

## **SSCE04: Inglés B2**

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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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Área: Servicios socioculturales y a la comunidad



# UNIT 1

*Never judge a book  
by its cover*

- 1.1. Grammar reference: Word formation
- 1.2. Grammar reference: More about adjectives
- 1.3. Grammar reference: Relative clauses
- 1.4. Grammar reference. Deduction: present and past
- 1.5. Writing tips. How to write an informal email

## Objetivos específicos

### 1. Comprensión oral:

- 1.1. Comprender el sentido general, la información esencial, los puntos principales, los detalles específicos y las opiniones y actitudes tanto implícitas como explícitas de los hablantes, en una amplia gama de textos orales extensos bien organizados y lingüísticamente complejos, en una variedad de lengua estándar, que traten de temas tanto concretos como abstractos, incluso si son de carácter técnico, siempre que estén dentro del propio campo de especialización, articulados a velocidad normal, de viva voz o por medios técnicos, aún cuando las condiciones acústicas no sean buenas.

### 2. Expresión oral:

- 2.1 Producir textos orales extensos, cohesionados, bien organizados, claros y detallados, y adecuados al interlocutor, a la situación y al propósito comunicativo, sobre una amplia variedad de temas tanto concretos como abstractos, así como defender un punto de vista sobre temas generales o relacionados con la propia especialidad, indicando los pros y los contras de las distintas opciones.

### 3. Comprensión escrita:

- 3.1. Leer con un alto grado de independencia captando el sentido general, la información esencial, los puntos principales, los detalles específicos y las opiniones y actitudes tanto implícitas como explícitas de los autores, en una amplia gama de textos escritos extensos, bien organizados, conceptual y lingüísticamente complejos que traten de temas tanto concretos como abstractos, adaptando el estilo y la velocidad de lectura a los distintos textos y finalidades y utilizando fuentes de referencia apropiadas de

forma selectiva, y contar con un amplio vocabulario activo de lectura, aunque tenga alguna dificultad con expresiones poco frecuentes.

4. Expresión escrita:

- 4.1. Escribir textos claros y detallados, lingüísticamente complejos en los que se da, transmite e intercambia información e ideas sobre una amplia variedad de temas relacionados, o no, con los propios intereses y especialidad, o se defiende un punto de vista sobre temas generales, indicando los pros y los contras de las distintas opciones, o sintetizando y evaluando información y argumentos procedentes de varias fuentes.

5. Interacción oral y escrita:

- 5.1. Tomar parte activa en conversaciones y discusiones, formales e informales, aun cuando las condiciones acústicas no sean buenas, comprendiendo las intenciones y actitudes tanto implícitas como explícitas de los interlocutores, siempre que no se use un lenguaje muy idiomático, desarrollándose con un grado de corrección, fluidez y naturalidad que permita que la comunicación se realice sin esfuerzo por parte del hablante y sus interlocutores, aunque aquél aún cometa errores esporádicos.

6. Competencia sociocultural y sociolingüística:

- 6.1. Ampliar y diversificar el conocimiento de los aspectos sociales y culturales de las comunidades donde se habla la lengua extranjera y adquirir una actuación natural y segura, ajustando su comportamiento, reacciones, actitud, mensaje y formulación a los cambios de situación, estilo y énfasis.
- 6.2. Identificar los aspectos más sobresalientes de una variedad de registros formales e informales frecuentes, orales y escritos, y utilizar adecuadamente expresiones, pronunciación y entonación de los registros más habituales.
- 6.3. Percibir las características diferenciadoras del patrón de lengua con el que se está en contacto en relación con otros patrones extendidos o cercanos.

## 7. Competencia lingüística:

- 7.1. Manejar un repertorio de recursos lingüísticos amplio y variado, incluso de sintaxis compleja y de gramática textual, para abordar, con naturalidad, precisión, claridad y cohesión, textos sobre una amplia gama de situaciones, funciones y temas.
- 7.2. Adaptarse con flexibilidad a los cambios de tema, registro y énfasis, aunque aún se puedan producir vacilaciones y circunloquios.
- 7.3. Utilizar adecuadamente una variedad de conectores y marcadores discursivos para señalar con claridad las relaciones que existen entre las ideas y cohesionar el discurso de forma flexible y eficaz.
- 7.4. Utilizar diferentes estrategias de lectura y ser capaz de inferir significados a partir del contexto lingüístico y extralingüístico, utilizando, cuando sea necesario, el diccionario como herramienta de trabajo.
- 7.5. Poseer un buen control de los recursos lingüísticos con escasos errores. Cuando se utilizan estructuras complejas, sobre todo en el desarrollo del discurso, especialmente el oral, o en situaciones menos habituales, es posible que se cometa algún error de cohesión o de adecuación a nuevos registros, que es capaz de autocorregir.

## 8. Competencia estratégica:

- 8.1. Desarrollar autonomía en la planificación del aprendizaje y en el uso consciente de las estrategias
- 8.2. Planificar las tareas, contextualizar y explotar los recursos lingüísticos disponibles en cada situación, localizar los que necesita, observar cómo funcionan y cómo se adecuan a la situación, realizar inferencias, construir lenguaje y sortear lagunas de información.
- 8.3. Aplicar, con posible ayuda externa, los criterios de evaluación estandarizados y realizar autoevaluaciones.

## Objectives

- To read an application form.
- To describe people's personality and appearance.
- To learn about word formation.
- To use compound adjectives of personality.
- To learn more about adjectives.
- To pronounce compound adjectives with the right stress.
- To link sentences by using the correct relative part of speech.
- To listen to and understand a TV show.
- To make deductions about the past, the present and the future.
- To write an informal email.

## 1.1. Grammar reference: Word formation

In a sentence or text you may want to change the form of a word, e.g. from a noun to an adjective, or from a verb to a noun. For example:

**Look at the word you want to transform.**

**Which word of the same word family do you already know?**

Most of the times, the beginning of the word is the same and only the end of the word changes:

**What is the nature of the new word? A verb? An adjective? An adverb? A noun?**

- **People nouns often finish in:** *-er, -or, -ist, -ian*
- **Adjectives often finish in:** *-able, -ible, -ive, -al, -ic, -ed, -ing*
- **Some verbs finish in:** *-ise, -ate, -en*
- **Adverbs often finish in:** *-ly*
- **Nouns often end:** *-ment, -ion, -ness, -ity*

**Is the new word negative?**

If so, you may need a prefix, e.g. un- (unhappy), im- (impolite), in- (inexperienced), dis- (dishonest), etc.

### Compound nouns

**Compound nouns** are words formed by two nouns.

The first component  
differentiates the category

The second component identifies  
the object or person in question

*Policewoman // Fire-fly // Football // Heartbreak*

## Nominalization

We are family!
Person
Personality
Personify

We can use the **-ing** form of the verb:

- I love **swimming**.
- **Swimming** is very good for your health.
- You can get fit by **swimming** regularly.

**-ing** nouns are nearly always **uncountable** nouns.

## 1.2. Grammar reference: More about adjectives

### Adjectives: order and meaning 1/2

Generally if we use more than one adjective to describe something or someone, the following order is observed:

1. General opinion.
2. Opinion in particular.
3. Size.
4. Shape.
5. Age.
6. Colour.
7. Nationality.
8. Material, fabric.



## Please note

It is very unusual to have more than three consecutive adjectives.

*Rusty was a lovely intelligent dog* → *Rusty was a lovely big square dog.*

*Rusty was a big old dog* → *Rusty was a big old brown dog.*

*Rusty was a big German dog.*

*Rusty had a lovely long silky coat.*

## Adjectives: order and meaning 2/2

## Some adjectives when in attributive or predicative position change of meaning

He was a great man/ He was a powerful man.

This dish was great/ This dish was excellent, it was delicious.

She acted like a perfect idiot/ She acted like a complete idiot.

The day was perfect/ The day could not have been perfected.

## Some adjectives are always in attributive position

He demonstrated sheer arrogance.

She wore a sheer blue dress.

## Other adjectives are generally in predicative position

Pleased, ashamed, alike.

He looked pleased with himself.

They were ashamed of what they did.

The two sisters look very much alike.

## On occasion we found expression with immutable adjective position

Attorney general.

### Comparative and superlative adjectives 1/3

Regular adjectives and one to two syllable adjectives form their comparative adding “er” and their superlative form adding “est”.

Adjective	Comparative	Superlative
tall	taller	tallest
large	larger	largest
<i>Sally kept for herself the <b>largest</b> slice of cake</i>		

One syllable adjectives ending in **consonant + vowel + consonant** double the final consonant before adding the comparative and superlative suffixes.

Adjective	Comparative	Superlative
fat	fatter	fattest
thin	thinner	thinnest
<i>Paul was <b>thinner</b> than Robert</i>		
<i>His granddad was the <b>fattest</b> person sitting at the table</i>		

### Comparative and superlative adjectives 2/3

Two syllable adjectives ending in **consonant + y** form their comparative and adjective by changing the “y” to “i” and adding “er” or “est”.

Adjective	Comparative	Superlative
pretty	prettier	prettiest
dirty	dirtier	dirtiest
<i>This shirt is <b>dirtier</b> than the last one</i>		
<i>She is the <b>prettiest</b> girl I have ever met</i>		

There are adjectives who have irregular **comparative and superlative forms**, the most common are:

Adjective	Comparative	Superlative
good	better	best
well (healthy)	better	best
bad	worse	worst
little	less/lesser	least
<i>Last night he wasn't <b>well</b>, but now he is <b>better</b></i>		
<i>"It was the <b>best</b> of times, it was the <b>worst</b> of times" (opening words from Dickens' "Tales of two cities")</i>		

## Comparative and superlative adjectives 3/3

Some adjectives have **both regular and irregular** comparative and superlative forms.

Adjective	Comparative	Superlative
old	older	oldest
old	elder	eldest
far	farther	farthest
far	further	furthest
<i>I am the oldest of three girls. I have travelled farther than my two sisters</i>		
<i>Brown Beard was the <b>eldest</b> soldier in the battalion. He had travelled <b>further</b> than anyone else</i>		

For adjectives of more than two syllables, we use “**more + adjective**”, “**the most + adjective**” for comparative and superlative forms of superiority. We use “less + adjective” and “**the least + adjective**” for comparative and superlative forms of inferiority.

Adjective	Comparative	Superlative
sensible	less/more sensible	the least/the most sensible
intelligent	less/more intelligent	the least/the most intelligent
relaxed	less/more relaxed	the least/the most relaxed

To make **comparative of equality**, we use “**as + unmodified adjective + as**”, and less frequently “**so + unmodified adjective + as**”.

## Adjective modifiers

**Superlative adjectives can be modified** with **by far**:

*He is by far the silliest man in the world.*

**Adverbs of degree** such as **almost**, **easily**, **extremely**, **much**, **nearly**, **practically**, and **somewhat** are used to modify adjectives.

*He was found almost dead by the roadside. He was extremely white and the police officer was very much impressed by the quantity of blood spilled. Later he was somewhat confounded because the analysis revealed it was pig's blood.*

**Non-gradable adjectives** are adjectives that because of their intrinsic meaning cannot be further graded, examples:

*Extreme, terrifying, freezing, amazing contain "very" in their meaning.*

*Married, wooden, because you cannot be "very much married" or "very much wooden".*

### Actividad de aprendizaje autoevaluable nº 1

Complete the following sentences by using one of the adjectives from the box, choosing the comparative or superlative form if needs be:

interesting // terrifying // good // bright // married.

Did you see her at the ball? Her face was looking \_\_\_\_\_, than before!

They prefer watching football. They find it \_\_\_\_\_, than watching cricket.

He is in love but the lady is \_\_\_\_\_.

I could not sleep last night. I had a \_\_\_\_\_, dream.

He is a better man than his cousin. He is the \_\_\_\_\_, friend I've got.

