ENGLISH II

INTRODUCCIÓN A LA MATERIA

ENGLISH II

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 best 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: DESCRIBING AND COMPARING

- Adjective order.
  - Personality adjectives: self- centered, spoiled, perfectionist, reliable, imaginative, aggressive, perfectionist, confrontational, confident, reliable, adventurous, quiet, introverted, adaptable, friendly, irresponsible, spoiled, fun-loving, sociable, lazy.

- Appearance adjectives: curly, long, brown, red, blue, green, thin, heavy, slim, average height, short, tall.
- Descriptive adjectives: large, modern, green, enormous, beautiful, impressive, wealthy, busy, noisy, congested, wonderful, good, fantastic, young, traditional, experimental.
- Comparative adjectives.
  - Comparisons: as (adjective) as... / not as (adjective) as....
- Superlative adjectives.
  - Very and really.

BLOCK II: TALKING ABOUT THE PAST USING REGULAR VERBS

- Simple Past To Be.
- Time phrases.
- Simple past affirmative, negative and interrogative sentences: regular verbs

BLOCK III: INSTRUCTIONS, RULES AND MORE

- Instructions, rules and more
  - Simple past affirmative, negative and interrogative sentences: irregular verbs.
  - Imperatives.
  - Health vocabulary.
  - Should/shouldn t.
  - Necessity and prohibition: Must/mustn t.
  - Can/ can t.
  - Obligation and absence of obligation: have to / don t have to. Offers of help and possibility: may, can.

BLOCK IV: PLANS AND PREDICTIONS

- Future: going to.
- Future: will/won t.
- Fortune-telling: predictions, charlatans, palm readers, lifeline, heart line, success line, marriage line, money line, travel line.
- Time phrases.
- Will vs. Going to.

GENERIC COMPETENCES OF THE MODULE

The student:

- Takes responsibility for his/her own learning process and argues their knowledge, constantly developing new knowledge.
- Accesses knowledge through the manifestations of verbal, non-verbal and written language, 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 knowledge through the use of digital technological resources and the choice of relevant and reliable sources of information.
- Has a civic and ethical conscience, which allows him/her to assume a position of respect towards cultural diversity.
- Works collaboratively in groups for various purposes, respecting the ways of being and acting of the participants.
- Makes decisions assertively, considering his/her emotional and rational balance.
- Practices honesty, responsibility, freedom, justice, respect, solidarity, tolerance and commitment as institutional values, in his 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).

<div align="center">

Note: THE MINIMUM PASSING GRADE IS 70 OF 100.

</div>

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.:

Rodríguez 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

As the Final Project for this course, you will write a conversation about a situation in your daily life and record a 3-minute audio of your speech.

In order to prepare for the Project, consider the following guidelines for content's development, language, and video.

SITUATION:

The goal is to communicate in English a situation that you have selected from everyday life and to put what you have learned from the course into practice.

For example:

Title: Talking about future plans

Person 1:

"So, have you thought about what you want to do after school?"

Person 2:

"Yeah, I've been thinking about it a lot. I'm planning to apply to college, but I'm still deciding on what to major in. I'm really torn between business and computer science. How about you?"

Person 1:

"That's exciting! I'm leaning toward a career in education, maybe becoming a teacher. I've always enjoyed helping others learn. But I'm not sure if I should go straight into a teaching degree or study something else first, like psychology or sociology."

Person 2:

"That sounds really fulfilling! I think both paths are great. If you study psychology or sociology first, it could give you a different perspective that would help in teaching. Have you looked into schools or programs yet?"

In a daily life conversation, the key elements usually include:

1. **Greetings and small talk:**
   - Starting with a simple greeting like "Hey, how's it going?" or "How was your day?"
   - Asking about everyday things like weather, work, or school to ease into the conversation.

2. **Current events and updates:**
   - Sharing something recent from your day or asking about what's new with the other person.
   - Could include topics like how work or school is going, any plans, or something interesting that happened recently.

3. **Personal interests or hobbies:**
   - Asking about or sharing things you enjoy, like a new hobby, movie, or book.
   - This can also lead to deeper conversations about shared interests or future plans.

4. **Feelings and well-being:**

   o Discussing how you're feeling emotionally or physically. A casual "How are you?" might lead to talking about your mood, health, or stresses.

5. **Future plans or aspirations:**

   o Talking about upcoming events, goals, or things you're looking forward to in the short or long term, like travel or work projects.

6. **Problem-solving and advice:**

   o A daily life conversation can also include moments where you ask for advice or share solutions to small problems that arise in life, like "I'm trying to figure out what to cook for dinner" or "Any tips on staying organized?"

7. **Closing the conversation:**

   o Wrapping things up with a friendly note like "Catch up soon!" or "Let me know how it goes!"

Language

For your conversation to be effective, you should incorporate at least ten elements of the topics and contents learned in the course:

- Personality adjectives.
- Comparative adjectives.
- Simple past to be.
- Time phrases.
- Regular verbs.
- Irregular verbs.
- Imperatives.
- Should/shouldn't.
- Must/mustn't.
- Can/can't.
- Future: going to.
- Future: will/won't.

Audio

You must cover all the objectives of your Project within the specified time, therefore, you must organize both your content and materials properly.

Speaking clearly and loudly is very important.

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 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

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/