|  | TÉCNICO SUPERIOR UNIVERSITARIO EN TURISMO  EN COMPETENCIAS PROFESIONALES |  |
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**INGLÉS I BIS**

| **1. Competencies** | Communicate feelings, thoughts, knowledge,  experiences, ideas, reflections, opinions, in the public, personal, educational and occupational fields, productively and receptively in the English language according to level A2+, independent user, In the performance of their duties in their work, social and personal environment. |
| --- | --- |
| **2. Forth month period** | First |
| **3. Theoretical hours** | 38 |
| **4. Practical hours** | 74 |
| **5. Total hours** | 112 |
| **6. Weekly hours** | 10 |
| **7. Objective** | The student will express routine, momentary and  permanent actions and experiences, politely investigating and confirming information about schedules, places and services, to describe changes in their professional, personal and technological development. |

| **Learning Unit** | **Hours** | | |
| --- | --- | --- | --- |
| **Theoretical** | **Practical** | **Total** |
| Talking about friendship and decision making | 14 | 25 | 39 |
| Traveling | 14 | 25 | 39 |
| Eating and Drinking | 10 | 24 | 34 |
| **Total** | **38** | **74** | **112** |

# INGLÉS I BIS Learning Units

| **1. Learning Unit** | I. Talking about friendship and decision making |
| --- | --- |
| **2. Theoretical Hours** | 14 |
| **3. Practical Hours** | 25 |
| **4. Total** | 39 |
| **5. Objective** | The student will describe routine, momentary and permanent actions, as well as tasks and execution instructions, to propose improvements to procedures in his area of specialty. |

| **Topic** | **knowledge** | **Skills** | **Values** |
| --- | --- | --- | --- |
| "Simple Present" and  "Present continuous” | Differentiate the use of: "Simple Present" and "Present Continuous", and their standard placement. | Discussion and decision making  Talking about friendship and characteristics  Agreeing and Disagreeing | Responsibility Punctuality Assistance Respect Proactivity Empathy Leadership Team Collaboration |
| "Simple Past and Past continuous" | Explain the use of the Simple Past and Past continuous structures | Comparing photos  Talking about people from other countries and their traditions. | Responsibility Punctuality Assistance Respect Proactivity Empathy Leadership Team Collaboration |

**INGLÉS I BIS** *ASSESSMENT PROCESS*

| **Learning Outcome** | **Learning Process** | **Assessment Instruments** |
| --- | --- | --- |
| From a practical case with audiovisual material referring to processes in his area of expertise, he will elaborate the description of a procedure of an activity.  From a practical exercise, conduct a survey to your colleagues and give a summary of the results obtained, specifying:  - Routines  - Changes in your lifestyle  - Temporary events that have had an impact on your routine. | 1. Looking for words with similar meanings in a text.  2. Understand word formation, phrasal verbs, prepositions.  3. Organizing ideas  4. Understand the structure of sentences that denote habitual actions or the moment with the use of gerunds and infinitives | * Practical cases * Rubric |

**INGLÉS I BIS**

*TEACHING-LEARNING PROCESS*

| **Methods and teaching techniques** | **Teaching aids and materials** |
| --- | --- |
| * Role play * Case analysis * Situated learning | Internet, DVD, movies, CD music, CD ROM, software specialized in language learning, interactive classrooms, projector laboratories, magazines, authentic documents, overhead projector, computer equipment, Simulators. |
|  |

*TRAINING FACILITIES*

| **Classroom** | **Languages Lab/Work shop** | **Company** |
| --- | --- | --- |
| **X** | **X** |  |

**INGLÉS I BIS**

*LEARNING UNIT*

| 1. Learning Unit | **II. Traveling** |
| --- | --- |
| **2. Theoretical Hours** | 14 |
| **3. Practical Hours** | 25 |
| **4. Total** | 39 |
| **5. Objective** | The student will tell past events to highlight characteristics related to the origin, authorship, inventions, discoveries and art in a museum. As well, the student will talk about different ways of traveling. |

| **Topic** | **Knowledge** | **Skills** | **Values** |
| --- | --- | --- | --- |
| Present perfect vs. simple past | Identify the structure of the present perfect and its use. | Talking about museums  Asking questions correctly | Responsibility Punctuality Assistance Respect Proactivity Empathy Leadership Team Collaboration |
| Future with will and be going to | Identify the structure of future and its use | Talking about different ways of traveling  Giving directions  Using the imperative and time expressions |

**INGLÉS I BIS**

*ASSESSMENT PROCESS*

| **Learning Outcome** | **Learning Sequence** | **Assessment Instruments** |
| --- | --- | --- |
| They will elaborate and expose the report of a visit to a museum. He will include  - Schedule  - Itinerary (activities) | 1. Identify words related to museums and collections.  2. Structure sentences using phrasal verbs, word formation, prepositions.  3. Identify the structure of the present perfect.  4. Structure sentences using simple past  5. Express the structures of future | * Project * Rubric |

**INGLÉS I BIS**

TEACHING-LEARNING PROCESS

| **Methods and teaching techniques** | **Teaching aids and Materials** |
| --- | --- |
| * Investigation * Group Discussion * Project Based Learning | Dictionary, Internet, CD player, DVD, movies, CD music, CD ROM, software specialized in language learning, interactive classrooms, projector laboratories, Magazines, authentic documents, projector, computer equipment. |

*Training Facilities*

| **Classroom** | **Languages Lab/Work shop** | **Company** |
| --- | --- | --- |
| **X** | **X** |  |

**INGLÉS I BIS**

*LEARNING UNIT*

| **1. Learning Unit** | **III. Eating and Drinking** |
| --- | --- |
| **2. Theoretical** **Hours** | 10 |
| **3. Practical Hours** | 24 |
| **4. Total** | 34 |
| **5. Objective** | The student will exchange information in a courteous manner, regarding places, services and schedule, to make decisions and make recommendations. |

| **Topic** | **Knwoledge** | **Skills** | **Values** |
| --- | --- | --- | --- |
| Words related to eating and drinking | Identify the countable and uncountable nouns | Choosing the best option  Talking about restaurants and meals | Proactive Outgoing Creative Autonomous Respectful Dynamic Tolerant Assertive |
| Collocations,Prepositions, Expressions | Identify the structures,  use and function of : Collocations, Prepositions, Expressions. | Giving advice and justifying opinions | Proactive Outgoing Creative Autonomous Respectful Dynamic Tolerant Assertive |

**INGLÉS I BIS**

*ASSESSMENT PROCESS*

| **Learning Outcome** | **Learning Sequence** | **Assessment Instruments** |
| --- | --- | --- |
| From a practical case concerning a restaurant suggestion  - Prepare a menu brochure,  - Through a role play, will describe a dish, a drink.  - Will provide, obtain and confirm information about drinks and foods. | 1. Identify the structure and use of indirect questions.  2. Differentiate the countable and uncountable nouns, quantifiers.  3. Explain advantages and disadvantages  4 Identify the phrases for giving a fact and an opinion. | * Case study * Observation Guide |

**INGLÉS I BIS**

TEACHING-LEARNING PROCESS

| **Methods and teaching techniques** | **Teaching aids and Materials** |
| --- | --- |
| * Case analysis * Project-based learning * Role play | Dictionary, Internet, CD player, DVD, movies, CD music, CD ROM, software specialized in language learning, interactive classrooms, projector laboratories, Magazines, authentic documents, projector, computer equipment. |

*Training Facilities*

| **Classroom** | **Languages Lab/Work shop** | **Company** |
| --- | --- | --- |
| **X** | **X** |  |

**INGLÉS I BIS**

**CAPABILITIES DERIVED FROM THE PROFESSIONAL COMPETENCES WHICH CONTRIBUTS TO THE SUBJECT**

| **Capability** | **Performance Criteria** |
| --- | --- |
| Interpret complex written and verbal information in texts or extensive speeches of concrete and abstract themes, even if they are of a technical nature, as long as they are within their field of specialization, following plot lines, in order to define and sustain their own posture | Based on information previously provided either orally or in writing:  -. Reacts nonverbal to the message sent.  -. It exchanges and presents in a detailed way approaches and positions as well as its advantages and disadvantages provided in the previous information.  -. Expresses and defends an opinion or personal proposal based on the information that was presented to him / her before. |
| Expressing feelings, thoughts, knowledge,  experiences, ideas, reflections, opinions, in a clear and detailed manner, arguing, highlighting the importance, advantages and disadvantages of a wide range of topics related to their area of expertise, to defend their points of view and Submit proposals. | He participates in conversations with fluency and  spontaneity, on subjects of his specialty, abstract and cultural, using pertinent vocabulary to be  able to communicate with security and grammatical precision, maintaining a conversation, recognizing and correcting his mistakes.  -Write messages in which it requests or contributes points of view on subjects of its specialty to support the decision-making.  - Explains problems accurately, defends their points of view and presents proposals.  - Respond to messages in writing, highlighting the personal importance of experiences and feelings, without making mistakes that make comprehension difficult, exposing the advantages and disadvantages of several options, using complex sentences. |
| Contrast Information from various sources  concerning contemporary problems in which different positions or points of view are referred to, through techniques of textual analysis, to relate, contrast, define and sustain one's own posture or others. | Sketches information on contemporary issues  and issues in a logical and structured way related to their area of expertise.  - Produces essays in a structured and logical manner related to contemporary problems comparing their personal position with that of the authors consulted supporting or refuting the  opinion of the same |
| Write clear and detailed documents on a  wide range of topics related to your area of expertise, proposing motives, highlighting the importance of certain facts and experiences, to support or refute a specific point of view. | Write reports in a structured, logical and intelligible way, without obvious misspellings on a wide variety of topics of their specialty, explaining advantages and disadvantages, from a concrete point of view |

**INGLÉS I BIS**

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