

## PLANIFICACIÓN DE CURSO

Segundo 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	<b>María Balmaceda</b> <b>Mauricio Bucarey</b> <b>Ingrid Flores</b> <b>Maximiliano Maldonado</b> <b>Daniel Rojas</b> <b>Matías Romero</b>
Resultados de Aprendizaje			Unidades	
<b>Unit 1: World Changing Events</b> <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> <b>Unit 2: Traditions</b> <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	
<b>Unit 1: World Changing Events</b>				
1	19/08 to 23/08	<b>Weekly Objective: Identify the course contents and get familiar with the course goals, as well as introduce themselves and others.</b>		<b>Formative:</b>  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: Get students familiarized with course specificities.</b> <ul style="list-style-type: none"> <li>● Familiarize with course contents and goals.</li> <li>● Identify the course approach, contents, evaluations, and syllabus.</li> <li>● Self-evaluate student's perception of their own English competence.</li> </ul>	<b>Functional Contents: Describing my place in town</b> <ul style="list-style-type: none"> <li>● Give information about places in town, prices and directions.</li> <li>● Ask for information about a place in town.</li> <li>● Describe a place in town.</li> </ul>	

		<ul style="list-style-type: none"> <li>Write and share some expectations about the course and necessities to tackle.</li> </ul>		
2	26/08 to 30/08	<b>Weekly Objective: Identify and describe past events in the context of historical moments.</b>		<b>Formative:</b>  Individually, students create a short written text about a landmark of their choice, describing its historical importance.
		<b>Functional Contents: Identify global landmarks and its historical importance</b> <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 the historical importance of a specific landmark.</li> </ul>	<b>Functional Contents: Describe events in the context of a historical moment</b> <ul style="list-style-type: none"> <li>Identify types of historical events.</li> <li>Identify dates in English.</li> <li>Describe actions that happened in the context of a historical event.</li> <li>Create a text about a historical event that occurred at a specific place.</li> </ul>	
3	02/09 to 06/09	<b>Weekly Objective: Describe a person's experience in the context of a historical event.</b>		<b>Formative:</b>  Individually, students create a brief story based on a picture showing a specific historical event, describing what was happening at that moment, how the person felt and how it changed the person's life.
		<b>Functional Contents: Describe the main events in the life of a historical figure</b> <ul style="list-style-type: none"> <li>Identify information about a person's life in written and oral texts.</li> <li>Describe and arrange the main events in the life of a person using connective words such as <i>first</i>, <i>secondly</i>, <i>then</i>, <i>later</i>, among others.</li> <li>Ask information about a person's life.</li> </ul>	<b>Functional Contents: Describe a person's experience in the context of a historical event.</b> <ul style="list-style-type: none"> <li>Identify actions happening simultaneously in the context of a historical event.</li> <li>Organize information in a sequence of events using connective words <i>when</i> and <i>while</i>.</li> <li>Create a story based on a picture in written format.</li> </ul>	
4	09/09 to 13/09	<b>Weekly Objective: Create a biographical text about a person from the students' community, providing a brief personal background and their experience in relation to a recent historical event.</b>		<b>Summative:</b> <b>Component 1 – Writing a biographical text</b>  Individually, students will create a brief biographical text that includes the person's background, information about their current situation,
		<b>Functional Contents: Create a biographical text based on a person from the students' community.</b> <ul style="list-style-type: none"> <li>Arrange information about a person's life.</li> <li>Describe a person's experience in the context of a historical event.</li> <li>Elaborate a text to describe a person's life.</li> </ul>	<b>Functional Contents: Interact based on a person's experience in relation to a historical event</b> <ul style="list-style-type: none"> <li>Identify information about a person's experience in relation to a historical event in a written text.</li> <li>Organize information in a sequence of events.</li> </ul>	

			<ul style="list-style-type: none"> <li>Ask questions to request information about a specific historical event and a person's experience in relation to it.</li> </ul>	and a testimony of a recent historical event that they experienced.
0	16/09 to 20/09	<b>Autonomous Learning and Selfcare Week, Semester 2024, 2</b>		
5	23/09 to 27/09	<p style="text-align: center;"><b>Project 1: Testimonies</b></p> <p>In pairs, students will interact by asking and answering questions about a person's experience in relation to a recent historical event.</p>		<p style="text-align: center;"><b>Summative: Project 1 (25%)</b></p> <p>Students will exchange information about a person's experience in relation to a recent historical event based on a written text they will be provided at the moment of the evaluation.</p>
<b>Unit 2: Traditions</b>				
6	30/09 to 04/10	<b>Weekly Objective: Describe types of celebrations and cultural events in terms of traditions, customs and etiquette.</b>		<b>Formative</b>
		<p><b>Functional Contents: Describe types of festivals around the world</b></p> <ul style="list-style-type: none"> <li>Identify unit contents.</li> <li>Identify types of festivals around the world.</li> <li>Describe typical activities at a specific festival or cultural event.</li> <li>Ask and answer questions about what people do on certain celebrations.</li> </ul>	<p><b>Functional Contents: Describe what people do on a specific holiday or cultural event.</b></p> <ul style="list-style-type: none"> <li>Identify the main customs and activities at a specific celebration.</li> <li>Describe how people behave at a specific celebration.</li> <li>Ask and answer questions about celebration etiquette.</li> <li>Elaborate a written text that describes the do's and don'ts at a specific celebration.</li> </ul>	

7	07/09 to 11/10	<b>Weekly Objective: Compare and contrast changes of celebrations over time</b>		<b>Formative</b>  In pairs, create a poster that highlights the main changes of a specific celebration of their choice throughout time.
		<b>Functional Contents: Describe how people used to celebrate a holiday or festivity in the past</b> <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 and customs related to a celebration or cultural event.</li> <li>Explain the main similarities and differences of a celebration or cultural event in the past and now.</li> </ul>	<b>Functional Contents: Compare and contrast customs and traditions of a specific celebration throughout time</b> <ul style="list-style-type: none"> <li>Identify the main features of a celebration in terms of customs, clothing, meals, among others.</li> <li>Explain the main changes in the way people celebrate a specific festivity or holiday.</li> <li>Create an infographic that highlights the main changes of a specific celebration throughout time.</li> </ul>	
8	14/10 to 18/10	<b>Weekly Objective: Compare and contrast changes of celebrations over time</b>		<b>Summative Component 2 – Writing a text comparing celebrations now and then</b>  Individually, students will create a written text in which they compare and contrast how a holiday or festivity is celebrated by them today, and how the person they chose for component 1 used to celebrate it in the past, referring to customs and traditions.
		<b>Functional Contents: Compare and contrast customs and traditions of a specific celebration throughout time</b> <ul style="list-style-type: none"> <li>Identify the main features of a celebration in terms of customs, clothing, meals, among others.</li> <li>Create a written text comparing and contrasting the customs and traditions of a specific celebration throughout time.</li> </ul>	<b>Functional Contents: Justify an opinion on specific traditions or customs of a specific festival or cultural event</b> <ul style="list-style-type: none"> <li>Identify customs or traditions regarding a specific celebration.</li> <li>Understand why people do certain actions to celebrate a special occasion.</li> <li>Justify a personal opinion on traditions or customs of a specific festival or cultural event.</li> </ul>	
9	21/10 to 25/10	<b>Weekly Objective: Interact by exchanging information about a specific celebration, comparing and contrasting customs and traditions throughout time</b>		<b>Formative</b>  Individually, students elaborate supporting notes to

		<p><b>Functional Contents: Interact by exchanging information about a specific celebration, comparing and contrasting customs and traditions throughout time.</b></p> <ul style="list-style-type: none"> <li>• Understand information about the main features of a celebration in terms of customs, clothing, meals, among others.</li> <li>• Discriminate the main differences and similarities of a festivity or cultural event throughout time.</li> <li>• Ask and answer questions to exchange information about a specific celebration and its main changes throughout time.</li> </ul>	<p><b>Functional Contents: Compose a written text that summarizes the information to be exchanged in an oral format interaction.</b></p> <ul style="list-style-type: none"> <li>• Select relevant information from a written text.</li> <li>• Rephrase ideas integrating suitable grammatical and lexical structures seen throughout the unit.</li> <li>• Create a written text to be used as supporting notes while interacting during evaluation 2.</li> </ul>	<p>use during the interaction corresponding to project 2.</p>
10	28/10 to 01/11	<p align="center"><b>Project 2: Celebrations now and then</b></p> <p><b>In groups, students will interact by asking and answering questions about how a holiday or festivity was celebrated in the past, comparing and contrasting their own experiences celebrating that holiday or festivity.</b></p>		<p align="center"><b>Summative Project 2 (25%)</b></p> <p>In groups, students will exchange information on how a person (fictional profile) used to celebrate a specific holiday or festivity in the past, comparing and contrasting their own experiences celebrating that holiday or festivity.</p>
<b>Unit 3: Problems in the city</b>				
11	04/11 to 08/11	<p><b>Weekly Objective: Identify and describe the main problems affecting cities and their possible causes and effects</b></p>		<p align="center"><b>Formative</b></p>

		<p><b>Functional Contents: Explain the main causes and effects of environmental issues affecting the planet.</b></p> <ul style="list-style-type: none"> <li>● Identify main environmental issues affecting cities (climate change and natural hazards).</li> <li>● Explain the possible causes and effects of some environmental issues in cities and their residents.</li> <li>● Justify one’s opinion regarding the effects of environmental issues in cities and their residents.</li> </ul>	<p><b>Functional Contents: Describe possible future situations based on problems currently affecting cities and their residents.</b></p> <ul style="list-style-type: none"> <li>● Identify common infrastructure and amenities in cities.</li> <li>● Describe future consequences of current problems affecting the infrastructure of a city.</li> <li>● Create a written text to present possible future scenarios affecting the students’ region or community.</li> </ul>	<p>Individually, students create a short written text where they describe a phenomenon or problem affecting their region or community and propose two possible scenarios using first conditional.</p>
12	11/11 to 15/11	<p><b>Weekly Objective: Explain and argue causes and consequences of phenomena that could affect cities.</b></p>		
		<p><b>Functional Contents: Describe the main impact of migration in cities.</b></p> <ul style="list-style-type: none"> <li>● Identify what migration is, types of migrants and reasons for migrating.</li> <li>● Describe what a person in the context of migrating will do under certain circumstances.</li> <li>● Explain the reasons why a person decides to migrate and settle in a new city.</li> </ul>	<p><b>Functional Contents: Analyze the cause and consequences of poverty and social inequality in the city.</b></p> <ul style="list-style-type: none"> <li>● Identify the main causes for social inequality.</li> <li>● Describe potential causes and consequences of inequality-related problems in the city.</li> <li>● Argue their opinion on the causes and consequences of poverty and social inequality.</li> </ul>	
13	18/11 to 22/11	<p><b>Weekly Objective: Justify opinions based on a person’s experience in relation to an issue or phenomenon affecting a city.</b></p>		<p><b>Summative Component 3 - Writing a reaction text</b></p> <p>Individually, students will write a reaction text where they express their opinion based on a person’s experience in relation to an issue or phenomenon affecting their city.</p>
		<p><b>Functional Contents: Justify one’s opinion in written format.</b></p> <ul style="list-style-type: none"> <li>● Identify the main problems affecting a city and its population presented by a person (fictional character).</li> <li>● Create a written text to provide a personal opinion on an issue or phenomenon affecting a city.</li> </ul>	<p><b>Functional Contents: Compare people’s experiences in relation to an issue of phenomenon affecting a city and its population.</b></p> <ul style="list-style-type: none"> <li>● Identify people’s experiences in relation to an issue or phenomenon affecting a city.</li> <li>● Describe the main causes and consequences of these issues.</li> <li>● Compare perspectives of different people regarding an issue affecting a city.</li> </ul>	



14	25/11 to 29/11	<p><b>Weekly Objective: Interact by exchanging information about the experiences of two different people in relation to the problems in their cities or countries</b></p>	<p><b>Functional Contents: Compose a written text that summarizes the information to be exchanged in an oral format interaction.</b></p> <ul style="list-style-type: none"> <li>● Select relevant information from a written text.</li> <li>● Rephrase ideas integrating suitable grammatical and lexical structures seen throughout the unit.</li> <li>● Create a written text to be used as supporting notes while interacting during the final evaluation.</li> </ul>	<p><b>Functional Contents: Interact by exchanging information about the profiles of people from nationalities</b></p> <ul style="list-style-type: none"> <li>● Understand information about the main problems experienced by people in their countries.</li> <li>● Discriminate the main differences and similarities experienced by people regarding their living conditions.</li> <li>● Ask and answer questions to exchange information about the main issues experienced by people in two different countries.</li> </ul>	<p><b>Formative</b></p> <p>Individually, students elaborate supporting notes to use during the interaction corresponding to the final project.</p>
15	02/12 to 06/12	<p><b>Final Project - Comparing people's experiences</b></p> <p><b>In pairs, students will interact by exchanging information about different people's profiles, comparing and contrasting their life experiences regarding the topics covered in units 1, 2 and 3, and will agree on differences and similarities.</b></p>			<p><b>Summative Final Project (30%)</b></p> <p>In pairs, students will exchange information about the profiles of two different people (the one they interviewed and one provided by the teacher), comparing and contrasting the life experiences in both profiles, explaining the main differences and similarities. Then, both students draw conclusions regarding one or more aspects in the profiles.</p>



16	09/12 to 13/12	<i>Final and Late Evaluations</i>
17	16/12 to 20/12	<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 reprobaba 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 al 27 de Septiembre****Evaluación 2: 28 al 30 de Octubre****Proyecto final: 02 al 06 de Diciembre****Evaluaciones de proceso (Componentes proyecto final):****Componente 1: Semana 4****Componente 2: Semana 8****Componente 3: Semana 13**