



Universidad  
Tecnológica  
de Pereira

## Instituto de Lenguas Extranjeras ILEX

### *English One Course*

#### **Presentation**

The *English One Course* teaches learners the fundamental skills for interacting with oral and written texts in English, and therefore for producing their own texts to meet communicative needs. The course has been designed around central language functions and basic skills in listening, reading, speaking, and writing. There are also proposed topics which teachers can align to the language functions in the course.

Class activities in all ILEX courses center upon these language functions, so that lessons are coherent and point towards common goals.

#### **Aims<sup>1</sup>**

By the end of 64 hours in the *English One Course*, you should be able to:

- ✓ understand and use familiar academic, professional, and everyday expressions, phrases, and statements aimed at the satisfaction of needs of a concrete type, e.g. *filling out a form, giving information about professional profile on the phone.*
- ✓ ask and answer questions about academic, professional, and personal details in your life and that of others.
- ✓ interact in a simple way in academic, professional, and personal contexts provided other people talk clearly and are prepared to help.

#### **Methodology**

*Communicative Language Teaching* is the underlying approach at ILEX. During the lessons in *English One*, students will perform tasks to use grammatical and lexical items in a functional manner. Lessons will also focus on discursive as well as sociolinguistic elements of the English language. The related recommended topics should provide authentic and naturalistic language use when possible and expand students' linguistic repertoire.

*Communicative Language Teaching* is best present in class when:

- ✓ linguistic, pragmatic, and sociolinguistic competences are integrated according to functions.
- ✓ lesson procedures lead to an overall function that replicates real-life use of English.
- ✓ students feel they learn how to do things with words and structures in English.
- ✓ language skills are integrated in a way that resembles how people use it in real life.
- ✓ grammar, vocabulary, and pronunciation activities are designed around functions.
- ✓ productive tasks in speaking and writing consider sociolinguistic factors such as register, interlocutors, and politeness conventions.
- ✓ there is authentic input.

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<sup>1</sup> Taken and adapted from: Council of Europe (2001). Common European framework of reference for languages: Learning, teaching and assessment. Cambridge: Cambridge University Press.

English 1 – Note: Contents in English 1 and 2 are related and recommended, not obligatory. For basic language input, the textbook is the main source.

Hours: 64

CEF: A1

Contents	Grammar and functions	New Headway Units (Elementary)
The academic, professional, and personal lives of people from countries in all continents: their routines, study habits, salaries, expenses, liabilities, places where they work, things they possess, challenges and difficulties they face, etc.	Using the verbs <i>to be</i> , <i>to have</i> , and <i>to like</i> to express facts about my personal, professional, and/or academic life and that of others.	Unit 1
Healthy lifestyles: keeping fit, healthy foods, healthy dietary habits, yoga, mental and physical health, etc.	Using <i>the present simple</i> to express facts about my life and that of others, related to occupations, responsibilities, schedules, and past-time activities.	Units 2 and 3
Current educational, technological, and scientific breakthroughs, ideas, and discoveries.	Using <i>there is</i> , <i>there are</i> , <i>some</i> , <i>any</i> , <i>a lot of</i> , <i>this/that</i> , and <i>these/those</i> to express existence or lack thereof, to point to people, animals, and things and give information about them.	Unit 4
Language learning techniques: using memory well, reviewing notes effectively, using appropriate data sources, using the internet critically, being an autonomous learner, etc.	Using <i>can/can't</i> , <i>could/couldn't</i> to express skills or lack thereof.	Unit 5
Current educational, technological, and scientific breakthroughs, ideas, and discoveries.	Using <i>the past tense (was/were – regular and irregular verbs)</i> to express past events and facts about me, others, and the world.	Unit 6

### **Specific language competences:**

During the 64 hours of the *English One Course*, you will be engaged in class and extra-class activities for you to develop these skills:

#### **Listening**

- ✓ Understand general and specific information about people's lives, occupations, schedules, past-time activities, skills, and present and past events.
- ✓ Understand basic vocabulary and its context in conversations.
- ✓ Understand formal and informal expressions people use in conversations.
- ✓ Understand information on announcements in a lesson, an airport, the radio or TV.
- ✓ Understand simple directions given in a live or recorded oral text.

#### **Reading**

- ✓ Understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.
- ✓ Understand general and specific information in written texts about people's lives, occupations, schedules, past-time activities, skills, and present and past events.
- ✓ Understand the main and secondary ideas (supporting details) of texts about people's lives, occupations, schedules, past-time activities, skills, and present and past events; or the related recommended contents in this course.
- ✓ Identify and understand formal and informal language used in written texts.
- ✓ Understand the function of short every day texts such as medicines, billboards, menus, ads, etc.

#### **Speaking**

- ✓ Participate in simple conversations about people's lives, occupations, schedules, past-time activities, skills, and present and past events; or the related recommended contents in this course.
- ✓ Ask for and give the following: goods, services, and prices; information about directions.
- ✓ Use conversational strategies: show understanding and misunderstanding, asking for repetition, asking for meaning or extra information.
- ✓ Use formal and informal expressions –for the language functions in this course– in the right context and circumstances: greetings, address forms, interjections, polite/impolite expressions, and frequently used idioms.
- ✓ Give oral presentations with an introduction, body, and conclusion, about the topics in this course.

#### **Writing**

- ✓ Write short, simple formulaic notes relating to matters in areas of immediate need: a text message, facebook status, short email, and others. The texts explicitly contain the language functions from this course.
- ✓ Complete short forms asking for personal, academic, and/or professional information.
- ✓ Implement writing strategies: brainstorming, outlining, drafting, editing, and proof-reading for ideas and language.
- ✓ Use appropriate formal and informal language in written texts: greetings, address forms, interjections, polite/impolite expressions, and idioms related to the topics above.
- ✓ Use *and* and *but* appropriately to create compound sentences in a text.
- ✓ Use these punctuation marks correctly: commas, periods, semicolons, and question and exclamation marks.

#### **Grammar, vocabulary, and pronunciation**

- ✓ Use correctly the grammar of this course for its functions, writing, and speaking tasks.

- ✓ Use correctly the vocabulary related to the topics of this course, taking into consideration its pronunciation, meaning, spelling, and collocation.
- ✓ Use correct stress and intonation in speaking activities including the topics of this course.

### Resources

- ✓ Units 1 to 6 of the course book series, *New Headway Elementary*: Fourth Edition.
- ✓ Listening material with corresponding exercises.
- ✓ DVDs and videos from the ILEX collection and/or proposed by teachers.
- ✓ Material from the Internet, the *Roa Martinez* library, and teachers' collections.

### ASSESSMENT

#### **Skills Development 60%**

**15%:** Reading

**15%:** Listening

**15%:** Writing

**15%:** Speaking

#### **Final Achievement Test: 100 points (40% of the course)**

20 points: Reading

20 points: Listening

30 points: Speaking

30 points: Writing

*Grammar, vocabulary, pronunciation, (and related **course contents**) are assessed in speaking and writing.*

## Self-assessment 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 the *English One Course*. 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.

### Language Functions

- ✓ Can I use the verbs *to be*, *to have*, and *to like* to express facts about my personal, professional, and/or academic life and that of others? A\_\_ B\_\_ C\_\_
- ✓ Can I use *the present simple* to express facts about my life and that of others, related to occupations, responsibilities, schedules, and past-time activities? A\_\_ B\_\_ C\_\_
- ✓ Can I use *there is*, *there are*, *some*, *any*, *a lot of*, *this/that*, and *these/those* to express existence or lack thereof, to point to people, animals, and things and give information about them? A\_\_ B\_\_ C\_\_
- ✓ Can I use *can/can't*, *could/couldn't* to express skills or lack thereof?
- ✓ Can I use *the past tense (was/were – regular and irregular verbs)* to express past events and facts about me, others, and the world? A\_\_ B\_\_ C\_\_

### Listening

- ✓ Can I understand general and specific information about people's lives, occupations, schedules, past-time activities, skills, and present and past events? A\_\_ B\_\_ C\_\_
- ✓ Can I understand basic vocabulary and its context in conversations? A\_\_ B\_\_ C\_\_
- ✓ Can I understand formal and informal expressions people use in conversations? A\_\_ B\_\_ C\_\_
- ✓ Can I understand information on announcements in a lesson, an airport, the radio or TV? A\_\_ B\_\_ C\_\_
- ✓ Can I understand simple directions given in a live or recorded oral text? A\_\_ B\_\_ C\_\_

### Reading

- ✓ Can I understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language? A\_\_ B\_\_ C\_\_
- ✓ Can I understand general and specific information in written texts about people's lives, occupations, schedules, past-time activities, skills, and present and past events? A\_\_ B\_\_ C\_\_
- ✓ Can I understand the main and secondary ideas (supporting details) of texts about people's lives, occupations, schedules, past-time activities, skills, and present and past events; or the related recommended contents in this course? A\_\_ B\_\_ C\_\_
- ✓ Can I identify and understand formal and informal language used in written texts? A\_\_ B\_\_ C\_\_
- ✓ Can I understand the function of short every day texts such as medicines, billboards, menus, ads, etc.? A\_\_ B\_\_ C\_\_

### Speaking

- ✓ Can I participate in simple conversations about people's lives, occupations, schedules, past-time activities, skills, and present and past events; or the related recommended contents in this course? A\_\_ B\_\_ C\_\_
- ✓ Can I ask for and give the following: goods, services, and prices; information about directions? A\_\_ B\_\_ C\_\_

- ✓ Can I use conversational strategies: show understanding and misunderstanding, asking for repetition, asking for meaning or extra information? A\_\_ B\_\_ C\_\_
- ✓ Can I use formal and informal expressions –for the language functions in this course– in the right context and circumstances: greetings, address forms, interjections, polite/impolite expressions, and frequently used idioms? A\_\_ B\_\_ C\_\_
- ✓ Can I give oral presentations with an introduction, body, and conclusion, about the topics in this course? A\_\_ B\_\_ C\_\_

### Writing

- ✓ Can I write short, simple formulaic notes relating to matters in areas of immediate need: a text message, facebook status, short email, and others? A\_\_ B\_\_ C\_\_ (The texts explicitly contain the language functions from this course).
- ✓ Can I complete short forms asking for personal, academic, and/or professional information? A\_\_ B\_\_ C\_\_
- ✓ Can I implement writing strategies: brainstorming, outlining, drafting, editing, and proof-reading for ideas and language? A\_\_ B\_\_ C\_\_
- ✓ Can I use appropriate formal and informal language in written texts: greetings, address forms, interjections, polite/impolite expressions, and idioms related to the topics above? A\_\_ B\_\_ C\_\_
- ✓ Can I use *and* and *but* appropriately to create compound sentences in a text? A\_\_ B\_\_ C\_\_
- ✓ Can I use these punctuation marks correctly: commas, periods, semicolons, and question and exclamation marks? A\_\_ B\_\_ C\_\_

### Grammar, vocabulary, and pronunciation

- ✓ Can I use correctly the grammar of this course for its functions, writing, and speaking tasks? A\_\_ B\_\_ C\_\_
- ✓ Can I use correctly the vocabulary related to the topics of this course, taking into consideration its pronunciation, meaning, spelling, and collocation? A\_\_ B\_\_ C\_\_
- ✓ Can I use correct stress and intonation in speaking activities including the topics of this course? A\_\_ B\_\_ C\_\_