

ASIGNATURA DE INGLÉS IX

1. Competencies	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans. All of these correspond to a developing B1 level according to the CEFR
2. Four-month term	Tenth
3. Hours in theory	15
4. Hours in Practice	45
5. Total hours	60
6. Total hours/week	4
7. Learning objective	The student can report in a conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life such as work. The student can talk about unexpected events, unreal events from the past and ask for confirmation.

Learning Unit	Hours		
	Theoretical	Practical	Total
I. Discussing about the perfect job and different people at work	5	15	20
II. Discussing about unexpected events and unreal situations from the past.	5	15	20
III. Talking about famous people	5	15	20
Total	15	45	60

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LEARNING UNITS

1. Learning unit	I. Discussing about the perfect job and different people at work
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2. Theory hours	5
3. Practice hours	15
4. Total hours	20
5. Learning Objectives	The student can report in a conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life such as work.

Topics	Knowledge	Performance	Values
The right job for you	Grammar: - Gerunds and infinitives Vocabulary: - Work	Role-play Dialogues to discuss about the perfect job 4 skills blended activities. Reading to get specific information Listening to get specific information	-Communicating with a positive and proactive attitude -Respect -Be proactive in asking questions -Tolerance -Work
Have a nice day!	Grammar: - Reported speech Vocabulary: - Shopping	Role-play Dialogues to discuss people performing their work duties 4 skills blended activities. Reading to get specific information Listening to get specific information	-Communicating with a positive and proactive attitude -Respect -Be proactive in asking questions -Tolerance -Work

EVALUATION PROCESS

Learning results	Learning sequence	Grading instruments
Learning results are focused on developing the 4 skills within the contexts of the learner's career utilizing the vocabulary and structures of the unit all corresponding to a B1 level. Listening Can respond to practical exercises in work contexts about the information	Activities that allow students to activate and develop skills to acquire knowledge in English. Collaborative work is fundamental as well as interaction among students and teacher-students. Errors are part of the learning process. <u>Examples of techniques or activities:</u> ✓ Project-based learning activities. ✓ Task-based activities. ✓ Research work. ✓ Activities to develop reading strategies.	Checklists Role-plays Rubrics Self-evaluation Peer evaluation Quizzes Tests

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contained in audio. (Towards B1 level) Reading Can verify understanding of general and specific information contained in a text. Speaking Can demonstrate spoken competence using the unit structures and vocabulary (towards B1 level) Writing Can demonstrate written competence using the unit structures and vocabulary (towards a B1 level)	✓ Activities to develop listening strategies. ✓ Using templates to develop writing. ✓ Guided role plays, dialogues, simulations, monologues, etc. ✓ Reading analysis and oral comprehension exercises. ✓ Completion, gap filling, matching, ordering, unscrambling, crosswords, puzzles, etc... ✓ Drilling and repetition techniques. ✓ Dictation. ✓ Teacher's presentations and explanations. ✓ English lab practices. ✓ Language Laboratory ✓ Platform activities. ✓ Autonomous activities. ✓ Language Resources Centre	
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LEARNING PROCESS

Teaching Methodologies	Teaching materials
Collaborative teams Guided lectures Instructive videos How-to guides Discussions and debates Resolution of problems Role-play and simulation Presentation of concepts Project-based learning Technology-based learning	Book: English File/ American Download/Jet Stream/ Authentic documents (ex: <i>magazines</i>) Multimedia equipment Printer; printed materials Audios and videos Compact disks, DVDs, USB Internet access Computers Projectors English reference materials (dictionary, etc.) LMS

FORMATIVE SPACE

Classroom	Laboratory / Workshop	Company
X	X	

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LEARNING UNITS

Learning Unit	II. Discussing about unexpected events and unreal situations from the past.
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Theory hours	5
Practice hours	15
Total hours	20
Learning Objectives	The student can talk about unexpected events, unreal events from the past.

Topics	Knowledge	Performance	Values/ Behavior
Lucky coincidences	Grammar: - Third conditional Vocabulary: - Adjectives and adverbs	Role-play. Dialogues to talk about lucky encounters Spelling 4 skills blended activities Reading to get specific information Listening to get specific information	- Communicating with a positive and proactive attitude - Respect - Be proactive in asking questions - Tolerance
Digital Detox	Grammar: - Quantifiers Vocabulary: - The body	Role-play. Dialogues to discuss about technology Spelling 4 skills blended activities Reading to get specific information Listening to get specific information	- Communicating with a positive and proactive attitude - Respect - Be proactive in asking questions - Tolerance - Technology
Unexpected events	Grammar and Vocabulary for indirect questions	Role-play. Dialogues to discuss about unexpected events Spelling 4 skills blended activities Reading to get specific information Listening to get specific information	- Communicating with a positive and proactive attitude - Respect - Be proactive in asking questions - Tolerance - Technology

EVALUATION PROCESS

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Learning results	Learning sequence	Grading instruments
Learning results are focused on developing the 4 skills within the contexts of the learner's career utilizing the vocabulary and structures of the unit all corresponding to a B1 level. Listening Can respond to practical exercises in work contexts about the information contained in audio. (Towards B1 level) Reading Can verify understanding of general and specific information contained in a text. (Towards B1 level) Speaking Can demonstrate spoken competence using the unit structures and vocabulary (towards B1 level) Writing Can demonstrate written competence using the unit structures and vocabulary (towards a B1 level)	Activities that allow students to activate and develop skills to acquire knowledge in English. Collaborative work is fundamental as well as interaction among students and teacher-students. Errors are part of the learning process. <u>Examples of techniques or activities:</u> ✓ Project-based learning activities. ✓ Task-based activities. ✓ Research work. ✓ Activities to develop reading strategies. ✓ Activities to develop listening strategies. ✓ Using templates to develop writing. ✓ Guided role plays, dialogues, simulations, monologues, etc. ✓ Reading analysis and oral comprehension exercises. ✓ Completion, gap filling, matching, ordering, unscrambling, crosswords, puzzles, etc... ✓ Drilling and repetition techniques. ✓ Dictation. ✓ Teacher's presentations and explanations. ✓ English lab practices. ✓ Language Laboratory ✓ Platform activities. ✓ Autonomous activities. ✓ Language Resources Centre	Checklists Role-plays Rubrics Self-evaluation Peer evaluation Quizzes Tests

LEARNING PROCESS

Teaching Methodologies	Teaching materials
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FORMATIVE SPACE

Classroom	Laboratory / Workshop	Company
X	X	

Learning Unit	III. Talking about famous people
Theory hours	5
Practice hours	15
Total hours	20
Learning Objectives	The student can and ask for confirmation.

Topics	Knowledge	Performance	Values/ Behavior
Idols and icons	Grammar: • Relative clauses Vocabulary: • Compound nouns	Role-play. Dialogues to talk about idols and icons Spelling 4 skills blended activities Reading to get specific information Listening to get specific information	- Communicating with a positive and proactive attitude - Respect - Be proactive in asking questions - Tolerance - Empathy - Education - Art

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Topics	Knowledge	Performance	Values/ Behavior
Crime	Grammar: - Question Tag Vocabulary: - Crime	Role-play. Dialogues to discuss about famous crimes Spelling 4 skills blended activities Reading to get specific information Listening to get specific information	- Communicating with a positive and proactive attitude - Respect - Be proactive in asking questions - Tolerance - Empathy - Problem solving skills

EVALUATION PROCESS

Learning results	Learning sequence	Grading instruments
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structures and vocabulary (towards a B1 level)	✓ Language Laboratory ✓ Platform activities. ✓ Autonomous activities. ✓ Language Resources Centre	
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DERIVED ABILITIES OF THE PROFESSIONAL COMPETENCIES CONTRIBUTE TO THE COURSE

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Abilities	Performance criteria
Interpret general ideas of written and spoken information in standard language and contexts of work situations.	From previously provided information either orally or in writing: - React nonverbally to the message received. - Exchange and present ideas provided in the previous information assuming roles with pronunciation, intonation, fluency, structure, and appropriate language. - Prepare simple basic writings with grammatical structure and according to a communication situation.
Express feelings, thoughts, knowledge, experiences, ideas, reflections, and opinions, using sentences, vocabulary, and grammatical structures to carry out grammatical and lexical planning with reasonable correction.	Participate spontaneously, in conversations about familiar or personal interest topics using sufficient vocabulary to be able to communicate with reasonable grammatical accuracy and security, maintaining a conversation, even if there are pauses to plan the lexicon and grammatical structure, and occasionally requesting the repetition of words or phrases. Respond to messages in written form (e-mails, personal letters) describing experiences in a coherent and cohesive manner.
Organize information related to a topic relevant to the type of work to be prepared, identifying types, parts, and techniques of discourse used in the preparation of a composition to effectively communicate what is desired.	Create texts in a structured and logical way about events and experiences based on previously established specifications, structured simply and with correct grammatical structure. Outline orally, based on previous information, describing the steps to address a situation in a logical and structured way and with grammatical precision.
Write documents in a coherent and cohesive way based on previous information, to transmit verbal or written basic information according to the desired objective.	Prepare and present texts in a structured and logical way about events and work experiences, responding to professional standards and grammatical structure.

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BIBLIOGRAPHY

Type	Author	Year	Title	Location	Editorial
Book	Christina Latham-Koenig Clive Oxeden Jerry Lambert with Anna Lowy Krysia Mabbot	2020	<i>English File Fourth Edition intermediate</i>	London	Oxford University Press
Book	Christina Latham-Koenig Clive Oxeden Jerry Lambert Paul Seligson	2020	<i>English File fourth edition pre-intermediate</i>	London	Oxford University Press
Book	Liz and John Soars	2017	<i>American Headway third edition</i>	London	Oxford University Press
Book	Jane Revell Mary Tomalyn Amanda Maris	2018	<i>JETSTREAM</i>	Madrid Spain	Richmond / Santillana
Book	Scott Newman Dawn Watson Lee Coveney	2014	<i>American Download</i>	Greece	Hamilton House Publishers

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