



**UNIVERSIDAD AUTÓNOMA DEL ESTADO DE MORELOS**  
**SECRETARÍA ACADÉMICA**



**DIRECCIÓN DE EDUCACIÓN MEDIA SUPERIOR**

**PROGRAMA DE ESTUDIO**

**NOVI 2008**



**SUBJECT: ENGLISH I**

**GENERAL DATA:**

**SEMESTER:** FIRST

**NUMBER OF HOURS per WEEK:** 4

**N° of CREDITS:** 8

**AXIS OF FORMATION:** Communication, Language and Information Technologies.

**CODE:** 04ING1B1

**DATE OF REELABORATION:** June 2002

**Accepted by the English Academy for ciclo escolar 2008-2009**

**GENERAL OBJECTIVE:** Students will be able to use English in communicative situations in which they should share information and get information from their peers. This has to be in the domains of Listening, Speaking, Reading and Writing.

**CONTENT:**

UNIT	TOPIC	COMUNICATIVE AIMS	GRAMMAR	VOCABULARY
<b>Unit 1</b> <b>WELCOME</b> <b>Objective.</b> A. Students will be able to introduce themselves. B. They will ask and give information about their age and nationality C. They will use possessive adjectives too.	Lesson 1 Meeting people	Saying your name, where you are from; Introducing other people	I'm - name / I'm from... This is- name? Where are you from...? Are you from...?	Countries and Nationalities
	Lesson 2 Talking about people	Asking about people Asking about nationalities Talking about age.	Who's that? He's / She's... Is he / she...? How old are you? / Is he? I'm / He's / She's...	Numbers and Nationalities
	Lesson 3 Giving personal details	Asking for information Checking information Talking about possession	What's your...? We're / You're... This is my/ your/ his/ her/ our-	Numbers, Countries and Nationalities
<b>Unit 2</b> <b>WHERE ARE WE?</b> <b>Objective.</b> A) Students will be able to give information about the location and places.	Lesson 1 Places in school / Town In a country	Giving an opinion Giving information Clarifying information.	This is... That's... It's... Adjectives These, Those.	Facilities: School /Bank/Gym, etc. Adjectives: Great/fantastic/terrible/ huge/small. Colors.
	Lesson 2 Places	Asking about places Talking about places	Is there a...? There's... Near/ on / in any,some	Facilities: Recreational center. Soccer field, etc.

	Lesson 3 Places	Asking about location Describing location	Where's...? What, When, Why, How. Across from / next to/between. It's on ... Street.	Prepositions of place. Next to / between/ across from / near.
<b>Unit 3</b> <b>AT THE DANCE CLUB</b> A) Students will be able to use the possessive form ('s) B)They will use countable and uncountables nouns, too.	Lesson 1 Possessions	Talking about possessions	What's...? These / Those... Whose...? They're/It's X's Possessive's Plurals.	Personal possessions: Clothes, dismant, cap, earrings Colors.
	Lesson 2 Food	Talking about quantity Asking about quantity	Is there any.../ Are there any...? Yes there is/are... No, there isn't/ aren't. There's some...	Food. Countable and uncountables. Measures Inch, Feet, Yard, Mile, Onze, etc...
	Lesson 3 Quantities	Talking about quantity Asking about quantity	How much ...is there? How many ... Are there? Imperatives.	Quantities
<b>Unit 4</b> <b>GETTING TO KNOW EACH OTHER</b> <u>Objective.</u> A) Students will be able to talk and write about their hobbies, leisureactivities and their abilities.	Lesson 1 Hobbies and leisure activities	Asking about likes and dislikes Talking about likes and dislikes	Do you like...? Yes, I do/ No I don't Does he/she like...?Yes he/she does./ No he/she does not. But/and/too like.../ don't like/ X likes	Sports: swimming,rollerblading, etc. Music: rock, reggae,etc.
	Lesson 2 Abilities	Asking about ability Talking about ability	Can you...? Yes, I can /No, I can't Can ... I / I can't...	Activities: playing,cards/riding a motorbike, etc.
	Lesson 3 Activities	Asking about routines Talking about routines	How often do you.../ How often does he/she..? Where do you ..? Expressions of frequency: Twice a week/ Every day/on+days of the week.	Frequency: once a week / twice a week, etc. Frequency Adverbs. Always, seldom, rarely usually,never,etc.
<b>Unit 5</b> <b>RELATIONSHIPS</b> <u>Objective.</u> A) Students will be able to talk and write about their routines and daily activities.	Lesson 1 The family	Asking for information Giving information	What does he / she Do? What does your ... Do? He's/ She's a... Do you have brothers and sisters.	Family relationships Occupationsand professions.
	Lesson 2 Routines	Asking about routines Talking about routines	What time...? When do you / does he/ she...?	Times of the day: morning, afternoon, evening.
	Lesson 3 Other people	Asking about places and events Describing places and events	Present simple : review and consolidation What's ... like?	Places and events Celebrations

### **TEACHING ACTIVITIES:**

1. Presentation of a brief dialog or several mini-dialogs preceded by a motivation ( relating the dialog situation ( s ) to the learners' probable community experiences )
2. Discussion of the function and situation- people, roles, setting, topic, and the informality or formality of the language which the function and situation demand.
3. Oral practice of each utterance of the dialog segment to be presented that day (entire class repetition, half class, groups, individuals ) generally preceded by your model. If mini-dialogs are used, engage in similar practice.
4. Questions and answers based on the dialog topic ( s ) and situation itself. ( inverted wh, or or questions )
5. Questions and answers related to the students' personal experiences but centered around the dialog theme.
6. Study one of the basic communicative expressions in the dialog or one of the structures which exemplify the function. you will wish to give several additional examples of the communicative use of the expression or structure with familiar vocabulary in unambiguous utterances or minidiologs ( using pictures , simple real objects, or dramatization ) to clarify the meaning of the expression or structure.
7. Learner discovery of generalizations or rules underlying the functional expression or structure. This should include at least four points. Its oral and written forms ( the elements of which it is composed e.g. : How about + verb+ing) its position in the utterance, its formality or informality in the utterance, and in the case of a structure, its grammatical function and meaning.
8. Oral recognition, interpretative activities ( two to five depending on the learning level, the language knowledge of the students, and related factors).
9. Oral production activities- proceeding from guided to freer communication activities.
10. Copying of the dialogs or minidiologs or modules if they are not in the class text.
11. Sampling of the written homework assignment, if given.
12. Evaluation of learning ( oral only ) e.g. How would you ask your friend to \_\_\_\_\_ And how would you ask to \_\_\_\_\_.

### **TEACHING MATERIALS**

Text-based materials.

Task-based activities

-Games, role plays, simulations, and task-based communicative activities, exercise handbook, cue cards, activity cards, pair-communication practice materials, and student-interaction practice booklets.

Realia. Language-based realia, such as signs, magazines, advertisements and newspapers. Graphic and visual sources around which communicative activities can be built, such as maps, pictures, symbols, graphs, and charts.

Different kinds of objects can be used to support communicative exercises, such as plastic model to assemble from directions, etc.

## BIBLIOGRAPHY

### East -west I.

by Kathleen Graves and David P. Rein. Oxford University Press.

### In Contact I

by N. Elizabeth Lavie, Sandra J. Briggs, Charles Raht and Barbara R. Denman. Beginning ScottForsman English.

### Interactive English I

by María Sara Rodríguez, Carol Lethaby and Alan Batterby. HEINEMANNELT

### Reflexions I

by James Taylor, Mickey Rogers, Nancy Stanley, Julie Kniveton, Manuel Luna. Mac Mill Editores, S.A. de C.V.

## VERBS ENGLISH I

Elaborated in June of 1999

	INFINITIVE	PRESENT TENSE	SPANISH
1	TO BE	AM, IS, ARE	SER, ESTAR
2	TO HAVE	HAVE, HAS	TENER, HABER
3	TO MEET	MEET, MEETS	ENCONTRAR ( CONOCER PERSONAS )
4	TO SAY	SAY, SAYS	DECIR
5	TO TELL	TELL, TELLS	COMUNICAR, NARRAR
6	TO READ	READ, READS	LEER
7	TO WRITE	WRITE, WRITES	ESCRIBIR
8	TO TYPE	TYPE, TYPES	MECANOGRAFIAR
9	TO SPELL	SPELL, SPELLS	DELETREAR
10	TO SPEAK	SPEAK, SPEAKS	HABLAR
11	TO TALK	TALK, TALKS	PLATICAR
12	TO WALK	WALK, WALKS	CAMINAR
13	TO STAND UP	STAND UP, STANDS UP	PONERSE DE PIE
14	TO REPEAT	REPEAT, REPEATS	REPETIR
15	TO GO	GO, GOES	IR
16	TO COME	COME, COMES	VENIR
17	TO RUN	RUN, RUNS	CORRER
18	TO PLAY	PLAY, PLAYS	JUGAR, (TOCAR INSTRUMENTO MUSICAL)
19	TO RIDE	RIDE, RIDES	CABALGAR, PASEAR
20	TO DRIVE	DRIVE, DRIVES	MANEJAR, (CONducir un VEHICULO)
21	TO SKATE	SKATE, SKATES	PATINAR
22	TO SWIM	SWIM, SWIMS	NADAR
23	TO PAY	PAY, PAYS	PAGAR, PONER ATENCIÓN
24	TO SELL	SELL, SELLS	VENDER
25	TO BUY	BUY, BUYS	COMPRAR
26	TO DANCE	DANCE, DANCES	BAILAR
27	TO DRINK	DRINK, DRINKS	INGERIR, BEBER
28	TO GIVE	GIVE, GIVES	OBSEQUIAR, REGALAR, DAR
29	TO SEND	SEND, SENDS	ENVIAR, MANDAR
30	TO DELIVER	DELIVER, DELIVERS	ENTREGAR, REPARTIR
31	TO RECEIVE	RECEIVE, RECEIVES	RECIBIR
32	TO EAT	EAT, EATS	COMER
33	TO WAKE UP	WAKE UP, WAKES UP	LEVANTARSE

34	34. TO SLEEP	SLEEP, SLEEPS	DORMIR
35	TO COME BACK	COME BACK, COMES BACK	REGRESAR
36	TO WORK	WORK, WORKS	TRABAJAR
37	TO LISTEN	LISTEN, LISTENS	ESCUCHAR
38	TO ASK	ASK, ASKS	PREGUNTAR, PEDIR
39	TO ANSWER	ANSWER, ANSWERS	CONTESTAR, RESPONDER
40	TO LEARN	LEARN, LEARNS	APRENDER, "SABER"
41	TO REST	REST, RESTS	DESCANSAR
42	TO TRANSLATE	TRANSLATE, TRANSLATES	TRADUCIR
43	TO STOP	STOP, STOPS	PARAR, DETENER
44	TO USE	USE, USES	USAR, UTILIZAR
45	TO PRACTICE	PRACTICE, PRACTICES	PRACTICAR
46	TO DRAW	DRAW, DRAWS	TRAZAR, DIBUJAR
47	TO STUDY	STUDY, STUDIES	ESTUDIAR
48	TO COPY	COPY, COPIES	COPIAR
49	TO OPEN	OPEN, OPENS	ABRIR
50	TO CLOSE	CLOSE, CLOSES	CERRAR
51	TO INTRODUCE	INTRODUCE, INTRODUCES	PRESENTAR

**Avalado por la Academia Interescolar en sesión del 2 de junio de 2008:**

Rubén López Flores,  
 Georgina Viviana Vaglienty Trejo,  
 María Dolores Rosales Pantoja,  
 Celia Medina Munguía,  
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 Z. Diana Camargo Camargo,  
 María del Carmen Rosales González,

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 Emma Arroyo Giles,  
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