



GOBIERNO DE  
**MÉXICO**

EDUCACIÓN  
SECRETARÍA DE EDUCACIÓN PÚBLICA



# Productive Communication in English

Core of basic  
disciplinary training  
**Fourth Semester**

Career (s):  
**Applies to all the careers**

**Editor:** Colegio Nacional de Educación Profesional Técnica

**Module Study Program:** Productive Communication in English

**Area(s):** All training areas.

**Career(s):** All careers.

**Semester(s):** Fourth

**Hours per semester:** 54

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**Date of design or update:** September, 2019

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## Module: Productive Communication in English

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## 1. Message from the General Director

The CONALEP System invites us to evaluate the repercussions of being an Institution of Educational Excellence; to propose that in each of our schools people think of the so diverse ways that exist to contribute, so that Mexico is better, more fair and equitable with the effort of all.

A student trained in our schools must always distinguish himself/herself by his continuous effort to incorporate himself/herself in the best conditions to the labor market or to have the option of continuing his studies in Higher Education to compete with other young people in a productive world that everyday demands a greater dominance of the technic and technology in the face of the enormous challenges of Industry 4.0 and the needs of Mexican society.

These study programs are the result of the intense work of teachers, prestigious academics and institutions of the productive sector, public and private, to achieve a quality training option, at the service of the outstanding students of the Mexican Republic.

**Dr. Enrique Ku Herrera**  
**General Director of the CONALEP System**

## 2. Message from the Academic Secretary

Educate implies a great responsibility, the task is complex, it has to do with the interests and needs of the students, with the vocation of the professional education involved in it, its clarity, will and concern to provide knowledge to the students in the best way.

To educate, is also to respond to the needs of the immediate environment of the family, the community, the country and, of course, with the development of humanity.

The fulfillment of the current plans and programs of study, pose the challenge of being in agreement with the current times, as well as with the economic, social and cultural development of the country, among others; they must express in their contents, in a clear manner, the strategies of planning, development and evaluation; likewise, they invariably contain a precise vision about what to achieved with them, in the educational relationship between teachers and students.

This document is the product of the coordinated effort of groups of specialists, teachers and workers in the service of Education, to accomplish with its design the challenge of confirming that the CONALEP System is an Institution of Educational Excellence.

With the efforts of everybody, this educational mission, fundamental for the development of our country, is materialized.

**Mtro. David Fernando Beciez González**  
**Academic Secretary of CONALEP**

### 3. Presentation of the Program

The contents of education are topics of permanent debate in the societies of all countries. What should be taught? What is the priority and for what? What should young people learn to successfully face the challenges of the 21st century? All these questions admit different answers but clearly they must be answered through the competences and values expressed in the graduation profile of the student of Higher Secondary Education, in which the new focus of the key learnings -those that allow us to continue learning constantly- what it means to go beyond particular views and address the main challenges in the design of the curriculum to integrate the essential elements of the training of young high school graduates to achieve competences that respond to the historical moment that the students live; and the incorporation of the advances that have taken place in the field of cognitive development, intelligence and learning.

Therefore, the New Educational Model established for Higher Secondary Education (EMS) considers the competences that students must have regardless of the subsystem to which they belong. In this sense, the Common Curricular Framework allows articulating the programs of different EMS options, it also includes a series of terminal performances expressed as generic competences, basic and extended disciplinary competences and basic and extended professional competences.

In this context, the different subsystems of the EMS, adapt their plans and study programs to establish shared competences, without losing the identity of each educational institution and so that the competences developed by the students correspond to the profile of graduation indicated in the Purposes of Education in the 21st century and in the Educational Model for Compulsory Education.

The CONALEP updates the study programs of the Basic Training Core, which changes its name to be the Core of Basic Disciplinary Training, based on the Reference Study Plans of the Basic Component of the Common Curriculum Framework of Higher Secondary Education.

These reference plans strengthen the inter and intra-disciplinary integration through seven organizing elements:

1. **Key learnings.** Refers to skills that all students of Higher Education Media must develop
2. **Competence.** It organizes concepts, skills and attitudes of the disciplinary fields and is the benchmark for promoting inter-subject relationships.
3. **Component.** It generates and/or integrates the contents and it responds to specific organization forms to each field or discipline.
4. **Content.** It corresponds to key learning point. It is the highest-ranking content in the study program.
5. **Specific content.** It corresponds to the Main contents and by their specificity; they establish the reach and depth of their approach.
6. **Expected learning outcomes.** They are descriptors of the learning process and performance indicators that students must achieve for each of the specific contents.
7. **Evidence of learning.** It corresponds to the expected learning outcomes and to the specific contents; they are the evidences of the achievement of the expected learning outcomes.

According to these elements, "**Productive Communication in English**" module curriculum is structured as follows:

Key learning points		
Competence	Component	Content
Students will communicate, interact, and collaborate with others (as a transverse axis for all subjects from Communication and Social Sciences as disciplinary fields).	<ul style="list-style-type: none"> <li>- Communication and interpersonal relationships</li> <li>- Integration of learning communities.</li> <li>- Contextualization of learning communities through students' interests and academic experiences.</li> </ul>	Collaborative work in classroom as a basis for the integration of the learning community.
Reading, writing, speaking and listening.	<ul style="list-style-type: none"> <li>- Reading, writing and oral production as learning sources and abilities practice.</li> <li>- The importance of reading to writing production.</li> <li>- The importance of reading to writing in based argument.</li> </ul>	<ul style="list-style-type: none"> <li>- The importance of language and grammar role in it.</li> <li>- Argumentative text.</li> <li>- The text as resource information and new ideas.</li> </ul>
Providing reasonable opinions from the point of making a text	<ul style="list-style-type: none"> <li>- The justification of the student's opinion with an argument.</li> <li>- The solid construction of one's original perspective.</li> </ul>	<ul style="list-style-type: none"> <li>- The argumentative writing.</li> <li>- The original argumentative writing.</li> </ul>
Technology, information, communication and learning.	<ul style="list-style-type: none"> <li>- Technology and human development.</li> <li>- Generation and responsible use of information for learning.</li> <li>- Web-based learning.</li> <li>- Creation of contents for learning.</li> <li>- Use of technology to enhance web-based learning.</li> </ul>	<ul style="list-style-type: none"> <li>- The impact of technology on human development.</li> <li>- Responsible use of information.</li> <li>- Learning and innovation</li> <li>- In and from the web.</li> <li>- Programming to learn.</li> </ul>



#### 4. Scopes of the Graduate Profile

Scopes of the Graduate Profile	
Scope	Graduate profile
Language and communication	The student expresses himself/herself clearly in English, in oral and written form. They identify the key ideas in a text or in an oral speech, and infers conclusions from them, the student gets and interprets information and argues efficiently. He/She communicates himself/herself in English fluently and naturally.
Socioemotional skills and life project	The student is aware of them and determined; he/she develops healthy interpersonal relationships, self-regulates, can face adversity and act with efficiency and recognizes the need to ask for support. They can build a living project with personal goals. They establish goals and seek to take advantage of their options and resources. They make decisions that give him/her current comfort, opportunities, and he/she knows how to deal with future risks.
Collaboration and teamwork	The student works in teams in a constructive way and applies a participative and responsible leadership, he/she proposes alternatives to act and solve problems. The student assumes a constructive attitude.
Digital skills	The students use the Information and Communication Technologies in an ethic and responsible way to investigate, to solve problems, to generate materials, and to express ideas. They take advantage of these technologies to develop ideas and innovations.

## 5. Linking Competencies with Learning Outcomes

The following table presents the association of learning outcomes with the generic and disciplinary competences that should be promoted from the module **Productive Communication in English**. This relationship was established to cover the EMS Graduation Profile, in such a way that each module has the competences that must be met and respected in its planning.

EXPECTED LEARNING OUTCOME	LEARNING OUTCOME	GENERIC COMPETENCIES	ATTRIBUTE	DISCIPLINARY COMPETENCIES
<ul style="list-style-type: none"> <li>Communicate with others using certain expressions and adverbs of manner to describe actions that are in a particular context or situation.</li> </ul>	<b>1.1</b> Describe and compare actions and objects, in different contexts using adverbs and correlative words	<b>4.</b> The student listens, interprets, and communicates messages relevant in different contexts by using appropriate means, codes and tools.  <b>8.</b> Participate and collaborate effectively on diverse teams.	<b>4.1</b> He/She expresses ideas and concepts by using linguistic, mathematic and graphic means. <b>4.2</b> He/She applies different communication strategies according to who their interlocutors are, the context in which they are and the objectives they pursue. <b>4.3</b> Students Identify main ideas in text or oral speech infers conclusions through them. <b>4.4</b> He communicates in a second language on daily situations.	<b>C4.</b> Produces texts based on the normative use of the language, considering the intention and communicative situation. <b>C10</b> Identify and interpret the general idea and possible development of an oral or written message in a second language, using previous knowledge, non-verbal elements and cultural context. <b>CTI.</b> Communicates in a foreign language through a logical speech, oral or written, congruent with the communicative situation.
<ul style="list-style-type: none"> <li>Make descriptions of objects using correlative words to point out similarities and differences.</li> </ul>			<b>8.3</b> The student assumes a constructive attitude consistent with the knowledge he/she has within different work teams.	

EXPECTED LEARNING OUTCOME	LEARNING OUTCOME	GENERIC COMPETENCIES	ATTRIBUTE	DISCIPLINARY COMPETENCIES
<ul style="list-style-type: none"> <li>Use intensifiers to express levels of intensity in sentences.</li> </ul>	1.2 Exchange information, emphasizing certain aspects of it, using intensifiers	4. The student listens, interprets, and communicates messages relevant to different contexts by using appropriate means, codes and tools.	4.1 He/She expresses ideas and concepts by using linguistic, mathematic and graphic means. 4.2 He/She uses different communicative strategies according to the audience, context and his/her objectives. 4.4 He communicates in a second language on daily situations.	CTI. Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation.
<ul style="list-style-type: none"> <li>Express similarities or differentiations about prices and personal interests</li> </ul>	2.1 Exchange information on personal interests using comparatives and superlatives to express similarities and differences, as well as tag questions to confirm or deny it	4. The student listens, interprets, and communicates messages relevant to different contexts by using appropriate means, codes and tools.	4.2 He/She uses different communicative strategies according to the audience, context and his/her objectives. 4.4 He/She communicates in a second language on daily situations.	CTI. Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation.
		6. It supports a personal position on topics of interest and general relevance, considering other points of view in a critical and reflective manner	6.4 Students organize ideas and arguments in a clear, coherent and synthetic way	
<ul style="list-style-type: none"> <li>Use tag questions.</li> </ul>		10. Maintains a respectful attitude toward interculturality and the diversity of beliefs, values, ideas and social practices.	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.	

EXPECTED LEARNING OUTCOME	LEARNING OUTCOME	GENERIC COMPETENCIES	ATTRIBUTE	DISCIPLINARY COMPETENCIES
<ul style="list-style-type: none"> <li>Communicate ideas and opinions giving additional information using words which indicate the causes, effects or contrasts</li> </ul>	2.2 Express information, ideas or arguments, using the corresponding text structure and link words to give cohesion to the text	<b>4.</b> The student listens, interprets, and communicates messages relevant to different contexts by using appropriate means, codes and tools.	<b>4.1</b> He/She expresses ideas and concepts by using linguistic, mathematic and graphic means.	<b>C4.</b> Produces texts based on the normative use of the language, considering the intention and communicative situation. <b>C11.</b> Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation.
			<b>4.2</b> He/She uses different communicative strategies according to the audience, context and his/her objectives.	
			<b>4.4</b> He/She communicates in a second language on daily situations.	
		<b>10.</b> Maintains a respectful attitude toward interculturality and the diversity of beliefs, values, ideas and social practices.	<b>10.1</b> 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.	

## 6. Identification data of the module

The **Productive Communication in English** module is taught in the fourth semester of all careers, corresponds to the Core of Basic Disciplinary Training and is part of the Disciplinary Area of Communication; it has **3 hours a week and 5 credits**. These hours include working with the Socioemotional Skills.

	1° semestre	H*	C*	2° semestre	H*	C*	3° semestre	H*	C*	4° semestre	H*	C*	5° semestre	H*	C*	6° semestre	H*	C*	Total horas
Núcleo de Formación Disciplinar Básica	Manejo de espacios y cantidades	5/90	9	Representación simbólica y angular del entorno	4/72	7	Representación algebraica y gráfica de relaciones	3/54	5	Análisis derivativo de funciones	5/90	9	Análisis Integral de funciones	5/90	9	Tratamiento de datos y azar	5/90	9	
	Interacción inicial en inglés	3/54	5	Comunicación activa en inglés	3/54	5	Comunicación independiente en inglés	3/54	5	Comunicación productiva en inglés	3/54	5	Comunicación especializada en inglés	3/54	5	Interpretación de normas de convivencia ambiental	3/54	5	
	Análisis de la materia y la energía	4/72	7	Relación entre compuestos orgánicos y el entorno	4/72	7	Identificación de la biodiversidad	3/54	5	Interpretación de fenómenos físicos de la materia	4/72	7	Análisis de fenómenos eléctricos, electromagnéticos y ópticos	4/72	7	Filosofía	3/54	5	
	Comunicación para la interacción social	5/90	9	Comunicación en los ámbitos escolar y profesional	3/54	5	Ética	2/36	4	Desarrollo ciudadano	3/54	5	Contextualización de fenómenos sociales, políticos y económicos	3/54	5				
	Procesamiento de información por medios digitales	5/90	9																
	Proyección personal y profesional	4/72	7																
	Resolución de problemas	5/90	9																
	Autogestión del aprendizaje	4/72	7																
	TOTAL *NFDB	35			14			11			15			15			11		101

☐ Related Modules

## 7. Purpose of the module

The students build descriptions extensively using syntactic and grammatical elements, they make comparisons of two or more objects that have common or contrasting elements; they can express using intensifiers in different contexts; they use tag questions to confirm suppositions and connect sentences and ideas using specific vocabulary, all of this considering communication as the main idea of the speech development.

## 8. Dosage of the Program

Learning Unit (Main content)	Expected learning outcomes	Learning outcome	Socioemotional skills (HSE)*
1. Exchange of information about personal actions  <b>30 hours</b>	<ul style="list-style-type: none"> <li>Communicate with others using certain expressions and adverbs of manner to describe actions that are in a particular context or situation.</li> </ul>	<b>1.1</b> Describe and compare actions and objects, in different contexts using adverbs and correlative words <b>20 hours</b>	Relationship Dimension: Collaboration HSE data sheets.
	<ul style="list-style-type: none"> <li>Make descriptions of objects using correlative words to point out similarities and differences.</li> </ul>		
	<ul style="list-style-type: none"> <li>Use intensifiers to express levels of intensity in sentences.</li> </ul>	<b>1.2</b> Exchange information, emphasizing certain aspects of it using intensifiers <b>10 hours</b>	

Learning Unit (Main content)	Expected learning outcomes	Learning outcome	Socioemotional skills (HSE)*
2. Exchange of information about personal interests  <b>24 hours</b>	<ul style="list-style-type: none"> <li>Express similarities or differentiations about prices and personal interests</li> </ul>	<b>2.1</b> Exchange information on personal interests using comparatives and superlatives to express similarities and differences, as well as tag questions to confirm or deny them <b>14 hours</b>	Relationship Dimension: Collaboration HSE data sheets.
	<ul style="list-style-type: none"> <li>Use tag questions</li> </ul>		
	<ul style="list-style-type: none"> <li>Communicate ideas and opinions giving additional information using words which indicate the causes, effects or contrasts</li> </ul>	<b>2.2</b> Express information, ideas or arguments, using the corresponding text structure and link words to give cohesion to the text <b>10 hours</b>	

**\*Note:** The socioemotional skills will be developed in the Pedagogical Guide of the module.



## 9. Learning Units (Main contents)

Learning unit (Main content)	1. Exchange of information about personal actions.	30 hours	
Learning outcome	1.1 Describe and compare actions and objects, in different contexts using adverbs and correlative words	20 hours	
Expected learning outcomes	<div>1.1.1 Create a text which use correlative conjunctions, describes actions, and read and act out the written descriptions to identify the adverbs used</div> <div>Evidence of learning</div> <div><ul style="list-style-type: none"><li>A text</li></ul></div>	25%	<div>A. Describe actions with the use of adverbs.</div> <div><ul style="list-style-type: none"><li>Adverbs of manner<ul style="list-style-type: none"><li>Quickly</li><li>Carefully</li><li>Loudly</li><li>Slowly</li></ul></li><li>Adverbs of place<ul style="list-style-type: none"><li>Out</li><li>Underneath</li><li>Ooutside</li><li>Towards</li></ul></li><li>Adverbs of time<ul style="list-style-type: none"><li>Weekly</li><li>Yet</li><li>Still</li><li>Every day</li><li>Always</li><li>Never</li></ul></li></ul></div>

Expected learning outcomes	Evaluation activities	Weighing	Specific contents
			<b>B.</b> Compare the characteristics of two objects, people, or situations using correlative words. <ul style="list-style-type: none"> <li>• Both</li> <li>• Either</li> <li>• Neither</li> </ul>

Learning outcome		1.2 Exchange information, emphasizing certain aspects of it, using intensifiers	10 hours
Expected learning outcomes	Evaluation activities	Weighing	Specific contents
<ul style="list-style-type: none"> <li>Use intensifiers to express levels of intensity in sentences</li> </ul>	<b>1.2.1</b> Make an oral presentation of a case using intensifiers.	25%	<b>A.</b> Use of intensifiers in a speech. <ul style="list-style-type: none"> <li>Function</li> <li>Structure</li> </ul> <b>B.</b> Formulation of expressions or phrases emphasized <ul style="list-style-type: none"> <li>Very</li> <li>Really</li> <li>Too</li> <li>So</li> <li>Enough</li> <li>Such</li> </ul> <b>C.</b> Variation of the intensity of the expression or phrase <ul style="list-style-type: none"> <li>Quite</li> <li>Fairly</li> <li>Rather</li> <li>Pretty</li> </ul>
	<b>Evidence of learning</b> <ul style="list-style-type: none"> <li>Oral presentation</li> </ul>		

Learning unit (Main content)	2. Exchange of information about personal interests	24 hours	
Learning outcome	2.1 Exchange information on personal interests using comparatives and superlatives to express similarities and differences, as well as tag questions to confirm or deny it	14 hours	
Expected learning outcomes	Evaluation activities	Weighing	Specific contents
<ul style="list-style-type: none"><li>Express similarities or differentiations about prices and personal interests</li><li>Use tag questions</li></ul>	2.1.1 Make and present a commercial comparing objects, people, places or situations that includes a dialogue with “tag questions” to confirm assumptions.	15 %	<b>A.</b> Compare personal interests using comparatives and superlatives in different contexts <ul style="list-style-type: none"><li>Use of comparatives</li><li>Use of superlatives</li><li>Use of conditionals</li></ul> <b>B.</b> Use of questions to get information previously supposed with present perfect and simple past. <ul style="list-style-type: none"><li>Search for partner approval<ul style="list-style-type: none"><li>Is it true?</li><li>Is not true?</li><li>Do not?</li><li>It is not like this?</li><li>Seriously?</li></ul></li><li>Confirmation or denial of the content of the sentence itself</li></ul>
	Evidence of learning		

Learning outcome	2.2 Express information, ideas or arguments, using the corresponding text structure and link words to give cohesion to the text	10 hours	
Expected learning outcomes	Evaluation activities	Weighing	Specific contents
<ul style="list-style-type: none"><li>Communicate ideas and opinions giving additional information using words which indicate the causes, effects or contrasts</li></ul>	2.2.1. Write an essay which use the linking words (in my personal opinion, I think that, it is looks like) to support information, ideas or arguments	35%	<b>A.</b> Using linking words to complement ideas. <ul style="list-style-type: none"><li>Opinion formulation</li><li>Confrontation of ideas</li></ul> <b>B.</b> Connection of sentences and ideas <ul style="list-style-type: none"><li>Cause and effect in relationships</li><li>Contrast</li></ul>
	Evidence of learning		

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