



# **Advanced English Course XVI**

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

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

- understand extended speech (written or spoken) even when it is not clearly structured and which relates to social interactions among users of English.
- 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 standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life.

- understand information from video- and audio-recorded conversations about personal, social, and academic matters of general concern.
- listen to authentic audio (videos and recordings) and extract the main sections of text: general ideas, introduction, body, and conclusions or endings.
- listen to authentic audio (videos and recordings) and extract specific information based on guiding information (statements, specific topics, questions, paraphrased texts, etc).
- learn and explicitly use listening comprehension strategies.
- record my progress in listening by means of a portfolio, detecting strengths problems and working on solutions.

#### PRONUNCIATION

- identify and produce these vowel, consonant, and diphthong sounds of this level: /eɪ/, /aɪ/, /ɔːjə/, /aʊə/, /θ/, /v/, /tʃ/, /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. *I could've done better*).
- pronounce correctly regular and irregular verbs in past simple and participle and in general the vocabulary studied in this course.
- intonate statements differently to express different meanings: exaggeration, sarcasm, amazement, etc.

#### ORAL PRODUCTION

give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.

- participate in classroom discussions about personal, social, and academic matters by having objective support for the discussion (reading facts, statistics, etc.).
- design small pair or group presentations on a specific topic after having negotiated format and come to agreements on what and how the presentations should take place.
- use strategies to keep conversations flowing: agreeing or disagreeing, bringing people together, asking extra questions, repairing communication, checking understanding, explaining again, backchanneling, etc.
- develop and deliver an oral presentation about a topic of my career including relevant aspects and support from authors or documents.

### READING COMPREHENSION

read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively.

- read and understand narrative, descriptive, informative, and argumentative texts, extracting general and specific information author's intended meaning.
- learn and use reading comprehension strategies explicitly.
- understand the meaning of unknown words by using context or co-text, parts of speech, a monolingual dictionary, etc.
- understand the structure of texts: organization, chronological events, punctuation, use of connectors, grammatical structures, vocabulary, and levels of formality.

### WRITTEN PRODUCTION

Write clear, detailed texts on a variety of subjects related to my field of interest, comparing, contrasting, arguing, synthesising and evaluating information and arguments from a number of sources.

- understand and produce all types of sentences: simple, compound, complex, and compound complex.
- write short narrative, descriptive, informative, contrastive and comparative or argumentative texts about topics of interest.
- develop a text in which a feature of own my own career is explored and the following text types are presented: narration, description, information, contrast and comparison and argumentation.
- use punctuation marks correctly: capitals, periods, commas, semicolons, parentheses, question and exclamation marks.

### USE OF ENGLISH (Grammar content as described in units 10 to 12 of course book)

Use advanced grammar items of this course in oral and written production.

- understand and produce adverbial clauses of time, place, reason, condition, concession and opposition.
- understand and produce noun clauses as subjects and as objects.
- understand and produce the following adjective clauses:
  - Restrictive and non-restrictive
  - Adjective clauses about ideas in the main clause: *Taxes are rising, a fact which is absurd.*
  - Adjective clauses with quantity phrases about nouns in main clause: *Apple produces high-quality devices, two of which are the iphone and the ipad.*

- formulate in written and spoken forms Yes/No questions as well as Wh- questions with the grammar structures from the course.
- monitor the use of grammatical structures and vocabulary items (for example through a portfolio, an analysis checklist, etc.).

### **LANGUAGE FUNCTIONS**

- Opening conversations and discussions.
- Offering other possibilities.
- Agreeing and/or disagreeing politely.
- Bringing others to agreements.
- Summarizing or concluding/closing a discussion or conversation.
- Using euphemisms, sarcasm and exaggeration.
- Understanding and expressing irony.

### **MATERIALS AND RESOURCES**

- Units 10 to 12 from Soars, L. and Soars, J. (2000). *New Headway Advanced Student's book*. Oxford: Oxford University Press.
- Advanced grammar books available at the Roa Martinez Library.
- DVDs and videos from the ILEX collection
- Software ***Tell me More***.
- Authentic videos and readings available on the Internet.
- 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, L. and Soars, J. (2000). New Headway Advanced Student's book. Oxford: Oxford University Press.

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 Sixteen*. 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 standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life? A\_\_ B\_\_ C\_\_

- Can I understand information from video- and audio-recorded conversations about personal, social, and academic matters of general concern? A\_\_ B\_\_ C\_\_
- Can I listen to authentic audio (videos and recordings) and extract the main sections of text: general ideas, introduction, body, and conclusions or endings? A\_\_ B\_\_ C\_\_
- Can I listen to authentic audio (videos and recordings) and extract specific information based on guiding information (statements, specific topics, questions, paraphrased texts, etc.)? A\_\_ B\_\_ C\_\_
- Can I explicitly use listening comprehension strategies? A\_\_ B\_\_ C\_\_
- Can I record my progress in listening by means of a portfolio, detecting strengths problems and working on solutions? A\_\_ B\_\_ C\_\_

### PRONUNCIATION

- Can I identify and produce these vowel, consonant, and diphthong sounds of this level: /eɪə/, /aɪə/, /ɔ:ɪə/, /aʊə/, /θ/, /v/, /tʃ/, /ʒ/ 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 could've done better*).
- 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 differently to express different meanings: exaggeration, sarcasm, amazement, etc.? A\_\_ B\_\_ C\_\_

### ORAL PRODUCTION

Can I give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail? A\_\_ B\_\_ C\_\_

- Can I participate in classroom discussions about personal, social, and academic matters by having objective support for the discussion (reading facts, statistics, etc.)? A\_\_ B\_\_ C\_\_
- Can I design small pair or group presentations on a specific topic after having negotiated format and come to agreements on what and how the presentations should take place? 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, backchanneling, etc.? A\_\_ B\_\_ C\_\_
- Can I develop and deliver an oral presentation about a topic of my career including relevant aspects and support from authors or documents? A\_\_ B\_\_ C\_\_

### READING COMPREHENSION

Can I read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively? A\_\_ B\_\_ C\_\_

- Can I read and understand narrative, descriptive, informative, and argumentative texts, extracting general and specific information author's intended meaning? A\_\_ B\_\_ C\_\_
- Can I use reading comprehension strategies explicitly? A\_\_ B\_\_ C\_\_
- Can I understand the meaning of unknown words by using context or co-text, parts of speech, a monolingual dictionary, 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\_\_

### WRITTEN PRODUCTION

Can I write clear, detailed texts on a variety of subjects related to my field of interest, comparing, contrasting, arguing, synthesising and evaluating information and arguments from a number of sources? A\_\_ B\_\_ C\_\_

- Can I understand and produce all types of sentences: simple, compound, complex, and compound complex? A\_\_ B\_\_ C\_\_
- Can I write short narrative, descriptive, informative, contrastive and comparative or argumentative texts about topics of interest? A\_\_ B\_\_ C\_\_
- Can I develop a text in which a feature of own my own career is explored and the following text types are presented: narration, description, information, contrast and comparison and argumentation? 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 use advanced grammar items of this course in oral and written production? A\_\_ B\_\_ C\_\_

- Can I understand and produce adverbial clauses of time, place, reason, condition, concession and opposition? A\_\_ B\_\_ C\_\_
- Can I understand and produce noun clauses as subjects and as objects? A\_\_ B\_\_ C\_\_
- Can I understand and produce the following adjective clauses:
  - Restrictive and non-restrictive
  - Adjective clauses about ideas in the main clause: *Taxes are rising, a fact which is absurd.*
  - Adjective clauses with quantity phrases about nouns in main clause: *Apple produces high-quality devices, two of which are the iphone and the ipad?* A\_\_ B\_\_ C\_\_
- Can I formulate in written and spoken forms 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 (for example through a portfolio, an analysis checklist, etc.)? A\_\_ B\_\_ C\_\_

### LANGUAGE FUNCTIONS

- Can I open conversations and discussions? A\_\_ B\_\_ C\_\_
- Can I offer other possibilities? A\_\_ B\_\_ C\_\_
- Can I agree and/or disagree politely? A\_\_ B\_\_ C\_\_
- Can I bring others to agreements? A\_\_ B\_\_ C\_\_
- Can I summarize or conclude/close a discussion or conversation? A\_\_ B\_\_ C\_\_
- Can I use euphemisms, sarcasm and exaggeration? A\_\_ B\_\_ C\_\_
- Can I understand and express irony? A\_\_ B\_\_ C\_\_