



Intermediate English Course VIII

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

At the end of English VIII, 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 and follow academic or University talks/lectures/speeches given in clear English.
- understand information presented in the media: TV news, radio stations, talk shows, etc.
- identify social expressions in formal and informal conversations about: decisions, needs and likes, suggestions, experiences, good and bad news, and phone messages.
- learn and use listening comprehension strategies explicitly.

PRONUNCIATION

- identify and produce these vowel, consonant, and diphthong phonemes: /kt/, /ld/, /vd/, /jt/, /tft/, /ft/, /kst/, /ɜ:/, /æ/, /eə/, /dʒ/, /v/, separately and in context.
- intonate Yes-No and Wh- questions correctly.
- pronounce correctly regular and irregular verbs in past simple and participle as well as conditional auxiliaries (would-will-have) in negative, positive, and contracted forms.
- intonate sentences correctly so as to show anger, despair, interest, and other moods.
- pronounce fluently and accurately chunks such as *You wouldn't understand why*.

ORAL PRODUCTION

- use spoken language to interact with others without major problems of understanding.
- manage successfully situations involving complex (*giving good/bad news*) and non-complex social communication (*suggesting a solution*).
- initiate, maintain and conclude a general conversation using a number of strategies: inviting others to agree, bringing people together, etc.
- employ a variety of formal and informal social expressions (*Would you mind opening the window? Are you kidding me? You're not gonna believe this!*) in speaking situations.

READING COMPREHENSION

- read and understand general and specific information of different authentic text types: descriptive, informative, literature, etc.
- 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: an opinion on an online forum, filling out information on an internet webpage, an academic report, etc.
- write narrative 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 statements and paragraphs with connectors and sequence words and phrases (synonyms included) such as **but, nonetheless-nevertheless, while, during, therefore, because, First and foremost, To begin with, then, After that, in addition, Finally, to conclude**, etc.

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 (going to and will, present continuous, verb patterns, present perfect –passive- and first and second conditionals).
- formulate Yes-No and Wh- questions with the grammar in English VIII.

LANGUAGE FUNCTIONS (Written and spoken levels whenever applicable)

- | | |
|---|---|
| • Expressing planned and unplanned decisions. | • Telling experiences. |
| • Expressing likes and wants. | • Announcing good and bad news. |
| • Making suggestions. | • Leaving messages (on an answering machine or cell phone). |

CONTENTS AND RESOURCES

- Units 5 to 8 of the course book, *New Headway Intermediate*: The new edition.
- **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 (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 Eight*. 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 and follow academic or University talks/lectures/speeches given in clear English? A__ B__ C__
- Can I understand information presented in the media: TV news, radio stations, talk shows, etc.? A__ B__ C__
- Can I identify social expressions in formal and informal conversations about: decisions, needs and likes, suggestions, experiences, good and bad news, and phone messages? A__ B__ C__
- Can I use listening comprehension strategies explicitly? A__ B__ C__

PRONUNCIATION

- Can I identify and produce these vowel, consonant, and diphthong phonemes: [kt], [ɪd], [vd], [ft], [tʃ], [ft], [kst], [ɜ:], [æ], [eə], [dʒ], [v], separately and in context? A__ B__ C__
- Can I intonate Yes-No and Wh- questions correctly? A__ B__ C__
- Can I pronounce correctly regular and irregular verbs in past simple and participle as well as conditional auxiliaries (would-will-have) in negative, positive, and contracted forms? A__ B__ C__
- Can I intonate sentences correctly so as to show anger, despair, interest, and other moods? A__ B__ C__
- Can I pronounce fluently and accurately chunks such as *You wouldn't understand why?* A__ B__ C__

ORAL PRODUCTION

- Can I use spoken language to interact with others without major problems of understanding? A__ B__ C__
- Can I manage successfully situations involving complex (*giving good/bad news*) and non-complex social communication (*suggesting a solution*)? A__ B__ C__
- Can I initiate, maintain and conclude a general conversation using a number of strategies: inviting others to agree, bringing people together, etc.? A__ B__ C__
- Can I employ a variety of formal and informal social expressions (*Would you mind opening the window? Are you kidding me? You're not gonna believe this!*) in speaking situations.? A__ B__ C__

READING COMPREHENSION

- Can I read and understand general and specific information of different authentic text types: descriptive, informative, literature, etc.? A__ B__ C__
- Can I read and understand information that is encountered in social texts: advertisements, product instructions, shops, 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 learn and use reading comprehension strategies explicitly? A__ B__ C__

WRITTEN PRODUCTION

- Can I write texts with communicative purposes: an opinion on an online forum, filling out information on an internet webpage, an academic report, etc.? A__ B__ C__
- Can I write narrative texts (or others) 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 statements and paragraphs with connectors and sequence words and phrases (synonyms included) such as **but, nonetheless-nevertheless, while, during, therefore, because, First and foremost, To begin with, then, After that, in addition, Finally, to conclude**, 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 (going to and will, present continuous, verb patterns, present perfect –passive- and first and second conditionals)? A__ B__ C__
- Can I formulate Yes-No and Wh- questions with the grammar in English VIII? A__ B__ C__

LANGUAGE FUNCTIONS (Written and spoken levels whenever applicable)

- Can I express planned and unplanned decisions?
- Can I express likes and wants?
- Can I make suggestions?
- Can I tell experiences?
- Can I announce good and bad news?
- Can I leave messages (on an answering machine or cell phone)?