

PROGRAMACIÓN DE LOS CICLOS FORMATIVOS DE FORMACIÓN PROFESIONAL VOCATIONAL EDUCATION AND TRAINING PROGRAMME

CROSS-CUTTING MODULE

ADVANCED

Technical English

EUSKO JAURLARITZA



GOBIERNO VASCO

HEZKUNTZA, UNIBERTSITATE
ETA IKERKETA SAILA

Lanbide Heziketako eta Etengabeko
Ikaskuntzako Sailburuordetza

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This publication has been put together by men and women colleagues who work in the field.

Programming any kind of material is a highly personal task that depends on the experience of every teacher and, therefore, on their subjectivity. Taking account of this premise, we invite you to study the publication and, if you like what you see, to use it for reference purposes or even as a guideline for your teaching work.

Despite its potential limitations, this publication is designed based on the Basic Curricular Design for the new training cycles and takes account of effective regulations in the BAC as regards curricular design and the teaching programme (Decree 32/2008 of 26 February).

We hope you will find it useful and thank the authors for the work they have put in to making this publication possible.

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Sequence and Time Frame of Lesson Plans

CONTENT AREAS			LESSON PLAN SEQUENCE	DURATION (hours)
B 1	B 2	B 3		
			LP0: Introduction to the module. Initial evaluation and diagnosis	1
X	X		LP1: Using the dictionary	2
	X	X	LP2: Understanding and sending professional emails, faxes, registered faxes	4
X	X	X	LP3: Answering a job vacancy announcement. Writing and defending a curriculum vitae	7
X	X	X	LP4: Asking for and giving information; making an appointment; confirming dates and conditions of sending/receiving goods	6
X	X	X	LP5: Understanding and filling in order forms/receipt notes, invoices	4
X	X	X	LP6: Analysing and using the correct terminology in specific sector texts	4
X	X	X	LP7: Searching for and identifying information in websites related to the sector	3
X	X	X	LP8: Identifying and describing products/services in: advertising, videos, manuals, brochures specific to the sector	9
TOTAL				40

Area 1: Understanding and producing oral messages

Area 2: Understanding and sending written messages

Area 3: Understanding the sociocultural reality of the country



Lesson plan 0: INTRODUCTION TO THE MODULE		Duration: 1 hour		
<p>Learning outcomes:</p> <ol style="list-style-type: none"> 1. To learn how the module will proceed overall and meet the members of the group. 2. To understand the criteria that will be considered and applied by the teacher in managing the learning process. 3. To identify the student's rights and obligations in relation to the module. 4. To understand the main connections between the lesson plans of the module, and between this and the others that make it up. 5. To identify individual knowledge in relation to the material to be covered in the module. 				
CONTENTS		Areas		
		1	2	3
PROCEDURAL	<ul style="list-style-type: none"> • Analysis of the relations existing between the modules of the cycle and the relations between the latter and the qualifications that serve as its reference. • Identification and recording in the appropriate format of the aspects, norms and elements addressed on the subject of disciplinary, methodological, relational questions, etc. 			
CONCEPTUAL	<ul style="list-style-type: none"> • Qualifications that constitute the cycle and relation with the module. • Contribution of the module to achieving the cycle objectives. • Objectives of the module. • Criteria for assessing the module and the lesson plans. 			
ATTITUDINAL	<ul style="list-style-type: none"> • Appreciate the importance of reaching an agreement as regards the desired behaviour from all members of the group, including the teacher. • Rules and criteria to be followed in developing the module 			



ACTIVITY					METHODOLOGY		RESOURCES
WHAT I or they will do Type of activity	Objectives Involved	T	WHO		HOW it will be done	Why it will be done	WITH WHAT it will be done
			Te	St			
A1 Introduction of students and teacher	1	10 min	X	X	The teacher and the students will each introduce themselves personally. The teacher will suggest interesting aspects they could mention in their introduction; however, the providing of information is optional.	The idea is to get to know one another and to break down social barriers for improved communication between the members of the group. This activity will not be necessary if the group has been together for some time.	No special means are required to carry it out.
A2 Presentation of the elements making up the programme	2-4	10 min	X	X	Using a diagram or a computer-generated presentation if the classroom is equipped to do so, the teacher will explain the elements that make up the programme, the timetable, etc.	To ensure that the students obtain an overall idea of the way the module subject is programmed, its structure, relations, times and durations, etc.	Blackboard. Presentation in PowerPoint or the like. Time frames. Photocopies with the information.
A3 Introduction to the criteria and rules that will guide management of the training process	2-3	10 min	X	X	The teacher will give a verbal explanation of the criteria that will be used to manage the teaching and learning process in the classroom, using transparencies or other elements to support their comments. Exams, the criteria used to correct and assess; internal regulations, disciplinary responsibilities, etc. A time will be set aside for students to ask questions.	Students will therefore know and understand how the academic, social and relationship aspects function and can adapt their interventions to the rules.	This activity can be organised in the classroom or class workshop and requires no special resources.
A4-E1 Identification of students' previous knowledge as regards the professional module at hand	5	30 min	X	X	This activity can either be verbal, with the teacher asking the students questions, or drawn up for the purpose as a questionnaire with open questions or multiple choice answers.	Here the aim is to find out what students know about the contents of the module before starting to teach it. This knowledge will permit the teacher to restructure the programme, adapting it to the reality of the group and its members.	Questionnaires.
OBSERVATIONS							



- It is sufficient to do activity A1 for one of the modules. The cycle team will decide in which module it will be done.
- Activity A4 can still be carried out even if each of the lesson plans includes an activity involving initial assessment. Both activities are compatible and complementary. Doing the activity offers a first opportunity to learn general knowledge, although it is in each unit that the subject will be studied with greater intensity.
- The activities included in the lesson plans of this module are labelled as either teaching & learning (T) or assessment (A). Sometimes a same activity can correspond both to teaching & learning and assessment. Such activities will be expressed as (Tn-Am) and will be triple in nature. The numbers assigned to T (n) and A (m) are independent of one another.



Lesson plan 1: USING THE DICTIONARY	Duration: 2 hours
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RA1: Interprets and uses oral information related to the professional scope of the title, their personal training and the product/service offered, identifying and describing their characteristics and properties, types of companies and their location.

RA2: Understands and completes written documents common to the sector and to international commercial transactions: manual of characteristics and operation, order form, receipt or delivery note, invoices, claims.

RA3: Identifies and applies professional attitudes and behaviours in situations of communication, respecting the rules of etiquette and the habits and customs established with the different countries.

Learning outcomes:

1. To produce new oral words.
2. To identify between: abbreviations, roots, suffixes and area codes in order to understand new words.

CONTENTS					Areas		
					1	2	3
PROCEDURAL	<ul style="list-style-type: none"> Appropriate production of sounds and phonemes for sufficient understanding Identification of sounds, vowel and consonant phonemes 				X		
CONCEPTUAL	<ul style="list-style-type: none"> Identification of the different abbreviations used in the dictionaries, interpreting their importance. 					X	
ATTITUDINAL	<ul style="list-style-type: none"> Awareness of own ability to communicate in the foreign language. Respect for the habits of other cultures and societies, their customs and ways of thinking. 				X	X	X
ACTIVITY			METHODOLOGY				RESOURCES
WHAT I or they will do Type of activity	Objectives involved	T	WHO		HOW it will be done	Why it will be done	WITH WHAT it will be done
A1 Explanation of the information provided by the dictionary for	1-2	20 min.	X	X	The teacher explains the subject and the students ask questions or request additional information	To facilitate understanding of the information found in dictionaries (e.g. countable and uncountable) and provide help in independently pronouncing new	Dictionaries.



its correct interpretation.						words.	
A2 Presentation of the more common online dictionaries and their full range of possibilities.	1-2	20 min.	X	X	The teacher explains the various online dictionaries and their possibilities as regards their audio and written formats. The teacher answers the students' queries.	Same purpose as A1. To make students aware of the possibilities so that they can use these dictionaries at a later date.	Online consultation.
A3-E1 Explanation of the most important English language phonemes.	1	40 min.	X	X	Oral explanation, providing audio examples with different voices (men/women) and setting the students oral production exercises.	So that the students are able to pronounce English in an understandable fashion, even when it comes to unknown words. To make continuous assessment of the learning process.	Available audio material. Dictionaries.
E2 Specific assessment activity	1-2	40 min.		X	The teacher asks students to look for or solve situations to which the explanations will be applied.	To establish the degree of independence acquired in using the dictionary	Exercises and/or possible oral recordings.

OBSERVATIONS

- The given time frame is provided for guidance purposes only. Teachers must adapt it to the characteristics and requirements of each group and their learning progress. They must also consider whether the activities differ in time and even if it is advisable to intercalate other kinds of activities. For example: in the first days of class, 5 minutes of phonetics before proceeding with other activities.
- It would also be possible to carry out Activity 3 simultaneously with the proposed E1 assessment activity.



Lesson plan 2: UNDERSTANDING AND SENDING PROFESSIONAL EMAILS, FAXES AND REGISTERED FAXES		Duration: 4 hours		
<p><i>RA2: Understands and completes written documents common to the sector and to international commercial transactions: manual of characteristics and operation, order form, receipt or delivery note, invoices, claims.</i></p> <p><i>RA3: Identifies and applies professional attitudes and behaviours in situations of communication, respecting the rules of etiquette and the habits and customs established with the different countries.</i></p> <p>Learning outcomes:</p> <ol style="list-style-type: none"> To identify basic grammatical and lexicographic resources. To suitably identify and use the specific professional terminology and vocabulary. To understand and use the most common telematics systems: fax, email, registered fax. To distinguish between and apply the appropriate courtesy formulas to the document at hand. 				
CONTENTS		Areas		
		1	2	3
PROCEDURAL	<ul style="list-style-type: none"> Lexical selection, selection of syntactic structures for their appropriate use. Understanding messages in different formats: Differentiation between the times referred to: before, afterwards, at the same time. Creation of simple texts for their use in telematics systems. Use of formal and functional resources in situations requiring social and professional behaviour. 		X X X X	X X
CONCEPTUAL	<ul style="list-style-type: none"> Specific sector terminology. Peculiarities of computer use. Etiquette in professional documents. 		X X X	X
ATTITUDINAL	<ul style="list-style-type: none"> Respect for the customs of other cultures and societies and their way of thinking. Appreciation of the need to be coherent when writing texts. 		X X	X X



ACTIVITY					METHODOLOGY		RESOURCES
WHAT I or they will do Type of activity	Objective s involved	T	WHO		HOW we will do it	WHY we will do it	WITH WHAT we will do it
			Te	St			
A1 Explanation of and practice with grammatical resources: verbal tenses, expressions, prepositions, adverbs, etc.	1	1 h.	X	X	Having received explanations from the teacher in the shape of written or computer exercises, the students will test their knowledge.	To be able to write messages using correct grammar to ensure that they will be understood in professional situations.	Written and/or computer means, manuals, etc.
A2 Explanation and demonstration of how to use telematics systems in common sector activities.	3	30 min.	X	X	Through explanations; using documents and other media	To understand the importance of the medium used and differentiate between the type of text required by each situation depending on the product or service supplied in the sector.	Real-life material collected from the sector.
A3 Explanatory presentation of the terminology used in the sector and written language etiquette for use with telematics systems.	2-4	1 h.	X	X	Using the explanation and examples given by the teacher, answering students' queries and drawing a comparison with similar situations in their mother tongues.	To compare differences and similarities in the different countries and to memorize common sector vocabulary in English.	Exercises and materials related to the subject: brochures, description of the service in advertising; fax, e-mail texts, etc.
A4-E1 Exercise consisting of interpreting messages received by telematics systems	2-3-4	30 min.	X	X	Accessing materials used in the professional speciality collected by the teacher and students.	To appropriately interpret the texts, understanding the socio-cultural implications in each country. To observe and assess the learning progress made.	Real-life material collected in the sector.
A5-E2 Practical guide to writing simple fax,	2-3-4	1 h.	X	X	The activity can begin with filling in the spaces in texts, or with placing written formulas and	To give students confidence, knowing that they have the resources to do the job.	Exercises: fill in the spaces, arrange the sentences, etc.



registered fax and email texts on sector contents using the appropriate business terms and etiquette.					sentences in the correct order, followed by writing a complete e-mail (fax, registered fax) to deal with a professional situation set by the teacher.	- To assess the learning outcomes	- Working in teams who will send one another real texts to solve a specific sector situation set by the teacher.
OBSERVATIONS							
<ul style="list-style-type: none">Each teacher will observe the characteristics and necessities of the group to decide if each activity should be carried out in a continued fashion, or if it is preferable to spread it out over time and intercalate other activities. For example, the grammatical content can be revised for 10 minutes spread over several days, intercalating exercises to prompt the understanding and writing of texts.							



Lesson plan 3: ANSWERING A JOB VACANCY ANNOUNCEMENT. WRITING AND DEFENDING A CURRICULUM VITAE		Duration: 7 hours		
<p><i>RA1: Interprets and uses oral information related to the professional scope of the title, their personal training and the product/service offered, identifying and describing their characteristics and properties, types of companies and their location.</i></p> <p><i>RA2: Understands and completes written documents common to the sector and to international commercial transactions: manual of characteristics and operation, order form, receipt or delivery note, invoices, claims.</i></p> <p><i>RA3: Identifies and applies professional attitudes and behaviours in situations of communication, respecting the rules of etiquette and the habits and customs established with the different countries.</i></p> <p>Learning outcomes:</p> <ol style="list-style-type: none"> To prepare a personal presentation for a job interview. To describe the skills to be developed in the work environment. To identify the jobs and positions associated to the profile. To break down and describe the process of a job they are skilled to do, explaining the different tasks to be carried out. To describe the skills to be developed in the work environment. To draw up a curriculum vitae to present their professional training and skills according to the guidelines used in European countries. To describe the social and professional etiquette and norms of the country. To request that another person repeat something they have said or part of it in a different way when considered necessary. 				
CONTENTS		Areas		
		1	2	3
PROCEDURAL	<ul style="list-style-type: none"> Writing coherent texts. Understanding the sections of an oral or written job offer associated to the student's professional environment. Writing an application for a job suited to their characteristics: curriculum vitae and covering letter. Preparation for a job interview, how to describe their education and personal motivation. Use of formal and functional resources in situations that require social and professional behaviour in order to convey a good corporate image. Selection and use of spoken linguistic markers for social engagement, common courtesy and differences in register. Lexical selection, selection of syntactic structures, and selection of relevant content for their proper use. Maintain and follow oral discourse: support, making it clear that they understand, asking for clarification, etc. 	X	X X X X	X



CONCEPTUAL		<ul style="list-style-type: none"> • Thematic sections of a job interview • Language registers. • European Curriculum Vitae model. • Skills, jobs and positions associated to the education cycle. • The most significant social and professional elements of English-speaking countries. 			X	X	X
ATTITUDINAL		<ul style="list-style-type: none"> • Respect for and interest in understanding and being understood orally and in writing. • Respect for customs and ways of thinking. • Appreciation of sociocultural norms and etiquette in international relations. 			X	X	X
ACTIVITY				METHODOLOGY			RESOURCES
WHAT I or they will do Type of activity	Objectives involved	T	WHO Te St		HOW we will do it	WHY we will do it	WITH WHAT we will do it
A1 Presentation of the European Curriculum Vitae model	3-6-7	1 h.	X	X	<p>Reading a CV with the students, thereby permitting the teacher to establish the extent of their general understanding.</p> <p>Working on different sections of the CV, including linguistic competence according to European levels (language passport), and indicating equivalences between studies in the student's country and in a European country.</p> <p>The teacher will stress the parts of the CV that are most closely related to the professions, jobs and competences to be developed within the professional profile referred to in the title.</p>	To be able to provide references to and describe the competences that may be required for a job corresponding to their professional profile.	Internet examples or photocopies
A2-E1 Creation of a personal CV according to the European model guidelines	3-6-7	1 h.	X	X	By following the model proposed in all sections, each person will create their own CV, applying the equivalents explained for diplomas obtained in every country.		Online or photocopied sample CV.



<p>A3-E2 Presentation and analysis of a job offer either in a written announcement or in video format (online).</p>	<p>2-3-5-7</p>	<p>1 h.</p>	<p>X</p>	<p>X</p>	<p>Analysing job vacancies in the UK press or television referring to the professional sector, studying the different sections of the offer and relating them to the content of the student's CV. The teacher will underline the most important requirements of the vacancy (skills, tasks, functions) with independently-sourced information about the company offering the position, looking at the conditions, wages, bonuses, times, travel involved, etc.</p>	<p>To be able to recognise the offers adapted to their individual training and qualities and reject those that are not suitable.</p> <p>To be aware of their training strengths and weaknesses for entering the job market.</p> <p>To assess the ability to understand.</p>	<p>Press, Internet, company websites.</p>
<p>A4 Analysis of a covering letter to accompany a CV sent in reply to a job vacancy.</p>	<p>1-2-3-5-7</p>	<p>1 h.</p>	<p>X</p>	<p>X</p>	<p>To study one or several models of covering letter, identifying the different parts and recognising the etiquette used.</p> <p>To connect the requirements of the announcement to the paragraphs that refer to it.</p> <p>To underline the strong points of the individual CV, studying how they are reflected in the letter and how they relate to the vacancy.</p>	<p>To relate market demands to individual training and experience with the focus on their professional future.</p>	<p>Models of letters existing in real-life methods or material</p>
<p>A5-E3 Write a covering letter in response to a job vacancy announcement to accompany the student's CV.</p>	<p>1-2-3-5-7</p>	<p>1 h.</p>	<p>X</p>	<p>X</p>	<p>Based on the models proposed, each student will write a personal covering letter to accompany their CV in response to a specific job vacancy.</p> <p>Underscoring the strongest points of the curriculum vitae (training, specific experiences in the professional field in question, languages, etc.) as regards the vacancy requirements.</p>	<p>To relate job market demands to individual training and experience with the focus on their professional future.</p> <p>To gain awareness of their possibilities in the working world.</p> <p>To assess progress in learning based on adaptation to the CV, to the announcement, and to how well or badly the letter is written.</p>	<p>Models of letters and vacancy announcements.</p>
<p>A6 Job interview preparation</p>	<p>1-2-4-5-8</p>	<p>1 h.</p>	<p>X</p>	<p>X</p>	<p>Based on the observation of oral interviews (real or pretend), distinguishing the following parts: Information about the company, the job, its</p>	<p>To become aware of their possibilities when participating in a real interview.</p> <p>To appropriately handle any situations that</p>	<p>Real or mock material for learning purposes.</p>



					<p>conditions.</p> <p>2. Presentation of the CV, highlighting its most relevant aspects.</p> <p>3. Additional questions about the job and its conditions: workplace, travel, sequence of the different tasks to be carried out at the work station, etc.</p> <p>4. Etiquette and socio-cultural customs.</p>	<p>may arise.</p>	
A7- E4 What to do at a job interview	1-2-4-5-8	1 h.	X	X	<p>Instructed by the teacher, in teams of 2 (interviewer and interviewee), proceed with a mock interview that the teacher can film if desired for the purposes of analysis, evaluation and correction.</p>	<p>To become aware of their possibilities when participating in a real interview.</p> <p>To appropriately handle any situations that may arise.</p> <p>To assess what the student has learned.</p>	<p>The same as in the previous activity, plus aspects provided by the teacher: types of questions that can be asked, etiquette to be followed, tone of voice to use, etc.</p>
OBSERVATIONS							
<ul style="list-style-type: none"> The teacher will decide on the most suitable moment of the programme to address this Lesson plan. It has been introduced as no. 3 for inclusion in the first three months, which is when students in the BAC who wish to apply for a job placement in a foreign company must go ahead and do so. This is why we consider it necessary to have learned how to write a CV beforehand. In the event of no such need, the unit can be left until the second or third quarter. 							



Lesson plan 4: ASKING FOR AND GIVING INFORMATION: ARRANGING AN APPOINTMENT, CONFIRMING DATES, AND CONDITIONS OF SENDING/RECEIVING GOODS	Duration: 6 hours
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RA1: *Interprets and uses oral information related to the professional scope of the title, their personal training and the product/service offered, identifying and describing their characteristics and properties, types of companies and their location.*

RA2: *Understands and completes written documents common to the sector and to international commercial transactions: manual of characteristics and operation, order form, receipt or delivery note, invoices, claims.*

RA3: *Identifies and applies professional attitudes and behaviours in situations of communication, respecting the rules of etiquette and the habits and customs established with the different countries.*

Learning outcomes:

1. To recognise the purpose of messages sent directly, over the telephone, or by any other oral means.
2. To communicate accurate and specific oral messages to deal with specific situations: ask for information, an appointment, dates and conditions of sending/receiving goods.
3. To request that a person repeat something they have said or part of it when considered necessary.
4. To apply the etiquettes and norms of social relations in the foreign country.

CONTENTS		Areas		
		1	2	3
PROCEDURAL	<ul style="list-style-type: none"> • Identification of direct, telephone and recorded messages. • Selection of registers used in delivering oral messages. • Maintaining and following oral discourse: support, demonstration of understanding, request for clarification, etc. • Appropriate production of sounds and phonemes to make themselves sufficiently understood. • Understanding the most important cultural elements for each communication situation. 	X X X X		X
CONCEPTUAL	<ul style="list-style-type: none"> • Specific sector terminology. • Grammar resources: verb tenses, adverbs, prepositions, prepositional and adverbial phrases, indirect style. • Vowel and consonant sounds and phonemes. Combinations and groups. 	X X X	X X	
ATTITUDINAL	<ul style="list-style-type: none"> • Awareness of the importance of the foreign language in the professional world. • Awareness of own ability to communicate in the foreign language. • Respect for and interest in making oneself understood. • Appreciation and respect for the rules of courtesy and differences in register corresponding to each language and in international relations. 	X X X	X X	X X



ACTIVITY					METHODOLOGY		RESOURCES
WHAT I or they will do Type of activity	Objectives involved	T	WHO		HOW we will do it	WHY we will do it	WITH WHAT we will do it
			Te	St			
A1- E1 Explanation and demonstration of direct, telephone and/or recorded messages, with emphasis on: - first contact, presentation - technical problems (busy, no answer, the call is cut off, etc.) - bidding farewell and future contacts.	1-4	1 h.	X	X	Explaining oral situations and examples, placing importance on correct pronunciation and rhythm in fluid communication.	To interpret and use the most common linguistic structures for professional phone conversations, respecting the etiquette and social/professional norms of the foreign country. Continuous assessment.	Dialogues in the classroom, videos, recordings of real-life communication situations.
A2-E2 Guided practice in the use of oral language, applying the structures studied in A1.	1-4	1 h.	X	X	Working in pairs, the students will simulate dialogues with an English-speaking person who comes to or phones the company	To practice the structures studied with sufficient pronunciation and rhythm to make themselves understood. Continuous assessment.	Media available in the classroom.
A2-E3 Introduction to and practice with using the appropriate structures requesting information, appointments, dates, times, people, places, etc. respecting registers and courtesy rules.	2-3-4	2 h.	X	X	Working the lexical and grammatical elements (questions, dates, times, etc.) used above all in the oral language, not forgetting the potential implications in written language: appointment notes, taking a message from an incoming phone call, order form, etc.	To have sufficient oral resources to deal with simple professional situations, answer calls or deal with people. To gain awareness of the importance of the foreign language in the working world, and of their real ability to communicate in the said language. Continuous assessment.	The audiovisual means available at the centre for listening to, recording/viewing students' productions to permit subsequent joint analysis and assessment (teacher/student).
A4-E4 Introduction to and practice with structures for: conditions of shipment/receipt of a	2-3-4	1 h.	X	X	Presenting and using – in pairs or as a group – structures that facilitate conversation while transmitting the desired message: request/provide clarifications, conditions of shipment or receipt,	The same as in A3.	The same as in A3.



product, and for understanding and maintaining oral discourse: support, demonstration of understanding, request for clarification, summarising.					request for repetition and confirmation of conditions, dates agreed upon, etc. It would be an advantage to video the interventions so that each student can watch themselves and study their good and bad points.		
E5 Specific assessment activity		1 h.		X	Exercise involving simulation in pairs or as a group, either prepared beforehand or improvised. Could be filmed on video by the teacher for viewing and comparative qualification. It could also be backed up with some kind of written exercise to evaluate the vocabulary or grammar, but always bearing in mind that the objective of the unit is to ensure sufficient capacitation in the oral language.	To establish the extent of oral understanding acquired by the student and their oral resources for solving certain specific professional situations.	To be established by the teacher.
OBSERVATIONS							
<ul style="list-style-type: none"> As an indicator of progress with the programme, account must be taken of whether the lesson plans have been taught in the anticipated assessment and in the course as a whole. The hours stipulated for each lesson plan and/or activity have an indicative 'weighting' character for the course as a whole and cover the basic duration anticipated in the regulations. The real dedication in hours will be indicated in the teacher's logbook/diary, taking account of the necessary adaptation to the rhythm of each group of students and adaptation to potential situations outside the classroom that may be enriching for the students (events, exchanges, news updates, visits, etc.) 							



Lesson plan 5: UNDERSTANDING AND FILLING IN ORDER FORMS/RECEIPT NOTES, INVOICES Duration: 4 hours

RA1: *Interprets and uses oral information related to the professional scope of the title, their personal training and the product/service offered, identifying and describing their characteristics and properties, types of companies and their location.*
RA2: *Understands and completes written documents common to the sector and to international commercial transactions: manual of characteristics and operation, order form, receipt or delivery note, invoices, claims.*
RA3: *Identifies and applies professional attitudes and behaviours in situations of communication, respecting the rules of etiquette and the habits and customs established with the different countries.*

Learning outcomes:

1. To identify documents related to commercial transactions.
2. To complete specific commercial documentation in the student's professional field.
3. To identify and appropriately use the terms and vocabulary specific to the profession, both orally and in writing.
4. To distinguish between and apply the appropriate courtesy formulas to the document at hand.

CONTENTS		Areas		
		1	2	3
PROCEDURAL	<ul style="list-style-type: none"> • Lexical selection, selection of syntactic structures for their appropriate use in oral/written language taking account of the most significant cultural elements. • Recognition of everyday professional messages in the sector presented in different formats. • Differentiation between time frames: before, afterwards, at the same time. • Creation of simple texts for their use in telematics systems. • Use of formal and functional resources in situations requiring social and professional behaviour. 	X X X X	X X X X	X X
CONCEPTUAL	<ul style="list-style-type: none"> • Specific sector terminology. • Etiquette in written professional documents. • Documentation associated to international transactions: order forms, receipt notes, invoices. • Most important social and professional elements in the foreign language countries. 	X	X X X	X



ATTITUDINAL		<ul style="list-style-type: none"> • Respect for the customs of other cultures and societies and their way of thinking. • Appreciation of the need to be coherent when writing texts. • Appreciation of sociocultural norms and rules of etiquette in international relations. • Respect for and interest in understanding and being understood orally and in writing. 			X	X	X
ACTIVITY		METHODOLOGY				RESOURCES	
WHAT I or they will do Type of activity	Objectives involved	T	WHO		HOW we will do it	WHY we will do it	WITH WHAT we will do it
			Te	St			
A1 Explanation and demonstration of how to use documents: invoices, order forms/ receipt notes	1	30 min.	X	X	With explanations and using documents and media.	To understand the importance and differentiate between the type of text required by each situation depending on the product or service supplied in the sector.	Real-life material from the sector.
A2-E1 Explanatory presentation of sector technology and of the correct formulas and etiquette as regards written/oral language for use in the documents studied and sent on paper, electronically or by telephone.	2-4	1 h.	X	X	Using the explanation and examples given by the teacher, answering students' queries and drawing a comparison with similar situations in their mother tongues. Using written and oral language.	To compare differences between and similarities in the different countries and to memorize the sector vocabulary in English. The teacher can use this activity for continuous assessment of the learning acquired.	Exercises and materials related to the subject: brochures, description of the service in advertising, conditions of sale and delivery, and in invoices, order forms and receipt notes.
A3 Exercise consisting of filling in invoices, order forms on paper or in the computer.	2-3	1 h. 30 min.	X	X	Accessing and using real-life materials in the professional speciality collected by the teacher and students.	To correctly interpret and create the documents indicated in A3, understanding the sociocultural implications in each country.	Real-life material collected in the sector.
A4-E2 Guided practice on how to create simple texts for	2-3-4	1 h.	X	X	The activity can begin with filling in texts, or with placing written formulas and sentences in the correct order, followed by writing a complete document to deal	To gain confidence of having the resources to do it. To assess the learning outcomes.	Prepared exercises: fill in the spaces, arrange the sentences, etc.



issuing orders, making claims for wrong deliveries, invoices, etc. related to the goods or services of the sector and using the appropriate vocabulary and etiquette.				with a professional situation set by the teacher. Exercises to practice telephone situations such as: making claims, asking for explanations or conditions. This activity can be carried out in teams who will send one another real texts to solve a specific situation in the sector, set by the teacher.		Real order forms and invoices
OBSERVATIONS						
<ul style="list-style-type: none"> • This lesson plan could be considered as a unit for working on written language; however, we must not forget that situations may arise where telephone communication is required with regard to marketing documents. A client requests an invoice; an order is made over the phone, etc. This is why stress is also placed on orally working on the common structures of these transactions and the corresponding documents. In addition, the oral language appears alongside the written language both in the objectives of the unit and in its contents and activities. • The contents referring to formulas of courtesy or etiquette, respect for the social and working customs of the countries that speak the foreign language are systematically repeated in the units since each type of professional document dealt with requires appropriate formulas, sometimes similar to one another and at others more specific. This will be studied using real-life material chosen by the teacher for the foreign language at hand and the exercises to be done in each case. 						



Lesson plan 6: ANALYSING AND USING THE CORRECT TERMINOLOGY IN SPECIFIC SECTOR TEXTS/ SITUATIONS		Duration: 4 hours		
<p><i>RA1: Interprets and uses oral information related to the professional scope of the title, their personal training and the product/service offered, identifying and describing their characteristics and properties, types of companies and their location.</i></p> <p><i>RA2: Understands and completes written documents common to the sector and to international commercial transactions: manual of characteristics and operation, order form, receipt or delivery note, invoices, claims.</i></p> <p><i>RA3: Identifies and applies professional attitudes and behaviours in situations of communication, respecting the rules of etiquette and the habits and customs established with the different countries.</i></p> <p>Learning outcomes</p> <ol style="list-style-type: none"> To be able to extract specific information from messages related to the product or service offered and from everyday aspects of professional life. To summarize the main ideas of the oral/written information provided, using the student's own linguistic resources. To summarize texts related with their professional environment. To identify the social and professional aspects of the sector in any type of text. To make appropriate use of the sector terminology both orally and in writing 				
CONTENTS		Areas		
		1	2	3
PROCEDURAL	<ul style="list-style-type: none"> Understanding professional terminology in messages: manuals, brochures, basic professional and everyday articles. Recognition of professional oral messages relating to the sector and of everyday messages. Differentiating main ideas from secondary ideas. Selection: of vocabulary, of syntactic and content structures for their proper use. Interpretation of the most important cultural elements for each communication situation. Use of formal and functional resources in situations requiring correct social and professional behaviour. 	X X X X	X X X	X X
CONCEPTUAL	<ul style="list-style-type: none"> Specific sector terminology. Competences, professions and positions associated to the training cycle. 	X X	X X	



ATTITUDINAL		<ul style="list-style-type: none"> • Appreciation of the need to be coherent when writing texts. • Respect for and interest in understanding and being understood orally and in writing. • Respect for customs and ways of thinking. 				X X	X X	X
ACTIVITY				METHODOLOGY			RESOURCES	
WHAT I or they will do Type of activity	Objectives involved	T	WHO		HOW we will do it	WHY we will do it	WITH WHAT we will do it	
			Te	St				
A1 Presentation and (practical) handling of a typical sector text.	1-2-3-4-5	1 h.	X	X	By reading a CV with the students, thereby permitting the teacher to establish the extent of their general understanding. By working on vocabulary with exercises on synonyms and antonyms, true/false, matching terms and definitions.	To improve the ability to understand. To memorize the vocabulary common to the professional family.	With photocopies, computer and projector, dictionaries and black/whiteboard.	
A2 Introduction of video or any other kind of oral presentation	1-2-3-4	1 h.	X	X	Working on oral comprehension by watching a video or listening to a recorded text. Working on vocabulary by asking questions, discussing definitions or lexical groups of words.	To improve understanding skills and oral expression. To take a deeper look at the sector terminology.	With video, radio-cassette player, computer and projector, dictionaries and black/whiteboard	
A3-E1 Handling of texts for using new vocabulary	1-2-3-5	1 h.	X	X	Could begin with an exercise to fill in the spaces, proceeding to create a text with the words proposed by the teacher.	To use the vocabulary learned To assess the learning outcomes.	Exercises and materials common to the subject: exercises prepared by the teacher. Photocopies.	
OBSERVATIONS								



Lesson plan 7: SEARCHING FOR AND IDENTIFYING INFORMATION IN WEBSITES RELATED TO THE SECTOR		Duration: 4 hours		
<p><i>RA1: Interprets and uses oral information related to the professional scope of the title, their personal training and the product/service offered, identifying and describing their characteristics and properties, types of companies and their location.</i></p> <p><i>RA2: Understands and completes written documents common to the sector and to international commercial transactions: manual of characteristics and operation, order form, receipt or delivery note, invoices, claims.</i></p> <p><i>RA3: Identifies and applies professional attitudes and behaviours in situations of communication, respecting the rules of etiquette and the habits and customs established with the different countries.</i></p> <p>Learning outcomes:</p> <ol style="list-style-type: none"> To identify basic information in a sector website, both oral and written. To gain awareness of the importance of understanding the gist of a message without necessarily understanding each and every word. To summarize texts related with their professional environment. To identify social and professional aspects common to the sector in a website, both oral and written. 				
CONTENTS		Areas		
		1	2	3
PROCEDURAL	<ul style="list-style-type: none"> Recognition of professional messages relating to the sector and of everyday messages. Interpretation of professional and everyday messages. Differentiating main ideas from secondary ideas. Understanding the most important cultural elements for each communication situation. 	X X X	X X X	X
CONCEPTUAL	<ul style="list-style-type: none"> Specific sector terminology. Telematics systems: websites. 	X X X	X X	



ACTIVITY		METHODOLOGY			RESOURCES		
WHAT I or they will do Type of activity	Objectives involved	T	WHO		HOW we will do it	WHY we will do it	WITH WHAT we will do it
			Te	St			
A1 Explanation and demonstration of professional sector websites.	1-2-4	1 h.	X	X	Explaining the information offered by a website, showing where and how to find it. Comparing several different websites dedicated to a same product or service.	To interpret and compare information found in different pages and extract whatever is required in each case, considering the etiquette and the social and professional norms in the foreign country.	Sector websites in English.
A2-E1 Guided practice for finding precise information in websites. Assessment	1-2-3	1.5 h.	X	X	The teacher asks questions about: a product: characteristics, conditions of sale, delivery, deadlines; or about conditions for entering a video competition, etc. (depending on the professional sector in question). Whether or not the activity is correctly carried out will be assessed by the teacher.	To practice autonomy by the apprentice in order to establish their linguistic resources and skills in dealing with professional situations.	Internet and websites.
A3-E2 Guided practice to find information.	1-2-3-4	1.5 h.	X	X	The student will look for practical information with regard to attending and presenting a product/service at a coming fair, festival or exhibition related to the sector: conditions of presentation, documentation required, deadlines, how to get there, awards, accommodation, travel plans, etc. Whether or not the activity is correctly carried out will be assessed by the teacher.	To practice autonomy by the apprentice in order to establish their linguistic resources and skills in dealing with professional situations. To assess what the student has learned.	Internet and websites.



OBSERVATIONS

- As an indicator of progress with the programme, account must be taken of whether or not the lesson plans have been taught in the anticipated assessment and in the course as a whole. The hours stipulated for each lesson plan and/or activity have an indicative 'weighting' character for the course as a whole and cover the basic duration anticipated in the regulations. The real dedication in hours will be indicated in the teacher's logbook/diary, taking account of the necessary adaptation to the rhythm of each group of students and adaptation to potential situations outside the classroom that may be enriching for the students (events, exchanges, news updates, visits, etc.).



Lesson plan 8: IDENTIFYING AND DESCRIBING PRODUCTS/SERVICES IN ADVERTISING, VIDEOS AND MANUALS SPECIFIC SECTOR BROCHURES		Duration: 9 hours		
<p><i>RA1: Interprets and uses oral information related to the professional scope of the title, their personal training and the product/service offered, identifying and describing their characteristics and properties, types of companies and their location.</i></p> <p><i>RA2: Understands and completes written documents common to the sector and to international commercial transactions: manual of characteristics and operation, order form, receipt or delivery note, invoices, claims.</i></p> <p><i>RA3: Identifies and applies professional attitudes and behaviours in situations of communication, respecting the rules of etiquette and the habits and customs established with the different countries.</i></p> <p>Learning outcomes:</p> <ol style="list-style-type: none"> To summarize the main ideas of the information obtained using the student's own linguistic resources. To gain awareness of the importance of understanding the gist of a message without necessarily understanding each and every word. To extract specific information from messages related to the product or service offered: advertising brochures, instruction manual. To appropriately use of terms and vocabulary specific to the profession, both verbal and written. To identify social and professional aspects common to the sector. 				
CONTENTS		Areas		
		1	2	3
PROCEDURAL	<ul style="list-style-type: none"> Interpretation of texts seen and heard. Interpretation of messages in manuals, brochures, basic professional and everyday articles. Creation of simple professional and everyday texts in the sector to describe products in brochures and advertising in general. Appropriate use of common sector terms in oral and written language. 	X	X X X	
CONCEPTUAL	<ul style="list-style-type: none"> Specific sector terminology. Particularities as regards pronunciation of the different terms. Computer systems. Grammatical resources adapted to the description requirements of products/services/brochures. 	X X X	X X X	



ATTITUDINAL		<ul style="list-style-type: none"> Awareness of the importance of the foreign language in the professional world. Respect for and interest in understanding and being understood orally and in writing. Appreciation of the need to be coherent when writing texts. Respect for other customs and ways of thinking. 				X	X	X	X
ACTIVITY					METHODOLOGY			RESOURCES	
WHAT I or they will do Type of activity	Objectives involved	T	WHO		HOW we will do it	WHY we will do it	WITH WHAT we will do it		
			Te	St					
A1 Introduction of one or several devices/gadgets or items to identify the different parts making them up.	1 h.	1-3-5	X	X	Using photocopies, the student will identify the necessary vocabulary to describe a device.	To increase vocabulary and improve ability to understand.	Photocopies of exercises proposed by the teacher. Projector and computer.		
A2-E1 Creation of a text describing one of the devices previously introduced.	0.5 h.	4-6	X	X	The students will write descriptions of the different devices, without mentioning their name, and the others will try to guess what device they are talking about.	To place the previously introduced vocabulary in context. To improve language skills in the professional sector. For continuous assessment of the knowledge obtained.	Photocopies. Dictionaries.		
A3 Reading and translation of an instruction manual.	1.5 h.	1-3-5		X	Having read the text together, the student will precisely translate the instructions.	To realise the need to exactly interpret this kind of texts.	Manuals. Dictionaries. Internet.		
A4 Creation of a rapid user guide for the device used in A1 and A2.	1 h.	4	X		The students will create a rapid user guide according to the instructions given by the teacher.	To extract the main ideas and exclude the ones that are not relevant.	Previously used manuals. Dictionaries.		



A5-E2 Reading and brainstorming on a brochure related with the professional sector	1.5 h.	1-2-3-5	X	X	Having read the brochure, work on new vocabulary, extracting the main ideas and giving an oral explanation of the subject...	To realise that they are able to interpret any real brochure they may come across in their professional lives. To assess what they have learned.	Brochures. Dictionaries. Projector.
A6 Writing of a contact letter or email to request additional information about the brochure used in the activity.	1.5 h.	4-6	X	X	The students will write letters or emails to the addresses appearing in the brochure, requesting further information.	To be capable of contacting companies or bodies related to their profession in real-life situations beyond the classroom.	Computer. Photocopies. Dictionaries. Brochures. Websites.
E3 Final assessment.	1 h.		X	X	By means of a written test based on questions, translation and/or vocabulary about products, manuals, brochures, services, etc.	To assess the learning outcomes.	Exercise created by the teacher.
E4 Individual appraisal of the course	1 h.		X	X	Oral individual appraisal. Wrapping up the course. The teacher will direct the session, asking students about the most outstanding aspects of the course and encouraging them to participate.	To gain awareness of the evolution in their learning process as the course progressed. To permit teachers to gather opinions, to give them ideas and to help them to plan the next course.	

OBSERVATIONS

- This last unit can be used to revise and complete development of the group process. All of the information and remarks collected, together with those obtained during the course, will be used to plan the programme for future groups.
- The information obtained from and contacts made with companies in the area of the students' studies can provide materials and highlight requirements or failings detected in the young people, which may be interesting for inclusion in future programmes.

