**Universidad Nacional**

**José Faustino Sánchez Carrión**

**FACULTY OF AGRARIAN ENGINEERING, FOOD AND ENVIRONMENTAL INDUSTRIES**

**SYLLABUS BY COMPETENCES**

**ENGLISH III**

**2018-I**

**PROFESSOR:**

**Mg. Elia Clorinda Andrade Girón**

**ENGLISH SYLLABO III**

**2018 - I**

1. **GENERALES DATA**

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| --- | --- |
| 1.1 ACADÉMICO DEPARTMENT | ENVIRONMENTAL ENGINEERING |
| 1.2 PROFESSIONAL COLLEGE  | ENVIRONMENTAL ENGINEERING |
| 1.3 COURSE | INGLÉS III  |
| 1.4 PROFESSOR  | Mg. ELIA CLORINDA ANDRADE GIRÒN |
| 1.5 CURRICULAR AREA | GENERAL FORMATION |
| 1.6 PLAN OF STUDY | 02 |
| 1.7 PRE REQUISITO | INGLÈS II |
| 1.8 CREDITS | 03 |
| 1.9 CONDITION | OBLIGATORY |
| 1.10 DURATION | 17 WEEKS |
| 1.11 HOURS | TH: 04 HT: 02 HP: 02 |

**II. SUMILLA AND DESCRIPTION OF THE SUBJECT**

The English language has become the global communication language for excellence, one of the most widely used in the world. One of these demands is that citizens must be proficient in the English language as knowledge of this language allows us to improve the quality of life.

 In the English course it is applied in communicative approach during the pedagogical and didactic processes as a strategy for teaching - learning, using the different active methodologies to achieve the competence.

The course is designed in such a way that at the end of its development the student achieves

Expresses ideas, opinions, emotions and feelings about topics of social and professional interest for a fluid interaction, demonstrating assertiveness in their communicative process.

Understand the message of their interlocutors, showing their position in front of topics of their professional interest.

It includes varied texts related to reality issues and expressed in a commonly used language.

Produces varied texts with adequacy, cohesion, coherence and correction on topics of personal, social and professional interest, taking into account their communicative purpose and the recipients.

The course is scheduled for 17 weeks, in which IV teaching units are developed with their respective learning sessions and lasts 4 hours per week. The most interesting thematic fields to tackle during the cycle are: Imperative, future, present perfect, phrasal verbs, adverbs of manner, voice, used to active and passive, conditionals, tag questions.

1. **CAPABILITIES AT THE END OF THE COURSE**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **CAPACITY UNIT** | **NAME UNIT** | **WEEKS** |
| **UNIT I** | 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. | ***My future plans.*** | 1, 2, 3, 4 |
| **UNIT II** | Describing personal experiences & recent events.Talking about how often you have perfomed 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. | ***Have you visited Cuzco?***  | 5, 6, 7, 8 |
| **UNIT III** | Describing personal experiences & recent events.Talking about how often you have perfomed different actions.Discuss the main differences between the life in the past and the life now.Identifie what is the difference between conditional 0 and 1 | ***I used to follow my parent`s rules.*** | 9, 10, 11, 12 |
| **UNIT IV** | Describing events focused on the actions.Discussing about tecnology.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. | ***The light bulb was invented by Tomas Alva Edison.*** | 13, 14, 15, 16 17 |

1. **CAPACITY INDICATORS WHEN FINISHING THE COURSE**

|  |  |
| --- | --- |
| *1* | Write examples for each imperative about your area. |
| *2* | Expressing suggestion, obligations and strong advice using imperative of recomendations. |
| *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 |
| *17* |  |

1. **DEVELOPMENT OF THE DIDACTIC UNITS:**

|  |  |
| --- | --- |
| ***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 diferent imperative with example about your área.
 | Collaborative learningHelp your partners in your activities. | Work in group. | * Write examples for each imperatives 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. | Students work in group. | * 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 class. | * 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 | * Make predictions write short text about your future life.
 |
|  |  **EVALUATION OF TEACHING UNIT** |  |  |  | Escucha y comprende información brindada por su interlocutor acerca de su nombre, correo y número de teléfono.  |
| **EVIDENCE OF KNOWLEDGE** | **EVIDENCE OF PRODUCT** | **EVIDENCE OF PERFORMANCE** |  | Dialoga acerca de donde son las personas utilizando vocabulario de países y nacionalidades. |
| Oral and written evaluation of the Unit I. | Predictions, plans, short text. | Write and expositions your future plans correctly. |  | Elabora un poster sobre su personaje favorito utilizando la tercera persona del singular del verbo TO BE y lo expone en clase. |
| ***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 perfomed different actions.
 | HonestyResponsibilityValues friendship. | Conversations in pairs.Answer the questions | * 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. | * Talking about 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. | * Using correctly the phrasal verbs.
 |
| 8 | * Project about the topic.
 | * Present and expositions your work
 | Be organize and cooperative. | Expositions in class. | * Talk about your project.
 |
|  |  **EVALUATION OF TEACHING UNIT** |  |  |  | Escucha y comprende información brindada por su interlocutor acerca de su nombre, correo y número de teléfono.  |
| **EVIDENCE OF KNOWLEDGE** | **EVIDENCE OF PRODUCT** | **EVIDENCE OF PERFORMANCE** |  | Dialoga acerca de donde son las personas utilizando vocabulario de países y nacionalidades. |
| 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. |  | Elabora un poster sobre su personaje favorito utilizando la tercera persona del singular del verbo TO BE y lo expone en clase. |
| ***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 | * Adverbs of manners
* Comparative form of adverbs.
* The suffix – ly
* Adverbs too / enough
 | * Discriminates specific information and express opinions about music
* Compares and contrasts information about music.
* Organizes a coherent sequence of ideas in a text.
 | Values music PeaceTolerance | Work in pairs.Colaborative learning. | * Comparing and contrasting different kinds of music from different times.

Describing how people do things using adverbs of manner. |
| 10 | * Compound words.
* The use of nobody / nothing versus anybody / anything and nowhere / anywhere.
 | * Discussing differences between cultural and education expressions.
 | Respects the right of others.Practice honesty and tolerance. | .Work in group and write text about the topics. | Identifies interprets and evaluates the relevant information in a text. |
| 11 | * Used to affirmative and negative form.
 | * Discuss the main differences between the life in the past and the life now.
 | Show positive attitude.Help your partners. | Read a text and talking about what is the difference in the past and now life. | Describe life in the past using used to. |
| 12 | * Project about the topic.
 | * Present and expositions your work
 | Be organize and cooperative. | Expositions in class. | Talk about your project. |
|  |  **EVALUATION OF TEACHING UNIT** |  |  |  | Escucha y comprende información brindada por su interlocutor acerca de su nombre, correo y número de teléfono.  |
| **EVIDENCE OF KNOWLEDGE** | **EVIDENCE OF PRODUCT** | **EVIDENCE OF PERFORMANCE** |  | Dialoga acerca de donde son las personas utilizando vocabulario de países y nacionalidades. |
| Oral and written evaluation of the Unit III. | Telling and write short story in past with used to. | Talking about actions in past. |  | Elabora un poster sobre su personaje favorito utilizando la tercera persona del singular del verbo TO BE y lo expone en clase. |

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| --- | --- |
| ***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 tecnology.
 | Work in class. Show solidarity with your partners. | Write the sentences in active and passive voice in present and past. | 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. | Underline and complete the sentences in the practice. | Identifies the difference between conditional 0 and 1. |
| 15 | * Second Conditional.
 | * Talking about imaginary situations.
 | Consider the importance of moral values. | Describe situations  | 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. | Expressions of encouragement and congratulations. | Use questions tags to check information in conversations. |
| 17 | * Project about the topic.
 | * Present and expositions your work
 | Be organize and cooperative. | Expositions in class. | Talk about your project. |
|  |  **EVALUATION OF TEACHING UNIT** |  |  |  | Escucha y comprende información brindada por su interlocutor acerca de su nombre, correo y número de teléfono.  |
| **EVIDENCE OF KNOWLEDGE** | **EVIDENCE OF PRODUCT** | **EVIDENCE OF PERFORMANCE** |  | Dialoga acerca de donde son las personas utilizando vocabulario de países y nacionalidades. |
| Oral and written evaluation of the Unit III. | .short text with the second and third conditional. | Write text with the conditionals |  | Elabora un poster sobre su personaje favorito utilizando la tercera persona del singular del verbo TO BE y lo expone en clase. |

**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:**

Comprende dos exámenes parciales; el primero en la octava semana de iniciadas las clases y el segundo al finalizar el semestre; además se considera dos trabajos académicos.

1. **Para los Currículos vigentes:**

Dos evaluaciones parciales el primero en la octava semana de iniciadas las clases y el segundo en la semana dieciséis; además se considera los trabajos académicos aplicativos a la mitad y al finalizar el periodo lectivo.

El promedio para cada Evaluación parcial se determinara anotando el promedio simple de:

1. Evaluación Escrita (con un decimal sin redondeo)
2. Evaluación Oral \_(con un decimal sin redondeo)
3. Trabajo Académico

El Promedio Final se hará calculando.

$$PF=\frac{P1+P2}{2}$$

Los promedios P1 y P2, serán anotados con un decimal sin redondeo.

1. **Para los nuevos currículos, se elaborará una Directiva adicional.**
2. **Evidencia de Desempeño.**

Son pruebas en torno al manejo que el estudiante 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.

1. **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.

1. **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.

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

**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.

 **Huacho, Abril del 2018**

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 **Mg. ELIA CLORINDA ANDRADE GIRON**

**Docente del Curso**

VI. EDUCATIONAL MATERIALS AND OTHER EDUCATIONAL RESOURCES

All the materials and resources required will be used according to the nature of the scheduled topics. Basically they will be:

1. Written media: Thesapiets with thematic contents

 Practice guides

 Dictionary

2. Visual and electronic media

 Papelotes

 Cards

 Slideshow

 Multimedia Projector

3. Computer Media

 Internet

VII. ASSESSMENT SYSTEMS - ART. 127 ACADEMIC REGULATIONS:

 It includes two partial exams; the first in the eighth week of the beginning of the classes and the second at the end of the semester; In addition, two academic papers are considered.

 For current Curricula:

 Two partial evaluations the first in the eighth week of the beginning of the classes and the second in the sixteenth week; In addition, the academic application papers are considered in the middle and at the end of the academic period.

The average for each partial evaluation will be determined by noting the simple average of:

Written evaluation (with one decimal without rounding)

Oral Evaluation \_ (with one decimal without rounding)

Academic work

The Final Average will be calculated.

PF = (P1 + P2) / 2

The averages P1 and P2, will be annotated with a decimal without rounding.

For the new curricula, an additional Directive will be drawn up.

Evidence of Performance.

 They are tests around the handling that the student does of procedures and techniques to carry out an activity or solve a problem. This evidence puts into action cognitive resources, procedural resources and affective resources; all this in an integration that evidences a reflexive know-how; meanwhile, what is done can be verbalized, theoretically based on practice and evidenced by strategic thinking, given in the observation about how to act in unpredictable situations.

 The evaluation of performance is evaluated by weighing how the student applies the procedures and techniques in the design of the work and its systematic development.

 Evidence of Knowledge.

 They are projected in two directions: analytical and self-evaluation. Regarding the first case, to measure the competence at an interpretive, argumentative and proactive level, for this we must see how it identifies (describes, exemplifies, relates, recognizes, explains, etc.); and the way in which it argues (raises an assertion, describes the rebuttals against that assertion, exposes its arguments against rebuttals and conclusions to corroborate the initial assertion) and the way in which it proposes through establishing strategies, evaluations, generalizations, formulation of hypotheses, response to situations, etc.

 As for the self-evaluation allows the student to demonstrate their failures and successes, their self-regulation.

 The evaluations of this level will be simple answers, dichotomous option, multiple choice, correlation, calculated questions, perception and evaluation of videos, among others.

 Product evidences

 They are involved in the purposes of the competition, so it is not simply the delivery of the product, but it has to do with the field of action and the requirements of the application context.

 The evaluation of the product is evidenced by the timely delivery of its partial work each month and the final product.

 In addition, assistance will be taken into account as a component of performance, 30% of absences disables the right to evaluation. The weighted is as follows: oral interventions 1, 35%; Practical Theory 2, 35% and Academic Work, 30%. The final average is the sum of the weighted ones.

 Instruments: Rubrica, portfolio, qualified practices, checklist, mind map, etc.

VIII. BIBLIOGRAPHY

 Bygrave, J. (2012) New Total English. Students' Book - Starter. England: Pearson.

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

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

 H.Q. Mitchell Let`s Speed ​​up 2.

 Huacho, April 2018

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Mg. ELIA CLORINDA ANDRADE GIRON

Course Teacher