**CRONOGRAMA DEL CURSO**

**INGLÉS Nivel 1**

**1er semestre 2024**

Formación Transversal, Departamento de Pregrado

Vicerrectoría de Asuntos Académicos

Universidad de Chile

**DATOS DEL CURSO**

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| **Nombre** | Inglés I – Starter A1 / Inglés Elementary (solo en FACSO) |
| **Sección** | *101-2* |
| **Facultad** | Artes / Centro |
| **Día(s)** | Lunes y Miércoles |
| **Horario** | 8.30-10.00 |
| **Sala(s)** | 501-B |
| **Profesor/a** | Eric Hamilton |

**EVALUACIONES CALIFICADAS DEL CURSO**

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| **Actividad** | **Tipo de actividad**  **(foco de la evaluación)** | **Ponderación en nota final** | **Semana** |
| Unit 1 Final Task | Producción oral y escrita. Entrevista y completación de formulario / tabla. | Not graded | Semana 3 |
| Unit 2 Final Task | Comprensión lectora y producción escrita. Redactar un texto corto. | 5% | Semana 5 |
| Unit 3 Final Task | Producción oral. Crear un diálogo. | 5% | Semana 8 |
| Midterm Test | Comprensión auditiva, comprensión de lectura y producción escrita. Prueba escrita y oral. | 25% | Semana 9 |
| Unit 4 Final Task | Producción escrita. Redactar un correo electrónico. | 5% | Semana 11 |
| Unit 5 Final Task | Producción oral. Presentar un discurso corto. | 5% | Semana 13 |
| Unit 6 Final Task | Producción oral y escrita. Entrevistar a un/a compañero/a y escribir su biografía. | 10% | Semana 15 |
| Final Written Test | Comprensión auditiva, comprensión de lectura y producción escrita. Prueba escrita. | 30% | Semana 17 |
| Final Oral Test | Comprensión auditiva y producción oral. Entrevista oral. | 15% | Semana 17 |

**PLANIFICACIÓN DE CONTENIDOS Y CRONOGRAMA DEL CURSO**

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| **Sema**  **na** | **Se**  **sión** | **Actividades** | | **Evaluación** |
| **Presenciales (en clase)** | **No presenciales**  **(trabajo autónomo)** |
| **1**  **18-mar** | **1.1** | **COURSE INTRODUCTION**  Course explanation  Explanation of administrative aspects |  |  |
| **1.2** | **UNIT 0: WELCOME!**  Feel welcome in the course  Understand goals of the course  Basic classroom interactive language  Alphabet and basic numbers |  |  |
| **2**  **25-mar** | **2.1** | **UNIT 1: GETTING STARTED**  **Lesson 1**  Introduce yourself  Introduce other people  Say something about other people  Understand a simple conversation | **Self-Study:**  Listening  Pronunciation  Countries  Nationalities  To be: present tense | Formative assessment: lesson task |
| **2.2** | **Lesson 2 FERIADO**  Ask questions about personal favorites  Possessive adjectives  Use ordinal numbers to create a list  Basic similarities and differences | **Self-Study:**  Likes & Favorites  Possessive adjectives | Formative assessment: lesson task |
| **3**  **01-abr** | **3.1** | **Lesson 3**  Identify periods of the day  Use appropriate greetings  The concept of plurality  Basic concepts of time and math | **Self-Study:**  To be: present tense  Indefinite articles | Formative assessment: lesson task |
| **3.2** | **Lesson 4**  Identify certain characteristics of people  Express possession and plurality  Identify the days of the week  Give information about class schedules | **Self-Study:**  Days of the week  Possessive *‘s* | **FINAL UNIT TASK** |
| **4**  **08-abr** | **4.1** | **UNIT 2: THE WORLD AROUND ME**  **Lesson 1**  Existence: *there is / there are*  Basic general quantity: *some / any / no*  State things on or around campus  Your U-Cursos account | **Self-Study:**  *There is / are*  *Some / any /no* | Formative assessment: lesson task |
| **4.2** | **Lesson 2**  Subject and object pronouns  Preference: *like / don’t like + verb-ing*  Vocabulary: free time activities  Sentence stress | **Self-Study:**  Subject pronouns  Object pronouns  *Like / Don’t like* | Formative assessment: lesson task |
| **5**  **15-abr** | **5.1** | **Lesson 3**  What students commonly do  Basic personal information about yourself and other people | **Self-Study:**  Present simple tense: verb forms and uses | Formative assessment: lesson task |
| **5.2** | **Lesson 4**  Express simple abilities related to study  Express basic ideas about lunch  Read basic texts about times and places  Understand a text about study tips  Write a brief description of study habits | **Self-Study:**  Expressing ability with *can / can’t* | **FINAL UNIT TASK** |
| **6**  **22-abr** | **6.1** | **UNIT 3: WORK & STUDY**  **Lesson 1**  Main ideas in a conversation  Ask and answer questions about jobs  Use of auxiliary verbs in questions  Agreement and disagreement | **Self-Study:**  Jobs and work  Yes / No questions  Present simple tense | Formative assessment: lesson task |
| **6.2** | **Lesson 2**  Jobs: qualities and requirements  Opinions about job requirements  Understand basic conversations about jobs and their responsibilities  Talk about someone’s skills and job | **Self-Study:**  Vocabulary related to work | Formative assessment: lesson task |
| **7**  **29-abr** | **SEMANA DE PAUSA TRANSVERSAL U. DE CHILE** | | | |
| **8**  **06-may** | **8.1** | **Lesson 3**  Basic daily routines: frequency  Conversations about routines  Questions about frequency | **Self-Study:**  Adverbs of frequency  There is/are  Positioning adverbs of frequency | Formative assessment: lesson task |
| **8.2** | **Lesson 4**  Talk about meeting people  Talk about your schedule  Use intonation to communicate  Make a plan to meet with a classmate | **Self-Study:**  Listening: daily routine  Organizing a group project | **FINAL UNIT TASK** |
| **9**  **13-may** | **9.1** | **Midterm review**  Ask basic questions about new classes.  Understand and express basic ideas about study habits.  Identify basic objects and ask questions about them. | **Self-Study:**  Midterm test preparation |  |
| **9.2** | **MIDTERM TEST** |  | **MIDTERM TEST** |
| **10**  **20-may** | **10.1** | **UNIT 4: STUDY ABROAD**  **Lesson 1**  Understand written instructions  Give instructions  Rules: imperative verb forms | **Self-Study:**  Imperative verb forms | Formative assessment: lesson task |
| **10.2** | **Lesson 2**  Identify and use basic quantifiers  Charts: understand numerical information  Charts: express basic ideas  Create a basic survey involving basic ideas about quantity | **Self-Study:**  Quantifies: *much / many / a lot*  Other quantifiers | Formative assessment: lesson task |
| **11**  **27-may** | **11.1** | **Lesson 3**  Say what is currently happening  Express ideas related to current actions  Conversations about current actions  Create a simple survey and interpret its results | **Self-Study:**  Present continuous: verb forms and use | Formative assessment: lesson task |
| **11.2** | **Lesson 4**  Write a polite email  Conversations between students and university administrators  Understand a simple email | **Self-Study:**  Introducing yourself by email  Email writing exercises | **FINAL UNIT TASK** |
| **12**  **03-jun** | **12.1** | **UNIT 5: GETTING AROUND**  **Lesson 1**  Means of transport  Transportation preferences  Talk about transportation and schedules | **Self-Study:**  Vocabulary: transport  Reading a transport schedule | Formative assessment: lesson task |
| **12.2** | **Lesson 2**  Future plans: express and understand information about future plans  Express ideas about locations in the city  Apply strategies to improve prepared speech performance | **Self-Study:**  Future tense verb forms: *will / going to / present continuous* | Formative assessment: lesson task |
| **13**  **10-jun** | **13.1** | **Lesson 3**  Give simple advice about transportation  Make basic suggestions  Communicate ideas about prices & costs | **Self-Study:**  *Should* to express advice  Numbers in prices  Speech preparation | Formative assessment: lesson task |
| **13.2** | **Lesson 4**  Skim a text for main information  Focus language strategies on improved speaking performance  Give a short simple prepared speech | **Self-Study:**  Reading on language strategies | **FINAL UNIT TASK** |
| **14**  **17-jun** | **14.1** | **UNIT 6: OUR DIVERSE WORLD**  **Lesson 1**  Extract main ideas from a text  Take notes on a text  Use previous knowledge to understand key vocabulary  Understand key ideas of a talk | **Self-Study:**  Reading  Listening | Formative assessment: lesson task |
| **14.2** | **Lesson 2**  Communicate basic ideas about the past  Give reason and result information: *because* and *so*  Recount the actions of others in the past | **Self-Study:**  Past tense: regular verbs  Past tense: use  Connectors of reason and result | Formative assessment: lesson task |
| **15**  **24-jun** | **15.1** | **Lesson 3**  Express ideas about your past  Collect information from texts to use for own expression of ideas  Write a coherent and organized simple short paragraph. | **Self-Study:**  Past tense: irregular verbs  How to write a paragraph | Formative assessment: lesson task |
| **15.2** | **Lesson 4**  Understand specific details in texts on past events  Synthesize ideas from a text  Interview someone about their life and write a short biography | **Self-Study:**  Reading  Listening | **FINAL UNIT TASK** |
| **16**  **01-jul** | **16.1** | Review | **Self-Study:**  Review of semester material |  |
| **16.2** | Review | **Self-Study:**  Final written and oral test preparation |  |
| **17**  **08-jul** | **17.1** | **FINAL WRITTEN TEST** |  | **FINAL WRITTEN TEST** |
| **17.2** | **FINAL ORAL TEST** |  | **FINAL ORAL TEST** |
| **15-jul** | Actividades administrativas de cierre (sin clases) / Cierre de actas | | | |

**REQUISITOS DE APROBACIÓN Y NORMAS RELATIVAS A LA EVALUACIÓN**

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| * Calificación final igual o superior a 4,0, en una escala de 1 a 7. * **Asistencia mínima al 75% de las clases presenciales.** Si un o una estudiante no ha asistido al menos al 75% de las clases, no podrá presentarse al examen final (ni al escrito ni al oral) y reprobará el curso por inasistencia. |