



Basic English Course IV

MAIN GOALS (Adapted from the Common European Framework Level A2)

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

- understand sentences and frequently used expressions related to areas of immediate relevance.
- communicate in simple and routine tasks requiring a direct exchange of information on familiar and routine matters.
- describe aspects of my background, immediate environment and matters in areas of immediate need.

SPECIFIC OBJECTIVES:

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

LISTENING COMPREHENSION

- understand general and specific information for communicative needs (e.g. writing down a price, a time, a place, information from a lecture, etc.) when speech is clearly and slowly articulated.
- understand general and/or specific information from authentic English in: news reports, situation comedies, documentaries, talks, etc.
- identify social expressions in formal and informal conversations: exchanging information, telling experiences, describing, expressing feelings, etc.
- understand general and specific information from informative texts as well as everyday conversations of people talking in English.
- learn and use listening comprehension strategies explicitly.

PRONUNCIATION

- produce the following -ed sounds for regular verbs and adjectives: /kt/, /ɪd/, /vd/, /t/, /tft/, /ft/, /kst/.
- understand and produce vowel, consonant, and diphthong sounds used at this level /e/, /ə/, /ɑ:/, /ɒ/, /æ/, /ɪ/, /iə/, /eɪ/, /ʊə/ in isolation and in context.
- intonate statements correctly: yes-no questions and statements, wh- questions, negations, and emphases.
- spell words communicatively (one's or other's name, acronyms, subject codes, etc).

ORAL PRODUCTION

- interact with reasonable ease in situations and conversations on familiar, educational and general cultural topics.
- use conversational strategies to maintain oral interactions: taking the floor, nodding, using fillers, etc.
- use formal and informal expressions appropriately depending on context: in a lecture, in an informal talk, at a party, during an interview, etc.
- use common expressions used for exchanging information, expressing feelings, describing someone or something, planning, etc.

READING COMPREHENSION

- read and understand general and/or specific information in authentic materials such as newspapers and magazines written in English.

- read and understand different text types: narrations, reports, advertisements, etc.
- understand the structure of texts: organization (introduction, body and conclusion), chronological events, punctuation, grammatical structures, and levels of formality.
- learn and use reading comprehension strategies explicitly.

WRITTEN PRODUCTION

- write texts for communicative purposes: emails, invites, facebook messages, tweets, messages on internet forums, etc.
- write texts by brainstorming, drafting, using models, reviewing and rewriting.
- write structured texts with a basic clear organization: opening, body, and closing.
- recognize and use logical connectors and their synonyms: **but, however, while, during, for, therefore, because**, etc.
- use punctuation marks correctly: capitals, periods, commas, question and exclamation marks.

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 (questions, present tenses – simple and continuous, past tense –simple and continuous- and quantity –much/many, some/any, few/little/lots).
- formulate Yes-No and Wh- questions with the grammar in English IV.

LANGUAGE FUNCTIONS (Written and spoken levels whenever applicable)

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|---|---|
| • Asking for and giving general and detailed information. | • Shopping for food, clothes, etc. |
| • Describing things, people, situations, animals. | • Expressing feelings. |
| • Telling a story / an anecdote. | • Planning (a trip, studies, a party, etc). |
| | • Expressing existence or nonexistence. |

CONTENTS AND RESOURCES

- Units 1 to 4 of the course book, *New Headway Pre-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 (2000). *Pre-Intermediate* 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 Four*. 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 needs (e.g. writing down a price, a time, a place, information from a lecture, etc.) when speech is clearly and slowly articulated? A__ B__ C__
- Can I understand general and/or specific information from authentic English in: news reports, situation comedies, documentaries, talks, etc.? A__ B__ C__
- Can I identify social expressions in formal and informal conversations: exchanging information, telling experiences, describing, expressing feelings, etc.? A__ B__ C__
- Can I understand general and specific information from informative texts as well as everyday conversations of people talking in English? A__ B__ C__
- Can I use listening comprehension strategies explicitly? A__ B__ C__

PRONUNCIATION

- Can I produce the following -ed sounds for regular verbs and adjectives: /kt/, /ɪd/, /vd/, /ft/, /tft/, /ft/, /kst/? A__ B__ C__
- Can I understand and produce vowel, consonant, and diphthong sounds used at this level /e/, /ə/, /ɑ:/, /ɒ/, /æ/, /ɪ/, /ɪə/, /eɪ/, /ʊə/ in isolation and in context? A__ B__ C__
- Can I intonate statements correctly: yes-no questions and statements, wh- questions, negations, and emphases? A__ B__ C__
- Can I spell words communicatively (one's or other's name, acronyms, subject codes, etc.)? A__ B__ C__

ORAL PRODUCTION

- Can I interact with reasonable ease in situations and conversations on familiar, educational and general cultural topics? A__ B__ C__
- Can I use conversational strategies to maintain oral interactions: taking the floor, nodding, using fillers, etc.? A__ B__ C__
- Can I use formal and informal expressions appropriately depending on context: in a lecture, in an informal talk, at a party, during an interview, etc.? A__ B__ C__
- Can I use common expressions used for exchanging information, expressing feelings, describing someone or something, planning, etc.? A__ B__ C__

READING COMPREHENSION

- Can I read and understand general and/or specific information in authentic materials such as newspapers and magazines written in English? A__ B__ C__
- Can I read and understand different text types: narrations, reports, advertisements, etc.? A__ B__ C__
- Can I understand the structure of texts: organization (introduction, body and conclusion), 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: emails, invites, facebook messages, tweets, messages on internet forums, 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 logical connectors and their synonyms: **but, however, while, during, for, therefore, because**, etc.? A__ B__ C__
- Can I use punctuation marks correctly: capitals, periods, commas, semicolons, question and exclamation marks? 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 tenses –simple and continuous, past tense –simple and continuous- and quantity –much/many, some/any, few/little/lots? A__ B__ C__
- Can I formulate Yes-No and Wh- questions with the grammar in English IV? A__ B__ C__

LANGUAGE FUNCTIONS (Written and spoken levels whenever applicable)

- Can I ask for and give general and detailed information? A__ B__ C__
- Can I describe things, people, situations, animals? A__ B__ C__
- Can I tell a story / an anecdote? A__ B__ C__
- Can I shop for food, clothes, etc.? A__ B__ C__
- Can I express feelings? A__ B__ C__
- Can I plan (a trip, studies, a party, etc.)? A__ B__ C__
- Can I express existence or nonexistence? A__ B__ C__