** Universidad Nacional**

**José Faustino Sánchez Carrión**

**FACULTAD DE CIENCIAS SOCIALES**

**SÍLABO POR COMPETENCIAS**

**INGLÉS III**

**2017-I**

**DOCENTE:**

**Mg. Elena Cristina Guerrero Puelles**

**SÍLABO: INGLÉS III**

**2017 - I**

1. **DATOS GENERALES**

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| LÍNEA DE CARRERA | FORMACION GENERAL |
| CURSO | INGLÉS |
| CÓDIGO |  |
| 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** | Describe health problems and illnesses.  Identify main ideas and supporting details.  Produce written texts: e-mails and letters.  Compare objects, animals and places.  Identify specific information about shopping in a written text.  Recognize and use punctuation marks correctly. | “ Health and First Aid and shopping” | 1, 2, 3, 4 |
| **UNIT II** | Research about weekend activities.  Express opinion about movies.  Discriminate important information from headlines.  Recognize book reviews.  Identify the communicative purpose of a text.  Select relevant information from texts.  Describe celebration for a brochure.  Infer information from written texts.  Distinguish cultural differences. | “Remembering the past and ongoing events” | 5, 6, 7, 8 |
| **UNIT III** | Describe general truths and real possible events, report incidents and experiences.  Determine the central idea and supporting details of a text.  Produced written texts which are appropriately structured.  Recognize that a particular meaning may be expressed in different grammatical forms.  Create a discursive article. | “Survival, all About Science” | 9, 10, 11, 12 |
| **UNIT IV** | Express future plans and arrangements.  Recognize the functions of written texts according to form and purpose.  Use known vocabulary and grammatical structures to write texts.  Analyze different texts about health and fitness.  Deduce meaning from different contexts to support their ideas in writing.  Produce different texts with appropriateness, coherence and cohesion. | “Life and Career Health and Fitness” | 13, 14, 15, 16 17 |

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

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| --- | --- |
| ***1*** | Describe health problems using modal verbs, and connectors of cause and effect. |
| ***2*** | Identify main ideas and supporting details in a written text about health. |
| ***3*** | Describe clothing items and prices using comparative and superlative adjectives. |
| ***4*** | Recognize the functions of parentheses and apostrophe in common situations. Use them correctly. |
| ***5*** | Talk about memories using past tenses. |
| ***6*** | Identify main ideas and supporting details of a text about the past. |
| ***7*** | Express personal experiences. |
| ***8*** | Identify main ideas and supporting details of a text about the Perfect Present using adverbs. |
| ***9*** | Express general truths using the zero conditional. |
| ***10*** | Describe events that are likely to happen using the first conditional. |
| ***11*** | Recognize and use the patterns of reported speech to convey what other people said. |
| ***12*** | Discriminate and use phrasal verbs in different texts. |
| ***13*** | Express future plans and arrangements using “going to” and present continuous and distinguish between formal and informal invitations and replies. |
| ***14*** | Use acronyms to shorten phrases |
| ***15*** | Describe what to do in emergency situations using imperatives and quantifiers. |
| ***16*** | Organize different texts using connectors of contrast, addition and sequence. |

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

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| ***Unit I: “Health and First Aid and shopping”*** | | ***CAPACITY OF UNIT I: Describe health problems and illnesses.Identify main ideas and supporting details.Produce written texts: e-mails and letters.Compare objects, animals and places.Identify specific information about shopping in a written text.Recognize and use punctuation marks correctly.*** | | | | | | | | | | | | |
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| Weeks | | Contents | | | | | | | | Teaching strategy | Achievement indicators of capacity | |
| Conceptual | | Procedural | | | | Attitudinal | |
| 1 | | * Modal verbs:can/could/will/would,shall/should,must/have to. * Plural nouns. | | * Describing health problems and talking about illnesses. * Asking for and giving advice and expressing suggestion, possibility and strong advice. | | | | Show organization with empathy for others. | | Read about health problems. | Describe health problems using modal verbs. | |
| 2 | | * Connectors of cause and effect: because, as, since, as a result, so, that´s why. | | * Using connectors to combine sentences. | | | | Appreciate human relations. | | Work with a suitable connector. | Identify main ideas and supporting details in a written text about health, using connectors of cause and effect. . | |
| 3 | | * Descriptive adjectives. * Comparative adjectives. * Superlative adjectives. | | * Comparing clothes and prices. * Describing objects. * Expressing preferences. | | | | Show interest in the learning activities. | | Talk about preferences. | Describe clothing items and prices using comparative and superlative adjectives. | |
| 4 | | * Punctuation marks: parentheses ( ) and apostrophe ( ´). | | * Understanding better a text. | | | | Appreciate his/her learning process | | Use the correct punctuation marks. | Recognize the functions of parentheses and apostrophe in common situations. Use them correctly. | |
|  | | **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 some research about an illness that usually affect children in your town. | | | | | Formulates a procedure for the best learning of modal verbs with descriptive, comparative and superlative adjectives. | |  | | | | Elabora un poster sobre su personaje favorito utilizando la tercera persona del singular del verbo TO BE y lo expone en clase. | | | | | |
| ***Unit II: “Remembering the past and ongoing events”*** | | ***CAPACITY OF UNIT II: Research about weekend activities. Express opinion about movies. Discriminate important information from headlines. Recognize book reviews. Identify the communicative purpose of a text. Select relevant information from texts. Describe celebration for a brochure. Infer information from written texts. Distinguish cultural differences.*** | | | | | | | | | | | | |
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| Weeksa | | Contents | | | | | | | | Teaching strategy | | Achievement indicators of capacity |
| Conceptual | | Procedural | | | | Attitudinal | |
| 5 | | * Past simple: affirmative, negative and interrogative forms. | | * Conducting a survey. * Talking about movies. | | | | Show organization. | | Make a survey. | | Talk about memories using past tenses. |
| 6 | | * Past continuous: Affirmative, negative and interrogative form. | | * Describing past events. * Writing a newspaper article. | | | | Show cooperation. | | Write a newspaper article about what happened. | | Identify main ideas and supporting details of a text about the past. |
| 7 | | * Present Perfect: affirmative negative and interrogative forms. * Adverbs:for/since   Ever/never | | * Talking about experiences. * Answering a questionnaire. | | | | Understand past events. | | Write a letter about a experience. | | Express personal experiences.  Identify main ideas and supporting details of a text about the Perfect Present using adverbs. |
| 8 | | * 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 II. | | | | Make a travel blog describing what happened. | | | | | | Prepare dialogues in pairs for better learning of simple past, past continuous and present perfect. |  | | | | Elabora un poster sobre su personaje favorito utilizando la tercera persona del singular del verbo TO BE y lo expone en clase. | | | | | |
| ***Unit III: “Survival, all About Science”*** | | ***CAPACITY OF UNIT III: Describe general truths and real possible events, report incidents and experiences. Determine the central idea and supporting details of a text. Produced written texts which are appropriately structured. Recognize that a particular meaning may be expressed in different grammatical forms. Create a discursive article.*** | | | | | | | | | | | | |
|  | | | | | | | | | | | | |
| Weeks | | Contents | | | | | | | | Teaching strategy | | Achievement indicators of capacity |
| Conceptual | | Procedural | | | | Attitudinal | |
| 9 | | * Zero conditional | | * Asking for medical advice. * Following instructions. | | | | Give support to others. | | Dialogan about emergencies and conditions. | | Express general truths using the zero conditional. |
| 10 | | * First conditional | | * Giving survival tips. | | | | Consider the importance of helping. | | Talk about survival tips. | | Describe events that are likely to happen using the first conditional. |
| 11 | | * Reported speech | | * Talking about inventions. * Writing about predictions. | | | | Show concern for natural environment. | | Read and Write about predictions. | | Recognize and use the patterns of reported speech to convey what other people said. |
| 12 | | * Phrasal verbs | | * Reading about endangered species. | | | | Take care of the environment | | Write an article for a Web publication. | | Discriminate and use phrasal verbs in different texts. |
|  | | **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: “***“***Life and Career Health and Fitness***”***”*** | ***CAPACITY OF UNIT IV: Express future plans and arrangements. Recognize the functions of written texts according to form and purpose.***  ***Use known vocabulary and grammatical structures to write texts. Analyze different texts about health and fitness. Deduce meaning from different contexts to support their ideas in writing. Produce different texts with appropriateness, coherence and cohesion*** | | | | | | |
|  | | | | | | |
| Weeksa | Contents | | | | Teaching strategy | Achievement indicators of capacity |
| Conceptual | Procedural | | Attitudinal |
| 13 | * Future: Going to   Present continuous | * Inviting and responding to invitations. * Making suggestions. * Talking about future plans and intentions. | | Value the topics presented in the unit. | Taking about future plans. | Express future plans and arrangements using “going to” and present continuous.  Distinguish between formal and informal invitations and replies. |
| 14 | * Acronyms | * Writing acronyms to shorten phrases. | | Apreciate his/her learning process. | Getting information from a report. | Use acronyms to shorten phrases |
| 15 | * Imperatives * Quantifiers with countable and uncountable nouns | * Talking about medical instructions. * Expressing quantities. | | Show responsibility | Writing a health article. | Describe what to do in emergency situations using imperatives and quantifiers. |
| 16 | * Connector of contrast, addition and sequence. | * Asking and answering questions about healthy activities. | | Take care his/her health. | Reading and writing texts to be healthty. | Organize different texts using connectors of contrast, addition and sequence. |
| 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, Abril, 2017**

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**Mg. ELENA CRISTINA GUERRERO PUELLES**

**Docente del Curso**