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|  | <b>UNIVERSIDAD DE CÓRDOBA</b>       | <b>CÓDIGO:</b><br>FDOC-096<br><b>VERSIÓN:</b> 01<br><b>EMISIÓN:</b><br>08/03/2021<br><b>PÁGINA</b><br>1 DE 16 |
|                                                                                   | <b>OPERACIONALIZACIÓN DEL CURSO</b> |                                                                                                               |

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| <b>FACULTAD:</b>            |                                                                                                      | <b>PROGRAMA ACADÉMICO:</b> | PREGRADOS | <b>SEMESTRE:</b>                 | II | <b>AÑO:</b>                       | 2023-1 |
| <b>CURSO:</b>               | INGLES 1                                                                                             | <b>CRÉDITOS:</b>           | 2         | <b>HORAS DE DD (Sincrónicas)</b> | 32 | <b>HORAS DE TI (ASINCRÓNICAS)</b> | 64     |
| <b>COMPETENCIA GENERAL:</b> | Students will demonstrate the A1-1 level of the Common European Framework in oral and written tasks. |                            |           |                                  |    |                                   |        |

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| UNIDAD DE APRENDIZAJE No.                                              |    | 1                                                                                                                                             | UNIDAD DE COMPETENCIA U OBJETIVO DE APRENDIZAJE: |               |             | Students will demonstrate their communicative skills while exchanging personal information. |                 |                                      |                         |                                               |
| RESULTADOS DE APRENDIZAJE                                              | 1. | The students will use everyday greetings, introductions, farewells, apologies, and acceptance of an apology according to specific situations. |                                                  |               |             |                                                                                             |                 |                                      |                         |                                               |
|                                                                        | 2. | The Students will perform rehearsed roles in simple dialogues using specific formulas related to personal information                         |                                                  |               |             |                                                                                             |                 |                                      |                         |                                               |
|                                                                        | 3. | Students will ask grammatically structured simple questions related to personal information using short phrases and statements.               |                                                  |               |             |                                                                                             |                 |                                      |                         |                                               |
|                                                                        | 4. | Students will read very short and rehearsed statements                                                                                        |                                                  |               |             |                                                                                             |                 |                                      |                         |                                               |
|                                                                        | 5. | The students will write simple phrases and sentences about themselves and imaginary people, saying their names, nationality and age           |                                                  |               |             |                                                                                             |                 |                                      |                         |                                               |
| TIEMPO DE DESARROLLO DE LA UNIDAD DE APRENDIZAJE (SESIONES Y SEMANAS). |    |                                                                                                                                               | 2 weeks                                          |               |             | NIVELES DE COMPRENSIÓN ESPERADOS: (MULTIESTRUCTURAL/RELACIONAL/ABSTRACTO AMPLIADO).         |                 | Unistructural and/or Multistructural |                         |                                               |
| RESULTADOS DE APRENDIZAJE                                              |    |                                                                                                                                               | CONOCIMIENTOS                                    |               |             | ACTIVIDADES                                                                                 |                 | METODOLOGÍA                          | CRITERIOS DE EVALUACIÓN | EVIDENCIAS, CONOCIMIENTO, DESEMPEÑO, PRODUCTO |
|                                                                        |    |                                                                                                                                               | DECLARATIVO                                      | PROCEDIMENTAL | ACTITUDINAL | EN CLASE                                                                                    | FUERA DE CLASES |                                      |                         |                                               |



# UNIVERSIDAD DE CÓRDOBA

## OPERACIONALIZACIÓN DEL CURSO

**CÓDIGO:**  
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08/03/2021  
**PÁGINA**  
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| <ul style="list-style-type: none"> <li>The students will use everyday greetings, introductions, farewells, apologies, and acceptance of an apology according to specific situations.</li> <li>Students will perform rehearsed roles in simple dialogues using specific formulas related to personal information</li> <li>The students will ask grammatically structured simple questions related to personal information and respond appropriately using short phrases and statements</li> <li>Locate specific and predictable information in short texts.</li> <li>The students will write simple phrases and sentences about themselves and imaginary people, saying their names, nationality and age.</li> </ul> | <p>Personal identification: names, address, age, nationality</p> <p>Spelling</p> <p>Questions: where are you from?</p> <p>Simple verb forms in statements and Questions</p> <p>Title Mr. or Mrs. or Miss</p> <p>Polite expressions of gratitude: <i>thanks and thank you</i></p> | <p>Use short and rehearsed statements in conversations that provide personal information talking slowly and clearly</p> <p>LOCATE specific personal information in short texts.</p> <p>Elaborate simple questions, phrases and statements about themselves and others with basic personal information</p> <p>Use expression to apologize to</p> | <p>Listen to others while talking in class</p> <p>Deliver activities on time</p> <p>Follow instructions</p> | <p>matrix/table completion</p> <p>Simulations</p> <p>role plays</p> <p>short conversations/dialogs.</p> <p>Games</p> <p>fill in uncomplicated forms with personal details, name, address, nationality, marital status</p> <p>performing scripted or unscripted plays</p> | <p>Listening to audio recordings</p> <p>Watching videos</p> <p>Filling texts</p> | <p>Tasks assigned in class and in the platform</p> <p>Rubrics</p> <p>Oral Discussions and presentations participation in forums</p> | <p>Simple questions using a basic repertoire of vocabulary to provide simple personal information</p> <p>Short oral conversations/dialogs</p> <p>Clarity of pronunciation</p> <p>Accuracy of grammar</p> | <p>Short oral conversations</p> <p>Forms completion</p> <p>matching exercises completed</p> |
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|  | <b>UNIVERSIDAD DE CÓRDOBA</b>       | <b>CÓDIGO:</b><br>FDOC-096<br><b>VERSIÓN:</b> 01<br><b>EMISIÓN:</b><br>08/03/2021<br><b>PÁGINA</b><br>3 DE 16 |
|                                                                                   | <b>OPERACIONALIZACIÓN DEL CURSO</b> |                                                                                                               |

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|  |  | others or<br>express<br>gratitude |  |  |  |  |  |  |
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| <b>FACULTAD:</b>            |                                                                                                      | <b>PROGRAMA ACADÉMICO:</b> | PREGRADOS | <b>SEMESTRE:</b>                 | II | <b>AÑO:</b>                       | 2023-1 |
| <b>CURSO:</b>               | INGLES 1                                                                                             | <b>CRÉDITOS:</b>           | 2         | <b>HORAS DE DD (Sincrónicas)</b> | 32 | <b>HORAS DE TI (ASINCRÓNICAS)</b> | 64     |
| <b>COMPETENCIA GENERAL:</b> | Students will demonstrate the A1-1 level of the Common European Framework in oral and written tasks. |                            |           |                                  |    |                                   |        |

|                                  |    |                                                                                                                                    |                                                                                                                                                                                                      |
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| <b>UNIDAD DE APRENDIZAJE No.</b> |    | <b>UNIDAD DE COMPETENCIA U OBJETIVO DE APRENDIZAJE:</b>                                                                            | Students will exchange information about immediate and concrete surroundings like the classroom and school relying purely on rehearsed, lexically organized repertoire of situation-specific phrases |
| <b>RESULTADOS DE APRENDIZAJE</b> | 2  |                                                                                                                                    |                                                                                                                                                                                                      |
|                                  | 1. | The students will perform simple and rehearsed dialogues using specific information about the classroom and the school             |                                                                                                                                                                                                      |
|                                  | 2. | The students will ask and answer grammatically structured simple questions related to the location of objects in the classroom     |                                                                                                                                                                                                      |
|                                  | 3. | The students will understand simple specific and predictable information in oral texts when spoken slowly and carefully to him/her |                                                                                                                                                                                                      |

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|                                                                                   | <b>OPERACIONALIZACIÓN DEL CURSO</b> |                                                                                                               |

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|                                                                                                                                                                                                                                                                                                                                                 | 4. | The students will recognize familiar words and very basic phrases in the most common everyday situations when speech is clearly and slowly articulated. |                                                                                                  |                                                     |                                                                                     |                                                                           |                                             |                                                                                            |                                                                                                                         |
|                                                                                                                                                                                                                                                                                                                                                 |    | The students will locate specific information in short, clear, simple messages and announcements related to his/her school and classroom                |                                                                                                  |                                                     |                                                                                     |                                                                           |                                             |                                                                                            |                                                                                                                         |
| TIEMPO DE DESARROLLO DE LA UNIDAD DE APRENDIZAJE (SESIONES Y SEMANAS).                                                                                                                                                                                                                                                                          |    | 4 weeks                                                                                                                                                 |                                                                                                  |                                                     | NIVELES DE COMPRENSIÓN ESPERADOS: (MULTIESTRUCTURAL/RELACIONAL/ABSTRACTO AMPLIADO). |                                                                           | Unistructural and/or Multistructural        |                                                                                            |                                                                                                                         |
| RESULTADOS DE APRENDIZAJE                                                                                                                                                                                                                                                                                                                       |    | CONOCIMIENTOS                                                                                                                                           |                                                                                                  |                                                     | ACTIVIDADES                                                                         |                                                                           | METODOLOGÍA                                 | CRITERIOS DE EVALUACIÓN                                                                    | EVIDENCIAS, CONOCIMIENTO, DESEMPEÑO, PRODUCTO                                                                           |
|                                                                                                                                                                                                                                                                                                                                                 |    | DECLARATIVO                                                                                                                                             | PROCEDIMENTAL                                                                                    | ACTITUDINAL                                         | EN CLASE                                                                            | FUERA DE CLASES                                                           |                                             |                                                                                            |                                                                                                                         |
| The students will perform simple and rehearsed dialogues using specific information about the classroom and the school<br><br>The students will ask and answer grammatically structured simple questions related to the location of objects in the classroom<br><br>The students will understand simple specific and predictable information in |    | Short Statements with verb to be with he, she, and they,                                                                                                | Use short and rehearsed statements in conversations that provide information about the classroom | Deliver activities on time                          | Simulations                                                                         | Listening to audio recordings<br><br>Watching videos<br><br>Filling texts | Tasks assigned in class and in the platform | Simple questions using a basic repertoire of vocabulary to locate objects in the classroom | Short oral conversations<br><br>Completed written dialogs<br><br>matching visuals with words<br><br>poster presentation |
|                                                                                                                                                                                                                                                                                                                                                 |    | yes-no questions,                                                                                                                                       | Elaborate simple yes no questions, phrases and sentences about what can be found in a classroom  | follow instructions                                 | short conversations/dialogs.                                                        |                                                                           | Oral questions and answers                  | Short oral conversations/dialogs                                                           |                                                                                                                         |
|                                                                                                                                                                                                                                                                                                                                                 |    | Prepositions and expressions of location on-behind, under, next                                                                                         |                                                                                                  | Exhibit patience while listening to others          | Games                                                                               |                                                                           | oral presentations                          | Clarity of pronunciation                                                                   |                                                                                                                         |
|                                                                                                                                                                                                                                                                                                                                                 |    |                                                                                                                                                         |                                                                                                  | Understand and use common expressions of politeness | fill in uncomplicated forms with personal details, name, address,                   |                                                                           | Participation in a forum                    | Accuracy of grammar                                                                        |                                                                                                                         |



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| <p>oral texts when spoken slowly and carefully to him/her</p> <p>The students will recognize familiar words and very basic phrases in the most common everyday situations when speech is clearly and slowly articulated.</p> <p>The students will locate specific information in short, clear, simple messages and announcements related to his/her school and classroom</p> | <p>Articles a, an, and the</p> <ul style="list-style-type: none"> <li>• This/that and these/those</li> <li>• Plural – singular nouns</li> <li>• Questions with Where . . . ?</li> <li>• Possessives 's and s'</li> </ul> <p>Places in school</p> | <p>Understand short texts that include the location of objects in the classroom</p> <p>Ask and say where people are in the classroom</p> <p>Name personal items and classroom objects</p> <p>Ask and say where things are in a room</p> <p>Make requests</p> <p>Give classroom instructions</p> <p>Apologize</p> | <p>in class while working in pairs or groups on projects. (Example: please, sorry, thank you, etc.)</p> | <p>nationality, marital status</p> |  |  |  |  |  |
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|                                                                                   | <b>OPERACIONALIZACIÓN DEL CURSO</b> |                                                                                                               |

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| <b>FACULTAD:</b>            |                                                                                                      | <b>PROGRAMA ACADÉMICO:</b> | PREGRADOS | <b>SEMESTRE:</b>                 | II | <b>AÑO:</b>                       | 2023-1 |
| <b>CURSO:</b>               | INGLES 1                                                                                             | <b>CRÉDITOS:</b>           | 2         | <b>HORAS DE DD (Sincrónicas)</b> | 32 | <b>HORAS DE TI (ASINCRÓNICAS)</b> | 64     |
| <b>COMPETENCIA GENERAL:</b> | Students will demonstrate the A1-1 level of the Common European Framework in oral and written tasks. |                            |           |                                  |    |                                   |        |

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| UNIDAD DE APRENDIZAJE No.                                              |    | 3                                                                                                                                                                                                   | UNIDAD DE COMPETENCIA U OBJETIVO DE APRENDIZAJE: |               |             | Students will perform personal and physical descriptions of people using rehearsed statements |                 |                                      |                         |                                               |
| RESULTADOS DE APRENDIZAJE                                              | 1. | The students will follow short talks about people’s personalities and physical description delivered in clearly articulated standard speech                                                         |                                                  |               |             |                                                                                               |                 |                                      |                         |                                               |
|                                                                        | 2. | The students will engage in short conversations to talk about people’s physical and emotional traits using short and simple statements                                                              |                                                  |               |             |                                                                                               |                 |                                      |                         |                                               |
|                                                                        | 3. | The students will follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning                                                                    |                                                  |               |             |                                                                                               |                 |                                      |                         |                                               |
|                                                                        | 4. | The students will understand and extract the essential information from short, recorded passages dealing with descriptions delivered slowly and clearly                                             |                                                  |               |             |                                                                                               |                 |                                      |                         |                                               |
|                                                                        | 5. | The students will give a simple description or presentation of people, physical and emotional traits, likes/dislikes, etc. using a short series of simple phrases and sentences linked into a list- |                                                  |               |             |                                                                                               |                 |                                      |                         |                                               |
| TIEMPO DE DESARROLLO DE LA UNIDAD DE APRENDIZAJE (SESIONES Y SEMANAS). |    |                                                                                                                                                                                                     | 4 weeks                                          |               |             | NIVELES DE COMPRENSIÓN ESPERADOS: (MULTIESTRUCTURAL/RELACIONAL/ABSTRACTO AMPLIADO).           |                 | Unistructural and/or Multistructural |                         |                                               |
| 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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## OPERACIONALIZACIÓN DEL CURSO

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| <p>The students will follow short talks about people’s personalities and physical description delivered in clearly articulated standard speech</p> <p>The students will engage in short conversations to talk about people’s physical and emotional traits using short and simple statements</p> <p>The students will follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning</p> <p>The students will understand and extract the essential information from short, recorded passages dealing with descriptions delivered slowly and clearly</p> <p>The students will give a simple description or presentation of people, physical and emotional traits, likes/dislikes, etc. using a short series of</p> | <ul style="list-style-type: none"> <li>• Possessive adjectives</li> <li>yes-no questions, and short answers</li> <li>Information questions</li> <li>Simple present statements to describe people</li> <li>yes-no questions, and short answers</li> <li>vocabulary about the family</li> </ul> | <p>The students will interpret a short descriptive text to identify emotional and physical traits on people</p> <p>The students will associate people/ friends/ family members with emotionally and physical characteristics</p> <p>Make use of yes no questions to find out personal information of celebrities or family members</p> <p>Use the possessive pronouns my,</p> | <p>Listen to others while talking in class</p> <p>Deliver activities on time</p> <p>Follow instructions</p> | <p>charades, mining</p> <p>puzzles (crossword, rebus, anagram, etc.);</p> <p>media games</p> <p>audio-visual (picture lotto, snap, etc.);</p> | <p>Read and find information from short texts</p> <p>Complete sentences with possessive pronouns</p> <p>Listen for specific information</p> | <p>Tasks assigned in class and in the platform</p> <p>Oral Discussions and presentations</p> <p>participation in forums</p> | <p>Simple questions using a basic repertoire of vocabulary to provide simple personal information</p> <p>Short oral conversations/ dialogs</p> <p>Clarity of pronunciation</p> <p>Accuracy of grammar</p> | <p>Description of a celebrity including emotional and physical traits</p> <p>vocabulary matching.</p> <p>family tree using a mind map tool with emotional traits .</p> <p>Word cloud with their physical and emotional characteristics.</p> |
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| simple phrases and sentences linked into a list |  | <p>your, his, her, our, and them accordingly to the personal pronoun</p> <p>Ask and answer Wh information questions to find out personal information about people or family members</p> <p>Locate information about age, occupation and personal characteristics in a listening track or in a reading text.</p> <p>Match numbers from 1 to 100</p> |  |  |  |  |  |  |
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|                                                                                   | <b>OPERACIONALIZACIÓN DEL CURSO</b> |                                                                                                               |

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|  |  | with their spellings<br><br>Use the expressions like <i><b>really?</b></i> to show interest and surprise in a conversation with someone else xxx |  |  |  |  |  |  |
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| <b>FACULTAD:</b>            |                                                                                                      | <b>PROGRAMA ACADÉMICO:</b> | PREGRADOS | <b>SEMESTRE:</b>                 | II | <b>AÑO:</b>                       | 2023-1 |
| <b>CURSO:</b>               | INGLES 1                                                                                             | <b>CRÉDITOS:</b>           | 2         | <b>HORAS DE DD (Sincrónicas)</b> | 32 | <b>HORAS DE TI (ASINCRÓNICAS)</b> | 64     |
| <b>COMPETENCIA GENERAL:</b> | Students will demonstrate the A1-1 level of the Common European Framework in oral and written tasks. |                            |           |                                  |    |                                   |        |

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| <b>UNIDAD DE APRENDIZAJE No.</b> | <b>4</b> | <b>LEARNING OBJECTIVE</b>                                                                                                      | Students will use grammatical structures and sentence patterns from a learnt repertoire to exchange information about free time activities. |
| <b>RESULTADOS DE APRENDIZAJE</b> | 1.       | The students will ask straightforward follow up information questions about favorite free time activities                      |                                                                                                                                             |
|                                  | 2.       | The students will produce simple isolated sentences and questions about the frequency they participate in free time activities |                                                                                                                                             |

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|  | <b>OPERACIONALIZACIÓN DEL CURSO</b> |                                                                                                                |

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|                                                                                                                                                                                                                                                                                                                                                                            | 3.                   | The students will locate main ideas and key details in a text read aloud or information presented orally or through other media requesting clarification if something is not understood |                                                                                                   |                                                                                                                                                |                                                                                                                                                |                                                                                                                                        |                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                     |
|                                                                                                                                                                                                                                                                                                                                                                            | 4.                   | The students will include multimedia components (e.g., graphics, sound) visual displays and knowledge of language and its conventions when writing a short message to someone .         |                                                                                                   |                                                                                                                                                |                                                                                                                                                |                                                                                                                                        |                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                     |
|                                                                                                                                                                                                                                                                                                                                                                            | 5.                   | The students will use sentence-level context as a clue to the meaning of a word or phrase in a text.                                                                                    |                                                                                                   |                                                                                                                                                |                                                                                                                                                |                                                                                                                                        |                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>TIEMPO DE DESARROLLO DE LA UNIDAD DE APRENDIZAJE (SESIONES Y SEMANAS).</b>                                                                                                                                                                                                                                                                                              |                      | <b>3 weeks</b>                                                                                                                                                                          |                                                                                                   |                                                                                                                                                | <b>NIVELES DE COMPRENSIÓN ESPERADOS: (MULTIESTRUCTURAL/RELACIONAL/ABSTRACTO AMPLIADO).</b>                                                     |                                                                                                                                        | Unistructural and/or Multistructural                                                          |                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>RESULTADOS DE APRENDIZAJE</b>                                                                                                                                                                                                                                                                                                                                           | <b>CONOCIMIENTOS</b> |                                                                                                                                                                                         |                                                                                                   | <b>ACTIVIDADES</b>                                                                                                                             |                                                                                                                                                | <b>METODOLOGÍA</b>                                                                                                                     | <b>CRITERIOS DE EVALUACIÓN</b>                                                                | <b>EVIDENCIAS, CONOCIMIENTO, DESEMPEÑO, PRODUCTO</b>                                                                                                                                                                                                                                                                                                                                |
|                                                                                                                                                                                                                                                                                                                                                                            | <b>DECLARATIVO</b>   | <b>PROCEDIMENTAL</b>                                                                                                                                                                    | <b>ACTITUDINAL</b>                                                                                | <b>EN CLASE</b>                                                                                                                                | <b>FUERA DE CLASES</b>                                                                                                                         |                                                                                                                                        |                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                     |
| The students will ask straightforward follow up information questions about favorite free time activities<br><br>The students will produce simple isolated sentences and questions about the frequency they participate in free time activities<br><br>The students will locate main ideas and key details in a text read aloud or information presented orally or through |                      | Statements in simple present questions<br><br>information questions<br><br>. Frequency adverbs                                                                                          | .<br><br>The students will produce complete questions and answers related to free time activities | Follow agreed-upon rules for discussions and carry out assigned roles<br><br>Pose and respond to specific questions to clarify or follow up on | Simulations<br><br>role plays<br><br>classroom interaction<br><br>games<br><br>Text completion<br><br>Reading/listening comprehension practice | Listening and making audio or video recordings<br><br>Watching videos<br><br>Filling texts<br><br>Reading texts<br><br>Audio recording | tasks<br><br>short conversations<br><br>independent work<br><br>group work<br><br>simulations | wise and effective use basic repertoire of vocabulary and simple phrases to provide descriptions of free time activities<br><br>Clarity in pronunciation<br><br>Short conversations about free time activities<br><br>Descriptive texts about free time activities<br><br>Sentence matching with visual clues<br><br>Listening and finding specific information in listening tracks |



# UNIVERSIDAD DE CÓRDOBA

## OPERACIONALIZACIÓN DEL CURSO

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**PÁGINA**  
11 DE 16

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| <p>other media requesting clarification if something is not understood</p> <p>The students will include multimedia components (e.g., graphics, sound) visual displays and knowledge of language and its conventions when writing a short message to someone.</p> <p>The students will use sentence-level context as a clue to the meaning of a word or phrase in a text.</p> | <p>Questions: to be clear or not too direct</p> <p>Expressions: I mean....</p> <p>. Suggestions: Let's</p> <p>Conjunctions: But- and</p> | <p>The students will use frequency adverbs to talk about their free time activities</p> <p>The students will read a text to say what they agree or disagree with.</p> <p>The students will match sentences with visuals after listening to a text about daily routines</p> | <p>information, and make comments that contribute to the discussion</p> |  |  | <p>role play</p> | <p>Accuracy in the statements</p> |  |
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|                                                                                   | <b>OPERACIONALIZACIÓN DEL CURSO</b> |                                                                                                                |

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|  |  | <p>The students will elaborate a short text about daily routines</p> <p>sThe tudents will ask for help and advice using visuals or media if necessary.</p> |  |  |  |  |  |  |
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| <b>FACULTAD:</b>            |                                                                                                      | <b>PROGRAMA ACADÉMICO:</b> | PREGRADOS | <b>SEMESTRE:</b>                 | II | <b>AÑO:</b>                       | 2023-1 |
| <b>CURSO:</b>               | INGLES 1                                                                                             | <b>CRÉDITOS:</b>           | 2         | <b>HORAS DE DD (Sincrónicas)</b> | 32 | <b>HORAS DE TI (ASINCRÓNICAS)</b> | 64     |
| <b>COMPETENCIA GENERAL:</b> | Students will demonstrate the A1-1 level of the Common European Framework in oral and written tasks. |                            |           |                                  |    |                                   |        |

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| <b>UNIDAD DE APRENDIZAJE No.</b> | <b>5</b> |                                                                                                                                 | Engage in oral and written communication to ask and answer questions about free time activities and the frequency these are done. |
|                                  | 1.       | Students will perform simple descriptions of his/her or other people’s routines and habits using short and rehearsed statements |                                                                                                                                   |

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|                                                                                   | <b>OPERACIONALIZACIÓN DEL CURSO</b> |                                                                                                                |

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| RESULTADOS DE APRENDIZAJE                                              | 2. | Students will locate specific information when reading or listening to texts (some prepared specifically for students, others authentic) on everyday life of people with different time frames |               |             |                                                                                     |                 |                                      |                         |                                               |
|                                                                        | 3. | Students will elaborate oral and written texts using isolated phrases and sentences about his/her or other people daily routines using simple and short statements                             |               |             |                                                                                     |                 |                                      |                         |                                               |
|                                                                        | 4. | Students will ask and answer straightforward follow up questions if he/she can ask for repetition                                                                                              |               |             |                                                                                     |                 |                                      |                         |                                               |
|                                                                        | 5. | Students will make strategic use of digital media and visual displays of data to express information about weekly routines.                                                                    |               |             |                                                                                     |                 |                                      |                         |                                               |
| TIEMPO DE DESARROLLO DE LA UNIDAD DE APRENDIZAJE (SESIONES Y SEMANAS). |    | 4 weeks                                                                                                                                                                                        |               |             | NIVELES DE COMPRENSIÓN ESPERADOS: (MULTIESTRUCTURAL/RELACIONAL/ABSTRACTO AMPLIADO). |                 | Unistructural and/or Multistructural |                         |                                               |
| 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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| <p>Students will perform simple descriptions of his/her or other people's routines and habits using short and rehearsed statements</p> <p>Students will locate specific information when reading or listening to texts (some prepared specifically for students, others authentic) on everyday life of people with different time frames</p> <p>Students will elaborate oral and written texts using isolated phrases and sentences about his/her or other people daily routines using simple and short statements</p> <p>Students will ask and answer straightforward follow up questions if he/she can ask for repetition</p> | <p>Simple present statements, yes-no questions, and short answers</p> <p>Verbs for everyday activities</p> <ul style="list-style-type: none"> <li>• Days of the week</li> </ul> <p>Time expressions for routines</p> <p>How often do you...?</p> <p>S endings of verbs in third person</p> | <p>The students will describe a typical morning and weekly routines using simple present statements.</p> <p>The students will describe ask and answer yes-no questions about you their week</p> <p>The students will ask and answer short yes/no questions about a typical week routine when engaged in a conversation.</p> | <p>Listen to others while talking in class</p> <p>Deliver activities on time</p> <p>Follow instructions</p> | <p>matrix/table completion</p> <p>Simulations</p> <p>role plays</p> <p>short conversations/dialogs.</p> <p>Games</p> <p>fill in uncompleted forms with weekly information</p> | <p>Audio recording</p> <p>Listening to texts (videos, podcasts)</p> <p>Watching videos</p> <p>Filling texts</p> | <p>Tasks assigned in class and in the platform</p> <p>Oral Discussions and presentations participation in forums</p> | <p>Simple questions using a basic repertoire of vocabulary to provide simple personal information</p> <p>Short oral conversations/dialogs</p> <p>Clarity of pronunciation</p> <p>Accuracy of grammar</p> | <p>electronic infobrief with information about free time activities</p> <p>survey about daily routines.</p> <p>Role play a short dialogue to exchange information about leisure activities</p> <p>Match sentences and answers to express habits and facts.</p> |
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Students will make strategic use of digital media and visual displays of data to express information about weekly routines

The students will match specific information with visuals when reading or listening to texts on peoples' weekly leisure, academic or work routines with different time frames.

The students will describe elaborate short descriptions of people's weekly routines including the frequency



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these are  
done.

The students  
will describe  
read and view  
texts with  
illustrations  
and simple  
graphics to  
point out  
specific  
information  
about people's  
weekly and  
daily habits.