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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 II**

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| --- | --- |
| 1. **Competences** | To communicate feelings, thoughts, knowledge, experiences, 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 contribute with the performance of the student’s duties in their work, social, and personal environment. |
| 1. **Four-month term** | Second |
| 1. **Theory hours** | 17 |
| 1. **Practice hours** | 43 |
| 1. **Total hours** | 60 |
| 1. **Total hours per week in term** | 4 |
| 1. **Learning objective** | The student will exchange information about activities in progress, past activities, existence of things, quantity, and prices based on the structures of the present continuous, past simple, and expressions of quantity and existence, as well as vocabulary related with their work area to satisfy their immediate needs. |

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| --- | --- | --- | --- |
| **Learning Units** | **Hours** | | |
| **Theory** | **Practice** | **Total** |
| El presente continuo | 4 | 6 | 10 |
| La cantidad | 3 | 7 | 10 |
| El pasado | 10 | 30 | 40 |
| **Totals** | **17** | **43** | **60** |
|  |  |  |  |

**INGLÉS II**

*LEARNING UNITS*

|  |  |
| --- | --- |
| 1. **Learning Unit** | **I. El presente continuo** |
| 1. **Theory hours** | 4 |
| 1. **Practice hours** | 6 |
| 1. **Total hours** | 10 |
| 1. **Objective of the Learning Unit** | The student will ask for and give information about actions in progress at the moment of speaking and to describe situations that are happening in their immediate environment. |

| **Topics** | **Know** | **Know how** | **Be** |
| --- | --- | --- | --- |
| Actions in progress | To identify the structure of the present participle of verbs: “verb + ing”.  To identify the structure and use of the present continuous in its affirmative, interrogative, and negative forms.  To identify the time expressions of the present continuous: now, right now, in this moment. | To verify and provide information about actions in progress, or not, at a precise moment.  To verify and give information about actions in progress. | Collaboration  Responsibility |
| Present simple vs Present continuous | To identify the structure of the interrogative form of the present continuous with the WH question words: who, what, which, where, how, why, when, what time.  To recognise the structure and use of the present simple.  To distinguish the use of the present simple and continuous in everyday activities, and in activities happening at the moment of speaking. | To ask for information about activities in progress at the moment of speaking or around the present. | Collaboration  Responsibility |

**INGLÉS II**

*EVALUATION PROCESS*

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| --- | --- | --- |
| **Learning result** | **Learning sequence** | **Instruments and types of evaluation** |
| Starting from practice exercises where activities are described about a precise moment, that happen around the present, or that form part of a routine, the student will prepare a portfolio of evidences gathered from the following tasks:  "Listening".- The student replies to a written exercise about information in an audio track.  "Speaking".- In presence of the teacher, the student participates in a role play game where they ask for and give information.  "Reading".- The student answers a written questionnare about information in a text.  ~~"~~Writing".- The student writes a post card that includes six sentences: 3 in present continuous, 3 in present simple, describing the activities they do using greeting and farewell expressions. | 1. To identify the structure and use of the present continuous in its affirmative, negative, and interrogative forms.  2. To identify the form of the present participle of verbs: "verb + ing"  3. To identify time expressions of the present continuous.  4. To recongnise the structure and use of the present simple.  5. To differenciate the use of the present simple and the present continuous. | Checklist  Practice exercises |

**INGLÉS II**

*TEACHING LEARNING PROCESS*

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| --- | --- |
| **Teaching methods and techniques** | **Didactic means and materials** |
| Collaborative teams Guided practice Reading techniques: infer, search for specific information | Photographs Didactic cards Real printed, audio, and video material Compact disks, USB flash drive Multimedia equipment TV screen Computer Printer Projector Speakers Internet connection Recorder and MP3 players  Videocamera  List of verbs in the present Food Currency units Mathematics symbols Services, goods, materials, tools, and equipment related with the student’s career Clothes and accesories Regular and irregular verbs in the past Words related to the student’s study field Adverbs of quantity/amount: "enough", "too", "much", "many" |

*FORMATION SPACE*

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

**INGLÉS II**

*LEARNING UNITS*

|  |  |
| --- | --- |
| **1. Learning Unit** | **II. La cantidad** |
| 1. **Theory hours** | 3 |
| 1. **Practice hours** | 7 |
| 1. **Total hours** | 10 |
| 1. **Objective of the Learning Unit** | The student will ask for and provide information about existence of things, quantities, and prices to get products, goods, and services. |

| **Topics** | **Know** | **Know how** | **Be** |
| --- | --- | --- | --- |
| Countable and uncountable nouns | To identify countable and uncountable nouns.  To recognise singular and plural nouns.  To match the use of “there is” and “there are” as expression of existence. | To ask for and give information about the existence of objects. | Collaboration  Responsibility |
| Quantifiers | To identify the use and structure of interrogative adverbs “how much” and “how many”.  To identify the use of quantifiers: "some", "any", "a lot of", "lots of", "a little", "a few", "much", "many" and their relation with countable and uncountable nouns. | To ask for and provide information about quantities and price of products.  To ask and give information about cost of services. | Collaboration  Responsibility |
|  | To identify the definite article: "the" To identify the demonstrative adjectives: "this", "that", "these", "those". |  |  |

**INGLÉS II**

*EVALUATION PROCESS*

|  |  |  |
| --- | --- | --- |
| **Learning result** | **Learning sequence** | **Instruments and types of evaluation** |
| Starting from a role play game where information is asked and given about the existence of things and cost of products and services about their career, the student will prepare a porfolio of evidences gathered from the following tasks:  "Listening".- The student makes lists about information from an audio track.  "Speaking".- In presence of the teacher, the student participates in a role play game where they ask for and give information.  "Reading".- The student answers a written exercise about information in a text.  "Writing".- The student writes a dialogue mentioning quantities and prices from a brochure. | 1. To identify countable and uncountable nouns.  2. To explain the use and structure of interrogative adverbs and quantifiers.  3. To match quantifiers with countable and uncountable nouns.  4. To identify the definite article.  5. To identify the demonstrative adjectives. | Checklist  Role play game |

**INGLÉS II**

*TEACHING LEARNING PROCESS*

|  |  |
| --- | --- |
| **Teaching methods and techniques** | **Media and didactic materials** |
| Collaborative teams  Learning using Information and Communication Technologies. Techniques of listening comprehension, reading, and writing. | Photographs Didactic cards Real printed, audio, and video material Compact Disks, USB flash drive Multimedia equipment TV screen Computer Printer Projector Vocabulary about food, currency units, basic arithmetic operations signs: plus, minus, divided by, multiplied by, equal and percentage, services, material goods, tools and equipment related with their career, clothes |

*FORMATION SPACE*

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

**INGLÉS II**

*LEARNING UNITS*

|  |  |
| --- | --- |
| **1. Learning Unit** | **III. El pasado** |
| 1. **Theory hours** | 10 |
| 1. **Practice hours** | 30 |
| 1. **Total hours** | 40 |
| 1. **Objective of the Learning Unit** | The student will talk about past activities and past states. |

| **Topics** | **Know** | **Know how** | **Be** |
| --- | --- | --- | --- |
| Past of verb “BE” | To identify the structure and use of the verb BE in its past forms: affirmative, negative and interrogative.  To identify the time expression of the past. | To exchange information about status and location of things and people in the past. | Collaboration  Responsibility |
| Past simple with regular and irregular verbs | To differenciate regular and irregular verbs in the past.  To explain the structure and use of the past simple of regular and irregular verbs in their affirmative, negative, and interrogative forms.  To recognise the interrogative forms. | To pronounce regular and irregular verbs in the past.  To tell actions finished at a specific time in the past.  To ask for and give information about finished actions in the past. | Collaboration  Responsibility |

**INGLÉS II**

*EVALUATION PROCESS*

|  |  |  |
| --- | --- | --- |
| **Learning result** | **Learning sequence** | **Instruments and types of evaluation** |
| Starting with a role play game, where the student, exchanging information about activities that happened in the past, will prepare a portfolio of evidences from the following tasks:  "Listening".- The student answers a written exercise about the life of a person from an audio track.  "Speaking".- In presence of the teacher, the student has a dialogue with a partner about what happened in an event related with their academic formation using at least 20 verbs.  "Reading".- The student answers a written exercise about information in a text.  "Writing".- The student writes a biography about a person related to their academic formation. | 1. To comprehend the structure and use of the verb be in the past in the affirmative, negative, and interrogative forms.  2. To differenciate the past simple of regular and irregular verbs.  3. To identify the time expressions for the past simple.  4. To explain the structure and use of the past simple of regular and irregular verbs in their affirmative, negative, and interrogative forms.  5. To recognise time connectors. | Checklist  Role play games |

**INGLÉS II**

*TEACHING LEARNING PROCESS*

|  |  |
| --- | --- |
| **Teaching methods and techniques** | **Didactic means and materials** |
| Collaborative teams  Learning gauged with Information and Communication Technologies  Techniques of listening comprehension, and reading and writing | Real printed, audio, and video materiales  Compact disks, USB flash drives  Multimedia equipment  TV screen  Computer  Printer  Projector  List of regular and irregular verbs in the past  Vocabulary related to student’s field of study |

*FORMATION SPACE*

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

# INGLÉS II

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

| **Capacity** | **Performance criteria** |
| --- | --- |
| To identify ideas, questions and simple instructions which are brief and familiar to the student, from a clear and slow-paced speech and with long pauses, to talk about oneself or one’s personal and work environment. | During a convsersation, where the interlocutor speaks slowly, clearly, and pausedly about everyday aspects:  -To identify common use words and similar words to their mother tongue. -To deduce the gist of the information. -To perform actions based on elementary instruction. |
| To read short, simple texts that have familiar words, similar to the student’s mother tongue, and basic expressions, identifying the gist, phrase by phrase, with visual aid and rereading if necessary, to get information of their personal and professional scope. | From simple and clear texts or messages about everyday topics:  -They comprehend the gist of the text. -They find names, words, and basic phrases. \*-They follow basic and short instructions from simple texts that include images like signs, or instructions. |
| To express verbal messages about themselves, their job, place of living or other people through simple, isolated, and fixed phrases with basic and concrete vocabulary using repetition, reformulation, with feedback from the interlocutor to exchange basic information, personal or professional. | The student introduces themself and to others giving basic and general information.  The student asks and answers simple direct questions about themself, their job or other people.  The student asks for products or services related to basic needs with fixed phrases and the basic phrases of politeness. |
| To write notes and short messages with simple, isolated and fixed phrases, with personal information, their life, their job, and other people, related to specific situations, with know vocabulary and with the help of a dictionary, to give or ask for basic information. | To write simple and isolated phrases about themself, their life, their job, and other people.  To fill in forms with simple personal information, numbers, and dates. |

**INGLÉS II**

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