



DIRECCIÓN ACADÉMICA
VICERRECTORADO ACADÉMICO

SÍLABO DE LA ASIGNATURA

FACULTAD:	COMPETENCIAS LINGÜÍSTICAS
CARRERA:	INGLÉS
ESTADO:	VIGENTE
NIVEL DE FORMACIÓN:	TERCER NIVEL
MODALIDAD:	IDIOMAS
ASIGNATURA:	INGLES 2
PERÍODO ACADÉMICO DE EJECUCIÓN:	CI Periodo 2022 -2S
PROFESOR ASIGNADO:	DARIO JAMIER CUTIOPALA LEON
FECHA DE CREACIÓN:	Riobamba, 25 de octubre de 2022
FECHA DE ÚLTIMA ACTUALIZACIÓN:	Riobamba, 25 de octubre de 2022



1. INFORMACIÓN GENERAL DE LA ASIGNATURA:

CÓDIGO:	EIN002	
NOMBRE:	INGLES 2	
SEMESTRE:	SEGUNDO NIVEL	
UNIDAD DE ORGANIZACIÓN CURRICULAR: (De acuerdo a la malla curricular):	OBLIGATORIA	
CAMPO DE FORMACIÓN (De acuerdo a la malla curricular):	EDUCACION GENERAL	
NÚMERO DE SEMANAS EFECTIVAS DE CLASES:	16	
NÚMERO DE HORAS POR SEMANA DE ACTIVIDADES DE APRENDIZAJE	Aprendizaje en contacto con el docente	3.00
	Aprendizaje práctico-experimental	3.00
	Aprendizaje Autónomo	1.50
TOTAL DE HORAS POR SEMANA DE LA ASIGNATURA:	7.50	
TOTAL DE HORAS POR EL PERÍODO ACADÉMICO:	120.00	

2. PRERREQUISITOS Y CORREQUISITOS:

PRERREQUISITOS		CORREQUISITOS	
ASIGNATURA	CÓDIGO	ASIGNATURA	CÓDIGO
INGLES 1	EIN001		

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. 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. 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. razón de ser en el programa de estudios y ubicación en la malla curricular, su naturaleza, propósito, contenidos teóricos-prácticos a cubrir, con su contribución en la formación profesional, en la consecución del perfil de egreso, y en la misión y visión de la Carrera

4. COMPETENCIA(S) DEL PERFIL 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 English level fifth students will be able to: Students will be able to: - 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). - Interact in a simple way provided the other person talks slowly and clearly and is prepared to help. - 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. B1 - Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. - Can introduce themselves and others and can ask and answer questions about personal details such as where he/she lives, people they know and things they have. - Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

6. UNIDADES CURRICULARES:



UNIDAD N°:		1					
NOMBRE DE LA UNIDAD:		STAYING IN SHAPE					
NÚMERO DE HORAS POR UNIDAD:		26.5					
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. - • 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. - • Plan an activity with someone using can/can't to express possibility and using have to/haven't to express obligation. - • Describe their routines using present simple and frequency adverbs to talk about personal and someone routines. - • 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.							
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 - To use Why don't we ...? To suggest an activity. - To say sorry, I can't to apologize for turning down an invitation. - To provide a reason with have to in order to decline an invitation. - To use well, how about ...? To suggest an alternative. - To use how come? To ask for a reason. - To use a negative question to confirm information.							
READING - Apply prior knowledge. - Conclude. - Understand from context based on readings							
WRITING: - Write about one's exercise and health habits.							
CONTENIDOS ¿Qué debe saber, hacer y ser?		TEMPORALIZACIÓN			ACTIVIDADES DE APRENDIZAJE DE LA UNIDAD		
UNIDADES TEMÁTICAS	HORAS			SEMANA (de la 1 a la 16 ó 18 según corresponda)	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-experimental	Aprendizaje autónomo				
1.1. Diagnostic Test • 1.1.1. Diagnostic test • 1.1.2. Guidelines for the course. • 1.1.3. Oral/ written diagnosis evaluation.	1	2	0	1	Review of previous level	Applying diagnosis activities	No Activities



1.2. Staying in Shape Preview: How many calories can you burn in one hour? • 1.2.1. Photo story: Talking about playing tennis. • 1.2.2. Speaking: list the activities you do.	2	1	1.5	1	Warm-up: According to the unit, the teacher will develop different activities: Vocabulary: flash card player. Focus on grammar: use grammar rules can / cannot	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 activity/ies	Homework Written assignments Research activities about the unit Lesson reviews
1.3. Lesson 1 Plan an activity with someone • 1.3.1. -Grammar: Can and have to • 1.3.2. - Pronunciation: Can / Can't • 1.3.3. -Conversation Model: Rhythm and intonation. • 1.3.4. Conversation activator: Suggesting an activity, a day, and a time.	2	1	1	2	Grammar: Use deductive method on Can and have to / present continuous. Speaking: Discuss questions and answers to confirm information	Use grammar rules can / can't and present continuous in communicative activities. Turning down and accepting invitations / suggesting alternatives.	Homework Written assignments Research activities about the unit Lesson reviews
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	0.5	2	Grammar: introduce the use of can/can't and have to pointing out that for the third person has to is applied by asking questions Listening / pronunciation: Can / can't.	Grammar exercises: distinguish between when to use the simple present tense or the present continuous. Listening exercise: listen to the conversations and discriminate the appropriate adverb	Homework Written assignments Research activities about the unit Lesson reviews
1.5. Lesson 3 Discuss fitness and eating habits • 1.5.1. Listen and Comprehension: Listen for main ideas and details. • 1.5.2. Pronunciation: Third-person singular –s	2	1	0.5	3	Grammar: introduce the use of can/can't and have to pointing out that for the third person has to is applied by asking questions Listening / pronunciation: Can / can't.	Discussion: invite students to express their views in relation to good fitness and eating habits and to tell about their own habits. Pronunciation: stress of the third person singular –s/es.	Homework Written assignments Research activities about the unit Lesson reviews
1.6. Lesson 4 Describe your routines • 1.6.1. Reading: When you think you can't. • 1.6.2. Describe your routines.	1	2	1	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.	Reading: students read individually the text and answer the comprehension questions. Describe your routines: Students are to fill the notepadding box individually.	Homework Written assignments Research activities about the unit Lesson reviews



1.7. Review							
1.7.1. Listening Grammar and vocabulary 1.7.2. Writing: Describe your exercise and health habits. 1.7.3. Oral review 1.7.4. Assessment activities unit 1	2	1	1	4	Listening: ask students to share their answers and let them know the correct ones. Writing: check the answers and invite them to correct the answers given. Brainstorm questions about the topic.	Listening: tick the write question. Writing: write activities that you do in the places given. Answer the question with real information using simple present tense or the present continuous.	Homework Written assignments Research activities about the unit Lesson reviews
TOTAL DE HORAS (La suma del total de horas debe ser igual a la determinada en la malla curricular por cada componente de aprendizaje; sin embargo, para cada tema tratado será decisión del profesor la distribución de horas en cada componente)	11	10	5.5				
EVALUACIÓN: En este apartado se deberá indicar los tipos de evaluación que se aplicarán (diagnóstica, formativa y sumativa), así como las técnicas e instrumentos a utilizar, a fin de evidenciar mediante los criterios de evaluación el logro de los resultados de aprendizaje.							
Tipos de Evaluación	Técnicas				Instrumentos		
Diagnóstica	Evaluación de Desempeño				Cuestionario en Saberes Previos		
					Cuestionarios		
					Ensayo		
	Observación				Ficha de trabajo individual y/o grupal		
					Guía de Preguntas		
					Demostración		
Formativa	Evaluación de Desempeño				Rúbrica		
					Pruebas Escritas Objetivas		
					Cuestionario en Saberes Previos		
	Observación				Cuestionarios		
					Ensayo		
					Ficha de trabajo individual y/o grupal		
Sumativa	Evaluación de Desempeño				Guía de Preguntas		
					Demostración		
					Rúbrica		
	Observación				Pruebas Escritas Objetivas		
					Cuestionario en Saberes Previos		
					Cuestionarios		



UNIDAD N°:		2					
NOMBRE DE LA UNIDAD:		ON VACATION					
NÚMERO DE HORAS POR UNIDAD:		22.5					
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.							
- 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							
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 To say Welcome back! To indicate enthusiasm about someone's return from a trip. To acknowledge someone's interest with Actually. To decline an offer of assistance with It's Ok. I'm fine. To confirm that an offer is declined with Are you sure?. To use absolutely to confirm a response. To show enthusiasm with No kidding! And Tell me more. Reading Activate language from a text Identify supporting details Support an opinion Draw conclusion Writing Write a guided essay about a vacation.							
CONTENIDOS ¿Qué debe saber, hacer y ser?		TEMPORALIZACIÓN			ACTIVIDADES DE APRENDIZAJE DE LA UNIDAD		
UNIDADES TEMÁTICAS	HORAS			SEMANA (de la 1 a la 16 ó 18 según corresponda)	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-experimental	Aprendizaje 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.	1	2	0.5	4	Warm-up: 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 tour and the cruise described on the brochure.	Warm up: listen and write students' answers and correct them. Pair work: invite students to compare their answers with a partner and optionally share them to the class. Discussion: collect the student	Homework Written assignments Research activities about the unit Lesson reviews
2.2. 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	1	0.5	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	Grammar: 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	Homework Written assignments Research activities about the unit Lesson reviews



2.3. Lesson 2 : Ask about someone's vacation. • 2.3.1. - Conversation model: describing 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	1	2	1	5	Conversation model: read and listen for main ideas and details. Grammar: the simple past tense ending: regular and irregular verbs explanation and grammar exercises to check comprehension. Pronunciation	Conversation model: rhythm and intonation: have students repeat chorally Grammar: let students do the grammar exercises and ask them to look back at the list of activities on page 62 and write a sentence	Homework Written assignments Research activities about the unit Lesson reviews
2.4. 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	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 photo	Vocabulary: in pairs use the vocabulary to describe a vacation and use intensifiers from lesson 2.1. Reading: ask students questions to relate the reading to their own lives and optionally draw a character	Homework Written assignments Research activities about the unit Lesson reviews
2.5. Lesson 4 : Describe vacation experiences • 2.5.1. - Vocabulary :Bad and good travel experiences • 2.5.2. - Now you can: describe vacation experiences	1	2	0.5	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	Vocabulary: ask students for the present form of the past verbs used in the examples given and to become a bad experience sentence into a good experience sentence. Optionally, ask pairs of students to	Homework Written assignments Research activities about the unit Lesson reviews
2.6. Review • 2.6.1. - Listening vocabulary and grammar • 2.6.2. -Writing: Write about a vacation you took. Answer the questions. • 2.6.3. - Oral review • 2.6.4. Assessment activities- Unit 2-	2	1	1	7	Listening: let students read the answers choices before listening the audio. Writing: tell students to check the list of ideas and recycle box from lesson 4. Oral review: ask students to look at the p	Listening: let students fill the gaps with the answers while listening and check them. Writing: students are to write about a vacation they took. Grammar: Change statements to a yes/no question. Oral	Homework Written assignments Research activities about the unit Lesson reviews
TOTAL DE HORAS (La suma del total de horas debe ser igual a la determinada en la malla curricular por cada componente de aprendizaje; sin embargo, para cada tema tratado será decisión del profesor la distribución de horas en cada componente)	9	9	4.5				
EVALUACIÓN: En este apartado se deberá indicar los tipos de evaluación que se aplicarán (diagnóstica, formativa y sumativa), así como las técnicas e instrumentos a utilizar, a fin de evidenciar mediante los criterios de evaluación el logro de los resultados de aprendizaje.							
Tipos de Evaluación	Técnicas				Instrumentos		
Diagnóstica	Evaluación de Desempeño				Cuestionario en Saberes Previos		
					Cuestionarios		
					Ensayo		
					Ficha de trabajo individual y/o grupal		
					Guía de Preguntas		
	Observación				Demostración		
					Rúbrica		
Pruebas				Pruebas Escritas Objetivas			



Formativa	Evaluación de Desempeño	Cuestionario en Saberes Previos
		Cuestionarios
		Ensayo
		Ficha de trabajo individual y/o grupal
		Guía de Preguntas
	Observación	Demostración
Sumativa	Evaluación de Desempeño	Rúbrica
		Pruebas
		Pruebas Escritas Objetivas
		Cuestionario en Saberes Previos
		Cuestionarios
		Ensayo
	Observación	Ficha de trabajo individual y/o grupal
		Guía de Preguntas
		Demostración
	Pruebas	Rúbrica
		Pruebas Escritas Objetivas



UNIDAD N°:		3					
NOMBRE DE LA UNIDAD:		SHOPPING FOR CLOTHES.					
NÚMERO DE HORAS POR UNIDAD:		23					
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.							
- • 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. - • 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.							
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 To use Excuse me to indicate you didn't understand or couldn't hear. To use excuse me to begin a conversation with a clerk. To follow a question with more information for clarification. To acknowledge someone's assistance with Thanks for your help. To respond to gratitude with My pleasure. Reading Identify supporting details Paraphrase Apply information Writing Write a letter or e-mail explaining what clothes to pack.							
CONTENIDOS ¿Qué debe saber, hacer y ser?		TEMPORALIZACIÓN		ACTIVIDADES DE APRENDIZAJE DE LA UNIDAD			
UNIDADES TEMÁTICAS	HORAS			SEMANA (de la 1 a la 16 ó 18 según corresponda)	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-experimental	Aprendizaje autónomo				
3.1. Preview • 3.1.1. Photo story: Read and listen to a conversation clerk and 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?	1	2	0.5	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.	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.	Homework Written assignments Research activities about the unit Lesson reviews
3.2. 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	1.5	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	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.	Homework Written assignments Research activities about the unit Lesson reviews



3.3. 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. Conversation Model : Use excuse me to begin a conversation with a clerk. • 3.3.4. Ask for a different size or color	2	1	0	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 questions to produce clear examples	Vocabulary: have students listen to the conversations and fill the statements given. Optionally, have students look at the clothes catalogue in the preview lesson and ask them questions to empathize t	Homework Written assignments Research activities about the unit Lesson reviews
3.4. Lesson 3 Navigate a mall or department store • 3.4.1. - Vocabulary: locations and directions • 3.4.2. Now you can: choose five departments from the store directory and write one thing you would like to get.	1	2	1.5	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.	Vocabulary: have students write directions to the classroom from the university entrance. Listening comprehension: have students listen and mark the places on the pictures.	Homework Written assignments Research activities about the unit Lesson reviews
3.5. 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	0	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	Vocabulary: draw to columns on the board to be filled with examples provided by students. Reading: after reading ask them comprehension and vocabulary questions.	Homework Written assignments Research activities about the unit Lesson reviews
3.6. Review • 3.6.1. - Listening, vocabulary and grammar. • 3.6.2. - Writing: Imagine that you have a friend from another country. With a letter explaining the appropriate dress. • 3.6.3. Oral review • 3.6.4. -Assessment activities-unit 3	1	2	1.5	10	Listening: have students listen to the conversations. Express your opinion: have students check the chart. Grammar: have students read the travel article.	Listening: have students do the listening exercise. Express opinion: have students fill the chart and share their answers with the class.	Homework Written assignments Research activities about the unit Lesson reviews
TOTAL DE HORAS (La suma del total de horas debe ser igual a la determinada en la malla curricular por cada componente de aprendizaje; sin embargo, para cada tema tratado será decisión del profesor la distribución de horas en cada componente)	8	10	5				
EVALUACIÓN: En este apartado se deberá indicar los tipos de evaluación que se aplicarán (diagnóstica, formativa y sumativa), así como las técnicas e instrumentos a utilizar, a fin de evidenciar mediante los criterios de evaluación el logro de los resultados de aprendizaje.							
Tipos de Evaluación	Técnicas			Instrumentos			
Diagnóstica	Evaluación de Desempeño			Cuestionario en Saberes Previos			
				Cuestionarios			
				Ensayo			
				Ficha de trabajo individual y/o grupal			
				Guía de Preguntas			
	Observación			Demostración			
Pruebas			Rúbrica				
			Pruebas Escritas Objetivas				
			Cuestionario en Saberes Previos				



DIRECCIÓN ACADÉMICA
VICERRECTORADO ACADÉMICO



UNACH-RGF-01-03-01.01.b

Versión 3: 28-10-2021

Formativa	Evaluación de Desempeño	Cuestionarios
		Ensayo
		Ficha de trabajo individual y/o grupal
		Guía de Preguntas
Sumativa	Observación	Demostración
		Rúbrica
		Pruebas Escritas Objetivas
		Pruebas Escritas Objetivas
Sumativa	Evaluación de Desempeño	Cuestionario en Saberes Previos
		Cuestionarios
		Ensayo
		Ficha de trabajo individual y/o grupal
Sumativa	Observación	Guía de Preguntas
		Demostración
		Rúbrica
		Pruebas Escritas Objetivas



UNIDAD N°:		4					
NOMBRE DE LA UNIDAD:		TAKING TRANSPORTATION					
NÚMERO DE HORAS POR UNIDAD:		22.5					
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.							
- Describe transportation problems to talk and discuss bad experiences with transportation. - 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. - 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.							
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 To use I'm sorry to respond with disappointing information. To use well to introduce an alternative. To use I hope so to politely respond to an offer of help. To use let me check to buy time to get information. Reading Make decisions based on schedules and needs Critical thinking. Writing Write about two different trips, one past trip and one future trip.							
CONTENIDOS ¿Qué debe saber, hacer y ser?		TEMPORALIZACIÓN				ACTIVIDADES DE APRENDIZAJE DE LA UNIDAD	
UNIDADES TEMÁTICAS	HORAS			SEMANA (de la 1 a la 16 ó 18 según corresponda)	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-experimental	Aprendizaje autónomo				
4.1. 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	0	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.	Warm up: Ask students questions to clarify the vocabulary related to schedules. Speaking: have pairs share their answers. Photo story: have students read and listen. Ask them questions to check comprehension.	Homework Written assignments Research activities about the unit Lesson reviews
4.2. 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. - Conversation activator: Where you want to go. • 4.2.4. - Now you can: Discuss schedules and buy tickets.	2	1	1	11	Vocabulary: flash card player. Have students read and listen the vocabulary words. Grammar: explain the grammar box and ask questions using should and could and write the answers on the board.	Vocabulary: ask students questions in relation to the pictures, to their last flight and have them speak about their last airplane and train trips. Have students complete the vocabulary exercise.	Homework Written assignments Research activities about the unit Lesson reviews
4.3. Lesson 2 Book travel services • 4.3.1. - Grammar: Be going to + base form to express the future. • 4.3.2. - Grammar practice. • 4.3.3. - Vocabulary: travel services. • 4.3.4. -Conversation activator: book a rental car, a taxi, o a limousine.	1	2	0.5	11	Grammar: Explain students the concept of 'future'. Have students read the grammar box and speak about their future plans. Pair work: have students brainstorm question	Grammar: Write incorrect sentences using going to and ask students to point out the mistakes and tell the write one. Have students do the grammar practice exercise and complete the e-mail.	Homework Written assignments Research activities about the unit Lesson reviews



4.4. Lesson 3 Understand airport announcements • 4.4.1. - Before you listen: vocabulary: Airline passenger information. • 4.4.2. - Now you can: understand airport announcements .	2	1	1	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 and complete the activities	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. Listening	Homework Written assignments Research activities about the unit Lesson reviews
4.5. Lesson 4 Describe transportation problems. • 4.5.1. - Before you read: vocabulary: Transportation problems • 4.5.2. - Reading: Got bumped from a flight?	1	2	0.5	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.	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 problems:	Homework Written assignments Research activities about the unit Lesson reviews
4.6. Review • 4.6.1. - Listening: true or false exercise. • 4.6.2. - Writing: Write two paragraphs about your most recent trip and one about your next trip. Use be going to. • 4.6.3. - Oral review. • 4.6.4. - Assessment activities-unit 4	2	1	1.5	13	Listening: have students look at the departure board.. Vocabulary: have students read the statements. Writing: have students read the notes about the two trips and clarify any doubts that arise.	Listening: have students decide if statements are true or false.. Vocabulary: have students complete the statements with a correct word or phrase. Writing: have students write the two paragraphs.	Homework Written assignments Research activities about the unit Lesson reviews
TOTAL DE HORAS (La suma del total de horas debe ser igual a la determinada en la malla curricular por cada componente de aprendizaje; sin embargo, para cada tema tratado será decisión del profesor la distribución de horas en cada componente)	10	8	4.5				
EVALUACIÓN: En este apartado se deberá indicar los tipos de evaluación que se aplicarán (diagnóstica, formativa y sumativa), así como las técnicas e instrumentos a utilizar, a fin de evidenciar mediante los criterios de evaluación el logro de los resultados de aprendizaje.							
Tipos de Evaluación	Técnicas			Instrumentos			
Diagnóstica	Evaluación de Desempeño			Cuestionario en Saberes Previos			
				Cuestionarios			
				Ensayo			
				Ficha de trabajo individual y/o grupal			
				Guía de Preguntas			
	Observación			Demostración			
Pruebas			Rúbrica				
Formativa	Evaluación de Desempeño			Pruebas Escritas Objetivas			
				Cuestionario en Saberes Previos			
				Cuestionarios			
				Ensayo			
				Ficha de trabajo individual y/o grupal			
	Observación			Guía de Preguntas			
Pruebas			Demostración				
				Rúbrica			
				Pruebas Escritas Objetivas			
				Cuestionario en Saberes Previos			
				Cuestionarios			



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VICERRECTORADO ACADÉMICO



UNACH-RGF-01-03-01.01.b

Versión 3: 28-10-2021

Sumativa	Evaluación de Desempeño	Ensayo
		Ficha de trabajo individual y/o grupal
		Guía de Preguntas
	Observación	Demostración
		Rúbrica
	Pruebas	Pruebas Escritas Objetivas



UNIDAD N°:		5					
NOMBRE DE LA UNIDAD:		SPENDING MONEY					
NÚMERO DE HORAS POR UNIDAD:		25.5					
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. - 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 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.							
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 To use well to connect an answer to an earlier question To use how about ...? To make a financial offer To use OK to indicate that an agreement has been reached Reading Classify information Draw conclusion Apply information Writing Write a guide to your city, including information on where to stay, visit, and shop							
CONTENIDOS ¿Qué debe saber, hacer y ser?		TEMPORALIZACIÓN				ACTIVIDADES DE APRENDIZAJE DE LA UNIDAD	
UNIDADES TEMÁTICAS	HORAS			SEMANA (de la 1 a la 16 ó 18 según corresponda)	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-experimental	Aprendizaje autónomo				
5.1. 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	0	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.	Vocabulary: ask students comprehension questions. Pair work: have students share with the class the answers given to the questions. Photo story: ask comprehension questions	Homework Written Assignments Research activities about the unit Lesson reviews
5.2. Lesson 1: Ask for a recommendation • 5.2.1. Grammar: superlative adjectives • 5.2.2. Grammar practice • 5.2.3. Conversation model: Use superlative adjectives, to ask a recommendation. • 5.2.4. Conversation activator: Change the conversation model. Use superlative adjectives.	2	1	1	14	Grammar: have students read the grammar box and ask comprehension questions. Explain comparative and superlative adjectives. Have students listen and repeat the irregular forms	Grammar: remind students of the vocabulary learned in unit 1 asking some questions. Have students do the grammar practice exercises A and B and correct the answers. .	Homework Written assignments Research activities about the unit Lesson reviews
5.3. 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. - Bargain for a lower price:	1	2	0.5	14	Conversation model: have students look at the photo and ask comprehension questions. Rhythm and intonation: have students repeat each line chorally.	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.	Homework Written assignments Research activities about the unit Lesson review



5.4. 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	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:	Reading: have students do the exercise A, B and C related to the reading text. Discuss showing appreciation for service: have students fill the notepadding in pairs. Have pairs share their conclusion	Homework Written assignments Research activities about the unit Lesson reviews
5.5. Lesson 4: Describe where to get the best deals. • 5.5.1. Vocabulary: describe good and bad deals. • 5.5.2. Now you can: Describe where to get the best deals	1	2	0.5	15	Vocabulary: flash card player. Have students look at the picture and ask comprehension questions. Listening comprehension: introduce the activity by pointing out what is the listening about.	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 deal	Homework Written assignments Research activities about the unit Lesson reviews
5.6. Review • 5.6.1. Listening Vocabulary • 5.6.2. Writing: write a guide to the best places for a visitor • 5.6.3. Oral review • 5.6.4. Assessment activities-unit 5 • 5.6.5. Final Project • 5.6.6. Final Evaluation	3	3	1.5	16	Listening: explain students what satisfactory means. Vocabulary: have students look at exercise B. Grammar: remind students of the use of too and enough. Writing: explain students the writing task	Listening: have students listen to the conversations and do exercise A. Vocabulary: have students do exercise B. Grammar: have students do exercise C. Writing: have students do the writing task.	Homework Written assignments Research activities about the unit Lesson reviews
TOTAL DE HORAS (La suma del total de horas debe ser igual a la determinada en la malla curricular por cada componente de aprendizaje; sin embargo, para cada tema tratado será decisión del profesor la distribución de horas en cada componente)	10	11	4.5				
EVALUACIÓN: En este apartado se deberá indicar los tipos de evaluación que se aplicarán (diagnóstica, formativa y sumativa), así como las técnicas e instrumentos a utilizar, a fin de evidenciar mediante los criterios de evaluación el logro de los resultados de aprendizaje.							
Tipos de Evaluación	Técnicas			Instrumentos			
Diagnóstica	Evaluación de Desempeño			Cuestionario en Saberes Previos			
				Cuestionarios			
				Ensayo			
	Observación			Ficha de trabajo individual y/o grupal			
				Guía de Preguntas			
				Demostración			
Pruebas			Rúbrica				
			Pruebas Escritas Objetivas				
Formativa	Evaluación de Desempeño			Cuestionario en Saberes Previos			
				Cuestionarios			
				Ensayo			
	Observación			Ficha de trabajo individual y/o grupal			
				Guía de Preguntas			
				Demostración			
Pruebas			Rúbrica				
			Pruebas Escritas Objetivas				
			Cuestionario en Saberes Previos				
			Cuestionarios				



Sumativa	Evaluación de Desempeño	Ensayo
		Ficha de trabajo individual y/o grupal
		Guía de Preguntas
	Observación	Demostración
		Rúbrica
	Pruebas	Pruebas Escritas Objetivas

7. INVESTIGACIÓN FORMATIVA.

De acuerdo a los temas y subtemas del sílabo se realizarán actividades que promuevan la investigación formativa como estrategia general de aprendizaje para la formación del estudiante.

8. METODOLOGÍA:

Metodología de enseñanza aprendizaje

- Aprendizaje activo.
- Aprendizaje Basado en Proyectos
- Aprendizaje Colaborativo.
- Aprendizaje Cooperativo
- Clase Invertida
- Dinámicas de grupo
- Exposición de trabajos
- Talleres
- Foros
- Aprendizaje Basado en Problemas
- Clase Invertida
- Blended Learning

Técnicas de enseñanza aprendizaje.

- Pruebas:
- Observación:
- Evaluación de Desempeño:

Recursos:

- Aula virtual
- Computador
- Diapositivas
- Herramientas Web 2.0
- Internet
- Pizarra digital
- Red Social
- Microsoft Teams
- Webex Cisco
- Zoom
- Blog
- Presentaciones en power point
- Videotutoriales

9. ESCENARIOS DE APRENDIZAJE:

- Ambientes Virtuales
- Aula de clase
- Biblioteca Virtual
- Laboratorio
- www.engrade.com
- www.myenglishlab.com
- CEDIA Zoom
- Virtual classroom Moodle
- Classroom with multimedia an English lab

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: (Copiar los elaborados para cada unidad)	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 BAJO	
• • 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.	X			Can discuss fitness and eating habits.
• • Plan an activity with someone using can/can't to express possibility and using have to/haven't to express obligation.	X			Can plan an activity with someone.
• • Describe their routines using present simple and frequency adverbs to talk about personal and someone routines.	X			Can describe their routines
• • 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.	X			- Can talk about habitual activities and future plans
• • 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.		X		- Can greet someone arriving from a trip
• • 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.	X			- Can ask 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.	X			- Can discuss vacation preferences
• Describe vacation experiences to talk and describe personal and someone bad and good experiences while being on vacation		X		- Can describe good and bad vacation experiences
• • Navigate a mall or department store using prepositions of interior location to understand, to describe and to ask for locations and directions.		X		- Can navigate a mall or department store
• • Discuss clothing do's and don'ts using formality, appropriateness and strictness adjectives to talk about clothing customs.	X			Can discuss clothing do's and don'ts
• • 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.	X			- Can shop and pay for clothes
• • Ask for a different size or color using comparative adjectives to compare clothing and to distinguish between singular and plural items.		X		- Can ask for a different size or color
• • Describe transportation problems to talk and discuss bad experiences with transportation.			X	- Can describe transportation problems
• • Book travel services using –be going + base form and present continuous to talk about future travels.		X		- Can book travel services
• • Understand airport announcements to understand airline passenger information, some flight problems and pre-flight instructions.		X		- Can understand airport announcements



• 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.	X			- Can discuss schedules and buy tickets.
• Ask for a recommendation using superlative adjectives to compare more than two places, people, things or ideas .			X	- Can ask for a recommendation
• 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.	X			- Can bargain for a lower price
• Discuss showing appreciation for something to talk and give advice about customs of other countries.		X		- Can discuss showing appreciation for service
• 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.			X	Can describe where to get the best deals

11. BIBLIOGRAFÍA

11.1 BIBLIOGRAFÍA FÍSICA
11.1.1 BÁSICA:
• TOP NOTCH 1 Saslow Joan Pearson
11.1.2 COMPLEMENTARIA:
Top Notch 1 Third Edition Active teach 2015, Joan Saslow/Allen Ascher Pearson, Longman.
11.2 BIBLIOGRAFÍA DIGITAL
11.2.1 BÁSICA (Libros digitales desde el repositorio de la Institución)
11.2.2 COMPLEMENTARIA (Libros digitales de libre acceso)
Merriam- Webster (Digital Dictionary)
11.3 WEBGRAFÍA: (Recursos procedentes de Internet en el área de estudio de libre acceso)
myenglishlab.com Merriam- Webster dictionary https://learningenglish.britishcouncil.org/es

12. PERFIL DEL DOCENTE:

licenciado en idiomas

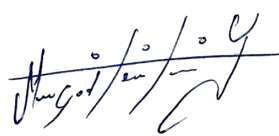


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Versión 3: 28-10-2021

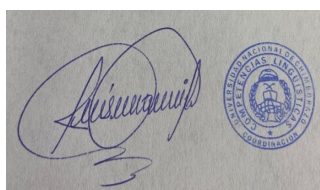
RESPONSABLE(S) DE LA ELABORACIÓN DEL SÍLABO:	Nombre: Lcdo. DARIO JAMER CUTIOPALA LEON
	

LUGAR Y FECHA:	Riobamba, 25 de October de 2022
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REVISIÓN Y APROBACIÓN



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MAGDALENA INES ULLAURI MORENO

DIRECTOR DE CARRERA



ANEXOS

PONDERACIÓN PARA LA EVALUACIÓN DEL ESTUDIANTE POR ACTIVIDADES DE APRENDIZAJE:

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.

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