

UNIVERSIDAD NACIONAL DE TUCUMÁN  
FACULTAD DE FILOSOFÍA Y LETRAS  
DEPARTAMENTO DE INGLÉS  
Avda. Benjamín Aráoz 800  
Tel.: (0381) 213406 – Fax: (0381) 310171  
e-mail: [diro@filo.unt.edu.ar](mailto:diro@filo.unt.edu.ar)  
4000 San Miguel de Tucumán.

**LENGUA INGLESA I (PLAN NUEVO)**  
**ENGLISH LANGUAGE I (NEW CURRICULUM)**  
**SYLLABUS 2007**

Prof. Ana María Astudillo (Prof. Titular D/E)

Prof. Silvia Kind (Prof. Adjunta D/E)

Prof. Cecilia Galván (J.T. P S/D)

Prof. Cynthia Tanoni (Auxiliar Docente Graduado S/D)

Prof. Clara Pucheta (Auxiliar Docente Graduado S/D)

Prof. Pablo García (Auxiliar Docente Graduado S/D)

Prof. Mariana Vargas (Auxiliar Docente Graduado S/D)

Prof. Ana Mónica Díaz Romero (Auxiliar Docente Graduado S/D)

María Noelia Glencross (Ayudante Estudiantil)

Nora Lía Villagra Márquez (Ayudante Estudiantil)

## **LANGUAGE I (Plan Nuevo)**

### **SYLLABUS**

The multi- layered syllabus for Language I includes a comprehensive grammar and vocabulary syllabus at intermediate level, incorporating systematic work on listening, speaking, reading and writing. It takes an integrated approach to pronunciation, and includes learner- training and revision.

It has three distinctive features

- it has a task- based element,
- it places particular emphasis on lexis, and
- it employs a “discovery” approach to the teaching of grammar

Our aim is to help students develop learning skills by encouraging them to experiment with language and to work out rules for themselves, by helping them to take a pro- active role in their learning, by giving them constant practise on a range of dictionary skills and by making them aware of the importance of taking an active role in the learning process.

### **OBJECTIVES OF THE COURSE**

- To introduce and practise all new language in context, via the input material used in the course.
- To give students a natural opportunity to use the language.
- To help students arrive at the new language and its rules via a discovery approach.
- To help students to draw on existing knowledge to hypothesize about new language.

- To provide a thorough coverage and practice on structures, functions and lexis at an intermediate level.
- To give them opportunities to practise the listening skills through the material included in the different texts used during the course.
- To give them opportunities to practise the speaking skills through different tasks.
- To give them opportunities to practise the reading skills via the different texts used in the course.
- To give them opportunities to practise the writing skills.
- To help them revise and recycle material by giving them opportunities to re-use what they have learnt.

## **CONTENTS**

### **Module I**

#### **UNIT 1: In the Mind's eye.**

**Language:** modifying adverbs, modals: forms and uses, descriptive adjectives, phrasal verbs, articles, giving advice.

**Skill training:** Reading: skim reading. Speaking and Listening: describing/giving an account; giving information, completing notes; matching information; presenting/justifying; asking for opinions. Writing: Semi-formal letters: planning, paragraphing, checking and counting words.

#### **UNIT 2: A Sense of Identity.**

**Language:** Nouns and verbs in context; modifiers; present tenses (simple and continuous): form and uses; punctuation; order of adverbs; indefinite articles; adjectives describing appearances; adjectives and prepositions.

**Skill training:** Reading: An article, matching headings. Speaking: presenting an opinion; interviewing; justifying opinions; asking about/explaining

meanings. Listening: to a radio program; a telephone conversation; completing notes. Writing: A personal profile.

## **Module II**

### **UNIT 3: Times past.**

**Language**: Nouns, verbs and adjectives in context; prepositions; past tenses: forms and uses, passive and active forms; phrasal verbs and expressions; making comparisons and using articles.

**Skill training**: Reading: A scientific article, scanning, summarizing paragraphs. Speaking: Describing people, activities, phenomena, processes, etc. Listening: to a narrative. Writing: An account, a talk.

### **UNIT 4: Small beginnings.**

**Language**: Confusing verbs, the future: future forms and uses; zero and first conditional sentences; phrases and expressions used in formal letters; definite article.

**Skill training**: Reading: An article; scanning; inserting missing sentences. Formal letters; scanning; analyzing layouts. Speaking: Presenting/justifying opinions; negotiating, planning/giving a talk. Listening: to an announcement, a radio program, a song, matching information. Writing: A formal letter: planning, checking, error correction.

## **Module III**

### **UNIT 5: Fame and fortune.**

**Language**: Phrases; adjectives; adverbs, and verb in context; modals: uses and forms; expressing logical conclusion in the past; expressions used to persuade people to agree and disagree; zero article; link words; using impersonal style .

**Skill training**: Reading: An article; skimming and scanning; an advertisement; inserting missing words; matching paragraphs. Speaking: Presenting/justifying opinions; simulating. Listening: to a talk; to a narrative. Writing: A composition: planning and style; writing and checking.

**UNIT 6: Taking risks.**

**Language:** Synonyms; plural of nouns for groups; defining relative clauses; combining sentences; noun clauses; expressions in context; giving reasons; nouns and adjectives.

**Skill training:** Reading: Scientific articles; scanning; matching sentences. Speaking: Presenting/justifying opinions; asking for and giving information; describing actions; giving an account. Listening: to a telephone call, song; making notes; identifying statements. Writing: A biography; result and purpose; opening paragraphs; ordering events; choosing key information.

**Module IV**

**UNIT 7: Means of communication.**

**Language:** Words with different meanings; zero article; present perfect: form and use contrasted with simple past; present perfect continuous; the passive, levels of formality; facts and figures; American English; rhyming slang; spelling differences; class debate.

**Skill training:** Reading: An article; scanning; reflecting context. Speaking: Describing people; giving an account; comparing pictures; describing processes; presenting/justifying/defending opinions; requesting explanation/repetition. Listening: to a narrative; completing notes. Writing: A report: researching; organizing paragraphs; writing and checking.

**UNIT 8: What if...?**

**Language:** Synonyms; rhymes and repetitions; second conditional, forms and uses; giving advice; describing imaginary situations; expressing wishes; phrases in context; possibilities; suggestions; easily confused words in context; expressing personal opinions.

**Skill training:** Reading: An article; poem; skimming; analyzing content. Speaking: presenting/justifying/defending opinions; discussing people and processes. Listening: to a TV program; song. Writing: A composition: planning, writing and checking.

## **Module V**

### **UNIT 9: Travelers' tales.**

**Language:** Expressions in context; adjectives; nouns; past simple; past continuous; past perfect; telling stories; uses of “get”; conversation fillers; factual information.

**Skill training:** Reading: A literary extract; skim reading; scanning; a short story; an advertisement: skim reading; ordering paragraphs. Speaking: Describing people and processes; giving an account. Listening: to a telephone message. Writing: A short story; choosing the right tense; sequencing events; planning; writing and checking.

### **UNIT 10: The right choice.**

**Language:** Words and meanings; describing attitudes and values; reported speech-form and uses; formal expressions in context; prepositional phrases; idioms in context; word stress; expressing approval/disapproval.

**Skill training:** Reading: An anecdote: skim reading; scanning. Speaking: presenting/justifying opinions; negotiating. Listening: to a telephone call: completing messages. Writing: A CV; covering letter: planning; writing; checking for errors.

## **BIBLIOGRAPHY**

### **Course Books:**

- Astudillo Ana, Kind Silvia et al, *Improving your Reading and Writing Skills*, Universidad Nacional de Tucumán Facultad de Filosofia y Letras, Departamento de Inglés, 2005.
- Coybears, Anne, *Matrix Intermediate. Student's book*. UEA: Oxford, 2003.
- Coybears, Anne, *Matrix Intermediate. Workbook*. UEA: Oxford, 2003.

### **Books for Extensive Reading:**

- Daphne du Mourier, *Rebecca*. Upper-intermediate level. Macmillan, 2005.
- Saki (H.H. Munro), “The Open Window” in *The eye of childhood: Short stories*. Oxford Bookworms Collection. OUP, 2002.
- Lively, Penelope, “Next term we’ll mash you” in *The eye of childhood: Short stories*. Oxford Bookworms Collection. OUP, 2002.
- Waugh, Evelyn, “Mr. Loveday’s Little Outing” in *From the cradle to the grave: Short stories* edited by Clare West. Oxford Bookworms Collection. OUP, 1993.