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|  | UNIVERSIDAD DE CÓRDOBA | CÓDIGO: FDOC-096 VERSIÓN: 01 EMISIÓN: 08/03/2021 PÁGINA 1 DE 4 |
| | OPERACIONALIZACIÓN DEL CURSO | |

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| 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. | | | | | | |

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| UNIDAD DE APRENDIZAJE No. | | 1, 2 & 3 | UNIDAD DE COMPETENCIA U OBJETIVO DE APRENDIZAJE: | | 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) | | | | | |
| RESULTADOS DE APRENDIZAJE | 1. | Provide information about illnesses and injures | | | | | | | | |
| | 2. | Give suggestions and/or recommendations | | | | | | | | |
| | 3. | Provide information about personal and others’ past experiences/events. | | | | | | | | |
| | 4. | Demonstrate the existence of things and places around. | | | | | | | | |
| | 5. | Ask for and give opinions about personal interests avoiding repetitions. | | | | | | | | |
| | 6. | Make plans for future events. | | | | | | | | |
| TIEMPO DE DESARROLLO DE LAS UNIDADES DE APRENDIZAJE (SESIONES Y SEMANAS). | | | 16 weeks. 1 session per week. Each Unit learning outcome will be developed in 2 weeks and a half, approximately. | | | NIVELES DE COMPRENSIÓN ESPERADOS: (MULTIESTRUCTURAL/RELACIONAL/ABSTRACTO AMPLIADO). | | Unistruktural/Multiestructural. | | |
| RESULTADOS DE APRENDIZAJE | | | CONOCIMIENTOS | | | ACTIVIDADES | | METODOLOGÍA | CRITERIOS DE EVALUACIÓN | EVIDENCIAS, CONOCIMIENTO, DESEMPEÑO, PRODUCTO |
| | | | DECLARATIVO | PROCEDIMENTAL | ACTITUDINAL | EN CLASE | FUERA DE CLASES | | | |



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| ❖ Provide information about illnesses and injuries | -Weekend activities; illnesses and injuries; life events; travel; social etiquette; planning parties, descriptions; and movies. | -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. | -Follow instructions to complete the listening exercises successfully. | -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. | -Watching videos / television. | Content Language Integrated 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. | - Matrices and forms completed. |
| ❖ Students will give suggestions and recommendations | -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. | -Read for gist and detail. | -Participate actively in the reading activities proposed in class. | -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. | -Listening to audiobooks. | Task Based Learning. | They can skim read texts to gather the general impression of what has been written. | - Questionaries Answered out of listening and reading tasks. |
| ❖ Ask for and give opinions about personal interests avoiding repetitions. | -Weekend activities; | -Talk about how often they do thing. | -Show respect and tolerance for different | - A survey to talk about weekend activities. | -Online intensive and extensive reading activities. | Content Language Integrated | They can scan texts to locate specific information. | - Video clips recorded to summarize oral materials. |
| | | - Apologize and | | | -A short video clip to apologize and make excuses. | | -With support, they are able talk about: how often they do things; past events; plans in the future; | - Written simple reports to documents what was read. |
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| | <p>events; travel; social etiquette; planning parties, descriptions; and movies.</p> <p>-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.</p> | <p>and an excuse by replying email messages.</p> <p>-Share an important time or event in their life through a paragraph.</p> <p>- Describe a trip plan by writing a letter to a friend.</p> <p>-Give advice about what to do when visiting Colombia.</p> <p>-Make suggestions about parties.</p> <p>-Describe someone's physical appearance.</p> | <p>-Collaborate in achieving a nice atmosphere in the classroom.</p> <p>-Accept suggestions and recommendations of others.</p> <p>- Respect differences.</p> | <p>-Email messages to give an apology and an excuse.</p> <p>- A letter to describe a trip plan.</p> <p>- An email to give advice about what to do when visiting Colombia.</p> <p>-A short text to describe someone's physical appearance.</p> | <p>-Replies to email messages to make suggestions about parties.</p> | <p>Task Based Learning.</p> | <p>someone's physical appearance.</p> <p>With prompts, they can write email messages to give an apology and an excuse.</p> <p>With prompts, they are able to write a letter to describe a trip plan.</p> <p>With support, they can write an email to give advice about what to do when visiting Colombia.</p> | <p>-emails.</p> <p>- A letter.</p> |
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