


Sistema de Administración de Calidad				
	Clave	Nombre	Revisión	Hoja
	R-03-SAP	Programa Sintético	00-06/17	1 de 1

Curricular Area	Core		
Disciplinary Field	Communication and Language		
Learning Unit	English in Action II	Semester	Second
Academic Period	January – June 2020		
Academy Head:	Roberta Desirée López Garza		

BASIS:

In *English in Action II* the student develops linguistic competencies in a second language to communicate effectively in daily life situations as well as in academic and sociocultural contexts in a respectful and tolerant manner.

English in Action II is part of the Communication and Language area of the Bilingual Program, which contributes to the development of communicative skills in a second language. These abilities are vital for students' academic life and contribute to the internationalization and innovation plans of the UANL's Educational Model. This learning unit allows students to develop listening, reading, writing and speaking skills, as well as the sub-skills of grammar and vocabulary that fulfill the complete language practice.


The "Sistema Nacional de Bachillerato" through its Agreements 442 and 444 establishes the Competency-Based Approach, which is set in a scenario of diversity, and is reflected in the "Reforma Integral para la Educación Media Superior (RIEMS)". UANL's Upper Middle Level, aligned with the RIEMS, has set an Academic Model based on competencies with a constructivist approach that strengthens the comprehensive, autonomous and responsible education. This Academic Model of the UANL responds to needs and current challenges of the society and provides effective tools for a successful performance in national and international contexts.

English in Action II connects English in Action I content and addresses the development of generic and disciplinary competencies for English in Action III.

Through the teaching and learning strategies within the Competency Based Model, the student will make use of a second language in daily life situations, encouraging self – learning, and respect to their own context and that of others. English in Action II develops the four language skills and sub-skills throughout the different stages that compose the learning unit. This allows an increasing use of language through a number of topics, areas of interest, and other communicative situations. This subject also develops teamwork, creativity, respect, tolerance and responsibility among class members.

In Stage 1 the student will use possessive adjectives and pronouns to communicate ideas, as well as clauses and complex sentences that are necessary to develop academic writing skills. He will also recognize the importance of visual aids to participate effectively in oral presentations. During Stage 2, the student will use simple past and past progressive tenses to write a definition paragraph; he will also analyze Magazine Articles and will build effective visuals for oral presentations. In Stage 3, the present and past perfect tenses will be practiced in writing assignments such as process paragraphs using transition signals, and will explain visuals. During Stage 4, the student will read two magazine articles and will prepare a free topic presentation that integrates communicative skills practiced during the semester.

This learning unit allows the development of general, generic and disciplinary competencies that contribute to the achievement of the Upper Middle Level Graduate Profile.

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GENERAL COMPETENCIES:

6. Uses a second language, preferably English, with clarity and correctness to communicate in daily academic, professional and scientific contexts.

Attributes:

- Uses linguistic, mathematical or graphical representations as communication strategies.
- Communicates clearly in different contexts in a second language.

7. Makes academic and professional proposals that are inter, multi and trans disciplinary, in accordance with the best global practices for promoting and consolidating collaborative work.

Attributes:

- Works and participates with a positive attitude in the different roles of assigned tasks.

9. Has an attitude of commitment and respect to the diversity of social and cultural practices that reaffirm the principle of integration in the local, national and international context, in order to promote environments of peaceful coexistence.

Practices values promoted by the UANL: truth, fairness, honesty, freedom, solidarity, respect for life and for others, respect for nature, integrity, professional ethics, justice and responsibility, in his/her personal and professional context to contribute towards building a sustainable society.

Attributes:

- Identifies the diversity of beliefs, values and social ideas.
- Learns and respects different points of view.

DISCIPLINARY COMPETENCY:

10. Identifies and interprets the general idea and possible direction of an oral or written message in a second language, making use of previous knowledge, nonverbal elements and cultural context.

CONTENT:


Stage 1. PRACTICAL ORGANIZATION (4 weeks)

Declarative content:

- Possessive adjectives
- Possessive pronouns
- Adjectives
- Word order of adjectives
- Clauses and complex sentences
- Logical division of ideas
- Transition signals for logical division of ideas
- The importance of visual aids
- How to use visual aids

Procedural content:

- 1.1 Practices possessive adjectives and possessive pronouns to talk about personal information.
- 1.2 Recognizes the function of adjectives to describe nouns.
- 1.3 Recognizes the word order of adjectives to give information about nouns.
- 1.4 Uses complex sentences to talk about real life situations.
- 1.5 Writes paragraphs following the *logical division of ideas* pattern to communicate accurately.
- 1.6 Uses transition signals in logical division of ideas to write coherent paragraphs.
- 1.7 Recognizes the importance of visual aids to deliver an effective oral presentation.
- 1.8 Contributes and negotiates with his ideas and takes other's people's points of view to enrich his understanding about the context.

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Complementary material:

(2016). *New English File*. Oxford University Press. Retrieved from:
<https://elt.oup.com/teachersclub/?cc=mx&sellLanguage=en&mode=hub>

British Council. (n.d.). “*Order of Adjectives*”. Learn English. Retrieved from:
<https://learnenglish.britishcouncil.org/es/english-grammar/adjectives/order-adjectives>

Oxford University Press. (2017). “*Sentences*”. *English Oxford Living Dictionaries*. Retrieved from:
<https://en.oxforddictionaries.com/grammar/sentences>

The University of New England. (n.d.). “Paragraph types: Definition”. *Academic Skills Office*.
https://www.une.edu.au/_data/assets/pdf_file/0008/10799/paragraph-definition.pdf

Western Writing Support Center. (n.d.). *Transition Signals*. Retrieved from:
http://www.sdc.uwo.ca/writing/undergrads/handouts_new/Transition%20Signals.pdf

Evaluation:

- Stage 1 Learning Guide – February 12th
- Partial exam (Stage 1) – February 12th

Stage 2: RELEVANT INTERPRETATION (4 weeks)

Declarative content:

- Simple past and past progressive
- Definition paragraph
- Magazine Article “From Gimmicks to FX”
- Magazine Article “A Big Gorilla Started It All”
- The Visual message (Effective Visuals)

Procedural content:

- 2.1 Uses simple past and past progressive accurately to talk about daily life situations.
- 2.2 Writes a definition paragraph using the correct structure to communicate accurately.
- 2.3 Uses annotating and highlighting for making notes when reading.
- 2.4 Uses accurately the present tense in different situations.
- 2.5 Responds questions about a text to assure comprehension.
- 2.6 Uses vocabulary in context to communicate in everyday situations.
- 2.7 Uses visual aids to deliver an effective message in an oral presentation.
- 2.8 Collaborates in teams by sharing ideas and accepting others’ ideas to complete a task.
- 2.9 Contributes and negotiates with his ideas and takes other’s people’s points of view to enrich his understanding about the context.


Complementary material:

(2016). *New English File*. Oxford University Press. Retrieved from:
<https://elt.oup.com/teachersclub/?cc=mx&sellLanguage=en&mode=hub>

Macmillan Publishers Limited. (2012). “*Past simple and past continuous*”. *New Inspiration 3*. Retrieved from:
http://www.macmillaninspiration.com/new/files/2010/12/Grammar-EXTRA_NI_3_Unit_1_Past-simple-and-past-continuous.pdf

The University of New England. (n.d.). “Paragraph types: Definition”. *Academic Skills Office*.
https://www.une.edu.au/_data/assets/pdf_file/0008/10799/paragraph-definition.pdf

Western Writing Support Center. (n.d.). *Transition Signals*. Retrieved from:
http://www.sdc.uwo.ca/writing/undergrads/handouts_new/Transition%20Signals.pdf

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Evaluation:

- Stage 2 Learning Guide – March 11th
- Mid-term exam (Stages 1 & 2) – March 11th

Stage 3: STRUCTURED PROCESS (4 weeks)

Declarative content:

- Present Perfect
- Past Perfect
- Time order signals
- Process paragraph
- The Visual message (Explaining visuals)

Procedural content:

- 3.1 Uses the present perfect and past perfect accurately to talk about daily life experiences or situations.
- 3.2 Writes a process paragraph using time – order signals considering its elements to communicate accurately.
- 3.3 Transmits a message through effective visual aids in an oral presentation to communicate accurately in a second language.
- 3.4 Collaborates in teams by sharing ideas and accepting others' ideas to complete a task.
- 3.5 Recognizes that respect and tolerance to other people's points of view are essential elements to work in teams and to enrich one's own perspective.
- 3.6 Contributes and negotiates with his ideas and takes other's people's points of view to enrich his understanding about the context.

Complementary Material:

(2016). *New English File*. Oxford University Press. Retrieved from:
<https://elt.oup.com/teachersclub/?cc=mx&sellLanguage=en&mode=hub>

British Council. (n.d.). "Present Perfect". *Learn English*. Retrieved from:
<https://learnenglish.britishcouncil.org/es/english-grammar/verbs/present-tense/present-perfect>

Learn English on Skype. (July, 21, 2013). "How To or Process Writing". *You Tube*. Retrieved from:
<https://www.youtube.com/watch?v=XY28slKimRs>

Learn English on Skype. (February 9, 2013). "Past Perfect". *You Tube*. Retrieved from:
<https://www.youtube.com/watch?v=iL8LDt1gZU>

Western Writing Support Center. (n.d.). *Transition Signals*. Retrieved from:
http://www.sdc.uwo.ca/writing/undergrads/handouts_new/Transition%20Signals.pdf


Evaluation:

- Stage 3 Learning Guide – March 29th
- Internal Global exam (TOEFL) – March 29th

Stage 4: CREATIVE PRESENTATION (4 weeks)

Declarative content:

- Article from an online magazine "Why does music move us?"
- Magazine article "Guitars: The Quest for Volume"
- Reading presentation
- Preparation for the STEM Project or free topic presentation

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Procedural content:

- 4.1 Identifies the perpetrator from a text to know who the doer is.
- 4.2 Identifies the author's point of view depending on the purpose and audience of a text.
- 4.3 Responds questions about a text to assure comprehension.
- 4.4 Uses vocabulary in context to communicate in everyday situations.
- 4.5 Develops an oral presentation with effective visual aids to transmit an accurate message in a second language.
- 4.6 Creates a Power Point presentation for the STEM Project or free topic presentation including visual aids.
- 4.7 Contributes and negotiates with his ideas and takes other's people's points of view to enrich his understanding about the context.

Complementary Material:

2016). *New English File*. Oxford University Press. Retrieved from:

<https://elt.oup.com/teachersclub/?cc=mx&sellLanguage=en&mode=hub>

Bourne, Phillip E. (May 25, 2007). Ten Simple Rules for Making Good Oral Presentations. *NCBI*. Vol. 3, e102. Retrieved from: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1857815/>

Hemphill, Bill. (Sept. 4, 2009). *Oral Presentations*. Retrieved from: <https://www.etsu.edu/scitech/langskil/oral.htm>

Lassitter, Stephanie. (n.d.) *APA Made Easy: A Student's Guide to APA Formatting* Ashford Writing Center. Retrieved from: https://awc.ashford.edu/pdfhandouts/apa_made_easy.pdf

Evaluation:

- Stage 4 Learning Guide – May 14th
- Global exam (Stages 1, 2, 3 & 4) – May 27th


EVALUATION CRITERIA:

- Formative Evaluation

Stage	Activity	Percentage
1	Informative paragraph (NEXUS)	8 %
2	Definition paragraph (NEXUS)	8 %
3	Process Paragraph (NEXUS)	8 %
4	Reading presentation (NEXUS)	8 %
PIA	STEM Project or free topic oral presentation	8 %
	TOTAL	40 %

- Summative Evaluation

Partial exam	10 %
Mid-term exam	15 %
Internal Global exam (TOEFL)	10 %
Global exam	25 %
Portfolios (Learning Guide)	40 %
TOTAL	100 %

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IMPORTANT NOTES FOR THE EVALUATION

NOTE 1.

Portfolios 1 and 3 are conditioned by the exams' grades.

- Portfolio 1 is conditioned by the partial exam.
- Portfolio 3 is conditioned by the internal global exam.

Exam's grade	Portfolio's percentage
70 – 100	100 %
60 – 69	90%
50 - 59	85%
Less than 50	80%

NOTE 2.

The 4 retrieval activities (Quizzes) of the learning unit have to be answered in the NEXUS platform, and the 4 learning evidences of the semester as well as the PIA have to be uploaded too. It is a total of 9 files to be uploaded. For every file that is not uploaded, the teacher has to take 1 point off from the final grade, making a total of 9 points off as a maximum.

LEARNING RESOURCES:

Basic

Briano, R., López, R.D., Rodríguez, O. (2019). English in Action II Learning Guide. México: UANL.

Oshima, Alice and Ann Hogue (2014). *Longman Academic Writing Series 3: Paragraphs to Essays*. Fourth Edition. New York: Pearson.

Richmond, Kent. (2012) Inside Reading 4. The Academic Word List in Context. Second edition. New York: Oxford University Press

Complementary

Fonseca, Socorro, Correa, Alicia, Pineda, María Ignacia, and Lemus Francisco (2011). *Comunicación Oral y Escrita*. México: Pearson.

Fournier Marcos, Celinda (2002). *Comunicación verbal*. México, D.F. Cengage.

Paterson, Ken (2013). *Oxford Grammar for EAP*. United Kingdom: Oxford.

Ulloth Dana and Richard Alderfer (1998). *Public Speaking*. Belmont: Wadsworth Publishing Company.