



Academic year	2013-14
Subject	21826 - English Language VIII
Group	Group 1, 2S
Teaching guide	F
Language	English

## Subject identification

<b>Subject</b>	21826 - English Language VIII
<b>Credits</b>	2.4 in-class (60 hours) 3.6 distance (90 hours) 6 totals (150 hours).
<b>Group</b>	Group 1, 2S(Campus Extens)
<b>Teaching period</b>	2nd semester
<b>Teaching language</b>	English

## Lecturers

Lecturers	Timetable for student attention					
	Starting time	Finishing time	Day	Start date	Finish date	Office
Rubén Jarazo Alvarez <a href="mailto:r.jarazo@uib.es">r.jarazo@uib.es</a>	12:00h	14:00h	Monday	23/09/2013	14/02/2014	Tutorías online
	16:00h	17:00h	Thursday	17/02/2014	06/06/2014	BE10 (con cita previa)
José Igor Prieto Arranz <a href="mailto:jose-igor.prieto@uib.es">jose-igor.prieto@uib.es</a>	15:30h	17:30h	Tuesday	17/02/2014	30/06/2014	I will soon be moving out of my current office. Please check out for updates.

## Degrees where the subject is taught

Degree	Character	Course	Studies
Degree in English Studies	Compulsory	Fourth year	Degree

## Contextualisation

## Requirements

‘English language VIII’ 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 fourth year, as a follow-up to seven other courses (‘English language I-VII’) which should have helped the student begin to reach a proficiency level (C2) 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 proficiency or mastery level (C2). According to the Common European Framework of Reference for Languages, this level should enable to learner to:

understand with ease virtually everything heard or read.

summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation.





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express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations.

‘English language VIII’ 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. The course will follow a mostly practical approach to language issues, which does not however preclude the inclusion of several theoretical sessions aiming at developing explicit knowledge concerning particularly complex language issues (grammar points, vocabulary, pronunciation or idiomatic language).

The course has been designed so as to help students practise those language aspects which are generally found most difficult and demanding (specific writing and lexis, idiomaticity, pronunciation), which will thus be practised in class while students are also expected to work autonomously, especially on grammar-related issues and other areas in which a highly proficient level is more easily achieved (e.g. listening skills), using materials which will be freely provided through Campus Extens.

### Recommendable

Although this course has no official requirements, students are advised to have passed the courses ‘English Language I’ to ‘English Language VII’, which should guarantee a sound knowledge of English at Proficiency level (C2), as described by the Common European Framework of Reference for Languages (see above).

## Skills

This course will help the student:

### Specific

1. To communicate in English in both oral and written forms with the fluency, accuracy and complexity fitting each context and situation (skill No. 13, English Studies curriculum)..
2. To master the different levels of analysis and usage of the English linguistic system so as to understand the relationship between (1) form and meaning; and (2) meaning and context (skill No. 14, English Studies curriculum)..
3. To develop skills in the fields of language and style consulting (skill No. 21, English studies curriculum)..

### Generic

1. To develop autonomous and team work (skill No. 1, English Studies curriculum)..
2. To obtain and manage information, fostering lifelong learning (skill No. 2, English Studies curriculum)..
3. To develop a capacity for self-criticism, fostering the student's concern for quality and lifelong learning (skill No. 12, English Studies curriculum)..

## Content

### Theme content

USE OF ENGLISH. Use of English

Word classes. Word classes



Advanced word formation: compounding vs Saxon genitive, affixation.

Problem words: confusing word pairs, difficult verb pairs, ambiguous words, false friends.

Adjective patterns. Adjective patterns

- Adjective with a prepositional phrase

- Adjectives with a *that*-clause

- Adjectives with a *to*-infinitive

- Adjectives: features and functions

Adverbials. Adverbials

- The forms of adverbials

- The position of adverbials

- Types of adverbials

- Adverbs

Apposition. Apposition

Articles. Articles

- General article usage

- Common nouns without article: I felt sleepy *after dinner*

- Count nouns as complement: She wants to be *a doctor*

Auxiliary verbs. Auxiliary verbs

- Do

- Have

- Be

- Dare and need

Clauses. Clauses

- Clause elements

- Basic verb patterns

- The complements of subjects and objects: *We found him unhelpful*

- Finite, non-finite and verbless clauses

- Clause functions

Cleft sentences. Cleft sentences

Commands. Commands

Comment clauses. Comment clauses

Comparison. Comparison

Complements. Complements

Concord. Concord

Coordination. Coordination

Demonstratives and other determiners. Demonstratives and other determiners

Exclamations. Exclamations

Gender. Gender





Genitive. Genitive

Interrogatives. Interrogatives

Introductory it. Introductory it

Introductory there. Introductory there

Irregular verbs. Irregular verbs

Main verbs. Main verbs

- The forms of main verbs

- The uses of the verb forms

(Advanced use of) modality, tense and aspect. (Advanced use of) modality, tense and aspect

- Unreal time

Nationality words. Nationality words

Negation. Negation

- Not*-negation

- Contracted negation

- Negative pronouns and determiners

- Other negative words

- Not* in phrases and in non-finite clauses

- Transferred negation: *I don't believe we've met*

Nominal clauses. Nominal clauses

- That*-clauses

- Wh*-interrogative subclauses

- Yes-no* interrogative subclauses

- Nominal relative clauses

- Nominal *to*-infinitive clauses

- Nominal *ing*-clauses

Noun phrases. Noun phrases

Number. Number

Numerals. Numerals

- Fractions, decimals, superscripts...

- Temperatures

- Currency

- Sports scores

- Dates and times of the clock

- Decades

- Dates (written and spoken)

- Zero

Objects. Objects





Operators. Operators

Passives. Passives

-Turning actives into passives

-Passives without agents

-Passives with prepositional verbs and with non-finite verb phrases

Personal and reflexive pronouns. Personal and reflexive pronouns

Phrasal and prepositional verbs. Phrasal and prepositional verbs

Plurals. Plurals

-Regular and irregular plurals

Postmodifiers. Postmodifiers

Prepositional phrases. Prepositional phrases

-Prepositions and prepositional adverbs

Pronouns. Pronouns

Proper nouns and names. Proper nouns and names

Quantifiers. Quantifiers

Questions. Questions

-Direct vs indirect

-*Yes-no* questions

-*Wh*-questions

Reciprocal pronouns. Reciprocal pronouns

Regional varieties of English. Regional varieties of English

British vs American English: spelling, vocabulary and grammar features

Relative clauses and use of relative pronouns. Relative clauses and use of relative pronouns

Some-words and any-words. Some-words and any-words

Subjunctives. Subjunctives

Subordination. Subordination

Verb patterns. Advanced used of verbal structures. Verb patterns. Advanced used of verbal structures

Verb phrases. Verb phrases

## READING. READING

Vocabulary building. Vocabulary building

Communication and the media

Chance and nature

Quantity and money

Materials and the built environment

How much freedom should children have?

Censorship

Love

Attitudes to work and leisure



The purpose of state punishment

Advanced reading skills. Advanced reading skills

#### WRITING. WRITING

##### Topics. Topics

The courses English Language VII and English VIII will tackle writing skills at proficiency level. The different activities will help students consolidate previously acquired skills in the field, placing special emphasis on such advanced issues as:

Collocations

Tone

Paragraphing

Punctuation

Register

Spelling changes

Style

Both creative and academic writing will be practised. Additionally, students will also practise their skills as potential language and style consultants (proofreading and improving on earlier versions on texts, advanced use of such tools as Google Translate).

#### SPEAKING. SPEAKING

##### Topics. Topics

Speaking activities will cover the same topics described above for reading. Additionally, both English Language VII and VIII will help students perfect their oral skills within an academic context.

Lastly, emphasis will also be placed on pronunciation issues, including the main differences between standard British (RP) and General American English. Although English Language VII will focus more clearly on segmental aspects, whilst English Language VIII will also deal with suprasegmental features such as stress, rhythm and intonation, both the segmental and suprasegmental dimensions of pronunciation in English will be dealt with holistically in both courses, providing students with materials that will make self-study possible.

#### LISTENING. LISTENING

##### Topics. Topics

Listening activities will cover the same topics described above for reading.

### Teaching methodology

The course will be organised as follows:

#### In-class work activities



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Modality	Name	Typ. Grp.	Description
Theory classes		Large group (G)	28 hours 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 writing and reading skills, as well as vocabulary building. It should be noted, however, that a holistic approach to language teaching and learning will be followed in the course. This means that, independently of the session type and the topic under discussion, an effort will be made to practise different skills at a time. Autonomous work may be required before attending each session and this will be duly notified via Campus Extens.
Seminars and workshops		Medium group (M)	15 hours will be devoted to seminars and workshops. Independent work will be required before attending the former, and this will be duly notified via Campus Extens. 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.
Practical classes		Medium group (M)	7 hours will be spent in entirely practical sessions, especially devoted to the practice and assessment of speaking skills. The latter may be practised through role play activities, discussions and debates, and possibly presentations.
Assessment		Small group (P)	Assessment Speaking Small group (P) Oral exam
Assessment		Large group (G)	Use of English test

## Distance education work activities

Modality	Name	Description
Group or individual self-study		<p>The student will carry out a substantial amount of work on his/her own. The estimated workload is the following:</p> <ul style="list-style-type: none"><li>-Individual study and reading: 2.1 ECTS (52 hours)</li><li>-Completion of pre-assigned tasks: 0.6 ECTS (15 hours)</li><li>- Campus Extens participation: 0,2 ECTS (5 hours)</li><li>-Online tutorials (email): 0,1 ECTS (3 hours)</li><li>-Group self-study Seminar and presentation</li></ul> <p>Preparation. The preparation of seminars and presentations (if applicable) may be carried out in small groups. The estimated workload for each of the students involved will be 0.6 ECTS (15 hours)</p>





## 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.

## Workload estimate

Modality	Name	Hours	ECTS	%
<b>In-class work activities</b>		<b>60</b>	<b>2.4</b>	<b>40</b>
	Theory classes	28	1.12	18.67
	Seminars and workshops	15	0.6	10
	Practical classes	7	0.28	4.67
	Assessment	7	0.28	4.67
	Assessment	3	0.12	2
<b>Distance education work activities</b>		<b>90</b>	<b>3.6</b>	<b>60</b>
	Group or individual self-study	90	3.6	60
<b>Total</b>		<b>150</b>	<b>6</b>	<b>100</b>

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 Campus Extens platform.

## Student learning assessment

All (UIB and exchange) students will freely choose one of the following two assessment options or itineraries by signing the learning agreement (downloadable from the course's Campus Extens site). This will be handed to the lecturer during the term's first two weeks. Students failing to meet this condition will be automatically assigned Itinerary B.

### (1) Mixed continuous assessment (Itinerary A)

Students choosing this option 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.

NB: 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.

-two reading comprehension tasks (20% of the final mark)

-two compositions (20% of the finalmark):

-two listening comprehension exercises (20% of the final mark)

Itinerary A students will also take an exam. This will consist of two main parts of equal value:







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-Part I: Use of English (20% of the final mark).

-Part II (to be held on a separate date): Speaking (20% of the final mark).

NB. All parts can be re-taken in September, 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 at least obtained a PASS grade in all of the other skills assessed. Consequently, should one or more parts not be successfully passed by the student, the rest of his/her grades will not be taken into account.

(2) Final assessment (Itinerary B)

Students who choose or have been assigned this option will complete the following tasks.

-One reading comprehension task (20% of the final mark), to be held on examination day

-One composition (20% of the final mark), to be written on examination day

-One listening comprehension exercise (20% of the final mark), to be held on examination day

Itinerary B students will also take a final exam. This will consist of two main parts of equal value:

-Part I:

Use of English (20% of the final mark).

-Part II (to be held on a separate date): Speaking (20% of the final mark).

NB. All parts can be re-taken in September, 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 at least obtained a PASS grade in all of the other skills assessed. Consequently, should one or more parts not be successfully passed by the student, the rest of his/her grades will not be taken into account.

IMPORTANT It should be noted that:

-Serious lexico-grammatical and phonetic mistakes will automatically result in a fail grade.

-Plagiarism will always be penalised, in accordance with the UIB's current academic regulations, reproduced below: Article 32. Fraus amb independència del procediment disciplinari que es pugui seguir contra l'estudiant infractor, la realització demostradorament fraudulenta d'alguna de les activitats d'avaluació incloses en l'avaluació d'alguna assignatura comportarà, segon les circumstàncies, una menysvaloració en la seva qualificació que, en els casos més greus, pot arribar a la qualificació de «suspens» (0,0) a la convocatòria anual. En particular, es considera un frau la inclusió en un treball de fragments d'obres alienes presentats de tal manera que es facin passar com a propis de l'estudiant.

-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.

-Under no circumstances will the dates and times of the official exams be altered with the only exception of those cases contemplated by the University of the Balearic Islands' Reglament Acadèmic (when two exams coincide on the same day with a time difference of under three hours between them). Students will not be allowed into the classroom once the exam/practical session has already started.

- 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).

### Theory classes

Modality	Theory classes
Technique	Real or simulated task performance tests ( <b>Retrievable</b> )
Description	28 hours 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 writing and reading skills, as well as vocabulary building. It should be noted, however, that a holistic approach to language teaching and learning will be followed in the course. This means that, independently of the session type and the topic under discussion, an effort will be made to practise different skills at a time.





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Assessment criteria	Autonomous work may be required before attending each session and this will be duly notified via Campus Extens.
	Modality Theory classes
	Technique Real or simulated task performance tests (re-sits allowed)
	Description -Theory classes (large group): 28 hours 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 writing and reading skills, as well as vocabulary building. Autonomous work may be required before attending each session and this will be duly notified via Campus Extens.
Assessment criteria	
Percentage of final qualification: 40% following path A	
Percentage of final qualification: 40% following path B	
Percentage of final qualification: 40% following path A	
Percentage of final qualification: 40% following path B	

### Practical classes

Modality	Practical classes
Technique	Real or simulated task performance tests ( <b>Retrievable</b> )
Description	7 hours will be spent in entirely practical sessions, especially devoted to the practice and assessment of speaking skills. The latter may be practised through role play activities, discussions and debates, and possibly presentations.
Assessment criteria	Modality Practical classes
	Technique Real or simulated task performance tests (re-sits allowed)
	Description -Practical sessions: 7 hours will be spent in entirely practical sessions, especially devoted to the practice
	and assessment of listening and speaking skills. The latter will be practised through role play activities, discussions and debates, and possibly presentations.
	Assessment criteria
	Percentage of final qualification: 20% following path A
	Percentage of final qualification: 20% following path B
Percentage of final qualification: 20% following path A	
Percentage of final qualification: 20% following path B	

### Assessment

Modality	Assessment
Technique	Oral tests ( <b>Retrievable</b> )
Description	Assessment Speaking Small group (P) Oral exam
Assessment criteria	Modality Assessment
	Technique Oral tests (re-sits allowed)
	Description Oral exam





#### Assessment criteria

Percentage of final qualification: 20% following path A

Percentage of final qualification: 20% following path B

Percentage of final qualification: 20% following path A

Percentage of final qualification: 20% following path B

### Assessment

Modality	Assessment
Technique	Objective tests ( <b>Retrievable</b> )
Description	Use of English test
Assessment criteria	Use of English
	Modality Assessment
	Technique Objective tests (re-sits allowed)
	Description Use of English test
	Assessment criteria
	Percentage of final qualification: 20% following path A
	Percentage of final qualification: 20% following path B
	Percentage of final qualification: 20% following path A
	Percentage of final qualification: 20% following path B

### Resources, bibliography and additional documentation

#### Basic bibliography

Compulsory materials will be made freely available through Campus Extens. It will be the student's responsibility to bring them to class when so instructed.  
Additional materials will also be offered for autonomous work.

#### Complementary bibliography

Bywater, F. V. 1982: *A Proficiency Course in English*. With Key. London: Nelson ELT.  
Cory, H. 1999: *Advanced Writing with English in Use*. Oxford: OUP.  
Foley, Mark and Hall, Diane 2003: *Advanced Learners' Grammar*. Harlow: Longman.  
Fowler, W. S. (with Bideleux, S. and Mackie, G.) 2003: *Proficiency Writing Skills*. London: New Editions ELT.  
Gude, C. 1999: *Advanced Listening and Speaking*. Oxford: OUP.  
Hewings, Martin 2009: *Cambridge Grammar for CAE and Proficiency*. With Answers.  
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.  
Mansfield, Francesca and Nuttall, Carol 2007: *Proficiency Practice Tests*. With Key. London: Thomson ELT.  
McCarthy, Michael and O'Dell, Felicity 1998: *English Idioms in Use*. With Answers. Cambridge: CUP.





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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.  
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.  
O'Connor, J. D. 1998 [1980]: *Better English Pronunciation*. Cambridge: CUP.  
Side, Richard and Wellman, Guy 2002: *Grammar and Vocabulary for Cambridge Advanced and Proficiency*. Harlow: Longman.  
Stephens, Mary 2002: *New Proficiency Writing*. Longman Exam Skills. Harlow: Longman.  
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.  
Thompson, A. J. and Martinet, A. V. 1986: *A Practical English Grammar*. Exercises 1. Exercises 2. Oxford: OUP.  
Thomas, B. J. 1999 [1995]: *Advanced Vocabulary and Idiom*. Revised edition. Harlow: Longman.  
Thornbury, Scott 2004: *Natural Grammar. The Keywords of English and How they Work*. Oxford: OUP.  
University of Cambridge 2013: *Cambridge English Proficiency. Certificate of Proficiency in English (CPE) CEFR Level C2. Handbook for Teachers for Examinations from March 2013*. Cambridge: CUP. [https://www.teachers.cambridgeesol.org/ts/digitalAssets/118211\\_Cambridge\\_English\\_Proficiency\\_CPE\\_Handbook\\_2013.pdf](https://www.teachers.cambridgeesol.org/ts/digitalAssets/118211_Cambridge_English_Proficiency_CPE_Handbook_2013.pdf)  
Yule, George 2008 [2006]: *Advanced Oxford Practice Grammar*. Oxford: OUP.

#### Other resources

##### 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:

<http://oxforddictionaries.com/>  
[www.cobuild.collins.co.uk](http://www.cobuild.collins.co.uk)

