



UNIVERSIDAD  
AUTÓNOMA DE  
COAHUILA

# INGLÉS ELEMENTAL

PRESENTATION OF THE COURSE

# PRESENTATION OF THE COURSE

La asignatura *Inglés Elemental* tiene como propósito fortalecer tus habilidades comunicativas en inglés mediante actividades diseñadas para mejorar tu comprensión auditiva, expresión oral, lectura y escritura. A lo largo del curso explorarás situaciones reales relacionadas con compras, reciclaje, descripciones personales, accidentes, actividades escolares y planes futuros, lo que te permitirá ampliar tu vocabulario y aplicar estructuras gramaticales esenciales en contextos auténticos.

Durante el desarrollo de la materia trabajarás con recursos variados como lecturas, audios, conversaciones guiadas y ejercicios prácticos. Estas actividades incluyen controles de lectura, ejercicios de opción múltiple, prácticas de listening y speaking, así como ejercicios escritos orientados a que integres progresivamente el uso del idioma en distintos escenarios académicos, profesionales y sociales.

Al finalizar el curso realizarás un proyecto integrador en el que aplicarás de manera conjunta las habilidades desarrolladas durante las cuatro unidades. Este proyecto te permitirá demostrar tu capacidad para comunicarte de forma clara, coherente y pertinente, al mismo tiempo que refuerzas el aprendizaje autónomo, el pensamiento crítico y la confianza para utilizar el inglés en situaciones de la vida real.

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The course *Elemental English* aims to strengthen your English communicative skills through activities designed to improve listening, speaking, reading, and writing. Throughout the semester, you will explore real-life themes such as shopping, recycling, personality descriptions, accidents, school activities, and future plans. These topics will help you expand your vocabulary and apply key grammatical structures in meaningful and authentic contexts.

Throughout the course, you will work with a variety of resources, including readings, audio recordings, guided conversations, and practical exercises. These activities include reading checks, multiple-choice exercises, listening and speaking practice, and written tasks that gradually reinforce your ability to use English effectively in academic, professional, and social situations.

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At the end of the course, you will complete a final integrative project where you will apply all the skills developed throughout the four units. This project allows you to demonstrate clear, coherent, and purposeful communication while strengthening autonomous learning, critical thinking, and confidence in using English in real world contexts.

## GENERAL OBJECTIVE

Desarrollar las habilidades comunicativas en inglés, fortaleciendo la comprensión y producción oral y escrita en contextos académicos, profesionales y sociales. Fomentar el aprendizaje autónomo, el pensamiento crítico y la conciencia intercultural para un uso efectivo del idioma en un mundo globalizado.

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The purpose of this course is to develop students' communicative skills in English by strengthening their listening, speaking, reading, and writing abilities in academic, professional, and social contexts. The course also encourages autonomous learning, critical thinking, and intercultural awareness to promote the effective use of English in an increasingly globalized world.

## TOPICS AND SUBTOPICS

### UNIT 1: THINGS TO BUY AND RECYCLING

- Things to buy.
  - Make complaints and discuss shopping.
  - Use too, enough, many, much.
  - Understand conversations about shopping habits.
  - Understand an article about an unusual mall.
- Recycling.
  - Make speculations.
  - Use the zero conditional, first conditional, and if clauses with may or might.
  - Understand someone talking about single-use plastics.
  - Understand an article about the environment.

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## UNIT 2: DESCRIBING PERSONALITIES

- Describing Personalities.
  - Describe my preferences.
  - Use relative clauses for description.
  - Understand voicemail messages about house-sitting.
  - Understand an article about interview tips.

## UNIT 3: ACCIDENTS OR INJURIES

- Accidents or Injuries.
  - Narrate past events.
  - Use the past continuous.
  - Understand descriptions of accidents.
  - Understand an article about a dramatic event.

## UNIT 4: SCHOOL ACTIVITIES CLUBS AND VACATIONS

- School activities and clubs.
  - Talk about past habits.
  - Use used to.
  - Understand family histories.
  - Understand a short biography about a famous person.
- Vacations.
  - Talk about future plans.
  - Use modals for possibility, speculation and deduction.
  - Listen to people talking about careers and studying abroad.
  - Understand a text about volunteering on vacation.

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## GENERAL EVALUATION

To report your final grade, obtained from the sum of unit points, you must have completed or submitted the following:

- Lesson development.
- Answered all unit assessment questionnaires.
- Completed and submitted the Final Project within the established timeframe.
- Responded to the Final Assessment.

Failure to meet any of these requirements will result in the course being disqualified.

If you do not pass the course during the regular session with a grade equal to or greater than 70, you will be required to submit an extraordinary assessment consisting of a knowledge exam and a project, totaling 100% of the course grade. If you do not obtain a passing grade, you will be required to register to retake the course.

**NOTE: THE MINIMUM PASSING GRADE IS 70 OF 100**

EVALUACIÓN	PUNTOS
UNIDAD 1	15
UNIDAD 2	15
UNIDAD 3	15
UNIDAD 4	15
PROYECTO FINAL	20
EVALUACIÓN DEL CONOCIMIENTO	20
TOTAL	100

## FINAL PROJECT: MY GLOBAL PROFILE

El proyecto final consiste en crear un *Perfil Global* que muestre tu capacidad para comunicarte en inglés de manera clara y funcional. Este perfil se compone de dos partes: un video breve y un documento escrito. Ambos elementos integran los temas y estructuras gramaticales trabajadas en las cuatro unidades.

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## 1. Video de presentación (2-3 minutos)

Graba un video en inglés en el que presentes información sobre ti y apliques contenidos clave del curso. El video se debe subir a YouTube o TikTok, en modo público u oculto, y deberás pegar el enlace dentro del documento escrito.

En el video debes incluir:

- Una descripción personal y de tu personalidad.
- Hábitos pasados o actividades que solías realizar usando *used to*.
- Un evento pasado o accidente menor narrado con *past continuous*.
- Planes o posibilidades futuras, utilizando modales (*may, might, could*).

**NOTA:** El enfoque principal es la claridad, coherencia y uso adecuado del inglés, más que la producción audiovisual.

## 2. Documento escrito: "My Global Profile"

El documento debe elaborarse **completamente en inglés** (letra Calibri o Arial de 12 puntos, interlineado de 1.5 líneas, en PDF o Word) e incluir:

- a) Portada (nombre del estudiante, nombre de la materia, profesor, fecha y título).
- b) Enlace al video. Pega el enlace directo a tu video de YouTube o TikTok al inicio del documento.
- c) Texto escrito (de entre 350 y 500 palabras) dividido en cuatro secciones:
  1. Shopping Habits and Consumer Choices.  
Explica tus hábitos de compra e incluye un ejemplo de una queja o problema usando *too, enough, many, much*.
  2. Environmental Commitment.  
Describe tus hábitos relacionados con el cuidado del ambiente e integra especulaciones con condicionales (*zero, first, may/might*).
  3. Personality and Preferences.  
Describe tus rasgos personales y preferencias utilizando *relative clauses*.
  4. Future Plans.

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Explica tus metas académicas o profesionales y plantea posibilidades futuras mediante modales (*may, might, could*).

d) Un párrafo pequeño (en inglés) reflexionando sobre lo que aprendiste.

## LISTA DE COTEJO

Elemento
Incluye enlace al video y este funciona correctamente.
El video integra todos los contenidos solicitados (descripción personal, <i>used to, past continuous</i> , planes futuros con <i>may/might/could</i> ).
El texto escrito cumple con la extensión (350-500 palabras) y está organizado en las secciones indicadas.
El texto integra correctamente los contenidos gramaticales ( <i>too/enough/many/much</i> , condicionales, <i>relative clauses</i> , modales de posibilidad).
Uso adecuado y claro del inglés en todo el proyecto (coherencia, vocabulario y corrección general).
<b>TOTAL: 20 PUNTOS</b>

## RECOMMENDED REFERECES

- Admin. (2025) How to use modal verbs to express possibility in English. 5MinuteEnglish. Recovered from: <https://5minuteenglish.com/how-to-use-modal-verbs-to-express-possibility-in-english/>
- Alex. (2025). 25 Shopping Conversation Questions for A2-B1 English Learners (Free PDF). English with Alex. Recovered from: <https://www.englishalex.com/post/25-shopping-conversation-questions-for-a2-b1-english-learners-free-pdf>
- BBC Learning English. (s.f.) Grammar Reference. Too much / too many / enough / not enough / very. BBC Learning English. Recovered from: <https://www.bbc.co.uk/learningenglish/course/lower-intermediate/unit-19/tab/grammar>

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- British Council. (2025) *Conditionals: zero, first and second*. British Council-LearnEnglish. Recovered from: <https://learnenglish.britishcouncil.org/grammar/b1-b2-grammar/conditionals-zero-first-second>
- Cambridge University Press & Assessment. (s.f.) Comparison and Contrast 3: Comparative and Superlative Adjectives and Adverbs; Articles; Common Expressions That Show Similarity. Cambridge University Press & Assessment. Recovered from: [https://www.cambridge.org/us/files/6015/4896/3663/Grammar\\_and\\_Beyond\\_Essentials\\_Level\\_4\\_Unit\\_7\\_Sample\\_Content.pdf](https://www.cambridge.org/us/files/6015/4896/3663/Grammar_and_Beyond_Essentials_Level_4_Unit_7_Sample_Content.pdf)
- Cherry, Kendra. (2026) What are the big 5 personality traits? Verywell Mind. Recovered from: <https://www.verywellmind.com/the-big-five-personality-dimensions-2795422>
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- KBob. (2025) *Talk About Your Career in English: Past Experience, Present Job and Future Goals*. English Teacher KBob. Recovered from: <https://englishteacherkbob.com/how-to-talk-about-your-career-in-english-past-experience-present-job-and-future-goals/>
- Keller, Hellen. (2025) *Expressing Preferences: ESL Conversation Guide*. Lean Grammar. Recovered from: <https://leangrammar.com/expressing-preferences-best-esl-practice-conversations/>
- LanGeek. (2025). *Used to*. Langeek. Recovered from: <https://langeek.co/en/grammar/course/31/used-to>
- Learning English Project. (2024) SHOPPING HABITS. Learning English Project. Recovered from: <https://www.learningenglishpro.com/2024/09/shopping-habits.html>
- My Lingua Academy. Academy, M. L. (2025) *Words and Phrases for Speculation*. My Lingua Academy. Recovered from: <https://myenglishteacher.co.uk/2025/02/11/words-and-phrases-for-speculation/>

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- Redaction from ESL Inventory. (s.f.) Past Simple or Continuous: Difference & Exercises. ESL Inventory. Recovered from: <https://esl-inventory.com/past-simple-or-continuous/>
- Redaction from Lingolia English. (s.f.) Relative clauses & relative pronouns. Lingolia English. Recovered from: <https://english.lingolia.com/en/grammar/sentences/relative-clauses>
- Redaction from ProfEnglish. (s.f.) The past continuous. Professional English. Recovered from: <https://www.profenglish.eu/the-past-continuous/>
- Rhalmi, M. (2025). Talking about future plans in English: Speaking guide. *My English Pages*. Recovered from: <https://www.myenglishpages.com/talking-about-future-plans-and-intentions/>
- Teacher, & Teacher. (2024). *Talking about accidents in English*. ELLA. Recovered from: <https://ellalanguage.com/blog/talking-about-accidents-in-english/>
- Test-English. (2025) *Too, too much, too many, enough. Grammar chart. Test-English*. Recovered from: <https://test-english.com/explanation/a2/too-too-much-too-many-enough>

## WORKFLOW

Each unit consists of the following elements:

- Topics and Subtopics: presentation and analysis of concepts, theoretical foundations, implications, and applications of the topic covered in the corresponding unit.
- Reading Controls: specific questions about the readings completed using a multiple-choice or matching system. These will allow you to verify that you have reviewed and read each of the assigned readings. Remember that they may count toward your assessment.
- Activities: application of the theoretical knowledge acquired. These activities can be assessed using specific checklists and are weighted in the assessment.

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- Unit Evaluation: consists of a series of questions that are evaluated to verify the knowledge acquired within the unit.
- Before completing your course, you must complete a final assessment that covers the entire course content.