Basic English

Course III

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

At the end of English III, I should be competent enough to:
- understand sentences and expressions of frequent use that involve personal and familiar information, current actions, possessions, future plans, mood descriptions, and experiences.
- exchange information communicatively on aspects that are familiar to my context, my career and my classmates' careers.
- describe the needs of my immediate context: things I and others are doing, my and others' possessions, future plans, personality descriptions and life experiences.

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 travel destination, type of clothing, or book is best for someone).
- understand general and specific information about different informative topics provided speech is clearly and slowly articulated.
- identify social expressions in formal and informal conversations: giving and receiving instructions, going shopping, making suggestions, and using public transportation.
- understand the order of simple everyday conversations.
- learn and use listening comprehension strategies explicitly.

PRONUNCIATION
- identify and produce the ED endings of irregular verbs as described in these phonemes /kt/, /ɪd/, /vd/, /ʃt/, /tʃt/.
- understand and produce vowel, consonant, and diphthong sounds used at this level /ɪŋ/, /ʊ/, /uː/, /ʌ/ /aɪ/, /aʊ/, /ð/, /j/, in isolation and in context.
- pronounce correctly adjectives such as interested-interesting, amazed/amazing, etc.
- spell words communicatively (e.g. spelling acronyms of organizations and/or informing the number of a flight to someone).

ORAL PRODUCTION
- interact with classmates and teacher, talking about plans, experiences, and general world issues.
- give detailed descriptions of events as a way to support a discussion.
- use formal and informal expressions appropriately depending on context: in the classroom, at a friend's home, in an academic event, etc.
- use common expressions used in daily communication for shopping, telling a life experience, asking for and giving information.

READING COMPREHENSION
- read and understand authentic texts: maps, signs, descriptions (of lectures, events, etc), ads, etc.
- read and understand texts (Internet and newspaper articles, reports, etc) to increase my knowledge of the world.
- understand texts of medium length containing high-frequency and technical vocabulary, including a proportion of shared international vocabulary items.

- 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 for communicative purposes: for example, an email asking for personal, academic, professional or commercial information.
- write formal/informal texts depending on situation and recipients.
- write texts by brainstorming, drafting, using models, reviewing and rewriting.
- write texts using these words: although, but, and, so, because, and therefore.
- use punctuation rules in my texts: capitals, commas, periods, semicolons, question and exclamation marks, etc.

USE OF ENGLISH
(Grammar content as described in units 11 to 14 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 (questions, present continuous, going to, and present perfect).
- formulate Yes-No and Wh- questions with the grammar in English III.

LANGUAGE FUNCTIONS (Written and spoken levels whenever applicable)
- Expressing continuous and near future actions.
- Shopping for clothes.
- Planning future actions.
- Asking for and giving information.
- Telling a story / an anecdote.
- Telling life experiences or lack thereof.

CONTENTS AND RESOURCES
- Units 11 to 14 of the course book, *New Headway Elementary*.
- **Writing tasks** on workbook units 11 to 14 (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 (2000). *Elementary* New Headway 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 Three*. 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 travel destination, type of clothing, or book is best for someone)? A__ B__ C__
- Can I understand general and specific information about different informative topics provided speech is clearly and slowly articulated? A__ B__ C__
- Can I identify social expressions in formal and informal conversations: giving and receiving instructions, going shopping, making suggestions, and using public transportation? A__ B__ C__
- Can I understand the order of simple everyday conversations? A__ B__ C__
- Can I learn use listening comprehension strategies explicitly? A__ B__ C__

PRONUNCIATION
- Can I identify and produce the ED endings of irregular verbs as described in these phonemes [kt], [ɪd], [vd], [ʃt], [tʃt]? A__ B__ C__
- Can I understand and produce vowel, consonant, and diphthong sounds used at this level [ɪŋ], [ʊ], [uː], [ʌ] [aɪ], [aʊ], [ð], [j], in isolation and in context? A__ B__ C__
- Can I pronounce correctly adjectives such as interested-interesting, amazed/amazing, etc? A__ B__ C__
- Can I spell words communicatively (e.g. spelling acronyms of organizations and/or informing the number of a flight to someone)? A__ B__ C__

ORAL PRODUCTION
- Can I interact with classmates and teacher, talking about plans, experiences, and general world issues? A__ B__ C__
- Can I give detailed descriptions of events as a way to support a discussion? A__ B__ C__
- Can I use formal and informal expressions appropriately depending on context: in the classroom, at a friend's home, in an academic event, etc.? A__ B__ C__
- Can I use common expressions used in daily communication for shopping, telling a life experience, asking for and giving information? A__ B__ C__

READING COMPREHENSION
- Can I read and understand authentic texts: maps, signs, descriptions (of lectures, events, etc), ads, etc.? A__ B__ C__
- Can I read and understand texts (Internet and newspaper articles, reports, etc) to increase my knowledge of the world? A__ B__ C__

- Can I understand texts of medium length containing high-frequency and technical 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__
- Can I use reading comprehension strategies explicitly? A__ B__ C__

WRITTEN PRODUCTION
- Can I write texts for communicative purposes: for example, an email asking for personal, academic, professional or commercial information? A__ B__ C__
- Can I write formal/informal texts depending on situation and recipients? A__ B__ C__
- Can I write texts by brainstorming, drafting, using models, reviewing and rewriting? A__ B__ C__
- Can I write texts using these words: although, but, and, so, because, and therefore? A__ B__ C__
- Can I use punctuation rules in my texts: capitals, commas, periods, semicolons, 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 (questions, present continuous, going to, and present perfect)? A__ B__ C__
- Can I formulate Yes-No and Wh- questions with the grammar in English III? A__ B__ C__

LANGUAGE FUNCTIONS (Written and spoken levels whenever applicable)
- Can I express continuous and near future actions? A__ B__ C__
- Can I shop for clothes? A__ B__ C__
- Can I plan future actions? A__ B__ C__
- Can I ask for and giving information? A__ B__ C__
- Can I tell a story / an anecdote? A__ B__ C__
- Can I tell life experiences or lack thereof? A__ B__ C__