

Study program

CORE OF BASIC
DISCIPLINARY TRAINING

2nd Semester

Carrera(s):

Applies to all careers



Active communication in English

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Module Study Program: Active communication in English

Area(s): All training areas.

Career(s): All careers.

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Hours per semester: 54

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Module: Communication active in English

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1. Message from the General Director

This document gives an account of the implementation of the CONALEP 2018 Academic Model, which is derived from the New Educational Model of the EMS, proposed by the Government of the Republic, through the SEP. This initiative consolidates an arduous governmental and institutional effort to grant young students of the CONALEP System a set of tools that respond to the situations posed by the complex and changing society; reinforcing the sense and meaning of what is learned, the increase of critical thinking skills, analysis, logical reasoning and argumentation, essential skills for deep learning, contributing to full personal and social development.

The CONALEP 2018 Academic Model, conjugates, simultaneously, four transcendental functions: the culmination of the cycle of compulsory education; the propaedeutic character for those young people who choose to continue their studies of higher education; the preparation to enter the world of work and change with it and; the inclusion of socio-emotional skills, essential for the overall progress of people.

In order to respond accurately to the challenges of current and future generations, I present to the CONALEP community the study programs of basic disciplinary training core, applicable to all careers. In them, it is bet on a new graduation profile for the upper secondary level, articulated with the Basic Education that precedes it, based on a Common Curriculum Frame, solid, renewed and pertinent to the conditions of the XXI Century. By weighing education as the essence of our eagerness, this effort allows us to contribute to the objective of learning is that our students discover life in a positive way and allow them to glimpse their future with full readiness to assume new personal responsibilities and with the community to which they belong.

With this proposal, a decisive and accurate response is given to the different challenges facing by the Higher Secondary Education. In particular those related to academic achievement that is inferred through the results of standardized tests such as PLANEA and PISA. As a result, we have strengthened the learning of mathematics, logical thinking, experimental sciences, humanities and social sciences, with emphasis on socio-emotional skills, outlining a humanistic policy that places students as the neuralgic point of the Educational Reform.

Sincerely yours
Jorge Alejandro Neyra González

2. Message from the Academic Secretary

With the premise that education is the basis of social progress and the first course to obtain a better quality of life and nation, the Colegio Nacional de Educación Profesional Técnica has developed the Academic Model CONALEP 2018, derived from the New Educational Model proposed by the Subsecretaría de Educación Media Superior, SEMS, which may operate as of the 2018-2019 school year; product of a strategic planning that includes meetings, workshops, consultations and regional and national forums, in which diverse actors, mainly teachers, academics, parents, businessmen and representatives of civil society, expressed their opinion on the profile that should have a young man at the end of his education in high school, emphasizing a vision that allows him to interact in different contexts and development in the era of knowledge with the demands of the XXI century.

Since 1995, our college has incorporated its study programs into an approved competency-based model, which has made possible a significant advance in the teaching and learning processes. In the CONALEP 2018 Academic Model, this approach continues to privilege the academic environment in our classrooms, workshops and laboratories, which strengthens innovation, entrepreneurial spirit, creativity, mathematical ability, communication, where digital and technology concepts are examples in a transversal way in the modules that the students will study during the six semesters of their career.

The core of the basic training, called in the new scheme as Core of Basic Disciplinary Training, has been strengthened by incorporating more learning in mathematics, experimental sciences, humanities, social sciences, as well as socio-emotional skills are present in all their trajectory. The modules of Self-Management of Learning (Autogestión del aprendizaje) and of Personal and Professional Projection (Proyección personal y profesional), have been given a qualitative orientation, so that students can move forward by recognizing their way of learning and knowing how to design their life and career plans, which will allow them to have access to better employment opportunities.

Likewise, the new study programs have been strengthened by the best teachers and academic representatives of the 32 states, who, in an exercise of curricular update, coordinated by the Academic Secretariat, contributed their knowledge, experiences and points of view, in the analysis and construction of the pedagogical and evaluation guides, based on the essential components of the Common Curricular Framework of Higher Secondary Education, ensuring that these curricular documents have an impact on the students' achievement.

Undoubtedly, the New Educational Model and its implementation in the CONALEP 2018 Academic Model, will make it possible to respond to the challenges faced by our students, who will be prepared to face a rapid, wide, deep and unpredictable social transformation, having competences that will allow them to develop in the future; this is why, in the new study programs in the core of basic training, the knowledge of science, technology, entrepreneurship and innovation will be widely promoted, always taking into consideration the humanistic essence.

Proudly CONALEP
María Elena Salazar Peña PHD

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 central 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, "**Communication active in English**" module curriculum is structured as follows:

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

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 students gets and interprets information and argues efficiently. He/She communicates himself/herself in English fluently and naturally.
Socio-emotional 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.

Note: The transversality will be addressed in the pedagogical guide of the module.

5. Linking Competencies with Learning Outcomes

The following table presents the association of learning outcomes with the generic and disciplinary competencies that should be promoted from the module **Communication active 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	
Activation of previous knowledge.	1.1 Exposes information about different products and daily personal activities through time and frequency structures	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	C4. Produces texts based on the normative use of the language, considering the intention and communicative situation. C11. Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation.	
To ask for the correct amount in many products in different contexts.			4.2 He/She uses different communicative strategies according to the audience, context and his/her objectives		
To communicate the specific situations of your school or relative's work (present continuous and the adverbs of frequency)			4.4 He communicates in a second language on daily situations		
			7. Learn by initiative and self-interest throughout life.		7.3 The student articulates knowledge from various fields and establishes relationships between them and his/her daily life.
			8. Participate and collaborate effectively on diverse teams.		8.3 The student assumes a constructive attitude consistent with the knowledge he/she has within different work teams.
		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	
To provide simple arguments about a text.	1.2 Express personal opinions and arguments about a text, using modals aspects of language	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.	C1. Identifies, orders and interprets the ideas, data and concepts explicit and implicit in a text, considering the context in which it was generated and in which it is received. C10 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. C11. Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation.	
		6. Sustains a personal position on topics of interest and general relevance, considering other points of view in a critical and reflective manner.	4.4 He communicates in a second language on daily situations		6.4 Structure ideas and arguments in a clear, coherent and synthetic way.
		10. Maintains a respectful attitude toward interculturality and the diversity of beliefs, values, ideas and social practices.	10.2 Dialogue and learn from people with different points of view and cultural traditions by locating their own circumstances in a broader context.		10.2 Dialogue and learn from people with different points of view and cultural traditions by locating their own circumstances in a broader context.
To give orders or instructions in different contexts. (Imperatives, action verbs).	1.3 Write simple texts on instructions for the use of technology in various contexts	4. The student listens, interprets, and communicates messages relevant to different contexts by using appropriate means, codes and tools.	4.5 He/She deals with information and communication technologies in order to find information and express ideas.	C4. Produces texts based on the normative use of the language, considering the intention and communicative situation. C10 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. C11. Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation. C12. Uses information and communication technologies to investigate, to solve problems, to produce materials and transmit information.	
		10. Maintains a respectful attitude toward interculturality and the diversity of beliefs, values, ideas and social practices.	10.2 Dialogue and learn from people with different points of view and cultural traditions by locating their own circumstances in a broader context.		10.2 Dialogue and learn from people with different points of view and cultural traditions by locating their own circumstances in a broader context.

Expected learning outcome	Learning outcome	Generic Competencies	Attribute	Disciplinary Competencies
Asking and answering questions about events and activities in the past	2.1 Exchange information about events and activities in the past	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	C5. Express ideas and concepts in coherent and creative compositions, with introductions, development and clear conclusions. C11. Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation. C12. Uses information and communication technologies to investigate, to solve problems, to produce materials and transmit information.
Referring to the time when an event happens			4.2 He/She uses different communicative strategies according to the audience, context and his/her objectives	
Talking about the places one stayed at some time before			4.4 He communicates in a second language on daily situations	
To state where things have been found base on what they saw		10. Maintains a respectful attitude toward interculturality and the diversity of beliefs, values, ideas and social practices.	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.	
To express the quantify of something in past				
To describe what the characteristics of a place were like in the past				
To get infomation about other people using the (Wh-questions in past)				
To communicate the specific situations of your school or relative's work (past continuos and the adwers of frequncy)				

Expected learning outcome	Learning outcome	Generic Competencies	Attribute	Disciplinary Competencies
To compare the things, I used to do and the way I used to be with those I do now	2.1 Compare past things and actions with those present	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	C5. Express ideas and concepts in coherent and creative compositions, with introductions, development and clear conclusions. C11. Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation. C12. Uses information and communication technologies to investigate, to solve problems, to produce materials and transmit information.
Discussing about past possibilities or past abilities			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	
		7. Learn by initiative and self-interest throughout life.	7.3 The student articulates knowledge from various fields and establishes relationships between them and his/her daily life.	

Expected learning outcome	Learning outcome	Generic Competencies	Attribute	Disciplinary Competencies
Asking and answering questions about events and activities in the past	2.1 Exchange information about events and activities in the past	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	C5. Expresa ideas y conceptos en composiciones coherentes y creativas, con introducciones, desarrollo y conclusiones claras. C11. Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation. C12. Uses information and communication technologies to investigate, to solve problems, to produce materials and transmit information.
Referring to the time when an event happens			4.2 He/She uses different communicative strategies according to the audience, context and his/her objectives	
Talking about the places one stayed at some time before			4.4 He communicates in a second language on daily situations	
To state where things have been found base on what they saw		10. Maintains a respectful attitude toward interculturality and the diversity of beliefs, values, ideas and social practices.	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.	
To express the quantify of something in past				
To describe what the characteristics of a place were like in the past				
To get infomation about other people using the (Wh-questions in past)				
To communicate the specific situations of your school or relative's work (past continuos and the adwers of frequency)				

Expected learning outcome	Learning outcome	Generic Competencies	Attribute	Disciplinary Competencies
To compare the things, I used to do and the way I used to be with those I do now	2.2 Compare past things and actions with those in present	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	C12. Uses information and communication technologies to investigate, to solve problems, to produce materials and transmit information.
Discussing about past possibilities or past abilities			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	

6. Identification data of the module

The **Communication active in English** module is taught in the second 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 y 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

Módulos with which they relate.

7. Purpose of the module

At the end of the second semester, the students will use the elements of lenguaje to express the activities they are doing now, in the past, and to share or request personal information from other people whit simple phrases and tasks that require a simple and direct exchange of information on their environment and inmediate needs. In addition, they will continue practicing the language skills to achieve an efficient interaction with students and to promote the collaborative work with others.

8. Dosage of the Program

Learning Unit (Central content)	Expected learning outcomes	Learning outcome	Socioemotional skills (HSE)*
1. Exchange of general information 20 hours	<ul style="list-style-type: none"> • Activation of previous knowledge 	1.1 Exposes information about different products and daily personal activities through time and frequency structures 8 hours	Know yourself Dimension, Self-regulation HSE data sheets.
	<ul style="list-style-type: none"> • To ask for the correct amount in many products in different contexts. 		
	<ul style="list-style-type: none"> • To communicate the specific situations of your school or relative's work (present continuous and the adverbs of frequency) 	1.2 Express personal opinions and arguments about a text, using modals aspects of language 8 hours	
	<ul style="list-style-type: none"> • To provide simple arguments about a text. 	1.3 Write simple texts or instructions for the use of technology in various contexts 4 hours	

Learning Unit (Central content)	Expected learning outcomes	Learning outcome	Socioemotional skills (HSE)*
<p>2. Expression of information occurred in the past</p> <p>34 hours</p>	<ul style="list-style-type: none"> Asking and answering questions about events and activities in the past 	<p>2.1 Exchange information about events and activities in the past 20 hours</p> <p>2.2 Compare things and actions in the past with those in the present 14 hours</p>	<p>Know yourself Dimension, Self-regulation HSE data sheets.</p>
	<ul style="list-style-type: none"> Referring to the time when an event happens 		
	<ul style="list-style-type: none"> Talking about the places one stayed at some time before 		
	<ul style="list-style-type: none"> To state where things have been found base on what they saw 		
	<ul style="list-style-type: none"> To express the quantity of something in past 		
	<ul style="list-style-type: none"> To describe what the characteristics of a place were like in the past 		
	<ul style="list-style-type: none"> To get infomation about other people using the Wh-questions in past 		
	<ul style="list-style-type: none"> To communicate the specific situations of your school or relative´s work (past continuos and the advers of frequency) 		
	<ul style="list-style-type: none"> To compare the things, I used to do and the way I used to be with those I do now 		
<ul style="list-style-type: none"> Discussing about past possibilities or past abilities 			

*Note: The socio-emotional skills will be developed in the Pedagogical Guide of the module.

**9. Learning Units
(Central contents)**

Learning unit (Central content)	Exchange of information	20 hours	
Learning outcome	1.1 Exposes information about different products and daily personal activities through time and frequency structures	8 hours	
Expected learning outcomes	Evaluation activities	Weighing	Specific contents
<ul style="list-style-type: none"> • Activation of previous knowledge • To ask for the correct amount in many products in different contexts. • To communicate the specific situations of your school or relative's work (present continuous and the adverbs of frequency) 	1.1.1 Writes a conversation between a shop assistant and a customer.	20%	A. How do I ask the products I need in different situations? B. Requests and provides information on products C. Describing their characteristics and costs <ul style="list-style-type: none"> • Use of present assistants in affirmative and negative <ul style="list-style-type: none"> – Do – Does – Don't – Doesn't
	Evidence of learning		

Expected learning outcomes	Evaluation activities	Weighing	Contenidos específicos
			<p>D. Identification of specific characteristics of objects.</p> <ul style="list-style-type: none"> • Use of quantifiers. <ul style="list-style-type: none"> – Some – Any – Much – Many – A lot – Several – A lot of • Use of accounting and non-accounting nouns. • Use of useful phrases to request product • Use of lexicon related to materials. • Use of demonstrative adjectives. <ul style="list-style-type: none"> – This – That – Those – These • Use of phrases made to ask for costs and amounts. <ul style="list-style-type: none"> – How much? – How many? • Use of lexicon related to various forms of payment. • Use of collocations concerning money. • Use of lexicon related to units of measurement. • Use of lexicon related to size, weight, colors, and textures

Expected learning outcomes	Evaluation activities	Weighing	Specific contents
			<p>E. Describing my daily routine</p> <ul style="list-style-type: none"> • Use of lexicon to propose activities. • Use of verbs for the expression of personal activities. <ul style="list-style-type: none"> – Do – Make • Use of phrases made to ask and give the time. • Use of lexicon related to programmed schedules. <ul style="list-style-type: none"> – Not only...but – As well... – Although – Though • Use of lexicon related to activities that reflect preferences, tastes and interests. • Use of lexicon related to cultural, educational or social activities • Use of object pronouns <p>F. Description of routines in present continuos</p> <ul style="list-style-type: none"> • Use of frequency adverbs <ul style="list-style-type: none"> – Always – Usually – Frequently – Often – Sometimes – Seldom – Rarely – Hardly ever • Use of prepositions of time <ul style="list-style-type: none"> – By - At – Beyond - In – On

Learning outcome	1.2 Express personal opinions and arguments about a text using modal aspects of the language.		8 hours
Expected learning outcomes	Evaluation activities	Weighing	Specific contents
<ul style="list-style-type: none"> To provide simple arguments about a text 	<p>1.2.1 Writes and answers questions about a text</p>	<p>10%</p>	<p>A. Using the book as a tool for writing B. Reading and analysis</p> <ul style="list-style-type: none"> Specific discrimination of written ideas. Listening to general ideas. <p>C. Use of the syntactic structure in an argumentative paragraph.</p> <ul style="list-style-type: none"> Premises Conclusion
	<p>Evidence of learning</p> <ul style="list-style-type: none"> Questionnaire 		

Learning outcome	1.3 Write simple texts or instructions for the use of technology in various contexts		4 hours
Expected learning outcomes	Evaluation activities	Weighing	Specific contents
<ul style="list-style-type: none"> To give orders or instructions in different contexts. (Imperatives, action verbs). 	<p>1.3.1 Writes about how to start a blog or how to make a videoconference or how to use an electronic device.</p> <hr/> <p>Evidence of learning</p> <ul style="list-style-type: none"> Instructions about how to start a blog, how to make a videoconference or how to use an electronic device. 	<p>10%</p>	<p>A. Using technology to develop XXI century skills</p> <p>B. Using imperative form</p> <ul style="list-style-type: none"> – Orders – Warnings <p>C. Using of modal verbs in affirmative, negative and interrogative form.</p> <ul style="list-style-type: none"> • Have to / Has to • Must

Learning unit (Central content)	Expression of information occurred in the past	34 hours
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Learning outcome	2.1 Exchange information about events and activities in the past	20 hours
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Expected learning outcomes	Evaluation activities	Weighing	Specific contents
<ul style="list-style-type: none"> Asking and answering questions about events and activities in the past Referring to the time when an event happens Talking about the places one stayed at some time before To state where things have been found base on what they saw To express the quantity of something in past To describe what the characteristics of a place were like in the past To get information about other people using the Wh-questions in past 	2.1.1 A short video showing what happened and was happening in the past.	40%	A. Talking about actions that happened before now (past simple). <ul style="list-style-type: none"> Affirmative Negative Interrogative Regular verbs B. Expressing the idea that something existed somewhere <ul style="list-style-type: none"> There was / there were Countable and non-countable expressions of quantity C. Expressing an incomplete or unfinished action in the past (past continuous) <ul style="list-style-type: none"> Affirmative Negative Interrogative Use of prepositions of place <ul style="list-style-type: none"> Above Under Next to Across from Use of prepositions of time (in, on, at) Use of adverbs of time and frequency D. Describes sequence of past events in chronological order <ul style="list-style-type: none"> First Second
	Evidence of learning A short video		

Expected learning outcomes	Evaluation activities	Weighing	Specific contents
			<ul style="list-style-type: none">- Then- After- Later- Afterwards- Finally

Learning outcome		2.2 Compare things and actions in the past with those in the present		14 hours
Expected learning outcomes	Evaluation activities	Weighing	Specific contents	
<ul style="list-style-type: none"> To compare the things, I used to do and the way I used to be with those I do now Discussing about past possibilities or past abilities 	<p>2.2 1 Writes a short conversation exchanging information about how he/she used to be and the things he/she used to do.</p>	<p>20%</p>	<p>A. What did I use to do? How did I use to be? (used to)</p> <p>B. Expressing the skills, the power or the means to do something in past (Could vs. be able to)</p> <p>C. Identification of differences in situation changes at the time of speech.</p> <ul style="list-style-type: none"> State verbs Action verbs 	
	<p>Evidence of learning</p> <p>A written conversation</p>			

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