



# UNIVERSIDAD NACIONAL DEL COMAHUE

## FACULTAD DE LENGUAS



**PROGRAMA DE LA ASIGNATURA:** INTRODUCCIÓN A LA LENGUA INGLESA

**CARRERA/S:** PROFESORADO Y TRADUCTORADO EN INGLÉS

**AÑO DE CURSADO:** 1er Año

**ORDENANZA/S PLAN DE ESTUDIOS:**

Profesorado Ord. 430/2009

Ord.Traductorado 499/2011

**AÑO LECTIVO:** 2023

**RÉGIMEN DE CURSADA:**

*(Marcar con una X la opción correspondiente)*

ANUAL



1º CUATRIMESTRE

2º CUATRIMESTRE

**CARGA HORARIA:** 20 horas semanales

**MÓDULO LENGUA**

Carga horaria: 16 horas semanales

**MÓDULO DICCION**

Carga horaria: 2 horas semanales

**MÓDULO GRAMÁTICA**

Carga horaria semanal: 2 horas semanales

**DEPARTAMENTO:** Lengua y Cultura

**ÁREA:** Lengua

**ORIENTACIÓN:** Lengua Inglesa

## **EQUIPO DE CÁTEDRA:**

**Módulo:** LENGUA

**Profesores:** Valcarce María del Mar, García Álvarez María Adela, Luna María Jesús, Fernández Ferrari Nadia, Sobrino José Andrés, Valls Carla, Calvo Florencia.

**Módulo:** DICCIÓN

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

**Módulo:** GRAMÁTICA INGLESA

**Profesores:** Monteserin Anabel, Albornoz Rocío, Tartaglia María del Rosario, García Claudia, Fernández Matías (suplencia Albornoz), Sanchez, Cecilia

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## 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, expanding their vocabulary considerably from a formulaic perspective and developing the other aspects of the target language involved in communication. In addition, to meet the communicative goals of the syllabus and foster the development of communication skills, during this course students are encouraged to carry out interactive tasks (e.g. Littlewood 1981, Nunan 2004) such as project work (Fried-Booth 1986), problem solving and team work activities, among others.

## **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 and flexible atmosphere and greater motivation.
- To foster the development of the abilities to listen and accept constructive feedback 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 expand students' vocabulary considerably from a formulaic perspective.
- 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 New Edition Student's book*, and *Life Pre – intermediate New Edition 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 New Edition*, *Life Pre-Intermediate Workbook New Edition*, *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, tv series, short films, 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. CONTENTS**

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

### **LANGUAGE MODULE CONTENTS**

The criteria for the selection of the grammatical structures and lexical items for each of the units is strictly linked to their relevance and usefulness for the topics under discussion and the completion of the different tasks. In relation to their vocabulary expansion, we will follow the latest trend in vocabulary learning and teaching (Lewis (1993, 1997 & 2000), Hoey (2005), Meunier & Granger (2008), and Schmitt (2010)) which has broadened the view of the Lexicon to include not only isolated words but also formulaic sequences. These (relatively) fixed strings of words (Wray (2002), (2008)), such as idioms, collocations, phrasal verbs, and chunks, play a pivotal role in a learning environment as they "contribute to their fluent speaking and writing" and "make listening and reading easier" (Lindstromberg & Boers, 2008, pp. 8-9)

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	writing a personal description
		facts about countries	asking personal questions	possessive,,s	friends and family	understanding vocabulary in context	describing a place
		yourself	talking about countries	possessive determines	everyday verbs word focus <i>in</i>	identifying fact and opinion on a given topic	exchanging information orally
			giving personal description			identifying	expressing relevance
			meeting people for the first time			relevant	
Possessions (unit 2)		Possessions	Talking about objects and possessions	plural nouns,	Colours everyday objects	information in a text	Description of a room in your home
		homes	talking about a room in your home	demonstratives (this, that, these, those)	furniture		Describing a place
		global objects	talking about global objects" origin	<i>there is / there are</i>	countries and nationalities	using adequate punctuation,	Exchanging information orally
			going shopping	prepositions of place	word focus <i>one/ones</i> adjectives	capitalization	Expressing relevance

LIFE ELEMENTARY – Second Edition-

MODULE 1	TOPIC	SUBTOPICS	FUNCTIONS	LINGUISTIC EXPONENTS		SKILLS AND STRATEGIES	TASKS
				GRAMMAR	VOCABULARY		
Places (unit 3)	P L A C E S	places of work	talking about sbdy's daily routine	present simple 3 <sup>rd</sup> person singular	adjectives about cities		listening to interviews
		numbers places in a city	talking about your favourite numbers  giving directions	imperatives	places of work  wordbuilding adjectives and nouns  cardinal numbers  places in a city		reading articles on factual information  listening to interviews
		Identical twins	Talking about likes and dislikes	Like/love + ing			Writing texts and online messages
Free time (unit 4)	T I M E	Free time at work	Talking about sbdy's daily life	Adverbs of frequency expressions of frequency	Free time activities Verb + noun collocations		Writing short emails using reference words
		Extreme sports free time passions	Talking about abilities and interests	Can/can't	sports		Speaking about one's likes and dislikes
Appearance (unit 8)		People's appearances for festivals	Talking about appearance	Have got / has got	Adjectives about festivals		Writing about a daily routine
		Clothes across the world Colours for boys & girls	Talking about clothes	Present continuous	Face and appearance clothes Word focus Like		Speaking about abilities  Listening to descriptions



	O U T	World's most famous festivals	Describing pictures and photos		parts of the body		interviews and TV programmes
Past lives (unit 6)		A past life	Speaking about a past life	Was/were	Verb + money collocations currency Age	Interpreting the writer's preferences	Reading articles about world's population, sports and tattoos
		lifelogging	Talking about important years	Past simple (affirmative) regular and irregular verbs past simple	Word focus: <i>Write</i>	Expressing for and against opinions	Reading articles, quizzes and leaflets
		famous people from the past	Speaking about your money	Negatives questions and short answers			<b>Project 2:</b> Life at University
		types of currency charity	Requesting and responding to requests				
		messages	Writing thank you messages				

#### SUPPLEMENTARY MATERIAL

**INTRODUCTORY BLOCK READERS:** Free Willy - The Blue Diamond - Dante's Peak- What is it like being seventeen around the World -

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

LIFE PRE-INTERMEDIATE- Second Edition -

MODULE 2	TOPIC	SUBTOPICS	FUNCTIONS	LINGUISTIC EXPONENTS		SKILLS AND STRATEGIES	TASKS
				GRAMMAR	VOCABULARY		
Challenges (unit 4)	M O R E	Challenges	Asking about your past	Past simple			Retelling a story  Writing a narrative piece about a true story  Planning a microadventure
		Events you remember	Looking for evidence	Past continuous	Personal qualities Negative prefixes		
		Challenging your brain	Speaking/writing About challenges In English		Word building verbs and nouns		
			Telling a true story				
Holidays (Unit 9)	A B O U T	holidays	Speaking about a holiday you remember	Past perfect simple subject and object questions	Holiday collocations		Listening to interviews and radio programs
		the holiday of a lifetime	Speaking about a holiday of a lifetime		Places in a city		Listening to descriptions
		alternative tours	Reading between lines	-ing / -ed adjectives and dependent prepositions			Listening to people speaking about plans and intentions
			Requesting information	Direct and indirect questions			

<p>Stages in life (unit 6)</p>	<p style="text-align: center;">P E O P L E</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 and 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...</p> <p>Qualitative and classifying adjectives</p>	<p>Describing age</p> <p>Celebrations</p> <p>synonyms</p>	<p>Structuring your writing</p>	<p>Listening to a documentary</p> <p>Planning a video</p> <p>Interviewing people</p> <p>Speaking about life-changing decisions</p> <p>Giving directions</p> <p>Speaking about past experiences</p> <p>Writing a CV</p> <p><b>Project 2:</b> Top 5</p>
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Work (unit 7)	A N D	<p>Jobs and work</p> <p>Past experiences at work</p> <p>Giving directions reading instructions</p> <p>Traditional jobs</p>	<p>Speaking about past experiences</p> <p>Prepositions of place and movement</p> <p>Analyzing comparisons</p> <p>Applying for a job interview</p>	<p>Present perfect simple Irregular past participle</p> <p><i>Make or do</i></p>	<p>Suffixes verbs for job titles</p> <p>For or since</p> <p>Office equipment</p> <p>Job satisfaction</p> <p>Job adverbs</p> <p>Words for a CVs</p>		
Transport (unit 3)	P L A C E S	<p>Everyday journeys</p> <p>Using animals for transport</p> <p>Traditional transport</p> <p>Journeys on different types of transport</p>	<p>Speaking about daily travel and commuting</p> <p>Speaking about animals for transporting</p> <p>Expressing arguments for and against</p> <p>Going on a journey</p>	<p>Comparatives and superlatives</p> <p>As ....as past</p> <p>Comparative modifiers</p>	<p>Transport nouns compound nouns</p> <p>Transport verbs</p> <p>Transport adjectives</p> <p>Taking transport</p>		

**SUPPLEMENTARY MATERIAL**

**BLOCKS I & II READERS:** Anne with an E - Gladiator - Rain Man - The Diary of a Young Girl - The Fugitive - Wonder -Backfire - My One Regret - Chicken Soup For the Teenage Soul - Four Weddings and a Funeral - Nosedive- The Full Monty

**VIDEOS:** *A microadventure, Living in Venice, Steel drums, My working life*

LIFE PRE-INTERMEDIATE- Second Edition -							
MODULE 3	TOPIC	SUBTOPICS	FUNCTIONS	LINGUISTIC EXPONENTS		SKILLS AND STRATEGIES	TASKS
				GRAMMAR	VOCABULARY		
The environment (unit 5)	S C I E N C E  A N D	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	Results and figures		Writing an email
		Environmental projects		Deinite article (the) or no article		Word focus: <i>take</i>	Writing a press release and using bullet points
		Changing behavior	Phoning about an order	Telephone expressions	Exploring vocabulary networks related to the environment, technology and nature		Listening to a documentary
		Online shopping	Ordering expressions				Building and shaping an argumentative text dividing the text into paragraphs using

				Checking and clarifying expressions		connecting words  Listening and reading summarizing the main ideas	Listening to a nature expert presenting a report
Technology (unit 8)	T E C H N O	New inventions	Solving a problema planning an expedition supporting the main argument	Zero and first conditional	The internet  Expedition equipment		<b>Project 3:</b> Fadel World Showcase
		Technology for explorers  Biometrics  gadgets	Asking and explaining how something works  Writing an argument	Defining relative clauses	Word building  Dependent prepositions  Technology verbs  Connecting words		Planning an expedition  Planning and writing an article
Nature (unit12)	L O G Y	Hopes and dreams  Extreme weather  Nature	Planning for every possibility  Predicting  Finding a solution	Second and third conditionals  Any-,every-, no-, Some-,and- thing, - where, -one, -body	Extreme weather  Protection of nature and wildlife		
Products (unit 10)		Products I buy  Famous products  Habits in the past	Giving your opinion	Present simple passive by + agent    Past simple passive	Word building: Word foms  Describing design  websites	Interpreting logos  Speaking habits in the past	Guessing games

		Using less stuff	Describing about how we used to live	All verb tenses passive		Interpreting a text and getting the main idea	Listening to radio programmes
			Expressing facts or opinion				Used to
			Discussing opinions				Preparing presentations
							Writing a review

### SUPPLEMENTARY MATERIAL

**BLOCKS III & IV READERS:** Dead Man's Mirror - Dr JeKyll and Mr Hyde - The Picture of Dorian Gray - Room 206 - The Turn of the Screw - Girl in Shadows - Psycho - Rebecca - The Ring -

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

LIFE PRE-INTERMEDIATE- Second Edition -							
MODULE 4	TOPIC	SUBTOPICS	FUNCTIONS	LINGUISTIC EXPONENTS		SKILLS AND STRATEGIES	TASKS
				GRAMMAR	VOCABULARY		
History (unit 11)	E						Listening to a historian
U	Communication	Ancient history	Say or tell				
	C	Ancient/local history historical places			Word focus: one emotion words	Interpreting visual aids	

	A T I O N	Famous people				Reporting a conversation  Presenting ideas using emotion words  Writing a descriptive piece using punctuation in direct speech	Read about the history of video gaming  Read about ancient history  Giving a short presentation  <b>Project 4:</b> Storyland  Writing a biography  Making a time capsule  Write a biography using punctuation in direct speech
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**SUPPLEMENTARY MATERIAL**

**BLOCK V READERS:** The Fall of The House of Usher - The stolen Letter - The Barrel of Amontillado -The Chamber - Matilda -The Client -The Danger -The Great Gatsby -The Testament -

**VIDEOS:** *The Golden Record*



## Reading Material & Deadlines 2023

### Introductory Block

28<sup>th</sup> April

1.Free Willy – 2. Dante's Peak - 3.The Blue Diamond - 4. What is it like being 18 around the world

### Block I Life Stories

June 9th

1.Gladiator - 2. Rain Man - 3.The Diary of a Young Girl - 4. The Fugitive - 5. Anne with an E

### Block II Relationships

July 24<sup>th</sup>

1.Wonder – 2. Backfire - 3. My Own Regret – 4.Chicken Sooup for the Teeneage Soul 5. Four Weddings and a Funeral 6. Nosedive – 7.The Full Monty

### Block III Horror

August 11th

1.Dead Man's Mirror - 2. Dr.Jekyll and Mr Hyde - 3.The Picture of Dorian Gray - 4.Room 206  
5. The turn of the Screw

### Block IV Love and Mistery

September 14th

Girl in the Shadows 2 Psycho 3.Rebecca 4.The Ring

### Block V Law and Crime

October 20<sup>th</sup>

1.The Chamber – 2.The Client - 3. The Danger 4. The Testament

### 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 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 Keye

## TIME TABLE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8 - 10 Grammar	8 - 11 Language	8 - 10 Diction	10 - 13 Language	8 - 12 Language
10 - 13 Language		10 - 13 Language		

## COACHING LESSONS

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8 – 10 -Ma Adela García A (Virtual – presencial)	11hs -Florencia Calvo (presencial)  -Nadia Fernández (presencial)  11 - 13 Ma del Mar (presencial)  12 – 13 -Carla Valls (presencial) -José Sobrino (presencial)		8 – 10 -Nadia Fernández (virtual)  -Ma Adela García A (Virtual – presencial)  11 – 12 Carla Valls (presencial)	8 – 10 -Florencia Calvo (presencial)  12 – 13 -José Sobrino (presencial)

## CRONOGRAMA TENTATIVO DE CONTENIDOS

Antes del receso invernal Life Elementary	Contenidos Después del receso invernal Life Pre-Intermediate
<ul style="list-style-type: none"> <li>-Be (am/is/are)</li> <li>-Possessive 's and possessive adjectives - Simple Present</li> <li>-Love/like + ing</li> <li>-Adverbs of frequency - Can/can't</li> <li>-There is/are</li> <li>-Prepositions of place</li> <li>-This/That/These/Those - Present Continuous</li> <li>-Simple Present and Present Continuous -Have got</li> <li>-Was/Were</li> <li>-Past Simple Regular and Irregular Verbs -Past Continuos</li> <li>-Past Continuous / Past Simple - Present Perfect</li> <li>-Present Perfect with For and Since - Movement Prepositions</li> <li>-Present Perfect /Past Simple -Past Perfect</li> <li>-Subject /object questions</li> </ul>	<ul style="list-style-type: none"> <li>-Verbs for rules</li> <li>-Quantifiers / Countable &amp; Uncountable</li> <li>Nouns</li> <li>- Future forms</li> <li>-Infinitive of purpose</li> <li>-Conditionals (Zero, First, Second and Third) -Defining and Non-defining relative clauses</li> <li>-Passive Voice (all tenses) -Used to</li> <li>-Reported Speech / Reporting Verbs -Indefinite Pronouns</li> </ul>

<p>-Comparative / Superlative / Comparative Structures / as .... As / Comparative Modifiers -Determiners</p>	
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## **2.MODULO DE DICCIÓN**

### **1. Metas**

- Ayudar a los estudiantes en el desarrollo de la competencia comunicativa en las modalidades receptiva y productiva de la lengua oral,
- Sensibilizar a los alumnos 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,
- Alentar a los estudiantes a desarrollar una pronunciación inteligible con las características básicas de la lengua inglesa,
- Ayudar a los alumnos a establecer una relación entre la grafía y el alfabeto fonético,
- Guiar a los estudiantes en el desarrollo de 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.

### **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.

### **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. Acento léxico. Algunas reglas de formas fuertes y débiles.

- Entonación descendente y ascendente.
- Reglas de formas fuertes y débiles.
- Alfabeto fonético: /i:, ɪ, i/ /ʌ, æ, ɑ:/ /ə, ɜ:/ /u:, ʊ, u/ /ɒ, ɔ:/ /p, t, k, b, d, g/ /s, z, f, v, θ, ð, ʃ, ʒ, h/ /tʃ, dʒ/ /m, n, ŋ/ /l, r, w, j/
- 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.

## Actividades

- Ejercicios de comprensión auditiva
- Discriminación de los rasgos segmentales y suprasegmentales estudiados y de los contrastes fonológicos. Discriminación de algunos alofónos: 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.

## Organización y Metodología

El módulo de dicción comprende clases teórico/prácticas destinadas a abordar diferentes aspectos de la pronunciación a través de ejercicios de percepción y producción (escrita y oral). Dicha ejercitación se encuentra, en su mayoría, en el cuadernillo denominado "Introducción a la Lengua Inglesa - Dicción – 2023. Éste ofrece juegos, canciones, ejercicios de discriminación auditiva, dictados y transcripciones entre otras alternativas. Para complementar la concientización del alfabeto fonético del inglés, se utiliza el cuadernillo IPAGraphy, diseñado por los miembros de este módulo. Este material tiene el objetivo de ayudar a los estudiantes a desarrollar el proceso de escritura del Alfabeto Fonético Internacional.

La plataforma virtual PEDCO funciona como herramienta de consolidación de saberes, ya que allí se encuentran videos interactivos, diseñados por los integrantes del equipo de cátedra, que afianzan los aspectos discutidos en las clases presenciales. Los trabajos prácticos asignados, tales como dictados, transcripciones y grabaciones tienen la finalidad de desarrollar e integrar

las distintas habilidades y afianzar los contenidos trabajados. Dichas tareas se llevan a cabo, en gran parte, a través de la plataforma PEDCO, la cual también actúa como medio de comunicación al ofrecer el foro de dudas y mensajería. Otros canales de comunicación utilizados son Facebook e e-mails de contacto. Las clases de consulta, además de tener la finalidad de aclarar dudas, cumplen la función de ofrecer un espacio de práctica. Estas sesiones se realizan de manera presencial o virtual (ZOOM), y se acuerdan con anterioridad con el estudiante.

## **Bibliografía obligatoria**

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## **Bibliografía de consulta**

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### **3. MÓDULO DE GRAMÁTICA INGLESA**

#### **1. Objetivos**

1. Incorporar la terminología específica para la descripción y análisis de la lengua inglesa desde el punto de vista lingüístico.
2. Describir, diferenciar y lograr caracterizar diferentes clases de palabras a partir de su distribución y propiedades morfológicas.
3. Analizar la estructura de la oración a partir de la estructura argumental y temática de su predicado.
4. Poder dar cuenta de oraciones agramaticales a partir de los conceptos formales adquiridos.
5. Analizar, hipotetizar y presentar generalizaciones de problema sintácticos.
6. Poder dar evidencia de un fenómeno gramatical.

#### **2. Organización y Metodología**

El módulo de gramática inglesa comprende clases teórico-prácticas destinadas a abordar aspectos sobre la descripción de diferentes categorías de palabras, léxicas y funcionales. Sus características principales se abordan en relación a criterios tanto sintácticos como morfológicos para realizar su clasificación. Este trabajo permite a los alumnos desarrollar estrategias para el reconocimiento categorial teniendo en cuenta las propiedades formales de las mismas, desarrollando y potenciando la independencia del conocimiento semántico que puedan o no tener de ellas. La ejercitación que se realiza en el módulo apunta no solo a realizar descripciones sintácticas simples sino a desarrollar estrategias de argumentación sintáctica apoyados en el conocimiento formal de la lengua meta que están aprendiendo.

La metodología aplicada en este módulo es el de la clase invertida (Sams & Bergmann 2014). Cada semana, los alumnos reciben una guía de actividades teórico-práctica que le permite a los alumnos trabajar e incorporar los conceptos y sus relaciones de manera escalonada y establecer las relaciones correspondientes. Las primeras actividades en esta guía apuntan a que los alumnos revisen e incorporen algunas definiciones, conceptos y resuman contenidos antes de trabajar en clase, y cada tema teórico está acompañado de un resumen teórico y un video explicativo que los alumnos pueden consultar siempre que necesiten. De esta manera, durante la clase, se pueden realizar caracterizaciones más complejas y establecer otras relaciones

entre los diferentes aspectos a trabajar. Vale aclarar que las mismas no solo se focalizan en brindar la posibilidad de afianzar los contenidos trabajados sino que además explotan y buscan desarrollar una serie de estrategias y procedimientos que les permitan a los alumnos abordar la lengua desde una perspectiva y análisis formales. Los alumnos tienen toda la semana para trabajar en esta guía antes de asistir a clases.

Tanto los trabajos prácticos asignados como las actividades semanales incluyen tareas de clasificación y análisis de palabras, análisis estructural para detectar ambigüedad y oraciones agramaticales y argumentación sintáctica para identificar si un enunciado es verdadero o falso. Todas estas actividades están contextualizadas y se relacionan a temas que pueden interesarles a los alumnos en el contexto en el que se encuentran: análisis de chistes en memes, frases, instrucciones para descargar aplicaciones que utilizan, fragmentos de canciones de artistas clásicos y contemporáneos, fragmentos de series, entre otros.

En PEDCO específicamente, los alumnos cuentan con una pizarra que contiene la siguiente información con accesos rápidos: (1) foro de dudas; (2) e-mails de contacto; (3) clases de consultas, horarios, etc.; (4) Power Point Presentations; (5) Ejercitaciones semanales; (6) respuestas esperadas a las ejercitaciones; (7) Videos con las clases grabadas y (8) Prácticos.

### **3. Contenidos**

- Subject and predicate, expletives and differences in subject realization in English and Spanish;
- Agreement and the notion of subject: to set it apart from the doer of the action;
- Arguments vs. adjuncts: obligatory and non-obligatory elements in the sentence. The terms argument structure and thematic structure are introduced with examples;
- Simple and complex words: affixes. Inflectional and derivational suffixes;
- Nouns and adjectives. Agreement and position differences in English and Spanish;
- The contribution of distributional morphological criteria to classify word classes;
- Lexical categories: nouns, adjectives and verbs. Description and most salient morphological and distributional criteria, their dependents and phrase internal dependencies;
- Functional categories: determiners, quantifiers, pronouns. Description of properties and grammatical information encoded. Distributional criteria: phrases they can/cannot select as complement;
- Adjectives and determiners syntactic differences to see the need of a separate syntactic category;
- Modals and auxiliary verbs: the grammatical information they encode, their role in negative and interrogative sentences and verb form they select;
- Main verbs vs. link verbs: phrases they select as complement; and
- Presentation of transitive verbs: argument structure and thematic structure.

### **Skills, strategies and activities**

- Description of morphological and distributional properties of different word classes extracted from different types of texts;
- Analysis of sets of sentences to match to the syntactic phenomenon they illustrate;



- Explanation of ungrammatical sentences and sets of sentences;
- Strategies to match possible statements to suitable evidence;
- Analysis of data that serves as illustration and as evidence of a claim;
- Statements. Giving evidence. Steps to prove a claim right or wrong; and
- Syntactic argumentation: start constructing home-made “artificial” examples to test certain hypotheses on word classes, their syntactic behaviour and restrictions.

#### 4. REFERENCES

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

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

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

Tallerman, M. (2020). *Understanding Syntax*. Routledge.

#### E. ASSESSMENT (all modules)

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

#### 1. APROBACIÓN DEL CURSADO

##### APROBACIÓN DEL CURSADO DE LA ASIGNATURA INTRODUCCIÓN A LA LENGUA INGLESA 2023

##### a) Alumnos Regulares

##### Los alumnos regulares deberán:

- 1- Asistir a las clases de cada uno de los módulos (Lengua, Gramática y Dicción).
- 2- Aprobar el 60% de los trabajos prácticos de cada uno de los módulos (Lengua, Gramática y Dicción) **con 4**. Estar ausente y no presentar un justificativo significa tener “*desaprobado*”. Los trabajos prácticos no tienen recuperatorio.
- 3- Aprobar los exámenes parciales escritos y orales o sus recuperatorios de cada uno de los módulos (Lengua, Gramática y Dicción).
- 4-Realizar 3 de los 4 proyectos planificados por el módulo de lengua

## **b) Alumnos Promocionales**

Están eximidos del examen final; no obstante, en el segundo parcial oral, además del material de lectura obligatorio, deberán leer y presentar una (1) novela de las que figuran al final de la sección *Reading Material and Deadlines* del programa de la asignatura.

### **Para poder acceder a la promoción, los alumnos deberán:**

- 1- Asistir a las clases de cada uno de los módulos (Lengua, Gramática y Dicción).
- 2- Aprobar en cada uno de los módulos (Lengua, Gramática y Dicción) el 70% de los trabajos prácticos con la nota mínima de 7 (siete).
- 3- Aprobar los exámenes parciales escritos y orales de cada uno de los módulos con la nota mínima de 7 (siete) en cada parcial.

## **2. EXAMEN FINAL**

### **a) Alumnos Regulares**

**Examen Escrito:** El examen escrito consistirá en una composición de aproximadamente 250-280 palabras, en base a sugerencias del tribunal examinador.

**Examen Oral:** El examen oral versará sobre DOS novelas de las incluidas al final de la sección *Reading Material & Deadlines –NOVELS (for final exam)-* (pág. 20). Asimismo, se formularán preguntas sobre el material de lectura leído durante el cursado y sobre el material audio visual trabajado en el Block VI. Los videos de los libros *LIFE Elementary (New Edition)* y *LIFE Pre-intermediate (New Edition)* serán evaluados en los prácticos orales y en el segundo parcial oral). No serán evaluados en el examen final de los alumnos regulares. En esta instancia se requerirá buena organización de las ideas, exactitud gramatical, fluidez y una pronunciación correcta. Ambas partes del examen (escrita y oral) serán eliminatorias.

### **b) 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.20), y tener en cuenta los demás contenidos y criterios que para los alumnos regulares.

1

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.

Los **alumnos ingresantes** que quieren rendir libre pueden ver el instructivo en: [www.fadelweb.uncoma.edu.ar](http://www.fadelweb.uncoma.edu.ar)

### **c) 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).

## **F. REFERENCES**

### **Students' bibliography**

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

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

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### **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

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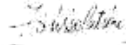
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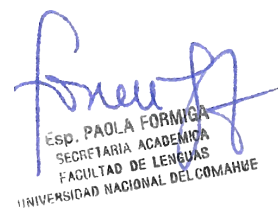
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