: Test students' writing skills (15% of final mark) Method: Composition of 220-250 words (1 hour).
Assessment criteria	Aim: test students' writing skills. Method: Composition of 220-250 words. 1 hour.

A writing paper will be held during the course on a specific date announced in Aula Digital and chronogram at the beginning of term.

Assessment criteria is as follows:

Grammar 50%, Vocabulary 20%, Structure 10%, Register 5%, Punctuation 10%, Content 5%

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Only 7 serious mistakes will be permitted. Any more will result in a fail.

Final grade percentage: 15%with a minimum grade of 5

January exam

Modality	Assessment
Technique	Short-answer tests (retrievable)
Description	Aim: Test students' knowledge of three skills: use of English 2 (15% of final mark), reading comprehension 2 (5% of final mark) and listening comprehension 2 (5% of final mark). 2 hours.
Assessment criteria	Aim: test students' knowledge of three skills: use of English (15%), reading comprehension (5%) and listening comprehension (5%). 2 hours

Final grade percentage: 25%with a minimum grade of 5

Use of English 1

Modality	Assessment
Technique	Short-answer tests (retrievable)
Description	Aim: test student' knowledge of the grammar and vocabulary contents developed through the semester (15% of final mark). 1 hour
Assessment criteria	Aim: test students' knowledge of the grammar and vocabulary contents developed through the semester. 1 hour

Final grade percentage: 15%with a minimum grade of 5

Resources, bibliography and additional documentation

Basic bibliography

- * Lee, Christien. (2017). *21st Century Communication 4. Listening, Speaking, and Critical Thinking*. (Student book) Boston, MA: National Geographic Learning
- * Foley, M. & Hall, D. (2012). *MyGrammarLab Advanced with Key and MyLab Pack*. Pearson
- * Nicholls, David. (2009). *One Day*. London: Hodder.

Complementary bibliography

- * Kennedy, M., Cebrian, J. & Bradbury, J. (2009). *Guided error correction. Exercises for Spanish-speaking students of English Level C1 - Book 1*. Bellaterra: Servei de Publicacions de la UAB.
- * Vince, M. (2003). *First Certificate Language Practice*. Oxford: Macmillan-Heinemann.

Dictionaries:

- * *MacMillan English Dictionary for Advanced Learners with CD-ROM*
- * *Collins Cobuild English Language Dictionary*. London: Collins, 1987.
- * *Collins English Dictionary* . London: Collins, 2000.
- * *Oxford Advanced Learners' Dictionary* (CD Rom). Oxford University Press, 2000





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Other resources

- BBC World: http://www.bbc.com/news/video_and_audio/headlines

- TED talks: <https://www.ted.com>

- Pronunciation resources:

<http://www.rachelsenglish.com>

- Online dictionaries:

<http://collinsdictionary.com>

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

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

Students are strongly encouraged to make use of the English Language Laboratory facility, which offers the following resources: satellite TV, online grammar and pronunciation practice, loan service of books, magazines, videos and cassettes, weekly-scheduled discussion forums and other speaking activities. Facebook page: https://www.facebook.com/englishlabUIB/?fref=ts&ref=br_tf

