



Pre-intermediate English Course VI

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

At the end of English VI, 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 information of clear standard input on general situations such as listening to a short talk or the instructions on how to use something.
- understand general and specific information from oral discourse in authentic material; for example, short lectures, specialized programs, etc.
- understand and follow the thread of conversations of speakers in everyday social situations.
- identify social expressions in formal and informal conversations about (news) reports, conditions, dreams and ambitions, phoning, and farewells.
- learn and use listening comprehension strategies explicitly.

PRONUNCIATION

- understand and produce vowel, consonant, and diphthong sounds used at this level /kt/, /id/, /vd/, /jt/, /tjt/, /ft/, /kst/, /d/, /z/, /r/, /iə/, /eɪ/, /ɔ:/, /tʃ/, /ʃ/ in isolation and in context.
- pronounce correctly regular and irregular verbs in past simple and participle.
- intonate Yes-No and Wh- questions correctly.
- pronounce correctly words such as *would*, *will*, *might*, and *had* with their correspondent negative forms as auxiliary verbs.
- 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

- actively participate in conversations about personal, educational, or professional topics.
- 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: when reporting processes or experiences; when talking about causes and consequences, etc.
- describe events (as in a story) in a detailed manner.

READING COMPREHENSION

- read and understand information contained in authentic English in blogs, forums, social networks, etc.
- read and understand different text types in authentic materials: informative articles, historical accounts, everyday texts such as street signs, 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; for example: discuss the pros and cons of something (to participate in online forums), filling out information to enter an institute or join a club, 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, question and exclamation marks.
- write statements with words and phrases such as **but, however, while, during, for, therefore, because, First of all, then, After that, and Finally.**

USE OF ENGLISH

(Grammar content as described in units 9 to 12 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 (time clauses, first conditional, passives, second conditional, and present perfect continuous).
- formulate Yes-No and Wh- questions with the grammar in English VI.

LANGUAGE FUNCTIONS (Written and spoken levels whenever applicable)

- | | |
|-------------------------------------|-------------------------|
| • Expressing conditions and results | • Talking on the phone. |
| • Presenting a report. | • Telling experiences. |
| • Expressing dreams and ambitions. | • Saying good-bye. |

CONTENTS AND RESOURCES

- Units 9 to 12 of the course book, *New Headway Pre-Intermediate*.
- **Writing tasks** on workbook units 9 to 12 (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 Six*. 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 information of clear standard input on general situations such as listening to a short talk or the instructions on how to use something? A__ B__ C__
- Can I understand general and specific information from oral discourse in authentic material; for example, short lectures, specialized programs, etc.? A__ B__ C__
- Can I understand and follow the thread of conversations of speakers in everyday social situations? A__ B__ C__
- Can I identify social expressions in formal and informal conversations about (news) reports, conditions, dreams and ambitions, phoning, and farewells? 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], [ld], [vd], [ft], [tft], [ft], [kst], [d], [z], [r], [ɪə], [eɪ], [ɔ:], [tʃ], [ʃ] in isolation 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 pronounce correctly words such as *would*, *will*, *might*, and *had* with their correspondent negative forms as auxiliary verbs? 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 actively participate in conversations about personal, educational, or professional topics? 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: when reporting processes or experiences; when talking about causes and consequences, etc.? A__ B__ C__
- Can I describe events (as in a story) in a detailed manner? A__ B__ C__

READING COMPREHENSION

- Can I read and understand information contained in authentic English in blogs, forums, social networks, etc.? A__ B__ C__
- Can I read and understand different text types in authentic materials: informative articles, historical accounts, everyday texts such as street signs, 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; for example: discuss the pros and cons of something (to participate in online forums), filling out information to enter an institute or join a club, etc.? A__ B__ C__
- Can I write texts by brainstorming, drafting, using models, reviewing and rewriting. 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, question and exclamation marks? A__ B__ C__
- Can I write statements with words and phrases such as **but, however, while, during, for, therefore, because, First of all, then, After that, and Finally**? 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 (time clauses, first conditional, passives, second conditional, and present perfect continuous)? A__ B__ C__
- Can I formulate Yes-No and Wh- questions with the grammar in English VI? A__ B__ C__

LANGUAGE FUNCTIONS (Written and spoken levels whenever applicable)

- Can I express conditions and results? A__ B__ C__
- Can I present a report? A__ B__ C__
- Can I express dreams and ambitions? A__ B__ C__
- Can I talk on the phone? A__ B__ C__
- Can I tell experiences? A__ B__ C__
- Can I say good-bye? A__ B__ C__