



Basic English Course I

MAIN GOALS (Adapted from the Common European Framework Level A1)

At the end of English I, I should be competent enough to:

- understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type: Knowing the time; understanding where to go; getting items, etc.
- introduce myself and others and ask and answer questions about personal details such as where I live, people I know, and things I have.
- give information regarding my life and surroundings: people, places, and activities I know.

SPECIFIC OBJECTIVES:

After 40 hours of the course, I should be able to:

LISTENING COMPREHENSION

- understand general and specific information for communicative purposes (e.g. complete a schedule with activities; write down phone numbers, etc.).
- understand general and specific information in everyday conversations and/or academic discourse.
- understand simple descriptions of someone's life, routine, and habits.
- identify social expressions in formal and informal conversations: such as greetings, farewells, asking for favors, etc.
- recognize familiar words and phrases concerning myself, my family, and immediate concrete contexts when people speak slowly and clearly.
- understand and follow teacher and recorded instructions (*Read only the first part, etc.*).
- learn and use listening comprehension strategies explicitly.

PRONUNCIATION

- spell known vocabulary items in communicative encounters (e.g. an interview).
- pronounce the following sounds in third person singular of the present tense: /vz/, /ɪz/, /z/, /sɪz/, /s/.
- identify and produce the consonant and vowel sounds /v/, /θ/, /tʃ/, /i:/, /ʊ/, /æ/, /ɪ/, /ɪə/, /eɪ/, /ʊə/, separately and in context.
- recognize rules of intonation and stress for Yes-No and Wh- questions in isolation and context.
- pronounce correctly: positive, negative, and interrogative forms of verbs in present simple.

ORAL PRODUCTION

- interact with classmates and teacher, talking about topics that are familiar and/or academic.
- ask and answer simple questions in areas of immediate need or on very familiar topics (For example: the classroom, on the street, in a restaurant, at home and topics such as studies, hobbies, etc.).
- use simple phrases and sentences to describe where I live, people I know, my likes and dislikes, things I have, routines, and hobbies I have.
- use formal and informal expressions to communicate with others, depending on their social status.
- use strategies to interact successfully in conversations (e.g. checking clarification; asking for repetition; reformulating: *OK, this is what I mean.*

READING COMPREHENSION

- read and understand texts for communicative purposes; for example decide which University course is more suitable for a student's needs.
- use reading strategies to understand general and specific information in authentic texts.
- read and understand authentic materials such as restaurant menus, informal letters, schedules, announcements, tables, maps, e-mails, etc.
- read and understand familiar words, names, and simple sentences, for example on notices, posters, postcards, catalogs, etc.
- understand how written texts are formed: organization, punctuation, grammatical structures, and level of formality.

WRITTEN PRODUCTION

- write texts for communicative purposes (e.g. describe a house for sale, write an email for a scholarship, etc).
- write simple isolated phrases and sentences and then join them (with words such as *and*, *but*, and *so*) to create paragraphs with the contents of the course.
- write texts by brainstorming, drafting, using models, reviewing and rewriting.
- use the grammar and vocabulary of the course in my written texts.
- develop basic punctuation and spelling rules: capitals, commas and periods.

USE OF ENGLISH

(Grammar content as described in units 1 to 5 of course book)

- learn and explicitly use strategies for grammar and vocabulary; for example: observation, analysis and conclusion; context, opposites, descriptions, illustrations, dictionaries, etc.
- use the correct form of verb tenses: Simple Present in the context of the four skills.
- identify and use positive, negative, and interrogative forms of grammar in this course including Wh- words.

LANGUAGE FUNCTIONS (Written and spoken levels whenever applicable)

- Introducing myself and others.
- Greeting in formal and informal ways.
- Expressing likes and dislikes.
- Expressing daily routines and habits.
- Ordering a meal.
- Asking for and giving the time.
- Expressing existence or nonexistence.
- Asking for directions.

CONTENTS AND RESOURCES

- Units 1 to 5 of the course book, *New Headway Elementary*.
- CD with corresponding exercises. CDs are available at the ILEX office.
- DVDs and videos from the ILEX collection. (Teachers' use)
- Software *Tell me More*.
- Other material from the Internet and the *Roa Martinez* library; or materials designed by teachers.

METHODOLOGY

This course is designed with a communicative focus as I will be involved in activities that will bring the use of English for real-life situations into the classroom. I will exchange information concerning my life, career, etc. through tasks that I will perform in class so as to create an atmosphere of English.

PRINCIPLES OF TEACHING AND LEARNING

- Communicative competence is the core of language teaching and learning.
- Language is structure, function and interaction; lessons should revolve around this main idea.
- English is used for communicative real-life purposes.
- The focus of the English language lesson is on meaning and on form.
- Integration and development of the basic skills: Listening, Speaking, Reading, Writing, Use of English and Language Functions.
- Authentic content and tasks are used to learn and produce natural English.
- Students are active learners and use strategies for learning language.
- Interaction with others in English is fundamental for learning.
- Students will self-assess their learning process, and teachers will reflect upon their teaching.

EVALUATION

Skills Development 60%

12%: Reading

12%: Listening

12%: Writing

12%: Speaking

12%: Use of English

Final Evaluation 40% (100 points)

20 points: Listening

20 points: Speaking

20 points: Reading

20 points: Writing

20 points: Use of English

BIBLIOGRAPHY

Textbook: Soars, Liz and John (2004). *Elementary New Headway Student's book*

Monolingual dictionary

Documents from the Internet

Other bibliography from the *Jorge Roa Martinez* Library

SELF-EVALUATION INSTRUMENT FOR COMPETENCES

Dear student, this format is to help **you** identify your strengths and aspects to improve in learning English. Evaluate your performance in the objectives for English one. Once you finish, with your teacher, think of ideas to improve the areas that need attention. Use these descriptors for your self-evaluation:

- A. I can't really do this.
- B. I can do it with some difficulty.
- C. I can do this very well.

LISTENING COMPREHENSION

- Can I understand general and specific information for communicative purposes (e.g. complete a schedule with activities; write down phone numbers, etc.)? A__ B__ C__
- Can I understand general and specific information in everyday conversations and/or academic discourse? A__ B__ C__
- Can I understand simple descriptions of someone's life, routine, and habits? A__ B__ C__
- Can I identify social expressions in formal and informal conversations: such as greetings, farewells, asking for favors, etc? A__ B__ C__
- Can I recognize familiar words and phrases concerning myself, my family, and immediate concrete contexts when people speak slowly and clearly? A__ B__ C__
- Can I understand and follow instructions (*Read only the first part, etc.*)? A__ B__ C__
- Can I use listening comprehension strategies explicitly? A__ B__ C__

PRONUNCIATION

- Can I spell known vocabulary items in communicative encounters (e.g. an interview)? A__ B__ C__
- Can I pronounce the following sounds in third person singular of the present tense: [vz], [ɪz], [z], [sɪz], [s]? A__ B__ C__
- Can I identify and produce the consonant and vowel sounds [v], [θ], [tʃ], [i:], [ʊ], [æ], [ɪ], [ɪə], [eɪ], [ʊə], separately and in context? A__ B__ C__
- Can I recognize rules of intonation and stress for Yes-No and Wh- questions in isolation and context? A__ B__ C__
- Can I pronounce correctly: positive, negative, and interrogative forms of verbs in present simple? A__ B__ C__

ORAL PRODUCTION

- Can I interact with classmates and teacher, talking about topics that are familiar and/or academic? A__ B__ C__
- Can I ask and answer simple questions in areas of immediate need or on very familiar topics (For example: the classroom, on the street, in a restaurant, at home and topics such as studies, hobbies, etc.)? A__ B__ C__
- Can I use simple phrases and sentences to describe where I live, people I know, my likes and dislikes, things I have, routines, and hobbies I have? A__ B__ C__
- Can I use formal and informal expressions to communicate with others, depending on their social status? A__ B__ C__

- Can I use strategies to interact successfully in conversations (e.g. checking clarification; asking for repetition; reformulating: *OK, this is what I mean?* A__ B__ C__

READING COMPREHENSION

- Can I read and understand texts for communicative purposes; for example decide: which University course is more suitable for a student's needs? A__ B__ C__
- Can I use reading strategies to understand general and specific information in authentic texts? A__ B__ C__
- Can I read and understand authentic materials such as restaurant menus, informal letters, schedules, announcements, tables, maps, e-mails, etc? A__ B__ C__
- Can I read and understand familiar words, names, and simple sentences, for example on notices, posters, postcards, catalogs, etc? A__ B__ C__
- Can I understand how written texts are formed: organization, punctuation, grammatical structures, and level of formality? A__ B__ C__

WRITTEN PRODUCTION

- Can I write texts for communicative purposes (e.g. describe a house for sale, write an email for a scholarship, etc)? A__ B__ C__
- Can I write simple isolated phrases and sentences and then join them (with words such as *and*, *but*, and *so*) to create paragraphs with the contents of the course? A__ B__ C__
- Can I write texts by brainstorming, drafting, using models, and reviewing and rewriting? A__ B__ C__
- Can I use the grammar and vocabulary of the course in my written texts? A__ B__ C__
- Can I use basic punctuation and spelling rules: capitals, commas and periods? A__ B__ C__

USE OF ENGLISH

- Can I explicitly use strategies for grammar and vocabulary; for example: observation, analysis and conclusion; context, opposites, descriptions, illustrations, dictionaries, etc? A__ B__ C__
- Can I use the correct form of verb tenses: Simple Present in the context of the four skills? A__ B__ C__
- Can I identify and use positive, negative, and interrogative forms of grammar in this course including Wh- words? A__ B__ C__

LANGUAGE FUNCTIONS

- Can I introduce myself and others? A__ B__ C__
- Can I greet in formal and informal ways? A__ B__ C__
- Can I express likes and dislikes? A__ B__ C__
- Can I express daily routines and habits? A__ B__ C__
- Can I order a meal? A__ B__ C__
- Can I ask for and give the time? A__ B__ C__
- Can I express existence or nonexistence? A__ B__ C__
- Can I ask for and give directions? A__ B__ C__