



Universidad Nacional del Comahue



Facultad de Lenguas

LENGUA INGLESA 1 SYLLABUS

AÑO LECTIVO	2021
CARRERAS	PROFESORADO EN INGLES (PLAN ORD. 00430/09) TRADUCTORADO EN INGLES (PLAN ORD. 00499/11)
AÑO	SEGUNDO AÑO
RÉGIMEN DE DICTADO	ANUAL
Nº DE HS SEMANALES	8
TOTAL HS ANUALES	256 hs. aprox.
CORRELATIVIDADES	Introducción a la Lengua Inglesa
EQUIPO DE CÁTEDRA	Prof. Zoraida Risso Patrón (PAD1 interino) Mgr. Ma. Angélica Verdú (JTP2) Mgr. Gabriela Fernández (JTP3) [licencia desde Mayo 2021 a enero 2022] Prof. Paola Scilipoti (JTP3) Prof. Alex William Martínez (AYP2 licenciado por JTP 2 desde Mayo 2021 a enero 2022 + AYP3) Prof. Vanesa Reyes (AYP3 suplente desde Mayo 2021 a enero 2022)
CONTACTO	lenguainglesa1fadel@gmail.com

1. BRIEF DESCRIPTION OF THE COURSE

Lengua Inglesa 1 (LI1) is a multi-layered course that integrates the four skills and takes on the foundations of Introducción a la Lengua Inglesa (ILI) to help learners reach an upper-intermediate level (B1+). This is achieved through the completion of different types of tasks, which have a communicative methodology and a topic, text, process and task based approach. LI1 can be concisely characterised by:

- developing a friendly, demanding and productive work atmosphere,
- promoting different patterns of interaction in and outside the classroom and online (individual, pair and group work, with a strong emphasis on teamwork realised by a variety of projects),
- raising students' awareness of accurate language use,
- improving the development of the skills of reading, writing, listening and speaking,
- enlarging learners' collocation and vocabulary knowledge,
- encouraging the development and appropriation of learning strategies,
- fostering students' organisational skills and gradual autonomy development,
- strengthening learners' motivation,
- sensitising learners to appreciating and understanding cultural differences,
- promoting academic integrity and
- nurturing reflection, critical-thinking and opinion-sharing skills.

This course has been structured following the topics, grammar, vocabulary, functions and writing programme of *Life 2nd Ed. (Intermediate)* around which other materials (*MyGrammarLab –Intermediate- MGL*, *English Vocabulary in Use –Upper Intermediate- EVIU* and *Great Writing 3 – GW*) have been selected to complement it. Besides, a booklet called *Lengua Inglesa 1 Tool Kit* and six purposely designed *TIEs* (Thematically Integrated E-

handbooks), incorporating authentic fiction, non-fiction and audio-visual materials, constitute the rest of the contents of LI1 aimed at developing learners' communicative and academic competence for an upper-intermediate level.

2. AIMS

- To foster a positive and critical attitude towards the acquisition of English, bearing in mind that this is the language that learners, as future professionals, will be models of, teach and/or translate.
- To raise learners' awareness of the fact that languages are the expression of cultures and, as such, they need to be analysed hand in hand.
- To sensitise students to the importance of respectful and adequate communication with their teachers and peers, both face to face and via different digital means.
- To develop learners' appreciation of the value of process and team work.

3. OBJECTIVES

The most salient objectives have been specified in the characterisation of the course; however, the ones that follow are equally relevant:

- To help students develop their higher order thinking skills by guiding them to establish connections, read between the lines and critically assess the contents they see in the course,
- To increase students' language accuracy awareness by fostering noticing techniques, error spotting and peer editing,
- To provide opportunities for critical reflection on the teaching-learning process, the course materials, group dynamics and feedback,
- To aid learners to further develop their phonological knowledge and production,
- To offer learners a variety of topics (which go from a personal, regional and national to an international level) and task types to cater for their interests and learning styles,
- To encourage respect over others' views and a multiplicity of interpretations that might lead to the questioning of assumptions, and
- To draw learners' attention to the importance of acknowledging someone else's ideas and work by citing them appropriately.

Once learners complete the course, they will:

- have started to develop the skills necessary to monitor their performance and correct possible mistakes,
- know how to make use of a variety of resources and tools (visual organisers, posters, PPTs, videos, online subtitles, outlines, etc.) to aid their written and oral production,
- show evidence of a good command of the English language in terms of grammar, vocabulary, collocations, and functions appropriate for an upper-intermediate level,
- be able to write well-structured *descriptive*, *comparison*, *cause-effect* and *classification* paragraphs and essays, knowing the notions of *topic sentence* (topic and controlling idea), *supporting detail sentences* and *concluding sentence* for the former and *hook*, *connecting ideas*, *thesis statement*, *body paragraphs* and *restatement of the thesis in the concluding paragraph* for the latter, and
- be able to find relevant information, analyse, summarise, relate and provide their opinion on the contents specified in this syllabus, both in oral and written form.

4. CONTENTS

OVERVIEW OF THE CONTENTS IN TIE 1

LIFE TOPICS: Units 1 & 2	CULTURE & IDENTITY How we see other cultures - Culture & colour – A world together (globalization in terms of entertainment, business, politics, food, culture exchange) – Colour & first impressions.		
	PERFORMING Music today (styles, online access to it) – Learning to dance & its impact on people’s lives –Living statues – Portraying Artists.		
CRITICAL THINKING through ARTICLES	ANALYSIS GUIDELINES 1: Key words & Summary Writing + Graphic Organisers for Articles <ul style="list-style-type: none"> ARTICLE 1: <i>‘It’s another form of racism’: “Love Island” star Yewande Biala on mispronouncing someone’s name</i> ARTICLE 2: <i>Why Artistic Activism: Nine Reasons</i> 		
CRITICAL THINKING through FICTION	ANALYSIS GUIDELINES 1: Reading Circles & Summary Writing + Graphic Organisers for Fiction <ul style="list-style-type: none"> <i>Sulwe</i> by Lupita Nyong’o <i>The Proudest Blue</i> by Ibtihaj Muhammad with S.K. Ali 		
AUDIOVISUAL RESOURCES	FILM <i>A Star is Born</i> directed by Bradley Cooper	SONG <i>Don’t Stop Me Now</i> by Queen	TED TALK <i>Toilets, Bowties, Gender and Me</i> by Audrey Mason-Hyde
	Guidelines on Summary Writing + GW (Great Writing): <ul style="list-style-type: none"> + Unit 1 Introduction to paragraphs (Definition of a paragraph, its constitutive parts: topic sentence, controlling idea, supporting sentences & one sentence conclusion) + Unit 2 Five Elements of Good Writing (Purpose, audience, clarity, unity & coherence) 		
	EVIU (Upper-intermediate)	Unit 7: Describing people: appearance Unit 8: Describing people: character Unit 18: Art & literature Unit 19: Theatre & cinema	Unit 20: Music Unit 41: Pleasant & unpleasant feelings Unit 47: Emotions & moods Unit 63: Addition
GRAMMAR DEVELOPMENT	MGL (Intermediate)	Module 5: Present Tenses [26, 27, 28 & 29] Module 6: Past Tenses [30] Module 7: Present Perfect [36, 37 & 38] Module 11: Word Order and Sentence Patterns [59, 60, 61, 62 & 63] Module 15: Linking Words [78, 79 & 81] Module 18: Word Formation [95, 96 & 97] Module 19: Formal & Written English [99 & (100 on your own)] Module 20: Spoken English [106 points 3 & 4]	
GOING ONLINE: FACEBOOK, PEDCO & OTHER TOOLS	<ul style="list-style-type: none"> Becoming part of the private Facebook group: <i>Unravelling the thread: LI1 2021</i> Completing the <i>Personal Profile 2021</i> Posting tasks on <i>Album 1 (My Red String: an astronomical thread on LOVE)</i> 		
“OVER TO YOU”: TASKS & PROJECT	Group Task 1: Reading Circles & Group Task 2: Zoom in & Articles’ Presentations LI1 Weavers: the Art of Team-building		

OVERVIEW OF THE CONTENTS IN TIE 2

LIFE TOPICS: Units 3 & 4	WATER Water & Sports – When things go wrong in the water – Water & recreation – “Return to <i>Titanic</i> ” – “Love & death in the sea” (Experiences at sea, the power of nature) – Telling Stories: a weekend when something unusual happened.			
	OPPORTUNITIES Childhood ambitions - “Will a robot take your job?” - Career opportunities after graduation: Life changing decisions – “A better life?” (work opportunities, better economic conditions, materialistic ambitions) – Job requirements.			
CRITICAL THINKING through ARTICLES	<ul style="list-style-type: none"> ARTICLE 1: <i>‘It’s Literally Our Future.’ Here’s What Youth Climate Strikers around the World Are Planning Next</i> ARTICLE 2: <i>From Distant Influencers to Ordinary Heroes</i> 			
CRITICAL THINKING through FICTION	ANALYSIS GUIDELINES: See TIE 1 (Reading Circles & Summary Writing + Graphic Organisers) <ul style="list-style-type: none"> <i>Reflections in the Water</i> by Mags Campbell <i>My American Jon</i> by Chimamanda Adichie 			
AUDIOVISUAL RESOURCES	<table border="1"> <tr> <td> FILM <i>Jojo Rabbit</i> directed by Taika Waititi </td> <td> SONG <i>The Greatest</i> by James Blunt </td> <td> TED Talks <i>A New Way to Define Self-worth</i> by Liz Powers (BBC) </td> </tr> </table>	FILM <i>Jojo Rabbit</i> directed by Taika Waititi	SONG <i>The Greatest</i> by James Blunt	TED Talks <i>A New Way to Define Self-worth</i> by Liz Powers (BBC)
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PATHWAYS TO “GREAT WRITING”	Writing a Blog Post + Writing a covering letter GR (Great Writing): + Unit 3 <i>Types of paragraphs</i> (Descriptive, comparison, cause-effect and classification paragraphs)			
VOCABULARY BUILDING	<table border="1"> <tr> <td> EVIU (Upper-intermediate) </td> <td> Unit 6: <i>The weather</i> Unit 14: <i>Education</i> Unit 15: <i>Work</i> Unit 17: <i>Sport</i> Unit 48: <i>Commenting on Problematic Situations</i> </td> <td> Unit 59: <i>Time: Connecting Words & Expressions</i> Unit 69: <i>Suffixes</i> Unit 70: <i>Prefixes</i> </td> </tr> </table>	EVIU (Upper-intermediate)	Unit 6: <i>The weather</i> Unit 14: <i>Education</i> Unit 15: <i>Work</i> Unit 17: <i>Sport</i> Unit 48: <i>Commenting on Problematic Situations</i>	Unit 59: <i>Time: Connecting Words & Expressions</i> Unit 69: <i>Suffixes</i> Unit 70: <i>Prefixes</i>
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GOING ONLINE: FACEBOOK, PEDCO & OTHER TOOLS	<ul style="list-style-type: none"> Writing a <i>Blog Post</i> on Facebook Posting tasks on <i>Album 2</i> (Zoom in & Articles’ Presentations) + <i>Album 3</i> (Artists just for a Day) 			
“OVER TO YOU”: TASKS & PROJECT	GroupTask 2: <i>Zoom In & Oral Presentations</i> Group Task 3: <i>Reading Circles 2</i> <i>L11 Weavers: the Art of Team-building</i>			

OVERVIEW OF THE CONTENTS IN TIE 3

LIFE TOPICS: Units 5 & 6	WELLBEING Food & our eating habits – Food around the world – “Imaginary eating”: a technique to reduce weight – Healthy lifestyles – “A caffeine-fuelled world”: the effects of caffeine on our lives – Eating out – Describing dishes.			
	MYSTERIES “Flexible thinking & rewards”: how good we are at puzzles and mysteries “Desert Art”: an article on the mysterious Nasca lines in Peru. “Lost & found? The missing pilot”: Current theories about Amelia Earhart’s disappearance. “You must be Joking”: reacting to surprising news.			
CRITICAL THINKING through ARTICLES	<ul style="list-style-type: none"> ARTICLE 1: <i>From FOMO to JOMO: the joy of missing out</i> ARTICLE 2a: <i>What to Know About the Worldwide Hacker Group ‘Anonymous’</i> ARTICLE 2b: <i>George Floyd: Anonymous hackers re-emerge amid US unrest</i> 			
CRITICAL THINKING through FICTION	<ul style="list-style-type: none"> <i>Oh! The Places You’ll Go</i> by Dr. Seuss <i>Prismatic</i> by Eileen Merriman 			
AUDIOVISUAL RESOURCES	<table border="1"> <tr> <td> BIO PIC <i>Amelia Earhart Most Famous Aviatrix of All Time</i> </td> <td> SONG <i>Castle on the Hill</i> by Ed Sheeran </td> <td> NETFLIX Series <i>Chef’s Table</i> (Season 1) <i>Francis Mallmann’s Episode</i> </td> </tr> </table>	BIO PIC <i>Amelia Earhart Most Famous Aviatrix of All Time</i>	SONG <i>Castle on the Hill</i> by Ed Sheeran	NETFLIX Series <i>Chef’s Table</i> (Season 1) <i>Francis Mallmann’s Episode</i>
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PATHWAYS TO “GREAT WRITING”	Writing a formal letter + Writing a News Story GR (Great Writing): + Unit 4 Moving from paragraphs to Essays (Descriptive Essays)			
VOCABULARY BUILDING	<table border="1"> <tr> <td> EVIU (Upper-intermediate) </td> <td> Unit 21: Food Unit 29: Health & Lifestyle Unit 35: The Press & the Media Unit 40: Belief & Opinion </td> <td> Unit 64: Referring Words Unit 65: Discourse markers in Spoken English [on your own] Unit 66: Linking Words in Writing Unit 72: Abstract Nouns </td> </tr> </table>	EVIU (Upper-intermediate)	Unit 21: Food Unit 29: Health & Lifestyle Unit 35: The Press & the Media Unit 40: Belief & Opinion	Unit 64: Referring Words Unit 65: Discourse markers in Spoken English [on your own] Unit 66: Linking Words in Writing Unit 72: Abstract Nouns
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GOING ONLINE: FACEBOOK, PEDCO & OTHER TOOLS	<ul style="list-style-type: none"> Posting tasks on Album: Themed Integrative Posters’ Presentations 			
“OVER TO YOU”: TASKS & PROJECT	<p style="text-align: center;">Group Task 4: TIP 1 <i>L11 Weavers: the Art of Team-building</i></p>			

OVERVIEW OF THE CONTENTS IN TIE 4

LIFE TOPICS: Units 7 & 8	LIVING SPACE Features of homes. What New York might have looked like in the 17 th century. “Sweet Songs & Strong Coffee”: an article about a little town in Puerto Rico. To rent or to buy?: expressing preferences & giving reasons.				
	TRAVEL Holidays & memories: writers return to their roots – “Walking for Wildlife: a personal approach to saving wild places” – “All aboard!: a report on global tourism” – Travel problems.				
CRITICAL THINKING through ARTICLES	<ul style="list-style-type: none"> • ARTICLE 1: <i>The Eden Project: Cornwall’s Garden of Eden UK Day Trips</i> • ARTICLE 2: <i>Millennials Are Reshaping The Business Travel Industry— Here’s How</i> 				
CRITICAL THINKING through FICTION	<ul style="list-style-type: none"> • <i>The Journey</i> by Francesca Sanna • <i>Grandad’s Island</i> by Benji Davies 				
AUDIOVISUAL RESOURCES	<table border="1"> <tr> <td> LIFE VIDEOS <ul style="list-style-type: none"> • <i>The Town with no Wi-fi</i> • <i>Questions & Answers</i> </td> <td> FILM <i>The Secret Life of Walter Mitty</i> directed by Ben Stiller </td> <td> SONGS <i>Rocket Man</i> by Elton John <i>Space Oddity</i> by David Bowie </td> <td> TEDGlobal <i>How Airbnb Designs for Trust</i> by Joe Gebbia </td> </tr> </table>	LIFE VIDEOS <ul style="list-style-type: none"> • <i>The Town with no Wi-fi</i> • <i>Questions & Answers</i> 	FILM <i>The Secret Life of Walter Mitty</i> directed by Ben Stiller	SONGS <i>Rocket Man</i> by Elton John <i>Space Oddity</i> by David Bowie	TEDGlobal <i>How Airbnb Designs for Trust</i> by Joe Gebbia
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PATHWAYS TO “GREAT WRITING”	Writing a description of a place + Writing a news story (structuring a news story and adverbs commonly used) GR (Great Writing): + Unit 5 Comparison Essays				
VOCABULARY BUILDING	<table border="1"> <tr> <td> EVIU (Upper-intermediate) </td> <td> Unit 11: <i>At Home</i> Unit 24: <i>Towns</i> Unit 30: <i>Travel</i> Unit 31: <i>Holidays</i> </td> <td> Unit 39: <i>Describing Objects</i> [on your own] Unit 52: <i>Distances & Dimensions</i> Unit 60: <i>Condition</i> </td> </tr> </table>	EVIU (Upper-intermediate)	Unit 11: <i>At Home</i> Unit 24: <i>Towns</i> Unit 30: <i>Travel</i> Unit 31: <i>Holidays</i>	Unit 39: <i>Describing Objects</i> [on your own] Unit 52: <i>Distances & Dimensions</i> Unit 60: <i>Condition</i>	
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GOING ONLINE: FACEBOOK, PEDCO & OTHER TOOLS	<ul style="list-style-type: none"> • Posting tasks on Album 4: Take your pick (<i>The Murals We Come Across</i> or a follow up choice from the movie <i>The Secret Life of Walter Mitty</i>) 				
“OVER TO YOU”: TASKS & PROJECT	Group Task 5: Zoom in & Articles’ Presentations Group Task 6: Think Globally, Act Locally LI1 Weavers: the Art of Team-building				

OVERVIEW OF THE CONTENTS IN TIE 5

LIFE TOPICS: Units 9 & 10	SHOPPING “Shopping Trends: How do you do your shopping?”- “Spend or Save”: Do you buy on impulse?”- Tips to save money. “The Art of the Deal”: an article about Morocco & how to negotiate a price. “It’s in the sale”: buying things.				
	NO LIMITS “Leaving Earth: Could we live on another planet?”-“The Super-humans”: latest advances in medicine. “Two Journeys, Two Lives”: two stories about feats of endurance. “First Aid”: talking about injuries.				
CRITICAL THINKING through ARTICLES	<ul style="list-style-type: none"> • ARTICLE 1: <i>What is gender-fluid clothing? Fashion industry experts explain</i> • ARTICLE 2: <i>Naomi Osaka: ‘It’s O.K. Not to Be O.K.’</i> 				
CRITICAL THINKING through FICTION	<ul style="list-style-type: none"> • <i>What We Understand to Be Ghosts</i> by Andy Myers • <i>Foresight</i> by Lara Ehrlich 				
AUDIOVISUAL RESOURCES	<table border="1"> <tr> <td> LIFE VIDEOS <ul style="list-style-type: none"> • <i>Making a Deal</i> • <i>What Does an Astronaut Dream About?</i> </td> <td> FILM <i>The Matrix</i> directed by the Wachowskis </td> <td> SONG <i>Rise</i> by Katy Perry </td> <td> DOCUMENTARY <i>The True Cost of Fast Fashion</i> The Economist </td> </tr> </table>	LIFE VIDEOS <ul style="list-style-type: none"> • <i>Making a Deal</i> • <i>What Does an Astronaut Dream About?</i> 	FILM <i>The Matrix</i> directed by the Wachowskis	SONG <i>Rise</i> by Katy Perry	DOCUMENTARY <i>The True Cost of Fast Fashion</i> The Economist
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PATHWAYS TO “GREAT WRITING”	Writing customer feedback on online shopping sites + Writing a personal e-mail GR (Great Writing): + Unit 6 <i>Cause-effect Essays</i>				
VOCABULARY BUILDING	<table border="1"> <tr> <td> EVIU (Upper-intermediate) </td> <td> Unit 16: <i>Business</i> Unit 27: <i>Health & Medicine</i> Unit 28: <i>Medicine & Technology</i> Unit 38: <i>Money</i> </td> <td> Unit 49: <i>Number, Quantity, Degree & Intensity</i> Unit 58: <i>Success, Failure & Difficulty</i> Unit 73: <i>Compound Adjectives</i> Unit 74: <i>Compound Nouns</i> </td> </tr> </table>	EVIU (Upper-intermediate)	Unit 16: <i>Business</i> Unit 27: <i>Health & Medicine</i> Unit 28: <i>Medicine & Technology</i> Unit 38: <i>Money</i>	Unit 49: <i>Number, Quantity, Degree & Intensity</i> Unit 58: <i>Success, Failure & Difficulty</i> Unit 73: <i>Compound Adjectives</i> Unit 74: <i>Compound Nouns</i>	
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GOING ONLINE: FACEBOOK, PEDCO & OTHER TOOLS	<ul style="list-style-type: none"> • Posting tasks on Album 5: 2nd Conditional Practice 				
“OVER TO YOU”: TASKS & PROJECT	<p style="text-align: center;">Group Task 7: TIP 2 <i>L11 Weavers: the Art of Team-building</i></p>				

OVERVIEW OF THE CONTENTS IN TIE 6

LIFE TOPICS: Units 11 & 12	CONNECTIONS Languages spoken in remote places: “The last ‘uncontacted tribe?’” How the Internet can help remote tribes. The medium and the message: What’s the best way to send your message across? “Spreading the news”: an article about the impact of social networks. Telephone messages: “Can I take a message?”			
	EXPERTS “The man who ate his boots”: an article that looks back at the mistakes of some British explorers. “Experts in the wild”: two stories about unexpected trouble. “The legacy of the Samuri”: a text about Japan’s elite warrior class. “I’m so sorry!”: making and accepting apologies.			
CRITICAL THINKING through ARTICLES	<ul style="list-style-type: none"> • ARTICLE 1: <i>Is Technology Killing the Human Touch?</i> • ARTICLE 2: <i>“Therapy Influencers” Are Using Instagram to Spread Mental Health Awareness</i> 			
CRITICAL THINKING through FICTION	<ul style="list-style-type: none"> • <i>Quiet Hours</i> by Mike Minchin • <i>The Year of Nostalgia</i> by Alexander Weinstein • <i>Novel:</i> students choose a novel from a set of possibilities 			
AUDIOVISUAL RESOURCES	LIFE VIDEOS <ul style="list-style-type: none"> • <i>Can you read my lips?</i> • <i>Shark vs Octopus</i> 	DOCUMENTARY <i>The Social Dilemma</i> directed by Jeff Orlowski	SONG <i>To be selected according to students’ interests</i>	TED TALK <i>To be selected according to students’ interests</i>
	PATHWAYS TO “GREAT WRITING” Writing an opinion essay + Writing a website article, giving advice to a foreign language student coming to Argentina GR (Great Writing): + Unit 7 Classification Essays			
VOCABULARY BUILDING	EVIU (Upper-intermediate)	Unit 34: <i>Communications & the Internet</i> Unit 68: <i>Talking & communicating</i> Unit 88: <i>Expressions (do & make)</i> Unit 89: <i>Expressions (bring & take)</i> Unit 90: <i>Expressions (get)</i>	Unit 91: <i>Expressions (set & put)</i> Unit 92: <i>Expressions with ‘come’ & ‘go’</i> Unit 93: <i>Expressions with other common verbs</i> Unit 98: <i>The language of signs & notices</i> Unit 99: <i>Headline English</i>	
		MGL (Intermediate)	Module 10: <i>Conditionals [56 & 57]</i> Module 13: <i>Reported Speech [68, 69, 70 & 71]</i> Module 17: <i>Word Combinations [92 & 93]</i>	
GRAMMAR DEVELOPMENT	GOING ONLINE: FACEBOOK, PEDCO & OTHER TOOLS <ul style="list-style-type: none"> • Filling in the Google Form “Evaluating the LI1 2021 Course” 			
“OVER TO YOU”: TASKS & PROJECT	Reflection on this year’s weaving process			

5. MATERIALS & RESOURCES

5.1 Essential Learners' & Teachers' Bibliography

a. Coursebook

- Dummett, P., Hughes, J. & Stephenson, H. (2019). *Life Intermediate Student's Book, (B1+) (2nd ed.)*. Greece: Heinle Cengage Learning.

b. TIEs (Thematically Integrated E-materials) 1, 2, 3, 4, 5 & 6.

- Risso Patrón, Z., Verdú, M.A., Fernández, G., Scilipoti, P. & Martínez, A. (2021). *Lengua Inglesa 1 Tool Kit*. Material de Cátedra.
- Risso Patrón, Z., Verdú, M.A., Fernández, G., Scilipoti, P. & Martínez, A. (2021). *TIEs 1, 2, 3 & 4*. (Thematically Integrated E-handbooks). Material de Cátedra.
- Risso Patrón, Z., Verdú, M.A., Fernández, G., Scilipoti, P., Martínez, A. & Reyes, V. (2021). *TIEs 5 & 6*. (Thematically Integrated E-handbooks). Material de Cátedra.

c. Writing Book

- Folse, K.S., Solomon, E.V. & Clabeaux, D. (2015). *Great Writing: From Great Paragraphs to Great Essays 3 (3rd ed.)*. Boston: Cengage Learning.

d. Vocabulary Book

- McCarthy, M. & O'Dell, F. (2012). *English Vocabulary in Use Upper-intermediate (3rd ed.)*. Cambridge: CUP.

e. Grammar Book

- Foley, M & Hall, D. (2012). *My Grammar Lab Intermediate B1/B2 with Key*. Harlow: Pearson.

f. Mid-Year Novels

- Thomas, A. (2018). *The Hate U Give*. CPI Group (UK) Ltd.: Great Britain
- Palacio, R. J. (2012). *Wonder*. New York: Alfred A. Knopf.

g. End-of-year Novels

- Asher, J. (2007). *Thirteen Reasons Why*. New York: Penguin Group.
- Brashares, A. (2001). *Summers of the Sisterhood. The Sisterhood of the Traveling Pants*. New York: Delacorte Press.
- Cameron, B. W. (2011). *A Dog's Purpose*. New York: Forge.
- Chbosky, S. (2012). *The Perks of Being a Wallflower*. New York: Gallery Books.
- Feldman, D. (2012) *Unorthodox: The Scandalous Rejection of My Hasidic Roots. A memoir*. Simon & Schuster.
- Frank, O. & Pressler, M. (eds.) (1995). *The Diary of a Young Girl: Anne Frank*. Bantam Books: USA.
- Hawkins, P. (2015). *The Girl on the Train*. New York: Riverhead Books, a member of Penguin Group (USA).
- Riggs, R. (2011). *Miss Peregrine's Home for Peculiar Children*. Philadelphia: Quirk Books
- Shaffer, M.A. & Barrows, A. (2009). *The Guernsey Literary and Potato Peel Pie Society*. Bloomsbury Publishing Plc: London.

5.2 Online Resources

a. Access to the LI1 course on the university platform online

Plataforma Educativa de la Universidad del Comahue PEDCO, Facultad de Lenguas, Lengua Inglesa 1 2021 at <http://pedco.uncoma.edu.ar/course/view.php?id=9>

b. Critical thinking through Articles

Articles taken mainly from:

- <http://www.telegraph.co.uk>
- <http://www.nytimes.com>
- <https://www.psychologytoday.com>
- <http://www.naturalnews.com>
- <http://www.theguardian.com>

<http://www.huffingtonpost.com>
<http://well.blogs.nytimes.com>
<http://www.independent.co.uk>
<http://www.nbcnews.com>

c. Critical thinking through Fiction

Visual Books & Stories:

- Davies, B. (2015). *Grandad's Island*. Simon & Schuster: UK.
- Muhammad, I. (2019). *The Proudest Blue: a Story of Hijab & Family*. Little Brown & Company.
- Nyong'o, L. (2019). *Sulwe*. Simon & Schuster.
- Sanna, F. (2016). *The Journey*. Flying Eye Books.
- Seuss, Dr. (1990). *Oh, The Places You'll Go!* Harper Collins Publishers: Hong Kong.
- Weinstein, A. (2020). "The Year of Nostalgia" in *Universal Love: stories*. Henry Holt and Company: New York.

Short Stories taken mainly from:

<http://www.shortbreadstories.co.uk>
<http://thebinj.blogspot.com.ar/2007/08/chimamanda-ngozi-adichie.html>
<http://www.eastoftheweb.com/>
<http://www.smokelong.com/>

d. Integrative skill development through Audio-visual Resources

Songs included in TIEs 1, 2, 3, 4, 5 & 6.

- *Don't Stop Me Now* (1978) by Queen featured on their Album *Jazz*.
<https://www.youtube.com/watch?v=HgZGwKwLmgM>
- *The Greatest* (2019) by James Blunt in *Once Upon a Mind* Album.
https://www.youtube.com/watch?v=0ggg_iCrE6I
- *Castle on the Hill* (2017) by Ed Sheeran in *Divide* Album.
<https://www.youtube.com/watch?v=7Qp5vcuMilk>
- *Rocket Man* (1972) by Elton John in *Honky Chateau* Album.
https://www.youtube.com/watch?v=r_QZe8Z66x8
- *Space Oddity* (1969) by David Bowie in *David Bowie* Album.
<https://www.youtube.com/watch?v=iYYRH4apXDo>
- *Rise* (2016) by Katy Perry -single.
<https://www.universal-music.de/katyperry/videos/rise-olympia-version-407012>
- Students' choice of song thematically related to the topics dealt with in Units 11 & 12

Other songs used in online sessions which have not been included in the published materials:

- *Invisible String* (2020) by Taylor Swift in *Folklore* Album.
<https://www.youtube.com/watch?v=OuFnpmGwg5k>
- *Catch and Release* (2007) by Matt Simons in *Catch and Release* Album.
https://www.youtube.com/watch?v=puOoZB_uqY4
- *Lonely* (2020) by Justin Bieber & Benny Blanco in *Justice* Album.
https://www.youtube.com/watch?v=Cu5hhxP_prE

Films

- Gerber, B., Peters, J., Cooper, B., Phillips, T. & Taylor, L.H. (Producers), & Cooper, B. (Director). (2018). *A Star is Born* [Motion picture]. Warner Bros. Entertainment.
- Neal, C., Waititi, T. & Winstanley, C. (Producers), & Waititi, T. (Director). (2019). *Jojo Rabbit* [Motion picture]. Searchlight Pictures.
- Goldwyn, S. Jr., Goldwyn, J., Cornfeld, S. & Stiller, B. (Producers), & Stiller, B. (Director). (2013). *The Secret Life of Walter Mitty* [Motion picture]. Century Fox.

- Silver, J. (Producer), & Wachowski, Lana & Lilly Wachowski, Lilly. (Directors). (1999). **The Matrix** [Motion picture]. Warner Bros. Pictures.
- **Students' choice of documentary or film** thematically related to the topics dealt with in Units 11 & 12

TEDTalks

- Mason-Hyde, A. (2018, January 19th). *Toilets, bowties, gender and me*. Retrieved from <https://www.youtube.com/watch?v=NCLoNwVJA-0>
- Powers, L. (2016, November). *A new way to define self-worth*. Retrieved from https://www.ted.com/talks/liz_powers_a_new_way_to_define_self_worth
- Gebbia, J. (2016, April 5th). *How Airbnb builds for trust*. Retrieved from <https://www.youtube.com/watch?v=16cM-RFid9U>

NETFLIX Series:

- Clay, J. (Director). (2015). "Francis Mallmann." *Chef's Table: Season 1, Episode 3*. [Netflix series]. Netflix, Boardwalk Pictures, Supper Club, FINCH, Itaca Films.

Documentaries & short clips:

- Biography.com. (2007). **Amelia Earhart: Famous Pilot Mysteriously Disappeared in Final Flight**. Retold by Jacqui Rossi (2020) [YouTube video] Retrieved from: <https://www.youtube.com/watch?v=OwkuK8nCBdI>
- The Economist. (2018). **The True Cost of Fast Fashion**. [YouTube video] Retrieved from: <https://www.youtube.com/watch?v=tLfNUD0-8ts>
- Rhodes, L. (Producer) & Orłowski, J. (Director). (2020). **The social dilemma**. [Netflix documentary] Exposure Labs; Argent Pictures; The Space Program.

5.3 Learners' Reference Bibliography

a. Dictionaries:

- Collins COBUILD Advanced Learner's English Dictionary (8th Edition). 2014. Australia: Harper Collins Publishers.
- Cambridge Advanced Learner's Dictionary (4th Edition). 2013. CUP.
- Longman Dictionary of Contemporary English for Advanced Learners (6th Edition) 2015. Pearson: Longman
- Oxford Advanced Learner's Dictionary (9th Edition). 2014. Oxford: OUP.
- Oxford Collocations Dictionary for students of English (2nd Edition). 2009. Oxford: OUP.

b. Workbook:

- Stephenson, H. (2018). *Life Intermediate Workbook (B1+)*. (2nd Edition). Workbook with Key + Audio CD. Heinle Cengage Learning

c. To develop Reading, Listening & Creative Thinking:

- Blass, L., Vargo, M. & Winiewska, I. (2016). *21st Century Reading Student Book 3 Creative Thinking and Reading with TED Talks*. Boston: Cengage Learning.

d. To develop Writing:

- (2012). *Write it Right 3*. Malaysia: Just English Sdn Bhd.
- Evans, V. (2000). *Successful Writing: Student's Book Upper Intermediate*. Blackhill, Swansea: Express Publishing.
- Reid, J.M. (2000). *The Process of Composition* (3rd ed.). New York: Longman.
- Reid, J.M. (1995). *The Process of Paragraph Writing* (2nd ed.). New Jersey: Prentice Hall Regents.

e. To develop Grammar:

- Cooper, A. & Eckstut-Didier, S. (2015). *Grammar Explorer 3*. Boston: Cengage Learning
- Eastwood, J. (2013). *Oxford Practice Grammar Intermediate with Tests*. Oxford: OUP.

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

5.4 Teachers' Reference Bibliography

- Area, M. y Adell, J. (2009). "eLearning: Enseñar y aprender en espacios virtuales." En J. De Pablos (Coord): *Tecnología Educativa. La formación del profesorado en la era de Internet*. Aljibe, Málaga, págs. 391-424. Retrieved from: https://www.researchgate.net/publication/216393113_E-Learning_ensenar_y_aprender_en_espacios_virtuales
- Arnold, J. (Ed.) (1999). *Affect in Language Learning*. Cambridge: CUP.
- Benson, P. (2011). *Teaching and Researching: Autonomy in Language Learning* (2nd ed.). New York: Routledge.
- Celce-Murcia, M., Brinton, D.M., Snow, M.A. (2014). *Teaching English as a Second or Foreign Language*. Heinle: National Geographic Learning.
- Eshet-Alkalai, Y. (2012). Thinking in the Digital Era: A Revised Model for Digital Literacy. *Issues in Informing Science and Information Technology, Volume 9*, 2012. Retrieved from <http://iisit.org/Vol9/IISITv9p267-276Eshet021.pdf>
- Eshet-Alkalai, Y. (2004). Digital Literacy: A Conceptual Framework for Survival Skills in the Digital Era. *Jl. of Educational Multimedia and Hypermedia* 13(1), 93-106. Retrieved from http://www.openu.ac.il/personal_sites/download/Digital-literacy2004-JEMH.pdf
- Fried-Booth, D. (2002). *Project Work*. Second Edition. Oxford: OUP.
- Graves, K. (2000). *Designing Language Courses: a Guide for Teachers*. Heinle & Heinle.
- Hall, G. (Ed.) (2016). *The Routledge Handbook of English Language Teaching*. New York: Routledge.
- Hughes, J. & Dummett, P. (2019). *Critical Thinking in ELT: A Working Model for the Classroom*. Heinle: National Geographic Learning.
- Kohler, M. (2015). *Teachers as Mediators in the Foreign Language Classroom. Languages for Intercultural Communication and Education*. Great Britain: CPI Group.
- Litwin, E. (2014). *El oficio de enseñar: condiciones y contextos* (Octava Edición). Buenos Aires: Paidós.
- Maggio, M. (2018). *Reinventar la clase en la universidad*. Buenos Aires: Paidós
- Maggio, M. (2012). *Enriquecer la enseñanza. Los ambientes con alta disposición tecnológica como oportunidad*. Buenos Aires: Paidós.
- Markham, T. (2012). *Project Based Learning Design and Coaching Guide: Expert Tools for Innovation and Inquiry for K-12 Educators*. California: HeartIQ Press
- Montes, N. (comp.) (2017). *Educación y TIC. De las Políticas a las Aulas*. Buenos Aires: Eudeba.
- Nunan, D. (2004). *Task-Based Language Teaching*. Cambridge: CUP.
- Nunan, D. (1988). *Syllabus Design*. Oxford: OUP.
- Nunan, D. (1988). *The Learner Centred Curriculum*. Cambridge: CUP.
- Richards, J.C. & Rodgers, T.S. (2014). *Approaches and Methods in Language Teaching* (3rd ed.). Cambridge: CUP.
- Richards, J.C. & Renandya, W.A. (Eds.) (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: CUP.
- Schön, D.A. (1984). *The Reflective Practitioner: How Professionals Think in Action*. USA: Basic Books.
- SIED-UNLP (Sistema Institucional de Educación a Distancia – Universidad Nacional de La Plata). (2020). *Ciclo: Encuentros de asesorías en línea para la Educación a Distancia*. Retrieved March 2021 from <http://www.entornosvirtuales.unlp.edu.ar/page57.html>
 - Webinar 1: Martín, M. (2020, Marzo 25). Virtualización de las clases en la universidad. Algunas estrategias para comenzar.
 - Webinar 2: González, A. H. (2020, Marzo 27). ¿Cómo organizo un aula virtual?
 - Webinar 3: Barletta, C. & Olaizola, E. (2020, Abril 1). Seguimiento y acompañamiento a estudiantes en aulas virtuales.

- Webinar 6: Esnaola, F. & Peralta, M. (2020, Abril 15). Materiales para clases a distancia.
- Webinar 7: Martin, M. & González, A. H. (2020, Abril 17). Evaluación en línea: algunas consideraciones y varias posibilidades.
- Webinar 9: González, A. H., Romanut, L.M. & Pereyra, J.M. (2020, Abril 29). Recomendaciones de seguridad en el uso de videoconferencias.
- Webinar 10: Vallejo, A. (2020, Mayo 6). E-actividades: tareas en Moodle.
- Webinar 11: Romanut, L.M. & Pereyra, J.M. (2020, Mayo 13). Cuestionarios en Moodle: una oportunidad para pensar los procesos de evaluación en la virtualidad.
- Webinar 12: Vallejo, A. (2020, Mayo 20). Foros en las clases virtuales: propuestas, reflexiones y más.
- Webinar 16: González, A. H. (2020, Septiembre 17). La tutoría y la evaluación como procesos.
- Webinar 17: Sadaba, A.I. (2020, Octubre 1). Entre lo invisible y lo evidente. La construcción del rol docente en la virtualidad.
- Webinar 18: Brown, C. & Meza, N. (2020, Octubre 22). Cómo optimizar las posibilidades creativas para la realización de un video creativo.
- Tomlinson, B. (Ed.) (2014). *Developing Materials for Language Teaching*. Cambridge: CUP.
- Trilling, B. & Fadel, C. (2009). *21st Century Skills: Learning for Life in Our Times*. Jossey Bass: San Francisco.
- Ur, P. (2012). *A Course in English language Teaching* (2nd ed.). Cambridge: CUP.

6. ASSESSMENT

6.1 General considerations

There are three possible ways to pass LI1. Students can:

- a) obtain “cursada”, in which case they will have to sit for the LI1 *final Written and Oral Exam* as from December onwards;
- b) achieve “promoción”, in which case they are exempted from the Final Exam;
- c) sit for the final exam with the status of extra-mural (“libre”).

The following chart details the main requirements for a and b.

	Attendance	Ungraded Assignments	Graded Assignments	2 Term Exams or their Make Ups ¹
Status a): “cursada”	70% *	70%	70%	With a mark of 4, 5 or 6
Status b): “Promoción” ²	80% * (approx. 8 absences per term)	80%	80% with a “Pass” mark or more	With a mark of 7 or more in the Oral and Written Parts

* While the sanitary emergency triggered by COVID19 continues, the requirement of attendance will not be taken into account.

¹ The **1st Term Exam** will be administered at the end of June and will consist of a **descriptive, comparison, cause-effect** or **classification paragraph** whose prompt will be based on the materials worked on up to the date it takes place. The **2nd Term Exam** will have three constitutive parts: a **Use of English**, a **ReCLaP** (Reading Comprehension & Language Production) & an **Essay (comparison, cause-effect or classification type)** which will be administered in the month of November.

² As to status b), achieving “promoción”, it is considered that today’s circumstances are not appropriate for the type of work required to develop and fully assess students’ skills, in particular their oral performance. However, even when today it is deemed difficult to offer this possibility, it is also the spirit to re-evaluate this decision at the end of the year. Therefore, those students who would like to run for “promoción”, in case it becomes an option at the end of the second term, should meet the requirements that follow. They need to:

- have actively participated in the online sessions during the second term,
- have turned in 80% of the Ungraded Assignments assigned,
- have passed 80% of the Graded Assignments assigned with a “PASS” mark or more, and
- have obtained a mark of 7 or more in Term Exam 1 and in each of the constitutive parts (Use of English, ReCLaP, Essay and Oral) of Term Exam 2. If students need to do the make-up of any of the parts, the chance for “promoción” is lost.

6.2 Final Exam for students who have got “cursada”

The final exam has two constitutive sections:

- **the written part:** a **350-word essay** whose structure can be that of a **descriptive, comparison, cause-effect** or **classification** essay and whose topic will be derived from the units in *Life* (Intermediate Level) and the material included in **TIEs 1 to 6**. The essay will be evaluated following the three main axes outlined in **LII Tool Kit 2021** page 9: *Communicative Achievement, Content and Use of English*. Students are also encouraged to carefully analyse *Checklist 3* on page 11 to understand these criteria fully.
- **the oral part:** a **20 to 30-minute exam** where students will start with a thematically related exposition linking materials from the different TIEs and the coursebook. Students should, at least, relate one exponent of fiction (short stories, micro-fiction and novel), non-fiction (articles and texts in *Life*) and audio-visual material (songs, movies/documentary, TedTalk and videos). Learners are advised to accompany this section of the oral exam with a thematically designed poster or PPT production to aid their presentation which should be error free and designed with care.

Secondly, students must be prepared to answer questions aimed at analysing, relating and critically assessing the contents specified in this syllabus. Summarising the most relevant aspects in a text, extracting key concepts or issues, clearly stating their opinion and being able to relate the topics explored to their own life and culture is desired when discussing the rest of the material. For this stage, students are allowed to have cards to help them recall authors, dates, setting, characters, and other key information in note-form.

The oral exam will be evaluated following the three main axes outlined in **LII Tool Kit** page 14: *Communicative Achievement, Content and Use of English*. Students are also encouraged to carefully analyse *Checklist 4* on page 15 to understand these criteria fully.

6.3 Final Exam for extra mural students

The **Written part of the final exam** for extra mural students has three constitutive parts:

- a **350-word essay** whose structure can be that of a **descriptive, comparison, cause-effect** or **classification** essay and whose topic will be derived from the units in *Life* (Intermediate Level) and the material included in **TIEs 1 to 6**. The essay will be evaluated following the three main axes outlined in **LII Tool Kit 2021** page 9: *Communicative Achievement, Content and Use of English*. Students are encouraged to carefully analyse *Checklist 3* -published on page 11- to understand these criteria fully. (Allotted time 1:50 hs.)
- a **ReCLaP** (Reading Comprehension & Language Production) similar to the Term Exams done during the year (Allotted time 1:50 hs.) and
- a **Use of English Exam** similar to the Grammar and Vocabulary Progress Checks done during the year. (Allotted time 40 minutes)

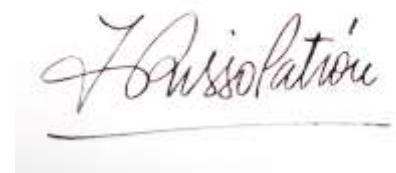
Students are allowed to use the course material (Coursebook, TIEs, novels, etc.) to have access to the different texts during the first 10 minutes of the exam when writing the **Essay** or solving the **ReCLaP**.

The **oral final exam for extra mural students** will be a **20 to 30-minute exam** where students will start with a thematically related exposition (8-10 minutes) linking materials from the different TIEs and the course-book. Students should, at least, relate **two** exponents of fiction (short stories, micro-fiction and novels), non-fiction (articles and texts in *Life*) and audio-visual material (songs, movies/documentary and videos). Learners are

advised to accompany this section of the oral exam with a thematically designed poster or PPT production to aid their presentation which should be error free and designed with care.

Secondly, students must be prepared to answer questions aimed at analysing, relating and critically assessing the contents specified in this syllabus. Summarising the most relevant aspects in a text, extracting key concepts or issues, clearly stating their opinion and being able to relate the topics explored to their own life and culture is desired when discussing the rest of the material. For this stage, students are allowed to have cards to help them recall authors, dates, setting, characters, and other key information in note-form.

The oral exam will be evaluated following the three main axes outlined in **LII Tool Kit 2021** page 14: *Communicative Achievement, Content and Use of English*. Students are encouraged to carefully analyse *Checklist 4* -published on page 15- to understand these criteria fully.



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