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 L.</th>
<th>INTERMEDIATE LEVEL</th>
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<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 VIII, I will be competent enough to:
- Understand main and specific ideas of complex texts on concrete and general world topics (environment, war, health, etc), including technical information of my career.
- Interact with fluency and spontaneity, making interaction with a native or non-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 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:

1, 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 and non-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 persuading somebody or negotiating something.

• 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. respond with criticism to something 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 accent and 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 conditional auxiliaries (would-will) in negative and positive forms.

• Intonate sentences correctly so as to show anger, despair, interest, etc.

• Pronounce fluently and accurately chunks such as You wouldn’t understand why.

**SPEAKING**

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

• Manage successfully situations involving complex (giving a grounded opinion) and non-complex social communication (suggesting a solution).

• Initiate, maintain and conclude a general conversation using a number of strategies appropriate to a range of topics and circumstances with a limited number of understandable errors.

• Make myself understood by unfamiliar speakers without serious risk of interference in the discourse.

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

• Employ a variety of formal and informal social expressions (Would you mind opening the window? Are you kidding me?) in speaking situations.

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

**READING**

• Play an active role in understanding texts, applying reading strategies (skimming and scanning, guessing, predicting, analyzing paragraph structure and organization, relating headings with texts, and inferring from introductions, supporting statements, and conclusions), discussing certain concepts in pairs or groups and reacting to these in written form.

• Read with a high level of understanding authentic material from newspapers, magazines, the Internet, etc. by using the strategies previously mentioned (sometimes several re-readings may be necessary in order to obtain full comprehension).
• Search on the Internet or other sources documents related to my academic field, read these and give brief presentations in written and spoken forms.
• Hold discussions, in pairs or groups, dealing with the contents of English texts of an intermediate level of difficulty.
• Read consistently and with a high level of understanding simple texts in connection with a variety of social and basic necessities (guides, instructions, menus, etc).

WRITING
• Understand that the skills of reading and writing are interrelated.
• Identify and use the most common patterns used in texts written in English (introduction, thesis statement, body, topic sentences and conclusion).
• 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 letters, resumes, biographical accounts, and descriptions of events occurring in a university setting.
• Based on previous readings, produce original texts (with limited incidence of linguistic mistakes) that can be understood by native or non-native speakers, using the words and phrases previously mentioned.
• Write simple papers containing an introduction, a body, and a conclusion, using the words and phrases previously mentioned.

GRAMMATICAL STRUCTURES AND VOCABULARY
(Grammar content as described in units 5 to 8 of course book)
• Employ autonomously strategies of recognition and appropriation of vocabulary (environment, signposts, professions, 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 articulate structures such as: simple present perfect, present and past perfect continuous, conditional forms, modal verbs, time clauses, and indirect questions.
• Use sophisticated adjectives to describe characters: sociable, reserved, knowledgeable, etc.
• Formulate in written and spoken form Yes/No questions as well as Wh questions with the grammar structures mentioned.

LANGUAGE FUNCTIONS (Written and spoken levels whenever applicable)
• Expressing planned and unplanned decisions.
• Expressing needs, likes and wants.
• Making suggestions.
• Telling experiences.
• Announcing good and bad news.
• Leaving messages (on an answering machine).
CONTENTS AND MATERIALS

- Units 5 to 8 of the course book, *New Headway Intermediate*.
- **Writing tasks** on workbook units 5 to 8 (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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<tr>
<td><strong>Skills Development 60%</strong></td>
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<tr>
<td>15%: Reading</td>
<td>15%: Listening</td>
</tr>
<tr>
<td>15%: Writing</td>
<td>15%: Speaking</td>
</tr>
<tr>
<td><strong>Final Evaluation 40%</strong></td>
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</tr>
<tr>
<td>10%: Reading: 25 points</td>
<td>10%: Listening: 25 points</td>
</tr>
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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 and non-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 persuading somebody or negotiating something? 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. respond with criticism to something 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 accent and 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 conditional auxiliaries (would-will) in negative and positive forms? Yes___ No___
- Can I intonate sentences correctly so as to show anger, despair, interest, etc? Yes___ No___
- Can I pronounce fluently and accurately chunks such as You wouldn’t understand why? 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 manage successfully situations involving complex (giving a grounded opinion) and non-complex social communication (suggesting a solution)? Yes___ No___

BIBLIOGRAPHY
Monolingual dictionary
Documents from the Internet
Other bibliography from the Jorge Roa Martinez Library (essential).
Can I initiate, maintain and conclude a general conversation using a number of strategies appropriate to a range of topics and circumstances with a limited number of understandable errors? Yes____ No____

Can I make myself understood by unfamiliar speakers without serious risk of interference in the discourse? 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 employ a variety of formal and informal social expressions (Would you mind opening the window? Are you kidding me?) in speaking situations? Yes____ No____

Can I interact with others in the classroom in English at all possible times? Yes____ No____

READING

Can I play an active role in understanding texts, applying reading strategies (skimming and scanning, guessing, predicting, analyzing paragraph structure and organization, relating headings with texts, and inferring from introductions, supporting statements, and conclusions), discussing certain concepts in pairs or groups and reacting to these in written form? Yes____ No____

Can I read with a high level of understanding authentic material from newspapers, magazines, the Internet, etc. by using the strategies previously mentioned (sometimes several re-readings may be necessary in order to obtain full comprehension)? 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, in pairs or groups, dealing with the contents of English texts of an intermediate level of difficulty? 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? Yes____ No____

Can I identify and use the most common patterns used in texts written in English (introduction, thesis statement, body, topic sentences and conclusion)? 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 simple letters, resumes, biographical accounts, and descriptions of events occurring in a university setting? Yes____ No____

Based on previous readings, can I produce original texts (with limited incidence of linguistic mistakes) that can be understood by native or non-native speakers, using the words and phrases previously mentioned? Yes____ No____

Can I write simple papers containing an introduction, a body, and a conclusion, using the words and phrases previously mentioned? Yes____ No____
GRAMMATICAL STRUCTURES AND VOCABULARY

- Can I employ autonomously strategies of recognition and appropriation of vocabulary (environment, signposts, professions, 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 articulate structures such as: simple present perfect, present and past perfect continuous, conditional forms, modal verbs, time clauses, and indirect questions? Yes___ No___
- Can I use sophisticated adjectives to describe characters: sociable, reserved, knowledgeable, etc.? Yes___ No___
- Can I formulate in written and spoken form Yes/No questions as well as Wh- questions with the grammar structures mentioned? Yes___ No___

LANGUAGE FUNCTIONS

- Can I express planned and unplanned decisions? Yes___ No___
- Can I express needs, likes and wants? Yes___ No___
- Can I make suggestions? Yes___ No___
- Can I tell experiences? Yes___ No___
- Can I announce good and bad news? Yes___ No___
- Can I leave messages (on an answering machine)? Yes___ No___