

# “UNIVERSIDAD EMILIANO ZAPATA”

<b>OBJETIVO DE LA MATERIA</b>	Que los estudiantes obtengan los conocimientos necesarios para participar en algunas prácticas sociales del lenguaje, orales y escritas; en una actitud de compañerismo y responsabilidad. Así mismo que sean capaces de satisfacer necesidades básicas de comunicación en un rango de situaciones de la vida diaria a través de la producción e interpretación de diversas conversaciones y diferentes tipos de textos básicos del idioma Inglés.
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<b>LICENCIATURA EN</b>		<b>TRABAJO SOCIAL Y COMUNITARIO</b>					
<b>MATERIA</b>		<b>Inglés: Principios básicos del idioma ( Intro)</b>			<b>LINEA CURRICULAR</b>		<b>COMUN</b>
<b>TETRAMESTRE</b>		<b>ÁREA COMÚN</b>	<b>CLAVE</b>	<b>TSII-000</b>	<b>SERIACION</b>	<b>NO TIENE</b>	
<b>HFD</b>	<b>3</b>	<b>HEI</b>	<b>3</b>	<b>THS</b>	<b>6</b>	<b>CREDITOS</b>	<b>0</b>

UNIDAD TEMATICA	OBJETIVO DE LA UNIDAD	CONTENIDOS	RECURSOS BIBLIOGRAFICOS
<b>1. Unit I. It's nice to meet you</b>	Students discuss personal information. They say hello and introduce themselves and others using my, your, his and her. They say good bye, and exchange phone numbers using the verb to be.	<ul style="list-style-type: none"> <li>* Alphabet.</li> <li>* Greetings and leave takings.</li> <li>* Names and titles of address.</li> <li>* Numbers 0-10.</li> <li>* Phone numbers.</li> <li>* Email adress</li> </ul>	Libro:  C. Richards, Jack. Interchange Intro (4 <sup>th</sup> edition) , Student's Book Cambridge University Press 2013, New York.
<b>2. Unit 2. What's this</b>	Students discuss everyday objects, they identify and talk about personal and classroom objects using the articles <i>a/an</i> , plurals, <i>this / these</i> , and <i>it/they</i> . They learn names of common personal items; talk about things, using yes/no and where questions with be, the article <i>the</i> , and prepositions of place.	<ul style="list-style-type: none"> <li>* Articles: a, an and the.</li> <li>* Plurals: this, these and it, they.</li> <li>* Yes/no and where questions with be.</li> <li>* Locations in a room, prepositions of place: in, in front of, behind, on, next to, and under.</li> </ul>	Libro:  C. Richards, Jack. Interchange Intro (4 <sup>th</sup> edition) , Student's Book. Cambridge University Press 2013, New York.

<p><b>3. Where are you from?</b></p>	<p>Students talk about cities and countries; ask for and give information about place of origin, nationality, and they talk about people's appearances, personalities, and ages using Wh questions with be.</p>	<ul style="list-style-type: none"> <li>* Cities and countries.</li> <li>* Adjectives of personality and appearance</li> <li>* Numbers 11-103 and ages.</li> </ul>	<p>Libro:</p> <p>C. Richards, Jack. Interchange Intro (4<sup>th</sup> edition) , Student Book. Cambridge University Press 2013, New York.</p>
<p><b>4. Whose jeans are these?</b></p>	<p>Students develop skills in listening for main ideas and details about work and leisure clothes and colors using possessive adjectives and pronouns. And they talk about the weather and what people are wearing using the present continuous and conjunctions.</p>	<ul style="list-style-type: none"> <li>* Clothing</li> <li>* Colors</li> <li>* Weather</li> <li>* Seasons</li> </ul>	<p>Libro:</p> <p>C. Richards, Jack. Interchange Intro (4<sup>th</sup> edition) , Student Book. Cambridge University Press 2013, New York.</p>
<p><b>5. What are you doing?</b></p>	<p>Students talk about the time, daily activities, cities and time zones, they ask and answer questions using time expressions, and they discuss people's activities using the present continuous.</p>	<ul style="list-style-type: none"> <li>* Clock time</li> <li>* Times of the day</li> <li>* Everyday activities</li> </ul>	<p>Libro:</p> <p>C. Richards, Jack. Interchange Intro (4<sup>th</sup> edition) , Student Book. Cambridge University Press 2013, New York.</p>

<p><b>6. My sister works downtown.</b></p>	<p>Students learn vocabulary to talk about transportation and families using simple present statements, they discuss daily activities and weekly routines using simple present questions.</p>	<ul style="list-style-type: none"> <li>* Transportation</li> <li>* Family Relationships</li> <li>* Daily Routines</li> <li>* Days of the week.</li> </ul>	<p>Libro:</p> <p>C. Richards, Jack. Interchange Intro (4<sup>th</sup> edition) , Student Book. Cambridge University Press 2013, New York.</p>
<p><b>7. Does it have a view?</b></p>	<p>Students learn vocabulary to describe houses and apartments using simple present questions and short answers. They discuss furniture and dream homes using statements with there is and there are.</p>	<ul style="list-style-type: none"> <li>* Houses and apartments</li> <li>* Rooms</li> <li>* Apartments</li> <li>* Impersonal forms ( There is / There are).</li> </ul>	<p>Libro:</p> <p>C. Richards, Jack. Interchange Intro (4<sup>th</sup> edition) , Student Book. Cambridge University Press 2013, New York.</p>
<p><b>8. What do you do?</b></p>	<p>Students learn vocabulary for common jobs to talk about these and workplaces using simple present Wh- questions, and they give opinions about different jobs using be + adjective and adjective noun.</p>	<ul style="list-style-type: none"> <li>* Jobs</li> <li>* Workplaces</li> </ul>	<p>Libro:</p> <p>C. Richards, Jack. Interchange Intro (4<sup>th</sup> edition) , Student Book. Cambridge University Press 2013, New York.</p>

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**ACTIVIDADES DE APRENDIZAJE:-**

- Exposición por parte del profesor
- Trabajo individual, binas equipo o grupal.
- Elaboración de mapas conceptuales.
- Exposición de los temas por parte del alumno.
- Solución de ejercicios en forma individual y/o en equipo
- Solución de ejercicios asignados de tarea.
- Investigación de temas correspondientes a la unidad.
- Resolución de ejercicios prácticos.
- Realización de discursos y conversaciones.

**RECURSOS DIDÁCTICOS:** Pizarrón, infocus, laptop, radiograbadora, CD room, flascards, Teacher's Book.\_\_\_\_\_

**EVALUACIÓN:** Dos evaluaciones parciales que equivalen al 50%, cada uno; Examen oral que equivale al 10% en cada parcial, Portafolio de evidencias que equivale al 30% ( en el cual se incluyen los trabajos realizados, investigaciones, análisis de videos, conversaciones y traducciones, y Workbook ( libro de trabajo) que equivale un 10 % .