



**SYLLABUS BASIC COMPONENT
COMMON CURRICULAR FRAMEWORK OF HIGHER
SECONDARY EDUCATION**

DISCIPLINE
COMMUNICATION

GENERAL HIGH SCHOOL

ENGLISH V

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1. Presentation

Our country, like other nations in the world, is driving a significant Education Reform, whose primary objective is to ensure that all children and young people exercise their right to high-quality education and receive contents and skills that allow them to obtain the learning needed to face the challenges of the XXI century.

In the design of the corresponding Reform, the elaboration of the plans and study programs for compulsory schooling is established as an obligation, so that it finds a dimension of pedagogical and curricular concretion in the classrooms. In the New Educational Model, given the relevance that society sees in education as an enhancer of personal and social development, a key element is the creation of new curricula for compulsory public education in general and High School Education (HSE), as well as the programs by subject.

As pointed out by Reimers and Cárdenas (2016), it is in the definition of 'competency' incorporated to the curriculum where the articulation, pertinence and correlation with the national educational goals established by the educational systems, such as the Mexican one, are observed. There is evidence that the current Educational Model of Higher Secondary Education does not respond to the present or future needs of young people.

Currently, teaching is directed strictly by the teacher: it is impersonal, homogeneous and prioritizes the accumulation of knowledge and not the achievement of deep learning outcomes fragmented in academic semesters, classes, subjects, and memory is prioritized, with the consequent accumulation of disconnected contents; knowledge governed a strict calendar of activities in which students are told, rigorously, what to do and what not to do, and new technologies incorporated into old practices. All this produces disjoint knowledge with limited applicability, relevance, pertinence, and validity in the daily life of the students, as well as post- evaluation amnesia instead of significant and profound learning.

Nowadays, young people from HSE move towards adult life in a world that evolves from a knowledge society towards a learning and innovation society (Joseph Stiglitz, 2014, Ken Robinson, 2015, Richard Gerver, 2013; and Marc Prensky, 2015, among others). They process vast amounts of information at high speed, understand and use, simultaneously, the technology that is part of their daily environment, and that is relevant to their interests.

Because of this, High School Education must overthrow the misconnection with the curriculum, school and students, since it could lead to educational problems such as low results, failures and school dropouts.

As a result, it is necessary to understand firstly young people have different learning backgrounds and abilities (they are not a homogeneous group) that need to be strengthened to develop analytical, critical, reflective, synthetic and creative thinking, in opposition to the scheme that points only to memorization. It also becomes pivotal to change the evaluation schemes that leave many students behind and that do not measure the gradual development of learning and competencies to successfully respond to the current dynamism that young people need to face to overcome the challenges of the present and the future.

Secondly, a relevant and dynamic curriculum is required, which focuses on youth and their learning, and emphasizes that they are the architects of their education, instead of the current one that is segmented and limited by disciplinary fields. Therefore, the school needs to transform itself to incorporate the new ways in which young people learn and continue to do so in the classroom and teaching practice (Gerver, 2013; Prensky, 2013); if the school does not do it, it will be increasingly relegated from reality every day.

Curriculum and syllabus suffered a transformation in the Integral Reform of High School Education in Mexico is known as (RIEMS) to fulfill its original rationale; however, the results of national and international evaluations show that the endeavored has not been sufficient and that progress has not been made in the development of core competences which are

fundamental for the development of people and society.

Therefore, Public Education Department, through the Deputy of High School Education, proposed to modify the syllabus basic training component of General and Technological Baccalaureate in all disciplinary fields that forms the HSE curriculum.

The work was carried out based on an integral and cross-disciplinary vision, implied of this continuum in opposition to the disjunction with traditionally approach. Students are in the center of the educational activities with a Learning Network ("Key Learning Points") set up for each field of discipline. This network operates in the classroom through a Learning Community in which the change of roles is fundamental: to pass from a passive student to a proactive one and with critical thinking; and from an instructor teacher to one that is a "learning guide."

This change is vital because students learn better, when they are engaged; this doesn't happen, when lessons are centered, mainly, when the teacher take the word and students and do not receive feedback from students and they became passive.

Another factor to consider is subject and content transformation allows the connection with school and young people real world development.

It is important to mention, the Public Education Department in the national consultation process the Collegiate Teacher Academies throughout the country attended to the call, and all the experiences, observations, and recommendations from the academy were for the New High School Education Curriculum designing.

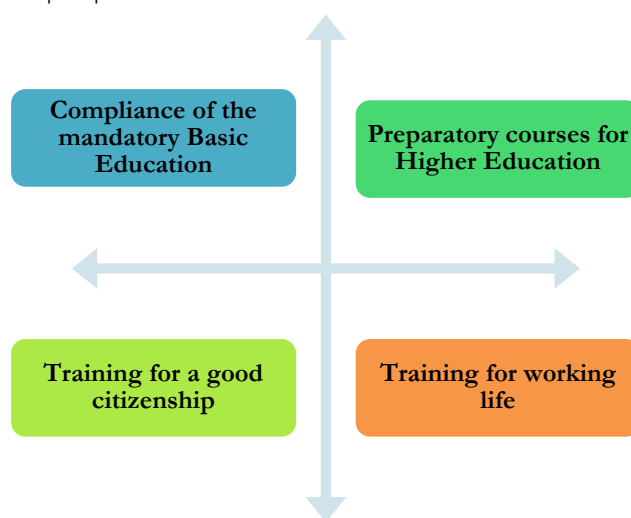
The world consensus indicates the purpose of education is not only to memorize curricular content, but, also students have to develop "soft skills" to set goals and achieve them. They must be instructed in such way they "can learn to learn", to think critically, to act and to live with others to achieve significant challenges, regardless of the area of knowledge they are studying (Prensky, 2013).

The contents of the subjects are relevant because they encourage and guide the development of skills, abilities, and skills; however, in the current curriculum, fundamental aspects that allow young people to respond to the challenges of the present and prepare for the future have been left aside.

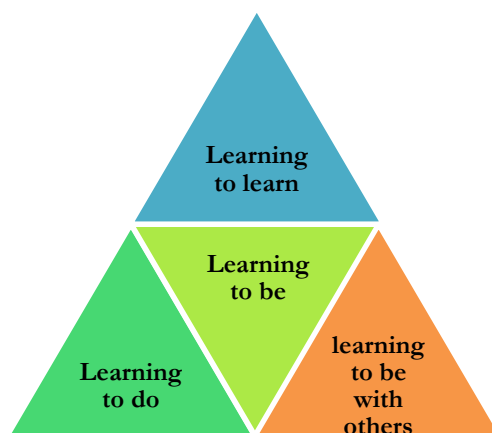
Several authors have devoted many pages to listing the skills, and abilities they must develop to respond to the challenges of the present. In this sense, they coincide in need to promote collaboration, creativity, communication, entrepreneurial spirit, problem-solving skills, social responsibility, the use of technology, perseverance, honesty, determination, flexibility to adapt to changing environments, leadership, and innovation.

In society, there is a perception that education is increasingly essential for the development of people and organizations. Based on an international survey referred to in the study *Teaching and Learning in the XXI century: Goals, Educational Policies and Curricula in Six Countries (2016)*, a higher percentage of developing economies, compared to those already produced, consider that a good education "is important to get ahead in life" (Reimers and Chung, 2016).

Finally, to promote the realization of this perception about the social relevance of education, it is imperative that the experience of young people in school be relevant. For this reason, the Higher Secondary Education, through an up-to-date curriculum, puts students' learning at the center of institutional efforts, promotes the achievement of the four functions and the four purposes of this educational level:



4 functions of the HSE



Four purposes of the Higher Secondary Education

In order to have a deep view of the factors that promoted the curriculum changes for high school education, please check the Link: <http://sems.gob.mx/curriculoems2>.

Introduction

2. Introduction

Learning a second language is essential in a globalized world. Currently, personal and impersonal communication in any country refers to elements of English such as words, phrases, literature, informative or scientific texts; this interaction allows breaking the communication barriers between people.

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 English V course at High School level considers the following aspects:

1. Prior knowledge in A2 English level according to the Common European Framework.
2. The general performance expectations stated by the level B1 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 accomplish the objectives.

According to the new Educational Model, the level B1 goals are part of the English V course to help students to reactivate previous knowledge and obtain what they need 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 outcomes of the English level B1 program. To achieve this goal, it is necessary to systematize teacher planning. This document contains relevant information to achieve the objectives for the new Educational Model of High School.

3. Subject Characterization

English V is part of the disciplinary field of Communication.

FIRST SEMESTER			SECOND SEMESTER			THIRD SEMESTER			FORTH SEMESTER			FIFTH SEMESTER			SIXTH SEMESTER		
SUBJECT	H	C	SUBJECT	H	C	SUBJECT	H	C	SUBJECT	H	C	SUBJECT	H	C	SUBJECT	H	C
MATH I	5	10	MATH II	5	10	MATH III	5	10	MATH IV	5	10				FILOSOPHY	4	8
CHEMISTRY I	5	10	CHEMISTRY II	5	10	BIOLOGY I	4	8	BIOLOGY II	4	8	GEOGRAPHY	3	6	ECOLOGY AND ENVIRONMENT	3	6
ETHICS I	3	6	ETHICS II	3	6	PHYSICS I	5	10	PHYSICS II	5	10	SOCIOECONOMY	3	6	CONTEMPORARY UNIVERSAL	3	6
INVESTIGATION	3	6	INTRODUCTION TO SOCIAL	3	6	HISTORY OF MEXICO I	3	6	HISTORY OF MEXICO II	3	6	*	3	6	*	3	6
READING AND WRITING	4	8	READING AND WRITING	4	8	LITERATURE I	3	6	LITERATURE II	3	6	*	3	6	*	3	6
ENGLISH I	3	6	ENGLISH II	3	6	ENGLISH III	3	6	ENGLISH IV	3	6	*	3	6	*	3	6
COMPUTING I	3	6	COMPUTING II	3	6	***	7	14	**	7	14	*	3	6	*	3	6
SPORTS AND ARTS	4		SPORTS AND ARTS	4													
	3	5		3	5	SPORTS AND ARTS	3		SPORTS AND ARTS	2		***	7	14	**	7	14
	0	2		0	2												
							3	6		3	6	SPORTS AND ARTS	4		SPORTS AND ARTS	3	
							3	0		2	0						
													2	5		3	5
													9	0		2	8

* PROPEDEUTICAL TRAINING COMPONENT

DCA/2017

** COMPONENT OF TRAINING FOR THE WORK BY MODULES UNDER THE APPROACH OF LABOR COMPETITION

4. Purpose of the Disciplinary Area of Communication

The basic disciplinary competence of communication is related to the student's 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.

5. Purpose of the English V study program

By the end of the fifth semester of English the student reads, writes, understands and exchanges information according to the defined performance competences of level B1 in the Common European Framework of Reference.

The key learning points that English V helps to develop are:

Communication <i>Key Learning Points</i>		
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. 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.	Reading, writing and oral production as learning sources and abilities practice. The importance of reading to writing production.	The importance of language and grammar role in it. Argumentative text. The text as resource

	The importance of reading to writing in based argument.	information and new ideas
Providing reasonable opinions from the point of making a text	The justification of the students' Opinion with an argument. The solid construction of one's original perspective.	The argumentative writing. The original argumentative writing.
Technology, information, communication and learning.	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.	The impact of technology on human development. Responsible use of information. Learning of innovation. In and from the web. Programming to learn.

6.Scopes of the Graduate Profile to Contribute to the English V study program

FIELD	GRADUATE PROFILE
LANGUAGE AND COMMUNICATION	(S)he expresses himself/herself clearly in Spanish both in writing and speaking. (S)he identifies key ideas in a text or in a speech and infers conclusions with them, obtaining and interpreting information to argue effectively. (S)he communicates fluently and naturally in English.

Additionally, in an inter-subject relationship it will benefit the gradual development of the following scopes:

FIELD	GRADUATE PROFILE
SOCIO-EMOTIONAL SKILLS AND LIFE PROJECT	The student is self-conscious and determined, builds healthy interpersonal relationships, controls himself/herself, is able to face adversities, works effectively, recognizes the importance of asking for help, and is able to plan a life project with personal goals. (S)he sets goals and makes the most of his/her alternatives and resources. (S)he makes decisions to generate benefits for his/her well-being in present, and opportunities to know how to deal with future risks.
COLLABORATION AND TEAMWORK	(S)he works in teams in a constructive manner, takes and active and responsible leadership, proposes alternatives to work and solve problems. (S)he embraces a constructive attitude.
DIGITAL SKILLS	(S)he uses Information Technologies and Communication ethically and responsibly to investigate, solve problems, produce materials, and express ideas. (S)he takes advantage of these technologies to develop ideas and innovations.

7. Content Structure

Six elements of curricular organization have been considered in the design of the study programs of the disciplinary field of Communication with the purpose of promoting the depth of student learning; of avoiding different curricular formats; of favoring inter-subject relationships and of bettering guidance of the teaching practice:

Content structure

Concept	Definition
Competence	It organizes concepts, skills and attitudes of the disciplinary fields and is the benchmark for promoting inter-subject relationships.
Component	It generates and/or integrates the contents and it responds to specific organization forms to each field or discipline.
Content	It corresponds to key learning point. It is the highest-ranking content in the study program.
Specific content	It corresponds to the central contents and by their specificity; they establish the reach and depth of their approach.

Expected learning outcomes	They are descriptors of the learning process and performance indicators that students must achieve for each of the specific contents.
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.

The following table describes the contents teachers must include in the lesson plans to achieve, by the end of the course, an B1 level of English. The table includes proposals of evidence of learning that teachers should use as part of their course design.

8. Contents Table of English V

English V					
Guiding Axis	Component	Content	Specific content	Expected learning	Evidence of learning
Students will communicate, interact, and collaborate with others.	Communication: interpersonal relationships. Integration of learning communities. Contextualization of learning communities	Collaborative work in classroom as a basis for the integration of the learning community.	Making Indirect questions.	Ss use one question inside another question to introduce ideas in daily life conversations.	A video of a conversation about a book they read using embedded questions.
Reading, writing, speaking and listening.	Reading, writing and oral production as learning sources and abilities practice. The importance of reading to writing production The importance of reading to writing	The importance of language and grammar role in it Argumentative text The text as resource information and new ideas	Expressing probability, regrets, obligations and prohibitions.	Ss recognize and produce sentences about obligations, advice, predictions and regrets in both oral and written forms, based on informative texts such as newspapers and science books.	A list of underlined words from a short text. A short conversation with their partners to give advice. Written sentences about their regrets.

<p>Reading, writing, speaking and listening.</p>	<p>Reading, writing and oral production as learning sources and abilities practice. The importance of reading to writing production</p>	<p>The importance of language and grammar role in it Argumentative text The text as resource information and</p>	<p>Talking about the chronology of past events.</p>	<p>Ss recognize and express the idea that an action occurred before another action or specific time in the past, using descriptive texts.</p>	<p>A list of events from the previous day. A Timeline with sentences effectively using the past perfect.</p>
<p>Providing reasonable opinions from the point of making a text</p>	<p>The justification of the student's opinion with an argument. The solid construction of one's original perspective</p>	<p>The argumentative writing. The original argumentative writing</p>	<p>Suppositions and speculations.</p>	<p>Ss read narrative texts to identify and express what they would generally do in unreal situations in present and past. They can describe what they would have</p>	<p>Short comic strips using the second and third conditional.</p>

9. English V Course Plan

Within the framework of the New Educational Model, the hierarchy of the academic contents of the subject of English V is of significant importance, with which it is intended to promote a quality scientific education for the comprehensive development of high school students, considering not only the understanding of the processes and key ideas of science, but venturing into the form of description, explanation and modeling proper to English.

In the same way, the socio-emotional skills (HSE) are incorporated into the Common Curriculum Framework in the New Educational Model, which is specified from the subjects. Thus, in the case of the subjects of the first semester, the development of the “Dimension Relaciona T” of the Scope of Collaboration will be promoted. The approach of the HSE along the Technological Baccalaureate will be carried out in the following way:

The planning of the activities of the school semester must consider that, of the 48 hours destined to English I. For the total development of the course in the classroom the time in three dimensions has been divided:

- 75% destined to the development of activities for the achievement of the expected learning.
- 8% used to promote the development of socio-emotional skills.
- 17% proposed for the strengthening of learning that contemplates the conceptual and procedural contents necessary for the development of skills, as well as for the realization of specific works derived from the own needs of individual or collective learning.

EVALUATION PERIOD I

GUIDING AXIS	COMPONENT	CONTENT	SPECIFIC CONTENT	EXPECTED LEARNING OUTCOME	CLAS S HOURS 75%	SOCIO-EMOTIONAL ABILITIES	REINFORCEMENT
						25%	
Students will communicate, interact, and collaborate with others.	Communication: 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.	Making Indirect questions.	Use one question inside another question to introduce ideas in daily life conversations.	8	Construye T program application: Social Awareness RELACIONA-T.	Collaborative work. Context situation application. Practical problem solution.
Reading, writing, speaking and listening.	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	The importance of language and grammar role in it Argumentative text The text as resource information and new ideas	Expressing probability, regrets, obligations and prohibitions.	Recognize and produce sentences about obligations, advice, predictions and regrets in both oral and written forms, based on informative texts such as newspapers and science books.	8		

EVALUATION PERIOD II

GUIDING AXIS	COMPONENT	CONTENT	SPECIFIC CONTENT	EXPECTED LEARNING OUTCOME	CLAS S HOURS 75%	SOCIO-EMOTIONAL ABILITIES	REINFORCEMENT
						25%	
Reading, writing, speaking and listening.	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	The importance of language and grammar role in it Argumentative text The text as resource information and new ideas	Expressing obligations and prohibitions.	Recognize and produce sentences about obligations, advice, in both oral and written forms, based on informative texts such as newspapers and science books.	8	Construye T program application: Social Awareness RELACIONA-T.	Collaborative work. Context situation application. Practical problem solution.
Reading, writing, speaking and listening.	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	The importance of language and grammar role in it Argumentative text The text as resource information and new ideas	Talking about the chronology of past events.	Recognize and express the idea that an action occurred before another action or specific time in the past, using descriptive texts.	8		

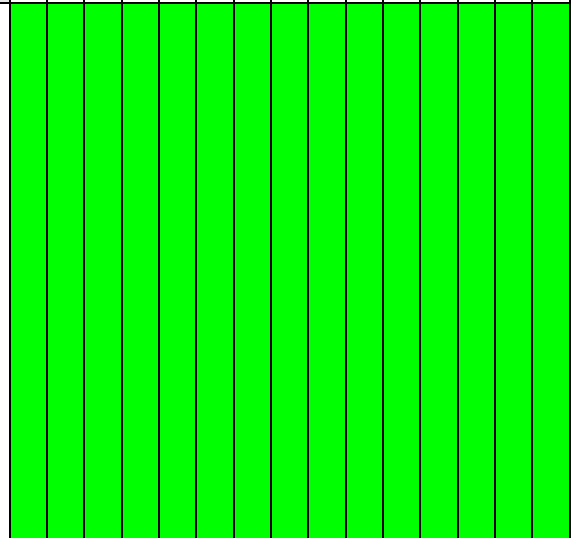
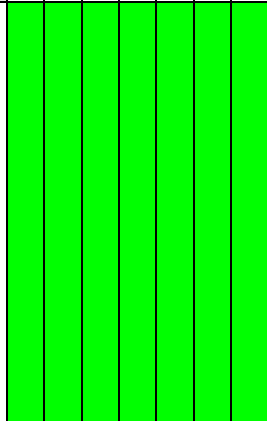
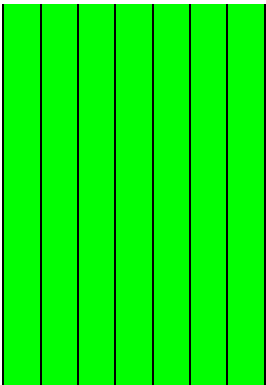
EVALUATION PERIOD III

GUIDING AXIS	COMPONENT	CONTENT	SPECIFIC CONTENT	EXPECTED LEARNING OUTCOME	CLAS S HOURS 75%	SOCIO-EMOTIONAL ABILITIES	REINFORCEMENT
						25%	
Providing reasonable opinions from the point of making a text	<p>The justification of the student's opinion with an argument.</p> <p>The solid construction of one's original perspective</p>	<p>The argumentative writing.</p> <p>The original argumentative writing</p>	Suppositions and speculations.	Read narrative texts to identify and express what they would generally do in unreal situations in present and past. They can describe what they would have done or could have happened differently depending on the circumstances.	16	<p>Construye T program application: Social Awareness RELACIO NA-T.</p>	<p>Collaborative work. Context situation application. Practical problem solution.</p>

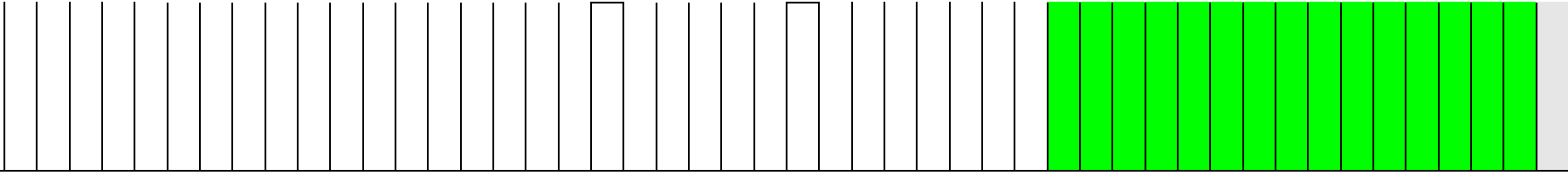
obligations and advice, in both oral and written forms, based on informative texts such as newspapers and science books.

Ss recognize and express the idea that an action occurred before another action or specific time in the past, using descriptive texts.

Ss read narrative texts to identify and express what they would generally do in unreal situations in present and past. They can describe what they would have done or could have



happened differently depending on the circumstances.



Socioemotional abilities session.
Learning outcome sessions.
Reinforcement activities.

10. Inter-subject Relationship

The inter-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.

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.

Vertical: It refers to the learnings as an articulated and non-summative continuum, that is, learning must be complementary through the reactivation of previous learning.

COMPETENCE 1 Horizontal Inter-subject relationship				
DISCIPLINE	Communication	Maths	Experimental sciences	Human sciences
SUBJECT	English V	Integral calculus	Physics II	Science, Technology, Society and Values
CONTENT	<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>	<p>Immediate. Integration by parts.</p>	<p>States of aggregation (States of matter)</p>	<p>Historicity.</p>
SPECIFIC CONTENT	<p>Talking about the chronology of past events.</p>	<p>Antiderivative of the elemental functions (Algebraic and transcendental).</p>	<p>What is matter?</p>	<p>Development modes: Agrarian mode. Industrial mode. Informational and knowledge mode.</p>
LEARNING OUTCOME	<p>Recognize and express the idea that an action occurred before another action or specific time in the past, using descriptive texts.</p>	<p>Recognizes the definite integral meaning with the area below the curve.</p>	<p>Identify the characteristics of the matter.</p>	<p>Discerns how science and technology have influenced on the social coexistence and organizational changes.</p>
EVIDENCE OF LEARNING	<p>A list of events from the previous day.</p> <p>A Timeline with sentences effectively using the past perfect.</p>	<p>Complete a given integration table.</p>	<p>Write a report on a demonstrative practice on which the students observe the changes on the states of aggregation, specifying the temperature on which such changes occur.</p>	<p>Timeline to differentiate the production modes moments, specifying the science and technology surge.</p>

11. Connection Between Learning Outcomes and Competency

'Competency' shows what a student will be able to accomplish by the end of a subject or a group of them.

It is important to consider the development of competency in the different subjects to ensure that the expected knowledge will allow the students to mobilize and reinforce prior knowledge and apply it to different situations in diverse contexts.

Learning Outcomes	Learning products	Generic Competencies	Attribute	Disciplinary Competencies
Ss use one question inside another question to introduce ideas in daily life conversations.	A video of a conversation about a book they read using embedded questions.	The student listens, interprets, and issues pertinent messages in distinct contexts using appropriate media, codes, and tools.	<ul style="list-style-type: none"> -Identify the key ideas in an oral text or speech and infer conclusions from them. -He/she communicates in a second language on daily situations. 	<ol style="list-style-type: none"> 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. 11. Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation

<p>Ss recognize and produce sentences about obligations, advice, predictions and regrets in both oral and written forms, based on informative texts such as newspapers and science books.</p>	<p>A list of underlined words from a short text.</p> <p>A short conversation with their partners to give advice.</p> <p>Written sentences about their regrets.</p> <p>A list of rules for a particular place (museum, hospital, school, etc.).</p>	<p>The student listens, interprets, and issues pertinent messages in distinct contexts using appropriate media, codes, and tools.</p>	<p>-Identify the key ideas in an oral text or speech and infer conclusions from them.</p> <p>-He/she communicates in a second language on daily situations.</p>	<p>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.</p> <p>11. Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation</p>
<p>Ss recognize and express the idea that an action occurred before another action or specific time in the past, using descriptive texts.</p>	<p>A list of events from the previous day.</p> <p>A Timeline with sentences effectively using the past perfect.</p>	<p>The student listens, interprets, and issues pertinent messages in distinct contexts using appropriate media, codes, and tools.</p>	<p>- Express ideas and concepts through linguistic, mathematical or graphic representations.</p> <p>- He/she communicates in a second language on daily situations.</p>	<p>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.</p> <p>11. Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation</p>

<p>Ss read narrative texts to identify and express what they would generally do in unreal situations in present and past. They can describe what they would have done or could have happened differently depending on the circumstances.</p>	<p>Short comic strips using the second and third conditional.</p>	<p>The student listens, interprets, and issues pertinent messages in distinct contexts using appropriate media, codes, and tools.</p>	<ul style="list-style-type: none"> - Express ideas and concepts through linguistic, mathematical or graphic representations. - He/she communicates in a second language on daily situations. 	<ol style="list-style-type: none"> 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. 11. Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation
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12. Suggested Evaluation Process

An evaluation activity and a learning activity are different situations. Evaluation activities come from the need to monitor the advance or progress of the learning activities. Learning activities include a teaching strategy, while evaluation activities are part of the evaluation strategy (type of evaluation, form, moments, criteria, indicators, techniques and instruments).

Real evaluation tries to establish what the students know or what they are capable to do using different strategies and evaluation processes.

Criteria	Learning Outcome	Evaluation Instrument	Percentage
He/She has reviewed the structure of embedded questions. He/She is able comprehend the meaning and use of indirect questions in different contexts.	A video of a conversation about a book they read using embedded questions	Rubric	10%
He/She has reviewed modal verbs to talk about possibility or probability. He/She is able to identify modals and comprehend the meaning by its context.	A list of underlined words from a short text.	Check List	5%
He/She has reviewed modal verbs to give advice, should and shouldn't. He/she is able to make questions to ask for and give advice.	A short conversation with their partners to give advice.	Rubric	10%
He/she is able to identify, use and talk about stablished rules for particular places. He/she can make accurate decisions about following instructions at particular places.	A list of rules for a particular place (museum, hospital, school, etc.).	Check List	5%
	Knowledge Assessment	Objective Test	
He/she is able to identify unpleasant events or a specific time of the past, talk about them and construct ideas based on hypothetical situations.	Written sentences about their regrets.	Check List	5%

He/She is able to construct ideas about past events. He/She names events effectively.	A list of events from the previous day.	Check List	5%
He/She has reviewed the structure of past events and knows how to order them chronologically. He/She is able to identify the structure of Past Perfect Tense and use it accurately to name events in a precise sequence.	A Timeline with sentences effectively using the past perfect.	Rubric	10%
	Knowledge Assessment	Objective Test	
He/She has reviewed hypothetical situations in the present and future tense. He/She is able to make suppositions or speculations about the present and past. He/She is able to identify the structure of conditional sentences in present and past as well as to produce them accurately according to the second and third conditionals.	Short comic strips using the second and third conditional.	Rubric	10%

Orientations to develop the evaluation plan of the expected learning of the subject of English.

a) Identify 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.

b) Select 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.

c) 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: It is recommended that, from the very beginning of the course, the teacher establishes the criteria that will be used to evaluate individual and collective performance. These criteria can be presented in the form of indicators and use instruments such as: observation records, checklists, estimation scales, rubrics, evidence portfolios and exams.

Observation records: It is an instrument that is based on a list of indicators that can be written, either as affirmations or as questions, which guide the observation work within the classroom, pointing out the aspects that are relevant when observing.

Checklist: Consists of a list of indicators of achievement or aspects that make up an indicator of achievement determined and selected by the teacher, together with the students, to establish their presence or absence in the learning achieved.

Estimated Scale: An instrument that allows registering the degree, according to a certain scale, of a behavior, a skill or a certain attitude, developed by the student during a semester.

Rubric: It is a table that presents in the vertical axis, the criteria will be evaluated and, in the horizontal axis, the rating ranges to be applied in each criterion. The criteria represent what students are expected to have 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. Likewise, we suggest the following evaluation technique:

Portfolio of evidence: It allows collecting evidence of the achievement of the expected learning. The construction of the portfolio integrates all the products and instruments that the student has developed in a given period. The appropriate instruments for the portfolio are checklist and rubric. It is important to promote the creation of the evidence portfolio, either physically or digitally, as this shows the scope of the student in the progression of the expected learning.

Types of assessment

Diagnostic assessment allows teachers to know the students' conditions prior to instruction. Due to its nature, this occurs at the beginning of the class or semester.

Formative assessment demonstrates students' performance during their learning process through assimilation, adjustment, and rethinking, also, it allows teachers to find areas of improvement and, if necessary, reorganize the emphasis of activities. They occur in the middle of the class session.

Summative assessment occurs at the end of the class, during the closing activities and it allows determining the final learning outcomes and the competencies development.

In formative assessment, observation and feedback coming from the professor or from students are references that allow giving attention to students' difficulties during their learning process, being crucial to apply these two on a daily basis. Records and exams are of greater use to summative assessment.

Mode of assessment

- a) Self-assessment: allows the development of metacognitive processes through which students reflect on their tasks, efficiency, and skills they need to work on. Self-assessment helps students to identify the difficulties that arise while working on the activities and design strategies to solve these difficulties and ask for support.

- 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.

Professor-evaluation: offers criteria to students in order to improve their own performance from the professor's perspective.

13. Teachers and Learning Network

Currently, the skills of teachers are aimed at building and accompanying various learning processes in themselves and with students. The school itself is a network of social links from which information is obtained and meanings are managed. When this framework can be oriented to the collaborative construction of knowledge using Information and Communication Technologies, then a network is born.

Although it is true that the needs and characteristics of each context, establishment and subsystem are different, establishing suitable linkage plans adapted to these characteristics with ICT updates, improves and transforms learning. It is therefore essential to understand what kind of learning network we want to build or in which we want to participate. Thus, there are two types of learning networks: online communities and the community of practice.

Based on the approaches of the New Model, the collegiate work acquires a dynamic in which teachers who serve the same group of students participate to propose and design the evaluation projects and instruments that give rise to a learning community.

Therefore, the programming of the academies is required according to the specific needs of each campus and always considering the new role of the teacher in the organization and development of each work session.

The Under secretariat of Higher Secondary Education has, on its website, the Digital Library for Teachers. In this space, you can find the section referring to the Guidelines for the Teaching of Communication. The following are considered as having a great impact to address the specific contents.

- 01 Strategy to increase and strengthen Reading Capacity.
- 02 Reading and writing of the argumentative essay.
- 03 The reading comprehension of the expository-informative text. **

To favor inclusive practices, it is recommended to consult the following pages:

- General Directorate of Indigenous Education-National Program for educational inclusion and equity. Available at: www.inclusionyequidad.sep.gob.mx
- Ministry of the Interior - National Council to Prevent Discrimination - National Program for equality and non-discrimination. Available at: www.conapred.org.mx
- Sub secretariat of Higher Secondary Education: Construye-T. Available at: www.construyet.org.mx/

For its part, the Sector Coordination for Academic Development (COSDAC), on its website, has a section on didactic resources to support teachers, where we can find readings from different authors that address Competencies and Lessons Learned. This information is available at:

<http://cosdac.sems.gob.mx/portal/index.php/docentes/en-el-aula-1/materiales-apoyo-docentes-1/32-docentes/en-el-aula/200-aprenizajes-y-powers>

Likewise, the Digital Teaching Accompaniment Platform, of COSDAC, offers a space for teaching exchange for the disciplinary field of Humanities in:

<http://comunicacion.cosdac.sems.gob.mx>

14. Use of ICT for Learning

We must keep in mind that Information and Communication Technologies should be a tool, and not an impediment to develop learning. According to current trends, teachers must have pedagogical, communication, emotional and technological skills. That said there are several concepts, platforms and free resources that can be a support for the construction of learning:

- Digital repositories for academia work, collaborative works and file sharing (One drive, Google Drive, Dropbox).
- Design and creation of digital learning objects (ODA).
- Construction of personal learning environments with methodologies such as PLE, M-Learning, Flipped Learning.
- Use of common resources among different institutions through platforms such as Educational, Moodle, Blendspace, Web Quest.
- Preparation of reagents and tests through Google Drive or Exam View.
- Linking contents and face-to-face classes to digital learning objects.
- Creation of complementary activities, video editing and testing through team ranking in KAHOOT.

It is important to emphasize that ICT should be used as a means to obtain learning and not as an end.

The following are didactic and support resources that are estimated to work as useful tools for the subject of English V, given that they support the development of the cognitive processes of the expected learning. It is suggested to review the relevance and usefulness of these taking into account their resources, needs and contexts, underlining that, from the above, the teacher can expand the range of options according to the specific needs of their group.

SOCIAL NETWORKS IN ENGLISH

Resource	Description
<p>Schoology.com</p>	<p>It is an educational system that the teacher has at hand for free where she/he can create her/his groups, assign specific tasks for their regular students, establish specific reinforcement activities, design partial and final exams, plan necessary courses for students who are at risk, upload support videos, create their daily planning assigned dates, establish effective communication through an email and other functions.</p> <p>The teacher saves time managing their work tools and earns a lot by collaborating.</p> <p>Schoology allows the teacher to organize their courses and at the same time, there is an online participation between the group, the teacher and the same classmates.</p>
<p>Rubistar.4teachers.org</p>	<p>A tool becomes indispensable when the teacher has to design a rubric. With this application, the teacher can create it in a very short time because the same page suggests to the master designed tables. They only have to read to choose the template that covers what they need.</p> <p>The teacher can save the work, edit, print and have access from anywhere they are. They just have to open an account.</p>
<p>Duolingo</p>	<p>An application to learn free languages that is simply great. The student can improve their level of English. It is designed by levels and the user has the option to start from scratch if they do not have knowledge or can also take a placement exam.</p> <p>It has exercises to practice vocabulary, writing, translation, grammar and you can record the voice to improve pronunciation.</p> <p>It is an interactive program. The young person can access from a desktop computer, laptop, cell phone, and tablet and anywhere he/she is.</p>
<p>Learn English with music (Lytrans English)</p>	<p>It is an application that the student can download on the phone from Play Store or on the computer.</p> <p>It contains a list of songs that students can listen to in order to read and learn from their lyrics.</p>

15. Recommendations

All the subjects need to rely on the reading and writing processes to back up the development and achievement of the learnings. Based on this, the task will be to agree with teachers of other subjects to create integral products where teachers can evaluate the expected learning in a joint way but each teacher from its own perspective.

Elements that the lesson plan must include

1. General identification data

- Institution: General Managementate
- Work Center Code (WCC)
- Campus Name
- Teacher name(s)
- Subject or Module
- Submodule
- Semester
- Training Program (if applicable)
- School term
- Number of estimated hours

* In free format or in accordance with subsystem or school agreements.

2. Curriculum elements

Curricular context

- Purpose of the Subject: Intentions that are intended to achieve from the contents.
- Competency: Organizes and articulates concepts, abilities, skills, values and attitudes of the disciplinary fields and is the reference to favor interdisciplinary inter-subject relationship.
- Expected learning outcome: Descriptors of the learning process and performance indicators that students must achieve for each of the specific contents.
- Evidence of learning: They correspond to the expected learning and to the specific contents, and are the evidence of the achievement of the expected learning.
- Component: Generates and integrates the central contents and responds to specific organizational forms of each field or discipline.
- Core content: Corresponds to key learning points. It is the highest-ranking content in the study program.
- Specific content: Corresponding to the central contents and their specificity, they establish the scope and depth of their approach.
- Impact on Generic Competency #: Corresponds to the competences and / or attributes that favor the contents.
- Disciplinary or professional competences (as the case may be).

Teaching structure

- Presentation: Introduce new knowledge.
- Practice: Integration, complement or extension of new learnings.
- Production: Application and transfer of the learning achieved.

3. Learning activities

- Teaching activities: Refers to the mediation carried out by the teacher.
- Learning activities: Refers to the activities carried out by the student.

Evaluation strategy

- Moment of evaluation: In the presentation, during practice, in the production stage of the lesson.
- Mode of evaluation: Self-assessment, peer-evaluation, Teacher evaluation.
- Types of evaluation: Diagnostic, formative, summative.
- Evaluation instruments: Refers to the formats according to which the evaluation criteria are registered.
- Evaluation techniques: Refers to the ways of approaching the evaluation processes (observation, registration, questionnaire, etc.).
- Percentage: It refers to the value within the summative evaluation that is assigned to each learning activity to be performed.

Resources and materials

- Teaching Materials: Are those that contain, internally, pedagogical mediation for the achievement of learning purposes.
- Support materials: They are those that provide support on which mediations for learning are designed externally.
- Sources of information: Refers to the sources on which the didactic strategy will be supported, -ither as a source of consultation or review

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18. Lesson Planning

Institution:					
School name:		Teacher:			
Work center key:	Semester:	Career:	Period:	AUG-DEC	Date:
			Length (hours):	2018	
			5		
FORMATIVE INTENTION					
Purpose of the subject: Students can read, understand, write, summarize and scheme information presented in different types of English written text related to social, economic, scientific and technological progress. Que el estudiante lea, comprenda, redacte, resuma y esquematice la información presentada en distintos tipos de textos escritos en inglés, en relación a los avances sociales, económicos, científicos y tecnológicos de la humanidad.					
Disciplinary Content:					
Component: 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	Main Content: The importance of language and grammar role in it Argumentative text The text as resource information and new ideas	Learning Outcome: Recognize and produce sentences about obligations, advice, predictions and regrets in both oral and written forms.		Learning Process:	
Learning evidence: Students write a set of rules of a public place.					

Learning evidence: To elaborate a text where they describe the different actions of a character.
To read and act the description out, identifying the adverbs used.

Expected learning outcomes:
A paragraph and a short performance.

SOCIOEMOCIONAL ABILITIES

Generic competencies:

4. The student listens, interprets, and issues pertinent messages in distinct contexts using appropriate media, codes, and tools.

Disciplinary Competency :

10. Identifies 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.

LEARNING ACTIVITIES

Presentation

Teaching (teacher)	Learning (students)	Teaching materials	Evidence of learning	Evaluation types	Evaluation Instrument	Time
1. Hand out "modal verb" word search.	1. Students answer word search.	Pc and projector (if available) Board and markers	Completed word search	Diagnostic Assessment	None Informal Assessment	10 min.
2. Go over the modal verbs found on the word search. Explain not all modal verbs are the same. 3. Write CAN/COULD on the board and drill the sentences. Ask them what CAN means. Explain "can" means ability, in	2. Check for mistakes and make corrections if necessary. 3. Answer question and take notes.			Formative Assessment	None Informal Assessment	15 min.
4. Start CAN/COULD PowerPoint presentation (if pc and projector available, if not write it on the board.) 5. Give them sentences on slips of paper (1 for each) and tell them to make the sentences negative and questions.	4. Take notes about CAN/COULD PowerPoint presentation/board. 5. Write negative sentences and questions using prompt on slip of paper.	Picture Board and markers	Completed paper slip	Formative Assessment	None Informal Assessment	25 min.

LEARNING ACTIVITIES

Practice

Teaching (teacher)	Learning (students)	Teaching materials	Evidence of learning	Evaluation types	Evaluation Instrument	Time
<p>1. Draw a big TIC-TAC-TOE on the board and place an image on each square. Divide the group into two teams and select one from each group. Flip a coin to see who goes first. Students should make a sentence with CAN or COULD according to the image. If answered correctly, student will remove the image and draw an "X" or an "O". Then it's the other student's turn. When finished, another two students will come to the front and play. Teacher will replace the images with new ones to keep the game going and all students have a chance to participate.</p> <p>-Teacher can change level of difficulty by saying: -Write a negative, positive sentence or question.</p>	<p>1. Will come to the front and try to make a sentence according to the image. The rest of the students should write both sentences on their notebooks.</p>	<p>Board Markers Images</p>	<p>Sentences on notebook.</p>	<p>Formative Assessment</p>	<p>None Informal Assessment</p>	<p>50 min</p>

LEARNING ACTIVITIES

Practice

Teaching (teacher)	Learning (students)	Teaching materials	Evidence of learning	Evaluation types	Evaluation Instrument	Time
<p>2. Show the students an image on PowerPoint (if pc and projector not available, use a poster or large image) of a scene where many different things could happen in the next two minutes (for example, the dog might get run over). Instruct students to discuss some ideas with their partner of 'what could happen next'. Direct students towards the target language by providing the example "the lady <u>might</u> trip over"</p> <p>3. Elicit answers and record any good model sentences on the</p>	<p>2. Discuss with a partner what might happen next according to the picture.</p> <p>Share answers and write the sentences the teacher writes on the board.</p>	<p>PC Projector Picture/poster Board Markers</p>	<p>Sentences on notebook.</p>	<p>Formative Assessment</p>	<p>None Informal Assessment</p>	<p>15 min</p>
<p>4. Start WILL/MAY/MIGHT PowerPoint presentation (if pc and projector not available, write it on the board.)</p>	<p>3. Take notes about WILL/MAY/MIGHT PowerPoint presentation/board</p>	<p>PC Projector Presentation Board Markers</p>	<p>None</p>	<p>Formative Assessment</p>	<p>None Informal Assessment</p>	<p>20 min</p>

LEARNING ACTIVITIES

Practice

Teaching (teacher)	Learning (students)	Teaching materials	Evidence of learning	Evaluation types	Evaluation Instrument	Time
<p>5. Write on the board 6 statements and instruct Ss to read them. Inform Ss that there is a mistake in each sentence and ask them to find the mistake and write the correct version.</p> <p>-Complete the first sentence as an example. e.g. 'I think that our teacher wills give us a test next week' (WILL) - No S in 3rd person singular. When finished, Ss will check and discuss their answers with a partner.</p>	<p>4. Write the statements without mistakes on their notebook. When finished check answers with a partner.</p> <p>5. Read out loud the statement without mistakes.</p>	<p>Board Markers Statements</p>	<p>Notebook notes</p>	<p>Formative Assessment</p>	<p>None Informal Assessment</p>	<p>15 min</p>
<p>6. Select Ss to give the correct answer to the whole class.</p>						
<p>7. Project a short story on the board (if pc and projector not available, use hand outs). Instruct students to find all modal verbs in the reading and make a list on their notebooks.</p>	<p>6. Write a list of all modal verbs found on the reading.</p> <p>7. Check the list on the board to see if the list is complete.</p>	<p>PC Projector Presentation Board Markers</p>	<p>List of modal verbs</p>	<p>Formative Assessment</p>	<p>Check list 10%</p>	<p>15 min</p>
<p>8. After the time allotted, write the list on the board.</p>						
<p>9. Instruct Ss to refer to the poster/image in activity 1. In pairs, have Ss write questions and positive or negative answers using the target language (WILL/MAY/MIGHT) on their notebook.</p>	<p>8. Project a short story on the board (if pc and projector not available, use hand outs). Instruct students to find all modal verbs in the reading and make a</p>	<p>PC Projector Image Board</p>	<p>Statements on notebook</p>	<p>Formative Assessment</p>	<p>None Informal Assessment</p>	<p>15 min</p>

LEARNING ACTIVITIES

Practice

Teaching (teacher)	Learning (students)	Teaching materials	Evidence of learning	Evaluation types	Evaluation Instrument	Time
10. Elicit students to express their present feelings about a past decision (or other action). Have them make a list on their notebooks.	9. Make a list events or situations regarding their present feeling about their past, or other actions.	Board Markers	Statements on notebook	Formative Assessment	None Informal Assessment	20 min
11. After the time allotted write the following on the board: a. She could have gone to any college she wanted to. b. I would have gone to the party, but I was tired. c. He should have told the truth about what he saw. 12. Tell students each of these modals has a slightly different meaning. Start COULD HAVE/WOULD HAVE/SHOULD HAVE PowerPoint presentation (if pc and projector available, if not print out)	10. Write the examples on their notebook and take notes. 11. Take notes regarding the presentation.	PC Projector Presentation Board Markers	Statements on notebook	Formative Assessment	None Informal Assessment	20 mins
13. Show Ss a picture of a caveman. Tell Ss that the caveman is called 'Roz' and lived many years ago. Ask Ss to discuss with their partner how he <i>might have/may have</i> dressed and lived years ago. e.g. He might not have worn sunglasses, he might have worn	12. Discuss with a partner how the caveman <i>might have/may have</i> dressed and lived years ago.	PC Projector Image Board Markers	None	Formative Assessment	None Informal Assessment	10 mins

LEARNING ACTIVITIES

Practice

Teaching (teacher)	Learning (students)	Teaching materials	Evidence of learning	Evaluation types	Evaluation Instrument	Time
14. Refer students back to their list of events or situations regarding their present feeling about their past, or other actions. (Act. 9) Instruct student to write statements regarding their regrets on their notebooks using COULD HAVE/WOULD HAVE/SHOULD HAVE/MIGHT HAVE	13. Write statements regarding their regrets on their notebooks using COULD HAVE, WOULD HAVE, SHOULD HAVE, MIGHT HAVE and MAY HAVE.	Board Markers	Sentences about their regrets.	Formative Assessment	Rating Scale 15%	20 mins
Reinforcement activities						
Online exercises	14					

LEARNING ACTIVITIES

Closure

Teaching (teacher)	Learning (students)	Teaching materials	Evidence of learning	Evaluation types	Evaluation Instrument	Time
<p>1. Introduce the topic by showing a cell phone and ask students some questions. Find out how many students in the class are carrying a cell phone and which cell phone is the most popular one.</p> <p>Students should work in pairs and ask these questions: how long have you had it? what do use your cell phone for? where / when should you turn off your cell phone?</p> <p>To reduce the Teacher Talking Time, write the questions on the board.</p>	<p>1. Students work in pairs and answer questions about their cell phone:</p> <ul style="list-style-type: none"> a. how long have you had it? b. what do use your cell phone for? <p>where / when should you turn off your cell phone?</p> <p>Students will write the questions on their notebook.</p> <p>Students participate sharing their answers with the class.</p>	<p>Board Markers</p>	<p>None</p>	<p>Formative Assessment</p>	<p>None Informal Assessment</p>	<p>20 mins</p>

LEARNING ACTIVITIES

Closure

Teaching (teacher)	Learning (students)	Teaching materials	Evidence of learning	Evaluation types	Evaluation Instrument	Time
<p>Hands out a blank bingo board.</p> <p>The teacher asks the students for abilities and things they can do and writes it on the board.</p> <p>The teacher asks the students to write on the bingo board five of the abilities that are written on the board.</p> <p>The teacher explains that when he says "GO" the students should stand up and mingle in the classroom to ask their partners if they can do one of the abilities on their bingo card.</p> <p>If the student can get 5 abilities in a row in their bingo card that student wins the round.</p>	<p>Students start telling the teacher all the abilities they can come up to write them on the board.</p> <p>The students get a blank bingo board and select 5 activities from the ones written on the board to write them on their bingo board.</p> <p>When they hear the word "GO" from the teacher they stand up and mingle in the classroom.</p> <p>Students ask their partners if they can do one of the abilities on their bingo card.</p> <p>If a student can get his/her 5 abilities on the</p>	<p>Board</p> <p>Markers</p> <p>Bingo cards</p> <p>Pens</p>	<p>Bingo card with abilities marked</p>	<p>Formative Assessment</p>	<p>None Informal Assessment</p>	<p>20 mins</p>

