



## I. INFORMACIÓN GENERAL

<b>CURSO</b>	:	Inglés 4
<b>CÓDIGO</b>	:	HE06
<b>CICLO</b>	:	201400
<b>CUERPO ACADÉMICO</b>	:	<b>Garcia Zevallos, Roberto Carlos</b> <b>Gutierrez Delgado, Paloma</b> <b>Hurtado Mena, Carmen Rocio</b> <b>Mujica Gutierrez, Rafael Jose</b> <b>Murphy , Richard William</b> <b>Nuñez Fernández, Gisella Cinthia</b> <b>Oré Vasquez, Rocio Eva</b> <b>Yi Yui, Meylin Maria</b>
<b>CRÉDITOS</b>	:	0
<b>SEMANAS</b>	:	14
<b>HORAS</b>	:	4 H (Teoría) Semanal
<b>ÁREA O CARRERA</b>	:	Traduccion E Interpretacion Profesional

## II. MISIÓN Y VISIÓN DE LA UPC

Misión: Formar líderes íntegros e innovadores con visión global para que transformen el Perú.

Visión: Ser líder en la educación superior por su excelencia académica y su capacidad de innovación.

## III. INTRODUCCIÓN

Today's world demands skilled professionals and English is the language of choice for communication in the global marketplace. Responding to the needs of a rapidly changing world, we invite our students to learn and develop the four basic skills required in a foreign language: listening, speaking, reading, and writing. By building these skills and exploring new ideas, students will be able to understand, speak, read, and write in English at their current level. After completion of the intermediate level, students will be able to manage diverse academic texts as well as make successful oral presentations in English.

This course is designed as a distant learning hybrid course. It is composed by 60% of contact hours delivered face to face and 40% of contact hours delivered online. Students will have a three-hour session on campus every week and are expected to work at least two hours on line. In contrast to the traditional face to face classes, the design of this course will allow students to build language knowledge at their own.

## IV. LOGRO (S) DEL CURSO

By the end of this course, the student uses English for oral and written communication to discuss and speculate about people, situations and events.

## V. UNIDADES DE APRENDIZAJE

## UNIDAD N°: 1 RELATIONSHIPS

### LOGRO

By the end of unit 7, the student describes personal relationships making soft comments in conversations.

### TEMARIO

- \* Make sentences with subject and object relative clauses.
- \* Use phrasal verbs like grow up, get along, and break up.
- \* Talk about friendships, dating, and other relationships.
- \* Soften comments with expressions like I think, probably, kind of, and in a way.
- \* Use though to give a contrasting idea.

### HORA(S) / SEMANA(S)

10 / 1-2

## UNIDAD N°: 2 WHAT IF

### LOGRO

By the end of unit 8, the student speculates about hypothetical situations demonstrating tolerance towards others' opinions.

### TEMARIO

- \* Make sentences with subject and object relative clauses.
- \* Use phrasal verbs like grow up, get along, and break up.
- \* Talk about friendships, dating, and other relationships.
- \* Soften comments with expressions like I think, probably, kind of, and in a way.
- \* Use though to give a contrasting idea.

### HORA(S) / SEMANA(S)

10 / 3-4

## UNIDAD N°: 3 TECH SAVVY?

### LOGRO

By the end of unit 9, the student formulates polite questions to discuss technology-related matters.

### TEMARIO

- \* Include questions within questions and statements
- \* Use separable phrasal verbs like turn on, plug in, and throw away.
- \* Use how to + verb, where to + verb, etc.
- \* Talk about problems with technology and how things work.
- \* Give different opinions with expressions like Don't you think?

Note: Review and practice of contents in units 1, 2 and 3

### HORA(S) / SEMANA(S)

10 / 5-6

#### UNIDAD N°: 4 WHAT'S UP?

##### LOGRO

By the end of unit 10, the student discusses recent activities and situations in the past becoming aware of and accepting different opinions other people may have.

##### TEMARIO

- \* Use the present perfect continuous to talk about recent activities.
- \* Use since, for, and in with the present perfect and present perfect continuous.
- \* Use already, still, and yet with the present perfect.
- \* Talk about your social life and different kinds of movies.
- \* Ask someone for a favor politely.
- \* Use All right and OK to move a conversation to a new topic.

##### HORA(S) / SEMANA(S)

10 / 9 -10

#### UNIDAD N°: 5 IMPRESSIONS

##### LOGRO

By the end of unit 11, the student speculates about real everyday events understanding other people's feelings and empathizing with them.

##### TEMARIO

- \* Use the modal verbs must, may, can't, and could to speculate.
- \* Use adjectives ending in: ing and ed like boring and bored.
- \* Talk about your impressions, feelings, and reactions.
- \* Show you understand another person's feelings or situation.
- \* Use you see to explain a situation.
- \* Use I see to show you understand.

##### HORA(S) / SEMANA(S)

10 / 11-12

#### UNIDAD N°: 6 IN THE NEWS

##### LOGRO

By the end of unit 12, the student reports on news stories, weather and natural disasters becoming aware of environmental problems and proposing solutions.

##### TEMARIO

- \* Use the simple past passive in the news stories.
- \* Talk about local and international new events.
- \* Talk about extreme weather and natural disasters.
- \* Introduce news in conversation and expressions like Guess what?
- \* Use expressions like The thing is... to introduce issues.

Note: Review and practice of contents in units 4, 5 and 6.

## **VI. METODOLOGÍA**

This course will provide students with many English language opportunities that combine online and face-to-face class environments. Personal commitment and self-study are a must because students will be asked to gradually develop exercises in the online portal ([www.cambridgeims.org](http://www.cambridgeims.org)) and the class virtual platform (Blackboard). Face to face classes will be devoted to production. Students will develop activities that will demand them to actually use what they have learned and practiced online. Attendance to face-to-face classes and working on the online activities in time count for your grade.

Classes will be run as interactive situations in which all students are required to participate. Three-hour sessions will have a break after an hour and a half.

Different in-class and online activities and exercises are carried out to assess the student's different skills in the language(CD). There will also be exams (mid-term and final) which are the big evaluations in grammar, vocabulary, and use of language. As these evaluations are part of a database, students can review them but are not allowed to keep them.

### **Plagiarism**

Students' academic production is highly valued by UPC. Therefore, various situations that violate academic integrity are detailed in the Disciplinary Regulations, such as plagiarism in research papers, cheating on any kind of assessment, falsifying information, among other cases. In this regard, see the Regulations at:

[http://www.upc.edu.pe/RepositorioAPS/0/4/JER/REG\\_PREGRADO/Reglamento\\_de\\_Disciplina\\_2009-2.pdf.pdf](http://www.upc.edu.pe/RepositorioAPS/0/4/JER/REG_PREGRADO/Reglamento_de_Disciplina_2009-2.pdf.pdf)

Students' academic production and honesty are central to university life. We should avoid plagiarism in order to enable a higher education based on original intellectual work.

### **Participation**

Class participation not only means physical attendance but also active participation in class discussion, presentation of assignments on time, and having the class material. Absence from class does not constitute an excuse for not completing assignments. It's the student's responsibility to be prepared for the next class even if absent from the previous class.

According to EPE regulations, attendance is checked at the end of the first class hour. However, this does not prevent class from starting and carrying on all necessary activities on time.

### **Required materials**

Students are required to bring the following to every class:

- Book
- Notebook
- Dictionary

## VII. EVALUACIÓN

### FÓRMULA

15% (EA1) + 15% (EB1) + 10% (EX1) + 15% (CD1) + 15% (CD2) + 15% (LB1) + 15% (LB2)

TIPO DE NOTA	PESO %
EA - EVALUACIÓN PARCIAL	15
EB - EVALUACIÓN FINAL	15
EX - EXPOSICIÓN	10
CD - PROMEDIO DE EVALUACIÓN DE DESE	15
CD - PROMEDIO DE EVALUACIÓN DE DESE	15
LB - PRACTICA LABORATORIO	15
LB - PRACTICA LABORATORIO	15

## VIII. CRONOGRAMA

Módulo Regular

TIPO DE PRUEBA	DESCRIPCIÓN NOTA	NÚM. DE PRUEBA	FECHA	OBSERVACIÓN	RECUPERABLE
EA	EVALUACIÓN PARCIAL	1	Week 8	Units 7 to 9	SÍ
EB	EVALUACIÓN FINAL	1	Week 16	Units 7 to 12	SÍ
EX	EXPOSICIÓN	1	Week 14	Oral exam	NO
CD	PROMEDIO DE EVALUACIÓN DE DESE	1	Week 6	Average of oral and written production activities carried out in face to face sessions (two activities per unit; first three units)	NO
CD	PROMEDIO DE EVALUACIÓN DE DESE	2	Week 14	Average of oral and written production activities carried out in face to face sessions (two activities per unit; last three units)	NO
LB	PRACTICA LABORATORIO	1	Week 6	Average of online production activities carried out in the virtual platforms (two activities per unit; first three units). Lab completion in Cambridge LMS is required to complete online production activities.	NO
LB	PRACTICA LABORATORIO	2	Week 14	Average of online production activities carried out in the virtual platforms (two activities per unit; last three units). Lab completion in Cambridge LMS is required to complete online production activities.	NO

## IX. BIBLIOGRAFÍA DEL CURSO

### BÁSICA

CAMBRIDGE UNIVERSITY PRESS

MCCARTHY, Michael (2008) Touchstone full contact : student's book 3. Cambridge ; New York : Cambridge University Press.  
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**RECOMENDADA**

**(No necesariamente disponible en el Centro de Información)**

**CAMBRIDGE UNIVERSITY PRESS** (2009)Cambridge Dictionaries Online. 24 de junio de 2009 ()

**ENGLISHPAGE.COM** (2009)A personal online English school. 24 de junio de 2009 ()

MURPHY, Raymond (1993) Basic grammar in use : reference and practice for students of english.  
Cambridge : Cambridge University Press.  
(428 MURP/B)

**THE BRITISH BROADCASTING CORPORATION (BBC)** (2009)Web site that includes television, radio, national, local, children s, educational, language and other services for key interest groups. 24 de junio de 2009 ()

(2000) Longman dictionary of contemporary english. Essex : Pearson Education.  
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