

PLANIFICACIÓN DE CURSO

Segundo Semestre académico 2023

I. IDENTIFICACIÓN DEL CURSO

Semestre de la carrera	Carrera	Asignatura	Coordinador/a	Docente/s
Todos	Todas	Inglés 1	Ayleen Guzmán	Ingrid Flores Rosa Gonzalez Lissette Osorio Otilia Osorio Sebastian Ramos Maria Balmaceda
Objetivos de Aprendizaje			Unidades	
<ol style="list-style-type: none">Integran vocabulario, estructuras y pronunciación adecuados a situaciones comunicativas relacionadas con información personal, objetos cotidianos, familia y trabajo para producir lenguaje oral y escrito a nivel A1.Integran vocabulario, estructuras y pronunciación adecuados a situaciones comunicativas relacionadas con información personal, objetos cotidianos, familia y trabajo para comprender lenguaje oral y escrito a nivel A1.			<ol style="list-style-type: none">Información PersonalFamilia y amigos¿Qué hay a tu alrededor?	

3. Ponen en práctica estrategias comunicativas y de aprendizaje de lengua extranjera mediante la resolución de desafíos comunicativos con el fin de optimizar su competencia comunicativa.

II. UNIDADES, CONTENIDOS Y ACTIVIDADES

Seman a	Fecha	Actividades		Evaluaciones
		Sesión 1	Sesión 2	
1	28/08 - 01/09	Objective: Introduction to the course and its characteristics	Objective: Introduce yourself giving your personal information	Formativa: Descripción
		Actividades: Presentation of the program and the course Presentation of the administrative information Ask and answer personal information questions.	Actividades:	
	Unit I Personal information			
2	04/09 - 08/09	Weekly objective Exchange personal information in an everyday situation		Formativa: Speed dates: Students ask personal questions to their classmates within a time frame. They make a written report about those bits of information.
		Actividades: Give basic information about themselves, including name, address and age. Listen to people introduce themselves.	Actividades: Talk about themselves and ask personal information questions to get to know someone else.	

		Write a profile including their personal information.	Read about people’s personal information. Answer questions about themselves.	
3	11/09 - 14/09	Weekly objective Provide info about their preferences in life and related to their major		Formativa: Orally report information about their classmate’s daily preferences in groups.
		No lecture	Actividades: Students: <ul style="list-style-type: none">Read a post about someone’s likes and dislikes. (1st person)Listen and identify majors and subjects in a conversation.Write a post about they likes and dislikes at the university (preferences)	
0	18/09 - 22/09	Semana de Receso Docente		
4	25/09 y 28/09	Weekly objective Report information about their daily routines		Formativa: Component 1 In pairs, students ask “what do you do on weekends” and answer including their routine and activities
		Actividades: Students: <ul style="list-style-type: none">Talk about their daily life preferences at the universityAsk and answer questions about daily life preferences through a survey. (Likes and dislikes - likes and dislikes about university or university activities)	Actividades: Students: <ul style="list-style-type: none">Watch a video about someone’s routine.Write a timetable about their daily life at the university.Talk about their daily schedule using adverbs of frequency. (periods of the day and prepositions of time in-on-at, adv of frequency)	
5	02/10 - 05/10	Actividades: Students: <ul style="list-style-type: none">Write a timetable about their daily life at the university.	Actividades: Students: <ul style="list-style-type: none">Ask and answer information about their daily routine and someone’s	

		<ul style="list-style-type: none">Talk about their daily schedule using adverbs of frequency. (periods of the day and prepositions of time in-on-at, adv of frequency)	routine using Yes/No and Wh questions) <ul style="list-style-type: none">Create Component 1 With peer evaluation	
6	09/10 - 12/10	Weekly objective: Evaluation 1		Sumativa (25%): Descripción
		No lecture	Evaluación Unidad 1 Group 1	
	16/10	Weekly objective: Evaluation 1		Sumativa (25%): Descripción
		Evaluación Unidad 1 Group 2		
Unit II Family and Friends				
7	19/10	Weekly objective: Provide information about family members and friends		Formativa: Create the family tree of a classmate (in pairs students ask each other questions to discover their classmate’s family members and relations.) Make a brief presentation of their findings.
			Actividades: <ul style="list-style-type: none">Listen about family descriptions and identify information.Create their family tree with a brief description.	
	23/10 - 26/10	Weekly objective: Describe people’s physical and psychological traits		Formativa: In groups, students give descriptions to discover the secret character (guess who type of game)
		Actividades: <ul style="list-style-type: none">Read about someone else’s family.Ask and answer questions about a peer’s family.	Actividades: <ul style="list-style-type: none">Read about people’s physical descriptions.Describe family members according to those physical descriptions	
8	30/10 - 02/10	Weekly objective: Provide information about family members’ and friends’ routines and habits		Formativa: Write a brief text about a day in the life of a friend or family member. Exchange texts and ask and answer questions about the person’s schedule. (What does she do on... at?)
		Actividades: <ul style="list-style-type: none">Watch a video with psychological descriptions.Describe themselves, friends and family members.	Actividades: <ul style="list-style-type: none">Read about someone’s daily routine at home.Students write about family member’s routines.	

			(Periods of the day - time - preposition)	
9	06/11- 09/11	Weekly objective: Provide information about family members' and friends' occupations		Formativa: Write a brief text about a day in the life of a friend or family member. Exchange texts and ask and answer questions about the person's schedule. (What does she do on... at?)
		Actividades: <ul style="list-style-type: none">● Watch a video about hobbies.● Students talk about friends' hobbies	Actividades: <ul style="list-style-type: none">● Read profiles of people with different types of occupations and their routines.● Talk about the occupations of their family members (ask and answer questions with a classmate).	
10	13/11 - 16/11	Weekly objective: Provide information about family members' and friends' occupations + Evaluation 2		Formativa: Component 2: Family description (members, characteristics, routines, hobbies and occupations.) Sumativa (25%): Group Presentation***
		Actividades: <ul style="list-style-type: none">● Create Component 2. (with peer evaluation)	Evaluación Unidad 2	
Unit III What's around you?				
11	20/11 - 23/11	Weekly objective: Communicate characteristics about housing, rooms and house objects by describing housing characteristics, room functions, and household items.		Formativa: Students are able to identify and list different features of houses and objects inside them by describing a house they know well.
		Actividades: <ul style="list-style-type: none">● Introduction to the unit and identification of vocabulary related to houses by reading a text about their differences in Chile.● Students identify and compare other type of living arrangements (Temporal and permanent/ Travelling video)● Students write about what things are or not in a given context (Pictures - Parts of a text - There is / there are)	Actividades: <ul style="list-style-type: none">● Identify rooms and objects inside their own houses by giving descriptions of them and also stating what those objects are used for by creating a short text. (Appliances and furniture) W	
12	27/11 - 30/11	Weekly objective: Provide information about different rooms and objects in a house and describe their characteristics. Provide information about different rooms and objects in a house and briefly describe its characteristics.		Formativa: Students use cardinal numbers to enumerate objects inside a room by

		<p>Actividades:</p> <ul style="list-style-type: none">Students listen to some people expressing their needs towards looking for a place to live and provide guidance to them.Students help collaboratively to create the room of their dreams. (<i>the kitchen of my dreams has a dishwasher, the bedroom of my dream has.. etc.</i>) <p>L&S</p>	<p>Actividades:</p> <ul style="list-style-type: none">Students will review prepositions of places to locate objects inside a house.Students draw a house where they could live comfortably, enumerating the rooms and appliances necessary for it, to explain later to the class (as best as they can) <p>S</p>	<p>writing a short description of the bathroom.of their dreams with a partner. (<i>each partner chooses a room and then exchange information about them. ie) how many glasses are the in your kitchen), how many chairs are there in your dining room?)</i></p> <p>Ask information about pricing of places for rent by conducting a survey about prices and features regarding local ads..</p>
13	04/12 - 07/12	<p>Weekly objective: Ask and provide information about objects and their specific positions inside a room by identifying them in videos and in their own homes.</p> <p>Ask information about pricing of places for rent by checking for renting places near to their home.</p>		<p>Formativa:</p> <p>Ask information about pricing of places for rent by conducting a survey about prices and features regarding local ads..</p> <p>Formativa:</p> <p>Component 3: Students will write a description of the room for rent, the shared spaces and the house general characteristics.</p> <p>Preparation final project: Students will practice their final evaluation by using real estate marketplace sites.</p>
		<p>Actividades:</p> <ul style="list-style-type: none">Students identify characteristics of houses and objects inside them in an oral text.Students identify information about pricing of apartments or houses using survey ads about rooms or apartments for rent.(show questions that point to that information) <p>L&R</p>	<p>Actividades:</p> <ul style="list-style-type: none">Students will ask classmates about objects in specific rooms inside their own houses using prepositions of place.Students ask and give information about for rent near their homes, answering a survey sheet exchanging roles to apply it, trying to look for the best place to live (Cards with information they have to say to each other to complete the survey accurately.) <p>(give time to look for an ad in the class 7-10 minutes)</p> <p>S&W</p>	

14	11/12 - 14/12	Weekly objective : Provide detailed information about the house's rooms, objects, and prices using advertisements about houses/apartments for rent.		Formativa: Component 3: Students will write a description of the room for rent, the shared spaces and the house general characteristics. Preparation final project: Students will practice their final evaluation by using real estate marketplace sites. Sumativa (30%): In pairs, students choose an advertisement. Then, ask and answer 6 questions about their favorite room advertisement in 8 minutes total.
		Actividades: <ul style="list-style-type: none">Students create the final evaluation component 3. With peer evaluation	Actividades: <ul style="list-style-type: none">Students rehearse and practice the final evaluation	
15	18/12 - 21/12	Weekly objective : In pairs, students will be able to ask and answer questions about their favorite room advertisement.		
		Final evaluation Group 1	Final evaluation Group 2	Periodo pruebas atrasadas
				Evaluaciones finales
	25/12 - 28/12	Receso docente y administrativo fin de año		

III. CONDICIONES Y POLÍTICAS DE EVALUACIÓN

Evaluaciones:

- Las evaluaciones serán calificadas con un **60% de exigencia**.
- Este curso **no contempla examen**.
- Su distribución y ponderación son las siguientes:
 - **Evaluación parcial Unidad 1 (20%)**
 - **Evaluación parcial Unidad 2 (20%)**
 - **Evaluación componentes proyecto final (20%)**
 - **Proyecto final (40%)**
- Este curso exige un **80% de asistencia** para su aprobación.
- En caso de haber **paralización** y recalendarización de actividades, **los porcentajes de las tareas no realizadas serán reasignados al proyecto final**.

Unidades, funciones comunicativas y contenidos de Inglés 1 (Versión 2023 Semestre II)

Unit	Communicative functions	Contents
Unit 1: Personal information	<ul style="list-style-type: none">- Introduce themselves.- Ask and give personal information such as name, address, age, likes and dislikes and routine.- Ask and give information about their majors and what they are learning.- Identify general and specific information from written and oral texts.	<ul style="list-style-type: none">- Greetings- Cardinal numbers and alphabet- Dates- Personal information- Daily activities- Prepositions of time- Present simple in all forms- Majors and subject vocabulary- Chunk: I am learning- I am doing
Unit 2: Family and friends	<ul style="list-style-type: none">- Describe their family and family	<ul style="list-style-type: none">- Types of families

	<p>members</p> <ul style="list-style-type: none"> - Ask and give their friends and family information such as name, age, jobs and occupations, routines, physical and psychological characteristics . - Identify general and specific information from written and oral texts. 	<ul style="list-style-type: none"> - Family members - Prepositions of time - Possessive adjectives - Jobs and occupations - Daily activities - Present simple in all forms - Physical and psychological characteristics
Unit 3: What's around you?	<ul style="list-style-type: none"> - Describe different types of houses - Ask and give information about houses such as rooms, objects and their position, prices and general characteristics - Identify general and specific information from written and oral texts. 	<ul style="list-style-type: none"> - Types of houses - Rooms of the house - Objects and furniture - Prepositions of place - Cardinal numbers - Adjectives to describe inanimate objects - Present simple in all forms