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 XIV

Congratulations! You now have an upper-intermediate level of English. According to this and in general terms, you now can understand everyday life and technical texts of your field of interest that are written or spoken, recognising implicit meaning and writer’s or speaker’s intention. You can also express yourself with fluency and spontaneity in a wide variety of social situations even though sometimes you need to look for specific expressions. Finally, you can produce written or spoken texts that are clear and organised by using organisational patterns and sequence markers.

From now on, you are welcome to study courses English XIV, XV, and XVI. These three (3) 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 essays, letters or other written formal and informal communication and also sustaining orally or in written form, supported points of view, explanations and descriptions. You will also have the opportunity to review and study past language 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 XIV, I will be competent enough to:

- Understand long spoken and written texts which contain implicit meanings and which are concrete and abstract.
- Use language with ease to produce social, academic and professional texts.
- Produce clear and well structured texts which show control of organisational patterns.

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 XIV course, I will be able to:

LISTENING
- Listen to and understand recordings which are long, concrete, and abstract and which have implicit meanings.
- Listen to and understand TV programs and films which describe social, academic and professional aspects in my and others’ field of interest.
- Listen to lectures and conferences which are recorded or live, following the structure and understanding ideas which are propositionally and linguistically complex.
- Listen to and understand announcements that are concrete and abstract present in audio and film recordings and which represent a social task (e.g. getting a flight’s number).
- Listen to and understand a speaker’s viewpoint, including the general and subsidiary ideas of the presentation.

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: ['wʌʃəduɪŋ], "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
- Express myself clearly and in an organised manner, introducing, developing, and closing a topic which can be social, academic or professional.
- Orally give descriptions of phenomena related to my field of interest, adapting vocabulary and style depending on the audience (in this case other classmates).
- Participate in oral interactions in which my point of view is asked, giving relevant information to the topic and highlighting significant points.
- Prepare and give oral presentations which are organised and adapted to the audience, developing further questions asked by them if necessary.
- Use English in class at all times, employing strategies to avoid the use of Spanish (e.g. defining/describing a word whose equivalent in English is not known).
READING
- Read and understand concrete and abstract texts which are long and which contain implicit information as written by the author.
- Read and analyse the structure of essays and formal and informal letters, understanding the use of certain expressions as well as connectors and organisational patterns.
- Use reading comprehension strategies to understand texts which serve a social purpose (menus, maps, brochures, etc), locating the desired specific information to perform a task.
- Read and understand specialised texts and articles related to my field and which include specifications, instructions, ideas and opinions, using a monolingual dictionary to have a better global and specific comprehension.
- Read texts which go from pre-intermediate to advanced levels to give oral or written reports of these.

WRITING
- Write social, academic and professional texts which are organised thanks to the use of connectors and organisational patterns.
- Write real or imaginary descriptions of events, clearly following a structure of presentation, development and end thanks to the use of organisational patterns.
- Write timed (in-class) or homework reports and essays which present an argument, highlighting significant points and supporting detail and developing the introduction-body-conclusion layout.
- Write everyday life texts (formal and informal letters and emails) in which I describe, invite, persuade, compliment, and report.
- 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) in texts as designed by the course facilitator, explaining what the mistakes are.

LANGUAGE FUNCTIONS (Written and spoken levels whenever applicable)
- Inviting sb: to join a conversation, to a party, to give an opinion.
- Giving and responding to news.
- Softening messages.
- Persuading others.

CONTENTS AND MATERIALS:
- Units 5 to 8 of the course book, New Headway Advanced.
- 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
- 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 recordings which are long, concrete, and abstract and which have implicit meanings? Yes___ No___
- Can I listen to and understand TV programs and films which describe social, academic and professional aspects in my and others’ field of interest? Yes___ No___
- Can I listen to lectures and conferences which are recorded or live, following the structure and understanding ideas which are propositionally and linguistically complex? Yes___ No___
- Can I listen to and understand announcements that are concrete and abstract present in audio and film recordings and which represent a social task (e.g. getting a flight’s number)? Yes___ No___
- Can I listen to and understand a speaker’s viewpoint, including the general and subsidiary ideas of the presentation? 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: ['wʌɾəduing], "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 express myself clearly and in an organised manner, introducing, developing, and closing a topic which can be social, academic or professional? Yes___ No___
- Can I orally give descriptions of phenomena related to my field of interest, adapting vocabulary and style depending on the audience (in this case other classmates)? Yes___ No___
- Can I participate in oral interactions in which my point of view is asked, giving relevant information to the topic and highlighting significant points? Yes___ No___
- Can I prepare and give oral presentations which are organised and adapted to the audience, developing further questions asked by them if necessary? Yes___ No___
- Can I use English in class at all times, employing strategies to avoid the use of Spanish (e.g. defining/describing a word whose equivalent in English is not known)? Yes___ No___

READING
- Can I read and understand concrete and abstract texts which are long and which contain implicit information as written by the author? Yes___ No___
- Can I read and analyse the structure of essays and formal and informal letters, understanding the use of certain expressions as well as connectors and organisational patterns? Yes___ No___
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- Can I read texts which go from pre-intermediate to advanced levels to give oral or written reports of these? Yes___ No___
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- Can I write social, academic and professional texts which are organised thanks to the use of connectors and organisational patterns? Yes___ No___
- Can I write real or imaginary descriptions of events, clearly following a structure of presentation, development and end thanks to the use of organisational patterns? Yes___ No___
- Can I write timed (in-class) or homework reports and essays which present an argument, highlighting significant points and supporting detail and developing the introduction-body-conclusion layout? Yes___ No___
- Can I write everyday life texts (formal and informal letters and emails) in which I describe, invite, persuade, compliment, and report? 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 invite sb: to join a conversation, to a party, to give an opinion? Yes___ No___
- Can I give and respond to news? Yes___ No___
- Can I soften messages? Yes___ No___
- Can I persuade others? Yes___ No___