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

**INGLÉS II BIS**

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| **1. Competences** | To communicate feelings, thoughts, knowledge, experiences, ideas, reflections, opinions, in a clear and detailed way, on concrete and abstract subjects in the public, personal, educational, occupational, productive and receptive fields in the English language according to level A2+ basic user, of the Common European Framework of Reference to contribute in the performance of their functions in their work, social and personal environment. |
| 1. **Fourth month period** | Second |
| 1. **Theoretical hours** | 38 |
| 1. **Practical hours** | 74 |
| 1. **Total hours** | 112 |
| 1. **Weekly hours** | 10 |
| 1. **Objective** | Students will be able to understand sentences and frequently used expressions related to personal and family information, shopping, local geography, employment etc. They will be able to communicate simple routine tasks requiring a direct exchange of information on familiar and routine matters. They will be able to describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need such as personal and technological development. |

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| **Learning Unit** | **Hours** | | |
| **Theoretical** | **Practical** | **Total** |
| A profile and describing ongoing events | 14 | 25 | 39 |
| Describing holidays. Events in the past | 14 | 25 | 39 |
| Plans and arrangements. | 10 | 24 | 34 |
| **Total** | **17** | **43** | **112** |
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**INGLÉS II**

Learning Units

|  |  |
| --- | --- |
| 1. **Learning Unit** | **I. A profile and describing ongoing events.** |
| 1. **Theoretical Hours** | 14 |
| 1. **Practical Hours** | 25 |
| 1. **Total** | 39 |
| 1. **Objective** | |  | | --- | | Students will be able to exchange information to write a profile, describe ongoing events in the past and describe a problem an ask for help in a hotel. | | |

| **Topic** | **knowledge** | **Skills** | **Values** |
| --- | --- | --- | --- |
| Profiles | Grammar  Word order in questions  Vocabulary  Common verb phrases | Exchange information orally and in a written form | Collaboration  Responsibility |
| Describing people and places | Grammar  Identify the form of the present participle of the verbs “verb + ing”.  Identify the structure and use of the present continuous in its affirmative, interrogative and negative forms.  Vocabulary  Identify the expressions of time of the present continuous “now”, “right now”, “in this moment”.  Questions words | Verify and provide information on actions being taken, or not being taken, at a given time.  Verify and provide information on actions in progress. | Collaboration  Responsibility |
| Describing pictures | Grammar  Identify the structure of the interrogative form of the Continuous Present with the interrogative words: Who, What, Which, Where, How, Why, When, When, At what time.  Identify the structure and use of the present simple.  Distinguish the use of the simple present and the continuous present in daily activities and activities that are being carried out.  Vocabulary  Appearance and personality  Clothes  Prepositions of place and time  Question words | Request information on activities that are happening now or are in progress  Describing a picture  Checking hypothesis.  Understanding a description | Collaboration  Responsibility |

**INGLÉS II**

*ASSESSMENT PROCESS*

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| **Learning Outcome** | **Learning Process** | **Assessment Instruments** |
| Based on practices describing the activities that are carried out at a specific time, that are in progress or that are part of a routine, you will integrate a portfolio of evidence obtained based on the following tasks:  “Listening”.  Respond to a written exercise on the information contained in an audio.  “Speaking”.  In the presence of the teacher, students will participate in a role-play where he/she requests and provides information.  “Reading”.  Answering a written questionnaire about the information contained in a text.  “Writing”.  Writing a profile. | 1. Identify the structure and use of the present continuum in its affirmative, negative and interrogative forms.    2. Identify the form of the present participle of the verbs “verb + ing”.  3. Identify the expressions of tense of the present continuous.  4. Recognize the structure and use of the present simple.  5. Differentiate the use of the simple present and the continuous present. | Checklist  Practical exercises |

**INGLÉS II**

*TEACHING-LEARNING PROCESS*

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| **Methods and teaching techniques** | **Teaching aids and materials** |
| Collaborative Teams  Directed Practices  Reading techniques:  infer, search for specific information | Photographs  Didactic cards.  Authentic printed audio and video material.  Compact discs, USB  Multimedia Equipment  TV screen  Computer  Printer  Projector  Speakers  Internet  MP3 Recorders and Players  Video camera  Lists of verbs in present  Food  Monetary units  Mathematical signs  Services, supplies, materials, tools and equipment related to your career.  Clothing and accessories  Regular and irregular verbs in the past  Terms related to their study area  Adverbs of quantity “enough”, “too”, “much”, “many”. |

*TRAINING FACILITIES*

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

# INGLÉS II

Learning Units

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| --- | --- |
| **1. Learning Unit** | **II. Describing holidays. Events in the past** |
| 1. **Theoretical Hours** | 14 |
| 1. **Practical Hours** | 25 |
| 1. **Total** | 39 |
| 1. **Objective** | |  | | --- | | Students will talk about their last holidays, preferences and retell a story. | | |

| **Topic** | **Knowledge** | **Skills** | **Values** |
| --- | --- | --- | --- |
| Holidays | Grammar  Identify the structure of the interrogative form of the Past simple  Vocabulary  Holidays | Ask for and give information about events in the past. | Collaboration  Responsibility |
| Memories | Grammar  Identify the structure of the interrogative form of the Past simple  Vocabulary  Prepositions of time and place | Describing a picture.  Talking about preferences  Listening for gist and detailed information. | Collaboration  Responsibility |
| Stories | Grammar  Time sequencers and connectors  Vocabulary  Verb phrases | Retelling a story  Listening for specific information | Collaboration  Responsibility |

**INGLÉS II**

*ASSESSMENT PROCESS*

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| --- | --- | --- |
| **Learning Outcome** | **Learning Process** | **Assessment Instruments** |
| From role-play where you request and provide information about the existence and cost of products and services in your career, you will integrate a portfolio of evidence obtained based on the following tasks:  “Listening”.  Prepare lists of the information contained in an audio file.  “Speaking”.  In the presence of the teacher, participate in a role-play where he or she requests and provides information.  “Reading”.  Answer a written exercise about the information contained in a text.  “Writing”.  To write a description of a photograph | 1. Identify countable and uncountable nouns.  2. Explain the use and structure of interrogative adverbs and quantifiers.  3. Relate quantifiers to accounting nouns and countless-  4. Identify the defined article  5.Identify the demonstrative adjectives | Checklist  Role-play |

**INGLÉS II**

*TEACHING-LEARNING PROCESS*

|  |  |
| --- | --- |
| **Methods and teaching techniques** | **Teaching aids and materials** |
| |  | | --- | | Collaborative Teams Information and Communication Technologies-Mediated Learning  Listening, reading and writing techniques. | | | |  | | --- | | Photographs  Didactic cards.  Authentic printed, audio and video material.  Compact discs, USB  Multimedia Equipment  TV screen  Computer  Printer  Project  Food vocabulary, monetary units, signs of basic  arithmetic operations: plus, minus, divided by,  multiplied by, equal, and percentage.  Services, supplies, tools and equipment  related to their career.  Clothing. | | |

*TRAINING FACILITIES*

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

**INGLÉS II**

Learning Units

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| --- | --- |
| **1. Learning Unit** | **III. Plans and arrangements** |
| 1. **Theoretical Hours** | 10 |
| 1. **Practical Hours** | 24 |
| 1. **Total** | 34 |
| 1. **Objective** | |  | | --- | | Students will be able to talk about plans and make arrangements, describe places and paraphrase simple sentences and use appropriate language to ask for food in a restaurant. | | |

| **Topic** | **knowledge** | **Skills** | **Values** |
| --- | --- | --- | --- |
| Plans | Grammar  Explain the structure and use of be going to in their affirmative, negative and interrogative forms.  Vocabulary  Airport | Plan a tour  Listening for specific information  Understanding text cohesions and connectors | Collaboration  Responsibility |
| Arrangements | Grammar  Explain the structure and use of the present continuous for future arrangements in their affirmative, negative and interrogative forms.  Defining relative clauses  Vocabulary  Verbs + prepositions | Making arrangements  Understanding times, dates and appointments  Understanding a questionnaire.  Describing and paraphrasing  Understanding rules | Collaboration  Responsibility |
| At the restaurant | Grammar  Modals  Would…? Could…?  Vocabulary  Food and beverages | Asking for food and beverages in a restaurant  Describing problems and asking for help. | Collaboration  Responsibility |

**INGLÉS II BIS**

*ASSESSMENT PROCESS*

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Learning Process** | **Assessment Instruments** |
| Based on a role-play where you exchange information about activities that happened in the past, you will integrate a portfolio of evidence obtained based on the following tasks:  “Listening.  Respond to a written exercise about the life of a character contained in an audio file.  “Speaking.  In the presence of the teacher, dialogue with a colleague about what happened in a past event related to his academic training where he uses at least 20 verbs.    “Reading.  Respond to a written exercise about the information contained in a text.  “Writing.  Writing an e-mail about travel arrangements. | 1. Understand the structure and use of the verb to be or to be in the past in its forms: affirmative, negative and interrogative.  2. Differentiate the past from regular and irregular verbs.  3. Identify past tense expressions.  4. Explain the structure and use of the simple past of regular and irregular verbs in their affirmative, negative and interrogative forms.  5. Identify sequencing connectors. | Checklist  Role-play |

**INGLÉS II BIS**

*TEACHING-LEARNING PROCESS*

|  |  |
| --- | --- |
| **Methods and teaching techniques** | **Teaching aids and materials** |
| Collaborative Teams Information and Communication Technologies-Mediated Learning  Listening, reading and writing techniques | |  | | --- | | Authentic printed audio and video material.  Compact Disks, USB  Multimedia Equipment  Computer  Printer  Projector  Lists of regular and irregular verbs  in the past  Vocabulary of terms related to their field of study. | | |

*TRAINING FACILITIES*

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

**INGLÉS II BIS**

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

| **Skills** | **Performance Criteria** |
| --- | --- |
| Identify ideas, questions and simple directions, brief and familiar, from a clear and slow speech with long pauses, to talk about themselves or their immediate personal and work environment. | - During a conversation, where the interlocutor expresses himself slowly, clearly, and slowly on everyday aspects:  \*. Identifies words of common use and similar to the mother tongue.  \*. Infers the general meaning of the information  \*. Carries out actions based on elementary instructions |
| Read short, simple texts containing familiar words, similar to those of their mother tongue and elementary expressions, identifying the general idea of the text, sentence by sentence, with visual support and re-reading if necessary; to obtain information about their immediate personal and professional environment. | From a text or messages  simple and clear, about everyday aspects:  \*. Understands the general idea of the text  \*. Identifies names, words, and basic phrases,  \*. Performs actions following elementary and brief instructions, in simple texts that include illustrations such as signs, signs or instructions. |
| Express verbal messages concerning oneself, one’s profession, and place of residence or other people, through simple, isolated and stereotyped phrases, with basic and concrete vocabulary, using repetition, reformulation, with the feedback of the interlocutor; to exchange basic, personal or professional information. | Introduces himself and others by providing basic and general information.  Formulates and answers simple, direct questions about himself, his profession or others.  Asks for products or services related to basic needs with stereotyped phrases and courtesy elementary formulas. |
| Develop notes and short messages with simple, isolated and stereotyped phrases, with personal, life, career and other information, relating to specific situations, with known vocabulary and dictionary support, to provide or request basic information. | Writes simple, isolated sentences about themselves, their life, profession and other people.  Asks for simple forms with personal information, numbers and dates. |

**INGLÉS II BIS**

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