

Universidad Nacional de Tucumán - Facultad de Filosofía y Letras

CAREER : PROFESORADO Y LICENCIATURA EN INGLÉS

SYLLABUS - 2013 -

LENGUA INGLESA II (PLAN 2005)

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

- plus periodical interviews in smaller groups -

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

STAFF MEMBERS:

PROFESOR ASOCIADO:	Prof. Marta León de Mondino
PROFESOR ADJUNTO:	Prof. Mónica Díaz Romero
JEFE DE TRABAJOS PRÁCTICOS:	Prof. Verónica Sánchez de Babot
JEFE DE TRABAJOS PRÁCTICOS:	Prof. Nora Lia Villagra Márquez
AUXILIAR DOCENTE GRADUADO:	Prof. Patricia Córdoba
AUXILIAR DOCENTE GRADUADO:	Prof. Edith Díaz Yurko de Rengel
AUXILIAR ESTUDIANTIL:	Luís Navarro
AUXILIAR ESTUDIANTIL:	Pamela Luisa Katz

AIMS :

- To take the 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 engage the students in teacher-oriented research on different topics.
- To encourage critical thinking.
- To help the students develop different strategies for reading comprehension.
- To guide the students through the writing process, helping them to develop writing skills (summary writing, narratives, for-and-against essays)
- To raise awareness of cross-cultural differences and strengthen the students' sense of identity.
- To help the learners develop critical cultural consciousness.

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: (IN PROCESS AND FINAL)➤ Written :

- **PRÁCTICOS: Papers** including different types of written exercises based on the contents dealt with in class.
- **PARCIALES: Global assessment** focusing on the use of English (listening, reading and writing activities), short stories and American and British culture. At least **4 (four)**.

➤ Oral:

- **PRÁCTICOS : Periodical interviews** (in small groups) on the **short stories/ books** assigned for reading.

➤ 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, (2008). ***Upstream Upper Intermediate, (Units 1 –10)*** 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: (Some stories may be replaced by others)

- “A Guardian Angel” by Ruskin Bond
- “Ha’ Penny” by Alan Paton
- “A Message from the Pigman” by John Wain
- “Enoch’s Two Letters” by Alan Sillitoe
- “Dead Men’s Path” by Chinua Achebe
- “Visit to the Dentist” by Maya Angelou
- “A Really Splendid Evening” by Lesley Rowlands
- “A Drink In The Passage” by Alan Paton
- A Child’s Story – Charles Dickens
- “The First Seven Years” by Bernard Malamud
- “Games at Twilight” by Anita Desai

Set Books for Extensive Reading :

- Ngugi Wa Thiongo, ***Weep Not Child*** (novel)
- Austin, Jane. ***Sense and Sensibility*** (novel) *
- Wild, Oscar, ***The Importance of Being Earnest*** (play) *

* The students will also see the corresponding **film** on these books.

c) Film: **INVICTUS****d) Supplementary Material :****Books:**

- Ashby, Patricia (2011) ***Understanding Phonetics.*** Hodder Education
- Evans, Virginia, (1998). ***Successful Writing Upper Intermediate,*** Express Publishing.
- Flowerdrew & Peacock (2001) ***Research Perspectives on English for Academic Purposes.*** Cambridge University Press.
- Kearny, Eduard N. et al. (1984) ***The American Way – An Introduction to American Culture.*** Prentice Hall.
- 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.
- Mann, Malcom and Steve Taylore-Knowles, (2003) ***Skills for First Certificate: Writing***. Macmillan.
- McCarthy, O’Keeffe, Walsh (2010) ***Vocabulary Matrix***. Heinle, Cengage Learning
- McCarthy, Michael and O’Dell, Felicity, (1994). ***English Vocabulary in Use - Upper-Intermediate and Advanced Students***, Cambridge University Press
- O’Discoll, James. (1995) ***Britain – The Country and Its People: An introduction for Learners of English***. Oxford University Press.
- O’Driscoll (2009) ***Britain For Learners Of English***. Cambridge University Press.
- O’Driscoll (2009) ***Britain For Learners Of English (workbook)*** Cambridge University Press.
- Smalzer, William, (1996). ***Write to Be Read***, Cambridge University Press.
- Stevenson, D. K. (1987) ***American Life and Institutions***. Germany.
- Tiersky, Ethel and Tiersky, Martin. (1990) ***The USA. Customs and Institutions***. 3rd Edition.
- Vince, Michael, (1996) ***First Certificate Language Practice***, Heinemann.
- Wellman, Guy, (1992) ***The Heinemann Wordbuilder***, Heinemann.

Other Sources :

- Magazines, newspapers, the Internet, etc.

e) Dictionaries :

- Macmillan English Dictionary for Advanced Learners
- Oxford Advanced Learner Dictionary of Current English
- Oxford Guide to British and American Culture (new edition)
- 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