

# Universidad Autónoma de Coahuila

# INGLÉS I



# INTRODUCTION TO MODULE ENGLISH I

## PRESENTATION

Welcome to the English module 1. Here you will start to practice the first grammar rules of the English. Additionally you will learn easy vocabulary and useful for your first conversations in English. You will gain knowledge gradually in an easy way. You will be supported every time by a series of interactive resources that along with you facilitator will make you star to learn the basics of English.

## GENERAL COMPETENCE OF THE MODULE

4. Listen, interprets and emit pertinent messages in distinct contexts through using means, codes and properly tools

4.1. Express ideas and concepts through linguistic, mathematical or graphic representations.

4.2. Apply different communicative strategies according to who their partners are, the context in which they are and the objectives pursued.

4.4. Communicates in a second language on quotidian situations

6. It keeps a personal position on subjects of interest and general relevant, considering other points of view in a critical and reflective way.

6.2. Evaluate arguments and opinions and identify prejudices and fallacies.

6.4. Structure ideas and arguments in a clear, coherent and synthetic way

7. Learn by initiative and self-interest throughout life

7.1. Define goals and follow up processes of knowledge construction.

7.2. Identifies the activities that are of lesser and greater interest and difficulty, recognizing and controlling their reactions to challenges and obstacles.

7.3. Articulates knowledge of diverse fields and establishes relations between them and their daily life

# INTRODUCTION TO MODULE ENGLISH I

## WORK FLOW

Cada bloque consta de los siguientes elementos:

- Contenido Temático: Presentación y análisis de conceptos, fundamentos teóricos, implicaciones y aplicaciones del tema al que se refiere al bloque correspondiente.
- Actividades: Aplicación de los conocimientos teóricos adquiridos las cuales son evaluables bajo rubricas específicas y adquieren una ponderación en la evaluación.
- Las actividades que se presentan dentro del portafolio de evidencias deben estar corregidas de acuerdo a la retroalimentación brindada por el facilitador.

It is important for you to follow the next instructions reading carefully every one of them. If you can't comprehend or is difficult for you to understand any instruction you can contact you facilitator so he can help you with your doubts. You will use the virtual platform to learn and practice English besides links to other web pages, exercises to do on your own and send them to the section of homework.

Nota: Recuerda que antes de comenzar tu materia debes leer la lección de Generalidades del Curso, en la cual podrás conocer los siguientes elementos que lo componen y bajo los cuáles serás evaluado:

- Presentación
- Bienvenida
- Introducción
- Competencia genérica del bachillerato
- Temas y subtemas
- Lineamientos generales de evaluación
- Evaluación general del curso en %
- Portafolio de actividades y ejercicios

# INTRODUCTION TO MODULE ENGLISH I

- Proyecto final
- Referencias recomendadas
- Forma de trabajo
- Referencias utilizadas

## PRESENTATION

questions, statements, subject pronouns, simple present, just to mention some contents. And as vocabulary: personal information, countries and nationalities, family members, the alphabet, numbers, days of week, ordinals numbers, months, dates, professions, and some other vocabulary that will allow you to have the first approach with

## INTRODUCTION

In this English module 1 you will learn grammatically: to be, yes/no questions, information questions, statements, subject pronouns, simple present, just to mention some contents. And as vocabulary: personal information, countries and nationalities, family members, the alphabet, numbers, days of week, ordinals numbers, months, dates, professions, and some other vocabulary that will allow you to have the first approach with the English. Remember that nowadays is very important to learn and practice English.

## GENERAL COMPETENCE OF THE MODULE

4. Listen, interprets and emit pertinent messages in distinct contexts through using means, codes and properly tools
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## TOPICS AND SUBTOPICS

### BLOCK I: PROFILES

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1. ME AND OTHERS

1.1. Be: statements and yes/no questions (I, He, She)

1.2. Personal Information, Countries and Nationalities

1.3. Interests

2. STUDY DECISIONS

2.1. Be: Information questions (what, Where, How old)

2.2. The Alphabet, numbers 1-20

2.3. First Name, Last Name, Age, Telephone Number

2.4. Days of the Week



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- 3. A DATE WITH MUSIC
  - 3.1. Ordinal Numbers, Months, Dates
  - 3.2. Lead singer, songwriters, drummer, guitarist, backup singers
- 4. PEOPLE IN BUSINESS
  - 4.1. Subject pronouns
  - 4.2. Possessive determiners
- 5. ROLE MODELS
  - 5.1. Articles: a, an, zero article with plurals
  - 5.2. Jobs
  - 5.3. Possessives: 's/s'

## **BLOCK II: MY ACTIVITIES**

- 1. HOW DO YOU SPEND YOUR FREE TIME
  - 1.1. Simple present: affirmative
  - 1.2. Leisure activities
- 2. HANGING OUT AT THE MALL
  - 2.1. Simple present: Information questions
  - 2.2. Shopping
- 3. WATCHING T.V.
  - 3.1. Prepositions of time
  - 3.2. T.V Programs

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- 4. STUDYING
  - 4.1. Frequency adverbs
  - 4.2. Learning strategies
- 5. EXTRACURRICULAR POWER
  - 5.1. Information question
  - 5.2. Extracurricular activities

## **BLOCK III: WHAT'S HAPPENING?**

- 1. WHAT'S THE RIGHT FOR THE WEATHER?
  - 1.1. Present progressive (1)
  - 1.2. Clothes
  - 1.3. Seasons
- 2. THE WORLD OF WEATHER
  - 2.1. Weather
  - 2.2. Temperature
  - 2.3. Months
- 3. TAKING RESPONSABILITY
  - 3.1. Present progressive (2)
  - 3.2. Clean Vocabulary
- 4. GLOBAL DIMMING
  - 4.1. Present progressive (3)

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- 4.2. Global dimming
- 5. BODY ART
- 5.1. Present progressive vs. Present simple
- 5.2. Body parts

## **BLOCK IV: PLANNING FOR THE SUPERMARKET**

- 1. SUPERMARKET ITEMS
- 1.1. There is/ there are
- 1.2. Supermarket items
- 1.3. Countable and uncountable nouns
- 2. RECIPE FOR THE PARTY!
- 2.1. How much/ How many
- 2.2. Vocabulary: Food
- 2.3. Units of measure and Quantifiers
- 3. FOREIGN DISHES
- 3.1. Foreign dishes
- 3.2. Recipes and ingredients



# INTRODUCTION TO MODULE ENGLISH I

## GENERAL EVALUATION

To accredit the English module III, it will be necessary to present and pass the following:

- Complete homework uploaded into the platform, in form and time.
- A Portfolio that integrates all the activities done during the first module (See annex)
- Integrated activity (described ahead)
- Minimum grade for approval = 70

Cause for Extraordinary Evaluation

- The student does not turn the portfolio of evidences at the indicated time.
- The student does not turn in the activities or sending of materials.
- The student does not have the minimum grade for approval.

NP (Not Presented)

- If the student does not cover at least 50 for the portfolio of evidences, it will be considered as NP with the right to Extraordinary Evaluation.

Repeating the Module

- Once the student has presented his/her extraordinary exam and the grade is not the minimum for approval, he/she will have to repeat it one more time, and it will appear as Re-cursed
- If the student does not approve the repeated module, he/she will have to present the corresponding extraordinary exam, and if he/she does not approve, then he/she will be taken out of the program.

**REMEMBER THAT THE MINIMUM FOR APPROVAL IS 70**

# INTRODUCTION TO MODULE ENGLISH I

Evaluation	Points
Block I	20
Block II	20
Block III	20
Block IV	10
Integrated Activities	15
Collaborative Activity	5
Portfolio of Evidence	10
Grand Total:	100

## PORTFOLIO OF EVIDENCE

The student should integrate the indicated activities in a file named as follows:

Father's last name+ Name+ Portfolio of Evidence

Example: Salazar Jorge Federico +Portfolio of Evidence

Within the portfolio there should be sub-files of each one of the blocks.

The sub-files should be named:

Last name + Given name + Block

Each activity must be named:

Father's last name+ Name+ Block+ Activity

# INTRODUCTION TO MODULE ENGLISH I

## Activities to Integrate:

### BLOCK I

- Write sentences- To be verb
- Order sentences -To be verb
- Write dialogs - Wh questions
- Write Conversation - Vocabulary
- Write sentences - Possessive adjectives

### BLOCK II

- Sentences and questions - Simple Present
- Write - Information questions
- Cross Word - Shopping
- Write Conversation - frequency adverbs
- Questionnaire - Learning strategies

### BLOCK III

- Write Conversation - Vacation
- Questionnaire - Global dimming
- Write sentences - Present Progressive
- Sentences - Simple present and present progressive

### BLOCK IV

- Make Sentences - Countable and uncountable objects
- Description - Party

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## PORTFOLIO OF EVIDENCE EVALUATION

Category	EXCELLENT	GOOD	REGULAR	LIMITED
<b>Organization</b>	The arrangement of the activities is complete, in order and the files are named correctly, according to the instructions.	The arrangement of the activities is complete, some are in disorder, but all the files are named correctly according to the instructions.	The activities are complete, some are in disorder and some of the files are not named correctly according to the instructions.	The activities are incomplete, in disorder and the files are not named correctly according to the instructions given
<b>Activities</b>	Integrates the total of the activities requested.	Integrates the majority of the activities requested.	Integrates the some of the activities requested.	Integrates just a few of the activities requested.
<b>Corrections</b>	All the activities are corrected according to the facilitator feedback.	The majority of the activities are corrected according to the facilitator feedback.	Some of the activities are corrected according to the facilitator feedback.	Just a few the activities are corrected according to the facilitator feedback.

# INTRODUCTION TO MODULE ENGLISH I

## INTEGRATING ACTIVITY

Instructions:

Here you have an Integrative Activity, which must be done with effort. Remember that this activity is worth 20% of your final grade for English I.

Remember to upload your work in to the virtual platform.

- Record a conversation of at least 10 minutes in which you must include the following elements:
  - a. Yes no questions
  - b. Nationalities
  - c. Family members
  - d. Wh questions
  - e. Days of weeks and months
  - f. Possessive adjectives
  - g. Jobs
  - h. Simple present
  - i. Leisure activities
  - j. Prepositions of time
  - k. Frequency adverbs
  - l. Present progressive
  - m. Seasons
  - n. Vocabulary clothes
  - o. There is/there are
  - p. Supermarket items

# INTRODUCTION TO MODULE ENGLISH I

- q. Countable and uncountable nouns
- r. How much/how many
- s. Units of measure

You also need to send the conversation in writing and highlight where each required item is located. Ask for help from a friend or family member to be the other person talking. Remember that you can record the voice file however you want as long as your facilitator can review the file.

## EVALUATION CONVERSATION

	EXCELENTE	BUENO	SUFICIENTE	INSUFICIENTE
PRONUNCIATION	Each Word is pronounced correctly and fluently	Most of the conversation is pronounced correctly and fluently	Most of the words are pronounced correctly but does not have fluency	Most of the words are incorrectly pronounced and does not have fluency
CONTENT	The required content elements are present.	Most of the required content elements are present.	Half of the required content elements are present.	Less than the half of the required content elements are present, some of them are wrong.
GRAMMAR	Does not present any grammatical mistake	Presents grammatical mistakes in less than the half of the conversation.	Presents grammatical mistakes in half of the conversation.	Presents grammatical mistakes in most of the conversation.



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## COLLABORATIVE ACTIVITY

For this collaborative activity, you must continue with the story that appears below by writing at least one paragraph. If there is already participation from your classmates, you must continue from the previous paragraph, so that the story has an excellent ending written by all

### Story

One night, Millie was up late reading in bed. She finished the book she was reading (The Story of Ferdinand) and looked over to her shelves to see what else she might read before she went to bed. Right there on her shelf was something she had never seen before. It was a blue bottle. The blue bottle was about as tall as a small book, had a round bottom, and a thin neck. And while the bottle looked as if it were made out of glass, Millie could not see through it. Millie got out of bed and went over to the bottle. She picked it up, carefully, afraid that it might break. She was surprised at just how heavy it was. Certainly, heavier than any other bottle this size she had ever before lifted.

She looked down into the bottle, but it was too dark inside to see anything. So, she shook it. She heard a rattling sound. There was something inside! She turned the bottle upside down and shook it again, to see if anything would fall out. Something almost fell out and then it didn't. Whatever was inside was now stuck in the bottle's neck. Millie shook harder and harder. Finally, something small fell onto the floor. It was a ...

## RECOMMENDED REFERENCES

- Student's book: Oxygen 1 for DGB. Edition 1, 2009 Andreina España, Angela Llanas, Libby Williams. Ed. Macmillan.
- Diccionarios: Cambridge School Dictionary with CD-ROM. Macmillan English Dictionary - American English
- [www.macmillan.com.mx](http://www.macmillan.com.mx)
- [www.macmillanenglish.com](http://www.macmillanenglish.com)

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