



**Universidad nacional “José Faustino Sánchez Carrión”**  
**Escuela Profesional de Bromatología y Nutrición**

## **SÍLABO POR COMPETENCIAS**

### **I. DATOS GENERALES**

DEPARTAMENTO ACADÉMICO	BROMATOLOGÍA Y NUTRICIÓN
CURSO	INGLÉS II
CÓDIGO	355
HORAS	HT: 2 HP: 2
CRÉDITO	3
SEMESTRE ACADÉMICO	2018 - I
CICLO DE ESTUDIOS	III-A
DOCENTE	M(o). JOSE LUIS AUSEJO SANCHEZ

### **II. DESCRIPCIÓN Y SUMILLA DEL CURSO**

La asignatura es de naturaleza teórico práctico, su propósito es que el alumno adquiera los lineamientos necesarios que permitan incrementar paulatinamente el nivel de conocimiento del idioma inglés para traducir e interpretar textos de su especialidad, así como prepararlos para estudios subsiguientes.

El alumno se familiarizará con diferenciar el momento que se realizó, se está realizando o se realizará una determinada acción, determina la cantidad de objetos y personas involucradas, dentro de las determinadas conversaciones. En la segunda parte el estudiante sabrá indicar la existencia de objetos, lugares y personas en los tiempos presente, pasado a través de expresiones, usa la expresión auxiliar going to que indica futuro, incluyendo dentro de determinadas actividades turísticas. Usar apropiadamente los pronombres, adjetivos, diferenciándolos de los pronombres personales y pronombres posesivos.

### **III. COMPETENCIA GENERAL DEL CURSO**

Desarrolla habilidades diversas como escuchar, hablar, leer y escribir, aplicando los conocimientos adquiridos y el vocabulario técnico necesario, relacionando el idioma con el que hacer empresarial y su contexto.

#### IV. CAPACIDADES AL FINALIZAR EL CURSO

	CAPACIDAD DE LA UNIDAD DIDACTICA	NOMBRE DE LA UNIDAD DIDACTICA	SEMANAS
UNIDAD I	<b>Comprende</b> las reglas de gramática inglesa, ideas principales de conversaciones, comentarios y otros intercambios de lenguaje oral. Regularmente escuchados en clase.	<b>Adverbs of Frequency Simple present continuous Simple present statement</b>	<b>4</b>
UNIDAD II	<b>Reconoce</b> palabras nuevas en un texto que verse sobre temas de su carrera, rutina diaria, académico, historia, etc. A través de estrategias de inferencia a partir del contexto, deduciendo el significado de las oraciones más complejas, que escucha en audios o en vídeos.	<b>Statement and questions with the past of be Simple past statement yes /no questions. There is / there are; one, any, some, prepositions of place</b>	<b>4</b>
UNIDAD III	<b>Redacta</b> textos de mediana extensión en torno a temas familiares dentro de su disciplina, utilizando párrafos simples y una secuencia de gramática correcta, dando detalles sobre aspectos cotidianos de medio ambiente, personas, lugares, estudio, trabajo, carrera profesional, etc.	<b>Present perfect yes/no questions Prepositions of place Infinitive complements; modals verbs.</b>	<b>4</b>
UNIDAD IV	<b>Responde</b> preguntas e intercambia ideas e información en conversaciones sobre temas relacionados, participando con breves comentarios en el ámbito académico, personal y de su carrera, además realiza descripciones sencillas utilizando la gramática inglesa de manera coherente.	<b>Comparative and superlative of adjectives Using can/ can't for ability. Future with present continuous and Will.</b>	<b>4</b>

## V.INDICADORES DE CAPACIDADES AL FINALIZAR EL CURSO

Número	INDICADORES DE CAPACIDAD AL FINALIZAR EL CURSO
1	<b>Comprende</b> las ideas principales de conversaciones, comentarios y otros intercambios de lenguaje oral.
2	<b>Extrae</b> información relevante desde material audiovisual en torno a su carrera de estudios, siempre y cuando sean adecuados al nivel.
3	<b>Escribe</b> oraciones y conversaciones utilizando la gramática inglesa de manera correcta, describiendo experiencias y acontecimientos.
4	<b>Reconoce</b> palabras desconocidas de textos sobre temas de su carrera, deduciendo significados.
5	<b>Describe</b> en forma simple eventos tales como experiencias pasadas, historias, viajes, académico, etc.
6	<b>Interactúa</b> con comodidad en conversaciones simples sobre temas familiares, académicos, trabajo, situaciones cotidianas, etc.
7	<b>Responde</b> preguntas e intercambia información utilizando la gramática y pronunciación correcta.
8	<b>Desarrolla</b> habilidades y estrategias de comprensión auditiva de la lengua inglesa en base a la práctica constante en clase.
9	<b>Reconoce</b> formas gramaticales, verbos, vocabulario, expresiones tecnicos, etc. Identificando el vocabulario propio de cada contexto.
10	<b>Utiliza</b> una serie de expresiones técnicos, estructura gramatical y frases para describir eventos relacionados a su carrera.
11	<b>Redacta</b> textos atendiendo a la superestructura e intención comunicativa sugerida.
12	<b>Reconoce</b> el idioma utilizando las estrategias de comunicación como un elemento fundamental para su formación personal y profesional.
13	<b>Lee</b> pasajes cortos sobre temas conocidos y contesta preguntas relacionadas con detalles referidos a hechos concretos.
14	<b>Completa</b> una descripción breve de una persona o de un objeto dentro del contexto utilizando las estructuras gramaticales específicas del nivel.
15	<b>Escribe</b> un dictado corto a partir de un contexto conocido y ordena frases desordenadas para formar párrafos coherentes.
16	<b>Escucha</b> , identifica y relaciona mensajes orales sobre información personal, saludos y despedidas, utilizando adecuadamente el vocabulario.
17	<b>Utiliza</b> con precisión el uso de lenguaje y orden lógico de las oraciones, maneja adecuadamente los verbos.
18	<b>Formula</b> preguntas utilizando de manera correcta el tiempo pasado, presente y futuro, valorando cada uno de ellos.
19	<b>Aplica</b> el idioma en contextos de la carrera con casos prácticos, interactuando grupalmente, desarrollando su capacidad auditiva, lectura y descriptiva.

## VI. CONTENTS AND ACADEMIC SCHEDULE

### UNIT I: GRAMMAR ADVERBS-PRESENT TENSE -ARTICLES AND LISTENING

<b>CAPACITY OF THE UNIT I</b>					
Each focused practice section begins with for recognition only exercise called discover the grammar; here students are expected to recognize either the form of the structure or meaning without having to produce any language. This activity raises awareness of the structures as it builds confidence.					
<b>CONTENTS</b>					
	<b>Conceptual</b>	<b>Procedural</b>	<b>Attitudinal</b>	<b>Teaching strategy</b>	<b>Achievement Indicators capacity</b>
<b>1</b>	Adverbs of Frequency: Always, almost, usually, often, sometimes, never, etc. Asking about describing routines and exercise; talking about frequency; talking about abilities.	Listening to people talk about free- time activities, listening to routines, to descriptions. Writing a description of favorite activities.	Drives assertively during learning activities.	Motivation to the beginning of every session.	Asks and gives personal information
<b>2</b>	Simple present continuous. Questions with what time: What + doing and Wh – questions, with the present continuous. Asking about and describing current activities.	Listening for the times; listening to identify what people are doing. Question intonation. Writing about what people are doing.	Shows interest in learning the foreign language and culture		Information games exercises, reading, listening, error correction, writing.
<b>3</b>	Simple present statement with regular and irregular verbs; simple present yes / no and Wh questions, Time expressions.	Listening to people describing how they go to work or university, listening for days of week. Pronunciation of third person singular s. Writing about daily schedule and habits.	Submits suggestions to achieve common goals	Constant participation of the students in class.	Describes specific activities, routines and writes of his professional career
<b>4</b>	Articles a, an and the, this / it, These /they; plurals; yes / no and Where questions with be; preposition for place. Naming objects; asking for and giving the location of objects.	Listening for find the location. Pronunciation of plural s. Writing location of objects. Find the differences. Comparing two rooms.	Assumes a positive attitude in the classroom.	Watches videos, reads articles and listens to audios in English.	Reads bearing the pronunciation in mind
<b>EVALUATION OF TEACHING UNIT</b>					
	<b>EVIDENCE OF KNOWLEDGE</b>	<b>EVIDENCE OF THE PRODUCT</b>		<b>EVIDENCE OF PERFORMANCE</b>	
	Oral examination of grammar and description on a topic of interest.	Give photocopies to the students of conversations, grammar, listening, and reading in English		Make questions and write short texts using the correct grammar.	

**UNIT II: GRAMMAR PREPOSITION-PAST TO BE -PAST TENSE – COUNTABLE, UNCOUNTABLE, AND READING**

<b>CAPACITY OF THE UNIT II</b>					
This unit provides practice for all uses of structure presented in the Grammar presentation, contains classroom practice activities, these are designed to ensure students involvement through games, interactive tasks and listening.					
	<b>CONTENTS</b>				
	<b>Conceptual</b>	<b>Procedural</b>	<b>Attitudinal</b>	<b>Teaching strategy</b>	<b>Achievement Indicators capacity</b>
<b>5</b>	Question for describing people: What ... Look like, How old; what color; how Long; how tall, modifiers with participles and preposition. Asking about people’s appearance; identifying people.	Listening to descriptions of people; identifying people. Contrast stress. Writing a description of someone “Roc, Hip Hop, Etc. Fashions and style in the classroom. Reading about clothing styles.	Drives assertively during learning activities.	Tell students to put their ideas into complete sentences now, and write them in a logical sequence	Present the topic, and explain the direction for the task.
<b>6</b>	Statement and questions with the past of be; Wh- questions with was and were. Asking and giving information about date and place of birth, school experiences and the recent past. Ordinal numbers.	Listening for place and date of birth pronunciation of negative contractions. Writing Wh – questions about students’ lives. Reading a short history of Perú.	Shows interest in learning the foreign language and culture	Encourage students to keep a record of new word in a special pocket notebook or a separate section off their class notebook.  Constant participation of the students in class.	Ask general questions related to students’ lives, experiences, and opinions.
<b>7</b>	Simple past statement yes /no questions, statements, and short answers with regulars and irregular verbs; question and short answer. Asking for and giving information about activities in the recent past.	Listening to people talk about their past weekend activities. Pronunciation of regular simple verb endings; /t/, /d/, /Id/. Writing about weekend activities in the recent past.	Submits suggestions to achieve common goals		Explain the meaning of the word using one or more of these approaches.
<b>8</b>	There is / there are; one, any, some, prepositions of place; questions: how much and how many; countable and uncountable nouns.	Listening for locations of places; listening to descriptions of place in neighborhoods. Pronunciation of th. Writing about dream house, a description about of a home. Reading	Assumes a positive attitude in the classroom.	Help students generate and organize ideas to use in their own writing.	Ask students talks about themselves, sharing information with the class.
<b>EVALUATION OF TEACHING UNIT</b>					
<b>EVIDENCE OF KNOWLEDGE</b>		<b>EVIDENCE OF THE PRODUCT</b>		<b>EVIDENCE OF PERFORMANCE</b>	
Oral examination of grammar, and listening to the audio.		Give photocopies to the students of conversations and grammar, listening, and reading in English		Exchange questions with another group, then return retuning their answer checking corrections.	
<b>MID TERM – EXAMINATION</b>					

### UNIT III: GRAMMAR PRESENT PERFECT-PRESENT CONTINUOUS – PREPOSITIONS – MODALS AND WRITING

<b>CAPACITY OF THE UNIT III</b>					
The exercises in this section are intended for in- class use. The first exercise is listening. Having had exposure to and practice with grammar in its written form, students now have opportunity to check their aural comprehension.					
<b>CONTENTS</b>					
	<b>Conceptual</b>	<b>Procedural</b>	<b>Attitudinal</b>	<b>Teaching strategy</b>	<b>Achievement Indicators capacity</b>
<b>9</b>	Present perfect yes/no questions and statements, regular and irregular past participle; already and yet.	Listening for time and place of an event; listening to descriptions of events. Pronunciation of have. Writing a description of an unusual activity. Talking risk. Reading about clothing styles. Describing past experiences; making plans, exchanging information about experience and events.	Drives assertively during learning activities.	Encourage students to bring their own interests from outside the class.  Information games exercises, reading, listening, error correction, writing.	Talk about a known subject using the target structure. Check students’ understanding by using simple questions.
<b>10</b>	Present continuous yes/ no and Wh questions statements, and short answers, determiners, all, nearly all, most, many,etc. Exchanging information about present, describing family life.	Listening for family relationships, listening to information about families and family life. Blending with does. Writing a description of family life “the changing family”. Reading about Peruvian Families.	Shows interest in learning the foreign language and culture	Check answers with the class, and discuss the general idea of the passages.	Write examples sentences on board. Help students work out the rules by looking at the examples.
<b>11</b>	Prepositions of place: on, on the corner of, across from, next to, between; giving directions with imperatives.	Listening to people talk about shopping; listening for medications and instructions. Sentences stress. Writing directions. A walk up fifth Avenue. Reading about City New York landmarks.	Submits suggestions to achieve common goals		Give an example sentence about teacher self, and then ask individual students.
<b>12</b>	Infinitive complements; modals verbs. Can, could, and may for request. In addition, use modal verbs would, will.	Listening to advice, listening to request. Writing about home remedy. Grandma knows best. Reading about home remedies. Talking about health problems, making requests, asking for and giving suggestions.	Assumes a positive attitude in the classroom.	Watches videos, reads articles and listens to audios in English.	Play the recording with books closed, students listen to find the answer to the questions.
<b>EVALUATION OF TEACHING UNIT</b>					
	<b>EVIDENCE OF KNOWLEDGE</b>	<b>EVIDENCE OF THE PRODUCT</b>		<b>EVIDENCE OF PERFORMANCE</b>	
	Oral examination of grammar, and vocabulary.	Give photocopies to the students of conversations and grammar, listening, and reading in English		Write a comprehension question a text on the board.	

**UNIT IV: GRAMMAR SUPERLATIVE-CAN/CAN'T-OBJECT PRONOUNS- FUTURE CONTINUOUS, LISTENING READING AND WRITING**

<b>CAPACITY OF THE UNIT IV</b>					
The unit covers the four skills of listening and speaking, reading and writing, as well as improving pronunciation and building vocabulary. The ability to communicate in English according to the situation.					
<b>CONTENTS</b>					
	<b>Conceptual</b>	<b>Procedural</b>	<b>Attitudinal</b>	<b>Teaching strategy</b>	<b>Achievement Indicators capacity</b>
<b>13</b>	Comparative and superlative of adjectives, questions with how, how far, how big, how high, etc.	Listening to a TV game show; listening for information about a country. Intonation in question of choice. Writing about an interesting or beautiful place. Things you can do to help the environment. Reading about the environment.	Drives assertively during learning Activities.	Motivation to the beginning of every session.	Check answers with the class, and discuss the general idea of the passages.
<b>14</b>	Using can/ can't for ability. Talking about sports, you like and dislike, talking about talents and abilities.	Listening for people's favorite sports, listening to people describe their talents. Pronunciation of can and can't. Writing questions about sports. Race the U.S. reading about unusual race in the U.S.	Shows interest in learning the foreign language and culture	Encourage personalization to help students feel that they are not "lost in the crowd"	Applies grammar to elaborate short texts and conversation.
<b>15</b>	Object pronouns; Verb + to +verb would. Making phone calls, leaving phone messages, I inviting people, accepting, and declining invitations making excuse.	Listening to people make phone calls, listening for information in telephone messages. Pronunciation of want to and have to. Writing about things, you want to do. Free activities this weekend. Reading notice about events.	Submits suggestions to achieve common goals	Constant participation of the students in class.	Play the recording one or more times, as appropriate for your class.
<b>16</b>	Future with present continuous and be going to and will, messages with tell and ask.	Listening for information about invitations, receiving telephone messages. Reduce forms of going to. Writing a request to give a message. Ways to keep phone calls short. Reading about telephone manners	Assumes a positive attitude in the classroom.	Make predictions before students read.	Tell students to listen to find only the opinions of one speaker. This can be done for each speaker, if necessary.
<b>EVALUATION OF TEACHING UNIT</b>					
	<b>EVIDENCE OF KNOWLEDGE</b>	<b>EVIDENCE OF THE PRODUCT</b>		<b>EVIDENCE OF PERFORMANCE</b>	
	Oral examination of grammar, writing, listening to, vocabulary, and conversation.	Give photocopies to the students of conversations and grammar, listening, and reading in English		Apply an effective level of listening comprehension.	
<b>FINAL EXAMINATION</b>					

## VII. MEDIA AND TEACHING MATERIALS

### a. MEDIA:

- Multimedia Tools
- Audio visual
- Podcasts
- Language lab
- Smart board

### b. MATERIALS:

- Text books
- Dictionary
- Markers
- Papers
- Pen and pencil
- Videos, etc.

## VIII. EVALUATION

La evaluación se realizará por Unidad Didáctica. Considera en verificar y calificar en el estudiante las evidencias de conocimiento, producto y desempeño.

Unidades	Evidencias	Porcentaje	Ponderación	Instrumentos
I, II, III, IV	De conocimiento	30	0.03	Cuestionario
	De producto	30	0.03	Tabla de escala valorativa
	De desempeño	40	0.04	Tabla de escala valorativa.
<b>TOTAL</b>		100%	1.00	

El promedio de cada unidad será resultante de la siguiente fórmula:

$$\text{PFUD} = \text{EC (0.30)} + \text{EP (0.30)} + \text{ED (0.40)}$$

El promedio final de la asignatura se determinará aplicando la siguiente fórmula:

$$\text{PF} = \text{PUD1(0.25)} + \text{PUD2 (0.25)} + \text{PUD3 (0.25)} + \text{PUD4 (0.25)}$$

## IX. BIBLIOGRAPHY

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**M(o). José Luis Ausejo Sánchez**

**Profesor del Curso**