**UNIVERSIDAD DE LOS ANDES**

**ESCUELA DE IDIOMAS MODERNOS**

**DEPARTAMENTO DE INGLÉS**

**Check list for English II.**

**This is what you need to know to begin this new subject.**

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| Vocabulary |
| Vocabulary related to: family, house, clothing, food and cooking, general leisure activities, general working activities (university, campus, your job), pets, travelling, currencies, mass media, some basic adverbial structures related to time and place. Beside, ordinal and cardinal numbers, therefore, you should be able to tell the time, and schedules regarding departures and arrivals when talking about travelling. |
| Phonetics phonology |
| * Pronunciation of the 3rd person singular simple present inflection. * Contraction *‘m* and *‘re* * Pronunciation of consonant sounds in final word position. * Intonation when asking questions. * /v/ * Pronunciation of regular plurals *  * Pronunciation of simple past in regular verbs. * Pronunciation of *have* and *has* when working as auxiliary verbs for the present perfect tenses. |
| Language, morphology and syntax |
| 1. Language as a way to represent the world, several languages, several worlds, one referent. 2. Language and culture. 3. The teaching/learning processes of a language.   **Morphology:**   * Verb *to be*. * Qualifying adjectives. * Expressing existence: *there is, there are* * Prepositions: in, on, at, from, to. * Subject pronouns. * Possessive adjectives. * Adverbs: frequency, place, time (classification and location in the sentence). * Possessive pronouns * Noun. Classification and use. (countable vs. Non-countable; abstract vs. concrete). * Quantifiers, introduction. (some, any, lots of, a lot of, a few, a little) * Articles (definite, indefinite, omission) * Verbs. Classified in state and dynamic.   **Syntax**   * Affirmative sentences. * Interrogative sentences. Types of questions. (Y/N; Wh-) * Questions using *how much* and *how many*. * Simple sentence. Most common syntactic patterns (SVC and SVO) * Syntactic structure in compound verb forms. Present continuous. * Writing affirmative, interrogative and negative sentences in simple past. * Writing affirmative, interrogative and negative sentences in present perfect.   **Verbs:**   * Simple present. Structure and uses. * Auxiliary verbs *to be; to do; to have* (present tenses and simple past). * Near future. * Imperative * Present continuous. * Simple past. Structure and uses. * Present perfect. Structure and most common uses. * Simple past vs. present perfect. |
| Socio-pragmatics |
| * I am able to understand simple sentences regarding personal information, daily routines (study, work), news (as long as they are presented in basic language structures), past experiences (anecdotes). * I am able to ask questions in the above mentioned topics. * I can participate actively in dialogues, role-playing and simple conversations. * I can produce simple oral texts such as a personal presentation, talk about daily routines (study, work), tourism in my country and personal anecdotes. * I can produce short written texts where I use properly basic syntactic structures in English. |