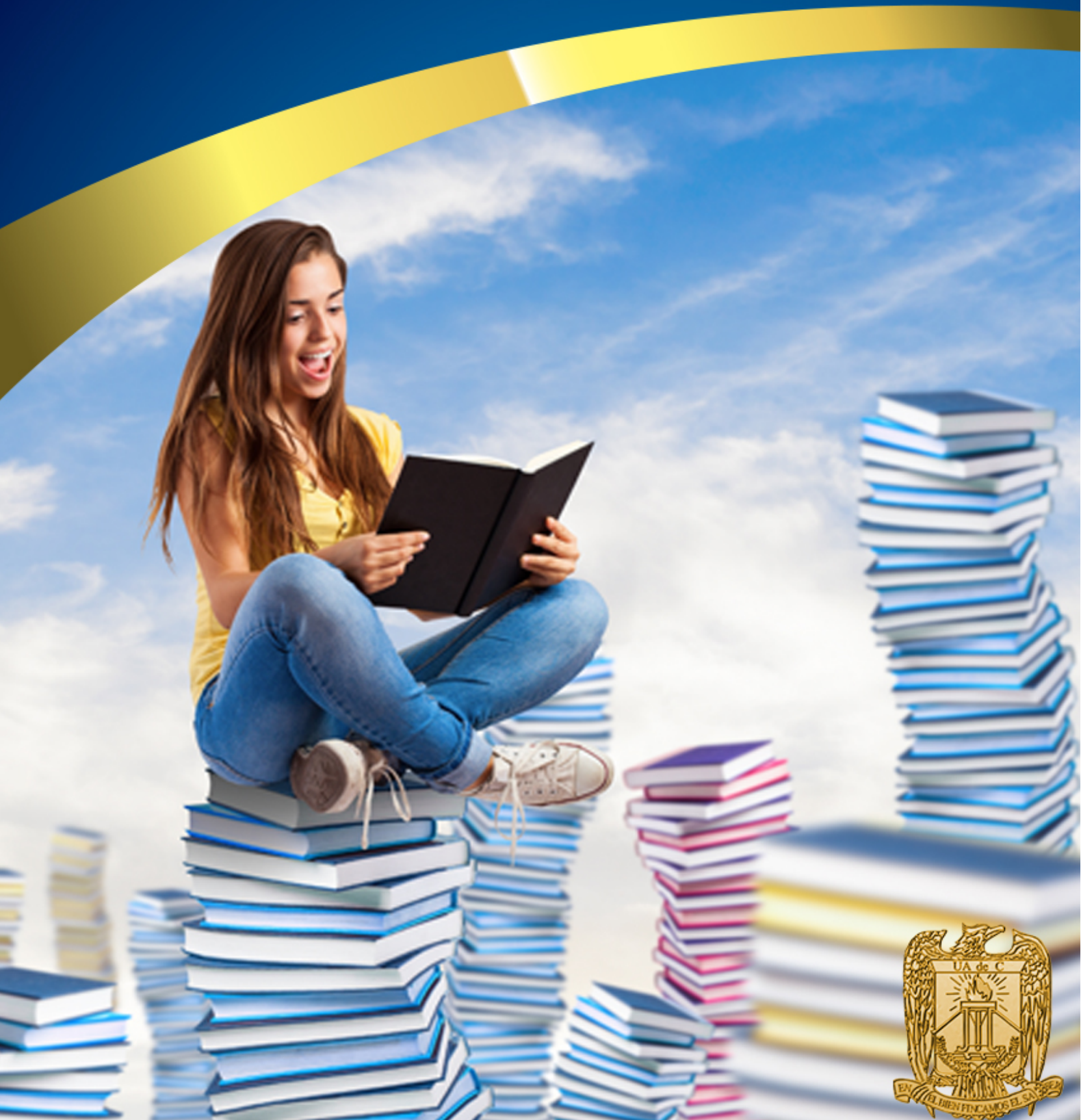


# Universidad Autónoma de Coahuila

## ENGLISH III



# Introduction to Module English III

## **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**

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.

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## 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

5. Develop innovations and propose solutions to problems by established methods

5.1 Follow instructions and procedures way reflexive, understanding how each step contribute to reach an objective

5.2 Sort information agree to categories, hierarchies and relations

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

## 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.

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

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

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

- 3.1.First conditional with will.
- 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.
- 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.

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

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

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- 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.
- 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.**
  - 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.

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## 6. WORK STYLES.

6.1. Would and could for making request.

6.2. Working environments.

## 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)*

- 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.**

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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	10%
<b>Grand Total:</b>	<b>100%</b>

## **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.



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The sub-files should be named:

Last name + Given name + Block

Each activity must be named:

Father's last name+ Name+ Activity

## **ACTIVITY TO INTEGRATE:**

### **BLOCK I**

- Identify sentences - Zero conditional
- Write sentences -Zero conditional
- Presentation - Plumbing Words
- Questionnaire- Climate Change and Environment

### **BLOCK II**

- Order sentences - Used To
- Change sentences - Used to negative
- Write Recipe- Food Portions
- Practice - Regular and Irregular Verbs

### **BLOCK III**

- Write a text - Are you a reader?
- Make Sentences - Past Progressive
- Presentation - Natural disasters

### **BLOCK IV**

- Crossword - Vocabulary
- Create a Conversation - electronic devices
- Search for meaning - Internet Terminology
- Create a Conversation - "To do" list



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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.

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## 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.
- 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.

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*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
<b>PRONUNCIATION</b>	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.
<b>CONTENT</b>	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.
<b>GRAMMAR</b>	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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## **COLABORATIVE 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 : The Snow Day

My sister woke me up early this morning. She ran into my room before the alarm clock went off. "Look outside!" she yelled. I got out of bed and looked out the window. All that I could see was white snow! There was a man shoveling the sidewalk in front of our house. Mom came into the room. She brought us each a mug of hot chocolate. "No school today!" she said. I was very happy. My sister was happy, too. Mom left the room to find our snow clothes. She gave me my blue snowsuit. She also gave me a hat and mittens. "What are you going to do today with no school?" she asked.

Referencia: <http://englishforeveryone.org/PDFs/Finish%20the%20Story%20-%20The%20Snow%20Day.pdf>

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## RECOMMENDED REFERENCES

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- English Vocabulary in Use Elementary Book and CD-ROM Michael McCarthy, Felicity O'Dell, Geraldine Mark. Cambridge UP. 19th printing 2009.
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- English Grammar In Use with Answers and CD ROM Raymond Murphy. Cambridge UP. 12th printing 2007.
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- 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.
- 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.

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## 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:

- 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.