



DIRECCIÓN ACADÉMICA
VICERRECTORADO ACADÉMICO

SÍLABO DE ASIGNATURA

FACULTAD: COMPETENCIAS LINGÜÍSTICAS

CARRERA: Inglés (A)

ESTADO: Vigente

NIVEL DE FORMACIÓN: Pregrado

MODALIDAD: Híbrida

ASIGNATURA: Inglés A2

PERÍODO ACADÉMICO DE EJECUCIÓN: 2024-1S

PROFESOR ASIGNADO:



1. INFORMACIÓN GENERAL DE LA ASIGNATURA

CÓDIGO:	EINA2	
NOMBRE:	INGLES (A)	
NIVEL:	A2	
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:

PRERREQUISITOS:		CORREQUISITOS:	
ASIGNATURA	CÓDIGO	ASIGNATURA	CÓDIGO
1 INGLES 1	EINA1+	1	

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.

A2

- Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).
- Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
- Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

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 garantizan 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.



A2

- Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).
- Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
- Can describe in simple terms aspects of their background, 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

At the end of the Third English Level students will be able to:

- Describe an interesting experience using the present perfect tense to talk about tourist activities.
- Discuss preferences for movie genres using would like and would rather to express likes.
- Leave and take a message by using the future with will to communicate with a not available person.
- Discuss a car accident with past continuous and simple past tense to describe two actions in the past.
- Make an appointment at a salon or spa using the indefinite pronouns to confirm if someone is available or not.

6. UNIDADES CURRICULARES

UNIDAD N°: 1

NOMBRE DE LA UNIDAD: GETTING ACQUAINTED

NÚMERO DE HORAS POR UNIDAD: 28,8

RESULTADO(S) DE APRENDIZAJE DE LA UNIDAD. –

Students will be able to:

- Get acquainted with someone using present perfect to introduce people
- Greet a visitor to his/her country using the present perfect: (already, yet, ever, before, never) to suggest touristic activities.
- Discuss gestures and customs using hand vocabulary to compare own country's gestures
- Describe an interesting experience using participial adjectives to relate a personal experience.



CRITERIOS DE EVALUACIÓN: Speaking and Listening Use "I don't think so." To soften a negative answer Say "I know!" to exclaim that you've discovered an answer. Use "Welcome to ____" to greet someone in a new place. Say "That's great". To acknowledge someone's positive experience Sound reduction in the present perfect -Reading and writing Identify supporting details. Relate to personal experience. Write a description of an interesting experience							
CONTENIDOS ¿Qué debe saber, hacer y ser?	TEMPORIZACIÓN				ACTIVIDADES DE APRENDIZAJE DE LA UNIDAD		
UNIDADES TEMÁTICAS	HORAS			SEMANA (de la 1 a la 16 ó 18 según correspon da)	ACTIVIDADES DE APRENDIZAJE EN CONTACTO CON EL DOCENTE	ACTIVIDADES DE APRENDIZAJE PRÁCTICO- EXPERIMENT AL	ACTIVIDA DES DE APRENDIZ AJE AUTÓNOM O
	Aprend izaje en contac to con el docent e	Aprend izaje práctic o- experi mental	Apren dizaje autón omo				
1.1 Diagnostic Test 1.1.1 Guidelin es for the course 1.1.2 Oral/ written diagnosi s evaluati on.	1	2	0.0	1	Review of previous level.	Applying diagnosis activities	No activities
1.2 Preview: Customs around the world 1.2.1 Photo Story: People meeting in a hotel lobby 1.2.2 Speaking: Advice for visitors	2	1	1,5	1	Warm-up Preview: Reading Customs about the world. Speaking Photo story	Pair work: discussion Focus on language Think & explain	Homewor k



about how to behave in your country							
1.3 Lesson 1: Get reacquainted with someone. 1.3.1 Grammar: Present Perfect 1.3.2 Grammar practice 1.3.3 Conversation model: read and listen to people getting reacquainted 1.3.4 Conversation Activator : Get reacquainted with someone	2	1	1,50	2	Grammar: Applying Inductive method Speaking: Conversation model "Now you can.." activity	Pair work: discussion Inductive analysis Give examples Asking & giving information. Choosing the correct form. Pair work: Completing Grammar practice.	Homework Written assignments Lesson reviews
1.4 Lesson 2: Greet a visitor to your country. 1.4.1 Conversation model: Read and	1	2	1,50	2	Speaking: Conversation model Vocabulary Digital flash cards Grammar: Applying Inductive	Reading & Listening the conversation Vocabulary flash card player Grammar I. analysis Grammar	Homework Written assignments



listen to someone greeting a visitor 1.4.2 Vocabulary: Tourist activities around the world 1.4.3 Grammar Present Perfect: Already, yet, ever, before and never. 1.4.4 Conversation Activator: Greet a visitor to your country.					method "Now you can.." activity	practice Listen to activate Gr. Digital video: conversation activator	Lesson reviews
1.5 Lesson 3: Discuss gestures and customs. 1.5.1 Reading: Get off on the right foot. 1.5.2 Now you can: Discuss gestures and customs. Travel tips	1	1	1,5	3	Vocabulary Digital flash cards Reading: Before, During & after activities "Now you can.." activity	Vocabulary flash card player Identify supporting details Relate to personal exp. Pair work Notepadding Discussion	Homework Written assignments Lesson reviews
1.6 Lesson 4: Describe an interesting experience. 1.6.1 Vocabulary and listening comprehension 1.6.2 Now you can: describe an interesting experience	1	2	1,5	3	Vocabulary Digital flash cards Listening Listening comprehension activities "Now you can.." activity	Vocabulary flash card player Listen to classify Listen for details	Homework Written assignments Lesson reviews



1.7 Unit 1 QUIZ 1.7.1 Listening, Vocabulary and Grammar 1.7.2. – Writing evaluation 1.7.3. – speaking evaluation	2	1	1,3	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: GOING TO THE MOVIES

NÚMERO DE HORAS POR UNIDAD: 28,8

RESULTADO(S) DE APRENDIZAJE DE LA UNIDAD. –

Students will be able to:

- Apologize for being late using the perfect tense to explain reasons.
- Discuss preferences for movie genres using would like and would rather to ask about preferences
- Describe and recommend movies using adjectives to report about their choices.
- Discuss effects of movie violence on viewers using specific vocabulary and giving examples to support their opinions.

CRITERIOS DE EVALUACIÓN:

Speaking and Listening

Apologize and provide a reason to be late.

Say "That's fine" to reassure

Offer to repay someone with "How much do I owe?"



Use "What would you rather do ...? To ask about preference. Soften a negative response with "To tell you the truth, ..." Listen to infer Reading and writing Understand from context Confirm content Write an essay about violence in movies and on TV.							
CONTENIDOS ¿Qué debe saber, hacer y ser?	TEMPORIZACIÓN				ACTIVIDADES DE APRENDIZAJE DE LA UNIDAD		
UNIDADES TEMÁTICAS	HORAS			SEMANA (de la 1 a la 16 ó 18 según correspon da)	ACTIVIDADES DE APRENDIZAJE EN CONTACTO CON EL DOCENTE	ACTIVIDADES DE APRENDIZAJE PRÁCTICO- EXPERIMENT AL	ACTIVIDADES DE APRENDIZAJE AUTÓNOMO
	Aprend izaje en contac to con el docent e	Aprend izaje práctic o- experi mental	Aprend izaje autón omo				
2.1 Preview: Webflicks 2.1.1 Photo Story: Read and listen to conversation at a movie theater 2.1.2 Speaking, Pair work: Make a list of movies playing in your town.	1	2	1,5	4	Warm up Preview: Reading: Web Flicks Speaking: Photo story	Elicit info from Ss. Pair work & discussion Focus on the Language Infer meaning Think & explain	Homework Written assignme nts Lesson reviews
2.2 Lesson 1: Apologize for being late. 2.2.1 Grammar: Present Perfect: for and since. Other uses of present perfect. 2.2.2 Vocabulary: Explanations for being late.	2	1	1,50	5	Grammar: Applying Inductive method Vocabulary: Digital flash cards Speaking: Conversation model "Now you can.." activity	Inductive analysis Grammar practice Listen to activate vocab. Reading & listening the conversation model Rhythm &	Homework Written assignme nts



2.2.3 Conversation model: Apologize for being late. 2.2.4 Conversation Activator: apologize for being late.						intonation	
2.3 Lesson 2: Discuss preferences for movie genres. 2.3.1 Vocabulary: Movie genres 2.3.2 Grammar: Ways to express wants and preferences. (Would like – would rather) 2.3.3 Conversation model: Discussing movie preferences 2.3.4 Conversation activator: Discuss preferences for movie genres.	1	2	1,5	5	Vocabulary Digital flashcards Grammar Using Inductive method Speaking: Conversation model "Now you can.." activity	Conversation activator video Change partners to practice the convers. Reading & Listening Vocab flash card player Listening to infer Discussion	Homework Written assignments
2.4 Lesson 3: Describe and Recommend movies. 2.4.1 Vocabulary and listening comprehension 2.4.2 Now you can: "What's your	2	1	1,5	6	Vocabulary Digital flashcards Listening Listening comprehension "Now you can.." activity	Inductive analysis Grammar practice Pair work for modeling Conversation strategy analysis Reading &	Homework Written assignments



all-time favorite movie?"						Listening Rhythm and Intonation Conversation activator video Changing partners to change movies.	
2.5 Lesson 4: Discuss effects of violence on viewers. 2.5.1 Reading: Can violent movies or TV programs harm Children? 2.5.2 Now you can: discuss effects of violence on viewers	2	2	1,5	6	Reading: Before, During & after activities "Now you can.." activity	Vocab. Flash card player Pairwork on movies Listening for main ideas Listening to infer Listening for dictation Reading procedure Notepadding to write notes Group work to describe and recommend	Homework Written assignments
2.6 Unit 2 QUIZ 2.6.1 Listening, Vocabulary and Grammar 2.6.2 Writing evaluation 2.6.3 Speaking evaluation	2	2	1,3	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	
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°: 3					
NOMBRE DE LA UNIDAD: STAYING IN HOTELS					
NÚMERO DE HORAS POR UNIDAD: 28,8					
RESULTADO(S) DE APRENDIZAJE DE LA UNIDAD. –					
Students will be able to: - Leave and take a message using the future with" will" to write to someone - Check into a hotel using the real conditional to ask about hotel facilities -Request housekeeping services using hotel room amenities and services to ask a hotel service -Choose a hotel using booking to get information					
CRITERIOS DE EVALUACIÓN: Listening and Speaking Say "Would you like to leave a message?" If someone isn't available Say "Let's see." To indicate you're checking information. Make a formal, polite request with "May I ____?" Say "Here you go." When handing someone something Use "By the way,..." to introduce new information Listen to take phone messages Reading and writing Draw conclusions Identify supporting details Write a paragraph explaining the reasons for choosing a hotel					
CONTENIDOS ¿Qué debe saber, hacer y ser?		TEMPORIZACIÓN		ACTIVIDADES DE APRENDIZAJE DE LA UNIDAD	
UNIDADES TEMÁTICAS		HORAS	SEMANA	ACTIVIDADES DE APRENDIZAJE EN	ACTIVIDADES DE



	Aprendizaje en contacto con el docente	Aprendizaje práctico o-experimental	Aprendizaje autónomo	(de la 1 a la 16 ó 18 según corresponda)	CONTACTO CON EL DOCENTE	APRENDIZAJE PRÁCTICO-EXPERIMENTAL	ACTIVIDADES DE APRENDIZAJE AUTÓNOMO
3.1. Preview Staying in hotels 3.1.1 Vocabulary: Hotel room types and kind of beds. 3.1.2 Photo story: Read and listen to someone checking out of a hotel.	1	2	1,50	7	Warm up: Preview: Explain the different bed sizes and kind of rooms. Speaking: Photo story:	Examining the website Eliciting info Language & culture Vocabulary flash card player Reading & Listening Focus on Language Think and explain Matching exercise Conversation model Conversation strategy analysis	Homework Written assignments Research activities Lesson reviews
3.2 Lesson 1: Leave and take a message. 3.2.1 Conversation model: Leaving a message 3.2.2 Grammar: Future with will. 3.2.3 Listen for details: Listen to the phone messages	1	2	1,50	8	Speaking Conversation Model Grammar: Use Inductive method. "Now you can.." activity	Comprehension qs. Inductive analysis Grammar practice Conversation activator video Frame your ideas Recycling the language	Homework Written assignments Lesson reviews



3.2.4 Conversation Activator: Leave and take a message						Inductive analysis Grammar practice.	
3.3 Lesson 2: Check into a hotel 3.3.1 Grammar: The Real conditional. 3.3.2 Grammar practice 3.3.3 Conversation model: Checking into a hotel. 3.3.4 Conversation Activator: Check into a hotel.	2	1	1,5	8	Grammar Use Inductive method Speaking Conversation model "Now you can.." activity	Conversation strategy analysis Comprehension qs. Practice the conversation Conversation activator video Changing partners to practice the conversation	Homework Written assignments
3.4 Lesson 3: Request housekeeping services 3.4.1 Listening Comprehension: hotel room amenities and services 3.4.2 Now you can: Role play requesting housekeeping services.	2	2	1,50	9	Vocabulary: Digital flashcards Listening Listening comprehension "Now you can..." activity.	Conversation strategy analysis Comprehension qs. Practice the conversation Conversation activator video Changing partners to practice the conversation	Homework Written assignments Lesson reviews



3.5 Lesson 4: Choose a hotel. 3.5.1 Reading: Top Notch Travel. 3.5.2 Now you can: choose a hotel	2	1	1,50	9	Reading: Before, during & after reading activities "Now you can..." activity	Reading to explore your ideas Draw conclusions Identify supporting details.	Homework Written assignments Lesson reviews
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		
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°: 4							
NOMBRE DE LA UNIDAD: CARS AND DRIVING							
NÚMERO DE HORAS POR UNIDAD: 28,8							
RESULTADO(S) DE APRENDIZAJE DE LA UNIDAD. –							
Students will be able to:							
- Discuss a car accident using past continuous to describe the parts of car affected. - Describe a car problem using phrasal verbs to talk about car's parts - Rent a car using type cars vocabulary to choose a car - Discuss good and bad driving using driving behavior vocabulary to advice about aggressive driving							
CRITERIOS DE EVALUACIÓN:							
Speaking and Listening							
Express concern about another's condition after an accident							
Express relief when hearing all is OK							
Use "only" to minimize the seriousness of a situation							
Use "actually" to soften negative information							
Listen to summarize							
Reading							
Understand from context							
Critical thinking							
Writing							
Write a paragraph comparing good and bad drivers.							
CONTENIDOS		TEMPORIZACIÓN		ACTIVIDADES DE APRENDIZAJE DE LA UNIDAD			
¿Qué debe saber, hacer y ser?							
UNIDADES TEMÁTICAS	HORAS			SEMANA (de la 1 a la 16 ó 18 según correspon-da)	ACTIVIDA DES DE APRENDIZ AJE EN CONTACT O CON EL DOCENTE	ACTIVIDADES DE APRENDIZAJE PRÁCTICO- EXPERIMENT AL	ACTIVIDA DES DE APRENDIZ AJE AUTÓNO MO
	Aprend izaje en contac to con el docent e	Aprendizaj e práctico- experimen tal	Aprendiz aje autónom o				
4.1 Preview: Cars and Driving					Warm up Preview: Analyze a survey about bad driving Vocabular y	Checking comprehensi on Vocabulary flash card player Pair work to compare	Homewor k Written assignme nts Research activities
4.1.1 Vocabulary: Eight Habits of Bad drivers.	2	1	1,50	10			
4.1.2 Photo Story: Read and listen to							



a conversation between two old friends.					Digital flash cards Speaking Photo story	Reading & Listening Focus on language:	Lesson reviews
4.2 Lesson 1: Discuss a car accident. 4.2.1 Vocabulary: Car parts 4.2.2 Grammar: The Past Continuous 4.2.3 Conversation model: Conversation about a car accident 4.2.4 Conversation activator: Discuss a car accident.	2	1	1,50	11	Vocabulary Digital flash cards Grammar Use Inductive method. Speaking Conversation model "Now you can..." activity	. Think & explain Discussion by answering questions Displaying digital flash cards Memory game Inductive analysis	Homework Written assignments Lesson reviews
4.3 Lesson 2: Describe a car problem. 4.3.1 Vocabulary: Phrasal verbs for talking about cars. 4.3.2 Grammar: Direct objects with phrasal verbs 4.3.3 Grammar practice 4.3.4 Conversation activator: Describe a car problem.	1	2	1,50	11	Vocabulary Digital flash cards Grammar Use of inductive method Speaking Conversation model Now you can... activity	Grammar practice Listen to activate vocabulary Analysis of Conversation strategy comprehension Listening and repeating Listening for specific info Conversation activator video Change partners to discuss cases Don't stop: Asking qs.	Homework Written assignments Lesson reviews



						Game: Mime the actions Check comprehension on Completing information	
4.4 Lesson 3: Rent a Car. 4.4.1 Vocabulary and Listening Comprehension 4.4.2 Now you can: Rent a car.	2	2	1,5	12	Vocabulary Digital flash cards Grammar Use of inductive method Listening Listening comprehension Now you can... activity	Inductive analysis Vocab./grammar practice Conversation strategies analysis Eliciting info Comprehension qs. Conversation activator Changing partners to describe problems Vocabulary flash card players Listen for details Listening to summarize Pair work to make decisions Notepad ding Roleplaying	Homework Written assignments Lesson reviews



4.5 Lesson 4: Discuss good and bad driving. 4.5.1 Reading: Six tips for defensive driving. 4.5.2 Now you can: Discuss good and bad driving. How does the driving behavior of others affect you?	1	2	1,50	12	Vocabular y Digital flash cards Reading: Before Reading Vocabular y "Now you can..." "activity"	Vocab. Flash card player Warm up Understandi ng from context Critical thinking Notepaddin g to describe Discussing on specific topic	Homework Written assignme nts Lesson reviews
4.6 Unit 4 QUIZ 4.6.1 Listening, Vocabulary and Grammar 4.6.2 Writing evaluation 1.6.3. Speaking evaluation	2	2	1,30	4	Writing: Essay about unit topic.	- 200 to 220-word essay based on the topic, grammar and vocabulary students learn.	- Speakin g evaluati on
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		
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°: 5							
NOMBRE DE LA UNIDAD: PERSONAL CARE AND APPEARANCE							
NÚMERO DE HORAS POR UNIDAD: 28,8							
RESULTADO(S) DE APRENDIZAJE DE LA UNIDAD. –							
Students will be able to: - Ask for something in a store using quantifiers to talk about indefinite quantities and amounts. - Make an appointment at a salon or spa using indefinite pronouns to ask about prices and payment - Discuss ways to improve appearance to choose the best beauty method. - Define the meaning of beauty using beauty vocabulary to compare men and women characteristics.							
CRITERIOS DE EVALUACIÓN: Speaking and Listening Use "Excuse me" to initiate a conversation with a salesperson. Confirm information with a salesperson. Confirm information by repeating it with rising intonation. Use "No problem" to show you Listen to take notes Reading and writing Paraphrase. Understand from context. Write a letter on how to improve appearance.							
CONTENIDOS ¿Qué debe saber, hacer y ser?		TEMPORIZACIÓN			ACTIVIDADES DE APRENDIZAJE DE LA UNIDAD		
UNIDADES TEMÁTICAS	HORAS			SEMANA (de la 1 a la 16 ó 18 según correspon-da)	ACTIVIDADES DE APRENDIZAJE EN CONTACTO CON EL DOCENTE	ACTIVIDADES DE APRENDIZAJE PRÁCTICO-EXPERIMENTAL	ACTIVIDADES DE APRENDIZAJE AUTÓNOMO
	Aprendizaje en contacto con el docente	Aprendizaje práctico o-experimental	Aprendizaje autónomo				



5.1 Preview The APEX spa and fitness center 5.1.1 Photo story: a conversation in a spa salon 5.1.2 Speaking: How often do you get Salon services?	1	2	1,50	13	Warm up Preview: Vocabulary Analyze a spa brochure Speaking: Photo story	Vocab. Digital flash cards player Focus on the language Personalizing info	Homework Written assignments Research activities
5.2 Lesson 1: Ask for something in a store 5.2.1 Vocabulary: Personal care products 5.2.2 Grammar: Quantifiers for indefinite quantities and amounts. 5.2.3 Conversation model: Someone looking for personal care products in a store. 5.2.4 Conversation activator: ask for something in a store.	2	1	1,50	14	Vocabulary Digital flash cards Grammar Use inductive method Speaking Conversation model "Now you can..." activity	Pair work to express opinion Vocabulary flash card player Listening to infer Inductive analysis Grammar practice Read and listen Conversation strategy analysis Conversation activator video Recycling the language	Homework Written assignments Lesson reviews



5.3 Lesson 2: Make an appointment at a salon or spa. 5.3.1 Conversation model: Make an appointment for a haircut. 5.3.2 Grammar: Indefinite pronouns: someone/no one/ anyone. 5.3.3 Grammar Practice. 5.3.4 Conversation Activator: make an appointment at a salon or spa.	1	2	1,50	14	Speaking Conversation model Grammar Use Inductive method Grammar Booster Now you can... activity	Reading and listening to the conversation Rhythm and intonation Inductive analysis Listening to activate vocabulary and grammar Grammar practice Pronunciation of the unstressed vowels.	Homework Written assignments Lesson reviews
5.4 Lesson 3: Discuss ways to improve appearance. 5.4.1 Reading: Cosmetic surgery for everyone? 5.4.2 Now you can: Discuss	2	1	1,50	15	Reading Before, during & after activities Speaking Now you can... activity	Conversation activator video Change partners to practice conversation Reading to paraphrase Understanding from	Written assignments Research activities Lesson reviews



ways to improve appearance: How far would you go to improve your appearance? ?						context. Confirming content and apply information	
5.5 Lesson 4: Define the meaning of beauty. 5.5.1 Listening Comprehension: Points of view about beauty. 5.5.2 Now you can: Define the meaning of beauty.	2	2	1,50	15	Vocabulary Digital flash cards Listening Listening comprehension Speaking "Now you can..." activity	Framing your ideas Notepadding Discussing on ways to improve appearance. Digital flash cards Explore your ideas Pair work Listen to recognize someone's point of view Listen to take notes Notepadding Pair work Discussion Listen to the conversations Grammar exercises Write a	Homework Written assignments Lesson reviews



						formal letter Talk about one question about beauty. Pair work to create a conversatio n	
5.6 Unit 5 QUIZ 5.6.1 Listening, Vocabulary and Grammar 5.6.2 Writing evaluation 5.6.3. Speaking evaluation 5.6.4. - Final Project presentation 5.6.5. - Final Test	2	2	1,30	16	Writing: Essay about unit topic.	- 200 to 220-word essay based on the topic, grammar and vocabul ary students learn. - Speakin g evaluati on	
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
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

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

Otros.....

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
Active Teach
Tutorial Work
Otros. ...

- Top Notch with Active Book 2 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.engrade.com
<http://product.pearsonelt.com/topnotch2e/#>

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: Son los productos generados por el estudiante, que demuestran los aprendizajes alcanzados según los criterios de evaluación.
	A Alta	B Media	C Baja	
Unit 1 Get acquainted with someone using present perfect to introduce people - Greet a visitor to his/her country to suggest touristic activities.	X			CAN Get acquainted with someone using present perfect to introduce people - Can Greet a visitor to his/her country using the present perfect: (already, yet, ever, before, never) to suggest touristic activities. - Can Discuss gestures and customs using



- Discuss gestures and customs using hand vocabulary to compare own country's gestures -Describe an interesting experience using participial adjectives to relate a personal experience.				hand vocabulary to compare own country's gestures -Can Describe an interesting experience using participial adjectives to relate a personal experience.
UNIT 2 - Discuss preferences for movie genres using would like and would rather to ask about preferences - Describe and recommend movies using adjectives to report about their choices. - Discuss effects of movie violence on viewers using specific vocabulary and giving examples to support their opinions.	x			- Can Discuss preferences for movie genres using would like and would rather to ask about preferences - Can Describe and recommend movies using adjectives to report about their choices. - Can Discuss effects of movie violence on viewers using specific vocabulary and giving examples to support their opinions.
UNIT 3 - Check into a hotel using the real conditional to ask about hotel facilities -Request housekeeping services using hotel room amenities and services to ask a hotel service -Choose a hotel using booking to get information	X			- Can Check into a hotel using the real conditional to ask about hotel facilities -Can Request housekeeping services using hotel room amenities and services to ask a hotel service -Can Choose a hotel using booking to get information
Unit 4 - Describe a car problem using phrasal verbs to talk about car's parts - Rent a car using type cars vocabulary to choose a car - Discuss good and bad driving using driving behavior vocabulary to advice about aggressive driving	x			- Can Describe a car problem using phrasal verbs to talk about car's parts - Can Rent a car using type cars vocabulary to choose a car - Can Discuss good and bad driving using driving behavior vocabulary to advice about aggressive driving
UNIT 5 - Make an appointment at a salon or spa using indefinite pronouns to ask about prices and payment - Discuss ways to improve appearance to choose the best method. - Define the meaning of beauty using beauty vocabulary to compare men and women characteristics.	X			- Can Make an appointment at a salon or spa using indefinite pronouns to ask about prices and payment - Can Discuss ways to improve appearance to choose the best method. - Can Define the meaning of beauty using beauty vocabulary to compare men and women characteristics.

11. BIBLIOGRAFÍA

11.1. BÁSICA:

Top Notch 2 Second Edition 2015,
Joan Saslow / Allen Ascher
Pearson, Longman.

11.2. COMPLEMENTARIA:

Top Notch 2 Second 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
Merriam - Webster (Digital Dictionary)

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: MSC. MARIA FERNANDA PONCE F).....
LUGAR Y FECHA:	<i>Riobamba, 28 de septiembre de 2023</i>

REVISIÓN Y APROBACIÓN

Mg. Marcela González
COORDINADORA 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.