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|  | TÉCNICO SUPERIOR UNIVERSITARIO EN XXXXEN COMPETENCIAS PROFESIONALES |  |

 **INGLÉS III 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 low B1 intermediate 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**
 | Third |
| 1. **Theoretical hours**
 | 36 |
| 1. **Practical hours**
 | 68 |
| 1. **Total hours**
 | 104 |
| 1. **Weekly hours**
 | 8 |
| 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** |
| Recent activities | 12 | 23 | 35 |
| Describing, comparing and contrasting.  | 12 | 23 | 35 |
| Talking about the past, present and future | 12 | 22 | 34 |
| **Total** | **36** | **68** | **104** |
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**INGLÉS III BIS**

Learning Units

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| --- | --- |
| 1. **Learning Unit**
 | **I. Recent activities**  |
| 1. **Theoretical Hours**
 | 12 |
| 1. **Practical Hours**
 | 23 |
| 1. **Total**
 | 35 |
| 1. **Objective**
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| Students will be able to talk about recent activities describing house work, experiences about shopping and a weekend. |
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| **Topic** | **Knowledge** | **Skills** | **Values** |
| Recent activities | GrammarIdentify the form of the present perfect tense in its affirmative, negative and interrogative form using yet, just and alreadyVocabularyHouse workMake and do | Talking about houseworkChecking hypothesis using background knowledgeUnderstanding historical information | CollaborationResponsibilityAssistance Respect Proactivity Empathy  |
| Experiences shopping | GrammarIdentify the form of the present perfect tense against the past simple in negative and interrogative form.VocabularyShopping | Talking about shopping experiencesGiving and receiving opinions | CollaborationResponsibilityAssistance Respect Proactivity Empathy  |
| Weekend | GrammarSomething, anything, nothing etc.VocabularyAdjectives ending -ed and -ing | Describing a weekendUnderstanding historical informationChecking and correcting information | CollaborationResponsibilityAssistance Respect Proactivity Empathy  |

**INGLÉS III BIS**

 *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 an e-mail about a memorable weekend | 1. Identify the form of the present perfect tense with yet, already and just in negative and interrogative form2. -Identify the structure and use of the present perfect against the past in question, affirmative and negative form. 3. Use something, anything, nothing to refer to other words. | ChecklistPractical exercises |

**INGLÉS III BIS**

*TEACHING-LEARNING PROCESS*

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| **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

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| PhotographsDidactic cardsAuthentic printed audio and video material.Multimedia EquipmentComputerPrinterProjectorSpeakersInternetMP3 Recorders and PlayersVideo camera Lists of verbs (regular and irregular verbs in present, past and participle)Terms related to their study areaList of vocabulary related to the unitList of phrasal verbs related to the unitPower point presentationsPrezi presentations |
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List of stative verbs (Sense verbs, thinking verbs, verbs that express emotions, other verbs). |

*TRAINING FACILITIES*

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

# INGLÉS III BIS

Learning Units

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| --- | --- |
| **1. Learning Unit** | **II. Describing, comparing and contrasting.** |
| 1. **Theoretical Hours**
 | 12 |
| 1. **Practical Hours**
 | 23 |
| 1. **Total**
 | 35 |
| 1. **Objective**
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| Students will be able to describe compare and contrast places, things and facts and giving arguments to take something back to a shop. |
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| **Topic** | **knowledge** | **Skills** | **Values** |
| Life changes | GrammarIdentify the form of comparative adjectives, adverbs and as…as structureVocabularyTypes of numbers | Comparing habits in the present and in the past. Identifying key points.Scanning for data facts and numbers. | CollaborationResponsibilityAssistance Respect Proactivity Empathy  |
| Cities and health | GrammarIdentify the form of the superlative + ever and present perfect and quantifiersVocabularyAdjectives to describe placesHealth and the body | Talking about memorable experiences.Talking about your lifestyleUnderstanding rankingUnderstanding advice | CollaborationResponsibilityHealth careAssistance Respect Proactivity Empathy  |
| Shopping | GrammarIdentify the form of modal can, present simple, past simple and will for intentions. Vocabulary.Shopping in a shoe store | Following a conversation to buy and take back things in a store.Understanding information from clothes labels.Listening for specific information | CollaborationResponsibilityIndependenceAssistance Respect Proactivity Empathy  |

**INGLÉS III BIS**

 *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 description of your town city. |  1. Inferring meaning2. Structure sentences using phrasal verbs, word formation, prepositions.3. Identifying parts of speech4. Using modals to ask for services and information. | ChecklistPractical exercisesExam |

**INGLÉS III 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

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| --- |
| PhotographsDidactic cardsAuthentic printed audio and video material.Multimedia EquipmentComputerPrinterProjectorSpeakersInternetMP3 Recorders and PlayersVideo camera Lists of verbs (regular and irregular verbs in present, past and participle)Terms related to their study areaList of vocabulary related to the unitList of phrasal verbs related to the unitPower point presentationsPrezi presentations |
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*TRAINING FACILITIES*

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

**INGLÉS III BIS**

Learning Units

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| --- | --- |
| **1. Learning Unit** | **III. Talking about the past, present and future** |
| 1. **Theoretical Hours**
 | 12 |
| 1. **Practical Hours**
 | 22 |
| 1. **Total**
 | 34 |
| 1. **Objective**
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| Students will be able to talk about instant decisions, offers, promises, plans and predictions based on facts and habits. |
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| **Topic** | **knowledge** | **Skills** | **Values** |
| Predictions | GrammarIdentify the form of the Future will tense in its affirmative, negative and interrogative form for predictions and guesses.Vocabulary Opposite verbs. | Making predictionsUsing previous knowledge to predict contentSummarizing the main point of a text | CollaborationResponsibilityCritical thinkingAssistance Respect Proactivity Empathy  |
| Predictions promises and guesses | GrammarIdentify the form of the Future will, wont and shall tense in its affirmative, negative and interrogative form for instant predictions, promises and guesses.Vocabulary Verb+back | Giving examples and reasonsUnderstanding specific detailsUnderstanding the order of the events | CollaborationResponsibilityCritical thinkingAssistance Respect Proactivity Empathy  |
| Dreaming | GrammarReview of all the verb forms present, past and future.Vocabulary modifiers | Talking about past, present and future.Checking hypothesis and understanding specific information. | CollaborationResponsibilityCritical thinkingAssistance Respect Proactivity Empathy  |

**INGLÉS III BIS**

 *ASSESSMENT PROCESS*

|  |  |  |
| --- | --- | --- |
| **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. | 1. Inferring meaning2. Structure sentences using all the tenses, word formation, prepositions.3. Identifying parts of speech4. Using modals to offer help, for instant prediction and make promises. | ChecklistPractical exercises.  |

**INGLÉS III 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 | PlatformsPhotographsDidactic cardsAuthentic printed audio and video material.Hamilton PlatformMultimedia EquipmentComputerPrinterProjectorSpeakersInternetMP3 Recorders and PlayersVideo camera Lists of verbs (regular and irregular verbs in present, past and participle)Terms related to their study areaList of vocabulary related to the unitList of phrasal verbs related to the unitPower point presentationsPrezi presentations |

*TRAINING FACILITIES*

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

 **INGLÉS III 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 III BIS**

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