

"Sesquicentenario de la Epopeya Nacional 1864 - 1870"



TETÁNGUÉRA NDIVE
JOKUPYTYRÁ
Motenondeha
Ministerio de
RELACIONES
EXTERIORES



*Paraguay
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Academia Diplomática y Consular "Carlos Antonio López"

XIII CONCURSO NACIONAL DE OPOSICIÓN Y MÉRITOS, AÑO 2020, PARA EL INGRESO AL ESCALAFÓN DEL SERVICIO DIPLOMÁTICO Y CONSULAR DE LA REPÚBLICA DEL PARAGUAY, EN LA CATEGORÍA DE TERCER SECRETARIO

PROGRAMA DE INGLÉS

Los exámenes de idiomas están divididos en tres secciones: interpretación de textos, gramática y vocabulario. A la primera le corresponden 10 preguntas, a la segunda y tercera 20 cada una, haciendo un total de 50 preguntas que es el requisito del concurso. Todas las preguntas se responden por selección múltiple.

Para la elaboración de las preguntas se toma en cuenta el uso estándar tanto del inglés británico como del americano, por ser éstas las versiones más difundidas y utilizadas del idioma. Se tratará de evitar en lo posible los casos de conflicto entre ambos dialectos, pero si los hubiera, prevalecerá el inglés británico, siendo la base de este programa los exámenes de la Universidad de Cambridge y los del British Council, tal como lo indica la bibliografía que acompaña a este programa.

SECCIÓN DE INTERPRETACIÓN DE TEXTOS

Para responder a las preguntas de esta sección de manera efectiva, el candidato debe ser capaz de comprender varios niveles de lectura, sin que ello se corresponda necesariamente con las palabras elegidas por el autor, pero más bien con la intención de éste y el tono general del texto. Este puede ser declarativo, informativo, discursivo, irónico, narrativo, etc. Al elegir las opciones, se recomienda no solo tomar una de ellas como la verdadera sino también determinar por qué las demás son falsas. Esto exige que el candidato sea capaz de leer y comprender un texto por lo menos con un 60 o 70 por ciento de la rapidez con que lo haría una persona instruida que tenga al inglés como lenguaje materno. El nivel mínimo para lograr esa rapidez es el intermedio superior o B2, en términos de la escala universal adoptada por el Consejo de Europa y la mayoría de los institutos de enseñanza de idiomas europeos en el mundo (ver dicha escala en el anexo a este documento).

SECCIÓN DE GRAMÁTICA

El candidato que esté en el nivel recomendado para este examen debe ser capaz de manejar con cierta facilidad los elementos gramaticales que se citan a continuación:



Tenses

- 1 Present continuous and present simple 1
- 2 Present continuous and present simple 2
- 3 Past simple and present perfect
- 4 Past continuous and past simple
- 5 Past perfect and past simple
- 6 Present perfect continuous and present perfect
- 7 Past perfect continuous, past perfect and past continuous
- 8 Present and past time: review

The future

- 9 **Will** and **be going to**
- 10 Present simple and present continuous for the future
- 11 Future continuous and future perfect (continuous)
- 12 **Be to** + infinitive; **be about to** + infinitive
- 13 Other ways of talking about the future
- 14 The future seen from the past

Modals and semi-modals

- 15 **Can, could, be able to** and **be allowed to**
- 16 **Will, would** and **used to**
- 17 **May** and **might**
- 18 **Must** and **have (got) to**
- 19 **Need(n't), don't need to** and **don't have to**
- 20 **Should, ought to** and **had better**

Linking verbs, passives, questions

- 21 Linking verbs: **be, appear, seem; become, get**, etc.
- 22 Forming passive sentences 1
- 23 Forming passive sentences 2: verb + **-ing** or **to-infinitive**
- 24 Using passives
- 25 Reporting with passives; **It is said that ...**
- 26 **Wh-questions** with **who, whom, which, how** and **whose**
- 27 Negative questions; echo questions; questions with **that-clauses**

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Verb complementation: what follows verbs

- 28 Verbs, objects and complements
- 29 Verb + two objects
- 30 Verb + **-ing** forms and infinitives 1
- 31 Verb + **-ing** forms and infinitives 2

Reporting

- 32 Reporting people's words and thoughts
- 33 Reporting statements: **that-clauses**
- 34 Verb + **wh-clause**
- 35 Tense choice in reporting
- 36 Reporting offers, suggestions, orders, intentions, etc.
- 37 Modal verbs in reporting
- 38 Reporting what people say using nouns and adjectives
- 39 **Should** in **that-clauses**; the present subjunctive

Nouns

- 40 Agreement between subject and verb 1
- 41 Agreement between subject and verb 2
- 42 Agreement between subject and verb 3
- 43 Compound nouns and noun phrases

Articles, determiners and quantifiers

- 44 **A / an** and **one**
- 45 **A / an, the** and **zero article** 1
- 46 **A / an, the** and **zero article** 2
- 47 **A / an, the** and **zero article** 3
- 48 **Some** and **any**
- 49 **No, none (of)** and **not any**
- 50 **Much (of), many (of), a lot of, lots (of), etc.**
- 51 **All (of), whole, every, each**
- 52 **Few, little, less, fewer**

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Relative clauses and other types of clause

- 53 Relative pronouns
- 54 Other relative words: **whose, when, whereby**, etc.
- 55 Prepositions in relative clauses
- 56 Other ways of adding information to noun phrases 1: additional noun phrases, etc.
- 57 Other ways of adding information to noun phrases 2: prepositional phrases, etc.
- 58 Participle clauses with adverbial meaning 1
- 59 Participle clauses with adverbial meaning 2

Pronouns, substitution and leaving out words

- 60 Reflexive pronouns: **herself, himself, themselves**, etc.
- 61 **One** and **ones**
- 62 **So** and **not** as substitutes for clauses, etc.
- 63 **Do so; such**
- 64 More on leaving out words after auxiliary verbs
- 65 Leaving out **to-infinitives**

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Adjectives and adverbs

- 66 Position of adjectives
- 67 Gradable and non-gradable adjectives 1
- 68 Gradable and non-gradable adjectives 2
- 69 Participle adjectives and compound adjectives
- 70 Adjectives + **to-infinitive, -ing, that-clause, wh-clause**
- 71 Adjectives and adverbs
- 72 Adjectives and adverbs: comparative and superlative forms
- 73 Comparative phrases and clauses
- 74 Position of adverbs 1
- 75 Position of adverbs 2
- 76 Adverbs of place, direction, indefinite frequency, and time
- 77 Degree adverbs and focus adverbs
- 78 Comment adverbs and viewpoint adverbs

Adverbial clauses and conjunctions

- 79 Adverbial clauses of time
- 80 Giving reasons: **as, because**, etc.; **for** and **with**
- 81 Purposes and results: **in order to, so as to**, etc.
- 82 Contrasts: **although** and **though**; **even though / if; while, whilst** and **whereas**
- 83 **If** 1
- 84 **If** 2
- 85 **If I were you ...; imagine he were to win**
- 86 **If ... not** and **unless; if** and **whether**; etc.
- 87 Connecting ideas in a sentence and between sentences

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Prepositions

- 88 Prepositions of position and movement
- 89 **Between** and **among**
- 90 Prepositions of time
- 91 Talking about exceptions
- 92 Prepositions after verbs
- 93 Prepositions after nouns
- 94 Two- and three-word verbs: word order

Organising information

- 95 **There is, there was**, etc.
- 96 **It** 1
- 97 **It** 2
- 98 Focusing: **it-clauses** and **what-clauses**
- 99 Inversion 1
- 100 Inversion 2

SECCIÓN DE VOCABULARIO

Word formation

- 8 Suffixes (e.g. actor, permission, modernise)
- 9 Prefixes (e.g. over-worked, exhale)
- 10 Roots (e.g. impress, pressure, expression)
- 11 Abstract nouns (e.g. faith, hope and love)
- 12 Compound adjectives (e.g. well-dressed, time-consuming)
- 13 Compound nouns – combinations of two nouns (e.g. baby-sitter, youth hostel)
- 14 Compound nouns – combinations of verb + preposition (e.g. drawback, input)
- 15 Words with interesting origins – people and places (e.g. hooligan, denim)
- 16 Words with interesting origins – from other languages (e.g. bistro, rucksack)
- 17 Onomatopoeic words – words that sound like their meaning (e.g. grumble, smash)
- 18 Words commonly mispronounced (e.g. worry, cough)
- 19 Homonyms – words pronounced and/or spelt the same (e.g. row, row; bow, bough)

Connecting and linking

- 20 Time (e.g. as soon as, while, afterwards)
- 21 Condition (e.g. unless, provided that)
- 22 Cause, reason, purpose and result (e.g. owing to, with the aim of, as a result)
- 23 Concession and contrast (e.g. although, on the other hand)
- 24 Addition (e.g. in addition, furthermore, besides)
- 25 Text-referring words (e.g. issue, problem)



Countables and uncountables

- 26 Uncountable words (e.g. information, advice)
- 27 Words that only occur in the plural (e.g. scissors)
- 28 Countable and uncountable with different meanings (e.g. paper and a paper)
- 29 Collective nouns (e.g. a flock of sheep)
- 30 Making uncountable words countable (e.g. a loaf of bread)

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Topics

- 31 Countries, nationalities and languages
- 32 The weather
- 33 Describing people – appearance
- 34 Describing people – character
- 35 Relationships
- 36 At home
- 37 Everyday problems
- 38 Global problems
- 39 Education
- 40 Work
- 41 Sport
- 42 The arts
- 43 Food
- 44 The environment
- 45 Towns
- 46 The natural world
- 47 Clothes
- 48 Health and medicine
- 49 Travel
- 50 Holidays
- 51 Numbers and shapes
- 52 Science and technology
- 53 The press and media
- 54 Politics and public institutions
- 55 Crime
- 56 Money – buying, selling and paying



Notional concepts

- 57 Number, quantity, degree and intensity
- 58 Time
- 59 Distances and dimensions
- 60 Obligation, need, possibility and probability
- 61 Sound and light
- 62 Possession, giving and lending
- 63 Movement and speed
- 64 Texture, brightness, weight and density
- 65 Success, failure and difficulty
- 66 Containers and contents (e.g. **box** of matches, **jar** of jam)

Feelings and actions

- 67 Belief and opinion
- 68 Pleasant and unpleasant feelings
- 69 Like, dislike and desire
- 70 Speaking
- 71 The six senses
- 72 What your body does
- 73 What animals do



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BIBLIOGRAFIA

Se citan aquí los textos fundamentales para la práctica de las tres secciones en que se divide el examen, sin que la información contenida en estos textos sea necesariamente la que aparecerá en el examen. A diferencia de otras materias, una prueba de competencia en un idioma no puede basarse en un texto en particular a menos que dicha prueba esté relacionada con un área específica del conocimiento, por ejemplo, la biología o la física. En este concurso, se busca comprobar si el candidato a futuro diplomático tiene suficiente conocimiento general de un idioma como para permitirle comunicarse eficazmente con personas instruidas que hablen ese idioma con fluidez.

1. Hewings, Martin. *Advanced Grammar in Use, 3^d edition*. Cambridge University Press, 1999, 2013.
(https://ldrv.ms/b/s!Aoh7JpHHD_7t4lHYDBV-masK02lo?e=L6UG1N)
2. McCarthy, Michael & O'Dell. *English Vocabulary in Use, Upper-Intermediate & Advanced*. Cambridge University Press, 1994.
(https://ldrv.ms/b/s!Aoh7JpHHD_7t4lAYTExFC0bzlRSL?e=7QVc5Q)
3. Sahayana, Wendy *et al. IELTS Preparation and Practice, Reading and Writing*. Oxford University Press, 1998.
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