

**UNIVERSIDAD NACIONAL DE CUYO**  
**FACULTAD DE FILOSOFÍA Y LETRAS**  
**COLEGIO DE LENGUAS EXTRANJERAS**

**PROGRAMA DE INGLÉS**

**Curso: avanzado anual**

**Año: 2014**

**A. Expectativas de logro:**

**Que el alumno logre:**

1. Mejorar la capacidad de relación y análisis para lograr la interacción espontánea dadas ciertas situaciones comunes.
2. Comprender el aprendizaje de la lengua extranjera como medio para acceder a otras culturas como así también para satisfacer necesidades comunicativas relacionadas a situaciones de la vida real.
3. Acceder a un nivel de lectura de mayor autonomía y fluidez que supone la internalización del sistema fonológico, sintáctico y semántico de la lengua extranjera.
4. Producir textos orales y escritos, de estructura compleja con respuesta a consignas secuenciales que suponen la resolución de una tarea comunicativa en distintas situaciones de interacción que tienen lugar en la vida cotidiana.
5. Comprender textos orales y escritos de estructura compleja, con una carga semántica manejable y transferible del contexto, su organización textual y el conocimiento del tema.
6. Sistematizar sus propias estrategias de aprendizaje mediante hábitos de construcción del conocimiento significativo y autónomo y hábitos de trabajo en forma personal y en equipo.

**B. Aprendizajes acreditables:**

En este nivel y en estos campos el alumno deberá:

- **Comprensión auditiva:**

1. Identificar el tema de una conversación clara y lenta en una primera exposición a la misma.
2. Comprender información esencial, frases, palabras y expresiones relacionadas con los tópicos discutidos durante la clase de textos orales con fines didácticos.

- **Comprensión lectora:**

1. Comprender información relevante en textos complejos tales como artículos periodísticos, cartas personales, instrucciones sencillas, narraciones y descripciones referentes a las relaciones interpersonales y actividades relacionadas con las mismas.
2. favorecer el desarrollo del sistema semántico, sintáctico y fonológico de la lengua por medio de la exposición a diferentes tipos de textos.

- **Producción oral:**

1. Poder interactuar a nivel intermedio en situaciones comunicativas de la vida cotidiana. Expresar opiniones a través del pensamiento divergente frente a textos de tipo argumentativo.
2. Describir y expresar intereses y experiencias personales pasadas, presentes y planes futuros, aceptando argumentos opuestos con vocabulario y estructuras complejas.
3. Hacerse entender usando frases memorizadas y expresiones simples y complejas. Ser coherente en su discurso mediante la utilización de conectores de cohesión textual.

- **Producción escrita:**

1. Escribir cartas de estilo formal, ensayos argumentativos y discursivos, informes cortos, descripciones y artículos.
2. Escribir e-mails que describan situaciones, narrar acontecimientos estableciendo ventajas y desventajas respecto del argumento.
3. Utilizar conectores de cohesión textual e indicar el orden cronológico de los sucesos, estableciendo relaciones de causa-efecto entre oraciones o respetando las palabras de otros.

## **UNIT 1: "BEGINNING"**

Grammar: direct and indirect questions. Present perfect and past simple including time phrases.

Vocabulary: personality. Feelings –ed/-ing adjectives.

Skills:

Reading: descriptions of people on a flatmate finder site. Informal email.

Speaking: ask personal questions; talk about the kind of people you get on with.

Listening: listen to a programme about speed flatmating and to people describing how certain activities make them feel.

Writing: write an informal email to learn to check accuracy within a piece of work.

Scenario: "Ideal flatmates". Key Language - task: polite enquires, managing enquiries.

## **UNIT 2: "ISSUES"**

**Grammar:** Present Perfect and Present Perfect Continuous. The Passive Voice.

**Vocabulary:** Social Issues. Verbs and nouns with the same form. Opinion adjectives.

### **Skills:**

Reading: two articles about a charity. Read and answer a geography quiz. Letter of complaint.

Speaking: talking about social issues and charities. Discussing surveillance society and role playing a meeting to discuss crime-cutting plans.

Listening: opinions about surveillance. Informal discussions.

Writing: letter of complaint (formal written language). Tips for being happy for a website.

**Scenario:** "Does money make happy?". Key Language: discussing different issues, discussing ingredients for happiness. Task: support your viewpoint.

## **UNIT 3: "DOWNTIME"**

**Grammar:** habit and routine: used to, would, be/get used to. Future forms review: going to, present continuous, present simple, will, be likely to, might, and could.

**Vocabulary:** good and bad behavior. Common actions in procedures and phrases for describing and recommending an activity.

### **Skills:**

Reading: an article about the effects of computer gaming on one relationship. An opinion essay.

Speaking: talking about playing games and sports. Discussing bad habits and how to prevent them. Talking about holidays (plan and present a niche holiday). Talking about game shows and describing a procedure.

Listening: a radio programme about niche travel. Listen to descriptions of two TV game shows.

Writing: an opinion essay about leisure time (using linkers in an opinion essay)

**Scenario:** What's the perfect way to switch off? Key Language: using mirror questions, recommendations for different kind of experiences.

## **UNIT 4: "STORIES"**

**Grammar:** narrative tenses. Wishes and regrets: I wish/ if only/ should have. Expressing likes and dislikes.

**Vocabulary:** sayings (e.g: every cloud has a silver lining). Regrets. Multi-word verbs. Feeling adjectives and phrases for describing a favourite scene.

### **Skills:**

Reading: stories with moral. A biography of Sir David Attenborough.

Speaking: telling a personal anecdote. Talking about wishes and regrets. Talking about reading habits and favourite books and summarising a plot.

Listening: radio programme about advertising. People brainstorming.

Writing: a story (using adverbs in stories).

Scenario: What was the last book you read? Key Language: describing a favourite scene using the key phrases.

## UNIT 5: "IDEAS"

Grammar: articles "the-a- an"

Vocabulary: change; compound nouns. Advertising and adjectives to describe ideas. Conditionals: zero and first conditionals.

### Skills:

Reading: article about the worst ideas ever. A questionnaire on advertising. Article about the five rules of brainstorming.

Speaking: talking about the effects of inventions. Brainstorming ideas on a "how to" topic and being able to show reservations.

Listening: a dialogue among people brainstorming. An extract from a programme about funny ideas.

Writing: a report (making written comparisons). A product leaflet for a "genius" idea.

Scenario: If you could start a business, what would it be? Key Language: phrases for presenting a business idea.

## UNIT 6: "MEDIA" (Unit 7 from the book)

Grammar: quantifiers (a good deal of, little, a little, each, every, a few, quite a few, several, etc.). Reported Speech. Adding emphasis.

Vocabulary: television; multi-word verbs with more than one meaning. Reporting verbs. The press.

### Skills:

Reading: an article about five "must see" programmes. A questionnaire about trust. A newspaper article about a man who traded a paper clip for a house.

Speaking: talking about TV watching habits. Discussing answers to a quiz. Discussing celebrities and the media.

Listening: an expert talking about hoax photographs. People talking about recent news stories. Watch a programme about live news.

Writing: a discursive essay (using linkers of contrast).

Scenario: What kind of news stories interest you? Key Language: phrases for re-telling a news story.

**UNIT 7: "BEHAVIOUR"** ("Unit 8 from the book)

Grammar: conditionals: second, third and mixed conditionals. Infinitive and –ing forms.

Vocabulary: collocations connected to decision making. Feelings phrases: idioms connected to time. Adjectives of manner.

Skills:

Reading: three news stories about behavior in tough situations. A quiz on whether you are a morning or an evening person.

Speaking: discussing difficult situations. Talking about our attitude to time. Talking about how to handle a difficult situation.

Listening: people talking about their attitudes to time. A radio programme about people's daily rhythms. Someone talking through an awkward situation.

Writing: Informal article (using informal style in an article.)

Scenario: What kind of behavior gets on your nerves? Key Language: phrases to talk about a family or cultural ritual.

**UNIT 8: "TROUBLE"** (Unit 9 from the book)

Grammar: infinitive and –ing forms with different meanings. Past modals of deduction. Reporting an accident.

Vocabulary: crime. Synonyms for verbs connected to scams. Verb phrases for incidents.

Skills:

Reading: an article about memory. A newspaper extract about crime. An advice leaflet about how to avoid trouble on holiday.

Speaking: discussing how good a witness you are. Talking about what you would do in difficult situations. Role-playing reporting an incident (rephrase avoiding repetition).

Listening: people talking about getting tricked. Some reporting an incident.

Writing: an advice leaflet to help visitors to your city.

Scenario: Do you have any phobias? Key Language: phrases to negotiate agreement.

**UNIT 9: "CULTURE"** (Unit 10 from the book)

Grammar: relative clauses. Participle clauses.

Vocabulary: adjectives to describe films. The arts; two-part phrases. Dimensions.

Skills:

Reading: a film review. Insider's answers to popular culture questions. Forum entries about the arts.

Speaking: talking about films. Talking about popular culture and arts experiences. Expressing estimates showing a visitor around part of your town.

Listening: a film review on a radio programme. Tours of two different places.

Writing: a film review. A description of your favourite work of art or building.

Scenario: What areas of the Arts do you enjoy? Key Language: phrases to describe art: Phrases to discuss options.

### **C. Evaluación:**

Dos pruebas escritas parciales aprobadas con el 64% y un parcial recuperatorio que evaluarán la comprensión lectora del alumno, su expresión escrita, su comprensión auditiva, su interpretación de consignas y los usos de la lengua adecuados al nivel avanzado.

El examen oral evaluará su competencia lingüística oral , es decir, su capacidad de interactuar con su par de manera espontánea dentro de determinada situación.

### **D. Bibliografía:**

- "Speak Out" Upper Intermediate (course book and workbook). Frances Eales and Steve Oakes. Pearson Longman (2011).

### **E. Extensive Reading:**

- "Heart of Darkness", Joseph Conrad.

- "Around the World in 80 Days", Jules Verne.

**Nota:** el presente programa está sujeto a modificaciones, por lo que los alumnos libres deben conectarse con los profesores durante el cursado.