



**National University of Engineering (UNI)**  
School of Computer Science  
Syllabus 2026-I

**1. COURSE**

ID104. Technical and professional English IV (Mandatory)

**2. GENERAL INFORMATION**

<b>2.1 Course</b>	: ID104. Technical and professional English IV
<b>2.2 Semester</b>	: 4 <sup>th</sup> Semester
<b>2.3 Credits</b>	: 2
<b>2.4 Horas</b>	: 4 HP;
<b>2.5 Duration of the period</b>	: 16 weeks
<b>2.6 Type of course</b>	: Mandatory
<b>2.7 Learning modality</b>	: Face to face
<b>2.8 Prerequisites</b>	: ID103. Technical and professional English III. (3 <sup>rd</sup> Sem)

**3. PROFESSORS**

Meetings after coordination with the professor

**4. INTRODUCTION TO 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, English is undoubtedly the most practical because it is spoken around all the world. There is no country where it is not spoken. In addition to being vital to your professional career

**5. GOALS**

- Increase the level of conversation in different subjects, in the students. As well as the ability to write and read documentation of all kinds.
- Bring the student to a more intense expression in the language domain.

**6. COMPETENCES**

3) Communicate effectively in a variety of professional contexts.. (Assessment)

**AG-C04)** Communication: Communicates effectively in complex computing activities. (Assessment)

6) Apply computer science theory and software development fundamentals to produce computing-based solutions. (Usage)

**AG-C11)** Tool Usage: Applies modern computing tools in problem-solving. (Usage)

5) Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.  
(Usage)

**AG-C03)** Individual and Teamwork: Performs effectively as an individual and as a member or leader in diverse teams.  
(Usage)

**7. TOPICS**

<b>Unit 1: Do and don't! (0 hours)</b>	
<b>Competences Expected:</b>	
<b>Topics</b>	<b>Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Mode Auxiliaries should, must and have got to.</li> <li>• Affirmative, negative and interrogative sentences with modals.</li> <li>• Terms for formal letters.</li> <li>• Parts of short answers.</li> <li>• Expressions for occupations.</li> </ul>	<ul style="list-style-type: none"> <li>• At the end of the eighth unit, each of the students, understanding the grammar of should and must auxiliaries, is able to express a greater number of actions in an obligatory and suggestive way. Also be able to express ideas describing occupations. Assumes the need to write formal letters</li> </ul>
<b>Readings :</b> [SJ02], [Cam06], [Mac99]	

<b>Unit 2: Going places! (0 hours)</b>	
<b>Competences Expected:</b>	
<b>Topics</b>	<b>Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Present and Future Present Time with Will</li> <li>• First conditional</li> <li>• Collocations</li> <li>• Vocabulary of prepositions of place and time</li> <li>• Expressions of connection of ideas</li> </ul>	<ul style="list-style-type: none"> <li>• At the end of the ninth unit, students having identified how to express present recognize the difference between future forms and apply them properly. They describe conditions accurately. They assume expressions to show place location. They use expressions of time and connectors to unite several ideas.</li> </ul>
<b>Readings :</b> [SJ02], [Cam06], [Mac99]	

<b>Unit 3: Scared to death! (0 hours)</b>	
<b>Competences Expected:</b>	
<b>Topics</b>	<b>Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Infinitive and gerund verb patterns</li> <li>• What + Infinitive</li> <li>• Something + infinitive</li> <li>• Expressions of feelings</li> <li>• Exclamations of surprise</li> </ul>	<ul style="list-style-type: none"> <li>• At the end of the tenth unit of students, the chapters recognize and use the patterns of times in the past properly. They use exclamation marks. And describe feelings. They will use conjunctions to unite type ideas.</li> </ul>
<b>Readings :</b> [SJ02], [Cam06], [Mac99]	



Unit 7: All you need is love! (0 hours)	
Competences Expected:	
Topics	Learning Outcomes
<ul style="list-style-type: none"> <li>• Past Perfect and Past Simple</li> <li>• Report Expressions</li> <li>• Expressions of words in different contexts</li> <li>• Short and formal farewells</li> <li>• Love Stories</li> </ul>	<ul style="list-style-type: none"> <li>• At the end of the fourteenth unit, students having learned the fundamentals of structuring past perfect time, differentiate it from the simple past. They emphasize the difference between words in different contexts. Describe farewell ideas. They use expressions to write love stories. They assume the idea of giving and doing interviews.</li> </ul>
Readings : [SJ02], [Cam06], [Mac99]	

## 8. WORKPLAN

### 8.1 Methodology

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

### 8.2 Theory Sessions

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

### 8.3 Practical Sessions

The practical sessions are held in class where a series of exercises and/or practical concepts are developed through problem solving, problem solving, specific exercises and/or in application contexts.

## 9. EVALUATION SYSTEM

\*\*\*\*\* EVALUATION MISSING \*\*\*\*\*

## 10. BASIC BIBLIOGRAPHY

[Mac99] James MacGrew. *Focus on Grammar Basic*. Editorial Oxford, 1999.

[SJ02] Liz Soars and John. *American Headway N 2 Student Book*. Editorial Oxford, 2002.

[Cam06] Cambridge. *Diccionario Inglés-Español Cambridge*. Editorial Oxford, 2006.