

INSTITUTO UNIVERSITARIO PUEBLA	HOJA:	1	DE	7
--------------------------------	-------	---	----	---

ASIGNATURA: INGLÉS III	
PROGRAMA ACADÉMICO: LICENCIATURA EN ENSEÑANZA DE LENGUAS EXTRANJERAS.	
TIPO EDUCATIVO: LICENCIATURA	MODALIDAD: MIXTA
SERIACIÓN: LELE8	CLAVE DE LA ASIGNATURA: LELE14
CICLO: TERCER CUATRIMESTRE	

HORAS CON DOCENTE	HORAS INDEPENDIENTES	TOTAL DE HORAS	CRÉDITOS
72	96	168	10.5

TOTAL DE HORAS EN EL PERÍODO: _____ 72 _____

OBJETIVO GENERAL DE LA ASIGNATURA:

In this level the student will have the necessary tools to be expressed in a daily way with the enough vocabulary to express his likes, necessities daily ,activities, occupations etc.

Apart from the candidates 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 everyday objects or pictures to introduce these. Less reliance is placed on "question and answer" than at the Initial Stage, the overall aim being to set up as genuinely interesting and relaxed an exchange as the candidate's interests and ability permit.

Candidate profile

- Understand more complex speech
- Use language adequately in everyday situations
- Communicate general ideas with greater independence
- Express opinions

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 III

DEL PROGRAMA ACADÉMICO: LICENCIATURA EN LENGUAS EXTRANJERAS

HORAS ESTIMADAS	TEMAS Y SUBTEMAS	OBJETIVOS DE LOS TEMAS
	The atmosphere	
	The food	
	The health	
	The Money	
	The transport	
	The readiness	
	Travel	
	Future	
	Plans of the future	
	The future events	
	Entertainment	
	Deport (vocabulary)	
	People	
	Festivals and customs	
	The purpose	
	The necessity	
	The intentions	
	The probability	
	The impressions	

HORAS ESTIMADAS	TEMAS Y SUBTEMAS	OBJETIVOS DE LOS TEMAS
	The conditional one	
	The simple and continuous past	
	The continuous form	
	Auxiliary (must, have to would ,could, can, should)	
	The diet	
	The technology	
	The national customs	
	The media	
	The education	
	It describes the processes	
	To give advice or suggestions	
	Possibilities	
	Uncertainty	
	Vocabulary	
	The focus	
	Conditional second	
	The simple present	
	The passive one simple	
	The future (gonna)	
	Should / ought	

ASIGNATURA: INGLES III**DEL PROGRAMA ACADÉMICO: LICENCIATURA EN LENGUAS EXTRANJERAS****EXPERIENCIA DE APRENDIZAJE (METODOLOGÍA):**

Pronunciation

The candidate can:

- Use intonation patterns relevant to the context

Usage

The candidate can use the following language functions:

- Expressing preferences
- Giving reasons
- Quantifying
- talking about the indefinite past
- Giving further information

Focus

The candidate can:

- State communicative purpose in simple terms
- Communicate ideas using linking language to maintain some cohesion
- Rephrase to maintain communication, but may need some support

Other language items appropriate at this Grade include

- Adverbial used with the present perfect (including for, since ,Just, yet, still, ever, never)
- Past continuous tense
- Connecting clauses using and/but/because
- Expressions of preference
- Expressions of quantity

Candidates should also be able to meet the requirements of all previous Grades

The examples on this page show some ways in which examiners and candidates might express themselves.

Examiner language

- I prefer to go on holiday in
- November. What about you?
- What sort of films do you like?
- Why do you think she got angry?
- What did you do that for?
- Do you think some videos are too violent?
- How important are your friends to you?
- Have you been to the exhibition yet?

EXPERIENCIA DE APRENDIZAJE (METODOLOGÍA):

- What have you brought along with you to tell me about?
- Have you ever seen a ghost?
- Describe how he scored the goal
- Tell me what happened after your arrival in Rome
- What else can you tell me about your Topic?

Candidate Language

- I'd rather go by car
- What kind of music do you prefer ?
- I like going by train best because there are very few Jobs.
- We got up early so that we could get ready for the party.
- I was feeling ill so I went to the doctor's.
- I haven't got enough time.
- In summer, there are too many tourists here.
- Not many of my friends have learned to ski.
- She's lived here for three years
- I've never been to the USA
- He's just changed his job
- I have a few photos to show you
- They have moved house three times since 1988
- Last year she worked in a bank

Usage

The candidate can use the following language functions:

- Expressing purpose
- Expressing necessity
- Expressing intentions
- Expressing probability
- Talking about impressions

Focus

The candidate can:

- Make communicative purpose clear from the outset
- Maintain cohesion using a variety of tenses
- Maintain the flow of communication by using appropriate linking language

EXPERIENCIA DE APRENDIZAJE (METODOLOGÍA):

Candidates should also be able to meet the requirements of all previous Grades
The examples on this page show some ways in which examiners and candidates might express themselves during their conversation.

Examiner Language

- What did you expect to see?
- What were you waiting for?
- Why do you need this qualification?
- Why do you feel it's important?
- What did she tell you to buy?
- What is it like in your country?
- What did you think of the play?
- Do you worry about all the traffic and noise?
- If you go to university, what do you think you'll study?
- What are you doing this evening?
- You'll most likely stay with a family
- How long do you think you'll stay?

Candidate Language

- I hope to find a job abroad
- I went there to improve my English
- I was trying to catch some fish
- They have to do it for money
- You don't have to wear a crash helmet
- I need some relaxation
- I must remember to send him a postcard
- Is pollution a problem in your city?
- You've got to see this film.
- It's very exciting
- We could do more to help, I'm sure
- When I find another job, I'll move
- I expect I'll spend the summer in Greece
- I'll probably see her again next year
- What do you think the food will be like?

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

Proyector de acetatos

Cañón

Computadora

NORMAS Y PROCEDIMIENTO DE EVALUACIÓN:

The examiner assesses the candidate's performance according to the four criteria below:

Readiness

The candidate can:

- Initiate conversation using short statements of opinion
- Answer questions about detail and requests for elaboration
- Contribute to conversation by adapting learned language to manage less predictable elements.

Pronunciation

The candidate can:

Use stress, rhythm, intonation and features of linkage so that connected speech sounds natural at sentence level.

The candidate holds a 10 minutes conversation with the examiner, which includes discussion of a Prepared Topic and topics selected from those below:

Conversation topics appropriate at this Grade:

- Future events
- The environment
- Food
- Health
- Money
- Transport

Exam oral and written **70%**

Attendance **10%**

Participation **10%**

Tasks **10%**