

INSTITUTO UNIVERSITARIO PUEBLA

NOMBRE DE LA INSTITUCIÓN

PROGRAMA DE ESTUDIOS

PROGRAMA ACADÉMICO: LICENCIATURA EN ENSEÑANZA DE EDUCACIÓN MEDIA SUPERIOR

ASIGNATURA: INGLES II

NIVEL EDUCATIVO: LICENCIATURA

MODALIDAD:

Escolarizada () No escolarizada () Mixta (X)

SERIACIÓN: -----

CLAVE DE LA ASIGNATURA: LEMS12

CICLO: SEGUNDO CUATRIMESTRE

HORAS CONDUCCIDAS	HORAS INDEPENDIENTES	TOTAL DE HORAS POR CICLO	CRÉDITOS
40	60	100	6

OBJETIVO GENERAL DE LA ASIGNATURA

TO UNDERSTAND AND USE FAMILIAR EVERYDAY EXPRESSIONS AND VERY BASIC PHRASES AIMED AT THE SATISFACTION OF NEEDS OF A CONCRETE TYPE. INTRODUCE HIM/HERSELF AND OTHERS. TO ASK AND ANSWER QUESTIONS ABOUT PERSONAL DETAILS SUCH AS WHERE HE/SHE LIVES, PEOPLE HE/SHE KNOWS AND THINGS HE/SHE HAS. INTERACT IN A SIMPLE WAY PROVIDED THE OTHER PERSON TALKS SLOWLY AND CLEARLY AND IS PREPARED TO HELP.

COMPETENCIAS A DESARROLLAR

- LINGUISTIC COMPETENCE - TO USE THE GRAMMAR, SYNTAX, AND VOCABULARY OF A LANGUAGE.
- SOCIOLINGUISTIC COMPETENCE - TO USE AND RESPOND TO LANGUAGE APPROPRIATELY, GIVEN THE SETTING, THE TOPIC, AND THE RELATIONSHIPS AMONG THE PEOPLE COMMUNICATING.
- DISCOURSE COMPETENCE - TO INTERPRET THE LARGER CONTEXT AND HOW TO CONSTRUCT LONGER STRETCHES OF LANGUAGE SO THAT THE PARTS MAKE UP A COHERENT WHOLE.
- STRATEGIC COMPETENCE - TO RECOGNIZE AND REPAIR COMMUNICATION BREAKDOWNS, HOW TO WORK AROUND GAPS IN ONE'S KNOWLEDGE OF THE LANGUAGE, AND HOW TO LEARN MORE ABOUT THE LANGUAGE AND IN THE CONTEXT.

ASIGNATURA: INGLES II

DEL PROGRAMA ACADÉMICO: LICENCIATURA EN ENSEÑANZA DE EDUCACIÓN MEDIA SUPERIOR

HORAS ESTIMADAS	TEMAS Y SUBTEMAS	OBJETIVOS DE LOS TEMAS
5	1. A CITY TOUR <ul style="list-style-type: none"> • READING & WRITING • SPEAKING AND LISTENING 	<p>TO LEARN VOCABULARY DEALING WITH URBAN SETTINGS. ASK FOR PRICES AND ORDER A DRINK.</p> <p>TO ALLOW STUDENTS TO BECOME FAMILIAR WITH THE VOCABULARY, VERB FORMS, AND SYNTAX OF THE TARGET LANGUAGE.</p> <p>TO ALLOW STUDENTS TO WORK ON AND IMPROVE THEIR PRONUNCIATION AND SPOKEN LANGUAGE SKILLS. TO PRACTICE WITH PRONUNCIATION EXERCISES AND GUIDED SPEAKING ACTIVITIES. SYSTEMATIC DETECTION OF PRONUNCIATION OR INTONATION ERRORS, AS WELL AS AN ORAL ASSESSMENT COMPONENT, ALLOWS STUDENTS TO TARGET THEIR WEAKER POINTS AND HELPS THEM TO IMPROVE. TO IMMERSE STUDENTS IN AN AUTHENTIC CONTEXT OF EVERYDAY SPOKEN LANGUAGE,</p>

<p>5</p>	<p>2. A CITY TOUR</p> <ul style="list-style-type: none"> • VOCABULARY • ECONOMY AND TRADE • BUYING, SELLING • COST, PAYMENT • DEFINING SPACE • INDICATING A PLACE • GAMES, LEISURE AND ENTERTAINMENT • PLACES • SHOPPING • STORES • CITIES AND TOWNS • PLACES AND BUILDINGS • PUBLIC PLACES • GRAMMAR • INTERROGATIVE WORDS • DEMONSTRATIVES • PREPOSITIONS OF PLACE • “HERE” – “THERE” 	<p>TO ALLOW STUDENTS TO APPROACH THE LANGUAGE USING A VOCABULARY FOCUS. THE TEXTS PROPOSED REALISTICALLY REFLECT HOW THE LANGUAGE IS USED IN AN AUTHENTIC COMMUNICATIVE CONTEXT. STUDENTS CAN THEREFORE EASILY REUSE THE TERMS AND STRUCTURES THEY HAVE LEARNED.</p> <p>TO ALLOW STUDENTS TO DISCOVER AND UNDERSTAND HOW THE LANGUAGE WORKS BY TREATING GRAMMATICAL STRUCTURES AND SYNTAX TO EXPRESS THEMSELVES AND TO COMMUNICATE WITH GREATER CERTAINTY.</p>
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5	<p>3. INTRODUCING ONESELF</p> <ul style="list-style-type: none"> • READING & WRITING • SPEAKING AND LISTENING 	<p>TO LEARN HOW TO GREET PEOPLE AND HOW TO INTRODUCE YOURSELF AND YOUR FAMILY IN A FEW WORDS: GIVE YOUR NAME AND NATIONALITY, WHERE YOU ARE LIVING AND WHAT YOU ARE DOING.</p> <p>TO ALLOW STUDENTS TO BECOME FAMILIAR WITH THE VOCABULARY, VERB FORMS, AND SYNTAX OF THE TARGET LANGUAGE.</p> <p>TO ALLOW STUDENTS TO WORK ON AND IMPROVE THEIR PRONUNCIATION AND SPOKEN LANGUAGE SKILLS. TO PRACTICE WITH PRONUNCIATION EXERCISES AND GUIDED SPEAKING ACTIVITIES. SYSTEMATIC DETECTION OF PRONUNCIATION OR INTONATION ERRORS, AS WELL AS AN ORAL ASSESSMENT COMPONENT, ALLOWS STUDENTS TO TARGET THEIR WEAKER POINTS AND HELPS THEM TO IMPROVE. TO IMMERSE STUDENTS IN AN AUTHENTIC CONTEXT OF EVERYDAY SPOKEN LANGUAGE,</p>
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<p>5</p>	<p>4. INTRODUCING ONESELF</p> <ul style="list-style-type: none"> • VOCABULARY • COMMUNICATION AND INTELLECT • GREETINGS, BEING POLITE • FAMILY, IDENTITY, SOCIAL LIFE • FAMILY LIFE • AGE, STAGES OF LIFE • IDENTITY • GRAMMAR • THE SIMPLE PRESENT • THE VERB "TO BE" • SUBJECT PRONOUNS • PLACING THE ADJECTIVE • CONTRACTION OF "TO BE" • QUESTIONS WITHOUT INTERROGATIVE PRONOUNS • THE DIFFERENCE BETWEEN "A" AND "AN" 	<p>TO ALLOW STUDENTS TO APPROACH THE LANGUAGE USING A VOCABULARY FOCUS. THE TEXTS PROPOSED REALISTICALLY REFLECT HOW THE LANGUAGE IS USED IN AN AUTHENTIC COMMUNICATIVE CONTEXT. STUDENTS CAN THEREFORE EASILY REUSE THE TERMS AND STRUCTURES THEY HAVE LEARNED.</p> <p>TO ALLOW STUDENTS TO DISCOVER AND UNDERSTAND HOW THE LANGUAGE WORKS BY TREATING GRAMMATICAL STRUCTURES AND SYNTAX TO EXPRESS THEMSELVES AND TO COMMUNICATE WITH GREATER CERTAINTY.</p>
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5	<p>5. DESCRIPTIONS</p> <ul style="list-style-type: none"> • READING & WRITING • SPEAKING AND LISTENING 	<p>TO LEARN HOW TO DESCRIBE YOUR APPEARANCE USING SOME SIMPLE ADJECTIVES AND THE NAMES OF PARTS OF THE BODY AND OF CLOTHES. FIND OUT ABOUT A FEW VERBS TO DESCRIBE ACTIONS</p> <p>TO ALLOW STUDENTS TO BECOME FAMILIAR WITH THE VOCABULARY, VERB FORMS, AND SYNTAX OF THE TARGET LANGUAGE.</p> <p>TO ALLOW STUDENTS TO WORK ON AND IMPROVE THEIR PRONUNCIATION AND SPOKEN LANGUAGE SKILLS. TO PRACTICE WITH PRONUNCIATION EXERCISES AND GUIDED SPEAKING ACTIVITIES. SYSTEMATIC DETECTION OF PRONUNCIATION OR INTONATION ERRORS, AS WELL AS AN ORAL ASSESSMENT COMPONENT, ALLOWS STUDENTS TO TARGET THEIR WEAKER POINTS AND HELPS THEM TO IMPROVE. TO IMMERSE STUDENTS IN AN AUTHENTIC CONTEXT OF EVERYDAY SPOKEN LANGUAGE,</p>
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<p>5</p>	<p>6. DESCRIPTIONS</p> <ul style="list-style-type: none"> • VOCABULARY • COMMUNICATION AND INTELLECT • COMPARISON • THE HUMAN BODY • PHYSICAL DESCRIPTION • HEAD AND FACE • OBJECTS • COLORS • DESCRIPTIVE TERMS • SIZE • FAMILY, IDENTITY, SOCIAL LIFE • AGE, STAGES OF LIFE • PERSONAL DETAILS • VACATIONS AND TRAVELING • HOTELS • GRAMMAR • THE NEGATIVE FORM • "CAN:" PERCEPTION AND KNOWLEDGE • OBJECT PRONOUNS • DEFINITE AND INDEFINITE ARTICLES • TIME • PREPOSITIONS OF TIME 	<p>TO ALLOW STUDENTS TO APPROACH THE LANGUAGE USING A VOCABULARY FOCUS. THE TEXTS PROPOSED REALISTICALLY REFLECT HOW THE LANGUAGE IS USED IN AN AUTHENTIC COMMUNICATIVE CONTEXT. STUDENTS CAN THEREFORE EASILY REUSE THE TERMS AND STRUCTURES THEY HAVE LEARNED.</p> <p>TO ALLOW STUDENTS TO DISCOVER AND UNDERSTAND HOW THE LANGUAGE WORKS BY TREATING GRAMMATICAL STRUCTURES AND SYNTAX TO EXPRESS THEMSELVES AND TO COMMUNICATE WITH GREATER CERTAINTY.</p>
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<p>5</p>	<p>7. NUMBERS & LETTERS</p> <ul style="list-style-type: none"> • READING & WRITING • SPEAKING AND LISTENING 	<p>TO LEARN HOW TO DESCRIBE WHERE YOU ARE, TO DESCRIBE THE POSITIONS OF THE BODY (<i>TO SIT, TO STAND, TO KNEEL</i>). TO LEARN NUMBERS AND HOW TO FORMULATE A SIMPLE ARITHMETICAL PROBLEM AND ITS SOLUTION. TO LEARN THE ALPHABET AND HOW TO SPELL WORDS.</p> <p>TO ALLOW STUDENTS TO BECOME FAMILIAR WITH THE VOCABULARY, VERB FORMS, AND SYNTAX OF THE TARGET LANGUAGE.</p> <p>TO ALLOW STUDENTS TO WORK ON AND IMPROVE THEIR PRONUNCIATION AND SPOKEN LANGUAGE SKILLS. TO PRACTICE WITH PRONUNCIATION EXERCISES AND GUIDED SPEAKING ACTIVITIES. SYSTEMATIC DETECTION OF PRONUNCIATION OR INTONATION ERRORS, AS WELL AS AN ORAL ASSESSMENT COMPONENT, ALLOWS STUDENTS TO TARGET THEIR WEAKER POINTS AND HELPS THEM TO IMPROVE. TO IMMERSE STUDENTS IN AN AUTHENTIC CONTEXT OF EVERYDAY SPOKEN LANGUAGE,</p>
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<p>5</p>	<p>8. NUMBERS & LETTERS</p> <ul style="list-style-type: none"> • VOCABULARY • COMMUNICATION AND INTELLECT • COMPARISON • AWARENESS, MEMORIES, FORGETTING • THINKING, DEBATING, EXPLAINING • ORAL COMMUNICATION • EDUCATION • LEARNING AND KNOWLEDGE • LANGUAGE, READING AND WRITING • DEFINING SPACE • INDICATING A PLACE • MEASUREMENTS AND QUANTITIES • FIGURES AND NUMBERS • SCIENCE AND INDUSTRY • MATHEMATICS • GRAMMAR • THE VERB "TO HAVE" • INTERROGATIVE PRONOUNS, ADJECTIVES AND ADVERBS • TAGS - SHORT ANSWERS • THE PLURAL • PREPOSITIONS OF PLACE • COMPARING EQUALS 	<p>TO ALLOW STUDENTS TO APPROACH THE LANGUAGE USING A VOCABULARY FOCUS. THE TEXTS PROPOSED REALISTICALLY REFLECT HOW THE LANGUAGE IS USED IN AN AUTHENTIC COMMUNICATIVE CONTEXT. STUDENTS CAN THEREFORE EASILY REUSE THE TERMS AND STRUCTURES THEY HAVE LEARNED.</p> <p>TO ALLOW STUDENTS TO DISCOVER AND UNDERSTAND HOW THE LANGUAGE WORKS BY TREATING GRAMMATICAL STRUCTURES AND SYNTAX TO EXPRESS THEMSELVES AND TO COMMUNICATE WITH GREATER CERTAINTY.</p>
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ASIGNATURA: INGLES II**DEL PROGRAMA ACADÉMICO: LICENCIATURA EN ENSEÑANZA DE EDUCACIÓN MEDIA SUPERIOR****ACTIVIDADES DE APRENDIZAJE Y METODOLOGÍA**USE TELL ME MORE CAMPUS

THE STUDENTS MUST USE THE PLATFORM CALLED TELL ME MORA CAMPUS, AND THEY HAVE TO ANSWER THE EXCERSICES ASKED FOR THE TEACHER.

USE THE DIALOGUE

THE DIALOGUE IS SHOWN ON A SCREEN. THE STUDENTS MUST FIRST SUMMARIZE AND DESCRIBE WHAT THEY SAW. THE TEACHER CAN ALSO PREPARE QUESTIONS PERTAINING TO THE DIALOGUE AND ASK THE STUDENTS TO ANSWER THESE QUESTIONS USING KEY VOCABULARY PRESENTED IN THE DIALOGUE.

USE THE VIDEO

THE TEACHER SHOWS THE VIDEO ON FULL-SCREEN MODE. S/HE THEN ASKS THE STUDENTS QUESTIONS ABOUT THE VIDEO. THE TEACHER CAN ALSO ASK THE STUDENTS TO SUMMARIZE THE VIDEO BY EITHER WRITING-OUT A SUMMARY AND / OR ORALLY SUMMARIZING THE VIDEO.

USE THE DICTATION

THE TEACHER CAN PLAY SENTENCES FROM THE DICTATIONS IN TELL ME MORE. THE STUDENTS ARE THEN ASKED TO WRITE OUT THE SENTENCES ON A SEPARATE SHEET OF PAPER OR THE STUDENTS CAN WRITE THE SENTENCES ON THE BOARD AND THE TEACHER CAN INVOLVE THE WHOLE CLASS IN THE CORRECTION PROCESS (BY POINTING OUT COMMON ERRORS, ASKING THE OTHER STUDENTS TO CORRECT THE SENTENCES, ETC).

USE TO REVIEW A LESSON

THE TEACHER CAN CHECK THAT THE LESSON HAS BEEN ASSIMILATED BY ASKING THE STUDENTS TO WORK IN SEVERAL ACTIVITIES AND BY LOOKING AT THE SUMMARY RESULTS OR A COPY OF THEIR DETAILED REPORT.

USE THE TEXT TRANSFORMATION

THE TEXT IS DISPLAYED USING AN OVERHEAD PROJECTOR, AND THE STUDENTS ARE ASKED TO TRANSFORM THE TEXT ON A SEPARATE SHEET OF PAPER. THE TEACHER CAN THEN DECIDE TO CORRECT THE TEXT TOGETHER OR COLLECT THE INDIVIDUAL PAPERS.

USE THE CROSSWORD PUZZLES

THE TEACHER CAN PROJECT THE CROSSWORD PUZZLE ONTO A SCREEN AND ASK INDIVIDUAL STUDENTS TO FIND THE CORRESPONDING WORD.

USE THE WORD ASSOCIATION

THE TEACHER CAN PROJECT THE TWO LISTS OF WORDS ONTO A SCREEN AND ASK THE STUDENTS TO LINK THE WORDS FROM LEFT COLUMN WITH THE WORDS IN THE RIGHT, FOLLOWING THE INSTRUCTIONS FOR EACH EXERCISE.

USE THE WORDS AND TOPICS

THE TEACHER CAN PROJECT THE EXERCISE ONTO A SCREEN AND ASK THE STUDENTS TO PLACE THE WORDS IN THE CORRECT BOX. THEY CAN ALSO ASK THE STUDENTS TO PROPOSE OTHER WORDS THAT COULD ALSO BE PLACED IN THE BOXES.

RECURSOS DIDÁCTICOS

ELECTRINIC BOARD
COMPUTERS

NORMAS Y PROCEDIMIENTOS DE EVALUACIÓN

- ASSISTANCE
- INDIVIDUAL AND TEAM PARTICIPATION
- HANDOUTS
- EXAM
- PLATFORM

BIBLIOGRAFÍA IMPRESA O ELECTRÓNICA (TÍTULO, AUTOR, EDITORIAL, FECHA, EDICIÓN, SITIO WEB)

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- VERY EASY TRUE STORIES. HEVER, SANDRA. ADDISON WESLEY LONGMAN. 2005

PERFIL DOCENTE REQUERIDO.

ENGLISH TEACHER WITH THREE YEARS OF EXPERIENCE AT LEAST.

