



DIRECCIÓN ACADÉMICA
VICERRECTORADO ACADÉMICO

SÍLABO DE ASIGNATURA

FACULTAD: Competencias Lingüísticas

CARRERA: Inglés **(A)**

ESTADO: Vigente

NIVEL DE FORMACIÓN: pregrado

MODALIDAD: Híbrida

ASIGNATURA: Inglés B1

PERÍODO ACADÉMICO DE EJECUCIÓN: 2024-2S

PROFESOR ASIGNADO: Mgs. Marcela González R.



1. INFORMACIÓN GENERAL DE LA ASIGNATURA

CÓDIGO:	EINB1	
NOMBRE:	INGLÉS (A)	
NIVEL:	B1	
UNIDAD DE ORGANIZACIÓN CURRICULAR (De acuerdo a la malla curricular)	BÁSICA	
CAMPO DE FORMACIÓN (De acuerdo a la malla curricular):	COMUNICACIÓN Y LENGUAJE	
NÚMERO DE SEMANAS EFECTIVAS DE CLASES:	16	
NÚMERO DE HORAS POR SEMANA DE ACTIVIDADES DE APRENDIZAJE	Aprendizaje en contacto con el docente	3
	Aprendizaje práctico-experimental	3
	Aprendizaje autónomo	3
TOTAL DE HORAS POR SEMANA DE LA ASIGNATURA:	9	
TOTAL DE HORAS POR EL PERÍODO ACADÉMICO:	144	



2. PRERREQUISITOS Y CORREQUISITOS: Desplegable

PRERREQUISITOS:		CORREQUISITOS:	
ASIGNATURA	CÓDIGO	ASIGNATURA	CÓDIGO
1 Inglés (A)	EINA1+	1	
2 Inglés (A)	EINA2	2	
3 Inglés (A)	EINA2+	3	

3. DESCRIPCIÓN E INTENCIÓN FORMATIVA DE LA ASIGNATURA:

El inglés como lengua extranjera tiene como objetivo satisfacer la creciente demanda de comunicarse en inglés para obtener mejores oportunidades educativas o laborales y una interacción más significativa con otras culturas. La sociedad ecuatoriana requiere futuros profesionales con competencias comunicativas en inglés bajo estándares internacionales según el Marco Común Europeo de Referencia (MCER 1 al intermedio B1+) A1, A2, B1.

B1

- Puede comprender los puntos principales de una información estándar y clara sobre temas familiares que se encuentran habitualmente en el trabajo, la escuela, el ocio, etc.
- Puede afrontar la mayoría de situaciones que puedan surgir mientras viaja en una zona donde se habla el idioma.
- Puede producir textos sencillos y relacionados sobre temas familiares o de interés personal.
- Puede describir experiencias y acontecimientos, sueños, esperanzas y ambiciones y dar brevemente razones y explicaciones de opiniones y planes.

El Aprendizaje del Idioma Inglés se aborda desde un enfoque que integra teoría y práctica, lo cual facilita la comprensión y la aplicación efectiva de los conocimientos adquiridos. Estos conocimientos están alineados con los ejes de formación, Comunicación, Desarrollo Humano, Ética y Valores, lo que promueve una formación integral y coherente con los principios educativos establecidos.

Plan Nacional de Desarrollo 2024 – 2025: Orientado a la consecución de competencias que propendan al encauce y concreción del Plan Nacional de Desarrollo 2024 – 2025 en armonía con la Coordinación de Competencias Lingüísticas (C.C.L) la misma que se alinearán al Objetivo 2: Que impulsa las capacidades de la ciudadanía con educación equitativa e inclusiva de calidad y promoviendo espacios de intercambio cultural.



English as a foreign language aims to satisfy the increasing demand to communicate in English to obtain better educational or job opportunities and more meaningful interaction with other cultures. The Ecuadorian society requires future professionals with English communicative competences under international standards according to the Common European Framework of Reference (CEFR 1 to intermediate B1+) A1, A2, B1.

B1

- Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- Can deal with most situations likely to arise while traveling in an area where the language is being spoken.
- Can produce simple connected text on familiar topics or of personal interest.
- Can describe experiences and events, dreams, hopes, and ambitions and briefly give reasons and explanations for opinions and plans.

English Language Learning approach integrates theory and practice, which facilitates the understanding and effective application of the acquired knowledge. This knowledge is aligned with the training axes, Communication, Human Development, Ethics and Values, which promote comprehensive training consistent with established educational principles.

National Development Plan 2024 - 2025: Oriented towards the achievement of competencies that promote the channeling and realization of the National Development Plan 2024 - 2025 in harmony with the Coordination of Linguistic Competencies (C.C.L), which will align with Objective 2: What drives the capabilities of citizens with equitable and inclusive quality education and promoting spaces for cultural exchange.

4. COMPETENCIA(S) DEL PERFIL DE EGRESO DE LA CARRERA A LA(S) QUE APORTA LA ASIGNATURA:

Comprende, produce, difunde y divulga información oral y escrita en primera y segunda lengua valorando cómo, cuándo y con quién interactuar.

Conoce el conjunto de normas y códigos deontológicos garantizando una actuación profesional idónea articulada con el accionar social.



Reconoce, la diversidad de personas y sus diferencias individuales en el desempeño profesional y en lo personal, como concepción de vida.

Aplica la tecnología, a partir del conocimiento de técnicas y herramientas, de manera adecuada con responsabilidad y eficiencia para el fortalecimiento profesional.

The students ...

Understand, produce, disseminate and disseminate oral and written information in first and second languages, assessing how, when and with whom to interact.

Know the set of standards and deontological codes guaranteeing ideal professional performance articulated with social actions.

Recognize the diversity of people and their individual differences in professional and personal performance, as a conception of life.

Applie technology, based on knowledge of techniques and tools, appropriately with responsibility and efficiency for professional strengthening.

5. RESULTADO(S) DE APRENDIZAJE DEL PERFIL DE EGRESO DE LA CARRERA A LO(S) QUE APORTA LA ASIGNATURA

Comprender, producir, difundir y divulgar información oral y escrita en primera y segunda lengua valorando cómo, cuándo y con quién interactúa.

Conocer el conjunto de normas y códigos deontológicos garantizando una actuación profesional idónea articulada con el accionar social.

Reconocer, la diversidad de personas y sus diferencias individuales en el desempeño profesional y en lo personal, como concepción de vida.

Aplicar la tecnología, a partir del conocimiento de técnicas y herramientas, de manera adecuada con responsabilidad y eficiencia para el fortalecimiento profesional.

The students will ...



Understand, produce, disseminate and disseminate oral and written information in first and second languages, assessing how, when and with whom they interact.

Know the set of standards and deontological codes guaranteeing ideal professional performance articulated with social actions.

Recognize the diversity of people and their individual differences in professional and personal performance, as a conception of life.

Apply technology, based on knowledge of techniques and tools, appropriately with responsibility and efficiency for professional strengthening.

6. UNIDADES CURRICULARES

UNIDAD N°: 1

NOMBRE DE LA UNIDAD: MAKE SMALL TALK

NÚMERO DE HORAS POR UNIDAD: 25,60

RESULTADOS DE APRENDIZAJE DE LA UNIDAD

Los resultados de aprendizaje demuestran lo que el estudiante será capaz de resolver al finalizar un proceso formativo.

Su estructura es: verbo en tercera persona del presente simple en singular + objeto + condición + finalidad. Su propósito es tributar al cumplimiento de las competencias declaradas en el perfil de egreso.

Students will be able to:

1. Make small talk appropriately to communicate their proper address.
2. Describe a busy schedule using past perfect tense to talk about their real situations.
3. Develop your cultural awareness using the raised vocabulary to discuss their differences of opinion.
4. Discuss how culture changes over time applying prior knowledge to express their opinion about the topic.

CRITERIOS DE EVALUACIÓN:

Expresan características de los resultados esperados: son la base para diseñar la evaluación.

Los criterios de evaluación se estructuran con: verbo en infinitivo + objeto + contexto. Se reflejan en los instrumentos de evaluación mediante indicadores que se corresponden.

SPEAKING AND LISTENING

- Talk about the weather to begin a conversation with someone you don't know.
- Use questions tags to encourage someone to make small talk.
- Ask about how someone wants is being addressed.
- Answer a Do you mind questions with absolutely not to indicate agreement.
- Say that was nothing! It suggests that something even more surprising happened.
- Use Wow! It shows that you are impressed.

READING



- Apply prior knowledge - Draw conclusions - Understand from context about WRITING: - Formal e-mail etiquette.							
CONTENIDOS		TEMPORIZACIÓN			ACTIVIDADES DE APRENDIZAJE DE LA UNIDAD		
UNIDADES TEMÁTICAS	HORAS			SEMANA	ACTIVIDADES DE DOCENCIA	ACTIVIDADES PRÁCTICAS DE APLICACIÓN Y EXPERIMENTACIÓN	ACTIVIDADES DE APRENDIZAJE DE AUTÓNOMO
	Docencia	Aplicación y	Trabajo Autónomo				
1 Diagnostic Evaluation 1.1.1 Guidelines for the course. 1.1.2 Oral / written diagnostic evaluation.	1	2	0	1	Warm up Preview: Etiquette guideline.	Students check comprehension of key information by asking.	
Unit 1 MAKE SMALL TALK 1.2. Preview: Meeting etiquette 1.2.1 Photo story: a conversation between two participants at the meeting. 1.2.2 Speaking: Discussion about how would you like to be addressed.	2	1	1,50	1	Reading: Apply prior knowledge. Read and summarize Understand from context. Speaking: Have students answer to give reasons think and explain Personalization Discussion. Listening and Reading: Play the audio to check information.	Students use grammar rules to complete and present in communicative activities. Students predict answers to those questions and write their answers. Students share their opinions about each question.	Homework Research work Lesson reviews



1.3. Lesson 1: Making small talk 1.3.1 Conversation model: Asking about proper address. 1.3.2. Grammar: Tag questions. 1.3.3. Pronunciation: Intonation of tag questions. Digital Video coach 1.3.4. Conversation activator: Make a small talk.	2	1	1,50	2	Listening and Reading: Play the audio to check information. Listen to & repeat. Grammar: Find the grammar Listening and Speaking: Students have to pronounce with the correct intonation. Listening Play the video to check information.	Students listen and repeat then they check comprehension by asking. Student's practices tag questions through grammar exercises. Students listen and ask if they notice difference in intonation. Students develop a role play using the correct rhythm and intonation.	Platform: My English Lab Homework Research work Lesson reviews
1.4. Lesson 2: Describing a busy schedule 1.4.1. Grammar: The past perfect statements. 1.4.2. Grammar Practice: Getting the meaning, to do list 1.4.3. Conversation Model: describing a busy day or time. 1.4.4. Conversation activator: Describe a busy day or time.	1	2	1,50	2	Grammar: Grammar practice Read and Listening: Play the audio to check information. Speaking: Practice the conversation with a classmate.	Student's practices past perfect tense through grammar exercises. Students read and listen, check comprehension and reinforce the past perfect tense. Students perform a role play.	Homework Research work Lesson reviews



1.5. Lesson 3: Developing your cultural awareness. 1.5.1 Vocabulary and listening comprehension. 1.5.2 Now you can: develop your cultural awareness	1	1	1,50	3	Listening: and Reading: Read, listen then listen again and repeat. Listening: Listen for main ideas and to summarize. Reading, writing and Speaking: With a partner look at the questions on the notepad, answer and discuss about it.	Students listen, repeat and comprehend the raised vocabulary. Students listen a radio show then check correct answer and finally write a summary using the vocabulary. Students answer questions from the notepad then they share their answers.	Homework Research work Lesson reviews
1.6. Lesson 4: Discuss how cultural changes over time. 1.6.1. Reading: Global Culture 1.6.2. Now you can: Discuss how culture changes over time.	1	1	1,5	3	Reading: Read, understand and analyze the draw conclusions. Speaking: Have students discuss and compare questions and answers.	Students read, understand and answer specific questions the volunteers share their information and explain about it. Students work is pairs and express their point of view about how culture has changed.	Homework Research work Lesson reviews
1.7. Unit 1 Quiz 1.7.1. Listening, Grammar, and Vocabulary. 1.7.2. Writing evaluation 1.7.3. Speaking evaluation	2	2	1,30	4	Listening: Listen to the conversations and choose the correct phrase. Writing: Essay: Ask Ss to write an essay about	Students develop the test using the four language skills. Students must write an essay from 200 to 220 words	Homework Research work Lesson reviews



					the unit topic. Speaking evaluation.	based on the topic, grammar and vocabulary students learn.	
TOTAL HORAS	10	10	8,80				
EVALUACIÓN In this first unit, it is necessary to apply the diagnostic evaluation to determine the strengths and weaknesses concerning the learning process.							

Tipos de Evaluación	Técnicas	Instrumentos
Diagnóstica	Encuesta	Cuestionario
Formativa	Entrevista	Entrevista
	Evaluación de desempeño	Debate Entrevista Proyecto Pruebas escritas de ensayo Pruebas orales de actuación.
	Observación	Entrevista Ensayo Escala de valoración Portafolio
	Pruebas	Pruebas escritas Objetivas Pruebas orales de Actuación
Sumativa	Entrevista	Entrevista
	Evaluación de desempeño	Debate Entrevista Proyecto Pruebas escritas de ensayo Pruebas orales de actuación.
	Observación	Entrevista Ensayo Escala de valoración Portafolio
	Pruebas	Pruebas escritas Objetivas Pruebas orales de Actuación

UNIDAD No: 2

NOMBRE DE LA UNIDAD: HEALTH MATTERS

NÚMERO DE HORAS POR UNIDAD: 28,80

LEARNING OUTCOMES:

Students will be able to:

1. Show concern and offer help by concluding with *must* to describe symptoms.
2. Make a medical or dental appointment by using *will be able to* and modals *may/might* to role-play perform a dialogue in a doctor or dentist's office.
3. Discuss types of treatments by using illness vocabulary to describe medical procedures and practitioners that students select for each illness.
4. Talk about medications by using new vocabulary to recommend medicine.

EVALUATION CRITERIA:

Speaking and Listening

1. Introduce disappointing information with *I'm sorry, but*



2. Show concern with <u>is there anything wrong?</u> and <u>That must be awful</u> 3. Begin a question of possibility with <u>I wonder if</u> 4. Use <u>Let's see...</u> to indicate you are checking for something 5. Confirm an appointment with <u>I'll / We'll see you then</u> 6. Express emphatic thanks with <u>I really appreciate it</u> 7. Listen to activate vocabulary 8. Listen for details Reading 9. Understand from context 10. Relate to personal experience 11. Draw conclusions Writing 12. Write an essay comparing two types of medical treatments							
CONTENIDOS		TIEMPO			ACTIVIDADES DE APRENDIZAJE DE LA UNIDAD		
UNIDADES TEMÁTICAS	HOURS			SE MA NA	ACTIVIDADES DE DOCENCIA	ACTIVIDADES PRÁCTICAS DE APLICACIÓN Y EXPERIMENTACIÓN	ACTIVIDADES DE APRENDIZAJE AUTÓNOMO
	Docencia	Aplicación	Trabajo Autónomo				
Unit 2 HEALTH MATTERS 2.1. Preview: International Dental Services - 2.1.1 Photo story: Talking about a dental emergency during a trip - 2.1.2 Speaking: Have you had an emergency that required medical attention?	1	2	1,50	4	Warm up Preview: health matters. Reading: Apply prior knowledge.	Discriminate vocabulary words through pictures.	Homework Research work Lesson reviews
2.2. Lesson 1 Show concern and offer help 2.2.1. Vocabulary: Describing symptoms	2	1	1,50	5	Draw conclusions Explanation about the meaning of the dialogue based on the dialogue.	Use grammar rules to complete and present in communicative activities	Homework Research work Lesson reviews



2.2.2. Listening to activate vocabulary. Pronunciation. 2.2.3. Grammar: Drawing conclusion with must. 2.2.4. Conversation Activator: Show concern and offer help.					Presentation of a table to complete information.	Writing a form for a medical or dental appointment. Free writing answers.	
2.3. Lesson 2: Making a medical or dental appointment. 2.3.1. Grammar: Modal Verbs, CAN, MAY, MIGHT, COULD, SHOULD, MUST, WILL, WOULD. 2.3.2. Vocabulary: Medical procedures. 2.3.3. Conversation model: Making a medical appointment 2.3.4. Conversation activator: Make a medical or dental appointment.	1	2	1,50	5	Encourage students to identify expressions Make students to use expressions in context. Discriminate vocabulary words through pictures Make students to repeat the new vocabulary words Make students to watch the video	Use grammar rules to complete and present in communicative activities. Discriminate vocabulary words through pictures. Listen and repeat Listen for main and specific ideas. Role -Play the conversation	Homework Research work Lesson reviews
2.4. Lesson 3: Discussing types of treatments. 2.4.1. Reading: Consider the choices. 2.4.2. Now you can: Discuss the questions, types of treatments, practitioners and treatments	2	1	1,50	6	Get students use their notes to talk about the topic. Provide help as needed. Ask students to read aloud the reading provided Ask questions about the topic. Ask students to use their notes to talk about the topic. Ask students to use their notes to	Listen for main and specific ideas. Read and discuss about a topic. Use grammar rules to complete and present in communicative activities.	Homework Research work Lesson reviews



					talk about the topic		
2.5. Lesson 4: Talking about medications 2.5.1. Vocabulary: Medications. Listening comprehension, 2.5.2 Now you can: Talk about medications	2	2	1,50	6	Presentation of the topic. Show students flash cards about some health symptoms. Practice repetition drills using intonation patterns. Allow students to use in other examples. Provide help as needed. Ask students what medication do they use according to the illnesses?	Expressing ideas about the topic. Discriminate vocabulary words through pictures. Listen for main and specific ideas.	Homework Research work Lesson reviews
2.6. Unit 2 Quiz : 2.6.1. Listening, Grammar, Vocabulary 2.6.2. Writing evaluation 2.6.3. Speaking evaluation.	2	2	1.3	7	Grammar: Permit students to use the grammar point to fill in gaps Listening and Speaking: Repetition drills using intonation patterns. Let students use them in new conversations. Provide help as needed. Writing: Essay: Ask Ss to write an essay about the unit topic. Speaking evaluation.	Use basic grammar rules: Present perfect in communicative activities. Listen for main and specific ideas. Students must write an essay from 200 to 220 words based on the topic, grammar and vocabulary students learn.	Homework Research work Lesson reviews
TOTAL HORAS	10	10	8,80				



EVALUACIÓN		
Project-based learning will support the learning process according to the students' language needs.		
Tipos de Evaluación	Técnicas	Instrumentos
Formativa	Entrevista	Entrevista
	Evaluación de desempeño	Debate Entrevista Proyecto Pruebas escritas de ensayo Pruebas orales de actuación.
	Observación	Entrevista Ensayo Escala de valoración Portafolio
	Pruebas	Pruebas escritas Objetivas Pruebas orales de Actuación
Sumativa	Entrevista	Entrevista
	Evaluación de desempeño	Debate Entrevista Proyecto Pruebas escritas de ensayo Pruebas orales de actuación.
	Observación	Entrevista Ensayo Escala de valoración Portafolio
	Pruebas	Pruebas escritas Objetivas Pruebas orales de Actuación

UNIDAD No. 3 NOMBRE DE LA UNIDAD: GETTING THINGS DONE NÚMERO DE HORAS POR UNIDAD: 28,80
LEARNING OUTCOMES: Students will be able to: 1. To offer a solution by applying conversation strategies to suggest alternatives on How to solve a problem. 2. To discuss how long a service will take to keep their customers coming back. 3. Evaluate the quality of service by giving enough reasons to recommend a local function. 4. Plan an event in the class or community by taking into account the importance of every detail to state the plan clearly.
CRITERIOS DE EVALUACIÓN SPEAKING AND LISTENING Students are able to • Use conversation strategies to apologize. • Indicate acceptance of someone's excuse with no problem. • to Indicate acceptance politely by using the phrase (no problem) in the proper context. • Suggest an alternative by using the expression appropriately (maybe you could • Soften a nearly certain no properly by using the phrase (That might be difficult) • Listen to confirm • Listen for main ideas and to summarize



READING: Students will be able to: - Infer point of view - Activate language from text WRITING: Students will be able to: - Support an opinion with personal examples						
CONTENIDOS	TEMPORIZACIÓN			ACTIVIDADES DE APRENDIZAJE DE LA UNIDAD		
UNIDADES TEMÁTICAS	HORAS			SEMANA	ACTIVIDADES DE DOCENCIA	ACTIVIDADES DE PRÁCTICAS DE APLICACIÓN Y EXPERIMENTACIÓN
	Docencia	Aplicación	Trabajo Autónomo			
Unit 4 : Getting Things Done 4.1. Preview: Are you a Procrastinator? 4.1.1. Photo Story: Placing orders at the copy shop 4.1.2. Speaking: Are you a procrastinator?	1	2	1,50	7	Warm up: according to the topic. Eliciting key words meaning about it. Topic Presentation from a survey question. Prepare Ss for the survey. Task instructions. Activity directions to help Ss cover the conversation.	Ss figure out and discuss the meaning of procrastinator... Ss make a list of things that they put off and things that they do right away. Listening the activity instructions. Reading & Writing on the survey reading the survey information to fulfill it Information analysis To Write responses. Speaking. Compare Answers. Reading & Listening To find and underline today expressions. Writing & Speaking
						Homework Research work Lesson reviews



						Complete the chart And complete opinions to describe each character.	
4.2. Lesson 1 Offer a solution 4.2.1. Conversation Model: Asking for a favor. 4.2.2. Grammar point: The Causative 4.2.3. Listen to activate grammar: Use the causative get. 4.2.4. Conversation Activator: Offer a solution	1	2	1,50	8	Activity directions. Ss Listening Comprehension Checking. Grammar Point Explanation Help to clarify the examples. Ss Comprehension Checking. Grammar Practice Directions The Passive Causative Vocabulary (ab)	Listening To confirm /for main idea / to summarize. & Reading Conversation modeling. To Practice the ways to indicate acceptance of someone's excuse with no problem Reading to find the grammar point. Study the examples. Reading & and Writing. Choose the correct forms. Rewrite the sentences. Ss practice the use of Causative. Ss Read and Complete the incomplete statements.	Homework Research work Lesson reviews
4.3. Lesson 2 Discuss How long a service will take. 4.3.1. Grammar point: The Passive causative. 4.3.2. Vocabulary & Grammar Practice: Services. 4.3.3. Conversation model:	2	1	1,50	8	Activity directions. Ss Listening Comprehension Checking Grammar Point Presentation by directing Ss attention to the chart. First Explanation. Ss Comprehension Checking. Brain Storming Vocabulary and grammar Noun that can	Reading to Ss Find the Grammar. Ss study the examples. Writing Ss write statements and questions to provide, practice, and describe pictures from prompts and graphics.	Homework Research work Lesson reviews



Requesting express service 4.3.4. Conversation Activator: Discuss How long a service will take					be used with those verbs. Conversation strategies Grammar: Causative with: get/have	Ss Suggest alternatives You maybe could	
4.4. Lesson 3 Evaluate the Quality of Service 4.4.1. How can I help you? Activate language from text. 4.4.2. Now you can Evaluate the quality of service	2	2	1,50	9	Warm up. To students infer the meaning For reading activity. Explore the Ss point of view. Give examples of each key word definition complete the chart to evaluate the quality service.	Reading and listening for scanning. Ss infer the author point of view Ss express their point of view about the author ideas. Speaking Ss give examples of personal expediciencies by using key words from the text. Listening Ss listen and repeat to practice emphatic stress. Writing & speaking. Discussion on the quality of services. Ss complete the chart with services that some of the student's uses then compare the char with a partner. For discussing.	Homework Research work Lesson reviews
4.5. Lesson 4 Plan an Event 4.5.1. Vocabulary ,listening		1	1,50	9	Student understand the meaning of vocabulary for listening and reading	Reading and listening to repeat. Listening for details.	Homework Research work



comprehen sion. 4.5.2. Now you can. Plan an event.	2				on activities implied on planning an event.	Writing & speaking. Ss write notes about two or three activities they have done or see for planning an event from key questions. Discussion about those activities. Listening for main ideas. Listen to confirm.	Lesson reviews
4.6. Unit 4 Quiz 3.6.1. Listening: Vocabulary: services. 3.6.2. Writing evaluation. 3.6.3. Speaking Evaluation.	2	2	1,30	10	Prepare students to solve a Questionnaire on the topic. Writing: Essay: Ask Ss to write an essay about the unit topic. Speaking evaluation.	Students solve the Questionnaire on the topic. Students must write an essay from 200 to 220 words based on the topic, grammar and vocabulary students learn.	Oral & Written report.
TOTAL, HORAS	10	10	8,80				

EVALUACIÓN

Project-based learning will support the learning process according to the students' language needs.

Tipos de Evaluación	Técnicas	Instrumentos
Formativa	Entrevista	Entrevista
	Evaluación de desempeño	Debate Entrevista Proyecto Pruebas escritas de ensayo Pruebas orales de actuación.
	Observación	Entrevista Ensayo Escala de valoración Portafolio
	Pruebas	Pruebas escritas Objetivas Pruebas orales de Actuación
Sumativa	Entrevista	Entrevista
	Evaluación de desempeño	Debate Entrevista Proyecto Pruebas escritas de ensayo Pruebas orales de actuación.



	Observación	Entrevista Ensayo Escala de valoración Portafolio
	Pruebas	Pruebas escritas Objetivas Pruebas orales de Actuación

UNIDAD No: 4

NOMBRE DE LA UNIDAD: READING FOR PLEASURE

NÚMERO DE HORAS POR UNIDAD: 28,80

LEARNING OUTCOMES:

Students will be able to:

- Recommend a book by using Noun Clauses to set their ideas.
- Ask about an article by using Embedded Questions to get specific information.
- Describe your reading habits by using particular vocabulary to express likes.
- Discuss online reading by getting information on a text to describe the positive and negative aspects of the topic.

EVALUATION CRITERIA:

Students can:

Speaking and Listening:

- Use “Actually” to show appreciation for someone’s interest in a topic.
- Soften a question with “Could you tell me?”
- Indicate disappointment with “Too bad.”
- Use “I’m dying to...” to indicate extreme interest.
- Say “Are you sure?” to confirm someone’s willingness to do something.
- Listen to take notes
- Listen to infer a speaker’s point of view and support your opinion

Reading:

- Recognize point of view.
- Understand meaning from context.

Writing:

- Write a summary and review of something you have read.

CONTENIDOS ¿Qué debe saber, hacer y ser?	TEMPORIZACIÓN			ACTIVIDADES DE APRENDIZAJE DE LA UNIDAD			
UNIDADES TEMÁTICAS	HORAS			SEMANA	ACTIVIDADES DE DOCENCIA	ACTIVIDADES PRÁCTICAS DE APLICACIÓN Y EXPERIMENTAC IÓN	ACTIVIDADES DE APRENDIZAJE AUTÓNOMO
	Docencia	Aplicación	Trabajo Autónomo				



Unit 3 READING FOR PLEASURE 3.1. Preview: Looking for a good classic? 3.1.1. Photo story: A conversation at the bookstore. 3.1.2. Speaking: Do you prefer fictions or non-fictions films?	2	1	1,50	10	Warm up: Introduction of the topic. Vocabulary: Explanation about use and usage of the new vocabulary words. Speaking: Showing the difference between fiction and non-fiction books. Listening: Getting the idea of the dialogue. Speaking: Presentation of the information of the table Listening: Playing an audio to focus student's attention on the Grammar point and vocabulary	Students to get the new topic. Description of some book genres Selection of which genre is better based on students' preferences. Expression of ideas about the topic. How to describe reading material	Homework Research work Lesson reviews
3.2. Lesson 1 Recommend a book. 3.2.1. Vocabulary: Ways to describe books 3.2.2. Grammar: Noun clauses -Pronunciation 3.2.3. Conversation Model: Recommending a book.	2	1	1,50	11	Listening: Getting new vocabulary to describe books. Grammar: The use of Noun clauses. Pronunciation: Practice stress in short answers.		



3.2.4. Conversation Activator: Write notes about a book							
3.3. Lesson 2 Ask about an article. 3.3.1. Conversation Model: Someone asks about an article. 3.3.2. Rhythm and Intonation: 3.3.3. Grammar: Noun clauses: Embedded questions. 3.3.4. Conversation Activator video: Ask about an article.	1	2	1,50	11	Pronunciation: correct Rhythm and Intonation in the dialogue. Grammar: Explanation of the grammar point and some examples. Presentation of a video to catch student's attention.	Getting the general information and focus attention on some expressions and sentences. Repetition of the dialogue by using rhythm and intonation. Use the grammar point to describe reading likes. Focus attention on specific information.	Homework Research work Lesson reviews
3.4. Lesson 3 Describe your reading habits. 3.4.1. Vocabulary: Listening comprehension : and taking notes. 3.4.2. Now you can: What are your reading habits? Now	2	2	1,50	12	Vocabulary: Exhibition of new vocabulary by pictures. Listening: Playing an audio to present the activity. Exposition of the activity with some examples.	Examples with the new vocabulary in a sentence and asks the students to repeat. Getting information by listening. Answering orally the questions presented in the activity.	Homework Research work Lesson reviews
3.5. Lesson 4. Discuss online reading. 3.5.1. Reading: Habits in Transitions.	1	2	1,50	12	Reading: Giving basic information about the text. Speaking:	Getting the main idea and details of the text. Answers in questions by	Homework Research work Lesson reviews



3.5.2. Now you can: Discuss reading online.					Explanation about how to complete the information.	giving examples.	
3.6. Unit 4 Quiz: 3.6.1. Listening, Grammar, Vocabulary Vocabulary: type of books. 3.6.2. Writing evaluation. 3.6.3. Speaking evaluation.	2	2	1,30	13	Giving instructions to complete the review activity. Writing: Essay: Ask Ss to write an essay about the unit topic. Speaking evaluation.	Examples about how to answer and fill the review. Students must write an essay from 200 to 220 words based on the topic, grammar and vocabulary students learn.	Book activities and the platform activities
TOTAL, HORAS	10	10	8,80				
EVALUACIÓN Project-based learning will support the learning process according to the students' language needs.							
Tipos de Evaluación		Técnicas			Instrumentos		

Formativa	Entrevista	Entrevista
	Evaluación de desempeño	Debate Entrevista Proyecto Pruebas escritas de ensayo Pruebas orales de actuación.
	Observación	Entrevista Ensayo Escala de valoración Portafolio
	Pruebas	Pruebas escritas Objetivas Pruebas orales de Actuación
Sumativa	Entrevista	Entrevista
	Evaluación de desempeño	Debate Entrevista Proyecto Pruebas escritas de ensayo Pruebas orales de actuación.
	Observación	Entrevista Ensayo Escala de valoración Portafolio
	Pruebas	Pruebas escritas Objetivas Pruebas orales de Actuación



UNIDAD No: 5

NOMBRE DE LA UNIDAD: LIFE PLANS (Unit 6 of Top Notch 3)

NÚMERO DE HORAS POR UNIDAD: 28,80

RESULTADOS DE APRENDIZAJE DE LA UNIDAD

Los resultados de aprendizaje demuestran lo que el estudiante será capaz de resolver al finalizar un proceso formativo.

Su estructura es: verbo en tercera persona del presente simple en singular + objeto + condición + finalidad. Su propósito es tributar al cumplimiento de las competencias declaradas en el perfil de egreso.

Students will be able to:

1. Explain a change of intentions and plans using was/were, going to and would to explain the reasons for changes.
2. Express regrets about past actions using perfect modals to talk about how things have been different.
3. Discuss skills, abilities, and qualifications using specific vocabulary to ask and answer question on a job interview.
4. Discuss factors that promote success using the target language to illustrate examples in the real life.

CRITERIOS DE EVALUACIÓN:

Expresan características de los resultados esperados: son la base para diseñar la evaluación.

Los criterios de evaluación se estructuran con: verbo en infinitivo + objeto + contexto. Se reflejan en los instrumentos de evaluación mediante indicadores que se corresponden.

SPEAKING AND LISTENING

- Say No kidding! to indicate delight or surprise.
- Express a regret with I should have...
- Listen to classify information.
- Listen to infer a speaker's motives.

READING AND WRITING

- Understand from context.
- Career and skills inventories.
- A magazine article with tips for effective work habits.
- Write a short autobiography.

CONTENIDOS		TEMPORIZACIÓN		ACTIVIDADES DE APRENDIZAJE DE LA UNIDAD		
UNIDADES TEMÁTICAS	HORAS		SEMANA	ACTIVIDADES DE DOCENCIA	ACTIVIDADES PRÁCTICAS DE APLICACIÓN Y EXPERIMENTACIÓN	ACTIVIDADES DE APRENDIZAJE AUTÓNOMO
	Docencia	Aplicación y Trabajo Autónomo				



Unit 5: LIFE PLANS 5.1 Preview: What is the best career for you?	1	2	0	1	Warm up Preview: The best career for you. Photo story and Discussion Speaking: Conversation model Rhythm and intonation Grammar: Chart analysis and practice. Vocabulary: Vocabulary flashcard player Listening/pronunciation: Listen to activate vocabulary Speaking: Now you can Note padding	Read and listen Comprehension as. Conversation strategy analysis Use target language. Take a people's interest inventory Talk about the qs. Make predictions Answer questions Find the expressions	- Platform : myenglishlab - Home work - Written assignments. - Research about activities on the unit - Extra work sheets - Assignments - Oral reports - Lesson reviews.
	1	1	1,50	1			



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5.2 Lesson 1: Explain a change of intentions or plans. - 5.2.1 Conversation model: Explaining a change in plans. 5.2.2 Grammar: Was / were going to and would. 5.2.3 Vocabulary: Reasons for changing plans. Listen to activate vocabulary. 5.2.4 Conversation Activator: Explaining a change of intentions or plans	2	1	1,50	2	Conversation Activator video Change partners.	Survey the class. Communicative activities: identify and use conversation strategies in context. Use the target language.	
5.3 Lesson 2: Expressing regrets about past actions 5.3.1 Grammar: perfect modals. 5.3.2 Pronunciation: reduction of have in perfect modals. 5.3.3 Conversation model: Discussing about regrets. 5.3.4 Conversation activator: Express regrets about past actions.	1	2	1,50	2	Grammar: Chart analysis and practice. Pair work: possible reasons. Listening/pronunciation: Digital video coach. Speaking: Conversation model Rhythm and intonation. Conversation Activator video	Sentence completion Provide reasons for statements Conversation strategy analysis Note padding Recycle this language	
5.4 Lesson 3: Discuss skills, abilities and qualifications. 5.4.1 Vocabulary and Listening and comprehension	2	1	1,50	3	Vocabulary: Digital flashcards Think and explain. Listening: Listening comprehension Listen for details	To check comprehension Think and explain Listen for details Listen to classify information	



5.4.2 Now you can: Discuss skills, abilities and qualifications.					Pair work: classifying Speaking: Framework your ideas Notepadding Pair work Group work	Listen to infer a speaker's motives.	
5.5 Lesson 4: Discuss factors that promote success. 5.5.1 Reading: The five most effective work habits. 5.5.2 Now you can: Discuss factors that promote success.	1	1	1,50	3	Reading: Eliciting prior knowledge, Understand from context, confirm content. Writing / Speaking Factors of personal success. Discussion.	Understand from context Confirm content Write a short autobiography	
5.6 Unit 3 Quiz. 5.6.1 Listening evaluation. 5.6.2 Writing (essay) evaluation 5.6.3 Speaking evaluation 5.6.4 Vocabulary and Grammar evaluation	2	2	1,30	4	Listening Speaking evaluation Writing: Essay about unit topic Vocabulary and grammar, Reading,	Listen to the conversations and complete the sentences - 200 to 220- word essay based on the topics of the unit. Grammar and vocabulary test.	Homework _ listening evaluation - Speaking evaluation _ Grammar evaluation _ Writing evaluation
TOTAL HORAS	10	10	8,80				
EVALUATION In this first unit, it is necessary to apply the diagnostic evaluation to determine the strengths and weaknesses concerning the learning process.							



7. INVESTIGACIÓN FORMATIVA.

No aplica

8. METODOLOGÍA:

Metodología de enseñanza aprendizaje

- Aprendizaje activo:
 - Aprendizaje basado en problemas
 - Aprendizaje basado en proyectos
 - Estudio de casos
 - Aula invertida
 - Aprendizaje colaborativo
 - Aprendizaje Cooperativo
 - Dinámica en Clase
 - Método Comunicativo
 - Aprendizaje basado en tareas
 - Blended learning
 - Tutorial Work

Técnicas de enseñanza aprendizaje.

Técnica expositiva
Técnica exegética
Técnica del interrogatorio
Técnica de la argumentación
Técnica de la discusión
Técnica de la demostración
Técnica de la investigación
Técnica de Representación de roles

Recursos

- Proyector Digital
Softwares especializados
Computador
Internet
Aula Virtual
Zoom
Microsoft Teams
Simuladores
Presentaciones
Material didáctico impreso / digital
Bibliografía especializada
Videos
- Top Notch with Active Book 3 for teacher and students
 - E-book
 - E-mail
 - PPT presentations, Excel and Word
 - Class environment, pictures, flash cards, poster, paper folder to form the portfolio as evidence of learning



- Internet, videos, audios, etc.
Myenglishlab.com

9. ESCENARIOS DE APRENDIZAJE:

CEDIA ZOOM
Virtual classroom MOODLE
Classroom with multimedia and English lab:
www.engage.com
<http://product.pearsonelt.com/topnotch3e/#>

10. RELACIÓN DE LA ASIGNATURA CON LOS RESULTADOS DE APRENDIZAJE DEL PERFIL DE EGRESO DE LA CARRERA

Resultados de Aprendizaje que aportan al Perfil de Egreso de la Carrera:	Nivel de Contribución: (ALTA – MEDIA -BAJA: Al logro de los Resultados de Aprendizaje del perfil de egreso de la Carrera)			Evidencias de Aprendizaje: Students....
	A Alto	B Medio	C Bajo	
Students will be able to: UNIT 1 - Make small talk - Describe a busy schedule - Develop your cultural awareness. - Discuss how culture changes over time	X			Can make a small talk. Can describe a busy schedule Can develop your cultural awareness. Can discuss how culture changes over time
UNIT 2 - Show concern and offer help - Make a medical or dental appointment. - Discuss types of treatments. - Talk about medications	X			Can show concern and offer help Can make a medical or dental appointment. Can discuss types of treatments. Can talk about medications
UNIT 3 - Recommend a book - Ask about an article - Describe your reading habits. Discuss on line reading	X			Can recommend a book Can ask about an article Can describe your reading habits. Can discuss on line reading



UNIT 4 - Offer a solution - Discuss how long a service will take. - Evaluate the quality of service - Plan an event	X			Can offer a solution Can discuss how long a service will take. Can evaluate the quality of service Can plan an event
UNIT 5 (Unit 6 of Top Notch 3) - Explain a change of intentions and plans using was/were, going to and would to explain the reasons for changes. - Express regrets about past actions using perfect modals to talk about how things have been different. Discuss skills, abilities, and qualifications using specific vocabulary to ask and answer question on a job interview.	X			Can explain a change of intentions and plans Can express regrets about past actions. Can discuss skills, abilities, and qualifications. Can discuss factors that promote success.

11. BIBLIOGRAFÍA

11.1. BÁSICA:

Top Notch 3 Third Edition 2015,
Joan Saslow / Allen Ascher
Pearson, Longman.

11.2. COMPLEMENTARIA:

Top Notch 3 Third Edition Active Teach 2015,
Joan Saslow / Allen Ascher
Pearson, Longman.

11.3. WEBGRAFÍA

Myenglishlab.com
Merriam-Webster dictionary
<https://learnenglish.britishcouncil.org/es>

11.4. BIBLIOGRAFÍA DIGITAL

12. PERFIL DEL DOCENTE

Registrar la hoja de vida resumida de su currículo.



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RESPONSABLE (S) DE LA ELABORACIÓN DEL SÍLABO:	NOMBRE: _____ F).....
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LUGAR Y FECHA:	<i>Riobamba, 18 de abril 2022</i>
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REVISIÓN Y APROBACIÓN

Mgs. Marcela Gonzalez
COORDINADORA DE COMPETENCIAS LINGÜÍSTICAS



ANEXOS

PONDERACIÓN PARA LA EVALUACIÓN DEL ESTUDIANTE POR ACTIVIDADES DE APRENDIZAJE

Para la composición de la nota semestral de los estudiantes, se tomará en cuenta la siguiente tabla: **(El docente, deberá seleccionar solo aquellas actividades que haya planificado realizar y/o incluir otras, en el componente que corresponda)**

COMPONENTE	ACTIVIDADES DE APRENDIZAJE	Primer Parcial % (Puntos:)	Segundo Parcial % (Puntos:)
Aprendizaje en contacto con el docente	Conferencias, Seminarios, Estudios de Casos, Foros, Clases en Línea, Servicios realizados en escenarios laborables. Experiencias colectivas en proyectos: sistematización de prácticas de investigación-intervención, construcción de modelos y prototipos, proyectos de problematización, resolución de problemas, entornos virtuales, entre otros. Evaluaciones orales, escritas entre otras.	35%	35%
Aprendizaje práctico-experimental	Actividades desarrolladas en escenarios experimentales o laboratorios, prácticas de campo, trabajos de observación, resolución de problemas, talleres, manejo de base de datos y acervos bibliográficos entre otros.	35%	35%
Aprendizaje autónomo	Lectura, análisis y comprensión de materiales bibliográficos y documentales tanto analógicos como digitales, generación de datos y búsqueda de información, elaboración individual de ensayos, trabajos y exposiciones.	30%	30%
PROMEDIO		100% - 10	100% - 10

La calificación de cada componente se ponderará sobre 10 puntos, debiendo realizar una regla de 3 en base al porcentaje de cada uno de ellos para obtener una calificación final sobre 10.