



ASIGNATURA DE INGLÉS VI BIS

1. Competences	<ul style="list-style-type: none"> - Understands extended speech and lectures and follow 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. - Reads articles and reports concerned with contemporary problems in which the writers adopt attitudes or viewpoints. Understands contemporary literary prose. - Conveys information and ideas on abstract as well as concrete topics, checks information and asks about or explains problems with reasonable precision. - Can reasonably fluently sustain a straight forward description of one of a variety of subjects within his or her field of interest presenting it as a linear sequence of points. <p>All of these corresponding to a developing B1+ level according to the CEFR</p>
1. Term	Seventh
2. Theory hours	31
3. Practical hours	60
4. Total hours	91
5. Weekly hours	7
6. Objective	Students will be able to ask, get and offer specific personal information and check hypothesis from written or spoken text. They will be able to describe places and give suggestions. They will use appropriate language for travelling purposes.

LEARNING UNITS	Horas		
	Theoretical	Practical	Total
I. Getting and giving specific personal information.	10	20	30
II. Comparing and Contrasting places	11	20	31
III. Travelling.	10	20	30
Total	31	60	91

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LEARNING UNITS

1. Learning Unit	I. Getting and giving specific personal information.
2. Theoretical Hours	10
3. Practical Hours	20
4. Total	30
5. Objective	Students will be able to ask, get and offer specific personal information and check hypothesis from written or spoken.


Topic	knowledge	Skills	Values
Specific personal Information	<ul style="list-style-type: none"> Grammar Pronouns Question form all tenses (review) Vocabulary Names Countries Nationalities (review) 	<p>Speaking:</p> <p>Talk about names, brand names and ask and offer personal information</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

Learning Outcome	Learning Process	Assessment Instruments
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<p>Learning results are focused on developing the 4 skills within contexts of the learner's career utilizing the vocabulary and structures related to a B1+ level.</p> <p>Listening Can respond to practical audio exercises given in specific career contexts.</p> <p>Reading Through small technical readings, can verify understanding of the information contained in a text.</p> <p>Speaking Can demonstrate spoken competence using the unit structures and vocabulary (B1+)</p> <p>Writing 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"> ✓ Project-based learning activities ✓ Task-based activities ✓ Research work ✓ Activities to develop reading skills ✓ Activities to develop listening skills ✓ Using templates to develop writing ✓ Guided role-plays, dialogues, simulations, monologues, etc. ✓ Completion, gap filling, matching, ordering, unscrambling, crosswords, puzzles, etc. ✓ Drilling and repetition techniques ✓ Teacher's guided presentations and explanations ✓ Language lab practices ✓ Moodle (LMS) activities <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	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 emotions, other verbs).

TRAINING FACILITIES

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


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LEARNING UNITS


1. Learning Unit	II. Comparing and contrasting Places		
2. Theoretical Hours	11		
3. Practical Hours	20		
4. Total	31		
5. Objective	Students will be able to describe places and give suggestions.		
Topic	knowledge	Skills	Values
Places	<ul style="list-style-type: none"> • Grammar Adjectives Comparatives and superlatives (review) Question forms all tenses (review) • Vocabulary Adjective suffixes 	<p>Speaking:</p> <p>Talking about results and describing a room and give suggestion</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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TEACHING-LEARNING PROCESS

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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 emotions, other verbs).

TRAINING FACILITIES

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

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LEARNING UNITS


1. Learning Unit	III. Travelling Language.
2. Theoretical Hours	10
3. Practical Hours	20
4. Total	30
5. Objective	Students will be able to use appropriate language for travelling purposes.

Topic	knowledge	Skills	Values
Travelling	<ul style="list-style-type: none"> • Grammar Present tenses Possessives Polite questions and requests • Vocabulary Airport Packing Shop and services 	<p>Speaking:</p> <p>Talk about problems at the airport.</p> <p>Talking about entertainment and live events.</p> <p>Listening for new facts.</p> <p>Predicting the outcome of a story</p> <p>Understanding predictions</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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TEACHING-LEARNING PROCESS

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<p>Revision of vocabulary learning techniques</p> <ul style="list-style-type: none"> -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 	<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>Power point 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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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, 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.

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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.

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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+</i>	Oxford	England	Oxford University Press

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