

*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 VI

| <u>Course</u> | <u>Name</u> | <u>Hours</u> | <u>Intensity</u> |
|---------------|-------------|--------------|------------------|
| ENGLISH       | ENGLISH VI  | 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 VI, I will be competent enough to:

- Understand the general and specific points of clear standard input on general 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**

- Understand information of clear standard input on general situations such as listening to a short talk or the instructions on how to use something.
- Recognize general and specific information from oral discourse.
- Register in English a specific percentage of recorded material.
- Recognize different accents of English speakers (native and non-native).
- Listen to and understand general and specific information from authentic material (e.g. the news).

- Understand and follow the thread of conversations of native speakers in a wide variety of social situations.

## **PRONUNCIATION**

- Identify and produce the phonemes: [ ], [ ], [ ], [ ] separately and in context.
- Identify and use norms of intonation such as rising at the beginning of a *Wh-* question.
- Pronounce correctly regular and irregular verbs in past simple and participle.
- Pronounce correctly words such as *would*, *will*, *might*, and *had* with their correspondent negative forms as auxiliary verbs.
- Intonate sentences correctly so as to show amazement, excitement, sympathy, etc.

## **SPEAKING**

- Enter unprepared into conversation on familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life.
- Recognize and produce routine expressions of daily speech such as those used for excusing myself and for exchanging information on the telephone.
- Participate in spontaneous dialogues in English according to my level.
- Recognize and act upon spontaneous oral expressions upon hearing them, though they may need to be repeated by the speaker.
- Give structured oral presentations having an introduction, a body, supporting information, and a conclusion.

## **READING**

- Comprehend essential general information in areas of general interest, by means of intermediate level readings and writing done by classmates.
- Use a variety of reading strategies (scanning, skimming, prediction, inference from context, images, key words, pronoun reference, guessing, predicting, etc.) enabling me to register information written in English.
- Read authentic material such as restaurant menus, lists, informal charts, schedules, announcements, simple tables, newspapers, maps, etc, applying the comprehension strategies previously mentioned.
- Grasp main ideas and specific information in an authentic text of an intermediate level of difficulty.
- Understand chronological sequences in texts of an intermediate level of difficulty.
- Comprehend written messages containing more or less complex descriptions concerning persons and places and written for a wide audience (e.g. *Sign-up today!*)

## **WRITING**

- Write an initial draft and then participate in individual or group self-correction.
- Write simple messages in the form of letters, diaries, journals, or other accounts which respond to real needs.

- 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**.
- Identify errors of grammar, spelling and syntax in texts of varied complexity.
- Produce paragraphs calling for correct grammar, spelling, and syntax.
- Write simple papers containing an introduction, a body, and a conclusion.

## GRAMMATICAL STRUCTURES AND VOCABULARY

(Grammar content as described in units 11 to 14 of course book)

- Employ autonomously strategies of recognition and appropriation of vocabulary such as reference to context, comparison with synonyms and opposites, and descriptions, visualization by means of mimics, drawings, and 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.
- Utilize correctly forms such as: passive voice with past participles, verbs with related nouns (*tell a story, keep a promise*), second conditional, present perfect and continuous, past perfect, phrases used for reported speech (*She told me that...*), adverbs and vocabulary related to professions.
- Recognize and use, in the context of the four skills, the vocabulary and grammar of this level.

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

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| • Presenting a report.              | • Telling experiences.              |
| • Asking for and giving directions. | • Reporting what somebody has said. |
| • Expressing dreams and ambitions.  | • Saying good-bye.                  |
| • Talking on the phone.             |                                     |

## CONTENTS AND MATERIALS

- Units 11 to 14 of the course book, *New Headway Pre-Intermediate*.
- **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.

## 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 understand information of clear standard input on general situations such as listening to a short talk or the instructions on how to use something? Yes\_\_\_ No\_\_\_
- Can I recognize general and specific information from oral discourse? Yes\_\_\_ No\_\_\_
- Can I register in English a specific percentage of recorded material? Yes\_\_\_ No\_\_\_
- Can I recognize different accents of English speakers (native and non-native)? Yes\_\_\_ No\_\_\_
- Can I listen to and understand general and specific information from authentic material (e.g. the news)? Yes\_\_\_ No\_\_\_
- Can I understand and follow the order of conversations of native speakers in a wide variety of social situations? Yes\_\_\_ No\_\_\_

### PRONUNCIATION

- Can I identify and produce the phonemes: [ ], [ ], [ ], [ ] separately and in context? Yes\_\_\_ No\_\_\_
- Can I identify and use norms of intonation such as rising at the beginning of a Wh- question? Yes\_\_\_ No\_\_\_
- Can I pronounce correctly regular and irregular verbs in past simple and participle? Yes\_\_\_ No\_\_\_
- Can I pronounce correctly words such as *would*, *will*, *might*, and *had* with their correspondent negative forms as auxiliary verbs? Yes\_\_\_ No\_\_\_
- Can I intonate sentences correctly so as to show amazement, excitement, sympathy, etc? Yes\_\_\_ No\_\_\_

### SPEAKING

- Can I enter unprepared into conversation on familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life? Yes\_\_\_ No\_\_\_
- Can I recognize and produce routine expressions of daily speech such as those used for excusing myself and for exchanging information on the telephone? Yes\_\_\_ No\_\_\_
- Can I participate in spontaneous dialogues in English according to my level? Yes\_\_\_ No\_\_\_
- Can I recognize and act upon spontaneous oral expressions (e.g. *What would you do, then?*) upon hearing them, though they may need to be repeated by the speaker? Yes\_\_\_ No\_\_\_
- Can I give structured oral presentations having an introduction, a body, supporting information, and a conclusion? Yes\_\_\_ No\_\_\_

### READING

- Can I comprehend essential general information in areas of general interest, by means of intermediate level readings and writing done by classmates? Yes\_\_\_ No\_\_\_
- Can I use a variety of reading strategies (scanning, skimming, prediction, inference from context, images, key words, pronoun reference, guessing, predicting, etc.) enabling me to register information written in English? 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 grasp main ideas and specific information in an authentic text of an intermediate level of difficulty? Yes\_\_\_ No\_\_\_
- Can I understand chronological sequences in texts of an intermediate level of difficulty? Yes\_\_\_ No\_\_\_
- Can I comprehend written messages containing more or less complex descriptions concerning persons and places and written for a wide audience (e.g. *Sign-up today at the media room!*)? Yes\_\_\_ No\_\_\_

## WRITING

- Can I write an initial draft and then participate in individual or group self-correction? Yes\_\_\_ No\_\_\_
- Can I write simple messages in the form of letters, diaries, journals, or other accounts which respond to real needs? 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 identify errors of grammar, spelling and syntax in texts of varied complexity? Yes\_\_\_ No\_\_\_
- Can I produce paragraphs calling for correct grammar, spelling, and syntax? Yes\_\_\_ No\_\_\_
- Can I write simple papers containing an introduction, a body, and a conclusion? Yes\_\_\_ No\_\_\_

## GRAMMATICAL STRUCTURES AND VOCABULARY

(Grammar content as described in units 11 to 14 of course book)

- Can I employ autonomously strategies of recognition and appropriation of vocabulary such as reference to context, comparison with synonyms and opposites and descriptions, visualization by means of mimics, drawings, and 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 utilize correctly forms such as: passive voice with past participles, verbs with related nouns (*tell a story, keep a promise*), second conditional, present perfect and continuous, past perfect, phrases used for reported speech (*She told me that...*), adverbs and vocabulary related to professions? Yes\_\_\_ No\_\_\_
- Can I recognize and use, in the context of the four skills, the vocabulary and grammar of this level? Yes\_\_\_ No\_\_\_

## LANGUAGE FUNCTIONS

- |  |   |
|--|---|
| • Can I present a report? Yes___ No___             | • Can I tell experiences? Yes___ No___              |
| • Can I ask for and give directions? Yes___ No___  | • Can I report what somebody has said? Yes___ No___ |
| • Can I express dreams and ambitions? Yes___ No___ | • Can I say good-bye? Yes___ No___                  |
| • Can I talk on the phone? Yes___ No___            |   |