

Plan 239 Lic. en Filología Inglesa
 Asignatura 43321 LENGUA INGLESA I
 Grupo 1

Presentación

Formación básica en la descripción de la lengua inglesa. Teoría y práctica del inglés. Lengua inglesa instrumental a nivel intermedio avanzado.

Programa Básico

Este curso tiene como objetivo desarrollar las cuatro destrezas básicas en Lengua Inglesa instrumental a nivel intermedio avanzado de los alumnos de primero de Filología Inglesa.

Objetivos

Our main aim is to meet the needs of first-year students of Filología Inglesa and to provide them with relevant practice in the four linguistic skills so that they can perform adequately in their university studies.

Programa de Teoría

1. INTRODUCTION. Philology and linguistics. Basic language description. Grammar: syntax, lexicon, semantics and pragmatics. Types of grammar: descriptive, prescriptive, pedagogical and "discourse" grammar. Advanced points of grammar.

2. LISTENING SKILL. Listening and note-taking. Listening for gist and for specific information (relevant points). Task-oriented exercises : predicting problem solving or story endings and other kinds of open or closed tasks. Information transfer exercises: completing grids, form/chart completion, labelling. Gap-filling exercises using dialogues, prose passages, the news... Recognising discourse markers and cohesive devices. Understanding different intonation patterns.

3. SPEAKING SKILL. Practising oral ability through integrated skills: exploiting visual aids and texts for oral practise - problem solving activities, pair work and group work activities-. Exploring spoken grammar in context: direct and indirect speech, ellipsis, tails, heads, discourse markers. Collocations and collocational competence. Accuracy-focused oral activities.

4. READING SKILL. Reading strategies: predicting, scanning, skimming, inferring, understanding main ideas and assessing a writer's purpose. Paragraph analysis: topic, main idea and supporting details. The importance of cohesion in the interpretation of text. Patterns of organisation of texts: situation-problem-solution-evaluation; general-specific; main facts-supporting details; hypothesis-evidence-conclusion. Silent reading: reading for meaning.

5. WRITING SKILL. Main functions of writing: description, definition, exemplification, classification, comparison and contrast. Main uses of punctuation marks. Basic connectives: and, or, but, therefore, then. Organising a text: coherence and cohesion (reference terms). Academic writing: note-taking, summarising, writing an essay. Parts of an essay: introduction, body and conclusion. Writing an essay of argument.

Programa Práctico

Extensive practical classes will be given to bring students up to a level of proficiency in various aspects of written and spoken English; they are to be considered an integral part of the subject.

The working language for this part of the course is English and students are encouraged to participate actively in discussions and activities that will be carried out either in the classroom or at home.

PROGRAM

- Practical sessions:

- READING SKILL: reading comprehensions of short and longer texts; use of reading strategies
- WRITING SKILL: writing sessions and short written assignments about different topics; spontaneous writing exercises in class for continuous assessment (optional)
- SPEAKING SKILL: oral activities focused on daily life topics and those relating more directly to university life and professional careers
- LISTENING SKILL: gap filling exercises using short dialogues and listening to longer extracts for both gist and specific detail; dictation
- USE OF ENGLISH: EXERCISES about advanced points of grammar

Evaluación

Continuous assessment through class participation as well as a final four-hour exam paper.

Bibliografía

No set-text required. Texts for practice and discussion will be provided in the classroom. Any of the following grammars and dictionaries will be found useful for further explanation and practice:

CARTER, R. et al. (2000), Exploring Grammar in Context, Cambridge: CUP.

DEUTER, M. et al. (eds.)(2002), Oxford Collocations Dictionary. Oxford: Oxford University Press.

HEWINGS, M. (1999), Advanced Grammar in Use, Cambridge: CUP.

MURPHY, R. (1994), English Grammar in Use, Cambridge: CUP.

PIT CORDER, S.(1988), An Intermediate English Practice Book, London: Longman.

SINCLAIR, J. (ed.) (1998), Collins Cobuild English Grammar. London: Harper Collins.