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

**ENGLISH XII**

**Congratulations!** You now have a basic upper-intermediate level of English. According to this and in general terms, you can understand when you read and listen to primary and secondary information involving topics that are concrete and abstract including a good variety of disciplines. You can also interact with native and non-native users of English in a fluid and spontaneous manner. If you make mistakes, these do not impede communication. Finally, you can speak or write about a good number of subjects in which you can give and explain your reasons, points of view, agreement and disagreement.

From now on, you are welcome to study courses English XII, XIII, XIV, XV, and XVI. These five (5) 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, several kinds of letters or sustaining orally or in written form 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 XII, I will be competent enough to:

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

SPECIFIC OBJECTIVES:
In order to fulfill 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 XII course, I will be able to:

LISTENING
- Listen to and understand main and specific ideas from TV and radio programs, live oral presentations or lectures by classmates and/or others.
- Listen to and understand recorded everyday life and technical conversations of different fields.
- Listen to and become aware of the difference between the general and the specific information presented in recorded material and which has to do with everyday life and technical discussions.
- Listen to and follow the arguments presented in a technical or everyday life discussion.
- 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 others repairing mistakes in a way that communication (or the flow of the conversation) is not interrupted.
- Interact with course classmates and teacher in English as much as possible if not all the time.
- Give clear, detailed and organised descriptions of subjects of my interest and, in cases, that of others.
- Present an argument (as in an oral presentation) systematically, highlighting significant points and relevant supporting detail.
- Participate actively in informal and formal conversations with classmates and teacher, giving supported arguments when applicable.
READING
- Read with a degree of independence, given by the use of reading comprehension strategies, different kinds of texts which go from literary prose to technical documents in my and others’ 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: menus, newspapers, magazines, technical documents, flyers, instructions on products, public announcements, applying the previous reading strategies whenever possible.
- Read and understand implicit information contained in texts (author’s intention, jokes, sarcasm, etc).
- Read texts which go from basic to intermediate levels and then give reports about these either in written or spoken form.

WRITING
- Write clear, organised and detailed texts, including letters (formal and informal, transactional, of application) and narrations of events.
- 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.
- Make simple syntheses taking into account different sources and giving my point of view.
- Write an organised essay or report which develops an argument systematically with topic sentences and supporting examples, making emphasis on significant points and relevant 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 9 to 12 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) in texts as designed by the course facilitator, explaining what the mistakes are.

LANGUAGE FUNCTIONS (Written and spoken levels whenever applicable)
- Making my point by explaining myself with different strategies.
- Expressing past and present habits (used to do/doing)
- Starting, sustaining and closing formal and/or informal conversations
- Asking a favour or for things.

- Writing tasks on workbook units 9 to 12 (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 main and specific ideas from TV and radio programs, live oral presentations or lectures by classmates and/or others? Yes___ No___
- Can I listen to and understand recorded everyday life and technical conversations of different fields? Yes___ No___
- Can I listen to and become aware of the difference between the general and the specific information presented in recorded material and which has to do with everyday life and technical discussions? Yes___ No___
- Can I listen to and follow the arguments presented in a technical or everyday life discussion? 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 ɪdənoʊ], "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___

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- Can I interact with others repairing mistakes in a way that communication (or the flow of the conversation) is not interrupted? Yes___ No___
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- Can I read with a degree of independence, given by the use of reading comprehension strategies, different kinds of texts which go from literary prose to technical documents in my and others’ 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___
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**WRITING**
- Can I write clear, organised and detailed texts, including letters (formal and informal, transactional, of application) and narrations of events? 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 make simple syntheses taking into account different sources and giving my point of view? Yes ___ No ___
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**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 make my point by explaining myself with different strategies? Yes ___ No ___
- Can I express past and present habits (used to do/doing)? Yes ___ No ___
- Can I start, sustain and close formal and/or informal conversations? Yes ___ No ___
- Can I ask a favour or for things? Yes ___ No ___