

SILABO

| 1 INFORMACIÓN GENERAL SOBRE LA ASIGNATURA | | | | | | |
|---|------------------------|---|---|-----------------|----------------------------------|----------------|
| CÓDIGO ASIGNATURA | 1084-07-01-03 | | ASIGNATURA | English Level 3 | CARRERA(S) | Para-académica |
| PERIODO ACADÉMICO | S1 2018 April - August | | NIVEL | Para-académica | MODALIDAD | Presencial |
| UNIDAD DE ORGANIZACIÓN CURRICULAR | Formación Básica | | ORGANIZACIÓN DEL APRENDIZAJE | 2 | TOTAL DE CRÉDITOS | 7 |
| DISTRIBUCIÓN DEL APRENDIZAJE (HORAS SEMANALES) | TEORÍA | 6 | LABORATORIO / PRACTICA | 0 | APRENDIZAJE AUTÓNOMO | 12 |
| TUTORÍAS (HORAS SEMANALES) | PRESENCIALES | 1 | VIRTUALES | - | TOTAL DE HORAS (SEMESTRE) | 288 |
| PRE-REQUISITOS | | | | | | |
| ASIGNATURA | CÓDIGO | | ASIGNATURA | CÓDIGO | | |
| English Level 1 | 1084-07-01-01 | | English Level 2 | 1084-07-01-02 | | |
| 2 INFORMACIÓN ESPECÍFICA SOBRE LA ASIGNATURA | | | | | | |
| DESCRIPCIÓN | | | CONTEXTUALIZACIÓN DENTRO DEL PLAN DE ESTUDIOS | | | |
| <p>English level 3 is a multi-skills course that will effectively move adult and young-adult learners of English from upper-beginner A2 to lower-intermediate B1. The course builds on the foundations established in the second level for accurate and fluent communication, extending grammatical, lexical, and functional skills. It provides grammar explanations and practice with vocabulary, grammar, speaking, listening, and reading. It promotes accuracy and fluency when communicating about contemporary, real-world topics in a natural, conversational language (Richards, Hull, & Proctor, 2013). Through the reading and writing activities used in this level, students will learn different skills analyzing sources, making inferences, analyzing an argument, synthesizing information, inferring meaning from context, gathering ideas, planning, drafting, and editing. This course is designed to guide learners through the challenges of writing diverse types of complex academic paragraphs. In addition, it offers in-depth practice in essential critical thinking skills. Students are expected to reflect on and analyze information rather than simply remember it. This ability to think critically also contributes to language acquisition by requiring deep processing of the language. Having to consider an idea in relation to other ideas and then articulate a response or an opinion about it, involves making complex associations in the brain. This thought process in turn leads to better comprehension and retention of the target language. In conclusion, this class presents Content-Based Instruction, allowing students to learn English through Science real-world content, providing context for real language acquisition (Blass & Vargo, 2014).</p> | | | <p>English is now considered the predominant language of international studies. That is why Education Departments all around the world are working hard to improve English language learning in their universities. Especially in those where the focus of study is Science, a specific type of English instruction called Content-Based Instruction has been widely implemented. According to Crandall and Tucker (1990), Content-Based Instruction is “an approach to language instruction that integrates the presentation of topics or tasks from subject matter classes (e.g., math, science) within the context of teaching a second or foreign language” (p. 187). Throughout this level, students will learn English through Scientific contents; that will help students to understand the readings and lectures in English used by their teachers in their Science classes (Biology, Ecology, Geology, Technology, and others). University students need to see the benefits of learning a language and the connection it has with their future careers. Besides, this is considered the best approach to encourage students to learn and use English as a real means of communication inside and outside the English classroom (Lasagabaster & Sierra, 2009). Presenting English through real environmental issues and situations that students will face in their future careers is fundamental if they want to become future scientists and researchers. Therefore, in this class students will learn essential, high-frequency vocabulary, review important grammatical structures, and practice reading and writing skills that will allow them to succeed in academic settings.</p> | | | |

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| 3 INFORMACIÓN ESPECÍFICA SOBRE LA ASIGNATURA | |
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| OBJETIVO GENERAL | OBJETIVOS ESPECÍFICOS |
| Students will be able to wide their knowledge and vocabulary to use the language abilities in order to communicate effectively in any setting. | 1) Writing: Write a paragraph (descriptive, explanatory, process or comparison) of 10 to 15 simple, compound or complex sentences. Synthesize information from informative articles of 8-10 paragraphs with information from charts, graphs, and maps. 2) Reading: Identify main idea, supporting details, and author's purpose. Organize information into a graphic organizer. 3) Listening: Understand the main points, supporting details, and tone of short narratives with clear standard input. Identify the sequence of events. 4) Speaking: Tell a brief personal story using past or future tense. Give opinions and suggestions; support with reasons and explanations. Speculate about past and future events (CEFR A2/B1). |
| COMPETENCIAS GENÉRICAS | COMPETENCIAS ESPECIFICAS |
| 1) Communication skills in a second language. 2) Oral and written communication skills. 3) Abstraction ability, analysis, and synthesis. 4) Research skills. | 1. Communication skills in a second language. a) Communicate effectively in English in diverse professional environments: educational, business, social or technological environments. b) Master the receptive and productive English language, both oral and written. c) Use oral and written English to communicate in real and diverse situations in a clear, personal and creative way, with increasing fluidity and correctness, and using appropriate strategies. d) Understand basic aspects of the sociocultural environment transmitted by the foreign language, which help students to better communicate, understand and interpret cultures different from their own. e) Receive, understand and transmit scientific production in English. 2. Oral and written communication skills. a) Understand and express ideas in oral and written contexts at an academic level. b) Master academic writing skills: Writing paragraphs, writing drafts, and revising drafts. c) Manage oral communication skills: Oral presentations and formal speeches, giving attention to intonation, attitude, eye-contact, voice, pronunciation. 3. Abstraction ability, analysis, and synthesis. a) Analyze, comment on, and explain texts from different registers, types and genres. b) Argue and express hypotheses and relationships in academic paragraphs. c) Scan and skim effectively and efficiently. d) Summarize, paraphrase, and synthesize information for reading and writing purposes. 4. Research skills. a) Identify problems and research topics, and evaluate their relevance. b) Access, organize, and interpret relevant bibliographic and documentary resources to understand and critically evaluate the information received. c) Manage databases efficiently and effectively. d) Use information from relevant and reliable databases for academic writing through quotations and bibliography. |

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METODOLOGÍA DE ENSEÑANZA

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| <input type="checkbox"/> | Charlas magistrales | <input checked="" type="checkbox"/> | Proyecto de investigación | <p>Class instruction will intend to keep all students actively engaged in the learning activities. Learning activities, materials, resources, and assessments will be adapted to the students' interests and needs. Varied instructional groups and diverse resources will be used, including technological resources in class. Questioning, debates, and discussions will be included to promote student participation and involvement. In addition, we will use strategies such as comparing, contrasting, and classifying, cooperative learning, and questioning. Similarly, we will use graphic organizers and provide opportunities for homework and practice. In EFL classes, non-linguistic representations are really effective because the use of images, sounds, and movements contributes to enhance learning. That is why we will use illustrations, photos, digital storytelling, videos and kinesthetic activities in class. In that way, it will be possible to support a diversity of learners since all learning modalities will be presented. It will also contribute to improve student engagement, achievement, and technology proficiency. Regarding evaluation, students will be assessed through performance-based assessment. In order to demonstrate their English knowledge and skills, students will write several complex paragraphs. For these assignments, they will have to read articles in English related to science, and then write short written compositions. In addition, they will have to interview native speakers using the knowledge learned throughout the class. In that way, they will perform tasks that are authentic and meaningful to them, and it will show what students really know and can do.</p> |
| <input checked="" type="checkbox"/> | Debate | <input checked="" type="checkbox"/> | Redacción científica y técnica | |
| <input type="checkbox"/> | Diseño y prototipo | <input type="checkbox"/> | Salida de campo Académica | |
| <input checked="" type="checkbox"/> | Evaluación final | <input checked="" type="checkbox"/> | Talleres | |
| <input checked="" type="checkbox"/> | Evaluación parcial | <input checked="" type="checkbox"/> | Tareas | |
| <input checked="" type="checkbox"/> | Exposiciones | <input type="checkbox"/> | Trabajo de campo | |
| <input checked="" type="checkbox"/> | Investigación bibliográfica | <input checked="" type="checkbox"/> | Trabajo grupal | |
| <input checked="" type="checkbox"/> | Lectura científica | <input checked="" type="checkbox"/> | Trabajo individual | |
| <input type="checkbox"/> | Mesas de discusión | <input type="checkbox"/> | Visitas | |
| <input checked="" type="checkbox"/> | Participación | <input type="checkbox"/> | --- | |
| <input type="checkbox"/> | Prácticas de laboratorio | <input type="checkbox"/> | --- | |
| <input type="checkbox"/> | Proyecto de aula | <input type="checkbox"/> | --- | |

DOCENTE(S)

| NOMBRE | TITULO | ROL | EMAIL | OFICINA | HORARIOS ATENCIÓN |
|----------------------------------|-------------------------------------|----------------------|-----------------------------|----------|----------------------------------|
| Ligia Fernanda Espinosa Cevallos | MS. Curriculum & Instruction ESL | Professor-Researcher | ligia.espinosa@ikiam.edu.ec | Office C | Tuesday - Friday 9:00 - 12:00 |

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4 INFORMACIÓN ESPECIFICA SOBRE LA ASIGNATURA

| SISTEMA DE EVALUACIÓN | | | | |
|---|--|----------------|---|------------------------------|
| PARCIAL | COMPONENTE | PORCENTAJE (%) | PUNTUACIÓN | INSTRUMENTO DE EVALUACIÓN |
| PRIMERA EVALUACIÓN (APRENDIZAJE COLABORATIVO) | APRENDIZAJE ASISTIDO POR EL PROFESOR | 20% | 10 | MidTerm Exam |
| | PRACTICA DE APLICACIÓN Y EXPERIMENTACIÓN | 15% | 10 | Oral Presentations / Writing |
| | COMPONENTE DE APRENDIZAJE AUTÓNOMO | 5% | 10 | TEO (Team English Only) |
| TOTAL PRIMERA EVALUACIÓN PARCIAL | | 40% | 10 | |
| SEGUNDA EVALUACIÓN (APRENDIZAJE INDIVIDUAL) | APRENDIZAJE ASISTIDO POR EL PROFESOR | 20% | 10 | Block Tests |
| | PRACTICA DE APLICACIÓN Y EXPERIMENTACIÓN | 10% | 10 | Class Participation |
| | COMPONENTE DE APRENDIZAJE AUTÓNOMO | 10% | 10 | Homework Assignments |
| TOTAL SEGUNDA EVALUACIÓN PARCIAL | | 40% | 10 | |
| EVALUACIÓN FINAL | | 20% | 10 | |
| TOTAL | | 100% | 10 | |
| FUENTES DE CONSULTA / REFERENCIA | | | | |
| DETALLE | TIPO DE BIBLIOGRAFÍA | TIPO RECUSO | UBICACIÓN | |
| 1. Blass, L. & Vargo, M. (2013). Pathways 2: Reading, writing, and critical thinking. National Geographic Learning. Boston, MA: Cengage Learning. | Basic | Book | Ikiam library | |
| 2. Richards, J., Hull, J., & Proctor, S. (2013). Interchange full contact level 2 (4th ed.). New York, NY: Cambridge University Press. | Basic | Book | Ikiam library | |
| 3. Richards, J. (2012). Interchange video resource book 2. New York, NY: Cambridge University Press. | Basic | Book | Ikiam library | |
| 4. Richards, J., Hull, J., & Proctor, S. (2013). Interchange class audio CDs 2. New York, NY: Cambridge University Press. | Basic | CDs | Ikiam library | |
| 5. Shakespeare, W. (2013). Romeo and Juliet (2 nd ed.). Edinburgh: Pearson Education. | Complementary | Book | Ikiam English Department Library | |
| 6. Degnan-Veness, C. (2008). Martin Luther King. Edinburgh: Pearson Education. | Complementary | Book | Ikiam library | |
| 7. Hogue Ann. (2014). Longman academic writing series 2 (3 rd ed.). New York, NY: Pearson. | Complementary | Book | Ikiam library | |
| 8. National Geographic Articles. | Complementary | Articles | Online: http://www.nationalgeographic.org/news/ | |

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5 CONTENIDOS

| # | FECHA | UNIDAD | # HORAS | TEMA | SESIÓN | RESULTADOS DE APRENDIZAJE | RECURSOS DIDÁCTICOS Y/O ACADÉMICOS | INSTRUMENTOS DE EVALUACIÓN | BIBLIOGRAFÍA |
|---|------------|---|---------|-------------------------|--------|--|--|---|--------------|
| 1 | April 10th | BLOCK # 1: TIME TO REMEMBER INTERCHANGE UNITS 1 & 2 PATHWAYS UNIT 1 | 1.5 | People | 1 | <i>Listening:</i> Develop skills in listening for details about someone's personal information. | Student's notebooks Flashcards | Formative Assessment Listening comprehension worksheet. | 2 3 4 |
| 2 | April 11th | | 1.5 | Childhood | 2 | <i>Speaking:</i> Talk about the past using questions with was/were and did; practice giving additional information. | Magazines Lists of vocabulary | Formative assessment: Class participation (observation rubric). | 2 3 4 |
| 3 | April 12th | | 1.5 | Memories | 3 | <i>Writing:</i> Write a paragraph about your childhood memories. | Cutouts Videos | Formative assessment: Workbook Units 1 & 2 | 5 6 |
| 4 | April 13th | | 1.5 | Transportation Problems | 4 | <i>Listening:</i> Listen to solutions to problems and develop skills in listening on how to solve the problems in a sequence of events. | Audio files Power Point Slides | Summative Assessment: Block Test Units 1 & 2 | 2 3 4 |
| 5 | April 17th | | 1.5 | City Services | 5 | <i>Speaking:</i> Ask and answer questions related to topic on hand. Practice asking indirect questions about the topic. | Talking Stick Sociocultural Comics | Formative Assessment Speaking practice. | 2 3 4 |
| 6 | April 18th | | 1.5 | Happiness | 6 | <i>Reading:</i> Infer meaning from texts with a happiness theme. Identify key ideas and details. | Graphic organizers Educational games | Formative assessment: Reading control | 1 7 8 |
| 7 | April 19th | | 1.5 | Longevity Leaders | 7 | <i>Listening:</i> Identify main ideas and details in an audio/video. View for general understanding and for specific information. | Educational webpages Song lyrics, poems | Formative assessment: Class participation (observation rubric). | 1 7 8 |
| 8 | April 20th | | 1.5 | Six Keys to Happiness | 8 | <i>Writing:</i> Follow a process to produce a paragraph with a good topic sentence. <i>Grammar:</i> Use the simple present tense. | Newspapers Journal Articles | Summative assessment: Paragraph # 1: Ecuadorian Happiness (rubric). | 1 7 8 |

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| 9 | April 24th | BLOCK # 2: TIME FOR A CHANGE INTERCHANGE UNITS 3 & 4 PATHWAYS UNIT 2 | 1.5 | Houses and Apartments | 9 | <i>Writing:</i> Compare two living spaces in a complete paragraph. | Student´s notebooks Flashcards | Formative assessment: Class participation (observation rubric). | 2 3 4 |
| 10 | April 25th | | 1.5 | Life Changes | 10 | <i>Speaking:</i> Talk about experiences using simple past and present perfect. | Magazines Lists of vocabulary | Formative Assessment Speaking practice. | 2 3 4 |
| 11 | April 26th | | 1.5 | Wishes | 11 | <i>Listening:</i> Develop skills in listening for main ideas and details regarding wishes the people have. | Cutouts Videos | Formative Assessment Listening comprehension worksheet. | 5 6 |
| 12 | April 27th | | 1.5 | Food: Recipes | 12 | <i>Speaking:</i> Talk about food, expressing likes and dislikes; give step-by-step instructions. | Audio files Power Point Slides | Summative Assessment: Block Test Units 3 & 4 | 2 3 4 |
| 13 | May 1st | | 1.5 | Cooking Instructions and Methods | 13 | <i>Writing:</i> Write a recipe and describe foods. | Talking Stick Sociocultural Comics | Formative assessment: Workbook 3 & 4 | 2 3 4 |
| 14 | May 2nd | | 1.5 | Big Ideas | 14 | <i>Reading:</i> Read biographical texts, recognizing the main ideas and supporting points. | Graphic organizers Educational games | Formative assessment: Reading control | 1 7 8 |
| 15 | May 3rd | | 1.5 | Solar Cooking | 15 | <i>Listening:</i> Recognize main ideas and supporting points in an audio/video. View for general understanding and for specific information. <i>Grammar:</i> Use the simple past. | Educational webpages Song lyrics, poems | Formative assessment: Class participation (observation rubric). | 1 7 8 |
| 16 | May 4th | | 1.5 | The Power of Creativity | 16 | <i>Writing:</i> Write a descriptive paragraph. Follow a process to produce a paragraph with good supporting sentences with examples on the topic of innovation. | Newspapers Journal Articles | Summative assessment: Paragraph # 2: Descriptive Paragraph. | 1 7 8 |

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| 1 7 | May 8th | BLOCK # 3: GOING PLACES INTERCHANGE UNITS 5 & 6 PATHWAYS UNIT 3 | 1.5 | Vacations | 17 | <i>Reading:</i> Develop skills in reading for main ideas and details to learn how to summarize. | Student´s notebooks Flashcards | Formative Assessment Class participation (observation rubric). | 2 3 4 |
| 1 8 | May 9th | | 1.5 | Travel Plans | 18 | <i>Speaking:</i> Practice conversing about future plans using be going to and will. | Magazines Lists of vocabulary | Summative assessment: Oral Presentation 1: Famous Places (rubric). | 2 3 4 |
| 1 9 | May 10th | | 1.5 | Complaints | 19 | <i>Writing:</i> Write polite complaints and express disagreement. | Cutouts Videos | Formative assessment: Workbook 5 & 6 | 5 6 |
| 2 0 | May 11th | | 1.5 | Household Chores | 20 | <i>Listening:</i> Listen to surveys about family life and develop skills in capturing the main ideas. | Audio files Power Point Slides | Formative Assessment Listening comprehension worksheet. | 2 3 4 |
| 2 1 | May 15th | | 1.5 | Requests – Excuses – Apologies | 21 | <i>Speaking:</i> Learn how to synthesize making requests and apologizing. | Talking Stick Sociocultural Comics | Summative Assessment: Block Test Units 5 & 6 | 2 3 4 |
| 2 2 | May 16th | | 1.5 | Connected Lives | 22 | <i>Reading:</i> Interpret maps and charts; understand the gist; identify key details; scan for key details. | Graphic organizers Educational games | Formative assessment: Reading control | 1 7 8 |
| 2 3 | May 17th | | 1.5 | Lamu: Tradition and Modernity | 23 | <i>Listening:</i> Recognize main ideas and supporting points in an audio/video. View for general understanding and for specific information. | Educational webpages Song lyrics, poems | Formative assessment: Class participation (observation rubric). | 1 7 8 |
| 2 4 | May 18th | | 1.5 | The Changing Face of Communication | 24 | <i>Writing:</i> Write an opinion paragraph, including a concluding sentence. <i>Grammar:</i> Use present perfect tense. | Newspapers Journal Articles | Summative assessment: Paragraph # 3: Opinion Paragraph | 1 7 8 |
| 2 5 | May 22nd | | 1.5 | Technology | 25 | <i>Speaking:</i> Describe technology, give instructions, and suggestions. | Student´s notebooks Flashcards | Formative assessment: Class participation (observation rubric). | 2 3 4 |

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| 2 6 | May 23rd | BLOCK # 4: LET'S CELEBRATE INTERCHANGE UNITS 7 & 8 PATHWAYS UNIT 4 | 1.5 | Suggestions for Using Technology | 26 | <i>Listening:</i> Listen to people giving suggestions for using technology. | Magazines Lists of vocabulary | Formative Assessment Listening comprehension worksheet. | 2 3 4 |
| 2 7 | May 24th | | 1.5 | Celebrations | 27 | <i>Writing:</i> Describe celebrations and annual events using relative clauses of time. | Cutouts Videos | Formative assessment: Workbook 7 & 8 | 5 6 |
| 2 8 | May 29th | | 1.5 | Customs | 28 | <i>Speaking:</i> Discuss holidays and special occasions. | Audio files Power Point Slides | Summative Assessment Oral Presentation # 2: Holidays (video - rubric). | 2 3 4 |
| 2 9 | May 30th | | 1.5 | Holidays and Festivals | 29 | <i>Listening:</i> Listen and understand descriptions of holidays and special events. | Talking Stick Sociocultural Comics | Summative Assessment: Mid-Term Exam | 2 3 4 |
| 3 0 | May 31st | | 1.5 | Deep Trouble | 30 | <i>Reading & Critical Thinking:</i> Interpret graphic information, and then follow a process to produce a paragraph that describes a chart or a graph. | Graphic organizers Educational games | Formative assessment: Reading control | 1 7 8 |
| 3 1 | June 1st | | 1.5 | Saving Bluefin Tuna | 31 | <i>Listening:</i> Recognize main ideas and supporting points in an audio/video. View for general understanding and for specific information. | Educational webpages Song lyrics, poems | Formative assessment: Class participation (observation rubric). | 1 7 8 |
| 3 2 | June 12th | | 1.5 | An Interview with Barton Seaver | 32 | <i>Writing:</i> Describe and explain charts or graphs. Write a paragraph that explains a chart or graph. | Newspapers Journal Articles | Summative assessment: Paragraph # 4: Explanatory Paragraph for Charts & Graphs | 1 7 8 |
| 3 3 | June 13th | | 1.5 | Life in the Past, Present and Future | 33 | <i>Speaking:</i> Compare life in past, present and future; and, predict possible consequences related to life choices. | Student's notebooks Flashcards | Formative Assessment Class participation (observation rubric). | 2 3 4 |
| 3 4 | June 14th | | 1.5 | Changes and Contrasts | 34 | <i>Listening:</i> Identify intonation in statements with time phrases. | Magazines Lists of vocabulary | Formative Assessment Listening comprehension worksheet. | 2 3 4 |

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| 3 5 | June 15th | BLOCK # 5: TIMES HAVE CHANGED | 1.5 | Abilities and Skills | 35 | <i>Speaking:</i> Describe abilities and skills and discuss job preferences. | Cutouts Videos | Formative assessment: Oral Presentation # 3: Guide for Ikiam Students (video - rubric). | 5 6 | |
| 3 6 | June 19th | | 1.5 | Job Preferences – Careers | 36 | <i>Listening:</i> Understand key details when people talk about job preferences. | Audio files Power Point Slides | Summative Assessment: Block Test Units 9 & 10 | 2 3 4 | |
| 3 7 | June 20th | | 1.5 | Personality Traits | 37 | <i>Writing:</i> Write a cover letter for a job application. | Talking Stick Sociocultural Comics | Formative Assessment Workbook 9 & 10 | 2 3 4 | |
| 3 8 | June 21st | | 1.5 | Memory and Learning | 38 | <i>Reading:</i> Classify information using a T-Chart. Identify main ideas and key details in a scientific passage. | Graphic organizers Educational games | Formative assessment: Reading control | 1 7 8 | |
| 3 9 | June 22nd | | INTERCHANGE UNITS 9 & 10 | 1.5 | Memory Schools | 39 | <i>Listening:</i> Recognize main ideas and supporting points in an audio/video. View for general understanding and for specific information. | Educational webpages Song lyrics, poems | Formative assessment: Class participation (observation rubric). | 1 7 8 |
| 4 0 | June 26th | | PATHWAYS UNIT 9 | 1.5 | Train your Brain – Sleep and Memory | 40 | <i>Writing:</i> Write a paragraph with supporting information using an outline. | Newspapers Journal Articles | Summative assessment: Paragraph # 5: Cause - Effect Paragraph | 1 7 8 |
| 4 1 | June 27th | BLOCK # 6: IT'S REALLY WORTH SEEING | 1.5 | Landmarks and Monuments | 41 | <i>Speaking:</i> Talk about landmarks and monuments. Describe countries and facts. | Student´s notebooks Flashcards | Formative assessment: Class participation (observation rubric). | 2 3 4 | |
| 4 2 | June 28th | | 1.5 | World Knowledge | 42 | <i>Listening:</i> Listen and understand descriptions of monuments and countries. | Magazines Lists of vocabulary | Formative Assessment Listening comprehension worksheet. | 2 3 4 | |
| 4 3 | June 29th | | 1.5 | Storytelling | 43 | <i>Writing:</i> Describe recent personal past events and accomplishments. | Cutouts Videos | Formative assessment: Workbook 11 & 12 | 5 6 | |
| 4 4 | July 3rd | | 1.5 | Unexpected Recent Situations | 44 | <i>Listening:</i> Identify contrastive stress in responses. Listen and identify unexpected events. | Audio files Power Point Slides | Summative Assessment: Block Test Units 11 & 12 | 2 3 4 | |

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| 4 5 | July 4th | INTERCHANGE UNITS 11 & 12 PATHWAYS UNIT 6 | 1.5 | Past Events | 45 | <i>Speaking:</i> Discuss someone's activities lately. Describe recent past events and experiences. | Talking Stick Sociocultural Comics | Summative Assessment: Oral presentation # 4: World Wonders (rubric). | 2 3 4 |
| 4 6 | July 5th | | 1.5 | Dangerous Cures | 46 | <i>Reading & Critical Thinking:</i> Analyze two sides of an issue related to the theme of medicine. | Graphic organizers Educational games | Formative assessment: Reading control | 1 7 8 |
| 4 7 | July 6th | | 1.5 | The Frog Licker | 47 | <i>Listening:</i> Recognize main ideas and supporting points in an audio/video. View for general understanding and for specific information. | Educational webpages Song lyrics, poems | Formative assessment: Class participation (observation rubric). | 1 7 8 |
| 4 8 | July 10th | | 1.5 | The Snake Chaser | 48 | <i>Writing:</i> Follow a process to produce a persuasive paragraph. | Newspapers Journal Articles | Summative assessment: Paragraph # 6: Persuasive Paragraph. | 1 7 8 |
| 4 9 | July 11th | BLOCK # 7: SO THAT'S WHAT IT MEANS! | 1.5 | Entertainment, Movies and Books | 49 | <i>Speaking:</i> Discuss books, movies, and programs using participles as adjectives and relative clauses. | Student's notebooks Flashcards | Formative assessment: Class participation (observation rubric). | 2 3 4 |
| 5 0 | July 12th | | 1.5 | Reactions and Opinions | 50 | <i>Listening:</i> Identify emphatic stress. Listen for opinions. | Magazines Lists of vocabulary | Formative Assessment Listening comprehension worksheet. | 2 3 4 |
| 5 1 | July 13th | | 1.5 | Nonverbal Communication | 51 | <i>Speaking:</i> Interpret body language and international signs. | Cutouts Videos | Formative Assessment Speaking practice. | 5 6 |
| 5 2 | July 17th | | 1.5 | Gestures and Meaning, Signs | 52 | <i>Listening:</i> Listen and understand how people use body language and the meaning of it in USA. | Audio files Power Point Slides | Summative Assessment: Block Test Units 13 & 14 | 2 3 4 |
| 5 3 | July 18th | | 1.5 | Drawing Conclusions | 53 | <i>Writing:</i> Describe acceptable and prohibited behavior in different situations. Explain gestures and meanings. | Talking Stick Sociocultural Comics | Formative assessment: Workbook 13 & 14 | 2 3 4 |

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| 5 4 | July 19th | INTERCHANGE UNITS 13 & 14 PATHWAYS UNIT 7 | 1.5 | Nature's Fury | 54 | <i>Reading:</i> Identify sequence and supporting points within the theme of Earth science. Analyze and synthesize information from different sources. | Graphic organizers Educational games | Formative assessment: Reading control | 1 7 8 |
| 5 5 | July 20th | | 1.5 | Lightning | 55 | <i>Listening:</i> Recognize main ideas and supporting points in an audio/video. View for general understanding and for specific information. | Educational webpages Song lyrics, poems | Formative assessment: Class participation (observation rubric). | 1 7 8 |
| 5 6 | July 24th | | 1.5 | Wildfires | 56 | <i>Writing:</i> Follow a process to produce a Process paragraph. | Newspapers Journal Articles | Summative Assessment: Paragraph # 7: Process Paragraph | 1 7 8 |
| 5 7 | July 25th | BLOCK # 8: WHAT WOULD YOU DO? | 1.5 | Hopes and Speculations | 57 | <i>Speaking:</i> Speculate about past and future events. | Student's notebooks Flashcards | Formative Assessment Speaking practice. | 2 3 4 |
| 5 8 | July 26th | | 1.5 | Predicaments | 58 | <i>Listening:</i> Reduction of have. Listen and understand people talking about predicaments. | Magazines Lists of vocabulary | Formative Assessment Listening comprehension worksheet. | 2 3 4 |
| 5 9 | July 27th | | 1.5 | Requests and Invitations | 59 | <i>Speaking:</i> Make polite requests, invitations, and excuses. | Cutouts Videos | Summative Assessment: Final Research Video | 5 6 |
| 6 0 | July 31st | | 1.5 | Excuses | 60 | <i>Listening:</i> Reduction of had and would. Listen for excuses. | Audio files Power Point Slides | Formative assessment: Class participation (observation rubric). | 2 3 4 |
| 6 1 | August 1st | | 1.5 | Amazing Structures | 61 | <i>Reading:</i> Analyze texts for related information within the theme of social sciences. <i>Writing:</i> Follow a process to produce a Comparison Paragraph. | Talking Stick Sociocultural Comics | Summative assessment: Final Research Paragraph (Paragraph # 8: Comparison Paragraph) | 2 3 4 |
| 6 3 | August 2nd | INTERCHANGE UNITS 15 & 16 PATHWAYS UNITS 8 & 5 | 1.5 | The Pyramids of Giza | 62 | <i>Listening:</i> Recognize main ideas and supporting points in an audio/video. View for general understanding and for specific information. | Graphic organizers Educational games | Formative assessment: Class participation (observation rubric). | 1 7 8 |
| 6 3 | August 3rd and 7th | | 1.5 | What are feathers for? | 63 | <i>Reading & Critical Thinking:</i> Identify, synthesize, and explain main ideas within the theme of life science. | Educational webpages Song lyrics, poems | Summative Assessment: | 1 7 8 |

SILABO

5 CONTENIDOS

| | | | | | | | | | |
|--------|-----------------------|--|-----|-----------------|----|--|--------------------------------|--|-------------|
| | | | | | | <i>Writing:</i> Follow a process for summarizing a text. Write a Summary Paragraph. | | Paragraph # 9: Summary Paragraph | |
| 6 4 | August 8th and 9th | | 1.5 | Flying Reptiles | 64 | <i>Listening:</i> Recognize main ideas and supporting points in an audio/video. View for general understanding and for specific information. | Newspapers Journal Articles | Summative Assessment: Final Exam | 1 7 8 |

SILABO

| 6 COMPONENTE DE INVESTIGACIÓN | | | |
|--|---|---|--|
| UNIDAD Y TEMA DEL SILABO AL QUE CORRESPONDE | | BLOCK 8: WHAT WOULD YOU DO? | |
| NOMBRE DEL PROYECTO DE INVESTIGACIÓN | | COMPARING AND CONTRASTING THE BIODIVERSITY OF TENA | |
| CARÁCTER DEL PROYECTO | PROCESO DEL CONOCIMIENTO | DESCRIPCIÓN | PRODUCTO EVALUABLE |
| <input type="checkbox"/> Exploratorio <input checked="" type="checkbox"/> Descriptivo | Indagación | For this research project, students will have to compare 2 elements of the biodiversity of Tena (animals, plants, ecosystems, bacteria, etc.) To start with the collection of information, students will have to read and obtain bibliographic information from Intermediate-English-level articles presented on magazines, books, and other reliable sources with the aim of completing the literature review. Once this section is ready, the collection of quantitative or qualitative information will be given. If the research is qualitative, interviews, surveys and observations can be used. If the research is quantitative, students could use secondary data and technological measurement instruments (in-vivo research), among others. | Throughout the unit, students will develop their research project gradually, and at the end, they will deliver the evaluable and observable product: a complex compare-and-contrast paragraph, which includes bibliographic information as well as research findings. The final product will be evaluated based on a checklist that will assess paragraph structure, clarity and coherence, grammar and spelling, cohesion, APA format, relevance of the information (literature review and research findings) to determine if the final product meets all the established requirements learned and developed throughout the semester. A video can also be included in order to demonstrate visually the research process and results. |
| | Exploración | Once the information has been collected, students should analyze and interpret the data, trying to find patterns from the information gathered. To make sense of the information, students will classify data into themes (similarities / differences between the two elements studied). For this purpose, students can use a simple chart to show the themes identified in the study and to compare the information obtained with the different research tools that were used. After that, students will make connections between the results found with the information of the literature review. | |
| | Organización | Once the students have obtained results and reached conclusions, they will present all the information in a final product that should contain the title, author's name, introduction, literature review, analysis and interpretation, conclusions, and bibliography. Since this subject focuses on the development of academic reading and writing skills, and the content at this level (level 3) focuses on the search for Intermediate-English-level bibliographical sources and the writing of diverse types of paragraphs, that is the level at which this project will be developed and evaluated. | |
| 7 INNOVACIÓN TECNOLÓGICA Y TRANSFERENCIA DE CONOCIMIENTO | | | |
| UNIDAD Y TEMA DEL SILABO AL QUE CORRESPONDE | | N/A | |
| DESCRIPCIÓN DEL PROBLEMA | | N/A | |
| SOLUCIÓN DEL PROBLEMA | | | |
| TIPO | COMPONENTE | DESCRIPCIÓN | PRODUCTO EVALUABLE |
| <input type="checkbox"/> Modelo <input type="checkbox"/> Estrategia | <input type="checkbox"/> Exploración y Evaluación | N/A | N/A |
| | <input type="checkbox"/> Perfeccionamiento | | |
| | <input type="checkbox"/> Diseño | | |
| | <input type="checkbox"/> Implementación | | |

SILABO

| 8 INFORMACIÓN ESPECÍFICA SOBRE LA ASIGNATURA | | |
|---|--------------------------------------|--|
| ELABORADO POR: (DOCENTE) | REVISADO POR: | APROBADO POR: (COORDINADOR ACADÉMICO) |
| NOMBRE: Ligia Fernanda Espinosa Cevallos | NOMBRE: Daniel Jeremiah Beall | NOMBRE: Jonathan Liria |
| FECHA: 02/03/2018 | FECHA: 02/03/2018 | FECHA: 02/03/2018 |
| | | |