


**HIGHER UNIVERSITY TECHNICIAN IN
AQUACULTURE
PROJECTS SPECIALIST
PROFESSIONAL COMPETENCIES**

English I

1. Competencies	To communicate feelings, thoughts, knowledge, experiences, ideas, reflections and opinions, through employing simple expressions and daily language in a productive and a receptive way according to the Common European Framework of Reference, level A2 of English Language proficiency; basic user, in order to contribute to the performance of their professional roles in their social, personal and working environment.
2. Four Month Period	First
3. Theoretical Hours	20
4. Practical Hours	40
5. Total Hours	60
6. Week Total Hours Four Month Period	4
7. Course Objectives	The student will provide and request for personal information as well as for likes and dislikes, and every day activities using basic vocabulary expressions previously learned that would contribute to improve the professional performance in his/her closest social and working environment based on personal affinities.

Learning Units	Hours		
	Theoretical	Practical	Total
I. Presentation	10	20	30
II. Activities	10	20	30
Total	20	40	60


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ENGLISH I


LEARNING UNITS

1. Learning Unit	I. Presentation
2. Theoretical Hours	10
3. Practical Hours	20
4. Total Hours	30
5. Objective of the Learning Unit	The student will exchange information about himself/herself and other people, to establish basic social contacts in his/her immediate surrounding.


Themes	Learning to know	Learning to do	Learning to be
Introduction	<p>Identify basic expressions for greetings and farewells in formal and informal contexts.</p> <p>Identify English basic phonetics.</p> <p>Identify the correct pronunciation of the alphabet letters pronunciation.</p> <p>Identify the pronunciation and spelling of the numbers from 0 to 100.</p> <p>Identify instructions and every day useful expressions in the class.</p>	<p>Greetings and farewells</p> <p>Spelling words</p> <p>Writing down spelling dictations</p> <p>Writing dates.</p>	Confidence

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Themes	Learning to know	Learning to do	Learning to be
	<p>Identify formal expressions such as: "excuse me", "thank you", "please", "you are welcome"</p> <p>Identify the days of the week and months of the year.</p> <p>Identify the basic grammar rules for punctuation and spelling (mechanics).</p>		

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Themes	Learning to know	Learning to do	Learning to be
Personal information	<p>Identify the affirmative, negative and interrogative form and uses of the verb “to be”.</p> <p>Identify personal pronouns.</p> <p>Identify the contraction form of the verb “to be”.</p> <p>Explain the use of the subject pronoun “it”.</p> <p>Identify common phrases to talk about personal information such as: the student’s name, place where he/she lives, age, nationality, marital status, languages he/ she speaks, profession, if he/she studies or works and where, telephone number, e-mail address.</p> <p>Identify the use of “a” and “an”.</p> <p>Identify the singular, plural and irregular plural of the nouns.</p> <p>Identify adjectives to describe people’s features and the intensifiers “very” and “so”.</p>	<p>Introducing him/herself.</p> <p>Introducing his/her family to other people, or introducing other people families.</p> <p>Provide and ask other people’s information.</p> <p>Provide and ask information about possessions and belongings.</p> <p>Describe people’s features.</p>	Confidence


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Themes	Learning to know	Learning to do	Learning to be
	<p>Identify adjectives and possessive pronouns. Explain the use and rules of “s” as possessive and the use of “whose”. Identify the interrogative form of the “verb to be” using the “Wh-“questions: “Who”, “What”, “Where”, “How old”.</p> <p>Match short answers to yes-no questions of the “verb to be”.</p> <p>Practice reading and listening comprehension.</p>		

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ENGLISH I
EVALUATION PROCESS

Learning Outcomes	Learning Sequence	Instruments and types of reagents
<p>Developing role play activities for introducing himself/herself and to other people, including: name, address, telephone number, e-mail address, nationality, marital status, language he/she speaks, profession, where and what is he/she studying it, as well as physical appearance description. Besides, the student should employ appropriately the expressions for greetings and farewells. Finally, the student must have a portfolio of evidence that must include the following tasks:</p> <p>“Listening”.- Listen to an audio and answer a questionnaire about it.</p> <p>“Speaking”.- While teacher observes, the student must interview a classmate exchanging personal information, and with the information obtained he/she must introduce his/her interlocutor to a third person.</p> <p>“Reading”.- Answer a questionnaire to assess reading comprehension.</p> <p>“Writing”.- Write an e-mail that includes the following information:</p> <ul style="list-style-type: none"> - A 40-60 words paragraph where the student introduces himself/herself. - A 40-60 words paragraph where the student introduces at least two family member of different gender. 	<ol style="list-style-type: none"> 1. To understand the basic features of phonetics. 2. To identify the common expressions for greetings and farewells. 3. To understand the importance and the use of the verb “to be”, in affirmative, negative and interrogative form. 4. To identify the use of the subject pronoun "It". 5. To identify the expressions and phrases to introduce yourself as well as to introduce other people. 	<p>Checklist. Practical exercises</p>

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INGLÉS I

TEACHING LEARNING PROCESS

Methods and teaching techniques	Media and didactic materials
<p>Collaborative teams</p> <p>Directed practice</p> <p>Reading techniques: deducing, Reading for specific information</p>	<p>Photographs Didactic cards Printed realia, audio and video Compact Discs, USB</p> <p>Multimedia equipment TV Screen Computer Printer Projector Speakers Internet Music player and MP3 player Video camera</p> <p>Vocabulary lists:</p> <ul style="list-style-type: none"> - countries - nationalities - languages - occupations - colors - adjectives - family - numbers - days of the week - months of the year - feelings - greetings and farewells - reflexive pronouns

LEARNING SPACE

Classroom	Laboratory / Workshop	Company
X		


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LEARNING UNITS

1. Learning Unit	II. Activities
2. Theoretical Hours	10
3. Practical Hours	20
4. Total Hours	30
5. Objective of the Learning Unit	The student will be able to exchange oral and written information about every day activities in a chronological order as well as expressing his/her likes. The student will be able to indicate the location of places and objects to integrate them to his/her immediate surroundings based on personal affinities.

Themes	Learning to know	Learning to do	Learning to be
My daily routine	<p>Identify the pronunciation and spelling of the numbers from number 100 to infinity. Match the expressions for telling the time, talking about a specific moment of the day and the date with the prepositions "at", "in" and "on".</p> <p>Identify the grammatical structure, use and contraction form of the simple present in its affirmative, negative and interrogative ways.</p> <p>To identify the contraction form of "don't" and "doesn't"</p> <p>To explain the conjugation of the third person singular in the simple present tense.</p> <p>To identify the uses of the expressions of time in the simple present tense: as well as the adverbs of frequency: "always", "usually", "sometimes" and</p>	<p>To provide and request for everyday activities information, as well as the moment and frequency they are done.</p> <p>To tell and request time and date.</p> <p>To exchange information about everyday activities.</p> <p>To talk and ask about likes.</p> <p>To take action from defined chronological sequences.</p>	Confidence


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Themes	Learning to know	Learning to do	Learning to be
	<p>"never".</p> <p>To identify and use the Wh-questions: Who, What, Which, Where, How, Why, When, How often, What time, in the simple present form.</p> <p>To identify the sequencing words: "first", "then", "next", "after that" y finally".</p> <p>To identify the verbs used to express likes: "like", "love" or "hate"+ verb+ing.</p> <p>To identify the "object pronouns".</p> <p>To identify the conjunctions "and", "or", "but"</p> <p>To identify the ordinal numbers pronunciation and spelling.</p>		
Locations	<p>To explain the grammar structure of "There is" and "there are" in affirmative, negative and interrogative form.</p> <p>To match the prepositions of place "in", "on", "under", "behind", "next to", "between", "at", "in front of" y "across", in the city, house and work.</p> <p>To identify the use and form of imperatives when giving directions.</p>	<p>To describe places and objects location.</p> <p>To tell and ask directions for getting to different places.</p> <p>Following instructions to get to a specific place.</p>	Confidence.

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ENGLISH I
EVALUATION PROCESS

Learning Outcomes	Learning sequence	Instruments and types of reagents
<p>As a result of the practice activities carried out in class about everyday activities and location of objects and places, the student will submit a portfolio of evidences including the following tasks:</p> <p>"Listening"- Listen to an audio and answer a questionnaire to assess listening comprehension.</p> <p>"Speaking".- While the teacher observes, student will engage in a dialogue with a classmate about everyday activities, location of objects and places and he/she will share that information to a third person.</p> <p>"Reading"-Answer a questionnaire to assess Reading comprehension.</p> <p>"Writing"-Write a paragraph using the sequencing words to describe a routine in a specific day. Write a paragraph describing other person's everyday activities and the frequency he/she does them. Write a paragraph about sports, cultural, academic and amusement activities.</p> <p>Each paragraph must have at least 40 words.</p>	<ol style="list-style-type: none"> 1. To identify the grammar structure and the use of the simple present tense in affirmative, negative and interrogative forms. 2. To understand the clauses of time, adverbs of frequency, "Wh-questions", connectors and conjunctions that are used in the simple present tense. 3. To identify the phrases used to talk about likes and preferences. 4. To identify the pronunciation and spelling of the ordinal numbers. 5. To identify the grammar structure of "There is" and "There are" and the prepositions of place. 	<p>Checklist Practical exercises</p>

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TEACHING LEARNING PROCESS

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Collaborative teams Directed practice Reading techniques: deducing, Reading for specific information	Photographs Didactic cards Printed realia, audio and video Compact Discs, USB Multimedia equipment TV Screen Computer Printer Projector Speakers Internet Music player and MP3 player Video camera Vocabulary list: <ul style="list-style-type: none"> - Sports - Cultural, academic and amusement activities - Colors - Public places, places around the house, work, and furniture - Simple present tense clauses of time.

LEARNING SPACE


Classroom	Laboratory / workshop	Company
x		

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CAPACITIES DERIVED FROM THE PROFESSIONAL COMPETENCES TO WHICH THE COURSE CONTRIBUTES

Capacity	Performance criteria
<p>To identify ideas, questions, and simple and brief instructions familiar to him/her. Employ clear and slow speech with long pauses to provide personal information or to talk about his/her immediate surroundings or his/her working environment.</p>	<p>- During a conversation, where the interlocutor talks about daily topic in a slowly, clearly and paused way, the student should be able to:</p> <ul style="list-style-type: none"> *. Identify common use words that are similar to his/her mother tongue (cognates) *. Deduce the general meaning of the information. *. Follow basic instructions. *. Use body language to indicate that he/she is following the conversation. <p>Numbers, prices and hours.</p>
<p>To read short and simple texts that include familiar words that are similar to his/her mother tongue, as well as basic expressions. To identify the main idea of a given text, phrase by phrase, with visual aid if possible, in order to get the information from his/her immediate and personal surrounding.</p>	<p>When working with a text or simple and clear messages about everyday aspects, the student should be able to:</p> <ul style="list-style-type: none"> *. Understand the general idea of the text. *. Locate names, words and elemental phrases. *. Follow basic and brief instructions, in simple texts that include ads, signals or manuals.
<p>To express oral messages about him/herself, his/her profession, and place of residence and also about other people using simple, isolated and stereotyped phrases that include a basic and specific vocabulary. The student practices drilling, paraphrasing to have a feedback from his/her interlocutor. They also exchange basic information about themselves and their professions.</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> -introduce himself/herself and someone else by giving basic and general information. -ask and answer simple questions about his/her or other people's professions. - Request products or services related to basic needs employing stereotyped phrases and polite language.

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Capacity	Performance criteria
<p>To write short notes and messages using simple, isolated and stereotyped phrases including basic and specific vocabulary about his/her life, profession, personal information and about other people. To write short notes and messages related to specific situations using the dictionary to provide or request basic information.</p>	<p>To write simple and isolated phrases about himself/herself, his/her life, his/her profession and about other people's professions.</p> <p>To fill in simple forms that include personal information, numbers and dates.</p>

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BIBLIOGRAPHY

Author	Year	Title of the document	City	Country	Publisher
Mickey Rogers y John Waterman	(2008)	<i>Attitude Starter</i>	Bangkok	Thailand	Macmillan
Sue Kay y Vaughan Jones	(2012)	<i>New American Inside Out Beginner</i>	Bangkok	Thailand	Macmillan
Joan Saslow y Allen Asher	(2011)	<i>Top Notch Fundamentals</i>	New York	U.S.	Pearson Longman
Peter Loveday, Melissa Koops, Sally Trowbridge, Lisa Varandani	(2012)	<i>Take Away English 1</i>		China	Mc Graw Hill
Mickey Rogers, Joanne Taylore-Knowles, Steve Taylore-Knowles	(2010)	<i>Open Mind 1</i>		Thailand	Macmillan
Philip Kerr	(2012)	<i>Straightforward Beginner</i>		Thailand	Macmillan

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