

# Programación de Inglés Nivel C1 (LIBRES)

CURSO 2017/18



**ESCUELA OFICIAL DE IDIOMAS DE LUCENA**  
**DEPARTAMENTO DE INGLÉS**  
**CURSO 2017/2018**

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## **I. INTRODUCCIÓN**

El Real Decreto 1629/2006 de 29 de diciembre fija los aspectos básicos del currículo de las enseñanzas de idiomas de régimen especial. La Ley Orgánica 2/2006 de 3 de mayo, de Educación, regula en sus artículos 59, 60, 61 y 62 las enseñanzas de idiomas de régimen especial y establece que estas enseñanzas se organizarán en hasta cinco niveles: Básico, Intermedio, Avanzado, C1 y C2. El Decreto 15/2012, de 7 de febrero, aprueba el Reglamento Orgánico de las Escuelas Oficiales en la Comunidad Autónoma de Andalucía.

El Decreto 239/2007, de 4 de septiembre, junto con la orden 27 de septiembre de 2011 establecen la ordenación y currículo de las enseñanzas de idiomas de régimen especial en Andalucía. Este Decreto, en su artículo 6 organiza las enseñanzas del nivel básico en dos cursos académicos que tendrán como referencia las competencias propias del nivel A2 del Marco Común Europeo de Referencia para las Lenguas. El nivel intermedio en un curso académico (B1), el nivel avanzado en dos cursos (B2). La orden 27 de septiembre de 2011 establece y regula el nivel C1 que se organizará en un curso. El currículo de las enseñanzas de idiomas de régimen especial se orientará a:

- a) Desarrollar las aptitudes y capacidades del alumnado.
- b) Procurar que el alumnado adquiera los aprendizajes necesarios para el uso adecuado del idioma.
- c) Integrar los aprendizajes y experiencias que se consiguen o adquieren en espacios y tiempos escolares con los que se pueden conseguir o adquirir fuera de ellos.
- d) Permitir una organización flexible, variada e individualizada de la ordenación de los contenidos y de su enseñanza, facilitando la atención a la diversidad como pauta ordinaria de la acción educativa del profesorado.

El artículo 4 establece que las enseñanzas de idiomas de régimen especial tienen como objetivo contribuir a desarrollar en el alumnado los saberes y aprendizajes que les permitan:

- a) Desarrollar la competencia comunicativa, tanto en forma hablada como escrita, según las especificaciones contenidas en la definición de cada uno de los niveles y en los objetivos generales por destreza.

- b) Establecer una base firme de estrategias de comunicación, estrategias de aprendizaje y actitudes que favorezcan el éxito de la comunicación y el aprendizaje, así como el desarrollo de la autonomía del alumnado.
- c) Desarrollar las competencias lingüísticas, socioculturales o sociolingüísticas y pragmáticas, interiorizando los exponentes y recursos necesarios y siendo capaz de utilizarlos de forma suficiente en tareas comunicativas.
- d) Usar la evaluación y la autoevaluación del aprendizaje como instrumentos de mejora de éste.
- e) Establecer una base firme para el desarrollo de una competencia plurilingüe y pluricultural, en la que se integren e interactúen todas las destrezas, competencias, estrategias y actitudes que intervienen en las diversas lenguas que se usan o aprenden.
- f) Usar el aprendizaje de una lengua y la comunicación en ella como instrumento de enriquecimiento personal, social, cultural, educativo y profesional, fomentando, a la vez, los valores interculturales, la diversidad lingüística, la ciudadanía democrática, la dimensión europea de la educación y el principio de igualdad de oportunidades entre mujeres y hombres.

Asimismo, la Orden de 18 de octubre de 2007, por la que se desarrolla el currículo correspondiente a las enseñanzas de idiomas de régimen especial en Andalucía establece que los centros tendrán en cuenta en sus proyectos las siguientes características, que marcan el contexto de las enseñanzas de idiomas de régimen especial:

1. El alumnado busca fundamentalmente un dominio práctico y comunicativo del idioma.
2. El objeto es capacitar al alumnado para el uso adecuado de los diferentes idiomas, fuera de las etapas ordinarias del sistema educativo. Por ello estas enseñanzas se encuadran en el ámbito de la educación permanente, un campo donde adquieren especial relevancia los factores estratégicos y el autoaprendizaje.
3. Las enseñanzas conducen a certificaciones ancladas en los niveles del Consejo de Europa, que deben aunar rigor, prestigio y utilidad práctica.
4. Están enmarcadas en el Plan de Fomento del Plurilingüismo, por el que adquiere especial importancia el desarrollo de una competencia plurilingüe y pluricultural, así como su imbricación con las enseñanzas de idiomas del

resto del sistema educativo.

Por ello, dicho currículo parte de un modelo de competencia comunicativa que tiene una base fundamentalmente práctica, que se equipara con la capacidad de uso del idioma y que comprende tanto las competencias lingüística, sociolingüística y pragmática, como la competencia estratégica y los aspectos psico-afectivos (actitudes o 'saber ser') del uso y aprendizaje de la lengua. Asimismo, resulta de especial relevancia el desarrollo de las estrategias de mediación y plurilingües, así como de las actitudes positivas ante la diversidad cultural. Se trata de que el alumnado trate de desarrollar una verdadera competencia plurilingüe, en la que se integren e interactúen todas las destrezas, competencias, estrategias y actitudes que intervienen en las diversas lenguas que usan y/o aprenden.

El decreto 15/2012, en su artículo 29, establece sobre las programaciones didácticas lo siguiente:

1. Las programaciones didácticas son instrumentos específicos de planificación, desarrollo y evaluación de cada idioma y nivel del currículo establecido por la normativa vigente. Se atenderán a los criterios generales recogidos en el Proyecto Educativo y tendrán en cuenta las necesidades y características del alumnado. Serán elaboradas por los departamentos de coordinación didáctica, de acuerdo con las directrices generales establecidas por el equipo técnico de coordinación pedagógica. Su aprobación corresponderá al Claustro de Profesorado y se podrán actualizar o modificar, en su caso, tras los procesos de autoevaluación a que se refiere el artículo 28.

2. Las programaciones didácticas de las enseñanzas encomendadas a las escuelas oficiales de idiomas incluirán, al menos, los siguientes aspectos:

- Los objetivos, los contenidos y su distribución temporal y los criterios de evaluación, posibilitando la adaptación de la secuenciación de contenidos a las características de la escuela.
- Los procedimientos de evaluación y los criterios de calificación, en consonancia con las orientaciones metodológicas establecidas, y con referencia explícita a:

1º Las pruebas iniciales de clasificación del alumnado de nuevo ingreso, en su caso.

2º La evaluación inicial del alumnado, en su caso.

3º La evaluación para la promoción y, en su caso, la elaboración y aplicación de las pruebas terminales específicas de certificación.

- La metodología que se va a aplicar.
- Las medidas previstas para estimular el autoaprendizaje del alumnado y el uso del Portfolio Europeo de las Lenguas en el aula.
- Los materiales y recursos didácticos que se vayan a utilizar, incluidos los libros para uso del alumnado.
- Las medidas de atención a la diversidad.
- Las actividades complementarias y extraescolares relacionadas con el currículo que se proponen realizar por los departamentos de coordinación didáctica.

3. El profesorado desarrollará su actividad docente de acuerdo con las programaciones didácticas de las enseñanzas que imparta.

## II. OBJETIVOS

El Nivel C1 supone utilizar el idioma con flexibilidad, eficacia y precisión para participar en todo tipo de situaciones, en los ámbitos personal, público, académico y profesional que requieran comprender, producir y procesar textos orales y escritos extensos y complejos, en diversas variedades estándar de la lengua, con un repertorio léxico amplio, y que versen sobre temas tanto abstractos como concretos, incluso aquellos con los que el hablante no esté familiarizado.

### A. OBJETIVOS GENERALES POR DESTREZAS

<b>Comprensión oral</b>	<p>Comprender las ideas principales de un discurso lingüísticamente complejo que trate temas tanto concretos como abstractos pronunciados en un nivel de lengua estándar.</p> <p>Comprender discursos extensos y líneas complejas de argumentación siempre que el tema sea razonablemente conocido y el desarrollo del discurso se facilite con marcadores explícitos.</p>
<b>Expresión e interacción oral</b>	<p>Realizar descripciones y presentaciones claras y detalladas sobre una amplia serie de asuntos relacionados con su ámbito personal y profesional, ampliando y defendiendo sus ideas con aspectos complementarios y ejemplos relevantes.</p> <p>Participar en conversaciones con un cierto grado de fluidez y espontaneidad que posibilita la interacción habitual con hablantes nativos.</p> <p>Resaltar la importancia personal de ciertos hechos y experiencias.</p> <p>Expresar y defender puntos de vista con bastante claridad.</p>
<b>Comprensión de lectura</b>	<p>Leer textos extensos con un alto grado de independencia, adaptando el estilo y la velocidad de lectura a distintos textos y finalidades y utilizando fuentes de referencia apropiadas de forma selectiva.</p> <p>Tener un amplio vocabulario activo de lectura aunque la comprensión le resulte difícil en primera instancia.</p>

<b>Expresión e interacción escrita</b>	<p>Escribir textos claros y detallados sobre una variedad de temas relacionados con sus propios intereses o de interés general, sintetizando y evaluando información y argumentos procedentes de varias fuentes.</p> <p>Expresar noticias y puntos de vista con eficacia y establecer una relación con los puntos de vista de otras personas.</p>
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## B. OBJETIVOS ESPECÍFICOS

### - NIVEL C1

<b>Comprensión oral</b>	<p>Comprender, incluso en malas condiciones acústicas, textos extensos, lingüística y conceptualmente complejos, que contengan expresiones idiomáticas y coloquiales y que traten temas tanto concretos como abstractos o desconocidos para el alumno, incluyendo aquellos de carácter técnico o especializado, en diversas variedades estándar de la lengua y articulados a velocidad normal o rápida, aunque puede que el oyente necesite confirmar ciertos detalles, sobre todo si el acento no le resulta familiar.</p>
<b>Expresión e interacción oral</b>	<p>Producir textos claros y detallados sobre temas complejos, integrando otros temas, desarrollando ideas concretas y terminando con una conclusión adecuada, así como dominar un amplio repertorio léxico que permita al hablante suplir las deficiencias fácilmente con circunloquios cuando toma parte activa en intercambios extensos de diversos tipos, expresándose con fluidez, espontaneidad y casi sin esfuerzo.</p>



<p><b>Comprensión de lectura</b></p>	<p>Comprender con todo detalle instrucciones extensas y complejas sobre aparatos y procedimientos nuevos, tanto si las instrucciones se relacionan con la especialidad del lector como si no, siempre que pueda volver a leer secciones difíciles.</p> <p>Comprender manuales, disposiciones y contratos incluso cuando se refieren a asuntos profesionales con los que el lector no esté familiarizado.</p> <p>Comprender cualquier correspondencia haciendo uso esporádico del diccionario.</p> <p>Comprender con todo detalle artículos, informes y otros textos extensos y complejos en el ámbito social, profesional o académico, identificando actitudes y opiniones implícitas y apreciando las relaciones, alusiones e implicaciones de tipo sociocultural.</p> <p>Comprender con todo detalle artículos, informes y otros textos extensos y complejos en el ámbito social, profesional o académico, e identificar detalles sutiles que incluyen actitudes y opiniones tanto implícitas como explícitas.</p>
<p><b>Expresión e interacción escrita</b></p>	<p>Escribir textos claros y bien estructurados sobre temas complejos relatando las ideas principales, ampliando con cierta extensión y defendiendo sus puntos de vista con ideas complementarias, motivos y ejemplos adecuados, y terminando con una conclusión adecuada.</p>

### **III. CONTENIDOS GENERALES**

#### **NIVEL C1**

##### **1. CONTENIDOS DISCURSIVOS**

#### **Características de la comunicación**

- Principio de cooperación: cantidad, relevancia, orden y claridad de la información.

- La negociación del significado y el carácter impredecible de la comunicación (vacío de información, opinión).

### **Coherencia textual: adecuación del texto al contexto comunicativo**

- Tipo de formato de texto y secuencia textual
- Introducción a los modelos de organización textual
- Variedad de lengua
- Registro
- Tema. Enfoque y contenido
  - a) Selección léxica
  - b) Selección de estructuras sintácticas
  - c) Selección de contenido relevante
- Contexto espacio-temporal
  - a) Referencia espacial: uso de adverbios y expresiones espaciales.
  - b) Referencia temporal: uso de los tiempos verbales, adverbios y expresiones temporales
- Adecuación del texto al contexto (situación, personas destinatarias)
- Relevancia funcional y sociocultural del texto
- Esquemas de interacción y transacción del lenguaje oral (turnos de palabra, esquemas de situaciones convencionales)
- Aplicación de esquemas de conocimiento

### **Cohesión textual: organización interna del texto.**

- Inicio del discurso
  - Mecanismos Iniciadores
    - Toma de contacto
  - Introducción al tema
  - Tematización y la focalización
    - Orden de palabras
    - Uso de partículas
    - Tema y rema
  - Enumeración
- Desarrollo del discurso
  - Desarrollo temático
    - Mantenimiento del tema

- Correferencia
- Uso del artículo
- Uso de pronombres
- Uso de demostrativos
- Concordancia de tiempos verbales
- Anáfora y catáfora
- Sustitución
- Elipsis
- Repetición
  - Eco léxico
  - Sinónimos
  - Antónimos
  - Hiperónimos
  - Hipónimos
  - Co-hipónimos
  - Campos léxico
- Reformulación
- Énfasis
- Paralelismos
- Expansión temática
  - Secuenciación
  - Ejemplificación
  - Refuerzo
  - Contraste
  - Introducción de subtemas
- Cambio temático
  - Digresión
  - Recuperación del tema
- Conclusión del discurso
  - Resumen y recapitulación
  - Indicación de cierre textual
  - Cierre textual
- Mantenimiento y seguimiento del discurso oral
  - Toma del turno de palabra

- Superposición de turnos: señalización de distintos estados de ánimo
- Aspectos paralingüísticos: contacto visual y lenguaje corporal
- Significado de las pausas entre turnos de palabra
- Papel del estatus social en la toma del turno de palabra
- Mantenimiento del turno de palabra
- Cesión del turno de palabra
- Apoyo
- Demostración de entendimiento
- Petición de aclaración
- Comprobar que se ha entendido el mensaje
- Marcadores conversacionales (adverbios, verbos, sintagmas preposicionales)
- Implicaturas conversacionales
  - Máxima conversacional de cantidad
  - Máxima conversacional de cualidad
  - Máxima conversacional de relevancia
  - Máxima conversacional de manera
- La entonación y el volumen como recursos de cohesión del texto oral: uso de los patrones de entonación
- La puntuación como recurso de cohesión del texto escrito. Uso de los signos de puntuación
- Estructuración del texto, división en partes
- Uso de partículas conectoras (conjunciones, adverbios)

## **2. CONTENIDOS FUNCIONALES**

### **2.1 FUNCIONES O ACTOS DE HABLA ASERTIVOS, RELACIONADOS CON LA EXPRESIÓN DEL CONOCIMIENTO, LA OPINIÓN, LA CREENCIA Y LA CONJETURA**

Afirmar (asentir, reafirmar)

As it has been mentioned earlier,.../As stated above,... Earlier specialists have remarked upon the fact that.../They declared her (to be) the winner.

Negar

He had no news about his parents, nor did he want to/Little did she suspect what was about to happen. Not in the least/By no means.

Apostillar

I found it outrageous. In other words, it was intolerable for me/This apparent paradox can be accounted for when/if we consider the root of the problem. A (semi)-conductor is used in the template/The election was declared void because the president lost?

Atribuir

I believe myself (to be) above such things/The accounts were thought to have been cooked. Your help in this matter is greatly valued/I see John with disregard owing to his shady past.

Clasificar y distribuir

These components may be sorted out into two sub-categories, such as.../The chairs were arranged in a circle. The first point... Last but not least.../For one thing... And for another... \$10 per pound/ £ 2,000/m<sup>2</sup>

Confirmar (corroborar)

Indeed, the results made public seemed to bear him out/In effect, he received full, immediate endorsement from the audience. You got it right/So it is.

Desmentir

I must vigorously deny that my son cheated at the test/I must argue in the contrary. No way/Far from it. I don't mean to say that's not true, but it's not completely true/I admit there's some truth in that, although I still can't quite believe it.

Conjeturar

It is purely speculative to say that John's likely to have arrived in Tokyo/I reckon/guess the results will be published in March. There must be/must have been a mistake/These figures can't be right.

Corregir (rectificar)- Acento contrastivo

The party will be next Friday [not Saturday]/-In Turkey? -No, in Torquay. The party wasn't a disappointment, but rather a disaster/Not only was the party a disappointment, but also a disaster.

Describir

- Descripción objetiva

The statue is 200 years old, made of steel, and it weighs one ton/She was a born-and-bred Londoner. It's kind of cosy/She had a sort of bun on her head

- Descripción subjetiva

He appears to be well-built/The house looks as if it had been bombed.

She was dressed in a yellowish kind of robe/It doesn't look very ladylike to drink a whole pint of beer.

Narrar- Relatar oralmente o por escrito utilizando adecuadamente la correlación temporal entre los diversos tiempos verbales (presente simple, presente continuo, presente histórico, pasado simple, pasado continuo, pretérito perfecto, pretérito pluscuamperfecto simple y continuo, futuro simple, futuro continuo, futuro perfecto, condicional), el estilo indirecto, la correferencia y los elementos deícticos

Expresar acuerdo

No doubt! I'll join you on that/I'll come out with you. That's undeniably right!/That's indisputable!

Expresar desacuerdo (disentir)

I can't go along with you there/How can you say that? What?!! That's nonsense!/God forbid! No way! You have a point there, but still .../Mind you. I'm not saying you're not right, only that I don't see it that way.

Expresar certeza

That'll (definitely/certainly) be Mum/I have it on good authority, so I fully believe what she said. He's certain/bound/sure to address the meeting/I wouldn't be surprised if it didn't rain today. No doubt she'll get here on time/She is, without a doubt, the best.

Expresar conocimiento

I am current and informed, since she put me in the picture/I know the matter inside out. Are you acquainted with the latest statistics issued by Johns Hopkins Hospital?/I realised/understood immediately the importance of the discovery.

Expresar desconocimiento

I haven't got a clue/Not the faintest idea. I wasn't aware of it/I had been partially informed.

Expresar habilidad/capacidad para hacer algo

I'm quite skilful at maths/I'm cut out for counting and calculating.

Expresar la falta de habilidad/capacidad para hacer algo

I can't even add two and two/I'm not even capable of adding two and two. I'm slow at maths/It's all Greek to me.

Expresar que algo se ha olvidado

It completely slipped my mind/It went right out of my head. I have it on the tip of my tongue/I hope it comes to mind.

Expresar duda

She looked at me in disbelief/I was suspicious about their intentions. I wonder if/whether they'll be open today/I would be surprised if they came back today.

Expresar escepticismo

I am rather doubtful/I'm not too sure. What's the chance of them being successful?/I am not confident of success.

Expresar una opinion

Frankly, the whole plan is utterly wrong/This is sheer idiocy, honestly. They regard it totally shameful that the company head refuses to take responsibility/I consider him an idiot.

Expresar probabilidad/posibilidad

- Posibilidad

If you (should) see Ann, could you ask her to phone me?/I'm taking an umbrella in case it should rain. It's just/barely possible that he may have survived/(Quite) Possibly it will cost over \$250.

- Probabilidad

It's probable that his mother will come for tea on Sunday/He's unlikely to turn up at this time. There's some doubt that the plane will arrive on time/There's a slight chance of her remembering.

Expresar obligación/necesidad

Your hair needs trimming/The windows want cleaning. My kleptomania makes me do it/Little Billy was made to rewrite his composition. I'd better go home now/If only I didn't have to go.

Expresar falta de obligación/necesidad

There's no need to do that/There are surely other alternatives. Needless to say that.../Taking risks is unnecessary.

Formular hipótesis

We could go hiking, provided/on condition that it doesn't snow/If I were to ask you to marry me, what would you say? Imagine you were top researcher/Supposing you were allowed to do anything in the lab, what would be your first change?

Identificar (se)

It's me./Speaking. The results expressed above.../The table in the next section... A Mr. Smith came to see you/Bobby Thornton is the student.

Informar (anunciar)

With reference to... I must say.../As far as... is concerned, ... I regret to inform you that your reservation has been cancelled/We are sorry to inform our guests that the swimming pool will remain closed for the rest of the day.

Objetar

Nobody objected to/opposed the plan/He argued against the measures she presented. He protested that he wasn't tired/Despite the earnest expostulations of her friends, Jessica continued to date the foul tempered guy.

Predecir

However fine it looks, it's going to rain soon/I see it coming, he'll make a great artist. Tomorrow's bound to be a fine day/A new increase in the price of oil is predicted/forecast.

Recordar algo a alguien

You should bear in mind tomorrow's date/She reminded me that I had an appointment.

Replicar (rebatir)

'Of course not,' he retorted/He argued that I was mistaken. In spite of what has been said,.../Nevertheless,...

Suponer

I guess/suppose/imagine that'll be your mother/I daresay/take it for granted that he'll soon turn up.

## **2.2 FUNCIONES O ACTOS DE HABLA COMPROMISIVOS, RELACIONADOS CON LA EXPRESIÓN DE OFRECIMIENTO, INTENCIÓN, VOLUNTAD Y DECISIÓN**



Expresar la intención o voluntad de hacer algo

She means/intends to succeed/If you'll follow me... She seemed very willing to lend a hand/She's determined/resolved that no one shall stop her.

Expresar la falta de intención o voluntad de hacer algo

She appeared quite reluctant to follow the instructor/Little Tommy kept hesitant about eating vegetables for the first time. Far be it from me/Not if I can help it.

Ofrecer algo (porej., ayuda)

I'll help you out/I'll do it for you. What can I do for you?/If I can help in any way ...

Ofrecerse a hacer algo

Please do allow me to.../Shall/Should I lend you a hand with that? Let me fix that for you/Do not hesitate to contact me for any queries.

Negarse a hacer algo

He refused to let us call a taxi/He gave me a flat refusal. I won't do it!/Sam wouldn't turn off the television.

Prometer /jurar:

- Prometer

He promised, most solemnly, "This will never happen again, trust me."/She assured me of her support. You can rest assured, no more lies/You can be firmly assured that our staff will be most efficient in future.

- Jurar

Do you swear to tell the truth?/He swore revenge on the killers.

Retractarse

He withdrew/took back what he had said about Ms Martin/We will have to back down if they find the flaw in our argument.

### **2.3 FUNCIONES O ACTOS DE HABLA DIRECTIVOS, QUE TIENEN COMO FINALIDAD QUE EL DESTINATARIO HAGA O NO HAGA ALGO, TANTO SI ESTO ES A SU VEZ UN ACTO VERBAL COMO UNA ACCIÓN DE OTRA ÍNDOLE**

### Aconsejar

Don't you dare go into St Matthew's Street alone at night/If I were you/in your shoes, I would(n't) do it. The manager said it was most desirable that I should attend/They said it would be advisable to book in advance.

### Advertir (alertar, amenazar)

- Alertar

It's up to you/Whatever you want. In (the)case/event of fire break the glass/You must ... Otherwise no assistance will be provided.

- Amenazar

She threatened to inform the Head teacher/The management threatened the strikers with dismissal. If you don't/won't go back to work, you'll be sorry/Do it again and you're fired.

### Animar (porej., a realizar una acción)

She induced/prompted him to change his mind/Meg enticed/engaged Rob into drug dealing. You've got nothing to lose/No pain, no gain.

### Desanimar (porej., a realize una acción)

He discouraged/dissuaded me from entering the competition/My parents were always warning me off/against (taking) drugs.

### Autorizar (porej., permiso)

You have my permission to speak/I hereby give permission to...  
Permission granted/No objection/Full permission.

### Denegar (porej., permiso) (desestimar)

Over my dead body/No way. Don't dream of it. Permission refused/Under no circumstances should luggage stay unattended. What? Away for a week? And what will come next?/Are you kidding (me)?

### Comprobar que se ha entendido el mensaje

Can you hear me (at the back)?/Do you see my point? You follow me, right?/Are you with me?

### Dar instrucciones y órdenes

I want it yesterday. What are you waiting for?/Let's do it, please/shall we? I'd be grateful if you.../Excuse my asking, but would you mind ...?

### Demandar

They demanded that he paid/(should) pay at once/They requested

immediate payment. She insisted that a doctor be called/The law requires that you wear a helmet. The child was constantly demanding attention/She demanded to know the reason.

#### Desafiar

I challenge you to a game of chess!/I dare you!

#### Dispensar o eximir a alguien de hacer algo

You are exempted from military service/Don't worry about this fine.  
You are excused (from) payment.

#### Disuadir

He discouraged/dissuaded me from doing it/My parents kept warning me off/against (taking) drugs. What's the point of...?/Why do that?

#### Exigir

I demand/require/insist that you (should) leave at once/I claimed compensation. The job calls for typing skills/The rules stipulate that players must wear uniforms.

#### Intimidar

The management threatened the strikers with dismissal/She announced retaliation.

#### Pedir algo

Would you be so kind as to...?/I wonder if you could... I would be grateful if you sent/you could send a brochure/ Students are requested to write in ink.

#### Pedir ayuda

Will/Won't you...?/You don't happen to..., do you? Would you be kind enough to help me?/I wonder if you could give me a hand.

#### Pedir confirmación

So am I mistaken/right if I say...?/Did I get it wrong? Do(n't) you mean...?/I understand/have learned that... Will you be so kind as to send confirmation of the reservation?/Can you confirm it?

#### Pedir consejo

What should I do?/What would you do if you were me/in my shoes?  
Do I ... or rather ...?/Can/Could you give me some/a piece of advice?

#### Pedir información

Excuse my asking, but...?/What (the hell)...? What...for?/What's the point of...?

Pedir instrucciones

Can/Could you tell me how to...?/What's the best way to...?

Pedir opinion

How do you see...?/What is your view about...? Would you say that...?/Is there any objection to...?

Pedir permiso

I'd like to..., if it's not too inconvenient./I would rather...if you don't mind. Would it be alright if I...?/Can/May I...?

Pedir que alguien haga algo

Do me a favour/If only you could... (for me). Could you put me through to...?/Could I leave a message?

Pedir que alguien aclare o explique algo

Pardon me?/I beg your/Pardon? Sorry?/What?

Pedir un favor

Would you be so kind as to...?/Will you do me a favour? I wonder if you could...?/I'd be grateful if you... I would appreciate it if you would.../Your assistance here is most appreciated.

Preguntar por gustos o preferencias

Would you care for...?/What's your pick?

Preguntar por intenciones o planes

Have you got any projects in the pipeline?/What are your prospects?  
Are you going to.../Do you intend to...?

Preguntar por la obligación o la necesidad

You have (got) to..., haven't you?/Hadn't you better...? Must/Need you make such a fuss about nothing?/Need you be so careless?

Preguntar por sentiments

How do you feel about...?/Is there anything else that annoys/would please you?

Preguntar si se está de acuerdo o en desacuerdo

Do you agree with/to.../That would be..., wouldn't it? Am I right?/Aren't I right?

Preguntar si algo se recuerda

Have you got memories of your childhood?/Can/Do you remember when we...?

Preguntar por la satisfacción

Are you happy with/about...?/Is this OK?

Preguntar por la insatisfacción

Are you disappointed with/about...?/Could I do anything to make you feel better?

Preguntar por la probabilidad

What are the chances?/Any likelihood of success? Do you think it might/may/will rain tomorrow?/How likely are we to succeed, you reckon?

Preguntar por la improbabilidad

What are the odds against Sammy winning the competition?/Isn't it too bold to think...?

Preguntar por el interés

Are you really interested in...?/Are you really intent on that?

Preguntar por la falta de interés

What I said was like water off a duck's back/There are none so deaf as those who will not listen.

Preguntar por el conocimiento de algo

Are you aware of...?/Did you hear about...? What (ever) happened to...?/I wonder if you've heard...

Preguntar por la habilidad/capacidad para hacer algo

Can you drive?/Could you cook when you were unmarried? Do you think you'll be able/you'll manage to...?

Preguntar por el estado de animo

How is it going?/How are you doing? Whatever has come over you?/Will you tell me what the matter is?

Preguntar por el permiso

Can/Could/Might I go out?/Would/Could you give me leave to ...?

Persuadir

Come on, let's.../Don't hesitate, it's worthwhile. She persuaded Mark to.../He enticed her into...

Prevenir a alguien en contra de algo o de alguien

Mind you, this is to be handled with care./I warn you:... You'd better (not).../Take my word: don't.

Prohibir

It is strictly forbidden (for students) to eat outside the

refectory/Students are warned not to eat/against eating outside the refectory. New ban on tobacco industry/No disruptive behaviour will be tolerated.

#### Proponer

The boss suggested that the new secretary (should) start at once./She proposed going/that we should go to the concert. You'd better.../I'd rather you...

#### Rechazar una prohibición

Whatever you (may) say, I will ...(anyway)/Whether forbidden or not, what I am going to do is...

#### Reclamar

I'm going to make/lodge a complaint/They complained to their landlady about the bad state of the heating

#### Recomendar

In this case I would advise/suggest (Mary) that she(should) go to court/They recommended/advised seeing a specialist. On his tutor's recommendation he started research immediately/It was their suggestion to meet in the park that put me off.

#### Restringir

Only authorized personnel beyond this point/The old abbey is off limits. Restricted area/There is restricted access to this building, for officers alone.

#### Solicitar

Applicants are requested/asked to send a full resume/Pricelists available on request. Suzie applied for the post of policewoman/to join the police/Please apply in writing to...

#### Sugerir

The boss suggested that the new secretary (should) start at once./She proposed going/that we should go to the concert. Wouldn't it be better if ... instead of...?/Hadn't you better go to the dentist? -Shall we go to the races? -I'd rather we went to the theatre.

#### Suplicar (rogar)

I beg you (not) to tell him (please) /Could you do that for me (, for God's sake? I kindly request you (not) to.../I strongly urge you to do whatever you can to ...

Tranquilizar, consolar y dar ánimos

Take it easy, it's not that serious/Cheer up, you'll soon get over it!/it'll soon be over. Keep your spirits up!/Raise your spirits!

## **2.4 FUNCIONES O ACTOS DE HABLA FÁTICOS Y SOLIDARIOS, QUE SE REALIZAN PARA ESTABLECER O MANTENER EL CONTACTO SOCIAL Y EXPRESAR ACTITUDES CON RESPECTO A LOS/LAS DEMÁS**

Aceptar (acceder, admitir, consentir)

I consent/Admitted. It will be a pleasure and a great honour/So be it.

Declinar una invitación u ofrecimiento (rehusar)

I'm sorry but unfortunately I won't be able to accept/I am truly sorry to have to say no. Under the circumstances, I have to refuse your offer/Under no circumstances would I accept.

Agradecer

Thanking you in advance for../In anticipation of... Oh, you really shouldn't/needn't have!/She smiled gratefully.

Responder ante un agradecimiento

You've got nothing to thank me for/That's nothing. Don't mention it/It's the least I could do.

Atraer la atención

Excuse me/Er [-] Ehm [-] Hello?/Anybody there/in?

Compadecerse

Oh, I (do really) pity you/Oh, well, I'm so sorry for Mrs Evans. I (do) sympathise with you/Poor Mr. Jones!

Dar la bienvenida

Welcome home/Please, do feel at home. It is a great honour to have you among us today/Let us receive Mr. Marshall with a warm welcome.

Responder a un saludo de bienvenida

Oh, it's so kind of you/Thank you (all) for your welcome. I am very grateful for your warm welcome/It is a pleasure for me to accept your hospitality.

Despedir (se)

Keep in touch!/You know where to find me. Looking forward to

hearing from you,.../Best regards.

Dirigirse a alguien

Is it okay if I call you...?/What should I call your mum? Ladies and gentlemen,.../If I may address the board,...

Excusarse por un tiempo

Would you excuse me a moment?/Hold on. Back in ten minutes/Out for lunch.

Expresar condolencia

Please send/offer our condolence to your wife/Please accept our heartfelt condolences/deepest sympathy. Oh, I was very/terribly sorry to hear.../I really felt for Little Benny when I learnt.

Felicitar

Many happy returns (of the day)/Please accept my warmest/most sincere congratulations on... This is to congratulate you my dear brother on all your fine accomplishments in school/Well done!

Responder a una felicitación

Thanks (for your words!)/I know you can appreciate it.

Formular Buenos deseos

Get better soon/With our best wishes for a speedy recovery. With my sincere wishes for the future/I wish you all happiness in the future.

Hacer cumplidos

What (a)...!/It's such a...! How...!/Wonderful...!

Hacer un brindis

Here's to Mary!/Your health! I'd like to propose a toast to absent friends/Please raise your glasses to Bob Fielding.

Insultar

He's (such an) idiot!/She's totally hopeless! She's a silly cow!/What an asshole!

Interesarse por alguien o algo

How about ...?/Any news from...? How's things with Joan?/How's Joan doing?

Invitar

Come on, you can't refuse/You can't but accept. You have to/must come (for dinner)/Please do come (for dinner.)

Pedir disculpas y pedir perdón



We apologize (to...) for.../I think I owe you an apology. I hope you can forgive me/ I don't know how to make amends for...

Aceptar disculpas y perdonar

That's all in the past/Forget it. It's OK for now, but.../Don't you worry!

Presentar(se)

Tom, I don't think you've met Mary./Let me have the pleasure of introducing... to... You wouldn't guess who this is! Jack Brown, the famous composer. Betty Martin, our sponsor/I will introduce myself now by simply saying ...

Solicitar una presentación

I 'd like to meet..., will you introduce me?/I would like to become acquainted with..., if you know him/her.

Preguntar por la conveniencia de una presentación

If there is anyone else you would like to meet, please (do) let me know/If you don't want any further introductions, please tell me so.

Reaccionar ante una presentación

I was looking forward to meeting you, Mr. O'Connor/Oh, I'm greatly honoured to meet you. I have heard a lot about you.

Saludar

Hey, guys! How're you doing?/Long time no see. How's things? Good day (to you all)/Everything OK?

Responder al saludo

(I'm) Quite well, considering/Mustn't grumble. Well, you know, we're getting by/Not bad, not bad.

Demandar la transmisión de un saludo

Give my love/best wishes to.../Say hello to... for me.

## **2.5 FUNCIONES O ACTOS DE HABLA EXPRESIVOS, CON LOS QUE SE EXPRESAN ACTITUDES Y SENTIMIENTOS ANTE DETERMINADAS SITUACIONES.**

Acusar

I (dare) think it might have been ... who did it/They said Todd was to blame/it was Todd's fault. They accused me of/blamed me for stealing the company's files/I was held responsible for the disappearance of

the files.

#### Expresar aprobación

The boss approved (of our project), so we can get down to it./And then she said, "I have no objection." You have my approval/You have my go ahead.

#### Expresar desaprobación

I disapprove/can't approve of your smoking/It is deplorable/intolerable/an outrage that you... I won't have you speak like that/I won't tolerate you speaking like that.

#### Expresar nuestros deseos y lo que nos gusta

I can't wait to.../How I'd like to...! Chemistry always appealed to me/I (simply) detest ironing.

#### Expresar nuestros deseos y lo que nos desagrada

May that day never come!/Not for anything in the world. Statistics gives me the creeps/It makes me sick to stand in a queue.

#### Defender

He always stands up for his little sister/My boss justified me before the committee. My boss argued on my behalf that I had been very ill/Bob will screen Mary, but the final decision is Liz's.

#### Exculpar(se)

It wasn't me (who did it)!/I've got nothing to do. She asked us to excuse her for the delay/They overlooked my mistake. You've got nothing to blame yourself for/She will be completely vindicated by the evidence.

#### Culpar(se) (reprochar, regañar)

You are far from blameless/Aren't you ashamed? You can be really annoying, you know!/You needn't do that, need you? You oughtn't to/shouldn't have eaten so much/You might/could have told me my trousers were split!

#### Lamentar (se) (quejarse)

I wish I hadn't phoned her/If only I hadn't driven so fast. What a pity!/Oh, no, not again!

#### Expresar aburrimiento

What a drag!/What a nuisance!

#### Expresar alivio

At last!/It was about/high time! What a relief!/It came as a great relief.

Expresar alegría, felicidad y satisfacción

I was over the moon/I was overjoyed. Timmy glowed with satisfaction/I was beside myself. I was thrilled to bits!/I jumped for joy.

Expresar antipatía y desprecio

Oh, how I loathe it when my father starts to make questions!/I'm always reluctant to answer him Ugh! I can't/won't stand/bear Mary doing her nails in the office/I detest it when people shout at each other.

Expresar ansiedad y nerviosismo

I have a quick temper/I fear/distrust/mistrust the unknown. I was on the verge of a nervous breakdown when the boss came in/I was shaking like a leaf when he caught me standing on his desk.

Expresar aprecio, simpatía, empatía, afecto y amor

I understand what you're going through/I can put myself in your shoes. I feel (sorry) for you/I pity you.

Expresar arrepentimiento

I wish/If only I hadn't been so cruel to Macy/I shouldn't have been cruel to Macy. Given another chance, I would(n't).../If I could turn back time...

Expresar aversion y rechazo

It fills me with disgust/I can't stand the sight of blood. I find doing that disgusting/I have an aversion to doing that.

Expresar buen humor

The boss left in a good mood/She was in high/good spirits.

Expresar mal humor

Why is she always in a bad mood/in bad spirits?/This morning you are in a filthy/foul temper, aren't you?

Expresar confianza

Trust me, I know what I'm doing./You should rely on Lawrence to keep his mouth shut. We are confident that we can do it/We are confident of being able to do it.

Expresar desconfianza

He's suspicious of/mistrusts everything/Don't believe a word he says.  
They are doubtful of being able to recover the money invested/I  
doubt we can see them again.

#### Expresar decepción

Wow, what a disappointment/letdown!/How disappointing! This is far  
from what I expected/Bessie didn't live up to the standard.

#### Expresar desinterés e indiferencia

Never mind!/It's all the same (to me). He takes/shows no interest in  
anything that goes on at home/He is indifferent to anything that goes  
on at home.

#### Expresar interés

Really?/How come? What's the matter?/What next?

#### Expresar enfado y disgust

I flew into a mood at her bitter retort/It filled me with anger to hear  
such slander. This is outrageous! Why are you always interrupting  
me?/How infuriating! She keeps asking time and again.

#### Expresar esperanza

I (do) hope you get/will be better soon/I am in the confident belief  
that she won't disappoint us. All is not lost, there's still hope/You're  
my last hope.

#### Expresar desesperanza

I'm not very hopeful of recovering our money/I'm not confident that  
we'll win the match. The doctor said my auntie was beyond hope/She  
despaired of ever seeing her family again.

#### Expresar indignación y hartazgo

Enough! I've had it up to here with your silly little things/This is the  
last straw! Stop it!

#### Expresar resentimiento

He feels hard done by his workmates/He feels resentful at the way  
he's being treated.

#### Expresar impaciencia

It was high/about time you got started, wasn't it?/You might/could as  
well speed it up a bit. I was urged to hand in the report as soon as  
possible/We would ask you to return it to us at your earliest  
convenience.

#### Expresar preferencia

I'd rather stay in than go to the concert/I'd rather you left me alone.  
If I had to/could choose, I would.../Given the option, it's better to...

#### Expresar preocupación

It is feared that they might have been kidnapped/Three people are  
feared to have drowned. It causes me great distress to think where  
they might be/I'm worried (to death) that he should resign.

#### Expresar orgullo

I pride myself on having achieved such good results/It fills me with  
pride to announce my daughter's engagement. You can hold up your  
head high. Well done!/Your work isn't small beer, you know?

#### Expresar resignación

She resigned herself to losing her job/I gradually became reconciled  
to the idea of not seeing him again. You'll have to put up with it/She  
accepted with resignation her husband's death.

#### Expresar sorpresa y extrañeza

I can't believe my ears/eyes!/You don't mean...? I doubt it very much  
that Mary could have got married/I would have never imagined that.  
The story was taken with frank disbelief/Would you believe it?

#### Expresar temor y miedo

I was half scared/scared to death/scared stiff alone at home/I got the  
fright of my life when the lights went off. It gives me goose  
bumps/the creeps/It makes my hair stand on end.

#### Expresar tristeza e infelicidad

It breaks my heart to learn about your son/Yours must have been a  
heartbreaking experience. Much to my regret I was told about poor  
Ms Watson/I was profoundly dismayed at their reaction.

#### Expresar vergüenza

Shame on you!/Have you no (sense of) shame? I was red with  
embarrassment/I felt so embarrassed I could have died!

#### Expresar cansancio y sueño

I am worn out/I'm ready to drop. Sleep is overcoming the baby/I'm  
falling asleep on my feet.

#### Expresar dolor y enfermedad

I was racked with pain with this sore arm/After his fall, Dan was

aching all over. Common ailments are usually confused with more serious illnesses or diseases/Some workers feign sickness.

Expresar frío y calor

I'm shivering with cold/I'm cold to death. I thought I was going to melt/It was boiling in there.

Expresar hambre y sed

I'm starving/He ate some cookies to keep the wolf from the door. I felt dry/I was parched.

### **3. CONTENIDOS FONÉTICOS, FONOLÓGICOS Y ORTOGRÁFICOS**

#### **CONTENIDOS FONÉTICOS Y FONOLÓGICOS**

Se impartirán a lo largo del curso y no necesariamente en el orden expuesto.

- Sonidos y fonemas vocálicos y sus combinaciones.
- Sonidos y fonemas consonánticos y sus agrupaciones.
- Procesos fonológicos. Como por ejemplo:
  1. Asimilación en la palabra aislada: *Christian/toothpaste*.
  2. Asimilación en la cadena hablada: *In case/Ten pence*.
  3. Coalescencia: *Right you are!/He gives you*.
  4. Linking: *How is/Is it a girl?*
  5. Perfeccionamiento de la pronunciación de vocales breves y largas.
- Acento fónico/tonal de los elementos léxicos aislados:
  1. Acento primario y secundario en palabras de más de tres sílabas (/,insu'fficient//,ine'xacti,tude/)
  2. Acento primario y acento secundario en palabras compuestas (/dis'patch-,rider/ /,post-'graduate/) y derivadas (/ 'appe,tizing/ /,flat'footed/)
  3. Sufijos que determinan la posición del acento (/eco'nomiC/ /curi'osity/)
  4. Acento que determina la categoría gramatical (/ 'conduct con'duct/ / 'attribute/-/at'tribute/)
- Acento y atonicidad: patrones tonales en el sintagma y la oración.

## **CONTENIDOS ORTOGRÁFICOS:**

- El alfabeto y los caracteres.
- Representación gráfica de fonemas y sonidos.
- Ortografía de las palabras extranjeras.
- Uso de los caracteres en sus diversas formas.
- Signos ortográficos.
- Estructura silábica. División de la palabra al final de la línea. División de compuestos.

## **4. CONTENIDOS GRAMATICALES**

### **4.1 La oración simple**

Tipos de oración, elementos constituyentes y su posición:

#### 4.1.1. Oración declarativa

Afirmativa:

SVCs: *Dave considered it accurate./I used to be a skinhead.*

SVOdCo: *The council re-elected him president./Queen Victoria considered him a genius.*

SVOdto clause: *She considered this particular manifestation to be fabrication./In the end, I got Mark to sign one of these too.*

SVOd-ing clause: *They still show boardroom salaries growing faster than middle management's/Your attitude only gets people talking again.*

Inversión: *Equally striking is the similarity of the structures./Down came the rain.*

Negativa:

Palabra negativa + inversion: *Never in my whole life have I been so insulted./Very few such instances will be encountered.*

#### 4.1.2. Oración interrogativa

Pregunta retórica: *Who cares?/All clear, is it?*

Interrogativa-negativa: *Hadn't you better go home?/Why won't you leave me alone?*

#### 4.1.3. Oración exclamativa

Interrogativa-exclamativa: *Isn't that infuriating, though!/How the hell was I to know?*

#### 4.1.4. Oración imperativa

Atenuada: *Pick your plates up, will you (please)?/If you would lend me a hand.*

Sin verbo-exclamativa: *To the alleyway!/Hands down!*

#### 4.1.5. Fenómenos de concordancia

##### Concordancia Sujeto-Verbo

Plurales irregulares: *Measles is sometimes serious./The clergy are complaining.*

Sustantivos colectivos: *The public are tired of demonstrations/The audience were enjoying the concert.*

Pronombres indefinidos: *None/Neither of us really believes/believe his story./Each (of them) was able to present excellent references. She said more than either of us believes is appropriate./I don't care what either of you think of me.*

Proximidad: *One in ten youngsters take drugs./No one except his supporters agree./Here's the bags.*

SAdv: *After the exams is the time to relax./Once the work done is the perfect moment for a drink.*

SCI: *How they got here doesn't concern me./To treat them as hostages is criminal.*



There: *There's hundreds of people on the waiting list./There are many people waiting)*

#### Concordancia Sujeto-Objeto/Complemento

Sustantivos colectivos: *The navy pride themselves on their victories./The committee will reconsider its/their offer.*

Pronombres indefinidos: *Everyone/Nobody thinks they are right./One can't be too careful, can one/you? None describes him/herself as such in the party's official literature.*

### **4.2 La oración compuesta**

4.2.1. Conjunción: *The couple were both shoved and jostled./Neither Jack nor Jane had slept that night. Along with being stressful, high level positions can also be harmful to your health./Not only did they break into his office and steal his books, but they tore his manuscripts as well.*

4.2.2. Disyunción: *John can sleep on the couch. Otherwise, find him a hotel./Whether they beat us or we beat them, we'll celebrate. On the one hand, you don't want to be too aggressive. On the other hand, you shouldn't be too timid./ Neither a lender, nor a borrower be.*

4.2.3. Oposición: *I didn't ask her to leave. On the contrary, I tried to persuade her to stay./Much as I'd like to blame you, I know I can't. I'm not saying you lied to me. Rather, you didn't say the whole truth./I couldn't go, so she went instead.*

4.2.4. Concesión: *Even Even if/Even though/Even when they found some opposition from their families, they went ahead with their wedding plans. As/though Try as he might/Much as he tried, he couldn't put up with the pain./Snowing as it is/Cold though it is, do you think it's safe to drive? ever However hard he (might have) tried, he didn't reach the top./Whatever they (may) say, I'll go my way.*

4.2.5. Comparación

Adjetivos: *We got remarkably similar/parallel results./Rakes, shovels and suchlike things. As (if) + cláusula: I'll do it just as you say./She behaves as if she didn't know.*

Adverbios: *These regulations are disapproved of by teachers and students alike./An acclaimed painter who is likewise an sculptor. So + Adj/Adv + that + cláusula The murder investigation was so contrived that it created false testimony./It happened so fast that I didn't even realize I had fallen off. So + Adj/Adv + as + to-clause I don't think he's so stupid as to cheat in exams./He went so far as to write some insults. Rather than/Sooner than Rather than go/going there by air, I'd take the slowest train./Sooner than sit and wait, I'd start to do things.*

#### 4.2.6. Condición

Inversión: *Were it running more slowly, all the geologic activity would have proceeded at a slower pace./Had there been any trouble, we would have known.*

Otros elementos condicionales: *Provided (that)/Providing (that) there is no objection, we shall continue with the proceedings./We'll go to the beach, o condition (that) you behave yourselves at Auntie Mary's. Supposing (that)/Suppose your boss was away today./Imagine/What if we had never met? Do as I say. If so, you'll be safe. If not, too bad./Do as I say. Otherwise, too bad. Nothing will happen as/so long as you stick to the plan./You won't get that published unless you do proper proof-reading. In the case/event of fire, press the alarm button./Take an umbrella, in case it rains. But for Tony's help we would be in deep trouble now./But for Gordon, they would have lost the match.*

#### 4.2.7. Causa:

*Because of the accident, he had to be on sick leave for months/I should be finishing now, as/since time is pressing. Being such a handsome man, he gets anything he wants / Given the importance of these results, it is essential to write a report immediately.*

*Thanks to his dedication, I got over my illness in no time./The judge resigned on the grounds that he lacked authority. Now (that) we're married, we never go out./That is why redressing the balance before the end of the month is so important.*

4.2.8. Finalidad:

*They gave me some money to count./It's there for you to eat. They left the door open in order (for me) to hear the baby./He called the office in order that he could get the manager's number. She spoke that way so as (not) to annoy him./The door opens outwards so as to let everyone escape in case of emergency. We left the door open so that I could hear the baby/ He called the office so (that) he could get the manager's number.*

4.2.9. Resultado:

*The meeting was inquorate. Therefore,/Consequently, no resolution could be taken./You can see both diagrams. Hence, the impossibility of the project. He's too smart to make such mistakes./She's clever enough to understand it. The argument is so feeble as to make us lose the vote./He's so bad-tempered that no one wants to be in his team. He's such a lazy bug that no one wants to be in his team./We had such (bad) weather that we promised never to go back there again. So stupid was she, that she got caught./So feeble was the argument that we lost the vote.*

4.2.10. Anterioridad:

*By the time the baby is due they will have moved houses. Scarcely had they sat down when she began insulting them. Not until all the luggage had been tied securely did we set off./No sooner had I opened my mouth than she dismissed me.*

4.2.11. Posterioridad:

*After I will tender my resignation after we finish/after finishing/after we have finished/after having finished the project. Once/When Once/When published, this book will become a best-seller. Not*

until/Not before *Not until/Not before I finish/I have finished my research will I start writing the paper.*

#### 4.2.12. Simultaneidad:

-ing *Nearing the entrance, she got hysterical./Not knowing about it, he had no reply.* As soon as/As long as *He flew off as soon as he caught sight of me./I will stay as long as I can afford it.*  
Construcciones comparativas *The sooner, the better./The further we develop the plan, the more complex our drawing becomes.*

### 4.3. El sintagma nominal

#### 4.3.1. Clases:

Nombres propios con artículo: *The Great Smoky Mountains./The Joneses./A Napoleon.*

Nombres comunes: Incontables *Although she was a girl she wanted an education./These are tiny freedoms.*

Compuestos N + N *pedestrian crossing/trademark* Compuestos V + Prep *shake-up/takeover*

#### 4.3.2. Género:

Premodificación *A male nurse./A female officer.*

Composición: *An Englishman is thought to feel no affection for a Scotsman./Three teenage youths attacked a lone policewoman yesterday.*

Derivación: *Poet-ess/Hero-ine.*

#### 4.3.3. Número:

Plural de los extranjerismos: *alumnae/kibbutzim*

Locuciones con nombres incontables: *A chunk of data./A lump of clay.*

#### 4.3.4. Grado.

#### 4.3.5. Caso:

Alternancia nominativo-acusativo: *Carlo immediately thought it was I/me who had died./It was he/him who had given Billy morphine.*

Alternancia acusativo-genitivo: *I didn't expect you/your paying for the meal./They left before him/his finishing the speech.*

#### 4.3.6. Pronombres Personales:

Alternancia de la primera persona: *We all/Us three believe in him./I and Vicky/Me and Vicky went up.*

Referencia de la segunda persona: *What did you (all/two) talk about?/Mark, you were there, weren't you?*

El sujeto vacío it: *It might be an exaggeration to say that .../It surprised everyone that Marion won.*

El objeto vacío it: *I found it strange when she called/They regard it as encouraging that both sides are willing to continue negotiations.*

#### 4.3.7. Posesivos:

*That son of yours is quite annoying, you know?/That's not ours to wash, darling.*

#### 4.3.8. Reflexivos:

*One doesn't wish to repeat oneself and the reader is referred to other parts of this book./We find ourself reexamining the ways we speak to, inform, and educate one another about health.*

#### 4.3.9. Demostrativos:

Contenido referenciado en niveles anteriores

#### 4.3.10. Indefinidos:

Contenido referenciado en niveles anteriores

#### 4.3.11. Interrogativos/exclamativos :

*Whoever told you that?/Whatever has come over you!*

#### 4.3.12. Relativos:

*There is a way of proceeding in conceptual matters whose method is to define away any inconvenient difficulty./He joined a club of which the motto was, The Whole, The God and The Beautiful.*

#### 4.3.13. Determinantes:

##### Artículos:

###### - Definido

Nombres geográficos: *The Arctic/The Alps.*

Nombres de lugares con postmodificación: *The University of Leeds/The Tower of London.*

Títulos/Cargos: *Go and see the Director of Studies./She became (the) President of Coaland in 2002.*

Uso enfático: *Are you 'THE 'Mr Johnson?/This hotel is 'THE 'place to stay.*

Momentos específicos: *During the Easter of that year/On the Saturday there was a terrible storm.*

###### - Indefinido

Nombres propios de personas desconocidas: *A Mr Johnson called while you were out./I got a message from a Ms Brown. I wonder who that'll be.*

###### - Ausencia de artículo

Nombres geográficos: *Lake Geneva/Everest.*

Nombres de enfermedades: *Diabetes/Cancer.*

Complemento del sujeto/del objeto: *She was appointed ambassador./When they elected him under-secretary he was beaming with joy.*

##### Demostrativos:

Wh- clefting: *That was the reason why .../Here is where ...*

Fronting: *This I do not understand./That I also like.*

Posesivos:

*Buying clothes? No, thanks, I make my own and she makes hers./It has a glorious style of its own, light yet biscuity.*

Interrogativos:

*Whatever you choose, you will not avoid the traffic./Whichever you decide on, let me know well in advance.*

Cuantificadores:

Con sustantivos contables e incontables: *a couple of (the), a number of, another (of the), both (of) (the), each (of) (the), either (of the), every, neither (of the), the entire, the whole (of) (the), (a) few (of the), only a few (of the), half (of) (the), many (of the), several (of the).*

Indefinidos:

- Any [cualquiera]: *You can take any book from that shelf./Any person found off limits will be detained.*

- As/So/Too + much/many (+ sustantivo): *So many were the short-listed candidates that we had to interview them in three days./He was much too good (a player) for a team like that!*

- Less/Fewer: *Barbara said the beach was 20 miles away: but I think it is less than that./There are fewer people who would sustain that nowadays.*

Partitivos:

*A roast of meat./A gallon of petrol.*

Numerales: *For the umpteenth time, will you be quiet?/She did it in half the time.*

- decimals: *1.25 inches/specific gravity 0.9547.*
- expresiones matemáticas: *multiplied by 3/a factor of 2*
- medidas: *8 by 12 inches/1 ó miles.*
- modificadores de la unidad: *the 5-day week/a 5-foot-wide entrance.*
- fracciones: *three-fourths of an inch/seventh-tenths of 1 percent.*

#### 4.3.14. Aposición:

- No restrictive: *Mr Campbell, (in other words) the lawyer, was here last night./Many people, my sister included, came yesterday.*
- Restrictiva: *The lawyer Mr Campbell was here last night./The belief that no one is infallible is well-founded.*

#### 4.3.15. Modificación mediante sintagma, frase de relativo u oración:

- Sust + SAdj: *The president elect/The boys easiest to teach were in my class.*
- Sust + SPrep: *The point under discussion here/Doctors at the Johns Hopkins Medical School.*
- Sust + relative clause: *The job (that) I was doing last night/The person (who) I spoke to.*
- Sust + that-clause: *The idea that he was completely cold and unemotional/A vision that you were in Belize with another woman.*



- Sust + -ed clause: *The major weather factors involved in this study/An example given by Baillieul et al.*
- Sust + -ing clause: *The data generating such results/We'll go to the beach, weather permitting.*
- Sust + to infinitive clause: *Enough money to buy proper food/A chance to do the right thing.*

#### 4.3.16. Posición de los elementos:

- Fronting del pron.: *This I also like./Theirs she will not tolerate.*
- Fronting del sust.: *Some things you forget, some things you never do./Her freckles she regarded as a great and unmerited affliction.*
- Fronting en exclamaciones: *Such a rich chapter it had been!/Such is the gravity of the situation that it has already sparked an international incident!*
- It-clefting: *It was his voice that held me./It is this order of elements that makes the results so.*
- Wh-clefting: *What I really need is another credit card./What she gave me was a pair of old gloves.*
- Postposición del pronombre: *It's me./That was him that called.)*

#### 4.3.17. Fenómenos de concordancia:

- Suj-Compl: *They turned traitor./Good manners are a rarity these days.*
- Pronombres reflexivos: *Have you any money on you?/He washed and shaved.*

- Pronombres indefinidos: *Everybody wants you to listen to them./Nobody was ready to lend their car.*

- -ing: *I'm tired of you/your complaining./She laughed at me/my trying to escape.*

#### **4.4. El sintagma adjetival**

4.4.1. Género: *handsome/beautiful/good-looking*

4.4.2. Caso.

4.4.3. Número.

4.4.4. Grado:

- Estructuras comparativas: *Half/Twice + as important as .../Not (nearly/quite) as clear as ...*

- Otras estructuras comparativas: *Nothing like as easy as .../Nowhere near as fast as ...*

-Locuciones adverbiales de comparative: *A great deal faster/(Quite) A bit earlier/(Far) More interesting .*

-Locuciones adverbiales de superlativo *(By far the most extensive/Much the easiest.*

4.4.5. Modificación del núcleo:

4.4.5.1. Mediante sintagma:

-Nominal.

-Adjetival.

-Verbal: *Some decisions are likely to be taken./They are expected to win.*

-Adverbial:

- Adv + Adj comparative: *Quite a bit taller than.../Much more significant than.../No greater than. Far more debatable/ Somewhat clearer.*

- Adv + Adj superlative: *Far and away the greatest/Quite the clearest. The very best /Easily the most complex.*

- Premodificación: *I was utterly glad./He is a deeply sick man.*

- Postmodificación: *It is rich nutritionally with high calcium content./Several preparations are available commercially.*

-Preposicional: *I'm pleased at Mary getting married./She got so angry at his arriving late. They are reliant on striking a deal soon./He was quite averse to having to declare his income.*

4.4.5.2. Mediante oración:

-That-clause: *I was furious that she should ignore me./He was insistent that they (should) be present.*

-Wh-clause: *I'm not clear where/why she went./It seemed incredible how much had happened.*

-ing clause: *These people were not afraid of signing papers./This species is capable of journeying for miles.*

-To-clause: *They were due to get one./This one is nice to smell. Bob is slow to react./I felt reluctant to speak.*

4.4.6. Posición de los elementos:

- Posición atributiva.

- Posición predicativa.

- Aposición.

#### 4.4.7. Fenómenos de concordancia:

##### 4.4.7.1. Funciones sintácticas del sintagma.

-Núcleo de SN: *The rich will help only the humble poor./We will nurse your sick and feed your hungry.*

-Premodificador de SN: *That tough brave Little old fellow Wells had had prophetic visions after all./He writes catchy tunes.*

-Postmodificador de SN: *Diana was ready to tell the other three people present./The heir apparent finally turned up.*

-Complemento del S: *He's totally crazy./Everything became bitingly clear to me.*

-Complemento del O: *He considered it more dangerous than any other horse he had ever ridden./We hope this will make her more adaptable and able to deal with unfamiliar situations.*

-Adverbio: *The big one went so slow./They want to make sure it runs smooth first.*

## 4.5. El sintagma verbal

### 4.5.1. Clases:

-Léxicos [verbo principal]: *run/eat.*

-Primarios [verbo principal/auxiliar]: *be/have/do.*

-Modales [verbo auxiliar]: *can/will/might.*

-Existenciales: *be/exist.*

-De posesión y relación: *consist of/contain/include/weigh.*

-De sentimiento: *appreciate/despise/fear/trust*.

-De pensamiento o creencia: *consider/mean/realise/suspect*.

-De percepción: *appear/notice/recognise/resemble*.

#### 4.5.2. Tiempo:

##### 4.5.2.1. Expresión del presente.

- Presente simple.

- en reseñas y resúmenes: ... *At the end of the play both families realise that their hatred had caused the deaths of the lovers ...*

- en expresiones enfáticas: *She 'does like Biology!*

- en proverbios y refranes: *Diligence is the mother of good luck./The early bird catches the worm.*

- Presente continuo en la situación inicial de una historia: *They are preparing breakfast in the kitchen when they hear footsteps...*

- Presente histórico en retransmisiones deportivas: *Smithson passes to Highram... It's a goal!*

- Presente perfecto simple.

- Presente perfecto continuo.

- Pasado simple: con I wish/If only *If only you didn't make such noise./I wish my family lived nearer* con It's (high/about) time *It's time you learned to make your own bed./It's time you answered my calls!* con would rather/would sooner *I'd rather you stopped making such noise. Will you please?/I'd sooner you gave me a hand now.*

- Pasado continuo con I wish/If only/It's time/would rather *I wish it wasn't raining so hard./It's time you were doing your homework.*

- Will enfático en rechazos: *-Bill, could you do the washing-up now? -No, sorry, I 'won't. Not now./I 'won't do that. No way.*

#### 4.5.2.2. Expresión del pasado.

- Presente histórico.

- en chistes e historias: *This guy walks into a pub with a monkey and orders.../I then wake up at three o'clock to see Mary hopping around...*

- en titulares de prensa: *Actress marries playboy./Up to 15 swimmers get stomach bug.*

- Pasado simple en expresiones enfáticas: *I did loathe that man!/Wow, she 'did tell real stories, man.*

- Pasado continuo:

- en la situación inicial de una historia: *They were preparing breakfast in the kitchen when .../It all began when Mary was quietly sitting...*

- en expresiones comparativas: *The car was getting worse (and worse) all the time./It started swelling and swelling.*

- en expresiones de cortesía: *I was wondering if you wanted to come to the cinema./I was thinking you might like a stroll.*

- Presente perfecto simple.

- Presente perfecto continuo.

- Pasado perfecto simple con I wish/If only en arrepentimiento: *I wish/If only I hadn't eaten so much.*

- Pasado perfecto continuo en condicionales mixtas: *If he hadn't been playing truant at school when he was fourteen, he would probably be in a better job now.*
- Used to en hábitos pasados contrarios al presente.
- Would en hábitos pasados.
- Be going to en acciones contrarias al pasado: *I was going to phone you, but I forgot./Mary was going to Italy this year. She hasn't decided, though.*

#### 4.5.2.3. Expresión del futuro.

- Presente simple:
  - en acontecimientos programados: *The train leaves at 8./The show begins at noon.*
  - en cláusulas temporales: *When she arrives, make sure she has her medicine./Tell him as you leave, will you?*
- Presente continuo en cláusulas temporales: *This time tomorrow, while I am writing yet another boring report, you will be on the beach.*
- Pasado simple con I wish/I would rather/It's time en deseos: *I wish you arrived/would arrive earlier./It's (about/high) time you phoned.*
- Pasado continuo con I wish/I would rather/It's time en deseos: *How I wish I was going on holiday with you!/It's (about/high) time I was/were moving.*
- Will enfático en rechazos: *-Bill, could you do the washing-up tomorrow? I 'won't. Not tomorrow.*
- Futuro continuo will be -ing en acciones en desarrollo en un cierto momento: *This time tomorrow I will be flying to Moscow.*

- Futuro perfecto simple en acciones que continuarán hasta un cierto momento: *The new jackets will have been on offer for two months on Sunday.*
- Futuro perfecto continuo en acciones que durarán hasta un cierto momento: *In April they will have been enjoying their honeymoon for two months./By the end of the month, I'll have been working for this firm for a year.*
- Be going to en condicionales-predicción: *If you fall, you're going to hurt yourself./If you're going to make trouble, we'll call the police.*

#### 4.5.3. Aspecto.

-Durativo del gerundio: *Prices are increasing./Riots have been growing.*

-Incoativo: *She turned to tears./It will become even greater.*

#### 4.5.4. Modalidad:

- Factualidad.
- Necesidad: *I didn't need to pay all at once./I needn't have paid all at once.*
- Obligación:
  - Pasada: *You ought to/should have written that in capital letters.*
  - Futura: *No player shall knowingly pick up or move the ball of another player./Hadn't you better phone them?*
- Capacidad:
  - General o presente: *Winter here can be really cold./Jackie can run 30 km in one hour.*
  - Pasada: *David could have won the race./Mary could swim when she was three.*



- Hipotética en el futuro: *He could do it if he tried harder./I couldn't play the banjo even if I devoted to it my whole life.*

- Hipotética en el pasado: *He couldn't have passed that test, try as he might./I could(n't) have ridden a motorcycle even if I hadn't drunk.*

- Permiso: *-Can I go with my friends? -Yes, you may/can (provided (that) you're home by ten o'clock./When I was sixteen I could(n't) stay out until eleven. You may not/cannot/can't go with your friends./I am very sorry, but you won't.*

- Posibilidad.

- Probabilidad general, presente o futuro: *On this diet you may/might/could (well/easily) lose ten pounds in two weeks./There oughtn't to/shouldn't be any more failures now that the engine is alright.*

- Probabilidad pasada: *The parcel should(n't)/ought (not) to/might(n't) have arrived yesterday./Someone will/would/must have made a mistake./John won't/wouldn't/can't have/couldn't have said that.*

-Prohibición: *You must not leave the room before the end of the test./I 'won't have you speak to me like that.*

-Intención El verbo be + expresiones adjetivales o preposicionales: *I'm bound to/determined to/about to take yoga lessons.*

#### 4.5.5. Voz:

- Pasiva:

-Infinitivo/Infinitivo perfecto: *If greenhouse gases continue to be emitted in their present quantities, we will experience unprecedented rates of sea-level rise./Its sudden breakout can properly be said to have been caused by a number of circumstances including...*

-Verbos de percepción: *He was seen climbing into the Jones house./They were heard to shout something.*

-Make: *You can make a horse go to the wáter but it cannot be made to drink./I was made to work hard by my boss.*

-Have/Get somebody doing: *Dr Martin has my granddad walking again./I got him doing homework at last.*

-Get somebody to do: *I got Mary to collect my post./Who did you get to do the decorating? It's gorgeous!*

-Locuciones preposicionales de evitación de la pasiva en tiempos continuos.

#### 4.5.6. Modificación del núcleo:

- Mediante partículas: *pay-pay off/stand-stand up for.*

- Mediante adverbios: *Carefully searching the room, he found a ring./She begged intently.*

#### 4.5.7. Posición de los elementos.

-Inversión S-Aux con so, nor, neither: *As infections increased in women, so did infections in their babies./She hadn't known much about life, nor had he.*

-Inversión S-Aux en cláusulas condicionales: *"I would be more hopeful," Sandy said, "were it not for the problem of your testimony."/Should either of these situations occur, wrong control actions may be taken and a potential accident sequence initiated.*

-Inversión con reporting verbs: *Sketching, says Uderzo, is a fast process./"It's a good thing you're here at last ...," began Mabel.*

-Fronting de infinitivo: *I had said he would come down and come down he did./It had to be borne, and bear it he did.*

-Fronting de -ed: *Tacked over the bed was a yellowed, deckel-edged photograph./Also billed to appear as a special mystery guest is Vivacious Val.*

-Fronting de -ing: *Waiting below was Michael Sams./Standing in its corked-eye doorway was a German colonel.*

-Fronting de wh-clause: *Why he came this way I will probably never know./Who she was waiting for remained a secret.*

-It-clefting de cláusulas subordinadas: *It was because they were frightened, he thought, that they had grown so small./It was only then that he recalled.*

-Wh-clefting de cláusulas subordinadas: *What you should do is tag them when they come in./What they will be hoping for is that they can get to a few months before the next election.*

#### 4.5.8. Funciones sintácticas del sintagma.

- Proposición infinitiva como Sujeto o Complemento del verbo to be: *To find her so distressed took him by surprise./Their aim is to reach the top./It is their aim to reach the top.*

### **4.6. El sintagma adverbial**

#### 4.6.1. Núcleo

- Adverbio

- Clases

- Conectores: *However/Besides/Anyway.*

- De frecuencia indefinida: *Rarely/Seldom.*

- Focales: *At least/Mostly.*

- De certeza: *Definitely/Obviously.*

- De gradación: *Rather/Scarcely.*

- De modo: *Angrily/Fast.*

- De lugar: *Above/Beyond*.
- De tiempo: *Eventually/Last*.
- Enfáticos: *Extremely/ Right*.
- De expectativa: *No longer/Not...any more*.
- Adverbios de comentario: *Frankly/Presumably*.
- Grado.
- Locuciones adverbiales.
  - De lugar: *Further down/Later on (in the text)*.
  - De tiempo: *Prior to/Later on (in time)*.
  - Binomios: *Back and forth/Now and again*.
  - Adv + Adjetivo: *Critically ill/Highly sensitive*.
  - Adv + -ed: *Extensively researched/Ethnically based*.
  - Adv + -ing: *Constantly changing/Tightly fitting*.

#### 4.6.2 Modificación del núcleo

- Mediante sintagma adverbial
  - Hardly ever/Fortunately enough
- Mediante sintagma preposicional
  - Under there/Before long

#### 4.6.3 Posición de los elementos.

- Inversión S-V: *Next hung a row of Van Goghs./Then came voices all shouting together*.
- Inversión S Aux
  - Rarely, if ever, do we find
- Inversión S-Aux

Rarely, if ever, do we find such a consensus across area and social class. /Never shall I do such a thing.

-Inversión S-Aux con so/neither/nor en respuestas cortas

So will you./Nor have I./Neither did she.

-Inversión S-Aux con so + Adv

So greatly had he suffered, that the blows did not hurt much./So badly was he affected that he had to be taught to speak again.

-Inversión S-Aux con too + Adv/Adv enough

Too bitterly had he struggled (for him) to relinquish now./Well enough does she know what you mean.

-Inversión con adverbios negativos y locuciones adverbiales negativas

At no point should this principle be forgotten./Seldom will you find such occurrences outside the lab.

-It clefting

It is here that the finite element analysis comes into its own./It was only for the carrot that they put up with his abominable parties.

#### 4.6.4 Funciones sintácticas del sintagma

-Pre-/Post-modificador de SN

The then Democratic candidate had been involved in illegal activities. /The long journey home was a nightmare.

-Modificador de SAdj/SAdv

I thought it was utterly disgraceful./Whoever took it acted totally inhumanely.

-Premodificador de SPrep

I stopped just outside the circle of light/As usual, she arrived exactly on time.

-Complemento de preposición

She had only just got back from abroad./There had been no complaints until recently.

## **4.7. El sintagma preposicional**

### 4.7.1 Núcleo

#### 4.7.1.1 Preposiciones

-Preposiciones de lugar: contrastes

Across- Along /Across- Through

-Preposiciones de tiempo

By/Up to

-Preposiciones de duración

Over/All through/Throughout

-Preposiciones de excepción

Save. for /But for

-Adverbios preposicionales

A car drove past (the door)./We stayed in (the house) all day.

-Verbos frasal-preposicionales

My mother-in-law kept breaking in on the conversation./In some parts gypsies are still looked down on.

-Adj + Prep

I'll do it irrespective of what you say./Any income is liable for

tax.

-Prep + N/N Prep

Workers are in dispute with the management over time off./In your project you should make provision for potential scarcity of supplies.

#### 4.7.1.2 Locuciones preposicionales

-At fault/ By coincidence

beyond a joke,/For the foreseeable future

For fear of/Out of all proportion

In all likelihood/In response to

With intent to/With a view to

#### 4.7.2 Modificación del sintagma

-Mediante Adv/Prep

Along with/Up to

-Mediante V/Adj/Conj

Owing to/Due to/Because of

#### 4.7.3 Posición de los elementos

-Adj + SPrep

Deprived of /Eligible for/Indignant at

-Sust + SPrep

Threat of/Pride in/Obstacle to

-V + SPrep

Conform to/Disapprove of/Resort to

-Pseudo-clefting

What I am convinced of is their unconditional support. /What

wasn't accounted for was the losses.

#### -Relativos

It was a situation from which no escape was possible./The amounts of data is a theoretical question, to which now I turn.

#### -Preposiciones 'sueitas'

##### -en cláusulas interrogativas

What more could a child ask for?/As soon as Unoka understood what his friend was driving at, he burst out laughing.

##### -en cláusulas de relativo

Your manifesto is not worth the paper it is written on./The public this video game is aimed at is mainly teenagers and young adults.

##### -en pasiva

She was sought after by all the leading impresarios of the day/That regulation will soon be done away with.

##### -en cláusulas to-infinitivo

He is impossible to work with./The bulb is so difficult for me to that you'll have to change it.

#### 4.7.4 Funciones sintácticas del sintagma preposicional

##### -Adv clausal

He worked in a shop probably at that time./He retired after three minor heart attacks at the age of 36.

##### -Premodificador del Sust

It probably fell out of the sky after an in-flight explosion./I was caught speeding and got an on the spot €100 fine.



-Postmodificador del Sust

The people on the bus were singing./The subject under discussion arose many a bitter comment.

-Complemento del V

We depend on you./I have to look into it.

-Complemento del Adj

I am sorry for his parents./She is still unaware of the danger.

## 5. CONTENIDOS LÉXICO-SEMÁNTICOS

### 5.1 Contenidos lexico-temáticos

#### **Identificación personal**

Nombre, apellidos, apodo. Dirección (postal y electrónica). Número de teléfono (fijo y móvil). Fecha y lugar de nacimiento, edad. Sexo y estado civil. Nacionalidad, procedencia, estatus social. Documentación y objetos personales. Ocupación: profesiones, actividades laborales, lugares de trabajo, escalafón profesional, desempleo y búsqueda de trabajo. Estudios. Relaciones familiares y sociales. Celebraciones y eventos familiares y sociales. Culto religioso y sus celebraciones. Filosofía. Gustos. Apariencia física: partes del cuerpo, características físicas, acciones y posiciones que se realizan con el cuerpo. Carácter y personalidad. Ciclo de la vida y la reproducción. Actitudes y formas de comportarse.

#### **Vivienda, hogar y entorno**

Vivienda. Tipos. Estancias. Descripción de elementos constructivos usuales y materiales de construcción. Mobiliario y objetos domésticos. Electrodomésticos. Ornamentación usual. Servicios e instalaciones de la casa. Comunidad de vecinos: aspectos más usuales. Costes. Compra y alquiler. Entorno urbano y rural. Animales domésticos y plantas

#### **Actividades de la vida diaria**

En la casa. Comidas. Actividades domésticas cotidianas. Limpieza del hogar.

Decoración de la casa. Muebles y objetos domésticos, electrodomésticos.

En el trabajo: cargos, actividades, desempleo, derechos y obligaciones, características

En el centro educativo. Vida académica. Perspectivas de futuro. Salario.

### **Tiempo libre y ocio**

Tiempo libre. Aficiones e intereses. Cine, teatro, música, conciertos y entretenimiento. Museos y exposiciones. Deportes y juegos. Prensa, radio, televisión, internet. Aficiones intelectuales y artísticas.

### **Viajes**

Tipos de viajes. Transporte público y privado. Tráfico. Normas de circulación. Incidentes de circulación. Reparación y mantenimiento. Vacaciones. Tours y visitas guiadas. Hotel y alojamiento. Equipajes, fronteras y aduanas. Objetos y documentos de viaje.

### **Relaciones humanas y sociales**

Vida social. Correspondencia. Invitaciones. Descripción de los problemas sociales usuales: actos delictivos y poder judicial, paz y conflictos armados. Pertenencia a asociaciones. Gobierno y política. Ejército.

### **Salud y cuidados físicos**

Partes del cuerpo. Estado físico y anímico. Higiene y estética. Enfermedades y dolencias. Síntomas. Accidentes, heridas y traumatismos. La consulta médica y la farmacia. Medicina y medicamentos. Seguridad social y seguros médicos. Otros centros de asistencia sanitaria.

### **Aspectos cotidianos de la educación**

Centros, instituciones educativas. Profesorado y alumnado. Asignaturas. Material y mobiliario de aula. Información y matrícula. Estudios y titulaciones. Exámenes y calificaciones.

### **Compras y actividades comerciales**

Establecimientos y operaciones comerciales. Precios, dinero y formas de pago. Selección y comparación de productos. Objetos para el hogar, el aseo y la alimentación. Ropa, calzado y complementos.

### **Alimentación**

Alimentos y bebidas. Indicaciones para la preparación de comidas, ingredientes y recetas en un grado medio de dificultad. Utensilios de cocina y mesa. Locales de restauración. Dieta y nutrición.

### **Bienes y servicios**

Correo. Teléfono. Servicios sanitarios. La oficina de turismo. La agencia de viajes. El banco. Transacciones. Los servicios del orden, diplomáticos y la embajada. En el taller de reparación de coches. En la gasolinera.

### **Lengua y comunicación**

Idiomas. Términos lingüísticos. Lenguaje para la clase.

### **Medio geográfico, físico y clima**

Países y nacionalidades. Unidades geográficas. Medio físico. Problemas medio físico. Problemas medioambientales y desastres medioambientales y desastres naturales. El reciclaje. Conceptos geográficos. Flora y fauna. El clima y el tiempo atmosférico. El universo y el espacio.

### **Aspectos cotidianos de la ciencia y la tecnología**

Informática y nuevas tecnologías: uso de aparatos. Internet y correo electrónico. Aspectos detallados sobre algunas disciplinas (biología, matemáticas y física).

## **5.2 Contenidos léxico-nocionales**

### **Entidades**

- Expresión de las entidades y referencia a las mismas
  - Expresión de las entidades: identificación, definición
  - Referencia: deixis determinada e indeterminada

### **Propiedades**

- Existencia
  - Inexistencia
  - Presencia
  - Ausencia
  - Disponibilidad
  - Falta de disponibilidad
  - Acontecimiento
- Cantidad
  - Número (numerales, ordinales)
  - Medida (peso, temperatura, talla, tamaño, distancia, velocidad, superficie, volumen, capacidad, presión)
  - Cantidad relativa
  - Grado
  - Aumento, disminución y proporción

## -Cualidad

- Forma y figura
- Color
- Material
- Edad
- Humedad
- Sequedad
- Accesibilidad
- Visibilidad y audibilidad
- Sabor y olor
- Limpieza
- Textura y acabado
- Consistencia, resistencia

## -Valoración

- Precio y valor
- Atractivo
- Calidad
- Corrección
- Incorrección
- Facilidad
- Dificultad
- Capacidad, competencia
- Falta de capacidad, falta de competencia
- Aceptabilidad y adecuación
- Normalidad
- Éxito y logro
- Utilidad, uso
- Importancia, interés
- Precisión y claridad

## **Relaciones**

### -Espacio

- Lugar y posición absoluta y relativa en el espacio
- Origen, dirección, distancia, movimiento orientación y estabilidad
- Orden
- Dimensión

## -Tiempo

- Divisiones e indicaciones de tiempo (días de la semana, estaciones, meses, partes del día)
  - Localización en el tiempo: presente, pasado y futuro
  - Duración, frecuencia y transcurso
  - Simultaneidad, anterioridad, posterioridad
  - Comienzo, continuación, finalización
  - Puntualidad, anticipación y retraso
  - Singularidad y repetición
  - Cambio y permanencia
- Estados, procesos y actividades (aspecto, modalidad, participantes y sus relaciones)
- Relaciones lógicas (entre estados, procesos y actividades)
- Conjunción y disyunción
  - Oposición
  - Concesión
  - Comparación
  - Condición y causa
  - Finalidad
  - Resultado

## **6. CONTENIDOS SOCIOCULTURALES Y SOCIOLINGÜÍSTICOS**

Los siguientes contenidos se refieren al conocimiento de las sociedades y culturas que hablan la lengua objeto de estudio y se irán introduciendo a lo largo del curso y no necesariamente en el orden expuesto.

La dimensión intercultural incluye los siguientes aspectos:

- relaciones sociales con diferentes grados de formalidad/informalidad
- cortesía
- registros de lengua, dialectos y acentos
- referentes culturales: citas, modismos, refranes, dobles sentidos, tradiciones, comportamientos rituales.

Para el NIVEL C1 estos contenidos serían, sin querer ser una lista exhaustiva y teniendo en cuenta que los contenidos de cursos anteriores también podrían ser valorados, los siguientes:

### **Vida cotidiana**

Festividades. Actividades de ocio: medios de comunicación, deportes, hábitos y aficiones. Comida y bebida: platos típicos de ámbito regional y modales en la mesa.

### **Condiciones de vida**

Salud pública y centros de asistencia sanitaria. Introducción a la cobertura sanitaria privada.

Hábitos de salud e higiene.

Servicios sociales básicos.

Niveles de vida (incluyendo las diferencias entre regiones y estratos socioculturales y en relación a los ingresos, vivienda, educación, cobertura social, etc.). Hábitos de salud e higiene. Compras: tiendas, establecimientos, precios, modalidades de pago y hábitos de consumo. El mundo laboral: aspectos relevantes. Clima y medioambiente.

### **Relaciones personales**

Estructura social y relaciones entre sus miembros (familia, amistad, sexo, generaciones, desconocidos). Relaciones profesionales en distinto grado de formalidad. Relaciones con la autoridad y la administración

### **Valores, creencias y actitudes**

Valores y creencias relacionados con la cultura asociada al habla inglesa. Características del sentido del humor británico y americano de habla inglesa. Tradiciones importantes y elementos relevantes constituyentes del cambio social. Religión y espiritualidad: prácticas religiosas y espirituales más extendidas en los países de habla inglesa. Referentes artístico-culturales más significativos del mundo anglo-sajón.

### **Instituciones y vida política**

Identidad nacional: aspectos significativos

Aspectos básicos concernientes a la seguridad ciudadana y la lucha contra la delincuencia

### **Lenguaje corporal**

Gestos y posturas: uso, significado y tabúes. Proximidad física y esfera personal. Contacto visual y corporal

### **Convenciones sociales**

Convenciones y tabúes relativos al comportamiento. Normas de cortesía Convenciones y tabúes relativos al comportamiento en la conversación

### **Comportamiento ritual**

Celebraciones y actos conmemorativos de la cultura. Ceremonias y festividades usuales en la cultura.

### **Referentes culturales y geográficos**

Referentes artísticos, culturales e institucionales.

### **Lengua**

Principales variedades geográficas de la lengua inglesa y sus diferencias en cuanto a pronunciación y vocabulario. Variedades de registro de la lengua inglesa.

## **IV. CRITERIOS DE EVALUACIÓN**

Véase anexo VII del Proyecto Educativo del Plan de Centro.

## **V. TEXTOS RECOMENDADOS**

Dellar H. and Walkley A. *Outcomes, Second edition, Advanced (Student's book)* SGEL, National Geographic Learning. ISBN: 978-1-305-09342-3

Workbook –opcional.

## **VI. BIBLIOGRAFÍA RECOMENDADA**

### **GRAMÁTICAS**

*Oxford English Grammar Course Advanced*, by M. Swan & C.Walter, Oxford University Press.

*Advanced Grammar In Use (with answers)*, by Martin Hewings, Cambridge University Press.

*English Grammar In Context Advanced*, by Michael Vince, MacMillan.

*Practical English Usage* by M. Swan, Oxford University Press.

*Advanced Learner's Grammar (A self-study reference & practice book with answers)* by Mark Fley & Diane Hall, Longman.

*My Grammar Lab Advanced C1/C2* by Mark Fley & Diane Hall, Longman.

### **LIBROS DE VOCABULARIO**

*English Vocabulary in Use Advanced* by Michael McCarthy & Felicity O'Dell, Cambridge University Press.

*English Collocations in Use* by Michael McCarthy & Felicity O'Dell, Cambridge University Press.

*Idioms And Phrasal Verbs Advanced* by Ruth Gairns & Stuart Redman. Oxford Word Skills, O.U.P.

*Advanced Vocabulary and Idioms* by B.J. Thomas, Longman.

*English Phrasal Verbs In Use* by Michael McCarthy & Felicity O'Dell, Cambridge University Press.

*Destination C1-C2 Grammar and Vocabulary (with key)* by Malcolm Man & Steve Taylore- Knowles, MacMillan.

### **PRONUNCIACION**

*English Pronunciation in Use Advanced* by Mark Hancock, Cambridge University Press.

*Pronunciation Tasks* by M. Hewings, Cambridge University Press.

*Sounds English* by J.D. O' Connor, Longman.

### **DICCIONARIOS BILINGÜES**

Diccionario OXFORD Inglés-Español/Español-Inglés.

COLLINS English to Spanish Dictionary.

Longman advanced Inglés-Español/Español-Inglés (with CD-ROM).



## **DICCIONARIOS MONOLINGUES**

Oxford Advanced Learner's Dictionary of English New Edition. Oxford University Press.

Cambridge International Dictionary of English. Cambridge University Press.

MacMillan English dictionary for advanced learners (with CD-ROM).

Collins COBUILD Dictionary – Collins.

Longman Dictionary of Contemporary English by P. Procter. Longman.

Dictionary of English Idioms by D.M. Gulland, D.G. Hinds-Howell.

Dictionary of Phrasal Verbs and their Idioms by T. McArthur & B. Atkinson. Collins.

Longman Dictionary of English Idioms.

## **PÁGINAS WEB**

## **DICCIONARIOS**

<http://dictionary.cambridge.org> Cambridge dictionaries online

[www.enchantedlearning.com/Dictionary.html](http://www.enchantedlearning.com/Dictionary.html) Visual dictionary

[www.idiomconnection.com](http://www.idiomconnection.com) Idioms practice

<http://www.ldoceonline.com> Online version of the CD-ROM of the Longman Dictionary of Contemporary English

<http://www.merriam-webster.com> Dictionary and Thesaurus online.

<http://www.peevish.co.uk/slang/links.htm> British Slang dictionaries and language links.

<http://www.thefreedictionary.com>

## **PERIÓDICOS, REVISTAS**

<http://www.britishpapers.co.uk>

<http://www.guardian.co.uk>

<http://www.independent.co.uk>

<http://www.hellomagazine.com>

<http://www.independent.co.uk>

<http://www.nationalgeographic.com>

<http://www.newsweek.com>  
<http://www.nytimes.com>  
<http://www.telegraph.co.uk>  
<http://www.cosmopolitan.co.uk>  
<http://www.onlinenewspapers.com>  
<http://www.theonion.com>  
<http://www.bbc.co.uk/learning/subjects/>  
<http://www.bbc.co.uk/worldservice/learningenglish>

### **PODCAST**

<http://news.sky.com/skynews/podcasts>  
<http://www.bbc.co.uk/worldservice/podcasts/>  
<http://www.breakingnewsenglish.com/podcast.html>  
<http://www.britishcouncil.org/learnenglish-podcasts>  
<http://www.eltpodcast.com>  
<http://www.guardian.co.uk/audio>  
<http://www.listen-to-english.com>  
<http://www.podcastsinenglish.com/pages/>