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>
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<tr>
<th>BEGINNERS’ LEVEL</th>
<th>PRE-INTERMEDIATE L.</th>
<th>INTERMEDIATE LEVEL</th>
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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>
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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.
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 B2)

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

- Understand the main ideas of complex texts on concrete topics, including technical information of my career.

- Interact with a degree of fluency and spontaneity which make interaction with a native speaker of English successful.

- Produce clear, detailed texts on a good variety of topics and give my opinion about the advantages or disadvantages of something.

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

- Follow extended speech and comprehend complex lines if I am familiar with the topic.

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

- Recognize phrases of intermediate complexity, derived from the recombination of phrases previously learned, concerning a variety of topics (ordinary and technical).
• Understand sentences with contents referring to personal experiences and necessities, social conventions and more complex situations such as using transportation or negotiating purchases.

• Listen to and register in English a high percentage of information contained in the dialogues and recorded material presented in and out of class.

• Perform listening tasks and apply the information registered to specific tasks (e.g. write a report of what was heard).

• Comprehend face-to-face discourse as well as routine telephone conversations and planned discourse such as that which is offered by the media in the form of news reports, documentaries, etc.

PRONUNCIATION

• Identify and produce vowel, consonant, and diphthong sounds of this level: [], [], [], [] 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 as well as modal verbs (must, should).

• Intonate sentences correctly so as to show annoyance, happiness, discomfort, etc.

• Pronounce fluently and accurately chunks such as You’re not allowed to do that. (Condensed pronunciation)

SPEAKING

• Use spoken language to interact with others (even native speakers) in a fluent and spontaneous form without major problems of understanding.

• Generate oral discourse, demonstrating an improvement in fluency, intonation and accent.

• Give structured oral presentations individually or in groups, having an introduction, a body, supporting information, and a conclusion, engaging my audience in the topic.

• Interact with others in the classroom in English at all possible times.

• Use a variety of strategies (reformulation, repetition) in order not to use Spanish to make myself clear.

• Employ a variety of formal and informal social expressions (Never mind, Get outta here!) in speaking situations.

READING

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

• Use reading comprehension strategies such as: skimming and scanning, guessing, predicting, analyzing paragraph structure and organization, relating headings with texts, and inferring from introductions, supporting statements, and conclusions.

• Read with a good level of understanding authentic material from newspapers, magazines, the Internet, etc. by using the strategies previously mentioned.

• Search on the Internet documents related to my academic field, read these and give brief presentations in written and spoken forms.

• Hold discussions on a level of complexity corresponding to intermediate level, in pairs or groups, dealing with the contents of texts written in English.
• Read consistently and with a high level of understanding simple texts in connection with a variety of social and basic necessities (descriptions, instructions, advertisements, etc).

WRITING

• Understand that the skills of reading and writing are interrelated and that they influence each other.
• Understand and use the most common patterns used in texts written in English such as thesis statements and topic sentences.
• Write sentences of a certain complexity and then join them to construct a paragraph with connectors and sequence words and phrases such as but, nonetheless-nevertheless, while, during, for, therefore, because, First of all, to begin with, then, After that, in addition, Finally, To sum up, etc.
• Write simple papers containing an introduction, a body, and a conclusion, using the words and phrases previously mentioned.
• Write about personal situations in past, present perfect, or past perfect tense using common colloquial expressions having in mind the target reader and using the words and phrases previously mentioned.
• Write formal letters, biographies, and papers about my career using the words and phrases previously mentioned.
• Rewrite or paraphrase texts based on authentic materials and using the words and phrases previously mentioned.

GRAMMATICAL STRUCTURES AND VOCABULARY

(Grammar content as described in units 1 to 4 of course book)

• Employ autonomously strategies of recognition and appropriation of vocabulary (technology, sports, health, music, arts, etc) 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.
• Recognize and use adjectives describing persons, making use of a monolingual dictionary.
• Recognize and spontaneously use general high-frequency vocabulary.
• Recognize and use structures such as: simple present and present continuous verb tenses, simple past, past continuous, and past perfect tenses, the future forms, going to and will, action and static verbs, passive voice; modal verbs of obligation and permission, and standard verb patterns.
• Formulate simple questions as well as wh questions with the grammar structures mentioned.

LANGUAGE FUNCTIONS (Written and spoken levels whenever applicable)

• Asking for and giving information.
• Expressing quantities.
• Giving opinions.
• Telling and retelling stories, anecdotes.
• Requesting favours and things.
• Expressing advice, obligation, and permission.
CONTENTS AND MATERIALS

- Units 1 to 4 of the course book, *New Headway Intermediate*.
- **Writing tasks** on workbook units 1 to 4 (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.

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<tr>
<th><strong>EVALUATION</strong></th>
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<tr>
<td><strong>Skills Development 60%</strong></td>
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<tr>
<td>15%: Reading</td>
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<td>15%: Writing</td>
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<th><strong>Final Evaluation 40%</strong></th>
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<tr>
<td>10%: Reading: 25 points</td>
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<tr>
<td>10%: Writing: 25 points</td>
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</table>
SELF-EVALUATION GRID FOR COMPETENCES

LISTENING
- Can I follow extended speech and comprehend complex lines if I am familiar with the topic? Yes___ No___
- Can I understand and follow the thread of conversations of native speakers in a wide variety of social situations? Yes___ No___
- Can I recognize phrases of intermediate complexity, derived from the recombination of phrases previously learned, concerning a variety of topics (ordinary and technical)? Yes___ No___
- Can I understand sentences with contents referring to personal experiences and necessities, social conventions and more complex situations such as using transportation or negotiating purchases? Yes___ No___
- Can I listen to and register in English a high percentage of information contained in the dialogues and recorded material presented in and out of class? Yes___ No___
- Can I perform listening tasks and apply the information registered to specific tasks (e.g. write a report of what was heard)? Yes___ No___
- Can I comprehend face-to-face discourse as well as routine telephone conversations and planned discourse such as that which is offered by the media in the form of news reports, documentaries etc? Yes___ No___

PRONUNCIATION
- Can I identify and produce vowel, consonant, and diphthong sounds of this level: [ ], [ ], [ ], [ ] 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 as well as modal verbs (must, should)? Yes___ No___
- Can I intonate sentences correctly so as to show annoyance, happiness, discomfort, etc? Yes___ No___
- Can I pronounce fluently and accurately chunks such as You’re not allowed to do that? Yes___ No___

SPEAKING
- Can I use spoken language to interact with others (even native speakers) in a fluent and spontaneous form without major problems of understanding? Yes___ No___
- Can I generate oral discourse, demonstrating an improvement in fluency, intonation and accent? Yes___ No___
Can I give structured oral presentations individually or in groups, having an introduction, a body, supporting information, and a conclusion, engaging my audience in the topic? Yes___ No___

Can I interact with others in the classroom in English at all possible times? Yes___ No___

Can I use a variety of strategies (reformulation, repetition) in order not to use Spanish to make myself clear? Yes___ No___

Can I employ a variety of formal and informal social expressions (Never mind, Get outta here!) in speaking situations? Yes___ No___

READING

Can I understand that the skills of reading and writing are interrelated? Yes___ No___

Can I use reading comprehension strategies such as: skimming and scanning, guessing, predicting, analyzing paragraph structure and organization, relating headings with texts, and inferring from introductions, supporting statements, and conclusions? Yes___ No___

Can I read with understanding authentic material from newspapers, magazines, the Internet, etc. by using the strategies previously mentioned? Yes___ No___

Can I search on the Internet documents related to my academic field, read these and give brief presentations in written and spoken forms? Yes___ No___

Can I hold discussions on a level of complexity corresponding to intermediate level, in pairs or groups, dealing with the contents of texts written in English? Yes___ No___

Can I read consistently and with a high level of understanding simple texts in connection with a variety of social and basic necessities (descriptions, instructions, advertisements, etc)? Yes___ No___

WRITING

Can I understand that the skills of reading and writing are interrelated and that they influence each other? Yes___ No___

Can I understand and use the most common patterns used in texts written in English such as thesis statements and topic sentences? 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, nonetheless-nevertheless, while, during, for, therefore, because, First of all, to begin with, then, After that, in addition, Finally, To sum up, etc? Yes___ No___

Can I write about personal situations in past, present perfect, or past perfect tense using common colloquial expressions having in mind the target reader and using the words and phrases previously mentioned? Yes___ No___

Can I write formal letters, biographies, and papers about my career using the words and phrases previously mentioned? Yes___ No___

Can I rewrite or paraphrase texts based on authentic materials and using the words and phrases previously mentioned? Yes___ No___

GRAMMATICAL STRUCTURES AND VOCABULARY

Can I employ autonomously strategies of recognition and appropriation of vocabulary (technology, sports, health, music, arts, etc) 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 recognize and use adjectives describing persons, making use of a monolingual dictionary? Yes___ No___

- Can I recognize and spontaneously use general high-frequency vocabulary? Yes___ No___

- Can I recognize and use structures such as: simple present and present continuous verb tenses, simple past, past continuous, and past perfect tenses, the future forms, going to, and will, action and static verbs, passive voice; modal verbs of obligation and permission, and standard verb patterns? Yes___ No___

- Can I formulate simple questions as well as wh questions with the grammar structures mentioned? Yes___ No___

**LANGUAGE FUNCTIONS**

- Can I ask for and give information? Yes___ No___

- Can I express quantities? Yes___ No___

- Can I give opinions? Yes___ No___

- Can I tell and retell stories, anecdotes? Yes___ No___

- Can I request favours and things? Yes___ No___

- Can I express advice, obligation, and permission? Yes___ No___