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 LEVEL</th>
<th>INTERMEDIATE LEVEL</th>
</tr>
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<tbody>
<tr>
<td>ENGLISH I</td>
<td>ENGLISH IV</td>
<td>ENGLISH VII</td>
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<td>ENGLISH II</td>
<td>ENGLISH V</td>
<td>ENGLISH VIII</td>
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<td>ENGLISH III</td>
<td>ENGLISH VI</td>
<td>ENGLISH IX</td>
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</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.
PRE-INTERMEDIATE LEVEL
ENGLISH COURSE IV

<table>
<thead>
<tr>
<th>Course</th>
<th>Name</th>
<th>Hours</th>
<th>Intensity</th>
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</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>ENGLISH IV</td>
<td>40</td>
<td>6 W/H</td>
</tr>
</tbody>
</table>

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 A2 Level)

At the end of English IV, I will be competent enough to:

- Understand sentences and frequently used expressions related to areas of immediate relevance.

- Communicate in simple and routine tasks requiring a direct exchange of information on familiar and routine matters.

- Describe aspects of my background, immediate environment and matters in areas of immediate need.

SPECIFIC OBJECTIVES:

In order to fulfill 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 meet needs of a concrete type (e.g. writing down a price) and different topics when speech is clearly and slowly articulated.

- Listen to a recording and answer questions based on its input.

- Understand and follow the thread of conversations of native speakers in simple social situations.
• Identify the topic of discussion in an informal everyday conversation.
• Listen and understand general and specific information from authentic material (e.g. the news).
• Listen to and respond to instructions encountered in different places (e.g. the airport).

PRONUNCIATION
• Understand and use the norms of accentuation and intonation governing the English language.
• Identify and produce vowel, consonant and diphthong sounds used at this level: [d], [Id], [d], [Əv] separately and in context.
• Pronounce correctly regular and irregular verbs in past simple and participle as well as their continuous forms.
• Pronounce correctly the negative forms of present simple and continuous, past simple and continuous, present perfect and future with will (won’t) and going to.

SPEAKING
• Interact with reasonable ease in structured situations and conversations.
• Understand and participate in informal conversations in a relatively fluent and appropriate manner.
• Be able to combine previously practiced material with new material in order to communicate informal information about a variety of themes, doing so with complete utterances and with interchanges of larger conversations
• Use appropriate strategies to control conversations in which I am participating, in such a way as to receive coherent responses.
• Give individual or group oral presentations, with acceptable pronunciation and intonation according to the norms of English.

READING
• Play an active role in the comprehension of texts, applying reading strategies (skimming, scanning, guessing, predicting), discussing concepts in pairs or groups, and reacting to these in writing.
• Improve reading comprehension skills and read at an acceptable velocity.
• Find on the Internet documents related to my academic field, read these and make brief presentations about them to my group.
• Read and comprehend a good percentage of material in authentic newspapers and magazines of English-speaking countries.
• Read and understand announcements encountered in different places such as a highway.
• Participate in small discussions in pairs or groups regarding the contents of texts written in English.

WRITING
• Understand that the skills of reading and writing are interrelated, each one influencing the other.
• Understand and use the basic patterns governing texts written in English (Introduction, body, conclusion).
• Elaborate preliminary drafts which, by means of individual or group self correction, can be improved so as to obtain good written paragraphs according to the norms of written English.
• Recognize and use logical connectors such as **but, however, while, during, for, therefore, because, etc.**
• Write a biography containing grammatical structures studied in English I, II, III, and IV.

**GRAMMATICAL STRUCTURES AND VOCABULARY**

(Grammar content as described in units 1 to 5 of course book)

• Employ autonomously strategies of recognition and appropriation of vocabulary: context, synonyms, opposites, descriptions, visualization by means of mimics or drawings, photographs, use of **the use of a monolingual dictionary**, etc.
• Recognize and use spontaneously general high-frequency vocabulary.
• Recognize and use in written and spoken forms structures such as: simple present, simple past, present and past continuous, and future.
• Formulate at the written and spoken levels negative and interrogative sentences with or without all of the question words.

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

• Asking for and giving general and detailed information.
• Describing things, people, situations, animals.
• Telling a story / an anecdote.
• Shopping for goods, food, clothes, etc.
• Expressing feelings.
• Planning (a trip, studies, a party, etc).
• Expressing existence or nonexistence.

**CONTENTS AND MATERIALS**

• Units 1 to 5 of the course book, **New Headway Pre-Intermediate**.
• **Writing tasks** on workbook units 1 to 5 (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>
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<tbody>
<tr>
<td><strong>Skills Development 60%</strong></td>
</tr>
<tr>
<td>15%: Reading</td>
</tr>
<tr>
<td>15%: Writing</td>
</tr>
<tr>
<td><strong>Final Evaluation 40%</strong></td>
</tr>
<tr>
<td>10%: Reading: 25 points</td>
</tr>
<tr>
<td>10%: Writing: 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 enough to write down a price, an hour, etc and different familiar topics when speech is clearly and slowly articulated? Yes___ No___
- Can I listen to a recording and answer questions based on its information? Yes___ No___
- Can I understand and follow the order of conversations of native speakers in simple social situations? Yes___ No___
- Can I identify the topic of discussion in an informal everyday conversation? Yes___ No___
- Can I understand general and specific information from authentic material (e.g. the news)? Yes___ No___
- Can I listen to and respond to instructions encountered in different places (e.g. the airport)? Yes___ No___

PRONUNCIATION
- Can I understand and use the norms of accentuation and intonation of English? Yes___ No___
- Can I identify and produce vowel, consonant and diphthong sounds used in English IV: [ ], [ ], [ ], [ ] separately and in context? Yes___ No___
- Can I pronounce correctly regular and irregular verbs in past simple and participle as well as their continuous forms? Yes___ No___
- Can I pronounce correctly the negative forms of present simple and continuous, past simple and continuous, present perfect and future with will (won’t) and going to? Yes___ No___

SPEAKING
- Can I interact with reasonable ease in structured situations and conversations? Yes___ No___
- Can I understand and participate in informal conversations in a relatively fluent and appropriate form? Yes___ No___
- Can I combine previously practiced material with new material in order to communicate informal information about a variety of themes, with complete utterances and with interchanges of larger conversations? Yes___ No___
- Can I use appropriate strategies (asking for repetition for example) to control conversations in which I am participating, in such a way as to receive coherent responses? Yes___ No___
- Can I give individual or group oral presentations, with acceptable pronunciation and intonation according to the norms of English? Yes___ No___

READING
- Can I interact in the comprehension of texts, applying reading strategies (skimming, scanning, guessing, predicting), discussing concepts in pairs or groups, and reacting to these in writing? Yes___ No___
- Can I read comprehensively and at an acceptable velocity? Yes___ No___
- Can I find on the Internet documents related to my academic field, read these and make brief presentations about them to my group? 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 announcements encountered in different places (e.g. a highway)? Yes___ No___
- Can I participate in small discussions in pairs or groups regarding the contents of texts written in English? Yes___ No___

**WRITING**

- Can I understand that the skills of reading and writing are interrelated, each one influencing the other? Yes___ No___
- Can I understand and use the basic patterns governing texts written in English (Introduction, body, conclusion)? Yes___ No___
- Can I elaborate preliminary drafts which can be corrected by me or my classmates to obtain good written paragraphs according to the norms of written English? Yes___ No___
- Can I recognize and use logical connectors such as **but, however, while, during, for, therefore, because**, etc? Yes___ No___
- Can I write a biography containing grammatical structures studied in English I, II, III, and IV? Yes___ No___

**GRAMMATICAL STRUCTURES AND VOCABULARY**

- Can I employ autonomously strategies of recognition and appropriation of vocabulary: context, synonyms, opposites, descriptions, visualization by means of mimics or drawings, photographs, use of **the use of a monolingual dictionary**, etc?
- Can I recognize and use spontaneously general high-frequency vocabulary?
- Can I recognize and use in written and spoken forms structures such as: simple present, simple past, present and past continuous, and future?
- Can I formulate in speaking or writing negative and interrogative sentences with or without all of the question words (where, who, why, etc.)?

**LANGUAGE FUNCTIONS**

- Can I ask for and give general and detailed information? Yes___ No___
- Can I describe things, people, situations, animals? Yes___ No___
- Can I tell a story / an anecdote? Yes___ No___
- Can I shop for goods, food, clothes, etc? Yes___ No___
- Can I express feelings? Yes___ No___
- Can I plan (a trip, studies, a party, etc)? Yes___ No___
- Can I express existence or nonexistence? Yes___ No___