

UIMP (PALACIO DE LA MAGDALENA), 22 JULIO 2014

ORGANIZACIÓN DE LA INFORMACIÓN Y SINTAXIS:  
PRINCIPIOS DISCURSIVOS EN LA CONSTRUCCIÓN  
DE LA ORACIÓN INGLESA.  
IMPLICACIONES PARA LA ENSEÑANZA DEL INGLÉS  
COMO LENGUA EXTRANJERA

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# INTRODUCCIÓN. OBJETIVOS

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- ¿Qué es la estructura de la información? (organización de la información / sintaxis)
  - Perspectiva microlingüística
  - ¿Qué aspectos del estudio del lenguaje son importantes en este campo?
- Ciertos contrastes interesantes entre el inglés y el español
- Implicaciones para la enseñanza del inglés como lengua extranjera



- (1)
- a. *John kissed Mary.*
  - b. *Mary was kissed by John.*
  - c. *It was John who kissed Mary.*
  - d. *It was Mary who was kissed by John.*
  - e. *What John did was kiss Mary.*
  - f. *The one John kissed was Mary.*
  - g. *Mary John kissed (her).*



## Introducción: la importancia del contexto

(2) a. *Who did John kiss?*



## Introducción: la importancia del contexto

(2) a. *Who did John kiss?*

(1)

a. *John kissed Mary.*

b. ~~*Mary was kissed by John.*~~

c. ~~*It was John who kissed Mary.*~~

d. *It was Mary who was kissed by John.*

e. ~~*What John did was kiss Mary.*~~

f. *The one John kissed was Mary.*

g. ~~*Mary John kissed.*~~



## Introducción: la importancia del contexto

(2) *b. Who kissed Mary?*



## Introducción: la importancia del contexto

(2) *b. Who kissed Mary?*

(1)

~~*a. John kissed Mary.*~~

~~*b. Mary was kissed by John.*~~

~~*c. It was John who kissed Mary.*~~

~~*d. It was Mary who was kissed by John.*~~

~~*e. What John did was kiss Mary.*~~

~~*f. The one John kissed was Mary.*~~

~~*g. Mary John kissed.*~~





## Introducción: la importancia del contexto

(2) *c. What did John do?*



## Introducción: la importancia del contexto

(2) c. *What did John do?*

(1)

a. *John kissed Mary.*

b. ~~*Mary was kissed by John.*~~

c. ~~*It was John who kissed Mary.*~~

d. ~~*It was Mary who was kissed by John.*~~

e. *What John did was kiss Mary.*

f. ~~*Who/The one John kissed was Mary.*~~

g. ~~*Mary John kissed.*~~



(3)

*Texto A:*

*The sun's shining, it's a perfect day. Here come the astronauts. They're just passing the Great Hall; perhaps the President will come out to greet them. No, it's the admiral who's taking the ceremony...*



(3)

*Texto A:*

*The sun's shining, it's a perfect day. Here come the astronauts. They're just passing the Great Hall; perhaps the President will come out to greet them. No, it's the admiral who's taking the ceremony...*

*Texto B:*

*It's the sun that's shining, the day's that's perfect. The astronauts come here. The Great Hall they're just passing; he'll perhaps come out to greet them, the President. No, it's the ceremony that the admiral's taking...*

(Brown y Yule 1983: 128)



- Necesidad de abordar ciertos fenómenos sintácticos oracionales desde la perspectiva del discurso → ciertos fenómenos del ámbito de la oración solo se pueden entender de manera completa tomando en consideración el discurso



- Necesidad de abordar ciertos fenómenos sintácticos oracionales desde la perspectiva del discurso → ciertos fenómenos del ámbito de la oración solo se pueden entender de manera completa tomando en consideración el discurso
- Para ser capaces de crear oraciones más apropiadas desde el punto de vista contextual como parte de textos que funcionen mejor (más apropiados desde una perspectiva discursiva)



# Esquema

- Dos áreas en la estructura de la información



# Esquema

- Dos áreas en la estructura de la información
- Patrones gramaticales del inglés





# Esquema

- Dos áreas en la estructura de la información
- Patrones gramaticales del inglés
- Dos posiciones oracionales fundamentales



# Esquema

- Dos áreas en la estructura de la información
- Patrones gramaticales del inglés
- Dos posiciones oracionales fundamentales
- Principios discursivos en la construcción de la oración en inglés



# Esquema

- La estructura de la información
- Patrones gramaticales del inglés
- Dos posiciones oracionales fundamentales
- Principios discursivos en la construcción de la oración en inglés
- Construcciones sintácticas ‘especiales’ (marcadas)



# DOS ÁREAS IMPORTANTES EN LA ESTRUCTURA DE LA INFORMACIÓN

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## (a) Secuenciación de los elementos en la oración

¿qué elementos colocar primero y cuáles después?

“The linearisation problem” (Brown & Yule 1983)

Tema/rema



## Secuenciación de los elementos en la oración

- (4)     *a. She married and became pregnant.*  
          *b. She became pregnant and married.*

Ordo naturalis



## (b) Estatus informativo de los elementos oracionales

¿qué elementos tienen un estatus informativo más prominente (a juicio del hablante) y cuáles menos?

Información nueva/conocida



# PATRONES GRAMATICALES DEL INGLÉS

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## Patrones gramaticales (Hannay 2008, Hannay & Martínez Caro 2008)

- A. El patrón dominante (no marcado):

P      S      V<sub>aux</sub>      V<sub>lex</sub>      O/C      X



## Patrones gramaticales (Hannay 2008, Hannay & Martínez Caro 2008)

- A. El patrón dominante (no marcado):

P      S      V<sub>aux</sub>      V<sub>lex</sub>      O/C      X

- B. El patrón interrogativo:

P      V<sub>aux</sub>      S      V<sub>lex</sub>      O/C      X



## Patrones gramaticales (Hannay 2008, Hannay & Martínez Caro 2008)

- A. El patrón dominante (no marcado):

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- B. El patrón interrogativo:

P      V<sub>aux</sub>      S      V<sub>lex</sub>      O/C      X

- C. El patrón presentativo:

P      V<sub>aux</sub>      V<sub>lex</sub>      S



## Patrones gramaticales del inglés

A. El patrón dominante (no marcado):

P          S          V<sub>aux</sub>    V<sub>lex</sub>    O/C    X

- (5)
- a. *Columbus discovered America in 1492.*
  - b. *In the summer it gets dark late.*
  - c. *This finding has been confirmed by Timothy Brown.*
  - d. *Paying attention to detail is always worth it.*



## Patrones gramaticales del inglés

A. El patrón dominante (no marcado):

P          S          V<sub>aux</sub>    V<sub>lex</sub>    O/C    X

- (5)
- a. *Columbus discovered America in 1492.*
  - b. *In the summer it gets dark late.*
  - c. *This finding has been confirmed by Timothy Brown.*
  - d. *Paying attention to detail is always worth it.*
  - e. *That so little has been done is hardly surprising.*
  - f. *It is hardly surprising that so little has been done.*
  - g. *It was because of you that she left Moscow.*
  - h. *This book I have already read.*
  - i. *There are 50 euros missing.*



## Patrones gramaticales del inglés

### B. El patrón interrogativo:

P      V<sub>aux</sub>    S      V<sub>lex</sub>    O/C    X

- (6)
- a. *Can't you hear the music?*
  - b. *Do you believe in fairies?*
  - c. *Where did you put my umbrella?*
  - d. *Only then did I fully realise what I had done.*
  - e. *So distinguished has her career been that she deserves the Nobel Prize.*



## Patrones gramaticales del inglés

### C. El patrón presentativo:

P      V<sub>aux</sub>    V<sub>lex</sub>    S

- (7)    *a. Then came the turning point of the match.*
- b. Here comes the bus.*
- c. Across the road stood the school where she had been educated.*
- d. Totally different has been the attitude of the settlers.*



P O S I C I O N E S  
I M P O R T A N T E S D E  
L A O R A C I Ó N

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## Las posiciones extremas de la oración

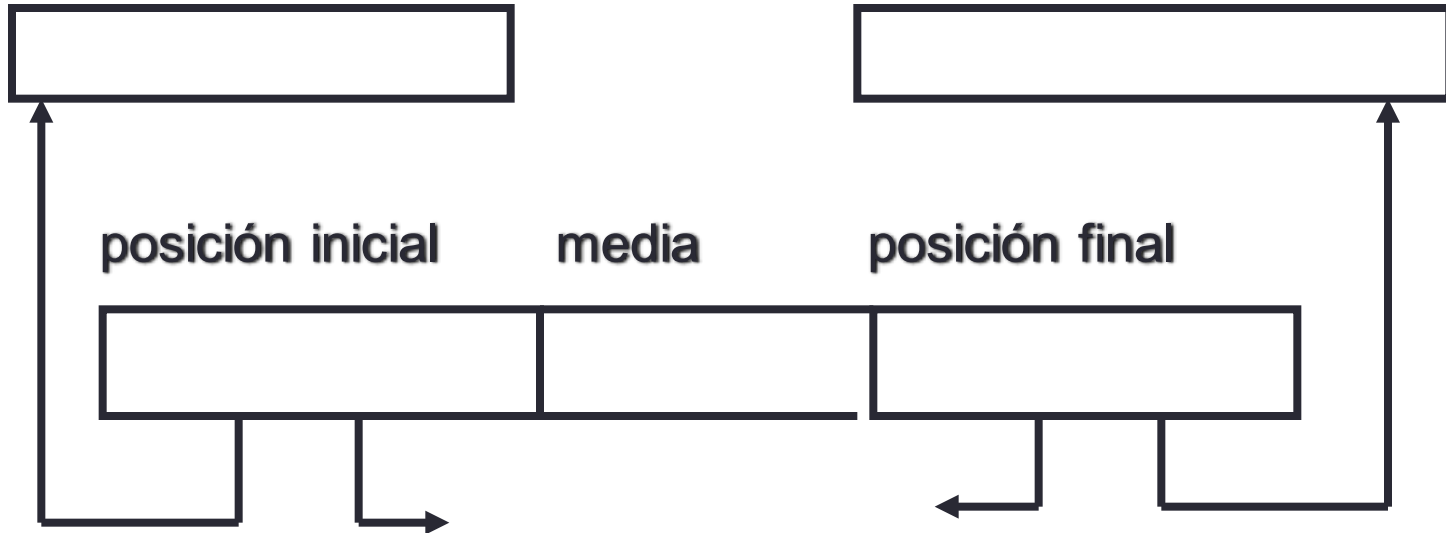
- Posición inicial de oración
- Posición final de oración



# El contexto y las posiciones extremas de la oración (Hannay 2008)

contexto precedente

contexto siguiente



# LA POSICIÓN INICIAL DE ORACIÓN

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## La posición inicial de oración

- El punto de partida de la oración (y del mensaje)



## La posición inicial de oración

- El punto de partida de la oración (y del mensaje)
- La noción de tema

Temas no sujetos



## La posición inicial de oración

- El punto de partida de la oración (y del mensaje)
- La noción de tema
  - Temas no sujetos
- Información accesible



## La posición inicial de oración

- El punto de partida de la oración (y del mensaje)
- La noción de tema

Temas no sujetos

- Información accesible

- Tópico

Tópico de la oración / del discurso



# PRINCIPIOS DISCURSIVOS RELATIVOS A LA POSICIÓN INICIAL

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Hannay & Mackenzie (2009)





# Principios discursivos relativos a la posición inicial

(Hannay & Mackenzie [2009])

- Principio de accesibilidad: información accesible al principio



# Principios discursivos relativos a la posición inicial

(Hannay & Mackenzie [2009])

- Principio de accesibilidad: información accesible al principio
- Principio de sujeto inicial

Sujeto no agente



## Principios discursivos relativos a la posición inicial (Hannay & Mackenzie [2009])

- Principio de accesibilidad: información accesible al principio
- Principio de sujeto inicial
  - Sujeto no agente
- Principio de organización temática



## Principio de accesibilidad

### (8) Principio de accesibilidad

#### *The accessibility principle*

Make lexical and syntactic choices to ensure that the initial constituent consists of accessible information.

(Hannay & Mackenzie 2009)



## Principio de accesibilidad

(8)

*(O'Connor's framework is a good starting point for understanding of the uneven revenue imperative confronted by state governments after the mid-1960s.)*

*O'Connor discusses the general tendency for government revenues to rise more slowly than government expenditures. **This tendency** is based on two theses:...*



## Principio de accesibilidad

(8)

*(O'Connor's framework is a good starting point for understanding of the uneven revenue imperative confronted by state governments after the mid-1960s.)*

*O'Connor discusses the general tendency for government revenues to rise more slowly than government expenditures. **This tendency** is based on two theses:...*

*Inside the hall, there was piled a large assortment of packages and parcels and small articles of furniture. **On every item** there was a label tied.*



## Principio de accesibilidad

(8')

*What happened to the jewels? **They** were stolen by a customer.*

*Mary got some beer out of the car. **The beer** was warm.*



## Principio de accesibilidad

(8')

*What happened to the jewels? **They** were stolen by a customer.*

*Mary got some beer out of the car. **The beer** was warm.*

*Mary got some picnic supplies out of the car. **The beer** was warm.*

*Robert found an old car. **The steering wheel** had broken off.*

*Mary dressed the baby. **The clothes** were made of pink wool.*





## Principio de sujeto inicial

### (9) Sujeto inicial

#### *The initial subject principle*

Seek idiomatic formulations which allow the subject to appear in clause-initial position.

(Hannay & Mackenzie 2009)



## Principio de sujeto inicial

(9)

*Making computers smaller often means sacrificing memory.*

Sujeto no agente:

*Bosworth's book discussed the origins of obesity in Europe and Asia.*

*The table looks small but it dines six.*

*London recorded the highest temperature of the day.*

*The first section reviews the literature and the second section presents a new hypothesis.*



## Principio de sujeto inicial

*The clothes have already dried.  
This sweater washes easily.*

***Paul Dacre, editor-in-chief of the Daily Mail group,  
and a man who guards his own privacy fiercely,  
made a rare appearance on a public platform last  
month when he crossed swords with a Commons  
select committee.***



## Principio de organización temática

### (10) Principio de organización temática

#### *The thematic patterning principle*

When choosing your starting point for the constructions of the clause, take into account the best thematic pattern for achieving your rhetorical aim.

(Hannay & Mackenzie 2009)



## Principio de organización temática

1. **Today's advertisements** are no longer simple promotional messages but have turned into sophisticated campaigns by the companies concerned designed to present a certain image.
2. **Companies such as Coca-Cola, Calvin Klein and Benetton** spend millions of pounds on market research to make sure they come up with the right advertisement.
3. **The basic requirement for this** is that the advertisement is developed for specific target groups, so that the products will appear more relevant to consumers' lifestyles.



## Principio de organización temática

- 4. **Benetton's advertisements, for example, have included images of people with different ethnic backgrounds clustered all together, nuns kissing priests, a person's behind with the words AIDS stamped on it, coloured condoms and a slain Croatian soldier's bloodstained uniform.***
- 5. **Such thought-provoking subjects** appeal to a relatively young public, and the message is clearly that if you want to wear Benetton it takes a certain attitude and lifestyle.*
- 6. **What this shows** is that Benetton has pushed its products to the background and chosen to promote an overall philosophy.*

(Hannay & Mackenzie 2009: 122)



# Funciones del tema

- Marco circunstancial



# Funciones del tema

- Marco circunstancial
- Enlace





# Funciones del tema

- Marco circunstancial
- Enlace
- Expresión de una opinión, actitud



# Funciones del tema

- Marco circunstancial
- Enlace
- Expresión de una opinión, actitud
- Contraste (énfasis)



# Funciones del tema

- Marco circunstancial
- Enlace
- Expresión de una opinión, actitud
- Contraste (énfasis)
- Tema presentativo (*'staging'*)



## Funciones del tema: marco circunstancial

(11)

*Mr William Serby*

**Mr William Serby who died aged 85 on September 20** was County Treasurer to Buckinghamshire County Council from 1929 to 1961.

**He** was commissioned in the Queen's in 1915 **and [0/he]** served in France until he was wounded in 1916. **From 1917 to 1919** he served as liaison officer with the French and Russian forces in the North Russian Expeditionary Force.

**In 1926** he was appointed County Accountant to the Cornwall C.C.

**During the Second World War** he commanded the Home Guard in Wendover **and in later years** was actively concerned with the work of R.N.I.B., the Oxford Diocesan Board of Finance, the Bucks Historic Churches Trust and in many local organisations in Wendover.

**In 1926** he married Jean Durns **and they** had one son and two daughters.

(*'The Times'*, 25 Sept. 1981. De Brown y Yule 1983)



## Funciones del tema: enlace

### Enlace: Conectores:

- Contrastivos: *however, nevertheless, by contrast, still, despite this, yet*
- Aditivos: *additionally, furthermore, moreover, also, too, what is more*
- Conclusivos: *all in all, in conclusion, in short, to sum up*
- Resultativos: *as a result, accordingly, for that reason, because of this/that, therefore*
- Temporales: *first (of all), finally, then*



(12)

*The government at the time declared that environmental concerns had forced it to close down the mines. **However**, it soon became clear that the decision was taken because the gas industry had bribed senior ministers.*



## Funciones del tema: expresión de una opinión, actitud

(13)

*Amazingly (enough), Mark passed his driving test.*

*Technically speaking, that is a non-finite embedded clause.*

*Quite rightly, all parties concerned backed the decision.*

*It is interesting to note that all parties concerned backed the decision.*



## Funciones del tema: expresión de una opinión, actitud

*These observations have been borne out in a new study by social psychologists collaborating across the country. The extensive new study published in the journal 'Psychological Science in the Public Interest' sought to answer some critical questions about online dating, an increasingly popular trend that may now account for 1 out of every 5 new relationships formed: **fundamentally**, how does online dating differ from traditional, face-to-face encounters? And, **importantly**, does it lead to more successful romantic relationships?*





## Funciones del tema: contraste o énfasis

(14)

Bess was satisfied with her hair, but **her freckles** she regarded as a great and unmerited affliction.

**Some things** you forget. **Other things** you never do.

**Only one saucepan** we had! – And it was stew every day if we didn't go out for dinner!



## Funciones del tema: tema presentativo

(15)

*Particularly important in this regard is how the finances are arranged.*

*(\*Important is how the finances are arranged.)*



## Funciones del tema: tema presentativo

(15)

*Particularly important in this regard is how the finances are arranged.*

*(\*Important is how the finances are arranged.)*

*Achieving this goal will require a much greater understanding of the perspectives and culture of the various ethnic, racial, social, age and sexual orientation groups that currently make up the national population. **Also necessary** is a better understanding of the effects of different intervention strategies among different populations.*

*(\*Necessary is a better understanding of...)*



## Progresión temática (post Escuela de Praga)

- Progresión lineal
- Progresión continua
- Temas derivados



Progresión lineal

$$T_1 - R_1$$

$$T_2 - R_2$$



## Progresión temática lineal

(16) *This book deals with a number of matters. **Among them** are the pronunciation of standard English, the major regional accents, the American, Australian and Indian varieties, and an introduction to phonological theory.*

*These observations have been borne out in a new study by social psychologists collaborating across the country. **The extensive new study published in the journal ‘Psychological Science in the Public Interest’** sought to answer some critical questions about online dating...*



## Progresión temática lineal

*It's not coincidence that abusive head injuries peak in the first few months of life when babies typically cry the most. "**Crying** makes parents very frustrated and they can sometimes lose it," says Leventhal.*

*But crying is completely normal for babies; that's what they do.*



# Progresión temática continua

Progresión continua

$$T_1 - R_1$$

$$T_2 - R_2$$





(17)

*It's not coincidence that abusive head injuries peak in the first few months of life when babies typically cry the most. "Crying makes parents very frustrated and they can sometimes lose it," says Leventhal. But **crying** is completely normal for babies; **that's** what they do.*



# ORGANIZANDO LA POSICIÓN INICIAL: CONSTRUCCIONES

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### Tematizaciones

(18)

*In nineteenth-century New Zealand, Otago petitioned several times for full separation ...*

**Having won the war, Mr Bush is perilously close to losing the peace.**

*Despite their concerns, however, less than 1 in 10 of these companies had an oficial policy on mental health.*



## Organizando la posición inicial

### Tematizaciones

*Why didn't you tell me? **Such things** you must tell me.*

***I'm going**, she said suddenly, striding off the pier on to the heaving esplanade.*

*Caxton was being a wise businessman. He wanted his book to sell. **And sell** it did.*



## Organizando la posición inicial

### Pasiva

(19)

*(O'Connor's framework is a good starting point for understanding of the uneven revenue imperative confronted by state governments after the mid-1960s.)*  
*O'Connor discusses the general tendency for government revenues to rise more slowly than government expenditures. **This tendency** is based on two theses:...*

***He** was allowed to go.*



## Organizando la posición inicial

Escindida (o perífrasis de relativo/Hendida): Escindida-*it*

(20)

*It's **parents**, in fact, who are most often to blame for children's injuries.*

*It was **not until the 1960s** that hanging was banned in Britain.*

*It is **when their husbands are on active duty** that army wives are most concerned.*



## Organizando la posición inicial

### Escindida-it

*In short, the geographical limits of the French Shore became a matter of considerable diplomatic debate in the 1760s, a debate that the British were determined not to lose. **It was this that** prompted the first-ever visit to Newfoundland's west coast by a serving governor in 1764 [...]. **It was also this that** motivated the British authorities into commissioning James Cook's cartographic survey work in Newfoundland during the 1760s.*



## Organizando la posición inicial

### Escindida-demostrativa

*But crying is completely normal for babies; **that's** what they do.*

***This** is what I wanted to talk about.*

*If universal rules can be discovered, then we can learn about the thinking process. **This** is why linguistics is so important.*

*But the benefit, she says, is that dating online gives you access to a lot more people than you'd ordinarily ever get to meet — and **that's** how she connected with her future husband.*





## Organizando la posición inicial

### Escindida-*th*

(21)

What → the thing that

Why → the reason that/why

How → the way that / in which

Where → the place that /where

When → the time/minute/day etc. that



## Organizando la posición inicial

### Escindida-*th*

(22)

*The matter that the government has failed to consider is the effect on old-age pensioners. (cf. **What** the government has failed to consider...)*

*The reason that it is now time to act is because there are only twenty years of coal resources left. (cf. **Why** it is now time to act is because...)*



# LA POSICIÓN FINAL DE ORACIÓN

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# PRINCIPIOS DISCURSIVOS RELATIVOS A LA POSICIÓN FINAL

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# Principios discursivos relativos a la posición final (Hannay & Mackenzie [2009])

- Principio de foco al final (*end-focus principle*)



# Principios discursivos relativos a la posición final (Hannay & Mackenzie [2009])

- Principio de foco al final (*end-focus principle*)
- Foco entonativo (marcado y no marcado)



# Principios discursivos relativos a la posición final

(Hannay & Mackenzie [2009])

- Principio de foco al final (*end-focus principle*)
- Foco entonativo (marcado y no marcado)
- Principio de peso al final



## Principio de foco al final

*The principle of end focus*

Place new information towards the end of the clause, preferably in final position.

(Hannay & Mackenzie 2009)

Información nueva





## Principio de foco al final

(23)

*(No, no, you're quite wrong: The head of department will not give the inaugural lecture.) It will be given by **the dean**.*



## Foco entonativo (marcado y no marcado)

Foco de información

(23')

He's arriving on THURSDay.

Pete's just COMPLAINED about it.

A: Don't you WANT it then? B: No, I DON'T want it.

SHE didn't make the phone call, ROBERT did.



## Foco entonativo (marcado y no marcado)

[Don't forget to return the video!] I **HAVE** returned the video.

[Why didn't you tell the truth?] I **DID** tell the truth.

The **LIGHT**'s gone out!



## Principio de peso al final

### *The principle of end weight*

Place shorter constituents towards the beginning of the clause and the longest and most complex constituents in final position.

(Hannay & Mackenzie 2009)



(24)

*The prize will be officially awarded by **the winner of last year's prize.***

*The inaugural lecture will be given by **the dean of the Physics Faculty.***

*It surprised me **that nobody claimed the money.** (Cf. **That nobody claimed the money surprised me.**)*



# ORGANIZANDO LA POSICIÓN FINAL: CONSTRUCCIONES

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## Construcciones que sitúan elementos en torno al final

- Existencial y presentativa
- Pasiva
- Escindidas o perífrasis de relativo
  - *Wh-cleft, th-cleft, demonstrative-cleft*
- Extraposiciones (de sujeto y objeto)
- Posposiciones



# Existencial

(25)

*Dad, there was **this alien**. He had these enormous hands and silver eyes, and he was really ugly.*

*Inside the hall, there was piled **a large assortment of packages and parcels and small articles of furniture**. On every item there was **a label tied**.*





(26)

*Achieving this goal will require a much greater understanding of the perspectives and culture of the various ethnic, racial, social, age and sexual orientation groups that currently make up the national population. Also necessary is a **better understanding of the effects of different intervention strategies among different populations.***



(27)

*This document has been classified **as confidential.***

*It is forbidden **to eat in the room.***



## Escindida-*wh*, escindida-*th*, escindida-demostrativa

(28)

*What I am going to talk about today is **how to improve your sales performance.***

*What is certain, though, is **that Apple will finally give the iPad a decent screen.***

*But the benefit, she says, is **that dating online gives you access to a lot more people than you'd ordinarily ever get to meet — and that's how she connected with her future husband.***

*But crying is completely normal for babies; that's **what they do.***



## Extraposiciones (de sujeto y objeto)

(29)

*It is hardly surprising **that so little has been done.** (vs. That so little has been done is hardly surprising.)*

*It came as no surprise **that smoking was eventually banned in all public places.***

*The tobacco industry considered it a disgrace **that they had not been properly consulted.***



(30)

*He is considered by many as **the greatest cook in the country.***

*We have considered in great detail **four major options.***  
(Cf. *We have considered four major options in great detail.*)

*The question then arose of **what contribution the public should pay.***

*On another level we identify in this domain **a discourse of liberalism.***



# CONCLUSIÓN

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# Conclusión

- Aparte de cuestiones como el uso de *conectores* a los que los estudiantes en general suelen prestar atención  
Tendencia hacia un uso excesivo de conectores
- Necesidad de considerar una serie de fenómenos que, aunque oracionales, sobrepasan el ámbito de la oración  
Oraciones en contexto, textos mejor contruidos
- *Sintaxis del discurso*



# P R Á C T I C A

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**1. ¿Qué continuación es preferible para cada una de las dos oraciones presentadas en A y B: la alternativa 1 o 2? ¿Por qué?**

A. Alice is in hospital.

A1. A car that did not stop at a red light ran over her.

A2. She was run over by a car that did not stop at a red light.



**1. ¿Qué continuación es preferible para cada una de las dos oraciones presentadas en A y B: la alternativa 1 o 2? ¿Por qué?**

B. James had planned to take a plane to Vancouver.

B1. An air-traffic controllers' strike delayed it.

B2. It was delayed by an air-traffic controllers' strike.



### Respuesta:

A. Alice is in hospital.

A2. She was run over by a car that did not stop at a red light. (PASIVA)

### Cumple:

principio de accesibilidad

progresión temática continua

principio de foco (información nueva) al final

principio de información de peso al final



### Respuesta:

B. James had planned to take a plane to Vancouver.

B2. It was delayed by an air-traffic controllers' strike. (PASIVA)

### Cumple:

principio de accesibilidad

progresión temática lineal

principio de foco (información nueva) al final

principio de información de peso al final



**2. ¿Qué constituyente de la oración se podría tematizar en la segunda oración de cada par (de oraciones)?**

a. He asked me for paper, glue, sellotape and clips. I bought him all of these.

b. He told us the history of the place. We already knew most of it.

c. I swim thirty lengths a day for fun. –You call it fun!

d. I can't remember what post Biggins occupies in the Government. –He is Government spokesman.

e. I thought I would never get there but I did get there.



### Respuesta:

- a. He asked me for paper, glue, sellotape and clips. **All of these I bought.**
- b. He told us the history of the place. **Most of it we already knew.**

### Cumple:

principio de accesibilidad

progresión temática lineal

principio de foco (información nueva) al final

Separación entre tema y rema



- c. I swim thirty lengths a day for fun. –**Fun you call it!**
- d. I can't remember what post Biggins occupies in the Government. –**Government spokesman he is.**
- e. I thought I would never get there... **but get there I did.**

### Comentarios:

Por razones de énfasis, la información en foco (información nueva / que causa sorpresa) se coloca en primera posición (cf. 3er ejemplo en [14])



3.

(a) Formación de escindidas-*it* de las siguientes oraciones, donde el elemento en foco aparece en el original en negrita.

(b) Formación de escindidas-*wh* con el elemento en foco al final

(c) Reemplazar las escindidas-*wh* por escindidas-*th*

a. We had **tea and soup with sausage** for dinner.

b. I left school **exactly sixteen years ago**.

c. **Very gradually**, the patient began to recover.

d. **Churchill** was the first to call for a united states of Europe.





### Respuesta:

(a)

- a. It was tea and soup with sausage we had for dinner.
- b. It was exactly sixteen years ago that I left school.
- c. It was very gradually that the patient began to recover.
- d. It was Churchill that was the first to call for a united states of Europe.



(b)

- a. What we had for dinner was tea and soup with sausage.
- b. When I left school was exactly sixteen years ago.
- c. How the patient began to recover was very gradually.
- d. \*Who / The one who was the first to call for a united states of Europe was Churchill.



(c)

a. The thing/food we had for dinner was tea and soup with sausage.

b. The time when I left school was exactly sixteen years ago.

c. The way the patient began to recover was very gradually.

d. The one who was the first to call for a united states of Europe was Churchill.



### 4. Lectura del siguiente comienzo del cuento de Cenicienta. ¿Qué oraciones marcadas desde el punto de vista sintáctico podemos encontrar? ¿Qué principios discursivos pueden explicar dichos patrones?

Once upon a time... there lived an unhappy young girl. Unhappy she was, for her mother was dead, her father had married another woman, a widow with two daughters, and her stepmother didn't like her one little bit. All the nice things, kind thoughts and loving touches were for her own daughters. And not just the kind thoughts and love, but also dresses, shoes, shawls, delicious food, comfy beds, as well as every home comfort. All this was laid on for her daughters. But, for the poor unhappy girl, there was nothing at all. No dresses, only her stepsisters' hand-me-downs. No lovely dishes, nothing but scraps. No nice rests and comfort. For she had to work hard all day, and only when evening came was she allowed to sit for a while by the fire, near the cinders. That is how she got her nickname, for everybody called her Cinderella. Cinderella used to spend long hours all alone talking to the cat.



## Ejercicios

**Once upon a time... there lived an unhappy young girl. Unhappy she was**, for her mother was dead, her father had married another woman, a widow with two daughters, and her stepmother didn't like her one little bit. All the nice things, kind thoughts and loving touches were for her own daughters. And not just the kind thoughts and love, but also dresses, shoes, shawls, delicious food, comfy beds, as well as every home comfort. **All this was laid on for her daughters.** But, **for the poor unhappy girl, there was nothing at all.** No dresses, only her stepsisters' hand-me-downs. No lovely dishes, nothing but scraps. No nice rests and comfort. For she had to work hard all day, and **only when evening came was she allowed to sit for a while by the fire**, near the cinders. **That is how she got her nickname**, for everybody called her Cinderella. Cinderella used to spend long hours all alone talking to the cat.



### Respuesta:

**Once upon a time... there lived an unhappy young girl.**[EXISTENCIAL]  
**Unhappy she was,**[TEMATIZACIÓN DE ELEMENTO CON INFORMACIÓN ACCESIBLE] for her mother was dead, her father had married another woman, a widow with two daughters, and her stepmother didn't like her one little bit. All the nice things, kind thoughts and loving touches were for her own daughters. And not just the kind thoughts and love, but also dresses, shoes, shawls, delicious food, comfy beds, as well as every home comfort. **All this was laid on for her daughters.**[PASIVA CON SUJETO CON INFORMACIÓN ACCESIBLE] But, **for the poor unhappy girl, there was nothing at all.**[EXISTENCIAL CON TEMATIZACIÓN DE ELEMENTO CONTRASTIVO] No dresses, only her stepsisters' hand-me-downs. No lovely dishes, nothing but scraps. No nice rests and comfort. For she had to work hard all day, and **only when evening came was she allowed to sit for a while by the fire, near the cinders.** [TEMATIZACIÓN DE ELEMENTO DE NATURALEZA NEGATIVA CON INVERSIÓN, PATRÓN INTERROGATIVO - ÉNFASIS] **That is how she got her nickname**[ESCINDIDA-DEMOSTRATIVA], for everybody called her Cinderella. Cinderella used to spend long hours all alone talking to the cat.



### 5. Compara los dos textos a continuación:

(a) ¿Cuál de los dos es (más) apropiado desde una perspectiva discursiva?

(b) ¿Cómo explicar la no conveniencia o aceptabilidad de las oraciones en el texto no apropiado?

Text A:

They arrived at the hotel and sat on the terrace. The sun was hot but the canopies gave a pleasant shade. There was a glimpse of the sea through the palm-trees. A waiter brought them cocktails.

Text B:

At the hotel they arrived and on the terrace they sat. It was the sun that was hot, but what the canopies gave was a pleasant shade. A glimpse of the sea was through the palm-trees. Brought them cocktails, the waiter did.



**Respuesta:**

**El texto B es claramente inapropiado:**

*At the hotel they arrived and on the terrace they sat.*

No existe justificación para la tematización (parece centrarse en el contraste entre los dos lugares mencionados, y no hay justificación para ello)

*It was the sun that was hot,*

Se enfatiza *the sun* sin razón

*but what the canopies gave was a pleasant shade.*

Se enfatiza *a pleasant shade* sin razón; *the canopies* se presupone sin razón.





*A glimpse of the sea was through the palm-trees.*

Presentativa (¡invertida!) sin conexión con contexto precedente (en elemento inicial). Por el bajo valor informativo de *through the palm-trees* no parece procedente asignarle la posición final que normalmente se asocia a foco.

*Brought them cocktails, the waiter did.*

No hay razón para la tematización de *brought them cocktails* pues no es candidato para foco y no enlaza bien con el contexto precedente.



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¡GRACIAS POR  
SU ATENCIÓN!

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# COMENTARIOS / PREGUNTAS

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