



**UNIVERSIDAD MILITAR NUEVA GRANADA
DEPARTMENT OF INTERCULTURAL STUDIES
ENGLISH PROGRAM
LEVEL 5 – FIRST TERM 2016
Rationale (Saturday classes)**

PROFILE

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).

GENERAL OBJECTIVE

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.

SPECIFIC OBJECTIVES

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 the 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.

CONTENTS

Unit 1: Relationships

Unit 2: Storytelling

Unit 3: Science and Technology

Unit 4: Art and Creativity

Unit 5: Development

Unit 6: Alternative travel

Unit 7: Natural resources

* It is stated to **improve** as the student who finishes level 5 is a student who is able to communicate effectively using simple and complex structures in different everyday situations. That is why level-five students will have more practice in the topics they have to study to get more fluency and accuracy when communicating.

Unit 8: The news

Unit 9: Talented people

Unit 10: Customs and behaviour

Unit 11: Knowledge and learning

Unit 12: The economy

** Note: Keep in mind the schedule to see skills, communicative functions and time.*

METHODOLOGY

According to the objectives and the philosophy of the Languages Department, we follow a communicative language syllabus, where the *communicative method* is the principal one. In this we have a warm up, a presentation, a language analysis, a practice, an expansion and a final productive step.

It is important to take into account various methods and theories which have added a set of important tools for the English language teacher: projects and task-based programs, multiple intelligence and learning styles, functional and lexical approach, self-assessment and autonomous learning, among others.

On-line sessions will be carried out throughout the whole course; hence, students should implement autonomous learning strategies to comply with these new tools.

EVALUATION

Classes begin on January 30 and end on June 4.

EXAMS DATES

First Exam: March 5

Mid-Term Exam: April 23

Final Exam: June 4

GRADING SYSTEM

Written exam: 40%

Oral Exam: 30%

Classwork: 15%

Platform (MyElt.com): 15%

RESOURCES

Coursebook: LIFE – Upper Intermediate - website www.myelt.com

Other internet links: www.englishpage.com, www.mansioningles.com, www.esl-lab.com, <http://a4esl.org/>, http://want2learn.com/fun_stuff.html, http://www2.actden.com/Writ_Den/tips/paragrap/index.htm,



UNIVERSIDAD MILITAR NUEVA GRANADA
DEPARTMENT OF INTERCULTURAL STUDIES
ENGLISH PROGRAM
LEVEL 5 – FIRST TERM 2016
Contents and Schedule
Rationale (Saturday classes)

WEEK & DATE	FUNCTIONS , SKILLS AND GRAMMAR
1 January 30	Introduction: Course basics and class procedures Diagnostic Test
2 February 6	UNIT 1: RELATIONSHIPS Present tenses review The passive Friends: nouns and phrasal verbs Wordbuilding: forming adjectives from nouns Word focus: <i>get</i> Meeting people you know Identifying the main aspect An informal email (1) Greetings and endings
3 February 13	UNIT 2: STORYTELLING Past simple and present perfect simple Past tenses review Books and films Wordbuilding: synonyms Word focus: <i>keep</i> Reacting to stories Close reading A story writing skill: using descriptive words
4 February 20	UNIT 3: SCIENCE AND TECHNOLOGY Future forms review Future continuous and future perfect simple Wordbuilding: prefixes Word focus: compound nouns (noun+noun) Useful devices Word focus: <i>out of</i> Asking for and offering technical help Short email requests Being polite
5 February 27	UNIT 4: ART AND CREATIVITY Expressions of quantity determiners Wordbuilding: suffixes Word focus: <i>cool</i> Describing likes and dislikes Analyzing contrasts An online review Personalizing your writing

<p>6 March 5</p>	<p><i>General Review of all contents – Units 1 to 4</i></p> <p>FIRST TERM EXAM</p>
<p>7 March 12</p>	<p><u>First Term Exam Feedback and Self-Assessment</u></p> <p>UNIT 5: DEVELOPMENT</p> <p>Verb + infinitive or <i>-ing</i> Verbs with <i>-ing</i> and <i>to</i> + infinitive Features of a city Redevelopment</p>
<p>8 March 19</p>	<p>Wordbuilding: adverb + adjective Wordbuilding: prefix <i>-re</i> with verbs and nouns Word focus: <i>pick</i> Reaching decisions Fact or opinion An opinion essay Linking words</p>
<p>9 April 2</p>	<p>UNIT 6: ALTERNATIVE TRAVEL</p> <p><i>Not</i> Negative and tag questions Phrasal verbs with <i>in</i> and <i>out</i> Wordbuilding: phrasal verbs with <i>in</i> and <i>out</i> Word focus: <i>mind</i> Getting around Claims and justifications A letter of complaint Formal language</p>
<p>10 April 9</p>	<p>UNIT 7: NATURAL RESOURCES</p> <p>Mixed conditional sentences Conservation Oil Wordbuilding: collocations related to one word Strong feelings Word focus: <i>better</i> Making your point Emotive language A letter to the press Giving vivid examples</p>
<p>11 April 16</p>	<p>UNIT 8: THE NEWS</p> <p>Reporting verbs Passive reporting verbs Photography The feel-good factor Wordbuilding: forming adjectives from verbs Word focus: <i>word</i> Reporting what you heard Different perspectives Minutes from a meeting Impersonal language</p>
<p>12 April 23</p>	<p><i>General Review – Units 1 to 8</i></p> <p>MIDTERM EXAM</p>

<u>Midterm Exam Feedback and Self-Assessment</u>	
13 April 30	<p align="center">UNIT 9: TALENTED PEOPLE</p> <p>Articles: <i>the</i> or <i>zero</i> article? Relative clauses Reduced relative clauses Careers Wordbuilding: verb (+ preposition) + noun collocations Word focus: <i>long</i> Describing skills, talents and experience Weighing evidence An online profile Write in note form</p>
14 May 7	<p align="center">Unit 10: CUSTOMS AND BEHAVIOUR</p> <p>Habitual actions: present tenses <i>Used to, usually, be used to</i> and <i>get used to</i> Raising children: verbs Food and eating habits Word focus: <i>common weddings</i> Wordbuilding: word pairs Describing traditions Sources An informal email (2) Elision in informal writing</p>
15 May 14	<p align="center">Unit 11: KNOWLEDGE AND LEARNING</p> <p><i>Could, was able to, manage to</i> and <i>succeed in</i> Future in the past Learning Wordbuilding: idiomatic expressions Word focus: <i>learn</i> Getting clarification Reinforcing ideas An email about a misunderstanding Linking contrasting ideas</p>
16 May 21	<p align="center">Unit 12: THE ECONOMY</p> <p>Focus adverbs Causative Money Domestic help Wordbuilding: <i>the</i> + adjective</p>
17 May 28	<p>Getting things done Word focus: <i>hard</i> Negotiating Signposts to key information A report writing skill: sub-headings and bullet points</p>
18 June 4	<p><i>General Review – Units 9 to 12</i></p> <p align="center">FINAL EXAM</p>

N.B. * Programs are subject to minimum variations.

*** Final grades and feedback will ONLY be given according to the above schedule in the classroom at class time.**

