

Universidad Autónoma de Coahuila

INGLÉS II



Introduction to Module English II

PRESENTATION

English II continues giving the basis for English language. In English I you studied the present tense of a great number of verbs, beginning with verb “to be”, and then verbs, which need the auxiliary verb “do-does”.

In this module you will start with present tense and then you’ll move to past, future, and present progressive. It sounds like it is too much, but once you understand the present; it is much easier to understand the other tenses, since they follow the same rules as the present. You will also see verbs that will help you give instructions, orders, and recommendations.

In this module we are going to have much more new vocabulary, so I recommend you, to immerse yourself in English.

Read the introduction to every subject and check the instructions. Then look at the examples and follow them to do your practice.

It is really simple, but it requires commitment. You need to give time and effort to study English. Focus on the new lesson. Get the ideas and complete them. Do your homework. Make the activities. Do your portfolio. Do the work! You will see the benefit of hard study.

You will be using the platform to enter your activities, and in the same way you can send messages for further explanation to your on-line tutor. She/he will gladly help you to understand instructions, follow directions, and/or clarify meanings.

TIPS

I. - Go to Internet and check the news every day. Look at the titles of the news and read the small notes. Check new words for meanings in the dictionary. Try to understand the ideas.

II. - Check English sites that have listening/speaking activities. Try to understand the ideas. Repeat the words, and practice making sentences with them. This helps you retain their meaning.

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WELCOME

You are officially welcome to the English module 2, which will be easy, interactive, attractive and fundamental for the formation of your bachelor's degree. I remind you that your facilitator is always there for support to solve your doubts. Thus do not hesitate in contact him/her to talk about any of your questions.

INTRODUCTION

In this module you will start with present tense and then you'll move to past, future, and present progressive. It sounds like it is too much, but once you understand the present; it is much easier to understand the other tenses, since they follow the same rules as the present. You will also see verbs that will help you give instructions, orders, and recommendations.

GENERAL COMPETENCE OF THE MODULE

- Applies personality, appearance and comparative and superlative adjectives to talk about social and leisure settings, comparing places and people using the communicative skills in a natural and respectful way.
- Uses the Simple Past to talk about famous people and events happened in the past through communicative skills in real situations in a respectful way.
- Manages the imperatives and modals to give instructions, establish rules and talk about obligation through communicative skills in a natural manner.
- Applies the future tense to make predictions about plans and weather in social and work settings through the communicative skills in a natural and respectful manner.

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TOPICS AND SUBTOPICS

BLOCK I: DESCRIBING AND COMPARING

ME AND MY SIBLINGS

Verb To Be.

Personality Adjectives.

Appearance Adjectives.

A VACATION WITH A DIFFERENCE

Comparative Adjectives.

THE WORLD WE LIVE IN

Superlative Adjectives.

A GOOD DEAL

Comparisons/ Equality: as (adjective) as: not as (adjective).

SPEED DATING

Agreement or Disagreement.

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BLOCK II: TALKING ABOUT THE PAST

WORLD TOUR

Simple Past To Be.

NATURE FOR ALL

Simple past: regular verbs: want, end, fascinate, start, invent, explore, study, die, permit.

TIMES GONE BY

Simple past: irregular verbs.

AROUND THE HOUSE

Simple past questions, short answers and negatives.

LOOKING FOR ANSWERS

Simple past: Wh-questions.

ONLINE

Simple Past: Review.

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BLOCK III: INSTRUCTIONS, RULES AND MORE

HEALTH AND SAFETY

Imperatives.

BE RESPONSIBLE

Should/Shouldn't.

Safety.

IT'S OFFICIAL

Necessity and prohibition: Must/Mustn't.

WHERE THERE'S A WILL

Can/Can't.

TO EACH HIS OWN

Obligation and absence of obligation: have to/ don't have to.

A PERFECT FIT?

Offers of help and possibility: may.

May I help you? Can try it on? I may have...

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BLOCK IV: PLANS AND PREDICTIONS

THE CHANCE OF A LIFETIME

Future: going to.

LIFE CHANGES

Relationships.

LOOKING TO THE FUTURE

Future: will/won't.

MOVING TO THE FUTURE

Inventions.

CHANGEABLE IN NEW YORK

Time phrases.

HELPING HAND

Spontaneous decisions and offers: will.

GENERAL EVALUATION

To accredit the English Module II, 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 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 sends materials.
- The student does not have the minimum grade for approval.

NP (Not Presented)

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- 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 Recursado.
 - 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

Evaluation	Percentage
Block I	15%
Block II	20%
Block III	20%
Block IV	20%
Portfolio	10%
Integrating Activity	15%
Grand Total:	100%

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PORTFOLIO OF EVIDENCE

The portfolio of evidence is the way to integrate all the work you will be doing during the Module.

The student should integrate in the Portfolio of Evidence the indicated activities in a zip 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

El portafolio consiste en integrar las actividades realizados a lo largo del módulo como una forma de evidencia del trabajo realizado.

Para tu Portafolio de evidencias deberás integrar dentro de una carpeta virtual aquellas actividades que te son indicadas en cada bloque, la cual deberá estar comprimida (en zip) ; esto con la finalidad de que la carpeta pueda subirse a la plataforma

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La CARPETA GENERAL deberá ser nombrada de la siguiente forma:

Apellido Paterno+ Primer Nombre +Portafolio de evidencias. Ejemplo:

Rodríguez Carlos Portafolio de evidencias

La CARPETA DE CADA BLOQUE será nombrada de la siguiente manera:

Apellido paterno + nombre + numero del bloque

Rodríguez Carlos B1

Rodríguez Carlos B2

Rodríguez Carlos B3

Rodríguez Carlos B4

LAS ACTIVIDADES debes de guardarlas de acuerdo como se especificó en cada una de ellas.

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ACTIVITY TO INTEGRATE:

BLOCK I

- Writing Exercise Physical and Personality description.
- Description of boats.
- Questionnaire.

BLOCK II

- Reading and Complete.
- Reading Ecologist.
- Practice pronunciation
- Reading Biography
- Inventions.

BLOCK III

- Follow a Direction
- Reading blogs
- Exercise about the past
- Writing and pronunciation exercise

BLOCK IV

- Practice present progressive.
- Writing about relationships.
- Future
- Changes sentences
- Read Article
- Will

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PORTFOLIO OF EVIDENCE EVALUATION

Category	EXCELLENT	GOOD	REGULAR	LIMITED
Organization	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.
Activities	Integrates the total of the activities requested.	Integrates the majority of the activities requested.	Integrates some of the activities requested.	Integrates just a few of the activities requested.
Corrections	All the activities are corrected according to the facilitator's feedback.	The majority of the activities are corrected according to the facilitator's feedback.	Some of the activities are corrected according to the facilitator's feedback.	Just a few the activities are corrected according to the facilitator's feedback.

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INTEGRATING ACTIVITY

The integrating activity represents 20% of your final grade. Every block will specify what you have to do.

- Make a description, both physical and of personality of yourself, and then a comparative chart, comparing yourself to the rest of your family (brothers, sisters, etc.)
- Write an autobiography, including your birthday and birthplace, schooling, leisure activities, vacations with your family, special dates, etc.
- Make a list of all the things you and your family have to, must, can, should do for the good of the family, including chores around the house that each member of the family has.
- Write a paragraph of 10 sentences in which you list the plans of the family about work, school, vacation, sports, etc. Remember to include pictures for all of these blocks.

The Integrating Activity should be presented in a PowerPoint presentation including all the required information and the pictures. It should contain musical background. Represents 20% of your evaluation.

*Send it through Virtual Platform.
Remember, the file should be named:
Last Name/Given Name/Integrating Activity.*

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EVALUATION INTEGRATING ACTIVITY

CATEGORIES	EXCELLENT	GOOD	REGULAR	LIMITED
INTEGRATION OF THE ELEMENTS	Integrates all the elements, relating them with each other.	Integrates moderately the elements, relating them with each other.	Integrates superficially the elements, relating them with each other.	It does not integrate the elements, relating them with each other.
ORGANIZATION OF THE CONTENT	Organizes the content of the presentation in a coherent manner.	Organizes the content of the presentation in a somewhat coherent manner.	Organizes the content of the presentation in a non-coherent manner	The content of the presentation has no organization at all.
COVER	The title of the presentation and the name of the author appear at the beginning. They are attractive to the public, and inform well the content.	The title of the presentation and the name of the author appear at the beginning. They are not attractive enough but inform the content well.	Only the title appears but it is not attractive enough and does not inform of the content well.	Only the title appears and does not inform well of the content of the presentation. They are neither attractive nor interesting.
RELATION TEXT-IMAGE	The presentation integrates more images than text. The text presents phrases that do not exceed more than 2 lines.	The presentation presents a little more text than images. Some written phrases have an extension longer than 2 lines.	The presentation presents more text than images. There are long and short phrases without justification.	The presentation is not easy to get in just one reading.
VOCABULARY & SPELLING	The student uses a precise, simple and adequate vocabulary. The text is legible and does not present spelling errors.	In general, the student uses a precise, simple, and adequate vocabulary. The text is in its majority legible, and almost no spelling errors.	Sometimes the student uses complex words, or with poor meaning and few misspelling errors.	The whole text is full of confusing and imprecise words. The composition is inadequate and not correct syntax. Many misspelled words.

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CATEGORIES	EXCELLENT	GOOD	REGULAR	LIMITED
CONTENT	The presentation has all the required information.	The presentation has about 80% of the required information.	The presentation has about 70% of the required information.	The presentation has less than 50% of the required information
DESIGN	The body and the color of the letters and background are adequate and easy to read. It can be read without any problem.	The body and the color of the letters and background are in their majority adequate and easy to read. It can be read almost without any problem.	In some parts, the presentation is difficult to read. Some images have a background that makes the reading difficult. In its majority the size of the lettering is small.	Great part of the content of the presentation can't be read clearly. The letter is too small.
CONCLUSIONS	It presents clear conclusions, in which can be easily digested the summary of the main ideas.	It presents clear conclusions, in which the majority of the main ideas can be easily digested.	The conclusions are not clear, they are contradictory and confuse, and have little or none main ideas included.	The presentation lacks conclusions
IMAGES	Justified use of adequate and attractive images.	Justified use of images that are lifeless.	Some of the references do not make allusion to the theme.	The majority of the references do not make allusion to the theme.

RECOMMENDED REFERENCES

OxygenforDGB 2, MacmillanPublishers, S.A. de C.V.

<http://www.usingenglish.com/handouts/>

www.vitaeducationservices.org

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WORK FLOW

It is important for you to follow the instructions reading carefully every one of them. If you can't comprehend or is difficult for you to understand any instruction you can contact your 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.

In every Block you will find the following elements:

- Thematic Content: Presentation and analysis of contents and theory. Practice for every subject in the Block.
- Activities in which you will apply the knowledge acquired. These activities will be evaluated using rubrics and they will add a percentage to your final grade.
- The activities to integrate in the Portfolio of Evidence must be checked and corrected according to the comments of your facilitator.

Note: Remember that before starting this module you must read the General guidelines and introduction. In there you will find the evaluation criteria and all the elements of the module:

- Presentation
- Welcome
- Introduction
- General competence of the module

- Topics and subtopics
- General evaluation criteria
- Percentages for the general evaluation
- Portfolio of Evidence
- Final project
- Recommended references
- Work flow
- References

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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.

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 evaluad

- Presentación
- Bienvenida
- Introducción
- Competencia genérica del bachillerato
- Temas y subtemas
- Lineamientos generales de evaluación
- Evaluación general del curso en %
- Portafolio de actividades y ejercicios
- Proyecto final
- Referencias recomendadas
- Forma de trabajo
- Referencias utilizada