



Advanced English Course XIV

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

At the end of English XIV, 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 announcements that are concrete and abstract in audio and film recordings and which represent a social or academic task (e.g. writing down details for an event; writing down the causes of something).
- understand recordings with information describing social, academic and professional aspects in different fields.
- identify social expressions in formal and informal conversations about: invitations, news, persuasion and sarcasm.
- understand the structure and ideas which are presented in lectures and conversations.
- understand speakers' viewpoints, including their general and subsidiary ideas during presentations.
- learn and explicitly use listening comprehension strategies.

PRONUNCIATION

- identify and produce these vowel, consonant, and diphthong sounds: /eɪə/, /aɪə/, /ɔːjə/, /əʊə/, /aʊə/, /tʃ/, /dʒ/, /ʒ/, /z/ 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. *Do you see what I mean?*).
- pronounce correctly regular and irregular verbs in past simple and participle.
- intonate statements in different ways to express different moods or convey information differently ("*So it was YOU!*").

ORAL PRODUCTION

- express myself clearly and in an organised manner, introducing, developing, and closing a topic which can be social, academic or professional.
- describe phenomena related to my field of interest, adapting vocabulary and style depending on the audience.
- Interact with others giving my point of view when asked, relevant information to the topic and highlighting significant points.
- use strategies to keep conversations flowing: agreeing or disagreeing, bringing people together, asking extra questions, repairing communication, checking understanding, explaining again, etc.

- employ a variety of formal and informal social expressions (“*Time flies!*” “*It was a spur-of-the-moment thing.*” “*I was wondering if you could help me, please.*”) in speaking situations.

READING COMPREHENSION

- read texts to meet concrete needs in everyday life and/or academic contexts (e.g. a doctor’s prescription, instructions to install something; instructions for a school task, etc.).
- read and understand concrete and abstract texts which are long and which contain implicit information as written by the author.
- identify author’s intentions in a text: whether s/he intends to convince, inform, complain, criticize, etc.
- understand the structure of texts: organization, chronological events, punctuation, use of connectors, grammatical structures, and levels of formality.
- learn and use reading comprehension strategies explicitly.

WRITTEN PRODUCTION

- write everyday life texts (emails, facebook messages, etc.) in which I describe, invite, persuade, compliment, and inform.
- write social, academic and professional texts which are organised thanks to the use of connectors and organisational patterns.
- write real or imaginary descriptions of events, clearly following a structure of presentation, development and end.
- write orderly texts which present an argument, highlighting significant points and supporting detail.
- 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 4 to 6 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: adding emphasis, passive constructions –*It’s said that...*, modals for obligation, permission, ability, etc., and real/unreal tense usage.
- formulate Yes/No questions as well as Wh- questions with the grammar structures from the course.
- monitor the use of grammatical structures and vocabulary items.

LANGUAGE FUNCTIONS (Written and spoken levels whenever applicable)

- Inviting sb: to join a conversation, to a party, to give an opinion.
- Giving and reacting to news.
- Softening messages.
- Persuading others.
- Expressing sarcasm: *That’s just brilliant!*

CONTENTS AND RESOURCES

- Units 4 to 6 of the course book, *New Headway Advanced*.
- **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
- 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 Fourteen*. 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 announcements that are concrete and abstract in audio and film recordings and which represent a social or academic task (e.g. writing down details for an event; writing down the causes of something)? A__ B__ C__
- Can I understand recordings with information describing social, academic and professional aspects in different fields? A__ B__ C__
- Can I identify social expressions in formal and informal conversations: invitations, news, persuasion and sarcasm? A__ B__ C__
- understand the structure and ideas which are presented in lectures and conversations? A__ B__ C__
- Can I understand speakers' viewpoints, including their general and subsidiary ideas during presentations? 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: [eɪə], [aɪə], [ɔːjə], [əʊə], [aʊə], [tʃ], [dʒ], [ʒ], [z] 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. *Do you see what I mean?*)? A__ B__ C__
- Can I pronounce correctly regular and irregular verbs in past simple and participle? A__ B__ C__
- Can I intonate statements in different ways to express different moods or convey information differently ("*So it was **YOU!***")? A__ B__ C__

ORAL PRODUCTION

- Can I express myself clearly and in an organised manner, introducing, developing, and closing a topic which can be social, academic or professional? A__ B__ C__
- Can I describe phenomena related to my field of interest, adapting vocabulary and style depending on the audience? A__ B__ C__
- Can I interact with others giving my point of view when asked, relevant information to the topic and highlighting significant points? A__ B__ C__
- Can I use strategies to keep conversations flowing: agreeing or disagreeing, bringing people together, asking extra questions, repairing communication, checking understanding, explaining again, etc.? A__ B__ C__

- Can I employ a variety of formal and informal social expressions (“*Time flies!*” “*It was a spur-of-the-moment thing.*” “*I was wondering if you could help me, please.*”) in speaking situations? A__ B__ C__

READING COMPREHENSION

- Can I read texts to meet concrete needs in everyday life and/or academic contexts (e.g. a doctor’s prescription, instructions to install something; instructions for a school task, etc.)? A__ B__ C__
- Can I read and understand concrete and abstract texts which are long and which contain implicit information as written by the author? A__ B__ C__
- Can I identify author’s intentions in a text: whether s/he intends to convince, inform, complain, criticize, etc.? A__ B__ C__
- Can I understand the structure of texts: organization, chronological events, punctuation, use of connectors, grammatical structures, and levels of formality? A__ B__ C__
- Can I use reading comprehension strategies explicitly? A__ B__ C__

WRITTEN PRODUCTION

- Can I write everyday life texts (emails, facebook messages, etc.) in which I describe, invite, persuade, compliment, and inform? A__ B__ C__
- Can I write social, academic and professional texts which are organised thanks to the use of connectors and organisational patterns.
- Can I write real or imaginary descriptions of events, clearly following a structure of presentation, development and end? A__ B__ C__
- Can I write orderly texts which present an argument, highlighting significant points and supporting detail? 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 (adding emphasis, passive constructions –*It’s said that...*, modals for obligation, permission, ability, etc., and real/unreal tense usage)? A__ B__ C__
- Can I formulate Yes/No questions as well as Wh- questions with the grammar structures from the course? A__ B__ C__
- Can I monitor the use of grammatical structures and vocabulary items? A__ B__ C__

LANGUAGE FUNCTIONS

- Can I invite sb: to join a conversation, to a party, to give an opinion? A__ B__ C__
- Can I give and react to news? A__ B__ C__
- Can I soften messages? A__ B__ C__
- Can I persuade others? A__ B__ C__
- Can I express sarcasm: *That’s just brilliant!?* A__ B__ C__