


### INGLÉS III 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 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.
<b>1. Fourth month term</b>	Third
<b>2. Theoretical 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>	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.


Learning Unit	Hours		
	Theoretical	Practical	Total
<b>I. Recent activities</b>	12	23	35
<b>II. Describing, comparing and contrasting.</b>	12	23	35
<b>III. Talking about the past, present and future</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. Recent activities</b>
<b>2. Theoretical Hours</b>	12
<b>3. Practical Hours</b>	23
<b>4. Total</b>	35
<b>5. Objective</b>	Students will be able to talk about recent activities describing house work, experiences about shopping and a weekend.


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<b>Topic</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Values</b>
Recent activities	Grammar Identify the form of the present perfect tense in its affirmative, negative and interrogative form using yet, just and already  Vocabulary House work Make and do	Talking about housework  Checking hypothesis using background knowledge  Understanding historical information	Collaboration Responsibility Assistance Respect Proactivity Empathy
Experiences shopping	Grammar Identify the form of the present perfect tense against the past simple in negative and interrogative form.  Vocabulary Shopping	Talking about shopping experiences  Giving and receiving opinions	Collaboration Responsibility Assistance Respect Proactivity Empathy
Weekend	Grammar Something, anything, nothing etc.  Vocabulary Adjectives ending -ed and -ing	Describing a weekend  Understanding historical information  Checking and correcting information	Collaboration Responsibility Assistance Respect Proactivity Empathy

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**INGLÉS III 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>“Listening”. Respond to a written exercise on the information contained in an audio.</p> <p>“Speaking”. In the presence of the teacher, students will participate in a role-play where he/she requests and provides information.</p> <p>“Reading”. Answering a written questionnaire about the information contained in a text.</p> <p>“Writing”. Writing an e-mail about a memorable weekend</p>	<ol style="list-style-type: none"> <li>1. Identify the form of the present perfect tense with yet, already and just in negative and interrogative form</li> <li>2. -Identify the structure and use of the present perfect against the past in question, affirmative and negative form.</li> <li>3. Use something, anything, nothing to refer to other words.</li> </ol>	<p>Checklist Practical exercises</p>

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## INGLÉS III BIS

### TEACHING-LEARNING PROCESS

Methods and teaching techniques	Teaching aids and materials
<ul style="list-style-type: none"> <li>-Revision of vocabulary learning techniques</li> <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>	<ul style="list-style-type: none"> <li>Platforms</li> <li>Photographs</li> <li>Didactic cards</li> <li>Authentic printed audio and video material.</li> <li>Multimedia Equipment</li> <li>Computer</li> <li>Printer</li> <li>Projector</li> <li>Speakers</li> <li>Internet</li> <li>MP3 Recorders and Players</li> <li>Video camera</li> <li>Lists of verbs (regular and irregular verbs in present, past and participle)</li> <li>Terms related to their study area</li> <li>List of vocabulary related to the unit</li> <li>List of phrasal verbs related to the unit</li> <li>Power point presentations</li> <li>Prezi presentations</li>   <li>List of stative verbs (Sense verbs, thinking verbs, verbs that express emotions, other verbs).</li> </ul>

### TRAINING FACILITIES

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


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# INGLÉS III BIS

## Learning Units


<b>1. Learning Unit</b>	<b>II. Describing, comparing and contrasting.</b>
<b>2. Theoretical Hours</b>	12
<b>3. Practical Hours</b>	23
<b>4. Total</b>	35
<b>5. Objective</b>	Students will be able to describe compare and contrast places, things and facts and giving arguments to take something back to a shop.

Topic	knowledge	Skills	Values
Life changes	Grammar Identify the form of comparative adjectives, adverbs and as...as structure  Vocabulary Types of numbers	Comparing habits in the present and in the past.  Identifying key points.  Scanning for data facts and numbers.	Collaboration Responsibility Assistance Respect Proactivity Empathy
Cities and health	Grammar Identify the form of the superlative + ever and present perfect and quantifiers  Vocabulary Adjectives to describe places Health and the body	Talking about memorable experiences.  Talking about your lifestyle  Understanding ranking  Understanding advice	Collaboration Responsibility Health care Assistance Respect Proactivity Empathy
Shopping	Grammar Identify 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	Collaboration Responsibility Independence Assistance Respect Proactivity Empathy

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**INGLÉS III 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>“Listening”. Respond to a written exercise on the information contained in an audio.</p> <p>“Speaking”. In the presence of the teacher, students will participate in a role-play where he/she requests and provides information.</p> <p>“Reading”. Answering a written questionnaire about the information contained in a text.</p> <p>“Writing”. Writing a description of your town city.</p>	<ol style="list-style-type: none"> <li>1. Inferring meaning</li> <li>2. Structure sentences using phrasal verbs, word formation, prepositions.</li> <li>3. Identifying parts of speech</li> <li>4. Using modals to ask for services and information.</li> </ol>	<p>Checklist Practical exercises Exam</p>

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Classroom	Languages Lab/Work shop	Company
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## Learning Units

<b>1. Learning Unit</b>	<b>III. Talking about the past, present and future</b>
<b>6. Theoretical Hours</b>	12
<b>7. Practical Hours</b>	22
<b>8. Total</b>	34
<b>9. Objective</b>	Students will be able to talk about instant decisions, offers, promises, plans and predictions based on facts and habits.


<b>Topic</b>	<b>knowledge</b>	<b>Skills</b>	<b>Values</b>
Predictions	Grammar  Identify the form of the Future will tense in its affirmative, negative and interrogative form for predictions and guesses.  Vocabulary Opposite verbs	Making predictions  Using previous knowledge to predict content  Summarizing the main point of a text	Collaboration Responsibility Critical thinking Assistance Respect Proactivity Empathy
Predictions promises and guesses	Grammar  Identify 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 reasons  Understanding specific details  Understanding the order of the events	Collaboration Responsibility Critical thinking Assistance Respect Proactivity Empathy
Dreaming	Grammar Review of all the verb forms present, past and future.  Vocabulary modifiers	Talking about past, present and future.  Checking hypothesis and understanding specific information.	Collaboration Responsibility Critical thinking Assistance Respect Proactivity Empathy

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ASSESSMENT PROCESS

Learning Outcome	Learning Process	Assessment Instruments
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### TRAINING FACILITIES


Classroom	Languages Lab/Work shop	Company
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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"> <li>*. Identifies words of common use and similar to the mother tongue.</li> <li>*. Infers the general meaning of the information</li> <li>*. Carries out actions based on elementary instructions</li> </ul>
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"> <li>*. Understands the general idea of the text</li> <li>*. Identifies names, words, and basic phrases,</li> <li>*. Performs actions following elementary and brief instructions, in simple texts that include illustrations such as signs, signs or instructions.</li> </ul>
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>


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Skills	Performance Criteria
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.

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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
María Victoria Saumell y Sarah Louisa Birchley	(2012)	<i>English in Common 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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