

PLANIFICACIÓN DE CURSO

Segundo Semestre académico 2024

I. IDENTIFICACIÓN DEL CURSO

Semestre de la carrera	Carrera	Asignatura	Docente a Cargo	Equipo Docente
Todos	Todas	English I	Ayleen Guzmán	Paz Toro Hormazábal Fernanda Ramirez Sebastian Cortés Jose Sepúlveda Francisca Soto
Resultados de Aprendizaje			Unidades	
Unidad I: 1. Intercambiar información personal, preferencias y rutinas diarias dentro de una interacción oral. 2. Comunicar información personal, preferencias y rutinas diarias de manera individual y escrita. 3. Demostrar comprensión de textos orales y escritos sobre información personal, preferencias y rutinas diarias de manera oral y escrita. Unidad II: 1. Comunicar información sobre la posesión y composición familiar de manera individual y escrita. 2. Intercambiar información sobre las características psicológicas y físicas de los miembros de la familia en una interacción oral			1. Personal information: Who are you? 2. Family and friends: What are they like? 3. My home: What are your house and neighborhood like?	

3. Demostrar comprensión de textos orales y escritos sobre composición familiar, sus características físicas y psicológicas, y sus rutinas diarias.

Unidad III:

1. Comunicar información sobre la composición de sus casas y sus características generales
2. Intercambiar información sobre la composición de sus casas y sus características generales.
3. Demostrar comprensión de textos orales y escritos sobre composición familiar, sus características físicas y psicológicas, y sus rutinas diarias.

II. UNIDADES, CONTENIDOS Y ACTIVIDADES

Week	Date	Activities		Evaluations	
		Session 1	Session 2		
Unit 1: Personal Information: Who are you?					
1	19/08 to 23/08	Weekly Objective: Identify the course structure and goals and Introduce unit 1.			Formative: Speed date with different classmates to get to know their personal information.
		Functional Contents: Get students familiarized with course specificities. <ul style="list-style-type: none"> ● Identify what is expected from the students according to CEFR ● Identify the course approach, contents, evaluations and syllabus. ● Self-evaluate student's perception of their English competence. ● Write and share some expectations about the course and necessities to tackle 	Functional Contents: Exchange personal information to meet someone new ("Hello, how are you?") <ul style="list-style-type: none"> ● Introduce unit functional contents and the lexical and grammatical target structures. ● Use greetings and farewells. ● Ask for clarification: spelling of names (Alphabet) ● Ask and give information about your major (What do you do?) ● Exchange personal information with a classmate (name, age, address, phone n° and nationality) 		

2	26/08 to 30/08	Weekly Objective: Give and ask for different types of personal information (name, age, address, email, birthdate and major) to meet new people		Formative: At the registry office to get a new ID in a formal environment.
		Functional Contents: Exchange personal information with a classmate to meet someone for the first time (“Nice to meet you”) <ul style="list-style-type: none"> ● Last’ class review ● Give and ask for personal information filling in a form using WH questions. ● In pairs, report someone else’s personal information (verb to be - possessive adjectives) 	Functional Contents: Give personal information in formal contexts (“Good morning, how can I help you?”) <ul style="list-style-type: none"> ● Last’ class review ● Fill in a personal information form with their information. (including birthdate) ● Numbers and years. ● Ask and answer questions to fill in a personal information form from the registry office 	
3	02/09 to 06/09	Weekly Objective: Exchange information about personal preferences including food and free time activities.		Formative At the party students exchange personal preferences about food and free time activities including frequency.
		Functional Contents: Describe likes and dislikes related to food. (“What food do you like?”) <ul style="list-style-type: none"> ● Last’ class review ● Describe sts’ favorite food and ingredients. ● Give and ask for information about food preferences (Find someone who... hates pineapples) 	Functional Contents: Describe likes and dislikes related to free time activities (“What do you like to do?”) <ul style="list-style-type: none"> ● Last’ class review ● Describe sts’ favorite free time activities ● Describe sts free time activities and their frequency and days (How often do you play soccer? I sometimes play soccer on Saturdays) 	
4	09/09 to 13/09	Weekly Objective: Describe and ask for daily routines during the week.		Summative: Process evaluation 1: “The owner of the house”
		Functional Contents: Describe students' daily routine (“What do you do every day?”) <ul style="list-style-type: none"> ● Last’ class review ● Describe daily routines including time (I wake up at 6 a.m, take a shower, get dressed, go to school, etc) ● Describe weekly routine (On Mondays in the morning I have math classes, on Fridays in the afternoon I hang out with friends, etc) 	Functional Contents: Process evaluation 1 <ul style="list-style-type: none"> ● Write component 1: “The owner of the house” ● Evaluate peers’ texts and provide feedback. 	

		<ul style="list-style-type: none"> Students play a board game as prompts to talk about their daily routines 		
0	16/09 to 20/09	Autonomous Learning and Self Care Week, Semester 2024, 2		
		Evaluation week		
5	23/09 to 27/09	Functional Contents: Practice for evaluation 1 <ul style="list-style-type: none"> Review instructions of evaluation 1 Practice with mock character cards in random pairs multiple times Reflect on weaknesses in lexical, grammatical and phonetic aspects. Exit ticket: Answer a small questionnaire to test what they learnt during the unit. 	Evaluation 1: "Nice to meet you" In random pairs, students will meet someone new. Students should have a conversation asking at least 6 questions about personal information, preferences and routines.	Summative: Evaluation 1 "Nice to meet you" (25%)
Unit 2: Family and friends: What are they like?				
6	30/09 to 04/10	Weekly Objective: Describe students' family configurations and what family members look like		
		Functional Contents: Exchange personal information of students' family members ("what is your family like?") <ul style="list-style-type: none"> Introduce unit functional contents and the lexical and grammatical target structures. Describe student's family compositions (This is my family, Sophia and Joseph) according to the existent relations (Sofia is Joseph's sister) Give personal information about family members (verb to be- possessive adjectives - occupations) 	Functional Contents: Describe people physically to find a romantic match ("What does he/she look like?") <ul style="list-style-type: none"> Last class review Identify body parts focusing on elements of the face Give people's physical descriptions based on height, hair, eyes, and facial features (he has a mustache, she has freckles, she is slim and tall) Choose one person based on their physical descriptions 	Formative: Casting a person. Students physically describe candidates for a movie, and the others choose who to cast based on a prototype given.

		<ul style="list-style-type: none"> Ask and answer questions about family member's personal information (How old is your sister? What does she do?) 		
7	07/10 to 11/10	Weekly Objective: Describe what students' family members are like		Formative: Matchmaking based on a single-person profile, students ask and answer questions to different people to find a romantic match.
		Functional Contents: Describe people physically to find someone in the crowd ("What is he/she wearing/doing?") <ul style="list-style-type: none"> Identify clothing items for each season and month of the year Give a physical description of different people based on what they are wearing. (he/she is wearing..) Give physical descriptions of people doing different actions (she is smiling) Exchange information to find someone in the crowd according to their appearance (clothing and actions. 	Functional Contents: Describe people psychologically to find a romantic match ("What is he/she like?") <ul style="list-style-type: none"> Last class Review Give a psychological description of different people based on different definitions (someone who makes people laugh is...) Find personality adjective opposites. Create a single person's profile and discover the perfect match for him/her. 	
8	14/10 to 18/10	Weekly Objective: Describe other peoples' routines		Formative: My favorite person. Students describe this person and their most salient routines that make them love them
		Functional Contents: Describe students' family members' activities done regularly. (Who is your favorite person?) <ul style="list-style-type: none"> Last' class review Describe students' family members' significant routines. (Present simple affirmative) Describe students' favorite person giving reasons. Report information about someone else's favorite person 	Functional content: Describe other peoples' daily routines. ("What does she/he do every day?") <ul style="list-style-type: none"> Last' class review Describe people's daily and weekly routine (present simple affirmative + negative) Describe peoples' preferences about food and/or free-time activities. Exchange information about somebody else's routine and preferences. 	

9	21/10 to 25/10	Weekly Objective: Review of the unit's language contents and skills.		Summative: Process evaluation 2: "The family living in the house"
		Functional Contents: Practice for evaluation 2 <ul style="list-style-type: none"> ● Review instructions of evaluation 2 ● Practice with mock family cards in small groups. ● Reflect on weaknesses in lexical, grammatical and phonetic aspects. ● Exit ticket: Answer a small questionnaire to test what they learnt during the unit. 	Functional Contents: Process evaluation 2 <ul style="list-style-type: none"> ● Write component 1: "The family living in the house" ● Evaluate peers' texts and provide feedback. 	
10	28/10 to 01/11	Evaluation week		Summative: Evaluation 2 "Introducing a family" (25%)
		In groups of three (3) students will prepare a presentation to introduce a family based on a predetermined family card.		
Unit 3: My home: What is your house and neighborhood like?				
11	04/11 to 08/11	Weekly Objective: Give information about different towns and neighborhoods and types of houses		Formative: Being a realtor Students are the customer and realtor, who explains the neighborhood characteristics.
		Functional Contents: Describe students' neighborhood and houses ("What's the neighborhood like?") <ul style="list-style-type: none"> ● Introduce unit functional contents and the lexical and grammatical target structures. ● Describe neighborhoods according to quality characteristics such as safe, peaceful (adjective+noun syntax) ● Describe nearby places around town (there is a supermarket, free market, etc) 	Functional content: Exchange information about neighborhoods ("Are there any shopping centers?") <ul style="list-style-type: none"> ● Last' class review ● Describe neighborhood characteristics according to demographics, types of houses, amenities, etc. ● Give and ask information about different neighborhood configurations (There is/there are interrogative and negative structures, what about...?) 	

12	11/11 to 15/11	Weekly Objective: Describe different types of houses and their rooms.		Formative: House tour Students give a house tour to a classmate including room objects
		Functional Contents: Describe students types of houses and rooms (“What is your house like?”) <ul style="list-style-type: none"> Last’ class review Identify parts of the house room descriptions (a place where you can cook food is...) Describe the type of houses and rooms inside. Write an script for a room tour of a given house (First, there is a hall, to the right there's the stairs, etc) 	Functional Contents: Describe rooms and the possible furniture and appliances (“What is there in this room?”) <ul style="list-style-type: none"> Last’s class review Describe rooms according to their furniture and appliances (There is a tub in the bathroom) Describe the location of objects within a room (there is a sink next to the cooker) Exchange information about objects within a room 	
13	18/11 to 22/11	Weekly Objective: Compare housing options according to their relevant characteristics.		Formative: Choosing a place to live in Students write an email to give their reasons for choosing one place over another.
		Functional Contents: Describe students’ dream houses (“What is your dream house like?”) <ul style="list-style-type: none"> Last’s class review Describe students’ dream house according to the number and characteristics of rooms. Describe student’s dream neighborhood (affirmative and negative statements) Exchange information about dream houses 	Functional Contents: Compare housing options from different advertisements. <ul style="list-style-type: none"> Last’ class review Describe different housing advertisements according to different characteristics Make comparisons according to the housing options (It is bigger, has more amenities, has more rooms, better transport options) 	
14	25/11 to 29/11	Weekly Objective: Practice for final project		Summative: Process evaluation 3: “The housing option” Final project supplies
		Functional Contents <ul style="list-style-type: none"> Write component 3: “The housing option” Evaluate peers’ texts and provide feedback. 	Functional Contents: Practice for final evaluation <ul style="list-style-type: none"> Review instructions for final evaluation. Gather all 3 components and upload the text to Padlet. 	

			<ul style="list-style-type: none"> ● Reflect on weaknesses in lexical, grammatical and phonetic aspects. ● Exit ticket: Answer a small questionnaire to test what they learnt during the unit. 	
15	02/12 to 06/12	<p align="center">Evaluation week</p> <p>Students will be international students who want to rent a room. They will have a conversation asking and answering questions about one of their classmates' room advertisements.</p>		<p align="center">Summative: Final project Renting a room (30%)</p>
16	09/12 to 13/12	<p align="center"><i>Final and Late Evaluations</i></p>		

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 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.

Fechas Relevantes
Evaluación 1: 23/09 to 27/09
Evaluación 2: 28/10 to 01/11
Proyecto final: 02/12 to 06/12

Evaluaciones de proceso (Componentes proyecto final):

Componente 1: 09/09 to 13/09

Componente 2: 21/10 to 25/10

Componente 3: 25/11 to 29/11