

# SILABO

## 5 CONTENIDOS

### 1 INFORMACIÓN GENERAL SOBRE LA ASIGNATURA

<b>CÓDIGO ASIGNATURA</b>	1084-07-01-05		<b>ASIGNATURA</b>	English	<b>CARRERA(S)</b>	Para-académica
<b>PERIODO ACADÉMICO</b>	S1 2018 abril – agosto		<b>NIVEL</b>	Para-académica	<b>MODALIDAD</b>	Presencial
<b>UNIDAD DE ORGANIZACIÓN CURRICULAR</b>	Formación Básica		<b>ORGANIZACIÓN DEL APRENDIZAJE</b>	2	<b>TOTA DE CRÉDITOS</b>	7
<b>DISTRIBUCIÓN DEL APRENDIZAJE (HORAS SEMANALES)</b>	<b>TEORÍA</b>	6	<b>LABORATORIO / PRACTICA</b>	0	<b>APRENDIZAJE AUTÓNOMO</b>	12
<b>TUTORÍAS (HORAS SEMANALES)</b>	<b>PRESENCIALES</b>	1	<b>VIRTUALES</b>		<b>TOTAL DE HORAS (SEMESTRE)</b>	288

#### PRE-REQUISITOS

ASIGNATURA	CÓDIGO	ASIGNATURA	CÓDIGO
English Level IV	1084-07-01-04	Escriba aquí	Escriba aquí
Placement test	Escriba aquí		

### 2 INFORMACIÓN ESPECIFICA SOBRE LA ASIGNATURA

DESCRIPCIÓN	CONTEXTUALIZACIÓN DENTRO DEL PLAN DE ESTUDIOS
<p>English is a universal language and most of the research papers, scientific articles, and academic essays produced by scientists around the world have been written in this language. Considering that students at Regional Amazon Ikiam University seek to strengthen the processes of understanding and producing scientific research materials, the English teachers team designed a curriculum plan to meet these needs and allow students reach their proficiency level. For this purpose, teachers of English will use the communicative approach and develop the students' language skills like reading, listening, speaking, writing and critical thinking applied on the careers of Water Engineering, Biotechnology, Ecology, and Geosciences.</p> <p>The English team at Ikiam University agreed to align their curriculum to the Common European Framework of Reference Standards, and segment its curriculum in six levels: Level One, A1 (beginner). Level Two, A2 (elementary). Levels Three and Four, B1 (pre-intermediate) Levels Fifth and Sixth (upper-intermediate) And English for specific purposes, C1.</p> <p>After applying a placement test, provided by University of Arizona, the majority of the students at fifth level of English language were placed at elementary level, since most of them belong to the speech emergence stage of Second Language Acquisition (Krashen &amp; Terrell). Therefore, these students will be instructed with three crucial</p>	<p>English language is a key subject for all careers at Ikiam University since all information related to scientific research and outcomes use English for communication. For this reason, students who major a career in this University must approve six levels of English. This fifth level corresponds to the B2 Standard of the Common European Framework. Independent users of the language:</p> <p>This is accomplished when the language learners are capable of understanding the main points of readings written in clear, familiar, standard language. These readings can be related to work, personal life, and leisure activities. Additionally at this level, learners are able to (1) communicate effectively<sup>4</sup> while traveling in countries that use the target language, (2) write simple, coherent essays about familiar topics, personal interest, experiences, events, and desires, and (3) justify their opinions (i.e. by giving simple, brief reasons) and explain their future plans.</p>

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### 3 INFORMACIÓN ESPECIFICA SOBRE LA ASIGNATURA

OBJETIVO GENERAL		OBJETIVOS ESPECÍFICOS
<p>The fifth level of English Language at Ikiam University will provide students with the necessary tools to effectively use the target language and interact successfully in an High-intermediate level. This course will require for the teacher to introduce academic readings and vocabulary, focusing on science and social themes, relevant for the careers that students are majoring, encouraging them to think critically about world wide topics, and bringing the language support and self-study strategies for learning independently.</p>		<p>At the end of fifth level course of English Language, students should achieve the next competences,            Read multiple-page persuasive, expository, scientific and classification articles and essays. identify main points. Take notes, summarize, and respond to a reading.            Synthesize two readings on the same topic.            Write a well-organized, source-based academic essay using the following rhetorical patterns: cause-effect, compare &amp; contrast, and persuasive.            Understand a wide range of longer academic presentations and extended conversations. Take notes, summarize, and answer questions about main points and details. Recognize implicit meaning. (CEFR C1).            Express self fluently and spontaneously without much searching for expressions. Use language flexibly and effectively for social, academic and professional purposes (CEFR C1). Produce a clear, well-structured, presentation of 5-7 minutes on a complex subject, showing controlled use of organizational patterns, connectors and cohesive devices.</p>
COMPETENCIAS GENÉRICAS		COMPETENCIAS ESPECIFICAS
<p>According to the Common European Framework of Reference for Languages the competences that any foreign language learner should achieve at B1/C1 level are,            Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.            Can deal with most situations likely to arise while travelling in an area where the language is spoken.            Can produce simple connected text on topics that are familiar or of personal interest.            Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.            Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialization.            Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.            Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</p>		<p>At the end of fifth level course of English Language, students should achieve the next competences,            make predictions, identify problems, write paragraphs, essays, and journals;            participate in discussions; read to understand; investigate how something works;            examine their personal beliefs and viewpoints; participate in a group activity/project;            work on a plan to solve a community problem or find an innovative solution; debate personal thoughts, ideas and perspectives about school, family and work matters.</p>
METODOLOGÍA DE ENSEÑANZA		
<input type="checkbox"/>	Charlas magistrales	<input checked="" type="checkbox"/> Proyecto de investigación
<input checked="" type="checkbox"/>	Debate	<input checked="" type="checkbox"/> Redacción científica y técnica
<p>In order to create a good learning atmosphere in which students can process, internalize and make the information theirs, some approaches will be used, such as Communicative</p>		

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<input type="checkbox"/>	Diseño y prototipo	<input type="checkbox"/>	Salida de campo Académica	<p>approach, Functional Approach, and Cooperative Learning. Furthermore, in this module, students will participate in formative and summative assessment. The methodology that will be applied in the development of the syllabus is SIOP (Sheltered Instruction Observation Protocol) strategies and its components, lesson Preparation, Building Background, Comprehensible Input Strategies, Interaction, Practice/Application, Lesson Delivery, Review &amp; Assessment. Plus the benefits of using a Biography driven instruction strategies, including cognitive and metacognitive methods that might help students develop independent learning.</p> <p>During this course, students will create a portfolio where they keep all their outcomes and materials resulted from their class participation as well as their independent tasks.</p>	
<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 checked="" type="checkbox"/>	Mesas de discusión	<input checked="" type="checkbox"/>	Visitas		
<input checked="" type="checkbox"/>	Participación	<input type="checkbox"/>	---		
<input type="checkbox"/>	Prácticas de laboratorio	<input type="checkbox"/>	---		
<input checked="" type="checkbox"/>	Proyecto de aula	<input type="checkbox"/>	---		
DOCENTE(S)					
NOMBRE	TITULO	ROL	EMAIL	OFICINA	HORARIOS ATENCIÓN
<b>Bertha Susana Cortez Martinez</b>	<b>Master in Curriculum and Instruction of ESL</b>	<b>English Teacher (Level 5)</b>	<b>bertha.cortez@ikiam.edu.ec</b>	<b>Campus Muyuna (Docentes C)</b>	<b>Mon-Fri 11:00-13:00/16:00- 17</b>

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## 4 INFORMACIÓN ESPECIFICA SOBRE LA ASIGNATURA

SISTEMA DE EVALUACIÓN				
PARCIAL	COMPONENTE	PORCENTAJE (%)	PUNTUACIÓN	INSTRUMENTO DE EVALUACIÓN
<b>PRIMERA EVALUACIÓN (APRENDIZAJE COLABORATIVO)</b>	APRENDIZAJE ASISTIDO POR EL PROFESOR	15	1,5	Questionnaires, class observation checklists, interviews, debate
	PRACTICA DE APLICACIÓN Y EXPERIMENTACIÓN	10	1	Groupwork report, essay rubrics, quizzes, performance rubric
	COMPONENTE DE APRENDIZAJE AUTÓNOMO	10	1	Homework, Project exposition, assignment, test, oral presentation
<b>TOTAL PRIMERA EVALUACIÓN PARCIAL</b>		35	3,5	
<b>SEGUNDA EVALUACIÓN (APRENDIZAJE INDIVIDUAL)</b>	APRENDIZAJE ASISTIDO POR EL PROFESOR	10	1	Discussions, interviews, questions, class observation
	PRACTICA DE APLICACIÓN Y EXPERIMENTACIÓN	10	1	Groupwork report, essay rubrics, quiz, performance rubric
	COMPONENTE DE APRENDIZAJE AUTÓNOMO	15	1,5	Portfolio, homework, Project preparation, assignment.
<b>TOTAL SEGUNDA EVALUACIÓN PARCIAL</b>		35	3,5	
<b>EVALUACIÓN FINAL</b>		30	3	
<b>TOTAL</b>		100	10	

FUENTES DE CONSULTA / REFERENCIA			
DETALLE	TIPO DE BIBLIOGRAFÍA	TIPO RECUSO	UBICACIÓN
• <b>Pathways 4 Teacher's Guide.</b> Blass, Laurie & Vargo, Mari. (2015). <i>Reading, writing, and critical thinking</i> . Boston. National Geographic Learning.	Basic	Book, video	Ikiam Library
• <b>Pathways 4 Student's book.</b> Blass, Laurie & Vargo, Mari. (2015). <i>Reading, writing, and critical thinking</i> . Boston. National Geographic Learning.	Basic	Book	Ikiam Library
• <b>Richards, Jack C. and Sandy, Chuck (2015). <i>Passages 1 Teacher's Edition Third edition</i>.</b> Mexico. Cambridge University Press.	Basic	Book	Ikiam Library
• <b>Passages 1 Class audio CD.</b> Richards, Jack & Sandy, Chuck. Third edition.	Basic	Audio CD	Ikiam Library
• <b>Longman Academic Writing Series 4: Paragraphs to Essays. Fifth Edition.</b> Oshima, Alice & Hogue Ann. (2014). Pearson Education. White Plains.	Complementary	Book	Ikiam Library
• <b>Greater Essays.</b> Folse, Keith S. & Puch, Tison. (2007). Library of Congress. USA.	Basic	Book	Ikiam Library
• <b>Anne of Green Gables.</b> Montgomery, LM. (2008). Oxford University Press.	Basic	Book	Ikiam Library
• <b>Romeo and Juliet.</b> Shakespeare, William. (2008). Pearson Education. Hong Kong.	Basic	Book	Ikiam Library
• <b>Les Miserables.</b> Basset, Jennifer. Oxford University Press. Oxford.	Basic	Book	Ikiam Library
	Basic	Book	Ikiam Library

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<ul style="list-style-type: none"> <li>• The war of the worlds. Wells, H.G. (2005). Pearson Education Ltd. Hong Kong.</li> <li>• The Scarlet Letter. Hawthorne, Nathaniel. (2008). Oxford University Press. Oxford.</li> <li>• TED Talk: Inside the mind of a Master Procastinator.</li> <li>• TED Talk: A country with no water</li> <li>• Deep English listening . A woman called the Space Indy.</li> <li>• Deep English listening. Togo footballer. Francis Kone.</li> <li>• Macintyre, P. &amp; Bohlke, D. (2015). <i>Reading explorer 2, Second Edition</i>. Boston, National Geographic Learning.</li> <li>• Herrera, S. G., Kavimandan, S. K., Holmes, M.A. (2011) <i>Crossing the vocabulary bridge</i>. New York, NY. Teachers College Press.</li> </ul>	<p>Basic</p> <p>Complementary</p> <p>Complementary</p> <p>Complementary</p>	<p>Book</p> <p>Website</p> <p>Website</p> <p>Website</p>	<p>Ikism Linrary</p> <p>Youtube</p> <p>Youtube</p> <p>Youtube</p>
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#	FECHA	UNIDAD	# HORAS	TEMA	SESIÓN	RESULTADOS DE APRENDIZAJE	RECURSOS DIDÁCTICOS Y/O ACADÉMICOS	INSTRUMENTOS DE EVALUACIÓN	BIBLIOGRAFÍA
1	10/04/2018	UNIT 1: Language and Culture	1.5	1.1 Introduction to course: Personal profiles.	1	Students will be able to express their opinion about benefits of being able to use a second or foreign language?	Classroom board, school supplies, projector, Pathways teacher's guides and students books, power point presentations.	Observation checklist. Questionnaire,	<b>Pathways 4.</b> Reading, writing and critical thinking teacher's guide and Student's textbook.
2	11/04	UNIT 1: Language and Culture	1.5	1.2 Pre-assessment Battery	2	Interview activity. Biography cards completed	Classroom board, school supplies, printer, photocopier, computer, BDI artifacts	Questionnaire, Biography card	Herrera, S. G., Kavimandan, S. K., Holmes, M.A. (2011) <i>Crossing the vocabulary bridge</i> . New York, NY. Teachers College Press.
3	12/04	UNIT 1: Language and Culture	1.5	1.3 English verbs followed by gerunds and infinitives.	3	Classwork exercises expressing likes and dislikes.	Classroom board, school supplies, projector, Passages 1 teacher's guides and students books, power point presentations.	Classroom worksheet Homework	<b>Passages 1.</b> Teacher's Guide and Student's textbook.
4	13/04	UNIT 1: Language and Culture	1.5	1.4 Listening and taking notes. "Four reasons to learn a new language."	4	Independent task. TED talk presentation worksheet completed.	Classroom board, school supplies, projector, power point presentations.	Classwork log Worksheets	<b>Passages 1.</b> Teacher's Guide and Student's textbook.

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5	17/04	UNIT 1: Language and Culture	1.5	1.5 Reading g an article "The Secret Language."	5	Identifying main ideas. Critical thinking: Inferring an Author's attitude.	Classroom board, school supplies, projector, Pathways teacher's guides and students books, power point presentations.	Book questionnaire, Editing checklist.	<b>Pathways 4.</b> Reading, writing and critical thinking teacher's guide and Student's textbook.
6	18/04	UNIT 1: Language and Culture	1.5	1.6 Write an opinion essay about the best way to learn English.	6	Write a thesis statement, introductions and conclusions.	Classroom board, school supplies, Pathways teacher's guides and students books, power point presentations.	Essay rubrics Classwork log	<b>Longman Academic Writing Series 4.</b> Paragraphs to Essays teacher's Guide.
7	19/04	UNIT 1: Language and Culture	1.5	1.7 Peer review, first draft, final draft.	7	Brainstorm, plan, write, edit and submit.	Classroom board, school supplies, projector, printer, photocopier, computer, cellphones, Pathways teacher's guides and students books, power point presentations.	Essay rubrics , Editing checklist.	<b>Greater Essays.</b> Teacher's guide. <b>Longman Academic Writing Series 4.</b> Paragraphs to Essays teacher's Guide.
8	20/04	UNIT 1: Language and Culture	1.5	1.8 Unit assessment	8	Unit written quiz completed	Classroom board, school supplies, projector, printer, photocopier, computer, cellphones, power point presentations.	Unit quiz.	<b>Pathways 4.</b> Reading, writing and critical thinking teacher's guide and Student's textbook. <b>Passages 1.</b> Teacher's Guide and Student's textbook.



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#	FECHA	UNIDAD	# HORAS	TEMA	SESIÓN	RESULTADOS DE APRENDIZAJE	RECURSOS DIDÁCTICOS Y/O ACADÉMICOS	INSTRUMENTOS DE EVALUACIÓN	BIBLIOGRAFÍA
9	24/04/2018	Unit 2: Memorable experiences	1.5	2.1. Importance of travelling around the world and moving from place to place in order to learn new experiences.	9	Discuss the value of travelling abroad. Integrate new vocabulary.	Power point presentations Classroom board, school supplies, projector, Pathways teacher's guides and students books,.	Observation checklist. Questionnaire,	<b>Pathways 4.</b> Reading, writing and critical thinking teacher's guide and Student's textbook.
10	25/04	Unit 2: Memorable experiences	1.5	2.2 Describing rules and obligations in the past.	10	Discriminate ideas about a past experience that taught the students a valuable life lesson.	Power point presentations Classroom board, school supplies, projector, computer, Passages 1, Teacher's guides and student's books.	Homework Classwork log	<b>Passages 1.</b> Teacher's Guide and Student's textbook.
11	26/04	Unit 2: Memorable experiences	1.5	2.3 APA references list.	11	Use rules for building references in an essay.	Power point presentations Classroom board, school supplies, projector.	Khoot! game Homework Classwork log	APA Purdue 6 <sup>th</sup> . Edition online.
12	27/04	Unit 2: Memorable experiences	1.5	2.4 Past tense verb forms	12	Describe activities in past tense.	Power point presentations Classroom board, school supplies, projector. Passages 1, Teacher's guide and students' books.	Students' workbook	<b>Passages 1.</b> Teacher's Guide and Student's textbook.

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13	01/05	Unit 2: Memorable experiences	1.5	2.5 Making inferences	13	Infer meaning of academic vocabulary words.	Power point presentation, school supplies, projector, Pathways teacher's guides and students books.	Classwork worksheet	<b>Pathways 4.</b> Reading, writing and critical thinking teacher's guide and Student's textbook. <b>Longman Academic Writing Series 4.</b> Paragraphs to Essays teacher's Guide.
14	02/05	Unit 2: Memorable experiences	1.5	2.6 Analyzing a personal narrative	14	Identify purpose, structure, and key details about the article "Welcome Stranger". Pathways, p.199	Power point presentations, school supplies, projector, Pathways teacher's guides and students books.	Classwork worksheet. Questionnaire,	<b>Pathways 4.</b> Reading, writing and critical thinking teacher's guide and Student's textbook.
15	03/05	Unit 2: Memorable experiences	1.5	2.7 Using sensory details	15	Classify sensory details to make sentences in narrative and descriptive experiences.	Power point presentation, school supplies, projector, computer, cellphones. Pathways teacher's guides and students books.	Workbook questionnaire.	<b>Pathways 4.</b> Reading, writing and critical thinking teacher's guide and Student's textbook.

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16	04/05	Unit 2: Memorable experiences	1.5	2.8 Writing an extended personal narrative	16	Plan, write, revise, and edit an essay describing a personal past experience and a reference list.	power point presentation, classroom board, school supplies, projector, cellphones, Pathways teacher's guides and students books.	Essay rubrics Homework	<b>Pathways 4.</b> Reading, writing and critical thinking teacher's guide and Student's textbook. <b>Greater Essays.</b> Teacher's guide.
#	FECHA	UNIDAD	# HORAS	TEMA	SESIÓN	RESULTADOS DE APRENDIZAJE	RECURSOS DIDÁCTICOS Y/O ACADÉMICOS	INSTRUMENTOS DE EVALUACIÓN	BIBLIOGRAFÍA
17	Inicio 08/05/ 2018	Unit 3: Our Human Impact	1.5	3.1. Talking about strange occurrences. What did I get myself into? Passages 1, p. 10.	17	Discuss the effects of major life changes. (Listening) Listen to discussions about how people solve a problem.	Power point presentation, school supplies, projector Passages 1. Teacher's guides and students books.	Written questionnaire.	<b>Passages 1.</b> Teacher's Guide and Student's textbook.
18	09/05	Unit 3: Our Human Impact	1.5	3.2 Pat modals and phrasal modals of obligation.	18	Compare ideas which use phrasal modals.	Power point presentation, Classroom board, school supplies, projector Pathways 4. Teacher's guides and students books.	Homework Online exercises.	<b>Passages 1.</b> Teacher's Guide and Student's textbook
19	10/05	Unit 3: Our Human Impact	1.5	3.3 Vocabulary recognizing problems.	19	Applying vocabulary in a personalized context. Evaluate causes and effects in natural environment.	Power point presentation, Classroom board, school supplies, projector Pathways 4. Teacher's guides and students books.	Classwork practice.	<b>Passages 1.</b> Teacher's Guide and Student's textbook

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20	11/05	Unit 3: Our Human Impact	1.5	3.4 Reading a scientific article, "The Human Age."	20	Analyze evidence about causes and effects. Synthesizing information to make connections	Power point presentations Classroom board, school supplies, projector Pathways 4. Teacher's guides and students books.	Workbook questionnaire,	<b>Pathways 4.</b> Reading, writing and critical thinking teacher's guide and Student's textbook.
21	15/05	Unit 3: Our Human Impact	1.5	3.5 Positive and negative effects of human changes on the planet. Desertification, deforestation and pollution.	21	Evaluating thesis statements. Researching different sources.	Power point presentations Classroom board, school supplies, projector Pathways 4. Teacher's guides and students books.	Homework Classwork questionnaire,	<b>Pathways 4.</b> Reading, writing and critical thinking teacher's guide and Student's textbook.
22	16/05	Unit 3: Our Human Impact	1.5	3.6 Cohesive devices. Video Man-Made Earthquakes.	22	Analyzing arguments. Viewing for general understanding and specific information.	Video CD, power point presentation, classroom board, school supplies, projector Pathways 4. Teacher's guides and students books.	Classwork Questionnaire. Worksheet.	<b>Pathways 4.</b> Reading, writing and critical thinking teacher's guide and Student's textbook.
23	17/05	Unit 3: Our Human Impact	1.5	3.7 Cause-effect essay about human impacts.	23	Plan, write, revise, and edit an essay describing how the activities of a community or an institution are impacting the planet.	Classroom board, school supplies, projector Pathways 4. Teacher's guides and students books, power point presentation.	Essay rubrics Homework	<b>Pathways 4.</b> Reading, writing and critical thinking teacher's guide and Student's textbook.
24	18/05	Unit 3: Our Human Impact	1.5	3.8 Unit Assessment	24	Identify essay components studied in the unit.	Power point presentations Classroom board, school supplies, projector	Jeopardy game	<b>Passages 1.</b> Teacher's Guide and Student's textbook

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25	22/05/2018	Unit 4: Working together	1.5	4.1. The decision-making power of people.	25	Read and think critically about swarm intelligence.	Power point presentations, classroom board, school supplies, projector, Pathways teacher's guides and students books.	Homework	<b>Pathways 4.</b> Reading, writing and critical thinking teacher's guide and Student's textbook.
26	23/05	Unit 4: Working together	1.5	4.2 Advantages and disadvantages of working together. Compare similarities and differences.	26	Analyze and synthesize to make a hypothesis related to animals' behavior.	Online exercises. Classroom board, school supplies, projector, Pathways teacher's guides and students books, power point presentations.	Student workbook	<b>Pathways 4.</b> Reading, writing and critical thinking teacher's guide and Student's textbook.
27	24/05	Unit 4: Working together	1.5	4.3 "The Smart Swarm." Scientific article.	27	Read to summarize key details.	Classroom board, school supplies, projector, Pathways teacher's guides and students books, power point presentations.	Classwork practice	<b>Pathways 4.</b> Reading, writing and critical thinking teacher's guide and Student's textbook.
28	29/05	Unit 4: Working together	1.5	4.4 Review of comparative adjectives and linking words.	28	Connect ideas formally	Quizlet exercise. Classroom board, school supplies, projector, Pathways teacher's guides and students books, power point presentations.	Venn Diagram	<b>Passages 1.</b> Teacher's Guide and Student's textbook.

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29	30/05	Unit 4: Working together	1.5	4.5 Contrasting clauses and phrases.	29	Use clauses and phrases showing contrast and exception.	Power point presentation Classroom board, school supplies, projector, Pathways teacher's guides and students books,	Worksheet completed	· <b>Passages 1.</b> Teacher's Guide and Student's textbook. ·
30	31/05	Unit 4: Working together	1.5	4.6 Analysis of article: "The beauty of moths."	30	Read and use vocabulary describing colors, patterns, and shape of moths and butterflies.	Self-assessment exercise. Classroom board, school supplies, projector, Pathways teacher's guides and students books, power point presentations.	Reading and comprehension worksheet	Macintyre, P. & Bohlke, D. (2015). <i>Reading explorer 2, Second Edition.</i> Boston, National Geographic Learning
31	01/06	Unit 4: Working together	1.5	4.7 Comparative, contrast essay	31	Plan, research, write, revise, and edit a comparative essay on the topic: "Compare the ways in which two groups collaborate."	power point presentation, classroom board, school supplies, projector, Pathways teacher's guides and students books.	Final draft essay	<b>Pathways 4.</b> Reading, writing and critical thinking teacher's guide and Student's textbook.
32	12/06	Unit 4: Working together	1.5	4.8 Use of parallel structures in an essay	32	Use parallel structures in context.	Power point presentation, classroom board, school supplies, projector, Pathways teacher's guides and students books.	Classwork exercise	<b>Pathways 4.</b> Reading, writing and critical thinking teacher's guide and Student's textbook.

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33	13/06/2017	Unit 5: Powering our Planet	1.5	5.1. Introduction: World energy flow.	33	Read a scientific "Our Energy Challenge." By Bill McKibben and understand main idea, key details, interpret chart,	Power point presentation. Classroom board, school supplies, projector, Pathways 4 teacher's guides and students books.	DOTS strategy worksheet. Questionnaire	<b>Pathways 4.</b> Reading, writing and critical thinking teacher's guide and Student's textbook.
34	14/06/2018	Unit 5: Powering our Planet	1.5	5.2. Comparing and contrasting customs. Summarizing concept, elements, and process. Examples and practice.	34	Produce a short presentation, expressing personal opinion involving ideas around the theme of avoiding global warming activities.	Video "Powering cities" Note pad, questionnaires about the topic.	Video worksheet completed. Classroom practice oral participation log.	<b>Passages 1.</b> Teacher's Guide and Student's textbook.
35	15/06	Unit 5: Powering our Planet	1.5	5.3. Relative pronouns, literal and figurative language.	35	Discuss everyday annoyances and see relative clauses and noun clauses in context.	Online fable, Passages 1 Teacher's and students' books, power point presentation, practice worksheet, computer, projector, school supplies, and classroom board.	Workbook exercises, teacher's worksheets, questionnaire.	<b>Passages 1.</b> Teacher's Guide and Student's textbook.
36	19/06	Unit 5: Powering our Planet	1.5	5.4. Paraphrases, quotation marks, academic vocabulary, and reported speech.	36	Identify grammar resources to avoid plagiarism.	Passages 1 Teacher's and students' books, power point presentation, practice worksheet, computer, projector, school supplies, and classroom board.	Classwork practice worksheet. Online exercises.	<b>Passages 1.</b> Teacher's Guide and Student's textbook.

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37	20/06	Unit 5: Powering our Planet	1.5	5.5 Energy sources in Ecuador. Renewable energy sources. "Hydroelectricity, the key for the Ecuadorian future," Energía 16	37	At the end of this unit, students will be able to plan, research, write, revise and edit a summary essay.	Pathways 4 Teacher's and students' books, power point presentation, practice worksheet, computer, projector, school supplies, and classroom board.	Summary essay final draft submitted	<b>Pathways 4.</b> Reading, writing and critical thinking teacher's guide and Student's textbook.
38	21/06	Unit 5: Powering our Planet	1.5	<b>5.6 Reading</b> club. Literature circles project, roles.	38	Select and read a book,	Students' books, roles' worksheet, Dictionaries, power point presentation.	Self-assessment handout.	<b>Anne of Green Gables.</b> Montgomery, L.M. (2008). <b>Romeo and Juliet.</b> Shakespeare, William. (2008). <b>Les Miserables.</b> Basset, Jennifer. Oxford. <b>The war of the worlds.</b> Wells, H.G. (2005). <b>The Scarlet Letter.</b> Hawthorne, Nathaniel. (2008). Press. Oxford.
39	22/06	Unit 5: Powering our Planet	1.5	<b>5.7 Literature</b> circles, process, and practice.	39	Research information, complete a role worksheet, and perform a role.	Students' books, roles' worksheet, Dictionaries, power point presentation.	Book selected, role's worksheet	
40	26/06	Unit 5: Powering our Planet	1.5	<b>5.8 Literature</b> circle oral presentations.	40	Show summary, illustration, vocabulary research, critical thinking connection.	Students' books, roles' worksheet, Dictionaries, power point presentation	Book selected, role's worksheet	



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## 5 CONTENIDOS

#	FECHA	UNIDAD	# HORAS	TEMA	SESIÓN	RESULTADOS DE APRENDIZAJE	RECURSOS DIDÁCTICOS Y/O ACADÉMICOS	INSTRUMENTOS DE EVALUACIÓN	BIBLIOGRAFÍA
41	27/06/2018	Unit 6: Exploring new cities	1.5	6.1 Introduction to unit: Research information about students' hometowns. Read about cities around the world. Critical thinking, practice connecting and contrasting opinion.	41	(Speaking) describe the benefits and challenges of living abroad, comparing customs between Canada and your country. (Listening) listen to people talk about their experiences living abroad.	Pictures about different cities in Ecuador. Classroom board, school supplies, projector, printer, photocopier, computer. Audio CDs. power point presentations.	Classwork log Questionnaire,	Passages 1. Teacher's Guide and Student's textbook.
42	28/06	Unit 6: Exploring new cities	1.5	6.2 Compare different cities and see defining and non-defining relative clauses. Understanding cohesion.	42	Organize ideas producing a mind map about a place and a cultural quilt.	Power point presentation, classroom board, school supplies, projector, Passages 1 teacher's guides and students books,	Cultural quilt	Crossing the vocabulary bridge.
43	29/06	Unit 6: Exploring new cities	1.5	6.3 Preferences, popular destinations. Vocabulary about features of cities, quality phrases, and compound terms.	43	Describe ideal places to visit for different purposes and introduce vocabulary to reinforce ideas.	Power point presentation, classroom board, school supplies, projector, printer, photocopier, computer, Passages 1 teacher's guides and students books.	Passages 1 workbook exercises.	Passages 1. Teacher's Guide and Student's textbook.
44	03/07	Unit 6: Exploring new cities	1.5	6.4 Refer to sources while researching information about your hometown.	44	Research articles and statistical information about the students' hometown.	Power point presentation, classroom board, school supplies, projector, cellphones, library.	References list	Passages 1. Teacher's Guide and Student's textbook.

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## 5 CONTENIDOS

45	04/07	Unit 6: Exploring new cities	1.5	<b>6.5</b> Debate about global development, advantages and disadvantages. Identifying a writer's point of view.	45	Recognize factors that are important for a country's economic development. Identify natural resources in a country. Interpret data in a map.	Power point presentation, classroom board, school supplies, projector, printer, Pathways teacher's guides and students books.	Debate	<b>Pathways 4.</b> Reading, writing and critical thinking teacher's guide and Student's textbook.
46	05/07	Unit 6: Exploring new cities	1.5	<b>6.6</b> Plan, write, revise, and edit an expository essay with the topic: What makes your hometown the place that it is today?	46	Produce an Expository essay about a familiar topic.	Power point presentation, classroom board, school supplies, projector, printer, photocopier, computer, cellphones, Pathways teacher's guides and students books.	Expository essay final draft.	<b>Pathways 4.</b> Reading, writing and critical thinking teacher's guide and Student's textbook.
47	06/07	Unit 6: Exploring new cities	1.5	<b>6.7 Oral</b> presentation project about your hometown, advantages and problems. (First group)	47	Design, prepare, and show a PowerPoint presentation about student's hometown, its features, problems, and possible solutions.	Power point presentation, classroom board, school supplies, projector, Pathways teacher's guides and students books.	Oral exposition rubric.	<b>Pathways 4.</b> Reading, writing and critical thinking teacher's guide and Student's textbook.
48	10/07	Unit 6: Exploring new cities	1.5	<b>6.8 Oral</b> presentation project about your hometown, advantages and problems. (Second group)	48	Design, prepare, and show a PowerPoint presentation about student's hometown, its features, problems, and possible solutions.	Power point presentation, classroom board, school supplies, projector, printer, photocopier, computer, cellphones,	Oral exposition rubric.	<b>Pathways 4.</b> Reading, writing and critical thinking teacher's guide and Student's textbook.
49	11/07	Unit 6: Exploring new cities	1.5	<b>6.9 Unit assessment activity</b>	49	Evaluate research, grammar structures, and vocabulary features of student's towns.	Classroom board, School supplies, Photocopies,	Unit written quiz	<b>Pathways 4 and Passages 1 students' books.</b>

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## 5 CONTENIDOS

#	FECHA	UNIDAD	# HORAS	TEMA	SESIÓN	RESULTADOS DE APRENDIZAJE	RECURSOS DIDÁCTICOS Y/O ACADÉMICOS	INSTRUMENTOS DE EVALUACIÓN	BIBLIOGRAFÍA
50	12/07/2018	Unit 7: Communication	1.5	7.1. Introduction to unit: Benefits of studying abroad. Vocabulary expressions ending with prepositions. Grammar: future perfect and future perfect continuous.	50	Think critically and discuss the benefits of language study. Use expressions ending with prepositions. Practice using the future perfect and future perfect continuous.	Power point presentation. Video online Classroom board, school supplies, projector, printer, photocopier, Passages 1 Teacher's guide and students books,	Classwork on board exercises (formative assessment)	<b>Pathways 4.</b> Reading, writing and critical thinking teacher's guide and Student's textbook. <b>Passages 1.</b> Teacher's Guide and Student's textbook. <b>Greater Essays.</b> Teacher's guide.
51	13/07	Unit 7: Communication	1.5	7.2 Speaking about Customs and traditions. Listening for details: students' experiences abroad. Reading about concluding paragraphs. Concluding paragraph.	51	Talking about a familiar topic to develop speaking skill. Restate information after listening at normal speed. Writing a composition with a concluding paragraph.	Power point presentation. Video online Classroom board, school supplies, projector, printer, photocopier, Passages 1 Teacher's guide and students books,	Classwork book practice (formative assessment)	<b>Passages 1.</b> Teacher's Guide and Student's textbook. <b>Greater Essays.</b> Teacher's guide.

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52	17/07	Unit 7: Communication	1.5	<p><b>7.3 Factors</b> that seem to contribute to long lives.</p> <p>Infographics on causes on death and the correlation between income and life expectancy.</p> <p>Vocabulary referring a description of how hunger works and the implications for dieting to lose weight.</p>	52	Discuss on life expectancy in the world. Give opinion about cultural rules in different societies.	Power point presentation. Video online Classroom board, school supplies, projector, printer, photocopier, Pathways 4 Teacher's guide and students books,	Classwork practice: Workbook exercises.	<b>Pathways 4.</b> Reading, writing and critical thinking teacher's guide and Student's textbook.
53	18/07	Unit 7: Communication	1.5	<p><b>7.4 Article:</b> "Beyond 100." By Stephen S. Hall</p> <p>Predicting to read. Asking questions as you read.</p>	53	Explore the issue of longevity, focusing especially on societies where a disproportionate number of people live healthy lives into their 90s and beyond.	Power point presentation. Video online Classroom board, school supplies, projector, printer, photocopier, Pathways 4 Teacher's guide and students books,	Classwork exercises: Building vocabulary	<b>Pathways 4.</b> Reading, writing and critical thinking teacher's guide and Student's textbook.
54	19/07	Unit 7: Communication	1.5	<p><b>7.5 Checking</b> predictions as students read.</p> <p>Main ideas after reading. Identifying key details and supporting Examples.</p>	54	Developing reading skills. Students read to engage with the text, making predictions, and checking them throughout the passage. They understand the reading.	Power point presentation. Video online Classroom board, school supplies, projector, printer, photocopier, Pathways 4 Teacher's guide and students books,	Checking comprehension worksheet.	<b>Pathways 4.</b> Reading, writing and critical thinking teacher's guide and Student's textbook.

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## 5 CONTENIDOS

55	20/07	Unit 7: Communication	1.5	Secrets of a long life video.	55	Predict meaning of new vocabulary terms that will be used in the video. Identify information about culture of longevity disappearing. Discuss synthesis of video.	Power point presentation. Video online Classroom board, school supplies, projector, printer, photocopier, Pathways 4 Teacher's guide and students books,	Video worksheet	<b>Pathways 4.</b> Reading, writing and critical thinking teacher's guide and Student's textbook.
56	24/07	Unit 7: Communication	1.5	Argumentative research paper	56	Write a research paper including information from outside sources.	Power point presentation. Video online Classroom board, school supplies, projector, printer, photocopier, Pathways 4 Teacher's guide and students books,	Research paper rubric	<b>Pathways 4.</b> Reading, writing and critical thinking teacher's guide and Student's textbook.
57	25/07	Unit 7: Communication	1.5	Unit Assessment: Peer review.	57	Evaluate argumentative research topics.	Power point presentation. Video online Classroom board, school supplies, projector, printer, photocopier, Pathways 4 Teacher's guide and students books,	Peer review checklist.	<b>Pathways 4.</b> Reading, writing and critical thinking teacher's guide and Student's textbook.

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#	FECHA	UNIDAD	# HORAS	TEMA	SESIÓN	RESULTADOS DE APRENDIZAJE	RECURSOS DIDÁCTICOS Y/O ACADÉMICOS	INSTRUMENTOS DE EVALUACIÓN	BIBLIOGRAFÍA
58	26/07/2018	Unit 8: Values	1.5	<p><b>8.1.</b> Introduction to unit: Main values in our society. Moral dilemmas. Listening to a dialogue about finding something. Present unreal conditional with <i>unless, only if, and even if.</i></p>	58	<p>Discuss about ethical dilemmas and possible reactions. Describe and give examples about student's values and its importance. Use present unreal grammar structures in context.</p>	<p>Power point presentation. Classroom board, school supplies, projector, printer, photocopier, computer, cellphones, Passages teacher's guides and students books.</p>	<p>Classwork activities. Cloze test.</p>	<p><b>Passages 1.</b> Teacher's Guide and Student's textbook. <b>Greater</b></p>
59	27/07	Unit 8: Values	1.5	<p><b>8.2</b> Vocabulary words describing people's ethics and attitudes. Use of prefixes. Reliable and unreliable businesses. Writing a thesis statement.</p>	59	<p>Construct arguments and practice vocabulary to talk about ethics.</p>	<p>Power point presentation. Classroom board, school supplies, projector, printer, photocopier, computer, Passages 1 teacher's guides and students books</p>	<p>Classwork practice. Questionnaires,</p>	<p><b>Passages 1.</b> Teacher's Guide and Student's textbook. <b>Greater Essays.</b> Teacher's guide.</p>
60	31/07	Unit 8: Values	1.5	<p><b>8.3</b> Punctuation marks</p>	60	<p>Applying punctuation rules</p>	<p>Power point presentation. Classroom board, school supplies, projector, printer, Passages 1 teacher's guides and students books</p>	<p>Cloze test</p>	<p><b>Passages 1.</b> Teacher's Guide and Student's textbook. <b>Greater Essays.</b> Teacher's guide.</p>
61	01/08	Unit 8: Values	1.5	<p><b>8.4 Concept</b> and components of a Narrative Essay.</p>	61	<p>Analyze a model of narrative essay to study parts.</p>	<p>Power point presentation. Classroom board, school supplies, projector, Greater Essays Teacher's guide.</p>	<p>Final reflection essay outline.</p>	<p><b>Pathways 4.</b> Reading, writing and critical thinking teacher's guide and Student's textbook.</p>

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62	02/08	Unit 8: Values	1.5	8.5 Model of narrative essay	62	Produce a final reflection essay about the achievement of the course.	Power point presentation. Classroom board, school supplies, projector, printer and photocopies. Greater Essays Teacher's guide.	Final reflection essay (first draft and final draft)	<b>Pathways 4.</b> Reading, writing and critical thinking teacher's guide and Student's textbook.
63	03/08	Unit 8: Values	1.5	8.6 Unit assessment: peer review	63	Evaluate unit 8 final reflection essay (First draft)	Power point presentation. Classroom board, school supplies, projector	Peer review worksheet	<b>Pathways 4.</b> Reading, writing and critical thinking teacher's guide and Student's textbook. Longman Academic Writing Series.
64	07/08	Unit 8: Values	1.5	8.7 Portfolio	64	Select, classify, and revise evidences achieved along the course to set portfolio.	Power point presentation. Classroom board, school supplies, projector, printer,	Portfolio	Universidad Técnica de Ambato's model.
65	08/08	Unit 8: Values	1.5	8.8 Portfolio	65	Organize documents to design portfolio, design cover page, table of contents, and unit attachments.	Power point presentation. Classroom board, school supplies, projector, printer,	Portfolio	Universidad Técnica de Ambato's model.
66	09/08	Unit 8: Values	1.5	8.9 Portfolio	66	Analyze, value, and recommend improvements, on the base of rubric criteria.	Power point presentation. Classroom board, school supplies, projector, printer,	Portfolio	Universidad Técnica de Ambato's model.

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6 COMPONENTE DE INVESTIGACIÓN			
<b>UNIDAD Y TEMA DEL SILABO AL QUE CORRESPONDE</b>		Unidad 5: Powering our Planet. Exploring New Cities	
<b>NOMBRE DEL PROYECTO DE INVESTIGACIÓN</b>		Welcome to My Hometown. A place like no other!	
CARÁCTER DEL PROYECTO	PROCESO DEL CONOCIMIENTO	DESCRIPCIÓN	PRODUCTO EVALUABLE
<input type="checkbox"/> Exploratorio <input type="checkbox"/> Descriptivo	Indagación	In this unit, students are going to choose a place they know and would like to present in class. They will recognize the features that make their place unique, as well as the impacts of different natural or human activities that cause problems there. Students will observe and research the advantages and disadvantages of living in this place. For this purpose, they will look for available literature about the chosen place and statistics. They will use primary and secondary sources like diaries and journals, speeches, letters, articles and all kind of information available.	This Project will be orally presented inside the classroom, together with a visual aid and its characteristics will be evaluated according to the criteria of a rubric. The main points to evaluate will be the findings obtained after researching information, the organization of information achieved. The time involved in this exposition ( 7 to 10 minutes); the vocabulary, grammar, and spelling used in the speech. The development of oral skills.
	Exploración	After collecting the necessary information, students will identify main ideas, interpret data, and understand the processes of changes occurred along the time, analyze the many reasons that cause problems in that city and compare with another places where the same problems have been solved. After that, students will write a narrative explaining their findings and possible solutions.	
	Organización	After writing about their places, students will organize their information in a visual presentation for the classmates adding title, author's name, introduction (including: research question, hypothesis and justification), they will show some literatura review, analysis and interpretation, conclusions and bibliography. All these activitis will be evaluated according to the specific criteria included in a rubric.	
7 INNOVACIÓN TECNOLÓGICA Y TRANSFERENCIA DE CONOCIMIENTO			
<b>UNIDAD Y TEMA DEL SILABO AL QUE CORRESPONDE</b>		ESCRIBIR EL NOMBRE DE LA UNIDAD Y EL TEMA AL QUE CORRESPONDE	
<b>DESCRIPCIÓN DEL PROBLEMA</b>		ESCRIBIR 1 PÁRRAFO DE APROX MAX 150 PALABRAS	
SOLUCIÓN DEL PROBLEMA			
TIPO	COMPONENTE	DESCRIPCIÓN	PRODUCTO EVALUABLE
<input checked="" type="checkbox"/> Modelo <input type="checkbox"/> Estrategia	<input type="checkbox"/> Exploración y Evaluación	ESCRIBIR 1 PÁRRAFO APROX MAX 170 PALABRAS	ESCRIBIR 1 PÁRRAFO DE APROX MAX 100 PALABRAS
	<input type="checkbox"/> Perfeccionamiento		
	<input type="checkbox"/> Diseño		
	<input type="checkbox"/> Implementación		

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<b>8 INFORMACIÓN ESPECÍFICA SOBRE LA ASIGNATURA</b>		
<b>ELABORADO POR: (DOCENTE)</b>	<b>REVISADO POR:</b>	<b>APROBADO POR: (COORDINADOR ACADÉMICO)</b>
<b>NOMBRE:</b> Bertha Susana Cortez Martínez	<b>NOMBRE:</b> Daniel Beall	<b>NOMBRE:</b> Jonathan Liria
<b>FECHA:</b> viernes, 9 de marzo de 2018	<b>FECHA:</b> 09/03/2018	<b>FECHA:</b> 09/03/2018