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1. INFORMACIÓN BÁSICA

1.1. Facultad		1.2. Programa	
1.3. Área	Adquisición de Lengua	1.4. Curso	INGLES 4
1.5. Código		1.6. Créditos	
1.6.1. Horas DD (sincrónicas)		1.6.2. Horas TI (asincrónicas)	
		1.7. Año de actualización	2023-1

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 U OBJETIVO

- ✓ Students will demonstrate communicative competency at basic level A2 of the in reading, writing, listening, and speaking.
- ✓ 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.

4. COMPETENCIA GENERAL DEL CURSO

Demonstrate the A2 level according to the standards set by the Common European Framework (CEFR)

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5. UNIDADES DE APRENDIZAJE

5.1 Unit 1. Students will exchange information about healthy life and obligations.

Learning outcomes:

- ✓ The students will talk about self-preferences in sports they like doing
- ✓ Students will describe the amount of food they consume in a particular day
- ✓ Students will analyze and compare customs, necessities and obligations in different categories
- ✓ Students will contrast and describe different past activities.

Suggested content

1. Sports vocabulary
2. Likes and dislikes
3. Quantifiers
4. Food vocabulary
5. Modal verbs (have to/had to)
6. Office practices and other categories
- 7. Past and present continuous**

5.2 Unit 2. Students will demonstrate their skills to share information about customs and traditions.

Learning outcomes:

- ✓ Students will identify and use vocabulary about shopping, stores, theater, time expressions and office expressions.
- ✓ Students will improve their reading comprehension to understand simple texts related to customs, traditions, and jobs.



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- ✓ Students will improve their speaking ability and use correct form of words to support their points of views, describe experiences and making and responding to requests and offers.
- ✓ Students will listen and identify specific information from everyday situations to answer simple questions.

Suggested content


1. Vocabulary: Stores and Purchase
2. Worlds related to the theater
3. Time Expressions
4. Tasks in an office
5. Life after 70
6. Speaking: Giving reasons
7. Talking about how long you have done something.

5.3. Unit 3. Students will describe hypothetical situations and give their points of views
Students will write different kinds of genre such as reviews and descriptions of experiences.

- ✓ Students will write short paragraphs using specific information base on real contexts or hypothetical situations.
- ✓ Students will handle some grammar patterns in order to accurate their speech and written skills.
- ✓ Students will reflect to certain situations and generate their points of views or critical thinking.

Suggested content

1. Real and unreal situations (conditionals)
2. Expressions of opinions

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5.4 Unit 4. Students will make contrast, requests and offers.

Learning outcomes:

- ✓ students will improve their listening skills base on real situations and language use
- ✓ students will contrast some ideas base on real conversations and experiences.
- ✓ Students will respond to simple request and offer

Suggested content

- ✓ Linking words/expressions of contrast
- ✓ Use of would, could, can, will request


5.5 Criterios de Evaluación e Indicadores de Desempeño

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. Reglamento Estudiantil). It is suggested to be graded with the 40% of the total score.

6. COMPETENCIAS TRANSVERSALES

- ✓ 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.

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- ✓ Create original works as a means of personal or group expression.


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.

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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. **BIBLIOGRAFÍA**

McCarthy, M., McCarten, J., & Sandiford, H. (2014). Level 2B. Cambridge University Press, Second Edition.

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

10. **TABLA DE OPERACIONALIZACIÓN DEL CURSO**

Anexo 1. Operacionalización del curso (FDOC 096)

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