

 Universidad de <b>Nariño</b>	CENTRO DE IDIOMAS  <b>SYLLABUS FOR THE ENGLISH COURSES OFFERED BY          THE LANGUAGE CENTRE TO THE GENERAL PUBLIC</b>	Código: CID-PRS-PG-01
		Página: 1 de 70
		Versión: 2
		Vigente a partir de: 02/02/2015

## ***INTRODUCTION***

The Language Centre, which belongs to the University of Nariño, has designed a set of courses to assist the population in Nariño to develop the different skills and sub- skills in order to promote their communicative competence in the target language and become effective users of the language. In this regard, the Language Centre courses have been developed according to the Common European Framework to help learners to achieve a B2 level at the end of the courses.

Moreover, the syllabus of each course aims to improve the necessary skills which are intended to encourage learners to be more autonomous thanks to the use of a blended environment in which students can practice and reinforce their target language knowledge.

 Universidad de <b>Nariño</b>	CENTRO DE IDIOMAS  <b>SYLLABUS FOR THE ENGLISH COURSES OFFERED BY          THE LANGUAGE CENTRE TO THE GENERAL PUBLIC</b>	Código: CID-PRS-PG-01
		Página: 1 de 70
		Versión: 2
		Vigente a partir de: 02/02/2015

**UNIVERSITY OF NARIÑO  
 LANGUAGE CENTER**

**LEVEL: I**

**NUMBER OF HOURS: 8 HOURS A WEEK**

**TOTAL NUMBER OF HOURS PER SEMESTER: 120**

**COURSE DESCRIPTION**

This course is intended to provide learners with comprehensive focus on grammar, vocabulary, functions and pronunciation. Instead on basis lessons on invented people in imaginary situations, it is presented target language in real contexts and authentic texts. It is believed that the richest “source of meaning” in a new language input is carefully controlled: what each student brings into the classroom –their thoughts, ideas, opinions experiences and feelings. American Inside Out Evolution aims to maximize exposure to high-frequency language appropriate to this level. Students are encouraged to notice new grammar and new vocabulary in contexts where the meaning is clear. They are then given opportunities to manipulate the new language and try it out in different situations. They discover why using one particular form rather than another one actually matters: not just because it is right or wrong, but because it does or does not communicate a meaning successfully. The emphasis is always on what students can do with the language rather than what they know about the language. The new language is systematically reviewed and recycled until finally the students feel confident enough to use it to make their own meanings. Also, students will be able to have laboratory classes to practice listening and they will have the opportunity to have their book and audios on line using their personal code access which will be found in each book. Also, they will have the opportunity to practice with different exercises through some classes in order to be ready to present the KET (Key English Test) test at the end of the course.

**COURSE OBJECTIVE**

To develop communicative skills through the use of authentic materials so that learners can use the language meaningfully in order to use it effectively outside the classroom and ensure that the language our students spend time rehearsing in the classroom is transferable to the real world.

 Universidad de <b>Nariño</b>	CENTRO DE IDIOMAS  <b>SYLLABUS FOR THE ENGLISH COURSES OFFERED BY          THE LANGUAGE CENTRE TO THE GENERAL PUBLIC</b>	Código: CID-PRS-PG-01
		Página: 1 de 70
		Versión: 2
		Vigente a partir de: 02/02/2015

### ***SPECIFIC OBJECTIVES***

Students will be able to:

- ) Recognize the presented vocabulary and use it properly.
- ) Spell words adequately.
- ) Use grammar and vocabulary to make meaningful utterances
- ) Read texts and develop textual activities.
- ) Work collaboratively in assigned tasks.
- ) Develop listening skills to tackle different activities.
- ) Speak in class using clear ideas
- ) Describe different kind of situations

### ***METHODOLOGY***

This course will be developed communicatively in order to introduce learners to the target language and start becoming functional in English. In this regard, learners will have the opportunity to be exposed to authentic materials to motivate and engage them in a meaningful learning process. Besides, learners will have the chance to work vocabulary using review games and activities. Moreover, the guided discovery approach will let students scaffold their learning and therefore, they will be challenged to discover which new forms work best in order to have a better language understanding. On the other hand, the use of the listening activities in the laboratory will enhance learner's listening comprehension.

### ***COURSE MATERIAL***

Sue Kye- Vaughan Jones. (2017). **AMERICAN INSIDE OUT EVOLUTION- ELEMENTARY.** (Units **1 to 12**). Macmillan education.

 Universidad del <b>Nariño</b>	CENTRO DE IDIOMAS  <b>SYLLABUS FOR THE ENGLISH COURSES OFFERED BY          THE LANGUAGE CENTRE TO THE GENERAL PUBLIC</b>	Código: CID-PRS-PG-01
		Página: 1 de 70
		Versión: 2
		Vigente a partir de: 02/02/2015

### **GRADING INFORMATION AND CRITERIA**

Students will participate in class in different activities such as reading comprehension, role play, written exercises, oral presentations, online exercises, etc. If a class is missed then it is the responsibility of the student to catch up with the missed class and to continue with the regular learning procedure. If an evaluation is missed the grade will be zero except for those who have health problems and present a written permission- For that reason, all the tests will be scheduled since the beginning of the course in this way everybody will know when they are going to be applied.

The final grade for the course is established as follows:

First exam	(Units 1, 2, 3. It includes all skills)	7.5%
Second exam	(Units 4, 5, 6. It includes all skills)	7.5%
Third exam	(Units 7, 8, 9. It includes all skills)	7.5%
Fourth exam	(Units 10, 11, 12. It includes all skills)	7.5 %
Complementary activities as class work, quizzes, oral presentations, etc.		30%
Final exam	(KET TEST- It includes all skills)	40%

### **GOALS OF EACH UNIT**

#### ***Unit one: Travel***

Specific Objective: at the end of the unit learners will be able to introduce themselves, giving personal information, clarifying the spelling of their names, address, nationality, express what they do and where they live. Also, they can say what facilities there are in a place in a simple way.

#### ***Unit two: People***

Specific objective: at the end of the unit learners will be able to speak about themselves and their families; make short descriptions using adjectives, numbers and, make and respond to suggestions. They can talk about other people's age and job and they can talk about what they and other people are doing right now and they will be able to identify people in pictures following a simple description of their clothes and appearance.

 Universidad de <b>Nariño</b>	CENTRO DE IDIOMAS  <b>SYLLABUS FOR THE ENGLISH COURSES OFFERED BY          THE LANGUAGE CENTRE TO THE GENERAL PUBLIC</b>	Código: CID-PRS-PG-01
		Página: 1 de 70
		Versión: 2
		Vigente a partir de: 02/02/2015

***Unit three: Likes***

Specific objective: at the end of the unit learners will be able to ask and answer questions about their likes and dislikes, hobbies and daily routines. Also they will be able to ask for and express opinions about simple topics, for example. Films, music, sports, etc.

***Unit four: Living***

Specific objective: at the end of the unit learners will be able to talk about their way of living. Also, they will understand the gist and details in short, simple texts on the same topic. They will ask and answer questions about daily routines and what time they take place using the simple present tense. Also, they will be able to give short, basic descriptions of events and they will ask and answer questions about the opening times of stores and other places in town.

***Unit five: Ocean***

Specific objective: at the end of the unit learners will be able to mention names of water sports and they will be able to understand short, simple conversations about events, past and personal experiences, short phone conversations and they will be able to understand the gist and main details in a short, informative text.

***Unit six: Alone***

Specific objective: at the end of the unit learners will be able to say how they feel in different situations. Also, they will be able to write a summary about the life of a person and to complete questions and answers about their family's past and they will be able to write a short narrative text about a past experience using the simple past tense with regular and irregular verbs.

***Unit seven: Food***

Specific objective: at the end of the unit learners will be able to ask and answer questions about food items. They will be able to read and give opinions about a web page about diets and they will be able to write a menu.

***Unit eight: Money***

Specific objective: at the end of the unit learners will be able to identify information in news summaries or simple newspaper articles in which numbers and names play an important role and which are clearly structured and illustrated. Also, they will be able to write simple sentences comparing people and objects.

***Unit nine: Talent***

Specific objective: at the end of the unit learners will be able to talk about their abilities using the

 Universidad del <b>Nariño</b>	CENTRO DE IDIOMAS  <b>SYLLABUS FOR THE ENGLISH COURSES OFFERED BY          THE LANGUAGE CENTRE TO THE GENERAL PUBLIC</b>	Código: CID-PRS-PG-01
		Página: 1 de 70
		Versión: 2
		Vigente a partir de: 02/02/2015

modal verb can, to put expressions in order of frequency, to criticize people in different situations, to ask and answer questions about how often they and other people do everyday activities.

**Unit ten: TV**

Specific objective: at the end of the unit learners will be able to talk about their favorite TV shows. Also, they will be able to ask people questions about their future plans and intentions.

**Unit eleven: Experiences**

Specific objective: at the end of the unit learners will be able to ask and answer questions about life experiences, to identify the topic of discussion around them and some details when people speak slowly and clearly. Also, they will be able to talk about places they have visited.

**Unit: twelve: Drive**

Specific objective: at the end of the unit learners will be able to identify important information in descriptive texts in which numbers and names play an important role and which are clearly structured and illustrated. Also, they will be able to give a detailed description of a journey.

<b>WEEKS</b>	<b>AIMS</b>	<b>WHAT THE STUDENTS ARE DOING</b>
Week 1	<b>UNIT ONE</b> <b>TRAVEL</b>  <b>Listening &amp; Speaking</b> SB page 8 Listening for specific information.  <b>Vocabulary</b> SB page 8 Country, nationality, and language words  <b>Grammar</b> SB page 9 be simple present  <b>Pronunciation</b>	Listening to people introducing themselves. Identifying names and places from dialogues.  Listening and repeating words for countries, nationalities, and languages. Listening and identifying languages. Practicing country, nationality, and language words.  Completing questions and answers.  Listening and repeating the letters of the alphabet.



	<p>SB page 9 The alphabet</p> <p><b>Vocabulary</b> SB page 9 Numbers 0-10</p> <p><b>Vocabulary &amp; Listening</b> SB page 10 Everyday objects Listening for specific information</p> <p><b>Grammar</b> SB page 10 Nouns: singular and plural forms articles <b>a</b> and <b>an</b>, this and these.</p>	<p>Differentiating between the vowels.</p> <p>Listening and repeating numbers. Practicing saying and identifying telephone numbers.</p> <p>Listening and repeating the names of common objects. Listening to conversations at an airport and identifying people's bags.</p> <p>Completing a table with <b>a</b> or <b>an</b> and the singular form of nouns. Writing questions and answers with this/it and these/they.</p>
<p>Week 2</p>	<p><b>Vocabulary &amp; Reading</b> SB page 11 Hotels Reading for specific information.</p> <p><b>Grammar</b> SB page 11 there is/there are Is there...? / Are there...?</p> <p><b>Language for Life</b> SB page 12 Asking for repetition and spelling.</p>	<p>Listening and repeating words for hotels. Reading a homepage about a hotel.</p> <p>Completing questions and answers about a hotel. Asking and answering questions about hotels.</p> <p>Listening to and completing conversations. Listening to and repeating expressions. Practicing conversations.</p>



Universidad del  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p><b>Life Skills</b> SB page 12 Social skills: Giving &amp; receiving feedback.</p> <p><b>Vocabulary Extra</b> SB page 13 Common nouns Focus on instructions</p> <p><b>Writing</b> WB page 7 Using capital letters and periods. Completing a form with personal information.</p>	<p>Completing feedback conversations. Categorizing positive and negative feedback.</p> <p>Matching pictures with words. Completing instructions.</p>
<p>Week 3</p>	<p><b>UNIT TWO</b> <b>Travel</b></p> <p><b>Reading &amp; Vocabulary</b> SB page 14 Families</p> <p><b>Grammar</b> SB page 14 Possessive determiners</p> <p><b>Grammar</b> SB page 14 Possessive 's/s'</p> <p><b>Vocabulary</b> SB page 15 Numbers 11-999</p> <p><b>Speaking</b></p>	<p>Matching names with family words. Listening and repeating family words.</p> <p>Completing sentences with possessive determiners.</p> <p>Matching sentences with names.</p> <p>Listening and repeating numbers from 11 to 200. Listening and circling the numbers they hear. Reading and writing numbers.</p> <p>Matching people with ages.</p>



	<p>SB page 15 Ages</p> <p><b>Vocabulary</b> SB page 15 Jobs</p> <p><b>Vocabulary</b> SB page 16 Clothes</p> <p><b>Pronunciation</b> SB page 16 Sound discrimination</p> <p><b>Listening</b> SB page 16 Listening for specific information.</p> <p><b>Grammar</b> SB page 17 Present progressive</p> <p><b>Listening</b> SB page 17 Listening for specific information.</p> <p><b>Language for life</b> SB page 18 Advice and warnings</p> <p><b>Life Skills</b> SB page 18</p>	<p>Writing ages in words.</p> <p>Matching Jobs with pictures. Writing sentences about people's jobs. Listening and writing down percentages.</p> <p>Identifying items of a clothing in a picture. Completing a table with clothes and accessories.</p> <p>Listening to and repeating chants with clothing words. Completing a table with plural nouns.</p> <p>Listening to an interview and underlining correct information. Listening and writing down amounts of money.</p> <p>Completing a table of questions and answers. Asking and answering questions. Guessing what three members of their family are doing.</p> <p>Listening to a radio commentary and putting pictures in order. Matching verb phrases with noun phrases.</p> <p>Completing conversational expressions. Listening to and repeating useful expressions. Deleting <i>don't</i> where necessary in a conversation.</p> <p>Completing a job application. Choosing a suitable job applicant.</p>
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Universidad del  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p>Analyzing information: Job applications.</p> <p><b>Vocabulary Extra</b> SB page 19 Clothes Focus on numbers</p> <p><b>Writing</b> WB page 11 Using punctuation. Writing about yourself.</p>	<p>Matching pictures with words. Writing and dictating numbers.</p>
<p>Week 4</p>	<p><b>UNIT THREE</b> <b>LIKES</b></p> <p><b>Reading</b> SB page 20 Reading for detail.</p> <p><b>Reading &amp; Listening</b> SB page 21 Reading for detail.</p> <p><b>Grammar</b> SB page 21 Simple present</p> <p><b>Vocabulary &amp; Listening</b> SB page 22 like + ing</p> <p><b>Speaking</b> SB page 22 Asking about likes and</p>	<p>Reading a text and completing it with pronouns. Talking about ideas in a text.</p> <p>Completing texts and listening to check. Making true sentences.</p> <p>Completing questions and answers. Writing true sentences from prompts. Asking and answering questions.</p> <p>Putting words for liking and disliking in sequence. Predicting whether two people will like or dislike certain things.</p> <p>Completing a table with ing forms. Asking and answering questions about likes and dislikes.</p>



	<p>dislikes.</p> <p><b>Pronunciation</b> SB page 23 ing forms</p> <p><b>Grammar</b> SB page 23 Object pronouns</p> <p><b>Reading &amp; Writing</b> SB page 23 Reading for detail.</p> <p><b>Language for Life</b> SB page 24 Expressing an opinion.</p> <p><b>Life Skills</b> SB page 24 Social responsibility: Older generations</p> <p><b>Vocabulary extra</b> SB page 25 Common verbs Focus on instructions</p> <p><b>Writing</b> WB page 15 Punctuation review</p>	<p>Completing chants with ing forms.</p> <p>Completing sentences with object pronouns. Writing sentences. Talking" about likes and dislikes.</p> <p>Completing a text with object pronouns. Writing a web page giving personal information.</p> <p>Completing conversations with the correct options. Completing a table with phrases for asking and giving an opinion. Practicing conversations with a partner. Asking a partner's opinion about favorite things.</p> <p>Listening to issues faced by grandparents. Matching problems and solutions. Discussing ideas with a partner.</p> <p>Matching pictures with words. Completing instructions.</p>
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	<p>Writing an email to a new friend.</p> <p><b>REVIEW A</b></p> <p>Revision and reinforcement of units 1-3 Workbook revision units 1-3</p>	<p>Develop the grammar and vocabulary activities Pg. 26- 29.</p> <p>Develop workbook activity of units 1-3</p>
Week 5	<p><b>First written evaluation</b></p> <p><b>First oral evaluation</b></p> <p><b>UNIT FOUR</b></p> <p><b>LIVING</b></p> <p><b>Reading</b></p> <p>SB page 30</p> <p>Reading for detail.</p> <p><b>Vocabulary</b></p> <p>SB page 31</p> <p>Verb phrases with <i>make</i> and <i>do</i></p> <p><b>Grammar</b></p> <p>SB page 31</p> <p>Simple present with adverbs of frequency</p> <p><b>Pronunciation</b></p> <p>SB page 31</p> <p>Ordinal numbers 1st-10th</p> <p><b>Vocabulary</b></p> <p>SB page 32</p> <p>Months and dates</p>	<p><b>It will be applied the second oral and written exam.</b></p> <p>Predicting which of two people is described in a set of sentences.</p> <p>Reading an article to check their answers.</p> <p>Asking and answering personal questions.</p> <p>Completing verb phrases with <i>make</i> and <i>do</i>.</p> <p>Talking about who does certain things at home.</p> <p>Completing a chart.</p> <p>Making sentences true for them.</p> <p>Asking and answering questions about the frequency of activities.</p> <p>Listening and repeating ordinal numbers.</p> <p>Listening and checking groups of numbers.</p> <p>Completing the names of the months.</p> <p>Talking about seasons. Completing and discussing dates.</p>



	<p><b>Grammar</b> SB page 32 Telling the time</p> <p><b>Grammar</b> SB page 32 Prepositions of time</p> <p><b>Reading &amp; Listening</b> SB page 33 Reading for detail. Listening for gist.</p> <p><b>Speaking: anecdote</b> SB page 33 Fluency practice</p> <p><b>Language for Life</b> SB page 34 Opening and closing times</p> <p><b>Life Skills</b> SB page 34 People management: Working with others.</p> <p><b>Vocabulary Extra</b> SB page 35 Times of the year and dates Focus on go</p> <p><b>Writing</b></p>	<p>Reading and writing the time. Asking and answering questions about the time of routine activities.</p> <p>Completing sentences with prepositions of time. Writing true sentences about activities.</p> <p>Matching festival information with pictures. Matching descriptions with festivals. Listening to two people talking about a festival and answering questions. Talking about festivals they would like to go to</p> <p>Listening to a description of a festival. Talking about favorite festivals or parties.</p> <p>Listening and matching conversations with pictures. Completing expressions. Listening and repeating expressions. Asking and answering about opening and closing times of places in their city.</p> <p>Rating sentences about co-workers. Talking to co-workers about their behavior.</p> <p>Matching pictures with words. Completing a table with words and numbers. Completing months of the year and days of the week. Completing a table with verb phrases. Writing sentences with go.</p>
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	<p>WB page 19 Organizing a text. Describing a festival</p>	
Week 6	<p><b>UNIT FIVE</b> <b>OCEAN</b></p> <p><b>Vocabulary &amp; Listening</b> SB page 36 Water sports Time expressions: ago Listening for specific information.</p> <p><b>Grammar</b> SB page 37 Simple past (be, go): affirmative forms</p> <p><b>Reading</b> SB page 37 Reading for gist. Reading for specific information.</p> <p><b>Grammar</b> SB page 38 Simple past: regular and irregular verbs</p> <p><b>Pronunciation</b> SB page 38 Present and past forms</p> <p><b>Reading &amp; Vocabulary</b> SB page 39 Reading for detail. Time-</p>	<p>Listening to and repeating names of water sports. Listening to two interviews about water sports and circling time expressions. Discussing the water sports they like.</p> <p>Rewriting questions using be and go in the Simple past. Asking questions about past activities.</p> <p>Choosing the best title for an article. Identifying true and false statements.</p> <p>Categorizing verbs as regular or irregular. Matching phrases to make rules. Completing a table with irregular past forms. Practicing the pronunciation of past forms.</p> <p>Practicing past forms with and without extra syllables.</p> <p>Reading a story and identifying true and false statements. Using time-linkers to complete a story.</p>



Universidad del  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p>linkers</p> <p><b>Language for Life</b> SB page 40 Weather expressions</p> <p><b>Life Skills</b> SB page 40 Problem-solving: A vacation nightmare</p> <p><b>Vocabulary Extra</b> SB page 41 Sports Focus on make and do</p> <p><b>Writing</b> WB page 23 Using time expressions. Telling a story.</p>	<p>Listening to conversations about the weather and matching them with pictures. Completing a table with expressions about the weather. Practicing conversations with a partner.</p> <p>Listening to vacation difficulties Choosing from a list of options.</p> <p>Matching pictures with words. Completing a table with words. Writing examples sentences with verbs.</p>
<p>Week 7</p>	<p><b>UNIT SIX ALONE</b></p> <p><b>Vocabulary</b> SB page 42 Feelings</p> <p><b>Speaking</b> SB page 42 Talking about feelings.</p> <p><b>Reading &amp; Writing</b></p>	<p>Listening to and repeating adjectives for feelings. Matching adjectives with pictures.</p> <p>Saying how they feel in different situations Talking about feelings with a partner.</p> <p>Reading an article and answering questions.</p>



Universidad del  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p>SB page 43 Reading for specific information. Writing sentences.</p> <p><b>Listening &amp; Vocabulary</b> SB page 43 Listening for gist. Prepositions with adjectives to do with feelings</p> <p><b>Reading SB</b> page 44 Reading for specific information.</p> <p><b>Writing</b> SB page 44 A life summary</p> <p><b>Grammar</b> SB page 45 Simple past affirmative, negative, and question forms</p> <p><b>Pronunciation</b> SB page 45 Past forms of irregular verbs</p> <p><b>Speaking: anecdote</b> SB page 45 Fluency practice</p> <p><b>Language for Life</b></p>	<p>Matching words from the article. Writing sentences about the article. Write blog entries about a journey.</p> <p>Listening and underlining the correct Information. Completing sentences with prepositions.</p> <p>Reading a text about a recluse. Putting life events into order.</p> <p>Writing a summary of the life of a person.</p> <p>Completing questions and answers about their family's past. Asking and answering questions.</p> <p>Completing lists with past forms of irregular Verbs. Matching past forms with similar sounds.</p> <p>Listening to a description of a summer Vacation. Talking about their last summer vacation Listening to a description of a summer vacation. Talking about their last summer vacation.</p> <p>Listening to conversations and matching them with pictures. Listening and repeating expressions.</p>
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Universidad del  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p>SB page 46 Complaints and suggestions</p> <p><b>Life Skills</b> SB page 46 Self-knowledge: Emotions</p> <p><b>Vocabulary Extra</b> SB page 47 Feelings Focus on the weather</p> <p><b>Writing</b> WB page 27 Describing a vacation.</p> <p><b>REVIEW B</b> Revision and reinforcement of units 4-6, Workbook revision units 4-6</p>	<p>Completing conversations with expressions. Writing and practicing new conversations about problems and feelings.</p> <p>Taking a test about emotions. Using expressions to calm someone down.</p> <p>Matching pictures with words. Matching sentence beginnings and endings.</p> <p>Develop the grammar and vocabulary activities Pg. 48-51 Develop workbook activity of units 4-6.</p>
<p>Week 8</p>	<p><b>Second written evaluation</b> <b>Second oral evaluation</b></p> <p><b>UNIT 7</b> <b>FOOD</b></p> <p><b>Vocabulary</b> SB page 52 Food</p>	<p><b>It will be applied the second oral and written exam.</b></p> <p>Matching names of food groups with pictures. Completing lists of food. Categorizing food according to personal preferences.</p>



	<p><b>Pronunciation</b> SB page 53 Sound discrimination</p> <p><b>Speaking</b> SB page 53 Talking about food</p> <p><b>Reading &amp; Listening</b> SB page 54 Reading for specific information. Listening for specific information.</p> <p><b>Writing &amp; Speaking</b> SB page 54 Writing menus. Fluency work</p>	<p>Completing tables with countable and uncountable food nouns. Completing questions and answers about food. Asking and answering questions about food items.</p> <p>Making shopping lists. Playing a guessing game about a partner's list.</p> <p>Reading a web page about diets. Listening to and deciding whether statements are true or false. Listening to a conversation to check answers. Writing and discussing menus.</p> <p>Completing questions and answers with How much ...? and How many...? Asking and answering questions about quantities of food and drinks.</p>
<p>Week 9</p>	<p><b>Grammar</b> SB page 55 How much...? and How many...?</p> <p><b>Speaking: anecdote</b> SB page 55 Fluency work</p> <p><b>Language for Life</b> SB page 56 Buying food in a store.</p> <p><b>Life Skills</b> SB page 56 Influencing:</p>	<p>Listening to a description of a dinner and underlining the correct information. Talking about a great dinner.</p> <p>Listening to a conversation and answering questions. Completing the conversation.</p> <p>Listening and repeating expressions. Writing and practicing a food store conversation.</p> <p>Creating a list of healthy foods. Influencing someone to eat better.</p>



Universidad del  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p>Healthy living.</p> <p><b>Vocabulary Extra</b> SB page 57 Food Focus on prepositions of place</p> <p><b>Writing</b> WB page 31 Writing an invitation</p>	<p>Matching pictures with words.</p> <p>Asking and answering about the position of objects.</p>
<p>Week 10</p>	<p><b>UNIT 8</b> <b>MONEY</b></p> <p><b>Reading</b> SB page 58 Reading for specific information</p> <p><b>Vocabulary</b> SB page 59 Money</p> <p><b>Grammar</b> SB page 59 Comparative adjectives</p> <p><b>Pronunciation</b> SB page 60 Schwa /a/</p> <p><b>Vocabulary &amp; Listening</b> SB page 60</p>	<p>Reading an article and understanding the situation. Deciding whether statements are true or false. Putting a summary in order.</p> <p>Completing sentences with words from the reading text. Identifying sentences about money that are true for them.</p> <p>Underlining comparative adjectives. Completing a table with comparative adjectives. Writing sentences using comparative adjectives. Completing sentences using comparative adjectives.</p> <p>Repeating chants and practicing the <i>schwa</i> sound.</p> <p>Talking about their most valued possession. Discussing how much they usually pay for things.</p>



Universidad del  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p>Big numbers Listening for detail.</p> <p><b>Speaking</b> SB page 60 Talking about prices.</p> <p><b>Grammar</b> SB page 61 Superlative adjectives</p> <p><b>Reading</b> SB page 61 Reading for detail</p> <p><b>Language for Life.</b> SB page 62 Describing objects.</p> <p><b>Life Skills</b> SB page 62 Comparing products: A new phone</p> <p><b>Vocabulary Extra</b> SB page 63 Common adjectives Focus on like</p> <p><b>Writing</b> WB page 35</p>	<p>Completing questions with superlative adjectives. Asking and answering questions.</p> <p>Talking about the most common objects to lose. Reading a text about lost property. Discussing questions about losing things Reading and listening to a conversation. Matching questions with answers. Listening to and repeating expressions. Writing and practicing a new conversation.</p> <p>Reading product reviews. Listing good and bad qualities of a product. Making a decision on a product.</p> <p>Writing out prices in words. Matching prices with objects.</p> <p>Matching pictures with words. Matching opposites. Completing a table with phrases. Writing their own sentences with like.</p>
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Universidad del  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	Writing a summary of graphic data.	
Week 11	<p><b>UNIT 9</b> <b>TALENT</b></p> <p><b>Listening</b> SB page 64 Listening for specific information.</p> <p><b>Grammar</b> SB page 64 can/can't (for ability)</p> <p><b>Pronunciation</b> SB page 65 Stress with can and can't</p> <p><b>Grammar</b> SB page 65 Adverbs of manner</p> <p><b>Reading</b> SB page 66 Reading for detail</p> <p><b>Grammar</b> SB page 66 Frequency expressions</p> <p><b>Vocabulary</b> SB page 67 Character adjectives</p>	<p>Matching pictures of famous people with names. Listening to a podcast and identifying who can do different things.</p> <p>Completing questions and answers with can and can't. Asking and answering questions.</p> <p>Practicing chants. Identifying when <i>can</i> and <i>can't</i> are stressed and unstressed.</p> <p>Completing sentences. Matching adjectives and adverbs. Studying adverb formation. Putting sentences in the correct order.</p> <p>Matching headings with sections of an article. Matching beginnings and endings of sentences.</p> <p>Putting expressions in order of frequency. Putting words in the correct place in questions. Asking and answering the questions.</p> <p>Matching character adjectives with their meanings. Using adjectives to describe themselves.</p>



Universidad del  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p><b>Language for Life</b> SB page 68 Making excuses.</p> <p><b>Life Skills</b> SB page 68 Criticizing: Polite or rude?</p> <p><b>Vocabulary Extra</b> SB page 69 Common adverbs Focus on be</p> <p><b>Writing</b> WB page 39 Correcting mistakes with capital letters and spelling. Writing about a talented person.</p> <p><b>REVIEW C</b> Revision and reinforcement of units 7-9 Workbook revision units 7-9</p>	<p>Matching excuses with pictures. Listening to a conversation and identifying excuses. Listening and repeating expressions. Writing and practicing a new conversation.</p> <p>Listening and matching conversations to pictures. Deciding if criticism is rude or polite. Criticizing people in different situations</p> <p>Matching pictures with words. Completing a table with phrases. Writing sentences with be.</p> <p>Develop the grammar and vocabulary activities Pg. 70- 73. Develop workbook activity of units 7-9</p>
<p>Week 12</p>	<p><b>Third written evaluation</b> <b>Third oral evaluation</b></p> <p><b>UNIT 10</b> <b>TV</b></p> <p><b>Vocabulary</b> SB page 74</p>	<p><b>The third written and oral test will be applied.</b></p> <p>Completing questions with TV words. Asking and answering questions about TV. Listening and</p>



Universidad del  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p>TV shows Listening for gist.</p> <p><b>Speaking</b> SB page 74 Fluency work</p> <p><b>Reading &amp; Listening</b> SB page 75 Reading for specific information.</p> <p><b>Grammar</b> SB page 75 Future forms: hope, want, 'd Like (would like)</p> <p><b>Listening &amp; Reading</b> SB page 76 Listening for specific information.</p> <p><b>Grammar</b> SB page 76 (be) going to + base form</p>	<p>identifying TV shows by genre.</p> <p>Discussing TV viewing.</p> <p>Reading a website and answering questions. Matching people with reasons. Discussing the best and worst reasons</p> <p>Underlining the target verb structures in sentences. Studying the structure of future forms. Putting words in order to make sentences. Reading and listening to an interview. Completing the interview with future forms.</p> <p>Completing questions and answers. Asking and answering questions. Writing and discussing sentences expressing good intentions.</p>
<p>Week 13</p>	<p><b>Grammar</b> SB page 77 Asking about future plans and intentions.</p> <p><b>Pronunciation</b> SB page 77 Stress in sentences with going to</p>	<p>Asking and answering questions about future plans and intentions using What are you going to do...?</p> <p>Listening to and repeating chants. Practicing weak pronunciation of to.</p>



Universidad del  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p><b>Speaking: anecdote</b> SB page 77 Fluency practice</p> <p><b>Language for Life</b> SB page 78 Making and responding to suggestions and offers.</p> <p><b>Life Skills</b> SB page 78 Being creative: A new TV show.</p> <p><b>Vocabulary Extra</b> SB page 79 TV Focus on What...? And How...?</p> <p><b>Writing WB</b> page 43 Linking sentences: and, but, because Completing a form, giving reasons.</p>	<p>Listening to a description of a TV show. Talking about favorite TV shows.</p> <p>Listening to a conversation and completing it. Completing a table with expressions. Listening to and repeating expressions. Practicing a conversation.</p> <p>Listening and matching TV shows with their descriptions. Creating a new reality TV show.</p> <p>Matching pictures with words. Completing a table with questions. Writing their own example questions and answers.</p>
<p>Week 14</p>	<p><b>UNIT 11</b> <b>EXPERIENCES</b></p> <p><b>Reading &amp; Listening</b> SB page 80 Reading for specific information.</p>	<p>Reading an email and answering questions Listening to three people and identifying places they have visited.</p>



Universidad del  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p>Listening for specific information.</p> <p><b>Grammar</b> SB page 81 Present perfect</p> <p><b>Vocabulary</b> SB page 81 Past participles</p> <p><b>Pronunciation</b> SB page 82 Past participles</p> <p><b>Reading &amp; Listening</b> SB page 82 Reading for gist. Listening for specific information.</p> <p><b>Grammar</b> SB page 83 Present perfect vs. simple past</p> <p><b>Speaking: anecdote</b> SB page 83 Fluency practice</p> <p><b>Language for Life</b> SB page 84 Ordering food in a restaurant.</p> <p><b>Life skills</b> SB page 84 Analyzing information: Have</p>	<p>Studying the use of the present perfect. Completing a table with present perfect forms. Completing questions and answers about experiences. Asking and answering questions.</p> <p>Matching pictures with past participles. Writing sentences about what they have and haven't done. Asking and answering questions.</p> <p>Completing chants using past participles Practicing chants.</p> <p>Reading and identifying the meanings of numbers. Listening to someone talking about travel experiences.</p> <p>Differentiating between the use of the present perfect and the simple past. Completing a table with simple past questions.</p> <p>Listening to a description of an old friend. Talking about their oldest friend. Asking and answering questions.</p> <p>Putting a conversation in the correct order. Listening to and repeating expressions. Identifying items from a menu. Listening and repeating expressions.</p> <p>Completing a questionnaire. Creating bar charts on results. Presenting information.</p>
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Universidad de  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p>you ever...?</p> <p><b>Vocabulary extra</b> SB page 85 Food Drink Focus on verbs + prepositions</p> <p><b>Writing</b> WB page 47 Forming and answering Wh. questions. Building a text from notes.</p> <p><b>KET EXAM</b></p>	<p>Matching pictures with words. Completing a table with verbs. Writing their own examples with verbs.</p>
<p>Week 15</p>	<p><b>UNIT 12</b> <b>DRIVE</b></p> <p><b>Reading &amp; Listening</b> SB page 86 Listening for specific information. Reading for detail.</p> <p><b>Vocabulary</b> SB page 87 Prepositions</p> <p><b>Grammar</b> SB page 87 Questions with prepositions</p> <p><b>Pronunciation</b> SB page 87 Vowel sounds</p>	<p>Completing an article with headings. Matching information with journeys. Answering questions about journeys.</p> <p>Underlining correct prepositions in sentences. Writing a detailed description of a journey.</p> <p>Putting words in the correct order to make questions.</p> <p>Listening and repeating words. Noticing individual vowel sounds and completing a list.</p>



Universidad del  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p><b>Listening</b> SB page 88 Listening for specific information.</p> <p><b>Grammar</b> SB page 88 Tense review</p> <p><b>Vocabulary</b> SB page 89 Places in the country</p> <p><b>Speaking: anecdotes</b> B page 89 Fluency practice</p> <p><b>Language for Life</b> SB page 90 Directions</p> <p><b>Life skills</b> SB page 90 Problem-solving: Directions</p> <p><b>Vocabulary extra</b> SB page 91</p>	<p>Listening to an interview and answering a gist question. Matching numbers with questions.</p> <p>Underlining the correct tenses in a text.</p> <p>Matching vocabulary with places. Talking about places near their house. Talking about places to visit.</p> <p>Listening to a description of an interesting road trip. Talking about an interesting road trip.</p> <p>Matching pictures with directions. Listening to three conversations and identifying destinations. Completing a conversation with directions. Writing and practicing a new conversation involving giving directions. Listening and following directions on a map.</p> <p>Creating new directions based on a map. Explaining a familiar route.</p> <p>Matching pictures with words. Writing phrases with prepositions</p>
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 Universidad de <b>Nariño</b>	CENTRO DE IDIOMAS  <b>SYLLABUS FOR THE ENGLISH COURSES OFFERED BY          THE LANGUAGE CENTRE TO THE GENERAL PUBLIC</b>	Código: CID-PRS-PG-01
		Página: 1 de 70
		Versión: 2
		Vigente a partir de: 02/02/2015

	<b>Writing</b> WB page 51 Using adjectives to make a text more interesting. Describing a journey.	
Week 16	<b>REVIEW D</b> Revision and reinforcement of units 10-12. Workbook revision units <b>10-12</b>  <b>Fourth written evaluation</b> <b>Fourth oral evaluation</b>  <b>Check final grades with each student</b>	Develop the grammar and vocabulary activities Pg. 92- 95. Develop workbook activity of units 10-12

### **ADDITIONAL AND COMPLEMENTARY ACTIVITIES**

During the present course, the students will have the space to use the target language communicatively through the use of complementary and supplementary activities. In consequence, a wide set of readings, movies, games, jigsaws, workshops will be implemented to reinforce and improve the four skills. Moreover, learners will practice what they have learned in the laboratory classes. Also, they will have the opportunity to practice through different exercises to present the KET exam at the end of the course.

 Universidad de <b>Nariño</b>	CENTRO DE IDIOMAS  <b>SYLLABUS FOR THE ENGLISH COURSES OFFERED BY          THE LANGUAGE CENTRE TO THE GENERAL PUBLIC</b>	Código: CID-PRS-PG-01
		Página: 1 de 70
		Versión: 2
		Vigente a partir de: 02/02/2015

**UNIVERSITY OF NARIÑO**  
**LANGUAGE CENTER**  
**LEVEL: II**  
**NUMBER OF HOURS: 8 HOURS A WEEK**  
**TOTAL NUMBER OF HOURS PER SEMESTER: 120**

### ***COURSE DESCRIPTION***

This course is intended to provide learners with comprehensive focus on grammar, vocabulary, functions and pronunciation. Instead on basis lessons on invented people in imaginary situations, it is presented target language in real contexts and authentic texts. It is believed that the richest “source of meaning” in a, new language input is carefully controlled: it any lesson is what each student brings into the classroom –their thoughts, ideas, opinions experiences and feelings. In American Inside Out Evolution, new language input is carefully controlled: It aims to maximize exposure to high-frequency language appropriate to this level. Students are encouraged to notice new grammar and new vocabulary in contexts where the meaning is clear. They are then given opportunities to manipulate the new language and try it out in different situations. They discover why using one particular form rather than another one actually matters: not just because it is right or wrong, but because it does or does not communicate a meaning successfully. The emphasis is always on what students can do with the language rather than what they know about the language. The new language is systematically reviewed and recycled until finally the students feel confident enough to use it to make their own meanings and communicate in an easy way. Also, students will be able to have laboratory classes to practice listening and they will have the opportunity to have their book and audios on line using their personal code access which will be found in each book. Also, they will have the opportunity to practice with different exercises through some classes in order to be ready to present the KET (Key English Test) test.

### ***COURSE OBJECTIVE***

Ensure that language our students spend time rehearsing in the classroom is transferable to the real world developing communicative skills through the use of authentic materials adapted

 Universidad de <b>Nariño</b>	CENTRO DE IDIOMAS  <b>SYLLABUS FOR THE ENGLISH COURSES OFFERED BY          THE LANGUAGE CENTRE TO THE GENERAL PUBLIC</b>	Código: CID-PRS-PG-01
		Página: 1 de 70
		Versión: 2
		Vigente a partir de: 02/02/2015

to the learner's needs.

### ***SPECIFIC OBJECTIVES***

Students will be able to:

- ) Understand classroom instructions and the teachers metalanguage used to explain grammar.
- ) Give short oral presentations.
- ) To take part in role plays
- ) Recognize the presented vocabulary and use it properly.
- ) Develop language for life
- ) Read texts and develop textual activities.
- ) Work collaboratively in assigned tasks.
- ) Develop listening skills to tackle different activities.
- ) Give general ideas about different videos.

### ***METHODOLOGY***

This course will be developed using a discovery approach where learners will have the opportunity to discover the language and its functions through examples and varied activities. Moreover, the exposure of authentic materials will motivate learners to use the target language in different situations, expressing their ideas written and orally. And finally, the listening activities in the laboratory will enhance learner's listening comprehension. Teachers will apply task-based activities with controlled and free activities but using communicative techniques most of the time. The students will have a lot of opportunities to use the target language to communicate with each other by reading and writing, doing comprehension activities, listening activities, descriptions, oral presentations, sketches, storytelling and situational activities and also develop the activities given in the workbook.

 Universidad de <b>Nariño</b>	CENTRO DE IDIOMAS  <b>SYLLABUS FOR THE ENGLISH COURSES OFFERED BY          THE LANGUAGE CENTRE TO THE GENERAL PUBLIC</b>	Código: CID-PRS-PG-01
		Página: 1 de 70
		Versión: 2
		Vigente a partir de: 02/02/2015

## ***COURSE MATERIALS***

Sue Kay, Vaughan Jones and Phillip Kerr. (2017). American Inside Out Evolution Pre-intermediate. (units 1-12). Macmillan Education.

## ***GRADING INFORMATION AND CRITERIA***

Students will participate in class in different activities such as reading comprehension, role play, written exercises, oral presentations, online exercises, written and oral exams, etc. If a class is missed then it is the responsibility of the student to catch up with the missed class and to continue with the regular learning procedure. If an evaluation is missed the grade will be zero except for those who have health problems and present a written permission, for that reason all the tests will be scheduled since the beginning of the course in this way, everybody will know when they are going to be applied.

The final grade for the course is established as follows:

First exam	(Units 1, 2, 3. It includes all skills)	7.5%
Second exam	(Units 4, 5, 6. It includes all skills)	7.5%
Third exam	(Units 7, 8, 9. It includes all skills)	7.5%
Fourth exam	(Units 10, 11, 12. It includes all skills)	7.5%
Complementary activities as class work, quizzes, oral presentations, etc.		30%
Final exam	(KET TEST- Includes all skills)	40%

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

### ***Unit one: Name***

Specific Objective: At the end of the unit learners will be able to talk about their family members and describe people taking into account physical appearance.

 Universidad de <b>Nariño</b>	CENTRO DE IDIOMAS  <b>SYLLABUS FOR THE ENGLISH COURSES OFFERED BY          THE LANGUAGE CENTRE TO THE GENERAL PUBLIC</b>	Código: CID-PRS-PG-01
		Página: 1 de 70
		Versión: 2
		Vigente a partir de: 02/02/2015

***Unit two: The world***

Specific Objective: At the end of the unit learners will be able to take part in conversations and talk about different places around the world mentioning the most important details such as food, customs, etc.

***Unit three: Love***

Specific Objective: At the end of the unit learners will be able to talk about their relationships and talk about their past.

***Unit four: Shopping***

Specific Objective: At the end of the unit learners will be able to talk about shopping, favorite stores and buying and giving gifts.

***Unit five: In shape***

Specific Objective: At the end of the unit learners will be able to talk about their experiences doing sports and compare things, places and people.

***Unit six: Job***

Specific Objective: At the end of the unit learners will be able to talk about different jobs people have and decide which the best and worst job is.

***Unit seven: Eco***

Specific Objective: At the end of the unit learners will be able to talk about environmental issues.

***Unit eight: Education***

Specific Objective: At the end of the unit learners will be able to talk about changes in society and talk about different subjects and way to teach in a school.

***Unit nine: Smile***

Specific Objective: At the end of the unit learners will be able to talk about vacations, what people like and dislike and why they smile.

***Unit ten: Lifestyle***

Specific Objective: At the end of the unit learners will be able to talk about health, food and cooking.

***Unit eleven: Animals***

Specific Objective: At the end of the unit learners will be able to talk about different animals



Universidad de  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

specially their pets.

**Unit twelve: Incredible**

Specific Objective: At the end of the unit learners will be able to talk about strange coincidences, predictions and the weather.

<b>WEEKS</b>	<b>AIMS</b>	<b>WHAT THE STUDENTS ARE DOING</b>
Weeks 1	<p><b>UNIT ONE</b> <b>NAME</b></p> <p><b>Listening</b> SB page 8 Listening for specific information</p> <p><b>vocabulary</b> SB page 8 family</p> <p><b>Reading</b> SB page 9 Reading for specific information</p> <p><b>Grammar</b> SB page 9 Tenses and auxiliary verbs</p> <p><b>Pronunciation</b> SB page 10 Vowel sounds /u/, /i/, /a/, /ɜr/, / /</p>	<p>Listening to people talking about names. Underlining the names and nicknames they hear. Completing sentences with words for family and friends.</p> <p>Listening and repeating words for family members. Identifying male and female family words and completing a table. Talking about names.</p> <p>Reading an article and finding out the reasons for choosing a name. Talking about choosing names.</p> <p>Matching verb phrases with tense names. Writing negative forms of sentences and naming tenses. Turning sentences into questions with short answers.</p> <p>Listening and repeating names which contain vowel sounds /u/, /i/, /a/, /ɜr/, Labeling groups of names with the correct vowel sound.</p>



	<p><b>Listening</b> SB page 10 Listening and remembering</p> <p><b>Vocabulary</b> SB page 10 Words and phrases for describing people</p> <p><b>Speaking</b> SB page 10 Fluency practice</p>	<p>Listening to the names of people in pictures and remembering them. Discussing techniques for remembering names.</p> <p>Completing descriptions of people. Completing a table with words and phrases for describing people.</p> <p>Describing people in the class, then guessing their identities. Writing short descriptions of people they know and telling their partners About them.</p>
<p>Week 2</p>	<p><b>Reading</b> SB page 11 ding for gist</p> <p><b>Grammar</b> SB page 11 look(s) / look(s) like</p> <p><b>Reading</b> SB page 12 Reading for specific information</p> <p><b>Speaking</b> SB page 12</p>	<p>Matching headings to sections of a text. Discussing advice in a text on improving your memory.</p> <p>Identifying parts of speech and using <i>look(s)</i> and <i>look(s)</i> like with Adjectives and nouns. Writing sentences describing people using <i>look(s)</i> and <i>look(s)</i> like.</p> <p>Discussing language learning tips. Reading about language learning tips from an English expert. Writing a list of their own language learning tips.</p> <p>Making changes to questions and asking a partner the questions.</p>



	<p>fluency practice</p> <p><b>Grammar</b> SB page 13 Question forms</p> <p><b>Speaking anecdote</b> SB page 13 Fluency practice</p> <p><b>Language for life</b> SB page 14 Useful conversational phrases: showing you're interested</p> <p><b>Life skills</b> SB page 14 Cultural awareness: What's in a name?</p> <p><b>Vocabulary Extra</b> SB page 15 Review of words from the unit: family and relationship words; names</p> <p><b>Writing</b> WB page 7</p>	<p>Matching questions and answers. Rewriting questions and discussing the acceptability of them.</p> <p>Listening to somebody talking about a person who is important to him. Talking about a person who is important to them.</p> <p>Matching conversations with pictures. Listening and repeating useful phrases for showing interest. Completing a conversation and practicing it. Writing a new conversation about last weekend.</p> <p>Explaining what their names mean. Matching names, meanings, and nationalities. Completing a table and discussing which names suit which people.</p> <p>Completing a table with family words. Answering questions about family and relationships. Underlining the correct words in sentences. Completing a form about names.</p> <p>Filling out a form with personal information.</p>
<p>Week 3</p>	<p><b>UNIT TWO</b> <b>Travel</b></p>	



	<p><b>Vocabulary</b> SB page 16 Places in a city</p> <p><b>Listening</b> SB page 17 Listening for gist</p> <p><b>Grammar &amp; vocabulary</b> SB page 17 so/such, very/too; adjectives to describe places</p> <p><b>Grammar</b> SB page 18 Countable and uncountable nouns</p> <p><b>Vocabulary &amp; pronunciation</b> SB page 18 words; word stress</p> <p><b>Speaking</b> SB page 18 Fluency practice</p> <p><b>Reading &amp; writing</b> SB page 19 Reading for detail Writing a review</p> <p><b>Reading</b> SB page 20</p>	<p>Finding features of a place in pictures. Ordering the features near their school from nearest to farthest away.</p> <p>Listening to people talking about the places where they live and matching. Them to pictures. Completing descriptions with adjectives</p> <p>Identifying the uses of so and such. Completing an email. Then changing the email to sound negative. Identifying the uses of very and too. Completing sentences with very or too.</p> <p>Matching questions and responses. Completing a table with nouns and discussing the plurals of nouns. Asking questions about cities and villages.</p> <p>Completing a table with country and nationality words and marking the Stress. Talking about countries they would like to visit.</p> <p>Comparing things from different countries.</p> <p>Reading about vacation resorts and discussing where they would like to Stay. Explaining their choices to a partner. Writing a review of the best hotel they have stayed in.</p> <p>Reading and completing the description of a country. Discussing which country it is and</p>
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	<p>Reading for detail Words and phrases</p> <p><b>Grammar</b> SB page 20 Quantity expressions</p> <p><b>Vocabulary</b> SB page 21 Location</p> <p><b>speaking anecdote</b> SB page 21 Fluency practice</p> <p><b>Language for Life</b> SB page 22 Useful conversational phrases for talking about where you are from</p> <p><b>Life skills</b> SB page 22 Prioritizing: What to do...?</p> <p><b>Vocabulary extra</b> SB 23 Review of words from unit: Places, adjectives, furniture, like</p>	<p>whether it could be their own.</p> <p>Matching quantity expressions with countable and uncountable nouns. Underlining the correct quantity expressions. Rewriting sentences to make them true for them. Asking and answering questions about where they live.</p> <p>Labeling the points of a compass. Matching location descriptions to cities.</p> <p>Listening to somebody talking about the best place they have ever visited. Talking about the best place they have ever visited.</p> <p>Reading and listening to a conversation to identify nationalities. Matching people with maps. Completing useful expressions, then listening and repeating them. Writing a conversation about where they are from and where they live now.</p> <p>Completing a table about their city/town. Prioritizing places to visit in their city/town.</p> <p>Matching places in a picture with words. Talking about the last time they visited places. Categorizing adjectives, then using them to describe their cities. Matching pictures of furniture with words. Matching the uses of like with example sentences and writing their own sentences.</p>
<p>Week 4</p>	<p><b>UNIT 3</b></p>	



	<p><b>LOVE</b></p> <p><b>Listening</b> SB page 24 Listening for specific information</p> <p><b>Vocabulary &amp; Speaking</b> SB page 24 Relationship expressions; fluency practice</p> <p><b>vocabulary</b> SB page 25 Relationship expressions</p> <p><b>Grammar</b> SB page 25 Simple past</p> <p><b>Pronunciation</b> SB page 25 Irregular simple past forms</p> <p><b>Listening</b> SB page 26 Listening for detail</p> <p><b>Grammar</b> SB page 27 Past progressive</p> <p><b>Reading</b> SB page 27 Reading for detail</p>	<p>Listening to two people talking about their relationship and answering questions. Completing sentences with He, She, or They.</p> <p>Completing sentences with relationship expressions. Discussing statements about relationships.</p> <p>Matching verb phrases with pictures. Putting the stages of a relationship in a logical order.</p> <p>Writing affirmative and negative simple past forms of verbs. Writing sentences with simple past verbs.</p> <p>Categorizing simple past forms according to their pronunciation.</p> <p>Reading about a TV game show and answering questions. Listening to contestants and identifying the answers they give. Talking about the game show questions with a partner.</p> <p>Identifying the uses of the simple past and past progressive. Writing sentences using simple past and past progressive to describe a picture.</p> <p>Completing a story with past progressive or simple past verbs. Predicting the ending to the story.</p>
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Universidad del  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p><b>Reading</b> SB page 28 Reading for detail</p> <p><b>Vocabulary &amp; speaking</b> SB page 29 Time adverbials; telling a story</p> <p><b>Grammar</b> SB page 29 Adverbs of manner</p> <p><b>Language for life</b> SB page 30 Things in common</p> <p><b>Life skills</b> SB page 30 Decision-making: A Perfect Date</p> <p><b>Vocabulary extra</b> SB page 31 Adjectives ending in ed or ing; get</p> <p><b>Writing</b> WB page 15</p> <p><b>REVIEW A</b></p>	<p>Completing noun phrases. Completing a blog post with noun phrases. Discussing relationships in pairs. Finding time adverbials in stories and listing them in order. Retelling a story using time adverbials.</p> <p>Completing a table with adverbs and adjectives. Answering questions about forming adverbs from adjectives. Rewriting sentences in the correct order and then making them true for them.</p> <p>Listening to a conversation to determine whether the speakers know each other. Answering true/false questions. Completing useful phrases for talking about things in common. Writing and responding to comments with the useful phrases.</p> <p>Listening and completing dating profiles. Discussing and choosing the perfect date for someone. Discussing their own perfect dates.</p> <p>Matching pictures with adjectives. Underlining the correct adjectives in sentences. Identifying the various uses of get. Writing example sentences using get.</p> <p>Using time expressions. Telling a story.</p>
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	<p>Revision and reinforcement of units 1-3. Workbook revision units 1-3</p>	<p>Develop the grammar and vocabulary activities Pg. 32- 35. Develop workbook activity of units 1-3</p>
Week 5	<p><b>First written evaluation</b> <b>First oral evaluation</b></p> <p><b>UNIT FOUR</b> <b>SHOPPING</b></p> <p><b>Speaking</b> SB page 36 Fluency practice</p> <p><b>Reading</b> SB page 36 Reading for specific information</p> <p><b>Vocabulary</b> SB page 37 Collocations</p> <p><b>Pronunciation</b> SB page 37 Plural forms</p> <p><b>Grammar</b> SB page 37 Adverbs of frequency</p> <p><b>Speaking anecdote</b> SB page 38 Fluency practice</p>	<p><b>It will be applied the second oral and written exam.</b></p> <p>Discussing giving and receiving gifts.</p> <p>Reading and answering questions on a text about gifts. Discussing the worst Valentine's Day gifts.</p> <p>Matching words to make common phrases. Talking about common items to give as gifts.</p> <p>Listening and repeating plural forms. Adding plural nouns to a table according to their pronunciation.</p> <p>Studying the use and position of adverbs of frequency. Adding adverbs of frequency to sentences and discussing for in they are true for them.</p> <p>Listening and talking about the last time they bought someone a gift.</p>



	<p><b>Grammar &amp; vocabulary</b> SB page 38 Verb patterns (1)</p> <p><b>Speaking</b> SB page 39 Fluency practice</p> <p><b>Grammar</b> SB page 39 Verb patterns (2)</p> <p><b>Reading &amp; vocabulary</b> SB page 40 Reading for detail</p> <p><b>Reading</b> SB page 41 Reading for gist</p> <p><b>Grammar</b> SB page 41 Simple present and present progressive</p> <p><b>Language for life</b> SB page 42 Useful phrases in a clothes</p>	<p>Studying sentences with verbs with two objects. Completing a table. Completing questions with indirect objects and answering them in pairs.</p> <p>Completing statements and discussing them.</p> <p>Completing two interviews with ing-forms and the to-infinitive Completing sentences and comparing with a partner.</p> <p>Completing texts describing clothes. Discussing their opinions on clothes. Completing a table with descriptions. Clothes and accessories. Listening and repeating items of clothing. Completing sentences that are true for them.</p> <p>Reading a text and answering a question. Matching words to their meaning. Discussing the trend towards ethical clothing.</p> <p>Matching simple present and present progressive forms \ Writing simple present and present progressive sentence and checking the ones that are true for them. Matching lines from conversations with speakers. Completing a conversation with useful phrases. Writing and practicing new conversations about shopping.</p> <p>Listening to a conversation and writing a shopping list. Planning a route in a shopping mall.</p>
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	<p>store</p> <p><b>Life skills</b> SB page 42 Planning: A shopping trip Vocabulary extra SB page 43</p> <p>Review of words from the unit: clothes and accessories; verbs used with clothes.</p>	<p>Matching pictures with descriptions. Matching verb phrases with meanings. Underlining appropriate verb phrases in sentences.</p>
<p>Week 6</p>	<p><b>UNIT FIVE IN SHAPE</b></p> <p><b>Reading</b> SB page 44 Reading for detail</p> <p><b>Vocabulary</b> SB page 45 How + adjective / adverb</p> <p><b>Speaking anecdote</b> SB page 45 Fluency practice</p> <p><b>Listening</b> SB page 46 Listening for specific Information</p> <p><b>Grammar &amp; vocabulary</b> SB page 46 Comparatives</p>	<p>Reading an interview and answering questions. Completing statements with numbers. Discussing extreme sports in pairs.</p> <p>Completing a table about how long it takes them to do things and guessing their partner's answers. Completing questions with How + adjective/adverb then asking and answering them in pairs.</p> <p>Listening and talking about experiences of doing sports at school.</p> <p>Matching famous sportspeople with their birthdates. Listening to a discussion and identifying which sports star is chosen for an advertising campaign. Completing comparative sentences.</p> <p>Making comparisons in a general knowledge test. Making comparative statements with words in boxes.</p>



	<p><b>Pronunciation</b> SB page 47 The schwa sound</p> <p><b>Grammar</b> SB page 47 Superlatives</p> <p><b>Vocabulary</b> SB page 47 Numbers</p> <p><b>Reading</b> SB page 48 Reading for detail</p> <p><b>Vocabulary</b> SB page 48 Phrasal verbs</p> <p><b>Grammar</b> SB page 49 Phrasal verbs</p> <p><b>Listening &amp; speaking</b> SB page 49 Listening for gist; fluency practice</p> <p><b>Language for life</b></p>	<p>Completing expressions with <i>as ... as</i>. Practicing the <i>schwa</i> sound. Talking about expressions in their own language.</p> <p>Writing superlative forms for different groups of adjectives. Completing questions with superlative adjectives and discussing them in pairs.</p> <p>Listening and repeating fractions and decimals. Writing numbers in words. Matching numbers with facts.</p> <p>Reading about ways to relax. Discussing ways to relax and the things that stop them from relaxing.</p> <p>Completing sentences with phrasal verbs. Discussing the sentences with a partner.</p> <p>Answering questions about the form and use of phrasal verbs. Putting words in the correct order to make answers to questions. Listening to a radio show about laughter clubs and marking statements true or false. Trying to make a partner laugh. Discussing questioning about laughter.</p> <p>Listening to three conversations to identify sports. Matching people with sets of instructions. Completing a conversation with useful phrases then listening and Practicing it with a partner.</p> <p>Matching phrases with pictures. Listening to a podcast and identifying which exercises it includes. Creating a workout routine</p>
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Universidad del  
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CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p>SB page 50 Useful conversational phrases for giving instructions</p> <p><b>Life skills</b> SB page 50 Time management: An exercise routine</p> <p><b>Vocabulary Extra</b> SB page 51 Review of words from the unit: sports; verbs used with sports.</p> <p><b>Writing</b> WB page 23</p>	<p>and comparing it with a partner.</p> <p>Matching equipment with sports to complete a table. Adding more sports words to a table. Underlining the correct verbs in sentences. Completing verb phrases with <i>do</i>, <i>go</i>, or <i>play</i> and adding more sports.</p> <p>Organizing a text. Linking sentences with <i>although</i>. Describing a sports event.</p>
<p>Week 7</p>	<p><b>UNIT SIX</b> <b>JOB</b></p> <p><b>Listening</b> SB page 52 Listening for specific information</p> <p><b>Speaking</b> SB page 52 Fluency practice</p> <p><b>Reading</b> SB page 53 Reading for detail</p>	<p>Listening to people and identifying the question they are asked. Checking the jobs each person mentions. Discussing what they wanted to be when they were young.</p> <p>Listing all the jobs they, their parents, and their grandparents have done. Discussing questions about jobs.</p> <p>Discussing the best job in the world. Reading an article on the best job in the world and answering questions.</p>



Universidad del  
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CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p><b>Grammar</b> SB page 53 can/can't; have to/don't have to</p> <p><b>Reading</b> SB page 54 Reading for specific information</p> <p><b>Vocabulary</b> SB page 54 Collocations (jobs)</p> <p><b>Grammar</b> SB page 55 Present perfect</p> <p><b>Pronunciation</b> SB page 55 Past participles of irregular verbs</p> <p><b>Speaking</b> SB page 55 Fluency practice</p> <p><b>Listening</b> SB page 56 Listening for specific information</p> <p><b>Vocabulary</b> SB page 56 Job-related words</p>	<p>Matching verbs and meanings. Matching the beginnings and endings of sentences. Discussing what is and isn't allowed at work or school.</p> <p>Discussing first job experiences. Answering questions on a text.</p> <p>Adding words and phrases to sets of collocations about jobs. Writing sentences about themselves.</p> <p>Identifying the uses of the present perfect. Completing a table and completing sentences with time expressions.</p> <p>Completing a table with past participles and categorizing them according to vowel sound. Practicing saying them.</p> <p>Forming questions using the present perfect. Asking and answering questions about past experience.</p> <p>Listening to an interview with a businessman and answering questions. Deciding if statements are true or false.</p> <p>Using job-related words from a text to complete sentences. Identifying the meaning and use of <i>should</i>. Discussing statements about working practices</p>
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CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p><b>Writing</b> SB page 57 A letter of application</p> <p><b>Speaking &amp; anecdote</b> SB page 57 Fluency practice</p> <p><b>Language for life</b> SB page 58 Presenting yourself</p> <p><b>Life skills</b> SB page 58 Negotiating: Who's doing it?</p> <p><b>Vocabulary</b> SB page 59 Office equipment; job and work describing a vacation.</p> <p><b>REVIEW B</b> Revision and reinforcement of units 4-6, Workbook revision units 4-6</p>	<p>Improving a job application letter. Writing their own letter of application for a dream job.</p> <p>Listening and underlining the correct information. Talking about someone who has a good job.</p> <p>Listening and underlining the correct information. Completing presentations for three other people. Writing a short presentation of themselves.</p> <p>Listening to two people negotiating and Identifying who's doing what. Writing a list of tasks they do at work or school. Negotiating with a partner to help them with their tasks.</p> <p>Matching pictures with words. Completing questions with job or work. Writing further questions and discussing them.</p> <p>Develop the grammar and vocabulary activities Pg. 60- 63. Develop workbook activity of units 4-6.</p>
<p>Week 8</p>	<p><b>Second written evaluation</b> <b>Second oral evaluation</b></p> <p><b>UNIT 7</b> <b>ECO</b></p>	<p><b>It will be applied the second oral and written exam.</b></p>



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CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p><b>Reading &amp; vocabulary</b> SB page 64 Reading for detail Climate change</p> <p><b>Listening &amp; vocabulary</b> SB page 65 Listening for gist Opinions</p> <p><b>Grammar</b> SB page 65 Subject questions</p> <p><b>Pronunciation</b> SB page 66 Words ending in -tion</p> <p><b>Grammar</b> SB page 66 Dynamic and stative meanings</p> <p><b>Speaking</b> SB page 67 Fluency practice</p> <p><b>Writing</b> SB page 67 Writing a report</p> <p><b>Reading &amp; listening</b> SB page 68 Reading for detail Listening for specific information</p>	<p>Reading about a protest march and identifying true and false statements. Matching phrases with similar meaning. Talking about climate change.</p> <p>Matching four protesters with their opinions. Completing sentences which state opinions and discussing them.</p> <p>Studying the structure and use of subject questions. Writing subject and object questions.</p> <p>Completing a table with words ending in -tion. Listening and repeating the words.</p> <p>Studying verbs with dynamic and stative meanings. Writing sentences using the present progressive. Completing sentences describing actions and states, and making them true for classmates.</p> <p>Discussing what's good or bad for the environment. Conducting a survey on environmental issues.</p> <p>Completing a survey report on green issues. Writing a survey report.</p> <p>Discussing voluntary work. Matching projects from a volunteer website with duties. Listening and identifying which project a</p>
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Universidad del  
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CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p><b>Grammar</b> SB page 68 Future: (be) going to</p>	<p>volunteer information is going. Discussing which projects they would like to do.</p> <p>Correcting mistakes in sentences. Studying the future (be) going to. Writing and asking questions about the future.</p>
Week 9	<p><b>Listening</b> SB page 69 Listening for detail</p> <p><b>Grammar</b> SB page 69 Future: present progressive</p> <p><b>Language for life</b> SB page 70 Useful phrases on the telephone</p> <p><b>Life skills</b> SB page 70 Social responsibility: How green are you?</p> <p><b>Vocabulary extra</b> SB page 71 Review of words from the unit: environmental problems and solutions; have / have got</p> <p><b>Writing</b> Wb page 31</p>	<p>Listening and identifying the speakers' feelings. Listening and underlining the correct information. Discussing when their parents worry about them.</p> <p>Studying the present progressive to talk about the future. Deciding when you can use (be) going to or the present progressive.</p> <p>Underlining appropriate expressions in a phone conversation. Listening and repeating useful phrases. Practicing a phone conversation.</p> <p>Listening to a podcast and categorizing tips on green living. Discussing and listing things they can do to be more environmentally friendly. Comparing actions.</p> <p>Matching pictures with phrases. Categorizing expressions and adding their own ideas. Completing sentences with do, don't, have, and haven't.</p> <p>Writing questions with have / has got. Comparing the use of have / has and have / has got. Linking sentences with because, as, since. Making written suggestions.</p>
Week 10	<p><b>UNIT 8</b> <b>EDUCATION</b></p>	



	<p><b>Reading</b> SB page 72 Reading for detail</p> <p><b>Vocabulary</b> SB page 73 Education and training</p> <p><b>Pronunciation</b> SB page 73 Stress in school subjects</p> <p><b>Speaking anecdote</b> SB page 73 Fluency practice</p> <p><b>Reading</b> SB page 74 Reading for gist and detail</p> <p><b>Grammar</b> SB page 75 could for permission and obligation</p> <p><b>Listening</b> SB page 75 Listening for gist</p> <p><b>Reading &amp; listening</b></p>	<p>Reading about a trainee circus performer and identifying true and false statements. Talking about their families' hopes for their future.</p> <p>Completing sentences with words from the Reading section. Discussing whether statements are true for their country.</p> <p>Saying names of school subjects with correct stress. Discussing their attitudes to school subjects.</p> <p>Listening and underlining the correct information. Talking about favorite school subjects.</p> <p>Discussing how electronic devices have changed. Answering questions about the text. Talking about how life has changed over the generations.</p> <p>Completing a table with can and have to. Completing questions and answers. Discussing permission and obligation in their school or college.</p> <p>Identifying topics discussed in a conversation. Writing sentences about then and now. Talking about permission and obligation in their own countries.</p> <p>Offering and accepting advice for "meeting the parents." Labeling comments with advice. Listening and identifying the advice the person</p>
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	<p>SB page 76 Reading for detail Listening for main ideas</p> <p><b>Vocabulary</b> SB page 76 Words from a text</p> <p><b>Grammar</b> SB page 77 should and must for advice</p> <p><b>Reading speaking</b> SB page 77 Reading for detail Fluency practice</p> <p><b>Language for life</b> SB page 78 Useful conversational phrases for giving opinions</p> <p><b>Life skills</b> SB page 78 Giving advice: Education options</p> <p><b>Vocabulary extra</b> SB page 79 Review of words from the unit: education stages; words used with education</p>	<p>follows.</p> <p>Completing sentences with words from a text. Discussing sentences with a partner.</p> <p>Matching phrases with meanings. Completing sentences with should and must.</p> <p>Completing advice on being the perfect romantic partner. Discussing the advice with a partner.</p> <p>Identifying topics from a conversation. Completing sentences from the conversation. Listening to and practicing useful phrases. Putting phrases for agreeing and disagreeing in order. Rewriting statements to show their own opinions.</p> <p>Listening to a conversation and listing decisions the speakers have to make. Writing down the advice they would give the speakers, then role-playing the advice.</p> <p>Matching pictures with stages of education. Comparing the stages with those in their countries. Describing their own education. Completing questions about education and discussing them.</p>
<p>Week 11</p>	<p><b>UNIT 9</b> <b>SMILE</b></p> <p><b>Reading</b></p>	<p>Discussing smiling for photographs. Reading and</p>



Universidad del  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p>SB page 80 Reading for detail</p> <p><b>Vocabulary</b> SB page 80 The face</p> <p><b>Reading</b> SB page 81 Reading for gist</p> <p><b>vocabulary</b> SB page 81 Character adjectives</p> <p><b>Reading</b> SB page 82 Reading for detail</p> <p><b>Grammar &amp; vocabulary</b> SB page 82 Verb patterns</p> <p><b>Reading &amp; speaking</b> SB page 83 Fluency practice</p> <p><b>Listening</b> SB page 83 Listening for specific information</p> <p><b>Listening</b></p>	<p>completing a post about smiling.</p> <p>Matching adjectives with parts of the face. Discussing facial features that they like</p> <p>Making guesses about what people are like. Matching photos to conversations. Matching descriptions to people they know.</p> <p>Repeating adjectives and matching them with their meanings. Listening and choosing adjectives to describe six people. Doing a personality test</p> <p>Reading survey results and drawing a conclusion. Writing true sentences about themselves and comparing them with a partner.</p> <p>Underlining the correct structures in sentences. Writing more true sentences about themselves.</p> <p>Describing their country. Completing a text about Thailand and discussing vacation destinations.</p> <p>Completing statements about vacations with the correct names. Writing true sentences about classmates.</p> <p>Identifying people's jobs from a podcast. Identifying</p>
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	<p>SB page 84 Listening for specific information.</p> <p><b>Grammar</b> SB page 84 Present perfect: simple &amp; progressive; for, since, and been</p> <p><b>Grammar</b> SB page 85 Present perfect: simple &amp; progressive; for, since and been.</p> <p><b>Pronunciation</b> SB page 85 Sentence stress</p> <p><b>Speaking</b> SB page 85 Fluency practice</p> <p><b>Language for life</b> SB page 86 Useful body idioms</p> <p><b>Life skills</b> SB page 86 collecting information: Have you ever...?</p>	<p>true and false statements. Talking about countries they'd like to live in.</p> <p>Completing sentences with for or since and completing a table. Studying the use of been. Writing true sentences about their own experiences and comparing them in pairs.</p> <p>Studying the form and use of the present perfect. Completing sentences with the present perfect: simple and progressive. Asking and answering questions with How long...?</p> <p>Underlining stressed words in sentences. Listening to and repeating a chant.</p> <p>Talking about how long they have known people, been going to places, etc.</p> <p>Reading conversations and underlining the correct alternatives. Matching phrases with their meanings and writing a conversation.</p> <p>Completing a form with things they want to experience. Writing questions and interviewing classmates.</p>
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	<p><b>Vocabulary extra</b> SB page 87 Parts of the body, verbs + /ng-form or lo-infinitive</p> <p><b>Writing</b> WB page 39</p> <p><b>REVIEW C</b> Revision and reinforcement of units 7-9 Workbook revision units 7-9</p>	<p>Matching pictures with words. Choosing the correct alternatives and completing a table. Writing their own examples.</p> <p>Listing points. Using adverbs of attitude. Writing a travel blog.</p> <p>Develop the grammar and vocabulary activities Pg. 88- 91. Develop workbook activity of units 7-9</p>
<p>Week 12</p>	<p><b>Third written evaluation</b> <b>Third oral evaluation</b></p> <p><b>UNIT 10</b> <b>LIFESTYLE</b></p> <p><b>Reading &amp; vocabulary</b> SB page 92 Reading for detail Collocations</p> <p><b>Listening &amp; grammar</b> SB page 93 Listening for gist will</p> <p><b>Grammar</b> SB page 93 Future time clauses</p> <p><b>Vocabulary</b></p>	<p><b>It will be applied the second oral and written exam.</b></p> <p>Predicting a text by guessing answers to questions. Completing collocations. Discussing lifestyles.</p> <p>Answering questions about a telephone inquiry. Completing questions and answers. Talking about health spas.</p> <p>Studying future time clauses. Completing questions and short answers and repeating them. Discussing the questions in pairs. Underlining the correct structures and rewriting the sentences so they are true for them.</p>



	<p>SB page 94 food and cooking</p> <p><b>Pronunciation</b> SB page 94 Vowel sounds in food words</p>	<p>Checking items bought in a shopping list. Discussing their own shopping lists and habits.</p> <p>Listening and repeating food words. Matching words according to pronunciation of vowel sounds.</p>
Week 13	<p><b>Reading &amp; vocabulary</b> SB page 95 Reading for detailed information</p> <p><b>Speaking anecdote</b> SB page 95 Fluency work</p> <p><b>Reading</b> SB page 96 Reading for detail</p> <p><b>Vocabulary</b> SB page 97 Cars and driving</p> <p><b>Grammar</b> SB page 97 used to + infinitive</p> <p><b>Speaking anecdote</b> SB page 97 Fluency practice</p> <p><b>Language for life</b> SB page 98 Idioms with food</p>	<p>Reading a text and categorizing vocabulary. Talking about their favorite dish.</p> <p>Underlining the correct information from a description. Talking about the healthiest person they know.</p> <p>Matching descriptions with pictures. Answering questions about the text from memory. Talking about first experiences with cars.</p> <p>Finding names of car parts in a reading text. Putting features of cars in order of importance.</p> <p>Identifying the meaning and usage of used to + infinitive. Replacing the simple past with used to + infinitive and changing the sentences so they are true for them.</p> <p>Underlining the correct information about a woman's dream car. Talking about their own dream car.</p> <p>Matching conversations with pictures. Underlining the correct alternatives. Replacing phrases in sentences with food idioms. Listening to and repeating sentences.</p>



	<p><b>Life skills</b> SB page 98 Self-knowledge: Do you have a healthy Lifestyle?</p> <p><b>Vocabulary extra</b> SB page 99 Review of words from the unit: cars; words used with driving</p>	<p>Identifying their own healthy and unhealthy activities. Discussing how to lead a healthier lifestyle. Comparing lifestyles with a partner's.</p> <p>Matching pictures with words. Asking and answering questions about the pictures. Matching sentence halves to complete definitions. Completing questions, then discussing them with a partner.</p>
<p>Week 14</p>	<p><b>UNIT 11</b> <b>ANIMALS</b></p> <p><b>Reading &amp; speaking</b> SB page 100 Reading for detail</p> <p><b>Listening</b> SB page 101 Listening for specific information</p> <p><b>Vocabulary</b> SB page 101 Adjective + preposition</p> <p><b>Vocabulary</b> SB page 102 Animals</p> <p><b>Reading &amp; vocabulary</b> SB page 102</p>	<p>Reading opinions about animals. Discussing opinions about animals. Giving feedback about their discussions.</p> <p>Talking about animals they like and dislike. Listening and checking the animals the people mention. Underlining correct information and rewriting the sentences so they are true for people in the class.</p> <p>Adding prepositions to sentences and completing them to make some true and some false. Guessing which of a partner's statements are true.</p> <p>Matching animals with their defining characteristics. Listing animals or insects for every letter of the alphabet.</p> <p>Matching animals to descriptions and checking answers in a text.</p>



Universidad del  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p>Reading for gist and detail</p> <p><b>Grammar</b> SB page 103 Defining relative clauses</p> <p><b>Pronunciation</b> SB page 104 Words with the same sound but different meaning</p> <p><b>Listening</b> SB page 104 Listening for detail</p> <p><b>Grammar</b> SB page 105 Unreal conditionals</p> <p><b>Speaking anecdote</b> SB page 105 Fluency practice</p> <p><b>Language for life</b> SB page 106 Useful conversational phrases for making polite requests.</p> <p><b>Life skills</b></p>	<p>Identifying true and false sentences. Replacing words in sentences with expressions from stories.</p> <p>Studying the structure and use of defining relative clauses. Using that to combine sentences and replacing that with which or who. Correcting sentences.</p> <p>Listening to and repeating pairs of words. Matching words with the correct meanings.</p> <p>Identifying the questions which an interviewer asks about pets Checking the characteristics of pets mentioned. Talking about characteristics they look for in pets and people.</p> <p>Studying the structure and meaning of unreal conditional sentences. Completing a table with conditional sentences. Completing "moral dilemmas" and discussing their answers.</p> <p>Listening and underlining the correct information. Talking about pets.</p> <p>Finding out who's going to look after someone's pet snake. Completing a table with useful phrases. Listening to and repeating useful phrases. Writing and practicing conversations.</p> <p>Discussing how humans use animals. Agreeing or</p>
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Universidad del  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p>SB page 106 Giving opinions: Animals: Use or abuse?</p> <p><b>Vocabulary extra</b> SB page 107 Review of words from the unit: animals; insects; that</p> <p><b>Writing</b> WB page 47</p> <p><b>KET EXAM</b></p>	<p>objecting to statements. Discussing their opinions about the "use" or "abuse" of animals.</p> <p>Matching pictures with words. Asking and answering questions. Completing a table with examples using that and writing their own examples. Linking: giving examples. Giving opinions.</p>
<p>Week 15</p>	<p><b>UNIT 12 DRIVE</b></p> <p><b>Reading</b> SB page 108 Reading for detail</p> <p><b>Grammar</b> SB page 109 Past perfect</p> <p><b>Vocabulary</b> SB page 109 Collocations with have, make, and take</p> <p><b>Reading</b> SB page 110</p>	<p>Reading two stories and inserting missing sentences. Identifying true and false statements. Discussing incredible but true stories.</p> <p>Studying the form and use of the past perfect. Underlining actions that happened first in sentences. Talking about emotions and what had happened previously to cause .Useful conversational expressions for making comments them.</p> <p>Finding collocations in stories and completing statements with them. Discussing the statements.</p> <p>Matching pictures with reviews. Answering questions on the text. Discussing good and bad hotels they have stayed</p>



Universidad del  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p>Reading for specific information</p> <p><b>Grammar</b> SB page 111 Passive</p> <p><b>Speaking &amp; anecdote</b> SB page 111 Fluency practice</p> <p><b>Vocabulary &amp; listening</b> SB page 112 The weather</p> <p><b>Grammar</b> SB page 112 will and might for future and possibility</p> <p><b>Reading &amp; speaking</b> SB page 113 Reading for detail</p> <p><b>Language for life</b> SB page 114 Useful conversational expressions for making comments.</p> <p><b>Life skills</b> SB page 114 Achieving goals: In five years</p>	<p>in.</p> <p>Studying the form and use of the passive. Completing questions and answers. Asking and answering questions.</p> <p>Listening and underlining the correct information. Talking about the most incredible building they have ever seen.</p> <p>Completing a table with weather words. Underlining the correct information in a weather forecast.</p> <p>Completing predictions about the weather with will and might. Changing the predictions so they are true about where they live.</p> <p>Discussing predictions for the future. Writing sentences about their future.</p> <p>Listening to a conversation and underlining the topics. Completing a conversation with very and absolutely. Listening to and repeating useful expressions. Completing a table with adjectives and using them to continue the conversation.</p> <p>Completing a table with goals for the next five years and how they could be achieved discussing goals with a partner and looking for similarities.</p>
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CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p><b>Vocabulary extra</b> SB page 115 Review of words from the unit: weather; do, get, go, have, make, and take.</p>	<p>Matching pictures with words. Completing a table of nouns and adjectives. Studying expressions for talking about temperature. Completing collocation tables with do, get, go, have, make, and take.</p>
Week 16	<p><b>REVIEW D</b> Revision and reinforcement of units 10-12. Workbook revision units <b>10-12</b></p> <p><b>Fourth written evaluation</b> <b>Fourth oral evaluation</b></p> <p><b>Check final grades with each student</b></p>	<p>Develop the grammar and vocabulary activities Pg. 116- 119. Develop workbook activity of units 10-12</p>

**ADDITIONAL AND COMPLEMENTARY ACTIVITIES**

During the present course, the students will have the space to use the target language communicatively through the use of complementary and supplementary activities. In consequence, a wide set of readings, movie sessions, games, jigsaws, workshops will be implemented to reinforce and improve the four skills. Moreover, learners can complement their learning process through the exercises in the laboratory classes. . Also, they will have the opportunity to practice through different exercises to present the KET exam.

 Universidad de <b>Nariño</b>	CENTRO DE IDIOMAS  <b>SYLLABUS FOR THE ENGLISH COURSES OFFERED BY          THE LANGUAGE CENTRE TO THE GENERAL PUBLIC</b>	Código: CID-PRS-PG-01
		Página: 1 de 70
		Versión: 2
		Vigente a partir de: 02/02/2015

**UNIVERSITY OF NARIÑO**

**LANGUAGE CENTER**

**LEVEL: III**

**NUMBER OF HOURS: 8 HOURS A WEEK**

**TOTAL NUMBER OF HOURS PER SEMESTER: 120**

**COURSE DESCRIPTION**

In this course learners will continue with their target language formation improving their communicative skills. They need to be motivated enough to reinforce the four skills and become more fluent and accurate. In this regard, the authentic input material will be less modified in order to maintain interest as well as to introduce learners to the use of idioms and expressions. Moreover, as in the other levels, learners will have additional support because this course has a blended component that provides extra exercises that can be developed synchronously or asynchronously and in this way, learners can practice the language inside and outside the classroom. Also, students will be able to have laboratory classes to practice listening and they will have the opportunity to have their book and audios on line using their personal code access which will be found in each book. Also, they will have the opportunity to practice with different exercises through some classes in order to be ready to present the KET (Key English Test) test at the end of the course.

**COURSE OBJECTIVE**

Improve the communicative skills and provide learners deeper encounters with the target language in order to develop strategies for copying with incomplete understanding.

**SPECIFIC OBJECTIVES**

Students will be able to:

- ) Develop lifelong learning habits to increase vocabulary.
- ) Learn and apply the language functions according to the situation of speaking and the audience.
- ) Read texts and develop textual, intertextual and critical activities.

 Universidad de <b>Nariño</b>	CENTRO DE IDIOMAS  <b>SYLLABUS FOR THE ENGLISH COURSES OFFERED BY          THE LANGUAGE CENTRE TO THE GENERAL PUBLIC</b>	Código: CID-PRS-PG-01
		Página: 1 de 70
		Versión: 2
		Vigente a partir de: 02/02/2015

- ) Work collaboratively in assigned tasks.
- ) Develop cognitive strategies to cope with extended discourse.
- ) Develop listening skills to tackle with long recordings.
- ) Develop student's confidence while using the L2.

### ***METHODOLOGY***

Learners will develop accuracy, fluency in the four skills through the use of more complex and long authentic materials. Moreover, teachers as facilitators will assist learners to Increase metacognitive and cognitive strategy development to manage more challenging tasks and the extended discourse. In this stage, it is necessary to provide several opportunities to review and practice the vocabulary and recycle the grammar that they find in the course and in this sense, being able to change from passive knowledge to use the language for different purposes. Additionally, this course is complemented by a blended component that let students reinforce the language knowledge with varied exercises.

### ***COURSE MATERIAL***

Sue Kay, Vaughan Jones and Phillip Kerr. (2017). American Inside Out Evolution -Intermediate. (Units 1-12). Macmillan Education.

### ***GRADING INFORMATION AND CRITERIA***

Students will participate in class in different activities such as reading comprehension, role play, written exercises, oral presentations, online activities, etc. If a class is missed then, it is the responsibility of the student to catch up with the missed class and to continue with the regular learning procedure. If an evaluation is missed the grade will be zero except for those who have health problems and present a written permission. For that reason, all the tests will be scheduled in advance so everybody will know when they will be applied.

The final grade for the course is established as follows:

 Universidad de <b>Nariño</b>	CENTRO DE IDIOMAS  <b>SYLLABUS FOR THE ENGLISH COURSES OFFERED BY          THE LANGUAGE CENTRE TO THE GENERAL PUBLIC</b>	Código: CID-PRS-PG-01
		Página: 1 de 70
		Versión: 2
		Vigente a partir de: 02/02/2015

First exam	(Units 1, 2, 3. It includes all skills)	7.5%
Second exam	(Units 4, 5, 6. It includes all skills)	7.5%
Third exam	(Units 7, 8, 9. It includes all skills)	7.5%
Fourth exam	(Units 10, 11, 12. It includes all skills)	7.5%
Complementary activities as class work, quizzes, oral presentations, etc.		30%
Final exam	(KET TEST- It includes all skills)	40%

### **GOALS OF EACH UNIT**

#### ***Unit one: Friends***

Specific Objective: At the end of the unit learners will be able to ask and answer personal questions, and talk about their friends through different tenses.

#### ***Unit two: Adrenalin***

Specific Objective: At the end of the unit learners will be able to talk about past experiences and to give advice about complaints and injuries.

#### ***Unit three: Relationships***

Specific Objective: At the end of the unit learners will be able to talk about their relationships and to talk about qualities they find in people they know.

#### ***Unit four: Party***

Specific Objective: At the end of the unit learners will be able to talk about different festivals, New Year's, the worst or the best party ever.

#### ***Unit five: Edible***

Specific Objective: At the end of the unit learners will be able to talk about eating habits and to describe different kind of food.

#### ***Unit six: Time***

Specific Objective: At the end of the unit learners will be able to talk about time management, ideal work conditions and business e-mails

#### ***Unit seven: News***

Specific Objective: At the end of the unit learners will be able to talk about Celebrities and news stories, newspapers headlines and radio news.

#### ***Unit eight: Travel***

Specific Objective: At the end of the unit learners will be able to describe a place and to talk about

 Universidad del <b>Nariño</b>	CENTRO DE IDIOMAS  <b>SYLLABUS FOR THE ENGLISH COURSES OFFERED BY          THE LANGUAGE CENTRE TO THE GENERAL PUBLIC</b>	Código: CID-PRS-PG-01
		Página: 1 de 70
		Versión: 2
		Vigente a partir de: 02/02/2015

a trip they have been on.

**Unit nine: Opinions**

Specific Objective: At the end of the unit learners will be able to give opinions about books, movies and music.

**Unit ten: Childhood**

Specific Objective: At the end of the unit learners will be able to talk about their earliest childhood memories.

**Unit eleven: Age**

Specific Objective: At the end of the unit learners will be able to talk about wishes and regrets and also they will be able to give advice in different situations.

**Unit twelve: Style**

Specific Objective: At the end of the unit learners will be able to describe people and to talk about different styles of life.

WEEKS	AIMS	WHAT THE STUDENTS ARE DOING
Weeks 1	<p><b>UNIT 1</b> <b>FRIENDS</b></p> <p><b>Speaking &amp; Reading</b> SB page 8 Reading for detail Fluency work</p> <p><b>Speaking &amp; grammar</b> SB page 9 Asking questions Question forms</p> <p><b>Pronunciation</b> SB page 10 Fractions</p>	<p>Talking about friends, relatives, and famous people. Reading a questionnaire about friendship. Answering the questionnaire for themselves.</p> <p>Matching beginnings and endings to form questions. Studying the structure of questions. Asking and answering questions about close friends.</p> <p>Listening and repeating fractions. Matching percentages and fractions.</p> <p>Talking about ways of communicating with friends.</p>



	<p><b>Reading</b> SB page 10 Reading for detail</p> <p><b>Listening</b> SB page 11 Reading for detail</p> <p><b>Grammar</b> SB page 11 Adverbs of frequency</p>	<p>Reading and choosing the correct alternative to complete a survey about keeping in touch. Guessing what people will say about contacting friends and listening to check answers.</p> <p>Adding adverbs of frequency to a table. Studying the position of adverbs of frequency. Writing sentences which are true for them.</p>
<p>Week 2</p>	<p><b>Reading</b> SB page 12 Reading for gist</p> <p><b>Vocabulary</b> SB page 13 Friendship expressions</p> <p><b>Speaking: anecdote</b> SB page 13 Fluency practice</p> <p><b>Language for life</b> SB page 14 Useful conversational phrases: meeting friends unexpectedly</p> <p><b>Life skills</b> SB page 14 Communication: Non-verbal communication</p> <p><b>Vocabulary Extra</b> SB page 15 Using a dictionary</p>	<p>Predicting the completing of a text, then reading to check. Choosing names to complete sentences about the text.</p> <p>Completing sentences about friendship. Putting a summary of the reading text in order. Talking about staying in touch with old friends.</p> <p>Listening to a description of a friend. Talking about a friend who is different from them.</p> <p>Listening to conversations and saying whether statements are true or false. Choosing the best expressions to complete conversations. Completing a table with useful phrases, then listening and repeating the useful phrases. Practicing conversations.</p> <p>Discussing what is involved in communication. Matching images with emotions. Listening to speakers and identifying emotions. Acting out a dialogue with different emotions.</p> <p>Discussing information you can find in a dictionary. Matching dictionary abbreviations with their meanings. Answering questions about information from dictionary extracts.</p>



	<p><b>Writing</b> WB page 7</p>	<p>Writing emails. Emails vocabulary. Punctuation.</p>
<p>Week 3</p>	<p><b>UNIT 2</b> <b>ADRENALIN</b></p> <p><b>Reading</b> SB page 16 Reading for gist and detail</p> <p><b>Vocabulary</b> SB page 17 Gradable adjectives</p> <p><b>Pronunciation</b> SB page 17 Intonation</p> <p><b>Speaking</b> SB page 17 Fluency practice</p> <p><b>Grammar and Vocabulary</b> SB page 18 Present perfect</p> <p><b>Listening</b> SB page 18 Listening for detail</p> <p><b>Grammar</b></p>	<p>Reading a blog and determining the writer's attitude to volcano- boarding. Correcting factual mistakes in sentences. Talking about doing a dangerous sport.</p> <p>Studying the use of gradable and non-gradable adjectives. Matching pairs of adjectives and writing true sentences.</p> <p>Listening and copying exaggerated intonation. Listening and responding to prompts with exaggerated intonation.</p> <p>Discussing emotions in dramatic situations. Talking about exciting experiences.</p> <p>Matching beginnings and endings of questions. Choosing possible responses to questions. Completing sentences about past experiences with time expressions.</p> <p>Identifying key information from three stories. Studying the tenses used in narratives.</p> <p>Completing rules about the use of the simple past</p>



Universidad del  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

<p>SB page 19 Simple past and past progressive <b>Speaking: anecdote</b> SB page 19 Fluency practice</p> <p><b>Vocabulary &amp; Speaking</b> SB page 20 Vocabulary: sports; fluency practice</p> <p><b>Listening &amp; Vocabulary</b> SB page 20 Listening for gist; sports</p> <p><b>Grammar</b> SB page 21 Comparative and superlative structures</p> <p><b>Speaking</b> SB page 21 Fluency practice</p> <p><b>Language for Life</b> SB page 22 Useful conversational phrases for giving advice about an injury or complaint</p> <p><b>Life Skills</b> SB page 22 Self-knowledge: Personality types</p>	<p>and past progressive. Completing sentences with appropriate tenses.</p> <p>Listening to an anecdote and checking correct answers. Talking about being in a dangerous or exciting situation.</p> <p>Categorizing sports words. Talking about sports.</p> <p>Listening and identifying which sports are being talked about. Adding sports, locations, and equipment to a table.</p> <p>Grouping words according to how their comparative and superlative forms are made, and completing rules. Using statistics to complete sentences. Completing sentences about their own attitudes to sports.</p> <p>Discussing the town or city where they are studying.</p> <p>Reading conversations and identifying injuries or complaints. Matching advice with conversations. Listening and repeating useful phrases for giving advice.</p> <p>Completing a questionnaire to discover their personality type.</p>
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Universidad del  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p><b>Vocabulary Extra</b> SB page 23 Adjectives: exploring synonyms</p>	<p>Identifying synonyms for important and nice. Completing and creating diagrams. Completing and discussing statements. Completing sentences with synonyms of important and nice.</p>
<p>Week 4</p>	<p><b>UNIT 3</b> <b>RELATIONSHIPS</b></p> <p><b>Reading</b> SB page 24 Reading for gist and for specific information</p> <p><b>Grammar</b> SB page 25 Dynamic and stative meanings</p> <p><b>Vocabulary</b> SB page 25 Family Words</p> <p><b>Speaking</b> SB page 26 Fluency practice</p> <p><b>Reading &amp; listening</b> SB page 26 Reading for detail Listening for gist</p> <p><b>Vocabulary</b> SB page 27 Relationship words</p>	<p>Reading a text about the pictures people carry around with them Matching sentences to people.</p> <p>Studying verbs with dynamic and stative meanings. Completing descriptions. Underlining the correct verb forms and discussing if the sentences are true for them.</p> <p>Combining words to describe family relationships. Drawing family diagrams. Talking about family relationships.</p> <p>Talking about "firsts."</p> <p>Reading about first dates and giving opinions on relationship success. Completing sentences with names from the text. Listening to find out why a relationship failed.</p> <p>Completing sentences with relationship words. Discussing statements about relationships.</p>



Universidad del  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p><b>Grammar</b> SB page 27 Present perfect: simple and progressive</p> <p><b>Vocabulary</b> SB page 28 Qualities</p> <p><b>Pronunciation</b> SB page 28 Word stress</p> <p><b>Reading &amp; speaking</b> SB page 29 Describing yourself</p> <p><b>Language for life</b> SB page 30 Describing a situation</p> <p><b>Life skills</b> SB page 30 Problem solving: problem page</p> <p><b>Vocabulary extra</b> SB page 31 Sounds and spelling</p> <p><b>Writing</b></p>	<p>Identifying the uses of the present perfect: simple and Underlining correct verb forms in sentences. Writing questions using the present perfect: simple or progressive, and discussing them.</p> <p>Completing a table with qualities. Talking about the qualities of friends.</p> <p>Listening and repeating words, and identifying stressed syllables.</p> <p>Answering a questionnaire and discussing the results. Reading for detail and fluency practice.</p> <p>Listening and answering true or false statements. Matching phrases from a conversation with their more direct meanings. Listening and repeating phrases for talking about things indirectly. Matching comments with less direct versions.</p> <p>Completing a message about a problem. Discussing problems and advice.</p> <p>Studying phonetic transcriptions. Completing a table with words according to the pronunciation of the letters ea. Connecting words according to vowel sounds. Identifying stressed syllables in words. Spelling words written as phonetic transcriptions.</p> <p>Writing an informal letter. Linking sentences with anyway.</p>
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Universidad del  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p>Wb page 15</p> <p><b>REVIEW A</b></p> <p>Revision and reinforcement of units 1-3.</p> <p>Workbook revision units 1-3</p>	<p>Develop the grammar and vocabulary activities Pg. 32- 35.</p> <p>Develop workbook activity of units 1-3</p>
Week 5	<p><b>First written evaluation</b></p> <p><b>First oral evaluation</b></p> <p><b>UNIT 4</b></p> <p><b>PARTY</b></p> <p><b>Reading</b></p> <p>SB page 36</p> <p>Reading for detail</p> <p><b>Vocabulary</b></p> <p>SB page 37</p> <p>Festival</p> <p><b>Vocabulary &amp; Grammar</b></p> <p>SB page 37</p> <p>Phrasal verbs</p> <p><b>Listening</b></p> <p>SB page 38</p> <p>Listening for detail</p> <p><b>Vocabulary</b></p> <p>SB page 38</p> <p>Collocations with do and make</p>	<p><b>It will be applied the first oral and written exam.</b></p> <p>Talking about festival.</p> <p>Reading a blog about a festival and answering questions.</p> <p>Completing a description of a festival. Writing a short summary of a festival.</p> <p>Matching phrasal verbs to their meanings. Studying rules for separable and non-separable phrasal verbs. Making phrasal verb sentences with pronouns.</p> <p>Talking about New Year's Eve. Marking statements true or false before listening to an interview about the Chinese</p> <p>New Year and correcting false statements. Rewriting the statements about New Year's Eve celebrations in their own country. Completing sentences with do and make. Finding collocations and using them to write sentences.</p>



Universidad del  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p><b>Grammar</b> SB page 39 Future forms</p> <p><b>Speaking &amp; Reading</b> SB page 40 Reading for detail</p> <p><b>Vocabulary</b> SB page 40 Parties</p> <p><b>Grammar</b> SB page 41 Anybody, somebody, etc.</p> <p><b>Pronunciation</b> SB page 41 Lyrics from rock songs</p> <p><b>Speaking: anecdote</b> SB page 41 Fluency practice</p> <p><b>Language for life</b> SB page 42 Useful phrases for making excuses</p> <p><b>Life skills</b> SB page 42</p>	<p>Listening to a conversation and identifying future forms. Completing conversations with future forms.</p> <p>Discussing different types of parties and what makes a good party. Reading a text and discussing the ideas in it.</p> <p>Completing rules about giving a party with missing words. Talking about a party they have had.</p> <p>Completing a table with anybody, somebody, etc. Underlining the correct pronouns in a conversation. Listening to a conversation and discussing one of the speakers' attitudes.</p> <p>Listening and repeating sentences. Rewriting the sentences in full.</p> <p>Listening to an anecdote and analyzing questions. Talking about a party they have been to.</p> <p>Listening to conversations and identifying which friend a girl doesn't know well. Identifying, listening, and repeating useful phrases. Practicing conversations. Writing and practicing new conversations.</p> <p>Listen to a conversation in a store and notice polite responses. Choose appropriate responses</p>
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	<p>Social skills: A shopping trip</p> <p><b>Vocabulary Extra</b> SB page 43 Phrasal verbs</p>	<p>in different situations. Discuss ways of expressing politeness in their culture.</p> <p>Identifying which particles do not go with take to form a phrasal verb. Identifying types of phrasal verbs and completing a table. Underlining the idiomatic meanings of phrasal verbs. Completing sentences with phrasal verbs.</p>
<p>Week 6</p>	<p><b>UNIT 5</b> <b>EDIBLE</b></p> <p><b>Reading</b> SB page 42 Reading for detail Fluency work</p> <p><b>Grammar</b> SB page 45 Nouns and quantity expressions</p> <p><b>Vocabulary</b> SB page 45 Partitives</p> <p><b>Speaking</b> SB page 46 Fluency work</p> <p><b>Vocabulary &amp; pronunciation</b> SB page 46 Food; syllable stress</p>	<p>Reading questions and statements about cheese. Deciding whether statements are true or false and listening to check. Making new statements with other food items. Discussing whether they agree or disagree with statements about food.</p> <p>Completing statements about countable and uncountable nouns. Studying nouns which can be both countable and uncountable. Completing and discussing questions with many and much.</p> <p>Matching words to make common collocations. To make common collocations. Talking about personal consumption of items.</p> <p>Completing sentences about food and drink with names of classmates. Asking questions to check ideas.</p> <p>Identifying food items in a picture. Categorizing food into types. Practicing pronunciation of food items. Completing and discussing questions with contrasting words.</p>



Universidad del  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

<p><b>Listening</b> SB page 47 Listening for detail</p> <p><b>Vocabulary &amp; Speaking</b> SB page 47 Ways of cooking; taste and texture; fluency work.</p> <p><b>Reading</b> SB page 48 Reading for gist</p> <p><b>Grammar</b> SB page 49 used to/would for repeated actions</p> <p><b>Speaking: anecdote</b> SB page 49 Fluency practice</p> <p><b>Language for Life</b> SB page 50 Useful conversational phrases at a restaurant</p> <p><b>Like skills</b> SB page 50 Critical thinking: Advertising</p> <p><b>Vocabulary Extra</b> SB page 51 Nouns and articles</p>	<p>Talking about the taste of unusual food items. Listening to an interview and matching dishes with descriptive adjectives. Categorizing words to talk about cooking and food. Describing the taste and texture of food. Describing best and worst meals.</p> <p>Reading a text to find someone's food preferences. Identifying whether statements are true or false. Rewriting sentences to make them true for them.</p> <p>Studying the use of <i>used to</i> for repeated actions or states and <i>would</i> for repeated actions. Changing sentences to include <i>used to</i> or <i>would</i>, repeated actions then rewriting sentences so they are true for them.</p> <p>Listening to somebody talking about his childhood and answering questions. Talking about their childhoods.</p> <p>Listening to a conversation and matching it to the correct picture. Identifying the differences between two versions of a conversation. Listening and repeating useful phrases. Completing and practicing conversations.</p> <p>Talking about adverts and identifying their selling concepts. Analyzing advertising techniques. Giving a presentation of an advert they like.</p> <p>Completing a table with correct noun types. Classifying countable, uncountable and plural nouns. Completing a poem with <b>a</b> or <b>the</b>. Crossing</p>
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Universidad de  
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CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p><b>Writing</b> WB page 23 Writing an email to make a complaint.</p>	<p>out the incorrect use of <b>the</b> and discussing generalizations.</p>
<p>Week 7</p>	<p><b>UNIT 6</b> <b>TIME</b></p> <p><b>Speaking &amp; reading</b> SB page 52 Fluency work; Reading for detail</p> <p><b>Grammar</b> SB page 53 Preposition of time</p> <p><b>Vocabulary</b> SB page 53 Time expressions</p> <p><b>Pronunciation</b> SB page 53</p> <p><b>Reading</b> SB page 54 Reading for detail</p> <p><b>Vocabulary</b> SB page 54 Phrasal verbs</p>	<p>Talking about time idioms and expressions. Completing a questionnaire about time management and discussing results.</p> <p>Choosing the correct prepositions in sentences about time. Identifying which sentences are true for them and their partner.</p> <p>Following instructions to mark dates on a calendar. Talking about things they have done recently and things they plan to do in the future.</p> <p>Listening to and ordering groups of ordinal numbers, then dictating ordinal numbers to a partner. Practicing saying dates and explaining why they are important.</p> <p>Talking about study tips. Reading a list of study tips and ranking them in terms of usefulness.</p> <p>Replacing verbs in sentences with phrasal verbs and saying whether any of the sentences are true for them.</p>



	<p><b>Grammar</b> SB page 55 Modal verb structures</p> <p><b>Listening</b> SB page 56 Listening for detail</p> <p><b>Vocabulary</b> SB page 56 Word</p> <p><b>Writing</b> SB page 57 Business emails</p> <p><b>Language for life</b> SB page 58 Time idioms and expressions</p> <p><b>Life skills</b> SB page 58 Organization: Preparing for a trip</p> <p><b>Vocabulary extra</b> SB page 59 Words that are sometimes confused</p>	<p>Completing explanations about the use of must and should. Choosing the correct verb structures in a text about working from home. Completing a table about the uses of have to, don't have to, must, mustn't, can, and can't. Completing sentences with modal verbs and saying whether any of the sentences are true for them.</p> <p>Listening and comparing three people's working conditions. Marking sentences true or false. Replacing expressions with modal verb structures. Discussing whether they would like to do these jobs.</p> <p>Matching work expressions to definitions in sentences. Talking about ideal working conditions.</p> <p>Completing sentences with phrases often used in business emails. Matching phrases and functions. Improving an email of application.</p> <p>Matching conversations with pictures. Inserting time expressions and idioms in conversations. Listening and repeating useful phrases. Writing and practicing conversations.</p> <p>Listening to a conversation about a speaker's traveling plans and checking what she has or hasn't done. Prioritize actions related to travel preparations. Organize an imaginary holiday.</p> <p>Explaining the difference between job and work. Completing questions with job/jobs or work. Completing dictionary extracts with more words that are sometimes confused. Completing questions with appropriate words and discussing them.</p>
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CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p><b>REVIEW B</b> Revision and reinforcement of units 4-6, Workbook revision units 4-6</p>	<p>Develop the grammar and vocabulary activities Pg. 60- 63. Develop workbook activity of units 4-6</p>
<p>Week 8</p>	<p><b>Second written evaluation</b> <b>Second oral evaluation</b></p> <p><b>UNIT 7</b> <b>NEWS</b></p> <p><b>Listening</b> SB page 64 Listening for detail</p> <p><b>Grammar</b> SB page 65 Verb patterns</p> <p><b>Vocabulary</b> SB page 65 Adjectives</p> <p><b>Reading &amp; vocabulary</b> SB page 66 Reading for gist; crime vocabulary</p> <p><b>Pronunciation</b> SB page 67 Past participle endings</p> <p><b>Grammar</b></p>	<p><b>It will be applied the second oral and written test</b></p> <p>Discussing celebrities in the news. Listening to an interview with a paparazzo and choosing sentences which match his views.</p> <p>Completing sentences with verbs. Completing a table of verb patterns. Choosing the correct verb patterns in sentences.</p> <p>Completing sentences with adjectives. Discussing statements about fame.</p> <p>Matching news stories with headlines. Completing sentences with words from news stories. Completing three more news stories.</p> <p>Listening and repeating past participle endings. Putting past participles in a table according to their pronunciation.</p>



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CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p>SB page 67 Passives</p>	<p>Rewriting sentences in the passive. Examining the structure of the passive. Rewriting newspaper extracts in the passive. Discussing what news stories they like to read.</p>
<p>Week 9</p>	<p><b>Reading &amp; Listening</b> SB page 68 Reading for detail; listening for gist</p> <p><b>Reading &amp; writing</b> SB page 69 Reading for specific information; writing an email</p> <p><b>Language for Life</b> SB page 70 Useful conversational phrases: responses to personal news</p> <p><b>Life Skills</b> SB page 70 Accessing and analyzing information: A hurricane</p> <p><b>Vocabulary Extra</b> WB page 31 Verb Patterns</p> <p><b>Writing</b> WB Page 31</p>	<p>Matching pictures to headlines and predicting the content of news items. Matching words with meanings. Listening and matching radio news items to headlines. Writing a radio news story.</p> <p>Completing an email. Answering questions on the content of the email Writing a reply to the email.</p> <p>Matching conversations with pictures. Choosing appropriate responses to personal news. Classifying phrases as positive or negative responses. Listening to pieces of good and bad news and responding appropriately.</p> <p>Discussing news sources and their accuracy.</p> <p>Writing an essay. Linking sentences with although, despite, however.</p> <p>Writing an essay. Linking sentences with although, despite, however.</p>



Universidad del  
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CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

<p>Week 10</p>	<p><b>UNIT 8 TRAVEL</b></p> <p><b>Reading</b> SB page 72 Reading for detail</p> <p><b>Speaking</b> SB page 72 Fluency practice</p> <p><b>Reading &amp; vocabulary</b> SB page 73 Reading for detail; location</p> <p><b>Listening</b> SB page 74 Listening for gist</p> <p><b>Grammar</b> SB page 75 Modals of deduction</p> <p><b>Pronunciation</b> SB page 75 Geographical features</p> <p><b>Reading &amp; listening</b> SB page 76</p>	<p>Discussing reasons for traveling. Reading an extract from a travel review and marking statements true or false.</p> <p>Making a list of places they have traveled to. Describing the locations of places and discussing when and why they traveled there.</p> <p>Matching a description of a popular place to a picture and marking statements true or false. Completing descriptions of places. Talking about places in their country.</p> <p>Identifying locations in pictures, then listening to people discussing pictures and numbering them in order. Identifying features in pictures.</p> <p>Completing explanations of the use of modals of deduction. Matching countries with statistics and writing sentences say how they deduced which was which.</p> <p>Listening to and repeating the names of mountains, rivers, continents, and oceans, and marking the stress. Putting geographical features in a table according to their size</p> <p>Reading about a motorcycle trip across the US</p>



Universidad del  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p>Reading for detail; listening for gist.</p> <p><b>Vocabulary</b> SB page 76 Fixed expressions</p> <p><b>Grammar</b> SB page 77 Past perfect</p> <p><b>Speaking: anecdote</b> SB page 77 Fluency practice</p> <p><b>Language for Life</b> SB page 78 Useful conversational phrases: asking and giving directions.</p> <p><b>Life skills</b> SB page 78 Problem -solving: A Flight Mystery</p> <p><b>Vocabulary Extra</b> SB page 79 Dictionary labels</p>	<p>and answering questions. Listening to the end of the story and commenting on what happened.</p> <p>Studying fixed expressions which use pairs of words. Completing fixed expressions in sentences.</p> <p>Studying the form and use of the past perfect. Completing sentences with the past perfect to make a story.</p> <p>Listening to an account of a trip and correcting answers to relevant questions. Talking about a trip they have been on.</p> <p>Reading and listening to a conversation and answering questions. Completing useful phrases, then listening and repeating them. Rewriting questions using less direct language, then asking questions and giving directions from where they are now to various places.</p> <p>Listening to a story about a mystery and answering a question. Reading possible explanations to the mystery. Using modals of deduction to explain the mystery.</p> <p>Matching dictionary labels with their definitions. Giving appropriate dictionary labels as headings. Identifying public notices and where you might see them. Rewriting sentences from British English into American English and saying if they are true for them.</p>
<p>Week 11</p>	<p><b>UNIT 9</b></p>	



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CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p><b>OPINIONS</b></p> <p><b>Speaking &amp; reading</b> SB page 80 Fluency practice; reading for detail</p> <p><b>Reading</b> SB page 81 Reading for detail</p> <p><b>Grammar</b> SB page 81 Reported statements</p> <p><b>Speaking</b> SB page 82 Fluency practice</p> <p><b>Listening &amp; vocabulary</b> SB page 82 Listening for gist; books, movies music vocabulary</p> <p><b>Reading &amp; Grammar</b> SB page 83 Reported questions</p> <p><b>Speaking: anecdote</b> SB page 83 fluency practice</p> <p><b>Vocabulary &amp; Speaking</b> SB page 84 fluency practice</p>	<p>Discussing opinions on topics of general interest. Answering a questionnaire about attitudes to social media.</p> <p>Reading and completing a survey on attitudes to social media. Talking about what the results of the survey might be in their country.</p> <p>Studying the use of reporting verbs. Studying how to form reported speech. Completing sentences in direct speech.</p> <p>Finding out about classmates' leisure activities.</p> <p>Listening to conversations and identifying the topics. Completing a table with book, movies, and music vocabulary. Matching extracts from movie soundtracks to their genres.</p> <p>Reading a web report of an interview with actress Taylor Swift. Rewriting reported questions in direct speech. Studying the form of reported questions.</p> <p>Listening to an opinion of a movie and checking answers to relevant questions. Talking about a movie they enjoyed.</p> <p>Choosing the correct adjectives to complete comments on a website and talking about how they choose books. Categorizing <b>ed</b> and <b>ing</b> adjectives. Talking about feelings.</p>
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CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p><b>Pronunciation</b> SB page 84 Syllable stress in adjectives</p> <p><b>Reading &amp; vocabulary</b> SB page 85 Reading for gist; describing a book</p> <p><b>Writing</b> SB page 85 Book review</p> <p><b>Language for life</b> SB page 86 Useful phrases: giving your opinion</p> <p><b>Life skills</b> SB page 86 Negotiating: Borrowing a car; Fluency practice</p> <p><b>Vocabulary Extra</b> SB page 87 Collocations</p> <p><b>Writing</b> WB page 39</p>	<p>Categorizing adjectives according to syllables and stress pattern.</p> <p>Reading the synopsis of a novel and saying if they'd like to read it. Matching book reviews with scores.</p> <p>Writing a book review.</p> <p>Discussing the advantages and disadvantages of owning a car and listening to a similar conversation. Completing a conversation and listening and checking. Categorizing and listening and repeating useful phrases. Writing a new conversation using the useful phrases for giving Opinions.</p> <p>Choosing the rules for successful negotiating. Listening to a person negotiating and completing part of the negotiation. Discussing negotiating techniques. Role-playing a dialogue and practise negotiating.</p> <p>Combining verbs with the appropriate noun. Discussing statements about collocations. Choosing the correct collocation in dictionary examples. Completing questions with appropriate collocations.</p> <p>Writing a movie review. Making generalizations</p>
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	<p><b>REVIEW C</b> Revision and reinforcement of units 7-9, Workbook revision units 7-9</p>	<p>Develop the grammar and vocabulary activities Pg. 88- 91. Develop workbook activity of units 7-9</p>
<p>Week 12</p>	<p><b>Third written evaluation</b> <b>Third oral evaluation</b></p> <p><b>UNIT 10</b> <b>CHILDHOOD</b></p> <p><b>Reading &amp; Vocabulary</b> SB page 92 Reading for gist Phrasal verbs</p> <p><b>Listening</b> SB page 93 Listening for detail</p> <p><b>Grammar</b> SB page 93 Defining relative clauses</p> <p><b>Reading</b> SB page 94 Reading for gist</p>	<p><b>It will be applied the third oral and written exam</b></p> <p>Talking about childhood memories. Reading a book extract about childhood memories. Underlining the correct particle in sentences with phrasal verbs. Answering questions about childcare.</p> <p>Listening to children defining things and identifying what they are. Writing explanations of things for a child.</p> <p>Studying the structure and use of defining relative clauses. Clauses Identifying parts of relative clauses in definitions. Reordering questions about childhood memories. Asking and answering questions about childhood memories.</p> <p>Talking about childhood now and in the past. Reading an article blog post about how being a child is different now than in the past and choosing the best title. Choosing options to complete correct statements about the article. Discussing their school days and the division of work/play time.</p>



Universidad del  
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CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p><b>Pronunciation</b> SB page 95 Silent letters</p> <p><b>Grammar</b> SB page 95 Real conditionals</p> <p><b>Vocabulary &amp; Speaking</b> SB page 95 Proverbs</p>	<p>Identifying the silent letters in words. Listening and repeating words with silent letters.</p> <p>Studying the form and use of real conditionals. Identifying the rules for making real conditional sentences. Choosing the correct alternatives in sentences.</p> <p>Matching statements to proverbs. Discussing the meaning of proverbs in their own language and translating them into English.</p>
Week 13	<p><b>Listening &amp; Grammar</b> SB page 96 Listening for gist/ detail Indirect questions</p> <p><b>Vocabulary</b> SB page 97 make and let</p> <p><b>Speaking: anecdote</b> SB page 97 Listening for detail Fluency practice</p> <p><b>language for life</b> SB page 98 Useful Conversational phrases: describing objects</p>	<p>Listening to a TV show and choosing a correct definition. Choosing the correct alternatives in sentences related to the recording. Matching opinions to speakers. Completing indirect questions and listening and checking.</p> <p>Studying the structure of indirect questions. Ordering indirect questions. Rewriting sentences with <i>make</i> and <i>let</i>. Completing sentences and changing them into questions and answering them.</p> <p>Listening about a childhood activity and completing relevant sentences. Talking about an activity they did when they were children.</p> <p>Matching conversations to pictures. Completing a table with useful phrases for describing objects. Describing the purpose, appearance, and material of objects. Writing conversations and descriptions</p>



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Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p><b>Life skills</b> SB page 98 Giving feedback: Parenting</p> <p><b>Vocabulary Extra</b> SB page 99 Word families</p>	<p>of gadgets.</p> <p>Listening to parents talking about giving feedback to their children. Completing a list of tips on how to give feedback. Discuss how your parents gave feedback and if it was effective. Compare how different it was in their time and with kids today.</p> <p>Discovering how prefixes change meanings of the base word, and matching prefixes to meaning. Categorizing words according to their word class. Matching parts of speech with suffixes. Completing sentences with appropriate words.</p>
<p>Week 14</p>	<p><b>UNIT 11</b> <b>AGE</b></p> <p><b>Listening &amp; Vocabulary</b> SB page 100 Listening for gist Attitude adverbs</p> <p><b>Pronunciation</b> SB page 101 Syllable stress in attitude adverbs</p> <p><b>Vocabulary</b> SB page 101 Adverbs</p> <p><b>Grammar</b> SB page 101 Unreal conditionals (1)</p> <p><b>Reading</b> SB page 102</p>	<p>Talking about an older person they admire. Reading and listening to a radio show about two amazing older people. Completing the interview with attitude adverbs.</p> <p>Categorizing attitude adverbs according to number of syllables and stress.</p> <p>Identifying the correct position for adverbs Reordering sentences.</p> <p>Studying the structure and use of unreal conditionals. Writing sentences with <i>If...</i> and discussing which ones <i>are</i> true for them.</p> <p>Inventing an identity for a woman in a picture. Reading a poem to see if <i>it fits</i> the character they have invented.</p>



Universidad del  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p>Reading for detail</p> <p><b>Grammar</b> SB page 103 Wishes and regrets</p> <p><b>Speaking</b> SB page 103 Fluency practice</p> <p><b>Reading &amp; Speaking</b> SB page 104 Reading for gist Fluency practice</p> <p><b>Grammar</b> SB page 105 Unreal conditionals (2)</p> <p><b>Reading &amp; Speaking</b> SB page 105 Reading for detail Fluency practice</p> <p><b>Language for life</b> SB page 106 Useful conversational phrases: on the telephone.</p> <p><b>Life skills</b> SB page 106 Creativity &amp; Imagination:</p>	<p>Discussing unstated feelings.</p> <p>Completing sentences expressing wishes and regrets. Matching facts to regrets. Writing more wishes and regrets and discussing whether they are true for them. Writing wish or regret sentences based on pictures. Talking about bad decisions.</p> <p>Imagining advice they would give to their younger self. Reading an article and answering a comprehension question. Listening to the last part of the interview and writing the final questions. Writing questions to ask their selves in 40 years' time.</p> <p>Studying the form and use of unreal conditionals Underlining the correct alternatives. Writing and discussing unreal conditional sentences.</p> <p>Predicting the content of stories. Completing and listening to stories and discussing what they would have done in the same circumstances.</p> <p>Reading useful telephone phrases and deleting unusual/ incorrect ones. Completing telephone conversations with the appropriate useful phrases. Listening and repeating useful phrases for talking on the telephone. Writing and practicing telephone conversations.</p> <p>Listening to notes about brainstorming ideas. Brainstorming and categorizing words about their cell phone. Holding an imaginary</p>
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Universidad del  
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CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p>Brainstorming</p> <p><b>Vocabulary extra</b> SB page 107 Idiomatic expressions</p> <p><b>Writing</b> WB page 47 Writing a story. Organizing the narration of a written story.</p> <p><b>KET EXAM</b></p>	<p>brainstorming meeting.</p> <p>Replacing phrases with suitable binomials. Correcting idiomatic phrases. Completing idiomatic phrases and discussing people that match the descriptions. Completing and discussing idiomatic phrases about feelings/emotions.</p>
<p>Week 15</p>	<p><b>UNIT 12</b> <b>STYLE</b></p> <p><b>Reading</b> SB page 108 Reading for gist / detail</p> <p><b>Vocabulary &amp; listening</b> SB page 109 Clothes; listening for detail</p> <p><b>Grammar</b> SB page 109 Adjective order</p> <p><b>Reading</b> SB page 110 Reading for detail</p>	<p>Discussing clothes and style. Reading an article on vintage clothing and identifying statements. Underlining correct information. Describing clothes and a person with style.</p> <p>Completing descriptions of clothes. Listening to people talking about clothes matching them with pictures.</p> <p>Categorizing adjectives. Putting adjectives in the correct order to describe clothes. Talking about the most interesting item of clothing in their closet.</p> <p>Reading an article and identifying true and false statements. Completing a description of themselves. Discussing first impressions.</p>



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Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

<p><b>Pronunciation</b> SB page 110 Vowel combinations</p> <p><b>Vocabulary &amp; writing</b> SB page 111 Physical description writing a physical description</p> <p><b>Speaking: anecdote</b> SB page 111 Listening for detail; fluency practice</p> <p><b>Listening</b> SB page 112 qualities</p> <p><b>Grammar</b> SB page 112 have something done</p> <p><b>Vocabulary &amp; speaking</b> SB page 113 Morning routines getting dressed Fluency practice</p> <p><b>Reading &amp; vocabulary</b> SB page 113 Reading for gist/ detail</p> <p><b>Language for life</b> SB page 114</p>	<p>Connecting words with the same vowel sounds.</p> <p>Categorizing words for describing people. Matching descriptions to roles played by actor Johnny Depp. Writing a description of a movie character.</p> <p>Listening to a description of a first meeting and marking false statements. Talking about someone they met for the first time recently.</p> <p>Guessing the ages of people in pictures. Listening to friends discussing a TV makeover show. Describing what people have done to change their appearance.</p> <p>Studying how to talk about having things done. Completing a table with correct verb forms. Completing and answering questions about having things done.</p> <p>Matching verbs and noun phrases to make expressions about morning routines. Talking about getting dressed in the morning.</p> <p>Underlining correct alternatives in two texts about shopping for clothes. Identifying and checking the gender of the speaker. Completing and answering questions about clothes. Discussing how they get ready for different occasions.</p>
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 Universidad de <b>Nariño</b>	CENTRO DE IDIOMAS  <b>SYLLABUS FOR THE ENGLISH COURSES OFFERED BY          THE LANGUAGE CENTRE TO THE GENERAL PUBLIC</b>	Código: CID-PRS-PG-01
		Página: 1 de 70
		Versión: 2
		Vigente a partir de: 02/02/2015

	Small talk  <b>Life skills</b> SB page 114 Influencing: Shopping  <b>Vocabulary Extra</b> SB page 115 Exploring meaning	Identifying common conversational topics at weddings. Matching conversations to topics. Completing a table with useful phrases. Writing and practicing a conversation at a wedding.  Selecting the most important influencing factors when shopping. Persuading their partner to do buy something.  Discussing meanings of the word suspect. Matching homographs to their correct pronunciation. Matching meanings of soft to its correct dictionary definition.
Week 16	<b>REVIEW D</b> Revision and reinforcement of units 10-12. Workbook revision units <b>10-12</b>  <b>Fourth written evaluation</b> <b>Fourth oral evaluation</b>  <b>Check final grades with each student</b>	Develop the grammar and vocabulary activities Pg. 116- 119. Develop workbook activity of units 10-12

### **ADDITIONAL AND COMPLEMENTARY ACTIVITIES**

During the present course, the students will have the space to use the target language communicatively through the use of complementary and supplementary activities. In consequence, a wide set of readings, DVD sessions, games, jigsaws, workshops will be implemented to reinforce and improve the four skills. Moreover, learners can complement their learning process through the exercises in the laboratory classes and at the end of the semester all the students will have to present a **KET** (Key English Test) test to check all the abilities learnt through the third level.

 Universidad de <b>Nariño</b>	CENTRO DE IDIOMAS  <b>SYLLABUS FOR THE ENGLISH COURSES OFFERED BY          THE LANGUAGE CENTRE TO THE GENERAL PUBLIC</b>	Código: CID-PRS-PG-01
		Página: 1 de 70
		Versión: 2
		Vigente a partir de: 02/02/2015

**UNIVERSITY OF NARIÑO  
LANGUAGE CENTER  
LEVEL: IV  
NUMBER OF HOURS: 8 HOURS A WEEK  
TOTAL NUMBER OF HOURS PER SEMESTER: 120**

### ***COURSE DESCRIPTION***

In this course all the four skills and the sub-skills are complemented and reinforced through the use of different genres of authentic material such as radio programmes, DVD clips, and live interaction. All these materials have diverse and challenging tasks in order to help students to learn idioms and collocations to grapple with the depth and breadth of the language. Besides, more grammatical issues are learned and the old ones are improved to develop automaticity and keep learners challenged. On the other hand, a full range of listening and speaking exercises are developed bearing in mind the closeness of the international final test.

### ***COURSE OBJECTIVE***

Improve the communicative skills through the acquisition of new vocabulary expressions, phrasal verbs, idioms, and collocations; and the reinforcement of grammatical structures.

### ***SPECIFIC OBJECTIVES***

Students will be able to:

- ) Learn collocations and idioms.
- ) Use the language for different communicative purposes.
- ) Read texts and develop textual, intertextual and critical activities.
- ) Work collaboratively in assigned tasks.
- ) Write essays, summaries and reviews.
- ) Develop listening comprehension to develop complex tasks.
- ) Give oral presentations.

 Universidad del <b>Nariño</b>	CENTRO DE IDIOMAS  <b>SYLLABUS FOR THE ENGLISH COURSES OFFERED BY          THE LANGUAGE CENTRE TO THE GENERAL PUBLIC</b>	Código: CID-PRS-PG-01
		Página: 1 de 70
		Versión: 2
		Vigente a partir de: 02/02/2015

### ***METHODOLOGY***

As teacher works as facilitators they will guide learners to discover which vocabulary and grammatical forms work best in order to have a better language use and understanding. Through this process, students could scaffold their learning and improve their communicative competence. Also, the listening activities in the laboratory will enhance learner's listening comprehension. Teachers will apply task-based activities with controlled and free activities but using communicative techniques most of the time. The students will have a lot of opportunities to use the target language to communicate with each other by reading and writing, doing comprehension activities, listening activities, descriptions, oral presentations, sketches, storytelling and situational activities and also develop the activities given in the workbook.

### ***COURSE MATERIAL***

Sue Kay, Vaughan Jones. (2017). American Inside Out Evolution Upper-intermediate. (Units 1-12). Macmillan Education.

### ***GRADING INFORMATION AND CRITERIA***

Students will participate in class in different activities such as reading comprehension, role play, written exercises, oral presentations, jigsaws, debates, online exercises, etc. If a class is missed then it is the responsibility of the student to catch up with the missed class and to continue with the regular learning procedure. If an evaluation is missed the grade will be zero except for those who have health problems and present a written permission, for that reason all the tests will be scheduled since the beginning of the course in this way everybody will know when they will be applied.

The final grade for the course is established as follows:

First exam	(Units 1, 2, 3. It includes all skills)	7.5%
Second exam	(Units 4, 5, 6. It includes all skills)	7.5%
Third exam	(Units 7, 8, 9. It includes all skills)	7.5%

 Universidad del <b>Nariño</b>	CENTRO DE IDIOMAS  <b>SYLLABUS FOR THE ENGLISH COURSES OFFERED BY          THE LANGUAGE CENTRE TO THE GENERAL PUBLIC</b>	Código: CID-PRS-PG-01
		Página: 1 de 70
		Versión: 2
		Vigente a partir de: 02/02/2015

Fourth exam	(Units 10, 11, 12. It includes all skills)	7.5 %
Complementary activities as class work, quizzes, oral presentations, etc.		30%
Final exam	(PET TEST- It includes all skills)	40%

### **GOALS OF EACH UNIT**

#### ***Unit one: Impressions***

Specific Objective: At the end of the unit learners will be able to talk about memorable events and people who made a big impression on them.

#### ***Unit two: Generations***

Specific Objective: At the end of the unit learners will be able to talk about how people behave in certain ages and stages, and also they will be able to practice for different kinds of interviews.

#### ***Unit three: Gold***

Specific Objective: At the end of the unit learners will be able to talk about how people spend their money and they will talk about their most treasured possessions.

#### ***Unit four: Challenge***

Specific Objective: At the end of the unit learners will be able to talk about challenging situations like doing things for charity, the future, health and exercise and others.

#### ***Unit five: Ritual***

Specific Objective: At the end of the unit learners will be able to talk about superstitions and habits people have in their lives.

#### ***Unit six: Eat***

Specific Objective: At the end of the unit learners will be able to talk about restaurant experiences, food trends, vegetarianism and food waste.

#### ***Unit seven: Escape***

Specific Objective: At the end of the unit learners will be able to talk about travel experiences taking into account places, culture and people.

#### ***Unit eight: Attraction***

Specific Objective: At the end of the unit learners will be able to talk about Beauty, cosmetic surgeries and the "law" attraction.

#### ***Unit nine: Genius***

Specific Objective: At the end of the unit learners will be able to talk about historic places, art and paintings and inventions.

#### ***Unit ten: Sell***

 Universidad del <b>Nariño</b>	CENTRO DE IDIOMAS  <b>SYLLABUS FOR THE ENGLISH COURSES OFFERED BY          THE LANGUAGE CENTRE TO THE GENERAL PUBLIC</b>	Código: CID-PRS-PG-01
		Página: 1 de 70
		Versión: 2
		Vigente a partir de: 02/02/2015

Specific Objective: At the end of the unit learners will be able to talk about logos and advertisements, celebrities and media and movies.

**Unit Eleven: Student**

Specific Objective: At the end of the unit learners will be able to talk about education, future plans and student life.

**Unit Twelve: Home**

Specific Objective: At the end of the unit learners will be able to talk about houses and lifestyles.

WEEKS	AIMS	WHAT THE STUDENTS ARE DOING
Weeks 1	<b>UNIT 1</b> <b>IMPRESSIONS</b>  <b>Speaking</b> SB page 8 Fluency work  <b>Listening &amp; Reading</b> SB page 9 Listening for detail Reading for detail  <b>Grammar</b> SB page 9 Verb structures  <b>Vocabulary</b> SB page 10 Collocation  <b>Listening</b> SB page 10 Listening for gist and detail	<p>Matching pictures with events and putting them in chronological order            Writing notes about the events and then discussing them.</p> <p>Matching speakers with pictures. Completing what people say about events. Writing about memorable events and asking questions about them.</p> <p>Underlining appropriate verb structures in sentences. Changing sentences so they are true for them.</p> <p>Talking about first impressions of people. Forming collocations for personal characteristics.</p> <p>Listening to a conversation and identifying the context. Completing a table with information from the conversation.</p>



Universidad del  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p><b>Grammar</b> SB page 11 Auxiliaries (1)</p> <p><b>Grammar &amp; pronunciation</b> SB page 11 Auxiliaries (2)</p> <p><b>Speaking: anecdote</b> SB page 11 Fluency practice</p>	<p>Making sentences with and so, and neither, or but... Writing sentences about themselves and a partner to play a game.</p> <p>Studying tag questions. Choosing the correct question tags and practicing intonation.</p> <p>Talking about a person who made a big impression on them.</p>
<p>Week 2</p>	<p><b>Reading</b> SB page 12 Reading for gist and detail</p> <p><b>Vocabulary</b> SB page 12 Word formation</p> <p><b>Listening</b> SB page 14 Listening for gist and detail</p> <p><b>Grammar &amp; speaking</b> SB page 14 Indirect questions</p> <p><b>Vocabulary</b> SB page 15 Items of clothing</p>	<p>Completing a summary of an article about Adam Levine. Writing questions and correcting false statements.</p> <p>Studying words that can take the prefix re. Writing example sentences with words that take re.</p> <p>Looking at pictures of men and talking about the image they convey. Listening to the men describing their style, noting down the order they speak, and choosing adjectives to describe the journalist's attitude. Answering questions about the men. Then talking about men they know.</p> <p>Studying the differences between direct and indirect questions. Completing indirect questions and asking a partner.</p> <p>Matching items of clothing to accessories. Choosing alternatives to complete idiomatic expressions.</p>



Universidad del  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p><b>Language for life</b> SB page 16 Talking about people's appearance</p> <p><b>Life skills</b> SB page 16 Making a good first impression</p> <p><b>Writing</b> WB page 7</p>	<p>Listening to conversations and answering questions. Matching useful phrases to functions and expressions to speakers. Completing sentences with useful phrases.</p> <p>Discussing first impressions. Ranking tips for making a good first impression.</p> <p>Writing a short biography.</p>
<p>Week 3</p>	<p><b>UNIT 2</b> <b>GENERATIONS</b></p> <p><b>Reading &amp; vocabulary</b> SB page 18 Reading for detail</p> <p><b>Reading</b> SB page 20 Reading for gist and detail</p> <p><b>Grammar &amp; vocabulary</b> SB page 21 Verb patterns (1)</p>	<p>Matching ages to stages in life. Reading an article about Learning a foreign language through a pen friend, and answering questions. Categorizing words and using them to complete comprehension questions. Discussing the advantages of international exchanges and study trips.</p> <p>Reading two personal profiles of a mother and a daughter and answering questions.</p> <p>Categorizing verbs from an article according to their patterns. Completing sentences using various verb patterns. Matching sentence halves to make advice for parents with teenagers.</p>



Universidad del  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p><b>Pronunciation &amp; vocabulary</b> SB page 22 Single vowel sounds</p> <p><b>Speaking &amp; listening</b> SB page 22 Fluency practice Listening for detail</p> <p><b>Listening</b> SB page 23 Listening for detail</p> <p><b>Grammar &amp; vocabulary</b> SB page 23 Adjective structures</p> <p><b>Reading &amp; listening</b> SB page 24 Reading for detail</p> <p><b>Listening &amp; speaking</b> SB page 25 Listening for gist fluency practice</p> <p><b>Speaking: anecdote</b> SB page 25 Fluency practice</p>	<p>Listening to and repeating single vowel sounds. Matching sayings with their meanings.</p> <p>Discussing what employers look for in prospective employees. Listening to managers talking about an upcoming second interview with a prospective employee. Choosing verbs to complete sentences</p> <p>Listening to a prospective employee explaining how he feels about going for his second interview for a new job.</p> <p>Choosing the correct prepositions to follow adjectives. Completing sentences with appropriate prepositions. Talking about feelings.</p> <p>Choosing expressions to complete conversations. Discussing advice for attending job interviews.</p> <p>Listening to someone talking about a school exchange and identifying the gist of what she says. Putting an account of a visit in the correct order. Writing and discussing true sentences with verb + Preposition structures.</p> <p>Talking about staying in someone's home.</p>
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Universidad del  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p><b>Language for life</b> SB page 26 Useful conversational phrases for showing someone around your house.</p> <p><b>Life skills</b> SB page 26 Intergenerational communication</p> <p><b>Vocabulary Extra</b> SB page 27 Learning about words</p>	<p>Listening to someone showing a new au pair around their home and answering questions. Numbering rooms in the order they're mentioned. Matching the two halves of useful phrases.</p> <p>Discussing intergenerational communication suggesting solutions for intergenerational communication conflict.</p> <p>Reading a text about word frequency and answering questions. Answering questions. Answering questions on the dictionary entry for word discussing the meaning of common phrases with word.</p>
<p>Week 4</p>	<p><b>UNIT 3</b> <b>GOLD</b></p> <p><b>Reading</b> SB page 28 Describing people</p> <p><b>Listening</b> SB page 29 Listening for specific information</p> <p><b>Vocabulary</b> SB page 29 Collocations with have, make, and take</p> <p><b>Vocabulary</b></p>	<p>Reading a text about the California gold rush.</p> <p>Connecting items in a picture with the story of a gold rush millionaire. Completing sentences to retell the story they've heard.</p> <p>Completing collocations from the reading text. Completing more collocations with have, make, and take. Completing sentences with nouns and writing example sentences.</p> <p>Studying the use of metaphors involving</p>



Universidad del  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p>SB page 30 Metaphor Reading for detail</p> <p><b>Reading &amp; grammar</b> SB page 31 Reading for gist Reported speech</p> <p><b>Pronunciation</b> SB page 32 The schwa sound</p> <p><b>Listening &amp; vocabulary</b> SB page 32 Listening for gist Money expressions</p> <p><b>Grammar</b> SB page 33 Unreal conditionals</p> <p><b>Reading &amp; vocabulary</b> SB page 34 Reading for gist</p> <p><b>Listening</b> SB page 35 Listening for gist.</p> <p><b>Speaking: anecdote</b> SB page 35 Fluency practice</p>	<p>movement Completing extracts from the reading text with metaphors. Reading a conversation and completing metaphors. Completing a table with metaphors.</p> <p>Reading about a teenager who skipped class to go shopping. Rewriting reported speech as direct speech. Identifying how to change direct speech into reported speech.</p> <p>Completing a paragraph about the schwa sound. Underlining vowel sounds pronounced using a schwa.</p> <p>Discussing questions about money. Listening to people talking about their attitudes towards money. Identifying expressions connected with money</p> <p>Matching clauses to make conditional sentences. Discussing the structure and meaning of conditional sentences. Discussing hypothetical situations. Completing conditional sentences.</p> <p>Reading about shopping from the comfort of your home. Identifying true and false sentences. Matching words and meanings.</p> <p>Matching possessions with notes on the stories about them. Reconstructing the stories from notes.</p> <p>Talking about their most treasured possession.</p>
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Universidad del  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p><b>Language for life</b> SB page 36 Shopping – money expressions; explaining what you want</p> <p><b>Life skills</b> SB page 36 Negotiating</p> <p><b>Writing Extra</b> SB page 37 Description</p> <p><b>Writing</b> WB page 15</p> <p><b>REVIEW A</b> Revision and reinforcement of units 1-3. Workbook revision units 1-3</p>	<p>Listening to a conversation about shopping and answering questions. Matching useful phrases to meanings. Rewriting requests in less direct language.</p> <p>Negotiating using key expressions for buying or selling a car.</p> <p>Completing a text about an imaginary perfect day with linking words. Adding their own details to the text. Writing an account of their own perfect day.</p> <p>Writing a story from pictures.</p> <p>Develop the grammar and vocabulary activities Pg. 38- 39. Develop workbook activity of units 1-3</p>
<p>Week 5</p>	<p><b><i>First written evaluation</i></b> <b><i>First oral evaluation</i></b></p> <p><b>UNIT 4</b> <b>CHALLENGE</b></p> <p><b>Reading &amp; Vocabulary</b> SB page 40 Reading for detail</p>	<p><b><i>The first written and oral evaluation will be applied.</i></b></p> <p>Speculating on the trip of two teenaged travelers. Matching missing sentences to the appropriate places in an article. Marking statements true or false. Studying the prefix self- and suffixes able/ible.</p>



Universidad del  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p><b>Listening &amp; vocabulary</b> SB page 42 Listening for detail Collocations</p> <p><b>Grammar</b> SB page 43 Narrative tenses</p> <p><b>Speaking: anecdote</b> SB page 43 fluency practice</p> <p><b>Reading</b> SB page 44 Reading for gist</p> <p><b>Grammar</b> SB page 45 Future progressive and future perfect.</p> <p><b>Listening &amp; vocabulary</b> SB page 45 Listening for detail</p> <p><b>Reading</b> SB page 46 Reading for detail</p>	<p>Identifying true and false facts about Canada. Answering questions about an account of an incident during the trip. Identifying tenses used in the story.</p> <p>Matching sentence endings with meanings and naming tenses.</p> <p>Talking about doing something challenging.</p> <p>Matching headings to sections of an article. Choosing correct collocations and answering the questions. Talking about raising money for good causes.</p> <p>Completing a table with future forms from the reading text. Writing sentences in the future progressive and in the future perfect. Making questions using how many ...? And how much...?</p> <p>Discussing excuses for not getting exercise. Listening to people talking about why they don't exercise. Finding out about classmates' exercise habits.</p> <p>Talking about becoming a vegetarian or vegan. Reading an article and identifying the writer's views.</p>
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Universidad del  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p><b>Vocabulary</b> SB page 47 Phrasal verbs</p> <p><b>Speaking</b> SB page 47 Fluency practice</p> <p><b>Language for life &amp; pronunciation</b> SB page 48 Common ailments; showing sympathy; recommendations</p> <p><b>Life skills</b> SB page 48 advice on dealing with challenges</p> <p><b>vocabulary Extra</b> SB page 49 Phrasal verbs</p>	<p>Reading information and advice about phrasal verbs. Replacing phrases with phrasal verbs in sentences. Completing sentences by putting object pronouns in the correct position.</p> <p>Talking about health using phrasal verbs.</p> <p>Listening to conversations and matching them to ailments. Completing conversations with advice. Identifying whether speakers are sympathetic or unsympathetic, and practicing the stress and intonation of the useful phrases. Describing problems, reacting to them, and giving advice.</p> <p>Interpreting proverbs and quotations on dealing with challenges.</p> <p>Studying phrasal verbs and writing definitions for them. Completing phrasal verbs with verbs and particles. Matching phrasal verbs with their definitions. Replacing words and phrases with phrasal verbs in sentences.</p>
<p>Week 6</p>	<p><b>UNIT 5</b> <b>RITUAL</b></p> <p><b>Reading</b> SB page 50 Reading for detail</p>	<p>Reading an article and discovering idiosyncrasies famous people. Reading for detail: matching new vocabulary from the text to definitions by using contextual information.</p>



Universidad del  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p><b>Vocabulary</b> SB page 50 Guessing from context</p> <p><b>Speaking</b> SB page 52 Fluency word</p> <p><b>Listening &amp; vocabulary</b> SB page 52 Listening for detail Collocations</p> <p><b>Grammar</b> SB page 53 Present and past habits</p> <p><b>Speaking</b> SB page 53 Fluency work</p> <p><b>Reading &amp; vocabulary</b> SB page 54 Reading for specific information weddings</p> <p><b>Listening &amp; vocabulary</b> SB page 55 Listening for specific information Weddings</p>	<p>Looking at how the context can give clues to the meaning of a word. Completing a glossary with words and phrases from the Article.</p> <p>Talking about personal rituals.</p> <p>Listening to a woman talking about her father and identifying true and false statements. Making collocations and completing sentences with them.</p> <p>Studying verb structures for talking about habits. Writing about their own routines. Completing statements with used to, will, and would.</p> <p>Writing sentences about their lives ten years ago compared to today. Guessing which of their partner's sentences are false.</p> <p>Reading about an unusual wedding. Identifying whether statements are true or false. Matching words from the text with others with similar meanings.</p> <p>Looking at various wedding rituals. Matching speakers to rituals and explaining their meaning. Studying vocabulary for talking about weddings.</p>
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Universidad del  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p><b>Speaking: anecdote</b> SB page 55 Fluency practice</p> <p><b>Reading &amp; vocabulary</b> SB page 56 Reading for gist: vacation disasters</p> <p><b>Vocabulary &amp; grammar</b> SB page 57 Verb patterns (2)</p> <p><b>Listening</b> SB page 57 Listening for gist</p> <p><b>Language for life &amp; pronunciation</b> SB page 58 Talking about annoying habits</p> <p><b>Life skills</b> SB page 58 The practice of gratitude</p> <p><b>Writing Extra</b> SB page 59 Article: expressing an opinion</p> <p><b>Writing</b> WB page 23</p>	<p>Talking about a wedding they've been to.</p> <p>Discussing preferences and appropriateness of activities when on honeymoon. Recognizing and producing correct verb patterns. Comparing stories about vacation disasters.</p> <p>Studying verb patterns with a to-infinitive or a gerund. Underlining the correct structures in sentences.</p> <p>Listening to people talking and deciding how romantic they are. Completing sentences about being romantic and putting them in a table.</p> <p>Completing descriptions with correct verb structure. Practicing the useful phrases with the correct intonation. Completing a table with more phrases and saying what annoys them.</p> <p>Making a list of few happy moments. Listening to an extract to number the sentences in order.</p> <p>Reading an article and choosing the best title. Organizing the article into five paragraphs. Writing an article giving opinions on a given topic.</p> <p>Writing an email of complaint.</p>
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Universidad del  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

<p>Week 7</p>	<p><b>UNIT 6</b> <b>EAT</b></p> <p><b>Reading &amp; Speaking</b> SB page 60 Reading for specific information Fluency work</p> <p><b>Reading &amp; Vocabulary</b> SB page 61 Reading for specific information</p> <p><b>Listening &amp; Vocabulary</b> SB page 62 Listening for specific information Food collocations</p> <p><b>Speaking: anecdote</b> SB page 62 Fluency practice</p> <p><b>Grammar</b> SB page 63 Present perfect: simple and progressive</p> <p><b>Reading &amp; vocabulary</b> SB page 64 Reading for gist Guessing meaning from context</p> <p><b>Vocabulary &amp; writing</b> SB page 65</p>	<p>Reading about a bad experience in a restaurant. Talking about restaurant experiences.</p> <p>Reading a text about food customs around the world. Reading for specific information: identifying the main idea of paragraphs. Comparing and talking about intercultural experiences.</p> <p>Listening to an interview and identifying true and false statements. Making collocations with food words. Talking about the best and worst restaurants in their area.</p> <p>Talking about their favorite restaurant.</p> <p>Studying the form and use of the present perfect, simple and progressive. Describing pictures using the present perfect progressive. Discussing when progressive forms are incorrect or sound strange.</p> <p>Listing how food customs will change in the future. Completing a glossary by guessing meaning from context. Discussing about food trends.</p> <p>Completing a summary of article using liking</p>



Universidad del  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p>Linkers <b>Reading</b> SB page 67 Reading for specific information</p> <p><b>Grammar</b> SB page 67 Passives review</p> <p><b>Pronunciation &amp; vocabulary</b> SB page 67 Numbers review</p> <p><b>Language for life</b> SB page 68 Food idioms and expressions</p> <p><b>Life skills</b> SB page 68 Tuning into others</p> <p><b>Writing Extra</b> SB page 69 Exploring synonyms</p> <p><b>REVIEW B</b> Revision and reinforcement of units 4-6. Workbook revision units 4-6</p>	<p>words. Categorizing linkers by their function". Choosing the correct linkers in a text. Guessing the correct statistics to complete sentences about food waste, then reading an article to check their ideas. Discussing food waste.</p> <p>Completing sentences with information from an article. Then rewriting them in the passive. Rewriting the review with passives so it reads more naturally.</p> <p>Studying different types of numbers. Practicing reading different types of numbers. Looking at different ways of pronouncing 0 (zero).</p> <p>Matching words to things people complain about in restaurants. Listening to people complaining and completing useful Phrases. Replacing phrases with idioms.</p> <p>Suggesting a more understanding, alternative explanation for some situations.</p> <p>Ordering expressions from least hungry to most hungry. Choosing the correct collocations and talking about food and eating. Completing a table with synonyms, then describing people with them.</p> <p>Develop the grammar and vocabulary activities Pg. 70- 71. Develop workbook activity of units 4-6</p>
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<p>Week 8</p>	<p><b>Second written evaluation</b> <b>Second oral evaluation</b></p> <p><b>UNIT 7</b> <b>ESCAPE</b></p> <p><b>Reading &amp; vocabulary</b> SB page 72 Beach activities; scanning Reading for gist</p> <p><b>Vocabulary &amp; Grammar</b> SB page 74 Reporting verbs</p> <p><b>Speaking: anecdote</b> SB page 74 Fluency practice</p> <p><b>Listening &amp; grammar</b> SB page 75 Listening for gist past modals of obligation.</p> <p><b>Reading</b> SB page 76 Reading for gist</p> <p><b>Vocabulary</b> SB page 77 Word formation: ful, ish, and les</p>	<p><b>The second written and oral evaluation will be applied.</b></p> <p>Talking about beach vacations and comparing their ideas with a text. Marking statements true or false. Scanning the text for vocabulary items to complete definitions.</p> <p>Putting a summary in order. Studying the use of reporting verbs.</p> <p>Talking about a family vacation they took as a child.</p> <p>Discussing potential vacation problems. Then Listening to accounts of the vacations to find out what went wrong. Studying the use of modal verbs to talk about past obligation. Talking about recent travel experiences.</p> <p>Talking about posting vacation photos on social media. Matching character types to postcards according to a text. Talking about people they know who fit the character types.</p> <p>Underlining the suffixes ful, less, and ish in the reading text. Forming adjectives with suffixes. Then writing example</p>



Universidad del  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

		<p>Sentences. Completing a table with adjectives. Completing a text by modifying words.</p>
Week 9	<p><b>Listening &amp; Speaking</b> SB page 78 Listening for specific information Fluency practice</p> <p><b>Reading &amp; Grammar</b> SB page 79 Reading for gist Articles</p> <p><b>pronunciations</b> SB page 79 Pronunciation of articles in place names</p> <p><b>Language for life</b> SB page 80 Advice and recommendations</p> <p><b>Life skills</b> SB page 80 Stress management</p> <p><b>Writing Extra</b> SB page 81 Travel guide</p>	<p>Talking about friendships formed on vacation. Then listening to someone talking about friendships on vacation and answering questions. Completing extracts from the recording. Matching discourse markers with interpretations. Underlining appropriate discourse markers in a dialogue. Writing and practicing conversations about a summer friendship</p> <p>Completing a story with articles and identifying the moral. Finding examples in the text for rules on using articles.</p> <p>Listening and repeating place names. Then identifying the different ways in which <b>the</b> is pronounced. Adding more examples of place names with <b>the</b>.</p> <p>Talking about things to see in Paris. Then listening to a conversation and finding how many museums are mentioned. Matching sentence halves. Completing travel tips and matching them to the correct cities. Writing travel tips for their own city.</p> <p>Listening to a radio show with advice on escaping stress and anxiety with relaxation techniques. Discussing how to incorporate these techniques into one's routine.</p> <p>Matching paragraphs with the correct city and writing headings. Matching words with their synonyms. Replacing the word <i>very</i> with adverb + adjective combinations. Writing a travel guide for their own city.</p>



Universidad del  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p><b>Writing</b> WB page 31</p>	<p>Writing a description of a place.</p>
<p>Week 10</p>	<p><b>UNIT 8</b> <b>ATTRACTION</b></p> <p><b>Listening &amp; vocabulary</b> SB page 82 Listening for gist Facial features</p> <p><b>Reading</b> SB page 82 Scanning for information Guessing meaning from context</p> <p><b>Grammar</b> SB page 84 Passive report structures</p> <p><b>Listening</b> SB page 84 Listening for gist</p> <p><b>Reading &amp; Grammar</b> SB page 85 have/get something done</p> <p><b>Reading &amp; speaking</b> SB page 86 Reading for detail Fluency practice</p>	<p>Completing collocations about facial features. Listening to people talking about features they find Attractive. Describing people with interesting faces.</p> <p>Agreeing or disagreeing with statements about the nature of beauty. Scanning a text to find if statements are true. Guessing the meaning of unknown words and compiling a glossary.</p> <p>Studying the use of passive reporting in written texts. Completing passive reporting sentences. Rewriting statements in a more informal style.</p> <p>Matching people with opinions on cosmetic surgery. Completing extracts from a radio debate.</p> <p>Completing extracts from a radio debate. Completing a text about a woman who had a total makeover. Identifying when to use have/get + object + past participle. Putting sentences in order. Talking about the best places to get/have things done.</p> <p>Discussing being attracted to someone. Reading an article and completing a table.</p>



Universidad del  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p><b>Vocabulary</b> SB page 86 Character adjectives</p> <p><b>Pronunciation</b> SB page 86 Stress in character adjectives</p> <p><b>Listening &amp; Speaking</b> SB page 88 Listening for specific information</p> <p><b>Grammar</b> SB page 89 Unreal conditional structures</p> <p><b>Speaking: anecdote</b> SB page 89 Fluency practice</p> <p><b>Language for life</b> SB page 90 Body idioms</p> <p><b>Life skills</b> SB page 90 Effective communication</p>	<p>Deciding whether adjectives are positive or negative. Replacing words in sentences with others of similar meaning.</p> <p>Marking the stress on adjectives describing character. Identifying changes of stress when adjectives are turned into nouns.</p> <p>Discussing sayings. Listening to a radio. Show and answering the questions. Discussing the ideas presented in the Show.</p> <p>Completing hypothetical questions with would and were. Then underlining the alternatives to if in the questions.</p> <p>Completing questions and interviewing other people.</p> <p>Talking about the most positive or negative person they know.</p> <p>Listening to a conversation and identifying phrases that are different Matching useful phrases to those they've underlined. Then writing example sentences using the useful Phrases. Writing and practicing a conversation using body idioms.</p> <p>Listening to a podcast on how to improve the presentation and layout of documents. Analyzing documents and pointing out the positive features of a well laid out document.</p>
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Universidad del  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p><b>Vocabulary Extra</b> SB page 91 Metaphor</p>	<p>Looking at some common metaphors to describe people's emotions. Using these metaphors to describe personal experiences.</p>
Week 11	<p><b>UNIT 9</b> <b>GENIUS</b></p> <p><b>Reading &amp; vocabulary</b> SB page 92 Scanning; reading for detail Describing places.</p> <p><b>Listening &amp; vocabulary</b> SB page 94 Listening for detail Describing places</p> <p><b>Grammar</b> SB page 95 Past modals of deduction</p> <p><b>Speaking &amp; anecdote</b> SB page 95 Fluency practice</p> <p><b>Listening &amp; Grammar</b> SB page 96 look, seem, and appear Listening for gist and detail</p>	<p>Naming people who are geniuses in various fields Scanning an article to find the adjectives used to describe things Explaining the connections between things in the article. Replacing words and phrases in sentences with ones used in the Article.</p> <p>Listening to information about Stonehenge and answering questions. Matching synonyms. Then talking about the oldest building they've visited.</p> <p>Studying ways of talking about certainty and uncertainty. Completing sentences about the construction and purpose of ancient monuments. Then discussing theories about other ancient ruins.</p> <p>Talking about their favorite historic place.</p> <p>Discussing the story behind two paintings by Aimeida Junior. Then Listening to a museum guide to compare descriptions. Matching sentences to the paintings. Finding examples of the use of look, seem, and appear in the audio script.</p>



Universidad del  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p><b>Reading &amp; vocabulary</b> SB page 97 Reading for detail Time expressions</p> <p><b>Speaking &amp; Listening</b> SB page 98 Fluency practice Listening for specific information Reading for detail</p> <p><b>Vocabulary &amp; Pronunciation</b> SB page 99 Collocations Word Families</p> <p><b>Language for life</b> SB page 100 Explaining how something works</p> <p><b>Life skills</b> SB page 100 Self-Awareness</p> <p><b>Writing Extra</b> SB page 101 Narrative</p>	<p>Comparing events in Frida Kahlo's life with elements in her paintings. Matching time expressions with similar meaning. Writing about the life of a famous person.</p> <p>Discussing and evaluating inventions. Listening to an interview and putting questions in order. Matching responses to questions. Completing a text with suitable words. Discussing the clockwork radio and appliances they would miss if there were no electricity.</p> <p>Matching verbs with the nouns they collocate with. Putting stages of production of a new invention into a logical order. Completing a table with words in the same family. Completing extracts from newspaper reports with appropriate collocations.</p> <p>Listening to a conversation and matching objects with functions. Completing useful phrases with <i>it</i>. Comparing written and spoken instructions for a coffee machine. Using informal language to explain how to use a machine or gadget.</p> <p>Looking more deeply into the meaning of the concept of genius, Listening to an alternative idea of what a genius is. Thinking and writing about their own skills and contributions to society.</p> <p>Completing a text with time expressions. Choosing appropriate verb structures to complete a description.</p>
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Universidad del  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p><b>Writing</b> WB page 39</p> <p><b>REVIEW C</b> Revision and reinforcement of units 7-9, Workbook revision units 7-9</p>	<p>Writing a story about an innovation by expanding notes. Writing a story.</p> <p>Develop the grammar and vocabulary activities Pg. 102- 103. Develop workbook activity of units 7-9</p>
<p>Week 12</p>	<p><b>Third written evaluation</b> <b>Third oral evaluation</b></p> <p><b>UNIT 10</b> <b>SELL</b></p> <p><b>Speaking &amp; vocabulary</b> SB page 104 See and look at</p> <p><b>Listening &amp; vocabulary</b> SB page 105 Listening for gist and</p> <p><b>Reading &amp; vocabulary</b> SB page 106 Reading for gist and detail sales and marketing collocation</p> <p><b>Grammar</b> SB page 106 Relative clauses</p>	<p><b>The third written and oral evaluation will be applied.</b></p> <p>Discussing logos and branded goods. Underling the correct phrases to complete a description.</p> <p>Listening to a marketing executive and a school principal talking about children and advertising. Then matching opinions to speakers.</p> <p>Reading about trends in television advertising and matching people to their opinions. Answering comprehension questions. Completing a glossary with words and phrases from the text.</p> <p>Studying the functions and punctuation of relative clauses. Matching sentences with suitable follow-ups. Studying relative clauses and relative pronouns.</p>



Universidad del  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p><b>Listening &amp; speaking</b> SB page 108 Listening for gist and for detail Fluency practice agreeing and disagreeing.</p>	<p>Discussing celebrity magazines. Listening to a radio show and explaining the issues discussed. Reading sentences from the listening and identifying who said what. Then replacing highlighted words with what was actually said. Categorizing phrases used by the speakers according to their function.</p>
Week 13	<p><b>Grammar</b> SB page 109 Emphasis (cleft sentences)</p> <p><b>Pronunciation</b> SB page 109 Stress in cleft sentences</p> <p><b>Speaking: anecdote</b> SB page 111 Fluency practice</p> <p><b>Language for life</b> SB page 112 Using emotive language</p> <p><b>Life skills</b> SB page 112 Selling</p> <p><b>Vocabulary extra</b> SB page 113 Collocations</p>	<p>Changing emphasis by using cleft sentences. Correcting statements about celebrities using cleft sentences. Practicing stress in cleft sentences.</p> <p>Practicing stress in cleft sentences.</p> <p>Talking about a blockbuster movie they've seen.</p> <p>Listening to people talking about going to see a movie and identifying which movie it is. Completing useful phrases for describing people's feelings. Then Identifying incorrect collocations. Listening to people and identifying their general reaction to a movie. Using the useful phrases to discuss the worst movies, TV shows, concerts, etc. that they've seen recently.</p> <p>Listening to a persuasive presentation and noticing features. Selling Items using persuasive language.</p> <p>Identifying collocations and categorizing them.</p>



Universidad del  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

		<p>Rewriting a text using alternative collocations. Studying noun-verb collocations and noun-adjective collocations.</p>
Week 14	<p><b>UNIT 11</b> <b>STUDENT</b></p> <p><b>Vocabulary &amp; Reading</b> SB page 114 Education; is likely to / is expected to Reading for gist and detail.</p> <p><b>Pronunciation</b> SB page 116 Abbreviations</p> <p><b>Speaking: anecdote</b> SB page 116 Fluency practice</p> <p><b>Listening &amp; vocabulary</b> SB page 116 Listening for gist</p> <p><b>Reading &amp; grammar</b> SB page 117 Reading for detail Future forms</p> <p><b>Grammar</b> SB page 118 Future forms and future time</p>	<p>Taking about the qualities of good teachers and students. Matching beginnings and endings of questions about education. Reading an article about student versus teacher perspective. Studying the language of predictions.</p> <p>Practicing the pronunciation of common abbreviations Figuring out what abbreviations stand for.</p> <p>Talking about their favorite or least favorite teacher at school.</p> <p>Talking about appropriate ages for taking responsibility for Listening to parents who are worried about their daughter's future plans. Choosing the appropriate word to complete extracts from the interview. Completing statements and saying whether they agree with them.</p> <p>Reading an interview and choosing the most appropriate future forms.</p> <p>Completing a table with future forms. Identifying main and subordinate clauses. Completing</p>



Universidad del  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p>clauses</p> <p><b>Reading &amp; vocabulary</b> SB page 119 Reading for gist and detail</p> <p><b>Reading</b> SB page 120 Exaggerated language</p> <p><b>Vocabulary</b> SB page 121 Exaggerated language</p> <p><b>Speaking</b> SB page 121 Fluency practice</p> <p><b>Language for life</b> SB page 122 Diplomatic language (making negative characteristics sound positive)</p> <p><b>life skills</b> SB page 122 Getting Organized</p> <p><b>Writing Extra</b> SB page 123 Resume and application email</p>	<p>sentences about the future.</p> <p>Discussing outdoor sports. Reading an article about students who go hiking. Matching words to definitions.</p> <p>Choosing a favorite backpacker's story.</p> <p>Identifying exaggerated language. Rewriting a story to make it more dramatic. Matching exaggerated expressions with their meanings.</p> <p>Preparing a dramatic story from prompts and telling the story to other students.</p> <p>Putting questions from an interview into a logical order. Reading advice about job interviews and suggesting ways in which a candidate could improve his skills. Matching model answers to questions. Writing and practicing job interviews.</p> <p>Reading tips to avoid a full email inbox. Discussing strategies to organize online habits.</p> <p>Categorizing tips for writing a resume under the headings DO and DON'T. Reading a resume and identifying what is</p>
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Universidad del  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p><b>Writing</b> WB page 47</p> <p><b>PET EXAM</b></p>	<p>wrong with it. Making improvements to the resume. Identifying the inappropriate parts of an application email.</p> <p>Writing a job application email.</p>
Week 15	<p><b>UNIT 12</b> <b>HOME</b></p> <p><b>Reading &amp; Vocabulary</b> SB page 124 Reading for specific information Houses</p> <p><b>Grammar</b> SB page 125 Participle clauses</p> <p><b>Vocabulary</b> SB page 128 Furnishings</p> <p><b>Speaking &amp; listening</b> SB page 128 Fluency practice Listening for detail</p> <p><b>Grammar</b> SB page 129 Nouns and quantity expressions</p> <p><b>Speaking: anecdote</b> SB page 129</p>	<p>Discussing dream houses. Reading an article about two unusual houses and discussing which one they prefer. Completing collocations.</p> <p>Completing a table with sentences containing participle clauses. Rewriting sentences using participles.</p> <p>Matching furnishings to rooms. Discussing furnishings.</p> <p>Looking at pictures of rooms and discussing them and the people who might own them. Listening to a psychologist talking about what our rooms say about.</p> <p>Completing extracts from descriptions of rooms. Completing sentences with appropriate endings. Choosing the correct verb form in sentences about quantity.</p> <p>Talking about their favorite room.</p>



Universidad del  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p>Fluency practice</p> <p><b>Reading &amp; Speaking</b> SB page 130 Reading for specific information Fluency practice</p> <p><b>Listening &amp; vocabulary</b> SB page 130 Listening for specific information Morning routines.</p> <p><b>Language for life</b> SB page 132 Saying hello and goodbye</p> <p><b>Life skills</b> SB page 132 Influencing Others</p> <p><b>Vocabulary Extra</b> SB page 133 Get it right</p>	<p>Reading an extract from Sons and Lovers by D. Lawrence and Answering questions. Putting a character's morning routine in the correct order. Talking about the relationship between the characters in the story.</p> <p>Listening to people from different countries talking about what they have for breakfast. Matching food items to people. Talking about daily routines and breakfast habits.</p> <p>Completing expressions for saying goodbye in a conversation. Matching phrases with appropriate responses. Writing a conversation.</p> <p>Dealing with different opinions. Learning expressions to use when agreeing, disagreeing, and expressing one's opinion.</p> <p>Completing statements with actual / actually or current / currently. Choosing the verb or verb phrase that doesn't belong. Underlining the correct alternative. Categorizing nouns as countable or uncountable. Identifying the common error in sentences and identifying ones They commonly make. Finding examples of correct usage in their dictionaries.</p>
<p>Week 16</p>	<p><b>REVIEW D</b> Revision and reinforcement of units 10-12. Workbook revision units <b>10-12</b></p> <p><b>Fourth written evaluation</b></p>	<p>Develop the grammar and vocabulary activities Pg. 134- 135. Develop workbook activity of units 10-12</p>

 Universidad de <b>Nariño</b>	CENTRO DE IDIOMAS  <b>SYLLABUS FOR THE ENGLISH COURSES OFFERED BY          THE LANGUAGE CENTRE TO THE GENERAL PUBLIC</b>	Código: CID-PRS-PG-01
		Página: 1 de 70
		Versión: 2
		Vigente a partir de: 02/02/2015

	<b><i>Fourth oral evaluation</i></b>	
	<b><i>Check final grades with each student</i></b>	

### **ADDITIONAL AND COMPLEMENTARY ACTIVITIES**

During the present course, the students will have the space to use the target language communicatively through the use of complementary and supplementary activities. In consequence, a wide set of readings, listening sessions, games, workshops will be implemented to reinforce and improve the four skills. Moreover, learners can complement their learning process through the exercises in the laboratory classes and at the end of the course all the students will have to present a **PET (Preliminary English Test)** test to check all the abilities learnt through the fourth level.

 Universidad de <b>Nariño</b>	CENTRO DE IDIOMAS  <b>SYLLABUS FOR THE ENGLISH COURSES OFFERED BY          THE LANGUAGE CENTRE TO THE GENERAL PUBLIC</b>	Código: CID-PRS-PG-01
		Página: 1 de 70
		Versión: 2
		Vigente a partir de: 02/02/2015

**UNIVERSITY OF  
 NARIÑO  
 LANGUAGE  
 CENTER LEVEL:**

**V**

**NUMBER OF HOURS: 8 HOURS A WEEK  
 TOTAL NUMBER OF HOURS PER**

**SEMESTER: 120**

***COURSE DESCRIPTION***

This course is intended to consolidate previous learning as well as improve listening, reading, writing and speaking skills with their different components. In this concern, learners will find more difficult clauses and discourse and depending on their learning styles and needs they will find challenging the different skill components and the activities designed. Thus, this course aims to continue motivating learners in their language learning process through the use of interesting, varied and authentic materials; full of new vocabulary, phrasal verbs, collocations and idioms. Moreover, learners at this point will be more autonomous so will be able to have laboratory classes to practice listening and they will have the opportunity to have their book and audios on line using their personal code access which will be found in each book. Also, they will have the opportunity to practice with different exercises through some classes in order to be ready to present the PET (Preliminary English Test) test at the end of the course.

***COURSE OBJECTIVE***

Students will be able to use the language to express themselves and create their own messages developing appropriacy in different situations. Also, they will refine their listening and speaking strategies to become more competent users of the language in a range of contexts.

***SPECIFIC OBJECTIVES***

 Universidad de <b>Nariño</b>	CENTRO DE IDIOMAS  <b>SYLLABUS FOR THE ENGLISH COURSES OFFERED BY          THE LANGUAGE CENTRE TO THE GENERAL PUBLIC</b>	Código: CID-PRS-PG-01
		Página: 1 de 70
		Versión: 2
		Vigente a partir de: 02/02/2015

Students will be able to:

- ) Express themselves in greater depth and detail.
- ) Use more sophisticated structures and vocabulary to participate in different conversations and situations.
- ) Read texts and develop textual, intertextual and critical activities.
- ) Work collaboratively in assigned tasks.
- ) Write critical essays, summaries, comments, etc.
- ) Develop different listening activities

### **METHODOLOGY**

This course will reinforce all the components of the four skills in order to refine students' communicative competence. In this regard, learners will have a wide set of opportunities to use the language and express their ideas through written texts and oral interventions. Moreover, Also, students will be able to have laboratory classes to practice listening and they will have the opportunity to have their book and audios on line using their personal code access which will be found in each book. Also, they will have the opportunity to practice with different exercises through some classes in order to be ready to present the PET (Preliminary English Test) test. Also, they will be able to practice speaking most of the time of the classes taking into account the themes given in the book. Also, students will be able to develop the activities given in the workbook

### **COURSE MATERIAL**

Sue Kay, Vaughan Jones, Amanda Jeffries, Ceri Jones, Tania Bastow. (2017).  
 American Inside Out Evolution -Advanced. (Units 1-12). Macmillan Education.

### **GRADING INFORMATION AND REQUIREMENTS**

Students will participate in class in different activities such as reading comprehension,

 Universidad de <b>Nariño</b>	CENTRO DE IDIOMAS  <b>SYLLABUS FOR THE ENGLISH COURSES OFFERED BY          THE LANGUAGE CENTRE TO THE GENERAL PUBLIC</b>	Código: CID-PRS-PG-01
		Página: 1 de 70
		Versión: 2
		Vigente a partir de: 02/02/2015

role play, written exercises, oral presentations, online exercises, etc. If a class is missed then it is the responsibility of the student to catch up with the missed class and to continue with the regular learning procedure. If an evaluation is missed the grade will be zero except for those who have health problems and present a written permission, for that reason all the tests will be scheduled in advanced so everybody will know when they will be applied.

The final grade for the course is established as follows:

First exam	(Units 1, 2, 3. It includes all skills)	7.5%
Second exam	(Units 4, 5, 6. It includes all skills)	7.5%
Third exam	(Units 7, 8, 9. It includes all skills)	7.5%
Fourth exam	(Units 10, 11, 12. It includes all skills)	7.5 %
Complementary activities as class work, quizzes, oral presentations, etc.		30 %
Final exam	(PET TEST- Includes all skills)	40%

### **GOALS OF EACH UNIT**

#### **Unit one: Conversations**

Specific objective: At the end of the unit learners will be able to establish different conversations about different topics and they will also be able to complain about girlfriends and boyfriends.

 Universidad de <b>Nariño</b>	CENTRO DE IDIOMAS  <b>SYLLABUS FOR THE ENGLISH COURSES OFFERED BY          THE LANGUAGE CENTRE TO THE GENERAL PUBLIC</b>	Código: CID-PRS-PG-01
		Página: 1 de 70
		Versión: 2
		Vigente a partir de: 02/02/2015

***Unit two: Taste***

Specific objective: At the end of the unit learners will be able to talk about countries typical dishes and they will also talk about food associated with certain situations.

***Unit three: City***

Specific objective: At the end of the unit learners will be able to discuss about cities, to describe a famous town or city in their country, city dangers and they will compare posters.

***Unit four: Story***

Specific objective: At the end of the unit learners will be able to tell different stories and they will speak about different biographies.

***Unit five: Bargain***

Specific objective: At the end of the unit learners will be able to talk about spending habits, economizing, bargaining and haggling.

***Unit six: Mind***

Specific objective: At the end of the unit learners will be able to talk about the brain, brain power, the senses and pet psychology.

***Unit seven: Digital***

Specific objective: At the end of the unit learners will be able to talk about innovations in technology and scientific breakthroughs.

***Unit eight: The Law***

Specific objective: At the end of the unit learners will be able to talk about crime and punishment, legal cases and newspaper reports.

***Unit nine: Night***

Specific objective: At the end of the unit learners will be able to talk about energy patterns, times of day and night and staying up.

***Unit ten: Footprints***

Specific objective: At the end of the unit learners will be able to talk about carbon / ecological footprint, ancient footprints and different kind of shoes.

***Unit Eleven: Words***

Specific objective: At the end of the unit learners will be able to identify roots of new words and the importance of writing

 Universidad del <b>Nariño</b>	CENTRO DE IDIOMAS  <b>SYLLABUS FOR THE ENGLISH COURSES OFFERED BY          THE LANGUAGE CENTRE TO THE GENERAL PUBLIC</b>	Código: CID-PRS-PG-01
		Página: 1 de 70
		Versión: 2
		Vigente a partir de: 02/02/2015

**Unit Twelve: Conscience**

Specific objective: At the end of the unit learners will be able to discuss about giving money to charity, the homeless and guilty feelings.

WEEKS	AIMS	WHAT THE STUDENTS ARE DOING
Weeks 1	<p><b>UNIT 1</b>  <b>CONVERSATION</b></p> <p><b>Speaking &amp; vocabulary</b>            SB page 8            Fluency practice Adjectives describing conversation styles.</p> <p><b>Listening &amp; vocabulary</b>            SB page 9            Listening for gist Conversation collocations</p> <p><b>Speaking</b>            SB page 9            Fluency practice</p> <p><b>Reading &amp; speaking</b>            SB page 10            Fluency practice</p> <p><b>Vocabulary</b>            SB page 11            Word building</p> <p><b>Speaking &amp; listening</b>            SB page 12            Fluency practice predicting</p>	<p>Discussing relationships between people in pictures. Categorizing adjectives used in conversations and matching them with the pictures. Discussing recent conversations.</p> <p>Discussing what makes a good and bad conversation. Listening to conversations and matching them with questions. Completing extracts from conversations. Matching definitions with expressions.</p> <p>Talking about their last conversation in English.</p> <p>Discussing perspectives of different conversation styles.            Using pictures and definitions of conversation styles as a starting point for talking about conversation style differences.</p> <p>Matching vocabulary of personal values with definitions. Completing a table with noun, verb, adjective, and adverb forms.</p> <p>Talking about typical complaints girlfriends and boyfriends make about each other.</p>



Universidad de  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p><b>Pronunciation</b> SB page 12 Intonation</p> <p><b>Grammar</b> SB page 13 Position of adverbials</p> <p><b>Speaking</b> SB page 14 Fluency practice</p> <p><b>Listening</b> SB page 14 Listening for gist and detail</p>	<p>Listening to a conversation and matching extracts with speakers.</p> <p>Identifying angry tones from a conversation and practicing conveying feelings by intonation.</p> <p>Identifying different types of adverbials. Studying the implications of the position of adverbials.</p> <p>Discussing eavesdropping and accidentally overhearing people's conversations.</p> <p>Listening to conversations and identifying the dynamics displayed in them.</p>
<p>Week 2</p>	<p><b>Grammar</b> SB page 15 aspect</p> <p><b>Language for life</b> SB page 16 Opening conversations</p> <p><b>Life skills</b> SB page 16 Communication</p> <p><b>Vocabulary Extra</b> SB page 17 Multiple meaning and uses of common words</p>	<p>Completing extracts from conversations. Identifying correct verb forms.</p> <p>Reading tips about starting a conversation. Matching the conversations with their situations. Matching conversation openers with their functions and responses. Discussing which conversation is the most successful. Practicing starting a conversation.</p> <p>Creating rapport</p> <p>Discussing proverbs. Identifying the part of speech of the word talk in various sentences. Completing sentences and discussing idioms with</p>



Universidad de  
Nariño

CENTRO DE IDIOMAS

SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p><b>Writing</b> WB page 6</p>	<p>talk.</p> <p>Writing an email of complaint</p>
Week 3	<p><b>UNIT 2</b> <b>TASTE</b></p> <p><b>Speaking</b> SB page 18 Fluency practice</p> <p><b>Listening</b> SB page 18 Listening for detail</p> <p><b>Grammar</b> SB page 19 Noun phrases; order of adjectives</p> <p><b>Reading</b> SB page 20 Reading for detail</p> <p><b>Vocabulary</b> SB page 21 Describing places to eat</p> <p><b>Grammar</b> SB page 22 Fronting</p>	<p>Matching people with different foods. Talking about themselves as if they were a food item.</p> <p>Discussing what makes a good and bad conversation. Listening to conversations and matching them with questions. Completing extracts from conversations. Matching definitions with expressions.</p> <p>Studying the structure and use of noun phrases Identifying fact and opinion adjectives and studying the order of Adjectives.</p> <p>Answering questions on a restaurant review. Doing a jigsaw reading and discussing shared information.</p> <p>Teaching each other new words and writing sentences using them.</p> <p>Putting words in order to make sentences. Studying the effect of putting certain parts of a sentence at the beginning. Completing sentences.</p>



	<p><b>Speaking: anecdote</b> SB page 23 Fluency practice</p> <p><b>Writing</b> SB page 23 A restaurant review</p> <p><b>Listening</b> SB page 24 Listening for gist and for detail</p> <p><b>Pronunciation</b> SB page 24 Practicing sounding more or less enthusiastic</p> <p><b>Vocabulary &amp; speaking</b> SB page 25 Words derived from taste and idioms with taste fluency practice</p> <p><b>Language for life</b> SB page 26 Agreeing and disagreeing</p> <p><b>Life skills</b> SB page 26 Social skills</p>	<p>Talking about the last time they ate out.</p> <p>Writing a restaurant review.</p> <p>Talking about typical national dishes and local specialties. Listening to people talking about their experiences of eating, abroad. Listing the food each speaker mentions, then discussing the diet.</p> <p>Identifying stress in sentences showing enthusiasm or reservations.</p> <p>Studying words derived from taste. Completing sentences and examining idiomatic sayings with taste. Writing a definition of good taste. Discussing whether certain behavior is socially acceptable.</p> <p>Matching conversations with topics and people. Completing extracts with useful expressions. Categorizing agreeing and disagreeing expressions according to strength.</p> <p>Talking about cultural awareness of food. Discussing strategies for developing cultural awareness.</p>
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 Universidad de <b>Nariño</b>	CENTRO DE IDIOMAS  <b>SYLLABUS FOR THE ENGLISH COURSES OFFERED BY          THE LANGUAGE CENTRE TO THE GENERAL PUBLIC</b>	Código: CID-PRS-PG-01
		Página: 1 de 70
		Versión: 2
		Vigente a partir de: 02/02/2015

	<p><b>Writing Extra</b>          SB page 27          Letter to a newspaper</p>	<p>Listening to statements and agreeing or disagreeing with them. Reading a headline and speculating about the story behind it. Reading a woman's comments in response to a newspaper story. Identifying expressions for agreeing and disagreeing. Writing a reply to the woman's comments.</p>
Week 4	<p><b>UNIT 3</b>  <b>CITY</b></p> <p><b>Listening</b>          SB page 28          Listening for specific information</p> <p><b>Grammar</b>          SB page 29          Hedging</p> <p><b>Speaking</b>          SB page 30          Fluency practice</p> <p><b>Reading</b>          SB page 31          Reading for gist and detail</p> <p><b>Vocabulary</b>          SB page 31          Describing cities</p> <p><b>Grammar</b>          SB page 32          Inversion after negative and</p>	<p>Taking a quiz and listening to a lecture to find out the answers. Replacing words in sentences with those used by a speaker.</p> <p>Studying hedging expressions.          Rewriting sentences using hedging expressions.          Listening to a discussion about a news story.          Then writing the story.</p> <p>Discussing capital cities and the places where they live.</p> <p>Reading guidebook extracts and identifying the places described. Discussing elements of descriptions that they like.</p> <p>Matching adjectives with definitions.          Finding adjectives in a text and identifying what they're describing. Matching halves of collocations and completing sentences with them.</p> <p>Identifying adverbials with negative or limiting meanings.          Rewriting sentences using inversion and matching</p>



	<p>limiting adverbials</p> <p><b>Writing</b> SB page 32 Describing a famous town or city</p> <p><b>Speaking</b> SB page 33 Fluency practice</p> <p><b>Reading &amp; vocabulary</b> SB page 34 Reading for detail</p> <p><b>Listening &amp; speaking</b> SB page 35 Listening for detail</p> <p><b>Pronunciation</b> SB page 35 Intonation for adding emphasis</p> <p><b>Language for life</b> SB page 36 Adding emphasis</p> <p><b>Life skills</b> SB page 36 Cultural awareness</p>	<p>places with the sentences.</p> <p>Writing a short description of a famous town or city in their country. Identifying the places described by other students.</p> <p>Discussing tourism posters. Listing possible tourist attractions and discussing the top three. Discussing a city in their country.</p> <p>Reading an article about Times Square in New York. Adding words and expressions to the article. Teaching each other some words from the article. Discussing what people do in the city.</p> <p>Discussing the dangers of city life. Listening to friends talking about the dangers of city life. Giving advice to people visiting their hometown or going abroad.</p> <p>Completing extracts from a conversation with just, really, and actually. Practicing using just, really, and actually with the correct intonation.</p> <p>Reading a blog about a building and discussing opinions. Matching language used for emphasis with rules. Adding emphasis to sentences and marking the main stress. Talking about buildings using emphasis.</p> <p>Listening to a woman talk about why she enjoys living in a multicultural city. Answering questions. Comparing information from a listening to their own ideas.</p>
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Universidad de  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p><b>Vocabulary Extra</b> SB page 37 Lexical sets and collocation with city and urban</p> <p><b>Writing</b> WB page 15</p> <p><b>REVIEW A</b> Revision and reinforcement of units 1-3, Workbook revision units 1-3</p>	<p>Using nouns and adjectives to describe pictures. Studying words used to describe settlements of different sizes. Completing sentences with collocations.</p> <p>Writing a short article.</p> <p>Develop the grammar and vocabulary activities Pg. 38- 39. Develop workbook activity of units 1-3</p>
<p>Week 5</p>	<p><b>First written evaluation</b> <b>First oral evaluation</b></p> <p><b>UNIT 4</b> <b>STORY</b></p> <p><b>Speaking</b> SB page 40 Fluency practice</p> <p><b>Reading</b> SB page 40 Reading for detail</p> <p><b>Grammar</b> SB page 42 The future as seen from the past</p>	<p><b>The first written and oral evaluation will be applied.</b></p> <p>Discussing six-word life stories. Matching stories with famous people and writing stories for them.</p> <p>Reading an extract from David Bowie's obituary and putting his life events in order.</p> <p>Studying ways to talk about the future as seen from the past. Choosing the correct verb structures in sentences. Identifying references to intentions and imminent events.</p>



Universidad de  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p><b>Vocabulary</b> SB page 43 Types of stories</p> <p><b>Listening</b> SB page 43 Listening for detail</p> <p><b>Speaking: anecdote</b> SB page 43 Fluency practice</p> <p><b>Listening</b> SB page 44 Listening for detail</p> <p><b>Vocabulary</b> SB page 44 Expressions with story and tale</p> <p><b>Pronunciation</b> SB page 45 Weak and strong forms of auxiliary verbs</p> <p><b>Vocabulary &amp; speaking</b> SB page 45 Deception and belief synonyms Fluency practice.</p> <p><b>Reading</b></p>	<p>Discussing types of stories and matching sentences with story types. Reading and discussing an urban myth.</p> <p>Listening to somebody talking about a favorite childhood story. Completing sentences about the story and discussing it.</p> <p>Talking about a story they know</p> <p>Discussing four cartoons and the con tricks they illustrate. Listening to stories and answering questions.</p> <p>Completing sentences with expressions using story and tale. Discussing the meanings of the expressions.</p> <p>Studying the pronunciation of auxiliary verbs. Asking questions with auxiliary verbs.</p> <p>Studying words that express deception and belief. Choosing the best alternative in questions.</p> <p>Reading a text and deciding if statements are</p>
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 Universidad de <b>Nariño</b>	CENTRO DE IDIOMAS  <b>SYLLABUS FOR THE ENGLISH COURSES OFFERED BY          THE LANGUAGE CENTRE TO THE GENERAL PUBLIC</b>	Código: CID-PRS-PG-01
		Página: 1 de 70
		Versión: 2
		Vigente a partir de: 02/02/2015

	<p>SB page 46 Reading for gist and for detail</p> <p><b>Grammar</b> SB page 47 Discourse markers in writing</p> <p><b>Listening &amp; speaking</b> SB page 47 Listening for gist Fluency practice</p> <p><b>Language for life</b> SB page 48 Responding to a story</p> <p><b>Life skills</b> SB page 48 Communication</p> <p><b>Writing extra</b> SB page 49 Descriptive narrative</p>	<p>true. Completing a glossary of words from the text.</p> <p>Studying the function and meaning of discourse markers. Choosing the best alternatives in sentences.</p> <p>Listening to jokes and writing down the punchlines. Practicing telling and responding to jokes. Discussing jokes in their country.</p> <p>Listening to a story and answering questions. Numbering responses to the story and identifying their meaning. Practicing intonation in responding to stories.</p> <p>Categorizing and discussing elements of active listening. Practicing using active listening while listening to a story.</p> <p>Reading about a childhood memory. Replacing expressions and adding Extra details to a story. Writing about a childhood memory.</p>
Week 6	<p><b>UNIT 5</b> <b>BARGAIN</b></p> <p><b>Reading &amp; vocabulary</b> SB page 50 Reading for detail words and phrases for spending and</p>	<p>Taking a quiz about spending habits. Reading and discussing spending profiles and completing a glossary. Identifying words that don't collocate.</p>



Universidad de  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p>saving</p> <p><b>Listening</b> SB page 51 Listening for gist</p> <p><b>Grammar</b> SB page 51 Preposition in relative clauses</p> <p><b>Reading &amp; Vocabulary</b> SB page 52</p> <p><b>Pronunciation</b> SB page 54 Weak forms of common words</p> <p><b>Vocabulary</b> SB page 55 Words for cheap and expensive</p> <p><b>Speaking: anecdote</b> SB page 55 Fluency practice</p> <p><b>Reading</b> SB page 56 Reading for detail</p>	<p>Writing sentences about spending habits.</p> <p>Matching speakers with the questions they were asked. Taking notes on what speakers say, then asking questions with a partner.</p> <p>Studying formality and informality in sentences. Identifying defining and non-defining relative clauses. Rewriting sentences with non-defining relative clauses.</p> <p>Reading about how the internet can save you money. Choosing alternatives to complete sentences. Completing sentences and writing questions with phrasal verbs.</p> <p>Identifying and practicing saying stressed and unstressed words.</p> <p>Categorizing phrases as cheap or expensive. Discussing register and connotations. Choosing the best alternative and completing tips on shopping.</p> <p>Talking about a purchase they've made recently.</p> <p>Reading about consumption and recycling and completing a glossary. Discussing recycling possessions.</p>
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 Universidad de <b>Nariño</b>	CENTRO DE IDIOMAS  <b>SYLLABUS FOR THE ENGLISH COURSES OFFERED BY          THE LANGUAGE CENTRE TO THE GENERAL PUBLIC</b>	Código: CID-PRS-PG-01
		Página: 1 de 70
		Versión: 2
		Vigente a partir de: 02/02/2015

	<p><b>Grammar</b> SB page 57 Articles</p> <p><b>Language for life</b> SB page 58 Negotiating, bargaining, making a deal</p> <p><b>Life skills</b> SB page 58 Sustainable Development</p> <p><b>Vocabulary extra</b> SB page 59 American and British English</p> <p><b>Writing</b> WB page 23</p>	<p>Studying the correct use of articles. Completing sentences. Crossing out inappropriate words in sentences.</p> <p>Listening to a conversation between a customer and a market trader. Completing useful phrases for negotiating. Identifying problems, requests, proposals, and agreements. Improvising conversations.</p> <p>Listening to a high school student talk about sustainable development and identifying what she did to help the environment. Identifying what more can be done to help the environment.</p> <p>Identifying texts and sentences in American and British English. Discovering equivalent British English words. Seeing how dictionaries distinguish between varieties of English.</p> <p>Writing a news story.</p>
Week 7	<p><b>UNIT 6</b> <b>MIND</b></p> <p><b>Speaking</b> SB page 60 Fluency practice</p> <p><b>Listening</b> SB page 60 Listening for specific information</p>	<p>Talking a quiz about the brain</p> <p>Labeling pictures of games. Listening to people talking about games and identifying the question they were asked. Making notes on their answers.</p>



Universidad de  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p><b>Reading &amp; Speaking</b> SB page 61 Reading for detail Fluency practice</p> <p><b>Reading</b> SB page 62 Reading for gist and detail</p> <p><b>Vocabulary</b> SB page 62 Verbs of seeing</p> <p><b>Listening</b> SB page 64 Listening for gist and specific information</p> <p><b>Grammar</b> SB page 64 Verbs of the senses</p> <p><b>Reading &amp; vocabulary</b> SB page 64 Reading for gist Descriptive language</p> <p><b>Grammar</b> SB page 66 Participle clauses</p> <p><b>Vocabulary</b> SB page 67 Collocations with mind</p>	<p>Identifying words with negative connotations. Completing a text about brain training and discussing it. Taking a brain-training quiz.</p> <p>Matching headings with extracts from a text. Reading extracts from an article and answering questions.</p> <p>Matching verbs with definitions. Matching observe, recognize, and see with different meanings. Writing paragraphs with observe, recognize, and see.</p> <p>Discussing questions about the senses. Listening to people and identifying which questions they answer. Making notes on their answers.</p> <p>Categorizing verbs according to whether they're stative or dynamic. Completing extracts with sense verbs.</p> <p>Matching faculties with definitions. Reading a text about a dog and discussing the language used. Discussing the author's views. Studying the form and use of participle clauses. Rewriting sentences. Adding not to sentences with participle clauses.</p> <p>Studying collocations with <i>mind</i>. Matching <i>mind</i> collocations with their definitions.</p>
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Universidad de  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p><b>Pronunciation</b> SB page 67 Word linking</p> <p><b>Language for life</b> SB page 68 Making appropriate requests</p> <p><b>Life skills</b> SB page 68 Learning skills</p> <p><b>Writing Extra</b> SB page 69 Emails making and declining requests</p> <p><b>REVIEW B</b> Revision and reinforcement of units 4-6. Workbook revision units 4-6</p>	<p>Listening to a conversation and answering questions. Examining the way native English speakers run words together. Identifying degrees of politeness and appropriate responses. Listening to conversations to identify how well the speakers know each other. Acting out different relationships within conversations. Practicing different ways of making a request.</p> <p>Discussing potential benefits of the Pomodoro Technique.</p> <p>Reading emails to identify the senders and the requests. Examining ways to refuse requests and soften the tone of the refusal. Writing a reply to an email refusing a request.</p> <p>Develop the grammar and vocabulary activities Pg. 70- 71. Develop workbook activity of units 4-6</p>
<p>Week 8</p>	<p><b>Second written evaluation</b> <b>Second oral evaluation</b></p> <p><b>UNIT 7</b> <b>DIGITAL</b></p> <p><b>Speaking</b> SB page 72 Fluency practice</p>	<p><b>The second written and oral evaluation will be applied.</b></p> <p>Comparing and discussing phones.</p>



Universidad de  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p><b>Reading</b> SB page 72 Reporting verbs</p> <p><b>Vocabulary &amp; listening</b> SB page 74 Compound nouns Listening for gist and detail</p> <p><b>Grammar</b> SB page 75 Complex Sentences</p> <p><b>Pronunciation</b> SB page 75 Words with unstressed syllables</p>	<p>Discussing the functions of smartphones. Reading and discussing an article on the future of cell phones. Inserting missing sentences in the article.</p> <p>Studying the structure of compound nouns. Matching compound nouns with definitions. Explaining technological words without using compound nouns. Identifying the features of a new cell phone. Listening and numbering pictures in order. Completing summaries with compound nouns.</p> <p>Studying the use of multiple clauses. Breaking complex sentences down into single clauses. Putting words in order to make sentences. Writing their own multi-clause sentences.</p> <p>Categorizing words according to stress patterns. Identifying unstressed syllables.</p>
<p>Week 9</p>	<p><b>Reading</b> SB page 76 Reading for specific information Words and phrases to do with technology</p> <p><b>Grammar</b> SB page 78 Speculating about the future</p>	<p>Matching words with definitions. Predicting future technological developments and comparing them with an article about a scientist's predictions for the future. Discussing future developments: their likelihood and benefits.</p> <p>Examining sentences using modals to make predictions. Identifying the position of phrases conveying degrees of possibility. Rewriting sentences, then making their own future</p>



Universidad de  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p><b><i>Listening &amp; vocabulary</i></b> SB page 79 Listening for specific information Informal expressions</p> <p><b><i>Speaking</i></b> SB page 79 Fluency practice</p> <p><b><i>Language for life</i></b> SB page 80</p> <p><b><i>Life skills</i></b> SB page 80 Interpersonal skills</p> <p><b><i>Vocabulary Extra</i></b> SB page 81 Acronyms and collocations</p> <p><b><i>Writing</i></b> WB page 31</p>	<p>predictions.</p> <p>Listening to people talking about a gadget. Answering questions, then making notes about the arguments they hear. Studying the vocabulary used by the speakers. Discussing digital books.</p> <p>Discussing their top five scientific breakthroughs.</p> <p>Discussing the implications of certain actions. Matching conversations with pictures. Studying useful phrases for talking about making decisions. Discussing difficult situations and their implications.</p> <p>Talking about tech facts and no-tech activities.</p> <p>Matching acronyms used to talk about technology with their definitions. Matching devices with functions. Reading an article and identifying words that collocate with digital. Talking about the technology they use every day.</p> <p>Writing a discursive essay.</p>
<p>Week 10</p>	<p><b><i>UNIT 8</i></b> <b><i>THE LAW</i></b></p> <p><b><i>Speaking</i></b> SB page 82</p>	<p>Identifying lawyers' blunders and discussing what they meant to say.</p>



	<p>Fluency practice</p> <p><b>Vocabulary</b> SB page 82 Legal vocabulary</p> <p><b>Listening &amp; grammar</b> SB page 83 Listening for gist and detail Paraphrasing</p> <p><b>Speaking &amp; Listening</b> SB page 84 Fluency practice Listening for specific information.</p> <p><b>Listening</b> SB page 85 Listening for detail</p> <p><b>Pronunciation</b> SB page 85 Elision and silent letters</p> <p><b>Grammar</b> SB page 86 Using modals to talk about the past</p> <p><b>Vocabulary</b> SB page 87 Collocations with law</p>	<p>Categorizing words according to meaning. Completing sentences with legal terms.</p> <p>Listening and identifying what crimes people are talking about. Paraphrasing what people say. Rewriting sentences about a court case and writing an account of it.</p> <p>Ordering crimes according to seriousness. Listening to people talking about crime and punishments. Discussing punishment and deterrents.</p> <p>Discussing their own experiences of crime. Listening to a woman talking about a crime and answering questions.</p> <p>Identifying silent and pronounced consonants in elided speech. Studying the rules for elision and silent letters.</p> <p>Studying modal verbs to talk about the past. Rewriting sentences using appropriate modal verb phrases. Speculating on what might have happened in pictures. Talking about the consequences of not having done things.</p> <p>Matching collocations with <i>law</i> with their meanings. Completing sentences with collocations. Talking about the use of metaphor.</p> <p>Discussing proposals for new laws.</p>
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Universidad de  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p><b>Speaking</b> SB page 87 Fluency practice</p> <p><b>Reading</b> SB page 88 Reading for gist and specific information</p> <p><b>Grammar</b> SB page 89 Inversion after neither/nor, so/such</p> <p><b>Vocabulary</b> SB page 89 Formal vocabulary</p> <p><b>Language for life</b> SB page 90 Expressing surprise or disbelief</p> <p><b>Life skills</b> SB page 90 Communication and Critical Thinking</p>	<p>Discussing laws in their own country that they'd change or introduce.</p> <p>Reading a legal anecdote and summarizing key points. Completing a glossary of words in the story. Writing and answering comprehension questions.</p> <p>Examining the position of the verb and subject after nor, neither, so, and such.</p> <p>Completing newspaper headlines. Discussing stories likely to follow the headlines.</p> <p>Listening to two co-workers and identifying what news they're Discussing. Completing the conversations with useful phrases. Listening to extracts from conversations, identifying the topics, and noting down expressions of surprise or disbelief. Practicing telling and responding to surprising news.</p> <p>Categorizing expressions according to level of formality. Practicing giving evidence to support statements.</p> <p>Examining the different treatments of a story by</p>
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Universidad de  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p><b>Writing Extra</b> SB page 91 News stories</p>	<p>the press. Matching phrases with similar meanings Rewriting a text in the style of a popular newspaper</p>
Week 11	<p><b>UNIT 9</b> <b>NIGHT</b></p> <p><b>Reading &amp; Speaking</b> SB page 92 Reading for detail Fluency practice</p> <p><b>Vocabulary &amp; speaking</b> SB page 93 Times of day and night Fluency practice</p> <p><b>Listening</b> SB page 93 Listening for detail</p> <p><b>Reading</b> SB page 94 Reading for gist and detail</p> <p><b>Grammar</b> SB page 95 Concessive clauses and adverbials</p> <p><b>Listening &amp; pronunciation</b> SB page 96 Listening for detail Adverbs</p>	<p>Taking a quiz on energy patterns. Discussing the meaning of the expressions in the quiz. Talking about their own energy patterns and those of family and friends.</p> <p>Putting times of day in chronological order. Matching expressions with times of day. Talking about different times of day and night.</p> <p>Listening to a radio show about the body clock and circadian rhythms. Identifying true and false statements.</p> <p>Reading about sleep patterns. Identifying true or false statements from the passage.</p> <p>Studying concessive clauses and adverbials. Completing a website posting. Writing a similar posting on a given problem.</p> <p>Listening to people talking about staying up all night and taking notes. Completing extracts with adverbs and identifying the function of the adverbs.</p>



	<p><b>Speaking: anecdote</b> SB page 96 Fluency practice</p> <p><b>Speaking</b> SB page 97 Fluency practice</p> <p><b>Vocabulary</b> SB page 97 Expressions with night</p> <p><b>Reading</b> SB page 99 Reading for detail</p> <p><b>Listening &amp; Grammar</b> SB page 99 Listening for detail Regrets and past conditionals</p> <p><b>Language for life</b> SB page 100 Making and responding to invitations</p> <p><b>Life skills</b> SB page 100 Organization</p> <p><b>Vocabulary Extra</b> SB page 101</p>	<p>Counting syllables in adverbs.</p> <p>Talking about a time they stayed up late or stayed up all night.</p> <p>Matching halves of proverbs about night. Discussing proverbs and creating their own proverbs.</p> <p>Completing sentences with expressions with night. Discussing questions.</p> <p>Reading a text about the midnight Sun and polar Nights. Matching topic sentences with paragraphs. Finding evidence in the text to support statements.</p> <p>Listening to an account of a trip and answering questions. Completing sentences about regrets. Writing past conditional sentences using prompts.</p> <p>Listening to conversations and improving on people responses. Examining formal and informal responses to an invitation. Completing conversation with useful phrases. Taking turns making and responding to invitations.</p> <p>Adding to a definition of time management. Discussing time management strategies.</p> <p>Studying phrasal verbs and their meanings. Writing sentences with phrasal verbs. Completing</p>
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Universidad de  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p>Phrasal verbs <b>Writing</b> WB page 39</p> <p><b>REVIEW C</b> Revision and reinforcement of units 7-9. Workbook revision units 7-9</p>	<p>sentences with particles. Writing an essay.</p> <p>Develop the grammar and vocabulary activities Pg. 102- 103. Develop workbook activity of units 7-9</p>
Week 12	<p><b>Third written evaluation</b> <b>Third oral evaluation</b></p> <p><b>UNIT 10</b> <b>FOOTPRINTS</b></p> <p><b>Reading &amp; Speaking</b> SB page 104 Reading for gist fluency practice</p> <p><b>Vocabulary &amp; speaking</b> SB page 105 Ecological expressions Fluency practice</p> <p><b>Listening</b> SB page 105 Listening for detail</p> <p><b>Reading</b> SB page 106 Reading for specific information</p> <p><b>Grammar</b></p>	<p><b>The third written and oral evaluation will be applied.</b></p> <p>Reading and completing a text. Discussing the issues of carbon and ecological footprints.</p> <p>Taking a lifestyle quiz. Making collocations describing eco-friendly lifestyles. Discussing eco- friendly activities.</p> <p>Listening to a conversation and noting down facts that support arguments. Discussing their thoughts about reducing their carbon footprints</p> <p>Reading about reducing archeology's footprints and answering questions. Choosing the correct alternatives to complete sentences.</p>



Universidad de  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p>SB page 107 Passive structures</p> <p><b>Listening &amp; speaking</b> SB page 108 Listening for gist and for detail Fluency practice</p> <p><b>Pronunciation</b> SB page 108 Reading aloud</p>	<p>Comparing active and passive structures. Then rewriting a text. Combining sentences to include reduced passive clauses.</p> <p>Listening to somebody talking about walking and hiking. Making notes to answer questions. Discussing what it would be like to walk in different situations.</p> <p>Identifying pauses in a story and predicting where they'll occur. Practicing reading a passage aloud.</p> <p>Talking about a walk they've been on.</p>
<p>Week 13</p>	<p><b>Speaking: anecdote</b> SB page 109 Fluency practice</p> <p><b>Vocabulary</b> SB page 109 Expressions with foot or feet</p> <p><b>Listening</b> SB page 110 Listening for specific information</p>	<p>Completing sentences with foot or feet. Discussing the meaning of expressions with foot and feet.</p> <p>Matching speakers with the shoes they talk about and making notes. Discussing their own shoes.</p> <p>Reading two articles about men's and women's shoes. Identifying true and false statements. Discussing the link between personality and shoes.</p>

 Universidad de <b>Nariño</b>	CENTRO DE IDIOMAS  <b>SYLLABUS FOR THE ENGLISH COURSES OFFERED BY          THE LANGUAGE CENTRE TO THE GENERAL PUBLIC</b>	Código: CID-PRS-PG-01
		Página: 1 de 70
		Versión: 2
		Vigente a partir de: 02/02/2015

	<p><b>Reading &amp; Speaking</b>          SB page 110          Reading for gist and for detail          Fluency practice</p> <p><b>Vocabulary &amp; writing</b>          SB page 111          Different types of shoes          Writing a description</p> <p><b>Grammar</b>          SB page 111          Comparative structures</p> <p><b>Language for life</b>          SB page 112          Persuasion and responding to persuasion.</p> <p><b>Life skills</b>          SB page 112          Interpersonal Skills</p> <p><b>Writing Extra</b>          SB page 113          Report</p>	<p>Categorizing shoes according to gender. Identifying which shoes are being described by a psychologist. Writing a description of the owner of a pair of shoes.</p> <p>Studying ways of talking about differences. Writing sentences comparing a famous person with other people.</p> <p>Listening to people persuading others to do things and identifying the activities and the outcomes. Completing useful phrases from the conversation. Then writing a new conversation.</p> <p>Practicing framing opinions.</p> <p>Reading and discussing a report on students' travel habits. Identifying the use of the passive in the report. Matching quantity expressions with percentages. Interviewing other students and writing a report on their findings.</p>
Week 14	<p><b>UNIT 11</b>  <b>WORDS</b></p> <p><b>Speaking &amp; listening</b>          SB Page 114          Fluency practice Listening for detail</p>	<p>Matching words with descriptions. Talking about English words. Listening to people discussing words in English. Discussing the use of English words in other languages.</p>



Universidad de  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p><b>Vocabulary</b> SB Page 116 New words</p> <p><b>Speaking</b> SB Page 118 Fluency practice</p> <p><b>Reading &amp; vocabulary</b> SB Page 118 Reading for detail Words and phrases related to communication</p> <p><b>Grammar</b> SB Page 120 Avoiding repetition</p> <p><b>Speaking</b> SB Page 121 Fluency practice</p> <p><b>Pronunciation</b> SB Page 121 Differences in spelling and pronunciation</p> <p><b>Language for life</b> SB Page 122 Getting your point across</p>	<p>Matching titles and pictures with opening paragraphs of articles. Studying words which are new to English. Guessing meaning from context. Talking about the relevance of new words to their lifestyle.</p> <p>Discussing the things they write and the frequency with which they write them. Discussing a quotation about writing in the digital age.</p> <p>Discussing whether the standard of writing is improving and comparing their ideas with the ones given. Matching headings to paragraphs. Completing a glossary. Completing sentences with words from the glossary, then discussing their own writing style.</p> <p>Identifying referents in a text. Using substitution and ellipsis to improve texts. Identifying which words can be left out of sentences and why. Making a conversation as short as possible, using substitution and ellipsis.</p> <p>Discussing English spelling. Reading and discussing a text on how English spelling could be improved. Identifying silent letters in sentences. Saying place names. Reading a limerick aloud and correcting misspellings.</p> <p>Listening to two people talking about socializing online. Identifying the point somebody is making, and saying if they agree. Listening and replacing words with useful phrases. Writing a conversation.</p>
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 Universidad del <b>Nariño</b>	CENTRO DE IDIOMAS  <b>SYLLABUS FOR THE ENGLISH COURSES OFFERED BY          THE LANGUAGE CENTRE TO THE GENERAL PUBLIC</b>	Código: CID-PRS-PG-01
		Página: 1 de 70
		Versión: 2
		Vigente a partir de: 02/02/2015

	<p><b>Life skills</b> SB Page 122 Communication</p> <p><b>Vocabulary extra</b> SB Page 123 Origins of new words</p> <p><b>Writing</b> WB page 47</p> <p><b>PET EXAM</b></p>	<p>Using the useful phrases to respond to statements.</p> <p>Discussing dictionary use. Matching parts of dictionary entries to their purpose. Practicing looking up new vocabulary in a dictionary.</p> <p>Explaining the meaning of words. Matching words with their origins. Matching words with categories. Discussing the introduction of new words to a language. Seeing how dictionaries show information about sources of new words.</p> <p>Writing a cover letter.</p>
Week 15	<p><b>UNIT 12</b> <b>CONSCIENCE</b></p> <p><b>Speaking &amp; listening</b> SB Page 124 Fluency practice Listening for detail</p> <p><b>Vocabulary</b> SB Page 124 Describing street people</p> <p><b>Grammar</b> SB Page 125</p>	<p>Discussing giving money to people on the street. Listening to people talking about who they give money to and matching speakers with the people they're talking about and their attitudes towards them. Talking about their own attitudes towards people asking for money.</p> <p>Categorizing words according to register and formality. Discussing helping people who ask for money.</p> <p>Completing sentences from the listening text. Identifying the meaning of past verb forms. Completing sentences with special uses of the simple past.</p>



Universidad de  
Nariño

CENTRO DE IDIOMAS

**SYLLABUS FOR THE ENGLISH COURSES OFFERED BY  
THE LANGUAGE CENTRE TO THE GENERAL PUBLIC**

Código: CID-PRS-PG-01

Página: 1 de 70

Versión: 2

Vigente a partir de: 02/02/2015

	<p>Special uses of the simple past</p> <p><b>Reading</b> SB Page 126 Reading for detail</p> <p><b>Vocabulary</b> SB Page 129 Verb/Noun collocations</p> <p><b>Reading &amp; speaking</b> SB Page 130 Reading for detail fluency practice</p> <p><b>Listening</b> SB Page 131 Listening for detail</p> <p><b>Vocabulary</b> SB Page 131 Expressions with conscience</p> <p><b>Language for life</b> SB Page 132 Apologizing</p>	<p>Reading a text and identifying the connection between homelessness and fashion. Doing a jigsaw reading on organizations that provide professional clothing for job interviews. Discussing statements and finding supporting evidence. Writing a slogan for an advertising campaign.</p> <p>Studying verb/noun collocations. Rewriting sentences using the verbs given. Putting criteria for a happy and fulfilled life in order.</p> <p>Reading and taking a quiz about conscious shopping. Discussing what kind of people would give certain answers to the quiz.</p> <p>Listening to a conversation to establish the link between four pictures. Answering questions about what they heard. Identifying words which are omitted in speech.</p> <p>Completing sentences with expressions with conscience. Discussing actions that would give them a guilty conscience. Talking about a time they felt guilty and tried to make amends.</p> <p>Listening to conversations and identifying what people are apologizing for. Completing extracts from the conversations with useful phrases. Matching apologies with responses. Acting out situations where someone has to apologize. Matching <i>sorry</i> with various functions. Discussing apologies and apologizing.</p>
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 Universidad de <b>Nariño</b>	CENTRO DE IDIOMAS  <b>SYLLABUS FOR THE ENGLISH COURSES OFFERED BY          THE LANGUAGE CENTRE TO THE GENERAL PUBLIC</b>	Código: CID-PRS-PG-01
		Página: 1 de 70
		Versión: 2
		Vigente a partir de: 02/02/2015

	<p><b>Life skills</b>          SB Page 132          Social Responsibility</p> <p><b>Writing Extra</b>          SB Page 133          Inquiry emails</p>	<p>Discussing and defining social responsibility. Discussing options for being socially responsible locally.</p> <p>Listening to a conversation and identifying what suggestion was given. Reading two inquiry emails and identifying which one had more appropriate language/register. Reading and ad and writing an email inquiring information about it.</p>
Week 16	<p><b>REVIEW D</b>          Revision and reinforcement of units 10-12.          Workbook revision units <b>10-12</b></p> <p><b>Fourth written evaluation</b>  <b>Fourth oral evaluation</b></p> <p><b>Check final grades with each student</b></p>	<p>Develop the grammar and vocabulary activities Pg. 134- 135.          Develop workbook activity of units 10-12</p>

### **ADDITIONAL AND COMPLEMENTARY ACTIVITIES**

During the present course, the students will have the space to use the target language communicatively through the use of complementary and supplementary activities. In consequence, a wide set of readings, DVD sessions, games, workshops will be implemented to reinforce and improve the four skills. Moreover, learners can complement their learning process through the exercises in the laboratory classes and at the end of the course all the students will have to present a **PET (Preliminary English Test)** test to check all the abilities learnt not only

 Universidad de <b>Nariño</b>	CENTRO DE IDIOMAS  <b>SYLLABUS FOR THE ENGLISH COURSES OFFERED BY          THE LANGUAGE CENTRE TO THE GENERAL PUBLIC</b>	Código: CID-PRS-PG-01
		Página: 1 de 70
		Versión: 2
		Vigente a partir de: 02/02/2015

through the fifth level but also the other levels. When students approve the fifth level they will obtain their degree of efficiency in English .