



Academic year	2011-12
Subject	20395 - English for Engineering
Group	Group 6, 2S, GEED
Teaching guide	C
Language	English

## Subject identification

<b>Subject</b>	20395 - English for Engineering
<b>Credits</b>	2.4 attended (60 hours) 3.6 non-attended (90 hours) 6 total (150 hours).
<b>Group</b>	Group 6, 2S, GEED(Campus Extens)
<b>Període d'impartició</b>	2nd semester
<b>Teaching language</b>	English

## Lecturers

Lecturers	Office hours for students					
	Start time	End time	Day	Start date	End date	Location
Alejandrina Escalas López	There are no sessions set					
Sofia Moratinos Johnston <a href="mailto:sofia.moratinos@uib.es">sofia.moratinos@uib.es</a>	11:00h	12:00h	Thursday	24/06/2011	31/01/2012	AB 09

## Degrees where the subject is taught

Degree	Character	Course	Studies
Degree in Construction Engineering	Optional	Third course	Degreee
Degree in Telematics Engineering	Optional	First course	Degreee
Degree in Industrial Engineering	Optional		Degreee
Degree in Agricultural Engineering	Optional		Degreee

## Contextualisation

English is the international lingua franca, as once were Latin or French. In a globalized world, where we need to move across frontiers not only for pleasure but also for work, English is a key tool to improving our career prospects. In addition, English is the language in which most scientific publications are written. In a context of an increasingly larger European Union, we need English as a tool to communicate with people from different countries and to grow as professionals.

This subject seeks to provide students with a basic grounding in English that will allow them to read and understand specialised publications in English, giving a comprehensive overview of the language, not only from a grammatical point of view but also including a real-life use of it. Students need to be competent not only in writing but also- and even more importantly- orally. That is why this subject will include a considerable amount of conversation and debate in class in which students are supposed to participate actively.

The course will go through various aspects of grammar and include a brief introduction to phonetics, so that students are capable of reading the phonological transcription of the words in a dictionary. Great attention will be paid to technical vocabulary, essential to understanding specialised publications, in the field of construction.

Según la normativa de la UIB, para la obtención del título de Grado es necesario que el alumnado demuestre, al final de sus estudios, que ha alcanzado un nivel de conocimiento de la lengua inglesa equivalente como





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mínimo al nivel B2 establecido en el Marco Común Europeo de Referencia para las Lenguas (MCER), de acuerdo con el desarrollo que se hace de este requisito en el plan de estudios. Las vías de consecución de este conocimiento pueden ser:

- \* Aprobar la asignatura de inglés específica del plan de estudios
- \* Superar una prueba de inglés
- \* Presentar un certificado o titulación con validez reconocida por la UIB que acredite la consecución de un nivel mínimo de conocimiento de la lengua inglesa equivalente al B2 del MERC
- \* Superar un determinado número de asignaturas impartidas en inglés en la titulación (18 créditos)

Normativa de referència

- 1 Acord normatiu 9386/2010: <http://www.uib.es/fou/acord/93/9386.html>
- 2 Acord executiu 9617/2010: <http://www.uib.es/fou/acord/96/9617.html>
- 3 Acord executiu 9719/2011: <http://www.uib.es/fou/acord/97/9719.html>
- 4 Correcció d'errors 9755/2011: <http://www.uib.es/fou/acord/97/9755.html>

## Requirements

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### Essential

Esta materia se impartirá íntegramente en inglés. Por ello, es esencial que el alumnado tenga un nivel intermedio de competencia en lengua inglesa (nivel B1 del Marco Europeo Común de Referencia para las Lenguas) antes del inicio del curso. Este es el nivel que el alumnado debe haber alcanzado al término de sus estudios de educación secundaria y el requerido para superar las pruebas de acceso a la universidad. El alumnado que no tenga este nivel de competencia en lengua inglesa encontrará una lista de recursos para el auto-aprendizaje en la sección bibliográfica de esta guía docente y es su responsabilidad alcanzar este nivel con anterioridad al inicio del curso. Además, la universidad dispone de un aula de autoaprendizaje de lenguas (C13, Edifici Aulari) abierta a todo el alumnado. Para más información sobre este aula y los recursos que se ponen a disposición del alumnado se puede consultar el siguiente enlace: [http://rrhh.uib.es/digitalAssets/137/137294\\_aulaangl.pdf](http://rrhh.uib.es/digitalAssets/137/137294_aulaangl.pdf)

.All students are asked to take a placement test (which will not count towards their final mark) to ascertain their level of English.

### Skills

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This subject aims to promote and develop the student's communication skills in English beyond simple grammatical correctness. The particular competences developed in the subject are described in greater detail below:

### Specific

1. TG.6. To develop the ability to work in a team in the field of construction and other multidisciplinary areas..
2. CC3. The ability to use new technologies to carry out research to build up a bibliography in order to write a technical paper in English in the area of construction ..





## General

1. TG4. To develop the capacity to write, understand and speak English aiming to achieve an intermediate level (B2 in the Common European Framework) . (CG8).

## Content

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### Thematic content

#### 1.. LISTENING

Understanding and reacting to real life dialogues and oral texts on technical subjects followed by comprehension exercises.

#### 2.. SPEAKING

Turn taking. Pair conversation in a technical context. Speech and grammar. Fluent and accurate production of the specific sounds of English. Learning how to prepare, carry out and participate in a debate on a technical subject. Preparing and carrying out a presentation on a technical subject of the student's choice.

#### 3.. READING

Model texts from technical contexts. Identifying useful vocabulary and general understanding of the text. Analysing scientific, technical , commercial and administrative English texts

#### 4.. VOCABULARY

Vocabulary practice through semantic fields. Non-specialized and specialized vocabulary. Reference tools. Word formation. Collocations, synonyms and antonyms. Guessing meaning from context. Spelling.

#### 5.. WRITING

Applying the grammar rules and vocabulary learned in class to the written text in order to produce a scientific paper that complies with the standard conventions.

## Teaching methodology

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### Attended activities

Type	Name	G. type	Description
Theory classes		Large group (G)	27 hours will be devoted to studying aspects of the English grammar and analysing technical texts . An inductive and interactive methodology will be used in most sessions.Attention will be paid to the process of reading, writing, listening and speaking.





Academic year	2011-12
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Type	Name	G. type	Description
Practical classes		Medium group (M)	30 hours will be devoted to medium-group practical sessions in which students will have an opportunity to carry out listening exercises as well as improving their oral skills.
Assessment		Large group (G)	3 hours will be devoted to assessing students by means of a written exam and written and oral presentation of a project.

### Non-attended activities

Type	Name	Description
Individual self-study		Students will plan their individual work and carry out a series of grammar, reading and writing activities selected from different sources (70 hours approximately).
Group or individual self-study		Students will write one project on a subject related to the field of construction selected by them and present it in class. These projects will be carried out in a small group. (20 hours).

### Workload estimate

Type	Name	Hours	ECTS	%
<b>Attended activities</b>		<b>60</b>	<b>2.4</b>	<b>40</b>
	Theory classes	27	1.08	18
	Practical classes	30	1.2	20
	Assessment	3	0.12	2
<b>Non-attended activities</b>		<b>90</b>	<b>3.6</b>	<b>60</b>
	Individual self-study	70	2.8	46.67
	Group or individual self-study	20	0.8	13.33
<b>Total</b>		<b>150</b>	<b>6</b>	<b>100</b>

At the beginning of the semester the subject schedule will be available to students through the UIBdigital platform. This schedule will at least include the dates for the continuous assessment exams and assignment deadlines. Furthermore, the lecturer will inform students as to whether the subject syllabus will be carried out according to the schedule or otherwise, including Campus Extens.

### Student learning assessment

Those students that can prove that they already have the B2 level ( of the Common European Framework) after having taken one of the following exams: First Certificate, BEC 2, BULATS 3, ESOL 7-8 - which has to be recognised by the "Comissió de reconeixement i transferència de credits" - will then be allowed to follow Pathway B (no presencial). They are please asked to address the teacher to discuss their individual case.





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### RECORDAD QUE:

Se aplicará el artículo 32 del Reglamento Académico a todos los casos de plagio, cyberplagio o cualquier otra práctica fraudulenta en el proceso de evaluación:

"Amb independència del procediment disciplinari que es pugui seguir contra l'estudiant infractor, la realització demostradament 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."

### Theory classes

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Type	Theory classes
Technique	Other methods ( <b>Non-recoverable</b> )
Description	27 hours will be devoted to studying aspects of the English grammar and analysing technical texts . An inductive and interactive methodology will be used in most sessions.Attention will be paid to the process of reading, writing, listening and speaking.
Assessment criteria	See theory classes description above.
Final mark percentage: 10% for pathway A	
Final mark percentage: 0% for pathway B	

### Practical classes

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Type	Practical classes
Technique	Oral tests ( <b>Non-recoverable</b> )
Description	30 hours will be devoted to medium-group practical sessions in which students will have an opportunity to carry out listening exercises as well as improving their oral skills.
Assessment criteria	See theory classes description above.
Final mark percentage: 20% for pathway A	
Final mark percentage: 40% for pathway B	

### Assessment

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Type	Assessment
Technique	Short-answer tests ( <b>Recoverable</b> )
Description	3 hours will be devoted to assessing students by means of a written exam and written and oral presentation of a project.
Assessment criteria	See theory classes description above.
Final mark percentage: 50% for pathway A	
Final mark percentage: 0% for pathway B	





Academic year	2011-12
Subject	20395 - English for Engineering
Group	Group 6, 2S, GEED
Teaching guide	C
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### Individual self-study

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Type	Individual self-study
Technique	Self-assessment systems ( <b>Non-recoverable</b> )
Description	Students will plan their individual work and carry out a series of grammar, reading and writing activities selected from different sources (70 hours aproximately).
Assessment criteria	See theory classes description above.

Final mark percentage: 0% for pathway A

Final mark percentage: 0% for pathway B

### Group or individual self-study

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Type	Group or individual self-study
Technique	Papers and projects ( <b>Non-recoverable</b> )
Description	Students will write one project on a subject related to the field of construction selected by them and present it in class. These projects will be carried out in a small group. (20 hours).
Assessment criteria	See theory classes description above.

Final mark percentage: 20% for pathway A

Final mark percentage: 60% for pathway B

### Resources, bibliography and additional documentation

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Apart from these books, further bibliography will be suggested as the course develops.

#### Basic bibliography

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Vince, Michael (2008). *English grammar in context*. Oxford: Mcmillan **This will be the grammar book. All students must have a copy of this grammar book and bring it to class regularly.**

#### Additional bibliography

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- 1 Frendo, Evan (2012). *English for construction 2*. Harlow: Pearson Longman
- 2 Emmit, Stephen. 2nd Edition edition (22 Jan 2010) . *Barry's Introduction to Construction of Buildings*. Wiley-Blackwell;
- 3 American Constructors Educational Services (2006). *Dewalt Spanish/ English Construction Dictionary*. Dewalt

#### Other resources

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##### English for construction(vocabulary):

- 1 <http://www.pbs.org/wgbh/buildingbig/index.html>

**E- Resources:** <http://englishlistening.com>

- 1 <http://esl.about.com>
- 2 <http://soundsofenglish.org> <http://www.diccionarios.com>
- 3 <http://www.eslcafe.com>

**RECURSOS PARA MEJORAR LA COMPETENCIA EN LENGUA INGLESA LIBROS Para repasar la gramática más básica:**





Academic year	2011-12
Subject	20395 - English for Engineering
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- 1 Murphy, Raymond and Fernando García Clemente (2008). Essential Grammar in Use . Edición en español con respuestas. Cambridge University Press. Este libro es útil para gente con un nivel de inglés muy básico. Las explicaciones están en español. Además incluye un CD con más ejercicios.
- 2 Swan, Michael and Catherine Walter (2001). The Good Grammar Book. With Answers . Oxford University Press. Este libro hace un repaso general de toda la gramática vista hasta segundo de bachillerato. Las explicaciones son sencillas y están en inglés, pero utilizan muchos dibujos y esquemas, por lo que resulta muy fácil entenderlas. Tiene varios apéndices con información útil (verbos con preposiciones,...)

**Para aprender o repasar toda la gramática del inglés, y además aprender vocabulario:**

- 1 Vince, Michael and Kevin McNicholas (2003). Elementary Language Practice with Key. English Grammar and Vocabulary . Macmillan.
- 2 Vince, Michael and Paul Emmerson (2003). Intermediate Language Practice with Key. English Grammar and Vocabulary . Macmillan.
- 3 Vince, Michael (2009). First Certificate Language Practice with Key. English Grammar and vocabulary . Macmillan.
- 4 Vince, Michael (2009). Advanced Language Practice with Key. English Grammar and Vocabulary . Macmillan.

Los libros de esta colección son muy completos y las explicaciones son claras. Además de gramática, incluyen varios temas de vocabulario. Están clasificados por nivel.

- 1 Hewings, Martin (2009). Cambridge Grammar for CAE and Proficiency with answers and Audio CDs . Cambridge University Press.
- 2 Side, Richard and Guy Wellman (2002). Grammar and Vocabulary for Cambridge Advanced and Proficiency with Key . Longman.

Estos dos libros son para personas con un nivel de inglés equivalente al First Certificate. Amplían la gramática vista hasta ahora y se centran en los puntos más complicados del idioma. El libro de Hewings incluye dos cds para los listenings. El libro de Side tiene más ejercicios de vocabulario. Pérez Rodríguez, Eva María (2006). English Language Practice Advanced . UIB, colección materials didàctics, 120. Este libro no incluye explicaciones pero sí ejercicios de todo tipo. Presta especial atención a los Phrasal Verbs. Incluye las soluciones. **Para aprender vocabulario:**

- 1 McCarthy, Michael and Felicity O'Dell (2005). English Vocabulary in Use. Elementary . Cambridge University Press.
- 2 Redman, Stuart (2002). English Vocabulary in Use. Pre-intermediate and intermediate . Cambridge University Press.
- 3 McCarthy, Michael and Felicity O'Dell (2001). English Vocabulary in Use. Upper-intermediate and Advanced . Cambridge University Press.
- 4 McCarthy, Michael and Felicity O'Dell (2006). English Vocabulary in Use . Advanced . Cambridge University Press.

Estos libros están organizados por temas: política, naturaleza, medios de comunicación, etc., y el vocabulario aparece usado en contexto, no como simples listas de palabras. Además hay ejercicios para practicar el vocabulario. Cada uno de estos libros contiene 100 temas. **Para mejorar aspectos concretos de la lengua inglesa:**

- 1 Hancock, Mark (2003). English Pronunciation in Use . Cambridge University Press.
- 2 McCarthy, Michael and Felicity O'Dell (2002). English Idioms in Use. Cambridge University Press.
- 3 McCarthy, Michael and Felicity O'Dell (2004). English Phrasal Verbs in Use . Cambridge University Press.
- 4 McCarthy, Michael and Felicity O'Dell (2008). English Collocations in Use . Cambridge University Press.
- 5 McCarthy, Michael and Felicity O'Dell (2008). English Collocations in Use. Advanced . Cambridge University Press.
- 6 McCarthy, Michael and Felicity O'Dell (2008). Academic English in Use. Advanced . Cambridge University Press.





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### **PÁGINAS WEB**

- 1 <http://englishonline.sites.uoi.com.br/english/intermediate.htm>
- 2 <http://www.bbc.co.uk/worldservice/learningenglish/language>
- 3 <http://www.uefap.com/index.htm> <http://a4esl.org>
- 4 <http://www.grammar-quizzes.com/index.html>
- 5 <http://english.baladre.org/sedaviwebfront/grammarindex.htm>
- 6 <http://www.englishexercises.org>





Spain: Illes Balears (Islas Baleares). Autonomous Community of the Balearic Islands. Autonomous Community. The population development of the Balearic Islands according to census results and latest official estimates. Name. Abbr. Status.