

PROGRAMA DE ASIGNATURA [Pág. 1 de 2]

PRIMERA LENGUA EXTRANJERA APLICADA [B, EN]

Código	101
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Curso académico 2008-2009

Tipo	Créd.	Temp.	Hs./sem.	Profesor
Troncal	6	1. ^{er} cuatrimestre	4	Prof. Eusebio DE LORENZO (grupo A, mañana) Prof. James FLATH (grupo B, tarde)

<p><u>Aims and description of the course</u></p>	<p>The course will provide students with strategies to improve their competence in English to a proficiency and post-proficiency level.</p> <p>The specific aims for the course are:</p> <ol style="list-style-type: none"> 1. Practice and development of the four language skills, including reading and listening to passages also at a proficiency level. Students will consolidate their knowledge of text composition and writing strategies. Students will analyze and produce narrative, descriptive, argumentative, and expository essays. 2. Progressive vocabulary building. 3. Extensive practice in the pragmatic functions of the language (in oral and written discourses) through a wide range of situations.
<p><u>Methodology and Syllabus</u></p>	<p>The course's format will exploit the four different language skills:</p> <ol style="list-style-type: none"> 1. LISTENING for gist, for specific information, for detail. <i>Activities:</i> Different listening situations: interview, instructions, phone chat, shopping, radio news, monologues, story-telling, conversation, movies, and TV shows. 2. SPEAKING. Training in discussion skills: transactional skills in spoken discourse; how to introduce new topics, how to respond, how to continue, to turn-take, to mark time, how to terminate one's discourse. <i>Activities:</i> interviews, group work, pair-work, debates, telling stories; descriptions; recounting the plot of a play or a movie. ORAL PRESENTATIONS. Short lectures or talks by students. This activity will be done either individually or in groups. 3. READING. Understanding rhetorical cohesion, following general principles of coherence in a text; selective extraction of relevant points from a text. We will also focus on the typical problems that advanced reading presents. <i>Activities:</i> varied exercises with literary, scientific, journalistic texts. 4. WRITING. Different purposes in writing: writing as a means, as an end, or as both. The writing process and the mechanics of writing: constructing effective sentences and paragraphs, coherence, relevance, cohesion, selecting effective words; punctuation conventions; style and rhetorical devices. Revising and editing final drafts. <i>Activities:</i> text types will include narration, description, argumentation, exemplification, etc. <p>SYLLABUS (VOCABULARY)</p> <p>TOPICS</p> <ul style="list-style-type: none"> - Business and money. Quantity, degree and intensity. - Social Problems. crime, law, everyday problems, global problems - World Issues. politics, the media, science and technology, travel, leisure time, health, the environment, towns, food, entertainment and the arts. - Work - Thinking and feeling. People and Relationships. Appearances. Character.

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	<ul style="list-style-type: none"> - Words and Phrases. Idioms, proverbs, phrasal verbs, verb-based expressions - Varieties of English
Evaluation	<p>Students are expected to participate fully in class, particularly in pair, group, and discussion work. Outside the class students must regularly do their homework set, and read and listen to as much English as possible. Each of the four skills will be given equal treatment: reading, listening, speaking, writing.</p> <p>CRITERIA FOR EVALUATION:</p> <ul style="list-style-type: none"> A. READING: 20 % of the final grade. B. WRITING: 20 % of the final grade. C. LISTENING: 20 % of the final grade. D. SPEAKING: 20 % of the final grade. E. CONTINUOUS EVALUATION. Class participation and attendance: 20% of the final grade. <p>Parts A, B, C, and D will be assessed in a Final Exam in February. STUDENTS ARE REQUIRED TO GET A MINIMUM PASS IN EACH PART (5/10) IN ORDER TO PASS THE COURSE.</p>
Required Texts	<ul style="list-style-type: none"> - McCarthy, Michael, and Felicity O'Dell. <i>English Vocabulary in Use. Upper-Intermediate</i>. Cambridge: Cambridge UP, 2001 (9th printing, 2005). There is an edition with a CD-Rom that will prove useful for self-study. ISBN: 0-521-67743-2 - Packet of photocopies. - A monolingual dictionary (see below)

RECOMMENDED BIBLIOGRAPHY

Vocabulary building exercises:

- McCarthy, Michael and Felicity O'Dell. *Vocabulary in Use. Advanced (+ CD-Rom)* Cambridge: Cambridge U P, 2004.
- McCarthy, Michael and Felicity O'Dell. *English Collocations in Use*. Cambridge: Cambridge U P, 2005.
- McCarthy, Michael and Felicity O'Dell. *English Phrasal Verbs in Use. Advanced*. Cambridge: Cambridge U P, 2007.
- McCarthy, Michael and Felicity O'Dell. *English Idioms in Use*. Cambridge: Cambridge U P, 2005.
- Swan, Michael. *Practical English Usage*. Oxford: Oxford U P, 2005 (new ed.)

Dictionaries:

- *Cambridge Advanced Learner's Dictionary (+ CD-Rom), 2nd edition*. Cambridge 2006.
- *Cambridge Phrasal Verbs Dictionary*, 2006.
- *Cambridge Idioms Dictionary*, 2006.
- *Oxford Advanced Learner's Dictionary*, Oxford: Oxford U P, 2005
- *Webster's Encyclopedic Unabridged International Dictionary*, Grammercy Publishers.
- *New Oxford Dictionary of English*. Oxford: Oxford U P, 2003 (or latest edition)
- *Collins English Dictionary*, 1998
- *Oxford Dictionary of Phrasal Verbs (latest edition)*
- *The New Oxford Thesaurus of English (latest edition)*
- *Diccionario Oxford*, Oxford: Oxford U P, 1999 (or latest edition.) (Bilingual)
- *Collins Dictionary: English-Spanish/Spanish-English (with CD-rom)*, 2004 (or latest edition)
- *Webster's New World College Dictionary (4th edition)*. Cleveland: Wiley Publ., 2002.
- *Oxford Collocations. Dictionary for students of English*, 2002.
- *Merriam Webster's Collegiate Dictionary, 11th edition*, 2003.
- *The Shorter Oxford English Dictionary (OED)*. 2 volumes