**SÍLABO DE ASIGNATURA**

**FACULTAD:** COMPETENCIAS LINGUÍSTICAS

**CARRERA:** Inglés (A)

**ESTADO:** Vigente

**NIVEL DE FORMACIÓN:** Pregrado

**MODALIDAD:** Híbrida

**ASIGNATURA:** InglésA2

**PERÍODO ACADÉMICO DE EJECUCIÓN:** 2024-2S

**PROFESOR ASIGNADO:**

# INFORMACIÓN GENERAL DE LA ASIGNATURA

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| **CÓDIGO:** | EINA2 | |
| **NOMBRE:** | INGLES (A) | |
| **NIVEL:** | A2 | |
| **UNIDAD DE ORGANIZACIÓN CURRICULAR (De acuerdo a la malla curricular)** | BÁSICA | |
| **CAMPO DE FORMACIÓN (De acuerdo a la malla curricular):** | **COMUNICACIÓN Y LENGUAJE** | |
| **NÚMERO DE SEMANAS EFECTIVAS DE CLASES:** | 16 | |
| **NÚMERO DE HORAS POR SEMANA DE ACTIVIDADES DE APRENDIZAJE** | Aprendizaje en contacto con el docente | 3 |
| Aprendizaje práctico-experimental | 3 |
| Aprendizaje autónomo | 3 |
| **TOTAL DE HORAS POR SEMANA DE LA ASIGNATURA:** | 9 | |
| **TOTAL DE HORAS POR EL PERÍODO ACADÉMICO:** | 144 | |

# PRERREQUISITOS Y CORREQUISITOS:

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

# DESCRIPCIÓN E INTENCIÓN FORMATIVA DE LA ASIGNATURA:

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

A2

* Es capaz de comprender frases y expresiones de uso frecuente relacionadas con áreas de experiencia que le son especialmente relevantes (información básica sobre sí mismo y su familia, compras, lugares de interés, ocupaciones, etc.).

* Puede comunicarse en tareas sencillas y habituales que requieran un intercambio de información simple y directo sobre asuntos familiares y rutinarios.

* Sabe describir en términos sencillos aspectos de su pasado, su entorno inmediato y cuestiones relacionadas con necesidades inmediatas.

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

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

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

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.

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

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

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

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

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

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

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

The students ...

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

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

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

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

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

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

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

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

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

The students will …

Understand, produce, disseminate and disseminate oral and written information in first and second languages, assessing how, when and with whom they interact. Know the set of standards and deontological codes guaranteeing ideal professional performance articulated with social actions. Recognize the diversity of people and their individual differences in professional and personal performance, as a conception of life. Apply technology, based on knowledge of techniques and tools, appropriately with responsibility and efficiency for professional strengthening.

# UNIDADES CURRICULARES

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **UNIDAD Nº:** 1  **NOMBRE DE LA UNIDAD:** GETTING ACQUAINTED (THE PRESENT PERFECT)  **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 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. Diagnostic Test      1. Guidelines for the course      2. Oral/ written diagnosis evaluation. | | 1 | | 2 | | | 0.0 | | | 1 | | | Review of previous level. | | | | Applying diagnosis activities | | | | No activities |
| * 1. **Preview:** Customs around the world   1**.2.1 Photo Story:** People meeting in a hotel lobby  **1.2.2 Speaking:** Advice for visitors about how to behave in your country | | 2 | | 1 | | | 1,5 | | | 1 | | | Warm-up Preview:  Reading Customs about the world. Speaking Photo story | | | | Pair work: discussion Focus on language  Think & explain | | | | Homework |
| * 1. **Lesson 1:**   **Get reacquainted with someone.**   * + 1. **Grammar:** Present Perfect     2. **Grammar practice**     3. **Conversation model:** read and listen to people getting reacquainted     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 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. | | 1 | | 2 | | | 1,50 | | | 2 | | | Speaking:  Conversation model  Vocabulary Digital flash cards Grammar:  Applying Inductive method      “Now you can..” activity | | | | Reading & Listening the conversation Vocabulary flash card player Grammar I. analysis Grammar practice Listen to activate Gr. Digital video: conversation activator | | | | Homework  Written assignments    Lesson reviews |
| * 1. **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 1QUIZ**  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 Nº: 2**  **NOMBRE DE LA UNIDAD:** GOING TO THE MOVIES (THE PRESENT PERFECT WITH FOR AND SINCE, WOULD LIKE AND WOULD RATHER)  **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 contentWrite 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 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:** 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 assignments  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.  **2.2.3 Conversation model:** Apologize for being late.  2.2.4 **Conversation Activator:** apologize 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 & intonation | | | | Homework  Written assignments |
| **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 all-time favorite movie?” | | 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 & Listening Rhythm and Intonation Conversation activator video Changing partners to change movies. | | | | Homework  Written assignments |
| **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 Nº: 3**  **NOMBRE DE LA UNIDAD:** STAYING IN HOTELS **(THE FUTURE WITH WILL, THE REAL CONDITIONAL)**  **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 detailsWrite 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**  (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**  **Staying in hotels**  **3.1.1Vocabulary:** 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  **3.2.4 Conversation Activator:** Leave and take a message | | 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  Inductive analysis Grammar practice. | | | | Homework  Written assignments    Lesson reviews |
| **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 Nº: 4**  **NOMBRE DE LA UNIDAD:** CARS AND DRIVING **(THE PAST CONTINUOUS, DIRECT OBJECTS)**  **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**  **¿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 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: Cars and Driving**  **4.1.1 Vocabulary:** Eight Habits of Bad drivers.  **4.1.2 Photo Story:** Read and listen to a conversation between two old friends. | | 2 | | 1 | | | | | 1,50 | | | 10 | | | Warm up Preview: Analyze a survey about bad driving Vocabulary Digital flash cards  Speaking  Photo story | | Checking comprehension Vocabulary flash card player Pair work to compare  Reading & Listening Focus on language: | | | | Homework  Written assignments  Research activities    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.    Game: Mime the actions  Check comprehension Completing information | | | | Homework  Written assignments    Lesson reviews |
| **4.4 Lesson 3:**  **Rent a Car.**  **4.4.1 Vocabulary and Listening Comprehension**  **4.4.2 Now you can: R**ent 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 Notepadding  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 | | | Vocabulary Digital flash cards   Reading: Before Reading Vocabulary   “Now you can… “activity | | Vocab. Flash card player Warm up Understanding from context Critical thinking  Notepadding to describe Discussing on specific topic | | | | Homework  Written assignments  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. | | | | -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 Nº: 5**  **NOMBRE DE LA UNIDAD:** PERSONAL CARE AND APPEARANCE **(SOME AND ANY, SOMEONE, NO ONE, ANYONE)**  **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 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**  **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 ways to improve appearance:** How far would you go to improve your appearance?. | 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 context. Confirming content and apply information | | | Written assignments  Research activities   Lesson reviews | |
| **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 formal letter Talk about one question about beauty.  Pair work to create a conversation | | | Homework  Written assignments  Lesson reviews | |
| **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 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 | | | |

# INVESTIGACIÓN FORMATIVA.

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| NO APLICA |

# METODOLOGÍA:

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| **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* |

# ESCENARIOS DE APRENDIZAJE:

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| CEDIA ZOOM  Virtual classroom MOODLE  Classroom with multimedia and English lab:  [www.engrade.com](http://www.engrade.com)  [http://product.pearsonelt.com/topnotch2e/#](http://product.pearsonelt.com/topnotch2e/) |

# 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.   - 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. | 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 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. |

# BIBLIOGRAFÍA

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| --- |
| **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)…………………………………………. |

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| **LUGAR Y FECHA:** | *Riobamba, 19 de septiembre de 2024* |

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| **REVISIÓN Y APROBACIÓN**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| Mg. Geovanny Armas  COORDINADOR 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 compresión 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.***