



Basic English Course II

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

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

- understand sentences and expressions of frequent use that involve personal and familiar information, capacities, comparisons, shopping, and routines.
- exchange information on aspects that are familiar to my context.
- describe the needs of my immediate context: things I would like, routines, descriptions, past events, etc.

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. decide which would be a more appropriate hotel, restaurant, movie, event, etc).
- understand phrases and expressions related to areas of most immediate priority (e.g. personal and family information, shopping, people's capacities, descriptions, events in past).
- understand general and specific information in everyday conversations and/or academic discourse.
- understand descriptions of people and places.
- identify social expressions in formal and informal conversations: such as ways of congratulating, or complimenting, etc.
- learn and use listening comprehension strategies explicitly: *Activating prior knowledge*.

PRONUNCIATION

- identify and produce the ED endings of regular verbs as described in these phonemes [kt], [ɪd], [vd], [ft], [tft]; as well as the sounds [ɜ:], [ɔ], [əʊ], [dʒ].
- pronounce correctly the past tense forms of regular verbs as well as adjectives in comparative and superlative forms.
- use a correct intonation when answering short questions and when asking Wh and Yes/No questions.
- spell words in communicative encounters (e.g. giving information about proper names or acronyms, giving flight information, etc).

ORAL PRODUCTION

- interact with classmates and teacher about people, living or working conditions, capacities, daily routines (in present or past), likes/dislikes, aspects of my university program, etc.
- describe events and my or others' personal experiences, in classroom discussions or conversations.
- use common expressions used in daily communication for excusing myself, inquiring by telephone, giving dates, requesting politely, etc.
- participate in spontaneous dialogues in English based on personal and/or academic topics I am familiar with.

READING COMPREHENSION

- understand authentic texts on ads, street signs, menus, flight information boards, etc.
- read and understand texts to increase my knowledge of the world.
- use reading comprehension strategies explicitly when I am reading texts: *Parts of speech*.
- understand texts containing high-frequency vocabulary, including a proportion of shared international vocabulary items.
- understand the structure of texts: organization, chronological events, punctuation, grammatical structures, and levels of formality.

WRITTEN PRODUCTION

- write texts for communicative purposes; for example, describing university experiences and academic skills for a scholarship or job application.
- write texts by brainstorming, drafting, using models, reviewing and rewriting.
- write short texts for immediate needs: thank-you notes, reminders, facebook messages or tweets, etc.
- use the grammatical structures and vocabulary from English II in my texts.
- use punctuation rules in my texts: capitals, commas, periods, question and exclamation marks, etc.

USE OF ENGLISH

(Grammar content as described in units 6 to 10 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 grammatical structures of this level in speaking and writing (can, past of to be, simple past, count and uncount nouns, some and any, and comparative and superlative forms of adjectives).
- formulate Yes-No and Wh- questions with the grammar in English II.

LANGUAGE FUNCTIONS (Written and spoken levels whenever applicable)

- Expressing ability or lack of it.
- Asking for and giving information on the phone.
- Congratulating or complimenting someone on something.
- (Re)telling past actions.
- Asking for a favour – Requesting politely.
- Describing and comparing.
- Expressing likes, dislikes, and wants.
- Purchasing goods.

CONTENTS AND MATERIALS

- Units 6 to 10 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.

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%

15%: Reading

15%: Listening

15%: Writing

15%: Speaking

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. decide which would be a more appropriate hotel, restaurant, movie, event, etc)? A__ B__ C__
- Can I understand phrases and expressions related to areas of most immediate priority (e.g. personal and family information, shopping, people's capacities, descriptions, events in past)? A__ B__ C__
- Can I understand general and specific information in everyday conversations and/or academic discourse? A__ B__ C__
- Can I understand descriptions of people and places? A__ B__ C__
- Can I identify social expressions in formal and informal conversations: such as ways of congratulating, or complimenting, etc? A__ B__ C__
- Can I use listening comprehension strategies explicitly? A__ B__ C__

PRONUNCIATION

- Can I identify and produce the ED endings of regular verbs as described in these phonemes [kt], [ɪd], [vd], [ft], [tft]; as well as the sounds [ɜ:], [ɔɪ], [əʊ], [dʒ]? A__ B__ C__
- Can I pronounce correctly the past tense forms of regular verbs as well as adjectives in comparative and superlative forms? A__ B__ C__
- Can I use a correct intonation when answering short questions and when asking Wh and Yes/No questions? A__ B__ C__
- Can I spell words in communicative encounters (e.g. giving information about proper names or acronyms, giving flight information, etc)? A__ B__ C__

ORAL PRODUCTION

- Can I interact with classmates and teacher about people, living or working conditions, capacities, daily routines (in present or past), likes/dislikes, aspects of my university program, etc? A__ B__ C__
- Can I describe events and my or others' personal experiences, in classroom discussions or conversations? A__ B__ C__
- Can I use common expressions used in daily communication for excusing myself, inquiring by telephone, giving dates, requesting politely, etc? A__ B__ C__
- Can I participate in spontaneous dialogues in English based on personal and/or academic topics I am familiar with? A__ B__ C__

READING COMPREHENSION

- Can I understand authentic some texts on ads, street signs, menus, flight information boards, etc? A__ B__ C__
- Can I read and understand texts to increase my knowledge of the world? A__ B__ C__
- Can I use reading comprehension strategies explicitly when I am reading texts? A__ B__ C__
- Can I understand texts containing high-frequency vocabulary, including a proportion of shared international vocabulary items? A__ B__ C__
- Can I understand the structure of texts: organization, chronological events, punctuation, grammatical structures, and levels of formality? A__ B__ C__

WRITTEN PRODUCTION

- Can I write texts for communicative purposes; for example, describing university experiences and academic skills for a scholarship or job application? A__ B__ C__
- Can I write texts by brainstorming, drafting, using models, reviewing and rewriting? A__ B__ C__
- Can I write short texts for immediate needs: thank-you notes, reminders, facebook messages or tweets, etc? A__ B__ C__
- Can I use the grammatical structures and vocabulary from English II in my texts? A__ B__ C__
- Can I use punctuation rules in my texts: capitals, commas, periods, question and exclamation marks, etc? 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 grammatical structures of this level in speaking and writing (can, past of to be, simple past, count and uncount nouns, some and any, and comparative and superlative forms of adjectives)? A__ B__ C__
- Can I formulate Yes-No and Wh- questions with the grammar in English II? A__ B__ C__

LANGUAGE FUNCTIONS (Written and spoken levels whenever applicable)

- Can I express ability or lack of it? A__ B__ C__
- Can I ask for and give information on the phone? A__ B__ C__
- Can I congratulate or compliment someone on something? A__ B__ C__
- Can I (re)tell past actions?
- Can I ask for a favour or request politely? A__ B__ C__
- Can I describe and compare? A__ B__ C__
- Can I express likes, dislikes, and wants? A__ B__ C__
- Can I purchase goods? A__ B__ C__