

FIFTH YEAR **(Course 07-08)**

A.- PERFORMANCE OBJECTIVES

- 1.- To understand and extract specific information from a variety of longer spoken contexts (talks, debates, dialogues, telephone, TV, radio, cinema etc.) To understand native speakers with an extensive range of cultural, regional and non-standard accents and to be sufficiently aware of style, register, nuances, subtleties of expression so as to enable an accurate interpretation of the intentions of the speaker.
- 2.- To converse about everyday topics showing an ability to accurately use a variety of different registers and communicative and social language skills.
- 3.- To take part in debates and discussions about topics of interest or current affairs and be able to produce extensive coherent responses connecting ideas in a logical sense.
- 4.- To understand and correctly interpret diverse texts of a general nature e.g. public notices, forms, instructions, the press, fiction and non-fiction books etc.
- 5.- To produce a variety of text types (e.g. formal / informal letters, reports, narratives etc.) presenting ideas in a logical sequence and which show a greater accuracy of expression and an awareness of different writing styles and registers.
- 6.- To become familiar with socio-cultural aspects of English-speaking countries with the aim of improving the ability to produce oral and written texts.
- 7.- To acquire a deeper knowledge of more formal aspects of English-speaking countries with the aim of improving the ability to produce oral and written texts.
- 8.- To improve pronunciation, intonation, rhythm and stress.
- 9.- To achieve a sufficient knowledge of passive and active vocabulary as would enable the student to react appropriately to standard and non-standard forms of spoken and written English and which would correspond approximately to that of an average native English speaker.

B.- VOCABULARY

- 1.- Extension of lexical features included in the 4th level syllabus.
- 2.- Phrasal verbs with multiple meanings.
- 3.- Phrasal nouns and other compound words e.g. output, layabout.
- 4.- Word building: prefixes and suffixes: -age, -a/oholic, -ant, -worthy, -wright, -conscious, -free, -like, -most, -proof, -ridden, -bound, -some, -side, -stricken, down-, up-, mock-, much-, near-, fore-, self-, under-, over-.
- 5.- Paired words e.g. the life and soul of the party.
- 6.- Identical pairs e.g. hand in hand, (to be) on the up and up.
- 7.- Text organisers e.g. expressions, reference words and linking devices used to add points, contradict, explain, contrast, compare, etc.
- 8.- Homonyms, homophones, synonyms, antonyms, euphemisms, acronyms and abbreviations, loan words.
- 9.- Colloquialisms, slang, formal and informal spoken and written styles.

- 10.- Alliterative and rhyming expressions e.g. ship-shape, rat race, go-slow, nitty-gritty.
- 11.- Traditional idioms e.g. body, as ... as, colour, animal idioms, etc.
- 12.- Lexical sets and descriptive verbs i.e. "Ways of ... seeing, moving, sounds etc."
- 13.- Development of active and passive vocabulary in the following topic areas:
 - The Media and Advertising.
 - Society and Economy (social relations, work, law, standard of living, etc.)
 - Politics (international relations, internal situation)
 - Health, Fitness and the Body.
 - Sport and Leisure.
 - Environment (social, urban, geographical, the natural world, etc.)
 - Education, Professional training, Work.
 - Tourism and Travel.
 - Customs.
 - People and Relationships.
 - Arts and Entertainment.

N.B. The above list of topic areas corresponds to the end of the Ciclo Superior and is accumulative. As such, it should be understood that it does not belong exclusively to the 5th level course.

C.- GRAMMATICAL CONTENT

- 1.- Review, development and extension of all formal and structural elements included in the 4th level syllabus.
- 2.- Adjectives: position after as, how, so, too e.g. too+adjective+a/an+noun.
- 3.- as/though: special word order with adjectives and adverbs e.g. Adj/adv.+though/as+complement.
- 4.- Adjectives and adverbs: confusing cases e.g. hard, hardly, sharply, etc.
- 5.- Collocations: using adverbs to modify gradable and ungradable adjectives and verbs.
- 6.- Verbs followed by the infinitive and gerund with a change of meaning.
- 7.- State verbs in simple and progressive tenses with change of meaning.
- 8.- Modal verbs:
 - use of *there* with modals
 - use of adverbs with modals.
- 9.- Comparatives:
 - expressions modifying as as constructions.
 - All/any/none the+comparative
- 10.- Emphasis, stress and cleft sentences.
- 11.- Inversions:
 - after negative and restrictive expressions e.g. No, Barely, Only etc.
 - After *so* and *such* with *that*
- 12.- Inverted conditionals: sentences without if.
- 13.- The formal subjunctive forms of the verbs, adjectives and nouns.
- 14.- Variants in uses of have+object+verb form e.g. have+object+-ing/infinitive.
- 15.- Use and omission of the article:
 - Omission of the article, subject pronouns, forms of *be* in abbreviated styles e.g. ads, commentaries, slogans, headlines, notes, etc.

16.- Preposition combinations with verbs, nouns and adjectives.

D.- WRITING SKILLS

- 1.- Development or reinforcement of skills included in Ciclo Elemental.
- 2.- Public writing e.g. complaints, applications, enquiries, C.V. etc.
Social writing e.g. letters, invitations, notes, messages, etc.
Study writing e.g. summaries, synopses, reviews, reports, essays, taking notes, etc.
Institutional writing e.g. agendas, reports, speeches, specifications, public notices, advertisements, instructions, etc.
- . Creative writing e.g. stories, descriptions, autobiographies, etc.
Personal writing e.g. journals, diaries, recipes, etc.

E.- ORAL SKILLS

Phonology: weak forms, stress, intonation, rhythm, linking words, consonant clusters, vowel sounds

.
Study of graphemes presenting particular difficulties e.g. gh, oo, ou, ough, etc.

Pronunciation anomalies e.g. hiccough.

- Introducing arguments, opinions, expressing annoyance, interrupting, asking for clarification, agreeing and disagreeing.
- Expressing positive and negative reactions, feelings and moods.
- Expressing prohibition, permission and obligation.
- Story-telling.
- Using the telephone.
- Expressing regrets.
- Afterthoughts and red herrings.
- Describing actions and giving instructions.
- Making hypotheses.
- Comparing, talking about differences and similarities.
- Explaining processes.
- Making assumptions and contradicting.
- Describing people and places.
- Defining words.
- Presenting ideas.
- Giving a mini-speech.
- Commenting an information received i.e. from a lecture, a text etc.
- Taking part in discussions and debates.

N.B. This list of writing and reading skills corresponds to the end of the Ciclo Superior and is accumulative. As such, it should be understood that it does not belong exclusively to the fifth level course.

F.-BIBLIOGRAPHY

1. TEXTS USED IN THE FIFTH COURSE:

1.1. TEXTBOOK

Newbrook, J. & Wilson, J. New Proficiency Gold. Coursebook. Longman. **New Edition**.

1.2. DICTIONARIES

1.2.1. MONOLINGUAL

- Oxford Advanced Learner's Dictionary, Oxford.
- International Dictionary of English, Cambridge.
- Collins Cobuild English Language Dictionary, Collins.
- Dictionary of Contemporary English, Longman.
- Language Activator, Longman.

1.2.2. BILINGUAL

- Diccionario Oxford Español-Inglés / Inglés-Español, Oxford.
- Gran Diccionario Larousse Español-Inglés / Inglés-Español, Larousse.
- Cambridge Word Selector Inglés-Español, Cambridge.

1.3. GRAMMARS

- Advanced Language Practice, Heinemann
- English Vocabulary in Use, Cambridge
- Ways to Grammar, McMillan
- Oxford Practice Grammar, Cassell
- Cassell's Students' Grammar, Cassell
- Phrasal Verbs Made Easy, McMillan
- Advanced Grammar in Use. Cambridge
- Grammar and Vocabulary for Cambridge Advanced and Proficiency. Longman

1.4. IDIOMS

- ABBLEBEE, J. & RUSH, A. "Help with Idioms" Heinemann
- McCARTHY, M. & O'DELL, F. "English Idioms in Use" Cambridge
- SANCHEZ, F. "Diccionario Bilingüe de Modismos" Alhambra Longman
- SEIDL, J. "English Idioms" Oxford
- SEIDL, J. "English Idioms: Exercises on Idioms" Oxford
- WATSON, D. "Practising Idioms" Longman
- WATCYN-JONES, P. "Test your English Idioms" Penguin
- "Longman Dictionary of English Idioms" Longman

1.5. PHRASAL VERBS

- ACKLAM, R. "Help with Phrasal Verbs" Heinemann
- ALLSOP, J. "Test your Phrasal Verbs" Penguin
- FLOWER, J. "Phrasal Verb Organiser" LTP Language
- KHALAILI, K. & MARINA, B. "English Phrasal Verbs in Spanish" Nelson
- SEIDL, J. "English Idioms: Exercises on Phrasal Verbs" Oxford
- "Longman Dictionary of Phrasal Verbs" Longman

1.6. VOCABULARY

- THOMAS, B.J. "Advanced Vocabulary and Idiom" Nelson
- WELLMAN, G. "Wordbuilder" Heinemann
- McCARTHY, M. & O'DELL, F. "English Vocabulary in Use" Cambridge

PRONUNCIATION

- BOWLER, B. "Upper Intermediate Pronunciation" Oxford
- HEWINGS, M. "Pronunciation Tasks" Cambridge
- HANCOCK, M. "Pronunciation Games" Cambridge
- HANCOCK, M. "English Pronunciation in Use" Cambridge
- ROACH, P. "English Phonetics and Phonology" Cambridge

1.8. FUNCTIONS

- JONES, L. "Functions in English" Cambridge

1.9. CULTURAL BACKGROUND

- McDOWALL, D. "Britain in Close-Up" Longman
- FIEDLER, R. "America in Close-Up" Longman

1.10. LISTENING

- HARMER, J. "The Listening File" Longman
- SCOTT-BARRETT, F. "Proficiency Listening & Speaking" Longman
"Speak Up" (monthly cassettes and video)

1.11. SPEAKING

- ALEXANDER, L.G. "For and Against" Longman
- WALLWORK, A. "Discussions A-Z" Advanced. Cambridge

1.12. WRITING

- WHITE, R. "Writing Advanced" Oxford
- HARRIS, J. "Introducing Writing" Penguin
- STEPHENS, M. "Proficiency Writing" Longman

1.13. READING

STEPHENS, M. "Proficiency Reading" Longman
"Speak Up" (monthly magazine)

1.14. PRACTICE TESTS

- HARRISON, M. "Proficiency Testbuilder" Heinemann
- HARRISON, M. & KERR, R. "Proficiency Practice Tests" Oxford
- MORRIS, S. "Test Yourself for Proficiency" Nelson