

UNIVERSIDAD NACIONAL AUTÓNOMA DE MÉXICO

Facultad de Filosofía y Letras

DEPARTAMENTO DE LENGUAS (DELEFyL)

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

SEGUNDO 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: Curso de preparación para presentar el TOEFL I

Semestre subsecuente: Ninguno

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.

NÚM. DE HRS. POR TEMA	TEMARIO
10	<ul style="list-style-type: none"> • Review general strategies for the TOEFL • Review speaking strategies for the TOEFL and the different types of questions/tasks • Integrated speaking strategies for the TOEFL • Speaking (integrated skills): Identify important points in a reading passage and in a lecture • Speaking: plan and record • Speaking: Paraphrase information • Speaking: analyze and score responses • Reading: Understand why an author explains concepts in a certain way • Reading: identifying inferences • Reading: locating sources for inferred information • Writing: Learn or practice the use of connectors effectively • Writing: writing topic sentences for developmental/ body paragraphs (writing supporting ideas and adding details) • Grammar difficulties/ Analyzing problem areas • Suggested review: <ul style="list-style-type: none"> • Subjects, objects and noun complements • Subjects and verbs • Personal, possessive and reflexive pronouns • CD/online practice Diagnostic exam
10	<ul style="list-style-type: none"> • Review listening strategies for the TOEFL and the different types of questions/tasks • Integrated listening strategies for the TOEFL • Listening: understanding restatements, finding two answers, getting all the facts • Speaking (integrated skill): Connect concrete information with abstract concepts • Speaking: Sustain speech at an even pace (1-2 minute) • Speaking: identify important points in a conversation • Writing: writing conclusions restating the topic statement improving the writing of concluding paragraphs • Writing: support opinions on an issue, using convincing reasons, examples or details. Integrated writing • Writing: organize information before writing • Reading: checking if inferences are correct • Reading: identifying inferences in paragraphs • Grammar difficulties/ Analyzing problem areas • Suggested review: <ul style="list-style-type: none"> • Verb tense forms/meanings • Passive and active sentences • Subject verb agreement • CD/online practice

10	<ul style="list-style-type: none"> • Review writing strategies for the TOEFL and the different types of questions/tasks • Integrated writing strategies for the TOEFL • Writing: analyzing and scoring essays • Writing (integrated skill): note taking • Speaking (integrated skill): Express an opinion in relation to what has been read or heard and support it • Speaking: Sustain speech at an even pace (1-2 minute) • Speaking: identify important points in a lecture • Listening: reorganizing/organizing information • Reading: making inferences • Reading: drawing conclusions • Grammar difficulties/ Analyzing problem areas • Suggested review: <ul style="list-style-type: none"> • Expressions of quantity • Articles • CD/online practice
10	<ul style="list-style-type: none"> • Reading strategies for the TOEFL and the different types of questions/tasks • Integrated reading strategies for the TOEFL • Reading: reviewing inferences • Listening: understanding inferences, drawing conclusions, inferring reasons • Speaking (integrated skill): Take a position and defend it • Speaking: Sustain speech at an even pace (1-2 minute) • Writing: Paraphrase and cite information from sources accurately • Writing: write and revise summaries of listening passages • Grammar difficulties/ Analyzing problem areas • Suggested review: <ul style="list-style-type: none"> • Adjectives and nouns • Modal-like verbs • Prepositions and prepositional phrases • CD/online practice
10	<ul style="list-style-type: none"> • Listening: identifying attitudes • Speaking (integrated skill): Make a recommendation and justify it • Speaking: idiomatic expressions • Speaking: Sustain speech at an even pace (1-2 minute) • Speaking: making a concluding statement • Writing: Summarize major points and important details from sources. • Writing: paraphrase main ideas in reading passages • Reading: understanding summaries • Grammar difficulties/ Analyzing problem areas • Suggested review: <ul style="list-style-type: none"> • Main and subordinate clause markers • Phrase and subordinate clauses • Appositives and the noun structures they rename • CD/online practice <p>Exam</p>

10	<ul style="list-style-type: none"> • Listening: identifying the speaker’s attitude • Speaking: Sustain speech at an even pace (1-2 minute) • Speaking: stress, intonation, and pauses to convey meaning effectively • Speaking: analyzing and scoring responses. • Writing: linking ideas from reading and listening passages • Reading: identifying summary ideas • Grammar difficulties/ Analyzing problem areas • Suggested review: <ul style="list-style-type: none"> • -ing and –ed adjectives • -ing and –ed modifying phrases • Gerunds and infinitives • Equative, comparative and superlative degree • CD/online practice
10	<ul style="list-style-type: none"> • Listening: identifying the speaker’s meaning • Speaking: Sustain speech at an even pace (1-2 minute) • Writing: Use effective connecting/linking (transitional) devices to help the reader understand the flow of ideas. • Reading: organizing information into charts • Grammar difficulties/ Analyzing problem areas • Suggested review: <ul style="list-style-type: none"> • Word form and function • Word form after verbs • Person nouns and activity nouns • Words that do not exist in English • Standard word order • CD/online practice
10	<ul style="list-style-type: none"> • Speaking: Sustain speech at an even pace (1-2 minute) • Writing: analyze and score responses • Grammar difficulties/ Analyzing problem areas • Suggested review: <ul style="list-style-type: none"> • Word order in subordinate clauses • Inverted subject-verb word order with special expressions and in conditional sentences • Parallel structure in comparison • Paired expressions • Confusing words and expressions • 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*. (2nd Ed.). Longman. New York. 1952.

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 <input checked="" type="checkbox"/>	Exámenes parciales	sí <input checked="" type="checkbox"/>
Exposición audiovisual	sí <input checked="" type="checkbox"/>	Exámenes finales	sí <input checked="" type="checkbox"/>
Ejercicios dentro del aula	sí <input checked="" type="checkbox"/>	Trabajos y tareas fuera del aula	sí <input checked="" type="checkbox"/>
Ejercicios fuera del aula	sí <input checked="" type="checkbox"/>	Participación en clase	sí <input checked="" type="checkbox"/>
Seminario	no <input checked="" type="checkbox"/>	Asistencia a prácticas	no <input checked="" type="checkbox"/>
Lecturas obligatorias	no <input checked="" type="checkbox"/>	Informe de investigación	no <input checked="" type="checkbox"/>
Trabajos de investigación	no <input checked="" type="checkbox"/>	Otros:	
Prácticas de campo	no <input checked="" type="checkbox"/>		
Otros:			Para obtener la Constancia que acredita estar preparado para presentar el TOEFL, el alumno deberá haber obtenido un promedio de mínimo 500 puntos en los exámenes aplicados durante los dos semestres del curso.

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).