



Código

Facultad:
Profesora:
Periodo Académico:

CREDITOS: 2
HORAS: Semanales 2
HTD
HTI

Programa:
Asignatura:
Campo:
Bloque: Aula: _____
Oficina del profesor: bloque

GUÍA PROGRAMÁTICA

INGLÉS IV

COURSE DESCRIPTION

This course follows an integrated-skills approach to help students learn English as a foreign language. Of course, there is a focus on communication as the governing idea, and a lot of work will be devoted to the development of the four primary skills of listening, reading, speaking, and writing through a wide range of tasks and activities. Students will be challenged and engaged in exercising higher order thinking skills. Also, as different academic skills are being developed, students will be able to have the opportunity to reflect on their learning process and their valuable contribution to our community and country. Everyday experience shows that the great majority of freshman students are below the A1 level. To solve this problems, the English Readiness Approach (ERA) serves an effective tool to enhance their learning and achievement. Therefore, the learners are exposed to English without any of the traditional restrictions conventionally used in learning settings. For instance, when it comes to having learners focus on some aspects of pronunciation, we deliberately direct their attention to sounds that are acquired early (e.g. beginning consonant sounds), while other sounds (e.g. some vowel sounds and consonant blends) are dealt with later in the learning process. The classroom is a laboratory for a linguistically rich environment, always focusing on the use of authentic learning materials.

ADDRESS TO

Public accounting third level students

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I. OBJETIVES

Help the students to get the knowledge of the structures of the foreign language, in its phonological, morphological and syntactic levels and language, which allows the student to understand the rules of construction, since mastering them is useful not only for the development of the student's communication skills as a speaker of the language, but also for future teaching performance.

II. COURSE COMPETENCES

Interpersonal communication

Students can understand writings on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized.

Presentational writing

Students can write lists and memorized phrases on familiar topics.

Interpretive listening

Students can recognize some familiar words and phrases when I hear them spoken.

Interpretive reading

Students can recognize some letters or characters, learn and memorize words and phrases when they read.

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Communication strategies when reading Skim and scan • Rely on visual support and background knowledge • Predict meaning based on context, prior knowledge, and/or experience for alphabetic languages.

III. HOW DOES THE COURSE CONTRIBUTE TO THE PROFESSIONAL PROFILE OF THE FUTURE PUBLIC ACCOUNTANT

In today's world, the need for learning English is universally recognized not only because the use of this language has spread to all countries of the planet, becoming the language of global communication, but also because English is the main means of disseminating knowledge and information. The General Education Act (Act 115) adopted as a State policy the promotion of the teaching of a second language, which is reflected in articles 21(m), 22 (l) and 23, which make the teaching of a foreign language compulsory from the first grades of basic education and define the understanding and ability to express oneself in a foreign language as one of the specific objectives of secondary education.

Therefore, the need for foreign language learning is even more pressing in regions with low socio-economic development such as Chocó, because the ability to communicate in English will allow future professionals of the department to have greater opportunities for personal and collective growth, which will translate into a possibility of insertion of the department in the processes of universal communication, global economy and cultural openness.

IV. COURSE CONTENTS

: Students will learn about the following grammatical structures and communicative functions.

Unit 1: Going to the University

Competences	Contents	Suggested grammar and vocabulary	Face-to-face work	Independent work
Students can understand writings on very	Part I	Using full form and contractions (I am, it is vs. I'm, it's)		✓ <i>Research on topics</i>

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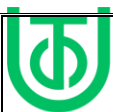
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<p>familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized.</p> <p>Students can write lists and memorized phrases on familiar topics.</p> <p>Students can recognize some familiar words and phrases when I hear them spoken.</p> <p>Students can recognize some letters or</p>	<p>Reflecting on your learning process / Course expectations /Use of English in the classroom: useful expressions/course syllabus/ / Use of independent learning tools as a course requirement: portfolio/ Class rules and responsibilities Personal information</p> <p>Talking about your own daily habits/ routines Talking about other people's daily habits/ routines</p>	<p>Position of adverbs of frequency</p> <p>Using the simple present the s/es for third person singular</p> <p>Using don't and doesn't</p> <p>Vocabulary: university vocabulary</p> <p>Word (verbs) to describe routines/habits Adverbs of frequency</p> <p>Irregular verbs: to be, to have, to go, and to do</p>	<p>✓ <i>Written and reading exercises practice</i></p> <p>✓ <i>Short presentations</i></p> <p>✓ <i>Grammar practice/games</i></p>	<p>✓ <i>Writing activities (E-mails)</i></p> <p>✓ <i>Completing exercises from</i></p>
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characters, learn and memorize words and phrases when they read.				
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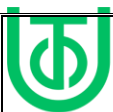
Unit 2: In my free time

Competences	Contents	Suggested topics, grammar and vocabulary	Face-to-face work	Independent work
Students can understand writings on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized. Students can write lists and memorized	Describing places Using There's and There are Talking about free time activities	Commun verbs Useful vocabulary to describe free time activities Question words to ask wh- questions in the simple present Past, present and future	<ul style="list-style-type: none"> ✓ <i>Written and reading exercises practice</i> ✓ <i>Short presentations</i> ✓ <i>Grammar practice/games</i> 	<ul style="list-style-type: none"> ✓ <i>Research on topics</i> ✓ <i>Complementary projects</i> ✓ <i>Writing activities (E-mails)</i> ✓ <i>Online practice (platforms/ websites)</i> ✓ <i>Completing exercises from</i>

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phrases on familiar topics. Students can recognize some familiar words and phrases when I hear them spoken. Students can recognize some letters or characters, learn and memorize words and phrases when they read.				
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Unit 3: How was your weekend?

Competences	Contents	Suggested grammar and vocabulary	Face-to-face work	Independent work

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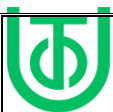


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<p>Students can understand writings on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized.</p> <p>Students can write lists and memorized phrases on familiar topics.</p> <p>Students can recognize some familiar words and phrases when I hear them spoken.</p> <p>Students can recognize some letters or characters,</p>	<p>Describing things, you did in the past Talking about yourself Talking about things other people did in the past Talking about things you did Describing age, appearance, personality, feelings, location, occupations, origin, and the weather using the verb be Asking and giving information in the simple past</p>	<p>Asking questions in the simple past Yes/ No questions Wh-questions Spelling rules (regular verbs in past) Wh- questions in the past Forming statements and questions in the simple past with be Vocabulary Common verbs to describe past events Words to talk about age, descriptions (appearance</p>	<p>✓ <i>Written and reading exercises practice</i> ✓ <i>Short presentations</i> ✓ <i>Grammar practice/games</i></p>	<p>✓ <i>Research on topics</i> ✓ <i>Writing activities (E-mails)</i> ✓ <i>Completing exercises from</i></p>
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learn and memorize words and phrases when they read.		and personality), feelings, location, occupations, origin and the weather		
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V. EVALUATION

The assessment criteria along with this course will encompass the requirements as states:

Reminders	Percentages	
❖ Mid-term test 1:	10% Test covers...	30 %
❖ Class attendance	5%	
❖ Follow- up activities and class contributions	5%	
❖ Writing report	5%	
❖ Reading exercises	5%	
❖ Mid-term test 2	10% Test	30 %
❖ Class attendance	5%	
❖ Follow- up activities and class contributions	5%	
❖ Reading comprehension	5%	

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❖ Writing report	5%	
❖ Final test (GRAMMAR)	20% Test covers....	
❖ English test (SABER PRO)	20%	40 %
❖ Sum Total	100%	100 %

VI. METODOLOGÍA DEL CURSO

METHODOLOGY

This course offers ample opportunities for students to learn and use the language by means of two main approaches: Task-Based and Student-Centered Approaches through the language skills integration. In addition, Emphasis on communication through practical activities and interaction patterns such as pairwork, groupwork and so on. Likewise, students will be exposed to different techniques, activities and free online resources. They include: both authentic and non-authentic materials, useful websites, writing and speaking activities. Special attention is also given to students' participation in class and reading comprehension.

- **DIDACTIC MATERIALS:**

For the development of this course, a number of grammar books can be used, among them functional grammar, touchtone, cool and fun 1, Laying foundations, Cambridge books and others.

VII. PACING/ TIMETABLE

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CONTENTS/WEEKS	LESSONS AND ACTIVITIES	
WEEK 1: Introduction to course	<ul style="list-style-type: none">-Introduction to course:-Class rules- Diagnostic test-Tips on learning strategies	
Unit 1: Going to the University Week 2:	<ul style="list-style-type: none">○ Written and Reading exercises practice○ Short presentations○ Reading comprehension activities	Independent Learning Tools and homework activities Using online resources Pronunciation Power assignments
Unit 1: Going to the University Week 3:	<ul style="list-style-type: none">○ Written and Reading exercises practice○ Short presentations○ Reading comprehension activities	Independent Learning Tools and homework activities Completing exercises Following learning tips for ILTs websites and from reference books.

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Unit 1: Going to the University Week 4:	<ul style="list-style-type: none">○ Written and Reading exercises practice○ Short presentations○ Reading comprehension activities	Independent Learning Tools and homework activities Completing your ILTs portfolio Completing exercises Following learning tips for ILTs websites and from reference books.
Week 5: Mid-term Writing test (reading and writing)		
Unit 2: In my free time Week 6:	<ul style="list-style-type: none">○ Reviewing test (areas to work on)○ Written and Reading exercises practice○ Short presentations○ Reading comprehension activities	Independent Learning Tools and homework activities Doing lab work Completing exercises Following learning from websites and reference books.

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	<ul style="list-style-type: none">○ Grammar practice games	
Unit 2: In my free time Week 7:	<ul style="list-style-type: none">○ Reviewing test (areas to work on)○ Written and Reading exercises practice○ Short presentations○ Reading comprehension activities○ Grammar practice games	Independent Learning Tools and homework activities Writing your first paragraph
Unit 2: In my free time Week 8:	<ul style="list-style-type: none">○ Reviewing test (areas to work on)○ Written and Reading exercises practice○ Short presentations○ Reading comprehension activities○ Grammar practice games.	Independent Learning Tools and homework activities Introduction to the Writing Process Peer revision Using VOA
Week 9 Mid-term Writing test (reading and writing)		

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Unit: 3 How was your weekend? Week 10	<ul style="list-style-type: none">○ Reviewing test (areas to work on)○ Written and Reading exercises practice○ Short presentations○ Reading comprehension activities	Independent Learning Tools and homework activities Writing exercises
Unit: 3 How was your weekend? Week 11	<ul style="list-style-type: none">○ Reviewing test (areas to work on)○ Written and Reading exercises practice○ Short presentations○ Reading comprehension activities	Independent Learning Tools and homework activities Researching about your favorite person Writing a short paragraph
Unit: 3 Week 12	<ul style="list-style-type: none">○ Reviewing test (areas to work on)○ Written and Reading exercises practice	Independent Learning Tools and homework activities Writing questions

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	<ul style="list-style-type: none">○ Short presentations○ Reading comprehension activities.	Planning short interviews focusing on basic personal information questions
Week 13	Final test Final test (GRAMMAR/ SABER PRO)	
Week 14	Feedback and process evaluation (autoevaluation)	
Week 15, 16	Scores delivery and feedback on course	

VIII. COURSE POLICIES/PROCEDURES:

Basic class rules:

- Turn off and put away cell phones when you enter the classroom(negotiable)
- Be respectful to your instructor and your classmates at all times.
- Do all class and homework assignments.

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Attendance:

- Due to the length of the course, there are 2 excused absences.
- If you miss **3** or more class sessions, you will automatically fail the class.
- If you miss two classes in a row without proper documentation, you will need to meet with the instructor to discuss your progress in the course.
- If you are tardy, each minute after 10 minutes after the expected class time will be deducted. If the number of minutes you are late equal the duration of class time, your lateness will cost you an absence. (Negotiable)

IX. BIBLIOGRAPHY

Required Texts: *Touchstone1 / Cool and Fun 1*

Chitiva, Beinerth (1999) *Fundamentals of English*. Vivas Publishing

Chitiva, Beinerth (2010) *Laying Foundations*. Vivas Publishing

Chitiva, Beinerth (2018) *Cool and Fun 1*. Círculo Cultural

Holt, Rinehart (1988) *English Writing & Skills*.

Horner, Webb (1994) *Hodge's Harbrace College Handbook*. Harcourt Brace.

Kirszner, Laurie(1995) *Pattern's for College Writing*. St. Martin's Press New York.

McCarthy, Michael (2012) *Touchstone 1* Cambridge University Press.

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Oxford, Rebecca(1990) *Language Learning Strategies*. Heinle & Heinle Publishers.

Peregoy, Suzanne (2005) *Reading, Writing, and Learning in ESL*. Pearson.

Pyle, Michael (1995) *Cliffs Test of English as a Foreign Language*. Cliff Notes.

Rooks, George (1988) *Paragraph Power*. Prentice Hall Regents

Other resources:

<https://learningenglish.voanews.com/>

<https://www.voanews.com/>

<http://elcquibdo.com/>

<http://edition.cnn.com/>

<http://dictionary.reference.com/>

<http://corpus.byu.edu/coca/>

<http://www.esl-lab.com/>

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