

INSTITUTO UNIVERSITARIO PUEBLA

NOMBRE DE LA INSTITUCIÓN

PROGRAMA DE ESTUDIOS

PROGRAMA ACADÉMICO: LICENCIATURA EN ENSEÑANZA DE EDUCACIÓN MEDIA SUPERIOR

ASIGNATURA: INGLES IV

NIVEL EDUCATIVO: LICENCIATURA

MODALIDAD:

Escolarizada () No escolarizada () Mixta (X)

SERIACIÓN: -----

CLAVE DE LA ASIGNATURA: LEMS24

CICLO: CUARTO CUATRIMESTRE

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

OBJETIVO GENERAL DE LA ASIGNATURA

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.

TO UNDERSTAND SENTENCES AND FREQUENTLY-USED EXPRESSIONS RELATED TO AREAS OF MOST IMMEDIATE RELEVANCE (E.G. VERY BASIC PERSONAL AND FAMILY INFORMATION, SHOPPING, LOCAL GEOGRAPHY, EMPLOYMENT). TO COMMUNICATE IN SIMPLE AND ROUTINE TASKS REQUIRING A SIMPLE AND DIRECT EXCHANGE OF INFORMATION ON FAMILIAR AND ROUTINE MATTERS. DESCRIBE IN SIMPLE TERMS ASPECTS OF HIS/HER BACKGROUND, IMMEDIATE ENVIRONMENT AND MATTERS IN AREAS OF IMMEDIATE NEED.

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.

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 DEL PROGRAMA ACADÉMICO: LICENCIATURA EN ENSEÑANZA DE EDUCACIÓN MEDIA SUPERIOR

HORAS ESTIMADAS	TEMAS Y SUBTEMAS	OBJETIVOS DE LOS TEMAS
4	1. THE SUMMER RENTAL <ul style="list-style-type: none"> • READING & WRITING • SPEAKING AND LISTENING 	<p>TO LEARN HOW TO EXPRESS THAT SOMETHING IS BROKEN OR DOES NOT WORK. LEARN BASIC HOUSEHOLD VOCABULARY (<i>APPLIANCES, CUTLERY, LINEN</i>).</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>

4	<p>2. THE SUMMER RENTAL</p> <ul style="list-style-type: none"> • VOCABULARY • FOOD • COOKWARE AND KITCHEN UTENSILS • HOUSING • PARTS OF A BUILDING • LIVING SPACES • HOUSEHOLD APPLIANCES • LINENS • FURNITURE • GRAMMAR • THE AFFIRMATIVE IMPERATIVE • THE NEGATIVE IMPERATIVE • PAST INTERROGATIVE 	<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>
4	<p>3. GROCERY SHOPPING.</p> <ul style="list-style-type: none"> • READING & WRITING • SPEAKING AND LISTENING 	<p>TO LEARN WHAT TO ASK WHEN GROCERY SHOPPING. ASK FOR ADVICE ON INGREDIENTS AND COOKING.</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>

4	<p>4. GROCERY SHOPPING.</p> <ul style="list-style-type: none"> • VOCABULARY • FOOD • FOOD PREPARATION • PREPARING AND ENJOYING A MEAL • DIFFERENT MEALS • COURSES • ECONOMY AND TRADE • BUYING, SELLING • SHOPPING • STORES • GRAMMAR • THE SIMPLE PRESENT AND THE PRESENT CONTINUOUS • “SHOULD” AND “OUGHT TO:” ADVICE • “TOO” – “TOO MUCH 	<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>
4	<p>5. THE SUPERMARKET.</p> <ul style="list-style-type: none"> • READING & WRITING • SPEAKING AND LISTENING 	<p>TO LEARN VOCABULARY RELATED TO THE SUPERMARKET AND GROCERIES.</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>

4	<p>6. THE SUPERMARKET.</p> <ul style="list-style-type: none"> • VOCABULARY • FOOD • DRINKS • PREPARING AND ENJOYING A MEAL • ECONOMY AND TRADE • BUSINESS AND COMMERCE • FINANCE AND INSURANCE • ACCOUNTING • SHOPPING • STORES • GRAMMAR • “SOME” – “ANY” • “NOT . . . EITHER” • USE OF THE PRONOUN “ONE 	<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>
4	<p>7. WEATHER REPORT.</p> <ul style="list-style-type: none"> • READING & WRITING • SPEAKING AND LISTENING 	<p>TO ASK QUESTIONS ABOUT THE WEATHER FORECAST AND NAME THE DAYS OF THE WEEK. LEARN THE DIFFERENT WEATHER CONDITIONS.</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>

4	<p>8. WEATHER REPORT.</p> <ul style="list-style-type: none"> • VOCABULARY • WEATHER • COLD, SNOW • WIND, SKY • TEMPERATURE AND HEAT • RAIN, STORMS • SUN, HEAT • GRAMMAR • CONSTRUCTION OF THE PRETERITE • QUESTION TAGS • "THE SAME . . . AS 	<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>
4	<p>9. THE CANOE TRIP.</p> <ul style="list-style-type: none"> • READING & WRITING • SPEAKING AND LISTENING 	<p>TO DESCRIBE THE WEATHER CONDITIONS ENCOUNTERED IN THE PAST.</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>

10. THE CANOE TRIP.
- VOCABULARY
 - DEFINING SPACE
 - MOVEMENTS, MOVING
 - NATURE AND GEOGRAPHY
 - NATURAL DISASTERS
 - SUN, HEAT
 - RAIN, STORMS
 - WEATHER
 - WIND, SKY
 - WEATHER FORECAST
 - FASHION
 - CLOTHES
 - TIME
 - THE PRESENT
 - THE FUTURE
 - THE PAST
 - SEASONS
 - GRAMMAR
 - “EVERYBODY” – “NOBODY”
 - ADVERBS OF TIME
 - THE ADVERB “THAT”
 - “TO GET” + ADJECTIVE

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.

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.

ASIGNATURA: INGLES IV**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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- ESSENTIAL GRAMMAR IN USE. MURPHY, RAYMOND CAMBRIDGE UNIVERSITY PRESS. 2007
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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.

