

## COURSE INFORMATION

### ENGLISH LANGUAGE I

Degree in English Philology, 1<sup>st</sup> year  
Academic Year 2009-2010  
First semester: 4 hours, 3 days a week  
Second semester: 4 hours, 3 days a week  
12 credits

### TEACHING STAFF

Prof.: Auxiliadora Pérez Vides

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Office hours:

First semester: Tuesdays 10.00-13.00; 16.00-17.00 (by appointment)/

Wednesdays 9.00-10.00; 13.00-14.00

Second semester: Tuesdays 10.00-11.00; 17.00-19.00 (by appointment) /

Wednesdays 10.00-12.00; 13.00-15.00

### PROGRAMME

#### 1. DESCRIPTION

Linguistic approach (theory and practice) to the English language.

#### 2. OBJECTIVES

This subject intends to approach students to the use of the English language in order to reach a B1 level, according to the European Framework of linguistic competence. At the end of the year, students should be able to use it on a both theoretical and practical level.

#### 3. TEACHING METHODOLOGY

- Theoretical sessions about grammar
- Practical exercises sessions
- Debates
- Special tutorials (focused on writing skills)
- Reading and speaking sessions (Second semester)
- Language laboratory practice
- Film sessions
- Writing sessions

#### 4. CONTENTS

##### First semester

##### **Unit 1. The Sexes.**

A. Vocabulary:

- Semantic fields: Personality nouns and adjectives.
- Vocabulary practice: Confusing verbs *lay / lie*; meanings of *get*; phrasal verbs with *bring*.

B. Functions:

- Expressing predictions and future intentions.

- Describing personalities.
  - Giving and asking for personal information.
  - Distinguishing formal and informal language.
- C. Grammar:
- The future, Future continuous and Future perfect.

### **Unit 2. Compulsion**

- A. Vocabulary:
- Semantic fields: personality adjectives.
  - Vocabulary practice: phrasal verbs with *give*.
- B. Functions:
- Describing moods and attitudes.
  - Comparing.
- C. Grammar:
- Habits
  - Repeated actions and *used to*.

### **Unit 3. Talents.**

- A. Vocabulary:
- Semantic fields: film vocabulary, ability expressions.
  - Vocabulary practice: confusing verbs *rise, arise, raise*; noun suffixes (*-tion, -ence, -ness, and -ity*); phrasal verbs with *break*.
- B. Functions:
- Expressing ability.
  - Applying for a job.
- C. Grammar:
- *Can, Be able to* and other ability structures

### **Unit 4. Appearances.**

- A. Vocabulary:
- Semantic fields: parts of the body, seeing verbs, clothing and fashion.
  - Vocabulary practice: phrasal verbs with *put*, confusing adverbs.
- B. Functions:
- Describing people and places.
- C. Grammar:
- Modal verbs of obligation, *don't need to, needn't have, be allowed to / can't*.

## **Second semester**

### **Unit 5. Foreign parts.**

- A. Vocabulary:
- Negative adjectives.
  - Confusing words.
  - Extreme adjectives.
  - Phrasal verbs: travel and look.
- B. Functions:
- Talking about the past.
- C. Grammar:
- Participle clauses.

Reading and speaking sessions: General Introduction and Ireland

### **Unit 6. The mind.**

- A. Vocabulary:
- Semantic fields: health.
  - Vocabulary practice: Collocation.
- B. Functions:
- Expressing corporal feelings.
- C. Grammar:
- Gerunds and infinitives.

Reading and speaking sessions: United Kingdom

### **Unit 7. Free time.**

- A. Vocabulary:
- Semantic fields: Sports vocabulary.
  - Vocabulary practice: prefixes.
- B. Functions:
- Error correction.
- C. Grammar:
- Passive verbs, *have/get something done*.
  - Phrasal verbs with *come*.

Reading and speaking sessions: United States

### **Unit 8. Media.**

- A. Vocabulary:
- Semantic fields: Communication media. Internet. Advertising.
  - Vocabulary practice: Compound nouns. Word formation. *So* and *Such*.
- B. Functions:
- Reporting statements and questions.
- C. Grammar:
- Direct and reported speech:
    - reporting statements, reporting requests and orders, reporting questions, reporting suggestions.
    - verbs introducing reported speech: *say, claim, insist, deny, reply, tell, offer, refuse, agree, apologize, suggest, etc.*

Reading and speaking sessions: Canada

## **5. BIBLIOGRAPHY**

### **Grammar:**

Alexander, L.G (1997). *Longman English Grammar* London: Longman

Bolton, David & Goodey, (1996) *English Grammar in Steps*. London: Richmond.

Chalker, Silvia (1991). *Word by word*. London: Longman.

Eastwood, J. (2000). *Oxford Guide to English Grammar*. Oxford: Oxford University Press

Leech, G (1989) *An A-Z of English Grammar and Usage*. London: Longman

Swan, M (1980) *Practical English Usage*. Oxford: O.U.P.

Vince, Michael with Paul Emmerson. *Intermediate Language Practice: English Grammar and Vocabulary*. London: Macmillan, 2003.

---. *First Certificate Language Practice: English Grammar and Vocabulary*. London: Macmillan, 2003.

**Dictionaries:**1. Bilingual

Collins English-Spanish Dictionary

Larousse English-Spanish Dictionary

Oxford English-Spanish Dictionary

Richmond Compact Dictionary English-Spanish

2. Monolingual

Oxford Advanced Learner's Dictionary of Current English

Longman Dictionary of Contemporary English

Collins Cobuild English Language Dictionary

**Text books:**

Haines, S.& B. Stewart. (2008) *New First Certificate.Masterclass*. Student's Book. Oxford: O.U.P.

Haines, S.& B. Stewart.(2008) *New First Certificate Masterclass*. Workbook with answers. Oxford: O.U.P.

**Other materials:**

A photocopy booklet with the short story will be available at the Copy Place (Pabellón 3) at the beginning of the first semester. The title of the novel for the second semester will be provided around early February.

**6. ASSESSMENT**

▪ Written exam	85%
▪ Oral exam	Pass/Fail
▪ Composition tasks	2.4%
▪ Reading comprehension tasks	2%
▪ Class activities	3%
▪ Language laboratory	1.4%
▪ Films	1.2%
▪ Cross-curriculum activities	5%

To pass this subject, it is necessary to pass the written exam, the oral exam and to do the practical sessions at the language laboratory.

WRITTEN EXAMS: Students can either take the four partial exams (along the year) or the final exam (in June, September or December). If they choose the partial exams and the sum of their mark exceeds 50% out of the necessary 85%, they will not need to take the final exam. All the written exams will consist of five parts: vocabulary, grammar, reading comprehension, listening and writing.

ORAL EXAM: This exam is *Pass/Fail*, but it can modify the final mark. Students will take this exam once they have passed the written exams. If you fail the oral exam and your mark in the written exam exceeds 50 points out of 85, you will not need to take the written exam again in September or December. The oral exam will consist of three parts: personal interview, questions about the texts from the speaking sessions in the second semester and description of what you do in order to improve your English outside the class.

COMPOSITION TASKS: Two per semester, during the lessons in class. Students can use a monolingual dictionary. Each composition will be graded from 0 to 10. The compositions will be corrected according to a key that will be provided to the students and then, they will be given back to the students in class, so that they can make the necessary changes following the key. Special attention will be paid to style, vocabulary, grammar, content organization, format and deadline.

READING COMPREHENSION TASKS: One per semester. Students must do a reading comprehension test about a short story (first semester) and a novel (second semester). After having read the texts at home and done some exercises in the lessons, students must pass this test, in which they must answer correctly some questions about the contents of the readings.

CLASS ACTIVITIES: Active participation will be highly considered, both during the theoretical and practical sessions and also during the reading and speaking sessions in the second semester. Students must have an attendance of, at least, 80% of the total number of sessions, which will be checked by an attendance and signature list.

LANGUAGE LABORATORY: These sessions are compulsory. If students do not have a minimum of 80% attendance to them, they will not be allowed to take any of the written exams in June, September or December. They will do 7 sessions per semester, during the weeks specified by the teacher. At the end, students will have the possibility of doing a maximum of 2 sessions that they may have missed during the semester.

FILMS: For these sessions, we will evaluate attendance as well as the correct completion of specific worksheets about each of the 6 films (3 per semester) which will be watched in class. Worksheets will include content questions, a summary and a personal reflection about them.

CROSS-CURRICULUM ACTIVITIES: Attendance and participation in these activities will be evaluated up to a 5%.

Partial exams: 85% (4 exams: 1st 10%; 2nd 30%; 3rd 15%; 4th 30%).

Final written exam (June, September or December): 85%.

Composition tasks: 2.4% (4 tasks / 0.6% each)

Reading comprehension tasks: 2% (2 tasks / 1% each)

Class activities: 3% (with at least 80% attendance)

Language laboratory: 1.4% (14 sessions / 0.1 each; with a minimum of 80% attendance).

Films and worksheets: 1.2% (6 films / 0.2% each).

Cross-curriculum activities: 5%

**IMPORTANT: Students who can not attend the lessons for justified reasons MUST contact the teachers during the first two weeks of the academic year (early October) in order to reach an agreement about the conditions of their specific assessment.**

SEPTEMBER AND DECEMBER:

Students who have failed the written exam in June must take it again either in September or December. They must pass the written exam (5 parts, as in June) and the oral exam (Pass/ Fail and 3 parts, as in June). At that stage, the mark

obtained in the rest of the activities during the year will be added to the mark in the written exam.

Students who have failed the oral exam in June do not need to take the final exam in September or December again, only if the mark in the written exam exceeds 50 points out of 85.

Students who can not attend lessons during the year can take any of these final written exams but must do the other activities and the language laboratory sessions in order to get the remaining 15%.