

## Syllabus

### Subject

<b>Subject / Group</b>	21819 - English Language VI / 1
<b>Degree</b>	Degree in English Studies - Third 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
Iria Maria Bello Viruega	13:00	14:00	Tuesday	17/02/2020	30/06/2020	RL BE12
<i>Responsible</i> <a href="mailto:iria.bello@uib.eu">iria.bello@uib.eu</a>	10:30	11:30	Friday	17/02/2020	31/05/2020	Son Espases
Pamela Butcher . <a href="mailto:pamela.butcher@uib.es">pamela.butcher@uib.es</a>	15:00	16:00	Wednesday	05/02/2020	25/06/2020	AB 09

### Context

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#### TUTORIALS

1st semester: by e-mail appointment || 2nd semester: Thu 12:30--13:30. Please request an appointment by e-mail in advance.

**ALL INFORMATION SUPPLIED THROUGH AULA DIGITAL WILL HAVE THE SAME VALIDITY AS THAT GIVEN IN THIS TEACHING GUIDE.**

"English Language VI" is a compulsory course within the UIB's BA program in English Studies. The course is offered in the second semester of the degree's third year, as a follow-up to five other courses ("English language I-V") which should have helped the student begin to reach an advanced level (C1) in English. The course aims at consolidating the student's grammatical competence and skills in English (reading, writing, speaking and listening) at an advanced level (C1). Students will also start to develop their English language skills at a proficiency level (C2), in preparation of the two remaining courses ("English language VII and VIII"), in which the aforementioned proficiency level should be perfected.

"English Language VI" is part of the degree's linguistic competence module, which has been specifically designed to foster the student's accuracy and overall fluency in the English language. The course will follow a practical approach to language issues which does not preclude the inclusion of several theoretical sessions

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aiming at developing explicit knowledge concerning certain complex language issues (grammatical points, vocabulary, pronunciation or idiomatic language).

### Requirements

**STUDENTS (INCLUDING ERASMUS AND EXCHANGE) MUST BE AWARE OF THE ACADEMIC AND ADMINISTRATIVE REQUIREMENTS FOR THIS SUBJECT. NO EXCEPTIONS.**

Those students who cannot attend lessons, please refer to the UIB's "Règim de Permanència" (<http://estudis.uib.cat/informacioperalumnes/Preguntes-freqüents/grau/permanencia/>) for information on part-time studies. Students must attend regularly their weekly class sessions. There is no subdivision as such, other than at an administrative level, between theoretical and practice sessions: both are essential.

### Recommended

Although this course has no official requirements, students are advised to have passed the courses "English Language I" to "English Language V", which should guarantee a sound knowledge of English at C1, as described by the Common European Framework of Reference for Languages. Please, see the following link for a better understanding of level C1: <https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions>.

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://estudis.uib.es/es/Formacio-complementaria/idiomes/EnglishLab/>, or the Lab's Facebook site [https://www.facebook.com/englishlabUIB/info?tab=page\\_info](https://www.facebook.com/englishlabUIB/info?tab=page_info)

### Skills

#### Specific

- \* To communicate in English in both oral and written forms with the fluency, accuracy and complexity fitting each context and situation (CE13)

#### Generic

- \* To develop autonomous and team work (CG1)
- \* To obtain and manage information, fostering lifelong learning (CG2)
- \* To develop the capacity for self-criticism, fostering the student's concern for quality and lifelong learning (CG 12)

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### 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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### Range of topics

#### 1. USE OF ENGLISH

- 1.1. Tenses
- 1.2. Modals
- 1.3. Infinitive & -ing Form
- 1.4. Passive Voice
- 1.5. Reported Speech
- 1.6. Adjectives -- Adverbs
- 1.7. Conditionals
- 1.8. Wishes -- Unreal Past

#### 2. READING

#### 3. WRITING

- 3.1. Opinion Essays and Articles
- 3.2. Suggestions and Recommendations
- 3.3. Balanced Arguments
- 3.4. Academic Writing  
Use Chicago-style citation in writing tasks; integrate quotes and references correctly
- 3.5. Miscellaneous  
Presenting an argument, organising your writing, making connections, comparing and contrasting, describing problems, processes and procedures, evaluation and emphasis, summary and conclusion

#### 4. SPEAKING

- 4.1. Discussion; Presentation; Interview  
Phonological aspects of the spoken production: register, appropriateness, distinctive phonological features, word stress, sentence stress and rhythm, introduction to intonation patterns, and features of linking, among others.  
  
Grammar of Spoken English: Indirect questions, questions tags, echo questions, emphatic forms of speech, ellipsis, inserts, and tags.  
  
Speaking techniques: word substitution, backtracking and reformulating, connectors and cohesive devices, turn-taking and cooperating strategies, presentation techniques, highlighting significant points, and rounding off.

#### 5. LISTENING

- 5.1. Proficiency exam listening practice

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Listening for detail, gap-filling exercises, radio shows, formal presentations, audiovisual material.

### Teaching methodology

Latecomers are a disturbance and therefore should refrain from entering the classroom. Please do not come in if the door is already closed. If a student needs to leave the classroom, please refrain from coming back in again.

Students must purchase the textbooks and bring them to all their classes.

Specific instructions for each of the skills will be provided through Aula Digital. It is the student's responsibility to check their university e-mail regularly for information on compulsory tasks, deadlines, instructions, etc.

**1. Plagiarism.** The following has been taken from the UIB's Reglament Academic: **Article 33. Frau.** 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. 2. En particular, es considera un frau: a) En els exàmens o proves escrites, l'ús de qualsevol mitjà encaminat a facilitar les respostes. b) En els treballs i pràctiques individuals o de grup, la inclusió de fragments d'obres alienes presentats de tal manera que es facin passar com a propis (plagi).

**3. Coincidence of exam dates.** The dates and times of the official exams will not be altered under any circumstances, except those contemplated by the Reglament Acadèmic (Articles 29 "Coincidence of dates" and 30 "Absence of the students"). In these cases, the student will need to produce the required document or certification.

This applies to ALL STUDENTS (UIB, Erasmus, and those under any other exchange programme). No exceptions, no excuses.

### Workload

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

Modality	Name	Typ. Grp.	Description	Hours
Theory classes	Lectures, practice, correction	Large group (G)	Lectures and practice, devoted to the clarification of advanced grammar points, the correction of exercises, the explanation of the different writing and speaking techniques, etc.	45
Practical classes	Practice, correction	Medium group (M)	Listening and speaking activities, collaborative work, specific doubts, etc.	15
Assessment	Speaking	Medium group (M)	Students will take two exams; one in the middle of the semester and another one at the end. Each exam will be worth 10% of the final grade, adding up to a total of 20% of the final grade.	8

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Modality	Name	Typ. Grp.	Description	Hours
Assessment	Use of English	Large group (G)	Students will take two exams; one in the middle of the semester and another one at the end. Each exam will be worth 15% of the final grade, adding up to a total of 30% of the final grade.	1.5
Assessment	Writing	Large group (G)	Students will take two exams; one in the middle of the semester and another one at the end of the semester. Each exam will be worth 15% of the final grade, adding up to a total of 30% of the final grade.	2.5
Assessment	Reading and Vocabulary	Large group (G)	Students will take two exams, one in the middle of the semester and another one at the end. Each exam will be worth 5% of the final grade, adding up to a total of 10% of the final grade.	1.5
Assessment	Listening	Large group (G)	Students will take two exams; one in the middle of the semester and another one at the end. Each exam will be worth 5% of the final grade, adding up to a total of 10% of the final grade.	1.5

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		The student will carry out a substantial amount of work on their own. Most of the Reading and many of the Listening activities will be done and corrected autonomously, with some practice time devoted to the clarification of doubts. Similarly, much of the grammar practice will be done autonomously.	75

### Specific risks and protective measures

The learning activities of this course do not entail specific health or safety risks for the students and therefore no special protective measures are needed.

### Student learning assessment

It is necessary to pass ALL FIVE PARTS of the subject (Use of English, Writing, Speaking, Listening, and Reading) with a minimum average mark of 5 (i.e. between both tests for each part) for the subject to be passed.

If the part average is lower than 5, the student will be able to re-take the failed part(s) in ONE FINAL exam during the extraordinary assessment period. The grades for the passed parts will be retained for the re-take during the extraordinary assessment period.

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In those cases where even the mathematical subject average after application of the corresponding percentage is 5 or higher, but the student has failed one or more parts, the subject grade showing on their academic record will be 4'5, according to academic regulations.

Five or more serious lexico-grammatical and phonetic mistakes will automatically result in a FAIL grade in the exercise.

If a student fails to hand in an assignment or to show up on the day and at the time established by the lecturer for the exams/practical sessions, the grade for that assignment/exam/practical session will be 0 (zero). The subject final grade will be "No Presentado" or "NP" only if the student has taken 30% or less of the total assigned evaluation course tests.

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

### 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

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Modality	Assessment
Technique	Oral tests ( <b>retrievable</b> )
Description	Students will take two exams; one in the middle of the semester and another one at the end. Each exam will be worth 10% of the final grade, adding up to a total of 20% of the final grade.
Assessment criteria	
Final grade percentage:	20%with a minimum grade of 5

### Use of English

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Modality	Assessment
Technique	Objective tests ( <b>retrievable</b> )
Description	Students will take two exams; one in the middle of the semester and another one at the end. Each exam will be worth 15% of the final grade, adding up to a total of 30% of the final grade.
Assessment criteria	
Final grade percentage:	30%with a minimum grade of 5

### Writing

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Modality	Assessment
Technique	Extended-response, discursive examinations ( <b>retrievable</b> )
Description	Students will take two exams; one in the middle of the semester and another one at the end of the semester. Each exam will be worth 15% of the final grade, adding up to a total of 30% of the final grade.
Assessment criteria	
Final grade percentage:	30%with a minimum grade of 5

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### Reading and Vocabulary

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Modality	Assessment
Technique	Objective tests ( <b>retrievable</b> )
Description	Students will take two exams, one in the middle of the semester and another one at the end. Each exam will be worth 5% of the final grade, adding up to a total of 10% of the final grade.

Assessment criteria

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

### Listening

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Modality	Assessment
Technique	Objective tests ( <b>retrievable</b> )
Description	Students will take two exams; one in the middle of the semester and another one at the end. Each exam will be worth 5% of the final grade, adding up to a total of 10% of the final grade.

Assessment criteria

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

### Resources, bibliography and additional documentation

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#### Basic bibliography

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**Compulsory coursebook:**

Evans, Virginia and Dooley, Jenny. 2014: *Upstream Proficiency C2*. Newbury: Express.

All students must have a copy of **both Student's book and Workbook** and must bring them to class.

**Compulsory grammar book:**

Evans, Virginia 2015: *CPE Use of English*. Newbury: Express.

#### Complementary bibliography

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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.

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.



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Thompson, A. J. and Martinet, A. V. 1986: *A Practical English Grammar. Exercises 1. Exercises 2.* Oxford: OUP.

### 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.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

[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://idioms.thefreedictionary.com/>

