

UNIVERSIDAD NACIONAL DEL COMAHUE

FACULTAD DE LENGUAS

Asignatura: **LENGUA INGLESA I**

Carreras: Profesorado y Traductorado en Inglés (Ords. 00430/09 y 00499/11)

Año: 2014

Régimen de dictado: Anual

Número de horas semanales: 8

Número total de horas a dictarse: 256

Equipo docente: Massi, María Palmira – PTR1 Regular

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Scilipoti, Paola Mabel – AYP 3 Regular

COURSE DESCRIPTION

This course has been designed to follow on from the foundations laid in *Introducción a la Lengua Inglesa* and to equip university students with the linguistic skills which will constitute the basis for success in their academic and vocational endeavours. The emphasis lies on the development of both receptive and productive skills –listening, reading, speaking, writing and translating– to achieve an upper-intermediate level of performance in the English language. The multi-layered syllabus has a *topic* component –which tackles vocabulary and collocations that are relevant to intermediate-level students (feelings, lifestyles, relationships, art, travel, habitats, work, science and technology, the environment, diversity and the like)–, a *grammatical* component –which provides loop input on the main structures of English (verb tenses and patterns, passive constructions, conditional structures, modals, morphology)–, and a *task* component. This alternation of grammar, lexis, topics and tasks allows systematic coverage of the most important *contexts* in which the learner is likely to use the foreign language at an intermediate level of proficiency. Some important interactional *functions* of English, such as requesting, offering, suggesting, making choices, among others, are recycled and linked to broader grammatical areas. The training process includes the development of *reflective learning* and *critical thinking skills* –e.g. evaluating texts, assessing the validity of arguments, developing awareness of authorial techniques–, which are highly valuable for future teachers and translators. The overall aim is to lead students to use the language in communication and for academic purposes both fluently and accurately, so most of the tasks are open-ended, with ample opportunities for the contribution of their own ideas and personal experiences. By providing a wide range of exposure to authentic material and fostering intensive work on hands-on projects, the course seeks to offer variety and options to cater for all the learners’ interests and cognitive styles. Because of the load of extensive reading, viewing and writing tasks, substantial work outside the class is required on the part of the students.

AIMS, OBJECTIVES AND GOALS

a. AIMS

- to develop the learners' ability to acquire and use the English language for both expressive and communicative purposes, while enhancing their grammatical, discursive, strategic and intercultural competences;
- to promote the development of a critical attitude towards the teaching-learning process.

b. OBJECTIVES

- to recycle some of the most important language forms and functions and deal with them deeply and thoroughly to achieve their consolidation;
- to introduce and practise other forms and functions to provide the learners with a general and complete scope of the language;
- to develop the learners' ability in the receptive and productive skills in an integrated way;
- to strengthen their understanding of the conventions and mechanics of standard oral and written English;
- to expand their ability to recognise particular text types and to extract information from a wide range of genres relevant to their learning environment and academic purposes;
- to further develop the learners' ability to write coherent descriptive, narrative and argumentative pieces confidently;
- to foster the learning and acquisition of the lexis they need for expressive and communicative purposes, while extending and enriching their active vocabulary;
- to encourage them to use the language creatively, take risks, reflect on their mistakes and learn from them;
- to make them become aware of their errors so that they can eradicate them and become more critical of their performance;
- to build up the learners' fluency and confidence in understanding written English while leading them to the enjoyment and appreciation of English literature;
- to encourage them to enjoy learning English beyond the classroom;
- to create and develop awareness of the importance of pronunciation, stress and rhythm as elements that contribute largely to effective communication;
- to consolidate the segmental and suprasegmental features of speech with an emphasis on correct rate of delivery and use of intonation;
- to encourage the development of the learners' own criteria of acceptability through self-analysis and monitoring of their learning strategies;
- to help them become aware of their individual strategies for learning and to broaden their repertoire of strategies in order to achieve autonomy in their studies.

c. EDUCATIONAL GOALS

- to encourage the learners to engage in cooperative team-work;
- to vary patterns of interaction within the lesson according to the aims and the feelings of the group;
- to ensure that all the learners find their involvement sufficiently challenging;
- to lead them to acquire and practise moral principles and professional ethics;
- to engage the learners in holistic learning so that they can gain further insights into their own personal and social identities through the process of acquisition of another language.

	Topics	Grammar Self-study	Vocabulary Self-study	Receptive skills		Productive skills		Project Work
				Listening-Viewing	Reading	Speaking	Writing	
M O D U L E 1	<p>COLOUR</p> <ul style="list-style-type: none"> • The uses of colour in everyday life (clothes, decoration, marketing) • Colours and cultures • Colours in sport • Colours and feelings • Customs and traditions • Identity and groups. Belonging 	<ul style="list-style-type: none"> • Present simple • Present Continuous • Stative verbs • Question forms <p>MEG Units 1-2-12</p>	<ul style="list-style-type: none"> • Time expressions • Feelings and personal states • The roles we play • Word building: noun and verb → noun <p>EVIU Units 8-64</p>	<ul style="list-style-type: none"> • Listening Conversations Radio shows • Viewing <ul style="list-style-type: none"> ▪ Videos: <i>Peruvian weavers</i> <i>Taiko master</i> <i>Evolution of music</i> ▪ Film: <i>Black Swan</i> <p><i>Extracting main ideas and taking notes</i> <i>Summarising</i></p>	<ul style="list-style-type: none"> • Non-fiction Authentic articles on the main topics and issues (analysis and class discussion) • Fiction <i>Eleven</i> (Sandra Cisneros) In-class analysis <i>The Colours of Love</i> (Lauri Kubuitsile) <i>The Last Leaf</i> (O. Henry) <i>The Birds Began to Sing</i> (Janet Frame) <p>Guidelines for analysis Templates for oral presentation</p>	<p>Asking and answering personal questions</p> <p>Describing routines and leisure activities</p> <p>Discussing the roles we play in life</p> <p>Discussing new releases</p> <p>Choosing an event</p> <p>Performing changes</p> <p><i>Opening and closing conversations</i></p> <p>EVIU Unit 79</p>	<p>Text type: A (website) profile</p> <p>Criteria for writing</p> <p><i>Presenting arguments in a coherent sequence</i></p> <p>Linking ideas EVIU Units 21-22-23-24-25</p> <p>TAP Workshop <i>(Text Analysis & Production Workshop)</i> <i>The Writing Process Summary Writing</i></p>	<ul style="list-style-type: none"> • <i>Resolutions about ways to improve our English</i> (individual work) • Using PEDCO (Moodle Platform) • <i>Enrolling on the course and exploring the resource</i>
	<p>PERFORMANCE</p> <ul style="list-style-type: none"> • Art: music and dance • Art and globalization • Musical styles • Traditional dances • Music and emotions • Global and popular culture • Technology, economy and work • Changes in contemporary societies 	<ul style="list-style-type: none"> • Present perfect simple • <i>Already, just and yet</i> • Verb patterns: -ing form and to + infinitive <p>MEG Units 5-6-14-15</p>	<ul style="list-style-type: none"> • Musical styles • Emotions • Global culture • Describing performances • Word building: adjective + noun <p>EVIU Units 46-47-83-85</p> <p><i>Organising lexical sets related to the main topics of the module</i></p>	<p>Drawing conclusions</p>	<p>Critical Thinking</p>	<p>Using sources</p>		

	Topics	Grammar Self-study	Vocabulary Self-study	Receptive skills		Productive skills		Project Work
				Listening-Viewing	Reading	Speaking	Writing	
M O D U L E 2	WATER <ul style="list-style-type: none"> Water sports When things go wrong (in recreational activities) The wreck of Titanic Experiences in the sea The environment Protecting natural resources 	<ul style="list-style-type: none"> Past simple Past Continuous Past perfect simple MEG Units 3-4-7	<ul style="list-style-type: none"> Water and recreation Word focus: <i>get</i>. Word building: adverbs EVIU Unit 89-91-92	<ul style="list-style-type: none"> Listening Conversations Radio clips Viewing <ul style="list-style-type: none"> Videos: <i>Yamuna river in India</i> <i>Confucianism in China</i> Films: <i>Hugo</i> <p><i>Summarising key information</i></p> <p><i>Expressing views on an issue and giving reasons to back up opinions</i></p>	<ul style="list-style-type: none"> Non-fiction Authentic articles on the main topics and issues (analysis and class discussion) Fiction <i>The Pond</i> (Nigel Kneele) <i>The Cricket War</i> (Bob Thurber) <i>Charles</i> (Shirley Jackson) <i>The Bully</i> (Roger Dean Kiser) Guidelines for analysis Templates for oral presentation 	<p>Telling stories</p> <p>Retelling “the first time”</p> <p>Sharing puzzling anecdotes and stories: <i>It happened to me</i></p> <p>Discussing predictions</p> <p>Planning professional work, pay and conditions</p>	<p>Text types: <i>A blog post</i> <i>A covering letter</i></p> <p>Choosing appropriate language</p> <p>Analysing style and degrees of formality</p> <p>TAP Workshop <i>(Text Analysis & Production Workshop)</i></p> <p><i>Argumentative Writing</i></p> <p><i>Punctuation</i></p> <p><i>Writing about controversial issues</i></p>	<ul style="list-style-type: none"> <i>A Reading Anthology * Part 1</i> (group work) Using PEDCO (Moodle Platform) <i>Practice Tests on Self-study material</i>
	OPPORTUNITIES <ul style="list-style-type: none"> Memories from childhood Childhood ambitions How new developments affect people Facing life-changing decisions Plans for the future Education. Job requirements and prospects 	<ul style="list-style-type: none"> Predictions: <i>will, may, might could.</i> Future forms: present continuous, <i>will, going to.</i> MEG Units 9-24	<ul style="list-style-type: none"> Job and work Education Pay and conditions Job requirements Word building: phrasal verbs EVIU Units 43-44 <p><i>Organising lexical sets related to the main topics</i></p>	<p style="text-align: center;">Critical Thinking</p> <p>Reading between the lines</p>		<p>Presenting arguments</p>		

MODULE 3

	Topics	Grammar Self-study	Vocabulary Self-study	Receptive skills		Productive skills		Project Work
				Listening-Viewing	Reading	Speaking	Writing	
	<p>TRAVEL</p> <ul style="list-style-type: none"> • Going on holiday • Holiday destinations • British holidaymakers • Types of tourism • Dealing with travel problems • Saving wildlife • Endangered rain forests <p>WELLBEING</p> <ul style="list-style-type: none"> • Traditional dishes in different countries • We are what we eat • Obesity • A healthy lifestyle • Caffeine (and other beverages) in modern life • Eating out 	<ul style="list-style-type: none"> • Present perfect simple • Past simple • Present Perfect continuous • <i>For</i> • <i>How long...?</i> <p>MEG Unit 8</p> <ul style="list-style-type: none"> • Modal verbs (1): <i>have to, must, can, be allowed to, should</i> • First conditional: <i>if + will</i> • <i>When, as soon as, unless, until, before</i> <p>MEG Units 18-22-26</p>	<ul style="list-style-type: none"> • Holidays • Travel problems • Conservation • Word building: compound nouns (noun+noun) <p>EVIU Units 54-55-13-14</p> <ul style="list-style-type: none"> • Modern life • Restaurants • Food and drink • Cooking traditional dishes • Word building: phrasal verbs with <i>down</i> and <i>up</i> <p>EVIU Units 48-94</p> <p><i>Organising lexical sets related to the main topics</i></p>	<ul style="list-style-type: none"> • Listening Conversations Radio programmes • Viewing <ul style="list-style-type: none"> ■ Videos: <i>A disappearing world</i> <i>Dangerous dining</i> ■ Film: <i>Ratatouille</i> <p><i>Expressing views on an issue and giving reasons</i></p> <p><i>Expressing agreement and disagreement with other opinions</i></p>	<ul style="list-style-type: none"> • Non-fiction Authentic articles and news items on the main topics and issues (analysis and class discussion) • Fiction <i>Dip in the Pool</i> (Roald Dahl) <i>Just a Matter of Choice</i> (Oonah V. Joslin) <i>The Luncheon</i> (Jeffrey Archer) <i>Chickens</i> (Elaine Magarrell) <p>Template for the design of a poster</p>	<p>Sharing travel experiences</p> <p>Discussing what makes a good holiday</p> <p>Planning green activities</p> <p>Describing favourite dishes</p> <p>Planning a healthy lifestyle</p> <p>Discussing pros and cons of modern life</p>	<p>Text types: <i>A postcard</i> <i>A formal letter</i></p> <p>Analysing informal and formal styles</p> <p>Choosing appropriate language</p> <p>Explaining consequences</p> <p>TAP Workshop <i>(Text Analysis & Production Workshop)</i></p> <p><i>Letter and E-mail Writing</i></p>	<ul style="list-style-type: none"> • <i>From Books to Films</i> (group work) • Using PEDCO (Moodle Platform) <i>Tips for oral presentations</i> <i>Tips for writing book reports</i> <i>Tips for writing film reviews</i>
				Close reading	Critical Thinking		Focusing on language clues	

MODULE 4

	Topics	Grammar Self-study	Vocabulary Self-study	Receptive skills		Productive skills		Project Work
				Listening-Viewing	Reading	Speaking	Writing	
	<p>LIVING SPACE</p> <ul style="list-style-type: none"> Habitats and home Types and features of homes Architecture and house design What a place used to be like: then and now Visiting little towns: daily life, work, festivals and traditions Houses and flats. One's town and neighbourhood <p>WEIRD NEWS</p> <ul style="list-style-type: none"> Natural mysteries Desert art Theories about mysterious disappearances Surprising news: showing interest or disbelief 	<ul style="list-style-type: none"> Comparatives and superlatives <i>Used to, would</i> and past simple <p>MEG Units 37-38</p> <ul style="list-style-type: none"> Modal verbs (2): Speculation about the present (<i>must, might, may, could, can't</i>) Modal verbs (3): Speculation about the past (<i>must have, might ~, may ~, could ~, can't ~, couldn't ~</i>) <p>MEG Units 23-25</p>	<ul style="list-style-type: none"> Features of homes in the city Word focus: <i>as</i> and <i>like</i> Word building: <i>verb</i> → <i>adjective</i> <p>EVIU Units 40-50-80</p> <ul style="list-style-type: none"> The natural world history -ly adverbs in stories Word focus: <i>look</i> Word building: <i>noun</i> → <i>adjective</i> <p>EVIU Units 51</p> <p><i>Organising lexical sets related to the main topics</i></p>	<ul style="list-style-type: none"> Listening Conversations Radio clips Podcasts Viewing <ul style="list-style-type: none"> Videos: <i>The Mission District in San Francisco</i> <i>Killer African Bees</i> Film: <i>The Woman in Black</i> <p><i>Summarising key information</i></p> <p><i>Expressing views on an issue and giving reasons</i></p>	<ul style="list-style-type: none"> Non-fiction Authentic articles and news items on the main topics and issues (analysis and class discussion) Fiction <i>The Landlady</i> (Roald Dahl) <i>A Glowing Future</i> (Ruth Rendell) <i>Consider the Houses</i> (Karen SalyerMcElmurray) <i>I Used to Live Here Once</i> (Jean Rhys) 	<p>Expressing preferences and giving reasons</p> <p>Describing favourite habitats</p> <p>Comparing towns and cities</p> <p>Discussing weird and surprising news</p> <p>Speculating about the past</p> <p>Giving opinions</p>	<p>Text types: <i>A description of a place</i> <i>A news story</i></p> <p>Organising ideas and structuring a text according to genre</p> <p>Choosing appropriate language</p> <p>TAP Workshop <i>(Text Analysis and Production Workshop)</i></p> <p><i>Writing News and Headlines</i></p>	<ul style="list-style-type: none"> <i>Writers for a Day</i> (pair work) Using PEDCO (Moodle Platform) <i>Accessing Practice Tests on Self-study material</i>
				Descriptions	Critical Thinking	Opinion or fact?		

MODULE 5

	Topics	Grammar Self-study	Vocabulary Self-study	Receptive skills		Productive skills		Project Work
				Listening-Viewing	Reading	Speaking	Writing	
	<p>TRADE</p> <ul style="list-style-type: none"> • Innovations in personal banking • Buying things • A guide to guilt-free shopping • The art of the deal: how to negotiate a price • Money matters. Top saving tips • Buying genuine articles <p>NO LIMITS!</p> <ul style="list-style-type: none"> • Advances in medicine: bionic bodies • Marathons and extreme sports • Life on other planets • Overcoming obstacles • Injuries and accidents 	<ul style="list-style-type: none"> • Articles in noun phrases • Determiners and possessives in noun phrases • Passives <p>MEG Units 20-28-30</p> <ul style="list-style-type: none"> • Defining relative clauses • Second conditional: <i>if + would</i> • <i>When, as soon as, unless, until, before</i> <p>MEG Units 46-47</p>	<ul style="list-style-type: none"> • Money • Shopping • Word building: compound adjectives <p>EVIU Units 12-62</p> <ul style="list-style-type: none"> • Medicine • Injuries • Word focus: <i>take</i> • Word building: suffixes <i>-ful, -less</i> <p>EVIU Units 42-53-90</p> <p><i>Organising lexical sets related to the main topics</i></p>	<ul style="list-style-type: none"> • Listening Conversations Radio clips Podcasts TV interviews • Viewing <ul style="list-style-type: none"> ■ Videos: <i>Making a deal</i> <i>High-altitude people</i> ■ Film: <i>In Time</i> <p><i>Summarising key information</i></p> <p><i>Expressing views on an issue and giving reasons</i></p> <p><i>Expressing agreement and disagreement with other opinions</i></p>	<ul style="list-style-type: none"> • Non-fiction Authentic articles and news items on the main topics and issues (analysis and class discussion) • Fiction <i>The Fun They Had</i> (Isaac Asimov) <i>All Summer in a Day</i> (Ray Bradbury) <i>Word Problem</i> (Bruce Holland Rogers) <i>Verbal Transcription-6am</i> (Williams C. Williams) 	<p>Discussing ways to spend and save money</p> <p>Discussing brands</p> <p>Negotiating prices</p> <p>Talking about injuries and illnesses</p> <p>Discussing advances in science</p> <p>Giving advice</p> <p>Talking about inspirational people</p>	<p>Text types: <i>An eBay advert</i> <i>A personal email</i></p> <p>Deciding on relevant and irrelevant information</p> <p>Linking ideas</p> <p>Choosing appropriate lexical items</p> <p>TAP Workshop <i>(Text Analysis & Production Workshop)</i></p> <p><i>Electronic Writing</i></p>	<ul style="list-style-type: none"> • <i>A Reading Anthology * Part 2</i> (group work) • <i>Designing a leaflet/an E-Bay Ad</i> • <i>Proposing an inspirational person for a prize</i> (pair work) • <i>Using PEDCO</i> (Moodle Platform) • <i>Sharing student audiovisual productions online</i>
				Testing a conclusion	Critical Thinking		Reading between the lines	

	Topics	Grammar Self-study	Vocabulary Self-study	Receptive skills		Productive skills		Project Work
				Listening-Viewing	Reading	Speaking	Writing	
M O D U L E 6	CONNECTIONS <ul style="list-style-type: none"> • Communications technology • How the Internet can help remote communities • The impact of social networks • Digital connections EXPERTS <ul style="list-style-type: none"> • Experts in the field • Unexpected problems • Explorers and researchers • Going back in time 	<ul style="list-style-type: none"> • Reported speech • Reporting verbs MEG Units 16-17 <ul style="list-style-type: none"> • <i>Should have</i> and <i>could have</i> • Third conditional: <i>if + would have</i> MEG Unit 19	<ul style="list-style-type: none"> • Gadgets • Technology • Word focus: <i>time</i> • Word building: prefix <i>un</i> EVIU Units 9-57-58 <ul style="list-style-type: none"> • Field trips • Word focus: <i>go</i> • Word building: prefix <i>in</i> EVIU Units 93-84 <i>Organising lexical sets related to the main topics</i>	<ul style="list-style-type: none"> • Listening Conversations Radio programmes • Viewing <ul style="list-style-type: none"> ▪ Videos: <i>Crossing Antarctica</i> <i>Shark vs. Octopus</i> <i>Tales of mere existence: "How You May Fall for a Girl on Facebook"</i> ▪ Films: <i>The English Teacher</i> (Teachers) <i>The Interpreter</i> (Translators) <i>Analysing text structure and ways of presenting main points</i> <i>Expressing shared and divergent views</i>	<ul style="list-style-type: none"> • Non-fiction Authentic articles and news items on the main topics and issues (analysis and class discussion) • Fiction <i>Just Good Friends</i> (Jeffrey Archer) <i>Taste</i> (Roald Dahl) <i>The Must Have</i> (Jess Leather) <i>Digital Eyes</i> (Tamara Rogers) 	Discussing contemporary communication systems Analysing personal communication Discussing digital media Discussing mishaps and failure Speculating about the past and the present Making and accepting apologies	Text types: <i>A report of a meeting</i> <i>A website article</i> Using notes to write a report Revising written work Choosing appropriate lexis TAP Workshop <i>(Text Analysis & Production Workshop)</i> <i>Reports and Articles</i>	<ul style="list-style-type: none"> • <i>A Writing Portfolio</i> (individual work) <ul style="list-style-type: none"> • Using PEDCO (Moodle Platform) <i>Strategies to take and pass final exams</i>
				Summarising	Critical Thinking		Relevance	

LEARNERS' BIBLIOGRAPHY

Textbooks and Material for Classroom Use

Integrative skill-development

- Stephenson, H., P. Dummett & J. Hughes (2013). *LIFE Intermediate*. Coursebook with CD-ROM and DVD. Cengage Learning.
- Stephenson, H. & P. Dummett (2013). *LIFE Intermediate*. Workbook with CD. Cengage Learning.

Intensive and Extensive Reading

- Bassett, J. (ed.) (1999). *A Window on the Universe*. Oxford Bookworms Collection.
- Dahl, R. (1996). *Ten Short Stories*. Penguin Books.
- Escott J. & J. Bassett (eds.) (2000). *The Eye of Childhood*. Oxford Bookworms Collection.
- Lindop, C. & A. Sykes-McNulty (eds.) (2005). *A Tangled Web*. Oxford Bookworms Collection.
- Mowat, D. & J. Basset (eds.) (2001). *And All for Love...* Oxford Bookworms Collection.
- West, C. (ed.) (2001). *Crime Never Pays*. Oxford Bookworms Collection.
- West, C. (ed.) (2002). *From the Cradle to the Grave*. Oxford Bookworms Collection.

Flash Fiction

BREVITY <http://brevitymag.com/issues/jan2013/brev41/>
FLASH FICTION FEST 2012-2013 <http://www.flashfictionfest.com>
FLASH FICTION ONLINE www.flashfictiononline.com/
EAST OF THE WEB www.eastoftheweb.com/
SHORT FICTION <http://www.shortshortshort.com/stories/index.html>

Novels (Project 2: From Books to films)

Ahern, C. *P.S. I Love You*
Carroll, L. *Alice in Wonderland*
Collins, S. *The Hunger Games*
Gilbert, E. *Eat, Pray, Love*
Hodgson Burnett, F. *The Secret Garden*
Masuda, S. *Autobiography of a Geisha*
Meyers, S. *New Moon*
King, S. *Secret Window*
Lewis, C.S. *The Chronicles of Narnia: The Lion, the Witch and the Wardrobe*
Somerset Maugham, W. *The Painted Veil*

Reference Books for Self-study

Vocabulary

- McCarthy A. & F. O'Dell (2008). *English Vocabulary in Use Upper Intermediate (EVIU)*. O.U.P.

Grammar

- Vince, M. (2008). *Macmillan English Grammar in Context Intermediate with Key (MEG)*.

Writing

- Evans V. (2005). *Successful Writing Upper Intermediate*. Express Publishing.

Dictionary

- COLLINS PAPERBACK THESAURUS. Collins 2002.
- LONGMAN DICTIONARY OF CONTEMPORARY ENGLISH. Longman 2003.
- LONGMAN PRONUNCIATION DICTIONARY. Longman 2008.
- OXFORD ADVANCED LEARNER'S DICTIONARY. O.U.P. 2004.
- OXFORD COLLOCATIONS. Dictionary for Students of English. O.U.P. 2002.
- Online Dictionaries.

TEACHERS' RESOURCE MATERIAL

- Acklam R. & A. Crace (2006). *Total English Upper Intermediate*. Pearson Longman.
- Bartram M. and R. Walton (2002). *Correction. A Positive Approach to Language Mistakes*. Thomson & Heinle.
- Bell J. & R. Gower (2004). *First Certificate Expert*. Longman.
- Clare A. & J.J.Wilson (2011). *Speakout Intermediate*. Pearson Longman.
- Collins COBUILD (1995). *English Grammar*. HarperCollins Publishers.
- Collins COBUILD English Guides (1991). *1 Prepositions*. Collins ELT.
- Collins COBUILD English Guides (1991). *2 Word Formation*. Collins ELT.
- Collins COBUILD English Guides (1996). *9 Linking Words*. Collins ELT.
- Cotton D. et.al. (2008). *Language Leader: Intermediate*. Pearson Longman.
- Cotton D. et.al. (2008). *Language Leader: Upper Intermediate*. Pearson Longman.
- Eales F. & S. Oakes (2011). *Speakout Upper Intermediate*. Pearson Longman.
- Flower, J. (2002). *Phrasal Verbs Organiser*. Thomson & Heinle.
- Fried-Booth D. L. (1987). *Project Work*. O.U.P.
- Goldstein B. (2004). *Framework. Level 3*. Richmond Publishing.
- Greenall S. & D. Pye (1995). *Cambridge Skills for Fluency. Reading 3*. C.U.P.
- Griffiths, G. & K. Keohane (2000). *Personalizing Language Learning*. C.U.P.
- Haines S. (1989). *Projects for the EFL Classroom*. Nelson.
- Harris M., D. Mower and A. Sikorzynska (2002). *Opportunities. Upper-Intermediate*. Pearson.
- Keller, E. & S. Warner (2002). *Conversation Gambits*. Thomson & Heinle.
- Lewis M. (1993). *The Lexical Approach*. Language Teaching Publications.
- Lewis M. (2000). *Teaching Collocation: Further Developments in the Lexical Approach*. LTP.
- MacAndrew R. & R. Martinez (2001). *Taboos and Issues*. LTP.
- McCarthy M. & F. O'Dell (2002). *English Vocabulary in Use*. C.U.P.
- Nation I.S.P. (2001). *Learning Vocabulary in Another Language*. C.U.P.
- Roberts, R. (2011). *New Total English Intermediate*. Pearson Longman.
- Stanton A. & M. Stephens (2001). *Fast Track to FCE*. Pearson Education.
- Terban, M. (2000). *Punctuation and How to Use it*. Scholastic Guides.
- Vince M. (2003). *First Certificate Language Practice*. Macmillan.
- Wallace M. (1999). *Action Research for Language Teachers*. C.U.P.
- Wellman G. (1990). *Wordbuilder*. Heinemann.
- Willis J. (1996). *A Framework for Task-Based Learning*. Longman.
- Wilson K. (2001). *Ideas & Issues. Upper Intermediate*. Chancereel.
- Magazines*: People, US Weekly, Culture, Look, Good Housekeeping, Travel & Leisure, Food & Wine.
- Newspapers*: The Daily Telegraph, The Guardian, The New York Times.
- DVDs* with and without subtitles in English (films, TV shows and series).

REQUISITOS PARA LA APROBACIÓN DEL CURSADO

1. El alumno deberá asistir al 70 % de asistencia a las clases.
2. Deberá aprobar el 70 % de los trabajos prácticos semanales (se tomarán aproximadamente 20 trabajos prácticos en el año académico).
3. Deberá, además, aprobar dos exámenes parciales escritos y orales (en junio y noviembre). Ambos parciales son recuperables.

REQUISITOS PARA OBTENER LA PROMOCIÓN

El sistema de promoción es adecuado en el dictado de esta cátedra, que comprende el seguimiento permanente y minucioso de los progresos del alumno, quien deberá realizar la ejercitación diaria, participar activamente en clase y realizar trabajos prácticos periódicos. Los requisitos para acceder a tal sistema se detallan a continuación.

▪ Promoción total (eximición del examen final)

1. 80 % de asistencia a las clases.
2. 80 % de los trabajos prácticos semanales.
3. Aprobación de dos exámenes parciales escritos y orales con la nota mínima de 7 (siete) en cada uno de ellos.

▪ Promoción parcial (eximición del examen final escrito u oral)

1. 80 % de asistencia a las clases.
2. 80 % de los trabajos prácticos semanales.
3. Aprobación de dos exámenes parciales escritos y orales. Al obtener la nota de 7 (siete) en la parte escrita, será eximido del examen final escrito. Si obtiene la nota de 7 (siete) en la parte oral, será eximido del examen final oral. De este modo, podrá acceder a la promoción parcial y deberá rendir únicamente el examen final del área que corresponda.

EVALUACIÓN FINAL

a. Alumnos regulares

El examen escrito consistirá en la elaboración de un texto argumentativo de aproximadamente 350 palabras en base a sugerencias del tribunal examinador. La evaluación se focalizará en los siguientes aspectos:

- *Organización*
- *Desarrollo y relevancia de ideas*
- *Coherencia global y adecuación lingüística (manejo de tiempos verbales, reglas gramaticales y selección léxica)*

El examen oral consistirá en la presentación de un cuento que no se haya trabajado en clase, de elección del alumno, con posterior discusión (consultar la lista de sugerencias provistas por la

cátedra). Además, se formularán preguntas generales acerca de los textos analizados durante el dictado del curso. Las siguientes variables constituirán el foco de atención:

- *Organización y jerarquización de las ideas*
- *Fluidez y adecuación de las formas lingüísticas utilizadas*
- *Pronunciación y entonación en la presentación*

Ambas partes del examen son eliminatorias.

b. Alumnos libres

(1). Al menos una semana antes de la sustanciación del examen, el alumno libre deberá entregar un trabajo monográfico que consistirá en:

- resumen de una de las siguientes novelas (versión original, no simplificada).
- reseña crítica de la versión fílmica de la novela.
- análisis comparativo de la novela y la película.

- Clare, C. *City of Bones*
- Dahl, R. *Charlie and the Chocolate Factory*
- Green, J. *The Fault in Our Stars*
- Harris, J. *Chocolat*
- King, S. *Carrie*
- Leroux, G. *The Phantom of the Opera*
- Sparks, N. *The Best of Me*
- Zusak, M. *The Book Thief*

El trabajo deberá tener una extensión máxima de cuatro carillas, con interlineado de 1,5. La dirección de email del alumno deberá ser consignada en la portada. Esta parte de la evaluación tendrá una validez de dos turnos consecutivos. En caso que el alumno deba rendir nuevamente el pre-examen, deberá escoger otra novela y la película correspondiente.

(2). Superada esta instancia, el alumno deberá aprobar un pre-examen escrito equivalente a los parciales del cursado regular.

(3). Entonces podrá acceder al examen final propiamente dicho, que consistirá en una composición escrita de aproximadamente 350 palabras en base a sugerencias del tribunal examinador.

(4). El examen oral consistirá en la presentación de un cuento seleccionado por el alumno (ver la colección Oxford Bookworms listadas en el programa y disponible en biblioteca), con preguntas formuladas por la mesa examinadora. Además, se discutirá la interpretación de las distintas obras listadas en el programa y las interrelaciones entre las mismas. El alumno deberá demostrar conocimiento de los contenidos de todas las unidades. Cada una de las partes constitutivas del examen final es eliminatoria.

Mgtr. María Palmira Massi
Agosto 2014