 **UNIVERSIDAD NACIONAL DE EDUCACIÓN**

**ENRIQUE GUZMÁN Y VALLE**

***“Alma Máter del Magisterio Nacional”***

**VICERRECTORADO ACADÉMICO**

**FACULTAD DE CIENCIAS SOCIALES Y HUMANIDADES**

**Departamento Académico de Lenguas Extranjeras y Educación Artística**

**SÍLABO**

**I. DATOS INFORMATIVOS**

1. Asignatura : INGLÉS I
   1. Área curricular : Formación Básica
   2. Código : ACFB0102
   3. N° de créditos : 02
   4. N° de horas semanales : Total Hrs: T 01: P: 02 Virtuales: 02
   5. Requisito : Ninguno
   6. Horario : lunes 8:00 - 10:30 a.m.
   7. Año / Ciclo de estudios : 2020 I
   8. Semestre académico : 2020 -II
   9. Régimen : Regular
   10. Promoción y sección : 2020-s4
   11. Directora DALEyEA : Dra. Liliana Castillo Vento
   12. Docente : Mg.Alicia M.Malaver Pinedo
   13. Correo electrónico : amalaver@une.edu.pe
2. **SUMILLA**

Curso teórico-práctico de formación general, que prepara al estudiante en conocimientos y manejo del inglés básico; asimismo, se incluye la enseñanza virtual. Tiene el propósito de desarrollar las competencias lingüísticas del idioma Inglés, fortaleciendo la competencia comunicativa en el nivel de comprensión en el nivel de comprensión auditiva, comprensión lectora, interacción oral y expresión oral, y escrita en un nivel de principiante. Comprenderá el estudio sistemático de los componentes gramaticales, lexicales, fonético-fonológicos de acuerdo al nivel. Abordando los siguientes contenidos: theory: the verb to be – this-that-these-those; plurals, possessive adjective; possessive case; present simple-who questions; prepositions of time and place; positions of adverbs and expressions of frequency; like/ love / enjoy/ hate/ can't stand+ing; want to / would like; can-can´t; adjectives for people; possessive pronouns-whose?; there is - there are; articles: a-an/the; present progressive- stative verbs; comparative and superlative adjective; past simple.

1. **COMPETENCIAS:**

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| **Competencia Profesional** |
| Domina conocimientos humanísticos, científicos y tecnológicos, inherentes a su profesión, para resolver problemas de los diferentes contextos multiculturales, con ética y responsabilidad social. |
| **Competencia de la asignatura** |
| Se comunica en forma oral y escrita utilizando expresiones cotidianas de uso frecuente, así como frases sencillas en situaciones de su entorno. Puede expresarse con frases sencillas y aisladas relativas a personas y lugares. |

**IV. PROGRAMACION DE LAS UNIDADES DIDACTICAS.**

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| **UNIT I: *“*NICE TO MEET YOU’’** | | | | | | **N#. WEEK** | |
| **03** | |
| **SPECIFIC COMPETENCE:** | | **Talk about basic personal information and family members.** | | | | | |
| **Week** | **SKILL** | **CONTENT** | **LEARNING**  **STRATEGIES** | **RESOURCES** | **EVALUATION** | | |
| **LEARNING OUTCOME** | | **EVALUATION**  **INSTRUMENT** |
| **1st** | 1.1  Ask for and say personal information.  Talk about where people are from and what they do. | Recognition of the Virtual Classroom.  Knowing the Virtual Classroom, importance and objectives of the course.  Greetings and farewells  Classroom language  Personal Information  Subject Pronouns  Verb be  The Alphabet  Numbers 0- 10 | Pair and group work  Reading analysis  Group discussion  Video analysis | Websites, YouTube.  Power Point presentations, videos  Audios.  Readings,  Worksheets  IBook  Learning guide  The virtual Platform | A Video based on a personal introduction | | Rubric |
| **2nd** | **1.2**   * Describe people 's physical appearance. * Ask for and give phone numbers and email addresses. | Yes/ No questions with be  Wh- questions with be  Countries / Nationalities  Occupations  Marital Status  Physical Appearance | Pair and group work  Reading analysis  Group discussion  Video analysis | Websites, YouTube.  Power Point presentations, videos  Audios.  Readings,  Worksheets  IBook  Learning guide  The virtual Platform | A poster describing a famous person | | Rubric |
| **3rd** | **1.3**   * Ask for and say where people are from. Identify family members and give relationship. | -Possessive case (´s)  Possessive adjectives(his, her, their)  Possessive adjectives (my, your, our)  Family members  Parts of the body  Numbers 0- 100  Common everyday activities | Pair and group work  Reading analysis  Group discussion  Video analysis | Websites, YouTube.  Power Point presentations, videos, audios.  Readings, Worksheets  IBook  Learning guide  The virtual Platform | A poster of a family tree | | Rubric |

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| **UNIT II: *“DESCRIBING PEOPLE´´*** | | | | | | | **N#. WEEK** |
| **04** |
| **SPECIFIC COMPETENCE:** | | **Talk about Physical Appearance, Personality and Preferences.** | | | | | |
| **Week** | **SKILL** | **CONTENT** | **LEARNING STRATEGIES** | **RESOURCES** | **EVALUATION** | | |
| **LEARNING OUTCOME** | **EVALUATION**  **INSTRUMENT** | |
| **4th** | **2.1**   * Ask for physical appearance. * Talk about what people look like. | Expressions to describe people.  Physical Appearance Adjectives  What does she/he look like? | Pair and group work  Reading analysis  Group discussion  Video analysis | Websites, YouTube.  Power Point presentations, videos  Audios, readings,  Worksheets  IBook  Learning guide  The virtual Platform | Record an audio, video or ppts presenting and describing a member of their family. | Rubric | |
| **5th** | **2.2**   * Describe people's personality * Ask for People’s personality and character | Adjectives to describe character and personality.  Opposite Adjectives:  Positive and Negative Adjectives. | Pair and group work  Reading analysis  Group discussion  Video analysis | Websites, YouTube.  Power Point presentations, videos  Audios.  Readings,  Worksheets  IBook  Learning guide  The virtual Platform | A writing paragraph about someone you know.(describing their personality and character, use positive and negative adjectives) | Rubric | |
| **6th** | **2.3**   * Ask for and say people’s preferences | Preferences: like  Food  Sports  Activities at home. | Pair and group work  Reading analysis  Group discussion  Video analysis | Websites, YouTube.  Power Point presentations, videos, audios.  Readings, worksheets  IBook - Learning guide  The virtual Platform | A conversation in pairs, about their preferences in regards to food, sports and household chores. | Rubric | |
| **7th** | * Talk about daily routines and free time activities. | Simple Present with daily routines.  Adverbs of frequency. | Pair and group work  Reading analysis  Group discussion  Video analysis | Websites, YouTube.  Power Point presentations, videos, audios.  Readings, worksheets  IBook - Learning guide  The virtual Platform | A video talking about their daily routines ( video/ audio/ppt). | Rubric | |
| **8th** | MID TERM EXAM | | | | | | |

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| **UNIT III:  *“ WHAT DO YOU DO? WHAT ARE YOU DOING? “*** | | | | | | **N#. WEEK** | |
| **04** | |
| **SPECIFIC COMPETENCE:** | | **Talk about current activities, free time activities, preferences and comparisons.** | | | | | |
| **Week** | **SKILL** | **CONTENT** | **LEARNING STRATEGIES** | **RESOURCES** | **EVALUATION** | | |
| **LEARNING OUTCOME** | | **EVALUATION**  **INSTRUMENT** |
| **9th** | * Talk about current activities. * Describe what people are wearing or doing. | Present Progressive  Affirmative, negative, interrogative forms.  Short answers.  Clothes.  Colors.  Action verbs.  The weather. | Pair and group work  Reading analysis  Group discussion  Video analysis | Websites, YouTube.  Power Point presentations, videos, audios.  Readings, worksheets  IBook - Learning guide  The virtual Platform | A short paragraph about what you are wearing now  A short paragraph about the weather. | | Rubric |
| **10th** | * Talk about free time activities. * Write about food preferences. | Simple Present and free time activities.  Occupations.  Free time activities.  Preferences.  Present Progressive versus Simple Present. | Pair and group work  Reading analysis  Group discussion  Video analysis | Websites, YouTube.  Power Point presentations, videos, audios.  Readings, worksheets  IBook - Learning guide  The virtual Platform | A short paragraph about your food preferences  A conversation about free time activities ( video/ audio/ppt). | | Rubric |
| **11th** | Express and compare things using comparative adjectives.  Talk about comparisons. | Comparative Adjetives:   * er form * more / less form * Irregular | Pair and group work  Reading analysis  Group discussion  Video analysis | Websites, YouTube.  Power Point presentations, videos, audios.  Readings, worksheets  IBook - Learning guide  The virtual Platform | A conversation comparing two people or things. | | Rubric |
| ***12th*** | * Describe and compare things   using superlative  adjectives.   * Talk about comparisons. | Superlative Adjectives.   * est form * The most / least form. * Irregular | Pair and group work  Reading analysis  Group discussion  Video analysis | Websites, YouTube.  Power Point presentations, videos, audios.  Readings, worksheets  IBook - Learning guide  The virtual Platform | A questionnaire about general knowledge. | | Rubric. |

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| **UNIT IV: “PEOPLE’S PAST”** | | | | | | **N#. WEEK** | | |
| **03** | | |
| **SPECIFIC COMPETENCE:** | | **Talk about things you did on your last holiday.** | | | | | | |
| **Week** | **SKILL** | **CONTENT** | **LEARNING STRATEGIES** | **RESOURCES** | **EVALUATION** | | | |
| **LEARNING OUTCOME** | | **EVALUATION**  **INSTRUMENT** | |
| **13th** | * Talk about past events using was and were * Write about things in the past using past of the verb to be was/were. | **Yesterday**  Was /Were  (aff, neg, int)  Yes/No questions.  past Time expressions: Last Monday, last weekend, etc  Readings about Charles Darwin and Albert Einstein | Pair and group work  Reading analysis  Group discussion  Video analysis | Websites, YouTube.  Power Point presentations, videos, audios. Readings, worksheets  IBook - Learning guide  The virtual Platform | A timeline | | | Rubric |
| **14th** | * Talk about past holidays. * Describe things in the past . | **How did you spend your holiday?**  Regular Verbs (ed)  (aff, neg, int)  Yes/No questions  Wh-questions  Vocabulary : places, holidays past events, etc. | Pair and group work  Reading analysis  Group discussion  Video analysis | Websites, YouTube.  Power Point presentations, videos, audios.  Readings, worksheets  IBook - Learning guide  The virtual Platform | A brochure about things you did on holidays. | | | Rubric |
| **15th** | * Talk about   things you did on your last holidays.   * Write about things you did in your last trip using irregular and regular verbs. | **How did you spend your holiday?**  Irregular Verbs  (aff, neg, int)  Yes/No questions  Wh-question: Who, How, when ,etc.  Places around the city/town  Time expressions. | Pair and group work  Reading analysis  Group discussion  Video analysis | Websites, YouTube.  Power Point presentations, videos, audios.  Readings, worksheets  IBook - Learning guide  The virtual Platform | Short paragraph about a trip / a busy day using past simple tense..(ppt/Video) | | | Rubric |
| **16th** | FINAL EXAM | | | | | | | |

1. **VINCULACIÓN CON LA INVESTIGACIÓN**

Los estudiantes desarrollan la capacidad de recoger información a través de búsquedas en Internet sobre temas relacionados al curso y elaboran referencias utilizando APA.

1. **RESPONSABILIDAD SOCIAL**

A través del curso los estudiantes realizan videos cortos sobre problemas ecológicos aplicando las cuatro habilidades del idioma inglés aprendidas durante el ciclo a fin de promover el cuidado del medio ambiente.

1. **METODOLOGÍA**

El curso se desarrolla a través de presentaciones utilizando las herramientas digitales Google meet y Aula virtual. Considerando lluvia de ideas, dinámica de grupos, role - play, entrevistas, resolución de ejercicios, exposiciones, videoconferencias, chat, fórum.

1. **RECURSOS**

* Google Meet
* Aula Virtual UNE
* Archivos PDF
* Presentaciones PPT
* Videos
* Short Text
* Páginas Web
* Zoom

**IX EVALUATION**

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| 1. **UNIDAD** | **EVALUACIÓN DEL APRENDIZAJE (\*\*)**  **¿Qué voy a evaluar?** | | **TÉCNICAS**  **¿Cómo vamos a evaluar?** | **INSTRUMENTOS**  **¿Con qué vamos a evaluar?** | **FECHA DE INGRESO DE CALIFICATIVOS**  **SEGÚN DIRECTIVA** |
| I | Conocimientos | 25% | Observación | Rubrics  Questionnaires. | 1st week  2nd week |
| Desempeños | 35% | Entrevista | rubric | 3rd week |
| Productos | 40% | Entrevista | Rubrics | 4th week |
| II | Conocimientos | 25% | Observación | Rubrics | 6th week |
| Desempeños | 35% | Entrevista | rubric | 7th week |
| Productos | 40% | Entrevista | Rubrics | 8th week |
| III | Conocimientos | 25% | Observación | Rubrics | 10th week |
| Desempeños | 35% | Entrevista | rubric | 11th week |
| Productos | 40% | Entrevista | Rubrics | 12th week |
| IV | Conocimientos | 25% | Observación | Rubrics | 14th week |
| Desempeños | 35% | Entrevista | rubric | 15th week |
| Productos | 40% | Entrevista | Rubrics | 16 th week |

\* La calificación es vigesimal.

\*Las técnicas e instrumentos de evaluación deben corresponder a la evaluación de competencias

(\*\*) El docente podrá utilizar ponderados considerando la naturaleza del componente curricular, se recomienda que los conocimientos no ha de exceder del 30%.

9.2 Calificación:

Para los promedios parciales de unidad didáctica se utilizan las siguientes fórmulas:

𝑃𝑟𝑜𝑚𝑒𝑑𝑖𝑜 𝑃𝑎𝑟𝑐𝑖𝑎𝑙 =𝐸𝐶 (2,5) + 𝐸𝐷 (3,5) + 𝐸𝑃 (4)

𝑆𝑢𝑚𝑎𝑡𝑜𝑟𝑖𝑎 𝑑𝑒 𝑙𝑜𝑠 𝑃𝑜𝑛𝑑𝑒𝑟𝑎𝑑𝑜𝑠

Dónde: (No olvide poner los ponderados si los hubiese)

EC: Evidencia de conocimiento

ED: Evidencia de desempeño

EP: Evidencia de producto

\*El promedio final (PF) del logro de aprendizaje de la competencia prevista del componente curricular se obtiene aplicando las siguientes fórmulas, según el número de promedios parciales

Para dos promedios parciales:

𝑃𝐹 = 𝐼𝑃𝑃 + 𝐼𝐼𝑃𝑃

2

Para tres promedios parciales:

𝑃𝐹 = 𝐼𝑃𝑃 + 𝐼𝐼𝑃𝑃 + 𝐼𝐼𝐼𝑃

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Donde:

PF = Promedio final

IPP = Primer promedio parcial

IIPP = Segundo promedio parcial

IIIPP = Tercer promedio parcial

**VIII. BIBLIOGRAPHIC REFERENCES**

Modules English I: Elaboración equipo de docentes DALEX 2020

Joan, S. (2015). Top Notch Teacher’s Book. Pearson Education. Londres, Reino Unido.

Joan, S. (2015). Top Notch Student’s Book Pearson Education. Londres, Reino Unido.

Joan, S. (2015). Top Notch Work Book Pearson Education. Londres, Reino Unido.

**INTERNET LINKS.**

[www.world-english.org](http://www.world-english.org/).

[www.english-online.org.uk](http://www.english-online.org.uk/).

[www.englishzone.com](http://www.englishzone.com/).

[www.oxforddictionaries.com](http://www.oxforddictionaries.com/)

[http://www.biblioteca.une.edu.pe/cgi-bin/koha/opac-user.p](http://www.biblioteca.une.edu.pe/cgi-bin/koha/opac-user.pl)

La Cantuta, 20 October, 2020