**UNIVERSIDAD DE LOS ANDES**

**ESCUELA DE IDIOMAS MODERNOS**

**DEPARTAMENTO DE INGLÉS**

**Check list for English III.**

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

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| Vocabulary |
| * Politics * Arts * Economy * Human body, human illnesses. * Technology and media. * University studies, fees and grants. |
| Phonetics phonology |
| * Regular verbs simple past pronunciation. * Pronunciation of *(e)s* as in regular plurals, 3rd person singular simple present and the genitive case *‘s*. * /j/ /Ʒ/ /ʤ/ * /i:/ Vs. /ɪ/ * Intonation: Conditionals. * Plosives: **/**t/ /p**/ /**k**/** * Intonation: Asking questions, making requests. * /w/ * Intonation: Emphasis on Pronouns. * /ʃ/ Vs /tʃ/ * /v/ Vs. /b/ |
| Morphology and syntax |
| **Morphology:**   * Classification of verbs according to their structure: regular and irregular. * Classification of verbs according to their function: transitive and intransitive. * Adverbs: types and uses, particularly adverbs of time. * Prepositions: time and place. * Definite and indefinite articles: When to use them, when not to use them. * Quantifiers: some, any, no, a little, a few, few, lots od, a lot of. * Nouns: Irregular plurals. * Word formation processes: Affixation with *–ache*; compounding with *pain* * Pronouns: Possessive, object, relative. * Genitive case *’s* (possessive with ‘*s*)   **Syntax**   * Classification of sentences according to their function: affirmative, negative and interrogative. * Classification of sentences according to their structure: simple and multiple. * Phrase: definition and classification. * Clause: definition and classification. * Negative questions: structure and use. * Tag questions:structure and use. * Reply questions:structure and use. * Conditionals: structure. 0, 1 and 2 conditionals.   **Verbs:**   * *Do* Vs. *make* * Present simple: structure and uses. * Present continuous: structure and uses. * Present perfect: structure and uses. * Simple past: structure and uses. * Past continuous: structure and uses. * Simple future: structure and uses. * Near future: structure and uses. * An introduction to modal auxiliary verbs: *will, would, can, could*. Structure and some uses. * Passive voice vs. active voice: structure and uses. |
| Socio-pragmatics |
| * I can understand short simple written texts provided they use vocabulary that is known to me (related to *politics, arts, economy, human body, illnesses, technology and media, university studies, fees and grants*). * I can understand class related oral texts as long as they are provided on familiar topics and that the speaker (teacher or class mates) uses standard language and speaks at a slow pace. * I can write cohesive and coherent simple texts using the writing conventions acquired both in previous levels of English and in the first level of Reading and Writing. * I can hold a conversation with my class mates and professors with an acceptable degree of fluency on topics that are familiar to me. I can also actively participate in class discussions. |