



Course Information					
Code:	ENG53005	Course:	ENGLISH FOR ENGINEERING		
Coordination Area / Program:	DIRECCION DE BILINGUAL PROGRAM			Mode: <b>Presencial</b>	
Credits: <b>04</b>	Tipo de hora	Presencial	Virtual	H. Totales	Autonomous Learning Hours: <b>128</b>
	H.Teoría	64	0	64	
	H.Práctica	0	0	0	
	H.Laboratorio	0	0	0	
Period: <b>2024-02</b>	Start date and end of period: <b>del 19/08/2024 al 08/12/2024</b>				
Career: <b>ARQUITECTURA, URBANISMO Y TERRITORIO - INGENIERÍA AGROINDUSTRIAL - INGENIERÍA AGROINDUSTRIAL Y AGRONEGOCIOS - INGENIERÍA AMBIENTAL - INGENIERÍA CIVIL - INGENIERÍA DE SISTEMAS DE INFORMACIÓN - INGENIERÍA EMPRESARIAL - INGENIERÍA EN INDUSTRIAS ALIMENTARIAS - INGENIERÍA INDUSTRIAL Y COMERCIAL - INGENIERÍA INFORMÁTICA Y DE SISTEMAS - INGENIERÍA LOGÍSTICA Y DE TRANSPORTE</b>					

Course Pre-requisites		
Code	Course - Credits	Career
FC-IDI ENG04	ENGLISH IV	ING AGROIND - ING SIST INFORM - ING. INDUSTRIAS ALIM. - ING. INDUSTRIAL Y C. - ARQUITECTURA - ING. LOG & TRANSPORTE - ING. INFORMÁTICA - ING. AGROINDUSTRIAL - ING. CIVIL - ING. EMPRESARIAL - ING. AMBIENTAL

Course Coordinators			
Surname and First Name	Email	Contact Hour	Contact Site
LAVALLE TERRY, ALABEL	ALAVALLE@USIL.EDU.PE		

Instructors
You can check the timetables for each teacher in their INFOSIL in the <b>Classes Development Teachers</b> option <b>Teachers</b> .

Course Overview
The aim of this course is to cover core language skills students need to communicate successfully in all technical and industrial specializations. Emphasis is placed on the development of topics common to all kinds of engineering. Authentic activities – from describing technical problems and suggesting solutions to working with drawings – make the course relevant and motivating.

Competencias Profesionales y/o Generales			
Carrera/Programa	Sigla/ Denominación de la competencia	Nivel de la competencia	Aprendizajes esperados
ARQUITECTURA, URBANISMO Y TERRITORIO - INGENIERÍA AGROINDUSTRIAL - INGENIERÍA AGROINDUSTRIAL Y AGRONEGOCIOS - INGENIERÍA AMBIENTAL - INGENIERÍA CIVIL - INGENIERÍA DE SISTEMAS DE	CG2: Comunicación bilingüe	The student is able to use the four language skills in English-speaking, listening, reading, and writing - fluently and effectively, for personal, academic, and professional purposes.	Develop the four language skills appropriate to an intermediate speaker of English who needs to cope with input texts of an academic and technical nature. Can understand the main idea of complex texts on both concrete and abstract topics of a technical nature.

INFORMACIÓN - INGENIERÍA EMPRESARIAL - INGENIERÍA EN INDUSTRIAS ALIMENTARIAS - INGENIERÍA INDUSTRIAL Y COMERCIAL - INGENIERÍA INFORMÁTICA Y DE SISTEMAS - INGENIERÍA LOGÍSTICA Y DE TRANSPORTE			Can write clear, detailed documents of a technical nature. Can interact with a degree of fluency and spontaneity in academic and technical situations. Can identify and understand main and secondary ideas from oral texts of a technical nature.
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General Course Result	Unit Result
At the end of the course the students develop the four language skills appropriate to an intermediate speaker of English who needs to cope with input texts of an academic and technical nature with accuracy and correction.	1. At the end of the unit, the students understand the main idea of complex texts on both concrete and abstract topics of a technical nature with accuracy and correction
	2. At the end of the unit, the students write clear, detailed documents of a technical nature with accuracy and correction
	3. At the end of the unit, the students interact with a degree of fluency and spontaneity in academic and technical situations with accuracy and correction

Development of activities		
<b>Unit Result 1:</b> <i>At the end of the unit, the students understand the main idea of complex texts on both concrete and abstract topics of a technical nature with accuracy and correction</i>		
<b>Session 1:</b> <i>At the end of the session, the students apply what they learnt about technology in use, processes, future, solid and hollow shapes and careers in individual graded activities with accuracy and correction.</i>		Semana 1 a 4
Learning Activities	Contents	Evidence
Discuss the main functions of a product they regularly use. Brainstorm ideas about GPS and how it works. Listen to a conversation and complete notes. Match GPS applications to the descriptions. Apply phrases stemming from "use". Explain the main functions and applications of a product they know. Read and answer comprehension questions. Identify the meaning of words from context. Discuss the advantages of space elevators design. Writes a text describing how a system works. Talk about products made from plastics. Listen and match news reports to photos. Read and identify predictions in a report on plastics in aerospace engineering. Revise and practice will for predictions. Talk about degrees of certain using noun phrases and adverbs. Learn vocabulary for plastics applications. Describe the process of injection moulding of	TECHNOLOGY IN USE (1) TECHNOLOGY IN USE (2) PROCESSES FUTURE SHAPES SOLID SHAPES HOLLOW SHAPES CAREERS INTERVIEW	Evidencia sumativa: Evaluación 1: Reading (Semana 4)

<p>plastic using diagrams. Study and practice using the present simple passive. Read a text describing the metal-rolling process and rewrite it using the passive form. Use sequence words to describe a process. Learn about the extrusion and blow moulding process and the pressure die-casting process to shape plastics. Study a diagram to put the notes in the correct order. Listen to a talk on the extrusion and blow moulding process. Practice using verbs to refer to a visual. Complete a table with different parts of speech to expand vocabulary. Practice writing full sentences from notes using active and passive tenses. Discuss blogs with a partner. Listen to a radio interview with an engineer talking about his job and answer questions. Complete an error correction task. Revise and practice the present simple, the present continuous, and going to. Compare two diagrams and answer questions. Read an extract from a technical article to complete a chart. Study synonyms and antonyms for semi-technical and bio-medical language. Revise and practice using comparatives and conjunctions. Make questions from answers about the gene gun. Categorize advice for a job interview. Listen to a job interview and complete the interviewer's notes. Learn vocabulary for employment. Revise and practice using the present perfect VS past simple with for, since and ago. Write a short CV. Role-play a job interview. Read and extract from a technical article to complete a chart. Study synonyms and antonyms for semi-technical and bio-medical language. Revise and practice using comparatives and conjunctions. Make questions from answers about the gene gun. Talk about accidental inventions or discoveries in science or technology. Listen to a talk and answer questions. Review tenses by writing questions for the answers given. Role-play a conversation.</p>		
<p><b>Session 2:</b> <i>At the end of the session, the students apply what they learnt about safety, warning, instructions and planning schedules in individual graded activities with accuracy and correction</i></p>		<p>Semana 5 a 7</p>
<p><b>Learning Activities</b></p>	<p><b>Contents</b></p>	<p><b>Evidence</b></p>
<p>Brainstorm safety systems with the whole class. Read an article about a car warning system and answer questions. Listen to a phone</p>	<p>SAFETY WARNING INSTRUCTIONS PLANNING SCHEDULES (1) PLANNING SCHEDULES (2)</p>	<p>Evidencia sumativa: Evaluación 2: Reading (Semana 7)</p>

<p>conversation about meeting and answer questions. Study and practice using discussion markers. Have a class discussion on car safety. Learn vocabulary for control and warning systems. Match safety signs to their instructions. Label a diagram and listen to a dialogue to check answers. Study and practice using active and passive modals for necessity and obligation. Read a maintenance manual and answer true/false questions. Write a set of instructions for maintaining a machine or device. Learn vocabulary for car maintenance. Watch a video on a project management tool and answer some questions. Brainstorm different sources of energy. Listen to a meeting about targets for reducing carbon emissions and consumption, then mark deadlines on a Gantt chart. Study and practice using phrases for agreeing and disagreeing. Study and practice using future modals. Explain the stages of a project using a Gantt chart. Learn vocabulary for setting deadlines. Rewrite sentences using deadline phrases.</p>		
<p><b>Unit Result 2:</b> <i>At the end of the unit, the students write clear, detailed documents of a technical nature with accuracy and correction</i></p>		
<p><b>Session 3:</b> <i>At the end of the session, the students apply what they learnt about causes, systems, reports statements, incidents, projects spar, platform, design &amp; inventions, buildings, disasters, speculation and investigation in an individual graded activities with accuracy and correction</i></p>		<p>Semana 8 a 11</p>
<p><b>Learning Activities</b></p>	<p><b>Contents</b></p>	<p><b>Evidence</b></p>
<p>Study diagrams about processing carbons and answer questions. Match questions and answers to the diagram. Study suffixes that indicate causation. In groups, students prepare a Gantt chart for a project and write down statements to describe the activities using language seen in class. Identify security systems in photos. Read a newspaper article about an airport security incident and answer questions. Change reported speech into direct speech. Listen to an interview about an incident and compare accounts. Study and practice using reporting verbs. Role-play an interview. Learn vocabulary for security. Read and discuss a case study about a security incident. Read a product review to put illustrations in order, match words in the text with their definitions, then answer questions about the</p>	<p>CAUSES SYSTEMS REPORTS STATEMENTS INCIDENTS PROJECTS SPAR PLATFORM DESIGN &amp; INVENTIONS BUILDINGS DISASTERS SPECULATION INVESTIGATION</p>	<p>Evidencia sumativa: Evaluación 3: Writing (Semana 11)</p>

review. Study and practice using the past continuous and present simple with when/while/as for interrupted actions. Discuss an incident in the workplace and write a report. Label a diagram of the deepest offshore spar platform in the world. Listen to news items and complete a specification chart. Complete sentences with the correct verb form. Complete a timeline. Study and practice using the present perfect and past simple passive to talk about past events. Complete and role-play a dialogue. Learn vocabulary for installation, transportation and extraction in the oil industry. Complete the text with numbers and units for measurement. Identify reference words in a text. Match words in the text with their synonyms. Study and practice ways of expressing method using by (means of) and purpose using (in order to). Learn vocabulary for construction and civil engineering. Discuss the design of an unusual motorbike. Listen to a test report and choose the correct statements. Study and practice using modifying comparatives. Compare two types of light bulbs in a table. Discuss three buildings and their structural design. Learn vocabulary for shapes and use them to describe buildings. Read and match fact sheets to buildings. Identify and correct false information in a statement. Discuss three buildings and their structural design. Learn vocabulary for shapes and use them to describe buildings. Read and match fact sheets to buildings. Identify and correct false information in a statement. Study and practice using modifying superlatives. Discuss product design, plan and write a proposal. Speculate about what can cause a bridge to collapse. Listen to technical experts speculate about a bridge collapse. Match phrases that have similar meanings. Study and practice using present perfect modals for speculation. Categorize statements as possible, certain or impossible. Label a diagram with civil engineering words. Listen to an interview and complete an action report. Complete statements from the interview. Study and practice using should / shouldn't and the perfect infinitive to criticize actions in the past. Study and practice using the third

<p>conditional to speculate about the past. Discuss and explain the collapse of a hotel walkway; speculate what caused it and what should have been done. Learn vocabulary for civil engineering. Write an engineering report based on the given information. Match section headings for reports with their explanations. Read an investigative report and match headings to sections of the report. Answer questions about the report. Discuss sections of the report and say where they should go in the report. Identify parts of an investigative report and write one in groups.</p>		
<p><b>Session 4:</b> <i>At the end of the session, the students apply what they learnt about materials, equipment, properties (1 &amp; 2), innovation, opportunities, priorities in individual graded activities with accuracy and correction.</i></p>		<p>Semana 12 a 14</p>
<p><b>Learning Activities</b></p>	<p><b>Contents</b></p>	<p><b>Evidence</b></p>
<p>Complete and explain a chart about the properties of materials in sport equipment. Listen to a phone call and answer questions. Identify text type and answer questions about a letter. Listen to a website audio and complete a table. Study and practice using a range of verbs for expressing properties. Learn vocabulary for materials and their properties. Identify the properties different materials contain. Match adjectives and adjectival phrases with their meaning. Change nouns to adjectives. Study-related verb, noun, and adjectival phrases and write a chart using different language patterns. Match pictures to material properties. Rewrite sentences using adjectives and/or nouns to express properties. Use the properties of resistance and tolerance in context. Fill in a gapped text with language seen in class. Write statements about various materials used in the engineering field. Listen to a discussion and identify key ideas. Fill in a chart on an oral text. Study and practice using ways of making suggestions. Study able / capable of – ing, rewrite sentences using these forms. Learn vocabulary with –proof and –resistance. Role-play a discussion. Read a text on wind vehicles and answer some questions. Identify key language to express differences and similarities in a text. Study and practice using a range of forms for expressing similarity and difference. Use language to</p>	<p>MATERIALS, EQUIPMENT, PROPERTIES (1) MATERIALS, EQUIPMENT, PROPERTIES (2) INNOVATION OPPORTUNITIES PRIORITIES</p>	<p>Evidencia sumativa: Evaluación 4: Writing (Semana 14)</p>

compare some vehicles. Write a report for a meeting. Have a debate on the best technology for the future environment. Learn vocabulary for energy sources and electrical and automotive engineering. Writing: Design and prepare a poster.		
<b>Unit Result 3:</b> <i>At the end of the unit, the students interact with a degree of fluency and spontaneity in academic and technical situations with accuracy and correction</i>		
<b>Session 5:</b> <i>At the end of the session, the students present their Final Project in a written and oral way individually with accuracy and fluency.</i>		Semana 15 a 16
<b>Learning Activities</b>	<b>Contents</b>	<b>Evidence</b>
-Students present research findings in written and oral form. - Final Project. -Practice language and vocabulary terms through a set of activities.	PRODUCTO ACREDITABLE Class Practice for Oral Presentations Oral Presentations	PRODUCTO ACREDITABLE (proyecto final) Speaking: 70% Written: 30%

<b>Methodology</b>
The course will be developed based on the following methodologies: Aprendizaje basado en problemas , Aprendizaje basado en proyectos , Aprendizaje colaborativo , Aprendizaje participativo , Método activo ,

<b>Assessment System</b>				
Each of the items of the evaluation scheme and the final grade of the course are rounded to whole numbers. The final grade of the course is the weighted average of the corresponding items: permanent evaluation, partial exam and final exam.				
The averages calculated components of the item 'Permanent Evaluation' will keep your calculation with 2 decimals.				
Type Evaluation	%Weighing	Observation	Week Assessment	Rezag.
<b>Evaluación Permanente</b>	<b>70%</b>			
<b>Promedio de Evaluaciones</b>	<b>100%</b>			
Evaluación 1	25%	Reading	Semana 4	No
Evaluación 2	25%	Reading	Semana 7	No
Evaluación 3	25%	Writing	Semana 11	No
Evaluación 4	25%	Writing	Semana 14	No
<b>Evaluación Final</b>	<b>30%</b>		Semana 16	No

<b>Attendance Policy</b>	
<b>Total Percentage Absences Permitted</b>	30%
Class attendance is mandatory. The student who reaches or exceeds the limit of thirty percent (30%) of absences in the course, defined by the total of effective hours, will be disqualified from taking the final evaluation, corresponding to said evaluation with a grade of zero (0).	
In hybrid classrooms, only synchronous virtual participation (via zoom) is allowed, up to a maximum of 50% of the total course.	

<b>Basic Required Reading</b>

[1] Bonamy, David (2013). *Technical English 3: course book Harlow*. Pearson Education.

**References Supplementary**

<b>Prepared by:</b>	<b>Approved by:</b>	<b>Validated by:</b>
LAVALLE TERRY, ALABEL /	BERNAL SANTOS, ROSARIO JAZMIN	Office of Curriculum Development
Date: 21/06/2024	Date: 30/06/2024	Date: 08/07/2024