****

**Universidad Nacional**

**José Faustino Sánchez Carrión**

**FACULTAD DE CIENCIAS SOCIALES**

**SÍLABO POR COMPETENCIAS**

**INGLÉS II**

**2018-I**

**SÍLABO: INGLÉS II**

**2018 - I**

1. **DATOS GENERALES**

|  |  |
| --- | --- |
| LÍNEA DE CARRERA | FORMACION GENERAL |
| CURSO | INGLÉS II |
| CÓDIGO | 206 |
| HORAS | 5 horas semanales |

**II. SUMILLA Y DESCRIPCIÓN DEL CURSO**

El curso de Inglés II es de naturaleza teórico-práctico, perteneciente al área de Formación General. Es el segundo de un sistema de asignaturas que tiene como objetivo el desarrollo de la competencia comunicativa profesional en lengua extranjera. Su propósito es afianzar y ampliar el desarrollo de las habilidades comunicativas correspondientes al nivel básico alcanzado en el Inglés I.

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 obtener mayores conocimientos en gramática y en vocabulario, lo que dará al estudiante mayor confianza y fluidez al momento de comunicarse en diversas situaciones.

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**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **CAPACITY UNIT** | **NAME UNIT** | **WEEKS** |
| **UNIT I** | Describe events or something that often happens.  Produce written texts which are appropriately structured.  Ask and answer question.  Determine the central idea of a text and analyze its relationship to supporting details. | Daily routines and habits. | 1, 2, 3, 4 |
| **UNIT II** | Describe places  Identify location  Analyze structural grammatical and deduce meaning from context. .  Tell when something is done or how often. | Home and places | 5, 6, 7, 8 |
| **UNIT III** | Describe completed actions in the past.  Produce simple coherent texts to describe ongoing events in the past.  Asking and answering questions about different activities in past.  Differentiate between complete events in the past and ongoing events in the past.  Talking about past events.  Writing a story | What happened? | 9, 10, 11, 12 |
| **UNIT IV** | Produce a story using simple past and past perfect establishing a sequence of events.  Talk about actions that were completed before some point in the past.  Put emphasis on the course or duration of an action.  **Talk that something** **started in the past and continued up until another time/action in the past.** | Action happening in the past. | 13, 14, 15, 16 17 |

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

|  |  |
| --- | --- |
| *1* | Describe habitual actions and routines |
| *2* | Recognize information required about daily activities  Express the frequency of an action |
| *3* | Giving information about the neightborhood. |
| *4* | Describe your family members´routines |
| *5* | Describe places using indefinite articles and verb tobe |
| *6* | Talk about places, person and things using indefinite pronouns. |
| *7* | Describe places using prepositions of location |
| *8* | Talk when something happened or when someone did something. |
| *9* | Describe completed actions in the past. |
| *10* | Describe ongoing events using the past progressive. |
| *11* | Talking about the past habits and situations |
| *12* | Differentiate and use the past simple and past continuous to convey ideas and experiences. |
| *13* | Produce a story using simple past and past perfect establishing a sequence of events.. |
| *14* | Identify, organize and synthesize information from texts related to past stories. |
| *15* | Describe an action taking place before a certain time in the past. |
| *16* | Describe past actions or situations, but one event occurred earlier than the other. |
| *17* | Talk about your project. |

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***”*** | | | ***CAPACITY OF UNIT I:*** Describe events or something that often happens. Produce written texts which are appropriately structured.  Ask and answer question. Produce written texts which are appropriately structured.  Ask and answer question. | | | | | | | | | | | | | | | | | | | | | | |
| UNIT I :“Daily Routines and habits” | | Weeks | | | | Contents | | | | | | | | | | | | | | | Teaching strategy | | | Achievement indicators of capacity | |
| Conceptual | | | | Procedural | | | | | | | Attitudinal | | | |
| 1 | | | | * Day of the week * Routines * Time expressions | | | | * Describe what people do. * Taking about routines. | | | | | | | Appreciate family relationships | | | | Listen and complete the conversation with time expressions. | | | Describe habitual actions and routines | |
| 2 | | | | * Daily activities * Descriptions * Wh-words * Frequency adverbs | | | | * Expressing the frequency of actions * Asking for and sharing information | | | | | | | Appreciate civic values | | | | Answer the questions.  Use complete sentences  Read a text and answer the questions. | | | Recognize information required about daily activities.  Express the frequency of an action | |
| 3 | | | | * How do you like the neighborhood? | | | | * Asking for and sharing information | | | | | | | Value the topics presented in the unit | | | | Write sentences about him/her | | | Giving information about the neighborhood. | |
| 4 | | | | * Project about the topic. | | | | * Talk about daily routines | | | | | | | Appreciate his/her learning process | | | | Elaborate a questionnaire about daily routines and ask your family members. | | | Describe your family members´routines | |
|  | | | | **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 a photo album describing habits and routines. | | | | | | | | | | | Formulates a procedure for the best learning of habitual actions and routines. | |  | | | | | | Elabora un poster sobre su personaje favorito utilizando la tercera persona del singular del verbo TO BE y lo expone en clase. | | | | | | | | |
| ***Unit II : Home and places*** | | | ***CAPACITY OF UNIT II:*** Describe places, Identify location, Analyze structural grammatical and deduce meaning from context. . Tell when something is done or how often | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | |
| Week | Contents | | | | | | | | | | | | | | | Teaching strategy | | | Achievement indicators of capacity | | | |
| Conceptual | | | | Procedural | | | | | | | Attitudinal | | | |
| 5 | * There is – There are (positive, negative and questions) | | | | * Identify and describing places. | | | | | | | Respect and value ideas of your partners. | | | | Use pictures for express the existence objects. | | | Describe places using indefinite articles and verb tobe. | | | |
| 6 | * Some – any * Indefinite Pronouns | | | | * Identify indefinite pronouns | | | | | | | Be organized and cooperative | | | | Make sentences talking about places, person and thing. | | | Talk about places, person and things using indefinite pronouns. | | | |
| 7 | * Use of Prepositions of place | | | | * Identify location | | | | | | | Show self-esteem and confidence | | | | Write an e-mail describing your bedroom. | | | Describe places using prepositions of locations. | | | |
| 8 | * Adverbs of time | | | | * Describe time or express when an event or action takes place | | | | | | | Positive attitude | | | | Complete texts using adverbs of time | | | Talk when something happened or when someone did something. | | | |
|  | **EVALUACIÓN DE LA UNIDAD DIDÁCTICA** | | | | | | | | | | | | | | | | | | | | | |  | |  | | | | | |  | | | Escucha y comprende información brindada por su interlocutor acerca de su nombre, correo y número de teléfono. | | | | |
| **EVIDENCIA DE CONOCIMIENTOS** | | | | | | | **EVIDENCIA DE PRODUCTO** | | | | | | | | | | | **EVIDENCIA DE DESEMPEÑO** | | | |  | | | | | Dialoga acerca de donde son las personas utilizando vocabulario de países y nacionalidades. | | | | | | | | |
| Oral and written evaluation of the Unit II. | | | | | | | Draw a map and describe your town`s places. | | | | | | | | | | | 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 : What happened.?*** | | | ***CAPACITY OF UNIT III:*** Describe completed actions in the past. Produce simple coherent texts to describe ongoing events in the past. Asking and answering questions about different activities in past. Differentiate between complete events in the past and ongoing events in the past. Talking about past events. Writing a story. | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | |
| Weeks | Contents | | | | | | | | | | | | | | Teaching strategy | | | | Achievement indicators of capacity | | | |
| Conceptual | | | Procedural | | | | | | | Attitudinal | | | |
| 9 | * Verb Tobe – Past Tense | | | * Talking about past events. * Talking about the weather. | | | | | | | Show solidarity with your partners. | | | | Work in group during the practice.  Talking in pairs short conversations. | | | | Describe completed actions in the past. | | | |
| 10 | * Past progressive with tourist place in affirmative, negative and interrogative form. | | | * Talking about ongoing events. * Writing abou t strange events. | | | | | | | Show interest in the learning activities. | | | | Write a letter to a friend describing a strange event that happened to you. | | | | Describe ongoing events using the past progressive. | | | |
| 11 | * Simple past of irregular verbs (affirmative, negative and interrogative form) * Adverbs of manner. | | | * Produce simple coherent text to describe past events. | | | | | | | Work actively during the class. | | | | Work in pair during the reading and answer the questions. | | | | Talking about the past habits and situations. | | | |
| 12 | * Simple Past tense vs. Past Progressive tense. | | | Talk about past events  Writing about incidents. | | | | | | | Understand past events as part of life experience. | | | | Write a text about past incidents. | | | | Differentiate and use the past simple and past continuous to convey ideas and experiences. | | | |
|  | **EVALUACIÓN DE LA UNIDAD DIDÁCTICA** | | | | | | | | | | | | | | | | | | | | | |  | |  | | | | | |  | | | Escucha y comprende información brindada por su interlocutor acerca de su nombre, correo y número de teléfono. | | | | |
| **EVIDENCIA DE CONOCIMIENTOS** | | | | | | | **EVIDENCIA DE PRODUCTO** | | | | | | | | | | | **EVIDENCIA DE DESEMPEÑO** | | | |  | | | | | 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. | | | | | | | | | | | 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. | | | | | | | | |
| ***Unit IV : Actions happening in the past*** | | ***CAPACITY OF UNIT IV:*** Produce a story using simple past and past perfect establishing a sequence of events. Talk about actions that were completed before some point in the past. Put emphasis on the course or duration of an action. **Talk that something** **started in the past and continued up until another time/action in the past.** | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | |
| Week | | Contents | | | | | | | | | | | | | | | Teaching strategy | | | Achievement indicators of capacity | |
| Conceptual | | | | Procedural | | | | | | | Attitudinal | | | |
| 13 | | * Simple Past Past Perfect tense. | | | | * Establishing a sequence of events in the past. | | | | | | | Describe life´s experiences. | | | | Complete a text with the simple past or past perfect. | | | Produce a story using simple past and past perfect establishing a sequence of events. | |
| 14 | | * Past Perfect Tense. | | | | * Talking about something that happened before something else | | | | | | | Work actively during the class. | | | | Read a story and identify sentences in past perfect. | | | Identify, organize and synthesize information from texts related to past stories. | |
| 15 | | * Past Perfect Progressive | | | | * Showing that something started in the past and continued up until another time in the past | | | | | | | Help your partners. | | | | Complete sentences and questions in past perfect. | | | Describe an action taking place before a certain time in the past. | |
| 16 | | * Past Perfect Tense vs Past Perfect Progressive. | | | | **Constrating one action is completed and it happened before the other .** | | | | | | | Show empathy for others. | | | |  | | | Describe past actions or situations, but one event occurred earlier than the other. | |
| 17 | | * Project about the topic. | | | | * Present and expositions your work about family reunion | | | | | | | Be organize and cooperative. | | | | Expositions in class. | | | Talk about your project. | |
|  | | **EVALUACIÓN DE LA UNIDAD DIDÁCTICA** | | | | | | | | | | | | | | | | | | | |  | |  | | | | | |  | | | Escucha y comprende información brindada por su interlocutor acerca de su nombre, correo y número de teléfono. | | | | | |
| **EVIDENCIA DE CONOCIMIENTOS** | | | | | | | **EVIDENCIA DE PRODUCTO** | | | | | | | | | | | **EVIDENCIA DE DESEMPEÑO** | |  | | | | | Dialoga acerca de donde son las personas utilizando vocabulario de países y nacionalidades. | | | | | | | | |
| Oral and written evaluation of the Unit IV. | | | | | | | Presentation of a video familiar reunion. | | | | | | | | | | | Talk about your project. | |  | | | | | 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
* Lecturas
* Prácticas
* Diccionario
  1. **MEDIOS VISUALES Y ELECTRONICOS.**
* Papelotes
* Tarjetas
* Diapositivas
* Proyector multimedia
  1. **MEDIOS INFORMATICOS.**
* Internet

**VII. EVALUACIÓN**

* 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. **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. **EVIDENCIA 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.

Wipipedia (2017) Cinematography. Recuperado de <https://en.wikipedia.org/wiki/>

Cinematography.

Landecker, H. (2006). "Microcinematography and the History of Science and Film". doi:10.1086/501105

Widescreen Journal (2011.) The film producer as a creative force.

**Huacho, 02 de abril, 2018**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Mg. ELENA CRISTINA GUERRERO PUELLES**

**Docente del Curso**