



INGLÉS C.1.2
PROGRAMACIÓN: ANEXO 1
CONTENIDOS GRAMATICALES, ORTOGRÁFICOS Y FONÉTICOS

1. CONTENIDOS GRAMATICALES

1.1 EI NOMBRE

1.2 PRONOMBRES

1.3 EL ADJETIVO

1.4 DETERMINANTES

1.5 EL VERBO

1.6 EL ADVERBIO

1.7 LA PREPOSICIÓN

1.8 LA ORACIÓN SIMPLE

1.9 LA ORACIÓN SIMPLE

1.10 ELEMENTOS DE LA COORDINACIÓN Y LA SUBORDINACIÓN

2. CONTENIDOS ORTOGRÁFICOS

3. CONTENIDOS FONÉTICOS

DESCRIPCIÓN DE LAS TABLAS:

- La 1ª columna describe los CONTENIDOS gramaticales, ortográficos y fonéticos del curso/nivel.
- La 2ª columna corresponde a los EJEMPLOS de los contenidos.
- En la 3ª columna, los PUNTOS corresponden al nivel de consecución de los contenidos:

● = Iniciación y conocimiento comprensivo.

Inicio, presentación del contenido. El alumno reconoce el contenido en contexto oral y escrito, lo utiliza en contextos controlados aunque con escasa seguridad.

●● = uso adecuado, caracterizado por errores.

El alumno utiliza el contenido en contextos no controlados, tanto orales como escritos, demostrando conocer su forma y uso, aunque aún manifiesta inseguridad.

●●● = uso con seguridad.

Uso controlado con errores muy ocasionales. El alumno elige adecuadamente el contenido en todo tipo de contextos y manifiesta un alto grado de seguridad en su uso.

| CONTENIDOS GRAMATICALES | | |
|---|--|------|
| 1.1 EL NOMBRE | | C1.2 |
| Nombres propios utilizados como comunes con artículo indeterminado | A Mrs. Robinson was trying to contact you this morning. | • |
| Nombres propios utilizados como comunes con artículo determinado | This is the Mr. Richardson you were telling us about yesterday, right? | • |
| Género | | |
| Número | | |
| Préstamos | Fungus-funghi, stimulus/stimuli, corpus-corpora, criterion-criteria | • |
| Nombres incontables empleados como contables con cambios de significado | The fruits of her labour/I wasn't used to receiving those small kindnesses. | • |
| Concordancia de los premodificadores (determinantes y adjetivos en plural) con el núcleo en tercera persona del singular (nombre/pronombre) | Everyone thinks they know the answers./Every teacher prepares their classes carefully. | ••• |
| Caso: genitivo | | |
| Estructuras con el genitivo: con -s para expresiones idiomáticas | At arm's length | • |
| Titulares | Hollywood's studios empty | • |
| Construcciones sintácticas especiales con el genitivo | Yesterday I met a girl I know's boyfriend | • |
| En construcciones de partitivo | | |
| Expresiones para referirse a grupos de animales | A swarm of locusts, a pack of wolves | •• |
| Expresiones para referirse a grupos de personas | A gang of criminals, a bench of judges | •• |
| Expresiones para referirse a grupos de objetos | A deck of cards | •• |
| Formación de palabras | | |
| Blends | Brunch, Interpol | • |
| Clippings | Ad, pram, PM, flu | •• |

| 1.2 PRONOMBRES | | |
|--|--|-----|
| Pronombres personales de sujeto | | |
| Uso de los pronombres personales con imperativo para enfatizar | You mind your own business. | ••• |
| Pronombres personales de complemento | | |
| Uso de "she/her" en casos especiales | England is proud of her poets. | •• |
| Pronombres impersonales: "it, there" | | |
| Uso de "it/its" para expresar género común | A child learns to speak the language of its environment. | • |
| Pronombres posesivos. | | |
| 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. | • |
| Expresiones cargadas emocionalmente | Gosh, how I hate that boyfriend of yours!/ Of course, he was wearing those hideous brownish trousers of his. | • |
| Pronombres indefinidos. | | |
| "Many are the"+nombre," A lot/ Much" como sujetos de la oración como recursos para presentar el foco informativo de la oración | Many are the reasons that led me to choose this topic for my PhD./ A lot/ Much has been said about the Law of Attraction, but... | • |
| Pronombres reflexivos | | |
| Uso obligatorio con verbos reflexivos | She always prides herself on her academic background. | |
| Uso enfático y colocación de los pronombres reflexivos. | I myself wouldn't take any notice/I wouldn't take any notice myself. | • |
| Uso opcional del pronombre reflexivo para dar énfasis | Anyone but you/anyone but yourself/Anyone but you yourself! | • |
| Reflexivo detrás de preposición | He was beside himself from anger./Apart from yourself... | • |

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|---|---|---|
| En el marcador discursivo "as for myself" al expresar una opinión personal | As for myself, I can tell you I will do all I can to make this company succeed. | • |
| Pronombres recíprocos | | |
| "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. | |

1.3 EL ADJETIVO

| | | |
|--|--|-----|
| Modificación del nombre con un rango creciente de adjetivos de grado para expresar la intensidad | She always takes care of all the tiny insignificant details. | • |
| Posición | | |
| Adjetivos usados sólo después del sustantivo | My elder sister./A live animal./A mere child./Sheer madness. | |
| Ampliación en el uso de adjetivos en posición atributiva | Chief, eventual, inner, utter | •• |
| Verbo+objeto+adjetivo | He painted the kitchen yellow./Do I make you happy? | ••• |
| Adjetivos usados después de sustantivos | It's the only solution possible. All the tickets available | •• |
| En frases hechas | God Almighty!, Attorney General, President Elect | •• |
| Después de "as", "how", "so" y "too" | She's too polite a person to refuse./I can't afford that big a car. /I have as good a voice as you. | • |
| Comparación: | | |
| 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./She can't be that much older than I am. | • |
| 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 | • |
| Otras construcciones con comparación implícita | Superior to, preferable to, exceed | •• |
| Empleo de adjetivos como "slightest" o "faintest" para enfatizar el punto mínimo de la escala | I haven't got the faintest idea where he might have gone. | • |

1.4 DETERMINANTES

| 1.4 DETERMINANTES | | |
|--|---|----|
| Adjetivos Como Determinantes | | |
| Doble posesión | My and my brother's business | •• |
| Posición con "own" | A home of my own | •• |
| Delante de -ing | He didn't like my living here. | • |
| Reconocimiento del uso de "this" en sustitución de "a/an" para dar viveza a la narración | We met this wonderful man in Bristol./And then there's this character, Calaf, that solves the three riddles in no time. | •• |
| Valor deíctico con referencia temporal para enfatizar o aclarar | Go and tell him, this instant!; I didn't mean that Tim./We left Paris that same year | •• |
| Empleo de los demostrativos con sentido negativo | It's that man again!/Children! Stop this shouting immediately! | •• |
| Empleo de "this/that"+ nombre+ of+ posesivos | It's that car of his.../This kindness of his is what made me take notice of him at the very beginning. | • |
| Uso especial de "some" | That's some computer you've bought!/There were some 50 diners at the reception. | • |
| Combinación de determinantes | We had a good few e-mails this morning. | • |
| Contraste entre "all/whole" | All forests were destroyed/ Whole forests were destroyed. | • |
| Distinción entre "each" y "every" | Each pupil in the school was questioned/Every child likes Christmas. | •• |
| "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. | • |

1.5 EL VERBO

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| Verbos copulativos (linkingverbs) | Appear, become, seem... | ... |
| El presente simple. | | |
| Presente simple con verbos de comunicación y para narrar en situaciones de informalidad. | I hear you have changed your job/ And then this guy comes up to me and says... | |
| Presente perfecto continuo | | |
| 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. | . |
| El futuro | | |
| Futuro perfecto continuo para especular sobre una situación presente | You look exhausted, I'm sure you'll have been working all day. | .. |
| "To be going to"+ infinitivo 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 | . |
| "Shall" para expresar determinación | We shall not require your services ever again. | . |
| "Onlywhen/after..." + presente simple con "will" en la oración principal con inversión | Only when/after she tells us the story will we know all the details of what really happened. | . |
| Expresión de la modalidad: | | |
| Uso de "will" y "would" para expresar un comportamiento típico, a veces con un matiz negativo | Trish will keep asking damn silly questions./We broke up because he would snoop at my mobile when I wasn't looking. | .. |
| Verbos semi-modales: Dare, need, ought to | He needn't/daren't escape. | .. |
| Negación de verbos modales (Used not to/ oughtn't to /mustn't) en estructuras complejas | I used not to go out much with my friends from school./You oughtn't to have told her that. /It mustn't have been easy at all. | . |
| Modales en frases interrogativas con valor retórico (need/ought) | Need I continue doing all this? Ought we help them considering they don't do anything about it? | . |
| 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 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. | . |
| Modales en oraciones subordinadas: "may" en concesivas con "whoever, wherever, whenever", etc | Whoever you may meet, be sure you treat them with kindness. | . |
| MODO | | |

| | | |
|---|---|-----|
| Subjuntivo | | |
| "Present subjunctive" tras verbos, adjetivos y nombres que indican necesidad, plan o intención en el futuro. | It is essential that every child have the same educational opportunities. | • |
| Uso del subjuntivo en expresiones formulaicas y con "may" al comienzo de oración | Come what may... /God save the Queen/May all your wishes come true. | • |
| Al principio de frase | Were I to get drunk, it would help me drown my anguish. | • |
| Imperativo. | | |
| Uso enfático del imperativo incluyendo el sujeto | Somebody answer the phone! You take your hands off me. | ••• |
| Uso de "tag questions" después del imperativo como recurso de cortesía | Sit down, will you? | •• |
| Uso del imperativo en situaciones consideradas como negativas, apelando al interlocutor | Don't you dare speak to me like that again! | •• |
| Referidas a la tercera persona singular o plural | Let them make their own mistakes, only like that they'll learn! | • |
| FORMAS IMPERSONALES | | |
| Infinitivo | | |
| Uso de los verbos "let, make, see, hear, feel, watch, notice y help" en sentido pasivo con "to" | She was heard to say that she was fed up. | •• |
| Infinitivo seguido de preposición | Mary needs a friend to play with. | •• |
| "Who, how, what, whether, where, when" seguidas de infinitivo | I wonder who to invite. | •• |
| Después de los compuestos de "some, any y no" | She had nowhere to go. | •• |
| Empleo de 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. | • |
| Empleo del infinitivo en determinadas estructuras comparativas y condicionales (so+adjetivo+asto+infinitivo; As if+ infinitivo...If I were to/Were I to+ infinitivo). | Would you be so kind (as) to lend me a hand with the project?/ Were I to tell her what I really thought, she would never speak to me again./ He nodded his head slowly as if to agree with everything Julie said. | • |
| Gerundio | | |

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|--|--|-----|
| Uso de gerundio con el artículo y otros determinantes | The rebuilding of Coventry. I hate all this useless arguing. | • |
| Complementación del gerundio con posesivos y con el genitivo 's / s' | Do you mind my making a suggestion?/ I'm annoyed about John's forgetting to pay. | • |
| Contraste con el pronombre objeto seguido de gerundio | I'm annoyed about him forgetting to pay. | • |
| Participio | | |
| Uso del participio en oraciones pasivas | Did you see that boy being questioned by the police? | ••• |

1.6 EL ADVERBIO

| | | |
|--|--|-----|
| Adverbios y locuciones adverbiales: | | |
| Restrictivos: simply, merely, just... | I simply don't believe you. | ••• |
| Actitudinales: personally, frankly, obviously... | I personally feel that eating meat is unnecessary and cruel to animals. | ••• |
| Formación del adverbio: | | |
| Adverbios con dos formas | most/mostly | ••• |
| Formación de adverbios con terminaciones como "-wards", "-doors", "-hill", "-stairs", "-wise" | backwards, downhill, upstairs, clockwise | •• |
| Modificación del adverbio: | | |
| Intensificación de superlativos | He gave a far more easily acceptable explanation/At the very least. /It was by far the best film. /Far and away the very best solution | •• |
| Adverbios que intensifican adjetivos en grado absoluto | Absolutely superb, totally convinced, completely satisfied, utterly exhausted | ••• |
| Modificación de adverbios con adverbios que expresan la subjetividad, intención o sentimientos del hablante. | You're driving unusually fast, are we late or something?/Her voice quivered deliciously when she narrated the story. | • |
| Orden de los adverbios: | | |
| Variación en la posición para expresar énfasis | He said he would never tell them, and he never has told them. | • |

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| 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 last night. | • |
|--|---|---|

| 1.7 LA PREPOSICIÓN | | |
|---|--|-----|
| En oraciones pasivas | The children were taken good care of | |
| 1.8 LA ORACIÓN SIMPLE* | | |
| Concordancia | | |
| Ausencia de concordancia: 'there' en registro coloquial | There's hundreds of people. | • |
| Concordancia del verbo en plural con nombres colectivos entendidos como grupo de individuos y con el verbo en singular como unidad indivisible. | The audience were enjoying every minute of it./ The audience was enormous. | • |
| Concordancia gramatical y concordancia "ad sensum" | The majority of students think/thinks. | • |
| Oraciones declarativas afirmativas y negativas * | | |
| Expresiones negativas: in the slightest, in the least, whatsoever | My school did nothing whatsoever in the way of athletics. | • |
| Doble negación en variedades no standard | Ain't got no room left, sorry | • |
| Oraciones imperativas | | |
| Imperativas con sujeto mencionado para enfatizar | You be quiet! | ••• |
| Oraciones exclamativas | | |
| Con estructura interrogativa negativa y no negativa | Isn't it lovely!/ How could you! Did he look annoyed! | • |
| Oraciones pasivas | | |
| Con verbos seguidos de infinitivo | They decided to meet...- It was decided to meet... | • |

| | | |
|---|--|-----|
| Verbos con una estructura en voz activa y otra en voz pasiva: hear see, make and help | I saw him come out of the house.-He was seen to come out of the house. | • |
| Oraciones impersonales | | |
| "It" introductorio como objeto | I find it difficult to talk to you./I would appreciate it if..... | ••• |
| "There" como sujeto introductorio con los verbos "exist" y "occur" | There occurred a series of accidents./There exist two major factors. | • |
| <i>* siempre en los tiempos de verbo del nivel</i> | | |

1.9 LA ORACIÓN COMPLEJA

| | | |
|---|---|-----|
| ORACIONES SUBORDINADAS DE RELATIVO | | |
| Uso del pronombre relativo "whom" | She married a man whom she met at a conference. | •• |
| Con "all", "both", "many"... | many of whom died during the war/.....half of which arrived late | •• |
| Oraciones de relativo reducidas (participio en -ing/-ed) | A new road has been built, bypassing the town (which bypasses the town). | • |
| ORACIONES SUBORDINADAS ADVERBIALES | | |
| Conjunción, disyunción y oposición | | |
| Concesivas | | |
| "Despite/in spite of"+pronombre/posesivo | Despite Brian ('s)/him/his having a headache, we went clubbing that night. | ••• |
| "Yet" | He hadn't eaten for ages, yet he looked strong and healthy. | •• |
| Expresión formal de la concesión con "as", "though" y "that" | Tired as I was, I braved the storm. Much though we tried, we couldn't break the code. | • |
| Pronombres en "-ever" con "may" | Wherever she may be, she assured she'd be back by 10. | • |
| Uso de adjetivos/adverbios + "as"/"though"+sujeto+ verbo en oraciones con inversión enfáticas | Hard as they tried, they couldn't reach an agreement. | • |
| Consecutivas | | |

| | | |
|---|---|----|
| Therefore, consequently, as a result, or else, thus, hence | You'd better put your coat on, or else you'll catch a cold. | •• |
| Finales | | |
| "With a view to/with the aim of+-ing | Graham's family bought the old house with a view to redeveloping the site. | • |
| Condicionales | | |
| Formas alternativas de expresar oraciones condicionales | Supposing you won the football pools, what would you do?/ Do that again and I'll tell mom. | • |
| Para expresar algo poco probable: "should", "were to", "happen to", "if it were not for", "if it hadn't been for" | If I were to ask you to marry me, what would you say? /If you happen to see Helen, could you ...? | • |
| Will and would para expresar cortesía o énfasis | If you would all stop shouting, I will try and explain the situation! | • |
| Inversión con "should", "were to", "have/had" + "-ed", "happen to", "if it were not for", "if it hadn't been for"... | Should you need anything else, please let us know./ Had it not 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? | • |
| Comparativas | | |
| Modificación del comparativo y superlativo mediante modificadores | That car costs twice as much as mine./ I'm feeling a lot better. /John was by far the brightest student in the class. | •• |
| Relaciones temporales: anterioridad , posterioridad, simultaneidad. | | |
| Prior to | The weeks prior to her death. | • |
| Oraciones subordinadas con distintos significados implícitos mediante oraciones de participio adverbiales en participio presente, perfecto y pasado: | Not knowing what to do that night, we stayed in watching videos./Raising her hand she stood up./Having finished her dinner, she went to bed. | • |
| Oraciones enfáticas | | |
| Fronting | Trying to take over the world is his real plan./Off we go./Young as I was... | •• |
| Nombre+interrogativo | The only reason why I left was that I was feeling unwell. | •• |

1.10 ELEMENTOS DE LA COORDINACIÓN Y LA SUBORDINACIÓN

| 1.10 ELEMENTOS DE LA COORDINACIÓN Y LA SUBORDINACIÓN | | |
|---|---|---|
| La Coordinación | | |
| Empleo de "nor" seguido de inversión tras oraciones negativas | She wasn't working at that time, nor did she want to find a job. | • |
| 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. | • |
| La Subordinación | | |
| Despite/ in spite of + sujeto (objeto/posesivo/genitivo)+-ing | She paid for the meal despite me/my telling her not to. | • |
| 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. | • |
| Alternativas menos frecuentes y más formales en subordinadas: Temporales y 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. | • |
| Empleo de "in that" en contexto formal, si existe una expansión temática y una explicación en profundidad de una idea . | It is true that surveillance cameras can be a great deterrent against crime, in that criminals know that they can be recorded committing these crimes. | • |

2. CONTENIDOS ORTOGRÁFICOS

| 2. CONTENIDOS ORTOGRÁFICOS | | |
|--|---------------------------------------|-----|
| Representación gráfica de fonemas y sonidos | | |
| Correspondencias entre fonemas y letras | /aɪ/ Eye/high/die | ... |
| Ortografía de palabras extranjeras | Bouquet /bu'keɪ/; faux pas/ ,fəʊ'pɑː/ | ... |
| Vocales y consonants mudas | Dumb /'dʌm/; Castle /'kɑːsəl/ | ... |
| Uso de los signos ortográficos | | |
| Uso de caracteres en sus diversas formas | Mayúsculas /Minúsculas, Cursiva etc. | ... |

| | | |
|--|--|-----|
| Acento en préstamos de otros idiomas | café | ... |
| Signos de puntuación menos frecuentes: | puntos suspensivos, comillas, paréntesis, ápostrofo, guión, raya. | ... |
| Presencia y ausencia de punto | En titulares y títulos, cantidades, fechas, etc. | ... |
| Presencia y ausencia de comas | Coma en aclaraciones e incisos que no constituyen la idea principal de la frase, coma en oraciones de relativo explicativas y tras oración subordinada al comienzo de frase; ausencia de coma entre oraciones coordinadas excepto cuando hay cambio de sujeto. | ... |
| Homófonos | Wail/ whale | ... |
| Homógrafos | Row/ to row | ... |
| Homónimos | Date/ to date | ... |
| Abreviaturas siglas y símbolos de uso frecuente | aka/NGO/NATO | ... |
| 3. CONTENIDOS FONÉTICOS_ | | |
| Sonidos y fonemas consonánticos y sus agrupaciones | | |
| Contraste de los sonidos sordas y sonoras. | θ/ ð - Thirty/they | ... |
| Secuencias iniciales y finales. Consonant clusters. | Clothes/spring/wants/months | ... |
| Aspiración | Pat/top/hat/kitchen | ... |
| Procesos fonológicos | | |
| Formas fuertes y débiles | You /can/ would | ... |
| Llinking in short phrases | Please sit_down/ Not _at_ all | ... |
| Intonation and linking in exclamations. | What a great idea! | ... |

| | | |
|---|---|-----|
| Ensondecimiento y Sonorización | thief - thieve bath ([θ]) - bathe ([ð]) | ... |
| Epéntesis | Great /gəreɪt/ blue /bɛlu:/ | ... |
| Stress | | |
| Alternancia vocálica, etc. Stress | Yes I DO know him | ... |
| Focus on schwa in unstressed words in a sentence | the, a, to | ... |
| Word stress with suffixes. | Curious/ 'kjʊəriəs/ / Curiosity / 'kjʊəri'ɒsɪti/ | ... |
| Word stress en palabras compuestas | Counter-productive / 'kaʊntəprə'dʌktɪv/ / home-made / 'həʊm'meɪd/ | ... |
| The rhythm of spoken English | LONdon Underground WORkers | ... |
| Entonación | | |
| Formas enfáticas | Really, absolutely | ... |
| Intonation in cleft sentences. | What I don't understand is... | ... |
| Diferencias entre la variedad estándar británica y americana | Honest/Internet/Party/Twenty | ... |
| Varieties of English | US, RP, Australian, Scottish, Irish, Cockney, Geordie | ... |
| Pronunciation of words and phrases of French origin | fiancé / 'fɪn'seɪ/; rendezvous / 'rɒndeɪvu:/ | ... |