



Universidad
Tecnológica
de Pereira

Instituto de Lenguas Extranjeras ILEX

English Five Course

Presentation

The *English Five Course* teaches learners 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 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.

Aims¹

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

- ✓ understand the main points of clear standard input on familiar matters regularly encountered in leisure activities, physical and mental activities, and medical situations.
- ✓ deal with some situations likely to arise whilst interacting with others in leisure, physical and mental activities, and medical situations.
- ✓ describe experiences and events; briefly give reasons and explanations for opinions.

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.

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 5
 Cumulative hours: 320
 CEF: Basic B1

Contents	Grammar and functions	New Headway Units (Pre-intermediate)
Uses of technology in science, security, education, medicine, communication, everyday life, etc.	Using <i>passive voice</i> to express emphasis on actions and subjects (what is done to something/someone).	Unit 10
Outdoor recreation; for example: mountain activities (rock climbing, mountain biking); aero activities (gliding); and others.	Using the <i>present perfect simple</i> and <i>continuous</i> to express actions that started in the past and continue or have results in the present.	Unit 11
Brain fitness: exercises, tips, physical activity, and cognition.	Using the <i>first conditional</i> to express conditions and their results. Using the <i>second conditional</i> to express 1) imaginary conditions and their results and 2) advice.	Unit 12

Specific language competences:

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

Listening

- ✓ Understand general and specific information about uses of technology in science, security, education, medicine, communication, everyday life, etc.
- ✓ Understand general and specific information about outdoor recreation; for example: mountain activities (rock climbing, mountain biking); aero activities (gliding).
- ✓ Understand general and specific information about brain fitness: exercises, tips, physical activity, and cognition.
- ✓ Follow a lecture or talk within the topics above, provided the subject matter is familiar and the presentation straightforward and clearly structured.
- ✓ Understand simple technical information, such as operating instructions for everyday equipment.
- ✓ 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.

Reading

- ✓ Understand general and specific information in written texts about uses of technology in science, security, education, medicine, communication, everyday life, etc.
- ✓ Understand general and specific information in written texts about outdoor recreation; for example: mountain activities (rock climbing, mountain biking); aero activities (gliding).
- ✓ Understand general and specific information in written texts about brain fitness: exercises, tips, physical activity, and cognition.
- ✓ Find and understand relevant information in everyday material, such as letters, brochures and short official documents.
- ✓ Understand clearly written, straightforward instructions for a piece of equipment.
- ✓ 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 brochures, ads, catalogues, tutorials, (research) articles, medications, websites, etc.: greetings, address forms, interjections, polite/impolite expressions, and idioms related to the topics above.

Speaking

- ✓ Give structured oral presentations (introduction, body, and conclusion/recommendations) about uses of technology, outdoor recreation, and brain fitness.
- ✓ Interact with others describing experiences and giving brief reasons and explanations for opinions in conversations about uses of technology, outdoor recreation, and brain fitness.
- ✓ Participate in conversations by using an appropriate register as well as conversational strategies: asking for clarification, taking the floor, giving the floor, agreeing/disagreeing politely, using fillers, rounding up, etc.
- ✓ Utilize appropriate data sources and arguments for conversations and presentations, citing references to do so.
- ✓ 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.

Writing

- ✓ Write short texts about uses of technology, outdoor recreation, and brain fitness: product reviews, emails, and short descriptive articles.
- ✓ Write formal and informal emails asking for extra information and assistance about tech products, outdoor activities, and brain fitness services (e.g. a course).
- ✓ 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*, *yet*, *because* (and synonyms), *although* (and synonyms), *when* (and other time subordinators), and *if* appropriately 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, question and exclamation marks, parentheses, and quotation marks; and logographic signs such as &, @, #, *, etc.

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 10 to 12 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 Five 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 *passive voice* to express emphasis on actions and subjects (what is done to something/someone)? A__ B__ C__
- ✓ Can I use the *present perfect simple* and *continuous* to express actions that started in the past and continue or have results in the present? A__ B__ C__
- ✓ Can I use the *first conditional* to express conditions and their results? A__ B__ C__
- ✓ Can I use the *second conditional* to express 1) imaginary conditions and their results and 2) advice? A__ B__ C__

Listening

- ✓ Can I understand general and specific information about uses of technology in science, security, education, medicine, communication, everyday life, etc.? A__ B__ C__
- ✓ Can I understand general and specific information about outdoor recreation; for example: mountain activities (rock climbing, mountain biking); aero activities (gliding)? A__ B__ C__
- ✓ Can I understand general and specific information about brain fitness: exercises, tips, physical activity, and cognition? A__ B__ C__
- ✓ Can I follow a lecture or talk within the topics above, provided the subject matter is familiar and the presentation straightforward and clearly structured? A__ B__ C__
- ✓ Can I understand simple technical information, such as operating instructions for everyday equipment? 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__

Reading

- ✓ Can I understand general and specific information in written texts about uses of technology in science, security, education, medicine, communication, everyday life, etc.? A__ B__ C__
- ✓ Can I understand general and specific information in written texts about outdoor recreation; for example: mountain activities (rock climbing, mountain biking); aero activities (gliding)? A__ B__ C__
- ✓ Can I understand general and specific information in written texts about brain fitness: exercises, tips, physical activity, and cognition? A__ B__ C__
- ✓ Can I find and understand relevant information in everyday material, such as letters, brochures and short official documents? A__ B__ C__

- ✓ Can I understand clearly written, straightforward instructions for a piece of equipment? 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 brochures, ads, catalogues, tutorials, (research) articles, medications, websites, etc.: greetings, address forms, interjections, polite/impolite expressions, and idioms related to the topics above? A__ B__ C__

Speaking

- ✓ Can I give structured oral presentations (introduction, body, and conclusion/recommendations) about uses of technology, outdoor recreation, and brain fitness? A__ B__ C__
- ✓ Can I interact with others describing experiences and giving brief reasons and explanations for opinions in conversations about uses of technology, outdoor recreation, and brain fitness? A__ B__ C__
- ✓ Can I participate in conversations by using an appropriate register as well as conversational strategies: asking for clarification, taking the floor, giving the floor, agreeing/disagreeing politely, using fillers, rounding up, etc.? A__ B__ C__
- ✓ Can I utilize appropriate data sources and arguments for conversations and presentations, citing references to do so? 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__

Writing

- ✓ Can I write short texts about uses of technology, outdoor recreation, and brain fitness: product reviews, emails, and short descriptive articles? A__ B__ C__
- ✓ Can I write formal and informal emails asking for extra information and assistance about tech products, outdoor activities, and brain fitness services (e.g. a course)? 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*, *or*, *for*, *yet*, *because* (and synonyms), *although* (and synonyms), *when* (and other time subordinators), and *if* appropriately 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, question and exclamation marks, parentheses, and quotation marks; and logographic signs such as &, @, #, *, etc.? 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__