



Course Information					
Code:	ENG42001	Course:	ADVANCED LISTENING & SPEAKING		
Coordination Area / Program:	DIRECCION DE BILINGUAL PROGRAM			Mode: Presencial	
Credits: 04	Tipo de hora	Presencial	Virtual	H. Totales	Autonomous Learning Hours: 128
	H.Teoría	64	0	64	
	H.Práctica	0	0	0	
	H.Laboratorio	0	0	0	
Period: 2024-02	Start date and end of period: del 19/08/2024 al 08/12/2024				
Career: ADMINISTRACIÓN - ADMINISTRACIÓN DE LA SALUD - ADMINISTRACIÓN EN TURISMO - ADMINISTRACIÓN HOTELERA - ADMINISTRACIÓN Y EMPRENDIMIENTO - ADMINISTRACIÓN Y GESTIÓN AMBIENTAL - ARQUITECTURA, URBANISMO Y TERRITORIO - ARTE CULINARIO - ARTE Y DISEÑO EMPRESARIAL - COMUNICACIONES - DERECHO - ECONOMÍA - ECONOMÍA Y FINANZAS - ECONOMÍA Y NEGOCIOS INTERNACIONALES - EDUCACIÓN INICIAL - GASTRONOMÍA Y GESTIÓN DE RESTAURANTES - GESTIÓN AMBIENTAL EMPRESARIAL - GESTIÓN E INNOVACIÓN EN GASTRONOMÍA - INGENIERÍA AGROINDUSTRIAL - INGENIERÍA AGROINDUSTRIAL Y AGRONEGOCIOS - INGENIERÍA AMBIENTAL - INGENIERÍA CIVIL - INGENIERÍA DE SISTEMAS DE INFORMACIÓN - INGENIERÍA EMPRESARIAL - INGENIERÍA EN INDUSTRIAS ALIMENTARIAS - INGENIERÍA INDUSTRIAL Y COMERCIAL - INGENIERÍA INFORMÁTICA Y DE SISTEMAS - INGENIERÍA LOGÍSTICA Y DE TRANSPORTE - INTERNATIONAL BUSINESS - MARKETING - PSICOLOGÍA - RELACIONES INTERNACIONALES					

Course Pre-requisites		
Code	Course - Credits	Career
FC-IDI ENG06	ENGLISH VI	ADM. DE LA SALUD
FC-IDI ENG05	ENGLISH V	GEST. AMBIENTAL EMP. - ING AGROIND - ING SIST INFORM - GEST-INNOV-GASTRON - ADMINISTRACION - COMUNICACIONES - ECO. NEG. INT. - ARTE CULINARIO - ADM-GEST-AMBIENT - ING. INDUSTRIAS ALIM. - ECONOMIA - ING. INDUSTRIAL Y C. - ARQUITECTURA - ARTE Y DIS. EMP. - DERECHO - RELAC. INTERNACIONALES - ING. LOG & TRANSPORTE - ING. INFORMATICA - MARKETING - ECO. Y FINANZAS - ADM. HOTELERA - GASTR. GEST. REST. - INTERN. BUSINESS - ADM. TURISMO - ING. AGROINDUSTRIAL - PSICOLOGIA - ING. CIVIL - ADM. Y EMPRENDIMIENTO - ING. EMPRESARIAL - ING. AMBIENTAL
FC-IDI ENG04	ENGLISH IV	PSICOLOGIA - ING. EMPRESARIAL

Course Coordinators			
Surname and First Name	Email	Contact Hour	Contact Site
CRUZ BARRERA, ZOILA ROSAURA	zcruz@usil.edu.pe	Martes y jueves de 10 a 12m	Oficina CLS

Instructors
You can check the timetables for each teacher in their INFOSIL in the Classes Development Teachers option Teachers .

Course Overview
The aim of this course is to polish and further develop Listening and Speaking skills at an intermediate level in order to help students communicate more effectively about a wide variety of topics. The evidenced product of the course is the Final Project in which speaking, and listening are assessed.

Competencias Profesionales y/o Generales			
Carrera/Programa	Sigla/ Denominación de la competencia	Nivel de la competencia	Aprendizajes esperados
ADMINISTRACIÓN - ADMINISTRACIÓN DE LA SALUD - ADMINISTRACIÓN EN TURISMO - ADMINISTRACIÓN HOTELERA - ADMINISTRACIÓN Y EMPRENDIMIENTO - ADMINISTRACIÓN Y GESTIÓN AMBIENTAL - ARQUITECTURA, URBANISMO Y TERRITORIO - ARTE CULINARIO - ARTE Y DISEÑO EMPRESARIAL - COMUNICACIONES - DERECHO - ECONOMÍA - ECONOMÍA Y FINANZAS - ECONOMÍA Y NEGOCIOS INTERNACIONALES - EDUCACIÓN INICIAL - GASTRONOMÍA Y GESTIÓN DE RESTAURANTES - GESTIÓN AMBIENTAL EMPRESARIAL - GESTIÓN E INNOVACIÓN EN GASTRONOMÍA - INGENIERÍA AGROINDUSTRIAL - INGENIERÍA AGROINDUSTRIAL Y AGRONEGOCIOS - INGENIERÍA AMBIENTAL - INGENIERÍA CIVIL - INGENIERÍA DE SISTEMAS DE INFORMACIÓN - INGENIERÍA EMPRESARIAL - INGENIERÍA EN INDUSTRIAS ALIMENTARIAS - INGENIERÍA INDUSTRIAL Y COMERCIAL - INGENIERÍA INFORMÁTICA Y DE SISTEMAS - INGENIERÍA LOGÍSTICA Y DE TRANSPORTE - INTERNATIONAL BUSINESS - MARKETING - PSICOLOGÍA - RELACIONES INTERNACIONALES	CG2: Bilingual Communication	N3 Communicates effectively in English using all four language skills - listening comprehension, reading comprehension, oral production and written production with sufficient fluency and naturalness for personal, academic and professional performance at an international level	Identify the main ideas of complex texts that deal with both concrete and abstract topics, even if they are of a technical nature as long as they are within their field of specialization. Argue and give opinion with a certain degree of fluency and naturalness so that communication is carried out without effort on the part of any of the interlocutors. Elaborate clear and detailed texts on various topics and defends a point of view on general topics indicating the pros and cons of the different options.

General Course Result	Unit Result
At the end of the course, the student prepares a project to communicate ideas orally based on written input with responsibility, ethics, and critical sense.	1. At the end of the unit, the student compares and contrasts diverse situations and discusses to achieve a consensus with fluency and precision, taking into consideration diverse topics with a critical sense and opinion.
	2. At the end of the unit, the student compares and contrasts diverse situations and discusses to achieve a consensus with fluency and precision, taking into consideration diverse topics with a critical sense and opinion.
	3. At the end of the unit, demonstrate sufficient linguistic, grammatical and lexical range to develop clear descriptions, express points of view and develop arguments orally, considering complex sentence structures with responsibility, critical sense and opinion.

Development of activities

Unit Result 1: *At the end of the unit, the student compares and contrasts diverse situations and discusses to achieve a consensus with fluency and precision, taking into consideration diverse topics with a critical sense and opinion.*

Session 1: *At the end of the session, the student analyzes and solves a listening comprehension questionnaire on the topic of the unit, considering the past tense, conjunctions, may & might with ethical and honest handling*

Semana 1 a 4

Learning Activities	Contents	Evidence
- Identify the main ideas of a video. - Listen to identify specific information (reference & topic shifts). - Plan and present a short description of a positive life event that affected their self-identity. - Infer meaning from the context. - Listen to identify key terms and definitions in context. - Brainstorm, plan, and present a new product designed to solve a problem.	Unit 1: Identity - Suffixes. - Past tenses with subordinating conjunctions. Unit 2: Design - Design vocabulary. -Wish with present or future time.	Evaluación 1: Listening 1 + Use of English

Session 2: *At the end of the session, the student analyzes and solves a listening comprehension questionnaire on the topic of the unit, considering conjunctions as well as 'may & might', with ethical and honest handling.*

Semana 5 a 7

Learning Activities	Contents	Evidence
- Identify claims and supporting evidence to understand arguments in context. - Identify specific information when listening for repair and elaboration. - Debate on the positive and negative effects of technology on academic performance. - Distinguish facts from opinions to help them evaluate arguments. - Identify signal words to understand the correct sequence of events. - Debate on how fire can be used to benefit or harm us. - Identify routine and frequency when listening for generalized statements. - Identify priorities in context. - Assess and prioritize risks in a stadium and present solutions to each issue.	Unit 3: Thought -Words to describe the brain and mind. - Conjunctions. -May/might/but and adverbials to make concessions. Unit 4: Fire - Synonyms - Stance markers Unit 5: Movement - Compound adjectives - Complex passives	Evaluación 2: Listening 2 + Use of English

Unit Result 2: <i>At the end of the unit, the student compares and contrasts diverse situations and discusses to achieve a consensus with fluency and precision, taking into consideration diverse topics with a critical sense and opinion.</i>		
Session 3: <i>At the end of the session, the student presents a debate considering the grammar and vocabulary developed in the learning sessions with a critical sense and collaborative work.</i>		Semana 8 a 11
Learning Activities	Contents	Evidence
- Listen and categorize information to understand main ideas. - Listen and identify cause-and-effect relationships to better understand a text. - Make deductions about how a disease in a medical care study might have been spread and what could have been done to prevent it. - Justify their ideas in an oral presentation. - Use prior knowledge to predict what they are going to hear. - Identify main topics and subtopics to better understand text organization. - Participate in a group discussion about the global water challenge and present ideas about how to save water. - Identify definitions, examples, and explanations to better understand supporting evidence. - Listen to identify direct and indirect quotations in context. - Participate in a group debate about the appropriacy of a punishment in a cybercrime case study.	Unit 6: Disease -Medical language. -Past modal of deduction. Unit 7: Survival - Word families. -Present unreal conditionals. Unit 8: Law - Legal vocabulary. -Reporting verbs.	Evaluation 3: Debate
Session 4: <i>At the end of the session, the student makes an oral presentation, considering the grammar and vocabulary developed in the learning sessions with responsibility.</i>		Semana 11 a 14
Learning Activities	Contents	Evidence
- Identify text organization when listening to signal phrases. - Identify the speaker's attitude when listening for descriptive language. - Brainstorm, plan, and present a park that allows people to escape noise pollution in the city. - Listen for bias to evaluate arguments. - Listen to hyperbole to identify claims not meant to be taken literally. - Debate about the pros and cons of a future trend towards increased commercial drone use.	Unit 9: Sound -Word + preposition combinations. - Cleft sentences. Unit 10: Tomorrow - Vocabulary for transportation and logistics. - Future perfect progressive.	Evaluation 4: Oral presentation
Unit Result 3: <i>At the end of the unit, demonstrate sufficient linguistic, grammatical and lexical range to develop clear descriptions, express points of view and develop arguments orally, considering complex sentence structures with responsibility, critical sense and opinion.</i>		
Session 5: <i>At the end of the session, the student demonstrates sufficient linguistic, grammatical and lexical range to present an oral report on research findings, considering complex sentence structures with responsibility, critical sense and opinion.</i>		Semana 15 a 16
Learning Activities	Contents	Evidence
- Research by watching videos on the given topic. - Summarize the information by preparing an oral presentation including the language presented in class.	- Videos: futuristic means of transport. - Academic papers.	Oral report on research findings.

Methodology

The course will be developed based on the following methodologies: Aprendizaje basado en proyectos , Aprendizaje colaborativo , Aprendizaje de contenidos , Aula Invertida , The course will be developed based on the following methodologies: Aula Invertida, the course will be developed based on the following methodologies: Project-Based Learning, Collaborative Learning, Content Learning, Participatory Learning, Flipped Classroom, in which students will review content. Collaborative learning will be used during the sessions as part of the acquisition of 21st century skills, in turn it will be used during the Assignments and Final Project. Content Learning will be used as students gain grammar and vocabulary knowledge of the English language. Participatory learning will be used during all the sessions, being this of vital importance to develop the ability of oral production. An eclectic methodology is used that allows the student to develop oral and written production skills. These methodologies are conducive to the development of the course.

Assessment System

Each of the items of the evaluation scheme and the final grade of the course are rounded to whole numbers. The final grade of the course is the weighted average of the corresponding items: permanent evaluation, partial exam and final exam.

The averages calculated components of the item 'Permanent Evaluation' will keep your calculation with 2 decimals.

Type Evaluation	%Weighing	Observation	Week Assessment	Rezag.
Evaluación Permanente	70%			
Promedio de Evaluaciones	100%			
Evaluación 1	25%		Semana 4	No
Evaluación 2	25%		Semana 7	No
Evaluación 3	25%		Semana 11	No
Evaluación 4	25%		Semana 14	No
Examen Final	30%	Proyecto Final	Semana 16	No

Attendance Policy

Total Percentage Absences Permitted	20%
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Class attendance is mandatory. The student who reaches or exceeds the limit of thirty percent (30%) of absences in the course, defined by the total of effective hours, will be disqualified from taking the final evaluation, corresponding to said evaluation with a grade of zero (0).

In hybrid classrooms, only synchronous virtual participation (via zoom) is allowed, up to a maximum of 50% of the total course.

Basic Required Reading

- [1] Boyle, Mike (2013). *Skillful Listening & Speaking : student's book 3 /*. (Third). Macmillan.,
 [2] White, Goodith (1998). *Conversation*. (second). Oxford University Press.,

References Supplementary

- [1] Nolasco, Rob (1987). *Conversation /*. (Third). Oxford University Press.,
 [2] White, Goodith (1998). *Listening /*. Oxford University Press.,
 [3] Rogers, Louis (2018). *Skillful 3 : Listening & Speaking*. (2nd ed.). MacMilan.

Prepared by:

Approved by:

Validated by:

CRUZ BARRERA, ZOILA ROSAURA /	BERNAL SANTOS, ROSARIO JAZMIN	Office of Curriculum Development
Date: 12/07/2024	Date: 16/07/2024	Date: 17/07/2024