 <b>UNIVERSIDAD CENTRAL</b> VICERRECTORÍA ACADÉMICA Dirección de Desarrollo Curricular	<b>SÍLABO</b>	Código UC-53-f-001 V1
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<b>Denominación del Curso:</b> Living together (A1-1)		<b>Código del Curso</b>	43391340 43391341 41200001 41200051
		<b>Número de Créditos</b>	2/3
		<b>Tipo de Curso</b>	B
<b>Versión</b>		<b>Fecha de aprobación</b>	DD/MM/AAAA
		<b>Vigente a partir de</b>	AAAA-X

<b>Naturaleza Académica:</b>	Transversal y vida universitaria (Teórica y práctica)	
<b>Pre-requisitos Exigidos:</b> Ninguno	<b>El Curso es Pre-requisito de:</b> Beyond my culture (A1-2)	<b>Co-requisitos Exigidos:</b> N/A

**Información para certificación:**

**Finalidad del Curso:**

In this course, thanks to the interaction with a variety of people with experience in different backgrounds and interests, our learners will acquire essential communicative skills in everyday English (in addition to the formal aspects of the language), with a particular focus on interpersonal and work relationships. We hope to help bring more self-awareness to our students to heighten their level of civic consciousness and capacity to contribute to society.

**Competencias Generales:**

Segunda lengua (inglés)

Ciudadana

Ética

**RAE:**

GI0020C101: Students identify words, phrases, and sentences of everyday use in short, clear, and simple speeches that refer to themselves, their family, and their contexts at an elementary A1 level.

GI0020H102: Students communicate in an elementary way with their interlocutor, in short formal or informal conversations, as long as they are slow.

GI0020A101: Students recognize their place of origin and personal aspects in contrast to other people with different nationalities and customs.

GI0060H101: From a multicultural perspective, students value the social, political, and economic diversity that every citizen has in favour of coexistence.

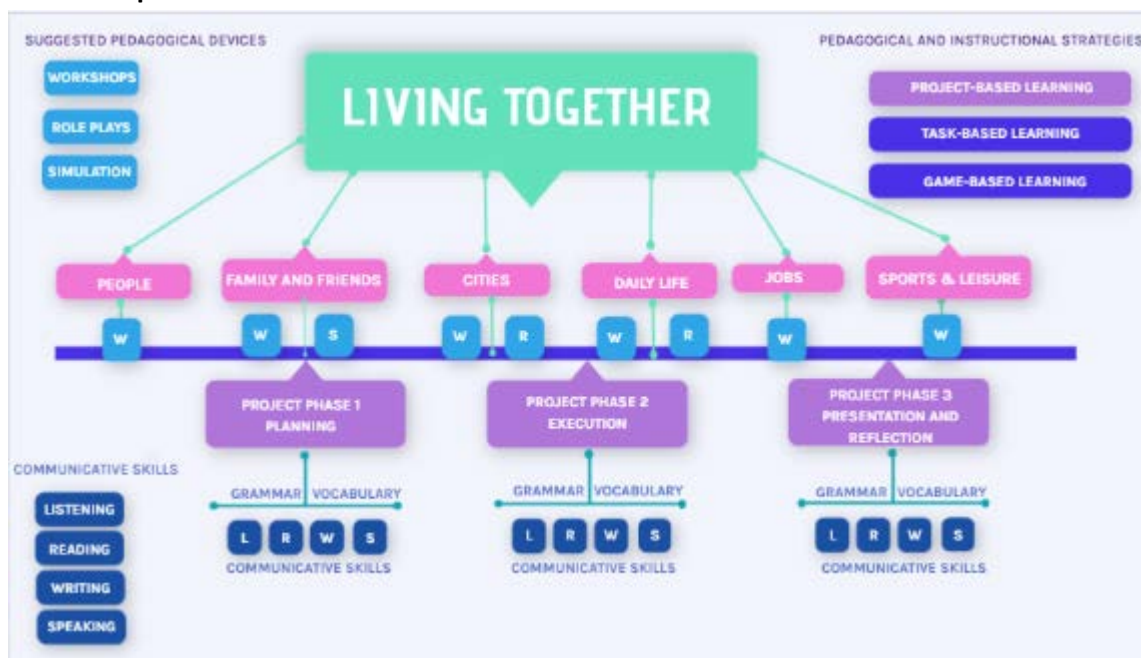
GI0060A101: Students reflect upon the essential values of respect, responsibility, and community life through simple spoken language tools.

GI0082H101: Learners express their perspectives on common ethical issues using information from a variety of sources and distinguish them from social, economic, environmental, political, and other issues.

**Competencias Específicas:**

**RAE:**

**Red Conceptual:**



**Conceptos mínimos para trabajar y formulación del problema general del cual se ocupará el curso:**

CONCEPTS		USE OF ENGLISH			
		Communicative Skills	Communicative Functions	Grammar	Lexical
<b>People:</b> Classmates, Friends, family,	<b>Places</b> Countries Cities, jobs	Receptive Skills: Listening and reading	<ul style="list-style-type: none"> <li>Giving and requesting personal information.</li> </ul>	Personal pronouns, Verb be, Present simple tense,	The alphabet, countries and nationalities,



colleagues, acquaintances			<ul style="list-style-type: none"> <li>• Describing people, daily activities, places, and customs.</li> <li>• Introducing self and others.</li> <li>• Giving instructions.</li> <li>• Spelling out names.</li> <li>• Giving and requesting information on telephone numbers and the time.</li> <li>• Talking about occupations, habits, and routines.</li> <li>• Expressing likes, hobbies, and interests.</li> </ul>	adjectives, indefinite and definite articles singular and plural nouns, irregular plural nouns, adverbs of frequency, possessive adjectives, prepositions of place, demonstrative adjectives, the modal auxiliary verb can, there is/ there are and present progressive.	numbers 1-100, greetings, classroom language, personal information, Family members, routines, people, occupations, months, clothes, weather, special occasions, places in a town, the time, abilities, possessions, adjectives, time expressions and useful expressions.
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In English-speaking countries, the common topics of conversation when people first meet are nationalities, occupations, and family. Therefore, learners will be exposed to the language they need to ask and give personal information, and describe people and different occupations. In addition, they will reflect on their role in contributing to peaceful coexistence in different contexts through the development of the class project.

The course problem is “values to improve family life”: Students will make a brochure or poster about strategies or actions to improve family life. First, they will gather information related to family members, interests, and jobs according to the topics studied in class. Then, they will describe their family dynamics and reflect on them, and finally, they will propose values that foster their family life. Consequently, the course's essential question is: What are the most important values contributing to family life?

**Dispositivo(s) Pedagógico(s) Sugerido(s)**



- Workshops
- Role-plays
- Simulations
- Debates
- Case studies

**Estrategias Pedagógicas e Instruccionales**

- Task-based learning
- Project-based learning
- Game-based learning

Competencia y RAE (Código y texto)	Criterios de evaluación	Realizaciones
<p><b>Segunda lengua (inglés):</b> GI0020C101: Students identify words, phrases, and sentences of everyday use in short, clear, and simple speeches that refer to themselves, their family, and their contexts at an elementary A1 level.</p>	<p>1. Students extract information from readings, recordings, and videos to identify elementary expressions and words about people, family, friends, jobs, cities, daily life, and sports.</p> <p>2. Learners use elementary expressions and words to talk about people, family, friends, jobs, cities, daily life and sports.</p>	<p>Students' performance is assessed through a variety of reading and listening exercises (filling in the blanks, matching activities, comprehension questions, etc.) according to topics studied in each learning path.</p>
<p><b>Segunda lengua (inglés):</b> GI0020H102: Students communicate in an elementary way with their interlocutor, in short formal or informal conversations, as long as they are slow.</p>	<p>1. Learners describe sports and leisure activities considering the assessment rubric criteria: pronunciation, vocabulary, fluency, accuracy and task completion.</p> <p>2. Students use expressions and words to talk about people, family, friends, jobs, cities, daily life and sports.</p>	<p>Students will have conversations and role-play about sports and leisure activities. They can also give oral presentations and make videos.</p>
<p><b>Segunda lengua (inglés):</b> GI0020A101: Students recognise their place of origin and personal aspects in contrast to other people with different nationalities and customs</p>	<p>1. Students identify different nationalities and countries in comparison to their place of origin.</p>	<p>Learners will be assessed through reading and listening comprehension tasks.</p>



	2. Learners use vocabulary related to nationalities and countries.	
<b>Ciudadana:</b> GI0060H101: From a multicultural perspective, students value the social, political, and economic diversity that every citizen has in favour of coexistence.	1. Students participate in a simulation of a situation in the city to demonstrate the value of respect by making a queue in a bank, at a restaurant, or at a bus stop. 2. Learners describe professions and the characteristics of an excellent professional.	Learners demonstrate this learning outcome through role-plays and graphic organisers of professions and the characteristics of an outstanding professional.
<b>Ciudadana:</b> GI0060A101: Students reflect upon the essential values of respect, responsibility, and community life through simple spoken language tools.	1. Students recommend and suggest actions of coexistence in specific contexts such as the workplace. For example, solidarity in the workplace.  2. Learners explain what values they consider important to contribute to family life.	Pupils participate in conversations by giving recommendations and suggestions about handling actions of coexistence in specific contexts such as the workplace.  Students will develop their projects in the following stages:  <b>Project - phase 1</b> Planning, the rationale (statement of purpose/ intent), identifying the problematic issues and objectives and project timeline.  <b>Project -phase 2</b> Create a set of strategies for executing the project, materials, roles, and development of the project.  <b>Project – phase 3</b> Presenting and reflecting Examples of products: Brochure or poster about ethical values for improving family life



<p><b>Ética:</b> GI0082H101: Learners express their perspectives on common ethical issues using information from a variety of sources and distinguish them from social, economic, environmental, political, and other issues.</p>	<p>1. Learners describe a member of their family and highlight their most important values, (for example, he is honest, responsible, he isn't punctual etc).</p> <p>2. Students participate in a simulation of a situation in the city to demonstrate the value of respect by making a queue in a bank, at a restaurant, or at a bus stop.</p>	<p>Students carry out a presentation/video describing a member of their family and highlighting their most important values.</p>
<p><b>Bibliografía:</b> To analyze: Video <a href="#">"Sorry"</a> Oscar winner</p>		

Nombre del Profesor:

Nombre del aprobador:

Cargo:

**Nota:** Este formato se diligencia siguiendo el **Anexo GUÍA DE DESARROLLO MICROCURRICULAR: Sílabo y Plan de Curso** de los **Lineamientos Curriculares**