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 XV

Congratulations! You now have a basic advanced level of English. According to this and in general terms, you now can understand long spoken and written texts which contain implicit meanings and which are concrete and abstract. You can also use language with ease to produce social, academic and professional texts. Finally, you can produce clear and well structured texts which show control of organisational patterns.

From now on, you are welcome to study courses English XV, and XVI. These two (2) courses have been designed to help you develop greater competences and take you from an upper intermediate to an 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 complex texts (essays and letters or other written formal and informal communication) and also presenting orally or in written form, complex subjects with themes, subthemes and rounding off points. 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 C1 Level)

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

- Understand extended speech (written or spoken) even when it is not clearly structured and which relates to social interactions among native users of English.
- Express myself with ease, fluidity 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:
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 XV course, I will be able to:

LISTENING
- Listen to and understand recordings of oral English being used under noisy circumstances.
- Listen to native speakers interacting in social, academic, and professional events, understanding the general and specific ideas of what is being talked about.
- Listen to and understand TV programs and films without too much effort, following the story being presented.
- Listen to and follow lectures, discussions and debates about my and others’ field of interest, taking notes of relevant and subsidiary ideas.
- Listen to and understand image or audio recordings, signalling the relationship between the speakers as well as implicit information presented in the recordings.

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: ['wʌɾə doin], "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 clear, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
- Participate in pair and group discussions where certain topics are analysed in the light of their advantages and disadvantages, impact on society, etc.
- Present an argument in favour or against a particular topic, developing my idea and concluding with relevant information.
- Interact in social, academic, and professional situations in which I am an active participant, helping the interaction flow among speakers.
- Use English at all possible times, employing strategies to avoid the use of Spanish.
READING
- Read and understand factual and literary prose as well as specialised texts even if they are not related to my field of interest provided I can reread difficult sessions.
- Use reading comprehension strategies to understand the general, specific, and implicit ideas in a text and to avoid translation.
- Read specialised texts in my field of interest and then give short written or oral reports to classmates, explaining specific points when asked.
- Read and understand an author’s purpose for writing the text, highlighting implicit and stated opinions.
- Read and analyse the structure of texts as well as the language being used (vocabulary, expressions, idioms, etc), using the appropriate reading comprehension strategies.

WRITING
- Write clear, structured texts of complex subjects, highlighting relevant issues, reasons and points of view, developing these and giving appropriate conclusions.
- Write real or imaginary texts which are organised and have in mind the target reader.
- Write essays which develop a topic with relevant and subsidiary information, basing myself on texts that I have previously read to support my ideas.
- Write formal and informal letters to ask for and give information, complain, report, invite, compliment and thank.
- 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)
- Creating interest
- Telling jokes
- Defending a point of view
- Expressing euphemisms

CONTENTS AND MATERIALS:
- Units 9 to 12 of the course book, New Headway Advanced.
- 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
- 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 of oral English being used under noisy circumstances? Yes___ No___
- Can I listen to native speakers interacting in social, academic, and professional events, understanding the general and specific ideas of what is being talked about? Yes___ No___
- Can I listen to and understand TV programs and films without too much effort, following the story being presented? Yes___ No___
- Can I listen to and follow lectures, discussions and debates about my and others’ field of interest, taking notes of relevant and subsidiary ideas? Yes___ No___
- Can I listen to and understand image or audio recordings, signalling the relationship between the speakers as well as implicit information presented in the recordings? 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 clear, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion? Yes___ No___
- Can I participate in pair and group discussions where certain topics are analysed in the light of their advantages and disadvantages, impact on society, etc? Yes___ No___
- Can I present an argument in favour or against a particular topic, developing my idea and concluding with relevant information? Yes___ No___
- Can I interact in social, academic, and professional situations in which I am an active participant, helping the interaction flow among speakers? Yes___ No___
- Can I use English at all possible times, employing strategies to avoid the use of Spanish? Yes___ No___

READING
- Can I read and understand factual and literary prose as well as specialised texts even if they are not related to my field of interest provided I can reread difficult sessions? Yes___ No___
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- Can I write formal and informal letters to ask for and give information, complain, report, invite, compliment and thank? 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 create interest? Yes___ No___
- Can I tell jokes? Yes___ No___
- Can I defend a point of view? Yes___ No___
- Can I express euphemisms? Yes___ No___