# PLAN DE ESTUDIOS PROGRAMA INSTITUCIONAL DE INGLÉS

El Programa Institucional de Inglés propone para los pregrados los niveles de English 1-5 para el cumplimiento de la política lingüística de la universidad establecida en el Acuerdo 467 de 2014.

| Semestre | Códigos | COMPONENTES Y NOMBRE DE LA MATERIA | |
| --- | --- | --- | --- |
| | | PROGRAMA VIRTUAL | No. créditos |
| 1 | Dependen de cada Unidad Académica | English 1 | 2 |
| 2 | | English 2 | 2 |
| 3 | | English 3 | 2 |
| 4 | | English 4 | 2 |
| 5 | | English 5 | 2 |

## ENGLISH 1

El nivel 1 de inglés del Programa Institucional de Inglés tiene como eje central el desarrollo de la competencia comunicativa y las habilidades lingüísticas y de estudio necesarias en el ámbito personal y educativo.

Al culminar satisfactoriamente este nivel, los estudiantes estarán en capacidad de:

- Interactuar con otros a través de preguntas y respuestas simples sobre sí mismo
- Describir y narrar a través de textos orales y escritos cortos y sencillos aspectos de ámbito personal
- Identificar ideas centrales y detalles en textos sencillos de manera oral y escrita

Este nivel aborda tres unidades:

| Unidad | Temática | Language Notions and Functions | Study and Technological Skills |
| --- | --- | --- | --- |
| Unidad 1 | Personal matters (Asuntos personales) | -Expressions to introduce yourself<br>-Greetings and farewells<br>-Nationalities<br>-A personal profile<br>-Building sentences | Using online dictionaries, communication tools and specialized websites<br>-Publishing posts<br>-Participating in forums, in synchronous sessions<br>-Using electronic devices, video editing software, available technology to create content and videos<br>-Registering, accessing and |

| Unidad 2 | Family ties (Lazos familiares) | -Making sentences<br>-Expressions and phrases to describe families<br>-Words and definitions related to family descriptions<br>-Vocabulary on types of houses<br>-Expressions to describe parts of the house. | navigating the web platform<br>-Requesting support<br>-Evaluating and using extra resources to improve their language skills<br>-Using appropriate language when communicating with others<br>-Using reading strategies |
| Unidad 3 | What is important to me (Lo que me interesa) | -Adjectives to describe personal characteristics<br>-Language to describe peoples' talents and skills. | |

## ENGLISH 2

El nivel 2 de inglés del Programa Institucional de Inglés tiene como eje central el desarrollo de la competencia comunicativa y las habilidades lingüísticas y de estudio necesarias en el ámbito personal y educativo.

Al culminar satisfactoriamente este nivel, los estudiantes estarán en capacidad de:

- Describir y narrar oralmente aspectos más detallados de
su vida personal y algunos de su vida académica
  - Responder y formular preguntas sencillas y comprender el tema y algunos detalles en textos escritos y auditivos
  - Comprender y escribir textos descriptivos cortos y sencillos.

Este nivel aborda tres unidades:

| Unidad | Temática | Language Notions and Functions | Study and Technological Skills |
|---|---|---|---|
| Unidad 1 | Building relationships (Construyendo relaciones) | -Using verbs correctly<br>-Using adjectives in English<br>-Personality traits<br>-Identifying facts and statements<br>-Giving opinions<br>-Commenting and replying to others' opinions<br>-Commenting and replying to others' experiences<br>-Identifying and classifying information from online opinion articles | ● Publishing posts to a forum and replying.<br>● Using electronic devices to record video.<br>● Using video editing software.<br>● Using available technology to create content to present in the course.<br>● Using different online communication styles depending on the |

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| | | | assigned task.<br>● Using word processing software to edit pieces of text (desktop or online).<br>● Using online dictionaries.<br>● Using specialized websites.<br>● Using appropriate language when communicating<br>● Deciding what extra resources to use to enhance specific skills on your own. |
| Unidad 2 | Who I want to be, what I want to be (Quien quiero ser, lo que quiero ser), | -Conducting an interview to find out about a person's personal and professional characteristics.<br>-Matching words with their right definitions.<br>-Putting some words in the correct order to make affirmative, negative and interrogative sentences.<br>-Finding synonyms for words from the online information article.<br>-Decide whether some statements are appropriate for conducting an interview<br>-Inferring some information about online interviews.<br>-making information questions in English. | |
| Unidad 3 | A place for learning and having fun (Un lugar para aprender y divertirse) | -Reviewing expressions to talk about cultural events.<br>-Outlining in a post the characteristics that make your selected cultural event special.<br>-Organizing sentences in chronological order.<br>-Answering some factual questions<br>-Organizing some statements in chronological order.<br>-Finding synonyms for words from the online newspaper article.<br>-Identifying descriptive statements from videos<br>-Classifying factual information | |

**ENGLISH 3**

El nivel 3 de inglés del Programa Institucional de Inglés tiene como eje central el desarrollo de la competencia comunicativa y las habilidades lingüísticas y de estudio necesarias en el ámbito personal y educativo.

Al culminar satisfactoriamente este nivel, los estudiantes estarán en capacidad de:

- Describir y narrar oralmente de manera más detallada aspectos y eventos de su vida personal y académica.
- Comprender y escribir textos descriptivos y narrativos cortos.
- Responder y formular preguntas elaboradas y comprender el tema.
- Describir y narrar a través de textos orales y escritos cortos y sencillos aspectos de ámbito personal.
- Comprender el tema, la idea principal y detalles secundarios en textos auditivos.

Este nivel aborda tres unidades:

| Unidad | Temática | Language Notions and Functions | Study and Technological Skills |
|---|---|---|---|
| Unidad 1 | People to know (Gente por conocer) | -Reading an online biographical sketch<br>-Replacing words from an online biographical sketch without changing the meaning of the sentences.<br>-Writing your own biographical sketch.<br>-Asking questions about others' lives.<br>-Writing a profile<br>-Identifying specific information from the animated video.<br>-Reading and understanding an online information article<br>-Identifying two statements that reflect a character's stance on some topics.<br>-Reading some suggestions in an infographic on how to write a good profile.<br>-Analyzing a sample profile using the suggestions previously provided | -Using online dictionaries.<br>-Using online tutorials.<br>-Using the platform communication tools to ask for help.<br>-Using online video call programs.<br>-Replying with appropriate register and content to classmate's messages.<br>-Using different online communication styles depending on the assigned task.<br>-Using the computer to navigate the World Wide Web.<br>-Using mind-mapping software. |
| Unidad 2 | Places to visit (Lugares por visitar) | -Listening and completing the transcript of a podcast<br>-Putting the events in the order they happened, according to a podcast.<br>-Selecting the pros and cons of visiting places<br>-Filling in a mind map about the main | |

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| | | differences between places<br>-Writing a description of a place you would like to recommend including your opinion on why it is worth visiting.<br>-Publishing a post about places.<br>-Reading and analyzing surveys about Education and Technology.<br>-Answering some multiple-choice questions about a video.<br>-Writing a narrative telling an unusual fact that happened to you.<br>-Identify and use the elements of a narrative text.<br>-Recognizing and using words related to emotions.<br>-Creating a questionnaire to find out about different people's opinions regarding the best places to visit in a city. | |
| Unidad 3 | | -Selecting statements that are true about the places mentioned in a podcast.<br>-Reading a leaflet about the history of some museums in Medellín.<br>-Writing a chronological recount about the place you chose.<br>-Proofreading your recount and use pictures to contextualize to your readers.<br>-Publishing your recount in the designated place on the platform.<br>-Reading the problems somebody may have when planning an outing and suggest possible solutions.<br>-Recognizing and using some sequence connectors to write a recount.<br>-Recognizing and using adjectives finishing in -ED and -ING.<br>-Identifying and using vocabulary to invite somebody out, refuse and accept. | |

**ENGLISH 4**

El nivel 4 de inglés del Programa Institucional de Inglés tiene como eje central el desarrollo de la competencia comunicativa y las habilidades lingüísticas y de estudio necesarias en el ámbito personal y educativo.

Al culminar satisfactoriamente este nivel, los estudiantes estarán en capacidad de:

● Interactuar con su interlocutor formulando y respondiendo a preguntas elaboradas para expresar oralmente opiniones personales y posturas críticas frente a situaciones de la vida cotidiana y académica.
● Comprender ideas principales de textos orales y escritos, así como de los detalles secundarios que las sustentan a partir de la identificación de ideas explícitas e implícitas de los textos a partir del uso de estrategias de inferencia.
● Comprender y elaborar textos orales y escritos, expositivos y argumentativos haciendo uso de estrategias discursivas.

Este nivel aborda tres unidades:

| Unidad | Temática | Language Focus | Study and Technological Skills |
|---|---|---|---|
| Unidad 1 | Discovering destinations (Descubriendo destinos), | -Answer some comprehension questions about a video.<br>-Reading, comprehending and analyzing excerpts presenting trip reviews about a touristic place in Colombia.<br>-Reviewing some expressions to give opinions.<br>-Learning and using vocabulary and expressions related to planning a trip.<br>-Learning and using vocabulary to describe places.<br>-Matching the stages for planning a trip with the statements.<br>-Reading a review contrasting pros and cons of traveling to a place<br>-Choosing different words to rephrase some sentences without changing their meaning.<br>-Choosing true or false for some sentences.<br>-Preparing and speaking some ideas about the pros and cons of some means of transportation.<br>-Reviewing expressions to express opinion, agreement and disagreement.<br>-Reviewing vocabulary related to means of transportation and traveling. | -Using online dictionaries.<br>-Using online tutorials.<br>-Using online video call programs.<br>-Replying with appropriate register and content to classmates' messages.<br>-Using presentation software to prepare slides.<br>-Using mind-mapping software.<br>-Respecting turn-taking in synchronous sessions.<br>-Replying with appropriate register and content to classmates' messages.<br>-Citing and paraphrasing appropriately other's work to avoid plagiarism.<br>-Using mind-mapping software.<br>-Referencing appropriately online sources<br>-Deciding what extra resources to use to enhance specific skills on your own. |
| Unidad 2 | Encounters (Encuentros) | -Completing an excerpt from the podcast's script, according to what is heard. | -Working through technology on improving weak language areas |

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| | | -Answering some comprehension questions about a video.<br>-Reading and comprehending articles about ancestral and afro communities in Colombia.<br>-Using an appropriate tool in the web to make a mind map stating your point of view about the situation of ancestral and afro communities in Colombia.<br>-Choosing the person that the statements refer to, according to a video.<br>-Using an appropriate research tool to find out whether some statements about how to write a magazine article are true or false.<br>-Learning and using some vocabulary related to geographic features, clothes and traditions.<br>-Matching some article reviews to the titles that fit them.<br>-Deciding whether some words refer to geographic features or festivities.<br>-Making a mind map about your ideas for the article including demographic and geographic information; language, food and clothing; and traditions<br>(celebrations and customs).<br>-Writing an article using quotations, webgraphy and bibliography. | upon the teacher's suggestion. |
| Unidad 3 | Agents of change (Agentes de cambio) | -Watching a video about the life of a Colombian personality<br>-Reading the biography of a Colombian personality<br>-Writing a composition about a Colombian personality you admire<br>-Analyzing a short argumentative text<br>-Understanding and use vocabulary related to language of opinion, contrast and comparison linking words, and reporting.<br>-Deciding whether some statements are facts or opinions.<br>-Understanding and using vocabulary related to language of opinion, contrast and comparison, linking words, and reporting verbs: say and tell.<br>-Understanding and using reported speech, phrasal verbs, and second and third conditional.<br>-Interacting online in a debate | |

**ENGLISH 5**

El nivel 5 de inglés del Programa Institucional de Inglés tiene como eje central el desarrollo de la competencia comunicativa y las habilidades lingüísticas y de estudio necesarias en el ámbito personal y educativo.

Al culminar satisfactoriamente este nivel, los estudiantes estarán en capacidad de:

- Exponer y participar en conversaciones acerca de temas de interés general y algunos relacionados con su área de conocimiento.
- comprender una gran parte de la información dada en conferencias y discursos tanto de temas generales como de algunos relacionados con su área de conocimiento siempre y cuando el lenguaje sea claro, conciso y pausado.
- Comprender y escribir textos argumentativos relacionados con su área de conocimiento.

Este nivel aborda tres unidades:

| Unidad | Temática | Language Focus | Study and Technological Skills |
|--------|----------|----------------|-------------------------------|
| Unidad 1 | My professional role in the world (Mi rol profesional en el mundo) | -Listening to a radio show talking about graduate programs.<br>-Choose the appropriate speaker for each statement<br>-Reading an online information article on how to choose graduate programs.<br>-Present a graduate program of your choice<br>-Paraphrase some expressions from the online information article<br>-Write definitions for words mentioned in the radio show about graduate programs.<br>-Watching an online lecture about recommendations to write statements of purpose.<br>-Reading statements of purpose written by recent graduates from different disciplines.<br>-Writing a statement of purpose.<br>-Analyze useful expressions to write a statement of purpose.<br>-Analyze a statement of purpose by answering a set of guiding questions.<br>-Deconstruct a statement of purpose and make an alphanumeric or decimal outline with its main ideas, | -Using online specialized dictionaries.<br>-Writing down outlines for written pieces of text.<br>-Asking for peer feedback.<br>-Publishing posts to a forum and replying.<br>-Using different online communication styles depending on the assigned task.<br>-Using online specialized dictionaries.<br>-Using word processing software to edit pieces of text (desktop or online).<br>-Using electronic templates.<br>-Citing and paraphrasing appropriately other's work to avoid plagiarism.<br>-Replaying with appropriate register and content to e-classmates' messages.<br>-Deciding what extra resources to use to enhance specific skills on your own.<br>-Rehearsing with peers.<br>-Making online study cards.<br>-Using monolingual dictionaries and thesauruses. |

| | | subpoints and supporting details. | -Recognizing the value of having access to authentic material that supports their language learning through technology.<br>-Writing down outlines for a presentation.<br>-Using presentation software to prepare slides.<br>-Recording video in proper sound and lighting conditions.<br>-Recording audio in proper sound conditions.<br>-Editing audio for the web.<br>-Editing video for the web.<br>-Creating content for the web. |
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| Unidad 2 | Expanding my horizons (Expandiendo mis horizontes) | -Watching two university students talk about personal and professional life<br>-Analyzing a cover letter composing elements<br>-Writing a cover letter for a job position of choice<br>-Identify the structure of a cover letter.<br>-Review a possible structure to write a cover letter.<br>-Learn about sounding phrases and how to avoid them when writing a cover letter.<br>-Learning about what to say in a job interview<br>-Listening to a Skype call for a job interview<br>-Answering job-interview question types<br>-Review collocations to use during a job interview.<br>-Write sentences using collocations related to a job interview language. | |
| Unidad 3 | A global village (Una villa global) | -Preparing and talking about a digital fair<br>-Gather information about the field of your choice.<br>-Use a reference manager (i.e.: Zotero, EndNote) to organize your bibliographic and multimedia search.<br>-Producing content for the digital fair<br>-Writing down your video presentation script.<br>-Recording pieces of video to include in your video presentation where you and your group appear.<br>-Designing slides to include in your video project.<br>-Recording pieces of aural texts to include in your presentation. | |