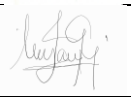
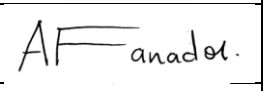
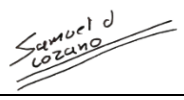
ACTA DE REUNIÓN

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Proceso / Subproceso	Currículo

Reunión de trabajo	X	Comité		Capacitación	

No Acta	01	Fecha	2026 (Año)	07 (Mes)	03 (Día)	11:00 AM (Hora Inicio)	12:00 PM (Hora Fin)

ASISTENTES					
No.	Nombre	CARGO	¿ASISTIÓ?		FIRMA
			SI	NO	
1	Danny Richard Medina Garzón	Coordinador	X		
2	Leidy Tatiana Giraldo	Docente	X		
3	Alexander Afanador Acosta	Docente	X		
4	Stephania Ballen Vargas	Docente	X		
5	Samuel David Lozano Lozano	Aprendíz	X		
6					

TEMAS

- Verificación de asistentes.
- Socialización de los cambios curriculares para las aignaturas de inglés.
- Presentación del avance en la construcción de los criterios de evaluación basados en el Global Scale of English y el Marco Común Europeo.
- Modificaciones al modelo de evaluación
- Socialización de los cambios en la intensidad del trabajo independiente y la implementación de la plataforma GoFluent.
- Asignación de tareas para la construcción de los criterios para las asignaturas de inglés

CONTENIDO

El coordinador da inicio a la reunión, posteriormente presenta el objetivo de la sesión, el cual consiste en socializar los cambios académicos que serán implementados en las asignaturas de inglés para el próximo semestre, orientados a la actualización de los lineamientos curriculares.

El coordinador presenta su sobre el trabajo que ha venido realizando en la organización de los nuevos criterios de evaluación que serán aplicados en las diferentes asignaturas. Explica que dichos criterios han sido estructurados tomando como referencia el Global Scale of English y el Marco Común Europeo**,** con el propósito de que los docentes cuenten con una guía clara sobre las competencias y resultados de aprendizaje que los estudiantes deberán alcanzar durante el semestre.

Se explica que este nuevo modelo permitirá realizar un seguimiento mucho más preciso al proceso formativo de los estudiantes, facilitando la identificación de fortalezas y oportunidades de mejora en cada una de las habilidades del inglés (Lectura, escritura, escucha y habla). De esta manera será posible analizar el desempeño real de los estudiantes y establecer estrategias de fortalecimiento acordes con sus necesidades.

Posteriormente se informa que el contenido de las asignaturas dejará de estar enfocado exclusivamente en las herramientas proporcionadas por Nat Geo En su lugar, se busca brindar mayor flexibilidad a los docentes para el uso de diferentes materiales que contribuyan al cumplimiento de los criterios establecidos. No obstante, se acuerda que cualquier herramienta o recurso adicional deberá ser previamente revisado, analizado y aprobado por consenso entre el equipo docente.

En cuanto al proceso de evaluación, el coordinador manifiesta que los exámenes que actualmente se aplican fueron diseñados bajo el modelo curricular anterior, por tal motivo se dejarán de ser realizar. Sin embargo, se revisarán y los exámenes y realizados con el objetivo de conservar los contenidos que continúan siendo pertinentes y adaptándolos a los nuevos criterios de evaluación definidos.

Seguidamente se socializan los cambios que serán implementados con base en la intensidad horaria. Se hace énfasis en el incremento de las horas de trabajo autónomo del estudiante, las cuales serán fortalecidas por medio de la plataforma GoFluent. En donnde se busca que a través de esta herramienta los estudiantes desarrollarán diferentes cursos y actividades complementarias durante el semestre, con el fin de reforzar las competencias aprendidas en clase.

Finalmente, se realiza la distribución de las actividades necesarias para continuar con la implementación del nuevo modelo académico. Se acuerda que los docentes Leidy Giraldo y Alexander Afanador serán los responsables de elaborar los criterios de evaluación correspondientes a la asignatura Inglés III bajo el modelo del Global Scale of English. Por su parte, la docente Stephania Ballen desarrollará los criterios para la asignatura Inglés II. El coordinador Danny Medina continuará con la elaboración de los criterios correspondientes a las asignaturas del banco de especializadas, mientras que el aprendiz Samuel Lozano se encargará de la traducción al español de los documentos realizados por el coordinador para las asignaturas de Inglés I e Introduction to English.

COMPROMISOS DE LA REUNIÓN			
DESCRIPCIÓN	**RESPONSABLE**	**FECHA DE ENTREGA**	**SEGUIMIENTO**

Elaborar los criterios de evaluación para la asignatura Inglés III con base en el Global Scale of English.	Leidy Tatiana Giraldo / Alexander Afanador Acosta	Semana del 6 al 10 de julio	En proceso
Elaborar los criterios de evaluación para la asignatura Inglés II con base en el Global Scale of English	Stephania Ballen Vargas	Semana del 6 al 10 de julio	En proceso
Elaborar los criterios de evaluación para las asignaturas correspondientes al banco de especializadas	Danny Richard Medina Garzón	Semana del 6 al 10 de julio	En proceso
Realizar la traducción al español de los documentos realizados para las asignaturas de Introduction to English e Inglés I	Samuel David Lozano Lozano	Semana del 6 al 10 de Julio	En proceso

ACUERDOS

- Implementar para el siguiente semestre un modelo curricular y de evaluación fundamentado en el Global Scale of English y el Marco Común Europeo.
- Actualizar los instrumentos de evaluación para garantizar su alineación con las competencias establecidas en el nuevo modelo académico.
- Incrementar las horas de trabajo autónomo del estudiante mediante la integración de actividades desarrolladas en la plataforma GoFluent.
- Permitir el uso de diferente material de apoyo por parte de los docentes, siempre que estos sean alineados, previamente consensuados y aprobados por el equipo académico.
- Continuar con la construcción colaborativa de los criterios de evaluación para todas las asignaturas del área de inglés, asignando responsabilidades específicas a cada integrante del equipo.

NECESIDADES DE COMUNICACIÓN

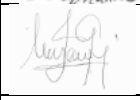
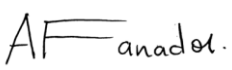
DESCRIPCIÓN	DIRIGIDO A
Socializar los nuevos criterios de evaluación y los ajustes curriculares una vez finalice su construcción y validación.	Docentes del área de inglés.
Compartir los documentos actualizados y los lineamientos académicos con el equipo docente para su revisión y retroalimentación antes de su implementación.	Coordinación y docentes del área de inglés.

compensar | fundación universitaria	ACTA DE REUNIÓN	
	FOR-PPA-11	Versión 02
	Página 1 de 7	Fecha Emisión 13.11.2020

Proceso / Subproceso	Actualización de documentos microcurriculares

Reunión	X	Comité		Capacitación	

No Acta	00	Fecha	2026 (Año)	07 (Mes)	24 (Día)	Hora Inicio: 10:00	Hora Fin: 11:00

ASISTENTES					
No.	Nombre	CARGO	¿ASISTIÓ? SI	¿ASISTIÓ? NO	FIRMA
1	Danny Richard Medina Garzón	Coordinador	X		
2	Stephania Ballen Vargas	Docente	X		
3	Leidy Tatiana Giraldo Marroquín	Docente	X		
4	Alexander Afanador Acosta	Docente	X		
5					
6					

TEMAS

- Verificación de asistentes.
- Socialización de las actividades asignadas para la semana en curso y la siguiente.
- Revisión del avance en la actualización de los documentos microcurriculares.
- Definición de compromisos y cronograma de entrega.

CONTENIDO

Se dio apertura a la reunión dando la bienvenida a los asistentes además de informar que el objetivo principal era socializar las actividades que se desarrollarían durante la semana en curso y la siguiente. Como primer punto, se realizó una revisión del estado de avance de las tareas asignadas y de las actividades pendientes, teniendo en cuenta que algunos integrantes del equipo entrarían en período de vacaciones, por lo que fue necesario definir la distribución de responsabilidades para garantizar la continuidad del trabajo.

Posteriormente, se enfatizó la necesidad de actualizar, en el menor tiempo posible, la mayoría de los documentos microcurriculares del área con el propósito de contar con una ruta clara que oriente los procesos de enseñanza para el inicio del próximo semestre, especialmente en la modalidad presencial.

Durante la sesión se revisaron los ajustes correspondientes a los syllabus de Inglés 1 e Inglés 2, analizando la organización de los contenidos y la distribución de algunos temas entre los diferentes niveles. Se discutió la importancia de fortalecer los procesos diagnósticos al inicio de los cursos, permitiendo identificar los conocimientos previos de los estudiantes, reforzar aquellos contenidos que presenten dificultades y garantizar una progresión acorde con el nivel de competencia esperado.

Se acordó que los contenidos objeto de refuerzo deben ser evaluados con un grado de dificultad correspondiente al nivel del curso, utilizando el mismo lenguaje y vocabulario, pero incrementando progresivamente la complejidad de las actividades. También se revisó la distribución de algunos contenidos gramaticales. Finalmente, se reiteró la importancia de mantener la alineación de los syllabus con los mapas de competencias institucionales.

Se establecieron los compromisos de cada integrante del equipo. Se acordó realizar todas las correcciones discutidas durante la reunión y entregar la versión actualizada de los documentos a más tardar el miércoles 22 de Julio a la medianoche, con el fin de realizar su revisión al día siguiente. De igual forma, se solicitó compartir el documento con los docentes involucrados y asegurar que, como mínimo, los syllabus quedaran finalizados para servir como guía en el próximo semestre.

COMPROMISOS DE LA REUNIÓN			
DESCRIPCIÓN	**RESPONSABLE**	**FECHA DE ENTREGA**	**SEGUIMIENTO**
Realizar las correcciones y ajustes acordados en los syllabus y documentos revisados durante la reunión.	Docentes encargados (Leidy Tatiana Giraldo Marroquín - Alexander Afanador Acosta - Stephania Ballen Vargas)	Miércoles 22 de Julio	Revisión de los documentos el jueves siguiente.
Compartir el documento actualizado con los docentes involucrados.	Stephania Ballén Vargas	Miércoles 22 de Julio	Verificación de recepción por parte del equipo.
Finalizar los syllabus como guía para el inicio del próximo semestre	Equipo docente	Miércoles 22 de Julio	Validación durante la revisión general

ACUERDOS
• Priorizar la actualización de los documentos microcurriculares antes del inicio del siguiente semestre. • Fortalecer los syllabus con actividades de diagnóstico, refuerzo y evaluación acordes con el nivel de dificultad de cada curso.

- Utilizar los mapas de competencias como referente para la organización y distribución de los contenidos.
- Contar con los syllabus finalizados para orientar el desarrollo de las asignaturas al inicio del semestre.

NECESIDADES DE COMUNICACIÓN	
DESCRIPCIÓN	**DIRIGIDO A**
Compartir el documento actualizado y comunicar la fecha límite para la entrega de las correcciones y ajustes realizados.	Docentes del área.

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EDUCACIÓN PARA AVANZAR

SYLLABUS

PRE-INTERMEDIATE II – 85050



1. INFORMACIÓN GENERAL DEL CURSO				
2.				
Programa Académico:	Asignatura Transversal Institucional	**Nivel de Formación.**	Según plan de estudios	
Sede:	Bogotá	**Código del curso:**	83017C	
Nombre del curso:	Pre-Intermediate II	**Modalidad:**	Presencial	
Semestre:	Según plan de estudios	**Número de Créditos:**	3	
Tipo del curso:	Teórico Práctico	**Componente o Área de formación:**	Transversal	
Carácter del curso:	Obligatoria	**Versión:**	2.0	
Horas Totales:	192	**Horas de Trabajo Directo con Docente**	Según Plan de estudios aprobado por el MEN – para presenciales 64	Según Plan de estudios aprobado por el MEN – para virtuales Elija un elemento.
		Horas Trabajo Independiente:	Según Plan de estudios aprobado por el MEN – para presenciales 128	Según Plan de estudios aprobado por el MEN – para virtuales Elija un elemento.

3. PRESENTACIÓN DEL CURSO

English III is the third course in the institutional English pathway and aims to develop learners' communicative competence at the B1+ level according to the Global Scale of English (GSE). The course provides students with opportunities to develop their ability to understand the main ideas of standard language on familiar topics commonly encountered in academic, professional, and everyday contexts. Students will engage in authentic communicative situations that help them respond appropriately to common challenges and interactions encountered in real-life contexts. Additionally, they will learn to produce simple, coherent texts on topics of personal interest, as well as describe experiences, events, dreams, and goals, while providing brief explanations and justifications for their opinions and plans.

The course follows a communicative and socio-constructivist approach that promotes active participation, collaborative learning, critical thinking, autonomy, and meaningful language use. Learning experiences are developed through face-to-face interaction, task-based activities, project work, digital resources, and guided autonomous learning.

The course contributes to the development of 21st-century skills by fostering communication, collaboration, creativity, intercultural awareness, and responsible use of information and communication technologies. In addition to this, the learners should implement the following cognitive, meta cognitive and resource management strategies: □

4. COMPETENCIAS Y RESULTADOS DE APRENDIZAJE	
Competencia	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 whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which 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.
Resultados de aprendizaje del curso.	Upon successful completion of the course, students will be able to: **Listening** • Understand the main point of radio, television, podcasts, and other audio-visual materials on current affairs and topics of personal, academic, or professional interest. • Follow the main ideas and supporting details in extended discussions, interviews, presentations, and reports delivered in clear standard language. • Interpret speakers' attitudes, intentions, and viewpoints in familiar communicative contexts. **Speaking** • Discuss the plot, themes, and characters of books, films, and other narratives, including personal interpretations and reactions. • Develop and justify opinions using relevant reasons and examples. • Participate actively in discussions on familiar topics by expressing agreement, disagreement, and alternative viewpoints. • Present information, experiences, and ideas in a more detailed and organized manner. **Reading** • Recognize key points in newspaper and magazine articles on familiar subjects. • Identify significant information, opinions, and conclusions in a variety of factual and semi-argumentative texts. • Interpret the writer's purpose, viewpoint, and supporting arguments in clearly structured texts. • Compare information from different written sources on familiar topics.

	Writing • Write personal letters, emails, and messages communicating relevant information, experiences, and viewpoints. • Produce connected texts that present and support opinions with relevant reasons and examples. • Summarize and comment on information from texts, films, or personal experiences. • Write coherent narratives, descriptions, and short opinion texts using appropriate organizational devices.

5. CRITERIOS

The following criteria account for the skills and competences the learners must acquire during the development of this course, and they should be reflected in the results of the assessment processes the students undergo. These criteria are aligned with the Common European Framework of Reference for Languages (CEFR) and operationalized through the Pearson Global Scale of English (GSE) learning objectives for adults to have a more explicit range of competence development.

Students will demonstrate achievement of the course competence when they can:

Listening criteria.	1. Understand the main ideas and key details of clear, standard spoken language on familiar topics. 2. Follow conversations, discussions, and everyday interactions related to personal, academic, and professional contexts. 3. Comprehend presentations, lectures, and talks when the topic is familiar and the information is clearly organized. 4. Understand factual and basic technical information, including instructions and explanations related to everyday situations. 5. Grasp the main points of audio and audiovisual materials, such as recordings, broadcasts, podcasts, and films, when language is clear and appropriately paced.
Speaking criteria.	1. Communicate effectively in everyday social, academic, and professional situations, using a sufficient range of vocabulary and expressions on familiar topics. 2. Express opinions, feelings, ideas, and personal experiences, even though pauses and reformulations may occur when discussing more complex topics. 3. Initiate, maintain, and conclude conversations on familiar subjects, using appropriate conversational strategies and common social conventions. 4. Link ideas and information into coherent spoken discourse, using basic connectors to describe events, tell stories, and explain viewpoints. 5. Interact appropriately in intercultural contexts, demonstrating awareness of politeness conventions, cultural differences, and intelligible pronunciation.

Reading criteria.	1. Understand straightforward texts related to their personal, academic, and professional interests. 2. Locate and interpret specific information in a variety of everyday texts, such as letters, brochures, and short official documents. 3. Identify the main ideas, significant points, and conclusions in newspaper articles and other informational texts on familiar topics. 4. Follow the general line of argument in clearly written opinion and argumentative texts. 5. Understand descriptions, instructions, events, feelings, and wishes in personal correspondence and practical written materials.
Writing criteria.	1. Write brief reports and informative texts that communicate factual information and explain reasons for actions or decisions. 2. Compose personal letters and messages describing experiences, events, and feelings in detail. 3. Describe unexpected situations and real-life occurrences, such as accidents or other notable events. 4. Express dreams, hopes, ambitions, inquiries, and personal concerns in written form. 5. Summarize and discuss the plot of a book, film, or story, including their opinions and reactions.

6. METODOLOGÍA QUE SE DESARROLLA EN EL CURSO

Etapa 0. Reconocimiento

Students complete a diagnostic process that identifies previous linguistic knowledge and communicative competences. This information allows the teacher to establish learning needs and design support strategies.

Etapa 1. Contextualización

Students are exposed to authentic communicative situations connected to their reality and personal experiences. Learning takes place through collaborative tasks, guided interaction, and communicative activities focused on meaningful language use.

Etapa 2. Profundización

Students consolidate language knowledge through communicative practice, task-based learning, flipped learning activities, guided projects, peer interaction, and autonomous work supported by digital learning environments

Etapa 3: Transferencia

Fundación Universitaria Compensar P.J. Resolución 23635 del 23 diciembre 1981 | 12455 del 9 de julio 2020. - VIGILADA MINEDUCACIÓN

Students demonstrate the acquisition of communicative competence through integrated performance tasks involving listening, speaking, reading, and writing. Assessment activities reflect real-life communicative situations and practical language use.

7. CONTENIDOS TEMATICOS

UNIT 1 – News Around Us

Language Functions

- Discussing current events
- Reporting information
- Summarizing news
- Identifying key information

Vocabulary

- News
- Current affairs
- Media
- Headlines
- Reports

Grammar

- Reported Speech (introduction)
- Reporting verbs
- Verb patterns

UNIT 2 – Digital World

Language Functions

- Discussing technology
- Describing technological changes
- Explaining problems
- Giving advice

Vocabulary

- Technology
- Devices
- Applications
- Social media

- Digital communication

Grammar

- Modals of possibility
- Modals of deduction
- Common technology-related verb patterns

UNIT 3 – Smart Consumers

Language Functions

- Evaluating products and services
- Making complaints
- Comparing alternatives
- Explaining solutions

Vocabulary

- Customer service
- Products
- Services
- Consumer rights
- Reviews

Grammar

- Comparatives
- Superlatives
- Passive Voice (introduction)

UNIT 4 – Global Perspectives

Language Functions

- Discussing social issues
- Comparing communities
- Evaluating challenges
- Understanding different viewpoints

Vocabulary

- Community issues

- Social responsibility
- Citizenship
- Diversity

Grammar

- Passive voice (expansion)
- Adverbial phrases of degree
- Adverbial phrases of probability

UNIT 5 – Protecting Our World

Language Functions

- Discussing environmental issues
- Suggesting solutions
- Predicting consequences
- Evaluating alternatives

Vocabulary

- Pollution
- Recycling
- Sustainability
- Climate issues
- Natural resources

Grammar

- Zero Conditional (Review and expansion)
- First Conditional (Review and expansion)

UNIT 6 – Building a Better Future

Language Functions

- Participating in debates
- Expressing and defending opinions
- Evaluating proposals
- Discussing hypothetical situations

Vocabulary

Fundación Universitaria Compensar P.J. Resolución 23635 del 23 diciembre 1981 | 12455 del 9 de julio 2020. - VIGILADA MINEDUCACIÓN

- Global challenges
- Sustainability initiatives
- Social innovation
- Future solutions

Grammar

- Second Conditional
- Reported Speech (expansion)

8. EVALUACIÓN

Assessment is continuous, formative, and competency based. Students demonstrate language use through authentic communicative tasks aligned with Global Scale of English (GSE) B1+ descriptors.

- Teacher evaluation: The teacher assesses the performance of the students, identifying the level reached at each moment, according to performance criteria established to estimate the level of competence.

- Self-evaluation: The student assesses their own performance, identifying the level reached at each moment, based on the critical and transparent review of their own process, meeting performance criteria established to estimate the level of competence, thereby detecting strengths, talents, special abilities as well as difficulties, limitations and opportunities for improvement.

In this type of assessment, students will be assessed each academic term like this:

First term 20%	Second term 35%	Third term 45%
• Listening skill **15%** • Reading skill **15%** • Platform **30%** • Term exam **20%** • Writing Exam **10%** • Project – **10%**	• Writing skill **15%** • Speaking skill **15%** • Platform **30%** • Term exam **20%** • Writing Exam **10%** • Project – **10%**	• Writing skill **15%** • Speaking skill **15%** • Platform **30%** • Term exam **20%** • Writing Exam **10%** • Project – **10%**

REFERENCIAS

Recursos bibliográficos	Recurso disponible en	
	Biblioteca de la institución	

		Físico Enlace para ir al catálogo bibliográfico disponible para ubicar recursos bibliográficos impresos en Biblioteca https://biblioteca.ucompensar.edu.co/ Registro bibliográfico https://biblioteca.ucompensar.edu.co/cgi-bin/koha/opac-detail.pl?biblionumber=12590&query_desc=administraci%C3%B3n%20de%20empresas Repositorio CRAI UCompensar: podrá ubicar documentos, trabajados de grado, artículos y publicaciones UCompensar https://repositoriocrai.ucompensar.edu.co/ Enlace para ir a las colecciones disponibles: https://unipanamericanaeduco.sharepoint.com/Portal%20MiPana/SitePages/Colecciones.aspx **Digital** Enlace para acceder a Recursos digitales suscritos en las bases de datos, libros y revistas digitales: https://login.ucompensar.basesdedatosezproxy.com/menu	**Otras bibliotecas** Enlace para ir a los recursos digitales externos: https://unipanamericanaeduco.sharepoint.com/Portal%20MiPana/SitePages/Informacion%20de%20Interes.aspx
Obligatorios	Gardner, B. (2022). *September 2022 adult learners global scale of English learning objectives*. Pearson.		**NOTA:** Recurso digital externo se sugiere visitar: Global Scale of WEnglish Adult Learners
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	Herrero, F. (2018). *Elements of English Grammar*. Bubok Publising S.L.	**NOTA:** Recurso digital disponible en **E libro.** https://elibro-net.ucompensar.basesdedatosezproxy.com/es/ereader/ucompensar/51438	
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	Xarxa Vives. (2017). *Interuniveristy style guide for writing institutional texts in English*. Publicacions Universitat Rovira I Virgili.	**NOTA:** Recurso digital disponible en **E libro.** https://elibro-net.ucompensar.basesdedatosezproxy.com/es/ereader/ucompensar/54917	
	Yilorm, Y. (2015). *Let's go for English in 100 Fun Ways*. Editorial Universitaria.	**NOTA:** Recurso digital disponible en **E libro.** https://elibro-net.ucompensar.basesdedatosezproxy.com/es/ereader/ucompensar/100764	
	Douglas, E., Girimonti, S. & Samuel, J. (2019). *Train up your skills!: Extensive English skills practice B1*. Editorial Tebar Flores.	**NOTA:** Recurso digital disponible en **E libro.** https://elibro-net.ucompensar.basesdedatosezproxy.com/es/ereader/ucompensar/124785	
	Abad, J. (2020). *The sounds of English: theory and practice for Latin American Speakers*. Universidad Católica Luis Amigó.	**NOTA:** Recurso digital disponible en **E libro.** https://elibro-net.ucompensar.basesdedatosezproxy.com/es/ereader/ucompensar/126342	
	Morate, E. (2015). *Inglés oral y escrito en el comercio internacional: UF1764*. Editorial tutor formación.	**NOTA:** Recurso digital disponible en **E libro.** https://elibro-net.ucompensar.basesdedatosezproxy.com/es/ereader/ucompensar/44195	

Glosario.

Assessment Criteria: statements that describe the evidence learners must demonstrate to show achievement of the expected learning outcomes and communicative competence.

Authentic Communicative Situations: realistic language-use contexts that reflect how English is used in everyday, academic, professional, or social environments.

Autonomous Learning: a learning process in which students take responsibility for planning, monitoring, and evaluating their own learning.

Approach: a teaching approach is a set of principles, beliefs, or ideas about the nature of learning that is translated into the classroom.

Cognitive: connected with thinking or conscious mental processes.

Collaborative Learning: an instructional approach in which students work together to achieve shared learning goals through interaction and cooperation.

Communicative Competence: the ability to use language effectively and appropriately in different situations to achieve a communicative purpose.

Competence: is the ability to integrate and apply contextually appropriate knowledge, skills, and psychosocial factors.

Course: *a set of classes or a plan of study on a particular subject, usually leading to an exam or qualification.*

Connected Discourse**:** spoken or written language in which ideas are organized and linked coherently through the use of connectors and discourse markers.

Critical Thinking: the ability to analyze, evaluate, interpret, and reflect on information in order to make informed decisions and solve problems.

Describe: to say or write what someone or something is like.

Development: the process in which someone or something grows or changes and becomes more advanced.

Diagnostic Process: an initial assessment used to identify learners' existing knowledge, strengths, needs, and areas for improvement before instruction begins.

Digital Resources: technological tools and online materials used to support teaching, learning, communication, and assessment.

Discourse Markers: words and expressions used to organize ideas, indicate relationships between ideas, and maintain coherence in spoken and written communication (e.g., however, therefore, in conclusion).

Face-to-Face Interaction: communication that occurs directly between individuals in a shared physical or virtual space.

Flipped learning: a model in which learners study content before class and use class time for interactive practice.

Intercultural Awareness: the ability to recognize, understand, and respect cultural similarities and differences when interacting with others.

Language Functions: the communicative purposes for which language is used, such as describing, requesting, comparing, suggesting, explaining, or expressing opinions.

Learning: an active, continuous process of acquiring knowledge, skills, and values through study, experience, and instruction.

Learning Outcome**:** a statement describing what students should know, understand, or be able to do after completing a learning process or course.

Resource: *materials, tools, and human support used to facilitate teaching and learning.*

Skill/skills: refers to the four core abilities required to communicate effectively: Listening, Speaking, Reading, and Writing.

Task: a structured, goal-oriented activity designed to facilitate learning, understanding, or skill development.

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EDUCACIÓN PARA AVANZAR

SYLLABUS

PRE-INTERMEDIATE I – 85049



<table>
<tr><th colspan="5">1. INFORMACIÓN GENERAL DEL CURSO</th></tr>
<tr><td colspan="5">2.</td></tr>
<tr><td>Programa Académico:</td><td>Asignatura Transversal Institucional</td><td>Nivel de Formación.</td><td colspan="2">Según plan de estudios</td></tr>
<tr><td>Sede:</td><td>Bogotá</td><td>Código del curso:</td><td colspan="2">85049</td></tr>
<tr><td>Nombre del curso:</td><td>Pre-Intermediate I</td><td>Modalidad:</td><td colspan="2">Presencial</td></tr>
<tr><td>Semestre:</td><td>Según plan de estudios</td><td>Número de Créditos:</td><td colspan="2">3</td></tr>
<tr><td>Tipo del curso:</td><td>Teórico Práctico</td><td>Componente o Área de formación:</td><td colspan="2">Transversal</td></tr>
<tr><td>Carácter del curso:</td><td>Obligatoria</td><td>Versión:</td><td colspan="2">2.0</td></tr>
<tr><td rowspan="2">Horas Totales:</td><td rowspan="2">192</td><td>Horas de Trabajo Directo con Docente</td><td>Según Plan de estudios aprobado por el MEN – para presenciales
64</td><td>Según Plan de estudios aprobado por el MEN – para virtuales
Elija un elemento.</td></tr>
<tr><td>Horas Trabajo Independiente:</td><td>Según Plan de estudios aprobado por el MEN – para presenciales
128</td><td>Según Plan de estudios aprobado por el MEN – para virtuales
Elija un elemento.</td></tr>
<tr><th colspan="5">3. PRESENTACIÓN DEL CURSO</th></tr>
<tr><td colspan="5">English III is the third course in the institutional English pathway and aims to develop learners' communicative competence at the B1 level according to the Global Scale of English (GSE). The course provides students with opportunities to develop their ability to understand the main ideas of standard language on familiar topics commonly encountered in academic, professional, and everyday contexts. Students will engage in authentic communicative situations that help them respond appropriately to common challenges and interactions encountered in real-life contexts. Additionally, they will learn to produce simple, coherent texts on topics of personal interest, as well as describe experiences, events, dreams, and goals, while providing brief explanations and justifications for their opinions and plans.

The course follows a communicative and socio-constructivist approach that promotes active participation, collaborative learning, critical thinking, autonomy, and meaningful language use. Learning experiences are developed through face-to-face interaction, task-based activities, project work, digital resources, and guided autonomous learning.</td></tr>
</table>

The course contributes to the development of 21st-century skills by fostering communication, collaboration, creativity, intercultural awareness, and responsible use of information and communication technologies. In addition to this, the learners should implement the following cognitive, meta cognitive and resource management strategies:

4. COMPETENCIAS Y RESULTADOS DE APRENDIZAJE	
Competencia	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 whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which 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.
Resultados de aprendizaje del curso.	Upon successful completion of the course, students will be able to: **Listening** • Understand the main points of clear standard speech on familiar topics related to work, study, leisure, and everyday life. • Comprehend spoken messages delivered at a relatively clear and moderate pace. • Identify the main ideas and relevant details in conversations, interviews, and short presentations on familiar topics. **Speaking** • Describe experiences, events, and personal achievements in a clear and comprehensible way. • Express dreams, hopes, ambitions, and future plans using connected discourse. • Provide brief reasons and explanations for opinions, decisions, and intentions. **Reading** • Understand factual texts on topics related to their personal, academic, and professional interests. • Comprehend texts written in high-frequency everyday and work-related language. • Identify the main ideas and significant information in straightforward written texts. • Understand descriptions of events, feelings, opinions, and wishes presented in written texts.

	Writing • Write simple, coherent texts on familiar topics and topics of personal interest. • Organize ideas logically by linking shorter pieces of information into connected texts. • Describe events, experiences, and personal impressions. • Express opinions, feelings, and ideas with clarity and appropriate detail.

5. CRITERIOS

The following criteria account for the skills and competences the learners must acquire during the development of this course, and they should be reflected in the results of the assessment processes the students undergo. These criteria are aligned with the Common European Framework of Reference for Languages (CEFR) and operationalized through the Pearson Global Scale of English (GSE) learning objectives for adults to have a more explicit range of competence development.

Students will demonstrate achievement of the course competence when they can:

Listening criteria.	1. Understand the main ideas and relevant details of clear, standard spoken language on familiar topics. 2. Identify key information in conversations, announcements, interviews, and short presentations related to everyday, academic, and professional contexts. 3. Follow the general meaning of spoken messages delivered at a clear and moderate pace. 4. Recognize speakers' intentions and purposes in familiar communicative situations.
Speaking criteria.	1. Describe experiences, events, and personal achievements using clear and connected language. 2. Express plans, ambitions, hopes, and future intentions in familiar contexts. 3. Give brief reasons and explanations to support opinions, choices, and decisions. 4. Narrate past events and stories in a logical sequence using appropriate linking expressions. 5. Maintain short conversations on familiar topics with reasonable fluency and intelligibility.
Reading criteria.	1. Understand straightforward texts related to personal, academic, and professional interests. 2. Identify main ideas and relevant information in texts written in everyday and work-related language. 3. Recognize explicit information and supporting details in factual texts. 4. Understand descriptions of events, feelings, wishes, and opinions presented in written materials.

	5. Use contextual clues to infer the meaning of some unfamiliar words in familiar texts.
Writing criteria.	1. Produce simple, coherent texts on familiar topics and topics of personal interest. 2. Organize ideas logically using basic connectors and sequencing devices. 3. Describe experiences, events, and personal impressions with sufficient detail. 4. Express opinions, feelings, and ideas clearly and appropriately. 5. Use basic grammatical structures and vocabulary with sufficient accuracy to communicate meaning.

6. METODOLOGÍA QUE SE DESARROLLA EN EL CURSO

Etapa 0. Reconocimiento

Students complete a diagnostic process that identifies previous linguistic knowledge and communicative competences. This information allows the teacher to establish learning needs and design support strategies.

Etapa 1. Contextualización

Students are exposed to authentic communicative situations connected to their reality and personal experiences. Learning takes place through collaborative tasks, guided interaction, and communicative activities focused on meaningful language use.

Etapa 2. Profundización

Students consolidate language knowledge through communicative practice, task-based learning, flipped learning activities, guided projects, peer interaction, and autonomous work supported by digital learning environments

Etapa 3: Transferencia

Students demonstrate the acquisition of communicative competence through integrated performance tasks involving listening, speaking, reading, and writing. Assessment activities reflect real-life communicative situations and practical language use.

7. CONTENIDOS TEMATICOS

UNIT 1 – My Journey So Far

Language Functions

- Describing experiences and achievements
- Narrating events and stories
- Expressing feelings and reactions
- Talking about past experiences

Vocabulary

- Personal experiences
- Milestones
- Challenges
- Memories
- Emotions
- Achievements

Grammar

- Present Perfect (Review)
- Present Perfect vs Past Simple (Review)
- Past Continuous (Review)
- Narrative time expressions
- Sequencing linkers

UNIT 2 – People Who Matter

Language Functions

- Discussing relationships
- Expressing preferences
- Explaining personal views
- Maintaining conversations

Vocabulary

- Family relationships
- Friendship
- Personality traits
- Emotions
- Social interaction

Grammar

- Relative clauses
- Question tags
- Adjectives vs. Adverbs
- Intensifiers

UNIT 3 – Around the World

Language Functions

- Describing travel experiences
- Handling travel situations
- Comparing cultures
- Describing traditions and customs

Vocabulary

- Tourism
- Transportation
- Accommodation
- Cultural traditions
- Festivals
- Travel incidents

Grammar

- Used to vs Would

- Past Perfect
- Travel-related phrasal verbs

UNIT 4 – Dreams and Ambitions

Language Functions

- Expressing ambitions
- Talking about goals
- Discussing educational plans
- Giving reasons for decisions

Vocabulary

- Goals
- Education
- Qualifications
- Professional development
- Ambitions

Grammar

- Will
- Going to
- Future Continuous

UNIT 5 – Learning and Working for the Future

Language Functions

- Discussing work and study
- Talking about responsibilities
- Making predictions
- Describing future opportunities

Vocabulary

- Careers

- Work responsibilities
- Workplace communication
- Academic development

Grammar

- First Conditional
- Future tenses (Review)
- Reason and result connectors

UNIT 6 – Connected Lives

Language Functions

- Giving opinions
- Making suggestions
- Discussing community issues
- Solving everyday problems

Vocabulary

- Community participation
- Local services
- Volunteering
- Everyday social issues

Grammar

- Modals of obligation (must, have to, need to, ought to...)
- Modals of possibility (may, might, could...)

8. EVALUACIÓN

Assessment is continuous, formative, and competency based. Students demonstrate language use through authentic communicative tasks aligned with Global Scale of English (GSE) B1+ descriptors.

- Teacher evaluation: The teacher assesses the performance of the students, identifying the level reached at each moment, according to performance criteria established to estimate the level of competence.

- Self-evaluation: The student assesses their own performance, identifying the level reached at each moment, based on the critical and transparent review of their own process, meeting performance criteria established to estimate the level of competence, thereby detecting strengths, talents, special abilities as well as difficulties, limitations and opportunities for improvement.

In this type of assessment, students will be assessed each academic term like this:

First term 20%	Second term 35%	Third term 45%
• Listening skill **15%** • Reading skill **15%** • Platform **30%** • Term exam **20%** • Writing Exam **10%** • Project – **10%**	• Writing skill **15%** • Speaking skill **15%** • Platform **30%** • Term exam **20%** • Writing Exam **10%** • Project – **10%**	• Writing skill **15%** • Speaking skill **15%** • Platform **30%** • Term exam **20%** • Writing Exam **10%** • Project – **10%**

REFERENCIAS

	Recurso disponible en	
	Biblioteca de la institución	**Otras bibliotecas**
Recursos bibliográficos	**Físico** Enlace para ir al catálogo bibliográfico disponible para ubicar recursos bibliográficos impresos en Biblioteca https://biblioteca.ucompensar.edu.co/ Registro bibliográfico https://biblioteca.ucompensar.edu.co/cgi-bin/koha/opac-detail.pl?biblionumber=12590&query_desc=administraci%C3%B3n%20de%20empresas Repositorio CRAI UCompensar: podrá ubicar documentos, trabajados de grado, artículos y publicaciones UCompensar https://repositoriocrai.ucompensar.edu.co/ Enlace para ir a las colecciones disponibles: https://unipanamericanaeduco.sharepoint.com/Portal%20MiPana/SitePages/Colecciones.aspx	Enlace para ir a los recursos digitales externos: https://unipanamericanaeduco.sharepoint.com/Portal%20MiPana/SitePages/Informacion%20de%20Interes.aspx

		Digital Enlace para acceder a Recursos digitales suscritos en las bases de datos, libros y revistas digitales: https://login.ucompensar.basesdedatosezproxy.com/menu	
Obligatorios	Gardner, B. (2022). *September 2022 adult learners global scale of English learning objectives*. Pearson.		**NOTA:** Recurso digital externo se sugiere visitar: Global Scale of WEnglish Adult Learners
	Flores, P. (2016). *Competent English 1 Student's book.* Grupo editorial Patria.	**NOTA:** Recurso digital disponible en **E libro.** https://elibro-net.ucompensar.basesdedatosezproxy.com/es/ereader/ucompensar/40416	
	Estebas, E. (2019). *Teach Yourself English Phonetics*. Universidad Nacional de Educación a Distancia.	**NOTA:** Recurso digital disponible en **E libro.** https://elibro-net.ucompensar.basesdedatosezproxy.com/es/ereader/ucompensar/120993	
	Sevilla, A., & Nicolaou, A. *Business English 3.0. Hands on Online and Virtual Collaboration Task.* Editorial comares.	**NOTA:** Recurso digital disponible en **E libro.** https://elibro-net.ucompensar.basesdedatosezproxy.com/es/ereader/ucompensar/158261	
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	Xarxa Vives. (2017). *Interuniveristy style guide for writing institutional texts in English*. Publicacions Universitat Rovira I Virgili.	**NOTA:** Recurso digital disponible en **E libro.** https://elibro-net.ucompensar.basesdedatosezproxy.com/es/ereader/ucompensar/54917	
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Learning: an active, continuous process of acquiring knowledge, skills, and values through study, experience, and instruction.

***Learning Outcome*:** a statement describing what students should know, understand, or be able to do after completing a learning process or course.

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Task: a structured, goal-oriented activity designed to facilitate learning, understanding, or skill development.

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SYLLABUS

PRE-ELEMENTARY – 85045



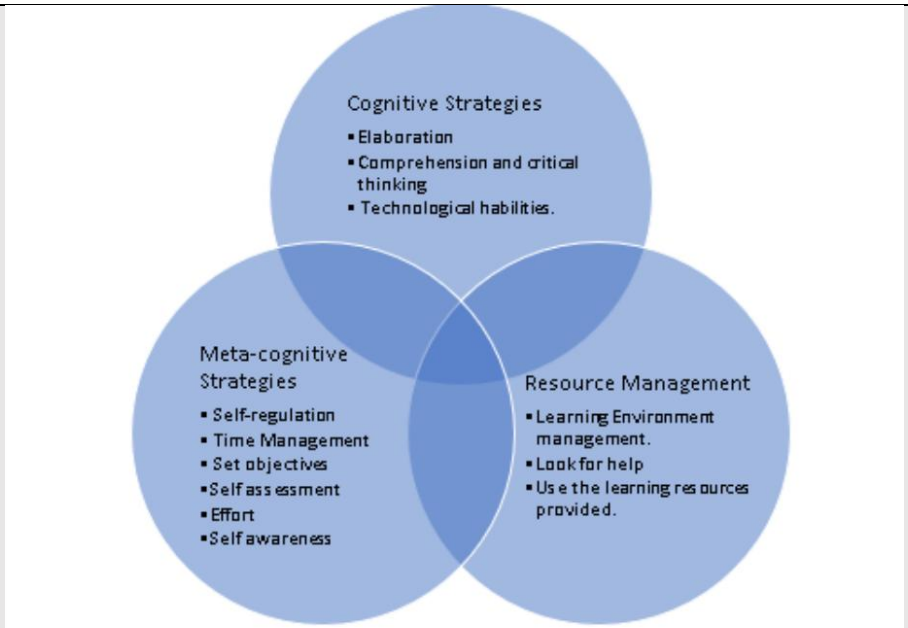
1. INFORMACIÓN GENERAL DEL CURSO				
2.				
Programa Académico:	Asignatura Transversal Institucional	**Nivel de Formación.**	Según plan de estudios	
Sede:	Bogotá	**Código del curso:**	85045	
Nombre del curso:	Pre-Elementary	**Modalidad:**	Presencial	
Semestre:	Según plan de estudios	**Número de Créditos:**	3	
Tipo del curso:	Teórico Práctico	**Componente o Área de formación:**	Transversal	
Carácter del curso:	Obligatoria	**Versión:**	2.0	
Horas Totales:	144	**Horas de Trabajo Directo con Docente**	Según Plan de estudios aprobado por el MEN – para presenciales 48	Según Plan de estudios aprobado por el MEN – para virtuales Elija un elemento.
		Horas Trabajo Independiente:	Según Plan de estudios aprobado por el MEN – para presenciales 96	Según Plan de estudios aprobado por el MEN – para virtuales Elija un elemento.

3. PRESENTACIÓN DEL CURSO

English I is the first course in the institutional English pathway and aims to develop learners' communicative competence at the A1 level according to the Global Scale of English (GSE). The course develops students' ability the course provides students with opportunities to build foundational communicative competence in English for everyday situations. Students will engage in simple spoken and written interactions related to personal information, family, routines, interests, and familiar environments. By the end of the course, they will be able to understand and respond to basic questions, instructions, and routine communicative tasks with guidance when needed.

The course follows a communicative and socio-constructivist approach that promotes active participation, collaborative learning, critical thinking, autonomy, and meaningful language use. Learning experiences are developed through face-to-face interaction, task-based activities, project work, digital resources, and guided autonomous learning.

The course contributes to the development of 21st-century skills by fostering communication, collaboration, creativity, intercultural awareness, and responsible use of information and communication technologies. In addition to this, the learners should implement the following cognitive, meta cognitive and resource management strategies:



4. COMPETENCIAS Y RESULTADOS DE APRENDIZAJE	
Competencia	Students can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of concrete needs. They can introduce themselves and others and can ask and answer questions about personal details such as where they live, people they know, and things they have. They can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
Resultados de aprendizaje del curso	Upon successful completion of the course, students will be able to: **Listening** • Understand familiar personal and **descriptive** information. • Understand key factual information in everyday situations. • Follow simple spoken communication in familiar everyday contexts. **Speaking** • Exchange personal information and **maintain** simple social interactions. • **Describe** people, objects, places, and everyday situations using simple language. • **Manage** simple everyday transactions and **functional communication**. **Reading** • Understand familiar words, phrases, and simple descriptions in short texts. • Identify specific information in short, simple texts. • Understand short written notices, signs, and messages. **Writing**

	• Write **short texts** about personal experiences, people, and everyday life. • Write **descriptions and factual information** using simple language. • Use basic writing conventions accurately in short texts.

5. CRITERIOS

The following criteria account for the skills and competences the learners must acquire during the development of this course, and they should be reflected in the results of the assessment processes the students undergo. These criteria are aligned with the Common European Framework of Reference for Languages (CEFR) and operationalized through the Pearson Global Scale of English (GSE) learning objectives for adults to have a more explicit range of competence development.

Students will demonstrate achievement of the course competence when they can:

Listening criteria	1. Identify essential information such as names, numbers, dates, times, and places in slow and clearly articulated speech. 2. Understand basic questions and instructions delivered slowly and clearly. 3. Distinguish familiar vocabulary and common expressions supported by context or visual cues.
Speaking criteria	1. Exchange basic information about themselves, family, routines, and immediate surroundings using familiar expressions. 2. Participate in short interactions by asking and responding to basic questions with understandable language. 3. Produce simple spoken descriptions using appropriate basic vocabulary and fixed expressions.
Reading criteria	1. Find basic details such as numbers, names, or descriptions in short texts. 2. Recognize key vocabulary and extract explicit information from simple written texts. 3. Identify the main information in short descriptions supported by familiar language or visuals.
Writing criteria	1. Produce short, understandable texts using basic vocabulary and simple sentence structures. 2. Fill in forms and write brief messages following a model. 3. Use basic capitalization and write simple sentences with sufficient accuracy.

6. METODOLOGÍA QUE SE DESARROLLA EN EL CURSO

Etapa 0. Reconocimiento

Students complete a diagnostic process that identifies previous linguistic knowledge and communicative competences. This information allows the teacher to establish learning needs and design support strategies.

Etapa 1. Contextualización

Students are exposed to authentic communicative situations connected to their reality and personal experiences. Learning takes place through collaborative tasks, guided interaction, and communicative activities focused on meaningful language use.

Etapa 2. Profundización

Students consolidate language knowledge through communicative practice, task-based learning, flipped learning activities, guided projects, peer interaction, and autonomous work supported by digital learning environments

Etapa 3: Transferencia

Students demonstrate the acquisition of communicative competence through integrated performance tasks involving listening, speaking, reading, and writing. Assessment activities reflect real-life communicative situations and practical language use.

7. CONTENIDOS TEMATICOS

UNIT 1 – DAILY ROUTINES AND HABITS

Language Functions

- Talking about routines
- Describing habits
- Asking about daily activities
- Talking about what's happening now

Vocabulary

- Daily activities
- School and work routines
- Frequency expressions

Grammar

- Present Simple
- Adverbs of frequency
- Basic sequencers
- Present continuous

UNIT 2 – FREE TIME AND INTERESTS

Language Functions

- Talking about hobbies

- Describing leisure activities
- Expressing preferences

Vocabulary

- Sports
- Hobbies
- Entertainment
- Free-time activities

Grammar

- Like / Don't Like
- Like + Noun
- Like + Verb-ing

UNIT 3 – PLACES IN TOWN AND DIRECTIONS

Language Functions

- Describing places
- Asking for directions
- Giving directions

Vocabulary

- City places
- Transportation
- Directions

Grammar

- There Is / There Are (review)
- Prepositions of Place (review and expand)
- Question Forms
- Basic comparatives

UNIT 4 – FOOD, DRINKS, AND SHOPPING

Language Functions

- Talking about food
- Ordering food and drinks
- Making purchases

Vocabulary

- Food and beverages
- Prices
- Shopping vocabulary

Grammar

- Would Like
- Quantifiers (some, any, much, many)
- Countable and uncountable nouns

UNIT 5 – ABILITIES AND EVERYDAY COMMUNICATION

Language Functions

- Talking about abilities
- Asking for help
- Making requests

Vocabulary

- Skills and abilities
- Common expressions for everyday communication (I don't understand/ Can you repeat that?/Could you help me?)

Grammar

- Can / Can't
- Functional Language for Requests (Formal and informal context)

UNIT 6 – WEATHER, PLANS, AND EVERYDAY NEEDS

Language Functions

- Talking about the weather
- Expressing wants and needs
- Making simple plans and arrangements

Vocabulary

- Weather
- Clothing
- Common activities
- Everyday needs

Grammar

- Present simple (Review)
- Expressions of intentions and personal aspirations (want to, would like to, hope to...)
- Expressions for making invitations, and plans (Let's go...could you...do you want to...? Shall we...? And How about...?)

8. EVALUACIÓN

Assessment is continuous, formative, and competency based. Students demonstrate language use through authentic communicative tasks aligned with Global Scale of English (GSE) A1 descriptors.

- Teacher evaluation: The teacher assesses the performance of the students, identifying the level reached at each moment, according to performance criteria established to estimate the level of competence.

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EDUCACIÓN PARA AVANZAR

SYLLABUS

ENGLISH III – 83017C



1. INFORMACIÓN GENERAL DEL CURSO				
2.				
Programa Académico:	Asignatura Transversal Institucional	**Nivel de Formación.**	Según plan de estudios	
Sede:	Bogotá	**Código del curso:**	83017C	
Nombre del curso:	Inglés III	**Modalidad:**	Presencial	
Semestre:	Según plan de estudios	**Número de Créditos:**	4	
Tipo del curso:	Teórico Práctico	**Componente o Área de formación:**	Transversal	
Carácter del curso:	Obligatoria	**Versión:**	2.0	
Horas Totales:	192	**Horas de Trabajo Directo con Docente**	Según Plan de estudios aprobado por el MEN – para presenciales 64	Según Plan de estudios aprobado por el MEN – para virtuales Elija un elemento.
		Horas Trabajo Independiente:	Según Plan de estudios aprobado por el MEN – para presenciales 128	Según Plan de estudios aprobado por el MEN – para virtuales Elija un elemento.

3. PRESENTACIÓN DEL CURSO

English III is the third course in the institutional English pathway and aims to develop learners' communicative competence at the B1+ level according to the Global Scale of English (GSE). The course provides students with opportunities to develop their ability to understand the main ideas of standard language on familiar topics commonly encountered in academic, professional, and everyday contexts. Students will engage in authentic communicative situations that help them respond appropriately to common challenges and interactions encountered in real-life contexts. Additionally, they will learn to produce simple, coherent texts on topics of personal interest, as well as describe experiences, events, dreams, and goals, while providing brief explanations and justifications for their opinions and plans.

The course follows a communicative and socio-constructivist approach that promotes active participation, collaborative learning, critical thinking, autonomy, and meaningful language use. Learning experiences are developed through face-to-face interaction, task-based activities, project work, digital resources, and guided autonomous learning.

The course contributes to the development of 21st-century skills by fostering communication, collaboration, creativity, intercultural awareness, and responsible use of information and communication technologies. In addition to this, the learners should implement the following cognitive, meta cognitive and resource management strategies:

4. COMPETENCIAS Y RESULTADOS DE APRENDIZAJE	
Competencia	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 whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which 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.
Resultados de aprendizaje del curso.	Upon successful completion of the course, students will be able to: **Listening** • Understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. • Understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest. • Comprehend spoken messages delivered at a relatively clear and moderate pace. **Speaking** • Describe experiences, events, and personal achievements in a clear and comprehensible way. • Express dreams, hopes, ambitions, and future plans using connected discourse. • Provide brief reasons and explanations to support opinions, decisions, and intentions. • Narrate stories and recount past events in a logical sequence. • Discuss the plot of books, films, or other narratives, including their personal reactions and interpretations. **Reading** • Understand factual texts on topics related to their personal, academic, and professional interests. • Comprehend texts written in high-frequency everyday and work-related language. • Identify the main ideas and significant information in straightforward written texts. • Recognize key points in newspaper and magazine articles on familiar subjects.

	• Understand descriptions of events, feelings, opinions, and wishes presented in written texts. **Writing** • Write simple, coherent texts on familiar topics and topics of personal interest. • Organize ideas logically by linking shorter pieces of information into connected texts. • Describe events, experiences, and personal impressions. • Express opinions, feelings, and ideas with clarity and appropriate detail. • Write personal letters and messages communicating relevant information and experiences.

5. CRITERIOS

The following criteria account for the skills and competences the learners must acquire during the development of this course, and they should be reflected in the results of the assessment processes the students undergo. These criteria are aligned with the Common European Framework of Reference for Languages (CEFR) and operationalized through the Pearson Global Scale of English (GSE) learning objectives for adults to have a more explicit range of competence development.

Students will demonstrate achievement of the course competence when they can:

Listening criteria.	1. Understand the main ideas and key details of clear, standard spoken language on familiar topics. 2. Follow conversations, discussions, and everyday interactions related to personal, academic, and professional contexts. 3. Comprehend presentations, lectures, and talks when the topic is familiar and the information is clearly organized. 4. Understand factual and basic technical information, including instructions and explanations related to everyday situations. 5. Grasp the main points of audio and audiovisual materials, such as recordings, broadcasts, podcasts, and films, when language is clear and appropriately paced.
Speaking criteria.	1. Communicate effectively in everyday social, academic, and professional situations, using a sufficient range of vocabulary and expressions on familiar topics. 2. Express opinions, feelings, ideas, and personal experiences, even though pauses and reformulations may occur when discussing more complex topics. 3. Initiate, maintain, and conclude conversations on familiar subjects, using appropriate conversational strategies and common social conventions. 4. Link ideas and information into coherent spoken discourse, using basic connectors to describe events, tell stories, and explain viewpoints.

	5. Interact appropriately in intercultural contexts, demonstrating awareness of politeness conventions, cultural differences, and intelligible pronunciation.
Reading criteria.	1. Understand straightforward texts related to their personal, academic, and professional interests. 2. Locate and interpret specific information in a variety of everyday texts, such as letters, brochures, and short official documents. 3. Identify the main ideas, significant points, and conclusions in newspaper articles and other informational texts on familiar topics. 4. Follow the general line of argument in clearly written opinion and argumentative texts. 5. Understand descriptions, instructions, events, feelings, and wishes in personal correspondence and practical written materials.
Writing criteria.	1. Write brief reports and informative texts that communicate factual information and explain reasons for actions or decisions. 2. Compose personal letters and messages describing experiences, events, and feelings in detail. 3. Describe unexpected situations and real-life occurrences, such as accidents or other notable events. 4. Express dreams, hopes, ambitions, inquiries, and personal concerns in written form. 5. Summarize and discuss the plot of a book, film, or story, including their opinions and reactions.

6. METODOLOGÍA QUE SE DESARROLLA EN EL CURSO

Etapa 0. Reconocimiento

Students complete a diagnostic process that identifies previous linguistic knowledge and communicative competences. This information allows the teacher to establish learning needs and design support strategies.

Etapa 1. Contextualización

Students are exposed to authentic communicative situations connected to their reality and personal experiences. Learning takes place through collaborative tasks, guided interaction, and communicative activities focused on meaningful language use.

Etapa 2. Profundización

Students consolidate language knowledge through communicative practice, task-based learning, flipped learning activities, guided projects, peer interaction, and autonomous work supported by digital learning environments

Etapa 3: Transferencia

Students demonstrate the acquisition of communicative competence through integrated performance tasks involving listening, speaking, reading, and writing. Assessment activities reflect real-life communicative situations and practical language use.

7. CONTENIDOS TEMATICOS

UNIT 1 – LIFE EXPERIENCES AND PERSONAL GROWTH

Language Functions

- Describing experiences and achievements
- Narrating events and stories
- Expressing feelings and reactions
- Talking about past experiences

Vocabulary

- Personal experiences
- Milestones
- Challenges
- Memories
- Emotions
- Achievements

Grammar

- Present Perfect
- Present Perfect vs. Past Simple (Review)
- Narrative time expressions
- Past Continuous
- Linkers for sequencing events (first, then, later, afterwards, finally)

Comentado [LM1]: Since students have already studied this topic in **83016C – Inglés II**, the focus of this unit is on assessing their existing knowledge and providing targeted review and reinforcement when required.

UNIT 2 – RELATIONSHIPS AND SOCIAL INTERACTION

Language Functions

- Expressing opinions
- Agreeing and disagreeing
- Discussing relationships
- Expressing preferences
- Explaining personal views
- Maintaining conversations

Vocabulary

- Family relationships
- Friendship
- Personality traits
- Emotions
- Social interaction

Grammar

- Relative clauses (who, which, that)
- Question tags
- Adjectives vs. adverbs
- Intensifiers (really, quite, extremely, fairly)

UNIT 3 – TRAVEL, CULTURE, AND INTERCULTURAL EXPERIENCES

Language Functions

- Describing travel experiences
- Handling problems when travelling
- Comparing cultures
- Describing traditions and customs

Vocabulary

- Tourism
- Transportation
- Accommodation
- Cultural traditions
- Festivals
- Travel incidents

Grammar

- Used to Vs Would for past habits
- Past Perfect
- Past Continuous (review)
- Phrasal verbs related to travel and movement

UNIT 4 – EDUCATION, WORK, AND FUTURE PLANS

Language Functions

- Discussing work matters
- Expressing ambitions
- Making plans and predictions
- Giving reasons for decisions

Vocabulary

- Careers
- Education
- Qualifications
- Work responsibilities
- Goals
- Professional development

Grammar

- Future with will (Review)
- Future with going to (Review)
- Future Continuous
- First Conditional

UNIT 5 – MEDIA, TECHNOLOGY, AND CONSUMER ISSUES

Language Functions

- Discussing news and current events
- Evaluating products and services
- Making complaints
- Reporting information
- Explaining problems and solutions

Vocabulary

- Technology
- Devices
- Social media
- News and current events
- Customer service

Grammar

- Passive Voice (simple tenses)
- Verbs patterns
- Modals of possibility (may, might, could, probably)
- Modals for deduction (must /can't)

- Modals of necessity and obligation (must, have to, need to, ought to)

UNIT 6 – SOCIETY, ENVIRONMENT, AND GLOBAL CHALLENGES

Language Functions

- Discussing environmental and social problems
- Participating in debates and discussions
- Expressing and defend opinions
- Suggesting solutions
- Evaluating alternatives

Vocabulary

- Environment (pollution, recycling, and sustainability)
- Community issues
- Global challenges

Grammar

- Zero Conditional
- First Conditional (review and expansion)
- Second Conditional
- Adverbial phrases of degree and probability
- Reported Speech (basic statements and reports)

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