ENGLISH V

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	Fifth
3. Theoretical Hours	21
4. Practical Hours	39
5. Total Hours	60
6. Week Fourth Month Period Total Hours	4
7. Learning Objective	The student will express in an oral and written way information concerning his/her academic and professional training, the necessary conditions to carry out actions for improvement, as well as the interpretation of authentic documents to facilitate the integration in his/her social and professional environment.

Learning Units	Hours		
	Theoretical	**Practical**	**Total**
I. Conditionals	8	12	20
II. Work Environment	8	12	20
III. Interpretation of Specific Technical Texts	5	15	20
Total	**21**	**39**	**60**

ENGLISH V
LEARNING UNITS

1. **Learning Unit**	**I. Conditionals**
2. **Theoretical Hours**	8
3. **Practical Hours**	12
4. **Total Hours**	20
5. **Objective of the Learning Unit**	The student will express results derived from the fulfillment of certain conditions to offer proposals and solutions related to his/her professional field.

Themes	Learning to know	Learning to do	Learning to be
Zero and 1st conditionals	Identify the grammatical structures of simple past and future tense. Identify the grammatical structure and use of the zero conditional, as well as its affirmative, negative and interrogative forms. Identify the grammatical structure and use of the first conditional, as well as its affirmative, negative and interrogative forms	Narrate a possible fact about a true situation, after a condition is fulfilled. Narrate a real or possible event that may occur if a condition is fulfilled.	Assertive and argumentative Aesthetic sense

EVALUATION PROCESS

Themes	Learning to know	Learning to do	Learning to be
2nd Conditional	Identify the grammatical structures of the simple past tense and the modal verbs "would", "could" and "might". Identify the grammatical structure of the second conditional, in its affirmative, negative and interrogative forms. Identify the grammatical structure and use of the verbs "wish" and "hope" used with the second conditional.	Narrate an event that might happen if a hypothetical or imaginary condition is fulfilled. Express a wish about a hypothetical or imaginary situation.	Assertive and argumentative Aesthetic sense

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EVALUATION PROCESS

Learning outcomes	Learning sequence	Instruments and type of reagents
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 hypothetic, imaginary or real situations, the student will present a portfolio of evidence including the following tasks: "Listening".- Listen to an audio and answer a practical exercise to check listening comprehension. "Speaking".- While the teacher observes, engage in a conversation with a partner to talk about real, hypothetical and imaginary situations. "Reading".- Answer a written exercise about a given text. "Writing".- Write a paragraph with a minimum of 100 words based in a hypothetical situation, to present solutions to improve him/her labor environment.	1. Identify the grammatical structures of the simple present and the future tenses. 2. Comprehend the grammatical structure and the use of the zero conditional in its affirmative, negative and interrogative forms. 3. Explain the grammatical structure and the use of the first conditional in its affirmative, negative and interrogative forms 4. Identify the grammatical structure of the simple past tense and the modal verbs "would", "could" and "might". 5. Explain the grammatical structure and the use of the second conditional in its affirmative, negative and interrogative forms, as well as the use of "wish" and "hope".	Checklist Practical exercises

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TEACHING LEARNING PROCESS

Methods and teaching techniques	Media and didactic material
Learning through Information and Communication Technology Role play Listening, reading and writing comprehension Techniques.	Authentic and printed material, audio and video Compact Discs, USB Multimedia equipment TV Screen Computer Printer Projector Irregular and regular verbs list Glossary of terminology related to the student's field of study.

LEARNING SPACE

Classroom	Laboratory / Workshop	Company
x		

ENGLISH V

LEARNING UNITS

1. **Learning Unit**	**II. Work Environment**
2. **Theoretical Hours**	8
3. **Practical Hours**	12
4. **Total Hours**	20
5. **Objective of the Learning Unit**	The student will be able to speak and write about personal, academic, and professional information for his/her integration and professional development in the work environment.

Themes	Learning to know	Learning to do	Learning to be
Curriculum Vitae	Identify the several sections that a Curriculum Vitae should include: -Personal information -Academic background -Work experience -Competences -Personal interests	Elaborate his/her Curriculum Vitae Elaborate his/her résumé	Assertive and argumentative Aesthetic sense

Themes	Learning to know	Learning to do	Learning to be
Job interview	Identify the grammatical structures of the different tenses taught in the previous courses. Identify the most frequent questions and answers in a job interview. Identify the different expressions used to express an opinion, such as: "In my opinion", "I think", "I believe", "I suppose", and "I consider". Differentiate the function of the endings "ing" and "ed" when using qualifying adjectives. Identify the essential requirements before attending a job interview. - A tidy appearance - Wearing appropriate clothes - Body language - Self confidence - Punctuality - General knowledge of the company/business where the interview will take place.	Take part/go in/to a job interview. Express an opinion about an idea or specific topic using the adjectives ending in "ing" and "ed".	Assertive and argumentative Aesthetic sense

ENGLISH V

EVALUATION PROCESS

Learning outcomes	Learning sequence	Instruments and type of reagents
As a practice activity during class, the students will role play applying for a job or an internship in a company and they will present a portfolio of evidence including the following tasks: "Listening".- Listen to an audio and answer a practical exercise to check listening comprehension. "Speaking".- While the teacher observes, role play a job interview "Reading".- Answer a written exercise about a given text. "Writing".- Write a Curriculum Vitae and Résumé	1. Identify the sections that should be included in a Curriculum Vitae. 2. Understand the purpose of a Résumé based on its structure and composition. 3. Identify the grammatical structures of the different tenses taught in the previous courses. 3. Identify the most frequent questions asked during an interview. 4. Understand the essential requirements before attending a job interview	Checklist Role play Guidelines for personal interviews

ENGLISH V

TEACHING LEARNING PROCESS

Methods and teaching techniques	Media and didactic material
Group discussion Brainstorming Collaborative team Learning through Information and Communication Technology Role play Listening, reading and writing comprehension techniques.	Authentic Documents, Multimedia Internet Authentic and printed material, audio and video Compact Discs, USB Multimedia equipment TV Screen Computer Printer Projector Lists of regular and irregular verbs. Glossary of terms related to the student's field of study.

LEARNING SPACE

Classroom	Laboratory / Workshop	Company
x		

1. **Learning Unit**	**III. Interpretation of Specific Technical Texts**
2. **Theoretical Hours**	5
3. **Practical Hours**	15
4. **Total Hours**	20
5. **Objective of the Learning Unit**	The students will describe the content of an authentic document to interact in his/her personal and work environment.

Themes	Learning to know	Learning to do	Learning to be
Structure of words	Identify the concept of cognates and false cognates. Identify the suffix and prefix forms. Identify de adverbs ending with the suffix "ly" Identify the verbs followed by prepositions, the "phrasal verbs"	.	Assertive and argumentative Aesthetic sense
Comprehension of documents	Identify the different strategies to comprehend a written document: "predicting", "skimming", "scanning", and "intensive reading". Acknowledge the importance of the use of connectors and punctuation marks.	Explain in a comprehensive and detailed way the information contained in documents.	Assertive and argumentative Aesthetic sense

ENGLISH V

EVALUATION PROCESS

Learning outcomes	Learning sequence	Instruments and type of reagents
After working with authentic documents related to his/her field of study, the student will present a portfolio of evidences including the following tasks: "Speaking".- While the teacher observes, the student will express his/her opinion about the given document. "Reading".- Answer a written exercise about a given text. "Writing".- Write a report of at least 100 words stating the main and secondary idea of a text.	1. Identify cognates and false cognates. 2. Understand the form of the suffixes and prefixes. 3. Identify the verbs followed by prepositions, "phrasal verbs. 4. Recognize the reading strategies to comprehend a written document. 5. Acknowledge the importance of the use of connectors and punctuation marks.	Checklist Practical exercises

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TEACHING LEARNING PROCESS

Methods and teaching techniques	Media and didactic material
Guided reading Research Collaborative team Learning through Information and Communication Technology Listening, reading and writing comprehension techniques.	Authentic and printed material, audio and video Compact Discs, USB Multimedia equipment TV Screen Computer Printer Projector List of verbs followed by a preposition, "phrasal verbs". Informal communicative expressions such as: "really", "right", "well", "any way", "I know", "you know", "yes, I suppose so", "I mean". Glossary of terms related to the student's field of study.

LEARNING SPACE

Classroom	Laboratory / Workshop	Company
x		

ENGLISH V

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. *. Use body language to indicate that he/she is following 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: *. 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.

Capacity	Performance criteria
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

BIBLIOGRAPHY

Author	Year	Title	City	Country	Editorial
Miles Craven	(2013)	*Breakthrough Plus 2*	Bangkok	Thailand	Macmillan
Ken Wilson	(2011)	*Smart Choice 2*	China	China	Oxford
Joan Saslow y Allen Asher	(2011)	*Top Notch Summit 1*	New York	U.S.	Pearson Longman
Joan Saslow y Allen Asher	(2011)	*Top Notch Summit 2*	New York	U.S.	Pearson Longman
Josephine O'Brien	(2007)	*English for Business*	Boston	U.S,	Thomson
Miles Craven	(2009)	*Reading Keys, Skills and strategies for effective reading*	Bangkok	Thailand	Macmillan