



Código

Facultad:
Profesora:
Periodo Académico:

CREDITOS: 2
HORAS: Semanales 2
HTD
HTI

Programa:
Asignatura:
Campo:
Bloque: Aula: _____
Oficina del profesor: bloque

GUÍA PROGRAMÁTICA

INGLÉS I

COURSE DESCRIPTION

This course follows an integrated-skills approach to help students learn English as a foreign language. Of course, there is a focus on communication as the governing idea, and a lot of work will be devoted to the development of the four primary skills of listening, reading, speaking, and writing through a wide range of tasks and activities. Students will be challenged and engaged in exercising higher order thinking skills. Also, as different academic skills are being developed, students will be able to have the opportunity to reflect on their learning process and their valuable contribution to our community and country. Everyday experience shows that the great majority of freshman students are below the A1 level. To solve this problems, the English Readiness Approach (ERA) serves an effective tool to enhance their learning and achievement. Therefore, the learners are exposed to English without any of the traditional restrictions conventionally used in learning settings. For instance, when it comes to having learners focus on some aspects of pronunciation, we deliberately direct their attention to sounds that are acquired early (e.g. beginning consonant sounds), while other sounds (e.g. some vowel sounds and consonant blends) are dealt with later in the learning process. The classroom is a laboratory for a linguistically rich environment, always focusing on the use of authentic learning materials.

ADDRESS TO

Public accounting first level students

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I. OBJETIVES

Help the students to get the knowledge of the structures of the foreign language, in its phonological, morphological and syntactic levels and language, which allows the student to understand the rules of construction, since mastering them is useful not only for the development of the student's communication skills as a speaker of the language, but also for future teaching performance.

II. COURSE COMPETENCES

Interpersonal communication

Students can understand writings on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized.

Presentational writing

Students can write lists and memorized phrases on familiar topics.

Interpretive listening

Students can recognize some familiar words and phrases when I hear them spoken.

Interpretive reading

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Students can recognize some letters or characters, learn and memorize words and phrases when they read.

Communication strategies when reading Skim and scan • Rely on visual support and background knowledge • Predict meaning based on context, prior knowledge, and/or experience for alphabetic languages.

III. HOW DOES THE COURSE CONTRIBUTE TO THE PROFESSIONAL PROFILE OF THE FUTURE PUBLIC ACCOUNTANT

In today's world, the need for learning English is universally recognized not only because the use of this language has spread to all countries of the planet, becoming the language of global communication, but also because English is the main means of disseminating knowledge and information. The General Education Act (Act 115) adopted as a State policy the promotion of the teaching of a second language, which is reflected in articles 21(m), 22 (l) and 23, which make the teaching of a foreign language compulsory from the first grades of basic education and define the understanding and ability to express oneself in a foreign language as one of the specific objectives of secondary education.

Therefore, the need for foreign language learning is even more pressing in regions with low socio-economic development such as Chocó, because the ability to communicate in English will allow future professionals of the department to have greater opportunities for personal and collective growth, which will translate into a possibility of insertion of the department in the processes of universal communication, global economy and cultural openness.

IV. COURSE CONTENTS

: Students will learn about the following grammatical structures and communicative functions.

UNIT 1

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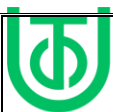


Competences	Contents	Suggested grammar and vocabulary	Face-to-face work	Independent work
<p>Students can understand writings on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized.</p> <p>Students can write lists and memorized phrases on familiar topics.</p> <p>Students can recognize some</p>	<p>Reviewing number 0-20 Using numbers 21-100 Solving simple addition and subtraction problems (plus and minus) Identifying Vowel sound /ae/ and contrasting /a/ and /ae/ Giving commands, especially classroom commands (imperative sentences) Writing short sentences (imperative)</p>	<p>Grammar: Imperative sentences</p> <p>Vocabulary Numbers Introducing the concept of verbs (open, close, look at, listen to, practice, work, read, write, sit down, compare, etc). Checking the top 100 verbs in English Identifying and using more cognates</p>	<ul style="list-style-type: none"> ✓ <i>Written exercise practice</i> ✓ <i>Listening practice</i> ✓ <i>Short presentations</i> ✓ <i>Acting out Roleplays</i> ✓ <i>Grammar practice/games</i> 	<ul style="list-style-type: none"> ✓ <i>Research on topics</i> ✓ <i>Complementary projects</i> ✓ <i>Writing activities (E-mails)</i> ✓ <i>Online practice (platforms/websites)</i> ✓ <i>Completing exercises from</i>

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familiar words and phrases when I hear them spoken. Students can recognize some letters or characters, learn and memorize words and phrases when they read.				
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Unit 2: When is your birthday?

Competences	Contents	Suggested grammar and vocabulary	Face-to-face work	Independent work
Students can understand writings on very familiar topics	Reviewing spelling and numbers	Grammar: Using prepositions for time and place (in, on, at, from...to)	✓ <i>Written exercise practice</i>	✓ <i>Research on topics</i>

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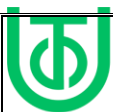


<p>using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized.</p> <p>Students can write lists and memorized phrases on familiar topics.</p> <p>Students can recognize some familiar words and phrases when I hear them spoken.</p> <p>Students can recognize some letters or characters, learn and memorize</p>	<p>Adding, subtracting and multiplying (using small numbers)</p> <p>Talking about events and dates (using days of the week, months, seasons, ordinal numbers, and zodiac signs)</p> <p>Identifying long vowel /i/ as in eat/need the /ə/ sound as in thank and nothing</p> <p>Reading- strategies</p> <p>Identifying factual information in a text</p> <p>Writing a paragraph (personal information)</p> <p>Reviewing cognates, spelling, pronunciation and right intonation</p>	<p>Vocabulary</p> <p>Days of the week, months, seasons, ordinal numbers, and zodiac signs)</p> <p>Cognates</p>	<p>✓ <i>Listening practice</i></p> <p>✓ <i>Short presentations</i></p> <p>✓ <i>Acting out Roleplays</i></p> <p>✓ <i>Grammar practice/games</i></p>	<p>✓ <i>Complementary projects</i></p> <p>✓ <i>Writing activities (E-mails)</i></p> <p>✓ <i>Online practice (platforms/ websites)</i></p> <p>✓ <i>Completing exercises from</i></p>
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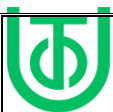
words and phrases when they read.				
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Unit 3: Are you Mario?

Competences	Contents	Suggested grammar and vocabulary	Face-to-face work	Independent work
Students can understand writings on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized.	Asking/ telling the time Talking about moods and feelings (adjectives) Reviewing short vowel /a/, /ae/ y long vowel /i/ Using the correct intonation in statements and Yes/No questions Identifying the /dʒ/ sound as in jeep and jet Reading strategies	Grammar: Asking questions Yes/No and Wh-questions, from verb to be to other verbs Using do/does in questions Short answers Negative sentences Vocabulary Reviewing cognates and course vocabulary, including 100 top English verbs	<ul style="list-style-type: none"> ✓ <i>Written exercise practice</i> ✓ <i>Listening practice</i> ✓ <i>Short presentations</i> ✓ <i>Acting out Roleplays</i> 	<ul style="list-style-type: none"> ✓ <i>Research on topics</i> ✓ <i>Complementary projects</i> ✓ <i>Writing activities (E-mails)</i>

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<p>Students can write lists and memorized phrases on familiar topics.</p> <p>Students can recognize some familiar words and phrases when I hear them spoken.</p> <p>Students can recognize some letters or characters, learn and memorize words and phrases when they read.</p>			<p>✓ <i>Grammar practice/games</i></p>	<p>✓ <i>Online practice (platforms/websites)</i></p> <p>✓ <i>Completing exercises from</i></p>
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V. EVALUATION

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The assessment criteria along with this course will encompass the requirements as states:

Reminders	Percentages	
❖ Mid-term test 1:	10% Test covers...	30 %
❖ Class attendance	5%	
❖ Follow- up activities and class contributions	5%	
❖ Writing report	5%	
❖ Reading exercises	5%	30 %
❖ Mid-term test 2	10% Test	
❖ Class attendance	5%	
❖ Follow- up activities and class contributions	5%	
❖ Reading comprehension	5%	40 %
❖ Writing report	5%	
❖ Final test (GRAMMAR)	20% Test covers....	
❖ English test (SABER PRO)	20%	

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❖ Sum Total	100%	100 %
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VI. METODOLOGÍA DEL CURSO

METHODOLOGY

This course offers ample opportunities for students to learn and use the language by means of two main approaches: Task-Based and Student-Centered Approaches through the language skills integration. In addition, Emphasis on communication through practical activities and interaction patterns such as pairwork, groupwork and so on. Likewise, students will be exposed to different techniques, activities and free online resources. They include: both authentic and non-authentic materials, useful websites, writing and speaking activities. Special attention is also given to students' participation in class and reading comprehension.

- **DIDACTIC MATERIALS:**

For the development of this course, a number of grammar books can be used, among them functional grammar, touchtone, cool and fun 1, Laying foundations, Cambridge books and others.

VII. PACING/ TIMETABLE

CONTENTS/WEEKS	LESSONS AND ACTIVITIES
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WEEK 1: Introduction to course	<ul style="list-style-type: none">-Introduction to course:-Class rules- Diagnostic test-Tips on learning strategies	
Unit 1: Meeting people Week 2:	<ul style="list-style-type: none">○ Written and Reading exercises practice○ Short presentations○ Reading comprehension activities	Independent Learning Tools and homework activities Using online resources Pronunciation Power assignments
Unit 1: Meeting people Week 3:	<ul style="list-style-type: none">○ Written and Reading exercises practice○ Short presentations○ Reading comprehension activities	Independent Learning Tools and homework activities Completing exercises Following learning tips for ILTs websites and from reference books.

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Unit 1: Meeting people Week 4:	<ul style="list-style-type: none">○ Written and Reading exercises practice○ Short presentations○ Reading comprehension activities	Independent Learning Tools and homework activities Completing your ILTs portfolio Completing exercises Following learning tips for ILTs websites and from reference books.
Week 5: Mid-term Writing test (reading and writing)		
Unit 2: Spelling names and words Unit 2: Spelling names and words Week 6:	<ul style="list-style-type: none">○ Reviewing test (areas to work on)○ Written and Reading exercises practice○ Short presentations○ Reading comprehension activities	Independent Learning Tools and homework activities Doing lab work Completing exercises Following learning tips for ILTs websites and from reference books.

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	<ul style="list-style-type: none">○ Grammar practice games	
Unit 2: Spelling names and words Week 7:	<ul style="list-style-type: none">○ Reviewing test (areas to work on)○ Written and Reading exercises practice○ Short presentations○ Reading comprehension activities○ Grammar practice games	Independent Learning Tools and homework activities Continue working on ILTs portfolio Writing your first paragraph
Unit 2: Spelling names and words Week 8:	<ul style="list-style-type: none">○ Reviewing test (areas to work on)○ Written and Reading exercises practice○ Short presentations○ Reading comprehension activities○ Grammar practice games.	Independent Learning Tools and homework activities Introduction to the Writing Process Peer revision Using VOA
Week 9 Mid-term Writing test (reading and writing)		

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Unit: 3 What's your phone number? Week 10	<ul style="list-style-type: none">○ Reviewing test (areas to work on)○ Written and Reading exercises practice○ Short presentations○ Reading comprehension activities	Independent Learning Tools and homework activities Work on project or presentations
Unit: 3 What's your phone number? Week 11	<ul style="list-style-type: none">○ Reviewing test (areas to work on)○ Written and Reading exercises practice○ Short presentations○ Reading comprehension activities	Independent Learning Tools and homework activities Researching about your favorite person Writing a short paragraph
Unit: 3 What's your phone number?	<ul style="list-style-type: none">○ Reviewing test (areas to work on)○ Written and Reading exercises practice	Independent Learning Tools and homework activities Writing questions

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Week 12	<ul style="list-style-type: none">○ Short presentations○ Reading comprehension activities.	Planning short interviews focusing on basic personal information questions
Week 13	Final test Final test (GRAMMAR/ SABER PRO)	
Week 14	Feedback and process evaluation (autoevaluation)	
Week 15, 16	Scores delivery and feedback on course	

VIII. COURSE POLICIES/PROCEDURES:

Basic class rules:

- Turn off and put away cell phones when you enter the classroom(negotiable)
- Be respectful to your instructor and your classmates at all times.
- Do all class and homework assignments.

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Attendance:

- Due to the length of the course, there are 2 excused absences.
- If you miss **3** or more class sessions, you will automatically fail the class.
- If you miss two classes in a row without proper documentation, you will need to meet with the instructor to discuss your progress in the course.
- If you are tardy, each minute after 10 minutes after the expected class time will be deducted. If the number of minutes you are late equal the duration of class time, your lateness will cost you an absence. (Negotiable)

IX. BIBLIOGRAPHY

Required Texts: *Touchstone1 / Cool and Fun 1*

Chitiva, Beinerth (1999) *Fundamentals of English*. Vivas Publishing

Chitiva, Beinerth (2010) *Laying Foundations*. Vivas Publishing

Chitiva, Beinerth (2018) *Cool and Fun 1*. Círculo Cultural

Holt, Rinehart (1988) *English Writing & Skills*.

Horner, Webb (1994) *Hodge's Harbrace College Handbook*. Harcourt Brace.

Kirsznier, Laurie(1995) *Pattern's for College Writing*. St. Martin's Press New York.

McCarthy, Michael (2012) *Touchstone 1* Cambridge University Press.

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Oxford, Rebecca(1990) *Language Learning Strategies*. Heinle & Heinle Publishers.

Peregoy, Suzanne (2005) *Reading, Writing, and Learning in ESL*. Pearson.

Pyle, Michael (1995) *Cliffs Test of English as a Foreign Language*. Cliff Notes.

Rooks, George (1988) *Paragraph Power*. Prentice Hall Regents

Other resources:

<https://learningenglish.voanews.com/>

<https://www.voanews.com/>

<http://elcquibdo.com/>

<http://edition.cnn.com/>

<http://dictionary.reference.com/>

<http://corpus.byu.edu/coca/>

<http://www.esl-lab.com/>

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