

PROGRAMACIÓN FPB1

ÍNDICE

- 1. INTRODUCCIÓN(p.2)**
- 2. OBJETIVOS (p.2)**
- 3. CONTENIDOS (p.3)**
- 4. CONTENIDOS MÍNIMOS (p.4)**
- 5. SECUENCIACIÓN DE LOS CONTENIDOS (p.5)**
- 6. TEMPORALIZACIÓN (p.24)**
- 7. CRITERIOS DE EVALUACIÓN (p.24)**
- 8. CRITERIOS DE CALIFICACIÓN (p.25)**
- 9. RECUPERACIÓN DE EVALUACIONES (p.26) PENDIENTES**
- 10. EVALUACIÓN EXTRAORDINARIA DE JUNIO (p.27)**
- 11. ATENCIÓN A LA DIVERSIDAD (p.26)**
- 12. METODOLOGÍA DIDÁCTICA (p.27)**
- 13. MATERIALES Y RECURSOS DIDÁCTICOS (p.27)**

1. INTRODUCCIÓN

La asignatura de Inglés de FPB1 se encuentra dentro del Ámbito de Comunicación y Sociedad. En este ámbito se engloban las materias de:

- Lengua Castellana
- Lengua Extranjera (Inglés)
- Ciencias Sociales

Los módulos profesionales de Comunicación y Sociedad y Ciencias aplicadas tendrán como referente el currículo de las materias de Educación Secundaria Obligatoria incluidas en el bloque común correspondiente y el perfil profesional del título de Formación Profesional en el que se incluyen. La duración del módulo será de 380 horas.

2. OBJETIVOS

1. Adquirir la competencia comunicativa necesaria para la construcción de enunciados con sentido y gramaticalmente correctos.
2. Desarrollar las habilidades lingüístico-comunicativas, tanto de expresión como de comprensión escrita.
3. Adquirir los conocimientos y procedimientos gramaticales, tanto morfológicos como sintácticos, que son precisos para producir enunciados correctos y cohesionados.
4. Comprender y producir textos orales básicos en lengua inglesa.
5. Participar en conversaciones en lengua inglesa, empleando el tipo de texto adecuado para comunicarse con instituciones públicas, privadas y de la vida laboral.
6. Comprender la información de mensajes en inglés, tanto orales como escritos, relativos a situaciones cotidianas.
7. Elaborar mensajes y textos sencillos en lengua inglesa.
8. Valorar la importancia del aprendizaje de la lengua inglesa como fuente de información, disfrute y acercamiento a otras culturas y formas de vida.

3. CONTENIDOS

1. Comprensión y producción de textos en lengua inglesa

- a) Ideas principales en llamadas, mensajes, órdenes e indicaciones muy claras.
- b) Descripción general de personas, lugares, objetos (del ámbito profesional y del público).
- c) Actividades propias del ámbito profesional.
- d) Narración sobre situaciones habituales y frecuentes del momento presente, pasado y del futuro.

- e) Léxico frecuente, expresiones y frases sencillas para desenvolverse en transacciones y gestiones cotidianas del entorno personal o profesional: actividades de interés personal, de la vida diaria, relaciones humanas y sociales. Léxico frecuente relacionado con las TIC.
- f) Recursos gramaticales:
 - . Tiempos y formas verbales en presente, pasado; verbos principales, modales y auxiliares. Significado y valores de las formas verbales.
 - . Funciones comunicativas asociadas a situaciones habituales y frecuentes: pedir y dar información, expresar opiniones; saludar y responder a un saludo; dirigirse a alguien; iniciar y cerrar un tema...
 - . Elementos lingüísticos fundamentales.
 - . Marcadores del discurso para iniciar, ordenar y finalizar.
 - . Estructuras gramaticales básicas.

2. Participación en conversaciones en lengua inglesa:

- . Estrategias de comprensión y escucha activa para iniciar, mantener y terminar la interacción. Estrategias para mostrar interés.

3. Elaboración de mensajes y textos sencillos en lengua inglesa:

- a) Comprensión de la información global y la idea principal de textos básicos cotidianos, de ámbito personal o profesional: cartas, mensajes, avisos, instrucciones, correos electrónicos, información en internet, folletos.
- b) Léxico frecuente para desenvolverse en transacciones y gestiones cotidianas sencillas del ámbito personal y profesional.
- c) Composición de textos escritos muy breves, sencillos y bien estructurados: mensajes, correos electrónicos, cuestionarios...
- d) Recursos gramaticales:
 - . Tiempos y formas verbales. Relaciones temporales: anterioridad, posterioridad y simultaneidad. Valores y significados de las formas verbales.
 - . Funciones comunicativas más habituales del ámbito personal o profesional en medios escritos.
- e) Elementos lingüísticos fundamentales atendiendo a los tipos de textos, contextos y propósitos comunicativos. Intención comunicativa: objetividad/subjetividad; informar, preguntar.
- f) Propiedades básicas del texto: adecuación, coherencia y cohesión. Uso de las formas verbales. Marcadores discursivos. Léxico preciso.
- g) Estrategias y técnicas de comprensión lectora: antes, durante y después de la lectura.
- h) Estrategias de planificación y corrección. Utilización de los recursos adecuados a cada situación.

4 .CONTENIDOS MÍNIMOS

1. *To Be*
2. *Have got*
3. *There is/are*
4. *Present Simple*
5. *Present Continuous*
6. *Past Simple*

4. SECUENCIACIÓN DE LOS CONTENIDOS POR UNIDAD

Unit 1. Where are you from?

OBJECTIVES

- a. To understand and correctly use vocabulary related to countries and nationalities.
- b. To understand and correctly use grammatical structures with the verb *to be* in the present tense, in the affirmative, negative and interrogative.
- c. To revise and practise possessive adjectives appropriately.
- d. To ask questions using question words *y* to make comparisons with L1.
- e. To correctly use individual words or several words together with the grammatical structures presented in the unit.
- f. To learn and practise everyday expressions used in formal and informal introductions and the exchange of everyday personal information.
- g. To revise and practise cardinal numbers in real communicative situations.
- h. To read and understand a web page.
- i. To identify general and specific information when listening to a wide variety of spoken texts and to demonstrate active listening.
- j. To recognise and practise the pronunciation of the vowel sound /eɪ/.
- k. 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 structures used.
- Pair work speaking tasks to revise the vocabulary and structures introduced in the unit.

WRITING:

- Communication of personal information in a formal context.
- Personalization 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.

Unit 2. Have you got a memory stick?

OBJECTIVES

- To understand and correctly use vocabulary related to family and technology.
- To understand and correctly use grammatical structures with the verb *have got* in the present tense, in the affirmative, negative and interrogative.
- To consolidate the understanding of the interrogative and the abbreviated forms of *have got* through reading a text.
- To correctly use individual words or several words together with the grammatical structures presented in the unit.
- To learn and practise vocabulary related to technological utensils in real communicative situations.
- To read and show understanding of a comment on internet.

- g. To demonstrate active listening to identify general and specific information when listening to a wide variety of spoken texts such as family related information or reserving a hotel room.
- h. To recognise and practise the pronunciation of the sound /s/ at the beginning of a word.
- i. To become aware of one's own learning through completing the activities in the *Review* section, practicing the main vocabulary and grammar.

CONTENTS

VOCABULARY:

- Understanding and practice of vocabulary related to families and technology.
- Understanding of the unit vocabulary by using it in a variety of meaningful contexts.
- Completion of a short personalization activity to show understanding and the appropriate use of new vocabulary.

GRAMMAR:

- Use of the present simple of the verb *have got* in the affirmative and negative using vocabulary related to technology while also encountering vocabulary related to family.
- Identification of specific information in a comment on Internet to practise the grammar and vocabulary of the unit.
- Identification of specific information from a short text which describes a digital tablet and contextualizes the use of the verb *have got*.
- Description of a technological object using the verb *have got* and vocabulary from the semantic field.

READING:

- Reading comprehension and completion of answers of a questionnaire from a magazine for teenagers.
- Use of the questionnaire as a springboard for practice in the use of the interrogative and abbreviated forms of *have got*.

LISTENING:

- Listening comprehension to identify specific information about family and family relationships.
- Identification of specific information in a listening about a real situation related to reserving a hotel room.
- Awareness of the pronunciation of the sound /s/ through active listening to a recording.

SPEAKING:

- Listening comprehension of a simple conversation in a shop.
- Asking of questions about objects required in a shop and their price in order to consolidate the vocabulary and structures learnt.
- Correct use of expressions for greetings and farewells.
- Oral practice in the use of the verb *have got*.
- Role play speaking tasks in pairs to revise the vocabulary and structures introduced in the unit.

WRITING:

- Writing of an informal email to consolidate the unit language through a personalization task.
- Description of a new technological object using the vocabulary and grammatical structures studied in the unit.
- Use of the vocabulary and grammatical structures studied in the unit to ask questions about family and technology.

Unit 3. We go by car

OBJECTIVES

- a. To understand and correctly use vocabulary related to transport.
- b. To learn to say the time and use timetables and identify prepositions of time.
- c. To understand and correctly use grammatical structures such as the present tense in the affirmative, negative and interrogative, using a variety of verbs.
- d. To consolidate the understanding of the interrogative and the abbreviated forms of the present tense through reading an article.
- e. Identify general and specific information when reading a text.
- f. To correctly use individual words or several words together with the grammatical structures presented in the unit through a dialogue.
- g. To learn and practise vocabulary related to train transport in real communicative situations.
- h. To read a blog on Internet to identify specific information, while revising new and known vocabulary.
- i. To demonstrate active listening to identify general and specific information when listening to a wide variety of spoken texts such as transport information, train timetables, traffic jams.
- j. To recognise and practise the pronunciation of the end sounds /s/, /z/ and /ɪz/.
- k. To write a text message practising the vocabulary of the unit.
- l. To practise the use of the interrogative *Can I ...?*
- m. To become aware of one's own learning through completing the activities in the *Review* section, practising the main vocabulary and grammar.

CONTENTS

VOCABULARY:

- Understanding and practice of vocabulary related to transport through various activities.
- Listening activity to correctly identify and practise the pronunciation of the target vocabulary.

GRAMMAR:

- Use of the present simple of different verbs in the affirmative and negative using vocabulary related to timetables and routines.
- The meaningful use of the present simple to talk about routines and things they do regularly.
- The use of reference material as support when completing activities, in this case, learning to learn with grammatical tables.
- Learning and practice of the interrogative form of the present simple and its abbreviated form.

READING:

- Reading comprehension of a text that contextualizes the vocabulary of the unit on family routines and timetables.
- Reading of a text about a famous person and showing understanding of the text by asking and answering questions using the interrogative and short answers using the present simple.

LISTENING:

- Listening comprehension to identify specific information, identifying the prepositions of time.
- Active listening to identify information about the characteristics of a train ticket in a real situation which requires going on a trip.
- Awareness of the pronunciation of the end sounds /s/, /z/ and /ɪz/ and attempting to pronounce them.

SPEAKING:

- Listening comprehension of a simple conversation about a person buying a train ticket.
- Conversation about routines using the structures seen in the unit, present simple and vocabulary related to timetables and transport.
- Asking and answering of questions using the appropriate interrogative form of *Can I...?*
- Correct use of expressions for greetings and farewells.
- Practice of the use of the present tense with different verbs in the affirmative, negative and interrogative.
- Role play speaking tasks in pairs to revise the vocabulary and structures introduced in the unit.

WRITING:

- Understanding of a short chat dialogue, deducing the relevant missing information and identifying the information about a train time.
- Writing of a short text based on the missing information in the chat and information found in a train timetable using the vocabulary and grammatical structures studied in the unit.

Unit 4. Lifelong Learning

OBJECTIVES

- a. To learn and practise study skills such as knowing different techniques for recording and keeping vocabulary up to date.
- b. To develop the ability to work in a team by carrying out a collaborative project.
- c. To know and use Information Communication Technology tools such as digital walls.
- d. To carry out active listening and to revise the contents of the course to date.
- e. To read different text types, such as digital walls or job adverts in order to identify global and specific information.
- f. To revise structures and vocabulary learnt to date and use them in other situations.
- g. To evaluate the strategies and skills on an individual basis and as a group.
- h. To put into practice work-related tools in English, creating a Curriculum Vitae.
- i. To learn cultural information about Great Britain, particularly means of transport that they can use and to compare them with their own country.

CONTENTS

STUDY SKILLS: RECORDING VOCABULARY

- Learning of how to record and maintain vocabulary through using different techniques: translation, labelling, classification.
- Revision of the target vocabulary learnt in the course to date.

ENGLISH FOR ICT: A COLLABORATIVE DIGITAL WALL

- Improvement of the ability to work in a team.
- Collaborative work to carry out a project, in this case, a digital wall with the help of online resources using the following steps:
 - ⇒ Group work following instructions.
 - ⇒ Identification of different types of information that appears on the wall.
 - ⇒ Reading of an example of a digital wall: the model of a digital wall of an entrepreneur.
 - ⇒ Creation of a digital wall on an enterprising individual chosen by the group and presented to the rest of the class.

ENGLISH FOR WORK: PREPARING A CV

- Writing of an appropriate curriculum vitae in English.
- Reading of job adverts and reflection of how to adapt the curriculum to the job offers.
- Writing of a fictitious curriculum to present in response to one of the job adverts.
- Reflection on the importance of this document when looking for work.

ENGLISH FOR CULTURE: TRANSPORT

- Knowledge of the means of transport in the United Kingdom.
- Use of Internet tools to get to know cultural aspects of the United Kingdom.
- Awareness of behavioural norms when travelling in the United Kingdom and in general.
- Revision of vocabulary studied to date.
- Writing of a text message using the missing information in the chat conversation and information taken from a train timetable using the vocabulary and structures studied in the unit.

Unit 5. What do you do?

OBJECTIVES

- a. To understand and correctly use vocabulary related to jobs.
- b. To consolidate how to say the times correctly.
- c. To understand and correctly use grammatical structures such as *there is/there are* in the present tense, in the affirmative, negative and interrogative.
- d. To learn and practise the adverbs of frequency to talk about routines together with the present tense.
- e. To read a blog on Internet about part-time work to identify global and specific information.
- f. To correctly use individual words or several words together with the grammatical structures presented in the unit and previous units
- g. To read a magazine article to practice the structure and vocabulary studied in previous units and to practice adverbs of frequency.
- h. To identify global and specific information in a listening about work experiences.
- i. To practise expressing preferences using *like/prefer + gerund* through a dialogue.
- j. To recognise and practise the pronunciation of the sound /ə/.
- k. To write an online profile for a social media network to learn how to express likes and dislikes, using the structure *like/prefer + gerund*.
- l. To become aware of one's own learning through completing the activities in the Review section, practising the main vocabulary and grammar.

CONTENTS

VOCABULARY:

- Understanding and practice of vocabulary related to jobs and areas of work.
- Identification of specific information in an Internet blog to practise the vocabulary of the unit.
- Proof of knowledge of the unit vocabulary through its use in different meaningful contexts.

GRAMMAR:

- Practice of the present simple of different verbs in the affirmative and negative using adverbs of frequency to talk about routines and to revise the negative form.
- Learning and practice of the present simple of different verbs to talk about jobs.
- The use of reference material as support when completing activities, in this case, a graphic to show the use of adverbs of frequency.

- Comprehension of a text about weekly routines of a student and the recognition of the use of grammatical structures studied.
- Identification of the use of the structure *there is/there are*.
- Understanding and use of ways of expressing preferences: *like/prefer + gerund*.

READING:

- Reading of a magazine article to learn about daily routines of families in the United Kingdom.
- Proof of understanding of a text by answering questions correctly and using adverbs of frequency.

LISTENING:

- Listening comprehension to identify specific information to answer multiple choice questions.
- Active listening to identify words related to the semantic field of work and expressions to express how often some things occur.
- Identification of the use of *there is/there are* in a listening comprehension and revision of the numbers.
- Focus on the pronunciation of the 'schwa' sound /ə/ and its correct pronunciation in different jobs.

SPEAKING:

- Practice of the expression of preferences using *like/prefer + gerund* through a dialogue about sports activities.
- Asking and answering of questions about why people prefer certain things.
- Role play speaking tasks in pairs to revise the vocabulary and structures introduced in the unit.

WRITING:

- Understanding of a short text describing the profile of a student on a social media network and focus on the use of expressions to talk about regular activities.
- Writing of a short profile for a social media network to consolidate what has been learnt in the unit through a personalization activity, using expressions to talk about frequency and preferences.

UNIT 6. What are you doing?

OBJECTIVES

- 1.To correctly use words presented in the unit.
- 2.To understand and correctly use grammatical structure with the verbs in the Present Continuous.
- 3.To learn and practice expressions of ability.
- 4.To revise the colours.

CONTENTS

VOCABULARY: - understanding and practicing the vocabulary related to clothes and colours.
-identification of specific information in an Internet chat to practice the unit vocabulary.

GRAMMAR: -use of the Present Continuous to talk about yourself and others.

-use of the verb CAN expressing ability.

READING: -reading comprehension of an Internet chat.

LISTENING: -listening comprehension to understand a job advert.

SPEAKING: -speaking task to make arrangements.

WRITING: -consolidation of the unit language through a social network.

Unit 7. Where was the hotel?

OBJECTIVES

- a. To understand and correctly use vocabulary related to food.
- b. To understand and correctly use grammatical structures such as the past simple of the verb *to be*, in the affirmative, negative and interrogative.
- c. To learn and practise *there was/there were* in the affirmative.
- d. To become familiar with the use of the forms *Can I have?* and *Would you like ...?* to ask for things and find out what the other person would like.
- e. To correctly use individual words or several words together with the grammatical structures presented in the unit and previous units
- f. To read a text from an online newspaper and a newsletter about public events to identify global and specific information.
- g. To identify the vocabulary studied in the unit (food) and to practise the grammatical structures presented through an active listening activity about a friend's trip to New York.
- h. To practise the vocabulary of food studied in the unit through a meaningful context, such as a dialogue between a worker in a café and a customer.
- i. To recognise and practise the pronunciation of the initial sound /h/.
- j. To write a presentation for the class about favourite holidays based on a model text that they have read beforehand.
- k. To become aware of one's own learning through completing the activities in the Review section, practising the main vocabulary and grammar.

CONTENTS

VOCABULARY:

- Understanding and practice of vocabulary related to food.
- Classification of the vocabulary of food in different categories.
- Proof of knowledge of the unit vocabulary through its use in different meaningful contexts.

GRAMMAR:

- Practice of the present simple of the verb *to be* in the affirmative, negative and interrogative based on an article about a student trip.
- Practice of the unit vocabulary and the past simple of the verb *to be* by answering questions firstly about the text, then about themselves.
- Proof of understanding of the text by answering questions using *there was/there were*.
- The use of reference material as support when completing activities, in this case, grammatical tables.

READING:

- Understanding of a short text, a digital newsletter about events and festivals in the United Kingdom.
- Proof of understanding of a text and the structures studied by answering questions correctly using *there was/there were*.

LISTENING:

- Listening comprehension to identify general information, in this case, about a trip to New York and more specific information about food.
- Identification and understanding of the use of *Wh- questions* through intensive listening, followed by questions and answers about experiences in the past.
- Focus on the pronunciation of the initial sound /h/ in words such as *hotel, hamburger, healthy, holiday ...*

SPEAKING:

- Active listening of a dialogue between a worker in a café and a customer, serving as a model to practise the vocabulary and structures of the unit.
- Correct use of ways of asking for things using the structure *Can I have?* and to find out what the other person would like using *Would you like?*
- Role play speaking tasks in pairs to revise the vocabulary and grammatical structures introduced in the unit, following a model dialogue between a worker in a café and a customer.

WRITING:

- Reading a presentation of a student in his/her class in which he/she talks about his/her favourite holiday. The text serves as a model to later create one's own presentation.
- Consolidation of the past tense of the verb *to be* and the use of *there was/there were* through reading the presentation mentioned above.
- Writing of a short presentation about favourite holidays learning to use and apply the model as support and reusing expressions, grammatical structures and the vocabulary studied in the unit.

Unit 8. Lifelong Learning

OBJECTIVES

- To learn and practise study skills such as knowing different techniques for using a dictionary effectively.
- To develop the ability to work in a team by carrying out a collaborative project.
- To know and use Information Communication Technology tools such as digital presentations and online dictionaries.
- To carry out active listening to listen for general meaning and detailed information.
- To put into practice work-related tools in English, read a cover letter of a candidate applying for a job and to write a cover letter following a model.
- To revise structures and vocabulary learnt to date and use them in other situations.
- To evaluate the strategies and skills on an individual basis and as a group.
- To learn cultural information about Great Britain, particularly clothes and traditions through different text types and by completing a questionnaire.

CONTENTS

STUDY SKILLS: USING A DICTIONARY

- Organisation of words in alphabetical order and dictionary search to become familiar with the use of this tool.
- Identification of the information that appears in a dictionary entry.
- Checking of correct spelling of words.

ENGLISH FOR ICT: A COLLABORATIVE DIGITAL PRESENTATION

- Improvement of the ability to work in a team.
- Collaborative work to carry out a project, in this case, a digital presentation with the help of online resources using the following steps:
 - ⇒ Group work following instructions.
 - ⇒ Identification of information that appears in a presentation.
 - ⇒ Reading of an example of a digital presentation: the model of a school.
 - ⇒ Creation of a group digital presentation about a school and presented to the rest of the class.

ENGLISH FOR WORK: WRITING A COVER LETTER

- Reading of a text about how to write a cover letter in English correctly.
- Reading of job adverts and showing an understanding of the text by answering questions.
- Writing of a cover letter following a model.
- Reflection on the importance of this document when looking for work.

ENGLISH FOR CULTURE: APPEARANCE

- Use of Internet tools to get to know cultural aspects of the United Kingdom, in this case, clothes and traditions.
- Answering of a questionnaire about clothes and traditions in the United Kingdom.
- Conversation about manners and appearance based on a photo.
- Revision of vocabulary studied to date.
- An Internet search about traditional clothes in Scotland.

Unit 9. Where did you go?

OBJECTIVES

- To understand and correctly use vocabulary related to places in a town.
- To understand and correctly use grammatical structures such as the past simple of regular and irregular verbs in the affirmative, negative and interrogative.
- To learn and use prepositions of place correctly.
- To correctly use individual words or several words together with the grammatical structures presented in the unit and previous units.
- To show understanding of a report of shopping habits and clothes shops using the past simple.
- To read a status update on a social media network to find global and detailed information.
- To identify global and specific information in a listening about a candidate for a job.
- To practise prepositions of place orally and practise the unit structures and vocabulary by listening to a dialogue in which people are asking for and giving directions.
- To recognise and practise the pronunciation of the final of regular verbs in the past /d/, /t/ and /ɪd/.

- j. To write a message using a useful language box, including prepositions of place based on the reading of the model text.
- k. To become aware of one's own learning through completing the activities in the *Review* section, practising the main vocabulary and grammar.

CONTENTS

VOCABULARY:

- Understanding and practice of vocabulary of places in a town.
- Understanding the use of certain prepositions of place and their practice together with the unit vocabulary to give directions and ask for directions to places.

GRAMMAR:

- Learning of the past simple form of regular and irregular verbs in the affirmative, negative and interrogative.
- Practice of the past simple of regular and irregular verbs to tell an anecdote.
- Understanding of a text about going shopping which includes different forms of the past simple and showing this understanding.
- Asking and answering of questions through the use of the interrogative in the past simple and short answers.
- The use of reference material as support when completing activities, in this case, a grammar table.

READING:

- Global comprehension of a text and identification of specific information in a text about shopping habits and clothes shops.
- Answering of comprehension questions using regular and irregular verbs in the past.

LISTENING:

- Listening comprehension to identify the vocabulary of places in a town.
- Listening again to understand the directions to places in the town, paying special attention to the prepositions of place.
- Practice of prepositions of place to describe a photo.

SPEAKING:

- Asking of questions about directions to practise expressions and prepositions of place.
- Giving of directions to practise the vocabulary and structures of the unit and the prepositions of place.
- Revision of the contents of previous units, for example, the numbers and telling the time together with expressions to give directions.
- Role play speaking tasks in pairs to revise the vocabulary and structures introduced in the unit.

WRITING:

- Understanding of a short online message and the words and expressions from the box that serve as a model for the later writing task.
- Writing of a message based on the model mentioned above and use of expressions and vocabulary from the box.

Unit 10. What are you going to do?

OBJECTIVES

- a. To understand and correctly use vocabulary related to health and doing exercise.
- b. To understand and correctly use the grammatical structure going to in the affirmative, negative and interrogative to talk about plans and intentions.
- c. To learn how to use the comparatives and to use them in meaningful activities.
- d. To read a newspaper article about business practice and compare this with their own country in order to practise the comparatives.
- e. To read an article about how to become a better student to correctly use individual words or several words related to health and the comparatives.
- f. To listen to a dialogue about subjects and identify the appropriate use of comparatives.
- g. To practise the vocabulary of the unit related to health and getting fit in meaningful contexts, such as a dialogue between a fitness instructor and a person who wishes to get fit.
- h. To recognise and practise the pronunciation of the vowel sounds /ɪ/ and /i:./.
- i. To write a message following a model and to practise the structures and the vocabulary of the unit.
- j. To become aware of one's own learning through completing the activities in the *Review* section, practising the main vocabulary and grammar.

CONTENTS

VOCABULARY:

- Understanding and practice of vocabulary related to health and doing exercise.
- Learning of vocabulary of the unit through exercises that also allow the student to practise the structure *be going to* to talk about intentions.

GRAMMAR:

- Identification of the use of the structure *be going to* in real contexts, such as an article in the press that talks about plans and intentions.
- Use of *be going to* in a meaningful context in the affirmative, negative and interrogative.
- The use of reference material as support when completing activities, in this case, a grammar table and a glossary.

READING:

- Reading of a short text, a short report, to learn about healthy habits to become a better student.
- Proof of understanding of a text and the structures studied by answering questions correctly using the vocabulary of the unit.
- Learning and practice of the comparatives by completing exercises based on the text mentioned above.

LISTENING:

- Listening comprehension about school subjects to identify global and detailed information and to identify the comparatives the expressions *good at/better at*.
- Practice of the unit vocabulary and academic subjects through the active listening to two students talking about students talking about what school subjects they are good at and an interview with a careers adviser.
- Focus on and practice of the pronunciation of the vowel sounds long /i:/ and short /ɪ/.

SPEAKING:

- Active listening of a dialogue between a fitness instructor and a person who wishes to do exercise.
- Correct use of the structure *be going to* to ask questions about future plans and intentions and the use of the unit vocabulary.
- Role play speaking tasks in pairs to revise the vocabulary and structures introduced in the unit, following a model dialogue.

WRITING:

- Reading of instant messages regarding future plans and intentions and that include the structure *be going to* and the vocabulary of the unit.
- Writing of their own instant messages following a model as support, reusing the expressions from the reading task, and the grammatical structures and vocabulary studied in the unit.

a)

Unit 11. Going abroad

OBJECTIVES

- a. To revise and consolidate the grammatical structures studied in previous units.
- b. To practise useful phrases and expressions to use in an English speaking country.
- c. To read the curriculum and work history of two young people who work abroad to identify detailed information.
- d. To understand an article about the reason why many young people go to other countries to work, revising the grammar and the vocabulary studied throughout the course.
- e. To actively listen to a young person working as a barista in a foreign country and revise the vocabulary and tenses studied in previous units.
- f. To become familiar with the use of the form *I would like ...* to talk about wishes in formal situations.
- g. To understand a dialogue and to correctly use the vocabulary, grammar and useful phrases in spoken English to carry out a job interview, ask for job vacancies, etc.
- h. To understand a form to apply for a job and to complete one's own information about qualifications and work experience.
- i. To recognise and practise the pronunciation of the sounds /b/ and /v/.
- j. To develop job search skills.
- k. To become aware of one's own learning through completing the activities in the *Review* section, practising the main vocabulary and grammar.

CONTENTS

VOCABULARY:

- Identification and practice of vocabulary and expressions to communicate basic needs on a trip to an English speaking country.
- Revision of the vocabulary and grammatical structures studied in previous units together with useful expressions to help a person get along in a foreign country.

GRAMMAR:

- Practice of the affirmative, negative and interrogative forms of verbs in the present simple and present continuous through meaningful contexts.
- Understanding of the information contained in a Curriculum Vitae and work experience of a person.
- Reading of a text, completion of various activities in which the student makes use of the present simple and present continuous in the affirmative, negative and interrogative forms, showing comprehension of the text.
- Completion of grammar activities in which vocabulary is recycled from previous units, for example, the vocabulary related to places and jobs.
- Revision and practice of the affirmative, negative and interrogative forms of regular and irregular verbs in the past simple.

READING:

- Reading of a press article about the reasons for people from Southern Europe travelling to work abroad.
- Understanding of specific language to talk about tendencies and changes while revising the contents studied in previous units.
- Recycling of vocabulary and grammatical structures studied in previous units, such as, the comparatives, the present simple or the past simple.

LISTENING:

- Listening task to learn useful vocabulary to ask about job vacancies and job offers.
- Identification of strategies and useful expressions to help cope in the world of work.
- Recycling of vocabulary and expressions studied previously through meaningful contexts.
- Focus on the distinction between the sounds /b/ and /v/ through comparisons of similar words.

SPEAKING:

- Active listening of a dialogue in job centre and the identification of useful expressions.
- Question practice about job vacancies using the vocabulary and expressions studied in the unit.
- Answers to questions related to the workplace and job searches practising known vocabulary and structures.
- Correct use of formal expressions to greet someone, say goodbye, ask and thank, etc.
- Role play speaking tasks in pairs to revise the vocabulary and structures introduced in the unit, following a model dialogue.

WRITING:

- Understanding a job application form and the type of information requested.
- Completion of an application form writing the information about oneself to apply for the job, recycling vocabulary and grammatical structures from previous units.

Unit 12. Lifelong Learning

OBJECTIVES

- a. To learn and practise key aspects of pronunciation, such as the correct stress in words in English.
- b. To develop the ability to work in a team by carrying out a collaborative project.
- c. To produce a video for a *vlog* in a group and to present it to the rest of the class.
- d. To carry out active listening to listen for general meaning and detailed information effectively.
- e. To put into practice work-related tools in English: to read a text about how to be successful at a job interview and prepare one's own interview as a follow-up task.
- f. To revise structures and vocabulary learnt to date and use them in new situations.
- g. To evaluate the strategies and skills on an individual basis and as a group.
- h. To learn cultural information about Great Britain, such as food, through different text types and by completing a questionnaire.

CONTENTS

STUDY SKILLS: PRONUNCIATION

- Acquisition of a basic understanding of how word stress functions in English.
- Practice of word stress by underlining the stress in specific words.
- Classification of words according to the number of syllables they have.

ENGLISH FOR ICT: A COLLABORATIVE VIDEO FOR A VLOG

- Improvement of the ability to work in a team.
- Collaborative work to carry out a project, in this case, a video for a *vlog*, with the help of online resources using the following steps:
 - ⇒ Group work following instructions.
 - ⇒ Identification of the characteristics and information that a video may have.
 - ⇒ Planning and organization of all of necessary material to work on a video collaboratively.
 - ⇒ Recording of the video about their course in groups using a simple script and photographs for their sample clip.
 - ⇒ Presentation of their video to the rest of the class to practise the language and structures studied throughout the course.

ENGLISH FOR WORK: A JOB INTERVIEW

- Acquisition of skills to carry out a job interview in English.
- Learning of useful vocabulary to be able to take part in a job interview effectively.
- Reading and understanding of a text about advice on what to do and what not to do in a job interview.
- Pairwork practice of a job interview, using the expressions and vocabulary studied.
- Creation of their own job interview following a model.

ENGLISH FOR CULTURE: FOOD

- Use of Internet tools to get to know cultural aspects of the United Kingdom, in this case, food.

- Answering of a questionnaire about food in the United Kingdom.
 - Conversation about manners and food based on a photo.
 - Revision of vocabulary studied to date.
 - An Internet search about food in the United Kingdom.
- a) Uses basic grammatical structures and an essential, limited repertoire of expressions, phrases and words, as well as the grammatical structures and vocabulary seen in the course, according to the communicative purpose of the text.
- b) Expresses him/herself with some clarity, using comprehensible intonation and pronunciation, accepting pauses and frequent doubts.

6. TEMPORALIZACIÓN

1ª Evaluación: units 1-3

2ª Evaluación: units 4-7

3ª Evaluación: units 8-9

La 2ª Evaluación cubrirá una unidad más porque el segundo trimestre, para estos alumnos, es más extenso que el 3º.

7. CRITERIOS DE EVALUACIÓN

La materia de Lengua Extranjera se encuentra dentro del ámbito de Comunicación y Sociedad y por ello la evaluación de la misma ha de hacerse en coordinación con la materia de Lengua Española y Ciencias Sociales.

Los porcentajes que quedan establecidos a la hora de otorgar una evaluación global para el Ámbito Lingüístico es el siguiente:

. Lengua Española y Ciencias Sociales 60%

. Lengua Inglesa 40%

1. Comprender la idea principal de textos orales y escritos sobre temas no especializados.
2. Participar en conversaciones sencillas basadas en situaciones contextualizadas.
3. Redactar con cierta autonomía textos sencillos, coherentes y cohesionados.
4. Utilizar las TIC para buscar información.

8. CRITERIOS DE CALIFICACIÓN

Dado el perfil de los alumnos de FPB1, los criterios de calificación que se han establecido son los siguientes:

- Se realizará al menos una prueba escrita cada trimestre con un valor total de **70%**, en la que se incluirán ejercicios de gramática, vocabulario y listening.
- Se valorará el trabajo realizado en clase: corrección de ejercicios, participación y trabajos individuales (elaboración de un curriculum, buscar información sobre alguna empresa, determinar qué perfil profesional se adecúa de mejor manera a una posible oferta de empleo, elaborar un proyecto desarrollando un producto adecuado a su perfil profesional) con **30%**.

Dado que la materia de Lengua Inglesa se encuentra dentro del Ámbito Lingüístico, para que el alumno supere dicho Ámbito ha de obtener una calificación al menos de 5 para que la materia de Lengua Inglesa pueda hacer media con la Lengua Castellana y la Ciencias Sociales.

En caso de que esto no ocurra así, el alumno tendrá suspensa la materia de Lengua Inglesa y deberá recuperarla como se especifica en el punto 9.

NOTA: Según las nuevas instrucciones del Ministerio de Educación, recibidas el 28 de Enero de 2015, se especifica que los alumnos de FP Básica deben superar con una calificación mínima de 5, cada una de las unidades formativas que componen el módulo profesional. Una vez superadas las dos unidades formativas (Inglés y Lengua Castellana y Ciencias Sociales), la calificación final se calculará mediante la media ponderada de las calificaciones obtenidas en las unidades formativas que integran el módulo profesional.

9. RECUPERACIÓN DE EVALUACIONES PENDIENTES

La evaluación de la Lengua Inglesa será continua. Por tanto, para que un alumno recupere una evaluación suspensa, deberá aprobar la evaluación posterior.

De este modo, aprobar la 2ª evaluación hará que se recupere la 1ª.

En caso de que un alumno suspenda la 1ª y 2ª evaluaciones, las recuperará automáticamente aprobando la 3ª.

10. CRITERIOS PARA LA EVALUACIÓN EXTRAORDINARIA DE JUNIO

En la convocatoria extraordinaria de Junio se realizará una prueba escrita que tendrá un valor del **100%** de la calificación final de la materia.

11. ATENCIÓN A LA DIVERSIDAD

1. La Formación Profesional Básica se organiza de acuerdo con el principio de atención a la diversidad de los alumnos y las alumnas y su carácter de oferta obligatoria. Las medidas de atención a la diversidad estarán orientadas a

responder a las necesidades educativas concretas de los alumnos y las alumnas y a la consecución de los resultados de aprendizaje vinculados a las competencias profesionales del título, y responderá al derecho a la educación inclusiva que les permita alcanzar dichos objetivos y la titulación correspondiente, según lo establecido en la normativa vigente en materia de derechos de las personas con discapacidad y de su inclusión social.

2. Las Administraciones educativas promoverán medidas metodológicas de atención a la diversidad que permitan a los centros, en el ejercicio de su autonomía, una organización de las enseñanzas adecuada a las características de los alumnos y las alumnas, con especial atención en lo relativo a la adquisición de las competencias lingüísticas contenidas en los módulos profesionales de Comunicación y Sociedad I para los alumnos y las alumnas que presenten dificultades en su expresión oral, sin que las medidas adoptadas supongan una minorización de la evaluación de sus aprendizajes.

12 .METODOLOGÍA DIDÁCTICA

La Metodología será activa y comunicativa, basada en la interacción alumno-profesor y alumno-alumno.

De igual modo, fomentará el trabajo en equipo e integrará los recursos de las TIC y la comunicación en el aprendizaje.

13. MATERIALES Y RECURSOS DIDÁCTICOS

- a) Libro de Texto: English Comunicación y Sociedad 1
- b) Páginas web adecuadas al nivel y necesidades de los alumnos como:
 - . *isabelperez.com*
 - . *bbclearningenglish*
 - . *vocational training courses in UK*
- c) Artículos de revistas en inglés que contienen historias e información que les puede interesar y motivar:
 - . www.maryglasgowplus.com
 - *Crown*
 - *Science World*
 - *Current*
 - *Club*
 - *Team*
 - *Click*