



Universidad Nacional

José Faustino Sánchez Carrión

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

MODALIDAD NO PRESENCIAL
SÍLABO POR COMPETENCIAS
INGLÉS III
2020-I

DOCENTE:

Mg. Wendy Viviana Canales Inga

**SÍLABO: INGLÉS III
2020 - I**

I. DATOS GENERALES

1.1 LINEA DE CARRERA	Formación general
1.2 SEMESTRE ACADEMICO	2020-I
1.3 CODIGO DEL CURSO	257
1.4 CREDITOS	03
1.5 AREA CURRICULAR	Inglés
1.6 HORAS SEMANALES	Hrs. Totales: 04 Teóricas: 02 Practicas: 02
1.7 CICLO	IV
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 III 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 idiomática. 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 4 unidades didácticas con sus respectivas sesiones de aprendizaje y tiene una duración de 4 horas semanales. Las unidades a desarrollar durante el ciclo son: Imperative, future, present perfect, phrasal verbs, adverbs of manner, voice, used to active and passive, conditionals, tag questions.

III. CAPACIDADES AL FINALIZAR EL CURSO

	CAPACITY UNIT	NAME UNIT	WEEKS
UNIT I	<p>Describing health problem 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.</p>	<i>My future plans.</i>	1 - 4
UNIT II	<p>Describing personal experiences & recent events. Talking about how often you have performed 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.</p>	<i>Have you visited Cuzco?</i>	5 - 8
UNIT III	<p>Describing personal experiences & recent events. Talking about how often you have performed different actions. Discuss the main differences between the life in the past and the life now. Identify what is the difference between conditional 0 and 1</p>	<i>I used to follow my parent's rules.</i>	9 - 12
UNIT IV	<p>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.</p>	<i>The light bulb was invented by Tomas Alva Edison.</i>	13 - 16

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:**

Unit I: My future plans.	♦ CAPACITY OF UNIT I: 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.					
	Week	Contents			Teaching strategy	Achievement indicators of capacity
		Conceptual	Procedural	Attitudinal		
	1	♦ The imperative affirmative and negative form.	♦ Identify different imperative with example about your área.	Collaborative learning Help your partners in your activities.	Every student express one imperative affirmative and negative imperative in google meet	♦ Write examples for each imperative about your area.
	2	♦ Imperative of recommendations. ♦ Should /Shouldn't + base form (advice). ♦ Must / mustn't. ♦ Have to / don't have to. ♦ Would you like?	♦ Describing health problema and illnesses. ♦ Talking about illnesses. ♦ Asking for giving advice. ♦ Expressing suggestion, obligations and strong advice.	Advice to your partners with positive and negative sentences.	Write a text in google drive and university platform	♦ Expressing suggestion, obligations and strong advice using imperative of recomendations.
	3	♦ Future tense with Going to affirmative, negative and interrogative form.	♦ Talking about future plans. Make predictions with going to.	Respect and value ideas, beliefs, language, and Solidarity.	Active participation of the students during the virtual class In google meet.	♦ Write about your partner's ages and bithdays. ♦ Write about your plans for the month.
	4	♦ Will for the future affirmative form and negative. ♦ Will (promises, offers and decisions) ♦ Future time markers.	♦ Redact short texts in future time with will and won't. ♦ Practice short dialogue in future tense with will and the time expressions.	Value the topics taught in the area as part of the education process.	Making decisions, offering and promising. Make a suggestion in the forum of university platform.	♦ Make predictions write short text about your future life.
EVALUACIÓN DE LA UNIDAD DIDÁCTICA						
EVIDENCIA DE CONOCIMIENTOS			EVIDENCIA DE PRODUCTO		EVIDENCIA DE DESEMPEÑO	
Oral and written evaluation of the Unit I.			Predictions, plans, short text.		Write and expositions your future plans correctly.	

Unit II: Have you visited Cuzco?	♦ CAPACITY OF UNIT II: Describing personal experiences & recent events, talking about actions that started in the past, using phrasal verbs in short conversations.					
	Week	Contents			Teaching strategy	Achievement indicators of capacity
		Conceptual	Procedural	Attitudinal		
	5	♦ The present perfect tense with be. ♦ Present perfect tense the use of ever, never, already, yet	♦ Describing personal experiences & recent events. ♦ Talking about how often you have performed different actions.	Honesty Responsibility Values friendship.	Conversations in pairs. Answer the questions in an interactive class in google meet	♦ Describing personal experiences & recent events.
	6	♦ Present Perfect Tense. ♦ Time expressions for the present perfect tense. ♦ For and since How long.....?	♦ Talking about actions that started in the past. ♦ Asking for advice. ♦ Talking about healthy habits. ♦ Expressing opinions about exercising.	Awareness of the importance of being healthy.	Do exercises and demonstrate what learned participate in every worksheets in the university platform.	♦ Describing actions that started in the past.
	7	♦ Phrasal Verbs	♦ Use correctly phrasal verbs in short conversations.	Be responsible for development the activities.	Work in pairs in the forum.	♦ Correctly using the phrasal verbs.
	8	♦ Project about the topic.	♦ Present and expositions your work	Be organize and cooperative.	Expositions in class with google meet.	♦ Talk about your project.
	EVALUACIÓN DE LA UNIDAD DIDÁCTICA					
	EVIDENCIA DE CONOCIMIENTOS			EVIDENCIA DE PRODUCTO		EVIDENCIA DE DESEMPEÑO
	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.

Unit III: I used to follow my parent's rules.	CAPACITY OF UNIT III: Identifies interprets and evaluates the relevant information in a text, describe life in the past using used to.					
	Weeks	Contents			Teaching strategy	Achievement indicators of capacity
		Conceptual	Procedural	Attitudinal		
	9	<ul style="list-style-type: none"> Adverbs of manners Comparative and superlative adjective The suffix – ly Adverbs too / enough 	<ul style="list-style-type: none"> Discriminates specific information and express opinions about music Compares and contrasts information about music. Organizes a coherent sequence of ideas in a text. 	<ul style="list-style-type: none"> Values music Peace Tolerance 	<ul style="list-style-type: none"> Work in pairs. Collaborative learning in google meet. 	<ul style="list-style-type: none"> Comparing and contrasting different kinds of music from different times. Describing how people do things using adverbs of manner.
	10	<ul style="list-style-type: none"> Compound words. The use of nobody / nothing versus anybody / anything and nowhere / anywhere. 	<ul style="list-style-type: none"> Discussing differences between cultural and education expressions. 	<ul style="list-style-type: none"> Respects the right of others. Practice honesty and tolerance. 	<ul style="list-style-type: none"> Write text about the topics In google drive. 	<ul style="list-style-type: none"> Identifies interprets and evaluates the relevant information in a text.
	11	<ul style="list-style-type: none"> Used to affirmative and negative form. 	<ul style="list-style-type: none"> Discuss the main differences between the life in the past and the life now. 	<ul style="list-style-type: none"> Show positive attitude. Help your partners. 	<ul style="list-style-type: none"> Read a text and talking about what is the difference in the past and now life in interactive class. 	<ul style="list-style-type: none"> Describe life in the past using used to.
	12	<ul style="list-style-type: none"> Project about the topic. 	<ul style="list-style-type: none"> Present and expositions your work 	<ul style="list-style-type: none"> Be organize and cooperative. 	<ul style="list-style-type: none"> Expositions in class using zoom. 	<ul style="list-style-type: none"> Talk about your project.
	EVALUACIÓN DE LA UNIDAD DIDÁCTICA					
	EVIDENCIA DE CONOCIMIENTOS			EVIDENCIA DE PRODUCTO		EVIDENCIA DE DESEMPEÑO
	Oral and written evaluation of the Unit III.			Telling and write short story in past with used to.		Talking about actions in past.

Unit IV: The light bulb was invented by Tomas Alva Edison.	CAPACITY OF UNIT IV: 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			Teaching strategy	Achievement indicators of capacity
		Conceptual	Procedural	Attitudinal		
	13	♦ Active and passive voice.	♦ Describing events focused on the actions. ♦ Discussing about technology.	Work in class. Show solidarity with your partners.	Write the sentences in active and passive voice in present and past during the interactive class.	Describe and process using present and past passive voice.
	14	♦ Zero Conditional ♦ First Conditional	♦ Identify what is the difference between conditional 0 and 1	Help to your partners during the class.	Underline and complete the sentences in the practice in google drive.	Identifies the difference between conditional 0 and 1.
	15	♦ Second Conditional. ♦ Tag questions.	♦ Talking about imaginary situations. ♦ Verifying information. ♦ Using expressions of encouragement and congratulations.	Consider the importance of moral values. Work in class. Show solidarity with your partners.	Describe situations in text in the platform activities Expressions of encouragement and congratulations.	Describe imaginary situations using the second conditional. Use questions tags to check information in conversations.
	16	♦ Project about the topic.	♦ Present and expositions your work	Be organize and cooperative.	Expositions in class.	Talk about your project.
	EVALUACIÓN DE LA UNIDAD DIDÁCTICA					
	EVIDENCIA DE CONOCIMIENTOS			EVIDENCIA DE PRODUCTO		EVIDENCIA DE DESEMPEÑO
	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:

1. Medios escritos:

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

2. Medios visuales y electrónicos

- ♦ Papelotes
- ♦ Tarjetas
- ♦ Diapositivas
- ♦ Proyector Multimedia

3. Medios Informáticos

- ♦ Internet

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%	

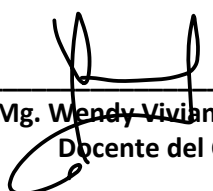
Siendo el promedio final (PF), el promedio simple de los promedios ponderados de cada módulo (PM1, PM2, PM3, PM4)

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

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.
H.Q. Mitchell Let's Speed up 2.

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Mg. Wendy Viviana Canales Inga
Docente del Curso