

# PLANIFICACIÓN DE CURSO

Primer Semestre académico 2024

## I. IDENTIFICACIÓN DEL CURSO

| Semestre de la carrera  | Carrera | Asignatura | Docente a Cargo  | Equipo Docente   |
|---|---------|------------|--|--|
| Todos   | Todas   | Inglés 3   | Tatiana Leiva Merino   | Marco Alvarado<br>Sebastián Gálvez<br>Rubén Guzmán<br>Nicolás Lagos<br>Matías Romero |
| Resultados de Aprendizaje   |         |            | Unidades   |  |
| <p><b>Unit 1: World changing events</b></p> <ol style="list-style-type: none"> <li>Identificar eventos en el pasado, referentes a un lugar o momento histórico, así como de la vida de una persona en textos orales o escritos.</li> <li>Analizar eventos del pasado referentes a un lugar o momento histórico, así como de la vida de una persona.</li> <li>Narrar una secuencia de eventos en el pasado referentes a un momento histórico o a la vida de una persona.</li> </ol> <p><b>Unit 2: Traditions</b></p> <ol style="list-style-type: none"> <li>Comprender información sobre celebraciones y experiencias culturales en relación a sus orígenes, características y significados sociales.</li> </ol> |         |            | <ol style="list-style-type: none"> <li><b>World changing events</b></li> <li><b>Traditions</b></li> <li><b>Problems in the city</b></li> </ol> |  |

2. Intercambiar información sobre celebraciones y tradiciones globales y de un país en específico, describiendo sus características y actividades principales en el contexto de una interacción oral.
3. Analizar diferencias culturales integrando una apreciación de la cultura propia y ajena desde el respeto y la tolerancia.

**Unit 3: Problems in the city**

1. Analizan las causas y consecuencias de problemas actuales que afectan a grandes urbes, así como comunidades pequeñas alrededor del mundo.
2. Intercambian información acerca de las principales problemáticas que afectan una ciudad o región de un país específico.
3. Diseñan un plan de mitigación o solución a un problema actual que afecte a las y los habitantes de una ciudad o país.

**II. UNIDADES, CONTENIDOS Y ACTIVIDADES**

| Week | Date                 | Activities   |  | Evaluations  |
|------|----------------------|--|--|--|
|      |                      | Session 1  | Session 2  |  |
| 1    | 25/03<br>to<br>28/03 | <b>Weekly Objective:</b> Identify the course contents and get familiar with the course goals, as well as introduce themselves and others.  |  | <b>Formative</b><br><br>In groups, students interact about a dream place created by themselves, giving information in terms of services offered and prices, as well as its location and directions to get there. |
|      |                      | <b>Functional Contents:</b><br>Course introduction <ul style="list-style-type: none"> <li>- Familiarize with course contents and goals.</li> <li>- Identify evaluations and specific dates.</li> </ul> | <b>Functional Contents:</b><br>Describe my dream place in town <ul style="list-style-type: none"> <li>- Give information about places in town, prices and directions.</li> </ul> |  |

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|--------------------------------------|----------------------|--|--|---|
|                                      |                      |  | <ul style="list-style-type: none"> <li>- Ask for information about a place in town.</li> <li>- Describe a place in town.</li> </ul>  |   |
| <b>Unit 1: World changing events</b> |                      |  |  |   |
| 2                                    | 01/04<br>to<br>05/04 | <b>Weekly Objective: Identify and describe past events in the context of historical moments.</b>   |  | <b>Formative</b><br><br>Individually, students create a short written text about a landmark in Chile and a relevant historical event that occurred there.   |
|                                      |                      | <b>Functional Contents:</b><br>Describe what happened at a specific place during a historical moment <ul style="list-style-type: none"> <li>- Identify unit contents.</li> <li>- Identify global landmarks.</li> <li>- Classify different types of landmarks.</li> <li>- Describe actions that occurred at a specific landmark.</li> </ul>   | <b>Functional Contents:</b><br>Elaborate a short written text about a landmark and its historical background. <ul style="list-style-type: none"> <li>- Identify information about historical events.</li> <li>- Describe actions that occurred at a specific place.</li> <li>- Create a text about a historical event that occurred at a specific place.</li> </ul>    |   |
| 3                                    | 08/04<br>to<br>12/04 | <b>Weekly Objective: Describe a person's experience in the context of a historical event.</b>  |  | <b>Formative</b><br><br>In pairs, students create a brief story based on a picture showing a specific historical event, describing the main actions as well as the person's experience in relation to it. |
|                                      |                      | <b>Functional Contents:</b><br>Describe a person's experience in relation to a historical event. <ul style="list-style-type: none"> <li>- Identify information about historical events.</li> <li>- Describe a person's feelings and impressions of a historical event.</li> <li>- Ask and answer questions about a person's experience in the context of a recent historical event.</li> </ul> | <b>Functional Contents:</b><br>Describe a situation in the context of a specific historical event. <ul style="list-style-type: none"> <li>- Describe a person's experience in the context of a historical event.</li> <li>- Sequence a series of events to narrate a story.</li> <li>- Create a story based on a picture about a specific historical event.</li> </ul> |   |
| 4                                    | 15/04                | <b>Weekly Objective: Create a biographical text based on a migrant fictional character.</b>  |  | <b>Summative</b>  |

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|   | to<br>19/04          | <b>Functional Contents:</b><br>Describe the main events in a person's life. <ul style="list-style-type: none"> <li>- Identify information about a person's life in written or oral text.</li> <li>- Ask for information about a person's life experiences.</li> <li>- Describe a person's life in a written or oral text.</li> </ul> | <b>Functional Contents:</b><br>Create a biographical text based on a person's life experiences. <ul style="list-style-type: none"> <li>- Identify information about a person's life.</li> <li>- Arrange actions and events using connective words such as <i>first, secondly, then, later</i>, among others.</li> <li>- Elaborate a text to describe a person's life.</li> </ul> | <b>Component 1 - Write a biographical text</b><br><br>Individually, students create the story of a migrant fictional character and write a biographical text of 150 to 200 words.                              |
| 5 | 22/04<br>to<br>26/04 | <b>Weekly Objective: Describe a person's experience in relation to an image in the context of a historical event.</b>  |  | <b>Formative</b><br><br>In pairs, students create a brief story based on a picture showing a specific historical event, describing the main actions as well as the person's experience in relation to it.      |
|   |                      | <b>Functional Contents:</b><br>Interact based on a person's experience in relation to a historical event. <ul style="list-style-type: none"> <li>- Describe a sequence of actions.</li> <li>- Organize information in a sequence of events.</li> <li>- Create a story based on a picture in oral format.</li> </ul>                  | <b>Functional Contents:</b><br>Create a story based on a historical event in oral format (practice session). <ul style="list-style-type: none"> <li>- Describe a set of images related to a historical event.</li> <li>- Organize information in a sequence of events.</li> <li>- Create a story based on a picture in oral format.</li> </ul>                                   |  |
| 6 | 29/04<br>to<br>03/05 | <b>Weekly Objective: Interact in order to narrate a story based on a set of images related to a historical event, interpreting the elements in a picture.</b>  |  | <b>Summative</b><br><br><b>Project 1 (25%) - Storytelling</b><br><br>In pairs, students create a story related to a historical event, interpreting the elements in the picture and describe it in oral format. |
|   |                      | <b>Functional Contents:</b><br>Create a story based on a historical event in oral format <ul style="list-style-type: none"> <li>- Describe a set of images related to a historical event.</li> <li>- Arrange events in a sequence using connective words that express result. information in a sequence of events.</li> </ul>        | <b>Functional Contents:</b><br>Create a story based on a historical event in oral format <ul style="list-style-type: none"> <li>- Describe a set of images related to a historical event.</li> <li>- Organize information in a sequence of events.</li> <li>- Create a story based on a picture in oral format.</li> </ul>   |  |

- Create a story based on a picture in oral format.

## Unit 2: Traditions

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| 7 | 06/05 to 10/05 | <b>Weekly Objective: Describe types of celebrations and cultural events to exchange information on their origins and main activities</b>   |  | <p align="center"><b>Formative</b></p> <p>In pairs, students interact about a celebration or cultural event from the country of origin of the fictional characters they created in unit 1, and exchange information about the content in the image chosen by them.</p>  |
|   |                | <p><b>Functional Contents:</b><br/>Describe types of celebrations and cultural events.</p> <ul style="list-style-type: none"> <li>- Introduce unit contents</li> <li>- Identify types of celebrations and cultural events.</li> <li>- Describe typical activities at a specific celebration or cultural event.</li> <li>- Ask and answer questions about what people do on certain celebrations or cultural events.</li> </ul> | <p><b>Functional Contents:</b><br/>Exchange information about a celebration based on the students' fictional character's country of origin.</p> <ul style="list-style-type: none"> <li>- Identify main aspects of a specific celebration or cultural event</li> <li>- Describe activities related to a celebration or cultural event</li> <li>- Ask for and give information about a celebration or cultural event.</li> <li>- Interact about celebrating or participating in a particular celebration or cultural event.</li> </ul> |   |
| 8 | 13/05 to 17/05 | <b>Weekly Objective: Describe the origins of a celebration or cultural event and describe its changes during time.</b>   |  | <p align="center"><b>Summative</b></p> <p><b>Component 2 - Create an infographic</b></p> <p>Individually, students choose a celebration or cultural event of their fictional character's country of origin and create an infographic to give information about its origins, main activities and cultural and social meaning or relevance.</p> |
|   |                | <p><b>Functional Contents:</b><br/>Describe the origins of a celebration or cultural event.</p> <ul style="list-style-type: none"> <li>- Describe the main features of a celebration or cultural event.</li> <li>- Discriminate information about past and present traditions related to a celebration or cultural event.</li> </ul>   | <p><b>Functional Contents:</b><br/>Create an infographic to give information about a specific celebration or cultural event</p> <ul style="list-style-type: none"> <li>- Identify the main features of a celebration or cultural event.</li> <li>- Give information about a celebration or cultural event in terms of origins, main activities and cultural meaning.</li> <li>- Create an infographic about a particular celebration or cultural event.</li> </ul>   |   |

|                                     |                |   |   |  |
|-------------------------------------|----------------|---|---|--|
|                                     |                | <ul style="list-style-type: none"> <li>- Explain the main similarities and differences of a celebration or cultural event in the past and now.</li> </ul>   |   |  |
| 9                                   | 20/05 to 24/05 | <b>Autonomous learning and self care week</b>   |   |  |
| 10                                  | 27/05 to 31/05 | <b>Weekly Objective: Describe stereotypes and their cultural and social impact.</b>   |   | <b>Formative</b><br><br>In groups, students formulate questions and provide answers in oral format about stereotypes in terms of their characteristics and potential problematic situations ( <i>students will base this activity on the fictional character of component 1</i> ). |
|                                     |                | <b>Functional Contents:</b><br>Describe stereotypes and their cultural and social impact. <ul style="list-style-type: none"> <li>- Identify common stereotypes in society.</li> <li>- Analyze cultural and social impacts of stereotypes.</li> <li>- Describe a problematic situation related to stereotypes.</li> </ul>  | <b>Functional Contents:</b><br>Interact about stereotypes and their social and cultural impact. <ul style="list-style-type: none"> <li>- Describe stereotypes and possible problematic situations related to them.</li> <li>- Problematize the origins and discourses around stereotypes.</li> <li>- Ask for and give information about stereotypes related to a specific country.</li> </ul> |  |
| 11                                  | 03/06 to 07/06 | <b>Weekly Objective: Interact by exchanging information about a celebration or cultural event from the country of origin of their fictional character.</b>  |   | <b>Summative</b><br><br><b>Project 2 (25%) - Talking about traditions</b><br><br>In pairs, students interact by asking for and giving information related to a celebration or cultural event of the country of origin of their fictional character.                                |
|                                     |                | <b>Functional Contents:</b><br>Interact about a specific celebration or cultural event. <ul style="list-style-type: none"> <li>- Describe a specific celebration or cultural event.</li> <li>- Ask for and give information about a specific celebration or cultural event.</li> <li>- Compare celebrations or cultural events of two different countries.</li> </ul> | <b>Functional Contents:</b><br>Interact about a specific celebration or cultural event. <ul style="list-style-type: none"> <li>- Describe a specific celebration or cultural event.</li> <li>- Ask for and give information about a specific celebration or cultural event.</li> <li>- Compare celebrations or cultural events of two different countries.</li> </ul>                         |  |
| <b>Unit 3: Problems in the city</b> |                |   |   |  |

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| 12 | 10/06<br>to<br>14/06 | <b>Weekly Objective: Describe current issues affecting large urban areas and small communities around the globe.</b>   |   | <b>Formative</b><br><br>Individually, students elaborate a short text to explain the main causes of a current issue affecting their country or origin or hometown.  |
|    |                      | <b>Functional Contents:</b><br>Describe current issues affecting large urban areas and small communities around the globe. <ul style="list-style-type: none"> <li>- Introduce unit contents.</li> <li>- Identify problematic situations that affect large cities and small communities.</li> <li>- Classify problems or issues according to their nature (for example, an environmental problem).</li> <li>- Ask and answer questions about problems affecting their current city of residence.</li> </ul> | <b>Functional Contents:</b><br>Describe current issues affecting large urban areas and small communities around the globe. <ul style="list-style-type: none"> <li>- Discuss about major issues affecting students' country and hometown</li> <li>- Analyze possible causes of problems or issues that affect large urban areas and small communities.</li> <li>- Explain a sequence of actions that produce or cause a problem.</li> </ul>                              |   |
| 13 | 17/06<br>to<br>21/06 | <b>Weekly Objective: Explain the causes and consequences of current issues affecting a town, city or country.</b>  |   | <b>Formative</b><br><br>In groups, students discuss and identify a problem that affects a specific region based on the country of origin of their fictional character (component 1), and recommend a possible solution. |
|    |                      | <b>Functional Contents:</b><br>Explain the causes and consequences of current issues affecting a town, city or country <ul style="list-style-type: none"> <li>- Describe a specific problem that affects a town, city or country.</li> <li>- Ask and answer questions about problematic situations that affect a specific place.</li> <li>- Revise solution proposals to solve problems that affect specific places, such as towns, cities or countries.</li> </ul>  | <b>Functional Contents:</b><br>Interact about a problem affecting a region or area, based on the students' fictional characters' country of origin. <ul style="list-style-type: none"> <li>- Identify problems affecting an area in particular, based on the country of origin of the students' fictional character.</li> <li>- Explain the causes and consequences of a problem.</li> <li>- Recommend a possible solution to solve or mitigate the problem.</li> </ul> |   |
| 14 | 24/06<br>to<br>28/06 | <b>Weekly Objective: Design a course of action to mitigate or solve a problem affecting a town, city or country.</b>   |   | <b>Formative</b><br><br>In groups, students prepare a brief presentation to explain a course of   |
|    |                      | <b>Functional Contents:</b>  | <b>Functional Contents:</b>   |   |

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|----|----------------|--|---|--|
|    |                | <p>Create a possible solution to solve or mitigate a problem that affects a town, city, country or region.</p> <ul style="list-style-type: none"> <li>- Organize information about a problem in terms of causes and consequences.</li> <li>- Describe the steps of a course of action to solve or mitigate a problem.</li> <li>- Design a strategy to mitigate or solve a problem.</li> </ul>          | <p>Create a possible solution to solve or mitigate a problem that affects a town, city, country or region.</p> <ul style="list-style-type: none"> <li>- Organize information about a problem in terms of causes and consequences.</li> <li>- Describe the steps of a course of action to solve or mitigate a problem.</li> <li>- Design a strategy to mitigate or solve a problem.</li> </ul>   | <p>action to mitigate or solve a problem affecting a town, city, country or region, based on the place of origin of their fictional character (component 1).</p>   |
| 15 | 01/07 to 05/07 | <p><b>Weekly Objective: Give information about a person's experience as a migrant in a different country.</b></p>  |   | <p><b>Formative</b></p> <p><b>In groups, students practice for their final project, interacting to exchange information about their fictional character's life experience as a migrant in Chile.</b></p>   |
|    |                | <p><b>Functional Contents:</b><br/>Give information about a person's experience as a migrant in a different country.</p> <ul style="list-style-type: none"> <li>- Review units 1, 2 and 3 contents.</li> <li>- Ask and answer questions about somebody's personal experience as a migrant.</li> <li>- Interact to exchange information about a person's experience as a migrant.</li> <li>-</li> </ul> | <p><b>Functional Contents:</b><br/>Give information about a person's experience as a migrant in a different country.</p> <ul style="list-style-type: none"> <li>- Ask and answer questions about different aspects of a person's experience as a migrant.</li> <li>- Compare personal experiences, explaining differences and similarities between life in the country of origin and the country of arrival.</li> <li>- Interact to exchange information about a person's experience as a migrant.</li> </ul> |  |
| 16 | 08/07 to 12/07 | <p><b>Weekly Objective: Interact in order to exchange information about a person's life experience in the context of being a migrant in Chile.</b></p>   |   | <p><b>Summative</b></p> <p><b>Final Project (30%) - My story as a migrant</b></p> <p>In groups of 3 or 4, students interact by asking questions and giving answers about their experience as migrants in Chile, exchanging information about</p> |
|    |                | <p><b>Functional Contents:</b><br/>Interact about a person's life experience in the context of being a migrant in Chile.</p> <ul style="list-style-type: none"> <li>- Ask and answer questions about a person's background, reasons for migrating, opinions and impressions on</li> </ul>  | <p><b>Functional Contents:</b><br/>Interact about a person's life experience in the context of being a migrant in Chile.</p> <ul style="list-style-type: none"> <li>- Ask and answer questions about a person's background, reasons for migrating, opinions and impressions on</li> </ul>   |  |



|    |                |  |  |   |
|----|----------------|--|--|---|
|    |                | <p>the local people and main problems faced at the country of arrival.</p> <ul style="list-style-type: none"> <li>- Compare life experiences as well as cultural aspects of the country of origin and country of arrival.</li> </ul> | <p>the local people and main problems faced at the country of arrival.</p> <ul style="list-style-type: none"> <li>- Compare life experiences as well as cultural aspects of the country of origin and country of arrival.</li> </ul> | <p>their personal backgrounds, reasons for migrating, impressions on the local country and its people, and problems they face at their current city of residence.</p> |
| 17 | 15/07 to 19/07 | <i>Final and Late Evaluations</i>  |  |   |
| 18 | 23/07 to 27/07 | <i>Final and Late Evaluations</i>  |  |   |

### 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:
  - **Project 1: 25%**
  - **Project 2: 25%**
  - **Final Project: 30%**
  - **Evaluaciones de Proceso (3): 20%**
- Este curso exige un **80% de asistencia** para su aprobación. De lo contrario, **se reprueba con un 3,5**.
- En caso de haber **paralización** y recalendarización de actividades, **los porcentajes de las tareas no realizadas serán reasignados al proyecto final**.

- Cualquier forma de plagio o falta **será penalizada con nota mínima (1,0)**.
- Todo evento puede sufrir **modificaciones en cuanto a fechas** dependiendo de la realidad de cada curso.

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|--------------------------|---|----------------|
| <b>Fechas Relevantes</b> | <b>Unit 1:</b>  |                |
|                          | <b>Final Project Component 1: Create a biography</b>    | <b>Week 4</b>  |
|                          | <b>Project 1 (25%): Storytelling</b>                    | <b>Week 6</b>  |
|                          | <b>Unit 2</b>   |                |
|                          | <b>Final Project Component 2: Create an infographic</b> | <b>Week 8</b>  |
|                          | <b>Project 2 (25%): Talking about traditions</b>        | <b>Week 11</b> |
|                          | <b>Unit 3</b>   |                |
|                          | <b>Final Project (30%):</b>                             | <b>16</b>      |

