



UNIVERSITY OF SONORA

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

Identification data.

Subject: English VI	Formative Pillar: Professional
Teaching-learning process: Course-workshop	Previous requirement: English V
Hours per week: 5	Subsequent subject:
Type: Mandatory	Credits: 10

Introduction:

The educational space will be developed with a unit structure. Each unit will aim to introduce the student to a communicative environment where he will apply the various forms of oral language that allows him to function in a bicultural environment.

General objective:

Upon completion of this level, students will be able to hold and develop a presentation and / or conversation in English language

Specific objectives:

The student will:

- Talk about daily life themes, social interaction, using the proper vocabulary in each situation.
- Proper use of formalities and informalities of the language in specific situations.
- Recognition of idiomatic expressions
- Express and discuss anecdotes, memories, opinions, about different selected themes in English language.

Proficiency Units:

1. Daily life
 - 1.1 Life necessities
 - 1.2 Opinions and common interests
2. Introduction to conversation
 - 2.1 Information request
 - 2.2 Likes, dislikes and preferences
 - 2.3 Interruptions and change of subject
 - 2.4 Information and directions
 - 2.5 Requests and obligations
 - 2.6 Curtesy and apology
 - 2.7 Thanking
 - 2.8 Asking for help
 - 2.9 Suggestion
 - 2.10 Agreements and persuasion
 - 2.11 Farewell
 - 2.12 Idioms
 - 2.13 Invitations, offers and requests
3. Relevant topics in the Anglo saxon culture
 - 3.1 values
 - 3.2 Socialization
 - 3.3 Celebrations and holidays
 - 3.4 Buy and sell
 - 3.5 Sports
 - 3.6 Vacations and hobbies
 - 3.7 Job interview
 - 3.8 Family
 - 3.9 Social rules
 - 3.10 Retirement
 - 3.11 Labor field
 - 3.12 Education
 - 3.13 Costumes
4. Forms of oral communication
 - 4.1 Oral report
 - 4.2 Conference
 - 4.3 Speech
 - 4.4 Debate
 - 4.5 Panel
 - 4.6 Discussion tables
5. Negotiations

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:

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

Bibliography:

Basic:
Knight Gareth and O'Neil Mark (2002). **Business Explorer 3**. Dubai. Cambridge Professional English.
Schramm Azar; Betty and Hagen, Stacy A. (2007). **Understanding and Using English Grammar**. México. Pearson Longman.
Long, Eugene E.; Buckwald, William. (1990). **Inglés Idiomático 3**. México, Trillas.
John C. Hodges; Mary E. Whiten; Winifred B. Horner and Suzanne S. Webb. (1990) **Harbrace College Handbook**. United States of America, (HBJ) Harcourt Brace Jovanovich.
John C. Hodges; Mary E. Whiten, and Francis Griffith. (1990) **Warriner's English Grammar and Composition**. United States of America, (HBJ) Harcourt Brace Jovanovich.
Deborah Phillips (2004) **Longmand Preparation Course for the TOEFL Test: The Paper Test, with Answer Key**. United States of America. Published by Pearson Education ESL. Published: Sep 11, 2003.
Deborah Phillips (2008) **Longmand Preparation Course for the TOEFL iBT: Speaking (with CD-ROM and Audio CDs)**, 2nd edition. United States of America. Published by Pearson Education ESL. Published: Sep 13, 2007.

Complementary:

Dignen Bob and Flinders Steve (2004). **For work and life English 365. Book 1.** 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 1.** 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