

CICLO ELEMENTAL

I. GENERAL OBJECTIVES

The main objective of the Ciclo Elemental is that the student should acquire a basic level of proficiency in expressing him or herself in English, both in its written and spoken forms, so as to be able to successfully use the language in commonplace, day -to - day situations as an instrument of communication.

The programme aims to provide the students with basic information regarding the phonetic characteristics, structures and norms of interactive communication which condition the use of English, as well as information about the cultural aspects of those countries in which this language is used in the most common types of social situations.

II. SPECIFIC OBJECTIVES

A) Communicative Proficiency :

By the end of the Ciclo Elemental the student will be expected to have sufficiently developed his or her communicative skills in order to cope adequately in the following areas of activity:

1. Spoken Language:

Understand speakers of the language in conversations involving day-to-day communicative situations, at normal speed, including over the telephone.

Capture the essence of information diffused through mass means of oral communication such as the radio, television, cinema.

Understand the main ideas, and extract specific information, from narrative, descriptive, informative and argumentative oral texts, in dialogue or monologue form, related to the contents of the course.

Participate in a basic but acceptable way in communicative situations such as conversations related to personal and social areas of life, work, and general topics of current and common interest related to the contents of the course.

Express own ideas, feelings and needs in a basic but acceptable way and recognise and react to those of others.

Reproduce the essence of opinions, anecdotes and stories heard from others.

Produce basic descriptions and simple narratives, in spoken form.

2. Written Language:

Understand at least the essence of the information contained in advertisements, leaflets, basic business and personal correspondence.

Capture the main ideas of non-specialist, authentic reading material e.g. newspapers and magazine articles and extract specific information from authentic texts adapted to level.

Understand simplified and graded literary material.

Transmit to others and understand information received in brief written forms e.g. notes, postcards, memos, simple letters.

Complete questionnaires, forms and, in general, all types of the most usual forms requiring personal information.

Communicate in writing in a basic but sufficiently effective way with civil institutions, service companies etc...

Write on topics of general interest transmitting at least the most essential information.

3. Social Interaction:

Operate and cope with a certain degree of confidence in the most common types of social situations.

Recognise and react appropriately to attitudes, moods and explicit intentions expressed by others.

Recognise and react appropriately to some of the basic differences between spoken and written codes and between formal and colloquial registers.

B) Development of Grammatical and Phonological Competence

The study of the more formal aspects of the language will emphasise their creative and practical applications rather than the simple intellectual understanding of grammatical structures with a view to improving and consolidating the student's understanding of the language and encouraging autonomy outside the classroom.

By the end of the Ciclo Elemental the student will be expected to be able to:

Discriminate and articulate the basic sounds of the phonological system, both in isolated words and in word chains, recognise and reproduce basic stress patterns and understand and use the most common types of rhythm and intonation patterns in order to make communication with speakers of the language more effective.

Recognise the graphic representation of sounds so as to facilitate the student's ability to identify the pronunciation of new words and use dictionaries and other reference books independently of the classroom and teacher.

Deduce the meaning of words and expressions by being aware of the rules of their formation within the context in which they appear.

Understand internal relationships within syntactic units and clause structures so as to improve comprehension and accuracy of expression.

Understand and express the concepts of logic, notion, relation, quantity, degree, space, time, aspect, manner, etc)

Understand and express relations between the different parts of spoken or written speech, through the basic lexical and morphosyntactic mechanisms of connection to improve comprehension and the ability to produce more coherence and cohesion in expression.

III. CONTENTS

A) Language Functions:

- Identifying
The lady in the black coat is Mrs. Jones.
The man we met at the pub is my teacher.
- Reporting
He said the door was locked.
- Correcting
Actually, it was green, not blue.
- Asking for information
Do you know if there is a bus service to the airport?
- Expressing agreement and disagreement
“I like children”. “So do I.”
“He doesn’t mind washing up”. “I do!”
- Asking about agreement and disagreement
Don’t you think (that) it’s better like this?
Today is Friday, isn’t it?
- Denying something
I didn’t say that.
- Inviting, offering and suggesting
Would you like to come to the cinema with me?
Do you feel like a cup of tea?
How about eating out tonight?

- Accepting an invitation, offer or suggestion
That sounds great.
Yes, I’d love to.

- Declining an invitation, offer or suggestion
I’d rather not.
I’m afraid I can’t.
- Offering to do something
Shall I cook dinner tonight?

- I'll do the washing up
- Would you like me to post that letter for you?
- Expressing possibility or probability
 - It might be true.
 - He's likely to come.
 - She might have been in London.
- Asking whether something is possible or impossible
 - Can/Could you come to the conference?
 - Would it be possible for you to come to the conference?
- Expressing capability or incapability
 - Could you swim when you were a child?
 - He was able to pass the exam.
 - She's not good at English.
- Expressing logical conclusions
 - The lights in her house are all on. She must be in.
 - You can't have been at the pool yesterday. It was closed.
- Expressing certainty and uncertainty
 - I'm quite sure he's forgotten to come.
 - I've no doubt he broke the window.
 - He's bound to get a job. He speaks three languages.
- Expressing obligation
 - You must obey your parents.
 - Does one have to wear a uniform in that school?
- Expressing prohibition
 - You mustn't exceed the speed limit.
 - You can't smoke in here.
- Expressing absence of obligation
 - At weekends you don't have to/needn't get up early
- Asking for and giving permission
 - "May I go to the loo?" "Go ahead".
- Expressing likes and dislikes
 - I'm very keen on cycling.
 - I can't stand fast food.
 - How do you like English humour?
- Expressing surprise
 - "Good heavens! There's a dead man in the wardrobe" "Indeed?"
- Expressing hope
 - I hope you recover soon.
- Expressing disappointment
 - What a pity you couldn't come to the party!
- Expressing fear or worry
 - I find his attitude very worrying.
 - Are you scared of spiders?
- Expressing preference
 - I'd rather you didn't give this away.
 - Do you prefer reading to listening to the radio?
- Expressing gratitude
 - Thank you. It's very kind of you.
- Expressing sympathy

- Expressing intention
 - I'm sorry to hear you got the sack.
 - I think I'll go at the weekend.
 - "Are you going to come with us at the weekend?" "I'm afraid not. I think I'll go to my grandparents'."
- Expressing want or desire
 - I'd like to have a year off.
- Apologising
 - I'm sorry I was late for work yesterday.
- Expressing forgiveness
 - Never mind. It's all right.
- Expressing approval and disapproval
 - Well done!
 - I don't think that was the right thing to do.
- Expressing regret
 - I wish I had worked harder at college.
 - It's a shame that nobody turned up.
- Expressing indifference
 - I don't care what you think.
- Expressing requests
 - Post this letter for me. will you?
 - Would you mind shutting the door.
- Expressing advice or warning
 - I would take up yoga if I were you.
 - You'd better cut down on sweets or else you'll ruin your teeth.
- Giving instructions or directions
 - Feed the cat twice a day.
 - Take the second turning on the left.
- Greeting and saying goodbye
 - How's everything?
 - Bye! See you later!
- Introducing and responding to introductions
 - "This is Albert. / I'd like to introduce you to Albert." "Pleased to meet you"

B) Lexical Content:

A learner at this level is expected to have a receptive and productive vocabulary of between 1,500 and 3,000 headwords. This vocabulary should comprise both concrete and abstract items in the topic areas below:

1. The general topic areas should, at least, include the following,
 - Personal identification and family.
 - Home and accommodation.
 - The world of work and professions.
 - Leisure time, entertainment and personal interests.
 - Health and welfare
 - Education.
 - Shopping.
 - Food and drink.

- Services.
- Weather.
- Environment
- Travel and transport

2. A more specific receptive and/or productive mastery is required in the following areas,
- Basic informal and semi-formal letters.
 - Form filling.
 - Brief notes.
 - Summaries.
 - The media and advertising world.
 - Set readers.

C) Cultural Content:

The cultural content will not constitute a separate area of study at this level. However, a certain familiarity with the cultural background or the major English-speaking nations will be assumed to form part of the overall communicative competence. The extent of this familiarity will include what the learner is likely to encounter in coursebook material, set readers and any other approved media at this level.

D) Phonetic Content:

- Recognition and production of English phonemes.
- Vowels: recognition and production of short and long vowels, diphthongs and triphthongs.
- Consonants: recognition and production of voiced and voiceless consonants; pronunciation of final “s” in third person singular verbs, plural nouns and the possessive case; pronunciation of “ed” forms of regular verbs.
- Recognition of the transcription of English phonemes.
- Intonation: the use of the pitch of the voice; intonation patterns in statements, yes-no questions, wh-questions, alternative questions, commands, requests, explanations, emphatic expressions, etc.
- Stress and rhythm: recognition and production of stressed and unstressed syllables (weak and strong stress); word stress and sentence stress; change of vowel in unstressed syllables; recognition of sentence rhythm.

Students are expected to use the language with the appropriate pronunciation and intonation to understand and make themselves understood in English.

E) Grammatical Content:

1. NOUN PHRASE

- Functioning -as:
 - Subject: The last train leaves at 12.00.
 - Subject complement: He is the chairman.

- Direct Object: I bought a leather bag.
- Indirect Object: John gave the girl a flower.
- Object complement: They elected him President.
- Adverbial phrase: I phoned him this morning.
- in a prepositional phrase: She studied at a large university.

- Noun classes:
 - Proper: David.
 - Common: house.
 - Countable: apple.
 - Uncountable: milk, cheese.
 - Countable/Uncountable: cake, paper.
 - Concrete: chair.
 - Abstract: happiness.

- Gradability:
 - Quality: kind of, sort of
 - Quantity: partitives, measure: a pound of, an acre of
typical and general partitives: a piece of, a slice of
- -ing forms functioning as subject and object: Swimming is one of his favourite sports.
I like reading.

- Number:
 - Singular invariable nouns: generosity, furniture, music.
 - Plural invariable nouns: scissors, trousers
 - Regular plurals (pronunciation and spelling): boy/boys, city/cities,
house/houses
 - Irregular plurals: foot/feet, knife/knives, ox /oxen

- Gender:
 - Masculine/Feminine: actor/actress, bull/cow
 - Dual: parent, doctor
 - Non-personal: ant, box

- Case:
 - The 's genitive:
 - forms of the 's genitive: the cat's, the children's, the boys',
St. James's, Peter and Mary's
 - the elliptic genitive: your car is better than John's
 - the local genitive: the butcher's
 - The double genitive: several pupils of mine, a friend of Peter's

- Determiners: classification and position
 - Indefinite, definite and zero article: () Indian food is the best.
 - Pre-determiners: half an hour, both my parents
 - Ordinals: the 1st floor
 - Cardinal numbers: one day
 - Quantifiers: few people, several books
 - Possessives: his sister
 - Demonstratives: this table

- Negative determiners: no teachers
- Qualifying adjectives:
 - Attributive position: An interesting speech
 - Comparative and superlative forms: darker, the most expensive, less
 - Order of adjectives: a nice red apple, a tall American boy
 - Participles functioning as adjectives: frightening stories, a frozen lake
- Pronouns:
 - Personal:
 - Subject pronouns: He gave it to her.
 - Object pronouns: He gave it to her.
 - Possessive: Peter is a friend of mine.
 - Reflexive: I burnt myself cooking the dinner.
 - Relative: Mary is the girl (who) he talked to at the party.
 - Those are the people whose car was stolen.
 - Interrogative: Which would you like, wine or beer?
 - What have you got?
 - Demonstrative: Who's that?
 - These are the Smith's
 - Universal: All I want is a cup of tea.
 - None of the rooms was the same. Each was different.
 - Everybody stopped talking.
 - Quantity: Some cars have five doors and some have three.
 - I was too surprised to say anything.
 - Would you like some more tea? Yes, I'd like some more, please.
 - Negative: Nobody applied for the post.
 - "How many tickets have you bought?" "None"
 - "Which of these two do you want?" "Neither"
 - Numerals:
 - Cardinal: Ten people went out to see but only four came back.
 - Ordinal: His best film is the second.
 - Some special uses (gender): Find the cat and put her out.
 - If anybody wants my ticket, they can have it.

2. PREPOSITIONAL PHRASE

- Expressing duration, time, motion, place, position, etc.:
 - I've been waiting **for** three hours now.
 - The ball is heading **towards** the supporters in the stadium
 - She always goes fishing **on** Mondays
- With prepositions depending on preceding words:
 - Are you **afraid of** spiders?
 - They **succeeded in** coming to an agreement

- He has **difficulty in** using a computer

- With prepositions in final position:

- What are you thinking **about**?

- Do you remember the boy (that) I was going out **with**?

- Carol was operated **on** last night.

3. VERB PHRASE:

VERBS:

A) Ordinary verbs, auxiliaries and modals:

- Ordinary verbs: He lives in England.

They don't have lunch till two o'clock.

There'll be two new museums in the city.

- Auxiliary verbs: She was fired.

I don't mind.

He's never been here before.

- Modals: May I smoke here?

You needn't have brought those flowers.

He must be watching TV.

B) Affirmative, negative, interrogative and imperative:

I've already found some mistakes.

He doesn't have to wake up very early.

Will you help me with the dinner?

Don't be naughty.

C) Tenses: Simple, progressive and perfect forms of verbs in the present, past and future:

He'd been learning English for two years before he found a job.

He'll have finished by eight o'clock.

She may have passed.

D) Active and Passive. Causative "have":

They gave him the Nobel Prize.

He was given the Nobel Prize.

He's said to have made a lot of money.

I had my eyes tested yesterday.

E) Infinitives and gerunds:

Don't forget to buy bread.

Onions make me cry.
I remember paying you back.
Swimming is good for you.

F) Verbs + particles:

They're looking for me.
We've run out of petrol.
Turn the lights off.
Who are you talking to?

G) Verbs + adjectives:

The idea sounds interesting.
My new pullover feels very soft.

ADVERBIALS: TYPES AND POSITION

A) Time:

She's busy at the moment.
They're always quarrelling.

B) Place:

There's a man outside the shop.

C) Manner:

She treats her sister with love and affection.

D) Other adverbials:

We were late because of his mistake.
I managed to do it without any help.

4. TYPES OF CLAUSES AND THEIR LINKING WORDS.

A) Coordinated:

You can either wait here or come with us.

B) Subordinated:

1.- Nominal clauses: Reported Speech:

He wanted to know if you were coming.
He advised me not to see that film.
He asked where I lived.
She explained to us that the lift was out of order.

2.- Relative clauses:

Defining and non-defining:

This is the girl who (that) knows Mrs. Townsend.
Mrs. Jones, who is 78 today, is celebrating her birthday with her

daughter.

Nominal relative clauses:

What he really needs is a nice cup of tea.

3.- Adverbial clauses:

Time: when, while, as soon as, after, before, ...

She had a bath as soon as she got home.

Place: where, ...

She stayed at home where she felt more comfortable.

Condition: if, unless, as long as, ...

I'd have gone if you'd agreed to come with me.

Concession: although, though, even though, in spite, despite,...

He carried on working although he felt ill.

Reason: because, as, (just) in case, that's why, ...

I'll take my umbrella with me in case it rains.

Purpose: so that, in order (not) to, so as (not) to, to, ...

She's saving like mad so that she can go to India in the summer

We keep the windows shut so as not to let the flies in.

Result: so, so that, ...

I had to work so my husband had to take the child to the doctor's.

Manner: as (if), like, ...

She looked as if she'd been crying.

Comparison: as... as, more ... than, ...

He doesn't play the flute as often as he used to.

Contrast: while, ...

He always arrives late, while everyone else arrives on time.

Preference: rather ... than, ...

I'd rather watch TV than do my homework.

Proportion: the + comparative ... the + comparative

The more I learn the less I seem to know.

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