



# Intermediate English Course VII

## MAIN GOALS (Adapted from the Common European Framework Level B1)

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

- understand the general and specific points of clear standard input on general situations.
- deal with situations probable to happen in an area where English is spoken.
- produce connected text (written and oral) on topics which are familiar and of general interest.

### SPECIFIC OBJECTIVES:

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

#### LISTENING COMPREHENSION

- understand straightforward factual information about common everyday or job related topics, in general messages and specific details.
- understand general and specific information from authentic materials such as: short speeches or lectures, documentaries, reports, etc.
- identify social expressions in formal and informal conversations about: exchange of information, quantities, opinions, stories and anecdotes, favours, advice, obligation and permission.
- learn and use listening comprehension strategies explicitly.

#### PRONUNCIATION

- identify and produce vowel, consonant, and diphthong sounds of this level: /kt/, /ɪd/, /vd/, /jt/, /tft/, /ft/, /kst/, /i:/, /ɪ/, /ɪə/, /ʊə/, /ɜ:/, separately and in context.
- pronounce correctly regular and irregular verbs in past simple and participle.
- intonate Yes-No and Wh- questions correctly.
- intonate sentences correctly so as to show annoyance, happiness, discomfort, etc.
- pronounce correctly modal verbs and their negations: shouldn't, mustn't.

#### ORAL PRODUCTION

- use spoken language to interact with others: classmates, teacher, and native speakers.
- participate actively in conversations using strategies to keep interaction going: taking and giving floor, nodding, asking comprehension questions, etc.
- use formal and informal expressions appropriately depending on context: during an academic discussion, a chat with friends or classmates, while exchanging commercial transactions, etc.
- describe something interesting for me about my academic life, giving detailed information.

#### READING COMPREHENSION

- read and understand general and specific information of different authentic text types (informative, historical and cultural), including texts about my career or profession.
- read and understand information that is encountered in social texts: advertisements, product instructions, shops, etc.
- understand the structure of texts: organization, chronological events, punctuation, grammatical structures, and levels of formality.
- learn and use reading comprehension strategies explicitly.

## WRITTEN PRODUCTION

- write texts with communicative purposes: writing a resume, emailing my professional profile for a job application, etc.
- write texts by brainstorming, drafting, using models, reviewing and rewriting.
- write structured texts with a basic clear organization: opening, body, and closing.
- use punctuation marks correctly: capitals, periods, commas, semicolons, parentheses, question and exclamation marks.
- write sentences and paragraphs with connectors and sequence words and phrases such as **but, nonetheless-nevertheless, while, during, for, therefore, because, First of all, to begin with, then, After that, In addition, Finally, To sum up**, etc.

## USE OF ENGLISH

(Grammar content as described in units 1 to 4 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 (present and past tenses, modal verbs have, can, should and must).
- formulate Yes-No and Wh- questions with the grammar in English VII.

## LANGUAGE FUNCTIONS (Written and spoken levels whenever applicable)

- Asking for and giving information.
- Expressing quantities.
- Giving opinions.
- Telling stories and anecdotes.
- Expressing advice, obligation, and permission.

## CONTENTS AND RESOURCES

- Units 1 to 4 of the course book, *New Headway Intermediate*.
- **Writing tasks** on workbook units 1 to 4 (essential).
- CD with corresponding exercises. I can buy the CD from 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 (2003). *New Headway Intermediate*: The third edition. Student's book.

Monolingual dictionary

Documents from the Internet

Other bibliography from the *Jorge Roa Martinez* Library (essential).

## 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 Seven*. 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 straightforward factual information about common everyday or job related topics, in general messages and specific details? A\_\_ B\_\_ C\_\_
- Can I understand general and specific information from authentic materials such as: short speeches or lectures, documentaries, reports, etc.? A\_\_ B\_\_ C\_\_
- Can I identify social expressions in formal and informal conversations about: exchange of information, quantities, opinions, stories and anecdotes, favours, advice, obligation and permission? A\_\_ B\_\_ C\_\_
- Can I use listening comprehension strategies explicitly? A\_\_ B\_\_ C\_\_

### PRONUNCIATION

- Can I identify and produce vowel, consonant, and diphthong sounds of this level: [kt], [ɪd], [vd], [ft], [tft], [ft], [kst], [i:], [ɪ], [ɪə], [ʊə], [ʒ], separately and in context? A\_\_ B\_\_ C\_\_
- Can I pronounce correctly regular and irregular verbs in past simple and participle? A\_\_ B\_\_ C\_\_
- Can I intonate Yes-No and Wh- questions correctly? A\_\_ B\_\_ C\_\_
- Can I intonate sentences correctly so as to show annoyance, happiness, discomfort, etc.? A\_\_ B\_\_ C\_\_
- Can I pronounce correctly modal verbs and their negations: shouldn't, mustn't? A\_\_ B\_\_ C\_\_

### ORAL PRODUCTION

- Can I use spoken language to interact with others: classmates, teacher, and native speakers? A\_\_ B\_\_ C\_\_
- Can I participate actively in conversations using strategies to keep interaction going: taking and giving floor, nodding, asking comprehension questions, etc.? A\_\_ B\_\_ C\_\_
- Can I use formal and informal expressions appropriately depending on context: during an academic discussion, a chat with friends or classmates, while exchanging commercial transactions, etc.? A\_\_ B\_\_ C\_\_
- Can I describe something interesting for me about my academic life, giving detailed information? A\_\_ B\_\_ C\_\_

### READING COMPREHENSION

- Can I read and understand general and specific information of different authentic text types (informative, historical and cultural), including texts about my career or profession? A\_\_ B\_\_ C\_\_

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- Can I understand the structure of texts: organization, chronological events, punctuation, grammatical structures, and levels of formality? A\_\_ B\_\_ C\_\_
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- Can I write texts with communicative purposes: writing a resume, emailing my professional profile for a job application, etc. ? A\_\_ B\_\_ C\_\_
- Can I write texts by brainstorming, drafting, using models, reviewing and rewriting? A\_\_ B\_\_ C\_\_
- Can I write structured texts with a basic clear organization: opening, body, and closing? A\_\_ B\_\_ C\_\_
- Can I use punctuation marks correctly: capitals, periods, commas, semicolons, parentheses, question and exclamation marks? A\_\_ B\_\_ C\_\_
- Can I write sentences and paragraphs with connectors and sequence words and phrases such as **but, nonetheless-nevertheless, while, during, for, therefore, because, First of all, to begin with, then, After that, In addition, Finally, To sum up**, 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 (present and past tenses, modal verbs have, can, should and must)? A\_\_ B\_\_ C\_\_
- Can I formulate Yes-No and Wh- questions with the grammar in English VII? A\_\_ B\_\_ C\_\_

#### LANGUAGE FUNCTIONS (Written and spoken levels whenever applicable)

- Can I ask for and give information? A\_\_ B\_\_ C\_\_
- Can I express quantities? A\_\_ B\_\_ C\_\_
- Can I give opinions? A\_\_ B\_\_ C\_\_
- Can I tell stories and anecdotes? A\_\_ B\_\_ C\_\_
- Can I express advice, obligation, and permission? A\_\_ B\_\_ C\_\_