



Universidad nacional “José Faustino Sánchez Carrión”

Facultad de Ciencias Empresariales

Escuela Profesional de Gestión en Turismo y Hotelería

SÍLABO POR COMPETENCIAS

I. DATOS GENERALES

DEPARTAMENTO ACADÉMICO	ADMINISTRACIÓN Y GESTIÓN
CURSO	INGLÉS III
CÓDIGO	44258
HORAS	HT: 2 HP: 2
CRÉDITO	3
SEMESTRE ACADÉMICO	2016 - II
CICLO DE ESTUDIOS	IV - A
DOCENTE	Lic. SANDRA LUISA VILLAFUERTE CASTRO

II. DESCRIPCIÓN Y SUMILLA DEL CURSO

La asignatura es de naturaleza teórico práctico, su propósito es que el alumno adquiera los lineamientos necesarios que permitan incrementar paulatinamente el nivel de conocimiento del idioma inglés para traducir e interpretar textos de su especialidad, así como prepararlos para estudios subsiguientes.

El alumno aprende a hablar, leer, uso de la gramática Inglesa correctamente y escribir los temas como working in tourism, people's attractions and planning a tour. Al finalizar el curso el estudiante deberá participar efectivamente en situaciones comunicativas relacionadas al turismo, usando el idioma Inglés con un nivel fluidez intermedio. Usar apropiadamente los pronombres, adjetivos, diferenciándolos de los pronombres personales y pronombres posesivos.

III. COMPETENCIA GENERAL DEL CURSO

Construye correctamente frases largas con aplicación de verbos, en todos los tiempos, hace comparaciones entre dos o más cosas, utilizando comparativos superlativos en situaciones reales, así mismo maneja adecuadamente las tres formas del futuro en oraciones afirmativas, negativas, preguntas y respuestas y finalmente será capaz de formular preguntas haciendo uso de los “Tag questions” las mismas que ayudan a expresarse con más fluidez.

IV. CAPACIDADES AL FINALIZAR EL CURSO

	CAPACIDAD DE LA UNIDAD DIDACTICA	NOMBRE DE LA UNIDAD DIDACTICA	SEMANAS
UNIDAD I	Comprende las ideas principales de conversaciones, comentarios y otros intercambios de lenguaje oral. Regularmente escuchados en clase.	Future with will and going to and present perfect, using for and since.	4
UNIDAD II	Reconoce palabras desconocidas en un texto que verse sobre temas de su carrera a través de estrategias de inferencia a partir del contexto, deduciendo el significado de las oraciones más complejas a partir del conocimiento de palabras y del contexto, en textos disciplinares y familiares.	Comparative and superlatives, Modals for necessity and suggestions	4
UNIDAD III	Redacta textos de mediana extensión en torno a temas familiares dentro de su disciplina, utilizando párrafos simples y una secuencia lineal, dando detalles sobre aspectos cotidianos de medio ambiente, personas, lugares, estudio, trabajo, etc.	Adverbs of frequency present simple and verb to be and make suggestions.	4
UNIDAD IV	Responde preguntas e intercambia ideas e información en conversaciones sobre temas familiares, participando con breves comentarios en el ámbito académico, personal y de su carrera, además realiza descripciones sencillas utilizando la gramática inglesa.	Indirect questions from WH questions, asking for directions.	4

V.INDICADORES DE CAPACIDADES AL FINALIZAR EL CURSO

Número	INDICADORES DE CAPACIDAD AL FINALIZAR EL CURSO
1	Comprende las ideas principales de conversaciones, comentarios y otros intercambios de lenguaje oral.
2	Extrae información relevante desde material audiovisual en torno a su carrera de estudios, siempre y cuando sean adecuados al nivel.
3	Escribe oraciones y conversaciones utilizando la gramática inglesa de manera correcta, describiendo experiencias y acontecimientos.
4	reconoce palabras desconocidas de textos sobre temas de su carrera, deduciendo significados de oraciones.
5	Describe en forma simple eventos tales como experiencias pasadas, historias, viajes, académico, etc.
6	Interactúa con comodidad en conversaciones simples sobre temas familiares, académicos, trabajo, situaciones cotidianas, familiares, etc.
7	Responde preguntas e intercambia información utilizando la gramática y pronunciación correcta.
8	Desarrolla habilidades y estrategias de comprensión auditiva de la lengua inglesa en base a la práctica constante en clase.
9	Reconoce formas gramaticales, verbos, vocabulario, expresiones sociales, etc. Identificando el vocabulario propio de cada contexto.
10	Utiliza una serie de expresiones técnicos, estructura gramatical y frases para describir eventos relacionados a su carrera.
11	Redacta textos atendiendo a la superestructura e intención comunicativa sugerida.
12	Reconoce el idioma utilizando las estrategias de comunicación como un elemento fundamental para su formación personal y profesional.
13	Lee pasajes cortos sobre temas conocidos y contesta preguntas relacionadas con detalles referidos a hechos concretos.
14	Completa una descripción breve de una persona o de un objeto dentro del contexto utilizando las estructuras gramaticales específicas del nivel.
15	Escribe un dictado corto a partir de un contexto conocido y ordena frases desordenadas para formas párrafos coherentes.
16	Escucha , identifica y relaciona mensajes orales sobre información personal, saludos y despedidas, utilizando adecuadamente el vocabulario.
17	Utiliza con precisión el uso de lenguaje y orden lógico de las oraciones, maneja adecuadamente los verbos.
18	Formula preguntas utilizando de manera correcta el tiempo pasado, presente y futuro, valorando cada uno de ellos.
19	Aplica el idioma en contextos de la carrera con casos prácticos, interactuando grupalmente, desarrollando su capacidad auditiva, lectura y descriptiva.

VI. CONTENTS AND ACADEMIC SCHEDULE

UNIT I: GRAMMAR FUTURE GOING TO, WILL, AND PRESENT PERFECT

CAPACITY OF THE UNIT I					
Each focused practice section begins with for recognition only exercise called discover the grammar, here students are expected to recognize either the form of the structure or meaning without having to produce any language. This activity raises awareness of the structures as it builds confidence.					
CONTENTS					
	Conceptual	Procedural	Attitudinal	Teaching strategy	Achievement Indicators capacity
1	Future with will and going to and present perfect, using for and since. Describing vacation plans, giving travel advice,,	Listening to people talk about free-time activities, listening to routines, to descriptions. Writing a description of favorite activities.	Drives assertively during learning activities.	Motivation to the beginning of every session.	Asks and gives personal information
2	Present continuous yes/ no and Wh questions, statements, and short answers, determiners: all, nearly all, most, many, a lot of, some, not many, a few an few.	Listening for descriptions about tourism in different cities.	Shows interest in learning the foreign language and culture	Information games exercises, reading, listening, error correction, writing.	Applies grammar to elaborate short texts and conversation.
3	Simple present with adverbs of frequency, always, almost, usually, often, sometimes ,almost, never, etc	Listening to descriptions and opinions of past events vacation in foreign country.	Submits suggestions to achieve common goals	Constant participation of the students in class.	Describes specific activities, routines and writes of his professional career
4	Questions for describing tours in a city: what... like, how old, what kind, how long, etc.	Listening to descriptions of people identifying places. .	Assumes a positive attitude in the classroom.	Watches videos, reads articles and listens to audios in English.	Reads bearing the pronunciation in mind
EVALUATION OF TEACHING UNIT					
	EVIDENCE OF KNOWLEDGE	EVIDENCE OF THE PRODUCT		EVIDENCE OF PERFORMANCE	
	Oral examination of grammar and description on a topic of interest.	To give copies to the students of conversations and grammar, listening, and reading in English		Dominates the processes and procedures to develop questions and write short texts of his/her career	

UNIT II: GRAMMAR COMPARATIVE- SUPERLATIVE AND MODALS

CAPACITY OF THE UNIT II					
This unit provides practice for all uses of structure presented in the Grammar presentation, contains classroom practice activities, these are designed to ensure students involvement through games, interactive tasks and listening.					
	CONTENTS				
	Conceptual	Procedural	Attitudinal	Teaching strategy	Achievement Indicators capacity
5	Comparative form of adverbs to focus on the differences between actions.	Listening to two guests and choose the better hotel and another one.	Drives assertively during learning activities.	Motivation to the beginning of every session. Information games exercises, reading, listening, error correction, writing.	Asks and gives personal information
6	Reading about a letter complain, why are guests dissatisfied. What would they like in return	Listening partner’s opinions after they read the whole text carefully before you start translating.	Shows interest in learning the foreign language and culture		Applies grammar to elaborate short texts and conversation.
7	Using different times, talking about cruise ships what are the advantages and disadvantages of cruise holidays.	Reading about five most popular questions about cruise ship jobs. Tourism	Submits suggestions to achieve common goals	Constant participation of the students in class. Watches videos, reads articles and listens to audios in English.	Describes specific activities, routines and writes of his professional career
8	Adverbs and adjectives conjunctions. Very, too, however, fairly, pretty, etc	Talking about cities that are exciting, Writing about interesting city in your country, tell to the class a short compositions, can your partner suggests any information to add?	Assumes a positive attitude in the classroom.		Reads bearing the pronunciation in mind.
EVALUATION OF TEACHING UNIT					
EVIDENCE OF KNOWLEDGE		EVIDENCE OF THE PRODUCT		EVIDENCE OF PERFORMANCE	
Oral examination of grammar and description on a topic of interest.		To give copies to the students of conversations and grammar, listening, and reading in English		Dominates the processes and procedures to develop questions and write short texts of his/ her career	
MID TERM – EXAMINATION					

UNIT III: GRAMMAR ADVERBS OF FREQUENCY VERB TO BE - PRESENT SIMPLE AND SUGGESTIONS

CAPACITY OF THE UNIT III					
The exercises in this section are intended for in- class use. The first exercise is listening. Having had exposure to and practice with grammar in its written form, students now have opportunity to check their aural comprehension.					
CONTENTS					
	Conceptual	Procedural	Attitudinal	Teaching strategy	Achievement Indicators capacity
9	Adverbs of frequency with verb to be and present simple to talk about tourism in the world and Peru.	Reading about working in the hotel, also not always hospitable, and jobs in the hotel. Tell to the class what kind of job would you like in a hotel.	Drives assertively during learning activities.	Motivation to the beginning of every session. Information games exercises, reading, listening, error correction, writing. Constant participation of the students in class. Watches videos, reads articles and listens to audios in English.	Asks and gives personal information
10	Modal verbs can and should. Giving suggestions to people who want to travel to visit a city.	Conversation about may I take your order, please. Going out for dinner, also talk about favorite kind of ethnic food in the United States and Peru.	Shows interest in learning the foreign language and culture		Applies grammar to elaborate short texts and conversation.
11	Modals verbs would and will for request. In the restaurant for breakfast, lunch and dinner.	Talking about different kind of food in our country, Conversation ordering meal and complete a conversation to practice with a partner.	Submits suggestions to achieve common goals		Describes specific activities, routines and writes of his professional career
12	Comparative with adjectives, describing cities in the world and your country. Using large, long, dry, famous, etc.	Listening to people talk about their cities and using comparatives and superlatives. Writing questions about your country or other countries to ask your partner.	Assumes a positive attitude in the classroom.		Reads bearing the pronunciation in mind
EVALUATION OF TEACHING UNIT					
EVIDENCE OF KNOWLEDGE		EVIDENCE OF THE PRODUCT		EVIDENCE OF PERFORMANCE	
Oral examination of grammar and description on a topic of interest.		To give copies to the students of conversations and grammar, listening, and reading in English		Applies the processes and procedures to develop questions and write short texts of his/her career	

UNIT IV: GRAMMAR INDIRECT QUESTIONS TO ASK FOR DIRECTIONS

CAPACITY OF THE UNIT IV					
The unit covers the four skills of listening and speaking, reading and writing, as well as improving pronunciation and building vocabulary. The ability to communicate in English according to the situation.					
CONTENTS					
	Conceptual	Procedural	Attitudinal	Teaching strategy	Achievement Indicators capacity
9	Modals for necessity and suggestions. Using have, must, and need- negative do not have to. To give advice.	Would you like to backpack around Europe? Which countries would like to visit? Why? Conversation about backpack in a foreign country. Give advice someone who is thinking of taking a vacation abroad.	Drives assertively during learning activities.	Motivation to the beginning of every session.	Asks and gives personal information
10	Request with modals and would mind. Using modals +simple form of verb and would you mind ... + gerund.	Students think five unusual requests, go around the class and make their requests. How many people accepted and how many refused. Reading about article summer in the country and answer the questions.	Shows interest in learning the foreign language and culture	Information games exercises, reading, listening, error correction, writing.	Applies grammar to elaborate short texts and conversation.
11	Relative clauses of time, using to talk about holidays in your country and compare with another one.	Conversation about holidays and festivals. Students ask for holidays and special days in their countries.	Submits suggestions to achieve common goals	Constant participation of the students in class.	Describes specific activities, routines and writes of his professional career
12	Gerund short responses. Using affirmative statements with gerunds and negative statements with gerunds agree and disagree.	Write a short description about a job that you like and you do not like and tell to the class. Conversation about do not like working on weekends.	Assumes a positive attitude in the classroom.	Watches videos, reads articles and listens to audios in English.	Reads bearing the pronunciation in mind
EVALUATION OF TEACHING UNIT					
EVIDENCE OF KNOWLEDGE		EVIDENCE OF THE PRODUCT		EVIDENCE OF PERFORMANCE	
Oral examination of grammar and description on a topic of interest.		To give copies to the students of conversations and grammar, listening, and reading in English		Applies the processes and procedures to develop questions and write short texts of his/her career	
FINAL EXAMINATION					

VII. MEDIA AND TEACHING MATERIALS

a. MEDIA:

- Multimedia Tools
- Audio visual
- Podcasts
- Language lab
- Smart board

b. MATERIALS:

- Text books
- Dictionary
- Markers
- Papers
- Pen and pencil
- Videos, etc.

VIII. EVALUATION

La evaluación se realizará por Unidad Didáctica. Considera en verificar y calificar en el estudiante las evidencias de conocimiento, producto y desempeño.

Unidades	Evidencias	Porcentaje	Ponderación	Instrumentos
I, II, III, IV	De conocimiento	30	0.03	Cuestionario
	De producto	30	0.03	Tabla de escala valorativa
	De desempeño	40	0.04	Tabla de escala valorativa.
TOTAL		100%	1.00	

El promedio de cada unidad será resultante de la siguiente formula:

$$PFUD = EC (0.30) + EP (0.30) + ED (0.40)$$

El promedio final de la asignatura se determinará aplicando la siguiente fórmula:

$$PF = PUD1(0.25) + PUD2 (0.25) + PUD3 (0.25) + PUD4 (0.25)$$

IX. BIBLIOGRAPHY

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3. Harmer Jeremy, (. 2005.)” THE PRATICE OF ENGLISH LANGUAGE TEACHING” Mexico. Third Edition, Ed. Morlyn.
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