

INSTITUTO UNIVERSITARIO PUEBLA	HOJA:	1	DE	4
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ASIGNATURA: INGLÉS V	
PROGRAMA ACADÉMICO: LICENCIATURA EN ADMINISTRACIÓN DE HOTELES, RESTAURANTES Y EMPRESAS TURÍSTICAS	
TIPO EDUCATIVO: LICENCIATURA	MODALIDAD: MIXTA
SERIACIÓN: LAHR26	CLAVE DE LA ASIGNATURA: LAHR32
CICLO: QUINTO SEMESTRE	

HORAS CON DOCENTE	HORAS INDEPENDIENTES	TOTAL DE HORAS	CRÉDITOS
54	74	128	8

TOTAL DE HORAS EN EL PERÍODO: _____ 54 _____

OBJETIVO GENERAL DE LA ASIGNATURA:

En este curso se examina y fija el conocimiento que el alumno ya tiene de los cursos anteriores; procurando su dominio entorno a la utilización real. Al mismo tiempo, se expanden ciertos campos semánticos y se estudian a profundidad nuevas estructuras gramaticales.

VÍNCULOS DE LA ASIGNATURA CON LOS OBJETIVOS GENERALES DEL CURRÍCULUM:

La administración de Hoteles y Restaurantes tiene una clara proyección a nivel internacional, ya que el turismo se ha colocado como una de las principales fuentes de ingreso económico en México. Por lo tanto, el egresado requiere conocimiento y dominio de lenguas extranjeras, que dadas las condiciones geopolíticas y demandantes del momento, se enfocan en los idiomas inglés y francés, para incursionar en el turismo solidamente.

PERFIL DEL DOCENTE REQUERIDO:

LICENCIADO EN IDIOMAS, LICENCIADO EN LENGUAS EXTRANJERAS, LICENCIADO EN LENGUAS MODERNAS, LICENCIADO EN LENGUA EXTRANJERA INGLÉS, LICENCIADO EN LENGUAS EXTRANJERAS FRANCÉS

JESUS ADRIAN BALLESTEROS XICOTENCATL
NOMBRE Y FIRMA DEL RESPONSABLE DEL PROGRAMA ACADÉMICO

01 DE FEBRERO DE 2006
FECHA DE ELABORACIÓN

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DEL PROGRAMA ACADÉMICO: LICENCIATURA EN ADMINISTRACIÓN DE HOTELES, RESTAURANTES Y EMPRESAS TURÍSTICAS

HORAS ESTIMADAS	TEMAS Y SUBTEMAS	OBJETIVOS DE LOS TEMAS
18	<p>COMMUNICATION</p> <p>SUGGESTED TOPICS</p> <p>The international events</p> <p>The social problems</p> <p>The media</p> <p>The economy</p> <p>The ambitions</p> <p>The opportunities</p> <p>Lifestyles</p> <p>Science and technology</p> <p>The arts</p>	<p>In this level the student will already understand easily common and diverse conversations and it began to be focused to topics but specific and technical, their vocabulary and structures will be enough for this objective.</p> <p>It developed arguments and topics of objective discussion, it criticizes and proposals.</p> <p>Procedure After putting the candidate at ease, the examiner asks the candidate to introduce the Prepared Topic. This should only take about three minutes. Discussion of this Topic will follow. Then the examiner asks the candidate to introduce The Prepared Texts, These too are followed by discussion. Next, the examiner reads aloud a Listening Comprehension passage and discussion follows. The conversation is concluded by further discussion of appropriate topics.</p>
18	<p>GRAMMER</p> <p>The perfect continuous past</p> <p>The perfect present</p> <p>The participle</p>	<p>Required elements to complete communicative structures.</p>
18	<p>PRODUCTIVE-RECEPTIVE SKILLS</p> <p>Readiness</p> <p>The candidate can:</p> <ul style="list-style-type: none"> • respond confidently and appropriately In general contexts • understand the main points in longer utterances • maintain conversation naturally and without undue self- 	<p>The candidate can:</p> <ul style="list-style-type: none"> • Use register which Is both relevant! and appropriate to the context • Express attitude through language <p>Establish coherence in an extended utterance</p>

Correction.

Pronunciation

The candidate can:

- pronounce conversation markers appropriately in the context

Usage The candidate can use the following language functions:

- developing an argument
- summarizing
- deducing

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EXPERIENCIA DE APRENDIZAJE (METODOLOGÍA):

ACTIVIDADES DE APRENDIZAJE

The Prepared Topic

Candidates are encouraged to prepare any topic, which they are particularly interested in or knowledgeable about. The purpose is to give them the opportunity to display their command of the language of the relevant Grade.

The Prepared Texts

Texts, which have been simplified for learners of English, are not acceptable at this Stage.

Candidates may find they can demonstrate a wider range of language by introducing two dissimilar texts.

Listening Comprehension

To assist their understanding the examiner focuses candidate's attention on key ideas of the passage, which is then read aloud once only. While it is being read, candidates may make notes for use during the discussion, which follows. The topics of this program provide material for an exchange of ideas and opinions between examiner and candidate.

Conversation

Apart from the candidate's Prepared Topic, the conversation will include more detailed discussion around one or more of the given topic areas. Examiner and candidate are responsible in almost equal measure for content, coherence and direction of the conversation.

BIBLIOGRAFÍA (LIBRO, AUTOR, TÍTULO, EDITORIAL, EDICIÓN):

-Goldstein, Ben. FRAME WORK V. Richmond Publishing.

-Axbey, Susan. REAL TIME AMERICA 5A. Richmond Publishing.

RECURSOS DIDÁCTICOS:

Proyector de acetatos

Cañón

Computadora

NORMAS Y PROCEDIMIENTO DE EVALUACIÓN:

Conversation is initiated by the examiner to give the candidate the opportunity to demonstrate through both speech and actions the range of language required at this Stage.

The examiner selects materials appropriate to the age and maturity of the candidate including everyday objects and pictures, which allow conversation to develop.

Exam oral and written	70%
Attendance	10%
Participation	10%
Tasks	10%