


**ASIGNATURA DE INGLÉS IX BIS**

<b>1. Competencies</b>	<ul style="list-style-type: none"> <li>- Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization.</li> <li>- Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible with some strain.</li> <li>- Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</li> </ul> <p>All of these correspond to a low B2 level according to the CEFR</p>
<b>1. Four-month Term</b>	Tenth
<b>2. Theory hours</b>	31
<b>3. Practical hours</b>	60
<b>4. Total hours</b>	91
<b>5. Weekly hours</b>	7
<b>6. Objective</b>	Students will talk about money matters, entertainment, and live events, express opinions, and preferences, and give advice. They will retell a story and report interesting facts. They will describe processes, and ask for and give advice. They will ask for and give information about a historical place.

LEARNING UNITS	Horas		
	Theoretical	Practical	Total
<b>I. Discussing about money matters.</b>	10	20	30
<b>II. Describing different kinds of entertainment and giving opinion.</b>	11	20	31
<b>III. Describing historical places.</b>	10	20	30
<b>Total</b>	<b>31</b>	<b>60</b>	<b>91</b>

<b>ELABORÓ:</b>	Comité Técnico de Idiomas	<b>REVISÓ:</b>	Subdirección de Programas Educativos	
<b>APROBÓ:</b>	D. G. U. T. y P.	<b>FECHA DE ENTRADA EN VIGOR:</b>	Septiembre de 2021	



<b>ELABORÓ:</b>	Comité Técnico de Idiomas	<b>REVISÓ:</b>	Subdirección de Programas Educativos	
<b>APROBÓ:</b>	D. G. U. T. y P.	<b>FECHA DE ENTRADA EN VIGOR:</b>	Septiembre de 2021	

# INGLÉS IX BIS


## LEARNING UNITS

<b>1. Learning Unit</b>	<b>I. Discussing about money matters</b>
<b>2. Theoretical Hours</b>	10
<b>3. Practical Hours</b>	20
<b>4. Total</b>	30
<b>5. Objective</b>	Students will talk about different money matters, give and ask for opinion and preferences and give advice.


Topic	knowledge	Skills	Values
Money	<ul style="list-style-type: none"> <li>Grammar All tenses (review) Phrasal verbs</li> <li>Vocabulary Phrasal verbs Linkers</li> </ul>	<ul style="list-style-type: none"> <li>Talk about raising money</li> <li>Understanding advice</li> <li>Listening for new facts</li> <li>Understanding the conclusion of research</li> </ul>	Assertive argumentation  Aesthetic sense  Responsibility  Collaboration  Respect  Order

## EVALUATION PROCESS

Learning Outcome	Learning Process	Assessment Instruments
------------------	------------------	------------------------

<b>ELABORÓ:</b>	Comité Técnico de Idiomas	<b>REVISÓ:</b>	Subdirección de Programas Educativos	
<b>APROBÓ:</b>	D. G. U. T. y P.	<b>FECHA DE ENTRADA EN VIGOR:</b>	Septiembre de 2021	

<p>Learning results are focused on developing the 4 skills within the contexts of the learner's career utilizing the vocabulary and structures corresponding to a B1+ from the CEFR</p> <p><i>Listening</i> Can respond to practical audio exercises given in specific career contexts.</p> <p><i>Reading</i> Through small technical readings, can verify understanding of the information contained in a text.</p> <p><i>Speaking</i> Can demonstrate spoken competence using the unit structures and vocabulary (B1+)</p> <p><i>Writing</i> Can demonstrate written competence using the unit structures and vocabulary (B1+)</p>	<p>Activities that allow students to activate and develop skills to acquire knowledge in English. Collaborative work is fundamental and errors are part of the learning process.</p> <p><u>Examples of techniques or activities:</u></p> <ul style="list-style-type: none"> <li>✓ Project-based learning activities</li> <li>✓ Task-based activities</li> <li>✓ Research work</li> <li>✓ Activities to develop reading skills</li> <li>✓ Activities to develop listening skills</li> <li>✓ Using templates to develop writing</li> <li>✓ Guided role-plays, dialogues, simulations, monologues, etc.</li> <li>✓ Completion, gap filling, matching, ordering, unscrambling, crosswords, puzzles, etc.</li> <li>✓ Drilling and repetition techniques</li> <li>✓ Teacher's guided presentations and explanations</li> <li>✓ Language lab practices</li> <li>✓ Moodle (LMS) activities</li> </ul> <p>Autonomous activities</p>	<p>Practical Exercises</p> <p>Simulation</p> <p>Rubric for Oral Presentations</p> <p>Rubric for video</p> <p>Self-assessment</p> <p>Written exam</p>
--	--	--

<b>ELABORÓ:</b>	Comité Técnico de Idiomas	<b>REVISÓ:</b>	Subdirección de Programas Educativos	
<b>APROBÓ:</b>	D. G. U. T. y P.	<b>FECHA DE ENTRADA EN VIGOR:</b>	Septiembre de 2021	


# INGLÉS IX BIS

## TEACHING-LEARNING PROCESS

Methods and teaching techniques	Teaching aids and materials
Revision of vocabulary learning techniques -Guessing the meaning of unknown words -Strategies for asking for something without knowing the exact word -Awareness of skimming and scanning reading skills -Awareness of note-taking skills -Collaborative Teams -Directed practices -Information and Communication - Technologies Mediated Learning	Platforms Photographs Didactic cards Authentic printed audio and video material. Multimedia Equipment Computer Printer Projector Speakers Internet MP4 Recorders and Players Video camera Lists of verbs (regular and irregular verbs in present, past, and participle) Terms related to their study area List of vocabulary related to the unit List of phrasal verbs related to the unit PowerPoint presentations Prezi presentations  List of stative verbs (Sense verbs, thinking verbs, verbs that express emotion, other verbs).

## TRAINING FACILITIES

Classroom/virtual classroom	Languages Lab/Work shop	Company
X	X	

ELABORÓ:	Comité Técnico de Idiomas	REVISÓ:	Subdirección de Programas Educativos	
APROBÓ:	D. G. U. T. y P.	FECHA DE ENTRADA EN VIGOR:	Septiembre de 2021	


## LEARNING UNITS

<b>1. Learning Unit</b>	<b>II. Describing different kinds of entertainment and giving opinions.</b>
<b>2. Theoretical Hours</b>	10
<b>3. Practical Hours</b>	20
<b>4. Total</b>	30
<b>5. Objective</b>	Students will talk about entertainment and live events, and express opinions and preferences. Describe processes, give and ask for advice.


Topic	knowledge	Skills	Values
What do you like doing?	<ul style="list-style-type: none"> <li>Grammar Verb patterns Commands (review) Have you something done?</li> <li>Vocabulary Entertainment Looking after yourself</li> </ul>	<ul style="list-style-type: none"> <li>Talking about entertainment and live events</li> <li>Present a campaign</li> <li>Predicting the outcomes of a story</li> <li>Understanding descriptions</li> <li>Understanding and answer to interview questions</li> </ul>	Assertive argumentation  Aesthetic sense  Responsibility  Collaboration  Respect  Order

## EVALUATION PROCESS

Learning Outcome	Learning Process	Assessment Instruments
------------------	------------------	------------------------

<b>ELABORÓ:</b>	Comité Técnico de Idiomas	<b>REVISÓ:</b>	Subdirección de Programas Educativos	
<b>APROBÓ:</b>	D. G. U. T. y P.	<b>FECHA DE ENTRADA EN VIGOR:</b>	Septiembre de 2021	

<p>Learning results are focused on developing the 4 skills within the contexts of the learner's career utilizing the vocabulary and structures corresponding to a B1+ from the CEFR</p> <p><i>Listening</i> Can respond to practical audio exercises given in specific career contexts.</p> <p><i>Reading</i> Through small technical readings, one can verify understanding of the information contained in a text.</p> <p><i>Speaking</i> Can demonstrate spoken competence using the unit structures and vocabulary (B1+)</p> <p><i>Writing</i> Can demonstrate written competence using the unit structures and vocabulary (B1+)</p>	<p>Activities that allow students to activate and develop skills to acquire knowledge in English. Collaborative work is fundamental and errors are part of the learning process.</p> <p><u>Examples of techniques or activities:</u></p> <ul style="list-style-type: none"> <li>✓ Project-based learning activities</li> <li>✓ Task-based activities</li> <li>✓ Research work</li> <li>✓ Activities to develop reading skills</li> <li>✓ Activities to develop listening skills</li> <li>✓ Using templates to develop writing</li> <li>✓ Guided role-plays, dialogues, simulations, monologues, etc.</li> <li>✓ Completion, gap filling, matching, ordering, unscrambling, crosswords, puzzles, etc.</li> <li>✓ Drilling and repetition techniques</li> <li>✓ Teacher's guided presentations and explanations</li> <li>✓ Language lab practices</li> <li>✓ Moodle (LMS) activities</li> </ul> <p>Autonomous activities</p>	<p>Practical Exercises</p> <p>Simulation</p> <p>Rubric for Oral Presentations</p> <p>Rubric for video</p> <p>Self-assessment</p> <p>Written exam</p>
--	--	--

<b>ELABORÓ:</b>	Comité Técnico de Idiomas	<b>REVISÓ:</b>	Subdirección de Programas Educativos	
<b>APROBÓ:</b>	D. G. U. T. y P.	<b>FECHA DE ENTRADA EN VIGOR:</b>	Septiembre de 2021	


# INGLÉS IX BIS

## TEACHING-LEARNING PROCESS

Methods and teaching techniques	Teaching aids and materials
Revision of vocabulary learning techniques -Guessing the meaning of unknown words -Strategies for asking for something without knowing the exact word -Awareness of skimming and scanning reading skills -Awareness of note taking skills -Collaborative Teams -Directed practices -Information and communication - Technologies Mediated Learning	Platforms Photographs Didactic cards Authentic printed audio and video material. Multimedia Equipment Computer Printer Projector Speakers Internet MP3 Recorders and Players Video camera Lists of verbs (regular and irregular verbs in present, past and participle) Terms related to their study area List of vocabulary related to the unit List of phrasal verbs related to the unit Power point presentations Prezi presentations  List of stative verbs (Sense verbs, thinking verbs, verbs that express emotion, other verbs).

## TRAINING FACILITIES

Classroom/virtual classroom	Languages Lab/Work shop	Company
X	X	

ELABORÓ:	Comité Técnico de Idiomas	REVISÓ:	Subdirección de Programas Educativos	
APROBÓ:	D. G. U. T. y P.	FECHA DE ENTRADA EN VIGOR:	Septiembre de 2021	

## LEARNING UNITS


<b>1. Learning Unit</b>	<b>III. Describing historical Places</b>
<b>2. Theoretical Hours</b>	10
<b>3. Practical Hours</b>	20
<b>4. Total</b>	30
<b>5. Objective</b>	Students will talk describe a historical place as a tourist guide and will take notes as a tourist.

Topic	knowledge	Skills	Values
Historical Places	<ul style="list-style-type: none"> <li>Grammar All tenses review The passive Defining and Non-defining relative clauses</li> <li>Vocabulary Historic buildings Wars and battles</li> </ul>	<ul style="list-style-type: none"> <li>Talk about historical sites</li> <li>Tourist guide role-play</li> <li>Understanding a guided tour.</li> <li>Listening and notetaking</li> </ul>	Assertive argumentation  Aesthetic sense  Responsibility  Collaboration  Respect  Order


## INGLÉS IX BIS

### EVALUATION PROCESS

Learning Outcome	Learning Process	Assessment Instruments
------------------	------------------	------------------------

<b>ELABORÓ:</b>	Comité Técnico de Idiomas	<b>REVISÓ:</b>	Subdirección de Programas Educativos	
<b>APROBÓ:</b>	D. G. U. T. y P.	<b>FECHA DE ENTRADA EN VIGOR:</b>	Septiembre de 2021	

<p>Learning results are focused on developing the 4 skills within the contexts of the learner's career utilizing the vocabulary and structures corresponding to a low B2 from the CEFR</p> <p><i>Listening</i> Can respond to practical audio exercises given in specific career contexts.</p> <p><i>Reading</i> Through small technical readings, one can verify understanding of the information contained in a text.</p> <p><i>Speaking</i> Can demonstrate spoken competence using the unit structures and vocabulary (Low B2)</p> <p><i>Writing</i> Can demonstrate written competence using the unit structures and vocabulary (Low B2)</p>	<p>Activities that allow students to activate and develop skills to acquire knowledge in English. Collaborative work is fundamental and errors are part of the learning process.</p> <p><u>Examples of techniques or activities:</u></p> <ul style="list-style-type: none"> <li>✓ Project-based learning activities</li> <li>✓ Task-based activities</li> <li>✓ Research work</li> <li>✓ Activities to develop reading skills</li> <li>✓ Activities to develop listening skills</li> <li>✓ Using templates to develop writing</li> <li>✓ Guided role-plays, dialogues, simulations, monologues, etc.</li> <li>✓ Completion, gap filling, matching, ordering, unscrambling, crosswords, puzzles, etc.</li> <li>✓ Drilling and repetition techniques</li> <li>✓ Teacher's guided presentations and explanations</li> <li>✓ Language lab practices</li> <li>✓ Moodle (LMS) activities</li> </ul> <p>Autonomous activities</p>	<p>Practical Exercises</p> <p>Simulation</p> <p>Rubric for Oral Presentations</p> <p>Rubric for video</p> <p>Self-assessment</p> <p>Written exam</p>
---	--	--

<b>ELABORÓ:</b>	Comité Técnico de Idiomas	<b>REVISÓ:</b>	Subdirección de Programas Educativos	
<b>APROBÓ:</b>	D. G. U. T. y P.	<b>FECHA DE ENTRADA EN VIGOR:</b>	Septiembre de 2021	


# INGLÉS IX BIS

## TEACHING-LEARNING PROCESS

Methods and teaching techniques	Teaching aids and materials
Revision of vocabulary learning techniques -Guessing the meaning of unknown words -Strategies for asking for something without knowing the exact word -Awareness of skimming and scanning reading skills -Awareness of note taking skills -Collaborative Teams -Directed practices -Information and communication - Technologies Mediated Learning	Photographs Didactic cards Authentic printed audio and video material. Multimedia Equipment TV screen Computer Printer Projector Speakers Internet MP3 Recorders and Players Video camera Lists of verbs (regular and irregular verbs in present, past and participle) Terms related to their study area List of vocabulary related to the unit List of phrasal verbs related to the unit Power point presentations Prezi presentations  List of stative verbs (Sense verbs, thinking verbs, verbs that express emotion, other verbs).


## TRAINING FACILITIES

Classroom/virtual classroom	Languages Lab/Work shop	Company
X	X	


ELABORÓ:	Comité Técnico de Idiomas	REVISÓ:	Subdirección de Programas Educativos	
APROBÓ:	D. G. U. T. y P.	FECHA DE ENTRADA EN VIGOR:	Septiembre de 2021	

**INGLÉS IX BIS**  
**CAPABILITIES DERIVED FROM THE PROFESSIONAL COMPETENCES**  
**WHICH CONTRIBUTES TO THE SUBJECT**

Skills	Performance Criteria
Interpret the main ideas of written and spoken information in standard language and in contexts of work situations, study, and recreation to select the appropriate response.	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 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 with little influence of their mother tongue to respond to the interlocutor.	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.

<b>ELABORÓ:</b>	Comité Técnico de Idiomas	<b>REVISÓ:</b>	Subdirección de Programas Educativos	
<b>APROBÓ:</b>	D. G. U. T. y P.	<b>FECHA DE ENTRADA EN VIGOR:</b>	Septiembre de 2021	


Skills	Performance Criteria
Write documents in a coherent and cohesive way based on previous information, to transmit verbal or written information according to the desired objective.	Prepare and present reports in a structured and logical way about events and work experiences, responding to professional standards and grammatical structure.

<b>ELABORÓ:</b>	Comité Técnico de Idiomas	<b>REVISÓ:</b>	Subdirección de Programas Educativos	
<b>APROBÓ:</b>	D. G. U. T. y P.	<b>FECHA DE ENTRADA EN VIGOR:</b>	Septiembre de 2021	

# INGLÉS IX BIS

## REFERENCES

Author	Year	Title	City	Country	Editorial
Elizabeth Gordon Phillip James Liz Stolls	(2019)	<i>American Download B2</i>	Oxford	England	Hamilton House Publishers Ltd
María Victoria Saumell y Sarah Louisa Birchley	(2012)	<i>English in Common 2</i>	New York	U.S.	Pearson Longman
Cristina Latham- Koenig Clive Oxenden Kate Chomacki	(2020)	<i>English File 4th Edition Intermediate Plus B1+/B2</i>	Oxford	England	Oxford University Press

<b>ELABORÓ:</b>	Comité Técnico de Idiomas	<b>REVISÓ:</b>	Subdirección de Programas Educativos	
<b>APROBÓ:</b>	D. G. U. T. y P.	<b>FECHA DE ENTRADA EN VIGOR:</b>	Septiembre de 2021	