



**UNIVERSIDAD MILITAR NUEVA GRANADA  
VICERRECTORÍA ACADÉMICA**

**CENTRO DE IDIOMAS**

**ENGLISH COURSE  
LEVEL FIVE (5)**

**BOGOTÁ D.C., ABRIL DE 2015**

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<b>1. Academic Unit</b>  <b>LAGUAGES CENTER</b>	<b>2. Designation</b>  <b>ENGLISH – LEVEL FIVE (5)</b>	
<b>3. Justificación</b>  <p>Students who finish level 5 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>		
<b>4. Objectives</b>  <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>		
<b>5. Contens</b>  <b>UNIT 1: DREAMS COME TRUE</b> Preview: An online magazine table of contents. Listening People’s future plans Vocabulary: Life choices and plans Listening: Summarize people’s future plans Grammar: The present perfect for past events related to the present Speaking: Dreams and plans for the future Reading: A profile of Dr. Robert Ballard		

Grammar: The present perfect and the present perfect continuous for unfinished or continuing actions

Reading: A biographical article about Jane Goodall. Vocabulary.

Speaking: Qualifications of job applicants. A “dream job”

Listening: Take notes. Job interview

Checkpoint

Top Notch Project Presentation

Self-Assessment

## **UNIT 2: CHARACTER COUNTS**

Preview: Proverbs. Listening

Speaking: Some favors people ask for

Social uses of lying.

Grammar: Adjective clauses

Speaking: Social uses of lying

Express regret and take responsibility

Speaking: Express regret and take responsibility

Vocabulary: Compassion and admiration

Listening: Discuss helping others

Discussion Builder: Helping others

Reading: The silent couple.

Discussion Builder: Tell a story with a moral

Writing: An experience that taught you a lesson

Prewriting: Generating ideas

Self-check / Checkpoint

Top Notch Project

Self-Assessment

## **UNIT 3: DEALING WITH ADVERSITY**

Preview: Quotations. Attitudes towards adversity

Speaking: Frightening situations. What scares you?

Reading: Describe a dangerous or challenging experience

Grammar: Describing the relationship of past events and actions to each other

Speaking: Express frustration, empathy and encouragement

Grammar: Clauses with No matter

Vocabulary: Encouragement and discouragement

Reading: Triumph and Tragedy

Listening: Discuss the nature of heroism

Speaking: Discussing heroism

Checkpoint

Top Notch Project

Self-Assessment

## **UNIT 4: PERSONALITY AND LIFE**

Preview: Self-help workshops

Vocabulary: Expressions for problematic attitudes and behaviors

Listening: Radio advertisements for self-help workshops Reading: Easy ways to cope with stress

Grammar: The subjunctive

Vocabulary: Expressions related to anger

Listening: Interview Michael Chen

Speaking: Discuss how you handle anger

Reading: A hectic life downsized

Writing: Provide tips for solving a problem

Checkpoint

Top Notch Project

Self-Assessment

### **UNIT 5: IT'S ALL IN YOUR MIND**

Preview: Superstitions

Speaking: Talking about dreams

Reading: Are you superstitious?

Grammar: Non-counts made countable

Speaking: present your views on superstitions

Grammar Indefiniteness and definiteness: articles usage

Speaking Evaluate some suspicious claims

Reading: What are you afraid of?

Vocabulary: expressions with Mind

Speaking: Identify your fears and phobias

Listening: Describe and interpret a dream

Writing: Describe a superstition

Checkpoint

Top Notch Project

Self-Assessment

### **UNIT 6: TRAVEL AND EXPERIENCES**

Preview: Travel catalogue

Reading: Interviews: Expressing regret or relief

Grammar: Conditional sentences with mixed time frames

Speaking: Expressing regret or relief

Listening: Ask someone for a favor

Reading: A valuable lesson

Writing: Compare two cities

Speaking: Describe a travel nightmare

Listening: Explain a life-changing event

Speaking: Explain a life-changing event

Checkpoint

Top Notch project

Self-Assessment

### **UNIT 7: MINDS AT WORK**

Preview: Quiz your strongest areas of intelligence

Vocabulary: Expressions to describe talents

Speaking: Compare your strengths and weaknesses  
Reading: IQ and EQ: Do they matter?  
Grammar: Subordinating conjunctions and transitions  
Speaking: Defining intelligence  
Listening: Intelligence and its origin  
Discussion Builder: Debate giving preferential treatment to the gifted  
Checkpoint  
Top Notch Project  
Self-Assessment

### **UNIT 8: HUMOR**

Preview: Discussing Cartoons  
Reading: Is laughter the best medicine?  
Grammar: Indirect speech: changes to preserve meaning  
Speaking: Discuss the health benefits of laughter  
Listening: Jokes  
Reading: What makes us laugh?  
Discussion builder: Explain why something is funny  
Listening: Explore the limits of humor  
Checkpoint  
Self-Assessment  
Top Notch Project

### **UNIT 9: WHAT LIES AHEAD**

Preview: Quotations from the past  
Reading: Jules Verne  
Speaking: How was Jules Verne able to envision so many technologies?  
Grammar: The passive voice: the future, the future as seen from the past, and the future perfect  
Speaking: Discuss the feasibility of future technologies  
Listening: Applications of innovative technologies  
Grammar: The passive voice in unreal conditional sentences  
Listening: Discuss future trends  
Reading: World's first "green" dealership  
Checkpoint  
Self-Assessment  
Top Notch Project

### **Unit 10: AN INTERCONNECTED WORLD**

Preview: Cultural impact of foreign imports Reading: Globalization Speaking: Views on Globalization Listening: On Globalization Preview: Cultural impact of foreign imports  
Grammar: Separability of transitive phrasal verbs Speaking: Global issues  
Listening: Reacting to world issues and news Grammar: Phrasal verbs  
Vocabulary: On Global issues Reading: The impact of Globalization Vocabulary: Economic Terms Listening: Discuss the role of English in international communication

Checkpoint  
Self-Assessment  
Project

**6. Duración**

94 horas

**Horario**

Varios

**7. Públíc objective**

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 medio y como objetivo final en el aprendizaje de una lengua. Se le conoce también como enfoque comunicativo (en inglés, Communicative Approach).

**9. Instituciones Participantes:** Centro de Idiomas

**10. Competencies**

**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).

**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.

**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.

### **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.

### **11. Evaluation Criteria**

There are three moments of evaluation. The first two moments are worth 30% and the last one 40% as follows:

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**