



Universidad  
Tecnológica  
de Pereira

## Instituto de Lenguas Extranjeras ILEX

### English Seven Course

#### Presentation

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

- ✓ understand the main points of clear standard input on matters regularly encountered in cultural, academic, and travel 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 and plans.

#### 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 7

Cumulative hours: 448

CEF: B1+ (transition to B2)

Contents	Grammar and functions	New Headway Units (Intermediate)
Academic and cultural exchange experiences: scholarships, research and teaching assistantships, summer camps, volunteering overseas, etc.	Using the verb tenses and modals below for their corresponding functions: <i>will</i> for predictions based on opinions <i>going to</i> for predictions based on evidence <i>ing</i> for arranged plans <i>may, could, and might</i> to express future possibilities	Unit 5
Travelling abroad: VISAs, airports and flights, immigration, required vaccinations, travel plans, managing local currency, travel tips, etc.	Using <i>Wh- questions</i> to find out information about people, things, and situations.	Unit 6
Sports: outstanding people, events, rules, gear, etc.	Using the <i>present perfect simple</i> and <i>continuous</i> to express facts about other people, situations, and things. Using the <i>present perfect simple</i> in passive voice to express facts and add emphasis to subjects and actions.	Unit 7
Studying abroad: types of courses and programs, requirements, educational environments, challenges and difficulties, etc.	Using the verb patterns below for their corresponding functions: <i>need to</i> : expressing need <i>make + object + verb</i> : forcing someone or being forced by someone to do something <i>enjoy + ing</i> : expressing pleasure from doing something. <i>remember to do</i> : expressing memory or lack thereof <i>think of + ing</i> : expressing plans <i>look forward to + ing</i> : expressing happiness and/or excitement about something that is going to happen.	Unit 8

## Specific language competences:

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

### Listening

- ✓ Understand specific and general information about academic and cultural exchange experiences: scholarships, research and teaching assistantships, summer camps, volunteering overseas.
- ✓ Understand general and specific information about travelling abroad: VISAs, airports and flights, immigration, required vaccinations, travel plans, managing local currency, travel tips, etc.
- ✓ Understand general and specific information about sports: outstanding people, events, rules, gear, etc.
- ✓ Understand general and specific information about studying abroad: types of courses and programs, requirements, educational environments, challenges and difficulties, etc.
- ✓ Understand so as to follow detailed directions related to any of the topics above (e.g. *how to complete an online form for a summer camp*) or everyday communication (e.g. *taking a phone message*).
- ✓ 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.
- ✓ Identify and understand signaling words/phrases and their function, to monitor comprehension, e.g. *Flight AV800!* for introducing information about flights; *Keep in mind that* to signal key information.

### Reading

- ✓ Understand general and specific information in written texts about academic and cultural exchange experiences: scholarships, research and teaching assistantships, summer camps, volunteering overseas.
- ✓ Understand general and specific information in written texts about travelling abroad: VISAs, airports and flights, immigration, required vaccinations, travel plans, managing local currency, travel tips, etc.
- ✓ Understand general and specific information in written texts about sports: outstanding people, events, rules, gear, etc.
- ✓ Understand general and specific information in written texts about studying abroad: types of courses and programs, educational environments, challenges and difficulties, etc.
- ✓ Complete schematic tables, diagrams, charts, maps, checklists, 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 scholarship applications, webpages, travel catalogues, airline tickets, VISA applications, brochures, etc.: greetings, address forms, interjections, polite/impolite expressions, and idioms related to the topics above.
- ✓ Scan longer texts in order to locate desired information, and gather information from different parts, or from different texts in order to fulfil a specific task (e.g. *create a travel plan*).

**Speaking**

- ✓ Give structured oral presentations (introduction, body, and conclusion/recommendations) about academic and cultural exchange experiences, a sport-related issue, or about studying and travelling abroad.
- ✓ Interact with others giving and asking for information about academic and cultural exchange experiences, a sport-related issue, or about studying and travelling abroad.
- ✓ Participate in conversations by using an appropriate register as well as conversational strategies: checking understanding or asking for clarification, rephrasing, taking the floor, giving the floor, agreeing/disagreeing politely, using fillers, rounding up, etc.
- ✓ Explain why something is a problem and discuss and propose what to do next.
- ✓ 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 a formal personal statement in response to an application; for example, for a scholarship.
- ✓ Write letters/emails/social media messages asking for information about: academic and cultural exchange experiences, a sport-related issue, or about studying and travelling abroad.
- ✓ Complete physical and/or online forms: VISA, applications, airline reservations, check-in, hotel reservations, buying a travel plan, and others related to the topics in this 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*, *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, 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 5 to 8 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 Seven 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 verb tenses and modals below for their corresponding functions? A\_\_ B\_\_ C\_\_

*will* for predictions based on opinions

*going to* for predictions based on evidence

*ing* for arranged plans

*may, could, and might* to express future possibilities

- ✓ Can I use Wh- questions to find out information about people, things, and situations? A\_\_ B\_\_ C\_\_
- ✓ Can I use the *present perfect simple* and *continuous* to express facts about other people, situations, and things? A\_\_ B\_\_ C\_\_
- ✓ Can I use the *present perfect simple* in passive voice to express facts and add emphasis to subjects and actions? A\_\_ B\_\_ C\_\_
- ✓ Can I use the verb patterns below for their corresponding functions? A\_\_ B\_\_ C\_\_

*need to*: expressing need

*make + object + verb*: forcing someone or being forced by someone to do something

*enjoy + ing*: expressing pleasure from doing something.

*remember to do*: expressing memory or lack thereof

*think of + ing*: expressing plans

*look forward to + ing*: expressing happiness and/or excitement about something that is going to happen.

### Listening

- ✓ Can I understand specific and general information about academic and cultural exchange experiences: scholarships, research and teaching assistantships, summer camps, volunteering overseas? A\_\_ B\_\_ C\_\_
- ✓ Can I understand general and specific information about travelling abroad: VISAs, airports and flights, immigration, required vaccinations, travel plans, managing local currency, travel tips, etc.? A\_\_ B\_\_ C\_\_
- ✓ Can I understand general and specific information about sports: outstanding people, events, rules, gear, etc.? A\_\_ B\_\_ C\_\_
- ✓ Can I understand general and specific information about studying abroad: types of courses and programs, requirements, educational environments, challenges and difficulties, etc.? A\_\_ B\_\_ C\_\_
- ✓ Can I understand so as to follow detailed directions related to any of the topics above (e.g. *how to complete an online form for a summer camp*) or everyday communication (e.g. *taking a phone message*)? 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 identify and understand signaling words/phrases and their function, to monitor comprehension, e.g. *Flight AV800!* for introducing information about flights; *Keep in mind that* to signal key information? A\_\_ B\_\_ C\_\_

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### Speaking

- ✓ Can I give structured oral presentations (introduction, body, and conclusion/recommendations) about academic and cultural exchange experiences, a sport-related issue, or about studying and travelling abroad? A\_\_ B\_\_ C\_\_
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- ✓ Can I explain why something is a problem and discuss and propose what to do next? 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 a formal personal statement in response to an application; for example, for a scholarship? A\_\_ B\_\_ C\_\_

- ✓ Can I write letters/emails/social media messages asking for information about: academic and cultural exchange experiences, a sport-related issue, or about studying and travelling abroad? A\_\_ B\_\_ C\_\_
- ✓ Can I complete physical and/or online forms: VISA, applications, airline reservations, check-in, hotel reservations, buying a travel plan, and others related to the topics in this 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, 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, and logographic signs such as &, @, #, \*, etc.? A\_\_ B\_\_ C\_\_

**Grammar, vocabulary, and pronunciation**

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- ✓ 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\_\_