



# Upper-Intermediate English Course X

## MAIN GOALS (Adapted from the Common European Framework Level B1)

At the end of English X, I should 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:

*After 40 hours of the course, I should be able to:*

#### LISTENING COMPREHENSION

- understand general and specific information presented in movies, TV shows, and other entertainment sources.
- understand technical discussions and descriptions provided that I have previously been exposed to the topic.
- follow the thread of short lectures on general interest and academic topics.
- understand native and non-native English spoken on a TV or radio program.
- identify social expressions in formal and informal conversations about: news, exchange of information, favors/requests, life experiences and stories.
- learn and explicitly use listening comprehension strategies.

#### PRONUNCIATION

- identify and produce these vowel, consonant, and diphthong sounds: /ʌ/, /ɑ:/, /ɒ/, /aɪ/, /aʊ/, /dʒ/, /eə/, /θ/, /ʒ/ separately and in context.
- understand and produce the difference in intonation between Yes/No and Wh- questions.
- make connections in order to use more fluent and rapid phrases and sentences (e.g. *What did you do [Whajoo du?]*).
- intonate statements differently so as to express different moods: despair, surprise, annoyance, etc.
- pronounce correctly regular and irregular verbs in past simple and participle.

#### ORAL PRODUCTION

- interact with classmates, teachers and speakers of English with a decent degree of fluency and accuracy.
- highlight events and experiences as well as sustain points of view clearly by providing relevant explanations and arguments.
- participate in everyday and formal discussions with grounded support (from experiences, statistics, facts, etc.).
- initiate, maintain and conclude a general conversation using a number of strategies: inviting others to agree, bringing people together, etc.
- employ a variety of formal and informal social expressions (*Did you know that...? Whoops!*, etc.) in speaking situations.

## READING COMPREHENSION

- read and understand authentic material from the Internet, magazines, newspapers, menus, flyers, brochures, signs, etc.
- gather information from different parts of a text, or from different texts in order to fulfil a specific task (e. g. complete a report).
- understand texts in which the writers adopt particular attitudes and points of view.
- understand the structure of texts: organization, chronological events, punctuation, grammatical structures, and levels of formality.
- learn and use reading comprehension strategies explicitly.

## WRITTEN PRODUCTION

- write simple reports about different topics that I have previously read in authentic English as seen on magazines, newspapers, technical journals, etc.
- write descriptive texts by brainstorming, drafting, using models, reviewing and rewriting.
- write structured texts with a basic clear organization: opening, body, and closing.
- use punctuation marks correctly: capitals, periods, commas, semicolons, parentheses, question and exclamation marks.
- write statements and paragraphs with the following words/phrases (and their synonyms): **but, nonetheless-nevertheless, whereas, during, for, consequently, due to the fact that, First of all, First of all, then, After that, furthermore, Finally, All in all**, etc.

## USE OF ENGLISH (Grammar content as described in units 1 to 4 of course book)

- learn and explicitly use strategies for grammar and vocabulary; for example: observation, analysis and conclusion; context, opposites, descriptions, illustrations, dictionaries, etc.
- use the grammatical structures of this level in speaking and writing (present tenses, past tenses, questions and negatives).
- formulate Yes-No and Wh- questions with the grammar in English X.
- monitor the use of grammatical structures and vocabulary items.

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

- Expressing facts about me and others.
- Narrating life experiences.
- Telling stories and anecdotes.
- Giving good and bad news
- Expressing exclamations (*Geez! Look out! For God's sake!*)
- Expressing politeness.

## CONTENTS AND RESOURCES

- Units 1 to 4 of the course book, *New Headway Upper-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, or materials designed by teachers.

## 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 English.

## PRINCIPLES OF TEACHING AND LEARNING

- Communicative competence is the core of language teaching and learning.
- Language is structure, function and interaction; lessons should revolve around this main idea.
- English is used for communicative real-life purposes.
- The focus of the English language lesson is on meaning and on form.
- Integration and development of the basic skills: Listening, Speaking, Reading, Writing, Use of English and Language Functions.
- Authentic content and tasks are used to learn and produce natural English.
- Students are active learners and use strategies for learning language.
- Interaction with others in English is fundamental for learning.
- Students will self-assess their learning process, and teachers will reflect upon their teaching.

### EVALUATION

#### Skills Development 60%

12%: Reading

12%: Listening

12%: Writing

12%: Speaking

12%: Use of English

#### Final Evaluation 40% (100 points)

**20 points:** Listening

**20 points:** Speaking

**20 points:** Reading

**20 points:** Writing

**20 points:** Use of English

## BIBLIOGRAPHY

Textbook: Soars, Liz and John (2003). *New Headway Upper-Intermediate*. Student's book.

Monolingual dictionary

Documents from the Internet

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

## SELF-EVALUATION INSTRUMENT FOR COMPETENCES

Dear student, this format is to help **you** identify your strengths and aspects to improve in learning English. Evaluate your performance in the objectives for *English Ten*. Once you finish, with your teacher, think of ideas to improve the areas that need attention. Use these descriptors for your self-evaluation:

- A. I can't really do this.
- B. I can do it with some difficulty.
- C. I can do this very well.

### LISTENING COMPREHENSION

- Can I understand general and specific information presented in movies, TV shows, and other entertainment sources? A\_\_ B\_\_ C\_\_
- understand technical discussions and descriptions provided that I have previously been exposed to the topic? A\_\_ B\_\_ C\_\_
- Can I follow the thread of short lectures on general interest and academic topics? A\_\_ B\_\_ C\_\_
- Can I understand native and non-native English spoken on a TV or radio program? A\_\_ B\_\_ C\_\_
- Can I identify social expressions in formal and informal conversations about: news, exchange of information, favors/requests, life experiences and stories? A\_\_ B\_\_ C\_\_
- Can I explicitly use listening comprehension strategies? A\_\_ B\_\_ C\_\_

### PRONUNCIATION

- Can I identify and produce these vowel, consonant, and diphthong sounds: [ʌ], [ɑ:], [ɒ], [aɪ], [aʊ], [dʒ], [eə], [θ], [ʒ] separately and in context? A\_\_ B\_\_ C\_\_
- Can I understand and produce the difference in intonation between Yes/No and Wh- questions? A\_\_ B\_\_ C\_\_
- Can I make connections in order to use more fluent and rapid phrases and sentences (e.g. *What did you do [Whajoo du?]*)? A\_\_ B\_\_ C\_\_
- Can I intonate statements differently so as to express different moods: despair, surprise, annoyance, etc.? A\_\_ B\_\_ C\_\_
- Can I pronounce correctly regular and irregular verbs in past simple and participle? A\_\_ B\_\_ C\_\_

### ORAL PRODUCTION

- Can I interact with classmates, teachers and speakers of English with a decent degree of fluency and accuracy? A\_\_ B\_\_ C\_\_
- Can I highlight events and experiences as well as sustain points of view clearly by providing relevant explanations and arguments? A\_\_ B\_\_ C\_\_
- Can I participate in everyday and formal discussions with grounded support (from experiences, statistics, facts, etc.)? A\_\_ B\_\_ C\_\_
- Can I initiate, maintain and conclude a general conversation using a number of strategies: inviting others to agree, bringing people together, etc.? A\_\_ B\_\_ C\_\_
- Can I employ a variety of formal and informal social expressions (*Did you know that...? Whoops!*, etc.) in speaking situations? A\_\_ B\_\_ C\_\_

## READING COMPREHENSION

- Can I read and understand authentic material from the Internet, magazines, newspapers, menus, flyers, brochures, signs, etc. A\_\_ B\_\_ C\_\_
- Can I gather information from different parts of a text, or from different texts in order to fulfill a specific task (e. g. complete a report)? A\_\_ B\_\_ C\_\_
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- Can I understand the structure of texts: organization, chronological events, punctuation, grammatical structures, and levels of formality? A\_\_ B\_\_ C\_\_
- Can I use reading comprehension strategies explicitly? A\_\_ B\_\_ C\_\_

## WRITTEN PRODUCTION

- Can I write simple reports about different topics that I have previously read in authentic English as seen on magazines, newspapers, technical journals, etc.? A\_\_ B\_\_ C\_\_
- Can I write descriptive texts by brainstorming, drafting, using models, reviewing and rewriting? A\_\_ B\_\_ C\_\_
- Can I write structured texts with a basic clear organization: opening, body, and closing? A\_\_ B\_\_ C\_\_
- Can I use punctuation marks correctly: capitals, periods, commas, semicolons, parentheses, question and exclamation marks? A\_\_ B\_\_ C\_\_
- Can I write statements and paragraphs with the following words/phrases (and their synonyms): **but, nonetheless-nevertheless, whereas, during, for, consequently, due to the fact that, First of all, First of all, then, After that, furthermore, Finally, All in all**, etc.? A\_\_ B\_\_ C\_\_

## USE OF ENGLISH

- Can I learn and explicitly use strategies for grammar and vocabulary; for example: observation, analysis and conclusion; context, opposites, descriptions, illustrations, dictionaries, etc.? A\_\_ B\_\_ C\_\_
- Can I use the grammatical structures of this level in speaking and writing (present tenses, past tenses, questions and negatives)? A\_\_ B\_\_ C\_\_
- Can I formulate Yes-No and Wh- questions with the grammar in English X? A\_\_ B\_\_ C\_\_
- Can I monitor the use of grammatical structures and vocabulary items? A\_\_ B\_\_ C\_\_

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

- Can I express facts about me and others? A\_\_ B\_\_ C\_\_
- Can I narrate life experiences? A\_\_ B\_\_ C\_\_
- Can I tell stories and anecdotes? A\_\_ B\_\_ C\_\_
- Can I give good and bad news? A\_\_ B\_\_ C\_\_
- Can I express exclamations (*Geez! Look out! For God's sake!*)? A\_\_ B\_\_ C\_\_
- Can I express politeness? A\_\_ B\_\_ C\_\_