



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

**DISCIPLINE
COMMUNICATION**

TECHNOLOGY HIGH SCHOOL

ENGLISH IV

Clave 322204-17DB

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INDEX

1. Presentation.....	4
2. Introduction	8
3. Content Organization	9
4.General Purpose of Communication Subject Discipline.....	10
5. Purpose of the English IV Syllabus.....	10
6.Scopes of the Graduate Profile to Contribute to the English IV Syllabus.....	12
7. Curriculum Content	13
8. Content Table of English IV	14
9. English IV Syllabus	17
10. Transversal Content	21
11. Learning Outcomes and Competency Association.....	25
12. Suggested Evaluation Process	28
13. Teachers and Learning Network	31
14. Use of ICT for Learning.....	32
15. Suggestions.....	34
16. Suggested Bibliography	35
17. Electronic References.....	36
18. Lesson Planning	37

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

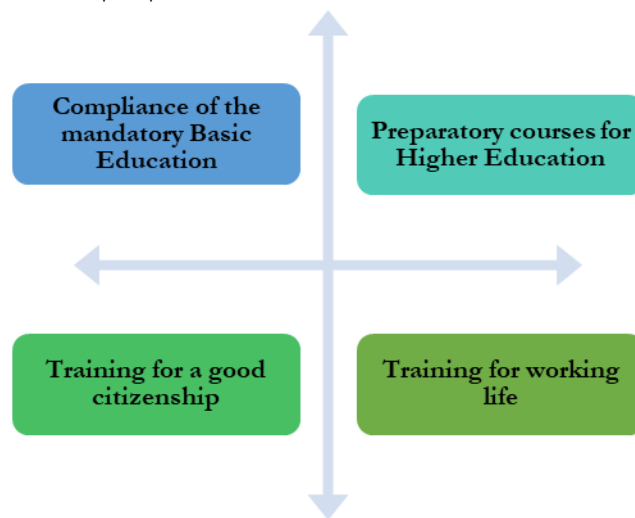
content, but, also students have to develop “soft skills” to set goals and achieve them. They must be instructed in such way they “can learn to learn”, to think critically, to act and to live with others to achieve significant challenges, regardless of the area of knowledge they are studying (Prensky, 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.

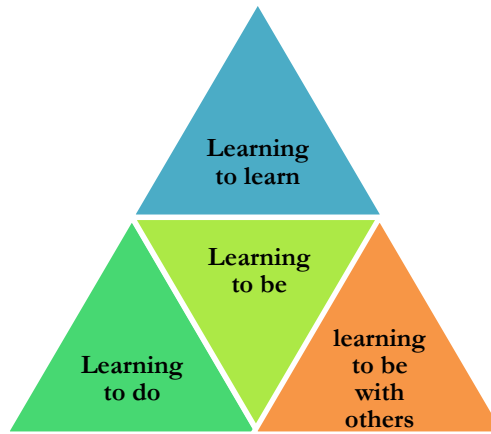
Several authors have devoted many pages to listing the skills, and abilities they must develop to respond to the challenges of the present. In this sense, they coincide in need to promote collaboration, creativity, communication, entrepreneurial spirit, problem-solving skills, social responsibility, 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



4 purposes of the HSE

In order to have a deep view of the factors that promoted the curriculum changes for high school education, please check the Education Model for Mandatory School, presented on March 13th, 2017.

2. Introduction

In this day and age, learning a second language in a globalized world is fundamental, for the most parts of the world become a necessity and use of words, phrases, literature, informative or scientific text, in formal and informal communication; this interaction breaking down communicative barriers among 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 this syllabus offers an overview of the English IV course at High School level considering the following aspects:

1. Prior knowledge in A1 English level according to the Common European Framework of Languages.
2. The general performance expectations stated by the level B1 of the Common European Framework.
3. A particular focus on writing and reading skills to enhance metacognitive abilities.
4. The amount of time available to comply with the objectives.

The English IV syllabus is designed to help students develop the four language skills (Reading, writing, speaking and listening), based on topics started by the level B1 of the Common European Framework.

According to the new Educational Model, the level B1 English IV (B2 goals have been divided to be part of the English V and VI 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 organic content will help teachers to develop the expected learning of the English level B1 program. It is necessary for accomplishing this goal to systematize teacher planning. This document contains relevant information to achieve the objectives for the new Educational Model of High School.

3. Content Organization

English V is part of the subject discipline of Communication. The curriculum subjects belonging to the study syllabus of fifth semester in High School with 5 lessons a week; according to the Ministerial Agreement 653, published in the “*Diario Oficial*” of the Federation on September 4th, 2012

Curriculum Structure of the Technological High school

Curriculum Structure of the Technological Baccalaureate (Semesters, subjects, modules and hours per week)					
1st semester	2nd semester	3rd semester	4th semester	5th semester	6th semester
Algebra 4 hours	Geometry and Trigonometry 4 horas	Analytic Geometry 4 hours	Differential calculus 4 hours	Integral calculus 5 hours	Probability and Statistics 5 hours
English I 3 hours	English II 3 hours	English III 3 hours	English IV 3 hours	English V 5 hours	Philosophy topics 5 hours
Chemistry I 4 hours	Chemistry II 4 hours	Biology 4 hours	Physics I 4 hours	Physics II 4 hours	Propedeutic subject* (1-12)** 5 hours
Technology of the Information and Communication 3 hours	Reading, Oral and Written expression II 4 hours	Ethics 4 hours	Ecology 4 hours	Science, Technology, Society and Values 4 hours	Propedeutic subject* (1-12)** 5 hours
Logic 4 hours	Module I 17 hours	Module II 17 hours	Module III 17 hours	Module IV 12 hours	Module V 12 hours
Reading, Oral and Written expression 4 hours					
Propaedeutic areas tic areas					
Physics-Mathematics	Economic-Administrative		Chemical-Biological		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. Topics of contemporary biology 9. Topics of health science		10. Social science topics 11. Literature 12. History

 Basic training component
  Propaedeutic training component
  Professional training component

* The preparatory subjects do not have prerequisites of previous subjects or modules.

* The preparatory courses are not associated with specific modules or careers of the professional component.

** The student will take two subjects from the propaedeutic area he chooses.

4. General Purpose of Communication Subject Discipline

The Communication subject discipline 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 their 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 lead to analyze the nature of the language and as a tool for logical thinking.

5. Purpose of the English IV Syllabus

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

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

Communication <i>Learning Objective and Key Points</i>		
Competence	Component	Content
Students communicate, interact, and collaborate with others (cross-disciplinary skills) Communication and Social Sciences a subject discipline.	Communication and interpersonal relationships. Integration of learning communities Contextualization of learning communities through students' interests and academic experiences	Collaborative work in the classroom as a basis for the integration of the learning community.
Reading, writing, speaking and listening.	Reading, writing and oral production a learning Sources and abilities or practice. The importance of reading and writing production. The importance of reading to writing in based on an argument	The importance of language and grammar role in it. Argumentative text. The text as a resource information and new ideas
Providing a point of view with reasonable opinions Writing a text	Students' and opinion with an argument. The solid construction of one's original perspective.	The argumentative writing. The original argumentative writing.

Communication <i>Learning Objective and Key Points</i>		
Competence	Component	Content
Technology, information, communication and learning.	Human development Technology.	Technology impact on human development.
	Generation and responsible use of information for learning.	Responsible use of information.
	Web-based learning.	Learning and innovation. In and from the web.
	Creation of contents for Learning.	Programming to learn.
	The use of technology to enhance web-based learning.	

6.Scopes of the Graduate Profile to Contribute to the English IV Syllabus

SCOPE	GRADUATE PROFILE
LANGUAGE AND COMMUNICATION	They express clearly in English in oral and written forms. They identifies the critical 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

Besides, in a transversal vision it will benefit the gradual development of the following scopes:

LANGUAGE AND COMMUNICATION
The students express clearly in English in oral and written form. They identify the key ideas in a text or a verbal 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 students are conscious of them and determined; they develop healthy interpersonal relationships, self-regulation, can face adversity and act efficiently and recognize the necessity to ask for help. They can build a project life. They establish goals and seek to take advantage of their options and resources. They create goals and attempt to take advantage of their options and resources. They make decisions and seize opportunities, and learn how to deal with future risks.

COLLABORATION AND TEAMWORK

The student works in teams constructively and applies a participative and responsible leadership, proposes alternatives to act and solve problems. The student assumes a constructive attitude.

DIGITAL SKILLS

The students use the Information and Communication Technologies ethically and responsibly to investigate, to solve problems, to generate materials, and to express ideas. They take advantage of these technologies to develop ideas and innovations.

7. Curriculum Content

Six elements of a curricular organization in the design of the syllabus of Communication subject discipline promotes student deeper learning avoids different curricular packs; promotes transversality and improves teaching practice:

Concept	Definition
Competence	It organizes and articulates concepts, skills, and attitudes of the disciplinary fields and is the benchmark for promoting interdisciplinary transversality.
Component	It generates and integrates the central contents and responds to specific organization forms to each field or discipline.
Content	It corresponds to crucial learning. 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 the specific contents; they are the shreds of evidence 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 A2 level of English. The schedule consists of proposals of evidence of learning that teachers should use as part of their course design.

8. Content Table of English IV

English IV					
Guiding Axis	Component	Content	Specific content	Expected learning outcome	Evidence of learning
Reading, writing, speaking & listening.	Reading, writing and oral production as learning sources and abilities practice. The importance of reading to writing production. The importance of learning to write in a based argument.	Choose what spare time activities, students can do on a week. Design a survey to develop accurate vocabulary Read, exchanges experiences, and analyze similarities about their answers.	Describe actions with the use of adverbs.	Communicate with others using certain expressions and adverbs of manner to describe actions are in a particular context or situation.	Create a text which describes actions Read and act out the written descriptions to identify the adverbs used.
Reading, writing, speaking & listening.	Reading, writing and oral production as learning sources and abilities practice. The importance of reading to writing production. The importance of learning to write in a based argument.	Choose spare time activities, students can do on a week. Design a survey to develop accurate vocabulary Read, exchanges experiences, and analyze similarities about their answers.	Compare the characteristics of two objects, people, or situations using correlative words. (both, either and neither)	Make descriptions of objects using correlative words to point out similarities and differences.	A comparative chart of objects, people or places of similar characteristics and Observe a set of sentences describing the common features using correlative words.

English IV					
Guiding Axis	Component	Content	Specific content	Expected learning outcome	Evidence of learning
Reading, writing, speaking & listening.	Reading, writing and oral production as learning sources and abilities practice. The importance of reading to writing production. The importance of learning to write in a based argument	Choose spare time activities, students can do on a week. Design a survey to develop accurate vocabulary Read, exchanges experiences, and analyze similarities about their answers.	Use of intensifiers in speech.	Use intensifiers to express levels of intensity in sentences.	Presentation of a case using intensifiers.

English IV					
Guiding Axis	Component	Content	Specific content	Expected learning outcome	Evidence of learning
Communicating, implicating and collaborating with others (transversal axis for all subjects in the subject discipline of communication as well as social sciences).	Communication and interpersonal relationships. Integration of learning communities. Contextualization of learning communities through students' interests and academic experiences.	Identified multiples use of verbs ending with <i>ing</i> and be able to elaborate a survey deducing the differences among verb in gerund and infinitive.	Use of comparatives and superlatives in different contexts.	Express similarities or differentiations about prices and personal interests.	Write commercial ads comparing objects, people, places or situations to present it.

English IV					
Guiding Axis	Component	Content	Specific content	Expected learning outcome	Evidence of learning
Communicating, implicating and collaborating with others (transversal axis for all subjects in the subject discipline of communication as well as social sciences).	Communication and interpersonal relationships. Integration of learning communities Contextualization of learning communities through students' interests and academic experiences.	Identified multiples uses of verbs ending with ing and be able to elaborate a survey deducing the differences among verb in gerund and infinitive.	Questions to get information previously supposed.	Use tag questions.	Make a dialogue which includes "tag questions" to confirm assumptions and then present it.
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 argumentative writing. The original argumentative writing.	Using linking words to complement ideas.	Communicate ideas and opinions giving additional information using words which indicate cause, effect or contrast.	An essay or oral presentation making use of linking words to support information, ideas or arguments.

9. English IV Syllabus

In the New Educational Model, the classification of the educational contents of the English subject has vital importance considering not only the comprehension processes and the key learning points of the disciplinary fields but the language skills of listening, reading, writing and speaking. The Socio-Emotional skills to the Common Curricular Framework in the New Educational Model for the Technological High School are part of the design of the course plan.

It is important to mention that 25% of class time will be used to promote and develop Socio-Emotional Skills and reinforcement activities.

English IV course plan

BLOCK I EVALUATION							
GUIDING AXIS	COMPONENT	CONTENT	SPECIFIC CONTENT	EXPECTED LEARNING OUTCOME	CLASS HOURS 75%	SOCIO- EMOTIONAL ABILITIES	REINFORCEMENT
						25%	
Reading, writing, speaking & 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 a based argument.	Choose what spare time activities, students are able to do on a week. Design a survey in order to develop accurate vocabulary Read and exchanges experiences and analyze similarities about their answers.	Use of adverbs describe actions within a spoken or written speech.	Communicate with others using certain expressions and adverbs of manner to describe actions in a particular context or situation.	5	Application of Program: <i>Construye T Conoce T.</i> Capacity of Self-knowledge	Collaborative Work Apply to specific situations in context. Practical problem-solving.

BLOCK I EVALUATION							
GUIDING AXIS	COMPONENT	CONTENT	SPECIFIC CONTENT	EXPECTED LEARNING OUTCOME	CLASS HOURS 75%	SOCIO- EMOTIONAL ABILITIES	REINFORCEMENT
						25%	
Reading, writing, speaking & listening.	Reading, writing and oral production as learning sources and abilities practice. The importance of reading to writing. The importance of reading to writing in a based argument.	Choose what spare time activities, students are able to do on a week. Design a survey in order to develop accurate vocabulary Read and exchanges experiences and analyze similarities about their answers.	Compare the characteristics of two objects, people, or situations using correlative words. (both, either and neither)	Make descriptions of objects using correlative words to point out similarities and differences.	5	Application of Program: <i>Construye T Conoce T.</i> Capacity of Self-knowledge	Collaborative Work Apply to specific situations in context. Practical problem-solving.

BLOCK II EVALUATION							
GUIDING AXIS	COMPONENT	CONTENT	SPECIFIC CONTENT	EXPECTED LEARNING OUTCOME	CLASS HOURS 75%	SOCIO- EMOTIONAL ABILITIES	REINFORCEMENT
						25%	
Reading, writing, speaking & listening.	Reading, writing and oral production as learning sources and abilities practice. The	Choose what spare time activities, students are able to do on a week. Design a survey	Use of intensifiers in speech.	Use intensifiers to express levels of intensity in sentences.	5	Application of Program: <i>Construye T Conoce T.</i> Capacity of Self-knowledge	Collaborative Work Apply to specific situations in context. Practical problem

BLOCK II EVALUATION							
GUIDING AXIS	COMPONENT	CONTENT	SPECIFIC CONTENT	EXPECTED LEARNING OUTCOME	CLASS HOURS 75%	SOCIO- EMOTIONAL ABILITIES	REINFORCEMENT
						25%	
	importance of reading to writing production. The importance of reading to writing in based argument.	in order to develop accurate vocabulary Read and exchanges experiences and analyze similarities about their answers.					solving.
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.	Identified multiples uses of verbs ending with ing and be able to elaborate a survey deducing the differences among verb in gerund and infinitive.	Use of comparatives and superlatives in various contexts.	Express similarities or differentiations about prices and personal interests.	5	Application of Program: <i>Construye T Conoce T.</i> Capacity of Self-knowledge	Collaborative Work Apply to specific situations in context. Practical problem solving.

BLOCK III EVALUATION							
GUIDING AXIS	COMPONENT	CONTENT	SPECIFIC CONTENT	EXPECTED LEARNING OUTCOME	CLASS HOURS 75%	SOCIO- EMOTIONAL ABILITIES	REINFORCEMENT
							25%
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.	Identified multiples uses of verbs ending with ing and be able to elaborate a survey deducing the differences among verb in gerund and infinitive.	Questions to get information previously supposed.	Use confirmation questions.	5	Application of Program: <i>Construye T Conoce T</i> . Capacity of Self-knowledge	Collaborative Work Apply to specific situations in context. Practical problem solving.
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 argumentative writing. The original argumentative writing.	Using linking words to complement ideas.	Communicate ideas and opinions giving additional information using words which indicate cause, effect or contrast.	5	Application of Program: <i>Construye T Conoce T</i> . Capacity of Self-knowledge	Collaborative Work Apply to specific situations in context. Practical problem solving.

10. Transversal Content

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 items.

Correctly, the reading and writing competency should apply the needs of other subjects. For example, if Chemistry needs to work on text in English, the student may use the knowledge and skills acquired.

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.

Fourth semester: Horizontal transversality

Horizontal: It refers to the reactivation of learning of the subjects of the same semester

Discipline	Math	Experimental Sciences	Experimental Sciences
Subject	Diferential calculus	Ecology	Physics I
Content	Basic concepts of coordinate systems, orientation and position. Introduction to algebraic functions, and elements of elementary transcendental functions.	<ul style="list-style-type: none"> The ecosystem factors 	Refraction of light.
Specific Content	<ul style="list-style-type: none"> The application of derivate of a function related notions as differential equation respect to that variable. Monotic if and only If it is either entirely non-increasing or entirely non-decreasing. 	Can student analyse the influence of moisture and temperature in a body? (Liebig's law of the minimum and Shelford's law of tolerance).	<ul style="list-style-type: none"> What elements are necessary to observe an object?
Learning outcome	Builds and analyzes successive sequence of numbers.	Explain the environmental factors limit distribution and organism's abundance.	Compare waves of light and sound.
Learning piece of evidence	Represents the successive sequence of numbers in tables and graphs.	<ul style="list-style-type: none"> Write a text where they explain in which regions coffee can grow and which ones it doesn't. 	<ul style="list-style-type: none"> Construction of models based on observations (may differ from the scientific).

Vertical transversality: refers to learning as a continuous articulated throughout the semesters and not summative, meaning that learning must be complimentary through the reactivation of previous knowledge.

Semester	1er semester	2do semester	3er semester	4to semester	5to semester	6to semester
Discipline	Humanities	Comunication	Humanities		Experimental Sciences	Humanities
Subject	Lógic	Reading, Oral and Written Expression I	Ethics		Physics II	Philosophy
Content	Argumentation as a linguistic practice	Collaborative work in the classroom as a learning community.	Inclusion and social responsibility in scientific and technological development		Reflection of light	Human Nature
Specific Content	<p>When do I need to infer?</p> <ul style="list-style-type: none"> • What do I do when I infer? • What can I look for and get when inferring? • What can be the effects of what I say to the others and in myself? <ul style="list-style-type: none"> • Argumentation as a speech complex speech. • Argumentation vocabulary. • Parts of speech • lexis • Verbal or nonverbal language. 	<ul style="list-style-type: none"> • Students select a text of their choice and make a story. • Parts Speech (nouns, interjections, conjunctions, adjectives, articles, adverbs, verbs, pronouns, preposition). 	Students are accountable for their consumption.		Implementing of EM wavelength conductor.	<ul style="list-style-type: none"> • What elements represents me As a human being? Reasoning, emotions, relationship mind-body, personal identity, Personality and society.

Learning outcome	<ul style="list-style-type: none"> • Gist in context and check information among others. • Produce creative text with different tone with a correct grammar structure. • Identify oral fluency when speaking. 	Identify a reading of your interest and They tell orally and in writing.			Let students to compare sound and light waves.	Identify how human beings must learn to live with the characteristics that are distinct about us.
Learning piece of evidence	<ul style="list-style-type: none"> • Written and oral report of the observation about intentions, Acts of speech, effects, responsibility and nonverbal elements in the arguments they have observed during the learning process. 	Personal stories about text suggested.	Have students to work in teams, do a collage about the lack of prevention, and control risk of the excessive use of technology. Adjustment of their project life.		Students make a mind map about mechanical waves and The electromagnetic field, including: frequency, wavelength and Transmission speed in a mathematics model.	Students keep a journal where they reflect on their issues and reasoning when they interact with others.

11. Learning Outcomes and Competency Association

'Competency' shows the outputs or results of training or competent performance.

It is essential to consider the performance of a competent student thru different subjects applies it to different situations in diverse contexts.

Learning Outcome	Learning piece of evidence	Generic Competency	Attribute	Disciplinary Competency
Students communicate using explicit expressions and adverbs of manner that describe the actions developed according to the context they are.	Have students write a text where they describe the different actions of a character. To read and act the description out, identifying the adverbs used.	4. Students reproduce a message using the correct means codes and tools.	4.2. Students use different communicative strategies according to the audience, context, and objectives.	11. Students communicate in a foreign language through a logical speech, oral or written, in with the communicative activities.
Student elaborate specific subject descriptions using correlatives to emphasize common or contrasting features.	Student elaborate a box with objects that have similar features to compare between them. Student write sentences using comparatives describing characteristic of objects and present them to the group orally.	4. Students reproduce a message using the correct means codes and tools.	4.3 Students Identify main ideas in text or oral speech infers conclusions through them.	10. Students identify and interpret main ideas in a spoken or written language using previous knowledge, non-verbal elements and cultural background.

Learning Outcome	Learning evidence piece of	Generic Competency	Attribute	Disciplinary Competency
Students uses <i>intensifiers</i> to express different degrees of intensity of adjectives in sentences.	Students present a situation applying intensifiers.	4 Students reproduce a message using the correct means codes and tools.	4.2 Students use different communicative strategies according to the audience, context and objectives.	11. Students can communicate in a foreign language with an organize speech, in spoken and written language, in different communicative activities.
Students make comparisons and observe similarities among prices and personal interests.	Students write a text where they compare objects, people, places or situations and make a presentation to the class.	6. Students express a personal opinion about some topics of their interest taking into consideration other people point of view.	6.4 Students organize ideas and arguments in a clear, coherent and synthetic way.	11. Students can communicate in a foreign language with an organize speech, in spoken and written language, in different communicative activities.
Use of tag questions	Students make a dialogue using tag questions to confirm assumptions and make a presentation to the class.	Students reproduce a message using the correct means codes and tools.	4. Students use different communicative strategies according to the audience, context and objectives.	11 Students can communicate in a foreign language with an organize speech, in spoken and written language, in different communicative activities.

<p>Students express ideas and opinions with personal information a Using connectors.</p>	<p>Students write an essay or make a presentation to the group using connectors.</p>	<p>4. Students use different communicative strategies according to the audience, context and objectives.</p>	<p>4.2 Students use different communicative strategies according to the audience, context and objectives.</p>	<p>11. Students can communicate in a foreign language with an organize speech, in spoken and written language, in different communicative activities.</p>
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12. Suggested Evaluation Process

Criteria	Learning Outcome	Learning piece of evidence	Evaluation Instrument	VALUE
<ul style="list-style-type: none"> Students use “adverbs of manner” before the verbs. Describes different detailed situations using adverbs of manner. Students work collaboratively with their classmates. 	<ul style="list-style-type: none"> Students communicate using specific expressions and adverbs of manner which describe actions according to the context and situation they have done. 	Students write a text describing actions using adverbs of manner.	Rubric	15%
<ul style="list-style-type: none"> Students practice correlative conjunctions “both, either and neither” in a sentence to emphasize similar or contrasting ideas. Students write sentences with the correct use of spelling. 	2 Students produce descriptions of objects using correlatives conjunctions to emphasize similar or contrasting characteristics.	<p>Students make a comparison chart including objects, people or places with similar characteristics to identify the correlation among them.</p> <p>Students do a presentation to the class or written submission to describe the collective characteristics using correlative conjunctions.</p>	Rubric	15%
<ul style="list-style-type: none"> Students do a presentation using “intensifiers” for describing himself and others. Students use intensifiers in written submission to express quantity (too many), give a negative 	3 Use intensifiers to make adjectives stronger.	Students do a presentation to the class using intensifiers.	Check list	20%

opinion (it's so hot), talk about having enough from something (We have enough chairs).				
<ul style="list-style-type: none"> • Students use comparative adjectives with one and three or more syllables • Students recognized (-er ending) and 3 or more syllables (more than) comparative adjective. • Students use comparative adjectives correctly to compare things, people or places. 	4 Students make comparisons about costs, prices or personal interests.	Students do an advertising spot in which they compare costs, prices or personal interests about objects, people, places or situations and present it to the class.	Rubric	20%
<ul style="list-style-type: none"> • Students use more than two tenses to proof and idea with tag questions. • There is coherence using tag questions in a sentence. 	5 Students make questions to look for accordance.	Students write a dialogue using tag questions to proof suppositions and present it in class.	Check list	10%
<ul style="list-style-type: none"> • Students use connectors to link two ideas in a message. • Students use connectors for writing cohesive sentences. • Students give a sharp contrast to different concepts. • Students work with their classmates. 	6 Students communicate ideas and opinions using cause, effect, compare and contrast words.	Students write an essay or do a presentation using connectors to complement information, ideas or argumentations.	Rubric	20%

Recommendations for evaluating learning outcomes in English IV syllabus

a) Identifying the Learning Outcome

Based on the expected learning, the evaluation strategy considers different activities that students will do to achieve knowledge. The products are evidence that demonstrate students completed the expected apprenticeship.

b) Selecting the Different Evaluation Instruments

The instruments selected must allow the teacher to realize that the student has achieved

the expected apprenticeship through the products. The criteria that are established to evaluate the knowledge will help to identify which evaluation instruments should be select according to the learning activities carried out by the students and considering the criteria and levels of performance that are intended to achieved. The instruments can be checklists, observation guides, exams or rubrics.

c) Applying different types of evaluation

It is essential to identify the most recommendable type of evaluation to evaluate the learning process concerning the agents that participate as teacher evaluation, peer-evaluation, and self-assessment, as well as, the kind of assessment 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: a test of a student's knowledge or skill in a particular subject.

Portfolio-based assessments: are collections of academic work-for example assignments, lab results, writing samples, speeches, student-created films, or art projects-that are compiled by students and assessed by teachers in consistent ways.

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 ca 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: a learning technique, students evaluate their peer's work and have their work evaluated by peers.
- 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.

13. Teachers and Learning Network

Teachers set educational approaches and techniques for network learning environments in which knowledge constructs that reliably fits experience with the world and the interaction with information and ideas.

Educators make an analysis of selected contents plans and carry on assignments; he indicates learners ICT group activities where they want to participate, and students build on other's ideas.

Thus, there are two types of learning networks: online communities and face-to-face community.

For this reason, the academies is required according to the specific needs in each campus considering the new role of the teacher in the organization and development of each work session.

La Secretaría de Educación Pública Deputy on its website, there is a Digital Library for Teachers. In this website, teachers can find the Guidelines for creating learning network environments.

Specific contents:

- Strategy to improve Reading dimension.
- Argumentative essay. Reading and writing

- Reading and comprehension of expository-informative text. **

For promoting inclusive activities, please visit the following links:

- Dirección Nacional de Educación indígena. Programa Nacional para la inclusión y equidad educativa
- www.inclusionyequidad.sep.gob.mx
- Ministerio del interior-Consejo Nacional para Prevenir la Discriminación-Programa Nacional para la Igualdad y No Discriminación: www.construyet.org.mx/

La Coordinación Sectorial para el Desarrollo Académico (COSDAC) website, teachers can find didactic resources as texts from different authors about general and discipline competencies.

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

As well as, the COSDAC Teaching Platform, there is a forum where teachers they can exchange experiences:

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

14. Use of ICT for Learning

Information and Communication Technologies are tools to assist learning besides; teachers must have pedagogical, technological, communicative and emotional skills.

Now a day, several educational platforms and free resources aid the learning process: Digital banks for academic activity, collaborative work 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.

The following are didactic resources and useful tools for English IV syllabus, this aid to accelerate the outcome learning also teachers can reach different options according to their specific needs of their group.

LEARNING NETWORKS IN ENGLISH

Resource	Description
<p>Schoology.com</p>	<p>A learning management system (LMS) for K-12 schools, higher education institutions, and corporations that allows users to create, manage, and share content and resources.</p>
<p>Rubistar.4teachers.org</p>	<p>A tool to help the teacher who wants to use rubrics but does not have the time to develop them from scratch. RubiStar provides generic rubrics that can simply be printed and used for many typical projects and research assignments.</p>
<p>Duolingo</p>	<p>The most popular language-learning platform and the most downloaded education app in the world, with more than 300 million users. The company's mission is to make education free, fun and accessible to all.</p>
<p>Learn English with music (Lytrans English)</p>	<p>This application will help students to learn English much more quickly by using music.</p> <p>This app can find the lyrics of the song while students listening to, they can read along when the music is playing.</p>

15. Suggestions

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 knowledge in a standard way but each teacher from its perspective.

Elements that the lesson plan must include

1. General identification data

- Institution: General Management
- Date
- 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 knowledge and the particular materials, and are the evidence of the achievement of the planned 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.
- Explicit 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 competencies and attributes that favor the contents.
- Disciplinary or professional skills (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 assessment: Self-assessment, peer-evaluation, Teacher evaluation.
- Types of assessment: 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 medications for learning are designed externally.
- Sources of information: Refers to the sources on which the didactic strategy will be supported, either as a source of consultation or review

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11. www.englishforeveryone.org (learning activities)
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14. www.famouspeoplelessons.com (biographies with learning activities)
15. www.englishforeveryone.org/Topics/Reading-Comprehension.htm (reading materials with comprehension questions)
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18. www.manythings.org/ (readings with audio)
19. <https://englishteststore.net/> (format flash self-evaluation exams)

18. Lesson Planning

Institution:					
School name:		Teacher:			
Work center:	Semester:	Career:	Period:	February- August	Date:
	4		hours:	5	
FORMATIVE INTENTION					
<p>Object: Students compare several objects, place, people and things with different characteristics. Students use intensifiers and make questions to reinforce suppositions. Students use connectors and specific vocabulary to express ideas.</p>					
Disciplinary Axis: Reading, writing, listening and speaking.					
<p>Component: Reading, writing and oral production as learning sources and practice.</p> <p>The importance of reading and writing production.</p> <p>The importance of reading and writing in a based argument.</p>	<p>Main Content</p> <p>The importance of learning grammatical structures.</p> <p>Argumentative text. The text as resource Information and new ideas.</p>	<p>Learning outcome</p> <p>Students communicate using expressions and adverbs of manner to describe different actions.</p>	<p>Students active their previous knowledge in adjectives, verbs, and vocabulary to achieve learning outcomes through communicative activities such as debates, presentations, and development of a project.</p>		
<p>Learning piece of evidence: Students use adverbs describing different situations.</p>					

Learning piece of evidence: Students write a text where they describe situations happened in different moments.
Students use adverbs in a role-play activity.

Expected learning outcomes:
Students explain situations and interpret ideas using adverbs.

Soft skills: Self-understanding

Generic competencies:

4. Student listens, interprets, and communicates messages relevant to different contexts by using appropriate means, codes and tools
They communicate in a second language in everyday situations.

Disciplinary Competency :

4. Students produce texts to describe different situations.

LEARNING ACTIVITIES

Presentation

Teacher Activities	Student Activities	Teaching materials	Product (s) of learning	Evaluation/ instrument/ weighting	Duration
Teacher provides information about people in different situations. Teacher use flash cards, photos or posters with images about people doing certain activities and asks students what people are doing?	Have students to work with random images describing different situations and talk about what people are doing?	Posters, photos, flashcards or magazine cut outs.	Students do a presentation to the class.	Observation records.	30 min

LEARNING ACTIVITIES					
Presentation					
Teacher Activities	Student Activities	Teaching materials	Product (s) of learning	Evaluation/ instrument/ weighting	Duration
Asks students to make a list of feeling or descriptions they think of when they see the images.	Make students to do a list of adjectives for describing the images.		List of adjectives for describing emotions.	Observation records.	20 min
Suggesting: play the following video www.tinyurl.com/ECAE4 Have students to do a presentation about a news report and use adjectives for describing the note.	Have students to do an oral or written report describing what people are doing in different situations.	Posters, photos, flashcards or magazine	Students make a report about places and describing what people	Diagnostic test / rubric / Observation 5%	50 min

LEARNING ACTIVITIES					
Practice					
Teacher Activities	Student Activities	Teaching materials	Product (s) of learning	Evaluation/ instrument/ weighting	Duration
Have students to watch a video about adverbs of manner, let students describe what people are doing, after asking students to make questions about it. (Suggested video: www.tinyurl.com/AdverbsE4) Take notes of the answers in the blackboard.	Have students to watch the video and let them to take notes once they watched the video ask students to make questions.	Board/ markers Notebook/ Previous vocabulary/ Video	Questionnaire	Observation record	15 min

LEARNING ACTIVITIES

Practice

Teacher Activities	Student Activities	Teaching materials	Product (s) of learning	Evaluation/ instrument/ weighting	Duration
Teacher explain adverbs of manner on the blackboard.	Students take notes and examples on their notebook. Students take notes of the adjectives and adverb list. Students do a presentation about adverbs of manner considering the examples in the previous video.	Board/ markers	Students write sentences		15 min
Teacher explain adverbs of manner using examples to help students to consolidate the use of adverbs of manner. (Example: Luis is in the library. He is speaking softly. Johana is at a party. She is speaking loudly) Students use rubrics to observe the practice with adverbs of manner.	Students use images about people in different situations. Students practice adverbs of manner in a context. Students give examples to their classmates with teachers' instructions to reaffirm their knowledge, about adverbs.	Board/ markers images	Students produce oral written speech using adverbs of manner	Rubric/5%	20 min

Reinforcement					
Have students to look for videos about adverbs of manner on YouTube, ask them to take notes of essential aspects.	Students watch a video on YouTube about adverbs of manner and take notes.	YouTube videos	Notes on the videos.	1hr	
Have students to work in groups and ask them to review adverbs of manner.	Have students to take turns in their groups to comment on their notes and interchange information about it with their peers.	Notebook Board Markers	Collaborative work and feedback.		
Teacher provides different materials for this activity such as (links, handouts, tasks, etc.) for students to review their knowledge.	The teacher give suggested activities to the students and ask them to work in pairs.				

Closing Learning Activities					
Teacher Activities	Student Activities	Teaching materials	Product (s) of learning	Evaluation / instrument / weighting	Duration
Have students to participate in a tic tac toe game, divide the group into teams of four or five, one member of each team pass to the blackboard and write adjectives the team who makes tic tac toe first is the winner.	Have students to participate in a tic tac toe game practicing adjectives and adverbs of manner which have been seen in previous lessons.	Board markers	Vocabulary adjectives and adverbs of manner	Observation record	25 min
Teacher promotes different activities to practice with different exercises such as unscrambled words, making sentences, complete the sentences and correct them, match two sentences with a logical sequence, write sentences with the suggested words the use of adverbs of manner.	Have students to participate in different activities suggested students recognize structures they have learned and what they need in order to practice the learning outcome.	Written exercises projector Flash cards Material that the teacher may require for the activity	Complementary exercises	Observation record	25 min

Teacher explain students the structure of a descriptive text with the purpose of developing their writing about a character using the adjectives, adverbs of manner and some tenses they connect new knowledge with the previous one.	Make a descriptive text taking into consideration the characteristics of the orality and writing, about his personality, having on mind the basic elements, paying attention in the grammatical structure, the use of the adjectives and adverbs of manner to describe actions made by the personality of the characters.	Board Notebooks	Writing with the basic elements of a descriptive text asked for the teacher.	Formative / check list / 5%	25 min
Ask the students to make teams present among them the descriptive texts they have done.	Have students to read a text and reproduce it using adverbs or manner.	Posters, pictures from the characters to present.	Students make presentation to the class.	Check list	25 min