

SÍLABO

Facultad: Medicina Humana Escuela Profesional: Medicina Humana

I. DATOS

ADMINISTRATIVOS

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| 1. Asignatura | : Inglés I |
| 2. Código | : MH-0311 |
| 3. Condición | : Obligatoria |
| 4. Requisitos | : Ninguno |
| 5. N° Créditos | : 2 |
| 6. N° de horas | : Prácticas (4) |
| 7. Semestre Académico | : 2025-II |
| 8. Docentes | Mag. Alexander Valle Huertes
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Mag. Erika Mancilla Anicama
Dra. María Villanelo Ninapaytan
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II. SUMILLA

Inglés I es el primero de un sistema de dos cursos prácticos de naturaleza taller que tiene como objetivo el desarrollo de la competencia comunicativa en la lengua extranjera a nivel intermedio. Se desarrolla la comprensión auditiva, expresión oral, comprensión de textos y expresión escrita, integradas a la adquisición del sistema de sonidos, el sistema de estructuras gramaticales y el vocabulario que utilizarán en forma contextualizada en situaciones nuevas. Todo ello orientado hacia el manejo de temas de interés profesional. El curso provee al estudiante de conocimientos, hábitos y habilidades que utilizará en su desempeño profesional.

III. COMPETENCIAS GENÉRICAS A LAS QUE CONTRIBUYE LA ASIGNATURA

- Aplica sus conocimientos de inglés y el manejo de las nuevas tecnologías de información y comunicación para la búsqueda y consulta bibliográfica de las ciencias médicas, la participación en eventos académicos y científicos internacionales, en el desarrollo de la investigación y la publicación de artículos científicos.
- Comprende, construye, transmite mensajes coherentes, asertivos y de alto impacto que influyen en los demás usando múltiples modalidades, formatos y soportes en su lengua materna o en una segunda lengua nativa y lengua extranjera, de preferencia inglés.

IV. COMPETENCIAS ESPECÍFICAS A LAS QUE CONTRIBUYE LA ASIGNATURA

- Capacidad para comunicarse de manera eficaz oralmente, por escrito y en forma no verbal, teniendo en cuenta la diversidad y las limitaciones que pueden dificultar la comunicación con los pacientes, la familia, el equipo de salud y la comunidad.
- Capacidad para comunicar la naturaleza y severidad de padecimientos.

V. DESARROLLA EL COMPONENTE DE:

Investigación (X). Responsabilidad social ()

VI. LOGRO DE LA ASIGNATURA

Al finalizar la asignatura, el estudiante se comunica oralmente y por escrito, expresando ideas, opiniones, experiencias e información en forma autónoma, observando corrección gramatical y fluidez en el discurso y demostrando respeto por sus interlocutores y una actitud responsable frente a las situaciones planteadas en el curso.

VII. PROGRAMACIÓN DE CONTENIDOS

UNIT I: THE HUMAN BODY	
LEARNING OUTCOME: By the end of the unit, the student will be able to describe the parts of the body in a general practice with correct pronunciation and to support patient assessment with accurate vocabulary of the human body using the simple present tense.	
Week	Content
1	ENTRY TEST Introduction to the course Listening: Human body details. Vocabulary: Parts of the body. Grammar: Simple present tense (+), (-). Speaking: Make a conversation between a doctor and a patient describing symptoms in some parts of your body. Reading: Jefferson General Hospital

	Writing: Fill in a medical chart with information used in the lesson about your body.
2	Listening: Complaints. Vocabulary: Injuries and symptoms. Grammar : Simple present tense (?), adverbs of frequency Speaking: Make a conversation between a doctor and a patient about presenting complaints. Reading: Common Sport Injuries. Writing: Patient assessment.

UNIT II: LUNGS AND HEART

LEARNING OUTCOME: By the end of the unit, the student will be able to describe the respiratory and the circulatory systems, to present the parts of these systems using topic sentences, supporting details and correct spelling and grammar to gain fluency in the target vocabulary.

Week	Content
3	Listening: The respiratory system. Vocabulary: Parts of the system. Grammar: Present Simple Continuous. Stative verbs Speaking: Make a conversation between a doctor and a patient about one of the systems' illnesses. Reading: Illnesses of the respiratory system. Writing: Doctor's prescription note.
4	Listening: Parts of the circulatory system. Vocabulary: Parts of the systems. Grammar: Present Simple Vs Present Continuous. Speaking: Make a conversation between a doctor and a patient about one of the systems' illnesses. Reading: How the circulatory system works. Writing: Diagnosis note. PRA1

UNIT III: STOMACH AND MUSCULOSKELETAL SYSTEM

LEARNING OUTCOME: By the end of the unit, the student will be able to describe the digestive, bone and muscle systems, to present the parts of these systems using topic sentences, supporting details and correct spelling and grammar to gain fluency in the target vocabulary.

Week	Content
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5	Listening: The digestive system. Vocabulary: Parts of the digestive system. Grammar: Countable and uncountable nouns. Containers Speaking: Make a conversation between a doctor and a patient about one of the systems' illnesses. Reading: Abdominal pains. Writing: Describing patients' digestive problems.
6	Listening: Parts of the locomotor system. Vocabulary: Parts of the system. Grammar: Quantifiers: some, any, much, many. Speaking: Make a conversation between a doctor and a patient about one of the systems' illnesses. Reading: Bone fractures. Writing: X-ray analysis form.

UNIT IV: NERVES AND PANCREAS

LEARNING OUTCOME: By the end of the unit, the student will be able to describe the nervous and endocrine systems, to present the parts of these systems using topic sentences, supporting details and correct spelling and grammar to gain fluency in the target vocabulary

Week	Content
7	Listening: Parts of the nervous system. Vocabulary: Parts of the systems. Grammar: Can, be able to. Speaking: Make a conversation between a doctor and a patient about common nervous system ailment. Reading: The nervous system. Writing: Nervous system notes.
8	PRA2
9	Listening: Parts of the endocrine system. Vocabulary: Parts of the systems. Grammar: Simple past tense regular verbs (+), (-), (?) Speaking: Make a conversation between a doctor and a patient about hormones. Reading: About the endocrine system. Writing: Symptoms notes.

UNIT V: REPRODUCTIVE AND EXCRETORY SYSTEMS

LEARNING OUTCOME: By the end of the unit, the student will be able to describe the reproductive and urinary systems presenting the parts of these systems using topic sentences, supporting details and correct spelling and grammar to gain fluency in the target vocabulary.

Week	Content
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10	Listening: Parts of the reproductive system. Vocabulary: Parts of the systems. Grammar: Simple past tense, irregular verbs (+), (-), (?) Speaking: Make a conversation between a doctor and a patient about birth control. Reading: Know your reproductive system. Writing: Contraceptives
11	Listening: Parts of the urinary system. Vocabulary: Parts of the system. Grammar: Present perfect. Contrast past simple and present perfect Speaking: Make a conversation between a doctor and a patient about the urinary system.
	Reading: Doctor's case on urinary conditions. Writing: Patient's condition.

UNIT VI: INTEGUMENTARY AND IMMUNE SYSTEMS

LEARNING OUTCOME: By the end of the unit, the student will be able to describe the integumentary and immune systems presenting the parts of these systems using topic sentences, supporting details and correct spelling and grammar to gain fluency in the target vocabulary.

Week	Content
12	PRA3 Listening: Parts of the integumentary Vocabulary: The skin, nails and glands. Grammar: Conditional type 0 and 1. Speaking: Make a conversation between a doctor and a patient about his/her skin. Reading: Common skin conditions Writing: Write Doctor's notes about a patient's skin condition
13	Listening: Parts of immune system Vocabulary: The immune system. Grammar: Past continuous. Speaking: Make a conversation about immune treatment options. Reading: Immune system Writing: Explaining procedures

UNIT VII: MEDICAL RECORDS

LEARNING OUTCOME: By the end of the unit, the student will be able to describe the historical information about a patient using correct questions and to understand and explain medical symptoms as part of the clinic performance, using properly grammar and spelling and specific vocabulary.

Week	Content
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14	Listening: Parts of a history. Vocabulary: Types of history. Grammar: Future tense: will, be going. Speaking: Make a conversation between a doctor and a patient to fill in the patient's medical history. Reading: Assist-A-Med. Writing: Notes on medical history.
15	Listening: What about symptoms? Vocabulary: Some symptoms. Grammar: Tenses review Speaking: Make a conversation about your symptoms. Reading: Talking about symptoms. Writing: Notes on a patient's symptoms.
16	PRA4

VIII. ESTRATEGIAS DIDÁCTICAS

Aprendizaje Basado en Proyectos, Aprendizaje Colaborativo, Aprendizaje basado en Juegos, exposición, debate, lluvia de ideas.

IX. RECURSOS

- Equipos: computadora, proyector multimedia.
- Materiales: apuntes de clase del docente, separatas del curso, lecturas, videos.
- Plataformas: Googledrive, Miro, Flipgrid, Wordwall, Mentimeter, Canva, Gamma etc.
- IA: ChatGPT, Gemini, Cloud, Copilot.

X. EVALUACIÓN

UNIDAD	CRITERIOS	INSTRUMENTOS	PORCENTAJE
1	• Uso adecuado de términos técnicos • Uso correcto del tiempo presente simple • Comprensión de textos escritos • Producción escrita de oraciones	Lista de Cotejo+ prueba objetiva	25%
2	• Uso adecuado de términos técnicos • Uso correcto del tiempo presente continuo • Comprensión de textos escritos	Lista de Cotejo+ prueba objetiva	25%

	● Producción escrita de oraciones ● Expresión oral		
3	● Uso adecuado de términos técnicos ● Uso correcto del tiempo pasado simple ● Comprensión de textos escritos ● Producción escrita de oraciones	Lista de Cotejo + prueba objetiva	25%
4	● Uso adecuado de términos técnicos ● Uso correcto del tiempo presente simple ● Comprensión de textos escritos ● Producción escrita de oraciones ● Expresión oral	Lista de Cotejo+ prueba objetiva	25%

Fórmula:

$$\frac{(\text{TLR1} + \text{TLR2} + \text{TLR3} + \text{TLR4})}{4}$$

XI. REFERENCIAS Bibliografía Básica

Maskery & Liam (2014) English for Medical Professionals, Cosmos Culture.

Bibliografía complementaria

- Meier & Hanson (2006) Anatomy and Physiology for English Language Learners, Longman.
- Murphy, Raymond (1998) Grammar in Use. Intermediate. Cambridge University Press.
- Phol, A (2007) Test your Professional English: Medical, Penguin Schoenberg, Irene(2000) Focus on Grammar. Intermediate. Addison Wesley Longman.
- Spada, M (2011) English for Nursing, Pearson.

Páginas web utilizadas

- *Activities for Learners*. (s. f.). Cambridge.
<https://www.cambridgeenglish.org/learning-english/activities-for-learners/>

- Danielbr. (s. f.). *English - Recursos didácticos*. <https://wordwall.net/es-us/community/english>
- *English Grammar - Online Grammar and Vocabulary Exercises for English Language Learners*. (s. f.). https://www.english-grammar.at/#google_vignette
- GbR, L. (s. f.). *English Grammar Online - free exercises, explanations, vocabulary, dictionary and teaching materials*. <https://www.ego4u.com/>
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- Seonaid. (2007, 29 noviembre). *English Grammar Exercises and Quizzes*. Perfect English Grammar. <https://www.perfect-english-grammar.com/grammar-exercises.html>
- Test-English. (2023, 3 octubre). *A1 Grammar lessons and exercises - Test-English*. <https://test-english.com/grammar-points/a1/>
- Test-English. (2023b, diciembre 27). *Health and sickness – B2 English Vocabulary - Test-English*. <https://test-english.com/vocabulary/b2/health-and-sickness-b2-english-vocabulary/>