

CÓDIGO: FDOC-096 VERSIÓN: 01 EMISIÓN: 08/03/2021 PÁGINA 1 DE 4

FACULTAD:	Ciencias de la Salud	PROGRAMA ACADÉMICO:	Administración en Salud	SEMESTRE:	IV	AÑO:	2023-1			
CURSO:	Inglés III	CRÉDITOS: 2		HORAS DE DD (Sincrónicas)	32	HORAS DE TI (ASINCRÓNICAS)	64			
COMPETENCIA GENERAL:	Students will demonstrate communicative competency at a basic level A2.1 in reading, writing, listening, and speaking.									

UNIDAD DE APRENDIZA	1, 2 & 3	UNIDAD DE COMPETENCIA U OBJETIVO DE APRENDIZAJI			exchanging	Students will demonstrate their basic communicative skills at A2.1 level in exchanging information about past and future experiences and areas of interest such as Health & Travel)						
	1.	Provide info	rmation about	tillnesses and ir	njures							
	2.	Give sugges	tions and/or r	ons and/or recommendations								
RESULTADOS DE	3.	Provide info	rmation abou	ation about personal and others' past experiences/events.								
APRENDIZAJE	4.	Demonstrate	te the existence of things and places around.									
	5.	Ask for and	give opinions about personal interests avoiding repetitions.									
	6.	Make plans	for future eve	nts.								
TIEMPO DE DESARROLLO DE LAS UNIDADES DE APRENDIZAJE (SESIONES Y SEMANAS).			learning outcome will be developed in 2				NIVELES DE COMPRENSIÓN ESPERADOS: Unistructural/Multiestructural. (MULTIESTRUCTURAL/RELACIONAL/ABST RACTO AMPLIADO).					
RESULTADOS DE APRENDIZAJE		CONOCIMIENTOS DE		ACTIVIDADES		METODOLOGÍA	CRITERIOS DE	EVIDENCIAS,				
			DECLARATIVO	PROCEDIMENTAL	ACTITUDINAL	EN CLASE	FUERA DE CLASES		EVALUACIÓN	CONOCIMIENTO, DESEMPEÑO, PRODUCTO		



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 Provide information about illnesses and injuries Students will give suggestions and recommendations Ask for and give opinions about personal interests avoiding repetitions. 	-Weekend activities; illnesses and injuries; life events; travel; social etiquette; planning parties, descriptions; and movies. -Simple present and adverbs of frequency; linking words; simple past; be going to; should and shouldn t; expressions form making suggestions; be and have for descriptions; and say and	-Do listening tasks for getting general and specific information in the context of weekend activities; illnesses and injuries; life events; travel; social etiquette; planning parties, descriptions; and movies. -Read for gist and detail.	-Follow instructions to complete the listening exercises successfully. -Participate actively in the reading activities proposed in class.	-Listening exercises: listening to an interview about people around the world spend their weekends; a conversation about business etiquette in the United States; a conversation between a party planner and a client; and a conversation between friends about two people's physical appearance. -Reading activities: an article about Oprah Winfrey; an article about a travel writer's dream vacation; an article about three people's opinions of memorable movies.	-Watching videos / television. -Listening to audiobooks. -Online intensive and extensive reading activities.	Content Language Integrated Learning. Task Based Learning.	They are able to Understand conversations in the context of weekend activities; illnesses and injuries; life events; travel; social etiquette; planning parties, descriptions; and movies to get general and specific information. They can skim read texts to gather the general impression of what has been written. They can scan texts to locate specific information.	- Matrices and forms completed. - Questionaries Answered out of listening and reading tasks. - Video clips recorded to summarize oral materials. - Written simple reports to documents what was read.
	tellWeekend activities;	-Talk about how often they do thing Apologize and	-Show respect and tolerance for different	- A survey to talk about weekend activities.	-A short video clip to apologize and make excuses.	Content Language Integrated	-With support, they are able talk about: how often they do things; past events; plans in the future;	- A Survey



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Students will provide information about	illnesses and	make excuses	noints of view	- A timeline to talk		Learning	movies	-A timeline
Students will provide information about other's past experiences and events	illnesses and injuries; life events; travel; social etiquette; planning parties, descriptions; and movies. -Simple present and adverbs of frequency; linking words; simple past; be going to; should and shouldn't; expressions form making suggestions; be and have for descriptions; and say and tell.	make excuses. - Talk about past events. - Talk about plans in the future. - Give advice. -Make suggestions. - Describe people. -Talk about movies.	- Respect taking turns. -Value personal characteristics and those of his peers. - Respect physical, cultural, ideological differences, among others, of his classmates.	- A timeline to talk about important dates. - A matrix to talk about a plan for a group vacation. - A list of ideas to talk about a party plan.	 A poster to give advice about what to do when visiting Colombia. Notes to talk about my favorite movie. 	Learning. Task Based Learning.	- They can apologize and make excuses. - They are able to Give advice. - They can make suggestions. - They are able to Describe people.	-A timeline - A Matrix - Video clips - A poster
Make plans for future events.	-Weekend activities; illnesses and injuries; life	-Describe their perfect weekend in short textGive an apology	-Value the contributions of classmates in class.	-A short-written text to describe their perfect weekend.	-A paragraph to share an important time or event in their life.	Content Language Integrated Learning.	With help, they are able to produce short written text describe their perfect weekend and to describe	-A paragraph.



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etic pla pa desc and -Simp and a frec linkin simple go sho sho expi form sugge and desc and	and an excuse by replying email iquette; lanning parties, criptions; dimovies. Share an important time or event in their life through a paragraph. Share an important time or event in their life through a paragraph. Describe a trip plan by writing a letter to a friend. Give advice about what to do when visiting Colombia. Give advice about what to do when visiting Colombia. Make suggestions about parties. Make suggestions about parties. Describe someone's	-Collaborate in achieving a nice atmosphere in the classroom. -Accept suggestions and recommendati ons of others. - Respect differences.	-Email messages to give an apology and an excuse. - A letter to describe a trip plan. - An email to give advice about what to do when visiting Colombia. -A short text to describe someone's physical appearance.	-Replies to email messages to make suggestions about parties.	Task Based Learning.	someone's physical appearance. With prompts, they can write email messages to give an apology and an excuse. With prompts, they are able to write a letter to describe a trip plan. With support, they can write an email to give advice about what to do when visiting Colombia.	-emails.
desc and	criptions; -Describe						