

Elaboró: M.C. Maria de los Angeles Dueñas Corona

Nombre de la materia: **Inglés III**

Clave: **CS0002-T**

No. Horas/semana: **3**

Duración de semanas: **16**

No. Creditos: **6**

Prerrequisitos: **Inglés I e Inglés II**

**Objetivo General del Curso:** El programa de Inglés para Ingeniería Eléctrica, Electrónica y Computación para estudiantes de ingeniería es que los estudiantes conozcan la naturaleza del proceso de lectura comprensión, así como sus componentes y sus implicaciones. Que aprendan a utilizar las diversas y más apropiadas estrategias socio-afectivas, cognitivas y metacognitivas para facilitar la lectura y comprensión efectiva y fluida de textos, artículos, o documentos varios, especialmente de carácter técnico-académico y/o científico. El estudiante de ingeniería desarrollará habilidades de pensamiento crítico que le capacitarán para leer con efectividad el material en inglés de su área y otras áreas similares, utilizando menos tiempo en decodificar, para centrarse en el contenido del mismo.

**Bibliografía:**

- ❖ More Reading Power  
Beatrice S. Mikulecky/Linda Jeffries  
Longman
- ❖ Interactions Access Reading and Writing  
Pamela Hartmann/James Mentel  
McGraw Hill (4<sup>th</sup> Edition)
- ❖ Interactions 1 Reading and Interactions 2 Reading  
Elaine Kinn/Pamela Hartmann  
McGraw Hill (4<sup>th</sup> Edition)
- ❖ Material auténtico diverso online/revistas u otros libros

**UNIT 1.**

**INTRODUCTION**

- 1.1. The Nature of the Reading Process. Its main components: the Reader and the Text.
- 1.2. Orientation to Reading Instruction
  - 1.2.1 A decision- making process
  - 1.2.2 A set of goals and expectations for students

- 1.2.3 A guide and suggestions to have a successful reading comprehension course
  - 1.2.4 The good Language Learner Strategies
  - 1.3 Strategy versus Ability
  - 1.4 Different types of Strategies: Cognitive, Metacognitive and Social-affective
  - 1.5 The advantages of Extensive Reading (Reading for Pleasure)
  - 1.6 Diagnostic exam and Questionnaire about "Reading habits in L1 and L2"
- (4 h)

## **UNIT 2.**

### **PREPARING TO READ: APPLYING BASIC READING COMPREHENSION SKILLS**

- 2.1 Learning to use potentially useful metacognitive skills
  - 2.1.1 Pre-reading strategies: Previewing, predicting, activating schemata
  - 2.1.2 While reading strategies: self-questioning, self-monitoring
  - 2.1.3 Post-reading strategies: evaluation of the text, self-evaluation of one's performance
- 2.2 Recognizing the text structure
  - 2.2.1 Finding details (scanning)
  - 2.2.2 Understanding a paragraph
  - 2.2.3 Recognizing topic sentences
- 2.3 Building Vocabulary
  - 2.3.1 Using context clues
  - 2.3.2 Words with similar meanings
- 2.4 Reading. Real-Life Reading: School Materials
  - 2.4.1 Campus Map and real facts about the school

Suggested Topic: School Around the World

Suggested Source Material: Adapted from a Textbook/authentic material

(6 h)

## **UNIT 3.**

### **LEARNING TO READ A CONTENT-AREA TEXT**

- 3.1 The CBI (Content-Area Instruction)
- 3.2 Pre-reading strategies: What do I know about the topic?
  - 3.2.1 Employing prior-knowledge of the subject
  - 3.2.2 Using contextual clues to predict
- 3.3 Scanning

- 3.4 Recognizing Text types
  - 3.4.1 A biography of a great Mathematician
- 3.5 Developing Mathematics Vocabulary
  - 3.5.1 Recognizing verbs making definitions
  - 3.5.2 Recognizing verbs telling what to do in a problem
  - 3.5.3 Terms used in mathematics that may have different meanings in ordinary conversation

(self-correctiveness and self-evaluation)

Suggested Topic: Mathematics

Suggested source of material: A Calculus Textbook/An internet website/An adapted textbook

(6 h)

## **UNIT 4**

### **READING AN INFORMATIVE ARTICLE OF EXPOSITION**

- 4.1 Introduction to Reading Faster
  - 4.1.1 Guidelines for reading faster
  - 4.1.2 Modeling the steps to read faster
- 4.2 Text structure
  - 4.2.1 Recognizing Patterns of Organization
  - 4.2.2 Semantic mapping and semantic feature analysis:  
The Outline
  - 4.3.1 Connecting words and phrases
  - 4.3.2 Transition words
  - 4.3.3 Identifying the topic sentences
- 4.3 A macroactivity: Skimming to identify the main ideas
- 4.4 Vocabulary Development: word recognition
  - 4.4.1 Figuring out new vocabulary in context
  - 4.4.2 Recognizing parts of speech: -Nouns, -Adjectives, -Adverb Suffixes
- 4.5 Real-life Reading. Presentation in groups:  
“What are the steps to follow in an emergency ....?”

(self-correctiveness and self-evaluation)

Suggested Topic: Health

Suggested source material: Adapted from a textbook/ a Health magazine/ e-magazine

(6 h)

First Exam------(2h)

## **UNIT 5**

### **READING A SCIENTIFIC ARTICLE**

- 5.1 Pre-reading strategies
  - 5.1.1 Activating prior-knowledge
- 5.2 Reading Faster
  - 5.2.1 Keeping record of progress
  - 5.2.2 Adjusting reading rate and focus for purpose, difficulty and content
- 5.3 Scanning: reading features of computer magazines
- 5.4 Reading comprehension skills
  - 5.4.1 Identifying pattern of organization
  - 5.4.1 Reading carefully to discover the main idea
  - 5.4.2 Identifying questions an interviewer asks dealing with unknown vocabulary
  - 5.4.3 Checking and monitoring one's comprehension
- 5.5 Learning to develop the skill of summarizing
  - 5.5.1 List of words to summarize
  - 5.5.2 Summarizing sentences
  - 5.5.3 Summarizing short passages

Suggested Topic: Computers

Suggested Material Source: a computer magazine/ an electronics magazine/ a reading  
adapted from a textbook

(6 h)

## **UNIT 6.**

### **MOTIVATING READINGS TO KEEP THE INTEREST UP IN THE READING PROCESS**

- 6.1 Why do people read? What are your reasons to read?
- 6.2 Reading faster: checking your increasing reading rate
- 6.3 Skimming
- 6.4 Critical Thinking skills
  - 6.4.1 Evaluate the role of obstacles and character in personal success
  - 6.4.2 Compare personal experiences
  - 6.4.3 Compare and contrast two life histories
  - 6.4.4 Interpret quotations and make predictions
- 6.5 Retelling the stories
- 6.6 Cultivating vocabulary
  - 6.6.1 synonyms/ antonyms
  - 6.6.2 odd words out

Suggested Topic: Dreams never die:

Reading Biographies of successful and strong personality people

Suggested Source of Material: adapted from a textbook/ a magazine/e-articles/books  
(6 h)

## **UNIT 7.**

### **READING ADVERTISEMENTS, INTERVIEWS AND READERS' LETTERS**

- 7.1 Pre-reading skills
  - 7.1.1 Predicting reading content
- 7.2 Reading Faster: keeping record of progress
- 7.3 Recognizing text types
  - 7.3.1 An advertisement
  - 7.3.2 An interview
  - 7.3.3 A reader's letter
- 7.4 Identifying main ideas
- 7.5 Skimming for main ideas
- 7.6 Scanning for information
- 7.7 Building Vocabulary
  - 7.7.1 Using context clues
  - 7.7.2 Adjective phrases and noun phrases
  - 7.7.3 Compound words

Suggested Topic: Jobs and Professions

Suggested Source of Material: Adapted from a Textbook/ online  
(6 h)

## **UNIT 8.**

### **SEARCHING ONLINE: FINDING ALTERNATIVES TO MODERN PROBLEMS**

- 8.1 Pre-reading strategies
- 8.1 Activating prior-knowledge: green lexis, employing knowledge of the world
  - 8.1.1 Semantic mapping using GO's (graphic organizers)
- 8.2 Skimming: Finding the gist in short articles or news
- 8.3 Scanning: Finding details to support the main ideas
- 8.4 Critical Thinking skills:
  - 8.4.1 Problem/solving: diagnose a problem, find alternatives
  - 8.4.2 Giving advice
  - 8.4.3 Agreeing/disagreeing
- 8.5 Paraphrasing/summarizing:
  - 8.5.1 Preparing notes to give an oral presentation
  - 8.5.2 Separating fact and opinion
- 8.6 Building vocabulary

8.6.1 Relating a new word to a known word

8.6.2 Contextual clues

Suggested Topic: Global warming issues

Suggested Source material: an internet website/ adapted from a textbook/ an environmental magazine

(5 h)

Second Exam ----- (1h)

## **PROGRAMA SINTÉTICO**

<b>1. INTRODUCTION</b>	<b>(4 hrs)</b>
<b>2. PREPARING TO READ: APPLYING BASIC READING COMPREHENSION SKILLS</b>	<b>(6 hrs)</b>
<b>3. LEARNING TO READ A CONTENT-AREA TEXT</b>	<b>(6 hrs)</b>
<b>4. READING AN INFORMATIVE ARTICLE OF EXPOSITION</b>	<b>(6 hrs)</b>
<b>5. READING A SCIENTIFIC ARTICLE</b>	<b>(6 hrs)</b>
<b>6. MOTIVATED READINGS TO KEEP THE INTEREST UP IN THE READING PROCESS</b>	<b>(6hrs)</b>
<b>7. READING ADVERTISEMENTS, INTERVIEWS AND READER'S LETTERS</b>	<b>(6hrs)</b>
<b>8. SEARCHING ONLINE: FINDING ALTERNATIVES TO MODERN PROBLEMS</b>	<b>(5 hrs)</b>
<b>Exámenes</b>	<b>(3 hrs)</b>
<b>Total:</b>	<b>48 horas</b>

### **Metodología de Enseñanza-Aprendizaje:**

Revisión de conceptos, análisis y solución de ejercicios en clase:	(X)
Lectura de material fuera de clase:	(X)
Ejercicios fuera de clase:	(X)
Investigación documental online:	(X)
Elaboración de reportes técnicos y proyectos:	(X)
Exposición de tema por equipos frente grupo:	(X)
Prácticas de lecturas de materias asociadas:	(X)
Práctica de escuchar online:	(X)

### **Evaluación:**

Asistencia y Participación en clase:	(X)
Tareas y Solución de ejercicios:	(X)
Elaboración de reportes técnicos o proyectos:	(X)
Elaboración de escritos:	(X)
Exámenes de Academia o Departamentales:	(X)
Autoevaluación (gráficas de progreso personal)	(X)

Elaboró: M.C. Maria de los Angeles Dueñas Corona