

## **LENGUA INGLESA I (PLAN NUEVO)**

## **ENGLISH LANGUAGE I (NEW CURRICULUM)**

### **SYLLABUS 2009**

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## **LANGUAGE I (05)**

### **SYLLABUS**

The multi-layered syllabus for Language 1 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

- a task-based element,
- particular emphasis on lexis, and
- 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.

## Module I

### Unit 1: In the Mind's eyes.

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

#### Skills training:

- Reading: Skim reading.
- Speaking and listening: describing / giving an account; giving information; completing notes; matching information; resenting/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): forms and uses; punctuation; order of adverbs; indefinite articles; adjectives describing appearances; adjectives and prepositions.

#### Skills training:

- Reading: An article; matching headings.
- Speaking: Presenting an opinion; interviewing; justifying opinions; asking about/explaining meanings.
- Listening: To a radio programme; 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: form and uses, passive and active forms; phrasal verbs and expressions; making comparisons; using articles.

#### Skills 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: forms and uses; zero and first conditional sentences; phrases and expressions used in formal letters; definite article.

**Skills training:**

**Reading:** An article; scanning; inserting missing sentences. A formal letter: scanning; analyzing layouts.

**Speaking:** Presenting/justifying opinions; negotiating; planning/giving a talk.

**Listening:** To an announcement, a radio programme; a song: matching information.

**Writing:** A formal letter: planning, checking, error correction.

**Module III**

**Unit 5: Fame and fortune.**

**Language:** Phrases; adjectives; adverbs, and verbs 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.

**Skills training:**

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

- **Reading:** Scientific articles; scanning; matching statements.
- **Speaking:** presenting / justifying opinions; asking for and giving information; describing actions; giving an account/information.
- **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; the passive; American English; rhyming slang; spelling differences; class debate.

**Skills 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; checking.

#### **Unit 8: What if ... ?**

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

**Skills training:**

- **Reading:** A article; poem; skimming; analyzing content.
- **Speaking:** Presenting/justifying/defending opinions; discussing people/processes.
- **Listening:** To a TV programme, song.
- **Writing:** A composition: planning: Writing; checking.

### **Module V**

#### **Unit 9: Travellers' tales**

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

**Skills training:**

- **Reading:** A literary extract: skim reading; scanning; a short story, an advertisement: skim reading; ordering paragraphs.
- **Speaking:** Describing people/processes; giving an account.
- **Listening:** To a telephone message.
- **Writing:** A short story: Choosing the right tense; sequencing events; planning; writing; checking.

**Unit 10: The right choice**

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

**Skills training:**

Reading: An anecdote: skim reading; scanning.

Speaking: Present/justifying opinions; negotiating.

Listening: To a telephone call: completing messages.

Writing: A CV, covering letter: planning; writing; checking for errors.

## **Bibliography**

### **Course Books:**

- Conybeares, Anne (2003) *Matrix Intermediate*. UAE: Oxford.
- Conybeares, Anne (2003) *Matrix Intermediate. Workbook*. UAE: Oxford.
- Evans, Virginia (2003) *Successful Writing Intermediate*. Express Publishing: Oxford.

### **Extensive Reading**

- Levin, Ira (2005) A kiss before dying. Intermediate. Macmillan Readers.
- Briley, John (2000) Cry freedom. Level 6. Oxford Bookworms Library: OUP.
- Sir Arthur Conan Doyle (2005) The speckled band and other stories. Macmillan Readers.