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 **José Faustino Sánchez Carrión**

**FACULTAD DE INGENIERIA AGRARIA, INDUSTRIAS ALIMENTARIAS Y AMBIENTAL**

**SÍLABO POR COMPETENCIAS**

**INGLÉS I**

**2018-I**

**DOCENTE:**

**Dra. Carmen Ramírez Capcha**

**SÍLABO: INGLÉS I**

**2018 - I**

1. **DATOS GENERALES**

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| --- | --- |
| 1.1DEPARTAMENTO ACADÉMICO | INGENIERIA ZOOTÉCNICA |
| 1.2 ESCUELA PROFESIONAL  | INGENIERIA ZOOTÉCNICA |
| 1.3 ASIGNATURA  | INGLÉS I  |
| 1.4 DOCENTE | Dra. CARMEN RAMÍREZ CAPCHA |
| 1.5 AREA CURRICULAR | FORMACION GENERAL |
| 1.6 PLAN DE ESTUDIO | 06 |
| 1.7 PRE REQUISITO | NINGUNO |
| 1.8 CREDITOS | 03 |
| 1.9 CONDICION | OBLIGATORIO |
| 1.10 CÓGIDO | 157 |
| 1.11 DURACION | 17 SEMANAS |
| 1.12 HORAS | TH: 04 HT: 02 HP: 02 |
| 1.13 CORREO ELECTRÓNICO | misscarmenramirez@gmail.comdeki\_02@hotmail.com |

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

La asignatura de inglés I pertenece al área de estudios generales, es de naturaleza teórico-práctico y tiene como propósito el desarrollo de la competencia comunicativa, es decir, está orientado al desarrollo de habilidades comunicativas en forma oral y escrita, en diferentes contextos, de modo que el estudiante logre el manejo del idioma en un nivel básico 1, La asignatura forma parte de un sistema de cursos que integra la línea de formación idiomática. Se busca un nivel básico del idioma inglés, de acuerdo al nivel A1 del marco Común Europeo de referencia para las lenguas. Para cada uno de los niveles el marco define las destrezas que los estudiantes deben adquirir en las siguientes cuatros competencias: comprensión auditiva, comprensión de lectura, interacción oral, y expresión escrita.

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**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **CAPACITY UNIT** | **NAME UNIT** | **WEEKS** |
| **UNIT I** | To identify specific and general information.To ask and give personal information.To select the suitable information to complete charts.To use the language given to speak or write about a topic. | Hello! | 1, 2, 3, 4 |
| **UNIT II** | To talk about family members and friends.To ask and answer questions.To talk about possessions and express opinions.To understand specific and general information. | Family and friends. | 5, 6, 7, 8 |
| **UNIT III** | To talk about likes and dislikes.To talk about the town where they live. To use the language given to speak or write about a topic.To understand specific and general information. | Where do you live? | 9, 10, 11, 12 |
| **UNIT IV** | To describe time and frequency.To talk about daily routines.To interpret information to give opinions.To understand specific and general information. |  What time do you get up? | 13, 14, 15, 16 17 |

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

|  |  |
| --- | --- |
| *1* | To introduce yourself and give information using some classroom instructions. |
| *2* | To identify some classroom objects.To identify vocabulary according the speciality.To use greetings and useful expressions in class. |
| *3* | To recognize ways to talk about possessions.To describe some people`s occupations.Talking about numbers. |
| *4* | To identify vocabulary according the speciality.To describe people´s personal information in a written text. |
| *5* | To use every day English expressions to be polite in real contexts. To talk about their family members. |
| *6* | To describe important information about their friends.To identify relevant information in short texts. |
| *7* | To use some vocabulary related to phone calls and email addresses in short conversations. |
| *8* | To make an oral presentation about a specific topic. |
| *9* | To recognize new vocabulary about sports, food and drinks.To make conversations about likes and dislikes. |
| *10* | To make short dialogs.To identify the use of a/an and some action verbs. |
| *11* | To express their own ideas about location.To describe different kind of objects. |
| *12* | To ask and answer about prices.To identify the main idea in short texts |
| *13* | To talk about the time and frequency. |
| *14* | To express habits and daily routines. |
| *15* | To make oral presentations about a specific topic. |
| *16* | To do exercises and demonstrate what they learnt. |
| *17* | To make and answer a survey about lifestyle. |

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

|  |  |
| --- | --- |
| ***Unit I : Hello!*** | ***CAPACITY OF UNIT I: To identify specific and general information. To ask and give personal information. To select the suitable information to complete charts. To use the language given to speak or write about a topic.*** |
|  |
| Weeks | Contents | Teaching strategy | Achievement indicators of capacity |
| Conceptual | Procedural | Attitudinal |
| 1 | * Presentation of syllabus.
* What´s your name?
* This is….
* How are you?
* Greetings
 | * Introducing themselves.
 | Respect and accept the classroom rules. | Making oral presentations. | To introduce yourself and give information using some classroom instructions. |
| 2 | * What´s this in English?
* Verb to be: affirmative.
* Numbers and plurals.
* There is /There are
 | * Introducing yourself and others.
* Sharing important information.
 | Respect the agreements and the classroom rules. | Students work in pairs.Answering different kind of questions. | To identify some classroom objects.To identify vocabulary according the speciality.To use greetings and useful expressions in class. |
| 3 | * Where´s he from?
* Possessive Adjectives.
* Verb to be: negative.
* Numbers 11-30.
* Reading Comprehension Practice.
 | * Talking about possession.
* Describing people`s occupations.
 | Respect and value ideas, beliefs, language and Solidarity. | Active participation of the students during the class. | To recognize ways to talk about possessions.To describe some people`s occupations.Talking about numbers. |
| 4 | * New Vocabulary
* Verb to be: questions and answers.
* Reading related to the speciality.
* Oral Presentation
 | * Formulation and answer the questions.
* Understanding different kind of texts.
 | Value the topics taught in the area as part of the education process. | Making short dialogs about different topics. | To identify vocabulary according the speciality.To describe people´s personal information in a written text. |
|  | **EVALUACIÓN DE LA UNIDAD DIDÁCTICA** |  |  |
| **EVIDENCIA DE CONOCIMIENTOS** | **EVIDENCIA DE PRODUCTO** | **EVIDENCIA DE DESEMPEÑO** |  |  |
| Oral and written evaluation of the Unit I. | Make an interview asking personal information.Write a short paragraph introducing themselves. | Formulate 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 : Family and friends.*** | ***CAPACITY OF UNIT II: To talk about family members and friends. To ask and answer questions. To talk about possessions and express opinions. To understand specific and general information.*** |
|  |
| Weeks | Contents | Teaching strategy | Achievement indicators of capacity |
| Conceptual | Procedural | Attitudinal |
| 5 | * Social expressions.
* Possessions.
* Apostrophe ‘s, s´
* Family members.
 | * Using expressions to be polite in a real context.
* Describing possessions and family members.
 | Value the importance of good relationship in the family. | Identifying important information on an audio. | To use every day English expressions to be polite in real contexts. To talk about their family members. |
| 6 | * Have / has.
* Questions and answers.
* Reading comprehension.
 | * Talking about good relationship with friends.
* Understanding the main and secondary ideas in short texts.
* Recognizing information from different texts
 | Develop interest and respect for foreign cultures. | Work in pairs.Identifying the main ideas in short texts. | To describe important information about their friends.To identify relevant information in short texts. |
| 7 | * How do you spell…?
* Oral conversations: On the phone.
* Email vocabulary.
 | * Making short conversations in different contexts.
* Identifying important information in short dialogs.
 | Respect their partners´ ideas and opinions. | Work in groups Creating a graphic organizer. | To use some vocabulary related to phone calls and email addresses in short conversations. |
| 8 | * Review / Middle exam.
* 1st revision of the academic work.
 | * Evaluate the advanced of learning English.
 | Show responsibility | Application of a test individually. | To make an oral presentation about a specific topic. |
|  | **EVALUACIÓN DE LA UNIDAD DIDÁCTICA** |  |  |
| **EVIDENCIA DE CONOCIMIENTOS** | **EVIDENCIA DE PRODUCTO** | **EVIDENCIA DE DESEMPEÑO** |  |  |
| Oral and written evaluation of the Unit II. | Make a graphic organizer about a specific topic.Oral presentation. | 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: Where do you live?*** | ***CAPACITY OF UNIT III: To talk about likes and dislikes. To talk about the town where they live. To use the language given to speak or write about a topic. To understand specific and general information.*** |
|  |
| Weeks | Contents | Teaching strategy | Achievement indicators of capacity |
| Conceptual | Procedural | Attitudinal |
| 9 | * Present Simple:

Affirmative, negative and interrogative forms: I/you/we/they.* Sports, food, drinks.
 | * Describing sports, food and drinks.
* Giving opinions about likes and dislikes.
 | Work during the class.Positive attitude. | Work in pairs. Associating words with pictures or images on an audio. | To recognize new vocabulary about sports, food and drinks.To make conversations about likes and dislikes. |
| 10 | * Present Simple:

questions: I/you/we/they.* Action verbs, A /an.
 | * Identifying the action verbs.
* Asking and answering questions.
 | Respect their partners´ ideas and opinions. | Work in pairs.A memory game. | To make short dialogs.To identify the use of a/an and some action verbs. |
| 11 | * Adjective + nouns.
* Where´s it from?
* Language and nationalities.
 | * Infering information through pictures.
* Expressing their own opinions.
 | Value the topics taught in the area as part of the education process. | Asking and answering questions.Writing a short paragraph about nationalities. | To express their own ideas about location.To describe different kind of objects. |
| 12 | * How much is it?
* Quantity and prices.
* Reading related to the speciality.
 | * Talking about quantities.
* Telling prices.
* Identify the main idea in different kind of texts.
 | Positive attitude. | Scanning and skimming to identify relevant information. | To ask and answer about prices.To identify the main idea in short texts. |
|  | **EVALUACIÓN DE LA UNIDAD DIDÁCTICA** |  |  |
| **EVIDENCIA DE CONOCIMIENTOS** | **EVIDENCIA DE PRODUCTO** | **EVIDENCIA DE DESEMPEÑO** |  |  |
| Oral and written evaluation of the Unit III. | Make a role-play on a video. | Maintain a conversation about likes, dislikes and preferences.  |  | 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 : What time do you get up?*** | ***CAPACITY OF UNIT IV: To describe time and frequency. To talk about daily routines. To interpret information to give opinions.******To understand specific and general information.*** |
|  |
| Weeks | Contents | Teaching strategy | Achievement indicators of capacity |
| Conceptual | Procedural | Attitudinal |
| 13 | * The time
* What time is it?
* Frequency adverbs.
 | * Telling the time.
* Talking about frequency.
 | Be organize and cooperative. | Work in groups.Talking about daily events. | To talk about the time and frequency. |
| 14 | * Present Simple He/she/it: affirmative form.
* Days of the week.
 | * Expressing quantities.
* Talking about habits and routines.
 | Get involved in their own learning. | Work in pairs.Describing habits and routines. | To express habits and daily routines. |
| 15 | * Oral presentation of the academic work.
 | * Present and expositions of the academic work.
 | Show empathy for others. | Expositions in class. | To make oral presentations about a specific topic. |
| 16  | * Reading comprehension practice.
* Final test.
 | * Evaluation.
 | Show responsibility. | Solving different kind of exercises. | To do exercises and demonstrate what they learnt. |
| 17 | * Review of Present Simple.
 | * Asking and answering questions.
* Understanding specific and general information.
 | Consider the importance of moral values. | Collaborative learning. | To make and answer a survey about lifestyle. |
|  | **EVALUACIÓN DE LA UNIDAD DIDÁCTICA** |  |  |
| **EVIDENCIA DE CONOCIMIENTOS** | **EVIDENCIA DE PRODUCTO** | **EVIDENCIA DE DESEMPEÑO** |  |  |
| Oral and written evaluation of the Unit III. | Oral presentation about a topic of their speciality. | Explain a process step by step appropriately.  |  | 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
* Plataforma virtual

**VII. SISTEMAS DE EVALUACIÓN – ART. 127 REGLAMENTO ACADÉMICO:**

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 determinará 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.

$$PF=\frac{P1+P2}{2}$$

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: intervenciones orales 1, 35%; Teórico Práctico 2, 35% y el Trabajo Académico, 30%. El promedio final es la suma de los ponderados.

1. **Instrumentos:** Rúbrica, prácticas calificadas, lista de cotejo, organizadores gráficos, etc.

**VIII. BIBLIOGRAFÍA**

* John, & Liz Soars. (2013) *New Headway. Students’ Book – Beginner*. Oxford University.
* John, & Liz Soars. (2013) *New Headway. Workbook – Beginner*. Oxford University.
* John, & Liz Soars. (2013) *New Headway. Teachers’ Note – Beginner*. Oxford University.
* Oxford Advanced Learner’s Dictionary.

**PÁGINAS WEB**

* Oxford University Press / New Headway Beginners test builder: [**https://elt.oup.com**](https://elt.oup.com)
* [www.learnenglish.org.uk](http://www.learnenglish.org.uk)
* [www.detailenglish.com](http://www.detailenglish.com)
* [www.englishtips.org](http://www.englishtips.org)

 **Huacho, abril 2018**

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 **Dra. Carmen Ramírez Capcha**

**Docente del Curso**