



Universidad Nacional
“José Faustino Sánchez Carrión”

**FACULTAD DE INGENIERÍAS AGRARIAS, INDUSTRIAS
ALIMENTARIAS Y AMBIENTAL**

ESCUELA ACADÉMICA INGENIERÍA AGRONÓMICA

MODALIDAD PRESENCIAL
SÍLABO POR COMPETENCIAS
INGLÉS III

I. DATOS GENERALES

1.1 LINEA DE CARRERA	FORMACION GENERAL
1.2 SEMESTRE ACADEMICO	2026-II
1.3 CODIGO DEL CURSO	257
1.4 CREDITOS	03
1.5 AREA CURRICULAR	INGLÉS III
1.6 HORAS SEMANALES	HORAS TOTALES : 04 TEÓRICAS : 02 PRACTICAS : 02
1.7 CICLO	IV
1.8 SECCION	A
1.9 DOCENTE	MG. PEÑA FARRO, ERIKA MARGOT
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1.11 N° DE CELULAR	945193071

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 cuatro 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.

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.	Modal verbs	1, 2, 3, 4
UNIT II	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.	My future plans	5, 6, 7, 8
UNIT III	Describing personal experiences & 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.	<i>Have you visited Export factory?</i>	9, 10, 11, 12



UNIT IV	Describing personal experiences & 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.	<i>The light bulb was invented by Tomas Alva Edison.</i>	13, 14, 15, 16
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IV. INDICADORES DE CAPACIDADES AL FINALIZAR EL CURSO

1	Write examples for each imperative about your area.
2	Expressing suggestion, using imperative of recommendations.
3	Expressing obligations and strong advice using imperative.
4	Identifies interprets and evaluates the relevant information in a text
5	Write about your partner's ages and birthdays.
6	Write about your plans for the month.
7	Make predictions write short text about your future life.
8	Describing personal experiences & recent events.
9	Talking about actions that started in the past.
10	Comparing and contrasting different kinds of music from different times.
11	Use correctly the phrasal verbs.
12	Identifies interprets and evaluates the relevant information in a text
13	Describing how people do things using adverbs of manner.
14	Describe and process using present and past passive voice
15	
16	Identifies interprets and evaluates the relevant information in a text



V. DESARROLLO DE LAS UNIDADES DIDACTICAS:

Unit I: can you speak in english?

♦ CAPACITY OF UNIT I: Expressing suggestion, obligations and strong advice using imperative of recommendations, Comparing different things.						
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 learning Help your partners in your activities.	Expository (teacher and students) Directed debate Forums Reading Read text Previous knowledge Forums Pictures videos Feedback Slide, videos and worksheet	♦ Write on the poster their abilities.	
2	♦ Imperative of recommendations. ♦ Should /Shouldn't + base form (advice). ♦	♦ Describing health problem and illnesses. ♦ Talking about illnesses. ♦ Asking for giving advice. ♦	Advice to your partners with positive and negative sentences.		♦ Expressing suggestion, using imperative of recommendations ina visual organizer.	
3	OBLIGATION: ♦ Must / mustn't . ♦ Have to / don't have to. Would you like?	♦ Expressing suggestion, obligations and strong advice.	Advice to your partners with positive and negative sentences.		♦ Expressing obligations and strong advice using imperative of the some texts.	
4	♦ Project about the topic.	♦ Present your work	Collaborative learning Help your partners in your activities.		♦ Write on the poster their abilities and obligations.	
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: My future plans.

♦ CAPACITY OF UNIT II: Describing personal experiences & recent events, Talking about actions in future, adjectives : comparative and superlative in short conversations.					
Week	Contents			Teaching strategy	Achievement indicators of capacity
	Conceptual	Procedural	Attitudinal		
5	♦ Future tense with Going to affirmative, negative and interrogative form.	♦ Talking about future plans. ♦ Make predictions with going to. ♦ Redact short texts in futuretime with will and won't.	Respect and value ideas, beliefs, language and Solidarity.	Exposition	♦ Write about your partner's ages and bithdays. ♦
6	♦ Will for the future affirmative form and negative. ♦ Will (promises, offers and decisions)	♦ Practice short dialogue in future tense with will and the time expressions.	Value the topics taughtin the area as part of the education process.	Expository (teacher and students) Directed debate Forums	♦ Write about your plans experiences & for the month. ♦ Describing personal recent events.
7	♦ Comparative and Superlative adjectives	♦ Describing the objects and animals using comparative and superlative adjectives.	Be optimist Honesty Responsibility Values friendship.	Reading Read text Previous knowledge Forums Pictures videos	♦ Describing the objects and animals using comparative and superlative adjectives. ♦ Talking about actions that started in the past.
8	♦ Project about the topic.	♦ Present your work	The importance of beinghealthy.	expositions	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: Have you visited Export factory?	CAPACITY OF UNIT III: Identifies interprets and evaluates the relevant information in present perfect , Describe life in the past using phrasal verbs.					
	Weeks	Contents			Teaching strategy	Achievement indicators of capacity
		Conceptual	Procedural	Attitudinal		
	9	♦ The present perfect tense with be. ♦	♦ Talking about how often you have performed different actions. ♦	Be responsible for development the activities.	Feedback Slide, videos and worksheet	♦ Describing the actions in present perfect.. ♦ Talking about actions about the agriculture.
	10	♦ Present perfect tense the use of ever, never, already, yet. ♦ Time expressions	♦ Talking about actions that started in the past.	Value the topics taught in the area as part of the education process.	Expository (teacher and students) Directed debate Forums	♦ Identify in reading comprehension the present perfect.. ♦ Talking and listening about actions about the agriculture using present perfect.
	11	♦ Phrasal Verbs ♦	♦ Use correctly phrasal verbs in short conversations.	Be optimist Honesty Responsibility Values friendship.	Reading Read texts Previous knowledge Forums Pictures videos Feedback Slide, videos and worksheet	Using correctly the phrasal verbs.
	12	Project about the topic.	♦ Present your work	The importance of being healthy.		Expose your project about the technology in the agriculture.
	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: The light bulb was invented by TomasAlva Edison.

CAPACITY OF UNIT III: Identifies interprets and evaluates the relevant information in present perfect , Describe life in the past using phrasal verbs.					
Weeks	Contents			Teaching strategy	Achievement indicators of capacity
	Conceptual	Procedural	Attitudinal		
9	- 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	Expository (teacher and students)	Comparing and contrasting different kinds of music from different times. Describing how people do things using adverbs of manner.
10	Passive voice.	Describing events focused on the actions.	Work in class. Show solidarity with your partners.		Directed debate Forums
15	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.	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 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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