

LENGUA INGLESA II

Código: 14783

Titulación: Filología Inglesa

Naturaleza de la asignatura: Troncal

Curso: 2º

Ciclo: 1º

Créditos: 12

Semestre: 1 y 2

Profesor: Laura Hidalgo, Ana Llinares, Susana Murcia, Paz de la Serna

Contenido de la asignatura

This is an English course for upper intermediate and advanced students. It contains three main areas of study: (1) grammar in texts, (2) project writing, and (3) oral presentations and discussions.

Programa

1. GRAMMAR IN TEXTS

This part of the course will evolve around a series of texts (both spoken and written) about varieties of English around the world (including cultural, linguistic, social, geographical and historical aspects) and other types of texts that will be appropriate for exploiting specific skills or grammar topics. The texts will be used as a starting point for introducing and/or exploiting the different grammar topics as well as vocabulary, reading and listening skills. The grammar, listening, vocabulary and reading components of the course will be studied in connection with the texts.

1.1. Grammar topics

1.1.1. Language and Communication.

1.1.2. Text and Text Types: Register and style.

1.1.3. Grammatical units

1.1.4. Mood and modality.

1.1.5. The clause. The simple sentence, the compound sentence and the complex sentence. Sentence types and word order.

1.1.6. Coordination. Subordination (Nominal clauses, Relative clauses and Adverbial clauses). Finite and Non-finite clauses.

1.1.7. Coherence and cohesion. Cohesive devices.

1.1.8. Clause and Sentence manipulation: Stating, questioning and emphasizing (Inversion, Clefting and Fronting). Reported Speech

1.2. Text topics and vocabulary

Language variety, Politics, Education, Law and Justice, Society, History, Health, Economy and Technology, Culture.

These topics will be dealt with in texts from the project “The Englishes” (see <http://www.ffil.uam.es/englishes/>) and other texts provided by the teacher or by the students themselves. Part of the vocabulary component will be prepared by the

students, by means of the compulsory completion of a portfolio based on one of the above mentioned topics.

1.3. Reading

1.3.1. Reading comprehension: recognition of main and subordinate ideas

1.3.2. Identifying the meaning of words through context

1.3.3. Understanding written texts through grammar (cohesion, connectors, etc.)

1.3.4. Identifying different types of texts and text functions

1.4. Listening

1.4.1. Recognition of discourse markers. Prediction of what a speaker is going to say.

1.4.2. Identifying the meaning of words through context.

1.4.3. Understanding oral texts through grammar (Recognition of connectors between sentences. Pronouns and nouns: cataphoric and anaphoric reference. Markers used to add information, to establish relationships of contrast, cause and effect, and to list related ideas)

1.4.4. Expansion of an argument: recognition of exemplification and explanation markers.

2. **PROJECT WRITING**

Students will be required to write an academic project/essay based on the study of a grammar topic in a text (oral or written). The students will be able to choose any text type (newspaper or magazine articles, advertisements, recipes, instructions, didactic material, etc.) and they will have to show how the grammatical issues discussed in their project relate to their text.

Guidelines on how to write an academic project will be presented in class.

3. **ORAL PRESENTATIONS AND DISCUSSIONS**

Students will have to make a class presentation of their project (or part of it) followed by a discussion. The main purpose of this section is to give students practice in public speaking and to share the analysis carried out in the grammar project with the rest of the class.

Class time will be devoted to studying how to make an academic presentation and how to handle oral debates or discussions.

Evaluación

The assessment of the students' performance will be carried out as follows. Note that you need to pass all the required components in order to pass the subject:

- **A grammar project**, which should follow the guidelines provided by the teachers and should be handed in by the date specified at the beginning of the year. (15% of the final mark)
- **A vocabulary portfolio** (5% of the final mark)
- **An oral presentation** of the grammar project, to be done in class on a date previously arranged with your teacher (10% of the final mark)

- **A final exam**, which will be based on a spoken text and a written text. The spoken text will be used as the basis for assessing the students' knowledge of grammar, vocabulary and listening comprehension skills, while the written text will be used for evaluating the students' knowledge of grammar, vocabulary and their reading comprehension skills. Use of grammar and vocabulary will also be tested (70% of the final mark)

Bibliografía

- Biber, D. (ed.) (1999) *Longman Grammar of Spoken and Written English*. Pearson, ESL.
- Brazil, D. (1995) *A Grammar of Speech*. Oxford: Oxford University Press.
- Downing, A & P. Locke (2002) *A University Course in English Grammar*. London: Routledge.
- Carter, R., R. Hughes & M. McCarthy (2000) *Exploring Grammar in Context*. Cambridge: CUP.
- Givón, T. (1993) *English Grammar. A Function-Based Introduction*. Amsterdam: John Benjamins Publishing Company.
- Greenbaum, S. & R. Quirk. (1990) *A Student's Grammar of the English Language*. London: Longman.
- Gude, K. (1986) *Listening Skills*. Nelson.
- Huddleston, R. (1990) *English Grammar: An Outline*. Cambridge: CUP.
- Lock, G. (1996) *Functional English Grammar*. Cambridge: CUP.
- Lynch, T. (1983) *Study Listening. Understanding Lectures and Talks in English*. Cambridge: CUP.
- Martín Uriz, A. & R. Whittaker (1996) *Meanings in Texts*. Madrid: UAM Ediciones.
- McCarthy, M. & F. O'Dell. (2002) *English Vocabulary in Use (Upper-Intermediate)*. New Edition. Cambridge: CUP.
- McCarthy, M. & F. O'Dell. (2002) *English Vocabulary in Use (Advanced)*. Cambridge: CUP.
- Quirk, R., S. Greenbaum, G. Leech & J. Svartvik. (1985) *A Comprehensive Grammar of the English Language*. New York: Longman.
- Rollinson, P. M. (2001) *An Academic Writing Workbook*. Madrid: UAM Ediciones.
- Rollinson, P. M. (2001) *Model Academic Essays: A Sourcebook*. Madrid: UAM Ediciones.

Note: The Multimedia Centre is available to all students for individual use. Students are encouraged to work in the Centre making use of the audiovisual materials such as films, audiotapes, TV programs, documentaries, etc....

Conocimientos básicos exigidos

Students are supposed to have passed Lengua Inglesa I and/or have an advanced level of both spoken and written English