



CURSO 2018-19

DEPARTAMENTO: INGLÉS

MATERIA: Primer Idioma Inglés

ENSEÑANZA: Ciclo Superior de FP Guía y Asistencia Turística

NIVEL: 1º CARGA LECTIVA: 4

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1. MATERIAL

- LIBRO DE TEXTO: **TOURISM**. Burlington Professional Modules. Burlington.
- CUADERNO espiral o carpeta anillas para apuntes de clase y tareas. Folios para entrega de trabajos o proyectos escritos. Para los proyectos digitales, memoria USB.
- DICCIONARIO inglés/ español – español / inglés para casa o diccionario online tipo *Wordreference*.

2. CONTENIDOS:

- 1- At the Travel Agency. Planning a Holiday. Grammar Practice: To Be, have got, Personal and Object Pronouns, Possessives.
- 2- Booking a Flight. Airport procedures. Grammar Practice: Present Simple, Imperative, Let`s.
- 3- On the Flight. At the Airport. Grammar Practice: Present Continuous, Present Simple / Present Continuous.
- 4- Renting a Car. Changing Money. Grammar: There is / There are, Quantifiers and Determiners, How much / How many, Past To Be, There was / There were.
- 5-Booking a Room. Checking In. Grammar Practice: Past Simple.
- 6- Getting Around the Hotel. Hotel Facilities. Grammar Practice: Future.
- 7- The Hotel Room. Housekeeping. Grammar: Zero and First Conditional, Some / Any / No compounds.
- 8- Calls to Hotel Services. Taking Phone Messages.. Recommendations. Giving Directions. Grammar Practice: Modals.
- 9- Making Recommendations. Giving Directions.. Grammar Practice: Modals, Advice, Suggestions, Obligation.
- 10- Staff Safety. Emergencies. Grammar Practice: Comparative and Superlative adjectives.
- 11- At the Tourist Information Office. Booking Tickets. Grammar: Comparison of adjectives, Adverbs of manner and degree.
- 12- Organizing a Tour. On Tour. Grammar Practice: Past Simple and Past Continuous.
- 13- Describing Places. Giving Information on Tourist Attractions. Grammar Practice: Present Perfect Simple.
- 14- Hotel Security. Complaints and Cancellations Grammar Practice: Present Perfect Simple / Past Simple, Used to.
- 15- At the Restaurant. Training Staff. Grammar Practice: Past Perfect Simple.
- 16- Improving a Restaurant. Employee Evaluation. Grammar Practice: Relative Pronouns.
- 17- Preparing for a Conference. Organizing an Event. Grammar Practice: Direct and Reported Speech.
- 18-Taking Inventory. Ordering Supplies. Grammar Practice: Passive Voice: Present Simple, Past Simple, Future Simple.
- 19- Applying for a Job. Interviewing. Grammar Practice: Second and Third Conditional.
- 20- Preparing a CV. Writing a CV. Grammar Review.

Cada una de las unidades anteriores desarrollan las 4 destrezas; Listening, Reading, Speaking y Writing. Además se profundiza en el aprendizaje y práctica del vocabulario funcional relacionado con cada campo de trabajo. Asimismo se trabaja la gramática necesaria para perfeccionar la comunicación y desenvolverse de forma apropiada en el entorno turístico, reforzándose con el Workbook del libro de texto donde hay ejercicios específicos para este fin.

3. OBJETIVOS.

- Obtener una comunicación fluida en lengua inglesa, tanto oral como escrita, que en el medio turístico, facilita dar la información, consejo, guía y asistencia a los visitantes.

- Dominio del vocabulario del sector turístico: tipos de alojamiento, medios de transporte, cambios de divisas, agencias de viajes, descripciones de monumentos, entre otros.
- Comprender como la lengua inglesa es vehículo imprescindible para la comunicación entre personas de diferentes procedencias y/o culturas.
- Aprender que el conocimiento y comprensión de distintas culturas promueve el respeto a la diferencia cultural.
- Adquirir conocimiento de aspectos socioculturales e interculturales de los diferentes países.

4. METODOLOGÍA.

Al tratarse de un grado superior de turismo, la forma de aprender será totalmente activa y práctica. Desarrollaremos situaciones semejantes a las cotidianas en el mundo laboral al que accederán los alumnos y alumnas.

Realizaremos escuchas de situaciones de la vida cotidiana, referentes al mundo turístico, en los países de lengua inglesa, así como lecturas de documentos reales de este campo.

Trabajaremos y crearemos "projects" de situaciones reales, todas ellas relacionadas con las unidades trabajadas, no sólo en el libro, sino también en los diferentes documentos que se trabajen visitando webs que nos ayuden en esta tarea.

Se realizarán visitas guiadas para los diferentes participantes en el Erasmus+ y en intercambios con los que trabaja nuestro centro.

Siempre que sea posible, participaremos en viajes a otros países, para perfeccionar y asegurar la comunicación en lengua inglesa.

5. TEMPORALIZACIÓN

1er trimestre: Unidades de la 1 a la 7 del libro de texto.

2º trimestre: Unidades de la 8 a la 14 del libro de texto.

3er trimestre: Unidades de la 15 a la 20 del libro de texto.

Actividades complementarias: uso de material informático y del ordenador, visionado y creación de vídeos, canciones, juegos, presentaciones, actividades y proyectos culturales, salidas para actividades orales.

La temporalización podrá variar acorde con el desarrollo de esas actividades.

6. EVALUACIÓN.

La evaluación es continua. Valoraremos el interés, trabajo y progreso del alumnado, remarcando que la adquisición de unos conocimientos básicos será imprescindible. Para ello se realizarán continuas pruebas orales y escritas. También se realizarán trabajos específicos que habrán de ser entregados en su tiempo. Al trimestre se realizarán un mínimo de dos exámenes; los contenidos de cada uno de estos formaran parte del siguiente examen, con lo que no habrá recuperaciones, el contenido del anterior está en el siguiente.

Cualquier falta de asistencia deberá ser justificada, de forma adecuada, al día siguiente. Si bien serán contabilizadas en el computo total de faltas.

El alumno/a con un 20% de faltas de asistencia, o, dicho de otra forma, con 8 faltas por trimestre, deberá presentarse a un examen final extraordinario, diferente del resto de sus compañeros y con toda la materia y trabajos trabajados durante el curso.

El alumno/a que no haya superado la evaluación final realizará una prueba extraordinaria en junio.

1. Comprensión de textos orales. (Listening)

2. Producción de textos orales (expresión e interacción). (Speaking and interaction)

3. Comprensión de textos escritos. (Reading)

Producción de textos escritos (expresión e interacción). (Writing)

En estos bloques se organizan los criterios de evaluación y estándares de aprendizaje evaluables, así como los contenidos del currículo, es decir, **el conjunto de conocimientos, habilidades, destrezas y actitudes que contribuyen al logro de los objetivos y a la adquisición de competencias.**

EVALUACIÓN POR BLOQUES DE CONTENIDO	
<p>25% <u>Comprensión de textos orales. Listening</u></p> <p>-Listening exams. 80%</p> <p>-Comprensión oral en clase. Observación 20% Incluye interacción grupal.</p>	<p>25% <u>Comprensión de textos escritos. Reading</u></p> <p>-Reading and Vocabulary exams 80%</p> <p>-Reading/ Vocabulary Practice. Control trabajo de casa y clase. 20%</p>
<p>25% <u>Producción e interacción de textos orales. Speaking</u></p> <p>- Diálogos y presentaciones 80%</p> <p>-Participación e interacción oral en clase. Observación 20%</p>	<p>25% <u>Producción de textos escritos. Writing</u></p> <p>-Writing/Grammar exams 60%</p> <p>-Writing /Grammar practice . Trabajo en casa y en clase 40% (% a dividir entre los que se hayan encomendado)</p>

Según los indicadores de logro y los criterios de evaluación del contenido. Se evaluará mediante **RÚBRICAS** que graduarán el logro de conocimientos, destrezas y actitudes. En todas las rúbricas se evaluará la actitud.

7. EXÁMENES Y REALIZACIÓN DE TRABAJOS ORALES Y ESCRITOS:

- **Pruebas orales y escritas** de las unidades del trimestre.
- Exposiciones orales con soporte digital sobre **diferentes proyectos.**

8. RÚBRICAS

Bloque 1. Comprensión oral:

1. Rúbrica para la comprensión oral en clase.

Bloque 2. Expresión oral:

2. Rúbrica para la expresión y **participación oral** en clase
3. Rúbrica para **presentaciones orales**
4. Rúbrica para **monólogos**
5. Rúbrica para los **diálogos** e interacción

Bloque 3. Comprensión escrita:

6. Rúbrica para la **reading comprehension**

Bloque 4. Expresión escrita:

7. Rúbrica para las **producciones escritas**
8. Rúbrica para el **cuaderno** donde se evaluará la comprensión oral y la expresión oral y escrita

1. CLASS ORAL UNDERSTANDING RUBRIC	%	OUTSTANDING (10)	WELL (7)	NEEDS IMPROVING (5)	QUITE POOR (3)	NOT AT ALL (0)
1. Shows interest for class discussion	20	Full interest	Quite interested	Not lot of interest	Very little interest	No interest
2. Shows respect for teacher	20	Full respect	Quite respect	Not a lot of respect	Very little respect	No respect
3. Shows respect for peers	20	Full respect	Quite respect	Not a lot of respect	Very little respect	No respect
4. Do not interrupt the class. How many times a class the student interrupts the rhythm	20	Never interrupts	One interruption	2 interruptions	3 interruptions	More than 3 Interruptions
5. Understands teacher in English	20	Fully	Quite well	Not very much	Quite little	No it at all

2.CLASS ORAL INTERACTION RUBRIC	%	DISTINCTIO N (10)	WELL (7)	NEEDS IMPROVING (5)	QUITE POOR (3)	NOT AT ALL (0)
1. Takes part in class discussion with initiative	10	Fully participative	Quite participative	Not very participative	Very little participative	Not at all participative
2. Shows creativity in interaction	10	Fully creative	Quite creative	Not very creative	Very little creative	Not at all Creative
3. Answers teacher's questions appropriately	10	Always does	Very often does	Not very often does	Very few times does	Never does
4. Asks questions about the topic	10	Always does	Very often does	Not very often does	Very few times does	Never does
5. Uses relevant and consistent arguments	10	Always does	Very often does	Not very often does	Very few times does	Never does
6. Helps partner or group peers	10	Always does	Very often does	Not very often does	Very few times does	Never does
7. Studies and prepares the lesson	10	Always does	Often does	Not very often does	Very few times does	Never does
8. Communicates with fluency	10	Fully fluent	Quite fluent	Not very fluent	Very little fluent	Not at all fluent
9. Appropriate pronunciation, rhythm and intonation	10	0-1 errors	2-3 errors	4-5 errors	6-7 errors	+7 errors
10. Grammar and vocabulary is used appropriately	10	0-1 errors	2-3 errors	4-5 errors	6-7 errors	+7 errors

3.DIALOGUE INTERACTION RUBRIC	%	OUTSTANDING (10)	WELL (7)	NEEDS IMPROVING (5)	QUITE POOR (3)	NOT AT ALL (0)
6. Shows understanding of partner	10	Full understanding	Quite good	Limited understanding	Very little understanding	Does not show
7. Relevant and consistent production	10	Very high production	Quite high	Limited production	Very limited production	No production
8. Shows interest and initiative. Plays an active role	10	Very active role	Quite active	Not very active role	Quite passive role	Completely passive
9. Support, respect, engage, listen to peer	10	Actively	Sincere effort	Limited interaction	Virtually no interaction	No interaction
10. Shows creativity in production	10	Very creative	Quite creative	Limited creativity	Very poor creativity	No creativity
11. Assertive and confident role	10	Very confident	Quite confident	Limited self-confidence	Very poor self-confidence	No self-confidence
12. Fluency	10	Very fluent	Quite fluent	Limited fluency	Very poor fluency	No fluency
13. Prepared dialogue in advance	10	Fully prepared	Quite well	Somehow prepared	Very Little preparation	Not prepared
14. Grammar and vocabulary	10	0-1 errors	2-3 errors	4-5 errors	6-7 errors	+7 errors
15. Pronunciation, rhythm, intonation	10	0-1 errors	2-3 errors	4-5 errors	6-7 errors	+7 errors

4.ORAL PRESENTATION RUBRIC	%	DISTINCTIVE (10)	WELL (7)	NEEDS IMPROVING (5)	QUITE POOR (3)	NOT AT ALL (0)
1. Introduction to topic	5					
2. Fluency and communication	15	Very fluent	Quite fluent	Limited fluency	Very poor fluency	No fluency
3. Pronunciation, rhythm, intonation	10	0-1 errors	2-3 errors	4-5 errors	6-7 errors	+7 errors
4. Grammar	10	0-1 errors	2-3 errors	4-5 errors	6-7 errors	+7 errors
5. Vocabulary	10	0-1 errors	2-3 errors	4-5 errors	6-7 errors	+7 errors
6. Relevant and consistent contents	10	Fully relevant and consistent	Quite relevant and consistent	Not very relevant and consistent	Very poor relevancy and consistency	No relevancy or consistency
7. Organization, length and research effort	10	Fully prepared	Quite well prepared	Somehow prepared	Very little preparation	Not prepared
8. Clarity of ideas, creativity, originality	10	Fully creative	Quite well creative	Somehow creative	Very little creative	Not creative at all
9. ICT tools and visual aids	15	Great ICT tools	Quite good ICT tools	Limited ICT tools	Very poor ICT Tools	No ICT tools
10. Conclusion of topic	5	Relevant conclusion	Quite relevant conclusion	Not very relevant conclusion	Little relevant conclusion	No conclusion at all

5.MONOLOGUE RUBRIC	%	DISTINCTIO N (10)	WELL (7)	NEEDS IMPROVING (5)	QUITE POOR (3)	NOT AT ALL (0)
1. Introduction to topic	5					
2. Fluency and communication	15	Very fluent	Quite fluent	Limited fluency	Very poor fluency	No fluency
3. Pronunciation, rhythm, intonation	15	0-1 errors	2-3 errors	4-5 errors	6-7 errors	+7 errors
4. Grammar	15	0-1 errors	2-3 errors	4-5 errors	6-7 errors	+7 errors
5. Vocabulary	10	0-1 errors	2-3 errors	4-5 errors	6-7 errors	+7 errors
6. Relevant and consistent contents	15	Fully relevant and consistent	Quite relevant and consistent	Not very relevant and consistent	Very poor relevancy and consistency	No relevancy or consistency
7. Organization, length and research effort	10	Fully prepared	Quite well prepared	Somehow prepared	Very little preparation	Not prepared
8. Clarity of ideas, creativity, originality	10	Fully creative	Quite well creative	Somehow creative	Very little creative	Not creative at all
9. Conclusion of topic	5	Relevant conclusion	Quite relevant conclusion	Not very relevant conclusion	Little relevant conclusion	No conclusion at all

6.READING COMPREHENSION RUBRIC	%	OUTSTANDIN G (10)	WELL (7)	NEEDS IMPROVING (5)	QUITE POOR (3)	NOT AT ALL (0)
1. Comprehension. Number of correct questions	20	100%	70%	More than half	Less than half	Any
2. Form. Wrote full answers	20	100%	70%	More than half	Less than half	Any
3. Grammar, spelling and punctuation	20	No mistakes	3 -4 errors	5-6 mistakes	More than 7 mistakes	More than 10 mistakes
4. Detail. Number of textual references included	20	All the answers	70%	More than half	Less than half	Any
5. Format. Handwriting, neatness, margins errors	20	No mistakes	1 error	2 errors	3 errors	More than 3

7. WRITTEN COMPOSITION RUBRIC	%	OUTSTANDING (10)	WELL (7)	NEEDS IMPROVING (5)	QUITE POOR (3)	NOT AT ALL (0)
Grammar. Syntax, tenses	30	-None or very few (1 or 2) errors in syntax and verbs tenses -Uses a wide variety of tenses -Writes many complex sentences	-Few errors (3 or 4) in syntax and verbs tenses that do not interfere with meaning -Uses a variety of tenses -Writes some complex sentences	-Some errors (5 or 6) in syntax and verbs tenses that sometimes interfere with meaning -Uses few tenses -Writes few complex sentences	-Many errors (7-8) in syntax and verbs tenses that interfere with meaning -Uses one or very few tenses. -Writes only simple sentences	-Many errors (more that 8) in syntax and verbs tenses -Uses all incorrect tenses -Writes very few and very simple sentences
Vocabulary Spelling	10	-Uses a wide variety of general and specific vocabulary -No spelling mistakes	-Uses a variety of general and specific vocabulary -Less than 3 spelling mistakes	-Uses mostly basic and some general vocabulary with few specific terms -Some spelling mistakes (4-6)	-Vocabulary is basic and general with no subject specific terms -Many spelling mistakes (6-8)	-Vocabulary is inadequate and very poor -More than 8 spelling mistakes
Structure Introduction, main body, conclusión. Paragraphing	20	-Introduction, body and conclusion clearly defined and presented	-Includes an acceptable introduction, body and conclusion. Only 1 paragraph is not clear	-Quite weak introduction, body and conclusion. 2 paragraphs not defined	-Very weak introduction, body and conclusion. 3 paragraphs not defined	-Lacks introduction, body and conclusion. or paragraphs
Ideas Relevant to the task. Original ideas. Length range	25	-Logical progression of ideas -Very relevant and original ideas -Correct length range	-Key ideas developed logically -Less or more than 15% of due length range	-Loosely developed key ideas -Not very relevant ideas -Less or more than 30% of due length range	-Difficult to understand ideas, repetitive or disorganized -Not relevant ideas -Copied ideas -Less or more than 50% of due length range	-Impossible to understand, repetitive or disorganized -Not relevant at all -Copied ideas -Less or more than 90% of due length range
Formal aspects: Handwriting, margins, neatness	5	-Very neat and clear handwriting -Margins and paragraphs well presented	-Mostly clear handwriting -Clear margins and paragraphs	-Mostly legible or clear handwriting -Poor margins and paragraphs	-Difficult to read handwriting -No margins and/ paragraphs	-Impossible to read handwriting -Smudges and crossing-outs -No margins or paragraphs
Linkers. Quality of linkers and number according to level. % of appropriate usages	5	-Uses appropriate, wide variety and number of linkers	-Uses quite appropriate, variety and number of linkers -Uses about 70% of appropriate usages	-Uses few and not very appropriate linkers -50% appropriate usages	-Uses only 1 or 2 linkers and not very well justified -Less than 10% Appropriate usages	-No linkers at all
Punctuation	5	-No errors in punctuation	-Few errors (1-3) in punctuation	-Some errors in punctuation (4-5) that do not interfere with communication	-Many errors in punctuation (6-7) that interfere with understanding.	-Many errors in punctuation (more than 7) that interfere with understanding.