

INSTITUTO UNIVERSITARIO PUEBLA	HOJA:	1	DE	5
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<b>ASIGNATURA: INGLÉS II</b>	
<b>PROGRAMA ACADÉMICO: LICENCIATURA EN ENSEÑANZA DE LENGUAS EXTRANJERAS.</b>	
<b>TIPO EDUCATIVO: LICENCIATURA</b>	<b>MODALIDAD: MIXTA</b>
<b>SERIACIÓN: LELE1</b>	<b>CLAVE DE LA ASIGNATURA: LELE8</b>
<b>CICLO: SEGUNDO CUATRIMESTRE</b>	

<b>HORAS CON DOCENTE</b>	<b>HORAS INDEPENDIENTES</b>	<b>TOTAL DE HORAS</b>	<b>CRÉDITOS</b>
<b>72</b>	<b>96</b>	<b>168</b>	<b>10.5</b>

**TOTAL DE HORAS EN EL PERÍODO:** \_\_\_\_\_ 72 \_\_\_\_\_

**OBJETIVO GENERAL DE LA ASIGNATURA:**

The student will be able to respond and to ask, also to make a stable conversation with the enough vocabulary and the appropriate pronunciation.

In this level the student will be able to focus his communication based on the functions of the new language.

Working with the same times that in the first learned course and now he/she will be able to not converse alone in simple present but also in past.

**VÍNCULOS DE LA ASIGNATURA CON LOS OBJETIVOS GENERALES DEL CURRÍCULUM:**  
El aprendizaje sistemático de un idioma que incluya desde su origen hasta sus bases gramaticales, usos comunes y hasta modismos son la base de la adquisición de nuevas lenguas interiorizadas al mismo nivel que nuestra lengua madre, y será fundamenta su uso continuo para poder lograr su impartición con un perfil pedagógico.

**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**

**ASIGNATURA: INGLES II****DEL PROGRAMA ACADÉMICO: LICENCIATURA EN LENGUAS EXTRANJERAS**

HORAS ESTIMADAS	TEMAS Y SUBTEMAS	OBJETIVOS DE LOS TEMAS
	<b>Conversation topics appropriate at this Grade</b>	
	<ul style="list-style-type: none"><li>• Work</li><li>• School</li><li>• Home life</li><li>• Weather</li><li>• Free time</li><li>• Places</li></ul>	
	<b>Readiness</b>	
	The candidate can:	
	<ul style="list-style-type: none"><li>• Give short answers to questions and requests</li><li>• Contribute to the conversation by asking a few appropriate questions and giving information (The examiner makes allowances for hesitation and some inappropriate in turn-taking)</li></ul>	
	<b>Pronunciation</b>	
	The candidate can:	
	Use appropriate intonation contrasts for differences between questions and statements	
	Usage The candidate can use the following language functions:	
	<ul style="list-style-type: none"><li>• Giving directions</li><li>• Sequencing</li><li>• Describing the weather</li><li>• Describing places</li><li>• Asking for and giving information</li><li>• Talking about ability and inability</li></ul>	

HORAS ESTIMADAS	TEMAS Y SUBTEMAS	OBJETIVOS DE LOS TEMAS
	<b>Other language items appropriate at this Grade include:</b>	
	<ul style="list-style-type: none"><li>• Present simple in contrast with present continuous</li><li>• Present tense of can</li><li>• Past tense of to be</li><li>• Question forms with countable and uncountable nouns</li><li>• Frequency adverbs</li><li>• Sequencing words</li><li>• Common modifiers and intensifiers</li><li>• Quantifiers with uncountable</li><li>• Nouns</li><li>• Prepositions denoting</li><li>• Movement</li></ul>	
	<b>Examiner Language</b>	
	<ul style="list-style-type: none"><li>• How do I get to the station ?</li><li>• First I wash, then I have breakfast. What about you?</li><li>• Is it raining?</li><li>• I can't speak Chinese</li><li>• What was it like yesterday ?</li><li>• Can you play the piano?</li><li>• Are there any shops near the school?</li><li>• What's next to the baker's ?</li><li>• Tell me about your family</li><li>• What do you usually do on Sunday ?</li><li>• Why do you like your job ?</li><li>• What's the girl in the picture doing ?</li><li>• I work near the station.</li><li>• What about you?</li></ul>	

**ASIGNATURA: INGLES II**

**DEL PROGRAMA ACADÉMICO: LICENCIATURA EN LENGUAS EXTRANJERAS**

**EXPERIENCIA DE APRENDIZAJE (METODOLOGÍA):**

**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 Text. Discussion of the text and of other topics appropriate to the Grade will then follow.

**Guidance**

**The Prepared Topic**

As previously, candidates are encouraged to prepare any Topic they are interested in and can talk about easily and confidently. The purpose is to give them the opportunity to display their command of the language of the relevant Grade.

**The Prepared Text**

The Prepared Text should be different from the Prepared Topic. It may be any book, reader, anthology, magazine, journal or newspaper which the candidate has found interesting and is able to talk about confidently and knowledgeably. The chief requirement is that the text be material published in English. Simplified and abridged texts are acceptable. What the examiner will be assessing is not the length or level of difficulty of the chosen text, but the quality of the language used in discussing it.

The candidate should have read and thought about the text carefully, be able to give a brief general account of what it is about and a more detailed account of any part or feature of it that the examiner may ask about. If the chosen text is not brought into the examination room, the range and quality of discussion is likely to be reduced and consequently the candidate may receive lower marks.

**Conversation**

Apart from the candidate's chosen Topic, the conversation will include discussion around one or more of the topic areas listed for the relevant Grade. The examiner may sometimes use pictures to introduce these. At the Intermediate Stage, the candidate will be capable of initiating and sustaining more conversation than at the Elementary Stage. Although candidates' interests and abilities may still limit the direction of the conversation, they are expected to take more responsibility for content and maintaining coherence than at the Elementary Stage.

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.

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

**RECURSOS DIDÁCTICOS:****Proyector de acetatos****Cañón****Computadora****NORMAS Y PROCEDIMIENTO DE EVALUACIÓN:**

All the exams in the Elementary Phase consist on moon conversation that a maximum of 10 minutes that you/they include a prepared discussion topic for the candidate often lasts.

The examiner will ask to the candidate to be introduced in the Prepared Topic. This alone one will take approximately two minutes. The Topic showed the quality that the student has gone acquiring in this level.

The Prepared Topic

The Prepared Topic can be any topic that the candidate interests him and he can talk easily about some topic recommended by the instructor according to his level. The purpose is to give the candidate the opportunity to be unwrapped in the language and with the vocabulary and structures that already dominate.

It is recommended strongly that the candidates bring in the exam an image (picture, landscape. etc.), to stimulate the conversation with the examiner. They seek advice to candidates that think carefully on the quantity of requirements and materials for their Topic.

They seek advice to the candidates that are early preparing their Topic, the questions the examiner he/she could ask and he/she could prepare for their explanation, examples, clarify the points and introduce pertinent the vocabulary.

Exam oral and griten **70%**

Attendance **10%**

Participation **10%**

Tasks **10%**