



<b>1.- ASIGNATURA</b>		
1.1.- MATERIA (ÁREA DE CONOCIMIENTO)	<b>Idiomas</b>	
1.2.- DENOMINACIÓN	<b>Inglés I</b>	
<b>2.- PROFESOR/A (S)</b>	<b>Mella O'Connor / Ian Spence</b>	
<b>3.- CARACTERÍSTICAS</b>		
3.1.- CARÁCTER	Consular	
3.2.- EXTENSIÓN (créditos)	12	
3.3.- CURSO	Primero	
3.4.- CUATRIMESTRE	Primero y Segundo (Anual)	
3.5.- IDIOMA	Inglés	
<b>4.- COMPETENCIAS GENERALES</b>	<b>CG4</b>	Comprender y expresar ideas de forma eficaz, a nivel de alto en inglés para manejarse en cualquier entorno, y a nivel intermedio en otro idioma extranjero, que permita desenvolverse, al menos, en el ámbito empresarial.
	<b>CG9</b>	Ser capaz de integrarse y comunicarse con expertos de otras áreas y en distintos contextos.
<b>5.- COMPETENCIAS ESPECÍFICAS</b>		
<b>6.- CONTENIDOS</b>	<b>LEVEL 5</b>	
	<p><b>1. Staff development and training</b> Topic: how companies encourage staff development 1.1 Reading: skimming, multiple choice cloze, identifying the subjects of paragraphs; using reference devices to recognize organization; replacing gapped sentences in a text. 1.2 Listening: a phone call; two students discussing a collaborative task 1.3 Speaking: discussing training; agreeing/disagreeing; role play deciding on a training course; making suggestions 1.4 Grammar: countable and uncountable 1.5 Vocabulary: Recruitment brochure</p> <p><b>2. Job descriptions and job satisfaction</b> Topic: job descriptions and feelings about the job 2.1 Writing: An extract from a report 2.2 Listening: interview with multiple choice questions; matching short extracts 2.3 Speaking: Describing jobs, likes dislikes; answering interview questions 2.4 Grammar: Questions; present perfect past simple 2.5 Vocabulary: Jobs and responsibilities</p> <p><b>3. Getting the job right</b> Topic: what attracts people to jobs, applying for jobs 3.1 Reading: matching statements to sections; an open cloze; editing a letter of application 3.2 Writing: a website testimonial; a short email explaining and offering; organizing and writing a letter of application 3.3 Listening: Short extracts; opinions about how to do interviews 3.4 Speaking: Structuring and concluding a short presentation; a collaborative task; a short presentation 3.5 Vocabulary: Attractions of jobs</p> <p><b>4. Making contact</b></p>	

	<p>Topic: first impressions and telephoning</p> <p>4.1 Reading: A telephone quiz; taking notes; references; replacing gapped sentences in a text</p> <p>4.2 Writing: Short emails to apologize, instruct, suggest, agree, and explain</p> <p>4.3 Listening: Note completion</p> <p>4.4 Speaking: Discussing body language; telephone role-plays; a short presentation; a collaborative task</p> <p>4.5 Grammar: Comparatives: talking about large and small differences</p> <p><b>5. Breaking into the market</b></p> <p>Topic: marketing methods and strategies</p> <p>5.1 Reading: a passage with multiple-choice questions; matching statements to extracts</p> <p>5.2 Listening: An interview</p> <p>5.3 Speaking: Discussing advantages and disadvantages; a collaborative task; brainstorming; a short talk</p> <p>5.4 Grammar: Infinitive or verb + -ing</p> <p>5.5 Vocabulary: Launch, ploy, etc</p> <p><b>6. Launching a product</b></p> <p>Topic: launching products and promotional budgets</p> <p>6.1 Reading: Referencing; replacing gapped sentences in a text; editing a report</p> <p>6.2 Writing: A marketing report; analyzing the task; planning</p> <p>6.3 Listening: An interview with someone who developed a product</p> <p>6.4 Speaking: A short talk; role-play planning a marketing campaign</p> <p>6.5 Vocabulary: Distribution, commuting etc</p> <p><b>7. A stand at a trade fair</b></p> <p>Topic: organizing and choosing a stand at a trade fair</p> <p>7.1 Reading: open clozes: matching statements with extracts; a multiple-choice cloze</p> <p>7.2 Writing: short memos; emails; planning emails</p> <p>7.3 Listening: short extracts</p> <p>7.4 Speaking: deciding which stand</p> <p>7.5 Grammar: formal requests</p> <p>7.6 Vocabulary: find out; learn; teach; know.</p>
--	---

**LEVEL 6**

	<p><b>1. Corporate culture</b></p> <p>1.1 Reading: Aspects of corporate culture. C :skimming, multiple choice cloze, identifying the subjects of paragraphs; using reference devices to recognize organization; replacing gapped sentences in a text.</p> <p>1.2 Listening: a phone call; My company's culture</p> <p>1.3 Speaking: discussing training; agreeing/disagreeing; role play deciding on a training course; making suggestions</p> <p>1.4 Grammar: Relative pronouns, defining and non-defining .</p> <p>1.5 Vocabulary: Company culture</p> <p><b>2. Leaders and managers</b></p> <p>2.1 Reading: Richard Branson, leader of Virgin</p> <p>2.2 Listening: interview with Rachel Babington, Disney Channel</p> <p>2.3 Speaking: Talking about good leaders.</p> <p>2.4 Grammar: As / Like</p> <p>2.5 Vocabulary: Leadership skills and Types of management</p> <p><b>3. Internal communications</b></p> <p>3.1 Reading: Internal messages ( memo, email, note , notice )</p> <p>3.2 Writing: Replying to messages, memos, emails and notices.</p> <p>3.3 Listening: Advice for communicating effectively with colleagues.</p> <p>3.4 Speaking: The best way of communicating different things. Must a manager be a good communicator?</p> <p>3.5 Vocabulary: Abbreviations</p> <p><b>4. Chairing meetings</b></p> <p>4.1 Reading: Advice for chairs.</p> <p>4.2 Writing: Memos summarizing action points.</p>
--	---

	<p>4.3 Listening: key phrases for Chairs.  4.4 Speaking: The function of the chair, Holding meetings.  4.5 Grammar: Language functions for chairs</p> <p><b>5. Customer relationships</b>  5.1 Reading: Giving people what they want and Customer Relationship Management  5.2 Listening: CRM  5.3 Speaking: Discussing a customer supplier relationships  5.4. Grammar: Functions  5.5 Vocabulary: Helpdesk</p> <p><b>6. Competitive Advantage</b>  6.1 Reading: How the JJ Group prepare tenders  6.2 Listening: Gifford Engineering  6.3 Speaking: How does the company achieve competitive advantage?</p>											
<b>7. METODOLOGÍA</b>	<p>Presentation of textual material in class with emphasis on grammar vocabulary and pronunciation. Practice of these elements in controlled and freer contexts. Discussion of topics in the text through open discussion, closed group discussion, role play. Writing practice of both "traditional" and electronic text types to provide consolidation of grammar and vocabulary taught.</p> <p>Students will be encouraged to use the language forms in realistic contexts and develop confidence in the concepts and material</p>											
<b>8.- RESULTADOS DEL APRENDIZAJE</b>	<ul style="list-style-type: none"> <li>- Recibir y transmitir mensajes orales que puedan generarse durante una jornada laboral normal.</li> <li>- Ser capaz de entender y emitir correspondencia e informes que se utilizan en un contexto profesional.</li> <li>- Atender todo tipo de peticiones de bienes o servicios.</li> <li>- Ser capaz de hacer aportaciones eficaces en reuniones y seminarios de trabajo.</li> </ul>											
<b>9.- CRITERIOS DE EVALUACIÓN</b>	<b>Criterio</b>			<b>Competencias</b>						<b>Valor (%)</b>		
	Pruebas individuales			<b>CG4, CG9</b>						45%		
	Prueba final escrito			<b>CG4, CG9</b>						25%		
	Prueba final oral			<b>CG4, CG9</b>						25%		
	Actitud, asistencia y participación			<b>CG4, CG9</b>						5%		
	<b>Observaciones generales</b>											
	- Para ser evaluable en la primera convocatoria será requisito imprescindible haber participado, al menos, en el 85% de las sesiones presenciales y haber presentado todos los trabajos.											
	<b>Observaciones convocatoria extraordinaria</b>											
	<p>El criterio "Actitud, asistencia y participación" no tiene valor, pasando las pruebas individuales a tener un valor del 50%</p> <p>Las calificaciones de las pruebas individuales de la convocatoria ordinaria se mantienen y podrán ser mejoradas con nuevas pruebas propuestas por el profesor.</p> <p>En caso de que las pruebas individuales sean inferiores a 5.0, no tendrán valor y la prueba final escrita supondrá un 50% y la prueba final oral supondrá el otro 50%.</p>											
	<b>Observaciones convocatorias para alumnos de años anteriores (sin docencia)</b>											
	<p>El criterio "Actitud, asistencia y participación" no tiene valor, pasando las pruebas individuales a tener un valor del 50%</p> <p>En caso de que las pruebas individuales sean inferiores a 5.0, no tendrán valor y la prueba final escrita supondrá un 50% y la prueba final oral supondrá el otro 50%.</p>											
<b>10.- BIBLIOGRAFÍA</b>	<p>LEVEL 5: Business Benchmark Upper Intermediate – Guy Brook-Hart</p> <p>LEVEL 6: Business Benchmark Advanced – Guy Brook-Hart</p>											
<b>11.- DISTRIBUCIÓN DE</b>	<b>Criterio</b>	<b>Sep.</b>	<b>Oct.</b>	<b>Nov.</b>	<b>Dic.</b>	<b>Ene.</b>	<b>Feb.</b>	<b>Mar.</b>	<b>Abr.</b>	<b>May.</b>	<b>Total</b>	

<b>LOS CRITERIOS DE EVALUACIÓN</b>	Prueba/s individuales		6.4%	6.4%	6.4%		6.4%	6.4%	6.4%	6.4%	45%
	Prueba final escrita									25%	25%
	Prueba final oral									25%	25%
	Actitud, asistencia y participación	5%									5%
	<b>Total</b>										<b>100%</b>