



Universidad Nacional José Faustino Sánchez Carrión

Facultad de Ciencias Empresariales

ESCUELA PROFESIONAL DE NEGOCIOS INTERNACIONALES

SILABO POR COMPETENCIAS

INGLES I.

DOCENTE:

2017 - II

SILABO POR COMPETENCIAS

I. INFORMACION GENERAL DEL CURSO	
LINEA DE CARRERA	CURSOS GENERALES
CURSO	INGLES I
CODIGO	156
HORAS	2 HORA TEORIA + 2 HORA DE PRACTICA
CREDITOS	03 CREDITOS
SEMESTRE ACADEMICO	2017 - II
DOCENTE	

II. SUMILLA Y DESCRIPCION DEL CURSO

Present simple, verb to be, subject pronouns, possessive adjectives, demonstratives, do/does, possessive's, adverbs of frequency, object pronouns, possessive pronouns and past simple.

It allows you to know the theoretical – practical elements of the English language, researching and selecting linguistic terms according to their specialty and career, using audiovisuals in Oral expression, effectively using their cognitive processes and solution strategies for decision making, criticism, analytical and reflective in their professional training and practice as well as in the exercise of their daily lives.

The acquisition of the English language is proposed as an instrument of socialization that will allow the university student a correct and efficient interpersonal communication, developing listening and Reading skills, speaking and writing, taking care of syntax and grammar.

The purpose of the course is to motivate the students approach to the appropriate techniques where he discovers and becomes aware of the knowledge he requires about the language, developing language skills and techniques to communicate effectively and freely demonstrating sensitivity and dialogical competence,

III. CAPACIDADES AL FINALIZAR EL CURSO

	CAPACIDAD DE LA UNIDAD DIDACTICA	NOMBRE DE LA UNIDAD DIDACTICA	SEMANAS
UNIDAD I	To introduce oneself and others using verb to be and possessive adjectives and asking personal questions.	ALL OVER THE WORLD	1 - 4
UNIDAD II	To describe where things are located using adjectives and to describe routine using present simple and question words.	PLACES	5 - 8
UNIDAD III	To use present simple in everyday activities using adverbs and expressions of frequency and to use modal verb can.	ROUTINES	9 - 12
UNIDAD IV	To distinguish when to use simple present and present continuous using verb phrases and to express likes and dislikes + ing.	ACTIONS	13 - 16

IV. INDICADORES DE CAPACIDAD AL FINALIZAR EL CURSO	
N°	INDICADORES DE CAPACIDAD AL FINALIZAR EL CURSO
1	Uses the verb to be to describe him/herself and others using affirmative and negative sentences.
2	Identifies classroom language as an important tool for communication.
3	Analyzes demonstrative adjectives, colors, adjectives and quantifiers to create sentences about him/her.
4	Uses vocabulary feelings and verb to be to express how he/she feels.
5	Uses imperative/let's form in sentences.
6	Uses verb phrases in simple present.
7	Distinguishes do/does in negative and question forms.
8	Analyzes Word order in questions.
9	Distinguishes sentence stress in question words.
10	Distinguishes whose and possessive's.
11	Analyzes and recognizes prepositions of time and place in everyday activities.
12	Uses adverbs and expressions of frequency in everyday activities.
13	Uses modal verb can to express ability, possibility, permission and to make requests.
14	Uses present continuous to express actions happening at the moment of speaking.
15	Distinguishes when to use simple present and present continuous
16	Talks about his /her city's weather and seasons.
17	Distinguishes object pronouns from personal pronouns.
18	Expresses likes and dislikes + ing.
19	Distinguishes ordinal numbers from cardinal numbers to say the date.
20	Uses vocabulary music to express his/his own liking.

V. DESARROLLO DE LAS UNIDADES DIDACTICAS						
Unidad Didáctica I: ALL OVER THE WORLD	CAPACIDAD DE LA UNIDAD DIDACTICA I: To introduce oneself and others verb to be and possessive adjectives and asking personal questions.					
	SE MA NA	CONTENIDOS			ESTRATEGIA DIDACTICA	INDICADORES DE LOGRO DE LA CAPACIDAD
		CONCEPTUAL	PROCEDIMENTAL	ACTITUDINAL		
	1	1. Subject pronouns 2. Verb to be	Use the verb to be to describe him/herself and others using affirmative and negative sentences.	Shows interest to express him/herself clearly.	Group work Brainstorm Intended dialogue Presentations Productions of texts Role play	Describes him/herself and others using verb to be and numbers.
	2	3. Verb to be 4. The world, numbers 21-100	Use the verb to be to describe him/herself and others using affirmative and negative sentences.	Shows interest to express him/herself clearly		Describes him/herself and others using verb to be and numbers.
	3	5. Possessive adjectives 6. Classroom language	Identifies classroom language as an important tool for communication	Shows interest in understanding and appealing classroom language.		Uses classroom language to communicate properly in English and uses it as an instrument for social communication.
	4	7. A/an; this/that/these/those 8. Things.	Analyzes demonstrative adjective, colors, adjectives and quantifiers to create sentences about him/her.	Appreciates the use of English language using grammar correctly,		Analyzes and distinguishes the proper use of demonstrative adjectives.
EVALUACION DE LA UNIDAD DIDACTICA						
EVIDENCIA DE CONOCIMIENTOS		EVIDENCIA DE PRODUCTO		EVIDENCIA DE DESEMPEÑO		
Oral interview and written practices.		Writing: introducing myself to the class.		The student introduces him/herself and other people to the class. Also he/she can greet people and say where they are from.		

CAPACIDAD DE LA UNIDAD DIDACTICA II: To describe where things are located using adjectives and to describe routine using present simple and question Word.						
Unidad Didáctica II: PLACES	SE MA NA	CONTENIDOS			ESTRATEGIA DIDACTICA	INDICADORES DE LOGRO DE LA CAPACIDAD
		CONCEPTUAL	PROCEDIMENTAL	ACTITUDINAL		
	5	9. Adjectives, colors, modifiers. 10. Feeling- Imperative	Analyzes demonstrative adjectives, colors, adjectives and quantifiers to create sentences about him/her. Uses imperative let's form in sentences.	Shows interests to express him/herself clearly.	Group work Brainstorm Intended dialogue Presentations Productions of texts Role play	Distinguishes imperative form from simple present form.
	6	11. Simple Present + and – 12. Verb Phrases,	Uses verb Phrases in simple present.	Appreciates the use of english language sing grammar correctly.		Analyzes the importance of the different Verb Phrases in english for everyday communication,
	7	13. Simple present. 14. Jobs.	Distinguishes do/does in negative and question forms,	Appreciates the use of english language sing grammar correctly		Uses vocabulary job for making sentences in affirmative, negative and question form.
	8	15. Word order in questions. 16. Question Word.	Analyzes word order in questions Distinguishes sentence stress in question words.	Identifies y appreciates the order when using a question words.		Analyses texts and recognizes the structure from selected readings.
	EVALUACION DE LA UNIDAD DIDACTICA					
EVIDENCIA DE CONOCIMIENTOS		EVIDENCIA DE PRODUCTO		EVIDENCIA DE DESEMPEÑO		
Oral interview and written practices.		Writes a personal profile of him/herself.		At the end of this second unit, the student is able to distinguish the correct use of the auxiliary verb do/does in negative and question forms and to talk about his daily routine.		

Unidad Didáctica III: ROUTINES.	CAPACIDAD DE LA UNIDAD DIDACTICA III: To use present simple in everyday activities using adverbs and expressions of frequency and to use the modal.					
	SEMANA	CONTENIDOS			ESTRATEGIA DIDACTICA	INDICADORES DE LOGRO DE LA CAPACIDAD
		CONCEPTUAL	PROCEDIMENTAL	ACTITUDINAL		
	9	17. Whose/possesive. 18. Family.	Distinguish Whose and possessive s.	Appreciates the use of english language using grammar correctly.	<ul style="list-style-type: none"> ▪ Group Word. ▪ Brainstorm ▪ Intended dialogue. ▪ Presentations. ▪ Production of texts. ▪ Role Play. 	Distinguish Whose and possessive s in sentences.
	10	19. Position of adverbs and expressions of frequency. 20. Adverbs and expressions of frequency.	Analyzes and recognizes prepositions of time and place.	Shows interest to express him/herself clearly.		Analyzes and recognizes prepositions of time and place in everyday activities.
	11	21. Position of adverbs and expressions of frequency. 22. Adverbs and expressions of frequency.	Uses adverbs and expressions of frequency.	Shows interest to express him/herself clearly.		Uses adverbs and expressions of frequency in everyday activities
	12	23. Can/can t 24. Verb Phrases.	Uses modal Verb can to express ability, possibility, permission and to make requests.	Shows interest to learn new Verb Phrases in order to increase vocabulary.		Uses modal Verb can to express ability, possibility, permission and to make requests in sentences.
	EVALUACION DE LA UNIDAD DIDACTICA					
	EVIDENCIA DE CONOCIMIENTOS		EVIDENCIA DE PRODUCTO		EVIDENCIA DE DESEMPEÑO	
	Oral interview and written practices.		Interviews his/her partner about a typical weekday with questions		At the end of this third unit, the student is able to make sentences using grammar rules correctly, also, he/she is able to express ability, possibility and permission using modal Verb can/can t	

Unidad Didáctica IV: ACTIONS.	CAPACIDAD DE LA UNIDAD DIDACTICA IV: To distinguish when to use simple present and present continuous using Verb Phrases and to express likes.					
	SEMANA	CONTENIDOS			ESTRATEGIA DIDACTICA	INDICADORES DE LOGRO DE LA CAPACIDAD
		CONCEPTUAL	PROCEDIMENTAL	ACTITUDINAL		
	13	25. Present continuous. 26. Verb Phrases.	Uses present continuous to express actions happening at the moment of speaking.	Shows interest to learn new Verb Phrases in order to increase vocabulary.	<ul style="list-style-type: none"> ▪ Group Work. ▪ Brainstorm. ▪ Intended dialogue. ▪ Presentations. ▪ Production of texts. ▪ Role play. 	Uses present continuous to express actions happening at the moment of speaking.
	14	27. Simple present of present continuous? 28. The weather and seasons.	Distinguish when to use simple present and present and continuous.	Shows interest to express him/herself clearly.		Distinguishes when to use simple present and present continuous in different contexts.
	15	29. Object pronouns. 30. Ordinal numbers.	Distinguish Object pronouns from personal pronouns. Expresses likes and dislikes + Ing.	Appreciates the use of english language using grammar correctly.		Distinguishes Object pronouns from personal pronouns in different exercises.
	16	31. The date. 32. Ordinal numbers. 33. Music.	Distinguish ordinal numbers from cardinal numbers. Uses vocabulary Music to express his/her own liking.	Appreciates the use of english language using grammar correctly.		Distinguish ordinal numbers from cardinal numbers to say the date
	EVALUACION DE LA UNIDAD DIDACTICA					
	EVIDENCIA DE CONOCIMIENTOS		EVIDENCIA DE PRODUCTO		EVIDENCIA DE DESEMPEÑO	
	Oral interview and written practices.		Writing activity: Writes a Verb or Verb Phrases using-Ing. form of the Verb. Speaking: completes a Music questionnaire.		At the end of this fourth unit, the student is able to distinguish Verb do and be. Also, he/she is able to distinguish simple present continuous in different contexts.	

VI. MATERIALES EDUCATIVOS Y OTROS RECURSOS DIDACTICOS

Los materiales educativos y recursos didácticos que se utilizarán en el desarrollo del presente curso:

- Pizarra, plumones, equipo retroproyector.
- Lecturas seleccionadas.
- Materiales audiovisuales: documentales y entrevistas.
- Presentaciones multimedia.
- servicios telemáticos: sitios web, foros.
- Separatas, papelones y marcadores.

VII EVALUACION

La evaluación se realiza teniendo en cuenta la evidencia de conocimiento, la evidencia de producto y la evidencia de desempeño del estudiante, asignado para tal efecto lo siguiente:

Unidades	Evidencia	Porcentaje	Ponderación	Instrumentos
I.II.III,IV	De conocimiento	30	0.3	Cuestionario
	De producto	30	0.3	Tabla de escala valorativa
	De Desempeño	40	0.4	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 determinara aplicando la siguiente formula.

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

VII BIBLIOGRAFIA

- Oxford practice grammar. Norman Coe, Mark Harrison y Ken Paterson,
- New Cutting Edge elementary, Sarah Cunningham, Peter Moor y Frances Eales.
- Gate Way To English. Basic English for ESL Student, Third edition.
- American English File 1 Student Book- Second Edition. Oxford.
- www.ivona.com-
- www.linguee.es.