



Universidad
Tecnológica
de Pereira

Instituto de Lenguas Extranjeras ILEX

English Two Course

Presentation

The *English Two 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.

Aims¹

By the end of 64 hours in the *English Two 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. *writing an email asking for information from a tourism office*.
- ✓ 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 to expand the 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.

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

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

Cumulative hours: 128

CEF: A1 (complete)

Contents	Grammar and functions	New Headway Units (Elementary)
Tourism and touristic places from different countries: facts, commercial information, history, descriptions, etc.	Using the <i>past tense (was/were – regular and irregular verbs)</i> to express events, actions, and facts occurring in the past.	Unit 7
Food and eating habits around the world.	Using <i>some, any, (how) much and many, count and uncount nouns, like and would like to</i> to express food-related information: prices, needs, preferences, and wants.	Unit 8
Cities, landmarks, and important places around the world.	Using <i>comparative and superlative forms of adjectives</i> to describe, compare, contrast, and give facts about people, things, animals, and places.	Unit 9
Important cultural, social, and academic events around the world: festivals, concerts, conferences (e.g. <i>Climate Change Conference</i>)	Using <i>the present continuous</i> to express actions happening at the moment of speaking.	Unit 10
Planning a successful academic and professional life.	Using <i>going to</i> to express future plans and actions.	Unit 11
A combination (or review) of the contents above.	Using the <i>present perfect (never and ever – yet and just)</i> to express life experiences.	Unit 12

Specific language competences:

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

Listening

- ✓ Understand general and specific information about events and facts in the past; food-related information; descriptions of people, things, animals, places; and life experiences.
- ✓ Understand basic words, phrases, and statements and their context in conversations.
- ✓ Understand formal and informal expressions people use in formal and informal conversations.
- ✓ Understand information on announcements such as tours, documentaries, simple lectures, and videos.
- ✓ Understand simple directions given in a live or recorded oral text (for example, listening to a tour guide, a monologue, a news reporter).

Reading

- ✓ Understand general and specific information in written texts about events and facts in the past; food-related information; descriptions of people, things, animals, places; and life experiences.
- ✓ Understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.
- ✓ Understand the main and secondary ideas (supporting details) of texts about events and facts in the past; food-related information; descriptions of people, things, animals, places; life experiences; 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 tourism brochures, menus, maps, pamphlets, etc.

Speaking

- ✓ Participate in simple conversations about events and facts in the past; food-related information; descriptions of people, things, animals, places; life experiences; or the related recommended contents in this course.
- ✓ Ask for and give information about events and facts in the past; food-related information; descriptions of people, things, animals, places; life experiences; or the related recommended contents in this course.
- ✓ Use conversational strategies: asking for clarification, repeating what someone has said, and checking understanding.
- ✓ 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 and texts relating to events and facts in the past; food-related information; descriptions of people, things, animals, places; life experiences; or the related recommended contents in this course: 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: an online form for an event, a questionnaire, etc.
- ✓ 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*, *but* and *so* 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 6 to 12 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
<p>Skills Development 60%</p> <p>15%: Reading</p> <p>15%: Listening</p> <p>15%: Writing</p> <p>15%: Speaking</p>
<p>Final Achievement Test: 100 points (40% of the course)</p> <p>20 points: Reading</p> <p>20 points: Listening</p> <p>30 points: Speaking</p> <p>30 points: Writing</p> <p><i>Grammar, vocabulary, pronunciation, and course contents are assessed in speaking and writing.</i></p>

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 Two 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 past tense (was/were – regular and irregular verbs)* to express events, actions, and facts occurring in the past? A__ B__ C__
- ✓ Can I use *some, any, (how) much and many, count and uncount nouns, like and would like to* to express food-related information: prices, needs, preferences, and wants? A__ B__ C__
- ✓ Can I use *comparative and superlative forms of adjectives* to describe, compare, contrast, and give facts about people, things, animals, and places? A__ B__ C__
- ✓ Can I use *the present continuous* to express actions happening at the moment of speaking? A__ B__ C__
- ✓ Can I use *going to* to express future plans and actions? A__ B__ C__
- ✓ Can I use the present perfect (*never and ever – yet and just*) to express life experiences? A__ B__ C__

Listening

- ✓ Can I understand general and specific information about events and facts in the past; food-related information; descriptions of people, things, animals, places; and life experiences? A__ B__ C__
- ✓ Can I understand basic words, phrases, and statements and their context in conversations? A__ B__ C__
- ✓ Can I understand formal and informal expressions people use in formal and informal conversations? A__ B__ C__
- ✓ Can I understand information on announcements such as tours, documentaries, simple lectures, and videos? A__ B__ C__
- ✓ Can I understand simple directions given in a live or recorded oral text (for example, listening to a tour guide, a monologue, a news reporter)? A__ B__ C__

Reading

- ✓ Can I understand general and specific information in written texts about events and facts in the past; food-related information; descriptions of people, things, animals, places; and life experiences? A__ B__ C__
- ✓ 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 the main and secondary ideas (supporting details) of texts about events and facts in the past; food-related information; descriptions of people, things, animals, places; life experiences; 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 tourism brochures, menus, maps, pamphlets, etc.? A__ B__ C__

Speaking

- ✓ Can I participate in simple conversations about events and facts in the past; food-related information; descriptions of people, things, animals, places; life experiences; or the related recommended contents in this course? A__ B__ C__
- ✓ Can I ask for and give information about events and facts in the past; food-related information; descriptions of people, things, animals, places; life experiences; or the related recommended contents in this course? A__ B__ C__
- ✓ Can I use conversational strategies: asking for clarification, repeating what someone has said, and checking understanding? 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 and texts relating to events and facts in the past; food-related information; descriptions of people, things, animals, places; life experiences; or the related recommended contents in this course: 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: an online form for an event, a questionnaire, etc.? 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*, *but* and *so* 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 (see below), 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__