



Universidad  
Tecnológica  
de Pereira

## Instituto de Lenguas Extranjeras ILEX

### English Eight Course

#### Presentation

The *English Eight Course* teaches learners key skills for interacting with oral and written texts in English, and therefore for producing their own texts to meet communicative work-related 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 Eight Course*, you should be able to:

- ✓ understand the main ideas of complex texts on both concrete and basic abstract topics, including technical discussions in your field of specialization.
- ✓ interact with a degree of fluency and spontaneity that makes regular interaction with English speakers possible without reduced strain for either party.
- ✓ produce clear, detailed texts on a limited range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

#### 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 8  
 Cumulative hours: 512  
 CEF: Basic B2

Contents	Grammar and functions	New Headway Units (Intermediate)
The world of work: contracting, working in teams, multinational corporations, managing work relationships and stress, liabilities, etc.	Using the conditionals below for their corresponding functions:  <i>First conditional:</i> expressing a probable condition and its result <i>Second conditional:</i> expressing 1) imaginary conditions and their results and 2) advice. <i>Third conditional:</i> expressing regret about something in the past.	Unit 9
Job hunting: career advice, preparing for an interview, writing a good CV, reflecting upon personal profile, and others.	Using <i>noun phrases</i> to refer to things, people, or situations.	Unit 10
Skills employers expect from university graduates: leadership, initiative, time management, problem solving, and others.	Using <i>modals</i> to express probabilities and to speculate. In present: <i>must/can't/might/could be</i> In past: <i>must/can't/might have been</i>	Unit 11
Celebrities and social causes: sportsmen, actors, artists, musicians, etc.	Using <i>reported speech</i> to express what someone has said or done. Using <i>reported thoughts</i> to express when one is misinformed. Using <i>reported questions</i> to ask for information.	Unit 12

## Specific language competences:

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

### Listening

- ✓ Understand general and specific information about the world of work: contracting, working in teams, multinational corporations, managing work relationships and stress, liabilities, etc.
- ✓ Understand general and specific information about job hunting: career advice, preparing for an interview, writing a good CV, reflecting upon personal profile, and others.
- ✓ Understand general and specific information about skills employers expect from university graduates: leadership, initiative, time management, problem solving, and others.
- ✓ Understand general and specific information about celebrities and social causes: sportsmen, actors, artists, musicians, 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 extended speech and complex lines of argument (e.g. in a lecture) provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers
- ✓ Identify and understand signaling words/phrases and their function, to monitor comprehension, e.g. *tentative dates* for introducing specific dates; *do's and don'ts* to signal key recommendations.

### Reading

- ✓ Understand general and specific information in written texts about the world of work: working in teams, multinational corporations, managing work relationships and stress, liabilities, etc.
- ✓ Understand general and specific information in written texts about job hunting: career advice, preparing for an interview, writing a good CV, reflecting upon personal profile, and others.
- ✓ Understand general and specific information in written texts about skills employers expect from university graduates: leadership, initiative, time management, problem solving, and others.
- ✓ Understand general and specific information in written texts about celebrities and social causes: sportsmen, actors, artists, musicians, etc.
- ✓ Quickly identify the content and relevance of news items, articles and reports on a limited range of professional topics, deciding whether closer study is worthwhile.
- ✓ 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 contracts, written policies, companies webpages, job hunting support companies/webpages and search engines; tutorials, and official legal documents, etc.: greetings, address forms, interjections, polite/impolite expressions, and idioms related to the topics above.
- ✓ Understand the relationship between referents in written texts which include the topics above.

### Speaking

- ✓ Give structured oral reports about professional matters related to own career, including introduction, body, conclusion, data sources, visuals, etc.
- ✓ Give detailed descriptions about an area in the world of work, skills of recent graduates, job hunting, and celebrities and social causes.

- ✓ Interact with others by giving, asking for, discussing and debating information (specifically advantages and disadvantages of something) related to the world of work, skills of recent graduates, job hunting, and labor and employment laws.
- ✓ 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.
- ✓ Synthesise and report information and arguments from a number of sources.
- ✓ Plan and present a proposal for a job position, using oral presentation skills.
- ✓ 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 the following products using formal language to do so: CVs, job application letters, resignation letters, complaint letters, recommendation letters, and professional reports.
- ✓ Complete forms related to the world of work and professional activities: Online professional profiles and databases, job-related surveys, contracts, application letters, etc.
- ✓ 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 9 to 12 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 Martínez* 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 Eight 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 conditionals below for their corresponding functions? A\_\_ B\_\_ C\_\_

*First conditional*: expressing a probable condition and its result

*Second conditional*: expressing 1) imaginary conditions and their results and 2) advice.

*Third conditional*: expressing regret about something in the past.

- ✓ Can I use *noun phrases* to refer to things, people, or situations? A\_\_ B\_\_ C\_\_
- ✓ Can I use *modals* to express probabilities and to speculate? A\_\_ B\_\_ C\_\_

In present: *must/can't/might/could be*

In past: *must/can't/might have been*

- ✓ Can I use *reported speech* to express what someone has said or done? A\_\_ B\_\_ C\_\_
- ✓ Can I use *reported thoughts* to express when one is misinformed? A\_\_ B\_\_ C\_\_
- ✓ Can I use *reported questions* to ask for information? A\_\_ B\_\_ C\_\_

### Listening

- ✓ Can I understand general and specific information about the world of work: contracting, working in teams, multinational corporations, managing work relationships and stress, liabilities, etc.?
- ✓ Can I understand general and specific information about job hunting: career advice, preparing for an interview, writing a good CV, reflecting upon personal profile, and others? A\_\_ B\_\_ C\_\_
- ✓ Can I understand general and specific information about skills employers expect from university graduates: leadership, initiative, time management, problem solving, and others? A\_\_ B\_\_ C\_\_
- ✓ Can I understand general and specific information about celebrities and social causes: sportsmen, actors, artists, musicians, 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 extended speech and complex lines of argument (e.g. in a lecture) provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers? A\_\_ B\_\_ C\_\_
- ✓ Can I identify and understand signaling words/phrases and their function, to monitor comprehension, e.g. *tentative dates* for introducing specific dates; *do's and don'ts* to signal key recommendations? A\_\_ B\_\_ C\_\_

## Reading

- ✓ Can I understand general and specific information in written texts about the world of work: working in teams, multinational corporations, managing work relationships and stress, liabilities, etc.? A\_\_ B\_\_ C\_\_
- ✓ Can I understand general and specific information in written texts about job hunting: career advice, preparing for an interview, writing a good CV, reflecting upon personal profile, and others? A\_\_ B\_\_ C\_\_
- ✓ Can I understand general and specific information in written texts about skills employers expect from university graduates: leadership, initiative, time management, problem solving, and others? A\_\_ B\_\_ C\_\_
- ✓ Can I understand general and specific information in written texts about celebrities and social causes: sportsmen, actors, artists, musicians, etc.? A\_\_ B\_\_ C\_\_
- ✓ Can I quickly identify the content and relevance of news items, articles and reports on a limited range of professional topics, deciding whether closer study is worthwhile? A\_\_ B\_\_ C\_\_
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- ✓ Can I understand the relationship between referents in written texts which include the topics above? A\_\_ B\_\_ C\_\_

## Speaking

- ✓ Can I give structured oral reports about professional matters related to own career, including introduction, body, conclusion, data sources, visuals, etc.? A\_\_ B\_\_ C\_\_
- ✓ Can I give detailed descriptions about an area in the world of work, skills of recent graduates, job hunting, and celebrities and social causes? A\_\_ B\_\_ C\_\_
- ✓ Can I interact with others by giving, asking for, discussing and debating information (specifically advantages and disadvantages of something) related to the world of work, skills of recent graduates, job hunting, and labor and employment laws? A\_\_ B\_\_ C\_\_
- ✓ Can I 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.? A\_\_ B\_\_ C\_\_
- ✓ Can I synthesise and report information and arguments from a number of sources.
- ✓ Can I plan and present a proposal for a job position, using oral presentation skills?
- ✓ 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 the following products using formal language to do so: CVs, job application letters, resignation letters, complaint letters, recommendation letters, and professional reports? A\_\_ B\_\_ C\_\_
- ✓ Can I complete forms related to the world of work and professional activities: Online professional profiles and databases, job-related surveys, contracts, application letters, etc.? 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**

- ✓ 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\_\_