

INSTITUTO UNIVERSITARIO PUEBLA

NOMBRE DE LA INSTITUCIÓN

PROGRAMA DE ESTUDIOS

PROGRAMA ACADÉMICO: LICENCIATURA EN ENSEÑANZA DE EDUCACIÓN MEDIA SUPERIOR

ASIGNATURA: INGLES VII

NIVEL EDUCATIVO: LICENCIATURA

MODALIDAD:

Escolarizada ( ) No escolarizada ( ) Mixta ( X )

SERIACIÓN: -----

CLAVE DE LA ASIGNATURA: LEMS42

CICLO: SEPTIMO CUATRIMESTRE

HORAS CONDUCIDAS	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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## DEL PROGRAMA ACADÉMICO: LICENCIATURA EN ENSEÑANZA DE EDUCACIÓN MEDIA SUPERIOR

HORAS ESTIMADAS	TEMAS Y SUBTEMAS	OBJETIVOS DE LOS TEMAS
4	1. THE FITTING ROOM. <ul style="list-style-type: none"> <li>• READING &amp; WRITING</li> <li>• SPEAKING AND LISTENING</li> </ul>	<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>

4	<p>2. THE FITTING ROOM.</p> <ul style="list-style-type: none"> <li>• VOCABULARY</li> <li>• OBJECTS</li> <li>• SIZE</li> <li>• FABRICS</li> <li>• ECONOMY AND TRADE</li> <li>• COST, PAYMENT</li> <li>• NEGOTIATION</li> <li>• BUYING, SELLING</li> <li>• FASHION</li> <li>• CLOTHING</li> <li>• SHOES</li> <li>• CLOTHES</li> <li>• JUDGMENT AND OPINION</li> <li>• ORIGINALITY, COMMONALITY</li> <li>• HOPPING</li> <li>• PEOPLE AND PROFESSIONS</li> <li>• STORES</li> <li>• GRAMMAR</li> <li>• USE OF THE PRESENT CONDITIONAL</li> <li>• CONSTRUCTION OF COMPOUND NOUNS</li> <li>• VERB + INFINITIVE CLAUSE</li> </ul>	<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. AN EMERGENCY.</p> <ul style="list-style-type: none"> <li>• READING &amp; WRITING</li>   <li>• SPEAKING AND LISTENING</li> </ul>	<p>TO SEEK ASSISTANCE FOR AN INJURED PERSON. LEARN BASIC MEDICAL VOCABULARY AND PARTS OF THE BODY.</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. AN EMERGENCY.</p> <ul style="list-style-type: none"> <li>• VOCABULARY</li> <li>• HEALTH AND MEDICINE</li> <li>• TREATMENT, MEDICATION, OPERATIONS</li> <li>• MISCELLANEOUS</li> <li>• SLEEP</li> <li>• FITNESS AND FATIGUE</li> <li>• PLACES</li> <li>• MEDICAL EQUIPMENT</li> <li>• MEDICAL STAFF</li> <li>• HEALTH PROBLEMS</li> <li>• GRAMMAR</li> <li>• CONSTRUCTION OF THE PRESENT PERFECT CONTINUOUS</li> <li>• USE OF THE PRESENT PERFECT CONTINUOUS</li> <li>• IRREGULAR COMPARATIVE</li> </ul>	<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. AT THE DOCTOR'S.</p> <ul style="list-style-type: none"> <li>• READING &amp; WRITING</li>   <li>• SPEAKING AND LISTENING</li> </ul>	<p>TO DESCRIBE YOUR SYMPTOMS AND DISCUSS TREATMENT OPTIONS.</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. AT THE DOCTOR'S.</p> <ul style="list-style-type: none"> <li>• VOCABULARY</li> <li>• FAMILY, IDENTITY, SOCIAL LIFE</li> <li>• PERSONAL DETAILS</li> <li>• HEALTH AND MEDICINE</li> <li>• MEDICAL EXAMS AND TESTS</li> <li>• TREATMENT, MEDICATION, OPERATIONS</li> <li>• PLACES</li> <li>• MEDICAL STAFF</li> <li>• HEALTH PROBLEMS</li> <li>• GRAMMAR</li> <li>• THE SEQUENCE OF TENSES</li> <li>• "THAT" AND DEPENDENT CLAUSES</li> <li>• "KIND OF" FOLLOWED BY A NOUN</li> </ul>	<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. CORRESPONDENCE.</p> <ul style="list-style-type: none"> <li>• READING &amp; WRITING</li>   <li>• SPEAKING AND LISTENING</li> </ul>	<p>TO LEARN VOCABULARY FOR LETTER WRITING: WRITING PAPER, INK, ENVELOPES.</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. AT THE POST OFFICE.</p> <ul style="list-style-type: none"> <li>• VOCABULARY</li> <li>• COMMUNICATION AND INTELLECT</li> <li>• GREETINGS, BEING POLITE</li> <li>• MAKING CONTACT</li> <li>• WRITTEN CORRESPONDENCE</li> <li>• EDUCATION</li> <li>• LITERATURE</li> <li>• SCHOOL SUPPLIES AND RELATED ACTIVITIES</li> <li>• LANGUAGE, READING AND WRITING</li> <li>• GRAMMAR</li> <li>• VERBS EXPRESSING A WISH TO ACT</li> <li>• POSSESSIVE PRONOUNS</li> <li>• ANAPHORIC "TO</li> </ul>	<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>4</p>	<p>9. AT THE POST OFFICE.</p> <ul style="list-style-type: none"> <li>• READING &amp; WRITING</li>   <li>• SPEAKING AND LISTENING</li> </ul>	<p>TO LEARN VOCABULARY TO DO WITH THE POSTAL SERVICE: SENDING A PARCEL, EXPRESS DELIVERY, REGISTERED MAIL, METERED MAIL, STAMP COLLECTING.</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. AT THE POST OFFICE.</p> <ul style="list-style-type: none"> <li>• VOCABULARY</li> <li>• COMMUNICATION AND INTELLECT</li> <li>• OBTAINING INFORMATION</li> <li>• MAKING CONTACT</li> <li>• WRITTEN CORRESPONDENCE</li> <li>• THE TELEPHONE</li> <li>• TRANSPORTATION TERMS</li> <li>• STAGES OF A JOURNEY</li> <li>• PUBLIC TRANSPORTATION</li> <li>• CITIES AND TOWNS</li> <li>• PLACES AND BUILDINGS</li> <li>• GRAMMAR</li> <li>• “AS MUCH AS” – “AS MANY AS”</li> <li>• MORE USES OF THE POSSESSIVE</li> <li>• FOR” – “SINCE” – “AGO</li> </ul>	<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

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

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- DICCIONARIO PORRÚA INGLÉS- ESPAÑOL. GÓMEZ DE PARADA, ALEJANDRO EDIT. PORRUA.
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**PERFIL DOCENTE REQUERIDO.**

ENGLISH TEACHER WITH THREE YEARS OF EXPERIENCE AT LEAST.

