# ASIGNATURA DE INGLÉS VII

| | |
|---|---|
| 1. **Competencies** | Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. <br> Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. <br> Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans. <br> All of these correspond to a developing B1 level according to the CEFR |
| 2. **Four-month term** | Eighth |
| 3. **Hours in theory** | 15 |
| 4. **Hours in Practice** | 45 |
| 5. **Total hours** | 60 |
| 6. **Total hours/week** | 4 |
| 7. **Learning objective** | The student can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. The student can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events) and give opinion. The student can discuss about prohibition, permission, ability and possibility. |

| Learning Unit | Hours | | |
|---|---|---|---|
| | Theoretical | Practical | Total |
| I.     **Talking about cultural issues** | 5 | 15 | 20 |
| II.    **Discussing about manners** | 5 | 15 | 20 |
| III.   **Talking about abilities and possibilities** | 5 | 15 | 20 |
| **Total** | **15** | **45** | **60** |

**INGLÉS VII**

*LEARNING UNITS*

| | | |
|---|---|---|
| 1. **Learning unit** | I. | **Talking about cultural issues** |

| 2. Theory hours | 5 |
|---|---|
| 3. Practice hours | 15 |
| 4. Total, hours | 20 |
| 5. Learning Objectives | The student can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling and express opinion. |

| Topics | Knowledge | Performance | Values |
|---|---|---|---|
| Driving in other countries | **Grammar:**<br>• Comparatives and superlatives<br><br>**Vocabulary:**<br>• Transport | Role-play<br>Dialogues to discuss about driving in other countries<br>4 skills blended activities.<br>Reading to get specific information<br>Listening to get specific information | -Communicating with a positive and proactive attitude<br>-Respect<br>-Be proactive in asking questions<br>-Tolerance<br>-Culture |
| Gender | **Grammar:**<br>• a/an/the/no article<br><br>**Vocabulary:**<br>• Collocations | Role-play<br>Dialogues to discuss about gender issues<br>4 skills blended activities.<br>Reading to get specific information<br>Listening to get specific information | -Communicating with a positive and proactive attitude<br>-Respect<br>-Be proactive in asking questions<br>-Tolerance<br>-Gender equality |
| Celebrities | **Grammar and vocabulary to give opinion** | Role-play<br>Dialogues to give opinion<br>4 skills blended activities.<br>Reading to get specific information<br>Listening to get specific information | -Communicating with a positive and proactive attitude<br>-Respect<br>-Be proactive in asking questions<br>-Tolerance<br>-Gender equality |

*EVALUATION PROCESS*

| Learning results | Learning sequence | Grading instruments |
|---|---|---|

| Learning results are focused on developing the 4 skills within the contexts of the learner´s career utilizing the vocabulary and structures of the unit all corresponding to a B1 level. | 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. | Checklists Role-plays Rubrics Self-evaluation Peer evaluation Quizzes Tests |
|---|---|---|
| **Listening** Can respond to practical exercises in work contexts about the information contained in audio. (Towards B1 level) | Examples of techniques or activities: ✓ Project-based learning activities. ✓ Task-based activities. ✓ Research work. ✓ Activities to develop reading strategies. ✓ Activities to develop listening strategies. | |
| **Reading** Can verify understanding of general and specific information contained in a text. | ✓ Using templates to develop writing. ✓ Guided role plays, dialogues, simulations, monologues, etc. ✓ Reading analysis and oral comprehension exercises. | |
| **Speaking** Can demonstrate spoken competence using the unit structures and vocabulary (towards B1 level) | ✓ Completion, gap filling, matching, ordering, unscrambling, crosswords, puzzles, etc... ✓ Drilling and repetition techniques. ✓ Dictation. ✓ Teacher´s presentations and explanations. | |
| **Writing** Can demonstrate written competence using the unit structures and vocabulary (towards a B1 level) | ✓ English lab practices. ✓ Language Laboratory ✓ Platform activities. ✓ Autonomous activities. ✓ Language Resources Centre | |

## *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 *(ex: magazines)* Multimedia equipment Printer; printed materials Audios and videos Compact disks, DVDs, USB Internet access Computers Projectors English reference materials (dictionary, etc.) LMS |

| **Classroom** | **Laboratory / Workshop** | **Company** |
|---|---|---|
| **X** | **X** | |

# INGLÉS VII

*LEARNING UNITS*

| Learning Unit | II. Discussing about manners |
|---|---|
| **Theory hours** | 5 |
| **Practice hours** | 15 |
| **Total hours** | 20 |
| **Learning Objectives** | The student can discuss about prohibition and permission |

| Topics | Knowledge | Performance | Values/ Behavior |
|---|---|---|---|
| Bad manners | **Grammar:**<br>• Obligation<br>• Prohibition<br>**Vocabulary:**<br>• Phone language | Role-play.<br>Dialogues to discuss about manners<br>Spelling<br>4 skills blended activities<br>Reading to get specific information<br>Listening to get specific information | - Communicating with a positive and proactive attitude<br>- Respect<br>- Be proactive in asking questions<br>- Tolerance<br>-  Politeness |

*EVALUATION PROCESS*

| Learning results | Learning sequence | Grading instruments |
|---|---|---|

| | | |
|---|---|---|
| Learning results are focused on developing the 4 skills within the contexts of the learner´s career utilizing the vocabulary and structures of the unit all corresponding to a B1 level.<br><br>Listening<br>Can respond to practical exercises in work contexts about the information contained in audio. (Towards B1 level)<br><br>Reading<br>Can verify understanding of general and specific information contained in a text. (Towards B1 level)<br><br>Speaking<br>Can demonstrate spoken competence using the unit structures and vocabulary (towards B1 level)<br><br>Writing<br>Can demonstrate written competence using the unit structures and vocabulary (towards a B1 level) | 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.<br><br>Examples of techniques or activities:<br>✓ Project-based learning activities.<br>✓ Task-based activities.<br>✓ Research work.<br>✓ Activities to develop reading strategies.<br>✓ Activities to develop listening strategies.<br>✓ Using templates to develop writing.<br>✓ Guided role plays, dialogues, simulations, monologues, etc.<br>✓ Reading analysis and oral comprehension exercises.<br>✓ Completion, gap filling, matching, ordering, unscrambling, crosswords, puzzles, etc...<br>✓ Drilling and repetition techniques.<br>✓ Dictation.<br>✓ Teacher´s presentations and explanations.<br>✓ English lab practices.<br>✓ Language Laboratory<br>✓ Platform activities.<br>✓ Autonomous activities.<br>✓ Language Resources Centre | Checklists<br>Role-plays<br>Rubrics<br>Self-evaluation<br>Peer evaluation<br>Quizzes<br>Tests |

*LEARNING PROCESS*

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

|  | LMS |  |
|---|---|---|
|  |  |  |

*FORMATIVE SPACE*

| **Classroom** | **Laboratory / Workshop** | **Company** |
|---|---|---|
| **X** | **X** |  |

| **Learning Unit** | **III.    Talking about abilities and possibilities** |
|---|---|
| **Theory hours** | 5 |
| **Practice hours** | 15 |
| **Total hours** | 20 |
| **Learning Objectives** | The student can discuss about abilities and possibilities. |

| **Topics** | **Knowledge** | **Performance** | **Values/ Behavior** |
|---|---|---|---|
| I can | **Grammar:**<br>• Can, could<br>• Be able to<br>**Vocabulary:**<br>• Ed-ing adjectives | Role-play.<br>Dialogues to discuss about abilities and possibilities<br>Spelling<br>4 skills blended activities<br>Reading to get specific information<br>Listening to get specific information | - Communicating with a positive and proactive attitude<br>- Respect<br>- Be proactive in asking questions<br>- Tolerance<br>- Empathy<br>- Art |

*EVALUATION PROCESS*

| **Learning results** | **Learning sequence** | **Grading instruments** |
|---|---|---|

| | | |
|---|---|---|
| Learning results are focused on developing the 4 skills within the contexts of the learner´s career utilizing the vocabulary and structures of the unit.<br><br>Listening<br>Can respond to practical exercises in work contexts about the information contained in audio.<br><br>Reading<br>Can verify understanding of general and specific information contained in a text.<br><br>Speaking<br>Can demonstrate spoken competence using the unit structures and vocabulary (towards B1 level)<br><br>Writing<br>Can demonstrate written competence using the unit structures and vocabulary (towards a B1 level) | 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.<br><br>Examples of techniques or activities:<br>✓ Project-based learning activities.<br>✓ Task-based activities.<br>✓ Research work.<br>✓ Activities to develop reading strategies.<br>✓ Activities to develop listening strategies.<br>✓ Using templates to develop writing.<br>✓ Guided role plays, dialogues, simulations, monologues, etc.<br>✓ Reading analysis and oral comprehension exercises.<br>✓ Completion, gap filling, matching, ordering, unscrambling, crosswords, puzzles, etc...<br>✓ Drilling and repetition techniques.<br>✓ Dictation.<br>✓ Teacher´s presentations and explanations.<br>✓ English lab practices.<br>✓ Language Laboratory<br>✓ Platform activities.<br>✓ Autonomous activities.<br>✓ Language Resources Centre | Checklists<br>Role-plays<br>Rubrics<br>Self-evaluation<br>Peer evaluation<br>Quizzes<br>Tests |

*LEARNING PROCESS*

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

| Classroom | Laboratory / Workshop | Company |
|:---:|:---:|:---:|
| X | X | |

## INGLÉS VII

*DERIVED ABILITIES OF THE PROFESSIONAL COMPETENCIES CONTRIBUTE TO THE COURSE*

| Abilities | Performance criteria |
|---|---|
| Interpret general ideas of written and spoken information in standard language and contexts of work situations. | From previously provided information either orally or in writing:<br>- React nonverbally to the message received.<br>- Exchange and present ideas provided in the previous information assuming roles with pronunciation, intonation, fluency, structure, and appropriate language.<br>- Prepare simple basic writings with grammatical structure and according to a communication situation. |
| Express feelings, thoughts, knowledge, experiences, ideas, reflections, and opinions, using sentences, vocabulary, and grammatical structures to carry out grammatical and lexical planning with reasonable correction. | 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.<br><br>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.<br><br>Outline orally, based on previous information, describing the steps to address a situation in a logical and structured way and with grammatical precision. |

| **ELABORÓ:** | Comité Técnico de Idiomas | **REVISÓ:** | Subdirección de Programas Educativos | |
|---|---|---|---|---|
| **APROBÓ:** | D. G. U. T. y P. | **FECHA DE ENTRADA EN VIGOR:** | Septiembre de 2022 | |

F-CAD-SPE-24-PE-5A-XX

| **Abilities** | **Performance criteria** |
| --- | --- |
| Write documents in a coherent and cohesive way based on previous information, to transmit verbal or written basic information according to the desired objective. | Prepare and present texts 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 2022 | |

F-CAD-SPE-24-PE-5A-XX

# INGLÉS VII
*BIBLIOGRAPHY*

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