


<p>UNIVERSIDAD AUTÓNOMA DE CHIHUAHUA</p>  <p>UNIVERSIDAD AUTÓNOMA DE CHIHUAHUA</p> <p>UNIDAD ACADÉMICA: FACULTAD DE CIENCIAS POLÍTICAS Y SOCIALES</p> <p>PROGRAMA DEL CURSO: Inglés I</p>	<p>DES:</p>	Facultad de Ciencias Políticas y Sociales
	<p>Academic Program</p>	Administración Pública y Ciencia Política
	<p>Type of Subject: (Mandatory/optional)</p>	Mandatory
	<p>Subject key:</p>	I101
	<p>Semester:</p>	First Semester
	<p>Curriculum Area (B, P, S):</p>	Basic
	<p>Horas teóricas por semana (virtual o presencial)</p>	5
	<p>Horas taller o laboratorio por semana</p>	0
	<p>Horas práctica por semana</p>	0
	<p>Horas extra clase por semana</p>	0
	<p>Créditos por semana</p>	5
	<p><i>Total hours per semester Total hours for 16 weeks</i></p>	80
	<p>Total credits:</p>	5
	<p>Update date:</p>	November 2022
	<p><i>Prerequisite (s):</i></p>	N/A
<p>Course Purposes: Initiate the student in the use of English as a second language. The student will be able to understand and use very frequently used everyday expressions related to areas of experience that are especially relevant to them. You will be able to communicate when carrying out simple and daily tasks that do not require more than simple and direct exchanges of information on matters that are known or habitual to you. You will know how to write in simple terms about aspects of your past and your environment, as well as issues related to your immediate needs.</p> <p>Course Description:</p>		

Theoretical-practical course proposes to initiate the student in the use of the English language as a foreign language according to the CEFR (Common European Framework of Reference) for languages. At the end of the semester and the learning objectives are met, the student must be located at an A1 level within it (Basic User). At this level, the student will be able to understand simple information related to the immediate context when it is provided at a slow and/or deliberate cadence, write short and simple texts, as well as interact in a way that can cover their basic needs of daily life at an international level.

Course Requirements:

- *Be enrolled in the course.
 - *Have a minimum attendance of 80% to be entitled to take the partial exams.
 - * Comply with their work / homework assigned by the teacher.
 - *Go to class on time, those students who arrive 15 minutes late will be tardy. Three delays equal one absence. One absence equals one hour.
 - *Submit the partial exams electronically during the semester on the day and time indicated by the teacher.
- For the proper development of the course it is necessary that the student commits to:
- *Read at home the assigned topics and/or tasks assigned by the teacher at the end of each class.
 - * Comply with the material assigned by the teacher on the Moodle platform.
 - *Participate in class.
 - *Respect the opinions of others.
 - *Present: oral exam in the form of project presentation, interview or simulation of situations, for the practice of consolidating skills for the linguistic production of the English language corresponding to your level, as indicated by your teacher.

PERFORMANCE OF THE COMPETENCES (Performances)	OBJECTS OF STUDY (Contents, themes and sub-themes)	LEARNING OUTCOMES	METHODOLOGY (Strategies, sequences, teaching resources)	EVIDENCE PERFORMANCE
1.Teamwork and Leadership 2. Problem Solving 3. Sociocultural 4. Communication 5. Entrepreneur	Unit A Getting to know people In this unit the student will be able to provide personal information, identify different people (Be	Lesson 1: Classmates Lesson 2: Nationalities Lesson3: Telling Names Lesson 4: New friends Lesson 5: My University Lesson 6: Language Competence Lesson 7:	Listening Comprehension Recognizes words and expressions that are commonly used to talk about habits and routines, as well	Assimilates vocabulary commonly used to provide personal information, preferences, the location of objects in a specific place,

	<p>with I-you-he-she), introduce themselves, mention nationality (Different ending for nationalities: -ish, -n, ese/ Are you/is he/she__from? I am, he/she is from__), talk about their friends, their jobs and occupations while practicing the different basic skills in the study of the language, using the verb to be in its three forms in the present simple (affirmative, negative, interrogative).</p> <p>Unit B Family and friends In this unit, we will practice the exchange of personal information, the student will be able to describe the places where he/she lives and his/her relatives</p>	<p>Introducing People Lesson 8: Jobs and Occupations Lesson 9: Communicative Competence Lesson 10: Unit Test Lesson 11: Close Relatives. Lesson 12: My Hometown Lesson 13: Mr. Lee is a Tall Teacher Lesson 14: Garments and Attitudes Lesson 15: Leader or Manager? Lesson 16: Best Job Ever Lesson 17: School Fair Lesson 18: Language Competence Lesson 19: Communicative competence Lesson 20: Unit Test</p>	<p>as questions with explanatory answers, locations of objects in in specific places using prepositions of place. Recognizes comparative and superlative structures in comparative of adjectives, and the appropriate use of them.</p> <p>Reading Understands short texts that use the present simple in its three basic forms, using adverbs of frequency and expressions of time appropriate for the correct use of the verb tense, and that Describing the locations of objects in specific locations using the appropriate of place.</p>	<p>as well as the use of quantifiers for countable and non-countable nouns. Recognizes the use of the verb be in its three forms (affirmative, negative and interrogative).</p> <p>Reads and understands short texts using the verb to be, texts that talk about personal preferences, personal information, and that locate objects in specific places.</p> <p>The student talks about objects located in a</p>
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	<p>(There is/are). We will also see the use of quantifiers (Some-many- any). Indicate possessions (Possessive case, Possessive Adjectives). Personal information and physical and character descriptions (What does he/she look like? What is she/he like?).</p>		<p>Assimilates information in texts that Describe and compare places, people, animals and things.</p> <p>Speaking</p> <p>It performs in a very brief and basic way, a presentation in English language where you about their habits and routines using adverbs of frequency and Adverbs of frequency and expressions of time.</p> <p>Interact in a simple way, asking and answering questions with simple.</p> <p>Asks and answers</p>	<p>specific place provides personal information. The student makes physical and character descriptions of people that can be related to his/her environment, private life or famous people he/she admires. The student practices the exchange of personal information.</p> <p>Writes short paragraphs</p>
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			<p>questions about quantities.</p> <p>Can describe people, places, animals and things, as well as be able to compare them</p> <p>Writing</p> <p>Write short and simple texts where you talk about their habits and routines using adverbs of frequency and expressions of time appropriate for the use of the present simple tense in its three forms (affirmative, negative and interrogative).</p>	<p>providing personal information such as name, nationality, place of origin.</p> <p>Describes the characteristics of people or objects, their location in a specific place and indicates possession. Uses different quantifiers when writing the location of objects in a specific place.</p>
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			Describes and compares people, objects, animals or things.	
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SOURCES OF INFORMATION (Bibliography, e-mail addresses)	ASSESSMENT OF LEARNING (Criteria, weighting and instruments)
<p>Title: LOG IN - English 1</p> <p>First edition: 2020</p> <p>All Rights Reserved © 2022 Soluciones Educativas y Académicas S.A. de C.V.</p> <p>Author: Lee Harper</p> <p>Institutional Moodle Platform.</p>	<p>Course evaluation:</p> <p>Due to the nature of the course, and seeking to develop communicative skills, according to the European Framework of Reference, the weighting for the final grade of the subject is as follows:</p> <p>60 % Theory Practice 40 % Practice</p> <p>The 60% pertains to the three partial exams, which will be applied electronically and remotely. The design of the evaluation will be in charge of the Academic Direction of the Universidad Autónoma de Chihuahua through its Language Center based on the thematic contents of the Log in textbook of the corresponding semester and will require the participation of the teacher and the English Coordinator of each Academic Unit for the determination of dates and their application.</p> <p>The assignment of this 40% will be collegiate with the English academy of each academic unit, defining the amount of hours of work for the practice of the linguistic skill. The projects will be developed with the intention of encouraging the practice of the English language through the topics seen in class based on the requirements of the Common European Framework of Reference for Languages.</p>

Evaluation criteria:

The weighting is distributed as follows:

- First partial.....20%
 - Second partial.....20%
 - Third partial.....20%
 - Oral and Written Practice
 - Written Practice
 - Listening Comprehension
 - Reading Comprehension
 - Class Participation
 - Homework
 - Attendance
 - Projects
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- The diagram uses curly braces to group items. A brace on the right side groups the three partials (20% each) and is labeled '60%'. Another brace on the right side groups 'Oral and Written Practice', 'Written Practice', 'Listening Comprehension', and 'Reading Comprehension' and is labeled '40%'. The remaining items, 'Class Participation', 'Homework', 'Attendance', and 'Projects', are not grouped.

Study objects	Weeks															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
UNIT A																
Introduction	*															
Lesson 1 Classmates		*														
Lesson 2 Nationalities		*														
Lesson 3 Telling Names			*													
Lesson 4 New Friends			*													
Lesson 5 Introducing People				*												
Lesson 6 Jobs & Occupations				*												
PARTIAL TEST 1					*											
Lesson 7 My University					*											
Lesson 8 Language Competence					*											
Lesson 9,10 Communicative Competence						*	*									
UNIT B																
Lesson 11 Close Relatives								*								
Lesson 12 My Hometown								*								
Lesson 13 Mr. Lee is a Tall Teacher									*							
Lesson 14 Garments and Attitudes									*							
PARTIAL TEST 2										*						
Lesson 15 Leader or Manager?											*					
Lesson 16 Best Job Ever												*				

Lesson 17 School Fair													*				
Lesson 18 Language Competence													*				
Lesson 19 Communicative Competence														*			
Lesson 20: Review															*		
Final project (speaking test)																*	
PARTIAL 3																	*

UNIDAD A	UNIDAD B
<p>Twominute English (5 de agosto 2013) <i>Introducing Yourself- How to Introduce Yourself in English</i> [Archivo de Video] https://www.youtube.com/watch?v=h-VKSSd9hko</p> <p>English with Lucy (14 de Agosto 2019) <i>SELF INTRODUCTION/ How to Introduce Yourself in English/ Tell Me About Yourself Interview Answer</i> [Archivo de Video] https://www.youtube.com/watch?v=QgjkjsqAzvo</p> <p>7ESL (s.f.) <i>How to Introduce Yourself Confidently!</i> https://7esl.com/introduce-yourself/</p> <p>Chris McCarthy (8 de octubre 2008) <i>Nationality Adjectives: Where's he from?</i> https://www.ecenglish.com/learnenglish/nationality-adjectives-where-he</p> <p>i.gürkan bozkut (22 de octubre 2017) <i>Where are you from? Continents, Countries & Nationalities</i> [Archivo de Video] https://www.youtube.com/watch?v=4nZWdOu0HA0</p> <p>Crown Academy of English (25 de abril 2017) <i>English listening and spelling quiz- People's names</i> [Archivo de Video]</p>	<p>Jennifer ESL (25 de febrero 2016) <i>Possesive Nouns, Inanimate nouns- English Grammar With JenniferESL</i> [Archivo de Video] https://www.youtube.com/watch?v=5taPKUVhlGI</p> <p>Your English Web: weekly English video lessons (2 de diciembre 2015) <i>English lesson- words used for describing places- palabras en inglés</i> [Archivo de Video] https://www.youtube.com/watch?v=Bvpw_GXqKVw</p> <p>Oxford Online English (5 de enero 2017) <i>Talking About Your Hometown-spoken English Lesson</i> [Archivo de Video] https://www.youtube.com/watch?v=qb-m3tEW_as</p> <p>English at Home (s.f) <i>English Grammar: There Is, there Are, Some, Any</i> https://www.english-at-home.com/grammar-there-some-any/</p> <p>Oxford Online English (22 de feberero 2017) <i>How to Describe a Person in English- Spoken English Lesson</i> [Archivo de Video]</p>

<https://www.youtube.com/watch?v=rrjWWZud-B8>

English with Max (29 de septiembre 2018) *Listening Practice (IELTS)/ spelling First and Last Names* [Archivo de Video]

<https://www.youtube.com/watch?v=Rz8YQ7AhlbA>

Speak English with Vanessa (9 de Agosto 2019) *TOP 10 Polite English Expressiones: Advanced Vocabulary Lesson* [Archivo de Video]

<https://www.youtube.com/watch?v=6kCTDhW9rqQ>

Believe idiomas (23 de septiembre) *Introducing People* [Archivo de Video]

<https://www.youtube.com/watch?v=iQSObrt5t2k>

MyEnglishpages.com (s.f.) *Introducing yourself and other people*

https://www.myenglishpages.com/site_php_files/communication-lesson-introducing-people.php

wikihow (10 de Agosto 2021) *How to Introduce People*

<https://www.wikihow.com/Introduce-People>
Ames836 (1 de junio 2015) *Jobs and Occupations: English Vocabulary* [Archivo de Video]

https://www.youtube.com/watch?v=so2QHzbU_Eg

Woodward English (20 de septiembre 2017) *Question Words in English* [Archivo de Video]

<https://www.youtube.com/watch?v=gyK47DD0ogg>

British Council (s.f.) *Question words*
<https://learnenglishteens.britishcouncil.org/grammar/beginner-grammar/question-words>

Oxford Online English (22 de febrero 2016)

How to Use To Be in English Grammar Lesson
[Archivo de Video]

<https://www.youtube.com/watch?v=929jxBdtUSM>

<https://www.youtube.com/watch?v=7bdRcIpN1jU>

Learn English Now- engVid (25 de julio 2011) *Vocabulary- 7 adjectives for describing people in English*

[Archivo de Video]

<https://www.youtube.com/watch?v=-tGuMh9UZy4>

Vocabulary.com (s.f.) *Positive Adjectives to Describe People*

<https://www.vocabulary.com/lists/238935> Learning Chocolate (s.f.) *Colors and CLothes*

<https://www.learningchocolate.com/content/colors-and-clothes>

iUniversity Prep (10 de diciembre 2013) *Cognates vs False Cognates*

[Archivo de Video]

<https://www.youtube.com/watch?v=L-u8VXrlWZQ> Grammarist (s.f.)

Cognate and false cognate

<https://grammarist.com/usage/cognate-and-false-cognate/>

<p>BBC Teach (s.f.) <i>Writing: Filling in a form</i> https://www.bbc.co.uk/teach/skillswise/filling-in-a-form/zfvrrpg8</p> <p>Cambridge Assessment English (s.f.) <i>Filling in a form</i> https://www.cambridgeenglish.org/learning-english/</p>	
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