



UNIVERSIDAD NACIONAL DE LA MATANZA

**CODIGO ASIGNATURA
(0901)**

DEPARTAMENTO: DIRECCIÓN DE PEDAGOGÍA UNIVERSITARIA

ASIGNATURA: INGLÉS NIVEL I - ESTRUCTURA TRANSVERSAL

Objetivo General:

Desarrollar estrategias que permitan al alumno expresarse con construcciones básicas en situaciones comunicacionales específicas de manera clara y significativa.

Expectativas de Logro:

Al finalizar la cursada, los alumnos podrán:

- *Comunicarse en forma oral eficazmente, tanto en la producción como en la recepción de mensajes.*
- *Adquirir la lengua extranjera de manera creativa integrando sus competencias, no sólo la lingüística.*
- *Desarrollar un aprendizaje significativo del idioma integrando sus conocimientos previos con los nuevos elementos aprendidos en el aula.*

Propuesta Didáctica:

- Comunicación oral a partir del uso de los diferentes códigos, además del lingüístico.
- Producción de textos orales apropiados al nivel, adecuando el uso de los elementos lingüísticos.
- Comprensión de textos orales, visuales y escritos.
- Internalización de la lengua a partir de los exponentes lingüísticos y lexicales.

Contenidos Funcionales

- Expresar información personal: nombre, apellido, edad, profesión, lugar



UNIVERSIDAD NACIONAL DE LA MATANZA

- de origen, nacionalidad, dirección, número de teléfono.
- Describir personas, lugares y objetos.
 - Expresar preferencias personales.
 - Describir hábitos personales y de terceras personas.
 - Expresar habilidades.
 - Describir experiencias personales y de terceras personas.

Contenidos Temáticos

- Información personal.
- Profesiones. Actividades para el tiempo libre.
- Actividades diarias de terceros (familia, amigos, etc.).
- Habilidades.
- Gustos y desagrados: preferencias personales.
- Actividades continuas.
- La ropa. Posesiones personales.
- Acontecimientos ocurridos en el pasado.
- Permiso y obligación.
- La familia y la casa.
- El trabajo y la personalidad.
- Sentimientos y experiencias.
- Deportes y vacaciones.
- La salud y el cuerpo.

Contenidos Procedimentales

- Construcción de diálogos orales sencillos.
- Elaboración de descripciones simples.
- Interpretación de un mensaje oral o grabación.
- Formulación de preguntas.

Contenidos Actitudinales

- Participación activa en las tareas del aula.
- Disposición para participar activamente en el propio proceso de aprendizaje.
- Valoración del trabajo en clase y del progreso individual.
- *Curiosidad por investigar y explorar diferentes opciones lingüísticas y comunicativas.*



UNIVERSIDAD NACIONAL DE LA MATANZA

Bibliografía:

Bibliografía de Uso

- SUE KAY & VAUGHAN JONES (2003) "**Inside Out Elementary**", Macmillan (Student's book, Workbook)
- POE, EDGAR ALLAN (1991) "**The Black Cat and Other Stories**", Penguin Readers, Longman.
- SHAKESPEARE, WILLIAM "**A Midsummer Night's dream and Other Stories**" (**As you Like it**).
- KATHY BURKE & JULIA BROOKS (1999) "**Wavelength Elementary Course Book**" (**Rats** and **Lost Opportunities**), Longman, 1999.

Bibliografía Docente

- BOWEN, T. (1998) "**Inside Teaching**", Heinemann.
- OXFORD, R. (2000) "**Language Learning Strategies**", University of Alabama, Heinle & Heinle Publishers, Thomson Learning
- NUNAN, DAVID (2001) "**Second Language Teaching and Learning**", University of Hong Kong, International. Thomson Publishing Company, Boston, Massachusetts, USA.
- FREEMAN, DONALD (2000) "**Doing Teaching Research**", Heinle & Heinle Publishers, Canada.
- DURANTY, A. & GOODWIN, C. (1992) "**Rethinking Context**", Cambridge University Press.

UNITS	GRAMMAR, LEXIS AND PRONUNCIATION	SKILLS
0 CLASSROOM	Activities to introduce classroom language. Includes classroom vocabulary, teacher's instructions, ways of asking for repetition and spelling, etc.	
1 YOU	<ul style="list-style-type: none">- Possessive adjectives.- Verb "to be": questions and short answers.- Telephone numbers. Days. Months. Colours.- Sounds of the alphabet.	<ul style="list-style-type: none">- Exchanging personal information.- Talking about favourites.
2 PEOPLE	<ul style="list-style-type: none">- Present simple: auxiliary verbs.- Possessive 's.- Family. Jobs. Nationalities.- Word stress.	<ul style="list-style-type: none">- Talking about family.- Talking about people you know.
3 DAYS	<ul style="list-style-type: none">- Adverbs of frequency.- Like + -ing.- Object pronouns.	<ul style="list-style-type: none">- Talking about a perfect day.- Talking about habits



UNIVERSIDAD NACIONAL DE LA MATANZA

	<ul style="list-style-type: none"> - Daily activities. Prepositions of time: in, on, at. - Collocations: make and do. Leisure activities. - Third person endings: /s/, /z/, /ɪz/. 	<ul style="list-style-type: none"> and routines. - Talking about likes and dislikes.
4 LIVING	<ul style="list-style-type: none"> - There is / There are. - Some / any. - Rooms and furniture. - Prepositions of place. - Positive and negative adjectives. 	<ul style="list-style-type: none"> - Talking about houses and furniture. - Talking about where you want to live. - Writing a postcard.
5 REVIEW	Activities to review all the main language points in units 1, 2, 3 and 4.	
6 FOOD	<ul style="list-style-type: none"> - Nouns: countable and uncountable - Quantity: How much / How many? - Food and drink. Containers. would like - Vowel sounds 	<ul style="list-style-type: none"> - Talking about food - Talking about food combining - Talking about famous singers' backstage demands.
7 WORK	<ul style="list-style-type: none"> - Modals: can, can't, have to, don't have to. - Describing character. - Jobs. - Word stress. 	<ul style="list-style-type: none"> - Talking about your personality. - Talking about qualities needed for different jobs. - Writing a formal letter.
8 SEA	<ul style="list-style-type: none"> - Past simple: regular and irregular affirmative forms. - The past time marker ago. - Water sports. - Time expressions: on, in, at, last. - Time linkers. - -ed endings. 	<ul style="list-style-type: none"> - Talking about water sports. - Talking about past events. - Writing a simple narrative.
9 SOLO	<ul style="list-style-type: none"> - Past simple: regular and irregular negative and question forms. - Feelings. - Adjective + particle collocations. - Past simple vowel sounds. 	<ul style="list-style-type: none"> - Talking about feelings. - Talking about things you do alone. - Talking about Hollywood stars. - Writing a biography.
10 REVIEW	Activities to review all the main language points in units 6, 7, 8 and 9.	
11 LOOKS	<ul style="list-style-type: none"> - Present continuous. - Clothes. 	<ul style="list-style-type: none"> - Talking about what people wear.



UNIVERSIDAD NACIONAL DE LA MATANZA

	- Numbers 13/30, 14/40, etc.	
12 REALITY	- Future forms: want to, would like to, hope to, going to. - TV programmes. Collocations. - Vowel sounds.	- Talking about dreams and reality. - Talking about television. - Writing an online application to appear on Big Brother. - Talking about reality TV. - Talking about hopes and desires for the future.
13 THINGS	- Comparative and superlative adjectives. - Comparison structures. - Describing objects. Money. Big numbers.	- Talking about lost property. - Anecdote: the last time you went shopping. - Talking about your city. - Talking about valuable things.
14 ENERGY	- Frequency expressions: How often ...? - Parts of the body. Collocations. - Problems and advice: too, enough, should	- Talking about daily activities. - Talking about health and exercise. - Talking about character. - Talking about advice for everyday problems.
15 REVIEW	Activities to review all the main language points in units 11, 12, 13 and 14.	
16 DOTCOM	- to- infinitives. - Computer terms.	- Talking about websites.
17 DRIVE	- Question forms: How + adjective / adverb; What + noun. - Prepositions of movement.	- Talking about drives to work.
18 JUSTICE	- Time adverbials. Adverbs of manner.	- Talking about revenge. - Talking about stories.



UNIVERSIDAD NACIONAL DE LA MATANZA

19 EXREME	- Weather adjectives. - will / might	- Talking about nature.
20 REVIEW	Activities to review all the main language points in units 16, 17, 18 and 19.	

PROGRAMA ANALÍTICO CORRESPONDIENTE A LA ASIGNATURA TRANSVERSAL
INGLES NIVEL I VIGENTE DESDE EL AÑO 2004