


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

ENGLISH II

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. Fourth Month Period	Second
3. Theoretical Hours	17
4. Practical Hours	43
5. Total Hours	60
6. Week Fourth Month Period Total Hours	4
7. Learning Objective	The student will exchange information about ongoing and past activities; the existence of things, quantities and prices employing the grammar structures: present progressive, simple past and phrases to express quantity and existence likewise vocabulary related with his/her field of study so as to meet immediate needs.

Learning Units	Hours		
	Theoretical	Practical	Total
I. Present Progressive Tense	4	6	10
II. Quantities	3	7	10
III. Simple Past Tense	10	30	40
Total	17	43	60


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LEARNING UNITS

1. Learning Unit	I. Present Progressive Tense
2. Theoretical Hours	4
3. Practical Hours	6
4. Total Hours	10
5. Objective of the Learning Unit	The student will request and provide information about ongoing and current activities to describe situations in his/her immediate surrounding.

Themes	Learning to know	Learning to do	Learning to be
Ongoing Activities	<p>Identify the grammatical structure of the present progressive tense: "Verb + ing".</p> <p>Identify the structure and use of the present progressive tense and its affirmative, negative and interrogative form.</p> <p>Identify the clauses of time used in the present progressive tense: "now", "right now", "in this moment".</p>	<p>Check and give information about ongoing actions (or not), in a specific moment.</p> <p>Check and give information about ongoing actions.</p>	Cooperation Responsibility


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Themes	Learning to know	Learning to do	Learning to be
Simple present vs. Present progressive	<p>Identify the grammatical structure of the interrogative form of the present progressive using the words: “What, Which, Where, How, Why, When and What time”</p> <p>Recognize the structure and use of the simple present tense.</p> <p>Differentiate the use of the simple present from the present progressive tense, in daily and ongoing activities.</p>	Request information about current or ongoing activities.	Cooperation Responsibility

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ENGLISH II
EVALUATION PROCESS

Learning outcome	Learning sequence	Instruments and type of reagents
<p>Present a portfolio of evidence, using the topics and grammatical structures studied about ongoing and current activities, taking into consideration the following tasks:</p> <p>"Listening". – To listen to an audio and answer a questionnaire to assess listening comprehension.</p> <p>"Speaking".- While the teacher observes, student will role play requesting and providing information.</p> <p>"Reading".- To answer a questionnaire to check Reading comprehension.</p> <p>"Writing".- To write a post card that includes six sentences: three of them using present progressive, and three using the simple present tense; describing the activities he/she is doing. Besides, he/she has to use greetings and farewells expressions.</p>	<ol style="list-style-type: none"> 1. Identify the grammatical structure of the present progressive and its affirmative, negative and interrogative form. 2. Identify the form of present progressive "verb + ing". 3. Identify the present progressive clauses of time. 4. Recognize the grammatical structure and use of the present progressive. 5. Differentiate the use of the simple present from the present progressive tense. 	<p>Checklist Practical exercises</p>

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TEACHING LEARNING PROCESS

Methods and teaching techniques	Media and didactic material
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 Simple present verbs list Food Currency Math symbols Services, supplies, material, tools and equipment related to his/her career. Clothes and accessories. Regular and irregular simple past verbs. Vocabulary related to his/her career. Adverbs of quantity: “ enough”, “too”, “much” and “many”

LEARNING SPACE

Classroom	Laboratory / Workshop	Company
X		


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LEARNING UNITS

1. Learning Unit	II. Quantities
2. Theoretical Hours	3
3. Practical Hours	7
4. Total Hours	10
5. Objective of the Learning Unit	The student will request for information about the existence of things, quantities and prices, in order to buy products, supplies and to pay for services.


Themes	Learning to know	Learning to do	Learning to be
Countable and uncountable nouns	Identify countable and uncountable nouns. Recognize singular and plural nouns. To use "There is" and "There are" to express the existence of objects.	Request and provide information about the existence of objects.	Cooperation Responsibility
Quantifiers	Identify the grammatical structure and use of the interrogative adverbs "how much" and "how many". Identify the use of the quantifiers: "some", "any", "a lot of", "lots of", "A little", "a few", "much", "many" and its use with countable and uncountable nouns. Identify the definite article: "the" Identify the demonstrative adjectives: "this", "that", "these", "those".	Request and provide information about quantities and prices of products. Request and provide prices for common services.	Cooperation Responsibility

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EVALUATION PROCESS

Learning outcome	Learning sequence	Instruments and type of reagents
<p>Student role-play requesting and providing information about the existence and price of several products and services related to his/her professional field.</p> <p>Student keep a portfolio of evidence to record his/her learning progress. It includes the following tasks:</p> <p>"Listening".- Write a list, based in the information in an audio.</p> <p>"Speaking".- Participate in role-play activities while the teacher observes where she/he can request and/or provide information.</p> <p>"Reading".- Answer a written exercise about certain information in a text to check reading comprehension.</p> <p>"Writing".- Write a dialogue mentioning quantities and prices of several products based in a leaflet information.</p>	<ol style="list-style-type: none"> 1. Identify countable and uncountable nouns 2. Explain the use and the grammatical structure of the interrogative adverbs and quantifiers. 3. Relate countable and uncountable nouns with the appropriate quantifier. 4. Identify the definite article 5. Identify the demonstratives adjectives. 	<p>Checklist Role play</p>

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TEACHING LEARNING PROCESS

Methods and teaching techniques	Media and didactic material
Collaborative teams Learning through Information and Communication Technology, Listening, reading and writing comprehension Techniques.	Photographs Didactic cards Printed realia, audio and video Compact Discs, USB Multimedia equipment TV Screen Computer Printer Projector Speakers Internet Vocabulary of food, currency, basic arithmetic symbols: addition, subtraction, multiplication, division, equal and percentage. Services, supplies, tools and equipment related to his/her professional field. Clothing

LEARNING SPACE

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LEARNING UNITS

1. Learning Unit	III. The simple past tense
2. Theoretical hours	10
3. Practical hours	30
4. Total hours	40
5. Objective of the Learning Unit	The student will request for information about the existence of things, quantities and prices, in order to buy products, supplies and to pay for services.


Themes	Learning to know	Learning to do	Learning to be
Simple past of the verb "to be"	Identify the grammatical structure and use of the verb "to be" in its affirmative, negative and interrogative forms. Identify the clauses of time for the simple past tense.	Exchange information about the condition and situation of things and people in the past.	Cooperation Responsibility
Regular and irregular simple past verbs form.	Be able to tell the difference between the regular and irregular verbs form of the simple past tense. Explain the grammatical structure and use of the verb in the simple past tense in its affirmative, negative and interrogative form. Identify the interrogative forms.	To pronounce correctly the regular and irregular verbs in simple past tense. Narrate experiences that happened and finished in a certain moment in the past. Ask and give information about situations that happened and finished in a certain moment in the past.	Cooperation Responsibility

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EVALUATION PROCESS

Learning outcome	Learning sequence	Instruments and type of reagents
<p>Student role-play requesting and providing information about what happened and ended in the past. Student keep a portfolio of evidence to record his/her learning progress. It includes the following tasks:</p> <p>"Listening".- Listen to a recording about a well-known person's biography and answer a written exercise, to check listening comprehension.</p> <p>"Speaking".- While the teacher observes, dialogue with a partner about an event in the past, related with their professional field. They have to use at least 20 verbs in simple past tense.</p> <p>"Reading".- Read a text and answer to a written exercise to check reading comprehension.</p> <p>"Writing".- Write a biography of a well-known person related to his/her professional field. It must include at least 60 words.</p>	<ol style="list-style-type: none"> 1. Understand the grammatical structure and use of the simple past of the verb "to be". 2. Identify the difference between the regular and the irregular verbs of the simple past tense. 3. Identify the clauses of time of the simple past tense. 4. Explain the grammatical structure and use of the regular and irregular verbs of the simple past tense in its affirmative, negative and interrogative forms. 5. Identify the sequencing words. 	<p>Checklist Role play</p>

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TEACHING LEARNING PROCESS

Methods and teaching techniques	Media and didactic material
<p>Collaborative teams</p> <p>Learning through Information and Communication Technology, Listening, reading and writing comprehension Techniques.</p>	<p>Printed realia, audio and video</p> <p>Compact Discs, USB</p> <p>Multimedia equipment</p> <p>TV Screen</p> <p>Computer</p> <p>Printer</p> <p>Projector</p> <p>List of regular and irregular verbs that includes the simple past tense.</p> <p>Vocabulary related to their career.</p>

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CAPACITIES DERIVED FROM THE PROFESSIONAL COMPETENCES TO WHICH THE COURSE CONTRIBUTES

Capacity	Performance criteria
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.	- During a conversation, where the interlocutor talks about daily topic in a slowly, clearly and paused way, the student should be able to: * Identify common use words that are similar to his/her mother tongue (cognates) * Deduce the general meaning of the information. * Follow basic instructions.
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.	When working with a text or simple and clear messages about everyday aspects, the student should be able to: * 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.
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.	The student should be able to: -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.
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.	To write simple and isolated phrases about himself/herself, his/her life, his/her profession and about other people's professions. To fill in simple forms that include personal information, numbers and dates.

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BIBLIOGRAPHY

Author	Year	Title	City	Country	Publisher
Miles Craven	(2013)	<i>Breakthrough Plus 1</i>	Bangkok	Thailand	Macmillan
Ken Wilson	(2011)	<i>Smart Choice 1</i>	China	China	Oxford
María Victoria Saumell y Sarah Louisa Birchley	(2012)	<i>English in Common 2</i>	New York	U.S.	Pearson Longman
Joan Saslow y Allen Asher	(2011)	<i>Top Notch 2</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>	Bangkok	Thailand	Macmillan
Philip Kerr	(2012)	<i>Straightforward Beginner</i>	Bangkok	Thailand	Macmillan

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