



Basic English Course V

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

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

- understand the main points of clear standard input on familiar 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 general and specific information for communicative needs (e.g. choosing the best product for someone based on descriptions and likes, deciding which cinema to go to based on prices etc.) when speech is clearly and slowly articulated.
- listen to and understand the main points of clear standard speech on familiar matters encountered in work, school, leisure, etc.
- register in English general and specific information that I hear in authentic materials: documentaries, movie and series excerpts, etc.
- identify social expressions in formal and informal conversations about plans, ambitions and experience, descriptions, future events, obligation and recommendation.
- learn and use listening comprehension strategies explicitly.

PRONUNCIATION

- understand and produce vowel, consonant, and diphthong sounds used at this level /kt/, /ɪd/, /vd/, /ft/, /tft/, /ft/, /kst/, /d/, /z/, /r/, /æ/, /ɪ/, /ɪə/, /eɪ/, /ʊə/ in isolation and in context.
- pronounce adjectives ending in *-ed* or *-ing* correctly.
- 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 amazement, excitement, sympathy, etc.
- spell words communicatively (one's or other's name, acronyms, subject codes, seat numbers, etc.).

ORAL PRODUCTION

- interact with ease in structured and unstructured situations and conversations.
- formulate and respond to questions concerning personal, educational or professional matters.
- use conversational strategies to maintain oral interactions: taking the floor, nodding, using fillers, showing interest, etc.
- use formal and informal expressions appropriately depending on context: describing plans, ambitions and experiences; describing and contrasting; discussing future events, and expressing obligation and recommendation.

READING COMPREHENSION

- read and understand general and/or specific information in authentic materials such as: Internet, newspaper or magazine articles; internet forums, facebook pages, youtube comments, blogs, etc.

- read and understand different text types: informative articles, descriptions, narratives, 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 for communicative purposes: describing people to meet a profile, an email asking for information about a place, 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: **who, that, which where**.
- use punctuation marks correctly: capitals, periods, commas, semicolons, question and exclamation marks.

USE OF ENGLISH

(Grammar content as described in units 5 to 8 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 (verb patterns, future –going to, will and ing, comparatives and superlatives, present perfect, and modals –have to, must and should-).
- formulate Yes-No and Wh- questions with the grammar in English V.

LANGUAGE FUNCTIONS (Written and spoken levels whenever applicable)

- Describing plans and ambitions with detailed information and reasons.
- Describing and contrasting people, things and situations.
- Describing experiences and actions
- Discussing past and future events.
- Expressing obligation and recommendation

CONTENTS AND RESOURCES

- Units 5 to 8 of the course book, *New Headway Pre-Intermediate*.
- **Writing tasks** on workbook units 5 to 8 (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 Five*. 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. choosing the best product for someone based on descriptions and likes, deciding which cinema to go to based on prices etc.) when speech is clearly and slowly articulated? A__ B__ C__
- Can I listen to and understand the main points of clear standard speech on familiar matters encountered in work, school, leisure, etc.? A__ B__ C__
- Can I register in English general and specific information that I hear in authentic materials: documentaries, movie and series excerpts, etc.? A__ B__ C__
- Can I identify social expressions in formal and informal conversations about plans, ambitions and experience, descriptions, future events, obligation and recommendation? A__ B__ C__
- Can I use listening comprehension strategies explicitly? A__ B__ C__

PRONUNCIATION

- Can I understand and produce vowel, consonant, and diphthong sounds used at this level [kt], [ɪd], [vd], [ft], [tft], [ft], [kst], [d], [z], [r], in isolation and in context? A__ B__ C__
- Can I pronounce adjectives ending in *-ed* or *-ing* correctly? 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 amazement, excitement, sympathy, etc? A__ B__ C__
- Can I spell words communicatively (one's or other's name, acronyms, subject codes, seat numbers, etc.)? A__ B__ C__

ORAL PRODUCTION

- Can I interact with ease in structured and unstructured situations and conversations? A__ B__ C__
- Can I formulate and respond to questions concerning personal, educational or professional matters? A__ B__ C__
- Can I use conversational strategies to maintain oral interactions: taking the floor, nodding, using fillers, showing interest, etc.? A__ B__ C__
- Can I use formal and informal expressions appropriately depending on context: describing plans, ambitions and experiences; describing and contrasting; discussing future events, and expressing obligation and recommendation? A__ B__ C__

READING COMPREHENSION

- Can I read and understand general and/or specific information in authentic materials such as: Internet, newspaper or magazine articles; internet forums, facebook pages, youtube comments, blogs, etc.? A__ B__ C__
- Can I read and understand different text types: informative articles, descriptions, narratives, etc.? 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: describing people to meet a profile, an email asking for information about a place, 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 recognize and use logical connectors: **who, that, which where**? 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 (verb patterns, future – going to, will and ing, comparatives and superlatives, present perfect, and modals –have to, must and should-)? A__ B__ C__
- Can I formulate Yes-No and Wh- questions with the grammar in English V? A__ B__ C__

LANGUAGE FUNCTIONS (Written and spoken levels whenever applicable)

- Can I describe plans and ambitions with detailed information and reasons? A__ B__ C__
- Can I describe and contrast people, things and situations? A__ B__ C__
- Can I describe experiences and actions? A__ B__ C__
- Can I discuss past and future events? A__ B__ C__
- Can I express obligation and recommendation? A__ B__ C__