

ASIGNATURA DE INGLÉS VI

1. Competencies	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. 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. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans. All of these correspond to a developing B1 level according to the CEFR
2. Four-month term	Seventh
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 present clear, detailed descriptions on a wide range of subjects related to his/her field of interest and can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. They can get general and more specific information from spoken or written texts and can react to what people say.

Learning Unit	Hours		
	Theoretical	Practical	Total
I. Talking about habits	5	15	20
II. Reacting to what people say	5	15	20
III. Discussing about life experiences	5	15	20
Total	15	45	60

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LEARNING UNITS

1. Learning unit	I. Talking about habits
2. Theory hours	5
3. Practice hours	15

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4. Total hours	20
5. Learning Objectives	The student can present clear, detailed descriptions on a wide range of subjects related to his/her field of interest and can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Topics	Knowledge	Performance	Values
Talking about eating habits	Grammar: - Present simple and continuous, action and non-action verbs Vocabulary: - Food - Cooking	Role-play Dialogues to talk about eating habits and cooking processes. 4 skills blended activities. Reading to get specific information Listening to get specific information	-Communicating with a positive and proactive attitude -Respect -Be proactive in asking questions -Tolerance -Healthy habits
Modern families	Grammar: - Future forms Present continuous, be going to, will Vocabulary: - Family Adjectives of personality	Role-play. Dialogues to talk about families. Spelling 4 skills blended activities Reading to get specific information Listening to get specific information	- Communicating with a positive and proactive attitude - Respect - Be proactive in asking questions - Tolerance - Family

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. Listening Can respond to practical exercises in work contexts about the information contained in audio. (Towards 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. <u>Examples of techniques or activities:</u> ✓ Project-based learning activities. ✓ Task-based activities. ✓ Research work. ✓ Activities to develop reading strategies.	Checklists Role-plays Rubrics Self-evaluation Peer evaluation Quizzes Tests

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Reading Can verify understanding of general and specific information contained in a text. Speaking Can demonstrate spoken competence using the unit structures and vocabulary (towards B1 level) Writing Can demonstrate written competence using the unit structures and vocabulary (towards a B1 level)	✓ Activities to develop listening strategies. ✓ Using templates to develop writing. ✓ Guided role plays, dialogues, simulations, monologues, etc. ✓ Reading analysis and oral comprehension exercises. ✓ Completion, gap filling, matching, ordering, unscrambling, crosswords, puzzles, etc... ✓ Drilling and repetition techniques. ✓ Dictation. ✓ Teacher's presentations and explanations. ✓ English lab practices. ✓ Language Laboratory ✓ Platform activities. ✓ Autonomous activities. ✓ Language Resources Centre	
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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: <i>magazines</i>) Multimedia equipment Printer; printed materials Audios and videos Compact disks, DVDs, USB Internet access Computers Projectors English reference materials (dictionary, etc.) LMS

FORMATIVE SPACE

Classroom	Laboratory / Workshop	Company
X	X	

Learning Unit	II. Reacting to what people say
Theory hours	5
Practice hours	15
Total hours	20

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Learning Objectives	The student can get general and more specific information from spoken or written texts and can react to what people say.
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Topics	Knowledge	Performance	Values/ Behavior
Meeting people	Grammar and Vocabulary Language needed to react to what people say.	Role-play. Dialogues to introduce and being introduced to people and react to what other people say. 4 skills blended activities. Reading to get specific information. Listening to get specific information	- Communicating with a positive and proactive attitude - Respect - Be proactive in asking questions - Tolerance - Family

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. Listening Can respond to practical exercises in work contexts about the information contained in audio. Reading Can verify understanding of general and specific information contained in a text. Speaking Can demonstrate spoken competence using the unit	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. <u>Examples of techniques or activities:</u> ✓ Project-based learning activities. ✓ Task-based activities. ✓ Research work. ✓ Activities to develop reading strategies. ✓ Activities to develop listening strategies. ✓ Using templates to develop writing. ✓ Guided role plays, dialogues, simulations, monologues, etc. ✓ Reading analysis and oral comprehension exercises.	Checklists Role-plays Rubrics Self-evaluation Peer evaluation Quizzes Tests

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structures and vocabulary (towards B1 level)	✓ Completion, gap filling, matching, ordering, unscrambling, crosswords, puzzles, etc...	
Writing Can demonstrate written competence using the unit structures and vocabulary (towards a B1 level)	✓ Drilling and repetition techniques. ✓ Dictation. ✓ Teacher's presentations and explanations. ✓ English lab practices. ✓ Language Laboratory ✓ Platform activities. ✓ Autonomous activities. ✓ Language Resources Centre	

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FORMATIVE SPACE

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LEARNING UNITS

Learning Unit	III. Discussing about life experiences
Theory hours	5
Practice hours	15
Total hours	20
Learning Objectives	The student can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans and can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

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Topics	Knowledge	Performance	Values/ Behavior
Money matters	Grammar: - Present perfect - Past simple Vocabulary: - Money	Role-play. Dialogues to talk about spending money and saving money Spelling 4 skills blended activities Reading to get specific information Listening to get specific information	- Communicating with a positive and proactive attitude - Respect - Be proactive in asking questions - Tolerance - Economy
Changing lives	Grammar: - Present perfect - For/since - Present perfect continuous Vocabulary: - Strong adjectives	Role-play. Dialogues to talk about relevant life experiences Spelling 4 skills blended activities Reading to get specific information Listening to get specific information	- Communicating with a positive and proactive attitude - Respect - Be proactive in asking questions - Tolerance - Empathy

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. Listening Can respond to practical exercises in work contexts about the information contained in audio. (towards B1 level) Reading	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. <u>Examples of techniques or activities:</u> ✓ Project-based learning activities. ✓ Task-based activities. ✓ Research work. ✓ Activities to develop reading strategies. ✓ Activities to develop listening strategies. ✓ Using templates to develop writing. ✓ Guided role plays, dialogues, simulations, monologues, etc.	Checklists Role-plays Rubrics Self-evaluation Peer evaluation Quizzes Tests

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Can verify understanding of general and specific information contained in a text. (towards B1 level) Speaking Can demonstrate spoken competence using the unit structures and vocabulary (towards B1 level) Writing Can demonstrate written competence using the unit structures and vocabulary (towards a B1 level)	✓ Reading analysis and oral comprehension exercises. ✓ Completion, gap filling, matching, ordering, unscrambling, crosswords, puzzles, etc... ✓ Drilling and repetition techniques. ✓ Dictation. ✓ Teacher's presentations and explanations. ✓ English lab practices. ✓ Language Laboratory ✓ Platform activities. ✓ Autonomous activities. ✓ Language Resources Centre	
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DERIVED ABILITIES OF THE PROFESSIONAL COMPETENCIES CONTRIBUTE TO THE COURSE

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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: - 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 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. 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.
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.

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BIBLIOGRAPHY

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

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