

## **“CICLO SUPERIOR” SYLLABUS**

### **CICLO SUPERIOR**

#### **I. OBJECTIVES**

##### I.1. The General Objectives

The overall objective of the “Ciclo Superior” is to enable learners to develop their creative capacity in and through the use of the language. They should have a greater degree of flexibility and accuracy both in their understanding and expression in situations commonly encountered.

The ability to effectively master a situation presupposes:

- ( i ) the use of the language with a degree of fluency and accuracy appropriate to that situation.
- (ii) an understanding and command of the diverse language-forms taking into account
  - ( a ) the various language roles of the participants and their communicative goals
  - and
  - ( b ) the degree of formality or informality involved, including conditions such as location, time, accent and the relevant cultural contexts.

The learner’s ability to master a given situation will also require a certain proficiency in social skills partly or indirectly related to the most commonly encountered socio-cultural contexts.

##### I.2. Specific Objectives

###### A) Development of Communicative Competence

Learners who have completed a course at this level should be able to perform the following in the areas indicated below:

(Note: The following is offered as an orientation and is not meant to be taken as an exhaustive list of requisites).

## **1. SPOKEN LANGUAGE**

- ( i ) To understand all forms of speech between native speakers of the language with little loss of comprehension due to change of topic, style or accent and only occasional loss of detail because of the high level of background noise or technical interference (radio, telephone, etc.)
- ( ii ) To understand general T.V. and radio broadcasts of an informative nature (announcements, news, documentaries, interviews, etc.) and public speaking in conferences, debates and meetings. It will also include a full understanding of dialogue in film and theatre performances.
- ( iii ) To make a selection of the details of a spoken text of some length for later manipulation.
- ( iv ) To participate in general conversation with complete confidence and as effectively as a native speaker in reformulating, emphasising, explaining, etc. and maintaining a conversation/speech on areas related to his work or profession. Also to express their point of view with conviction and spontaneity, indistinguishable from a native speaker except for slight traces of accent and very occasional errors of grammar, vocabulary or style.
- ( v ) To use discourse markers correctly in conversation to indicate change of topic, logical sequence, emphasis, etc.

## **2. WRITTEN LANGUAGE**

- ( i ) To fully understand texts associated with public announcements, warnings, forms and instruction leaflets, etc.
- ( ii ) To perceive and understand stylistic differences in newspaper and magazine articles of a general nature.
- ( iii ) To understand unadapted literary texts in their original form selected for the course set readers with the use of a dictionary or other reference books.
- ( iv ) To produce competent forms of writing such as formal and private letters, telegrams, summaries, reports and factual information, etc.
- ( v ) To narrate personal and second-hand experiences as well as describe events, processes and concepts, at least from a personal viewpoint.
- ( vi ) To develop a topic of debate, posing diverse arguments with precision and clarity and developing those arguments to sufficient length so that a logical conclusion may be drawn.
- ( vii ) In general the writing should indicate a wide range of vocabulary and flexibility in the use of grammatical forms and a competent use of discourse linkers throughout.

### **3. SOCIAL INTERACTION**

- ( i ) To speak with a facility close to that of a native speaker in the most common situations of a social, professional, and personal nature.
- ( ii ) To perceive and interpret the sociolinguistic behaviour of interlocutors, their mood, attitude and intentions whether explicit or implicit and be able to react and adapt accordingly.
- ( iii ) To be familiar with the best-known varieties of accents of the English-speaking world.
- ( iv ) To be at no disadvantage compared with the average native speaker in distinguishing between styles and register in spoken English.

#### **B) The Development of Grammatical and Phonological Competence**

The objectives in this area represent a development of those described in the “Ciclo Elemental”. The objectives outlined at ( A ) above demand a fuller understanding of the complexity and diversity of language forms on the one hand, and an effective mastery of those forms in the performance of many language tasks. Thus, the learner should be capable of achieving the following;

- ( i ) Measurably improved pronunciation and intonation.
- ( ii ) Greater flexibility in the use of acquired structures and strategies for the acquisition of more complex ones.
- ( iii ) A deeper grasp and command of conceptual meanings and precision in explaining them.
- ( iv ) Competent manipulation of discourse markers in both written and spoken texts.

## **II. THE COURSE CONTENTS**

The “Ciclo Superior” syllabus includes the following areas of study:

### **A) SPEECH INTENTIONS**

The speech intentions outlined in the “Ciclo Elemental” will serve as the point of departure for this level and will entail the consolidation and development of the checklist found there. This higher syllabus will include all aspects of language functions which will achieve correct usage and appropriate register in a wide range of situations. It would be impractical to provide a list of language functions and exponents because of the complexity, flexibility and scope envisaged in the aims set out in the ‘General Objectives’.

## B) GRAMMATICAL CONTENT

### \*Morphology and Syntax

Consolidation and amplification of the contents discussed in the “Ciclo Elemental” syllabus.

#### \*Word-formation

- **Affixation:** prefixation and suffixation

a) according to English models un-, -th

b) according to Latin and Greek models -ic, -ous, co-

- **Borrowed and neo-classical words:** -philosophical, problematic.

- **Compounding**

Noun compounds - sunrise, headache

Adjective compounds - heart-breaking, self-defeating

Verb compounds - brain-wash, day-dream

Nominal forms of phrasal verbs: output, turn-out, outcome

Clipping - (tele) phone, photo(graph)

Blends - heliport (helicopter+airport), smog (smoke+fog)

Acronyms - C.O.D. ( cash on delivery ), T.V. (television )

-**Conversions**

Verb > noun: smell > smell

Adjective > noun: final > in the final

Noun > verb: peel > peel

Adjective > verb: dry > dry

Noun > adjective: silk > a silk blouse

Closed-system word > noun: ..the how and the why

Phrase > adjective: intolerably upper-class

#### \*The Complex Noun Phrase

Postmodification - The stupid girl who lives down the road

Premodification - His country house

Premodification by adjectives; premodified adjectives:

- the stupid girl, pure nonsense

#### \*The Verb Phrase

Consisting of a head verb - she carefully brushed her hair

Consisting of a head verb preceded by one or more auxiliary verbs

- That has been challenged

The subjunctive - He spoke to me as if I were deaf

Putative 'should' - I regret he should be so stubborn

Modal auxiliaries and perfective and progressive aspects;

- "He may have left his wallet on his desk"
- "He can't be pretending now".

### **\*Sentence Structure**

The Active and the Passive voice - like - is liked

Nominal objects (direct and indirect) - They didn't offer me the job  
- I wasn't offered the job  
- The job wasn't offered to me

Prepositional verbs in the passive - The problem was very carefully  
gone into by the engineers

Object, verb, agent and meaning constraints

- John enjoyed seeing her
- \* It was enjoyed by John seeing her
- John can't teach Tom = (John is unable to teach Tom)
- Tom can't be taught = (Tom is unable to learn)

### **\*Subordination**

Nominal clauses - I told him that he was wrong

Reported Speech - "Let's go indoors", he said. He suggested going in

Restrictive and non-restrictive relative clauses (punctuation)

- He sent for someone who lived nearby
- He sent for Edward Fenton, who lived nearby

Present participle and past participle clauses

- Leaving the room he tripped up

- ing participle with subject - Her aunt having fainted, I called the doctor

- ed participle with subject - The job finished, we left for home.

Infinitive with subject - Rather than Ted do it, I'd prefer to die.

Cleft sentence - exposition - It was his best suit that Bill wore.

Inversion - In went the sun and down came the rain.

## **C) NOTIONAL CONTENT**

**\*Anaphoric reference** (above, such, former, latter, etc.)

**\*Articles**: He was sent to prison after he committed a crime  
He went to the prison to see the Governor

**\*Cataphoric reference** (below, as follows, the following, this, etc.)

**\*Impersonal passive** (anticipatory 'it' and extra position of clausal subject: "It's said that. ...")

**\*Shift of meaning accompanying shift of voice in verbs** ( see Sentence Structure )

**\*Infinitive and -ing participle constructions** with certain verbs indicating difference in meaning - remember, forget, regret, stop

**\*Causative 'have' and 'get'** - He had his nose broken in a fight.

**\*Verbs often confused** - lie-lay: rise-raise; etc.

**\*Gradability:** quite (a), rather (a), such (a), fairly, pretty, etc.  
almost, nearly (as), not nearly (as) partly,  
slightly, somewhat, scarcely, hardly, etc.

### **\*Temporal Notion**

Definite and indefinite time

Time reference: Present, Past, and Future

Temporal sequence - Anne explained that the exhibition had finished the previous week.

Adverbial and verbal time indicators.

Time adjuncts: clauses, prepositional phrases, noun phrases, adverbs

Simultaneous actions and actions taking place before and after the time of referenc

### **\*Aspectual Notions**

Progressive aspect

Limited duration

Temporariness

Characteristic activities with adverbs like 'always' and 'continually'

Perfective aspect

Modal auxiliaries

i) meaning: The speaker's authority versus external authority

Must v. Have to

May v. Can

Shall v. Will, etc.

Logical Necessity: must, can't

Probability: may, might, bound to, certain to, unlikely to, etc.

Perfective and progressive aspects with certain modals: possibility, necessity and prediction.

Hypothesis

- i) the subjunctive
- ii) conditional clauses

**\*Emphasis**

- emphasises, emphatic devices and expressions.

**\*The Structure of Discourse:**

Word order

Introduction - Incidentally, by the way

Thematic arrangement - First of all, on the one hand

Addition - Furthermore, Moreover

Reinforcement - Personally, Would you believe it ?

Summary - To sum it all up, Altogether

Generalisation - On the whole, Generally speaking

Explanation - For instance, you see

Paraphrasing or reformulation - To put it another way, I mean.

**D) PHONETIC CONTENT**

**\*Pronunciation of English Phonemes**

Practice and consolidation of the pronunciation of those consonants and vowel phonemes that Spanish learners find particularly difficult to distinguish and produce.

Study of the discrepancies between pronunciation and spelling of certain groups such as, - ght-, -oo-, -ough-, etc.

Elisions

Assimilations

Special allophones representing the same phonemes

Anomalous pronunciation of certain words, such as; 'hiccough'

Pronunciation of foreign words used in English

Homographs; bow [b ], and [ba ], etc.

Homophones; e.g. so, sew, sow, etc.

Relevant differences between British and American pronunciation

### **\*Intonation**

Use of different tones (normal forms)

Emphasis for contrast

Emphasis for intensity

Special intonations

Parentheses (expressions of a parenthetical nature)

Interjections

British and American intonation

### **\*Stress and Rhythm**

Word stress (simple words and compound words)

The stressed syllable in the nouns 'increase', 'insult', etc. and in the verbs 'increase', 'insult', etc.

Primary and secondary stress: double-stressed words

Rhythmical variations

Emphasis

Sentence stress

## **LEXICAL CONTENT**

The required control and range of vocabulary and idiom at this level will be approximately that of the average educated native speaker for both receptive and productive lexical items. As the scope is so extensive, it is only possible to give broad guidelines as to topic areas and strategies. So, in addition to the topic areas given in the "Ciclo Elemental" syllabus, the following should be taken as representative and not prescriptive. (df.(B) Grammatical Content)

1. One of the most powerful lexical creative devices is word formation. A knowledge of pre-fixation, suffixation, compounding and conversion etc. will enable learners to exploit their resources.
2. A receptive and productive knowledge of relevant vocabulary and idiom for social and interpersonal communication in everyday situations both private and professional.
3. A receptive and productive vocabulary of abstract and concrete descriptions including nuances, especially in topics such as, expressing opinions, debating concepts, etc.
4. A receptive and productive knowledge of the lexis related to conveying news and information concisely and that related to all forms of correspondence.
5. A receptive knowledge of non-simplified vocabulary connected with oral and written expression such as in conferences, interviews and conversations etc. of a general, occupational or artistic nature, be it through the mass media or otherwise.



6. A receptive knowledge of vocabulary relevant to the fields of public administration, advertising and the social and literary world.
7. A receptive knowledge of vocabulary necessary to be able to cope with non-standard forms of the language (e.g. dialects, jargon, and from the most formal to the most informal, i.e. slang) including specific varieties as legal, political, commercial and economic English etc.

## **F) CULTURAL CONTENT**

The only area of specific study in this section is in regard to contemporary literature in English. Set readers will be selected to familiarise learners with aspects of the cultural background, ways of life and attitudes of mind of contemporary societies in English-speaking countries. Otherwise, as in the case of the “Ciclo Elemental” syllabus the cultural content does not constitute a specific area of study.

Nevertheless, an increased awareness of the cultural background the language is used in, the history, life and institutions and cultural manifestations will be assumed to form part of the overall communicative competence.

Apart from specific topics of interest which each individual learner may have, a more thorough understanding of the cultural similarities and differences that exist between English-speaking races and how they contrast with his own cultural background will be expected, especially in;

- (i) Politics and the economy
- (ii) The structure of society
- (iii) The Mass Media
- (iv) Cultural manifestations
- (v) Geographical location and climate

### III. BIBLIOGRAPHY

#### 1. TEXTS USED IN THE FIFTH COURSE

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, Mc Millan
- 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

### 1.7. 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