



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

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Versión: 3

Vigente a partir de: 01/08/2016

**SYLLABUS CORRESPONDING TO
THE ENGLISH COURSES OFFERED BY THE LANGUAGE CENTRE**

**ENGLISH LEVEL 1
ENGLISH LEVEL 2
ENGLISH LEVEL 3
ENGLISH LEVEL 4
ENGLISH LEVEL 5
ENGLISH LEVEL 6
ENGLISH CHILDREN 1
ENGLISH CHILDREN 2
ENGLISH CHILDREN 3**

**LANGUAGE CENTRE
DEPARTMENT OF LINGUISTICS AND LANGUAGES
FACULTY OF HUMAN SCIENCES
UNIVERSITY OF NARIÑO
SAN JUAN DE PASTO
NOVEMBER 2015**



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UNIVERSITY OF NARIÑO LANGUAGE CENTER

LEVEL: I

NUMBER OF HOURS: 8 HOURS A WEEK

TOTAL NUMBER OF HOURS PER SEMESTER: 115

COURSE DESCRIPTION

This program has been designed to provide students with useful strategies that can be applied to improve the learning of the five skills that will be developed by participating in this course. It is also important to encourage students to take part in meaningful activities and to use authentic material from videos and internet, magazines, music and socio-cultural articles in order to develop their proficiency in English.

COURSE OBJECTIVE

To develop the English language using different kinds of realistic activities in order, which can be applied outside the classroom.

SPECIFIC OBJECTIVES

In addition, students will be able to:

- Use English in a variety of tasks.
- Design their own material to understand vocabulary and given structures.
- Take part in role plays.
- Talk about their own experiences in a natural way.
- Express their own opinions according to a given topic.
- Read and write about the studied topics.
- Participate in individual and group presentations.
- Give general ideas about different videos.



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METHODOLOGY

We will apply task-based learning with controlled and free activities which predominantly use communicative techniques. The students will have a lot of opportunities to use the English language to communicate with each other by reading and writing, doing comprehension activities, listening activities, writing descriptions, oral presentations, sketches, storytelling, and situational activities.

COURSE MATERIAL

Jane Comyns Carr (2012). Speak Out – Starter (Units 1 to 10) Pearson.

GRADING INFORMATION AND CRITERIA

The students will be evaluated in class through written and oral exams and different activities such as workshops, debates, reading comprehensions, guides, assigned readings, and oral presentations. When an evaluation is missed the grade will be zero, except for those who have health problems and present a written permission, which will allow for the test to be programmed in advance, giving all students sufficient notice.

The final grade for the course will be determined by:

- First written and oral exam 20 %
- Second written and oral exam 20 %
- Final Written and oral exam (all units) 40 %
- Complementary activities 20 %

GOALS OF EACH UNIT:

Unit 1: Hello

To be able to greet someone, ask classmates where they are from, practice using the verb *to be* (*I/you/he/she/it*), and practice giving verbal information. Study a world map to see where classmates are from.

Unit 2: People

To encourage students to introduce their family and talk about their relatives. Continue working with the verb *to be* (*you/we/they*), incorporating possessive adjectives and numbers from 11-100.

Unit 3: Things



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Using *this/ that/ these/ those* and the possessive form ('s) to practice placing an order in a café, understand shop signs and how to ask for and give prices.

Unit 4: Life

Using the present simple (*he/ she/ it*), talking about people's lives, and learning about events (places, time)

Unit 5: Routines

Using the present simple to form questions. Talk about personal routines, mentioning likes and dislikes. Learning to talk about what you eat, and how to ask for information in a hotel.

Unit 6: Journeys

Talk about transport and making plans for a trip, and learn to purchase a ticket. Ask about places using *there is/ are*.

Unit 7: Past

Make simple statements about people in the past (*was/ were*), ask and answer simple questions about your childhood.

Unit 8: Places

Practice reading and talking about meeting people for the first time, using past simple irregular verbs and prepositions of place. Practice giving directions.

Unit 9: Shopping

Read and talk about giving gifts and likes and dislikes (*like, love, hate + -ing*), learn to make requests in shopping centres.

Unit 10: Plans

To talk about future plans, and how life will change in the future using *be going to*.

CLASS CONTENT

SCHEDULE	CLASS WORK-EXTRA ACTIVITY	HOMEWORK AND INDEPENDENT WORK
Week 1	UNIT 1 Practice basic classroom language Getting to know each other Greet someone	Practice new vocabulary at home. Study Reference 1, Page 14-15 Review and practice, Page 16



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<p>Week 2</p>	<p>Ask where someone is from</p> <p>Practice nationalities</p> <p>Talk about your favourite things</p> <p>Starter DVD (1. Around the World)</p> <p>Ask for and give phone numbers</p> <p>UNIT 2</p> <p>Introduce your family to the class.</p> <p>Practice possessive adjectives</p> <p>Use of "to be" (you, we, they)</p> <p>Starter DVD (2. Royal Wedding)</p>	<p>Start learning vocabulary to introduce yourself. Use dictionaries.</p> <p>Draw a family tree.</p> <p>Study Reference 2, Page 24-25</p> <p>Review and Practice 2, Page 26</p> <p>Unit 1 and 2 Review, Page 27-28</p>
<p>Week 3-4</p>	<p>UNIT 3</p> <p>Practice vocabulary related to food you can order in a café</p> <p>Study possessives ('s)</p> <p>How to ask for prices and pay for things</p> <p>Starter DVD (3. Francesco's Mediterranean Voyage)</p> <p>Simulate with the students a short phone conversation</p>	<p>Students prepare a short conversation between a waiter and a customer in a café. Practice placing an order.</p> <p>That/ this/ these/ those</p> <p>Study Reference 3, Page 36-37</p> <p>Review and Practice 3, Page 38</p>



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<p>Week 5-6</p>	<p>UNIT 4</p> <p>Practice listening and talking about people's lifestyles.</p> <p>Use the present simple (he/ she/ it) and verb phrases.</p> <p>Talk about events, learn to check times.</p> <p>Practice prepositions of place</p> <p>Starter DVD (4. Rivers)</p> <p>FIRST WRITTEN TEST</p> <p>FIRST ORAL TEST</p>	<p>Exercises from the workbook</p> <p>Practice telling time.</p> <p>Study Reference 4. Page 46-47</p> <p>Review and Practice 4, Page 48</p>
<p>Week 7</p>	<p>UNIT 5</p> <p>Use the simple present to talk things that drive you crazy.</p> <p>Talk about your daily routine and the routines of people you know.</p> <p>Ask and answer questions.</p> <p>Starter DVD (5. Doctor Who)</p>	<p>Games with regular verbs to practice vocabulary.</p> <p>Interview your classmates using WH. questions</p> <p>Study Reference 5. Page 58-59</p> <p>Review and Practice 5, Page 60</p>
<p>Week 8</p>	<p>UNIT 6</p> <p>Use <i>there is/ are</i> to talk about travel and places.</p> <p>Use <i>a/an, some, a lot of, not any</i></p> <p>Practice the use of adverbs of</p>	<p>Exercises from the workbook</p> <p>Get information about trips to different cities from travel agencies and present brochures in class.</p> <p>Role play about a tourist guide in a</p>



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	<p>frequency</p> <p>Learn to buy a ticket.</p> <p>Starter DVD (6. Visions of India: Rush Hour)</p>	<p>very famous place.</p> <p>Study Reference 6. Page 68-69</p> <p>Review and Practice 6, Page 70-71</p>
Week 9-10	<p>Unit 7</p> <p>Talk about where you were at certain times using <i>was/were</i>, dates, and related vocabulary.</p> <p>Verbs of like and dislike</p> <p>Practice showing feelings and making suggestions.</p> <p>Starter DVD 7, The Chilean Miners</p> <p>SECOND WRITTEN TEST</p> <p>SECOND ORAL TEST</p>	<p>Games with regular verbs to practice vocabulary</p> <p>Interview your classmates using WH. Questions</p> <p>Exercises to work on using dates.</p> <p>Study Reference 7. Page 80-81</p> <p>Review and Practice 7, Page 82</p>
Week 11	<p>Unit 8</p> <p>Practice reading and talking about meeting people for the first time.</p> <p>Use past simple irregular verbs and prepositions of place.</p> <p>Starter DVD (8. Little Britain)</p> <p>Practice questions with how (How was your weekend)</p>	<p>Exercises from the workbook</p> <p>Share a holiday experience with the class.</p> <p>Study Reference 8, Page 90-91</p> <p>Review and Practice 8, Page 92</p> <p>Review Units 7-8, Page 93-94</p>
Week 12-13	<p>Unit 9</p> <p>Practice verbs connected with</p>	



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	<p>money.</p> <p>Past simple using regular and irregular verbs</p> <p>Understand a simple narrative of past events</p> <p>Practice making requests while shopping</p> <p>Starter DVD (9. The Day That Shook the World)</p>	<p>Exercises from the workbook</p> <p>Study Reference 9. Page 102</p> <p>Review and Practice 9, Page 104</p>
Week 14	<p>Unit 10</p> <p>Talk about plans for the future, including job perspectives.</p> <p>Practice the use of going to (positive and negative)</p> <p>Use of why and because</p> <p>Starter DVD 10, Miranda</p>	<p>Exercises from the workbook</p> <p>Practice job interview</p> <p>Study Reference 10, Page 112-113</p> <p>Review and Practice 10, Page 114</p> <p>Review Units 9 and 10, Page 115-116</p>
Week 15	<p>REVIEW</p> <p>FINAL WRITTEN TEST</p> <p>FINAL ORAL TEST</p>	

ADDITIONAL ACTIVITIES

During the course, complementary activities will be given based on students' needs and will include individual work as well as group-work and presentations.

COMPLEMENTARY ACTIVITIES



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During the present course, students will have the opportunity to interact, put into practice, and improve their language acquisition through the use of complementary and supplementary activities. Readings, games, and homework assignments such as crossword puzzles will play an important role in the achievement of this goal. Students will also have access to the computer and audiovisual lab.

It is important to mention that the activities which will be carried out with the students will depend on the criteria and point of view of the teacher in charge of the present level.

In addition, the students will be able to take laboratory sessions in order to improve their listening skills.



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UNIVERSITY OF NARIÑO

LANGUAGE CENTER

LEVEL: II

NUMBER OF HOURS: 8 HOURS A WEEK

TOTAL NUMBER OF HOURS PER SEMESTER: 115

COURSE DESCRIPTION

The course will focus on listening comprehension and oral production skills necessary to create a real communicative learning process. The course will include group discussion, conversational strategies, individual oral presentations and note-taking during class.

Through an integrated approach, students will develop their listening, speaking, reading, and writing skills in English, with an emphasis on communication as well as attention to grammatical accuracy and vocabulary development.

COURSE OBJECTIVE

The goal in this course is to learn and practice basic communication skills. The course includes all language skills and is based on different and interesting strategies with basic grammar and content vocabulary. Practice includes classroom interaction, the use of video, audio tapes, newspapers, computers, and the internet along with course textbooks.

SPECIFIC OBJECTIVES

1. Improve vocabulary.
2. Demonstrate the ability to organize thoughts.
3. Demonstrate listening skills during the class and within cooperative learning groups.
4. Examine written, oral, and visual skills.
5. Obtain life-long study skills.
6. Use of computer lab, and other technological sources in order to take advantage of them, and to promote an easier learning process.



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METHODOLOGY

As teachers, we are often faced with the challenging tasks of making our classes meaningful, practical and, yes, even fun for our students. The communicative methodology that we want to apply will be learner-centered and it will emphasize fluency over accuracy.

Students can benefit more if they know specifically on a class-by-class basis what language they are trying to practice and in what context. Rather than practice language for the sake of language, learners can be kept motivated and interested if, for example, they know that they will be practicing the past perfect or within a specific context such as language used in a hotel.

COURSE MATERIAL

Jenny Parsons, 2012. Speak Out- Elementary. (Units 1 to 12), Pearson-Longman.

GRADING INFORMATION AND CRITERIA

The students will be evaluated in class through written and oral exams and different activities such as workshops, debates, reading comprehension, guides, assigned readings and oral presentations. When an evaluation is missed the grade will be zero, except for those who have health problems and present a written permission, for that reason the test will be programmed in advanced so, everybody will know when it will be.

The final grade for the course is established as follows:

First written and oral exam 20 %
Second written and oral exam 20 %
Final Written and oral exam (all units) 40%
Complementary activities 20%

GOALS OF EACH UNIT :

Unit 1: Welcome



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To get to know each other. To learn/ revise the verb *be* and the names of countries and nationalities. Practice greeting people and making introductions.

Unit 2: Lifestyle

To describe what you do every day. Learn/ revise *I/ you/ were/ they* forms of the present simple with verbs describing common activities.

Unit 3: People

Describe personality with adverbs of frequency and modifiers. Talk about what you do in your free time alone and with friends.

Unit 4: Places

Using *there is/ are* with rooms and furniture. Talk about important things you have in your home.

Unit 5: Food

Use countable/ uncountable nouns for food and drink and their containers (*some, any, and quantifiers*).

Unit 6: The Past

To talk about the past using your own experience as well as those of famous celebrities, and special national and international days.

Unit 7: Holidays

Learn comparative forms and adjectives to describe places in the context of talking about and comparing holidays.

Unit 8: Now

To describe what you're doing now, practice using everyday verb + preposition phrases to make speech and writing more concise.

Unit 9: Transport

Use articles and verb + noun collocations in the context of transport.



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Unit 10: The Future

Talk about your future plans, ambitions, and intentions.

Unit 11: Health

Talk about health, giving advice about what one should or shouldn't do in the context of common colds or flus.

Unit 12: Experiences

To share your most unforgettable experiences.

CLASS CONTENT

Schedule	In class work	Independent work
Week 1	Unit 1 Subject pronouns + verb to be Countries and nationalities Possessive adjectives Jobs	Start and finish a basic conversation with a partner Study Reference 1. Page 14 Review and Practice 1, Page 16
Week 2	Unit 2 Daily routine Telling the time Describe what you do every day Present simple Online special interest groups	Describe your best friend's daily routine and mention it in class. Workbook Create an online special interest group Study Reference 2. Page 24 Review and Practice 2, Page 26
Week 3	Unit 3 Talk about yourself and your	Talk about your family and friends.



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	<p>friends</p> <p>Have/ has got</p> <p>Take and leave a simple phone message</p> <p>Adverbs of frequency and modifiers</p> <p>FIRST WRITTEN EXAM</p> <p>FIRST ORAL EXAM</p>	<p>Make arrangements</p> <p>Study Reference 3. Page 34</p> <p>Review and Practice 3, Page 36</p>
Week 4	<p>Unit 4</p> <p>There is- there are</p> <p>Equipment and furniture</p> <p>Adjectives to describe places</p> <p><i>Can/ Can't</i></p>	<p>Design how to decorate an apartment and describe and show your design in class.</p> <p>Watch DVD</p> <p>Study Reference 4. Page 44</p> <p>Review and Practice 4, Page 46</p>
Week 5	<p>Unit 5</p> <p>How much/ many (quantifiers)</p> <p>Order a meal in a restaurant</p> <p>Containers</p> <p>Have got / has got</p>	<p>Talk about foods from different cultures.</p> <p>Place an order in a restaurant</p> <p>Study Reference 5. Page 54</p> <p>Review and Practice 5, Page 56</p>
Week 6-7	<p>Unit 6</p> <p>Simple past with verb to be and different verbs</p> <p>Simple past questions and negatives</p> <p>Describe an event related to</p>	<p>Describe everything you can in the past</p> <p>Watch DVD</p> <p>Workbook</p> <p>Study Reference 6. Page 64</p>



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	your own life, the life of a celebrity, or a special national or international day	Review and Practice 6, Page 66
Week 8	Unit 7 Superlatives, comparatives Giving directions Talk about different places in the context of comparing holidays	Talk about a journey compare places and holidays Study Reference 7. Page 74 Review and Practice 7, Page 76
Week 9-10	Unit 8 Website blogs Present continuous Making recommendations SECOND WRITTEN EXAM SECOND ORAL EXAM	Workbook Everyday verb + preposition phrases Review for Test Study Reference 8. Page 84 Review and Practice 8, Page 86
Week 11	Unit 9 Articles Can/ can't, have to/ don't have to Talk about transport Apologizing, excuses	Tell a long story, deal with a problem Study Reference 9. Page 94 Review and Practice 9, Page 96
Week 12	Unit 10 Going to/ would like to	Make future arrangements and



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	Plans for the future Will, might, won't Be going to, would like to	appointments Study Reference 10. Page 104 Review and Practice 10, Page 106
Week 13	Unit 11 Should/ shouldn't Adverbs of manner Offering to help Giving advice related to health	Give suggestions about how to care for a common flu or cold. Study Reference 11. Page 114 Review and Practice 11, Page 116
Week 14	Unit 12 Outdoor activities Ambitions Present perfect and past simple Prepositions Frightening experiences	Share your most unforgettable experience to the class. Watch DVD Study Reference 12. Page 124 Review and Practice 12, Page 126
Week 15	Review of unit 12 FINAL WRITTEN TEST FINAL ORAL TEST	Develop workbook activities

ADDITIONAL ACTIVITIES

During the course, the complementary activities will be given based on students' needs, and will include individual work as well as work in partners. It will also include laboratory sessions.

COMPLEMENTARY ACTIVITIES



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During the present course, the students will have the opportunity to interact, put into practice, and improve their language acquisition by the use of complementary and supplementary activities. Therefore, readings, games, homework assignments, crossword puzzles and of course the use of the computer and audiovisual lab will play an important role in the achievement of this goal.

It is important to mention that the activities to be carried out with the students will depend on the criteria and point of view of the teacher in charge of the present level.



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UNIVERSITY OF NARIÑO

LANGUAGE CENTER

LEVEL: III

NUMBER OF HOURS: 8 HOURS A WEEK

TOTAL NUMBER OF HOURS PER SEMESTER: 115

COURSE DESCRIPTION

The course has been designed to provide students with useful strategies that they can employ to promote learning by focusing on personal engagement, both intellectual and emotional. The five skills will be practiced along with genuine communicative exchanges to articulate and organize what students know and incorporate new information. The class will be conducted in English to encourage students to become more proficient, so, that they can communicate with other English speakers. Also, it will be useful to talk about real and important information of interest for people.

COURSE OBJECTIVE

Provide students with motivating, relevant, and exciting topics, to engage students in communicative interaction and complement previous courses in order to prepare students to success in an international examination.

SPECIFIC OBJECTIVES

- ✓ Use English through a variety of tasks
- ✓ Develop fluency to encourage students "risk taking" and autonomy
- ✓ Think about what actually matters to them
- ✓ Develop constructive feedback to helps students improve their delivery
- ✓ Develop real life listening skills
- ✓ Read texts of an imaginative or emotional character and to appreciate the central sense of the text.

METHODOLOGY



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The methodology will be mainly communicative. Students will have written assignments in the classroom and oral reports. The students will know communicate using daily experiences and things that interest them. The four skills will be incorporated into the term to allow students to develop a better use of the language.

COURSE MATERIALS

Jenny Parsons and Nick Witherick (2011). Speak Out- Pre-Intermediate (Units 1-12), Pearson.

GRADING INFORMATION AND CRITERIA

The students will be evaluated in class through written and oral exams and different activities such as workshops, debates, reading comprehension, guides, assigned readings and oral presentations. When an evaluation is missed the grade will be zero, except for those who have health problems and present a written permission, for that reason the test will be programmed in advanced so, everybody will know when it will be.

The final grade for the course is established as follows:

First written and oral exam 20 %
Second written and oral exam 20 %
Final Written and oral exam (all units) 40%
Complementary activities 20%

GOALS OF EACH UNIT:

Unit 1: Life

Specific Objective: To ask and talk about what makes you happy.

Unit 2: Work

Specific Objective: To talk about different activities developed in different occupations and respond to simple job interview questions.

Unit 3: Time Out



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Specific Objective: To talk to your friends about your future plans and arrangements.

Unit 4: Great Minds

Specific Objective: To talk about your own and other people's talents.

Unit 5: Travel

Specific Objective: Talk about transport and journeys. Use the present simple and past continuous to talk about interrupted past actions.

Unit 6: Fitness

Specific Objective: Discuss healthy lifestyles and how healthy people live.

Unit 7: Changes

Specific Objective: Use "used to" and verbs with prepositions to listen to and talk about life changes.

Unit 8: Money

Specific Objective: To talk about money, describe people, places, and things using relative clauses.

Unit 9: Nature

Specific Objective: To talk about the environment and nature.

Unit 10: Society

Specific Objective: Practice describing a city and writing a formal letter.

Unit 11: Technology



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Specific Objective: Learn about different types of communication and use pronouns for back-referencing to avoid repetitive writing.

Unit 12: Fame

Specific Objective: Learn/ practice reported speech and film vocabulary in the context of reading and talking about film extras and film quotes.

CLASS CONTENT

SCHEDULE	CLASS WORK – EXTRA ACTIVITY	HOMEWORK & INDEPENDENT WORK
Week 1	Unit 1 Likes and dislikes Daily routine Simple present Verb <i>be</i> Auxiliary verb <i>do</i> Present continuous	Introduce yourself to the rest of the class, Talk about what makes you happy Study Reference 1. Page 14 Review and Practice 1, Page 16
Week 2	Unit 2 : Present simple and continuous Jobs/ Work Adverbs of frequency	Talk about work routines Study Reference 2. Page 24 Review and Practice 2, Page 26
Week 3	Unit 3: <i>Be going to</i> (future)	Write an invitation email Plan your life for the future and talk to your friend about it.



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	<p>Making a phone call</p> <p>Collocations</p> <p>Present continuous for future arrangements</p> <p>Adjectives</p>	<p>Talk about going out in London</p> <p>Study Reference 3. Page 34</p> <p>Review and Practice 3, Page 36</p>
Week 4 -5	<p>Unit 4:</p> <p>Present simple</p> <p><i>Ever/ never</i></p> <p>Talents</p> <p><i>Make/ do</i></p> <p>Talk about daily routines (work, likes/ dislikes, living or working conditions)</p> <p>FIRST WRITEN TEST</p> <p>FIRST ORAL TEST</p>	<p>Talk about the talented people you know and your own talents.</p> <p>Participate in a contest to create the best survival program- the winner will get a surprise!</p> <p>Study Reference 4. Page 44</p> <p>Review and Practice 4, Page 46</p>
Week 6	<p>Unit 5:</p> <p>Verb patterns</p> <p>Past simple and past continuous</p> <p>Travel items and tourism</p>	<p>Ask for/ give directions (by foot or public transportation)</p> <p>Talk about what you like and don't like about traveling</p> <p>Workbook activities</p> <p>Study Reference 5. Page 54</p> <p>Review and Practice 5, Page 56</p>



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Week 7	Unit 6: Present perfect + <i>for/ since</i> <i>may, might, will</i> Seeing the doctor	Make predictions Give advice to someone about how to live a health lifestyle Study Reference 6, Page 64 Review and Practice 6, Page 66
Week 8	Unit 7: <i>Used to</i> Purpose, cause, and result Finding out information Life changes	Talk about life changes Workbook Look for exercises on the internet Study Reference 7, Page 74 Review and Practice 7, Page 76
Week 9-10	Unit 8: Relative clauses <i>Too much/ many, enough, very</i> Money, buying things SECOND WRITTEN TEST SECOND ORAL TEST	Talk for an extended period of time on a familiar topic Debates Study Reference 8, Page 84 Review and Practice 8, Page 86
Week 11	Unit 9: Comparatives/ superlatives Articles Nature and the environment-	Talk about nature using the comparative/ superlative form Workbook Study Reference 9, Page 94



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	based vocabulary	Review and Practice 9, Page 96
Week 12	Unit 10: Uses of <i>like</i> Society Present/ past passive Crime and punishment	Write a composition about a place you have travelled to, describing the city Talk about an issue Study Reference 10. Page 104 Review and Practice 10, Page 106
Week 13	Unit 11: Present perfect First conditional + when Talk about different forms of communication <i>Just/ already/ that</i> Using pronouns for back-referencing to avoid repetition in your writing.	Talk about your future. Workbook Study Reference 11. Page 114 Review and Practice 11, Page 116
Week 14	Unit 12 Reported speech Second conditional Both, neither, either Suffixes Hypothetical situations	Watch and understand a movie in English Practice asking for more time Describe similarities and differences Workbook Study Reference 12. Page 124 Review and Practice 12, Page 126



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Week 15	LAST WRITTEN TEST LAST ORAL TEST	

COMPLEMENTARY ACTIVITIES

Communicative activities to support and reinforce the syllabus, as well as grammar exercises, reading, writing, speaking, listening activities exercises of vocabulary, games, songs, contest, videos and laboratory sessions.



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UNIVERSITY OF NARIÑO LANGUAGE CENTER

LEVEL: IV

NUMBER OF HOURS: 8 HOURS A WEEK

TOTAL NUMBER OF HOURS PER SEMESTER: 115

COURSE DESCRIPTION

This course is intended to develop oral and written skills, through a communicative course. Using as a base the textbook and helping with additional activities, so that students reinforce what has been taught. The four skills: reading, writing, listening and speaking will be developed and students will be exposed to the language through authentic and new resources.

COURSE OBJECTIVE

To develop oral and written skills to satisfy students' communicative needs, in order to increase students' ability to understand written and spoken language.

SPECIFIC OBJECTIVES

- ✓ Use effective materials to bring students closer to the English language.



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- ✓ Encourage students to use English inside and outside the classroom
- ✓ Provide students with the necessary background to feel motivated to express what they want and need
- ✓ Develop oral and written skills through a variety of activities and topics.
- ✓ Provide students with the proper environment to encourage them to speak freely.

METHODOLOGY

The methodology used in this course will be task based with a communicative purpose. Students are required to do oral reports and written assignments according to real life topics, taking into account students' needs. The classes will be carried out in English most of the time, so that students have better use and higher exposure to the language.

COURSE MATERIALS

Antonia Clare and JJ Wilson (2011). Speak Out- Intermediate (Units 1 to 10), Pearson.

GRADING INFORMATION AND CRITERIA

The students will be evaluated in class through written and oral exams and different activities such as workshops, debates, reading comprehension, guides, assigned readings and oral presentations. When an evaluation is missed the grade will be zero, except for those who have health problems and present a written permission, for that reason the test will be programmed in advanced so, everybody will know when it will be.

The final grade of the course is established as follows:

First oral and written exam

Second written and oral exam

Final oral and final written exam of all the units

Additional activities (oral presentations, workshops, pair and individual work)



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GOALS OF EACH UNIT:

Unit 1: Identity

Talking about friends, relatives and famous people.

Unit 2: Tales

Tell life stories.

Unit 3: Contact

Make plans, talk about teenagers and youth, learn to write messages.

Unit 4: Jobs

Talk about personal qualities of millionaires, practice modals of obligation,

Unit 5: Solutions

Use advantages and disadvantages in the context of technology.

Unit 6: Emotion

To talk about everyday problems. Express and respond to feelings

Unit 7: Success

Discuss that it takes to be successful.

Unit 8: Communities

Talk about your neighbours.

Unit 9: History

Discuss crucial historical moments, write your first short story.

Unit 10: World

Talk about the environment and the current problems we are facing.

CLASS CONTENT:



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WEEK	GRAMMAR	ACTIVITIES
Week 1-2	Unit 1 Question forms. Review of verb tenses. Present perfect simple and past simple. Phrasal verbs	Write a paragraph talking about your expectations for this new English course. (100 words) Write an informal e-mail. Talk about yourself to the class. workbook
Week 3	Unit 2 Present perfect/ past simple Narrative tenses The news <i>say/ tell</i> TV programs News	Do an oral presentation about some news in the world. Describe an important event from your life. Prepare a presentation about the story of your life. Watch DVD
Week 4-5	Unit 3 Talking about the future Plans vs Predictions Dealing with misunderstandings Communication preferences FIRST WRITTEN TEST FIRST ORAL TEST	Write a letter of complaint Prepare a presentation about some cities or countries and compare them.
Week 6	Unit 4 <i>must/ have to/ should</i> <i>used to/ would</i>	"A day in the life..." Write about your daily routine. write a short classified advertisement



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	<p>Talk about past habits</p> <p>Personal qualities</p> <p>Reaching agreement</p> <p>Strong adjectives</p>	<p>workbook</p>
Week 7	<p>Unit 5</p> <p>Comparatives/ superlatives</p> <p>Question tags</p> <p>How to confirm information</p> <p>Verb patterns with- ing or infinitive</p> <p>Vocabulary about technology</p> <p>Problems and solutions</p>	<p>Suggest and respond to ideas</p> <p>Present a new machine</p> <p>Advertisements</p> <p>Recommend a restaurant and talk about different restaurants in your city.</p> <p>Learn to write an advantages/ disadvantages essay and use discourse markers.</p>
Week 8-9	<p>Unit 6</p> <p>Zero and first conditionals</p> <p>-ing/ -ed adjectives</p> <p>Second conditional</p> <p>Give advice in a hypothetical situation</p> <p>Collocations</p> <p>Giving news</p> <p>Talk about your emotions</p> <p>SECOND WRITTEN TEST</p> <p>SECOND ORAL TEST</p>	<p>Practice using multi-word verbs.</p> <p>Debate about a current news topic.</p>



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<p>Week 10</p>	<p>Unit 7</p> <p>Present perfect simple/ continuous</p> <p>Present and past ability</p> <p>Clarifying options</p> <p>Qualifications</p> <p>Success and ability</p>	<p>Present a brief story about learning experiences.</p> <p>Write an internet post.</p> <p>Talk about the abilities in the past and present.</p> <p>Talk about an achievement from your past.</p> <p>Watch DVD</p>
<p>Week 11-12</p>	<p>Unit 8</p> <p>Articles and quantifiers</p> <p>“getting on”</p> <p>Relative clauses</p> <p>Vocabulary related to the internet</p> <p>How to make recommendations</p> <p>Accepting apologies</p>	<p>Practice making recommendations</p> <p>Design a community</p> <p>Create a web advert</p> <p>workbook</p>
<p>Week 13</p>	<p>Unit 9</p> <p>Third conditional</p> <p>Vocabulary about history and periods of time</p> <p>Active vs passive</p> <p>Expressing uncertainty</p> <p>Describing people</p> <p>Learn to react to information</p>	<p>Talk about imaginary past situations.</p> <p>Write about your personal history.</p> <p>Talk about UK and US English</p> <p>Create a wiki entry</p> <p>Describe a person</p>



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Week 14	Unit 10 Reported speech Talk about the environment Report what has been said Verb patterns Giving advice/ warnings Make generalizations	A memory game Talk about food culture Talk about an endangered place Write an email for action.
Week 15	FINAL WRITTEN TEST FINAL ORAL TEST	

COMPLEMENTARY ACTIVITIES

As complementary activities students will watch videos, listen to songs and through additional written exercises, they will reinforce the taught topics. It is very clear that the students need to work additional exercises on their own. The students will also participate in laboratory sessions.



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UNIVERSITY OF NARIÑO

LANGUAGE CENTER

LEVEL: V

NUMBER OF HOURS: 8 HOURS A WEEK

TOTAL NUMBER OF HOURS PER SEMESTER: 115

COURSE DESCRIPTION

The course is designed to provide students with useful strategies that they can employ to promote learning by focusing on a set of related tasks which have been selected to be meaningful to most students. The five skills will be practiced along with continued study of culture, new vocabulary, and real-life conversations. Classes will be conducted in English and authentic material from internet sources will be used as much as possible so that students become more proficient and will therefore be able to communicate with other speakers of English (Native/ non-Native). They will also be able to practice with the provided material and prepare for the efficiency exam they have to present in this level.

COURSE OBJECTIVE

Satisfy an increasing number of communicative needs in the target language and complement previous courses in order to prepare students to be successful in an international examination at the end of the course. Review all topics and information they have studied in previous semesters.

SPECIFIC OBJECTIVES

In these level students will be able to:

- Use English through a variety of tasks.
- Understand specific information when listening to audio- tapes.
- Express themselves more fully and precisely, both in verbally and in writing.
- Talk about their own experiences in a natural way.



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- Understand and comprehend discussions and debates.
- Analyze daily life and discuss it in groups.
- Read texts of an imaginative or emotional character and appreciate the main idea of the text.

METHODOLOGY

The methodology will be task-based but mainly communicative. Students will be assigned written assignments in the classroom and oral reports. The students will learn how to communicate using daily experiences and things of interest to them. Sometimes learners speak more willingly when they have a reason for communicating (for example solving a problem, talking about their personal things, special occasions, etc.) The four skills will be included to develop a better use of the language.

COURSE MATERIAL

Jane Comyns Carr and Nick Witherick, 2011. Speak Out- Upper Intermediate (Units 1 to 10), Pearson.

GRADING INFORMATION AND REQUIREMENTS

The students will be evaluated in class through written and oral exams and different activities such as workshops, debates, reading comprehension, guides, assigned readings and oral presentations. When an evaluation is missed the grade will be zero, except for those who have health problems and present a written permission, for that reason the test will be programmed in advanced so, everybody will know when it will be.

The final grade for the course is established as follows:

First Partial Test: Written and Oral 20%

Second Partial Test: Written and Oral 20%

Last Partial Test: Written and Oral 40%

Complementary Activities 20%



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The students will participate in class in different activities such as discussions, debates, reading comprehension, assigned readings and oral presentations.

The final grade from the grades above will represent 60% of the total grade. The other 40% will be the grade obtained from the proficiency test (written, oral, listening test).

GOALS OF EACH UNIT:

Unit 1: Beginnings

Find out about people and practice listening, speaking, and writing about finding housemates.

Unit 2: Issues

Practice reading and speaking about Comic Relief and social issues. Learn about verbs and nouns with the same form.

Unit 3: Downtime

To talk about what you do in vacations or free time.

Unit 4: Stories

Read, speak, and write about stories. Use common English sayings.

Unit 5: Ideas

To read and speak about inventions and change.

Unit 6: Age

Read and speak about generations.



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Unit 7: **Media**

To read and speak about television.

Unit 8: **Behaviour**

To read and speak about difficult decisions.

Unit 9: **Trouble**

Talk about memory and being a witness to a crime.

Unit 10: **Culture**

Discuss films, learn to write descriptively and write a film review.

CLASS CONTENT:

Schedule	Class work-extra activity	Independent work
Week 1 -2	Unit 1 Talk about the percentages of course work and exams, including the efficiency test. Talk what is included in the efficiency test has, review some examples and activities. Direct/ indirect questions Present perfect and past simple Feelings <i>ed/ ing</i> adjectives Making polite enquiries Phrases used in adverts	Watch a video to analyze speaking. Talk about your family history and prepare a presentation about it using pictures. Talk about relationships, talk about first dates. Describe a first encounter



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Week 3	<p>Unit 2</p> <p>Present perfect simple and continuous.</p> <p>The passive</p> <p>Social issues</p> <p>Surveillance</p> <p>Opinions and opinion adjectives</p>	<p>Write an informal e-mail</p> <p>A happiness survey</p> <p>Investigate about the most famous places in the world and talk about them in class</p> <p>Support your viewpoint on an issue.</p>
Week 4-5	<p>Unit 3</p> <p><i>Used to, would, be/ get used to.</i></p> <p>Future forms review.</p> <p>Good and bad behaviour.</p> <p>Habits</p> <p>Locations</p> <p>Common actions.</p>	<p>Write short stories</p> <p>Give a presentation about a place.</p> <p>Use mirror questions.</p> <p>Make a recommendation about a place based on an experience you've had.</p> <p>Watch DVD</p>
Week 6	<p>Unit 4</p> <p>Narrative tenses</p> <p><i>I wish/ if only/ should have</i></p> <p>Multi-word verbs</p> <p>Sayings</p> <p>Expressing likes and dislikes</p> <p>Description of a scene</p>	<p>Use narrative tenses to read, write, and speak about stories.</p> <p>Talk about regrets you have.</p> <p>Watch a movie and summarize the plot.</p> <p>Workbook</p> <p>Watch DVD</p>



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Week 7-	Unit 5 Articles Change, compound nouns Conditionals: zero, first, second Suggesting ideas	Talk about advertising. Talk about change. Create a business idea. workbook FIRST ORAL PRESENTATION
Week 8- 9	Unit 6 Modal verbs and phrases Future perfect and continuous Age Optimism/ pessimism Persuading Verb and noun collocations SECOND WRITTEN TEST SECOND ORAL TEST	Talk about age and generations. Practice asking for clarifications. Make plans. Participate in a debate. workbook
Week 10	Unit 7 Quantifiers Reported speech Television; multi-word verbs. Adding emphasis Reporting verbs The press	Report what someone says. Read and discuss a news story. Discuss your favourite television program. Prepare a presentation about different food in Colombia and different countries
Week 11-12	Unit 8 Conditionals: second, third, and	Talk about a family ritual. Practice handling an awkward



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	<p>mixed.</p> <p><i>-ing</i> form and infinitive</p> <p>Feeling phrases</p> <p>Collocations</p> <p>Talk about attitudes to time</p> <p>Learn how to handle an awkward situation</p> <p>Adjectives of manner</p>	<p>situation.</p> <p>Workbook</p>
Week 13	<p>Unit 9</p> <p><i>-ing</i> form and infinitive</p> <p>Past modals of deduction.</p> <p>Reporting and incident.</p> <p>Crime</p> <p>Synonyms/ prepositions</p> <p>Verb phrases for incidents</p> <p>Learn to rephrase</p>	<p>Describe a crime scene pretending to be a witness</p> <p>Read an article and rephrase it.</p> <p>Speculate about a past event.</p> <p>Workbook</p>
Week 14	<p>Unit 10</p> <p>Relative clauses</p> <p>Participle clauses</p> <p>Adjectives to describe films</p> <p>Two-part phrases</p> <p>Dimensions</p>	<p>Talk about popular culture.</p> <p>Watch a film and write a review about it.</p> <p>Give a tour of your home.</p> <p>Workbook</p>



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	Expressing estimates	
Week 15	FINAL WRITTEN TEST FINAL ORAL TEST EFFICIENCY TEST	

COMPLEMENTARY ACTIVITIES

Additional activities will be given whenever students need them and will include individual work as well as group work. It is necessary to prepare students for the efficiency test which is applied at the end of the semester. The students will participate in laboratory sessions as well.



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UNIVERSITY OF NARIÑO LANGUAGE CENTER

LEVEL: VI

NUMBER OF HOURS: 8 HOURS A WEEK

TOTAL NUMBER OF HOURS PER SEMESTER: 115

COURSE DESCRIPTION

This course is designed for teenagers and young adults who are in the process of becoming competent communicators. They have already acquired the necessary elements to respond well to most of the communicative situations they are faced with, although they have yet to work on the correction of some elementary persistent errors. This course aims, then, to expand their vocabulary, to provide them with more communicative strategies and to lead them to understand where they are making mistakes so that there can be a process of self-correction through awareness. The course will also provide them with the necessary elements and practice for them to be able to present the *Cambridge English: First* test if this is the case.

COURSE OBJECTIVE

This course aims to expand students' knowledge of the language (vocabulary, expressions, grammar) through introduction of new elements or correction of mistakes in the previous knowledge when at the same time providing students with communicative strategies that will increase their self-confidence for interaction or for responding to tasks that involve language such as taking an international exam.

SPECIFIC OBJECTIVES

This course is aimed to:

Expand students' knowledge of vocabulary, expressions and the use of grammar structures so that they dare to use more complex language.

Guide students in the process of recognition and correction of their own mistakes.

Improve students' listening and speaking abilities.



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Train students in the way to respond to the different kinds of tasks that they can find in the *Cambridge English: First* exam.

METHODOLOGY

The aim of this course is to improve the student's command of language and their ability to establish effective communication through the constant contact and use of language presented in a wide variety of materials selected taking into account students' interests and reality. The activities of the course are mainly communicative and interactive, because communication and socializing promote interest for learning. Students are expected to carry out meaningful tasks that involve significant language, enhancing the quality of learning.

The course will use activities that engage learners in authentic communication: ones aimed at developing certain language skills and functions, but which involve communication and others such as social interaction activities, conversation and discussion sessions, dialogues and role plays.

COURSE MATERIALS

Damian Williams (2012). *Speak Out- Advanced* (Units 1-10).

☞ *Cambridge First Certificate in English 6*. Cambridge University Press. Cambridge. 2003

GRADING INFORMATION AND CRITERIA

First exam: oral and written

Second exam: oral and written

Final exam: oral and written of all the units

Complementary activities: workshops, oral presentations, etc.

At this level the students should take one of the International Exams available in Pasto.



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GOALS OF EACH UNIT:

Unit 1: Origins

Revise and practice the continuous aspect in the context of talking about common names and personality types.

Unit 2: Opinion

Talk about opinions and regrets.

Unit 3: Places

Describe places.

Unit 4: Justice

Learn and practice lexical chunks. Talk about crime.

Unit 5: Secrets

To talk about family secrets.

Unit 6: Trends

To revise and practice future forms in the context of trends and predictions.

Unit 7: Freedom

Tell escape stories.

Unit 8: Time

Use the future and past tenses in the context of time capsules. Become more familiar with sayings.



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Unit 9: Inspiration

Discuss unreal situations in the context of modern art.

Unit 10: Horizons

To discuss travel situations.

GOALS OF EACH UNIT (UNITS 1 TO 10)

SCHEDULE	Class work-extra activity	INDEPENDENT WORK
Week 1-2	Unit 1 The continuous aspect Names Describing habits Personality Speculating Using vague language Possessions	Express their opinions about the advantages and disadvantages about learning a second language. Discuss your language learning experiences Talk about your background. Give a description of an object.
Week 3	Unit 2 Conditionals and regrets Learning Regrets Verb patterns	Talk about regrets you have. Give an opinion about a subject. Participate in a panel discussion. Workbook



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	<p>Opinions</p> <p>Expressing doubt</p> <p>Summaries</p>	
Week 4	<p>Unit 3</p> <p>Noun phrases</p> <p>Relative clauses</p> <p>Vocabulary about landscapes</p> <p>Adjectives</p> <p>Making proposals</p> <p>City life</p> <p>Suggest modifications</p> <p>FIRST WRITTEN TEST</p> <p>FIRST ORAL TEST</p>	<p>Write a proposal.</p> <p>Talk about personal space.</p> <p>Describe a place.</p> <p>Watch DVD</p> <p>Workbook</p>
Week 5	<p>Unit 4</p> <p>Introductory <i>it</i></p> <p>The perfect aspect</p> <p>Hypothetical preferences</p> <p>Add emphasis</p> <p>Justice and social issues</p>	<p>Discuss a social issue.</p> <p>Write a case summary.</p> <p>Workbook</p>
Week 6	<p>Unit 5</p> <p>Modal verbs and phrases</p> <p>The passive</p> <p>Manage a conversation</p>	<p>Make a point and justify it.</p> <p>Write personal facts people don't know about you.</p> <p>Write a narrative.</p> <p>Listen to a radio programme about</p>



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	<p>Obligations</p> <p>Secrets</p> <p>Journalism</p>	<p>secrets.</p> <p>Debunk a myth.</p>
Week 7-8	<p>Unit 6</p> <p>Future forms</p> <p>Concession clauses</p> <p>Describe trends in language learning</p> <p>Cause and effect</p> <p>Trends and predictions</p> <p>Language</p> <p>SECOND WRITTEN TEST</p> <p>SECOND ORAL TEST</p>	<p>Discuss trends in language learning.</p> <p>Listen to descriptions of how trends started.</p> <p>Read about futurologists.</p> <p>Write a report.</p> <p>Write a review of an article.</p>
Week 9	<p>Unit 7</p> <p>Cleft sentences</p> <p>Participle clauses</p> <p>Opinions</p> <p>Leisure time</p> <p>Escape stories</p>	<p>Make an escape plan.</p> <p>Discuss ways to escape your routine.</p> <p>Talk about personal choice.</p> <p>Write a promotional leaflet.</p> <p>Write a story.</p>
Week 10-11	<p>Unit 8</p> <p>Future in the past</p> <p>Ellipsis and substitution</p>	<p>Choose objects that represent you.</p> <p>Listen to people brainstorming ideas.</p>



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	<p>Memories</p> <p>Time expressions</p> <p>Discussing ideas</p> <p>Soliciting information</p>	<p>Read about time capsules.</p> <p>Read a personal story.</p> <p>Read time-saving tips.</p> <p>Discuss ways to save time.</p>
Week 12	<p>Unit 9</p> <p>Tenses for unreal situations</p> <p>Adverbials</p> <p>The arts</p> <p>Unreal situations</p> <p>Ideas</p> <p>Ranting/ raving</p> <p>Expressing yourself</p> <p>Comment adverbials</p>	<p>Ask creative questions with your classmates.</p> <p>Write a review.</p> <p>Write a recommendation.</p> <p>Listen to rant and raves.</p> <p>Recommend a cultural place.</p>
Week 13-14	<p>Unit 10</p> <p>Inversion</p> <p>Comparative structures</p> <p>Collocations</p> <p>Ambitions</p> <p>Negotiating</p> <p>Dream jobs and job applications</p>	<p>Plan your dream adventure holiday.</p> <p>Talk about ambitions.</p> <p>Talk about your ideal job.</p> <p>Read an essay about celebrity culture.</p> <p>Write a “for and against” essay.</p> <p>Apply for your dream job.</p>



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Week 15	FINAL WRITTEN TEST FINAL ORAL TEST	
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COMPLEMENTARY ACTIVITIES

Since the emphasis in this course goes beyond grammar building, most of the activities that require individual grammar work are left for home through the workbook tool. The teacher will then determine which exercises are to be assigned according to the strengths or weaknesses their students show. In this way, class time will be spent mostly in interaction activities, discussions or practices. Some of the activities from the students' book will also be left as homework and not use class time, such as readings and text composing. The preparation of anecdotes is also left as homework.



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UNIVERSITY OF NARIÑO

LANGUAGE CENTER

LEVEL: CHILDREN I

HOURS PER WEEK: 8 HOURS

TOTAL OF HOURS: 115

COURSE DESCRIPTION

To present and practice the English language, introducing English in a lively and engaging context. The course includes listening, speaking, reading and writing activities, ensuring that the students develop their skills and are able to practice the language in a broad range of contexts. The activities used in the classroom will be developed in different ways such as group work, role play, games, and songs. These activities will be carried out to motivate children so that they have fun while learning.

COURSE OBJECTIVE

The main objective is to develop students' communicative competence in English since the first semester.

SPECIFIC OBJECTIVES

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

- To talk about likes and dislikes
- To understand short tales
- To give and receive personal information
- To follow up simple instructions
- To talk about abilities
- To describe people using adjectives



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METHODOLOGY

Our Discovery Island assumes no previous knowledge of the English language, and uses the “5Ps” approach to learning. This course will expand on the “PPP” (Presentation, Practice, and Production) approach, which has been tried and tested in many primary classroom settings, adding Personalization and Pronunciation.

Presentation- the teacher demonstrates the key language while providing a model for the students to hear the correct pronunciation

Practice- provided in the form of controlled and open activities using the English language.

Production- using activities to encourage the students to use English (written and spoken), and to become more autonomous with the language in order to communicate.

Personalization- using activities to further engage with the language and to help with language recall.

Pronunciation- a key area in language development, which student practice through songs and chants to help them acquire the stress, rhythm, and intonation of English.

COURSE MATERIAL

JJose Luis Morales, Laura Miller (2012). Our Discover Island 1, Pearson Education Limited, Edinburgh Gate. (DVD INCLUDED)

GRADING INFORMATION AND CRITERIA

Students will participate in class in different activities such as reading comprehension, role play, written exercises etc. If a class is missed then it is the responsibility of the student to catch up with the last class. When an evaluation is missed the grade will be zero, the absence can be justified only by a doctor's certificate.

First oral and written exam 20%

Second oral and written exam 20%

Complementary activities as class work, quizzes, oral presentations etc. 20%

Final oral and written exam of all the units 40%

GOALS OF EACH UNIT

Unit 1: Welcome



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Specific Objectives- to identify the alphabet

-to identify colours

-to count from 1-10

Unit 2: **RUN FAST, JUMP HIGH**

SPECIFIC OBJECTIVE: To talk about the abilities that every student has.

Unit 3: **BRAVE AND STRONG**

SPECIFIC OBJECTIVE: To talk about feelings, describe people, animals and objects using adjectives.

Unit 4: **I LIKE SWIMMING**

SPECIFIC OBJECTIVE: To talk about likes and dislikes using sports and other activities.

Unit 5: **LIONS EAT MEAT**

SPECIFIC OBJECTIVE: To talk about animals and recognize the food they eat.

Unit 6: **BUGS**

SPECIFIC OBJECTIVE: To identify the types of bugs that exist and talk about the food and habitat they have.

Unit 7: **MY DAY**

SPECIFIC OBJECTIVE: To talk about your daily routine and the routines of other people.

Unit 8: **THEN AND NOW**

SPECIFIC OBJECTIVE: To describe different activities using Simple present and Simple past.

CLASS CONTENT



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Schedule	Class work	Independent work
Week 1-2	<p>Unit 1</p> <p>Target Vocabulary: Colours (blue, green, red, yellow, white, gray)</p> <p>Numbers (eleven, twelve, thirteen, fourteen, fifteen)</p> <p>Target Structures: What's your name? My name is Millie.</p> <p>How old are you? I am seven.</p> <p>What colour is it? It is purple.</p> <p>Values: It's good to share.</p>	<p>Practice at home the way to introduce themselves.</p> <p>With a classmate, prepare a short dialogue including greetings.</p> <p>Write similar stories to the ones you listen and read.</p> <p>Identify colours</p> <p>Phonics exercises: <i>a, p, s, t</i></p>
Week 3-4	<p>Unit 2</p> <p>Target Vocabulary: classroom objects (book, pen, pencil, ruler, eraser, pencil sharpener, pencil case, backpack, table, chair, board, desk)</p> <p>Target Structures: What's this? It's a pen. It's yellow. It's a yellow pen.</p> <p>What colour are they? They're green.</p> <p>Values: Work hard at school.</p> <p>REVIEW OF UNITS 1 AND 2</p>	<p>Increase listening using the activities in the book.</p> <p>Develop puzzles to increase vocabulary.</p> <p>Phonics exercises with <i>d, i, m, and n</i>.</p>
Week 5-6	<p>Unit 3</p> <p>Target Vocabulary: family members (mom, dad, brother, sister, grandmother, grandfather)</p> <p>occupations (a vet, a pilot, a doctor, a</p>	<p>Listen and read and write a role play.</p> <p>Identify objects in a classroom setting.</p>



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	<p>teacher, a cook, a farmer)</p> <p>Target Structures: This is my brother/sister. How old is she/he? She's/He's nine.</p> <p>Values: Love your family.</p> <p>FIRST WRITTEN TEST</p> <p>FIRST ORAL TEST</p>	<p>Tell a story similar to the ones that you have in the book and present them orally to your classmates.</p> <p>Present your family to the class.</p>
Week 7-8	<p>Unit 4</p> <p>Target Vocabulary: parts of the body (head, hands, arms, legs, feet, toes, fingers, shoulders, elbow)</p> <p>Target Structures: I have a green tail. I have green arms. I have three arms. They're red.</p> <p>Regular and irregular plurals (arms, feet)</p> <p>REVIEW OF UNITS 3 AND 4</p>	<p>Sing a song</p> <p>Activities based on the body</p> <p>Application of numbers and colours to describe the body</p> <p>Phonics exercises- <i>ck, e, k</i></p>
Week 9	<p>Unit 5</p> <p>Target Vocabulary- dog, cat, rabbit, mouse, turtle, etc.</p> <p>Target Structures: I have a dog. She has a dog. Are they cats? Yes they are. / No they aren't.</p> <p>Values: Take care of your pets.</p> <p>Verbs <i>have</i> and <i>be</i></p> <p>Use and adjective plus a noun (a small dog)</p>	<p>Role play</p> <p>Sing a song</p> <p>Present information about pets to the class. Bring pictures if possible.</p> <p>Phonics- <i>b, h, r, u</i></p> <p>Answer questions giving information about what animals eat.</p>



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<p>Week 10-11</p>	<p>Unit 6</p> <p>Target Vocabulary: places and things at home (house, living room, kitchen, bed, stove, door, refrigerator)</p> <p>Target Structures: Where's Rita? She's in the kitchen. There's a lamp on the desk.</p> <p>Use of the prepositions <i>under, on, and in</i></p> <p>Review Units 5 and 6</p> <p>SECOND WRITTEN TEST</p> <p>SECOND ORAL TEST</p>	<p>Role play</p> <p>Sing a song</p> <p>Speak and identify rooms in the house</p> <p>Reading comprehension and practice your listening.</p> <p>Phonics: <i>f, ff, l, ll</i></p>
<p>Week 12</p>	<p>Unit 7</p> <p>Target Vocabulary- food items (fruit, cheese, bread, meat, milk, tea, water, salad)</p> <p>Target Structures: I like vegetables and meat. I don't like bread and cheese. Do you like honey? Yes, I do. / No, I don't.</p> <p>Values: Be polite.</p> <p>Likes vs. dislikes</p> <p>Use of the verb <i>want</i></p>	<p>Do a puzzle</p> <p>Identify and talk about the food you like and dislike.</p> <p>Phonics- <i>j, ss, v, w</i></p>
<p>Week 13-14</p>	<p>Unit 8 and Goodbye Unit</p> <p>Target Vocabulary: Adjectives (hungry,</p>	<p>Role play</p>



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	<p>thirsty, tired, bored, scared, excited)</p> <p>Target Structures: I'm hungry. She's/ He's thirsty. Are you happy? No, I'm not. / Yes, I am.</p> <p>Values: Respect feelings. Help others.</p> <p>Review units 7 and 8</p>	<p>Reading comprehension</p> <p>Sing a song</p> <p>Talk and write about your feelings and emotions.</p> <p>Review vocabulary from the course of the term.</p> <p>Phonics: <i>qu, x, y, z, zz</i></p>
Week 15	<p>CHECK PICTURE DICTIONARY AT THE END OF THE BOOK.</p> <p>FINAL WRITTEN TEST</p> <p>FINAL ORAL TEST</p>	

COMPLEMENTARY ACTIVITIES

In first level of English it is important to focus on all skills, for that reason it is necessary to practice at home using to the C.D. that comes with the text book. As a complementary activity, students will assist lab sessions to increase all their abilities and to feel motivated to keep studying English.



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UNIVERSITY OF NARIÑO

LANGUAGE CENTER

LEVEL: CHILDREN II

HOURS PER WEEK: 8

HOURS PER SEMESTER: 115

COURSE DESCRIPTION:

The purpose of this course is to encourage students to practice their English based on different activities to improve their speaking using the latest communicative teaching techniques. The course also aims to improve their grammatical performance through activities like songs and fun and educational games that motivate children to learn. This process will be controlled with skill activities to ensure children make good process and acquire a solid foundation in English. The course is based on the adventures on Discovery Island and songs and activities are performed by three presenters, Sally, Jack, and Albert.

COURSE OBJECTIVE:

Develop communicative skills in students through practical English, which can be used in their everyday life.

SPECIFIC OBJECTIVES

The students will be able to:

- Improve their listening and speaking by means of songs.
- Use the English language as a tool for interacting with the real world.
- Maintain a strong English level based on communicative and grammatical techniques.

METHODOLOGY



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For improving and developing the communicative skills, the methodology for this course will be:

- Speaking and writing activities, in combination with a variety of group-work activities.
- Sing songs and participate in other listening activities
- Word searches and challenging puzzles.

Our Discovery island assumes no previous knowledge of the English language, and uses the “5Ps” approach to learning. This course will expand on the “PPP” (Presentation, Practice, and Production) approach, which has been tried and tested in many primary classroom settings, adding Personalization and Pronunciation.

Presentation- the teacher demonstrates the key language while providing a model for the students to hear the correct pronunciation

Practice- provided in the form of controlled and open activities using the English language.

Production- using activities to encourage the students to use English (written and spoken), and to become more autonomous with the language in order to communicate.

Personalization- using activities to further engage with the language and to help with language recall.

Pronunciation- a key area in language development, which student practice through songs and chants to help them acquire the stress, rhythm, and intonation of English.

COURSE MATERIAL

Jose Luis Morales, Laura Miller (2012). Our Discovery Island 2, Pearson Education Limited, Edinburgh Gate. (DVD INCLUDED).

GRADING INFORMATION AND CRITERIA:

First oral and written exam 20%

Second oral and written exam 20%



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Complementary activities as class work, quizzes, oral presentations etc. 20%

Final oral and written exam of all the units 40%

GOALS OF EACH UNIT

Welcome

OBJECTIVES:

- To identify the alphabet
- To identify colours
- To count from 0-10

UNIT 1: My Birthday

OBJECTIVES: To give name and age

- To identify and talk about colours

UNIT 2: At School

OBJECTIVES: To name classroom objects at school

- To identify and talk about classroom objects
- To use *a/an* correctly and adjective plus noun (a red book)

UNIT 3: My Family

OBJECTIVES: To identify and talk about family members and friends

- To talk about ages
- To name different occupations
- To use possessive adjective *my* and the article *a/an* (a teacher, an artist)

UNIT 4: My Body

OBJECTIVES: To name the parts of the body

- To identify and talk about parts of the body



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-To use regular plurals (arms) and irregular plural (feet)

UNIT 5: Pets

OBJECTIVES: To identify and describe pets

-To use the verbs *have* and *be*

-To use and adjective plus a noun (a small parrot)

UNIT 6: My House

OBJECTIVES: To identify and talk about rooms in the house

-To talk about location using prepositions *under*, *on*, and *in*

-To name different rooms and household objects

-To introduce information with *There's/ There are*

UNIT 7: Food

OBJECTIVES: To identify and talk about food

-To talk about likes and dislikes

-To use the verb *want*

UNIT 8: I'm Excited

OBJECTIVES: To talk about emotions and feelings

-To use adjectives

Goodbye

OBJECTIVES: To review vocabulary

-To list Quest items

CLASS CONTENT:

SCHEDULE	CLASS WORK	INDEPENDENT WORK
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<p>Week 1-2</p>	<p>Welcome and Unit 1</p> <p>Identify alphabet</p> <p>Colours: green, red, yellow, blue, pink, purple, orange, brown, black, white, gray</p> <p>Numbers: eleven, twelve, thirteen, fourteen, fifteen</p> <p>Target structures: Hello, I'm Mandy Goodbye</p> <p>What's your name? My name is Millie.</p> <p>What colour is it? It's pink.</p> <p>Values: It's good to share.</p>	<p>Matching exercises</p> <p>Conversations with classmates</p> <p>Activities based on story</p>
<p>Week 3-4</p>	<p>Unit 2</p> <p>Target Vocabulary: classroom objects such as book, pen, pencil, ruler, eraser, pencil, table, chair, etc.</p> <p>Target Structures: What's this? It's a pen. It's yellow. It's a yellow pen.</p> <p>What colour are they? They're white.</p> <p>Values: work hard at school</p> <p>REVIEW OF UNITS 1 AND 2</p>	<p>Work with picture cards, story cards, activity sheets.</p> <p>Practice the article <i>a/an</i> with classroom objects</p> <p>Musical instrument activity</p>
<p>Week 5-6</p>	<p>Unit 3</p> <p>Target Vocabulary: Family members (mom, dad, brother, sister, grandmother, grandfather,</p>	<p>Role play</p> <p>Talk in class about your family</p>



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	<p>friend)</p> <p>Occupations (a vet, a pilot, a doctor, a teacher, a cook, a farmer, a dentist, an artist)</p> <p>Target Structures: This is my brother/sister. How old is he/she? He's/ She's nine. Is he/she a vet/an artist? Yes, he/she is. No, he/she isn't. He/She is a cook.</p> <p>Values: Love your family.</p> <p>FIRST WRITTEN TEST</p> <p>FIRST ORAL TEST</p>	<p>Complementary grammar activities</p> <p>Identify and write occupations based on pictures</p>
Week 7	<p>Unit 4</p> <p>Target Vocabulary: parts of the body (body, head, hands, arms, feet, legs, fingers, toes, shoulders, neck, knee, elbow)</p> <p>Target Structures: I have a green tail. I have green arms. I have three arms. They're red.</p> <p>Values: Be clean.</p> <p>Review of units 3 and 4</p>	<p>Role play</p> <p>Write about your body</p> <p>Story cards</p> <p>Sing a song about the body</p> <p>Exercises with <i>ck</i> and <i>k</i></p> <p>Monster-drawing activity</p>
Week 8-9	<p>Unit 5</p> <p>Target Vocabulary: Pets (dog, cat, rabbit, mouse, turtle, parrot, frog, snake, hamster)</p>	<p>Play a guessing game</p> <p>Sing a song about pets</p>



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	<p>Adjectives (big, small, tall, short, thin, fat, young, old)</p> <p>Target Structures: He/She has a dog. Are they cats? Yes they are. / No, they aren't. They're dogs.</p> <p>Values: take care of your pets</p>	<p>Fill in the blanks exercise</p>
<p>Week 10-11</p>	<p>Target Vocabulary: Places and things at home (house, living room, kitchen, bedroom, sofa, lamp, tub, sink, bed)</p> <p>Target Structures: Where's Rita? She's in the kitchen. There's a lamp on the desk.</p> <p>Values: Be neat.</p> <p>REVIEW UNITS 5 AND 6</p> <p>SECOND WRITTEN TEST</p> <p>SECOND ORAL TEST</p>	<p>Role play</p> <p>Talk about places in your neighbourhood.</p> <p>Draw the word</p> <p>Exercises with <i>f, ff, l, and ll</i> (write and read the word aloud)</p> <p>Sing a song</p>
<p>Week 12</p>	<p>Unit 7</p> <p>Target Vocabulary: fruit, cheese, bread, meat, vegetables, honey, water, salad, ice, cream, cake</p> <p>Target Structures: I like vegetables. I don't like bread and cheese. What do you want? I want milk.</p>	<p>Picture cards</p> <p>Practice asking for food</p> <p>Role-play a story</p>



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Week 13-14	Unit 8 Target Vocabulary: adjectives (hungry, thirsty, tired, scared, excited, happy, sad, cold, hot, sick, hurt, angry, bored) Target Structures: I'm hungry. He's/ She's thirsty. Are you happy? Yes, I am. No, I'm not. Review of units 7 and 8	Unscramble and match activity Draw a picture of yourself displaying an emotion. Exercises with <i>qu, x, y, and zz</i> Word unscrambling
Week 15	FINAL WRITTEN TEST FINAL ORAL TEST	

COMPLEMENTARY ACTIVITIES

The complementary work that will be developed in the course will be:

- Quiz about new vocabulary per each unit.
- Written composition about personal information using the new structure.
- Develop extra grammatical activities
- Practice of dialogues and oral reading for ensuring the good pronunciation.



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

Código: CID-PRS-PG-01

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Vigente a partir de: 01/08/2016

UNIVERSITY OF NARIÑO

LANGUAGE CENTER

LEVEL: CHILDREN III

HOURS PER WEEK: 8

HOURS PER SEMESTER: 115

COURSE DESCRIPTION

This course is designed to provide students with new language features that allow them to improve their communicative skills through activities such as role-play, interviews, interpretation of situations, songs, chants, conversations and games that help them to interact in English. The topics are contextualized and are based on real situations so that students will engage with them orally, visually and kinesthetically to maximize their participation.

COURSE OBJECTIVE

At the end of the course students will be able to put into practice the vocabulary and grammar learned, in order to communicate with other English-speakers, and increase their level of proficiency.

SPECIFIC OBJECTIVES

- Revision of grammar, applying lesson into a variety of communicative tasks.
- Identify places and objects that are around them, as well as situations they can interpret and explore through the foreign language.
- Read short stories that motivate students and provide them with opportunities for classroom discussion.
- Listen to songs, dialogues, and short stories so that students will be familiarized with the sounds and structures of the English language.

METHODOLOGY

The methodology will be task-based in order to allow students to practice the language they are learning. Students will work with conversations they hear, descriptions of



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pictures, association of vocabulary and songs or chants that apply new grammar patterns and vocabulary. Grammar is presented through conversations that students will analyze and exercises which will serve as controlled practice for the target language.

Our Discovery island assumes no previous knowledge of the English language, and uses the “5Ps” approach to learning. This course will expand on the “PPP” (Presentation, Practice, and Production) approach, which has been tried and tested in many primary classroom settings, adding Personalization and Pronunciation.

Presentation- the teacher demonstrates the key language while providing a model for the students to hear the correct pronunciation

Practice- provided in the form of controlled and open activities using the English language.

Production- using activities to encourage the students to use English (written and spoken), and to become more autonomous with the language in order to communicate.

Personalization- using activities to further engage with the language and to help with language recall.

Pronunciation- a key area in language development, which student practice through songs and chants to help them acquire the stress, rhythm, and intonation of English.

COURSE MATERIALS

Jose Luis Morales, Aaron Jolly (2012). Our Discovery Island 3, Pearson Education Limited, Edinburgh Gate. (DVD INCLUDED).

GRADING INFORMATION AND CRITERIA

Students are expected to do the assigned homework, read and practice, and participate in class. If a class is missed it is the responsibility of the student to make up for the missed class work. If an evaluation is missed, then the grade will be zero unless the absence can be justified within the time limit.

First oral and written exam 20%

Second oral and written exam 20%



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Complementary activities as class work, quizzes, oral presentations etc. 20%

Final oral and written exam of all the units 40%

GOALS OF EACH UNIT

Welcome Unit

OBJECTIVES: To talk about numbers 21-50

- To recycle months of the year and days of the week
- To ask and answer about birthdays

UNIT 1: Nature

OBJECTIVES: To identify and describe small animals, plants and natural phenomena

- To practice colours
- To ask and answer the question *How many animals are there?*
- To ask questions such as *Is there a rainbow? And Are there any birds?*

UNIT 2: Me

OBJECTIVES: To identify and talk about body parts

- To describe yourself
- To ask and answer the questions *Do you have a round chin? and Does he/she have broad shoulders?*

UNIT 3: Pets

OBJECTIVES: To name animal body parts

- To describe animal characteristics
- To use personal pronouns *it* and *they*

UNIT 4: Home

OBJECTIVES: To identify furnishings

- To describe household items
- To use prepositions

UNIT 5: Clothes

OBJECTIVES: To identify and describe clothes

- To use the verb *wear* (*am/is/you wearing*)

UNIT 6: Sports

OBJECTIVES: To name sports



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- To talk about abilities and sports facilities
- To talk about past events using *was*

UNIT 7: Food

OBJECTIVES: To identify and talk about food

- To talk about likes and dislikes
- To talk about favourite food
- To talk about healthy food

UNIT 8: Things We Do

OBJECTIVES: To talk about everyday routines and leisure activities

- To use adverbs of manner
- To talk about musical instruments
- To learn about flying machines

Goodbye Unit

OBJECTIVES: To review all the topics, vocabulary, and structures

- To list the quest items
- To sing a song
- To draw and write

CLASS CONTENT

Time	Class work	Personal work
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<p>Week 1-2</p>	<p>Welcome Unit Numbers twenty-one to fifty</p> <p>Target Vocabulary: months of the year (January, February, March, April, May, June, July, August, September, October, November, December)</p> <p>Target Structures: What's your favourite day? My favourite day is Sunday.</p> <p>Unit 1 Target Vocabulary: Nature (animal, sun, rock, pond, birds, flowers, spiders, wind)</p> <p>Target Structures: How many animals are there? There's one purple animal. Are there any ants? Yes, there are. / No, there aren't.</p> <p>Values: Play outside. Play safe.</p>	<p>Write and talk about nature.</p> <p>Number exercises.</p>
<p>Week 3</p>	<p>Unit 2</p> <p>Target Vocabulary: physical characteristics (a small nose, a black mustache, a short beard, a flat stomach, a long neck, short fingernails)</p> <p>Target Structures: I have a small nose. I don't have thick eyebrows. Do you have a round chin? Yes, I do. / No, I don't.</p>	<p>Play a game. Who is it? Describe one of the students and guess who is being described.</p> <p>Write a personal physical description.</p> <p><i>Ay and Er.</i></p>



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	<p>Values: Have good habits. Keep clean and healthy.</p> <p>Review of units 1 and 2</p>	
Week 4-5	<p>Unit 3</p> <p>Target Vocabulary: animal body parts (a tail, a beak, wings, feathers, claws, fins, paws, whiskers) Animal characteristics (spotted fur, striped fur, soft fur, smooth skin, a hard shell) Adjectives (cute, scary, fast, slow)</p> <p>Target structures: What does it look like? It has a tail. It doesn't have wings.</p> <p>Do you have a dog? Yes, I do. It's cute. / No, I don't.</p> <p>FIST WRITTEN TEST</p> <p>FIRST ORAL TEST</p>	<p>Invent and draw your own animal, then write a story.</p> <p>Sing a song</p> <p>Description activities</p>
Week 6-7	<p>Unit 4</p> <p>Target Vocabulary: furnishings (plant, mirror, picture, shower, closet)</p> <p>Prepositions (below, above, behind, in front of, next to)</p> <p>Household items (computer, cupboard, toothbrush, comb, broom, plates, pots, pans)</p> <p>Values: Help at home.</p> <p>Review of units 3 and 4</p>	<p>Listen and say.</p> <p>Activity: my favourite room. Work in small groups to describe and illustrate your favourite room.</p> <p>a_e, i_e, o_e</p> <p>Sing a song</p> <p>Activity sheet</p>



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<p>Week 8-9</p>	<p>Unit 5</p> <p>Target Vocabulary: clothing (a baseball cap, a belt, a sweatshirt, a blouse, slippers, tights)</p> <p>Material/style (leather, fancy, plain, colourful)</p> <p>Target Structures: What are you wearing? I'm wearing a baseball cap/ shorts. This is my favourite scarf.</p> <p>Values: Be polite.</p> <p>Reading comprehension</p>	<p>Role play</p> <p>Write about an outfit and then talk about it in front of your classmates and show pictures.</p> <p>"Is Hop wearing red pants?"</p> <p>Discuss being polite.</p>
<p>Week 10-11</p>	<p>Unit 6</p> <p>Target Vocabulary: abilities (run, ride a bike, catch a ball, play soccer, play baseball)</p> <p>Sports facilities (gym, baseball field, basketball court, beach, stadium)</p> <p>Target Structures: I can run and ride a bike. Can she/he run? Yes, she/he can run.</p> <p>What do you want to be?</p> <p>Values: be active. Exercise every day.</p> <p>REVIEW OF UNITS 5 AND 6</p> <p>SECOND WRITTEN TEST</p> <p>SECOND ORAL TEST</p>	<p>Role play</p> <p>"Things I Can Do" activity. Make a list of the activities you can do and have your partner guess them without telling them.</p> <p>Write about your favourite activity.</p> <p>Sing a song</p>



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<p>Week 12</p>	<p>Unit 7</p> <p>Target Vocabulary: fruit/ vegetables (peas, mangoes, carrots, cucumbers, plums, oranges, potatoes, tomatoes, broccoli, pears)</p> <p>Target Structures: Do you like peas? Yes, I do. / No, I don't. Is there any broccoli? Yes, there is. / No, there isn't. Values: Stay healthy. Eat more fruit and vegetables.</p>	<p>Write about your favourite foods.</p> <p>Food pyramid.</p> <p>Likes and dislikes. Discuss the foods you like and dislike.</p> <p>Talk about recipes.</p>
<p>Week 13-14</p>	<p>Unit 8</p> <p>Target Vocabulary: actions (sleeping, reading, eating, drinking, cleaning, working, walking, playing the flute, playing the trumpet)</p> <p>Adverbs of manner: quietly, loudly, quickly, slowly, terribly</p> <p>Target Structures: What are you doing? I'm sleeping. Are you singing? Yes, I am. / No, I'm not.</p> <p>Values: Learn new things. Develop your talents.</p> <p>Goodbye Unit Review all the topics, vocabulary, and structures.</p>	<p>Charades</p> <p>Read. Then write.</p> <p>Listen and blend sounds using <i>ft, mp, nd, n, sk, sp, st</i></p> <p>Activity sheet- unscramble actions</p>
<p>Week 15</p>	<p>FINAL WRITTEN TEST</p> <p>FINAL ORAL TEST</p>	



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COMPLEMENTARY ACTIVITIES

The complementary activities will be given whenever students need them. Besides, students are expected to read, write and get oral practice at home. They will also have laboratory sessions, in order to complement their learning process.