



ASIGNATURA DE INTRODUCCIÓN A LA LENGUA INGLESA

1. Competencies	<p>The student will be able to understand information of the everyday life for situations of very recurring communications (public announcements, weather report, messages, repetitive information) and to answer concrete needs for the social life in a short text, spot and understand quantified data, proper nouns and other visually understandable information in situations of the everyday life (prices, schedules, signaling system, cards/maps), instructions). Communicate in a very simple way provided that the interlocutor shows himself comprehensive, speaks very slowly and repeats if necessary. Ask for objects, services to somebody, to give or return objects, services to somebody. Write a very simple message concerning the activities of the everyday life. Give information: name, nationality, address, age, in questionnaires or data sheets. Copy words or brief messages, write figures and dates. Recognize various written forms. Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. All of these in the English language according to level A1- low A2.</p>
2. Term	<p>ZERO</p>
3. Hours in theory	<p>98</p>
4. Hours in Practice	<p>227</p>
5. Total hours	<p>325</p>
6. Total hours / week	<p>25</p>
7. Learning objective	<p>The student will develop the four skills in a progressive way that will allow him/her to exchange information about everyday activities, introduce him/herself and others, ask and answer questions about personal details, activities in progress and about the past, as well as vocabulary related to his/her area of study to meet his/her immediate needs.</p>

Learning Units	Hours		
	Theory	Practice	Total

ELABORÓ:	Comité Técnico de Idiomas	REVISÓ:	Subdirección de Programas Educativos	
APROBÓ:	D. G. U. T. y P.	FECHA DE ENTRADA EN VIGOR:	Septiembre de 2021	

I. Giving and asking for personal information.	32	76	108
II. Talking about possessions, abilities and preferences.	32	76	108
III. Talking about past events.	33	76	109
Totals	97	228	325


ELABORÓ:	Comité Técnico de Idiomas	REVISÓ:	Subdirección de Programas Educativos	
APROBÓ:	D. G. U. T. y P.	FECHA DE ENTRADA EN VIGOR:	Septiembre de 2021	

INTRODUCCIÓN A LA LENGUA INGLESA


Learning Units

Learning Unit	I. Giving and asking for personal information.
Theory hours	32
Practice hours	76
Total hours	108
Learning Objectives	Understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.

Topics	Knowledge	Performance	Values/ Behavior
Introducing yourself and others in the classroom	Grammar: Verb to be +/-/? Subject pronouns: I, you, etc. Possessive adjectives: my, your, etc. Vocabulary: Days of the week, numbers 0 to 100, countries, classroom language.	Role play. Dialogues Spelling Listening & pronunciation Listening & speaking Completing a form Reading information Complete conversations	- Communicating with a positive and proactive attitude -Respect - Be proactive in asking questions -Responsibility
Describing rooms, objects, feelings, giving and following instructions.	Grammar: -Singular and plural nouns. -Adjectives. -Imperatives, let's Vocabulary: -Things, in, on under. -Colors, adjectives, modifiers: very/really, quite. -Feelings -Revise and check	Role play. Dialogues Spelling Listening & pronunciation Listening & speaking Completing a form Reading information Complete conversations	- Communicating with a positive and proactive attitude -Respect - Be proactive in asking questions -Responsibility

ELABORÓ:	Comité Técnico de Idiomas	REVISÓ:	Subdirección de Programas Educativos	
APROBÓ:	D. G. U. T. y P.	FECHA DE ENTRADA EN VIGOR:	Septiembre de 2021	

Topics	Knowledge	Performance	Values/ Behavior
Talking about preferences and present habits	Grammar: -Simple present, affirmative, interrogative and negative form. -Word order in questions Vocabulary: -Verb phrases -jobs -question words	Role play. Dialogues Spelling Listening & pronunciation Listening & speaking Completing a form Reading information Complete conversations	- Expressing empathy for fellow classmates. - Work in teams -Collaboration -Responsibility
Talking about possessions and describing places	Grammar: -Third person -prepositions of time (at, in, on) and place (at, in, to) -position of adverbs, expressions of frequency. Vocabulary: -family -daily routine -months, adverbs and expressions of frequency. Revise and check	Role play. Dialogues Spelling Listening & pronunciation Listening & speaking Completing a form Reading information Complete conversations	- Be proactive in asking questions - Expressing empathy for fellow classmates. - Work in teams -Collaboration -Responsibility


ELABORÓ:	Comité Técnico de Idiomas	REVISÓ:	Subdirección de Programas Educativos	
APROBÓ:	D. G. U. T. y P.	FECHA DE ENTRADA EN VIGOR:	Septiembre de 2021	

EVALUATION PROCESS

Learning results	Learning sequence	Grading instruments
<p>Learning results are focused on developing the 4 skills within contexts of the learner's career utilizing the vocabulary and structures of the unit.</p> <p>Listening Can respond to practical exercises in work contexts about the information contained in an audio.</p> <p>Reading Through small readings, can verify understanding of the information contained in a text.</p> <p>Speaking Can demonstrate spoken competence using the unit structures and vocabulary (level A1)</p> <p>Writing Can demonstrate written competence using the unit structures and vocabulary (level A1)</p>	<p>Activities that allow students to activate and develop skills to acquire knowledge in English. Collaborative work is fundamental as well as interaction among students and teacher-students. 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 strategies. ✓ Activities to develop listening strategies. ✓ Using templates to develop writing. ✓ Guided role plays, dialogues, simulations, monologues, etc. ✓ Reading analysis and oral comprehension exercises. ✓ Completion, gap filling, matching, ordering, unscrambling, crosswords, puzzles, etc... ✓ Drilling and repetition techniques. ✓ Dictation. ✓ Teacher's presentations and explanations. ✓ English lab practices. ✓ Language Laboratory ✓ Platform activities. ✓ Autonomous activities. ✓ Language Resources Centre 	<p>Checklists Role-plays Rubrics Self-evaluation Peer evaluation Quizzes Tests</p>

LEARNING PROCESS

Teaching Methodologies	Teaching materials
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ELABORÓ:	Comité Técnico de Idiomas	REVISÓ:	Subdirección de Programas Educativos	
APROBÓ:	D. G. U. T. y P.	FECHA DE ENTRADA EN VIGOR:	Septiembre de 2021	

Collaborative teams Guided lectures Instructive videos How-to guides Discussions and debates Resolution of problems Role-play and simulation Presentation of concepts Project-based learning Technology-based learning	Book: English File/ American Download/Jet Stream/ Authentic documents (<i>ex: magazines</i>) Multimedia equipment Printer; printed materials Audios and videos Compact disks, DVDs, USB Internet access Computers Projectors English reference materials (dictionary, etc.)
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FORMATIVE SPACE


Classroom	Laboratory / Workshop	Company
X	X	

INTRODUCCION A LA LENGUA INGLESA

LEARNING UNITS

Learning Unit	II. Talking about possessions, abilities and preferences.
Theory hours	32
Practice hours	76
Total hours	108
Learning Objectives	Ask for and give information about personal details such as where they live, people they know and things they have, talk and write about stories.


Topics	Knowledge	Performance	Values/ Behavior
Talking about abilities and possessions	Grammar: - Possessive 's - whose Vocabulary Common objects and things	Role play. Dialogues Spelling Listening & pronunciation Listening & speaking Completing a form Reading information Complete conversations	- Expressing empathy for fellow classmates. - Work in teams and resolve conflicts. -Collaboration -Responsibility

ELABORÓ:	Comité Técnico de Idiomas	REVISÓ:	Subdirección de Programas Educativos	
APROBÓ:	D. G. U. T. y P.	FECHA DE ENTRADA EN VIGOR:	Septiembre de 2021	

Topics	Knowledge	Performance	Values/ Behavior
Talking about preferences and giving opinion.	Grammar: -Object pronouns: me, you, him, etc. -like + (verb+ -ing) -revision: be or do Vocabulary: -Words in a story, the date, ordinal numbers and music. -Revise and check	Role play. Dialogues Spelling Listening & pronunciation Listening & speaking Completing a form Reading information Complete conversations	- Be proactive in asking questions - Expressing empathy for fellow classmates. - Work in teams -Collaboration -Responsibility
Talking about Abilities	Can-can't -Present continuous be+ verb+ ing -Present simple or present continuous Vocabulary: -Verb phrases -noise: verbs and verb phrases -The weather and seasons	Role play. Dialogues Spelling Listening & pronunciation Listening & speaking Completing a form Reading information Complete conversations	- Be proactive in asking questions - Expressing empathy for fellow classmates. - Work in teams -Collaboration -Responsibility

EVALUATION PROCESS

Learning results	Learning sequence	Grading instruments
<p>Learning results are focused on developing the 4 skills within contexts of the learner's career utilizing the vocabulary and structures of the unit.</p> <p>Listening Can respond to practical exercises in work contexts about the information contained in an audio.</p> <p>Reading Through small readings, can verify understanding of the</p>	<p>Activities that allow students to activate and develop skills to acquire knowledge in English. Collaborative work is fundamental as well as interaction among students and teacher-students. 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 strategies. ✓ Activities to develop listening strategies. 	<p>Checklists Role-plays Rubrics Self-evaluation Peer evaluation Quizzes Tests</p>

ELABORÓ:	Comité Técnico de Idiomas	REVISÓ:	Subdirección de Programas Educativos	
APROBÓ:	D. G. U. T. y P.	FECHA DE ENTRADA EN VIGOR:	Septiembre de 2021	

information contained in a text. Speaking Can demonstrate spoken competence using the unit structures and vocabulary (level A1+) Writing Can demonstrate technical written competence using the unit structures and vocabulary (level A1+)	<ul style="list-style-type: none"> ✓ Using templates to develop writing. ✓ Guided role plays, dialogues, simulations, monologues, etc. ✓ Reading analysis and oral comprehension exercises. ✓ Completion, gap filling, matching, ordering, unscrambling, crosswords, puzzles, etc... ✓ Drilling and repetition techniques. ✓ Dictation. ✓ Teacher's presentations and explanations. ✓ English lab practices. ✓ Language Resources Centre ✓ Autonomous activities. 	
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LEARNING PROCESS

Teaching Methodologies	Teaching materials
Collaborative teams Guided lectures Instructive videos How-to guides Discussions and debates Resolution of problems Role-play and simulation Presentation of concepts Project-based learning Technology-based learning	Book: English File/ American Download/Jet Stream/ Authentic documents Multimedia equipment Printer: printed materials Audios and videos Compact disks, DVDs, USB Internet access Computers Projectors English reference materials (dictionary, etc)


FORMATIVE SPACE

Classroom	Laboratory / Workshop	Company
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INTRODUCCIÓN A LA LENGUA INGLESA

Learning Units


Learning Unit	III. Talking about past events
Theory hours	32
Practice hours	76
Total hours	108
Learning Objectives	The student will be able to talk about past events and communicate his/her ideas in an oral and writing way about places or subjects related to his/her area of study.

ELABORÓ:	Comité Técnico de Idiomas	REVISÓ:	Subdirección de Programas Educativos	
APROBÓ:	D. G. U. T. y P.	FECHA DE ENTRADA EN VIGOR:	Septiembre de 2021	

Topics	Knowledge	Performance	Values/ Behavior
Giving information about quantities	-Grammar: -Countable/ uncountable nouns, a /an, some/ any -Quantifiers: how many/how much, a lot of, etc. -Comparative adjectives Vocabulary: -Food and drinks -Food containers - high numbers	Role play. Dialogues Spelling Listening & pronunciation Listening & speaking Completing a form Reading information Complete conversations	- Communicating with a positive and proactive attitude -Respect - Be proactive in asking questions -Collaboration -Responsibility -Complete tasks on time
Talking about past events.	Grammar: -Past simple of be: was/were -Past simple: regular verbs -Past simple: irregular verbs Vocabulary: -Word information: write → writer -past time expressions -go, have, get. -Revise and check	Reading strategies: predicting, skimming and scanning. Reading and listening a true story Speaking and writing about a memorable event.	- Be proactive in asking questions - Expressing empathy for fellow classmates. - Work in teams -Collaboration -Responsibility -Complete tasks on time
Describing places in the past.	Grammar: -Past simple: regular and irregular verbs, -There is/there are some/ any + plural nouns. -There was/ there were Vocabulary: -The house -Prepositions: place and movement -Revise and check	Reading strategies: predicting, skimming and scanning. Reading and listening a true story Speaking: interview Writing: describe your home. Listening and answering.	- Be proactive in asking questions - Expressing empathy for fellow classmates. - Work in teams -Collaboration -Responsibility -Complete tasks on time

ELABORÓ:	Comité Técnico de Idiomas	REVISÓ:	Subdirección de Programas Educativos	
APROBÓ:	D. G. U. T. y P.	FECHA DE ENTRADA EN VIGOR:	Septiembre de 2021	

Topics	Knowledge	Performance	Values/ Behavior
Asking for and giving information about quantities	Grammar: -Superlative adjectives -Be going to (plans) future time expressions. -Be going to (predictions) Vocabulary: -Places and buildings -City holidays -Verb phrases	Role play. Dialogues Spelling Listening & pronunciation Listening & writing Listening & speaking Completing a form Reading information & short paragraphs Giving suggestions and advertisements	- Communicating with a positive and proactive attitude -Respect - Be proactive in asking questions -Collaboration -Responsibility -Complete tasks on time
Comparing objects and facts.	Grammar: -Adverb (manners and modifiers) -Verb + to + infinitive -Definite article: the or no the Vocabulary: -Common adverbs -Verbs that take the infinitive -Phones and the internet	Role play Dialogues Spelling Reading articles Writing post for people visiting your country Reading and speaking about a bucket list Making a time life before the internet	- Expressing empathy for fellow classmates. - Work in teams -Collaboration -Responsibility -Complete tasks on time
Ordering a meal	Grammar: -Tenses review -Would you have...? -Revision: question information Vocabulary: Food review verbs	Role play. Dialogues Spelling Listening & pronunciation Listening & speaking Reading information Complete conversations	- Be proactive in asking questions - Expressing empathy for fellow classmates. - Work in teams -Collaboration -Responsibility -Complete tasks on time


ELABORÓ:	Comité Técnico de Idiomas	REVISÓ:	Subdirección de Programas Educativos	
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INTRODUCCIÓN A LA LENGUA INGLESA

DERIVED ABILITIES OF THE PROFESSIONAL COMPETENCES CONTRIBUTE TO THE COURSE

Abilities	Performance criteria
<p>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>	<p>From previously provided information either orally or in writing:</p> <ul style="list-style-type: none"> - 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.
<p>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.</p>	<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>


ELABORÓ:	Comité Técnico de Idiomas	REVISÓ:	Subdirección de Programas Educativos	
APROBÓ:	D. G. U. T. y P.	FECHA DE ENTRADA EN VIGOR:	Septiembre de 2021	

Abilities	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.	<p>Create texts in a structured and logical way about events and experiences based on previously established specifications, structured simply and with correct grammatical structure.</p> <p>Outline orally, based on previous information, describing the steps to address a situation in a logical and structured way and with grammatical precision.</p>
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.

ELABORÓ:	Comité Técnico de Idiomas	REVISÓ:	Subdirección de Programas Educativos	
APROBÓ:	D. G. U. T. y P.	FECHA DE ENTRADA EN VIGOR:	Septiembre de 2021	

INTRODUCCIÓN A LA LENGUA INGLESA
BIBLIOGRAPHY

Type	Author	Year	Title	Location	Editorial
Book	Christina Latham-Koenig Clive Oxeden Jerry Lambert Paul Seligson	2020	<i>English File fourth edition</i>	London	Oxford University Press
Book	Liz and John Soars	2017	<i>American Headway third edition</i>	London	Oxford University Press
Book	Jane Revell Mary Tomalyn Amanda Maris	2018	<i>JETSTREAM</i>	Madrid Spain	Richmond / Santillana
Book	Scott Newman Dawn Watson Lee Coveney	2014	<i>American Download</i>	Greece	Hamilton House Publishers

ELABORÓ:	Comité Técnico de Idiomas	REVISÓ:	Subdirección de Programas Educativos	
APROBÓ:	D. G. U. T. y P.	FECHA DE ENTRADA EN VIGOR:	Septiembre de 2021	