

4. PROGRAMACIÓN DIDÁCTICA DEL NIVEL AVANZADO C1

4.1. Descripción del nivel.	Pág 1
4.2. Objetivos generales.	Pág 1
4.3. Objetivos y criterios de evaluación por cada Actividades de Lengua	
4.3.1. Actividades de Comprensión de Textos Orales.	Pág 3
a) Objetivos.	
b) Criterios de evaluación.	
4.3.2. Actividades de Producción y Coproducción de Textos Orales.	Pág 4
a) Objetivos.	
b) Criterios de evaluación.	
4.3.3. Actividades de Comprensión de Textos Escritos.	Pág 6
a) Objetivos.	
b) Criterios de evaluación.	
4.3.4. Actividades de Producción y Coproducción de Textos Escritos.	Pág 8
a) Objetivos.	
b) Criterios de evaluación.	
4.3.5. Actividades de Mediación.	Pág 9
a) Objetivos.	
b) Criterios de evaluación.	
4.4. Competencias y contenidos para todas las Actividades de Lengua.	Pág 10
4.4.1. Socioculturales y sociolingüísticos.	Pág 11
4.4.2. Estratégicos.	Pág 11
a) Estrategias de comprensión de textos orales y escritos.	
b) Estrategias de producción, coproducción y mediación de textos orales y escritos.	
4.4.3. Funcionales.	Pág 12
a) Actos de habla asertivos.	
b) Actos de habla compromisos.	
c) Actos de habla directivos.	
d) Actos de habla fáticos y solidarios.	
e) Actos de habla expresivos.	
4.4.4. Discursivos.	Pág 25
a) Coherencia textual.	
b) Cohesión textual.	
4.4.5. Sintácticos.	Pág 28
4.4.6. Léxicos.	Pág 36
a) Contenidos léxico-temáticos.	
b) Contenidos léxico-nocionales.	
c) Operaciones y relaciones semánticas.	
4.4.7. Fonético-fonológicos.	Pág 39
4.4.8. Ortotipográficos.	Pág 40
4.4.9. Interculturales.	Pág 43
4.5. Distribución temporal de los contenidos en C1.1 y C1.2.	Pág 44
4.6. Criterios de evaluación.	Pág 45
4.7. Contenidos mínimos.	Pág 46
4.8. Clases de refuerzo.	Pág 47

4.1. Descripción del Nivel Avanzado C1.

Las enseñanzas de Nivel Avanzado C1 tienen por objeto capacitar al alumnado para actuar con flexibilidad y precisión, sin esfuerzo aparente y superando fácilmente las carencias lingüísticas mediante estrategias de compensación, en todo tipo de situaciones en los ámbitos personal y público, para realizar estudios a nivel terciario o participar con seguridad en seminarios o en proyectos de investigación complejos en el ámbito académico, o comunicarse eficazmente en actividades específicas en el entorno profesional.

Para ello, el alumnado deberá adquirir las competencias que le permitan utilizar el idioma con gran facilidad, flexibilidad, eficacia y precisión para comprender, producir, coproducir y procesar una amplia gama de textos orales y escritos extensos y estructuralmente complejos, precisos y detallados, sobre aspectos tanto abstractos como concretos de temas de carácter general o especializado, incluso fuera del propio campo de especialización, en diversas variedades estándar de la lengua, y con estructuras variadas y complejas y un amplio repertorio léxico que incluya expresiones especializadas, idiomáticas y coloquiales y que permita apreciar y expresar sutiles matices de significado.

4.2. Objetivos generales.

Una vez adquiridas las competencias correspondientes al Nivel Avanzado C1, el alumnado será capaz de:

- a) Comprender, independientemente del canal e incluso en malas condiciones acústicas, la intención y el sentido general, las ideas principales, la información importante, los aspectos y detalles relevantes y las opiniones y actitudes, tanto implícitas como explícitas, de los y las hablantes en una amplia gama de textos orales extensos, precisos, detallados y lingüística y conceptualmente complejos, que traten de temas tanto concretos como abstractos o desconocidos para el alumnado, incluyendo aquellos de carácter técnico o especializado, y en una variedad de acentos, registros y estilos, incluso cuando la velocidad de articulación sea alta y las relaciones conceptuales no estén señaladas explícitamente, siempre que pueda confirmar algunos detalles, especialmente si no está familiarizado con el acento.
- b) Producir y coproducir, con fluidez, espontaneidad y casi sin esfuerzo, e independientemente del canal, una amplia gama de textos orales extensos, claros y detallados, conceptual, estructural y temáticamente complejos, en diversos registros, y con una entonación y acento adecuados a la expresión de matices de significado, mostrando dominio de un amplia gama de recursos lingüísticos, de las estrategias discursivas e interaccionales y de compensación que hace imperceptibles las dificultades ocasionales que pueda tener para expresar lo que quiere decir y que le permite adecuar con eficacia su discurso a cada situación comunicativa.
- c) Comprender con todo detalle la intención y el sentido general, la información importante, las ideas principales, los aspectos y detalles relevantes y las opiniones y actitudes de los autores y de las autoras, tanto implícitas como explícitas, en una amplia gama de textos escritos extensos, precisos y detallados, conceptual y estructuralmente complejos, incluso sobre temas fuera de su campo de especialización, identificando las diferencias de estilo y registro, siempre que pueda releer las secciones difíciles.

- d) Producir y coproducir, independientemente del soporte, textos escritos extensos y detallados, bien estructurados y ajustados a los diferentes ámbitos de actuación, sobre temas complejos en dichos ámbitos, resaltando 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 apropiada, utilizando para ello, de manera correcta y consistente, estructuras gramaticales y convenciones ortográficas, de puntuación y de presentación del texto complejas, mostrando control de mecanismos complejos de cohesión y dominio de un léxico amplio que le permita expresar matices de significado que incluyan la ironía, el humor y la carga afectiva.
- e) Mediar con eficacia entre hablantes de la lengua meta o de distintas lenguas teniendo en cuenta las diferencias y las implicaciones sociolingüísticas y socioculturales de las mismas y reaccionando en consecuencia, en situaciones tanto habituales como más específicas y de mayor complejidad en los ámbitos personal, público, académico y profesional, trasladando con flexibilidad, corrección y eficacia tanto información como opiniones, implícitas o explícitas, contenidas en una amplia gama de textos orales o escritos extensos, precisos y detallados, conceptual y estructuralmente complejos, identificando y reflejando con la mayor exactitud posible las diferencias de estilo y registro, y utilizando los recursos lingüísticos y las estrategias discursivas y de compensación para minimizar las dificultades ocasionales que pudiera tener.

4.3. Objetivos y criterios de evaluación para cada Actividad de Lengua.

4.3.1. Actividades de Comprensión de Textos Orales.

a) Objetivos.

- Comprender, independientemente del canal, información específica en declaraciones, mensajes, anuncios y avisos detallados que tienen poca calidad y un sonido distorsionado.
- Comprender información técnica compleja con condiciones y advertencias, instrucciones de funcionamiento y especificaciones de productos, servicios y procedimientos conocidos y menos habituales, y sobre todos los asuntos relacionados con su profesión o sus actividades académicas.
- Comprender con relativa facilidad la mayoría de las conferencias, charlas, coloquios, tertulias y debates, sobre temas complejos de carácter público, profesional o académico, entendiendo en detalle los argumentos que se esgrimen.
- Comprender los detalles de conversaciones y discusiones de cierta longitud entre terceras personas, incluso sobre temas abstractos, complejos o con los que no se está familiarizado y captar la intención de lo que se dice.
- Comprender conversaciones de cierta longitud en las que se participa aunque no estén claramente estructuradas y la relación entre las ideas sea solamente implícita.
- Comprender sin demasiado esfuerzo una amplia gama de programas de radio y televisión, material grabado, obras de teatro u otro tipo de espectáculos y películas que contienen una cantidad considerable de argot o lenguaje coloquial y de expresiones idiomáticas, e identificar pormenores y sutilezas como actitudes y relaciones implícitas entre los y las hablantes.

b) Criterios de evaluación.

- Posee un amplio repertorio de competencias socioculturales y sociolingüísticas que le permite apreciar con facilidad diferencias de registro y las sutilezas propias de la comunicación oral en las culturas, comunidades de práctica y grupos en los que se habla el idioma.
- Selecciona y aplica con eficacia las estrategias más adecuadas en cada caso para la comprensión de la intención, el sentido general, las ideas principales, la información importante, los aspectos y detalles relevantes y las opiniones y actitudes de los y de las hablantes, tanto implícitas como explícitas.
- Reconoce, según el contexto específico, la intención y significación de un amplio repertorio de exponentes de las funciones comunicativas o actos de habla, tanto indirectos como directos, en una amplia variedad de registros (familiar, informal, neutro, formal).
- Es capaz de seguir un discurso extenso incluso cuando no está claramente estructurado y cuando las relaciones son solo supuestas y no están señaladas explícitamente.
- Es lo bastante hábil como para utilizar las claves contextuales, discursivas, gramaticales y léxicas con el fin de inferir la actitud, la predisposición mental y las intenciones del autor o de la autora y prever lo que va a ocurrir.
- Reconoce una gran diversidad de expresiones idiomáticas y coloquiales y aprecia connotaciones y matices sutiles de significado, aunque puede que necesite confirmar algunos detalles si el acento no le resulta familiar.
- Distingue una amplia gama de patrones sonoros, acentuales, rítmicos y de entonación, lo que le permite comprender a cualquier hablante, interlocutor o interlocutora, aunque puede que tenga que confirmar algunos detalles cuando el acento le resulta desconocido.

4.3.2. Actividades de Producción y Coproducción de Textos Orales.

a) Objetivos.

- Hacer declaraciones públicas con fluidez, casi sin esfuerzo, usando cierta entonación para transmitir matices sutiles de significado con precisión.
- Realizar presentaciones extensas, claras y bien estructuradas sobre un tema complejo, ampliando con cierta extensión, integrando otros temas, desarrollando ideas concretas y defendiendo puntos de vista con ideas complementarias, motivos y ejemplos adecuados, apartándose cuando sea necesario del texto preparado y extendiéndose sobre aspectos propuestos de forma espontánea por los oyentes o las oyentes, y terminando con una conclusión apropiada, así como responder espontáneamente y sin apenas esfuerzo a las preguntas de la audiencia.
- Llevar a cabo transacciones, gestiones y operaciones complejas en las que se debe negociar la solución de conflictos, establecer las posturas, desarrollar argumentos, hacer concesiones y establecer con claridad los límites de cualquier concesión que se esté en disposición de realizar, utilizando un lenguaje persuasivo, negociando los pormenores con eficacia y haciendo frente a respuestas y dificultades imprevistas.

- Participar de manera plena en una entrevista, como persona entrevistadora o entrevistada, ampliando y desarrollando las ideas discutidas con fluidez y sin apoyo y utilizando con flexibilidad los mecanismos adecuados en cada momento para expresar reacciones y para mantener el buen desarrollo del discurso.
- Participar activamente en conversaciones informales animadas, con uno o varios interlocutores o interlocutoras, que traten temas abstractos, complejos, específicos e incluso desconocidos y en las que se haga un uso emocional, alusivo o humorístico del idioma, expresando las propias ideas y opiniones con precisión, presentando líneas argumentales complejas de manera convincente y respondiendo a las mismas con eficacia, haciendo un buen uso de las interjecciones.
- Participar activamente y con gran facilidad en conversaciones y discusiones formales animadas (por ejemplo: en debates, charlas, coloquios, reuniones o seminarios) en las que se traten temas abstractos, complejos, específicos e incluso desconocidos, identificando con precisión los argumentos de los diferentes puntos de vista, argumentando la propia postura formalmente, con precisión y convicción, respondiendo a preguntas y comentarios y contestando de forma fluida, espontánea y adecuada a argumentaciones complejas contrarias.

b) Criterios de evaluación.

- Utiliza el idioma con flexibilidad y eficacia para fines sociales, incluyendo el uso emocional, alusivo y humorístico, adaptando lo que dice y los medios de expresarlo a la situación y al receptor o receptora, y adoptando un nivel de formalidad adecuado a las circunstancias.
- Muestra un dominio de las estrategias discursivas y de compensación que hace imperceptibles las dificultades ocasionales que pueda tener para expresar lo que quiere decir y que le permite adecuar con eficacia su discurso a cada situación comunicativa (por ejemplo: realiza un seguimiento del efecto o éxito de la comunicación de textos orales basándose en la reacción del interlocutor, interlocutora o la audiencia; utiliza espontáneamente una serie de expresiones adecuadas para ganar tiempo mientras reflexiona sin perder su turno de palabra; sustituye por otra una expresión que no recuerda sin que su interlocutor o interlocutora se percate: sortea una dificultad cuando se topa con ella y vuelve a formular lo que quiere decir sin interrumpir totalmente la fluidez del discurso o corrige sus lapsus y cambia la expresión, si da lugar a malentendidos).
- Desarrolla argumentos detallados de manera sistemática y bien estructurada, relacionando lógicamente los puntos principales, resaltando los puntos importantes, desarrollando aspectos específicos y concluyendo adecuadamente.
- Expresa y argumenta sus ideas y opiniones con claridad y precisión y rebate los argumentos y las críticas de sus interlocutores o interlocutoras de manera convincente y sin ofender, respondiendo a preguntas y comentarios y contestando de forma fluida, espontánea y adecuada.
- Utiliza los exponentes orales de las funciones comunicativas más adecuados para cada contexto específico, tanto a través de actos de habla indirectos como directos, en una amplia variedad de registros (familiar, informal, neutro, formal).

- Estructura bien y claramente su discurso, mostrando un uso adecuado de criterios de organización y un buen dominio de una amplia gama de conectores y mecanismos de cohesión propios de la lengua oral según el género y tipo textual.
- Manifiesta un alto grado de corrección gramatical de modo consistente y sus errores son escasos y apenas apreciables.
- Domina un amplio repertorio léxico, incluyendo expresiones idiomáticas y coloquiales, que le permite superar con soltura sus deficiencias mediante circunloquios, aunque aún pueda cometer pequeños y esporádicos deslices, pero sin errores importantes de vocabulario y sin que apenas se note que busca expresiones o que utiliza estrategias de evitación.
- Tiene una capacidad articuladora próxima a alguna(s) de las variedades estándar propias de la lengua meta y varía la entonación y coloca el énfasis de la oración correctamente para expresar matices sutiles de significado.
- Se expresa con fluidez y espontaneidad, casi sin esfuerzo; solo un tema conceptualmente difícil puede obstaculizar un discurso fluido y natural.
- Elige una frase apropiada de una serie de posibles enunciados del discurso para introducir sus comentarios adecuadamente con el fin de tomar la palabra o ganar tiempo para mantener el uso de la palabra mientras piensa.
- Es capaz de aprovechar lo que dice el interlocutor o interlocutora para intervenir en la conversación. Relaciona con destreza su contribución con la de otros y otras hablantes.
- Adecua sus intervenciones a las de sus interlocutores o interlocutoras para que la comunicación fluya sin dificultad. Plantea preguntas para comprobar que ha comprendido lo que el interlocutor o interlocutora ha querido decir y consigue aclaración de los aspectos ambiguos.

4.3.3. Actividades de Comprensión de Textos Escritos.

a) Objetivos.

- Comprender con todo detalle instrucciones, indicaciones, normativas, avisos u otras informaciones de carácter técnico extensas y complejas, incluyendo detalles sobre condiciones y advertencias, tanto si se relacionan con la propia especialidad como si no, siempre que se puedan releer las secciones más difíciles.
- Comprender los matices, las alusiones y las implicaciones de notas, mensajes y correspondencia personal en cualquier soporte y sobre temas complejos y que puedan presentar rasgos idiosincrásicos por lo que respecta a la estructura o al léxico (por ejemplo: formato no habitual, lenguaje coloquial o tono humorístico).
- Comprender en detalle la información contenida en correspondencia formal de carácter profesional o institucional, identificando matices tales como las actitudes, los niveles de formalidad y las opiniones, tanto implícitas como explícitas.
- Comprender con todo detalle artículos, informes, actas, memorias 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 en detalle la información contenida en textos de consulta y referencia de carácter profesional o académico, en cualquier soporte, siempre que se puedan volver a leer las secciones difíciles.
- Comprender sin dificultad las ideas y posturas expresadas, tanto implícita como explícitamente, en artículos u otros textos periodísticos de cierta extensión en cualquier soporte y tanto de carácter general como especializado, en los que a su vez se comentan y analizan puntos de vista, opiniones y sus implicaciones.
- Comprender sin dificultad textos literarios contemporáneos extensos, de una variedad lingüística extendida y sin una especial complejidad conceptual y captar el mensaje, las ideas y conclusiones implícitos, reconociendo el fondo social, político o histórico de la obra.

b) Criterios de evaluación.

- Posee un amplio repertorio de competencias socioculturales y sociolingüísticas, incluyendo aspectos sociopolíticos e históricos, que le permite apreciar con facilidad el trasfondo y los rasgos idiosincrásicos de la comunicación escrita en las culturas, comunidades de práctica y grupos en los que se utiliza el idioma.
- Selecciona y aplica con eficacia las estrategias más adecuadas para comprender lo que pretende o se le requiere en cada caso, utilizando con habilidad las claves contextuales, discursivas, gramaticales, léxicas y ortotipográficas con el fin de inferir la actitud, la predisposición mental y las intenciones del autor o de la autora y sacar las conclusiones apropiadas.
- Identifica con rapidez el contenido y la importancia de textos sobre una amplia serie de temas profesionales o académicos y decide si es oportuno una lectura y análisis más profundos.
- Busca con rapidez en textos extensos y complejos para localizar detalles relevantes.
- Reconoce, según el contexto, el género y el tipo textuales específicos, la intención y significación de una amplia variedad de exponentes de las funciones comunicativas o actos de habla, tanto indirectos como directos, en una amplia variedad de registros (familiar, informal, neutro, formal).
- Puede localizar información o seguir el hilo de la argumentación en un texto de estructura discursiva compleja o que no está perfectamente estructurado, o en el que las relaciones y conexiones no están expresadas, o no siempre se expresan, de manera clara y con marcadores explícitos.
- Domina un amplio repertorio léxico escrito, reconoce una gran diversidad de expresiones idiomáticas y coloquiales y aprecia connotaciones y matices sutiles de significado, aunque en ocasiones puede que necesite consultar un diccionario, bien de carácter general, bien especializado.
- Comprende los significados y funciones asociados a una amplia gama de estructuras sintácticas propias de la lengua escrita según el contexto y género y tipo textuales, incluyendo variaciones sintácticas de carácter estilístico (por ejemplo, inversión o cambio del orden de palabras).

- Comprende las intenciones comunicativas que subyacen tras el uso de una amplia gama de convenciones ortotipográficas de la lengua meta, tanto en soporte papel como digital.

4.3.4. Actividades de Producción y Coproducción de Textos Escritos.

a) Objetivos.

- Tomar notas detalladas durante una conferencia, curso o seminario que trate temas de su especialidad o durante una conversación formal, reunión, discusión o debate animados en el entorno profesional, transcribiendo la información de manera tan precisa y cercana al original que las notas también podrían ser útiles para otras personas.
- Escribir correspondencia personal en cualquier soporte y comunicarse en foros virtuales, expresándose con claridad, detalle y precisión y relacionándose con los destinatarios y destinatarias con flexibilidad y eficacia, incluyendo usos de carácter emocional, alusivo y humorístico.
- Escribir, con la corrección y formalidad debidas e independientemente del soporte, correspondencia formal dirigida a instituciones públicas o privadas en la que, por ejemplo, se hace una reclamación o demanda compleja o se expresan opiniones a favor o en contra de algo, aportando información detallada y esgrimiendo los argumentos pertinentes para apoyar o rebatir posturas.
- Escribir informes, memorias, artículos, ensayos, u otros tipos de texto sobre temas complejos en entornos de carácter público, académico o profesional, claros y bien estructurados, resaltando las ideas principales, ampliando con cierta extensión, defendiendo puntos de vista con ideas complementarias, motivos y ejemplos adecuados y terminando con una conclusión apropiada.

b) Criterios de evaluación.

- Adapta lo que dice y los medios de expresarlo a la situación, al receptor, al tema y tipo de texto y adopta un nivel de formalidad adecuado a las circunstancias, aplicando sus conocimientos y competencias socioculturales y extralingüísticos con facilidad para establecer diferencias de registro y estilo y para adecuar con eficacia el texto escrito a las convenciones establecidas en las culturas y comunidades de lengua meta respectivas, eligiendo una formulación apropiada entre una amplia serie de elementos lingüísticos para expresarse con claridad y sin tener que limitar lo que quiere decir.
- Aplica con soltura las estrategias más adecuadas para elaborar los distintos textos escritos complejos que le demanda el contexto específico y planifica lo que hay que decir y los medios para decirlo considerando el efecto que puede producir en el lector o lectora.
- Utiliza los exponentes escritos de las funciones comunicativas más apropiados para cada contexto, tanto a través de actos de habla indirectos como directos, en una amplia variedad de registros (familiar, informal, neutro, formal).
- Muestra control de las estructuras organizativas textuales y los mecanismos complejos de cohesión del texto escrito y puede ilustrar sus razonamientos con ejemplos pormenorizados y precisar sus afirmaciones y opiniones de acuerdo con sus diversas intenciones comunicativas en cada caso.

- Utiliza una amplia gama de estructuras sintácticas que le permiten expresarse por escrito con precisión y mantiene un alto grado de corrección gramatical de modo consistente; los errores son escasos y prácticamente inapreciables.
- Posee un amplio repertorio léxico escrito que incluye expresiones idiomáticas y coloquialismos y que le permite mostrar un alto grado de precisión, superar con soltura sus deficiencias mediante circunloquios y no cometer más que pequeños y esporádicos deslices en el uso del vocabulario.
- Utiliza las convenciones ortotipográficas propias de la lengua meta para producir textos escritos en los que la estructura, la distribución en párrafos y la puntuación son consistentes y prácticas y en los que la ortografía es correcta, salvo deslices tipográficos de carácter esporádico.

4.3.5. Actividades de Mediación.

a) Objetivos.

- Trasladar oralmente de forma clara, fluida y estructurada en un nuevo texto coherente, parafraseándolos, resumiéndolos o explicándolos, información, opiniones y argumentos contenidos en textos escritos u orales largos y minuciosos de diverso carácter relacionados o no con sus áreas de interés y procedentes de diversas fuentes (por ejemplo, ensayos o conferencias).
- Hacer una interpretación consecutiva en charlas, reuniones, encuentros o seminarios relacionados con la propia especialidad, con fluidez y flexibilidad, transmitiendo la información importante en sus propios términos.
- Guiar o liderar un grupo o mediar con fluidez, eficacia y diplomacia entre hablantes de la lengua meta o de distintas lenguas sobre temas tanto relacionados con los campos de interés personal o de la propia especialización, como de fuera de dichos campos (por ejemplo: en reuniones, seminarios, mesas redondas o en situaciones potencialmente conflictivas), teniendo en cuenta las diferencias y las implicaciones sociolingüísticas y socioculturales y reaccionando en consecuencia; demostrando sensibilidad hacia las diferentes opiniones; resolviendo malos entendidos; transmitiendo, de manera clara y concisa, información significativa; formulando las preguntas; y haciendo los comentarios pertinentes, con el fin de recabar los detalles necesarios, comprobar supuestas inferencias y significados implícitos, incentivar la participación y estimular el razonamiento lógico.
- Tomar notas escritas para terceras personas, recogiendo, con la debida precisión, información específica y relevante contenida en textos escritos complejos, aunque claramente estructurados, sobre temas de interés personal o del propio campo de especialización en los ámbitos académico y profesional.
- Tomar notas escritas detalladas para terceros, con la precisión necesaria y una buena estructuración, durante una conferencia, entrevista, seminario, reunión o debate claramente estructurados, articulados a velocidad normal en una variedad de la lengua o en un acento con los que se esté familiarizado y sobre temas complejos y abstractos, tanto fuera como dentro del propio campo de interés o especialización, seleccionando qué información y argumentos relevantes consignar según se desarrolla el discurso.
- Trasladar por escrito en un nuevo texto coherente, parafraseándolos o resumiéndolos, información, opiniones y argumentos contenidos en textos orales o escritos largos y

minuciosos de diverso carácter y procedente de diversas fuentes (por ejemplo: diferentes medios de comunicación, diversos textos académicos, o varios informes u otros documentos de carácter profesional).

- Resumir, comentar y analizar por escrito los aspectos principales, la información específica relevante y los diferentes puntos de vista contenidos en noticias, artículos sobre temas de interés general, entrevistas o documentales que contienen opiniones, argumentos y análisis.
- Traducir fragmentos, relevantes con respecto a actividades del propio interés en los ámbitos personal, académico o profesional, de textos escritos tales como correspondencia formal, informes, artículos o ensayos.

b) Criterios de evaluación.

- Posee un conocimiento amplio y concreto de los aspectos socioculturales y sociolingüísticos propios de las culturas y las comunidades de práctica en las que se habla el idioma, incluidas las sutilezas e implicaciones de las actitudes que reflejan los usos y los valores de las mismas, y las integra con facilidad en su competencia intercultural junto con las convenciones de sus propias lenguas y culturas, lo que le permite extraer las conclusiones y relaciones apropiadas y actuar en consecuencia, en una amplia gama de registros y estilos, con la debida flexibilidad según las circunstancias y con eficacia.
- Aplica con soltura las estrategias adecuadas para adaptar los textos que debe procesar al propósito, la situación, los receptores o receptoras y el canal de comunicación, sin alterar la información y las posturas originales.
- Produce un texto coherente y cohesionado a partir de una diversidad de textos fuente.
- Sabe hacer una cita y utiliza las referencias siguiendo las convenciones según el ámbito y contexto comunicativos (por ejemplo, en un texto académico).
- Transmite con claridad los puntos destacados y más relevantes de los textos fuente, así como todos los detalles que considera importantes en función de los intereses y necesidades de los destinatarios o destinatarias.
- Gestiona con flexibilidad la interacción entre las partes para procurar que fluya la comunicación, indicando su comprensión e interés; elaborando, o pidiendo a las partes que elaboren, lo dicho con información detallada o ideas relevantes; ayudando a expresar con claridad las posturas y a deshacer malentendidos; volviendo sobre los aspectos importantes; iniciando otros temas o recapitulando para organizar la discusión y orientándola hacia la resolución del problema o del conflicto en cuestión.

4.4. Competencias y contenidos para cada Actividad de Lengua.

Notas:

1.- Los contenidos socioculturales y sociolingüísticos 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.

2.- Los ejemplos específicos no deben ser entendidos como los únicos exponentes posibles de dichas estructuras, sino una posible ilustración de su uso.

4.4.1. Socioculturales y sociolingüísticos.

Buen dominio de conocimientos, destrezas y actitudes necesarios para abordar en extensión la dimensión social del uso del idioma en la comprensión, producción y coproducción de textos orales y escritos, incluyendo marcadores lingüísticos de:

a) Relaciones sociales.

b) Normas de cortesía

(Please, listen to me; Thanks a lot; -Beautiful day, isn't it? -Beautiful, isn't it?; -How do you do? -How do you do?)

c) Modismos y expresiones de sabiduría popular

(Tell me who you walk with and I'll tell you who you are; It's easier said than done; Knowledge is no burden; A Word is enough to the wise)

d) Registros, dialectos y acentos (ver Coherencia Textual).

4.4.2. Estratégicos.

a) Estrategias de comprensión de textos orales y escritos.

- Seleccionar y aplicar eficazmente las estrategias más adecuadas en cada caso para la comprensión de la intención, el sentido general, las ideas principales, la información importante, los aspectos y detalles relevantes y las opiniones y actitudes de los y de las hablantes, tanto implícitas como explícitas.
- Seleccionar y aplicar eficazmente las estrategias más adecuadas para comprender lo que se pretende o se requiere en cada caso; utilizar las claves contextuales, discursivas, gramaticales, léxicas y ortotipográficas con el fin de inferir la actitud, la predisposición mental y las intenciones del autor o autora y sacar las conclusiones apropiadas.

b) Estrategias de producción, coproducción y mediación de textos orales y escritos.

Dominio de las estrategias discursivas y de compensación que permitan expresar lo que se quiere decir sin ninguna limitación, adecuando con eficacia el discurso a cada situación comunicativa específica de carácter complejo.

- Aplicar natural y eficazmente las estrategias discursivas y de compensación más adecuadas en cada caso para elaborar una amplia gama de textos complejos ajustados a su contexto específico, incluso especializado, planificando el mensaje y los medios en función del efecto que se quiere o se debe producir sobre el receptor.
- Seleccionar y aplicar las estrategias adecuadas para la mediación de un texto: explicar de forma fluida y estructurada la manera en que los argumentos se presentan, añadiendo aspectos evaluativos y la mayoría de los matices con precisión, señalando las implicaciones socioculturales (por ejemplo: registro, sobreentendidos, ironía, etc.).
- Seleccionar y aplicar las estrategias adecuadas para la mediación de conceptos: liderar y desarrollar ideas en una discusión de temas complejos y abstractos, animando a los interlocutores o interlocutoras a matizar sus razonamientos, resumiendo, evaluando, así como enlazando las diversas contribuciones con el fin de crear un acuerdo para la solución en cuestión o bien moverse hacia adelante.

- Seleccionar y aplicar las estrategias adecuadas para la mediación de la comunicación: mediar con solvencia y naturalidad entre miembros de la propia comunidad u otras diferentes, teniendo en cuenta las variaciones sociolingüísticas e incluyendo los matices más sutiles.

4.4.3. Funcionales.

Comprensión y realización de las siguientes funciones comunicativas o actos de habla mediante los exponentes orales y escritos propios de cada contexto comunicativo específico, incluso especializado, tanto a través de actos de habla indirectos como directos, en cualquier registro (íntimo, familiar, informal, neutro, formal, solemne).

a) Funciones o actos de habla asertivos, relacionados con la expresión del conocimiento, la opinión, la creencia y la conjetura:

- **Afirmar**
(The government affirmed that they would provide funding for the group; They stated that she was the winner; They declared her the winner.)
- **Anunciar**
(The school announced today that a vacancy for P.E teacher has opened up; The institute advertised in today's newspaper that registration is open for Spanish courses; The election was declared void.)
- **Asentir**
(I'm sorry, but I can't simply agree with what you're saying; I asked if you were in agreement and you nodded your head.)
- **Atribuir**
(This painting is attributed to Picasso, although not all experts have the same opinion; 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**
(These components may be sorted out into two sub-categories, such as...; It is necessary to sort the animals for the study by family; The chairs were arranged in a circle; The first point is ... Last but not least,...; For one thing,... And for another,...; \$10 per pound/£2,000/m2.)
- **Confirmar la veracidad de un hecho**
(The president confirmed/reaffirmed /reasserted his commitment to all citizens; 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.)
- **Conjeturar**
(With all the data gathered, scientist conjectured/surmised/speculated the cause of the epidemic; 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.)
- **Corroborar**
(The results of the experiment corroborated/confirmed the hypothesis; Hamlet's suspicions were corroborated.)
- **Describir**
 - **Objetivamente** *(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.)*
 - **Subjetivamente** *(I have no words to describe war atrocities; The house looks as if it had been bombed; Your boss seems/looks/appears to be an excellent person and he is always smartly dressed; She was fashionably dressed in a yellowish kind of robe; It doesn't look very appropriate to drink a whole pint of beer.)*

- **Desmentir**
(The politician maintained there was no corruption, but this was refuted by facts; 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.)
- **Disentir y expresar desacuerdo**
(I disagree with what you are saying; Under the dictatorship, everyone who dissented was thrown into prison; 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 acuerdo**
(I totally agree with you; No doubt! I'll join you on that; Of course I'll come out with you; That's undeniably right!; That's indisputable!)
- **Expresar desconocimiento**
(I haven't got a clue; Not the faintest idea; I wasn't aware of it; I had been partially informed.)
- **Expresar duda**
(She looked at me in disbelief; I was suspicious about their intentions; I wonder if/whether they'll be open today; I would be surprised if they came back today.)
- **Expresar escepticismo**
(I am rather doubtful; I'm not too sure; What's the chance of them being successful?; I am not confident of success.)
- **Expresar una opinion (apostillar)**
(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; Unfortunately, they came; I consider him a coward; I found it outrageous. In other words, it was intolerable for me; This apparent paradox can be accounted for if we consider the root of the problem.)
- **Formular hipótesis**
(We could go hiking, provided/on condition that it does not 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 your first change be?; If I were in her shoes, I wouldn't accept the offer.)
- **Identificar e identificarse**
(She identified the man who had snatched her bag; All passengers must be identified before boarding; The police identified themselves on arriving at the scene of the crime; It's me; 952 88 99, Speaking; I am talking about the results expressed above, on the tables in the next section; A Mr. Smith came to see you.)
- **Informar**
(With reference to your application, I regret to inform you that we you have to repeat the test; I must 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 to go to bed; Despite the earnest objections of her friends, Jessica continued to date the foul-tempered guy.)
- **Predecir**
(Those dark clouds herald rain; 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.)
- **Rebatir**
(She refuted/rebutted his approach and voiced her own proposals; He argued that I was mistaken; In spite of what has been said, it is uncertain; Nevertheless, it is wrong.)
- **Rectificar**

(Someone will rectify the injustice that was committed; 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.)

- **Replicar**
('Of course not,' he retorted; He always accepts what he is told without answering back.)
- **Suponer**
(The police suppose the explosion was due to a chemical attack; I guess/suppose/imagine that'll be your mother; I dare say/take it for granted that he'll soon turn up; That lady must/may/might/can't be the thief; Missing the train means that we have to wait another day.)
- **Reafirmar(se)**
(The president reaffirmed/reasserted his commitment to all citizens; The tyrant reinforces his power over the people by spreading terror; Both the government and democracy have actually strengthened.)
- **Negar**
(Those who reject/deny the truth will be executed -rechazar- ; Don't deny that it was you who broke the vase -decir que no-; 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 shall we sign that contract.)
- **Distribuir**
(The Red Cross distributes water and food to the area ravaged by the earthquake.)
- **Narrar**
(Her grandmother would tell/recount/narrate her bedtime stories.)
- **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**
(The blacksmith knows his job well; I've known him for three years now; I recognized you by the dress; I am informed, since she put me in the picture; I know the matter inside out; Are you acquainted with the latest statistics issued by Hopkins Hospital?; I immediately realized/understood the importance of the discovery.)
- **Expresar habilidad/capacidad para hacer algo**
(The only people able to afford to buy a house here are millionaires; We cannot afford it; I'm quite skillful at maths; I'm cut out for counting and calculating.)
- **Expresar algo que 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 probabilidad/posibilidad**
(His mother will probably come for tea on Sunday; She's unlikely to turn up on time; There's some doubt that the plane will arrive on time; There's a slight chance of her remembering; If you should/happen to 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; You are likely to have to pay that much.)
- **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.)

b) Funciones o actos de habla compromisivos, relacionados con la expresión de ofrecimiento, intención, voluntad y decisión:

- **Acceder**

(It is impossible for us to agree to what you are asking.)

- **Admitir**
(I've been accepted/admitted into the tennis club!; What I don't accept is that you talk to me with disrespect; John admitted to taking the car without permission.)
- **Consentir**
(Don't complain about the party after allowing/permitting/letting them go ahead with it; I'll tolerate/agree to/go along with it because I don't have a say in the matter, but I don't like it; Congress consented to discuss the proposed legislation next week.)
- **Expresar la intención o voluntad de hacer algo**
(She means/intends/plans to succeed if we follow her; She seemed very willing to lend a hand; She's determined/resolved to not let him go.)
- **Invitar**
(This round is on me; My treat!; She asked him to dinner; The teacher asked the disruptive kid to leave the room; Shall we go out tonight?; Let's have a beer. He asked her out; They've asked us round for drinks.)
- **Jurar**
(Do you swear to tell the truth?; When I testified in court I gave my solemn oath to tell the truth; I swear I had nothing to do; He swore revenge on the killers; The doctor took an oath when he finished his education, pledging to follow a code of conduct; Lying under oath is a form of perjury.)
- **Negarse a hacer algo**
(I refuse to participate in dirty business; He refused to let us call a taxi; He gave me a flat refusal; He flatly/categorically refused to cooperate, 'I won't do it!'; Sam wouldn't turn off the television.)
- **Ofrecer algo**
(The clinic offers free medical services to the poor; How much did they offer you for the car?; He offered us tea.)
- **Ofrecer ayuda**
(I'll help you out; I'll do it for you; What can I do for you?; If I can help somehow...)
- **Ofrecerse a hacer algo**
(Please, do allow me to help you with the shopping; Shall/Should I give you a hand with that?; Let me fix that for you; Do not hesitate to contact me for any queries.)
- **Prometer**
(I'll love you forever; 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; He pledged to stop drinking and he has kept his word.)
- **Retractarse**
(He'd better apologize and withdraw/take back what he said; We will have to back down if they find the flaw in our argument; The politician wished he could retract his offensive comment about women.)
- **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; Not for all the money in the world!)

c) **Funciones o actos de habla directivos**, que tienen como finalidad que el destinatario o destinataria haga o no haga algo, tanto si esto es a su vez un acto verbal como una acción de otra índole:

- **Aconsejar**

(If I were you/in your shoes, I would(n't) do it; The manager said it was most desirable that I should attend the meeting; They said it would be advisable to book in advance.)

- **Advertir**

(I'm warning you: if you hit the dog, it'll bite you; Don't you dare go into St Matthew's Street alone at night; There is a sign warning/advising us not to go near the edge.)

- **Alertar**

(The government alerted/warned the population about the coming of a hurricane; Keep your eyes open in case of fire; Even in the early morning, I am always alert, just in case; The city issued an alert about the high bacteria content of the drinking water; In (the) case/event of fire, break the glass, otherwise no assistance will be provided.)

- **Amenazar**

(She threatened to inform the Headteacher, if he didn't behave himself; 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**

(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.)

- **Autorizar**

(Yes, you can, of course; You have my permission to speak; I hereby give permission to add any information; Permission granted; No objection; Full permission.)

- **Dar instrucciones**

(Read the instructions manual before turning on the machine; The red light must be off before pressing the power key; Before you begin, you should check the petrol; The first thing you do is to start the engine; The best place to begin is a quiet area; I would start by cleaning the car; First, turn left at the traffic lights; Once you have done that, then continue to the market; The next step is to park; Then, you can park at the front or at the back.)

- **Dar permiso**

(I have been given permission to attend next month's conference; I have leave from work and I took advantage of that by taking a short trip; Yes, you can/may come home late tonight.)

- **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.)

- **Denegar**

(She tried to enter, but she was denied/refused access.)

- **Desanimar**

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

- **Desestimar**

(The president disdained/scorned the explanations that were given; They dismissed his proposal and went with the competition instead; The consulting firm rejected most applicants, except only the elite; The union has rejected the government's offer of a 1% pay rise; After deliberation, the jury rejected his version of events.)

- **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 against taking drugs; What's the point of getting addicted to anything?; 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.)
- **Ordenar**
(The general ordered/commanded his troops to retreat.)
- **Pedir algo**
(Would you be so kind as to lend me your car?; I wonder if you could make me some tea; I would be grateful if you sent/could send a brochure; Students are requested to write in ink.)
- **Pedir ayuda**
(Will/Won't you have a pen for me, please?; You don't happen to have a spare copy, do you?; Would you be kind enough to help me, please?; I wonder if you could give me a hand.)
- **Pedir confirmación**
(So am I mistaken/right if I say that the deadline is Monday?; Did I get it wrong?; Do(n't) you mean it is like that?; I understand/have learned that the conflict is over; Will you be so kind as to send confirmation of the reservation?; Can you confirm it, please?)
- **Pedir consejo**
(What should I do?; What would you do if you were me/in my shoes?; Should I stay or should I go?; What would you rather do?; Can/Could you give me some advice?)
- **Pedir información**
(Excuse my asking, but what is this for?; Excuse me, could you tell me about the meeting tomorrow; Could you tell me if the meeting will definitely take place?; I would like to know the costs of the journey, please.)
- **Pedir instrucciones**
(Can/Could you tell me how to use this devise?; Do you know how to use it?; What's the best way to insert the card?)
- **Pedir opinión**
(How do you see my plan for the business?; What is your view about...?; Would you say that it is risky?; Is there any objection to it?)
- **Pedir permiso**
(May I?; I'd like to see Mr Jones, if it's not too inconvenient; I would rather leave now, if you don't mind; Would it be alright if I came after midnight?; Can/May/Could I be late tonight, please?; Will you allow me to join the club, please?; If you'll excuse me, I will bring you this writing; The students asked for their parents' permission to go on the trip; Let me sit here, please?; Is it/Would it be ok if I sit here?; Are we allowed to leave early?; Will you let us leave early?; Is it possible for us to leave early?; Would it be possible to open the window?)
- **Pedir que alguien haga algo**
(Do me a favour, please; If only you could take the parcel for me, please; Could you take it back for me, please?)
- **Negar permiso a alguien**
(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)?)
- **Persuadir**
(He always finds an adequate reason to persuade the others; Come on, let's go out; we deserve it; Don't hesitate; it's worthwhile; He has persuaded/convinced himself that the only way to climb up the corporate ladder is by creeping the superiors; She persuaded Mark to give up smoking with obvious health arguments; He enticed her into moving to another flat.)
- **Prevenir a alguien en contra de algo o de alguien**
(Mind you, this is to be handled with care; His parents warned him against that kind of behavior; The doctor warned/advised her not to overdo things before she was completely

recovered; You'd better stop drinking so much or you'll end up sick; Take my word: don't accept that sort of job.)

- **Prohibir**
(It is strictly forbidden (for students) to eat outside the canteen; Students cannot/are warned not to eat/against eating in the corridors; New ban on tobacco industry; No disruptive behaviour will be tolerated in the school premises.)
- **Proponer**
(The boss suggested that the new secretary (should) start at once; She proposed/suggested a trip down the Nile; The board proposed John as secretary; How about throwing a party next Saturday?)
- **Reclamar**
(I'm going to make/lodge a complaint about the petrol rise; They complained to their landlady about the bad state of the heating; Don't complain to the referee or you'll be expelled; The guest demanded a refund because of the poor service received; Child abuse is problem that requires our attention.)
- **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.)
- **Recordar algo a alguien**
(You should bear in mind tomorrow's date; She reminded me that I had an appointment; Don't forget to be there on time.)
- **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.)
- **Rogar**
(She begged her father to let her go to the party; I beg your honor to hear my petition; I request/ask that you all come to the meeting early.)
- **Solicitar**
(Applicants are requested/asked to send a full résumé; Price lists available on request; Suzie applied for the post of policewoman in the town hall; Please, apply in writing to The police are requesting residents' cooperation; The student applied for a scholarship.)
- **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 we stayed in tonight instead of going to the movies?; You'd better/should go to the dentist; Shall we go to the races?; I'd rather we went to the theatre.)
- **Suplicar**
(I beg you not to tell him; She asked/implored me to forgive her; Could you do that for me, for God's sake?; I kindly request you to listen carefully; I strongly urge you to do whatever you can to help the poor.)
- **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?)
- **Desafiar**
(I challenge you to a game of chess!; I dare you!)
- **Pedir que alguien aclare o explique algo**
(Pardon me?; I beg your pardon?; Sorry?; Could you repeat, please?; Do you mind repeating, please?)
- **Pedir un favor**
(Would you be so kind as to bring me some water, please?; Will you do me a favour?; I wonder if you could calculate it for me, please?; I'd be grateful if you could buy me some

water; I would appreciate it if you could reach me that box; Your assistance here is most appreciated.)

- **Preguntar por gustos o preferencias**
(Would you (like to) work abroad for a year?; What's your pick/choice?; What would you rather be in the future?)
- **Preguntar por intenciones o planes**
(Have you got any plans in the pipeline?; What are your prospects?; What are you going to? Do you intend to take a sabbatical year?)
- **Preguntar por la obligación o la necesidad**
(You have to check all the windows before leaving, don't you?; Do you have/need to go to class on Fridays?; Must/Need you make such a fuss about nothing?; Need you be so careless?)
- **Preguntar por sentimientos**
(How do you feel about the election results?; Is there anything that would annoy/please you?)
- **Preguntar si se está de acuerdo o en desacuerdo**
(Do you agree with the decision taken by the group?; That would be a mistake, wouldn't it?; Am I right?; Aren't I right?)
- **Preguntar si algo se recuerda**
(Have you got memories of your childhood?; Do you remember/recall strolling by the sea promenade?)
- **Preguntar por la satisfacción/insatisfacción**
(Are you happy with/about your new car?; Is it OK?; Are you disappointed/dissatisfied with your performance at the exam?; Could I do anything to make you feel better?)
- **Preguntar por la probabilidad/ improbabilidad**
(Do you think it might/may/will rain tomorrow? What are the chances?; Do we have any likelihood of success/chance to succeed?; How likely are we to succeed, you reckon?; What are the odds against Sammy winning the competition?; Isn't it too bold to think he will win?)
- **Preguntar por el interés**
(Are you really interested in voguing?; Do you have any interest in other cultures?)
- **Preguntar por la falta de interés**
(Don't you feel like trying?; Doesn't it appeal to you?; Was it really like water off a duck's back?; Wouldn't you fancy a drink with him?; There are none so deaf as those who will not listen.)
- **Preguntar por el conocimiento de algo**
(Are you aware of the effects of the demonstrations?; Did you hear about the impeachment?; Do you know what(ever) has happened to Trump?; I wonder if you've heard about the new candidates.)
- **Preguntar por la habilidad/capacidad para hacer algo**
(Can you drive?; Could you cook when you were unmarried?; Do you think you can manage to convince them?)
- **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?; What's wrong with you?; What's the matter with you?)
- **Preguntar por el permiso**
(Can/Could/Might I go out, please?; Would it be possible for us to go out earlier?; Would/Could you give me leave not to come tomorrow?; Are we allowed to leave during the break?; Are we supposed to stay indoors while break time?)
- **Rechazar una prohibición**
(Whatever you may say, I will do it my way (anyway); Whether forbidden or not, what I am going to do is the opposite; I won't comply with the rules.)

d) Funciones o actos de habla fácticos y solidarios, que se realizan para establecer o mantener el contacto social y expresar actitudes con respecto a los demás:

- **Aceptar y declinar una invitación u ofrecimiento**
(It will be a pleasure and a great honour; So be it; I consent; Admitted; Of course I will; Pleasure; I am terribly sorry but, unfortunately, I won't be able to accept; I am truly sorry to have to say no; Given the circumstances, I have to refuse your offer; Under no circumstances would I accept.)
- **Agradecer**
(Thanking you in advance/anticipation for your kind attention; How kind of you; You really shouldn't/needn't have!; Thanks a bunch/a million; I really appreciate it; I owe you one; She smiled gratefully; Most grateful; The writer expressed his gratitude for the prize.)
- **Atraer la atención**
(Excuse me, sir/madam; Hello?; Anybody there/in?; Can you hear me?; The demonstration intended to call attention to the plight of endangered species; I'd like to call your attention to the adverse effects of fundamentalism; Finally, I should like to call attention to the financing systems existing in Europe for medium-scale business.)
- **Compadecerse**
(Oh, I do really pity you; I'm so sorry for Mrs Evans; I took pity on the beggar and gave her a few coins; I sympathise with the unemployed and those who have experienced the death of a spouse; The teacher sympathized with the students and put off the exam.)
- **Consolar**
(They consoled/comforted the widow at her husband's funeral; At first it hurt, but he soon cheered up.)
- **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.)
- **Despedirse**
(Keep in touch!; You know where to find me; Looking forward to hearing from you / Best regards.)
- **Expresar condolencia**
(Please, send/offer our condolence to your wife; Please, accept our heartfelt condolences/deepest sympathy; Oh, I was terribly sorry to hear he passed away; I really felt for Little Benny when I learnt his friends offered their condolences for the death of his father.)
- **Felicitar**
(Many happy returns!; Please, accept my warmest/most sincere congratulations on your promotion; This is to congratulate you, my dear brother, on all your fine accomplishments in school; Well done!)
- **Hacer cumplidos**
(What a lovely dress!; You look stunning in that outfit!; How bright you look today!)
- **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 Paul? I haven't heard about him for ages; Any news from your Hanna?; How's things with Joan?; How's Joan doing?; This is a topic that deeply interests her; I seldom take interest in the yellow press.)
- **Invitar**
(Come on, you can't refuse; You can't but accept; You have to/must come for dinner; Please, do come.)
- **Pedir disculpas y pedir perdón**

(We apologize to/ for being late; I think I owe you an apology; I hope you can forgive me; I don't know how to make amends for what I did; I'm so truly sorry/ from the heart; You must forgive him; he didn't realize you would get angry.)

- **Presentarse y presentar a alguien**

(Tom, I don't think you've met Mary; Let me have the pleasure of introducing you to my colleague; -You wouldn't guess who this is! Jack Brown, the famous composer. -Betty Martin, our sponsor; I will introduce myself now by simply saying 'the boss'; Ladies and gentlemen, here comes the brightest star!)

- **Rehusar**

(The politician denied being part of that conspiracy; Although he was offered a lot of money, he refused to accept it.)

- **Saludar**

(Hey, guys! How're you doing?; Long time no see; How's things?; Good day to you all; The teacher greeted us warmly/with a kiss/with a slight nod; Say hello to your wife for me; Give my regards to your husband; The whole company came out to take a bow; They waved white handkerchiefs at them from the ship; The army saluted the king with an artillery discharge; Dear Sir/Madam.)

- **Tranquilizar**

(Take it easy, it's not that serious; Try to calm the dogs down; they've been yelling all day; The doctor's words reassured me; Why don't you call your mum to put her mind at rest?)

- **Acceder**

(It is impossible for us to agree to what you are asking us, because it goes against the rules; To gain entry to the club you must be a member; I did not assume this job because of my pretty face; They agreed/consented to show us the files.)

- **Admitir**

(Ann has been accepted/admitted into the local tennis club; What I don't accept is that you talk to me with disrespect; John did admit to taking his father's car without permission; How could you let your boss speak to you like that?)

- **Consentir**

(They let her go ahead with the party; She was allowed to throw the party without restriction; she is very spoilt; We'll go along with it because we don't have a say in the matter; Congress consented/agreed to discuss the proposed legislation next month.)

- **Responder ante un agradecimiento**

(You've got nothing to thank me for; That's nothing; Not at all; Don't mention it; It's the least I could do; You deserve it.)

- **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.)

- **Dirigirse a alguien**

(Is it okay if I call you by your Ann?; What should I call your mum?; If I may address the board, I must introduce you this new project.)

- **Excusarse por un tiempo**

(Would you excuse me a moment?; Hold on a moment, please; Back in ten minutes; Out for lunch.)

- **Responder a una felicitación**

(Thanks for your kind words!; I do appreciate it.)

- **Formular buenos deseos**

(I hope you get better soon; With our best wishes for a speedy recover; My sincere wishes for the future; I wish you all happiness in the future.)

- **Aceptar disculpas y perdonar**

(That's all in the past; Forget about it; It's OK for now, but don't do it again; Don't you worry!; Forgiving an offense is very difficult but it enables the heart; The government pardoned the political prisoners.)

- **Solicitar una presentación**

(I would like to meet the boss, please; Will you introduce me as soon as possible, please?; I would like to become acquainted with the manager, 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; It is a pleasure to meet you; How do you do!)

- **Responder al saludo**

(Quite well, considering; Mustn't grumble; Well, you know, we're getting by; Not bad, not bad; It could be better, I'm afraid.)

- **Demandar la transmisión de un saludo**

(Give my love/best wishes to your family; Say hello to your mum for me; Greetings from me!)

d) 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 Ann who did it; They say 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.)

- **Defender**

(To defend their family, some Americans don't hesitate to use their pistol; It's our duty to stand up for our friends; 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**

(It wasn't me who did it!; I've got nothing to do with that fraud; 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; The government never exonerated him even though he was innocent; The accused was acquitted due to a lack of evidence.)

- **Expresar admiración**

(Every party member applauded to show their admiration for their leader; All her students admired her; They all were amazed/astonished by his skill in playing chess.)

- **Expresar afecto**

(I've got a soft spot for him even though he is rude at times; Amanda is not very fond of/keen on meetings.)

- **Expresar alegría o felicidad**

(I was over the moon about their engagement; I was overjoyed; Timmy glowed with satisfaction; I was thrilled to bits!; I jumped for joy; The birth of a child should always be a reason for cheerfulness.)

- **Expresar alivio**

(At last he arrived!; It was about/high time you finished your assignment!; What a relief when I finished my never-ending work!; It came as a great relief.)

- **Expresar ansiedad y preocupación**

(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; Main priority should be given to refugees; Her main concern was the exam; it kept

her from sleeping; It is feared that they might have been kidnapped; It causes me great distress to think where they might be; I'm worried to death that he should resign.)

- **Expresar aprecio o simpatía**
(I feel great esteem/regard for my teacher; Everyone thought highly of John; The manager values the work of his colleagues.)
- **Expresar aprobación**
(The boss has 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; Thumbs up.)
- **Expresar desaprobación**
(I disapprove/can't approve of your smoking; It is deplorable/intolerable/an outrage that you have spent our savings without asking; I won't have you speak like that; I won't tolerate you speaking like that.)
- **Expresar arrepentimiento**
(I wish/If only I hadn't been so cruel to Macy; I shouldn't have been cruel to her; Given another chance, I wouldn't use the same words; If I could turn back time; I regret speaking so many bluntly.)
- **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; I couldn't care less; 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?; Seriously?; How come?; What's the matter?; What next?)
- **Expresar desprecio**
(The slight to the governor's authority made him exceedingly angry; I feel disdain for cowards; He disregarded/discounted his friend's advice and acted irresponsibly.)
- **Expresar disgusto**
(Rose upset/annoyed me this morning when she refused to help me; The article was a cause of annoyance for our boss; I flew into a mood at her bitter retort; It filled me with anger/disgust to hear such slander; This is outrageous!; Why are you always interrupting me?; I wish you would give up smoking one day!; How infuriating!; She keeps asking time and again; I can't stand the sight of blood; I find picking your nose disgusting; I have an aversion to cracking knuckles.)
- **Expresar dolor**
(I was racked with pain with this sore arm; After his fall, Dan was aching all over; I have muscle pain in my leg; My leg hurts/aches; He felt wracked with pain after his wife passed away.)
- **Expresar duda**
(He hesitated because he didn't know whether he would be paid; I very much doubt everything he says is true; In case of doubt, it is better to consult a specialist; I had second thoughts about the blind date and just left; The defense attorney gave reasonable doubt about the guilt of the accused.)
- **Expresar escepticismo**
(There is growing scepticism about the country's recovery; I just cannot believe politicians anymore; As a sceptic, I doubt everything; However true he might look, I just don't trust him.)

- **Expresar esperanza**
(I do hope you get 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 estima**
(After so long, I have high esteem for my Friends; The boss holds him in high esteem as a diligent worker; We're not family, but we respect each other very much.)
- **Expresar insatisfacción**
(The guest expressed his dissatisfaction because the meat was cold; She indicated her discontent by pouting all afternoon; The discontent customer called the store again to complain.)
- **Expresar orgullo**
(I pride myself on having achieved such good results; She had pride in her daughter's achievements; Canadians take pride in their national hockey team; 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?; Parents feel proud/are filled with pride/swell with pride when they are told about their child's good qualities.)
- **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 go out; Given the option, it's better to go for a beer; I prefer walking to running.)
- **Expresar resentimiento**
(He feels hard done by his workmates; He feels resentful at the way he's being treated.)
- **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 satisfacción**
(I felt so satisfied when the work was completed; It must be very satisfying to see your daughter graduate from nursing school; I felt fulfilled/satisfied/gratified when they recognized my hard work in the meeting.)
- **Expresar sorpresa y extrañeza**
(I can't believe my ears/eyes!; You don't mean that we won the lotto, do you?; 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**
(I was half scared/scared to death/scared stiff alone at home/I got the fright of my life when the lights went off on Halloween; It gives me goose bumps/the creeps; It makes my hair stand on end.)
- **Expresar tristeza**
(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 at all?; I was red with embarrassment; I felt so embarrassed I could have died!)
- **Lamentar**
(I wish I hadn't phoned her; If only I hadn't driven so fast; What a pity!; Oh, no, not again!)
- **Reprochar**
(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 could have told me my trousers were split!)

- **Expresar nuestros deseos y lo que nos gusta**
(I can't wait to be with you; How I'd like to be with them again!; Chemistry always appealed to me; I am so fond of sailing.)
- **Expresar lo que nos desagrada**
(May that day never come!; I simply detest ironing; I would not do it for anything in the world; Statistics gives me the creeps; It makes me sick to stand in a queue; The whole thing sets my teeth on edge.)
- **Culpabilizar(se)**
(Jamie blamed himself for the failure of the project; Don't put the blame on Joe.)
- **Expresar antipatía**
(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 nerviosismo**
(His behavior makes my blood boil; People talking on the phones in public places gets on my nerves; She always freaks out before exams; It drives me up the walls when I feel tested.)
- **Expresar indiferencia**
(I couldn't care less about his plans; The only thing I feel about my ex-girlfriend is indifference; I don't care what she does; I don't/couldn't give a damn about her friends; The accused shrugged his shoulders and said nothing; I don't have the slightest interest in gossiping; Why should I care?; What does that have to do with me?; Why should I care; It makes no difference; It's all the same to me; Whatever; I don't mind/care.)
- **Expresar miedo**
(The elderly usually fear technology and this stops them from using computers; One of my concerns is that my son fails this class; I've always been always scared/afraid/frightful of horror films; The police frightened/terrified the citizens with the terrorist attempt.)
- **Expresar infelicidad**
(If he makes you unhappy, you should break up; He became so deeply sad after his wife's death; The Syrians' situation is incredibly grief-stricken; She was let down when he refused to go out with her.)
- **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 enfermedad**
(I've got such a splitting/throbbing headache that I can't walk; Whenever I run, I get cramps; If you eat contaminated food, you'll suffer from food poisoning; Should you faint, you might have a concussion.)
- **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 feel dry; After the race, the runners were parched.)

4.4.4. Discursivos.

Conocimiento, comprensión y aplicación de una amplia gama de modelos contextuales y patrones textuales complejos propios de la lengua oral monológica y dialógica o de la lengua escrita, en diversas variedades de la lengua y en cualquier registro, apreciando un rico repertorio de recursos de producción y procesamiento de textos ajustados a contextos específicos, incluso especializados.

a) Coherencia textual.

- **Características del contexto** (situación, personas destinatarias); relevancia funcional y sociocultural del texto; aplicación de esquemas del conocimiento.
- **Adecuación del texto oral o escrito al contexto comunicativo:**
 - **Tipo y formato de texto:** descriptivo, instructivo, expositivo, informativo, periodístico, resumen, narrativo, correo electrónico, carta, dialogado, argumentativo, persuasivo, etc.
 - **Variedades de lengua:**
 - **Variedades socioculturales.**
 - **Niveles de lengua:**
 - ◇ **Culto** (*He behaves like a cultivated person of refined taste.*)
 - ◇ **Estándar** (*I've just got a letter with a colour print in the centre -British; I've just gotten a letter with a color print in the center -American.*)
 - ◇ **Vulgar** (*What the fuck did he do? He's just a prick.*)
 - ◇ **Jergas** (*You look knackered; what have you been doing?; Look at that dress. It's wicked! I love it; Do you Fancy a drink?*)
 - **Variedades geográficas** (dialectos en Reino Unido -*trousers, toilet-*, Estados Unidos -*pants, restroom-*, Australia -*daks; dunny-*, Canadá, Jamaica, Nueva Zelanda,...).
 - **Variedades nacionales/regionales** (Escocia, Gales, Irlanda,...)
 - **Registro:**
 - Según el contexto, lenguajes:
 - ◇ **Coloquial**
(*Hi; Cheers; Take care*)
 - ◇ **Formal**
(*Dear Sir/Madam; Sincerely*)
 - Según el medio empleado, lenguajes:
 - ◇ **Oral**
(*Would you mind telling me the class time?*)
 - ◇ **Escrito**
(*Could you please let me know the timetable?*);
 - Según la materia abordada, lenguajes:
 - ◇ **Académico**
(*The reason why English speakers say 'embarrassment' instead of 'embarrassness' is because there exists a proliferation of linguistic irregularities*)
 - ◇ **Literario**
(*Her brother is the black sheep of the family*)
 - ◇ **Periodístico**
(*I suggest that we should award prizes for the best journalistic writing about what we do here, about countries and about worldwide issues.*)
 - ◇ **Técnico**
(*The base of the building has an area of about 450 m2.*), etc.
 - **Tono:**
 - **Solemne y formal**
(*Please, accept our apologies; Much of what she had experienced had been so horrible that she had simply removed it off her mind; She has the ability of convincing.*)
 - **Neutro**
(*This is the apartment where we find shelter.*), informal (*We live in this apartment; Sorry!; She can convince anyone.*)
 - **Familiar o íntimo**
(*This is our cosy sweet nest; I'm so so sorry!; She's always right.*).
 - **Tema.**

- **Enfoque y contenido** (selección de contenido relevante, selección de estructuras sintácticas, selección léxica).
- **Contexto espacio-temporal** (referencia espacial, referencia temporal)
(*In the surrounding area; In the outskirts of the town; In those days; These years.*)

b) Cohesión textual.

- **La estructura interna del texto oral o escrito: la unidad textual.**

- **Inicio:**
 - **Toma de contacto**
(*I would like to start by saying you are right; If you would allow me an introductory note,...; Before the issue is discussed in full Depth, allow me to say...; Some sort of introduction is required before...*)
 - **Introducción del tema**
(*As a starting point,...; We could start by saying,...; Being well aware of the complexity of this issue, let me begin by...; In considering the circumstances, the departing point of today will be...*)
 - **Tematización y focalización**
(*Astounded as/though she remained, Francesca was thrilled and excited; Finally, she did speak; In rushed the boss; There's the man I can't put up with; My house was built by my father.*)
- **Desarrollo del discurso:**
 - **Mantenimiento del tema:**
 - ◇ **Correferencia**
(*Although everyone saw the President, nobody recognised him; Let's turn now to the weather.*)
 - ◇ **Sustitución**
(*The former...; The latter...; Such are the reasons behind; There are two of those, each with their distinctive features; The one I mentioned earlier...; The results obtained are those shown in Annex A; She says you took it. If so, give it back.*)
 - ◇ **Elipsis**
(*Peter combs himself and plans to go out; -What do you think he'll say? -Don't know.*)
 - ◇ **Repetición**
(*It's just Rosie that is; That's true that; That's what they do; Wait, wait, you forgot this; Of course, I, er, I couldn't read the map.*)
 - ◇ **Formulación**
(*This area hasn't been studied in detail. Or better, it has been quite neglected.*)
 - ◇ **Paralelismos**
(*The earth is the mother of man, the mother of evil; There exists certain similarity between them; These factors bear resemblance with the former one.*),
 - ◇ **Énfasis**
(*What I do believe is that you are just absolutely wrong; Surely, you are not Madonna, are you?; Where the money is coming from I don't know; Difficult though it may seem, it is not imposible; It was the cookies that he wanted; What I hate is rainy weather.*)
 - **Expansión temática:**
 - ◇ **Secuenciación**
(*To start, he closed the door. Then, he advanced slowly. Eventually, he turned turned round and saw her.*)
 - ◇ **Ejemplificación**
(*Such/Similar cases are likely to occur as well; for instance; such as*)
 - ◇ **Refuerzo**
(*Furthermore, taking the latest statistics into consideration, the epidemy is sprawling; Not only were there the obvious dangers, but there was also the weather to be*

considered; Undoubtedly/Actually/Indeed/Obviously, it was another lie.)

◊ **Contraste**

(in contrast; whereas; however; although; meanwhile; yet)

◊ **Introducción de subtemas**

(By the way, do you know the latest?).

- **Cambio temático:**

◊ **-Digresión**

(by the way; I would say; It might be...)

◊ **-Recuperación del tema**

(as mentioned/stated before/above).

○ **Conclusión del discurso:**

◊ **Resumen/recapitulación**

(It is clear from much of my previous discussion in this paper, especially in section 4, that...)

◊ **Indicación de cierre textual**

(All in all; In conclusion; To summarize; In a nutshell; Last but not least; I will be pleased to enlarge any piece of information you may wish; I beg you to the procedure I must follow; Now I must keep going).

◊ **Cierre textual**

(And that is all for today; I look forward to hearing from you. Yours faithfully.)

● **Estrategias de interacción y transacción del lenguaje oral:**

○ **Toma, mantenimiento y cesión del turno de palabra**

(If I may say/add/continue; Let me finish with this; Can I just mention something/butt in? Excuse me for butting in, but... Will you let me butt in?; Well, I haven't finished yet; As I was saying before you interrupted me...; No more, I cannot let you continue; -She gets a certain amount, but erm, you get erm,...-Subsidized? -That's right.)

○ **Apoyo, demostración y comprobación del entendimiento**

(Yeah, that's true; Indeed; I guessed so; I couldn't agree with you more; Certainly; I have no objection; I hold the same opinion; Fair enough; I see; Uh-huh; Do you follow me?; You got it, right?.)

○ **Petición de aclaración**

(Sorry, I didn't quite catch that; I beg your pardon?; Are you implying...?; Could you put it in other words?)

● **La entonación como recurso de cohesión del texto oral** (uso de los patrones de entonación).

● **La puntuación como recurso de cohesión del texto escrito** (uso de los signos de puntuación)
(A woman, without her man, is nothing; A woman: without her, man is nothing; I use semicolons; they make me feel smart.)

4.4.5. Sintácticos.

Reconocimiento y comprensión de los significados asociados a estructuras sintácticas complejas propias de la lengua oral y escrita, así como conocimiento, selección y uso de las mismas según el ámbito, el contexto y la intención comunicativos, tanto generales como específicos.

a) La entidad y sus propiedades:

● **In/existencia**

(There exist thousands and thousands of refugees struggling to survive every single day.)

● **Presencia**

(The presence of the police prevented the riots; As I'm not feeling well, I'm just going to make an appearance at the party; It is only us three who turned up.)

- **Ausencia**

(Absence makes the heart grow fonder; Her absence is causing people to gossip; His lack of authority was the reason for his resignation; The report you promised for today is conspicuous by its absence; Ana presente dan absence note at work; The birthday cake was non-existent this year.)

- **Disponibilidad**

(There is no grain availability due to the drought; The post requires availability to travel; A shift rotation system requires availability from the workers; That's not hers top up away.)

- **Falta de disponibilidad**

(I can't get through to him; he is not available; That I cannot do.)

- **Acontecimiento**

(The royal wedding was the biggest event of the year; The news was quite an event; The news that he was alive cheered up everyone; Such a good job I had never seen before.)

- **Cualidad intrínseca:**

- **Propiedades físicas** (forma y figura, temperatura, color, material, edad, humedad/sequedad, accesibilidad, visibilidad y audibilidad, sabor y olor, limpieza, textura y acabado, consistencia, resistencia) *(Three uninteresting small dark abandoned seventeenth-century houses; A Jewish lady New York concert manager.)*

- **Propiedades psíquicas** (los procesos cognitivos, los sentimientos y la voluntad) *(Your negative thoughts and your constant grieving are going to ruin your life.)*

- **Cualidad valorativa:**

- **Precio y valor**

(The fruit cheapest to buy is oranges.)

- **Atractivo**

(a character brimming with energy; a milky coffee served in a mug)

- **Calidad**

(This is a high standard hotel, very luxurious indeed, much better than the Ritz.)

- **Corrección**

(Absolutely right; Correct, indeed.)

- **Incorrección**

(It's wrong/incorrect/imprecise.)

- **Facilidad**

(The exam turned to be as easy as a pie.)

- **Dificultad**

(The major consequences are diverse.)

- **Capacidad**

(The kid is capable of guessing the result; Humans are able to feel sympathy; Nowhere near as fast as that train; Paul is the very best in class;)

- **Competencia**

(There's a fierce rivalry between the competitors in the tournament.)

- **Falta de capacidad**

(The idea that he was completely cold and unemotional is right),

- **Falta de competencia**

(Well manners are a rarity these days.)

- **Aceptabilidad y adecuación**

(It is widely accepted to eat chicken with the hands.)

- **Estética**

(The youngster was absolutely gorgeous, as fit as a fiddle.)

- **Normalidad**

(The job that I do everyday is very simple.)

- **Éxito y logro**
(Here comes the President elect; The boys easiest to teach were in my class.)
- **Utilidad**
(It is useless to talk to them; they are so stubborn.)
- **Uso**
(In my students days, bell-bottom pants were commonly worn.)
- **Importancia**
(It is absolutely crucial to drink wáter in summer.)
- **Interés**
(It's such an interesting film that you must see it.)
- **Precisión y claridad**
(It's as clear as wáter that Manchester will win; especificativas: That's the woman who/that you were just talking about; That's the woman about whom you were just talking; no especificativas: The staff, some of whom had been recently hired, were made redundant.)
- **Veracidad y excepción**
(Spain is truly/by far the most exceptional football team.)
- **Deseo: preferencia o esperanza, necesidad, posibilidad**
(I'd rather you were more accesible; I prefer travelling than staying at home; I find it necessary to rest for a while after lunch.)

- **Cantidad:**

- **Número:** cuantificables, medidas, cálculos
(a couple of; a number of; another; both; each other; either of...; every;; neither of...; the entire/whole of...; -a- few of...; only a few of...; half of...; manyo f...; severa lof...; You can take any book you like; So many were the short-listed candidates that we had to interview them in three days; She was much too good a player for a team like that; It is 20 miles away, but it looks les tan that; There are fewer voters who would sustain that nowadays; A roast of meat; A gallon of petrol; Fort he umpteenth time, will you be quiet?; She did it in half the time.)
- **Cantidad: relativa, total, parcial y grado**
(1.25 inches; multiplied by 3/a factor of 2; 8 by 12 inches; 1 ½ miles; the 5-day week; a 5-foot-wide entrance; three fourths of an inch.)
- **Modificación del adjetivo con:**
 - adverbios (My house is far cheaper than yours; This is easily the most advanced department; They were seriously injured; The misunderstanding was utterly disgraceful; He behaved totally cruelly.)
 - preposiciones (She's bright at maths; They are reliant on striking a deal soon.)
 - Proposiciones (It was suspicious that they didn't mention the price; It's confusing how they organise their rates; He's afraid of not being on time; She was fast to come up with an answer.)

b) El espacio y las relaciones espaciales:

- **Ubicación**

(We used to work in a shop; The passangers on the bus were singing.)

- **Posición absoluta y relativa**

(A car drove past the door; We stayed in all day; The chairman was involved in a fraud.)

- **Movimiento**

(All the way through the long tunnel was a nightmare; The motorcycles will goa round the track twenty times; We had to make a detourbecause the stretch of the road had become flooded.)

- **Origen**

(She has just come back from abroad; The cat fell out of the window.)

- **Dirección**

(As it was dark, I fell onto a hole; We are heading to the lake; He came out of the library; We set off to Barcelona at 5 am.)

- **Destino**

(I stopped just outside the circle of lights; At last, we arrived at the station!)

- **Distancia y disposición**

(We travelled over three hundred miles on a toll road.)

- **Orientación y estabilidad**

(The southern aspect gave the house a lot of light; I have a map and a Good sense of orientation, so I'll get there easily; We are somewhere between London and Salisbury; The house must be in the west.)

- **Orden y dimensión**

(The students were seated in alphabetical order, not in order of appearance/arrival; The cast were listed in the usual order, first come, first served; The clerk had to list his earnings in ascending order.)

c) El tiempo:

- **Ubicación temporal absoluta y relativa, duración, frecuencia y transcurso**

(I am not used to arguments; Having said that, I should stop talking; I have been making dinner for three hours; I couldn't take the flight because I had forgotten my passport.)

- **Relaciones temporales:**

- **Secuencia** (Participio perfecto: *Not having passed the exam, he had to re-sit it.*)
- **Anterioridad** (*By the time the baby is due, they will have moved houses; Scarcely had they sat down when she began insulting them; No sooner had I opened my mouth than she dismissed me; No sooner had I turned on my computer than it crashed; Not until all the luggage had been tied securely did we set off; When I arrived at the station, the train had already left; By the time we arrived, the house had been burgled; No sooner had we arrived than the house had been burgled.*)
- **Posterioridad** (Participio pasado: *Encouraged by such good results, he kept on practising; When/Once published, this book will become a bestseller; I will tender my resignation after having finished the project; Not until/before I have finished my research will I start writing the paper; Not before/Not until you sign the contract will you be given any specific duties; Once we arrived, the phone rang.*)
- **Simultaneidad** (*Hardly had I entered the room when I was shocked and mugged; It was not until recently that I got to know about it; Participio presente: Being an only child, she was likely to be spoiled; Approaching the stage, she shouted slogans in favour of the prisoners; The deeper we get into the matter, the more comprehensive the results will be.*)

- **Divisiones e indicaciones de tiempo.**

- **Localizaciones en el tiempo:**

- **Presente** (*At the end of the play both families realize that their hatred had caused the deaths of the lovers; They are preparing breakfast in the kitchen when they hear footsteps.*).
- Presente con idea de pasado:
 - Presente histórico (*The guy walks into a pub with a monkey and orders...*)
 - Presente en titulares de prensa (*Actress marries playboy.*)
- Presente enfático (*I do love reading.*)
- Presente con idea de futuro (*The show begins at noon; The train leaves at 7; This time tomorrow, while I'm writing yet another boring report, you will be on the beach; Tell him as you leave, will you?*)
- **Pasado** (*I forgot to lock the door!*)

- Pasado expresando futuro:
 - en condicionales (*If I were your coach, you would train much harder; I wish/If only my family lived nearer; I wish it wasn't raining so hard.*)
 - en estilo indirecto (*He said he was a better coach than the one I had.*)
 - en expresiones (*It's about/high time you finished that novel.*)
 - con 'would rather/sooner' (*I'd rather you didn't make so much noise.*)
- Pasado en expresiones enfáticas (*I did loathe that person.*)
- Pasado. Uso de verbos modales con referencia al pasado:
 - Hábitos (*When I was seventeen I would play tennis for hours on end.*)
 - Habilidad (*At age six she could speak fluent Chinese.*)
 - Acción desaconsejable (*You shouldn't have taken such a large mortgage on your flat.*)
 - Especulación (*She might have forgotten to mention the conditions.*)
 - Opinión (*He wouldn't have lied to you, I'm sure.*)
 - Imposibilidad (*She can't have arrived that soon.*)
 - Certeza (*He must have left it at his office.*)
- **Futuro** con Will (*This time tomorrow I'll be flying to Moscow; The new jackets will have been on offer for two months on Sunday; In April they will have been enjoying their honeymoon for two months; By the end of the month I will have been working for this firm for three months; If you fall, you are going to hurt yourself.*)
- Futuro con verbos modales:
 - Confianza en el futuro (*The economy will improve in the third quarter.*)
 - Posibilidad firme (*The economy may/might improve if measures are taken now.*)
 - Posibilidad lógica o física (*The economy could improve in the next five years; but then again, it could deteriorate.*)
 - Expectativa lógica o razonable (*The economy should/ought to improve after these strict measures have been taken.*)
- Futuro visto desde el pasado.
 - Sucesos que finalmente acontecieron (*That decision would bring about his ruin; He was to become PM.*)
 - Sucesos que no acontecieron (*She was to have won the contest.*)
 - Sucesos inminentes en aquel momento (*They were about to give up.*)
 - Planes en el pasado (*He was going to retire; She had been thinking of investing in the venture.*)
 - **Comienzo, continuación y finalización**
(*I was about to leave, when the taxi arrived; They are to get married soon; She was on the point of/verge of tears; The meeting was due to take place at four; The baby is due for May.*)
 - **Puntualidad, anticipación y retraso.**
 - **Singularidad y repetición**
(*And he went on and on talking like a parrot.*)
 - **Cambio y permanencia.**

d) El aspecto (duración de un suceso; describe cómo un suceso en el tiempo):

- **Puntual**
(*He took the photos of us.*)
- **Perfectivo/imperfectivo, Perfecto (completado)** (*He had taken the photos by the time the owner arrived; I've been to the cinema.*) **Perfecto progresivo** (*He had been taking the photos before the owner arrived; We are going home right now.*)
- **Durativo**
(*I was watching TV for 4 hours last night; Riots have been growing.*)

- **Progresivo** (en continuo)

(He was taking the photos when the owner arrived.)

- **Habitual**

(We always wake up early.)

- **Prospectivo**

(I'm going to start eating soon; I'm about to start eating.)

- **Incoativo**

(I'm going to eat what I cooked; She turned to tears; It will become even greater.)

- **Terminativo**

(I felt awful while I was sick.)

- **Iterativo**

(If only you would give up smoking; You keep on promising, but you never do.)

- **Causativo:**

- Voz activa; expresando:

- Acuerdo *(I had the dealer mend my car; I got the dealer to mend my car; I made the dealer mend my car.)*

- El sujeto como víctima *(I had my house burgled while on holidays.)*

- Intolerancia *(I won't have you coming back home so late.)*

- Voz pasiva *(I had my car mended; I got my car mended; I had my hair done at last.)*

e) La modalidad lógica y apreciativa:

- **Afirmación**

(Nod your head if you are in pain; I affirm/state that your boss is incompetent.)

- **Negación**

(Never had I been to NY before. We hardly ever eat junk food.)

- **Interrogación**

(What did the weather forecast say?)

- **Exclamación**

(How cute the baby is!; Whoever locked this door?!)

- **Exhortación**

(At the commander's exhortation/call, the troops sprang into action.)

- **Factualidad**

(The police confirmed the media's reports were factual/real/true; An analyst determines the factual accuracy of the account; It is actually certain that their party won the elections again.)

- **Certidumbre**

(There are certainly/surely/undoubtedly few reasons for celebration after the news.)

- **Creencia**

(Urban myths are easily believed to be true.)

- **Conjetura**

(You must be Susan's sister, aren't you?; We will probably have finished by lunch time; We probably won't have finished by 11.30; People in 2080 may/might/could possibly travel to Mars.)

- **Duda**

(I honestly doubt the truth in his words.)

- **Capacidad/habilidad**

(Pete could play the piano at the early age of six, but he always refused to do it in public.)

- **Posibilidad**

(There is a very remote/slight possibility/chance that an asteroid will destroy the earth today.)

- **Probabilidad**

(You can't surely be a student, because you aren't well-mannered; John is very likely to go back to England for Christmas.)

- **Necesidad**

(My house needs painting, so I need to find a painter.)

- **Prescripción**

(I have to give up sugar for good, as I am diabetic.)

- **Prohibición**

(We mustn't smoke in class.)

- **Obligación**

(We have to write a three-thousand-word essay on melatonin effects by the end of June.)

- **Permiso**

(Are you allowed to eat in class?)

- **Autorización**

(I let my son participate in the chess tournament on Monday.)

- **Volición**

(I plan/intend/want to join a charity.)

- **Intención**

(I mean to do a voluntary work with some NGO in summer.)

- **Otros actos de habla**

(I wish I could follow you.)

- **Verbos Modales. Variedad y grados de significación:**

- **Probabilidad;** verbos para expresarla y grados de la misma

(She must have gone to her aunt's; They might get lost if you don't give them a map; They can't be at home; It'll be your uncle phoning again.)

- **Obligación:** Contraste 'deber-tener que'

(You must pay all your debts by the end of the month.)

- **Necesidad (falta de)** Contraste entre 'necesitar' como verbo léxico y 'no necesitar' como modal

(She needn't have bought any milk; we've got seven bottles in the fridge; She didn't need to buy any milk as we have seven bottles in the fridge.)

- **Permiso:** verbos que lo expresan, grados

(It's raining heavily; you may stay for the night; Could I have a look in your garden to see if my dog's there; I was allowed to have a look in her garden to see...)

- **Hábito**

(I know he'll come in with a smile and he'll ask: are you happy?; She would give me a ring every evening, but that was when she was my girlfriend.)

- **Habilidad:** contraste entre 'can'-'be able to'

(Mozart could play the piano when he was five years old; When the yacht sank she was able to swim back to the shore.)

f) El modo y las características de los estados, los procesos y las acciones.

- **Modo indicativo**

(You have to study harder.)

- **Subjuntivo**

(It's high time you studied hard; I wish you studied harder; I suggest that you -should- study harder.)

- **Imperativo**

(Come and sit by me; Help yourselves, please.)

g) Estados, eventos, acciones, procesos y realizaciones: papeles semánticos y focalización.

- **Estructuras oracionales y orden de sus constituyentes.**

- **Formas avanzadas de:**
 - Declarativas
(*We elected her team leader; We got her to accept the position; We caught him lying again.*)
 - Interrogativas
(*What else are you looking for?-negativa: Hadn't we better tell her about the change of plans?;-exclamativa: What the hell does she mean by that?*)
 - Imperativas
(*atenuadas: Bring me a white coffee, will you?; sin verbo: To your room, now!*)
- **Fronting de:**
 - Infinitivo
(*He had to learn it, and learn it he did.*)
 - Participio pasado
(*Forgotten in a cellar lay the vintage red wine.*)
 - Participio presente
(*Standing next to me was the celebrity.*)
 - Pronombres interrogativos
(*What she had to do she never found out.*)
- **"Clefting"** en oraciones subordinadas:
 - It (*It was not my brother who/that killed the shop assistant; It was the hospital that was attacked last night; It was my assistant that you gave the agenda to; It was last week that my brother flew to Madagascar; It was to the theatre that she went with her friends.*)
 - Wh- (*What cannot wait is the signing of the contract; What I'm sure of is his loyalty.*)
 - All (*All you need is a good night sleep.*)
- **Inversión:**
(con adverbios o frases negativas: *Seldom does she appear in public these days; Not only did he lie but he was adamant that he was telling the truth.*) o con So/Such (*So stubborn was she that everybody decided not to talk to her; Such was her beauty that everybody turned to look at her.*)
- **Voz Pasiva.** Estructuras:
 - -Con infinitivo (*The crisis can be said to have been caused by reckless lending.*)
 - -Con verbos de estado (*It is believed that Mr Long has gone through an ordeal; Mr Long is believed to have gone through an ordeal.*)
 - -Grupo preposicional (*The picture is being displayed; The picture is on display; The tickets will be paid for soon.*)
- **Proposiciones de infinitivo**
(*The car was difficult to get into.*)
 - **Participantes y sus relaciones**
(*Robert took Sally to the party. No, it was Mike who her to the party. I think it was Ann that Mike took to the party. It was to the city centre that Mike took Sally. What Mike did was take Sally to the Party.*).

h) Expresión de relaciones lógicas entre estados, procesos y actividades:

- **Conjunción**
(*Not only can you take your shoes, but also your socks; She said she neither wanted the yogurt nor the ice cream.*)
- **Disyunción**
(*Either Mac did it or Bud did; Applicants must have either a Ph.D. or teaching experience; You can either have some candy or some cake.*)
- **Oposición**

(Chocolates are delicious but fattening.)

- **Limitación**

(Join the club, or else you will remain isolated.)

- **Contraste**

(The bride loves parties, whereas the groom hates them.)

- **Concesión**

(Even if/though/when she was in a difficult financial situation, she managed to send her four children to a private school; Try as he might/Much as he tried, he couldn't pass the driving exam; However hard she tried, she didn't get the promotion; However selfish he may/might look, he is actually quite generous.)

- **Semejanza**

(You have as much work as your boss; Mary is similar to Ann; They are alike; Bob is the same as his dad, the spitting image indeed.)

- **Comparación**

(The more diverse the landscapes, the more appealing to visit; The weather is far worse in the North -de diferencia grande; The weather is nowhere near as good in the North as in the South; The weather is somewhat worse in the North than in the West -moderada; The weather is slightly worse in the West than in the East; The weather is almost as good in the West as in the East -pequeña; The weather is no worse here than in the South; The weather is just as good here as in the South -sin diferencia.)

- **Condición**

(I'll go with you as long as you treat me well.)

-Condicionales mixtas: *(If he arrived late last night, he won't be up early -Type 2-1; If she were more sensible, she would have avoided the problem -Type-2-3; If you had gone to the interview, you would have a job now -Type-3-2.)*

-Deseo y arrepentimiento *(I wish you had come earlier; If only you had come earlier; I wish you would not smoke; I regret not going/not having gone to the party.)*

-Inversión S-V *(Should you require any further assistance, please contact us; Had I known that you were coming, I would have waited for you; Were I so famous, I would only travel to remote countries.)*

- **Causa**

(Due to his disrespect to the other members, he was expelled; You should speak perfect French, as/since you lived in the country for so many years; Being such a bore, he never gets invited; Given our situation, it is vital not to lose that new customer.)

- **Finalidad**

(I had some time to spare; This exercise is for you to finish; They whispered in order for me not to eavesdrop; They whispered in order that I couldn't eavesdrop; They whispered so as not to allow me to eavesdrop; He married her so that he could have a companion forever.)

- **Resultado y correlación**

(The bank cancelled the loan; therefore/consequently/hence, the project could not go ahead; He's too proud to admit his mistake; She was honest enough to give back the money -Adv+ Adj+ to-cl; The situation was so critical as to make us accept the deal; The situation was so critical that we accepted the deal; She's such a nosy parker that we had to hold the meeting in another building; So easy was the exam that everybody passed -inversión.)

4.4.6. Léxicos.

Comprensión, conocimiento y utilización correcta y adecuada al contexto de una rica gama léxica oral y escrita de uso general y más especializado dentro de las propias áreas de interés, en los ámbitos personal, público, académico y profesional, incluidos modismos, coloquialismos, regionalismos y argot.

a) Contenidos léxico-temáticos.

Buen dominio en la comprensión, producción y coproducción oral y escrita de contenidos léxico-temáticos referidos a:

- **Identificación personal.**
- **Vivienda, hogar y entorno.**
- **Actividades de la vida diaria.**
- **Tiempo libre y ocio.**
- **Viajes.**
- **Relaciones humanas y sociales.**
- **Salud y cuidados físicos.**
- **Aspectos cotidianos de la educación.**
- **Compras y actividades comerciales.**
- **Alimentación.**
- **Bienes y servicios.**
- **Lengua y comunicación.**
- **Medio geográfico, físico y clima.**
- **Aspectos cotidianos de la ciencia y la tecnología.**

b) Contenidos léxico-nocionales (Ver contenidos sintácticos).

- **Entidades:**
 - **Expresión de las entidades** (identificación, definición)
 - **Expresión de la referencia: deixis** determinada e indeterminada (pronombres, adverbios o expresiones que se refieren a personas, objetos, lugares o momentos en los que encuentra el hablante) (*You should have been here last week; Have you been in this country before?; You will only find the balance between both extreme points if you look at the chart in front of you; Earlier research was unable to demonstrate gravity; He does it himself; He makes his own bed; In the next chapter you will find the conclusions below the chart.*)
- **Propiedades de las entidades:**
 - **Existencia** (presencia/ausencia, disponibilidad, acontecimiento).
 - **Cantidad** (número cardinal, número ordinal, medida, cantidad relativa; grado aumento/disminución/proporción).
 - **Cualidad** (forma y figura, color, material, edad, humedad, sequedad, accesibilidad).
 - **Cualidades sensoriales** (visibilidad, audibilidad, sabor y olor, limpieza, textura y acabado, consistencia, resistencia).
 - **Valoración** (precio y valor, atractivo, calidad, corrección/incorrección, facilidad/dificultad, capacidad/competencia, falta de capacidad/falta de competencia, aceptabilidad y adecuación, normalidad, éxito y logro, utilidad, uso, importancia, interés, precisión y claridad).
- **Eventos y acontecimientos.**
- **Relaciones de:**
 - **Espacio** (lugar, posición absoluta y relativa, origen, dirección, distancia y movimiento, orientación y estabilidad, orden, dimensión).

- **Tiempo** (divisiones e indicaciones de tiempo: días de la semana, meses, partes del día, estaciones).
- **Localización en el tiempo** (presente, pasado, futuro; duración, frecuencia y transcurso; simultaneidad, anterioridad, posterioridad; comienzo, continuación y finalización; puntualidad, anticipación y retraso; singularidad y repetición; cambio y permanencia).
- **Estados, procedimientos, procesos y actividades** (aspecto, modalidad, participantes y sus relaciones).

c) Operaciones y relaciones semánticas.

- **Agrupaciones semánticas.**

- **Parecias comunes** (enunciado breve e ingenioso que incita a la reflexión; proverbio, refrán).

- **Sinónimos**

(*exceptional-outstanding; genuinely-truly*), antónimos (*loud-quiet; bent-straight*) y palabras polisémicas (*good man-good painter; eat cookies-delete cookies; bat the ball-mammal bat-bat the face.*)

- **Homónimos**

(*right-write; accede-exceed; except-accept; kernel-colonel*)

- **Homógrafos**

(*signo f stress/sign the cheque; tie the hands/wear a tie; fly a kite/a fly buzzing*)

- **Homófonos**

(*fair-fare; rap-wrap; bare-bear; sea-see; higher-hire; there-their-they're.*)

- **Formación de palabras: prefijos y sufijos, composición y derivación, palabras para derivar nuevos sentidos**

(*self-made, self-esteem, self-assured; decisión, decide, decisive, decisively; do, undo, redo, overdo.*)

- **Frases hechas y expresiones idiomáticas**

(*the spitting image; soul mate; head over hills; as cool as a cucumber; sell like hot cakes; have a whale of a time.*)

- **Aspectos pragmáticos del vocabulario: diferencias de registro, ironía, atenuación o intensificación, eufemismos (passed away/dearly departed-died; ethnic cleansing-genocide) y disfemismos habituales (palabra despectiva u ofensiva: loony bin-mental hospital) o gramaticales (reconocer la clase de palabra y sus normas gramaticales de uso como parte integrante de su significado).**

- **Falsos amigos**

(*constipated, conductor, terrific, disgust, ham, large, diversión, fabric, carpet.*)

- **Calcos**

(*coup d'état-golpe de estado; skyscraper-raascacielos; .*)

- **Préstamos**

(del francés: *déjà-vu; à la mode; cul-de-sac; RSVP; chaise longue; ballet; chef; chalet*; del alemán: *delikatessen; automat; angst*; del latín: *paper; apostle; master; circle; martyr; city; comet*;

del español: *armada; adobe; alligator; armadillo; arpaca; barricade; cannibal; canyon; desesperado; ranch; marijuana; vigilante*; del holandés: *reef; buoy; smuggle; skipper; landscape; booze; brandy; coleslaw; cookie; cranberry; crap; curl; dollar; scum; Split*; del italiano: *balcony; soprano; opera; stanza; umbrella; casino; cupola; viola; broccoli*; del griego: *atmosphere; anonymous; parasite; pneumonia.*)

- **Hiperónimos** (término general que engloba un término específico o hipónimo)

(*flower-daisy-rose.*)

- **Hipónimos**

(diamond, emerald, ruby: gemstone; cyan, navy, ultramarine: blue: colour; red-crimson).

- **Cohipónimos**

(apple, peach, plum: fruit; crimson-garnet; rose-tulip).

- **Introducción a las figuras de estilo:**

- **Metáfora**

(He is a shining star; His eyes were ice as he stared at her; The snow is a White blanket.)

- **Metonimia** (Let me give you a hand; The pen is mightier than the sword.)

4.4.7. Fonético-fonológicos.

Percepción, selección según la intención comunicativa y producción de los patrones sonoros, acentuales, rítmicos y de entonación de uso general en diversas variedades de la lengua y en entornos específicos según el ámbito y contexto comunicativos, así como comprensión y transmisión de los diversos significados e intenciones comunicativas asociados a los mismos, incluyendo variantes o cambios con implicaciones sintácticas y comunicativas:

- **Sonidos y fonemas vocálicos y sus combinaciones:**

- **Vocales**

(tomb, canoe, Persia, coronel, aisle, feud, jeopardy, gauge), diptongos (bouquet, height, buoy, brooch, drought, weird, scarce, gourmet), triptongos (layer, choir, royal, lower, nowadays)

- **Semivocales**

(yes, university)

- **Relajación articulatoria en registro informal**

(Too expensive for them to buy; Better than ever.)

- **Sonidos y fonemas consonánticos y sus agrupaciones:**

- **Consonantes:**

[n velar] / [n] (singing-finger; rung-hunger), [l velar] (fill; failed).

[r muda] + sufijo convertida en [r pronunciada] (poor-poorer; pour-pouring).

- **Agrupaciones consonánticas**

(exist/exam; thanked/ranked; fifths/twelfths; texts/contexts; clothes; he breathes; oaths; youths).

- **Dígrafos y trígrafos** (grupo de dos o tres letras que representan un solo fonema)

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

- **Procesos fonológicos:**

- **Asimilación en palabra aislada y en cadena hablada**

(Christian; toothpaste; were; Im parties; nop boring; goob morning; elevem men; thak key; In case; Ten pence; Whatcha talking about?; Gotcha!; Wanna.)

- **Coalescencia** (palabras que se unen)

(Right you are!; He gives you.)

- **Linking**

(How is it?; Is it a girl? especialmente [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.)

- **Ensonorización inicial o final**

(Enough votes; It's).

- **Sonorización**

(All of it; That much.)

- **Palatización**

(Did you? /dɪd3u:/).

- **Nasalización**
(*bean; lame; bang*).
- **Epéntesis o intrusión** (adición de un fonema o más en una palabra)
(*jewelry-jewelery; film /filem/; 'athlete'; an apple; bacterial unit; I saw-r-a film today; supernova-r-in the sky; Law-r-and order; Victoria-r-and Albert Museum; Hosanna-r-in the highest; withdraw(r)al; draw(r)ing*).
- **Alternancia vocálica**
(*man-men/sing-sang*).
- **Acento fónico/tonal de los elementos léxicos aislados:**
 - **Acento primario y secundario en palabras de más de tres sílabas y en palabras compuestas y derivadas** (*in'su'fficient/in'e'xacti'tude; dis'patch-ri'der;post-'graduate; 'appe'tizing;flat'footed*.)
 - **Sufijos que determinan la posición del acento**
(*eco'nomi;c;curi'osity*.)
 - **Acento que determina la categoría gramatical**
(*'conduct-con'duct; 'attribute-at'tribute*.)
- **Acento y atonicidad. Patrones tonales en el sintagma y la oración:**
 - **Acento primario y secundario** (*His 'first class 'work; 'That's the ad'dress he 'sent the "letter to; I can't break 'in; I get 'on with Jane*.)
 - **Entonación descendente:**
 - al solicitar información (*What's his name?; Where do you live?*)
 - al acabar la intervención (*John Smith; In London*.)
 - **Entonación ascendente:**
 - al solicitar confirmación (*You're going already, must you?; Don't be unpleasant!*)
 - al narrar (*She stopped, got out of the car, and went home*.)
 - al no acabar la intervención (*When he came... I greeted him; Some pears and... well, that's all*.)
 - **Entonación ascendente [positivo] o descendente [negativo] en exclamaciones**
(*Brilliant!; Awful!*)

4.4.8. Ortotipográficos.

Comprensión de los significados generales y específicos y utilización correcta y adecuada, según el contexto de comunicación, de las convenciones ortotipográficas de la lengua meta, incluyendo rasgos de formato; valores discursivos de los signos tipográficos, ortográficos y de puntuación; adaptación ortográfica de préstamos; variantes en la representación gráfica de fonemas y sonidos; variantes del alfabeto o los caracteres y sus usos en las diversas formas.

- **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; coronel)*.)
 - **Vocales o consonantes en dígrafos** (dos letras que representan un fonema)
(*aisle; read; pie; jeopardy; gauge; bath; chip*.)
 - **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**
(*victuals; fudge; highest; hord; knot; calf; mneumonics; solemn; pneumonia; thistle; debris; wrinkle.*)
- **Homófonos**
(*right-rite; where-ware; their-there-they're.*)
- **Homógrafos**
(*read presente y 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; pati; Aesop's fables.*)
 - **Adaptada**
(*foetus; fetus.*)
- **Uso de los caracteres en sus diversas formas:** mayúsculas y minúsculas, negrita, cursiva.
- **Signos ortográficos:**
 - **Abreviaturas con punto** en:
 - tratamientos (*Prof./Right Hon.; Dr/Mr*), sistema métrico decimal (*km/m*) frente a medidas imperiales (*gal.; in.*)
 - sin punto en: puntos cardinales (*S/NE*), elementos químicos (*Al; Mg*), masa en uso científico (*oz, lb*), moneda (*USD; p*), plurales (*hrs; mins*), nacionalidad/país (*M. Leclerc (Fra); Herr Staffenbaum (Ger).*)
 - 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.*)
 - años abreviados (*The '68 revolution; Its main effects were felt in the '30s.*)
 - posesión en nombres polisilábicos 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?")
 - **Barra** en:
 - alternativas (*You'll need your passport and/or birth certificate; You should write his/her name at the bottom.*)
 - fracciones (*2/3 two-thirds; 3/8 three-eighths*)
 - expresiones distributivas (*\$50/week; Fat content 5.6g/100g*)
 - **Comilla(s)** en citas (*"We are not criminals," said Mary; "No," she remarked, "I've never seen it before"; 'Was it,' he asked, 'the first time you had spoken to Mrs Dalton?'; "I will not accept it!" he said angrily.*)
 - **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 (*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.*)
- explicaciones (*And it's expensive: in terms of time, effort and material things; Starr first divided risks into two categories: voluntary and involuntary.*)
- contraste o aposición (*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 stated: "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?"*)
- horas (*01:30; 10:23:03*)
- exclamación en parenthesis con o sin punto final (*The room was painted blue – the political colour of those who used it!; The room was painted red (bright socialist red!).*)
- o **Guión—dash** para indicar un rango entre números (significando 'hasta') (*Closed 12.30-13.30; Mozart 356—1391; Augustus 63 BC – AD 14; Inhabited AD 363 – ca. 831*) y nº negativos (*--32; Absolute zero is --233.15°C.*)
- o **Guión-hyphen** para unir palabras: (*Up-to-date; Scape-goat; The one-hundredth episode; A three-month-old baby; A blue-eyed girl; south-westerly; south-west-by-south; at two-thirty; at six-oh five*), separar líneas (*computer-ized; com-mercial*), morfemas (*dis-ap-pear; grate-fully*) o sílabas (*indus-trious; un-kind-li-ness*) y medidas especiales (*It was made of 18-carat gold; It filled a 2-gallon barrel.*)
- o **Paréntesis**
(*(Beyerstein [1983-1988] has traced the relationship between...; I think any other excuses (pressure of work, disturbed childhood, alcoholic parents) are just excuses.*)
- o **Punto:**
 - en abreviaturas que acaban con letra distinta de la de la palabra completa (*Ph.D.; M.Sc. (Econ.)*)
 - dentro de paréntesis o cita si forma parte de ellos (*(His innocence was proved at a later date.); Abdul exclaimed: "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).*)
- o **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...)*)
 - 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.)*)
- o **Siglas frecuentes en mayúscula**
(RSVP; P.T.O.) y en minúscula (i.e.; p.m.)
- o **Signos en Internet**
(@; -_/\) y en teléfonos (#; *)
- o **Signos tipográficos**
(*... is mentioned in ¶2; See §6, 12-13.*)

4.4.9. Interculturales.

Dominio de los conocimientos, destrezas y actitudes interculturales que permitan llevar a cabo actividades de mediación, incluso en situaciones delicadas o conflictivas, con total naturalidad y eficacia:

- a) Autoconciencia cultural.
- b) Conciencia de la alteridad.
- c) Conciencia sociolingüística.
- d) Conocimientos culturales específicos.
- e) Conocimientos culturales especializados.
- f) Observación.
- g) Escucha.
- h) Evaluación.
- i) Análisis.
- j) Interpretación.
- k) Puesta en relación.
- l) Adaptación (incluida resiliencia emocional).
- m) Ecuanimidad.
- n) Gestión del estrés.
- o) Metacomunicación.
- p) Resolución creativa de problemas.
- q) Liderazgo.
- r) Respeto.
- s) Empatía.
- t) Curiosidad.
- u) Apertura de miras.
- v) Sunción de riesgos.
- w) Flexibilidad.
- x) Tolerancia.
- y) Valores universales.

4.5. Distribución temporal de los contenidos.

El nivel C1.1 se basará en la primera mitad del nuevo libro de texto Outcomes Advanced (Ed. National Geographic) y abarcará principalmente los siguientes contenidos distribuidos, en dos cuatrimestres:

- a) Ciudades: diferentes aspectos, problemas urbanos (sostenibilidad, precios de las viviendas) y posibles soluciones, diferencias con el campo, leyendas urbanas. Se abordará el énfasis, la exageración y la ejemplificación.
- b) Relaciones humanas: los conocidos y las primeras impresiones sobre los desconocidos, las diferentes relaciones existentes, el romance y la ciencia, compartir problemas. Se expresarán opiniones con inseguridad.
- c) Cultura e identidad: diferentes aspectos de la cultura y la sociedad. Se expresarán sentimientos y opiniones de manera enfática; se expresará desacuerdo con opiniones

ajenas; se describirán objetos y tareas domésticas; se discutirá sobre la identidad personal y la nacional.

- d) Política: cualidades de los políticos, posibles consecuencias de las distintas propuestas políticas, y las elecciones. Se darán distintas opiniones políticas y se contarán chistes.
- e) Salir o quedarse en casa: salidas de noche, el ocio, problemas de sueño, actividades extremas, el turismo y los sitios turísticos. Se comentará lo que otros dicen, se practicará cambiar de tema y se hablará de libros.
- f) Conflicto y su resolución: el manejo de las discusiones de manera constructiva, defender y escusar posiciones y conductas, hablar sobre cómo nos gustaría que fueran las cosas, discutir sobre un conflicto y su resolución, e usar metáforas.
- g) Ciencia e investigación: diferentes áreas de trabajo en el campo de las ciencias, incluyendo el uso de las estadísticas, y las diferencias con la ciencia ficción. Se explicarán y discutirán noticias sobre las ciencias, y se expresará sorpresa e incredulidad.
- h) Naturaleza y alimentación: describir paisajes naturales, animales, sus hábitats y sus hábitos y la comunicación. Se describirán fotos y acciones. Se discutirán estereotipos y se enfatizarán las opiniones.

El nivel C1.2 de este curso continuará con la segunda parte del libro de texto del curso anterior Inside Out (Ed. Macmillan), y basará sus contenidos léxicos-semánticos en los siguientes temas:

- a) Digital: Teléfonos móviles, innovaciones en tecnología e inventos científicas.
- b) La ley: crimen y castigo, casos legales e informes periodísticos.
- c) La noche: patrones de energía, el día y la noche.
- d) Huellas: antiguas y actuales, zapatos.
- e) Palabras: neologismos, la importancia de la escritura, ortografía y pronunciación.
- f) Conciencia: donar dinero a ONGs, los vagabundos, sentimientos de culpa, la Copa del Mundo.

4.6. Criterios de calificación.

Se realizarán según lo especificado en la legislación vigente. Para ello, consúltese:

- la [Orden de 12 de diciembre de 2011](#), por la que se regula la elaboración y la organización de las pruebas terminales específicas de certificación de las enseñanzas de idiomas de régimen general.
- el siguiente enlace: <http://www.eoimalaga.com/web/examenes/>, en el que están:
 - la Resolución en vigor de la Dirección General de Ordenación Educativa por la que se convocan las pruebas terminales específicas de certificación en las enseñanzas de idiomas de régimen especial.
 - la Guía para el Alumnado de Idiomas en vigor, y los criterios de evaluación reflejados en ella.

4.7. Contenidos mínimos.

CONTENIDOS MÍNIMOS C1

En este apartado se engloba lo mínimo que se exige de los alumnos para poder ser *Apto* en la expresión e interacción oral y escrita del nivel C1.

Por lo tanto, serán *No Aptos* los alumnos **QUE NO**:

EXPRESIÓN E INTERACCIÓN ORAL	EXPRESIÓN E INTERACCIÓN ESCRITA
<p>1. Sean comprendidos por el interlocutor y/o no comprendan al interlocutor.</p> <p>2. Hablen sobre el tema propuesto.</p> <p>3. Sepan usar la gramática y el vocabulario de niveles anteriores.</p> <p>4. Usen vocabulario y estructuras de nivel C1 de manera adecuada al contexto comunicativo.</p> <p>5. Pronuncien adecuadamente:</p> <p>5.1. Las formas verbales regulares e irregulares.</p> <p>5.2. Las consonantes agrupadas: “scripts, little.”</p> <p>5.3. Los pares mínimos de fonemas (<i>chair-share, boat-vote, day-they, thought-sought, sun-sum, you-jew</i>).</p> <p>5.4. Los plurales regulares e irregulares.</p> <p>5.5. El sonido vocálico “schwa”, por ejemplo, para distinguir formas débiles y fuertes o sílabas acentuadas y no acentuadas (<i>Yes, I have. I should have called.</i>)</p> <p>6. Acentúen adecuadamente vocablos frecuentes (<i>vegetables, interesting, comfortable</i>).</p> <p>7. Tengan una entonación adecuada y no faciliten la comprensión.</p> <p>8. Tengan fluidez y/o NO sepan unir varias ideas y/o narrar, argumentar, describir con los conectores del nivel.</p>	<p>1. Escriban sobre el tema propuesto.</p> <p>2. Sigán la gramática y vocabulario propuestos.</p> <p>3. Sepan hacer negaciones.</p> <p>4. Sepan hacer preguntas básicas.</p> <p>5. Escriban la –s de 3ª persona singular en presente (<i>*She live here.</i>)</p> <p>6. Sepan que los adjetivos no tienen plural (<i>*Bigs houses are expensive.</i>)</p> <p>3. Conozcan el pasado de los verbos irregulares básicos (<i>*I writed to them.</i>)</p> <p>8. Usen el orden correcto de la frase (<i>*I like very much coffee.</i>)</p> <p>9. Sepan usar vocabulario y gramática de niveles anteriores.</p> <p>10. Usen vocabulario y estructuras de nivel C1, produciendo redacciones pobres.</p> <p>11. Respeten la concordancia singular-plural. (<i>*People is waiting</i>)</p> <p>12. Sepan usar los tiempos verbales más frecuentes, ni la complementación verbal (<i>*I live in Málaga since 2012; *Mary should was there; *I should was there.</i>)</p> <p>13. Usen los conectores adecuadamente. (<i>*It’s a rare species; therefore, they were hunted for years; *It’s a great restaurant, meanwhile, you should go.</i>)</p> <p>14. Usen adecuadamente el sujeto/objeto (<i>*She left because was worn out; *The man who I saw him...</i>)</p> <p>15. Escriban con fluidez suficiente como para argumentar varias ideas conectadas de forma natural y no forzada.</p> <p><u>Nota:</u> * Forma o uso incorrecto.</p>

4.8. Clases de refuerzo

Justificación

A través de la evaluación inicial de principio de curso y de la experiencia docente de los tutores, se han detectado importantes carencias en el nivel oral de algunos alumnos de algunos grupos de Nivel Avanzado C1.

Por ello, se ha determinado la necesidad de establecer clases de refuerzo para esos grupos.

Procedimiento

Para cubrir esa necesidad, un profesor o profesora de apoyo acudirá regularmente a las clases de esos grupos, y realizará actividades de refuerzo oral conjuntamente con el/la tutor/a del propio grupo.

Horario

- Grupo ING6L11A: lunes de 12h a 12.30h, y miércoles de 11h a 12.30h.
- Grupo ING6L09A: miércoles de 9.30h a 11h.

Objetivos generales

Mejorar la capacidad de comunicación oral del alumnado de esos grupos.

Metodología

La dinámica de clase se centrará en la participación del alumnado y en la reflexión sobre su propio proceso de aprendizaje, y se desarrollará mediante la realización de tareas orales. Será un enfoque totalmente comunicativo, sin olvidar, sin embargo, que la comunicación debe resultar correcta, para lo cual se prestará especial atención a los siguientes aspectos:

- formulación correcta de frases
- uso correcto del vocabulario
- corrección en la pronunciación.

Contenidos

Serán los reflejados en la Programación Didáctica del Nivel Avanzado C1.

Distribución temporal de los contenidos

Será la reflejada en Programación Didáctica del Nivel Avanzado C1.

Evaluación

Será la ordinaria del curso.