



Advanced English Course XV

MAIN GOALS (Adapted from the Common European Framework B2-C1 Levels)

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

- understand extended speech (written or spoken) which relates to social interactions among users of English, even when it is not clearly structured and.
- understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.
- express myself with ease, fluency and spontaneity. If I search for expressions to convey my message, the interaction is not interrupted thanks to the use of conversational strategies.
- produce language to communicate orally and in written form and which relates to social, academic, and professional issues. If mistakes occur, they do not impede communication and I am aware of and even correct them.

SPECIFIC OBJECTIVES:

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

LISTENING COMPREHENSION

- understand English used in noisy contexts.
- understand utterances spoken in different accents in English: Latin, Canadian, Australian, South African, etc.
- listen to speakers interacting in social, academic, and professional speech events, understanding the general and specific ideas of what they are talking about.
- understand general and specific information in TV programs and films without too much effort, following the story being presented.
- follow lectures, discussions and debates about my and others' field of interest, taking notes of relevant and subsidiary ideas.
- learn and explicitly use listening comprehension strategies.

PRONUNCIATION

- identify and produce these vowel, consonant, and diphthong sounds: /eɪə/, /aɪə/, /ɔːjə/, /əʊə/, /aʊə/, /v/, /ʃ/, /ð/, /θ/ separately and in context.
- understand and produce the difference in intonation among Yes/No, declarative, Wh- and tag questions.
- make connections in order to use more fluent and rapid phrases and sentences (e.g. *It would've been a good idea!*).
- pronounce correctly regular and irregular verbs in past simple and participle and in general the vocabulary studied in this course.

ORAL PRODUCTION

- deliver clear, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and closing with an appropriate conclusion.
- participate in group discussions about the advantages and/or disadvantages of something.
- interact in social, academic, and profession-related situations in which I am an active participant, helping the interaction flow among speakers.

- 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 such as clichés (*“Better late than never, No pain, no gain,”* etc.) in speaking situations.

READING COMPREHENSION

- read and understand literature and informative and specialized texts even if they are not related to my field of interest provided I can reread difficult sections.
- read and understand texts to meet needs of a concrete type: instructions on medicine bottles, newspaper ads (e.g. to find an appropriate apartment), etc.
- read and understand an author’s purpose for writing the text, highlighting implicit and stated opinions, criticisms, suggestions, etc.
- understand the structure of texts: organization, chronological events, punctuation, use of connectors, grammatical structures, vocabulary, and levels of formality.
- use reading comprehension strategies to understand the general, specific, and implicit ideas in a text.

WRITTEN PRODUCTION

- write clear, structured texts on complex subjects, highlighting relevant issues, reasons and points of view, developing them and giving appropriate conclusions.
- write real or fictional texts which are organised and have the target reader in mind.
- write argumentative texts which develop a topic with relevant and subsidiary information, basing myself on sources that I have previously read to support my ideas.
- write formal and informal correspondence to ask for and give information, complain, report, invite, compliment and thank.
- use punctuation marks correctly: capitals, periods, commas, semicolons, parentheses, question and exclamation marks.

USE OF ENGLISH

(Grammar content as described in units 7 to 9 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: verb patterns, intensifying adverbs, relative clauses, participles, and linking devices.
- formulate in written and spoken forms Yes/No, declarative, Wh- and tag 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)

- Telling experiences and anecdotes
- Intensifying messages: *“I’m absolutely stunned!”*
- Creating interest
- Defending a point of view
- Using euphemisms

CONTENTS AND MATERIALS:

- Units 7 to 9 of the course book, *New Headway Advanced*.
- **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
- 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 meant to help **you** identify your strengths and aspects to improve in learning English. Evaluate your performance in the objectives for *English Fifteen*. 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 English used in noisy contexts? A__ B__ C__
- Can I understand utterances spoken in different accents in English: Latin, Canadian, Australian, South African, etc.? A__ B__ C__
- Can I listen to speakers interacting in social, academic, and professional speech events, understanding the general and specific ideas of what they are talking about? A__ B__ C__
- Can I understand general and specific information in TV programs and films without too much effort, following the story being presented? A__ B__ C__
- Can I follow lectures, discussions and debates about my and others' field of interest, taking notes of relevant and subsidiary ideas? 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/, /v/, /ʃ/, /ð/, /θ/ separately and in context? A__ B__ C__
- Can I understand and produce the difference in intonation among Yes/No, declarative, Wh- and tag questions? A__ B__ C__
- Can I make connections in order to use more fluent and rapid phrases and sentences (e.g. *It would've been a good idea!*)? 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 deliver clear, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and closing with an appropriate conclusion? A__ B__ C__
- Can I participate in group discussions about the advantages and/or disadvantages of something? A__ B__ C__
- Can I interact in social, academic, and profession-related situations in which I am an active participant, helping the interaction flow among speakers? 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 such as clichés ("*Better late than never, No pain, no gain,*" etc.) in speaking situations? A__ B__ C__

READING COMPREHENSION

- Can I read and understand literature and informative and specialized texts even if they are not related to my field of interest provided I can reread difficult sections? A__ B__ C__
- Can I read and understand texts to meet needs of a concrete type: instructions on medicine bottles, newspaper ads (e.g. to find an appropriate apartment), etc.? A__ B__ C__
- Can I read and understand an author's purpose for writing the text, highlighting implicit and stated opinions, criticisms, suggestions, etc.? A__ B__ C__
- Can I understand the structure of texts: organization, chronological events, punctuation, use of connectors, grammatical structures, vocabulary, and levels of formality? A__ B__ C__
- Can I use reading comprehension strategies to understand the general, specific, and implicit ideas in a text? A__ B__ C__

WRITTEN PRODUCTION

- Can I write clear, structured texts on complex subjects, highlighting relevant issues, reasons and points of view, developing them and giving appropriate conclusions? A__ B__ C__
- Can I write real or fictional texts which are organised and have the target reader in mind? A__ B__ C__
- Can I write argumentative texts which develop a topic with relevant and subsidiary information, basing myself on sources that I have previously read to support my ideas? A__ B__ C__
- Can I write formal and informal correspondence to ask for and give information, complain, report, invite, compliment and thank? 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: verb patterns, intensifying adverbs, relative clauses, participles, and linking devices? A__ B__ C__
- Can I formulate in written and spoken forms Yes/No, declarative, Wh- and tag 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 (Written and spoken levels whenever applicable)

- Can I tell experiences and anecdotes? A__ B__ C__
- Can I intensify messages: "I'm absolutely stunned!"? A__ B__ C__
- Can I create interest? A__ B__ C__
- Can I defend a point of view? A__ B__ C__
- Can I use euphemisms? A__ B__ C__