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:

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<th>BEGINNERS’ LEVEL</th>
<th>PRE-INTERMEDIATE I.</th>
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<tr>
<td>ENGLISH I</td>
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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.
BEGINNERS’ LEVEL
ENGLISH COURSE III

<table>
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<th>Course</th>
<th>Name</th>
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<td>ENGLISH</td>
<td>ENGLISH III</td>
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<td>6 S/H</td>
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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 III, I will be competent enough to:

- Understand sentences and expressions of frequent use that involve personal and familiar information, current actions, possessions, future plans, mood descriptions, and experiences.

- Exchange information communicatively on aspects that are familiar to my context, my career and my classmates’ careers.

- Describe the needs of my immediate context: things I and others are doing, my and others’ possessions, future plans, personality descriptions and life experiences.

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 enough to be able to meet needs of a concrete type and different topics provided speech is clearly and slowly articulated.

- Identify vowel, consonant, and diphthong sounds used at this level [ ], [ ], [ ], [ ]

- Understand in a general manner the contents of discourse combining several themes (plans, experiences, clothing, anecdotes, etc).
• Understand sentences whose contents refer to social conventions, personal necessities, and certain tasks such as giving and receiving instructions, going shopping, making suggestions, and taking a train or airplane.

• Hear and register in English a high percentage of information contained in dialogues and recorded material presented in class (adapted and/or authentic whenever applicable).

• Carry out listening tasks and apply them to specific tasks (create a dialogue from input on recorded material).

PRONUNCIATION

• Understand and use the norms of accentuation and intonation in the English language.

• Produce vowel, consonant, and diphthong sounds used at this level [], [], [],[]

• Pronounce correctly regular and irregular verbs in past simple and participle.

• Listen and then produce adjectives such as interested and interesting.

SPEAKING

• Give a description or presentation of people (what they do and are doing), their possessions and plans as well as experiences as a short series of phrases and sentences linked into a list.

• Generate oral discourse demonstrating improvement in fluency, intonation and accent that have been learned in English I, II, and III.

• Participate in individual or group oral presentations.

• Talk about my immediate context and myself on a past, present and future basis by means of the grammar that has been studied in English I, II, and III.

• Participate in small discussions in pairs or groups regarding the content of specific texts.

READING

• Understand up to 300-word texts containing high-frequency and technical vocabulary, including a proportion of shared international vocabulary items.

• Understand that the skills of reading and writing are interrelated, reading improving writing.

• Read and use texts to increase my knowledge of general aspects of the world.

• Use reading comprehension strategies such as analysis of paragraph structure, relating subtitles to text, deductions made from introductions, logical relations, pictures, etc.

• Read and comprehend on a good percentage material in authentic newspapers and magazines of English-speaking countries.

• Read and understand a short story with good accuracy.

• Search for documents on the Internet that have a relation with my career, read them and finally give short oral reports in class.

• Read and understand texts that have a relation with my career and my classmates' careers given the right level of complexity for English III.
WRITING
- Write a series of simple sentences to construct paragraphs with the help of connectors such as ‘and,’ ‘but,’ because,’ ‘however,’ and ‘therefore.’
- Understand that writing can be increased by reading material in English.
- Understand and use the basic norms governing texts written in English (topic sentences for example).
- Elaborate preliminary drafts and correct them with others to finally write a full text with several paragraphs.
- Write formal and informal letters.
- Describe a person, his/her profession, actions, plans, experiences, personality, etc.
- Use connectors appropriately in written texts respecting the punctuation that accompanies them.
- Write an elaborated description of a place.
- Write a biography containing grammatical structures studied in English I, II, and III.

GRAMMATICAL STRUCTURES AND VOCABULARY
(Grammar content as described in units 11 to 14 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.
- Recognise and use spontaneously general high frequency vocabulary according to the level of the course.
- Recognise and articulate structures such as simple present, past simple, present continuous, and present perfect as they are used in affirmative, negative and interrogative sentences.
- Formulate wh and yes/no questions using the tenses mentioned above.
- Use and articulate the grammar of English I, II, and III in the context of the four skills (listening, speaking, reading, and writing).

LANGUAGE FUNCTIONS (Written and spoken levels whenever applicable)
- Expressing continuous actions.
- Shopping for clothes.
- Planning future actions.
- Asking for and giving general information.
- Telling a story / an anecdote.
- Telling experiences.

CONTENTS AND MATERIALS
- Units 11 to 14 of the course book, New Headway Elementary.
- Writing tasks on workbook units 11 to 14 (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>Skills Development 60%</th>
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<th>Final Evaluation 40%</th>
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<tbody>
<tr>
<td>15%: Reading</td>
<td>15%: Listening</td>
<td></td>
</tr>
<tr>
<td>15%: Writing</td>
<td>15%: Speaking</td>
<td></td>
</tr>
</tbody>
</table>

10%: Reading: 25 points 10%: Listening: 25 points
10%: Writing: 25 points 10%: Speaking: 25 points

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 sufficient information for my personal needs if my interlocutor speaks slowly and uses clear English? Yes___ No___
- Can I identify vowel, consonant, and diphthong sounds used at this level [ ], [ ], [ ], [ ]? Yes___ No___
- Can I understand in a general manner the contents of discourse combining several themes (plans, experiences, clothing, anecdotes, etc)? Yes___ No___
- Can I understand sentences which contain specific information such as the times of flight departures, prices in a store, etc? Yes___ No___
- Can I hear and register in English a high percentage of information contained in dialogues and recorded material presented in class? Yes___ No___
- Can I experience listening tasks and apply them to specific tasks (example: have a small conversation based on information that I obtained from the recording)? Yes___ No___

PRONUNCIATION

- Can I understand and use the norms of accentuation and intonation in the English language? Yes___ No___
- Can I produce vowel, consonant, and diphthong sounds used at this level [ ], [ ], [ ], [ ]? Yes___ No___
- Can I pronounce correctly regular and irregular verbs in past simple and participle? Yes___ No___
- Can I listen to and then produce adjectives such as interested and interesting? Yes___ No___

SPEAKING

- Can I give a description or presentation of people (what they do and are doing), their possessions and plans as well as experiences in connected clear discourse? Yes___ No___
- Can I generate oral discourse demonstrating improvement in fluency, intonation and accent that have been learned in English I, II, and III? Yes___ No___
- Can I participate in individual or group oral presentations? Yes___ No___
- Can I talk about my immediate context and myself in past, present and future using the grammar that has been studied in English I, II, and III? Yes___ No___
- Can I participate in small discussions in pairs or groups about the content of specific texts? Yes___ No___

READING

- Can I understand up to 300-word texts with frequent and technical vocabulary, including a proportion of words that are internationally common? Yes___ No___
- Can I understand that the skills of reading and writing are interrelated, reading improving writing? Yes___ No___
- Can I read and use texts to increase my knowledge of general aspects of the world? Yes___ No___
Can I use reading comprehension strategies such as analysis of paragraph structure, relating subtitles to text, deductions made from introductions, logical relations, pictures, etc? Yes___ No____

Can I read and comprehend a good percentage of material in authentic newspapers and magazines of English-speaking countries? Yes___ No____

Can I read and understand a short story with good precision? Yes___ No____

Can I search for documents on the Internet that have a relation with my career, read them and finally give short oral reports in class? Yes___ No____

Can I read and understand texts that have a relation with my career and my classmates' careers given the right level of complexity for English III? Yes___ No____

**WRITING**

Can I write series of simple sentences to construct paragraphs with the help of connectors such as 'and,' 'but,' because,' 'however,' and 'therefore.' Yes___ No____

Can I understand that my writing can be increased and improved if I read material in English? Yes___ No____

Can I understand and use the basic norms that are standard in texts written in English (topic sentences for example)? Yes___ No____

Can I elaborate preliminary drafts and correct them with others to finally write a full text with several paragraphs? Yes___ No____

Can I write formal and informal letters? Yes___ No____

Can I describe a person, his/her profession, actions, plans, experiences, personality, etc? Yes___ No____

Can I use connectors (and, but, so, however) appropriately in written texts respecting the punctuation that accompanies them? Yes___ No____

Can I write an elaborated description of a place? Yes___ No____

Can I write a biography containing grammatical structures that I studied in English I, II, and III? 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 recognise and use spontaneously general high frequency vocabulary according to the level of the course? Yes___ No____

Can I recognise and articulate structures such as simple present, past simple, present continuous, and present perfect as they are used in affirmative, negative and interrogative sentences? Yes___ No____

Can I formulate wh and yes/no questions using the tenses mentioned above? Yes___ No____

Can I use and articulate the grammar of English I, II, and III in the context of the four skills (listening, speaking, reading, and writing)? Yes___ No____
LANGUAGE FUNCTIONS

- Can I express continuous actions? Yes___ No___
- Can I shop for clothes? Yes___ No___
- Can I plan future actions? Yes___ No___
- Can I ask for and give general information? Yes___ No___
- Can I tell a story / an anecdote? Yes___ No___
- Can I tell experiences? Yes___ No___