



**UNIVERSIDAD MILITAR NUEVA GRANADA
VICERRECTORÍA ACADÉMICA**

CENTRO DE IDIOMAS

**ENGLISH COURSE
LEVEL FOUR (4)**

BOGOTÁ D.C., ABRIL DE 2015

	Fecha Emisión: 2013/07/18	AC-DO-F-10
	Revisión No. 0	Página 1 de 2
1. Academic Unit LANGUAGES CENTER	2. Designation ENGLISH LEVEL FOUR (4)	
3. Justificación <p>Students who finish level 4 at Universidad Militar Nueva Granada (UMNG) must communicate effectively in most everyday situations, showing good performance in the understanding (reading – listening) as well as in the production stages (writing – speaking). In addition to improving all necessary strategies in everyday communicative situations, students must be able to develop some academic skills, especially in the productive processes as they are the most immediate context students have to deal with (Short presentations and writing articles)</p>		
4. Objectives <p>The purpose of this specific program is, on the one hand, to improve the linguistic and communicative competence students already have* so that they can achieve a better performance in different contexts more confidently; on the other hand, it is necessary not only to reinforce the strategies they already manage in the four skills, but also to develop the new ones required to achieve the expected higher profile.</p>		
5. Contens UNIT 1: NEW PERSPECTIVES Preview: Speaking: Supporting opinions Listening: Identifying context Lesson 1: Grammar: Gerunds and Infinitives Lesson 2: Listening: Inferring expressions Vocabulary: Adjective usage Lesson 3: Reading: Scanning Lesson 3: Speaking: Comparing perspectives Giving and supporting opinions Lesson 4: Listening: Understanding meaning from context Lesson 4: Speaking: Sharing experiences		

Writing: Describing personality types

Checkpoint

Project Presentation

Self-Assessment

UNIT 2: MUSICAL MOODS

Preview: Reading: Reading for specific information

Identifying vocabulary in context

Speaking: Giving and supporting opinions

Listening: Identifying context

Listening for specific information

Inferring meaning from vocabulary in context

Speaking: Talking about musical tastes

Lesson 1: Listening: Identifying context

Grammar: The Present Perfect

Speaking: Describing music tastes

Lesson 2: Listening: Listening for specific information

Grammar: Noun Clauses

Speaking: Explaining the role of music

Lesson 3: Reading: Skimming for main idea

Scanning for detailed information

Lesson 3: Speaking: Retelling information

Giving and supporting opinions

Agreeing and disagreeing

Lesson 4: Listening: Listening for specific information

Speaking: Talking about music therapy

Grammar: Participial Adjectives

Lesson 4: Writing: Describing yourself

Checkpoint

Project

Self-Assessment

UNIT 3: MONEY MATTERS

Preview: Reading: Scanning and reading for detailed information

Speaking: Talking about financial tips

Talking about financial IQ

Listening: Identifying context

Listening for specific information

Lesson 1: Grammar: Future tenses

Speaking: Sharing goals

Lesson 2: Listening: Listening for specific information

Lesson 2: Grammar: The Past Unreal Conditional

Speaking: Expressing regrets

Lesson 3: Listening: Listening for specific information

Vocabulary: Nouns and Adjectives

Lesson 3: Speaking: Talking about spending habits

Lesson 4: Vocabulary: Charity

Reading: Scanning and reading for detailed information
Speaking: Giving and supporting opinions
Agreeing and disagreeing
Lesson 4: Writing: Explaining financial goals
Checkpoint
Project
Self-Assessment

UNIT 4: LOOKING GOOD

Preview: Speaking: Talking about fashion
Giving and supporting opinions
Listening: Listening for specific information
Lesson 1: Grammar: Quantifiers
Speaking: Talking about appropriate dress
Lesson 1: Listening: Listening for specific information
Speaking: Discussing ways of dressing
Lesson 2: Listening: Listening for specific information
Pronunc: Rhythm and intonation
Speaking: Giving and supporting opinions
Agreeing and disagreeing
Lesson 3: Listening: Listening for specific information
Speaking: Agreeing and disagreeing
Giving and supporting opinions
Lesson 4: Listening: Listening for specific information
Reading: Scanning and reading for detailed information
Lesson 4: Writing: Comparing tastes in fashion
Checkpoint
Project
Self-Assessment

UNIT 5: COMMUNITY

Preview: Reading: Reading graphs for specific information
Speaking: Giving detailed information
Listening: Identifying context
Listening for specific information
Lesson 1: Listening: Rhythm and Intonation practice
Grammar: Possessives with gerunds
Using prefixes
Speaking: Asking someone politely not to do something
Lesson 2: Grammar: Using Paired Conjunctions
Speaking: Talking about behaviors
Lesson 2: Speaking: Complaining about public conduct
Lesson 3: Vocabulary: Community-related words
Speaking: Talking about community service
Listening: Identifying context
Listening for specific information
Speaking: Discussing social responsibility

Lesson 4: Reading: Reading for specific information
Speaking: Agreeing and/or disagreeing
Writing: Complaining about a problem
Checkpoint
Project
Self-assessment

UNIT 6: ANIMALS

Preview: Reading: Scanning and reading for detailed information
Speaking: Expressing opinions
Exchanging information
Listening: Identifying context
Listening for specific information
Lesson 1: Speaking: Expressing opinions
Grammar: The passive voice with modals
Vocabulary: Animal-related words
Lesson 2: Listening: Identifying context
Listening for specific information
Lesson 2: Speaking: Discussing the benefits of certain pets
Lesson 3: Vocabulary: Describing character traits
Listening: Identifying context
Listening for specific information
Speaking: Comparing animals characters
Lesson 4: Reading: Identifying text structure
Reading for specific information
Speaking: Giving and supporting opinions
Agreeing and/or disagreeing
Debating the value of animal conversation
Writing: Expressing opinions
Checkpoint
Project
Self-Assessment

UNIT 7: ADVERTISING AND CONSUMERS

Preview: Speaking: Giving and supporting opinions
Expressing tastes
Listening: Identifying context
Listening for specific information
Lesson 1: Listening: Identifying context
Listening for specific information
Vocabulary: Shopping expressions
Lesson 1: Speaking: Giving shopping advice
Lesson 2: Grammar: Passive forms of gerunds and infinitives
Speaking: Discussing reactions to ads
Lesson 3: Vocabulary: Ways to persuade
Reading: Reading for specific information
Lesson 3: Listening: Identifying key words

Listening for specific information
Speaking: Persuading someone to buy a product
Checkpoint
Project
Self-Assessment

UNIT 8: FAMILY TRENDS

Preview: Speaking: Talking about typical families
Giving and supporting opinions
Listening: Identifying context
Listening for specific information
Lesson 1: Reading: Reading for specific information
Grammar: Repeated comparatives and double
Comparatives
Lesson 2: Listening: Listening for specific information
Speaking: Describing family trends
Lesson 3: Reading: Reading for specific information
Speaking: Agreeing and disagreeing
Giving and supporting opinions
Describing care for the elderly
Writing: Describing how elderly are cared for
Describing relationship with a family member
Checkpoint
Self-Assessment
Project
Lesson 3: Reading: Reading for specific information
Understanding meaning from context
Lesson 4: Speaking: Describing consumer shopping habits
Writing: Shopping habits
Writing a summary
Checkpoint
Project
Self-Assessment

UNIT 9: HISTORY'S MYSTERIES

Preview: Speaking: Quizzing knowledge
Giving and supporting opinions
Talking about mysteries
Listening: Identifying context
Listening for specific information
Lesson 1: Listening: Listening for specific information
Grammar: Indirect speech with modals
Vocabulary: Expressing certainty
Speaking: Speculating about the out-of-the-ordinary
Lesson 2: Reading: Reading for specific information
Grammar: Perfect modals in the passive voice for speculating about the past
Speaking: Presenting a theory about a past event

Lesson 3: Vocabulary: Using adjectives with the suffix –able

Listening: Listening for specific information

Speaking: Discussing how believable a story is

Lesson 4: Reading: Reading for specific information

Speaking: Talking about hoaxes

Evaluating the trustworthiness of news sources

Checkpoint

Self-Assessment

Project

UNIT 10: YOUR FREE TIME

Preview: Reading: Technological advances

Listening: At the office

Listening for specific information

Lesson 1: Listening: Listening for specific information

Grammar: Modifying with adverbs

Vocabulary: Adverbs of manner

Speaking: Explaining the benefits of leisure activities

Lesson 2: Listening: Hobbies and interests

Grammar: Order of modifiers

Vocabulary: Hobbies and interests

Speaking: Describing hobbies and interests

Lesson 3: Listening: Listening for specific information

Vocabulary: Supporting details

Speaking: Identify supporting details

Lesson 4: Listening: Risk-taking personality

Vocabulary: Ways to express Fear and Fearlessness

Speaking: Discuss the risk-taking personality

Checkpoint

Self-Assessment

Project

6. Duración

94 horas

Horario:

Varios

7. Público objetivo

Básicamente estudiantes de las diferentes facultades junto con estudiantes externos (particulares)

8. Methodological Approach

Método comunicativo o enseñanza comunicativa de la lengua (en inglés, Communicative Language Teaching, CLT) es un enfoque en la enseñanza de idiomas en el que se da máxima importancia a la interacción como

		<p>medio y como objetivo final en el aprendizaje de una lengua. Se le conoce también como enfoque comunicativo (en inglés, Communicative Approach).</p>
<p>9. Instituciones Participantes Centro de Idiomas</p>		
<p>10. Competencies</p> <p>LISTENING Regarding this particular skill, students must be able to identify the overall ideas in a whole situation and the particular information at a most specific level as well, recognizing the context (places, speakers).</p> <p>READING Regarding this particular skill, students must be able to deal with different kinds of texts in a wide range of communicative and academic situations. They must skim a text to find global information, and scan to find specific information and details too. Besides, they must show understanding of text organization, and infer meaning of vocabulary through the context of the same text.</p> <p>WRITING Regarding this particular skill, students at this level will have to deal with academic skills. That is why the emphasis will be on writing articles. In order to develop this skill, students have to organize and structure the information in different kinds of paragraphs, using the words they know appropriately and accurately, and being capable of producing variations on simple and compound sentences.</p> <p>SPEAKING Regarding this particular skill, it is necessary to take into account two different aspects: communication and academia. In the first case, students have to deal with a number of routine situations where they have to exchange personal information, ask and answer questions, express preferences, opinions, likes, dislikes, agreement and disagreement. In the second one, students have to take part in a presentation in which they must carry out different tasks to talk about a specific topic according to the topics set in class.</p>		
<p>11. Evaluation Criteria</p> <p>There are three moments of evaluation. The first two moments are worth 30% and the last one 40% as follows:</p>		

First Exam + Mid-Term Exam + Final Exam + Final Grades and Feedback + Online Work

12. Ponentes – Conferencistas:

NOTE: THE PARTICIPANT RECIBE A CERTIFICATE IN RECOGNITION OF ATTENDANCE AND MERIT PARTICIPATION.

Anexo 1: Costeo

Anexo 2: Resolución