

I. CONCRECIÓN DE LOS CONTENIDOS CURRICULARES. PROGRAMACIONES DIDÁCTICAS

Los objetivos y contenidos de los distintos niveles son los que se recogen en el **Decreto 239/2007, de 4 de septiembre**, por el que se establece la ordenación y currículum de las enseñanzas de idiomas de régimen especial en Andalucía, de conformidad con lo dispuesto en el **Real Decreto 1629/2006, de 29 de diciembre**, por el que se fijan los aspectos básicos del currículum de las enseñanzas de idiomas de régimen especial reguladas por la Ley Orgánica 2/2006, de 3 de mayo, de educación, así como en la **Orden de 18 de octubre de 2007**, por la que se desarrolla el currículum correspondiente a las enseñanzas de idiomas de régimen especial de Andalucía.

Los niveles básico, intermedio, avanzado y C1 tendrán como referencia las competencias propias de los **niveles A2, B1, B2 y C1** del Consejo de Europa, según se definen en el **Marco Común Europeo de Referencia** para las Lenguas.

En la elaboración de las programaciones didácticas de los tres idiomas que se imparten en la Escuela Oficial de Idiomas de Ronda se concretan los contenidos curriculares para cada uno de los cursos que conforman los niveles: básico, intermedio, avanzado y C1 (en el departamento de inglés).

Estas programaciones generales quedarán aprobadas en el **Proyecto Educativo** – que forma parte del Plan de Centro- y serán de aplicación para el alumnado matriculado en las 3 modalidades que oferta esta escuela de idiomas para los alumnos de inglés: **presencial, libre y semipresencial**.

Con el fin de orientar a todo el alumnado y de facilitar una información clara y concreta, la Escuela Oficial de Idiomas Ronda pondrá a disposición del mismo y publicará en su página web la programación tanto para la modalidad presencial como para la modalidad libre y semipresencial.

PROGRAMACIÓN NIVEL C1

Los objetivos y contenidos de C1 son los que se establecen en el Decreto 239/2007, de 4 de septiembre, por el que se establece la ordenación y currículum de las enseñanzas de idiomas de régimen especial en Andalucía, de conformidad con lo dispuesto en el Real Decreto 1629/2006, de 29 de diciembre, por los que se fijan los aspectos básicos del currículum de las enseñanzas de idiomas de régimen especial reguladas por la Ley Orgánica 2/2006, de 3 de mayo, de educación, así como en la Orden de 27 de septiembre de 2011, por la que se desarrolla el currículum correspondiente a las enseñanzas de idiomas de régimen especial de Andalucía.

El Nivel C1 se imparte en un solo curso, al final del cual se puede obtener el Certificado equivalente al nivel C1 del MCER. Al final del curso escolar se espera que el alumno pueda 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 está familiarizado.

La autonomía en el aprendizaje en este nivel será esencial, al verse reducido a un solo curso

académico, y alta, ya que los alumnos poseen las herramientas y conocimientos suficientes para poder avanzar con autonomía. Lo practicado en clase será sólo una base para alcanzar el nivel, debiendo el alumno buscar y aprovechar cualquier situación/contexto para poner en práctica y desarrollar las competencias adquiridas en clase. El Marco Común Europeo de Referencia para las Lenguas (MCER) incide en la necesidad de dedicar muchas horas para la consecución de este nivel, con lo que el Departamento de inglés advierte de que la asistencia a clase puede no ser suficiente y se requiere mucho tiempo de autoestudio y práctica por parte del alumnado.

Se recuerda que dado el carácter acumulativo del proceso de enseñanza-aprendizaje de un idioma

extranjero, son evaluables en un curso superior todos los contenidos y objetivos de los cursos inferiores

1 OBJETIVOS DOCENTES GENERALES

1.1. Comprensión oral

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.

1.2. Expresión e interacción oral

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.

1.3. Comprensión de lectura

Comprender con todo detalle textos extensos y complejos, tanto si se relacionan con su especialidad como si no, siempre que pueda volver a leer las secciones difíciles.

1.4. Expresión e interacción escrita

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.

Puesto que los objetivos específicos son idénticos a los criterios de evaluación aplicables en este Nivel se han incluido en el mismo apartado.

2. OBJETIVOS ESPECÍFICOS

2.1. Comprensión oral

- Comprender información específica en declaraciones y anuncios públicos que tienen poca calidad y sonido distorsionado; por ejemplo, en una estación o estadio.
- Comprender información técnica compleja, como, por ejemplo, instrucciones de funcionamiento, especificaciones de productos y servicios cotidianos.
- Comprender información compleja y consejos sobre todos los asuntos relacionados con la profesión o las actividades académicas del usuario.
- Comprender con relativa facilidad la mayoría de las conferencias, charlas, discusiones y debates sobre temas complejos de carácter profesional o académico.
- Comprender una amplia gama de material grabado y retransmitido, incluyendo algún uso fuera de lo habitual, e identificar los pormenores y sutilezas como actitudes y relaciones implícitas entre los hablantes.
- Comprender películas que contienen una cantidad considerable de argot o lenguaje coloquial y de expresiones idiomáticas.
- Comprender los detalles de conversaciones y debates de cierta longitud entre terceras personas, incluso sobre temas abstractos, complejos o desconocidos, y captar la atención de lo que se dice.
- Comprender conversaciones de cierta longitud en las que participa el hablante aunque no están claramente estructuradas y la relación entre las ideas sea solamente implícita.

2.2. Expresión oral

- Hacer declaraciones públicas con fluidez, casi sin esfuerzo, usando cierta entonación para transmitir matices sutiles de significado con precisión.
- Realizar presentaciones claras y bien estructuradas sobre un tema complejo, ampliando con cierta extensión, integrando otros temas, desarrollando ideas concretas y defendiendo sus puntos de vista con ideas complementarias, motivos y ejemplos adecuados, y terminando con una conclusión apropiada, así como responder espontáneamente y sin apenas esfuerzo a las preguntas de la audiencia.

2.3. Interacción oral

- Participar de manera plena en una entrevista, como entrevistador o entrevistado, ampliando y desarrollando las ideas discutidas con fluidez y sin apoyo y haciendo un buen uso de las interjecciones y otros mecanismos para expresar reacciones y mantener el buen desarrollo del discurso.
- En transacciones e intercambios para obtener bienes y servicios, negociar la solución de conflictos y desarrollar su argumentación en caso de daños y perjuicios, utilizando un lenguaje persuasivo para reclamar una indemnización, y establecer con claridad los límites de cualquier concesión que el hablante está dispuesto a realizar.

- Participar activamente en conversaciones y discusiones formales animadas y en las que se traten temas abstractos, complejos y desconocidos, identificando con precisión los argumentos de los diferentes puntos de vista, argumentando su postura formalmente, con precisión y convicción, respondiendo a preguntas y comentarios y contestando de forma fluida, espontánea y adecuada a argumentaciones complejas contrarias.
- Participar activamente en conversaciones informales animadas que traten temas abstractos, complejos y desconocidos, expresando sus ideas y opiniones con precisión, presentando líneas argumentales complejas de manera convincente y respondiendo a las mismas con eficacia.

2.4. Comprensión de lectura

- 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.
- Comprender cualquier correspondencia haciendo uso esporádico del diccionario.
- 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.
- Comprender sin dificultad textos literarios contemporáneos extensos y captar el mensaje, las ideas o conclusiones implícitas.

2.5. Expresión escrita

- Escribir informes, artículos y ensayos claros y bien estructurados sobre temas complejos resaltando las ideas principales, ampliando con cierta extensión, defendiendo puntos de vista con ideas complementarias, motivos y ejemplos adecuados, y terminando con una conclusión adecuada.
- Tomar notas detalladas durante una conferencia, curso o seminario que trate temas de su especialidad, transcribiendo la información de forma tan precisa y cercana al original que las notas también podrán ser útiles para otras personas.

2.6. Interacción escrita

- Escribir textos de ficción de manera clara, detallada y bien estructurada, con un estilo convincente, personal y natural, apropiados para los lectores a los que van dirigidos.
- Escribir correspondencia personal, independientemente del soporte, en la que el usuario se expresa con claridad, detalle y precisión y se relaciona con el destinatario con flexibilidad y eficacia, incluyendo usos de carácter emocional, alusivo y humorístico.
- Escribir correspondencia formal con la corrección debida y ajustándose a las convenciones que requieren la situación, el destinatario y el formato.

2.7. Mediación oral y escrita

- Parafrasear y resumir textos largos y minuciosos de diverso carácter y convertir en un nuevo texto escrito y coherente informaciones de diversas fuentes.

- Parafrasear y resumir en forma oral textos largos y minuciosos de diverso carácter y convertir en un nuevo texto oral coherente informaciones de diversas fuentes.
- Mediar con eficacia entre hablantes de la lengua meta y de la propia u otras teniendo en cuenta las diferencias y las implicaciones sociolingüísticas y socioculturales de las mismas y reaccionando en consecuencia.

3. CONTENIDOS

3.1. Contenidos discursivos

Los contenidos discursivos en C1 incluyen, además de los siguientes, todos los contenidos recogidos en niveles inferiores, utilizados en este nivel con una mayor adecuación a los registros y al nivel.

3.1.1. Características de la comunicación: Principio de la cooperación, negociación del significado y carácter impredecible de la comunicación (vacío de información y opinión).

3.1.1.1. Coherencia textual: adecuación del texto al contexto comunicativo

3.1.1.1.1. Tipo, formato de texto y secuencia textual; introducción a los modelos de organización textual.

3.1.1.1.2. Variedad de lengua y registro.

3.1.1.1.3. Tema: selección léxica, de estructuras sintácticas y de contenido relevante.

3.1.1.1.4. Relevancia funcional y socio-cultural del texto.

3.1.1.1.5. Esquemas de interacción y transacción del lenguaje oral (turnos de palabras, esquemas de situaciones convencionales y aplicación de esquemas de conocimiento).

3.1.1.2. Cohesión textual: organización interna del texto

3.1.1.2.1. Inicio del discurso: tematización y focalización.

3.1.1.2.2. Desarrollo temático.

3.1.1.2.3. Mantenimiento del tema.

- Co-referencia.

- Sustitución

- Elipsis

- Repetición

- Sinónimos

- Antónimos

- Campos léxicos

- Reformulación

- Énfasis

- Paralelismo

- Refuerzo

- Contraste

- Introducción de subtemas

3.1.1.2.4. Cambio temático: digresión y recuperación del tema.

3.1.1.2.5. Conclusión del discurso: resumen, recapitulación y cierre textual.

3.1.1.2.6. Mantenimiento y seguimiento del discurso oral: Toma y superposición de turnos de palabras (expresión del disgusto, la urgencia y el deseo), cesión de turno de palabra y papel del estatus social en la toma del turno de palabra.

3.1.1.2.7. Uso de partículas conectoras. Conjunciones y adverbios. [ampliación].

3.1.1.2.8. Aspectos paralingüísticos: contacto visual y lenguaje corporal.

3.2. Contenidos funcionales

Los contenidos funcionales en C1 incluyen, además de los siguientes, todos los contenidos recogidos en niveles inferiores, utilizados en este nivel con una mayor adecuación a los registros y al nivel.

3.2.1. 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/m²)

- 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 opinión

(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 dare say/take it for granted that he'll soon turn up.)

3.2.2. Funciones o actos de habla compromisos, 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 (p.e. 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.)

3.2.3. 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 Headteacher/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 (p.e. 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 (p.e. a realizar una acción)

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

-Autorizar (p.e. permiso)

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

-Denegar (p.e. 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 sentimientos

(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 whenwe...?)

-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 ánimo

(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 résumé/Price lists 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!)

3.2.4. 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 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.)

3.2.5. 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, satisfacción y admiración

(I was over the moon/I was overjoyed.) (Timmy glowed with satisfaction/I was beside myself with joy.) (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 disgusto

(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 achieves 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.)

3.3.Contenidos fonéticos, fonológicos y ortográficos

Los contenidos fonéticos, fonológicos y ortográficos en C1 incluyen, además de los siguientes, todos los contenidos recogidos en niveles inferiores, utilizados en este nivel con una mayor adecuación a los registros y al nivel.

3.3.1. Fonética y fonología

- Sonidos y fonemas vocálicos y sus combinaciones

- Vocales, diptongos, triptongos y semivocales: contenido referenciado en niveles anteriores.

- Relajación articulatoria en registro informal (Too expensive for them to buy/Better than ever)

- Sonidos y fonemas consonánticos y sus agrupaciones

- Consonantes

[n velar] frente a [n] (singing-finger/rung-hunger) [l velar] (fill/failed) [r muda] + sufijo convertida en [r pronunciada] (por-poorer/pour-pouring)

- Agrupaciones consonánticas

(exist/exam) (thanked/ranked) (fifths/twelfths) (texts/contexts) (clothes/hebreathes) (oaths/youths)

- Dígrafos y trígrafos

(threat/throne) (thwack/thwart) (shrink/shrug)

- Procesos fonológicos
 - Asimilación en la palabra aislada (Christian/toothpaste)
 - Asimilación en la cadena hablada (In case/Ten pence)
 - Coalescencia (Right you are!/He gives you)
 - Linking (How is/Is it a girl?)
 - Linking [r] (Far off/Answer it.)
 - Elisión de [h] en registro informal (I met (h)im and (h)is mother/She didn't tell me (h)ow to find the (h)ouse.)
 - Ensondecimiento inicial (Enough votes) o final (It's)
 - Sonorización (All of it/That much)

- Acento fónico/tonal de los elementos léxicos aislados
 - Acento primario y secundario en palabras de más de tres sílabas (insu'fficient/ine'xactitude)
 - Acento primario y acento secundario en palabras compuestas (dis'patch-rider/post-'graduate) y derivadas ('appetizing/flat'footed)
 - Sufijos que determinan la posición del acento (eco'nomie/(curi'osity)
 - Acento que determina la categoría gramatical ('conduct-con'duct/'attribute-at'tribute)
- Acento y a tonicidad: patrones tonales en el sintagma y la oración
 - Acento primario y acento secundario (His 'first class 'work/'That's the ad'dress he 'sent the letter to)
 - Acento primario y secundario en verbos frasales (break 'in/get 'on with/)

- Entonación descendente
 - en solicitud de información (What's his name?/Where do you live?)
 - en frases que acaban la intervención (John Smith/In London.)
- Entonación ascendente
 - en solicitud de confirmación (You're going already, must you?/Don't be unpleasant!)
 - al narrar (She stopped, got out of the car, and went home/While he was walking, he noticed her trailing.)
 - para indicar que no acaba la intervención (When he came... I greeted him./Some pears and... well, that's all.)
- Entonación ascendente o descendente en exclamaciones (Brilliant! [positivo])/descendente (Brilliant! [negativo])

3.3.2. Ortografía

- El alfabeto/los caracteres
- Contenido referenciado en niveles anteriores
- Representación gráfica de fonemas y sonidos
- Vocales
 - [i:] (field/conceive/quay)
 - [æ] (plaid/plait)
 - [a:] (sergeant/reservoir)
 - [o breve] (trough/shone/yacht)

- [u:] (tomb/canoe)
- [ɜ:] (Persia/colonel)
- Vocales en dígrafos
(aisle/feud/jeopardy/gauge)
- Diptongos
(bouquet/height/buoy/brooch/drought/weird/scarce/gourmet)
- Triptongos
(layer/choir/royal/lower/nowadays)
- Consonantes
(chorus/ghost/sugar/capture/soldier/lieutenant/relieve/scent/exact/ocean/casual/wrestle/suite/schema)
- Consonantes mudas
(plumber/victuals/fudge/assign/highest/chord/knot/calf/mnemonics/solemn/pneumonia/thistle/debris/wrinkle)
- Homófonos
(right-rite/where-ware)
- Homógrafos
(read presente vs. pasado/row distintos significados)
- Homónimos
(John trains seals/John seals trains.)
- Pronunciación de siglas
(P.T.O/NATO)
 - Ortografía de las palabras extranjeras
- Retenida
(entrée/première/café/patio) con adaptaciones fonéticas
- Adaptada
(Aesop's fables/fetus)
 - Uso de los caracteres en sus diversas formas
- Mayúsculas y minúsculas.
- Negrita.
- Cursiva en términos poco familiares.
 - Signos Ortográficos
- Abreviaturas con y sin punto en tratamientos (Prof./Right Hon.) y sin punto (Dr/Mr) sistema métrico decimal (km/m) frente a medidas imperiales (gal./in.)
- Abreviaturas sin punto en elementos químicos (Al/Mg) masa en uso científico (oz, lb) moneda (USD/p) plurales (hrs/mins) nacionalidad/país (M. Leclerc (Fra)/Herr Staffenbaum (Ger))
- Abreviaturas con punto en términos latinos (et al./vs.) frases abreviadas (c.i.f./R.S.V.P.) palabras reducidas a una letra (b. (born)/d. (died))
- Apóstrofo en letras y números (Don't forget to dot your i's and cross your t's/They were grouped in 2's and 3's.) en años abreviados (The '68 revolution./Its main effects were felt in the '70s.) posesión en nombres polisilábicos acabados en -s/-ies (myxomatosis' symptoms/the species' subgroups) posesión en nombres compuestos (The women unions' joint opinion/Leaders and citizens' trust)
- Asterisco para evitar palabras ofensivas
(He told me to go to ****!/"What the **** are you doing here?," she said.)
- Barra en alternativas (You'll need your passport and/or birth certificate./You should write his/her name at the bottom.) en fracciones (2/3 two-thirds/3/8 three-eighths) en expresiones distributivas (\$50/week./Fat content 5.6g/100g)

- Comilla simple en citas
("We are not 'criminals'", said Maria/"They told me 'Your son is a lost case.'", Linda recalls.)

- Corchetes en notas editoriales
(Jones maintained that Smith had confirmed that he [Jones] had not signed the cheque/Smith maintains that 'the commune *i.e. municipality+, and not the state, is the true representative of the people' (ibid.).)

- Dos puntos
en introducción de listas en la misma frase (The following issues have been included: the economy, employment, exports and party membership./You will need these items: a compass, a rope and a lighter.)
en explicaciones (And it's expensive: in terms of time, effort and material things/Starr first

divided risks into two categories: voluntary and involuntary.)
en contraste o oposición (Two's company: three, an orgy/The Labour Party voted for reduced state control: this was, however, a contradiction of their election manifesto.)
antes de citas o preguntas dentro de comillas (As Cindy Adams once said: "Success has made

failures of many men."/The trade union leader wanted an explanation: "If Rome was built in

a day, who was in charge of that job?")

en horas (01:30/10:23:07)

- Exclamación en parenthesis

sin punto final (The room was painted blue – the political colour of those who used it!)

con punto final (The room was painted red (bright socialist red!).)

- Guión-dash

en números negativos (-32/Absolute zero is -273.15°C)

en horas o fechas indicando 'hasta' (Closed 12.30-13.30/Mozart 756-1791)

espaciado en rangos de números (Salary \$60,000 - \$75,000/In the range \$60,000 – 75,000)

espaciado en rangos de fechas (Augustus 63 BC – AD 14./Inhabited AD 763 – ca. 831)

espaciado en rangos de bibliografía (See pp. 40 – 54./Vols II – III cover the post-war period.)

espaciado en inserciones (The process is slow – he manages about 10 words a minute – but

it can be speeded up if.../The superabundance – and cleverness – of alcoholic beverage advertising can be ...)

- Guión-hyphen

en palabras compuestas (Up-to-date./The one-hundredth episode./A three-month-old baby/A blue-eyed girl.)

en puntos cardinales (south-westerly/south-west-by-south

separador entre líneas (computer-ized/com-mercial)

en horas expresadas en palabras (at two-thirty/at six-ohfive)

en medidas especiales (It was made of 18-carat gold/It filled a 2-gallon barrel.)

- Paréntesis

(Beyerstein [1987-1988] has traced the relationship between.../I think any other excuses (pressure of work, disturbed childhood, alcoholic parents) are just excuses.)

- Punto

en abreviaturas que acaban con letra distinta de la de la palabra completa (Ph.D./M.Sc. (Econ.))

en paréntesis y citas dentro del paréntesis o la cita si forma parte de ellos ((His innocence was proved at a later date.)/Abdul commented: “English is Greek to me! (I prefer French.)”)

fuera del paréntesis o la cita si no forma parte de ellos (He had served his time (his innocence was proved at a later date)/I didn’t hear Prescott say “sorry” (but he says he did).)

- Punto y coma

en información adicional (This ratio is sometimes referred to as “the welfare burden”; it increases if people.../Siam consisted of the valley of the River Menam; its waters were...; on

its banks stood...)

en una lista compleja (There are two facts to consider: first, the weather; second, the expense/ The following were called as witnesses: the shopkeeper, now retired; the bank manager, currently suspended; his mother-in-law, the chief suspect.)

- Siglas de uso frecuente en mayúscula (RSVP/P.T.O.) y en minúscula (i.e./p.m.)

- Signos en Internet (@/-/\/)

- Signos en teléfonos (#/*)

- Signos tipográficos

➤ Estructura silábica. División de la palabra al final de la línea. División de compuestos

- Componentes de la sílaba (onset -peak -coda) (squ-ea-led/te-xts)

- Resilabeo[hablado] (Miss-Sandy/Miss-Andie)

- Guión-hyphen para separar palabras al final de línea

Separación morfológica(dis-ap-pear/grate-fully)

Separación silábica (indus-trious/un-kind-li-ness)

Separación semántica (spot-light/scape-goat)

3.4.Contenidos gramaticales

Los contenidos gramaticales en C1 incluyen, además de los siguientes, todos los contenidos recogidos en niveles inferiores, utilizados en este nivel con una mayor adecuación a los registros y al nivel. Los ejemplos específicos de estructuras usan un único exponente; por lo tanto no deben ser entendidos como los únicos exponentes posibles de dichas estructuras, sino una posible ilustración de su uso.

3.4.1. La oración simple

3.4.1.1. Tipos de oración, elementos contituyentes y su posición

➤ 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 + inversión (Never in my whole life have I been so insulted./Very few such instances will be encountered.)

➤ 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?)

➤ Oración exclamativa

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

➤ 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!)

3.4.1.1. 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.)

3.4.2. La oración compuesta

7.3.4.2.1 Expresión de las relaciones lógicas

-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.)

-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.)

-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.)

-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.)

-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.)

-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, on 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.)

-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.)

-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.)

-Resultado

(The meeting was inoperative. 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.)

3.4.2.1 Relaciones temporales

-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.)

-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.)

-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.)

3.4.3. El sintagma nominal

3.4.3.1 Núcleo

3.4.3.1.1. Sustantivo

-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)

-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)

-Número

--Plural de los extranjerismos (alumnae/kibbutzim)

--Locuciones con nombres incontables (A chunk of data./A lump of clay.)

-Grado

-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.)

3.4.3.1.2. 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.)

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

-Reflexivos (One doesn't wish to repeat oneself and the reader is referred to other parts of this book./We find ourselves re-examining the ways we speak to, inform, and educate one another about health.)

-Demostrativos

Contenido referenciado en niveles anteriores

-Indefinidos

Contenido referenciado en niveles anteriores

-Interrogativos/exclamativos (Whoever told you that?/Whatever has come over you!)

-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)

3.4.3.2 Modificación del núcleo

3.4.3.2.1. 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 Cocoland 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.)

---decimales (1.25 inches/specific gravity 0.9547)

---expresiones matemáticas (multiplied by 3/a factor of 2)

---medidas (8 by 12 inches/1 . 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)

3.4.3.2.2. Aposición

-No restrictiva (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)

3.4.3.2.3. 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

Belizewith 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)

3.4.3.3. 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.)

3.4.3.4. 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.)

3.4.3.5. Funciones sintácticas del sintagma

3.4.4. El sintagma adjetival

3.4.4.1. Núcleo: adjetivo

Género(handsome/beautiful/good-looking)

Caso

Número

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 comparativo (A great deal faster/(Quite) A bit earlier/(Far) More interesting)

Locuciones adverbiales de superlativo (By far the most extensive/Much the easiest)

3.4.4.2. Modificación del núcleo

➤ Mediante sintagma

-Nominal

-Adjetival

-Verbal (Some decisions are likely to be taken./They are expected to win.)

-Adverbial

--Adv + Adj comparativo

(Quite a bit taller than.../Much more significant than.../No greater than ...)

(Far more debatable/ Somewhat clearer)

--Adv + Adj superlativo

(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.)

➤ 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.)

3.4.4.3. Posición de los elementos

Posición atributiva

Posición predicativa

Aposición

3.4.4.4. Fenómenos de concordancia

3.4.4.5. 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 biting 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.)

3.4.5. El sintagma verbal

3.4.5.1 Núcleo: Verbo

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)

Tiempo

-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.)

-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.)

-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 duran 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.)

Aspecto

-Durativo del gerundio (Prices are increasing./Riots have been growing.)

-Incoativo (She turned to tears./It will become even greater.)

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 futura (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.)

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 water 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 (In progress/On display/Underconstruction)

3.4.5.2. 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.)

3.4.5.3. 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 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.)

3.4.5.4. 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.)

3.4.6. El sintagma adverbial

3.4.12.1. 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)

--Enf.ticos (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)

3.4.6.2. Modificación del núcleo

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

3.4.6.3. 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 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.)

3.4.6.4. 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.)

3.4.7. El sintagma preposicional

3.4.7.1. Núcleo

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.)

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)

3.4.7.2. Modificación del sintagma

-Mediante Adv/Prep (Along with/Up to)

-Mediante V/Adj/Conj (Owing to/Due to/Because of)

3.4.7.3. 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 'sueeltas'

-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-infinitive (He is impossible to work with./The bulb is so difficult for me to get at that you'll have to change it.)

3.4.7.4. 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'll have to look into it.)

-Complemento del Adj (I am sorry for his parents./She is still unaware of the danger.)

3.5. Contenidos temáticos

Los contenidos temáticos en C1 incluyen, además de los siguientes, todos los contenidos recogidos en niveles inferiores, utilizados en este nivel con una mayor adecuación a los registros y al nivel.

3.5.1. Temas longitudinales centrales.

3.5.1.1 Uno mismo y los demás.

Creencias, valores y opiniones.

Buenos modales sociales.
Comunicación.
Relaciones sociales.

3.5.1.2. El entorno.
El medio ambiente: Reducción de impacto medioambiental.
La vida en la ciudad.
Sostenibilidad.
La vivienda: Alquiler y compra.

3.5.1.3. El trabajo.
El entorno laboral.
Actitudes ante el trabajo.
Nuevos perfiles laborales.
Desempleo.

3.5.1.4. El Ocio.
Nuevas actividades de ocio.
La vida nocturna.
Trastornos de sueño.
La comida como cultura.
Actividades extremas de ocio.

3.5.1.5. La Salud.
Sistemas sanitarios privados y públicos.

La relación mente-cuerpo. Nuevas enfermedades y síndromes
Procesos mentales.
Dolencias y enfermedades raras.

3.5.1.6. La Imagen.
Claves del lenguaje corporal.
La imagen de uno mismo: equilibrio y trastornos.
Criterios estéticos a través de los tiempos.
El buen gusto: definición y claves.

3.5.1.7. La Sociedad.
Servicios sociales: los límites del estado de bienestar.
La inmigración y el multiculturalismo: principios de integración y respeto mutuo.
Mantenerse a salvo: tendencias en la criminalidad y respuestas legales.
Política, responsabilidad y conciencia social.
Los medios de comunicación: influencia y responsabilidad.

3.5.1.8. Educación.
El valor y el coste de la educación.
La necesidad de ser reflexivo y crítico.
Sofisticación mental y elaboración lingüística.
Preparación académica y vocacional: niveles y cualificaciones.

3.5.1.9. Dinero.

Ética y 'marketing': ¿cada vez más incompatibles?.

Consumismo: ¿el único camino hacia delante?

Actitudes hacia el dinero.

La banca personal: gestiones usuales.

El comercio: operaciones y tendencias.

3.5.1.10. Tecnología.

El papel de la tecnología en nuestras vidas.

Los límites de la tecnología y de la ciencia.

Impacto de las TICs en los hábitos personales y sociales.

3.5.2. Campos semánticos principales.

3.5.2.1. Uno mismo y los demás

Verbos para expresar creencias, valores y opiniones.

Acciones y actitudes que reflejan buenos y malos modales.

Modos de hablar. Actitudes en la conversación.

Adjetivos para describir la personalidad y el carácter.

Tipos de relaciones sociales.

3.5.2.2. El entorno

Problemas medioambientales.

Sitios urbanos. Adjetivos para describir el entorno urbano.

Hábitos sostenibles. Acciones ecológicas.

La vivienda: alquiler, compra, participantes, acciones, condiciones, fiscalidad, comunidades.

3.5.2.3. El trabajo

Gente. Objetos y procesos en el lugar de trabajo.

Actitudes hacia el trabajo y problemas asociados con el trabajo.

Trabajos nuevos y poco comunes; cualidades necesarias.

Perder el trabajo. Consecuencias. Subsidios y ayudas. Buscar un trabajo.

3.5.2.4. Ocio

Describir nuevas actividades de ocio.

Vida nocturna.

Trastornos del sueño. Sensaciones asociadas con el sueño. Hábitos de sueño.

Describir comida y bebidas: sabor, olor, textura, color, etc.

Deportes de riesgo. Adjetivos para describir actividades físicas.

3.5.2.5. La Salud

Procesos hospitalarios. Tratamientos médicos. Equipos médicos.

Describir síntomas. Tipos de dolor.

Trastornos mentales. Problemas relacionados con los sentidos.

Describir procesos mentales.

Nombres de dolencias y enfermedades raras. Posibles causas y tratamientos.

Movimientos específicos y maneras de moverse.

3.5.2.6. La Imagen

Describir gestos y posturas. Maneras de mirar.
La propia imagen: importancia, equilibrio y trastornos.
Cirugía plástica y alternativas para mejorar el aspecto personal.
Acciones que muestran buen o mal gusto. Adjetivos para describir buen gusto y mal gusto.

3.5.2.7. La Sociedad

Servicios sociales. El estado de bienestar: ayudas y subvenciones.
Acciones que implican conflicto social. Describir situaciones socialmente conflictivas.
Clasificación de delitos y faltas. Clases de delincuentes. Acciones legales. Penas.
Participantes en el sistema legal.
Política y políticos. Regímenes políticos. Describir ideas políticas.
Secciones de un periódico o revista. Tipos de programas de televisión. Adjetivos para describir los medios de comunicación y las actitudes de sus profesionales.

3.5.2.8. Educación

Características de una buena educación.
Características de los buenos estudiantes y los buenos profesores.
Adjetivos para describir el uso de la lengua. Maneras de hablar.
Estudios y prácticas: procesos, participantes, materiales, lugares.
Tipos de cualificaciones académicas.

3.5.2.9. Dinero

Vocabulario de “marketing” y publicidad.
Consumismo.
Describir actitudes personales hacia el dinero y sus consecuencias.
La banca: operaciones y participantes.
El comercio: procedimientos y participantes. Describir una operación comercial.

3.5.2.10. Tecnología

Adjetivos para describir la tecnología.
Acciones relacionadas con el uso de la tecnología.
Tipos de tecnología.
Dispositivos y equipos.
Actitudes ante la tecnología.

7.3.6 SECUENCIACIÓN Y TEMPORALIZACIÓN DE CONTENIDOS.

El nivel C1 se desarrolla en un total de 4,5 horas lectivas semanales. La secuenciación de contenidos se hará integrando los distintos tipos de contenidos (funcionales, fonéticos, gramaticales, léxicos, etc.). En clase se utilizará un libro de texto como guía principal para dicha secuenciación. Éste no es el único recurso que se utilizará en el aula para cubrir los contenidos, haciendo uso de una amplia gama de recursos reales de distintas fuentes: radio, televisión, películas, periódicos, revistas, blogs, etc. Al tratarse de un nivel que requiere gran parte de autoestudio del alumnado, la secuenciación trimestral de los contenidos la irá decidiendo y modificando el tutor según las necesidades y déficits del alumnado.

Criterios de evaluación por destrezas: C1

CRITERIOS EVALUACIÓN COMPRESIÓN ORAL

Comprender información específica en declaraciones y anuncios públicos que tienen poca calidad y sonido distorsionado; por ejemplo, en una estación o estadio.

Comprender, incluso en un ambiente con ruido, cualquier tipo de información específica en declaraciones y anuncios públicos que tienen poca calidad y un sonido distorsionado. Comprender información técnica compleja, como, por ejemplo, instrucciones de funcionamiento, especificaciones de productos y servicios cotidianos.

CRITERIOS EVALUACIÓN EXPRESION ORAL

Hacer declaraciones públicas con fluidez, casi sin esfuerzo, usando cierta entonación para transmitir matices sutiles de significado con precisión.

Realizar presentaciones claras y bien estructuradas sobre un tema complejo, ampliando con cierta extensión, integrando otros temas, desarrollando ideas concretas y defendiendo sus puntos de vista con ideas complementarias, motivos y ejemplos adecuados, y terminando con una conclusión apropiada, así como responder espontáneamente y sin apenas esfuerzo a las preguntas de la audiencia.

CRITERIOS EVALUACIÓN INTERACCIÓN ORAL

Participar de manera plena en una entrevista, como entrevistador o entrevistado, ampliando y desarrollando las ideas discutidas con fluidez y sin apoyo y haciendo un buen uso de las interjecciones y otros mecanismos para expresar reacciones y mantener el buen desarrollo del discurso

CRITERIOS DE EVALUACIÓN COMPRESIÓN LECTURA

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.

Comprender cualquier correspondencia haciendo uso esporádico del diccionario.

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.

Comprender sin dificultad textos literarios contemporáneos extensos y captar el mensaje, las ideas o conclusiones implícitas.

CRITERIOS EVALUACIÓN EXPRESIÓN ESCRITA

Escribir informes, artículos y ensayos claros y bien estructurados sobre temas complejos resaltando las ideas principales, ampliando con cierta extensión, defendiendo puntos de vista con ideas complementarias, motivos y ejemplos adecuados, y terminando con una conclusión adecuada.

Parfrasear y resumir en forma oral textos largos y minuciosos de diverso carácter y convertir en un nuevo texto oral coherente informaciones de diversas fuentes.

Mediar con eficacia entre hablantes de la lengua meta y de la propia u otras teniendo en cuenta las diferencias y las implicaciones sociolingüísticas y socioculturales de las mismas y reaccionando en consecuencia.