


ENGLISH IV

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	Fourth
3. Theoretical Hours	24
4. Practical Hours	36
5. Total Hours	60
6. Week Fourth Month Period Total Hours	4
7. Learning Objective	The student will exchange information about life experiences and their frequency using the present perfect and simple past tenses; as well as comparing places, objects, people and situations to socialize with his/her closest social and working environment.


Learning Units	Hours		
	Theoretical	Practical	Total
I. Comparatives, Superlatives	8	12	20
II. Present Perfect	16	24	40
Total	24	36	60

WRITTEN BY:	Languages Technical Committee	REVISED BY:	Deputy Directorate of Educational Programs	
APPROVED BY:	C. G. U. T. y P.	EFFECTIVE DATE:	September 2014	

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LEARNING UNITS

1. Learning Unit	I. Comparatives, Superlatives
2. Theoretical Hours	8
3. Practical Hours	12
4. Total Hours	20
5. Objective of the Learning Unit	The student will explain the existing differences among objects, people, places, and situations to justify his/her ideas and decisions while interacting with his/her immediate surrounding.


Themes	Learning to know	Learning to do	Learning to be
Comparatives of equality and superiority	<p>Identify adjectives with one, two, three or more syllables.</p> <p>Identify the grammatical structure of the adjectives when they are compared in a situation of equality.</p> <p>Identify the grammatical structure of one syllable adjectives when they are compared in a situation of superiority</p> <p>Identify the grammatical structure of two or more syllable adjectives when they are compared in a situation of superiority</p> <p>Identify the exceptions of the adjectives.</p>	Compare objects, people, places, and situations according to their characteristics.	<p>Time management skills</p> <p>Tolerant</p> <p>Willingness to changes</p> <p>Environmental awareness</p>
Superlatives	<p>Identify the grammatical structure and the use of the superlatives adjectives.</p> <p>Identify the irregular adjectives.</p>	Describe the highest characteristic of objects, places, people and situations with regard to a universe of similar characteristics.	<p>Time management skills</p> <p>Tolerant</p> <p>Willingness to changes</p> <p>Environmental awareness</p>

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EVALUATION PROCESS

Learning outcome	Learning sequence	Instruments and type of reagents
<p>As a result of the practice activities carried out in class regarding his/her field of study and related to requesting and providing information about comparison among people, places, objects and situations, the student will present a portfolio of evidence including the following tasks:</p> <p>"Listening". – Listen to an audio and answer the corresponding questions.</p> <p>"Speaking".- While the teacher observes, student will role play requesting and providing information. They must use at least 20 adjectives.</p> <p>"Reading".- Answer a written exercise about a given text.</p> <p>"Writing".- Write a paragraph with a minimum of 80 words, mentioning the advantages and disadvantages of a product or service due to its previous comparison.</p>	<ol style="list-style-type: none"> 1. Identify one, two or more syllables adjectives when they are compared in a situation of equality. 2. Identify one, two or more syllables adjectives when they are compared in a situation of superiority. 3. Identify the grammatical structure and use of the adjectives used in the superlative form 4. Identify the irregular adjectives and their exceptions. 	<p>Checklist Practical exercises</p>

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TEACHING LEARNING PROCESS

Methods and teaching techniques	Media and didactic material
Collaborative teams Learning through Information and Communication Technology, Role play Listening, reading, and writing comprehension techniques.	Printed realia, audio and video Compact Discs, USB Multimedia equipment TV Screen Computer Printer Projector Short and long adjectives verbs list Vocabulary of terminology related to his/her field of study.

LEARNING SPACE

Classroom	Laboratory / Workshop	Company
x		


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LEARNING UNITS

1. Learning Unit	II. Present Perfect
2. Theoretical Hours	16
3. Practical Hours	24
4. Total Hours	40
5. Objective of the Learning Unit	The student will talk about his/her life experiences, its frequency, and the impact that these previous one have had in the in the way the student interacts with his/her social and working environment.

Themes	Learning to know	Learning to do	Learning to be
Experiences	<p>Identify the grammatical rules and the correct pronunciation of the regular verbs in the past participle tense.</p> <p>Identify the grammatical rules and the correct pronunciation of the irregular verbs in the past participle tense.</p> <p>Identify the grammatical structure of the present perfect tense and its affirmative, negative and interrogative form.</p> <p>Identify the clauses of time used in the present perfect tense: “since”, “for” When the question word “How long?” is used.</p>	<p>Identify the different pronunciation of the past participle verbs.</p> <p>Talk about activities that started in a certain moment in the past, and they are still happening in the present.</p> <p>Talk about a situation that happened in a recent past.</p> <p>Talk about the exact moment when an activity started, and the period of time that it lasted using the question word “How long?”, and “for”, “since”.</p>	<p>Time management skills</p> <p>Tolerant</p> <p>Willingness to changes</p> <p>Environmental awareness</p>

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Themes	Learning to know	Learning to do	Learning to be
Have you ever...?	Identify the use of the frequency adverbs “already”, “just”, “ever”, “always”, “yet”, “never”, “once”, “twice” as an answer of: “Have you ever...?”	Be able to express when an action has or has not been done. Talk about how often an action has been done.	Time management skills Tolerant Willingness to changes Environmental awareness
Present perfect vs. simple past	Recognize the structure and use of the simple past. Differentiate the use of the simple past from the present perfect. Explain the function of “used to” in its affirmative, negative and interrogative form.	Talk about actions that finished in the past in the following contexts: -actions that continuing happening in the present. -actions described as experiences. -actions that finished in the recent past. Express and request information about actions that used to happen in the past.	Time management skills Tolerant Willingness to changes Environmental awareness

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EVALUATION PROCESS

Learning outcomes	Learning sequence	Instruments and type of reagents
<p>As a result of the practice activities carried out in class during his/her professional training at TSU, from field trips, conference and congress attended, the student will present a portfolio of evidence including the following tasks:</p> <p>"Listening". – Listen to an audio and answer the corresponding questions.</p> <p>"Speaking".- While the teacher observes, student will role play talking about life experiences.</p> <p>"Reading".- Answer a written exercise about a given text.</p> <p>"Writing".- Write a paragraph with a minimum of 80 words, reporting a life experience related to his/her professional training.</p>	<ol style="list-style-type: none"> 1. Identify the grammatical rules and the correct pronunciation of the regular and irregular verbs in the past participle tense. 2. Identify the grammatical structure of the present perfect tense and its affirmative, negative and interrogative form. 3. Identify the clauses of time used in the present perfect tense: "since", "for" When the question word "How long?" is used. 4. Identify the use of the frequency adverbs "already", "just", "ever", "always", "yet", "never", "once", "twice" as an answer of: "Have you ever...?" 5. Differentiate the use of the simple past from the present perfect. 	<p>Checklist Practical exercises</p>

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TEACHING LEARNING PROCESS

Methods and teaching techniques	Media and didactic material
Collaborative teams Interview Brainstorming	Printed realia, audio and video Compact Discs, USB Multimedia equipment TV Screen Computer Printer Projector List of verbs in past participle Vocabulary related to his/her field of study Multimedia equipment

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
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 carry out tasks *It has a non-verbal reaction and uses follow up questions to show interest in the conversation *. Numbers, prices and hours.
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: 1. Understand the main idea of the text. 2. Locate names, words and elemental phrases. 3. Follow basic and brief instructions, in simple texts that include ads, signals or manuals.
To write notes and short messages about him/herself, his/her profession, and place of residence and also about other people using simple, isolated, and stereotyped phrases. Talk about concrete situations using known vocabulary and the dictionary if necessary to request or provide basic information.	The student should be able to: Write notes and short messages about him/herself, his/her profession, and place of residence and also about other people using simple, isolated, and stereotyped phrases. Fill in simple forms with personal information, number and dates.

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BIBLIOGRAPHY

Author	Year	Title	City	Country	Editorial
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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 2</i>		China	Mc Graw Hill
Mickey Rogers, Joanne Taylore- Knowles, Steve Taylore-Knowles	(2010)	<i>Open Mind 2</i>	Bangkok	Thailand	Macmillan
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