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# **Pedagogical and evaluation guide of the module Independent communication in English**

# **Pedagogical Guide**

## **I. Independent communication in English**

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## Module: Independent 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

<b>Title</b>	<b>Identification data of the competence standard</b>		
<b>Code</b>		<b>Competence level</b>	
<b>Elements of labor competence</b>			

### 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 *Algebraic and graphic representation of relationships*, by understanding the structure of the algebraic language as they understand the structure of adjectives of degree, modal and conditional verbs, among others, as well as their uses and properties as communication tools and by understanding the principles of graphic representations of relationships as the structures to speak of the future in English.

It is presented with *Identification of biodiversity* when they understand the use of conditional Zero to express facts or scientific phenomena and when they understand the principle that underlies a series of phenomena that distinguish living from non-living systems and understands the evolutionary process as a verifiable fact and that it can be represented through the creation of different models

It also occurs with *Ethics* when students express what they should or should not do in the different contexts presented and understand the influence of circumstances on human interactions and how to exercise their freedom responsibly, which will allow them to enrich their life project.

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*, *Productive 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 means*, 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

<b>Unit I (Central content)</b>	Exchange of information in the present and future
<b>Didactic orientations</b>	

It is suggested to approach the module considering the didactic structure of the sessions, so the teacher:

- Starts with the frame of the module or session, defining the learning activities to be achieved, the learning products to be achieved and the group commitments of permanent observance such as punctual assistance, active participation, compliance with the activities and evaluation of the learning.
- Develops the sessions incorporating techniques that favor exchange and communication, as well as collaborative learning and constant motivation that addresses topics of interest to students.
- Incorporates strategies for the development of activity sheets of the Construye T Program in accordance with the contents.
- The session ends with the recapitulation and reflection of the application of the learned content.

Communication in English requires the development of listening, speaking, reading and writing skills in the foreign language, considering the interaction in different social contexts, the achievement of competences, established in the module and specifically in this unit, it is recommended to the teacher the following:

- Promotes punctual and constant assistance.
- Encourages oral practice of students through choral repetitions, individual repetitions and open and closed participations.
- Uses facial expressions, mime and body movements to communicate the idea in English, without using direct translation into Spanish.
- Encourages the use of intonation, rhythm and emphasis appropriate to the context and situation in order to enhance oral production.
- Gives instructions considering the following points:
  - Prepares them before class
  - Organize the instructions with a logical sequence
  - Include examples and clear descriptions
  - Provide relevant, adequate and complete information
  - Establishes the start and end time
- Presents symbols of the International Phonetic Alphabet emphasizing the combination of non-familiar letters and sounds in Spanish.
- Guides pronunciation patterns by means of the international alphabet patterns provided in monolingual dictionaries.

- Encourages the inference of specific lexical meaning based on the context in order to avoid the use of the dictionary as a single source of understanding.
- Encourages the oral practice of spelling exercises using any of the following techniques:
  - Choral repetition.
  - Spelling contests.
  - Assignment of individual vocabulary.
  - Creation of small groups for feedback.
- Practical written guide through the spelling of both group and individual words.
- Guides the creation of useful phrases throughout the module.

### Learning result 1.1

- Presents vocabulary referring to physical characteristics of people, animals and things
- Encourages the use of vocabulary related to requesting and issuing information referring to physical characteristics of people, animals and things
- Promotes the use of the lexicon related to the character, abilities and physical description of people
- Encourages the collection and use of the lexicon related to clothing and accessories and its graphic demonstration
- Practices comparative sentences with a transformation drill. Write on the board: The book thief written by Markus Zusak is more poignant than Under the same star, by John Green. Then say the adjective exciting and elicit from the class. The book thief written by Markus Zusak is more exciting than Under the same star, by John Green. Then point to a student and say captivating. Elicit the sentence: The book thief written by Markus Zusak is more captivating than Under the same star, by John Green. Continue saying adjectives and eliciting comparative sentences from individual students
- Conducts presentations and simple descriptions of people, places, as well as tastes and preferences about these
- Orients the description of simple psychic and physical states of people
- Explains that in order to write, it is necessary to prepare a first draft, which will be improved and find out that mistakes are opportunities to learn.

### Learning result 1.2

- To practice, ask questions to several students. Examples: Are you going to visit a friend this weekend, are you going to stay at home?, Are you going to go shopping?
- Asks students to pay attention to the question structures. Write on the board *Going to+subject+like+infinitive*
- Pair work: Students take turns asking and answering questions with *going to*. Encourage students to expand their conversation. Example. Student A: What are you going to do tomorrow? Student B: I want to go to the movies: Student A: Are you going to see The Da Vinci Code? Student B: Sounds great
- Directs attention to questions and answers about the use of *will* and *going to* and have the students study the examples
- Encourages the expression of plans and projects of the students in the medium term according to the use of *going to*.
- Promotes the setting of personal goals as part of the Student's Life Project using *going to*

### Learning result 1.3

- Guides the expression of skills through the use of *can/ can not* and *could /could not*
- Points out the form used to give advice: *should / should not* + base the form on the verb and asks the students to repeat the choral prayers
- Orients the expression of personal obligations in different areas of the students (family and school) using the modals *should* and *shouldn't*
- Conducts the expression of prohibitions in different areas of performance of students using the modals *should* and *shouldn't*
- Orients the expression of suggestions and how to react to them according to the use of manners *should* and *shouldn't*
- To check comprehension, tell students that you are going to ask them for advice and they're going to use *should* or *shouldn't* and give you some advice. Examples: I have a headache (you should take something); I broke my foot (You should see a doctor); I have a bad cold (you *shouldn't* go to the office)
- To provide more practice, describe different situations. Ask students to give advice. Examples: Karen has a backache (She should lie down). María has a fever (She *shouldn't* go to work) Fernando has a stomachache (He should drink some tea)
- Directs attention to the questions and answers and be sure the students study the examples
- Describes different ailments and ideas for remedies that you have. Ask students to use short answers to say if you *should* or *shouldn't* do something agree with your idea. Examples: Teacher: I have a fever. *Should* I go to work? Student A: No, you *shouldn't*. You *should* stay home. Teacher: I have an earache. *Should* I see a doctor? Student B: Yes, you *should*.
- Describes different ailments so that students give advice or remedies according to the following interaction scheme: Ask students to use short answers to say if they *should* not do something or not. Examples: Teacher: I have a fever. *Should* I go to work?, Student A: No, you *should not*. You *should* stay home. Teacher: I have an earache. *Should* I see a doctor? Student B: Yes, you *should*.
- Promotes dialogue and understanding of information about people with different points of view and cultural traditions.

### Develop the following generic competences:

- 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.
- 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"> <li>• Comments, in brainstorm, the use of comparatives and superlatives, according to the previous knowledge about them</li> <li>• Investigates the lexicon referring to people's physical characteristics and elaborate cards with images that represent them</li> <li>• Compiles vocabulary referring to clothes, fabrics, colors, accessories.</li> <li>• Does the activity number 1: Identification of people's characteristics</li> <li>• Investigates on the Internet about the grammatical structure and the use of comparative and superlative adjectives</li> <li>• Prepares a digital presentation that shows the differences between adjectives comparatives and superlatives</li> <li>• Does the activity number 2: Expressing comparatives and superlatives</li> <li>• Explains, using cards, the similarities and differences between two people using comparisons</li> <li>• Writes, in teams of three, individual sentences of comparisons between team members</li> <li>• Does the activity number 3: Use of adjectives in a comparative degree</li> <li>• Does the activity number 4: Use of adjectives in superlative degree</li> <li>• Orally expresses the superlative qualities of a classmate compared to two other students</li> <li>• Writes in teams of two members, individual sentences of superlative qualities among team members.</li> <li>• Does the activity number 5: Comparison of specific characteristics and clothing of people</li> <li>• Does the activity number 6: Description of the physical appearance and personality of people</li> <li>• Does the activity number 7: Comparison of people in their environment</li> <li>• Investigates on the Internet about places of cultural, recreational or religious interest and present the information, using images</li> <li>• Does the activity number 8: Selection of the best place</li> <li>• Investigates on the Internet about the lexicon concerning the names and characteristics of food</li> <li>• Makes illustrated cards that have the name of food in English</li> <li>• Does the activity number 9: Comparison of food characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe people <b>Available in</b> <a href="https://es.speaklanguages.com/inql%C3%A9s/vocabulario/describir-a-gente">https://es.speaklanguages.com/inql%C3%A9s/vocabulario/describir-a-gente</a> (21/06/19)</li> <li>• Clothes and accessories. <b>Available in:</b> <a href="http://www.eslflow.com/describingpeoplelessonplans.html">http://www.eslflow.com/describingpeoplelessonplans.html</a> (21/06/19)</li> <li>• Describing Appearance Exercises and Worksheets <b>Available in:</b> <a href="https://eslflow.com/describingpeoplelessonplans.html">https://eslflow.com/describingpeoplelessonplans.html</a></li> <li>• Comparative and superlatives for Beginners. <b>Available in:</b> <a href="http://esl.about.com/cs/beginner/a/beg_compsup.htm">http://esl.about.com/cs/beginner/a/beg_compsup.htm</a> (21/06/19)</li> <li>• Comparatives-one syllable words <b>Available in:</b> <a href="http://www.english-zone.com/grammar/compare1.html">http://www.english-zone.com/grammar/compare1.html</a> (21/06/19)</li> <li>• English-Zone.Com: Adjectives, Comparatives and Superlatives <b>Available in:</b> <a href="http://english-zone.com/teach/cmp-sup.html">http://english-zone.com/teach/cmp-sup.html</a> (21/06/19)</li> </ul>

Learning strategies	Didactic resources
<ul style="list-style-type: none"> <li>• Investigates on the Internet about about the lexicon referring to the names and characteristics of animals</li> <li>• Makes illustrated cards that have the name and characteristics of animals in English</li> <li>• Does the activity number 10: Comparison of characteristics of animals?</li> <li>• Investigates on the Internet about the size of mountains, rivers, lakes, deserts, waterfalls, volcanoes and write their extension in worksheets</li> <li>• Does the activity number 11: Comparison and contrast of characteristics of mountains.</li> <li>• Prepares a memorandum that contains names and characteristics of objects</li> <li>• Selects two objects from the classroom and orally explain their similarities and differences using comparisons</li> <li>• Does the activity number 12: Comparison of características of objetos</li> <li>• <b>Performs the evaluation activity 1.1.1.</b></li> <li>• Investigates on the Internet about the grammatical structure and the use of modals will and going to</li> <li>• Prepares a digital presentation with images that show the difference between the use of will and going to talk about the future.</li> <li>• Does the activity number 13: Expression of intentions and plans for the future</li> <li>• Presentation in class of a dialogue in which plans for the following semester are expressed, using going</li> <li>• Does the activity number 14: Exchanging information on personal plans and projects</li> <li>• Does the activity number 15: Expression of third party plans</li> <li>• Does the activity number 16: Request information on future activities</li> <li>• Does the activity number 17: Develop a dialogue of travel plans</li> <li>• <b>Performs the evaluation activity 1.2.1.</b></li> <li>• Investigates on the Internet about the grammatical structure and the use of modals can and can not</li> <li>• Exposes the grammatical use of the modal can using cards with the structure I can and I can not. I can and she can not, and for the pronouns he/she, we and they</li> </ul>	<ul style="list-style-type: none"> <li>• Comparative and superlative adjectives in English <b>Available in:</b> <a href="https://www.aprendeinglessila.com/2012/12/adjetivos-comparativos-y-superlativos/">https://www.aprendeinglessila.com/2012/12/adjetivos-comparativos-y-superlativos/</a> (21/06/19)</li> <li>• The comparative and the superlative. <b>Available in:</b> <a href="https://www.ef.com.mx/recursos-aprender-ingles/gramatica-inglesa/comparativo-superlativo/">https://www.ef.com.mx/recursos-aprender-ingles/gramatica-inglesa/comparativo-superlativo/</a> (21/06/19)</li> <li>• Modal verbs. <b>Available in</b> <a href="https://forum.duolingo.com/comment/2967051/Modal-Verbs-Verbos-modales">https://forum.duolingo.com/comment/2967051/Modal-Verbs-Verbos-modales</a></li> <li>• ¿Modal verbs (verbos modales)? <b>Available in:</b> <a href="https://es.answers.petecoom.com/modal-verbs-verbos-modales/">https://es.answers.petecoom.com/modal-verbs-verbos-modales/</a> (21/06/19)</li> <li>• Learn English Grammar. Learn English Verbs. Modal Verbs <b>Available in:</b> <a href="http://www.learnenglish.de/grammar/verbmodal.htm">http://www.learnenglish.de/grammar/verbmodal.htm</a> (21/06/19)</li> <li>• What are modal auxiliaries? <b>Available in:</b> <a href="http://www.english-hilfen.de/en/grammar/hilfsverben1.htm">http://www.english-hilfen.de/en/grammar/hilfsverben1.htm</a> (21/06/19)</li> <li>• 017-Can, Could, Be Able To &amp; May - Beginning English Lesson - Basic English Grammar <b>Available in:</b> <a href="http://www.youtube.com/watch?v=APChPBIAMrs">http://www.youtube.com/watch?v=APChPBIAMrs</a> (21/06/19)</li> </ul>

Learning strategies	Didactic resources
<ul style="list-style-type: none"> <li>• Writes, in teams of three, individual sentences of skills that team members have</li> <li>• Illustrates what they can or can not do the teammates, using the modal auxiliary can and can not</li> <li>• To expose individually personal skills using the modal auxiliary can and can not.</li> <li>• Reads a that describes qualities of a person and extract vocabulary referring to personal qualities</li> <li>• Writes a similar text with personal qualities, share it with two colleagues and create two texts that express personal qualities of each</li> <li>• Writes 10 questions about the skills that two family members have, the activities they can and can not do and the foods they can and can not consume</li> <li>• Does the activity number 18: Use of the modal verbs "can", "could", "may" and "might"</li> <li>• Does the activity number 19: Expression of personal skills</li> <li>• Does the activity number 20: Discrimination of information about personal skills</li> <li>• Prepares work cards on the use of modal verbs should and should not</li> <li>• Explains grammatically the modals <i>should</i> and <i>should not</i> using works cards with the structure I Should and I shouldn't.</li> <li>• Explains in teams the grammatical structure to request and provide oral and written recommendations</li> <li>• Makes illustrated cards about diseases in English</li> <li>• Poses hypothetical situations of diseases and general problems.</li> <li>• Investigates on the Internet and expose the grammatical structure to provide suggestions for solving hypothetical situations.</li> <li>• Does the activity number 21: Use of the modal verbs "Should" and "Ought to"</li> <li>• Does the activity number 22: Expression of advices to solve problems using the structure I think you should and I think that you should</li> <li>• Does the activity number 23: Expression of suggestions on problematic situations</li> <li>• Does the activity number 24: Issues answers to problematic situations, justifying their suggestions</li> <li>• Does the activity number 25: Emits suggestions to cure diseases</li> <li>• Does the activity number 26: Use of the modal verb "Must"</li> <li>• Does the activity number 27: Use of the modal verb "Would"</li> </ul> <p><b>Performs the evaluation activity 1.3.1. considering the section "Development of evaluation activities".</b></p>	<ul style="list-style-type: none"> <li>• English course Modals of probability: Can, Could, May, Might <b>Available in:</b> <a href="http://www.youtube.com/watch?v=mC7-Gao5kLI">http://www.youtube.com/watch?v=mC7-Gao5kLI</a> (21/06/19)</li> <li>• Modals verbs: Should <b>Available in:</b> <a href="https://www.aprendeinglessila.com/2013/06/verbos-modales-should/">https://www.aprendeinglessila.com/2013/06/verbos-modales-should/</a> (21/06/19)</li> <li>• Learn to use the verb Should <b>Available in:</b> <a href="https://www.abaenglish.com/es/verbos-modales-ingles/should/">https://www.abaenglish.com/es/verbos-modales-ingles/should/</a> (21/06/19)</li> <li>• Uses of the verb Should <b>Available in:</b> <a href="http://inglesmadrid.com/ingles-online6b.htm">http://inglesmadrid.com/ingles-online6b.htm</a> (21/06/19)</li> <li>• Videos de modal would. <b>Available in:</b> <a href="http://www.youtube.com/watch?v=IN3FAAxyFO4">http://www.youtube.com/watch?v=IN3FAAxyFO4</a> (21/06/19)</li> <li>• Curso de Ingles 87 Esl Would Like for invitations <b>Available in:</b> <a href="http://www.youtube.com/watch?v=TEhqsGOcYUs">http://www.youtube.com/watch?v=TEhqsGOcYUs</a> (21/06/19)</li> <li>• What Would You Do? Girl Gets Abducted While People Watch! <b>Available in:</b> <a href="http://www.youtube.com/watch?v=xYixU8zfU20&amp;feature=related">http://www.youtube.com/watch?v=xYixU8zfU20&amp;feature=related</a> (21/06/19)</li> </ul>

**Unit I  
(Central content)**

Exchange of information about environmental events

**Didactic orientations**

It is recommended to approach the module considering the didactic structure of the sessions, so, the teacher:

- Starts with the framing of the module or session, defining the learning activities to be achieved, the learning products to be achieved and the group commitments of permanent observance such as punctual attendance, active participation, compliance with the activities and evaluation of learning.
- Develops the sessions incorporating techniques that favor the exchange and communication, as well as collaborative learning and constant motivation that addresses topics of interest to the students.
- Incorporates strategies for the development of activity sheets of the Construye T Program according to the contents.
- The session ends with the recapitulation and reflection of the application of the learned content.

Communication in English requires the development of listening, speaking, reading and writing skills in the foreign language, considering the interaction in different social contexts, the achievement of competences, established in the module and specifically in this unit, it is recommended to the teacher the following:

- Marks the time of completion of exercises in this guide and the material assigned according to the number of students, the level of performance, the time that each group takes to do the activity in consideration of the results of the monitoring and the assigned task.
- Promotes the practice of vocabulary activities of the assigned material under one of the following strategies:
  - Revise previous vocabulary: activate previous knowledge of students' vocabulary through brainstorming, acetate or through illustrations.
  - Presents vocabulary: through images, translation, choral repetition and / or explanation in English or Spanish depending on the skills of the group.
  - Practices vocabulary: let students present to the group, in small groups or in pairs from the vocabulary to the class per learning module.
- Promotes oral practice under conversation models that suggest controlled or free practice before exposing the student to the whole group, finally the intention is for the student to acquire the language to communicate in the first instance:
  - Guide the practice following this scheme:
    - Previous: the students discuss the conversation illustration of the assigned material and discuss who they think the speakers are, where the conversation takes place, the kind of vocabulary they expect to hear, etc.
    - Introduce the model and verify that all students understand the situation and vocabulary (the grammar is presented in an inductive way, so an explicit explanation of the grammar point is not suggested unless, at the discretion of the facilitator, it is considered necessary for understanding)



- The student repeats each line of the choral conversation or individually
  - The student practices the model in pairs.
  - Practice different conversations based on the model, but changing the vocabulary that respects the idea and the context.
- Directs choral reading using one of the following strategies:
  - One person reads a fragment of the text and the others follow it.
  - The whole group reads together at the same time.
  - The group is divided into two or more small groups, which must repeat aloud an assigned fragment of the text.
  - Each person should read a fragment of the text aloud and in order.
  - A fragment of the text is read by different people of the assigned group or volunteers.
- Presents vocabulary related with tastes and preferences, phenomena or scientific facts, and relationships cause effect
  - Images
  - Complementation exercises
  - Vocabulary exercises
  - Union of image-text
  - Brainstorming
  - Context
  - Creating sentences
- Guides the students to obtain the grammatical, lexical, written, reading or oral skills using resources of the assigned material, extra library material or lesson plans ready to download available in any of the following page:  
<https://www.usingenglish.com/teachers/lesson-plans/>
- Makes explicit grammatical explanations and complementary to the assigned material only when necessary or the students express doubts about it or their written work or extra individual activities.
- Presents the grammatical aspects as inference and checks that the student makes a summary in English or Spanish with their own words to verify or correct the use of that aspect.
- Checks the list of songs that can be used to teach grammatical aspects in the following link  
<https://www.youtube.com/watch?v=33qbMCuJ5XI>, and develops some of the following activities:
  - Cut fragments
  - Word complementation
  - Underlining grammatical structure in the letter
  - Creation of images with specific grammatical structure

### **Learning result 2.1**

- Orients the students so that they learn to ask and give information about tastes and preferences
- Conducts the presentations and simple descriptions of activities and interests of the students
- Promotes the expression of activities of daily life that are liked or disliked by the students, explaining why they consider them so
- Encourages the collection, pronunciation and use of the basic lexicon related to cultural activities, sports, as well as leisure places: theaters, museums, recreational parks, among others

- Guides on the realization of leisure activities and more common free time providing artistic-cultural references to students
- Encourages students to talk about the most significant celebrations and ceremonies in their community and how they participate in them.
- Promotes confidence in students to express their tastes and preferences, fostering respect and avoiding discrimination.
- Explains the use of adverbial phrases to express tastes and preferences according to the grammatical structure
- Ask students to express tastes and preferences using adverbial phrases and correct their use and pronunciation in English
- Explains and guides the use of the adverbs of time now, early, late, soon, already, tomorrow; of place: here, there, far, near, for temporary expressions of the present: now, today; Temporary expressions of the past: yesterday, last week; adverbs of degree: quite, very; common adverbs: carefully, slowly; adverbs of frequency: always, usually, never; expressions of frequency: once, twice a week, ...
- Promotes conversation among students to share experiences and as a means to know others and know themselves.
- Promotes dialogue for students to share their tastes and interests and reflect on what is desirable or acceptable as a basis for the development of life projects

### **Learning result 2.2**

- Promotes the identification of universal truths that are explained with the Zero conditional
- Question the students about the phenomena that always appear under the same conditions with the same results indicating the use of the conditional Zero for the explanation of them
- Guides students in the scientific explanation of the phenomena that happen around them and to distinguish how the natural laws of science affect their lives
- Motivates knowledge of the world around them and make informed personal decisions
- Guides students to identify the use of the first conditional to explain situations in which if a condition is met, a given result is likely to occur.

### **Learning result 2.3**

- Exposes the use of the present perfect and its difference with the present continuous, according to its grammatical structure
- Orients the expression of the distance or closeness of something or someone.
- Orients students to compare the present and past and understand the structure and use of the present perfect
- Encourages the making of narrations and descriptions of past and present events
- Encourages the use of the lexicon related to the fractions of time: years, months, weeks, days, parts of the day and time.

### **Develops the following generic competences:**

**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.

**5.3** Identify the systems and rules or core principles that underlie a series of phenomena

**10.2** The student dialogues and learns from people with different points of view and cultural traditions by placing his/her own circumstances in a broader context.

Learning strategies	Didactic resources
<ul style="list-style-type: none"> <li>• Comments, in brainstorm, the use of verbs in infinitive and gerund to express tastes and preferences, according to the previous knowledge about them</li> <li>• Does the activity number 28: Use of verbs in infinitive and gerund in the expression of tastes and preferences</li> <li>• Investigates on the Internet about the use of adverbial phrases</li> <li>• Does the activity number 29: Use of adverbial phrases in the expression of tastes and preferences</li> <li>• Makes a list of cultural, social, sports activities that they like and those that they dislike</li> <li>• Explains with cards, the use of questions and answers to give and receive personal information about daily activities</li> <li>• Does the activity number 30: Exchange of information about tastes and preferences</li> <li>• Does the activity number 31: Conversation about personal tastes</li> <li>• Elaborates cards about the adverbs of time and frequency</li> <li>• Makes sentences about preferences, tastes and interests, as well as emotions and feelings, using adverbs of time and frequency</li> <li>• Describes routines using frequency adverbs</li> <li>• Makes a digital presentation about the most frequent school and work activities</li> <li>• Does the activity number 32: Expression of frequency of favorite activities</li> <li>• Does the activity number 33: Expression of tastes and preferences to eat</li> <li>• Requests cuts or photographs of family members to make a presentation practicing the conversation of greetings, initial questions, questions and short answers, about daily activities</li> <li>• Practices vocabulary related to daily activities and activities school and work</li> <li>• <b>Performs the activity of evaluation 2.1.1.</b></li> <li>• Investigates on the Internet about phenomena or facts that are explained with the conditional Zero</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about tastes and preferences <b>Available in:</b> <a href="https://www.uv.mx/coatza/cadi/files/2015/08/GlosarioTema6Ingles1.pdf">https://www.uv.mx/coatza/cadi/files/2015/08/GlosarioTema6Ingles1.pdf</a> (21/06/19)</li> <li>• Infinitive and gerund <b>Available in:</b> <a href="http://www.educaquia.com/Apuntes-de/ingles/GRAMATICA/INFINITIVOY GERUNDIO.pdf">http://www.educaquia.com/Apuntes-de/ingles/GRAMATICA/INFINITIVOY GERUNDIO.pdf</a> (21/06/19)</li> <li>• Gerunds and infinitives in English <b>Available in:</b> <a href="https://www.google.com/search?q=traductor&amp;oq=traductor+&amp;aqs=chrome..69i57j0l5.11522j0j8&amp;sourceid=chrome&amp;ie=UTF-8">https://www.google.com/search?q=traductor&amp;oq=traductor+&amp;aqs=chrome..69i57j0l5.11522j0j8&amp;sourceid=chrome&amp;ie=UTF-8</a> (21/06/19)</li> <li>• How to use infinitives and gerunds in English. <b>Available in:</b> <a href="https://www.youtube.com/watch?v=ov2VIAvOa1g">https://www.youtube.com/watch?v=ov2VIAvOa1g</a> (21/06/19)</li> <li>• English Unit 8 Adverb and adverbial phrases <b>Available in:</b> <a href="https://docplayer.es/20820909-Ingles-unidad-8-el-adverbio-y-las-frases-adverbiales.html">https://docplayer.es/20820909-Ingles-unidad-8-el-adverbio-y-las-frases-adverbiales.html</a> (21/06/19)</li> <li>• Frequency adverbs in English <b>Available in:</b> <a href="https://grupovaughan.com/a/adverbios-de-frecuencia-en-ingles/">https://grupovaughan.com/a/adverbios-de-frecuencia-en-ingles/</a> (21/06/19)</li> </ul>

Learning strategies	Didactic resources
<ul style="list-style-type: none"> <li>• Prepares cards that show facts or phenomena that happen under the same conditions and always give the same result emphasizing the use of the conditional Zero to explain them</li> <li>• Exposes by equipment, the grammatical structure of the conditional Zero and correct errors</li> <li>• Prepares a comparative table on the use of the conditional Zero and the first conditional</li> <li>• Graphically represents the structure of the conditional Zero, emphasizing that it is formed with two verbs in the present tense, one in the main clause and another in the subordinate one (if clause).. If + present simple, .... present simple.</li> <li>• Does the activity number 34: Description of cause-effect situations using Zero conditional.</li> <li>• Does the activity number 35: Identification of situations causes effect using Zero conditional.</li> <li>• Does the activity number 36: Use of the first conditional to talk about things that could happen in the future</li> <li>• <b>Performs the activity of evaluation 2.2.1</b></li> <li>• Expresses orally in groups of 4 people what they did in the morning, the day before, the week before, a month ago and that they are still doing</li> <li>• Prepares a written diary with simple and compound sentences narrating what happened in the past and that still occurs in the present.</li> <li>• Elaborates a digital presentation in which the grammatical structure and the use of the present perfect in the expression of facts and situations of his life are shown</li> <li>• Elaborates an illustrated dialogue that shows actions that began in the past and that have not yet finished in the present and in which the use of the present perfect is shown</li> <li>• Makes a representation about actions that started and ended in the past but that its effect continues in the present and in which the use of the present perfect</li> <li>• Elaborates a scheme that shows the use of the present perfect to express actions that started and ended in the past but that are in an unfinished time interval</li> <li>• Does the activity number 37: Use of the present perfect</li> <li>• Draws conclusions about the need for using the present perfect to express actions in the past that are important in the present</li> <li>• <b>Performs the activity of evaluation 2.3.1.</b></li> </ul>	<ul style="list-style-type: none"> <li>• The conditional in English <b>Available in:</b> <a href="https://www.spanishdict.com/guia/e-l-condicional-en-ingles/">https://www.spanishdict.com/guia/e-l-condicional-en-ingles/</a> (21/06/19)</li> <li>• The Zero conditional <b>Available in:</b> <a href="https://www.perfect-english-grammar.com/zero-conditional.html">https://www.perfect-english-grammar.com/zero-conditional.html</a> (21/06/19)</li> <li>• Conditional Type Zero <b>Available in:</b> <a href="https://www.ef.com.mx/recursos-aprender-ingles/gramatica-inglesa/condicional-tipo-cero/">https://www.ef.com.mx/recursos-aprender-ingles/gramatica-inglesa/condicional-tipo-cero/</a> (21/06/19)</li> <li>• Present perfect <b>Available in:</b> <a href="https://www.curso-ingles.com/aprender/cursos/nivel-avanzado/verb-tenses-present-perfect/present-perfect">https://www.curso-ingles.com/aprender/cursos/nivel-avanzado/verb-tenses-present-perfect/present-perfect</a> (24-06-19)</li> <li>• Present perfec. <b>Available in:</b> <a href="https://www.inglessencillo.com/presente-perfecto">https://www.inglessencillo.com/presente-perfecto</a> (24-06-19)</li> <li>• Present perfec <b>Available in:</b> <a href="https://www.ecured.cu/Presente_Perfecto_(Ingl%C3%A9s)">https://www.ecured.cu/Presente_Perfecto_(Ingl%C3%A9s)</a> (24-06-19)</li> <li>• How to use the present perfect in English <b>Available in:</b> <a href="https://www.youtube.com/watch?v=KINgahY65LU">https://www.youtube.com/watch?v=KINgahY65LU</a> (24-06-19)</li> <li>• Structure of the present perfect in English <b>Available in:</b> <a href="https://www.aprenderinglesrapidoyacil.com/2014/05/30/estructura-del-presente-perfecto-en-ingles/">https://www.aprenderinglesrapidoyacil.com/2014/05/30/estructura-del-presente-perfecto-en-ingles/</a> (24-06-19)</li> </ul>

5. Practices / Activities

<b>Student´s name:</b>	
<b>Learning unit:</b>	1. Exchange of information in the present and future
<b>Learning unit:</b>	1.1. Compare people, objects and places using adjective grades
<b>Activity number 1:</b>	Identification of characteristics of people

Write in the space the letter that corresponds to the description of each person

					
a)	b)	c)	d)	e)	f)
She´s blonde. She has long straight hair. She wears a sweater and pants. She skates. _____	She is a black girl. She wears shorts. She wears tennis. _____	She is thin She has long brown hair She wears glasses She has a dog _____	She is tall She has long black hair She is wearing a sports uniform She plays soccer _____	He is thin He dresses very elegant. He wears a suit. _____	He is fat He has a big nose. He dresses informal _____

<b>Student's name:</b>	
<b>Learning unit:</b>	<b>1.</b> Exchange of information in the present and future
<b>Learning unit:</b>	<b>1.1.</b> Compare people, objects and places using adjective grades
<b>Activity number 2:</b>	Formation of comparatives and superlatives

The comparatives are used to talk about similarities and differences among people, objects and among element between which a relation of comparison is established, while the superlative is used to indicate a maximum degree of a certain quality. To form the comparative and superlative it is necessary to consider if it's a regular or irregular verbs as well as the number of syllables of the adjective

Comparatives and regular superlatives

To the adjectives of a single syllable add *-er* for the comparative and *-est* for the superlative. If the adjective ends in a consonant + vowel + consonant, the last consonant must be repeated before adding the ending.

Adjective	Comparative	Superlative
tall	taller	tallest
large	larger	largest
big	bigger	biggest
sad	sadder	saddest

For example:

- The alamo grew **taller** than the pine
- The Blue Whale is the **largest** animal on the planet

The adjectives of two syllables can form the comparative adding *-er*, like the adjectives of a syllable, or placing *more* in front of the adjective, as it happens with those of three syllables.

Likewise, these adjectives can form the superlative by adding the ending *-est* or by putting *most* in front of the adjective.

Adjective	Comparative	Superlative
solid	more solid	most solid
read	more read	most read
tilted	more tilted	most tilted
tangled	more tangled	most tangled

For example:

- Jonh's argument is **more** solid than ours
- The Bible is the **most** read of all books on religion

When a two-syllable adjective ends in y, it must be changed by i before adding the ending. For example:

Adjective	Comparative	Superlative
Happy	happier	happiest

If you are not sure that an adjective can take the comparative or superlative endings, it is better to use *more* and *most*. Adjectives of three syllables or more form the comparative by placing *more* before the adjective and the superlative by placing *most*.

Adjective	Comparative	Superlative
Important	more important	most important
Expensive	more expensive	most expensive
Corrosive	more corrosive	most corrosive
Populated	more populated	most populated

For example:

- Iron is **more** corrosive than aluminum
- China is the **most** populated country in the world



Formation of comparatives and irregular superlatives

Some adjectives have irregular forms in the comparative and superlative degrees.

Adjective	Comparative	Superlative
good	better	Best
bad	worse	Worst
little	less	Least
far	further / farther	furthest / farthest

For example:

- You defend your point of view **better** than me
- The name of the rose is the **best** novel I've read

Write in the space comparatives or superlatives adjectives, as corresponds. See if they are regular or irregular verbs, as well as the number of syllables that have

Choose: *less, most poisonous, bigger, more competitive, fastest*

1. France is \_\_\_\_\_ than Belgium
2. My bank is \_\_\_\_\_ than my sister's bank
3. The peregrine falcon is \_\_\_\_\_ animal of all birds
4. The black mamba is the \_\_\_\_\_ snake in Africa
5. This software is \_\_\_\_\_ than that one

<b>Student's name:</b>	
<b>Learning unit:</b>	<b>1.</b> Exchange of information in the present and future
<b>Learning unit:</b>	<b>1.1.</b> Compare people, objects and places using adjective grades
<b>Activity number 3:</b>	Use of adjectives in a comparative degree

Remember that with the adjectives in degree comparative to compare differences between the two objects that it modifies (*larger, 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 Nile river	is	longer	than	the Amazon river
The movie Schhinler's list	is	more realistic	than	the movie Jurassik Park

Write in the following table the comparative adjectives as appropriate. Choose: *faster, more deadly, better, sicker*

Name (subject)	verb	adjective in comparative degree	than	name (object)
You	look		than	you did last night
Your computer	works		than	Jim's computer
Cancer	is		than	migraine
The pacific sailfish	is		than	the swordfish

Expression of similarities: Similarities are expressed between two people or things as follows:

Name (subject)	verb	as	adjective	as	name (object)
The blue shark	is	as	fast	as	bluefin tuna

Expression of non-similarities: Non similarities are expressed between two people or things as follows

Name (subject)	verb	not as	adjective	as	name (object)
Spain	is	not as	poor	as	African countries

Write in the following table according to whether there are similarities or non similarities between the compared elements

Sentences	Similarities or non similarities
Mexico is not as populated as China	
The snail is as slow as the slug	
The Hornos beach is not as clean as I expected	
The anaconda is as big as the crocodile	
Chronicle of an announced death is not as extensive as One hundred years of solitude	

<b>Student´s name:</b>	
<b>Learning unit:</b>	<b>1.</b> Exchange of information in the present and future
<b>Learning unit:</b>	<b>1.1.</b> Compare people, objects and places using adjective grades
<b>Activity number 4:</b>	Use of adjectives in superlative degree

Remember that 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)
Canada	is	the largest	country in America
The black mamba	is	the fastest	snake in Africa

Write in space two or three or more as appropriate to the number of syllables it contains

Sentences	Number of syllables: two, three or more
Chernobyl, Ukraine is the most dangerous place in the world	
The cheetah is the fastest animal of all terrestrial animals	
The Taj Mahal is one of the most fascinating places in the world	
The Nile is the longest of all the rivers in the world	

Write in the space superlatives adjectives as corresponds to the number of syllables. Choose: *most beautiful*, *the largest*, *the fastest*, *the most exciting*.

- The Iguazu falls are \_\_\_\_\_ in South America
- The Mako shark is \_\_\_\_\_ of all aquatic animals
- Skydiving is one of \_\_\_\_\_ Sports
- Argelia is \_\_\_\_\_ country in Africa

<b>Student's name:</b>	
<b>Learning unit:</b>	<b>1.</b> Exchange of information in the present and future
<b>Learning unit:</b>	<b>1.1.</b> Compare people, objects and places using adjective grades
<b>Activity number 5:</b>	Comparison of specific characteristics and clothing of people

Look at the following images  
 Write the sentences comparing the physical appearance and clothes of the people. Use the words in the table. Remember to use comparatives and superlatives

big	pretty	old	elegant	body	ears	interesting	eyes	modern	mouth	eyebrows	nose
thin	young	hair	informal	arms	hands	skirt	cheeks	blouse	face	childish	ripe

 <p>Marlene 10 years old</p>	 <p>Clarisse 34 years old.</p>	 <p>Clarisse 34 years old.</p>	
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Marlene is

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Clarisse is

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Ross is

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<b>Student's name:</b>	
<b>Learning unit:</b>	<b>1. 1.</b> Exchange of information in the present and future
<b>Learning unit:</b>	<b>1.1.</b> Compare people, objects and places using adjective grades
<b>Activity number 6:</b>	Description of the physical appearance and personality of the people

Observe the image of the people below, and describe your physical appearance and personality, use comparative and superlative adjectives

		Sentences
		





<b>Student´s name:</b>	
<b>Learning unit:</b>	1. Exchange of information in the present and future
<b>Learning unit:</b>	1.1. Compare people, objects and places using adjective grades
<b>Activity number 8:</b>	Selection of the best place

Complete the following sentences with the superlative of the adjective according to what is true for you. Guide with the example.

1. What´s \_\_\_\_\_ the most beautiful (beautiful) place?

The most beautiful place is \_\_\_\_\_

2. What´s \_\_\_\_\_ (big) city?

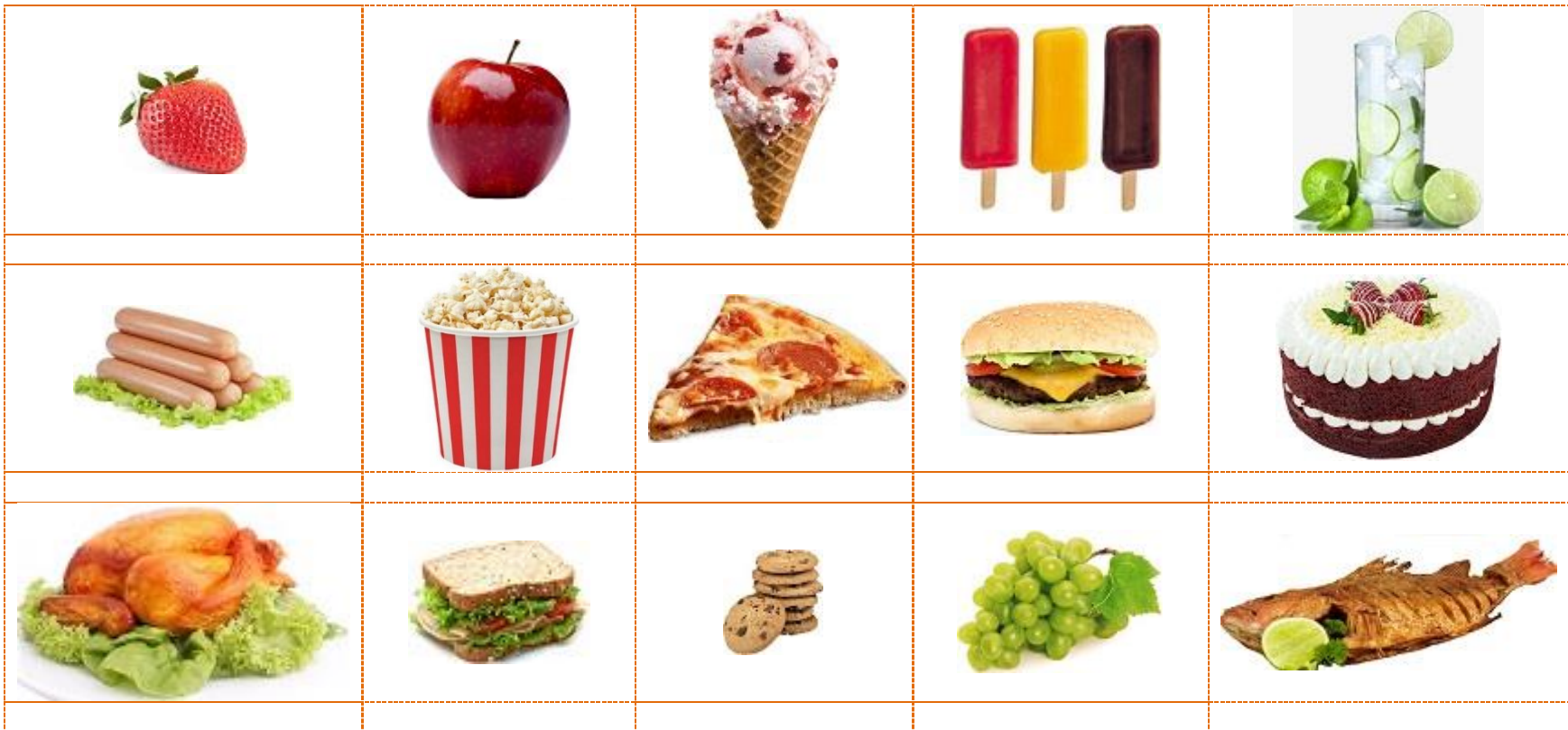
3. What´s \_\_\_\_\_ (important) school?

4. What´s \_\_\_\_\_ (extensive) natural Park

5. What´s \_\_\_\_\_ (favourite) museum?

<b>Student´s name:</b>	
<b>Learning unit:</b>	<b>1.</b> Exchange of information in the present and future
<b>Learning unit:</b>	<b>1.1.</b> Compare people, objects and places using adjective grades
<b>Activity number 9:</b>	Comparison of food characteristics

Look at the following images in groups of three and write down the name of the food below; if you don't know look for the meaning in a dictionary



Select three foods and give your opinion about the products and brands that you know. For example:  
The Happy chicken is *more delicious* than the Crazy chicken, but the *most delicious* chicken is KFC

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Write some sentences about the aliments and brands you know and you like more or consider better. For example:  
I like Nestlé, it's the *best* milk. MilkyWay chocolate is more delicious than Carlos V, but the *most delicious* chocolate is Ferrero Rocher

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<b>Student's name:</b>	
<b>Learning unit:</b>	<b>1.</b> Exchange of information in the present and future
<b>Learning unit:</b>	<b>1.1.</b> Compare people, objects and places using adjective grades
<b>Activity number 10:</b>	Comparison of characteristics of animals

Write down the name of the animals below; if you don't know look for the meaning in a dictionary and discuss the meaning of the adjectives.

			<p style="text-align: center;"><b>Adjectives</b></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>adorable aggressive aquatic beautiful big colorful cute deadly diurnal dirty domestic dominant fast fierce fluffy fragile gregarious hairy heavy jumping lonely</p> </div> <div style="width: 45%;"> <p>majestic maternal migratory nocturnal poisonous predatory robust rough short showy shy small slow soft submissive stinky strong tall territorial wild</p> </div> </div>
			
			



<b>Student´s name:</b>	
<b>Learning unit:</b>	<b>1.</b> Exchange of information in the present and future
<b>Learning unit:</b>	<b>1.1.</b> Compare people, objects and places using adjective grades
<b>Activity number 11:</b>	Comparison and contrast of characteristics of mountains

Read the texts in groups of three and follow the instructions below

How are mountains measured?

Mountains are generally measured from sea level, however there are in fact three ways a mountain can be measured:

1. From sea level to peak
2. From base to peak
3. From the distance from the center of the earth to the peak of the mountain

What is the difference between highest and tallest?

The peak of the highest mountain is the furthest away from sea level.

The peak of the tallest mountain is the furthest away from the base of the mountain.

What is the highest mountain in the world?

At 29,035 ft (8,850m), Everest is the highest mountain in the world. Everest is 29,035 feet above sea level.

What is the tallest mountain in the world?

Mauna Kea is the tallest mountain on Earth. Measured from top to its base below sea level, Mauna Kea beats Everest by 4,436 ft. (over 3/4 of a mile).

Mountains

Although Mount Everest, at 29,035 ft (8,850m) tall, is often called the tallest mountain; Mauna Kea, an inactive volcano on the island of Hawaii, is actually taller. Only 13,796 feet of Mauna Kea stands above sea level, however, if you measure it from its base, which is below sea level, it is 33,465 feet. If you stand Mauna Kea and Mount Everest next to each other, Mount Kea would be 4,436 feet taller!

At 29,035 ft (8,850m), Everest is the highest mountain in the world. Everest is 29,035 feet above sea level.

Mauna Kea is the tallest mountain on Earth. Measured from top to its base below sea level, Mauna Kea beats Everest by 4,436 ft. (over 3/4 of a mile).

Discuss with your classmate the following questions orally

1. How are mountains measured?
2. What's the difference between highest and tallest?
3. What is the highest mountain in the world?
4. What is the tallest mountain in the world?

Observe the following information:

Mountain peak	Range	Location	Height	
			Feet	Metres
Everest	Himalayas	Nepal, Asia	29,035	8,850
K2 (Godwin Austen)	Karakoram	Pakistan, Asia	28,253	8,612
Kanchenjunga	Himalayas	Nepal, Asia	28,169	8,586
Lhotse I	Himalayas	Nepal, Asia	27,920	8,501
Makalu I	Himalayas	Nepal, Asia	27,765	8,462
Qoqir	Himalayas	Tibet, Asia	26,935	8,210
Cho Oyu	Himalayas	Nepal, Asia	26,906	8,201
Dhaulagiri	Himalayas	Nepal, Asia	26,794	8,167
Manaslu	Himalayas	Nepal, Asia	26,758	8,156
Nanga Parbat	Himalayas	Pakistan, Asia	26,658	8,125
Annapurna	Himalayas	Nepal, Asia	26,545	8,091
Gasherbrum I	Karakoram	Pakistan, Asia	26,470	8,068
Broad Peak	Karakoram	Pakistan, Asia	26,400	8,047
Gasherbrum II	Karakoram	Pakistan, Asia	26,360	8,035
Shisha Pangma	Himalayas	Tibet, Asia	26,289	8,013
Ningjinkangsha	Himalayas	Tibet, Asia	23,592	7,191

Tomado de: <http://www.primaryhomeworkhelp.co.uk/mountains/tallest.htm>

Write down three sentences comparing and stating differences about the mountains. Use the following structure: Manaslu is higher than Annapurna, but Everest is the highest mountain in Nepal, Asia

1.

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2.

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3.

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<b>Student´s name:</b>	
<b>Learning unit:</b>	<b>1.</b> Exchange of information in the present and future
<b>Learning unit:</b>	<b>1.1.</b> Compare people, objects and places using adjective grades
<b>Activity number 12:</b>	Comparison of characteristics of objetos

Complete the following sentences with the superlative of the adjective according to what is true for you. Guide with the example

1. Who´s \_\_\_\_\_ the most interesting (interesting) book?

\_\_\_\_\_ The most interesting book is *The Iliad*

2. What´s \_\_\_\_\_ (good) food?

\_\_\_\_\_

3. What´s \_\_\_\_\_ (active) volcano of Mexico

\_\_\_\_\_

4. What´s \_\_\_\_\_ (beautiful) poem?

\_\_\_\_\_

5. What´s \_\_\_\_\_ (modern) cell phone?

\_\_\_\_\_

<b>Student´s name:</b>	
<b>Learning unit:</b>	<b>1.</b> Exchange of information in the present and future
<b>Learning unit:</b>	<b>1.2.</b> Talk and write about future plans with the structure <i>will</i> and <i>going to</i>
<b>Activity number 13:</b>	Expression of intentions and plans for the future

There are two ways of talking about the future that are very different: *will* and *going to*. The difference between *will* and *going to* consists in the probability of an action happening.

**Will**

It is used to talk about intentions for the future without there being a concrete planning or plan for its realization

It is used to talk about decisions that are made at the moment of speech. For example:

- The cell phone alarm is ringing. I will turn it off
- I am thirsty, I will drink water
- I am cold; I will put on a sweater

It is used to express intentions or wishes. For example:

- They will prepare their presentations
- I will meet you at 6 pm to study Philosophy
- I will help you write your resume

It is used to express predictions (actions that are thought to happen). For example:

- I think life will be easier in the future
- I think it will rain this afternoon
- I think that the classmates will win the final of the essay contest

It is used to make promises and offers. For example:

- I will always read science fiction stories
- When I am president, I will lower taxes

- She will supervise your work tomorrow

It is used in interrogative phrases to ask for information, a favor or about options. For example:

- Will you help me study?
- Will he go to World Forum by car or airplane?
- Will they find a cure for cancer?

The denial is made with *will not*. For example:

- I will not buy anything at the airport
- I will not speak to him after what he said last time
- If it rains, I will not go out

Read the following affirmative sentences:

- I will invite you to Congress next year
- He will change her point of view
- I will accept destructive criticism
- They will approve the proposal
- We will win the science contest
- They will be happy to see you present your professional exam

Write the previous sentences in negatives, according to the next structure: I will not accept strangers in my social network

Subject	Will	not	main verb

Write the previous sentences in interrogatives, according to the next structure: Will they present solid arguments?

Will	Subject	main verb	question mark

**Going to**

Going to is used to talk about plans for the future

It is used to talk about concrete plans, when you are sure that something will happen. For example:

- He is going to visit the Museum of Anthropology tomorrow
- Next month I am going to apply for my scholarship
- I am going to make a painting for the exhibition

It is used to ask about plans for the future. For example

- What are you going to do this weekend?
- What film are you going to see at the cinema?
- What are you going to consult on the newspaper?

It is used to talk about the intention not to do something (negation). For example:

- I am not going to share private information on the Internet
- He is not going to come to the presentation of the experiment
- She is not going to fail her exam

It is used to make predictions when there is evidence that something is going to happen. For example:

- It is not going to rain
- It is not going to fall snow

Read the following affirmative sentences:

- She is going to present your exam tomorrow
- He is going to visit the cardiologist the next month
- I am going to look for a job as soon as I finish university
- We are going to expose the theme of feudalism tomorrow

Write the previous sentences in negatives, according to the next structure: Mary is going to study biology

Subject	auxiliary verb (to be)	not	going to	main verb

Write the previous sentences in interrogatives, according to the next structure: Are they going to study abroad?

Auxiliary verb (to be)	Subject	going to	main verb	question mark

**Student's name:** \_\_\_\_\_

**Learning unit:** 1. Exchange of information in the present and future

**Learning unit:** 1.2. Talk and write about future plans with the structure *will* and *going to*

**Activity number 14:** Exchange of information on personal plans and projects

Think of your plans and complete the first column of the following box with information about what you are going to do at those moments. Ask two other classmates about their plans and complete the information

	Me	Classmate	Classmate
Tonight	I am going to...		
Tomorrow			
Next weekend			
Next month			
Next vacations			
Next year			

<b>Student's name:</b>	
<b>Learning unit:</b>	1. Exchange of information in the present and future
<b>Learning unit:</b>	1.2. Talk and write about future plans with the structure <i>will</i> and <i>going to</i>
<b>Activity number 15:</b>	Expression of third party plans

Look at the images below and see what Marco and Mary plan for their vacations



Take yoga classes  
Go to the beach  
Eat fish. Swim.  
Relax. Drink lemonade.



Surf Swim  
Buy a bathing suit  
Sleep on the beach.  
Enjoy the trip.

Write down sentences describing what they are going to do

He is going to...

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---

She is going to...

---

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<b>Student´s name:</b>	
<b>Learning unit:</b>	<b>1.</b> Exchange of information in the present and future
<b>Learning unit:</b>	<b>1.2.</b> Talk and write about future plans with the structure <i>will</i> and <i>going to</i>
<b>Activity number 16:</b>	Request information on future activities.

Write, in pairs, questions for your classmate about their plans for the future, according to the example in the table. Ask the question to your classmate and give him/her time to answer

	Question	Answer
Where/ work in the future?	Where are you going to work in the future?	I am going to work in a software company.
What/ eat today?		
At what age/get married?		
Who/go on vacations with?		



	Question	Answer
What car/buy when you have money?		
What school/study a diploma?		
When/ finish school?		
Where/ live in 5 years?		

**Student's name:** \_\_\_\_\_

**Learning unit:** 1. Exchange of information in the present and future

**Learning unit:** 1.2. Talk and write about future plans with the structure *will* and *going to*

**Activity number 17:** Develop a dialogue of travel plans

Form sentences with *going to*, ordering the following words  
Check the sentences with a partner, later perform dialogue, changing roles

1. next Colombia We fly month going to are to ?

---

2. going to ? When leave you Are

---

3. leave the June We on going to are 1<sup>st</sup> Of

---

4. ? going to What do you are

---

5. natural visit are We the Parks going to

---

6. Park ? going Are visit to Arvi you

---

7. going lake are Yes, see the we to

---

8. going to are return When you ?

---

9. come June going to We 20<sup>th</sup> on Of back the are

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<b>Student´s name:</b>	
<b>Learning unit:</b>	<b>1.</b> Exchange of information in the present and future
<b>Learning unit:</b>	<b>1.3</b> Describe skills, possibilities and recommendations of people in their environment, using modals verbs
<b>Activity number 18:</b>	Use of the modal verb can, could, may and might

Modal verbs are auxiliary verbs that can not function as a main verb, unlike the auxiliary verbs be, do and have that *can* function as a main verb. Modal verbs express modality, ability, possibility, need or other condition. They are auxiliary verbs of the future and the conditional.

English verb tenses are not enough to express ideas of possibility or uncertainty. Nor is there a verb tense like the subjunctive in Spanish. That is why modal verbs are used. As complementary verbs that are, modal verbs do not work without another verb. This other verb always goes after the modal verb and is in the base form (the infinitive without *to*). Modal verbs are not conjugated and do not have time.

**Can**

It is used to indicate skill or possibility. In these cases it can be translated as *poder* in Spanish. For example:

- I can speak five languages
- It can be unpleasant to live with violent people
- Sending confidential information with the use of public Wi Fi can be dangerous because they can steal it

**Could**

*Could* is the past of *Can*. Indicates skill or possibility in the past. For example:

- You could have studied before the test
- You could have visited the Palace of Fine Arts on vacation
- I could not discriminate against those people

It is used to express possibilities in the future. For example:

- You could approve the test if you studied
- You could be a lecturer if you made an effort
- You could be a doctor, if you studied
- You could arrive on time, if you checked the car before leaving

It is used to request permission or ask about possibilities in interrogative phrases, being more formal than doing it with *can*. For example:

- Could you pass the book please?
- Could you support me in my studies?
- Could you send me your report please?

Complete the following sentences with the modals *can* and *could* as appropriate

1. We \_\_\_\_\_ every day, to pass the exam
2. The class \_\_\_\_\_ be interesting, if you read in advance
3. Juan and Pedro \_\_\_\_\_ use the Chemistry lab
4. Carlos \_\_\_\_\_ compete in athletics when he was young
5. You \_\_\_\_\_ convince everyone when you debated
6. I think it \_\_\_\_\_ rain tomorrow
7. I think \_\_\_\_\_ post later
8. I \_\_\_\_\_ avoid the anxiety

### May

It is used to indicate possibilities in the future. For example:

- It may be worse to go to the casino than to the library
- It may be is more harmful to eat potatoes than broccoli

It is used to give permissions or instructions. For example:

- You may leave if you like
- You may use your cell phones now

It is used in interrogative phrases, I feel more educated than *can* or *could*. For example:

- May I have a glass of water?
- May I get closer to the microphone?

**Might**

Might is used to indicate possibilities in the present or in the future. In these cases, it is a synonym of *may*. For example:

- I might go to Australia this summer
- I would bring an umbrella, it might rain later

Complete the following sentences with the modals *may* and *might*, as appropriate

1. You \_\_\_\_\_ read your texts tomorrow
2. You \_\_\_\_\_ discuss the subject if you want
3. I \_\_\_\_\_ write about technology
4. I \_\_\_\_\_ argue on the subject
5. He \_\_\_\_\_ be at class, or he might be at laboratory
6. It \_\_\_\_\_ be better to finish the essay now, rather than wait until tomorrow

**Student's name:** \_\_\_\_\_

**Learning unit:** 1. Exchange of information in the present and future

**Learning unit:** 1.3 Describe skills, possibilities and recommendations of people in their environment, using modals verbs

**Activity number 19:** Expression of personal skills.

Ask, in pairs, questions to your classmate about the abilities he/ she has and complete the box below. For example: Can you swim? Yes I can... or No, I can't...

Classmate's name: \_\_\_\_\_

	Can	Can't
Play the guitar		
Swim		
Play football		
Cook		
Chat		
Post messages on face		

Exchange pairs and ask questions to your classmate about the abilities he/ she has and complete the box.

Classmate's name:

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	Can	Can't
Play the guitar		
Swim		
Play football		
Cook		
Chat		
Post messages on face		

Write down sentences with the information your classmates gave you. For example: Maria can´t dance, Roberto and Maria can play the guitar.

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<b>Student's name:</b>	
<b>Learning unit:</b>	1. Exchange of information in the present and future
<b>Learning unit:</b>	1.3 Describe skills, possibilities and recommendations of people in their environment, using modals verbs
<b>Activity number 20:</b>	Discrimination of information about personal skills

Look the following table with information about Maggi and Helen and complete the dialogue about what they can or they can't do.

	Maggi	Helen
Ski	✓	X
Ride a horse	✓	✓
Sing	✓	X
Tell good jokes	X	✓
Do yoga	X	X
Play chess	✓	X
Speak Russian	X	✓
Cook	X	✓

**A:** What do you think?

**B:** Well, I like Helen. She \_\_\_\_\_ tell good jokes and she \_\_\_\_\_ cook.  
 (1) \_\_\_\_\_ (2) \_\_\_\_\_

**A:** \_\_\_\_\_ she ski or do yoga?  
 (3) \_\_\_\_\_

**B:** No, she \_\_\_\_\_ but she \_\_\_\_\_ ride a horse. And she  
(4) \_\_\_\_\_ (5) \_\_\_\_\_ (6) \_\_\_\_\_ speak Russian. Maggi (7) \_\_\_\_\_  
speak  
Russian.

**A:** Oh! What \_\_\_\_\_ Maggi do?  
(8) \_\_\_\_\_

**B:** Well, she (9) \_\_\_\_\_ sing, ski and ride a horse, but she \_\_\_\_\_ cook or tell good jokes  
(10) \_\_\_\_\_

**A:** (11) \_\_\_\_\_ she play chess?

**B:** Yes, she (12) \_\_\_\_\_

<b>Student´s name:</b>	
<b>Learning unit:</b>	<b>1.</b> Exchange of information in the present and future
<b>Learning unit:</b>	<b>1.3</b> Describe skills, possibilities and recommendations of people in their environment, using modals verbs
<b>Activity number 2I:</b>	Use of the modal verbs Should and Ought to

Should indicates an obligation or recommendation. Reflects an opinion about what is right. It is translated as conditional in Spanish. For example:

- You should visit the doctor once a month
- You should read a book every day

Should is used in interrogative phrases to ask if there is an obligation or to ask for a recommendation. For example:

- Should we leave a tip?
- Should we register at the event?
- Should we study religion in the class?

### Ought to

Ought to is synonymous with *should* although it is less common. For example:

- They ought to propose a thesis
- They ought to avoid speaking without foundation
- We ought to support sustainable projects

Write a recommendation to play sports, promote participation in the community and argue in a debate using the modal verbs *should*

- You should do sports every day
- We should promote participation in the community
- They should argue their opinions during the debate

You...

---

We..

---

They...

---

<b>Student's name:</b>	
<b>Learning unit:</b>	1. Exchange of information in the present and future
<b>Learning unit:</b>	1.3 Describe skills, possibilities and recommendations of people in their environment, using modals verbs
<b>Activity number 22:</b>	Expression of advices to solve problems

Read, in pairs, the following texts from persons who ask for an advice.  
Write an appropriate advice for each of them to solve their problems; remember to use Should or shouldn't.

Baby?

My girlfriend is pregnant, she doesn't know what to do and she told me we should get married; I am too young and I don't know what to do. Please give me an advice!

Lost guy!

Dear lost guy. First, you should...

Help!

I'm a 17 years old girl and my parents think I'm a baby. They don't let me out at night and my boyfriend can't phone me after 10 p.m. I can't wear the clothes I like because they tell me they are not "appropriate"; what can I do?

Desperate teenager!

Dear desperate teenager. First, you should...

<b>Student´s name:</b>	
<b>Learning unit:</b>	<b>1.</b> Exchange of information in the present and future
<b>Learning unit:</b>	<b>1.3</b> Describe skills, possibilities and recommendations of people in their environment, using modals verbs
<b>Activity number 23:</b>	Expression of suggestions on problematic situations

Gather in groups of four  
Print copies of the following problems  
Cut out the cards, and hand out the cards among all the classmates in the group  
Read the card out loud to classmates  
Request them to give a possible solution to the problem  
Choose the best solutions and write them  
Decide who's the best "adviser"





<p><b>1</b> I live in a small apartment and my roommate always invites people over, I can't walk, study or even go to the bathroom without strange persons looking at me. I don't want to have problems with my roomy what should I do?</p>	<p><b>2</b> Accidentally I ran over the dog of my neighbor, he wasn't home and he didn't see me what should I do?</p>	<p><b>3</b> I want to be a musician but my parents want me to be a doctor as all the men in the family; I have everything: books, uniforms, people to help me study but I love music; what should I do?</p>	<p><b>4</b> My friend is madly in love and she wants to get married next month; I saw her fiancé kissing with another girl, but I know she probably won't trust me. What should I do?</p>
<p>You should...</p>	<p>You should...</p>	<p>You should...</p>	<p>You should...</p>
<p><b>5</b> My girlfriend is very busy, every time I call her to go out she is studying or doing house work, I don't want to lose her what should I do?</p>	<p><b>6</b> My brother took money from my dad's wallet; I saw him and he gave me \$20, I don't want the money but if I tell my dad he probably thinks it was me. What should I do?</p>	<p><b>7</b> I hate chicken, I don't eat it but my boyfriend asks me to go with him and eat in a chicken's restaurant; it's the first time he invites me. What should I do?</p>	<p><b>8</b> I want to buy a car but I don't have enough money a friend offered me to lend me the money I need to buy the beautiful red car I want; I know he has a crush on me and I don't want to have problems, but I really need the car. What should I do?</p>
<p>You should...</p>	<p>You should...</p>	<p>You should...</p>	<p>You should...</p>

<b>1</b> The best advice is...	<b>2</b> The best advice is...	<b>3</b> The best advice is...	<b>4</b> The best advice is...
<b>5</b> The best advice is...	<b>6</b> The best advice is...	<b>7</b> The best advice is...	<b>8</b> The best advice is...



<b>Student´s name:</b>	
<b>Learning unit:</b>	<b>1.</b> Exchange of information in the present and future
<b>Learning unit:</b>	<b>1.3</b> Describe skills, possibilities and recommendations of people in their environment, using modals verbs
<b>Activity number 24:</b>	Issues answers to problematic situations, justifying their suggestions

Gather in pairs  
 Print copies of the following cards, cut out the cards, and hand out the cards among all the classmates in the group  
 Read at loud the situation and ask for your classmates advice  
 Show your card YES, or NO and give reasons

Yes, you should.....because...	Yes, you should.....because...
No, you shouldn´t.....because...	No, you shouldn´t .....because...

I don't pay for the water because I don't have enough money; the water company charges my neighbor; should I explain the situation?	I found a wallet with a credit card, the signature is easy; should I use it?	I like my best friend partner, that persons smiles at me when we go out; should I continue the flirt?
I don't like doing the house work, I pay my little brother to do my bed but he wants more money or he will tell my mother; should I pay him more?	I hate my neighbor's dog, it always barks at me and he is very noisy; should I call the police and tell them it bites?	My grandmother can't see, she always wants me to write letters to their friends; the letters are very sad; should I add happy moments to her letters?

<b>Student's name:</b>	
<b>Learning unit:</b>	<b>1.</b> Exchange of information in the present and future
<b>Learning unit:</b>	<b>1.3</b> Describe skills, possibilities and recommendations of people in their environment, using modals verbs
<b>Activity number 25:</b>	Emits suggestions to cure diseases

Gather in teams of three people  
 Discuss orally the best remedies to cure illnesses  
 Complete the idea giving YOUR remedy for healing the illness. Use should or shouldn't  
 Compare your answers and decide the best suggestion. Number 1 is an example:

Illnesses	Remedy
If you have acne	You should...
If you are allergic to dust	
If you have bad breath	
If you have a cold	
If you break a bone	
If you have fever	
If you have a head ache	
If you have a stomachache	
If you have a toothache	

<b>Student´s name:</b>	
<b>Learning unit:</b>	<b>1.</b> Exchange of information in the present and future
<b>Learning unit:</b>	<b>1.3</b> Describe skills, possibilities and recommendations of people in their environment, using modals verbs
<b>Activity number 26:</b>	Use of the modal verbs Must

Must indicates an obligation, prohibition or probability. You can also use *have to* in affirmative sentences. For example:

- We must (have to) protest now
- You must (have to) read this book, it's fantastic

Must is used for rhetorical questions. For example:

- Must you always be late?
- Must she argue so much in class?
- Must you discriminate against the poor?

Must is used to indicate probability or assume something. For example:

- John's not here. He must be sick because he never misses class
- It must be difficult to learn a new language as an adult
- It must be difficult to attend school in poor countries

Write in the right column obligation, prohibition, necessity or probability according to what the statement expresses

Sentences	obligation, prohibition or probability
You must (have to) take the medication or it will make your health worse	
You must (have to) eat less fat or you will gain weight	
You must not drink and drive.	
It must be difficult to cross the border without documents	

<b>Student's name:</b>	
<b>Learning unit:</b>	<b>1.</b> Exchange of information in the present and future
<b>Learning unit:</b>	<b>1.3</b> Describe skills, possibilities and recommendations of people in their environment, using modals verbs
<b>Activity number 27:</b>	Use of the modal verbs Would

It is used when you want to be very polite by asking someone for something or by inviting someone to do something. When it is accompanied by the verb to like it means would like, would like, would like, etc.

Would it be a modal verb, and therefore it does not change for the third person plural (I would, She would ...) and the verb that follows it always goes without.

In affirmative phrases the structure is as follows:

Subjet	Modal verb would	Verb (no to)	+
I	would	like	more lessons in Philosophy

In negative phrases the structure is as follows:

Subjet	would+not	Verb (no to)	+
She	would not	like	less political commitments

In questions, it would work as an assistant and be placed at the beginning of the whole, as it's shown in the following

Would	Subject	Verb (no to)	?
Would	you	like	more vegetables?

It would like to be translated as *like* and used to offer or ask for something. For example:

- Would you like to travel the world?
- Would you like to read the book I bought?
- Would you like to walk in the park?

Would it be used to make invitations. For example:

- Would you like to accompany me to the concert?
- Would you like to eat at my house?

Would is used to declare a preference and to ask for something politely. For example:

- I would like to go to the Louvre museum and my brother would like to go to the Rodin museum
- I would like to study a master's degree abroad

Sort and write two affirmative phrases using *Would* according to the structure shown in the table

- Order: problems, addiction, with, adolescents, guide, to like, would, I
- Order: take, to, like, would, courses, I, psychology

Subjet	Modal verb Would	Verb (no to)	+

Sort and write two interrogative phrases using *Would* according to the structure shown in the table

- Order: ?, ecology, about, talk, to, like, you, Would
- Order: attend, to, like, you, ?, Would, graduation, my

Would	Subject	Verb (no to)	+

Write conversations about the use of Would in the dialogue balloons, according to the images presented:

To offer

- Ask for something
- To make invitations
- To declare a preference





<b>Student´s name:</b>	
<b>Learning unit:</b>	<b>2.</b> Exchange of information about environmental events
<b>Learning unit:</b>	<b>2.1</b> Describe tastes and preferences of themselves and the people around them, using adverbial phrases
<b>Activity number :</b>	Use of verbs in infinitive and gerund in the expression of tastes and preferences

When a verb follows another verb we always need to use the infinitive or the gerund. Normally we use the infinitive after some verbs and the gerund after others, according to the following:

- The gerund is always used after the verb to enjoy
- The gerund is always used after the verb to quit
- The infinitive is always used after the verb to want
- The infinitive is used after adjectives
- After prepositions you can only use the gerund
- The gerund is used after names
- The gerund is used after expressions or phrasal verbs
- The infinitive is used after adjectives
- The infinitive is used after to the verb to *afford*

Write, in gerund or infinitive, the verbs that are in parentheses

I hope \_\_\_\_\_ (go) to England next year

They enjoy \_\_\_\_\_ (work) together

David quit \_\_\_\_\_ (swim) a year ago

Do you want \_\_\_\_\_ (accompany) Peter to the theme park?

We were anxious \_\_\_\_\_ (take) a vacations in Europe



They always take a class after \_\_\_\_\_ (run) in the morning

I have experience in \_\_\_\_\_ (climb) mountains

We're looking forward to \_\_\_\_\_ (meet) you

Carla doesn't feel like \_\_\_\_\_ (cook) tonight, so we are going to a restaurant

Mirian was relieved \_\_\_\_\_ (learn) that she will visit the Vatican City

We can afford \_\_\_\_\_ (go) to the History Museum

<b>Student's name:</b>	
<b>Learning unit:</b>	<b>2.</b> Exchange of information about environmental events
<b>Learning unit:</b>	<b>2.1</b> Describe tastes and preferences of themselves and the people around them, using adverbial phrases
<b>Activity number 29:</b>	Use of adverbial phrases in the expression of tastes and preferences

An adverbial phrase is a group of words in a sentence that acts like an adverb. Consist of two parts: the verb + a preposition; these are called verbal phrases in English (phrasal verbs in English). The adding a preposition to the verb completely changes the meaning of the original verb. In addition, sometimes the same combination of verb + preposition has more than one meaning depending on the context. Here are some common examples of verbal phrases in English.

- Let's **to check out** this bookstore
- You have **to check out** this book. It is fantastic!
- I **put in** for a new position at the student association
- They are going **to put up** a new museum in this location
- I have decided **to take up** golf
- The plane is about **to take off**
- I worked hard all week. I just need **to get away**
- I **get up** at six o'clock on Saturdays
- We have one day in this town **to look around**
- Could you **look after** my cat while I'm on vacation?
- I **look forward to** your visit next week
- They like **to make up** stories

Other examples of adverbial phrases are:

**A little beyond**, un poco más lejos  
**Along with**, junto con  
**Altogether below**, por debajo de  
**Away from**, lejos de  
**Close beside**, junto a  
**Down to**, hasta

**Almost over**, casi acabado  
**All through**, de principio a final  
**Apart from**, por otra parte  
**Close upon**, cerca de  
**Distinctly above**, claramente por encima  
**Far below**, muy por debajo



<b>Student's name:</b>	
<b>Learning unit:</b>	<b>2.</b> Exchange of information about environmental events
<b>Learning unit:</b>	<b>2.1</b> Describe tastes and preferences of themselves and the people around them, using adverbial phrases
<b>Activity number 30:</b>	Exchange of information about tastes and preferences

Write a dialogue following the guideline below

- Set two characters
- Each of the persons write what you like and what you dislike
- Use phrases to express likes and dislikes with the question What do you like doing?
- Rank activities in accordance to preference
- Write sentences using make and do appropriately

After finishing writing the dialogue role play with your partner in small groups or in front of the group.

<b>Student's name:</b>	
<b>Learning unit:</b>	<b>2.</b> Exchange of information about environmental events
<b>Learning unit:</b>	<b>2.1</b> Describe tastes and preferences of themselves and the people around them, using adverbial phrases
<b>Activity number 31:</b>	Conversation about personal tastes.

Gather in pairs.  
Ask and answer the following questions orally to your classmate

Student A

What books do you like to read?

What music do you like?

What television programs do you watch most often?

Which sport do you like to practice?

Student B

What archaeological zones do you like to visit?

What museums do you like to visit?

What type of exhibitions do you attend most often?

What is your favorite painting? And your favorite painter?

<b>Student's name:</b>	
<b>Learning unit:</b>	<b>2.</b> Exchange of information about environmental events
<b>Learning unit:</b>	<b>2.1</b> Describe tastes and preferences of themselves and the people around them, using adverbial phrases
<b>Activity number 32:</b>	Expression of frequency of favorite activities.

Frequency adverbs are used to tell how often something happens.

The main adverbs of frequency in English are: never, hardly ever, seldom, rarely, occasionally, sometimes, often, usually y always

For its use, the following should be considered:

In all sentences the adverb of frequency is placed after the subject and before the verb, except when the main verb is a modal verb or the verb to be. For example:

- I always study in the library.
- I never eat junk food

In sentences in which the main verb is the to be or a modal verb, the adverb of frequency is placed after these. For example:

- I'm always ready
- I'm never tired

The adverbs of frequency sometimes, usually and occasionally, besides following the previous rules, can go to the beginning of the sentence. For example:

- Sometimes I read science fiction books
- Usually I attend concerts
- Occasionally I sleep with the TV on

Complete the following sentences with the adverbs always and never:

- 1. I \_\_\_\_\_ participate in class
- 2. I \_\_\_\_\_ publish confidential information
- 3. I \_\_\_\_\_ study before the test?
- 4. I \_\_\_\_\_ accept the invitation of strangers.
- 5. I \_\_\_\_\_ buy pirate movies.

Write how often you do the following activities. Use the adverbs that are in the table and place them according to the rules

never	always	seldom	hardly ever	sometimes	usually
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1. How often do you read books?

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2. How often do you listen to music?

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3. How often do you watch TV?

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4. How often do you play sports?

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5. How often do you visit archeological sites?

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6. How often do you visit museums?

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7. How often do you attend exhibitions of interest?

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8. How often do you contemplate your favorite painting?

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**Student's name:** \_\_\_\_\_

**Learning unit:** 2. Exchange of information about environmental events

**Learning unit:** 2.1 Describe tastes and preferences of themselves and the people around them, using adverbial phrases

**Activity number 33:** Expression of tastes and preferences to eat.

Write down the food you usually eat in the box below.  
Get in pairs and do the following:

Tell your partner what you normally eat (use adverbs of frequency: often, rarely, seldom, always, etc.)

Ask questions about food you don't eat. Ex. Do you eat lamb? No, I never eat lamb or Yes, I sometimes eat lamb

Dairy products	Meat	Vegetables	Fruits	Seeds & pasta	Sea food & fish	Pastry

<b>Student´s name:</b>	
<b>Learning unit:</b>	<b>2.</b> Exchange of information about environmental events
<b>Learning unit:</b>	<b>2.2</b> Express general truths and facts, and cause-effect relationships present and future, related to personal, family and social situations, using conditionals.
<b>Activity number 34:</b>	Description of cause-effect situations using Zero conditional

The Zero conditional is used for talking about events which always happen under certain conditions, and they always have the same results, also called general truths. For example:

What happens when you heat ice? It melts. Every time you heat ice, it will melt into water. You can be certain it will always happen. This example is based on scientific facts.

Conditionals are sentences composed of two sentences or phrases, as shown below:

Proposition if (condition)	Main proposition (result)
If + simple present	simple present
If you heat water to 100 degrees Celsius	it boils

Notice that in both propositions of sentences Zero conditional the verb tense is the simple present

It can be changed the order of the propositions without changing the meaning: If they start with the If condition, separate with a comma. If you start with the phrase that expresses the result, you do not need to put the comma. For example:

- If you heat ice, it melts
- Ice melts if you heat it

It can be replaced *if* with *when* without affecting the meaning of the zero conditional sentence, since both terms serve to express general facts. For example:

- When you heat ice, it melts
- Ice melts when you heat it

From the sentences *If it rains, the grass gets wet* write conditional Zero sentences, with inverted sentences and using When. Follow the example:

Inverted sentences (If)	With When	Inverted sentences (When)

From the sentences *If you freeze water, it becomes a solid* write conditional Zero sentences, with inverted sentences and using When

Inverted sentences (If)	With When	Inverted sentences (When)

From the sentences *If they do not get enough water, the plants die* write conditional Zero sentences, with inverted sentences and using When

Inverted sentences (If)	With When	Inverted sentences (When)

<b>Student´s name:</b>	
<b>Learning unit:</b>	<b>2.</b> Exchange of information about environmental events
<b>Learning unit:</b>	<b>2.2</b> Express general truths and facts, and cause-effect relationships present and future, related to personal, family and social situations, using conditionals
<b>Activity number 35:</b>	Identification of situations causes effect using Zero conditional

Read the following text and mark the conditional Zero sentences with red color

The relationship beetwen brain and muscles

The brain constantly receives messages and reacts to those messages. If the message asks for movement, the brain sends electrical impulses down to nerve endings in your muscles via the spinal cord. If you want to lift your arm, your brain sends a message to the skeletal muscles in your arm. When the nerve endings receive these impulses, they stimulate the muscles into action. Skeletal muscles move bone, and they usually work in pairs. For example; if your biceps contracts your tríceps relaxes and your forearm rises.

Conversely, if your tríceps contracts your biceps relaxes and your forearm lowers. The spinal cord is essential in this process. Impulses cannot reach the nerve endings if you cut the spinal cord.

Skeletal muscles are sometimes called voluntary muscles because we can control their movements. They are regulated by the parts of the brain called the cerebral cortex and cerebellum. Involuntary muscles, on the other hand, do not need the brain to send them messages. They know their job and they keep doing it.

They include, for example, the muscles in the heart, and the digestive system.

Ianas, A.; Williams, L. (2010) *Oxigen for DGB*, México, Macmillan, p. 6

<b>Student's name:</b>	
<b>Learning unit:</b>	<b>2.</b> Exchange of information about environmental events
<b>Learning unit:</b>	<b>2.2</b> Express general truths and facts, and cause-effect relationships present and future, related to personal, family and social situations, using conditionals
<b>Activity number 36:</b>	Use of the first conditional

The first conditional is used in situations in which if a condition is met, it is likely that a given result will be given. It expresses a condition-outcome relationship in particular situations that occur in the future (future plans, threats, warnings, promises, convincing someone about something, etc.). For example:

- If you don't put on repellent, you'll get bitten the mosquitoes
- If you study hard, you'll get good marks

The first conditional has the following structure:

Proposition if (condition)	Main proposition (result)
If + simple present	Future simple

Generally, will is used to express the simple future. For example:

- Your sister will go mad if you touch her notebooks.
- If I try hard, I will succeed.
- If the weather **is** fine tomorrow, we **will go to the park**

The simple future can also be used with going to or a modal verb: can, might, should or must. For example:

- **If I don't have to** go to study tomorrow, I **am going to visit** my friends
- **If** the meeting **finishes** early, we **can go** to the cinema
- **If I have** time this afternoon, I **might wash** my clothing
- **If** they **invite** you to the conference, you **should go**
- **If** you **have** any problems, you **must call** me

It can be changed the order of the propositions without changing the meaning: If they start with the If condition, separate with a comma. If you start with the phrase that expresses the result, you do not need to put the comma. For example:

- If **the plane** is delayed, **she** will be **late**
- **She** will be **late** if **the plane** is delayed

Write three sentences with the structure of the first conditional in which future plans, warnings and promises are expressed.

Use	If + simple present	Future simple
Future plans		
Warnings		
Promises		

<b>Student´s name:</b>	
<b>Learning unit:</b>	<b>2</b> Exchange of information about environmental events
<b>Learning unit:</b>	<b>2.3</b> Exchange information about past and present activities carried out by him and by people around him using the perfect present tense.
<b>Activity number 37:</b>	Use of the present perfect

The present perfect is used to express actions in the past that are important in the present. Express actions that occurred in a non-specific time before now.

When expressing actions that occurred in a non-specific time before now:

- The specific time is not important in the present perfect, so expressions like this morning, yesterday, last year are not used
- They are used non-concrete time expressions such as never, ever, many times, for, since, already and yet

To form the present perfect, the auxiliary verb to have is used in the present and the past participle of the verb.

Subjet	Auxiliar verb	Short form	Past participle
I, you, we, they	Have	I've, you've, we've, they've	talked, learned, traveled...
he, she, it	Has	he's, she's, it's	

Affirmative sentences have the structure: Subject + auxiliary verb (to have) + past participle. For example:

- I have talked with my math teacher
- She has gone to a convention
- They have learned English

Negative sentences have the structure: Subject + auxiliary verb (to have) + not + past participle. For example:

- I have not talked with my math teacher
- She has not gone to a convention
- They have not learned English

Interrogative phrases have the structure: Auxiliary verb (to have) + subject + past participle. For example:

- Have you talked with my math teacher?
- Has she gone to is convention?
- Have they learned English?

The present perfect is used to describe an experience (without describing specific actions). For example:

- I have never copied in the exams
- He has worked in many different museums
- We have been to Chichen Itza

The present perfect is used to express a change in time. For example:

- I have become more observer in my class
- Their English has improved a lot this year
- He has learned to be more patient

The present perfect is used to express successes or achievements. For example:

- Our team has won the debate three times
- Mary has finished writing his first novel
- Scientists have succeeded in curing many illnesses

The present perfect is used to express actions that have not happened yet. The use of perfect present in these cases indicates that the action is waiting, therefore, are used the adverbs yet and still. For example:

- The exhibitor hasn't arrived yet
- Our team still hasn't won a championship
- You haven't finished your digital presentacion

The present perfect is used to talk about actions at different times in the past. In these cases indicates that more actions are possible in the future. For example:

- We have spoken several times, but we still can't reach an agreement
- Our team has exposed three topics this year
- I love Teotihuacan! I have been there 2 times already and I can't wait to go back





# **I. Evaluation Guide**

## **Independent 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 in the present and future	1.1 Compare people, objects and places using adjective grades	1.1.1	10		
	1.2 Talk and write about personal goals in different context using the structure <i>will</i> and <i>going to</i>	1.2.1	10		
	1.3 Describe skills, possibilities and recommendations of people in their environment, using modals verbs	1.3.1	20		
<b>% UNIT WEIGHT</b>			<b>40</b>		
2. Exchange of information about environmental events	2.1 Describe tastes and preferences of themselves and the people around them, using adverbial phrases	2.1.1	20		
	2.2 Express general truths and facts, and cause-effect relationships present and future, related to personal, family and social situations, using conditionals	2.2.1	20		
	2.3 Exchange information about past and present activities carried out by him and by people around him using the perfect present tense	2.3.1	20		
<b>% UNIT WEIGHT</b>			<b>60</b>		
<b>WEIGHT OF THE MODULE</b>			<b>100</b>		

## 8. Development of evaluation activities

<b>Development of evaluation activities</b>	<b>1.</b> Exchange of information in the present and future
<b>Learning outcome:</b>	<b>1.3</b> Describe skills, possibilities and recommendations of people in their environment, using modals verbs
<b>Evaluation activities:</b>	<b>1.3.1</b> Given a context such as restaurants, hospitals, museums and others, the student writes a dialogue where she/he can make the difference among can, could and have to in different contexts.

Read the next text:

A hospital care team includes different health professionals such as: the responsible doctor, residents and medical students, specialists, nurses, nursing assistants, physiotherapists, among others. Depending on the care you need, a patient can interact daily with different members of the hospital staff. It is convenient that the patient knows what is the function of each one of them so that it identifies what they can do, could and should do in the hospital.

Medical responsible

The responsible or deputy physician is the team leader and has the responsibility to make the decisions that affect the patient's care, including diagnosis and treatment, as well as the supervision of the rest of the team.

Depending on the problem that led to the admission, the responsible doctor can be a clinical doctor (a doctor trained in internal medicine or one of its branches) or a surgeon. Each day the Physician attached to the resident Physician must devote the necessary time to inform patients and their families of the evolution, the medical, surgical or interventional therapeutic proposal.

Residents

In some hospitals, residents are active members of the team, although they are not directly responsible for the patient. The resident doctor has a university degree and professional certificate that are the legal basis in Mexico to practice general medicine in any health institution, public or private.

Residents, when providing direct health care, have the right to access medical records. They have patients in their charge, they can extend medical prescriptions and be held responsible in a legal, moral and professional sense for the health of the individual and the population.

They occupy a provisional position within the unit according to their title and certificate of general practitioner. In this period, in addition to serving users of health services in compliance with the health regulations of their affiliation unit, they must also enroll in a higher education unit and comply with clinical seminars and other teaching and research activities.

It is important to mention that the resident doctor must refrain from giving reports with his personal appreciation of the case. In the situation of a family member requesting it, only what the Deputy Physician or the Head of the Service agreed that day regarding their evolution or what the Deputy Doctor noted in his / her review note should be commented. Neither should you express personal opinions about other decisions that you have not previously commented with the Deputy Physician.

Resident doctors are strictly prohibited from informing patients of the "possible" date of surgical intervention. This report should only be given by the Deputy Physician in his daily visit to the patient and relatives; after it has corroborated the official date with the Surgeons assigned to the Service.

The resident Physician is obliged to know medically all the patients of the service, and in exhaustive and precise form to those of his section. It is not accepted that you only know the patients assigned to said Resident by the Deputy Physician, since, if the latter is done, it is only to facilitate the medical attention attached to the patient. Knowing the patient implies knowing the clinical history, the results of the studies requested both in the laboratory and in the office, as well as the clinical evolution, programs and diagnostic and therapeutic goals to be achieved.

The resident Physician has no authority to perform any diagnostic or therapeutic interventional procedure, without the knowledge and consent of the Deputy Physician under his or her charge or under the tutelage of a Senior Resident

The resident Physician counting with the Head of Nurses of the Service must have the clinical files of the hospitalized patients, always in order, complete and with all the updated studies to always keep the whole file localized when required.

#### Medicine students

The hospital team includes medical students who are in different stages of training and who are supervised by the responsible physician.

The students do not have access to the medical records, they can go through the medical team, enter the patients' room and talk with them, but they can not consult their medical records and if they do it will be under the direct supervision of the medical assistant.

During the radiology rotation, they have to look for or contact each patient before being able to be next to the doctor to visualize the imaging tests. The same in surgical rotations: they can not consult the patient's medical history that they see how they are operating in the operating room.

Students learn and apply elementary basic knowledge such as techniques and procedures such as taking vital signs, laying a bed, administering medications, among other aspects. They are focused on know-how.

Likewise, the nursing staff, in some cases, act as a guide and tutor, as they are directly responsible for the patients of the service to which the nursing care will be offered by the practicing students.

However, it is noteworthy that when it is inquired about specific learning, although the treatment of the patient is mentioned, the students concentrate on describing procedural activities, they allude to concrete tasks of how to do, but in no moment of learning linked to reflective or integrative processes that should be present when providing attention.

### Specialists

The specialists provide preventive and curative medical services in the area of their specialty, attending and diagnosing referred patients, in order to preserve the welfare and health of the university community, according to medical assistance procedures.

When patients have complex or serious medical problems, the responsible physician sometimes asks a specialist to evaluate the patient and recommend the best way to diagnose and treat the problems. For example, the specialist may be a physician who is widely trained in the diagnosis and treatment of disorders of the heart (cardiologist), kidneys (nephrologist) or cancer (oncologist).

The specialist doctor performs medical consultations in his specialty, diagnoses and prescribes medical treatments to patients, monitors patients' treatments, treats emergency cases, practices medical examinations in his specialty, studies and analyzes cases together with physicians. the same specialty, participates in the establishment of criteria and guidelines for the development of projects in the recovery of health, practices cures and surgery interventions when merits the case, in its specialty, makes medical visits to hospitalized patients, conducts research in its specialty, rlabora, signature and validates medical certificates, complies with the rules and procedures in terms of comprehensive security.

### Nurses

Patients usually have more contact with the nurses assigned to their care than with any other member of the team. Nurses administer the drugs to patients and monitor and evaluate their physical and emotional needs. When the patient's clinical situation changes suddenly, nurses are often the first to detect the change. Then they inform the doctor of the change.



### Nursing assistants

Named nursing assistants, they are technicians who help nurses care for patients. Their obligations may include obtaining vital signs (measuring blood pressure and temperature), moving patients to and from the bed or wheelchair, helping them to stand up, providing elements for the comfort of the people (such as pillows and blankets), sometimes, help to feed patients who can not feed themselves

### Physiotherapists

Physiotherapists value and treat people who have functional difficulties; for example, to walk, change position, or go from bed to chair. These problems may appear or worsen in the hospital because patients have to stay in bed for a long time (bed rest), as it may happen after surgery, or because their disease worsens.

Physiotherapists assess strength, endurance, and patient coordination and design exercise programs during admission to help the patient be more independent and have better functional performance. Physiotherapists often help doctors determine if the patient is likely to be able to function autonomously at home after being discharged from the hospital, or if they may need home help, or if they need to remain in a half-stay center to receive additional physiotherapy.

Sources consulted:

Normative manual of responsibilities and rights of resident physicians and visiting physicians at the national institute of cardiology Ignacio Chávez. **Available in.** [https://cardiologia.org.mx/residencias\\_medicas/pdf/manual\\_normativo\\_de\\_las\\_responsabilidades\\_y\\_derechos\\_de\\_los\\_medicos\\_residentes\\_2013.pdf](https://cardiologia.org.mx/residencias_medicas/pdf/manual_normativo_de_las_responsabilidades_y_derechos_de_los_medicos_residentes_2013.pdf)

Hospital staff. **Available in** <https://www.msmanuals.com/es-mx/hogar/temas-especiales/atenci%C3%B3n-hospitalaria/personal-del-hospital>

Title of the medical position specialistcode: 28054 level: 7 generic description of functions general objective. **Available in:** [http://www.ula.ve/personal/cargos\\_unicos/medico\\_especialista.htm](http://www.ula.ve/personal/cargos_unicos/medico_especialista.htm)

Select the personal or health professional of your interest. In this dialogue you will be the patient  
Write a dialogue asking for information about what health professionals can, can not, should and should not do in a hospital, according to the following format

- A: Patient
- B: Health profesional 1
- C: Health profesional 2

**A:** What is your name?

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B:

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You can?

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9. Assessment matrix or rubric

**ASSESSMENT MATRIX OR RUBRIC**

<b>Siglema:</b>	<b>CIIN-03</b>	<b>Name of the module:</b>	Independent communication in English	<b>Student's name:</b>	
<b>Teacher evaluator:</b>				<b>Group:</b>	<b>Date:</b>
<b>Learning outcome:</b>	<b>1.1.</b> Compare people, objects and places using adjective grades.		<b>Activity of evaluation:</b>	<b>1.1.1</b> Given two subjects or objects from the same category (TV programs, books, movies, etc.) students elaborate a paragraph where they describe	

INDICATORS	%	CRITERIA		
		Excellent	Sufficient	Insufficient
<b>Selection of books</b> 4.5, 6.1	<b>20</b>	<ul style="list-style-type: none"> <li>Selects two books on the same subject considering the purpose they pursue (inform convincing, recreate, etc.)</li> <li>Selects the text considering the purpose it pursues (inform convincing, recreate, etc.)</li> <li>Selects the books according to the characteristics of the different types of text</li> <li>Selects and read an additional book on the same subject to use superlative adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Selects two books on the same subject considering the purpose they pursue (inform convincing, recreate, etc.)</li> <li>Selects the books according to the characteristics of the different types of text</li> <li>Selects and read an additional book on the same subject to use superlative adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Selects two books on the same topic without considering the purpose they pursue (inform convincing, recreate, etc.)</li> <li>Selects the books without considering the characteristics of the different types of text</li> <li>Skips selecting an additional book to use superlative adjectives</li> </ul>

INDICATORS	%	CRITERIA		
		Excellent	Sufficient	Insufficient
		(inform themselves, take a stand before a fact, recreate, among others)		
<b>Content</b> 4.1, 4.2, 4.4,	<b>40</b>	<ul style="list-style-type: none"> <li>Writes contextual information about books</li> <li>Establishes the comparison criteria of the books: communicative intention, truthfulness, objectivity, elements, structure, registration and level of language, among others</li> <li>Explains clearly the subject of the books</li> <li>Expresses similarities and differences between books, according to:                             <ul style="list-style-type: none"> <li>The comparison criteria</li> <li>The use of comparative and superlative adjectives according to the grammatical structure</li> </ul> </li> <li>Gives a personal opinion about the books described</li> <li>Presents different perspectives of books compared</li> </ul>	<ul style="list-style-type: none"> <li>Writes contextual information about books</li> <li>Establishes the comparison criteria of the books: communicative intention, truthfulness, objectivity, elements, structure, registration and level of language, among others</li> <li>Explains clearly the subject of the books</li> <li>Expresses similarities and differences between books, according to:                             <ul style="list-style-type: none"> <li>The comparison criteria</li> <li>The use of comparative and superlative adjectives according to the grammatical structure</li> </ul> </li> <li>Gives a personal opinion about the books described</li> </ul>	<ul style="list-style-type: none"> <li>Fails to write contextual information about books</li> <li>Establishes only two of the following criteria for comparing books: communicative intention, truthfulness, objectivity, elements, structure, registration and level of language, among others</li> <li>Explains, confusingly, the subject of books</li> <li>Expresses similarities and differences between books, without considering the comparison criteria</li> <li>Uses comparative and superlative adjectives without a base in the grammatical structure</li> <li>Refuses to give a personal opinion about the books described</li> </ul>
<b>Grammar</b> 4.1, 4.2, 4.4, 4.5	<b>30</b>	<ul style="list-style-type: none"> <li>Uses correctly the grammatical structure of comparative adjectives when comparing two texts on the same subject</li> </ul>	<ul style="list-style-type: none"> <li>Uses correctly the grammatical structure of comparative adjectives when comparing two texts on the same subject</li> </ul>	<ul style="list-style-type: none"> <li>Uses, with errors, the grammatical structure of comparative adjectives when comparing two texts on the same subject</li> </ul>

INDICATORS	%	CRITERIA		
		Excellent	Sufficient	Insufficient
		<ul style="list-style-type: none"> <li>• Uses the ending_er or the word more when comparing the two books, according to the number of syllables of the adjectives</li> <li>• Uses the grammatical structure of superlative adjectives when comparing a third book with the two books compared initially</li> <li>• Uses the ending_est or the word must when comparing a book with respect to the other two books, according to the number of syllables of the adjectives</li> <li>• Expresses similarities between books using the structure: Subjet, verb as, adjective, as subject</li> <li>• Expresses differences between books using the structure Subjet, verb not as, adjective, as, subject</li> <li>• Uses lexicon related to characteristics of books</li> <li>• Uses link markers or textual connectors and logical relationship between sentences or paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Uses the ending_er or the word more when comparing the two books, according to the number of syllables of the adjectives</li> <li>• Uses the grammatical structure of superlative adjectives when comparing a third book with the two books compared initially</li> <li>• Uses the ending_est or the word must when comparing a book with respect to the other two books, according to the number of syllables of the adjectives</li> <li>• Expresses similarities between books using the structure: Subjet, verb as, adjective, as subject</li> <li>• Express differences between books using the structure Subjet, verb not as, adjective, as, subject</li> <li>• Uses lexicon related to characteristics of books</li> </ul>	<ul style="list-style-type: none"> <li>• Uses the ending_er or the word more when comparing the two books, without considering the number of syllables of the adjectives</li> <li>• Misuses the grammatical structure of superlative adjectives when comparing a third book with the two books compared initially</li> <li>• Uses the ending_est or the word must when comparing a book with respect to the other two books, without considering the number of syllables of the adjectives</li> <li>• Expresses similarities or differences between books using the wrong structures: Subjet, verb as, adjective, as subject and Subjet, verb not as, adjective, as, subject</li> </ul>
<b>Attitude (Peer-assessment)</b>	<b>10</b>	<ul style="list-style-type: none"> <li>• Shows responsibility when delivering the collage on</li> </ul>	<ul style="list-style-type: none"> <li>• Shows responsibility when delivering on the date established by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows lack of responsibility to deliver at a later date than that</li> </ul>

INDICATORS	%	CRITERIA		
		Excellent	Sufficient	Insufficient
1.6, 7.2, 7.3, 8.3		the date established by the teacher. <ul style="list-style-type: none"> <li>Shows perseverance in taking advantage of the errors marked in previous activities to improve their work.</li> <li>Assumes a constructive attitude, congruent with the knowledge and skills that it has within different work teams.</li> </ul>	<ul style="list-style-type: none"> <li>Shows perseverance in taking advantage of the errors marked in previous activities to improve their work.</li> </ul>	established by the teacher or fails to deliver the work. <ul style="list-style-type: none"> <li>Shows a lack of perseverance in taking advantage of the mistakes made in previous activities to improve his work.</li> </ul>
	<b>100</b>			

**ASSESSMENT MATRIX OR RUBRIC**

<b>Siglema:</b>	<b>CIIN-03</b>	<b>Name of the module:</b>	Independent communication in English	<b>Student's name:</b>	
<b>Teacher evaluator:</b>				<b>Group:</b>	<b>Date:</b>
<b>Learning outcome:</b>	<b>1.2</b> Talk and write about personal goals in different context using the structure <i>will</i> and <i>going to</i> .		<b>Activity of evaluation:</b>	<b>1.2.1</b> A student elaborates a collage with graphic content and exposes the main reasons they have to visit their places of interest.	

INDICATORS	%	CRITERIA		
		Excellent	Sufficient	Insufficient
<b>Planning</b> 1.6, 5.2	<b>10</b>	<ul style="list-style-type: none"> <li>Defines clearly the central theme of the collage and choose a design</li> <li>Planes how the collage will be made and with what material it will be made</li> <li>Establishes the communicative intentionality of the collage</li> </ul>	<ul style="list-style-type: none"> <li>Defines clearly the central theme of the collage and choose a design according to this one</li> <li>Planes how the collage will be made and with what material it will be made</li> </ul>	<ul style="list-style-type: none"> <li>Defines in a vague or imprecise way the central theme of the collage and choose a design unrelated to the theme</li> <li>Omits to plan how the collage will be made and with what material it will be made</li> </ul>
<b>Content</b> 4.1, 4.2, 4.4 ,7.3	<b>30</b>	<ul style="list-style-type: none"> <li>Shows intentions or wishes, and predictions and promises that are expressed with Will</li> <li>Shows plans with the certainty that they will suffer and that they express themselves with going to</li> <li>Sets a story to be made in the place of interest with characters</li> </ul>	<ul style="list-style-type: none"> <li>Shows intentions or wishes, and predictions and promises that are expressed with Will</li> <li>Shows plans with the certainty that they will suffer and that they express themselves with going to</li> <li>Sets a story to be made in the place of interest</li> <li>Expresses the reasons for travel based on life lessons</li> </ul>	<ul style="list-style-type: none"> <li>Confuses the use of will and going to express intentions, wishes, predictions or concrete plans</li> <li>Omits to configure a story to be made in the place of interest</li> <li>Expresses the reasons for travel without considering life lessons</li> </ul>

INDICATORS	%	CRITERIA		
		Excellent	Sufficient	Insufficient
		<ul style="list-style-type: none"> <li>Expresses the reasons for travel based on life lessons</li> </ul>		
<p><b>Grammar</b> 4.1, 4.2, 4.4, 4.5</p>	20	<ul style="list-style-type: none"> <li>Creates visual stories based on your tastes and travel preferences, joining elements that show a trajectory of the characters</li> <li>Uses correctly the grammar structure Subjet + will + main verb to express intentions or wishes, predictions and promises in relation to tastes and travel preferences</li> <li>Uses correctly the grammatical structure Subjet + auxiliary verb + going to + main verb to express concrete plans</li> <li>Includes texts alluding to the theme with the correct structure of future time</li> </ul>	<ul style="list-style-type: none"> <li>Uses correctly the grammar structure Subjet + will + main verb to express intentions or wishes, predictions and promises in relation to tastes and travel preferences</li> <li>Uses correctly the grammatical structure Subjet + auxiliary verb + going to + main verb to express concrete plans</li> </ul>	<ul style="list-style-type: none"> <li>Uses the grammatical structure Subjet + will + main verb with errors to express intentions or wishes, predictions and promises without considering tastes and travel preferences</li> <li>Uses the grammatical structure Subjet auxiliary verb + going to + main verb with errors to express concrete plans</li> </ul>
<p><b>Design</b> 4.1, 4.2, 4.4, 4.5, 6.4, 10.2</p>	10	<ul style="list-style-type: none"> <li>Includes representative images and / or photographs in layers, starting with the background</li> <li>Uses attractive images that draw attention for their subject.</li> <li>Displays images capable of configuring the place of interest</li> </ul>	<ul style="list-style-type: none"> <li>Includes representative images and / or photographs in layers, starting with the background</li> <li>Uses attractive images that draw attention for their subject.</li> <li>Displays images capable of configuring the place of interest</li> <li>Shows balance in the layout of graphic elements.</li> </ul>	<ul style="list-style-type: none"> <li>Includes non-representative images</li> <li>Uses poor images without a communicative sense</li> <li>Omits the use of images that configure the place of interest</li> <li>Shows lack of balance in the layout of graphic elements.</li> <li>Commits grammatical errors or misspellings that impede comprehension.</li> </ul>



INDICATORS	%	CRITERIA		
		Excellent	Sufficient	Insufficient
		<ul style="list-style-type: none"> <li>Shows balance in the layout of graphic elements.</li> <li>Shows imagination and creativity by creating the message of the collage</li> </ul>		
<p><b>Exposition</b> 4.1, 4.2, 4.4 y 7.3</p>	20	<ul style="list-style-type: none"> <li>States clearly the reasons why you will visit the place of interest represented in the collage</li> <li>Focuses on relevant aspects of the collage avoiding dispersion in secondary aspects</li> <li>Clearly, accurately, and concisely exposes the content of the collage</li> <li>Talks about intentions or wishes predictions and promises using Will</li> <li>Talks about plans for the future with the certainty that they will suffer, using going to</li> <li>Listens with attention to critical comments about the use of modalities will and going to and about pronunciation and intonation</li> <li>Corrects the grammatical use and pronunciation of manners will and going to</li> <li>Reconstructs verbally and visually each part of the</li> </ul>	<ul style="list-style-type: none"> <li>States clearly the reasons why you will visit the place of interest represented in the collage</li> <li>Focuses on relevant aspects of the collage avoiding dispersion in secondary aspects</li> <li>Clearly, accurately, and concisely exposes the content of the collage</li> <li>Talks about intentions or wishes predictions and promises using Will</li> <li>Talks about plans for the future with the certainty that they will suffer, using going to</li> <li>Listens with attention to comments to critical comments about the use of modalities will and going to and about pronunciation and intonation</li> <li>Corrects the grammatical use and pronunciation of manners will and going to</li> </ul>	<ul style="list-style-type: none"> <li>Vaguely exposes the reasons why you will visit the place of interest represented in the collage</li> <li>Is dispersed in secondary aspects avoiding deepening in the relevant</li> <li>Speaks intentions, wishes, predictions, promises and concrete plans using the Will and going to</li> <li>Listens critical comments about the use of modalities will and going to and about pronunciation and intonation, but does not correct</li> </ul>

INDICATORS	%	CRITERIA		
		Excellent	Sufficient	Insufficient
		collage when explaining your intentions and travel plans		
<b>Attitude (Self-assessment)</b> 1.6, 2.3, 7.2, 8.2	10	<ul style="list-style-type: none"> <li>Shows responsibility when delivering the collage on the date established by the teacher.</li> <li>Shows perseverance to take advantage of the errors marked in previous activities to improve their work.</li> <li>Shows respect for the work of their peers.</li> <li>Participates in practices related to art with imagination and in a creative way</li> </ul>	<ul style="list-style-type: none"> <li>Shows responsibility when delivering the collage on the date established by the teacher.</li> <li>Shows perseverance to take advantage of the errors marked in previous activities to improve their work.</li> <li>Shows respect for the work of their peers.</li> </ul>	<ul style="list-style-type: none"> <li>Shows lack of responsibility when delivering at a later date than that established by the teacher, or omits the delivery of the work.</li> <li>Shows inconsistency by not correcting errors marked in previous activities.</li> <li>Shows lack of respect for the work of others</li> </ul>
	100			

**ASSESSMENT MATRIX OR RUBRIC**

<b>Siglema:</b>	<b>CIIN-03</b>	<b>Name of the module:</b>	Independent communication in English	<b>Student's name:</b>	
<b>Teacher evaluator:</b>				<b>Group:</b>	<b>Date:</b>
<b>Learning outcome:</b>	<b>1.3</b> Describe skills, possibilities and recommendations of people in their environment, using modals verbs.		<b>Activity of evaluation:</b>	<b>1.3.1</b> Given a context such as restaurants, hospitals, museums and others, the student writes a dialogue where he can make the difference among can, could and have to in different contexts.	

INDICATORS	%	CRITERIA		
		Excellent	Sufficient	Insufficient
<b>Contex description</b> 5.6, 6.1	<b>20</b>	<ul style="list-style-type: none"> <li>Describes circumstances such as the physical space and the time the dialogue will take place</li> <li>Uses the lexicon according of the context.</li> <li>Values the importance of context to interpret or understand an event in a specific space and place</li> </ul>	<ul style="list-style-type: none"> <li>Describes circumstances such as the physical space and the time the dialogue will take place</li> <li>Uses the lexicon according of the context.</li> </ul>	<ul style="list-style-type: none"> <li>He/she only describes the physical space or the time when the dialogue will take place</li> <li>Limited use of the lexicon according to context.</li> </ul>
<b>Content</b> 4.1, 4.2, 4.4, 4.5, 10.2	<b>40</b>	<ul style="list-style-type: none"> <li>Writes a script about a dialogue between a patient and two healthcare professionals that includes the request and emission of information about the functions performed by each one in the hospital and about what they can, can</li> </ul>	<ul style="list-style-type: none"> <li>Writes a script about a dialogue between a patient and two healthcare professionals that includes the request and emission of information about the functions performed by each one in the hospital and about what they can, can not, and should do as part of their duties in the hospital</li> </ul>	<ul style="list-style-type: none"> <li>Writes a script about a dialogue between a patient and two health professionals that includes only the request for information about the functions performed in the hospital and about what they can, can not, and should do as part of their duties in the hospital.</li> </ul>

INDICATORS	%	CRITERIA		
		Excellent	Sufficient	Insufficient
		<p>not, and should do as part of their duties in the hospital</p> <ul style="list-style-type: none"> <li>• Uses clearly modal verbs can, can not and should express what health professionals can or can not do, as well as what they should do.</li> <li>• Uses lexicon referring to physical and psychological characteristics of the hospital staff related to their abilities and the forms of hospital care</li> </ul>	<ul style="list-style-type: none"> <li>• Uses clearly the modal verbs can, can not and should express what health professionals can or can not do, as well as what they should do.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses interchangeably, modal verbs can, can and should to express what health professionals can or can not do, as well as what they should do.</li> </ul>
<p><b>Grammar</b> 4.1, 4.2, 4.4, 4.5</p>	<p><b>30</b></p>	<ul style="list-style-type: none"> <li>• Uses the format of exchange of questions and short interaction responses.</li> <li>• Uses in a precise way the gramatical structure Subjet+can+ infinitive+complement to express skills:</li> <li>• Uses in a precise way the gramatical structure Subjet+should + infinitive+complement to express responsibilities</li> <li>• Uses the present simple of the verb to be with the first, second and third persons in singular.</li> <li>• Uses affirmative and negative sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses the format of exchange of questions and short interaction responses.</li> <li>• Uses in a precise way the gramatical structure Subjet+can+ infinitive+complement to express skills:</li> <li>• Uses in a precise way the gramatical structure Subjet+should + infinitive+complement to express responsibilities</li> <li>• Uses the present simple of the verb to be with the first, second and third persons in singular.</li> <li>• Uses affirmative and negative sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Omits the use of the short interaction question and answer exchange format.</li> <li>• Incorrectly uses the grammar structure Subjet + can + infinitive + complement to express skills:</li> <li>• Incorrectly uses the grammar structure Subjet + should + infinitive + complement to express responsibilities</li> <li>• Omits to use the present simple of the verb to be with the first, second and third persons in the singular.</li> <li>• Refuses to use affirmative and negative sentences.</li> </ul>

INDICATORS	%	CRITERIA		
		Excellent	Sufficient	Insufficient
		<ul style="list-style-type: none"> <li>• Uses of technical terminology relative to the hospital context</li> </ul>		
<p><b>Attitudes</b> 1.6, 6.3, 7.2, 8.2</p>	10	<ul style="list-style-type: none"> <li>• Shows responsibility when delivering on the date established by the teacher.</li> <li>• Recognizes its own prejudices, modifies its points of view when it learns new evidences, and integrates new knowledge and perspectives with the acquis it has.</li> <li>• Shows perseverance in taking advantage of the errors marked in previous activities to improve their work.</li> <li>• Does the work collaboratively.</li> <li>• Shows respect for the work of his classmates.</li> <li>• Proposes ideas for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows responsibility when delivering on the date established by the teacher.</li> <li>• Recognizes its own prejudices, modifies its points of view when it learns new evidences, and integrates new knowledge and perspectives with the acquis it has.</li> <li>• Shows perseverance in taking advantage of the errors marked in previous activities to improve their work.</li> <li>• Does the work collaboratively.</li> <li>• Shows respect for the work of their classmates.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows irresponsibility when delivering the conversation after the date set by the teacher</li> <li>• Fails to recognize its own prejudices, modify its points of view before new evidences</li> <li>• Shows lack of perseverance, does not take advantage of the errors marked in previous activities to improve their work.</li> <li>• Refuses to improve his work based on the errors marked in previous activities</li> <li>• Shows lack of respect for the work of their peers.</li> </ul>
	100			

<b>Siglema:</b>	<b>CIIN-03</b>	<b>Name of the module:</b>	Independent communication in English	<b>Student's name:</b>	
<b>Teacher evaluator:</b>				<b>Group:</b>	<b>Date:</b>
<b>Learning outcome:</b>	<b>2.1</b> Describe tastes and preferences of themselves and the people around them, using adverbial phrases.		<b>Activity of evaluation:</b>	<b>2.1.1</b> Students elaborate and do a survey with their classmates about what they like to do, the questions should have a limitation of time and place, for example: What do you like to do after school? Afterwards, they report the collected answers to the rest of the class, trying to find similarities and elaborating a graphic organizer.	

INDICATORS	%	CRITERIA		
		Excellent	Sufficient	Insufficient
<b>Planning</b> 1.6, 5.2	10	<ul style="list-style-type: none"> <li>Defines clearly the objective of the survey and to whom it is addressed</li> <li>Defines what information you want to obtain</li> <li>Defines accurately the information to obtain, how to collect it, process it and present the results</li> <li>Identifies and defines the problem or topic of interest to investigate.</li> </ul>	<ul style="list-style-type: none"> <li>Defines clearly the objective of the survey and to whom it is addressed</li> <li>Defines accurately the information to obtain, how to collect it, process it and present the results.</li> </ul>	<ul style="list-style-type: none"> <li>Vaguely defines the objective of the survey and to whom it is addressed</li> <li>Defines the information to be obtained, but not how to collect it, process it and present the results.</li> </ul>
<b>Content</b> 4.1, 4.2, 4.4, 4.5 10.2	40	<ul style="list-style-type: none"> <li>Makes a survey that includes:                             <ul style="list-style-type: none"> <li>Questions about activities that classmates like to do</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Makes a survey that includes the next                             <ul style="list-style-type: none"> <li>Questions about activities that classmates like to do</li> <li>When and where do they do their favorite activities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Does a survey that only includes two of the following aspects:                             <ul style="list-style-type: none"> <li>Questions about activities that classmates like to do</li> <li>When and where do they do their favorite activities</li> </ul> </li> </ul>

INDICATORS	%	CRITERIA		
		Excellent	Sufficient	Insufficient
		<ul style="list-style-type: none"> <li>- When and where do they do their favorite activities</li> <li>- The frequency in which they perform the preferred activities</li> </ul> <ul style="list-style-type: none"> <li>• Values the survey as a means to gather information that helps to solve needs and make decisions.</li> </ul>	<ul style="list-style-type: none"> <li>- The frequency in which they perform the preferred activities</li> </ul>	<ul style="list-style-type: none"> <li>• The frequency in which they perform the preferred activities</li> </ul>
<p><b>Grammar</b> 4.1, 4.2, 4.4, 4.5</p>	20	<ul style="list-style-type: none"> <li>• Uses the grammatical structure to express actions with regular verbs in present simple.</li> <li>• Uses adverbial phrases to express tastes and preferences.</li> <li>• Uses vocabulary related to preferred activities, tastes and preferences.</li> <li>• Uses affirmative and negative sentences.</li> <li>• Uses frequency adverbs.</li> <li>• Uses the question structure.</li> <li>• Uses vocabulary related to interests personal, school and professional.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses the grammatical structure to express actions with regular verbs in present simple.</li> <li>• Use adverbial phrases to express tastes and preferences.</li> <li>• Uses prepositions and adverbs of time.</li> <li>• Uses vocabulary related to preferred activities, tastes and preferences.</li> <li>• Uses affirmative and negative sentences.</li> <li>• Uses frequency adverbs.</li> <li>• Uses the question structure.</li> </ul>	<ul style="list-style-type: none"> <li>• It fails to use any of the following grammatical aspects, which makes it difficult to understand the message.                             <ul style="list-style-type: none"> <li>- The grammatical structure to express actions with regular verbs in present simple.</li> <li>- Adverbial phrases to express tastes and preferences.</li> <li>- Prepositions and adverbs of time.</li> <li>- Vocabulary related to preferred activities, tastes and preferences.</li> <li>- Affirmative and negative sentences.</li> <li>- Frequency adverbs.</li> </ul> </li> <li>• The question structure.</li> </ul>
<p><b>Graphic organizer</b> 4.1, 4.4, 4.5, 5.2</p>	10	<ul style="list-style-type: none"> <li>• Presents the information in a logical order through images and text</li> </ul>	<ul style="list-style-type: none"> <li>• Presents the information in a logical order through images and text</li> </ul>	<ul style="list-style-type: none"> <li>• Presents information without logical order using images or text</li> </ul>

INDICATORS	%	CRITERIA		
		Excellent	Sufficient	Insufficient
		<ul style="list-style-type: none"> <li>Shows graphic information about the answers of classmates in relation to the questions posed</li> <li>Sort and classify information into categories according to the information obtained</li> <li>Shows similarities, repeated activities, frequencies and habits</li> <li>Describes relationships between the responses obtained and other aspects of the behavior and environment of classmates</li> </ul>	<ul style="list-style-type: none"> <li>Shows graphic information enough about the answers of classmates in relation to the questions posed</li> <li>Sorts and classifies information into categories according to the information obtained</li> <li>Shows similarities, repeated activities, frequencies and habits</li> <li>Facilitates the understanding of the concepts or the data obtained.</li> </ul>	<ul style="list-style-type: none"> <li>Shows insufficient graphic information about the answers of classmates in relation to the questions posed</li> <li>Allows to order and classify information in categories according to the information obtained</li> </ul>
<p><b>Report the information</b> 4.1, 4.2, 4.4, 7.3</p>	10	<ul style="list-style-type: none"> <li>Expresses tastes and preferences using frases adverbiales</li> <li>Reports with clarity and precision activities carried out after school organized in:                             <ul style="list-style-type: none"> <li>Recreational</li> <li>Cultural</li> <li>Sports</li> <li>Religious</li> </ul> </li> <li>Provide information accurate about activities and preferences of classmates.</li> <li>Includes information about the place where the favorite</li> </ul>	<ul style="list-style-type: none"> <li>Expresses tastes and preferences using frases adverbiales</li> <li>Report with clarity and precision activities carried out after school organized in:                             <ul style="list-style-type: none"> <li>Recreational</li> <li>Cultural</li> <li>Sports</li> <li>Religious</li> </ul> </li> <li>Provides information accurate about activities and preferences of classmates.</li> <li>Includes information about the place where the favorite activities of classmates are carried out</li> <li>Includes frequency with which activities are carried out</li> </ul>	<ul style="list-style-type: none"> <li>Expresses tastes and preferences by omitting the use of adverbial phrases</li> <li>Reports activities carried out after school without organizing them</li> <li>Fails to report any of the following information:                             <ul style="list-style-type: none"> <li>The place where the favorite activities of classmates are carried out</li> <li>Frequency with which activities are carried out</li> </ul> </li> <li>Similarities between the responses of their peers</li> <li>Listens to critical comments about the use and</li> </ul>



INDICATORS	%	CRITERIA		
		Excellent	Sufficient	Insufficient
		activities of classmates are carried out <ul style="list-style-type: none"> <li>• Includes frequency with which activities are carried out</li> <li>• Identifies similarities between the responses of their peers</li> <li>• Listens attentively to critical comments about the use and pronunciation of adverbial phrases</li> <li>• Corrects the grammatical structure and use of adverbial phrases as well as their pronunciation</li> <li>• Draws conclusions about the preferred activities of classmates and their relationship with their social development, school performance or professional projection</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies similarities between the responses of their peers</li> <li>• Listens attentively to critical comments about the use and pronunciation of adverbial phrases</li> <li>• Corrects the grammatical structure and use of adverbial phrases as well as their pronunciation</li> </ul>	pronunciation of adverbial phrases <ul style="list-style-type: none"> <li>• Omits to correct the grammatical structure and use of adverbial phrases as well as their pronunciation</li> </ul>
<b>Attitudes</b> 1.6, 7.2, 8.3, 10.1	<b>10</b>	<ul style="list-style-type: none"> <li>• Shows responsibility when delivering on the date established by the teacher.</li> <li>• Recognizes its own prejudices, modifies its points of view when it learns new evidences, and integrates new knowledge and perspectives with the acquis it has.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows responsibility when delivering on the date established by the teacher.</li> <li>• Recognizes its own prejudices, modifies its points of view when it learns new evidences, and integrates new knowledge and perspectives with the acquis it has.</li> <li>• Shows perseverance in taking advantage of the errors marked</li> </ul>	<ul style="list-style-type: none"> <li>• Shows lack of responsibility when delivering at a later date than that established by the teacher, or omits the delivery of the work.</li> <li>• Omits to recognize its own prejudices, modifies its points of view when it learns new evidences, and integrates new knowledge and perspectives with the acquis it has.</li> </ul>

INDICATORS	%	CRITERIA		
		Excellent	Sufficient	Insufficient
		<ul style="list-style-type: none"> <li>Shows perseverance in taking advantage of the errors marked in previous activities to improve their work.</li> <li>Does the work collaboratively.</li> <li>Shows respect for the work of his classmates.</li> <li>Proposes ideas for improvement.</li> </ul>	<p>in previous activities to improve their work.</p> <ul style="list-style-type: none"> <li>Does the work collaboratively.</li> <li>Shows respect for the work of his classmates.</li> </ul>	<ul style="list-style-type: none"> <li>Shows inconsistency by not correcting errors marked in previous activities.</li> <li>Shows lack of respect for the work of others.</li> </ul>
	<b>100</b>			

<b>Siglema:</b>	<b>CIIN-03</b>	<b>Name of the module:</b>	Independent communication in English	<b>Student's name:</b>	
<b>Teacher evaluator:</b>				<b>Group:</b>	<b>Date:</b>
<b>Learning outcome:</b>	<b>2.2</b> Express general truths and facts, and cause-effect relationships present and future, related to personal, family and social situations, using conditionals		<b>Activity of evaluation:</b>	<b>2.2.1</b> Given a situation (text, video, image), students elaborate a set of rules or facts that follow a logical order and lead to a specific result, describing cause and effect. <b>(Professor-evaluation)</b>	

INDICATORS	%	CRITERIA		
		Excellent	Sufficient	Insufficient
<b>Content</b> 4.1, 4.2, 4.4, 5.2, 5.3, 7.3	<b>40</b>	<ul style="list-style-type: none"> <li>Shows clearly cause-effect reactions considered universal truths.</li> <li>Represents a phenomenon or facts with a logical sequence.</li> <li>Shows clearly the origin or cause of the phenomena</li> <li>Shows the cause as what creates or produces another phenomenon and precedes it in time</li> <li>Shows a series of events that are followed and are related to each other.</li> <li>Makes accurate statements about the real world based on general facts that are given of certain specific conditions.</li> <li>Generalizes the facts by identifying identical</li> </ul>	<ul style="list-style-type: none"> <li>Shows clearly cause-effect reactions considered universal truths.</li> <li>Represents a phenomenon or facts with a logical sequence.</li> <li>Shows clearly the origin or cause of the phenomena</li> <li>Shows the cause as what creates or produces another phenomenon and precedes it in time</li> <li>Shows a series of events that are followed and are related to each other.</li> <li>Makes accurate statements about the real world based on general facts that are given of certain specific conditions.</li> </ul>	<ul style="list-style-type: none"> <li>Vaguely shows cause-effect reactions considered universal truths.</li> <li>Represents a phenomenon or events without a logical sequence.</li> <li>Vaguely shows the origin or cause of the phenomena.</li> <li>Omits to show the cause as what another phenomenon creates or produces and precedes it in time.</li> <li>Shows a series of events that have no relation to each other.</li> <li>Makes vague statements about the real world based on general facts that are given of certain specific conditions.</li> </ul>

INDICATORS	%	CRITERIA		
		Excellent	Sufficient	Insufficient
		<p>common characteristics, certainty and certainty in the situations that happen around them</p>		
<p><b>Grammar</b> 4.1, 4.2, 4.4,</p>	<p><b>30</b></p>	<ul style="list-style-type: none"> <li>• Uses correctly the conditional ZERO structure: Proposition (condition) main proposition (result) to express cause-effect relationships</li> <li>• Uses in a precise way the present simple to explain facts that invariably happen when the same conditions are met</li> <li>• Uses vocabulary related to natural phenomena, scientific facts</li> </ul>	<ul style="list-style-type: none"> <li>• Uses correctly the conditional ZERO structure: Proposition (condition) main proposition (result) to express cause-effect relationships</li> <li>• Uses in a precise way the present simple to explain facts that invariably happen when the same conditions are met</li> </ul>	<ul style="list-style-type: none"> <li>• Uses the conditional ZERO structure but omits any of its components</li> <li>• Confuses the logical structure of the conditional Zero</li> <li>• Avoids using the present simple to explain facts that invariably happen when the same conditions are met</li> </ul>
<p><b>Image</b> 4.1, 4.4 y 4.5</p>	<p><b>20</b></p>	<ul style="list-style-type: none"> <li>• Shows clearly the cause-effect relationship of various phenomena that occur in the natural world</li> <li>• Clearly expresses the conditional Zero according to the structure: Proposition (condition), main proposition (result): If + simple present + simple present</li> <li>• Shows a logical and graphic synthesis</li> <li>• Schematically represents the cause-effect structure and points out relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Shows clearly the cause-effect relationship of various phenomena that occur in the natural world</li> <li>• Clearly expresses the conditional Zero according to the structure: Proposition (condition), main proposition (result): If + simple present + simple present</li> <li>• Shows a logical and graphic synthesis</li> <li>• Schematically represents the cause-effect structure and points out relationships and dependencies between ideas</li> </ul>	<ul style="list-style-type: none"> <li>• It shows inaccurately the cause-effect relationship of various phenomena that occur in the natural world</li> <li>• Confusingly expresses the conditional Zero according to the structure: Proposition (condition) main proposition (result) If + simple present + simple present</li> <li>• Presents an image without logical and graphic synthesis</li> </ul>

INDICATORS	%	CRITERIA		
		Excellent	Sufficient	Insufficient
		and dependencies between ideas <ul style="list-style-type: none"> <li>Includes representative images and / or photographs to improve the understanding of relationships cause-effect</li> </ul>		
<b>Attitudes</b> 1.6, 7.2, 8.3	<b>10</b>	<ul style="list-style-type: none"> <li>Shows responsibility when delivering on the date established by the teacher.</li> <li>Shows perseverance in taking advantage of the errors marked in previous activities to improve their work.</li> <li>Shows respect for the work of their classmates.</li> <li>Proposes ideas for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Shows responsibility when delivering on the date established by the teacher.</li> <li>Shows perseverance in taking advantage of the errors marked in previous activities to improve their work.</li> <li>Shows respect for the work of their classmates.</li> </ul>	<ul style="list-style-type: none"> <li>Shows irresponsibility when delivering the conversation after the date set by the teacher or fails to deliver the work.</li> <li>Shows a lack of perseverance in taking advantage of the mistakes made in previous activities to improve his work.</li> <li>Shows lack of respect for the work of their peers.</li> </ul>
	<b>100</b>			

<b>Siglema:</b>	<b>CIIN-03</b>	<b>Name of the module:</b>	Independent communication in English	<b>Student's name:</b>	
<b>Teacher evaluator:</b>				<b>Group:</b>	<b>Date:</b>
<b>Learning outcome:</b>	<b>2.3</b> Exchange information about past and present activities carried out by him and by people around him using the perfect present tense		<b>Activity of evaluation:</b>	<b>2.3.1</b> A survey: Students walk around the class getting information of activities that started in the past but have an impact in the present, and report the information obtained.	

INDICATORS	%	CRITERIA		
		Excellent	Sufficient	Insufficient
<b>Planning</b> 1.6, 5.2	<b>10</b>	<ul style="list-style-type: none"> <li>Defines clearly the objective of the survey and to whom it is addressed</li> <li>Defines what information you want to obtain</li> <li>Define accurately the information to obtain, how to collect it, process it and present the results</li> <li>Identify and define the problem or topic of interest to investigate</li> </ul>	<ul style="list-style-type: none"> <li>Defines clearly the objective of the survey and to whom it is addressed</li> <li>Defines accurately the information to obtain, how to collect it, process it and present the results</li> </ul>	<ul style="list-style-type: none"> <li>Vaguely defines the objective of the survey and to whom it is addressed</li> <li>Defines the information to be obtained, but not how to collect it, process it and present the results</li> </ul>
<b>Content</b> 4.1, 4.2, 4.4, 4.5, 10.2	<b>40</b>	<ul style="list-style-type: none"> <li>Makes a survey that includes                             <ul style="list-style-type: none"> <li>Questions about of activities that started in the past but have an impact in the present</li> <li>Questions about the reasons why activities carried out in the past have an impact on the present</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Makes a survey that includes                             <ul style="list-style-type: none"> <li>Questions about of activities that started in the past but have an impact in the present</li> <li>Questions about the reasons why activities carried out in the past have an impact on the present</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Makes a survey that includes only questions about of activities that started in the past but have an impact in the present</li> </ul>

INDICATORS	%	CRITERIA		
		Excellent	Sufficient	Insufficient
		<ul style="list-style-type: none"> <li>- Values the survey as a means to gather information that helps to solve needs and make decisions.</li> </ul>		
<p><b>Grammar</b> 4.1, 4.2, 4.4, 4.5</p>	20	<ul style="list-style-type: none"> <li>• Uses the grammatical structure to express actions with regular verbs in present perfect</li> <li>• Uses present perfect tense to express past actions that have an impact on the present</li> <li>• Uses prepositions and adverbs of time.</li> <li>• Uses vocabulary about the social, school and work environment of classmates</li> </ul>	<ul style="list-style-type: none"> <li>• Uses the grammatical structure to express actions with regular verbs in present perfect</li> <li>• Uses present perfect tense to express past actions that have an impact on the present</li> <li>• Uses prepositions and adverbs of time.</li> </ul>	<ul style="list-style-type: none"> <li>• Fails to use any of the following grammatical aspects, which makes it difficult to understand the message                             <ul style="list-style-type: none"> <li>- The grammatical structure to express actions with regular verbs in present perfect</li> <li>- Present perfect tense to express past actions that have an impact on the present</li> <li>- Prepositions and adverbs of time.</li> </ul> </li> </ul>
<p><b>Report the information</b> 4.1, 4.2, 4.4, 7.3</p>	20	<ul style="list-style-type: none"> <li>• Provides clear and precise information about the actions that were carried out in the past and have an impact on the present</li> <li>• Expresses the reasons why some activities carried out in the past have an impact on the present of classmates</li> <li>• Focuses on relevant aspects avoiding dispersion in secondary aspects</li> </ul>	<ul style="list-style-type: none"> <li>• Provides clear and precise information about the actions that were carried out in the past and have an impact on the present</li> <li>• Expresses the reasons why some activities carried out in the past have an impact on the present of classmates</li> <li>• Focuses on relevant aspects avoiding dispersion in secondary aspects</li> </ul>	<ul style="list-style-type: none"> <li>• Provides information about the actions that were carried out in the past and have an impact on the present</li> <li>• Fails to express the reasons why some activities carried out in the past have an impact on the present of classmates</li> </ul>

INDICATORS	%	CRITERIA		
		Excellent	Sufficient	Insufficient
		<ul style="list-style-type: none"> <li>Draws conclusions on the importance of concluding pending activities for the realization of plans and projects</li> </ul>		
<p><b>Attitudes</b> 1.6, 7.2, 8.3, 10.1</p>	10	<ul style="list-style-type: none"> <li>Shows responsibility when delivering on the date established by the teacher.</li> <li>Recognizes its own prejudices, modifies its points of view when it learns new evidences, and integrates new knowledge and perspectives with the acquis it has.</li> <li>Proposes ideas for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Shows responsibility when delivering on the date established by the teacher.</li> <li>Recognizes its own prejudices, modifies its points of view when it learns new evidences, and integrates new knowledge and perspectives with the acquis it has.</li> <li>Shows respect for the work of their classmates.</li> </ul>	<ul style="list-style-type: none"> <li>Shows lack of responsibility when delivering at a later date than that established by the teacher, or omits the delivery of the work.</li> <li>Omits recognizes its own prejudices, modifies its points of view when it learns new evidences, and integrates new knowledge and perspectives with the acquis it has.</li> <li>Shows inconsistency by not correcting errors marked in previous activities.</li> <li>Shows lack of perseverance, not taking advantage of the mistakes made in previous activities to improve their work.</li> <li>Shows lack of respect for the work of their peers.</li> </ul>
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