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Pedagogical and Evaluation Guide of the Module Productive Communication in English

Pedagogical Guide

I. Productive Communication in English

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Module: Productive communication in English

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1. Description

The Pedagogical Guide is a document that integrates technical-methodological elements proposed in accordance with the principles and guidelines of the CONALEP Academic Model, in order to guide the educational practice of the teacher in the development of competencies foreseen in the study programs.

The purpose of this guide is to facilitate the students' learning, channel their actions and reflections and provide situations in which they will develop the competences. The teacher must consciously assume a role that facilitates the learning process, proposing and taking care of a framework that favors a safe environment in which students can learn, take risks, make mistakes, extract meaningful lessons from their mistakes, support each other, establish positive relationships and trust, create meaningful relationships with adults whom they respect not because of their status as such, but as people whose example, closeness and emotional support is valuable.

It is necessary to emphasize that the development of competences is concretized in the classroom, since training with a focus on competences means creating learning experiences so that students acquire the ability to mobilize, in an integral way, resources that are considered indispensable to know how to solve problems. in different situations or contexts, and involve the cognitive, affective and psychomotor dimensions; therefore, the study programs describe the competences to be developed, understanding them as the integrated combination of knowledge, skills, attitudes and values that allow the achievement of an efficient, autonomous, flexible and responsible performance of the individual in specific situations and in a context dice. Consequently, competence implies the understanding and transfer of knowledge to real-life situations. This requires relating, integrating, interpreting, inventing, applying and transferring knowledge to solving problems. This means that the content, the means of teaching, the learning strategies, the forms of organization of the class and the evaluation are structured according to the competence to be formed; that is to say, the emphasis in the curricular projection is on what the students have to learn, in the forms in how they do it and in its application to situations of the daily and professional life.

Considering that the student is at the center of the training process, we look for support elements that show him what competences he will develop, how to do it and how he will be evaluated. That is, through the pedagogical guide the student can self-manage their learning through the use of flexible and appropriate strategies that are transferred and adopted to new situations and contexts and follow up their progress through a constant self-assessment, as a basis to improve in the achievement and development of the essential skills for academic and personal growth.

2. Identification data of the competence standard

Title			
Code		Competence level	
Elements of labor competence			

3. Pedagogical generalities

In order to divulge the criteria to be considered in the implementation of this guide, some considerations are described regarding the development and intention of the competences expressed in the modules corresponding to basic, propaedeutic and professional training.

In the first place, it is important to point out that the principles associated with the constructivist conception of learning are closely related to those of competency-based education, which has been conceived by this College as the ideal approach to guide the occupational training of future technical professionals and professional technician-bachelor. This approach constitutes one of the most viable options to achieve the link between education and the productive sector of goods and services.

Considering that the student is at the center of the training process, we look for support elements that show him what competences he will develop, how to do it and how he will be evaluated. That is, through the pedagogical guide the student can self-manage their learning through the use of flexible and appropriate strategies that are transferred and adapted to new situations and contexts and follow their progress through a constant self-assessment, as a basis for improving in the achievement and development of the essential skills for academic and personal growth.

The teacher has to consciously assume a role that facilitates the learning process, proposing and taking care of a framework that favors a safe environment in which the students can learn, support each other and establish positive and trusting relationships. Likewise, it must promote the transversality of learning for the development of competencies that will allow graduates to successfully face the challenges of the future society.

The methodological proposals to deal with transversality are:

- Connect the concepts and theories of the subject with each other to favor the understanding of the relationships between the different axes and components.
- Incorporate methodologies so that science learning contributes to the development of argumentation and communication skills, both orally and in writing.
- Contextualize the contents of the study, based on situations that are realistic and accessible in the classroom, but at the same time cognitively close and challenging. Local and global problems are the source of this type of problems in which the unidisciplinary approaches fall short and generate the impression of artificiality of their study in the school context.

Two relations of transversality are considered:

- The one that is achieved through the articulation of the expected learning of the modules taught in the same semester.
- The one that refers to learning as a continuum articulated along the curricular map and that is promoted between modules of different semesters and / or between some modules of the same disciplinary field.

An example of transversality between different modules of the same semester, is presented with the program of Derivative Function Analysis, since the use of correlative conjunctions favors the understanding of reasons for instantaneous change through numerical calculations.

It is presented with Interpretation of physical phenomena of matter when they understand the use of connectors logical of cause-effect and comparison-contrast that favor the understanding of changes and transformations of matter and energy from calculations of physical phenomena related to static, dynamic and energy to solve problems in everyday life.

It also occurs with the Citizen Development module when students prepare essays and raise some social problems in them, and make decisions in everyday life and work, forming a perspective and self-regulation.

The example of transversality with modules of other semesters is given in the same disciplinary field with Initial interaction in English, Active Communication in English, Independent Communication in English and Specialized Communication in English, where the graduality of the content is oriented to the development of language skills such as: listening, reading, speaking and writing. In the modules of basic vocational training, the English language finds utility in generating the bases for the search of information related to the career, the interpretation of the manufacturer's documents and the understanding of specialized texts.

Likewise, connects knowledge of the module *Communication for social interaction*, to express ideas and concepts orally and written using the language codes English, in addition to interpreting explicit and implicit data during personal interaction in the proposed contexts of communication and solution to everyday problems. In the case of the module *Processing information by digital media*, it is articulated with the use of technology for the creation of learning products such as presentations, videos or recordings, being a mechanism to communicate and relate to others, so that they use ICT to investigate and solve problems, produce materials and transmit information. The connection with the *Personal and professional projection* module makes sense when dealing with their family context and, likewise, during activities that have to do with professions, which can be expressed in another language.

4. Didactic orientations and learning strategies per Unit

Unit I (Main content)	Exchange of information about personal actions.
Didactic orientations	

It is suggested to approach the module taking into account the didactic structure of the sessions:

Start with the framework of the module or session, defining the learning activities to be achieved, the learning products to be delivered and the group commitments of permanent observance, such as active participation, fulfillment of activities and evaluation of learning:

- Develop sessions incorporating techniques that favor exchange and communication, as well as collaborative learning
- Promote motivation by addressing issues of interest to students.
- Incorporate strategies for the development of activity sheets of the Construye T Program according to the contents.
- End the session with the recap and reflection of the application of the content learned.

Communication in English requires the development of skills to listen, speak, read and write in the foreign language, considering the interaction in different social contexts, the achievement of the competences established in the module and specifically in this unit. The teacher is recommended:

- Promote the oral practice of students through choral and individual repetitions and open and closed participations.
- Use facial expressions, pampering and body movements to communicate the idea in English, without using direct translation into Spanish.
- Encourage the use of intonation, rhythm and emphasis appropriate to the context and situation in order to improve oral production.
- Give instructions with a logical sequence setting the start and end time
- Include clear examples and descriptions
- Provide relevant, adequate and complete information
- Present symbols of the international phonetic alphabet emphasizing the combination of letters and unfamiliar sounds in Spanish.
- Guide pronunciation patterns through the international alphabetical patterns provided in monolingual dictionaries.
- Encourage the inference of a specific context-based lexical meaning to avoid using the dictionary as a single source of understanding.
- Encourage oral practice using any of the following techniques:
 - Coral repetition
 - Spelling contests
 - Assignment of individual vocabulary

- Creation of small groups for feedback
- Guide the written practice of phrases in English related to their school context in group and individual works.

Learning result 1.1

- Present vocabulary about academic and work actions to be performed by students
- Promote the use of vocabulary related to the request and issuance of information regarding actions performed by students
- Promote the graphic demonstration of the lexicon related to actions to be carried out by students
- Explain the functions of verbs and adverbs and promote their use to describe actions that students perform in different fields
- Practice sentences that express actions with an exercise in transformation. Write the verbs on the board: activate, adjust, analyze, order, authorize, build, categorize, verify, communicate, compare, convince, create, decide, discover, explain, explore, identify, imagine, inform, install, motivate, organize, prepare, preserve, program, study, read and write. Ask students to choose one of the verbs to express an action and adverbs in a manner, place or time that describes these actions. For example: I scan the news on the internet about technological advances every day
- Ask several students. Examples: What school actions or activities do you prefer? Do you like to study one module more than another? If you had the opportunity to choose another career, what would it be?
- Ask students to pay attention to the question structures on school and work actions and activities
- Coordinate couple work: students take turns asking and answering questions about actions and activities they perform using verbs and adverbs.
- Encourage students to expand their conversation. Example. Student A: What do you do to get good grades? Student B: I study the lessons daily: Student A: Do you organize your time to study? Student B: Sure, I make an activity plan per day
- Direct attention to questions and answers about the use of verbs and adverbs and have students study the examples
- Promote the establishment of personal goals as part of the Student Life Project using verbs and adverbs
- Promote the use of correlative words or conjunctions for students to express sentences and ideas more connected to each other
- Conduct the formation of more complex and interesting sentences through the use of correlative conjunctions
- Promote reflection on the importance of mastering correlative communication as connectors for spinning ideas, either orally or in writing, avoiding resorting to extremely short and repetitive phrases.
- Promote reflection on the importance of using connectors to connect ideas, either orally or in writing, avoiding resorting to extremely short and repetitive phrases.

Learning result 1.2

- Explain the use of intensifiers to emphasize the meaning of words or certain adverbs to intensify the meaning of adjectives.
- Guide the use of intensifiers to emphasize expressions
- Point out the form used to give intensity to the related expressions in the different fields and ask the students to repeat the choral prayers
- Orient the expression of phrases in oral or written discourse that have a nuance or emphasis, using intensifiers
- Conduct the expression of oral or written speeches in different areas of student performance, using intensifiers
- Promote dialogue and understanding of information about people with different views and cultural traditions.

- Promote the writing of sentences with emphasis on some aspect, through the use of cards in which nouns, adjectives and intensifiers are presented: So, Such, Too and enough on topics of interest to students. For example:
 - Cards with nouns: Home, family, school, classmates, work
 - Cards with adjectives: cozy, cold, bright, dark, united, distant, wide, safe, old, new, united, supportive, individualistic, motivating, challenging, changing, permanent
 - Cards with intensifiers: so, such, too, enough
- Raise different topics and ask students to emphasize some aspect related to them. For example: ·
 - Topic: Migration.
 - Aspect: Current migration is linked to the situation of poverty and marginalization
- Choose an intensifier that gives meaning to the statement. For example: Current migration is enough linked to the situation of poverty and marginalization.

Develop the following generic competences:

- 1.6** Manage the available resources taking into account the restrictions for achieving goals.
- 4.1** The student expresses ideas and concepts through linguistic, mathematical or graphic representations.
- 4.2** The student applies different communication strategies according to his/her peers, the context in which he/she is located and the objectives he/she is chasing.
- 4.4** The student communicates in a second language in everyday situations.
- 4.5** The student uses information and communication technologies to obtain information and express ideas.
- 8.3** The student assumes a constructive attitude consistent with the knowledge he/she has within different work teams.
- 10.1** The student recognizes that diversity takes place in a democratic space of equal dignity and rights of all people, and rejects all forms of discrimination.
- 10.2** Dialogues and learn from people with different points of view and cultural traditions by locating their own circumstances in a broader context.

Learning strategies	Didactic resources
<ul style="list-style-type: none"> • Comments, in brainstorm, the use of verbs and adverbs, according to the previous knowledge about them • Investigates the lexicon referring to the kind of adverbs and elaborate cards with images that represent them • Compiles vocabulary referring to school and work actions or activities • Works with random images that describe different situations and talk about what people are doing • Describes images about people in different situations. • Makes a list of adverbios to describe the images. • Makes an oral or written report that describes what people are doing in different situations. • Watches a video and take notes of the adverbs. • Makes a presentation about adverbs in a manner considering the examples in the previous video. Explains, using cards, the similarities and differences between the different types of adverbs • Gives examples of activities that are described with adverbs. • Develops cards about social, cultural, recreational, sports activities with images and names in English • Makes a descriptive text taking into account the characteristics of orality and writing, about your personality, taking into account the basic elements, paying attention to grammatical structure, the use of adverbs in order to describe the actions performed • Does the activity number 1: Identification of the grammatical function of verbs and adverbs • Investigates on the Internet about the grammatical structure and the use of adverbs of form 	<ul style="list-style-type: none"> • 24 phrases with adverbs of mode. Available in: https://www.practicaespanol.com/24-frases-con-adverbios-de-modo/ • Adverbs of manner. Available in: https://www.shertonenglish.com/es/gramatica/adverbios/de-modo • Adverbs of manner. Concept and examples. Available in: https://www.aboutespanol.com/adverbios-de-modo-2879409 • Grammar snacks Correlative conjunctions. Available in: http://www.theenglishhall.com/grammar-snacks/conjunciones-correlativas-en-ingles/#.XN76dshKqdU • Correlative conjunctions Available in: https://www.englishreservoir.com/es/gramatica-esencial/conjunciones/conjunciones-correlativos/ • The intensifiers in English. Available in: https://www.ejerciciosinglesonline.com/intensificadores/

Learning strategies	Didactic resources
<ul style="list-style-type: none"> • Does the activity number 2: Description of actions with adverbs of manner • Writes, in teams of three, individual sentences of preferred actions or activities with the use of adverbs of manner, place and time • Investigates on the Internet about the lexicon concerning to work functions, spaces and working hours • Makes illustrated cards that have a working day that includes activities, place and time of completion • Investigates on the Internet about the lexicon referring to a working day that includes activities, place and time of completion • Describes routines school and work using adverbs of manner, place and time • Makes illustrated cards that have the a school and work activities of his career, which include an adverb that shows how they should be done • Investigates on the Internet about the activities carried out in different professions, explaining in a general way how they are carried out, using adverbs of mode • Prepares a memorandum that contains names of professions and their main activities • Selects two professions and explain orally similarities and differences in relation to how they are performed • Comment by team of three members the preferred activities of each one, select the most recurrent and expose it orally to the group, using adverbs • Writes in teams of three members, individual sentences of work activities of your professional career, explaining how they are carried out, the place and time of completion • Investigates on the Internet about the grammatical structure of adverbs • Does the activity number 3: Identification of adverbs in a manner in written discourse • Makes a description of actions with adverbs of places • Does the activity number 4: Description of actions with adverbs of places • Orally expresses favorite school and work activities using adverbs of mode, place and time 	<ul style="list-style-type: none"> • Adjective intensifiers Available in: https://www.shertonenglish.com/es/gramatica/adjetivos/intensificadores •

Learning strategies	Didactic resources
<ul style="list-style-type: none"> • Does the activity number 5: Description of actions with adverbs of time • Investigates on the Internet about the function and the use of correlative conjunctions • Prepares a digital presentation that shows the differences between correlative conjunctions: both either and neither • Exposes the grammatical structure in teams to compare objects, people or situations using correlative conjunctions • Prepares a digital presentation with images that show the difference between the use of, both either and neither • Makes a presentation in class of a dialogue in which explain the importance of the use of correlative words • Writes, in teams of three, individual sentences In which they are compared two objects, people, or situations using correlative conjunctions • Illustrates what teammates prefer to do in workshop or laboratory practices, using correlative conjunctions • Exposes individually the work activities skills of greater interest using correlative conjunctions • Reads a professional career profile and compare functions using both, either and neither • Writes a text similar to the professional profile with two groups of activities that you like in the same way or in any way • Shares the professional profile developed with two partners and modifies the use of both, either and neither according to their opinions • Writes 3 questions about current situations or problems that can be assessed with correlative conjunctions Prepare work cards on the use of correlative conjunctions • Does the activity number 6: Comparison of characteristics of two objects, people, or situations using correlative words Both, either, neither • Does the activity number 7: Identification of correlative words in texts 	<ul style="list-style-type: none"> •

Learning strategies	Didactic resources
<ul style="list-style-type: none"> • Performs the evaluation activity 1.1.1. • Prepares work cards on the use of so, such, too, and enough • Exposes the grammatical structure in teams to compare objects, people or situations using intensifiers • Prepares a digital presentation with images that show the difference between the use of so, such, too, and enough • Presentation in class of a dialogue in which explain the importance of the use of intensifiers • Does the activity number 8: Identification of the grammatical function of the intensifiers • Writes, in teams of three, individual sentences containing intensifiers • Illustrate what teammates prefer to do in workshop or laboratory practices, using intensifiers • Exposes individually the work activities skills of greater interest using intensifiers • Reads a professional career profile and compares functions using so, such, too, and enough • Shares the professional profile developed with two partners and modifies the use of so, such, too, and enough according to their opinions • Writes 3 questions about current situations or problems that can be assessed with intensifiers • Does the activity number 9: Expression of opinions using intensifiers • Does the activity number 10 Description of images with intensifiers • Does the activity number 11: Text writing using intensifiers • Does the activity number 12: Description of situations using intensifiers • Does the activity number 13: Writing sentences from intensifiers • Performs the evaluation activity 1.2.1. 	<ul style="list-style-type: none"> • English adjective intensifiers • Available in: https://quizlet.com/5857843/intensificadores-adjetivos-ingles-flash-cards/ • Adjective gradability. Available in: https://www.englishclub.com/grammar/adjectives-gradability.htm

**Unit II
(Main content)**

Exchange of information about personal interests

Didactic orientations

It is suggested to approach the module taking into account the didactic structure of the sessions:

Start with the framework of the module or session, defining the learning activities to be achieved, the learning products to be delivered and the group commitments of permanent observance, such as active participation, fulfillment of activities and evaluation of learning:

- Develop sessions incorporating techniques that favor exchange and communication, as well as collaborative learning
- Promote motivation by addressing issues of interest to students.
- Incorporate strategies for the development of activity sheets of the Construye T Program according to the contents.
- End the session with the recap and reflection of the application of the content learned.

Communication in English requires the development of skills to listen, speak, read and write in the foreign language, considering the interaction in different social contexts, the achievement of the competences established in the module and specifically in this unit. The teacher is recommended:

Establish and coordinate the activities proposed in this guide according to the number of students, the level of performance, and the time it takes for each group to carry out the activity.

Monitor the achievement of the results of the tasks assigned to the students taking into account their previous knowledge about the language.

Promote vocabulary practice using the following strategies:

- Explore the vocabulary that students possess as prior knowledge through a brainstorm of ideas or illustrations.
- Present vocabulary through images, translation, choral repetition and / or explanation in English or Spanish depending on the group's skills
- Present the conversation model and verify that all students understand the situation and vocabulary (grammar is presented inductively, so an explicit explanation is not suggested unless, at the discretion of the facilitator, it is considered necessary to understand)
- Promote the oral practice of vocabulary using conversation models with controlled or free practice before exposing the student to the whole group
- Promote the practice of different conversations based on the model, but changing the vocabulary that respects the idea and context.

- Show illustrated conversations for students to discuss who they think the speakers are, where the conversation takes place, the type of vocabulary used, etc.
- Promote the use of illustrated conversations related to students' school and work situations.

Guide the practice following this scheme:

- The student practices the model in pairs.
- The student repeats each line of the conversation chorally or individually.

Direct the choral reading using one of the following strategies:

- A student reads a fragment of the text and the others follow it.
- The whole group reads at the same time.
- Two or more small groups repeat an assigned text aloud.
- Each person reads a text aloud and in order.
- Different people in the group read a fragment of the assigned text.

Promote and carry out the following activities.

- Description of the images.
- Complementation of sentences
- Use of vocabulary.
- Image-text linking
- Brainstorm

Learning result 2.1

- Orient students to learn to ask and give information about personal interests
- Provide information on activities related to the careers students are taking
- Promote the expression of students' personal interests in the school and professional fields
- Promote the collection, pronunciation and use of the basic lexicon related to personal interests
- Explain the grammatical structure and the use of comparatives and superlatives to compare personal interests in various fields.
- Ask students to express and compare personal interests using comparatives and superlatives
- Coordinate the English pronunciation of personal interest comparisons
- Guide on the use of confirmation questions to clarify information on personal interests
- Explain and guide the use of questions to obtain previously assumed information with present and simple past.
- Promote confidence in students to express personal interests, encouraging respect among them
- Promote conversation between students to share personal interests as a means to identify their performance in various fields.
- Promote dialogue so that students share their personal interests and reflect on their importance for their life project.

Learning result 2.2

- Orient students to learn to express information, ideas or arguments
- Explain the characteristics and uses arguments to express ideas
- Promote the identification of the text structure and the words that give cohesion to the text
- Guide students in explaining the use of link words to complement ideas, formulate opinions and confront ideas
- Exemplify cause-effect and contrast relationships in meaningful situations for students
- Motivate knowledge of cause-effect relationships in environmental situations
- To guide students in the identification and expression of contrast relationships in various school and work situations
- Promote reflection in students about the importance of the permanent practice of essays
- Allow students to discuss topics of interest and give opinions on them
- Offer students various sources to be aware of the events that occur in the country and in the world, raise assumptions about the phenomena of their environment and give their opinion.
- Motivate students to present and argue their own opinions clearly, orally and in writing
- Promote in students the interest and respect for the opinions of others expressed through written language.
- Coordinate the elaboration of essays using Internet resources:

Develops the following generic competences:

- 1.6** Manage the available resources taking into account the restrictions for achieving goals.
- 4.1** The student expresses ideas and concepts through linguistic, mathematical or graphic representations.
- 4.2** The student applies different communication strategies according to his/her peers, the context in which he/she is located and the objectives he/she is chasing.
- 4.4** The student communicates in a second language in everyday situations.
- 4.5** The student uses information and communication technologies to obtain information and express ideas.
- 6.4** Structure ideas and arguments in a clear, coherent and synthetic way.
- 8.3** The student assumes a constructive attitude consistent with the knowledge he/she has within different work teams.
- 10.1** The student recognizes that diversity takes place in a democratic space of equal dignity and rights of all people and rejects all forms of discrimination.

Learning strategies	Didactic resources
<ul style="list-style-type: none"> • Comments, in brainstorm, the use of comparatives and superlatives to express similarities and differences, according to the previous knowledge about them • Investigates on the Internet about the use of comparatives and superlatives • Makes a list of personal interests in the school and work environment • Makes sentences about personal interests • Explains with cards, the use of questions and answers to give and receive personal information about personal interests • Requests cuts or photographs of personal interests • Practices vocabulary related to personal interests and activities school and work • Makes a digital presentation about the most frequent personal interests • Does the activity number 14: Use of adjectives in a comparative degree • Does the activity number 15 : Use of adjectives in superlative degree • Prepares a newspaper that describes personal actions performed in the past • Prepares a digital presentation that shows the grammatical structure and the use of the present simple in the expression of actions and situations in your life. • Does the activity number 16 : Expression of actions in present and past simple • Draws conclusions about the need for using the present and past simple to express actions in school and work settings • Investigates on the internet about the use of tag questions • Develops a written dialogue in which confirmation questions are used • Makes a dialogue representation demonstrating the use of confirmation questions • Does the activity number 17 : Use of tag questions • Performs the activity of evaluation 2.1.1. • Investigates on the internet about the words that make the necessary connection that must exist between the ideas presented in a text to develop the theme. 	<ul style="list-style-type: none"> • The comparative and the superlative Available in: https://www.ef.com.mx/recursos-aprender-ingles/gramatica-inglesa/comparativo-superlativo/ • How to form comparatives and superlatives in English. Available in: https://www.britishcouncil.es/blog/como-formar-comparativos-superlativos-ingles • Comparatives and superlatives Available in: https://www.curso-ingles.com/aprender/cursos/nivel-intermedio/comparative-superlative/comparatives-and-superlatives • Tag questions Available in: https://www.inglesmundial.com/Avanzado/Leccion4/Gramatica.html Tag questions Available in: https://www.perfect-english-grammar.com/tag-questions.html • Coherence and cohesion. Available in: https://www.portaleducativo.net/primero-medio/7/Coherencia-y-cohesion

Learning strategies	Didactic resources
<ul style="list-style-type: none"> • Exposes in teams the syntactic procedure to achieve textual cohesion, that is, the way in which words, phrases, sentences or paragraphs come together to create a text: textual connectors and discursive markers • Creates cards that exemplify the use of text connectors and discursive markers to give cohesion to the text • Exposes by equipment the structure of argumentative texts • Prepares a comparative table on the use of the argumentative texts • Analyzes the argumentative discourse as a team • Investigates the resources of argumentative texts to convince readers • Exposes as a team the types of arguments used by the issuer (enunciator) to convince and influence the readers. • Graphically represents the structure of the essay • Read essays on various current topics, identifying their intention, characteristics and structure • Does the activity number 18: Use of linking words to complement ideas. • Does the activity number 19: Use of connectors cause and effect • Does the activity number 20: Identification of relationships cause effect in texts • Does the activity number 21: Using connectors to link parts of a text • Does the activity number 22: Use of connectors of comparison-contrast • Does the activity number 23: Identification of comparison-contrast relationships in sentences • Does the activity number 24: Identification of comparison-contrast relationships in texts • Performs the activity of evaluation 2.2.1. 	<ul style="list-style-type: none"> • How is textual cohesion achieved? Available in: http://agrega.juntadeandalucia.es/taller/ivalric/20112012/ODE-5fd8e729-3e40-38f7-924c-364008b09a6e/Conectores%20marcadores/cmo_se_consigue_la_cohesion_textual.html • Textual properties Available in https://coe.academia.iteso.mx/tag/cohesion/ • English connectors. Available in https://www.spanishdict.com/guia/conectores-en-ingles • List of connectors in English and Spanish Available in https://www.aprenderinglesgo.com/lista-conectores-ingles-espanol-1345 • English connectors Available in https://www.shertonenglish.com/es/gramatica/conectores-en-ingles/ • How to use English connectors correctly? Available in https://englishlive.ef.com/es-mx/blog/palabras-en-ingles/conectores-en-ingles/ • Ensayo. Guía para su elaboración. Available in http://tutorial.cch.unam.mx/bloque2/docs/ensayo.pdf • Ensayo argumentativo Available in https://portalacademico.cch.unam.mx/alumno/tlriid3/unidad2/argumentarPersuadir/ensayo

5. Practices / Activities

Student 's name:	
Learning unit:	1. Exchange of information about personal actions
Learning outcome:	1.1 Describe and compare actions and objects, in different contexts using adverbs and correlative words
Activity number 1:	Identification of the grammatical function of verbs and adverbs

With the verbs different actions can be expressed. Verbs are the words that say what a subject does, and they are a very important part of sentences. To express these actions in English, action verbs are used.

achieve	activate	djust	analyze	announce	arrange	ask	assist	authorize	bake
begin	build	buy	categorize	check	close	come	communicate	compare	complete
construct	convince	cook	créate:	cut	decide	discover	divide	do	doodle
earn	educate	eliminate	encourage	exit	explain	explore	gather	go	guide
help	identify	imagine	inform	inspire	install	joke	kick	load	match
meet	motivate	obtain	open	organize	place	prepare	preserve	print	program
save	separate	sharpen	shop	show	skate	speak	specialize	study:	succeed
suggest	teach	throw	travel	upload	view	view	volunteer	wake up	wait
win	write								

Choose the verb to express an action that you perform in your family or school environment
Write three sentences that start like this: I like _____

Reflect:
If you want to describe how, where and when you do these activities, what kind of words do you need?

Student's name:	
Learning unit:	1. Exchange of information about personal actions
Learning outcome:	1.1 Describe and compare actions and objects, in different contexts using adverbs and correlative words
Activity number 2:	Description of actions with adverbs of manner

The adverb is a part of the sentence whose main function is to modify or complement the meaning of the verb, the adjective or another adverb.

The adverbs of manner explain how an action occurs. Most usually end up in “ly” Adverbs of manner are usually formed from adjectives by adding “ly”. For example:

- Careful-carefully
- Easy-easily
- Bad-badly
- Quiet-quietly
- Sudden-suddenly

Although, there are exceptions: Well- aloud

But sometimes there are changes in spelling. For example:

- Easy-easily
- Gentle-gently
- Careful-carefully

The adverb formed from good is well. For example:

- You exposed the theme of the Middle Ages very well
- He climbed the top of Everest very well

Adverbs of manner normally come after the verb. For example:

- My teacher spoke clearly on the subject of drugs
- I read avidly the stories of Julio Cortázar
- I love deeply Mario Benedetti's poems

Or after the object. For example:

- He entered the lab quietly.
- The specialist started the conference dynamically
- The master treated the slave cruelly

Choose the best answer to complete each sentence using adverbs of manner

1. Walk _____ or you may miss the bus
quickly / slowly / personally / happily
2. Reading _____ helps you to understand concepts better
rapidly / briefly / carefully / always
3. Playing music too _____ can damage your hearing
slowly / cheerfully / carelessly / loudly
4. A tortoise walks _____
mostly / slowly / happily / eagerly

Student´s name:	
Learning unit:	1. Exchange of information about personal actions
Learning outcome:	1.1 Describe and compare actions and objects, in different contexts using adverbs and correlative words
Activity number 3:	Identification of adverbs in a manner in written discourse

Underline the adverbs in green so that they are presented in the following text:

The little prince continued: "Your planet is so small that you can turn it in three strides. You don't have to do more than walk very slowly to always stay in the sun. When you want to rest, you will walk ... and the day will last as long as you want.

I was surprised to suddenly understand that mysterious glow of the sand.

Over time I have comforted a little, but not completely. I know he has returned to his planet, because at dawn I did not find his body, which was not really so heavy ... And I like at night to listen to the stars, which sound like five hundred million bells.

The little prince looked for a place to sit, but the planet was completely occupied by the magnificent ermine cloak. So he stood, but as he was tired, he yawned.

If I ordered, "he said frequently," if I ordered a general to become a seabird and the general did not obey me, it would not be the general's fault, but mine", "Can I sit down? The little prince asked timidly. "I order you to sit down," the king replied, "majestically picking up a skirt from his ermine cloak.

The little prince continued: "Your planet is so small that you can turn it in three strides. You don't have to do more than walk very slowly to always stay in the sun. When you want to rest, you will walk ... and the day will last as long as you want.

Examine it carefully so that they know how to recognize it, if one day, traveling through Africa they cross the desert. If you happen to happen by chance, do not hurry, I beg you, and stop a little, precisely under the star. If a child comes to you, if this child laughs and has golden hair and never answers your questions, you will immediately guess who he is. Be kind to him! Don't leave me so sad! And let me know quickly that has returned...

The little Prince
Antoine Saint Exupery

http://bibliotecadigital.ilce.edu.mx/Colecciones/ObrasClasicas/_docs/EIPrincipito.pdf

Complete the following blanks with adverbs: cautiously, falsely, normally, slowly or tediously

The lady will try to retain your attention: she will look you in the face so that you look at her, even if her words are addressed to the niece. You must make an effort to get rid of that look - once open, clear, yellow, stripped of the veils and wrinkles that _____ cover it - and fix yours on Aura, which in turn stares at a lost point and moves in Silence your lips, get up with attitudes similar to those that you associate with the dream, take the old humpback girl's arms and _____ lead her out of the dining room

You approach Doña Consuelo's door _____ and don't hear a single noise. Check your watch again: it's barely nine. You decide to go down, groping, to that covered patio, without light, that you have not visited since you crossed it, without seeing it, on the day of your arrival at this house.

You remain with your face sunk in the pillow, with your eyes open behind the pillow, waiting for what is to come, which you cannot prevent. You will not look at your watch again, that useless object that _____ measures a time agreed to human vanity, those hands that _____ mark the long hours invented to deceive the true time, the time that runs with the insulting, mortal speed that no clock can measure.

Aura
Carlos Fuentes

https://brasilia.cervantes.es/imagenes/file/biblioteca/pdf/carlos_fuentes_aura.pdf

Student's name:	
Learning unit:	1. Exchange of information about personal actions
Learning outcome:	1.1 Describe and compare actions and objects, in different contexts using adverbs and correlative words
Activity number 4:	Description of actions with adverbs of places

The adverbs of places indicate where an action is performed. Some are: around, far, near, there, here, etc.

An adverb of place always talks about the location where the action of the verb is being carried out. Adverbs of place are normally placed after a sentence's object or main verb.

Adverbs of place can be directional. For example: Up, down, around, away, north, southeast

Adverbs of place can refer to distances. For example: Nearby, far away, miles apart

An adverb of place can indicate an object's position in relation to another object. For example: Below, between, above, behind, through, around and so forth.

Many adverbs of place indicate movement in a particular direction and end in the letters "-ward or -wards". For example: Toward, forward, backward, homeward, westward, eastwards onwards.

Choose the best answer to complete each sentence

- Close the door when you go _____
out / westward / lightly / here
- The cat is hiding _____ the couch
On / underneath / somewhere / there
- Will you be starting your plants _____ or in a greenhouse?
Round / home / outside / around

4. Birmingham is 250 kilometers _____ London.
away from / down / northwards / backwards

5. When she saw me waiting, she ran _____ me
around / towards / through / forward

Student´s name:	
Learning unit:	1. Exchange of information about personal actions
Learning outcome:	1.1 Describe and compare actions and objects, in different contexts using adverbs and correlative words
Activity number 5:	Description of actions with adverbs of time

The adverbs of time indicate when an action is performed. Some are: Again, at first, before, soon, late, etc.

Adverbs of time are used to describe:

When something happens. For example:

- I saw Mary yesterday
- She was born in 1978
- I will see you later
- There was a storm during the night
- He is going to travel tomorrow

How long. For example:

- We waited all day
- They have lived here since 2004
- We will be on holiday from 1 July until 3 August

How often (frequency). For example:

- They usually watched television in the evening
- We sometimes went to work by car
- He never misses a class
- It's always cold in this room

Choose the best answer to complete each sentence.

1. We go out for Japanese food _____
willingly / normally / weekly / perfectly

2. Have you done your homework _____ ?
now / then / yet / still
3. Do you _____ work at the bank?
still / never / grudgingly / happily
4. Would you rather drive sometimes or take the train _____ to the beach?
still / never / every day /
5. The patient is _____ waiting to see the doctor.
still / never / every day / sadly

Student's name:	
Learning unit:	1. Exchange of information about personal actions
Learning outcome:	1.1 Describe and compare actions and objects, in different contexts using adverbs and correlative words
Activity number 6:	Comparison of characteristics of two objects, people, or situations using correlative words Both, either, neither

The correlative conjunctions allow expressing sentences and ideas more connected to each other so that you form more complex and interesting sentences, avoiding resorting to extremely short and repetitive sentences.

It is vitally important to master different connectors to spin your ideas, either in writing or orally.

Either

It offers a choice between two possibilities. Or one option, or the other, no matter which.

Example:

- I'm saving money to travel to either Canada or Australia.
- If you want to stay tuned to our blog, you can either follow us on social networks or subscribe to our newsletter.

Affirmative structure:

Either	Name (subject)	Verb	Complement
--------	----------------	------	------------

Example:

A: Do you want it ready for Thursday or Friday?

B: Either day is fine for me

Negative structure:

Name (subject)	Negative verb/ negative auxiliary	Either
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Example:

A: I wasn't thirsty.

B: I wasn't either

A: I've never been to Portugal.

B: I haven't either

Neither

It offers a choice between two possibilities. Or one option, or the other, no matter which.

Examples:

- Neither my family nor my friends know about my secret.
- His teacher was not terribly understanding or particularly despotic



Important! As this conjunction conveys a negative idea, the verb must go in any case in its affirmative form.

Structure:

Neither	verb / auxiliary	Name (subject)

Examples:

A: I don't understand Spanish

B: Neither do I. (I don't understand Spanish either.)

A: I cannot swim

B: Neither can I. (I can't swim either.)

Both

It connects both two subjects and two objects, granting the same importance to both. It places greater emphasis than simply using the conjunction and.

Examples:

- I speak both English and French
- Both the film and the book were really good.



This conjunction is always used with affirmative verbs. If we want to use a negative verb, we must use the conjunction either... or... instead.

Both = the two; that one AND the other one; this one AND that one

Both can be used as a pronoun to refer to two things that we have already mentioned. For example:

A: Do you want the blue shirt or the red one?

B: I'll buy both (= the blue shirt AND the red shirt = both shirts)

Choose the correct answer using only both, either or neither.

1. _____ were ill so they stayed at home instead of going to school.
2. I didn't like _____ of the choices
3. I couldn't decide between them, I liked them _____
4. _____ Yuko nor Hiromi turned up today.
5. You can take _____ the 38 bus or the 341 to get to town

6. I don't think much of _____ of the candidates
7. I called _____ of them and left messages as they didn't answer.
8. I took the test twice and failed _____ times

Student's name:	
Learning unit:	1. Exchange of information about personal actions
Learning outcome:	1.1. Describe and compare actions and objects, in different contexts using adverbs and correlative words
Activity number 7:	Identification of correlative words in texts

Gather in pairs and read the following text

The power of 'like'

A single 'like' can make a social-media post more popular and even affect how teens behave

By Alison Pearce Stevens

2017

In this informational text, Alison Pearce Stevens discusses various studies that explore how people are influenced by social media posts and "likes." As you read, take notes on how people are affected by certain photos and posts on social media.

Small act, big impact

Clicking "like" is a simple act that can have complex results. In fact, a single like can have a big impact on a post's popularity and reach, say Maria Glenski and Tim Weninger. These computer scientists work at the University of Notre Dame in Indiana.

Glenski and Weninger studied the social news site Reddit. Its users can respond to headlines by clicking an arrow that points up or down. An up arrow, or "upvote," is similar to a like. The researchers created a computer program that scanned Reddit every two minutes for six months. During each scan, the program recorded the most recent post on the site. Then it randomly upvoted the post, downvoted it or did nothing. By the end of the study, the program had upvoted 30,998 posts and downvoted 30,796. It left alone another 31,225 posts.

Glenski and Weninger watched to see how popular each post was four days after their program had interacted with it. The final score they used was the number of upvotes minus the downvotes. The researchers considered posts with a score of more than 500 to be very popular.

Posts that their program had upvoted did better. These posts were eight percent more likely to have a final score of at least 1,000, compared to posts the program ignored. And upvoted posts were almost 25 percent more likely to reach a final score of 2,000 — making them extremely popular. In contrast, posts that the program downvoted ended up with scores five percent lower, on average, than were posts that the program had ignored.

“Early up-ratings or likes can have a large impact on the ultimate popularity of a post,” Glenski concludes. “People tend to follow the behavior of the group.” If other people have liked a post, new viewers will be more likely to like it too. And that popularity can feed on itself.

Many social media sites share more of the higher-ranked — or more popular — posts. As a result, “people are more likely to see what others have positively rated,” Glenski says. So the posts that get the most likes tend to spread even more widely. Teens should keep in mind, Glenski cautions, that just because a post is popular doesn’t mean it is a quality post. Similarly, she adds, they should pay careful attention to what they like, share or comment on. “Your actions influence what other people see and hear in the media.”

Write comparative sentences using both, either and neither, extracting ideas from the text.

Student's name:	
Learning unit:	1. Exchange of information about personal actions
Learning outcome:	1.2 Exchange information, emphasizing certain aspects of it using intensifiers
Activity number 8:	Identification of the grammatical function of the intensifiers

Intensifiers are used to emphasize the meaning of words. Change the strength of the word or adjective. The most frequent intensifiers are: so, such, too, enough. Some others are: very, quite, rather, fairly, really and pretty.

So

It is used before adjectives that are not followed by names. It is also used before adverbs and before many or many that can be followed by names.

Examples:

- The film was so boring that i fell asleep.
- Sheila is so pretty
- Dan eats so fast
- I love him so much
- There are so many exercises in this book
- Thank you for being so kind

Such

Intensify a quality before introducing the effect or consequence.

Example:

- It was such a horrible day that we decided to stay indoors.
- They went through such an awful experience that they will never try again.

It is used before a name or before a name + adjective. When the name is singular and preceded by an article, such is placed in front of the article.

Examples:

- Larry is such a fool
- That was such an interesting movie
- They are such polite children

Too

Too can be used to highlight that there is a lot of something. It usually has the meaning of "more than enough" or "more than necessary". It is usually used in negative contexts.

Examples:

- It's too cold today
- The flights are too expensive, I can't afford that.

Too goes before an adjective or adverb.

- The jungle book written by Rudyard Kipling is too interesting
- The end of the story The chicken slaughtered written by Horacio Quiroga is too shocking
- The Spanish rivers are too contaminated by pesticides
- Technology advances too fast



Too can also go in front of much, many, few and little so "We have too much work"

Enough

You can use the word enough as an intensifier, but it is placed after the adjective it modifies.

Examples:

- You're not old enough to vote.
- He is old enough to do what he wants
- She was not good enough for the job , so she was rejected

Choose the correct intensifier

1. A: How was your exam? B: Not good. It was _____ difficult
absolutely / really

2. A: Are you hungry? B: Hungry? I'm _____ starving!
absolutely / extremely
3. A: So, did you enjoy the film? B: No, I thought it was _____ awful
totally / very
4. Do you think we'll get a pay rise this year? B: Well, if we do, it'll be _____ small
extremely / totally
5. Did you have a good holiday? B: Yes, thanks, it was _____ fantastic
really / very

Student's name:	
Learning unit:	1. Exchange of information about personal actions
Learning outcome:	1.2 Exchange information, emphasizing certain aspects of it using intensifiers
Activity number 9:	Expression of opinions using intensifiers

Ask your classmates What do you think about...? Answer I think.... in order to practice the use of intensifiers.

Structure:

What do you think about ...?	Name	Opinion
Dubai		
USA President Trump		
K-Pop music		
North Korea government		
Our school cafeteria		
The weather today		
Global heating		

Student's name:	
Learning unit:	1. Exchange of information about personal actions
Learning outcome:	1.2 Exchange information, emphasizing certain aspects of it using intensifiers
Activity number 10:	Description of images with intensifiers

Write down in the correct place the correct phrase.





1. The women I had as **very** close friends were **very** independent women, **very** progressive. They're **very** sensitive about social change.
2. She told a **very** interesting story.
3. He's **really** cute.
4. He is old **enough** to drive a car.
5. It´s **incredibly** intelligent.
6. The mouse was **really** tiny.
7. The Grand Canyon is **absolutely** breathtaking.
8. There was an **amazingly** beautiful woman at the party.
9. It was **totally** disgusting.
10. Dinner was **really** wonderful.
11. They´re **completely** perfect siblings.
12. I am **extremely** tired.

Student 's name:	
Learning unit:	1. Exchange of information about personal actions
Learning outcome:	1.2 Exchange information, emphasizing certain aspects of it, using intensifiers
Activity number 11:	Text writing using intensifiers

Write a short text using the following intensifiers talking about how is your daily life at school. really, very, too, so, enough, such.

My daily life at school is...

Student's name:	
Learning unit:	1. Exchange of information about personal actions
Learning outcome:	1.2 Exchange information, emphasizing certain aspects of it, using intensifiers
Activity number 12:	Description of situations using intensifiers

Rewrite a sentence with so or too to describe each situation.

Example: I have a lot of homework. I can't finish it all.

I have too much homework_____

1. That message you sent was very nice. It made me feel good.

2. I don't like that movie. I don't like horror movies.

3. Why did you bring that big suitcase? It won't fit in the closet.

4. The mountains are covered with a lot of snow. You can't see any rock.

5. English has many interesting topics. I love learning it.

Student's name:	
Learning unit:	1. Exchange of information about personal actions
Learning outcome:	1.2 Exchange information, emphasizing certain aspects of it, using intensifiers
Activity number 13:	Writing sentences from intensifiers

Form teams of 5 or 6 members
 Write a sentence with the word that the teacher shows the class using the intensifiers: so also, really, very, enough, with a limit of 1 minute per word.
 By team they set out the sentences and
 They listen to their classmates comments and correct, if applicable

coffee	overcooked	salty	sweet
hamburger	rotten	raw	milkshake

Student's name:	
Learning unit:	2. Exchange of information about personal interests
Learning outcome:	2.1 Exchange information on personal interests using comparatives and superlatives to express similarities and differences, as well as tag questions to confirm or deny them
Activity number 14:	Use of adjectives in a comparative degree

The adjectives in degree comparative to compare differences between the two objects that it modifies (*greater, smaller, faster, higher*) and what it is used in sentences where we compare two names, in the following way:

Name (subject)	verb	adjective in comparative degree	than	name (object)
The responsibility of the doctor	is	greater	than	that of the nurse
The work of the miner	is	more dangerous	than	the work of the accountant

Write in the following table the comparative adjectives as appropriate. Choose: *cleaner, more extensive*

Name (subject)	verb	adjective in comparative degree	than	name (object)
The technical documentation applied by a lawyer	is		than	than that applied by a worker
The work space of a laboratory worker	is		than	than that of a mechanical workshop

Student's name:	
Learning unit:	2. Exchange of information about personal interests
Learning outcome:	2.1 Exchange information on personal interests using comparatives and superlatives to express similarities and differences, as well as tag questions to confirm or deny them
Activity number 15:	Use of adjectives in superlative degree

The superlative is used to indicate a maximum degree of a certain quality. It describes an object that is at the top or bottom of a quality (the *tallest*, the *smallest*, the *fastest*, the *highest*) and what it is used in sentences in which we compare a subject with a group of objects.

Name (subject)	Verb	adjective in superlative degree	name (object)
Mexican journalists	are	the most	attacked in the world
Web designers	are	the most	requested in my company

Write in the space superlatives adjectives as corresponds to the number of syllables. Choose: more profitable, the most polyglot, the most fascinating labor field

- Marine biologists have _____ than other professions
- Tour guides are _____ of all professions
- My profession is _____ than my brother's

Student´s name:	
Learning unit:	2. Exchange of information about personal interests
Learning outcome:	2.1 Exchange information on personal interests using comparatives and superlatives to express similarities and differences, as well as tag questions to confirm or deny them
Activity number 16:	Expression of actions in present and past simple

Underline the verbs in present simple and in past simple presents in the next song

<p>She loves you, yeah, yeah, Yeah She loves you, yeah, yeah, Yeah She loves you, yeah, yeah, yeah You think you've lost your love Well, I saw her yesterday-yi-yay It's you she's thinking of And she told me what to say-yi-yay She says she loves you And you know that can't be bad Yes, she loves you And you know you should be glad She said you hurt her so She almost lost her mind And now she says she knows You're not the hurting kind She says she loves you And you know that can't be bad Yes, she loves you</p>	<p>And you know you should be glad Oo, she loves you, yeah, yeah, Yeah She loves you, yeah, yeah, yeah With a love like that You know you should be glad You know it's up to you I think it's only fair Pride can hurt you too Apologize to her Because she loves you And you know that can't be bad Yes, she loves you And you know you should be glad Oo, she loves you, yeah, yeah, Yeah She loves you, yeah, yeah, yeah [...]</p> <p style="text-align: right;">She loves you The Beatles</p>
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Student's name:	
Learning unit:	2. Exchange of information about personal interests
Learning outcome:	2.1 Exchange information on personal interests using comparatives and superlatives to express similarities and differences, as well as tag questions to confirm or deny them
Activity number 17:	Use of tag questions

Make and present a short story (sketch, puppets, role plays, video, a play, etc.) using tag questions



Includes the following tag questions to confirm the information presented in the story

- Is it true?
- Is not true?
- Do not?
- It is not like this?
- Seriously?

Student's name:	
Learning unit:	2. Exchange of information about personal interests
Learning outcome:	2.2 Express information, ideas or arguments, using the corresponding text structure and link words to give cohesion to the text
Activity number 18:	Use of linking words to complement ideas.

The two main properties of the text are coherence and cohesion.

Coherence	Cohesion
Consists in selecting and organizing the information that the speaker wants to transmit so that it can be perceived clearly and precisely by the recipient	Consists of the grammatical and semantic relationship between the statements that make up that text.
All statements revolve around a theme.	Include mechanisms to achieve that cohesion, that relationship between the statements that form the text are:
It is internally organized or structured	Mechanisms of recurrence consisting of the repetition of words, group of words or sentences.
That is, all the parts are related to each other.	Mechanisms of substitution that consist of avoiding the repetition of words, groups of words or sentences.
It presents a thematic progression that can be presented in various ways, taking into account that the topic is known information and rounds new or unknown information.	Mechanisms of suppression that consist in suppressing what is understood.
	Textual markers that help the recipient to interpret the meaning of the message, since they inform about the sender's attitude towards the statement:
	Textual connectors that establish relationships between the different parts of a text. Within this groups are, among others: Summative connectors: and also ... Opposition connectors: but, nevertheless ... Consequence or cause connectors: then, therefore, therefore ... Speech computers: first, to finish, then ...

Make a project and present a TV show it should have:

- Opinion formulation
- Confrontation of ideas



Student´s name:	
Learning unit:	2. Exchange of information about personal interests
Learning outcome:	2.2 Express information, ideas or arguments, using the corresponding text structure and link words to give cohesion to the text
Activity number 19:	Use of connectors cause and effect

The structure Cause-effect occurs in texts that analyze the causes and consequences of a fact or phenomenon. It is common, for example, in texts of a historical or scientific nature in which events or reasons that have led to a situation or triggered a process are exposed. For example:

In recent years, the population of white storks is increasing in Spain. This is due in part to the improvement of climatic conditions in African areas where these animals spend the winter. But the determining cause is the adoption of protective measures, such as the installation of nests and the modification of power lines.

Among the typical markers of the cause-effect structure are the words cause and consequence itself, and some connectors as because, since, so, therefore ...

A cause is something that makes something else happen. It answers the question “Why did this happen”. An effect is what happens as a result of the cause. It answer the question “What happened”. For example:

Cause: Lissa missed the school bus
 Effect: Lissa was late for school

Lissa was late for school because she missed the school bus

Write a sentence to show the relationship between the cause and effect:

1. Cause: Joe left his backpack at school
 Effect: Joe didn´t finish his homework

2. Cause: My dog was barking all night long
 Effect: I didn´t get any sleep

3. Cause: Missy was cold
Effect: Brian had to start a fire in the fireplace.
-

Student´s name:	
Learning unit:	2. Exchange of information about personal interests
Learning outcome:	2.2 Express information, ideas or arguments, using the corresponding text structure and link words to give cohesion to the text
Activity number 20:	Identification of relationships cause effect in texts

Read the following text and underline the causes and circle the effects, then complete the chart. And share their personal ideas.

Molly really wanted to be able to reach the top of the apple tree in her backyard. There was a shiny red apple that she really wanted to get down. But no matter how hard she tried, she just couldn´t figure out how to get to the apple: The branches were too low to climb to the top. The tree was too short to jump and reach the top.

One day, Molly´s mom got a bunch of boxes in the mail. They were very sturdy and Molly´s mom said Molly could use them. Molly knew just what to do! She stacked the boxes up one on top of each other. But she couldn´t find a way to climb them. Finally, she made stairs out of the boxes. She climbed right up! Molly was so happy that she could finally get the apple at the top of the tree.

Cause	Effect

Student's name:	
Learning unit:	2. Exchange of information about personal interests
Learning outcome:	2.2 Express information, ideas or arguments, using the corresponding text structure and link words to give cohesion to the text
Activity number 21:	Using connectors to link parts of a text

Choose a word that best complete the text to give coherence to the main idea.

1. Tornado safety is important because this violent weather event commonly occurs in the spring. First, pay attention to the local news and weather apps on your phone.

_____ be sure to have a face place to go in the case that a tornado warning has been issued for your area
In conclusion / Next

_____ follow the warnings. Many people ignore the warnings , which puts them in danger
Also / For example

_____ tornado safety is very important, especially for people who live in Tornado Alley where most tornadoes occur.
To sum it up / However

2. There are many reasons that rain is an important part of weather. _____ , rain is necessary for plants and
After / For instance

grass to grow. Without rain, plants and flowers would die _____ , rainfall fills streams, rivers and
Before / Also

lakes. This is where humans get water that is clean to use and drink. _____ the rain, that fills the streams,
In additton/Always

river, and lakes is important for the living organisms there. If there was no rain, their homes would dry up _____
For example/In conclusion

while rain can be annoying to deal with, Earth´s living creatures depend on it.

Student´s name:	
Learning unit:	2. Exchange of information about personal interests
Learning outcome:	2.2 Express information, ideas or arguments, using the corresponding text structure and link words to give cohesion to the text
Activity number 22:	Use of connectors of comparison-contrast

The comparison-contrast structure characterizes the texts in which the similarities and differences between two or more objects or phenomena are exposed. It would belong to this class, for example, a text in which gold and pyrite were compared, explaining the similarities and differences between them

Gold and pyrite have a yellowish color and an intense glow, which make them very similar.

However, both differ in their weight and hardness: gold is a soft but very heavy material, while pyrite is less heavy and harder. In this structure markers are used that express the analogy (likewise, in the same way) or contrast (instead, however, unlike).

Fill in the blanks with a suitable contrast connector (whereas, but, although, however, despite, in spite of, on the other hand)

- _____ Andrew was warned of the risks , he decided to travel alone to South America
- Maria did not get a promotion _____ her qualifications
- Zambia is a land locked country, _____ Kenya has a coastline
- On the one hand, you could rent a flat instead of buying one _____ you are always at the mercy of landlords
- This restaurant has a good reputation, _____ that one does not

Student's name:	
Learning unit:	2. Exchange of information about personal interests
Learning outcome:	2.2 Express information, ideas or arguments, using the corresponding text structure and link words to give cohesion to the text
Activity number 23:	Identification of comparison-contrast relationships in sentences

Join each pair of sentences be careful, where you put the words in brackets. (although, in spite of, despite)

- Dave smokes. _____ he seems to be in good health
Although / Despite
- I couldn't sleep. _____ I was tired
even though / despite
- Kate never learnt Spanish _____ She lived in Spain for many years.
Despite / although
- Joe is a millionaire. _____ He hates spending money.
Despite / even though

Student's name:	
Learning unit:	2. Exchange of information about personal interests
Learning outcome:	2.2 Express information, ideas or arguments, using the corresponding text structure and link words to give cohesion to the text
Activity number 24:	Identification of comparison-contrast relationships in texts

Read the next text and compare (tell similarities) and contrast (tell differences)

All Cats Are Not the Same Tigers

Tigers are the largest wild cat in the world. It is easily recognizable by its reddish-orange coat with dark stripes, with the exception of the white tiger, which is white with dark stripes. A tiger can weigh over 700 pounds and be six feet long with a three-foot long tail. Their natural habitat is eastern and southern Asia. They live where there is dense vegetation with a close proximity to water and an abundance of prey such as antelope and deer, taking down their prey with their retractable claws, strong body, and powerful jaws. Tigers are strong swimmers and enjoy bathing and cooling in ponds, rivers, and lakes. Tigers communicate by roaring, moaning, hissing, growling, and chuffing. Females mate and have a litter of three to four cubs. The cubs are born blind and helpless and cared for by their mothers in their den. At eight weeks they begin to follow the mother out of the den, becoming independent around 18 months of age and leaving their mother at around 2 years old. Tigers have a lifespan of 10 to 15 years but can live longer than 20 years, especially in captivity.

House Cats (Domestic Cats)

Domestic or house cat fur can be long or short in a variety of colors and patterns. As their name indicates, they are domesticated and generally live in companionship with a human and are found around the world. House cats range in size from 11 pounds to 25 pounds, depending on their breed. Most house cats eat a diet of commercial cat food but may supplement their diet with mice or birds that they stalk and capture. Like tigers and other large cats, the domestic cat also has retractable claws and powerful jaws for their size. Domestic cats do not like to bathe or cool themselves in water. Cats communicate by meowing, growling, hissing, and purring. Females mate and have a litter of three to five kittens that are born blind and helpless. Females wean their kittens between six and seven weeks of age, with the kittens able to go to a new home at 12 weeks. The lifespan of a domestic cat is between 10 and 14 years.

1. Based on the two paragraphs, the way domestic cats and tigers are alike are:

- a) They both live in the wild and hunt for their own food
- b) They both commonly live with human companions and have retractable claws
- c) They both communicate by growling and hissing and have retractable claws
- d) They both like to cool themselves in water

2. Based on the paragraphs, the difference between tigers and domestic cats are:
- a) Tigers like to cool themselves in water while domestic cats do not
 - b) Tigers are only orange and black while domestic cats may be any of several colors
 - c) Tiger cubs are born independent and domestic kittens are born helpless
 - d) Tigers have a lifespan on less than 10 years, and domestic cats live much longer

II. Evaluation Guide

Productive communication in English

6. Description

The evaluation guide is a document that defines the process of collecting and assessing the evidences required by the module developed and is intended to guide the evaluation of the competences acquired by the students, associated with the Learning Outcomes; In addition, it describes the techniques and instruments to be used and the weighting of each evaluation activity.

During the teaching - learning process it is important to consider three purposes of evaluation:

The **diagnostic** evaluation allows to establish a starting point based on the detection of the situation in which the students are. The student will be able to obtain information on the aspects where he should emphasize his dedication. The teacher can identify the characteristics of the group and properly guide their strategies. At this stage, informal information collection mechanisms can be used.

The formative evaluation is carried out during the whole learning process of the student, in a constant way, either at the end of each learning activity or in the integration of several of them. Its purpose is to inform students of their progress with regard to the learning they must achieve and warn them about the aspects in which they have weaknesses or difficulties in regulating their processes. Also, the teacher can assume new strategies that contribute to improving the group's results.

The summative evaluation is basically adopted by a social function, since it assumes an accreditation, a promotion, a school failure, desertion rates, etc., through standardized and well-defined criteria. By conventionally assigning a criterion or value, it manifests the synthesis of the achievements obtained in a cycle or school period.

Regarding the agent or person responsible for carrying out the evaluation, three categories are distinguished:

The self-assessment that refers to the assessment that the student makes about their own performance, which allows them to recognize their possibilities, limitations and necessary changes to improve their learning. In this evaluation guide, at least one specific indicator has been selected for the self-assessment that the student will do on the domain of some less complex competition.

The coevaluation in which students evaluate each other, assessing the learning achieved, either by some of its members or the group as a whole. In this evaluation guide, at least one indicator has been selected for the student to verify the competence domain of less complexity in another student.

The heteroevaluation in its external variant occurs when agents that are not part of the teaching-learning process are the evaluators, granting certain objectivity due to their non-involvement. In this sense, one of the evaluation activities has been selected, defined in the study program, so that it can be assessed by an external expert or by another teacher who has not taught the module to that group.

The weighting table linked to the School Evaluation System (SAE) allows both the student and the teacher to observe the progress made in the learning outcomes that are being achieved. It indicates, in percentage terms, the specific weight for each evaluation activity;

the weight obtained by the student based on the demonstrated performances and the accumulated weight, which refers to the sum of the percentages reached in the various evaluation activities.

Another important element of the evaluation guide is the rubric or assessment matrix, which establishes the indicators and criteria to be considered in order to evaluate the achievement of learning outcomes, which may be associated with a performance or a product.

The indicators are the relevant aspects of the evaluation activity and serve as a guide to verify the quality of achievement of the learning outcome. Each of these indicators corresponds to a percentage value, according to its relevance, highlighting that they also indicate the attributes of the generic competencies to be evaluated

The criteria are the conditions or levels of quality that describe, in a concrete and precise way, the qualities and levels of quality that each of the indicators must have. They provide information on what each student has to achieve through their performance, as well as the progress in the development of the competition. In the rubrics, the following criteria have been established.

- ✓ **Excellent**, in which, in addition to meeting the standards or requirements established as necessary in the achievement of the product or performance, it is proactive, demonstrates initiative and creativity, or goes beyond what is requested as a minimum, contributing with elements to improve of the indicator.
- ✓ **Sufficient**, if it meets the standards or requirements established as necessary to demonstrate that it has performed adequately in the activity or production of the product. It is at this level that we can say that the competition has been acquired.
- ✓ **Insufficient**, when it does not meet the standards or minimum requirements established for the performance or product.

7. Weighting table

UNIT	Learning outcome	ACTIVITY OF EVALUATION	Specific weight	Achieved weight	Accumulated weight
1. Exchange of information about personal actions	1.1 Describe and compare actions and objects, in different contexts using adverbs and correlative words	1.1.1	25		
	1.2 Exchange information, emphasizing certain aspects of it using intensifiers	1.2.1	25		
% UNIT WEIGHT			50		
2. Exchange of information about personal interests	2.1 Exchange information on personal interests using comparatives and superlatives to express similarities and differences, as well as tag questions to confirm or deny them	2.1.1	15		
	2.2 Express information, ideas or arguments, using the corresponding text structure and link words to give cohesion to the text	2.2.1	35		
% UNIT WEIGHT			50		
WEIGHT OF THE MODULE			100		

8. Development of evaluation activities

Learning unit:	
Learning outcome:	
Evaluation activities:	

9. Assessment matrix or rubric

ASSESSMENT MATRIX OR RUBRIC

Siglema:	CPIN-02	Name of the module:	Productive Communication in English	Student's name:	
Teacher evaluator:				Group:	Date:
Learning outcome:		1.1. Describe and compare actions and objects, in different contexts using adverbs and correlative words.		Activity of evaluation:	1.1.1 Create a text which use correlative conjunctions, describes actions, and read and act out the written descriptions to identify the adverbs an conjuntions correlatives used
INDICATORS	%	CRITERIA			
		Excellent	Sufficient	Insufficient	
Content 4.1, 4.2, 4.4	30%	<ul style="list-style-type: none"> Writes sentences that express school or work actions using adverbs Describes different detailed situations using adverbs of manner. Describes actions happened in different places and moments using various adverbs of place and adverbs of time Uses correctly of correlative conjunctions to express sentences and ideas more connected to each other Writes sentences in which the same importance is attached to school or work actions or activities using both 	<ul style="list-style-type: none"> Writes sentences that express school or work actions using adverbs Describes different detailed situations using adverbs of manner. Describes actions happened in different places and moments using various adverbs of place and adverbs of time Uses correctly of correlative conjunctions to express sentences and ideas more connected to each other Writes sentences in which the same importance is attached to school or work actions or activities using both 	<ul style="list-style-type: none"> Omits writing sentences that express school or work actions using adverbs Describes some detailed situations using adverbs of manner. Describes only one school or work action or activity using only an adverb of place and time. Uses incorrectly of correlative conjunctions to express sentences and ideas 	

INDICATORS	%	CRITERIA		
		Excellent	Sufficient	Insufficient
		<ul style="list-style-type: none"> Writes sentences that propose a choice between two actions or work activities, using either Writes sentences that cancel two school or work actions or activities using neither Uses vocabulary related to students' academic and work actions Shapes formation of more complex and interesting sentences through the use of adverbs and correlative conjunctions 	<ul style="list-style-type: none"> Writes sentences that propose a choice between two actions or work activities, using either Writes sentences that cancel two school or work actions or activities using neither Uses vocabulary related to students' academic and work actions 	<ul style="list-style-type: none"> Omits write sentences in which the same importance is attached to school or work actions or activities Omits the use of correlative conjunctions or uses them incorrectly to express sentences in which the same importance is attached to school or work actions or activities that propose a choice between two actions or work activities
Grammar 4.1, 4.3, 5.3	30%	<ul style="list-style-type: none"> Uses correctly affirmative and negative sentences in present tense and past simple Uses correctly the grammatical structure of the adverbs of manner, place and time. Uses the grammatical structure of the correlative conjunctions. Poses situations school or work to express similarities between activities and actions or contrasting ideas using adverbs, either, both and neither 	<ul style="list-style-type: none"> Uses correctly affirmative and negative sentences in present tense and past simple Uses correctly the grammatical structure of the adverbs of manner, place and time. Uses the grammatical structure of the correlative conjunctions. 	<ul style="list-style-type: none"> Uses incorrectly affirmative and negative sentences in present tense and past simple Uses, with errors, the grammatical structure of the adverbs of manner, place and time. Omits the use of the ending "ly"

INDICATORS	%	CRITERIA		
		Excellent	Sufficient	Insufficient
Text reading 4.1, 4.3	30%	<ul style="list-style-type: none"> Clearly explains the purpose of the text. Focuses on relevant aspects of the text avoiding dispersion in secondary aspects. Clearly, accurately and concisely exposes the content of the text. Listens carefully to your classmates' comments about pronunciation and intonation. Corrects grammar, pronunciation and intonation 	<ul style="list-style-type: none"> Clearly explains the purpose of the text. Focuses on relevant aspects of the text avoiding dispersion in secondary aspects. Clearly, accurately and concisely exposes the content of the text. Listens carefully to your classmates' comments about pronunciation and intonation. 	<ul style="list-style-type: none"> Explains the purpose of the text confusingly. He/She is dispersed in secondary aspects of the text. Confusingly exposes the content of the text. Ignores peer comments about pronunciation and intonation. Skips correct grammar, pronunciation and intonation
Attitudes (Peer-assessment) 1.6, 7.2, 8.3	10%	<ul style="list-style-type: none"> Shows responsibility when delivering on the date established by the teacher. Shows perseverance in taking advantage of the errors marked in previous activities to improve their work. Assumes a constructive attitude, congruent with the knowledge and skills that it has within different work teams. 	<ul style="list-style-type: none"> Shows responsibility when delivering on the date established by the teacher. Shows perseverance in taking advantage of the errors marked in previous activities to improve their work. 	<ul style="list-style-type: none"> Shows a lack of responsibility to deliver at a later date established by the teacher. Shows a lack of perseverance in taking advantage of the mistakes made in previous activities to improve his work.
	100			

ASSESSMENT MATRIX OR RUBRIC

Siglema:	CPIN-02	Name of the module:	Productive Communication in English	Student's name:	
Teacher evaluator:		Group:		Date:	
Learning outcome:	1.2 Exchange information, emphasizing certain aspects of it, using intensifiers	Activity of evaluation:	1.2.1 Make an oral presentation of a case using intensifiers. (Professor-evaluation)		

INDICATORS	%	CRITERIA		
		Excellent	Sufficient	Insufficient
Content 4.1, 4.2, 4.4	40%	<ul style="list-style-type: none"> Poses a real situation that presents problems and challenges Clearly presents the situation, those involved and their interests Presents a case that answers all the following questions: <ul style="list-style-type: none"> What is the problem? What possible solutions exist and what would be the implications of implementing them? How could the problem have been avoided? Integrates knowledge about the problem presented and the use of intensifiers so, such, too, and enough 	<ul style="list-style-type: none"> Poses a real situation that presents problems and challenges Clearly presents the situation, those involved and their interests Presents a case that answers all the following questions: <ul style="list-style-type: none"> What is the problem? What possible solutions exist and what would be the implications of implementing them? How could the problem have been avoided? Integrates knowledge about the problem presented and the use of intensifiers so, such, too, and enough. 	<ul style="list-style-type: none"> It presents a situation without problems and challenges. Inaccurately presents the situation, omitting those involved and their interests. Presents a case that only answers two of the following questions: <ul style="list-style-type: none"> What is the problem? What possible solutions exist and what would be the implications of implementing them? How could the problem have been avoided? Omits to integrate knowledge about the problem presented and the use of intensifiers

INDICATORS	%	CRITERIA		
		Excellent	Sufficient	Insufficient
		<ul style="list-style-type: none"> • Poses alternatives to solve the problem or problems identified • Bases the solution alternatives on scientific and disciplinary knowledge. • Argues in favor of the solution presented • Analyzes the implications of the proposed solution and assess whether it was the most appropriate alternative • Acts against certain problems • Takes advantage of the error of reasoning, analysis or judgment as a learning opportunity. 	<ul style="list-style-type: none"> • Poses alternatives to solve the problem or problems identified • Bases the solution alternatives on scientific and disciplinary knowledge. • Argues in favor of the solution presented • Analyzes the implications of the proposed solution and assess whether it was the most appropriate alternative • Acts against certain problems 	<ul style="list-style-type: none"> • Omits to propose alternatives to solve the problem or problems identified • Omits discuss in favor of the solution presented • Omits analyzing the implications of the proposed solution and assessing whether it was the most appropriate alternative. • Skips acting on certain problems.
Grammar 4.1, 4.3, 5.3	20%	<ul style="list-style-type: none"> • Uses correctly affirmative and negative sentences in present tense and past simple • Uses intensifiers according to the grammatical structure • Makes clear and understandable messages. • Reflects on the importance of using speech intensifiers 	<ul style="list-style-type: none"> • Uses correctly affirmative and negative sentences in present tense and past simple • Uses intensifiers according to the grammatical structure • Makes clear and understandable messages. 	<ul style="list-style-type: none"> • Uses incorrectly affirmative and negative sentences in present tense and past simple • Uses intensifiers without considering grammar structure. • Makes confusing messages.
Oral production 4.2,4.3	30%	<ul style="list-style-type: none"> • States clearly the reasons why she/he will visit the place of interest represented in the collage • Focuses on relevant aspects of the case avoiding 	<ul style="list-style-type: none"> • States clearly the reasons why she/he will visit the place of interest represented in the collage • Focuses on relevant aspects of the case avoiding 	<ul style="list-style-type: none"> • Vaguely exposes the reasons why she/he will visit the place of interest represented in the collage • He/She is dispersed in secondary aspects avoiding deepening in the relevant

INDICATORS	%	CRITERIA		
		Excellent	Sufficient	Insufficient
		dispersion in secondary aspects <ul style="list-style-type: none"> Clearly, accurately, and concisely exposes the content of the case Talks about the consequences of the case Listens with attention to comments to critical comments about the use of intensifiers to intensify actions Corrects the grammatical use and pronunciation of intensifiers 	dispersion in secondary aspects <ul style="list-style-type: none"> Clearly, accurately, and concisely exposes the content of the case Talks about the consequences of the case Listens with attention to comments to critical comments about the use of intensifiers to intensify actions 	<ul style="list-style-type: none"> Speaks intentions, wishes, predictions, promises and concrete plans using the Will and going to Listens critical comments about the use of modalities will and going to and about pronunciation and intonation, but does not correct
Attitudes (Self assesement) 1.6, 7.2, 8.3	10%	<ul style="list-style-type: none"> Shows responsibility when delivering on the date established by the teacher Participates in teamwork, and decision making Shows skills such as analysis, synthesis and evaluation of information 	<ul style="list-style-type: none"> Shows responsibility when delivering on the date established by the teacher Participates in teamwork, and decision making 	<ul style="list-style-type: none"> Shows lack of responsibility when delivering at a later date than that established by the teacher, or omits the delivery of the work.
	100			

ASSESSMENT MATRIX OR RUBRIC

Siglema:	CPIN-02	Name of the module:	Productive Communication in English	Student's name:	
Teacher evaluator:				Group:	Date:
Learning outcome:	2.1 Exchange information on personal interests using comparatives and superlatives to express similarities and differences, as well as tag questions to confirm or deny it		Activity of evaluation:	2.1.1 Make and present a commercial comparing objects, people, places or situations that includes a dialogue with "tag questions" to confirm assumptions.	

INDICATORS	%	CRITERIA		
		Excellent	Sufficient	Insufficient
Content 4.1, 4.2, 4.4	30%	<ul style="list-style-type: none"> • Presents a clear message that does not require a great effort from the public to understand it. • Posts the message briefly, but with the necessary information. • Poses a message with true information • Poses a meaningful message in itself and in the context in which it occurs. • Poses a message without errors that affect its form or meaning. • Includes information personal interests using comparatives and superlatives to express similarities and differences 	<ul style="list-style-type: none"> • Presents a clear message that does not require a great effort from the public to understand it. • Post the message briefly, but with the necessary information. • Poses a message with true information • Poses a meaningful message in itself and in the context in which it occurs. • Poses a message without errors that affect its form or meaning. • Includes information personal interests using comparatives and superlatives to express similarities and differences 	<ul style="list-style-type: none"> • Presents a message that does require a great effort from the public to understand it. • Post the message with unnecessary information. • Pose a message with doubtful information • Poses a meaningful message in itself and in the context in which it occurs. • Poses a message with errors that affect its form or meaning. • Skips the use of comparatives and superlatives to express similarities and differences between personal interests • Skips label questions to confirm or deny information about personal interests

INDICATORS	%	CRITERIA		
		Excellent	Sufficient	Insufficient
		<ul style="list-style-type: none"> • Uses comparative adjectives with one and three or more syllables • Uses tag questions to confirm or deny it • Composes the message with original and thoughtful ideas. 	<ul style="list-style-type: none"> • Uses comparative adjectives with one and three or more syllables • Uses tag questions to confirm or deny información 	<ul style="list-style-type: none"> • Skips using adjectives and comparative superlatives with one and three or more syllables • Skips using etiquette questions to confirm or deny information
Dialogue 4.1,4.3	30%	<ul style="list-style-type: none"> • Uses comparative adjectives and superlatives correctly to compare things, people or places. • Uses the present and past simple tenses to proof an idea with tag questions. • Shows coherence using tag questions in a sentence. • Includes "tag questions" to confirm assumptions. • Uses tag questions to confirm the information received: <ul style="list-style-type: none"> - Is it true? - Is not true? - Do not? - It is not like this? - Seriously? • Shows coherence using tag questions in a sentence. 	<ul style="list-style-type: none"> • Uses comparative and superlatives correctly to compare things, people or places. • Uses the present and past simple tenses to proof an idea with tag questions. • Shows coherence using tag questions in a sentence. • Includes "tag questions" to confirm assumptions. • Uses tag questions to confirm the information received: <ul style="list-style-type: none"> - Is it true? - Is not true? - Do not? - It is not like this? - Seriously? 	<ul style="list-style-type: none"> • Uses comparative and superlatives incorrectly to compare things, people or places. • Uses just the present simple tenses to proof an idea with tag questions. • Shows incoherence or omitusing tag questions in a sentence.
Grammar 4.1, 4.3, 5.3	30%	<ul style="list-style-type: none"> • Uses affirmative and negative sentences in present tense and past simple 	<ul style="list-style-type: none"> • Uses correctly affirmative and negative sentences in present tense and past simple 	<ul style="list-style-type: none"> • Uses incorrectly affirmative and negative sentences in present tense and past simple

INDICATORS	%	C R I T E R I A		
		Excellent	Sufficient	Insufficient
		<ul style="list-style-type: none"> • Uses affirmative and negative sentences with comparatives and superlatives • Uses correctly the grammatical structure to compare with comparatives and superlatives • Uses comparatives and superlatives in different contexts. 	<ul style="list-style-type: none"> • Uses affirmative and negative sentences with comparatives and superlatives • Uses correctly the grammatical structure to compare with comparatives and superlatives 	<ul style="list-style-type: none"> • Uses only affirmative sentences with comparatives and superlatives • Uses incorrectly the grammatical structure with comparatives and superlatives
Attitudes 1.6, 7.2, 8.3	10%	<ul style="list-style-type: none"> • Shows perseverance by taking advantages of mistakes marked in previous activities to improve the ones that follows. • Shows honesty by giving true information. • Demonstrates innovation and creativity. 	<ul style="list-style-type: none"> • Shows perseverance by taking advantages of mistakes marked in previous activities to improve the ones that follows. • Shows honesty by giving true information. 	<ul style="list-style-type: none"> • Shows lack of perseverance by taking advantages of mistakes marked in previous activities to improve the ones that follows. • Shows lack of honesty by giving true information.
	100			

Siglema:	CPIN-02	Name of the module:	Productive Communication in English	Student's name:	
Teacher evaluator:				Group:	Date:
Learning outcome:	2.2 Express information, ideas or arguments, using the corresponding text structure and link words to give cohesion to the text		Activity of evaluation:	2.2.1. Write an essay which use the linking words (in my personal opinion, I think that, it is looks like) to support information, ideas or arguments	

INDICATORS	%	CRITERIA		
		Excellent	Sufficient	Insufficient
Content 4.1, 4.2, 4.4, 6.4	45%	<ul style="list-style-type: none"> Justifies the selection of the theme of the essay based on your personal interests. Clearly and concisely indicates the intent of the trial in accordance with your personal interests. Writes, in the first paragraphs of the essay, the thesis that you intend to demonstrate clearly and concisely. Presents the information in a chronological, comparative or cause-effect order. Bases her/his opinions on a bibliographic investigation on the subject. Writes consistently in relation to the intent of the essay 	<ul style="list-style-type: none"> Justifies the selection of the theme of the essay based on your personal interests. Clearly and concisely indicates the intent of the trial in accordance with your personal interests. Writes, in the first paragraphs of the essay, the thesis that you intend to demonstrate clearly and concisely. Presents the information in a chronological, comparative or cause-effect order. Bases her/his opinions on a bibliographic investigation on the subject. Writes consistently in relation to the intent of the essay. 	<ul style="list-style-type: none"> Justifies the selection of the essay topic without considering your personal interests. Confusingly indicates the intent of the trial. She/He omits writing, in the first paragraphs of the essay, the thesis he intends to demonstrate Presents the information without order Issues unsubstantiated opinions

INDICATORS	%	CRITERIA		
		Excellent	Sufficient	Insufficient
		<ul style="list-style-type: none"> Comes to a conclusion by retaking or reiterating the fundamental aspects of the essay. Uses the linking words (in my personal opinion, I think that, it is looks like) to support information Gives a particular vision when approaching a problem or makes a novel interpretation of the topic or a revaluation of existing ones 	<ul style="list-style-type: none"> Comes to a conclusion by retaking or reiterating the fundamental aspects of the essay. Uses the linking words (in my personal opinion, I think that, it is looks like) to support information 	<ul style="list-style-type: none"> He/she reaches a conclusion without retaking the fundamental aspects of the essay. Omits use the linking words (in my personal opinion, I think that, it is looks like) to support information
Grammar 4.1, 4.3, 5.3	45%	<ul style="list-style-type: none"> Uses connectors to link two ideas in a message Uses connectors for writing cohesive sentences Gives a contrast to different concepts Uses the linking words (in my personal opinion, I think that, it is looks like) to support information Uses present simple and presente perfect Uses affirmative and negative sentences Uses linking words to complement ideas. 	<ul style="list-style-type: none"> Uses connectors to link two ideas in a message Uses connectors for writing cohesive sentences Gives a contrast to different concepts Uses the linking words (in my personal opinion, I think that, it is looks like) to support information Uses present simple and presente perfect Uses affirmative and negative sentences Uses linking words to complement ideas. 	<ul style="list-style-type: none"> Skips the use of connectors to link two ideas in a message Skips the use of connectors to write cohesive sentences Omits to give a contrast to the different concepts. Skips the use of the link words (in my personal opinion, I think it seems) to support the information Uses present simple and present perfect Skips using affirmative and negative sentences

INDICATORS	%	CRITERIA		
		Excellent	Sufficient	Insufficient
		<ul style="list-style-type: none"> • Presents a connection of sentences and ideas • Shows cause and effect in relationships • Includes contrast • Avoids spelling and phonetics mistakes. • Writes clearly, simply and rigorously avoiding ambiguity and repetition • Uses arguments to support their opinions 	<ul style="list-style-type: none"> • Presents a connection of sentences and ideas • Shows cause and effect in relationships • Includes contrast • Avoids spelling and phonetics mistakes. • Writes clearly, simply and rigorously avoiding ambiguity and repetition 	
Attitude 1.6, 7.2, 8.3	10%	<ul style="list-style-type: none"> • Shows perseverance by taking advantages of mistakes marked in previous activities to improve the ones that follows. • Shows organization and responsibility by delivering work on a deadline given. • Comments respectfully on the originality, structure and writing of the essays of his colleagues 	<ul style="list-style-type: none"> • Shows perseverance by taking advantages of mistakes marked in previous activities to improve the ones that follows. • Shows organization and responsibility by delivering work on a deadline given. • Shows honesty by giving true information. 	<ul style="list-style-type: none"> • Shows lack of perseverance by not correcting mistakes marked in previous activities • Shows lack of responsibility by delivering work after the deadline given or not delivering work at all.
	100			