



**Colegio Las Cumbres**  
**Senior 1**  
**Language Syllabus**  
**2009**

**Teacher:** Mónica Alejandra Leonetti

**Unit 1:**

**Grammar:** *Simple present vs. Present continuous: contrast (revision & extension);*  
Future tenses: “will” (revision); “going to” (revision);  
*Present continuous & simple + future time.*  
*Future continuous & perfect.*

*Word formation: nouns & adjectives*

**Vocabulary:** *Places to visit or live in: sophisticated; lively; cosmopolitan; peaceful;*  
*overpriced; (un)comfortable; elegant; spacious; luxurious; modern;*

*Environment: threats, effects and solutions: to threaten; to litter; to inhabit;*  
*to prevent; to ban; to pour/ dump; to release; to recycle; extinct; deforested;*  
*endangered; emissions; waste; spills.*

**Writing:** *General guideline for writing: types of composition, rubrics, brainstorming,*  
*layout, style; correction code.*

**Unit 2:**

**Grammar:** *Present Perfect Simple: with since/ for/ just/ already/yet (revision);*  
*Contrast with past simple*

*Present perfect continuous: presentation;*  
*Contrast with Present perfect simple;*

*So and such;*

*Question tags.*

**Vocabulary:** *Relationships: classmates; close friend; acquaintance; flat mate;*  
*boy/girlfriend; neighbour; partner;*  
*phrasal verbs/ collocations: to get on with; go out with;*  
*fall out with; fall in love with; split up with; make it up*  
*with; lose a friend.*

*Personality: excited, depressed, amazed, frustrated, worried, cheerful,*  
*confused, upset, hopeful, nervous, annoyed.*

*Verbs & nouns of “using”: to waste; to spend; to use; to use; to save;*

*Adjectives describing feelings & emotions;*

*Water sports & hobbies.*

**Writing:** *Informal letters*

**Unit 3**

**Grammar:** *Narrative tenses: simple past vs. past continuous (revision);*  
*past perfect simple and continuous;*  
*all past forms (integration);*

*Word formation: making adjectives;*

*Like vs. as.*

**Vocabulary:** *Love relationships stages;*

*Ways of looking and walking: to wander, to creep, to limp, to stroll, to trip,*  
*to slip;*  
*to stare, to peep, to peer, to gaze, to blink,*  
*to wink, to glance, to glimpse;*

**Writing:** *Narratives: Story writing;*

*Genre integration : Informal letter and past events narration.*

**Unit 4**

**Grammar:** *Adverbial clauses of time, contrast, addition, purpose, reason, consequence;*

*Modals – both present and past forms:*

- ability/ achievement: *can, could, be able to, manage, succeed in;*

- advice: *should / ought to*;
- obligation and prohibition: *must, (not)have to, mustn't, had to, needn't+.infinitive, (not) need to + infinitive; needn't+have+p.part.;*
- deduction: *must/ may/ might/ can't;*  
*Used to/ get used to/ be used to (+verb);*

Vocabulary: *Festivals and celebrations;*

Writing: *Time connectors (extension);*

*Genre integration: informal letter and narrative*

**Extensive reading:** *Short stories:*

- *The hands that feed me;*
- *Ex-Poser*

*Novels (lending library- four different texts)*

**General Objectives:**

- to consolidate and extend the language acquired;
- to give students independence of work,
- to raise students' awareness of the importance of English as an international language;
- to help students to boost their confidence in language use,
- to develop the four language skills.

**Attitudinal contents:**

Students will be expected to:

- work cooperatively;
- respect the opinion of others
- respect the speaking time of others
- understand the importance of the language as a means of communication;
- commit themselves to work regularly.

**Assessment:**

- Writing tasks will be marked;
- Language quizzes will be given regularly to assess structures and vocabulary;
- Unit tests integrating lexical and grammatical contents will be given after every unit;
- Oral assessment will be based on discussions of different topics appearing in the textbook, discussions of short stories read in class and books borrowed from the lending library, speeches assigned, picture description;
- Active participation in class will be taken into account.

**Bibliography :**

- *Going for Gold Upper Intermediate Coursebook*, by Richard Acklam & Araminta Crace, Longman, 2003;
- *Grammarway 3*, by Jenny Dooley & Virginia Evans, Express Publishing, 2000;
- *Enterprise 4*, by V. Evans, Express Publishing, 2006;
- *Photocopied material provided by the teacher.*