



DIRECCIÓN ACADÉMICA
VICERRECTORADO ACADÉMICO

SÍLABO DE ASIGNATURA

FACULTAD: Competencias Lingüísticas

CARRERA: Inglés (A)

ESTADO: Vigente

NIVEL DE FORMACIÓN: Pregrado

MODALIDAD: Híbrida

ASIGNATURA: Inglés A1+

PERÍODO ACADÉMICO DE EJECUCIÓN: 2024 1S

PROFESOR ASIGNADO:



1. INFORMACIÓN GENERAL DE LA ASIGNATURA

CÓDIGO:	EINA1+	
NOMBRE:	INGLÉS (A)	
NIVEL:	A1+	
UNIDAD DE ORGANIZACIÓN CURRICULAR (De acuerdo a la malla curricular)	OBLIGATORIA	
CAMPO DE FORMACIÓN (De acuerdo a la malla curricular):	EDUCACIÓN GENERAL	
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		1	
2		2	
3		3	

3. DESCRIPCIÓN E INTENCIÓN FORMATIVA DE LA ASIGNATURA:

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.

A1+

- Can use simple phrases and sentences to describe where I live and people, I know
- Can interact in a simple way
- Can ask and answer simple questions in areas of immediate need or on very familiar topics

Plan Nacional de Desarrollo 2017 – 2021: Orientado a la consecución de competencias que propendan al encauce y concreción del Plan Nacional de Desarrollo 2017 – 2021 de acuerdo a la Coordinación de Competencias Lingüísticas (C.C.L) la misma que se alinearán a los objetivos 1 y 2 los mismos que garanticen una vida digna y con igualdad de derechos que afirmen la interculturalidad y plurinacionalidad, la misión y visión tanto de la UNACH como de la C.C.L.

4. COMPETENCIA(S) DEL PERFIL DE EGRESO DE LA CARRERA A LA(S) QUE APORTA LA ASIGNATURA: In the aim to communicate in English as a foreign language, each objective will cover listening and reading comprehension (receptive); oral and written communication (productive); thinking and studying skills and cultural awareness.

At the end of the 2nd English level students will be able to:

- Can understand sentences and frequently used basic expressions related to areas of most immediate relevance to satisfy necessities of a concrete type. (e.g., staying in shape, on vacation, shopping for clothes, taking transportation and spending money).
- Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
- Can describe in simple terms aspects of their background, personal information, direct exchange of information on familiar and routine matters, immediate environment and matters in areas of immediate need.



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

SUBJECT RELATIONSHIP BETWEEN LEARNING OUTCOMES AND MAJOR OUTCOME PROFILE.

At the end of the second level students will be able to:

- Discuss fitness and eating habits
- Ask about someone's vacation
- Shop and pay for clothes
- Describe transportation problems
- Bargain for a lower price

6. UNIDADES CURRICULARES

UNIDAD N°: 1

NOMBRE DE LA UNIDAD: STAYING IN SHAPE

NÚMERO DE HORAS POR UNIDAD: 28,8

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. Plan an activity with someone using can/can't to express possibility and using have to/haven't to in order to express obligation.
2. Talk about habitual activities and future plans using present simple and frequency adverbs to talk about habitual activities and using going to talk about future plans.
3. Discuss fitness and eating habits to talk about personal and someone good fitness and eating habits.
4. Describe their routines using present simple and frequency adverbs to talk about personal and someone routines.

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

- Use a negative question to confirm information
- Provide a reason with have to decline an invitation
- Listen for main ideas
- Apply and personalize personal information



READING AND WRITING						
- Interpret a bargraph - Infer information - Write about one's exercise and health habits						
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			
1. Diagnostic Evaluation 1.1 Guidelines for the course. 1.2 Oral/ written diagnosis evaluation. UNIT 1 STAYING IN SHAPE 1.2 Preview: 1.2.1 Photo story: Talking about playing tennis. 1.2.2 Speaking: List the activities you do.	1	2	0	1	Warm up Preview: Introductions 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.	Discriminate vocabulary words through the graph shown on the unit. Students are to do a weekly exercise plan individually or in groups and present to the class indicating which activities are their favorite one/s. Answer the questions related to the photo story and check their answers related to the exercise. In pairs fill the box related to activities they do with different frequency and share and compare
	2	1	1,50	1		-Online materials. -Essays. -Oral dissertations



						with the class.	
1.3 Lesson 1: Plan an activity with someone 1.3.1. Grammar: Can and Have to 1.3.2. Pronunciation: Can and Can't. 1.3.3. Conversation model: Planning an activity together. 1.3.4. Conversation activator: Suggesting an activity, a day, and a time.	1	1	1,5	2	Listening and Reading: Play the audio to check information. Listen to & repeat. Grammar: : Use deductive method on Can and have to / present continuous. Speaking: Discuss questions and answers to confirm information Listening Play the video to check information.	Students listen and repeat then they check comprehension by asking. Use grammar rules can / can't and present continuous in communicative activities. Turning down and accepting invitations / suggesting alternatives.	- Online materials. - Essays. - Oral dissertations - Videos



1.4 Lesson 2: Talk about habitual activities and plans 1.4.1. Vocabulary: places for sports and exercise. 1.4.2 Grammar: the present continuous and the simple present tense: 1.4.3 Conversation model: Talking about routines and plans 1.4.4 Conversation activator: Talking about habitual activities and plans.	1	2	1,50	2	Grammar: To introduce the use of can/can't and have to pointing out that for the third person has to is applied by asking questions Read and Listening: Play the audio to check information. Speaking: Practice the conversation with a classmate.	Student's distinguish between when to use the simple present tense or the present continuous. Students read and listen, check comprehension and reinforce the past perfect tense. Students perform a role play.	- Online materials. - Essays. - Oral dissertations - Videos
1.5 Lesson 3: Discuss fitness and eating habits 1.5.1. Listening comprehension 1.5.2. Now you can: Discuss fitness and eating habits.	2	1	1,50	3	Warm up: Ask the class questions related to stay in shape. Listening: and Reading: Read, listen then listen again and repeat. Writing and Speaking: With a partner look at the questions on the notepad, answer and	Students listen, repeat and comprehend the stress of the third person singular -s/es. Students read and fill the fitness survey and compare it in pairs. Students fill the box asking your	- Online materials. - Essays. - Oral dissertations - Videos



				discuss about it.	classmates about who does the activities listed and share the information with the class.	
1.6 Lesson 4: Describe your routines. 1.6.1. Reading: When you think you can't. 1.6.2 Now you can: Describe your routines	1	2	1,3	3 Warm up: draw students' attention on the title and pictures to answer the questions given. Infer information: remind students the grammar in relation to can and has to. Summarize: highlight the fact that some verbs are not usually used in present continuous. Describe your routines: give examples about teacher's experiences and provide the students with the questions that are useful when interviewing their partner.	Students read, understand and answer specific questions the volunteers share their information and explain about it. Students read individually the text and answer the comprehension questions.	- Online materials. - Essays. - Oral dissertations - Videos



1.7 Unit 1 Quiz 1.7.1 Listening, Grammar and vocabulary: 1.7.2 Writing evaluation 1.7.3 Speaking evaluation	2	1	1,5	4	Writing: Essay about unit topic.	- 200 to 220-word essay based on the topic, grammar and vocabulary students learn.	- Speaking evaluation
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 N°: 2

NOMBRE DE LA UNIDAD: ON VACATION

NÚMERO DE HORAS POR UNIDAD: 28,8

LEARNING OUTCOMES:
Students will be able to:



1. Greet someone arriving from a trip using the past tense of be to talk about trips experiences and adding intensifiers to the adjectives to describe trips and to accept or decline help.
2. Ask about someone's vacation to describe a vacation using past simple tense in its regular and irregular forms and to talk about someone's vacation.
3. Discuss vacation preferences using adjectives that show vacation preferences to describe personal and reading and listening about someone likes and preferences to describe and make conclusions about their vacation.
4. Describe vacation experiences to talk and describe personal and someone bad and good experiences while being on vacation.

EVALUATION CRITERIA :

Speaking and Listening

1. To say Welcome back! To indicate enthusiasm about someone's return from a trip.
2. To acknowledge someone's interest with Actually.
3. To decline an offer of assistance with It's Ok. I'm fine.
4. To confirm that an offer is declined with Are you sure?
5. To use absolutely to confirm a response.
6. To show enthusiasm with No kidding! And Tell me more.
7. Listen for main ideas

Reading

1. Activate language from a text
2. Support an opinion
3. Draw conclusions

Writing

1. Write a guided essay about a vacation

CONTENIDOS		TIEMPO			ACTIVIDADES DE APRENDIZAJE DE LA UNIDAD		
UNIDADES TEMÁTICAS	HOURS			SEMANA	ACTIVIDADES DE DOCENCIA	ACTIVIDADES PRÁCTICAS DE APLICACIÓN Y EXPERIMENTACIÓN	ACTIVIDADES DE APRENDIZAJE AUTÓNOMO
	Docencia	Aplicación	Trabajo Autónomo				
2.1 Preview: 2.1.1 Photo story: Read and listen to a phone call from someone returning from a trip. 2.1.2 Speaking: Tell your partner what you usually do on your vacations.	2	2	1,50	4	Warm up Preview: give students a few minutes to observe the brochure and optionally ask them about the ads. Pair work: ask students questions in relation to the	Discriminate vocabulary words through pictures.	- Oral dissertations



					tour and the cruise described on the brochure. Reading: Apply prior knowledge.		
Lesson 1 Greet someone arriving from a trip 2.2.1. Grammar: The past tense of be 2.2.2. Vocabulary 2.2.3. Conversation model: Read and listen to someone greet a person arriving from a trip. 2.2.4. Conversation activator: change the conversation model, using different adjective and intensifier and the past tense of be.	2	2	1,50	5	Grammar: the past tense of be: was/wasn't Were/weren't There was/there were Vocabulary: listen and repeat the adjectives and intensifiers to describe trips Speaking: talk about someone's return from a trip	Students practice the grammar learned about the past tense of be. Vocabulary: describing a trip using different adjectives and intensifiers Speaking: encourage students to use the expressions in their speaking by preparing in pairs the conversation model.	- Online materials. - Essays. - Oral dissertations. - Videos
Lesson 2: Ask about someone's vacation. 2.3.1. Conversation model: describing	1	2	1,50	5	Conversation model: read and listen for main ideas and details.	Use grammar rules to complete and present in communicative activities.	- Online materials. - Essays. - Oral dissertations. - Videos



a vacation 2.3.2. Grammar: the simple past tense 2.3.3. Grammar practice: Ida Graham 2.3.4. Conversation activator: ask about someone's vacation					Grammar: the simple past tense ending: regular and irregular verbs explanation and grammar exercises to check comprehension . Pronunciation: listen, repeat and do the exercise related to the simple past tense: the regular verbs. Speaking: practice the conversation model in pairs changing roles.	Discriminate vocabulary words through pictures. Listen and repeat Listen for main and specific ideas. Make students share the role play with the class.	
Lesson 3: Discuss vacation preferences 2.4.1. Vocabulary for vacations 2.4.2. Reading: Now that's my kind of vacation	2	1	1,50	6	Vocabulary: ask students to check the tour and the cruise brochure and ask them which vacations look relaxing, exciting, interesting or unusual. Reading: before reading have students look at the photos and	Listen for main and specific ideas. Read and discuss about a topic.	- Online materials. - Essays. - Oral dissertations. - Videos



					ask some questions. After reading ask students comprehension questions. Support an opinion: fill the box with the check marks according to students' opinion explaining why they think so. Draw conclusions: have students decide with their partners which vacation is best for each person pictured.		
Lesson 4: Describe vacation experiences 2.5.1. Vocabulary and Listening comprehension 2.5.2 Now you can: describe vacation experiences	1	2	1	6	Vocabulary: point out the use of the simple past tense of be and the simple past tense of regular and irregular verbs in the example given. Complete the sentences with the vocabulary learned. Listening comprehension:	Expressing ideas about the topic. Discriminate vocabulary words through pictures. Listen for main and specific ideas. Students work in pairs and ask questions about each other's vacation experiences.	- Online materials. - Essays. - Oral dissertations. - Videos



					listen for main ideal and for details doing the exercises. Describe vacation experiences: have students fill the notepadding		
2.6 Unit 2 Quiz 2.6.1. Listening, Vocabulary and Grammar 2.6.2. Writing evaluation 2.6.3 Speaking evaluation	2	1	1,8	7	Writing: Essay about unit topic	- 200 to 220- word essay based on the topic, grammar and vocabulary students learn.	- Speaking evaluation
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
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UNIDAD No. 3

NOMBRE DE LA UNIDAD: SHOPPING FOR CLOTHES

NÚMERO DE HORAS POR UNIDAD: 28,8

LEARNING OUTCOMES:

Students will be able to use the English language and their Knowledge to :

1. Shop and pay for clothes using object pronouns as a direct object to talk about clothes preferences, using prepositional phrases when talking about actions taking place when shopping and to talk with a shop clerk when paying.
2. Ask for a different size or color using comparative adjectives to compare clothing and to distinguish between singular and plural items.
3. Navigate a mall or department store using prepositions of interior location to understand, to describe and to ask for locations and directions.
4. Discuss clothing do's and don'ts using formality, appropriateness and strictness adjectives to talk about clothing customs.

CRITERIOS DE EVALUACIÓN

SPEAKING AND LISTENING

2. Use Excuse me to indicate you didn't understand or couldn't hear.
3. Use excuse me to begin a conversation with a clerk.
4. Follow a question with more information for clarification.
5. Acknowledge someone's assistance with Thanks for your help.
6. Respond to gratitude with My pleasure.

READING:

- Identify supporting details
- Paraphrase
- Apply information

WRITING: Students are able to:

- Write a letter or e-mail explaining what clothes to pack.

CONTENIDOS	TEMPORIZACIÓN		ACTIVIDADES DE APRENDIZAJE DE LA UNIDAD		
UNIDADES TEMÁTICAS	HORAS	SEMANAS	ACTIVIDADES DE DOCENCIA	ACTIVIDADES PRÁCTICAS DE	



	Docencia	Aplicación y	Trabajo Autónomo			APLICACIÓN Y EXPERIMENTACIÓN	ACTIVIDADES DE APRENDIZAJE AUTÓNOMO
3.1 Preview 3.1.1 Photo story: Read and listen to a conversation clerk and a costumer about a sweater the costumer wants to buy. 3.1.2 Speaking: What's important to you when you choose a clothing store or website?	2	2	1,50	7	Warm up: give students some time to observe the catalogue. Vocabulary: flash card player. Ask students general questions about online catalogue. Explain the word lingerie. Discussion: organize the class in small groups to list advantages and disadvantages of shopping online including the reasons for each. Photo story: have students look at the pictures and ask some questions. After read and listen ask some comprehension questions. Clarify the meaning of v-necks and screwnecks. Speaking: let students study the chart and ask	Warm up: ask students what they see on the catalogue. Vocabulary: ask questions about the different parts of the online catalogue and optionally have students to make questions and answer them. Discussion: optionally extend the discussion asking students about their favorite stores for the different kinds of clothes depicted on the pictures and some popular websites for clothes. Optionally have students close their books and call out several items and have students identify the clothing department the items belong to. Photo story: have students do the exercises D and E and ask them to share	- Oral dissertations



					what is important for them when choosing a clothing store or website and clarify the meaning of the new vocabulary.	the answers with the class and correct them. Speaking: compare their charts in pairs and the reasons for their answers. Optionally draw a chart and fill it with students answers.	
Lesson 1 Shop and pay for clothes 3.2.1. Vocabulary 3.2.2. Grammar: Uses of object pronouns 3.2.3. Conversation model: read and listen to someone pay for clothes 3.2.4. Conversation activator: Choose clothing from the pictures.	1	2	1,50	8	Vocabulary: flash card player. Ask students questions to clarify the meaning of casual clothes. Read and listen activity. Pair work: ask students questions about pieces of clothes to provide them with vocabulary to describe clothes. Grammar: explain the information on the grammar box. Have students spot and underline the seven instances of the word it	Vocabulary: ask students the difference between casual and formal clothes. Pair work: have students tell their partners what they're wearing the day of the activity. Grammar: have students do the grammar practice exercises and correct them. Conversation model: have students find and circle the object pronouns in the conversation model and the	- Online materials. - Essays. - Oral dissertations. Videos



					and decide which three it functions as a subject pronoun and which four functions as an object pronoun. Provide practical examples. Conversation model: have students read and listen to the conversation. Shop and pay for clothes: have students choose clothing from the pictures and/or the online store and in pairs practice the conversation model.	photo story. Shop and pay for clothes: have pairs share with the class the conversation model they have been practicing.	
Lesson 2 Ask for a different size or color 3.3.1 Vocabulary : Clothing that comes in pairs. 3.3.2. Grammar: Comparative Adjectives 3.3.3. Grammar practice: Ask for a different size or color	2	1	1,5	8	Vocabulary: flash card player. Explain the use of a pair and have students read and listen the new vocabulary. Grammar: explain the grammar box and ask	Students listen to the conversations and fill the statements given. Students do the grammar	- Online materials. - Essays. - Oral dissertations. Videos



3.3.4. Conversation Activator: Ask for a different size or color.					students questions to produce clear examples that help them to understand the grammar. Spelling rules: have students listen to them and to the irregular forms. Conversation model: read and listen the conversation model and clarify any doubt that students ask for. Ask for a different size or color: students list the clothes they would like to buy and in pairs practice the conversation model.	exercises and correct them.	
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Lesson 3 Navigate a mall or department store 3.4.1. Vocabulary and listening comprehension 3.4.2. Now you can: choose five departments from the store directory and write one thing you would like to get.	1	2	1,50	9	Vocabulary: flash card player. After students listen and repeat the interior locations and directions and propositions of interior location ask them questions to practice this vocabulary. Listening comprehension: before listening students look at the pictures and ask them some questions to draw their attention to the task. Pronunciation: students read, listen and repeat. Navigate a mall or department store: students fill the notepad.	Students write directions to the classroom from the university entrance. Students listen and mark the places on the pictures. In pairs take turns for and giving directions. Students practice the conversation in pairs. Role play a conversation using the floor plan and share with the class.	- Online materials. - Essays. - Oral dissertations. Videos
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Lesson 4 Discuss clothing do's and don'ts 3.5.1. Reading: travel Smart 3.5.2. Now you can: discuss clothing do's and don'ts	2	1	1,5	9	Vocabulary: flash card player. Have students brainstorm examples of clothes for each adjective defined in the exercise. Reading: have students look at the pictures before reading and ask questions about them. Apply information: have students make clothing choices and explain them. Discuss clothing do's and don'ts: have students fill the opinion survey.	Reading and listening to repeat. Listening for details. Listening for main ideas. Listen to confirm. Apply information: Students share their answers.	- Online materials. - Essays. - Oral dissertations. Videos
3.6 Unit 3 Quiz 3.6.1. Listening, Vocabulary and Grammar 3.6.2 Writing evaluation 3.6.3. Speaking evaluation	2	2	1,30	10	Writing: Essay about unit topic.	- 200 to 220-word essay based on the topic, grammar and vocabulary students learn.	- Speaking evaluation.



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 N°: 4

NOMBRE DE LA UNIDAD: TAKING TRANSPORTATION

NÚMERO DE HORAS POR UNIDAD: 28,8

LEARNING OUTCOMES:

1. Discuss schedules and buy tickets using should to give advice or to make a strong suggestion and using could to offer alternatives or to make a weak suggestion
2. Book travel services using –be going + base form and present continuous to talk about future travels.
3. Understand airport announcements to understand airline passenger information, some flight problems and pre-flight instructions.
4. Describe transportation problems to talk and discuss bad experiences with transportation.

EVALUATION CRITERIA :

Students can:

Speaking and Listening:

- Use I'm sorry to respond with disappointing information.
- Use well to introduce an alternative.
- Use I hope so to politely respond to an offer of help.
- Use reasoning to evaluate statements of fact



Reading: 2 Make decisions based on schedules and needs 3 Critical thinking Writing: 4 Write about two different trips, one past trip and one future trip						
CONTENIDOS ¿Qué debe saber, hacer y ser?	TEMPORIZACIÓN			ACTIVIDADES DE APRENDIZAJE DE LA UNIDAD		
UNIDADES TEMÁTICAS	HORAS			SEMANA	ACTIVIDADES DE DOCENCIA	ACTIVIDADES DE PRÁCTICAS DE APLICACIÓN Y EXPERIMENTACIÓN
	Docencia	Aplicación y	Trabajo Autónomo			
Preview 4.1.1 Photo story: Read and listen to a conversation between two people trying to catch a flight. 4.1.2 Speaking: Complete the chart with the means of transportation you prefer for each option.	2	1	1,5	10	Warm up: let students observe the schedules. Speaking: Have students do the schedule exercise. Pair work: Write question words on the board to help students to ask their partners more questions. Photo story: have students look at the photos. Point out the underlined phrases in the Photo Story.	Students to get the new topic. Students read and listen. Ask them questions to check comprehension
						- Oral dissertations



					Speaking: have students complete the chart with the means of transport of their preference.		
Lesson 1 Discuss schedules and buy tickets. 4.2.1 Vocabulary: Kinds of tickets and trips 4.2.2 Grammar: Modals should and could. 4.2.3 Conversational activator: Where you want to go. 4.2.4 Now you can: Discuss schedules and buy tickets.	2	1	1,5	11	Vocabulary: flash card player. Grammar: explain the grammar box and ask questions using should and could and write the answers on the board. Pair work: students read the train schedule and ask some comprehension questions and explain when should and could are to be used. Conversation model: students look at the picture and ask some questions in relation to it. Discuss	Grammar: Write sentences using should and ask students which one is correct. Once the correct one is spotted, they are to change it into a question. Conversation model: ask students comprehension questions and explain the meaning of ago and ask students to provide examples using ago..	- Online materials. - Essays. - Oral dissertations. Videos



					schedules and buy tickets: students choose a place they want to go from the departure board.		
Lesson 2 Book travel services 4.3.1 Grammar: Be going to + base form to express the future. Review 4.3.2 Grammar practice 4.3.3 Vocabulary: Travel services. 4.3.4 Conversation activator: book a rental car, a taxi, or a limousine.	1	2	1,50	11	Grammar: Explain students the concept of 'future'. Students read the grammar box and speak about their future plans. Vocabulary: flash card player. Students listen and repeat the vocabulary words. Listening: Students listen to the conversations. Conversation model: have students listen and read the conversation	Students listen and repeat chorally. Students underline the sentences that express future plans. Students work in pairs to share the conversation model with the class.	- Online materials. - Essays. - Oral dissertations. Videos



					n model. Book travel services: Have students practice the conversation model in pairs. Students choose a ticket and practice in pairs the conversation model with the ticket information.		
Lesson 3 Understand airport announcements 4.4.1. Vocabulary and Listening comprehension 4.4.2 Now you can: understand airport announcements	2	2	1,5	12	Vocabulary: flash card player. Have students point to each numbers item as they listen to the audio. Listening comprehension: Have students listen to the audio all the way through once and fill the gaps. Pronunciation: have students	Vocabulary: Optionally, ask comprehension questions and/ or give definitions of the new vocabulary learned and have students guess the answer. Have students complete the vocabulary exercise. Ask comprehension questions. Pair work: have students	- Online materials. - Essays. - Oral dissertations. - Videos



					read, listen and repeat. Understand airport announcements: have students read and listen to the announcement. Pair work: have students practice the role play described in exercise B.	share the role play they have practiced in pairs.	
Lesson 4. Describe transportation problems. 4.5.1 Reading: Got bumped from a flight? 4.5.2 Now you can: describe transportation problems	1	2	1,50	12	Vocabulary: flash card player. Have students read and repeat and ask comprehension questions. Reading: have students read the first article and ask them comprehension questions. Then have students read the second article and ask them	Vocabulary: have students complete the vocabulary statements. Reading: have students answer the critical thinking questions to be shared and discussed in the class. Describe transportation	- Online materials. - Essays. - Oral dissertations. - Videos



					comprehensi on questions. Describe transportatio n problems: Have students check the means of transport they have taken and add those who are not depicted by the pictures.	problems: Pair work: have students ask questions about the means of transport they have checked. Notepaddin g: have students fill the notpad with information related to a trip where they had transportati on problems. Group work: have students tell their story to their classmates.	
4.6 Unit 4 Quiz 4.6.1 Listening, Vocabulary and Grammar 4.6.2 Writing evaluation 4.6.3 Speaking evaluation	2	2	1,30	13	Writing: Essay about unit topic.	- 200 to 220- word essay based on the topic, grammar and vocabulary students learn.	- Speaking evaluation.
TOTAL HORAS	10	10	8,8				
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 N°: 5

NOMBRE DE LA UNIDAD: SPENDING MONEY

NÚMERO DE HORAS POR UNIDAD: 28,8

LEARNING OUTCOMES:

Students will be able to:

1. Ask for a recommendation using superlative adjectives to compare more than two places, people, things or ideas .
2. Bargain for a lower price using too + adjective or not + adjective + enough to express that something is not satisfactory and using adjective + enough to express that something is satisfactory.
3. Discuss showing appreciation for something to talk and give advice about customs of other countries.
4. Describe where to get the best deals using superlative adjectives to talk about good and bad deals and shopping experiences and about places in a city or a town.

EVALUATION CRITERIA :

Speaking and Listening:

- 7 Use well to connect an answer to an earlier question
- 8 Use how about ...? To make a financial offer
- 9 Use OK to indicate that an agreement has been reached
- 10 Rising intonation for clarification

Reading:

- 5 Classify information
- 6 Draw conclusion
- 7 Apply information

Writing:

- 8 Write a guide to your city, including information on where to stay, visit and shop.



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 EXPERIMENTACIÓN	ACTIVIDADES DE APRENDIZAJE AUTÓNOMO
	Docencia	Aplicación	Trabajo Autónomo				
Preview Get the best exchange Rate 5.1.1 Photo story: Read and listen to people shop for souvenirs. 5.1.2 Speaking: Complete the chart with your opinions of advantages and disadvantages of credit cards and cash.	1	2	1,50	13	Vocabulary: flash cards. Ask students some worm up questions. Have students listen and repeat the vocabulary words. Pair work: have students discuss the questions given in pairs or small groups. Photo story: have students look at the photos and ask some questions about them. Speaking: have students learn the distinction between advantages and disadvantages.	Ask comprehension questions after students have read and listen. Have students do the focus language exercise and correct it. students discuss in pairs the themes given in the exercise and share their opinions with their partners and/or the class.	- Oral dissertations
Lesson 1 Ask for a recommendation 5.2.1 Grammar: superlative adjectives 5.2.2 Grammar practice 5.2.3 Conversation model: Use superlative	2	1	1,5	14	Grammar: have students read the grammar box and ask comprehension questions. Explain comparative	Remind students of the vocabulary learned in unit 1 asking some questions. Students do the grammar practice	- Online materials. - Essays. - Oral dissertations. Videos



adjectives, to ask a recommendation. 5.2.4 Conversation activator: Change the conversation model. Use superlative adjectives.				and superlative adjectives. Have students listen and repeat the irregular forms and ask comprehension questions. Conversation model: have students look at the photos and ask some comprehension questions before reading the conversation model. Ask for a recommendation: have students practice the conversation model in pairs.	exercises A and B and correct the answers. Ask students some comprehension questions after they have read and listen the conversation model and make sure students understand the sentence in your price range.	
Lesson 2 Bargain for a lower price 5.3.1 Conversation model: Bargain for a lower price 5.3.2 Grammar: too and enough 5.3.3 Vocabulary 5.3.4 Now you can: Bargain for a lower price.	1	2	1,50	14	Conversation model: have students look at the photo and ask comprehension questions. Rhythm and intonation: have students repeat each line chorally. Grammar: have students read the grammar box and check the grammar learn in the	Conversation model: Ask comprehension questions after students have read and listened to the conversation model. Grammar: have students do the grammar practice exercise and correct it. - Online materials. - Essays. - Oral dissertations. Videos



					conversation model. Vocabulary: flash cards. Have students read the conversation and underline the questions and decide if their intonation rise or falls. Bargain for a lower price: have students practice the conversation in pairs.	Vocabulary: have students do the listen for details exercise and correct it. Bargain for a lower price: have student share the conversation they have practiced with the class.	
Lesson 3 Discuss showing appreciation for service. 5.4.1. Reading: when should I tip? 5.4.2 Now you can: Discuss showing appreciation for service.	2	1	1,5	15	Reading: introduce the lesson with a warm up question. Have students read the text. Ask comprehension questions about the text students have read. Discuss showing appreciation for service: Have students fill the questionnaire individually.	Reading: have students do the exercise A, B and C related to the reading text. Discuss showing appreciation for service: have students fill the notepad in pairs. Have pairs share their conclusions with the class.	- Online materials. - Essays. - Oral dissertations. Videos



Lesson 4 Describe where to get the best deals. 5.5.1 Vocabulary and listening comprehension 5.5.2 Now you can: Describe where to get the best deals	1	2	1,50	15	Vocabulary: flash card player. Have students look at the picture and ask comprehensive questions. Listening comprehension: introduce the activity by pointing out what is the listening about. Describe where to get the best deals: have students complete the chart individually.	Vocabulary: read the shopping experiences and ask comprehensive questions. Listening comprehension: have students do the exercises A and B related to the listening. Describe where to get the best deals: in class compare the answers given by students.	- Online materials. - Essays. - Oral dissertations. Videos
5.6. Unit 5 Quiz 5.6.1. – Listening, Vocabulary and Grammar 5.6.2. – Writing evaluation 5.6.3. – Speaking evaluation 5.6.5. – Level 5 Final Test	3	2	1,3	16	Essay: Ask to Ss to write an Essay about the unit topic.	- 200 to 220-word essay based on the topic, grammar and vocabulary students learn.	Speaking evaluation.
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

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
 - Task based learning
 - Building learning

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
Otros.....

Recursos

(Describir los materiales a utilizarse para el proceso de aprendizaje. Incluir el uso de las TICS.

Proyector Digital
Software especializados
Computador
Internet
Aula Virtual
Zoom
Microsoft Teams
Simuladores
Presentaciones
Material didáctico impreso / digital
Bibliografía especializada
Videos
Tutorial work
Otros. ...

9. ESCENARIOS DE APRENDIZAJE:

CEDIA ZOOM
Virtual classroom MOODLE
Classroom with multimedia and English lab:
www.myenglishlab.com
www.engage.com
<http://product.pearsonelt.com/topnotch1e/#>
<http://product.pearsonelt.com/topnotch1e/#>

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

	Nivel de Contribución:	
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Resultados de Aprendizaje que aportan al Perfil de Egreso de la Carrera:	(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 - Plan an activity with someone using can/can't to express possibility and using have to/haven't to express obligation. - Talk about habitual activities and future plans using present simple and frequency adverbs to talk about habitual activities and using going to talk about future plans. - Discuss fitness and eating habits to talk about personal and someone good fitness and eating habits paying attention to add -s/-es when referring to third person. - Describe their routines using present simple and frequency adverbs to talk about personal and someone routines.	X			- Can plan an activity with someone. - Can talk about habitual activities and future plans - Can discuss fitness and eating habits. - Can describe their routines
UNIT 2 Students will be able to: - Greet someone arriving from a trip using the past tense of be to talk about trips experiences and adding intensifiers to the adjectives to describe trips and to accept or decline help. - Ask about someone's vacation to describe a vacation using past simple tense in its regular and irregular forms and to talk about someone's vacation. - Discuss vacation preferences using adjectives that show vacation preferences to describe personal and reading and listening about someone likes and preferences to describe and make conclusions about their vacation. - Describe vacation experiences to talk and describe personal and someone bad and good experiences while being on vacation.	X			- Can greet someone arriving from a trip - Can ask about someone's vacation - Can discuss vacation preferences - Can describe good and bad vacation experiences



UNIT 3 • Shop and pay for clothes using object pronouns as a direct object to talk about clothes preferences, using prepositional phrases when talking about actions taking place when shopping and to talk with a shop clerk when paying. • Ask for a different size or color using comparative adjectives to compare clothing and to distinguish between singular and plural items. • Navigate a mall or department store using prepositions of interior location to understand, to describe and to ask for locations and directions. • Discuss clothing do's and don'ts using formality, appropriateness and strictness adjectives to talk about clothing customs.	X			- Can shop and pay for clothes - Can ask for a different size or color - Can navigate a mall or department store - Can discuss clothing do's and don'ts
UNIT 4 - Discuss schedules and buy tickets using should to give advice or to make a strong suggestion and using could to offer alternatives or to make a weak suggestion and using expressions such as too bad, what a shame or Oh, no! to express disappointment. - Book travel services using -be going + base form and present continuous to talk about future travels. - Understand airport announcements to understand airline passenger information, some flight problems and pre-flight instructions. - Describe transportation problems to talk and discuss bad experiences with transportation.	X			- Can discuss schedules and buy tickets. - Can book travel services - Can understand airport announcements - Can describe transportation problems
UNIT 5 - Ask for a recommendation using superlative adjectives to compare more than two places, people, things or ideas. - Bargain for a lower price using too + adjective or not + adjective + enough to express that something	X			- Can ask for a recommendation - Can bargain for a lower price



is not satisfactory and using adjective + enough to express that something is satisfactory. - Discuss showing appreciation for something to talk and give advice about customs of other countries. - Describe where to get the best deals using superlative adjectives to talk about good and bad deals and shopping experiences and about places in a city or a town.				- Can discuss showing appreciation for service - Can describe where to get the best deals
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11. BIBLIOGRAFÍA

11.1. BÁSICA:

Top Notch 1 Third Edition 2015,
Joan Saslow / Allen Ascher
Pearson, Longman.

11.2. COMPLEMENTARIA:

Top Notch 1 Third Edition Active Teach 2015,
ello.com (listening)
extra material (digital and printed) according to the level and CERF requirements
TeachYa (games, songs)

11.3. WEBGRAFÍA

Merriam-Webster dictionary
<https://learnenglish.britishcouncil.org/es>
<https://www.merriam-webster.com/>
<https://learningenglish.voanews.com>
<https://learningenglish.britishcouncil.org/grammar/intermediate-to-upper-intermediate>
<https://www.ted.com>
<https://gutenberg.org>

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: LCDA. SOFIA FREIRE F).....
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LUGAR Y FECHA:	<i>Riobamba, 18 de abril de 2022</i>
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REVISIÓN Y APROBACIÓN

Mgs. Magdalena Ullauri, PhD
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.