**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**

**SÍLABO**

**I. DATOS INFORMATIVOS**

1. Asignatura : INGLÉS II
   1. Área curricular : Formación Básica
   2. Código : ACFB211
   3. N° de créditos : 2
   4. N° de horas semanales : 3H
   5. Requisito : Inglés I
   6. Horario : 2:00.4:15 pm
   7. Año / Ciclo de estudios : Año: 2021 / Ciclo : II
   8. Semestre académico : 2021 -I
   9. Régimen : Regular
   10. Promoción y sección : 2020 – \_\_I\_\_\_
   11. Directora DALEX : Dra. Liliana Castillo Vento
   12. Docente : Mg. Roxana Malqui Acuña
   13. Correo electrónico : rmalqui@une.edu.pe
2. **SUMILLA**

Curso teórico- práctico de formación general, que prepara al estudiante para elevar el nivel de conocimiento y manejo de inglés básico; asimismo, se incluye la enseñanza virtual. Tiene el propósito de desarrollar las competencias lingüísticas del idioma, fortaleciendo la competencia comunicativa en el nivel de comprensión auditiva, interacción oral y expresión oral, en un nivel elemental. Comprenderá el estudio sistemático de los componentes gramaticales, lexicales, fonético- fonológico, de acuerdo al nivel, a través de los siguientes contenidos básicos:

Theory: Countable/ Uncountable nouns; some/ any/ no/how much…? / how many …? /much/ many/ about of / a few/ a little; have to, future going to, too/ enough / one / ones / compound; of some, any, no, every; the verb should, reported speech ( command request) ;comparative and superlative form, present perfect simple; have been; have gone, article; present perfect, question formation mediante la práctica: asking and answering about quantity; talking about food preferences and eating habits; inviting, accepting and refusing an invitation; making suggestions and arrangements; checking and confirming information; apologizing, expression obligations; making future plans, talking about shopping habits; talking about prices and sizes; responding to requests and giving excuses; asking for and giving advice; narrating a story; describing a problem, making comparisons, expressing opinions and preference; discussing cultural differences; talking about sports, and about experiences; talking about life events and achievements; talking and reading about future and predictions; talking about a city, reading and discussing films experiences; preparing an interview.

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.= A1 (MCER) |

**IV. PROGRAMACIÓN DE LAS UNIDADES DIDÁCTICAS**

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| **UNIT I: WHAT WE EAT AND DO** | | | | | | **N#. WEEK** | |
| **04** | |
| **SPECIFIC COMPETENCE:** | | **Talk about eating habits and plans** | | | | | |
| **Week** | **SKILL** | **CONTENT** | **LEARNING**  **STRATEGIES** | **RESOURCES** | **EVALUATION** | | |
| **LEARNING**  **OUTCOME** | | **EVALUATION**  **INSTRUMENT** |
| **1st** | **1.1** Talk about preferences and eating habits | * Food and drink * countable vs uncountable nouns * There is/ There are * a/an/ * Food groups | * Brainstorming * Fill in the blanks * Information gap activity * Role play * Skimming /scanning * Class discussion * Critical thinking tasks * Listening for gist * Listening for specific information | * Websites, * YouTube videos * PowerPoint presentations * Audios. * PDF Readings * Worksheets * The virtual Platform * WhatsApp,   . | Record a video about your eating habits by displaying a menu. | | Rubric |
| **2nd** | **1.2** Ask and answer about quantity – food | * How much / How many? * Quantifiers: some, any, a lot of, a few, a little, etc. * Quantity phrases: a can of, a package of, a bottle of, a bag of, etc. | Make a conversation / record a video in pairs/groups asking and answering about quantity. | | Rubric |
| **3rd** | **1.3 A**ccept and refuse for invitation check and confirm invitation | * Weekend plans * Asking for invitations. * Accepting and   Refusing invitation. | Make a conversation / record a video in a group of 3 talking about their weekend plans. | | Rubric |
| **4th** | **1.4** Ask and answer future plans in your next vacation  Talk about in your dream future vacation | * Express and use the grammar properly in order to make futures plans: Be going to. | Write a time line about future plans. | | Rubric |

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| **UNIT II: “WHAT ARE YOU GOING TO DO¨** | | | | | | | **N#. WEEK** |
| **04** |
| **SPECIFIC COMPETENCE:** | | **Talk about our future plans** | | | | | |
| **Week** | **SKILL** | **CONTENT** | **LEARNING STRATEGIES** | **RESOURCES** | **EVALUATION** | | |
| **LEARNING**  **OUTCOME** | **EVALUATION**  **INSTRUMENT** | |
| **5th** | 2.1 Talk about the future "Will" and make future predictions in your career and in your personal life | Express and use the grammar properly in order to make predictions: Will – Will not | * Brainstorming * Fill in the blanks * Information gap activity * Role play * Skimming /scanning * Class discussion * Critical thinking tasks * Listening for gist * Listening for specific information | * Websites, * YouTube videos * PowerPoint presentations * Audios. * PDF Readings * Worksheets * The virtual Platform * WhatsApp, | Make a presentation talking about predictions in your life. | Rubric | |
| **6th** | 2.2 Narrate a story about the thing you found in the street market using too and enough | too, enough (Talking about shopping habits - talking about prices, sizes, opinions) | Make a conversation / record a video, using too and enough plus adjectives/nouns | Rubric | |
| **7th** | 2.3Ask questions with one or ones to discuss about preferences for shopping clothes | Use one or ones replacing a noun or nouns for buying fancy clothes. |  | Present a role play contextualizing that you are at Gamarra shopping center buying clothes for your graduation. | Rubric | |
| **8th** | MID- TERM EXAM | | | | | | |

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| **UNIT III: “ HEALTH AND FITNESS”** | | | | | | **N#. WEEK** | |
| **04** | |
| **SPECIFIC COMPETENCE:** | | **Talk about health problems and compare personal qualities.** | | | | | |
| **Week** | **SKILL** | **CONTENT** | **LEARNING**  **STRATEGIES** | **RESOURCES** | **EVALUATION** | | |
| **LEARNING OUTCOME** | | **EVALUATION**  **INSTRUMENT** |
| **9th** | 3.1 Give suggestions to solve health  problems.  Express opinions about fitness | Vocabulary related to health and fitness  Should/ Shouldn’t make suggestions and express opinions. | * Brainstorming * Fill in the blanks * Information gap activity * Role play * Skimming /scanning * Class discussion * Critical thinking tasks * Listening for gist * Listening for specific information | * Websites, * YouTube videos * PowerPoint presentations * Audios. * PDF Readings * Worksheets * The virtual Platform * WhatsApp, | Write a solution for a problem | | Rubric |
| **10th** | 3.2 Talk about common  illnesses and health problems.  Give recommendations for health problems. | Vocabulary related to health problems  Have to / don’t have to give recommendations. | Write some recommendations for health problem. | | Rubric |
| **11th** | 3.4 Report what people said.  Give messages. | Reported speech : request, and statements in simple present and present continuous | Listen to a voice mail message and then write it in reported speech form. | | Rubric |
| **12th** | * 1. Compare people / objects using comparative adjectives. | Vocabulary about personal qualities  Comparative adjectives  more/ less (noun) than  (not) as \_\_\_\_\_\_ as ) | Write a paragraph about two cities. (Describe the cities using the comparative adjectives) | | Rubric |

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| **UNIT IV: I’VE NEVER BEEN TO USA** | | | | | | **N#. WEEK** | |
| **04** | |
| **SPECIFIC COMPETENCE:** | | **Talk about comparative and past experiences.** | | | | | |
| **Week** | **SKILL** | **CONTENT** | **LEARNING STRATEGIES** | **RESOURCES** | **EVALUATION** | | |
| **LEARNING OUTCOME** | | **EVALUATION**  **INSTRUMENT** |
| **13th** | 4.1 Talk and give opinions about the best qualities in a person. | Superlative Adjectives.   * Est - form * The most…. * Least form | * Brainstorming * Fill in the blanks * Information gap activity * Role play * Skimming /scanning * Class discussion * Critical thinking tasks * Listening for gist * Listening for specific information | * Websites, * YouTube videos * PowerPoint presentations * Audios. * PDF Readings * Worksheets * The virtual Platform * WhatsApp, | Make a conversation / record a video using superlative about their best friends | | Rubrics |
| **14th** | 4.2 Express of the present perfect tense making reference to the time line. | Present Perfect simple:   * Affirmative forms * Negative forms * Interrogative forms | Talk about what have done: (Experiences).  Write paragraphs in a less-controlled way using the present perfect | | Rubrics |
| **15th** | 4.3 Understand, ask and answer wh-questions to understand the chronological order of events and be able to order an event or story | Wh – questions in different events.   * Simple present * Simple past * Present perfect | Make appropriate WH- questions in the correct tense. | | Rubrics |
| **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 (\*\*)**  **¿Quévoyaevaluar?** | | **TÉCNICAS**  **¿Cómovamosaevaluar?** | **INSTRUMENTOS**  **¿Con qué vamos a evaluar?** | **FECHA DE INGRESO DE CALIFICATIVOS**  **SEGÚN DIRECTIVA** |
| I | Conocimientos | 25% | Encuesta | Quiz | 1st week - 4th week |
| Desempeños | 35% | Observación | Checklist |
| Productos | 40% | Observación | Rubrics |
| II | Conocimientos | 25% | Encuesta | Mid term exam | 5th week – 8th week |
| Desempeños | 35% | Observación | Checklist |
| Productos | 40% | Observación | Rubrics |
| III | Conocimientos | 25% | Encuesta | Quiz | 9th week - 12th week |
| Desempeños | 35% | Observación | Checklist |
| Productos | 40% | Observación | Rubrics |
| IV | Conocimientos | 25% | Encuesta | Final exam | 13th week - 16th week |
| Desempeños | 35% | Observación | Checklist |
| Productos | 40% | Observación | Rubrics |

9.1 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:

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

𝑆𝑢𝑚𝑎𝑡𝑜𝑟𝑖𝑎𝑑𝑒𝑙𝑜𝑠𝑃𝑜𝑛𝑑𝑒𝑟𝑎𝑑𝑜𝑠

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

3

Donde:

PF = Promedio final

IPP = Primer promedio parcial

IIPP = Segundo promedio parcial

IIIPP = Tercer promedio parcial

**X. BIBLIOGRAPHIC REFERENCES**

* Matos, A.; Rojas, Y.; Mendoza, J. y Mendoza, D. (2020). *Module: English II.* Lima: EDIUNE (Tramite)
* Richards, Jack, C.; Hulls, J.; and Proctor, S. (2008*) New Interchange2* . Cambridge: Cambridge University Press.
* Latham-Koenig, C.; Oxenden, C.; Seligson, P. (2016) *American English File.* New York: Helbling Languages.
* Saslow, J.; and Ascher, A. (2015). *Top Notch Teacher’s Book.*London: Pearson Education.
* Saslow, J.; and Ascher, A. (2015). *Top Notch Student’s Book*.London: Pearson Education.
* Saslow, J.; and Ascher, A. (2015). *Top Notch Work Book*. London: Pearson Education.
* Schoenberg, I. (2006). *Focus on Grammar.*USA: Pearson Education.

**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)

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