

Universidad Autónoma de Coahuila

ENGLISH II



ENGLISH II

PRESENTATION

This new English level is designed to continue with the process followed in English I. Therefore, it constantly recycles and interacts with materials and contents reviewed previously with the objective of enlarging your knowledge and abilities towards them. The topics and contexts in which they take place are thought to be of your interest so you can feel comfortable while working them out throughout the course.

GENERAL OBJECTIVE

This level aims to allow students to communicate in a more varied number of everyday situations. It looks forward to enable to produce and understand more complex language by practicing new grammatical structures and lexical expressions, as well as pronunciation, through written exercises, and other communicative activities in which learner's direct participation is involved.

TOPICS AND SUBTOPICS

UNIT I: IN MY OPINION

The 1990s

- Review of the simple past.
- Past progressive.
- Irregular simple past verbs.
- Prepositions: at, by, about, in, when and while.

ENGLISH II

Culture Vulture

- Comparatives with as... as/not as... as superlatives.
- Spelling rules for forming superlative adjectives.
- Irregular superlative adjectives.

Tickets, Money, Passport

- Possessive pronouns and whose.
- Modals of permission and request.

UNIT II: IT COULD HAPPEN TO ANYONE!

It could happen to anyone

- Present Perfect-ever/never.
- Present perfect- How long/for/since.
- Past participle.

Musical Notes

- Present perfect vs. simple past.
- Modals of advice and warning.

Living Spaces

- Direct and indirect objects.
- Separable phrasal verbs with direct objects.
- Preposition+ indirect object.

ENGLISH II

UNIT III: A QUESTION OF TASTE

A question of taste

- Too/ (not)...enough/really/very.
- How much/ how many.
- Quantifiers.

Love and romance

- Phrases of preference.
- Negative yes/no questions.

Our planet

- Will and going to
- Modals of possibility

UNIT IV: IN THE NEAR FUTURE

Party Animals

- Present tense with future meaning.
- Modals of offer- can/could/will.

Innovate

- Simple present passive.
- Simple past passive.
- By + agent.

ENGLISH II

In the near future

- Zero and first conditionals.
- Review of future forms.
- If/when.
- May/might/can.

GENERAL EVALUATION

To the formal report of the credit for this course will be necessary to present and pass with an approving grade the following:

- Complete the activities and exercises presented for each unit and the homework uploaded into the platform, in form and time.
- Final Project (described ahead).
- Answer the final evaluation of knowledge
- Minimum grade for approval = 70

Cause for Extraordinary Evaluation

- If student does not achieves the minimum grade for approval he/she will have the opportunity to an Extraordinary evaluation including:
 - Project
 - Exam

ENGLISH II

Repeating the course

- **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”.**

REMEMBER THAT THE MINIMUM FOR APPROVAL IS 70

GENERAL EVALUATION OF THE COURSE

EVALUATION	POINTS
UNIT I	20
UNIT II	15
UNIT III	15
UNIT IV	15
PARTICIPATION EXERCISES	5
FINAL PROJECT	15
FINAL EVALUATION OF KNOWLEDGE	15
TOTAL	100 Points

ENGLISH II

FINAL PROJECT

For the final project, the learner will have to record a speech in which he/she will need to include and integrate grammatical structures and lexical expressions studied during the course, taking in consideration other elements such as the pronunciation, pace and originality as part of the evaluation.

For this course final project, you are required to record a 3 minutes interview/conversation where you talk about one of the following topics:

- New technologies in the 1990's.
- Music.
- Types of foods around the world.
- The best party ever seen.
- The future plans of someone for the following 5 years.

The content of the interview/conversation must adapt at least 10 of the following grammatical points:

(The number of examples pointed in each case is the minimum.)

- At least one expression in *simple past*.
- At least one expression in *past progressive* considering the forms studied in this course.
- At least one example of the comparative form *as...as*, and another with *not as...as...*

ENGLISH II

- Three examples of superlatives, one of them irregular (*e.g. the best*).
- One example of *whose* and two or more *possessive pronouns*.
- One example (or more) of permission and another of request using the modals studied in Unit I.
- Three examples of *present perfect* (one must be using *How long... and for/since*).
- Three examples of sentences using modals of advice and warning.
- Three examples of sentences which include separable phrasal verbs with direct objects.
- Three examples where you use *How much/many...?* and quantifiers.
- Three examples of phrases of preference studied in Unit III.
- Three examples of negative questions studied in Unit III.
- Two examples of *will*, two of *going to*, and three of modals of possibility.
- Two examples of *present tense* with future meaning.
- Two examples of *simple present passive*.
- Two examples of *simple past passive*.
- Three examples of *zero or first conditional*.

The lexis included in the interview/conversation can be 5 of the following as revised in the course:

- Internet activities.
- Adjectives for describing the arts.

ENGLISH II

- Vacation.
- Genres of music and adjectives to describe music.
- Objects in a house.
- Food and adjectives to describe food.
- Relationships.
- Weather.
- Parties.

Write on a Word document your interview/conversation and rehearse before you record it. Remember you can ask your facilitator if you have doubts (grammar, lexis or pronunciation).

Record your voice and save it in a file you can upload in the platform.

Be careful with compatibility, so that your facilitator can listen to it.

ENGLISH II

FINAL PROJECT EVALUATION

ELEMENT	POINTS	OBTAINED
ORIGINALITY	2	
GRAMMAR	5	
SPELLING	5	
PRONOUNCIATION a) Fluency b) Intonation c) Speed	3	
TOTAL: 15		TOTAL

You must send your audio file to the task/assignment section,
and you must give it a name.

Last Name_Given Name_audiofinalproject

You must send it through the tasks/assignment section,
and you must give it a name.

Last Name_Given Name_wordfinalproject

ENGLISH II

WORKFLOW

It is important for you to follow the 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.

In every Block you will find the following elements:

- Thematic Content: Presentation and analysis of contents and theory. Practice for every subject in
the Block.
- Activities in which you will apply the knowledge acquired. These activities will be evaluated and they will add a percentage to your final grade.

Note: Remember that before starting this module you must read the General guidelines and introduction. In 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

ENGLISH II

- General evaluation criteria
- Percentages for the general evaluation
- Final project
- Recommended references
- Work flow
- References

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 y adquieren una ponderación en la evaluación.

Nota: Recuerda que antes de comenzar tu materia debes leer la lección de Generalidades del Curso, en la cual podrás conocer los siguientes elementos que lo componen y bajo los cuáles serás evaluado:

- Presentación
- Bienvenida
- Introducción
- Competencia genérica del bachillerato

ENGLISH II

- Temas y subtemas
- Lineamientos generales de evaluación
- Evaluación general del curso en puntos
- Proyecto final
- Referencias recomendadas
- Forma de trabajo
- Referencias utilizadas

English II takes skill practice exercises you have already seen in English I; therefore, it will be easier for you to complete them now. We invite you to be careful at the moment of sending your activities and tasks through the platform and according to the required file.

As part of the activities of the course you will record several conversations in audio files, so it is necessary to have a cell phone, computer or other devices to do and send them through the platform. If you have any question, contact your facilitator.

RECOMMENDED REFERENCES

Rogers, M., Joanne, T.-K., Steve, T.-K., & Dorothy Ze, Z. (2010). openMind. McMillan

ENGLISH II

REFERENCES AND SOURCES

Books

Adjectives. (2010). En Open Mind 2 (p. 10).

Adjectives for describing the arts. (2010). En Open Mind 2 (p. 18).

Birth of the internet. (2010). En Open Mind 2 (p. 8).

Conversation. (2010). En Open Mind 2 (p. 16).

Conversation Modals. (2010). En Open Mind 2 (p. 102).

Conversation What is Debbie complaining about? (2010). En Open Mind 2 (p. 61).

Conversation What is unusual about Angelina Jolie's family? (2010). En Open Mind 2 (p. 80).

Conversation. Vacations. (2010). En Open Mind 2 (p. 28).

Did Stephanie have a good day? (2010). En Open Mind 2 (p. 9).

Doctor's health article. (2010). En Open Mind 2 (p. 71).

Exercises A, B, C, D. (2010). En Open Mind 2 (p. 42).

Feng shui. (2010). En Open Mind 2 (p. 57).

Natural Disasters. (2010). En Open Mind 2 (p. 88).

Radio Interview. (2010). En Open Mind 2 (p. 78).

Who thinks teenagers can learn from their parents? (2010). En Open Mind 2 (p. 119).

Exercises taken or adapted from Open Mind 2 (2010).

Open Mind 2. (2010) p.26

ENGLISH II

Open Mind 2 (2010) p. 29

Open Mind 2 (2010) p. 36

Open Mind 2 (2010) p. 38

Open Mind 2 (2010) p. 46

Open Mind 2 (2010) p. 52

Open Mind 2 (2010) p. 48

Open Mind 2 (2010) p. 49

Open Mind 2 (2010) p. 51

Open Mind 2 (2010) p. 56

Open Mind 2 (2010) p. 59

Open Mind 2 (2010) p. 61

Open Mind 2 (2010) p. 66

Open Mind 2 (2010) p. 69

Open Mind 2 (2010) p. 71

Open Mind 2 (2010) p. 73

Open Mind 2 (2010) p. 77

Open Mind 2 (2010) p. 78

Open Mind 2 (2010) p. 81

Open Mind 2 (2010) p. 82

Open Mind 2 (2010) p. 86

ENGLISH II

Open Mind 2 (2010) p. 88

Open Mind 2 (2010) p. 89

Open Mind 2 (2010) p. 90

Open Mind 2 (2010) p. 91

Open Mind 2 (2010) p. 96

Open Mind 2 (2010) p. 98

Open Mind 2 (2010) p. 100

Open Mind 2 (2010) p. 102

Open Mind 2 (2010) p. 106

Open Mind 2 (2010) p. 108

Open Mind 2 (2010) p. 109

Open Mind 2 (2010) p. 111

Open Mind 2 (2010) p. 116

Open Mind 2 (2010) p. 118

Open Mind 2 (2010) p. 119

Open Mind 2 (2010) p. 122

ENGLISH II

Links to videos

ABC English. Zero and First Conditional. Green Forest. Publicado el 13/11/2012

http://www.youtube.com/watch?v=6_U87yGqxqk

Aprende inglés Online - Passive voice (voz pasiva). Amigos Ingleses. Publicado el 8/12/2013.

<https://www.youtube.com/watch?v=z1OmSgZmCNQ>

AS...(adjective)...AS. Ariel Appel. Publicado el 27/08/2013

http://www.youtube.com/watch?v=4NW_eXK2BAQ

Darbuka show - Arabinstruments.com - Darbuka music. ArabInstruments

Subido el 23/05/2010

<http://www.youtube.com/watch?v=oA2LaO4olw8>

English for Hotel and Tourism: "Checking into a hotel" by LinguaTV. LinguaTV.com

Subido el 6/02/2010

<http://www.youtube.com/watch?v=wyqfYJX23lg>

ENGLISH II

English Lessons: SUPERLATIVES QUIZ (superlative form)

<http://www.youtube.com/watch?v=z9DnxQYnbds>

Publicado el 15/04/2012

English Vocabulary - Types of Music - Sandro almeida borem.

Publicado el 19/11/2013

http://www.youtube.com/watch?v=38VUgL_bvXs

Food and Drinks (with sound) - English Language. AMES836. Subido el 13/02/2012

<http://www.youtube.com/watch?v=bHJXsHf4Q6E>

For and Since with the Present Perfect. Autoenglish.

Publicado el 11/09/2013

<http://www.youtube.com/watch?v=12wpL4CII6k>

Future simple (Going to vs Will). TeacherDianeESL. Publicado el 16/02/2013

<http://www.youtube.com/watch?v=HTiT63K0KMo>

ENGLISH II

Grammar Lesson: Possessive Adjectives and Pronouns. Learn English with Let's Talk - Free English Lessons.

Publicado el 24/01/2013

<http://www.youtube.com/watch?v=XdkQNkIL6uc>

Gramática Inglés: Voz Pasiva en Pasado Simple. Bluebloc Notes (Aprender Inglés).

Publicado el 8/04/2012.

<https://www.youtube.com/watch?v=aum0ViCFiQg>

How many/how much. ESL ENGLISH. Publicado el 4/05/2013

<http://www.youtube.com/watch?v=md7mdbfWit4>

Passive Voice - English Lesson. Anglo-Link. Publicado el 22/05/2013

<https://www.youtube.com/watch?v=pxbQ2U3Uuv0>

Passive Voice Exercises - English Practice. Anglo-Link. Publicado el 22/05/2013

<https://www.youtube.com/watch?v=ye3-vJk00A8>

ENGLISH II

Practice irregular verbs in past through this video. Challenge yourself!

Learn English - Irregular Verbs. Subido por efljack. Subido el 20/09/2008

<http://www.youtube.com/watch?v=gK12tjcqpsM>

Practice the Passive Voice with scenes from TV series 2. Learnwithvideos. Publicado el 18/02/2014

<https://www.youtube.com/watch?v=ycxcgYUtGvE>

Practice your pronunciation through this video:

WEATHER (vocabulary). MartaKatarzynaESL. Subido el 23/05/2009

<http://www.youtube.com/watch?v=CHFlgePf9VU>

Present Perfect in English Grammar. TeacherPhilEnglish. Publicado el 19/01/2013

<http://www.youtube.com/watch?v=elfGbiczxEU>

PRINCESS DIANA Funeral Highlights. Upload by death2ur

<http://www.youtube.com/watch?v=86MQSbZo28Y>

ENGLISH II

Quantifiers | Much or Many? - Few or Little? | English Lesson. Anglo-Link.

Publicado el 14/08/2013

<https://www.youtube.com/watch?v=UOnJADStd8g>

The beautiful nature of our World (HD 1080). Shai Eitan. Subido el 22/05/2011

<http://www.youtube.com/watch?v=cgb25lUXgY0>

What Makes a Good Party? WTA. Subido el 24/02/2011

<http://www.youtube.com/watch?v=MYRIe8-MjLU>

Web

Anderson, J. Nine Signs You May Have A Gluten Allergy. Celiacdisease.about.com (Updated February 16, 2014).

<http://celiacdisease.about.com/od/glutenintolerance/ss/Nine-Signs-You-May-Have-A-Gluten-Allergy.htm>

BRITISH COUNCIL. Ability, permission, requests and advice

<https://learnenglish.britishcouncil.org/es/english-grammar/verbs/modal-verbs/ability-permission-requests-and-advice>

ENGLISH II

English Club. BU Summer Legal Institute - pre LLM London Summer Course.

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http://www.englishclub.com/grammar/verbs-phrasal-verbs_2.htm

Learn English-online. Modal verbs for permission

<http://arkortizes.blogspot.mx/2012/03/modals-of-permission-and-request-can.html>

Test 1

<http://www.learnenglish-online.com/grammar/modals/tests/modalpermission.html>

Test 2

<http://www.learnenglish-online.com/grammar/modals/tests/modalpermission2.html>

Phrasal verbs in English. Espressoenglish.net

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<http://www.espressoenglish.net/phrasal-verbs-in-english/>

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Phrasal verbs. First-certificate.

First-Certificate.com © 2009-2012 Linguapuncture S.L Ingresado 19/03/2014

<http://en.first-certificate.com/Phrasal-Verbs-fce>

Quantifiers Gap Fill Exercise. Es1-lounge.

<http://www.es1-lounge.com/student/grammar/2g41-quantifiers-gap-fill.php>