

ASIGNATURA DE INGLÉS VIII

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	Nineth
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 communicate with some confidence on familiar routine and non-routine matters related to the past and ask for and give permission. The student can express thoughts on more abstract, cultural topics such as films, books, music etc. and can discuss about real and unreal events, identify problems and make suggestions.

Learning Unit	Hours		
	Theoretical	Practical	Total
I. Talking about the past	5	15	20
II. Discussing about movies and pictures	5	15	20
III. Talking about real and unreal situations	5	15	20
Total	15	45	60

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LEARNING UNITS

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

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4. Total, hours	20
5. Learning Objectives	The student can communicate with some confidence on familiar routine and non-routine matters related to the past and ask for and give permission.

Topics	Knowledge	Performance	Values
Superstitions	Grammar: - Past tenses Vocabulary: - Sports	Role-play Dialogues to discuss about superstitions 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 -Sport
Habits in the past	Grammar: - Used to/use to Vocabulary: - Relationships	Role-play Dialogues to discuss about relationships 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 -Friendship
Permission and requests	Grammar and vocabulary to give permission and ask for requests	Role-play Dialogues to give permission and ask for requests 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 - Politeness

EVALUATION PROCESS

Learning results	Learning sequence	Grading instruments
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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 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 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. ✓ 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	Checklists Role-plays Rubrics Self-evaluation Peer evaluation Quizzes Tests
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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

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FORMATIVE SPACE

Classroom	Laboratory / Workshop	Company
X	X	

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LEARNING UNITS

Learning Unit	II. Discussing about movies and pictures
Theory hours	5
Practice hours	15
Total hours	20
Learning Objectives	The student can express thoughts on more abstract, cultural topics such as films, books, music etc.

Topics	Knowledge	Performance	Values/ Behavior
Behind the scenes	Grammar: - Passive Vocabulary: - Cinema	Role-play. Dialogues to talk about movies 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 - Art
Pictures	Grammar: - Modals of deduction Vocabulary: - The body	Role-play. Dialogues to describe pictures 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 - Art

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Learning Unit	III. Talking about real and unreal situations
Theory hours	5
Practice hours	15
Total hours	20
Learning Objectives	The student can talk about real and unreal events and make suggestions.

Topics	Knowledge	Performance	Values/ Behavior
Life	Grammar: - First conditional Vocabulary: - Education	Role-play. Dialogues to discuss about life matters 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 - Education

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Topics	Knowledge	Performance	Values/ Behavior
Houses	Grammar: - Second conditional Vocabulary: - Houses	Role-play. Dialogues to discuss about houses 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 - Family
Making suggestions	Grammar and Vocabulary to make suggestions	Role-play. Dialogues to make suggestions 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 - Education - Relationships

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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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