



Universidad Nacional
“José Faustino Sánchez Carrión”

FACULTAD DE QUÍMICA Y METALÚRGICA

ESCUELA ACADÉMICA INGENIERÍA METALÚRGICA

MODALIDAD PRESENCIAL

SÍLABO POR COMPETENCIAS

CURSO:

INGLÉS II

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	3.0
1.5 AREA CURRICULAR	INGLÉS II
1.6 HORAS SEMANALES	HORAS TOTALES: 05 TEÓRICAS: 01 PRACTICAS: 04
1.7 CICLO	IV
1.8 SECCION	A
1.9 DOCENTE	Mg. ROSA ELVIRA HUAMAN REYMUNDO
1.10 CORREO INSTITUCIONAL	rhuanan@gmail.com
1.11 N° DE CELULAR	913279559

II. SUMILLA

La asignatura de inglés II pertenece al área de estudios generales, es de naturaleza teórico- práctico y tiene como propósito el desarrollo de la competencia comunicativa en el idioma inglés en forma oral y escrita, en diferentes contextos, sobre todo en aspectos relacionados a su especialidad, de modo 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 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 los cuales se dan en Unidades didácticas y tiene una duración de 4 horas semanales. Las unidades a desarrollarse tienen las siguientes denominaciones: My daily routines, writing past events, what happened? And actions happening in the past.

III. CAPACIDADES AL FINALIZAR EL CURSO

	CAPACITY UNIT	NAME UNIT	WEEKS
UNIT I	Asking and answering questions about different activities. Talk about daily routines. Recognize the functions of written texts according to form and purpose. Use known vocabulary and grammatical structures to write texts. Identify the communicative purpose of the text. Infer information from written texts. Produce different texts with appropriateness, coherence and cohesion.	My daily routines.	1, 2, 3, 4
UNIT II	Asking and answering questions in present and past events Talk about famous people's biography.. Recognize the functions of written texts according to form and purpose. Use known vocabulary and grammatical structures to write texts. Identify the communicative purpose of the text..	Who was she/he?	5, 6, 7, 8
UNIT III	Asking and answering questions about different activities in past. Talk about about past habits and situations.. Recognize the functions of written texts according to form and purpose. Distinguishing between past and present activities Talking about ability in the past. Telling a story.	Writing past events What happened?	9, 10, 11, 12

UNIT IV	Asking and answering questions about different activities. Talk about past progressive. Recognize the functions of written texts according to form and purpose. Produce different texts with appropriateness, coherence and cohesion.	Action happening in the past.	13, 14, 15, 16
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IV. INDICADORES DE CAPACIDADES AL FINALIZAR EL CURSO

1	Talk about habitual actions and routines.
2	Determine and express opinions and preferences.
3	Produce clear and coherent texts in which the development and organization are appropriate to the task.
4	Express facts, opinions and preferences using the simple present.
5	Produce simple coherent texts to describe specific objects and ongoing events.
6	Produce texts that achieve appropriateness, clarity, emphasis and coherence.
7	Talking in class, answer the questions correctly.
8	Asking and answering about activities and events in the past.
9	Asking and answering questions about present and past events.
10	Talking about past habits and situations.
11	Distinguishing between past and present activities.
12	Talking about ability in the past.
13	Write short texts in past / Discuss the questions.
14	Telling a story using connectors.
15	Complete the sentences in negative form.
16	Conversation answers the questions.



V. DESARROLLO DE LAS UNIDADES DIDACTICAS:

CAPACITY OF UNIT I: talk about habitual actions and routines, determine and express opinions and preferences, produce clear and coherent texts in which the development, express facts and opinions and preferences using the simple past.

Week	Contents			Teaching strategy	Achievement indicators of capacity
	Conceptual	Procedural	Attitudinal		
1	- Daily Routines with time,days, means of transportations - Simple present with I,You, We, They in affirmative form.	- Students write short text about daily routines - Describing daily routines	Respect the agreements and rules of the classroom.	Expository (teacher and students) Directed debate Jobs en group	-To talk about habitual actions and routines.
2	- Simple present with He,She, It in affirmative form. - Simple Present with adverbs of frequency	- Give specific information - Determine and express opinions and preferences.	Cooperative learning.	Reading Read text Previous knowledge	Determine and express opinions and preferences.
3	- Simple Present in negative form (don`t / doesn`t) - Connectors: and, so, but, then, before and after. - Write about the daily routines	Making, accepting and refusing invitations.	Respect and value ideas, beliefs, language and Solidarity.	Forums Pictures videos Feedback Slide, videos and worksheet and role play.	Produce clear and coherent texts in which the development and organization are appropriate to the task.
4	- Simple present interrogative form and short answer. - Wh question in simple tense - Speaking about the daily routines	A short monologues about a girl's hobbies.	Value the topics taught in the area as part of the education process.		Express facts, opinions and preferences using the simple present.
EVALUACIÓN DE LA UNIDAD DIDÁCTICA					
EVIDENCIA DE CONOCIMIENTOS		EVIDENCIA DE PRODUCTO		EVIDENCIA DE DESEMPEÑO	
Oral and written evaluation of the Unit I.		Daily Routine, Short texts.		Describing daily routine correctly.	



CAPACITY OF UNIT II: Produce simple coherent texts to describe specific objects and ongoing events, produce texts that achieve appropriateness, clarity, emphasis and coherence.

Week	Contents			Teaching strategy	Achievement indicators of capacity
	Conceptual	Procedural	Attitudinal		
5	♦ Past to be in affirmative form with time expression. ♦ Past to be in negative form. ♦ Biography about famous people	♦ Listening about biography of famous people.	♦ Understand past events as part of ♦ life experience.	♦ Expository (teacher and students) ♦ Direct debate ♦ Forums ♦ Reading read the text ♦ Previous knowledge ♦ Forums Pictures videos ♦ Feedback ♦ Slide, videos and worksheet	♦ Produce texts that achieve ♦ appropriateness, clarity, emphasis and coherence.
6	♦ Past to be in interrogative form with short answer. ♦ Interview and time life famous people.	♦ Talking about past events ♦ Exchanging information about the past.	♦ Respect their ideas ♦ our opinions of their partners.		♦ Talking in class. ♦ Answer the questions correctly.
7	♦ There was and there were. ♦ Event and materials from past	♦ To narrate a story and write about past event happened.	♦ Show responsibility		♦ Produce simple coherent ♦ texts to describe past events.
8	♦ Project about the topic.	♦ Present and expositions your work – metallurgy ♦ investigation	♦ Be organize and cooperative.		♦ Talk about your project.
EVALUACIÓ 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 past to be in past with pictures in class.		Prepare exposition for different topics for better learning.



CAPACITY OF UNIT III: Asking and answering activities in past. / Talking about the past habits and situation. /Telling a story n past.						
Unit III: How it all started /What happened.	Weeks	Contents			Teaching strategy	Achievement indicators of capacity
		Conceptual	Procedural	Attitudinal		
	9	♦ Simple Past and Regular verb	Read the text and answer the questions. Complete the sentences	Work in class. Show solidarity with your partners.	Expository (teacher and students) Directed debate Forums	Asking and answering activities and events in the past. Asking and answering questions about present and past.
	10	♦ Simple past of irregular verbs (affirmative form) ♦ Adverbs of manner.	♦ Listen the vocabulary about metallurgy tools. ♦ Read short text and talking about the principal ideas.	Work actively during the class. Respect the opinions of your partners.	Reading Read text Previous knowledge Forums Pictures videos	Talking about the past habits and situations. Distinguishing between past and present activities
	11	♦ Past Simple Negative and interrogative form. ♦ Speaking : story	♦ Practice a short conversation what do you think happened...	Show Positive attitude. Help your partners.	Feedback	Talking about ability in the past. Telling a story.
	12	♦ Project about the topic.	♦ Present and expositions your work metallurgy investigation.	Be organize and cooperative.	Slide, videos and worksheet	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.		Telling and write short story in past.		Talking about actions in past.	



Unit IV: Actions happening in the past

CAPACITY OF UNIT IV: Write short texts in past progressive, sequencing the parts of a story using connectors,						
Week	Contents			Teaching strategy	Achievement indicators of capacity	
	Conceptual	Procedural	Attitudinal			
13	♦ Past progressive with tourist place in affirmative form. ♦ Places	♦ Write about past events. ♦ Writting	Show self-esteem and confidence.	Expository (teacher and students)	Write short texts in past progressive.	
14	♦ Connectors of time: before / while / now / that	♦ Expressing relationship between ideas.	Consider the importance of moral values.		Directed debate Forums	
15	♦ Past progressive in negative form. Past progressive in interrogative form with short answer.	♦ Writing about strange events and negative sentences.	Consider the importance of moral values.	Reading Read text	Complete the sentences in negative form.	
16	♦ Past progressive and past simple ♦ Reading comprehension	♦ Reading the some text	Apply the reading technique	Previous knowledge Forums Pictures videos Feedback Slide, videos and worksheet	Complete the text and answer the questions.	
	♦ Project about the topic.	♦ Present and expositions your work – metallurgy investigation	Be organize and cooperative.		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.		Write short text with the past progressive.	



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
- Pizarra interactiva
- 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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