


ENGLISH III

1. Competencies	To communicate feelings, thoughts, knowledge, experiences, ideas, reflections and opinions, through employing simple expressions and daily language in a productive and a receptive way according to the Common European Framework of Reference, level A2 of English Language proficiency; basic user, in order to contribute to the performance of their professional roles in their social, personal and working environment.
2. Fourth Month Period	Third
3. Theoretical Hours	18
4. Practical Hours	42
5. Total Hours	60
6. Week Fourth Month Period Total Hours	4
7. Learning Objective	The student will exchange information about past events, as well as plans and projects in the future by employing modals verbs, past progressive and the future forms; to solve immediate needs, to understand rules and regulations stated; to make decisions and commitments related to his/her personal, social and professional environment.


Learning Units	Hours		
	Theoretical	Practical	Total
I. Simple Past and Past Progressive	6	14	20
II. Invitation	6	14	20
III. Plans and Projects	6	14	20
Total	18	42	60

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LEARNING UNITS

1. Learning Unit	I. Simple Past vs. Past Progressive
2. Theoretical Hours	6
3. Practical Hours	14
4. Total Hours	20
5. Objective of the Learning Unit	The student will exchange information about events that occurred simultaneously in the past to interact in an immediate surrounding.


Themes	Learning to know	Learning to do	Learning to be
Describing events in the past	Identify the grammatical structure and the use of the past progressive tense and its affirmative, negative and interrogative form.	Ask and give information about actions that were in progress in the past.	Collaboration Responsibility Assertiveness
Actions happening simultaneously in the past	Interrelate the interrogative words with the past progressive grammatical structure. Identify the use of the connectors "while" and "when" Tell the difference between the grammatical structure and use of the simple past from the past progressive tense.	Ask and give information about ongoing and simultaneous actions in the past, using the connectors "when" and "while". Describe actions that were happening in the past and were interrupted by other actions.	Collaboration Responsibility Assertiveness

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EVALUATION PROCESS

Learning outcome	Learning sequence	Instruments and type of reagents
<p>As a result of the practice activities carried out in class regarding his/her field of study and related to requesting and providing information about activities occurring simultaneously in the past, the student will present a portfolio of evidence including the following tasks:</p> <p>"Listening". – Listen to an audio and answer the corresponding questions.</p> <p>"Speaking".- While the teacher observes, student will role play requesting and providing information. They must use at least twenty verbs</p> <p>"Reading".- Answer a written exercise about a given text.</p> <p>"Writing".- Write a paragraph with a minimum of sixty words.</p>	<ol style="list-style-type: none"> 1. Explain the grammatical structure and the use of the affirmative, negative and interrogative simple past forms. 2. Identify the interrogative words. 3. Understand the use of the connectors "while" and "when". 4. Differentiate the grammatical structure and the use of the simple past from the past progressive tense. 	<p>Checklist Practical exercises</p>

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TEACHING LEARNING PROCESS

Methods and teaching techniques	Media and didactic material
Collaborative teams Learning through Information and Communication Technology, Listening, reading and writing comprehension Techniques.	Printed realia, audio and video Compact Discs, USB Multimedia equipment TV Screen Computer Printer Projector Irregular and regular verbs list Vocabulary related to his/her professional field.

LEARNING SPACE

Classroom	Laboratory / Workshop	Company
x		


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LEARNING UNITS

1. Learning Unit	II. Invitations
2. Theoretical Hours	6
3. Practical Hours	14
4. Total Hours	20
5. Objective of the Learning Unit	The student will use modal verbs to show appropriate behavior according to the rules of his/her surroundings.


Themes	Learning to know	Learning to do	Learning to be
Ability, possibility and permission	Identify the functions of the modal verbs: - "can/be able to" and "could" - "may" and their affirmative, negative and interrogative form.	Ask and give information about abilities. Ask and answer about the possibility of carrying out an action. Request permission to carry out an action/task.	Collaboration Responsibility Assertiveness
Suggestions, needs and responsibilities	Explain the function of the following modal verbs: - "should" - "need to" - "ought to" - "must" - "have to" and their affirmative, negative and interrogative form.	Ask and give suggestions and recommendations. Express and request the need and the degree of responsibility of an action.	Collaboration Responsibility Assertiveness
Inviting, accepting and giving excuses to reject invitations	Explain the function of the modal verb "would like" Identify the modal verbs "can" and "have to". Identify the expressions for accepting and rejecting invitations.	Invite someone. Accept invitations and reject them.	Collaboration Responsibility Assertiveness

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EVALUATION PROCESS

Learning outcome	Learning sequence	Instruments and type of reagents
<p>As a result of the practice activities carried out in class regarding his/her field of study and related to abilities, possibilities, permissions, suggestions, needs and responsibilities likewise inviting, accepting and rejecting invitations, the student will present a portfolio of evidence including the following tasks:</p> <p>"Listening". – Listen to an audio and answer the corresponding questions.</p> <p>"Speaking".- While the teacher observes, student will role play requesting and providing information.</p> <p>"Reading".- Answer a written exercise about a given text.</p> <p>"Writing".- Write a paragraph with a minimum of sixty words, listing the regulations of a place related to his/her field of study.</p>	<ol style="list-style-type: none"> 1. Understand the function of the modal verbs "can", "could" and "may" and their affirmative, negative and interrogative form. 2. Understand the function of the modals: "should", "need to", "must" and "have to" and their affirmative, negative and interrogative form. 3. Explain the function of the modal verb "would like" 4. Identify the modal verbs "can" and "have to" 5. Identify the expressions for accepting and rejecting an invitation. 	<p>Checklist Practical exercises</p>

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TEACHING LEARNING PROCESS

Methods and teaching techniques	Media and didactic material
Collaborative teams Learning through Information and Communication Technology, Role play	Printed realia, audio and video Compact Discs, USB Multimedia equipment TV Screen Computer Printer Projector Irregular and regular verbs list Vocabulary related to health and his/her professional career Parts of the body

LEARNING SPACE


Classroom	Laboratory / Workshop	Company
x		

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LEARNING UNITS

1. Learning Unit	III. Plans y Projects
2. Theoretical Hours	6
3. Practical Hours	14
4. Total Hours	20
5. Objective of the Learning Unit	The student will explain his/her projects and plans for the future to organize his/her activities and set goals and objectives.


Theme	Learning to know	Learning to do	Learning to be
Short-term plans	Identify the grammatical structure of the present progressive tense. Identify the use of the present progressive in the future. Identify time clauses for the future.	Express and request information about immediate future plans.	Collaboration Responsibility Assertiveness
Projects	Identify the use of the grammatical structure "going to" and its affirmative, negative and interrogative form. Relate the use of the interrogative words with "going to"	Request and give information about actions, events and projects in the future.	Collaboration Responsibility Assertiveness
Predictions	Identify the form and function of "will" and its affirmative, negative and interrogative form. Identify the expressions to talk about the weather.	Request and provide information about intentions. Predict and explain the forecast. Formulate questions about the weather conditions.	Collaboration Responsibility Assertiveness

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EVALUATION PROCESS

Learning outcome	Learning sequence	Instruments and type of reagents
<p>As a result of the practice activities carried out in class regarding his/her field of study and related to short, medium and long term plans, as well as predictions, intentions, the forecast and the weather conditions, the student will present a portfolio of evidence including the following tasks:</p> <p>"Listening". – Listen to an audio and answer the corresponding questions.</p> <p>"Speaking".- While the teacher observes, student will role play requesting and providing information.</p> <p>"Reading".- Answer a written exercise about a given text.</p> <p>"Writing".- Write a paragraph with at least 70 words, mentioning about his/her plans for the future.</p>	<ol style="list-style-type: none"> 1. Explain the use of the present progressive for the future. 2. Identify time clauses for the future. 3. Understand the use and the grammatical structure of "going to" in its affirmative, negative and interrogative form. 4. Identify the use and the grammatical structure of de modal verb "will" in its affirmative, negative and interrogative form. 5. Identify the expressions to talk about the weather. 	<p>Checklist Practical exercises</p>

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Methods and teaching techniques	Media and didactic material
<p>Collaborative teams</p> <p>Learning through Information and Communication Technology, Listening, reading and writing comprehension Techniques.</p>	<p>Printed realia, audio and video Compact Discs, USB Multimedia equipment TV Screen Computer Printer Projector List of regular and irregular verbs Irregular and regular verbs list Vocabulary lists about the weather, clothing and terminology related to his/her field of study.</p>

LEARNING SPACE


Classroom	Laboratory / Workshop	Company
x		

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CAPACITIES DERIVED FROM THE PROFESSIONAL COMPETENCES TO WHICH THE COURSE CONTRIBUTES

Capacity	Performance criteria
To identify ideas, questions, and simple and brief instructions familiar to him/her. Employ clear and slow speech with long pauses to provide personal information or to talk about his/her immediate surroundings or his/her working environment.	<ul style="list-style-type: none"> - During a conversation, where the interlocutor talks about daily topic in a slowly, clearly and paused way, the student should be able to: <ul style="list-style-type: none"> *. Identify common use words that are similar to his/her mother tongue (cognates) *. Deduce the general meaning of the information. *. Follow basic instructions. *employ non-verbal communication and ask follow up questions to show interest in the conversation *. Numbers, prices and hours.
To read short and simple texts that include familiar words that are similar to his/her mother tongue, as well as basic expressions. To identify the main idea of a given text, phrase by phrase, with visual aid if possible, in order to get the information from his/her immediate and personal surrounding.	<p>When working with a text or simple and clear messages about everyday aspects, the student should be able to:</p> <ul style="list-style-type: none"> *. Understand the general idea of the text. *. Locate names, words and elemental phrases. *. Follow basic and brief instructions, in simple texts that include ads, signals or manuals.
To express oral messages about him/herself, his/her profession, and place of residence and also about other people using simple, isolated and stereotyped phrases that include a basic and specific vocabulary. The student practices drilling, paraphrasing to have a feedback from his/her interlocutor. They also exchange basic information about themselves and their professions.	<p>The student should be able to:</p> <ul style="list-style-type: none"> -introduce himself/herself and someone else by giving basic and general information. -ask and answer simple questions about his/her or other people's professions. - Request products or services related to basic needs employing stereotyped phrases and polite language.

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Capacity	Performance criteria
<p>To write short notes and messages using simple, isolated and stereotyped phrases including basic and specific vocabulary about his/her life, profession, personal information and about other people. To write short notes and messages related to specific situations using the dictionary to provide or request basic information.</p>	<p>To write simple and isolated phrases about himself/herself, his/her life, his/her profession and about other people's professions.</p> <p>To fill in simple forms that include personal information, numbers and dates.</p>

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BIBLIOGRAPHY

Author	Year	Title	City	Country	Publisher
Miles Craven	(2013)	<i>Breakthrough Plus 1</i>	Bangkok	Thailand	Macmillan
Ken Wilson	(2011)	<i>Smart Choice 1</i>	China	China	Oxford
Joan Saslow y Allen Asher	(2011)	<i>Top Notch 2</i>	New York	U.S.	Pearson Longman
Peter Loveday, Melissa Koops, Sally Trowbridge, Lisa Varandani	(2012)	<i>Take Away English 2</i>		China	Mc Graw Hill
Mickey Rogers, Joanne Taylore- Knowles, Steve Taylore-Knowles	(2010)	<i>Open Mind 2</i>	Bangkok	Thailand	Macmillan
Philip Kerr	(2012)	<i>Straightforward Elementary</i>	Bangkok	Thailand	Macmillan

I, Mayre Rodriguez Perez _____ translator in chief for Center for Languages and Applied Linguistics of Universidad Autonoma de Tamaulipas, declare that I am a bilingual translator who is thoroughly familiar with the Spanish and English languages and a member of the Mexican Translation Association, folio OC833. I have revised the previous document that have been translated from Spanish into English in my department and I hereby certify that the same is a true and complete translation to the best of my knowledge, ability and belief and nothing has been added or removed from what the original document showed. Universidad Autonoma de Tamaulipas is an ATA Corporate Member in good standing for year 2019. ATA Member Number 266052.

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