



## PROGRAMA DE ESTUDIOS

### **I. IDENTIFICACIÓN**

**Carrera:** Licenciatura en Relaciones Internacionales

**Materia:** Lengua Extranjera II

**Curso:** 7 Semestre

**Horas Cátedras:**

Semanales: 6 (Teóricas: 3 – Prácticas: 3).

**Semestrales:** 108.

**Código:** HRRII41

**Pre Requisito:** HRRIII18

### **II. OBJETIVOS**

- ✓ Proporcionar las nociones de expresión oral en lengua inglesa de forma a desarrollar el nivel académico del alumno.
- ✓ Promover el conocimiento de otras culturas de forma a establecer un mejor relacionamiento entre dichas culturas y la cultura paraguaya.
- ✓ Desarrollar las habilidades del alumno, de tal forma que pueda expresarse fluida y correctamente en la lengua inglesa.
- ✓ Valorar las lecturas y discusiones como fuente de aprendizaje y entretenimiento.
- ✓ Comprender y producir diferentes tipos de textos orales y escritos con exigencias básicas en la lengua extranjera, atendiendo su desempeño comunicativo y social.

### **III. CONTENIDOS**

#### **UNIDAD I**

- **Language:** Simple present, pronouns. Prepositions. Present continuous and with simple present. Request: I'd like... Could I have... Present continuous – present participle with the actions.
- **Interaction:** Asking and giving information about daily routine. Asking for permission. Ordering food. Description of: places, people, clothes.



- **Reading:** Reading dialogues. Reading short articles, stories. Reading chart forms. Reading charts and forms.
- **Writing:** Writing descriptions of clothing. Writing about daily routine.
- **Listening:** Listening for gist and details. Listening to conversations to answer questions. Listening to routine. Listening to conversations.
- **Speaking:** Asking and answering questions about daily routines. Role play.

## UNIDAD II

- **Language:** Questions words with adverbial phrases of frequency. Modality: can/can't, affirmative, interrogative and negative statements. Request: I'd like... Could I have. Adverb of frequency: always, usually, often, sometimes, never, once, twice, every.
- **Interaction:** Ordering food. Making requests and apologise.
- **Reading:** Reading dialogues. Reading simple formal and informal letter. Reading and answering questionnaires. Reading ordinal numbers and dates.
- **Writing:** Writing formal and informal letters. Write a note to a pen friend. Writing a paragraph about preferences. Writing dates. Writing dialogues about: routines, likes, dislikes, offering, accepting or refusing invitations for food or drink.
- **Listening:** Listening to conversations to answer questions. Listening to concrete forms, charts. Listening to complete the missing word.
- **Speaking:** Giving commands. Telling time and dates.

## UNIDAD III

- **Language:** Simple past tenses: affirmative, interrogative and negative statements. Introduction to regular and irregular verb. Imperative: have to, must, should, shouldn't.
- **Interaction:** Asking and talking about weather. Talking about past event.
- **Reading:** Reading dialogue. Reading and answering questionnaires. Reading chart forms.
- **Writing:** Writing past event and weather. Writing dialogues about: past events.
- **Listening:** Listening to conversations to answer questions. Listening to concrete forms, chart. Listening to complete the missing words.
- **Speaking:** Role play. Describing past events, the weather, and people.

## UNIDAD IV

- **Language:** Future: "Going to" for future plans and intentions; imperative – positive and negative. Comparative and superlative of short adjectives – regular and irregular adjectives good, bad, far.



- **Interaction:** Making future plans and predictions. Describing event in progress. Making arrangements, future plans and predictions. Making comparisons with short adjectives.
- **Reading:** Reading short articles, stories. Reading chart forms. Reading forms and charts.
- **Writing:** Writing a dialogue about shopping, future plans and predictions.
- **Speaking:** Asking and answering questions about time, ability, future plans. Asking and answering questions about the weather, people, places and things.

#### **IV. ESTRATEGIAS DE ENSEÑANZA APRENDIZAJE**

- ✓ Se insistirá en el aprendizaje constructivo y significativo de los alumnos por medio de una metodología activa y participativa, algunas de las estrategias utilizadas serán la dinámica de grupos, trabajos individuales, diálogos, audiciones, ejercicios de completación y selección múltiple, entre otros.
- ✓ Se trabajará en forma interdisciplinar con las demás asignaturas de la carrera, de tal manera a que los contenidos desarrollados relacionen los conceptos básicos necesarios tengan relación con las mismas.

#### **V. CRITERIOS DE EVALUACIÓN**

- ✓ Las evaluaciones estarán de acuerdo con las estrategias de enseñanza aprendizaje, será procesual y pueden ser: pruebas escritas, orales, prácticas, grupales.
- ✓ También se recurrirá a la autoevaluación, coevaluación, y la unidireccional. Para la obtención de la calificación final se tendrá en cuenta el reglamento de la Facultad.



## **VI. BIBLIOGRAFÍA**

- ✓ *English for the teacher*. A language development course. Mary Spratt. Cambridge Teacher Training and Development. 1994
- ✓ *Teaching by Principles*. An Interactive Approach to Language Pedagogy. H. Douglas Brown. Prentice Hall Regents. 1994
- ✓ *Discourse and Language Education*. Evelyn Hatch. Cambridge Language Teaching Library. Cambridge University Press. 1994
- ✓ *Speaking*. Language Teaching. A scheme for Teacher Education. Martin Bygate. Oxford University Press. 1987
- ✓ *English Conversation*. Amy B.M. Tsui. Describing English Language. Oxford University Press. 1995
- ✓ *In Your Hands*. NPL in ELT. Jane Revell and Susan Norman. Saffire Press. 1999
- ✓ *Clockwise Advanced*. Amanda Jeffries. Oxford University Press. 2001
- ✓ *Raymont Murphy*. Essential Grammar in Use. Second Edition. 1998.
- ✓ *John and Liz Soars*. Headway Pre–Intermediate. Oxford University Press.
- ✓ *John and Liz Soars*. Headway Intermediate. Oxford University Press.
- ✓ *Rebecca Elliott*. Painless Grammar. Barron's.
- ✓ *L.G. Alexander*. Longman English Grammar. 1988.