



**English Language IV (4890)
FAN**

Academic year: 2009-2010

Subject type: Core

Length: 2nd semester

Credits (theory and practice): 6 (4'5 theory / 1'5 practice)

Sub-group divisions: 2

Subject's prerequisites: English Language III (4889)

Participation in Campus Extens: Yes

Curricular language: English

Tutor: Dra. Eva M. Pérez Rodríguez	
Office: 210 Building: Ramón Llull Tel.: 971 259537 (ext 9537) Fax: 971 173473 e-mail: eva.perez@uib.es	TUTORIALS 1st semester: Mon 9-11 and Wed 9-12 2nd semester: Mon 9-12 and Wed 9-11

1. INTRODUCTION AND RECOMMENDATIONS

English Language IV shall consolidate the skills acquired during the first half-year, and move ahead into new contents. A full command of the English grammar will be expected of students.

As was the case with the subject that preceded it, the practical approach will be predominant, with special attention to vocabulary acquisition, grammar correctness, and text cohesion, for the Writing skills, and general comprehension, detail reading and reading for gist for the Reading skills.

Students should have got enough training to become, by the end of this term, agile and discerning readers, and efficient, fluent and practical writers.

1. GENERAL AIMS AND OBJECTIVES

The aim of this course is to help students acquire a sound command of the English language, covering three broad aspects: grammar, writing and reading.



The teacher’s role is to mark the course guidelines, provide explanations, corrections of exercises and answers to doubts, but the vital aspect of the **student’s individual and constant learning** must be stressed.

It is the students’ duty and responsibility to **work independently, regularly and conscientiously**.

The acquisition of **grammar correctness** is essential. An advanced grammar of English, with several elements of the Proficiency level will be thoroughly worked on (see compulsory bibliography). In addition, the following aims may be pointed out:

1. To consolidate and build on the grammatical, lexical and skills foundations established in the previous modules.
2. To encourage the students’ independent learning, with the help of manuals, reference tools and exercise books.
3. To boost students’ confidence in essay and project writing, paying particular attention to individual research and the expression of their own opinion with academic soundness.
4. To make students realise the importance, together with their own style of writing and general use of the English language, of a normative style, in grammar, spelling, punctuation, cohesion, and text layout.

2. STRUCTURE OF SUBJECT CONTENTS

- **Grammar:** verbal tense adequacy; further complexities
expression of cause, effect, addition, contrast, concession
importance of form for meaning and use
polishing of grammar for expressiveness
- **Vocabulary:** enlarging one’s ‘new vocabulary’ corpus
multiple choice vocabulary questions
advanced vocabulary: idioms, extended meaning, collocations, specific terms
reference tools: dictionaries, the web
- **Reading:** Shifting useful information within a bulk text
Understanding meaning from context
Cloze texts (free and multiple choice)
Multiple choice reading
Public information, reports, reviews
Predicting, comparing and contrasting
Recognising authorial tone, purpose and style
Re-ordering jumbled paragraphs
Finding similarities and differences



- **Writing:**

Narration	Description
Paragraph and text organisation	Summary writing
Recounting an event or experience (verbal tense, time and cause-consequence markers)	Describing people, places and objects; showing or repressing emotion
Public information, reports, reviews	Written project (detailed separately)

3. METHODOLOGY

Given the eminently practical nature of this subject, there is no real partition between practical and theoretical contents. All sessions, be them class-group or small-group, will be concerned with grammar explanations and the resolution of exercises. Until the final distribution when the registration period ends, students will be provisionally allocated a practice group by alphabetical order of surname:

Practice 1: A–L; **Practice 2:** M–Z

Group changes are not allowed unless for major reasons, which must be conveniently documented.

4. ASSESSMENT

- 1 There will be an exam at the end of the term, in three parts: grammar (40%), writing (40%) and reading (20%).
 - All three parts need to be compensated, with a minimum average pass mark of 5. The **minimum mark required for a part** to be computed is **4**.
 - In those cases where the mathematical average is, even despite a failed part, higher than 5, the student will be given a **4.5** in his or her grades record.
- 2 The reading part (20%) is made up of two components:
 - a) a multiple choice (or similar) text in the exam (5%); and
 - b) a compulsory written project (15%), whose guidelines are given separately, to be handed in towards the end of the term. This project is **compulsory for all students**. **No late submissions** will be collected.
- 3 Marks by the teacher in student's compositions and other pieces throughout the term are for the student's guidance only, although the submission of such homework is highly recommended.

5. ADVICE TO THE STUDENTS

- the use of mobile phones in class is strictly forbidden.
- homework must be handed in on the day stipulated by the teacher.
- please take good notice of any deadlines for the submission of work. No excuses will be accepted or deadlines extended, unless for major reasons.



- all students will take official exams on the date stipulated by the faculty. The teacher will not set an exam on an alternative date.
- if students are not present on the day corrected homework is returned, it is their responsibility to go to the teacher's office during tutorials to reclaim it
- make use of tutorials. The teacher is there to advise and listen to you, mark any extra work you may want to submit, and solve your academic doubts
- check the subject's Campus Extens page as new materials, messages, homework, etc. may be made available there

6. BASIC BIBLIOGRAPHY

Students must acquire a copy of the following title:

- Yule, George 2006: *Oxford Practice Grammar. With Answers*. Oxford: Oxford University Press. ISBN 0-19-430916-9

Further basic materials include the following (available at Ramon Llull copy shop):

- a batch of further grammar, reading and writing exercises
- a list of Phrasal Verbs (from Thomson & Martinet 1986: 315-352)
- a selection of texts for use in the written project

7. GENERAL BIBLIOGRAPHY

- Norris, Roy and Amanda French 2008: *Ready for CAE. Coursebook*. Oxford: Macmillan.

7.1. Writing

- Colonna, Mary R. and Judith E. Gilbert 2006: *Reason to Write. Strategies for Success in Academic Writing*. Oxford UP.
- Cory, Hugh 1999: *Advanced Writing with English in Use. CAE*. Oxford UP.
- Davis, Jason and Rhonda Liss 2006: *Effective Academic Writing 3*. Oxford UP.
- Jordan, R. R. 1999: *Academic Writing Course. Study Skills in English*. Longman.
- Stephens, Mary 2002: *New Proficiency Writing. For the Revised CPE Exam*. Longman.

7.2. Reading

- Stephens, Mary 2002: *New Proficiency Reading. For the Revised CPE Exam*. Longman.



7.3. Grammar

- Graver, B. D. 1986: *Advanced English Practice*. Oxford UP.
- Foley, Mark and Diane Hall 2003: *Advanced Learners' Grammar*. Longman.
- Hewings, Martin 2005: *Advanced Grammar in Use. With Answers*. Cambridge UP.
- McCarthy, Michael and Felicity O'Dell 2004: *English Phrasal Verbs in Use*. Cambridge UP.
- Pérez, Eva 2006: *English Language Practice, Advanced*. Palma: Servei de Publicacions UIB.
- Swan, Michael 1995: *Practical English Usage*. Oxford UP.
- Thompson, A. J. and A. V. Martinet 1986: *A Practical English Grammar. Exercises 1. Exercises 2*. Oxford UP
- Vince, Michael and Peter Sunderland 2003: *Advanced Language Practice. With Key*. Macmillan.

7.4. Websites

- <http://ccc.commnet.edu/grammar>
- <http://esl.about.com/>
- <http://www.eslcafe.com/>
- <http://www.world-english.org>
- <http://www.infoplease.com/>

7.5. Dictionaries

- Rundell, Michael, and Gwyneth Fox 2002: *Macmillan English Dictionary with CD-Rom*. Macmillan.
- Hornby, A. S. and Sally Wehmeier 2002: *Oxford Advanced Learner's Dictionary Sixth Edition*. Oxford UP.
- *Gran Diccionario Oxford Español-Inglés, Inglés-Español*. OUP.
- *Oxford Phrasal Verbs Dictionary*. Oxford UP.
- *Macmillan Phrasal Verbs Plus*. Macmillan.
- *Oxford Idioms Dictionary*. Oxford UP.
- *Longman Dictionary of English Language and Culture*. Longman.
- *Collins English Dictionary*. Harper Collins.



- www.diccionarios.com
- www.cobuild.collins.co.uk
- www.diccionaris.net

Appendix

English Language III (4889) and IV (4890). 2009-10

COMPOSITION CORRECTION SCALE

0'2

Cohesion (Co)
Register (Reg)
Punctuation (Pun)

0'3

Word Order (WO)
Spelling (Sp)
Interest / Relevance (Rel)
– excessively simple contents or vocabulary will be penalised as “Rel x 4” (i.e. 1'2)
Wrong Word (WW)
Unclear Meaning (UM)

0'4

Grammar (Gr)
– basic grammar mistakes will be penalised as “Gr x 3” (i.e. 1'2).
The following is merely a selection of **mistakes**:

- wrong use of adjectives or adverbs: The others cars; a wrongly decision.
- double subjects: It is interesting the ending.
- absence of subject: They bought it when saw it.
- direct mistranslations: This car likes me; a new on TV; arrive to London
- lack of concord: This houses. People is kind. He go.
- incorrect verb conjugation: She musts stay. He would had come. He would have began. We didn't went.
- basic misspelling/lack of capitalisation: spanish, appartment
- erratic use of paragraphs and punctuation