

Paula Flores Kastanis

# English

# 2

4a edición



# ENGLISH 2

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UNIT

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# Overview

## ENGLISH 2

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This book is the second of four that compose a series designed to comply with the update of the English syllabi. *English 2* is designed to support the second of four courses that form the Foreign Language Program. It belongs to the Communication Area, whose core is to build the necessary knowledge to provide the basis for the following courses of the program which aims to develop the students' communicative competencies in a foreign language. Throughout the four courses, students acquire resources that enable them to communicate effectively in oral and in written form.

The *English 2* syllabus is directly related to the other subjects in the curricula such as: *Introduction to Social Science I and II*, which deal with past events that are ordered chronologically as well as the identification of other cultural contexts; *Reading and Writing Workshop I and II*, which deal with the writing of sentences, paragraphs, and dialogues and reading; *Research Workshop and Methodology*, to learn how to search for information from different printed and electronic sources (on the web); *Ethics and Values I and II*, which deal with norms that regulate human conduct in different settings of our social life; and *Art Education*, which deals with the creative expression shown in their work such as drawings and illustrations.

The knowledge of a foreign language contributes to building the profile of a student who ends the official General Baccalaureate Program because when the student uses English coherently to communicate with others, he applies his previous knowledge and takes advantage of the interrelationship that this subject has with the other subjects of the language and communication area. These elements enable students to exchange information orally and in writing, by practicing the argumentation of topics and structuring precise and coherent texts.

By covering the diverse search horizons in each unit, the student will be able to develop the autonomy needed to take care of himself and his environment, and work collaboratively and responsibly with his peers to contribute to his society.

The content of the English 2 program to be covered in 48 hours is developed in the following units:

- Unit 1.** Daily activities: Includes the grammatical structure of the simple present tense and its forms, as well as themes focused to place a person in his real context.
- Unit 2.** Tell me your story: This unit covers the simple past and its grammatical forms using his personal stories and those of others, which places the student in his past.

**Unit 3.** My behavior: This unit reviews the past continuous tense and modal verbs used to make requests, express prohibition, need, and possibility. Topics related to actions and reactions, safety, and personal achievement situations are used. The main objective is to solve an unexpected problem within real life.

## Competencies

This program particularly contributes to develop the following competencies:

### Generic competencies

- Know and value oneself by dealing with problems and challenges and considering the pursuit of one's objectives
- Assume the consequences of his behavior and decisions.
- Listen to, interpret and deliver appropriate messages in different contexts using the appropriate media, codes and tools.
- Identify the key ideas in a written or aural text and draw conclusions from them.
- Use information and communication technologies to obtain information and express ideas.
- Develop innovations and propose solutions to problems based on established methods.
- Follow instructions and procedures reflexively, understanding how each step contributes to the attainment of an objective.
- Use information and communication technologies to process and interpret information.
- Learn throughout life due to one's own initiative and self-interest.
- Articulate knowledge in different areas and establish relationship among them and one's daily life.
- Participate and collaborate effectively in several teams.
- Assume a constructive attitude, congruent with his/her knowledge and abilities within the different working teams.
- Maintain a respectful attitude towards multiculturalism and diversity of beliefs, values, ideas, and social practices.
- Speak to and learn from people with different points of view and cultural traditions in a wider context.
- Assume that the respect for differences is a coexisting and integrating principle within local, national and international contexts.

### Basic discipline competencies

- Produce texts based on the use norms of language, considering the communicative situation and purpose.
- Express ideas and concepts through coherent and creative texts with a clear introduction, development and conclusion.
- Present public a point of view in an accurate, consistent and creative manner.
- Value the logic thought in the communicative process in his/her academic and daily lives.
- Communicate in a foreign language through a logical discourse, oral or written, consistent with the communicative situation.
- Use information and communication technologies to investigate, solve problems, generate materials and transmit information.

## Learning outcomes of the course

Students:

At the attending level:

- Will identify the structure of the simple past and past continuous tenses.

At the understanding level:

- Will understand the use of the simple past and past continuous tenses, as well as their grammatical forms.
- Will recognize the suffixes and prefixes of descriptive adjectives.
- Will know the concept and intention of modal expressions.

At the judging level:

- Will analyze the grammatical differences between the regular and the irregular past tense verb forms.
- Will differentiate the communicative function of the simple present and present continuous tenses.
- Will value the importance of auxiliary verbs used in modal expressions.

At the valuing level:

- Will express experiences using the past tense of the verb "to be".
- Will write legends, stories, and anecdotes.
- Will express intentions and possibilities using modal auxiliaries.
- Will reaffirm the national identity by comparing the different cultural backgrounds.