

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	ENGLISH IX

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.

INTERMEDIATE LEVEL

ENGLISH COURSE IX

<u>Course</u>	<u>Name</u>	<u>Hours</u>	<u>Intensity</u>
ENGLISH	ENGLISH IX	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 varied 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. At this point in their process, students are expected to recycle the elements and language they have learned through the previous eight courses in order to achieve greater fluency and accuracy in both the oral and written domains of their language personas.

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 recycle and use 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.
- Use elements from previous courses in order to become more fluent and accurate in any kind of language production at the written and spoken levels.

MAIN GOALS (Adapted from the Common European Framework B2 Level)

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

- Understand the main and specific ideas of complex text on both concrete and abstract topics, including technical discussions in my field of specialisation.
- Interact with fluency and spontaneity, making interaction with a native or non-native speaker of English successful.
- Produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

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 the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in my field of specialisation.
- Listen to and understand the main idea as well as some specific information of a program in English delivered in a straightforward manner.
- Listen to a broadcasted radio program and afterwards hold a discussion of the topic(s) in it.
- Listen to movie or television fragments in order to complete a task such as *true-false statements*, *multiple-choice*, *give an oral report* or *write it*, etc.
- Listen to and understand conversations of native and non-native speakers in a wide variety of social situations in order to identify what kind of social situation they are in and what kinds of expressions are being used.
- Listen to (fragments of) lectures and take notes of main topics, rationales, causes and consequences of something, etc.
- Search the Internet for videos or recordings having to do with my program at university, listen to these and then write or give (orally) a report.

PRONUNCIATION

- Identify and produce vowel, consonant, and diphthong sounds of this level: [], [], [], [] separately and in context.
- Use different ways of intonation to express different ideas (e.g. *Andrés **studies** English, but he doesn't **use** it*).
- Intonate sentences correctly so as to show doubt, surprise, scepticism, etc.
- Make liaisons in order to use more fluent and rapid phrases and sentences (e.g. *What did you do [Whajoo du?]*).
- Pronounce correctly regular and irregular verbs in past simple and participle as well as modal verbs in negative and positive forms.
- Use condensed pronunciation under informal circumstances (e.g. *a lot of: [ə'lɒtə]*, "*a lotta*").
- Find (on the Internet, books, etc) exercises dealing with the previous objectives and practice them.

SPEAKING

- Interact with a degree of fluency and spontaneity that makes regular interaction and sustained relationships with others quite possible and without significant communication problems.
- Highlight events and experiences as well as sustain points of view clearly by providing relevant explanations and arguments.
- Participate in pyramid discussions (from twos to threes and so on) related to different topics proposed by the teacher.
- Participate in discussions with grounded support (e.g. from statistics, facts, etc.), defending my point of view.
- Participate in pair or group oral interactions regarding experiences, anecdotes, short stories, etc.

- Give structured oral presentations individually or in groups (based on authentic material), having an introduction, a body, supporting information, and a conclusion, engaging my audience in the topic with a variety of strategies (e.g. pictures, questions, interesting facts, etc).
- Give short oral reports based on reading material ranging from elementary to intermediate levels in order to recycle language input from previous courses and explaining new words to classmates.

READING

- Use reading comprehension strategies in all types of texts used in and out of class (Skimming and scanning, guessing, predicting, using context, analyzing paragraph structure and organization, relating headings with texts, inferring from introductions, supporting statements, and conclusions, using graphic organisers, summarising).
- Read authentic material from Internet, magazines, newspapers, etc. using the previous reading strategies and then give reports both orally and in written forms.
- Read texts ranging from elementary to intermediate levels and then give short oral reports in pairs or triads.
- Read articles containing information from my university program and then give short reports (orally and in written form) to my classmates, explaining new words to them.
- Read and understand texts that have an immediate social necessity (e.g. menus, flyers, brochures, signs, etc.).
- Identify structural characteristics in texts (attention getters, thesis statements, topic sentences, statistics, use of passive voice, etc) and then use these in written production.
- Read written production done by classmates and analyse, criticise constructively and ask for clarification in written or oral responses.

WRITING

- Write formal and informal letters using appropriate introductions, body and closings along with appropriate expressions, having in mind the target reader.
- 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.
- Identify and use the most common patterns used in texts written in English (introduction, thesis statement, body, topic sentences and conclusion).
- Write simple papers containing an introduction, a body, and a conclusion, using the words and phrases previously mentioned.
- Write short comparison/contrast, cause/effect, definition, description, and narration essays.
- Write a learning journal where I can include an analysis of my English learning process.

GRAMMATICAL STRUCTURES AND VOCABULARY

(Grammar content as described in units 9 to 12 of course book)

- Use the grammar structures of the course to write complete discursive sentences and paragraphs.
- 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**.

- Recognize and articulate structures and vocabulary such as: modal verbs, present perfect continuous, indirect and tag questions, and reported speech and use them in complete stretches of language in accordance with the language functions (see language functions).
- Use the vocabulary described in the course book in both the written and spoken domains as well as vocabulary that is encountered in texts of varied topics.
- Formulate in written and spoken forms Yes/No questions as well as **Wh-** questions with the grammar structures mentioned.

LANGUAGE FUNCTIONS (Written and spoken levels whenever applicable)

- Expressing capacities, suggestions, permissions, probabilities, and obligations.
- Reporting what has happened/what somebody has said or done.
- Telling personal and others' experiences.
- Telling and retelling stories/anecdotes.
- Expressing doubt/wonder.

CONTENTS AND MATERIALS

- Units 9 to 12 of the course book, *New Headway Intermediate*.
- **Writing tasks** on workbook units 9 to 12 (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. The teacher will design activities that will help me develop a greater fluency and accuracy with the language that I have by now and that has been learnt in the previous seven courses.

PRINCIPLES OF TEACHING AND LEARNING

- Integration of the basic skills: Listening, Speaking, Reading, Writing, and the Language Functions.
- I register a high percentage of the information that I hear and read in English and afterwards use it for communication.
- I continue developing the ability to communicate in English by recycling what I already know.
- My teacher adapts the class atmosphere to facilitate my learning and to help activate previous learning.
- The design of the course is oriented towards me as a student and my development in fluency and accuracy.
- My teacher uses English (speaks and writes it) fluently, accurately, and 99% the time.

- I will implement strategies and participate in activities for developing autonomy as well as fluency and accuracy.

TEACHING AND LEARNING TECHNIQUES

- My teacher will facilitate activities in which my fluency and accuracy in the language are apparent.
- 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 activate previous learning that I have acquired in former courses I have attended.
- 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 (1996). *Intermediate* New Headway Student's book

Monolingual dictionary

Documents from the Internet

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

Magazines and other authentic books and articles

SELF-EVALUATION GRID FOR COMPETENCES

LISTENING

- Can I understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in my field of specialisation? Yes___ No___
- Can I listen to and understand the main idea as well as some specific information of a program in English delivered in a straightforward manner? Yes___ No___
- Can I listen to a broadcasted radio program and afterwards hold a discussion of the topic(s) in it? Yes___ No___
- Can I listen to movie or television fragments in order to complete a task such as *true-false statements, multiple-choice, give an oral report or write it*, etc? Yes___ No___
- Can I listen to and understand conversations of native and non-native speakers in a wide variety of social situations in order to identify what kind of social situation they are in and what kinds of expressions are being used? Yes___ No___
- Can I listen to (fragments of) lectures and take notes of main topics, rationales, causes and consequences of something, etc? Yes___ No___
- Can I search the Internet for videos or recordings having to do with my program at university, listen to these and then write or give (orally) a report? Yes___ No___

PRONUNCIATION

- Can I identify and produce vowel, consonant, and diphthong sounds of this level: [], [], [], [] separately and in context? Yes___ No___
- Can I use different ways of intonation to express different ideas (e.g. *Andrés **studies** English, but he doesn't **use** it*)? Yes___ No___
- Can I intonate sentences correctly so as to show doubt, surprise, scepticism, etc? Yes___ No___
- Can I make liaisons in order to use more fluent and rapid phrases and sentences (e.g. *What did you do [Whajoo du?]*)? Yes___ No___
- Can I pronounce correctly regular and irregular verbs in past simple and participle as well as modal verbs in negative and positive forms? Yes___ No___
- Can I use condensed pronunciation under informal circumstances (e.g. *a lot of*: [ə'lɑrə], "*a lotta*")? Yes___ No___
- Can I find (on the Internet, books, etc) exercises dealing with the previous objectives and practice them? Yes___ No___

SPEAKING

- Can I interact with a degree of fluency and spontaneity that makes regular interaction and sustained relationships with others quite possible and without significant communication problems? Yes___ No___
- Can I highlight events and experiences as well as sustain points of view clearly by providing relevant explanations and arguments? Yes___ No___
- Can I participate in pyramid discussions (from twos to threes and so on) related to different topics proposed by the teacher? Yes___ No___

- Can I participate in discussions with grounded support (e.g. from statistics, facts, etc.), defending my point of view? Yes___ No___
- Can I participate in pair or group oral interactions regarding experiences, anecdotes, short stories, etc? Yes___ No___
- Can I give structured oral presentations individually or in groups (based on authentic material), having an introduction, a body, supporting information, and a conclusion, engaging my audience in the topic with a variety of strategies (e.g. pictures, questions, interesting facts, etc)? Yes___ No___
- Can I give short oral reports based on reading material ranging from elementary to intermediate levels in order to recycle language input from previous courses and explaining new words to classmates? Yes___ No___

READING

- Can I use reading comprehension strategies in all types of texts used in and out of class (Skimming and scanning, guessing, predicting, using context, analyzing paragraph structure and organization, relating headings with texts, inferring from introductions, supporting statements, and conclusions, using graphic organisers, summarising)? Yes___ No___
- Can I read authentic material from Internet, magazines, newspapers, etc. using the previous reading strategies and then give reports both orally and in written forms? Yes___ No___
- Can I read texts ranging from elementary to intermediate levels and then give short oral reports in pairs or triads? Yes___ No___
- Can I read articles containing information from my university program and then give short reports (orally and in written form) to my classmates, explaining new words to them? Yes___ No___
- Can I read and understand texts that have an immediate social necessity (e.g. menus, flyers, brochures, signs, etc.)? Yes___ No___
- Can I identify structural characteristics in texts (attention getters, thesis statements, topic sentences, statistics, use of passive voice, etc) and then use these in written production? Yes___ No___
- Can I read written production done by classmates and analyse, criticise constructively and ask for clarification in written or oral responses? Yes___ No___

WRITING

- Can I write formal and informal letters using appropriate introductions, body and closings along with appropriate expressions, having in mind the target reader? 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 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 simple papers containing an introduction, a body, and a conclusion, using the words and phrases previously mentioned? Yes___ No___
- Can I write short comparison/contrast, cause/effect, definition, description, and narration essays? Yes___ No___

- Can I write a learning journal where I can include an analysis of my English learning process?
Yes___ No___

GRAMMATICAL STRUCTURES AND VOCABULARY

- Can I use the grammar structures in the course to write complete discursive sentences and paragraphs? Yes___ No___
- 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 recognize and articulate structures and vocabulary such as: modal verbs, present perfect continuous, indirect and tag questions, and reported speech and use them in complete stretches of language in accordance with the language functions (see language functions)? Yes___ No___
- Can I use the vocabulary described in the course book in both the written and spoken domains as well as vocabulary which is encountered in texts of varied topics? Yes___ No___
- Can I formulate in written and spoken forms Yes/No questions as well as **Wh-** questions with the grammar structures mentioned? Yes___ No___

LANGUAGE FUNCTIONS (oral and written)

- Can I express capacities, suggestions, permissions, probabilities, and obligations? Yes___ No___
- Can I tell personal and others' experiences? Yes___ No___
- Can I express doubt/wonder? Yes___ No___
- Can I report what has happened/what somebody has said or done? Yes___ No___
- Can I tell and retell stories/anecdotes? Yes___ No___