



CAPACITACION LINGÜÍSTICA EN LENGUA INGLESA: INGLES B2

DIRIGIDO A: Profesionales del sector de la enseñanza interesados en ampliar su formación.

- Trabajadores del sector de Enseñanza Privada

OBJETIVOS

The general aims we use to define the course for the student are as follows:

Speaking

- ✓ Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible; can take an active part in discussion in familiar contexts, accounting for and sustaining my views.
- ✓ Can present clear, detailed descriptions on a wide range of subjects related to my field of interest; can explain a point of view on a topical issue giving the advantages and disadvantages of various options.

Listening

- ✓ Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar; can understand most TV news and current affairs programmes; can understand the majority of films in standard dialect.

Reading

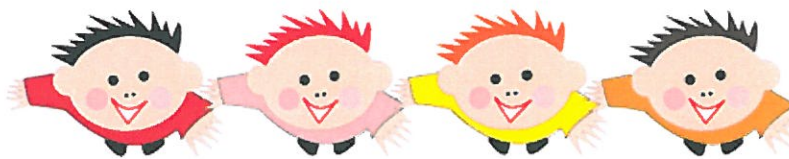
- ✓ Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in my field of specialisation.
- ✓ Can read articles and reports concerned with contemporary problems in which the writers adopt particular
- ✓ stances or points of view; can understand contemporary literary prose.

Writing

- ✓ Can present clear, detailed descriptions on a wide range of subjects related to my field of interest; can explain a point of view on a topical issue giving the advantages and disadvantages of various options.
- ✓ Can write clear, detailed texts on a wide range of subjects related to my interests; can write an essay or report, passing on information or giving reasons in support of or against a particular point of view.
- ✓ Can write letters highlighting the personal significance of events and experiences.

Cultural aspects

- ✓ Can analyze and understand cultural aspects that are specific for an English-speaking country. Can participate in a debate about cultural differences between my own country/region/town and the country/region/town of an
- ✓ English-speaking native. Can comment topics of the day, traditions. Can use English sayings.



CONTENIDOS DE LA ACCIÓN FORMATIVA

UNIT ONE

Topic

"The Great Depression" and today's recession; economic cycles, politics, finance

Examples of successful initiatives by people and companies

Young people's concerns: unemployment, drinking, drugs

Speaking and Writing

About my environment

express my own opinion about the current recession and past recessions in history with a native

raise my hand and ask questions during a presentation about the current recession made by an English-native speaker

write the minutes of a conference and a text in a forum about this subject

repeating aloud key parts of the videos used within the unit

describe a photograph

write a slogan

About me

elaborate a CV and send it on my own

send an email that respects the basic typographic rules

introduce myself and be able to answer questions about myself

and attend an interview for a job

Listening and Reading

About my environment

understand a video about the recession

understand a speech about political, financial or economical dimension of the recession

understand a film about the recession

listen to and understand native speakers with different accents

who are giving their opinion about the crisis

listen to and answer questions about the recession

understand and answer questions about a text based on complex

arguments that proposes solutions to the crisis

read and answer questions and points of view in a forum, chat

About me

read and understand emails, CVs, work opportunities, etc

Lexical

compound words: nouns (without hyphen) and adjectives (sometimes with hyphen)

specialized vocabulary about recession

specialized vocabulary about CV and work opportunity

Grammar

tenses

past narrative tenses

passive voice in informative texts and other expressions (apparently, according to...)

Phonetics

phrasal verbs and get

the International Phonetic Alphabet

pronunciation of the regular verb termination in the past

how to write a letter for a job application in the UK, in the US, in other English-speaking countries

Games / Fluency Work

taboo subjects/questions/answers in a recruitment process

depending on the local culture

things I can accept in some countries and not in others

famous songs about social matters

funny videos

Multimodal Resources

youtube; searching criteria and techniques

email

chat

forum

how to click on a word to get its definition

how to click on a word to know how to pronounce it

UNIT TWO

Topic

"Social networks"

ICT use (cloud computing, mobile phone, computer dating, emails, podcast, webpage designing basic principles, writing a blog)

Young people's concerns:

Individually: using the social network to find a job, avoiding the addiction to social network, data protection, lack of activity and computer games RSI, intercultural dialogue

By group: riots, social events, drinking on the streets

Speaking and Writing

About my environment

discuss about different social networks and compare them

explain what cloud computing means

discuss recent social events (riots in UK)

describe a photograph of a riot

About me

make a podcast

write a blog

write a sms

what I can and cannot put on my webpage

Listening and Reading

About my environment

understand a text concerning the problem connected to a social network, a riot

About me

understand the clauses you will accept when you subscribe to a social network

computer dating

chatting, texting

know the dangers of using my personal data on any mobile phone,

emails, webpages, social networks

understand a video about computer games RSI

Lexical

Collocations

specialized vocabulary about social network

specialized vocabulary about ICT

Grammar

Confusing Families (bring vs. take vs. carry vs. fetch)

Confusing Words (beside vs. besides)

Word Order: Adverbs & Adjectives

Reported speech 1

Reported speech 2

Reported speech 3

Phonetics

How to pronounce ch and y

Stress patterns in words

Stress patterns in sentences

How the stress changes in lexical families

How the stress changes in nouns and verbs

Cultural Focus

What are the ethics for a forum? A chat? A podcast? An email? A blog?

What are computer-game RSI?

How people perceive a social phenomenon such as a riot in the UK or in Spain?

Games / Fluency Work

Make my own podcast

Getting used to an on-line chat

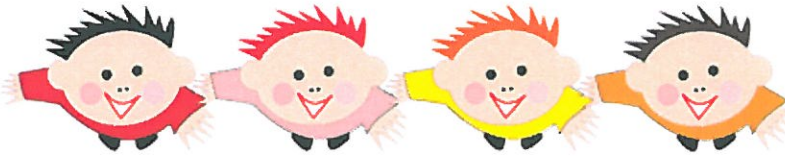
Getting used to a forum

Multimodal Resources

Podcast, webcam, mobile phone, sms abbreviations, chat, blog,

internet browser and webpages.

Photographs



UNIT THREE

Topic

The XXI century family
Marriage, living together, babies, women working, men NOT working, intergenerational dialogue, divorce, adults still living with their parents

Speaking and Writing

what is your opinion about adoption by homosexuals?
write a text that contrasts the advantages and disadvantages of still living with your parents as an adult
make an oral presentation, defending your position with another student (using webcam and microphone)
give a description of a woman with great responsibilities (either political or business)
describe a photograph

Listening and Reading

understand a video about the great changes in our society due to the fact that women work instead of men
find a video about company crèches and make a written summary
Watch some episodes from "How I met your mother"

Lexical

noun phrases – cost of living, rate of exchange
specialized vocabulary about modern family and gender roles

Grammar

Gerund or Infinitive
Use of structures whenever, whatever...
Uses of "wish"
Undefined and defined article
Uncountable and countable numbers
Quantifiers
Contrast clauses and purpose
Past Contrast

Phonetics

association between sound and spelling
phonetic connections (linking)
mute syllables

Cultural Focus

perception of homosexuality in different countries (e.g. hispanic countries vs. the US)
problem of integration of other nationalities in Spain (the concept of family is very different)
presence of elderly people or disabled people in the family
Spanish cultural exploitation of grand-parents to look after the kids!!!

Games / Fluency Work

listen to a song...and fill in the gaps
find a Spanish saying that is similar to an English one, comment on it, seek and explain the origin of the saying
karaoke

Multimodal Resources

Internet, webcam, microphone, search engine

UNIT FOUR

Topic

Global warming
The planet, the environment, pollution, fuel, renewable energies, the green movement

Listening and Reading

listen to a video about global warming and correct subtitles
read an article about Pesticides
let listen to several people speaking about their point of view about renewable energies

Speaking and Writing

make a summary of a video about global warming
repeat key sentences
explain what the green movement is
Correct the mistakes in a text (grammar, word order, wrong information, and the student will have to check the information on the internet)
describe a photograph

Lexical

phrasal verbs –die out, break up, cut back, cut down
specific vocabulary about the environment
specific vocabulary about renewable energies

Grammar

specific uses of have
contrast clauses
relative clauses
discourse Markers: adverbs and adverbial expressions
pronominal use of it and there
use of future for predictions and other futures

Phonetics

Intonation in exclamative expressions
Homophones (read vs. red, bean vs. been, seem and seam)
Homographs (close and dose, set and set)

Cultural Focus

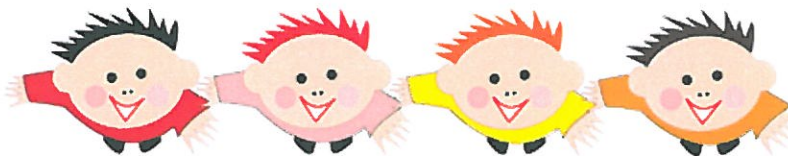
the attitude towards recycling in different countries

Games / Fluency Work

repeat bits of video about global warming
correct a translation

Multimodal Resources

voice recognition
cross-reading: checking the information in text on the internet
learning about the reliability of information sources



UNIT FIVE

Topic

Studying abroad
Understanding cultural differences, grants, comparing the different nationalities about the willingness to go away and live abroad during a period
Traveller's Blue Guides: comparing the English culture with the Spanish culture; surviving in Britain!!!

Speaking and Writing

present orally pros and cons about studying abroad (each student sends his/her work to another student for correction)
write an essay about attitudes about moving away from home in different countries
do your European CV
describe a photograph

Listening and Reading

read about student exchange programmes such as Erasmus, Leonardo, Comenius, etc.
hearing testimonies from people who have studied abroad
Summarize the story of Schengen Agreement

Lexical

discourse markers
specific vocabulary about travelling

Grammar

comparatives
speculative Adjectives and adverbs (to bound, sure to, likely to...)
grammar inversion
uses of "wish" for unreal or impossible situations
used to, be used to, get used to

Phonetics

Words and expressions of French origin
Stress with suffixes
Phonetic connections with-ed suffix
Sound and spelling of: /t, d, ʒ, ʒ/

Consonant Groups

Consonant Groups
Cultural Focus
Know the university credit system over Europe
What about Schengen Agreement?

Multimodal Resources

Directorate General for Education and Culture from the European Commission

UNIT SIX

Topic

Health: sports, diet, cooking, shopping, food-related, social-pressure and fashion diseases (anorexia, bulimia, cutting) ...
Personal training / Coaching

Listening and Reading

Video about the social pressure of Fashion and its consequences (Food disorder: anorexia, bulimia, vigorexia)

Read about the Dunkan Diet

Speaking and Writing

Write a Report about Advantages and dangers about the Dunkan Diet and Other Diets

Debate: How things have changed concerning attitudes about doing sport over the last generations. And what we can expect for the coming generations.

describe a photograph

Lexical

fixed expressions – I will do my best, Just Do It, No Pain No Gain, Leave it to me, I'll do my best, let's break off here

Grammar

used to, be used to, get used to
use of expressions for the future tense
modal verbs
conditional expressions
abbreviations, expressions, syntactical changes

Phonetics

How to pronounce ea and ear
Stress added to words semantically significant
Intonation for formal requests
How to pronounce augh and ough

Cultural Focus

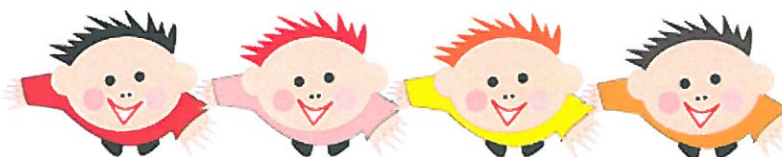
translating/finding an equivalent saying in another language
comparing the importance of sports in university studies in the US vs. in European countries

Games / Fluency Work

Sayings

Multimodal Resources

PhotoShop
Debate with a tutor-on-line and the participation of all the students on the course



UNIT SEVEN

Topic

Talking About Amazing People
(The Elephant Man, Johnny Weissmuller, Elvis Presley, Michael Jackson, Margaret Thatcher, Marilyn Monroe, Mark Zuckerberg, Lady Di, Sir Elton John, Howard Hughes, John Lennon, Amy Winehouse, P. G. Wodehouse)

Speaking and Writing

written: Describe the life of a famous character (we give a list of them)

spoken: Argue about the pressure of the media, people, fame describe a photograph

Listening and Reading

the Michael Jackson and Martin Bashir interview

read Marilyn Monroe's story

describe the new film about John Lennon's life

Lexical

partial frameworks or scripts – Time ago we were having difficulties with...which was also affecting....andnot to mention.....So, what was going wrong? Well the problem we were facing was...

specific vocabulary about socializing, eating out

specific vocabulary about film professions

Grammar expressions referring to permission, obligation and necessity: can, should, had better...

sense Verbs

ellipses and substitution

emphatic expressions

uses of so and such

Phonetics

going back to basics

Cultural Focus

research about famous women in the XIX and XX centuries

making contact with local British people (Flaherty's)

Games / Fluency Work

songs from Elvis, John, Amy, Elton, Michael, Alan, Mike, Annie, Sinéad

choose the song and explain it (you can search for information through internet)

Multimodal Resources voice synthesizer with different accents from all around the world

UNIT EIGHT

Topic

Amazing/crazy inventions (the Ig Nobel)

Listening and Reading

reading: search for a crazy invention.

listen to and watch an award ceremony at Ig Nobel for a specific invention

Speaking and Writing

describe the invention you selected, and explain why you like it.

work in groups: invent something crazy with the members of the group (4 people per group). Use the patent template to describe your invention.

describe a photograph

Lexical

various vocabulary (depending on the subject of the invention, each student has to choose one invention and build up the list of new words)

Grammar

looking back...

Phonetics

looking back...

Cultural Focus

explain why these crazy inventions have such success.

Games / Fluency Work

let's go and have a beer! Practise! Stop with the reading and go out and meet people! Find an English-speaking native in your town; record your conversation with him/her. Choose any subject you want. Send it to the on-line tutor.

Multimodal Resources

searching the internet

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Del 10/03/2014 al 11/06/2014	170	Online