

## Syllabus

### Subject

<b>Subject / Group</b>	21810 - English Language IV / 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>	2nd semester
<b>Language of instruction</b>	English

### Professors

Lecturers	Office hours for students					
	Starting time	Finishing time	Day	Start date	End date	Office / Building
Jorge Fernando Granados	18:00	19:00	Tuesday	18/02/2020	18/06/2020	AB09
Binternagel						
<i>Responsible</i>						
<a href="mailto:j.granados@uib.cat">j.granados@uib.cat</a>						

### 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.

### 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 Academic - 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 described by the Common European Framework of Reference for Languages. 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

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"English Lab" check this link <http://diari.uib.cat/arxiu/Coneixeu-IEnglish-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

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#### 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

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The main contents which will be featured in the subject are the following:

#### Range of topics

##### Skill. Reading and vocabulary

- Unit 5: food.
- Unit 6: environment & weather.
- Unit 7: technology & inventions.
- Unit 8: money.
- Academic writing: vocabulary, style and register.

##### Skill. Grammar and Use of English

- Unit 5: phrasal verbs, collocations & expressions, word formation. Transitive & intransitive phrasal verbs, separable & Inseparable phrasal verbs, same-way question tags, question tags for polite requests, reinforcement tags.
- Unit 6: prepositions. Modal verbs, perfect modal verbs.
- Unit 7: compound nouns, idioms. Conditionals, other conditionals, unreal past, inversion.
- Unit 8: relative clauses, participle clauses, cleft sentences.

##### Skill. Writing



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- Text genres: reports, proposal, narrative/stories, five paragraph academic essay.
- Writing structures: paragraphs and cohesive devices in academic and non-academic texts.
- Rhetorical functions of written production.
- Academic Writing.
- American and British English spelling.
- Punctuation.

### Skill. Listening

Listening for detail. Gap-filling exercises and multiple-choice exercises.

### Skill. Speaking

- Phonological aspects of the spoken production: register, appropriateness, distinctive phonological features, word stress, sentence stress and rhythm, introduction to intonation patterns (varied intonation patterns, different sentence stress to convey subtleties of meaning), manner and place of articulation, and features of linking.
- The Grammar of Spoken English.
- Speaking techniques.

## 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).

## Workload

The time distribution for the subject will be the following:

In-class work activities (3 credits, 75 hours)

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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. Autonomous work (grammar, reading, and vocabulary building) may be required before attending each session.	39
Practical classes	Seminars and workshops	Medium group (M)	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	Writing	Large group (G)	Two writing papers (15% each paper).	2
Assessment	Listening	Large group (G)	Two listening comprehension papers (5% each paper).	2
Assessment	Use of English	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), worth 15% each paper.	3
Assessment	Speaking	Medium group (M)	- Mid-term Speaking: 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.  - Final Speaking: 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.	11
Assessment	Reading	Large group (G)	Two reading comprehension papers (5% each paper).	2

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 credits, 75 hours)

Modality	Name	Description	Hours
Individual self-study		Individual study and reading, completion of pre-assigned tasks and Campus Extens activities.	75

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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

- 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.

- 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.

### 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".

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### Writing

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Modality	Assessment
Technique	Extended-response, discursive examinations ( <b>recoverable</b> )
Description	Two writing papers (15% each paper).
Assessment criteria	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: 30%with a minimum grade of 5

### Listening

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Modality	Assessment
Technique	Objective tests ( <b>recoverable</b> )
Description	Two listening comprehension papers (5% each paper).
Assessment criteria	Ability to listen for detail and to interpret implicit information from texts featuring a variety of topics.

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

### Use of English

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Modality	Assessment
Technique	Objective tests ( <b>recoverable</b> )
Description	Two Use of English tests will consist of different vocabulary (specific lexis and idioms) and grammar aspects (grammar, register, collocations, among other issues), worth 15% each paper.
Assessment criteria	Ability to prove knowledge of Advanced grammar structures and lexis.

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

### Speaking

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Modality	Assessment
Technique	Oral tests ( <b>recoverable</b> )
Description	- Mid-term Speaking: 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. - Final Speaking: 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	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.  +10 mistakes in the presentation will result in a fail. Memorising and "reading" the presentation aloud will result in a 0 (zero) grade.

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Please, note that, while there will be a resit for the final interview (15%), students failing the oral presentation will not have the chance to complete that part again. Should a student obtain an average below 5/10 in their Speaking performance, he/she will resit only the interview, for which a new mark worth 20% will be obtained.

Final grade percentage: 20% with a minimum grade of 5

### Reading

Modality	Assessment
Technique	Objective tests ( <b>recoverable</b> )
Description	Two reading comprehension papers (5% each paper).
Assessment criteria	Ability to understand complex texts featuring a variety of topics.

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

## Resources, bibliography and additional documentation

The associated resources are the following:

### Basic bibliography

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.

Bandis, Angela and Gormley, Katrina 2016: *Close-up C1 . Student's Book*. 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



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### 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.eslmonkeys.com/student/esl_learning.php) <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/>  
[www.cobuild.collins.co.uk](http://www.cobuild.collins.co.uk)

