1. **INFORMACIÓN BÁSICA**

1.1. Facultad	Ingenierías	1.2. Programa	Ingeniería Industrial		
1.3. Área	Adquisición de Lengua	1.4. Curso	ENGLISH IV		
1.5. Código	406194	1.6. Créditos	3		
1.6.1. HDD	3	1.6.2. HTI	3	1.7. Año de actualización	2020

2. **JUSTIFICACIÓN**

This course helps learning language communication through the use of elements which allow students to acquire the A2 breakthrough. According to the CEF, the breakthrough Level A2 corresponds to basic users of the language, i.e. those able to communicate in everyday situations with commonly-used expressions and elementary vocabulary.

3. **PROPÓSITOS DE FORMACIÓN**

Students will demonstrate communicative competency at basic level in reading, writing, listening, and speaking. On completion of the Program, learners will demonstrate the A2 level according to the standards set by the Common European Framework (CEFR)

4. **COMPETENCIAS ESPECIFICAS Y TRANSVERSALES**

- ✓ 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.
- ✓ Show respect and tolerance towards individual differences, classmates 'opinions and contributions in the language classroom, facilitating collaborative work.
- ✓ Use technology as a fundamental tool for the development of the 4 language skills.
- ✓ Create original works as a means of personal or group expression.

5.　　LEARNING OUTCOMES

By the end of the course, students will be able to:

1. Understand simple language of most frequent use related to areas of most personal and professional relevance.
2. Read short and simple texts depicting predictable specific information.
3. Use simple language to communicate through direct exchanges of information on familiar and professional topics.
4. Handle simple social language to keep a short and topic-specific conversation going.
5. Use simple language to describe recent events and facts related to immediate professional situations.
6. Write short and simple texts related to most personal and professional needs.

6.　　COURSE CONTENT

1. Expressing feelings, needs and likes.
2. Expressing and supporting opinions
3. Talking about obligations
4. Retelling-Relating past events
5. Giving Reasons
6. Describing people, places and things
7. Describing events between the present and the past.
8. Request for information
9. Talking about recent changes
10. Physical and Mental ability
11. Asking informational questions
12. Cause and Effect
13. Making predictions

7.　　ESTRATEGIAS METODOLÓGICAS

The course follows a task-based approach that consists on fostering different language skills in students while performing a task without pre-determining the language to be studied. Learners learn while completing different tasks. This methodology follows different stages:

Pre-task: In which the students will receive concise instructions and input to determine what to do and to recall some language. This stage will be based on some tasks samples providing the students with a clear model of what is expected to do.

Task: Learners complete the assigned task individually, in pairs or in groups using different features and structures of the language while the teacher organises and encourages the process.
　　　Students plan and practice what they are going to convey while the teacher monitors and advises to figure out any language questions or doubts. This stage is followed by reporting orally or in a written way to the class taking into account the order the teacher chooses. These practice activities will afford opportunities for the students to talk about their own experiences. Finally, the teacher gives feedback and suggestions to the students and the rest of class.

Post task: Learners evaluate their performance while comparing their tasks´outcomes with their partners´. The teacher provides content feedback and reinforces the language items that emerge from the performed task in which learners are expected to use the form- language while developing their oral production.

8.   ACTIVIDADES Y PRÁCTICAS

Students will participate in different kinds of activities such as group-work or collaborative-work activities, basic spontaneous conversations, role-plays, simulations, oral presentations etc. Students will use high -interest themes to integrate language skills, out of class assignments, etc.

9.   CRITERIOS DE EVALUACIÓN PARA EL DESARROLLO DE COMPETENCIAS

Evaluation will be based on students´ 4 language skills development; listening, speaking, reading and written assignments during each one of the units of instruction. Key assignments (roleplays and/or simulations, oral presentations, formal compositions) will be assessed and feedback provided following assessment rubrics. It is suggested to be graded with the 60% of the total score.

At the end of each of the three terms during the curse, a general evaluation will be done. (Chapter. IX, Art. 61. Regalemento Estudiantil). It is suggested to be graded with the 40% of the total score.

10.   BIBLIOGRAFÍA

Rost,M.(2006) Worldview 2b Pearson Longman.