



Code	SHI106	Prerequisites	None
Name	Intermediate English II	Co-requisites	None

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

Coordinator's name	
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Text book
Other supplemental materials
<p>Merriam-Webster, Inc. (2018). Learner's Dictionary. Retrieved from: <a href="http://www.learnersdictionary.com/">http://www.learnersdictionary.com/</a></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., Ascher, A. (2011). Top Notch 3. Pearson Longman</p> <p>Elbaum, S.N. (2001). Grammar in Context (3rd ed.). Boston, MA: Heinle.</p> <p>B. (n.d.). Elementary Podcasts - Learn English. Retrieved February 15, 2017, from <a href="https://learnenglish.britishcouncil.org/en/elementary-podcasts">https://learnenglish.britishcouncil.org/en/elementary-podcasts</a></p>

Description	
<p>Intermediate English II aims to take advantage of the linguistic bases to make use of oral and written language in a more complex way in the following contexts. Like the course that preceded it, this one focuses on social exchanges, adding complexity in context. 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.</p> <p>Contents include: manners, health issues, service delivery and event organization, work and different skills, holidays and traditions. Disasters and emergencies, books and magazines, inventions and technology, controversial topics, as well as other aspects of everyday life.</p>	
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 Applies 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, show willingness to study independently to satisfy his 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 analysis and search for solutions to problems in environment.</p>

Topics
Unit I. Etiquette and Protocol Standards Unit II. Requests and services Unit III. Festivities and customs Unit IV. Events and emergency situations

## Unit V. Opinions and recommendations