



Universidad Nacional “José Faustino Sánchez Carrión”

FACULTAD DE QUÍMICA Y METALÚRGICA

ESCUELA ACADÉMICA INGENIERÍA METALÚRGICA

MODALIDAD PRESENCIAL

SÍLABO POR COMPETENCIAS

INGLÉS III

I. DATOS GENERALES

1.1 LINEA DE CARRERA	FORMACION GENERAL
1.2 SEMESTRE ACADEMICO	2026-I
1.3 CODIGO DEL CURSO	308
1.4 CREDITOS	03
1.5 AREA CURRICULAR	INGLÉS III
1.6 HORAS SEMANALES	HORAS TOTALES: 05 TEÓRICAS: 01 PRÁCTICAS: 04
1.7 CICLO	V
1.8 SECCION	A
1.9 DOCENTE	Mg. HUAMAN REYMUNDO, ROSA ELVIRA
1.10 CORREO INSTITUCIONAL	roselvhr@gmail.com
1.11 N° DE CELULAR	913279559

II. SUMILLA

La asignatura de inglés III 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 3. 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 A2 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 los siguientes cuatros competencias: comprensión auditiva, comprensión de lectura, interacción oral, y expresión escrita.



El curso está programado en 16 semanas, en las cuales se desarrollan IV Módulos y en estos las Unidad didácticas tiene una duración de 4 horas semanales. Las unidades a desarrollarse tienen las siguientes denominaciones: :
 Modal verbs and my future plans, *Have you visited Export factory?*, *The light bulb was invented by Tomas Alva Edison* and *If you leave ice in the sun. It melts.*

III. CAPACIDADES AL FINALIZAR EL CURSO

	CAPACITY UNIT	NAME UNIT	WEEKS
UNIT I	- Describing health problem and illnesses. - Talking about illnesses. Asking for giving advice. - Expressing suggestion, obligations and strong advice. - Talking about nutritional habits. Talking about future plans. - Make predictions with going to. Redact short texts in future time with will and won't. - Practice short dialogue in future tense - with will and the time expressions.	Modal verbs and my future plans	1, 2, 3, 4
UNIT II	- Describing personal experiences and recent events. - Talking about how often you have performed different actions. - Talking about nutritional habits. Comparing different things and animals (pests and biological controllers) - Describe adjectives.	Have you visited a Metallurgy factory?	5, 6, 7, 8
UNIT III	- Describing personal experiences and recent events. - Talking about how often you have performed different actions. - Discuss the main differences between the life in the past and the life now. - Describing events focused on the actions.	The light bulb was invented by Tomas Alva Edison.	9, 10, 11, 12



UNIT IV	• Discussing about science • Talking about imaginary situations. • Verifying information. • Using expressions of encouragement and congratulations. • Talking about unreal situation in the past. • Using logical arguments to support opinions.	If you leave ice in the sun. It melts.	13, 14, 15, 16

IV. INDICADORES DE CAPACIDADES AL FINALIZAR EL CURSO

1	Write examples for each imperative about your area.
2	Expressing suggestion, obligations and strong advice using imperative of recommendations.
3	Write about your partner's ages and birthdays.
4	Write about your plans for the month.
5	Make predictions write short text about your future life.
6	Describing personal experiences and recent events.
7	Talking about actions that started in the past.
8	Comparing and contrasting different kinds of music from different times.
9	Describing how people do things using adverbs of manner.
10	Identifies interprets and evaluates the relevant information in a text
11	Describe life in the past using used to.
12	Identifies the difference between conditional 0 and 1.
13	Describe and process using present and past passive voice
14	Describe imaginary situations using the second conditional.
15	Use questions tags to check information in conversations
16	Describe unreal situations in the past using the third conditional and logical arguments to support opinions



V. DESARROLLO DE LAS UNIDADES DIDACTICAS:

Unit I: My future plans.

♦ CAPACITY OF UNIT I: Expressing suggestion, obligations and strong advice using imperative of recommendations, Comparing different things. Write about your plans for the future, Make predictions write short text about your future life.					
Week	Contents			Teaching strategy	Achievement indicators of capacity
	Conceptual	Procedural	Attitudinal		
1	♦ The Modal verbs : CAN, CAN'T- COULD COULDN'T	♦ Identify the modal verbs with example about your área.	Collaborative learningHelp your partners in your activities.	Expository (teacher and students)	♦ Write on the poster their abilities.
2	♦ Imperative of recommendations. ♦ Should /Shouldn`t + baseform (advice). ♦ Must / mustn`t . ♦ Have to / don`t have to. ♦ Would you like?	♦ Describing health problem and illnesses. ♦ Talking about illnesses. ♦ Asking for giving advice. ♦ Expressing suggestion,obligations and strong advice.	Advice to your partners with positiveand negative sentences.	Directed debate Forums Reading Read text Previous knowledge Forums Pictures videos	♦ Expressing suggestion, obligations and strong advice using imperative of recommendations ina visual organizer.
3	♦ Future tense with Going to affirmative, negative and interrogative form.	♦ Talking about future plans. Make predictions with going to.	Respect and value ideas, beliefs, language and Solidarity.		♦ Write about your partner`s ages and birthdays. ♦ Write about your plans for the month.
4	♦ Will for the future affirmative form and negative. ♦ Will (promises, offers and decisions) ♦ Future time markers	♦ Redact short texts in future time with will and won`t. ♦ Practice short dialogue in future tense with will and the time expressions.	Value the topics taughtin the area as part of the education process.	Feedback Slide, videos and worksheet	♦ Make predictions write short text aboutyour future life.
EVALUATION OF TEACHING UNIT					
EVIDENCE OF KNOWLEDGE		EVIDENCE OF PRODUCT		EVIDENCE OF PERFORMANCE	
Oral and written evaluation of the Unit I.		Predictions, plans, short texts.		Write and expositions your future plans correctly.	



Unit II: Have you visited a Metallurgy Factory?	♦ CAPACITY OF UNIT II: Describing personal experiences and recent events, Talking about actions that started in the past, using phrasal verbs in short conversations.						
	Week	Contents			Teaching strategy	Achievement indicators of capacity	
		Conceptual	Procedural	Attitudinal			
	5	♦ Comparative and Superlative adjectives	♦ Describing the objects and animals using comparative and superlative adjectives.	Be optimist	Exposition and comparative	♦ Describing the objects and animals using comparative and superlative adjectives.	
	6	♦ The present perfect tense with be. ♦ Present perfect tense the use of ever, never, already, yet	♦ Describing personal experiences & recent events. ♦ Talking about how often you have performed different actions.	Honesty Responsibility Values friendship.	Expository (teacher and students) Directed debate Forums	♦ Describing personal experiences & recent events.	
		♦ Present Perfect Tense. ♦ Time expressions for the present perfect tense. ♦ For and since How long.....?	♦ Talking about actions that started in the past. ♦ Asking for advice. ♦ Talking about healthy habits. ♦ Expressing opinions about exercising.	Awareness of the importance of being healthy.	Reading Read text Previous knowledge Forums Pictures videos expositions	♦ Talking about actions that started in the past.	
	8	♦ Project about the topic.	♦ Present your work	and		Be organize and cooperative.	
		EVALUATION OF TEACHING UNIT					
		EVIDENCE OF KNOWLEDGE		EVIDENCE OF PRODUCT		EVIDENCE OF PERFORMANCE	
	Oral and written evaluation of the Unit II.		Write short text with the adverbs too /enough with pictures in class.		Prepare exposition for different topics for better learning.		



Unit III: The light bulb was invented by
Tomas Alva Edison.

CAPACITY OF UNIT III: Identifies interprets and evaluates the relevant information in a text. Describe life in the past using used to.					
Weeks	Contents			Teaching strategy	Achievement indicators of capacity
	Conceptual	Procedural	Attitudinal		
9	♦ Phrasal Verbs	♦ Use correctly phrasal verbs in short conversations.	Be responsible for development the activities.	Feedback Slide, videos and worksheet	♦ Using correctly the phrasal verbs.
10	♦ Adverbs of manners ♦	♦ Discriminates specific information and express opinions about music	Peace Tolerance	Expository (teacher and students) Directed debate Forums	♦ Comparing and contrasting different kinds of music from different times.
11	♦ Comparative form of adverbs. ♦ The suffix – ly Adverbs too / enough	♦ Compares and contrasts information about music. ♦ Organizes a coherent sequence of ideas in a text.	Be optimist Honesty Responsibility Values friendship.	Reading Read texts Previous knowledge Forums Pictures videos Feedback Slide, videos and worksheet	Describing how people do things using adverbs of manner.
12	♦ Active voice.	♦ Describing events focused on the actions.	Work in class. Show solidarity with your partners.		Describe and process using present and past passive voice.
EVALUATION OF TEACHING UNIT					
EVIDENCE OF KNOWLEDGE			EVIDENCE OF PRODUCT		EVIDENCE OF PERFORMANCE
Oral and written evaluation of the Unit III.			Telling and write short story in past with used to.		Talking about actions in past.



Unit IV If you leave ice in the sun. It melts.

CAPACITY OF UNIT IV: Describe and process using present and past passive voice, Identify the difference between conditional 0 and 1. Describe imaginary situations using the second conditional, Use questions tags to check information in conversations.					
Week	Contents			Teaching strategy	Achievement indicators of capacity
	Conceptual	Procedural	Attitudinal		
13	♦ Compound words. The use of nobody /nothing versus anybody / anything and nowhere / anywhere.	♦ Discussing differences between cultural and education ♦ expressions.	Respects the right of others. Practice honesty and tolerance.	Expository (teacher and students)	Identifies interprets and evaluates the relevant information in a text.
14	♦ Conditional type 0 ♦ Conditional type 1	♦ Identifie what is the difference between conditional 0-1	Help to your partners during the class.		Directed debate Forums
15	♦ Conditional 02	♦ Talking about situations.	Consider the importance of moral values.	Reading Read texts	
16	Project about the topic.	♦ Present your work	Work in class. Show solidarity with your partners.		expositions
EVALUATION OF TEACHING UNIT					
EVIDENCE OF KNOWLEDGE			EVIDENCE OF PRODUCT		EVIDENCE OF PERFORMANCE
Oral and written evaluation of the Unit III.			Short text with the second and third conditional.		Write text with the conditionals



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:

6.1. Medios y plataforma virtuales

- ♦ Diapositivas
- ♦ Parlantes
- ♦ Computadora
- ♦ E-mail

6.2. Medios Informáticos

- ♦ Internet
- ♦ Computadora
- ♦ Celulares
- ♦ Tablet

VI. EVALUACIÓN

La evaluación es inherente al proceso de enseñanza aprendizaje y será continua y permanente. Los criterios de evaluación son de conocimiento, de desempeño y de producto.

1. Evidencia de Desempeño.

Son pruebas en torno al manejo que el alumno hace de procedimientos y técnicas para realizar una 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.

2. 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.



3. 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.

Instrumentos: Rubrica, portafolio, practicas calificadas, lista de cotejo, mind map, etc.

VARIABLES	PONDERACIONES	UNIDADES DIDACTICAS DENOMINADAS MODULOS
Evaluación de Conocimiento	30%	El ciclo académico comprende 4
Evaluación de Producto	35%	
Evaluación de Desempeño	35%	

Siendo el promedio final (PF), el promedio simple de los promedios ponderados de cada módulo (PM1 + PM2 + PM3 + PM4).

$$PF = \frac{PM1 + PM2 + PM3 + PM4}{4}$$

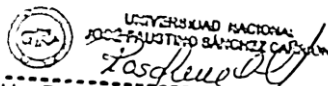
VIII. BIBLIOGRAFÍA

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Huacho, marzo de 2026


Mg Rosa Elvira Huaman Reymund
DOCENTE