



*Universidad Nacional  
José Faustino Sánchez Carrión*

**FACULTAD DE INGENIERIA AGRARIA, INDUSTRIAS  
ALIMENTARIAS Y AMBIENTAL**

**ESCUELA INGENIERIA EN INDUSTRIAS ALIMENTARIAS**

**MODALIDAD NO PRESENCIAL  
SÍLABO POR COMPETENCIAS  
INGLÉS I  
2020-I**

**DOCENTE:**

**Mg. Wendy Viviana Canales Inga**

**SÍLABO: INGLÉS I**  
**2020 - I**

**I. DATOS GENERALES**

1.1 LINEA DE CARRERA	Formación general
1.2 SEMESTRE ACADEMICO	2020-I
1.3 CODIGO DEL CURSO	157
1.4 CREDITOS	03
1.5 AREA CURRICULAR	Inglés
1.6 HORAS SEMANALES	Hrs. Totales: 04 Teóricas: 02 Practicas: 02
1.7 CICLO	II
1.8 SECCION	A
1.9 APELLIDOS Y NOMBRES DEL DOCENTE	Mg. Wendy Viviana Canales Inga
1.10 CORREO INSTITUCIONAL	wcanales@unjfc.edu.pe
1.11 N° DE CELULAR	988490896/982398479

**II. SUMILLA Y DESCRIPCIÓN DE LA ASIGNATURA**

La asignatura de Inglés I pertenece al área de estudios generales, es de naturaleza teórico práctica y tienen como propósito el desarrollo de la competencia comunicativa. El curso está orientado al desarrollo de habilidades comunicativas en forma oral y escrita, en diferentes contextos, sobretodo en aspectos relacionados a su especialidad, de modo que el estudiante logre el manejo del idioma en un nivel básico superior. La asignatura forma parte de un sistema de cursos que integra la línea de formación didáctica. Se busca un nivel de dominio del idioma inglés, de acuerdo al nivel establecido 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 unidades didácticas con sus respectivas sesiones de aprendizaje y tiene una duración de 4 horas semanales. Las unidades a desarrollar durante el ciclo son: 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

	<b>CAPACITY UNIT</b>	<b>NAME UNIT</b>	<b>WEEKS</b>
<b>UNIT I</b>	Identify specific information. 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 - 4
<b>UNIT II</b>	Describing an ongoing situation. Asking and answering questions. Discussing celebrations. Discussing the weather. Making suggestions and responding. Talking about prices. Expressing opinion.	She is wearing a new blouse / Sport and weather	5 - 8
<b>UNIT III</b>	Contrast advantages and disadvantages. Recognize true from false facts. Identify location. Interpret information to give opinion.	A tour around the city / giving directions	9 - 12
<b>UNIT IV</b>	Offer and make requests. Reject and accept offers. Discriminate countable and uncountable nouns. Use measure and amounts.	Food and drink	13 - 16

#### IV. INDICADORES DE CAPACIDADES AL FINALIZAR EL CURSO

1	Use expression appropriately to make introductions. Identify and use classroom instructions
2	Describe places using indefinite articles and verb to be. Describe places using indefinite articles and verb to be.
3	Describing physical appearance using the verb to be, adjectives and possessive adjectives.
4	Describing special holidays and celebrations using adjectives and the verb to be. Identify and organize information about special dates. Express important dates using ordinal numbers.
5	Express actions happening at the moment of speaking.
6	Describing what people are wearing / Discussing the weather.
7	Identify relevant information related to hobbies and clothing
8	Produce text in present progressive.
9	Producing conversations asking for and giving directions Predict and identify information related to cities.
10	Express the existence of public places using there is and there are.
11	Talk about food and drink using countable and uncountable nouns.
12	Use connectors of cause: because.
13	Describe places using prepositions of location.
14	Use the connectors: and, but.
15	Tell a story using connectors. Use connectors: but, when, first, then, after that, furthermore, moreover.
16	Make an innovative recipe.

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

<b>Unit 1 : Introducing yourself to the class/ Exchanging information.</b>	<b>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.</b>					
	Weeks	Contents			Teaching strategy	Achievement indicators of capacity
		Conceptual	Procedural	Attitudinal		
	1	<ul style="list-style-type: none"> <li>♦ Personal pronouns: subject form/object form and Possessive adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>♦ Introducing oneself</li> </ul>	Respect and accept the rules of civic coexistence.	Reading and writing a letter. Use the virtual university platform	Introduce yourself and give information using pronouns and possessive adjectives.
	2	<ul style="list-style-type: none"> <li>♦ Verb to be singular.</li> <li>♦ WH – questions What and Who.</li> <li>♦ New vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>♦ Introducing yourself and others.</li> <li>♦ Sharing personal information.</li> </ul>	Respect the agreements and rules of the classroom.	Students work in pairs. Answer the questions. Platform zoom/google meet	Identify and use classroom instructions. Use greeting and useful expression in class.
	3	<ul style="list-style-type: none"> <li>♦ Verb to be in affirmative, negative, and interrogative forms.</li> <li>♦ Pets.</li> </ul>	<ul style="list-style-type: none"> <li>♦ Describing people`s physical appearance.</li> <li>♦ Talking about famous people.</li> </ul>	Respect and value ideas, beliefs, language, and Solidarity.	Active participation of the students during the class. Platform zoom /google meet	Describing people`s physical appearance. Talking about famous people. Talking about your pets.
	4	<ul style="list-style-type: none"> <li>♦ Preposition of time: in, on, at</li> <li>♦ WH- questions</li> <li>♦ Imperatives.</li> </ul>	<ul style="list-style-type: none"> <li>♦ Describing family members.</li> <li>♦ Telling the time.</li> <li>♦ Formulation and answer the questions.</li> </ul>	Value the topics taught in the area as part of the education process.	Make mind maps of different celebrations in our town. Use the virtual university platform	Describing special holidays and celebrations using adjectives and numbers.
	<b>EVALUACIÓN DE LA UNIDAD DIDÁCTICA</b>					
	<b>EVIDENCIA DE CONOCIMIENTOS</b>			<b>EVIDENCIA DE PRODUCTO</b>		<b>EVIDENCIA DE DESEMPEÑO</b>
	Oral and written evaluation of the Unit I. Developing the first course of USA Learns			Make a mind map of the different celebrations. Write slogans in imperatives.		Formulates a procedure for the best learning of different topics.

<b>Unit II : She is wearing a new blouse / Sport and weather</b>	<b>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.</b>					
	Weeks	Contents			Teaching strategy	Achievement indicators of capacity
		Conceptual	Procedural	Attitudinal		
	5	<ul style="list-style-type: none"> <li>Present Progressive rules for gerunds.</li> <li>Present Progressive tense: affirmative, negative and interrogative forms.</li> </ul>	<ul style="list-style-type: none"> <li>Talking about what happen at the moment in class use present progressive and the correct rules for gerunds.</li> </ul>	<ul style="list-style-type: none"> <li>Value the usefulness of free time.</li> <li>Develop interest and respect for foreign cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Reading an e-mail in past tense.</li> <li>Use the virtual university platform</li> </ul>	<ul style="list-style-type: none"> <li>Express actions happening at the moment of speaking.</li> </ul>
	6	<ul style="list-style-type: none"> <li>Present Progressive in affirmative form with the verb wearing + the weather, clothes with the expressions.</li> </ul>	<ul style="list-style-type: none"> <li>Talking about sports and weather.</li> <li>Expressing what people are doing and wearing.</li> <li>Recognizing information from different texts</li> </ul>	<ul style="list-style-type: none"> <li>Write text about what are you wearing today?</li> </ul>	<ul style="list-style-type: none"> <li>work in group and write text about the topics.</li> <li>Platform zoom/google meet</li> </ul>	<ul style="list-style-type: none"> <li>Describing what people are wearing.</li> <li>Identify relevant information related to hobbies and clothing.</li> </ul>
	7	<ul style="list-style-type: none"> <li>Short answers and wh – question in present progressive</li> </ul>	<ul style="list-style-type: none"> <li>Make questions and answer yes/ no questions and WH questions.</li> </ul>	<ul style="list-style-type: none"> <li>Respect their ideas oyr opinions of their partners.</li> </ul>	<ul style="list-style-type: none"> <li>Work in pairs.</li> <li>Collaborative learning.</li> <li>Platform zoom/google meet</li> </ul>	<ul style="list-style-type: none"> <li>Talking in class.</li> <li>Answer the questions correctly.</li> </ul>
	8	<ul style="list-style-type: none"> <li>Review</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the advanced of learning English</li> </ul>	<ul style="list-style-type: none"> <li>Show responsibility</li> </ul>	<ul style="list-style-type: none"> <li>Application of a test individually.</li> <li>Use virtual university platform</li> </ul>	<ul style="list-style-type: none"> <li>Do exercises and demonstrate what learned.</li> </ul>
	<b>EVALUACIÓN DE LA UNIDAD DIDÁCTICA</b>					
	<b>EVIDENCIA DE CONOCIMIENTOS</b>			<b>EVIDENCIA DE PRODUCTO</b>		<b>EVIDENCIA DE DESEMPEÑO</b>
	Oral and written evaluation of the Unit II. Developing the first course of USA Learns			Write short text in present progressive with pictures and present in class.		Prepare exposition for different topics for better learning.

<b>Unit III: A tour around the city / giving directions.</b>	<b>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.</b>					
	Weeks	Contents			Teaching strategy	Achievement indicators of capacity
		Conceptual	Procedural	Attitudinal		
	9	<ul style="list-style-type: none"> <li>Preposition of place: in, on, at, between, next to, in front of, far from, near.</li> </ul>	<ul style="list-style-type: none"> <li>Describing cities and countries.</li> <li>Asking for and giving directions.</li> <li>Locating places.</li> </ul>	<ul style="list-style-type: none"> <li>Work during the class.</li> <li>Positive attitude.</li> </ul>	<ul style="list-style-type: none"> <li>Work in groups</li> <li>Associating words with pictures or images helps you remember new vocabulary.</li> <li>Use virtual university platform</li> </ul>	<ul style="list-style-type: none"> <li>Producing conversations asking for and giving directions</li> <li>Predict and identify information related to cities.</li> </ul>
	10	<ul style="list-style-type: none"> <li>This / that</li> <li>These / those</li> </ul>	<ul style="list-style-type: none"> <li>Indicate the objects in the class.</li> <li>This / these (near and long)</li> </ul>	<ul style="list-style-type: none"> <li>Respect the ideas and opinions of your partners.</li> </ul>	<ul style="list-style-type: none"> <li>Pair work</li> <li>A memory games.</li> <li>Platform zoom/google meet</li> </ul>	<ul style="list-style-type: none"> <li>Asking about and Identify the location of objects.</li> <li>Discuss room and houses.</li> </ul>
	11	<ul style="list-style-type: none"> <li>There is and there are (positive, negative and questions).</li> </ul>	<ul style="list-style-type: none"> <li>Infering information through pictures.</li> </ul>	<ul style="list-style-type: none"> <li>Respect and value ideas of your partners.</li> </ul>	<ul style="list-style-type: none"> <li>Use pictures for express the existence objects.</li> <li>Platform zoom/google meet</li> </ul>	<ul style="list-style-type: none"> <li>Express the existence of public places using there is and there are.</li> </ul>
	12	<ul style="list-style-type: none"> <li>Imperative</li> <li>Preposition of time.</li> </ul>	<ul style="list-style-type: none"> <li>Giving directions and tell the time.</li> </ul>	<ul style="list-style-type: none"> <li>Positive attitude.</li> </ul>	<ul style="list-style-type: none"> <li>A short paragraph about one's city/ town.</li> <li>Use virtual university platform</li> </ul>	<ul style="list-style-type: none"> <li>Asking and giving directions.</li> <li>Tell the time.</li> <li>Asking and answering about dates.</li> </ul>
	<b>EVALUACIÓN DE LA UNIDAD DIDÁCTICA</b>					
	<b>EVIDENCIA DE CONOCIMIENTOS</b>			<b>EVIDENCIA DE PRODUCTO</b>		<b>EVIDENCIA DE DESEMPEÑO</b>
	Oral and written evaluation of the Unit III. Developing the first course of USA Learns			Present and descriptions the different types of houses with pictures and brief explanation.		Maintain a conversation about location of objects and directions

<b>Unit IV : Food and drink</b>	<b>CAPACITY OF UNIT IV: Offer and make requests. Reject and accept offers. Discriminate countable and uncountable nouns. Use measure and amounts.</b>					
	Weeks	Contents			Teaching strategy	Achievement indicators of capacity
		Conceptual	Procedural	Attitudinal		
	13	♦ Countable and uncountable nouns.	♦ Talking about food	Show self-esteem and confidence.	Writing a shopping list. Use virtual university platform	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.	Talking about measures and amounts. Use virtual university platform	Use quantifiers: many, much, some, any, a lot of, etc.
	15	♦ Both (Of) / neither (of)	♦ Compare the use of both and neither.	Consider the importance of moral values.	Ordering food in a restaurant Platform zoom/google meet	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.	Reading brochure. Use virtual university platform	Use connectors in a text.
		♦ Recipe. ♦ Prepare a creative and innovation recipe	♦ Present and expositions your work	Be organize and cooperative.	Expositions in class. Platform zoom/google meet	Talk about food and drink using countable and uncountable nouns.
	<b>EVALUACIÓN DE LA UNIDAD DIDÁCTICA</b>					
	<b>EVIDENCIA DE CONOCIMIENTOS</b>			<b>EVIDENCIA DE PRODUCTO</b>		<b>EVIDENCIA DE DESEMPEÑO</b>
Oral and written evaluation of the Unit IV. Developing the first course of USA Learns			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:

### **1. Medios escritos:**

- ♦ Separatas con contenidos temáticos
- ♦ Guías de práctica
- ♦ Diccionario

### **2. Medios visuales y electrónicos**

- ♦ Papelotes
- ♦ Tarjetas
- ♦ Diapositivas
- ♦ Pizarra interactiva
- ♦ Google meet

### **3. Medios Informáticos**

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

## **VII. SISTEMAS DE EVALUACIÓN – ART. 127 REGLAMENTO ACADEMICO:**

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

### **1. EVIDENCIAS DE CONOCIMIENTO**

La Evaluación será a través de pruebas escritas y orales para el análisis y autoevaluación. En cuanto al primer caso, medir la competencia a nivel interpretativo, argumentativo y propositivo, para ello debemos ver como 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 llega a conclusiones) 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 reconozca sus debilidades y fortalezas para corregir o mejorar.

Las evaluaciones de este nivel serán de respuestas simples y otras con preguntas abiertas para su argumentación.

### **2 EVIDENCIAS DE DESEMPEÑO**

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 tomo a cómo se actúa en situaciones

impredecibles.

La evaluación de desempeño se evalúa ponderando como el estudiante se hace investigador aplicando los procedimientos y técnicas en el desarrollo de las clases a través de su asistencia y participación asertiva.

### 3. EVIDENCIAS DEL 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 de evidencia en la entrega oportuna de sus trabajos parciales y el trabajo final. Además, se tendrá en cuenta la asistencia como componente del desempeño, el 30% de inasistencia inhabilita el derecho a la evaluación.

VARIABLES	PONDERACIONES	UNIDADES DIDÁCTICAS DENOMINADAS MÓDULOS
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.

Mitchell, H. & Scott, J. American Channel (2012) *Beginners Student's Book*. EEUU: mm publications.

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

<https://www.usalearns.org/>

Huacho, junio, 2020

  
Mg. Wendy Viviana Canales Inga