



Universidad Nacional
José Faustino Sánchez Carrión

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

MODALIDAD PRESENCIAL

SÍLABO POR COMPETENCIAS

INGLÉS III

2026-II

DOCENTE:

Dra. Wendy Viviana Canales Inga

SÍLABO: INGLÉS III
2026 – II

I. DATOS GENERALES

1.1 LINEA DE CARRERA	Formación general
1.2 SEMESTRE ACADEMICO	2026-II
1.3 CODIGO DEL CURSO	257
1.4 CREDITOS	03
1.5 AREA CURRICULAR	Inglés
1.6 HORAS SEMANALES	Hrs. Totales: 04 Teóricas: 02 Practicas: 02
1.7 CICLO	IV
1.8 SECCION	A
1.9 APELLIDOS Y NOMBRES DEL DOCENTE	Dra. Wendy Viviana Canales Inga
1.10 CORREO INSTITUCIONAL	wcanales@unjfc.edu.pe
1.11 N° DE CELULAR	988490896

II. SUMILLA Y DESCRIPCIÓN DE LA ASIGNATURA

La asignatura de Inglés III pertenece al área de estudios generales, es de naturaleza teórico práctico y tienen como propósito el desarrollo de la competencia comunicativa. El curso está orientado al desarrollo de habilidades comunicativas en forma oral y escrita, en diferentes contextos relacionándolos a su formación profesional, para que el estudiante logre el manejo del idioma en un nivel básico superior. La asignatura forma parte de un sistema de cursos que integra la línea de formación idiomática. Se busca un nivel de dominio del idioma inglés, de acuerdo al nivel establecido 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 las 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 unidades didácticas con sus respectivas sesiones de aprendizaje y tiene una duración de 4 horas semanales. Las unidades a desarrollar durante el ciclo son: *My future plans, Have you visited Cuzco? I used to follow my parent's rules, The light bulb was invented by Thomas Alva Edison.*

III. CAPACIDADES AL FINALIZAR EL CURSO

	CAPACITY UNIT	NAME UNIT	WEEKS
UNIT I	Describing health problems and illnesses. Talking about illnesses. Asking for advice. Expressing suggestions, obligations and strong advice. Talking about nutritional habits. Talking about the future. Make predictions with going to. Redact short texts in future time with will and wont. Practice short dialogue in future tense with will and the time expressions.	<i>My future plans</i>	1 - 4
UNIT II	Describing personal experiences & recent events. Talking about how often you have performed different actions. Talking about nutritional habits. Comparing different things, places and people. Describe adjectives. Talking about the future. Make predictions with going to. Redact short texts in future time with will and wont. Practice short dialogue in future tense with will and the time expressions.	<i>Have you visited Cuzco?</i>	5 - 8
UNIT III	Describing personal experiences & recent events. Talking about how often you have performed different actions. Discuss the main differences between life in the past and life now. Identify what is the difference between conditional 0 and 1	<i>I used to follow my parent`s rules.</i>	9 - 12
UNIT IV	Describing events focused on the actions. Discussing about technology. Talking about imaginary situations. Verifying information. Using expressions of encouragement and congratulations. Talking about the unreal situation in the past. Using logical arguments to support opinions.	<i>The light bulb was invented by Tomas Alva Edison.</i>	13 - 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 age and birthdays.
4	Write about your plans for the month.
5	Make predictions and write short text about your future life.
6	Describing personal experiences & 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 comparatives or superlatives.
10	Identifies interprets and evaluates the relevant information in a text
11	Describe life in the past 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 different situations using conditionals and logical arguments to support opinions

V. DESARROLLO DE LAS UNIDADES DIDACTICAS:

Unit I: My future plans.	♦ CAPACITY OF UNIT I: Expressing suggestions, obligations and strong advice using imperative of recommendations, Comparing different things. Write about your plans for the future, make predictions and write short text about your future life.					
	Week	Contents			Teaching strategy	Achievement indicators of capacity
		Conceptual	Procedural	Attitudinal		
	1	♦ The imperative affirmative and negative form.	♦ Identify different imperatives with examples about your área.	Collaborative learning Help your partners in your activities.	Every student expresses one imperative affirmative and negative imperative in google meet	♦ Write examples for each imperative about your area.
	2	♦ Should /Shouldn't + base form (advice). ♦ Must / mustn't. ♦ Have to / don't have to. ♦ Would you like?	♦ Describing health problems and illnesses. ♦ Talking about illnesses. ♦ Asking for giving advice. ♦ Expressing suggestions, obligations and strong advice.	Advice to your partners with positive and negative sentences.	Write a text in google drive and university platform	♦ Expressing suggestions, obligations and strong advice using imperative of recommendations.
	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.	Active participation of the students during the virtual class In google meet.	♦ 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 wont. ♦ Practice short dialogue in future tense with will and the time expressions.	Value the topics taught in the area as part of the education process.	Making decisions, offering and promising. Suggest in the forum of university platform.	♦ Make predictions and write short text about your future life.
	EVALUACIÓN DE LA UNIDAD DIDÁCTICA					
	EVIDENCIA DE CONOCIMIENTOS		EVIDENCIA DE PRODUCTO		EVIDENCIA DE DESEMPEÑO	
	Oral and written evaluation of Unit I.		Predictions, plans, short text.		Write and expositions your future plans correctly.	

Unit II: Have you visited Cuzco?	♦ CAPACITY OF UNIT II: Describing personal experiences & 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	♦ 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.	Conversations in pairs. Answer the questions in an interactive class in google meet	♦ Describing personal experiences & recent events.
	6	♦ 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.	Do exercises and demonstrate what I learned to participate in every worksheet in the university platform.	♦ Describing actions that started in the past.
	7	♦ Phrasal Verbs	♦ Use correctly phrasal verbs in short conversations.	Be responsible for development the activities.	Work in pairs in the forum.	♦ Correctly using phrasal verbs.
	8	♦ Project about the topic.	♦ Present and expositions your work	Be organized and cooperative.	Expositions in class with google meet.	♦ Talk about your project.
	EVALUACIÓN DE LA UNIDAD DIDÁCTICA					
	EVIDENCIA DE CONOCIMIENTOS		EVIDENCIA DE PRODUCTO		EVIDENCIA DE DESEMPEÑO	
	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: I used to follow my parent's rules.

CAPACITY OF UNIT III: Identifies interprets and evaluates the relevant information in a text, describes life in the past using used to.					
Weeks	Contents			Teaching strategy	Achievement indicators of capacity
	Conceptual	Procedural	Attitudinal		
9	Desarrollo IV Congreso Internacional de Ingeniería de Procesos Alimentarios – INGENIUM PERÚ 2025				
10	- 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.	Write text about the topics In google drive.	Identifies interpretations and evaluates the relevant information in a text.
11	Used to: affirmative and negative form.	Discuss the main differences between life in the past and life now.	Show positive attitude. Help your partners.	Read a text and talk about what is the difference in the past and how life in interactive class.	Describe life in the past with used to.
12	- Comparative and superlative adjective - The suffix – ly - Adverbs too / enough	- Discriminates specific information and express opinions about music - Compares and contrasts information about music. - Organizes a coherent sequence of ideas in a text.	Values music Peace Tolerance	Work in pairs. Collaborative learning in google meet.	Comparing and contrasting different kinds of music from different times. Describing how people do things using adverbs of manner.
EVALUACIÓN DE LA UNIDAD DIDÁCTICA					
EVIDENCIA DE CONOCIMIENTOS			EVIDENCIA DE PRODUCTO		EVIDENCIA DE DESEMPEÑO
Oral and written evaluation of the Unit III.			Telling and writing short stories in past with used to.		Talking about actions in past.

OUnit IV: The light bulb was invented by Tomas Alva Edison.	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	♦ Active and passive voice.	♦ Describing events focused on the actions. ♦ Discussing about technology.	Work in class. Show solidarity with your partners.	Write the sentences in active and passive voice in present and past during the interactive class.	Describe and process using present and past passive voice.
	14	♦ Zero Conditional ♦ First Conditional	♦ Identify what is the difference between conditional 0 and 1	Help your partners during the class.	Underline and complete the sentences in practice in google drive.	Identifies the difference between conditional 0 and 1.
	15	♦ Second Conditional. ♦ Tag questions.	♦ Talking about imaginary situations. ♦ Verifying information. ♦ Using expressions of encouragement and congratulations.	Consider the importance of moral values. Work in class. Show solidarity with your partners.	Describe situations in text in the platform activities. Expressions of encouragement and congratulations.	Describe imaginary situations using the second conditional. Use questions tags to check information in conversations.
	16	♦ Project about the topic.	♦ Present and expositions your work	Be organized and cooperative.	Expositions in class.	Talk about your project.
	EVALUACIÓN DE LA UNIDAD DIDÁCTICA					
	EVIDENCIA DE CONOCIMIENTOS		EVIDENCIA DE PRODUCTO		EVIDENCIA DE DESEMPEÑO	
	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 con la naturaleza de los temas programados. Básicamente serán:

1. Medios escritos:

- ♦ Separatas con contenidos temáticos
- ♦ Guías de práctica
- ♦ Diccionario

2. Medios visuales y electrónicos

- ♦ Papelotes
- ♦ Tarjetas
- ♦ Diapositivas
- ♦ Proyector Multimedia

3. Medios Informáticos

- ♦ Internet

VII. SISTEMAS DE EVALUACIÓN – ART. 127 REGLAMENTO ACADEMICO:

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

1. EVIDENCIAS DE CONOCIMIENTO

La Evaluación será a través de pruebas escritas y orales para el análisis y autoevaluación. En cuanto al primer caso, medir la competencia a nivel interpretativo, argumentativo y propositivo, para ello debemos ver como 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 llega a conclusiones) 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 reconozca sus debilidades y fortalezas para corregir o mejorar.

Las evaluaciones de este nivel serán de respuestas simples y otras con preguntas abiertas para su argumentación.

2 EVIDENCIAS DE DESEMPEÑO

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 tomo a cómo se actúa en situaciones impredecibles.

La evaluación de desempeño se evalúa ponderando como el estudiante se hace investigador

aplicando los procedimientos y técnicas en el desarrollo de las clases a través de su asistencia y participación asertiva.

3. EVIDENCIAS DEL 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 de evidencia en la entrega oportuna de sus trabajos parciales y el trabajo final. Además, se tendrá en cuenta la asistencia como componente del desempeño, el 30% de inasistencia inhabilita el derecho a la evaluación.

VARIABLES	PONDERACIONES	UNIDADES DIDÁCTICAS DENOMINADAS MÓDULOS
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

- Bygrave, J. (2012) *New Total English. Students' Book – Starter*. England: Pearson.
- Spencer, D. (2021). *Gateway to the World A1+ Student's Book*. Macmillan Education.
- Mitchell, H. & Scott, J. American Channel (2012) *Beginners Student's Book*. EEUU: mm publications.
- University of Cambridge (2013) *Advanced Learner's Dictionary*. United Kingdom: Cambridge University Press.
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Huacho, agosto del 2026

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