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| Un conjunto de letras blancas en un fondo blanco  Descripción generada automáticamente con confianza media | TÉCNICO SUPERIOR UNIVERSITARIO EN  TERAPIA FÍSICA ÁREA  TURISMO DE SALUD Y BIENESTAR  EN COMPETENCIAS PROFESIONALES | descarga |

**ASIGNATURA DE INGLÉS I**

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| 1. **Competences** | To communicate feelings, thoughts, knowledge, experiencies, ideas, reflections, opinions through simple and commonly used expressions, in a productive and receptive way in the English language according to the A2 level, basic user, of the Common European Framework of Reference (CEFR) to contributing to the student’s performance on their duties in the workplace, social and personal environment. |  |
| 1. **Four-month Term** | First |  |
| 1. **Theory hours** | 20 |  |
| 1. **Practice hours** | 40 |  |
| 1. **Total hours** | 60 |  |
| 1. **Total hours per week in term** | 4 |  |
| 1. **Learning objective** | The student will provide and ask information (personal, likes, and common activities) using a repertoire of basic expressions to contributing to their closest social and work scope based on personal affinities. | |

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| **Learning Units** | **Hours** | | |
| **Theory** | **Practice** | **Total** |
| Presentación | 10 | 20 | 30 |
| Actividades | 10 | 20 | 30 |
| **Totals** | **20** | **40** | **60** |
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**INGLÉS I**

*LEARNING UNITS*

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| --- | --- |
| 1. **Learning Unit** | **I. Presentación** |
| 1. **Theory hours** | 10 |
| 1. **Practice hours** | 20 |
| 1. **Total hours** | 30 |
| 1. **Objective of the Learning Unit** | The student will exchange information about themself and from other people to establish basic social contacts of their close environment. |

| **Topics** | **Know** | **Know how** | **Be** |
| --- | --- | --- | --- |
| Introduction | To identify the basic greetings and farewells in formal and informal contexts.  To identify the basic phonetics of the English language.  To identify the pronunciation of the letters in the English alphabet.  To identify pronunciation and spelling of numbers from 0 to 100.  To identify the instructions and expressions in the classroom.  To identify the main polite expressions: “excuse me”, “thank you”, “please”, “you are welcome”. | To say greetings and farewells.  To spell words.  To write words spelt to them.  To write dates. | Confidence. |
|  | To identify the days of the week and the months of the year.  To identify basic punctuation and spelling rules. |  |  |
| Personal information | To identify the structure and use of the verb BE in the present simple in its affirmative, negative and interrogative forms.  To identify the personal pronouns.  To identify the contractions of the verb BE.  To explain the use of the personal pronoun “it”.  To identify the common expressions to tell personal data: what their name is, where they live, nationality, marital status, mother tongue, job, place of study or work, telephone number, and email address.  To identify the indefinite articles “a” and “an”. To identify the singular, plural, and irregular plural forms of nouns.  To identify adjectives of physical appearance and the intensifiers “very” and “so”. | To do a personal presentation of their family and other people.  To ask and give information about other people.  To ask and give information about possession and belonging.  To describe the physical characteristics of people. | Confidence |
|  | To identify possessive adjectives and pronouns.  To explain the use and rules of ‘s, and the use of whose.  To identify the structure of the verb BE with the interrogative forms: who, what, where, how old.  To match affirmative and negative short answers with the verb BE.  To distinguish information from an audio and a text. |  |  |

**INGLÉS I**

*EVALUATION PROCESS*

| **Learning result** | **Learning sequence** | **Instruments and types of evaluations** |
| --- | --- | --- |
| Starting with practical exercises of personal introduction and of third people that includes: name, address, age, telephone number, email, nationality, marital status, mother tongue, job, where and what they study, as well as physical appearance using polite greeting and farewell expressions, will create a portfolio of evidences gathered based on the following tasks:  "Listening".-  To listen to an audio track and to answer a written questionnare about information in the audio.  "Speaking".-  With the teacher present, interview a partner exchanging personal information, and, with this information, they introduce their partner to a third person.  "Reading".-  To answer a written questionnare about information in a text.  "Writing".-  To write an email including: - A paragraph with 40-60 introducing themself. - A paragraph with 40-60 words introducing at least two family members of different gender. | 1. To comprehend the basic notions of phonetics.  2. To identify the common expressions to say greetings and farewells.  3. To understand the use of the verb BE in its affirmative, negative, and interrogative forms.  4. To identify the use of the personal pronoun “it”.  5. To identify the elements of personal introduction and of others. | Checklist.  Practical exercises. |

**INGLÉS I**

*TEACHING LEARNING PROCESS*

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| **Teaching metodos and techniques** | **Didactic means and materials** |
| Collaborative teams. Guided practice. Reading techniques: deduce and search specific for information. | Photographs. Didactic cards. Authentic printed, audio and video material. Compact disks, USB flash drives.  Multimedia equipment. TV screen. Computer. Printer. Projector. Speakers. Internet connection. Recorder and MP3 player. Videocamera.  Vocabulary lists: - countries - nationalities - languages - jobs - colours - adjectives - family - numbers - days of the week - months of the year - mood states - greeting and farewell expressions - reflexive pronouns |

*FORMATION SPACE*

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

**INGLÉS I**

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*LEARNING UNITS*

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| --- | --- |
| **1. Learning Unit** | **II. Actividades** |
| 1. **Theory hours** | 10 |
| 1. **Practice hours** | 20 |
| 1. **Total hours** | 30 |
| 1. **Objective of the Learning Unit** | The student will exhange verbal and written information about everyday activities in chronological order, their likes, and to point out location of places and objects to integrate themself in their immediate environment based on personal affinities. |

| **Topics** | **Know** | **Know how** | **Be** |
| --- | --- | --- | --- |
| My everyday activities. | To identify the pronunciation and spelling of numbers 100 to infinite.  To match expressions to tell the time, period of the day, and dates with the prepositions “at”, “in”, “on”.  To identify the structure, use and contractions of the present simple in its affirmative, negative, and interrogative forms.  To ientify the contractions “don’t” and “doesn’t”.  To explain the conjugation of the third persons in the present simple. | To give and ask for information of what activities, what time, and how often they are done.  To ask and tell the time and date.  To exchange information of everyday activities sequence.  To tell and ask for preferences.  To perform actions from defined chronological sequences. | Confidence |
|  | To identify the use of time expressions of the present simple and adverbs of frequency: always, usually, sometimes, never.  To match interrogative words (who, what, which, when, how, why, how often, what time) with the structure of the present simple.  To identify the time connectors: first, then, next, after that, finally.  To identify vebs to express likes: like, love, hate + -ing. To identify the object pronouns.  To identify pronunciation and spelling of ordinal numbers. |  |  |
| Locations. | To explain the structure and use of “there is” and “there are” in their affirmative, negative, and interrogative forms.  To match prepositions of place (in, on, under, behind, next to, between, at, in front of, across) in the city, the house, and at work.  To identify the use of the imperative to give directions. | To locate places and objects in a determined space.  To give and ask for information on how to get to a place.  To follow instructions to get to another place. | Confidence |

**INGLÉS I**

*EVALUATION PROCESS*

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| --- | --- | --- |
| **Learning result** | **Learning sequence** | **Instruments and types of evaluations** |
| Starting from practice exercises related to everyday activities and location of places and objects, the student will create a portfolio of evidences gathered from the following tasks:  "Listening".-  To answer a written questionnare about information in an audio track.  "Speaking".-  In presence of the teacher, the student talks with a partner about their everyday activities and location of things and places; then, using the information gathered from the partner, tells such activities to a third person.  "Reading".-  To answer a written questionnare about information in a text.  "Writing".-  To write a paragraph with 40 words at least, using time connectors, describing everyday activities of a determined day.  To write a paragraph with 40 words at least describing activities done by a person with whom the student lives with and how often they are done.  To write a paragraph with 40 words at least telling own likes related to sports, cultural, academic, and leisure activities. | 1. To identify the structure and use of the present simple in its affirmative, negative and interrogative forms.  2. To comprehend time expressions, adverbs of frequency, interrogative words, connectors, and conjunctions used in the present simple.  3. To identify expressions to tell likes and preferences.  4. To identify the pronunciation and spelling of ordinal numbers.  5. To identify the structure of “there is” and “there are”, and their prepositions of place. | Checklist.  Practical exercises. |

**INGLÉS I**

*TEACHING LEARNING PROCESS*

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| --- | --- |
| **Teaching methods and techniques** | **Didactic means and materials** |
| Collaborative teams.  Guided practice.  Reading techniques: infer and search for specific information. | Photographs  Didactic cards  Authentic printed, audio, and video material  Compact disks, USB flash drives  Multimedia equipment  TV screen  Computer  Printer  Projector  Speakers  Internet connection  Recorder and MP3 player  Videorecorder  Vocabulary lists:  Sports  Cultural, academic, and leisure activities.  Colours  Public places, rooms at home and work, furniture.  Time expressions in the present simple |

*FORMATION SPACE*

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

**INGLÉS I**

*CAPACITIES DERIVED FROM THE PROFESSIONAL COMPETENCES TO WHICH THE SUBJECT CONTRIBUTES*

| **Capacity** | **Performance criteria** |
| --- | --- |
| To identify ideas, questions and basic brief instructions, which are familiar, in a slow and clear with long pauses speech to talk about oneself or oneself’s personal and work close environment. | During a conversation, where the interlocutor talks slowly, clearly and with pauses about everyday aspects:  -To identify commonly used and similar words to their mother tongue.  -To deduce the gist of the information. -To perform actions based on elemental instructions. - To react accordingly in a non-verbal way, and to point out that they follow the train of conversation.  Numbers, prices, and hours. |
| To read short, simple texts containing familiar, similar to their mother tongue, and elemental expression words identifying the gist of the text, phrase by phrase, with visual aim, and re-reading if necessary, to get information about their close personal and professional environment. | Starting from a simple and clear text or messages about everyday aspects:  -To comprehend the gist of the text. -To locate names, and elemental words and phrases. -To perform actions following basic and brief instructions from simple texts that include pictures like short texts, signs or instructions. |
| To express verbal messages referring to oneself, one’s job, place of residence or about other people, through simple, stereotyped and isolated phrases, with basic and concrete vocabulary using repetition, reformulating with feedback from the interlocutor, to exchange basic personal or job information. | To introduce to others saying basic and general information.  To formulate and answer simple questions about oneself, one’s job or about other people.  To ask products or services related to basic needs with stereotyped phrases and elemental polite phrases. |
| To write notes and short messages with simple, isolated and fixed phrases, with personal information about one’s life, job and about other people, related to concrete situtations, with known vocabulary and with the support of a dictionary, to give or ask for basic information. | To write simple and isolated phrases about oneself, one’s life, one’s job and about other people.  To fill up simple forms with personal information, numbers and dates. |

**INGLÉS I**

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