

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 1	Ayleen Guzmán	María Balmaceda Matias Riquelme Lisette Osorio Paz Toro Daniel Rojas
Resultados de Aprendizaje			Unidades	
			<ol style="list-style-type: none"> 1. Personal information: Who are you? 2. Family and friends: What are they like? 3. Home life: What are your house and neighborhood like? 	

II. UNIDADES, CONTENIDOS Y ACTIVIDADES

Week	Date	Activities		Evaluations
		Session 1	Session 2	
1	25/03 to 29/03	Weekly Objective: Identify the course structure and goals. Review lexical and grammatical elements to interchange personal information with a classmate		Summative: Introducing yourself: Write a message on the forum to give basic personal information. Including a greeting and a farewell.
		Functional Contents: Get students familiarized with course specificities. <ul style="list-style-type: none"> <input type="checkbox"/> Identify what the English institutional program at UOH is <input type="checkbox"/> Identify what is expected from the students according to CEFR <input type="checkbox"/> Identify the course approach, contents, evaluations and syllabus. <input type="checkbox"/> Self-evaluate student's perception of their own English competence. <input type="checkbox"/> Write and share some expectations about the course and necessities to tackle 	Functional Contents: Greet different people depending on the level of formality. Use different communication strategies to negotiate meaning. <ul style="list-style-type: none"> <input type="checkbox"/> Identify greetings and farewells depending on the level of appropriacy <input type="checkbox"/> Identify and apply different cognitive and interactional strategies (repetition, rephrasing, assistance appeal, clarification, etc) <input type="checkbox"/> Give basic personal information to meet someone. 	
Unit 1: Personal Information: Who are you?				
2	1/04 to 5/04	Weekly Objective: Give different types of personal information such as name, age, address, email, birthdate and major in the context of meeting new people.		Formative: At the airport: Students ask and answer personal questions to their classmates

		<p>Functional Contents: Exchange personal information with a classmate to meet someone for the first time</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce unit functional contents and the lexical and grammatical target structures. <input type="checkbox"/> Ask for clarification: spelling of names <input type="checkbox"/> Ask and give information about major <input type="checkbox"/> Give and ask information about likes and dislikes. <input type="checkbox"/> Exchange personal information with a classmate about name, age, address, email, birthdate, nationality in a speed date. 	<p>Functional Contents: Give personal information while traveling to the airport personnel.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify different types of personal information traditionally asked at different services. <input type="checkbox"/> Fill in a personal information form with their information. <input type="checkbox"/> Ask and answer questions to fill in a personal information form for a classmate. <input type="checkbox"/> Exit ticket: Answer a small questionnaire to test what they learnt. 	<p>within a time frame while traveling abroad.</p>
3	8/04 to 12/04	<p>Weekly Objective: Give information about personal preferences including food and free time activities.</p>		<p>Formative Blog: Describe what you eat in each period of the day.</p> <p>Students receive guidelines for evaluation 1</p>
		<p>Functional Contents: Describe students' meals for each moment of the day focusing on the making of one in particular.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Name their favorite ingredients and meals. <input type="checkbox"/> Ask and answer about their favorite food and meals. <input type="checkbox"/> Identify different sequencing adverbs to describe cooking steps. <input type="checkbox"/> Describe their favourite meal. <input type="checkbox"/> List the steps and procedures to make their favourite meal. <input type="checkbox"/> Create a recipe of their favorite food. 	<p>Functional Contents: Exchange information about their daily routines with a classmate.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify different elements to describe their daily routine (morning, afternoon, night) in a sequence. <input type="checkbox"/> Create a schedule with their daily routine including time. <input type="checkbox"/> Exchange information about daily activities with a classmate. (what do you do in the morning?, etc) <input type="checkbox"/> Exit ticket: Answer a small questionnaire to test what they learnt. 	
4	15/04 to 19/04	<p>Weekly Objective: Give information about students' daily routine at home during the weekend and at the university during the week.</p>		<p>Summative: Final project Component 1: "The owner of the house" (Process evaluation 20%)</p>
		<p>Functional Contents:</p>	<p>Functional Contents:</p>	

		<p>Arrange a study date with a classmate on the phone.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify different elements to describe their weekly routine. (days, prepositions, adverbs of frequency) <input type="checkbox"/> Identify different elements of phone conversation and how to take turns. <input type="checkbox"/> Propose a study date: accept and decline. <input type="checkbox"/> Exchange information about weekly activities (What do you do on...at?) <input type="checkbox"/> Arrange a date and hour based on predetermined schedules. 	<p>Write component 1 of the final project.</p> <p>Peer evaluation before handing in the component</p>	
5	22/04 to 26/04	<p>Weekly Objective: Exchange personal information during an oral interaction using simple lexical and grammatical structures.</p>		<p>Formative/Summative Evaluation 1: "This is me" (25%)</p>
		<p>Functional Contents:</p> <p>Rehearse evaluation 1 with random classmates</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review instructions of evaluation 1 <input type="checkbox"/> Practice with mock character cards in random pairs multiple times <input type="checkbox"/> Reflect on weaknesses in lexical, grammatical and phonetic aspects. <input type="checkbox"/> Exit ticket: Answer a small questionnaire to test what they learnt during the unit. 	<p>Functional Contents:</p> <p>Exchange personal information during an oral interaction using simple lexical and grammatical structures in the context of meeting someone new.</p>	
<p>Unit 2: Family and friends: What are they like?</p>				
6	29/04 to 3/05	<p>Weekly Objective: Describe students' family composition, their relations, and what they regularly do according to their characteristics</p>		<p>Summative:</p> <p>My favorite person: Students are asked to bring a picture of somebody they admire. Students describe this person</p>
		<p>Functional Contents:</p>	<p>Functional Contents:</p>	

		<p>Describe students' family composition and their occupations to a classmate.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce unit functional contents and the lexical and grammatical target structures. <input type="checkbox"/> Describe student's family compositions according to the existent relations. <input type="checkbox"/> Ask and answer questions about family member's occupations and responsibilities. <input type="checkbox"/> Report information about someone else's family composition, their occupations and responsibilities. 	<p>Describe students' family members activities they regularly do.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe students' family members' routines. <input type="checkbox"/> Ask and answer about other people's routines. <input type="checkbox"/> Create a schedule according to what other people do during the day. <input type="checkbox"/> Describe someone students admire talking about their most salient routines and daily occupations. (My mother drives me to school every morning - My sister never judges me, etc) <input type="checkbox"/> Exit ticket: Answer a small questionnaire to test what they learnt. 	and their most salient routines that make them love them
7	06/05 to 10/05	<p>Weekly Objective: Describe what students' family members look like including their clothing items.</p>		<p>Formative</p> <p>Missing person: in groups students are looking for someone. They must describe someone physically among the crowd to have help finding the missing person.</p> <p>Students receive guidelines and material to prepare evaluation 2</p>
		<p>Functional Contents:</p> <p>Describe people physically to find a suitable romantic match for a friend.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify body parts focusing on elements of the face <input type="checkbox"/> Give people's physical descriptions based on height, hair, eyes, and face features (moustache, freckles, etc) <input type="checkbox"/> Describe themselves physically, body and face using a mirror <input type="checkbox"/> Write a description about 3 pictures to make a match between two classmates. <input type="checkbox"/> Share the descriptions with the classmate and choose one person. 	<p>Functional Contents:</p> <p>Describe people physically to find someone in the crowd.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify clothing items used for each season and month of the year <input type="checkbox"/> Give people's physical description based on what they are wearing. (he/she is wearing..) <input type="checkbox"/> Describe themselves according to their current clothing (I am wearing...) <input type="checkbox"/> Exchange information to find someone in the crowd according to their appearance (body and clothing) <input type="checkbox"/> Exit ticket: Answer a small questionnaire to test what they learnt. 	
8	13/05 to 17/05	<p>Weekly Objective: Describe what other people are like including their personality traits.</p>		<p>Summative:</p> <p>Final project Component 2: "The family of the house" (Process evaluation 20%)</p>
		<p>Functional Contents:</p>	<p>Functional Contents:</p> <p>Write component 2 of the final project.</p>	

		<p>Describe people psychologically depending on their zodiac sign.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify zodiac signs and their associated personality traits <input type="checkbox"/> Choose the best adjective and zodiac sign for personality descriptions <input type="checkbox"/> Students exchange information through yes/no questions based on the zodiac descriptions given (are you shy? yes/ no) <input type="checkbox"/> Assign a zodiac sign based on the questionnaire. <input type="checkbox"/> Exit ticket: Answer a small questionnaire to test what they learnt. 	Peer evaluation before handing in the component	
9	20/05 to 24/05	Autonomous Learning and SelfCare Week, Semester 2024, 1		
10	27/05 to 31/05	Weekly Objective: Interchange personal information in oral interactive format using simple lexical and grammatical structures.		Summative Evaluation 2: "Introducing a family" (25%)
		<p>Functional Contents:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review instructions of evaluation 2 <input type="checkbox"/> Practice with mock family cards in small groups. <input type="checkbox"/> Reflect on weaknesses in lexical, grammatical and phonetic aspects. 	<p>Functional Contents:</p> <p>Provide information about a family giving information about members, relationships, routines, physical and psychological descriptions.</p>	
Unit 3: My Home Life: What is my house and neighborhood like?				
11	3/06 to 7/06	Weekly Objective: Give information about different towns and neighborhoods, type of houses and their approximate prices.		Formative/Summative Exchange information about what they houses are like

		<p>Functional Contents: Describe towns and neighborhoods giving its main characteristics</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce unit functional contents and the lexical and grammatical target structures. <input type="checkbox"/> Identify vocabulary related to towns and neighborhoods (safe, peaceful, dangerous, dull, etc) <input type="checkbox"/> Describe different towns and what elements their neighborhood has (there is a supermarket, free market, etc) <input type="checkbox"/> Write a town report to apply for an improvement project. (My town is very safe but we need a... to...) 	<p>Functional Contents: Compare different neighborhoods according to the type of houses, rooms and their prices</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify different type of houses (1 - 2 story houses, studio, etc) and their rooms. <input type="checkbox"/> Give information about houses and their different prices <input type="checkbox"/> Compare different towns according to their characteristics (safer, older, more expensive, etc) <input type="checkbox"/> Exchange information about their town and houses. <input type="checkbox"/> Exit ticket: Answer a small questionnaire to test what they learnt. 	(real or fictitious) including the neighborhood.
12	10/06 to 14/06	<p>Weekly Objective: Describe their houses and belongings including information about types of rooms and their equipments and ornamentation</p>	<p>Functional Contents: Describe their most personal belongings inside their bags.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify different vocabulary to describe common elements inside peoples' bags. <input type="checkbox"/> Identify information about the use of different elements commonly found on peoples' bags <input type="checkbox"/> Describe what people have in their bags according to their uses <input type="checkbox"/> Exchange information about what is there in their bags. <input type="checkbox"/> Exit ticket: Answer a small questionnaire to test what they learnt. 	<p style="text-align: center;">Formative</p> <p>What's in my bag?: In pairs, students describe what they have in their bags including the purpose.</p>
		<p>Functional Contents: Describe rooms in detail including different furniture and appliances.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify different vocabulary related to furniture and appliances in different rooms in the house <input type="checkbox"/> Exchange information about what is there in the room and what is their location. <input type="checkbox"/> Describe the house of their dreams giving information about town, house structure, type of furniture and appliances 		
13	17/06 to	<p>Weekly Objective: Argument in favor of one place to stay while traveling explaining factual reasons about the neighborhood and house characteristics</p>		Formative

	21/06	Functional Contents: Describe a house giving a complete tour to a potential buyer <ul style="list-style-type: none"> <input type="checkbox"/> Identify elements for giving a live tour of a building (first, then, on the left, on our side, etc) <input type="checkbox"/> Describe how is a house like and what is there inside the house <input type="checkbox"/> Exchange information about what is a house like <input type="checkbox"/> Give an oral tour around a given house. 	Functional Contents: Exchange information about different renting places to choose the best one. <ul style="list-style-type: none"> <input type="checkbox"/> Identify key information given different renting places to live <input type="checkbox"/> Compare different places to rent according to their house characteristics and the neighborhood. <input type="checkbox"/> Answer an email to let the house sales executive decide what house you will choose. 	Looking for a place to live: Write an email to explain the reasons to choose one place to live comparing options
14	24/06 to 28/06	Weekly Objective: Final project preparation		Summative: Final project Component 3: "The bedroom and the house for rent" (Process evaluation 20%)
		Functional Contents: Final project component III "The house and the bedroom"	Functional Contents: <ul style="list-style-type: none"> <input type="checkbox"/> Review instructions of Final Project evaluation <input type="checkbox"/> Practice with mock house advertisements in small groups. <input type="checkbox"/> Reflect on weaknesses in lexical, grammatical and phonetic aspects. 	
15	1/07 to 5/07	Weekly Objective: Final project Evaluation		Summative Final project oral evaluation (30%)
		Final project oral parts	Final project oral part	
16	8/07 to 12/07	Weekly Objective: Reflect on what were the strength and weaknesses of the course and the students' performances		Formative
		Functional Contents: Self-evaluation and focus group session		
17		<i>Final and Late Evaluations</i>		

18		<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:
 - **Evaluación 1: 25%**
 - **Evaluación 2: 25%**
 - **Final Project: 30%**
 - **Evaluaciones de Proceso (3): 20%**
- Este curso exige un **80% de asistencia** para su aprobación. De lo contrario, **se re prueba 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.

	Evaluacion 1: Semana 5 22/04
	Evaluación 2: Semana 10 27/05

Fechas Relevantes**Proyecto final: Semana 15 1/07****Evaluaciones de proceso (Componentes proyecto final):****Componente 1: Semana 4 15/04****Componente 2: Semana 8 13/05****Componente 3: Semana 14 26/06**