

INSTITUTO UNIVERSITARIO PUEBLA	HOJA:	1	DE	4
--------------------------------	-------	---	----	---

ASIGNATURA: INGLÉS VII	
PROGRAMA ACADÉMICO: LICENCIATURA EN ADMINISTRACIÓN DE HOTELES, RESTAURANTES Y EMPRESAS TURÍSTICAS	
TIPO EDUCATIVO: LICENCIATURA	MODALIDAD: MIXTA
SERIACIÓN: LAHR39	CLAVE DE LA ASIGNATURA:
CICLO: SEPTIMO 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 estudiante tiene mayor comprensión y coherencia de temas selectos y espontáneos y lo aplica a su vida diaria; el alumno formula mediante este curso aseveraciones, implicaciones, condicionantes, contradicciones, concesiones e inferencias. Hace uso de las formas anteriores con el uso adecuado de instrumentos de conversación, como la entonación, la retórica y la ironía.

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

INSTITUTO UNIVERSITARIO PUEBLA	HOJA:	2	DE	4
--------------------------------	-------	---	----	---

ASIGNATURA: INGLÉS VII**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>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>Reflejar el dominio del lenguaje, dados ciertos elementos específicos como también dados temas espontáneos de conversación.</p> <p>Poder editar conversaciones así también dar interpretación y análisis de cualquier tema.</p> <p>The domain of the language will be reflected in this course ,se they will give idioms but specific and family of the language as well as in the diverse situations in that these ,he'll use them to edit and to understand a text as well as to give an interpretation and analysis of any topic.</p> <p>Their vocabulary and fluency in the language will be this way remarkable, Improving the domain of the English language.</p> <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>
18	<p>PRODUCTIVE</p> <p>The candidate can:</p> <ul style="list-style-type: none"> • Initiate conversation by talking about both general and more abstract topics • Respond to variety of conversational approaches in a natural way • Contribute to the conversation in a natural and effective way • Use all features of pronunciation to convey different shades of meaning and for stylistic effect 	<p>El estudiante (candidato) puede:</p> <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.

The candidate can use the following language functions:

- Eliciting information
- Talking about prior experiences
- Expressing abstract ideas
- Expressing regrets and wishes
- Expressing hopes

18

GRAMMER

More complex forms of the

- Used to (habitual past passive)
- Verbs followed by both gerund

Relative clauses without relative and inflective where the pronouns verbs followed by to verbs ending in -ing

meaning changes

wish

relative clauses

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

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

Tell me about your first few weeks at school university/Job

Do you intend to give It up?

What qualities are Important to be successful?

What did you think was the most enjoyable part of this book?

What couldn't you get used to?

Have you been to the cinema since you arrived?

How did people use to spend their time before..?

Estructurar habilidades de comunicación complejas.

Required structures for complex communicative skills

What would you like to have done?
 Why do you regret not having learned to use the computer properly?
 What would you have suggested to improve working conditions?
 Do you think we have been badly informed all these years?
 What do you hope to be doing this time next year?
 Can we look forward to having Jobs in the future?

INSTITUTO UNIVERSITARIO PUEBLA	HOJA:	4	DE	4
--------------------------------	-------	---	----	---

ASIGNATURA: INGLÉS VI

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

EXPERIENCIA DE APRENDIZAJE (METODOLOGÍA):

GUIDANCE

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 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

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 contain, 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-grammer and writing	70%
Attendance	10%
Participation	10%
Tasks	10%

SUGGESTED TOPICS

What influence do you think TV advertising really has?

Are you optimistic about the state of the world as we approach the year 2010?

What inventions of the last few years have been most influential?

What measures can be implemented to prevent starvation?

Do you find the characters in this book believable? Why not?

Do you accept that point of view? Why?

What thoughts must have been going through his/ her head?

In your opinions, what had the management been expecting to happen?

Who doesn't agree with me?

I was going to study medicine but... or...I should have studied medicine but...

This is a good idea in theory, but rather impractical.

The author had obviously been thinking about his subject for a long time...

I thought it was an excellent proposal to begin with, but in practice...

The main purpose of the experiment was to....

It could have been written this century...

It must have had a considerable effect...

It really depends what you mean by...

Conversation and fluency	80%
--------------------------	-----

Reading	10%
---------	-----

Writing	10%
---------	-----