

INSTITUTO UNIVERSITARIO PUEBLA

NOMBRE DE LA INSTITUCIÓN

PROGRAMA DE ESTUDIOS

PROGRAMA ACADÉMICO: LICENCIATURA EN ENSEÑANZA DE EDUCACIÓN MEDIA SUPERIOR

ASIGNATURA: INGLES VI

NIVEL EDUCATIVO: LICENCIATURA

MODALIDAD:

Escolarizada () No escolarizada () Mixta (X)

SERIACIÓN: -----

CLAVE DE LA ASIGNATURA: LEMS36

CICLO: SEXTO CUATRIMESTRE

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

OBJETIVO GENERAL DE LA ASIGNATURA

TO UNDERSTAND THE MAIN POINTS OF CLEAR, STANDARD INPUT ON FAMILIAR MATTERS REGULARLY ENCOUNTERED IN WORK, SCHOOL, LEISURE, ETC. TO DEAL WITH MOST SITUATIONS LIKELY TO ARISE WHILST TRAVELING IN AN AREA WHERE THE LANGUAGE IS SPOKEN. TO PRODUCE SIMPLE CONNECTED TEXT ON TOPICS WHICH ARE FAMILIAR OR OF PERSONAL INTEREST. TO DESCRIBE EXPERIENCES AND EVENTS, DREAMS, HOPES AND AMBITIONS AND BRIEFLY GIVE REASONS AND EXPLANATIONS FOR OPINIONS AND PLANS.

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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HORAS ESTIMADAS	TEMAS Y SUBTEMAS	OBJETIVOS DE LOS TEMAS
4	1. BREAKFAST MENU. <ul style="list-style-type: none"> • READING & WRITING • SPEAKING AND LISTENING 	<p>TO ORDER BREAKFAST AND ASK THE WAITER QUESTIONS. LEARN BASIC BREAKFAST VOCABULARY.</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. BREAKFAST MENU.</p> <ul style="list-style-type: none"> • VOCABULARY • FOOD • PREPARING AND ENJOYING A MEAL • DIFFERENT MEALS • COMMUNICATION AND INTELLECT • CHOICES AND DECISIONS • FAMILY, IDENTITY, SOCIAL LIFE • SOCIAL LIFE • GRAMMAR • THE SIMPLE PRESENT AND THE PRESENT CONTINUOUS • “WOULD LIKE:” EXPRESSING WISHES • THE USE AND OMISSION OF “THE” • “LITTLE” – “A LITTLE” – “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>
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4	<p>3. STILL HUNGRY?</p> <ul style="list-style-type: none"> • READING & WRITING • SPEAKING AND LISTENING 	<p>TO SEND BACK SOMETHING YOU ORDERED AND ORDER SOMETHING ELSE. EXPRESS YOUR DISSATISFACTION.</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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4	<p>4. STILL HUNGRY?</p> <ul style="list-style-type: none"> • VOCABULARY • FOOD • DRINKS • PREPARING AND ENJOYING A MEAL • FOOD AND COOKING • COOKWARE AND KITCHEN UTENSILS • PERSONALITY AND FEELINGS • TASTES • FEELINGS • GRAMMAR • REGULAR COMPARATIVES • ADJECTIVES ENDING IN “-ING” • “TOO” – “TOO MUCH” • PLACEMENT OF “ENOUGH 	<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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4	<p>5. THE MENU.</p> <ul style="list-style-type: none"> • READING & WRITING • SPEAKING AND LISTENING 	<p>TO ORDER A MEAL. NAME YOUR FAVORITE DISHES, SAY WHAT YOU DO NOT LIKE AND LEARN BASIC FOOD VOCABULARY.</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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4	<p>6. THE MENU.</p> <ul style="list-style-type: none"> • VOCABULARY • FOOD • DRINKS • FOOD PREPARATION • PEOPLE AND PROFESSIONS • COURSES • EATING OUT • COOKWARE AND KITCHEN UTENSILS • COMMUNICATION AND INTELLECT • CHOICES AND DECISIONS • VACATIONS AND TRAVELING • HOTELS • GRAMMAR • CONSTRUCTION OF THE PRETERITE • “ALSO” – “AS WELL” – “TOO” • DIFFERENT MEANINGS OF “ALL 	<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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4	<p>7. DESSERTS.</p> <ul style="list-style-type: none"> • READING & WRITING • SPEAKING AND LISTENING 	<p>TO ASK QUESTIONS ABOUT THE DESSERT TRAY IN A RESTAURANT. ORDER DESSERT AND ASK FOR THE BILL.</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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4	<p>8. DESSERTS.</p> <ul style="list-style-type: none"> • VOCABULARY • FOOD • DRINKS • TYPES OF FOOD • FOOD PREPARATION • PREPARING AND ENJOYING A MEAL • DIFFERENT MEALS • COURSES • EATING OUT • COMMUNICATION AND INTELLECT • CHOICES AND DECISIONS • SUGGESTION, PROPOSAL, ADVICE • PERSONALITY AND FEELINGS • FEELINGS • TASTES • GRAMMAR • USE OF THE PRETERITE • USE OF THE PAST PARTICIPLE AS AN ADJECTIVE • FINAL PREPOSITION 	<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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4	<p>9. WINDOW – SHOPPING.</p> <ul style="list-style-type: none"> • READING & WRITING • SPEAKING AND LISTENING 	<p>TO TAKE THE BUS DOWNTOWN TO GO SHOPPING FOR SHOES WITH A FRIEND. GIVE YOUR OPINION ON AN ARTICLE.</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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4	<p>10. WINDOW – SHOPPING.</p> <ul style="list-style-type: none"> • VOCABULARY • OBJECTS • SIZE • FABRICS • ECONOMY AND TRADE • COST, PAYMENT • NEGOTIATION • BUYING, SELLING • FASHION • CLOTHING • SHOES • CLOTHES • JUDGMENT AND OPINION • ORIGINALITY, COMMONALITY • SHOPPING • PEOPLE AND PROFESSIONS • STORES • GRAMMAR • USE OF THE PRESENT CONDITIONAL • CONSTRUCTION OF COMPOUND NOUNS • VERB + INFINITIVE CLAUSE 	<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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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

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PERFIL DOCENTE REQUERIDO.

ENGLISH TEACHER WITH THREE YEARS OF EXPERIENCE AT LEAST.

