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 a basic upper-intermediate level of English. According to this and in general terms, you can now understand spoken or written texts (everyday life and technical) which are complex, concrete, and abstract along with their main and specific information. 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 and you are able to repair them. Finally, you can speak or write about a good number of subjects with details, clarity and organisation, giving your supported opinion.

From now on, you are welcome to study courses English XIII, XIV, XV, and XVI. These four (4) 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 simple and more complex essays, several kinds of letters or sustaining orally or in written form supported points of view, explanations and descriptions. 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 and C1 Levels)

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

- Understand everyday life and technical texts of my field of interest that are written or spoken, recognising implicit meaning and writer’s or speaker’s intention.
- Express myself with fluency and spontaneity in a wide variety of social situations even though sometimes I need to look for specific expressions.
- Produce written or spoken texts that are clear and organised by using organisational patterns and sequence markers.

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 XIII course, I will be able to:

LISTENING
- Listen to and understand a speaker’s intention even when speech is not altogether organised.
- Watch, listen to and understand TV programmes or films, keeping track of the discussion/plot/story/topic.
- Listen to and follow the essentials of lectures, talks or reports which are academic or professional, taking notes of general and specific information.
- Listen to and understand the topic of conversation between two native speakers in an audio track or video.
- 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. What are you doing: [ˈwʌndəɪ duɪŋ], "whaddaya").
- 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
- Give individual or group oral presentations that are organised, having an introduction, body and conclusion, highlighting significant points and responding to audience’s questions.
- Interact with classmates and teacher under varied social circumstances planned for classroom activities (at a restaurant, in a conference, at an office, etc).
- Give detailed descriptions of subjects related to my field of interest, developing particular points but following an organisation.
- Start, sustain and close everyday conversations with classmates, participating actively in group speaking activities.
- Use spoken English all (or most of) the time in class to interact with classmates and teacher.
READING
- Read (or re-read if necessary) and understand literary prose and extended technical documents related to my and others’ field of interest, guessing new words from context and following the topic presented.
- Use reading comprehension strategies (anticipating, looking at text framework, questioning the author, etc) to grasp general, specific, and/or implicit information in texts.
- Read texts which go from basic to upper-intermediate levels and then give reports about these either in written or spoken form.
- Read and understand everyday formal and informal letters as well as technical correspondence related to my field of interest.
- Read and determine the key and subsidiary ideas in a paragraph, essay, or other texts.

WRITING
- Produce written texts which follow a clear organisation of introduction, body and conclusion by using support from other sources which are synthesised.
- Write everyday and technical letters or e-mails: formal and informal, transactional, complaints, reports, suggestion-making.
- Write real and imaginary descriptions and narrations of places, people, and events, following a clear organisation.
- Write essays which clearly post a point of view giving the advantages or disadvantages of something.
- 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 1 to 4 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)
- Discussing social problems (unemployment, weather, politics, etc).
- Asking for repetition, clarification, and more in depth development of a discussion.
- Opening, sustaining and closing a formal or informal conversation.
- Asking for and giving information dealing with reservations, exchange of goods, etc.

CONTENTS AND MATERIALS:
- Units 1 to 4 of the course book, *New Headway Advanced*.
- Writing tasks on workbook units 1 to 4 (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.
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 a speaker's intention even when speech is not altogether organised? Yes___ No___
- Can I watch, listen to and understand TV programmes or films, keeping track of the discussion/plot/story/topic? Yes___ No___
- Can I listen to and follow the essentials of lectures, talks or reports which are academic or professional, taking notes of general and specific information? Yes___ No___
- Can I listen to and understand the topic of conversation between two native speakers in an audio track or video? 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. What are you doing: ['wʌɾə duing], "whaddaya")? 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 give individual or group oral presentations that are organised, having an introduction, body and conclusion, highlighting significant points and responding to audience’s questions? Yes___ No___
- Can I interact with classmates and teacher under varied social circumstances planned for classroom activities (at a restaurant, in a conference, at an office, etc)? Yes___ No___
- Can I give detailed descriptions of subjects related to my field of interest, developing particular points but following an organisation? Yes___ No___
- Can I start, sustain and close everyday conversations with classmates, participating actively in group speaking activities? Yes___ No___
- Can I use spoken English all (or most of) the time in class to interact with classmates and teacher? Yes___ No___

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- Can I read (or re-read if necessary) and understand literary prose and extended technical documents related to my and others’ field of interest, guessing new words from context and following the topic presented? Yes___ No___
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- Can I write essays which clearly post a point of view giving the advantages or disadvantages of something? 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 discuss social problems (unemployment, weather, politics, etc)? Yes___ No___
- Can I ask for repetition, clarification, and more in depth development of a discussion? Yes___ No___
- Can I open, sustain and close a formal or informal conversation? Yes___ No___
- Can I ask for and give information dealing with reservations, exchange of goods, etc? Yes___ No___