

INSTITUTO UNIVERSITARIO PUEBLA	HOJA:	1	DE	4
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ASIGNATURA: INGLÉS VI	
PROGRAMA ACADÉMICO: LICENCIATURA EN ADMINISTRACIÓN DE HOTELES, RESTAURANTES Y EMPRESAS TURÍSTICAS	
TIPO EDUCATIVO: LICENCIATURA	MODALIDAD: MIXTA
SERIACIÓN: LAHR32	CLAVE DE LA ASIGNATURA: LARH39
CICLO: SEXTO SEMESTRE	LAHR47

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:

El alumno puede iniciar conversaciones acerca de temas generales y abstractos; responder a una variedad de acercamientos en forma natural, y contribuir en conversaciones de forma eficaz. Las funciones del lenguaje que apropia en este curso son: expresión de experiencias previas, expresión de ideas abstractas, expresión de dudas, deseos, y esperanzas.

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 idioma oficial del inglés, 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

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

01 DE FEBRERO DE 2006
FECHA DE ELABORACIÓN

ASIGNATURA: INGLES VI

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

HORAS ESTIMADAS	TEMAS Y SUBTEMAS	OBJETIVOS DE LOS TEMAS
18	<p>COMMUNICATION TEMAS Y SUBTEMAS</p> <p>The candidate holds a 15-minute conversation with the examiner which includes discussion of a Prepared Topic, a Prepared Text and topics selected from those below:</p> <ul style="list-style-type: none"> Conversation topics Appropriate at this Grade Social life Diet National customs Technology The world of work Readiness Pronunciation Usage Focus 	<p>El estudiante tendrá mayor comprensión de la coherencia de temas seleccionados y espontáneos.</p> <p>Aplicar a su vida diaria las situaciones simuladas; la diversidad de diálogos se propone al alumno para mejorar su expresión oral y escrita.</p> <p>The student will have a bigger understanding and coherence in selected topics, and spontaneous.</p> <p>He will be able to apply those simulated situations to daily life; the diversity of dialogues is facilitated to the student to improve their oral and written expression.</p>
18	<p>PRODUCTIVE</p> <p>The candidate can:</p> <ul style="list-style-type: none"> • respond naturally and appropriately in all contexts. • understand and respond to changes in register in a natural way • use native speaker communication strategies within conversation <p>Pronunciation</p> <p>The candidate can:</p> <ul style="list-style-type: none"> • produce the speech sounds and Intonation patterns of English with enough accuracy, naturalness and confidence to sustain a wide- 	<ul style="list-style-type: none"> - Demostrar claramente su propósito comunicativo. - Resaltar los puntos principales utilizando los registros adecuados. - Anticipar y, donde es adecuado, tomar responsabilidad de la dirección de la conversación. <p>The candidate can:</p> <ul style="list-style-type: none"> • Clearly demonstrate the communicative purpose • Highlight the main points using appropriate register • Anticipate and, where appropriate, take responsibility for the direction of the conversation.

18	<p>ranging conversation with a native speaker</p> <p>GRAMMER</p> <p>The candidate can use the following language functions:</p> <ul style="list-style-type: none"> • asserting • implying • contradicting • conceding • inferring <p>The candidate can:</p> <ul style="list-style-type: none"> • maintain full control over relevance and register. • use appropriately devices of conversation management such as anecdote, irony and rhetorical questions. • use figurative language when appropriate to the context. 	<p>Formular adecuadamente enunciados que tiendan a convencer, inducir, contradecir, inferir e implicar. Utilizar correctamente los nexos correspondientes.</p>
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<p>EXPERIENCIA DE APRENDIZAJE (METODOLOGÍA):</p> <p>GUIDANCE</p> <p><u>The Prepared Topic</u></p> <p>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.</p> <p><u>The Prepared Texts</u></p> <p>Texts, which have been simplified for learners of English, are not acceptable at this Stage.</p> <p>Candidates may find they can demonstrate a wider range of language by introducing two dissimilar texts.</p> <p><u>Listening Comprehension</u></p> <p>To assist their understanding the examiner focuses the candidates' 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 these passages</p> <p>Provide material for an exchange of ideas and opinions between examiner and candidate.</p> <p><u>Conversation</u></p>
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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:

Exposición del catedrático
Casos prácticos
Proyector de acetatos
Cañón
Computadora
Lecturas dirigidas

NORMAS Y PROCEDIMIENTOS DE EVALUACIÓN:

PROCEDURE

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 out loud a Listening Comprehension passage and discussion follows. The conversation is concluded by further discussion of appropriate topics.

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-grammar and writing	70%
Attendance	10%
Participation	10%
Tasks	10%
Conversation and fluency	80%
Reading	10%
Writing	10%

