



Universidad  
Tecnológica  
de Pereira

## Instituto de Lenguas Extranjeras ILEX

### English Three Course

#### Presentation

The *English Three Course* teaches learners key 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 topics and tasks that are both relevant and meaningful for UTP students, and are related to academic, professional, and personal scenarios. However, there is also attention to everyday interactional language. Class activities in all ILEX courses center upon these topics and tasks, so that they are coherent and point towards common goals. Because of this orientation, listening, reading, speaking, writing, grammar, vocabulary, and pronunciation activities are topic and task-oriented.

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

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

- ✓ understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. personal and academic/educational information).
- ✓ communicate in simple and routine tasks requiring exchange of information on familiar and routine matters: *filling out an online form; completing an outline for an oral presentation.*
- ✓ describe aspects of own and others' personal and educational/academic lives.

#### Methodology

*Task-Based Instruction* (TBI) and *Content and Language Integrated Learning* (CLIL) are the standard approaches for lessons and courses at ILEX. Tasks are activities through which students use the English language to accomplish communicative goals that are similar to those people accomplish in their academic, professional, or personal lives. Content refers to topics that are not merely linguistic but that empower learners to use/practice meaningful language. The methodologies are best present in class when:

- ✓ linguistic, pragmatic, and sociolinguistic competences are integrated according to tasks and topics.
- ✓ lesson procedures lead to an overall task that replicates real-life use of English.
- ✓ students feel they learn something through the English language as well as they learn about it.
- ✓ language skills are integrated in a way that resembles how people use it in academic, professional, and social scenarios.
- ✓ grammar, vocabulary, and pronunciation activities are designed around tasks and topics.
- ✓ productive tasks in speaking and writing consider sociolinguistic factors such as register, interlocutors, and politeness conventions, as well as content knowledge from the central topics.
- ✓ topics and activities in lessons are interesting and relevant for learners in academic, professional, and personal contexts they may be in contact with.

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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 3  
 Cumulative hours: 192  
 CEF: A2

Contents	Grammar and functions	New Headway (Pre-intermediate)
Influential people and their contributions to the world, including environmentalists, philanthropists, political activists, entrepreneurs, etc.	Using the <i>present simple</i> and <i>continuous, past, and future (going to)</i> to express information about me and others.	Units 1 and 2
Major historical events in Latin-America and the world	Using the <i>past simple</i> and <i>continuous</i> to describe important events and situations in the past, stories, and anecdotes.	Unit 3
School/Student stress and stress in general: symptoms, biological causes, and treatment.	Using <i>how much-many, some-any, a lot-lots of</i> to express quantity.	Unit 4
Being a college student: challenges, peer pressure, social and binge drinking, coping with homework, etc.	Using the verb patterns below to express desires, expectations, preferences, and plans/actions. <i>want/hope to</i> <i>like/enjoy + ing</i> <i>looking forward to + ing</i> <i>would like to</i> <i>going to</i> <i>will ( for promises)</i> <i>continuous -ing (future)</i>	Unit 5
A combination (or review) of the contents above.	Using the forms below to describe, compare, contrast, and give facts about people, things, animals, and places.  <i>What ... like?</i> <i>Comparative and superlative forms of adjectives</i> <i>as...as</i>	Unit 6

## Specific language competences:

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

### Listening

- ✓ Understand general and specific information about influential people and their contributions to the world, including environmentalists, philanthropists, political activists, entrepreneurs, etc.
- ✓ Understand general and specific information about major historical events in Latin-America and the world.
- ✓ Understand general and specific information about being a college student: challenges, peer pressure, social and binge drinking, coping with homework, etc.
- ✓ Understand general and specific information about school/student stress and stress in general: symptoms, biological causes, and treatment.
- ✓ Complete schematic tables, diagrams, charts, maps, and other graphic organizers by using words, phrases and statements from recordings or videos which include the topics above.
- ✓ Understand formal and informal language speakers use in conversations: greetings, address forms, interjections, polite/impolite expressions, and idioms related to the topics above.
- ✓ Identify the main point of video recordings reporting events, accidents etc. where the visual supports the commentary.

### Reading

- ✓ Understand general and specific information in written texts about influential people and their contributions to the world, including environmentalists, philanthropists, political activists, entrepreneurs, etc.
- ✓ Understand general and specific information in written texts about major historical events in Latin-America and the world.
- ✓ Understand general and specific information in written texts about being a college student: challenges, peer pressure, social and binge drinking, coping with homework, etc.
- ✓ Understand general and specific information in written texts about school/student stress and stress in general: symptoms, biological causes, and treatment.
- ✓ Complete schematic tables, diagrams, charts, maps, and other graphic organizers by using words, phrases and statements from written texts which include the topics above.
- ✓ Understand formal and informal language people use in texts such as biographies, articles, forum posts, tutorials/guides, social media posts, etc.: greetings, address forms, interjections, polite/impolite expressions, and idioms related to the topics above.
- ✓ Understand instructions, for example in a tutorial or a prescription.

### Speaking

- ✓ Give structured oral presentations (introduction, body, and conclusion/recommendations) about influential people, historical events, being a college student, and (school) stress.
- ✓ Interact in simple conversations about these topics, giving and asking for information.
- ✓ Use conversational strategies: taking the floor, giving the floor, agreeing/disagreeing politely, and rounding up.
- ✓ Give simple opinions about the topics above or personal information of self and others.
- ✓ Use formal and informal language in conversations and oral presentations: greetings, address forms, interjections, polite/impolite expressions, and idioms related to the topics above.

### Writing

- ✓ Write short texts about influential people, historical events, being a college student, and stress: short biographies, timelines, and personal accounts related to college life and stress.
- ✓ Write short entries in a forum or social media page, giving information about influential people, historical events, being a college student, and stress.
- ✓ Write short, basic descriptions of events, past activities and personal experiences.
- ✓ Implement writing strategies: using key sources, 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*, *so*, and *because* (and synonyms) appropriately to create compound and complex sentences in a text.
- ✓ Use these punctuation marks correctly: commas, periods, colons, 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 Pre-Intermediate*: 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 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 Three 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 *present simple* and *continuous, past*, and *future (going to)* to express information about me and others? A\_\_ B\_\_ C\_\_
- ✓ Can I use the *past simple* and *continuous* to describe important events and situations in the past, stories, and anecdotes? A\_\_ B\_\_ C\_\_
- ✓ Can I use *how much-many, some-any, a lot-lots of* to express quantity? A\_\_ B\_\_ C\_\_
- ✓ Can I use the verb patterns below to express desires, expectations, preferences, and plans/actions?

*want/hope to*

*like/enjoy + ing*

*looking forward to + ing*

*would like to*

*going to*

*will ( for promises)*

*continuous -ing (future)*

- ✓ Can I use the forms below to describe, compare, contrast, and give facts about people, things, animals, and places?

*What ... like?*

*Comparative and superlative forms of adjectives*

*as...as*

### Listening

- ✓ Can I understand general and specific information about influential people and their contributions to the world, including environmentalists, philanthropists, political activists, entrepreneurs, etc.? A\_\_ B\_\_ C\_\_
- ✓ Can I understand general and specific information about major historical events in Latin-America and the world? A\_\_ B\_\_ C\_\_
- ✓ Can I understand general and specific information about being a college student: challenges, peer pressure, social and binge drinking, coping with homework, etc.? A\_\_ B\_\_ C\_\_
- ✓ Can I understand general and specific information about school/student stress and stress in general: symptoms, biological causes, and treatment? A\_\_ B\_\_ C\_\_
- ✓ Can I complete schematic tables, diagrams, charts, maps, and other graphic organizers by using words, phrases and statements from recordings or videos which include the topics above? A\_\_ B\_\_ C\_\_
- ✓ Can I understand formal and informal language speakers use in conversations: greetings, address forms, interjections, polite/impolite expressions, and idioms related to the topics above? A\_\_ B\_\_ C\_\_
- ✓ Can I identify speakers' feelings and moods when conversing with other people, as well as the words/expressions they use to show their emotions? A\_\_ B\_\_ C\_\_

- ✓ Can I identify the main point of video recordings reporting events, accidents etc. where the visual supports the commentary? A\_\_ B\_\_ C\_\_

### Reading

- ✓ Can I understand general and specific information in written texts about influential people and their contributions to the world, including environmentalists, philanthropists, political activists, entrepreneurs, etc.? A\_\_ B\_\_ C\_\_
- ✓ Can I understand general and specific information in written texts about major historical events in Latin-America and the world? A\_\_ B\_\_ C\_\_
- ✓ Can I understand general and specific information in written texts about being a college student: challenges, peer pressure, social and binge drinking, coping with homework, etc.? A\_\_ B\_\_ C\_\_
- ✓ Can I understand general and specific information in written texts about school/student stress and stress in general: symptoms, biological causes, and treatment? A\_\_ B\_\_ C\_\_
- ✓ Can I complete schematic tables, diagrams, charts, maps, and other graphic organizers by using words, phrases and statements from written texts which include the topics above? A\_\_ B\_\_ C\_\_
- ✓ Can I understand formal and informal language people use in texts such as biographies, articles, forum posts, tutorials/guides, social media posts, etc.: greetings, address forms, interjections, polite/impolite expressions, and idioms related to the topics above? A\_\_ B\_\_ C\_\_
- ✓ Can I understand instructions, for example in a tutorial or a prescription? A\_\_ B\_\_ C\_\_

### Speaking

- ✓ Can I give structured oral presentations (introduction, body, and conclusion/recommendations) about influential people, historical events, being a college student, and (school) stress? A\_\_ B\_\_ C\_\_
- ✓ Can I interact in simple conversations about these topics, giving and asking for information? A\_\_ B\_\_ C\_\_
- ✓ Can I use conversational strategies: taking the floor, giving the floor, agreeing/disagreeing politely, and rounding up? A\_\_ B\_\_ C\_\_
- ✓ Can I give simple opinions about the topics above or personal information of self and others? A\_\_ B\_\_ C\_\_
- ✓ Can I use formal and informal language in conversations and oral presentations: greetings, address forms, interjections, polite/impolite expressions, and idioms related to the topics above? A\_\_ B\_\_ C\_\_

### Writing

- ✓ Can I write short texts about influential people, historical events, being a college student, and stress: short biodatas, timelines, and personal accounts related to college life and stress? A\_\_ B\_\_ C\_\_
- ✓ Can I write short entries in a forum or social media page, giving information about influential people, historical events, being a college student, and stress? A\_\_ B\_\_ C\_\_
- ✓ Can I write short, basic descriptions of events, past activities and personal experiences? A\_\_ B\_\_ C\_\_
- ✓ Can I implement writing strategies: using key sources, 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*, *so*, and *because* (and synonyms) appropriately to create compound and complex sentences in a text? A\_\_ B\_\_ C\_\_
- ✓ Can I use these punctuation marks correctly: commas, periods, colons, 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?

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