Universidad
Autónoma
de Coahuila

ENGLISH III

INTRODUCTION TO THE COURSE

ENGLISH III

PRESENTATION OF THE COURSE

This course is designed to help you develop essential skills in reading, writing, speaking, and critical thinking. Whether you're aiming to improve your comprehension, refine your essays, or build confidence in discussions, this course will provide you with different tools in English.

Throughout this course, we will explore a variety of literary texts, analyze different writing styles, and engage in meaningful discussions. You will learn how to construct strong arguments, express your ideas clearly, and appreciate the power of language in different contexts.

By the end of this course, you will be equipped with the skills to write effectively, and communicate with confidence. Get ready to enhance your English proficiency and make the most experience.

GENERAL OBJECTIVE

The student is expected to develop language skills in reading, writing, speaking, and listening, enabling them to communicate effectively in various contexts. Students will enhance their vocabulary, grammar, comprehension abilities and critical thinking through discussions and writing exercises. The course also aims to build confidence in expressing ideas clearly and persuasively, preparing students for academic, professional, and everyday communication.

TOPICS AND SUBTOPICS

BLOCK I: CAUSE AND EFFECT

- Zero conditional
- Universal truths
- Scientific words
- First conditional
- Water management
- Climate change
- Environment
- Zero conditional vs. First conditional

BLOCK II: HABITS AND ROUTINES, PAST AND PRESENT

- Used to with frequency adverbs
- Past habits and customs
- Life in the past
- Family history
- Review simple past for regular and irregular verbs
- Past simple irregular and regular verbs exercises
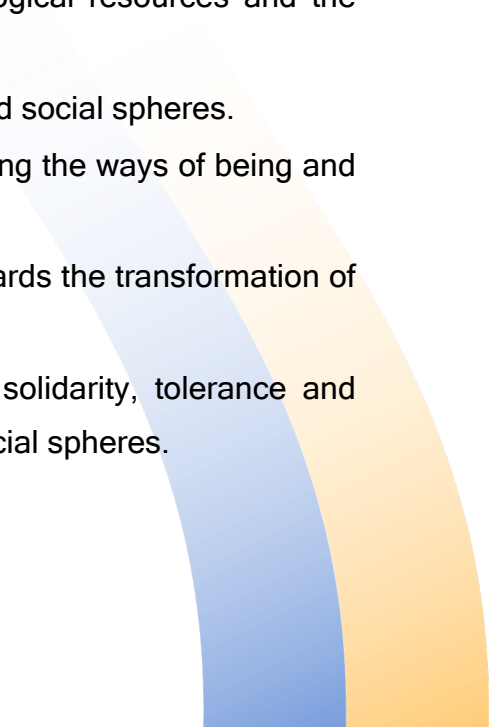
BLOCK III: WHAT HAPPENED?

- Past progressive
- Spelling of verbs with -ing
- Past progressive questions Wh-questions
- Past progressive for interrupted actions in the past
- Past progressive with while to express parallel actions
- Natural disasters, disaster relief

BLOCK IV: INSTRUCTIONS AND REQUESTS

- Phrasal verbs
- Non-separable phrasal verbs
- Separable phrasal verbs
- Can and could for making requests
- Would and could for making requests
- Present perfect

GENERIC COMPETENCES OF THE MODULE

The student:

- Takes responsibility for his/her own learning process and argues for his/her knowledge, permanently developing new knowledge.
- Accesses knowledge through verbal, non-verbal and written language manifestations, for its expression, production and dissemination.
- Examines the various cultural expressions.
- Expresses and communicates in the national language and in English as an additional language.
- Builds his/her knowledge through the use of digital technological resources and the choice of more relevant and reliable sources of information.
- Undertakes research and innovation projects, in the school and social spheres.
- Works collaboratively in groups for various purposes, respecting the ways of being and acting of the participants.
- Develops his/her creativity with a willingness and interest towards the transformation of himself/herself and his/her context.
- Practices honesty, responsibility, freedom, justice, respect, solidarity, tolerance and commitment as institutional values, in his/her personal and social spheres.

GENERAL EVALUATION

For the accreditation of this course it will be necessary to present and pass with an approving grade the following:

- Wrap Up Activities.
- Integrative Activities of the four blocks.
- Portfolio with the activities carried out during the course.
- Final Project (described ahead).

Note: THE MINIMUM PASSING GRADE IS 70 OF 100.

Cause for Extraordinary Evaluation

- The student does not deliver the Evidence Portfolio on the indicated date.
- The student has not made any delivery or upload of material.
- The student does not obtain a passing grade.

NP (Did not Present)

- If the student does not comply with at least half of the Evidence Portfolio it is considered NP with the right to extraordinary evaluation.

Repeating the Course (Módulo Recursado)

- Once the student has presented his/her Extraordinary Project and the grade is not the minimum for approval, he/she will have to repeat the course one more time and it will appear as "Recursado".
- If the student does not pass the "módulo recursado", he/she must submit a following evaluation; if this is not passed, then the student is discharged from the program.

EVALUATION	POINTS
BLOCK 1	15
BLOCK 2	15
BLOCK 3	15
BLOCK 4	15
EVIDENCE PORTFOLIO	20
FINAL PROJECT	20
TOTAL	100

Complementary and Transversal Activities

• In addition to the integrative activities of the blocks, the student may present complementary and transversal activities; this in case they were necessary as additional points to pass the course.

ELEMENT	POINTS
Complementary Activity 1	1
Complementary Activity 2	1
Complementary Activity 3	1
Complementary Activity 4	1
Complementary Activity 5	1
TOTAL 5 POINTS	

(The value of this table may vary depending on each module)

EVIDENCE PORFOLIO

The Portfolio consists of integrating the activities carried out throughout the module as a form of evidence of the work carried out.

For your Evidence Portfolio you must include within a virtual folder those activities that are indicated in each block, which must be compressed (in zip format); this is so that the folder can be uploaded to the Platform.

The **GENERAL FOLDER** must be named as follows:

Last name + Name + Evidence Portfolio. E.g:

Rodriguez Carlos Evidence Portfolio

The **FOLDER OF EACH BLOCK** will be named as follows:

Last name + Name + Block number. E.g.:

Rodríguez Carlos B1

Rodríguez Carlos B2

Rodríguez Carlos B3

Rodríguez Carlos B4

You must save **THE ACTIVITIES** according to how it was specified in each of them.

ACTIVITIES TO INCLUDE IN THE EVIDENCE PORTFOLIO

BLOCK I

- Integrative Activity 1
- Integrative Activity 2

BLOCK II

- Integrative Activity 3
- Integrative Activity 4

BLOCK III

- Integrative Activity 5
- Integrative Activity 6

BLOCK IV

- Integrative Activity 7
- Integrative Activity 8

Evidence Portfolio Evaluation

CATEGORY	EXCELLENT	GOOD	REGULAR	LIMITED
ORGANIZATION	The organization of activities is complete, in order and the files are named correctly according to the instructions.	The arrangement of activities is complete, some files do not follow the suggested order. All activities are named correctly.	The arrangement of activities is complete, some files do not follow the order and some of the documents are not named properly.	Activities are incomplete, out of order, and not named correctly.
EXERCISE	The exercise is correct and complete.	More than half of the exercise is correct.	Less than half of the exercise is correct.	The exercise is incomplete and incorrect.
CORRECTIONS	All corrections indicated in the feedback are made.	Make most of the corrections noted in the feedback.	Make some of the corrections noted in the feedback.	Make very few of the indicated corrections.

FINAL PROJECT

Project Title: "A Day in the Past, Present, and Future"

Objective:

Students will create a creative story, diary entry, or comic strip that demonstrates their understanding of:

- Zero Conditional.
- First Conditional.
- Used to.
- Frequency Adverbs.
- Past Progressive.
- Phrasal Verbs.

- Modal Verbs.
- Quantifiers.
- Present Perfect

Instructions:

Students will write a story, diary entry, or comic strip about their daily life, past experiences, and future possibilities. The project must be divided into three sections:

1. The Past (childhood memories)
   o Use "used to" to describe past habits.
   o Include some sentences with past progressive to describe actions in progress.
   o Use frequency adverbs to describe how often they did certain activities.
   o Add phrasal verbs naturally.
2. The Present (A typical day or an experience)
   o Use zero conditional for general truths.
   o Include some modal verbs (can, must, should, might, etc.) to express ability, obligation, or possibility.
   o Use quantifiers to describe amounts.
3. The Future (Predictions, plans, and possibilities)
   o Use first conditional to describe possible future situations.
   o Include at least one present perfect sentence to talk about past experiences that connect to the present.

Example Structure:

Past: "When I was a child, I used to play outside every day. I rarely stayed indoors. One day, while I was playing football, my friend called me. We ran home quickly because it started to rain."

Present: "If you touch fire, it burns you. I always wake up early because I must go to school on time. I have eaten breakfast already. There are a lot of students in my class, but only a few participate."

Future: "If I study hard, I will pass my exams. By next year, I will have learned a lot. I might travel abroad for university."

Presentation:

- Students can present their project as a written report, illustrated comic, PowerPoint, or video.
- Creativity, grammar accuracy, and clarity will be considered in the evaluation.

Final Project Evaluation

CATEGORY	EXCELLENT	GOOD	REGULAR	LIMITED
INTEGRATION OF THE ITEMS	Integrate all the elements, relating them to each other.	Integrate moderately the elements, relating them to each other.	Integrate of manner superficial elements, without relating to each other.	Integrate of manner superficial elements, without coherence.
ORGANIZATION OF CONTENT	Organize document content coherently.	Organize the document content inconsistently.	Organize the document content without coherence.	The content of the document has no organization.
CONTENT	Has all the required information.	Has most of the requested information. (80%)	A large part of the requested information is missing (70%).	Lacks half or more of the requested information.
VOCABULARY AND SPELLING	Use precise, simple and appropriate vocabulary. The text is legible and has no spelling mistakes.	In most of them he/she uses precise, simple and appropriate vocabulary. The text is understandable and has almost no spelling mistakes.	Sometimes uses complex words or words with poor meaning. Few spelling mistakes.	The entire text is full of confusing, imprecise words, with spelling mistakes. Inappropriate writing and no syntax.

WORKFLOW

Follow the instructions carefully by reading them all. You can contact your facilitator if you are having trouble comprehending or understanding any instructions. 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 homework.

In every block you will find the following elements:

- Thematic Content: presentation and analysis of concepts, theoretical foundations, implications and applications of the topic referred to in the corresponding block.
- Wrap Up Activities: application of theoretical knowledge. These activities are automatically evaluated on the Platform.
- Integrative Activities: application of acquired practical knowledge. These activities will be evaluated using rubrics and they will add a percentage to your final grade.
- The activities to integrate in the Evidence Portfolio 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, 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.
- Wrap up activities.
- Integrative activities.
- Complementary and transversal activities
- Evidence Portfolio.

- Final Project.
- Recommended references.
- Workflow.
- References.

RECOMMENDED REFERENCES

British Council (s.f.). Talking about the future. Retrieved from:
https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/talking-about-future

Self-Publishing (2025). How to Write Dialogue. Retrieved from:
https://self-publishingschool.com/how-to-write-dialogue/