



EDUCACIÓN

SECRETARÍA DE EDUCACIÓN PÚBLICA

Undersecretary of Higher Secondary Education

**SELF-PLANNED EDUCATIONAL OPTION
MIXED MODALITY**

Syllabus

English III

Third Semester

Basic Disciplinary Component
Technology High School

DGETAyCM

Dirección General de Educación
Tecnológica Agropecuaria y Ciencias del Mar



DIRECCIÓN GENERAL DE EDUCACIÓN
TECNOLÓGICA INDUSTRIAL Y DE SERVICIOS



This material, aimed at the whole society, uses the terms students, teacher, alluding to both genders, to facilitate reading. However, this editorial criterion does not diminish the commitments that the Secretary of Public Education assumes in each of the actions aimed at consolidating gender equality.

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PRESENTATION

With the purpose of expanding and diversifying the educational offer currently given by the General Directorate of Agricultural Technological Education and Marine Sciences (DGETAyCM) and the General Directorate of Industrial Technological Education and Services (DGETI), they have given themselves the task of jointly designing the plan and study programs of the Self-planned educational option that respond to the needs of a segment of the population that, due to different situations, they did not enter the Upper Secondary Education (EMS), they require to complete their studies and obtain the certificate of completion of the upper secondary type and / or title and professional card, or cannot attend in person to study the baccalaureate.

To do this, firstly, we must understand that young people and adults to whom this educational option is intended have different profiles and skills (they are not a homogeneous group) therefore they need to enhance to develop analytical, critical, reflective, synthetic and creative thinking, as opposed to the scheme that aims only at memorization; this implies overcoming that also, the evaluation schemes that leave many students behind and that do not measure the gradual development of learning, skills and the recognition of experiences acquired outside the classroom to successfully respond to the current dynamism that young people and adults require to face and overcome the challenges of the present and the future.

Secondly, a relevant and dynamic curriculum other than the schooled modality is required that allows the generation of flexible study programs, that adapts to the different styles and rhythms of learning, and that emphasizes the autonomy of learning, since this self-planned educational option mainly requires independent study for the achievement of educational purposes.

The syllabus was designed through an inter-institutional work taking as a reference the provisions of the Secretarial Agreement 27/10/2021 by which the diverse number 653 is modified by which the curriculum of the Technology High School is established, the Agreement number 445 by which the educational options in the different modalities are conceptualized and defined for the Upper Secondary Education in the different modalities, and Secretarial Agreement 444 establishing the competences that constitute the common curricular framework of the National Baccalaureate System.

Considering the above, for the achievement of the purposes of the Curricular Learning Units (UAC), in the study programs of this educational option a distribution of 30% of teacher mediation and, 70%, of independent study is established. With a student-centered, andragogic and constructivist approach for the development of generic, basic and extended disciplinary skills and basic and extended professionals specific to each technical career offered.

A methodology is proposed located from the andragogy referred to the way of planning, administering and directing the educational practice of adults, emphasizing those aspects that, in addition to support the process, help to enrich the general or professional knowledge of the adult student through autonomous learning.



The anthropogogic approach contributes to student learning and is characterized by:

- Instruct and educate permanently, in any period of psychological, biological, physiological development and according to their natural, ergological and social life of the student.
- Re-educate students of all ages.
- Contextualize from the socio-educational.

Derived from this approach, the andragogy is taken up for the conceptualization and attention of the processes of education of adults, aimed at continuing the development of their capacities, updating or deepening their knowledge, the appropriation and use of new technologies and, in general, maintaining or improving their quality of personal performance, professional and social.

On the other hand, the development of competences is achieved from an inter and transdisciplinary perspective through the situated learning activities designed intentionally by the teacher, according to the competences of the modules in each career; from the vertical and horizontal relationship with the subjects of the basic and extended disciplinary components, relying on social-emotional skills programs.

1. JUSTIFICATION

The syllabus of the UAC of English III is a guide for the teacher that will address in a didactic way the key learning and the competences of the Common Curricular Framework for the achievement of the graduation profile of Higher Secondary Education (EMS).

The Higher Secondary Education Graduation Profile, expressed in individual areas, defines the type of student sought to be trained. Through the achievement of the expected learning of the subject of English III, the development of the following areas will gradually be promoted according to their pace and progress.

English is taught in the third semester as a second language which is essential in a globalized world. English as a foreign language will allow students to insert themselves in different educational and work environments that will improve their quality of life, so this syllabus offers an overview of the English III course at High School level considering the following aspects:

1. Prior knowledge in A1 English level according to the Common European Framework.
2. The general performance expectations stated by the level A2 of the Common European Framework.
3. A special focus on writing and reading skills to enhance metacognitive abilities.
4. The amount of time available to comply the objectives.

The English III syllabus is designed to help students develop the four language skills (reading, writing, speaking, and listening), based in topics stated by the level A2 of the Common European Framework.

The level A2 goals have been divided to be part of the English II and III courses for the students to reactivate previous knowledge and obtain what they need in order to express themselves using different elements of grammar, vocabulary, and specific contents that will help them communicate in different situations.

The structural content will help teachers to develop the expected learning of the English level A2 program.

2. IDENTIFICATION WITHIN THE CURRICULAR STRUCTURE

English III is part of the disciplinary field of Communication. It is a third semester subject in General High School; in accordance with the Secretarial Agreement 27/10/21, published in the Official Gazette of the Federation on October 12, 2021.

1st semester	2nd semester	3rd semester	4th semester	5th semester	6th semester
Algebra 2h TM 4h IS	Geometry and Trigonometry 2h TM 4h IS	Analytic Geometry 2h TM 4h IS	Differential Calculus 2h TM 4h IS	Integral Calculus 2h TM 4h IS	Probability and Statistics 2h TM 4h IS
English I 1h TM 3h IS	English II 1h TM 3h IS	English III 1h TM 3h IS	English IV 1h TM 3h IS	English V 2h TM 4h IS	Philosophy Topics 2h TM 4h IS
Chemistry I 2h TM 4h IS	Chemistry II 2h TM 4h IS	Biology 2h TM 4h IS	Physics I 2h TM 4h IS	Physics II 2h TM 4h IS	Subject of the disciplinary area to choose** 2h TM 4h IS
Technology of the Information and Communication 1h TM 3h IS	Reading, oral and written expression II 2h TM 4h IS	Ethics 2h TM 4h IS	Ecology 2h TM 4h IS	Science, Technology, Society and Values 2h TM 4h IS	Subject of the disciplinary area to choose** 2h TM 4h IS
Reading, oral and written expression I 2h TM 4h IS	Professional Module I 6h TM 15h IS	Professional Module II 6h TM 15h IS	Professional Module III 6h TM 15h IS	Professional Module IV 5h TM 11h IS	Professional Module V 5h TM 11h IS
Logic 2h TM 4h IS					

**Propaedeutic Areas

Physics and Mathematics	Economy and Administration	Chemistry and Biology	Humanities and Social Sciences
1. Physics topics 2. Technical drawing 3. Applied mathematics	4. Administration topics 5. Introduction to economics 6. Introduction to laws	7. Introduction to biochemistry 8. Contemporary biology topics 9. Health science topics	10. Social science topics 11. Literature 12. History

Basic Training Component

Propaedeutic Training Component

Professional Training Component

TM = Teaching Mediation

IS = Independent Study

3. GENERAL PURPOSE OF COMMUNICATION SUBJECT DISCIPLINE

The basic disciplinary competence of communication is related to the students' ability to communicate effectively in Spanish and in a second language in different contexts, using distinct means and instruments.

The learners who have developed this competence can read critically, communicate, and support his/her own ideas in an effective way with clear speaking and writing. In addition to these, they will use the information and communication technologies with a critical thinking for different purposes.

The competence of communication leads to analyze the nature of the language and as a tool for logical thinking.

4. PURPOSE OF THE ENGLISH III SYLLABUS

By the end of the third semester of English the student reads, writes, understands and exchanges information about him/herself and others according to the context and time he/she is situated. The key learning points that English III helps to develop are:

Competence	Component	Content
Students will communicate, interact, and collaborate with others (transverse axis for all subjects from Communication and Social Sciences as disciplinary fields).	Communication and interpersonal relationships.	Collaborative work in classroom as a basis for the integration of the learning community
	Integration of learning communities	
Reading, writing, speaking and listening.	Contextualization of learning communities through students' interests and academic experiences	
	Reading, writing and oral production as learning sources and abilities practice.	The importance of language and grammar role in it.
	The importance of reading to writing production.	Argumentative text.
Providing reasonable opinions from the point of making a text	The importance of reading to writing in based argument	The text as resource information and new ideas
	The justification of the students' opinion with an argument.	
Technology, information, communication and learning.	The solid construction of one's original perspective.	The argumentative writing.
	Technology and human development.	The original argumentative writing.
	Generation and responsible use of information for learning.	The impact of technology on human development.
	Web-based learning.	Responsible use of information.
		Learning and innovation.

	<p>Creation of contents for learning.</p> <p>Use of technology to enhance web-based learning.</p>	<p>In and from the web.</p> <p>Programming to learn.</p>
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5. SCOPES OF THE GRADUATE PROFILE TO CONTRIBUTE TO THE ENGLISH III SYLLABUS

Scope	Graduate profile
Language and communication	He/She expresses clearly in English in an oral and written forms. Identifies the main ideas in a text or speech and infers conclusions from them, obtains and interprets information and gives reasons efficiently. Communicates in English fluently and naturally.

Additionally, in a transversal way it will benefit the gradual development of the following scopes:

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



6. CONTENTS TABLE OF ENGLISH III

Competence	Component	Content	Specific content	Expected learning activities	Evidence of learning
Reading, writing, speaking & listening.	<p>Reading, writing and oral production as learning sources and abilities practice.</p> <p>The importance of reading to writing production.</p> <p>The importance of reading to writing in based argument</p>	<p>The importance of language and grammar role in it.</p> <p>Argumentative text.</p> <p>The text as resource information and new ideas.</p>	Making comparisons with different contexts. (comparatives)	Students describe and compare objects and subjects of similar characteristics.	Students elaborate a paragraph where they describe and make comparisons between the country and the city (people, animals, houses, food, jobs, places, etc.)
The creation of a reasoning opinion starting a text elaboration.	<p>The justification of the students' opinion with an argument.</p> <p>The solid construction of one's original perspective.</p>	Describe places of interest in order to get the most relevant information and express opinions in future time	<p>Select the best places to visit and make decisions about knowing different countries around the world.</p> <p>What are you going to do? Tell us about your future plans. (will/going to)</p>	Students make arguments about the main reason to visit those places around the world and to know about the culture of the place.	Students elaborate an oral presentation with graphic content where they expose future plans in a short period of time and in ten years from now.
The creation of a reasoning opinion starting with a text elaboration.	<p>The justification of the students' opinion with an argument.</p> <p>The solid construction of one's original perspective.</p>	The use of formal and informal situations in different contexts. What is your opinion about impositions?	What abilities do you have? (modals)	Students use the modals to communicate abilities and possibilities in different contexts.	Given a context such as restaurants, hospitals, museums, schools and others, the students create a content table establishing rules where they can identify the differences among can, could as well as have to in affirmative



Competence	Component	Content	Specific content	Expected learning activities	Evidence of learning
					and negative situations.
Communicating, implicating and collaborating with others (transversal axis for all subjects in the communication disciplinary field as well as social sciences).	<p>Communication and interpersonal relationships.</p> <p>Integration of learning communities.</p> <p>Contextualization of learning communities through students' interests and academic experiences.</p>	Recognize different experiences in which the student answers in a polite and informal way depending on the situation.	It is better to sound polite and not demanding. (want/would like)	Students make requests in a formal or informal way depending on where they are.	Students write and perform a dialogue practicing want/would like in a specific situation.
Communicating, implicating and collaborating with others (transversal axis for all subjects in the communication disciplinary field as well as social sciences)	<p>Communication and interpersonal relationships.</p> <p>Integration of learning communities</p> <p>Contextualization of learning communities through students' interests and academic experiences.</p>	Identified multiples uses of verbs ending with ing and be able to elaborate a survey deducing the differences among verb in gerund and infinitive.	Expressing preferences and hobbies. (Verbs -ing / verbs in inf.).	<p>Students talk about what they like to do in their everyday context, they can also share their ideas to others about what they don't like to do and make questions to find out that information among other people.</p> <p>The student distinguishes and uses verbs followed by gerund and verbs followed by infinitive in different contexts.</p>	<p>Students ask friends and relatives about what they like to do/ don't like to do, using verbs in gerund and infinitive.</p> <p>Afterwards, they make a written report which contains sentences based on the collected answers.</p>
Reading, writing, speaking & listening	Reading, writing and oral production as learning sources and abilities practice. The importance of reading to writing production.	Choose what spare time activities, students are able to do on a week. Design a survey in order to develop accurate vocabulary Read and	What spare time activities do you do on a week? (Adverbial phrases)	Students express when, where and how often they carry out spare time activities.	Describing text talking about spare time activities, highlighting the adverbial phrases seen in class that



Competence	Component	Content	Specific content	Expected learning activities	Evidence of learning
	The importance of reading to writing in based argument.	exchanges experiences and analyze similarities about their answers.			express frequency, time and place.
Communicating, implicating and collaborating with others (transversal axis for all subjects in the communication disciplinary field as well as social sciences).	Communication and interpersonal relationships. Integration of learning communities. Contextualization of learning communities through students' interests and academic experiences.	Create an imaginary situation in order students are able to make logical conclusions and express experiences describing causes and effect.	Making logical conclusions. (Zero & first conditional)	Students can express facts, they can also use a different time tense to identify and express real situations and their logical conclusion.	Given a situation (text, video, image), students elaborate a set of rules or facts that follow a logical order and lead to a specific result, describing cause and effect.
The creation of a reasoning opinion starting with a text elaboration.	The justification of the students' opinion with an argument. The solid construction of one's original perspective.	Students can express facts that are always true, such as rules or facts. What life experiences do you have?	What personal activities did you start six months ago and you still do? (Present perfect)	A Student identifies activities that started sometime in the past but haven't concluded yet and have an impact in his or her present in a timeline.	A survey: Students walk around the class getting information of activities that started in the past but have an impact in the present, and report the information obtained.
Communicating, implicating and collaborating with others (transversal axis for all subjects in the communication disciplinary field as well as social sciences).	Communication and interpersonal relationships. Integration of learning communities. Contextualization of learning communities through students' interests and academic experiences	Analyze how to express an idea in two different situations using phrasal verbs.	Do you know you can express one same idea using different words? See how to.... (phrasal verbs)	A student expresses the same ideas with different words.	A student writes a letter to a friend talking about a past experience, afterwards he/she writes another letter to a teacher saying the same message but using different vocabulary.

7. DOSAGE OF ENGLISH III

Competence	Component	Content	Specific content	Competency	Specific Competency	Disciplinary Competency	Teaching mediation (30%)	Expected learning activities	Evidence of learning	Independent Study (70%)	%	Evaluation
Reading, writing, speaking & listening.	<p>Reading, writing and oral production as learning sources and abilities practice.</p> <p>The importance of reading to writing production.</p> <p>The importance of reading to writing in based argument</p>	<p>The importance of language and grammar role in it.</p> <p>Argumentative text.</p> <p>The text as resource information and new ideas.</p>	Making comparisons with different contexts. (comparatives)	4. The student listens, interprets, and communicates messages relevant to different contexts by using appropriate means, codes and tools.	4.4 He/She communicates in a second language in everyday situations.	11. Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation.	1 hour	Students describe and compare objects and subjects of similar characteristics.	Students elaborate a paragraph where they describe and make comparisons between the country and the city (people, animals, houses, food, jobs, places, etc.)	4 hours	10	<p>Diagnostic test</p> <p>Check list</p> <p>Heteroevaluation</p>
The creation of a reasoning opinion starting a text elaboration .	<p>The justification of the students' opinion with an argument.</p> <p>The solid construction of one's original perspective.</p>	Describe places of interest in order to get the most relevant information and express opinions in future time	Select the best places to visit and make decisions about knowing different countries around the world. What are you going	4. The student listens, interprets, and communicates messages relevant to different contexts by using appropriate means,	<p>4.1 He/She expresses ideas and concepts by using linguistic, mathematic and graphic means.</p> <p>4.2 He/She uses different communi-</p>	11. Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation.	2 hours	Students make arguments about the main reason to visit those places around the world and to know about the culture of the place.	Students elaborate an oral presentation with graphic content where they expose future plans in a short period of time and in ten years from now.	6 hours	10	<p>Rubric</p> <p>Formative</p> <p>Heteroevaluation</p> <p>Coevaluation</p>

Competence	Component	Content	Specific content	Competency	Specific Competency	Disciplinary Competency	Teaching mediation (30%)	Expected learning activities	Evidence of learning	Independent Study (70%)	%	Evaluation
			to do? Tell us about your future plans. (will / going to)	codes and tools.	creative strategies according to the audience, context and his/her objectives.							
The creation of a reasoning opinion starting with a text elaboration .	The justification of the students' opinion with an argument. The solid construction of one's original perspective.	The use of formal and informal situations in different contexts. What is your opinion about impositions?	What abilities do you have? (modals)	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.	1. 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. 4. Produces texts based on the normative use of the language, considering the intention and communicative situation.	2 hours	Students use the modals to communicate abilities and possibilities in different contexts.	Given a context such as restaurants, hospitals, museums, schools and others, the students create a content table establishing rules where they can identify the differences among can, could as well as have to in affirmative and negative situations.	6 hours	10	Check list Summative Heteroevaluation

Competence	Component	Content	Specific content	Competency	Specific Competency	Disciplinary Competency	Teaching mediation (30%)	Expected learning activities	Evidence of learning	Independent Study (70%)	%	Evaluation
Communicating, implicating and collaborating with others (transversal axis for all subjects in the communication disciplinary field as well as social sciences).	<p>Communication and interpersonal relationships</p> <p>Integration of learning communities.</p> <p>Contextualization of learning communities through students' interests and academic experiences.</p>	Recognize different experiences in which the student answers in a polite and informal way depending on the situation.	It is better to sound polite and not demanding. (want/would like)	4. The student listens, interprets, and communicates messages relevant to different contexts by using appropriate codes and tools.	4.2. He/She uses different communicative strategies according to the audience, context and his/her objectives.	11. Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation.	1 hour	Students make requests in a formal or informal way depending on where they are.	Students write and perform a dialogue practicing want/ would like in a specific situation.	4 hours	15	<p>Rubric</p> <p>Formative</p> <p>Heteroevaluation</p>
The creation of a reasoning opinion starting with a text elaboration .	<p>The justification of the students' opinion with an argument.</p> <p>The solid construction of one's original perspective.</p>	Identified multiples uses of verbs ending with ing and be able to elaborate a survey deducing the differences among verb in gerund	Expressing preferences and hobbies. (Verbs -ing / verbs in inf.).	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.	11. Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation.	2 hours	Students talk about what they like to do in their everyday context, they can also share their ideas to others about what they don't like to do and make questions to find out that information	Students ask friends and relatives about what they like to do/ don't like to do, using verbs in gerund and infinitive. Afterwards, they make a written report which contains sentences based on the	4 hours	10	<p>Check list</p> <p>Formative</p> <p>Heteroevaluation</p>

Competence	Component	Content	Specific content	Competency	Specific Competency	Disciplinary Competency	Teaching mediation (30%)	Expected learning activities	Evidence of learning	Independent Study (70%)	%	Evaluation
		and infinitive.						among other people. The student distinguishes and uses verbs followed by gerund and verbs followed by infinitive in different contexts.	collected answers.			
Communicating, implicating and collaborating with others (transversal axis for all subjects in the communication disciplinary field as well as social sciences.	Communication and interpersonal relationships Integration of learning communities. Contextualization of learning communities through students' interests and academic experiences	Analyze how to express an idea in two different situations using phrasal verbs.	Do you know you can express one same idea using different words? See how to.... (phrasal verbs)	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.	11. Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation.	2 hours	Students express when, where and how often they carry out spare time activities.	Describing text talking about spare time activities, highlighting the adverbial phrases seen in class that express frequency, time and place.	6 hours	10	Summative Rubric Heteroevaluation
Communicating, implicating and collaborating	Communication and interpersonal relationships	Create an imaginary situation in order students	Making logical conclusions. (Zero & first	5. He/She develops innovations and proposes	5.4 He/She makes hypothesis and designs and applies	12. Uses information and communication	2 hours	Students can express facts; they can also use a different	Given a situation (text, video, image), students	6 hours	10	Observation record Formative Heteroevaluation

Competence	Component	Content	Specific content	Competency	Specific Competency	Disciplinary Competency	Teaching mediation (30%)	Expected learning activities	Evidence of learning	Independent Study (70%)	%	Evaluation
ting with others (transversal axis for all subjects in the communication disciplinary field as well as social sciences).	Integration of learning communities. Contextualization of learning communities through students' interests and academic experiences.	are able to make logical conclusions and express experiences describing causes and effect.	conditiona l)	solutions to problems through established methods.	models to prove validity. 5.6 He/She uses information and communication technology to process and interpret information.	technologies to investigate, to solve problems, to produce materials and transmit information.		time tense to identify and express real situations and their logical conclusion.	elaborate a set of rules or facts that follow a logical order and lead to a specific result, describing cause and effect.			tion
The creation of a reasoning opinion starting with a text elaboration .	The justification of the students' opinion with an argument. The solid construction of one's original perspective.	Students can express facts that are always true, such as rules or facts. What life experiences do you have?	What personal activities did you start six months ago, and you still do? (Present perfect)	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.	11. Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation	2 hours	A Student identifies activities that started sometime in the past but haven't concluded yet and have an impact in his or her present in a timeline.	A survey: Students walk around the class getting information of activities that started in the past but have an impact in the present, and report the information obtained.	6 hours	10	Check list Formative Peer evaluation
Communicating, implicating and collaborating with others (transversal	Communication and interpersonal relationships . Integration of learning	Analyze how to express an idea in two different situations using	Do you know you can express one same idea using different words?	5. He/She develops innovations and proposes solutions to problems through	5.4 He/She makes hypothesis and designs and applies models to prove validity.	12. Uses information and communication technologies to investigate,	2 hours	A student expresses the same ideas with different words.	A student writes a letter to a friend talking about a past experience, afterwards	6 hours	15	Check list Summative Heteroevaluation



Competence	Component	Content	Specific content	Competency	Specific Competency	Disciplinary Competency	Teaching mediation (30%)	Expected learning activities	Evidence of learning	Independent Study (70%)	%	Evaluation
1 axis for all subjects in the communication disciplinary field as well as social sciences.	communities. Contextualization of learning communities through students' interests and academic experiences	phrasal verbs.	See how to.... (phrasal verbs)	established methods.	5.6 He/She uses information and communication technology to process and interpret information.	to solve problems, to produce materials and transmit information.			he/she writes another letter to a teacher saying the same message but using different vocabulary.			

8. TRANSVERSAL CONTENT

Transversality refers to the connections or meeting points between the disciplinary and the formative, achieving "the whole" of learning. It seeks to look at the entire school experience as an opportunity for learning to integrate the cognitive and formative dimensions of these. It is also an approach aimed to improving the quality of education, to ensure the equity of education. It is basically linked to a new way of seeing reality and living social relations from a systemic or total vision, contributing to the overcoming of the fragmentation of the areas of knowledge, to the acquisition of values and formation of attitudes, to the expression of feelings, ways of understanding the world and to social relations in a specific context.

From this vision, by incorporating transversality into the curriculum, it seeks to contribute to the integral formation of people in the cognitive, attitudinal, value and social domains; that is, in the fields of knowledge, doing, being and living together, through educational processes; in such a way that students are able to respond critically to the historical, social and cultural challenges of the society in which they are immersed and acquire an active commitment to social, economic and democratic development.

Transversality favors in students the formation of a set of skills and competences that allow them to develop a series of personal and social dispositions (referring to personal development, self-esteem, solidarity, teamwork, self-control, integrity, ability to undertake and individual responsibility, among others); cognitive skills (capacities for abstraction, systems thinking, learning, innovating and creating); they must contribute significantly to the process of personal growth and self-affirmation; to guide the way in which the person relates to other human beings and to the world; to strengthen and strengthen ethical-evaluative training and the development of creative and critical thinking.

Thus, Integral Education is one that prepares the individual in three areas: scientific, technological and human, with a well-defined scale of values, the latter being achieved with what transversality provides. This means that they are contents that do not necessarily have to form a particular subject or receive special treatment within the curriculum but must be addressed in all the areas that make it up and in any specific learning situation. It is necessary that students, in addition to receiving knowledge about different topics of Analytic Geometry; Biology; and Ethics; and other disciplines, acquire elements that prepare them for life and to function as future responsible citizens, as agents of change and capable of contributing to transform the environment in which they will have to live.

To achieve transversality, it is suggested the use of integrative projects that support learning achieved in a productive and active collaborative way in the construction of knowledge.

The different subject relation reinforces the students' training when the construction of meaningful learning is promoted in an organized way. It increases the positive impact of the content, divides the efforts of the academic staff, and reduces the extra amount of work of the teachers in charge of the subject avoiding compromising the effort and commitment of the students.

The attributes expressed about the expected learning outcomes allow an integral vision of two aspects:

- Multidisciplinary: For all the subjects.
- Interdisciplinary: That includes some of the subjects.

To achieve transversality, it is suggested the use of integrative projects that support learning achieved in a productive and active collaborative way in the construction of knowledge.

Horizontal: It refers to the learnings as an articulate continuous process, instead of a summative one. It means that the concepts learned should complement each other through the reactivation of prior knowledge.

Third semester: Horizontal inter-subjection relationship ¹				
Competence 1				
Providing reasonable opinions from the point of making a text				
Discipline	Mathematics	Experimental Sciences	Humanities	Communication
Subject	Analytical geometry	Biology	Ethics	English III
Content	Geometric formulas treatment, criteria, coherence and similarities of triangles.	How do we distinguish a living creature from a non-living creature?	Exercise of freedom towards others in personal relationships	The importance of language and grammar role in it.
Specific Content	Triangle characteristics according to its sides and angles: What is it that identifies them among themselves? Why are triangles rigid structures which are used in the housing construction?	How do we distinguish living organism from the rest of the environment? If you looked for signs of life on another planet, what features would you look for?	The influence of circumstances in human interactions	Making comparisons with different contexts (Comparatives).
Learning Outcome	It means the formula for the perimeters, areas and volumes of the geometric figures with the use of concrete and digital materials.	Differentiate living systems from not-living systems	Evaluate, criticize and enrich one's life project when including class practice and results, talking about their self-care towards sexuality.	He/She describes and compares objects and subjects of similar characteristics.
Evidence of Learning	Calculate and demonstrate in solids which volume is bigger?			Given two subjects or objects from the same category (TV programs, books,

9. ANDRAGOGIC ORIENTATIONS

Meaningful learning is done taking into account problematic situations of the student's physical, social and work environment, relating him to the surrounding world, so that he prepares and learns to apply what he has learned in other areas.

¹ Syllabus Basic Component Common Curricular Framework of Higher Secondary Education, English III: <https://educacionmediasuperior.sep.gob.mx/curriculoems/programas-de-estudio>

The evidence of learning is oriented towards the elaboration of projects through interdisciplinary work, which contribute to improving the physical and social environment that surrounds them.

- Focus the educational action on the attention of the student according to their cognitive, physical, social, emotional and contextual characteristics, adapting the purposes, learning, contents, resources, methods, strategies, activities and tasks tailored to the students. It is a way to develop to the maximum all the potentialities of the individual, in order to learn to be, to do and to coexist.
- Orient the learning process towards the learner, the student is the center of the process, therefore, their motivations and interests must be taken into account.
- Consider the previous learning background of the student for the acquisition of new knowledge, applying diagnostic evaluations, to know the level of achievement and areas of opportunity.
- Prepare reinforcement or leveling strategies so that students have the essential learning, always considering their characteristics, the context and the time available.
- Plan activities that generate interest in students to relate substantially and not arbitrarily the new learning with their cognitive structure.
- Link the learning acquired from the basic and extended disciplinary components with the professional.
- Involve the teacher in the teaching-learning process and involve students in the planned activities and tasks.
- Promote the development of socio-emotional skills as a fundamental element for learning.
- Recognize the social nature of knowledge, strengthening the student in the classroom and in independent study, through cooperation between peers for the realization of activities and school tasks, enhancing horizontal communication between them and their participation; even when it comes to activities and tasks carried out with the use of Information, Communication, Knowledge and Digital Learning Technologies (TICCAD).
- Design didactic situations that promote situated learning. An important element for its implementation is collaborative work, a powerful strategy in which the student participates productively and actively in the construction of knowledge.
- Understand evaluation as a continuous and permanent process, fundamental to identify the strengths and areas of opportunity that students and teachers themselves have during the teaching-learning process.
- Use evaluation strategies and instruments to obtain information that allows decision-making in the educational process and, consequently, support and implement strategies for the achievement of learning and the improvement of the teaching-learning process.
- Recognize and value the informal learning acquired at the student's working environment.
- Create contact networks between teachers and students, between peers and form learning communities, which give the ability to access content and information of any kind. In this sense, students increase their knowledge from what the school provides, and with what they acquire outside the school context, which serves to increase their knowledge and therefore their learning.
- Promote interdisciplinarity for the andragogic approach to the contents and achieve the purposes set forth in this curriculum; the participation of all areas of knowledge

is required, where the contents, skills, methods and other didactic components are interrelated. Interdisciplinarity promotes the collegiate work of teachers to deal together with students with a situation, problem or object of learning from different angles. Therefore, comprehensive learning and the development of knowledge that goes beyond a discipline are favored.

- Implement teaching-learning strategies with a focus on inclusion, equity and attention to diversity where the student observes, investigates, discovers, explains causes, analyzes, reflects, formulates hypotheses, understands, experiments, is creative, innovates and is an active subject in the activities and tasks, so that the acquired learning is solidified and becomes meaningful.
- Guaranteeing equal opportunities for students, this does not mean the same for everyone, but that each student has the opportunity to acquire and expand their knowledge according to their current characteristics and circumstances, respect for differences, attention to diversity of all kinds and new educational needs.
- Implement strategies for the reinstatement of students into academic activities, considering the diversity of their contexts so that when they return to school students will need support and permanent accompaniment to continue learning.
- Link with the immediate community to enrich the work of the school, the training processes and revitalize the social bond.

10. CONSIDERATIONS FOR EVALUATION

The evaluation of learning is relevant and pertinent according to the sense in which the collection and analysis of learning evidence is oriented, which will allow us to know the level of learning achievement and make judgments about what the student learns or what is taught.

The curriculum takes up the conceptualization of the EMS Curriculum, in which evaluation is conceived as a dynamic, continuous and systematic process that allows determining the achievement of learning and what can be done to improve results; where it not only focuses on the knowledge that the student acquires but on the application of these; that is, what the student does with what he has learned.

The evaluation includes three main elements:

1. The learning activities that are developed throughout the independent study will favor that the student assumes responsibility for his own learning, taking into consideration the construction of his knowledge and the formation of his skills, expanding his horizon of learning and access to promote the development of his competences. The number of activities may vary, depending on the number of weeks in which each subject and module is developed.

These activities will be self-evaluated by the student and heteroevaluated by the teacher. They are part of the formative assessment.

2. Integrative activities constitute the evidence of learning where a student identifies their previous knowledge, understands, applies, analyzes, reflects and evaluates their learning in the development of face-to-face activities; refers to the activities that will be carried out in the modules of the basic disciplinary training component, in which all the activities / products that are carried out in the classroom and that the teacher considers in his didactic planning will be considered. They are those that are carried out in the face-to-face sessions and as a result of the independent study process. In the case of the modules of the vocational training component, reference is made to the practices carried out in laboratories, workshops or in the social, agricultural or livestock sectors.
3. The weighting for the integrative activities will be determined by each teacher, based on their significance and importance to demonstrate the learning acquired, both in teacher mediation and in independent study.

It is necessary that the teacher in charge on this educational option promotes the evaluation process from a formative approach that contributes to the improvement of learning.

Process in which you must:

1. Make decisions so that you make adjustments to your practice and improve student learning performance.
2. Consider that the results of a formative evaluation contribute to the improvement of practice in the different contexts in which it is carried out.
3. Focus evaluation on learning, and not on activities.
4. Carry out a feedback process that provides information to the teacher to adapt or adjust their didactic technique.
5. Reflect on their practice, how and what they evaluate, and how and when they feed back into students' learning.

Based on the above, the teacher may give rise to the process of self-evaluation, co-evaluation and heteroevaluation of learning, according to the learning activities suggested in each subject and / or module and the weighting assigned. Likewise, it will be able to select and design the evaluation instrument that it deems pertinent according to the level of achievement of the students' learning and the characteristics of their context.

Below is an example of the activity/product of the evaluation process.

Activity /product	Type of assessment		Instrument of assessment
Learning activity	Self-evaluation	Formative	Estimation scale evaluation
Integrative activities (Face-to-face)	Heteroevaluation *Co-evaluation	Summative Formative	**Rubric Checklist
Integrative project	Heteroevaluation *Co-evaluation	Summative Formative	Rubric

* Co-evaluation may be applied in the case of activities carried out in teams, for example, in the case of practices, exhibitions, teamwork, etc.

** This instrument is prepared by the facilitator teacher, based on the planning of activities for the face-to-face sessions.



The teacher must promote formative evaluation and must promote a feedback process that allows the student to identify the qualities and strengths of their performance in the learning activity, in relation to the criteria they have established for the achievement of learning.

Sadler (1989), quoted by Shepart (2006), points out that it is insufficient for teachers to simply give feedback on whether the answers are correct or incorrect. Instead, to facilitate learning, it is equally important that feedback is cleanly linked to clear performance criteria and that students are provided with improvement strategies (p. 19).

In correspondence with what the author requires, the feedback made by the teacher must be made throughout the learning process, and not at the end, when the Unit/ Subject or Module/Semester has already been completed).

It is important that the teachers who teach each subject and / or submodule are able to analyze and identify the level of learning achievement from the construction of the student's work, so the feedback process must be personalized, recovering the knowledge of each one.

The feedback process in the formative assessment process is an important and effective element in improving the educational experience.

11. TEACHING SUGGESTIONS

When working with adults, just as in any other learning group, certain aspects such as context, learning styles, background, interests, etc., must be considered when carrying out the teaching-learning process of the program presented in this paper. This way, the focus is on achieving the objectives so that students can internalize the language in a meaningful way.

The program has been designed to develop accuracy in the four skills: reading, listening, writing and speaking. During oral fluency activities carried out in the classroom, it is important to go around the room and take notes of errors without interrupting. Instead, it is recommended to give feedback to the group in general to make students feel comfortable without being pointed out, especially for those students who struggle the most with the language. However, it is also necessary to encourage them to correct the errors, and praise for language used correctly as well.

Active learning is needed to lead to positive learning outcomes. This means that learners need lecture formats and other different input, based in natural contexts that will lead to meaningful learning.

Team based learning is also important to consider in class, specially according to the knowledge and conceptual gain through peer-to peer dialogue. English as a second language needs to be practiced in order to reinforce the four skills: reading, writing, listening and speaking, which might well be complicated just working alone. Therefore, working in a variety of settings: in pairs, group and as a class, increase students confident.



Digital learning is a must in actual pedagogy. Therefore, as powerful tools they need to be reinforced and used by the teacher and the learners in order to support learning processes and to motivate to consider these tools as a “normal” aspect of education.

This material is intended to lead the student to work, to research, to discover and to build. It thus acquires a functional and dynamic aspect, providing the opportunity to enrich the student's experience, bringing it closer to reality and offering them an opportunity to act.

Types of didactic material suggested:

Flashcards	Videos
Posters	Journals
Prints	Recorder
Photos	

IDENTIFYING THE LEARNING OUTCOME

Based on the expected learning, the evaluation strategy considers the different activities that the student will do to achieve learning. The expected products are evidence that the student achieved the expected learning.

SELECTING THE DIFFERENT EVALUATION INSTRUMENTS

The instruments that are selected must allow the teacher to realize that the student has achieved the expected learning through the products. The criteria that are established to evaluate the learning will help to identify which evaluation instruments should be selected according to the learning activities carried out by the students and considering the criteria and levels of performance that are intended to be achieved. The selected instruments can be checklists, observation guides, exams or rubrics among others.

APPLY DIFFERENT TYPES OF EVALUATION

It is important to identify the most recommendable type of evaluation to evaluate the learning process in relation to the agents that participate as teacher evaluation, peer-evaluation and self-assessment, as well as the type of evaluation according to the moment (diagnostic, formative and summative).

Evaluation instruments: teacher establishes the criteria to use for evaluating individual and collective performance. These criteria can present the form of indicators and use instruments such as observation records, checklists, rubrics, portfolios, and exams.

Observation records: this instrument is a list that contains descriptors, which guide observation in the classroom, pointing out those relevant aspects.

Checklist: this list determined the outcome learnings and selected by the teacher, together with the students, they establish their progress in learning achieved.

Rubric: presents in the vertical axis, the criteria for evaluation and, in the horizontal axis, the value ranges applied in each criterion. The criteria represent what students mastered.



Exam: Test in which a person can demonstrate their knowledge, their worth, and so on. This test can be done either in written form in a document, orally or through an electronic system.

ASSESSMENT MOMENTS

Educational diagnostic test: A diagnostic test is a test that helps the teacher and learners identify problems that they have with the language at the start of the course.

Formative assessment: refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. Formative assessment help teachers identify concepts that students are struggling to understand, skills they are having difficulty acquiring, or learning standards they have not yet achieved so that adjustments can be made to lesson, instructional techniques, and academic support.

Summative assessment: it is used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year.

ASSESSMENT MODALITY

- a) **Self-assessment:** student self-assessment involves students in evaluating their own work and learning progress.
- b) **Peer-assessment:** allows teachers to know students' perspectives among themselves in relation to task solving, favoring the identification of difficulties in terms of self-assessment and it offers more elements to determine their own and others' performances.
- c) **Teacher evaluation:** it includes reviews of qualifications test of teacher knowledge, observations of practice, and measurements of student learning gains. Assessments of teacher quality used for professional growth of teachers.

IMPLEMENTATION CONSIDERATIONS

Teaching a foreign language implies creating the necessary scenes to contextualize learning and make it meaningful. Thus, having an English classroom or an English lab is a useful tool since students can be exposed to the language through visual or audio input learning material. Furthermore, getting students to identify the classroom objects and school spaces, and to use essential everyday expressions in the target language, allows students to acquire knowledge and abilities from what they do in every class.

Since the program states 70% of independent study, it is quite important to choose a communication platform. Due to the economic and social background of the students which implies the lack of access to internet in many cases, instead of using a platform, the teacher could select a communication channel from the social media such as a WhatsApp or Facebook group to reduce economic constraints. This way, the teacher can monitor distance activities during the week and offer feedback if needed.



English syllabus III has specific grammar points which requires a background that students must have, therefore, former knowledge is paramount to let them learn in a correct and easy way.

Students must be willing to learn a foreign language, it involves spending time practicing as well as studying a large range of vocabulary.

Scaffolding is needed. Teachers must consider modeling the learning activity according to the learner's characteristics, such as: age, gender, context, interests, level of thinking, among others before letting them to work independently.

Consider also, the different learning styles on behalf of preparing and presenting different types and supporting materials to learners.

Clear instructions are necessary to assure that learners understand what is expected from them. Consider a logic teaching structure, such as the PPP model: Presentation to introduce new knowledge. Practice, such as integration, complement or extension of new learnings, through different techniques, and production, where learners use and transfer the learning achieved.

12. EXAMPLES FOR DIFFERENT ACTIVITIES ENGLISH III SYLLABUS**Complete the chart with comparatives**

Adjective	Comparative
Old	Older than
Fat	
Good	
Intelligent	
Thin	
Tall	
Hot	
Bad	
Happy	
Important	
Strong	
Ugly	

Complete the sentences with the comparative form of the adjectives in parenthesis.

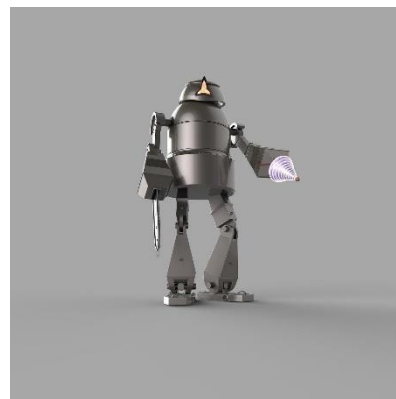
1. My school is _____ (big) yours.
2. John is _____ (strong) David.
3. My books are _____ (heavy) my notebooks.
4. This sofa is _____ (comfortable) my chair.
5. Today is _____ (cold) yesterday.
6. His cellphone is _____ (cheap) hers.
7. My classmates are _____ (happy) politicians.
8. Sharks are _____ (dangerous) dolphins.
9. English is _____ (easy) Geometry and Trigonometry.
10. My grades are _____ (good) last semester.

Will and going to

Complete the sentences using will for predictions.

In 2 years:

1. Mexico _____ the leader of the world. (be)
2. Shakira _____ again. (get married)
3. My life _____ much better. (be)
4. You _____ a big house. (have)
5. My family _____ to Acapulco. (travel)



Complete the text about someone's life plan. Remember to use going to.

- Hello. My name is Rose. These are my plans for the future. In the year 2026 I am _____(visit) _____. I am _____(go) with my family. We like to travel. We like the beach.
- Hello. My name is Michael. These are my plans for the future. In the year 2030 I am _____(get married). I am _____(live) in Mexico City and I am _____(have) two dogs.
- This is Pedro. He is _____(study) to be a doctor. He is _____(work) in a big hospital and he is _____(be) very popular.
- This is Matilda. She is _____(practice) a lot of sports. She _____(swim) in a big pool in Australia. She is _____(win) in the Olympic Games. She is _____(be) famous.

Modal Verbs

Think about these situations and create a sentence using modals.

1. We are going to Paris for a weekend. *(Make suggestions about things to do.)*
2. We start school in September. *(Talk about necessity)*
3. Margaret is a very talented sportswoman. *(Talk about ability)*
4. You have just won the lottery! *(Talk about possibility)*
5. Peter has got a headache and a congested nose. *(Give him some advice)*
6. You want to borrow your uncle's Mercedes Benz. *(Ask for permission politely)*

Look at information in the following table according to the level of necessity.

Degree of Necessity	Corresponding Modal	Meaning
Obligatory	must	
	will	
	should	
	may	
Suggested	can/could	

Ask learners to look at the classroom rules posted at the front of the classroom. Assign each group one or two rule, depending on how many groups there are, and ask them to do the following:

- First, decide the **degree of necessity** implied in the rule.
 - Then, choose an appropriate modal to use with the rule.
1. Raise your hand before speaking.
 2. Wait until someone finishes talking to begin speaking.
 3. Go to the bathroom as needed.
 4. Bring paper and pencil or pens to class.
 5. Turn in your homework on time.
 6. Be on time for class.
 7. Put your books on the shelf.
 8. Keep your backpacks out of the aisle.
 9. Look at your paper during tests.
 10. Put cell phones on silent during class.

Verbs followed by (ing) form

Some verbs such as enjoy, admit, like, appreciate, imagine and miss are followed by another verb, it must be in the -ing form.

I enjoy playing soccer.
He admitted stealing the money.
I don't mind waiting if you're busy now.

Verbs followed by to + infinitive form

Some verbs such as, *ask, choose, decide, expect, hope, plan, prepare, promise, want, learn, afford, agree* and *offer* are followed by another verb, it must be in the to + infinitive form.

I want **to speak** English
She's learning **to play** the guitar
He offered **to help** us wash up.

Other verbs in this group include, *refuse* and *would like*.

A. Choose the correct verb form

1. I finished _____ two years ago (**study / studying**)
2. We hope _____ you again soon (**visiting / to visit**)
3. Next summer, we're planning _____ my old colleagues. (**see / seeing**)
4. They chose _____ about the environment for their project. (**write / writing**)
5. I dislike _____ to work at weekends (**to have / having**)
6. She decided _____ to Mexico City (**to go/ going**)
7. Michael wants _____ a new car (**buying / to buy**)
8. They have learned _____ a computer (**to fix / fixing**)
9. My teacher suggested us _____ vegetables everyday (**eating / to eat**)
10. My friends avoid _____ late (**staying up / to stay up**)



Adverbial phrases

Instructions: identify the adverbial phrases in each sentence given below:

Example: I climbed up **the tree** to get some apples. the tree

1. He hunts rabbits every month. _____
2. I am going to the city tomorrow afternoon. _____
3. First of all, let's have some soda. _____
4. She's going to quit her job soon. _____
5. I would like to live in another country. _____
6. She sees him once in a while. _____
7. He gets angry all the time. _____
8. She takes English classes every Thursday. _____
9. They travel a lot nowadays. _____
10. I am trying to call you now. _____

Zero and first conditional

Complete the sentences below by making Zero Conditional statements.

<i>"If" / "when" + simple present,</i> "If" / "when" it doesn't rain,	<i>Simple present</i> the flowers die.
<i>Simple present</i> The flowers die	<i>"If" / "When" simple present</i> "If" / "when" it doesn't rain.

- If I don't do my homework, _____
- I am sad _____
- When my friend cleans his house, _____
- She always answers her cellphone _____
- When I travel, _____
- If she doesn't work, _____
- I feel well _____
- When I wake up late, _____
- He doesn't have money _____
- They pass their exams _____



Match the sentences to form First conditional sentences.

<i>"If" / "when" + present simple,</i> "If" / "when" my cousin goes to the supermarket,	<i>simple future</i> he will buy some apples
<i>Simple future</i> He will buy some apples	<i>If + present simple</i> "If" / "when" my cousin goes to the supermarket.

- | | |
|-----------------------------------|---------------------------------|
| A. If my brother is late at home, | () I'll wet. |
| B. If I am hungry, | () If you study hard, |
| C. You will have better grades. | () You will visit the doctor. |
| D. I will be late. | () When they travel to Puebla, |
| E. When it start to rain, | () I will eat a torta. |
| F. They'll visit the museum. | () he will be in troubles. |
| G. If you are sick, | () If I miss the taxi, |

Present perfect

Examples:

My mom **has worked** in the same place for six years

I **have been** in this restaurant twice

She **has not played** in this city

You **have not studied** English

Have **you been** in a Chinese restaurant? Yes, **I have**

1. Complete these conversations with present perfect

A. Have you ever _____ **(be)** to a party on the beach?

B. Yes I _____. We _____ **(dance)** a lot

A. Have you _____ **(try)** sushi?

B. No, I _____ but I`d like to.

A. Have you ever _____ **(eat)** Mexican food?

B. Yes, I _____. In fact _____ **(eat)** tacos

A. Has your sister _____ **(be)** on diet?

B. Yes, she _____, she _____ **(be)** for two years.

A. Have they ever _____ **(play)** an extreme sport?

B. No, They _____

2. Write the verb in a correct way in negative form in present perfect

A. She _____ **(not/study)** for the English exam

B. Adam and Natalie _____ **(not/live)** together for 3 years.

C. You _____ **(not/leave)** yet.

D. They _____ **(not/bring)** their children with them.

E. My brother _____ **(not/read)** a book in 3 years

3. Complete these sentences in present perfect affirmative

1. My mom _____ **(cook)** a delicious food.

2. You _____ **(visit)** two museums.

3. Helen _____ **(hear)** of that.

4. I _____ **(decide)** to do it.

5. Adele _____ **(record)** a new song.



Instructions:

- Step 1: Read the **phrasal verb story** below.
- Step 2: Learn the meaning of the phrasal verbs and put them in the blanks.
- Step 3: Review the story again to see how much better you understand the story!

take _____ off	track down	run down
take off	acting up	take off
took off	thinking over	act up

Last year we decided to _____ 6 weeks _____ (*time away from work*) of work so we could travel to Ecuador. After 3 flights, we had finally arrived in Ecuador but had to stay in a hotel overnight. In the morning, we had _____ (*leave*) from our hotel at 9 AM so that we had enough time to go through security and get our tickets before our plane _____ (*left the ground*) at noon to reach our final destination on the coast.

Once we were in the air, high above the mountains, the plane started to make a strange noise. It sounded like one of the engines was _____ (*having a technical problem*). We were hoping nothing as going to go wrong but I was definitely thinking that the mechanics should _____ (*find*) the source of the noise; because the entire flight I was _____ (*think about*) all of the horrible things that might happen if there was a problem with the engine of the airplane.

About halfway through the flight, I decided to _____ (*remove*) my jacket and use it as a pillow against the side of the airplane because I was feeling _____ (*low on energy*) after so much time traveling. Just as I was about to fall asleep, a little girl started to _____ (*misbehave*) and was crying. Although I'm complaining about the flight and the plane, I'm not trying to _____ (*talking badly*) the airline. The staff were really friendly and after all, we did arrive safely to our destination.

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