



Upper-Intermediate English Course XII

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 information to meet needs of a concrete type (e.g. choosing the best profile for a job, writing a summary of a lecture, etc.).
- understand main and specific ideas from TV and radio programs, live oral presentations or lectures by classmates and/or others.
- understand information (key words, arguments, facts) in everyday life and technical (or academic) conversations of different fields.
- identify social expressions in formal and informal conversations about: habits, speculations, advice, hypothesis, explanations, annoying habits, behaviors, etc.
- learn and explicitly use listening comprehension strategies.

PRONUNCIATION

- identify and produce these vowel, consonant, and diphthong sounds: /i:/, /ɪ/, /iə/, /eɪ/, /aʊ/, /oʊ/, /ð/, /θ/, /j/, /z/ 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. I don't know: /aɪtʃə'noʊ/, "I dunno").
- pronounce statements in different ways to express moods: annoyance, frustration, etc.
- pronounce correctly regular and irregular verbs in past simple and participle and in general the vocabulary studied in this course.

ORAL PRODUCTION

- interact with others repairing mistakes in a way that the flow of the conversation is not interrupted.
- interact with course classmates and teacher in English as much as possible, if not all the time.
- use strategies to keep conversations flowing: agreeing or disagreeing, bringing people together, asking extra questions, repairing communication, checking understanding, etc.
- present an idea (as in an oral presentation) systematically, highlighting significant points and relevant supporting detail.
- participate in informal and formal conversations with classmates and teacher, giving supported arguments.
- employ a variety of formal and informal social expressions (*My point is..., It drives me mad!*, etc.) in speaking situations.

READING COMPREHENSION

- read with an intermediate degree of independence different kinds of texts which go from literature to technical documents in my and others' field of interest.
- read authentic material like menus, newspapers, magazines, technical documents, flyers, instructions on products, public announcements, applying reading strategies.
- read and understand implicit information contained in texts (author's intention, jokes, sarcasm, etc.).
- understand the structure of texts: organization, chronological events, punctuation, use of 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 texts by brainstorming, drafting, using models, reviewing, synthesizing 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 sentences of a certain complexity and then join them to construct paragraphs with connectors and sequence words and phrases such as **but, nonetheless-nevertheless, while, during, for, therefore, as (because), In the first place, by the same token, in essence, Ultimately, On the whole**, etc.

USE OF ENGLISH

(Grammar content as described in units 9 to 12 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 (used to -present and past-, past modals –could have been, might have done-, articles, and determiners).
- formulate Yes-No and Wh- questions with the grammar in English XII.
- monitor the use of grammatical structures and vocabulary items.

LANGUAGE FUNCTIONS (Written and spoken levels whenever applicable)

- Expressing past and present habits (used to do/doing)
- Speculating
- Expressing advice in the past
- Hypothesizing
- Making one's point
- Expressing annoyance

CONTENTS AND RESOURCES

- Units 9 to 12 of the course book, *New Headway Upper-Intermediate*.
- **Writing tasks** on workbook units 9 to 12 (essential).
- CD with corresponding exercises. I can buy the CD from the ILEX office if I want.
- 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 Twelve*. 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 information to meet needs of a concrete type (e.g. choosing the best profile for a job, writing a summary of a lecture, etc.)? A__ B__ C__
- Can I understand main and specific ideas from TV and radio programs, live oral presentations or lectures by classmates and/or others? A__ B__ C__
- Can I understand information (key words, arguments, facts) in everyday life and technical (or academic) conversations of different fields? A__ B__ C__
- Can I identify social expressions in formal and informal conversations about: habits, speculations, advice, hypothesis, explanations, annoying habits, behaviors, etc.? 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: /i:/, /ɪ/, /ɪə/, /eɪ/, /aʊ/, /oʊ/, /ð/, /θ/, /j/, /z/ 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. I don't know: /aɪtʃə'noʊ/, "I dunno")? A__ B__ C__
- Can I pronounce statements in different ways to express moods: annoyance, frustration, etc.? A__ B__ C__
- Can I pronounce correctly regular and irregular verbs in past simple and participle and in general the vocabulary studied in this course? A__ B__ C__

ORAL PRODUCTION

- Can I interact with others repairing mistakes in a way that the flow of the conversation is not interrupted? A__ B__ C__
- Can I interact with course classmates and teacher in English as much as possible, if not all the time? 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 present an idea (as in an oral presentation) systematically, highlighting significant points and relevant supporting detail? A__ B__ C__
- Can I participate in informal and formal conversations with classmates and teacher, giving supported arguments? A__ B__ C__

- Can I employ a variety of formal and informal social expressions (*My point is..., It drives me mad!*, etc.) in speaking situations? A__ B__ C__

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- Can I read with an intermediate degree of independence different kinds of texts which go from literature to technical documents in my and others' field of interest? A__ B__ C__
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- Can I understand the structure of texts: organization, chronological events, punctuation, use of grammatical structures, and levels of formality? A__ B__ C__
- Can I use reading comprehension strategies explicitly? A__ B__ C__

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- 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 texts by brainstorming, drafting, using models, reviewing, synthesizing 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 sentences of a certain complexity and then join them to construct paragraphs with connectors and sequence words and phrases such as **but, nonetheless-nevertheless, while, during, for, therefore, as (because), In the first place, by the same token, in essence, Ultimately, On the whole**, 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.
- Can I use the grammatical structures of this level in speaking and writing (used to -present and past-, past modals –could have been, might have done-, articles, and determiner)? A__ B__ C__
- Can I formulate Yes-No and Wh- questions with the grammar in English XII? 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 past and present habits (used to do/doing)? A__ B__ C__
- Can I speculate? A__ B__ C__
- Can I express advice in the past? A__ B__ C__
- Can I hypothesize? A__ B__ C__
- Can I make my point? A__ B__ C__
- Can I express annoyance? A__ B__ C__