



Universidad Nacional
“José Faustino Sánchez Carrión”

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

ESCUELA ACADÉMICA INGENIERÍA AGRONÓMICA

MODALIDAD PRESENCIAL

SÍLABO POR COMPETENCIAS

CURSO: INGLÉS I

I. DATOS GENERALES

1.1 LINEA DE CARRERA	FORMACION GENERAL
1.2 SEMESTRE ACADEMICO	2026-II
1.3 CODIGO DEL CURSO	157
1.4 CREDITOS	03
1.5 AREA CURRICULAR	INGLES I
1.6 HORAS SEMANALES	HORAS TOTALES : 04 TEÓRICAS : 02 PRACTICAS : 02
1.7 CICLO	II
1.8 SECCION	A
1.9 DOCENTE	MG. PEÑA FARRO, ERIKA MARGOT
1.10 CORREO INSTITUCIONAL	epena@unjfsc.edu.pe
1.11 N° DE CELULAR	945193071

II. SUMILLA

La asignatura de inglés I pertenece al área de estudios generales, es de naturaleza teórico- práctico y tiene como propósito el desarrollo de las competencias comunicativas, 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 habilidades 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 con sus respectivas unidades didácticas y tiene una duración de 4 horas semanales. Las unidades a desarrollarse tienen las siguientes denominaciones: Introducing yourself to the class/ Exchanging information, She/he is wearing a new blouse / Sport and weather, A tour around the city / giving directions y Food and drink.

III. CAPACIDADES AL FINALIZAR EL CURSO

	CAPACITY UNIT	NAME UNIT	WEEKS
UNIT I	Identify specific information through interview. Ask and give personal information. Differentiate information: personal and non-personal. Select the suitable information to complete a chart. Use the language given to speak or write about a topic. Understand and produce timelines.	Introducing yourself to the class/ Exchanging information	1, 2, 3, 4
UNIT II	Describing an ongoing situation. Asking and answering questions. Discussing the clothing and weather in an exposition. Identify relevant information related to Clothing and agriculture working. Talking about prices and expressing opinion.	They are wearing a new clothes / weather and agriculture working	5, 6, 7, 8
UNIT III	Contrast advantages and disadvantages. Recognize true from false facts. Interpret information to give opinion. Identify location through a map.	A tour around the city and map/ giving directions	9, 10, 11, 12



UNIT IV	Offer and make requests about food. Reject and accept offers. Discriminate countable and uncountable nouns. Use measure and amounts.	Food and agriculture tools and medicine.	13, 14, 15, 16
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IV. INDICADORES DE CAPACIDADES AL FINALIZAR EL CURSO

1	Introduce yourself and give information using pronouns and possessive adjectives.
2	Identify and use classroom instructions. Use greeting and useful expression in class.
3	Describing people`s physical appearance. Talking about famous people. Talking about your pets.
4	Describing special holidays and celebrations using preposition of time numbers.
5	Express actions happening at the moment of speaking.
6	Describing what people are wearing and weather.
7	Identify relevant information related to farming activities and clothing
8	Do exercises and demonstrate what learned.
9	Producing conversations asking for and giving directions Predict and identify information related to cities and map.
10	Asking about and identify the location of objects. Discuss room and building.
11	Express the existence of public places using there is and there are.
12	Asking and giving directions. Asking and answering about dates.
13	Talk about food and drink using countable and uncountable nouns.
14	Use quantifiers: many, much, some, any, a lot of, etc.
15	Recognize the difference between both and neither in different contexts.
16	Use connectors in a text.



V. DESARROLLO DE LAS UNIDADES DIDACTICAS:

Unit I : Introducing yourself to the class/ Exchanging information.

CAPACITY OF UNIT I: Identify specific information. Ask and give personal information. Differentiate information: personal and non-personal. Select the suitable information to complete a chart.						
Weeks	Contents			teaching strategy	Achievement indicators of capacity	
	Conceptual	Procedural	Attitudinal			
1	♦ Personal pronouns: subject form/object form and Possessive adjectives.	♦ Introducing oneself	Respect and accept the rules of civic coexistence.	Expository (teacher and students) Directed debate Dialogue Reading Virtual Dictionary Virtual repository Previous knowledge Dialogue Feedback Slide, videos and worksheet	Introduce yourself and give information using pronouns and possessive adjectives.	
2	♦ Verb to be singular. ♦ WH – questions What and Who. ♦ New vocabulary.	♦ Introducing yourself and others. ♦ Sharing personal information.	Respect the agreements and rules of the classroom.		Identify and use classroom instructions. Use greeting and useful expression in class.	
3	♦ Verb to be in affirmative, negative and interrogative forms. ♦ Pets.	♦ Describing people`s physical appearance. ♦ Talking about famous people.	Respect and value ideas, beliefs, language and Solidarity.		Describing people`s physical appearance. Talking about famous people. Talking about your pets.	
4	♦ Preposition of time: in , on, at ♦ Numbers ♦ Vocabulary plants	♦ Describing family members. ♦ Telling the time. ♦ Formulation and answer the questions.	Value the topics taught in the area as part of the education process.		Describing special holidays and celebrations using preposition of time numbers.	
EVALUACIÓN DE LA UNIDAD DIDÁCTICA						
EVIDENCIA DE CONOCIMIENTOS			EVIDENCIA DE PRODUCTO		EVIDENCIA DE DESEMPEÑO	
Oral and written evaluation of the Unit I.			Make a mind map of the different celebrations. Write slogans in imperatives.		Formulates a procedure for the best learning of different topics.	



Unit II : She is wearing a new blouse / Sport and weather	CAPACITY OF UNIT II: Express actions happening at the moment of speaking. Describing what people are wearing. Identify relevant information related to hobbies and clothing.					
	Week 5	Contents			Teaching strategy	Achievement indicators of capacity
		Conceptual	Procedural	Attitudinal		
	5	♦ Present Progressive rules for gerunds. ♦ Present Progressive tense: affirmative, negative and interrogative forms.	♦ Talking about what happen at the moment in class use present progressive and the correct rules for gerunds.	- Value the usefulness of free time. - Develop interest and respect for foreign cultures.	Expository (teacher and students) Directed debat dialogue Reading Previous knowledge Dialogue	Express actions happening at the moment of speaking.
	6	♦ Present Progressive in affirmative form with the verb wearing + the weather, clothes with the expressions.	♦ Talking about sports and weather. ♦ Expressing what people are doing and wearing. ♦ Recognizing information from different texts	Write text about what are you wearing today?	Virtual Dictionary Virtual repository Previous knowledge Dialogue	Describing what people are wearing. Identify relevant information related to hobbies and clothing.
	7	♦ Present progressive and present simple	♦ Identify the present progressive and present simple.	Respect their ideas oyr opinions of their partners.	Feedback Slide, videos and worksheet	Identify relevant information related to hobbies and clothing.
	8	♦ Project ♦ Review	♦ Evaluate the advanced of learning English	Show responsibility		Do exercises and demonstrate what learned.
	EVALUACIÓN DE LA UNIDAD DIDÁCTICA					
	EVIDENCIA DE CONOCIMIENTOS			EVIDENCIA DE PRODUCTO		EVIDENCIA DE DESEMPEÑO
	Oral and written evaluation of the Unit II.			Write short texts in present progressive with pictures and expose in class.		Prepare exposition for different topics for better learning.
around the city / giving	CAPACITY OF UNIT III: Offer and make requests. Reject and accept offers. Discriminate countable and uncountable nouns. Use measure and amounts. Predict about life in the future. Make plans to protect the environment. Compare and contract information. Transmit relevant information.					

around the city / giving	CAPACITY OF UNIT III: Offer and make requests. Reject and accept offers. Discriminate countable and uncountable nouns. Use measure and amounts. Predict about life in the future. Make plans to protect the environment. Compare and contract information. Transmit relevant information.
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Week s	Contents			Teaching strategy	Achievement indicators of capacity
	Conceptual	Procedural	Attitudinal		
9	♦ Preposition of place: in, on, at, between, next to, in front of, far from, near.	♦ Describing cities and countries. ♦ Asking for and giving directions. ♦ Locating places.	Work during the class. Positive attitude.	Expository (teacher and students) Directed debate Dialogue Reading Virtual Dictionary Virtual repository Previous knowledge Dialogue Feedback Slide,videos and worksheet	Producing conversations asking for and giving directions Predict and identify information related to cities.
10	♦ This / that ♦ These / those ♦ Object or tools about farming	♦ Indicate the objects farming tools. ♦ This / these (near and long)	Respect the ideas and opinions of your partners.		Asking about and Identify the location of objects. Discuss room and houses.
11	♦ There is and there are (positive, negative and questions).	♦ Infering information through pictures farming tools.	Respect and value ideas of your partners.		Express the existence of public places using there is and there are.
12	♦ Imperative	♦ Giving directions and tell Preposition of place	Positive attitude.		Asking and giving directions. Asking and answering about dates.
	EVALUACIÓN DE LA UNIDAD DIDÁCTICA				
	EVIDENCIA DE CONOCIMIENTOS		EVIDENCIA DE PRODUCTO		EVIDENCIA DE DESEMPEÑO
	Oral and written evaluation of the Unit III.		Present and descriptions the different types of houses with pictures and brief explanation.		Maintain a conversation about location of objects and directions



Unit IV : Food and drink	CAPACITY OF UNIT IV: Offer and make requests. Reject and accept offers. Discriminate countable and uncountable nouns. Use measure and amounts.					
	Weeks	Contents			Teaching strategy	Achievement indicators of capacity
		Conceptual	Procedural	Attitudinal		
	13	♦ Countable and uncountable nouns.	♦ Talking about food: fruits and vegetables	Show self-esteem and confidence.	Expository (teacher and students) Use google meet Directed debate Dialogue Reading Virtual Dictionary Virtual repository Previous knowledge Dialogue Feedback Slide, videos and worksheet	Talk about food and drink using countable and uncountable nouns.
	14	♦ Quantifiers: many, much, some, any, a lot of, etc.	♦ Expressing quantities.	Get involved in their own learning.		Use quantifiers: many, much, some, any, a lot of, etc.
	15	♦ Both (Of) / neither (of)	♦ Compare the use of both and neither.	Consider the importance of moral values.		Recognize the difference between both and neither in different contexts.
	16	♦ Connectors : and , but When, first, then, after that, etc.	♦ Telling a text ♦ Telling a recipe.	Show empathy for others.		Use connectors in a text.
		♦ Recipe. ♦ Prepare a creative and innovation recipe	♦ Present and expositions your work	Be organize and cooperative.	Talk about food and drink using countable and uncountable nouns.	
	EVALUACIÓN DE LA UNIDAD DIDÁCTICA					
	EVIDENCIA DE CONOCIMIENTOS			EVIDENCIA DE PRODUCTO		EVIDENCIA DE DESEMPEÑO
Oral and written evaluation of the Unit IV.			Present your recipes and express the process.		Maintain a conversation about food and drink.	



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
- ♦ Google meet
- ♦ 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 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, fundamentarteóricamente 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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