


Sistema de Administración de Calidad				
	Clave	Nombre	Revisión	Hoja
	R-03-SAP	Programa Sintético	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 IV</b>	<b>Semester</b>	Fourth
<b>Academic Period</b>	January – June 2020		
<b>Academy Head:</b>	Roberta Desirée López Garza		

## BASIS:

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

*Progressive English IV* 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 III* is an academic requirement for *Progressive English IV*.

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 IV* 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 makes use of conditionals and the word "wish" to talk about physical appearance, wishes and crime. In Stage 2, the student uses the present perfect to talk about traveling, work experiences, news and life changes. In Stage 3, the student practices grammar structures and vocabulary to talk about eating habits, people's personalities, movies, shopping habits, car choices, and likes. In Stage 4, the student makes use of grammar structures and vocabulary to talk about jobs, equality at work, business etiquette and politics.

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

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

#### 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.

**12. Builds innovative proposals based on the holistic comprehension of reality to help overcome the challenges of an interdependent global environment.**

- Proposes dialogue as mediation for solving conflict.

**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:


**11. Communicates in a foreign language through logical discourse, either oral or written, that is coherent with the communicative situation.**

#### CONTENT:

##### Stage 1. WHAT WOULD YOU DO IF YOU FOUND A LOST WALLET? (4 weeks)

##### Declarative content:

- Vocabulary: Adjectives
- Grammar: Simple present vs. simple past
- Vocabulary: Placing an order
- Grammar: Simple past (review)
- Vocabulary: Action verbs
- Grammar: Conditional 2
- Vocabulary: Rent contracts
- Grammar: Conditional sentences with "unless" and "in case"
- Vocabulary: Physical appearance, Wishes
- Grammar: "Wish" + simple past to talk about wishes in the present and the past
- Vocabulary: Crime, Wishes
- Grammar: "Wish" + past perfect to talk about regrets
- Reading: Reading of different descriptive texts
- Writing: Completion of different texts, writing and rewriting of sentences
- Speaking: Describing, discussing, and dialoguing

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

#### Procedural content:

- 1.1 Uses grammar accurately to produce sentences and create dialogues using conditionals and expressing wishes
- 1.2 Uses vocabulary related to physical appearance, wishes and crime to communicate in everyday situations.
- 1.3 Infers the meaning of ideas in descriptive texts to assure reading comprehension.
- 1.4 Uses oral communication to talk about physical appearance, wishes and crime.
- 1.5 Participates in teams to share his knowledge, to develop his skills and to learn from others.
- 1.6 Dialogues with partners to get into an agreement
- 1.7 Practices values such as respect for others when working in teams.

#### Complementary material:

Conditional Sentences Type 2 with sound [Video blog review]. (2015, July 9).

[https://www.youtube.com/watch?v=EKWvgCGP\\_i4](https://www.youtube.com/watch?v=EKWvgCGP_i4)

Hand, L. (n.d.). Learn English Vocabulary. <https://www.learnenglish.de/vocabulary/jobs.html>

#### Evaluation:

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


### Stage 2: WHAT HAVEN'T YOU DONE YET? (4 weeks)

#### Declarative content:

- Vocabulary: Traveling
- Grammar: Present perfect for past experiences
- Vocabulary: Party
- Grammar: Present perfect with “already”, “just”, and “yet”
- Vocabulary: Work experiences
- Grammar: Present perfect with “for” and “since”
- Vocabulary: Action verbs
- Grammar: Present perfect vs. Simple past
- Vocabulary: News
- Grammar: Present perfect vs. Simple past
- Vocabulary: Life changes
- Grammar: Present perfect
- Reading: Reading of informative texts
- Writing: Completion of different texts, writing of sentences
- Speaking: Discussing, interviewing, and dialoguing

#### Procedural content:

- 2.1 Uses grammar accurately to produce sentences and create dialogues using present perfect.
- 2.2 Uses vocabulary related to traveling, work experiences, news and life changes to communicate effectively.
- 2.3 Infers the meaning of ideas in informative texts to assure reading comprehension.
- 2.4 Develops oral communication to talk about traveling, work experiences, news and life changes.
- 2.5 Participates in teams to share his knowledge, to develop his skills and to learn from others.
- 2.6 Dialogs with partners to get into an agreement.
- 2.7 Practices values such as respect for others when working in teams.

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

#### Complementary material:

English Grammar Lesson: Present Perfect Description [Video blog review]. (2012, December 7).  
[https://www.youtube.com/watch?v=C7t\\_nXkqFul](https://www.youtube.com/watch?v=C7t_nXkqFul)

Hand, L. (n.d.). Learn English Vocabulary. <https://www.learnenglish.de/vocabulary/jobs.html>

#### Evaluation:

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

### Stage 3: WOULD YOU LIKE TO TRAVEL AROUND THE WORLD? (4 weeks)

#### Declarative content:

- Vocabulary: Adjectives
- Grammar: Infinitives vs. Gerunds
- Vocabulary: Adjectives to describe people
- Grammar: “Like” as a preposition vs. “Like” as a verb
- Vocabulary: Movie genres
- Grammar: Would rather vs. Would prefer
- Vocabulary: Shopping
- Grammar: Like vs. Would like
- Vocabulary: Cars
- Grammar: Infinitives vs. Gerunds
- Vocabulary: Likes and dislikes
- Grammar: Both and Neither
- Reading: Reading of informative texts
- Writing: Completion of different texts, writing of sentences
- Speaking: Describing, discussing, and dialoguing

#### Procedural content:

- 3.1 Uses grammar accurately to give advice, to describe people, to talk about preferences, choices, likes and dislikes.
- 3.2 Uses vocabulary related to movie genres, shopping, cars, likes and dislikes.
- 3.3 Infers the meaning of ideas in informative texts to assure reading comprehension.
- 3.4 Develops oral communication to talk about eating habits, people's personalities, movies, shopping habits, car choices and likes.
- 3.5 Participates in teams to share his knowledge, to develop his skills and to learn from others.
- 3.6 Dialogues with partners to get into an agreement
- 3.7 Practices values such as respect for others when working in teams.


#### Complementary Material:

English Grammar - Gerund or Infinitive? ('I like swimming' or 'I like to swim'?) [Video blog review]. (2011, September 19). <https://www.youtube.com/watch?v=zPzjJHkyNwc>

Hand, L. (n.d.). Learn English Vocabulary. <https://www.learnenglish.de/vocabulary/jobs.html>

#### Evaluation:

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

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

### Stage 4: WHO IS YOUR BOSS? (4 weeks)

#### Declarative content:

- Vocabulary: Jobs
- Grammar: Quantifiers
- Vocabulary: Office atmosphere
- Grammar: Relative clause, Past progressive (review)
- Vocabulary: Jobs
- Grammar: Relative pronouns
- Vocabulary: Unusual jobs
- Grammar: Tag questions
- Vocabulary: Business etiquette Text
- Grammar: "A lot of" / "Lots" vs. "A lot"
- Vocabulary: Politics
- Grammar: "Something" vs. "Anything"
- Reading: Reading of informative texts
- Writing: Completion of different texts, writing of sentences
- Speaking: Describing, discussing, and debating

#### Procedural content:

- 4.1 Uses grammar accurately to describe different jobs, to talk about offices, equality at work, business etiquette and politics.
- 4.2 Uses vocabulary related to jobs, office atmosphere, business etiquette and politics.
- 4.3 Infers the meaning of ideas in informative texts to assure reading comprehension.
- 4.4 Develops oral communication to talk about jobs, past events, equality at work, business situations and politics.
- 4.5 Participates in teams to share his knowledge, to develop his skills and to learn from others.
- 4.6 Dialogs with partners to get into an agreement.
- 4.7 Practices values such as respect for others when working in teams.

#### Complementary Material:

Hand, L. (n.d.). Learn English Vocabulary. <https://www.learnenglish.de/vocabulary/jobs.html>

How to form Question Tags? - English Grammar Lesson [Video blog review]. (2013, June 7). <https://www.youtube.com/watch?v=beCqCLgbrnc>


#### 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	Dialogue using "wish"	8 %
2	Interview with "how long" and "since"	8 %
3	Paragraph using "both" and "neither"	8 %
4	Political campaign	8 %
PIA	Oral presentation about the free-topic or STEM project	8 %
	TOTAL	40 %

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

- 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.

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). Progressive English IV Learning Guide.

Sadzhaya, Vika (2017). Go Strong 4: 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.