

SSCE03: Inglés B1

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Presentación

Capacitar al alumnado para utilizar el idioma con soltura y eficacia en situaciones habituales y más específicas que requieran comprender, producir y tratar textos orales y escritos, conceptual y lingüísticamente complejos, en una variedad de lengua estándar, con un repertorio léxico amplio aunque no muy idiomático, y que versen sobre temas generales, actuales o propios del campo de especialización del hablante.

Área: servicios socioculturales y a la comunidad

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UNIT1

Let me introduce myself

- 1.1. Need for a change
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 - 1.1.2. Vocabulary workshop. Descriptions: age
 - 1.1.3. Descriptive adjectives. Physical appearance
 - 1.1.4. Descriptive adjectives. Personality
 - 1.1.5. Adjectives followed by prepositions and infinitives. Gradable and non-gradable adjectives
 - 1.1.6. Intensifiers.
- 1.2. Grammar workshop. Present continuous
 - 1.2.1. Writing workshop. Email structure
- 1.3. Welcome to Edinburgh
 - 1.3.1. Speaking workshop. At the airport.
 - 1.3.2. Pronunciation workshop

Objetivos específicos

1. Comprensión oral:

- 1.2. Comprender e identificar la información esencial, los puntos principales y los detalles relevantes de textos orales emitidos por médicos técnicos, sobre asuntos de carácter general, de actualidad o relacionados con su especialidad, en registro estándar, de forma clara, a velocidad media y con posibilidad de alguna aclaración o repetición.

2. Expresión oral:

- 2.1. Expresarse con adecuación, eficacia y con razonable fluidez, precisión y corrección en una amplia gama de situaciones y temas, narrando y describiendo experiencias, sentimientos y acontecimientos, transmitiendo información, presentando un tema conocido y justificando las propias opiniones.
- 2.2. Plantear el discurso de forma coherente y clara, organizando y cohesionando con flexibilidad, aunque de forma sencilla, pudiendo ser evidente el acento extranjero y las pausas para planear el discurso o corregir errores.

3. Comprensión escrita:

- 3.1. Identificar el tema, los puntos principales, el hilo argumental, los detalles relevantes y las conclusiones de textos claros y bien organizados sobre temas generales actuales o relacionados con su especialidad, así como de instrucciones fáciles, reconociendo el tipo de texto y el registro estándar, formal o informal.
- 3.2. Localizar información específica en textos más extensos, procedentes de distintas fuentes, con el fin de realizar una tarea concreta.

4. Expresión escrita:

- 4.1. Escribir textos sencillos sobre temas cotidianos o de interés personal, adecuados a la situación de comunicación, razonablemente correctos y con un repertorio de elementos lingüísticos suficientes para dar y transmitir información, expresar opiniones, sentimientos e impresiones personales, narrar, describir, justificar, parafrasear y sintetizar información de forma coherente y con una organización y cohesión sencillas pero eficaces.

5. Interacción oral y escrita:

- 5.2. Comprender y escribir notas, mensajes o cartas para transmitir información e ideas suficientemente precisas sobre temas concretos o acontecimientos, reales o imaginarios, adecuándose a la situación de comunicación, respetando razonablemente las convenciones del lenguaje escrito y cuidando la coherencia y cohesión de los textos.

7. Competencia lingüística:

- 7.1. Manejar un repertorio de recursos lingüísticos sencillo pero suficiente para abordar, con razonable precisión y fluidez con alguna duda o circunloquio, una amplia gama de situaciones, funciones y temas.
- 7.2. Utilizar los conocimientos sobre la lengua y las normas de uso lingüístico para hablar y escribir de forma sencilla, pero coherente y correcta, para comprender textos, orales y escritos, y reflexionar sobre el funcionamiento de la lengua extranjera en situaciones de comunicación.

Objectives

- To consolidate one's knowledge about the present simple and present continuous.
- To expand lexis related to family relationships.
- To describe oneself and others both physically and their personality.
- To inform and comprehend information referring to leisure activities.
- To be aware of some cultural facts about Scotland.
- To expand knowledge on adjectives.

1.1. Need for a change

Glossary

Currently: actualmente, en la actualidad.

Nowadays: hoy en día, en la actualidad.

Although: aunque.

Therefore: por lo tanto.

Expressions

I wouldn't mind: no me importaría.

First things first!: ¡Lo primero es lo primero!

Hello! My name's María, I'm in my late twenties and I'm from a small town in the centre of Spain. I am currently unemployed and I am really desperate to find a job. I've got a degree in Business Studies and I've also got a certificate in English because I think nowadays knowing at least one foreign language is essential to get a good job.

Although I'm a family person my priority is my professional career as I need to think of my future. Therefore, if I have to move to another town, city or even country, I wouldn't mind. First things first!

I hope to be lucky and find a good job soon!

1.1.1. Grammar workshop. Present simple

We use the present simple to talk about:

- Facts that happen repeatedly (routines):

I go to English lessons twice a week

- General truths:

It's cold in Alaska

The THIRD PERSON SINGULAR (He, She, It) carries an "S". We must pay attention to the spelling when forming the third person singular:

- The ending is –es when the word ends in –s, –ss, –sh, –ch, –x, –o:

He misses, he finishes, he watches, he mixes, he goes...

- When the verb ends in consonant + y, we change the y for an –i and then, we add the –es:

He studies, he cries...

- When the verb ends in vowel + y, we just add the –s:

He plays, he stays...

Form of the present simple tense

AFFIRMATIVE SENTENCES	
Auxiliar verbs	Common verbs
SUBJECT + VERB...	SUBJECT + VERB...
<i>Those handicrafts are very original</i>	<i>They create original handicrafts</i>
<i>This park has got many benches</i>	<i>Ann wakes up early every morning</i>
NEGATIVE SENTENCES	
Auxiliar verbs	Common verbs
SUBJECT + VERB + NOT	SUBJECT + DO NOT (DON'T) + VERB
<i>Those handicrafts aren't very original</i>	<i>They don't create original handicrafts</i>
<i>This park hasn't got many benches</i>	SUBJECT + DOES NOT (DOESN'T) + VERB
	<i>Ann doesn't wake up early every morning</i>
INTERROGATIVE SENTENCES	
Auxiliar verbs	Common verbs
VERB + SUBJECT ... ?	DO + SUBJECT + VERB?
<i>Are those handicrafts very original?</i>	<i>Do they create original handicrafts?</i>
<i>Has this park got many benches?</i>	DOES + SUBJECT + VERB?
	<i>Does Ann wake up early every morning?</i>

YES/NO QUESTIONS are answered like this:

Yes+ subject+ auxiliary

Yes, she is / Yes, she has / Yes, she does...

No+ subject+ auxiliary in negative

No, she isn't / No, she hasn't / No, she doesn't.

FREQUENCY ADVERBS are often used with the Present Simple. The most common are:

100% of the time

0% of the time *flecha*



Always Usually Often Sometimes Occasionally Seldom Rarely Hardly ever Never

Frequency adverbs are placed:

- BEFORE the main verb (except the verb “to be”):

I always study in the library when I have an exam.

- AFTER the verb “to be”:

I am always tired after lessons.

1.1.2. Vocabulary workshop. Descriptions: age

Mid- Early About Late Thirties

Examples:

- She is in her **mid-** thirties: she is between 34 and 36.
- She is in her **early** thirties: she is between 31 and 33.
- She is **about** thirty: she is 29, 30, 31.
- She is in her **late** thirties: she is between 37 and 39.
- She is in her **thirties**: she is between 31 and 39.

1.1.3. Descriptive adjectives. Physical appearance

– General adjectives

- Attractive: atractivo/a.
- Beautiful: guapo/a, bonito/a.
- Gorgeous: guapísimo/a, precioso/a.
- Good-looking: guapo/a (generally masculine).
- Handsome: guapo (masculine).
- Pretty: guapa (feminine).
- Ugly: feo/a.
- Old: viejo/a.
- Young: joven.
- Middle-aged: de mediana edad.



– Height and build

- Medium-height: estatura media.
- Tall: alto/a.
- Short: bajo/a.
- Chubby: regordete/a.
- Fat: gordo/a.
- (A bit) Overweight: (con un poco de) sobrepeso.
- Thin: delgado/a.
- Skinny: flacucho/a.
- Slim: delgado/a (in an attractive way).



- Well-built: fornido/a, corpulento/a.

– Hair

- Chestnut: castaño.
- Curly: rizado.
- Dark: moreno.
- Fair / Blond: rubio.
- Grey: canoso.
- Mousy: castaño.
- Shoulder-length: (longitud) por el hombro.
- Straight: liso.
- To be bald: estar calvo/a.
- Wavy: ondulado.

1.1.4. Descriptive adjectives. Personality

<i>Affectionate</i>	Cariñoso/a	<i>Organized</i>	Organizado/a	<i>Ambitious</i>	Ambicioso/a
<i>Outgoing</i>	Sociable, extrovertido	<i>Bossy</i>	Autoritario/a	<i>Patient</i>	Paciente
<i>Charming</i>	Encantador/a	<i>Polite</i>	Educado/a	<i>Clever</i>	Inteligente
<i>Reliable</i>	Fiable	<i>Competitive</i>	Competitivo/a	<i>Responsible</i>	Responsable
<i>Friendly</i>	Simpático/a	<i>Sensible</i>	Sensato/a	<i>Honest</i>	Sincero/a
<i>Sensitive</i>	Sensible	<i>Imaginative</i>	Imaginativo/a	<i>Shy</i>	Tímido/a
<i>Independent</i>	Independiente	<i>Sociable</i>	Sociable	<i>Kind</i>	Amable
<i>Tidy</i>	Ordenado/a	<i>Suspicious</i>	Desconfiado	<i>Lackadaisical</i>	Despistado

1.1.5. Adjectives followed by prepositions and infinitives. Gradable and non-gradable adjectives

– Adjectives followed by prepositions

- Keen on: muy interesado en
- Famous for: famoso por.
- Interested in: interesado en.
- Afraid of: tener miedo de.

– Adjectives followed by infinitives

- Happy to: feliz de.
- Sorry to: triste de.
- Likely to: probable que.
- Difficult to: difícil de.
- Lucky to: afortunado de.
- Pleased to: (con un poco de) sobrepeso.

– Gradable adjectives

- Cold: frío.
- Hot: caliente.
- Frightened: asustado.

– Non gradable adjectives

- Married: casado.
- Wooden: de madera.
- Terrifying: aterrador.
- Freezing: congelado.
- Amazing: asombroso.