


## INGLÉS VIII BIS

<b>1. Competences</b>	<ul style="list-style-type: none"> <li>- Understands extended speech and lectures and follows even complex lines of argument, provided the topic is reasonably familiar. Understands most TV news and current affairs programs. Understands the majority of films in standard dialect.</li> <li>- Reads articles and reports concerned with contemporary problems in which the writers adopt attitudes or viewpoints. Understands modern literary prose.</li> <li>- Conveys information and ideas on abstract as well as concrete topics, checks information, and asks about or explains problems with reasonable precision.</li> <li>- Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his or her field of interest presenting it as a linear sequence of points.</li> </ul> <p>All of these correspond to a consolidated B1+ level according to the CEFR</p>
<b>1. Four-month Term</b>	Ninth
<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 be able to understand and talk about most TV news and current affairs programs. Understands the majority of films in standard dialect. They will discuss problems and solutions

LEARNING UNITS	Horas		
	Theoretical	Practical	Total
<b>I. Talking about the TV and films</b>	10	20	30
<b>II. Talking about Problems and solutions</b>	11	20	31
<b>III. Talking about a bad service</b>	10	20	30
<b>Total</b>	<b>31</b>	<b>60</b>	<b>91</b>

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### LEARNING UNITS

<b>1. Learning Unit</b>	<b>I. Talking about the TV and films</b>
<b>2. Theoretical Hours</b>	10
<b>3. Practical Hours</b>	20
<b>4. Total</b>	30
<b>5. Objective</b>	Students will be able to understand and talk about most TV news and current affairs programs. Understands the majority of films in standard dialect.


Topic	knowledge	Skills	Values
TV and Films	<ul style="list-style-type: none"> <li>Grammar Present Perfect simple</li> <li>Vocabulary Tv Films</li> </ul>	Speaking:  Expressing enthusiasm  Understanding answers  Listening to points of view  Speculating based on visual clues	Assertive argumentation  Aesthetic sense  Responsibility  Collaboration  Respect  Order

### EVALUATION PROCESS

Learning Outcome	Learning Process	Assessment Instruments
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<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 Simulation Rubric for Oral Presentations Rubric for video Self-assessment Written exam</p>
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### 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 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
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X	X	
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## LEARNING UNITS

<b>1. Learning Unit</b>	<b>II. Talking about problems and solutions</b>
<b>2. Theoretical Hours</b>	11
<b>3. Practical Hours</b>	20
<b>4. Total</b>	31
<b>5. Objective</b>	Students will be able to discuss about problems and solutions


Topic	knowledge	Skills	Values
Problems and solutions	<ul style="list-style-type: none"> <li>Grammar Present perfect continuous All tenses questions (review)</li> <li>Vocabulary The country</li> </ul>	<p>Speaking:</p> <p>Discussing problems and solutions</p> <p>Making a police report</p> <p>Understanding specific information.</p> <p>Checking hypothesis</p> <p>Scanning for information</p>	<p>Assertive argumentation</p> <p>Aesthetic sense</p> <p>Responsibility</p> <p>Collaboration</p> <p>Respect</p> <p>Order</p>

## EVALUATION PROCESS

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<b>X</b>	<b>X</b>	
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### LEARNING UNITS

<b>1. Learning Unit</b>	<b>III. Talking about a bad service</b>
<b>2. Theoretical Hours</b>	10
<b>3. Practical Hours</b>	20
<b>4. Total</b>	30
<b>5. Objective</b>	Students will be able to describe a bad service, respond to other peoples suggestions, paraphrasing and describing processes.


Topic	knowledge	Skills	Values
Bad Service	<ul style="list-style-type: none"> <li>Grammar</li> <li>Obligation</li> <li>Necessity</li> <li>Prohibition</li> <li>Advice</li> <li>Modals</li> <li>Vocabulary</li> <li>Restaurant</li> <li>DIY</li> </ul>	<p>Speaking:</p> <p>Talk about a bad service</p> <p>Respond to other people suggestion.</p> <p>Describe a process.</p> <p>Paraphrasing</p> <p>Understanding an anecdote</p> <p>Understanding the main point</p> <p>Checking Hypothesis</p>	<p>Assertive argumentation</p> <p>Aesthetic sense</p> <p>Responsibility</p> <p>Collaboration</p> <p>Respect</p> <p>Order</p>

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## EVALUATION PROCESS


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<p>Revision of vocabulary learning techniques</p> <ul style="list-style-type: none"> <li>-Guessing the meaning of unknown words</li> <li>-Strategies for asking for something without knowing the exact word</li> <li>-Awareness of skimming and scanning reading skills</li> <li>-Awareness of note-taking skills</li> <li>-Collaborative Teams</li> <li>-Directed practices</li> <li>-Information and Communication - Technologies Mediated Learning</li> </ul>	<p>Platforms</p> <p>Photographs</p> <p>Didactic cards</p> <p>Authentic printed audio and video material.</p> <p>Multimedia Equipment</p> <p>TV screen</p> <p>Computer</p> <p>Printer</p> <p>Projector</p> <p>Speakers</p> <p>Internet</p> <p>MP3 Recorders and Players</p> <p>Video camera</p> <p>Lists of verbs (regular and irregular verbs in present, past, and participle)</p> <p>Terms related to their study area</p> <p>List of vocabulary related to the unit</p> <p>List of phrasal verbs related to the unit</p> <p>PowerPoint presentations</p> <p>Prezi presentations</p> <p>List of stative verbs (Sense verbs, thinking verbs, verbs that express emotions, other verbs).</p>


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## TRAINING FACILITIES

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

### INGLÉS VIII BIS CAPABILITIES DERIVED FROM THE PROFESSIONAL COMPETENCIES WHICH CONTRIBUTE 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.	<p>From previously provided information either orally or in writing:</p> <ul style="list-style-type: none"> <li>- React nonverbally to the message received.</li> <li>- Exchange and present ideas provided in the previous information assuming roles with pronunciation, intonation, fluency, structure and appropriate language.</li> <li>- Prepare simple writings with grammatical structure and according to a communication situation.</li> </ul>
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.	<p>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.</p> <p>Respond to messages in written form (e-mails, personal letters) describing experiences in a coherent and cohesive manner.</p>


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Skills	Performance Criteria
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 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.

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### REFERENCES

Author	Year	Title	City	Country	Editorial
Elizabeth Gordon Phillip James Liz Stolls	(2019)	<i>American Download B1</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

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