** Universidad Nacional**

**José Faustino Sánchez Carrión**

**FACULTAD DE CIENCIAS SOCIALES**

**SÍLABO POR COMPETENCIAS**

**INGLÉS III**

**2018-I**

**DOCENTE:**

**Mg. Elena Cristina Guerrero Puelles**

**SÍLABO: INGLÉS III**

**2018 - I**

1. **DATOS GENERALES**

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| LÍNEA DE CARRERA | FORMACION GENERAL |
| CURSO | INGLÉS |
| CÓDIGO | 256 |
| HORAS | 05 horas semanales |

**II. SUMILLA Y DESCRIPCIÓN DEL CURSO**

El curso de Inglés III es de naturaleza teórico-práctico, perteneciente al área de Formación General. Es el tercero de un sistema de asignaturas que tiene como objetivo la consolidación de la competencia comunicativa profesional en lengua extranjera. Su propósito es reforzar y ampliar las habilidades comunicativas del estudiante para que alcance un nivel que le permita traducir textos de su especialidad, proveyendo al estudiante de conocimientos, hábitos y habilidades que utilizará profesionalmente.

Está basado en un enfoque comunicativo que ayuda al estudiante a adquirir y practicar el idioma a través del desarrollo de las cuatro habilidades básicas, además le permite al estudiante comunicarse con precisión, fluidez y suficiencia en diferente tipo de escenarios.

El curso está programado en 17 semanas, en las cuales se desarrollan IV Unidades didácticas con sus respectivas sesiones de aprendizaje y tiene una duración de 5 horas semanales.

1. **CAPACIDADES AL FINALIZAR EL CURSO**

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| --- | --- | --- | --- |
|  | **CAPACITY UNIT** | **NAME UNIT** | **WEEKS** |
| **UNIT I** | Express your opinions about activities for free time  Express the time with which they carry out their leisure activities.  Indicate when something happened  Talking about important celebrations and dates.  Learn and use the verb can to express skills in the present. | *What you like doing in your free time?* | 1, 2, 3, 4 |
| **UNIT II** | Talking about occupations.  Asking for and sharing information.  Expresses the frequency with which an action is taken  Express opinion about health  Identify information about different events. | “My daily activities” | 5, 6, 7, 8 |
| **UNIT III** | Express future plans and arrangements  Describe and discuss future plans.  Predict about life in the future.  Express future intentions and predictions. | “Life in the future” | 9, 10, 11, 12 |
| **UNIT IV** | Describe events that would have taken place under certain condition.  Indicate an event that might be taking place by now under certain conditions.  Describe an activity that will occur in the future and continue for a certain period of time.  Talk about events in the future and has a link to the present as well.. | “Future events” | 13, 14, 15, 16 17 |

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

|  |  |
| --- | --- |
| ***1*** | Express your opinions about activities for free time |
| ***2*** | Express the time with which they carry out their leisure activities |
| ***3*** | Indicate when something happened |
| ***4*** | Talk about your own abilities and describe other´s abilities. |
| ***5*** | Describe habits and routines using the wh-questions. |
| ***6*** | Express the frequency of an action |
| ***7*** | Identify main ideas and supporting details in a written text about health. |
| ***8*** | Produce a written text using the passive voice and linking words |
| ***9*** | Express future plans and arrangements using “going to” and present continuous. |
| ***10*** | Talk about future plans using Going To. |
| ***11*** | Talk about the future using “will” |
| ***12*** | Express the idea of a general prediction in the future. |
| ***13*** | Express actions at a **particular moment** in the future |
| ***14*** | Express an ongoing action in the future that occurs before another activity. |
| ***15*** | Describe an action that will end in the future as too will **continue** in the future, using active and passive voice. |
| ***16*** | Talk about the future, using active and passive voice. |

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

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| ***Unit I: “What you like doing in their free time?*** | | ***CAPACITY OF UNIT I:*** Express your opinions about activities for free time. Express the time with which they carry out their leisure activities. Indicate when something happened. Talking about important celebrations and dates. Learn and use the verb can to express skills in the present. | | | | | | | | | | | | |
|  | | | | | | | | | | | | |
| Weeks | | Contents | | | | | | | | Teaching strategy | Achievement indicators of capacity | |
| Conceptual | | Procedural | | | | Attitudinal | |
| 1 | | * Free time – Leisure activities. Use of gerundios (-ing) como sustantivos. | | Make suggestions for possible leisure activities | | | | Show organization with empathy for others. | | Discuss your preferences with your partners. | Express your opinions about activities for free time. | |
| 2 | | * Telling the time – Personal schedule. * Adverbs of frequency | | Ask about the time in your free time activities using adverbs of frequency. | | | | Appreciate human relations. | | Discuss with your classmates about their leisure activities | Express the time with which they carry out their leisure activities | |
| 3 | | * Prepositions of time in-on-at). * Questions | | State the time of daily life activities. | | | | Show interest in the learning activities. | | Listen to the conversation and difference the prepositions to express time. | Indicate when something happened | |
| 4 | | * The auxiliary Verb Can: Personal abilities . complete a registration form | | * Identify text sources and contrasting ideas. | | | | Inquire about abilities.  Appreciate his/her learning process | | Complete a chart and write the names of our partners who can do the activities. | Talk about your own abilities and describe other´s abilities. | |
|  | | **UNIT EVALUATION** | | | | | | | | | | |  | |  | | | |  | | 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 | | | | Make photo album about free time activities. | | | | | Formulates a procedure for the best learning of free time activities. | |  | | | | Elabora un poster sobre su personaje favorito utilizando la tercera persona del singular del verbo TO BE y lo expone en clase. | | | | | |
| ***Unit II: “My daily activities”*** | | ***CAPACITY OF UNIT II:*** Talking about occupations. Asking for and sharing information. Expresses the frequency with which an action is taken  Express opinion about health. Identify information about different events. | | | | | | | | | | | | |
|  | | | | | | | | | | | | |
| Weeksa | | Contents | | | | | | | | Teaching strategy | | Achievement indicators of capacity |
| Conceptual | | Procedural | | | | Attitudinal | |
| 5 | | Present simple: Affirmative, negative and interrogative form  Wh-questions | | * Describing habits and routines. * Asking for and sharing information | | | | Show organization. | | Complete conversations.  Read Texts and answer the questions. | | Describe habits and routines using the wh-questions. |
| 6 | | * Present simple with adverbs of frequency | | * Expressing the frequency of actions. | | | | Show cooperation. | | Write an e-mail to a friend about what housework you do on the weekend. | | Express the frequency of an action |
| 7 | | Modal verb: should/shouldn’t | | * Expressing suggestion. | | | | Take care his/her healthly | | Dialog with their partners about health. | | Identify main ideas and supporting details in a written text about health. |
| 8 | | * Modal Verbs active and passive voice. | | * Expressing doubt and certainty. | | | | Show responsibility | | Make sentences to indicate modality | | Produce a written text using the passive voice and linking words. |
|  | | **UNIT EVALUATION** | | | | | | | | | | |  | |  | | | |  | | 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. | | | | Make a note about daily activities and draw. | | | | | | Prepare dialogues in pairs 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: “Life in the future”*** | | ***CAPACITY OF UNIT III:*** Express future plans and arrangements. Describe and discuss future plans. Predict about life in the future. Express future intentions and predictions. | | | | | | | | | | | | |
|  | | | | | | | | | | | | |
| Weeks | | Contents | | | | | | | | Teaching strategy | | Achievement indicators of capacity |
| Conceptual | | Procedural | | | | Attitudinal | |
| 9 | | Future Going to – Present Continuous | | * Talking about future plans and intentions. | | | | Value the topic present in the unit as part of his/her learning process. | | Talk about your dream vacation. | | Express future plans and arrangements using “going to” and present continuous. |
| 10 | | Future going to | | * Talking about future plans | | | | Consider the importance of helping. | | Write a paragraph about plans and intentions when finish university. | | Talk about future plans using Going To. |
| 11 | | Future with Will | | * Predicting future events. | | | | Show responsibility. | | Make predictions about his/her classmates. | | Talk about the future using “will” |
| 12 | | Future Going to vs Future with Will | | * Making predictions | | | | Show concern for natural environment. | | Make notes about how your city or community will change. | | Express the idea of a general prediction in the future |
|  | | **UNIT EVALUATION** | | | | | | | | | | |  | |  | | | |  | | 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 | | | | Make an Environmental Campaign about problems that affects to the community. | | | | | | Maintain a conversation about survival tips and predictions.. |  | | | | 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: “***“Future events” | ***CAPACITY OF UNIT IV:*** Describe events that would have taken place under certain condition.Indicate an event that might be taking place by now under certain conditions.Describe an activity that will occur in the future and continue for a certain period of time.Talk about events in the future and has a link to the present as well. | | | | | | | |
|  | | | | | | | |
| Weeksa | Contents | | | | Teaching strategy | | Achievement indicators of capacity |
| Conceptual | Procedural | | Attitudinal |
| 13 | Future Continuous Tense | * Talking about something happening at a given point in the future. | | Respect the ideas and opinions of his/her partners. | Create a timeline about future plans. | | Express actions at a **particular moment** in the future |
| 14 | * Future Perfect Continuous Tense | * indicating a continuous action that will be completed at some point in the future. | | Show empathy for others. | Write about personal goals. | | Express an ongoing action in the future that occurs before another activity. |
| 15 | Future Continuous vs. Future Perfect Continuous tense -Active and Passive voice | * Talking about events in the future. | | Value the topics presented in the unit. | Work in pairs and write texts about topic. | | Describe an action that will end in the future as too will **continue** in the future, using active and passive voice. |
| 16 | * Future Present tense with active and passive voice. | * Predicting future events | | Appreciate his/her learning process. | Talk about future events. | | Talk about the future, using active and passive voice. |
| 17 | Review | * Evaluate the advanced of learning English | | Show responsibility | Application of a test individually. | | Do exercises and demonstrate what learned. |
|  | **UNIT EVALUATION** | | | | | | |  |  | |  | 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 IV. | | Make a brochure/leaflet about health problem in your community. | | | Maintain a conversation about future plans and life healthy. | |  | | 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.

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 alumno 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: Teórico Práctico 1, 35%; Teórico Práctico 2, 35% y el Trabajo Académico, 30%. El promedio final es la suma de los ponderados.

**VIII. BIBLIOGRAFÍA Y REFERENCIAS WEB**

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.

**Huacho, Setiembre, 2017**

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**Mg. ELENA CRISTINA GUERRERO PUELLES**

**Docente del Curso**