



Universidad  
Tecnológica  
de Pereira

## Instituto de Lenguas Extranjeras ILEX

### English Four Course

#### Presentation

The *English Four 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 Four Course*, you should be able to:

- ✓ understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. personal, social and academic/educational information).
- ✓ interact in communicative tasks requiring exchange of information on interpersonal, environmental, and social matters.
- ✓ describe and discuss aspects of own and others' social issues, immediate environment, and matters in areas of immediate need such as asking for help to fight discrimination.

#### 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 personal 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 4

Cumulative hours: 256

CEF: A2+ (transition to B1)

<b>Contents</b>	<b>Grammar and functions</b>	<b>New Headway Units (Pre-intermediate)</b>
Paranormal phenomena and mysteries: UFOs, ghosts, hauntings, reincarnation, myths and legends, etc.	Using the <i>past simple</i> and <i>present perfect</i> to express life experiences and their duration ( <i>since-for</i> ).	Unit 7
Environmentalism: issues, awareness, and tips.	Using <i>have</i> and <i>must</i> to express obligation and <i>should</i> to express recommendations or advice.	Unit 8
Movies: genres, plots, adaptations, actors, awards, sagas, etc.	Using past tenses - <i>simple, progressive,</i> and <i>perfect-</i> to describe events, situations, and facts in the past.	Unit 9

## Specific language competences:

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

### Listening

- ✓ Understand general and specific information about paranormal phenomena and mysteries: UFOs, ghosts, hauntings, reincarnation, myths and legends, etc.
- ✓ Understand general and specific information about environmentalism: issues, awareness, and tips.
- ✓ Understand general and specific information about movies: genres, plots, adaptations, actors, awards, sagas, etc.
- ✓ Understand the main point of clear standard speech on familiar matters regularly encountered in school, leisure etc., including short narratives.
- ✓ 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.
- ✓ Follow the main idea and supporting examples of straightforward short talks on familiar topics or those related to this course.
- ✓ Identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary.

### Reading

- ✓ Understand general and specific information in written texts about paranormal phenomena and mysteries: UFOs, ghosts, hauntings, reincarnation, myths and legends, etc.
- ✓ Understand general and specific information in written texts about environmentalism: issues, awareness, and tips.
- ✓ Understand general and specific information in written texts about movies: genres, plots, adaptations, actors, awards, sagas, etc.
- ✓ Understand texts on familiar and some technical matters, including high-frequency language related to the topics above.
- ✓ Complete schematic tables, diagrams, charts, maps, and other graphic organizers by using words, phrases and/or statements from written texts which include the topics above.
- ✓ Understand formal and informal language people use in texts such as stories, anecdotes, narratives, campaigns, movie reviews, etc.: greetings, address forms, interjections, polite/impolite expressions, and idioms related to the topics above.
- ✓ Find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.

### Speaking

- ✓ Give structured oral presentations (introduction, body, and conclusion/recommendations) about paranormal phenomena, environmentalism, and movies.
- ✓ Participate in conversations by using an appropriate register as well as conversational strategies: showing understanding, taking the floor, giving the floor, agreeing/disagreeing politely, using fillers, rounding up, etc.
- ✓ Use formal and informal language in conversations, debates, discussions, and oral presentations: greetings, address forms, interjections, polite/impolite expressions, and idioms related to the topics above.
- ✓ Express belief, opinion, agreement and disagreement politely and in simple ways.

- ✓ Discuss plans of action, making and responding to suggestions, asking for and giving directions or instructions.

### Writing

- ✓ Write short, simple texts describing an event, anecdote, or simple story involving paranormal phenomena.
- ✓ Write short simple texts expressing a point of view on environmentalism.
- ✓ Write short simple reviews or opinions about movies.
- ✓ Participate, in written form, in online forums, facebook groups, etc. about paranormal phenomena, environmentalism, and movies.
- ✓ 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*, *or*, *for*, and *because* (and synonyms) to create compound and complex sentences in a text.
- ✓ Use linking devices for these functions: sequence, addition, contrast, exemplification, and conclusion.
- ✓ Use these punctuation marks correctly: commas, periods, colons, 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 7 to 9 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 Four 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 simple* and *present perfect* to express life experiences and their duration (*since-for*)? A\_\_ B\_\_ C\_\_
- ✓ Can I use *have* and *must* to express obligation and *should* to express recommendations or advice? A\_\_ B\_\_ C\_\_
- ✓ Can I use past tenses *-simple, progressive, and perfect-* to describe events, situations, and facts in the past? A\_\_ B\_\_ C\_\_

### Listening

- ✓ Can I understand general and specific information about paranormal phenomena and mysteries: UFOs, ghosts, hauntings, reincarnation, myths and legends, etc.? A\_\_ B\_\_ C\_\_
- ✓ Can I understand general and specific information about environmentalism: issues, awareness, and tips? A\_\_ B\_\_ C\_\_
- ✓ Can I understand general and specific information about movies: genres, plots, adaptations, actors, awards, sagas, etc.? A\_\_ B\_\_ C\_\_
- ✓ Can I understand the main point of clear standard speech on familiar matters regularly encountered in school, leisure etc., including short narratives? 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 follow the main idea and supporting examples of straightforward short talks on familiar topics or those related to this course? A\_\_ B\_\_ C\_\_
- ✓ Can I identify the main point of TV news items 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 paranormal phenomena and mysteries: UFOs, ghosts, hauntings, reincarnation, myths and legends, etc.? A\_\_ B\_\_ C\_\_
- ✓ Can I understand general and specific information in written texts about environmentalism: issues, awareness, and tips? A\_\_ B\_\_ C\_\_
- ✓ Can I understand general and specific information in written texts about movies: genres, plots, adaptations, actors, awards, sagas, etc.? A\_\_ B\_\_ C\_\_
- ✓ Can I understand texts on familiar and some technical matters, including high-frequency language related to the topics above? A\_\_ B\_\_ C\_\_

- ✓ Can I complete schematic tables, diagrams, charts, maps, and other graphic organizers by using words, phrases and/or 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 stories, anecdotes, narratives, campaigns, movie reviews, etc.: greetings, address forms, interjections, polite/impolite expressions, and idioms related to the topics above? A\_\_ B\_\_ C\_\_
- ✓ Can I find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables? A\_\_ B\_\_ C\_\_

### Speaking

- ✓ Can I give structured oral presentations (introduction, body, and conclusion/recommendations) about paranormal phenomena, environmentalism, and movies? A\_\_ B\_\_ C\_\_
- ✓ Can I participate in conversations by using an appropriate register as well as conversational strategies: showing understanding, taking the floor, giving the floor, agreeing/disagreeing politely, using fillers, rounding up, etc.? A\_\_ B\_\_ C\_\_
- ✓ Can I use formal and informal language in conversations, debates, discussions, and oral presentations: greetings, address forms, interjections, polite/impolite expressions, and idioms related to the topics above? A\_\_ B\_\_ C\_\_
- ✓ Can I express belief, opinion, agreement and disagreement politely and in simple ways? A\_\_ B\_\_ C\_\_
- ✓ Can I discuss plans of action, making and responding to suggestions, asking for and giving directions or instructions? A\_\_ B\_\_ C\_\_

### Writing

- ✓ Can I write short, simple texts describing an event, anecdote, or simple story involving paranormal phenomena? A\_\_ B\_\_ C\_\_
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- ✓ Can I write short simple reviews or opinions about movies? A\_\_ B\_\_ C\_\_
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- ✓ 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*, *or*, *for*, and *because* (and synonyms) to create compound and complex sentences in a text? A\_\_ B\_\_ C\_\_
- ✓ Can I use linking devices for these functions: sequence, addition, contrast, exemplification, and conclusion? A\_\_ B\_\_ C\_\_
- ✓ Can I use these punctuation marks correctly: commas, periods, colons, 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\_\_