



**Universitat de les
Illes Balears**

Facultat de Filosofia
i Lletres

CURS 2009-2010

NOM DE L'ASSIGNATURA: ANGLÈS ORAL II (CODI 4895)

ESTUDIS: Filologia Anglesa DURADA: Anual NOMBRE DE CRÈDITS: 6 de teòrics / 3 de pràctics PREREQUISITS PER CURSAR L'ASSIGNATURA: <i>Anglès Oral I</i>
PARTICIPACIÓ DE L'ASSIGNATURA EN ELS ESQUEMES DE : <input checked="" type="checkbox"/> Avaluació contínua <input type="checkbox"/> Projecte pilot d'implantació del sistema de crèdits europeus <input checked="" type="checkbox"/> Campus Extens
IDIOMA EN QUÈ S'IMPARTEIX L'ASSIGNATURA: ANGLÈS
IDENTIFICACIÓ DEL PROFESSOR Professora: Patricia Bastida Rodríguez Edifici: Ramon Llull Despatx: 333 Telèfon: 971 25 97 69 E-mail: pbastida@uib.es (tutories electròniques) Tutories: Dimecres 11.00-14.00, Divendres 10.00-11.00 (1er Quadrimestre) Dilluns 11.00-13.00, Dimecres 11.00-13.00 (2n Quadrimestre)

1. INTRODUCTION:

Oral English II is taught in the second year of English Philology and it intends to continue the enhancement of students' listening and speaking abilities in English initiated in *Oral English I*. As a consequence, students are expected to enrol with an advanced level of English regarding oral communication, acquired at the end of *Oral English I*. A good knowledge of English grammar, obtained after passing *English Language I* and *II* the previous year, is also highly recommended.

2. OBJECTIVES:

The main objective of the course is to further the development of students' listening and speaking skills in English, leading them from an advanced level towards a fluent, proficient use of the language which shall enable them to communicate effectively and confidently in English in almost any oral context. The linguistic competence expected of students at the end of the course is equivalent to the Cambridge Certificate of Proficiency in English and the Council of Europe level C2.

3. CONTENTS:

The contents of the course will be organised around a number of vocabulary topics, which will allow the practice of different listening and speaking microskills, as well as the consolidation of vocabulary and the approach to specific theoretical aspects related to oral communication in English.

Vocabulary topics

- 1. Relationships.
- 2. Man and the environment.
- 3. Education and society.
- 4. Health and medicine.
- 5. Work and leisure.
- 6. Sport and fitness.
- 7. Crime and punishment.
- 8. The media: the Internet and the new technologies.
- 9. Advertising and consumerism.
- 10. Art and heritage.

Listening microskills

- Listening for main ideas.
- Listening for specific information and detail.
- Identifying speakers and context.
- Taking notes while listening.
- Deducing words from context.
- Identifying the function of discourse markers.
- Inferring and interpreting speakers' attitudes.
- Recognising the role of intonation.

Speaking microskills

- Managing interaction in different contexts.
- Coping with vocabulary problems: using paraphrase.
- Describing and commenting on pictures, actions, places.
- Expressing and justifying opinions.
- Comparing views and reaching agreement.
- Discussing arguments for and against a controversial issue.
- Giving presentations in academic contexts.

Concepts

- Characteristics of spoken English: pause fillers, discourse markers.
- Pronunciation: the phonological system of English. Connected speech.
- The use of intonation and stress in English oral discourse.
- Registers of English: formal / neutral / colloquial / slang.
- Word formation: suffixes, prefixes, compounds and word-blending.
- Vocabulary: collocations, idioms, proverbs, word play.

4. METHODOLOGY:

A wide variety of listening and speaking activities will be used in the sessions in order to foster students' oral competence in English. They will include, among others, debates on proposed topics, descriptions and discussions of visual stimuli, presentations, role-plays, games, dictations and different types of listening comprehension exercises taken from a wide range of contexts. As a consequence, activities will often entail pair or group work, which will make students' attendance and participation essential.

Authentic listening materials will be used in the course, often dealing with the different topics listed in the previous section, either from the coursebook (see *Bibliography*) or provided by the teacher at the photocopy shop in the form of Supplementary Material. Students must bear in mind that they will be expected to **perform certain tasks as preparation before many of the sessions**, either from the coursebook or from the Supplementary Material, since this will be essential for their appropriate development.

Students will have three hours a week of *Oral English II*, one of them in reduced groups on Fridays. These sessions will be mainly devoted to speaking activities and oral interaction, as well as to giving presentations. There will be two rounds of oral presentations during the course (January and May), in which students will have to give a prepared talk on a topic and show their linguistic competence in English. **At least one of them is compulsory if the student wants to follow the continuous assessment scheme.** The second presentation is optional but highly recommended, as the highest mark of the two will be the one to be kept and used to obtain the global mark (see *Assessment*).

As part of the methodology used in *Oral English II*, students following continuous assessment must perform at least **one hour per week of autonomous work** on an English-learning computer program in the Language Laboratory (*Classroom C-13, Guillem Cifre de Colonya*, attendance will be controlled) and attend **at least three private tutorials** during the year (November, end of 1st semester or beginning of 2nd, May), so that the progress of the student can be assessed and corrected before the end of the course. More information about this will be given in class.

5. ASSESSMENT:

The following aspects will be assessed during the course, in accordance with the percentages given:

- SPEAKING	40 %
- LISTENING	40 %
- DICTATION	20 %

All of them will be covered in separate sections in the final exam, with an oral exam covering the speaking section on a different date. Students must be aware that they have to **pass all the different sections independently in order to pass the course**, although if only one section is failed in June, they can keep the other marks and repeat only that section in September.

There is also the option of **CONTINUOUS ASSESSMENT**, which implies that students do not need to sit the final exam if they have performed the following tasks successfully during the year:

COMPULSORY ACTIVITIES FOR CONTINUOUS ASSESSMENT

- The performance in class of **several assessment tests**, whose dates can be found in advance on the course website (4 listening comprehension tests and 4 dictations).
- Performing **one weekly hour of autonomous work** on an English-learning computer program in the Language Laboratory (*Guillem Cifre C-13*).
- Giving **at least one oral presentation** in class (January and/or May, Fridays).
- Attending **a minimum of three private tutorials** during the year.

Only those sections which have been failed through continuous assessment (listening, dictation) must be repeated in June, with the exception of the oral exam, which is **compulsory for everyone and must always be passed** (final mark of the speaking section = 50 % oral exam + 50 % presentation). If a student who has passed considers that s/he can improve his/her final mark by sitting the final exam, there is also the option of doing it without any risk of losing his/her initial marks.

Students must bear in mind that **failure to perform any of the compulsory tasks for continuous assessment (even tutorials and autonomous computer work) will automatically imply his/her exclusion from the continuous assessment scheme.**

6. BIBLIOGRAPHY:

Coursebook: SCOTT-BARRETT, FIONA 2002: *New Proficiency Listening & Speaking*. London, Longman.

6.1. Basic Bibliography:

McCARTHY, M. & F. O'DELL 2007 (2005): *English Collocations in Use. How words work together for fluent and natural English*. Cambridge U. P.

McCARTHY, M. & F. O'DELL 2002: *English Vocabulary in Use. Advanced*. Cambridge U. P.

McCARTHY, M. 1995: *Cambridge Word Selector Anglès-Català. Diccionari temàtic de l'anglès contemporani*. Cambridge U.P. (Spanish-English version too)

O'CONNOR, J. D. & C. FLETCHER 1994: *Sounds English. A Pronunciation Practice Book*. London, Longman. (With three cassettes)

SOANES, C. & A. STEVENSON 2005: *Oxford Dictionary of English*. Oxford U. P.

6.2. General Bibliography:

Reference books

ALEXANDER, L. G. 1991: *Longman English Grammar*. London, Longman.

BOLTON, D. & N. GOODEY 1997: *Grammar Practice in Context*. London: Richmond.

BRAZIL, DAVID 2005: (1994): *Pronunciation for Advanced Learners of English*. Cambridge U. P.

BYWATER, F. V. 1990: *A Proficiency Course in English. With Key*. London, Nelson.

- HEWINGS, M. 2005: *Advanced Grammar in Use. A self-study reference and practice book for advanced learners of English. With answers.* Cambridge U. P.
- HEWINGS, MARTIN 2007: *English Pronunciation in Use. Advanced. Self-study and classroom use.* Cambridge U. P.
- LAWS, A. 2000: *Presentations.* Oxford: Summertown Publishing.
- McCARTHY, M. & F. O'DELL 1998: *English Idioms in Use. With Answers.* Cambridge U. P.
- POWELL, M 1999: *Presenting in English: How to give successful presentations.* Hove: Language Teaching Publications.
- SEIDL, J. & W. McMORDIE 1988: *English Idioms.* Oxford U. P.
- SIDE, R. & G. WELLMAN 1998: *Grammar and Vocabulary for Cambridge Advanced and Proficiency. With Key.* London, Longman.
- SWAN, M. 2005 (2000): *Practical English Usage.* Oxford U. P.
- THOMAS, B. J. 1995: *Advanced Vocabulary & Idiom.* London, Longman.
- VINCE, M. 1994: *Advanced Language Practice.* London, Heinemann.
- WORKMAN, G. 1995: *Phrasal Verbs and Idioms.* Oxford U. P.

Dictionaries

- Cambridge Advanced Learner's Dictionary.* 2005. Cambridge U. P.
- Cambridge English Pronouncing Dictionary.* 2006. Cambridge U. P.
- Cambridge International Dictionary of English.* 1995. Cambridge U. P.
- Collins Cobuild English Language Dictionary.* 1995. Glasgow, Collins.
- Collins Spanish-English, English-Spanish Dictionary.* 2000. Glasgow, Collins.
- Dictionary of Slang & Unconventional English.* 2 volumes. 1974. London, Routledge.
- Gran Diccionario Oxford Español-Inglés, Inglés-Español.* 2003. Oxford U. P.
- Longman Dictionary of Contemporary English.* 1995. London, Longman.
- Longman Dictionary of English Idioms.* 1994. London, Longman.
- Longman Dictionary of Phrasal Verbs.* 1996. London, Longman.
- Longman Interactive English Dictionary.* CD-ROM. 2001. London, Longman.
- Longman Pronunciation Dictionary.* 1990. London, Longman.
- Oxford Advanced Learner's Dictionary.* 1998. Oxford U. P.
- Oxford Collocations Dictionary for Students of English.* 2002. Oxford U. P.
- Oxford Dictionary of English Idioms.* 1994. Oxford U. P.
- Oxford Dictionary of Modern Slang.* 1993. Oxford U. P.

NOTE: Information on useful websites for the practice of listening and speaking skills in English, as well as vocabulary and grammar, will be provided on the course website.