|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | |  |  |  | | --- | --- | --- | | 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 III**

|  |  |  |
| --- | --- | --- |
| 1. **Competences** | To communicate feelings, thoughts, knowledge, experiences, ideas, reflexions, 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 to contribute to the performance of their duties in the work, social, and personal environments. |  |
| 1. **Four-month term** | Third |  |
| 1. **Theory hours** | 18 |  |
| 1. **Practice hours** | 42 |  |
| 1. **Total hours** | 60 |  |
| 1. **Total hours per week in term** | 4 |  |
| 1. **Learning Objective** | The student will exchange information about past events, as well as projects and future plans using modal verbs, the past continuous and the future forms to satisfy their immediate needs, comprehension of norms and rules established, decision making, and commitment to their personal, social, and professional environment. | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Units** | **Hours** | | |
| **Theory** | **Practice** | **Totals** |
| Pasado simple vs pasado continuo | 6 | 14 | 20 |
| Invitaciones | 6 | 14 | 20 |
| Planes y proyectos | 6 | 14 | 20 |
| **Totals** | **18** | **42** | **60** |
|  |  |  |  |

# INGLÉS III

*LEARNING UNITS*

|  |  |
| --- | --- |
| 1. **Learning Unit** | **I. Pasado simple vs pasado continuo** |
| 1. **Theory hours** | 6 |
| 1. **Practice hours** | 14 |
| 1. **Total hours** | 20 |
| 1. **Objective of the Learning Unit** | The student will exchange information about simultaneous past events to interact with their immediate environment. |

| **Topics** | **Know** | **Know how** | **Be** |
| --- | --- | --- | --- |
| Describing actions in the past. | To identify the structure and use of the past continuous in its affirmative, negative and interrogative forms. | To ask for and give information about actions in progress in the past. | Collaboration Responsibility  Assertiveness |
| Simultaneous actions in the past. | To match the interrogative words with the structure of the past continuous.  To identify the use of “while” and “when” connectors.  To differenciate the structure and use of the past simple and the past continuous. | To ask for and give information about continuous and simultaneous actions in the past using the connectors “when” and “while”.  To tell actions that were in progress in the past and were interrupted by another action. | Collaboration Responsibility  Assertiveness |

**INGLÉS III**

*EVALUATION PROCESS*

|  |  |  |
| --- | --- | --- |
| **Learning Result** | **Learning Sequence** | **Instruments and types of evaluation** |
| Starting from practical exercises where the student asks and gives information about activities related to their area of study that were in progress simultaneously in the past, will integrate a portfolio of evidences gathered from the following tasks:  "Listening".- The student answers a practical exercise about information in an audio track.  "Speaking".- In the presence of the teacher, the student participates in a role play where they ask and give information and use at least 20 verbs.  "Reading".-  The student answers a written exercise about information in a text.  "Writing".- The student writes a paragraph with at least 60 words. | 1. To explain the structure and use of the past continuous in its affirmative, negative and interrogative forms.  2. To recognise interrogative words.  3. To comprehend the use of the connectors “while” and “when”.  4. To differenciate the structure and use of the past simle and the past continuous. | Checklist  Practical exercises |

**INGLÉS III**

*TEACHING LEARNING PROCESS*

|  |  |
| --- | --- |
| **Teaching methos and techniques** | **Didactic means and materials** |
| Collaborative teams  Learning aided by information technologies Role play  Techniques of reading, listening, and writing comprehension | Real printed material, audio and video Compact disks, USB flash drive Multimedia equipment TV screen Computer  Printer Projector List of regular and irregular verbs Vocabulary related to the student’s area of study |

*FORMATION SPACE*

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

**INGLÉS III**

*LEARNING UNITS*

|  |  |
| --- | --- |
| **1. Learning Unit** | **II. Invitaciones** |
| 1. **Theory hours** | 6 |
| 1. **Practice hours** | 14 |
| 1. **Total hours** | 20 |
| 1. **Objective of the Leraning Unit** | El alumno utilizará los verbos modales para mostrar un comportamiento pertinente de acuerdo a las reglas de su entorno. The student will use modal verbs to show an appropiate behaviour according to the rules of their environment. |

| **Topics** | **Know** | **Know how** | **Be** |
| --- | --- | --- | --- |
| Ability, possibility, and permission | To identify modal verbs: - "can/be able to" and "could"  - "may" in their affirmative, negative, and interrogative forms. | To ask for and give information about skills.  To ask for and reply about the possibility that an action take place.  To ask permission to do an action. | Collaboration Responsibility  Assertiveness |
| Suggestions, needs, and obligations. | To explain the function of modal verbs: - "should"  - "need to" - "ough to"  - "must" - "have to" in their affirmative, negative and interrogative forms. | To ask for and give suggestions and recommendations.  To express and ask the need and degree of obligation of an action. | Collaboration Responsibility  Assertiveness |
| Invite, accept, and decline. | To explain the function of the modal verb “would like”.   To recognise the modal verbs "can" and "have to".  To identify the expression to accept and decline an invitation. | To make invitations.  Aceptar y rechazar invitaciones. Accept and decline invitations. | Collaboration Responsibility  Assertiveness |

**INGLÉS III**

*EVALUATION PROCESS*

|  |  |  |
| --- | --- | --- |
| **Learning Result** | **Learning Sequence** | **Instruments and types of evaluation** |
| Starting from practical exercises where the student asks for and gives information related to their area of study about skills, possibilities, permissions, suggestions, needs, and obligations, as well as make, accept, and decline invitations, the student will create a portfolio of evidences gatherd from the following tasks:  "Listening".- The student answers a practical exercise about information in an audio track.  "Speaking".- In presence of the teacher, the student participates in a role play asking for and giving information.  "Reading".- The student answers a written exercise about information in a text.  "Writing".- The student writes a paragraph with at least 60 words listing the rules about a place related to their area of study. | 1. To comprehend the function of modal verbs “can”, “could” and “may” in their affirmative, negative, and interrogative forms.  2. To comprehend the function of modal verbs “should”, “need to”, “must” and “have to” in their affirmative, negative, and interrogative forms.  3. To explain the function of the modal verb "would like".  4. To recognise the modal verbs "can" y "have to".  5. To identify the expressions to accept and decline an invitation. | Checklist  Practical exercises |

**INGLÉS III**

*TEACHING LEARNING PROCESS*

|  |  |
| --- | --- |
| **Teaching methods and techniques** | **Didactic means and materials** |
| Collaborative teams  Learning aided by new technologies  Role play | Real printed material, audio and video Compac disks, USB flash drives Multimedia equipment TV screen Computer Printer Projector  Vocabulary list of words related to health and their area of study  Parts of the body |

*FORMATION SPACE*

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

**INGLÉS III**

*LEARNING UNITS*

|  |  |
| --- | --- |
| **1. Learning Unit** | **III. Planes y proyectos** |
| 1. **Theory hours** | 6 |
| 1. **Practice hours** | 14 |
| 1. **Total hours** | 20 |
| 1. **Objective of the Learning Unit** | The student will give information about their projects and future plans to organise their activities and set goals and objectives. |

| **Topics** | **Know** | **Know how** | **Be** |
| --- | --- | --- | --- |
| Short term plans | To recognise the structure of the present continuous.  To identify the use of the present continuous as a future form.  To identify time expression of the future. | To ask for and give information about immediate future plans. | Collaboration Responsibility  Assertiveness |
| Projects | To identify the use and structure of the future "be going to" in its affirmative, negative, and interrogative form.  To match the use of interrogative words with the structure fo the future “be going to”. | To ask for and give information about future actions and projects. | Collaboration Responsibility  Assertiveness |
| Predictions | To identify the use and structure of “will” in its affirmative, negative, and interrogative form.  To identify the expression to talk about the weather. | To ask for and give information about intentions.  To tell predictions. To comment the weather forecast.  To make questions about weather conditions. | Collaboration Responsibility  Assertiveness |

**INGLÉS III**

*EVALUATION PROCESS*

|  |  |  |
| --- | --- | --- |
| **Learning Result** | **Learning Sequence** | **Instruments and types of evaluation** |
| Starting from practical exercises where the student asks for and gives information related to their area of study about immediate future plans, shot and lorg term, as well as predictions, intentions, and weather predictions, the student will create a portfolio of evidences gather from the following tasks:  "Listening".- The students answers a practical exercise about information in an audio track.  "Speaking".- In presence of the teacher, the student participates in role plays where they ask for and give information.  "Reading".-  The student answers a written exercise about information in a text.  "Writing".- The student writes a paragrapah with at least 70 words talking about their future plans. | 1. To explain the use of the present continuous about the future.  2. To identify time expressions for the future.  3. To comprehend the use and structure of the future “be going to” in its affirmative, negative, and interrogative form.  4. To identify the use and structure of future “will” in its affirmative, negative, and interrogative form.  5. To identify expressions to talk about the weather. | Checklist  Practical exercises |

**INGLÉS III**

*TEACHING LEARNING PROCESS*

|  |  |
| --- | --- |
| **Teachong methods and techniques** | **Didactic means and materials** |
| Collaborative teams  Learning aided by new technologies  Role play  Techniques of reading, listening, and writing comprehension | Real printed material, audio and video Compact disks, USB flash drives Multimedia equipment TV screen Computer Printer Projector  Vocabulary list of weather, clothing and words related to the student’s area of study |

*FORMATION SPACE*

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

# INGLÉS III

# 

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

| **Capacity** | **Performance Criteria** |
| --- | --- |
| To identify ideas, questions, and simple and short instructions that are familiar from a clear and slow with long pauses speech, to talk about themself or about their immediate personal and professional environment. | During a conversation where the interlocutor talks slowly and clearly about everyday aspects:  -Identifies common used and similar words to the mother tongue. -Deduces the general sense of information -Performs actions from elemental instructions -Reacts appropriately in a non-verbal way and indicates that follows the train of the conversation, numbers, prices and times. |
| To read short, simple texts that contain familiar words, similar to their mother tongue, and elemental expressions, identifying the gist of the text, phrase by phrase, with visual aid and rereading if necessary; to get information of their immediate personal and professional environment. | From simple and clear texts or messages about everyday aspects:  - Comprehends the gist of the text - Locate names, words and basic phrases - Performs actions following short and basic instructions in simple texts that include illustrations like signs or instructions. |
| To express verbal messages about themself, their profession, place of residence, or other people through simple, isolated and fixed phrases using repetition, reformulation with feedback from the interlocutor, to exchange personal and basic information or about their profession. | The student introduces themself giving basic and general information.  The student asks questions and answers simple and direct questions about themself, their profession or other people.  The student asks for products or services about basic needs with fixed phrases and basic expressions of courtesy. |
| To make notes and short messages with simple, isolated, and fixed phrases with personal information about their life, their profession and other people, related to concrete situations, with known vocabulary, using a dictionary as support, to give or ask for basic information. | The student writes simple and isolated phrases about themself their life, their profession and other people.  The student fills out simple forms with personal information, numbers and dates. |

**INGLÉS III**

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