

## INSTITUTO SUPERIOR TÉCNICO REY DAVID

Programa de Estudio de Asignatura

### I. DATOS GENERALES DE LA ASIGNATURA

1.1.	Asignatura	Inglés III					
1.2.	Carrera	Planificación y Gestión del Tránsito					
1.3.	Código de asignatura	TPGT31212					
1.4.	Créditos	2					
1.5.	Nivel	Tercero					
1.6.	Detalle de horas	ACD	40	AA	30	APE	30
1.7.	Periodo	2024-2025 – P1					

### II. PRERREQUISITO Y CORREQUISITO

Prerrequisitos		Correquisitos	
Asignatura	Código	Asignatura	Código
Inglés II	TPGT2127	N/A	N/A

### III. FUNCIONES ESPECÍFICAS DE LA ASIGNATURA EN LA FORMACIÓN DEL PROFESIONAL

The vision is clear: to achieve the connection between people and to position English worldwide, making it possible for large masses of populations to interrelate without the need to know each one's language of origin.

This language has managed to expand communication, opening doors to multitudes of people on a personal and professional level.

In other words, English is the language of international communication, finance and world trade. It is positioned as the language of many international organizations such as the European Union, the United Nations and UNESCO, which undoubtedly facilitates communication with the world without any kind of barriers.

### IV. RESULTADOS DE APRENDIZAJE (OBJETIVOS) DE LA ASIGNATURA

**Objetivo general:** The goal of the learning process let the professionals to get immerse in the work place, based on the knowledge over the economic factors in the country, particularly in the administration area. Makes simple essays about them using all the topics learning in class. Produces essays and summaries of simple texts with Indefinite articles Makes simple presentations using the verbs learning in class and apply it. Obtains own results of listening and oral comprehension. Understands simple written texts. Comprehends simple verbal instructions Comprehends simple verbal instructions.

#### RESULTADOS DE APRENDIZAJE. EL ESTUDIANTE DEBE SER CAPAZ DE:

**RA/1:** The goal of the learning process let the professionals to get immerse in the work place, based on the knowledge over the economic factors in the country, particularly in the administration area. Makes simple essays about them using all the topics learning in class.

**RA/2:** Produces essays and summaries of simple texts with Indefinite articles Makes simple presentations using the verbs learning in class and apply it. Obtains own results of listening and oral comprehension. Understands simple written texts. Comprehends simple verbal instructions Comprehends simple verbal instructions.

**RA/3:** Cultivate an awareness of different cultures and identify similarities and differences between them through oral and written literary texts. Learners can show an awareness of different cultures and identify similarities and differences between them through oral and written literary texts.

**RA/4:** Recognize and exhibit responsible behaviors at home, at school and towards the environment. Learners can say ways to take care of the environment and one's surroundings. Learners can identify and exhibit socially responsible behaviors at home, at school and towards the environment.

## V. EVIDENCIAS DEL LOGRO DE LOS OBJETIVOS (SISTEMA DE EVALUACIÓN)

Resultados o logros de aprendizaje deseados	Tipo de evaluación según momento de realización	Determinación de evidencias aceptables de logros de los objetivos	Puntaje en base a 10 puntos
<b>RA/1</b> <i>(Unidad 1)</i>	Evaluación formativa o de proceso	<b>Evidencias de aprender a ser:</b> 1. Test de autoevaluación de la creatividad 2. Registro de actitudes creativas	1.5 %
		<b>Evidencia de aprender a conocer(conocimiento):</b> 1. Cuestionarios 2. Preguntas orales (participación en clase)	
		<b>Evidencia de aprender a hacer:</b> 1. Registro de ideas para la solución creativa de problemas, mediante la aplicación de técnicas sencillas de creatividad.	
<b>RA/2</b> <i>(Unidad 2)</i>	Evaluación formativa o de proceso	<b>Evidencias de aprender a ser:</b> 1. Test de autoevaluación de la creatividad 2. Registro de actitudes creativas	1.5 %
		<b>Evidencia de aprender a conocer(conocimiento):</b> 1. Cuestionarios 2. Preguntas orales (participación en clase)	
		<b>Evidencia de aprender a hacer:</b> 1. Registro de ideas para la solución creativa de problemas, mediante la aplicación de técnicas sencillas de creatividad.	
<b>RA/3</b> <i>(Unidad 3)</i>	Evaluación formativa o de proceso	<b>Evidencias de aprender a ser:</b> 1. Test de autoevaluación de la creatividad 2. Registro de actitudes creativas	1.5 %
		<b>Evidencia de aprender a conocer(conocimiento):</b> 1. Cuestionarios 2. Preguntas orales (participación en clase)	
		<b>Evidencia de aprender a hacer:</b> 1. Registro de ideas para la solución creativa de problemas, mediante la aplicación de técnicas sencillas de creatividad.	
<b>RA/4</b> <i>(Unidad 4)</i>	Evaluación formativa o de proceso	<b>Evidencias de aprender a ser:</b> 1. Test de autoevaluación de la creatividad 2. Registro de actitudes creativas	1.5 %
		<b>Evidencia de aprender a conocer(conocimiento):</b> 1. Cuestionarios 2. Preguntas orales (participación en clase)	
		<b>Evidencia de aprender a hacer:</b>	

		1. Registro de ideas para la solución creativa de problemas, mediante la aplicación de técnicas sencillas de creatividad.	
<b>Objetivo de la asignatura</b>	Evaluación sumativa, final o de acreditación	<b>Evidencia de producto:</b> 1. Diseñar y fundamentar una propuesta de solución innovadora a un problema científico, con sus correspondientes criterios de evaluación y niveles de dominio.	<b>4.0 %</b>

## VI. CONTENIDOS DE ENSEÑANZA

### PLAN TEMÁTICO. MODALIDAD HÍBRIDA: 16 semanas

Unidad	Total de horas	Distribución de horas por componentes de la actividad de aprendizaje		
		ACD	AA	APE
<b>Unidad N.1: Finding Your Way</b> <b>Topic 1: There is/There are</b> 1. Singular and Plural <b>Topic 2: Preposition</b> 1. In/On/At (Place) 2. Location: Turn left, right, is next to, is in front to, is behind, is across from	25	10	7,5	7,5
<b>Unidad N.2: Daily Life</b> <b>Topic 1: Adverbs of frequency</b> 1. Be verbs 2. Base verbs 3. Adverbial phrases of frequency <b>Topic 2: Live community service bus</b> 1. Stops/Time/Notes 2. Present Progressive (Affirmatives/Negatives/Interrogatives)	25	10	7,5	7,5
<b>Unidad N.3: In the house</b> <b>Topic 1: Around the house</b> 1. Household Chores and Responsibilities 2. Rooms and Furniture in the House <b>Topic 2: My Apartment</b> 1. Description of My Apartment 2. Living Alone vs. Living with Roommates	25	10	7,5	7,5
<b>Unidad N.4: Talking on the Phone</b> <b>Topic 1: Phone Etiquette</b> 1. Polite Greetings and Introductions 2. Active Listening Techniques <b>Topic 2: Making Appointments</b> 1. Phrasing for Scheduling	25	10	7,5	7,5

2. Handling Rescheduling and Cancellations				
<b>Total</b>	<b>100</b>	<b>40</b>	<b>30</b>	<b>30</b>

## VII- METODOLOGÍA DE ENSEÑANZA

The subject will be developed in a practical modality that will allow the understanding and consolidation of the concepts provided by the teacher, allows a personalized follow-up of each student and achieves that the teacher encourages the participation of all students in class and the collaboration between them Making use of the appropriate skills that help in student learning, listen, check, and repeat the previous vocabulary read and listen to the article work with a partner.

## VIII. CLASES PRÁCTICAS

<i>Unidad</i>	<i>N. de clase práctica</i>	<i>Tema</i>	<i>Semana</i>	<i>Observación</i>
<i>Unidad 1 – Tema 1</i>	3,75	<b>Activity:</b> Classroom Scavenger Hunt <b>Activity:</b> Picture Descriptions. Use "there is" and "there are" to describe pictures.	2	
<i>Unidad 1 – Tema 2</i>	3,75	<b>Activity:</b> Preposition Bingo. Reinforce understanding of prepositions (in, on, at). <b>Activity:</b> Giving Directions. Giving Directions	4	
<i>Unidad 2 – Tema 1</i>	3,75	<b>Activity:</b> Use prepositions to describe the location of objects	6	
<i>Unidad 2 – Tema 2</i>	3,75	<b>Activity:</b> Practice vocabulary related to household chores and responsibilities	8	
<i>Unidad 3 – Tema 1</i>	3,75	<b>Activity:</b> Familiarize students with vocabulary related to rooms and furniture in the house.	10	
<i>Unidad 3 – Tema 2</i>	3,75	<b>Activity:</b> Describe an apartment using vocabulary and phrases related to living spaces.	12	
<i>Unidad 4 – Tema 1</i>	3,75	<b>Activity:</b> Practice using polite greetings and introductions on the phone. <b>Activity:</b> Active Listening Techniques Exercise	14	
<i>Unidad 4 – Tema 2</i>	3,75	<b>Activity:</b> Phrasing for Scheduling Practice <b>Activity:</b> Handling Rescheduling and Cancellations Scenario	16	

## IX. BIBLIOGRAFÍA

### BIBLIOGRAFÍA BÁSICA


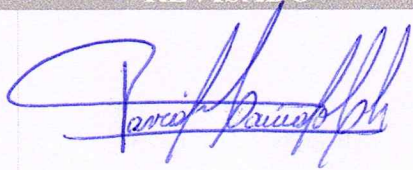

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**X. REVISIÓN Y APROBACIÓN**

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