



**UNIVERSIDAD
AUTÓNOMA DE
COAHUILA**

INGLÉS V

INTRODUCCIÓN DEL CURSO

UNIVERSIDAD AUTÓNOMA DE COAHUILA

COURSE INTRODUCTION

Dear students,

Welcome to the English Course! We are very happy to have you join this new learning journey. In this class, we will start exploring the English language - a powerful tool that can open doors to new opportunities, cultures, and knowledge around the globe.

Today, learning English is not only part of your academic studies, but also an essential skill for your personal and professional development. English is the main language used in international communication, science, technology, business, and tourism. By studying it, you will be able to connect with people from many different countries, understand information from around the world, and share your own ideas with more confidence in international settings.

You will learn useful vocabulary and basic grammar for everyday situations, practice conversation, and build the confidence you need to communicate successfully. Remember that making mistakes is normal and necessary – every effort you make is a step closer to speaking more fluently.

We encourage you to participate actively, ask questions, and enjoy each activity. Together, we will turn this class into a space for growth, creativity, and teamwork. Once again, welcome, and let's work to make this class a successful and meaningful experience!

Queridos estudiantes:

¡Bienvenidos al Curso de Inglés! Nos da mucho gusto contar con su participación en esta nueva etapa de aprendizaje. En esta clase, continuamos con la exploración del idioma inglés, una herramienta muy valiosa que abre acceso a nuevas oportunidades, culturas y saberes en diferentes partes del mundo.

COURSE INTRODUCTION

En la actualidad, aprender inglés no es solamente una exigencia académica, sino también una habilidad clave para el desarrollo personal y profesional. El inglés es el idioma más utilizado en la comunicación internacional, así como en la ciencia, la tecnología, los negocios y el turismo. Al estudiarlo, podrán relacionarse con personas de diversos países, comprender información global y expresar sus ideas con mayor seguridad en contextos internacionales.

A lo largo del curso, aprenderán vocabulario y estructuras gramaticales útiles para situaciones de la vida diaria, practicarán conversaciones y fortalecerán su confianza para comunicarse de manera efectiva. Recuerden que equivocarse es parte natural del aprendizaje; cada intento los acerca un poco más a la fluidez.

Los invitamos a participar de forma activa, hacer preguntas y disfrutar cada actividad. Juntos convertiremos esta clase en un espacio de crecimiento, creatividad y colaboración. ¡Bienvenidos de nuevo, y trabajemos para que este semestre sea una experiencia exitosa y enriquecedora!

GENERAL OBJECTIVE

To help students develop basic language skills in English so they can communicate effectively by learning essential vocabulary and key grammar structures, encouraging them to take part in simple, meaningful conversations in everyday contexts.

By the end of the course, students will be able to use basic English vocabulary and grammar to understand and produce short, clear, and practical dialogues for common daily situations.

COURSE INTRODUCTION

TOPICS AND SUBTOPICS

UNIT 1. APPEARANCE, STYLE, AND PERSONAL CHANGE

- Describe people's appearance.
- Use have / get something done.
- Understand conversations and stories about a new look.

UNIT 2. NEIGHBORHOODS AND COMMUNITY CONNECTIONS

- Describe good / bad points about a neighborhood.
- Use the second conditional.
- Understand a town hall meeting.
- Understand intergenerational schools.

UNIT 3. LOOKING BACK: REGRETS, MYSTERIES AND FAKE STORIES

- Talk about regrets and solutions to problems.
- Use "should have" / "would have".
- Understand people talking about regrets and mistakes.
- Speculate about mysteries and the past.
- Use modals + have.
- Understand conspiracy theories and hoaxes.

UNIT 4. INVENTIONS AND NEWS: TALKING ABOUT OUR WORLD

- Discuss life with and without inventions.
- Use the third conditional.
- Inventions and inventors: how new ideas are created.
- Talk about new events.
- Use reported speech.
- Understanding news: stories and how they work.

GENERAL EVALUATION

COURSE INTRODUCTION

To receive your final grade, calculated from the total points earned in all units, you must have completed or submitted the following:

- Complete all lesson activities.
- Answer all unit assessment quizzes.
- Complete and submit the Final Project within the established timeframe.
- Complete 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 evaluation period with a grade of 70 or higher, you will be required to submit an extraordinary evaluation 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

EVALUATION	POINTS
UNIT 1	15
UNIT 2	15
UNIT 3	15
UNIT 4	15
FINAL PROJECT	20
FINAL EVALUATION	20
TOTAL	100

FINAL PROJECT: "INVENTIONS AND NEWS IN OUR LIVES"

COURSE INTRODUCTION

In a Word document, complete the following activity:

Write a short news-style paragraph (100-130 words).

Instructions:

1. **Choose ONE invention.** (For example: smartphone, internet, car, bicycle, washing machine, electric light, laptop, etc.)
2. **Write a short text (100-130 words) in English with 3 parts:**

Part 1 - Life with and without the invention (2-3 sentences).

- Say how life was before the invention.
- Say how life is now with the invention.

Examples:

- In the past, people wrote letters. Now they can send messages in seconds.
- Life was slower without this invention. Today, many people use it every day.

Part 2 - A small “news story” (3-4 sentences).

Imagine or describe **one new event** related to this invention.

You can write about:

- A new model.
- A record (many people using it).
- A problem or accident.
- A new project using this invention.

Include: **Who? What? When? Where?**

Example: Last week, a new smartphone model was launched in our city. Many people waited in line to buy it. According to the news, the phone was sold out in two hours.

Part 3 - One third conditional + one reported speech (2 sentences).

COURSE INTRODUCTION

At the end of your text, include:

1. One third conditional sentence
 - If we hadn't had this invention, life would have been more difficult.
2. One reported speech sentence
 - The inventor said that he wanted to make communication easier.
 - My friend said that she couldn't live without this invention.

TOTAL: 100-130 WORDS.

Try to use:

- Past simple (for the event).
- Present simple (for general facts).
- Passive voice at least once (was invented, was created, was launched).
- Unit vocabulary (invention, device, news, headline, event, according to, etc.).

CHECKLIST

ELEMENT
Content and task completion 100-130 words.
Target grammar (third conditional, reported speech, tenses, and passive voice)
Unit vocabulary (inventions & news).
Organization and coherence.
TOTAL 20 POINTS

Remember to ask your facilitator if you have any questions.

When you finish the Project, upload your document to the virtual learning platform in the corresponding section. Name the file as follows:

Last Name_Given Name_Final_Project

RECOMMENDED REFERECES

COURSE INTRODUCTION

- Latham-Koenig, C., Oxenden, C. & Lambert, J. (2019). English File: Elementary: Student's book with online practice (4th ed.). Oxford University Press.
- Redston, C. & Cunningham, G. (2012). face2face: Elementary student's book (2nd ed.). Cambridge University Press.
- Richards, J. C. & Bohlke, D. (2019). Four Corners: Level 2: Student's book with online self-study (2nd ed.). Cambridge University Press.
- Bixby, J. & Caplan, N. (2020). Q: Skills for success 3E: Listening and speaking 2: Student's book (3rd ed.). Oxford University Press.
- Murphy, R. (2019). English grammar in use (5th ed.). Cambridge University Press.

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.
- **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.