

# UNIVERSIDAD NACIONAL DEL COMAHUE



## FACULTAD DE LENGUAS

Ciclo Lectivo 2021



**Asignatura:** INTRODUCCIÓN A LA LENGUA INGLESA

**Régimen de cursado:** ANUAL

**Carga horaria:** 20 horas semanales

**Carreras:** PROFESORADO Y TRADUCTORADO EN INGLÉS

**Módulo:** LENGUA

**Carga horaria:** 16 horas semanales

**Profesores:** Valcarce María del Mar, García Álvarez María Adela, Luna María Jesús, Sobrino José Andrés, Fernández Ferrari Nadia, Valls Carla, Dr. Espinosa Gonzalo (en uso de licencia)

**Módulo:** DICCIÓN

**Carga horaria:** 2 horas semanales

**Profesores:** Blázquez Bettiana, Arana Valeria, Dabrowski Alejandra, Labastía Leopoldo, Espinosa Gonzalo.

**Módulo:** GRAMÁTICA

**Carga horaria semanal:** 2 horas semanales

**Profesores:** Monteserin Anabel, Tartaglia María del Rosario, Albornoz Rocío, Claudia García, Fernández, Matías (en uso de licencia),

Este programa entra en vigencia a partir del primer llamado en el mes de diciembre 2021 y debe ser tenido en cuenta por aquellos alumnos que aspiren a rendir en calidad de alumnos libres la asignatura Introducción a la Lengua Inglesa



# TABLE OF CONTENTS

<b>A. PRELIMINARY CONSIDERATIONS</b> .....	3
<b>B. OBJECTIVES</b> .....	4
<b>C. COURSE DESCRIPTION</b> .....	5
<b>D. SYLLABUS DESCRIPTION</b> .....	6
<b>E. CONTENTS</b>	
1. Language Contents.....	7
Reading Material and deadlines (Language Module).....	25
2. Diction Contents.....	26
3. Grammar Contents .....	28
<b>F. ASSESSMENT</b> (all modules).....	29
<b>G. REFERENCES</b> .....	31
<b>H. CHANGES IMPLEMENTED</b> (language module) .....	33

## A PRELIMINARY CONSIDERATIONS

Introducción a la Lengua Inglesa (ILI) at Facultad de Lenguas is a first-year subject and is shared by both the Teacher-Training and the Translation courses at Universidad Nacional del Comahue. This is a one-year course of approximately 640 hours, 20 hours per week. Sixteen hours out of the twenty will be devoted to acquiring the English language, two hours to English grammar and two hours to English diction. Grammar and Diction will support the Language module, giving students practice on the respective fields. At the end of the syllabus, students will find a brief description of the contents dealt with in Diction as well as in Grammar.

The students taking this subject have different levels of proficiency in English and they are divided into four groups according to the number of students, but not according to their knowledge of the language. The teacher in charge of each group is thus faced with a mixed-level group of students. Throughout the course, students are taken from an elementary through a pre-intermediate level until they reach an intermediate standard, which according to the Common European Framework of References for Languages equals a B1 level.

This course is aimed at training students to become future teachers and translators. They are expected to understand and reflect critically upon the language, in general, and upon writing and oral discourse, in particular. This is why the development of communicative competence plays a crucial role in consolidating the knowledge of the target language. In order to achieve this, the contents and methodology of the course promote the development of the different aspects related to communicative competence: linguistic, sociolinguistic, strategic and discourse competences (Cfr. Hymes 1972, Canale & Swain 1980).

*Linguistic competence* comprises the knowledge of the formal system of the language as well as the lexical, phonological, syntactic and semantic skills. It also implies the accuracy and adequacy of these linguistic components to different registers determined by the particular contexts.

*Sociolinguistic competence* refers to the socio-cultural rules of the language use, namely social and cultural aspects of the language that determine if the message is appropriate in different contexts, depending on factors of the communicative situation such as the participants, the purpose and the rules of interaction. This competence includes awareness of the intercultural aspects of language that implies the ability to interact with other speakers (native and non-native) that have different social identities, cultural rules, customs, attitudes, values and beliefs. In our context, intercultural competence involves assessing the culture of the foreign language in its diversity and the different varieties and contexts in which the English language is spoken as a mother tongue or as a second language, as well as being aware of the existence of regional and individual peculiarities that need to be mutually respected.

*Discourse competence* refers to the way ideas are linked across sentences (in written discourse) or utterances (in spoken discourse), while *strategic competence* refers to a person's ability to keep communication going when there is a breakdown, or to enhance its effectiveness. It means being able to get one's message across through the use of repetition, volume, paraphrasing, among others, without underestimating the idiomatic use of the foreign language in a context of higher education.

Along these lines, both productive and receptive skills (Scarcella & Oxford 1992) are developed during the course, so that first-year students are given the necessary tools to keep on building up the knowledge of the language system as a whole, and all the other aspects of the target language involved in communication. In addition, tasks (e.g. Littlewood 1981, Nunan 2004) and project work (Fried-Booth 1986) are designed in order to meet the communicative goals of the syllabus.

## **B. OBJECTIVES**

### **1. General aims**

- To lay a sound foundation so that students can understand and produce the basics of the English linguistic system, which will enable them to succeed in the coming language courses.
- To develop learners' ability to acquire and use the English language for communicative purposes, while enhancing their (socio) linguistic, strategic and discursive competences.
- To encourage cooperative learning, which will lead to a more varied talk, more negotiation of meaning, a more relaxed atmosphere and greater motivation.
- To promote class solidarity and mutual helpfulness.
- To enhance the learners' knowledge of the cultures whose language they are acquiring, and to develop their understanding and acceptance of diversity.
- To engage learners both affectively and cognitively.
- To integrate and make use of the four macro linguistic skills in a meaningful context.
- To foster autonomy through the development of learning strategies.
- To help students consider the foreign language as a communicative tool to express messages, personal opinions and points of view about various topics.
- To foster learners' engagement in purposeful use of language by means of stimulating communicative activities.
- To help students develop a critical view of their learning process in order to consolidate their metalinguistic knowledge.

### **2. Specific objectives**

By the end of the academic year, the course is expected:

- To develop and integrate both receptive and productive skills so that students can reach an intermediate level in the proficiency of the foreign language.
- To develop the ability to deal with written as well as spoken genres.
- To help students develop and apply reading and listening strategies appropriate to their needs.
- To develop students' ability to understand and produce appropriate grammatical forms for different communicative functions.
- To help students develop an increasing awareness of the importance of pronunciation – individual sounds, stress, rhythm and intonation – as a means of enhancing communication.

- To help learners acquire fluency in the spoken language as well as to boost their confidence in speaking.
- To raise, in the learners, a growing awareness about their errors so that they can spot them and correct them.

## **C. COURSE DESCRIPTION**

The course is organized around two textbooks (*Life Elementary Student's book*, and *Life Pre – intermediate Student's book*) which will provide the basis for the content of the lessons as well as a good balance in the presentation of the different macro skills. As there are four groups of students, the use of the textbooks will ensure that all first-year students receive the same type of input, and study the same core contents, which will facilitate validity and reliability in evaluation sessions, and can be tested in the same way. Moreover, some supplementary material is provided so as to meet students' needs more precisely: *Life Elementary Workbook*, *Life Pre-Intermediate Workbook*, *Introductory Booklet*, *Booklet 1* and *Booklet 2*.

### **1. The four Skills**

#### **a) Listening**

Scripted materials: These will include the class audio CDs and the students' DVDs which accompany the book and workbook, as well as the audiobook of some of the readers.

Authentic materials: Trailers and clips of some of the readers dealt with during the course

#### **b) Speaking**

Conversations based on everyday situations, surveys, reports of surveys

Discussion of reading material, especially of readers

Discussion of audiovisual materials such as trailers and short films

#### **c) Writing**

Description of people, places and routines; summaries, stories, biographies and letters

Paragraph organization, use of linking words, punctuation marks, spelling rules

Mechanics: Capitalization, numbers and abbreviations

Text organization: Introduction, development and conclusion

Steps and techniques in writing: Pre-writing (brainstorming, making a list, clustering, free writing, preparing an outline), writing a first draft, revising content and sentences, editing, proof-reading

#### **d) Reading**

Intensive reading: The texts in the textbooks will be worked on intensively, considering the vocabulary, grammar forms, meanings, purposes and writers' points of view.

Extensive reading: In order to encourage students to read pleurably so that they can acquire a lifelong habit, during the course they will be required to read five blocks with readers whose level ranges from Elementary to Advanced. Some readers will be dealt with in class through discussion of the plot, the setting, the characters and conflicts. In order for students to plunge into authentic English, the last block also contains some authentic reading material based on short stories and one novel. Moreover, some extra authentic novels are included on the list of Reading Material (p. 18).

#### **D. SYLLABUS DESCRIPTION**

This syllabus can be considered what Harmer (2007: 369) describes to be a “*multi-syllabus*” syllabus, that is, “an interlocking set of parameters for any particular level or point of study which includes not only” grammar, functions, situations, lexis and tasks, but also skills and pronunciation. Thus, the contents developed in it are divided into eight modules, each of which deals with a different topic area relevant to our students’ ages, interests, needs, and preferred learning styles.

Each module is divided into different units which are somehow connected with the same topic. Within each of the units, the students are presented with subtopics and different functions that are to be introduced and practiced together with the linguistic exponents that encompass both grammar and vocabulary items. A list of tasks, skills and strategies is included within each module as a way of reinforcing students’ internalization of the target language and fostering the development of other areas of communicative competence. By the end of each module, the list of the reading material students are expected to deal with extensively is also included.

Throughout the whole course, the topics and tasks the learners will work with will help them develop their “communicative competence” (Canale and Swain 1980), not with an emphasis on grammatical competence only, but balancing the other components as well: discourse, pragmatic, strategic and sociolinguistic. An extra competence, proposed by Byram (1997), and called “intercultural competence”, is also taken into account during the lessons. Similarly, learners will be trained in the development of the four macro-skills: reading, speaking, listening and writing, and the activities to be carried out during the course will give accuracy and fluency the same weight.

#### **E. CONTENTS**

The following sections include the list of contents for the Language, Diction and Grammar modules.

1. LANGUAGE CONTENTS							
LIFE ELEMENTARY (SECOND EDITION)							
MODULE 1	TOPIC	SUBTOPICS	FUNCTIONS	LINGUISTIC EXPONENTS		SKILLS AND STRATEGIES	TASKS
				GRAMMAR	VOCABULARY		
People (unit 1)	P E O P L E	friends and family	speaking about your family and friends	be(am/is/are)	personal information	critical thinking: interpreting the writer's purpose  understanding vocabulary in context  identifying fact and opinion statements on a given topic	writing a personal description
			asking personal questions	possessive,,s	friends and family		describing a place
		facts about countries	talking about countries	possessive determiners	everyday verbs word focus <i>in</i>		exchanging information orally
Possessions (unit 2)	P E O P L E		meeting people for the first time			identifying relevant information in a text.  using adequate punctuation, capitalization.	expressing relevance
		Possessions	talking about objects and possessions	plural nouns,	colours everyday objects		writing a description of a room in your home
		homes	talking about a room in your home	demonstratives (this, that, these, those)	furniture		describing objects with adjectives
Places (unit 3)	P E O P L E	global objects	talking about global objects' origin	<i>there is / there are</i>	countries and nationalities	using adequate punctuation, capitalization.	describing a place
			going shopping	prepositions of place	word focus <i>one/ones</i> adjectives		exchanging information orally
		cities around the world	talking about city life	present simple questions	the time		expressing relevance
Places (unit 3)	P E O P L E	places of work	talking about sbdy's daily routine	present simple 3 <sup>rd</sup> person singular	places of work	using adequate punctuation, capitalization.	listening to interviews
		numbers	talking about your favourite numbers	imperative	wordbuilding adjective and nouns collocations		
		places in a city	giving directions				



Free time (unit 4)	A N D	identical twins  free time at work  extreme sports free time passions	talking about likes and dislikes  taking aboutsbdy"s daily life  talking about abilities and interests	like/love + ing  adverbs of frequency expressions of frequency  can/can"t	cardinal and ordinal numbers  places in a city  free-time activities verb + noun collocations  sports		reading articles on factual information  Project: <b>TOP 5</b>
Appearance (unit 8)		Clothes and activities  People"s appearance  Colour choices  World"s most famous festivals	Analyzing global fashion  talking about appearance  talking about colours for boys and girls  describing pictures and photos	Have got/ has got  Present continuous	Adjectives about festivals  Face and appearance  Clothes Word focus <i>Like</i>  Parts of the body		listening to interviews  writing texts and online messages  writing short emails using reference words  speaking about one"s likes and dislikes  writing a daily routine  speaking about abilities  listening to interviews

							and descriptions  reading articles about world population, sports and colours for boys and girls
Past lives (unit 6)	P L A C E S	A Past life  Your day  Lifelogging  messages	Asking what people did	was/were  past simple (affirmative): regular and irregular verbs past simple: negatives, questions and short answers	Periods of time expressions  Word focus: <i>Write</i>  Opinion adjectives	Listening to someone talking about how lives have changed  Reading about lifelogging  expressing for and against opinions  Speaking about your past  Writing formal and informal expressions	T V programme s Listening to documentaries  reading articles,  writing a message  carrying out surveys  writing thank you messages
Learning (unit 10)		Experiences  Something you have learned	Checking and clarifying	Present perfect Present perfect and past simple	School subjects learning  wordbuilding: synonyms and antonyms  daily habits	Listening to someone talking about a place for learning, A news report about a memory champion,	Listening to interviews  Reading articles

		Good habits			word focus: <i>up</i> email addresses and websites	Someone phoning his office  Reading about what scientists have learned, tips about memory techniques, Good habits  Speaking about learning experinces,memor y tips and good habits  Writing a text message Advice on good habits	Information gap activities  Answering to questionair es  Roleplaying telephone conversatio ns  Working with written telephone messages
--	--	-------------	--	--	--	---	---

**SUPPLEMENTARY MATERIAL**

**INTRODUCTORY BLOCK READERS:** *Sally's phone, The Mark of Zorro, Free Willy, Dante's Peak*

**VIDEOS:** *World party, A thousand words, Cowley Road, In my free time, Festivals and special events, Objects from the past*

LIFE ELEMENTARY (SECOND EDITION)							
MODULE 2	TOPIC	SUBTOPICS	FUNCTIONS	LINGUISTIC EXPONENTS		SKILLS AND STRATEGIES	TASKS
				GRAMMAR	VOCABULARY		
Food (unit 5)	T I M E	a special meal	ordering a meal speaking about food	countable and uncountable nouns  quantifiers (a, some, any, a lot of, not much, not many)	food verbs food  quantities and containers	Listening and getting specific information	Listen to a travel writer  Gap filling activities
		food markets					
		healthy eating restaurants	speaking about quantities and containers  summarising an article  ordering a meal giving instructions	how many / how much	wordbuilding: <i>mean</i>  a menu	anticipating scanning information about food	Read about food markets and food labels
Journeys (unit 7)	O U T	places to visit	requesting	comparative adjectives  superlative adjectives	journey adjectives  wordbuilding: collocations ways of travelling  word focus: <i>time money</i>	giving advice making use of connectors to express cause and result  ordering a meal	Role-play activities  Complete a menu, listen for specific information, Conversation practice
		your hometown travel money journeys					
Entertainment (unit 9)		film festivals	speaking about your plans  giving reasons	going to (for plans)  infinitive of purpose	places for entertainment  films  see or watch?	Reading and scanning	Write instructions to make your favourite dish  Read an article about
		plans for the future					
		nature in arts					

		arrangements	speaking about preferences inviting and making arrangements writing reviews and comments	like/prefer  present continuous for future reference	Talking about TV nature	Speaking and giving information	animals complete sentences with the correct form of the adjective
Tourism (unit 11)		rules and advice for tourists  tourist destinations  holidays  hotels	giving advice    making suggestions	should/shouldn't  have to/ don't have to, can/can't  indefinite pronouns (everywhere, somewhere, nowhere, anywhere)	types of holiday  in another country tourism  wordbuilding: word families  word focus <i>take</i>	Writing for the reader    writing a travel blog using so and because   anticipating and making use of background knowledge  listening and get specific information  completing with missing information	describe how you normally travel  speak about your country  write about your town or city taking into account the audience and the topic  write a travel blog about a journey or place you visited on holidays  writing about someone's life  writing a feedback form

						<p>speaking and giving reasons for your choices</p> <p>reading and matching</p> <p>expressing preferences</p> <p>listening to a conversation</p> <p>giving your opinion</p>	<p>listening to descriptions, interviews and programmes</p> <p>complete the sentences with your own words</p> <p>Listen to an interview with a film maker</p> <p>choose a picture and support your choice</p> <p>Listen to two friends talkig about seeing a show at a theatre</p> <p>Write a review for a website. Use sense verbs.</p>
--	--	--	--	--	--	---	--

						<p>listening for specific information</p> <p>listen to someone talking about a holiday</p> <p>listen to podcast from a travel programme</p> <p>read a leaflet</p> <p>Reading and completing with missing information</p> <p>read a questionnaire from a magazine</p> <p>read a travel article</p> <p>Writing rules for different situations</p> <p>give advice for tourists who want to come to your country</p> <p>Guessing who the rules are for</p> <p>describe a tourist destination</p> <p>Writing a questionnaire</p> <p>design a questionnaire for a group of people</p>
--	--	--	--	--	--	---

**LIFE ELEMENTARY (SECOND EDITION )**

MODULE 3	TOPIC	SUBTOPICS	FUNCTIONS	LINGUISTIC EXPONENTS		SKILLS AND STRATEGIES	TASKS
				GRAMMAR	VOCABULARY		
The Earth (unit 12)	S C I E N C E	your future  climate change places on earth  life on another planet	making predictions about the future  describing places  structuring an argument  making a presentation	will/won't  (in)definite determiner (a, the)  Zerodeterminer	parts of the earth measurements  wordbuilding: word forms  land and water word focus <i>how</i>	listening to descriptions, interviews and documentaries  reading articles, surveys and maps  speaking about the future, places on earth,  writing announcements, focusing on important words and information	listen to part of a documentary about a photographer...  analyse maps and compare the information to your answers  think, write and tell your partner about his/her future  designing a poster



**SUPPLEMENTARY MATERIAL:**

**BLOCK 1 READERS (*Life Stories*):** *Gladiator, Mother Teresa, Rain Man, The Fugitive, The Diary of a Young Girl*

**VIDEOS:** *The world food quiz, The final journey, Filming wildlife, A tour of London, Earth University*

LIFE PRE -INTERM DIATE (SECOND EDITION)							
MODULE 4	TOPIC	SUBTOPICS	FUNCTIONS	LINGUISTIC EXPONENTS		SKILLS AND STRATEGIES	TASKS
				GRAMMAR	VOCABULARY		
Lifestyle(unit 1)	M O R E  A B O U T	the secrets of sleep	analysing a quiz	present simple adverbs and	leisure activities	identifying key information in written and oral texts	writing online advice
		the secrets of long life	speaking about your current life	expressions of frequency	<i>do, go and play</i>	shaping and building a text	writing a questionnaire
		nature is good for you	expressing emotions and desires, giving opinion	present simple and present continuous	word focus <i>feel</i>	expressions of frequency	speaking about your lifestyle
		medical problems	talking about illness giving online advice		medical problems	expressing views and opinion on an issue	
Competitions (unit 2)	P E O P L E	crazy competitions	speaking about rules for a competition	modal verbs for rules	sports	filling a form paying attention to writing conventions	
		popular sports	talking about interests	verb +-ing forms like -ing / ,d like to	competitions	listening/reading identifying opinion	
		national sports	reading between lines		word focus <i>like</i>		
		clubs and membership	expressing opinion and interest				writing an advert or notice
		annual celebrations	talking about interests and ambitions				writing a descriptive text about festivals/celebrations
			recommending and encouraging	I'd like/prefer I'm (not) good at I wouldn't like to I'm (not) interested It looks + -ing I think you'd... You should...			

							<p>retelling a story</p> <p>writing narrative piece about a true story</p> <p>planning a microadventure</p> <p>listening to interviews and radio programs</p> <p>listening to descriptions</p> <p>listening to people speaking about plans and intentions</p>
Challenges (unit 4)		<p>Challenges</p> <p>events you remember</p> <p>challenging your brain</p>	<p>asking about your past</p> <p>looking for evidence</p> <p>speaking/writing about challenges in English</p> <p>telling a true story</p>	<p>past simple</p> <p>past continuous</p>	<p>personal qualities</p> <p>negative prefixes</p> <p>word building: verbs and nouns</p>		<p>listening to a documentary</p> <p>planning a video</p> <p>interviewing people</p>

<p>Stages in life (unit 6)</p>		<p>the trip of the year</p> <p>celebrations</p> <p>events in the year</p> <p>formal and informal events</p>	<p>planning a celebration</p> <p>analyzing the writer's view</p> <p>inviting, accepting and declining</p>	<p>verb patterns with to + infinitive</p> <p>future forms: going to, will and present continuous</p> <p>word focus <i>get</i></p> <p>Do you want to...? How about-ing? Why don't you....? Would you like to ...? I'd like to ..... It sounds great / nice Thanks, that would be... Yes, ok I'd like that very much. That would be..... I'd love to..... Thanks, but .... Sorry, I can't. I'm.... I'd like /love to but I'm afraid I.... It's very nice of you to ask, but I.....</p> <p>Qualitative and classifying adjectives</p>	<p>describing age</p> <p>celebrations</p> <p>synonyms</p>	<p>structuring your writing</p>	<p>speaking about life-changing decisions</p> <p>giving directions</p> <p>speaking about past experiences</p> <p>writing a CV</p>
--------------------------------	--	---	---	--	---	---------------------------------	---

Work (unit 7)	jobs and work				suffixes verbs for job titles		
	past experiences at work	speaking about past experiences	present perfect simple irregular past participle		<i>for or since</i>		Project: <b>BRINGING STORIES TO LIFE</b>
	giving directions reading instructions		prepositions of place and movement		office equipment		
	traditional jobs	analyzing comparisons	<i>make or do</i>		job satisfaction		
		applying for a job interview			job adverts		
					words for CVs		

**SUPPLEMENTARY MATERIAL**

**BLOCK 2 READERS (*Relationships*):** *Backfire, My one Regret, Chicken Soup for the Teenage Soul*

**VIDEOS:** *My local park, Mongolian horse racing, Microadventure, Steel drums, My working life*

LIFE PRE -INTERMEDIATE (SECOND EDITION)							
MODULE 5	TOPIC	SUBTOPICS	FUNTIONS	LINGUISTIC EXPONENTS		SKILLS AND STRATEGIES	TASKS
				GRAMMAR	VOCABULARY		
Holidays (unit 9)	T R A N S P O R T  & T R A V E L	Holidays	speaking about a holiday you remember	past perfect simple subject and object questions	Holiday collocations	Looking for information	listening to a conversation about problems whilst on holiday
		the holiday of a lifetime	speaking about a holiday of a lifetime	ing / -ed adjectives and dependent prepositions	places in a city	arguing for and against an issue	planning the holiday of a lifetime
		alternative tours	reading between lines	direct and indirect questions		writing in a note form	reading brochures
			requesting information			summarising key information	writing emails
Transport (unit 3)		Everyday journeys	speaking about daily travel and commuting	comparatives and superlatives	transport nouns compound nouns		describing places
		using animals for transport	speaking about using animals for transporting	as ..... as past	transport verbs		writing notes and messages
		traditional transport	expressing arguments for and against		transport adjectives		writing a script for a video
		journeys on different types of transport	going on a journey	Comparative modifiers	taking transport		writing a formal letter
							listening to a description of a photo
							Arguing for and against alternative transport

							listening to interviews
							speaking for and
							against keeping rickshaws in Kolkata

**SUPPLEMENTARY MATERIAL**

**BLOCK 2 READERS (*Relationships*):** *Four Weddings and a Funeral, The Full Monty, The Thorn Birds*

**VIDEOS:** *Living in Venice, Indian Railways*

LIFE PRE-INTERMEDIATE (SECOND EDITION)							
MODULE 6	TOPIC	SUBTOPICS	FUNCTIONS	LINGUISTIC EXPONENTS		SKILLS AND STRATEGIES	TASKS
				GRAMMAR	VOCABULARY		
The environment (unit 5)	S C I E N C E	your rubbish	expressing opinion on recycling	countable and uncountable nouns	household items	expressing opinions on an issue. Taking a stand and supporting it	writing a report
		your knowledge of the world	writing and carrying out a survey	quantifiers			writing an email
		environmental projects	phoning about an order	definite article (the) or no article	results and figures	exploring vocabulary networks related to the environment, technology and nature	writing a press release and using bullet points
		changing behaviour			word focus: <i>take</i>	building up and shaping an argumentative text dividing the text into paragraphs using connecting words	listening to a documentary
		online shopping		telephone expressions			listening to a radio phone-in show
	&			ordering expressions		listening and reading summarizing the main ideas	listening to a science programme
				checking and clarifying expressions			
Technology (unit 8)		new inventions	solving a problem planning an expedition supporting the main argument		the internet		listening to a nature expert
		technology for explorers		zero and first conditional	expedition equipment		presenting a report



	T E C H N O L O G Y	biometrics	asking and explaining how something works	defining relative clauses	wordbuilding dependent prepositions		planning an expedition
		gadgets	writing an argument		technology verbs connecting words		planning and writing an article
Nature (unit 12)		hopes and dreams	planning for every possibility	second and <b>third conditionals</b>	extreme weather		Project: <b>FILM PROJECT</b>
		extreme weather	predicting	any-, every-, no-, some- and -thing, -where, -one, -body	protection of nature and wildlife		
		nature	finding a solution	word focus <i>start</i>			
		problems for zoos					
Products (unit 10)		products I buy	giving your opinion	present simple passive by + agent	wordbuilding: word forms	Interpreting logos	guessing games
		famous products			describing design	Speaking habits in the past	listening to radio programmes
		habits in the past	describing about how we used to live	past simple passive	websites	interpreting a text and getting the main idea	speaking about our past habits
		using less stuff	expressing facts or opinion	<b>all verb tenses passive</b>			preparing presentations
			discussing opinions	used to			writing a review

**SUPPLEMENTARY MATERIAL**

**BLOCK 3 READERS (Horror):** *The Picture of Dorian Gray, Dracula, The Strange Case of Dr Jekyll and Mr. Hyde, The Turn of the Screw*

**BLOCK 4 READERS (Love and Mystery):** *Presumed Innocent, Psycho, Rebecca, The Ring*

**VIDEOS:** *Recycling Cairo, Ancient languages, modern technology, Cambodia animal rescue, Wind turbines*

LIFE PRE –INTERMEDIATE (SECOND EDITION)							
MODULE 7	TOPIC	SUBTOPICS	FUNTIONS	LINGUISTIC EXPONENTS		SKILLS AND STRATEGIES	TASKS
				GRAMMAR	VOCABULARY		
History (unit 11)	E D U C A T I O N	video gaming communication ancient /local history historical places famous people	giving a short presentation	reported speech reporting verbs	wordbuilding: verb + preposition communication ancient history say or tell word focus: <i>one</i> emotion words	listening, anticipating and checking information interpreting visual aids reporting a conversation presenting ideas using emotion words writing a descriptive piece using punctuation in direct speech	Listen to a historian read about the history of video gaming read about ancient history giving a short presentation writing a biography making a time capsule write a biography using punctuation in direct speech

**SUPPLEMENTARY MATERIAL: BLOCK 5 READERS (Law and Crime): These readers: *Double Cross, The Testament, The Chamber, The Danger, The Client* One of these options: 1) *The Great Gatsby*, 2) *The Fall of the House of Usher, The Barrel of Amontillado, The Stolen Letter* (the whole set of short stories) 3) *Matilda***

**VIDEOS:** *The Golden Record*

## Reading Material & Deadlines 2021

(You will find the digital version of most of the readers on Pedco)

### Introductory Block 7th May

1. *Sally's phone*      2. *The Mark of Zorro*      3. *Free Willy*      4. *Dante's Peak*

### Block I 18th June

#### Life Stories

1. *Rain Man*      3. *Gladiator*      5. *The Diary of a Young Girl*  
2. *The Fugitive*      4. *Mother Teresa*

### Block II 26th July

#### Relationships

1. *Backfire*      3. *The Full Monty*      5. *Chicken Soup For The Teenage Soul*  
2. *My One Regret*      4. *The Thorn Birds*      6. *Four Weddings and a Funeral*

### Block III 16th August

#### Horror

1. *Dracula*    2. *The Picture of Dorian Gray*    3. *The Strange Case of Dr. Jekyll and Mr. Hyde*  
4. *The Turn of The Screw*

### Block IV 17th September

#### Love and Mistry

1. *Presumed Innocent*    2. *Psycho*    3. *Rebecca*    4. *The Ring*

### Block V 29th October

#### Law and Crime

1. *Double Cross*    2. *The Testament*    3. *The Chamber*    4. *The Client*  
5. *The Danger*

6. ONE of the following options:

- 6 a) *The Great Gatsby*
- 6 b) *The Fall of the House of Usher, The Barrel of Amontillado, The Stolen Letter (the whole set of short stories)*
- 6 c) *Matilda*

### NOVELS (for final exam)

- *All Through the Night* by Mary Higgins Clark
- *Crooked House* by Agatha Christie
- *Sleeping Tiger* by Rosamun de Pilcher
- *Lupita Mañana* by Patricia Beatty
- *The Pearl* by John Steinbeck
- *Alive* by Piers Paul Read
- *Death on the Orient Express* by Agatha Christie
- *The English Patient* by Michael Ondaatje
- *The Man in the Iron Mask* by Alexandre Dumas
- *Rachel's Holiday* by Marian Keyes

## **2. Diction Contents**

### **1. Metas**

- Ayudar al desarrollo de la competencia comunicativa en las modalidades receptiva y productiva de la lengua oral,
- Sensibilizar a los estudiantes a la percepción de los rasgos característicos de la lengua inglesa hablada para mejorar la comprensión de textos orales del nivel de lengua de la asignatura,
- Incentivar el desarrollo de una pronunciación inteligible en los estudiantes con las características básicas de la lengua inglesa,
- Ayudar a los alumnos a establecer una relación entre la grafía y el alfabefonético,
- Desarrollar la habilidad de transcribir textos utilizando el Alfabeto Fonético Internacional,
- Fomentar el uso del diccionario de pronunciación y su versión digital en CD-ROM como medio para acceder a la pronunciación correcta de las palabras en inglés.

### **2. Objetivos**

- Incentivar el reconocimiento de unidades prosódicas,
- Sensibilizar a los estudiantes a la percepción de la alternancia rítmica entre sílabas fuertes y débiles,
- Fomentar el reconocimiento de la entonación descendente y ascendente,
- Ayudar a los estudiantes a reconocer los contrastes básicos de vocales y consonantes,
- Estimular el desarrollo de una pronunciación inteligible que presente unidades prosódicas que coincidan con frases gramaticales, ubicación del acento léxico, pronunciación de los sonidos del habla, resilabificación (juntura entre palabras), debilitamiento vocálico en sílabas débiles y reglas de formación de pasados, plurales, etc.

### **3. Contenidos**

- Segmentación del habla en unidades prosódicas
- Ritmo: Alternancia rítmica. Sílabas fuertes y débiles. Acento nuclear. Acentuación de palabras simples y compuestas. Acento principal en el habla. Formas fuertes y débiles. Acento léxico
- Entonación descendente y ascendente
- Alfabeto fonético
- Sonidos del habla: Contrastes fonémicos de consonantes, semivocales y vocales. Principales características alofónicas: aspiración de consonantes oclusivas sordas; longitud vocálica: vocales largas y cortas. Resilabificación (juntura entre palabras)
- Reglas de pronunciación de los pasados y pasados participios de verbos regulares. Reglas de pronunciación de los plurales regulares, forma „is" del verbo „to be" en contracción con

pronombres y nombres, posesivo genitivo y verbos en la tercera persona singular del presente simple. Plurales irregulares

- Uso del Alfabeto Fonético Internacional mediante el diccionario de pronunciación

#### **4. Actividades**

- Ejercicios de comprensión auditiva
- Discriminación de los rasgos segmentales y suprasegmentales estudiados y de los contrastes fonológicos. Discriminación de algunos alófonos: aspiración.
- Práctica oral de los rasgos segmentales y suprasegmentales estudiados en ejercitación guiada y libre.
- Uso de la transcripción fonológica utilizando el Alfabeto Fonético Internacional, la representación del ritmo (sílabas fuertes y débiles) a través de círculos grandes y pequeños, y la representación de la configuración tonal nuclear a través de flechas que indican la dirección del movimiento tonal.

#### **5. Bibliografía específica del módulo de dicción**

##### **Material utilizado por los alumnos**

Arana, Valeria; Blázquez, Bettiana; Labastía, Leopoldo y Lagos Israel. (2013). *Introducción a la Lengua Inglesa: Dicción*. General Roca: PUBLIFADECS.

Baker, A. (2006). *Tree or Three? An elementary pronunciation course*. Cambridge: Cambridge University Press.

Wells, J.C. (2010). *Longman Pronunciation Dictionary*. London: Pearson Longman.

##### **Material consultado por los docentes**

Bowler, B & Parminter, S. (1992). *Headway Pre-Intermediate Pronunciation*. Oxford: Oxford University Press.

Cunningham, S. & Moor, P. (1996). *Headway Elementary Pronunciation*. Oxford: Oxford University Press.

Cunningham, S. & Moor, P. (2001). *New Headway Elementary Pronunciation*. Oxford: Oxford University Press.

Cunningham, S. & Bowler, B. (1999). *New Headway Intermediate Pronunciation*. Oxford: Oxford University Press.

Cunningham, S. & Bowler, B. (1999). *New Headway Upper Intermediate Pronunciation*. Oxford: Oxford University Press.

Doff, A. & Jones, C. (1999). *Language in Use*. Beginner. Cambridge: Cambridge University Press.

Hall, K. & Eisenberg, L. (1990). *101 Cats and Dogs Jokes*. USA: Scholastic.

Hancock M. (2004). *English Pronunciation in Use: Intermediate*. Cambridge: Cambridge University Press.

Hewings, M. (1993). *Pronunciation Tasks: A Course for Pre-Intermediate Learners*. Cambridge: Cambridge University Press.

Jones, D. (2011). *English Pronouncing Dictionary*, Cambridge: Cambridge University Press.

Marks J. (2007). *English Pronunciation in Use: Elementary*. Cambridge: Cambridge University Press.

McDonald & M. Hancock M. (2008). *English Result Elementary*. Oxford: Oxford University Press.

Mortimer, C. (1978). *Stress Time*. Cambridge: Cambridge University Press.

Mortimer, C. (1985). *Clusters*. Cambridge: Cambridge University Press.

O' Connor, J. D. & Fletcher, C. (1996). *Sounds English*. Longman: Pearson Longman.

Wells, J.C. (2010). *Longman Pronunciation Dictionary*. London: Pearson Longman.

### **3. Grammar Contents**

#### **1. Objetivos**

- To hypothesise, work out solutions for syntactic problems and account for ungrammatical sentences of the language;
- To provide evidence to back up or refute a syntactic phenomenon;
- To use deduction and inference

#### **2. Contenidos**

The Immediate constituents of a sentence: Subject and Predicate

Grammatical Categories: Word Classes

##### **I- Nouns**

2. Identification of nouns: form and position
3. Grammatical properties of nouns
4. Noun + Noun combinations

##### **II- Determiners**

1. General characteristics
2. Types of determiners

##### **III- Quantifiers**

1. Use and position
2. Quantifiers and the number of the noun they follow
3. Combination

##### **IV- Pronouns**

1. Types of pronouns

##### **V- Adjectives**

1. General characteristics
2. Classification of Adjectives
  - 2.1 Syntactic Classification
  - 2.2 Semantic Classification
3. Order of Adjectives

##### **VI- Verbs**

1. Verb Forms
2. Predicates and Arguments
3. Syntactic classification
4. Thematic Roles

5. Semantic Classification

6. Passive Voice

## REFERENCES

Aarts, B. (2001) *English Syntax and Argumentation*. New York: Palgrave.

Bosque, I. (1983) "Clases de nombres comunes". Madrid: Ediciones Cátedra.

Banfi, C., J. Durán, C. Gelormini, S. Iummato, M.L. Hermida, y G. Palacio (2016) *Exercising Grammar: Material for students of English Grammar in Higher Education*. Buenos Aires: IES en LV —J.R. Fernández.

Di Tullio, A. y Malcuori, M. (2012) Gramática del español para maestros y profesores del Uruguay. Montevideo: ANEP. ProLEE.

Newson, M. *et al.* (2006) *Basic English Syntax with Exercises*. Budapest: Bölcsész Konzorcium HEFOP Iroda.

Quirk, R. *et al* (1988) *A Comprehensive Grammar of the English Language*. London: Longman.

## F. ASSESSMENT

The following is a description of the requirements to pass the whole course, including the Language, Grammar and Diction modules.

### 1. APROBACIÓN DEL CURSADO

#### a) Alumnos Regulares

Dado el contexto al que la cátedra tuvo que adaptar el dictado de clases así como los requisitos de cursado y aprobación de la asignatura Introducción a la Lengua Inglesa, este año se ha diseñado un programa adicional que contempla a aquellos alumnos que regularicen la asignatura en la modalidad de aula virtual. no está contemplada la instancia de promoción de la asignatura.

#### b) Alumnos Promocionales

Este año, por las medidas socio-sanitarias por el COVID -19, no está contemplada la instancia de promoción de la asignatura Introducción a la Lengua Inglesa.

## 2. EXAMEN FINAL

**Este programa** entra en vigencia a partir del **primer llamado** en el mes de **diciembre 2021** y debe ser **tenido en cuenta** por aquellos **alumnos** que aspiren a rendir **en calidad de** **alumnos libres** la asignatura **Introducción a la Lengua Inglesa**

### a) Alumnos Libres

Los alumnos libres deberán **rendir y aprobar** un examen de carácter escrito y otro oral según *Ordenanza 273-18, Título III, Capítulo 3, Sección a), Artículo 33, Inciso c).*<sup>1</sup>

Una vez aprobada la instancia escrita se procederá con la evaluación oral para la cual los alumnos deberán presentar TRES novelas de las incluidas al final de la sección *Reading Material & Deadlines –NOVELS (for final exam)-* (pág.21), y tener en cuenta los demás contenidos y criterios que para los alumnos regulares.

Los **alumnos ingresantes** que quieren rendir libre pueden ver el instructivo en:

[www.fadelweb.uncoma.edu.ar](http://www.fadelweb.uncoma.edu.ar)

### b) Equivalencias

Los alumnos que desean solicitar la aprobación de ILI como equivalencia deberán contactarse con el equipo de cátedra. Dependiendo del programa de la materia aprobada (incluida en la documentación de la carpeta de equivalencias al momento de solicitar el pase), se aceptará la equivalencia en su totalidad o se pedirá un coloquio para evaluar los contenidos de los tres módulos (Lengua, Gramática y Dicción).

---

<sup>1</sup> Los exámenes libres deben evaluar los aspectos teóricos y prácticos que hagan al cumplimiento de los objetivos de la asignatura mediante un examen escrito y un examen oral. Una vez aprobada la primera instancia de examen, se tendrá acceso a la segunda, la aprobación de la asignatura se obtiene con la aprobación de ambas instancias.



## G. REFERENCES

### Students' bibliography

*Life. Elementary Student's Book.* John Hughes, Helen Stephenson & Paul Dummett. National Geographic Learning.

*Life. Elementary Workbook.* John Hughes, Helen Stephenson & Paul Dummett. National Geographic Learning.

*Life. Pre-intermediate Student's Book **Second Edition.*** John Hughes, Helen Stephenson & Paul Dummett. National Geographic Learning.

*Life. Pre-intermediate Workbook **Second Edition.*** John Hughes, Helen Stephenson & Paul Dummett. National Geographic Learning.

### Dictionaries

Collins Cobuild English Dictionary for Advanced Learners

Longman Dictionary of Contemporary English

Macmillan Dictionary of Advanced English

Oxford Advanced Learner's Dictionary

Oxford Collocations Dictionary for Students of English

### Teachers' bibliography

Bolton D. & N. Goodey (1997) *English Grammar in Steps.* Richmond Publishing.

Byram, M. (1997) *Teaching and assessing intercultural competence.* Clevedon, England: Multilingual Matters

Canale, M.; Swain, M. (1980) Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics (1): 1–47.*

Collins COBUILD (1991) *Student's Grammar.* Harper Collins Publishers.

Collins COBUILD English Guides (1991) *1 Prepositions.* Collins ELT

Collins COBUILD English Guides (1996) *9 Linking Words.* Collins ELT.

Fowler W.S. (1987) *The Right Word.* Nelson.

Fried-Booth, D. (1986) *Project work.* OUP)

Hymes, D.H. (1972) On Communicative Competence. In: J.B. Pride and J. Holmes (eds) *Sociolinguistics. Selected Readings.* Harmondsworth: Penguin, pp. 269-293.

Langan J. (2001) *College Writing Skills with Readings.* McGraw-Hill

Littlewood, W. (1981) *Communicative language teaching.* CUP)

McCarthy M. and F. O'Dell (1999) *English Vocabulary in Use, Elementary.* C.U.P.

Murphy R. (1998) *Essential Grammar in Use.* C.U.P.

Murphy R. (1999) *English Grammar in Use.* C.U.P.

Scarcella, R. & Oxford, R. L. (1992). *The Tapestry of Language Learning: the Individual in the Communicative Classroom* Boston, MA: Heinle & Heinle.

Swan M. (1984) *Basic English Usage.* O.U.P.

Swan M. (1995) *Practical English Usage.* O.U.P.

# APPENDIX

## H. CHANGES IMPLEMENTED (2021)

### a. PROGRAMA


- A causa de la situación socio sanitaria COVID-19 se diseñó y actualizó un programa adaptado a la nueva metodología de trabajo de aula virtual **valedero** para aquellos alumnos que regularicen la asignatura.

### b. MATERIALES

- Se reemplazaron algunos readers,
- Los readers se reorganizaron en diferentes ejes temáticos.



Magister María del Mar Valcarce



ESP. PAOLA FORMIGA  
SECRETARIA ACADEMICA  
FACULTAD DE LENGUAS  
UNIVERSIDAD NACIONAL DEL COMAHUE