



# Upper-Intermediate English

## Course XI

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

At the end of English XI, 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 recorded or live spoken English involving information about different disciplines and/or everyday conversations.
- understand a conversation between speakers of English, getting general and specific information.
- understand general and specific information from a TV program, lecture, report, etc provided I am fairly familiar with its topic(s).
- identify social expressions in formal and informal conversations about: the future, quantities (prices, scores, statistics, etc.), ability and permission, descriptions and surprise.
- learn and explicitly use listening comprehension strategies.

#### PRONUNCIATION

- identify and produce these vowel, consonant, and diphthong sounds: /ə/, /ɜ:/, /ɔ:/, /ʊə/, /eə/, /tʃ/, /ʃ/, /ŋ/, /θ/, separately and in context.
- understand and produce the difference between Yes/No and Wh- questions.
- make connections in order to use more fluent and rapid phrases and sentences (e.g. I don't know: [ai də'nʊʊ], "I dunno").
- pronounce statements in different ways to express moods: sudden clarity, surprise, disbelief, etc.
- pronounce correctly regular and irregular verbs in past simple and participle.

#### ORAL PRODUCTION

- interact with teacher, classmates and others in general interest conversations, repairing communication problems when they occur.
- present clear, detailed descriptions on a wide variety of topics related to my field of interest or profession.
- participate in everyday conversations and discussions with grounded support (from experiences, statistics, facts, etc.).
- use strategies to keep conversations flowing: agreeing or disagreeing, bringing people together, asking extra questions, repairing communication, checking understanding, etc.
- employ a variety of formal and informal social expressions (*How are things? I'm crazy about you!*) in speaking situations.

#### READING COMPREHENSION

- read and understand texts with everyday information (e.g. newspapers, magazines, advertisements, etc.).
- understand ideas and opinions from specialised sources within my field of interest or profession.

- 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 texts which develop an idea (position) systematically, making emphasis on significant points and relevant supporting detail.
- write clear, organized and detailed texts (formal and informal emails, reports and descriptions) related to my field of interest presenting information from different sources.
- 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 words and phrases such as **but, nonetheless-nevertheless, while, during, so, therefore, because, To start, later, what is more, In final consideration, Concluding**, etc.

### USE OF ENGLISH

(Grammar content as described in units 5 to 8 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 (future tenses, quantifiers – plenty of, a little, etc., modals -able to, manage to, etc.- and participles.).
- formulate Yes-No and Wh- questions with the grammar in English XI.
- monitor the use of grammatical structures and vocabulary items.

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

- Talking about the future.
- Expressing quantities.
- Expressing ability and permission.
- Describing with details.
- Expressing surprise.

### CONTENTS AND RESOURCES

- Units 5 to 8 of the course book, *New Headway Upper-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 and the 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 Eleven*. 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 recorded or live spoken English involving information about different disciplines and/or everyday conversations? A\_\_ B\_\_ C\_\_
- Can I understand a conversation between speakers of English, getting general and specific information? A\_\_ B\_\_ C\_\_
- Can I understand general and specific information from a TV program, lecture, report, etc provided I am fairly familiar with its topic(s)? A\_\_ B\_\_ C\_\_
- Can I identify social expressions in formal and informal conversations about: the future, quantities (prices, scores, statistics, etc.), ability and permission, descriptions and surprise? 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: [ə], [ɜ:], [ɔ:], [ʊə], [eə], [tʃ], [ʃ], [ŋ], [θ], separately and in context? A\_\_ B\_\_ C\_\_
- Can I understand and produce the difference 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. I don't know: [aɪ də'nəʊ], "I dunno")? A\_\_ B\_\_ C\_\_
- Can I pronounce statements in different ways to express moods: sudden clarity, surprise, disbelief, 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 teacher, classmates and others in general interest conversations, repairing communication problems when they occur? A\_\_ B\_\_ C\_\_
- Can I present clear, detailed descriptions on a wide variety of topics related to my field of interest or profession? A\_\_ B\_\_ C\_\_
- Can I participate in everyday conversations and discussions with grounded support (from experiences, statistics, facts, etc.)? A\_\_ B\_\_ C\_\_
- Can I use strategies to keep conversations flowing: agreeing or disagreeing, bringing people together, asking extra questions, repairing communication, checking understanding, etc.? A\_\_ B\_\_ C\_\_
- Can I employ a variety of formal and informal social expressions (*How are things? I'm crazy about you!*) in speaking situations? A\_\_ B\_\_ C\_\_

## READING COMPREHENSION

- Can I read and understand texts with everyday information (e.g. newspapers, magazines, advertisements, etc.)? A\_\_ B\_\_ C\_\_
- Can I understand ideas and opinions from specialised sources within my field of interest or profession? A\_\_ B\_\_ C\_\_
- Can I understand texts in which the writers adopt particular attitudes and points of view? A\_\_ B\_\_ C\_\_
- 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 texts which develop an idea (position) systematically, making emphasis on significant points and relevant supporting detail? A\_\_ B\_\_ C\_\_
- Can I write clear, organized and detailed texts (formal and informal emails, reports and descriptions) related to my field of interest presenting information from different sources? 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 words and phrases such as **but, nonetheless-nevertheless, while, during, so, therefore, because, To start, later, what is more, In final consideration, Concluding**, etc.? A\_\_ B\_\_ C\_\_

## USE OF ENGLISH

- Can I 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 (future tenses, quantifiers –plenty of, a little, etc., modals -able to, manage to, etc.- and participles.)? A\_\_ B\_\_ C\_\_
- Can I formulate Yes-No and Wh- questions with the grammar in English XI? 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 talk about the future? A\_\_ B\_\_ C\_\_
- Can I express quantities? A\_\_ B\_\_ C\_\_
- Can I express ability and permission? A\_\_ B\_\_ C\_\_
- Can I describe with details? A\_\_ B\_\_ C\_\_
- Can I express surprise? A\_\_ B\_\_ C\_\_