Programación de Aula

English 1

Unit 1. Where are you from?

OBJECTIVES

1. To understand and correctly use vocabulary related to countries and nationalities.
2. To understand and correctly use grammatical structures with the verb *to be* in the present tense, in the affirmative, negative and interrogative.
3. To revise and practise possessive adjectives appropriately.
4. To ask questions using question words y to make comparisons with L1.
5. To correctly use individual words or several words together with the grammatical structures presented in the unit.
6. To learn and practise everyday expressions used in formal and informal introductions and the exchange of everyday personal information.
7. To revise and practise cardinal numbers in real communicative situations.
8. To read and understand a web page.
9. To identify general and specific information when listening to a wide variety of spoken texts and to demonstrate active listening.
10. To recognise and practise the pronunciation of the vowel sound /eɪ/.
11. To become aware of one’s own learning through completing the activities in the *Review* section.

CONTENTS

VOCABULARY:

* Understanding and practice of vocabulary related to countries and nationalities.
* Identification of specific information in an Internet chat to practise the unit vocabulary.
* Understanding of the unit vocabulary by using it in a variety of meaningful contexts.

GRAMMAR:

* Use of the verb *to be* to give personal and professional information using vocabulary from the unit.
* Sequencing of words to ask affirmative and negative questions and give answers using the verb *to be*.
* Identification of information in a web page and follow-up work to use this information with the grammatical structures of the unit.
* Understanding of how grammar tables work and how they can be used to help complete activities.

READING

* Reading comprehension of an Internet blog form and to extract specific information and the use of unit vocabulary and the verb *to be.*
* Answering of comprehension questions about a text on video games, using the negative form of the verb *to be*.

LISTENING:

* + Listening comprehension to understand the general meaning of a message.
	+ Active listening to practise the cardinal numbers and the identification of specific information related to telephone numbers, timetables, etc.
	+ Awareness of the pronunciation of the vowel sound /eɪ/ through listening to a recording.

SPEAKING:

* + Listening comprehension of a simple and informal conversation and answering questions to show comprehension.
	+ Repetition of the listening task in order to reproduce the dialogue orally to consolidate the vocabulary and structured used.
	+ Pairwork speaking tasks to revise the vocabulary and structures introduced in the unit.

WRITING:

* + Communication of personal information in a formal context.
	+ Personalisation and consolidation of the unit language through the answering of blog questions.
	+ Use of the vocabulary and grammatical structures studied in the unit to give information about oneself and one’s partner.

LEARNING OUTCOMES AND ASSESSMENT CRITERIA

**RA6. Uses strategies to communicate information in English orally, by giving short and well-structured presentations based on everyday personal and professional communicative situations.**

**Assessment criteria**

1. Applies active listening strategies to fully understand messages, telephone numbers and notes.
2. Shows general understanding of oral texts that include sequenced and progressive information in everyday predictable situations as well as in a dialogue that involves giving personal information.
3. Identifies general pronunciation and intonation which help to understand the general meaning of the message with special attention given to the vowel sound /eɪ/.
4. Gives short oral presentations related to personal and professional areas, using a simple dialogue outline and including personal information.
5. Uses basic grammatical structures and a limited range of expressions, phrases, words from everyday situations: the verb to be and possessive adjectives.
6. Expresses him/herself with some clarity, using comprehensible intonation and pronunciation, accepting pauses and frequent doubts.
7. Identifies basic and standard social norms of the countries in which the foreign language is spoken and uses them in the personal presentations.
8. Identifies customs and everyday activities of the community in which the foreign language is spoken, for example, English telephone numbers or international airports.

**RA7. Takes part in conversations in English using simple and clear language in everyday personal and professional situations, using basic communication strategies.**

**Assessment criteria**

1. Takes part in a highly structured conversation giving personal information in everyday predictable situations following a model.
2. Maintains interaction using simple communication strategies by showing interest and understanding. Gives and receives personal information.
3. Uses basic compensation strategies to make up for gaps in the foreign language.
4. Uses basic grammatical structures and an essential, limited repertoire of expressions, phrases and words, as well as the verb *to be* and vocabulary related to countries and nationalities, according to the communicative purpose of the text.
5. Expresses him/herself with some clarity, using comprehensible intonation and pronunciation, accepting pauses and frequent doubts.

**RA8. Writes short and simple texts in English related to common and frequently occurring personal and professional communications, applying reading comprehension and structured writing strategies.**

**Assessment criteria**

1. Reads and understands a text from a web page, recognising its basic features and showing understanding of its general meaning.
2. Identifies the main ideas and the basic communicative intent of a text.
3. Identifies basic grammatical structures and a limited repertoire of expressions, phrases, words as well as the verb *to be* and the vocabulary related to countries and nationalities in common predictable situations.
4. Completes and orders phrases and sentences, showing an understanding of the communicative purpose and basic grammatical rules.
5. Writes short texts, appropriate to the communicative purpose, following structured models, for example, a blog form.
6. Uses essential and appropriate vocabulary in everyday personal and professional situations.
7. Shows interest in presenting texts clearly, following rules governing grammar, spelling and writing and using simple revision techniques.
8. Uses printed and online dictionaries and word processor spelling correctors when writing texts.
9. Reflects on the work being done and shows awareness of discrimination.

**Proyecto curricular**

**English 1**

COMUNICACIÓN Y SOCIEDAD I MODULE

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	10. *Macmillan Life Skills – formación para la vida*. A life skills programme to develop students’ personal and profesional skills.
6. **Introduction**

Vocational education and training aims to prepare students for the workplace and to facilitate adapting to changes during their working lives, to contribute to their personal development and democratic citizenship and to allow them to progress through the educational system and vocational training together with lifelong learning.

Vocational education and training in school consists of the Basic Vocational Education and Training cycles, middle level and higher level, organized into modules of varying length and integrating theoretical-practical contents appropriate to diverse fields of work.

The qualifications obtained through vocational education and training are described in the National Catalogue of Professional Qualifications and the cycles that lead to obtaining the qualifications are as follows:

1. Basic Vocational Education and Training
2. Middle level cycles
3. Higher level cycles

The professional modules in Basic Vocational Education and Training consist of areas of theoretical-practical knowledge which aim to prepare students for the acquisition of professional, personal and social competences and the skills for lifelong learning.

All of the cycles in Basic Vocational Education and Training include the following professional modules:

* Modules related to competence units from the National Catalogue of Professional Qualifications.
* Modules related to the acquisition of lifelong learning skills:
* **The Comunicación y Sociedad I Module** and **The Comunicación y Sociedad II Module** develop core competences from the common block of Comunicación y Ciencias Sociales and include the following subjects:
* Castilian language.
* Foreign language.
* Social Sciences.
* Co-official language, where appropriate.
* **Applied Sciences I Module** and **Applied Sciences II Module**

 develop competences from the common block of Applied Sciences and include the following subjects:

* Applied Mathematics in Personal Contexts and Work-related Training.
* Applied Sciences in Personal Contexts and Work-related Training.
* Work placement Module.

The course ***English 1*** forms part of the areas established in **Comunicación y Sociedad I Module** which aims to contribute to and encourage the development of lifelong learning skills. This module, together with Applied Sciences I Module aims to prepare students for an active life and citizenship and their progression through the education system.