



GENERAL ASPECTS  
UAdeC

# **INTRODUCTION TO MODULE ENGLISH 3**

---

## **PRESENTATION**

For the development of the English III module, you will find structured activities to help you develop the skills covered in The Academic School Reform. As a student you must participate in your education with an active and responsible role, seeking your autonomy through constant practice.

During the development of this module you will have different learning objects useful to practice and learn the language in an attractive, interactive and effective way.

## **WELCOME**

Welcome to The English III module. You will apply your previous knowledge and this module will be more fun. I congratulate you and encourage you to continue studying the language. Go ahead!

# **INTRODUCTION TO MODULE ENGLISH 3**

---

## **INTRODUCTION**

English as a second language allows you to develop basic skills and communication skills, providing knowledge and general management fundamentals for English. With the language skills you can interact with your environment and apply this knowledge to further studies, and develop attitudes and values for your training as an individual.

This module interacts directly with the Spanish module and is a tool for all modules of this Plan.

Foreground shall be the basic and essential for communicating in another language. This will result in greater self-assurance and self-esteem. For this you must carry out the activities of the module, as you progress through the lessons of the virtual platform.

## **GENERAL COMPETENCE OF THE MODULE**

- Uses the present and the future tenses to describe oral and written facts and situations in personal, social, and work settings with cause and effect in a respectfully manner.
- Applies the “Used to” to compare habits and routines from the past and the present in social and family contexts in a natural and respectful manner.
- Manages the past progressive to understand and describe situations that were happening at a specific moment in the past in personal, social, and work settings in a respectful manner.

# **INTRODUCTION TO MODULE ENGLISH 3**

---

- Uses phrasal verbs to give and follow instructions or make requests through real situations for personal, social and work settings in a respectful manner.

## **TOPICS AND SUBTOPICS**

### **BLOCK I: CAUSE AND EFFECT.**

#### **1. THE BARE FACTS.**

- 1.1. Zero Conditional.
- 1.2. If+simple present.
- 1.3. Universal Truth.
  - 1.3.1. Vocabulary: parts of the body.

#### **2. THE MAGIC OF SCIENCE.**

- 2.1. Experimental language.
- 2.2. Scientific words.

#### **3. THE WEATHER CRISIS.**

- 3.1. First conditional with will.

# **INTRODUCTION TO MODULE ENGLISH 3**

---

3.2. Plumbing words.

3.3. Water management.

## **4. THE LIFE AND DEATH ISSUE.**

4.1. First conditional with unless.

4.2. Climate change.

4.3. Environment.

## **5. UNEDUCATED GUESSES.**

5.1. First conditional with modals.

5.2. Stress symptoms and treatments.

## **6. PLANNING FOR SPRING BREAK.**

6.1. Zero conditional vs. First conditional.

6.2. Part time jobs.

## **BLOCK II: HABITS AND ROUTINES, PAST AND PRESENT.**

### **1. NO LONGER.**

1.1. Used to.

# **INTRODUCTION TO MODULE ENGLISH 3**

---

1.2. Home, family, school, hobbies.

## **2. FASHION FRENZY.**

2.1. Used to interrogative form.

2.2. Fashion and style.

## **3. BY WORD OF MOUTH.**

3.1. Used to with adverbs of frequency.

3.2. Life in the past, family history.

## **4. THE CHANGING SHAPE OF THINGS.**

4.1. Used to review all forms.

4.2. Size, measurements, food portions.

## **5. THE BEST DAYS OF YOUR LIFE.**

5.1. Simple past: regular and irregular verbs.

## **6. THE BEST DAYS**

6.1. School days, incidents.

# **INTRODUCTION TO MODULE ENGLISH 3**

---

## **BLOCK III: WHAT HAPPENED?**

### **1. ARE YOU A READER?**

- 1.1. Past progressive.
- 1.2. Spelling of verbs with -ing.
- 1.3. Book descriptions, genres.

### **2. GREEN-EYED JEALOUSY.**

- 2.1. Past progressive questions.
- 2.2. Wh-questions.
- 2.3. Legal language.

### **3. MAGIC MOMENTS.**

- 3.1. Past progressive for interrupted actions in the past (1).
- 3.2. Special past events, sailing, sports.

### **4. ATTENTION DEFICIT.**

- 4.1. Past progressive for interrupted actions in the past (2).
- 4.2. Networking, blogging.
- 4.3. Concentration techniques.



# **INTRODUCTION TO MODULE ENGLISH 3**

---

## **5. A LITTLE HELPS FROM THE STARS.**

5.1. Past progressive with while to express parallel actions.

5.2. Natural disasters, disaster relief.

## **6. EYEWITNESS.**

6.1. Simple past and past progressive to describe events.

6.2. Physical descriptions, appearance, clothing.

## **BLOCK IV: INSTRUCTIONS AND REQUEST**

### **1. REMOTE CONTROL.**

1.1. Introduction to phrasal verbs.

1.2. Electronic devices, systems, messages.

### **2. HOW TO DO IT.**

2.1. Review of imperatives.

2.2. Non-separable phrasal verbs.

2.3. Internet terminology.

### **3. LOST WITHOUT LISTS.**



# **INTRODUCTION TO MODULE ENGLISH 3**

---

3.1. Separable phrasal verbs.

3.2. 'To do' lists notes.

## **4. TECH TALK.**

4.1. Phrasal verbs.

4.2. Electronic technology.

## **5. THE GENTLE ART OF PERSUASION.**

5.1. Can and could for making request.

5.2. Asking people to do things.

## **6. WORK STYLES.**

6.1. Would and could for making request.

6.2. Working environments.

# INTRODUCTION TO MODULE ENGLISH 3

---

## 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 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.

# INTRODUCTION TO MODULE ENGLISH 3

---

## *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	20%
Block II	20%
Block III	20%
Block IV	10%
Portfolio	10%
Integrating Activity	20%
Grand Total:	100%

# INTRODUCTION TO MODULE ENGLISH 3

---

## 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+ Activity

Activities to Integrate:

**BLOCK I**

- Sentences with Zero Conditional.

# INTRODUCTION TO MODULE ENGLISH 3

---

- Central ideas.
- Plumbing words presentation.
- Description climate change and environment.
- Writing and pronunciation exercise.

## BLOCK II

- Used to, past habits and fashion style.
- Narrative life in the past.
- Food portions.
- Practice regular and irregular verbs in sentences.

## BLOCK III

- Are you a reader?
- Reading and writing.
- Sentences with past progressive.
- Presentation.

# INTRODUCTION TO MODULE ENGLISH 3

---

## BLOCK IV

- Write sentences.
- Conversation 1.
- Internet terminology.
- Conversation 2.

## 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	Integrates the majority of the	Integrates the some of the	Integrates just a few of the activities

# INTRODUCTION TO MODULE ENGLISH 3

---

	requested.	activities requested.	activities requested.	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.

## INTEGRATING ACTIVITY

This is the Integrating Activity, which must be done with effort, remember that is worth 20% of your final grade for English III.

The total 20% will be from the 10% of the final evaluation and 10% from the conversation.

Make a conversation with duration of at least 10 minutes in which you must include the following elements 10 %:

- a. Parts of body.



# INTRODUCTION TO MODULE ENGLISH 3

---

- b. Conditional If.
- c. Water management.
- d. Climate change.
- e. Hobbies.
- f. Interrogative form.
- g. Adverbs of frequency.
- h. Simple past.
- i. Verbs with -ing.
- j. Past progressive.
- k. Wh- questions.
- l. Phrasal verbs.
- m. Can and could.
- n. Would.

You also need to send in writing the conversation and highlight where each required item is located.

Ask for help from a friend or family member to be the other talking person. Remember that you can record the voice file however you want as long as your facilitator can review the file.

# INTRODUCTION TO MODULE ENGLISH 3

Remember to send it through Virtual Platform.  
The file should be named:

*Last Name\_Given Name\_Integrating\_Activity.*

## EVALUATION INTEGRATING ACTIVITY

	EXCELLENT	GOOD	REGULAR	LIMITED
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 is 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.

# INTRODUCTION TO MODULE ENGLISH 3

---

## RECOMMENDED REFERENCES

- Student's book: Oxygen 3 for DGB. Edition 1, 2010 Andreina España, Angela Llanas, Libby Williams. Ed. Macmillan.
- Dictionary: Cambridge School Dictionary with CD-ROM. Macmillan English Dictionary - American English
- English Vocabulary in Use Elementary Book and CD-ROM Michael McCarthy, Felicity O'Dell, Geraldine Mark. Cambridge UP. 19th printing 2009.
- English Vocabulary in Use Pre-Intermediate and Intermediate Book and CD-ROM Pack Stuart Redman, Lynda Edwards. Cambridge UP New Edition 2003, 14th printing 2009.
- English Grammar In Use with Answers and CD ROM Raymond Murphy. Cambridge UP. 12th printing 2007.
- English Grammar in Use Supplementary Exercises With answers Louise Hashemi, With Raymond Murphy. Cambridge UP. 5th printing 2008.
- Assessing Young Language Learners Penny McKay. Cambridge UP. 2006.
- Cambridge English Skills Real Listening and Speaking 1 with answers and Audio CD Miles Craven 3rd. printing 2009.
- Cambridge English Skills Real Writing 1 with answers and Audio CD Graham Palmer. 2008.
- English Pronunciation in Use Elementary Jonathan Marks. 2007.

# INTRODUCTION TO MODULE ENGLISH 3

---

- Tree or Three? Student's Book and Audio CD Ann Baker. Second Edition 2006, 5th printing 2009.
- Uncovering Grammar By Scott Thornbury Macmillan. 2005.
- 700 Classroom Activities . By David Seymour and Maria Popova . Macmillan. 2003.
- Main Ideas & Summarizing: 35 Reading Passages for Comprehension Linda Ward Beech (Author) Schoolastic. 2006.
- Games for grammar practice. Bob Obee. Cambridge UP. 2001.
- Five minutes activities. Penny Ur / Andrew Wright. Cambridge UP. 2007.

## WORK FLOW

The student reads the explanation and does the exercises following the instructions. These exercises should be done in the platform or kept in the portfolio, according to the directions given. The student may ask for further explanation to the on-line tutor, at any given time, and/or as many times as he needs to.

Cada bloque consta de los siguientes elementos:

# INTRODUCTION TO MODULE ENGLISH 3

---

- 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.