



PERÚ
Ministerio
de Educación

DIRECCIÓN REGIONAL DE EDUCACIÓN CAJAMARCA
INSTITUTO SUPERIOR DE EDUCACIÓN PÚBLICO

"NUESTRA SEÑORA DE CHOTA" - CHOTA

Creado por R.S. N° 311 del 19-09-1961 – Acreditado por RCD N° 038-2015-COSUSINEACE – Revalidado por RD N° 238 y 361-2016-
MINEDU/VMGP/DIGEDD/DIFOID



Institución Acreditada ¡Líderes en Formación Docente!

SYLLABUS OF FOREIGN LANGUAGE I

I. INFORMATIVE DATA

1. DRE : Cajamarca
2. Career : Languages
3. Specialty : English
4. Academic semester : V (2017-I)
5. Weekly hours : Six (06)
6. Credits : Four (04)
7. Length : March 27th to July 27th, 2017
8. Teacher : Nerio Burga Sagástegui
9. Email address : nerioburga@hotmail.com

II. INSTITUCIONAL MISSION AND VISION

2.1. Mission

We are an Institution of Public Higher Education, inspired by the values of the Gospel with the imprint of the restorative charisma, dedicated to the initial and permanent formation of professionals of education. We seek to influence the integral development of the person, his professional competence and ethical-social commitment to contribute to the sustainable development of Chota, the region and the country and the construction of a culture of peace.

2.2. Vision

By 2018 we will have been an accredited institution, leader in the region in the education of professionals of the education that stand out for its human quality, professional competence, investigative and innovative capacity, and its ethical-social commitment from its Christian identity, that respond to the demands and challenges of sustainable development in the region and the country.

III. FUNDAMENTATION

The subject of foreign language I will broaden and deepen the study of grammatical features and rules of communicative interaction in the target language so that students improve their communication skills. It guides the learning of English as a tool to support scientific learning and help students listen to and understand well organized and linguistically complex texts, of both concrete and abstract topics articulated at a normal speed for an intermediate level.

On the other hand, from the perspective of the subject the future professional will be guided according to the mission and vision of “Nuestra Señora de Chota” institute, the graduate profile and the current pedagogical principles.

We also consider of supreme importance to organize, develop and execute projects that will conjugate actions to develop the interdisciplinary with other areas according to the specialty which contribute to plan, organize, execute and evaluate the integrative project "Strategies to develop the argumentative capacity in the students" with the purpose of strengthening the abilities of production of texts in the students in the target language.

IV. CROSS-CURRICULAR CONTENTS

1. Personal dimension: Education in values.
2. Pedagogical professional dimension: Education to the research, production and innovation.
3. Socio- community dimension: Education for risk management and environmental awareness

V. INSTITUCIONAL VALUES

VALUES	ATTITUDES	BEHAVIORS
Respect	<ul style="list-style-type: none">• Personal acceptance and save the environment.• Tolerance.	<ul style="list-style-type: none">• The student values himself/ herself and others• The student communicates assertively and establish emphatics bond
Freedom	<ul style="list-style-type: none">• Empowerment.• Entrepreneurship, criticality and reflection• Autonomy and responsibility	<ul style="list-style-type: none">• The students take autonomous and responsible decisions• The student reflects about daily activities.
Justice	<ul style="list-style-type: none">• Defense, care and life promotion	<ul style="list-style-type: none">• Student saves the environment, recycling materials and caring the gardeners.• Student solve conflicts assertively.

VI. ORGANIZATIONAL MATRIX

PROFILE DIMENSION	GLOBAL COMPETENCIES	UNIT OF COMPETENCE	PERFORMANCE CRITERIA
PERSONAL DIMENSION	1. Fosters self-discovery and ongoing self-creation; acts ethically in the completion of daily activities, establishing respectful relationships that enrich personal identity, and encourage the promotion of human dignity.	1.1. Demonstrates ethical responsibility and commitment in settings in which they serve to strengthen personal identity.	1.1.2 Communicates and allows for the free expression of ideas, opinions and convictions.
PROFESSIONAL – TEACHING EXPERIENCE DIMENSION	2. Researches, plans, implements and evaluates educational experiences, responsibly applying the existing theoretical and methodological foundations in his/her profession, in order to meet the contextual demands; Contributes to the formation of the human race.	2.1. Masters basic theories and content, incorporating them into professional work, thereby giving theoretical support to their teaching.	2.1.1 Analyzes and systematizes primary source information from investigations and experiments and maintains an updated bibliography.
SOCIO-COMMUNITY DIMENSION	3. Acts as a social agent, with respect and appreciation for various linguistic and world views, to sufficiently understand the culture, directing institutional and community projects in order to improve quality of life.	3.1 Interacts with other educational actors harmoniously, constructively, critically, and reflectively, generating actions that promote institutional development.	3.1.2 Takes initiative and leads investigations / experiments that contribute to the management practices within the institution.

VII. LEARNING ORGANIZATION

WEEKS & DATES	EXPECTED LEARNING	CONTENTS	STRATEGIAS	OUTCOMES	LEARNING ASSESMENT	
					INDICATORS	TOOLS
UNIT N° 1 “ART AND CULTURE & MOMENTS IN LIFE”						
Week 1 March 27 - 31	- To learn and comprehend about archaeological discovers and specials attractions in the target language.	Archaeological discovers - Vocabulary: Materials - Grammar: review the passive voice. - Speaking & writing: Describe a discovery - Reading: The terracotta Army Special attractions - Vocabulary and reading: Roadside attractions - Grammar: The passive - Speaking & writing: Write sentences and tell to the class	Brainstorming Cooperative learning. - Share information, help each other within the classes. Explanation. - Asks questions, uses slides, pictures, to clarify duds and so on.	Write sentences and tell to the class.	- To recognize the meaning of the words context. - To look for general and specific information.	- Objective test - Presentation rubric - Checklist - Self-evaluation - Peer evaluation - Portfolio
Week 2 April 3-7	- To know how to post a parcel and shop experiences in the target language.	Cultural Corner - Vocabulary. Posting a parcel - Reading: The Garma Festival - Speaking & writing: Make up a conversation and act out Shopping experiences - Vocabulary: Shops & products. - Reading: It's Venice... but not as you know it - Speaking & writing: Tell and write your friend about Venice	Cooperative learning. - Share information, help each other within the classes. Explanation. - Asks questions, uses slides, pictures, to clarify duds and so on. - Using dictionary	Solve exercises in the workbook	- To apply the news words during the lesson. - To tell to the class about the reading.	
Week 3 April 10-14	- To discriminate types of music and share their preferences and experiences	Music messages - Vocabulary: Music - Reading. Totally cool! - Grammar: Reported speech - Speaking: Tell the class some news	Brainstorming Explanation. - Asks questions, uses slides, pictures, to clarify duds and so on.	Tell to the class their musical preferences. Write an email describing a visit	- To differentiate the types of music. - To tell the class their favorite music.	

		Skills - Vocabulary: Places of cultural interest. - Listening: Listen for main details - Grammar: questions tags - Speaking: Expressing preferences - Writing: An email describing a visit to a place	Pair and group work. - Do activities in pairs and groups. - Work themselves - Predicting content	to a place		
Week 4 April 17-21	- To appreciate the art and design and develop the listening skill.	Curricular: Art & design - Vocabulary: Art & design - Reading & Listening: Art styles - Language Review - Skill practice - Revision	Pair and group work. - Do activities in pairs and groups. - Work themselves Explanation. - Ask questions, use slides, pictures, and so forth to clarify dudes. - Predicting content	Sole the self-assessment.	- To use the new words learning in the lesson to make sentences.	
Week 5 April 24-28	- To make up a summary and value the work day and round the clock.	Work Day - Reading: Sink your teeth into this! - Speaking: Summary of the texts - Vocabulary: Jobs - Pronunciation: word stress. - Grammar: Present Simple - Listening: Listening for general information. - Writing: A leaflet Round the clock - Vocabulary: Daily activities - Listening & reading: Listening and repeat for intonation - Speaking: Call a friend where to meet. - Grammar: Present simple VS present continuous.	Brainstorming Cooperative learning. - Share information, help each other within the classes. Explanation. - Ask questions, use slides, pictures, and so forth to clarify dudes and so on. - Predicting content	- A leaflet - A short description of their family	- To summary the text in oral way. - To use the tense correctly in class. - Listen for general info. - To use the phrases to make request.	

		<ul style="list-style-type: none"> - Everyday English: Requests - Writing: Portfolio: Write a short description of their family. - Workbook 				
Week 6 May 1-5	<ul style="list-style-type: none"> - To tell their weekend activities and chill out them and write an email. 	<p>Chill out</p> <ul style="list-style-type: none"> - Vocabulary: weekend activities - Reading: Are you a party animal or a home birth? - Grammar: Present continues – going to - Speaking: Portfolio: Record yourselves. - Listening: Listening and match. - Writing: Portfolio: Write sentences and then tell the class. <p>Guess what!</p> <ul style="list-style-type: none"> - How to write and email. - Listening: School of the air - Reading: Read and complete the sentences. - Speaking: Describe the school air. - Writing: Portfolio: An article about a school in your country 	<p>Brainstorming</p> <p>Understanding new words</p> <p>Cooperative learning.</p> <ul style="list-style-type: none"> - Share information, help each other within the classes. <p>Explanation.</p> <ul style="list-style-type: none"> - Asks questions, uses slides, pictures, to clarify dudes and so on. 	An article about a school in your country	<ul style="list-style-type: none"> - To tell their weekend activates to the class. - To write sentences and an article about the school in our country. 	
May 5	First formative evaluation					- Written test
UNIT N° 2 “Past events& the world of our own”						
Week 7 May 8-12	<ul style="list-style-type: none"> - To enjoy and value famous people about the past. 	<p>History’s hall of fame</p> <ul style="list-style-type: none"> - Listening and reading: The master. - Speaking: Say things about the Beethoven (reading) - Vocabulary: Famous people and nationalities - Everyday English: Asking and giving personal info. - Grammar: Past simple. 	<p>Pair and group work.</p> <ul style="list-style-type: none"> - Do activities in pairs and groups. - Work themselves <p>Explanation.</p> <ul style="list-style-type: none"> - Ask questions, use slides, pictures, and so 	A history quiz	<ul style="list-style-type: none"> To tell a summary about the reading. To Listening for general info. To use the past simple in their conversations. 	<ul style="list-style-type: none"> - Objective test - Presentation rubric - Checklist - Self-evaluation

		<ul style="list-style-type: none"> - Listening: Listening and complete the poster. - Writing: Portfolio: Write a biography <p>Reliving the past</p> <ul style="list-style-type: none"> - Vocabulary: Medieval battles - Listening: Listening and repeat - Reading: The battle of Hastings. - Grammar: Past simple/ Wh-questions. - Everyday English: Talking about past experiences. - Speaking: Portfolio: Act out a dialogue - Writing: Create a history quiz - Workbook 	<p>forth to clarify dudes.</p> <ul style="list-style-type: none"> - Predicting content 			<ul style="list-style-type: none"> - Peer evaluation - Portfolio
<p>Week 8 May 15-19</p>	<ul style="list-style-type: none"> - To recognize homes of the past and specials day. 	<p>Homes of the past</p> <ul style="list-style-type: none"> - Vocabulary: Houses - Reading: Victorian and Elizabethan house - Speaking: Describe houses in the pictures. - Grammar: Used VS past simple. - Listening: Listen and match. - Writing: Portfolio: Write a shot description. <p>Special days</p> <ul style="list-style-type: none"> - Reading and listening: Beamish Open air museum - Writing: Write an article about a visit to a museum - Speaking: Portfolio: Record yourselves - Self- assessment (Unit One) - Workbook 	<p>Pair and group work.</p> <ul style="list-style-type: none"> - Do activities in pairs and groups. - Work themselves <p>Explanation.</p> <ul style="list-style-type: none"> - Ask questions, use slides, pictures, and so forth to clarify dudes. - Predicting content 	<p>An article about a visit to a museum</p>	<p>To describe houses in the past.</p> <p>To understand the meaning of the new words in context.</p> <p>To solve the self-assessment alone</p>	

<p>Week 9 May 22-26</p>	<p>- To know about holiday time and comprehend the use of present perfect.</p>	<p>Across the curriculum 1 History</p> <ul style="list-style-type: none"> - Listening: Listen and check - Reading: Read and put heading - Speaking: Talk about the rich and the poor <p>Holiday time</p> <ul style="list-style-type: none"> - Reading: 13-day Mexican Adventure tour. - Vocabulary: Holidays. - Speaking: Tell your partner about a trip. - Grammar: Present perfect. - Listening: Listening for details. - Workbook 	<p>Pair and group work.</p> <ul style="list-style-type: none"> - Do activities in pairs and groups. - Work themselves <p>Explanation.</p> <ul style="list-style-type: none"> - Ask questions, use slides, pictures, and so forth to clarify duds. - Predicting content 	<p>Make a summary</p>	<p>To know how to put the heading in the correct place. To listen for details. To understand the use of present perfect.</p>	
<p>Week 10 May 29- June 02</p>	<p>- To know how to book tickets and create a homepage.</p>	<p>Let's book now</p> <ul style="list-style-type: none"> - Vocabulary: Transport - Listening & reading: a dialogue - Speaking: Portfolio: Act out Dialogue - Grammar: Present perfect - Listening: Listening the check answers. - Writing: Portfolio: Write a cruise advert <p>Let's celebrate</p> <ul style="list-style-type: none"> - Reading: Predicting Content - Speaking: Talk about festivals - Vocabulary : Festive activities - Grammar: Present perfect VS past simple - Everyday English: Catching up on news - Writing: Portfolio: Make up your own homepage - Workbook 	<p>Pair and group work.</p> <ul style="list-style-type: none"> - Do activities in pairs and groups. - Work themselves <p>Explanation.</p> <ul style="list-style-type: none"> - Ask questions, use slides, pictures, and so forth to clarify duds. - Predicting content 	<p>A homepage</p>	<p>To act out the dialogues and try to use a correct intonation. To make up their own homepage creatively.</p>	

<p>Week 11 June 5-9</p>	<p>- To differentiate the weather and know how to read the temperature.</p>	<p>Greeting from...</p> <ul style="list-style-type: none"> - Vocabulary: Spider grams - Reading and listening: What's on Orlando Florida - Speaking: Give a short summary of the text. - Writing: Create your own brochure (in groups) <p>Come rain or shine</p> <ul style="list-style-type: none"> - Vocabulary: Weather and seasons - Reading: Weather Forecast - Speaking: tell the temperature - Listening: Listen and match - Everyday English: Requesting Permission - Writing: Portfolio: write a weather forecast - Workbook 	<p>Pair and group work.</p> <ul style="list-style-type: none"> - Do activities in pairs and groups. - Work themselves <p>Explanation.</p> <ul style="list-style-type: none"> - Ask questions, use slides, pictures, and so forth to clarify duds. - Predicting content 	<p>A brochure weather forecast</p>	<p>To tell the class a summary. To create their own weather precast. To use the new words in context.</p>	
<p>Week 12 June 12 -16</p>	<p>- To appreciate the wonders use the comparative structures.</p>	<p>A world or wonders</p> <ul style="list-style-type: none"> - Vocabulary: Geographical features - Reading: Record-Breaking Geography - Speaking: Say facts about the reading - Grammar: Comparatives and superlatives - Writing: portfolio: Write a poster about geographical features in your country <p>The animal Kingdom</p> <ul style="list-style-type: none"> - Vocabulary: animals - Listening & reading: A dialogue - Grammar: Comparative structures. - Everyday English: Giving Advice. - Writing: Portfolio: Write a poster - Workbook 	<p>Pair and group work.</p> <ul style="list-style-type: none"> - Do activities in pairs and groups. - Work themselves <p>Explanation.</p> <ul style="list-style-type: none"> - Ask questions, use slides, pictures, and so forth to clarify duds. - Predicting content 	<p>A poster about geographical features in your country</p>	<p>To write a poster creatively. To express ideas about the reading. To solve the exercises of the workbook.</p>	
<p>June 14</p>	<p>Second Formative Evaluation</p>					<p>Written test</p>

UNIT Nº 3 “The nature & for dear life ”

<p>Week 13 June 19 -23</p>	<p>- To develop the reading skills and write a short texts in the target language.</p>	<p>Help me! - Reading and listening: The Himalayas - Speaking: tell what you remember from the text. - Writing: A letter of advice (80 – 100 words) - Self- assessment Module 2 - Workbook</p>	<p>Pair and group work. - Do activities in pairs and groups. - Work themselves Explanation. - Ask questions, use slides, pictures, and so forth to clarify dudes.</p>	<p>A letter of advice (80 – 100 words)</p>	<p>To read for general and specific info. To solve the - Self-assessment</p>	
<p>Week 14 June 26-30</p>	<p>- To become aware of the care the nature and distinguish the species that are endangered.</p>	<p>Across the curriculum 2 Citizenship - Reading & listening: For a living planet - Speaking: Talk about endangered animals - For dear Life Module 3 - Workbook</p>	<p>Pair and group work. - Do activities in pairs and groups. - Work themselves Explanation. - Asks questions, uses slides, pictures, to clarify dudes and so on.</p>	<p>A list of endangers animals in Peru</p>	<p>To Listen for general and specific info - To state to the class about endangered animals in Chota and Peru.</p>	<p>- Objective test - Presentation rubric - Checklist - Self-evaluation - Peer evaluation</p>
<p>Week 15 July 3-7</p>	<p>- To rear the news in English about disasters and comprehend radio programs in English.</p>	<p>Nature’s attack! - Vocabulary: Disasters - Reading: Multiple choice cloze - Grammar: Past simple - Listening: A radio program about Safety during floods - Writing: Portfolio: write a daily Entries - Workbook</p>	<p>Pair and group work. - Do activities in pairs and groups. - Work themselves Summering - Read and prepare his/her own summary</p>	<p>A dialogue write a diary Entries</p>	<p>To use the past simple in real contexts. To create a daily entry.</p>	<p>- Portfolio</p>
<p>Week 16 July 10-14</p>	<p>- To enhance the student’s vocabulary about</p>	<p>News flash - Vocabulary: Accidents & disasters - Everyday English: Giving & reacting - Reading: I’m not a hero says pilot</p>	<p>Explanation. - Asks questions, uses slides, pictures, to</p>	<p>A news report</p>	<p>To learn and use the new word. Write a news report.</p>	

	accidents and disasters and to learn how to use the present perfect.	<ul style="list-style-type: none"> - Spiking: Give a short summary of the article - Grammar: Past Perfect - Listening: Listening and fill in the blanks “A emergency Call” - Writing: Portfolio: Write a news report - Workbook 	clarify dudes and so on. Summaring - Read and prepare his/her own summary			
Week 17 July 17- 21	- To outlook for a better writing activity and write a shot paragraph in English.	What a day! <ul style="list-style-type: none"> - Sequence of events - Reading: The great plague - Speaking: Say things about the reading. - Writing: Write a short text (100 – 120 words) - Workbook 	Pair and group work. <ul style="list-style-type: none"> - Do activities in pairs and groups. - Work themselves Explanation. <ul style="list-style-type: none"> - Ask questions, use slides, pictures, and so forth to clarify dudes. 	A short text (100 – 120 words)	<ul style="list-style-type: none"> To know how to write sequence activities. To say important points about the reading. 	
Week 18 July 24- 27	- To review and internalize the different topics studied in the previous lessons and give a feedback.	<ul style="list-style-type: none"> - Revision of the two last units - Workbook 	Cooperative learning. <ul style="list-style-type: none"> - Share information, help each other within the classes. Explanation. <ul style="list-style-type: none"> - Ask questions, use slides, pictures, and so forth clarify dudes. Summaring <ul style="list-style-type: none"> - Read and prepare his/her own summary 	Exercises of the Workbook	<ul style="list-style-type: none"> To share to the class what they have learnt in the lesson. To use the language to communicate in and out of the class. To solve the activities of the workbook at home. 	
July 26	Formative and summative evaluation					Written test

VIII. METHODOLOGY

Throughout the develop the subject the teacher will use different methods, approaches, techniques, strategies own of teaching English language; furthermore, the teacher will use different learning tools such as: multimedia, wallpapers, maps, websites, magazines, newspapers, videos, music and so forth. With the unique goal of fostering in the learners the wish of learning and brushing up the learners' knowledge.

IX. ASSESSMENT

The assessment will be integral, so that it will be taken into account the criteria of the Evaluation System of the DCBN, which are the following:

Process product	: 25%
Self-evaluation and Peer evaluation	: 15%
Final product	: 35%
Integrated portfolio	: 25%

SCHEDULE OF ASSESSMENT ACTIVITIES

1. Portfolio

Submitting and checking : July 3rd to 7th

2. Final Product

Submitting and checking : July 10th to 14th

3. Summative Evaluations

: July 20th to 27th

Note: The students who at the end of the subject get 30 % of justified and unjustified attendance fail the course.

X. BIBLIOGRAPHY

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Chota, March, 2017.

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The syllabus for cluster 2 as follows: Section A (objective test) : 50 Marks 1. Grammar ; 10 Marks 2. Reasoning : 15 Marks 3. Artificial language : 10 Marks 4. General Awareness : 5 Marks 5. Comprehension : 10 Marks Section B (descriptive test) In 2nd cluster you will have to read the history of Korea, Japan, and China. Because 2nd cluster contains three languages: Korean, Chinese, and Japanese. Mental ability and English are common in every cluster. English contains questions from grammar, comprehension, and essay writings. 887 views · View 3 Upvoters. The course encourages learners to develop lifelong skills, including: the ability to use a foreign language as a means of practical communication insight into the culture and civilisation of countries where the language is spoken a positive attitude towards language learning, towards the speakers of other languages, and towards other cultures and civilisations techniques which can be applied to other areas of learning, such as analysis and memory skills a sound foundation for progression to employment or further study. This is one of a number of Cambridge IGCSE foreign language syllabuses gives learners a solid foundation for further study. Structural syllabuses and contextual syllabuses. In Selected articles on the teaching of English as a foreign language, 115-118. London: Oxford University Press. Hooper, R. (ed.) Designing a processing model for specifying communicative competence in a foreign language: a study of the relationship between communication needs and the English required for specific purposes. Unpublished Ph.D. thesis, University of Essex, Colchester. Newmark, L. (1971).