



**Universidad Nacional Mayor de San Marcos**  
**School of Computer Science**  
**Syllabus of Course**  
**Academic Period 2018-II**

1. **Code and Name:** GH2101. English II (Mandatory)
2. **Credits:** 3
3. **Hours of theory and Lab:** 10 HP; (15 weeks)
4. **Professor(s)**

Meetings after coordination with the professor

**5. Bibliography**

- [Cam06] Cambridge. *Diccionario Inglés-Español Cambridge*. Editorial Oxford, 2006.  
[Mac99] James MacGrew. *Focus on Grammar Basic*. Editorial Oxford, 1999.  
[SJ02] Liz Soars and John. *American Headway N 2 Student Book*. Editorial Oxford, 2002.

**6. Information about the course**

- (a) **Brief description about the course** A fundamental part of the integral formation of a professional is the ability to communicate in a foreign language in addition to the native language itself. It not only broadens its cultural horizon but also allows a more humane and comprehensive view of life. In the case of foreign languages, undoubtedly English is the most practical because it is spoken around the world. There is no country where it is not spoken. In careers related to tourist services, English is perhaps the most important practical tool that the student must master from the outset as part of his / her integral education
- (b) **Prerequisites:** GH1102. English II. (3<sup>rd</sup> Sem)
- (c) **Type of Course:** Mandatory
- (d) **Modality:** Face to face

**7. Specific goals of the Course**

- Train the student to understand and hold a conversation.
- Provide techniques of relation of ideas .

**8. Contribution to Outcomes**

- f) An ability to communicate effectively. (**Usage**)

**9. Competences (IEEE)**

**C25.** Ability to communicate in a second language.⇒ **Outcome f**

**10. List of topics**

1. Getting to know you!
2. The way we live!
3. It all went wrong!
4. Let's go shopping!
5. What do you want to do?

6. The best in the world!

7. Fame!

## 11. Methodology and Evaluation

### Methodology:

#### Theory Sessions:

The theory sessions are held in master classes with activities including active learning and roleplay to allow students to internalize the concepts.

#### Lab Sessions:

In order to verify their competences, several activities including active learning and roleplay will be developed during lab sessions.

#### Oral Presentations:

Individual and team participation is encouraged to present their ideas, motivating them with additional points in the different stages of the course evaluation.

#### Reading:

Throughout the course different readings are provided, which are evaluated. The average of the notes in the readings is considered as the mark of a qualified practice. The use of the UTEC Online virtual campus allows each student to access the course information, and interact outside the classroom with the teacher and with the other students.

#### Evaluation System:

## 12. Content

Unit 1: Getting to know you! (0)	
Competences Expected: C25	
Learning Outcomes	Topics
<ul style="list-style-type: none"><li>At the end of the first unit, each of the students, understanding the grammar of present, past and future times, is able to express a greater number of actions in the form of sentences. He is also able to express ideas in the form of questions. Assume the idea of words with more than one meaning. Use social expressions in entertainment situations.</li></ul>	<ul style="list-style-type: none"><li>Present, Past, and Future Times.</li><li>Interrogative sentences with Wh-.</li><li>Words with more than one meaning.</li><li>Parts of the sentence</li><li>Expressions for free time</li></ul>
Readings : [SJ02], [Cam06], [Mac99]	

Unit 2: The way we live! (0)	
Competences Expected: C25	
Learning Outcomes	Topics
<ul style="list-style-type: none"><li>At the end of the second unit, students having identified the present form of expression recognize the difference between the forms of the same and apply it properly. They describe the countries accurately. They take expressions to show interest. Use connectors to join various ideas.</li></ul>	<ul style="list-style-type: none"><li>Simple present tense.</li><li>Present Continuous Time.</li><li>Collocations.</li><li>Vocabulary of the countries of the world.</li><li>Expressions of anger.</li><li>Connectors.</li></ul>
Readings : [SJ02], [Cam06], [Mac99]	

<b>Unit 3: It all went wrong! (0)</b>	
<b>Competences Expected: C25</b>	
<b>Learning Outcomes</b>	<b>Topics</b>
<ul style="list-style-type: none"> <li>At the end of the third unit, students having recognized the characteristics of past times use them properly. They use prefixes and suffixes to create and recognize new words. They describe time in a broad way. They will use conjunctions to unite type ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Past simple tense.</li> <li>Continuous past tense.</li> <li>Irregular Verbs.</li> <li>Time expressions.</li> <li>Connectors of time.</li> </ul>
<b>Readings : [SJ02], [Cam06], [Mac99]</b>	

<b>Unit 4: Let's go shopping! (0)</b>	
<b>Competences Expected: C25</b>	
<b>Learning Outcomes</b>	<b>Topics</b>
<ul style="list-style-type: none"> <li>At the end of the fourth unit, students having identified the idea of quantity express different situations that involve it. Recognize and apply articles to nouns. They assume the idea of shopping with the help of expressions. They express money prices and ideas. They fill several formats. They express attitudes.</li> </ul>	<ul style="list-style-type: none"> <li>Expressions of Indefinite Quantity.</li> <li>Affirmative sentences, Negatives and Questions.</li> <li>Use of Articles.</li> <li>Product prices.</li> <li>Filling of formats and surveys</li> <li>Expressions for shopping</li> </ul>
<b>Readings : [SJ02], [Cam06], [Mac99]</b>	

<b>Unit 5: What do you want to do? (0)</b>	
<b>Competences Expected: C25</b>	
<b>Learning Outcomes</b>	<b>Topics</b>
<ul style="list-style-type: none"> <li>At the end of the fifth unit, students, from the understanding of the idea of verbal patterns, will elaborate sentences using the necessary elements. They will also assimilate the need to express future intentions. They will acquire vocabulary to describe feelings. Expressions will be presented to describe plans and ambitions.</li> </ul>	<ul style="list-style-type: none"> <li>Verbal Patterns I.</li> <li>Future Intentions.</li> <li>Verbs of Perception.</li> <li>Vocabulary of feelings.</li> <li>Expressions of Plans and Ambitions.</li> </ul>
<b>Readings : [SJ02], [Cam06], [Mac99]</b>	

<b>Unit 6: The best in the world! (0)</b>	
<b>Competences Expected: C25</b>	
<b>Learning Outcomes</b>	<b>Topics</b>
<ul style="list-style-type: none"> <li>• At the end of the sixth unit, students having known the fundamentals of using adjectives, structure sentences with different forms of adjectives in appropriate contexts. They emphasize the difference between types of cities and towns and lifestyles. They use expressions indicating directions.</li> </ul>	<ul style="list-style-type: none"> <li>• What's it like?.</li> <li>• Adjectives</li> <li>• Comparative and superlative.</li> <li>• Synonyms and antonyms.</li> <li>• Indications of direction .</li> <li>• Readings.</li> </ul>
<b>Readings :</b> [SJ02], [Cam06], [Mac99]	

<b>Unit 7: Fame! (0)</b>	
<b>Competences Expected: C25</b>	
<b>Learning Outcomes</b>	<b>Topics</b>
<ul style="list-style-type: none"> <li>• At the end of the seventh unit, students have learned the fundamentals of structuring the present perfect time and differentiate it from the simple past. They emphasize the difference between forms of adjectives. Describe ideas of music. They use expressions to give short answers. They assume the idea of giving extra explanations of the elements of a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• Present Perfect and Simple Past</li> <li>• Expressions for, ever, since</li> <li>• Adverbs</li> <li>• Expressions that come in pairs</li> <li>• Short answers</li> <li>• Celebrities</li> </ul>
<b>Readings :</b> [SJ02], [Cam06], [Mac99]	