



**Universidad Nacional “José Faustino Sánchez Carrión”**

**Facultad de Ciencias Empresariales**

**ESCUELA ACADÉMICA PROFESIONAL DE NEGOCIOS INTERNACIONALES**

# **SÍLABO POR COMPETENCIAS**

**INGLÉS I**

**MG. YOLANDA EMPERATRIZ MAGUIÑA POMA**

**2018-I**

## SÍLABO DE ASIGNATURA

### INGLÉS I

#### I. DATOS GENERALES

LÍNEA DE CARRERA	CURSOS GENERALES
CURSO	INGLÉS I
CÓDIGO	44806
HORAS	2 HORAS TEORÍA- 2 HORAS DE PRÁCTICA
CRÉDITOS	03 CRÉDITOS
SEMESTRE ACADÉMICO	2018- I
DOCENTE	Mg.. YOLANDA MAGUIÑA POMA

#### II. SUMILLA Y DESCRIPCIÓN DEL CURSO

Verb to be, Demonstrative pronouns, possessive adjectives, Possessive of nouns, Present Simple :do/does, adverbs of frequency, Present Progressive, There is- There are, Some – Any, How much, How many.

It allows you to know the theoretical - practical elements of the English language, researching and selecting linguistic terms according to their specialty and career, using audiovisuals in oral expression, effectively using their cognitive processes and solution strategies for decision making, criticism , Analytical and reflective in their professional training and practice as well as in the exercise of their daily lives.

The acquisition of the English language is proposed as an instrument of socialization that will allow the university student a correct and efficient interpersonal communication, developing listening and reading skills, speaking and writing, taking care of syntax and grammar.

The purpose of the course is to motivate the student's approach to the appropriate techniques where he discovers and becomes aware of the knowledge he requires about the language, developing language skills and techniques to communicate effectively and freely demonstrating sensitivity and dialogical competence.

### III. CAPACIDADES AL FINALIZAR EL CURSO

	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.	<b>PEOPLE AND PLACES</b>	1 – 4
UNIDAD II	To describe how is the life in different countries using the simple present routines and question words.	<b>SOMETHING IN COMMON</b>	5 – 8
UNIDAD III	To use present progressive with ING form for actions happening at the moment of speaking.	<b>EATING AND DRINKING</b>	9 – 12
UNIDAD IV	To distinguish quantifiers. Make suggestions with Let's and to express likes and dislikes +ing.	<b>SHOPPING</b>	13 – 16

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

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.

V. DESARROLLO DE LAS UNIDADES DIDÁCTICAS:

Unidad Didáctica I: PEOPLE AND PLACES	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. Greetings and subject pronouns 2. Cardinal and ordinal numbers.	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	<b>Describes</b> him/herself and others using verb to be and numbers.
	2	3.Subject Pronouns and Verb to be. 4. Singular and Plural nouns	Uses the verb to be to give personal information about yourself and your friends.	Shows interest to express him/herself clearly.		<b>Describes</b> him/herself and others using verb to be and nationalities.
	3	5. Possessive Adjectives 6. Possessive of nouns.	Identifies classroom language as an important tool for communication.	Shows interest in understanding and speaking classroom language.		<b>Uses</b> classroom language to communicate properly in English and uses it as an instrument for social communication.
	4	7. Indefinite article. 8. Demonstrative Pronouns	Analyzes demonstrative pronouns, colors, adjectives and quantifiers to create sentences about him/her.	Appreciates the use of English language using grammar correctly.		<b>Analyzes and distinguishes</b> the proper use of demonstrative pronouns.
		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.

Unidad Didáctica II: SOMETHING IN COMMON	CAPACIDAD DE LA UNIDAD DIDÁCTICA II: To describe how is the life in different countries using the simple present routines and question words.					
	Semana	Contenidos			Estrategia didáctica	Indicadores de logro de la capacidad
		Conceptual	Procedimental	Actitudinal		
	5	9. . Present Simple: questions (I, you, we and they). 10. Present Simple: positive and negative.	Analyzes Simple present with : I, you, we and they to create sentences about the difference between your country and another one.	Shows interest to express him/herself clearly.	.Group Work  . Brainstorm.	Write about the difference between your country and another one.
	6	11. Prepositions of place and time. 12. Daily activities	Uses verb phrases in simple present.	Appreciates the use of English language using grammar correctly.	.Intended dialogue  .Presentations	Analyzes the importance of the different verb phrases in English for everyday communication.
	7	13. Verb-Spelling rules 14. Present Simple (he, she, it)	Distinguishes rules of verbs in Simple Present.	Appreciates the use of English language using grammar correctly.	.Production of texts	Uses new vocabulary for making sentences in affirmative, negative and question form.
	8	15. Jobs Duties. 16.Simple present : negative. Question Words	Analyzes word order in questions Distinguishes do/does in negative and question forms.	Identifies y appreciates the order when using a question words.	.Role Play	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.

Unidad Didáctica III: EATING AND DRINKING	CAPACIDAD DE LA UNIDAD DIDÁCTICA III: To use present progressive with ING form for actions happening at the moment of speaking.					
	Semana	Contenidos			Estrategia didáctica	Indicadores de logro de la capacidad
		Conceptual	Procedimental	Actitudinal		
	9	17. Wh-Questions with to be 18. There is – There are.	Distinguishes There is- there are.	Appreciates the use of English language using grammar correctly.	.Group Work  . Brainstorm.  .Intended dialogue  .Presentations  .Production of texts  .Role play	Describe food from his/her country.
	10	19.Some and any 20.How much- How many	Analyzes and recognizes quantifiers.	Shows interest to express him/herself clearly.		Analyzes and recognizes quantifiers to make a recipe.
	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. Present Progressive 24. WH questions in Progressive.	Uses Present progressive to say what people are doing.	Shows interest to learn new verbs phrases in order to increase vocabulary		Uses ING to form sentences in present progressive to express what is happening at the moment of speaking.
		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 what people are doing at the moment of speaking.

Unidad Didáctica IV: SHOPPING	CAPACIDAD DE LA UNIDAD DIDÁCTICA IV: To distinguish quantifiers. Make suggestions with Let's and to express likes and dislikes + ing .					
	Semana	Contenidos			Estrategia didáctica	Indicadores de logro de la capacidad
		Conceptual	Procedimental	Actitudinal		
	13	25. Countable and uncountable nouns. 26. A Little/ A few	Distinguishes countable and uncountable nouns from a list of shopping. Uses quantifiers.	Shows interest to learn new verb phrases in order to increase vocabulary	.Group Work  . Brainstorm.  .Intended dialogue  .Presentations  .Production of texts  .Role play	Distinguishes when to use <b>a little</b> and <b>a few</b> .
	14	27. Money expressions. 28. Let's to make suggestions.	In group elaborates texts making suggestions.	Shows interest to express him/herself clearly.		Elaborate texts making suggestions.
	15	29. Questions: Why, Which, What kind of, Which kind of. 30. Like+ ing	Distinguishes Questions words: Which and What. Expresses likes and dislikes + ing	Appreciates the use of English language using grammar correctly.		Write a text expressing likes and dislikes followed by ING.
	16	31. Object Pronouns 32. Can -Can't	Distinguishes object pronouns from personal pronouns. Uses Can – Can't to express ability or permission.	Appreciates the use of English language using grammar correctly.		Distinguishes object pronouns from personal pronouns in diferent contexts. Make a survey about their classmates' abilities.
	17					
		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 quantifiers, object pronouns from personal pronouns and also write texts expressing ability using Can or Can't.	



## 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:

- Guía resumen por unidades
- Separatas con contenidos temáticos
- Fotocopia de textos selectos
- Libros seleccionados según bibliografía

### 2. Medios visuales y electrónicos

- Pizarra interactiva
- Proyector Multimedia

### 3. Medios Informáticos

- Internet
- Plataformas virtuales

## VII. EVALUACIÓN

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

VARIABLE	PONDERACIONES		UNIDADES DIDÁCTICAS DENOMINADOS MÓDULOS
	P1	P2	
Evaluación de conocimiento	30%	20%	El ciclo académico consta de 4 módulos
Evaluación de producto	35%	40%	
Evaluación de desempeño	35%	40%	

Siendo el promedio final (PF), el promedio simple de los promedios ponderados de cada módulo ( PM1, PM2, PM3, PM4); calculado de la siguiente manera:

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

## VIII. BIBLIOGRAFÍA Y REFERENCIAS WEB

- 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](http://www.ivona.com)

## IX. PROBLEMAS QUE RESOLVERÁ EL ALUMNO.

1. Leer textos de manera fluída.
2. Comprender el mensaje de los textos propuestos.

3. Realizar diálogos en un contexto empresarial.
4. Escribir diversos tipos de textos en inglés con la gramática adecuada.

Huacho, abril del 2018

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