

*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:

BEGINNERS' LEVEL	PRE-INTERMEDIATE L.	INTERMEDIATE LEVEL
ENGLISH I	ENGLISH IV	ENGLISH VII
ENGLISH II	ENGLISH V	ENGLISH VIII
ENGLISH III	ENGLISH VI	

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 V

<u>Course</u>	<u>Name</u>	<u>Hours</u>	<u>Intensity</u>
ENGLISH	ENGLISH V	40	6 S/H

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 B1)**

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

- Understand the main points of clear standard input on familiar situations.
- 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:**

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**

- Listen to and understand the main points of clear standard speech on familiar matters encountered in work, school, leisure, etc.
- Register in English specific and general information that is heard.
- Identify the oral procedures used in an interview.
- Identify and use the key vocabulary of each unit.
- Understand and follow the thread of conversations of native speakers in simple social situations.

- Listen and understand general and specific information from authentic material (e.g. the news).

## **PRONUNCIATION**

- Identify and produce the phonemes: [ ], [ ], [ ], [ ] separately and in context.
- Recognize and gradually produce significant patterns of intonation and accent.
- Pronounce correctly regular and irregular verbs in past simple and participle.
- Pronounce correctly adjectives in –ed, -ing, comparative, superlative, and bare forms.
- Intonate sentences correctly so as to show amazement, excitement, sympathy, etc.

## **SPEAKING**

- Interact with ease in structured and unstructured situations and conversations.
- Formulate and respond to questions concerning personal matters of the past.
- Spontaneously make questions in series in a dialogue to clarify and ask for information.
- Deal successfully with a limited number of task-oriented interactive social situations (e.g. explaining how to use something).
- Formulate and respond to questions, initiate and respond to simple sentences and maintain face-to-face conversation (though restricted and with some linguistic imprecision).
- Give structured oral presentations having an introduction, a body, supporting information, and a conclusion.

## **READING**

- Recognize common idiomatic expressions used in readings of a limited complexity.
- Recognize vocabulary and grammatical structures in a reading.
- Apply reading comprehension strategies such as scanning, skimming, prediction, inference from context, images, key words, pronoun reference, guessing, predicting, etc.
- Read authentic material such as restaurant menus, lists, informal charts, schedules, announcements, simple tables, newspapers, maps, etc, applying the comprehension strategies previously mentioned.
- Comprehend simple ideas and some specific facts from texts dealing with personal and social necessities.
- Read and understand linguistically uncomplicated texts having a clear underlying structure. For example, sequences (introduction, body, and conclusion).

## **WRITING**

- Understand the process of writing as one of gradual acquisition.
- Copy authentic models and change them to create a new written product.
- Write sentences of a certain complexity and then join them to construct a paragraph with connectors and sequence words and phrases such as **but**, **however**, **while**, **during**, **for**, **therefore**, **because**, **First of all**, **then**, **After that**, and **Finally**.

- Relate the content, grammar and vocabulary of this level to productive writing skills, using the words and phrases above mentioned.
- Write short messages and postcards and take simple notes such as telephone messages.
- Produce combinations of vocabulary and structures learned in simple sentences and paragraphs related to familiar and general topics (provided some written input was given).

## GRAMMATICAL STRUCTURES AND VOCABULARY

(Grammar content as described in units 6 to 10 of course book)

- Employ autonomously strategies of recognition and appropriation of vocabulary, such as reference to context, comparison with synonyms and opposites, descriptions, visualization by means of mimics, drawings, or photographs, and **the use of a monolingual dictionary**.
- Identify the grammatical structures presented at this level through deductive and inductive processes of observation, analysis and conclusion.
- Use the appropriate forms of the present perfect, simple past, and simple future verb tenses as well as gerunds, modal verbs (*have, should, must*) conditionals and infinitives (*listen, speak, read, write*) at the written and spoken levels.
- Utilize yes/no and “**wh**” questions in the context of the four skills and using the verb tenses mentioned above at the written and spoken levels.
- Identify and use appropriately comparatives and superlative forms of adjectives (*big, bigger, biggest, good, better, best, etc.*) as well as other forms of comparing (*as...as*).
- Use sophisticated vocabulary (e.g. *development, inherit, luxurious, arrangement, wealthy*) in familiar contexts (e.g. *letters, chats or e-mail messages*).

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

- Comparing and contrasting people, things, animals, situations, etc.
- Describing plans and ambitions with detailed information and reasons.
- Expressing conditions and results of conditions.
- Discussing past and future events of a variety of personal and general themes.
- Expressing obligation and advice.
- Explaining reasons of actions.

## CONTENTS AND MATERIALS

- Units 6 to 10 of the course book, *New Headway Pre-Intermediate*.
- **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.

## EVALUATION

### Skills Development 60%

15%: Reading

15%: Listening

15%: Writing

15%: Speaking

### Final Evaluation 40%

10%: Reading: 25 points

10%: Listening: 25 points

10%: Writing: 25 points

10%: Speaking: 25 points

## BIBLIOGRAPHY

Textbook: Soars, Liz and John (2000). *Pre-Intermediate New Headway Student's book*

Monolingual dictionary

Documents from the Internet

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

## SELF-EVALUATION GRID FOR COMPETENCES

### LISTENING

- Can I listen to and understand the main points of clear standard speech on familiar matters encountered at work, school, leisure, etc? Yes\_\_\_ No\_\_\_
- Can I register in English specific and general information that is heard? Yes\_\_\_ No\_\_\_
- Can I identify the oral procedures used in an interview? Yes\_\_\_ No\_\_\_
- Can I identify and use the key vocabulary of each unit? Yes\_\_\_ No\_\_\_
- Can I understand and follow the thread of conversations of native speakers in simple social situations? Yes\_\_\_ No\_\_\_
- Can I listen and understand general and specific information from authentic material (e.g. the news)? Yes\_\_\_ No\_\_\_

### PRONUNCIATION

- Can I identify and produce the phonemes: [ ], [ ], [ ], [ ] separately and in context? Yes\_\_\_ No\_\_\_
- Can I recognize and gradually produce significant patterns of intonation and accent? Yes\_\_\_ No\_\_\_
- Can I pronounce correctly regular and irregular verbs in past simple and participle? Yes\_\_\_ No\_\_\_
- Can I pronounce correctly adjectives in -ed, -ing, comparative, superlative, and bare forms? Yes\_\_\_ No\_\_\_
- Can I intonate sentences correctly so as to show amazement, excitement, sympathy, etc? Yes\_\_\_ No\_\_\_

### SPEAKING

- Can I interact with ease in structured and unstructured situations and conversations? Yes\_\_\_ No\_\_\_
- Can I formulate and respond to questions concerning personal matters of the past? Yes\_\_\_ No\_\_\_
- Can I spontaneously make questions in series in a dialogue to clarify and ask for information? Yes\_\_\_ No\_\_\_
- Can I deal successfully with a limited number of task-oriented interactive social situations (e.g. explaining how to use something)? Yes\_\_\_ No\_\_\_
- Can I formulate and respond to questions, initiate and respond to simple sentences and maintain face-to-face conversation (though restricted and with some oral difficulties)? Yes\_\_\_ No\_\_\_
- Can I give structured oral presentations having an introduction, a body, supporting information, and a conclusion? Yes\_\_\_ No\_\_\_

### READING

- Can I recognize common idiomatic expressions (e.g. *Now and then*) used in readings of a limited complexity? Yes\_\_\_ No\_\_\_
- Can I recognize vocabulary and grammatical structures in a reading? Yes\_\_\_ No\_\_\_

- Can I apply reading comprehension strategies such as scanning, skimming, prediction, inference from context, images, key words, pronoun reference, guessing, predicting, etc? Yes\_\_\_ No\_\_\_
- Can I read authentic material such as restaurant menus, lists, informal charts, schedules, announcements, simple tables, newspapers, maps, etc, applying the comprehension strategies previously mentioned? Yes\_\_\_ No\_\_\_
- Can I comprehend simple ideas and some specific facts from texts dealing with personal and social necessities (e.g. *Newspaper job ads*)? Yes\_\_\_ No\_\_\_
- Can I read and understand uncomplicated texts having a clear primary structure. For example, sequences (introduction, body, and conclusion)? Yes\_\_\_ No\_\_\_

## WRITING

- Can I understand the process of writing as one of gradual acquisition? Yes\_\_\_ No\_\_\_
- Can I copy authentic models and change them to create a new written product? Yes\_\_\_ No\_\_\_
- Can I write sentences of a certain complexity and then join them to construct a paragraph with connectors and sequence words and phrases such as **but, however, while, during, for, therefore, because, First of all, then, After that, and Finally?** Yes\_\_\_ No\_\_\_
- Can I relate the content, grammar and vocabulary of this level to written products, using the words and phrases above mentioned? Yes\_\_\_ No\_\_\_
- Can I write short messages and postcards and take simple notes such as telephone messages? Yes\_\_\_ No\_\_\_
- Can I produce combinations of vocabulary and structures learned in simple sentences and paragraphs related to familiar and general topics (if I have some written input)? Yes\_\_\_ No\_\_\_

## GRAMMATICAL STRUCTURES AND VOCABULARY

- Can I employ autonomously strategies of recognition and appropriation of vocabulary, such as reference to context, comparison with synonyms and opposites, descriptions, visualization by means of mimics, drawings, or photographs, and **the use of a monolingual dictionary?** Yes\_\_\_ No\_\_\_
- Can I identify the grammatical structures presented at this level through deductive and inductive processes of observation, analysis and conclusion? Yes\_\_\_ No\_\_\_
- Can I use the appropriate forms of the present perfect, simple past, and simple future verb tenses as well as gerunds, modal verbs (*have, should, must*) conditionals and infinitives (*listen, speak, read, write*) at the written and spoken levels? Yes\_\_\_ No\_\_\_
- Can I utilize yes/no and “**wh**” questions in the context of the four skills and using the verb tenses mentioned above at the written and spoken levels? Yes\_\_\_ No\_\_\_
- Can I identify and use appropriately comparatives and superlative forms of adjectives (*big, bigger, biggest, good, better, best, etc.*) as well as other forms of comparing (*as...as*)? Yes\_\_\_ No\_\_\_
- Can I use sophisticated vocabulary (e.g. *development, inherit, luxurious, arrangement, wealthy*) in familiar contexts (e.g. *letters, chats or e-mail messages*)? Yes\_\_\_ No\_\_\_

## LANGUAGE FUNCTIONS

- Can I compare and contrast people, things, animals, situations, etc? Yes\_\_\_ No\_\_\_

- Can I describe plans and ambitions with detailed information and reasons? Yes\_\_\_ No\_\_\_
- Can I express conditions and results of conditions? Yes\_\_\_ No\_\_\_
- Can I discuss past and future events of a variety of personal and general themes? Yes\_\_\_ No\_\_\_
- Can I express obligation and advice? Yes\_\_\_ No\_\_\_
- Can I explain reasons of actions? Yes\_\_\_ No\_\_\_