



DIRECCIÓN ACADÉMICA
VICERRECTORADO ACADÉMICO

SÍLABO DE LA ASIGNATURA

FACULTAD:	COMPETENCIAS LINGÜÍSTICAS
CARRERA:	INGLÉS (A)
ESTADO:	VIGENTE
NIVEL DE FORMACIÓN:	TERCER NIVEL
MODALIDAD:	IDIOMAS
ASIGNATURA:	INGLÉS B1
PERÍODO ACADÉMICO DE EJECUCIÓN:	CI Periodo 2024 - 1S
PROFESOR ASIGNADO:	EDISON HERNAN SALAZAR CALDERON
FECHA DE CREACIÓN:	Riobamba, 10 de abril de 2024
FECHA DE ÚLTIMA ACTUALIZACIÓN:	Riobamba, 10 de abril de 2024



1. INFORMACIÓN GENERAL DE LA ASIGNATURA:

CÓDIGO:	EINB1	
NOMBRE:	INGLÉS B1	
SEMESTRE:	B1	
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	3,00
TOTAL DE HORAS POR SEMANA DE LA ASIGNATURA:	9,00	
TOTAL DE HORAS POR EL PERÍODO ACADÉMICO:	144,00	

2. PRERREQUISITOS Y CORREQUISITOS:

PRERREQUISITOS		CORREQUISITOS	
ASIGNATURA	CÓDIGO	ASIGNATURA	CÓDIGO

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 garantizan una vida digna y con igualdad de derechos que afirmen la interculturalidad y plurinacionalidad, la misión y visión tanto de la UNACH como de la C.C.L.

4. COMPETENCIA(S) DEL PERFIL 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 discuss culture through real examples to students support their ideas. - To explain information about types of treatments through comprehensive activities such a way students are able to talk about medications. - To identify the quality of service through different activities so that students are able to plan a meeting or social events. - To criticize the reading habits through tasks to students discuss the variety of reading materials. - To retell natural disasters through activities so that students prepare a plan for emergencies.

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 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 spoken. - Can produce simple connected text 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.

6. UNIDADES CURRICULARES:



UNIDAD N°:		1					
NOMBRE DE LA UNIDAD:		MAKE A SMALL TALK					
NÚMERO DE HORAS POR UNIDAD:		28,8					
RESULTADOS DE APRENDIZAJE DE LA UNIDAD. - Los resultados de aprendizaje demuestran lo que el estudiante será capaz de resolver al finalizar un proceso formativo. Su estructura es: verbo en tercera persona del presente simple en singular + objeto + condición + finalidad. Su propósito es tributar al cumplimiento de las competencias declaradas en el perfil de egreso.							
- Los resultados de aprendizaje demuestran lo que el estudiante será capaz de resolver al finalizar un proceso formativo. Su estructura es: verbo en tercera persona del presente simple en singular + objeto + condición + finalidad. Su propósito es tributar al cumplimiento de las competencias declaradas en el perfil de egreso. Students will be able to: 1. Make small talk appropriately to communicate their proper address. 2. Describe a busy schedule using past perfect tense to talk about their real situations 3. Develop your cultural awareness using the raised vocabulary to discuss their differences of opinion. 4. Discuss how culture changes over time applying prior knowledge to express their opinion about the topic.							
CRITERIOS DE EVALUACIÓN. - Expresan características de los resultados esperados: son la base para diseñar la evaluación. Los criterios de evaluación se estructuran con: verbo en infinitivo + objeto + contexto). Se reflejan en los instrumentos de evaluación mediante indicadores que se corresponden							
Expresan características de los resultados esperados: son la base para diseñar la evaluación. Los criterios de evaluación se estructuran con: verbo en infinitivo + objeto + contexto. Se reflejan en los instrumentos de evaluación mediante indicadores que se corresponden. SPEAKING AND LISTENING - Talk about the weather to begin a conversation with someone you don't know. - Use questions tags to encourage someone to make small talk. - Ask about how someone wants is being addressed. - Answer a Do you mind questions with absolutelynot to indicate agreement. - Saythat was nothing! It suggest that something even more surprising happened. - Use Wow! It shows that you are impressed. READING - Apply prior knowledge. - Draw conclusions. - Understand from context about WRITING: - Formal e-mail etiquette.							
CONTENIDOS ¿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 evaluation • 1.1.1. -Guidelines for the course • 1.1.2. -Oral/ written diagnostic evaluation.	1	2	0	1	Revision about previous level.	Applying diagnostic test.	No activities
1.2. Preview: Meeting etiquette. • 1.2.1. Photo story: A conversation between two participants at the meeting. • 1.2.2. Speaking: Discussion about how would you like to be addressed.	2	1	1,5	1	Warm up Preview: Etiquette guideline. Reading: Apply prior knowledge. Read and summarize Understand from context. Speaking: Have students answer to give reasons think and explain Personalization Discu	Students check comprehension of key information by asking. Students use grammar rules to complete and present in communicative activities. Students predict answers to those questions and write their a	Platform: My English Lab Homework Research work Lesson reviews



1.3. Lesson 1: Making small talk • 1.3.1. Conversation model: Asking about proper address. • 1.3.2. Grammar: Tag questions. • 1.3.3. Pronunciation: Intonation of tag questions. Digital video coach. • 1.3.4. Conversation Activator: Make a small talk	2	1	1	2	Listening and Reading: Play the audio to check information. Listen to & repeat. Grammar: Find the grammar Listening and Speaking: Students have to pronounce with the correct intonation. Listen	Students listen and repeat then they check comprehension by asking. Student's practices tag questions through grammar exercises. Students listen and ask if they notice difference in intonation. Students	Platform: My English Lab Homework Research work Lesson reviews
1.4. Lesson 2: Describing a busy schedule • 1.4.1. Grammar: The past perfect statements. • 1.4.2. Grammar Practice: Getting the meaning to do list. • 1.4.3. Conversation Model: Describing a busy day or time • 1.4.4. Conversation Activator: Describe a busy day or time	2	2	1	2	Grammar: Grammar practice Read and Listening: Play the audio to check information. Speaking: Practice the conversation with a classmate.	Student's practices past perfect tense through grammar exercises. Students read and listen, check comprehension and reinforce the past perfect tense. Students perform a role play.	Platform: My English Lab Homework Research work Lesson reviews
1.5. Lesson 3: Developing your cultural awareness. • 1.5.1. Vocabulary and listening comprehension. • 1.5.2. Now you can: Develop your cultural awareness.	2	1	1,3	3	Listening: and Reading: Read, listen then listen again and repeat. Listening: Listen for main ideas and to summarize. Reading, writing and Speaking: With a partner look at the questions on the notepad	Students listen, repeat and comprehend the raised vocabulary. Students listen a radio show then check correct answer and finally write a summary using the vocabulary. Students answer questions from th	Platform: My English Lab Homework Research work Lesson reviews
1.6. Lesson 4: Discuss how cultural changes over time. • 1.6.1. Reading: Global Culture. • 1.6.2. Now you can: Discuss how culture changes over time.	1	2	1	3	Reading: Read, understand and analyze the draw conclusions. Speaking: Have students discuss and compare questions and answers.	Students read, understand and answer specific questions the volunteers share their information and explain about it. Students work is pairs and express their point of view about how culture has chang	Platform: My English Lab Homework Research work Lesson reviews
1.7. Unit 1 Quiz • 1.7.1. Listening, grammar and vocabulary. • 1.7.2. Writing evaluation. • 1.7.3. Speaking evaluation.	2	1	1	4	Listening: Listen to the conversations and choose the correct phrase. Writing: Essay: Ask Ss to write an essay about the unit topic. Speaking evaluation.	Students develop the test using the four language skills. Students must write an essay from 200 to 220 words based on the topic, grammar and vocabulary students learn.	Platform: My English Lab 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)	12	10	6,8	
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		Demostración	
	Observación		Demostración	
	Pruebas		Cuestionarios	
			Pruebas Escritas Objetivas	
Formativa	Evaluación de Desempeño		Demostración	
	Observación		Demostración	
	Pruebas		Cuestionarios	
			Pruebas Escritas Objetivas	
Sumativa	Evaluación de Desempeño		Demostración	
	Observación		Demostración	
	Pruebas		Cuestionarios	
			Pruebas Escritas Objetivas	



UNIDAD N°:		2					
NOMBRE DE LA UNIDAD:		HEALTH MATTERS					
NÚMERO DE HORAS POR UNIDAD:		28,8					
RESULTADOS DE APRENDIZAJE DE LA UNIDAD.- Los resultados de aprendizaje demuestran lo que el estudiante será capaz de resolver al finalizar un proceso formativo. Su estructura es: verbo en tercera persona del presente simple en singular + objeto + condición + finalidad. Su propósito es tributar al cumplimiento de las competencias declaradas en el perfil de egreso. - Students will be able to: 1. To offer a solution by applying conversation strategies to suggest alternatives on How to solve a problem. 2. To discuss how long a service will take to keep their customers coming back. 3. Evaluate the quality of service by giving enough reasons to recommend a local function. 4. Plan an event in the class or community by taking into account the importance of every detail to state the plan clearly.							
CRITERIOS DE EVALUACIÓN.- 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 1. Introduce limited information with I'm sorry, but 2. Show concern with is there anything wrong? and That must be awful 3. Begin a question of possibility with I wonder if 4. Use Let's see...to indicate you are checking for something 5. Confirm an appointment with I'll / We'll see you then 6. Express emphatic thanks with I really appreciate it 7. Listen to activate vocabulary. 8. Listen for details. Reading 9. Infer point of view. 10. Activate language from text. Writing 11. Support an opinion with personal examples.							
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: International Dental Services • 2.1.1. Photo story: Talking about a dental emergency during a trip. • 2.1.2. Speaking: Have you had an emergency that required medical attention?	1	2	2	4	Warm up Preview: health matters. Reading: Apply prior knowledge	Discriminate vocabulary words through pictures.	Platform: My English Lab Homework Research work Lesson reviews
2.2. Lesson 1 Show concern and offer help • 2.2.1. Vocabulary: Describing symptoms. • 2.2.2. Listening to activate vocabulary. Pronunciation. • 2.2.3. Grammar: Drawing conclusion with must. • 2.2.4. Conversation Activator: Show concern and offer help.	2	1	2	5	Draw conclusions Explanation about the meaning of the dialogue based on the dialogue. Presentation of a table to complete information.	Use grammar rules to complete and present in communicative activities Writing a form for a medical or dental appointment. Free writing answers.	Platform: My English Lab Homework Research work Lesson reviews
2.3. Lesson 2: Making a medical or dental appointment. • 2.3.1. Grammar: Will be able to; modal may and might. • 2.3.2. Vocabulary: Medical procedures. • 2.3.3. Conversation model. Making a medical appointment. • 2.3.4. Conversation Activator: Making an appointment to see a doctor or dentist.	2	2	1	5	Encourage students to identify expressions Make students to use expressions in context. Discriminate vocabulary words through pictures Make students to repeat the new vocabulary words Make students to	Use grammar rules to complete and present in communicative activities. Discriminate vocabulary words through pictures. Listen and repeat Listen for main and specific ideas. Role -Play the conversation	Platform: My English Lab Homework Research work Lesson reviews



2.4. Lesson 3: Discussing types of treatments. • 2.4.1. Reading: Consider the choices. • 2.4.2. Now you can: Discuss the questions, types of treatments, practitioners and treatments.	2	1	1	6	Get students use their notes to talk about the topic. Provide help as needed. Ask students to read aloud the reading provided Ask questions about the topic. Ask students to use their notes to talk abo	Listen for main and specific ideas. Read and discuss about a topic. Use grammar rules to complete and present in communicative activities.	Platform: My English Lab Homework Research work Lesson reviews.
2.5. Lesson 4: Talking about medications • 2.5.1. Vocabulary: Medications. Listening comprehension. • 2.5.2. Now you can: Talk about medications.	2	2	1,5	6	Presentation of the topic. Show students flash cards about some health symptoms. Practice repetition drills using intonation patterns. Allow students to use in other examples. Provide help as needed.	Expressing ideas about the topic. Discriminate vocabulary words through pictures. Listen for main and specific ideas.	Platform: My English Lab Homework Research work Lesson reviews
2.6. Unit 2 Quiz • 2.6.1. Listening, grammar and vocabulary. • 2.6.2. Writing evaluation. • 2.6.3. Speaking evaluation	2	1	1,3	7	Grammar: Permit students to use the grammar point to fill in gaps Writing: Essay: Ask Ss to write an essay about the unit topic. Speaking evaluation.	Use basic grammar rules: Present perfect in communicative activities. Students must write an essay from 200 to 220 words based on the topic, grammar and vocabulary students learn.	Platform: My English Lab 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	9	8,8				
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				Demostración		
	Observación				Demostración		
	Pruebas				Cuestionarios Pruebas Escritas Objetivas		
Formativa	Evaluación de Desempeño				Demostración		
	Observación				Demostración		
	Pruebas				Cuestionarios Pruebas Escritas Objetivas		
Sumativa	Evaluación de Desempeño				Demostración		
	Observación				Demostración		
	Pruebas				Cuestionarios Pruebas Escritas Oietivas		



UNIDAD N°:		3					
NOMBRE DE LA UNIDAD:		GETTING THINGS DONE					
NÚMERO DE HORAS POR UNIDAD:		28,8					
RESULTADOS DE APRENDIZAJE DE LA UNIDAD.- Los resultados de aprendizaje demuestran lo que el estudiante será capaz de resolver al finalizar un proceso formativo. Su estructura es: verbo en tercera persona del presente simple en singular + objeto + condición + finalidad. Su propósito es tributar al cumplimiento de las competencias declaradas en el perfil de egreso.							
- Students will be able to use the English language and their Knowledge to : 1. Apply conversation strategies Like "I'm sorry but ...) correctly, to politely turn down request; /"no problem" to indicate acceptance of someone / "maybe you could ..." to suggest alternatives on How to solve... to offer a solution. 2. Use their knowledge and English Language appropriately to discuss to provide other options to offer an answer on services and business giving enough details about them to support the reliability, for example how long a ceremony will take/the best ways for a company to keep its customers coming back. 3. Apply their knowledge to evaluate the quality of service by giving enough reasons for choosing or recommending a local company and services as support to recommend a local functions. 4. Demonstrate ability in Planning an Event in the class or community taking account the importance of every detail in regarding the necessary activities and elements to state the plan clearly.							
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							
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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: Are you a Procrastinator? • 3.1.1. - Photo Story: Placing orders at the copy shop. • 3.1.2. - Speaking: Are you procrastinator?	1	2	1	7	Warm up: according to the topic. Eliciting keywords meaning about it. Topic Presentation from a survey questions. Prepare Ss for the survey. Task instructions. Activity directions to help Ss cover th	Ss figure out and discuss the meaning of procrastinator... Ss make a list of things that they put off and things that they do right away. Listening the activity instructions. Reading & Writing on the su	Platform: My English Lab Homework Research work Lesson reviews
3.2. Lesson 1 Offer a solution • 3.2.1. Conversation Model. Asking for a favor. • 3.2.2. Grammar point: The Causative • 3.2.3. Listen to activate grammar: Use the causative "get" • 3.2.4. Conversation Activator: Offer a solution.	1	2	2	8	Activity directions. Ss Listening Comprehension Checking. Grammar Point Explanation Help to clarify the examples. Ss Comprehension Checking. Grammar Practice Directions The Passive Causative Vocabular	Conversation modeling. To Practice the ways to indicate acceptance of someone's excuse. Ss practice the use of Causative. Ss Red and Complete the incomplete statements.	Platform: My English Lab Homework Research work Lesson reviews



3.3. Lesson 2 Discuss How long a service will take. • 3.3.1. Grammar point. The Passive causative. • 3.3.2. Vocabulary & Grammar Practice: Services. • 3.3.3. Conversation Model: Requesting express service. • 3.3.4. Conversation Activator: Discuss how long a service will take.	2	1	1,8	8	Listening Comprehension Checking Grammar Point Presentation, Brain Storming Vocabulary and grammar Noun that can be used with that verbs. Conversation strategies Grammar: Causative with: get/have	Reading to Ss Find the Grammar. Ss study the examples. Writing Ss write statements and questions to provide, practice, and describe pictures from prompts and graphics. Ss Suggest alternatives You mayb	Platform: My English Lab Homework Research work Lesson reviews
3.4. Lesson 3 Evaluate the Quality of Service • 3.4.1. How can I help you? Activate language from text. • 3.4.2. Now you can: Evaluate the quality of service.	1	2	2	9	Warm up. To students infer the meaning For reading activity. Explore the Ss point of view. Give examples of each keyword definition complete the chart to evaluate the quality service.	Ss infer the author point of view Ss express their point of view about the author ideas. Speaking Ss give examples of personal expediciencies by using keywords from the text. Listening Ss listen and re	Platform: My English Lab Homework Research work Lesson reviews
3.5. Lesson 4 Plan an Event • 3.5.1. Vocabulary: Listening Comprehension. • 3.5.2. Now you can. Plan an event	2	1	2	9	Students understand the meaning of vocabulary for listening and reading on activities implied on planning an event.	Reading and listening to repeat. Listening for details. Writing & speaking. Ss write notes about two or three activities they have done or see for planning an event from key questions. Discussion about	Platform: My English Lab Homework Research work Lesson reviews
3.6. Unit 3 Quiz • 3.6.1. Listening, grammar and vocabulary. • 3.6.2. Writing evaluation. • 3.6.3. Speaking evaluation	1	2	2	10	Prepare students to solve a Questionnaire on the topic. Writing: Essay. Ask Ss to write an essay about the unit topic. Speaking evaluation.	Students solve the Questionnaire on the topic. Students must write an essay from 200 to 220 words based on the topic, grammar and vocabulary students learn.	Platform: My English lab. 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	10,8				

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	Demostración
	Observación	Demostración
	Pruebas	Cuestionarios Pruebas Escritas Objetivas
Formativa	Evaluación de Desempeño	Demostración
	Observación	Demostración
	Pruebas	Cuestionarios Pruebas Escritas Objetivas
Sumativa	Evaluación de Desempeño	Demostración
	Observación	Demostración



DIRECCIÓN ACADÉMICA
VICERRECTORADO ACADÉMICO



UNACH-RGF-01-03-01.01.b

Versión 3: 28-10-2021

	Pruebas	Cuestionarios
		Pruebas Escritas Objetivas



UNIDAD N°:		4					
NOMBRE DE LA UNIDAD:		READING FOR PLEASURE					
NÚMERO DE HORAS POR UNIDAD:		28,8					
RESULTADOS DE APRENDIZAJE DE LA UNIDAD. - Los resultados de aprendizaje demuestran lo que el estudiante será capaz de resolver al finalizar un proceso formativo. Su estructura es: verbo en tercera persona del presente simple en singular + objeto + condición + finalidad. Su propósito es tributar al cumplimiento de las competencias declaradas en el perfil de egreso.							
- Students will be able to: - Recommend a book by using Noun Clauses to set their ideas. - Ask about an article by using Embedded Questions to get specific information. - Describe your reading habits by using particular vocabulary to express likes. - Discuss online reading by getting information on a text to describe the positive and negative aspects of the topic.							
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							
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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: Looking for a good classic? • 4.1.1. -Photo story: A conversation at the bookstore. • 4.1.2. -Speaking: Do you prefer fictions or non-fictions fils?	2	1	2	10	Warm up: Introduction of the topic. Vocabulary: Explanation about use and usage of the new vocabulary words. Speaking: Showing the difference between fiction and non-fiction books. Listening: Getting	Students to get the new topic. Description of some book genres Selection of which genre is better based on students preferences. Expression of ideas about the topic. How to describe reading material.	Platform: My English Lab Homework Research work Lesson reviews.
4.2. Lesson 1 Recommend a book. • 4.2.1. Vocabulary: Ways to describe books. • 4.2.2. Grammar: Noun clauses • 4.2.3. Conversation Model; Recommending a book. • 4.2.4. Conversation Activator: Write notes about a book.	2	2	1	11	Listening: Getting new vocabulary to describe books. Grammar: The use of Noun clauses. Pronunciation: Practice stress in short answers.	Students get new vocabulary by describing kinds of book and also by using Noun clauses.	Platform: My English Lab Homework Research work Lesson reviews.
4.3. Lesson 2 Ask about an article. • 4.3.1. Conversation Model: Someone asks about an article • 4.3.2. Rhythm and Intonation. • 4.3.3. Grammar: Noun clauses: Embedded questions. • 4.3.4. Conversation Activator video: Ask about an article.	1	2	2	11	Pronunciation: correct Rhythm and Intonation in the dialogue. Grammar: Explanation of the grammar point and some examples. Presentation of a video to catch student's attention.	Getting the general information and focus attention on some expressions and sentences. Repetition of the dialogue by using rhythm and intonation Use the grammar point to describe reading likes. Focus	Platform: My English Lab Homework Research work Lesson reviews.



4.4. Lesson 3 Describe your reading habits. • 4.4.1. Vocabulary. Listening comprehension and taking notes • 4.4.2. Now you can: What are your reading habits?	2	1	1,3	12	Vocabulary: Exhibition of new vocabulary by pictures. Listening: Playing an audio to present the activity. Exposition of the activity with some examples.	Examples with the new vocabulary in a sentence and asks the students to repeat. Getting information by listening. Answering orally the questions presented in the activity.	Platform: My English Lab Homework Research work Lesson reviews.
4.5. Lesson 4. Discuss online reading. • 4.5.1. Reading habits in transition • 4.5.2. Now you can: Discuss reading online.	2	2	1	12	Reading: Giving basic information about the text. Speaking: Explanation about how to complete the information.	Getting the main idea and details of the text. Answers in questions by giving examples.	Platform: My English Lab Homework Research work Lesson reviews.
4.6. Unit 4 Quiz • 4.6.1. Listening, grammar and vocabulary. • 4.6.2. Writing evaluation. • 4.6.3. Speaking evaluation.	2	1	1,5	13	Giving instructions to complete the review activity. Writing: Essay: Ask Ss to write an essay about the unit topic. Speaking evaluation.	Examples about how to answer and fill the review. Students must write an essay from 200 to 220 words based on the topic, grammar and vocabulary students learn.	Platform: My English Lab 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	9	8,8				

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	Demostración
	Observación	Demostración
	Pruebas	Cuestionarios Pruebas Escritas Objetivas
Formativa	Evaluación de Desempeño	Demostración
	Observación	Demostración
	Pruebas	Cuestionarios Pruebas Escritas Objetivas
Sumativa	Evaluación de Desempeño	Demostración
	Observación	Demostración
	Pruebas	Cuestionarios Pruebas Escritas Objetivas



UNIDAD N°:		5					
NOMBRE DE LA UNIDAD:		PROFICIENCY PRACTICE					
NÚMERO DE HORAS POR UNIDAD:		28,8					
RESULTADOS DE APRENDIZAJE DE LA UNIDAD.- Los resultados de aprendizaje demuestran lo que el estudiante será capaz de resolver al finalizar un proceso formativo. Su estructura es: verbo en tercera persona del presente simple en singular + objeto + condición + finalidad. Su propósito es tributar al cumplimiento de las competencias declaradas en el perfil de egreso.							
- EXPRESS REGREST ABOUT PAST ACTIONS. - EXCHANGE PERSONAL EXPERIENCE AND INFORMATION - DISCUSS THE IMPACT OF INVETIONS/ DISCOVERIES RELATED TO YOUR CAREER. - PROPOSE SOLUTIONS TO GLOBAL PROBLEMS - DESCRIBE A NATURAL SIGHT7 GEOGRAPHICAL LOCATION.							
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							
Students will be able to: - Convey a message using indirect speech to sayexcuses. - Tell someone about the news using indirect speech (sayand tell) to talk about headlines - Describe natural disasters using adjectives of severity to create a news broadcasting - Prepare for an emergencysing vocabulary to construct a plan.							
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. Lesson1: Life Plans • 5.1.1. Grammar: Was / were going to and would. • 5.1.2. Grammar: perfect modals. • 5.1.3. Vocabulary: Reasons for changing plans. Listen to activate vocabulary.	1	2	1	13	Grammar: Chart analysis and practice. Pair work: possible reasons.	Sentence completion - Provide reasons for statements- Conversation strategy analysis- Note padding - Recycle this language	Research about activities on the unit - Extra worksheets- Assignme
5.2. Lesson 2: Holidays and Traditions. • 5.2.1. Grammar: Adjective clauses with subject relative pronouns who and that. • 5.2.2. Grammar: adjective clauses with object relative pronouns: who, whom and that	2	1	2	14	Vocabulary: Read, listen, and repeat the vocabulary. Completing a chart. Grammar: Chart analysis, and grammar practice.	Communicative activities: identify and use conversation strategies in context.	Extra worksheets - Assignments - Oral reports- Lesson reviews.
5.3. Lesson 3: Inventions and Discoveries • 5.3.1. Grammar: The unreal conditional: • 5.3.2. Grammar: The past unreal conditional. • 5.3.3. Vocabulary: Describing manufactured products.	1	2	1	14	Grammar: Understand the grammar, grammar practice. Vocabulary: Manufactured products, descriptive adjectives.	Vocabulary flash card player. -Use the prompts - Pair work -Use the target language	Research about activities on the unit - Extra worksheets - Assignments - Oral reports - Lesson reviews.



5.4. Lesson 4: Controversial Issues • 5.4.1. Grammar: Non-count nouns that represent abstracts ideas. • 5.4.2. Grammar: Verbs followed by objects and infinitives. • 5.4.3. Vocabulary: some controversial issues.	2	1	1	15	Grammar Verbs followed by objects and infinitives Vocabulary Some controversial	Communicative activities: identify and use conversation strategies in context.	Research about activities on the unit - Extra worksheets - Assignments - Oral reports - Lesson reviews
5.5. Lesson 5: Beautiful World. • 5.5.1. Grammar: Prepositional phrases • 5.5.2. Grammar: Too + adjectives an infinite • 5.5.3. Grammar: Too vs enough	1	2	1,3	15	Grammar Prepositional phrases, too + adjectives grammar practices. Reading: an online article.	Communicative activities: identify and use conversation strategies in context.	Research about activities on the unit - Extra worksheets - Assignments - Oral reports - Lesson reviews
5.6. Unit 5 Quiz • 5.6.1. Listening, grammar and vocabulary. • 5.6.2. Writting evaluation. • 5.6.3. Speaking evaluation. • 5.6.4. Final test	3	3	1,5	16	Giving instructions to complete the review activity. Writing: Essay: Ask Ss to write an essayabout the unit topic. Speaking evaluation.	Examples about how to answer and fill the review. Students must write an essay from 200 to 220 words based on the topic, grammar and vocabulary students learn	Platform: My English Lab 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	7,8				
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			Demostración			
	Observación			Demostración			
	Pruebas			Cuestionarios Pruebas Escritas Objetivas			
Formativa	Evaluación de Desempeño			Demostración			
	Observación			Demostración			
	Pruebas			Cuestionarios Pruebas Escritas Objetivas			
Sumativa	Evaluación de Desempeño			Demostración			
	Observación			Demostración			
	Pruebas			Cuestionarios 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 Cooperativo
- Estudio de Casos
- Aprendizaje Basado en Problemas
- Aprendizaje activo.
- Aprendizaje Colaborativo.
- Talleres
- Aprendizaje Basado en Proyectos
- Dinámicas de grupo

Técnicas de enseñanza aprendizaje.

- Pruebas:
- Observación:
- Evaluación de Desempeño:

Recursos:

- Computador
- Aula virtual
- CD players
- Zoom
- Microsoft Teams
- Webex Cisco
- Software
- Internet
- Simuladores
- Presentaciones en power point
- Material Didáctico
- Bibliografía Especializada
- Videos
- Pizarra digital
- Top Notch with Active Book 3 for teachers and students
- E-book
- E-mail

9. ESCENARIOS DE APRENDIZAJE:

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

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

	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	
Resultados de Aprendizaje que aportan al Perfil de Egreso de la Carrera: (Copiar los elaborados para cada unidad)				



Los resultados de aprendizaje demuestran lo que el estudiante será capaz de resolver al finalizar un proceso formativo. Su estructura es: verbo en tercera persona del presente simple en singular + objeto + condición + finalidad. Su propósito es tributar al cumplimiento de las competencias declaradas en el perfil de egreso. Students will be able to: 1. Make small talk appropriately to communicate their proper address. 2. Describe a busy schedule using past perfect tense to talk about their real situations 3. Develop your cultural awareness using the raised vocabulary to discuss their differences of opinion. 4. Discuss how culture changes over time applying prior knowledge to express their opinion about the topic.	X		SPEAKING AND LISTENING - Talk about the weather to begin a conversation with someone you don't know. - Use questions tags to encourage someone to make small talk. - Ask about how someone wants is being addressed. - Answer a Do you mind questions with absolutely not to indicate agreement. - Say that was nothing! It suggest that something even more surprising happened. - Use Wow! It shows that you are impressed. READING - Apply prior knowledge. - Conclude. - Understand from context about WRITING: - Formal e-mail etiquette.
Students will be able to: 1. To offer a solution by applying conversation strategies to suggest alternatives on How to solve a problem. 2. To discuss how long a service will take to keep their customers coming back. 3. Evaluate the quality of service by giving enough reasons to recommend a local function. 4. Plan an event in the class or community by taking into account the importance of every detail to state the plan clearly.	X		Speaking and Listening 1. Introduce limited information with I'm sorry, but 2. Show concern with is there anything wrong? and That must be awful 3. Begin a question of possibility with I wonder if 4. Use Let's see...to indicate you are checking for something 5. Confirm an appointment with I'll / We'll see you then 6. Express emphatic thanks with I really appreciate it Reading 7. Understand from context 8. Relate to personal experience 9. Draw conclusions Writing 10. Write an essay comparing two types of medical treatments.



Students will be able to use the English language and their Knowledge to : 1. Apply conversation strategies Like" I'm sorry but ...) correctly, to politely turn down request; /"no problem" to indicate acceptance of someone / "maybe you could ..." to suggest alternatives on How to solve... to offer a solution. 2. Use their knowledge and English Language appropriately to discuss to provide other options to offer an answer on services and business giving enough details about them to support the reliability, for example how long a ceremony will take/the best ways for a company to keep its customers coming back. 3. Apply their knowledge to evaluate the quality of service by giving enough reasons for choosing or recommending a local company and services as support to recommend a local functions. 4. Demonstrate ability in Planning an Event in the class or community taking account the importance of every detail in regarding the necessary activities and elements to state the plan clearly.	X		Students will be able to use the English language and their Knowledge to : 1. Apply conversation strategies Like" I'm sorry but ...) correctly, to politely turn down request; /"no problem" to indicate acceptance of someone / "maybe you could ..." to suggest alternatives on How to solve... to offer a solution. 2. Use their knowledge and English Language appropriately to discuss to provide other options to offer an answer on services and business giving enough details about them to support the reliability, for example how long a ceremony will take/the best ways for a company to keep its customers coming back. 3. Apply their knowledge to evaluate the quality of service by giving enough reasons for choosing or recommending a local company and services as support to recommend a local functions. 4. Demonstrate ability in Planning an Event in the class or community taking account the importance of every detail in regarding the necessary activities and elements to state the plan clearly.
Students will be able to: - Recommend a book by using Noun Clauses to set their ideas. - Ask about an article by using Embedded Questions to get specific information. - Describe your reading habits by using particular vocabulary to express likes. - Discuss online reading by getting information on a text to describe the positive and negative aspects of the topic.	X		Students can: Speaking and Listening: - Use "Actually" to show appreciation for someone's interest in a topic. - Soften a question with "Could you tell me?" - Indicate disappointment with "Too bad." - Use "I'm dying to..." to indicate extreme interest. - Say "Are you sure?" to confirm someone's willingness to do something. Reading: - Recognize point of view. - Understand meaning from context. Writing: - Write a summary and review of something you have read.
- EXPRESS REGREST ABOUT PAST ACTIONS. - EXCHANGE PERSONAL EXPERIENCE AND INFORMATION - DISCUSS THE IMPACT OF INVENTIONS/ DISCOVERIES RELATED TO YOUR CAREER. - PROPOSE SOLUTIONS TO GLOBAL PROBLEMS - DESCRIBE A NATURAL SIGHT7 GEOGRAPHICAL LOCATION.	X		Students will be able to: - Convey a message using indirect speech to sayexcuses. - Tell someone about the news using indirect speech (sayand tell) to talk about headlines - Describe natural disasters using adjectives of severity to create a news broadcasting - Prepare for an emergencyusing vocabulary to construct a plan.

11. BIBLIOGRAFÍA

11.1 BIBLIOGRAFÍA FÍSICA



11.1.1 BÁSICA:
• TOP NOTCH 3 Saslow Joan Pearson
11.1.2 COMPLEMENTARIA:
Top Notch 3 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://learnenglish.britishcouncil.org/es
12. PERFIL DEL DOCENTE:
Master en Lingüística Aplicada a la Enseñanza del Idioma Inglés.



DIRECCIÓN ACADÉMICA
VICERRECTORADO ACADÉMICO



UNACH-RGF-01-03-01.01.b

Versión 3: 28-10-2021

RESPONSABLE(S) DE LA ELABORACIÓN DEL SÍLABO:	Nombre: Lcdo. EDISON HERNAN SALAZAR CALDERON

LUGAR Y FECHA:	Riobamba, 10 de abril de 2024
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REVISIÓN Y APROBACIÓN



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ee8796361a25

MARCELA PATRICIA GONZALEZ ROBALINO

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.

Documento Generado el: 24 de abril de 2024 a las 12:27:02
Fuente: Sistema Informático de Control Académico - Uvirtual