



*Universidad Nacional*  
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**FACULTAD DE INGENIERÍAS AGRARIAS, INDUSTRIAS  
ALIMENTARIAS Y AMBIENTAL**

**ESCUELA ACADÉMICA INGENIERÍA AGRONÓMICA**

**MODALIDAD NO PRESENCIAL**  
**SÍLABO POR COMPETENCIAS**  
**INGLÉS III**

**I. DATOS GENERALES**

1.1 LINEA DE CARRERA	FORMACION GENERAL
1.2 SEMESTRE ACADEMICO	2020-I
1.3 CODIGO DEL CURSO	257
1.4 CREDITOS	03
1.5 AREA CURRICULAR	INGLES III
1.6 HORAS SEMANALES	HORAS TOTALES : 04 TEORICAS : 02 PRACTICAS : 02
1.7 CICLO	IV
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 III pertenece al área de estudios generales, es de naturaleza teórico-práctico y tiene como propósito el desarrollo de las competencia comunicativa, 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 3, 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 A2 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 las 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 Unidad didácticas con sus respectivas sesiones de aprendizaje y tiene una duración de 4 horas semanales. Las unidades a desarrollarse tienen las siguientes denominaciones: : Imperative, future, present perfect, phrasal verbs, adverbs of manner, voice, used to active and passive, conditionals, tag questions.

**III. CAPACIDADES AL FINALIZAR EL CURSO**

	<b>CAPACITY UNIT</b>	<b>NAME UNIT</b>	<b>WEEKS</b>
<b>UNIT I</b>	Describing health problema and illnesses. Talking about illnesses. Asking for giving advice. Expressing suggestion, obligations and strong advice. Talking about nutritional habits. Talking about future plans. Make predictions with going to. Redact short texts in future time with will and won't. Practice short dialogue in future tense with will and the time expressions.	<b><i>My future plans.</i></b>	1, 2, 3, 4
<b>UNIT II</b>	Describing personal experiences & recent events. Talking about how often you have peromed different actions. Talking about nutritional habits. Comparing different things, places and people. Describe adjectives. Talking about future plans.  Make predictions with going to. Redact short texts in future time with will and won't. Practice short dialogue in future tense with will and the time expressions.	<b><i>Have you visited Cuzco?</i></b>	5, 6, 7, 8
<b>UNIT III</b>	Describing personal experiences & recent events. Talking about how often you have peromed different actions. Discuss the main differences between the life in the past and the life now. Identifie new words and talk about used to	<b><i>I used to follow my parent`s rules.</i></b>	9, 10, 11, 12



<b>UNIT IV</b>	Describing events focused on the actions. Discussing about technology. Talking about imaginary situations. Verifying information. Using expressions of encouragement and congratulations. Talking about unreal situation in the past. Using logical arguments to support opinions.	<b><i>The light bulb was invented by Tomas Alva Edison.</i></b>	13, 14, 15, 16
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#### IV. INDICADORES DE CAPACIDADES AL FINALIZAR EL CURSO

1	Write examples for each imperative about your area.
2	Expressing suggestion, obligations and strong advice using imperative of recommendations.
3	Write about your partner`s ages and birthdays.
4	Write about your plans for the month.
5	Make predictions write short text about your future life.
6	Describing personal experiences & recent events.
7	Talking about actions that started in the past.
8	Comparing and contrasting different kinds of music from different times.
9	Describing how people do things using adverbs of manner.
10	Identifies interprets and evaluates the relevant information in a text
11	Describe life in the past using used to.
12	Identifies the difference between conditional 0 and 1.
13	Describe and process using present and past passive voice
14	Describe imaginary situations using the second conditional.
15	Use questions tags to check information in conversations
16	Describe unreal situations in the past using the third conditional and logical arguments to support opinions



**V. DESARROLLO DE LAS UNIDADES DIDACTICAS:**

<b>Unit I: My future plans.</b>	<ul style="list-style-type: none"> <li>♦ <b>CAPACITY OF UNIT I:</b> Expressing suggestion, obligations and strong advice using imperative of recomendations, Comparing different things. Write about your plans for the future, Make predictions write short text about your future life.</li> </ul>					
	Week	Contents			Virtual Teaching strategy	Achievement indicators of capacity
		Conceptual	Procedural	Attitudinal		
	1	<ul style="list-style-type: none"> <li>♦ The imperative affirmative and negative form.</li> </ul>	<ul style="list-style-type: none"> <li>♦ Identify diferent imperative with example about your área.</li> </ul>	Collaborative learning Help your partners in your activities.	<b>Expository</b> (teacher and students) Use google meet  <b>Directed debate</b> Forums and chat  <b>Reading</b> Virtual Dictionary Virtual repository  <b>Previous knowledge</b> Forums and chat  <b>Feedback</b> Slide, videos and worksheet Use google meet	<ul style="list-style-type: none"> <li>♦ Write examples for each imperative about your area, making a mind map.</li> </ul>
	2	<ul style="list-style-type: none"> <li>♦ Imperative of recommendations.</li> <li>♦ Should /Shouldn`t + base form (advice).</li> <li>♦ Must / mustn`t .</li> <li>♦ Have to / don`t have to.</li> <li>♦ Would you like?</li> </ul>	<ul style="list-style-type: none"> <li>♦ Describing health problema and illnesses.</li> <li>♦ Talking about illnesses.</li> <li>♦ Asking for giving advice.</li> <li>♦ Expressing suggestion, obligations and strong advice.</li> </ul>	Advice to your partners with positive and negative sentences.		<ul style="list-style-type: none"> <li>♦ Expressing suggestion, obligations and strong advice using imperative of recomendations in a visual organizer.</li> </ul>
	3	<ul style="list-style-type: none"> <li>♦ Future tense with Going to affirmative, negative and interrogative form.</li> </ul>	<ul style="list-style-type: none"> <li>♦ Talking about future plans.</li> <li>♦ Make predictions with going to.</li> </ul>	Respect and value ideas, beliefs, language and Solidarity.		<ul style="list-style-type: none"> <li>♦ Write about your partner`s ages and bithdays.</li> <li>♦ Write about your plans for the month.</li> </ul>
	4	<ul style="list-style-type: none"> <li>♦ Will for the future affirmative form and negative.</li> <li>♦ Will (promises, offers and decisions)</li> <li>♦ Future time markers</li> </ul>	<ul style="list-style-type: none"> <li>♦ Redact short texts in future time with will and won`t.</li> <li>♦ Practice short dialogue in future tense with will and the time expressions.</li> </ul>	Value the topics taught in the area as part of the education process.		<ul style="list-style-type: none"> <li>♦ Make predictions write short text about your future life.</li> </ul>
<b>EVALUATION OF TEACHING UNIT</b>						
<b>EVIDENCE OF KNOWLEDGE</b>			<b>EVIDENCE OF PRODUCT</b>		<b>EVIDENCE OF PERFORMANCE</b>	
Oral and written evaluation of the Unit I.			Predictions, plans, short text.		Write and expositions your future plans correctly.	



<b>Unit II: Have you visited Cuzco?</b>	♦ <b>CAPACITY OF UNIT II:</b> Describing personal experiences & recent events, Talking about actions that started in the past, using phrasal verbs in short conversations.					
	Week	Contents			Virtual Teaching strategy	Achievement indicators of capacity
		Conceptual	Procedural	Attitudinal		
	5	<ul style="list-style-type: none"> <li>♦ The present perfect tense with be.</li> <li>♦ Present perfect tense the use of ever, never, already, yet</li> </ul>	<ul style="list-style-type: none"> <li>♦ Describing personal experiences &amp; recent events.</li> <li>♦ Talking about how often you have performed different actions.</li> </ul>	Honesty Responsibility Values friendship.	<b>Expository</b> (teacher and students) Use google meet  <b>Directed debate</b> Forums and chat	<ul style="list-style-type: none"> <li>♦ Describing personal experiences &amp; recent events.</li> </ul>
	6	<ul style="list-style-type: none"> <li>♦ Present Perfect Tense.</li> <li>♦ Time expressions for the present perfect tense.</li> <li>♦ For and since How long.....?</li> </ul>	<ul style="list-style-type: none"> <li>♦ Talking about actions that started in the past.</li> <li>♦ Asking for advice.</li> <li>♦ Talking about healthy habits.</li> <li>♦ Expressing opinions about exercising.</li> </ul>	Awareness of the importance of being healthy.	<b>Reading</b> Virtual Dictionary Virtual repository  <b>Previous knowledge</b> Forums and chat	<ul style="list-style-type: none"> <li>♦ Talking about actions that started in the past.</li> </ul>
	7	<ul style="list-style-type: none"> <li>♦ Phrasal Verbs</li> </ul>	<ul style="list-style-type: none"> <li>♦ Use correctly phrasal verbs in short conversations.</li> </ul>	Be responsible for development the activities.	<b>Feedback</b> Slide, videos and worksheet Use google meet	<ul style="list-style-type: none"> <li>♦ Using correctly the phrasal verbs.</li> </ul>
	8	<ul style="list-style-type: none"> <li>♦ Project about the topic.</li> </ul>	<ul style="list-style-type: none"> <li>♦ Present and expositions your work</li> </ul>	Be organize and cooperative.		<ul style="list-style-type: none"> <li>♦ Talk about your project.</li> </ul>
	<b>EVALUATION OF TEACHING UNIT</b>					
	<b>EVIDENCE OF KNOWLEDGE</b>			<b>EVIDENCE OF PRODUCT</b>		<b>EVIDENCE OF PERFORMANCE</b>
	Oral and written evaluation of the Unit II.			Write short text with the adverbs too /enough with pictures in class.		Prepare exposition for different topics for better learning.



<b>Unit III: I used to follow my parent's rules.</b>	<b>CAPACITY OF UNIT III:</b> Identifies interprets and evaluates the relevant information in a text, Describe life in the past using used to.					
	Weeks	Contents			Virtual Teaching strategy	Achievement indicators of capacity
		Conceptual	Procedural	Attitudinal		
	9	<ul style="list-style-type: none"> <li>♦ Adverbs of manners</li> <li>♦ Comparative form of adverbs.</li> <li>♦ The suffix – ly</li> <li>♦ Adverbs too / enough</li> </ul>	<ul style="list-style-type: none"> <li>♦ Discriminates specific information and express opinions about music</li> <li>♦ Compares and contrasts information about music.</li> <li>♦ Organizes a coherent sequence of ideas in a text.</li> </ul>	Values music Peace Tolerance	<b>Expository</b> (teacher and students) Use google meet  <b>Directed debate</b> Forums and chat  <b>Reading</b>	<ul style="list-style-type: none"> <li>♦ Comparing and contrasting different kinds of music from different times.</li> <li>Describing how people do things using adverbs of manner.</li> </ul>
	10	<ul style="list-style-type: none"> <li>♦ Compound words.</li> <li>♦ The use of nobody / nothing versus anybody / anything and nowhere / anywhere.</li> </ul>	<ul style="list-style-type: none"> <li>♦ Discussing differences between cultural and education expressions.</li> </ul>	Respects the right of others. Practice honesty and tolerance.	Virtual Dictionary Virtual repository  <b>Previous knowledge</b> Forums and chat  <b>Feedback</b>	Identifies interprets and evaluates the relevant information in a text.
	11	<ul style="list-style-type: none"> <li>♦ Used to affirmative and negative form.</li> </ul>	<ul style="list-style-type: none"> <li>♦ Discuss the main differences between the life in the past and the life now.</li> </ul>	Show positive attitude. Help your partners.	Slide, videos and worksheet Use google meet	Describe life in the past using used to.
	12	<ul style="list-style-type: none"> <li>♦ Project about the topic.</li> </ul>	<ul style="list-style-type: none"> <li>♦ Present and expositions your work</li> </ul>	Be organize and cooperative.		Talk about your project.
	<b>EVALUATION OF TEACHING UNIT</b>					
	<b>EVIDENCE OF KNOWLEDGE</b>			<b>EVIDENCE OF PRODUCT</b>		<b>EVIDENCE OF PERFORMANCE</b>
	Oral and written evaluation of the Unit III.			Telling and write short story in past with used to.		Talking about actions in past.



<b>Unit IV: The light bulb was invented by Tomas Alva Edison.</b>	<b>CAPACITY OF UNIT IV:</b> Describe and process using present and past passive voice, Identify the difference between conditional 0 and 1. Describe imaginary situations using the second conditional, Use questions tags to check information in conversations.					
	Week	Contents			Virtual Teaching strategy	Achievement indicators of capacity
		Conceptual	Procedural	Attitudinal		
	13	♦ Active and passive voice.	♦ Describing events focused on the actions. ♦ Discussing about tecnology.	Work in class. Show solidarity with your partners.	<b>Expository</b> (teacher and students) Use google meet	Describe and process using present and past passive voice.
	14	♦ Conditional type 0 ♦ Conditional type 1	♦ Identifie what is the difference between conditional 0 and 1	Help to your partners during the class.		<b>Directed debate</b> Forums and chat
	15	♦ Second Conditional.	♦ Talking about imaginary situations.	Consider the importance of moral values.	<b>Reading</b> Virtual Dictionary Virtual repository	Describe imaginary situations using the second conditional.
	16	♦ Tag questions.	♦ Verifying information. ♦ Using expressions of encouragement and congratulations.	Work in class. Show solidarity with your partners.	<b>Previous knowledge</b> Forums and chat  <b>Feedback</b> Slide, videos and worksheet Use google meet	Use questions tags to check information in conversations.
	<b>EVALUATION OF TEACHING UNIT</b>					
	<b>EVIDENCE OF KNOWLEDGE</b>			<b>EVIDENCE OF PRODUCT</b>		<b>EVIDENCE OF PERFORMANCE</b>
	Oral and written evaluation of the Unit III.			.short text with the second and third conditional.		Write text with the conditionals



## 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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INGLÈS III

Huacho, junio, 2020

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