FRASES NOMINALES

Módulo de aprendizaje

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CURSO DE LECTURA COMPRENSIVA DE TEXTOS EN INGLÉS

Universidad Nacional del Sur

1. Introducción

El Curso de Lectura Comprensiva de Textos en Inglés, en todos los niveles (I, II, IIIA y IIIB), te capacita para emplear técnicas de lectura eficaces que te permitan comprender un texto de tu ámbito de especialización; utilizar materiales de consulta de manera selectiva y apropiada; y expresar adecuadamente las ideas principales en español. Los contenidos no se abordan de manera secuencial sino integrada, siempre a partir de los textos seleccionados, que consisten en material académico de las áreas técnica, científica y humanística.

Debido a la rápida evolución de las TIC, se hace indispensable, principalmente en la formación universitaria, que adquieras estrategias tanto para la comprensión de textos en formato papel como para la lectura de hipertextos que, al no ser lineal ni secuencial, plantea múltiples y diversos recorridos. Sobre esta base, hemos diseñado este módulo de aprendizaje mediado por tecnologías al que puedas recurrir cuando lo necesites.

El tema es la frase nominal (FN), una estructura que resulta difícil de decodificar adecuadamente en inglés y puede llevar a una interpretación errónea del contenido del texto. Por ejemplo, frases simples como *paper filter* y *filter paper* pueden generar un cambio de sentido si no son expresadas en el orden correcto, ya que no es lo mismo referirse a un tipo de filtro que a un tipo de papel. Mientras que frases más complejas como *high-yielding crop strains* (cepas de cultivos de alto rendimiento) o *miniature, user-friendly genomic technology* (tecnología genómica en miniatura y fácil de usar) requieren un reconocimiento de los elementos que las componen para poder captar su significado y formularlas adecuadamente en español.

2. Destinatarios

Estudiantes de grado y posgrado de todas las áreas disciplinares (Ciencias Exactas, Ciencias Naturales, Ciencias Sociales, Ingenierías) que asisten al Curso de Lectura Comprensiva de Textos en Inglés o que se estén preparando en forma independiente para cumplir con el requisito del Examen de Suficiencia de Idioma Inglés.

3. Objetivos del módulo

- Identificar elementos léxico-gramaticales y discursivos que faciliten la comprensión.
- Reconocer, explorar y utilizar herramientas digitales para resolver problemas y potenciar el aprendizaje.
- Comprender qué es y cómo se compone una frase nominal.
- Decodificar adecuadamente el significado de una frase nominal.
- Expresar la frase nominal en el orden correcto en español para transmitir el mismo sentido de la frase en inglés.
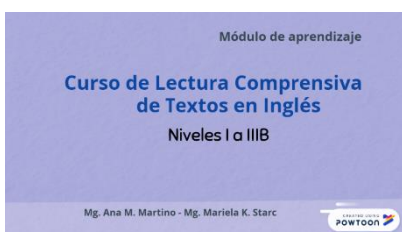
4. Contenidos

- Definición: ¿qué es una frase nominal (FN)?
- Estructura: ¿cómo se compone una FN?
- Interpretación: ¿cómo se decodifica una FN?

5. Presentación del tema

Mirá este video:

https://bit.ly/FN-intro

En esta presentación te explicamos el tema por medio de definiciones y ejemplos:

https://bit.ly/FrasesNominales

¿Repasamos?

Es momento de hacer un breve repaso de los conceptos más importantes. Ingresá a este enlace o escaneá el código QR y elegí la respuesta correcta en el formulario:

https://forms.gle/m1eQY5nDRR9j7zAQ8

6. Actividades de práctica

Ahora te proponemos poner en práctica los conceptos presentados en la sección anterior. Las actividades fueron diseñadas teniendo en cuenta distintos grados de dificultad, desde las más sencillas, orientadas a los niveles I y II del Curso de de Lectura Comprensiva, hasta las más complejas, dirigidas a los niveles IIIA y IIIB. Algunas de las actividades podrás resolverlas aquí mismo (las respuestas están en la sección 10) y otras por medio de herramientas digitales (aceptan varios intentos y se autocorrigen).

Niveles I y II

ACTIVIDAD 1

Subrayar los sustantivos en cada oración.

1. Evolution is the process of change in all forms of life over generations.

2. The research focused only on interactions.

3. Stay positive during the process of negotiation.

4. Soil is the substance in which plants grow.

5. There are hundreds of companies to choose from.

6. Consumers can learn how to make new recipes.

7. Feelings are responses to emotions.

8. Researchers say that loud music makes us eat unhealthier food.

9. The headset is really light and sits comfortably on your head.

10. History is the study of the people, societies, events and problems of the past.

ACTIVIDAD 2

Identificar el núcleo de cada frase nominal.

1. our knowledge of the natural world

2. rigorous scientific method

3. the implementation of new technologies

4. well-organized international network

5. a small introduction to quantum physics

6. the world's largest cities

7. the regular return of the monsoon rains

8. biologists who study turtles

9. an autonomous electric vehicle

10. other techniques for identifying criminals

ACTIVIDAD 3

Combinar las señales con su traducción.

https://bit.ly/Niv1-2-Activ3

ACTIVIDAD 4

Leer los textos y responder las preguntas en español.

TEXTO 1

The survival of an exotic species in a new habitat depends on many factors - chiefly, of course, the availability of food and the presence or absence of predator and parasites. If food is too scarce or food-getting too competitive, or if predators are too numerous, the exotic species will not survive. If food is abundant and predators are absent, it will rapidly multiply to plague proportions and disrupt the life of every organism (including man) in the habitat. Even if the balance between food and predators is just right, the species may produce important secondary ecological consequences. A good example of how an imported species can affect an ecosystem is the introduction of the horse into North America by Spanish explorers in the 15th century. Many of these animals escaped, and they bred and prospered in the wild. Later, they were domesticated by the Plains Indians, and the culture of these bison-hunting people was profoundly altered by the greater mobility conferred upon them by the horse.

Fuente: Man, Nature and Ecology© 1974 Aldus Books, London

1. ¿De qué depende principalmente la supervivencia de una especie exótica en un nuevo hábitat?

……

2. ¿Qué parte del texto tuviste que identificar para responder la pregunta anterior? Transcribila y marcá el núcleo de la frase.

…………………………………………………………………………………………………

3. ¿Qué pueden producir las especies, aunque haya un equilibrio correcto entre el alimento y los predadores?

…………………………………………………………………………………………………

4. ¿Qué parte del texto tuviste que identificar para responder la pregunta anterior? Transcribila y marcá el núcleo de la frase.

…………………………………………………………………………………………………

5. ¿Qué resultó afectado/a por la movilidad que trajo la incorporación del caballo?

…………………………………………………………………………………………………

6. ¿Qué parte del texto tuviste que identificar para responder la pregunta anterior? Transcribila y marcá el núcleo de la frase.

…………………………………………………………………………………………………

TEXTO 2

At low temperatures all forms of carbon are relatively inert, but at elevated temperatures they will combine with oxygen to form oxides. Any form of carbon when combined with a large quantity of oxygen at an elevated temperature forms carbon monoxide. Carbon monoxide is also formed in the incomplete combustion of petroleum products and is found in appreciable percentages in the automobile exhaust. Elementary carbon, when heated in an atmosphere of excess oxygen, is converted to the dioxide. Carbon dioxide is moderately non-reactive. Materials which burn at relatively low temperature, such as wood, petroleum products and paper, do not continue to burn in CO_2. For this reason, carbon dioxide is used as a fire-suppressing agent in fire extinguishers. Carbon is stable towards water but undergoes slight oxidation when heated with the oxidizing acids. In reaction with alkali, however, it does not suffer any attack.

Fuente: Collier's Encyclopedia©1963 Crowell-Collier Publishing Company.

1. ¿Con qué se combina el carbono para formar monóxido de carbono?

…………………………………………………………………………………………………

2. ¿Qué parte del texto tuviste que identificar para responder la pregunta anterior? Transcribila y marcá el núcleo de la frase.

…………………………………………………………………………………………………

3. ¿En qué otro proceso se forma el monóxido de carbono?

………………………………………………………………………………………………………

4. ¿Qué parte del texto tuviste que identificar para responder la pregunta anterior? Transcribila y marcá el núcleo de la frase.

………………………………………………………………………………………………………

5. ¿Qué tipo de materiales son la madera, los derivados del petróleo y el papel?

………………………………………………………………………………………………………

6. ¿Qué parte del texto tuviste que identificar para responder la pregunta anterior? Transcribila y marcá el núcleo de la frase.

………………………………………………………………………………………………………

ACTIVIDAD 5

Ordenar las frases nominales.

https://bit.ly/Niv1-2-Activ5

ACTIVIDAD 6

Clasificar las frases según su estructura.

https://bit.ly/Niv1-2-Activ6

ACTIVIDAD 7

Colocar los componentes de cada frase nominal en el lugar correcto.

1. the different members of a community

2. patients' own skins

3. small electrical signals

4. this dependence on other living things

5. a much more exact system of classification

6. the whole complex of the plants and animals forming a single unit

7. deep valleys running down the middle of all the oceans

8. a process of cognitive organization and rule-formation

9. a data storage device

10. the more conservative geologists who could not believe how continents could move

#	det.	premodificador/es	NÚCLEO	postmodificador/es
1	*the*	*different*	*members*	*of a community*
2				
3				
4				
5				
6				
7				
8				
9				
10				

Niveles IIIA y IIIB[1]

ACTIVIDAD 1

Encerrar entre corchetes […] las frases nominales en cada cita.

1. A person who doesn't read is no better off than a person who can't read. *ᗡ Mark Twain*

2. The reading of all great books is like conversation with the finest men of past centuries. *ᗡ René Descartes*

3. A good reader is one who has imagination, memory, a dictionary, and some artistic sense. *ᗡ Vladimir Nabokov*

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[1] El Nivel IIIB del Curso de Lectura Comprensiva de Textos en Inglés es equivalente al Examen de Suficiencia.

4. Good readers have a greater tolerance for failure. ☞ *Anonymous*

5. Rainy days should be spent at home with a cup of tea and a good book. ☞ *Bill Watterson*

6. A good novel tells us the truth about its hero; but a bad novel tells us the truth about its author. ☞ *Gilbert K. Chesterton*

7. A reader lives a thousand lives before he dies . . . The man who never reads lives only one. ☞ *George R.R. Martin*

8. The illiterate of the future is not who cannot read or write, but one who cannot learn, unlearn, and relearn. ☞ *Alvin Toffler*

9. Reading is essential for those who seek to rise above the ordinary. ☞ *Jim Rohn*

10. When you finish reading a book you are a more interesting person. ☞ *Anonymous*

ACTIVIDAD 2

Identificar las frases nominales.

 https://bit.ly/Niv3-Activ2

ACTIVIDAD 3

Ordenar las frases nominales.

 https://bit.ly/Niv3-Activ3

ACTIVIDAD 4

Colocar los componentes de cada frase nominal en el lugar correcto.

1. a relatively reliable picture of the future

2. few grounds for predicting the occurrence of unrecognized species

3. the earth's average surface temperature

4. countries that lack economic and infrastructural resources

5. two or three hundred entirely new cities

6. our current understanding of the laws of nature

7. sciences concerned with proteins and genetic material

8. the first merchandise produced by a synthetic biology company

9. cheap, low-power consuming, connected sensors

10. empathetic face-to-face communication between people

#	det.	premodificador/es	NÚCLEO	postmodificador/es
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

ACTIVIDAD 5

Reconocer el tipo de premodificador o postmodificador.

https://bit.ly/Niv3-Activ5

Reconocer el tipo de premodificador o

ACTIVIDAD 6

Marcar con corchetes [...] las frases nominales en los siguientes resúmenes y expresarlas en español.

RESUMEN 1

Early signs of mathematics anxiety?

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Mathematics anxiety refers to individual's negative affect when engaging in numerical and mathematical tasks. Researchers have recently connected high math anxiety to lower performance on math tasks, developmental dyscalculia, and lower self-efficacy towards math learning. Math anxiety scales have been made and validated mainly for secondary school and high school students. In our paper we are looking for early signs of math anxiety using a Pictorial Test (37 pictures) which we have developed for 6 to 8-year-old children. Children were asked to concentrate on one picture at a time and to write down spontaneously their emotional and mathematical ideas. Most powerful sources of sadness were real life subjects as animals and human beings. We also found high negative correlation between sadness (☹) and math productions (r=-.60**). As a conclusive remark we are looking for ways in which school can respond to the learning challenges of these children.

RESUMEN 2

Consumer Acceptance of Genetically Modified Food Products in the Developing World

Kynda R. Curtis - *Department of Applied Economics and Statistics, University of Nevada, Reno*
Jill J. McCluskey - *School of Economic Sciences, Washington State University, Pullman*
Thomas I. Wahl - *IMPACT and School of Economic Sciences, Washington State University, Pullman*

Worldwide consumer response toward food products made from genetically modified (GM) ingredients has been largely negative. However, the majority of the previous studies on consumer attitudes towards food products were conducted in developed countries in Europe as well as Japan. The small number of studies conducted in developing nations obtain different results from those of the developed world. This paper considers the motivations for consumer attitudes towards GM foods in developing nations. We conclude that the generally positive perception towards genetically modified foods in developing nations stems from more urgent needs in terms of food availability and nutritional content. Additionally, perceived levels of risk may be smaller due to trust in government, positive perceptions of science, and positive media influences. This is contrary to the smaller benefits and higher perceived risks found in many developed countries, and hence, the rational for low or non-acceptance of GM foods in those countries.

7. Autoevaluación

En esta última sección, te invitamos a hacer una autoevaluación para que compruebes lo aprendido en este módulo. Para aprobar, tenés que responder correctamente el 60 por ciento de la tarea.

Niveles I y II

Expresar en español las frases nominales marcadas en el texto.

The Roles of Relationships and Service Quality as Drivers of Customer Loyalty: An Empirical Study
Osman Mohamed Ali
Open Journal of Social Sciences, 2020, 8, 14-32 https://www.scirp.org/journal/jss

Introduction
In **(1) an increasingly competitive environment**, all businesses must be customer-oriented (Kotler, 1997) and focus on delivering **(2) high quality services** in order to survive and prosper in today's competitive marketplace (Meesala & Paul, 2018; Zeithaml et al., 1996). In recent years, the concept of customer loyalty is getting more and more attention (Moretta et al., 2019). Whether in academia or industry customer loyalty is widely regarded as the basis of business success. Higher customer loyalty helps reduce marketing expenses, accelerate **(3) the process of brand building**, reduce the cost to retain customers, and bring new customers through recommendations of old ones, as well as bestowing the firm with a better resistance in the face of competitive strategies of competitors and ultimately increasing profits (Caceres & Paparoidamis, 2007). Therefore, loyal customers are vital for the survival and development of firms. Providing high-quality service is **(4) a key strategy for success** in today's highly competitive environment (Parasuraman et al., 1985a), this is why **(5) the important element of service quality** has been attributed with **(6) a great concern in the traditional marketing paradigm** as well. With diminishing products differentiations, and **(7) the increasing importance of interactions between firms and customers** during **(8) the processes of product and service development and delivery**, relationships are attaining **(9) increasingly prominent positions** as a result, to some extent, relationships importance can even surpass the quality of products and services themselves. This laid the basis for the generation and **(10) growing interest in relationship marketing paradigm**. […]

Expresar en español las frases nominales marcadas en el texto.

Global Postural Re-education: a literature review

Rosana M. Teodori, Júlia R. Negri, Mônica C. Cruz, Amélia P. Marque

Introduction

In the early 50's, the French physical therapist Françoise Mézières developed through careful observation, **(1) a proposal that revolutionized the way to exercise the body**: the anti-gymnastique. The innovation proposed by Mézières was based on the following observation: each time and individual tried to decrease **(2) the curvature of a spinal segment**, the curve moved to another segment. Thus, it was necessary to consider the body as a whole and approach it as such. In this theory, all deformations are caused by a shortening of the posterior muscles as **(3) an inevitable consequence of daily movements**.

Philippe-Emmanuel Souchard taught the Mézières Method for 10 years at the Mézières Center, in southern France. He substantiated the GPR method on his deep knowledge of anatomy, biomechanics, kinesiology and osteopathy. Fields that allowed him to base the method now known as **(4) the Global Posture Re-education** (GPR).

Conventional physical therapy often uses static stretching, which consists of stretching a single muscle or muscles group until a tolerable point and sustained it for approximately 30 seconds. The GPR method is based on **(5) the global stretching of anti-gravitational muscles** and **(6) the stretching of muscles that are organized on muscle kinetic chains** for approximately 15 to 20 minutes. In both cases, compensations are not allowed. Many physical therapists in Brazil and in other countries have used the GPR method with satisfactory results. Although the method is widely used clinically, the literature is still scarce and provide controversial results or **(7) results that do not support the use of GPR over segmental stretching**.

The objective of this study is to perform **(8) a critical literature review of the effects of the physical therapy technique named GPR.**

Methods

Medline, SciELO, LILACS and PeDRO databases as well as books and theses were searched for the period between 2000 and 2010 using the keywords: GPR, global stretching and active stretching. The articles were selected by reading the abstract excluding **(9) those that did not use GPR or did not clearly report the research methods**.

Results

Twenty-five studies were identified and from those 13 used the GPR method (two literature reviews, one case study and ten clinical trials) and 8 used global and active stretching. There were also three books and one thesis. Based on the exclusion criteria 5 studies were excluded and therefore 20 were included in the review. The types of study, methodology and main results for **(10) the studies involving the GPR method** are shown in Table 1. […]

8. Para saber +

Te recomendamos estos videos para repasar y afianzar tus conocimientos relacionados con la frase nominal.

Sustantivos:

https://www.youtube.com/watch?v=ayqUsOU-6GM

Estructura de las frases nominales:

https://www.youtube.com/watch?v=Tavs-voy94w

Animated Grammar Guides: Noun Phrases

https://www.youtube.com/watch?v=RaSqg8vdxn0

9. Fuentes consultadas

Gallagher, K. (2003). *Reading Reasons. Motivational Mini-Lessons for Middle and High School.* Portland, Maine: Stenhouse Publishers.

Widdowson, H. G (Ed.). (1985). *Reading and Thinking in English. Discovering Discourse.* London: Oxford University Press.

10. Respuestas

Niveles I y II

ACTIVIDAD 1

1. Evolution is the process of change in all forms of life over generations.

2. The research focused only on interactions.

3. Stay positive during the process of negotiation.

4. Soil is the substance in which plants grow.

5. There are hundreds of companies to choose from.

6. Consumers can learn how to make new recipes.

7. Feelings are responses to emotions.

8. Researchers say that loud music makes us eat unhealthier food.

9. The headset is really light and sits comfortably on your head.

10. History is the study of the people, societies, events and problems of the past.

ACTIVIDAD 2

1. our **knowledge** of the natural world

2. rigorous scientific **method**

3. the **implementation** of new technologies

4. well-organized international **network**

5. a small **introduction** to quantum physics

6. the world's largest **cities**

7. the regular **return** of the monsoon rains

8. **biologists** who study turtles

9. an autonomous electric **vehicle**

10. other **techniques** for identifying criminals

ACTIVIDAD 4

TEXTO 1

1. Depende de la disponibilidad de alimentos y la presencia o ausencia del predador y los parásitos.

2. *the **availability** of food and the **presence** or **absence** of predator and parasites*

3. Pueden producir importantes consecuencias ecológicas secundarias.

4. *important secondary ecological **consequences***

5. La cultura de los pueblos que cazaban bisontes (los Indios de las Planicies).

6. *the **culture** of these bison-hunting people*

TEXTO 2

1. Se combina con una gran cantidad de oxígeno a una temperatura elevada.

2. *a large **quantity** of oxygen at an elevated temperature*

3. En la combustión incompleta de los derivados del petróleo.

4. *the incomplete **combustion** of petroleum products*

5. Son materiales que se queman a temperatura relativamente baja.

6. **Materials** which burn at relatively low temperature

ACTIVIDAD 7

#	det.	premodificador/es	NÚCLEO	postmodificador/es
1	*the*	*different*	*members*	*of a community*
2		patients' own	skins	
3		small electrical	signals	
4	this		dependence	on other living things
5	a	much more exact	system	of classification
6	the	whole	complex	of the plants and animals forming a single unit
7		deep	valleys	running down the middle of all the oceans
8	a		process	of cognitive organization and rule-formation
9	a	data storage	device	
10	the	more conservative	geologists	who could not believe how continents could move

Niveles IIIA y IIIB

ACTIVIDAD 1

1. [A person who doesn't read] is no better off than [a person who can't read]. ✆ *Mark Twain*

2. [The reading of all great books] is like [conversation with the finest men of past centuries]. ✆ *René Descartes*

3. [A good reader] is [one who has imagination, memory, a dictionary, and some artistic sense]. ✆ *Vladimir Nabokov*

4. [Good readers] have [a greater tolerance for failure]. ✆ *Anonymous*

5. [Rainy days] should be spent at home with [a cup of tea] and [a good book]. ✆ *Bill Watterson*

6. [A good novel] tells us [the truth about its hero]; but [a bad novel] tells us [the truth about its author]. ✆ *Gilbert K. Chesterton*

7. [A reader lives [a thousand lives] before he dies . . . [The man who never reads] lives [only one]. ✆ *George R.R. Martin*

8. [The illiterate of the future] is not who cannot read or write, but [one who cannot learn, unlearn, and relearn]. ✆ *Alvin Toffler*

9. [Reading] is essential for [those who seek to rise above the ordinary]. ✆ *Jim Rohn*

10. When you finish reading [a book] you are [a more interesting person]. ✆ *Anonymous*

ACTIVIDAD 4

#	det.	premodificador/es	NÚCLEO	postmodificador/es
1	a	relatively reliable	picture	of the future
2	few		grounds	for predicting the occurrence of unrecognized species
3	the	earth's average surface	temperature	
4			countries	that lack economic and infrastructural resources
5	two or three hundred	entirely new	cities	

6	our	current	understanding	of the laws of nature
7			sciences	concerned with proteins and genetic material
8	the first		merchandise	produced by a synthetic biology company
9		cheap, low-power consuming, connected	sensors	
10		empathetic face-to-face	communication	between people

ACTIVIDAD 6

RESUMEN 1

(1) [Mathematics anxiety] refers to **(2)** [individual's negative affect] when engaging in **(3)** [numerical and mathematical tasks]. (**4**) [Researchers] have recently connected **(5)** [high math anxiety] to **(6)** [lower performance on math tasks], **(7)** [developmental dyscalculia], and **(8)** [lower self-efficacy towards math learning]. **(9)** [Math anxiety scales] have been made and validated mainly for **(10)** [secondary school and high school students]. In **(11)** [our paper] we are looking for **(12)** [early signs of math anxiety] using **(13)** [a Pictorial Test (37 pictures) which we have developed for 6 to 8-year-old children]. **(14)** [Children] were asked to concentrate on **(15)** [one picture] at a time and to write down spontaneously **(16)** [their emotional and mathematical ideas]. **(17)** [Most powerful sources of sadness] were **(18)** [real life subjects] as **(19)** [animals and human beings]. We also found **(20)** [high negative correlation between sadness (☹) and math productions] (r=-.60**). As **(21)** [a conclusive remark] we are looking for **(22)** [ways in which school can respond to the learning challenges of these children].

1) La ansiedad por la matemática
2) el afecto negativo del individuo
3) tareas numéricas y matemáticas
4) Los investigadores
5) alta ansiedad por la matemática
6) menor rendimiento en las tareas matemáticas
7) discalculia del desarrollo
8) menor autoeficacia hacia el aprendizaje de matemática
9) Escalas de ansiedad por la matemática
10) estudiantes de escuela secundaria
11) nuestro trabajo/artículo de investigación
12) primeros signos de ansiedad por la matemática
13) una prueba ilustrada (37 imágenes) que hemos desarrollado para niños de 6 a 8 años
14) Los niños
15) una imagen
16) sus ideas emocionales y matemáticas
17) Las más poderosas fuentes de tristeza/ Las fuentes de tristeza más poderosas
18) sujetos de la vida real
19) animales y seres humanos
20) alta correlación negativa entre la tristeza y las producciones en matemática
21) una observación/un comentario concluyente
22) maneras en las cuales la escuela puede responder a los desafíos de aprendizaje de estos niños

RESUMEN 2

(1) [Worldwide consumer response toward food products] made from **(2)** [genetically modified (GM) ingredients] has been largely negative. However, **(3)** [the majority of the previous studies on consumer attitudes towards food products] were conducted in **(4)** [developed countries in Europe] as well as Japan. **(5)** [The small number of studies conducted in developing nations] obtain **(6)** [different results from those of the developed world]. **(7)** [This paper] considers **(8)** [the motivations for consumer attitudes towards GM foods in developing nations]. We conclude that **(9)** [the generally positive perception towards genetically modified foods in developing nations] stems from **(10)** [more urgent needs in terms of food availability and nutritional content]. Additionally, **(11)** [perceived levels of risk] may be smaller due to **(12)** [trust in government], **(13)** [positive perceptions of science], and **(14)** [positive media influences]. This is contrary to **(15)** [the smaller benefits] and **(16)** [higher perceived risks] found in **(17)** [many developed countries], and hence, **(18)** [the rationale for low or non-acceptance of GM foods] in **(19)** [those countries].

1) La respuesta mundial de los consumidores hacia los productos alimenticios
2) ingredientes genéticamente modificados
3) la mayoría de los estudios previos sobre las actitudes del consumidor hacia los productos alimenticios
4) los países desarrollados de Europa
5) El escaso número de estudios realizados en las naciones en desarrollo
6) resultados diferentes de aquellos del mundo desarrollado
7) Este artículo
8) las motivaciones de las actitudes del consumidor hacia los alimentos GM en las naciones en desarrollo
9) la percepción generalmente positiva hacia los alimentos genéticamente modificados en las naciones en desarrollo
10) necesidades más urgentes en términos de disponibilidad de alimentos y contenido nutricional
11) los niveles de riesgo percibidos
12) la confianza en el gobierno
13) las percepciones positivas de la ciencia
14) las influencias positivas de los medios
15) los menores beneficios
16) mayores riesgos percibidos
17) muchos países desarrollados
18) la razón de la poca o la no aceptación de los alimentos GM
19) aquellos países

AUTOEVALUACIÓN

Niveles I y II

1. un ambiente cada vez más competitivo
2. servicios de alta calidad
3. el proceso de construcción de una marca
4. una estrategia clave para el éxito
5. el elemento importante de la calidad del servicio
6. una gran preocupación en el paradigma tradicional del *marketing*
7. la importancia creciente/ la creciente importancia de las interacciones entre las empresas y los clientes
8. los procesos de desarrollo y entrega de productos y servicios
9. posiciones cada vez más prominentes
10. el interés creciente/ el creciente interés en el paradigma del *marketing* de relaciones

Niveles IIIA y IIIB

1. una propuesta que revolucionó la manera de ejercitar el cuerpo
2. la curvatura de un segmento de la columna vertebral
3. una consecuencia inevitable/ una inevitable consecuencia de los movimientos diarios
4. la Reeducación Postural Global
5. el estiramiento global de los músculos antigravitacionales
6. el estiramiento de los músculos que están organizados en cadenas cinéticas musculares
7. resultados que no admiten el uso de la RPG en lugar del estiramiento segmentario
8. una revisión bibliográfica crítica de los efectos de la técnica de fisioterapia denominada RPG
9. aquellos que no utilizaban la RPG o no especificaban claramente los métodos de investigación
10. los estudios que incluían el método RPG