 Universidad de Nariño	<b>DEPARTAMENTO DE LINGÜÍSTICA E IDIOMAS</b> <b>COMPETENCIAS BÁSICAS LENGUA EXTRANJERA</b>  <b>SYLLABUS FOR THE ENGLISH COURSES</b>	Código: CID-PRS-PG-01
		Página: 1 de 42
		Versión: 1
		Vigente a partir de 01/10/2008

**UNIVERSITY OF NARIÑO**  
**ENGLISH LANGUAGE CENTER**  
**LEVEL I FOR FACULTIES**

**CREDITS: 4 / WEEK**

**TOTAL CREDITS: 64**

**NUMBER OF HOURS: 6 HOURS A WEEK**

**TOTAL NUMBER OF HOURS PER SEMESTER: 96**

**COURSE DESCRIPTION**

The Syllabus of this course combines language input (Grammar, Vocabulary and Everyday English) with on the different skills: Reading, Speaking, Listening and Writing.

**Grammar:** The language that students are exposed to and the language they are motivated to produce is related to the use of: to be, present simple, past simple through different exercises and activities.

**Everyday English:** It covers three main areas: survival skills, functions and language for special occasions.

**Skills work:** It's realistic, that is, it is not only related to the student's linguistic abilities but also challenging and interesting.

**Reading and Listening:** They allow students develop different skills and a good pronunciation.

**Speaking:** Speaking activities enable students to speak, make conversation, be sociable, and function in the target language. There are many repetition exercises. Many speaking activities are personalized. Students are invited to relate the material in the Student Book to themselves, their lives, their families and experiences.

**Writing:** Students complete a number of practical tasks in class and others can be assigned as homework.


**COURSE OBJECTIVE**

To provide students with clear basis that will allow them to communicate using basic information and structures. This will be done through varied and motivating activities that will be used throughout the course.

**SPECIFIC OBJECTIVES**

At the end of the course the students will be able to:

- get to know each other and the teacher, and the teacher gets to know them by learning in an easy going and friendly classroom atmosphere.
- be exposed to language in a natural context through fluency activities: reading and listening exercises.
- learn about work and jobs by practicing the third person singular of the Present Simple in context.
- practice and personalize the use of all other persons of the Present Simple tense in activities related to free time and leisure.
- describe places, such as, rooms of the house, the classroom, etc.

 <p>Universidad de Nariño</p>	<b>DEPARTAMENTO DE LINGÜÍSTICA E IDIOMAS</b> <b>COMPETENCIAS BÁSICAS LENGUA EXTRANJERA</b>  <b>SYLLABUS FOR THE ENGLISH COURSES</b>	Código: CID-PRS-PG-01
		Página: 2 de 42
		Versión: 1
		Vigente a partir de 01/10/2008

- practice the use of can / can't for skills and abilities and to practice some past tenses: the Past of can (ability) and the Past Simple of the verb to be.
- talk about the past by using both regular and irregular forms of the Past Simple: question and negative forms.

### **METHODOLOGY**

A combination of the best of traditional methods with more recent approaches will be done to make the learning of English stimulating, motivating and effective, by exposing students to a variety of challenging and interesting types of text and encouraging them to produce accurate and level – appropriate language, and to bring their own personal experiences and feelings to the learning context.

*A traditional approach:* Basic grammatical structures for this level are presented, practiced, explained and tested in simple way. There are pre-communicative exercises to provide controlled practice and to get students' confidence by using English. Students learn new words in each unit.

*A current approach:* Real-life situations are rehearsed in the classroom, with role plays, situational activities, authentic material, etc. Students acquire new language items by seeing them and using them in communicative activities.

*Effective teaching:* The units provide a balanced, cohesive timetable for the presentation, practice, and personalization of target language in a variety of exercise types, relevant vocabulary work, and practical everyday situational English.

*Effective learning:* The contents of the book for level 1, as well as unit openers, headings, instructions, explanations guide students with maximum understanding and involvement.

### **COURSE MATERIAL**


#### **AMERICAN HEADWAY - BOOK 1A (Units 1 – 7)**

### **GRADING INFORMATION AND CRITERIA**

The students will be evaluated through written and oral exams and different activities such as workshops, debates, reading comprehension activities, guides, assigned readings and oral presentations. When an evaluation is missed the grade will be zero (0.0) except for those who had a health problem and present the corresponding medical excuse. For this reason any evaluation or graded activity has to be programmed in advance so that everybody knows when it will take place.

The final grade for the course is established as follows:

Class work	40%
Personal Work	10%
Midterms (oral and written)	30%
Final Test (oral and written)	20%

 <p>Universidad de Nariño</p>	<b>DEPARTAMENTO DE LINGÜÍSTICA E IDIOMAS</b> <b>COMPETENCIAS BASICAS LENGUA EXTRANJERA</b>  <b>SYLLABUS FOR THE ENGLISH COURSES</b>	Código: CID-PRS-PG-01
		Página: 3 de 42
		Versión: 1
		Vigente a partir de 01/10/2008

## GOALS OF EACH UNIT:

### Unit 1: Hello everybody!

SPECIFIC OBJECTIVE: To be able to use the verb to be in all its singular and plural forms as well as the possessive adjectives, countries and nationalities, and the numbers from 1 to 20 in different activities.

### Unit 2: Meeting people

SPECIFIC OBJECTIVE: To be able to use the verb to be in questions and negatives, as well as the possessive of the names ('s), opposites, members of the family and vocabulary related to be in a café.

### Unit 3: The world of work

SPECIFIC OBJECTIVE: To be able to use the third person singular of the Present Simple (he/she/it) in questions and negatives, as well as, jobs and the question: What time is it?

### Unit 4: Hello everybody!

SPECIFIC OBJECTIVE: To be able to use all of other persons of the Present Simple tense, as well as leisure activities and social expressions in different exercises and situations.

### Unit 5: Where do you live?

SPECIFIC OBJECTIVE: To be able to use there is/ there are, prepositions, some/ any, this/ that, furniture and directions in different activities.

### Unit 6: Can you speak English?

SPECIFIC OBJECTIVE: To be able to use the present (can / can't) and the past of can (for ability): could / couldn't and the past of the verb to be: was / were as well as to learn some words that sound the same and to practice the situation: on the phone.

### Unit 7: Then and now

SPECIFIC OBJECTIVE: To be able to use the both regular and irregular verbs of the Past simple, as well as to learn and practice with silent letters and vocabulary for special occasions in different activities.



Universidad  
de Nariño

**DEPARTAMENTO DE LINGÜISTICA E IDIOMAS  
COMPETENCIAS BASICAS LENGUA EXTRANJERA**

**SYLLABUS FOR THE ENGLISH COURSES**

Código: CID-PRS-PG-01

Página: 4 de 42

Versión: 1

Vigente a partir de  
01/10/2008

**CLASS CONTENT**

<b>SCHEDULE</b>	<b>IN-CLASS</b>	<b>PERSONAL WORK</b>
Week 1	Unit 1 <b>GRAMMAR:</b> <u>Verb to be:</u> am / is / are, I'm from Korea. He's a doctor. P. 2, P. 5 <u>Possessive Adjectives:</u> my, your, his, her. P. 2, P.3 <b>VOCABULARY:</b> <u>Countries:</u> Mexico, Japan. P. 3, P.4 <b>SKILLS WORK</b> <u>Reading and Writing:</u> Introducing yourself. P. 5	WB. P. 1-3
Week 2	Unit 1 <b>VOCABULARY:</b> <u>Using a bilingual dictionary.</u> P. 6 <u>Everyday objects:</u> a key, a newspaper. P. 6 <u>Plural Nouns:</u> bags, apples. P.6 <b>SKILLS WORK</b> <u>Listening and Speaking:</u> The alphabet song. P. 6 <b>EVERYDAY ENGLISH:</b> Telephone numbers. P. 7 How are you? See you then. P. 7  TEST	WB. P. 4-5
Week 3	Unit 2 <b>GRAMMAR:</b> <u>Verb to be.</u> <u>Questions and negatives:</u> What's her first name? P. 8 She isn't married. P. 9 <u>Negatives and short answers:</u> No, she isn't. P. 8 <u>Possessive ('s)</u> Patrick's daughter. P.10 <b>VOCABULARY:</b> <u>The Family:</u> mother, uncle P. 10 - 11	WB. P. 6-8
Week 4	Unit 2 <b>VOCABULARY:</b> <u>Opposite adjectives:</u> old - young. P. 12 <u>Food and drink:</u> hamburger and French fries, tea, coffee. P. 14 <b>SKILLS WORK</b>	WB. P. 9-10



Universidad  
de Nariño

**DEPARTAMENTO DE LINGÜÍSTICA E IDIOMAS  
COMPETENCIAS BÁSICAS LENGUA EXTRANJERA**

**SYLLABUS FOR THE ENGLISH COURSES**

Código: CID-PRS-PG-01

Página: 5 de 42

Versión: 1

Vigente a partir de  
01/10/2008

	<p><u>Reading and listening:</u> A letter from America. P. 12</p> <p><b>EVERYDAY ENGLISH:</b></p> <p><u>In a café:</u> Prices. P. 14 Can I have...? How much is it? P. 15</p> <p><b>TEST</b></p>	
Week 5	<p>Unit 3</p> <p><b>GRAMMAR:</b></p> <p><u>Present simple 1:</u> he/she/it . P. 16</p> <p>She works 16 hours a day. P. 16</p> <p><u>Questions and negatives:</u></p> <p>Does he speak Chinese? No, he doesn't. P. 18</p> <p><b>VOCABULARY:</b></p> <p><u>Verbs:</u> help, make, pump P. 20</p> <p><b>SKILLS WORK</b></p> <p><u>Reading:</u> Seamus McSporrán – the man with thirteen jobs. P. 20</p>	WB. P. 11- 14
Week 6	<p>Unit 3</p> <p><b>SKILLS WORK</b></p> <p><u>Listening and speaking:</u> Seamus's day. P. 21</p> <p><b>VOCABULARY:</b></p> <p><u>Jobs:</u> A pilot flies planes. P. 22</p> <p><b>EVERYDAY ENGLISH</b></p> <p><u>What time is it?</u> It's a quarter after five. It's about six o' clock. P. 23</p> <p><b>TEST</b></p>	<p>WB. P. 15</p> <p><b>WRITING:</b> Personal pronouns and possessive adjectives. WB. P. 16</p> <p>Rewriting a text. WB. P. 16</p>
Week 7	<p>Unit 4</p> <p><b>GRAMMAR:</b></p> <p><u>Present simple 1:</u> I/you/we/they .</p> <p>I go to the gym. We don't go out on Friday evenings. Why do you like your job? P. 25</p> <p><b>SKILLS WORK</b></p> <p><u>Speaking:</u> A questionnaire: How do you live? P. 27</p> <p><u>Reading and listening:</u> Three people talk about their favorite season. P. 28</p>	WB. P. 17-19
Week 8	<p>Unit 4</p> <p><b>SKILLS WORK</b></p> <p><u>Speaking:</u> What's your favorite season? P. 29.</p> <p>Leisure activities. P. 30</p> <p><b>VOCABULARY</b></p> <p><u>Leisure activities:</u> dancing, skiing. P. 30</p> <p><b>EVERYDAY ENGLISH:</b></p>	<p>WB. P. 20</p> <p><b>WRITING:</b> An informal letter. A letter to a pen pal. WB. P. 21</p>



Universidad  
de Nariño

**DEPARTAMENTO DE LINGÜÍSTICA E IDIOMAS  
COMPETENCIAS BÁSICAS LENGUA EXTRANJERA**

**SYLLABUS FOR THE ENGLISH COURSES**

Código: CID-PRS-PG-01

Página: 6 de 42

Versión: 1

Vigente a partir de  
01/10/2008

	<p><u>Social expressions:</u> I'm sorry. Excuse me. Pardon? P. 31</p> <p>TEST</p>	
Week 9	<p>Unit 5 GRAMMAR: <u>There is / are:</u> There's a book on the table. P. 32 <u>How many...?</u> How many books are there? P. 32 <u>Prepositions of place:</u> In front of the sofa. P. 32 <u>Some and any:</u> There are some cups. There aren't any plates. P. 34 <u>This, that, these, those</u> This is the kitchen. What's in these cabinets? P. 34 VOCABULARY <u>Rooms:</u> living room, kitchen. P. 32 <u>Household items:</u> armchair, lamp, cabinet, dishwasher. P. 32 <u>What's in your bag?</u> Letter, bus ticket, cell phone. P. 35 SKILLS <u>Speaking and listening:</u> What are the differences between the two pictures? P. 33</p>	WB. P. 22-25
Week 10	<p>Unit 5 VOCABULARY <u>Parts of a plane:</u> cockpit, steps. P. 36 <u>Places:</u> movie, theater, bank. P. 39 SKILLS WORK <u>Reading and speaking:</u> At home on a plane. P. 36 Listening and speaking: Homes around the world. P. 38 EVERYDAY ENGLISH: <u>Is there a post office near here? Yes, it's over there.</u> P. 39</p> <p>TEST</p>	<p>WB. P. 26</p> <p>WRITING: Linking words: and, so, but, because. WB. P. 27 Describing where you live. WB. P. 27</p>
Week 11	<p>Unit 6 GRAMMAR <u>Can / can't:</u> I can ski really well. She can't</p>	<p>WB. P. 28 – 30</p> <p>WRITING:</p>



Universidad  
de Nariño

**DEPARTAMENTO DE LINGÜÍSTICA E IDIOMAS  
COMPETENCIAS BÁSICAS LENGUA EXTRANJERA**

**SYLLABUS FOR THE ENGLISH COURSES**


Código: CID-PRS-PG-01

Página: 7 de 42

Versión: 1

Vigente a partir de  
01/10/2008

	<p>speak Japanese. P. 40  <u>Was / were:</u> Where were you last night? P. 42  <u>Could:</u> I could swim when I was five. P. 42  <u>Was born:</u> He was born in Brooklyn. P. 43  <b>VOCABULARY</b>          Countries and languages: China, Chinese. P. 40          Verbs: translate, check, laugh. P. 41  <b>SKILLS WORK</b>  <u>Speaking:</u> Questionnaire: What can you do? P. 41.</p>	<p>Formal letters 1          A letter of application job. WB. P. 32</p>
Week 12	<p>Unit 6  <b>VOCABULARY</b>  <u>Words that sound the same:</u> I, eye; no, know. P. 46  <b>SKILLS WORK</b>  <u>Reading and speaking:</u> Super kids. P. 44  <b>EVERYDAY ENGLISH:</b>  <u>On the phone.</u> Directory Assistance. P. 46.          Can I speak to Gina, please? I'll get her. P. 47  <b>TEST</b></p>	<p>WB. P. 31  <b>WRITING:</b>          Formal letters 1          A letter of application job. WB. P. 32</p>
Week 13	<p>Unit 7  <b>GRAMMAR</b>  <b>Past Simple 1</b>  <u>Regular Verbs:</u> She started work when she was eight. P. 48.  <u>Irregular verbs:</u> He left home in 1993. P. 50  <u>Time expressions:</u> last night, yesterday morning. P. 51.  <b>VOCABULARY</b>  <u>Verbs:</u> earn, marry, die. P. 49  <u>Verbs:</u> see, leave, become. P. 50  <b>SKILLS WORK</b>  <u>Speaking:</u> What did you do at the end of the 20<sup>th</sup> century? P. 50 When did it happen? P. 51</p>	<p>WB. P. 33- 35</p>
Week 14	<p>Unit 7  <b>VOCABULARY</b>  <u>Spelling and silent letters:</u> white, listen. P. 54  <b>SKILLS WORK</b>  <u>Reading and speaking:</u> Two famous firsts: George Washington and Nelson Mandela. P. 52  <b>EVERYDAY ENGLISH:</b></p>	<p>WB. P. 36  <b>WRITING:</b> Writing a paragraph describing a vacation. WB. P. 36 - 37</p>

 Universidad de Nariño	<b>DEPARTAMENTO DE LINGÜÍSTICA E IDIOMAS</b> <b>COMPETENCIAS BÁSICAS LENGUA EXTRANJERA</b>  <b>SYLLABUS FOR THE ENGLISH COURSES</b>	Código: CID-PRS-PG-01
		Página: 8 de 42
		Versión: 1
		Vigente a partir de 01/10/2008

	<u>Special occasions:</u> Thanksgiving. Happy birthday! P. 55	
	TEST	

### COMPLEMENTARY ACTIVITIES:

Communicative activities to support and reinforce the syllabus, as well as grammar exercises, reading, writing, speaking, listening activities, exercises of vocabulary, games, songs, contests, etc.

#### Student Resources:

<http://a4esl.org/> (Activities for ESL)

[http:// www.bbc.co.uk/worldservice/learningenglish/index.shtml](http://www.bbc.co.uk/worldservice/learningenglish/index.shtml)

[http:// www.britishcouncil.org/learnenglish](http://www.britishcouncil.org/learnenglish)

<http://tapestry.heinle.com>

[www.ohiou.edu/esl/english/grammar/activities.html](http://www.ohiou.edu/esl/english/grammar/activities.html)

[www.eslwonderland.com/activities/index.htm](http://www.eslwonderland.com/activities/index.htm)

[iteslj.org/c/games.html](http://iteslj.org/c/games.html)

#### Required Readings from:

Active listening building skills for understanding. Cambridge University Press

American Shine. (for teens) 1. 2. Garton, Judy. Mexico. 2002


Elementary A. Move Up. Student's book. Practice book. Greenall Simon. Heinemann. 2000

English Grammar in use. Murphy, Raymond, Cambridge University Press 1998

Starter. Move Up. Student's book. Practice book. Greenall Simon. Heinemann. 2000

Tapestry Listening and Speaking 1. Rebecca. L. Oxford. Series Editor.



 <p>Universidad de Nariño</p>	<b>DEPARTAMENTO DE LINGÜÍSTICA E IDIOMAS</b> <b>COMPETENCIAS BASICAS LENGUA EXTRANJERA</b>  <b>SYLLABUS FOR THE ENGLISH COURSES</b>	Código: CID-PRS-PG-01
		Página: 9 de 42
		Versión: 1
		Vigente a partir de 01/10/2008

**UNIVERSITY OF NARIÑO**  
**ENGLISH LANGUAGE CENTER**  
**LEVEL II FOR FACULTIES**

**CREDITS: 4 / WEEK**

**TOTAL CREDITS: 64**

**NUMBER OF HOURS: 6 HOURS A WEEK**

**TOTAL NUMBER OF HOURS PER SEMESTER: 96**

**COURSE DESCRIPTION**

This course keeps on building a foundation in the structure of the language, gradually building students' understanding of the basic grammar vocabulary, and functions of English. All four skills are developed from a wide variety of material with extensive practice activities which provide students with further practice on functional language and social situations.

**COURSE OBJECTIVE**

To keep on building the basic foundations students need to be able to communicate about simple topics related to everyday situations. This will be done through varied and motivating activities that will be used throughout the course.

**SPECIFIC OBJECTIVES**

The students will be able

- To talk about their experiences in life
- To listen to people in different situations and locations
- To make readings with basic grammar
- To write paragraphs using the correct grammar

**METHODOLOGY**


This course teaches students how to use English for everyday situations and purposes related to school, social life, work and leisure. The underlying philosophy is that learning a second or foreign language is more rewarding, effective and meaningful when the language is used for authentic communication. Throughout this course students will be presented with natural and useful language. In addition the students have the opportunity to personalize the language they learn, make use of their own knowledge and experiences, and express their ideas and opinions.

**COURSE MATERIAL**

**AMERICAN HEADWAY - BOOK 1B (Units 1 – 7)**

**GRADING INFORMATION AND CRITERIA**

Students are expected to do the assigned tasks, do homework and participate in class discussions. If the class is missed then it is responsibility of the student to catch up with class work. If an evaluation is missed then the grade will be zero unless the absence can

 <p>Universidad de Nariño</p>	<b>DEPARTAMENTO DE LINGÜÍSTICA E IDIOMAS</b> <b>COMPETENCIAS BASICAS LENGUA EXTRANJERA</b>  <b>SYLLABUS FOR THE ENGLISH COURSES</b>	Código: CID-PRS-PG-01
		Página: 10 de 42
		Versión: 1
		Vigente a partir de 01/10/2008

be justified within the time limit. No make-up work will be given without a doctor's certificate. Each hour of class has been designed to require two hours of personal work divided into activities listed below. Students will also be required to practice and participate greatly so as to improve their own competence.

The final grade for the course is established as follows:

Class work	40%
Personal Work	10%
Midterms (oral and written)	30%
Final Test (oral and written)	20%

### **GOALS OF EACH UNIT:**

#### **Unit 1: HOW LONG AGO?**

SPECIFIC OBJECTIVE: To be able to talk about past experiences; using negatives and time expressions.

#### **Unit 2: FOOD YOU LIKE?**

SPECIFIC OBJECTIVE: To be able to talk about preferences in food; making the difference between count and non count nouns.

#### **Unit 3: BIGGER AND BETTER!**

SPECIFIC OBJECTIVE: To be able to make comparisons; using city and country adjectives and nouns.

#### **Unit 4: LOOKING GOOD!**

SPECIFIC OBJECTIVE: To be able to describe what people are wearing; expressing possession and using possessive adjectives.


#### **Unit 5: LIFE'S AN ADVENTURE!**

SPECIFIC OBJECTIVE: To be able to talk about future plans; using time expressions; making predictions about the weather.

#### **Unit 6: YOU'RE PRETTY SMART**

SPECIFIC OBJECTIVE: To describe feelings; asking for and giving reasons; using adverbs and adjectives

#### **Unit 7: HAVE YOU EVER?**

 <p>Universidad de Nariño</p>	<b>DEPARTAMENTO DE LINGÜÍSTICA E IDIOMAS</b> <b>COMPETENCIAS BÁSICAS LENGUA EXTRANJERA</b>  <b>SYLLABUS FOR THE ENGLISH COURSES</b>	Código: CID-PRS-PG-01
		Página: 11 de 42
		Versión: 1
		Vigente a partir de 01/10/2008

SPECIFIC OBJECTIVE: Describing experiences about the past: contrasting tenses.

### CLASS CONTENT

Schedule	In-class	Personal Work
<b>Week 1</b>	Unit 8 Grammar -Negatives and ago p. 57 Reading and listening - three inventors page 58 Speaking – incredible information p. 58 Grammar. Time expressions p. 59	Tell the class about your day so far. p. 59 Linking words WB p. 43
<b>Week 2</b>	Unit 8 Vocabulary - Which word is different? p. 59 Vocabulary – phonetic symbols p. 59 Listening and speaking – how did you two meet? p. 60 Every day English – what’s the date? P. 61 Vocabulary - Relationships p. 60	Tell the class how you met your boyfriend/girlfriend p. 61 Describing an old friend WB p. 43
<b>Week 3</b>	Stop and check 2 Teacher’s book p. 128	Video worksheet
<b>Week 4</b>	Unit 9 Grammar – count and non count nouns p. 62 Vocabulary – food and drink p.62 Grammar - Do you like? /Would you like? P. 63 Grammar.- a and some p. 64 Vocabulary - stores and shopping p. 65	Work with a partner. Role play a conversation in a restaurant. Write about meals in your country p. 66 Formal letters WB p 49
<b>Week 5</b>	Unit 9 Grammar – much and many p 66 Reading and speaking – food around the world meal in your country p. 66 Listening and speaking – my favorite food p. 68 Every day English – polite request p. 69	Work with a partner. Role play a conversation in a store p. 66  Tell the class about your favorite food p. 68
<b>Week 6</b>	Unit 10 Grammar - comparatives p. 70 Vocabulary – city and country	Compare two towns or cities you know. Which do you like better? Why? P. 71



Universidad  
de Nariño

**DEPARTAMENTO DE LINGÜÍSTICA E IDIOMAS  
COMPETENCIAS BÁSICAS LENGUA EXTRANJERA**

**SYLLABUS FOR THE ENGLISH COURSES**


Código: CID-PRS-PG-01

Página: 12 de 42

Versión: 1

Vigente a partir de  
01/10/2008

	adjectives p. 70 Grammar - superlatives p. 72 Speaking – Maria’s the youngest p. 73	Linking words. WB p. 54
<b>Week 7</b>	Unit 10 Reading and speaking - three musical cities p. 74 Vocabulary – city and country nouns p. 76 Every day English – directions 2 p. 77	Write information about your city or town. P. 74 Describing people. WB p. 60
<b>Week 8</b>	Unit 11 Grammar – present continuous p. 78 Vocabulary – describing people p. 78 Vocabulary – clothes p. 78 Grammar –whose is it? p. 80 Grammar – possessive pronouns p. 80 Listening and speaking - who’s at the party p. 80	Check it p. 81 Linking words WB p. 60
<b>Week 9</b>	Unit 11 Listening and speaking a song p. 82 Vocabulary – words that rhyme p. 84 Vocabulary – vowels and diphthongs p. 84 Vocabulary – tongue twisters p. 84 Every day English – in a clothing store p. 85	Practice a conversation with a partner in a clothing store. P. 85 Describing people. WB p. 60
<b>Week 10</b>	Unit 12 Grammar – going to p. 86 Vocabulary –verbs p. 88 Grammar – infinitive of purpose p. 88	Questions about you. Work with a partner p. 87 Writing a postcard WB p. 66
<b>Week 11</b>	Unit 12 Reading and speaking – dangerous sports p. 90 Vocabulary – the weather p. 92 Every day English – making suggestions p.93	Interview a person. Tell the class about his/her life p. 92 Make a conversation with a partner suggesting what to do when the weather is good or bad
<b>Week 12</b>	Stop and check 3 Teacher’s book 130	Video work sheet Exercises
<b>Week 13</b>	Unit 13 Grammar – question forms p. 94 Grammar – adverbs and adjectives p. 96 Speaking and listening – noises in the	Tell the class about your favorite story when you were a child p. 98 Adverbs WB p. 61

 Universidad de Nariño	<b>DEPARTAMENTO DE LINGÜÍSTICA E IDIOMAS</b> <b>COMPETENCIAS BÁSICAS LENGUA EXTRANJERA</b>  <b>SYLLABUS FOR THE ENGLISH COURSES</b>	Código: CID-PRS-PG-01
		Página: 13 de 42
		Versión: 1
		Vigente a partir de 01/10/2008

	night p. 96 Vocabulary – describing feelings p. 97	
<b>Week 14</b>	Unit 13 Reading and listening - a story in a story p. 98 Every day English – catching a train p. 101	Writing a story WB p 71 Exercise WB p 72 – 73
<b>Week 15</b>	Unit 14 Grammar – ever and never p. 102 Grammar – present perfect and past simple p. 103 Vocabulary – past participles p. 103 Grammar – yet and just p. 104	I just did it p. 105 A thank-you letter WB p. 76
<b>Week 16</b>	Unit 14 Reading and listening - how to live to be 100 p. 106 Listening – a song p. 108 Vocabulary – at the airport p. 109 Every day English – at the airport p. 109	Role play a conversation at the airport p. 109 Exercises WB p. 77
<b>Week 17</b>	Stop and check 4 Teacher's book p. 132	Video work sheet Review exercises
<b>Week 18</b>	Final exam	

### COMPLEMENTARY ACTIVITIES:

Communicative activities to support and reinforce the syllabus, as well as grammar exercises, reading, writing, speaking, listening activities, exercises of vocabulary, games, songs, contests, etc.

### Student Resources:

<http://a4esl.org/> (Activities for ESL)

[http:// www.bbc.co.uk/worldservice/learningenglish/index.shtml](http://www.bbc.co.uk/worldservice/learningenglish/index.shtml)

[http:// www.britishcouncil.org/learnenglish](http://www.britishcouncil.org/learnenglish)


<http://tapestry.heinle.com>

[www.ohiou.edu/esl/english/grammar/activities.html](http://www.ohiou.edu/esl/english/grammar/activities.html)


[www.eslworldland.com/activities/index.htm](http://www.eslworldland.com/activities/index.htm)

[iteslj.org/c/games.html](http://iteslj.org/c/games.html)

### Required Readings from:

 <p>Universidad de Nariño</p>	<b>DEPARTAMENTO DE LINGÜÍSTICA E IDIOMAS</b> <b>COMPETENCIAS BÁSICAS LENGUA EXTRANJERA</b>  <b>SYLLABUS FOR THE ENGLISH COURSES</b>	Código: CID-PRS-PG-01
		Página: 14 de 42
		Versión: 1
		Vigente a partir de 01/10/2008

- New interchange 1. English for international communication, Richards Jack C., Cambridge University Press
- English Grammar In Use. Murphy, Raymond, Cambridge University Press 1998
- Cambridge First Certificate in English. Avenues, Cambridge University Press
- New interchange 1. English for international communication, Richards Jack C., Cambridge University Press
- English Grammar In Use. Murphy, Raymond, Cambridge University Press 1998
- Cambridge First Certificate in English. Avenues, Cambridge University Press

 <p>Universidad de Nariño</p>	<b>DEPARTAMENTO DE LINGÜÍSTICA E IDIOMAS</b> <b>COMPETENCIAS BÁSICAS LENGUA EXTRANJERA</b>  <b>SYLLABUS FOR THE ENGLISH COURSES</b>	Código: CID-PRS-PG-01
		Página: 15 de 42
		Versión: 1
		Vigente a partir de 01/10/2008

**UNIVERSITY OF NARIÑO**  
**ENGLISH LANGUAGE CENTER**  
**LEVEL III FOR FACULTIES**

**CREDITS: 4 / WEEK**

**TOTAL CREDITS: 64**

**NUMBER OF HOURS: 6 HOURS A WEEK**

**TOTAL NUMBER OF HOURS PER SEMESTER: 96**

**COURSE DESCRIPTION**

This course is designed to improve students' four skills through a variety of activities, as well as improving pronunciation and building vocabulary.

**COURSE OBJECTIVE**

The primary goal of this course is to teach the ability to communicate according to the situation, purpose and roles of the participants.

**SPECIFIC OBJECTIVES**

At the end of the course the students will be able

- To analyze the systems of language in context as it exposes them to a variety of challenging and interesting types of text.
- To produce accurate and level-appropriate language
- To speak, make conversations, be sociable in the target language
- To complete a number of practical tasks, such as writing informal letters in which structures and linking words are practiced

**METHODOLOGY**

In this level, American Headway proposes to combine traditional methods with current approaches. Language input (grammar, vocabulary and everyday English) with work skills are taught in context to make them immediately usable. They are carefully selected with a high profile in order to be flexible so that teachers can adopt one according to their student's situation. Moreover students are encouraged to assume more responsibility for their language acquisition.


**COURSE MATERIAL**

**AMERICAN HEADWAY - BOOK 2A (Units 1 – 7)**

**GRADING INFORMATION AND CRITERIA**

American Headway focuses on four skills and language input.

During the class, students develop control on communicative activities in an oral and writing way such as role plays, games, vocabulary work, quizzes, discussions, crossword puzzles, songs and informal gap exercises.

 <p>Universidad de Nariño</p>	<b>DEPARTAMENTO DE LINGÜÍSTICA E IDIOMAS</b> <b>COMPETENCIAS BASICAS LENGUA EXTRANJERA</b>  <b>SYLLABUS FOR THE ENGLISH COURSES</b>	Código: CID-PRS-PG-01
		Página: 16 de 42
		Versión: 1
		Vigente a partir de 01/10/2008

If a class is missed then it is the responsibility of the student to catch up with the class work. If an evaluation is missed then the grade will be zero unless the absence can be justified within the time limit. No make-up work will be given without a doctor's certificate.

The final grade for the course is established as follows:

Class work	40%
Personal Work	10%
Midterms (oral and written)	30%
Final Test (oral and written)	20%

### **GOALS OF EACH UNIT:**

#### **Unit 1: GETTING TO KNOW YOU**

SPECIFIC OBJECTIVE: To be able to use a bilingual dictionary and social expressions; review of question forms.

#### **Unit 2: THE WAY WE LIVE**

SPECIFIC OBJECTIVE: To be able to use Present simple and present continuous; identifying collocations.

#### **Unit 3: IT ALL WENT WRONG**

SPECIFIC OBJECTIVE: To be able to build vocabulary and awareness of how English works by looking at how suffixes and prefixes can change verbs to nouns, nouns to adjectives, and affirmatives to negatives.

#### **Unit 4: LET'S GO SHOPPING**

SPECIFIC OBJECTIVE: To be able to talk about shopping situations.

#### **Unit 5: WHAT DO YOU WANT TO DO?**


SPECIFIC OBJECTIVE: To be able to express a future intention or decision made the moment of speaking; making offers and expressing intentions.

#### **Unit 6: THE BEST IN THE WORLD**

SPECIFIC OBJECTIVE: To practice comparatives and superlatives; getting and giving directions with prepositions of place.

#### **Unit 7: FAME**




 <p>Universidad de Nariño</p>	<b>DEPARTAMENTO DE LINGÜÍSTICA E IDIOMAS</b> <b>COMPETENCIAS BÁSICAS LENGUA EXTRANJERA</b>  <b>SYLLABUS FOR THE ENGLISH COURSES</b>	Código: CID-PRS-PG-01
		Página: 17 de 42
		Versión: 1
		Vigente a partir de 01/10/2008

**SPECIFIC OBJECTIVE:** Introducing some uses of present perfect tense; using either a present tense or a past tense in the reading section; talking about people's experiences.

### CLASS CONTENT

Schedule	In-class	Personal Work
<b>Week 1</b>	Program presentation – getting to know each other	
<b>Week 2 and 3</b>	Grammar: present, past, future; questions: where were you born?; question words: who, why, how much; listening exercise.	Writing letters, informal letters: A letter to a pen pal. WB p. 5
<b>Week 4 and 5</b>	Grammar: present tenses: simple, continuous ; listening: You drive me crazy p. 16	Writing activities WB p.10-11
<b>Week 6</b>	Questions and general review plus FIRST MID TERM (ORAL AND WRITTEN)	
<b>Week 7 and 8</b>	Grammar: past tenses: simple, continuous; listening activity p. 22	Writing activity WB. P. 13
<b>Week 9 and 10</b>	Grammar: quantity expressions; articles; listening activity p. 29; buying things p. 32	Writing activity: filling out forms. WB p. 22
<b>Week 11</b>	Questions and general review plus SECOND MIDTERM (ORAL AND WRITTEN)	
<b>Week 12 and 13</b>	Grammar: verb patterns 1; future intentions with WILL and GOING TO, listening activity p. 40	Writing a postcard, WB p. 22
<b>Week 14 and 15</b>	Grammar for descriptions; comparatives and superlatives, Listening activity p. 45	Writing relative clauses and describing a place. WB p. 33
<b>Week 16 and 17</b>	Grammar: present perfect vs. past simple; tense review; listening activity p. 53	Writing: relative clauses2. p. 37 and writing a biography WB p. 38
<b>Week 18</b>	Questions and general review plus Final Written and oral exams	

### COMPLEMENTARY ACTIVITIES:

 Universidad de Nariño	<b>DEPARTAMENTO DE LINGÜÍSTICA E IDIOMAS</b> <b>COMPETENCIAS BÁSICAS LENGUA EXTRANJERA</b>  <b>SYLLABUS FOR THE ENGLISH COURSES</b>	Código: CID-PRS-PG-01
		Página: 18 de 42
		Versión: 1
		Vigente a partir de 01/10/2008

The activities suggested to improve the English skills could be listening to authentic material, development of the workbook, videos, outdoor activities and reading.

**Student Resources:**

**<http://a4esl.org/> (Activities for ESL)**

[http:// www.bbc.co.uk/worldservice/learningenglish/index.shtml](http://www.bbc.co.uk/worldservice/learningenglish/index.shtml)


[http:// www.britishcouncil.org/learnenglish](http://www.britishcouncil.org/learnenglish)

<http://tapestry.heinle.com>

[www.ohiou.edu/esl/english/grammar/activities.html](http://www.ohiou.edu/esl/english/grammar/activities.html)

[www.eslwonderland.com/activities/index.htm](http://www.eslwonderland.com/activities/index.htm)

[iteslj.org/c/games.html](http://iteslj.org/c/games.html)

 <p>Universidad de Nariño</p>	<b>DEPARTAMENTO DE LINGÜÍSTICA E IDIOMAS</b> <b>COMPETENCIAS BÁSICAS LENGUA EXTRANJERA</b>  <b>SYLLABUS FOR THE ENGLISH COURSES</b>	Código: CID-PRS-PG-01
		Página: 19 de 42
		Versión: 1
		Vigente a partir de 01/10/2008

**UNIVERSITY OF NARIÑO**  
**ENGLISH LANGUAGE CENTER**  
**LEVEL IV FOR FACULTIES**

**CREDITS: 4 / WEEK**

**TOTAL CREDITS: 64**

**NUMBER OF HOURS: 6 HOURS A WEEK**

**TOTAL NUMBER OF HOURS PER SEMESTER: 96**

**COURSE DESCRIPTION**

This course is designed to improve students' skills through a variety of activities such as pair work, role-play, group work, conversation and grammar analysis. This level builds on the foundations of accurate and fluent communication by extending grammatical, lexical and functional skills. Through the use of a wide variety of stimulation and challenging activities, students are able to consolidate and develop their communicative in English.

**COURSE OBJECTIVE**

To keep on building the foundations students need to be able to communicate about a variety of topics related to everyday situations. This will be done through varied and motivating activities that will be used throughout the course.

**SPECIFIC OBJECTIVES**

At the end of the course the students will be able to

- Listen to narratives, commercials, discussions and interviews.
- Read about cross-cultural themes exploring life styles and values in different countries through authentic material.
- Review key language issue form previous courses in order to consolidate.
- Strengthen their communicative competence through listening, speaking, reading and writing activities.


**METHODOLOGY**

This course teaches students how to use English for everyday situations and purposes related to school, social life, work and leisure. The underlying philosophy is that learning a second or foreign language is more rewarding, effective and meaningful when the language is used for authentic communication. Throughout this course students will be presented with natural and useful language. In addition the students have the opportunity to personalize the language they learn, make use of their own knowledge and experiences, and express their ideas and opinions.

**COURSE MATERIAL**

**AMERICAN HEADWAY - BOOK 2B (Units 8-14)**

**GRADING INFORMATION AND CRITERIA**

 <p>Universidad de Nariño</p>	<b>DEPARTAMENTO DE LINGÜÍSTICA E IDIOMAS</b> <b>COMPETENCIAS BÁSICAS LENGUA EXTRANJERA</b>  <b>SYLLABUS FOR THE ENGLISH COURSES</b>	Código: CID-PRS-PG-01
		Página: 20 de 42
		Versión: 1
		Vigente a partir de 01/10/2008

The main linguistic focus on this course will be on listening and speaking. However this will give rise to many other linguistic practices e.g. analysis, debate and writing.

Students are expected to do the assigned tasks, do homework and participate in class discussions. If a class is missed then it is the responsibility of the student to catch up with class work. If an evaluation is missed then the grade will be zero unless the absence can be justified within the time limit. No make-up work will be given without a doctor's certificate. Each hour of class has been designed to require two hours of personal work divided into activities listed below. Students will also be required to practice and participate greatly so as to improve their own competence.

The final grade for the course is established as follows:

Class work	40%
Personal Work	10%
Midterms (oral and written)	30%
Final Test (oral and written)	20%

#### **GOALS OF EACH UNIT:**

##### **UNIT 8 DOS AND DONT'S**

**SPECIFIC OBJECTIVE:** To be able to express possession or an action, obligation; asking for and giving advice or suggestions.

##### **UNIT 9 GOING PLACES**

**SPECIFIC OBJECTIVE:** To be able to express a possible condition and a probable result in the future and a decision or intention made at the moment of speaking.

##### **UNIT 10 SCARED TO DEATH**


**SPECIFIC OBJECTIVE:** To be able to express a past habit or a past state and to describe feelings and situations using exclamations.

##### **UNIT 11: THINGS THAT CHANGED THE WORLD**

**SPECIFIC OBJECTIVE:** To be able to describe processes; describing inventions that changed the world and our lives.

##### **UNIT 12: DREAMS AND REALITY**

**SPECIFIC OBJECTIVE:** To be able to express an unreal or improbable condition and its probable result in the present or future and a future possibility.

 <p>Universidad de Nariño</p>	<b>DEPARTAMENTO DE LINGÜÍSTICA E IDIOMAS</b> <b>COMPETENCIAS BÁSICAS LENGUA EXTRANJERA</b>  <b>SYLLABUS FOR THE ENGLISH COURSES</b>	Código: CID-PRS-PG-01
		Página: 21 de 42
		Versión: 1
		Vigente a partir de 01/10/2008

### **UNIT 13: MAKING A LIVING**

**SPECIFIC OBJECTIVE:** To be able to express an activity which began in the past and continues to the present and to refer to an activity with a result in the present.

### **UNIT 14: ALL YOU NEED IS LOVE**

**SPECIFIC OBJECTIVE:** To be able to express an action in the past which happened before another action in the past and to report what people said.

#### **CLASS CONTENT**

SCHEDULE	IN - CLASS	PERSONAL WORK
<b>WEEK 1</b>	Program presentation – getting to know each other	
<b>WEEK 2</b>	Unit 8 Do's and don'ts. Part 1 from starter to Listening and Speaking	Workbook Unit 8 part 1 Pag. 39-41
<b>WEEK 3</b>	Unit 8 Do's and don'ts. Part 2 from Reading and speaking to Everyday English	Workbook Unit 8 part 2 Pag. 42-43
<b>WEEK 4</b>	Unit 9 Going places. Part 1 from starter to Listening and Speaking	Workbook Unit 9 part 1 Pag. 44-46
<b>WEEK 5</b>	Unit 9 Going places. Part 2 from Reading and speaking to Everyday English	Workbook Unit 9 part 2 Pag. 47-48
<b>WEEK 6</b>	Questions and general review plus <b>FIRST MID TERM (ORAL AND WRITTEN)</b>	
<b>WEEK 7</b>	Unit 10 Scared to death. Part 1 from starter to Listening and Speaking	Workbook Unit 10 part 1 Pag. 49-51



Universidad  
de Nariño

**DEPARTAMENTO DE LINGÜÍSTICA E IDIOMAS  
COMPETENCIAS BÁSICAS LENGUA EXTRANJERA**

**SYLLABUS FOR THE ENGLISH COURSES**


Código: CID-PRS-PG-01

Página: 22 de 42

Versión: 1

Vigente a partir de  
01/10/2008

<b>WEEK 8</b>	Unit 10 Scared to death. Part 2 from Reading and speaking to Everyday English	Workbook Unit 10 part 2 Pag. 52-53
<b>WEEK 9</b>	Unit 11 Things that changed the world. Part 1 from starter to Listening and Speaking	Workbook Unit 11 part 1 Pag. 54-56
<b>WEEK 10</b>	Unit 11 Things that changed the world. Part 2 from Reading and speaking to Everyday English	Workbook Unit 11 part 2 Pag. 57-59
<b>WEEK 11</b>	Questions and general review plus SECOND MIDTERM (ORAL AND WRITTEN)	
<b>WEEK 12</b>	Unit 12 Dreams and reality. Part 1 from starter to Listening and Speaking.	Workbook Unit 12 part 1 Pag. 60-63
<b>WEEK 13</b>	Unit 12 Dreams and reality. Part 2 from Reading and speaking to Everyday English.	Workbook Unit 12 part 2 Pag. 64-65
<b>WEEK 14</b>	Unit 13 Making a living. Part 1 from starter to Listening and Speaking.	Workbook Unit 13 part 1 Pag. 66-69
<b>WEEK 15</b>	Unit 13 Making a living. Part 2 from Reading and speaking to Everyday English	Workbook Unit 13 part 2 Pag. 70-71

 Universidad de Nariño	<b>DEPARTAMENTO DE LINGÜÍSTICA E IDIOMAS</b> <b>COMPETENCIAS BÁSICAS LENGUA EXTRANJERA</b>  <b>SYLLABUS FOR THE ENGLISH COURSES</b>	Código: CID-PRS-PG-01
		Página: 23 de 42
		Versión: 1
		Vigente a partir de 01/10/2008

<b>WEEK 16</b>	Unit 14 All you need is love. Part 1 from starter to Listening and speaking.	Workbook Unit 14 part 1 Pag. 72-74
<b>WEEK 17</b>	Unit 14 All you need is love. Part 2 from reading and speaking to Everyday English.	Workbook Unit 14 part 2 Pag. 75-76
<b>WEEK18</b>	Questions and general review plus Final Written and oral exams	

#### COMPLEMENTARY ACTIVITIES:

The main focus area of this course is on listening and speaking. Therefore vocabulary, grammar and structures, communicative skills and listening techniques will cause the most problems. The activities suggested to overcome these problems will be listening to more authentic materials, belonging or forming a conversation club and assigning oral reports and general presentations.

#### Student Resources:

<http://a4esl.org/> (Activities for ESL)

[http:// www.bbc.co.uk/worldservice/learningenglish/index.shtml](http://www.bbc.co.uk/worldservice/learningenglish/index.shtml)

[http:// www.britishcouncil.org/learnenglish](http://www.britishcouncil.org/learnenglish)

<http://tapestry.heinle.com>


[www.ohiou.edu/esl/english/grammar/activities.html](http://www.ohiou.edu/esl/english/grammar/activities.html)

[www.eslwonderland.com/activities/index.htm](http://www.eslwonderland.com/activities/index.htm)

[iteslj.org/c/games.html](http://iteslj.org/c/games.html)

#### Required Readings from:

- American headway 2B – John and Liz Soars, Oxford University Press, 2001
- English Grammar In use. Murphy, Raymond, Cambridge University Press 1998
- Snapshot pre-intermediate – Fran Linley, Brian Abbs, Ingrid Freebairn, Chris Barker, Pearson Educated limited, 2001
- An Ocean Apart, Video activities, Pearson Educated limited, 2001
  
- American headway 2B – John and Liz Soars, Oxford University Press, 2001

 Universidad de Nariño	<b>DEPARTAMENTO DE LINGÜÍSTICA E IDIOMAS</b> <b>COMPETENCIAS BÁSICAS LENGUA EXTRANJERA</b>  <b>SYLLABUS FOR THE ENGLISH COURSES</b>	Código: CID-PRS-PG-01
		Página: 24 de 42
		Versión: 1
		Vigente a partir de 01/10/2008

**UNIVERSITY OF NARIÑO**  
**ENGLISH LANGUAGE CENTER**  
**LEVEL V FOR FACULTIES**

**CREDITS: 4 / WEEK**

**TOTAL CREDITS: 64**

**NUMBER OF HOURS: 6 HOURS A WEEK**

**TOTAL NUMBER OF HOURS PER SEMESTER: 96**

**COURSE DESCRIPTION**

Throughout this course the students will have exposure to the structure of the English Language allowing them to communicate successfully, according to their level. The course is also intended to give the students the necessary knowledge background to put into practice the target language inside & outside the classroom. The use of the textbook (American Headway 3A & 3B), worksheets, standard examinations & writing assignments will help students develop the abilities in listening, speaking, reading & writing.

**COURSE OBJECTIVE**

To help the students believe they are capable of having an acceptable level in the target language, providing them enough opportunities to practice it constantly inside & outside the classroom.

**SPECIFIC OBJECTIVES**

- ⌚ Achieve oral communication skills to express their ideas
- ⌚ Expand their vocabulary
- ⌚ Create a speaking environment inside & outside the classroom
- ⌚ Provide enough situations for listening, speaking, reading & writing
- ⌚ Improve the English Language comprehension
- ⌚ Know how to use grammar as an essential aspect of communicative competence

**METHODOLOGY**

Sufficient opportunities for the students to express their opinions and thoughts will be provided. Students are expected to come to class prepared. They should take into account the activities programmed, as well as assignments do that day. Listening activities, discussions, reading and writing assignments will be programmed through out the course.

In this course, the principles that have to do with the communicative approaches will be regarded to not lose sight of the aim of the objectives described below. The humanistic components will be not overlooked, either.


**COURSE MATERIAL**

**AMERICAN HEADWAY - BOOK 3 PARTS A AND B (Units 1 – 12)**

**GRADING INFORMATION AND CRITERIA**

The main linguistic focus on this course will be on listening and speaking. However this will give rise to many other linguistic practices e.g. analysis, debate and writing.



 <p>Universidad de Nariño</p>	<b>DEPARTAMENTO DE LINGÜÍSTICA E IDIOMAS</b> <b>COMPETENCIAS BASICAS LENGUA EXTRANJERA</b>  <b>SYLLABUS FOR THE ENGLISH COURSES</b>	Código: CID-PRS-PG-01
		Página: 25 de 42
		Versión: 1
		Vigente a partir de 01/10/2008

Students are expected to do the assigned tasks, do homework and participate in class discussions. If a class is missed then it is the responsibility of the student to catch up with class work. If an evaluation is missed then the grade will be zero unless the absence can be justified within the time limit. No make-up work will be given without a doctor's certificate. Each hour of class has been designed to require two hours of personal work divided into activities listed below. Students will also be required to practice and participate greatly so as to improve their own competence.

The final grade for the course is established as follows:

Class work	40%
Personal Work	10%
Midterms (oral and written)	30%
Final Test (oral and written)	20%

## GOALS OF EACH UNIT

### UNIT 1. IT'S A WONDERFUL WORLD!

**SPECIFIC OBJECTIVE:** To review the main verb tenses, the use of auxiliaries, short answers, vocabulary and social expressions that have to do with day-to-day interaction.

### UNIT 2. HAPPINESS

**SPECIFIC OBJECTIVE:** To use correctly the present tenses, the passive voice; differences in use of the simple tenses vs, the continuous tenses; talking about sports, using numbers in dates.

### UNIT 3. TELLING TALES


**SPECIFIC OBJECTIVE:** To review the use of past tenses, passive voice, past perfect; vocabulary about Art and literature; expressions about giving opinions.

### UNIT 4. DOING THE RIGHT THING

**SPECIFIC OBJECTIVE:** To Use of modal verbs; can / allowed to; words that talk about nationalities; expressions to ask for and offer something.

### UNIT 5. ON THE MOVE

**SPECIFIC OBJECTIVE:** To handle the main future forms; talking about the weather; expressions to be used when traveling around.

 <p>Universidad de Nariño</p>	<b>DEPARTAMENTO DE LINGÜÍSTICA E IDIOMAS COMPETENCIAS BÁSICAS LENGUA EXTRANJERA</b>  <b>SYLLABUS FOR THE ENGLISH COURSES</b>	Código: CID-PRS-PG-01
		Página: 26 de 42
		Versión: 1
		Vigente a partir de 01/10/2008

### UNIT 6. I JUST LOVE IT!

**SPECIFIC OBJECTIVE:** To use LIKE; special verb patterns; describing food, places, and people; expressions to be used when moving around town.

### UNIT 7. THE WORLD OF WORK

**SPECIFIC OBJECTIVE:** To practice with present perfect active and passive; use of phrasal verbs; expressions used to leave a phone message.

### UNIT 8. JUST IMAGINE!

**SPECIFIC OBJECTIVE:** To use conditionals properly; use of different time clauses; practice the use of base and strong adjectives; expressions used to make suggestions.

### UNIT 9. RELATIONSHIPS

**SPECIFIC OBJECTIVE:** To use modal verbs; how to indicate probability; adjectives that describe character; the use of SO DO !! NEITHER DO !!

### UNIT 10. OBSESSIONS

**SPECIFIC OBJECTIVE:** To practice the use of present perfect continuous; time expressions; compound words and words that indicate quantity.

### UNIT 11. TELL ME ABOUT IT

**SPECIFIC OBJECTIVE:** To use indirect questions and question tags to find information; vocabulary about the body; use of informal language.

### UNIT 12. LIFE'S GREAT EVENTS

**SPECIFIC OBJECTIVE:** To use reported speech to narrate events; vocabulary on reporting verbs; talking about birth, marriage, and death; social expressions used to say sorry.

### CLASS CONTENT

SCHEDULE	IN - CLASS	PERSONAL WORK
----------	------------	---------------



Universidad  
de Nariño

**DEPARTAMENTO DE LINGÜÍSTICA E IDIOMAS  
COMPETENCIAS BASICAS LENGUA EXTRANJERA**

**SYLLABUS FOR THE ENGLISH COURSES**

Código: CID-PRS-PG-01

Página: 27 de 42

Versión: 1

Vigente a partir de  
01/10/2008

<b>WEEK 1</b>	Program presentation – getting to know each other	
<b>WEEK 2</b>	<b>Unit 1: It's a wonderful world!</b> Auxiliary verbs: do, be, have; naming the tenses: Present, Past, Present Perfect; questions & negatives; short answers. Social expressions: Don't worry about it!, Take care! You must be kidding!	- Prepare & do: TEST YOUR GRAMMAR 1 pg. 2 - Prepare & do: PRACTICE Negatives and pronunciation 1 & talking about you 2 pg. 3 - Prepare & do: PRACTICE Conversations 1 pg.5 - Prepare & do: READING Wonders of the modern world 1, 2 & 3 pg. 6
<b>WEEK 3</b>	<b>Unit 2: Happiness</b> Present tenses: Present Simple, Present Continuous, Present Simple versus Continuous, Present Passive Numbers & dates: money fractions, decimals, percentages, phone numbers, dates.	- Prepare & do: TEST YOUR GRAMMAR pg. 10 - Prepare & do: GRAMMAR SPOT pg. 11 - Prepare & do: PRACTICE Discussing grammar 1 & 2 pg.13 - Prepare & do: READING AND SPEAKING I'm a clown doctor! 1 - 6 pg. 15 - 16
<b>WEEK 4</b>	<b>Unit 3: Telling tales</b> Past tenses: Past Simple & Continuous, Past Simple & Past Perfect, Past Passive. Giving opinions: What did you think of the play? It was so boring I fell asleep!	- Prepare & do: TEST YOUR GRAMMAR 1 & 2 pg. 18 - Prepare & do: Discussing grammar 8 pg. 21 - Prepare & do: VOCABULARY AND PRONUNCIATION Art and literature 1, 2 & 3 pg. 21 - Prepare & do: READING AND SPEAKING The writer and the painter 1 - 6 pg. 22 - 23
<b>WEEK 5</b>	<b>Unit 4: Doing the right thing</b> Modal verbs 1: can be allowed to, have to, should, must Requests and offers: Could you...? Can you...? I'll...; Should I...?	- Prepare & do: TEST YOUR GRAMMAR pg. 26 - Prepare & do: GRAMMAR SPOT pg. 27 - Prepare & do: PRACTICE Discussing grammar 1 – 3 pg. 27 - Prepare & do: READING AND SPEAKING How to behave abroad 1 - 3 pg. 30



Universidad  
de Nariño

**DEPARTAMENTO DE LINGÜÍSTICA E IDIOMAS  
COMPETENCIAS BÁSICAS LENGUA EXTRANJERA**

**SYLLABUS FOR THE ENGLISH COURSES**

Código: CID-PRS-PG-01

Página: 28 de 42

Versión: 1

Vigente a partir de  
01/10/2008

<b>WEEK 6</b>	<b>General Review – Written test 1</b>	
<b>WEEK 7</b>	<p><b>Unit 5: On the move</b> Future forms: be going to, will &amp; Present Continuous; might Traveling around, using public transportation, requests in a hotel</p>	<ul style="list-style-type: none"> <li>- Prepare &amp; do: TEST YOUR GRAMMAR pg. 34</li> <li>- Prepare &amp; do: PRACTICE What do you think will happen? 2 pg. 36</li> <li>- Prepare &amp; do: PRACTICE Arranging to meet pg. 37</li> <li>- Prepare &amp; do: READING AND SPEAKING My kind of vacation 1 – 4 &amp; 6 pg. 38</li> <li>- Prepare &amp; do: EVERY DAY ENGLISH Traveling around 1 &amp; 2 pg. 41</li> </ul>
<b>WEEK 8</b>	<p><b>Unit 6: I just love it!</b> Questions with like: what's she like? What does she look like? What does she like to do? Verb patterns: gerund: I love cooking; infinitive: I wanted to go home early &amp; base form verb: She let him play for a while. Sights and sounds: Dry clean only; just looking, thanks.</p>	<ul style="list-style-type: none"> <li>- Prepare &amp; do: TEST YOUR GRAMMAR pg. 42</li> <li>- Prepare &amp; do: PRACTICE Talking about you 1 pg. 43</li> <li>- Prepare &amp; do: PRACTICE What's the pattern 1 &amp; 3 pg. 45</li> <li>- Prepare &amp; do: READING AND SPEAKING The world's favorite food 1 – 5 pg. 47</li> <li>- Prepare &amp; do: VOCABULARY AND PRONUNCIATION Adjectives for food, towns, and people 1 &amp; 2 pg. 48</li> </ul>
<b>WEEK 9</b>	<b>General Review – Written test 2</b>	
<b>WEEK 10</b>	<p><b>Unit 7: The world of work</b> Present Perfect: Present perfect versus Simple Past, Present Perfect Passive Leaving a phone message: Can I take a message? Let me give you my number.</p>	<ul style="list-style-type: none"> <li>- Prepare &amp; do: TEST YOUR GRAMMAR pg. 50</li> <li>- Prepare &amp; do: PRACTICE Biographies 1, 3 &amp; 4 pg. 43</li> <li>- Prepare &amp; do: READING AND SPEAKING Dream jobs 1 – 4 pg. 54</li> <li>- Prepare &amp; do: VOCABULARY Phrasal verbs 1 - 3 pg. 56</li> </ul>
<b>WEEK 11</b>	<p><b>Unit 8: Just imagine!</b> Conditionals: First conditional, Second conditional &amp; Time clauses</p>	<ul style="list-style-type: none"> <li>- Prepare &amp; do: TEST YOUR GRAMMAR pg. 58</li> <li>- Prepare &amp; do: PRACTICE The</li> </ul>



Universidad  
de Nariño

**DEPARTAMENTO DE LINGÜÍSTICA E IDIOMAS  
COMPETENCIAS BÁSICAS LENGUA EXTRANJERA**

**SYLLABUS FOR THE ENGLISH COURSES**


Código: CID-PRS-PG-01

Página: 29 de 42

Versión: 1

Vigente a partir de  
01/10/2008

	Making suggestions: Let's go shopping! Why don't you ask your parents?	interview 1 pg. 59 - Prepare & do: PRACTICE Conditional forms 4 pg. 61 - Prepare & do: READING AND SPEAKING Who wants to be a millionaire? 1 – 5 pg. 62 - Prepare & do: VOCABULARY AND SPEAKING Base adjectives and strong adjectives 1 & 2 pg. 64 - Prepare & do: EVERY DAY ENGLISH Making suggestions 1 pg. 65
<b>WEEK 12</b>	<b>Unit 9: Relationships</b> Modal verbs 2: must, could, might, can't for deductions and speculations at present; must have, could have, might have, can't have for deductions and speculations about the past.	- Prepare & do: TEST YOUR GRAMMAR pg. 66 - Prepare & do: PRACTICE Grammar and speaking 1 pg. 67 - Prepare & do: PRACTICE Grammar and speaking 1 & 2 pg. 69 - Prepare & do: READING AND SPEAKING A father and daughter 1 – 4 pg. 71 - Prepare & do: VOCABULARY AND SPEAKING Character adjectives 1, 3, 4 & 5 pg. 72
<b>WEEK 13</b>	<b>Unit 10: Obsessions</b> Present Perfect Continuous: Present Perfect Simple versus Continuous; questions and answers; time expressions: since, for.	- Prepare & do: TEST YOUR GRAMMAR pg. 74 - Prepare & do: A WRITER'S LIFE Time expressions 2 pg. 76 - Prepare & do: READING AND SPEAKING A big name in Hollywood 1 – 6 pg. 79 - Prepare & do: VOCABULARY Compound nouns 1 – 3 pg. 80
<b>WEEK 14</b>	<b>General Review – Written test 3</b>	
<b>WEEK 15</b>	<b>Unit 11: Tell me about it!</b> Indirect questions; question tags. Informal English.	- Prepare & do: TEST YOUR GRAMMAR pg. 82 - Prepare & do: WE LIKE ANIMALS, DON'T WE? Question tags 3 pg. 84 - Prepare & do: PRACTICE Question

 Universidad de Nariño	<b>DEPARTAMENTO DE LINGÜÍSTICA E IDIOMAS</b> <b>COMPETENCIAS BÁSICAS LENGUA EXTRANJERA</b>  <b>SYLLABUS FOR THE ENGLISH COURSES</b>	Código: CID-PRS-PG-01
		Página: 30 de 42
		Versión: 1
		Vigente a partir de 01/10/2008

		tags and intonation 1 & 3 pg. 85 - Prepare & do: READING AND SPEAKING How well do you know your world 1 – 7 pg. 85 – 87
<b>WEEK 16</b>	<b>Unit 12: Life's great events!</b> Reported speech: reported statements, reported questions, reported requests/commands Saying sorry: pardon me? Excuse me!	- Prepare & do: TEST YOUR GRAMMAR pg. 90 - Prepare & do: THE WEDDING Reported statements and questions 1 pg. 90 - Prepare & do: PRACTICE Other reporting verbs 1 pg. 93 - Prepare & do: VOCABULARY AND SPEAKING Birth, marriage, and death 1 pg. 94 - Prepare & do: READING AND SPEAKING A death 1 & 3 pg. 95 - Prepare & do: EVERY DAY ENGLISH Saying sorry 1 pg. 97
<b>WEEK 17</b>	General Review – Selected practice exercises	
<b>WEEK18</b>	Written test 4	

#### COMPLEMENTARY ACTIVITIES:


The complementary activities will be discussed with the whole class. It is important to distinguish that for a complementary activity to take place the majority of students need to require its use. In other words complimentary activities do not make up individual failing grades. These activities may be additional book reports, extra writing or grammar activities or class presentations. In extreme cases additional exams may be programmed.

#### Student Resources:

The supplementary materials for the book "American Headway 3A & 3B" will be used. The course CD is an important part of the activities carried out in class as well as additional materials like worksheets and videos brought by the teacher.

#### Required Readings from:

Soars, L.& J. (2003). *American Headway 3A & 3B*. New York: Oxford University Press.

 <p>Universidad de Nariño</p>	<b>DEPARTAMENTO DE LINGÜÍSTICA E IDIOMAS</b> <b>COMPETENCIAS BÁSICAS LENGUA EXTRANJERA</b>  <b>SYLLABUS FOR THE ENGLISH COURSES</b>	Código: CID-PRS-PG-01
		Página: 31 de 42
		Versión: 1
		Vigente a partir de 01/10/2008

**UNIVERSITY OF NARIÑO**  
**ENGLISH LANGUAGE CENTER**  
**LEVEL VI FOR FACULTIES**

**CREDITS: 4 / WEEK**

**TOTAL CREDITS: 64**

**NUMBER OF HOURS: 6 HOURS A WEEK**

**TOTAL NUMBER OF HOURS PER SEMESTER: 96**

**COURSE DESCRIPTION**

During the development of this course students are going to be exposed to a continuous use of the language. They will be encouraged to use accurate and level-appropriate language, and bring their own personal experiences and feelings to the learning context.

**COURSE OBJECTIVE**

To deepen and increase the command of the language by providing necessary linguistic tools students need to be able to communicate about a variety of topics related to everyday and professional situations. This will be done through varied and motivating activities that will be used throughout the course.

**SPECIFIC OBJECTIVES**

At the end of the course the students will be able to

- Interact with members of the group using formal and informal spoken English.
- Develop the capacity to identify English grammar in context without falling into repetition and routine.
- Improve the listening skill.
- Apply effective strategies in reading comprehension according to the goals of each unit.

**METHODOLOGY**


The course is designed through a series of activities that will be used as guides for the students to lead them to understand the target language. The practice of English will be done through a variety of engaging exercises such as matching, filling in the blanks, surveys, role plays and information gap activities. Reading and listening will also be taught together with speaking in order to raise students' curiosity and to get them to think and talk about what they have heard or read.

There are vocabulary exercises that provide lexical input, encourage learning habits and work on the system of vocabulary such as collocations, prefixes and suffixes.

**COURSE MATERIAL**

**AMERICAN HEADWAY - BOOK 4 PARTS A AND B (Units 1 – 12)**

**GRADING INFORMATION AND CRITERIA**

 <p>Universidad de Nariño</p>	<b>DEPARTAMENTO DE LINGÜÍSTICA E IDIOMAS</b> <b>COMPETENCIAS BÁSICAS LENGUA EXTRANJERA</b>  <b>SYLLABUS FOR THE ENGLISH COURSES</b>	Código: CID-PRS-PG-01
		Página: 32 de 42
		Versión: 1
		Vigente a partir de 01/10/2008

The main linguistic focus on this course will be on listening and speaking. However this will give rise to many other linguistic practices e.g. analysis, debate and writing.

Students are expected to do the assigned tasks, do homework and participate in class discussions. If a class is missed then it is the responsibility of the student to catch up with class work. If an evaluation is missed then the grade will be zero unless the absence can be justified within the time limit. No make-up work will be given without a doctor's certificate. Each hour of class has been designed to require two hours of personal work divided into activities listed below. Students will also be required to practice and participate greatly so as to improve their own competence.

The final grade for the course is established as follows:

Class work	40%
Personal Work	10%
Midterms (oral and written)	30%
Final Test (oral and written)	20%

#### **GOALS OF EACH UNIT:**

##### **UNIT 1. NO PLACE LIKE HOME**

**SPECIFIC OBJECTIVE:** To review the main tenses and do comparisons in meanings among them. To build vocabulary. To work on English intonation and stress.

##### **UNIT 2. BEEN THERE, DONE THAT**

**SPECIFIC OBJECTIVE:** To improve the use of present perfect simple and continuous and their differences. To work with hot verbs and to practice exclamations.

##### **UNIT 3. WHAT A STORY**

**SPECIFIC OBJECTIVE:** To practice using narrative tenses; past simple active and passive, past continuous and ways of showing interest and surprise.


##### **UNIT 4. NOTHING BUT THE TRUTH**

**SPECIFIC OBJECTIVE:** To form questions and negatives involving all the main tenses and modals and the use of stress and intonation.

##### **UNIT 5. AN EYE TO THE FUTURE**

**SPECIFIC OBJECTIVE:** To handle the main future forms WILL, GOING TO, AND PRESENT CONTINUOUS. The use of expressions and phrasal verbs. To practice conversations about specific topics.



 <p>Universidad de Nariño</p>	<b>DEPARTAMENTO DE LINGÜÍSTICA E IDIOMAS</b> <b>COMPETENCIAS BÁSICAS LENGUA EXTRANJERA</b>  <b>SYLLABUS FOR THE ENGLISH COURSES</b>	Código: CID-PRS-PG-01
		Página: 33 de 42
		Versión: 1
		Vigente a partir de 01/10/2008

## UNIT 6. MAKING IT BIG

**SPECIFIC OBJECTIVE:** To use quantifiers and their degree of difficulty in comparison with the students' own language. The use of fixed expressions in a work context.

## UNIT 7. GETTING ALONG

**SPECIFIC OBJECTIVE:** To practice with modal auxiliary verbs and their use to express ability, advise, obligation, permission, probability and willingness; ways to introduce and practice exaggeration and understatement.

## UNIT 8. GOING TO EXTREMES

**SPECIFIC OBJECTIVE:** To work using relative clauses and participles, two grammatical ways of forming complex sentences. To practice typical conversations heard in each place.

## UNIT 9. FRIENDS FOREVER

**SPECIFIC OBJECTIVE:** To handle present simple, present continuous with frequency adverbs and WILL + INFINITIVE, used to, or would; to use ways to express habit.

## UNIT 10. RISKING LIFE AND LIMB


**SPECIFIC OBJECTIVE:** To practice other uses of modal verbs with perfect infinitive (modal verbs + have + past participle) and the use of metaphors and idioms.

## UNIT 11. IN YOUR DREAMS

**SPECIFIC OBJECTIVE:** To work ways of hypothesizing using conditional sentences with IF and using other expressions like WISH, IF ONLY, SUPPOSING, AND SHOULD HAVE and ways of complaining.


## UNIT 12. IT'S NEVER TOO LATE

**SPECIFIC OBJECTIVE:** To identify and review determiners, articles, possessives, demonstratives and quantifiers. The use of linking verbs in spoken discourse.

 <p>Universidad de Nariño</p>	<b>DEPARTAMENTO DE LINGÜÍSTICA E IDIOMAS</b> <b>COMPETENCIAS BÁSICAS LENGUA EXTRANJERA</b>  <b>SYLLABUS FOR THE ENGLISH COURSES</b>	Código: CID-PRS-PG-01
		Página: 34 de 42
		Versión: 1
		Vigente a partir de 01/10/2008

## CLASS CONTENT

SCHEDULE	IN - CLASS	PERSONAL WORK
<b>WEEK 1</b>	Program presentation – getting to know each other	
<b>WEEK 2</b>	Unit 1: the tense system, spoken English, compound words, listening exercises, speaking and writing.	Reading: “A home from home”. P. 6
<b>WEEK 3</b>	Unit 2: spoken English, the use of fillers, present perfect simple and continuous differences. The use of hot verbs, listening, speaking and writing exercises.	Reading: “Paradise lost”. P. 15
<b>WEEK 4</b>	Unit 3: showing interest and surprise, use reply questions; what about narrative tenses? The use of adverbs in narratives.	Reading: “The blind assassin”. P. 26
<b>WEEK 5</b>	Unit 4: working with questions and negatives. How to use some prefixes, discussions.	Reading: “Diana and Elvis shot JFK!”. P. 34
<b>WEEK 6</b>	GENERAL REVIEW AND PRACTICE	Workbook selected exercises
<b>WEEK 7</b>	FIRST MID TERM (ORAL AND WRITTEN)	
<b>WEEK 8</b>	Unit 5: future possibilities in your life, telephone conversations and e-mails, more hot verbs, exchanging information about people.	Reading: “Nobody listens to us”. P. 44
<b>WEEK 9</b>	Unit 6: exchanging information about famous brands, a consumer survey, the use of business expressions of quantity.	Reading: “A profile of two famous brands”. P. 54
<b>WEEK 10</b>	Unit 7: exaggeration and understatement, working with modals and related verbs and with declarative questions.	Reading: “Meet the Kippers”. P. 62
<b>WEEK 11</b>	GENERAL REVIEW AND PRACTICE	Workbook selected exercises
<b>WEEK 12</b>	SECOND MIDTERM (ORAL AND WRITTEN)	
<b>WEEK 13</b>	Unit 8: exaggeration and understatement, working with modals and related verbs and with declarative	Reading: “Chukotka, the coldest place on earth”. P. 70

 Universidad de Nariño	<b>DEPARTAMENTO DE LINGÜÍSTICA E IDIOMAS</b> <b>COMPETENCIAS BÁSICAS LENGUA EXTRANJERA</b>  <b>SYLLABUS FOR THE ENGLISH COURSES</b>	Código: CID-PRS-PG-01
		Página: 35 de 42
		Versión: 1
		Vigente a partir de 01/10/2008

	questions, using relative clauses and participles. Describing places of the world around you.	
<b>WEEK 14</b>	Unit 9: describing the most important impressions that someone left on us. How to express habit.	Reading: "Friends past". P. 78
<b>WEEK 15</b>	Unit 10: formal and informal letters and e-mails. Using modal auxiliary verbs, synonyms, metaphors and idioms. Listening, speaking and writing exercises.	Reading: "Go West, young Man!" P. 85
<b>WEEK 16</b>	Unit 11: Hypothesizing using WISH, IF I ONLY, expressions with IF.	Reading: "Have you ever wondered". P. 93
<b>WEEK 17</b>	Unit 12: Use of articles and determiners; demonstratives and determiners; hot words: life and time.	Reading: "You're never too old". P. 102
<b>WEEK18</b>	Final Written and oral exams	

### COMPLEMENTARY ACTIVITIES:


The main focus area of this course is on listening and speaking. Therefore vocabulary, grammar and structures, communicative skills and listening techniques will cause the most problems. The activities suggested to overcome these problems will be listening to more authentic materials, belonging or forming a conversation club and assigning oral reports and general presentations, as well as the use of songs and everyday conversation.

### Student Resources:

- Monolingual Dictionary
- American Headway Book 4
- Songs, CDs, etc.

### Required Readings from:

- American headway 4 – John and Liz Soars, Oxford University Press, 2001
- English Grammar In use. Murphy, Raymond, Cambridge University Press 1998

 <p>Universidad de Nariño</p>	<b>DEPARTAMENTO DE LINGÜÍSTICA E IDIOMAS</b> <b>COMPETENCIAS BASICAS LENGUA EXTRANJERA</b>  <b>SYLLABUS FOR THE ENGLISH COURSES</b>	Código: CID-PRS-PG-01
		Página: 36 de 42
		Versión: 1
		Vigente a partir de 01/10/2008

**UNIVERSITY OF NARIÑO**  
**ENGLISH LANGUAGE CENTER**  
**LEVEL VII FOR FACULTIES**

**CREDITS: 4 / WEEK**

**TOTAL CREDITS: 64**

**NUMBER OF HOURS: 6 HOURS A WEEK**

**TOTAL NUMBER OF HOURS PER SEMESTER: 96**

**COURSE DESCRIPTION**

The preparatory course is designed to improve students' communicative competence in all the four skills through the development of group, pair and individual activities such as role play, conversations, debates, expositions, grammar analysis and writing composition. The course is also intended to provide the students with exam taking strategies that they will have to apply at the end of the course in the presentation of the proficiency exam. The course will be based on the use of materials related to their study field which is *International trading and merchandising* as well as relevant day-to-day topics that promote a natural and real use of English.

**COURSE OBJECTIVE**

To deepen the students' knowledge in their respective area of preparation and to strengthen their general and now advanced level of English to be ready to take the Final Test. This will be done through varied and motivating activities that will be used throughout the course.


**SPECIFIC OBJECTIVES**

At the end of the course the students will be able to:

- Enhance their communicative competence performance in the listening and speaking skills through activities designed for this goal
- Consolidate certain key language topics from previous courses through review and practice
- Practice their reading and writing composition abilities through analysis of texts and essay composing about these topics.
- Take an international examination with all the requirements that this implies

**METHODOLOGY**

The course is intended to improve students' command of language through real use of it, that means that the principal tool of the course is the presentation of the language in meaningful and real situations for them to make use of it. The materials have been also chosen taking into account the interests of the students not only as students of a particular field but also as people with varied interests and learning styles Through the course they will be faced to situations in which they will have to display their language abilities in all the skills and at many levels, they will be required o express their ideas and opinions and

 <p>Universidad de Nariño</p>	<b>DEPARTAMENTO DE LINGÜÍSTICA E IDIOMAS</b> <b>COMPETENCIAS BÁSICAS LENGUA EXTRANJERA</b>  <b>SYLLABUS FOR THE ENGLISH COURSES</b>	Código: CID-PRS-PG-01
		Página: 37 de 42
		Versión: 1
		Vigente a partir de 01/10/2008

share with their partners their thoughts about the topics worked with. Grammar is presented within a context that eases learning and practice of it.

## COURSE MATERIAL

- Advanced grammar in use Hewings Cambridge university Press, 1999
- American Inside out Advanced . Jones and Bastow Macmillan, 2003
- Snapshot Intermediate. Longman. 1998
- Michigan Past papers.
- Video “An ocean apart” Longman.

## GRADING INFORMATION AND CRITERIA

Since the class is once a week, students attendance is very important, because in each class they will be required to make workshops, worksheets or to take pop quizzes or to participate in debates, role plays, and conversations that will be taken into account within the 30 % of the final grade of the course assigned for this purpose. If students miss a class they will be required to present the due justification within the time limit, otherwise no chance of presenting make up work will be given. During the semester there will be two mid term exams wit a value of 10 % each one. At the end of the semester the students will have to present the **PROFICIENCY EXAM** which corresponds to the **50 %** of the grade of the course (25% from the reading, vocabulary and grammar part and 25% from the interview).

The final grade for the course is established as follows:

Class work	30%
Midterms oral and written (2)	20%
<b>PROFICIENCY EXAM</b> (oral and written)	50%

## GOALS OF EACH UNIT:


### Unit 1: Women are from Venus and men are from Mars.

**SPECIFIC OBJECTIVE:** to be able to state the differences between you and the sex opposite to yours; speaking about your relationship experiences.

### Unit 2: They mustn't do it

**SPECIFIC OBJECTIVE:** To make recommendations, give orders and advices, asking for and giving reasons; agreeing and disagreeing.

### Unit 3: The art of conversation

 <p>Universidad de Nariño</p>	<b>DEPARTAMENTO DE LINGÜÍSTICA E IDIOMAS</b> <b>COMPETENCIAS BÁSICAS LENGUA EXTRANJERA</b>  <b>SYLLABUS FOR THE ENGLISH COURSES</b>	Código: CID-PRS-PG-01
		Página: 38 de 42
		Versión: 1
		Vigente a partir de 01/10/2008

**SPECIFIC OBJECTIVE:** To use non common adjectives, to speak about tendencies in the present and in the past; being polite and impolite.

**Unit 4: Luck**

**SPECIFIC OBJECTIVE:** To speak about the real or imaginary consequences of a real or imaginary situation.

**Unit 5: Mind**

**SPECIFIC OBJECTIVE** To speak about feelings and perceptions, to state likes and dislikes .

**Unit 6: The eggs were delivered in the morning**

**SPECIFIC OBJECTIVE:** To speak about important events happening now and in the past.

**Unit 7: She said she had been there for hours.**

**SPECIFIC OBJECTIVE:** To report other person's ideas, feelings or thoughts

**Unit 8: The far future**

**SPECIFIC OBJECTIVE:** To prepare and present a topic for debate and discussion.

**Unit 9: Legally speaking**

**SPECIFIC OBJECTIVE:** To use within a context legal terms applied to the trading study field.

**Unit 10: CV**


**SPECIFIC OBJECTIVE:** To elaborate a complete CV with all the requirements this implies.

**Unit 11: Advertising**

**SPECIFIC OBJECTIVE:** TO prepare and prepare and advertising strategy for a determined product.

**Unit 12: Making my taxes**

**SPECIFIC OBJECTIVE:** To use terms related to tax deducting, analysing situations and their financial implications.

 <p>Universidad de Nariño</p>	<b>DEPARTAMENTO DE LINGÜÍSTICA E IDIOMAS</b> <b>COMPETENCIAS BASICAS LENGUA EXTRANJERA</b>  <b>SYLLABUS FOR THE ENGLISH COURSES</b>	Código: CID-PRS-PG-01
		Página: 39 de 42
		Versión: 1
		Vigente a partir de 01/10/2008

### Unit 13: THE INTERVIEW

Specific objective: To identify and use within a context the language and requirements to have a successful job interview.

### CLASS CONTENT

Schedule	In-class	Personal work
Week 1	Review and practice of tenses Advanced Grammar in use p 269 Listening to a Urban Myth- worksheet Reading and debate“ Women are form Venus and men are form Mars”	Advanced Grammar in use p 270-271 Writing composition of a urban myth
Week 2	Listening to conversation about differences between men and women Role play ” situations that make it hard when it comes to relating” Video	Phrasal verb activity use American Inside Out (workbook) P 12 Video worksheet
Week 3	Review and practice on modal verbs Debate “ the 10 most ridiculous laws in the world” Listening conversation “Is it tasteful?” Reading and discussion “The free duty areas in Colombia and their regulations” Song	Advanced grammar in use p. 35, 47 Listening work sheet Writing composition about free duty areas in Colombia and their regulations
Week 4	Listening to “the art of conversation” and determining the qualities necessary to be a good speaker Reading” Hold your horses” American inside out advanced P. 37 “Eavesdrop” three conversations-Worksheet Joke time Listening and making jokes	Making a summary of the reading “ Hold your horses” Creating jokes out of objects or situations
Week 4	<b>First mid term</b> Review and practice of real and unreal conditionals- workshop Listening to a Story American inside out advanced p 48 - work sheet	Worksheet- all the conditionals
Week 5	What would you do if....? (oral and writing practice) Video <b>Feed back on the first mid term</b>	Writing composition “If I were president”



Universidad  
de Nariño

**DEPARTAMENTO DE LINGÜÍSTICA E IDIOMAS  
COMPETENCIAS BÁSICAS LENGUA EXTRANJERA**

**SYLLABUS FOR THE ENGLISH COURSES**

Código: CID-PRS-PG-01


Página: 40 de 42

Versión: 1

Vigente a partir de  
01/10/2008

Week 6	<p>Quiz about the brain Reading "he man who mistook his wife for a hat" American inside out advanced p 54-55 Listening to conversation "the five senses" Worksheet – verbs of the senses Expressions with mind</p>	<p>Writing composition about damages in the brain</p>
Week 7	<p>Passive voice review and work sheet .Snapshot pre-intermediate Reading about important events in merchandising in the last 10 years Preparing and presenting a TV news show about these news Reading" Factory farming today" song</p>	<p>Writing composition" Is Merchandising a source of money in towns like Pasto?"</p>
Week 8	<p>Reported speech review and practice Worksheet Listening to an interview and reporting it. Snapshot intermediate. Interviewing a classmate and reporting the interview. Reading" They said it wasn't good for us" Video</p>	<p>Reported questions and imperatives worksheet. Writing composition e reading "They said it wasn't good for us"</p>
Week 9	<p><b>Second mid term</b> Group discussion "Future worlds" Advises on how to give a good presentation Discourse markers. Making a presentation about your view of the future Listening to an oral presentation " Video games a new form of art" Worksheet.</p>	<p>Preparation of oral presentation about reading "trading in a globalized world"</p>
Week 10	<p><b>Feedback on second term</b> Video Relative clauses review and worksheet Reading to pieces of biographies of remarkable people stories</p>	<p>Advanced grammar In use p 141, 143, 145, 147 Writing a biography of one of your partners</p>




 Universidad de Nariño	<b>DEPARTAMENTO DE LINGÜÍSTICA E IDIOMAS</b> <b>COMPETENCIAS BASICAS LENGUA EXTRANJERA</b>  <b>SYLLABUS FOR THE ENGLISH COURSES</b>	Código: CID-PRS-PG-01
		Página: 41 de 42
		Versión: 1
		Vigente a partir de 01/10/2008

	Making interviews to partners	
Week 11	Language used in courtrooms Listening to three crimes' descriptions American inside out advanced p 79 Reading " legal anecdotes" p 84 Role play "who is to blame?"	Preparing oral presentation of the most common legal wrangles in trading in Colombia.
Week 12	Making your own CV Letter for resume Letter of reference Watching videos of interviews Doing your own interview	Correcting your basis CV with all the components
Week 13	Advertising Listening to a lecture- worksheet Reading the top ten sold list Designing the advertising strategy for the chosen product Presenting the strategy	Writing Composition. The best advertising strategy.
Week 14	Are you prepared to make your taxes? Tax Language worksheet. Tax IQ test Analysing your answers	Deducting the taxes of the case presented in class.
Week 15	body language in Working abroad Reading: why is it important? Listening: finding out the rules Worksheet: proximity	Reading: Tips and useful links Worksheet: useful vocabulary and phrases. Writing composition " Rules and tips for Colombian body language"
Week 16	Suffixes and prefixes- word combining Practice workshop Writing letters song	FCE past papers
Week 17	Final review and mock exam	Prepare for final test
Week 18	Final proficiency test	

### COMPLEMENTARY ACTIVITIES:

To have a complete and integral use of language students will be required to practice all the skills, not only speaking There fore I recommend that the students read about different topics related to their study field and write short essays about these topics so that hey can practice obviously their writing composition abilities and their grammar and vocabulary as well. They should also listen to more authentic materials and discus about hem in a conversation club that they could form since most of them are classmates

 <p>Universidad de Nariño</p>	<p><b>DEPARTAMENTO DE LINGÜÍSTICA E IDIOMAS</b> <b>COMPETENCIAS BÁSICAS LENGUA EXTRANJERA</b></p> <p><b>SYLLABUS FOR THE ENGLISH COURSES</b></p>	Código: CID-PRS-PG-01
		Página: 42 de 42
		Versión: 1
		Vigente a partir de 01/10/2008

**Student Resources:**

**<http://a4esl.org/> (Activities for ESL)**

[http:// www.bbc.co.uk/worldservice/learningenglish/index.shtml](http://www.bbc.co.uk/worldservice/learningenglish/index.shtml)

[http:// www.britishcouncil.org/learnenglish](http://www.britishcouncil.org/learnenglish)

<http://tapestry.heinle.com>

[www.ohiou.edu/esl/english/grammar/activities.html](http://www.ohiou.edu/esl/english/grammar/activities.html)

[www.eslwonderland.com/activities/index.htm](http://www.eslwonderland.com/activities/index.htm)

[iteslj.org/c/games.html](http://iteslj.org/c/games.html)