

## Syllabus

### Subject

<b>Subject / Group</b>	21805 - English Language III / 1
<b>Degree</b>	Degree in English Studies - Second year Degree in Catalan Language and Literature - Fourth year
<b>Credits</b>	6
<b>Period</b>	1st semester
<b>Language of instruction</b>	English

### Professors

Lecturers	Office hours for students					
	Starting time	Finishing time	Day	Start date	End date	Office / Building
Alicia Coe Jorgensen <a href="mailto:alicia.coe@uib.es">alicia.coe@uib.es</a>	17:00	18:00	Monday	09/09/2019	24/12/2019	AB09

### Context

*English Language III* is taught in the first semester of the second year of the English Studies degree and intends to continue the enhancement of students' skills in English initiated in the first year with *English Language I* and *II*. The course is included within the Linguistic Competence Module of the aforementioned degree and is followed by *English Language IV* in the second semester of the same year and four more related courses in subsequent years, all of which are intended to provide students with an instrumental knowledge of English.

The scope of the course is mainly practical, although attention will be paid to specific theoretical issues which are relevant to the learning of a language, such as morphology, syntax or word formation. Thus, it covers the four skills (reading, writing, listening and speaking) and intends to consolidate the students' previous knowledge of English as well as enhance their communicative abilities fostering greater fluency and accuracy in their use of the language.

This Teaching Guide has been elaborated following the descriptions offered by the Common European Framework of Reference for Languages (CEFR) of the skills to be acquired by a learner of English at level C1.

### Requirements

#### Recommended

Although this course has no official requirements, students are advised to have passed the courses 'English Language I' and 'English language II', which should ensure that they have reached a B2+ level, as 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](https://docs.google.com/spreadsheets/d/1dNvkGawGqjlmfA6IJmUqNctwFBfsW6_fe8PYHWGUG8E/edit?usp=sharing)

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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-EnglishLab.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

- \* 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

The course contents are divided into several sections which are related to the different skills to be acquired.

### Range of topics

#### 1. Reading and Vocabulary

##### Topics:

1. Success
2. Social media and technology
3. Health and medicine
4. Entertainment and the arts

#### 2. Grammar and Use of English

The grammar presented in units 1-4 of the coursebook *Close-up* is the following:

Unit 1 - Review of the present and past tenses, *used to* and *would*.

Unit 2 - Future forms and time expressions.



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Unit 3 - Demonstrative, reflexive, indefinite & reciprocal pronouns; adverbs & adverb phrases, and adverb forms.

Unit 4 - Gerunds & infinitives; discourse markers.

The grammar presented in the book *My Grammar Lab Advanced* is the following:

Unit 14. Comparatives and superlatives

Unit 15. Other comparative patterns

Unit 47. Negative forms & meanings I

Unit 48. Negative forms & meanings II

Unit 49. Questions & question words

Unit 75. Emphasis I: Cleft sentences

Unit 76. Emphasis II: Inversion & fronting

This grammar should be complemented by the course grammar book, *MyGrammarLab Advanced*. Please find below a comprehensive list of structures that you should be able to use at C1 level, according to the CEFR levels of competence. Some will be covered in detail in this class and in English Languages I / II / IV & V and others should be consulted in the course grammar book, *MyGrammarLab*.

### Adjectives

- Can use a wide range of compound adjectives
- Can modify gradable adjectives with extreme adverbs
- Can use the '-ed' form of a verb as an adjective, after a noun
- Can use a postmodifier to make the superlative stronger in the structure 'superlative + postmodifier + noun'
- Can use a post-modifier to make the superlative stronger in the structure 'superlative + noun + post-modifier'

### Adverbs

- Can use a wide range of adverbs to express degree or intensity
- Can use a wide range of adverbs to indicate certainty
- Can use a wide range of stance adverbs
- Can use an increasing range of degree adverbs to modify a range of adverb types
- Can use degree adverbs ('slightly', 'a bit', 'much') to modify comparatives
- Can modify a wide range of adverbs with other adverbs
- Can post-modify adverbs with 'enough' to intensify
- Can post-modify adverbs with a complex prepositional phrase complement to highlight information

### Conjunctions

- Can use (and) 'yet' to combine phrases and clauses, often to introduce contrast
- Can use 'either...or' to combine more complex strings of clauses and sentences

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- Can use 'not only...but also', often for emphasis
- Can use 'not only...but also' with inversion, for focus
- Can use 'whatever', 'wherever', 'however' as a subordinating conjunction

### **Determiners**

- Can use 'one's' to indicate possession

### **Modality**

- Can modify adjectives with degree adverbs
- Can modify adjectives with adverbs, for emphasis

### **Nouns**

- Can form complex noun phrases with noun phrase + 'of' + noun phrase + possessive determiner 's' omitting the noun where it is previously mentioned
- Can use nominalisation (for formality)
- Can use the '-ing' form of verbs as abstract nouns
- Can use a wide range of uncountable nouns, especially for abstract concepts
- Can modify 'few' and 'many' with 'very', 'too', 'so' as intensifiers

### **Past time**

- Can use the inverted form of the past simple with 'do' in 'not only...but also'
- Can invert the subject and affirmative auxiliary verb to talk about imagined situations in the past, often with regret, in formal contexts
- Questions: Use yes/no, 'wh-', tag and negative question forms with a wide range of verbs
- Can use the past simple to order sequences of events in the past in a complex way
- Can use past simple with 'did' for emphasis
- Can use past simple 'I thought' as a politeness structure
- Can use the full negative forms of the present perfect with a wide range of verbs, often in a formal context:

### **Prepositions**

- Can use less frequent complex prepositions

### **Present time**

- Can use question forms to ask rhetorical questions (present continuous)
- Can use the negative question form as a persuasion strategy
- Can use the negative question form to check opinions
- Can use the present simple with a wide range of reporting verbs

### **Pronouns**

- Can modify 'few' and 'many' with 'very', 'too', 'so' as intensifiers
- Can use 'none' as a pronoun

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- Can use 'anything' with post-modifiers to form complex noun phrases as subjects with a singular verb, to give focus

- Can use 'anything' in an ellipted clause, ('if there is anything ?')

### Questions

- Can use affirmative and negative forms of question tags with 'there + 'be'

- Can use 'wh'-questions as a focusing device, often in a narrative or argument

### Verbs

- Can use some verbs connected with the senses + direct object + infinitive without 'to' emphasising a complete action

### Discourse

- Can use a range of phrases as discourse markers to point to other parts of a text

### Focus

- 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

### Negation

- Can use negative pronoun 'none' to substitute for subject and object pronouns or noun phrases.  
▶ pronouns: substitution

- Can use 'not with indefinite pronouns 'everyone' and 'everything' and determiners 'every', 'all'

- Can use 'whatsoever' after a negative form for emphasis

### 3. Writing

1. Formal letters and e-mails.

2. Articles.

3. Four-paragraph essays.

4. Essays with text commentary [in coordination with the subject English Literature I: 20th Century Voices(21808)]

Chicago Style 17 Author-Date System will be introduced:

[https://www.chicagomanualofstyle.org/tools\\_citationguide/citation-guide-2.html](https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html)

5. Writing mechanics: run-on sentences, comma splices, fragments, semi-colons, commas, capitalization, usage of coordinating and subordinating conjunctions. (Hacker, Diana. 2016: *Rules for Writers*. Bedford/St. Martin's: Boston.(8th edition) and Cory, H. 1999: *Advanced Writing with English in Use*. Oxford: OUP. pp. 29-37)

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Students should also be able to:

- use a range of phrases as discourse markers to point to other parts of a text
- use word combinations specific to academic writing (McCarthy, M. & O'Dell, F. 2008: *Academic Vocabulary in Use, Advanced*. Cambridge: CUP. Unit on word formation)

### 4. Listening

Listening for gist and detail, identifying speakers and context, guessing meaning and context, note-taking while listening.

Multiple-choice questions, sentence completion, and multiple-matching exercises.

### 5. Speaking

Interactive communication: lexical knowledge in order to describe photographs, pictures (comparing, contrasting, speculating); negotiate, reach agreement, participate in group discussions, etc. Students should reach a B2+/C1 level of vocabulary and will acquire a good command of expressions, colloquialisms, and collocations.

Phonological features: Students will learn to be aware of distinctive features such as voicing, devoicing, rounding, nasality, plosion, features of linking (phonetic reduction, vowel reduction, strong and weak forms, assimilation, elision ...), and intonation (varied intonation patterns, different sentence stress to convey finer shades of meaning).

## Teaching methodology

Students should be aware that in order to attain the C1 (CEFR) level by the end of English IV they need to attend class regularly and spend time perfecting those areas of English in which they may have problems. Class attendance is, therefore, an important part of the learning process for both UIB and exchange students. Students are expected to attend both theoretical and practical sessions. Please note that the continuous assessment exams are compulsory for all students. At the beginning of the term, students will be told the specific dates of the continuous assessment exams and the dates for the submission of assignments, which must be handed in on the scheduled day, in person. Students should check any changes in assignment dates on Campus Extens.

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.

### In-class work activities (2.4 credits, 60 hours)

Modality	Name	Typ. Grp.	Description	Hours
Practical classes	Course book exercises	Large group (G)	Large group classes will be devoted to units 1-4 in the course book. A great variety of activities will be carried out in the sessions, with special attention to grammar, reading, writing, and vocabulary. Most of the work will be done through communicative activities which will require the students' participation. Students will often have to carry out some prior	38

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Modality	Name	Typ. Grp.	Description	Hours
			tasks (reading, exercises, etc.) before each of the sessions, but this will be announced in advance.	
Practical classes	Speaking and Listening	Medium group (M)	Students will have the opportunity to do a variety of speaking and listening activities and exercises in smaller groups.	12
Assessment	Speaking 1	Medium group (M)	As part of their continuous assessment students will give a short presentation in groups of 2-3 (max 15 minutes). Emphasis will be placed on pronunciation, stress, rhythm and intonation. Students who read from notes, or from simply read from the screen will be given a '0'.  The form of assessment may be changed once the course begins - students will be told of any changes made at the beginning of term.  This exam will be worth 5% of the final grade.	1
Assessment	Reading	Large group (G)	Students will have a continuous assessment exam after unit 2 of the coursebook and a FINAL exam. The continuous assessment exam will be in class time and the dates and times will be announced at the beginning of the term and will be also be written in the course schedule. The final exam will take place during the official examination period.  Both exams will be worth 5% of the final grade (10% overall) and students will have 40 minutes to complete each exam.	1.5
Assessment	Listening	Large group (G)	Students will have a continuous assessment exam after unit 2 of the coursebook and a FINAL exam. The continuous assessment exam will be in class time and the dates and times will be announced at the beginning of the term and will be also be written in the syllabus. The final exam will take place during the official examination period.  Both exams will be worth 5% of the final grade (10% overall) and students will have 20 minutes to complete each exam. The exams will consist of multiple-choice, gap-filling and short answer questions.	1
Assessment	Writing	Large group (G)	Students will have a continuous assessment exam after unit 2 of the coursebook and a FINAL exam. The continuous assessment exam will be in class time and the dates and times will be announced at the beginning of the term and will be also be written in the course schedule. The final exam will take place during the official examination period.  Both exams will be worth 15% of the final grade (30% overall). Students will have 75 minutes in which to complete each writing task. Students will be expected to write 220-250 words for each essay.	2.5
Assessment	Speaking 2	Medium group (M)	A second speaking exam will take place in the official evaluation period. This exam will be in the form of interviews in groups of 2-3 (10-15 minutes). Students will be notified of dates and times by the teacher, and the information will also be on the course schedule and on Aula Digital. This exam is worth 15% of the final grade.	1
Assessment	Use of English	Large group (G)	Students will have a continuous assessment exam after unit 2 of the coursebook and a FINAL exam. The continuous	3

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Modality	Name	Typ. Grp.	Description	Hours
			assessment exam will be in class time and the dates and times will be announced at the beginning of the term and will be also be written in the course schedule. The final exam will take place during the official examination period.  Both exams will be worth 15% of the final grade (30% overall) and students will have 45 minutes in which to complete each exam.	

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	English language III Activities	Students will have to plan out their individual work and perform a series of grammar, writing and reading activities selected from different sources, mainly books, the Internet and Aula Digital.	85
Group or individual self-study	Oral presentation/ interview preparation	Students will have to prepare specific activities such as an oral presentation based on a topic previously decided with the class tutor, and an interview/ discussion.	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

- 1 This course offers only Pathway A. Students officially recognized 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
- 2 **EACH SKILL MUST BE PASSED WITH A 5** for the student to get a pass in the course.
- 3 If a student passes the course numerically (over 50%) but has failed one of the sections, he/she will be given a 4.5 as their final mark.
- 4 The evaluation process is divided into two parts: a continuous assessment/progress test (50%: 15% use of English, 5% reading, 5% listening, 15% writing, 10% speaking-interview), which will take place during the term, and a final assessment divided into five areas (50%: 15% use of English, 5% reading, 5% listening, 15% writing, 10% speaking - interview), which will take place during the official exam period. Students do not necessarily need to pass the continuous assessment exam, as the pass mark will depend on the final mark for each skill which should be passed with a 5.
- 5 The continuous assessment exam is compulsory for all students.



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- 6 The Reading, Writing, Use of English and Listening papers can be retaken individually in the February (extraordinary) exam period. In the case of the Speaking exam, only the final interview can be re-taken (10%).
- 7 **The dates and times of the official exams will not be altered under any circumstances**, except those contemplated by the Reglament Acadèmic. This applies to UIB students and international students alike.
- 8 **Students will not be allowed into the classroom when the exam/test/practical session has already started.**
- 9 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 program, 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. If the student has presented 30% or less than 30% of the total assigned evaluation course tasks, the grade will also be 'NP'
- 10 **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.**
- 11 **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 with the lecturer's permission.

### 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

Modality	Assessment
Technique	Oral tests ( <b>non-retrievable</b> )
Description	As part of their continuous assessment students will give a short presentation in groups of 2-3 (max 15 minutes). Emphasis will be placed on pronunciation, stress, rythmn and intonation. Students who read from notes, or from simply read from the screen will be given a '0'. The form of assessment may be changed once the course begins - students will be told of any changes made at the beginning of term. This exam will be worth 5% of the final grade.
Assessment criteria	Speaking -Interview  Emphasis will be placed on pronunciation, cohesion, content, grammatical structuring, and specific vocabulary.  Students who make more than 6 errors pertaining to previously attained CEFR levels (B1, B2, B2+) will automatically fail the test. Errors pertaining to the C1 level will be penalized if they affect understanding.

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

### Reading

Modality	Assessment
Technique	Objective tests ( <b>retrievable</b> )
Description	Students will have a continuous assessment exam after unit 2 of the coursebook and a FINAL exam. The continuous assessment exam will be in class time and the dates and times will be announced at the beginning of the term and will be also be written in the course schedule. The final exam will take place during the

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official examination period. Both exams will be worth 5% of the final grade (10% overall) and students will have 40 minutes to complete each exam.

Assessment criteria Serious spelling mistakes in the gap-filling and open-ended questions will be penalised.

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

### Listening

Modality	Assessment
Technique	Objective tests ( <b>retrievable</b> )
Description	Students will have a continuous assessment exam after unit 2 of the coursebook and a FINAL exam. The continuous assessment exam will be in class time and the dates and times will be announced at the beginning of the term and will be also be written in the syllabus. The final exam will take place during the official examination period. Both exams will be worth 5% of the final grade (10% overall) and students will have 20 minutes to complete each exam. The exams will consist of multiple-choice, gap-filling and short answer questions.
Assessment criteria	Serious spelling mistakes in the open-ended questions will be penalised.

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

### Writing

Modality	Assessment
Technique	Extended-response, discursive examinations ( <b>retrievable</b> )
Description	Students will have a continuous assessment exam after unit 2 of the coursebook and a FINAL exam. The continuous assessment exam will be in class time and the dates and times will be announced at the beginning of the term and will be also be written in the course schedule. The final exam will take place during the official examination period. Both exams will be worth 15% of the final grade (30% overall). Students will have 75 minutes in which to complete each writing task. Students will be expected to write 220-250 words for each essay.
Assessment criteria	Poor grammar and spelling will be heavily penalised - more than 6 errors pertaining to previously attained CEFR levels (B1, B2, B2+) will result in a '0' grade. Errors at a C1 level which have been studied during the course will also be penalised. An assessment grid will be available on Campus Extens at the beginning of the course.

Final grade percentage: 30%with a minimum grade of 5

### Speaking 2

Modality	Assessment
Technique	Oral tests ( <b>retrievable</b> )
Description	A second speaking exam will take place in the official evaluation period. This exam will be in the form of interviews in groups of 2-3 (10-15 minutes). Students will be notified of dates and times by the teacher, and the information will also be on the course schedule and on Aula Digital. This exam is worth 15% of the final grade.
Assessment criteria	Speaking -Interview  Emphasis will be placed on pronunciation, cohesion, content, grammatical structuring, and specific vocabulary. Students should also demonstrate the ability to participate in a discussion with their peers, showing knowledge of turn-taking, polite interrupting, expressing agreement and disagreement, etc.

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Students who make more than 6 errors pertaining to previously attained CEFR levels (B1, B2, B2+) will automatically be given a fail mark. Errors pertaining to the C1 level will be penalised if they affect understanding.

An assessment grid will be available on Campus Extens at the beginning of the course.

Students' final mark for the oral skill will be the combination of results from Speaking 1 (10%) and Speaking 2 (10%). Students need to achieve a minimum of 10/20 in order to obtain a pass.

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

### Use of English

Modality	Assessment
Technique	Objective tests ( <b>retrievable</b> )
Description	Students will have a continuous assessment exam after unit 2 of the coursebook and a FINAL exam. The continuous assessment exam will be in class time and the dates and times will be announced at the beginning of the term and will be also be written in the course schedule. The final exam will take place during the official examination period. Both exams will be worth 15% of the final grade (30% overall) and students will have 45 minutes in which to complete each exam.
Assessment criteria	Students will be tested on various grammatical aspects of the course, along with vocabulary, collocations and idiomatic expressions.  Serious spelling mistakes will be penalised.

Final grade percentage: 30% with a minimum grade of 5

## Resources, bibliography and additional documentation

### Basic bibliography

#### Coursebooks:

Healan, A. & Gormley, K. 2016: *Close-up. Student's Book and Workbook*. Andover, UK: National Geographic/ Cengage Learning.

Foley, M. & Hall D. 2012: *MyGrammarLab. Advanced C1/C2*. London: Pearson Education Limited.

#### Course Packet:

Available at the copycenter.

### Complementary bibliography

Hacker, Diana. 2016: *Rules for Writers*. Bedford/St. Martin's. 8th edition.

Cory, H. 1999: *Advanced Writing with English in Use*. Oxford: OUP.

Foley, M. & Hall, D. 2003: *Advanced Learners' Grammar*. Harlow: Longman.

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

Hewings, M. 2005: *Advanced Grammar in Use. A Self-study Reference and Practice Book for advanced learners of English. With answers*. Cambridge: CUP.

Hewings, M. 2009: *Cambridge Grammar for CAE and Proficiency. With Answers*. Cambridge: CUP.

López Rúa, P. 2005: *Selected Passages for Reading Comprehension and Grammar Practice: Upper-Intermediate to Advanced. With Answers*. Palma: Universitat de les Illes Balears.

McCarthy, M. & O'Dell, F. 1998: *English Idioms in Use. With Answers*. Cambridge: CUP.

McCarthy, M. & O'Dell, F. 2002: *English Vocabulary in Use. Advanced. Self-study and classroom use*. Cambridge: CUP.



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- McCarthy, M. & O'Dell, F. 2007: *English Collocations in Use. How Words Work together for Fluent and Natural English. Self-study and Classroom Use*. Cambridge: CUP
- McCarthy, M. & O'Dell, F. 2008: *Academic Vocabulary in Use: Advanced*. Cambridge: CUP.
- McCarthy, M. & O'Dell, F. 2013: *English Phrasal Verbs in Use Advanced*. Cambridge: CUP.
- O'Connor, J. D. & Fletcher, H. 1994: *Sounds English. A Pronunciation Practice Book*. London: Longman.
- Powell, M. 1999: *Presenting in English: How to give successful presentations*. Hove: Language Teaching Publications.
- Swan, M. 2005: *Practical English Usage*. Oxford: OUP.
- Thomas, B. J. 1995: *Advanced Vocabulary & Idiom*. London: Longman.
- Thomson, A. J. & Martinet, A. V. 1986: *A Practical English Grammar*. Fourth Edition. Oxford: OUP.
- Thomson, A. J. & Martinet, A. V. 1986: *A Practical English Grammar. Exercises 1*. Third Edition. Oxford: OUP. (Recommended - for extra practice)
- Thomson, A. J. & Martinet, A. V. 1986: *A Practical English Grammar. Exercises 2*. Third Edition. Oxford: OUP. (Recommended - for extra practice)
- Vince, M. 1994: *Advanced Language Practice*. London: Heinemann.
- Yule, G. 2006: *Oxford Practice Grammar. With Answers*. Oxford: OUP.

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### Other resources

#### Dictionaries

[www.merriam-webster.com](http://www.merriam-webster.com)

[www.dictionary.com](http://www.dictionary.com)

[www.thesaurus.com](http://www.thesaurus.com)

*Cambridge International Dictionary of English*. 1995. Cambridge: CUP.

*Longman Interactive English Dictionary*. CD-ROM. 2001. London: Longman.

*Longman Pronunciation Dictionary*. 1990. London: Longman.

*Oxford Advanced Learner's Dictionary*. 1998. Oxford: OUP.

*Oxford Collocations Dictionary for Students of English*. 2002. Oxford: CUP.

*Oxford Dictionary of English Idioms*. 1994. Oxford: OUP

#### Useful websites

<http://www.world-english.org>

<http://www.englishclub.com/learn-english.htm>

