Today I must admit in honour of my father that one of the failures of my life as a writer has been not knowing English.

“Vivir Para Contarla”
Gabriel García Márquez

Congratulations! You now have an intermediate level of English. According to this and in general terms, you can understand when you read and listen to information regarding concrete and abstract topics which include your and other’s field of specialization. You can also interact with native and non-native users of English in a fluid and spontaneous manner and without difficulties. Finally, you can speak or write about a good number of topics in which you can give and explain your agreement or disagreement.

From now on, you are welcome to study courses English XI, XII, XIII, XIV, XV, and XVI. These six (6) courses have been designed to help you develop greater competences and take you to an upper intermediate and even advanced level of English use. Getting to the advanced level depends on your motivation and interest!

The abovementioned courses emphasize on developing more fluency both at the oral and written levels so that you can cope with tasks such as writing an essay or presenting orally supported points of view. You will also have the opportunity to review and study past topics from other courses as the in- and out-of-class tasks ask you to.

Welcome again to this wonderful experience of learning English as a foreign language. We hope you can increase your knowledge of English and use it for meaningful situations in your academic University and professional life.

ILEX Coordination

GENERAL OBJECTIVES

- Continue a process of learning English as an instrument for the exchange of knowledge, recognizing its importance as a universal medium used for communicating with people, countries, and cultures different from our own. From the beginning, I will recycle and use linguistic structures and be able to listen to coherent segments of oral discourse (listening and speaking skills) and to relate these to written discourse (reading and writing skills).

- Assume and demonstrate a positive attitude of autonomous learning oriented toward the constant practice of English, utilizing pedagogical resources within and outside the classroom.

- Differentiate characteristics pertaining to the learning of a foreign language from those pertaining to learning in other fields of knowledge, employing strategies leading to the gradual development of linguistic skills in the English language.

- Use elements from previous courses in order to become more fluent and accurate in language production at the written and spoken levels.
MAIN GOALS (Adapted from the Common European Framework B2 Level)

At the end of English XI, I will be competent enough to:

- Understand the most important and secondary information regarding topics that are concrete and abstract and which include a good variety of disciplines.
- Interact with native and non-native users of English with fluency and accuracy both at the written and spoken levels. If errors occur, they do not impede communication.
- Produce clear, organised and detailed text at the spoken and written levels on a wide range of subjects, explaining reasons, points of view, agreement and disagreement.

SPECIFIC OBJECTIVES:
In order to fulfil the main goals as well as the general objectives described, I will gradually develop habits and linguistic abilities based on the following specific objectives. Therefore, after 40 hours of the English XI course, I will be able to:

LISTENING
- Listen to and understand recorded or live spoken English involving information about different disciplines and/or everyday conversations.
- Listen to and understand a conversation between native speakers of English, getting general and specific information (topic, dates, times, etc).
- Listen to and understand (fragments of) a conference provided I have previously been exposed to the topic being presented.
- Listen to and understand the topic of a TV, radio program or film, picking up general and specific information.
- Demonstrate understanding of spoken English by means of oral and/or written reports.

PRONUNCIATION
- Identify and produce vowel, consonant, and diphthong sounds of this level: [ ], [ ], [ ] 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 don't know: [ai de'nəʊ], “I dunno”).
- Pronounce correctly regular and irregular verbs in past simple and participle and in general the vocabulary studied in this course.
- Find (on the Internet, books, etc) exercises dealing with the previous objectives and practice them with other classmates in class.

SPEAKING
- Interact with fluency and spontaneity that makes everyday interaction and sustained conversations with others quite possible and without significant communication problems.
- Present clear, detailed descriptions on a wide variety of topics related to my field of interest.
- Give structured oral presentations individually or in groups (based on authentic material), having an introduction, a body, supporting information, and a conclusion, engaging my audience in the topic with a variety of strategies (e.g. pictures, questions, interesting facts, etc).
- Participate in discussions with grounded support (e.g. from statistics, facts, etc.), defending my point of view and agreeing or disagreeing with others.
- Give short oral reports based on reading material ranging from elementary to intermediate levels in order to recycle language input from previous courses, explaining new words to classmates.
READING
- Read and understand contemporary prose in which everyday information is found (e.g. newspapers and magazines).
- Obtain information, ideas and opinions from specialised sources within my field of interest.
- Use reading comprehension strategies in all types of texts used in and out of class (Skimming and scanning, guessing, predicting, using context, analyzing paragraph structure and organization, relating headings with texts, inferring from introductions, supporting statements, and conclusions, using graphic organisers, summarising).
- Read authentic material from Internet, magazines, newspapers, menus, flyers, brochures, signs, etc. using the previous reading strategies and then give reports both orally and in written forms.
- Read articles containing information from my university program and then give short reports (orally and in written form) to my classmates, explaining new words to them.

WRITING
- Write clear, organised and detailed texts (formal and informal letters, reports and descriptions) related to my field of interest presenting arguments from different sources.
- Identify and use the most common patterns used in texts written in English (introduction, thesis statement, body, topic sentences and conclusion).
- 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, because, First of all, to begin with, then, After that, in addition, Finally, To sum up, etc.
- Write an essay or report which develops an argument systematically, making emphasis on significant points and relevant supporting detail.
- Write a learning journal where I can include an analysis of my English learning process.

GRAMMATICAL STRUCTURES AND VOCABULARY (Grammar content as described in units 5 to 8 of course book)
- Write complete paragraphs in which the grammar structures and vocabulary of the course are explicitly used.
- Formulate in written and spoken forms Yes/No questions as well as Wh- questions with the grammar structures from the course.
- Employ autonomously strategies of recognition and appropriation of vocabulary such as reference to context, comparison with synonyms and opposites and descriptions, visualization by means of mimics, drawings, and photographs, and the use of a monolingual dictionary.
- Use the vocabulary described in the course book in both the written and spoken domains as well as vocabulary that is encountered in texts of varied topics.
- Notice linguistic mistakes (lexis, grammar and syntax) mistakes in texts as designed by the course facilitator, explaining what the mistakes are.

LANGUAGE FUNCTIONS (Written and spoken levels whenever applicable)
- Giving points of view with support.
- Agreeing or disagreeing, giving support to do so.
- Talking on the phone (opening, sustaining, and closing a chat)
- Presenting my field of interest with convincing information.

CONTENTS AND MATERIALS
- Units 5 to 8 of the course book, New Headway Upper-Intermediate.
- 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 and the Software Tell me More.
- Other material from the Internet and the Roa Martinez library.
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 using English. The teacher will design activities that will help me develop a greater fluency and accuracy with the language that I have by now and that has been learnt in the previous courses.

PRINCIPLES OF TEACHING AND LEARNING
- Integration of the basic skills: Listening, Speaking, Reading, Writing, and the Language Functions.
- I register a high percentage of the information that I hear and read in English and afterwards use it for communication.
- I continue developing the ability to communicate in English by recycling what I already know.
- My teacher adapts the class atmosphere to facilitate my learning and to help activate previous learning.
- The design of the course is oriented towards me as a student and my development in fluency and accuracy.
- My teacher uses English (speaks and writes it) fluently, accurately, and 99% of the time.
- I will implement strategies and participate in activities for developing autonomy as well as fluency and accuracy.

TEACHING AND LEARNING TECHNIQUES
- My teacher will facilitate activities in which my fluency and accuracy in the language are apparent.
- I will be an active participant in the development of the course: I will observe, analyse, draw conclusions, with respect to grammar, vocabulary and content, be as autonomous as possible, and use English (listen, speak, read, and write) as much as possible.
- I will be actively involved by my teacher in class and out of class activities.
- I will be engaged in a constant process of self-evaluation and verification of my own learning. (See Self-assessment grid for competences)
- I will activate previous learning that I have acquired in former courses I have attended.
- I will be prepared to work individually, in pairs, and/or in groups.

EVALUATION
1. Listening 25% _____  Total _____ divided by 4 = _____
2. Speaking 25% _____  Passing grade: 3.5
3. Reading 25% _____  Between 3.0 and 3.4: Remedial test candidate
4. Writing 25% _____

BIBLIOGRAPHY
Monolingual dictionary
Documents from the Internet
Other bibliography from the Jorge Roa Martinez Library (essential)
Magazines, newspapers and other authentic books and/or articles
SELF-EVALUATION GRID FOR COMPETENCES

LISTENING
- Can I listen to and understand recorded or live spoken English involving information about different disciplines and/or everyday conversations? Yes___ No____
- Can I listen to and understand a conversation between native speakers of English, getting general and specific information (topic, dates, times, etc)? Yes___ No____
- Can I listen to and understand (fragments of) a conference provided I have previously been exposed to the topic being presented? Yes___ No____
- Can I listen to and understand the topic of a TV, radio program or film, picking up general and specific information? Yes___ No____
- Can I demonstrate understanding of spoken English by means of oral and/or written reports? Yes___ No____

PRONUNCIATION
- Can I identify and produce vowel, consonant, and diphthong sounds of this level: [ ], [ ], [ ], [ ] separately and in context? Yes___ No____
- Can I understand and produce the difference between Yes/No and Wh- questions? Yes___ No____
- Can I make connections in order to use more fluent and rapid phrases and sentences (e.g. I don’t know: [ai de’nʊ], “I dunno”)? Yes___ No____
- Can I pronounce correctly regular and irregular verbs in past simple and participle and in general the vocabulary studied in this course? Yes___ No____
- Can I find (on the Internet, books, etc) exercises dealing with the previous objectives and practice them with other classmates in class? Yes___ No____

SPEAKING
- Can I interact with fluency and spontaneity that makes everyday interaction and sustained conversations with others quite possible and without significant communication problems? Yes___ No____
- Can I present clear, detailed descriptions on a wide variety of topics related to my field of interest? Yes___ No____
- Can I give structured oral presentations individually or in groups (based on authentic material), having an introduction, a body, supporting information, and a conclusion, engaging my audience in the topic with a variety of strategies (e.g. pictures, questions, interesting facts, etc)? Yes___ No____
- Can I participate in discussions with grounded support (e.g. from statistics, facts, etc.), defending my point of view and agreeing or disagreeing with others? Yes___ No____
- Can I give short oral reports based on reading material ranging from elementary to intermediate levels in order to recycle language input from previous courses, explaining new words to classmates? Yes___ No____

READING
- Can I read and understand contemporary prose in which everyday information is found (e.g. newspapers and magazines)? Yes___ No____
- Can I obtain information, ideas and opinions from specialised sources within my field of interest? Yes___ No____
- Can I use reading comprehension strategies in all types of texts used in and out of class (Skimming and scanning, guessing, predicting, using context, analyzing paragraph structure and organization, relating headings with texts, inferring from introductions, supporting statements, and conclusions, using graphic organisers, summarising)? Yes___ No____
• Can I read authentic material from Internet, magazines, newspapers, menus, flyers, brochures, signs, etc. using the previous reading strategies and then give reports both orally and in written forms? Yes___ No____
• Can I read articles containing information from my university program and then give short reports (orally and in written form) to my classmates, explaining new words to them? Yes___ No____

WRITING
• Can I write clear, organised and detailed texts (formal and informal letters, reports and descriptions) related to my field of interest presenting arguments from different sources? Yes____ No____
• Can I identify and use the most common patterns used in texts written in English (introduction, thesis statement, body, topic sentences and conclusion)? Yes___ No____
• 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, because, First of all, to begin with, then, After that, in addition, Finally, To sum up, etc? Yes___ No____
• Can I write an essay or report which develops an argument systematically, making emphasis on significant points and relevant supporting detail? Yes____ No____
• Can I write a learning journal where I can include an analysis of my English learning process? Yes____ No____

GRAMMATICAL STRUCTURES AND VOCABULARY
• Can I write complete paragraphs in which the grammar structures and vocabulary of the course are explicitly used? Yes___ No____
• Can I formulate in written and spoken forms Yes/No questions as well as Wh- questions with the grammar structures from the course? Yes___ No____
• Can I employ autonomously strategies of recognition and appropriation of vocabulary such as reference to context, comparison with synonyms and opposites and descriptions, visualization by means of mimics, drawings, and photographs, and the use of a monolingual dictionary? Yes____ No____
• Can I use the vocabulary described in the course book in both the written and spoken domains as well as vocabulary that is encountered in texts of varied topics? Yes____ No____
• Can I notice linguistic mistakes (lexis, grammar and syntax) in texts as designed by the course facilitator, explaining what the mistakes are? Yes____ No____

LANGUAGE FUNCTIONS
• Can I give points of view with support? Yes___ No____
• Can I agree or disagree, giving support to do so? Yes___ No____
• Can I talk on the phone (opening, sustaining, and closing a chat)? Yes____ No____
• Can I present my field of interest with convincing information? Yes____ No____