UNIVERSIDAD NACIONAL JOSÉ FAUSTINO SÁNCHEZ CARRIÓN

ESCUELA PROFESIONAL DE GESTION EN TURISMO Y HOTELERÍA



**SILABO POR COMPETENCIAS**

**2017 – I**

**INGLÉS I**

**Lic. JOSE LUIS AUSEJO SANCHEZ**

**SÍLABO DE ASIGNATURA**

**INGLÉS I**

1. **DATOS GENERALES**

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| LÍNEA DE CARRERA | CURSOS GENERALES |
| CURSO | INGLÉS I |
| CÓDIGO | 44806 |
| HORAS | 2 HORAS TEORÍA- 2 HORAS DE PRÁCTICA |
| CRÉDITOS | 03 CRÉDITOS |
| SEMESTRE ACADÉMICO | 2017- I |
| CICLO DE ESTUDIOS | II-A |
| DOCENTES | Mg. YOLANDA MAGUIÑA POMA  Lic. JOSE LUIS AUSEJO SANCHEZ |

1. **SUMILLA Y DESCRIPCIÓN DEL CURSO**

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| Present simple, verb to be, subject pronouns, possessive adjectives, demonstratives, do/does, possessive’s, adverbs of frequency, object pronouns, possessive pronouns and past simple.  Le permite conocer los elementos teóricos – práctico del idioma inglés, considerado medio de expresión de ideas e instrumentos de comunicación, haciendo uso de los registros formal e informal, produciendo textos escritos, investigando y seleccionando términos lingüísticos de acuerdo a su especialidad y carrera , comprendiendo la lectura y sus niveles en los diferentes tipos de exposiciones orales usando ayuda audiovisuales en la expresión oral , utilizando de manera efectiva sus procesos cognitivos y estrategias de solución para una toma de decisiones, critica, analítica y reflexiva en su formación y práctica profesional así como en el ejercicio de su vida cotidiana.  Se propone la adquisición del idioma inglés como instrumento de socialización que permitirá al estudiante universitario una correcta y eficiente comunicación interpersonal, desarrollando habilidades de escuchar y leer , hablar y escribir, cuidando la sintaxis y la gramática, en tanto constituyen elementos esenciales para la comprensión ,producción y difusión del conocimiento científico.  La finalidad del curso es motivar a la aproximación del alumno las técnicas adecuadas donde descubra y tome conciencia de los conocimientos que requiera acerca del idioma, desarrollando habilidades y técnicas lingüísticas para comunicarse eficaz y libremente demostrando sensibilidad y competencia dialógica. |

1. **CAPACIDADES AL FINALIZAR EL CURSO**

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|  | **CAPACIDAD DE LA UNIDAD DIDÁCTICA** | **NOMBRE DE LA UNIDAD DIDÁCTICA** | **SEMANAS** |
| **UNIDAD**  **I** | To introduce oneself and others using verb to be and possessive adjectives and asking personal questions. | My name’s Hanna, not Anna | 1 – 4 |
| **UNIDAD**  **II** | To describe where things are located using adjectives and to describe routine using present simple and question words. | A writer’s room | 5 – 8 |
| **UNIDAD**  **III** | To use present simple in everyday activities using adverbs and expressions of frequency and to use modal verb can. | Is she his wife or his sister? | 9 – 12 |
| **UNIDAD**  **IV** | To distinguish when to use simple present and present continuous using verb phrases and to express likes and dislikes +ing. | Love your neighbors. | 13 – 16 |

1. **INDICADORES DE CAPACIDADES AL FINALIZAR EL CURSO**

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| **NÚMERO** | **INDICADORES DE CAPACIDAD AL FINALIZAR EL CURSO** |
| 1 | Uses the verb to be to describe him/herself and others using affirmative and negative sentences. |
| 2 | Identifies classroom language as an important tool for communication. |
| 3 | Analyzes demonstrative adjectives, colors, adjectives and quantifiers to create sentences about him/her. |
| 4 | Uses vocabulary feelings and verb to be to express how he/she feels. |
| 5 | Uses imperative/let’s form in sentences. |
| 6 | Uses verb phrases in simple present. |
| 7 | Distinguishes do/does in negative and question forms. |
| 8 | Analyzes word order in questions |
| 9 | Distinguishes sentence stress in question words. |
| 10 | Distinguishes Whose and Possessive ‘s. |
| 11 | Analyzes and recognizes prepositions of time and place in everyday activities. |
| 12 | Uses adverbs and expressions of frequency in everyday activities. |
| 13 | Uses modal verb can to express ability, possibility, permission and to make requests. |
| 14 | Uses present continuous to express actions happening at the moment of speaking. |
| 15 | Distinguishes when to use simple present and present continuous. |
| 16 | Talks about his/her city’s weather and seasons. |
| 17 | Distinguishes object pronouns from personal pronouns. |
| 18 | Expresses likes and dislikes + ing. |
| 19 | Distinguishes ordinal numbers from cardinal numbers to say the date. |
| 20 | Uses vocabulary music to express his/her own liking. |

1. **DESARROLLO DE LAS UNIDADES DIDÁCTICAS:**

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| **Unidad Didáctica I:** MY NAME’S HANNA, NOT ANNA | **CAPACIDAD DE LA UNIDAD DIDÁCTICA I:** To introduce oneself and others using verb to be and possessive adjectives and asking personal questions. | | | | | | | |
| **Semana** | **Contenidos** | | | | **Estrategias didácticas** | | **Indicadores de logro de la capacidad** |
| **Conceptual** | **Procedimental** | | **Actitudinal** |
| **1** | 1. subject pronouns  2. verb to be | Uses the verb to be to describe him/herself and others using affirmative and negative sentences. | | Shows interest to express him/herself clearly. | .Group Work  . Brainstorm.  .Intended dialogue  .Presentations  .Production of texts  .Role Play | | **Describes** him/herself and others using verb to be and numbers. |
| **2** | 3. Verb to be ? and -  4. The world, numbers 21-100 | Uses the verb to be to describe him/herself and others using affirmative and negative sentences. | | Shows interest to express him/herself clearly. | **Describes** him/herself and others using verb to be and numbers. |
| **3** | 5. Possessive Adjectives  6. Classroom Language | Identifies classroom language as an important tool for communication. | | Shows interest in understanding and speaking classroom language. | **Uses** classroom language to communicate properly in English and uses it as an instrument for social communication. |
| **4** | 7. A/an ; this/ that/ these/ those  8. Things | Analyzes demonstrative adjectives, colors, adjectives and quantifiers to create sentences about him/her. | | Appreciates the use of English language using grammar correctly. | **Analyzes and distinguishes** the proper use of demonstrative adjectives. |
| **EVALUACIÓN DE LA UNIDAD DIDÁCTICA** | | | | | | |
| **EVIDENCIA DE CONOCIMIENTOS** | | **EVIDENCIA DE PRODUCTO** | | | **EVIDENCIA DE DESEMPEÑO** | |
| Oral interview and written practices. | | Writing: Introducing myself to the class. | | | The student introduces him/herself and other people to the class. Also, he/she can greet people and say where they are from. | |

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| **Unidad Didáctica II:** A WRITER’S ROOM | **CAPACIDAD DE LA UNIDAD DIDÁCTICA II:** To describe where things are located using adjectives and to describe routine using present simple and question words. | | | | | | | |
| **Semana** | **Contenidos** | | | | **Estrategia didáctica** | | **Indicadores de logro de la capacidad** |
| **Conceptual** | **Procedimental** | | **Actitudinal** |
| **5** | 9. Adjectives, colors, modifiers.  10. Feelings- Imperative | Analyzes demonstrative adjectives, colors, adjectives and quantifiers to create sentences about him/her.  Uses imperative/let’s form in sentences. | | Shows interest to express him/herself clearly. | .Group Work  . Brainstorm.  .Intended dialogue  .Presentations  .Production of texts  .Role Play | | Distinguishes imperative form from simple present form. |
| **6** | 11. Simple Present + and -  12. Verb Phrases | Uses verb phrases in simple present. | | Appreciates the use of English language using grammar correctly. | Analyzes the importance of the different verb phrases in English for everyday communication. |
| **7** | 13. Simple Present ?  14. Jobs | Distinguishes do/does in negative and question forms. | | Appreciates the use of English language using grammar correctly. | Uses vocabulary job for making sentences in affirmative, negative and question form. |
| **8** | 15. Word order in questions  16. Question Words | Analyzes word order in questions  Distinguishes sentence stress in question words. | | Identifies y appreciates the order when using a question words. | Analyzes texts and recognizes the structure from selected readings. |
| **EVALUACIÓN DE LA UNIDAD DIDÁCTICA** | | | | | | |
| **EVIDENCIA DE CONOCIMIENTOS** | | **EVIDENCIA DE PRODUCTO** | | | **EVIDENCIA DE DESEMPEÑO** | |
| Oral interview and written practices. | | Writes a personal profile of him/herself. | | | At the end of this second unit, the student is able to distinguish the correct use of the auxiliary verb do/does in negative and question forms and to talk about his daily routine. | |

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| **Unidad Didáctica III:** IS SHE HIS WIFE OR HIS SISTER? | **CAPACIDAD DE LA UNIDAD DIDÁCTICA III:** To use present simple in everyday activities using adverbs and expressions of frequency and to use the modal verb can. | | | | | | | |
| **Semana** | **Contenidos** | | | | **Estrategia didáctica** | | **Indicadores de logro de la capacidad** |
| **Conceptual** | **Procedimental** | | **Actitudinal** |
| **9** | 17. Whose/ possessive  18. Family | Distinguishes Whose and Possessive ‘s. | | Appreciates the use of English language using grammar correctly. | .Group Work  . Brainstorm.  .Intended dialogue  .Presentations  .Production of texts  .Role play | | Distinguishes Whose and Possessive ‘s in sentences. |
| **10** | 19. Prepositions of time and place  20. Everyday Activities | Analyzes and recognizes prepositions of time and place | | Shows interest to express him/herself clearly. | Analyzes and recognizes prepositions of time and place in everyday activities. |
| **11** | 21.Position of Adverbs and expressions of frequency  22. Adverbs and expressions of frequency | Uses adverbs and expressions of frequency. | | Shows interest to express him/herself clearly. | Uses adverbs and expressions of frequency in everyday activities. |
| **12** | 23. Can/ Can’t  24. Verb Phrases | Uses modal verb can to express ability, possibility, permission and to make requests. | | Shows interest to learn new verb phrases in order to increase vocabulary | Uses modal verb can to express ability, possibility, permission and to make requests in sentences. |
| **EVALUACIÓN DE LA UNIDAD DIDÁCTICA** | | | | | | |
| **EVIDENCIA DE CONOCIMIENTOS** | | **EVIDENCIA DE PRODUCTO** | | | **EVIDENCIA DE DESEMPEÑO** | |
| Oral interview and written practices. | | Interviews his/her partner about a typical weekday with questions. | | | At the end of this third unit, the student is able to make sentences using grammar rules correctly. Also, he/she is able to express ability, possibility and permission using modal verb can/can’t. | |

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| **Unidad Didáctica IV:** LOVE YOUR NEIGHBORS | **CAPACIDAD DE LA UNIDAD DIDÁCTICA IV:**  To distinguish when to use simple present and present continuous using verb phrases and to express likes and dislikes +ing. | | | | | | | |
| **Semana** | **Contenidos** | | | | **Estrategia didáctica** | | **Indicadores de logro de la capacidad** |
| **Conceptual** | **Procedimental** | | **Actitudinal** |
| **13** | 25. Present Continuous  26. Verb Phrases | Uses present continuous to express actions happening at the moment of speaking. | | Shows interest to learn new verb phrases in order to increase vocabulary | .Group Work  . Brainstorm.  .Intended dialogue  .Presentations  .Production of texts  .Role play | | Uses present continuous to express actions happening at the moment of speaking. |
| **14** | 27. Simple Present or Present Continuous?  28. The weather and seasons | Distinguishes when to use simple present and present continuous. | | Shows interest to express him/herself clearly. | Distinguishes when to use simple present and present continuous in different contexts. |
| **15** | 29. Object Pronouns  30. Like+ ing | Distinguishes object pronouns from personal pronouns.  Expresses likes and dislikes + ing | | Appreciates the use of English language using grammar correctly. | Distinguishes object pronouns from personal pronouns in different exercises |
| **16** | 31. The date  32. Ordinal numbers  32. Music | Distinguishes ordinal numbers from cardinal numbers.  Uses vocabulary music to express his/her own liking. | | Appreciates the use of English language using grammar correctly. | Distinguishes ordinal numbers from cardinal numbers to say the date. |
| **17** | **TERCER EXAMEN** | | | | | | |
|  | **EVIDENCIA DE CONOCIMIENTOS** | | **EVIDENCIA DE PRODUCTO** | | | **EVIDENCIA DE DESEMPEÑO** | |
| Oral interview and written practices. | | Writing activity: Writes a verb or verb phrase using –ing form of the verb  Speaking: Completes a music questionnaire. | | | At the end of this fourth unit, the student is able to distinguish verbs do and be. Also, he/she is able to distinguish simple present and present continuous in different contexts. | |

1. **MATERIALES EDUCATIVOS Y OTROS RECURSOS DIDÁCTICOS**

Los materiales educativos y recursos didácticos que se utilizaran en el desarrollo del presente curso:

* Pizarra, plumones, equipo retroproyector.
* Lecturas seleccionadas.
* Materiales audiovisuales: documentales y entrevistas.
* Diarios de circulación nacional.
* Presentaciones multimedia.
* Servicios telemáticos: sitios web, foros.
* Separatas, papelotes y marcadores

1. **EVALUACIÓN**

La evaluación se realiza teniendo en cuenta la evidencia de conocimiento, la evidencia de producto y la evidencia de desempeño del estudiante, asignado para tal efecto lo siguiente:

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| **Unidades** | **Evidencias** | **Porcentaje** | **Ponderación** | **Instrumentos** |
| I, II, III, IV | De Conocimiento | 30 | 0.3 | Cuestionario |
| De Producto | 30 | 0.3 | Tabla de escala valorativa |
| De Desempeño | 40 | 0.4 | Tabla de escala valorativa |
| TOTAL | | 100% | 1.00 |  |

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

**PFUD = EC (0.30) + EP (0.30) + ED (0.40)**

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

**PF= PUD1 (0.25) + PUD2 (0.25) + PUD3 (0.25) + PUD4 (0.25)**

1. **BIBLIOGRAFÍA**

**UNIDAD DIDÁCTICA I:**

* Oxford practice grammar. Norman Coe, Mark Harrisony Ken Paterson.
* New cutting edge elementary. Sarah Cunningham, Peter Moor y Frances Eales
* American English File 1 Student Book - Second Edition- Oxford
* www.ivona.com
* www.linguee.es

**UNIDAD DIDACTICA II**

* Oxford practice grammar. Norman Coe, Mark Harrisony Ken Paterson.
* New cutting edge elementary. Sarah Cunningham, Peter Moor y Frances Eales
* American English File 1 Student Book - Second Edition- Oxford
* www.ivona.com
* www.linguee.es

**UNIDAD DIDACTICA III**

* Oxford practice grammar. Norman Coe, Mark Harrisony Ken Paterson.
* New cutting edge elementary. Sarah Cunningham, Peter Moor y Frances Eales
* American English File 1 Student Book - Second Edition- Oxford
* www.ivona.com
* www.linguee.es

**UNIDAD DIDACTICA IV**

* Oxford practice grammar. Norman Coe, Mark Harrisony Ken Paterson.
* New cutting edge elementary. Sarah Cunningham, Peter Moor y Frances Eales
* American English File 1 Student Book - Second Edition- Oxford
* www.ivona.com
* www.linguee.es

Huacho, abril del 2017

Lic. JOSE LUIS AUSEJO SANCHEZ

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