

**San Pablo Catholic University (UCSP)**  
**Undergraduate Program in**  
**Computer Science**  
**SILABO**



**ID101. Professional Technical English (Mandatory)**

**1. General information**

1.1 School	:	Ciencia de la Computación
1.2 Course	:	ID101. Professional Technical English
1.3 Semester	:	10 <sup>mo</sup> Semestre.
1.4 Prerequisites	:	None
1.5 Type of course	:	Mandatory
1.6 Learning modality	:	Virtual
1.7 Horas	:	2 HT; 2 HP;
1.8 Credits	:	3

**2. Professors**

**Lecturer**

- Julio Omar Santisteban Pablo <jsantisteban@ucsp.edu.pe>
  - PhD in Ciencias de la Computación, Universidad Nacional de San Agustín, Perú, 2021.
  - MSc in Internetworking, University of Technology, Australia, 2008.

**3. Course foundation**

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 people's lives. In the case of foreign languages, English is undoubtedly 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 comprehensive education.

**4. Summary**

1. Hello everybody! 2. Meeting people! 3. The world of work 4. Take it easy! 5. Where do you live? 6. Can you speak English? 7. Then and now!

**5. Generales Goals**

- Know the English language and its grammatical structure.
- Identify situations and employ dialogues related to them.

**6. Contribution to Outcomes**

This discipline contributes to the achievement of the following outcomes:

- f) An ability to communicate effectively. (**Usage**)
- i) An ability to use the techniques, skills, and modern computing tools necessary for computing practice. (**Usage**)

**7. Content**

<b>UNIT 1: Hello everybody! (0)</b>	
<b>Competences:</b>	
<b>Content</b>	<b>Generales Goals</b>
<ul style="list-style-type: none"> <li>• Verb To Be.</li> <li>• Affirmative sentences , Negatives and Questions.</li> <li>• Number Expressions.</li> <li>• Objects and Countries.</li> <li>• Expressions to greet and make presentations.</li> </ul>	<ul style="list-style-type: none"> <li>• At the end of the first unit, each student, understanding the grammar of the present tense is able to express a greater quantity of expressions of time and also to use sentences with the verb To Be to express situation and state.</li> <li>• That the student is able to analyze and express ideas about dates and numbers in order.</li> </ul>
<b>Readings:</b> Soars and John (2002), Cambridge (2006), MacGrew (1999)	

<b>UNIT 2: Meeting people! (0)</b>	
<b>Competences:</b>	
<b>Content</b>	<b>Generales Goals</b>
<ul style="list-style-type: none"> <li>• Possessive adjectives.</li> <li>• Expressions to find prices.</li> <li>• Possession expressions</li> <li>• Vocabulary of Family, Food and Drinks.</li> <li>• Formal requests.</li> <li>• Informal letters.</li> </ul>	<ul style="list-style-type: none"> <li>• At the end of the second unit, students having identified how to express orders and make offerings in restaurants use them in various situations. Explain and apply food and drink vocabulary.</li> </ul>
<b>Readings:</b> Soars and John (2002), Cambridge (2006), MacGrew (1999)	

<b>UNIT 3: The world of work (0)</b>	
<b>Competences:</b>	
<b>Content</b>	<b>Generales Goals</b>
<ul style="list-style-type: none"> <li>• Simple present tense. Auxiliaries.</li> <li>• Affirmative sentences, Negatives and Questions.</li> <li>• Common verbs and occupations.</li> <li>• Indications for expressing the time.</li> </ul>	<ul style="list-style-type: none"> <li>• At the end of the third unit, students having recognized the characteristics of the present simple, use it to make descriptions of various types. Describe people and places and give directions. Express time.</li> </ul>
<b>Readings:</b> Soars and John (2002), Cambridge (2006), MacGrew (1999)	

<b>UNIT 4: Take it easy! (0)</b>	
<b>Competences:</b>	
<b>Content</b>	<b>Generales Goals</b>
<ul style="list-style-type: none"> <li>• Present Simple 2.</li> <li>• Affirmative sentences , Negatives and Questions.</li> <li>• Use of Verbs of entertainment.</li> <li>• Free time.</li> <li>• The seasons of the year.</li> <li>• Expressions of social activities.</li> </ul>	<ul style="list-style-type: none"> <li>• At the conclusion of the fourth unit, the students having identified the idea of expressing ideas of free time actions in Simple and Continuous Present. Express ideas of stations and related activities.</li> </ul>
<b>Readings:</b> Soars and John (2002), Cambridge (2006), MacGrew (1999)	

<b>UNIT 5: Where do you live? (0)</b>	
<b>Competences:</b>	
<b>Content</b>	<b>Generales Goals</b>
<ul style="list-style-type: none"> <li>• Use There is/There are.</li> <li>• Sentences with Prepositions.</li> <li>• Expressions of Quantity.</li> <li>• Vocabulary of airplanes and places.</li> <li>• Expressions of direction indications.</li> </ul>	<ul style="list-style-type: none"> <li>• At the end of the fifth unit, students, based on the understanding of the present continuous time, will elaborate sentences using ideas of location and place. They will also assimilate the need to express objects in common use. They will acquire vocabulary to describe the parts of a house using expressions to ask for directions.</li> </ul>
<b>Readings:</b> Soars and John (2002), Cambridge (2006), MacGrew (1999)	

<b>UNIT 6: Can you speak English? (0)</b>	
<b>Competences:</b>	
<b>Content</b>	<b>Generales Goals</b>
<ul style="list-style-type: none"> <li>• Can/cant.</li> <li>• Past of verb to be. Use of Could</li> <li>• Vocabulary of Countries and languages.</li> <li>• Expressions for using the phone</li> <li>• Writing formal letters.</li> <li>• Readings.</li> </ul>	<ul style="list-style-type: none"> <li>• At the end of the sixth unit, students having learned the fundamentals of using auxiliary mode, will create sentences applied to the appropriate context. They emphasize the difference between languages and nationalities. They describe feelings. Use expressions on the phone.</li> </ul>
<b>Readings:</b> Soars and John (2002), Cambridge (2006), MacGrew (1999)	

UNIT 7: Then and now! (0)	
Competences:	
Content	Generales Goals
<ul style="list-style-type: none"> <li>• Past Simple.</li> <li>• Expressions of past tense.</li> <li>• Vocabulary regular and irregular verbs</li> <li>• Expressions to describe the climate.</li> <li>• Writing descriptive paragraphs.</li> <li>• Special occasions.</li> </ul>	<ul style="list-style-type: none"> <li>• At the end of the seventh unit, students having learned the basics of structuring the Simple Past experience the need to be able to express this type of time in actions. They will practice in appropriate contexts. They emphasize the difference between irregular and regular verbs. They describe actions with several verbs. They use expressions to describe the climate.</li> </ul>
<b>Readings:</b> Soars and John (2002), Cambridge (2006), MacGrew (1999)	

#### 8. Methodology

El profesor del curso presentará clases teóricas de los temas señalados en el programa propiciando la intervención de los alumnos.

El profesor del curso presentará demostraciones para fundamentar clases teóricas.

El profesor y los alumnos realizarán prácticas

Los alumnos deberán asistir a clase habiendo leído lo que el profesor va a presentar. De esta manera se facilitará la comprensión y los estudiantes estarán en mejores condiciones de hacer consultas en clase.

#### 9. Assessment

**Continuous Assessment 1** : 20 %

**Partial Exam** : 30 %

**Continuous Assessment 2** : 20 %

**Final exam** : 30 %

## References

Cambridge (2006). *Diccionario Inglés-Español Cambridge*. Editorial Oxford.

MacGrew, James (1999). *Focus on Grammar Basic*. Editorial Oxford.

Soars, Liz and John (2002). *American Headway N 2 Student Book*. Editorial Oxford.