



FACULTADE DE FILOLOXÍA
DEPARTAMENTO DE FILOLOXÍA INGLESA E
ALEMÁ

Lingua Inglesa 3

Jodee Anderson McGuire
Susana María Doval Suárez
Andrew G. Rollings

GUÍA DOCENTE E MATERIAL DIDÁCTICO
2011/2012

FACULTADE DE FILOLOXÍA. DEPARTAMENTO DE FILOLOXÍA INGLESA E ALEMÁ
AUTORES: Jodee Anderson McGuire-Susana María Doval Suárez-Andrew G. Rollings

Edición electrónica. 2011

ADVERTENCIA LEGAL: Reservados todos os dereitos. Queda prohibida a duplicación total ou parcial desta obra, en calquera forma ou por calquera medio (electrónico, mecánico, gravación, fotocopia ou outros) sen consentimento expreso por escrito dos autores.

LINGUA INGLESA 3

SUBJECT CODE:

G5061221 (FACULTADE DE FILOLOXÍA)

G5091521 (FACULTADE DE HUMANIDADES)

LECTURERS:

Jodee Anderson McGuire

Susana María Doval Suárez

Andrew G. Rollings

1. COURSE DESCRIPTION

1.1 LINGUA INGLESA 3

English 3 is an elective course that forms part of the Complementary Module called: *Estudios Ingleses I* along with *Introducción a la literatura inglesa*, *Introducción a la literatura norteamericana* and *Traducción directa e inverse (ingles)*. This six-credit subject (ECTS) is offered in the first half of their second year. English 3 is taught entirely in English.

1.2 PREREQUISITES:

Students should have already reached the *B.2.1 level* as described in the *Common European Reference Framework for Languages*.

(http://www.coe.int/t/dg4/linguistic/cadre_en.asp)

1.3 LECTURERS TEACHING THIS SUBJECT:

SUSANA M DOVAL SUÁREZ, ANDREW G. ROLLINGS (SANTIAGO CAMPUS)

JODEE ANDERSON MCGUIRE (LUGO CAMPUS)

1.4 OFFICE HOURS:

Office hours will be made available during the first week of classes; they are also posted on the Lecturers' Office doors and can be found on Internet in the information about Lecturers' Timetables.

Office Number 318, Faculty of Philology, Santiago.

Office Number 103, Faculty of Humanities, Lugo.

You may also get in touch with us by e-mail at the following addresses:

susanamaria.doval@usc.es

jo.anderson@usc.es

2. HOW THIS SUBJECT FITS INTO A DEGREE IN SPANISH LANGUAGE & LITERATURE OR IN HUMANITIES

2.1 EDUCATIONAL BLOCK WHICH THIS SUBJECT FITS INTO; AND THE ROLE THIS SUBJECT PLAYS IN THE BLOCK:

This course forms part of the block of courses called “*Estudios Ingleses I*”; it seeks to consolidate basic skills and also to develop general knowledge in the use of language, and in linguistic and literary aspects. It is the third course offered in English language. Moreover, it is the official starting point for students who are interested in extending their Degree to include a Minor and /or Studies in English Language and Literature. Students who wish to complement the work they have already carried out in English may choose to do this module. Students who wish to do a Minor in English will be required to successfully complete this module as well as *Estudios Ingleses II*.

2.2 INTEREST THIS SUBJECT HAS FOR THE STUDENT’S PROFESSIONAL FUTURE:

Nowadays, knowing how to accomplish certain tasks in English, on both a written and oral level, is a skill that is taken for granted in the world of Business as well as in most of the countries who are members of the European Union; thus, having some knowledge of English is necessary for any person who desires to hold a job in Europe. Moreover, the English language is very present in many aspects of our everyday life, such as: the field of computer science (Internet, video games), music, cinema, even advertising. It is interesting to be able to examine everything that is happening around us from another socio-cultural perspective. In all of the former instances, then, English 2 is a core subject, since it helps us acquire a specific competence. Along more general lines, being able to use English allows for a more solid educational base since it helps us in many ways, for example, when reading Bibliography in other subjects, when contrasting our mother tongue with English, and when we are capable of using it appropriately, it even helps us develop our self-esteem. For all of these reasons then, English 3 is an important subject for one’s professional future.

3. GOALS & SKILLS TO BE DEVELOPED IN THIS SUBJECT:

As a foreign language course, the aims are quite transparent. We hope that students who complete English 3 successfully will reach the following goals:

Specific course goals, as *per* the content of this subject. There are three types of objectives for this subject: theoretical, practical and methodological:

1.—Among theoretical objectives we can mention the consolidation of the main structures and functions of the English language, the study of English grammar

and the development of the basic linguistic competences (writing, speaking, reading and comprehension).

2.—The practical objectives concern (i) linguistic comprehension (listening and reading), and linguistic production (speaking and writing). An independent user at B2 level, as described by the European Framework “can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and Independent disadvantages of various options.”

3.—Finally, methodological objectives involve the active participation of students in the class and the development of the their critical thinking process, of their autonomy in their own learning process, and of being able to work in groups and share results that have been achieved.

General skills to be acquired in a Philology or Humanities Degree:

1.—ability to extract a generalization from data and provide a synthesis and analysis of the situation presented.

2. —ability to transmit information, ideas, problems and solutions about aspects that a related to language and literature.

3. —ability the use and apply certain IT tools for learning and communicating.

4.—self-motivation (as they see how learning English can help to increase the pleasure they get out of life)

5. —individual planning of study time (by learning how to plan out compositions, by making individual study plans, and by preparing for exams)

6. —creativity (as they develop their own personal ideas into written compositions and oral presentations)

7. —quality control and development (by learning how to plan out an activity before starting it)

8. —recognizing diversity and multi-culturalism (as they learn how to take into account other cultural perspectives and understand certain cultural differences.)

4 SUBJECT CONTENTS

The student taking this subject is supposed to achieve a B2.2 level (Common European Framework of Reference for Languages). This will enable him/her to communicate easily and fluently in the oral and written media. The Specific Course Timetable for each Faculty will be provided during the first week of classes; students may consult the textbook for additional content information.

5. BIBLIOGRAPHY

BASIC BIBLIOGRAPHY :

Philology Faculty:

Face 2 face Upper-Intermediate (Cambridge University Press) [units 7-12]

Humanities Faculty:

Language in Use Upper-Intermediate (Cambridge University Press)

COMPLEMENTARY BIBLIOGRAPHY:

GRAMMAR:

* Murphy, R. 1990. *English Grammar in Use. Intermediate*. 1985. Cambridge: C.U.P.

*Bolton, D. & Goodey N. *Grammar Practice in Context*. 1997. London: Richmond Publishing.

Beaumont, D. & C. Granger. 1991. *Heinemann English Grammar*. Oxford: Heinemann.

Coe, N. *Grammar Spectrum 3. English rules and practice*. 1995. Oxford: OUP.

Hashemi, L. & B. Thomas. 2003. *Cambridge Grammar for First Certificate*. Cambridge: C.U.P.

Hewings, M. 1999. *Advanced Grammar in Use*. Cambridge: C.U.P.

Murphy, R. 1995. *English Grammar in Use. Supplementary Exercises*. Cambridge: C.U.P.

Obee, B. 1995. *Cambridge First Certificate Grammar and Usage*. Cambridge: C.U.P.

Sinclair, J. (ed.). 1990. *Collins Cobuild English Grammar*. London: Williams Collins Sons & Co.

Sinclair, J. (ed.). 1991. *Collins Cobuild Student's Grammar*. London: Williams Collins Sons & Co.

Swan, M. & C. Walter. 1997. *How English Works*. Oxford: O.U.P.

Swan, M. 1996. *Practical English Usage*. Oxford: O.U.P.

Thomson, A.J. & A.V. Martinet. 1993. *A Practical English Grammar*. Oxford: O.U.P. (4th edition; this grammar is supplemented with two exercise books with answer key).

DICTIONARIES:

**Cambridge Advanced Learner's Dictionary (with CD ROM)*. 2003. Cambridge: C.U.P.

**Oxford Spanish-English, English-Spanish Dictionary*. 1994. Oxford: O.U.P.

Cambridge International Dictionary of Phrasal Verbs. 1997. Cambridge: C.U.P.

Collins Cobuild English Dictionary. 1995. London: Harper Collins.

Cowie, A.P. & R. Mackin. 1993. *Oxford Dictionary of Phrasal Verbs*. Oxford: O.U.P.

Diccionario Cambridge Klett Compact (with CD ROM). 2002. Cambridge: C.U.P.

Dictionary of Contemporary English. 1987. Essex: Longman.

García-Pelayo, R. 1991. *Larousse Gran Diccionario. Español-Inglés, English-Spanish*. Paris: Larousse.

MacCarthy, M. (ed.). 1995. *Cambridge Word-Selector*. Cambridge: C.U.P.

Macmillan English Dictionary for Advanced Learners (with CD ROM and Workbook). 2002. Macmillan Publishers.

Merriam Webster's Collegiate Dictionary (American English). 1998. New York: Merriam Webster.

Oxford Advanced Learner's Dictionary (with CD ROM). 2000. Oxford: O.U.P.

Procter, P. (ed.). 1995. *Cambridge International Dictionary of English*.

Cambridge: C.U.P.

Sinclair, J. (ed.). 1987. *Collins Cobuild English Dictionary*. London: Williams Collins Sons & Co.

Wellman, G. 1989. *The Heinemann English Wordbuilder*.

E-LEARNING MATERIALS:

BBC

www.bbc.co.uk

Bellenglish (First Certificate)

<http://www.bellenglish.com/>

The English Language Centre Oxford (First Certificate)

<http://www.elcox.co.uk/>

English for Everybody (First Certificate and others) (fee)

<http://www.english-online.org.uk/>

English Outlook Academy of English (IELTS) (fee)

<http://www.englishoutlook.com/>

Wesli English Online (TOEFL) (fee)

<http://www.english.wesli.com/>

Bizenglish (Business)

<http://www.bizenglish.com/>

Australian Centre for Languages (Communication)
<http://www.aclenglish.com/>

English Page (General)
<http://www.englishpage.com/>

University of Victoria. British Columbia. Canada (General)
<http://web2.uvcs.uvic.ca/elc/studyzone/index.htm>

English Space
<http://www.englishspace.ort.org/>

Centaur Schools (fee)
<http://www.centaurschools.com/index.shtml>

English is it (fee)
<http://www.english.is.it/>

The Oxford Learning English Resource (Upper intermediate-Advanced) (fee)
<http://www.learningenglish.net/>

6. METHODOLOGY & ECTS WORKLOAD

Generally speaking, students who wish to complete the course with a high mark or grade should expect to attend and participate actively in class and scheduled tutorials, and to follow up classes with some time spent reviewing and practicing at home (*actividades no-presenciales dirigidas*).

Students who attend classes and have an established study plan from the beginning of the academic year tend to do better on the Final Exam. Don't wait until the last minute to decide how you are going to prepare for this course; due to many different variables it simply does not work in a Foreign Language.

In order to make an individual study plan, one should take into account the different skills which are practiced when learning a foreign language.

The theoretical sessions (*sesiones expositivas*) will consist of use of English, grammar and vocabulary. The practical sessions (*sesiones interactivas*) will focus on the productive skills (speaking and writing) and the so-called passive skills (reading and listening). More detailed information on the how these sessions will be organized will be presented in class during the first week of the academic year. (Bear in mind that slight variation in the programming of these activities may occur due to timetable differences in the two Faculties.)

GRAMMAR & ORAL PRODUCTION:

Each grammar section will include a brief theoretical presentation which will be followed by some sort of practice. This practice may be written or oral and may include some or all of the following activities: sentence writing, work in pairs, work in groups, computer activities, WebQuest, debates, role-play, and short oral presentations.

As far as Oral Production is concerned, when we are working on a certain grammar point we may ask students to focus particularly on the FORM of their production. So at these times you should be working towards accurate production. At other times we will be working only on oral practice. In these cases students should aim for mere COMMUNICATION of their ideas and not be so concerned about form.

Unless you have someone to practice speaking English to at home, this oral practice is best done in the classroom itself. Remember that all of this oral practice will help you to prepare for the Final Oral Exam; thus, we encourage students to participate actively in these sessions.

VOCABULARY:

New vocabulary will also be presented in class as well as in the exercises found in the textbook, workbook, and corresponding publisher's webpage. Students can find complete vocabulary lists in these resources.

Depending on your own personal level of English you may find it necessary to make flashcards to help you increase your vocabulary. Another way to memorize the new terms is to write out each word several times. With both of these methods, remember that in order to be able to incorporate the new terms into your working memory and thus be able to use them in any situation you should practice from English to Spanish (or Galician) as well as from Spanish (or Galician) to English for this practice to be effective. Unless you have someone with whom you can practice English at home, the oral practice is best done in the classroom itself.

LISTENING COMPREHENSION & PRONUNCIATION:

Audiovisual materials will be used for Listening Comprehension and Pronunciation practice. We assume that for each hour of classroom time, students may spend from 30 minutes to 1 and a half hours reviewing, memorizing and doing the Listening Comprehension and Pronunciation practice at home. The time each student spends on these activities will depend on his/her individual level of English. Since everyone is different, you will all have to organize yourselves according to your own individual learner needs.

COMPOSITION:

As far as Composition practice is concerned. You should start your composition by preparing a short outline of how you are going to organize it. Think of a general way to introduce the topic. Tell your reader what you're going to talk about in the Introduction. Then in the Body of your composition you should develop two or three main ideas by giving examples or other pertinent information. Finally, a good composition has a Conclusion that sums up what was said and presents the final—and usually the most important—concluding remark. It will probably take you 5-20 minutes to decide how you want to organize your composition. Then you should start to think about vocabulary.

In order to make your writing work more smoothly you should first brainstorm all the vocabulary you might need to write about the topic you have selected. If at this time you find you are lacking some specific words, you should take time to look them up in a Dictionary. Try to use a Dictionary that provides you with words used in context (like the Oxford Dictionary found in the Course Bibliography). Once you have an outline and a list of words and /or expressions, you are ready to write out your essay.

Just because you finished writing an essay does not mean that you have finished the entire process. Once you have a first draft, you should reread your work and see if you can find any grammar errors. Take care to pay special attention to any grammar points that seem to give you trouble (use of definite articles, third person singular verb endings, etc.). You should also think about your use of vocabulary again. If you didn't have time to look something up before, take time to look it up now and double check your use of it. Another good idea is to trade your composition with another student. You should read each other's work critically. Look for grammar errors. Make sure that you can understand everything the other person is saying. After organizing, thinking about vocabulary, revising your work and letting someone else take a look, you are now ready to turn your composition into your teacher. Remember that it has to be typed and double-spaced (first select everything (Control + E), and then double space it (Control + 2)). You can use the Computer Laboratory to do this. If you need help getting started, be sure to ask an instructor before your composition due date!

ECTS CREDITS

| IN-CLASS ACTIVITIES <i>ACTIVIDADES PRESENCIALES</i> | TOTAL HOURS |
|--|----------------------------------|
| Theoretical explanations <i>sesiones expositivas</i> | 16 |
| Practical sessions <i>sesiones interactivas</i> | 32 |
| Tutorials <i>sesiones tutorias programadas</i> | 3 |
| Final Exams <i>sesión de evaluación</i> | 3 |
| TOTAL | 54 |
| | |
| MONITORED ACTIVITIES TO BE DONE OUTSIDE THE CLASSROOM <i>ACTIVIDADES NO-PRESENCIALES DIRIGIDAS</i> | TOTAL HOURS |
| Readers | 21 |
| TOTAL | 21 |
| | |
| INDIVIDUAL STUDY TIME <i>ACTIVIDADES NO-PRESENCIALES DE LIBRE DISPOSICIÓN</i> | TOTAL HOURS |
| | 75 |
| TOTAL HOURS WORKLOAD FOR STUDENTS | 6 ECTS = 6 x 25 = 150 |

This approximation of the time each student will have to invest in preparing this subject was calculated based on the current timetable for this subject. However, the real number of hours of class varies each year depending on Holidays and the like. Therefore, this is only meant to be an approximation. Also, remember, as we have said before, that the time each person needs to prepare for this subject may vary greatly from one student to another.

7. ASSESSMENT

Individual student assessment will be based on the continuous evaluation of the students throughout the year; the following aspects will be taken into account:

Theoretical sessions (*sesiones expositivas*):

| | |
|---|------------|
| In class participation | 5% |
| Monitored activities for Outside the classroom | 15% |
| Final exam | 30% |
| | Total: 50% |

“Interactive” practical sessions (*sesiones interactivas*):

| | |
|------------------------|------------|
| In class participation | 10% |
| Assigned homework | 10% |
| Final exam | 30% |
| | Total: 50% |

Remember students should have a minimum of 60% on their final exam in order to obtain a passing mark. For practical purposes, the oral exam date will be scheduled in class, since it is not physically possible to attend to all the students in the time established by the Faculty for the official Final exam date.

Four areas of skill level are taken into account on the Oral Exam:

| | |
|---------------|-----|
| Pronunciation | 25% |
| Fluency | 25% |
| Vocabulary | 25% |
| Grammar | 25% |