



Universidad
Tecnológica
de Pereira

Instituto de Lenguas Extranjeras ILEX

English Six Course

Presentation

The *English Six 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.

Aims¹

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

- ✓ understand the main points of clear standard input on matters regularly encountered in every day social and literary texts.
- ✓ deal with situations likely to arise whilst interacting in an area where the English language is used.
- ✓ produce simple connected texts which are about the topics in this course.
- ✓ describe experiences and events, dreams, hopes and ambitions; 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 6
 Cumulative hours: 384
 CEF: B1

Contents	Grammar and functions	New Headway Units (Intermediate)
Cultural habits from different countries around the world and how they are similar to / different from Colombia: body language, addressing, food, celebrations, dress code, and others.	Using the <i>present simple</i> , <i>perfect</i> , and <i>past simple</i> to ask for and give information about facts, actions, and events.	Unit 1
The world of work: Salaries, dream jobs, job requirements, stressful jobs, entrepreneurship, etc.	Using <i>present tenses (simple, continuous, and passive)</i> to ask for and give information about mine and others' professional lives and free-time activities.	Unit 2
Major literary genres: novels, poems, short stories, (graphic) novels, and others.	Using <i>past tenses (simple, continuous, perfect, and used to)</i> to narrate stories, events, experiences, and anecdotes.	Unit 3
Interaction with people from different countries: rituals, rules, expectations, stereotypes, social status, dating and relationships, etc. (Related to first topic above but focused on interacting with others to gain intercultural understanding.)	Using the verbs and verb phrases below for their corresponding functions: <i>should</i> : recommendation and advice. <i>must</i> : obligation <i>can-allowed to</i> : permission <i>have to</i> : obligation <i>don't have to</i> : lack of obligation	Unit 4

Specific language competences:

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

Listening

- ✓ Understand general and specific information about cultural habits from different countries around the world and how they are similar to / different from Colombia: body language, addressing, food, celebrations, dress code, and others.
- ✓ Understand general and specific information about the world of work: Salaries, dream jobs, job requirements, stressful jobs, entrepreneurship, etc.
- ✓ Understand general and specific information about major literary genres: novels, poems, short stories, (graphic) novels, and others.
- ✓ Understand general and specific information about interaction with people from different countries: rituals, rules, expectations, stereotypes, social status, dating and relationships, etc.
- ✓ 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: greetings, address forms, interjections, polite/impolite expressions, and idioms related to the topics above.
- ✓ Follow a lecture or talk within the topics above, provided the subject matter is familiar and the presentation straightforward and clearly structured.
- ✓ Understand a large part of TV programmes on topics of personal interest such as interviews and short lectures, when the delivery is relatively slow and clear.

Reading

- ✓ Understand general and specific information in written texts about cultural habits from different countries around the world and how they are similar to / different from Colombia: body language, addressing, food, celebrations, dress code, and others.
- ✓ Understand general and specific information in written texts about the world of work: Salaries, dream jobs, job requirements, stressful jobs, entrepreneurship, etc.
- ✓ Understand general and specific information about major literary genres: novels, poems, short stories, (graphic) novels, and others.
- ✓ Understand general and specific information in written texts about interaction with people from different countries: rituals, rules, expectations, stereotypes, social status, dating and relationships, etc.
- ✓ Find and understand relevant information in everyday material, such as webpages, short official documents, work-related documents (e.g. a contract), blogs, and newspapers.
- ✓ 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 (official governmental) webpages, literary works, articles, blogs, 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 cultural habits in Colombia and other countries, the world of work, major literary genres, and interaction with people from different countries.

- ✓ Interact with others giving and asking for information about cultural habits in Colombia and other countries, the world of work, major literary genres, and interaction with people from different countries.
- ✓ Participate in conversations by using an appropriate register as well as conversational strategies: showing understanding, asking for clarification, rephrasing, taking the floor, giving the floor, agreeing/disagreeing politely, using fillers, rounding up, etc.
- ✓ Give detailed accounts of experiences, describing feelings and reactions.
- ✓ 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 with introduction, body, and conclusion (e.g. a forum entry) describing cultural habits in Colombia and other countries, an aspect of the world of work, a major literary genre or book, and an issue related to interaction with people from different countries.
- ✓ Write a short and simple narrative essay about an issue in any of the topics in this course.
- ✓ Write comments describing situations and giving opinions about cultural habits in Colombia and other countries, an aspect of the world of work, a major literary genre or book, and an issue related to interaction with people from different countries.
- ✓ 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*, *nor*, *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; as well as 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 1 to 4 of the course book series, *New Headway 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 Six 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 present simple, perfect, and past simple to ask for and give information about facts, actions, and events? A__ B__ C__
- ✓ Can I use present tenses (simple, continuous, and passive) to ask for and give information about mine and others' professional lives and free-time activities? A__ B__ C__
- ✓ Can I use past tenses (*simple, continuous, perfect, and used to*) to narrate stories, events, experiences, and anecdotes? A__ B__ C__
- ✓ Can I use the verb and verb phrases below for their corresponding functions? A__ B__ C__

should: recommendation and advice.

must: obligation

can-allowed to: permission

have to: obligation

don't have to: lack of obligation

Listening

- ✓ Can I understand general and specific information about cultural habits from different countries around the world and how they are similar to / different from Colombia: body language, addressing, food, celebrations, dress code, and others? A__ B__ C__
- ✓ Can I understand general and specific information about the world of work: Salaries, dream jobs, job requirements, stressful jobs, entrepreneurship, etc.? A__ B__ C__
- ✓ Can I understand general and specific information about major literary genres: novels, poems, short stories, (graphic) novels, and others? A__ B__ C__
- ✓ Can I understand general and specific information about interaction with people from different countries: rituals, rules, expectations, stereotypes, social status, dating and relationships, etc.? 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: greetings, address forms, interjections, polite/impolite expressions, and idioms related to the topics above? 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 a large part of TV programmes on topics of personal interest such as interviews, short lectures, when the delivery is relatively slow and clear? A__ B__ C__

Reading

- ✓ Can I understand general and specific information in written texts about cultural habits from different countries around the world and how they are similar to / different from Colombia: body language, addressing, food, celebrations, dress code, and others? A__ B__ C__
- ✓ Can I understand general and specific information in written texts about the world of work: Salaries, dream jobs, job requirements, stressful jobs, entrepreneurship, etc.? A__ B__ C__
- ✓ Can I understand general and specific information about major literary genres: novels, poems, short stories, (graphic) novels, and others? A__ B__ C__
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- ✓ Can I find and understand relevant information in everyday material, such as webpages, short official documents, work-related documents (e.g. a contract), blogs, and newspapers? 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__
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Speaking

- ✓ Can I give structured oral presentations (introduction, body, and conclusion/recommendations) about cultural habits in Colombia and other countries, the world of work, major literary genres, and interaction with people from different countries? A__ B__ C__
- ✓ Can I interact with others giving and asking for information about cultural habits in Colombia and other countries, the world of work, major literary genres, and interaction with people from different countries? A__ B__ C__
- ✓ Can I participate in conversations by using an appropriate register as well as conversational strategies: asking for clarification, rephrasing, taking the floor, giving the floor, agreeing/disagreeing politely, using fillers, rounding up, etc.? A__ B__ C__
- ✓ Can I give detailed accounts of experiences, describing feelings and reactions? 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 with introduction, body, and conclusion (e.g. a forum entry) describing cultural habits in Colombia and other countries, an aspect of the world of work, a major literary genre or book, and an issue related to interaction with people from different countries? A__ B__ C__
- ✓ Can I write a short and simple narrative essay about an issue in any of the topics in this course? A__ B__ C__
- ✓ Can I write comments describing situations and giving opinions about cultural habits in Colombia and other countries, an aspect of the world of work, a major literary genre or book, and an issue related to interaction with people from different countries? 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, nor, 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; as well as 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__