**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.
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| 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/
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| 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.
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| 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.
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