



# **Advanced English Course XIII**

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

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

- understand the main and specific ideas of written or spoken texts that deal with general everyday life and specific technical information of different fields.
- interact fluently and spontaneously without impeding communication even when errors occur. If they do, I can use repair strategies to keep interaction flowing.
- produce written or spoken text which is clear, organised and detailed and which presents supported opinions on a variety of topics.

### SPECIFIC OBJECTIVES:

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

#### LISTENING COMPREHENSION

- understand information from recorded or live audio to complete a real-life task: decide what to wear based on a weather report, write a descriptive report, etc.).
- understand information in TV programmes or films, keeping track of the discussion/plot/story/topic.
- understand the essentials of lectures, talks or reports which are academic or professional, taking notes of general and specific information.
- understand general and specific information in a conversation between two or more people.
- identify social expressions in formal and informal conversations about: social issues, life experiences, detailed descriptions and/or reports.
- learn and explicitly use listening comprehension strategies.

#### PRONUNCIATION

- identify and produce these vowel, consonant, diphthong and triphthong sounds: /eɪə/, /aɪə/, /oʊə/, /əʊə/, /aʊə/, /θ/, /ʌ/, /ɑ:/, /ɒ/ 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. *Tell me about it!*).
- pronounce correctly regular and irregular verbs in past simple and participle and in general the vocabulary studied in this course.
- intonate statements in different ways to express changes in mood: happiness, pride, relief, etc.

#### ORAL PRODUCTION

- interact with others using formal and informal language, depending on context and situation.
- give orderly and detailed descriptions of subjects related to my field of interest, developing particular points.
- 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.
- employ a variety of formal and informal social expressions (*This is so exciting!*, *You've done such a good job!* *Man, that was close!*) in speaking situations.

## READING COMPREHENSION

- read and understand literature and technical documents related to my and others' field of interest.
- read authentic information found in everyday texts: transportation itineraries, descriptions on products, advertisements, event posters, etc.
- understand author's position and purposes in texts, as well as main and subsidiary ideas in texts.
- understand the structure of texts: organization, chronological events, punctuation, grammatical structures, and levels of formality.
- learn and use reading comprehension strategies explicitly.

## WRITTEN PRODUCTION

- produce written texts which follow a clear organisation of introduction, body and conclusion by using support from other sources which are synthesised.
- write letters or e-mails (transactional, complaints, reports, suggestion-making) in formal or informal language.
- write texts which clearly express a point of view giving the advantages or disadvantages of something.
- write texts by brainstorming, drafting, using models, reviewing, synthesizing sources, and rewriting.
- use punctuation marks correctly: capitals, periods, commas, semicolons, parentheses, question and exclamation marks.

## USE OF ENGLISH (Grammar content as described in units 1 to 3 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 tasks (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 XIII.
- monitor the use of grammatical structures and vocabulary items.

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

- Discussing social problems (unemployment, weather, politics, etc).
- Asking for repetition, clarification, and more in depth development of a discussion.
- Asking for and giving detailed information.
- Sharing life experiences.
- Giving detailed reports.

## CONTENTS AND RESOURCES

- Units 1 to 3 of the course book, *New Headway Advanced*.
- **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
- 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 Advanced*. 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 Thirteen*. 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 from recorded or live audio to complete a real-life task: decide what to wear based on a weather report, writing a descriptive report, etc.)? A\_\_ B\_\_ C\_\_
- Can I understand information in TV programmes or films, keeping track of the discussion/plot/story/topic? A\_\_ B\_\_ C\_\_
- Can I understand the essentials of lectures, talks or reports which are academic or professional, taking notes of general and specific information? A\_\_ B\_\_ C\_\_
- Can I understand general and specific information in a conversation between two or more people? A\_\_ B\_\_ C\_\_
- Can I identify social expressions in formal and informal conversations about: social issues, life experiences, detailed descriptions and/or reports? A\_\_ B\_\_ C\_\_
- Can I explicitly use listening comprehension strategies? A\_\_ B\_\_ C\_\_

### PRONUNCIATION

- Can I identify and produce these vowel, consonant, diphthong and triphthong sounds: /eɪə/, /aɪə/, /oʊə/, /əʊə/, /aʊə/, /θ/, /ʌ/, /ɑ:/, /ɒ/ 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. *Tell me about it!*)? 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\_\_
- Can I intonate statements in different ways to express changes in mood: happiness, pride, relief, etc.? A\_\_ B\_\_ C\_\_

### ORAL PRODUCTION

- Can I interact with others using formal and informal language, depending on context and situation? A\_\_ B\_\_ C\_\_
- Can I give orderly and detailed descriptions of subjects related to my field of interest, developing particular points? 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 employ a variety of formal and informal social expressions (*This is so exciting!*, *You've done such a good job!* *Man, that was close!*) in speaking situations? A\_\_ B\_\_ C\_\_

### READING COMPREHENSION

- Can I read and understand literature and technical documents related to my and others' field of interest? A\_\_ B\_\_ C\_\_
- Can I read authentic information found in everyday texts: transportation itineraries, descriptions on products, advertisements, event posters, etc.
- Can I understand author's position and purposes in texts, as well as main and subsidiary ideas in texts? 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 produce written texts which follow a clear organisation of introduction, body and conclusion by using support from other sources which are synthesised? A\_\_ B\_\_ C\_\_
- Can I write letters or e-mails (transactional, complaints, reports, suggestion-making) in formal or informal language? A\_\_ B\_\_ C\_\_
- Can I write structured texts with a basic clear organization: opening, body, and closing? A\_\_ B\_\_ C\_\_
- Can I write texts by brainstorming, drafting, using models, reviewing, synthesizing sources, and rewriting? A\_\_ B\_\_ C\_\_
- Can I use punctuation marks correctly: capitals, periods, commas, semicolons, parentheses, question and exclamation marks? 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 tasks (used to -present and past-, past modals –could have been, might have done-, articles, and determiners).
- Can I formulate Yes-No and Wh- questions with the grammar in English XIII? 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 discuss social problems (unemployment, weather, politics, etc.)? A\_\_ B\_\_ C\_\_
- Can I ask for repetition, clarification, and more in depth development of a discussion? A\_\_ B\_\_ C\_\_
- Can I ask for and give detailed information? A\_\_ B\_\_ C\_\_