



<b>1.- ASIGNATURA</b>		
1.1.- MATERIA (ÁREA DE CONOCIMIENTO)	<b>Idiomas</b>	
1.2.- DENOMINACIÓN	<b>Inglés III</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	Tercero	
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 VANTAGE</b>	
	<p><b>1. Social media and business</b> Topic: the uses of social media in business  1.1 Reading: a short email, thinking of synonyms; matching statements and sections; editing an email  1.2 Writing: a short email explaining, informing and asking for a suggestion; planning a longer email; writing a longer email asking for information  1.3 Listening: note completion; predicting information  1.4 Speaking: discussing how to use social media  1.5 Grammar: use and non-use of definite article</p> <p><b>2. Spending the sales budget</b> Topic: thinking about sales, sales techniques and costs  2.1 Reading: dealing with open cloze; report reading  2.2 Writing: a report based on graphic input and handwritten notes; writing the introduction; making recommendations  2.3 Listening: note-taking from an authentic source; listening to short extracts  2.4 Speaking: giving opinions; discussing sales and travel  2.5 Grammar: giving reasons and explaining methods; using the passive to express opinions and ideas</p> <p><b>3. Business and the environment</b> Topic: making businesses more environmentally friendly  3.1 Reading: making offices more environmentally friendly  3.2 Writing: a short memo. Internal emails, suggesting and offering  3.3 Listening: note-taking multiple choice  3.4 Speaking: short presentations  3.5 Grammar: expressing causes</p> <p><b>4. A staff survey</b> Topic: changes in the way people work</p>	

- 41 Reading: Analyzing a report on a survey, multiple choice cloze
- 42 Writing: A survey; a report; planning a longer email; writing a longer email asking for information
- 4.3 Listening: short extracts; completing notes on phone calls
- 4.4 Speaking: talking about change; working conditions and staff social programmes
- 45 Grammar: reporting verbs and reported speech

### **5. Offshoring and outsourcing**

Topic: moving business activities to other companies or locations

- 5.1 Reading: scanning, skimming and multiple-choice questions
- 5.2 Writing: a proposal
- 5.3 Listening: an authentic interview, multiple choice questions
- 5.4 Speaking: a short presentation, role play, discussion of pros and cons of offshoring
- 5.5 Grammar: third conditionals

### **6. Expanding into Europe**

Topic: finding the right location for a technology company

- 6.1 Reading: multiple-choice cloze; matching information with extracts; open cloze completing a proposal
- 6.2 Writing: a proposal
- 6.3 Listening: note completion from a telephone conversation
- 6.4 Speaking: discussing the requirements for a new location
- 6.5 Grammar: linking words and phrases

### **7. Customer satisfaction and loyalty**

Topic: achieving customer satisfaction and loyalty

- 7.1 Reading: Skimming multiple choice, completing a memo
- 7.2 Writing: An email apologising
- 7.3 Listening: Note-taking; encouraging customer loyalty
- 7.4 Speaking: Short talks in a staff meeting, customer and staff satisfaction
- 7.5 Grammar: relative pronouns and relative clauses

## **LEVEL HIGHER**

### **1. Negotiating a lease**

- 1.1 Reading: How the JJ Group prepare tenders
- 1.2 Listening: Gifford Engineering
- 1.3 Speaking: How does the company achieve competitive advantage?

### **2. Workplace atmosphere**

- 2.1 Reading: proposal for adding to our product range
- 2.2 Listening: Extending the product range
- 2.3 Writing: A proposal for breaking into the Chinese market

### **3. The workforce of the future**

- 3.1 Reading: Nestlé in Thailand
- 3.2 Listening: Presentation on the Chinese ice-cream market
- 3.3 Speaking: The ice cream in your country

### **4. Productivity**

- 9.1 Reading: Motoring online
- 9.2 Listening: Advertising and the internet
- 9.3 Speaking: How you use the internet to buy things
- 9.4 Vocabulary: Straightforward, although, however...

### **5. Staff negotiations**

- 5.1 Reading: A brief sales report
- 5.2 Writing: a sales report based on a chart
- 5.3 Listening: Mehtar Tilak on sales activities
- 5.4 Speaking: Synonyms for increase and decrease
- 5.5 Grammar: present perfect simple / continuous
- 5.6 Vocabulary: The best medium for selling different products and services

### **6. Corporate ethics**

- 6.1 Reading: cracking the big company market
- 6.2 Listening: Cold-calling a client and making a sales pitch
- 6.3 Speaking: How do you react to a cold – call? Finding out about work problems

	6.4 Grammar: Cleft sentences 6.5 Vocabulary: Cold-calling and advising on breaking into a new market.										
<b>7. METODOLOGÍA</b>	Presentation of textual material in class with emphasis on grammar forms and the appropriate vocabulary. Practice of both through classroom exercises and homework assignments. Discussion of topics in the text through open discussion, closed group discussion, role play and introduction of additional but related material from the English media.  Students will be encouraged to use the language forms in realistic contexts and develop confidence in the concepts and material										
<b>8.- RESULTADOS DEL APRENDIZAJE</b>	- Recibir y transmitir mensajes orales que puedan generarse durante una jornada laboral normal. - Ser capaz de entender y emitir correspondencia e informes que se utilizan en un contexto profesional. - Atender todo tipo de peticiones de bienes o servicios. - Ser capaz de hacer aportaciones eficaces en reuniones y seminarios de trabajo.										
<b>9.- CRITERIOS DE EVALUACIÓN</b>	<b>Criterio</b>		<b>Competencias</b>							<b>Valor (%)</b>	
	Pruebas individuales		CG4, CG9							45%	
	Prueba final escrita		CG4, CG9							25%	
	Prueba final oral		CG4, CG9							25%	
	Actitud, asistencia y participación		CG4, CG9							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										
	<b>Observaciones convocatoria extraordinaria</b>										
	El criterio "Actitud, asistencia y participación" no tiene valor, pasando las pruebas individuales a tener un valor del 50% Las calificaciones de las pruebas individuales de la convocatoria ordinaria se mantienen y podrán ser mejoradas con nuevas pruebas propuestas por el profesor. 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%.										
	<b>Observaciones convocatorias para alumnos de años anteriores (sin docencia)</b>										
	El criterio "Actitud, asistencia y participación" no tiene valor, pasando las pruebas individuales a tener un valor del 50% 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%.										
<b>10.- BIBLIOGRAFÍA</b>	LEVEL VANTAGE: Business Benchmark Upper Intermediate – Guy Brook-Hart LEVEL HIGHER: Business Benchmark Advanced – Guy Brook- Hart										
<b>11.- DISTRIBUCIÓN DE LOS CRITERIOS DE EVALUACIÓN</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>
	Pruebas 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>