



"El saber de mis hijos
hará mi grandeza"

UNIVERSITY OF SONORA

Central Region Unit School of Economic and Administrative Sciences Department of Economy International Business and Trade Degree

Identification Data

Subject: English III	Formative Pillar: Basic
Teaching-learning process: Course	Pre-requirement: English II
Hours per week: 5	Subsequent subject: English IV
Type: Mandatory	Credit: 10

Introduction

The educational space will be developed with a unit structure. Each unit will be focused on the development of writing and grammar in English.

General Objective

During the course, the students will develop writing skills through grammatical homeworks and exercises that will allow them to communicate through the composition of elemental writing

Specific Objectives:

The student:

1. Will learn technical vocabulary, grammatical structures and rules, and its language function, to communicate in English in situations within a real context.
2. Will increase the language and communication competences, as well as developing skills and strategies that allow them to communicate in the written form of the English language.
3. Will be able to interpret texts from different business, social and cultural topics, developing reading skills and integrate information from specific situations that allow them to answer efficiently in writing

Proficiency Units:

- Elements of a sentence
 - a. verbs
 - b. subject, object and complements
 - c. Parts of written and spoken speech
 - d. Subordinate sentences
 - e. Main sentence and types
- Sentences structure
 - a. word placement
 - b. regular sentence
 - c. order
 - d. Active voice, command verbs.
 - e. Passive voice
 - f. Sentence length
- Paragraph
 - a. unit
 - b. sequence
 - c. main ideas and supporting ideas
 - d. coherence (time, place, climax)
 - e. Punctuation
- Adjectives and adverbs
 - a. adverbs and types of adverbs
 - b. adjectives as a complement
 - c. comparatives and superlatives
 - d. adjective as a noun
 - e. double negative
- Use of verbs
 - a. Main parts, confusing verbs
 - b. Sentence sense and meanings
 - c. Accentuation in sentences
- Capitalization
 - a. Proper names
 - b. Titles before names
 - c. Titles of books, publications, magazines, etc.
 - d. First word of the sentence,
- Italics
 - a. Titles of publications
 - b. Foreigner words
 - c. Names of ships, etc.
 - d. Words, letters, figures, spoken as they are
 - e. Emphasized words
- Abbreviations
 - a. Mr. Dr. M.D., etc.
 - b. State names
 - c. Streets, companies, others.
 - d. Book divisions.
- Agreement
 - a. Subject and verb
 - b. Pronoun and antecedents
- Basic writing.

Teaching strategies:

Presentations, team work, audios, meaning search, dictionary, technology, and support material usage, in order to facilitate the reading comprehension and application of the English language in their daily life and work.

Students activities:

- Perform basic writing, listening, audiovisual and multimedia tasks.
- Team work in projects
- Participate in an active and critical way in individual or team activities.

Teacher activities:

- Presentation and explanation.
- Permanent coordination and assessment of the unit exercises
- Facilitator of the group dynamic in the listening and understanding processes.

Evaluation: general criteria for successful completion of course:

Exams
Homework
Extra class projects
Oral presentations
Participation
Attendance
Final exam
Didactic games

Bibliography

Basic:

Knight Gareth and O'Neil Mark (2002). *Business Explorer 1 & 2*. Cambridge University Press. U.K.

Schramper Azar; Betty and Hagen, Stacy A. (2007). **Basic English Grammar (RED)**. México. Pearson Longman.

Schramper Azar; Betty and Hagen, Stacy A. (2007). **Fundamentals of English Grammar**. México. Pearson Longman.

Long, Eugene E.; Buckwald, William. (1995). **Inglés Idiomático 1 y 2**. México, Trillas.

John C. Hodges; Mary E. Whiten; Winifred B. Horner and Suzanne S. Web. (1990) **Harbrace College Handbook**. United States of America, (HBJ) Harcourt Brace Jovanovich.

Complementary:

Dignen Bob and Flinders Steve (2004). **For work and life English 365. Book 2**. Cambridge University Press. U.K.

Jones, Leo and Alexander Richard. (2002). **New International Business English**. Cambridge University Press. U.K.

Knight Gareth and O'Neil Mark (2004). **Business Goals 2**. Cambridge University Press. U.K.

Naterop B. Jean (2001). **Telephoning in English**. Cambridge University Press. U.K.

Desired academic profile for person in charge of course:

Possess a professional experience or studies in areas related to the specific subject's field. At least a Bachelor's degree in Teaching English as a second language (TESOL).

Preferably any of the following certifications: TOEFL, TOEIC, ESL, etc.

Teaching experience in Higher Education in this field of at least 2 years.

Teaching and technological training:

- Proficiency in English language in the 4 basic language skills.
- Ease in teaching-learning English tasks.
- Ease in group or individual communication with students
- Ability to use technological (IT) and teaching resources (computer, projector, slides, videos, etc)
- Knowledge in the use of computational programs used for this area.
- Course the teacher training process of the university