



# **Intermediate English Course IX**

## MAIN GOALS (Adapted from the Common European Framework Level B1)

At the end of English IX, I should be competent enough to:

- understand the general and specific points of clear standard input on general situations regarding every day and professional life.
- deal with situations probable to happen in an area where English is spoken.
- produce connected text (written and oral) on topics which are familiar and of general interest.

### SPECIFIC OBJECTIVES:

***After 40 hours of the course, I should be able to:***

#### LISTENING COMPREHENSION

- understand the main and specific ideas of spoken texts encountered in everyday life, professional life, academic life, etc.
- understand the main idea as well as specific information found in authentic materials such as media programs.
- understand and follow detailed descriptions to do something: how to organize an agenda, study plan, etc.
- identify social expressions in formal and informal conversations about: capacities, suggestions, permissions, probabilities and obligations, experiences, speculations, exchange of information, stories and anecdotes.
- learn and use listening comprehension strategies explicitly.

#### PRONUNCIATION

- identify and produce these vowel, consonant, and diphthong sounds: /ʊ/, /u:/, /eɪ/, /ɔ:/, /əʊ/, /dʒ/, /θ/, /ð/, separately and in context.
- use different ways of intonation to express different ideas (e.g. *Andrés **studies** English, but he doesn't **use** it*).
- intonate sentences correctly so as to show doubt, surprise, scepticism, etc.
- pronounce correctly regular and irregular verbs in past simple and participle as well as modal verbs in negative and positive forms.
- intonate Yes-No and Wh- questions correctly.

#### ORAL PRODUCTION

- interact with teacher and classmates, sharing opinions, facts and ideas about personal, professional, social and academic topics.
- initiate, maintain and conclude a general conversation using a number of strategies: inviting others to agree, bringing people together, etc.
- employ a variety of formal and informal social expressions (*Are you with me? You're right. I beg to differ.*) in speaking situations.
- describe something in my field of study, giving details, facts, etc. by means of a roleplay, show-and-tell, mini-lecture, debate, etc.

## READING COMPREHENSION

- read and understand general and specific information from authentic materials such as magazines, newspapers, articles (in my field of study), etc.
- read and understand social texts such as menus, signs, ads, catalogues, (bus/train/airline) timetables, etc.
- understand the structure of texts: organization, chronological events, punctuation, grammatical structures, and levels of formality.
- learn and use reading comprehension strategies explicitly.

## WRITTEN PRODUCTION

- write texts with communicative purposes: a description of something for sale, an email requesting information, etc.
- write narrative texts (an anecdote, a journal entry, etc.) by brainstorming, drafting, using models, reviewing and rewriting.
- write structured texts (short essays, articles, reports, etc.) with a basic clear organization: opening, body, and closing.
- use punctuation marks correctly: capitals, periods, commas, semicolons, parentheses, question and exclamation marks.
- write statements and paragraphs with connectors and sequence words and phrases (including synonyms) such as **but, nonetheless-nevertheless, while, during, for, therefore, because, First of all, to begin with, then, After that, in addition, Finally, To sum up**, etc.

## USE OF ENGLISH

(Grammar content as described in units 9 to 12 of course book)

- learn and explicitly use strategies for grammar and vocabulary; for example: observation, analysis and conclusion; context, opposites, descriptions, illustrations, dictionaries, etc.
- use the grammatical structures of this level in speaking and writing (modal verbs must-could-might-can't, present perfect continuous, indirect questions, question tags, reported speech).
- formulate Yes-No and Wh- questions with the grammar in English IX.

## LANGUAGE FUNCTIONS (Written and spoken levels whenever applicable)

- |  |  |
|--|--|
| • Expressing capacities, suggestions, permissions, probabilities, and obligations. | • Speculating.                         |
| • Telling personal and others' experiences.  | • Telling stories/anecdotes.           |
| • Expressing doubt/wonder.   | • Asking questions and for information |

## CONTENTS AND RESOURCES

- Units 9 to 12 of the course book, *New Headway Intermediate*: The new edition.
- **Writing tasks** on workbook units 9 to 12 (essential).
- CD with corresponding exercises. I can buy the CD from the ILEX office.
- DVDs and videos from the ILEX collection. (teachers' use)
- Software *Tell me More*.
- Other material from the Internet and the *Roa Martinez* library, or materials designed by teachers.

## METHODOLOGY

This course is designed with a communicative focus as I will be involved in activities that will bring the use of English for real-life situations into the classroom. I will exchange information concerning my life, career, etc. through tasks that I will perform in class so as to create an atmosphere of English.

## PRINCIPLES OF TEACHING AND LEARNING

- Communicative competence is the core of language teaching and learning.
- Language is structure, function and interaction; lessons should revolve around this main idea.
- English is used for communicative real-life purposes.
- The focus of the English language lesson is on meaning and on form.
- Integration and development of the basic skills: Listening, Speaking, Reading, Writing, Use of English and Language Functions.
- Authentic content and tasks are used to learn and produce natural English.
- Students are active learners and use strategies for learning language.
- Interaction with others in English is fundamental for learning.
- Students will self-assess their learning process, and teachers will reflect upon their teaching.

### EVALUATION

#### Skills Development 60%

12%: Reading

12%: Listening

12%: Writing

12%: Speaking

12%: Use of English

#### Final Evaluation 40% (100 points)

**20 points:** Listening

**20 points:** Speaking

**20 points:** Reading

**20 points:** Writing

**20 points:** Use of English

## BIBLIOGRAPHY

Textbook: Soars, Liz and John (2003). *New Headway Intermediate*: The third edition. Student's book.

Monolingual dictionary

Documents from the Internet

Other bibliography from the *Jorge Roa Martinez* Library (essential).

## SELF-EVALUATION 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 *English Nine*. 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.

### LISTENING COMPREHENSION

- Can I understand the main and specific ideas of spoken texts encountered in everyday life, professional life, academic life, etc.? A\_\_ B\_\_ C\_\_
- Can I understand the main idea as well as specific information found in authentic materials such as media programs? A\_\_ B\_\_ C\_\_
- Can I understand and follow detailed descriptions to do something: how to organize an agenda, study plan, etc.? A\_\_ B\_\_ C\_\_
- Can I identify social expressions in formal and informal conversations about: capacities, suggestions, permissions, probabilities and obligations, experiences, speculations, exchange of information, stories and anecdotes? A\_\_ B\_\_ C\_\_
- Can I use listening comprehension strategies explicitly? A\_\_ B\_\_ C\_\_

### PRONUNCIATION

- Can I identify and produce these vowel, consonant, and diphthong sounds: /ʊ/, /u:/, /eɪ/, /ɔɪ/, /əʊ/, /dʒ/, /θ/, /ð/, separately and in context? A\_\_ B\_\_ C\_\_
- Can I use different ways of intonation to express different ideas (e.g. *Andrés **studies** English, but he doesn't **use** it*)? A\_\_ B\_\_ C\_\_
- Can I intonate sentences correctly so as to show doubt, surprise, scepticism, etc.? A\_\_ B\_\_ C\_\_
- Can I pronounce correctly regular and irregular verbs in past simple and participle as well as modal verbs in negative and positive forms? A\_\_ B\_\_ C\_\_
- Can I intonate Yes-No and Wh- questions correctly? A\_\_ B\_\_ C\_\_

### ORAL PRODUCTION

- Can I interact with teacher and classmates, sharing opinions, facts and ideas about personal, professional, social and academic topics? A\_\_ B\_\_ C\_\_
- Can I initiate, maintain and conclude a general conversation using a number of strategies: inviting others to agree, bringing people together, etc.? A\_\_ B\_\_ C\_\_
- Can I employ a variety of formal and informal social expressions (*Are you with me? You're right. I beg to differ.*) in speaking situations? A\_\_ B\_\_ C\_\_
- Can I describe something in my field of study, giving details, facts, etc. by means of a roleplay, show-and-tell, mini-lecture, debate, etc.? A\_\_ B\_\_ C\_\_

## READING COMPREHENSION

- Can I read and understand general and specific information from authentic materials such as magazines, newspapers, articles (in my field of study), etc.? A\_\_ B\_\_ C\_\_
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- Can I understand the structure of texts: organization, chronological events, punctuation, grammatical structures, and levels of formality? A\_\_ B\_\_ C\_\_
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## WRITTEN PRODUCTION

- Can I write texts with communicative purposes: a description of something for sale, an email requesting information, etc.? A\_\_ B\_\_ C\_\_
- Can I write narrative texts (an anecdote, a journal entry, etc.) by brainstorming, drafting, using models, reviewing and rewriting? A\_\_ B\_\_ C\_\_
- Can I write structured texts (short essays, articles, reports, etc.) with a basic clear organization: opening, body, and closing? A\_\_ B\_\_ C\_\_
- Can I use punctuation marks correctly: capitals, periods, commas, semicolons, parentheses, question and exclamation marks? A\_\_ B\_\_ C\_\_
- Can I write statements and paragraphs with connectors and sequence words and phrases (including synonyms) such as **but, nonetheless-nevertheless, while, during, for, therefore, because, First of all, to begin with, then, After that, in addition, Finally, To sum up**, etc.? A\_\_ B\_\_ C\_\_

## USE OF ENGLISH

- Can I explicitly use strategies for grammar and vocabulary; for example: observation, analysis and conclusion; context, opposites, descriptions, illustrations, dictionaries, etc.? A\_\_ B\_\_ C\_\_
- Can I use the grammatical structures of this level in speaking and writing (modal verbs must-could-might-can't, present perfect continuous, indirect questions, question tags, reported speech)? A\_\_ B\_\_ C\_\_
- Can I formulate Yes-No and Wh- questions with the grammar in English IX? A\_\_ B\_\_ C\_\_

## LANGUAGE FUNCTIONS (Written and spoken levels whenever applicable)

- Can I express capacities, suggestions, permissions, probabilities, and obligations? A\_\_ B\_\_ C\_\_
- Can I tell personal and others' experiences? A\_\_ B\_\_ C\_\_
- Can I express doubt/wonder? A\_\_ B\_\_ C\_\_
- Can I speculate? A\_\_ B\_\_ C\_\_
- Can I tell stories/anecdotes? A\_\_ B\_\_ C\_\_
- Can I ask questions and for information? A\_\_ B\_\_ C\_\_