

UNIVERSIDAD NACIONAL AUTÓNOMA DE MÉXICO
Facultad de Filosofía y Letras

DEPARTAMENTO DE LENGUAS (DELEFyL)

CURSO DE PREPARACIÓN PARA PRESENTAR EL TOEFL I
(*TEST OF ENGLISH AS A FOREIGN LANGUAGE*)

PRIMER SEMESTRE

CLAVE	HORAS/SEMANA/SEMESTRE		TOTAL DE HORAS	CRÉDITOS
	PRÁCTICAS	SEMANAS		
	5	16	80	0

Carácter: Optativo

Tipo: Práctico

Modalidad: Curso-taller

Seriación: Semestre I / Semestre II

Semestre precedente: Ninguno

Semestre subsecuente: Curso de preparación para presentar el TOEFL II

INTRODUCCIÓN

El amplio conocimiento del inglés se ha vuelto indispensable para los alumnos de la Facultad de Filosofía y Letras durante sus estudios universitarios y formación humanista. Además de brindar herramientas en su vida profesional, permitiendo a nuestros egresados ser más competitivos cuando ingresan al campo laboral tanto en México como en el extranjero, dadas las exigencias de un mundo globalizado.

OBJETIVO

Que el alumno desarrolle las cuatro habilidades lingüísticas (hablar, entender, escribir y leer en inglés) y que refuerce los conocimientos de ese idioma para presentar el Examen Internacional conocido como TOEFL, el cual es requisito para el Programa de Movilidad Estudiantil de la DGECI de la UNAM. A los alumnos que completen los dos niveles del TOEFL se les otorgará una constancia que acredite su preparación para presentar este examen.

NÚM. DE HRS. POR TEMA	TEMARIO
10	<ul style="list-style-type: none"> • Introduction to the different types of TOEFL tests. An overview to their sections, how they are graded, the equivalence among scores and the purpose of questions or tasks per each section • Learning strategies for the TOEFL • General strategies for the TOEFL • Writing: connecting ideas using transitional expressions • Writing: a good introductory paragraph examples/practice • Reading: understanding words in context, choosing the best synonym • Speaking: concentrating in individual sounds/ consonant clusters • Grammar difficulties/ Analyzing problem areas • Suggested review: <ul style="list-style-type: none"> • Subject and object pronouns/ possessives/ pronouns • Referents and pronouns • CD/online practice <p>Diagnostic Exam</p>
10	<ul style="list-style-type: none"> • Listening strategies for the TOEFL and the different types of questions/tasks • Listening: for basic comprehension of main ideas or important details Listening: writing what the speaker means and answering questions about the content • Writing: defining words and phrases • Writing: a good body paragraph examples/practice • Reading: understanding the author's meaning • Speaking: express a personal opinion on given topics • Speaking: focus on intonation and stress patterns • Pronunciation: imitating patterns • Grammar difficulties/ Analyzing problem areas • Suggested review: <ul style="list-style-type: none"> • Subject and verb agreement • Verb tenses review • Identifying sentences • CD/online practice

10	<ul style="list-style-type: none"> • Writing strategies for the TOEFL and the different types of questions/tasks • Writing (independent skill): express opinions on a given topic • Writing: a good concluding paragraph examples/practice • Writing: connecting ideas using parallel structures • Writing: adding cohesion • Listening: identifying referents in a conversation and in a lecture • Listening: following and using signals for understanding conversations and lectures • Reading: find information in a reading passage such as key facts, main ideas, among others. • Speaking: Take and use notes to organize information before speaking • Grammar difficulties/ Analyzing problem areas • Suggested review: <ul style="list-style-type: none"> • singular and plural nouns/ countable and uncountable • agreement after expressions of quantity/other words • verb patterns • article usage • coordinate connectors • CD/online practice
10	<ul style="list-style-type: none"> • Speaking strategies for the TOEFL and the different types of questions/tasks • Speaking: connecting ideas through pronouns and transitional expression on a given topic/independent tasks • Speaking: idiomatic expressions use • Pronunciation: imitating patterns • Listening: identify, determine and predict the topic • Reading: locating referents (sentences and passages) • Writing: making sentences and paragraphs concise • Grammar difficulties/ Analyzing problem areas • Suggested review: <ul style="list-style-type: none"> • objects of prepositions • agreement after prepositional phrases • CD/online practice
10	<ul style="list-style-type: none"> • Reading strategies for the TOEFL and the different types of questions/tasks • Reading: for basic comprehension to understand main idea, logical sequencing of written material, vocabulary meaning • Listening: identify a change in topic • Speaking: Express or support an opinion • Speaking: connecting ideas by using parallel structures and pronoun and by rephrasing key words • Pronunciation: imitating patterns • Writing: identifying topics and tasks • Writing: making a mind map and checking ideas • CD/online practice <p>Exam</p>
10	<ul style="list-style-type: none"> • Integrated listening strategies for the TOEFL • Speaking: choosing a topic and sequencing ideas for personal experience • Speaking: finding inconsistencies/ practicing consistency • Writing (independent skill): to support opinions on an issue • Listening: for pragmatic understanding by making inferences about the speaker's attitude, purpose or motivation • Reading: locating multiple referents within a passage • Reading: understanding transitions and connectors

	<ul style="list-style-type: none"> • Grammar difficulties/ Analyzing problem areas • Suggested review: <ul style="list-style-type: none"> • base form verbs after modals • present and past participles • Past participles after have/be & present participles after be • CD/online practice
10	<ul style="list-style-type: none"> • Speaking strategies for a personal preference task (choose a topic, relate the task, sequence ideas and make concluding statements) • Speaking: Analyze and score responses • Speaking: Recognize and convey the speaker's intention and attitude • Reading: finding facts and understanding exceptions • Reading: determining whether the sentences are the same or different • Reading: to recognize and create accurate paraphrases of information • Writing: writing introductory statements (narrowing the topic, writing thesis statements) and improving the introductory paragraph • Grammar difficulties/ Analyzing problem areas • Suggested review: <ul style="list-style-type: none"> • adjectives and adverbs • Adverb clause connectors • adjectives after linking verbs • CD/online practice
10	<ul style="list-style-type: none"> • Integrated reading strategies for the TOEFL • Reading: located restated information • Reading: choosing the restatement of highlighted sentences and in paragraphs • Integrated speaking strategies for the TOEFL • Speaking (integrated skills): Identify and summarize important points or details in a reading passage and in a conversation • Grammar difficulties/ Analyzing problem areas • Suggested grammar review: <ul style="list-style-type: none"> • noun clause connectors/subjects • adjective clause connector/subjects parallel structure with coordinate conjunctions/ paired conjunctions • CD/online practice <p>Exam</p>

80	TOTAL DE HORAS SUGERIDAS
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BIBLIOGRAFÍA BÁSICA

GEAR, Jolene & Robert Gear. *iBT Internet-Based Test Cambridge Preparation for the TOEFL Test*. Cambridge University Press. New York. 2006

PHILLIPS, Deborah. *Longman Preparation Course for the TOEFL iBT Test*. (2nd Ed.). Pearson Longman. New York. 2007.

----- *Practice Tests*. Longman. (2nd Ed.). New York. 1952.

----- *Longman Introductory Course for the TOEFL TEST*,
(2nd Ed.). Pearson Education, Inc. New York. 2001.

BIBLIOGRAFÍA COMPLEMENTARIA

LOUGHEED, Lin. *How to Prepare for the Computer Based TOEFL Essay*.
Barron's Educational Series, New York. 2000.

MAHNKE, Kathleen M. & Carolyn B. Duffy *The Heinemann ELT, TOEFL
Preparation Course*. MacMillan Heinemann. Oxford. 1996.

VINCE, Michael. *Advanced Language Practice*, MacMillan. Oxford. 2009.

----- *First Certificate Language Practice*. Heinemann. Oxford. 1993.

----- *Grammar Workbook, Self-Study Edition with Key*.
Heinemann. Oxford. 1990.

Vocabulary for TOEFL iBT. Learning Express. New York. 2007.

TOEFL Idioms Quiz Book. Kaplan Publishing. New York. 2008.

Otros materiales que ofrecen a los alumnos oportunidades de expresión oral y escrita:

CDs de Longman y de Cambridge, para practicar ejercicios relacionados con las cuatro habilidades; revistas *Speak Up* para practicar lectura y pronunciación; ejercicios en internet enfocados al TOEFL, tales como entrevistas, artículos, documentales, etc.

ESTRATEGIAS DE ENSEÑANZA APRENDIZAJE		MECANISMOS DE EVALUACIÓN	
Exposición oral	sí x	Exámenes parciales	sí x
Exposición audiovisual	sí x	Exámenes finales	sí x
Ejercicios dentro del aula	sí x	Trabajos y tareas fuera del aula	sí x
Ejercicios fuera del aula	sí x	Participación en clase	sí x
Seminario	no x	Asistencia a prácticas	no x
Lecturas obligatorias	no x	Informe de investigación	no x
Trabajos de investigación	no x	Otros:	
Prácticas de campo	no x		
Otros:			

PERFIL PROFESIOGRÁFICO DE QUIENES PUEDEN IMPARTIR EL CURSO:

Licenciados, Maestros o Doctores en Letras Inglesas o en Enseñanza del Inglés (excepcionalmente pasantes de las licenciaturas mencionadas, certificados por la COEL o por la CTIE de la UNAM). Igualmente los nativo hablantes de inglés con estudios superiores (revalidados en México y certificados por la COEL o por la CTIE de la UNAM).