Today I must admit in honour of my father that one of the failures of my life as a writer has been not knowing English.

“Vivir Para Contarla”
Gabriel García Márquez

ILEX offers 16 English courses of 40 hours each, making a total of 640 hours of instruction. The courses are classified, according to standards of proficiency, as follows:

<table>
<thead>
<tr>
<th>BEGINNERS’ LEVEL</th>
<th>PRE-INTERMEDIATE L.</th>
<th>INTERMEDIATE LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH I</td>
<td>ENGLISH IV</td>
<td>ENGLISH VII</td>
</tr>
<tr>
<td>ENGLISH II</td>
<td>ENGLISH V</td>
<td>ENGLISH VIII</td>
</tr>
<tr>
<td>ENGLISH III</td>
<td>ENGLISH VI</td>
<td></td>
</tr>
</tbody>
</table>

In one semester two courses may be completed, for a total of 80 hours. It is recommended that once the semester is initiated the program be continued without interruption.

At the beginning of each semester a classification examination will be programmed to serve as an instrument for the placement of students at different levels. If any student considers that he/she already has a proficiency level equivalent to 640 hours of instruction, that is to say, advanced level, he/she should contact the ILEX office in order to verify the evaluation results.

Upon the completion of their academic programs, all students, without exception, must take a standardized test in order to accredit a determined number of points as a requisite for graduation.

ILEX will, through the Roa Martinez Library and at no additional cost, provide the didactic support material that accompanies each course. These books must be well taken care of. The lending and handling of these will be in accordance with the lending policies of the Library.
The emphasis of this course is the teaching/learning of general English in an academic context. The focus is communicative as students will be able to receive and process information in the English language within a limited range of social and personal contexts. The syllabus has been designed around the specific skills of listening, speaking, reading and writing. Similarly, a structural component has been specified which includes specific elements of grammar and vocabulary. The cultural component is introduced by language functions in the cultural context of English. This cultural component, along with the specific skills already stated, will give students the opportunity to successfully use English in a country where English is spoken.

GENERAL OBJECTIVES
- Continue a process of acquisition of the English language as an instrument for the exchange of knowledge, recognizing its importance as a universal medium used for communicating with people, countries, and cultures different from our own. From the beginning, I will recognize linguistic structures and be able to listen to coherent segments of oral discourse (listening and speaking skills) and to relate these to written discourse (reading and writing skills).
- Assume and demonstrate a positive attitude of autonomous learning oriented toward the constant practice of English, utilizing pedagogical resources within and outside the classroom.
- Differentiate characteristics pertaining to the learning of a foreign language from those pertaining to learning in other fields of knowledge, employing strategies leading to the gradual development of linguistic skills in the English language.

MAIN GOALS (Adapted from the Common European Framework Level A2)
At the end of English II, I will be competent enough to:
- Understand sentences and expressions of frequent use that involve personal and familiar information, capacities, comparisons, shopping, and routines in simple present and past tenses.
- Exchange information communicatively on aspects that are familiar to my context.
- Describe the needs of my immediate context: things I would like, routines, descriptions and comparisons, past events, etc.

SPECIFIC OBJECTIVES:
In order to fulfil the main goals as well as the general objectives described, I will gradually develop habits and linguistic abilities based on the following specific objectives:

I, after 40 hours of the course, will be able to:

LISTENING
- Understand phrases and expressions related to areas of most immediate priority (e.g. personal and family information, shopping, people’s capacities, comparisons, events in past) provided speech is clearly and slowly articulated.
- Recognise general and specific information from texts heard.
- Register in English a determined percentage of information from recorded material.
Recognise different accents of English speakers (native and non-native).

**PRONUNCIATION**

- Identify and produce the ED endings of irregular verbs as described in these phonemes [], [], []
- Pronounce correctly the past tense forms of some irregular verbs as well as comparatives and superlatives.
- Use a correct intonation when answering short questions and when asking Wh and yes/no questions.

**SPEAKING**

- Give a description or presentation of people, living or working conditions, capacities, daily routines (in present or past), likes/dislikes, etc. as a short series of phrases and sentences linked into a list.
- Produce short responses to information that is heard in recorded material.
- Formulate questions and give responses based on specific material spoken or written.
- Recognise and produce common expressions used in daily communicative tasks such as excusing myself, receiving simple information, inquiring by telephone, giving dates and requesting politely.
- Participate in spontaneous dialogues in English according to my level.
- Perform communicative tasks such as ordering a meal, expressing likes and preferences.

**READING**

- Understand up to 300-word texts containing high-frequency vocabulary, including a proportion of shared international vocabulary items.
- Use written language (texts) to obtain information in English as a manner appropriate to specific social and personal contexts and therefore increase knowledge of the world.
- Comprehend essential global information (skimming) in areas of general interest by means of appropriate readings and material written by classmates.
- Gradually achieve the ability to register information directly through the medium of written English and without using Spanish as a support for understanding.
- Understand principal ideas (skimming) and/or some concrete information (scanning) in a text.
- Understand chronological sequences occurring in texts at the level of English II.
- Understand messages with social purposes and information such as public announcements and direct instructions that are written.

**WRITING**

- Write short, simple formulaic notes relating to matters in areas of immediate interest by connecting sentences to paragraphs.
- Develop drafts from initial sentences and elaborate another exercise taking it to a final result.
- Write a description resulting from the observation of a drawing, instruction or another prompt.
- Rewrite sentences as when writing a dictation.
• Participate in group and individual correction of material written by the students in the group.
• Write short messages such as postcards, telephone messages, letters or thank-you notes.
• Write a short story using the grammatical structures and vocabulary of this level.
• Identify grammatical, punctuation and spelling errors in written texts.

GRAMMATICAL STRUCTURES AND VOCABULARY

(Grammar content as described in units 6 to 10 of course book.)
• Employ autonomously strategies for recognition and appropriation of vocabulary: context, opposites, descriptions, mimics or drawings, photographs, and the use of a monolingual dictionary.
• Use appropriately verbs in simple present and past tenses in the context of the four skills (listening, speaking, reading, and writing).
• Recognise and use in the context of the four skills the vocabulary of this level.
• Acquire the grammatical structures of this level (can, past of to be, simple past, count and uncount nouns, some and any, and comparative and superlative forms of adjectives).

LANGUAGE FUNCTIONS (Written and spoken levels whenever applicable)
• Expressing capacity or lack of it.
• Asking for and giving information on the phone.
• Congratulating or complimenting someone on something.
• Retelling past actions.
• Asking for a favour – Requesting politely.
• Describing and comparing.
• Expressing likes, dislikes, and wants.
• Purchasing daily groceries.

CONTENTS AND MATERIALS
• Units 6 to 10 of the course book, New Headway Elementary.
• Writing tasks on workbook units 6 to 10 (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.

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 using English.
PRINCIPLES OF TEACHING AND LEARNING

- Integration of the basic skills: Listening, Speaking, Reading, Writing, and the Language Functions.
- I register a percentage of the information that I hear and read in English and afterwards use it for communication.
- I start and continue developing the ability to communicate in English.
- My teacher adapts the class atmosphere to facilitate my learning.
- The design of the course is oriented towards me as a student.
- My teacher uses English fluently, correctly, and most of the time.
- I will implement strategies for developing autonomy.

TEACHING AND LEARNING TECHNIQUES

- I will be an active participant in the development of the course: I will observe, analyse, draw conclusions, with respect to grammar, vocabulary and content, be as autonomous as possible, and try to use English (listen, speak, read, and write) as much as possible.
- I will be actively involved by my teacher in class and out of class activities.
- I will be engaged in a constant process of self-evaluation and verification of my own learning.
  (See Self-assessment grid for competences)
- I will be prepared to work individually, in pairs, and/or in groups.

<table>
<thead>
<tr>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills Development 60%</td>
</tr>
<tr>
<td>15%: Reading 15%: Listening</td>
</tr>
<tr>
<td>15%: Writing 15%: Speaking</td>
</tr>
<tr>
<td>Final Evaluation 40%</td>
</tr>
<tr>
<td>10%: Reading: 25 points 10%: Listening: 25 points</td>
</tr>
<tr>
<td>10%: Writing: 25 points 10%: Speaking: 25 points</td>
</tr>
</tbody>
</table>

BIBLIOGRAPHY

Monolingual dictionary
Documents from the Internet
Other bibliography from the Jorge Roa Martinez Library (essential).
SELF-EVALUATION GRID FOR COMPETENCES

LISTENING
- Can I understand phrases and expressions related to areas of my context (e.g. personal and family information, shopping, people’s capacities, comparisons, events in past) when English is clearly and slowly articulated? Yes___ No___
- Can I recognise general and specific information from texts that I hear? Yes___ No___
- Can I register in English a percentage of information from material that I listen to? Yes__ No__
- Can I recognise different accents of English speakers (native and non-native)? Yes____ No____

PRONUNCIATION
- Can I identify and produce the ED endings of irregular verbs as they are in these phonemes [], [], []? Yes___ No___
- Can I pronounce correctly the past tense forms of some irregular verbs as well as comparatives and superlatives form of adjectives? Yes___ No___
- Can I use a correct intonation when I answer short questions and when I ask Wh and yes/no questions? Yes___ No___

SPEAKING
- Can I give a description or presentation of people, living or working conditions, capacities, daily routines (in present or past), likes/dislikes, etc? Yes____ No____
- Can I produce short responses to information that is heard in recorded material or that I hear from my teacher? Yes___ No___
- Can I formulate questions and give responses based on specific spoken or written material? Yes___ No___
- Can I recognise and produce common expressions used in daily communicative encounters such as excusing myself, receiving simple information, asking by telephone, giving dates and requesting politely? Yes____ No____
- Can I participate in spontaneous dialogues in English according to my level? Yes____ No____
- Can I order a meal and express likes and preferences? Yes___ No___

READING
- Can I understand up to 300-word texts containing frequent vocabulary, including words that are internationally common? Yes___ No___
- Can I use written language (texts) to obtain information in English about specific social and personal contexts and to increase knowledge of the world? Yes___ No___
- Can I comprehend essential global information (skimming) in areas of general interest with appropriate readings and material written by my classmates? Yes___ No___
- Can I achieve the ability to register information directly through texts in English and without using Spanish as a support for my understanding? Yes___ No___
- Can I understand principal ideas (skimming) and/or concrete information (scanning) in a text? Yes___ No___
Can I understand time sequences occurring in texts at the level of English II? Yes___ No___
Can I understand messages with social purposes and information such as public announcements and direct instructions that are written? Yes___ No___

WRITING
Can I write short, simple notes by connecting sentences to paragraphs about topics that are familiar to me? Yes___ No___
Can I write drafts with initial sentences and elaborate another exercise taking it to a final text? Yes___ No___
Can I write a description resulting from the observation of a drawing, instructions from my teacher or other instructions? Yes___ No___
Can I rewrite sentences, for example when I write a dictation? Yes___ No___
Can I participate in group and individual correction of material written by my classmates in the group? Yes___ No___
Can I write short messages such as postcards, telephone messages, letters or thank-you notes? Yes___ No___
Can I write a short story using the grammatical structures and vocabulary of English II? Yes___ No___
Can I identify grammatical, punctuation and spelling errors in written texts? Yes___ No___

GRAMMAR AND VOCABULARY
Can I employ autonomously strategies for recognition and appropriation of vocabulary: context, opposites, descriptions, mimics or drawings, photographs, and the use of a monolingual dictionary? Yes___ No___
Can I use appropriately verbs in simple present and past tenses in the context of the four skills (listening, speaking, reading, and writing)? Yes___ No___
Can I recognise and use in the context of the four skills the vocabulary of this level? Yes___ No___
Can I use the grammatical structures of this level (can, past of to be, simple past, count and uncount nouns, some and any, and comparative and superlative forms of adjectives)? Yes___ No___

LANGUAGE FUNCTIONS
Can I express capacity or lack of it? Yes___ No___
Can I ask for and give information on the phone? Yes___ No___
Can I congratulate or compliment someone on something? Yes___ No___
Can I retell past actions? Yes___ No___
Can I ask for a favour – request politely? Yes___ No___
Can I describe and compare? Yes___ No___
Can I express likes, dislikes, and wants? Yes___ No___
Can I purchase daily groceries? Yes___ No___