**Universidad Pedagógica Nacional “Francisco Morazán”**

**Vicerrectoría Académica**

**Centro de Idiomas**

**English Level IV Syllabus**

**II Academic Term, May 20-August 23 2019**

**Teacher:** Lic. Jocelyn J Lara

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**Section:** U

**Class Time:** 4:00-6:00 pm . Building 5 Room 305. Fridays on the Lang Center.

**Text book:** Viewpoint 1, Cambridge, Michael McCarthy, Jeanne McCarten, Helen Sandiford

Additional Reading: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for Book Report

**Prerequisite:** English Level 3

*English is an international language that connects borders. It gives people from non-speaking countries the opportunity to communicate, do business and study. UPNFM has seen and understood the importance of speaking a foreign language and provides through the Language Center (CI-UPNFM) the opportunity to learn English as a Foreign Language.*

**Course description:**

The main purpose of the module is to develop communicative and linguistic competences that will provide UPN students and lecturers with the necessary tools to participate in different communicative events at a B2 level of the Common European Framework (Upper intermediate level TESOL standards).

A student who masters this level will be able to understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

**Required Hours:** English 4 (B2 CEF) requires 130 hours of Classroom classes and 30 hours of independent study (writing). Students who don’t complete a minimum of 125 class hours will be asked to repeat the course.

**Course Competences:**

The module seeks to achieve the following competences:

1. To be an autonomous learner
2. To be able to analyze and synthesize
3. To apply knowledge and create new knowledge upon reflecting on the practice done.
4. To adapt to new situations
5. To work with ethics, quality and appropriateness
6. To manage new knowledge, information and technologies in the solving of problems as well as in facing different levels of difficulty
7. To do cooperative work
8. To plan, organize and solve problems

**Exit level:** At the end of the 160 required hours of instruction, you will:

1. Understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
2. Be able to deal with most situations likely to arise while traveling in an area where the language is spoken.
3. Produce text on topics that are familiar or of personal interest.
4. Describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
5. Understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialization.
6. Interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.
7. Produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

**Teaching Strategies:**

1. Classroom discussions.
2. Writing, proofreading and presenting paragraphs on the GDrive platform or blog created for the class. Time frames for this are set by the teacher.
3. Improptu speeches, aimed at developing fluency and proper speaking output.
4. Reading classic literature and having oral discussions promoting critical thinking, vocabulary enrichment.
5. Collaborative activities in class to strengthen team work and language skills.
6. Use of textbook in class to strengthen grammar and enrichen vocabulary.
7. Test

**Classroom Behavior/Rules**

All students are expected to treat everyone in class with respect and always behave in a reasonable, responsible, and courteous manner. Students are expected to:

* Arrive promptly and stay in the classroom for the duration of the class meeting (unless ill or in an emergency); this holds true for all classroom activities.
* No use of cell phone during class time.
* Class attendance and participation policy: In this course, any student who misses 5 classes during the partial will not be allowed to take his/her examination unless he/she brings a medical excuse or any other valid kind of proof).
* There is not any recovery test. However, if the students could not attend the test day for any reason, a make-up test can be applied if a valid excuse is given.
* Written assignments will be handed on time as will reading assignments to receive credit.

**Assesment:** The assessments will be done as follows:

Week 4: Test one 10% (Units 1-3)

Week 7: Test two 10% (Units 4-7)

Week 10: Test three 10% (Units 8-11)

Week 13: Final Test 10% (Unit 12 and selected topics)

Wk 1-12: Reading assignment, all throughout the period, 20% (includes a Book Report)

Wk1-12 Paragraphs/Essays , all throughout the period, Units 1-12, 40%

**Tentative Course Schedule**

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| --- | --- | --- | --- |
| **Date** | **Socio cultural -Content** | **Objectives** | **Grammar** |
| **Week 1**  **Friday May 24** | Opening Meeting at CLAVE, Library, 3rd Floor (Week 1 of class is May 20-24) | | |
| **Week**  **2**  May 27-31 | Diagnostics and Review | Grammar overview  How to write a paragraph, etc  Unit 1, Social Networks |  |
| **Week**  **3**  June 3-7 | Unit 1  Social Networks  Unit 2  The Media | -Write a script for a debate  -Contrast ideas and arguments  -Write an opinion essay using topic sentences and listing ideas | -Use the present tense, tend & will  -Questions, frequency expressions, state verbs  -use defining and non-defining relative clauses, (use that clauses)  -verbs in subjects and object relative clauses(that,what) |
| **Week**  **4**  June 10-14 | Unit 2\  Unit 3  Stories  **Assessment 1 (U1-3)** | -Write a narrative article about a positive or negative experience  -Brainstorm and plan | -time expressions with the simple past and present perfect, past perfect  -use past perfect continuous |
| **Week**  **5**  June 17-21 | Unit 3/Unit 4  Working Lives | -Writing a personal statement for an application form  -Use nouns in formal writing | -Use countable and uncountable nouns  -Generalize and specify using definite and indefinite articles  -Making accountable nouns countable  -Definite and indefinite articles |
| **Week**  **6**  June 24-28 | Unit 5 Challenges | -Write and email inquiry about volunteering  -Use it as subject and object | -Use conditionals  -Use wish and hopes  -continuous forms for conditions  -Use of even if and unless  -Use wish with would |
| **Week**  **7**  July 1-5  Language's Week | Unit 6  Into the Future  **Assessment 2 (U 4-7)** | -Write a one-paragraph article about how our everyday life will be different in the future  -Use modal verbs with adverbs | -Describe future events with be going to, will, may, might and the present  -Use modal verbs for expectations, guesses, offers, necessity, requests |
| **Week**  **8**  July 8-12 | Unit 7  Getting Along | -Write an opinion essay using “what” clauses | -Use phrasal verbs  -Use infinitives and -ing forms after adjectives, nouns, and pronouns  -Objects with separable phrasal verbs |
| **Week**  **9**  July 15-19 | Unit 8  Food Science  Unit 9, Success and happiness | -Write a report about trends  -Use prepositions after verbs and nouns | -Use the passive to focus on information when talking about the past, present, and future  -Use complements of verbs that describe causes and effects |
| **Week off. July 22-26** | | | |
| **Date** | **Socio cultural -Content** | **Objectives** | **Grammar** |
| **Week**  **10**  July 29-Aug 2 | Unit 9  Success and happiness  **Assessment 3 (U 8-11)** | -Write a pro-cons paragraph | -Use the determiners all, both, each, every, neither, none of, no  -Use -ing forms as reduced relative clauses, to describe simultaneous events, and as subjects and objects |
| **Week 11**  Aug 5-9 | Unit 10  Going Places  Unit 11 Culture | -Write a survey article for a student magazine | -Use reported speech to report statements, and to report questions and instructions |
| **Week 12**  Aug 12-16 | Unit 11  Culture  Unit 12 | -Write a concluding paragraph in a controversial subject essay | -Use relative clauses with when, where, and whose  -Use verbs with direct and indirect objects |
| **Week 13**  Aug 19-23 | Unit 12  Ability  **Final Assessment** | -Write an essay using brainstorming, explaining purpose and intention | -Use adverbs before adjectives and adverbs  -Use as..as and comparative and superlative adjectives and adverbs  -well+ adjective collocations  -patterns with comparatives |

**Note**: Teacher reserves the right to make changes in assignments or due dates; but you will always be advised in advance of any changes.