



Universidad Nacional

“José Faustino Sánchez Carrión”

FACULTAD DE INGENIERÍA AGRARIA, INDUSTRIAS ALIMENTARIAS Y AMBIENTAL

ESCUELA ACADÉMICA INGENIERÍA AGRONÓMICA

MODALIDAD NO PRESENCIAL

SÍLABO POR COMPETENCIAS

CURSO: INGLÉS I

I. DATOS GENERALES

1.1 LINEA DE CARRERA	FORMACION GENERAL
1.2 SEMESTRE ACADEMICO	2020-I
1.3 CODIGO DEL CURSO	157
1.4 CREDITOS	03
1.5 AREA CURRICULAR	INGLES I
1.6 HORAS SEMANALES	HORAS TOTALES : 04 TEORICAS : 02 PRACTICAS : 02
1.7 CICLO	II
1.8 SECCION	A
1.9 DOCENTE	PEÑA FARRO, ERIKA MARGOT
1.10 CORREO INSTITUCIONAL	misseripe27@gmail.com
1.11 N° DE CELULAR	945193071

II. SUMILLA

La asignatura de inglés I pertenece al área de estudios generales, es de naturaleza teórico-práctico y tiene como propósito el desarrollo de las competencias comunicativas, es decir, está orientado al desarrollo de habilidades comunicativas en forma oral y escrita, en



diferentes contextos, de modo que el estudiante logre el manejo del idioma en un nivel básico 1, La asignatura forma parte de un sistema de cursos que integra la línea de formación idiomática. Se busca un nivel básico del idioma inglés, de acuerdo al nivel A1 del marco Común Europeo de referencia para las lenguas. Para cada uno de los niveles el marco define las destrezas que los estudiantes deben adquirir en los siguientes cuatro competencias: comprensión auditiva, comprensión de lectura, interacción oral, y expresión escrita.

El curso está programado en 16 semanas, en las cuales se desarrollan IV Unidades didácticas con sus respectivas sesiones de aprendizaje y tiene una duración de 4 horas semanales. Las unidades a desarrollarse tienen las siguientes denominaciones: Introducing yourself to the class/ Exchanging information, She is wearing a new blouse / Sport and weather, A tour around the city / giving directions y Food and drink.

III. CAPACIDADES AL FINALIZAR EL CURSO

	CAPACITY UNIT	NAME UNIT	WEEKS
UNIT I	Identify specific information through interview. Ask and give personal information. Differentiate information: personal and non-personal. Select the suitable information to complete a chart. Use the language given to speak or write about a topic. Understand and produce timelines.	Introducing yourself to the class/ Exchanging information	1, 2, 3, 4
UNIT II	Describing an ongoing situation. Asking and answering questions. Discussing the clothing and weather in an exposition. Identify relevant information related to hobbies and clothing. Talking about prices and expressing opinion.	She is wearing a new blouse / Sport and weather	5, 6, 7, 8
UNIT III	Contrast advantages and disadvantages. Recognize true from false facts. Interpret information to give opinion. Identify location through a map.	A tour around the city / giving directions	9, 10, 11, 12



UNIT IV	Offer and make requests about food. Reject and accept offers. Discriminate countable and uncountable nouns. Use measure and amounts.	Food and drink	13, 14, 15, 16
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IV. INDICADORES DE CAPACIDADES AL FINALIZAR EL CURSO

1	Introduce yourself and give information using pronouns and possessive adjectives.
2	Identify and use classroom instructions. Use greeting and useful expression in class.
3	Describing people`s physical appearance. Talking about famous people. Talking about your pets.
4	Describing special holidays and celebrations using preposition of time numbers.
5	Express actions happening at the moment of speaking.
6	Describing what people are wearing and weather.
7	Identify relevant information related to hobbies and clothing
8	Do exercises and demonstrate what learned.
9	Producing conversations asking for and giving directions Predict and identify information related to cities.
10	Asking about and Identify the location of objects. Discuss room and houses.
11	Express the existence of public places using there is and there are.
12	Asking and giving directions. Asking and answering about dates.
13	Talk about food and drink using countable and uncountable nouns.
14	Use quantifiers: many, much, some, any, a lot of, etc.
15	Recognize the difference between both and neither in different contexts.
16	Use connectors in a text.



V. DESARROLLO DE LAS UNIDADES DIDACTICAS:

Unit I : Introducing yourself to the class/ Exchanging information.	CAPACITY OF UNIT I: Identify specific information. Ask and give personal information. Differentiate information: personal and non-personal. Select the suitable information to complete a chart.					
	Week	Contents			Virtual teaching strategy	Achievement indicators of capacity
		Conceptual	Procedural	Attitudinal		
	1	<ul style="list-style-type: none"> Personal pronouns: subject form/object form and Possessive adjectives. 	<ul style="list-style-type: none"> Introducing oneself 	Respect and accept the rules of civic coexistence.	Expository (teacher and students) Use google meet Directed debate Forums and chat Reading Virtual Dictionary Virtual repository Previous knowledge Forums and chat Feedback Slide, videos and worksheet Use google meet	Introduce yourself and give information using pronouns and possessive adjectives.
	2	<ul style="list-style-type: none"> Verb to be singular. IWH – questions What and Who. New vocabulary. 	<ul style="list-style-type: none"> Introducing yourself and others. Sharing personal information. 	Respect the agreements and rules of the classroom.		Identify and use classroom instructions. Use greeting and useful expression in class.
	3	<ul style="list-style-type: none"> Verb to be in affirmative, negative and interrogative forms. Pets. 	<ul style="list-style-type: none"> Describing people`s physical appearance. Talking about famous people. 	Respect and value ideas, beliefs, language and Solidarity.		Describing people`s physical appearance. Talking about famous people. Talking about your pets.
	4	<ul style="list-style-type: none"> Preposition of time: in , on, at numbers 	<ul style="list-style-type: none"> Describing family members. Telling the time. Formulation and answer the questions. 	Value the topics taught in the area as part of the education process.		Describing special holidays and celebrations using preposition of time numbers.
	EVALUACIÓN DE LA UNIDAD DIDÁCTICA					
	EVIDENCIA DE CONOCIMIENTOS			EVIDENCIA DE PRODUCTO		EVIDENCIA DE DESEMPEÑO
	Oral and written evaluation of the Unit I.			Make a mind map of the different celebrations. Write slogans in imperatives.		Formulates a procedure for the best learning of different topics.



<p>CAPACITY OF UNIT II: Express actions happening at the moment of speaking. Describing what people are wearing. Identify relevant information related to hobbies and clothing.</p>						
<p>Unit II : She is wearing a new blouse / Sport and weather</p>	<p>Week</p>	<p>Contents</p>			<p>Teaching strategy</p>	<p>Achievement indicators of capacity</p>
		<p>Conceptual</p>	<p>Procedural</p>	<p>Attitudinal</p>		
	<p>5</p>	<ul style="list-style-type: none"> ♦ Present Progressive rules for gerunds. ♦ Present Progressive tense: affirmative, negative and interrogative forms. 	<ul style="list-style-type: none"> ♦ Talking about what happen at the moment in class use present progressive and the correct rules for gerunds. 	<ul style="list-style-type: none"> Value the usefulness of free time. Develop interest and respect for foreign cultures. 	<p>Expository (teacher and students) Use google meet</p> <p>Directed debate Forums and chat</p>	<p>Express actions happening at the moment of speaking.</p> <p>Describing what people are wearing. Identify relevant information related to hobbies and clothing.</p> <p>Identify relevant information related to hobbies and clothing.</p> <p>Do exercises and demonstrate what learned.</p>
	<p>6</p>	<ul style="list-style-type: none"> ♦ Present Progressive in affirmative form with the verb wearing + the weather, clothes with the expressions. 	<ul style="list-style-type: none"> ♦ Talking about sports and weather. ♦ Expressing what people are doing and wearing. ♦ Recognizing information from different texts 	<ul style="list-style-type: none"> Write text about what are you wearing today? 	<p>Reading Virtual Dictionary Virtual repository</p> <p>Previous knowledge Forums and chat</p>	
	<p>7</p>	<ul style="list-style-type: none"> ♦ Short answers and wh – question in present progressive 	<ul style="list-style-type: none"> ♦ Make questions and answer yes/ no questions and WH questions. 	<ul style="list-style-type: none"> Respect their ideas oyr opinions of their partners. 	<p>Feedback Slide, videos and worksheet Use google meet</p>	
	<p>8</p>	<ul style="list-style-type: none"> ♦ Review 	<ul style="list-style-type: none"> ♦ Evaluate the advanced of learning English 	<ul style="list-style-type: none"> Show responsibility 		
	<p>EVALUACIÓN DE LA UNIDAD DIDÁCTICA</p>					
	<p>EVIDENCIA DE CONOCIMIENTOS</p>		<p>EVIDENCIA DE PRODUCTO</p>			<p>EVIDENCIA DE DESEMPEÑO</p>
	<p>Oral and written evaluation of the Unit II.</p>		<p>Write short text in present progressive with pictures and present in class.</p>			<p>Prepare exposition for different topics for better learning.</p>



Unit III: A tour around the city / giving directions.	CAPACITY OF UNIT III: Offer and make requests. Reject and accept offers. Discriminate countable and uncountable nouns. Use measure and amounts. Predict about life in the future. Make plans to protect the environment. Compare and contract information. Transmit relevant information.					
	Week	Contents			Teaching strategy	Achievement indicators of capacity
		Conceptual	Procedural	Attitudinal		
	9	<ul style="list-style-type: none"> Preposition of place: in, on, at, between, next to, in front of, far from, near. 	<ul style="list-style-type: none"> Describing cities and countries. Asking for and giving directions. Locating places. 	<ul style="list-style-type: none"> Work during the class. Positive attitude. 	<ul style="list-style-type: none"> Expository (teacher and students) Use google meet Directed debate Forums and chat 	<ul style="list-style-type: none"> Producing conversations asking for and giving directions Predict and identify information related to cities.
	10	<ul style="list-style-type: none"> This / that These / those 	<ul style="list-style-type: none"> Indicate the objects in the class. This / these (near and long) 	<ul style="list-style-type: none"> Respect the ideas and opinions of your partners. 	<ul style="list-style-type: none"> Reading Virtual Dictionary Virtual repository 	<ul style="list-style-type: none"> Asking about and Identify the location of objects. Discuss room and houses.
	11	<ul style="list-style-type: none"> There is and there are (positive, negative and questions). 	<ul style="list-style-type: none"> Infering information through pictures. 	<ul style="list-style-type: none"> Respect and value ideas of your partners. 	<ul style="list-style-type: none"> Previous knowledge Forums and chat Feedback Slide, videos and worksheet Use google meet 	<ul style="list-style-type: none"> Express the existence of public places using there is and there are.
	12	<ul style="list-style-type: none"> Imperative 	<ul style="list-style-type: none"> Giving directions and tell Preposition of place 	<ul style="list-style-type: none"> Positive attitude. 		<ul style="list-style-type: none"> Asking and giving directions. Asking and answering about dates.
	EVALUACIÓN DE LA UNIDAD DIDÁCTICA					
	EVIDENCIA DE CONOCIMIENTOS			EVIDENCIA DE PRODUCTO		EVIDENCIA DE DESEMPEÑO
	Oral and written evaluation of the Unit III.			Present and descriptions the different types of houses with pictures and brief explanation.		Maintain a conversation about location of objects and directions



Unit IV : Food and drink	CAPACITY OF UNIT IV: Offer and make requests. Reject and accept offers. Discriminate countable and uncountable nouns. Use measure and amounts.					
	Week	Contents			Teaching strategy	Achievement indicators of capacity
		Conceptual	Procedural	Attitudinal		
	13	♦ Countable and uncountable nouns.	♦ Talking about food	Show self-esteem and confidence.	Expository (teacher and students) Use google meet	Talk about food and drink using countable and uncountable nouns.
	14	♦ Quantifiers: many, much, some, any, a lot of, etc.	♦ Expressing quantities.	Get involved in their own learning.		Directed debate Forums and chat
	15	♦ Both (Of) / neither (of)	♦ Compare the use of both and neither.	Consider the importance of moral values.	Reading Virtual Dictionary Virtual repository	Recognize the difference between both and neither in different contexts.
	16	♦ Connectors : and , but When, first, then, after that, etc.	♦ Telling a text ♦ Telling a recipe.	Show empathy for others.	Previous knowledge Forums and chat	Use connectors in a text.
		♦ Recipe. ♦ Prepare a creative and innovation recipe	♦ Present and expositions your work	Be organize and cooperative.		Feedback Slide, videos and worksheet Use google meet
	EVALUACIÓN DE LA UNIDAD DIDÁCTICA					
	EVIDENCIA DE CONOCIMIENTOS			EVIDENCIA DE PRODUCTO		EVIDENCIA DE DESEMPEÑO
Oral and written evaluation of the Unit IV.			Present your recipes and express the process.		Maintain a conversation about food and drink.	



VI. MATERIALES EDUCATIVOS Y OTROS RECURSOS DIDÁCTICOS

Se utilizarán todos los materiales y recursos requeridos de acuerdo a la naturaleza de los temas programados. Básicamente serán:

6.1. Medios y plataforma virtuales

- ♦ Diapositivas
- ♦ Pizarra interactiva
- ♦ Google meet
- ♦ E-mail

6.2. Medios Informáticos

- ♦ Internet
- ♦ Computadora
- ♦ Celulares
- ♦ Tablet

VI. EVALUACIÓN

La evaluación es inherente al proceso de enseñanza aprendizaje y será continua y permanente. Los criterios de evaluación son de conocimiento, de desempeño y de producto.

1. Evidencia de Desempeño.

Son pruebas en torno al manejo que el alumno hace de procedimientos y técnicas para realizar un actividad o resolver un problema. Esta evidencia pone en acción recursos cognitivos, recursos procedimentales y recursos afectivos; todo ello en una integración que evidencia un saber hacer reflexivo; en tanto, se puede verbalizar lo que se hace, fundamentar teóricamente la práctica y evidenciar un pensamiento estratégico, dado en la observación en torno a cómo se actúa en situaciones impredecibles.

La evaluación de desempeño se evalúa ponderando cómo el estudiante aplica los procedimientos y técnicas en el diseño del trabajo y su desarrollo sistemático.

2. Evidencias de Conocimiento.

Se proyectan en dos direcciones: analítico y autoevaluación. En cuanto al primer caso, medir la competencia a nivel interpretativo, argumentativo y propositivo, para ello debemos ver cómo identifica (describe, ejemplifica, relaciona, reconoce, explica, etc.); y la forma en que argumenta (plantea una afirmación, describe las refutaciones en contra de dicha afirmación, expone sus argumentos contra las refutaciones y arriba a conclusiones para corroborar la afirmación inicial) y la forma en que propone a través de establecer estrategias, valoraciones, generalizaciones, formulación de hipótesis, respuesta a situaciones, etc.

En cuanto a la autoevaluación permite que el estudiante evidencie sus fracasos y sus éxitos, su autorregulación.

Las evaluaciones de este nivel serán de respuestas simples, opción dicotómica, opción múltiple, de correlación, preguntas calculadas, percepción y valoración de videos, entre otros.



3. **Evidencias de producto.**

Están implicadas en las finalidades de la competencia, por tanto no es simplemente la entrega del producto, sino que tiene que ver con el campo de acción y los requerimientos del contexto de aplicación.

La evaluación de producto se evidencia en la entrega oportuna de sus trabajos parciales de cada mes y el producto final.

Además, se tendrá en cuenta la asistencia como componente del desempeño, el 30% de inasistencia inhabilita el derecho a la evaluación. El ponderado es el siguiente: intervenciones orales 1, 35%; Teórico Práctico 2, 35% y el Trabajo Académico, 30%. El promedio final es la suma de los ponderados.

Instrumentos: Rubrica, portafolio, practicas calificadas, lista de cotejo, mind map, etc.

VARIABLES	PONDERACIONES	UNIDADES DIDACTICAS DENOMINADAS MODULOS
Evaluación de Conocimiento	30%	El ciclo académico comprende 4
Evaluación de Producto	35%	
Evaluación de Desempeño	35%	

Siendo el promedio final (PF), el promedio simple de los promedios ponderados de cada módulo (PM1 + PM2 + PM3 + PM4).

$$PF = \frac{PM1 + PM2 + PM3 + PM4}{4}$$

VIII. **BIBLIOGRAFÍA**

Bygrave, J. (2012) *New Total English. Students’ Book – Starter*. England: Pearson.

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University of Cambridge (2013) *Advanced Learner’s Dictionary*. United Kingdom: Cambridge University Press.

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