


INGLÉS IV BIS

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 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	Fourth
2. Theoretical hours	37
3. Practical hours	67
4. Total hours	104
5. Weekly hours	8
6. Objective	The students will be able to give brief comments on the views of others and compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc. Give straightforward descriptions on a variety of familiar subjects within his field of interest. Talk about sickness and illnesses. Give detailed accounts of experiences, describing feelings and reactions and relate the plot of a book or film and describe his/her reactions. Describe events, real or imagined. Describe events, real or imagined. Exchange, check and confirm information, deal with less routine situations and explain why something is a problem.

Learning Unit	Hours		
	Theoretical	Practical	Total
I. Talking about stressful situations	12	22	34
II. Talking about real cause and consequence.	12	23	35
III. Talking about real and unreal situations	13	22	35
Total	37	67	104


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Learning Units


1. Learning Unit	I. Stressful situations
2. Theoretical Hours	12
3. Practical Hours	22
4. Total	34
5.Objective	The students will be able to give brief comments on the views of others and compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc. Give straightforward descriptions on a variety of familiar subjects within his field of interest. Talking about sickness and illnesses

Topic	Knowledge	Skills	Values
Stressful situations	Grammar <ul style="list-style-type: none"> • Uses of the infinitive with to • verbs + infinitive: try to, forget to, etc. • weak form of to, linking • uses of the gerund (verb + -ing) • Have to, don't have to • Must/ mustn't Vocabulary. Verb+infinitive Try to Forget to Verbs+gerund Adjectives+prepositions	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. Can read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension. Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc	Collaboration Responsibility Assistance Respect Proactivity Empathy

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INGLÉS IV BIS
ASSESSMENT PROCESS

Learning Outcome	Learning Process	Assessment Instruments
<p>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:</p> <p>Writing. Can write an article.</p> <p>Reading. Can read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension.</p> <p>Listening. Can understand straightforward factual information about common every day or job-related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.</p> <p>Speaking. Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts on more abstract, cultural topics such as films, books, music etc.</p>	<p>- Identify the use of verbs + infinitive and ing</p>	<p>Checklist Practical exercises</p>


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INGLÉS IV BIS
TEACHING-LEARNING PROCESS

Methods and teaching techniques	Teaching aids and materials
<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> 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 Platforms List of stative verbs (Sense verbs, thinking verbs, verbs that express emotions, other verbs).

TRAINING FACILITIES

Classroom	Languages Lab/Workshop	Company
X	X	


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INGLÉS IV BIS


Learning Units

1. Learning Unit	II. Talking about real cause and consequence.
2. Theoretical Hours	12
3. Practical Hours	23
4. Total	35
5. Objective	Make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize an event (e.g. an outing). Express belief, opinion, agreement and disagreement politely. Relate details of unpredictable occurrences, e.g. an accident. Describe events, real or imagined.

Topic	knowledge	Skills	Values
Giving and asking for suggestions.	Grammar <ul style="list-style-type: none"> • Should • First conditional Vocabulary Get Confusing verbs Adverbs of manner	Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Can read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension. Can relate details of unpredictable occurrences, e.g. an accident. Can describe events, real or imagined. Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech	Collaboration Responsibility Assistance Respect Proactivity Empathy


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Talking about books	<p>Grammar</p> <ul style="list-style-type: none"> • possessive pronouns • adverbs of manner <p>Vocabulary</p> <p>Adverbs of manner</p>	<p>Can relate the plot of a book or film and describe his/her reactions.</p> <p>Can read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension.</p> <p>Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.</p>	<p>Collaboration</p> <p>Responsibility</p> <p>Assistance</p> <p>Respect</p> <p>Proactivity</p> <p>Empathy</p>
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ASSESSMENT PROCESS

Learning Outcome	Learning Process	Assessment Instruments
<p>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:</p> <p>Speaking. Can relate the plot of a book or film and describe his/her reactions.</p> <p>Reading. Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts on more abstract, cultural topics such as films, books, music etc.</p> <p>Writing. Can describe feelings and relate the plot of a book or film and describe his/her reactions.</p> <p>Listening. Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.</p>	<p>Reading: Understanding for gist before answering comprehension questions.</p> <p>Listening: predicting while you hear. Multiple choice</p> <p>Speaking. Can relate the plot of a book or film and describe his/her reactions.</p> <p>Writing to describe feelings and describe reactions.</p>	<p>Checklist Practical exercises</p>

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TEACHING-LEARNING PROCESS

Methods and teaching techniques	Teaching aids and materials
<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> 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 Platforms

TRAINING FACILITIES

Classroom	Languages Lab/Work shop	Company
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Learning Units

1. Learning Unit	III. Talking about real and unreal situations.
2. Theoretical Hours	13
3. Practical Hours	22
4. Total	35
5.Objective	Exchange, check and confirm information, deal with less routine situations and explain why something is a problem.


Topic	knowledge	Skills	Values
Talking about unreal situations.	<p>Grammar</p> <ul style="list-style-type: none"> if + past, would + infinitive (second conditional) <p>Vocabulary</p> <ul style="list-style-type: none"> Animals and insects. 	<p>-Reading: Identify adverbs related to the kind of weather.</p> <p>-Listening: Regardless the confusing given options, answer the questions from a walking guide talk about a day on the mountain.</p> <p>-Writing: Explain sentences given to begin a story, by asking questions with "Who? Why? Where? When? What? and How? answer several questions; describe the weather to set the atmosphere in a story; and use adjectives to describe how the characters feel during the story.</p>	<p>Collaboration</p> <p>Responsibility</p> <p>Assistance</p> <p>Respect</p> <p>Proactivity</p> <p>Empathy</p>
Talking about phobias.	<p>Grammar</p> <ul style="list-style-type: none"> Present perfect For and since Present perfect and past simple <p>Vocabulary</p>	<p>Can read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension.</p>	<p>Collaboration</p> <p>Responsibility</p> <p>Assistance</p> <p>Respect</p> <p>Proactivity</p> <p>Empathy</p>

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	<ul style="list-style-type: none"> • Words related to fear • Phrases with for and since • Biographies 	<p>Can give straightforward descriptions on a variety of familiar subjects within his field of interest. Can give detailed accounts of experiences, describing feelings and reactions. Can describe events, real or imagined</p> <p>Listening to radio audio & recordings Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.</p>	
Asking for directions	<p>Grammar</p> <ul style="list-style-type: none"> • Past simple questions form to ask for directions • Polite questions <p>Vocabulary</p> <ul style="list-style-type: none"> • Routes • Maps 	<p>Can understand straightforward factual information about common every day or job-related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.</p> <p>Can ask for and follow detailed directions.</p>	<p>Collaboration Responsibility Assistance Respect Proactivity Empathy</p>

INGLÉS IV BIS
ASSESSMENT PROCESS

Learning Outcome	Learning Process	Assessment Instruments
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<p>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:</p> <p>Speaking. Asking for directions</p> <p>Reading. Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts on more abstract, cultural topics such as films, books, music etc.</p> <p>Writing. Writing a biography.</p> <p>Listening. Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.</p>	<p>Use grammatical structures and vocabulary to cope with a varied of communicative situations.</p>	<p>Checklist Practical exercises.</p>
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TRAINING FACILITIES


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**CAPABILITIES DERIVED FROM THE PROFESSIONAL COMPETENCES
WHICH CONTRIBUTES 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.	<p>- During a conversation, where the interlocutor expresses himself slowly, clearly, and slowly on everyday aspects:</p> <ul style="list-style-type: none"> *. 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.	<p>From a text or messages simple and clear, about everyday aspects:</p> <ul style="list-style-type: none"> *. 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.	<p>Introduces himself and others by providing basic and general information.</p> <p>Formulates and answers simple, direct questions about himself, his profession or others.</p> <p>Asks for products or services related to basic needs with stereotyped phrases and courtesy elementary formulas.</p>
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.	<p>Writes simple, isolated sentences about themselves, their life, profession and other people.</p> <p>Asks for simple forms with personal information, numbers and dates.</p>

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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
Christina Latham-Koenig Clive Oxeden Jerry Lambert Paul Seligson	(2020)	English File fourth edition	London	England	Oxford University Press
Ken Wilson	(2011)	<i>Smart Choice 1</i>	China	China	Oxford
María Victoria Saumell y Sarah Louisa Birchley	(2012)	<i>English in Common 2</i>	New York	U.S.	Pearson Longman
Joan Saslow y Allen Asher	(2011)	<i>Top Notch 2</i>	New York	U.S.	Pearson Longman
Peter Loveday, Melissa Koops, Sally Trowbridge, Lisa Varandani	(2012)	<i>Take Away English 1</i>		China	Mc Graw Hill
Mickey Rogers, Joanne Taylore-Knowles, Steve Taylore-Knowles	(2010)	<i>Open Mind 1</i>	Bangkok	Thailand	Macmillan
Philip Kerr	(2012)	<i>Straightforward Beginner</i>	Bangkok	Thailand	Macmillan

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