

Contents

	Language			Skills			
	Grammar / Functions	Vocabulary	Say it right	Listening	Reading	Speaking	Writing
1 Time p4							
Time in your life	Present simple Adverbs of frequency	Describing routines			Four people's answers to a time questionnaire	Talking about how often you do different things	
What are you doing at the moment?	Present continuous	Social media and networking			Social media	Talking about what you are doing at the moment	
Is that the time?	Beginning and ending conversations	Telling the time	Sentence stress	Two conversations	How to make successful small talk	Keeping a conversation going	
Scenario: A question of time Can a language school sort out its timetable problems?							
2 Meeting people p12							
The right person	Present simple and present continuous	Describing people	s at the end of words	Looking for someone in a crowded room	Business cards	Describing people	
The right impression		Describing your job		Two first conversations	First impressions	Making a good first impression	
Let's talk about it over lunch	Offering and accepting food and drink Talking about likes and dislikes	Talking about food		A business lunch	Business lunches	Offering and accepting food and drink	
Scenario: Visitors Mikael has to meet three visitors, but can he find them?							
3 Companies p20							
My first job	Past simple	Pay and conditions		Two people talk about their first jobs		Talking about pay and conditions Talking about your first job	
Company history		Describing companies	Saying dates		Two of the oldest companies in the world	Presenting your company history	
Speaking in public	Structuring a presentation			A presentation about a company	Tips for public speaking	Making a short presentation	
Scenario: The worst company in the world? Can Leviathan Steel improve its public image?							
4 Great ideas p28							
Luck?	Past simple and past continuous			Three people talk about old and new jobs	Great business ideas	Talking about decisions you've made	
Where were you when ...?		Describing past trends			Events in three decades	Describing graphs	
Selling your idea	Getting heard in meetings	Expressions for putting forward your views and ideas	Intonation – interrupting and offering your opinion	A short meeting	Selling your ideas in a meeting	Discussing workplace ideas	
Scenario: Still popular? Can a fairtrade company improve its performance?							
5 Advice p36							
The life coach	Advice and obligation – <i>should</i> and <i>shouldn't</i> , <i>must</i> and <i>mustn't</i>	Verbs for advice and targets	Word stress – giving advice or talking about obligation	A life coach talks about her work	Life coaches	Giving advice	
Experts at work	Obligation and permission – <i>have to</i> and <i>don't have to</i> , <i>can</i> and <i>can't</i>	Help and problems		The IT helpdesk deals with phone calls	Does anyone like the IT department?	Talking about obligations	
Asking for help	Asking for help			Five people ask for help and advice	Asking for help at work	Asking for help and giving advice	
Scenario: A terrible job Nasouh is unhappy. Should he apply for another job?							
Writing emails p44							

Language				Skills			
Grammar / Functions	Vocabulary	Say it right	Listening	Reading	Speaking	Writing	
6 Pressure p56							
Under pressure	Present perfect with <i>ever</i>	Budgets, schedules and deadlines		A man talks about pressure at work	Pressure at work	Discussing how you manage pressure at work	
Have you done it yet?	Present perfect with <i>yet</i> and <i>already</i>			What have they done?		Six things to do before you die	
Getting things done	Polite requests and reminders	Word-building			Top tips for successful time management Three emails	Polite requests and reminders	An email reminder
Scenario: The Pressurehead tour Organising a tour schedule and the budget							
7 Careers p64							
Qualified for success?		Education and training Academic qualifications			Three Brazilian brothers talk about their qualifications and training		Your education and training
Stages in a career	Present perfect with <i>for</i> and <i>since</i>	Career development	Word stress	A designer talks about her career		Talking about career development	
Selling yourself	Job interviews	Job skills and qualities		Three people answer job interview questions	Seven ways to flunk a job interview	Interviewing your partner for your job	
Scenario: The promotion Who will Anu promote in her department?							
8 Planning p72							
Being organised	<i>be going to</i> and the present continuous for plans and intentions		Intonation in questions	Three people talk about going on a time management course	A messy success	Talking about your plans and intentions	
I must do it!	<i>will</i> and <i>be going to</i> – spontaneous decisions and predictions			Two people talk about their work situation	Spontaneity at work	Making spontaneous decisions	
Let's make it Wednesday instead	Making arrangements			A phone call to make arrangements	Emails making arrangements	Arranging meetings	An email to confirm arrangements
Scenario: Chaos Making arrangements for international visitors							
9 Products p80							
Best-sellers	Present and past passives	Product development			How to create a best-selling product	Talking about your 'objects of desire'	A description of a product
Design features		Design features Product life cycle		New products		Launching a new product	
I'm afraid I disagree	Agreeing and disagreeing	Direct and indirect cultures	Tone and intonation for agreeing and disagreeing	A boss and her employee disagree	Diplomacy and directness	Discussing topics, agreeing and disagreeing	
Scenario: Cerulean Sky A company is involved in a lawsuit							
10 Selling p88							
Extra money	First conditional	Selling goods or services		Advice on selling on auction sites	Making extra money	Talking about making and saving money	
Consumer choice	Second conditional			Three people talk about what they're thinking of doing	Consumer types	Imaginary situations	
Negotiating a price	Negotiating	Negotiating		Three price negotiations	Four golden rules for negotiating the price	Negotiating with your partner	
Scenario: A good deal Should a supermarket stock a new product line?							

Crterios de evaluaci3n
Ciclo Formativo de Grado Superior – Ingl3s T3cnico II-S (CV0004)

Unit 8		
Speaking	<p>Can express opinions on abstract/cultural matters in a limited way and pick up nuances of meaning/opinion.</p> <p>Can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).</p> <p>Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.</p> <p>Can give detailed accounts of experiences, describing feelings and reactions.</p> <p>Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest.</p> <p>Can describe events, real or imagined.</p> <p>Can initiate, maintain and close simple, face-to-face conversation on topics that are familiar or of personal interest.</p> <p>Can convey simple, straightforward information of immediate relevance, getting across which point he/she feels is most important.</p>	P72, P73, P74, P75, P76, P77, P79
Listening	<p>Can understand the information content of the majority of recorded or broadcast audio material about familiar subjects spoken relatively slowly and clearly.</p> <p>Can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided speech is clear and a generally familiar accent is used.</p>	P73, P75, P77, P79
Reading	<p>Can understand routine information and articles, and the general meaning of non-routine information within a familiar area.</p> <p>Can identify the main conclusions in clearly written argumentative texts.</p> <p>Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.</p> <p>Can search one long or several short texts to locate specific information to complete a task.</p> <p>Can understand the general meaning of non-routine letters and theoretical articles within own work area.</p>	P72, P74, P76, P78
Writing	<p>Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important.</p>	P77, P79

Unit 9		
Speaking	<p>Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest.</p> <p>Can briefly give reasons and explanations for opinions and plans.</p> <p>Can describe dreams, hopes and ambitions.</p> <p>Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.</p> <p>Can express opinions on abstract/cultural matters in a limited way and pick up nuances of meaning/opinion.</p> <p>Can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).</p> <p>Can develop an argument well enough to be followed without difficulty most of the time.</p> <p>Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.</p> <p>Can deliver short, rehearsed announcements on a topic pertinent to everyday occurrences in his/her field which, despite possibly very foreign stress and intonation, are nevertheless clearly intelligible.</p>	P80, P81, P82, P83, P84, P85, P87
Listening	<p>Can generally follow what is said and, when necessary, can repeat back part of what someone has said to confirm mutual understanding.</p> <p>Can catch the main points in broadcasts on familiar topics and topics of personal interest when the language is relatively slow and clear.</p> <p>Can understand the information content of the majority of recorded or broadcast audio material about familiar subjects spoken relatively slowly and clearly.</p> <p>Can generally follow the main points in an informal discussion provided speech is clearly articulated in standard dialect.</p>	P81, P82, P83, P85, P87
Reading	<p>Can identify the main conclusions in clearly written argumentative texts.</p> <p>Can search one long or several short texts to locate specific information to complete a task.</p> <p>Can understand routine information and articles, and the general meaning of non-routine information within a familiar area.</p> <p>Can recognise the general line of argument in a text but not necessarily in detail.</p> <p>Can understand factual articles in newspapers, routine letters from hotels and letters expressing personal opinions.</p>	P80, P81, P82, P84, P86

Unit 10		
Speaking	<p>Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest.</p> <p>Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.</p> <p>Can briefly give reasons and explanations for opinions, plans and actions.</p> <p>Can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).</p> <p>Can connect phrases in a simple way in order to describe experiences and events, his/her dreams, hopes and ambitions.</p> <p>Can cope with less routine situations in shops, post offices, banks, e.g. returning an unsatisfactory purchase.</p> <p>Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.</p> <p>Can relate details of unpredictable occurrences, e.g. an accident.</p> <p>Can develop an argument well enough to be followed without difficulty most of the time.</p>	P88, P89, P90, P91, P92, P93, P95
Listening	<p>Can understand the information content of the majority of recorded or broadcast audio material about familiar subjects spoken relatively slowly and clearly.</p> <p>Can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided speech is clear and a generally familiar accent is used.</p>	P89, P91, P93
Reading	<p>Can understand routine information and articles, and the general meaning of non-routine information within a familiar area.</p> <p>Can recognise the general line of argument in a text but not necessarily in detail.</p> <p>Can understand straightforward texts on subjects related to his/her fields of interest.</p> <p>Can search one long or several short texts to locate specific information to complete a task.</p>	P88, P90, P92, P94

Writing emails		
8	<p>Can find and understand general information in everyday material, such as letters, brochures and short official documents.</p> <p>Can search one long or several short texts to locate specific information to complete a task.</p> <p>Can briefly give reasons and explanations for opinions, plans and actions.</p> <p>Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision.</p>	P51
9	<p>Can find and understand general information in everyday material, such as letters, brochures and short official documents.</p> <p>Can search one long or several short texts to locate specific information to complete a task.</p> <p>Can write personal letters describing experiences, feelings and events in detail.</p> <p>Can briefly give reasons and explanations for opinions, plans and actions.</p> <p>Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.</p>	P52
10	<p>Can find and understand general information in everyday material, such as letters, brochures and short official documents.</p> <p>Can search one long or several short texts to locate specific information to complete a task.</p> <p>Can write letters on a limited range of predictable topics related to personal experience and express opinions in predictable language.</p> <p>Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision.</p>	P53

INGLÉS TÉCNICO II-S

Procedimientos de evaluación y criterios de calificación

Habrá un examen oral/escrito en el que se evaluarán las siguientes áreas o destrezas:

- **GRAMÁTICA Y PRONUNCIACIÓN**
Se valorará, mediante ejercicios escritos, la adquisición de los conceptos gramaticales y la pronunciación (reconocer y diferenciar la pronunciación de determinados sonidos; la acentuación de las palabras; el ritmo y la entonación de las oraciones).
- **VOCABULARIO**
Se valorará, mediante ejercicios escritos, la adquisición del vocabulario y las expresiones.
- **READING**
Se valorará la comprensión de un texto, mediante uno o varios ejercicios (para responder preguntas, elegir respuesta, decidir si es verdadero o falso, completar, etc.) que demuestren el grado de comprensión, tanto globalmente como los detalles de su contenido.
- **LISTENING**
Se valorará la comprensión de una grabación de audio o vídeo, mediante uno o varios ejercicios, como en el apartado anterior, que demuestren el grado de comprensión oral por parte del alumno.
- **WRITING**
Se valorará la expresión escrita mediante la redacción de un texto breve, ordenado y coherente adecuado al nivel y los contenidos examinados.

El examen se calificará de 0 a 10, y a cada una de estas destrezas o áreas se le asignará una nota que equivaldrá al 20% de la nota global del examen.

Para superar la prueba, el alumno o alumna tendrá que obtener como mínimo un 5 en la nota global.

Se recomienda el siguiente libro de texto para la preparación de la prueba:

Unidades 8-10

 *@Work Pre-intermediate Student's Book*. Richmond, 2013.

 *@Work Pre-intermediate Workbook with Audio*. Richmond, 2013.

Web recomendada:

- <https://richmondip.com/>