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|  | TÉCNICO SUPERIOR UNIVERSITARIO EN XXXX  EN COMPETENCIAS PROFESIONALES |  |

**Inglés I BIS**

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| **1. Competencies** | Communicate feelings, thoughts, knowledge,  experiences, ideas, reflections, opinions, in the public, personal, educational and occupational fields, productively and receptively in the English language according to level A2+, independent user, In the performance of their duties in their work, social and personal environment. |
| **2. Forth month period** | First |
| **3. Theoretical hours** | 38 |
| **4. Practical hours** | 74 |
| **5. Total hours** | 112 |
| **6. Weekly hours** | 10 |
| **7. Objective** | The student will express routine, momentary and  permanent actions and experiences, politely investigating and confirming information about schedules, places and services, to describe changes in their professional, personal and technological development. |

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| **Learning Unit** | **Hours** | | |
| **Theoretical** | **Practical** | **Total** |
| Talking about plans and predictions. Comparing places and buildings. | 14 | 25 | 39 |
| Travelling | 14 | 25 | 39 |
| Talking about experiences. | 10 | 24 | 34 |
| **Total** | **38** | **74** | **112** |

# Inglés I BIS Learning Units

|  |  |
| --- | --- |
| **1. Learning Unit** | I. Talking about plans and predictions. Comparing places and builidings |
| **2. Theoretical Hours** | 14 |
| **3. Practical Hours** | 25 |
| **4. Total** | 39 |
| **5. Objective** | The student will talk about plans and predictions going on vacation and compare places and buildings to visit. |

| **Topic** | **knowledge** | **Skills** | **Values** |
| --- | --- | --- | --- |
| Describing places and buildings | Grammar  Superlative adjectives  Vocabulary  Places and buildings | Discussion and decision making  Talking about tourist information  Identifying paragraph ending | Responsibility Punctuality Assistance Respect Proactivity Empathy Leadership Team Collaboration |
| Talking about plans | Grammar  Be going to (plans)  Vocabulary  City holidays | Comparing photos  Talking about people from other countries and their traditions.    Expressing plans.  Taking notes | Responsibility Punctuality Assistance Respect Proactivity Empathy Leadership Team Collaboration |
| Talking about  predictions | Grammar  Be going to (predictions)  Vocabulary  Verb phrases | Making predictions  Checking predictions  Using prior knowledge to predict stages. | Responsibility Punctuality Assistance Respect Proactivity Empathy Leadership Team Collaboration |

Inglés I BIS *ASSESSMENT PROCESS*

| **Learning Outcome** | **Learning Process** | **Assessment Instruments** |
| --- | --- | --- |
| From a practical case with audiovisual material referring to processes in his area of expertise, he will elaborate the description of a procedure of an activity.  From a practical exercise, conduct a survey to your colleagues and give a summary of the results obtained, specifying:  - Plans  - Predictions  - Describing, comparing and contrasting places.  **MADE BY:** | 1. Looking for words with similar meanings in a text.  2. Understand word formation, phrasal verbs, and prepositions.  3. Organizing ideas  4. Understand the structure of sentences that denote habitual actions or the moment with the use of gerunds and infinitives | * Practical cases * Rubric * Exam |

# Inglés I BIS

*TEACHING-LEARNING PROCESS*

|  |  |
| --- | --- |
| **Methods and teaching techniques** | **Teaching aids and materials** |
| * Role play * Case analysis * Situated learning | Internet, DVD, movies, CD music, CD ROM, software specialized in language learning, interactive classrooms, projector laboratories, magazines, authentic documents, overhead projector, computer equipment, Simulators. |
|  |

*TRAINING FACILITIES*

|  |  |  |
| --- | --- | --- |
| **Classroom** | **Languages Lab/Work shop** | **Company** |
| **X** | **X** |  |

# Inglés I BIS

*LEARNING UNIT*

|  |  |
| --- | --- |
| 1. Learning Unit | **II. Traveling** |
| **2. Theoretical Hours** | 14 |
| **3. Practical Hours** | 25 |
| **4. Total** | 39 |
| **5. Objective** | The student will give opinion about places and things, talk about dreams and ambitions, describe how things have changed and practice airport language. |

| **Topic** | **Knowledge** | **Skills** | **Values** |
| --- | --- | --- | --- |
| Giving opinion and offering details | Grammar  Adverbs  Vocabulary  Common adverbs | Understanding details  Understanding opinion  Expressing opinion and describing details | Responsibility Punctuality Assistance Respect Proactivity Empathy Leadership Team Collaboration |
| Dreams and Ambitions | Grammar  Verb+to+infinitive    Vocabulary  Verbs that take the infinitive | Talking about dreams and ambitions  Understanding opinion |
| How things change | Grammar  Definite article  The -no the  Vocabulary  Tech language | Describing how things change  Understanding detail information | Responsibility Punctuality Assistance Respect Proactivity Empathy Leadership Team Collaboration |
| Getting to the airport | Grammar  Modals  Polite questions.  Could…?  Would….?  Vocabulary  Public Transport | Following instructions.  Asking for services.  Asking for information | Responsibility Punctuality Assistance Respect Proactivity Empathy Leadership Team Collaboration  Independency |

# Inglés I BIS

*ASSESSMENT PROCESS*

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Learning Sequence** | **Assessment Instruments** |
| They will elaborate and expose the report of a visit to a museum. He will include  - Giving opinion  - Expressing dreams and ambitions  - Itinerary (activities)  - Asking for services  - Asking for information when travelling | 1. Inferring meaning  2. Structure sentences using phrasal verbs, word formation, prepositions.  3. Identifying parts of speech  4. Using modals to ask for services and information. | * Project * Rubric * Exam |

# Inglés I BIS

TEACHING-LEARNING PROCESS

|  |  |
| --- | --- |
| **Methods and teaching techniques** | **Teaching aids and Materials** |
| * Investigation * Group Discussion * Project Based Learning | Dictionary, Internet, CD player, DVD, movies, CD music, CD ROM, software specialized in language learning, interactive classrooms, projector laboratories, Magazines, authentic documents, projector, computer equipment. |

*Training Facilities*

|  |  |  |
| --- | --- | --- |
| **Classroom** | **Languages Lab/Work shop** | **Company** |
| **X** | **X** |  |

# Inglés I BIS

*LEARNING UNIT*

|  |  |
| --- | --- |
| **1. Learning Unit** | **III. Talking about experiences** |
| **2. Theoretical** **Hours** | 10 |
| **3. Practical Hours** | 24 |
| **4. Total** | 34 |
| **5. Objective** | The student will talk about experiences of life and relevant past events and facts and ask for other people´s experiences and relevant past events and facts. |

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| --- | --- | --- | --- |
| **Topics** | **Knwoledge** | **Skills** | **Values** |
| Personal life experiences. | Grammar  Present perfect  Vocabulary  Irregular past participles | Recognizing topic questions  Talking about personal life experiences | Proactive Outgoing Creative Autonomous Respectful Dynamic Tolerant Assertive |
| Talking and asking about life experiences and relevant events en the past | Grammar  Present perfect vs past simple  Present perfect question form  Vocabulary  Irregular verbs | Identifying key information  Talking about personal experiences and relevant events in the past | Proactive Outgoing Creative Autonomous Respectful Dynamic Tolerant Assertive |
| Asking for relevant and interesting life events | Grammar  Revision  Question formation  All tenses  Vocabulary  Miscellaneous | Asking for relevant personal information and life experiences.  Writing a biography  Understanding biographical information | Proactive Outgoing Creative Autonomous Respectful Dynamic Tolerant Assertive |

# English I

*ASSESSMENT PROCESS*

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Learning Sequence** | **Assessment Instruments** |
| - Personal biography  - Other people´s biographies  - interview  - Describing relevant events in the past | 1. Identify the structure  2. Structure sentences using present perfect  3. Using the structure to write a biography  4 Collecting information to write a biography | * Project * Rubric * Exam |

# Inglés I BIS

TEACHING-LEARNING PROCESS

|  |  |
| --- | --- |
| **Methods and teaching techniques** | **Teaching aids and Materials** |
| * Case analysis * Project-based learning * Roleplay | Dictionary, Internet, CD player, DVD, movies, CD music, CD ROM, software specialized in language learning, interactive classrooms, projector laboratories, Magazines, authentic documents, projector, computer equipment. |

*Training Facilities*

|  |  |  |
| --- | --- | --- |
| **Classroom** | **Languages Lab/Work shop** | **Company** |
| **X** | **X** |  |

Inglés I BIS

**CAPABILITIES DERIVED FROM THE PROFESSIONAL COMPETENCES WHICH CONTRIBUTS TO THE SUBJECT**

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| --- | --- |
| **Capability** | **Performance Criteria** |
| Interpret complex written and verbal information in texts or extensive speeches of concrete and abstract themes, even if they are of a technical nature, as long as they are within their field of specialization, following plot lines, in order to define and sustain their own posture | Based on information previously provided either orally or in writing:  -. Reacts nonverbal to the message sent.  -. It exchanges and presents in a detailed way approaches and positions as well as its advantages and disadvantages provided in the previous information.  -. Expresses and defends an opinion or personal proposal based on the information that was presented to him / her before. |
| Expressing feelings, thoughts, knowledge,  experiences, ideas, reflections, opinions, in a clear and detailed manner, arguing, highlighting the importance, advantages and disadvantages of a wide range of topics related to their area of expertise, to defend their points of view and Submit proposals. | He participates in conversations with fluency and  spontaneity, on subjects of his specialty, abstract and cultural, using pertinent vocabulary to be  able to communicate with security and grammatical precision, maintaining a conversation, recognizing and correcting his mistakes.  -Write messages in which it requests or contributes points of view on subjects of its specialty to support the decision-making.  - Explains problems accurately, defends their points of view and presents proposals.  - Respond to messages in writing, highlighting the personal importance of experiences and feelings, without making mistakes that make comprehension difficult, exposing the advantages and disadvantages of several options, using complex sentences. |
| Contrast Information from various sources  concerning contemporary problems in which different positions or points of view are referred to, through techniques of textual analysis, to relate, contrast, define and sustain one's own posture or others. | Sketches information on contemporary issues  and issues in a logical and structured way related to their area of expertise.  - Produces essays in a structured and logical manner related to contemporary problems comparing their personal position with that of the authors consulted supporting or refuting the  opinion of the same |
| Write clear and detailed documents on a  wide range of topics related to your area of expertise, proposing motives, highlighting the importance of certain facts and experiences, to support or refute a specific point of view. | Write reports in a structured, logical and intelligible way, without obvious misspellings on a wide variety of topics of their specialty, explaining advantages and disadvantages, from a concrete point of view |

# Inglés I BIS

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