

*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.

## BEGINNERS' LEVEL

### ENGLISH COURSE I

<u>Course</u>	<u>Name</u>	<u>Hours</u>	<u>Intensity</u>
ENGLISH	ENGLISH I	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**

- Initiate 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 A1)**

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

- Understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.
- Introduce myself and others and ask and answer questions about personal details such as where I live, people I know, and things I have.
- Give information regarding my life and surroundings: people, places, activities I know.

#### **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**

- Recognize familiar words and phrases concerning myself, my family, and immediate concrete surroundings when people speak slowly and clearly.
- Register in English specific information that is heard, through scanning.
- Register in English global information that is heard, through skimming.
- Understand and execute simple instructions (*Read only the first part, etc.*).

- Recognise rules of intonation and stress.
- Recognise different types of accent in the English language (native and non-native).
- Identify key vocabulary from units 1 to 5 of the book when I hear it.

## **PRONUNCIATION**

- Spell known and unknown vocabulary items.
- Identify and produce the consonant sounds [ ], [ ], [ ], [ ] separately and in context.
- Identify and produce the vowel sounds [ ], [ ], [ ], [ ] separately and in context.
- Possess and produce a limited knowledge of rules of stress and intonation.
- Pronounce correctly: positive, negative, and interrogative forms of verbs in Present Simple.

## **SPEAKING**

- Interact in a simple way and ask and answer simple questions in areas of immediate need or on very familiar topics.
- Use simple phrases and sentences to describe where I live, people I know, my likes and dislikes, things I have, routines, and hobbies of mine.
- Participate in short dialogues containing topics that are familiar to me.
- Give short oral presentations about my context: family, work, study, likes and dislikes, hobbies, routines, my house.
- Make an introduction and use basic greeting and leave-taking expressions.

## **READING**

- Read and understand familiar words, names, and simple sentences, for example on notices and posters or in catalogues.
- Follow written texts registering in English specific and general information through scanning and skimming.
- Recognise vocabulary and grammatical structures that occur within a reading (intensive reading).
- Read and understand authentic material such as restaurant menus, informal letters, schedules, announcements, tables, maps, e-mails, etc. that are at the level of English I.
- Read and understand instructions for daily activities.
- Recognise differences of register in formal or informal texts.
- Use prediction, inference from context, images, and key words to better understand a text.
- Understand short, simple texts picking up familiar names, words, and basic phrases (rereading if required).

## **WRITING**

- Write simple isolated phrases and sentences and then join them to create paragraphs with the contents of the course.

- Understand the writing process as a gradual development.
- Copy writing models and use them for personal needs.
- Use the grammar and vocabulary of the course for the writing process.
- Fill out simple forms with personal information.
- Write simple descriptions.
- Write short dictations.
- Develop basic punctuation and spelling rules.

## GRAMMATICAL STRUCTURES AND VOCABULARY

(Grammar content as described in units 1 to 5 of course book)

- Employ autonomously strategies for recognition and appropriation of vocabulary: context, opposites, descriptions, mimics or drawings, photographs, and **the use of a monolingual dictionary**.
- Learn the grammatical structures of this course through processes of observation, analysis, and deduction.
- Utilize the correct form of verb tenses: Simple Present in the context of the four skills.
- Identify and use positive, negative, and interrogative forms of grammar in this course including also the Wh words.

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

- |   |   |
|---|---|
| • Introducing myself and others.        | • Ordering a meal.                      |
| • Greeting in formal and informal ways. | • Asking for and giving the time.       |
| • Expressing likes and dislikes.        | • Expressing existence or nonexistence. |
| • Expressing daily routines and habits. | • Asking for directions.                |

## CONTENTS AND MATERIALS

- Units 1 to 5 of the course book, *New Headway Elementary*.
- **Writing tasks** on workbook units 2 to 5 (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

- |   |     |
|---|-----|
| 1. Individual and group oral presentations: | 20% |
| 2. Listening evaluation:                    | 15% |
| 3. Pop quizzes and homework:                | 25% |
| 4. Final test:                              | 40% |

## BIBLIOGRAPHY

Textbook: Soars, Liz and John (2004). *Elementary* 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 recognise familiar words and basic phrases about myself, my family and other basic personal information? Yes\_\_\_ No\_\_\_
- Can I hear in English specific information that I need to hear? Yes\_\_\_ No\_\_\_
- Can I hear in English general information about familiar topics? Yes\_\_\_ No\_\_\_
- Can I recognise basic rules of intonation and stress? Yes\_\_\_ No\_\_\_
- Can I recognise different types of accent in the English language? Yes\_\_\_ No\_\_\_

### PRONUNCIATION

- Can I spell words that I do not know? Yes\_\_\_ No\_\_\_
- Can I identify and produce these sounds: [ ], [ ], [ ], [ ]? Yes\_\_\_ No\_\_\_
- Can I use correct intonation and stress in English? Yes\_\_\_ No\_\_\_
- Can I pronounce correctly positive, negative and interrogative forms of verbs in present simple? Yes\_\_\_ No\_\_\_

### SPEAKING

- Can I ask and answer simple questions to interact with others? Yes\_\_\_ No\_\_\_
- Can I use words, phrases, and sentences to describe where I live, people I know, my likes and dislikes, things I have, routines, and hobbies? Yes\_\_\_ No\_\_\_
- Can I participate in short dialogues about familiar topics? Yes\_\_\_ No\_\_\_
- Can I give short oral presentations about my context (family, work, study, likes and dislikes, hobbies, routines, my house)? Yes\_\_\_ No\_\_\_
- Can I introduce myself and use expressions such as greetings and leave-takings? Yes\_\_\_ No\_\_\_

### READING

- Can I read and understand familiar words, names, sentences on notices, posters, or catalogues? Yes\_\_\_ No\_\_\_
- Can I follow written texts registering in English specific and general information through scanning and skimming? Yes\_\_\_ No\_\_\_
- Can I identify words and grammatical aspects that I know in a text? Yes\_\_\_ No\_\_\_
- Can I read and understand text written in authentic materials (menus, informal letters, etc)? Yes\_\_\_ No\_\_\_
- Can I read and understand instructions for daily activities? Yes\_\_\_ No\_\_\_
- Can I read and understand descriptions? Yes\_\_\_ No\_\_\_
- Can I see differences between formal and informal texts? Yes\_\_\_ No\_\_\_
- Can I predict, infer from context, use images and relevant words to understand a text? Yes\_\_\_ No\_\_\_

- Can I understand short, simple texts detecting familiar names, words, and basic phrases? Yes\_\_\_  
No\_\_\_

## **WRITING**

- Can I write simple sentences and then join them to construct short paragraphs? Yes\_\_\_ No\_\_\_
- Can I understand the writing process as a gradual development? Yes\_\_\_ No\_\_\_
- Can I copy writing models and use them for my needs? Yes\_\_\_ No\_\_\_
- Can I use the grammar and the vocabulary of this course in my written production? Yes\_\_\_ No\_\_\_
- Can I complete a form with my personal information? Yes\_\_\_ No\_\_\_
- Can I write simple descriptions and dictations? Yes\_\_\_ No\_\_\_
- Can I use basic punctuation and spelling rules? Yes\_\_\_ No\_\_\_

## **GRAMMAR AND VOCABULARY**

- Can I use context, opposites, mimics or drawings, photographs, and a monolingual dictionary to understand words that I do not know? Yes\_\_\_ No\_\_\_
- Can I use the grammatical structures of this course? Yes\_\_\_ No\_\_\_
- Can I use the correct form of verbs in simple present when I listen, speak, read, and write? Yes\_\_\_  
No\_\_\_
- Can I identify and use positive, negative, and interrogative forms of the grammar in this course?  
Yes\_\_\_ No\_\_\_

## **LANGUAGE FUNCTIONS**

- Can I introduce myself and others? Yes\_\_\_ No\_\_\_
- Can I greet in formal and informal ways? Yes\_\_\_ No\_\_\_
- Can I express likes and dislikes? Yes\_\_\_ No\_\_\_
- Can I expressing daily routines and habits? Yes\_\_\_ No\_\_\_
- Can I order a meal? Yes\_\_\_ No\_\_\_
- Can I ask for and give the time? Yes\_\_\_ No\_\_\_
- Can I express existence or nonexistence? Yes\_\_\_ No\_\_\_
- Can I ask for directions? Yes\_\_\_ No\_\_\_