



Code	SHI105	Prerequisites	None
Name	Intermediate English I	Co-requisites	None

Credits	Contact Hours
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Categorization of credits	
Math and basic science	
Engineering topic	
Other	X

Coordinator's name	Community of Language Practice
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Text book
Other supplemental materials
<p>Elbaum, S. N. (2001). Grammar in Context (3rd ed.). Boston, MA: Heinle.</p> <p>Merriam-Webster, Inc. (2018). Learner's Dictionary. Retrieved from: <a href="http://www.learnersdictionary.com/">http://www.learnersdictionary.com/</a></p> <p>Parnwell, E. C. (1988). Monolingual English Edition The New Oxford Picture Dictionary. Oxford, England: Oxford University Press.</p> <p>Randall Davis (2018). ESL Cyber Listening Lab. Retrieved from: <a href="https://www.esl-lab.com/">https://www.esl-lab.com/</a></p> <p>Saslow, J., &amp; Ascher, A. (2015). Top Notch II (3rd ed.). New York, NY: Pearson Education.</p>

Description	
Intermediate English I aims to take advantage of the linguistic bases obtained in level I to make use of oral and written language in a more complex way in the following contexts: Social exchanges with longer conversations, entertainment with an emphasis on the cinema, hotel stays, cars and accidents, personal care and appearance, eating habits, psychology and personality, art appreciation, the world of computers, and ethics and values. Around these contexts, the skills of listening, reading, writing and conversation are introduced and practiced, which are intertwined with grammatical explanations appropriate to the level.	
Type of course	<input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective

Specific goals for the course	
Outcomes of instruction	<p>EG1 Identify the grammatical and lexical aspects for oral and written production corresponding to each level of language acquisition.</p> <p>EG2 Recognize and adequately selects grammatical and lexical structures according to the purpose of the message.</p>

	<p>EG3 Apply grammatical and lexical structures appropriately to the communicative intention.</p> <p>EG4 Assume cultural diversity to achieve dialogues in the proper register of the language, correctly observing the social context and the elements as support for the message.</p> <p>EG5 Empowered by learning process and show willingness to study independently to satisfy particular needs and concerns.</p> <p>EG6 Actively participate in group work, showing responsibility and respect for different points of view and learning styles.</p> <p>EG7 Value group work as a source of knowledge diversity of criteria that enrich their learning.</p> <p>EG8 Construct and base own criteria in situations that admit different positions.</p>
Student outcomes	<p>CG1 Know the formal resources of the language, understands the functional use of these resources and has the ability to use them in the formulation of meaningful messages to achieve effective interactions in real communicative situations.</p> <p>CG2 Know and understands the social and cultural conditions that are implicit in the use of the language.</p> <p>CG3 Understand the importance of their role as a person in academic training to be able to assume it consciously and reaffirm themselves as a member of a community.</p> <p>CG4 Develop and apply the capacity for reflection and criticism and apply it to the analysis and search for solutions to problems in environment.</p>

Topics
<p>Unit I. Introducing and interacting with people</p> <p>Unit II. Emergency situations (automotive)</p> <p>Unit III. People and lifestyles</p> <p>Unit IV. Opinions and recommendations</p>