



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

DIRECCIÓN DE EDUCACIÓN MEDIA SUPERIOR

PROGRAMA DE ESTUDIO



NOV 2008



SUBJECT: **ENGLISH III**

GENERAL DATA:

SEMESTER: THIRD

NUMBER OF HOURS per WEEK:3

No. of CREDITS: 6

AXIS OF FORMATION: Communication, Language and Information Technologies.

CODE: 23ING3B3

DATE OF REELABORATION: June 2002

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

GENERAL OBJETIVE: Students will be able to communicate in English in different contexts by improving the skills of Listening, Speaking, Reading and Writing.

COURSE DESCRIPTION: Eclectic Approach to Language Teaching.

*THEORY OF LANGUAGE	<ul style="list-style-type: none"> - Language learning is viewed as acquiring linguistic means to perform different kinds of functions. - Language is viewed as vehicle for communicating meanings and messages. - Language as communication so as to develop Communicative Competence.
*THEORY OF LEARNING	<ul style="list-style-type: none"> - Learner Training is beneficial to learning. - The Communication Principle: Activities that involve real communication promote learning. - The Task Principle: Activities in which language is used for carrying out meaningful tasks promote learning. - The Meaningfulness Principle: Language that is meaningful for the learner which supports the learning process
*DESIGN - OBJECTIVES	<ul style="list-style-type: none"> - The approach is offered as a general set of principles applicable to a wide variety of situations. <p>The specific objectives depend upon learner needs the skill, and the level being taught.</p>
- THE SYLLABUS	<ul style="list-style-type: none"> - The approach is designed to develop basic communication skills - both oral and written. - Specific grammatical points, lexical patterns, and generalizations will be isolated by the teacher for more detailed study and analysis. - Includes situations in which students might need to use a foreign language.
*TYPES OF LEARNING AND TEACHING ACTIVITIES	<ul style="list-style-type: none"> - Activities are unlimited, provided that such exercises enable learners to attain the communicative objectives of the curriculum, engage them in communication, and

	<p>require the use for such communicative processes as information sharing, negotiation of meaning, and interaction.</p> <ul style="list-style-type: none"> - Two main types of activities are included: <ul style="list-style-type: none"> a) Functional communication activities: comparing pictures and noting similarities and differences; working out a likely sequence of events in a set of pictures, solving problems, etc. b) Social interaction activities: conversations and discussion sessions, role plays, improvisations, etc. - Activities that promote learner autonomy, such as needs analyses and self-assessment exercises.
<i>*LEARNER ROLE</i>	<p>The role of learner as negotiator -between the self, the learning process, and the object of learning -emerges and interacts with the role of joint negotiator within the group and within the classroom, procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gains, and thereby learn in an interdependent way.</p>
<i>*TEACHER'S ROLE</i>	<p>Essentially, teachers have two major roles in the classroom:</p> <ul style="list-style-type: none"> a) To create the conditions under which learning can take place: the social side of teaching. b) to impart, by a variety for means, knowledge to their learners: the task oriented side of teaching. <p>Teachers may have different roles, such as:</p> <ul style="list-style-type: none"> Manager Resource Guide Evaluator Organizer Instructor
<i>*THE ROLE OF INSTRUCTIONAL MATERIALS</i>	<p>The role of instructional material is to promote communication in the classroom and promote learner autonomy.</p> <p>The three main kinds of materials used in this approach are the following:</p> <p><i>Text-based materials:</i> These include different coursebooks to support Language Teaching in the classroom.</p> <p><i>Task-based materials:</i> A variety of games, role play, songs, simulations, group discussions and any other task-based communication activities within the class.</p> <p><i>Realia:</i> Magazines, newspapers, brochures, signs, advertisements and visual sources to support or promote communicative activities</p>

* The following course is the result of the implementation of the previous syllabus that the English Teachers in different Preparatory Schools did last December-June.

Due to the actual teaching situation that teachers face at this level, such as large and mixed ability groups, the lack of appropriate teaching equipment and the difficulties of the English language learning itself, several adjustments have been done. It is important to mention that some changes may be done through the courses according to the students' needs and situations.

CONTENT:

UNIT	TOPIC	COMMUNICATIVE AIMS	GRAMMAR	VOCABULARY
<p>Unit 1 OUR TRIP Objective. Students will be able to use the simple past tense and also be able to differentiate the use of regular and irregular verbs.</p>	<p>A trip During the trip Experiences after the trip. Historical facts</p>	<p>Asking and making questions giving answers talking about vacations</p>	<p>Simple past tense (regular and irregular verbs)</p>	<p>Holidays /sightseeing describing experiences/ resorts weather.</p>
<p>WHAT HAPPENED LAST WEEK Objectives Students will be able to use the past continuous tense to express actions in progress in the past and actions happening at a point in the past time.</p>	<p>Movie Events Activities News Events Important dates</p>	<p>Talking about actions in progress in past Asking about preferences Describing background events in a story.</p>	<p>Talking about actions in progress in past Asking about preferences Describing background events in a story.</p>	<p>Feelings, reactions, experiences</p>
<p>Unit 2 MY PLANS FOR THE FUTURE . Objectives Students will be able to use the 1st I and 2nd conditional. They will also be able to differentiate between them.</p>	<p>Plans Decisions</p>	<p>Asking and talking about future possibilities Asking information about different situations.</p>	<p>First conditional Second conditional</p>	<p>Dreams, wishes and plans.</p>
<p>Unit 3 Objectives Students will be able to use the present perfect tense using it in real situations.</p>	<p>Traveling Places to visit Places to eat</p>	<p>Asking and giving information about places</p>	<p>Present perfect . Ever, since, for, still, myet, already.</p>	<p>Health /Food /</p>
<p>Unit 4 Objectives Students will be able to discriminate present aand past perfect tense.</p>	<p>Games Rules Statistics.</p>	<p>Making compairsons Showing interest</p>	<p>Pasr perfect Present perfect</p>	<p>Games and rules</p>

TEACHING ACTIVITIES:

- Activities in which the students *use* language rather than *learn* more about the structure.
- Integrated skills activities in which students use language to communicate in real life situations.
- Activities to promote learner autonomy, such as self-assessment exercises.
- Activities to have students reflect on their learning styles and find the learning strategies that suit them best. These activities may include questionnaires either in English or in their mother tongue, group discussions or surveys.
- Activities to help students develop their own intrinsic motivation towards language learning.

TEACHING MATERIALS

- As mentioned before, the teaching material to be used in the classroom may be:
 - Text-based materials
 - Task-based materials
 - Realia

BIBLIOGRAPHY

- Graves, K., and Rein, David. 1989. **East West 2-3.** Oxford University Press.
- Rodríguez S. María, Lethaby Carol, Battersby. **Interactive 1.**
- Shepherd John, Rossner Richard, Taylor James. **Ways to Grammar.**

**VERBS
ENGLISH III**

Elaborated in June of 1999

	INFINITIVE	PRESENT	PAST	PAST PARTICIPLE	PRESENT PARTICIPLE	SPANISH
1	TO SAVE	SAVE(S)	SAVED	SAVED	SAVING	AHORRAR, SALVAR
2	TO HELP	HELPE(S)	HELPED	HELPED	HELPING	AUXILIAR, AYUDAR
3	TO PUSH	PUSH(ES)	PUSHED	PUSHED	PUSHING	EMPUJAR
4	TO FIND	FIND(S)	FOUND	FOUND	FINDING	ENCONTRAR
5	TO PULL	PULL(S)	PULLED	PULLED	PULLING	JALAR, TIRONEAR
6	TO TEACH	TEACH(ES)	TAUGHT	TAUGHT	TEACHING	ENSEÑAR
7	TO CLEAN	CLEAN(S)	CLEANED	CLEANED	CLEANING	ASEAR, LIMPIAR
8	TO CRY	CRY, CRIES	CRIED	CRIED	CRYING	LLORAR, GRITAR
9	TO LOOK AT, FOR	LOOK(S) AT, FOR	LOOKED AT, FOR	LOOKED AT, FOR	LOOKING AT, FOR	MIRAR, BUSCAR
10	TO STAY	STAY(S)	STAYED	STAYED	STAYING	PERMANECER, QUEDARSE
11	TO SHOW	SHOW(S)	SHOWED	SHOWED	SHOWING	MOSTRAR, ENSEÑAR

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