

LENGUA INGLESA I (PLAN 2005)
ENGLISH LANGUAGE I (NEW CURRICULUM)
SYLLABUS 2014

Docentes

Prof. Silvia Kind (Prof. Asociada D/E)
Prof. Mónica Díaz Romero (Prof. Adjunta D/E)
Prof. Cecilia Galván (J.T.P. S/D)
Mg. Mariana Vargas (J.T.P. S/D)
Prof. Clara Pucheta (J.T.P. S/D)
Prof. Cynthia Tanoni (J.T.P. S/D)
Prof. Pablo García (J.T.P. S/D)

Ayudantes estudiantiles

Sr. Marcelo Rodriguez

ENGLISH LANGUAGE I (05)

SYLLABUS

The multi-layered syllabus for Language I (2005) 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.

CONTENTS:

Unit	Grammar	Vocabulary
1	<ul style="list-style-type: none"> • Present tense contrast • State and dynamic verbs. 	<ul style="list-style-type: none"> • Fashion • describing clothes, • clothes, • compound adjectives, • Order of adjectives.
2	<ul style="list-style-type: none"> • Past tense contrast. 	<ul style="list-style-type: none"> • Feelings, • noun formation, • Memories.
3	<ul style="list-style-type: none"> • Defining relative clauses. 	<ul style="list-style-type: none"> • Jobs and gender, • places of work, • activities at work, • Describing work.
4	<ul style="list-style-type: none"> • Past simple and present perfect contrast, • Time expressions. 	<ul style="list-style-type: none"> • The human body, • parts of the body, • inside the body, • idioms with parts of the body.
5	<ul style="list-style-type: none"> • Talking about the future. • Could, • may (not), • might (not), • will, • first conditional. • Agreeing and disagreeing. • Zero conditional. 	<ul style="list-style-type: none"> • Computing, • in a computer shop, • Noun prefixes.
6	<ul style="list-style-type: none"> • Reported speech (statements) • Say and tell. • Must have, 	<ul style="list-style-type: none"> • House and garden,

	<ul style="list-style-type: none"> • Might have, • Can't have. 	
7	<ul style="list-style-type: none"> • Comparison, • Comparative and superlative adverbs, • Less and least, • Comparatives and clauses, • Superlatives and the present perfect. • Time expressions, • Three-part phrasal verbs. 	<ul style="list-style-type: none"> • Relationships, • Dating and relationships, • Stages of a relationship,
8	<ul style="list-style-type: none"> • The passive 	<ul style="list-style-type: none"> • Travel and transport.
9	<ul style="list-style-type: none"> • Have something done, • Reflexive pronouns. • Prepositions + noun phrases 	<ul style="list-style-type: none"> • Money and finance, • Money and payment, • Talking about money.
10	<ul style="list-style-type: none"> • Participle clauses 	<ul style="list-style-type: none"> • Art and artists, • Visual and performing arts, • Artist and artistic activities.

Bibliography

Course Books:

- Falla, Tim, Paul A. Davis (2011) *Solutions student's book and workbook*. Oxford: OUP.
- Falla, Tim, Paul A. Davis (2011) *Solutions workbook*. Oxford: OUP.
- Evans, Virginia (2003) *Successful Writing Intermediate*. Express Publishing: Oxford.
- Material provisto por la cátedra: *Phrasal Verbs Perfect*.

Extensive Reading

- Novels:

Fitzgerald, Scott (2009) *The Great Gatsby*. Intermediate level. Mac. Millan Readers

- Short Stories

1. Roald Dahl: *The way up to heaven*
2. Doris Lessing: *Through the tunnel*
3. Roald Dahl: *Lamb to the slaughter*
4. Ed McBain: *Eye witness*
5. Roald Dahl: *Genesis and catastrophe*

Dictionaries:

- Oxford Advanced Learner's Dictionary of Current English. Oxford: OUP
- Macmillan English Dictionary for Advanced Learners. Oxford: Macmillan Publisher.