



1. INFORMACIÓN DEL CURSO¹

Denominación: Lengua Extranjera III	Tipo: Taller	Nivel: Licenciatura.
Área de formación: FBC	Modalidad: Mixta	Prerrequisitos: EDHU IG913
Horas totales: 120	Créditos: 8	Clave del curso: IG914
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Relación con el perfil de egreso

Área transversal: discuss concrete and abstract topics, maintain technical discussions in his/her field of specialisation, develop interactions with degree of fluency and spontaneity; produce clear, detailed texts on a wide range of subjects, provide viewpoints, advantages and disadvantages.

Relación con el plan de estudios

INGLES I, INGLÉS II, **INGLÉS III**, INGLÉS IV, INGLES V.

Campo de aplicación profesional de los conocimientos que promueve el desarrollo de la unidad de Aprendizaje

The student can identify, recognize and summarize the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

2. DESCRIPCIÓN

Objetivo general del curso

Explain the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Deal with most situations likely to arise whilst travelling in an area where the language is spoken. Produce simple connected text on topics which are familiar or of personal interest. Describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

Objetivos parciales o específicos

- Duplicate the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. Recognize the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
- Analyze texts that consist mainly of high frequency everyday or job-related language. Write the description of events, feelings and wishes in personal letters.
- Deal with most situations likely to arise whilst travelling in an area where the language is spoken. Enter

¹ Este formato se trabajó con base en los términos de referencia del artículo 21 del Reglamento General de Planes de Estudio de la Universidad de Guadalajara.



unprepared into conversation on topics that are familiar, of personal interest or pertinent everyday life (e.g. family, hobbies, work, travel and current events).

- Connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. Provide reasons and explanations for opinions and plans. Narrate a story or relate the plot of a book or film and describe reactions.
- Write simple connected text on topics which are familiar or of personal interest. Write personal letters describing experiences and impressions.

Contenido temático

UNIT 1: NEW MILLENNIUM

UNIT 2: CULTURE VULTURE

UNIT 3: TICKETS, MONEY, PASSPORT

UNIT 4: IT COULD HAPPEN TO ANYONE!

UNIT 5: MUSICAL NOTES

UNIT 6: LIVING SPACES

Estructura conceptual del curso

UNIT 1: NEW MILLENNIUM: characteristics of millennials, follow-up questions, past events, online activities, people's reactions, sources of information.

UNIT 2: CULTURE VULTURE: movies, informal conversation, cultural activities, asking for more information, comparisons, expressing opinions, cultural awareness.

UNIT 3: TICKETS, MONEY, PASSPORT: blog, vacation plans, responding appropriately, vacation destination, permission and making requests, opinions, possessions and travel essential.

UNIT 4: IT COULD HAPPEN TO ANYONE!: customs, informal conversation, important life changes and experiences, good and bad experiences, experiences and feelings.

UNIT 5: MUSICAL NOTES: popular music, recommendations, starting and ending a conversation, concerts, advice, music icons, presentation.

UNIT 6: LIVING SPACES: online forum, agreeing and disagreeing, inquiries, topic sentences, thing you need to/have to/don't have to do, habits, living spaces, housekeeping, options.



Modalidad de evaluación

Instrumento de evaluación	Factor de ponderación
Convencionales: dos exámenes departamentales (parcial y final) concensados y aprobados por la Academia de Habilidades Instrumentales y Lenguas	
Desempeño: Portafolio de evidencias en línea mediante el acceso al libro de trabajo. Asistencia semanal al taller en el Centro de Aprendizaje Global.	
Convencional: Examen parcial	30%
Convencional: Examen final	30%
Desempeño: Portafolio de evidencias en línea	20%
Desempeño: Centro de Aprendizaje Global	20%
Total	100%

Elementos del desarrollo de la unidad de aprendizaje (asignatura)

Conocimientos	Past progressive, past progressive and simple past, comparatives with as...as/not as...as, superlatives, reflexive pronouns, modals of permission, request and offer; present perfect, ever/never, present perfect – how long and for/since, present perfect and simple past, should and ought to for advice, have to for obligation and need to for necessity, comparative and superlative adverbs.
Habilidades y Destrezas	Explain the advantages and disadvantages of sources of information, discuss and justify cultural differences, estimate and guess, classify past experiences, narrow the focus of a presentation, choose from different options, discuss and list requirements.
Valores y Actitudes	Cooperation, interaction, communication, active engagement, participation, novelty, motivation, and attention. Using different learning styles and students' multiple intelligences.

3. BIBLIOGRAFÍA BÁSICA

Autor(es)	Título	Editorial	Año	URL o biblioteca digital donde está disponible (en su caso)
Steve Taylore-Knowles, Mickey Rogers, Joanne Taylore-Knowles, Dorothy E. Zemach.	openMind	MACMILLAN		



4. BIBLIOGRAFÍA COMPLEMENTARIA

Autor(es)	Título	Editorial	Año	URL o biblioteca digital donde está disponible (en su caso)

5 PLANEACIÓN POR SEMANAS

HOURS	UNIT & TOPIC	UNIT OPENER	READING, LISTENING, SPEAKING, & WRITING	GRAMMAR, VOCABULARY, & PRONUNCIATION	LIFESKILLS	LANGUAGE WRAP-UP & WRITING WORKSHOP	WORKBOOK & EXTRA (OC = outside class)
1 hr	Course introduction & Grammar review pp. 6–8						Placement Test (if not done)
4 hrs 45 min (4.75 hrs)	1 NEW MILLENNIUM pp. 9–18 Topic area: Learn language for talking about cultural trends and important events	p. 9 10 min	<u>READING</u> p. 13 30 min Pronoun reference <u>LISTENING</u> p. 10 30 min Listening to a talk <u>SPEAKING</u> p. 12 30 min Asking follow-up questions <u>WRITING</u> p. 15 30 min Writing about an event	<u>GRAMMAR 1</u> p. 11 30 min Past progressive <u>GRAMMAR 2</u> pp. 14–15 30 min Past progressive and simple past <u>VOCABULARY 1</u> p. 10 10 min Internet activities <u>VOCABULARY 2</u> p. 12 10 min Describing reactions <u>PRONUNCIATION</u> p. 13 (OMIT) Vowel + consonant sound + e	<u>LIFESKILLS</u> pp. 16–17 (OMIT) Identifying sources of information	<u>LANGUAGE WRAP-UP</u> p. 18 (OMIT) <u>WRITING WORKSHOP</u> (Online resource) 30 min	<u>WORKBOOK</u> (Print or Online Workbook) OC Unit 1 <u>GRAMMAR REFERENCE</u> pp. 142–143 OC Unit 1 <u>VIDEO</u> OC Unit 1 <u>TESTS</u> 45 min Unit 1



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HOURS	UNIT & TOPIC	UNIT OPENER	READING, LISTENING, SPEAKING, & WRITING	GRAMMAR, VOCABULARY, & PRONUNCIATION	LIFESKILLS	LANGUAGE WRAP-UP, SPEAKING WORKSHOP, & COMMUNICATIVE WRAP-UP	WORKBOOK & EXTRA (OC = outside class)
4 hrs 45 min (4.75 hrs)	2 CULTURE VULTURE pp. 19–28 Topic area: Learn language for expressing opinions and talking about cultural activities	p. 19 10 min	<u>READING</u> p. 25 30 min A movie review <u>LISTENING</u> p. 22 30 min Identifying speakers' opinions <u>SPEAKING</u> p. 23 30 min Talking about cultural activities <u>WRITING</u> p. 25 30 min Linking sentences	<u>GRAMMAR 1</u> pp. 20–21 30 min Comparatives with <i>as ... as / not as ... as</i> <u>GRAMMAR 2</u> p. 24 30 min Superlatives <u>VOCABULARY 1</u> p. 20 10 min Adjectives for expressing opinions <u>VOCABULARY 2</u> p. 22 10 min Cultural activities <u>PRONUNCIATION</u> p. 21 (OMIT) <i>as ... as / not as ... as</i>	<u>LIFESKILLS</u> pp. 26–27 (OMIT) Self and society: developing cultural awareness	<u>LANGUAGE WRAP-UP</u> p. 28 (OMIT) <u>SPEAKING WORKSHOP</u> (Online resource) 25 min <u>COMMUNICATIVE WRAP-UP—UNITS 1–2</u> pp. 130–131 (OMIT)	<u>WORKBOOK</u> (Print or Online Workbook) 10 min Unit 1 (go through any queries) OC Unit 2 <u>GRAMMAR REFERENCE</u> pp. 143–144 OC Unit 2 <u>VIDEO</u> OC Unit 2 <u>TESTS</u> 40 min Unit 2

HOURS	UNIT & TOPIC	UNIT OPENER	READING, LISTENING, SPEAKING, & WRITING	GRAMMAR, VOCABULARY, & PRONUNCIATION	LIFESKILLS	LANGUAGE WRAP-UP & WRITING WORKSHOP	WORKBOOK & EXTRA (OC = outside class)
4 hrs 45 min (4.75 hrs)	3 TICKETS, MONEY, PASSPORT! pp. 29–38 Topic area: Learn language for talking about travel and making requests	p. 29 10 min	<u>READING</u> pp. 32–33 30 min Pronoun reference <u>LISTENING</u> p. 30 30 min Travel plans <u>SPEAKING</u> p. 35 30 min Responding appropriately <u>WRITING</u> p. 33 30 min A travel blog	<u>GRAMMAR 1</u> p. 31 30 min Reflexive pronouns <u>GRAMMAR 2</u> pp. 34–35 30 min Modals of permission, request, and offer <u>VOCABULARY 1</u> p. 30 10 min Travel essentials <u>VOCABULARY 2</u> p. 33 10 min Travel <u>PRONUNCIATION</u> p. 35 (OMIT) <i>/s/ vs. /ʃ/</i>	<u>LIFESKILLS</u> pp. 36–37 (OMIT) Estimating and guessing	<u>LANGUAGE WRAP-UP</u> p. 38 (OMIT) <u>WRITING WORKSHOP</u> (Online resource) 25 min	<u>WORKBOOK</u> (Print or Online Workbook) 10 min Unit 2 (go through any queries) OC Unit 3 <u>GRAMMAR REFERENCE</u> pp. 144–145 OC Unit 3 <u>VIDEO</u> OC Unit 3 <u>TESTS</u> 40 min Unit 3



HOURS	UNIT & TOPIC	UNIT OPENER	READING, LISTENING, SPEAKING, & WRITING	GRAMMAR, VOCABULARY, & PRONUNCIATION	LIFESKILLS	LANGUAGE WRAP-UP, SPEAKING WORKSHOP, & COMMUNICATIVE WRAP-UP	WORKBOOK & EXTRA (OC = outside class)
4 hrs 45 min (4.75 hrs)	4 IT COULD HAPPEN TO ANYONE! pp. 39–48 Topic area: Learn language for talking about experiences, feelings, and opinions	p. 39 10 min	<u>READING</u> p. 42 30 min An article <u>LISTENING</u> pp. 42–43 30 min Identifying speakers' opinions <u>SPEAKING</u> p. 45 30 min Talking about important life changes and experiences <u>WRITING</u> p. 45 30 min Linking sentences	<u>GRAMMAR 1</u> pp. 40–41 30 min Present perfect—<i>ever/never</i> <u>GRAMMAR 2</u> p. 44 30 min Present perfect—<i>How long and for/since</i> <u>VOCABULARY 1</u> p. 40 10 min Good and bad experiences <u>VOCABULARY 2</u> p. 43 10 min Feelings <u>PRONUNCIATION</u> p. 41 (OMIT) Initial clusters	<u>LIFESKILLS</u> pp. 46–47 (OMIT) Active listening	<u>LANGUAGE WRAP-UP</u> p. 48 (OMIT) <u>SPEAKING WORKSHOP</u> (Online resource) 25 min <u>COMMUNICATIVE WRAP-UP—UNITS 3–4</u> pp. 132–133 (OMIT)	<u>WORKBOOK</u> (Print or Online Workbook) 10 min Unit 3 (go through any queries) OC Unit 4 <u>GRAMMAR REFERENCE</u> pp. 146–147 OC Unit 4 <u>VIDEO</u> OC Unit 4 <u>TESTS</u> 40 min Unit 4



HOURS	UNIT & TOPIC	UNIT OPENER	READING, LISTENING, SPEAKING, & WRITING	GRAMMAR, VOCABULARY, & PRONUNCIATION	LIFESKILLS	LANGUAGE WRAP-UP & WRITING WORKSHOP	WORKBOOK & EXTRA (OC = outside class)
4 hrs 45 min (4.75 hrs)	5 MUSICAL NOTES pp. 49–58 Topic area: Learn language for describing types of music and giving opinions about music	p. 49 10 min	<u>READING</u> p. 52 30 min Prediction <u>LISTENING</u> p. 53 30 min Different opinions <u>SPEAKING</u> p. 55 30 min Starting and ending a conversation <u>WRITING</u> p. 55 30 min An informal review	<u>GRAMMAR 1</u> p. 51 30 min Present perfect and simple past <u>GRAMMAR 2</u> p. 54 30 min <i>should</i> and <i>ought to</i> for advice <u>VOCABULARY 1</u> p. 50 10 min Types of music <u>VOCABULARY 2</u> p. 53 10 min Adjectives for describing music <u>PRONUNCIATION</u> p. 50 (OMIT) <i>/æ/</i> vs. <i>/e/</i>	<u>LIFESKILLS</u> pp. 56–57 (OMIT) Narrowing the focus of a presentation	<u>LANGUAGE WRAP-UP</u> p. 58 (OMIT) <u>WRITING WORKSHOP</u> (Online resource) 25 min	<u>WORKBOOK</u> (Print or Online Workbook) 10 min Unit 4 (go through any queries) OC Unit 5 <u>GRAMMAR REFERENCE</u> pp. 148–149 OC Unit 5 <u>VIDEO</u> OC Unit 5 <u>TESTS</u> 40 min Unit 5
HOURS	UNIT & TOPIC	UNIT OPENER	READING, LISTENING, SPEAKING, & WRITING	GRAMMAR, VOCABULARY, & PRONUNCIATION	LIFESKILLS	LANGUAGE WRAP-UP, SPEAKING WORKSHOP, & COMMUNICATIVE WRAP-UP	WORKBOOK & EXTRA (OC = outside class)
4 hrs 45 min (4.75 hrs)	6 LIVING SPACES pp. 59–68 Topic area: Learn language for talking about homes and household chores	p. 59 10 min	<u>READING</u> pp. 64–65 30 min An online forum <u>LISTENING</u> p. 62 30 min Understanding instructions and processes <u>SPEAKING</u> p. 60 30 min Describing living spaces <u>WRITING</u> p. 65 30 min Identifying paragraph structure	<u>GRAMMAR 1</u> p. 61 30 min <i>have to</i> for obligation and <i>need to</i> for necessity <u>GRAMMAR 2</u> pp. 62–63 30 min Comparative and superlative adverbs <u>VOCABULARY 1</u> p. 60 10 min Objects in a house <u>VOCABULARY 2</u> p. 63 10 min Phrasal verbs <u>PRONUNCIATION</u> p. 64 (OMIT) Stress patterns with phrasal verbs	<u>LIFESKILLS</u> pp. 66–67 (OMIT) Considering different options	<u>LANGUAGE WRAP-UP</u> p. 68 (OMIT) <u>SPEAKING WORKSHOP</u> (Online resource) 25 min <u>COMMUNICATIVE WRAP-UP—UNITS 5–6</u> pp. 134–135 (OMIT)	<u>WORKBOOK</u> (Print or Online Workbook) 10 min Unit 5 (go through any queries) OC Unit 6 <u>GRAMMAR REFERENCE</u> pp. 149–150 OC Unit 6 <u>VIDEO</u> OC Unit 6 <u>TESTS</u> 40 min Unit 6
1 hr	Mid-course Test						

Perfil del profesor:

Licenciatura o maestría en Docencia del Inglés como Lengua Extranjera, Language proficiency level: TOEFL PBT: 600, TOEFL IBT: 100, IELTS: 7, CENNI, C1.