


### INGLÉS V BIS

<b>1. Competences</b>	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.
<b>1. Four month term</b>	Fifth
<b>2. Theory hours</b>	36
<b>3. Practical hours</b>	68
<b>4. Total hours</b>	104
<b>5. Weekly hours</b>	8
<b>6. Objective</b>	Use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions. Ask for confirmation that a form used is correct. Start again using a different tactic when communication breaks down. Correct mix-ups with tenses or expressions which lead to misunderstandings provided the interlocutor indicates there is a problem. Follow a telephone conversation.

LEARNING UNITS	Horas		
	Theoretical	Practical	Total
<b>I. Describing processes</b>	12	23	35
<b>II. Talking about past habits</b>	12	23	35
<b>III. Reporting facts</b>	12	22	34
<b>Total</b>	<b>36</b>	<b>68</b>	<b>104</b>


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## LEARNING UNITS

<b>1. Learning Unit</b>	<b>I. Describing processes</b>
<b>2. Theoretical Hours</b>	12
<b>3. Practical Hours</b>	23
<b>4. Total</b>	35
<b>5. Objective</b>	Uses reasonably accurately a repertoire of frequently used “routines” and patterns associated with more predictable situations and describing processes.

<b>Topic</b>	<b>knowledge</b>	<b>Skills</b>	<b>Values</b>
Sports	Grammar <ul style="list-style-type: none"><li>Expressing movement</li><li>Word order and phrasal verbs</li></ul> Vocabulary <ul style="list-style-type: none"><li>Sports</li></ul>	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and	Assertive argumentation Aesthetic sense Responsibility

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Topic	knowledge	Skills	Values
		<p>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>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>Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.</p>	<p>Collaboration</p> <p>Respect</p> <p>Order</p>
Inventions	<p>Grammar</p> <ul style="list-style-type: none"> <li>• Passive voice</li> </ul> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• People for different countries</li> </ul>	<p>Can describe process. 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>	

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## 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 from the unit.</p> <p><i>Listening</i> Can respond to practical audio exercises given in specific career contexts.</p> <p><i>Reading</i> Through small technical readings, can verify understanding of the information contained in a text.</p> <p><i>Speaking</i> Can demonstrate spoken competence using the unit structures and vocabulary (B1)</p> <p><i>Writing</i> 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"> <li>✓ Project-based learning activities</li> <li>✓ Task-based activities</li> <li>✓ Research work</li> <li>✓ Activities to develop reading skills</li> <li>✓ Activities to develop listening skills</li> <li>✓ Using templates to develop writing</li> <li>✓ Guided role-plays, dialogues, simulations, monologues, etc.</li> <li>✓ Completion, gap filling, matching, ordering, unscrambling, crosswords, puzzles, etc.</li> <li>✓ Drilling and repetition techniques</li> <li>✓ Teacher's guided presentations and explanations</li> <li>✓ Language lab practices</li> <li>✓ Moodle (LMS) activities</li> </ul> <p>Autonomous activities</p>	<p>Practical Exercises Simulation Rubric for Oral Presentations Rubric for video Self-assessment Written exam</p>
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# INGLÉS V BIS

## TEACHING-LEARNING PROCESS


Methods and teaching techniques	Teaching aids and materials
<p>Revision of vocabulary learning techniques</p> <ul style="list-style-type: none"> <li>-Guessing the meaning of unknown words</li> <li>-Strategies for asking for something without knowing the exact word</li> <li>-Awareness of skimming and scanning reading skills</li> <li>-Awareness of note taking skills</li> <li>-Collaborative Teams</li> <li>-Directed practices</li> <li>-Information and communication - Technologies Mediated Learning</li> </ul>	<p>Photographs</p> <p>Didactic cards</p> <p>Authentic printed audio and video material.</p> <p>Multimedia Equipment</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>Platforms</p> <p>List of stative verbs (Sense verbs, thinking verbs, verbs that express emotions, other verbs).</p>

## TRAINING FACILITIES

Classroom/virtual classroom	Languages Lab/Work shop	Company

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# INGLÉS V BIS

## LEARNING UNITS


<b>1. Learning Unit</b>	<b>II. Talking about past habits.</b>
<b>2. Theoretical Hours</b>	12
<b>3. Practical Hours</b>	23
<b>4. Total</b>	35
<b>5. Objective</b>	Expresses possibility. Talks about similarities and differences, Expresses coincidences. Practices language related to phone calls.

Topic	knowledge	Skills	Values
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Topic	knowledge	Skills	Values
Past habits	Grammar <ul style="list-style-type: none"> <li>• Used to</li> </ul> Vocabulary <ul style="list-style-type: none"> <li>• School objects</li> </ul>	<p>Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.</p> <p>Can read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension.</p> <p>Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.</p>	Assertive argumentation Aesthetic sense Responsibility Collaboration Respect Order

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Topic	knowledge	Skills	Values
Agreeing and disagreeing	Grammar <ul style="list-style-type: none"> <li>• Might</li> <li>• So, neither+auxiliars</li> </ul> Vocabulary <ul style="list-style-type: none"> <li>• Say or tell</li> <li>• Question words (review)</li> </ul>	<p>Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.</p> <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 read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension.</p>	

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Topic	knowledge	Skills	Values
On the phone	Grammar Language related to phone calls Tense review	<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 enter unprepared into conversations on familiar topics. Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.</p>	

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## 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 from the unit.</p> <p><i>Listening</i> Can respond to practical audio exercises given in specific career contexts.</p> <p><i>Reading</i> Through small technical readings, can verify understanding of the information contained in a text.</p> <p><i>Speaking</i> Can demonstrate spoken competence using the unit structures and vocabulary (B1)</p> <p><i>Writing</i> Can demonstrate I 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"> <li>✓ Project-based learning activities</li> <li>✓ Task-based activities</li> <li>✓ Research work</li> <li>✓ Activities to develop reading skills</li> <li>✓ Activities to develop listening skills</li> <li>✓ Using templates to develop writing</li> <li>✓ Guided role-plays, dialogues, simulations, monologues, etc.</li> <li>✓ Completion, gap filling, matching, ordering, unscrambling, crosswords, puzzles, etc.</li> <li>✓ Drilling and repetition techniques</li> <li>✓ Teacher's guided presentations and explanations</li> <li>✓ Language lab practices</li> <li>✓ Moodle (LMS) activities</li> </ul> <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

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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 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

### TRAINING FACILITIES

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


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## LEARNING UNITS

<b>1. Learning Unit</b>	<b>III. Reporting Facts</b>
<b>2. Theoretical Hours</b>	12
<b>3. Practical Hours</b>	22
<b>4. Total</b>	34
<b>5. Objective</b>	Describes past events and reports what someone else said.


Topic	knowledge	Skills	Values
What had happened?	<p>Grammar</p> <ul style="list-style-type: none"> <li>• Reported speech</li> <li>• Questions without auxiliars</li> <li>• Past perfect</li> </ul> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• Time expressions</li> <li>• Revision of question words</li> </ul>	<p>Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can narrate a story.</p> <p>Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.</p> <p>Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.</p>	<p>Assertive argumentation</p> <p>Aesthetic sense</p> <p>Responsibility</p> <p>Respect partners</p> <p>Order</p>

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## EVALUATION PROCESS

Learning Outcome	Learning Process	Assessment Instruments
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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	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 Platforms  List of stative verbs (Sense verbs, thinking verbs, verbs that express emotions, other verbs).

### TRAINING FACILITIES

Classroom/virtual classroom	Languages Lab/Work shop	Company
<b>X</b>	<b>X</b>	

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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
Elizabeth Gordon Phillip James Liz Stolls	(2019)	<i>English Download</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
Christina Latham-Koenig Clive Oxeden Jerry Lambert Paul Seligson	(2020)	English File fourth edition pre- intermediate	London	England	Oxford University Press

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