 Universidad Nacional

**José Faustino Sánchez Carrión**

**FACULTAD DE CIENCIAS SOCIALES**

**SÍLABO POR COMPETENCIAS**

**CURSO : INGLÉS I**

**2018 - I**

**SÍLABO: INGLÉS I**

**2018 - I**

1. **DATOS GENERALES**

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| LÍNEA DE CARRERA | FORMACIÓN GENERAL |
| CURSO | INGLÉS I |
| CÓDIGO | 156 |
| HORAS | 04 HORAS SEMANALES |

**II. SUMILLA Y DESCRIPCIÓN DE LA ASIGNATURA**

La asignatura de inglés I es de naturaleza teórico-práctica, perteneciente al área de Formación General. Es el primero de un sistema de asignaturas que tiene como objetivo el desarrollo de la competencia comunicativa profesional en lengua extranjera. Se trabaja sobre la base de competencias que desarrollan la comprensión auditiva, expresión oral, comprensión de textos escritos y expresión escrita, integrado a la adquisición del sistema de sonidos, el sistema de sistema de estructura gramaticales y de vocabulario que utilizarán en forma contextualizada en situaciones nuevas.

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 de comunicarse en situaciones diarias relacionada con los estudios, la vida social, el trabajo; así como desarrollar su pensamiento crítico.

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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 4 horas semanales.

1. **CAPACIDADES AL FINALIZAR EL CURSO**

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|  | **CAPACITY UNIT** | **NAME UNIT** | **WEEKS** |
| **UNIT I** | Identify specific information.  Ask and give personal information.  Describing an ongoing situation.  Describing people`s physical appearance.  Ask and answer giving information personal.  Describing family members.  Telling the time  Formulating and answering questions. | ***Introducing yourself to the class/ Exchanging information.*** | 1, 2, 3, 4 |
| **UNIT II** | Describing cities and countries.  Asking for and giving directions.  Locating places.  Describe the state of having or owning something.  Understanding the functional value of sentences in a text.  Evaluate the advanced of learning English | ***A tour around the city*** | 5, 6, 7, 8 |
| **UNIT III** | Expressing what people are doing.  Identify main ideas and supporting details of a text.  Describing habits and routines, expressing the frequency of actions.  Contrasting habitual and present actions. | ***Habitual and present actions*** | 9, 10, 11, 12 |
| **UNIT IV** | Identify the communicative purpose of a text.  Infer information from written texts. Describe actions beginning in the past and still continuing as recently completed actions.Contrasting that an action began in the past and is still going on or has just finished.Presentation and expositions your works. | Personal Experiences | 13, 14, 15, 16 17 |

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

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| --- | --- |
| *1* | Use expression appropriately to make introductions  Use greeting and useful expression in class |
| *2* | Describing physical appearance using the verb to be, adjectives and possessive adjectives |
| *3* | Formulate and answer questions, giving information personal. |
| *4* | Identify and organize information about special dates.  Express important dates using ordinal numbers.  Describe special holidays and celebrations using adjectives and the verb to be. |
| *5* | Produce conversations asking for and giving directions.  Predict and identify information related to cities.  Express the existence of public places using there is and there are. |
| *6* | Describe one´s family using possessive and demonstrative adjectives. |
| *7* | Make comparison of equality, similarity and superiority. |
| *8* | Do exercises and demonstrate what learned. |
| *9* | Describe habitual actions and routines using the present simple.  Express the frequency of an action. |
| *10* | Identify main ideas and supporting details of a text about the family. |
| *11* | Describing what people do.  Talking about routines. |
| *12* | Express that something happens in general or that something is happening right now |
| *13* | Express personal experiences. |
| *14* | Identify main ideas and supporting details of a text about the present perfect using adverbs. |
| *15* | Express personal experiences. |
| *16* | Talk about events with a connection to the present and an activity that is unfinished. |
| *17* | Talk about family members. |

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

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| ***Unit I : Introducing yourself to the class/ Exchanging information.*** | ***CAPACITY OF UNIT I:*** Identify specific information. Ask and give personal information. Describing an ongoing situation. Describing people`s physical appearance. Ask and answer giving information personal. Describing family members. Telling the time- Formulating and answering questions. | | | | | | | | | | |
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| Weeks | Contents | | | | | | | | Teaching strategy | Achievement indicators of capacity |
| Conceptual | | | Procedural | | | Attitudinal | |
| 1 | * Greeting and Farewells, Apologies. | | | * Introducing yourself and others. * Sharing personal information. | | | Respect and value different ideas. | | Students work in pairs.  Answer the questions | Introduce yourself and give information .  Use greeting and useful expression in class |
| 2 | * Verb tobe in affirmative, negative and interrogative forms. * Adjectives * Possessive adjectives. | | | * Describing people`s physical appearance. | | | Show initiative in helping others. | | Active participation of the students during the class. | Describing people`s physical appearance. |
| 3 | * Question Words: what, how, when, where, who. | | | * Formulating and answering questions. | | | Respect and value ideas, beliefs, languages and solidarity | | Students formulate and answer the questions giving information. | Giving information personal |
| 4 | * Verb Tobe * Prepositions of time: in, on, at * Wh- Questions * Adjectives | | | * Talking about important celebrations and dates. * Formulating and answering questions. | | | Possitive attitude. | | Complete sentences using prepositions of time.  Work pairs, asking and answer qestions. | Describe especial holidays and celebrations using the verb to be.  Asking and answering about dates. |
|  | **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 I. | | | | Make a short text about special holidays. | | | | | Formulates a procedure for the best learning of different topics. |  | | Elabora un poster sobre su personaje favorito utilizando la tercera persona del singular del verbo TO BE y lo expone en clase. | | |
| ***Unit II : A toru aroura the city*** | ***CAPACITY OF UNIT II:*** Describing cities and countries. Asking for and giving directions. Locating places. Describe the state of having or owning something. Understanding the functional value of sentences in a text. Evaluate the advanced of learning English. | | | | | | | | | | |
|  | | | | | | | | | | |
| Weeks | Contents | | | | | | | | Teaching strategy | Achievement indicators of capacity |
| Conceptual | | Procedural | | | | Attitudinal | |
| 5 | * Prepositions of place: in, on, at, between, next to, in front of, far from, near. * There is/There are. | | * Describing cities and countries. * Asking for and giving directions. * Locating places. | | | | Work during the class.  Positive attitude. | | Work in groups  Associating words with pictures or images helps you remember new vocabulary. | Producing conversations asking for and giving directions  Predict and identify information related to cities. |
| 6 | * This / that * These / those | | * Indicate the objects in the class. | | | | Respect the ideas and opinions of your partners. | | Pair work  A memory game. | Describe one´s family using demonstrative adjectives.  Discuss room and houses. |
| 7 | * Degrees of adjectives comparatives and superlatives. * Regular and Irregular comparatives and superlatives. | | * Understand the functional value of sentences in a text making comparations. | | | | Shows good attitude toward his partners. | | Make a short dialog making comparisons of equality, similarity and superiority. | Use comparatives and superlatives.  Make comparison of equality and similarity. |
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| 8 | * Review | | * Evaluate the advanced of learning English | | | | Show responsibility | | Application of a test individually | Do exercises and demonstrate what learned. |
|  | **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 croquis with places of your hometown and present in class. | | | | | 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 : Habiutal and present actions*** | ***CAPACITY OF UNIT III:*** Expressing what people are doing. Identify main ideas and supporting details of a text. Describing habits and routines, expressing the frequency of actions. Contrasting habitual and present actions. | | | | | | | | | | |
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| Weeks | Contents | | | | | | | Teaching strategy | | Achievement indicators of capacity |
| Conceptual | Procedural | | | | Attitudinal | |
| 9 | * Present Progressive rules for gerunds. * Present Progressive tense: affirmative, negative and interrogative forms. | * Talk about what happen at the moment in class use present progressive and the correct rules for gerunds. | | | | Value the usefulness of free time.  Develop interest and respect for foreign cultures. | | Write a composition, organizing ideas in paragraphs following a plan. | | Express actions happening at the moment of speaking. |
| 10 | * Present Tense of To Have. | * Indicating possession | | | | Respect the ideas and opinions of your partners. | | Complete and write sentences with the verb to have. | | Identify main ideas and supporting details of a text about the family. |
| 11 | * Simple Present Tense: affirmative, negative and interrogative form. * Adverbs of frequency | * Describing habits and routines. * Expressing the frequency of actions. | | | | Show interest for other people´s culture. | | Describe your family members´routines. | | Describing what people do.  Talking about routines. |
| 12 | * Simple Present Tense * Vs. Present Progressive | * Contrasting habitual and present actions. * Saying and differentiating how often do something. | | | | Have a sense of organization | | Elaborate a Timetable or Schedule. | | Express that something happens in general or that something is happening right now |
|  | **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. | | | | Present and descriptions habitual and present actions with pictures and brief explanation. | | | | | Maintain a conversation about habitual and present actions. |  | | 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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| ***Unid IV : Personal Experiences*** | ***CAPACITY OF UNIT IV:*** Identify the communicative purpose of a text. Infer information from written texts. Describe actions beginning in the past and still continuing as recently completed actions. Contrasting that an action began in the past and is still going on or has just finished.  Presentation and expositions your works.*.* | | | | | | |
|  | | | | | | |
| Weeks | Contents | | | | Teaching strategy | Achievement indicators of capacity |
| Conceptual | Procedural | | Attitudinal |
| 13 | * Present Perfect Tense | * Talking about experiences. | | Understand past events as part of life experiences. | Write a letter about what happened. | Express personal experiences. |
| 14 | * Adverbs:for/since/ever/ never | * Answering a questionnaire. | | Respect opinions to express agreement or disagreement. | Write a list of things that have to do. | Identify main ideas and supporting details of a text about the present perfect using adverbs. |
| 15 | * Present Perfect Continuous with adverbs: for/since/ever/neveer | * Talking about experiences, that started in the past and has continued up until now, as recently completed actions * Answering a questionnaire | | Understand past events that started in the past and has continued up until now as part of life experiences | Complete texts using adverbs. | Express personal experiences. |
| 16 | * Present Perfect Tense vs. Present Perfect Continuous | * Contrasting that an action began in the past and is still going on or has just finished,. | | Show empathy for others. | Make sentences to differentiate both times | Talk about events with a connection to the present and an activity that is unfinished. |
| 17 | * Family Members | * Presentation and expositions your works. | | Be organize and cooperative. | Expositions in class | Talk about family members. |
|  | **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 | | Presentation and exposition about family. | | | Maintain a conversation about family. |  | | 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**

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**Mg. ELENA CRISTINA GUERRERO PUELLES**

**Docente del Curso**