



UNIVERSIDAD TECNOLÓGICA DE PEREIRA
FACULTAD DE BELLAS ARTES Y HUMANIDADES
LICENCIATURA EN LENGUA INGLESA

Asignatura: Inglés Intermedio
Código: LI316
Intensidad: 7 horas semanales
Pre-requisito: LI216
Créditos: 6

I. GENERAL DESCRIPTION.

Intermediate English students are required to improve their skills in the command of the foreign language and use the necessary tools to become future successful language teachers (that will provide students with sufficient preparation for a career in

English language teaching). In addition, students need to get some theoretical principles, so that they can have the academic support to design lessons and perform some teaching practice demos to self-assess both their language command and their teaching skills.

The aim of this course is to develop linguistic, communicative and pedagogical competences in the English Language to reach the B2 level according to the Common

European Framework of References for languages (CEFR). Language use to develop skills and stimulate students through motivation, interest, autonomy and reflection will be emphasized in this English course.

II. GENERAL COMPETENCES

- To demonstrate communicative language use as a means of interchange of knowledge and communication.
- To assume an autonomous, collaborative learning towards the English language use.
- To foster learners' interest in observation and research in order to develop competences for their future professional performance.
- To raise awareness of responsibility and ethics as learners and teachers to be.
- To bring their own and the foreign culture into relation. (Intercultural awareness)
- To use ICT's (Information and communication technologies) for both learning and teaching tasks.
- To encourage students to get involved in a process of teaching practicum, by taking them to a grounded professional development in the teaching-learning process of

English as a foreign language.

III. SPECIFIC COMPETENCES

Oral production:

During this course students will be able to:

- Reproduce English phonemes, word stress, and intonation patterns with a high degree of accuracy and without errors that could interfere with communication.
- Participate actively in lively conversations with one or more speakers.
- Pronounce effectively regular and irregular verbs in different tenses.

- Make individual or group presentations, demonstrating acceptable English oral skills. (Pronunciation, intonation, body language, voice projection, fluency, accuracy, eye contact)
- Express advantages and disadvantages – support personal opinions
- Help solve a problem- give advice
- Compare and contrast pictures
- Use specialized terms related to English teaching.

Oral comprehension:

During this course students will be able to:

- Understand standard B2 spoken language, live or broadcast, on both familiar and unfamiliar topics commonly involved in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.
- Use a variety of strategies to achieve comprehension, including listening for main and specific points: contextual clues, note taking, and inference.

Written comprehension:

During this course the students will be able to:

- Understand B2 descriptive, narrative and contrastive texts
- Make mind maps to show a general understanding of the content, and organization of the information in a text.
- Use reading comprehension strategies such as: skimming and scanning, prediction, use of synonyms and antonyms, identification of cognates, back linking devices and parts of speech, inference.
- Use prefixes and suffixes as a vocabulary strategy.

Written production:

During this course students will be able to:

- Use a variety of contrastive linking words efficiently to mark clearly the relationships between ideas.
 - Draw simple and complex mind maps and outlines to write.
 - Write a contrast essay by developing arguments and highlighting significant points and relevant supporting details.
 - Use compound and complex sentences (subordinators, coordinators, prepositions and transitional words of contrast).
- Grammar and vocabulary:
- Use all relative pronouns in defining and non-defining clauses and indirect questions
 - Use -ed/-ing endings as adjectives, nouns, verbs and reduced clauses.
 - Use some phrasal verbs appropriately in real communicative situations.
 - Use conditional sentences (0, 1, 2, and 3).
 - Use vocabulary-learning strategies such as: cognates, synonyms and antonyms, word formation and compounding, and context to improve reading skills.

Cultural awareness:

- Get successfully involved in social situations, by using routine communicative expressions.
- Use formal and informal language.
- Discuss situations related to intercultural issues.
- Recognize and use a wide range of idiomatic expressions and colloquialisms.
- Effectively use supra-segmental aspects of discourse (e.g. intonation, register, body language, etc.) to convey indirect messages.
- Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.

Pedagogical component:

- Acquire some methodologies, pedagogical tools and strategies for teaching reading comprehension skills to A2 young learners.
- Design practical teaching lesson plans to be shown as demos in the classroom.
- Self and peer assess micro teaching activities (video).

IV. METHODOLOGY

This course has been based on a communicative and content-based approach.

Classroom activities will be learner-centered and peer-group work as well as group work activities will be based on a collaborative learning process. Teaching sessions are intended to be additional activities both inside and outside the classroom. During this semester we will implement the use of the Upstream Book, Level B2. Activities from this book (student's book and workbook) will be developed inside and outside the classroom as well as some other activities from different sources.

V. EVALUATION

Assessment will be carried out both in the formative and the summative ways. A critical self-reflection will also be taken into account.

- Formative evaluation: this will be an ongoing process and students are expected to take control of their own learning.
- Summative evaluation: this includes quantitative data on what students have achieved.
- Metacognitive evaluation: students are expected to reflect on their own learning.

VI. MATERIALS

- Text book: Upstream Intermediate B2 by Virginia Evans & Jenny Dooley (student's book). Express Publishing, 2005.
- Monolingual dictionary (Oxford- Cambridge- Longman) with pronunciation patterns used the International Phonetic Alphabet (IPA).
- Articles from different sources for discussion and critical reflection.
- Library and internet resources.
- Our blog: <http://utpintermediate.blogspot.com>
- Audio materials are taken from the student's book, and some others resources brought by the facilitator.

First partial evaluation 20%

In and out of class work

1(until week 7) 10%

Second partial

Evaluation 25%

Final evaluation 30%

In and out of class work 2

(after week 7) 15%

VIII. BIBLIOGRAPHY:

EVANS –DOOLEY. Upstream Level B2. Express Publishing, 2005-2007

MURPHY, Raymond. English Grammar in Use. A self-study reference and practice book for intermediate students. Second edition. Cambridge University Press, eleventh printing 1998.

SOARS, Liz and John. New Headway Intermediate, Oxford University Press, 2003

PHILPOT, Sarah. New Headway Academic Skills: Reading, Writing, and Study Skills. Oxford University Press, 2006

THOMSON, A.J. MARTINET, A.V. Oxford Pocket English Grammar. Oxford University Press, Fourth impression, 1991.

SOLÓRZANO- SCHMIDT. Northstar focus on listening and speaking. Longman 1998

LEE- GUNDERSEN. Selecting readings, Oxford University Press 2001

GRAY O'SULLIVAN. Practice test for the KET, Express publishing 2000

MCGEARY, Susan. Richmond PET practice test, Richmond Publishing 1998

MITCHELL- SCOTT. Channel your English, MMpublications 2002

CLARE-WILSON. Total English, Longman 2006

STEVENSON, Robert. DrJekyllandMr Hyde, Classic readers Longman 1997

BRONTE, Charlotte. Jane Eyre, Classic readers Longman 1998

Dictionaries:

- CLIFF, Peter. The Oxford English Dictionary Online, Available from the Internet:

<http://www.ariadne.uk/issue23/oed-review/>.

- Macmillan English Dictionary. Macmillan Publishers, 2002.
- Oxford Quick Reference Dictionary. Oxford University Press, 1998.
- Oxford Advanced Learner's Dictionary of Current English. OUP, 1991

Some useful Internet Resources:

www.oup.com/elt/headway for interactive resources for students

<http://polyglot.lss.wise.edu/lss/lang/teach.html> Teaching with the Web

<http://www.ling.lancs.ac.uk/staff/visitors/kenji/teacher.htm> Lesson Plans- EFL Resources

<http://ccat.sas.upenn.edu/jod/teachdemo/teachdemo.html> New Tools for Teaching

<http://www.ohiou.edu/esl/teacher/technology/index.html> Technology for Language Teaching

<http://www.lessonplanspage.com/index.htm> The lesson Plan Page

<http://www-writing.berkeley.edu/chorus/call/index.html> Web Resources

<http://www.indianchild.com/> Amazing Facts

<http://tiger.coe.missouri.edu/~cjw/call/links.htm> CALL links

<http://www.esun.edu/~hcedu013/eslplans.html> ESL Lesson plans

<http://www.bbc.co.uk/worldservice/learningenglish/>

http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1715_faceup/index.shtml

<http://www.betteratenglish.com/be-episode-archives/>

<http://www.britishcouncil.org/learnenglish-podcasts.htm>

<http://www.instant-ideas.com/>

www.cambridge.org/elt/face2face

www.macmillanenglish.com

www.insideout.net

<http://languageguide.org/english/esp/www.manythings.org/vq/>

www.teflgames.com/msie1v_opposites1.htm

www.visualesl.com

[Http://a4esl.org/](http://a4esl.org/)