

# Universidad Nacional de Tucumán - Facultad de Filosofía y Letras

## CARRER : PROFESORADO Y LICENCIATURA EN INGLÉS

### SYLLABUS - 2008 -

#### LENGUA INGLESA II (PLAN 2005)

ANNUAL COURSE : 8 (EIGHT) HOURS OF CLASS A WEEK

- plus periodical individual interviews -

- To take this course students must be **regular** in the following subjects :  
**Lengua Inglesa I, Introducción a la Gramática and Fonética I**

#### STAFF MEMBERS:

<b>PROFESORA ASOCIADA:</b>	Prof. Marta León de Mondino
<b>JEFE DE TRABAJOS PRÁCTICOS:</b>	Prof. Mónica Díaz Romero
<b>JEFE DE TRABAJOS PRÁCTICOS:</b>	Prof. Clara Pucheta de Gargiulo
<b>JEFE DE TRABAJOS PRÁCTICOS:</b>	Prof. Verónica Sánchez de Babot
<b>AUXILIAR DOCENTE GRADUADO:</b>	Prof. Patricia Córdoba
<b>AUXILIAR DOCENTE GRADUADO:</b>	Prof. Edith Díaz Yurko de Rengel
<b>AUXILIAR DOCENTE GRADUADO:</b>	Prof. Josefina Miranda
<b>AUXILIAR ESTUDIANTIL:</b>	Agustina Cosentini
<b>AUXILIAR ESTUDIANTIL:</b>	María Emilia Baigorri

#### AIMS :

- To take students a stage further in the process of acquisition of communicative competence.
- To enable the students to communicate fluently and accurately in a wide range of situations and speech events.
- To provide the students with adequate knowledge about the language so they can account for its use.
- To help the students develop their own studying strategies and vocabulary learning skills.
- To expose the students to as much authentic spoken and written language as possible.
- To engage the students in stimulating, challenging and interactive communicative tasks.
- To raise the students' level of awareness of mistakes.
- To encourage critical thinking.
- To help the students develop different strategies for reading comprehension.
- To enable the students to communicate through writing in a wide range of forms.
- To raise awareness of cross-cultural differences and strengthen the students' sense of identity.

## **CONTENTS :**

The topics and structures to be dealt with in the language learning process will be those presented in the text books used in the course, the reading material and specially designed booklets and study guides with activities obeying to students' interests. See bibliography given below.

### ***Upstream (upper intermediate) LANGUAGE USE:***

#### **UNIT 1: Crossing barriers**

- Articles
- Determiners
- Too/Enough
- Partitives
- Countable/ uncountable nouns

#### **UNIT 2: Moods and feelings**

- Present Simple and Present Continuous
- Stative verbs
- *Used to – be/get used to*
- Word formation: forming adjectives

#### **UNIT 3: Making a living**

- -ing form or infinitive
- Reported speech
- Introductory verbs
- Word formation: forming negative adjectives

#### **UNIT 4: Make yourself at home**

- Present Perfect
- Present Perfect Continuous
- Word formation: adjective endings

#### **UNIT 5: Modern living**

- Adjectives
- Adverbs
- Comparisons
- Word formation: adjective suffixes

#### **UNIT 6: Going places**

- Modal verbs
- Word formation: derivatives
- UNIT 7: History
- Past forms
- Past modals
- Word formation: verb suffixes

#### **UNIT 8: Learning lessons**

- The passive
- The causative
- Word formation: -ing/ - ed endings

#### **UNIT 9: Planet issues**

- Future forms
- Conditionals
- Mixed conditionals
- Wishes
- Word formation: prefixes

#### **UNIT 10: The cycle of life**

- Relative clauses
- Clauses of concession/ purpose
- Question tags

## **METHODOLOGY :**

- Interaction between students and teacher
- Interaction among students (pair work and group work – small /large)
- Interviewing native speakers
- Communicative tasks
- Role-play / Drama – one act plays / Song representations
- Vocabulary development
- Reading and oral comprehension exercises: reordering jumbled texts, finding the suitable heading, jigsaw reading, summarising, identifying the speakers, listening for specific information, creating the other side of the conversation, retelling the story, etc.
- The writing process (generating ideas, organising , planning, writing, revising, editing)
- Intensive reading (short stories, articles, news reports, etc.)
- Extensive reading (novels, plays, magazine and newspaper articles, information downloaded from the Internet, etc.)
- Seeking and selecting information from different sources
- Oral reports (individually and in small groups)

## **EVALUATION:**

### ➤ Written :

- **PRÁCTICOS: Papers** including different types of written assignments. **(2)**
- **PARCIALES: Global assessment** on a diversity of exercises focusing on the use of English (listening, reading and writing activities). At least **4 (four)**

### ➤ Oral:

- **PRÁCTICOS : (2)**
- **Periodical interviews** (in small groups) on the **short stories/books** assigned for reading.
- **Oral expositions** - as part of a group project, on different cultural aspects of Great Britain and the U.S.A.

### ➤ Students must pass a minimum of **75%** of **PRÁCTICOS** and **PARCIALES**.

### ➤ FINAL EXAM :

Students must pass a final **exam (written and oral)**.

Students must show their proficiency in their understanding and use of English at First Certificate English level.

## **BIBLIOGRAPHY :**

### a) Textbooks :

- Obee, Bob and Evans, Virginia, (2003). **Upstream Upper Intermediate, (Units 1 –10)** Express Publishing.
- Evans, Virginia, (1998). **Successful Writing Upper Intermediate**, Express Publishing,

### b) Intensive Reading Material :

**Specially Designed Booklets and Study Guides:**

- **Cultural Awareness: An Insight into American and British Identity and Culture.**
- **Culturally Responsive Reading in the Language Class.** .( A selection of Short Stories with guided language activities)

**Short stories:**

- *A Summer's Reading* – Bernard Malamud
- *The First Seven Years* – Bernard Malamud
- *Japanese Hamlet* – Toshio Mori
- *Enoch's Two Letters* – Alan Sillitoe
- *Visit to the Dentist* – Maya Angelou
- *Dead Men's Path* – Michael Obi
- *Games at Twilight*- Anita Desai

c) **Set Books for Extensive Reading :**

- Ngugi Wa Thiongo, ***Weep Not Child*** (novel)
  - Wild, Oscar, ***The Importance of Being Earnest*** (play) \*
- \* The students will also see the corresponding **film** on this book.

d) **Supplementary Material :**

**Books:**

- Mann, Malcom and Steve Taylore-Knowles, (2003) *Skills for First Certificate: **Writing***. Macmillan.
- Mann, Malcom and Steve Taylore-Knowles (2003) *Skills for First Certificate: **Listening and Speaking***. Macmillan.
- Mann, Malcom and Steve Taylore-Knowles (2003) *Skills for First Certificate: **Use of English***. Macmillan.
- McCarthy, Michael and O'Dell, Felicity, ( 1994). *English Vocabulary in Use* - Upper-Intermediate and Advanced Students, Cambridge University Press
- Smalzer, William, (1996). *Write to Be Read*, Cambridge University Press.
- Vince, Michael, (1996) *First Certificate Language Practice*, Heinemann.
- Wellman, Guy, (1992) *The Heinemann Wordbuilder*, Heinemann.

**Other Sources :**

Magazines, newspapers, the Internet, Encarta Encyclopaedia, Britanica Encyclopaedia etc.

e) **Dictionaries :**

- Macmillan English Dictionary for Advanced Learners
- Oxford Advanced Learner Dictionary of Current English
- Webster's New World Dictionary
- Longman's Dictionary of Contemporary English
- Longman's Lexicon of Contemporary English
- Longman's Language Activator
- Longman's Dictionary of Phrasal Verbs
- Longman's Dictionary of Language and Culture
- NTC's American Idiom Dictionary
- NTC's Contemporary American Slang Dictionary
- NTC's Common American Phrases in Everyday Contexts.
- Simon and Schuster, Diccionario Internacional Inglés-Español, Español-Inglés