

**Sistema de Administración de Calidad**

	<i>Clave</i>	<i>Nombre</i>	<i>Revisión</i>	<i>Hoja</i>
	R-03-SAP	<b>Programa Sintético</b>	00-06/17	1 de 1

<b>Curricular Area</b>	Core		
<b>Disciplinary Field</b>	Communication and Language		
<b>Learning Unit</b>	<b>Progressive English II</b>	<b>Semester</b>	<b>Second</b>
<b>Academic Period</b>	January – June 2020		
<b>Academy Head:</b>	Roberta Desirée López Garza		

**BASIS:**

In *Progressive English II* the student develops linguistic competencies in a second language to communicate effectively in daily life situations in a respectful and tolerant manner.

*Progressive English II* is part of the Communication and Language area of the Progressive 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 “Padrón de Buena Calidad del Sistema Nacional de Educación Media Superior” (PBC-SiNEMS), former “Sistema Nacional de Bachillerato”(SNB) 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.

*Progressive English I* is an academic requirement for *Progressive English II*, which addresses the development of generic and disciplinary competencies for *Progressive English 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. *Progressive English 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 practices grammar to compare and describe nouns and to talk about descriptions and choices. In Stage 2, the student practices the simple past to interview classmates and describe past experiences. In Stage 3, the student uses grammar related to duties, obligations and advice; and practices speaking to explain road and traffic signs, to discuss school courses, to talk about musical instruments and to interview classmates. In Stage 4, the student practices the future tense to talk about plans, arrangements and predictions.

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. WHO IS YOUR BEST FRIEND? (4 weeks)

#### Declarative content:

- *Vocabulary:* Adjectives
- *Grammar:* Adjectives
- *Vocabulary:* Adjectives
- *Grammar:* "As...as", "Not as...as"
- *Vocabulary:* Comparative adjectives
- *Grammar:* Comparative adjectives
- *Vocabulary:* Superlative adjectives
- *Grammar:* Superlative adjectives
- *Vocabulary:* Feelings and experiences
- *Grammar:* "-ed/-ing" adjectives
- *Vocabulary:* Cruise ship facilities
- *Grammar:* "There is/are"
- *Reading:* Reading of different descriptive texts
- *Writing:* Completion of different sentences / texts, writing a dialogue
- *Speaking:* Describing, comparing, discussing, and dialoguing

#### Procedural content:

- 1.1 Develops the use of grammar structure accurately to compare and describe nouns.
- 1.2 Uses vocabulary to describe people and places, and talk about feelings, experiences and cruise ship facilities.

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- 1.3 Recognizes the main ideas of descriptive texts to assure reading comprehension.
- 1.4 Uses oral communication to talk about comparisons, descriptions and choices.
- 1.5 Collaborates in teams by sharing ideas and accepting others' ideas to complete a task.
- 1.6 Contributes and negotiates with his ideas and takes other's people's points of view to enrich his understanding about the context.

**Complementary material:**

Adjectives ending in -ed and -ing. (n.d.). Retrieved from <https://learnenglish.britishcouncil.org/es/quick-grammar/adjectives-ending-ed-and-ing>

Comparison: adjectives (bigger, biggest, more interesting). (n.d.). Retrieved from <http://dictionary.cambridge.org/es/gramatica/gramatica-britanica/comparatives-and-superlatives/comparison-adjectives-bigger-biggest-more-interesting>

The comparative and the superlative | English Grammar Guide. (n.d.). Retrieved from <http://www.ef.com/english-resources/english-grammar/comparative-and-superlative/>

**Evaluation:**

- Stage 1 Learning Guide – February 12<sup>th</sup>
- Partial exam (Stage 1) – February 12<sup>th</sup>

**Stage 2: HOW DID IT HAPPEN?  
(4 weeks)**

**Declarative content:**

- *Vocabulary:* Crime
- *Grammar:* Simple past (questions)
- *Vocabulary:* Verbs
- *Grammar:* Simple past (affirmative)
- *Vocabulary:* Air travel
- *Grammar:* Simple past (negative)
- *Vocabulary:* Past time expressions
- *Grammar:* Simple past (Regular and irregular verbs)
- *Vocabulary:* Past actions, achievements
- *Grammar:* Simple past, questions
- *Vocabulary:* Fairy tales
- *Grammar:* Simple past - Narrative
- *Reading:* Reading of articles and opinion texts
- *Writing:* Completion of different sentences / texts, writing sentences and a fairy tale
- *Speaking:* Interviewing, describing, and discussing

**Procedural content:**

- 2.1 Develops the use of grammar accurately to write about past actions.
- 2.2 Uses vocabulary related to crime, air travel, fairy tales, past time actions and expressions.
- 2.3 Recognizes the main ideas in articles and opinion texts to assure reading comprehension.
- 2.4 Uses oral communication to interview classmates, to describe and to discuss past experiences.
- 2.5 Collaborates in teams by sharing ideas and accepting others' ideas to complete a task.
- 2.6 Contributes and negotiates with his ideas and takes other's people's points of view to enrich his understanding about the context.

**Complementary material:**

Past simple – irregular verbs. (n.d.) Retrieved from <http://learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-videos/past-simple-irregular-verbs>

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Past simple – regular verbs. (n.d.). Retrieved from <http://learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-videos/past-simple-regular-verbs>

**Evaluation:**

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

**Stage 3: WHAT DO YOU HAVE TO DO AT SCHOOL?  
(4 weeks)**

**Declarative content:**

- *Vocabulary:* Verbs
- *Grammar:* Imperatives
- *Vocabulary:* Advice
- *Grammar:* “Should” and “shouldn’t”
- *Vocabulary:* Road signs
- *Grammar:* “Can” and “can’t”
- *Vocabulary:* Duties and obligations
- *Grammar:* “Have to” and “don’t have to”
- *Vocabulary:* Evening courses
- *Grammar:* Modals “would” and “could”
- *Vocabulary:* Musical instruments
- *Grammar:* “Can” and “can’t”
- *Reading:* Reading of letters and articles
- *Writing:* Completion of different sentences / texts, writing sentences
- *Speaking:* Giving orders / advice, explaining, discussing, and interviewing

**Procedural content:**

- 3.1 Develops the use of grammar accurately to write about duties, obligations, and advice.
- 3.2 Uses vocabulary to give advice, read road signs and talk about evening courses, musical instruments, and duties and obligations.
- 3.3 Recognizes the main ideas of letters and articles to assure reading comprehension.
- 3.4 Uses oral communication to give orders, instructions, and advice; to explain road and traffic signs; to discuss school courses; to talk about musical instruments; and to interview classmates.
- 3.5 Collaborates in teams by sharing ideas and accepting others’ ideas to complete a task.
- 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:**

Introduction to Modal Verbs. Oxford Online English. Retrieved from <https://www.oxfordonlineenglish.com/video-modal-verbs-intro>

Modality: Meaning and Uses. (2017). Cambridge Dictionary. Cambridge University Press. Retrieved from <http://dictionary.cambridge.org/es/gramatica/gramatica-britanica/modals-and-modality/modality-meanings-and-uses>

**Evaluation:**

- Stage 3 Learning Guide – April 29<sup>th</sup>
- Internal Global exam (TOEFL) – April 29<sup>th</sup>

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**Stage 4: WHAT ARE YOU GOING TO DO THIS WEEKEND?  
(4 weeks)**

**Declarative content:**

- *Vocabulary:* Verbs + “-ing”
- *Grammar:* Present progressive for future arrangements
- *Vocabulary:* Future plans
- *Grammar:* “Going to” for future plans
- *Vocabulary:* Predictions
- *Grammar:* “Will” for predictions
- *Vocabulary:* Shopping list
- *Grammar:* “Going to” vs. “will”
- *Vocabulary:* Plans and predictions
- *Grammar:* Future progressive, future simple
- *Vocabulary:* Work activities
- *Grammar:* Future progressive
- *Reading:* Reading of itineraries and magazine articles
- *Writing:* Completion of different sentences / texts, and writing of sentences
- *Speaking:* Interviewing, discussing, and dialoguing

**Procedural content:**

- 4.1 Develops the use of grammar accurately to write about future plans, arrangements and predictions.
- 4.2 Uses vocabulary to talk about future plans and predictions, shopping, and work activities.
- 4.3 Recognizes the main ideas of itineraries and magazine articles to assure reading comprehension.
- 4.4 Uses oral communication to interview, to discuss future plans and predictions, and to dialogue.
- 4.5 Collaborates in teams by sharing ideas and accepting others’ ideas to complete a task.
- 4.6 Contributes and negotiates with his ideas and takes other’s people’s points of view to enrich his understanding about the context.

**Complementary Material:**

English Grammar - Using Future Verb Forms. Oxford Online English. Retrieved from <https://www.youtube.com/watch?v=9XhqkYEzYoM>

Future Forms. Learn English Teens British Council. Retrieved from <http://learnenglishteens.britishcouncil.org/grammar- vocabulary/grammar- videos/future-forms>

**Evaluation:**

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

**EVALUATION CRITERIA:**

- Formative Evaluation

Stage	Activity	Percentage
1	<b>Brainstorming report (NEXUS)</b>	<b>6%</b>
2	<b>Description paper (NEXUS)</b>	<b>9%</b>
3	<b>Toy /game prototype (NEXUS)</b>	<b>10%</b>

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4	<b>Toy/game functioning report (NEXUS)</b>	<b>8 %</b>
<b>PIA</b>	<b>Oral presentation</b>	<b>7 %</b>
	<b>TOTAL</b>	<b>40 %</b>

- Summative Evaluation

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

**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.

<b>Exam's grade</b>	<b>Portfolio's percentage</b>
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. (2017). Progressive English II Learning Guide.

Sadzhaya, Vika (2017). Go Strong 2: Student's book. México: Anglo Publishing.

**Complementary**

Nelson, P. L. (1995). *Grammar is great!* Oxford: Heinemann.

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

Riggenbach, H., & Samuda, V. (2000). *Grammar dimensions*. Cambridge, MA: Henile & Heinle.