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Colegio Nacional de Educación Profesional Técnica
ORGANISMO PÚBLICO DESCENTRALIZADO DEL ESTADO

Pedagogical and evaluation guide of the module
Active communication in English

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Pedagogical Guide
Active communication in English

Editor: Colegio Nacional de Educación Profesional Técnica

Area(s): All training areas

Career(s): All of them.

Semester(s): Second

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Credits: 5

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Content

1. Description

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

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

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

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

2. Identification data of the competence standard

Title:	Not apply		
Code:		Competence level:	
Elements of labor competence			

3. Pedagogical generalities

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

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

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

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

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

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

An example of transversality between different modules of the same semester, is presented with the program of *Active communication in English*, which 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.

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

4. Didactic orientations and learning strategies per Unit

Unit I (Central content)	Exchange of general information

Didactic orientations

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.
- Use facial expressions, mimicry and body movements to convey 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.
- Give instructions considering the following points:
  - Prepares them before class
  - Organize the instructions with a logical sequence
  - Includes 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.
- Guide pronunciation patterns by means of the international alphabet patterns provided in monolingual dictionaries
- It encourages listening to the sounds of the symbols that appear in the dictionary on the following page: http://www.paulmeier.com/ipa/charts.html

- 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.
- Presents imperative instructions related to the school environment.
- Encourages the practice of cardinal numbers by means of one of the following techniques:
  - Choral repetition.
  - Dictation of numbers in pairs.
  - Resolution of exercises related to numbers.
  - Writing with letter of the dictated numbers.
  - Auditory discrimination of exercises related to numbers.
- Presents a present continuos under the specific context of personal presentations emphasizing first practice of the first and second person of the plural to practice later third of the singular.
- Provides written practice exercises verifying the use of the present continuos.
- Guides the creation of vocabulary list and creation of simple sentences referring to store environment and activities carried out
- Encourages the use of vocabulary related to requesting and issuing information.
- Presents vocabulary referring to purchases, costs, use of money, argumentation of opinions and use of technology
- Presents types of possession by means of possessive pronouns, the use of apostrophe and s ('s or s') as well as the verb to have in the first and second person of the plural, as well as in third persons of the singular. By means of additional resources of the assigned material, library material or in any of the following pages:
- Encourages the oral practice of short answers and contractions of the auxiliaries of the verb to be or to be in both affirmative and negative.
- Encourages the written practice of purchases, costs, use of money, products and amounts
- Presents examples in context of defined and indefinite articles with generic objects of a store.
- Presents lexicon and symbology according to costs, use of money, products and amounts
- Dialogues and learn from information regarding 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.

7.3 The student articulates knowledge from various fields and establishes relationships between them and his/her daily life.

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
- Researches place prepositions on the web. - Makes sentences indicating products that can be found in a store - Creates list of vocabulary in columns under the following scheme: – First column: generic objects of a store in singular – Second column: generic objects of a store in singular in plural. – Third column: Prepositions of place – Fourth column: sentence with example of use - Performs oral and written practice to locate objects in images of stores – Forms groups of four or six students. – Describes location of objects and products in a store use aloud. – Does collaborative work, review and correct in group. – Writes a shopping list of a store that includes quantities - Practices the use of communication using questions and answers to give and receive information about products and costs - Makes a summary of the grammatical explanation of there is and there are - Makes a list of vocabulary of products of a store - Students talk about things that can be found in a store using *there is*, *there are*, adjectives and prepositions of place to say where products are. - Students use the structure there is not and there are not to talk about produts that cannot be found in the store. - Classifies objects and products of a store using defined and indefinite articles. - Performs comprehension reading as well as the exercises in the following page: http://english-zone.com/index.php?ID=38. - Describe in pairs, the store and the objects and products in it. - Collects useful phrases in a notebook on how to request information on products and prices in a store. - Verifies pronunciation of questions and short answers of interaction between the sales advisor and the client. - Promotes the exchange of oral and written information for questions and short interaction responses between the sales advisor and the client. - Reports the activities that are carried out in the transfer of the house to the school, using the present continuous. - Makes a summary of the explanation of grammatical rules of the use of – Present continuos using personal pronouns in singular and plural. – Affirmative and negative form of auxiliar verb of present continuos.	- English media. Available in: http://www.cuaed.unam.mx/english_media/ (16/01/19) - Tiempos verbales en inglés: Available in: https://aprenderingles.org/tiempos-verbales-en-ingles/ (16/01/19) - British Council – Talking about the present Available in: https://learnenglish.britishcouncil.org/english-grammar/talking-about-present (16/01/19) 2127 FREE ESL present simple worksheets Available in:https://en.islcollective.com/resources/search_result?Tags=present+simple&type=Printables (16/01/19) 82 FREE ESL present simple games worksheets Available in: https://en.islcollective.com/resources/search_result?Tags=present+simple&Material_Type=games&type=Printables&searchworksheet=GO (16/01/19) - How to give instructions Available in: http://www.helping-you-learn-english.com/how-to-give-instructions.html (16/01/19)

Learning strategies	Didactic resources

• Makes sentences about preferences, tastes and interests, as well as emotions and feelings, using present continuos in affirmative and negative form.
• Makes a table with 30 activities related to activies school and work
  – Describe routines using frequency adverbs
  – Record a 3-minute audio describing the routine personal activities that they are happening at this moment, that is, at the moment in which they are speaking. (present continuos)
• Practices the use of communication using questions and answers to give and receive personal information about daily activities using the present continuous
• 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 en present continuos
• Elaborates cards about the adverbs of time and frequency
• Practices vocabulary activities related to daily activities and occupations, and activies school and work
• **Performs the evaluation activity 1.1.1.**
• Investigates on the Internet about the importance of argumentation
• Exposes the logical organization of argumentative texts
• Elaborates the argumentative circuit of a text that considers the thesis, the arguments and the conclusions.
• Does the activity number 1 "Argumentation of opinions"
• **Performs the evaluation activity 1.2.1.**
• Investigates on the Internet about the grammatical structure to give instruction
• Does the activity number 2 "Identification of grammar structure to give instructions"
• Does the activity number 3 "Using your blender"
• Prepares cards with technical vocabulary about the development of a blog, the development of a videoconference or the use of an electronic device
• Makes a list of vocabulary of electronic devices.
• Creates dialogues to exchange location, distance and time information using one or more of the following strategies:
  – Dialogues in pairs
  – Makes word selection and complementation
  – Repetition of the dialogue in a loud voice.
• Makes list of vocabulary related to distance and time.
• Does the activity number 4 "Extinction of fire"
• **Performs the evaluation activity 1.3.1.**
	• Giving instructions Available in:
	https://www.english-at-home.com/giving-instructions
	
	• 77 FREE ESL instructions worksheets. Available in:
	https://en.islcollective.com/resources/search_result?Tags=instructions&searchworksheet=GO&type=Printables (16/01/19)
	
	• 704 FREE ESL Reading comprehension worksheets. Available in:
	https://en.islcollective.com/resources/search_result?Tags=Reading+comprehension&type=Printables (16/01/19)

Unidad II (Central content)	Expression of information ocurred in the past

Orientaciones Didácticas

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 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:

- 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 resolve 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 under the controlled model of the following scheme:
    o 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.
    o 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)
    o The student repeats each line of the choral conversation or individually
    o The student practices the model in pairs.
    o 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 to generic objects of a house using one of the following techniques:
  - Images.
  - Realia
  - Complementation exercises.
  - Vocabulary exercises
  - Union of image-text.
  - Brainstorming
  - Context
  - Creating sentences
- Guides the student 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 pages: http://esl.about.com/od/englishspanish/a/curso_basico_de_ingles.htm, http://www.usingenglish.com/teachers/lesson-plans/ or http://iteslj.org/Lessons/
- Makes explicit grammatical explanations and complementary to the assigned material only when deemed necessary or the students express doubts about it or their written work or extra individual activities so refer.
- 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.
- Presents a past simpl and past continuos under the specific context of personal presentations emphasizing first practice of the first and second person of the plural to practice later third of the singular.
- Provides written practice exercises verifying the use of the past simpl and past continuos.
- Presents the rule of the imperative and guides the written practice of sentences to give instructions to start a blog, a video conference or use an electrical device
- Checks the list of songs that can be used to teach grammatical aspects in the following link http://www.youtube.com/watch?v=33qbMCuJ5Xl http://www.youtube.com/watch?v=Nfjl7rIB3Yo and develop some of the following activities:
  - Cut fragments
  - Word complementation
  - Underlining grammatical structure in the letter
  - Creation of images with specific grammatical structure

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.

7.3 The student articulates knowledge from various fields and establishes relationships between them and his/her daily life.

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
- Investigates on the Internet about the grammatical structure of the past simple - Prepares cards in which sentences in English are shown with the structure to express actions carried out in the past (past simpl) - Discusses past experiences in English using the simple past. - Creates a timeline by marking the location of the past simple and the present. - Makes sentences that reflect the timeline and the specification of when that event occurred in the past. - Repeats the pronunciation of regular and irregular verbs in the past using the following page: http://www.manythings.org/repeat/ - Does activity 5 "Identification of the grammatical structure of the past simple" - Does activity 6 "Verbs pronunciation in the past /ED/" - Does activity 7 "Identification of past actions" - Does activity 8 "Description of the life of the people" - Does activity 9 "Description of activities carried out in the past" - Does activity 10 "Expressions in past continuous" - Does activity 11 "Singing in past continuous" **Performs the activity of evaluation 2.1.1.** - Asks questions about a past event using the structure: - Creates a list of sentences in which the personal changes that have been experienced at home, at school, at work or in personal relationships linked to current events are emphasized. - Investigates the achievements of humanity in recent years and reports them to the class using the simple past. - Compares past events with those present using the grammatical comparison-contrase structures - Does activity 12 "Memories from the past" - Does activity 13 "Questions in past" **Performs the activity of evaluation 2.2.1**	- Aprende inglés con Sila. Available in: https://www.aprendeinglessila.com/2013/01/pasado-simple/ (16/01/19) - British Council – simple past Available in: https://learnenglish.britishcouncil.org/english-grammar/past-simple (16/01/19) 162 FREE ESL simple past Powerpoint presentations, exercises Available in: https://en.islcollective.com/resources/search_result?Tags=simple+past&type=Projectables&searchworksheet=GO (16/01/19) - British Council – Talking about the past Available in: https://learnenglish.britishcouncil.org/english-grammar/talking-about-past (16/01/19) 75 FREE ESL simple past games worksheets Available in: https://en.islcollective.com/resources/search_result?Tags=simple+past&Material_Type=games&type=Printables&searchworksheet=GO (16/01/19) 1 FREE ESL use to do Past tense: USED TO worksheets Available in: https://en.islcollective.com/resources/search_result?Tags=use+to+do&Gram

Learning strategies	Didactic resources
	mar_Focus=Past+tense%3A+USED+TO&Material_Type=games&type=Printables&searchworksheet=GO (16/01/19) • Pasado continuo: Available in: https://www.madridteacher.com/Grammar/pasado-continuo.htm (16/01/19) • Uso del pasado continuo: Available in: https://preply.com/es/blog/2015/01/13/uso-del-pasado-continuo-en-ingles/ (16/01/19) • 87 FREE ESL used to Past tense: USED TO worksheets Available in:https://en.islcollective.com/resources/search_result?Tags=used+to&Grammar_Focus=Past+tense%3A+USED+TO&type=Printables&searchworksheet=GO (16/01/19) • Past simple of irregular verbs Available in: https://www.cambridgeenglish.org/learning-english/activities-for-learners/a1g003-past-simple-of-irregular-verbs (16/01/19)

5. Practices / Activities

Student´s name:	
Learning unit:	**1.** Exchange of general information
Learning outcome:	**1.2** Express personal opinions and arguments about a text using modal aspects of the language.
Activity number 1:	Argumentation of opinions

Argumentation is an activity that you do when giving reasons about what you think about a topic, fact or situation. Sometimes these reasons start from a question. As it's shown in the following:

Question: Must the English test be compulsory to obtain the baccalaureate certificate?

Affirmation: The exam should NOT be mandatory but optional for students

Reason (argument): Because the majority of the graduates will have a job that does not require the command of English for their efficient performance as a professional

The evidences that are presented next, allow to base the affirmation

1. Studies of the Chamber of Commerce show that most of the jobs in the entity do not require English proficiency, but knowledge and work experience
2. Statistics show that at least 83% of students who are about to graduate do not agree with the compulsory nature of the exam
3. The same study indicates that 95% of graduates have not yet been able to graduate and enter the labor market because they have not accredited said exam and point out the poor training received

Conclusion:

The English exams should be optional and as an additional certification for those who wish to do so according to their personal and work life plans where English proficiency is necessary.

As you can see when arguing, you fix your position in relation to the ideas expressed by the authors read, starting from the reflection about whether or not you share the thesis and the arguments presented.

Below, we present some texts in which you can give your opinion and substantiate your opinions: professional and labor in which it is necessary to master English.

You are what you eat!

The National Institute for Health and Care Excellense (NICE) produced a report about one ot the most serious problems affecting today´s young people, obesity. It says that although numbers are improving three in every ten children aged between two and fifteen are overweigh or obese

To help resolve this growing problema, NICE recommends that overweight or obese children should keep a food-and- activity diary. The Institute believes that if parents and their children keep track of what they snack on and how much TV they watch, it will help. The report also recommends family-based lifestyle programs to teach families about eating healthy food, and to get families to be more active and reduce the amount of time they spend watching TV and playing computer games.

The report concludes by sayin that being overweigh or obese can have a significant impacto n a child´s quality of life. It effects their self-esteem as children are more likely to be bullied or stigmatized.

K. Milne (2014) Prep for life English for DGB Student´s book 1 México, University of Dayton Pag 61

Answer the following questions:

Is there a problem that arises?

_____

_____

_____

Could you identify any conclusion? Which one?

_____

_____

_____

Do you share it? Why?

_____

_____

_____

It raises an affirmation with respect to the subject treated:

_____

_____

_____

Give a reason (argument) to support the claim

_____

_____

_____

Give a statistical data, example or appointment to a recognized specialist to confirm the above

_____

_____

_____

Can you give a conclusion?

_____

_____

_____

Read the following text

Eating disordes

An eating disorder is when you have a problema with food and your weight. It can threaten your health.

There are three common types of eating disorder. Anorexia nervosa involves starving the body or doing things to keep weight as low as possible. Bulimia nervosa is binge eating and then deliberately vomiting or using laxatives to eliminate the food eaten. Compulsive eating is when you gorge on excessive quantities of food.

People with eating disorders can become very ill. If you or someone you know thinks they have an eating disorder, talk to someone or see a doctor.

K. Milne (2014) Prep for life English for DGB Student´s book 1 México, University of Dayton Pag 84

Answer the following questions:

Is there a problem that arises?

_____

_____

_____

Could you identify any conclusion? Which one?

_____

_____

_____

Do you share it? Why?

_____

_____

_____

It raises an affirmation with respect to the subject treated:

_____

_____

_____

Give a reason (argument) to support the claim

_____

_____

_____

Give a statistical data, example or appointment to a recognized specialist to confirm the above

_____

_____

_____

Can you give a conclusion?

_____

_____

_____

Student´s name:	
Learning unit:	**1.** Exchange of general information
Learning outcome:	**1.3** Write simple texts or instructions for the use of technology in various contexts
Activity number 2:	Identification of grammar structure to give instructions

To give instructions in English the following structure is used:

1. First, you...
2. Then, you...
3. Next, you...
4. After that, you...
5. The next step is to...
6. Afterwards, you...
7. Finally*, you...*)

Note that after that, the next step is to, next, afterwards y then they are different ways of saying "after". There are also more ways to say first and finally, for example: first of all, to start or at last and to finish.

Use a verb in infinitive that implies the action, after the adverb to introduce the instructions (first, next, then, etc.), as it's shown in the following

adverb + infinitive + complement

Example**:**
First, you put the water in the flaks.

Adverb	Infinitive	Complement
First	put	the water in the flaks

How to cook spaghetti?

put_____   plate _____   salt _____

spaghetti_____   heat _____   pepper _____

tomato sauce _____   pan _____   serve _____

let it boil _____   pot _____   on top of _____

drain_____   water _____   add _____

Complement the following recipe, using the vocabulary to make spaghetti

Recipe:

1. First, you put some _____ to _____ in a pot

2. Then, you _____ the spaghetti _____ in the____

3. After that, you let them _____ in the pot for 7 minutes

4. Next, you _____ the spaghettis.

5. Then, you _____ the spaghettis on a _____.

6. Afterwards, you _____ the tomato sauce _____ on a _____

7. Finally, you serve the _____ on top of the spaghettis and add _____ and _____

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Student´s name:	
Learning unit:	**1.** Exchange of general information
Learning outcome:	**1.3** Write simple texts or instructions for the use of technology in various contexts
Activity number 3:	Using your blender

Order the procedure to use a blender at the right column
Use the adverbs to introduce the instructions (first, next, then, etc.)

Messy procedure	Orderly procedure
Select the speed that best suits your desired task.	
Place foods to be blended into jar, and place lid on jar	
To remove the jar, grasp the handle, turn slightly counterclockwise to unlock position and lift up.	
Press the PULSE/OFF button. Make sure blades have completely stopped before attempting to remove the blending jar from the base.	
Remove lid to pour	
Make sure appliance is OFF.	
Unplug the appliance	
Plug power cord into outlet.	

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Student´s name:	
Learning unit:	1. Exchange of general information
Learning outcome:	**1.3** Write simple texts or instructions for the use of technology in various contexts
Activity number 4:	Extinction of fire

Read the following procedure to use a fire extinguisher.

1. First ,you remove the extinguisher security pin
2. Then, you firmly take the cylinder with your hands placed about two meters from the fire to attack him.
3. After, you that you point the hose towards the base of the fire.
4. Next, you tighten the lever.
5. Then, you pour the extinguishing agent into the base of the fire moving the nozzle from one side to the other.
6. Finally, you completely empty the fire extinguisher to prevent the fire from reproducing.

Place, in the image presented below, the numbers that correspond to the previous procedure.
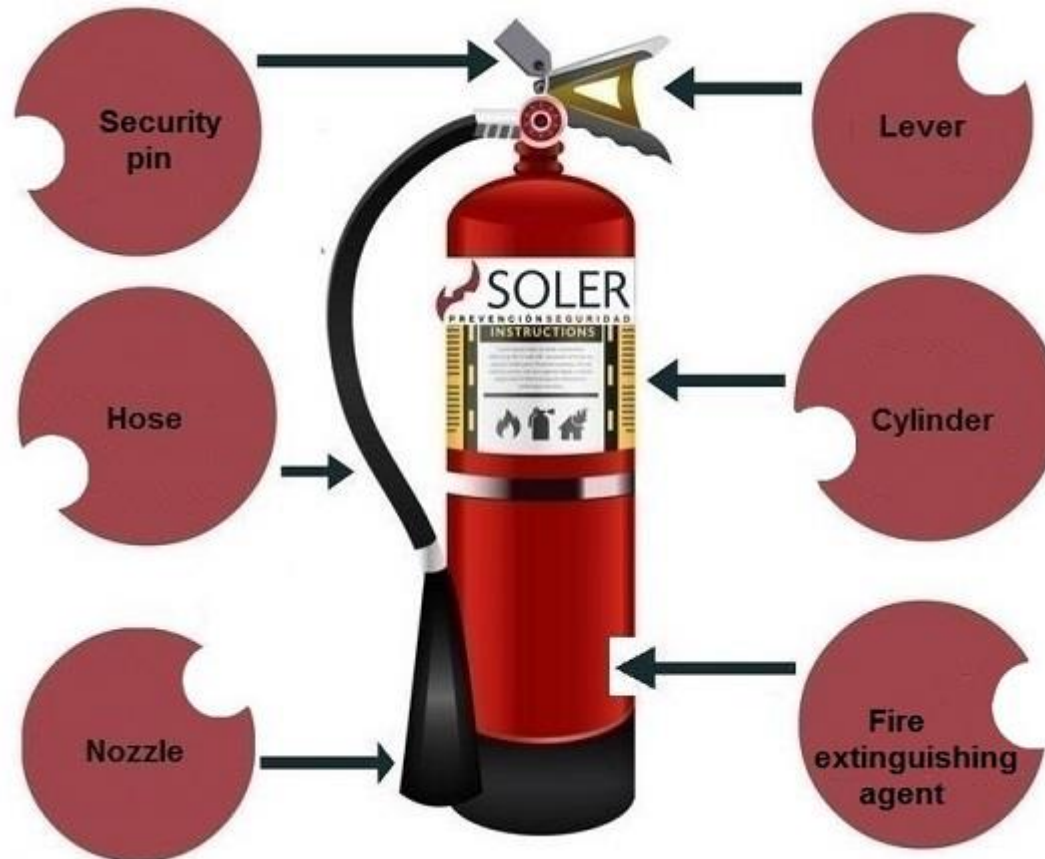
Security pin

Lever

Hose

Cylinder

Nozzle

Fire extinguishing agent

SOLER
PREVENCIÓN SEGURIDAD
INSTRUCTIONS

Student´s name:	
Learning unit:	**2.** Expression of information ocurred in the past
Learning outcome:	**2.1** Exchange information about events and activities in the past
Activity number 5:	Identification of the grammatical structure of the past simple

Normally verbs in English are divided into two groups: regular and irregular.

The simple past of regular verbs is formed by adding "-ed" to the verb regardless of the person being used (first, second or third), or if the person performing the action is singular or plural.

For example, the verb "work" is a regular verb, so to form its simple past you have to add "-ed" at the end:

"I worked at home yesterday".

However, this ending can not be used for irregular verbs. Below you will see a table with some of the most common irregular verbs in English

The table has three columns: the first column is the infinitive (the original form of the verb), the second is the simple past and the third is the past participle.

For now we will only work with irregular verbs in simple past. Let's use the verb "buy":

"I bought a new car yesterday".

As you can see, the grammar form that is in the second column is used

Infinitive	Past simple	Past participe		Infinitive	Past simple	Past participe
be	was/were	been		keep	kept	kept
become	became	become		know	knew	known
begin	began	begun		leave	left	left
bite	bit	bitten		lend	lent	lent
bleed	bled	bled		let	let	let

break	broke	broken	lose	lost	lost
bring	brought	brought	make	made	made
build	built	built	meet	met	met
buy	bought	bought	pay	paid	paid
choose	chose	chosen	put	put	put
come	came	come	read	read	read
cost	cost	cost	ride	rode	ridden
cut	cut	cut	ring	rang	rung
dig	dug	dug	run	ran	run
do	did	done	say	said	said
drink	drank	drunk	see	saw	seen
drive	drove	driven	sell	sold	sold
eat	ate	eaten	send	sent	sent
fall	fell	fallen	set	set	set
feed	fed	fed	show	showed	shown
feel	felt	felt	sit	sat	sat
fight	fought	fought	sleep	slept	slept
find	found	found	speak	spoke	spoken
forget	forgot	forgotten	spend	spent	spent
get	got	got	swim	swam	swum
give	gave	given	take	took	taken
go	went	gone	teach	taught	taught
grow	grew	grown	tell	told	told
hang	hung	hung	think	thought	thought
have	had	had	throw	threw	thrown
hear	heard	heard	understand	understood	understood
hide	hid	hidden	wear	wore	worn
hit	hit	hit	win	won	won
hold	held	held	write	wrote	written
hurt	hurt	hurt			

Student´s name:	
Learning unit:	**2**. Expression of information ocurred in the past
Learning outcome:	**2.1** Exchange information about events and activities in the past
Activity number 6:	Verbs pronunciation in the past /ED/

Gather in pairs.
Divide the pages below.
Student A: dictate the verbs in present or past, pay attention to the correct pronunciation.
Student B: tick (√) in the box the words your classmate pronounces.
Check.
Student B: dictate the verbs in present or past, pay attention to the correct pronunciation.
Student A: tick (√) in the box the words your classmate pronounces.
Check

Pronunciation
1. If the verb ends in T or D (WANTED), the ed is pronounced / WANTED /
2. If the verb ends in K, P, S, SH, V, X (WASHED), T is pronounced at the end /
WASHT /
3. With all the other words (LISTENED) D is pronounced / LISTEND /

Student A	Student B			
	Verbs in present	**√**	**Verbs in past**	**√**
1. advise	advise		advised	
2. apologized	apologize		apologized	
3. abandon	abandon		abandoned	
4. acquired	acquire		acquired	
5. annoy	annoy		annoyed	
6. appreciate	appreciate		appreciated	
7. authorized	authorize		authorized	
8. belonged	belong		belonged	
9. boil	boil		boiled	
10. breathe	breathe		breathed	
11. called	call		called	
12. charged	charge		charged	
13. chewed	chew		chewed	
14. deceive	deceive		deceived	
15. disturbed	disturb		disturbed	
16. end	end		ended	
17. entered	enter		entered	

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Student A				Student B
Verbs in present	**√**	**Verbs in past**	**√**	
				1. envelope
envelope		enveloped		2. expended
expend		expended		3. fill
fill		filled		4. hired
hire		hired		5. improved
improve		improved		6. insure
insure		insured		7. jumped
jump		jumped		8. laughed
laugh		laughed		9. lie
lie		lied		10. love
love		loved		11. named
name		named		12. pretended
pretend		pretended		13. remove
remove		removed		14. skated
skate		skated		15. translate
translate		translated		16. verified
verify		verified		17. whisper
whisper		whispered		

Student´s name:	
Learning unit:	**2**. Expression of information ocurred in the past
Learning outcome:	**2.1** Exchange information about events and activities in the past
Activity number 7:	Identification of past actions

Read the next text.
Underline the verbs in past

Professor Mario Molina is a Mexican born American chemist. Molina was born in Mexico City in 1943.

He studied chemical engineering at the Universidad Nacional Autónoma de Mexico (UNAM). He obtained his PH.D degree in Physical Chemistry from the University of California , Berkeley in 1972.

Molina is a pioneer with his work on the chemistry of the ozones layer in the stratosphere. He co- authored a publication with Sherwood in 1974 for the British journal ´Nature´ which predicted the thinning of the ozone layer as a consequence of the industrial use of chlorofluorocarbon gases (CFCs) Molina´s research led to moves towards the worldwide elimination of CFCs from aerosol cans and refrigerators.

The Swedish Royal Academy of Sciences awarded Molina and his colleagues, Sherwood Rowland and Paul Crutzen the Nobel Prize in Chemistry in 1995. Molina, Rowland and Crutzen showed that the use of common items like spray cans and air conditioners can harm the fragile ozone layer that protects the world from the dangerous ultra-violet radiation of the sun.

Molina currentty teaches at the University of California¸San Diego (UCSD) and also spends part of his time in Mexico City where he created a new center for strategic studies in energy and enviroment. In 2008, Molina was elected as a member of the Science and Technology Council of American president Barack Obama.

- Take the main idea from each paragraph and write it down.
- Summarize the events that happened. Remember to use connectors as: First, then, later, etc.

Student´s name:	
Learning unit:	**2.** Expression of information ocurred in the past
Learning outcome:	**2.1** Exchange information about events and activities in the past
Activity number 8:	Description of the life of the people

Gather in pairs. Look for images of famous dead people. Talk about what they did, their life and the most important things you know about their life. Remember to talk in past

This person was called

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Complete the text with the verbs in past.

Kerry Campbell _____**was**_____ (be) originally from Birmingham, but _____ (move) across to the US and is now living in San Francisco, where she enters her daughter into pageant competitions. She _____(state) on the US TV show that to give her daughter a competitive edge she _____ (inject) the eight year old with Botox injections.

She also _____ (state) the she _____ (get) the idea from other pageant parents who _____ (admit) to her they _____ (use) injections on their own children, she said: "When Britney takes part in pageants, parents talk about how they _____ (give) their daughter an extra jab to plump her lips or lose a wrinkle. Everyone is doing it and talking about it. We are not doing anything illegal, and I don't want my daughter being the only one who doesn't have a bit of extra help."

Officials in San Francisco _____ (act) after they _____ (receive) hundreds of calls from concerned views through their child abuse hotline, after which they _____ (take) the child into care over the weekend, speaking about the situation, Trent Rohrer of the San Francisco social services department _____ (state): "It's pretty unusual for a mom to be injecting an eight-year-old with Botox and certainly is grounds for an investigation."

Kerry Campbell also _____ (admit) that she waxes her daughter's legs to prevent hair growth, as well as injecting her with painful Botox injections which her daughter said 'hurt her face'. Kerry said: "What I am doing for Britney now will help her become a star. I know one day she will be a model, actress or singer, and having these treatments now will ensure she stays looking younger and baby-faced for longer. All I want is for Britney to have the best start in life, so it is easier for her to become a superstar. More mothers should do it for their daughters. I wish that I'd had the same advantages when I was younger."

Barbara Thomas, a director with California Gold Coast Pageants said: "I never, _____ (hear) of a child getting that. It's ridiculous. What would a child have need of Botox for? They don't have a wrinkle on their face. That woman must be off her rocker." After organizers of child beauty pageants _____ (deny) that the young competitors _____ (have) to use Botox.

Story taken from: http://www.shockingtimes.co.uk for educative purposes.

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Student´s name:	
Learning unit:	**2.**Expression of information ocurred in the past
Learning outcome:	**2.1** Exchange information about events and activities in the past
Activity number 9:	Description of activities carried out in the past

Write down what you did en each of the boxes below.

When I was five years old I …
_____
_____
_____
_____
_____
_____

When I was seven years old I …
_____
_____
_____
_____
_____
_____

When I was ten years old I …
_____
_____
_____
_____
_____
_____

When I was thirteen years old I …
_____
_____
_____
_____
_____
_____

Student´s name:	
Learning unit:	**2.** Expression of information ocurred in the past
Learning outcome:	**2.1** Exchange information about events and activities in the past
Activity number 10:	Expressions in past continuous

Choose the correct answer:

1.- He _____ riding a bicicle last Monday at 7 pm.

       was /were

2.- You _____ dancing with Sonia yesterday at 9 am.

       was /were

3.- The eagles _____ over the car; we were scared.

       fly / were flying

4.- Mark was reading a psychology book while his brother _____ the drums.

       was playing /played

5.- Was Laura writing the report? _____

       Yes, she was / Yes, she were

6.- What _____ doing yesterday at 6 pm?

       you were / were you

7.- _____ cleaning the house? No, they weren't.

       Were they / They were

Student´s name:	

Learning unit:	**2** Expression of information ocurred in the past

Learning outcome:	**2.1** Exchange information about events and activities in the past

Activity number 11:	Singing in past continuous

Watch the following videos:
- Past continuos - examples in songs (https://www.youtube.com/watch?v=q8ZBiotGvPk)
- Songs with past Progressive (https://www.youtube.com/watch?v=UrFJcZwyjfY)

Choose a song you like

Write down the lyrics and underline the sentences in past continuos

_____

_____

_____

_____

_____

_____

_____

_____

Student´s name:	
Learning unit:	**2.** Expression of information ocurred in the past
Learning outcome:	**2.2** Compare things and actions in the past with those in the present
Activity number 12:	Memories from the past

Do you remember those times?

Gather in groups of four. Look at the images below and share with your classmates some activity, some food, some sport from the images you *used to do,* but you don't do anymore. Use complete oral sentences. Ex. I *used to play baseball with my brother when we were young, but we don't' do it anymore because we don't have enough time.*
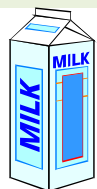
Drink milk

Play American Football

Go to trips by bus

Have a birthday party
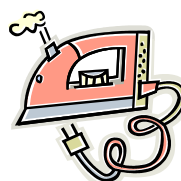
Iron clothes

Eat ice-cream

Wake up at 7 to go to school

Have a pet
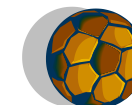
Play football

Student´s name:	
Learning unit:	**2**. Expression of information ocurred in the past
Learning outcome:	**2.2** Compare things and actions in the past with those in the present.
Activity number 13:	Questions in past

How is the simple past formed in English?

To ask questions in the past simple, you have to use the word "did". You have to put the word "did" at the beginning of the sentence (if there is another word like "what", "where", "why", etc., put "did" behind).

Remember that you should not add "ed" to the verb (for regular verbs) or use the simple past tense of the verb (for irregular verbs).

For example:

"**Did** you **dine** at home yesterday?".
"**Where did** they **study** History?".

Choose the correct answer
Use the following vocabulary: buy, sing, plant, close, play, open, change, cut

1. **Did** _____you buy a book last week?

2. **Why** _____he sing the shong last night?

3. **Did**_____ you plant a tree last week?

4. **Why did** he _____ the window last night?

5. **Why did** she ـ____ the horn last night?

6. **Why did** you _____ the umbrella yesterday?

7. **Why did** he _____ the tire yesterday?

8. **Why he** _____ flowers yesterday?

See the following table to understand the conjugation of the past simple

Regular Verb (to work) Statements +	Regular Verb (to work) Statements -	Questions	Short answer +	Short answer -
I work**ed**	I **didn´t** work	**Did** I work?	Yes, I d**id**	No, I **didn´t**
He work**ed**	He **didn´t** work	**Did** he work?	Yes, he **did**	No, he **didn´t**
She work**ed**	She **didn´t** work	**Did** she work?	Yes, she **did**	No, she **didn´t**
It work**ed**	It **didn´t** work	**Did** it work?	Yes, it **did**	No, it **didn´t**
You work**ed**	You **didn´t** work	**Did** you work?	Yes, you **did**	No, you **didn´t**
We work**ed**	We **didn´t** work	**Did** we work?	Yes, we **did**	No, we **didn´t**
They work**ed**	They **didn´t** work	**Did** they work?	Yes,they **did**	No, they **didn´t**

To form negative sentences, the adverb "not" must be added after the word "did":

"I **did not** work at home yesterday"
"I **did not** buy a new car last week".

Or you can use the "did not" contraction:

"He **didn't** buy a new car last week".
"They **didn't** study English at school

Evaluation Guide
Active 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 general information	1.1. Exposes information about different products and daily personal activities through time and frequency structures	**1.1.1**	20		
	1.2. Express personal opinions and arguments about a text, using modals aspects of language	**1.2.1**	10		
	1.3. Write simple texts or instructions for the use of technology in various contexts	**1.3.1**	10		
% UNIT WEIGHT			**40**		
2. Expression of information occurred in the past	2.1. Exchange information about events and activies in the past	**2.1.1**	40		
	2.2. Compare things and actions in the past with those in the present.	**2.2.1**	20		
% UNIT WEIGHT			**60**		
TOTAL WEIGHT OF THE MODULE			**100**		

8. Develpment of evaluation activities

Unidad de Aprendizaje:	**1.** Exchange of general information
Resultado de Aprendizaje:	**1.2** Express personal opinions and arguments about a text, using modals aspects of language
Actividad de Evaluación:	**1.2.1** Writes and answers questions about a text

Read the following text

Bulling in school

A bully is a person who continuosly bothers and intimidates classmates in school. Sometimes a bully is phisically aggressive, but verbal abuse is also considered bullying.

Physical bullying usually involves: pushing, hitting, kicking, pinching and pulling hair. Verbal bulling may involve: name, calling, critizing, and starting false gossip.

Experts believe thah the bullies are ussually insecure people who want to be popular in school. These bullies don´t have good social skills to make friends, so they use bullying as a defense mechanism. The victims of bullying can suffer many negative consequences like: depresión, anxiety, and negative self-image.
Victims of bullying chouln¨t remain quiet. When a bully begins to show aggressive behaivoir, the victim should look for help from a teacher or the principal of the school. All students have the righ to study in a safe environment.

T. Castineira (2010) Social practice II. Competency- based Aproach. Santillana Bachillerato General. México p 68

Answer the following questions:

Is there a problem that arises?

_____

_____

_____

Can you identify any conclusion? Which one?

_____

_____

_____

Do you share it? Why?

_____

_____

_____

It raises an affirmation with respect to the subject treated:

_____

_____

_____

Give a reason (argument) to support the claim

_____

_____

_____

Give a statistical data, example or appointment to a recognized specialist to confirm the above

_____

_____

_____

Can you give a conclusion?

_____

_____

_____

9. Assessment matrix or rubric

ASSESSMENT MATRIX OR RUBRIC

Siglema:	CAIN-03	Name of the module:	Active communication in English	Student´s name:	
Teacher evaluator:				**Group:**	**Date:**
Learning outcome:		**1.1.** Exposes information about different products and daily personal activities through time and frequency structures.		**Activity of evaluation:**	**1.1.1** Writes a conversation beetwen a shop assistant and a customer.

INDICATORS	%	CRITERIA		
		Excellent	**Sufficient**	**Insufficient**
Discursive elements of the text 4.1, 4.2, 4.4, 7.3	30	• Writes a script about a dialogue between a shope assistant and a client that includes the following: – Exchange of questions and short interaction responses. – Request and issue of information about characteristics, costs and quantities of products of a store. • Uses lexicon and phrases related to characteristics of the products, buys, quantities and costs. • Describes dimensions, colors, textures and product costs.	• Writes a script about a dialogue between a shope assistant and a client that includes the following: – Exchange of questions and short interaction responses. – Request and issue of information about characteristics, costs and quantities of products of a store • Uses lexicon and phrases related to characteristics of the products, buys, quantities and costs. • Describes dimensions, colors, textures and product costs • Uses lexicon related to units of measurement. • Uses 1 to 2 quantifiers.	• Writes a script about a dialogue between a shope assistant and a client omitting one or more of the following aspects: – Exchange of questions and short interaction responses. – Request and issue of information about characteristics, costs and quantities of products of a store • Omits to use lexico and phrases related to characteristics of the

INDICATORS	%	C R I T E R I A		
		Excellent	**Sufficient**	**Insufficient**
		- Uses lexicon related to units of measurement. - Uses 1 to 2 quantifiers. - Uses 2 to 3 countable and non-countable nouns. - Uses lexicon related to various forms of payment. - Uses collocations concerning money. - Uses lexicon related to currencies of English-speaking countries.	- Uses 2 to 3 countable and non-countable nouns. - Uses lexicon related to various forms of payment. - Uses collocations concerning money.	- products, buys, quantities and costs. - Omits to describe dimensions, colors, textures and product costs. - Omits the use of lexicon related to units of measurement. - Uses only a quantifier and a countable and non-countable nouns. - Omits to use lexicon related to various forms of payment and collocations concerning money.
Presentation of the document 4.1, 4.2, 4.4, 4.5	30	- Makes the script including 10 questions and short answers. - Writes the questions and answers in dialog format. - Reduces grammatical or structure mistakes. - Presents complete sentences. - Uses punctuation and capitalization properly. - Presents a clear message. - Uses broad vocabulary.	- Makes the script including 10 questions and short answers. - Writes the questions and answers in dialog format. - Reduces grammatical or structure mistakes. - Presents complete sentences. - Uses punctuation and capitalization properly. - Presents a clear message.	- Makes the script including 10 questions and short answers. - Omits to write the questions and answers in dialog format. - Makes spelling mistakes. - Presents grammatical and structure mistakes. - Presents incomplete sentences. - Omits the use punctuation and capitalization properly. - Presents a confusing message.
Grammar 4.1, 4.2, 4.4, 4.5	30	- Uses the question structure. - Uses the present simple of the verb to be with the first, second and third persons in singular.	- Uses the question structure. - Uses the present continuos of the verb to be with the first, second and third persons in singular. - Employs structure of short answers.	Omits to uses the question structure or the present simple of the verb to be with the first, second and third persons in singular.

| INDICATORS	%	C R I T E R I A		
		Excellent	**Sufficient**	**Insufficient**
		• Employs structure of short answers. • Uses structure of long answers at least 2 times. • Uses phrases related to the personal and social sphere.	• Uses structure of long answers at least in 2 answers.	• Omits to use frequency adverbs. • Omits to employ short and long answers structure at least two times.
Attitude (Peer-assessment) 4.1, 4.4, 8.3, 10.1	10	• Deliveries the work taking care of aspects of order and specific design. • Shows organization and responsibility when delivered by the teacher. • Shows perseverance to take advantage of the mistakes marked in previous activities to improve their work. • Does the work collaboratively. • Puts into practice your digital skills. • Shows respect for the work of his classmates. • Participates in class actively.	• Deliveries the work taking care of aspects of order and specific design. • Shows organization and responsibility to deliver on a date established by the teacher. • Shows perseverance to take advantage of the mistakes marked in previous activities to improve their work. • Does the work collaboratively. • Puts into practice your digital skills. • Shows respect for the work of his classmates.	• Omits to attend aspects of order and specific design. • Shows irresponsibility when delivering the conversation after the date set by the teacher. • Refuses to improve his work based on the mistakes marked in previous activities. • Resists doing collaborative work. • Omits puts into practice your digital skills. • Shows lack of respect for the work of others.
	100			

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ASSESSMENT MATRIX OR RUBRIC

Siglema:	CAIN-03	Name of the module:	Active communication in English	Student´s name:		
Teacher evaluator:				**Group:**		**Date:**
Learning outcome:		**1.2** Express personal opinions and arguments about a text using modal aspects of the language.		**Activity of evaluation:**	**1.2.1** Writes and answers questions about a text	

INDICATORS	%	C R I T E R I A		
		Excellent	**Sufficient**	**Insufficient**
Comprension of the text 4.1, 4.2, 4.4 ,7.3	30	• Understands the overall meaning of the text, identifying the main ideas and the relationships established between them. • Identifies the beginning, development and conclusion of the text. • Identifies the author's intention of the text.	• Understands the overall meaning of the text, identifying the main ideas and the relationships established between them. • Identifies the beginning, development and conclusion of the text.	• Confuses the general meaning of the text, the main ideas and the relationships established between them. • Confuses the beginning, development and conclusion of the text.
Opinion 4.1, 4.2, 4.4, 4.5, 6.4, 10.2	30	• Expresses a global opinion on the text. • Uses arguments to support their opinions. • Avoids misspellings. • Presents complete sentences • Makes clear and understandable messages. • Validates arguments with examples, citations or data.	• Express a global opinion on the text • Uses arguments to support their opinions • Avoids misspellings. • Presents complete sentences. • Makes clear and understandable messages.	• Fails to express a general opinion of the text • Commits grammatical errors or misspellings that impede comprehension. • Presents incomplete sentences. • Produces messages with the minimum purposes of clarity.

INDICATORS	%	C R I T E R I A		
		Excellent	**Sufficient**	**Insufficient**
Grammar 4.1, 4.2, 4.4, 4.5	30	• Uses, correctly, grammatical tenses in simple present in first and third person. • Uses singular and plural sentences. • Uses vocabulary related to contex	• Uses grammatical tenses in present simple. • Uses defined and undefined articles • Uses, correctly, grammatical tenses in simple present in first and third person. • Uses singular and plural sentences.	• Uses the simple present with various grammatical errors. • Omits uses defined and undefined articles • Commits grammatical errors or misspellings that impede comprehension. • Omits uses singular and plural sentences.
Attitude (**Self-assessment**) 4.1, 4.4,10.2	10	• Shows organization and responsibility when delivering on a previous date established by the teacher. • Shows perseverance to take advantage of the errors marked in previous activities to improve their work. • Shows respect when referring to personal information of relatives. • Shows honesty when reporting truthful information. • Shows respect for the work of their peers. • Shows willingness to do the work	• Shows responsibility when delivering on the date established by the teacher. • Shows perseverance to take advantage of the errors marked in previous activities to improve their work. • Shows respect when referring to personal information of relatives. • Shows honesty when reporting truthful information. • Shows respect for the work of their peers.	• Shows lack of responsibility when delivering at a later date than that established by the teacher, or omits the delivery of the work. • Shows inconsistency by not correcting errors marked in previous activities. • Shows lack of respect when referring to the personal information of relatives. • Shows lack of honesty when reporting erroneous or inaccurate information. • Shows lack of respect for the work of others
	100			

ASSESSMENT MATRIX OR RUBRIC

Siglema:	CAIN-03	Name of the module:	Active communication in English	Nombre del alumno:		
Teacher evaluator:				Group:		Date:
Learning outcome:		**1.3** Write simple texts or instructions for the use of technology in various contexts		Activity of evaluation:		**1.3.1** Writes about how to start a blog or how to make a videoconference or how to use an electronic device.

INDICATORS	%	C R I T E R I A		
		Excellent	**Enough**	**Insufficient**
Content 4.1, 4.2, 4.4, 4.5, 10.2	45	• Makes a script for the development of a video that includes orders and instructions in english using imperative form • Elaborates a procedure with a logical sequence. • Elaborates a complete and clear procedure. • Uses of lexicon acording of the context. • Uses of technical terminology.	• Makes a script for the development of a video that includes orders and instructions in english using imperative form. • Elaborates a procedure with a logical sequence. • Elaborates a complete and clear procedure. • Uses of lexicon acording of the context.	• Makes a script for the development of a video omitting orders and instructions. • Developes a procedure without logical sequence. • Prepares an incomplete and confusing procedure. • Omits the use of lexicon related to the context.
Grammar 4.1, 4.2, 4.4, 4.5	45	• Uses the gramatical structure to give instructions: adverb + infinitive + complement • Uses the adverb to enter instructions (first, next, then, etc.) • Uses the imperative time to give instructions. • Uses vocabulary according of the context.	• Uses the gramatical structure to give instructions: adverb + infinitive + complement • Use the adverb to enter instructions (first, next, then, etc.) • Use the imperative time to give instructions	• Omits to uses the gramatical structure to give instructions • Omits to uses the adverb to enter instructions (first, next, then, etc.) • Omits to use the imperative time to give instructions. • Omits to use vocabulary according of the context.

INDICATORS	%	C R I T E R I A		
		Excellent	**Enough**	**Insufficient**
Attitudes 4.1, 4.4 ,10.2	10	• Deliveries work taking care of aspects of order and design. • Shows organization and responsibility when delivering on a previous date established by the teacher. • Shows perseverance in taking advantage of the errors marked in previous activities to improve her/his work. • Shows originality, creativity and quality in the product. • Shows respect for the work of their classmates. • Proposes ideas for improvement.	• Deliveries the work taking care of aspects of order and specific design • Shows responsibility when delivering on the date established by the teacher. • Shows perseverance in taking advantage of the errors marked in previous activities to improve their work. • Shows originality, creativity or quality in the product. • Shows respect for the work of their classmates.	• Omits to attend aspects of order and specific design. • Shows irresponsibility when delivering the conversation after the date set by the teacher • Shows lack of perseverance, does not take advantage of the errors marked in previous activities to improve their work. • Refuses to improve his work based on the errors marked in previous activities • Shows lack of originality, creativity or quality in the product. • Shows lack of respect for the work of their peers.
	100			

ASSESSMENT MATRIX OR RUBRIC

Siglema:	CAIN-03	Name of the module:	Active communication in English	Nombre del alumno:		
Teacher evaluator:				Group:		Date:
Learning outcome:		**2.1** Exchange information about events and activies in the past		Activity of evaluation:		**2.1.1** Makes a short video showing what happenned and was happening in the past. **(Professor-evaluation)**

INDICATORS	%	C R I T E R I A		
		Excellent	**Enough**	**Insufficient**
Content 4.1, 4.2, 4.4, 4.5 10.2	30	• Writes a script for a video that shows past actions and events. • Makes a video that includes past actions and events. • Narrates personal activities or events in the past that include the following: – Stages of his life: childhood and adolescence. – Activities or events that took place in the past. – Dates. – Describes, chronologically, the activity or event.	• Writes a script for a video that shows past actions and events. • Makes a video that includes past actions and events. • Narrates personal activities or events in the past that include the following: – Stages of his life: childhood and adolescence. – Activities or events that took place in the past. – Dates.	• Writes a script for a video that does not show events that happened in the past. • Narrates only some of the following activities or events that happened in the past. – Stages of his life: childhood and adolescence. – Activities or events that took place in the past. – Dates.
Grammar 4.1, 4.2, 4.4, 4.5	30	• Uses simple past tense. • Uses past continuos. • Uses the grammatical structure to express past actions with regular verbs, adding ed at the end.	• Uses simple past tense. • Uses past continuos. • Uses the grammatical structure to express past actions with regular verbs, adding ed at the end.	• Ignores using the simple past • Does not use past continuos. • Uses the grammatical structure to express past actions with regular verbs,

INDICATORS	%	CRITERIA		
		Excellent	**Enough**	**Insufficient**
		• Uses vocabulary related to activities and events. • Uses singular and plural sentences • Uses affirmative and negative sentences. • Uses frequency adverbs.	• Uses vocabulary related to activities and events. • Uses singular and plural sentences. • Uses affirmative and negative sentences.	but omits adding ed at the end. • Uses vocabulary not related to activities and events. • Omits using singular and plural sentences. • Omits using affirmative and negative sentences.
Use of language 4.4	20	• Makes a video covering the following aspects: – She/He is fluent and spontaneous. – Denotes security in the dialogue and uniform rhythm. – Presents a clear message – Her/His pronunciation and message with intonation. • Uses the appropriate volume of her/his voice.	• Makes a video covering the following aspects: – She/He is fluent and spontaneous. – Denotes security in the dialogue and uniform rhythm. – Presents a clear message. – Her/His pronunciation and message with intonation. • Uses broad vocabulary.	• Has little fluency and shows minimal or no security. • Handles very short, isolated expressions using many pauses. • Emits an incomprehensible message. • Uses sparse vocabulary or not related to the subject.
Recording and editing of video 4.1, 4.5	10	• Edits the video with the following characteristics – Clear image and without involuntary movements – Audio recorded in format that is perfectly understood • Presents a video that includes a presentation.	• Edits the video with the following characteristics – Clear image and without involuntary movements. – Audio recorded in format that is perfectly understood.	• Presents a video without editing. • Presents a video with incomprehensible audio.
Attitudes 4.1, 4.4, 10.2	10	• Deliveries work taking care of aspects of order and design. • Shows organization and responsibility when delivering on a previous date established by the teacher.	• Deliveries work taking care of aspects of order or design. • Shows responsibility when delivering on the date established by the teacher.	• Omits to attend aspects of order and specific design. • Shows irresponsibility when delivering the conversation after the date set by the teacher.

INDICATORS	%	CRITERIA		
		Excellent	**Enough**	**Insufficient**
		• Shows perseverance in taking advantage of the errors marked in previous activities to improve her/his work. • Shows originality, creativity and quality in the product. • Shows respect for the work of their classmates. • Proposes ideas for improvement.	• Shows perseverance in taking advantage of the errors marked in previous activities to improve their work. • Shows originality, creativity or quality in the product. • Shows respect for the work of their classmates.	• Shows lack of perseverance does not take advantage of the errors marked in previous activities to improve their work. • Refuses to improve his work based on the errors marked in previous activities • Shows lack of originality, creativity or quality in the product. • Shows lack of respect for the work of their peers.
	100			

ASSESSMENT MATRIX OR RUBRIC

Siglema:	CAIN-03	Name of the module:	Active communication in English	Nombre del alumno:		
Teacher evaluator:				**Group:**		**Date:**
Learning outcome:		**2.2** Compare things and actions in the past with those in the present		**Activity of evaluation:**		**2.2.1** Writes a short conversation exchanging information about how he/she used to be and the things he/she used to do.

INDICADORES	%	C R I T E R I O S		
		Excelente	**Suficiente**	**Insuficiente**

Discursive elements of the text 4.1, 4.2, 4.4, 7.3	40	• Writes a conversation that includes the following:
		  – Activities or events held in the past
		  – Describe habits and routines that he used to do related to activities.
		• Provides information about activities carried out in the past.
		• Uses elements of the language that allow the understanding of the message.
		• Use vocabulary related to the topic.
			• Writes a conversation that includes the following:
			  – Activities or events held in the past
			  – Describes habits and routines that he used to do related to activities
			• Provides information about activities carried out in the past
			• Uses elements of the language that allow the understanding of the message.
				• Makes a conversation that includes the following:
				• Writes a conversation, but consider only one of the following aspects
				  – Activities or events held in the past
				  – Describes habits and routines that he used to do related to activities
				• Omits information about activities carried out in the past

Grammar 4.1, 4.2, 4.4, 4.5	40	• Uses past tense of the verb to be in affirmative and negative form. • Uses past of regular verbs in affirmative and negative. • Uses prepositions and adverbs of time.	• Uses past tense of the verb to be in affirmative and negative form. • Uses past of regular verbs in affirmative and negative. • Uses prepositions and adverbs of time.	• Misuses or does not use one or more of the following grammar points: - Past tense of the verb to be in affirmative and negative form.

INDICADORES	%	C R I T E R I O S		
		Excelente	**Suficiente**	**Insuficiente**
		• Uses two undefined pronouns for person. • Uses two undefined pronouns for objects. • Uses of structure used to in affirmative and negative form. • Uses lexicon related to academic activities in childhood.	• Uses two undefined pronouns for person. • Uses two undefined pronouns for objects. • Uses the structure to express affirmative and negative sentences.	- Past of regular verbs in affirmative and negative form. - Prepositions and adverbs of time. • Uses only an undefined pronoun for a person. • Uses only an undefined pronoun for objects. • Misuses the structure to express affirmative and negative sentences.
Attitudes 4.1, 4.4, 10.2	20	• Shows organization and responsibility when delivering on a previous date established by the teacher. • Shows perseverance in taking advantage of the errors marked in previous activities to improve her/his work. • Shows respect for the work of their classmates. • Proposes ideas for improvement.	• Shows organization and responsibility when delivering on a previous date established by the teacher. • Shows perseverance in taking advantage of the errors marked in previous activities to improve her/his work. • Shows respect for the work of their classmates.	• Shows irresponsibility when delivering the conversation after the date set by the teacher • Shows lack of perseverance, does not take advantage of the errors marked in previous activities to improve her/his work. • Shows lack of respect for the work of their peers.
	100			