



# Universidad Nacional del Comahue



## Facultad de Lenguas

### LENGUA INGLESA 1 SYLLABUS

<b>AÑO LECTIVO</b>	2023
<b>CARRERAS</b>	PROFESORADO EN INGLES (PLAN ORD. 00430/09) TRADUCTORADO EN INGLES (PLAN ORD. 00499/11)
<b>AÑO</b>	SEGUNDO AÑO
<b>RÉGIMEN DE DICTADO</b>	ANUAL
<b>Nº DE HS SEMANALES</b>	8
<b>TOTAL HS ANUALES</b>	256 hs. aprox.
<b>DEPARTAMENTO</b>	Lengua y Cultura
<b>AREA</b>	Lengua
<b>ORIENTACION</b>	Lengua Inglesa
<b>CORRELATIVIDADES</b>	Introducción a la Lengua Inglesa
<b>EQUIPO DE CÁTEDRA</b>	Prof. Zoraida Risso Patrón (PAD1) Mgr. Ma. Angélica Verdú (JTP2) Prof. Alex William Martínez (JTP 2) Prof. Vanesa Reyes (2 AYP3 + JTP3) Est. Camila Yasmín Paez
<b>CONTACTO</b>	<a href="mailto:lenguainglesa1fadel@gmail.com">lenguainglesa1fadel@gmail.com</a>

#### 1. BRIEF DESCRIPTION OF THE COURSE

**Lengua Inglesa 1** (LI1) is a multi-layered course that integrates the four skills and takes on the foundations of Introducción a la Lengua Inglesa (ILI) to help learners reach an upper-intermediate level (B1+). This is achieved through the completion of different types of tasks, which have a communicative methodology and a topic, text, process and task based approach. LI1 can be concisely characterised by:

- developing a friendly, demanding and productive work atmosphere,
- promoting different patterns of interaction in and outside the classroom and online (individual, pair and group work, with a strong emphasis on teamwork realised by a variety of projects),
- raising students' awareness of accurate language use,
- improving the development of the skills of reading, writing, listening and speaking,
- enlarging learners' collocation and vocabulary knowledge,
- encouraging the development and appropriation of learning strategies,
- fostering students' organisational skills and gradual autonomy development,
- strengthening learners' motivation,
- sensitising learners to appreciating and understanding cultural differences,
- promoting academic integrity and
- nurturing reflection, critical-thinking and opinion-sharing skills.

This course has been structured following the topics, grammar, vocabulary, functions and writing programme of *Life 2<sup>nd</sup> Ed. (Intermediate)* around which other materials (*MyGrammarLab -Intermediate- MGL*, *English Vocabulary in Use -Upper Intermediate- EVIU* and *Great Writing 3 - GW*) have been selected to complement it. Besides, a booklet called *LI1 101* and six purposely designed *CUEs* (Comprehensive Unit E-books), incorporating

authentic fiction, non-fiction and audio-visual materials, constitute the rest of the contents of LI1 aimed at developing learners' communicative and academic competence for an upper-intermediate level.

## 2. AIMS

- To foster a positive and critical attitude towards the acquisition of English, bearing in mind that this is the language that learners, as future professionals, will be models of, teach and/or translate.
- To raise learners' awareness of the fact that languages are the expression of cultures and, as such, they need to be analysed hand in hand.
- To sensitise students to the importance of respectful and adequate communication with their teachers and peers, both face to face and via different digital means.
- To develop learners' appreciation of the value of process and team work.

## 3. OBJECTIVES

The most salient objectives have been specified in the characterisation of the course; however, the ones that follow are equally relevant:

- To help students develop their higher order thinking skills by guiding them to establish connections, read between the lines and critically assess the contents they see in the course,
- To increase students' language accuracy awareness by fostering noticing techniques, error spotting and peer editing,
- To provide opportunities for critical reflection on the teaching-learning process, the course materials, group dynamics and feedback,
- To aid learners to further develop their phonological knowledge and production,
- To offer learners a variety of topics (which go from a personal, regional and national to an international level) and task types to cater for their interests and learning styles,
- To encourage respect over others' views and a multiplicity of interpretations that might lead to the questioning of assumptions, and
- To draw learners' attention to the importance of acknowledging someone else's ideas and work by citing them appropriately.

Once learners complete the course, they will:

- have started to develop the skills necessary to monitor their performance and correct possible mistakes,
- know how to make use of a variety of resources and tools (visual organisers, posters, PPTs, videos, online subtitles, outlines, etc.) to aid their written and oral production,
- show evidence of a good command of the English language in terms of grammar, vocabulary, collocations, and functions appropriate for an upper-intermediate level,
- be able to write well-structured *descriptive*, *comparison*, *cause-effect* and *classification* paragraphs and essays, knowing the notions of *topic sentence* (topic and controlling idea), *supporting detail sentences* and *concluding sentence* for the former and *hook*, *connecting ideas*, *thesis statement*, *body paragraphs* and *restatement of the thesis in the concluding paragraph* for the latter, and
- be able to find relevant information, analyse, summarise, relate and provide their opinion on the contents specified in this syllabus, both in oral and written form.

## 4. CONTENTS

# OVERVIEW OF THE CONTENTS IN CUE 1

<b>LIFE TOPICS:</b> Units 1 & 2	<b>CULTURE &amp; IDENTITY</b> How we see other cultures - Culture & colour – A world together (globalisation in terms of entertainment, business, politics, food, culture exchange) – Colour & first impressions.			
	<b>PERFORMING</b> Music today (styles, online access to it) – Learning to dance & its impact on people’s lives –Living statues – Portraying artists.			
<b>CRITICAL THINKING through ARTICLES</b>	ANALYSIS GUIDELINES 1: Key words & Summary Writing + Graphic Organisers for Articles <ul style="list-style-type: none"> <li>ARTICLE 1: “<b>Watch Out Marketers, AI Tends to Default to Latino Stereotypes</b>” by David Vélez Mejía</li> <li>ARTICLE 2: “<b>How Arts and Culture Can Serve as a Force for Social Change</b>” by Pavitra Raja &amp; Linda Peterhans</li> </ul>			
<b>CRITICAL THINKING through FICTION</b>	ANALYSIS GUIDELINES 1: Diving into Fiction & Summary Writing + Graphic Organisers for Fiction <ul style="list-style-type: none"> <li><b>The Day You Begin</b> by Jacqueline Woodson, illustrated by Rafael López</li> <li><b>The Proudest Blue</b> by Ibtihaj Muhammad with S.K. Ali</li> </ul>			
<b>AUDIOVISUAL RESOURCES</b>	<b>FILM</b> <i>A Star is Born</i> directed by Bradley Cooper	<b>SONG</b> “Don’t Stop Me Now” by Queen	<b>TED TALK</b> <i>Toilets, Bowties, Gender and Me</i> by Audrey Mason-Hyde	<b>PRESENTATION at the World Economic Forum 2020</b> by Wanuri Kahiu  <b>The Fight for Artistic Freedom</b>
<b>PATHWAYS TO “GREAT WRITING”</b>	Guidelines on Summary Writing + <b>GW</b> (Great Writing): <ul style="list-style-type: none"> <li>+ <b>Unit 1 Introduction to paragraphs</b> (Definition of a paragraph, its constitutive parts: topic sentence, controlling idea, supporting sentences &amp; one sentence conclusion)</li> <li>+ <b>Unit 2 Five Elements of Good Writing</b> (Purpose, audience, clarity, unity &amp; coherence)</li> </ul>			
<b>VOCABULARY BUILDING</b>	<b>EVIU</b> (Upper-intermediate)	<b>Unit 8: Describing people: character</b> <b>Unit 18: Art &amp; literature</b> <b>Unit 19: Theatre &amp; cinema</b>	<b>Unit 20: Music</b> <b>Unit 41: Pleasant &amp; unpleasant feelings</b> <b>Unit 63: Addition</b>	
<b>GRAMMAR DEVELOPMENT</b>	<b>MGL</b> (Intermediate)	<b>Module 5: Present Tenses [26, 27, 28 &amp; 29]</b> <b>Module 6: Past Tenses [30]</b> <b>Module 7: Present Perfect [36, 37 &amp; 38]</b> <b>Module 11: Word Order and Sentence Patterns [59, 60, 61, 62 &amp; 63]</b> <b>Module 15: Linking Words [78, 79 &amp; 81]</b> <b>Module 18: Word Formation [95, 96 &amp; 97]</b> <b>Module 19: Formal &amp; Written English [99 &amp; (100 on your own)]</b> <b>Module 20: Spoken English [106 points 3 &amp; 4]</b>		
<b>GOING ONLINE: FACEBOOK, PEDCO &amp; OTHER TOOLS</b>	<ul style="list-style-type: none"> <li>Becoming part of the private Facebook group: <b>Empowering our voices: LI1 2023</b></li> <li>Completing the <b>Personal Profile 2023</b></li> <li>Posting tasks on <b>Album 1</b> (Flowers: getting to know one another) &amp; <b>Album 2</b> (Amplifying voices)</li> </ul>			
<b>“OVER TO YOU”:</b> TASKS & PROJECT	<b>Team-building Tasks (Adopting a Telephone Box)</b> <b>Group Task 1: Diving into Fiction</b> <b>Group Task 2: Amplifying voices: Zoom in, Articles &amp; Videos’ Presentations</b>			

## OVERVIEW OF THE CONTENTS IN CUE 2

<b>LIFE TOPICS:</b> Units 3 & 4	<b>WATER</b> Water & sports – When things go wrong in the water – Water & recreation – “Return to <i>Titanic</i> ” – “Love & death in the sea” (Experiences at sea, the power of nature) – Telling Stories: a weekend when something unusual happened.			
	<b>OPPORTUNITIES</b> Childhood ambitions - “Will a robot take your job?” - Career opportunities after graduation: Life changing decisions – “A better life?” (work opportunities, better economic conditions, materialistic ambitions) – Job requirements.			
<b>CRITICAL THINKING</b> through ARTICLES	<ul style="list-style-type: none"> <li>ARTICLE 1: “<b>Is Working Remotely Really the Best Option? Will it Continue in the Future?</b>” by Neha Menon</li> <li>ARTICLE 2: “<b>From Distant Influencers to Ordinary Heroes</b>” by Laureano Mon &amp; Maurizio River Serena</li> </ul>			
<b>CRITICAL THINKING</b> through FICTION	ANALYSIS GUIDELINES: See CUE 1 (Template Diving into Fiction & Summary Writing + Graphic Organisers) <ul style="list-style-type: none"> <li><b><i>The Journey</i></b> by Francesca Sanna</li> <li><b><i>Grandad’s Island</i></b> by Benji Davies</li> </ul>			
<b>AUDIOVISUAL RESOURCES</b>	<table border="1"> <tr> <td> <b>FILM</b> <i>Jojo Rabbit</i> directed by Taika Waititi               </td> <td> <b>SONG</b> “The Climb” by Miley Cyrus               </td> <td> <b>TED Talks</b> <i>Be humble -- and other lessons from the philosophy of water</i> by Raymond Tang               </td> </tr> </table>	<b>FILM</b> <i>Jojo Rabbit</i> directed by Taika Waititi	<b>SONG</b> “The Climb” by Miley Cyrus	<b>TED Talks</b> <i>Be humble -- and other lessons from the philosophy of water</i> by Raymond Tang
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<b>PATHWAYS TO “GREAT WRITING”</b>	Writing a Blog Post + Writing a covering letter <b>GW</b> (Great Writing): + <b>Unit 3 Types of paragraphs</b> (Descriptive, comparison, cause-effect and classification paragraphs)			
<b>VOCABULARY BUILDING</b>	<table border="1"> <tr> <td> <b>EVIU</b> (Upper-intermediate)               </td> <td> <b>Unit 6: The weather</b>  <b>Unit 14: Education</b>  <b>Unit 15: Work</b> </td> <td> <b>Unit 17: Sport</b>  <b>Unit 69: Suffixes</b>  <b>Unit 70: Prefixes</b> </td> </tr> </table>	<b>EVIU</b> (Upper-intermediate)	<b>Unit 6: The weather</b> <b>Unit 14: Education</b> <b>Unit 15: Work</b>	<b>Unit 17: Sport</b> <b>Unit 69: Suffixes</b> <b>Unit 70: Prefixes</b>
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<b>GRAMMAR DEVELOPMENT</b>	<b>MGL</b> (Intermediate) <ul style="list-style-type: none"> <li><b>Module 4: Adjectives &amp; Adverbs [19, 20, 23 &amp; 24]</b></li> <li><b>Module 6: Past Tenses [31, 32, 34 &amp; 35]</b></li> <li><b>Module 8: Future Forms [41 &amp; 44]</b></li> <li><b>Module 9: Modal Verbs [47 &amp; 53]</b></li> <li><b>Module 15: Linking Words [80 &amp; 82]</b></li> <li><b>Module 19: Formal &amp; Written English [101]</b></li> </ul>			
<b>GOING ONLINE: FACEBOOK, PEDCO &amp; OTHER TOOLS</b>	<ul style="list-style-type: none"> <li>Writing a <b>Blog Post</b> on Facebook</li> <li>Posting tasks on <b>Album 3</b> (Follow-up <i>Jojo Rabbit</i>)</li> </ul>			
<b>“OVER TO YOU”:</b> TASKS & PROJECT	<b>Group Task 3: Diving into Fiction (Round 2)</b> <b>GroupTask 4: Amplifying Voices 2: Zoom In, Articles &amp; Videos’ Presentations</b> <b>Team-building Tasks (Survivors)</b>			

## OVERVIEW OF THE CONTENTS IN CUE 3

<b>LIFE TOPICS:</b> Units 5 & 6	<b>WELLBEING</b> Food & our eating habits – Food around the world – “Imaginary eating”: a technique to reduce weight – Healthy lifestyles – “A caffeine-fuelled world”: the effects of caffeine on our lives – Eating out – Describing dishes.			
	<b>MYSTERIES</b> “Flexible thinking & rewards”: how good we are at puzzles and mysteries “Desert Art”: an article on the mysterious Nasca lines in Peru. “Lost & found? The missing pilot”: Current theories about Amelia Earhart’s disappearance. “You must be Joking”: reacting to surprising news.			
<b>CRITICAL THINKING through ARTICLES</b>	<ul style="list-style-type: none"> <li>ARTICLE 1: “<b>Why Toxic Positivity Needs to Go</b>” by Alexis Oatman</li> <li>ARTICLE 2: “<b>From FOMO to JOMO: the Joy of Missing Out</b>” by Anne-Laure Le Cunff</li> </ul>			
<b>CRITICAL THINKING through FICTION</b>	<ul style="list-style-type: none"> <li><i>Oh! The Places You’ll Go</i> by Dr. Seuss</li> <li>“<b>The Fun They Had</b>” by Isaac Asimov</li> </ul>			
<b>AUDIOVISUAL RESOURCES</b>	<table border="1"> <tr> <td> <b>BIO PIC</b> <i>Amelia Earhart   Most Famous Aviatrix of All Time</i> </td> <td> <b>SONG</b> “<b>A Beautiful Noise</b>” by Alicia Keys &amp; Brandi Carlile           </td> <td> <b>TED Talks</b> <i>How to stop languishing and start finding flow</i> by Adam Grant           </td> </tr> </table>	<b>BIO PIC</b> <i>Amelia Earhart   Most Famous Aviatrix of All Time</i>	<b>SONG</b> “ <b>A Beautiful Noise</b> ” by Alicia Keys & Brandi Carlile	<b>TED Talks</b> <i>How to stop languishing and start finding flow</i> by Adam Grant
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<b>PATHWAYS TO “GREAT WRITING”</b>	Writing a formal letter + Writing a News Story <b>GW</b> (Great Writing): + <b>Unit 4 Moving from paragraphs to Essays</b> (Descriptive Essays)			
<b>VOCABULARY BUILDING</b>	<table border="1"> <tr> <td> <b>EVIU</b> (Upper-intermediate)           </td> <td> <b>Unit 21: Food</b>  <b>Unit 29: Health &amp; Lifestyle</b>  <b>Unit 35: The Press &amp; the Media</b>  <b>Unit 40: Belief &amp; Opinion</b> </td> <td> <b>Unit 64: Referring Words</b>  <b>Unit 66: Linking Words in Writing</b>  <b>Unit 72: Abstract Nouns</b> </td> </tr> </table>	<b>EVIU</b> (Upper-intermediate)	<b>Unit 21: Food</b> <b>Unit 29: Health &amp; Lifestyle</b> <b>Unit 35: The Press &amp; the Media</b> <b>Unit 40: Belief &amp; Opinion</b>	<b>Unit 64: Referring Words</b> <b>Unit 66: Linking Words in Writing</b> <b>Unit 72: Abstract Nouns</b>
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<b>GOING ONLINE: FACEBOOK, PEDCO &amp; OTHER TOOLS</b>	Posting tasks on <b>Album 4: Thematically Integrated Posters’ Presentations</b>			
<b>“OVER TO YOU”:</b> TASKS & PROJECT	<b>Group Task 5: TIP 1 (Thematically Integrated Presentation)</b>			

# OVERVIEW OF THE CONTENTS IN CUE 4

<b>LIFE TOPICS:</b> Units 7 & 8	<b>LIVING SPACE</b> Features of homes. What New York might have looked like in the 17 <sup>th</sup> century. “Sweet Songs & Strong Coffee”: an article about a little town in Puerto Rico. To rent or to buy?: expressing preferences & giving reasons.			
	<b>TRAVEL</b> Holidays & memories: writers return to their roots – “Walking for Wildlife: a personal approach to saving wild places” – “All aboard!: a report on global tourism” – Travel problems.			
<b>CRITICAL THINKING</b> through ARTICLES	<ul style="list-style-type: none"> <li>ARTICLE 1: “<b>Cultivating Wellbeing and Mental Health through Gardening</b>” by Shanmuganathan-Felton, V., et al.</li> <li>ARTICLE 2: “<b>Why I Choose to Hike Alone. Four Women on Hitting the Trails Solo</b>” by Spurrell, M.</li> </ul>			
<b>CRITICAL THINKING</b> through FICTION	<ul style="list-style-type: none"> <li><i>Heartstopper (Volumes 1, 2, 3 &amp; 4)</i> by Alice Oseman</li> <li>“<b>For the Snake of Power</b>” by Brenda Cooper</li> </ul>			
<b>AUDIOVISUAL RESOURCES</b>	<table border="1"> <tr> <td> <b>NETFLIX series</b> <i>Heartstopper</i> directed by Euros Lyn               </td> <td> <b>SONG</b> “<b>Catch &amp; Release</b>” by Matt Simons               </td> <td> <b>TEDGlobal</b> <i>Life Lessons from the Youngest Person to Travel to Every Country</i> by Lexie Alford               </td> </tr> </table>	<b>NETFLIX series</b> <i>Heartstopper</i> directed by Euros Lyn	<b>SONG</b> “ <b>Catch &amp; Release</b> ” by Matt Simons	<b>TEDGlobal</b> <i>Life Lessons from the Youngest Person to Travel to Every Country</i> by Lexie Alford
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<b>PATHWAYS TO “GREAT WRITING”</b>	Writing a description of a place + Writing a news story (structuring a news story and adverbs commonly used) <b>GW</b> (Great Writing): <b>+ Unit 5 Comparison Essays</b>			
<b>VOCABULARY BUILDING</b>	<table border="1"> <tr> <td> <b>EVIU (Upper-intermediate)</b> </td> <td> <b>Unit 11: At Home</b>  <b>Unit 24: Towns</b>  <b>Unit 30: Travel</b> </td> <td> <b>Unit 31: Holidays</b>  <b>Unit 52: Distances &amp; Dimensions</b>  <b>Unit 60: Condition</b> </td> </tr> </table>	<b>EVIU (Upper-intermediate)</b>	<b>Unit 11: At Home</b> <b>Unit 24: Towns</b> <b>Unit 30: Travel</b>	<b>Unit 31: Holidays</b> <b>Unit 52: Distances &amp; Dimensions</b> <b>Unit 60: Condition</b>
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<b>GRAMMAR DEVELOPMENT</b>	<b>MGL (Intermediate)</b> <b>Module 4: Adjectives &amp; Adverbs [21, 22 &amp; 25]</b> <b>Module 6: Past Tenses [33]</b> <b>Module 7: Present Perfect [39 &amp; 40]</b> <b>Module 12: Verbs with –ing forms &amp; infinitives [64, 65, 66 &amp; 67]</b> <b>Module 18: Word Formation [98]</b> <b>Module 20: Spoken English [109 &amp; 110 both on your own]</b>			
<b>GOING ONLINE: FACEBOOK, PEDCO &amp; OTHER TOOLS</b>	Posting tasks on <b>Album 5 (Take your pick)</b>			
<b>“OVER TO YOU”:</b> TASKS & PROJECT	<b>Group Task 6: Amplifying voices</b> (Zoom in, Articles & Videos’ Presentations) <b>Group Task 7A: Diving into Fiction</b> (Round 3) <b>Group Task 7B: Book-Con</b> <b>Team-buildingTasks</b>			

# OVERVIEW OF THE CONTENTS IN CUE 5

<b>LIFE TOPICS:</b> Units 9 & 10	<b>SHOPPING</b> “Shopping Trends: How do you do your shopping?”- “Spend or Save”: Do you buy on impulse?”- Tips to save money. “The Art of the Deal”: an article about Morocco & how to negotiate a price. “It’s in the sale”: buying things.			
	<b>NO LIMITS</b> “Leaving Earth: Could we live on another planet?”-“The Super-humans”: latest advances in medicine. “Two Journeys, Two Lives”: two stories about feats of endurance. “First Aid”: talking about injuries.			
<b>CRITICAL THINKING</b> through ARTICLES	<ul style="list-style-type: none"> <li>ARTICLE 1: “What is gender-fluid clothing? Fashion industry experts explain” by Kala Herh</li> <li>ARTICLE 2: “Naomi Osaka: ‘It’s O.K. Not to Be O.K.’” by Naomi Osaka</li> </ul>			
<b>CRITICAL THINKING</b> through FICTION	<ul style="list-style-type: none"> <li>“Pre-simulation consultation XF007867” by Kim Fu</li> <li>“Foresight” by Lara Ehrlich</li> </ul>			
<b>AUDIOVISUAL RESOURCES</b>	<table border="1"> <tr> <td> <b>NETFLIX EPISODE</b> <i>Joan is awful</i> [Black Mirror episode] directed by Ally Pankiw           </td> <td> <b>SONG</b> “Rise” by Katy Perry           </td> <td> <b>SHORTS</b> <i>Ian</i> directed by Goldfarb, A. <i>If Anything Happens, I Love You</i> directed by McCormack, W. &amp; Govier, M.           </td> </tr> </table>	<b>NETFLIX EPISODE</b> <i>Joan is awful</i> [Black Mirror episode] directed by Ally Pankiw	<b>SONG</b> “Rise” by Katy Perry	<b>SHORTS</b> <i>Ian</i> directed by Goldfarb, A. <i>If Anything Happens, I Love You</i> directed by McCormack, W. & Govier, M.
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<b>PATHWAYS TO “GREAT WRITING”</b>	Writing customer feedback on online shopping sites + Writing a personal e-mail <b>GW</b> (Great Writing): + Unit 6 <i>Cause-effect Essays</i>			
<b>VOCABULARY BUILDING</b>	<table border="1"> <tr> <td> <b>EVIU</b> (Upper-intermediate)           </td> <td> <b>Unit 16:</b> Business  <b>Unit 27:</b> Health &amp; Medicine  <b>Unit 28:</b> Medicine &amp; Technology  <b>Unit 38:</b> Money           </td> <td> <b>Unit 49:</b> Number, Quantity, Degree &amp; Intensity  <b>Unit 58:</b> Success, Failure &amp; Difficulty  <b>Unit 73:</b> Compound Adjectives  <b>Unit 74:</b> Compound Nouns           </td> </tr> </table>	<b>EVIU</b> (Upper-intermediate)	<b>Unit 16:</b> Business <b>Unit 27:</b> Health & Medicine <b>Unit 28:</b> Medicine & Technology <b>Unit 38:</b> Money	<b>Unit 49:</b> Number, Quantity, Degree & Intensity <b>Unit 58:</b> Success, Failure & Difficulty <b>Unit 73:</b> Compound Adjectives <b>Unit 74:</b> Compound Nouns
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<b>GRAMMAR DEVELOPMENT</b>	<table border="1"> <tr> <td> <b>MGL</b> (Intermediate)           </td> <td> <b>Module 10:</b> Conditionals [55]  <b>Module 14:</b> Relative, Participle &amp; Other Clauses [72, 73, 74, 75, 76 &amp; 77]  <b>Module 16:</b> Passive Forms [83, 84 &amp; 86]           </td> </tr> </table>	<b>MGL</b> (Intermediate)	<b>Module 10:</b> Conditionals [55] <b>Module 14:</b> Relative, Participle & Other Clauses [72, 73, 74, 75, 76 & 77] <b>Module 16:</b> Passive Forms [83, 84 & 86]	
<b>MGL</b> (Intermediate)	<b>Module 10:</b> Conditionals [55] <b>Module 14:</b> Relative, Participle & Other Clauses [72, 73, 74, 75, 76 & 77] <b>Module 16:</b> Passive Forms [83, 84 & 86]			
<b>GOING ONLINE: FACEBOOK, PEDCO &amp; OTHER TOOLS</b>	Posting tasks on <b>Album 6</b> (2 <sup>nd</sup> Conditional Practice)			
<b>“OVER TO YOU”:</b> TASKS & PROJECT	<b>Group Task 8: “Be seen, be heard”<sup>1</sup>: how your ideas can change the world</b>			

<sup>1</sup> Boyd, E. & Edwards, L. (2018). *Gold Experience 2nd Edition C1 Student’s Book*. Pearson Longman.

## OVERVIEW OF THE CONTENTS IN CUE 6

<b>LIFE TOPICS:</b> Units 11 & 12	<b>CONNECTIONS</b> Languages spoken in remote places: “The last ‘uncontacted tribe?’” How the Internet can help remote tribes. The medium and the message: What’s the best way to send your message across? “Spreading the news”: an article about the impact of social networks. Telephone messages: “Can I take a message?”			
	<b>EXPERTS</b> “The man who ate his boots”: an article that looks back at the mistakes of some British explorers. “Experts in the wild”: two stories about unexpected trouble. “The legacy of the Samuri”: a text about Japan’s elite warrior class. “I’m so sorry!”: making and accepting apologies.			
<b>CRITICAL THINKING</b> through ARTICLES	<ul style="list-style-type: none"> <li>ARTICLE 1: “<b>Indigenous Languages Hold the Key to Understanding Who We Really Are</b>” by Survival International</li> <li>ARTICLE 2: “<b>Therapy Influencers’ Are Using Instagram to Spread Mental Health Awareness</b>” by Sara Li</li> </ul>			
<b>CRITICAL THINKING</b> through FICTION	<ul style="list-style-type: none"> <li>“<b>Quiet Hours</b>” by Mike Minchin</li> <li>“<b>The Year of Nostalgia</b>” by Alexander Weinstein</li> <li><b>Novel</b>: students choose a novel from a set of possibilities</li> </ul>			
<b>AUDIOVISUAL RESOURCES</b>	<b>DOCUMENTARY</b> <i>The Social Dilemma</i> directed by Jeff Orlowski	<b>SONG</b> “ <i>Visiting Hours</i> ” by Ed Sheeran	<b>VIDEO</b> <i>Busted: 5 myths about uncontacted tribes</i> by Natalia Tena Survival International	<b>TED Talk</b> <i>To be selected according to students’ interests</i>
	<b>PATHWAYS TO “GREAT WRITING”</b> Writing an opinion essay + Writing a website article, giving advice to a foreign language student coming to Argentina			
<b>VOCABULARY BUILDING</b>	<b>EVIU</b> (Upper-intermediate)	<b>Unit 34: Communications &amp; the Internet</b> <b>Unit 88: Expressions (do &amp; make)</b> <b>Unit 89: Expressions (bring &amp; take)</b>	<b>Unit 90: Expressions (get)</b> <b>Unit 92: Expressions with ‘come’ &amp; ‘go’</b> <b>Unit 93: Expressions with other common verbs</b>	
<b>GRAMMAR DEVELOPMENT</b>	<b>MGL</b> (Intermediate)	<b>Module 10: Conditionals [56 &amp; 57]</b> <b>Module 13: Reported Speech [68, 69, 70 &amp; 71]</b> <b>Module 17: Word Combinations [92 &amp; 93]</b>		
<b>GOING ONLINE: FACEBOOK, PEDCO &amp; OTHER TOOLS</b>	Filling in the Google Form “Evaluating the LI1 2023 Course”			
<b>“OVER TO YOU”: TASKS &amp; PROJECT</b>	<b>Group Task 9: TIP 2 (Thematically Integrated Presentation)</b> <i>Reflection on this year’s learning process</i>			



## 5. MATERIALS & RESOURCES

### 5.1 Essential Learners' & Teachers' Bibliography

#### a. Coursebook

- Dummett, P., Hughes, J. & Stephenson, H. (2019). *Life Intermediate Student's Book, (B1+) (2<sup>nd</sup> ed.)*. Greece: Heinle Cengage Learning.

#### b. CUEs (Comprehensive Unit E-books) 1, 2, 3, 4, 5 & 6.

- Risso Patrón, Z., Verdú, M.A., Martínez, A.W. & Reyes, V.A. (2023). *LI1 101*. Material de Cátedra.
- Risso Patrón, Z., Verdú, M.A., Martínez, A.W. & Reyes, V.A. (2023). *CUE 1 (Comprehensive Unit E-books)*. Material de Cátedra.
- Risso Patrón, Z., Verdú, M.A., Martínez, A.W., Reyes, V. & Paez, C.Y. (2023). *CUEs 2, 3, 4, 5 & 6 (Comprehensive Unit E-books)*. Material de Cátedra.

#### c. Writing Book

- Folse, K.S., Solomon, E.V. & Clabeaux, D. (2015). *Great Writing: From Great Paragraphs to Great Essays 3 (3<sup>rd</sup> ed.)*. Boston: Cengage Learning.

#### d. Vocabulary Book

- McCarthy, M. & O'Dell, F. (2012). *English Vocabulary in Use Upper-intermediate (3<sup>rd</sup> ed.)*. Cambridge: CUP.

#### e. Grammar Book

- Foley, M & Hall, D. (2012). *My Grammar Lab Intermediate B1/B2 with Key*. Harlow: Pearson.

#### f. Mid-Year Novels

- Oseman, A. (2018). *Heartstopper. Volume 1*. London: Hodder Children's Books.
- Oseman, A. (2019). *Heartstopper. Volume 2*. London: Hodder Children's Books.
- Oseman, A. (2020). *Heartstopper. Volume 3*. London: Hodder Children's Books.
- Oseman, A. (2021). *Heartstopper. Volume 4*. London: Hodder Children's Books.

#### g. End-of-year Novels

- Asher, J. (2007). *Thirteen Reasons Why*. Penguin Group.
- Brashares, A. (2001). *Summers of the Sisterhood. The Sisterhood of the Traveling Pants*. Delacorte Press.
- Cameron, B. W. (2011). *A Dog's Purpose*. Forge.
- Chbosky, S. (2012). *The Perks of Being a Wallflower*. Gallery Books.
- Feldman, D. (2012) *Unorthodox: The Scandalous Rejection of My Hasidic Roots. A memoir*. Simon & Schuster.
- Frank, O. & Pressler, M. (eds.) (1995). *The Diary of a Young Girl: Anne Frank*. Bantam Books.
- Hawkins, P. (2015). *The Girl on the Train*. Riverhead Books, a member of Penguin Group.
- McQuiston, C. (2019). *Red, White & Royal Blue*. St Martin's Griffin.
- Palacio, R. J. (2012). *Wonder*. Alfred A. Knopf.
- Riggs, R. (2011). *Miss Peregrine's Home for Peculiar Children*. Quirk Books.
- Shaffer, M.A. & Barrows, A. (2009). *The Guernsey Literary and Potato Peel Pie Society*. Bloomsbury Publishing Plc.
- Thomas, A. (2018). *The Hate U Give*. CPI Group (UK) Ltd.

### 5.2 Online Resources

#### a. Access to the LI1 course on the university platform online

Plataforma Educativa de la Universidad del Comahue PEDCO, Facultad de Lenguas, Lengua Inglesa 1 2023 at <https://pedco.uncoma.edu.ar/course/view.php?id=7764>

#### b. Critical thinking through Articles

Articles listed following the order in which they appear in CUEs 1, 2, 3, 4, 5 & 6.

- Velez Mejía, D. (2023, 2<sup>nd</sup> March). Watch Out Marketers, AI Tends to Default to Latino Stereotypes. *The Drum*. <https://www.thedrum.com/opinion/2023/03/02/watch-out-marketers-ai-tends-default-latino-stereotypes>
- Raja, P. & Peterhans, L. (2020, 29<sup>th</sup> October). How Arts and Culture Can Serve as a Force for Social Change. *Weforum* <https://www.weforum.org/agenda/2020/10/how-arts-and-culture-can-serve-as-a-force-for-social-change/>
- Menon, N. (2023, 18<sup>th</sup> January). Is Working Remotely Really the Best Option? Will it Continue in the Future? *Emeritus*. <https://emeritus.org/blog/career-working-remotely-future/>
- Mon, L. & River Serena M. (2019, 1<sup>st</sup> September). From Distant Influencers to Ordinary Heroes. *The Sprout Studio*. <https://thesproutstudio.net/en/inspirations/inspiration/from-distant-influencers-to-ordinary-heroes/>
- Oatman, A. (2022, 4<sup>th</sup> February). Why Toxic Positivity Needs to Go. *TeenVogue*. <https://www.teenvogue.com/story/why-toxic-positivity-needs-to-go>
- Le Cunff, A.L. (2019, 6<sup>th</sup> September). From FOMO to JOMO: the Joy of Missing Out. *NessLabs*. <https://nesslabs.com/jomo>
- Shanmuganathan-Felton, V., et al. (2020, 22<sup>nd</sup> May). Cultivating Wellbeing and Mental Health through Gardening. *The British Psychological Society*. <https://www.bps.org.uk/psychologist/cultivating-wellbeing-and-mental-health-through-gardening>
- Spurrell, M. (2020, 11<sup>th</sup> August). Why I Choose to Hike Alone. Four Women on Hitting the Trails Solo. *Condé Nast Traveler*. <https://www.cntraveler.com/story/why-i-choose-to-hike-alone>
- Herh, K. (2021, 29<sup>th</sup> June). What is gender-fluid clothing? Fashion industry experts explain. *NBC Select*. <https://www.nbcnews.com/select/shopping/gender-fluid-clothing-ncna1270831>
- Osaka, N. (2021, 8<sup>th</sup> July). Naomi Osaka: 'It's O.K. Not to Be O.K.' *Time*. <https://time.com/6077128/naomi-osaka-essay-tokyo-olympics/>
- Survival International. (n.d). Indigenous Languages Hold the Key to Understanding Who We Really Are. Retrieved August, 21<sup>st</sup>, 2023, from: <https://www.survivalinternational.org/articles/3567-indigenousslanguages>
- Li, S. (2019, 9<sup>th</sup> October). "Therapy Influencers' Are Using Instagram to Spread Mental Health Awareness". *TeenVOGUE*. <https://bit.ly/3shcj1H>

### c. Critical thinking through Fiction

Visual Books & Stories listed according to how they appear in *CUEs 1, 2, 3, 4, 5 & 6*:

- Woodson, J. (2018). *The Day You Begin*. Nancy Paulsen Books.
- Muhammad, I. (2019). *The Proudest Blue: a Story of Hijab & Family*. Little Brown & Company.
- Sanna, F. (2016). *The Journey*. Flying Eye Books.
- Davies, B. (2015). *Grandad's Island*. Simon & Schuster.
- Seuss, Dr. (1990). *Oh, The Places You'll Go!* Harper Collins Publishers.
- Asimov, I. (1951). "The Fun They Had."
- Cooper, B. (2018). "For the Snake of Power" in *The Weight of Light: A Collection of Solar Futures* edited by Joey Eschrich and Clark A. Miller and directed by Ruth Wylie and Ed Finn. Arizona State University.
- Fu, K. (2022). "Pre-Simulation Consultation XF007867". In K. Fu, *Lesser Known Monsters of the 21st Century*. Tin House.
- Ehrlich, L. (2020). "Foresight". In *Animal Life. Stories*. Red Hen Press.
- Minchin, M. (2016). "Quiet hours". *Smokelong Quarterly*, 54. <https://www.smokelong.com/stories/quiet-hours/>
- Weinstein, A. (2020). "The Year of Nostalgia" in *Universal Love: stories*. Henry Holt and Company.

### d. Integrative skill development through Audio-visual Resources

**Songs** listed following the order in which they appear in *CUEs 1, 2, 3, 4, 5 & 6*.

- *Don't Stop Me Now* (1978) by Queen featured on their Album *Jazz*.  
<https://www.youtube.com/watch?v=HgZGwKwLmgM>
- *The Climb* (2009) by Miley Cyrus in *Hannah Montana: The Movie*  
<https://www.youtube.com/watch?v=LVOAOWcAwQM>
- *A Beautiful Noise* (2020) by Alicia Keys & Brandi Carlile  
[https://www.youtube.com/watch?v=yU1x-p\\_OdY](https://www.youtube.com/watch?v=yU1x-p_OdY)
- *Catch and Release* (2007) by Matt Simons in *Catch and Release* Album.  
[https://www.youtube.com/watch?v=puOoZB\\_uqY4](https://www.youtube.com/watch?v=puOoZB_uqY4)
- *Rise* (2016) by Katy Perry -single.  
<https://www.universal-music.de/katyperry/videos/rise-olympia-version-407012>
- *Visiting Hours* (2021) by Ed Sheeran in “=” Album.  
<https://www.youtube.com/watch?v=t3CoEyYef4A>

**Other songs used which have not been included in the published materials:**

- *Lonely* (2020) by Justin Bieber & Benny Blanco in *Justice* Album.  
[https://www.youtube.com/watch?v=Cu5hhxP\\_prE](https://www.youtube.com/watch?v=Cu5hhxP_prE)

**Films**

- Gerber, B., Peters, J., Cooper, B., Phillips, T. & Taylor, L.H. (Producers), & Cooper, B. (Director). (2018). ***A Star is Born*** [Motion picture]. Warner Bros. Entertainment.
- Neal, C., Waititi, T. & Winstanley, C. (Producers), & Waititi, T. (Director). (2019). ***Jojo Rabbit*** [Motion picture]. Searchlight Pictures.

**TEDTalks**

- Mason-Hyde, A. (2018, January 19<sup>th</sup>). *Toilets, bowties, gender and me*. [Video] TEDx Conferences. <https://www.youtube.com/watch?v=NCLoNwVJA-0>
- Tang, R. (2018, March 20<sup>th</sup>). *Be humble –and other lessons from the philosophy of water*. [Video] TEDx Conferences. [https://www.youtube.com/watch?v=OII5XRC-B-I&t=301s&ab\\_channel=TED](https://www.youtube.com/watch?v=OII5XRC-B-I&t=301s&ab_channel=TED)
- Grant, A. (2021, September 27<sup>th</sup>). *How to stop languishing and start finding flow*. [Video] TEDx Conferences. [https://www.ted.com/talks/adam\\_grant\\_how\\_to\\_stop\\_languishing\\_and\\_start\\_finding\\_flow](https://www.ted.com/talks/adam_grant_how_to_stop_languishing_and_start_finding_flow)
- Alford, L. (2019, June). *Life lessons from the youngest person to travel to every country* [Video]. TEDx Conferences. [https://www.ted.com/talks/lexie\\_alford\\_life\\_lessons\\_from\\_the\\_youngest\\_person\\_to\\_travel\\_to\\_every\\_country/transcript](https://www.ted.com/talks/lexie_alford_life_lessons_from_the_youngest_person_to_travel_to_every_country/transcript)

**NETFLIX Series:**

- Lyn, E. (Director). (2022). *Heartstopper: Season 1*. [TV Series Episode]. Netflix, See-Saw Films.
- Brooker, C. (Writer), Pankiw, A. (Director). (2023, June 15). *Joan is awful: Season 6, Episode 1*. [TV Series Episode]. In *Black Mirror*. Netflix.

**Documentaries & short clips:**

- Wanuri, K. (2020). ***The Fight for Artistic Freedom***. Presented at Betazone Davos 2020 in the World Economic Forum Annual Meeting. [YouTube video] Retrieved from: <https://www.youtube.com/watch?v=sPcs1R3qTxE&t=33s>
- Biography.com. (2007). ***Amelia Earhart: Famous Pilot Mysteriously Disappeared in Final Flight***. Retold by Jacqui Rossi (2020) [YouTube video] Retrieved from: <https://www.youtube.com/watch?v=OwkuK8nCBdI>
- Goldfarb, A. (Director). (2018). ***Ian***. [Animated short film]. MundoLoco Animation Studios.
- McCormack, W. & Govier, M. (Directors). (2020). ***If anything happens, I love you***. [Animated short film]. Gilbert Films; Oh Good Productions.

- Rhodes, L. (Producer) & Orlowski, J. (Director). (2020). **The Social Dilemma**. [Netflix documentary] Exposure Labs; Argent Pictures; The Space Program.
- Tena, N. (n.d). **Busted: 5 Myths about Uncontacted Tribes**. [Vimeo video] Survival International. Retrieved August, 21<sup>st</sup>, 2023, from: <https://vimeo.com/722186355>

### 5.3 Learners' Reference Bibliography

#### a. Dictionaries:

- Collins COBUILD Advanced Learner's English Dictionary (8<sup>th</sup> Edition). 2014. Australia: Harper Collins Publishers.
- Cambridge Advanced Learner's Dictionary (4<sup>th</sup> Edition). 2013. CUP.
- Longman Dictionary of Contemporary English for Advanced Learners (6<sup>th</sup> Edition) 2015. Pearson: Longman
- Oxford Advanced Learner's Dictionary (9<sup>th</sup> Edition). 2014. Oxford: OUP.
- Oxford Collocations Dictionary for students of English (2<sup>nd</sup> Edition). 2009. Oxford: OUP.

#### b. Workbook:

- Stephenson, H. (2018). *Life Intermediate Workbook (B1+)*. (2<sup>nd</sup> Edition). Workbook with Key + Audio CD. Heinle Cengage Learning

#### c. To develop Reading, Listening & Creative Thinking:

- Blass, L., Vargo, M. & Winiewska, I. (2016). *21<sup>st</sup> Century Reading Student Book 3 Creative Thinking and Reading with TED Talks*. Cengage Learning.

#### d. To develop Writing:

- ..... (2012). *Write it Right 3*. Just English Sdn Bhd.
- Evans, V. (2000). *Successful Writing: Student's Book Upper Intermediate*. Express Publishing.
- Reid, J.M. (2000). *The Process of Composition* (3<sup>rd</sup> ed.). Longman.
- Reid, J.M. (1995). *The Process of Paragraph Writing* (2<sup>nd</sup> ed.). Prentice Hall Regents.

#### e. To develop Grammar:

- Cooper, A. & Eckstut-Didier, S. (2015). *Grammar Explorer 3*. Cengage Learning
- Eastwood, J. (2013). *Oxford Practice Grammar Intermediate with Tests*. OUP.
- Vince, M. (2008). *Macmillan English Grammar in Context Intermediate with Key*. Macmillan Publishers.

### 5.4 Teachers' Reference Bibliography

- Anderson, C. (2016). *TED talks: The official TED guide to public speaking: Tips and tricks for giving unforgettable speeches and presentations*. Hachette.
- Attard, A., Di Iorio, E., Geven, K., & Santa, R. (2010). *Student-Centred Learning: Toolkit for Students, Staff and Higher Education Institutions*. Laserline. [https://esu-online.org/wp-content/uploads/2017/10/SCL\\_toolkit\\_ESU\\_EI.compressed.pdf](https://esu-online.org/wp-content/uploads/2017/10/SCL_toolkit_ESU_EI.compressed.pdf)
- Area, M. y Adell, J. (2009). "eLearning: Enseñar y aprender en espacios virtuales." En J. De Pablos (Coord): *Tecnología Educativa. La formación del profesorado en la era de Internet*. Aljibe, Málaga, pags. 391-424. Retrieved from: [https://www.researchgate.net/publication/216393113\\_E-Learning\\_ensenar\\_y\\_aprender\\_en\\_espacios\\_virtuales](https://www.researchgate.net/publication/216393113_E-Learning_ensenar_y_aprender_en_espacios_virtuales)
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- Benson, P. (2011). *Teaching and Researching: Autonomy in Language Learning* (2<sup>nd</sup> ed.). Routledge.
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- Graves, K. (2000). *Designing Language Courses: a Guide for Teachers*. Heinle & Heinle.
- Hall, G. (Ed.) (2016). *The Routledge Handbook of English Language Teaching*. Routledge.
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- Maggio, M. (2018). *Reinventar la clase en la universidad*. Paidós.
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- Markham, T. (2012). *Project Based Learning Design and Coaching Guide: Expert Tools for Innovation and Inquiry for K-12 Educators*. HeartIQ Press
- Mergendoller, J. (2018). Defining High Quality PBL: A Look at the Research. [hqpbl.org. https://hqpbl.org/wp-content/uploads/2018/04/Defining-High-Quality-PBL-A-Look-at-the-Research-.pdf](https://hqpbl.org/wp-content/uploads/2018/04/Defining-High-Quality-PBL-A-Look-at-the-Research-.pdf)
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  - Webinar 2: González, A. H. (2020, Marzo 27). ¿Cómo organizo un aula virtual?
  - Webinar 3: Barletta, C. & Olaizola, E. (2020, Abril 1). Seguimiento y acompañamiento a estudiantes en aulas virtuales.
  - Webinar 6: Esnaola, F. & Peralta, M. (2020, Abril 15). Materiales para clases a distancia.
  - Webinar 7: Martin, M. & González, A. H. (2020, Abril 17). Evaluación en línea: algunas consideraciones y varias posibilidades.
  - Webinar 9: González, A. H., Romanut, L.M. & Pereyra, J.M. (2020, Abril 29). Recomendaciones de seguridad en el uso de videoconferencias.
  - Webinar 10: Vallejo, A. (2020, Mayo 6). E-actividades: tareas en Moodle.
  - Webinar 11: Romanut, L.M. & Pereyra, J.M. (2020, Mayo 13). Cuestionarios en Moodle: una oportunidad para pensar los procesos de evaluación en la virtualidad.
  - Webinar 12: Vallejo, A. (2020, Mayo 20). Foros en las clases virtuales: propuestas, reflexiones y más.

- Webinar 16: González, A. H. (2020, Septiembre 17). La tutoría y la evaluación como procesos.
- Webinar 17: Sadaba, A.I. (2020, Octubre 1). Entre lo invisible y lo evidente. La construcción del rol docente en la virtualidad.
- Webinar 18: Brown, C. & Meza, N. (2020, Octubre 22). Cómo optimizar las posibilidades creativas para la realización de un video creativo.
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## 6. ASSESSMENT

### 6.1 General considerations

There are three possible ways to pass LI1. Students can:

- a) obtain “cursada”, in which case they will have to sit for the LI1 *final Written and Oral Exam* as from December onwards;
- b) achieve “promoción”, in which case they are exempted from the Final Exam;
- c) sit for the final exam with the status of extra-mural (“libre”).

The following chart details the main requirements for *a* and *b*.

	Attendance	Ungraded Assignments	Graded Assignments	2 Term Exams or their Make Ups <sup>2</sup>
Status a): “cursada”	70%	70%	70%	With a mark of 4, 5 or 6
Status b): “Promoción”	80% (approx. 8 absences per term)	80%	80% with a “Pass” mark or more	With a mark of 7 or more in the Oral and Written Parts

### 6.2 Final Exam for students who have got “cursada”

The final exam has two constitutive sections:

- **the written part:** a **350-word essay** whose structure can be that of a **comparison**, or **cause-effect** essay and whose topic will be derived from the units in *Life* (Intermediate Level) and the material included in **CUEs 1 to 6**. The essay will be evaluated following the three main axes outlined in **LI1 101** page 9: *Communicative Achievement, Content and Use of English*. Students are also encouraged to carefully analyse *Checklist 3* on page 11 to understand these criteria fully.
- **the oral part:** a **20 to 30-minute exam** where students will start with a thematically related exposition (6 to 8 minutes) linking materials from the different CUEs and the coursebook. Students should, at least, relate one exponent of fiction (short stories, micro-fiction and novel), non-fiction (articles and texts in *Life*) and audio-visual material (songs, movies/documentary, TedTalk and videos). Learners are advised to accompany this section of the oral exam with a thematically designed poster or PPT production to aid their presentation which should be error free and designed with care.

Secondly, students must be prepared to answer questions aimed at analysing, relating and critically assessing the contents specified in this syllabus. Summarising

<sup>2</sup> The **1<sup>st</sup> Term Exam** will be administered at the end of June and will consist of a **comparison, cause-effect** or **classification paragraph** whose prompt will be based on the materials worked on up to the date it takes place. The **2nd Term Exam** will have three constitutive parts: a **Use of English**, a **ReCLaP** (Reading Comprehension & Language Production) & an **Essay (comparison, cause-effect)** which will be administered at the end of October and in the month of November.

the most relevant aspects in a text, extracting key concepts or issues, clearly stating their opinion and being able to relate the topics explored to their own life and culture is desired when discussing the rest of the material. For this stage, students are allowed to have cards to help them recall authors, dates, setting, characters, and other key information in note-form.

The oral exam will be evaluated following the three main axes outlined in **LI1 101** page 15: *Communicative Achievement, Content and Use of English*. Students are also encouraged to carefully analyse *Checklist 4* on page 16 to understand these criteria fully.

### 6.3 Final Exam for extra mural students

The **Written part of the final exam** for extra mural students has three constitutive parts:

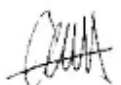
- a **350-word essay** whose structure can be that of a **comparison** or **cause-effect** essay and whose topic will be derived from the units in **Life** (Intermediate Level) and the material included in **CUEs 1 to 6**. The essay will be evaluated following the three main axes outlined in **LI1 101** page 9: *Communicative Achievement, Content and Use of English*. Students are encouraged to carefully analyse *Checklist 3* -published on page 11- to understand these criteria fully. (Allotted time 1:50 hs.)
- a **ReCLaP** (Reading Comprehension & Language Production) similar to the Term Exams done during the year (Allotted time 1:50 hs.) and
- a **Use of English Exam** similar to the Grammar and Vocabulary Progress Checks done during the year. (Allotted time 40 minutes)

Students are allowed to use the course material (Coursebook, CUEs, novels, etc.) to have access to the different texts during the first 10 minutes of the exam when writing the **Essay** or solving the **ReCLaP**.

The **oral final exam for extra mural students** will be a **20 to 30-minute exam** where students will start with a thematically related exposition (8-10 minutes) linking materials from the different CUEs and the coursebook. Students should, at least, relate **two** exponents of fiction (short stories, micro-fiction and novels), non-fiction (articles and texts in *Life*) and audio-visual material (songs, movies/documentary, shorts, TedTalks and videos). Learners are advised to accompany this section of the oral exam with a thematically designed poster or PPT production to aid their presentation which should be error free and designed with care.

Secondly, students must be prepared to answer questions aimed at analysing, relating and critically assessing the contents specified in this syllabus. Summarising the most relevant aspects in a text, extracting key concepts or issues, clearly stating their opinion and being able to relate the topics explored to their own life and culture is desired when discussing the rest of the material. For this stage, students are allowed to have cards to help them recall authors, dates, setting, characters, and other key information in note-form.

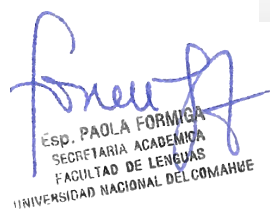
The oral exam will be evaluated following the three main axes outlined in **LI1 101** page 15: *Communicative Achievement, Content and Use of English*. Students are encouraged to carefully analyse *Checklist 4* -published on page 16- to understand these criteria fully.



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