

RECURSOS LINGÜÍSTICOS C2.1

Uso contextualizado de los recursos programados en niveles anteriores, que se refuerzan, y de los que se listan a continuación, para llevar a cabo las actividades y funciones comunicativas específicas del nivel.

1. Marcadores del discurso:

-Cohesión:

- Correferencia: demostrativos, posesivos, cuantificadores, indefinidos, pronombres personales, adverbios, expresiones adverbiales y otras expresiones con valor anafórico o catafórico vistos en niveles anteriores, (These factors are as follows; the hypothetical situations previously accounted for; such characteristics will be the ones to be tackled in the next section; in subsequent sessions).
- Sinónimos en contexto (delicious/delightful/lovely; painful/excruciating pain). Hiperónimos e hipónimos (building coop; block of flats, bungalow, villa...), a través de uno de los términos que entran en la definición (The girl; the teenager, the 14-year-old...)
- Nominalización (Project>projection; Most conflicts arise from people's projections of what they don't like about themselves when interacting with...)
- Proformas léxicas (the question/ the factor/ the issue/ another consideration/ perspective that should be definitely taken into account in our discussion is...).
- Elipsis:
 - De sujeto y/o verbo auxiliar con “and, or, but, though” (I know I said I'd help, but I didn't, sorry, I couldn't)
 - uso de “to” en lugar de infinitivo completo (I don't know why you keep doing things I can do by myself. I told you many times not to [do those things]);
 - después de verbo auxiliar (I told you that I was coming, and I have);
 - en respuestas breves y “tags” (“I have just eaten ten Cali rolls!” – “Have you? You'll get sick!”);
 - uso de palabras o frases en sustitución de otras: “one, so, do, neither, nor” (“She said she wouldn't be coming to the party”. “Neither will I. I don't like Jean”. “I didn't attend their wedding”. “I did. It was very moving”).
- Concordancia de tiempos verbales adecuada a las relaciones discursivas:
 - Uso preciso de tiempos verbales según contexto. Progresión en el tiempo, superposición de eventos, salto atrás; (Lately, I've been wondering what would've happened if he'd never accepted that job in the UK, what my life would be like now; Had you told us before, you could come with us next summer; One never knows what they'll be doing five years from now; It happened the previous summer/ last summer/ a year ago/the year before).
 - Procedimientos para citar y para transmitir información: concordancia de tiempos en el estilo indirecto; cambios de los tiempos verbales. Uso de tiempos pasados y presentes en base a la vigencia o no de la información en el presente.
 - Uso de reporting verbs empleados en estilo indirecto que resumen la información dada en estilo directo (“No, it wasn't me. I'd never do such a thing” > She denied having done such a thing. “I'm sorry but I will not lend you any more money”> “He categorically refused to help him financially”/His refusal to further help him financially was absolutely final”).

- Consolidación en el uso de conectores en oraciones con relaciones de coordinación y subordinación (ejemplo: Although/though / despite+ -ing/ notwithstanding) y reflexiones acerca de las distinciones de registro y grado de formalidad y adecuación al interlocutor.

-Organización:

Elementos de textos orales o escritos: Alternancia de marcadores aprendidos en este nivel y niveles anteriores.

- Marcadores en función del texto y del registro:
 - De iniciación: formalismos (Much to our regret, we must inform you that the position at this company is no longer available...), formulaicas (the conclusions to be drawn are as follows, there are some rules to be complied with/ three requirements to meet...),
 - De saludo y despedida en cartas (To whom it may concern; Best/Kind Regards),
 - De introducción al tema (The first factor to be considered; it is essential to introduce the notion...) o introducción de un nuevo tema (It is turn now for; Having dealt with...we shall now discuss...).
 - De estructuración: repaso de ordenadores de apertura, de continuación y de cierre vistos en niveles anteriores.
 - Para comentar (Particularly; Incredible though it may seem; oddly enough).
 - De digression (coincidentally; Momentarily, I must digress to tell you...).
 - De reformulación: explicativos o rectificativos (Mind you; that is to say; what I truly mean is...; or better put...)
 - De distanciamiento (very interesting, shall we continue with the topic at hand?; Now is not the moment for that issue)
 - De recapitulación o síntesis (It all comes down to...; the morale of all of this is...).
 - Elementos propios de la conversación (en diferentes registros y actitudes):
- Repaso de los marcadores y recursos empleados en intercambios cotidianos, atendiendo al interlocutor, la situación, grado de formalidad y el propósito de la comunicación.

-Cortesía:

- Tiempos verbales matizadores (When will you be coming to our summer house?)
- Verbos modales en usos básicos de niveles anteriores y los vistos en C1 (Must you say everything that goes through your head?; Need I go on explaining?; You mustn't have been paying too much attention!) y
- Expresiones para las funciones sociales (p.e. dar órdenes, pedir, corregir, mostrar desacuerdo, aceptar o denegar, etc).

-Tematización y focalización:

- Orden marcado frente al orden normal o no marcado de los elementos de la oración: Consolidación del empleo de inversión con elementos iniciales negativos y de significado negativo y adverbios y locuciones adverbiales de lugar y movimiento; y demás contextos

sintácticos donde se produce (2ª y 3ª condicionales; adverbios y adjetivos con so; such; infinitivo con y sin to; oraciones de participio presente y pasado, etc).

- Enfasis o realce de la información compartida y de la información nueva con recursos:
 - gramaticales (Believe it or not, it is precisely because she adored him that she broke up with him...; What I want from you is a bit of understanding, etc),
 - léxicos (We bought ridiculously delightful knickknacks in that vintage flea- market),
 - de entonación (Absolutely! Please, do ask anything you don't know!)
 - acentuación (It was HIM, not Peter who asked us to leave!)
- Consolidación en el uso de la inversión:
 - con elementos negativos (Seldom did he express any feelings for her, so she left him; Little did we know what lay in store for us; No sooner had I arrived than she started to complain)
 - con otros elementos (May: May you make all your dreams come true; Adjetivos y adverbios con so/such: So terrible was the situation that we had to take urgent measures;
 - en oraciones 'cleft/pseudo-cleft' (It can't have been out of pity that she decided to go out with him; What I love most is to travel somewhere different every year).
 - en oraciones introducidas por 'with/without' (Without a bit of goodwill from you, it is impossible to achieve anything you set out to).
- Análisis del efecto retórico conseguido en el discurso mediante el empleo de los distintos recursos para enfatizar los elementos más importantes de la oración y contraste con oraciones, con el mismo significado, desprovistas de recursos de énfasis: (I loved him a lot but I couldn't be with him> Much though I loved him, I couldn't be with him; If you hadn't come, I would have had to...>Hadn't you come, I would have...).
- Focalización e intensificación mediante:
 - exclamación (What a wonderful movie!), enumeración (The first point to tackle will be, yet another issue is, the last point to be dealt with...),
 - repetición (an absolutely incredible and amazing adventure),
 - refuerzo (infinitely more beneficial for him),
 - exageración (I've told you this like a million times! My eyes were bleeding. I couldn't believe what I saw!)
 - adverbios (I absolutely have no intention to...Never again will there be an artist like him),
 - prefijos (polyamory, ultraorthodox),
 - acentuación o alargamiento fónico (We had been waiting WAY TOO much time for the wedding day).
 - Uso de interjecciones y expletivos (For God's sake, it was bloody freezing! That hamburger cost frigging \$42!).

2. Recursos gramaticales:

Oración:

- Actitud del hablante y modalidades de la oración simple y compleja: Repaso en profundidad de niveles anteriores. Estructura de la oración enunciativa, interrogativa, imperativa, exclamativa, desiderativa y dubitativa (+ afirmativas, negativas y pasivas).
- Interrogativas alternativas con subordinadas de complejidad creciente y elipsis (Would you like to come with us, drive to John's yourself or stay in?; Are you going to help me or keep sitting

and staring at me?) e interrogativas negativas (Is it not easier to study a bit every day instead of cramming the day before the exam?; Can you not do the shopping for once?).

- Estructura de las oraciones enfáticas y oraciones no enfáticas vistas en etapas anteriores en base al nivel discursivo, supra-oracional, no al oracional.
- Principios de organización del discurso:
 - Elecciones sintácticas dependientes de la información nueva en contraste con la información dada previamente en el discurso (For her birthday, Anna got a new car. This car she was given by her grandparents: They had told her that...)
 - tendencia a la colocación a principio y final en la frase de elementos simples y complejos respectivamente (Ejemplo: Sujeto (S)/ Atributo (A): Smoking (S) is such an unhealthy habit (A); It was impossible (A) at that time to know that the Earth wasn't flat (S), so...).
- Concordancia: Repaso de los casos más singulares vistos en niveles anteriores:
 - Ausencia de concordancia: there en registro coloquial (There's lots of questions I want to ask about him).
 - Concordancia del verbo con nombres colectivos (His company's legal team is/are investigating the matter/ The NY audience is/were their usual reserved selves).
 - Concordancia gramatical y concordancia "ad sensum" (An increasing number of people believes/believe that....).
- Orden de los elementos en la oración:
 - Consolidación en el uso de cleft y pseudo-cleft y el énfasis de los distintos elementos posibles en cada tipo (It was because of pity that I accepted; It has been only thanks to your help that we finished on time; What I'd love now is to go home; What I'm dying for is a weekend away); en la inversión de sujeto – verbo con adverbios o expresiones adverbiales negativas (Not only did she write short stories, but she was also a painter; Seldom did he speak about his own feelings; Hardly had I arrived when...; Not a single word was uttered during the evening).
 - Consolidación en el empleo de inversión con otras estructuras sintácticas: condicionales: Had you told me what was happening...; Adjetivos, verbos y adverbios: (Much though she loved him...); Inversión de sujeto-verbo con y sin verbo auxiliar con adverbios y complementos de dirección o movimiento (Up and down the aisle she walked).
 - Pronombres o grupos nominales como sujeto y con el verbo to be y otros verbos en la determinación de la inversión.
 - Cleft sentences introducidas por The+modificador+ thing/matter/issue/factor+ is that... (The third aspect to be considered is that we don't know how much money...The last point that I'd like to talk about is whether it's possible to...).
 - Pseudo-clefts introducidas por How/Where/ Why (How you are going to get the money is something that does not concern me; Why she was chosen for the job is because her father had been donating enormous amounts of money; Where they went that day is something that we never knew)
- Consolidación y ampliación del número de posibles estructuras sintácticas de oraciones exclamativas con so/ such:

- Such con distintos tipos de sustantivos, singulares, contables e incontables, con y sin artículo y adjetivos.
- So y such con inversión verbo-sujeto con y sin verbo auxiliar (So close!; Such amazing memories, I can't explain!; Such were my feelings for her!; We had such incredible weather!).
- Oraciones exclamativas con How:
 - How+ adverbio+ subordinada (How quickly can a situation change!)
 - How+ subordinada (How I wished I had done things differently! How I loved him!).
- Oraciones imperativas: Consolidación del imperativo con sujeto mencionado en vocativo para enfatizar (Ms. Jones, take a seat, please).
 - Imperativo negativo con Don't you...! para advertir o reprender: (Don't you ever tell me what I must do!; Don't you forget to bring the visa when you fly!).
- Oraciones desiderativas: Repaso en profundidad para el dominio de estructuras desiderativas:
 - con "unreal past tenses" I wish, if only con referencia al pasado (I wish I had never met her).
 - I wish, if only seguido de would o could (I wish I could go, I'm knackered; If only he would stay);
 - It is (high) time, would rather/sooner, I'd prefer con distinto sujeto en oración principal y subordinada y con infinitivo de perfecto (I'd rather you refrained from lighting that cigarette, thank you/ I'd rather have stayed at home last night; I'd prefer it if you came with us, not them; It's time you stopped complaining about your life and do something to change what you don't like).
- Elipsis de elementos de la oración en: oraciones de participio, oraciones sin verbo, sintagmas adjetivos pospuestos (Although [she was] heartbroken, she decided to stay in that city and start anew; While [he was] still married, he kept on meeting his first girlfriend in secret; The employees [who were] harassed refused to say anything about the incident).
- Voz pasiva con construcciones complejas y menos frecuentes:
 - Modals + infinitivo simple o infinitivo perfecto (I needn't be told what I have to do next; she oughtn't to be given everything she wants, or she'll become absolutely useless and spoilt).
 - Con infinitive perfecto (The painting was then believed to have been destroyed in the fire)
 - Con infinitive continuo (I really can't stand being told what I should do with my life).
 - Oración pasiva como complemento de preposiciones (She was so grateful for having been helped all those years).

Oración compleja:

- Cambios en el estilo indirecto: Dominio en el manejo de tiempos verbales, pronombres y expresiones temporales. Oraciones para transmitir peticiones, sugerencias, instrucciones, y consejos indirectos: verb + to infinitivo/-ing o con that, dependiendo del verbo introductorio o la estructura utilizada tras dicho verbo (He suggested going to the cinema/ He suggested that we should watch that new movie; The suspect denied having stolen the money).
- Subordinación adverbial: Repaso de la estructura de subordinadas adverbiales de etapas anteriores, incidiendo especialmente en los tipos de conectores, su posición en la oración, usos según el registro:
 - La posibilidad de emplear dos oraciones principales con otros conectores (Although she had a headache we went out that night/ Despite her (having a) headache we went out/ She had a

headache. We went out, though; If you hadn't studied so hard you would have failed/ Thank God you studied. Otherwise, you would have failed).

Uso de oraciones de participio presente (Thinking that it was the only solution, she fled the country).

-Comparativas: Empleo de estructuras as if/ though...; as...as... en frases comparativas dentro de oraciones de sintaxis más compleja que en niveles anteriores (He behaves as if he didn't know what had happened; Keeping one's friendships nowadays isn't as easy as it used to be when we were younger).

-Consecutivas: Empleo de so...that.../such+ (a/an) + (adj)+nombre...that...en oraciones. (The movie was so horrible that.../ It was such a terrible movie that we had no choice but to leave and go for an early dinner.

-Final: Oraciones finales con in order [for + nombre] [not] to + infinitivo, so as [not] to. Oraciones finales con in order that + clause, for + -ing (This is necessary in order for you to be able to finish it on time; A kabuki brush is the one used for blending the compact powder).

-Concesiva: Repaso del uso de yet en combinación con although (although he hadn't eaten anything for ages, yet he looked strong and healthy);

-Condicional:

Los tiempos verbales y estructura en condicionales irreales o imposibles y condicionales con verbos modales seguidos de distintos infinitivos (Hadn't you cheated in the exam, you would be coming with us on holiday instead of studying) y expresiones que los sustituyen (But without your help, I would have had to do it all myself).

Condicionales mixtas (If I hadn't eaten it, I wouldn't be sick now; If I hadn't been given that assignment in June, I'd be travelling with you next month).

Expresión de la condición con un número creciente de conjunciones alternativas y condición implícita: In the event that, otherwise, on condition that, so long as (I'll do what you say on condition that the rest of the staff are not told; I will lend you my car so long as you return it tomorrow with a full deposit).

Uso de should, were to, happen to, if it were not for, if it hadn't been for para expresar algo poco probable (If I were to ask you to marry me, what would you say? If you happen to see Helen, could you ...?)

Condicionales con will y would para expresar cortesía o énfasis (If you will/would help me; I'll see if I can finish the assignment);

Inversión con should, were to, have/had + -ed (Should you need anything else, please let us know; Hadn't it been for this last-minute solution, he'd have been fired immediately; Were I to tell you what she said, would you keep it a secret?).

Grupo nominal:

- Repaso y consolidación: Núcleo: Formación de palabras. Clases de sustantivos:

Blends (brunch, Interpol), Clippings (ad, pram, PM).

-Concordancia con el núcleo en tercera persona del singular (nombre/pronombre). Everybody wanted to ask his or her questions at any cost; Everyone thinks they know the answers.

-Plural de nombres compuestos (assistant managers, civil servants), consolidación del plural en préstamos (focus-foci; phenomenon-phenomena; kibbutz-kibbutzim), e irregulares (ox-oxen, brethren, hypotheses).

-Nombres propios utilizados como comunes con artículo determinado (This is the Mr. Richardson you were telling us about yesterday, right?).

-Partitivos: Expresiones para referirse a grupos de animales (A swarm of locusts, a pack of wolves), personas (a gang of criminals, a bench of judges) y de objetos (a deck of cards).

-Posesivos:

Posesivos (y alternancia con pronombres objeto) delante de -ing (I really need to finish this and your interrupting me isn't helping at all).

Uso de genitivo con núcleo nominal obvio (Let's go to Audrey's; She's at the dentist's for the second time this month)

Genitivo implícito o ya mencionado (She's not my mother, but Norah's).

- Demostrativos:

Revisión del uso de this en sustitución de a/an (And then there's this character, Calaf, that solves the three riddles in no time) para dar viveza a la narración;

Valor deíctico con referencia temporal o para enfatizar o aclarar (We left Paris that same year; It wasn't that woman that I referred to; I didn't mean that Tim).

Empleo de that y those con sentido negativo (Please put all that food away from me! It looks disgusting).

Empleo de this nombre+ of + posesivos, con connotación generalmente positiva (This kindness of his is what made me take notice of him at the very beginning).

- Indefinidos:

Many a + nombres en singular (The turn of events has raised many a question that we must solve now);

Little+ (nombres incontables)

No+ nombres contables/ incontables (And then I realised that she had little or no time for me, so I left).

Complementos del nombre:

-Adjetivos:

Uso de un número creciente de adjetivos de un sustantivo, con los dos últimos de la secuencia unidos por "and" (That guy can be really intrusive, manipulative, selfish and self-absorbed).

Consolidación en el empleo de la co-ocurrencia de múltiples adjetivos en posición atributiva de opinión y cualidad (I bought a wonderful vintage black Italian dress).

Modificación del nombre con un rango creciente de adjetivos de grado para expresar la intensidad (We couldn't go to the opera because of the prohibitive prices of the last tickets; she always takes care of all the tiny insignificant details).

Grado: Comparativos y superlativos.

Empleo de comparativos con no/not any y not that much+ comparativo (That car is not any cheaper than mine; our cousin is no taller than Rosie, both are the same height; We finished university the same year, She can't be that much older than I am).

Uso del superlativo absoluto (sin the) para denotar los extremos en la escala (She's most extravagant, always wearing most amazing clothes and jewellery; I heard Bill Gates is most generous, giving millions of dollars yearly to different charities).

-Pronombres:

Posesivos: Usos de los pronombres posesivos como sujetos y complementos de la oración (Hers wasn't a very good job; Mary and John divorced because theirs was a very bad relationship) y en estructuras sintácticas especiales: postmodificador de sustantivos con la preposición of (This is Tim, a friend of mine; This little light of mine).

Reflexivos: Revisión del uso enfático y colocación de los pronombres reflexivos. (I myself wouldn't know what to say to her /I wouldn't know what to say to her myself).

Recíprocos: Empleo de pronombres recíprocos y la diferencia entre each other y one another (We told all the truth to each other and parted; We should try and love one another a bit more) Each+ nombre/pronombre como sujeto seguido de

the other(s) como complemento directo. (Each of us should tell the other member of the couple about their best qualities; Each member of the family gave the others a few presents).

De sustitución: Revisión de One(s) y none como recursos de sustitución. Empleo de The one(s) that...en clefts como recurso para presentar el foco informativo (None of those will do; these are the ones that we need for our home).

Verbos:

-Tiempo: Revisión de los usos comunes de los tiempos verbales de niveles anteriores. Consolidación en los usos especiales de los distintos tiempos verbales pasados, presentes y futuros.

Formas para expresar **presente:**

Revisión de Will y won't para hablar del comportamiento típico de una persona (She will say she has no money to see if we lend her some).

Presente continuo con adverbios y expresiones de frecuencia para describir situaciones negativas (I never go out with them because they're constantly arguing).

Presente continuo como recurso para atenuar ruegos y afirmaciones (It's very important for me, so I'm asking you to come with me).

Formas para expresar **pasado:**

Pasado continuo con adverbios que denotan excesiva frecuencia para describir situaciones pasadas consideradas como negativas (They splitted up because he was always calling and seeing his ex).

Presente perfecto como recurso para introducir hechos relevantes (The mall has been reopened, which will translate into dozens of new jobs).

Presente perfecto continuo tras Not only e inversión como recurso para enfatizar (Not only have I been working on the report, I have finished it).

Pasado perfecto simple y continuo (Had I been meeting him, you'd have been the first to know).

Expresión de **futuro:**

To be going to+ infinitive con verbo principal precedido por distintos adverbios (To begin with, I am going to quickly outline the objectives of this meeting; He's been fired! Now, her secretary is going to kindly ask him to gather all his belongings and leave).

Uso del futuro continuo (By this time next year I'll be finishing my PhD), especialmente para preguntar por planes y futuras acciones de forma educada (Will you be joining us at the ceremony?).

El futuro perfecto simple en oraciones interrogativas (Will he have finished yet?)

El futuro perfecto continuo para especular sobre una situación presente (You look exhausted, I'm sure you'll have been working all day).

Uso de otras formas de expresar futuro (to be about to do something; to be bound to; to be due).

Futuro en el pasado (She was about to call him when her doorbell rang. Surprisingly, it was him; the baby was due on March 15th, but was actually born two weeks earlier).

Usos de shall: Para ofrecer y hacer sugerencias (I'm tired, shall we make a move?).

Only when...+presente simple con will en la oración principal con inversión (Only when she tells us the story will we know all the details of what really happened).

Modo:

- Subjuntivo:

"Past subjunctive" con valor hipotético en condiciones, deseos, preferencias y expresión del arrepentimiento: I'd rather, I wish, If only, Suppose (Just suppose I were/ was the one to lend you that money...)

"Past subjunctive" en el contraste de estilos (I wish he were/was completely different from the way he is).

I'd rather+ infinitivo perfecto (I'd rather not have eaten that much seafood: I got gastroenteritis)

"Present subjunctive" tras verbos, adjetivos y nombres que indican necesidad, plan o intención en el futuro (It is necessary that you come here immediately).

- Imperativo: consolidación del uso del imperativo en situaciones consideradas como negativas, apelando al interlocutor (Don't you dare speak to me like that again!), o referidas a la tercera persona singular o plural (Let them make their own mistakes, only like that they'll learn!).

Modalidad:

-Consolidación de los distintos usos de los modales en registros formal e informal (Can I/ Could I/ May I leave now?) y de las expresiones que los sustituyen en algunos tiempos verbales.

- Consolidación de los significados y contrastes en sus distintos usos (He might attend the conference; She might have been terribly hurt; You might have told me) y de los distintos tipos de infinitivos cuyo significado completan: de perfecto, continuo, pasivos (I should have been told about any changes in the present situation to do my job properly; You can't have been looking much at it; you have to have finished high-school to start university).

-Conocimiento de las características gramaticales y usos retóricos de los verbos modales, así como en la utilización de éstos con adverbios o en estructuras sintácticas del nivel como inversión o elipsis, etc:

Modales en frases negativas (Used not to/ oughtn't + infinitivo sin to/mustn't: I used not to go out much with my friends from school; you oughtn't have told her that; It mustn't have been easy at all).

Modales modificados por un número creciente de adverbios (possibly, clearly, obviously, undoubtedly, completely, totally, definitely...) a la hora de expresar distintas ideas y opinión personal (must/would): There must obviously be something else we can do about it; We definitely didn't know where to go that day; Undoubtedly, she was going to do it on her own terms.

Modales empleados para expresar deducciones: certeza e imposibilidad (can't/ must(n't) y have to have+ participio: You mustn't have been looking; They can't have left because the lights are on; You have to have seen that car, it was a Maserati!).

Modales en estructuras con inversión (must, might: Not only must you pass the exam, but also help at home; Try as I might, I couldn't help them).

Modales con los que presentar conclusiones y resúmenes (It may be concluded that there is a lot of room for improvement), posibilidades, indicando las más lógicas cuando no hay solución mejor: may/might as well (We may/might as well do what she advised us to do), especulando sobre el pasado (couldn't have+ participio: She couldn't have broken it on purpose because it was her favourite poster).

Estructuras negativas con el verbo to be con significado modal (certain, likely, obliged, bound not to: She's not likely to come because she was sick; They're not obliged to do the assignment because it's optional).

Would/ wouldn't (y estructuras equivalentes: be always, keep +-ing, etc) para hablar del comportamiento típico negativo en el pasado.

Formas impersonales:

- Infinitivo:

Infinitivo en los distintos tiempos de la voz pasiva (She must have been advised against doing that) y no utilización de todos los posibles tiempos pasivos (*A lot of new vacancies have been being given to young employees).

Infinitivos separados por adverbios "split infinitives" para incrementar la formalidad o distanciarse de la afirmación (It was totally impossible for me to really understand how she felt; They apparently had been working all day long).

Infinitivos pospuestos de elevada complejidad y extensión como sujeto de la oración (Sometimes it's very difficult to decide what is the best decision for us to make) frente a estructuras sencillas a principio de oración (Smoking is one of the most unhealthy habits).

La estructura I would hate to+ infinitivo para realzar y transmitir sentido de autoridad (I would hate to make you sit this test again, so do your best and study for it).

Infinitivo en determinadas estructuras comparativas y condicionales (so+adjetivo+as to+infinitivo; As if + infinitivo...If I were to/Were I to + infinitivo).

- Gerundio:

Uso de gerundio con el artículo y otros determinantes (The refurbishing of our summer house is taking too long. She couldn't stand all that stupid rambling about silly conversation topics).

Verbos seguidos de gerundio: Uso de las estructuras aprendidas en los niveles anteriores con especial hincapié en su uso tras preposiciones y phrasal o phrasal-prepositional verbs.

Gerundio tras verbos de significado similar a los del phrasal verb (e.g. go on/keep on/ continue doing something; feel like/fancy doing something).

Gerundio tras preposiciones en voz pasiva (She was thankful for having been invited to the wedding).

- Participio:

Usos del participio aprendidos en niveles anteriores:

Participio en oraciones pasivas (Can you see that child being dragged by her teacher?).

Oraciones de participio adverbiales (Not having any instructions, he decided he would complete the project how he saw fit; She told me she had been going out with him in secret, inadvertently giving me the perfect excuse to end our friendship).

Participio perfecto en oraciones subordinadas adverbiales (Having finished university, she went on to work at her father's company).

Adverbios y locuciones adverbiales:

- El adverbio delante del verbo en la oración, con el objetivo del hablante de expresar distancia respecto a lo que afirma: (They apparently have many things to do so they cannot come to the wedding; She supposedly arrived yesterday night).
- Uso de un número cada vez mayor de adverbios complementados por modificadores y complementos (When I said I'd pay, she almost instantly told me she'd come; He'd spend months thinking about how he was going to single-handedly solve the problem for his own good).
- Uso de adverbios y locuciones adverbiales en casos de co-ocurrencia: posición en la oración de adverbios y complementos circunstanciales de frecuencia, modo, lugar y tiempo teniendo en cuenta su extensión.
- Empleo de adverbios y locuciones adverbiales negativos al principio de oración y en el uso de la inversión del orden sujeto – verbo en situaciones formales (hardly, rarely, seldom, scarcely, barely, under no circumstances).
- Intensificación de superlativos (The most highly valued customer in our shop; At the very least, we can say it was a most brilliant performance. It was by far the best film; The second best was miles behind, artistically speaking).
- Uso de adverbios que intensifican adjetivos en grado absoluto (absolutely superb, totally convinced, completely satisfied, utterly exhausted) así como de los adverbios que intensifican adjetivos o adverbios que expresan la subjetividad, sentimientos e intenciones del hablante (She felt incredibly scared; Unfortunately there isn't much more we can do about it).

Enlaces:

Conjunciones y locuciones conjuntivas:

- Coordinantes:

Empleo de nor seguido de inversión tras oraciones negativas (She wasn't working at that time, nor did she want to find a job).

Uso de so seguido de inversión tras oraciones positivas con los distintos auxiliares (They broke up because he was a very dominant person, and so was she; I can take her to the airport, sure, but so can you!).

Empleo de and yet en oraciones donde se introduce una idea que contrasta con la anterior y proporciona información inesperada (He didn't want to have children and said he wasn't in love. And yet, she asked him to move in with her).

- Subordinantes:

Revisión de los distintos conectores y ampliación de las posibilidades al expresar la misma idea con distintas estructuras sintácticas (Although/ though she was exhausted, she went out with

us that night; though exhausted, she went out with us that night. I told them many times not to lend him money, they did though; In spite of my telling them not to lend him money, they did it).

Elección de distintos conectores según la situación y grado de formalidad (You can come but you'll get bored; Everyone is invited to attend the conference; however, most are likely to find it terribly boring).

Las alternativas menos frecuentes y más formales en subordinadas: Temporales con while y whilst; concesivas con while y whilst; adjetivos/adverbios + as/though + sujeto + verbo en oraciones con inversión enfáticas (Hard as they tried, they couldn't reach an agreement); despite/ in spite of + sujeto (objeto/posesivo/genitivo) +-ing;

Preposiciones y posposiciones:

-Uso de las preposiciones y locuciones prepositivas y pospuestas vistas en niveles anteriores y ampliación del conocimiento en C2.1 del régimen preposicional y de las preposiciones pospuestas a verbos, adjetivos y sustantivos.

3. Recursos léxicos:

Vocabulario:

-Dominio de la variedad de expresiones para cumplir las funciones que se trabajan en las diferentes situaciones formales e informales, tanto para la lengua oral como para la lengua escrita. Vocabulario amplio y variado de las situaciones y temas trabajados: variantes (formal/informal), estándar y registros familiares o profesionales (residence/abode, offspring /children).

- Consolidación de los sintagmas lexicalizados y secuencias estereotipadas.

-Ampliación de "Colocaciones" de uso frecuente con ciertos verbos: give (give a gasp, give a chuckle), go (go haywire). Otras "colocaciones" (alleviate fears, avert a catastrophe, downright false, lodge a complaint).

-Consolidación de verbos con una o dos partículas. Expresiones idiomáticas con este tipo de verbos.

-Ampliación de expresiones idiomáticas (sleep a wink, poke one's nose into something, be scared stiff). Comparaciones estereotipadas frecuentes as... as. Proverbios (A stitch in time saves nine, Let sleeping dogs lie; The world is your oyster).

Formación de palabras:

- Formación de palabras por derivación y composición. Consolidación de los procesos de derivación con prefijos y sufijos de los niveles anteriores.

-Dominio en la formación de palabras a partir de verbos con partícula.

-Nombres compuestos: combinación de dos nombres (blood donor, hay fever).

- Profundización en los fenómenos de derivación cero y conversión de palabras (record

- to record, project - to project), "Clipping" (ad, pram, PM me) y "Blends" (Interpol).

- Consolidación de siglas de uso común y acrónimos.

-Interjecciones (Whoa!, Hush!). **Significado:**

- Ampliación y consolidación de palabras de significado abierto y sustitución por las correspondientes precisas en el contexto: problem (catch, hindrance, hassle, issue, setback), walk (stroll, ramble, wander), laugh (titter, giggle, snicker, chuckle, guffaw), look (gaze, glimpse, skim, peek, stare).
- Ampliación de hiperónimos/hipónimos de vocabulario frecuente y específico (scarlet, vermilion, carmine, crimson).
- Polisemia y doble sentido en palabras. Obtención del significado por el contexto (she is a crane operator / There are whooping cranes in Denmark).
- Palabras próximas que pueden producir dificultad (corps/corpse, council/counsel, compliment/complement, industrial/industrious).
- Consolidación en el reconocimiento de los rasgos léxicos y definición de palabras. Reconocimiento de la terminología y abreviaturas en diccionarios.
 - Reconocimiento y ampliación de los falsos amigos e interferencias léxicas frecuentes.

4. Pronunciación, entonación y tipografía.

Recursos fónicos:

- Consolidación e insistencia en la correcta distinción y articulación de los fonemas vocálicos y consonánticos. Atención a los fenómenos que presentan mayor dificultad: cantidad y calidad en los fonemas vocálicos; fonemas consonánticos al principio y final de palabra. Relajación articulatoria en lenguaje familiar y coloquial.
- Consolidación y dominio de la asimilación consonántica.
- Consolidación y dominio de la “/w/ y /j/” intervocálica en discurso rápido (Will you eat that soup up /w/?; Those terrorists can be armed /j/; Pay attention).
- Consolidación e insistencia en los procesos propios de la lengua que presentan mayor dificultad en la pronunciación: “consonant clusters”; la “r” al final de palabra; el sonido /ɹ/ en sílabas átonas y en formas átonas de artículos, pronombres, preposiciones, conjunciones y verbos auxiliares y modales.
- Consolidación de la correspondencia entre fonemas y letras/signos. Reconocimiento de la representación fonética en el diccionario. Insistencia en la pronunciación de las grafías que presentan mayor dificultad.
- Dominio en la producción de palabras con grafías similares cuya pronunciación diferente produce confusión.
- Profundización en las sílabas acentuadas y no acentuadas. Profundización en el reconocimiento y producción de los fenómenos más característicos: “intrusive r” (vanilla ice cream, I’ve got no idea of the time).
- Consolidación en la entonación. Refuerzo y ampliación de los patrones característicos de la entonación: ascendente, descendente y mixtas. La entonación expresiva.
Entonación para las funciones comunicativas trabajadas en los diferentes tipos de oraciones.
- Consolidación de la entonación en diferentes tipos de oraciones: Descendente, ascendente y mixta.
- Profundización en el reconocimiento de características sobresalientes de los patrones melódicos de las variedades más extendidas del inglés.
- Dominio en la correspondencia entre fonemas y letras: diferentes patrones de agrupación de letras. Insistencia en los casos en los que una misma agrupación de letras se corresponde con diferentes

fonemas (<ch>: church /tʃ/, machine /ʃ/, Chemistry /k/) y en los casos en que un mismo fonema se representa con distintas agrupaciones de letras (/i:/ feel, meat, receive). Reduplicación de consonantes finales o inclusión de otras letras al añadir sufijos.

- Consolidación y ampliación de las diferencias ortográficas entre las variantes más frecuentes del inglés.
 - Dominio en el uso de las letras mayúsculas a principio de palabra.
 - Insistencia y dominio en la puntuación.
- Consolidación en el uso de signos de puntuación menos frecuentes: puntos suspensivos, comillas, paréntesis, corchetes, dos puntos, apóstrofe, guión, raya.
 - Ampliación en el uso de signos en internet (@) y teléfonos (#).

Programación C2.1 - Contenidos Específicos Curso 24-25. Método Breakthru

	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5
TOPICS	-Concept of identity (who am I? / Learner / Social skills). - Character traits. -Countries hegemony / populism. -Feminism / racism /	-Everyday Life Activities (Work, Study, Academic Training, Leisure, Hobbies, Family). -People's priorities and goals.	-Education, health and family relationships. -Parenting styles, new types of families. -Generation Clash.	-Places, travelling, city, home. -Travel and tourism (positive/negative). -Effects of tourism. -Housing problem.	-Money, Work and Careers. -Money, spending, financial independence. -Money and personal satisfaction. -Famous individuals.

	homophobia (intersectionality, Identity Politics, and Privilege-Oppression Axis).	-Failure, Obstacles and Frustration Management. -Time Management, Productivity. Distraction and Procrastination. -Habits, Choices, Routines.	-Mental and Emotional Health. -Discipline in today's education, technology in the classroom, homeschooling.	-City life (positive/negative).	- Stress and workplace burnout. - Entrepreneurship.
WRITTEN COMPREHENSION	Multiple Choice Test Lexical Cloze Gapped Text Word Formation	Open Cloze Word Formation Gapped Text Lexical Cloze	Lexical Cloze Gapped Text Word Formation Open Cloze Multiple Choice Test	Lexical Choice Cloze Gapped Paragraph Text Word Formation	Word Formation Multiple Matching Open Cloze
ORAL COMPREHENSION	T/F Statements Fill in the Gaps Sentence Completion Multiple Dialogues / Dual Task Dual Conversation	Multiple Choice Test Sentence Completion Dual Conversation	Sentence Completion Dual Conversation T/F Statements Multiple Choice Test	Multiple Choice Test Sentence Completion T/F Statements	Multiple Choice Test T/F Statements Sentence Completion
MEDIATION	Oral (Intralinguistic) Written (Intralinguistic)	Oral (Intralinguistic) Written (Interlinguistic)	Oral (Intralinguistic) Written (Intralinguistic)	Oral (Intralinguistic) Written (Intralinguistic)	Oral (Inter/Intralinguistic) Written (Inter/Intralinguistic)
ORAL PRODUCTION	Conversation, debates, class / pair discussion...	Conversation, debates, class / pair discussion...	Conversation, debates, class / pair discussion...	Conversation, debates, class / pair discussion...	Conversation, debates, class / pair discussion...
WRITTEN (CO) -PRODUCTION	Production (Opinion Essay) or Coproduction (Forum Discussion) Rephrasing Inverse translation	Production (Summary) or Coproduction (Review) Rephrasing Inverse translation	Production (Opinion Essay) Rephrasing Inverse translation	Coproduction (Proposal) Rephrasing Inverse translation	Coproduction (Crowdfunding Pitch) Rephrasing Inverse translation
GRAMMAR	Intensifying adverbs Emphasis: cleft sentences (fronting), inversion, auxiliary "do" Advanced use of gerunds and infinitives The use of "adjective + preposition + gerund" Advanced relative clauses	The expression of probability and likelihood ("be bound to", "be likely to", "likely/unlikely") The use of "either...or" The use of "only + so much / so many" The use of "too... for	The use of "negative clause + nor" The use of ellipsis / substitution The use of superlatives ("slightest" / "faintest") Expression of quantity ("a great deal", "several of")	The use of emphatic "do" / "nor" after a negative clause Causative passive The use of "get someone to do something" vs. "have someone do something" The use of "had better" / "would rather" Advanced passive structures Cleft sentences	The use of "so" and "such" The use of "as if" to introduce a comparison The use of "whether or not" at the beginning of a sentence The use of more complex compound adjectives Ellipsis in informal /

	<p>Distancing (using the passive, “apparently”, “there seems to be”, “it appears”, etc.)</p> <p>Advanced comparatives (“even more so”)</p>	<p>one’s own good”</p> <p>The use of “so much so that...”</p> <p>Advanced time expressions (“going forward”, “every other day / week”)</p> <p>The use of “whether (... or not)”</p>	<p>The use of pre-modifying adverbs</p> <p>The use of non-defining relative clauses (which)</p> <p>The use of emphatic “do”</p> <p>Inversion with negative adverbials</p> <p>Subordination using “that”</p> <p>Expression of quantity with “many a / an + singular noun”</p>	<p>Reported speech</p> <p>The use of “verb + object + infinitive / gerund”</p> <p>Non-finite clauses after subordinating</p> <p>Conjunctions to express contrast</p> <p>Extreme adjectives</p>	<p>colloquial conversations</p> <p>The use of stance verbs (to express opinion: “surprisingly”)</p> <p>The use of “so long as” to imply condition</p> <p>The use of “get” and “have” to talk about causing someone to do something</p>
VOCABULARY	<p>Idioms</p> <p>Phrasal verbs</p> <p>Colloquial expressions</p> <p>Collocations</p> <p>Prefixes: “self-, un-, in-, mis-, over-, hyper-”</p> <p>Words related to language learning, personality, society, culture and politics, gender and man/woman relationships</p> <p>Similar words with different meanings</p> <p>The use of the word “caveat”</p>	<p>Idioms</p> <p>Phrasal verbs</p> <p>Colloquial expressions</p> <p>Collocations</p> <p>The use of “consistent, consistently, consistency”</p> <p>Words related to time, and to success / failure</p> <p>The use of “out”, “through” and “ahead” to talk about success and failure</p>	<p>Idioms</p> <p>Phrasal verbs</p> <p>Colloquial expressions</p> <p>Collocations</p> <p>Words related to parenting, education, adolescence, conflicts, statistics and data analysis</p> <p>Word stress (words usually mispronounced)</p>	<p>Idioms</p> <p>Phrasal verbs</p> <p>Colloquial expressions</p> <p>Collocations</p> <p>Strong adjectives (for emphasis)</p> <p>Strong verbs and nouns (for emphasis)</p> <p>Word formation: use of prefixed adjectives / adverbs</p> <p>Words related to travel, tourism, vandalism, housing trends, housing problems, city problems</p>	<p>Idioms</p> <p>Phrasal verbs</p> <p>Colloquial expressions</p> <p>Collocations</p> <p>Pairs of words that are often mistaken: “economic” – “economical”</p> <p>Words related to money, spending, saving, wasting, finances, entrepreneurship, business, jobs</p>
DISCOURSE	<p>Discourse markers: Expressing condition (“provided”, “providing”, “so long as”, “assuming that...”), concession (“nevertheless”, “notwithstanding”, “having said that...”), sequence (“first and foremost,”)</p> <p>Advanced sentence starters (“save for”, “as things stand...”)</p>	<p>Discourse markers: “Hitherto”</p> <p>“Prior to”</p> <p>“Yet” and “though” (to express contrast)</p>	<p>Discourse markers: “Let alone”</p> <p>“Not to mention”</p> <p>“To say nothing of”</p> <p>Response tokens: “Talking about what really matters,”</p> <p>Rounding off</p>	<p>Discourse markers: “Much to my dismay / chagrin”, “If you ask me”, “Don’t get me wrong”, “As far as I am concerned”, “Anything goes”, “You name it”</p> <p>“Honestly,”</p> <p>“seriously,”</p> <p>Using interjections (“wow”, “gosh”, “yuck”)</p>	<p>Discourse markers: “It’s about time”</p> <p>“Considering...”</p> <p>Rhetorical questions with “how can”</p>

<p style="text-align: center;">FUNCTIONS</p>	<p>Being imprecise (“kind of”, “rather”, “roughly”, “somewhat”, the suffix “-ish”) Introducing an opinion Distancing from a fact Qualifying one’s statements (“or so it seems”) Talking about trends Generalizing</p>	<p>Expressing success or lack thereof Expressing the extent or variety of something (alternatives to “etc.”)</p>	<p>Expressing purpose with “so that” Disagreeing (colloquially and formally) Relativizing / attenuating meaning Adding and reinforcing information Stating the obvious: “it goes without saying that...”, “needless to say that...”</p>	<p>Making oneself understood / avoiding misunderstanding Giving one’s opinion (informal / colloquial) Speculating Adding information and pointing out the obvious Advanced ways of talking about cause and effect Talking about side effects Describing graphs, charts and trends</p>	<p>Emphasizing and exaggerating Showing disbelief (informal) Being sarcastic Acknowledging an idea Conceding an opposing argument Talking about books</p>
---	--	---	---	---	--