



UNIVERSIDAD DE GUADALAJARA

Red Universitaria de Jalisco



Lengua Extranjera II

Guía del estudiante

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Autores

© 2015, Natalia Hernández Coss y León, Mónica Alejandra Huerta Castañeda
Patricia Ramírez Peredo y Dawn Marie Velasco Patzelt

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© 2021, Andrea Yazeret Cervantes Méndez,

Fabián Armando Cruz Rubio, Mónica Alejandra Huerta Castañeda.

Coordinador: Mtra. Lucila Rivera Martínez

Diseñador: Luz Elena Rivera Cedano

Fotografía: Benjamín Gutiérrez Lucas

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Sistema de Educación Media Superior

Liceo 496. Colonia Centro

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Introduction

You have successfully completed the *UAI Lengua Extranjera 1*, congratulations! Now you can use what you have learned in your second *UAI Lengua Extranjera 2*.

To increase your knowledge of the English language you will have to use what you learned in addition to new information. Using verbs in present and past will help you learn how to use of “going to” and “will” to express the future time tense.

You will continue to use and develop your four basic linguistic abilities: reading, writing, listening and speaking.

The *UAI Lengua Extranjera 2* is made up of 5 modules, each containing topics that will help you create your final project. This final project consists in a simulation of a student exchange program; can you imagine studying your Trayectoria de Aprendizaje Especializada (TAE) abroad?

Your final project has three parts. The first part needs you to complete the activities from modules 1 and 2 and then you need to create a student work plan. In the second part needs to be completed using modules 3 and 4, here you will write your personal resume. For the third part you will evaluate your spare time on a graph.

After you complete those three parts, you can begin working on the final project, the student’s exchange program.

This will lead you to use a second language more and more.

Nice working with you!

Objective

Discuss “intentions and personal opinions” in English using the four linguistic abilities (writing, reading, listening and speaking) focusing on everyday situations.

Course competences

Specific competences

- Utilizes the English language with a communicative intention to emit and interpret messages in different contexts or situations through the use of grammatical structures.
- Expresses his/her ideas in a second language with help from grammatical structures on different topics.

General competences

Can express and communicate

4. Listens, interprets and emits messages in different contexts while using adequate means, codes and tools.
 - 4.1 Expresses ideas and concepts with linguistic, mathematic or graphic representations.
 - 4.2 Applies different communicative strategies depending on the interlocutors, the context that is taking place or the goals required.
 - 4.3 Identifies the key ideas in a text or spoken speech and can infer conclusions.
 - 4.4 Can communicate in a second language in everyday life situations.

Disciplinary competences

Basics:

Communication

- I. Identifies, sorts and interprets the ideas, information and explicit and implicit concepts in a text, considering the context it comes from and in which is received.
5. Expresses ideas and concepts in coherent and creative compositions, with clear instructions, development and conclusions.
10. Identifies and interprets the general idea and possible outcome of an oral or written message in a second language using previous knowledge, non-verbal elements and cultural context.
11. Can communicate in a second language by carrying a logic, oral or written, congruent with the situation, conversation.

Extended:

Communication

9. Emits messages in a second language considering the different socio-cultural context.

Graduate profile

Verbal Reasoning

Efficiently expresses ideas both in oral and written form using diverse means, resources and strategies in first and second language with the goal of establishing connections with other individuals; develops a reading habit to approach other cultures, ideologies and knowledge.

Methodology

Project Based Learning (PBL)

For the *Bachillerato General por Areas Interdisciplinarias (BGAI)*, as part of the alternative education in non-conventional modalities available in the high school level, students demand an active participation in their learning process and to accomplish that, the learning process is suggested to be implemented in the form of an Application Based on Project (ABP) as part of the methodology for the *Unidades de Aprendizaje Integradas (UAI)*.

According to Blank, “PBL is a learning model in which students work actively, plan, implement and evaluate projects that have application in the real world beyond the classroom” (Martí, 2010, p. 13). The projects and work plans are carried out in order to do something that is of interest to the student and also demand them to apply what he/she knows and can do. These projects are related to activities or issues of everyday life. These projects can be developed individually or on teams as established by the IAU.

According to Martí (2010), the development and implementation of PBL includes the following elements:

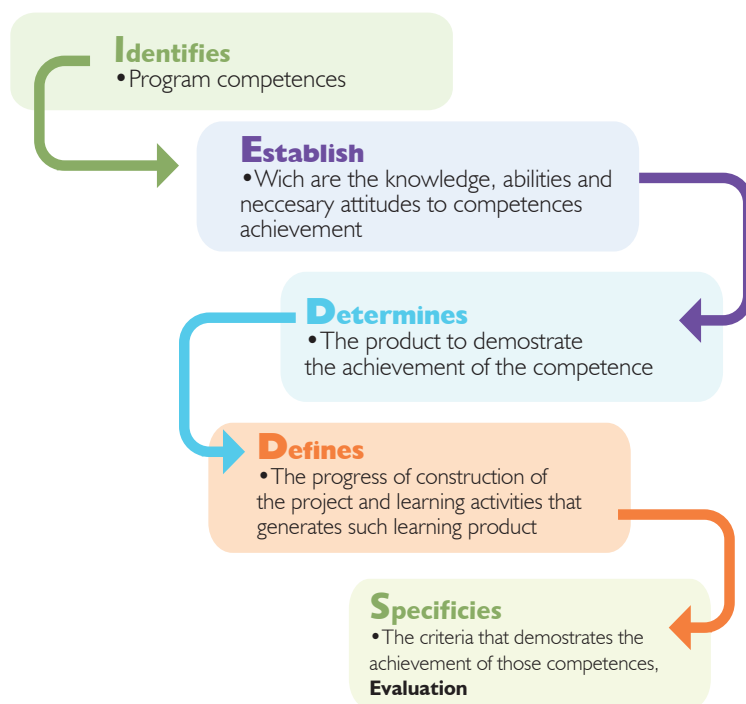
- 1) An issue related to reality.
- 2) An objective and clear activities, that are possible to accomplish and are adequately motivational.
- 3) Stages of project development. Generally consider three: start stage, development stage and completion stage.
- 4) Schedule in order to set the time for implementation.
- 5) Guidelines or standards of action, suggestions, etc. that guide the work of students.
- 6) Support through means to facilitate for better outcomes.
- 7) Human, technical, financial and educational resources.

Each UAI gives structure to the BGAI, considering the development of an integrated project which shows the implementation of the generic and disciplinary basic approaches of the *Marco Curricular Común (MCC)* according to each discipline. For its development, along UAI project progress which vary according to the length of each UAI are developed; in turn, each learning product is the result of activities in each module.

Acosta (2012) proposes three types of projects that can be worked:

- a) **Scientific projects:** where students have the opportunity to develop skills related to the formal scientific work, describing, explaining and predicting phenomena investigations or by natural processes occurring in the environment activities.
- b) **Technological projects:** stimulate creativity in the design and construction of objects, and increase the practical mastery of materials and tools.
- c) **Citizens Projects:** contribute to critically assess the relationship between science and society through a dynamic action research and lead students to interact with others to think and intervene in situations successfully living as neighbors, consumers or users.

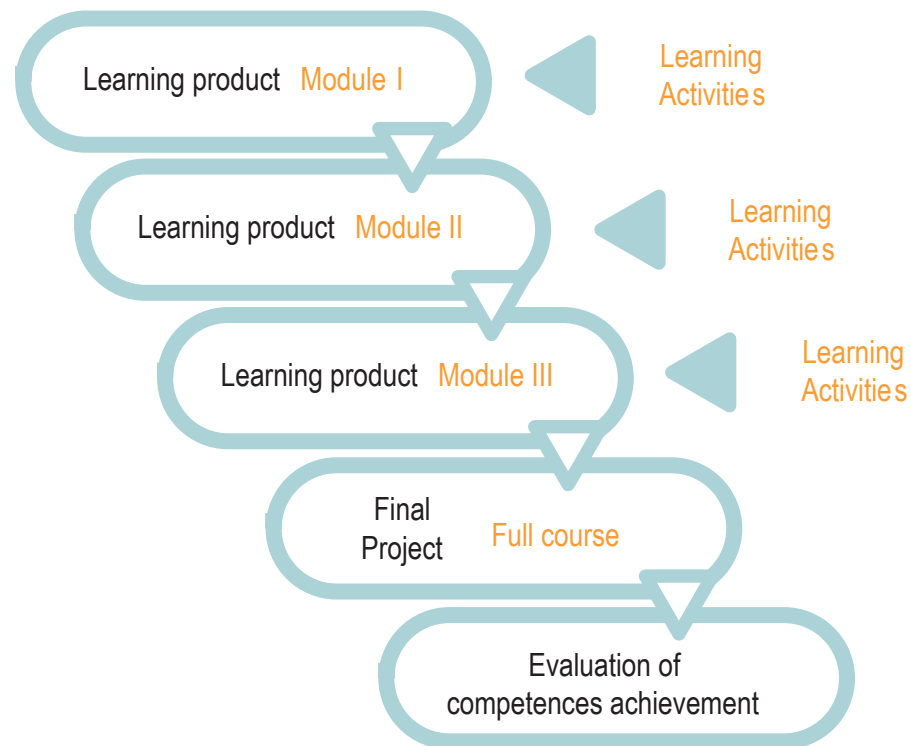
The type of integration project for each UAI is established in the student textbook. Depending on your choice, the authors followed the following process:



The evaluation process in the PBL methodology.

By its nature, the project evaluation is one of the main stages of teaching learning process in the BGAI. It is guided and directed to the project with special emphasis towards competence achievement that articulates the UAI. It starts from the development of the first activity until closing. The evaluation of the project involves active monitoring of the progress of competence acquisition. This task is performed by the teacher, the student and his/her classmates through the presentation of the various activities and practices. It is necessary to establish guidelines to evaluate the performance, behavior and student outcomes (Chavez 2003).

During the preparation of the textbook, the authors, in addition to defining the integrated project, progresses and learning activities in UAI, have established an assessment as a tool which evaluates, among other things, the level of achievement of competences by the student. The following illustration explains the process of developing the integrated project:



Final Project

How will I learn?

Methodology

This *Unidad de Aprendizaje Integrada (UAI)* de “Lengua extranjera 2” follows the learning strategy of studying by creating a Project that integrates the UAI’s specific generic and disciplinary competences; with this project you can see how far you developed the competences utilized in this course.

This Learning strategy based in projects aims to answer the learning needs in a practical way; involving your real life at the same time you incorporate new concepts that will help you with your everyday activities and supporting your scientific and technological knowledge.

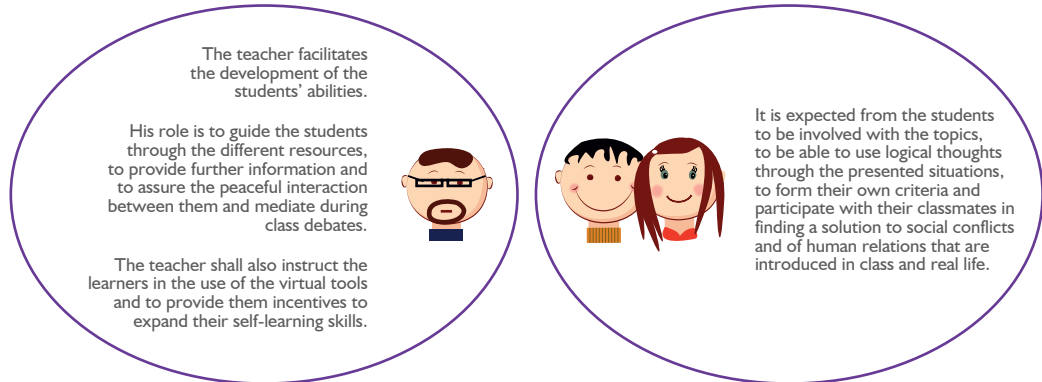
The project is formed by using the competences we pretend to develop during the course, as they are its foundation and contain the defined purposes and the contents we will study as part of those competences.

The Project is integrated by several developments and a Project that includes all you learned during the UAI. Each advance forms a new part of the project, and each learning activity helps you successfully build your project as you learn in a real and practical environment, helping you relate better to what you learn; all of this adds up to the evaluation of the competences, this means both you and the teacher will be able to identify how much of the competences you mastered. The evaluations of each step of the project and the final inclusive project are supported by several instruments you can use to understand the requirements for an efficient completion.

Working method

The working and organization dynamic comes in three forms: whole class, by teams and individual. The class work consists on class-wide sessions named plenary where you will share points of view and enrich your work and your classmates’ and enrich the class’ work with your contributions. By teams means the class forms groups of a set number of students who will share, build and evaluate their work between them in order to obtain a specific product which helps the team learning, for this it is necessary that you develop collaborative skills so you and your team are successful. Individual work is necessary to develop your work and the reflections, analysis and conclusions you will need in order to contribute with the previous two.

Teacher and student roles Evaluation



The evaluation process for the *Unidad de Aprendizaje Integrada Lengua extranjera 2* comprises the following aspects:

- Learning activities
- Complementary exercises
- Project progresses
- Final Project
- Self-evaluation
- Co-evaluation
- Hetero-evaluation

Also, interactions and collaborations between the students that help enrich the learning process, both virtual and on-site, will be considered.

For each module, two complete learning activities must be uploaded to the platform; the complementary exercises help you practice the language and even if they do not affect your grade it is necessary to do them as the teacher requests since they will help you finish your final project correctly so it can be accepted and graded.

During the self-evaluation and co-evaluation the student will provide the teacher with the completed material or tools provided for such purpose, this will allow him to know what your perspective is over your learning process and to help develop your meta-cognition.

The hetero-evaluation will be completed presenting an exam, which is a requisite to evaluating your learning progress.

- Your evaluation is conceived as an integral part of the learning process, which is why it's present in every module in order to evidence the progress in all of the steps of the process. To achieve this, we have to consider that the evaluation:
- Diagnoses. At the start of each UAI you will present this evaluation by answering a series of questions, each student will obtain a result about their progress in the current topic.
- Formative. By completing the provided exercises, you are generating the necessary evidence to identify the progress in your knowledge.
- Summative. It will be present when the UAI requires a quantitative and qualitative assessment.



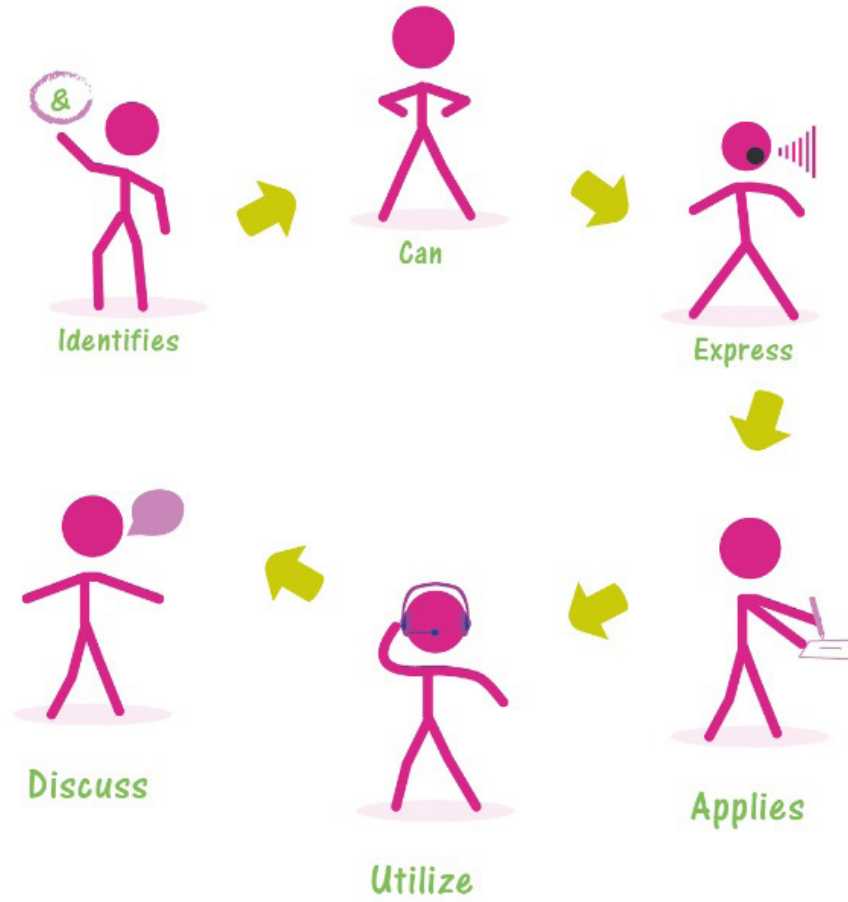
Global Evaluation

Final Project	40 points
Learning Activities	40 points
Exam	10 points
Self-evaluation	5 points
Co-evaluation	5 points
Total	100 points

Evaluation of your Final Project

First review	10 points
Second review	10 points
Third review	10 points
Project integration	10 points
Total	40 points

Graphics organizer




Symbols

Disciplinary competences

Activity

UNIVERSIDAD DE GUADALAJARA



The Simple Present: Affirmative and negative statements

In this activity, you will practice using negative and affirmative sentences in simple present by answering the questions one of your classmates will ask you.

The affirmative and negative forms of simple present are:

Simple Present		
	Affirmative	Negative
I	I am / I'm	I am not / I'm not
You, we, they	You are / You're	You are not / You're not / You aren't
He, she, it	He is / He's	He is not / He's not / He isn't

Activity 3: What I am, what I'm not?

Learning purposes:
Identify the Simple present.

Competence attributes:
4.2 Applies different communicative strategies depending on the interlocutors, the context that is taking place or the goals required.

Mode:
Mixed mode.

Instructions

Instructions
Now it's time to practice what you have learned.

- First, write 10 questions related to the topic we practiced in a Word document. Make simple questions to ask the classmate you will work with.

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Evaluation

- Then, work with a classmate and ask him your questions. Write down the answers.
- Next, bold the affirmative or the negative in the sentence, i.e. he is not here, he is here.
- Then, answer the peer assessment exercise (annex 5) using your classmate's answers.
- Next, copy the answers in the document where you have your questionnaire.
- Finally, upload your work in the space designated for activity 3 and wait feedback from your teacher.

- Evaluation**
- The questionnaire contains 10 questions.
 - The questions are related to the topic.
 - I make the questions even comparisons.
 - The document contains the instrument of peer assessment.
 - Uses correct grammar.

Recommendations.
You can ask the students to answer the questionnaire by themselves, but having them ask each other questions elicits collaboration, which is important for this BGAJ. Please give the students feedback when they are done.

You can use the electronic resources found in the platform.

Learning resources and supporting materials

Simple Present		
	Affirmative	Negative
I	I am / I'm	I am not / I'm not
You, we, they	You are / You're	You are not / You're not / You aren't
He, she, it	He is / He's	He is not / He's not / He isn't

29 BGAJ

Learning resources and supporting materials



Module competences

Specific competences.
Identifies messages in a second language using vocabulary and grammatical structures in different situations.

General competences
Can express and communicate.
4. Listens, interprets and emits messages in different contexts while using adequate means, codes and tools.

Expresses ideas and concepts with linguistic, mathematic or graphic representations.

Disciplinary competences

Basic:
Communication
1) Can communicate in a second language by carrying a logic, oral or written, congruent with the situation, conversation.

Extended:
Communication
9. Emits messages in a second language considering the different socio-cultural context.

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Topics

The verb to be:
Statements and questions with contractions.

- Vocabulary: Countries and nationalities, numbers 11-100, people and relationships, adjectives or others.

- List of verbs (annex 2)

Possessive adjectives.
Vocabulary: Family members, job and occupations, sports or others.



1.- I take care of myself. I know and value myself and I can face the problems and challenges in my life keeping my goals in mind.



2.- I'm sensitive to art and participate in the appreciation and interpretation of its different genres.



3.- I choose to practice a healthy life style.



4.- I can express and communicate properly orally and in written form in another language and my own by traditional means or using technology.



5.- I'm capable of critical and reflective thought. I develop innovations and propose solutions to problems based on established methods.



6.- I support my personal viewpoint on different topics of general interest, and I can consider different points of view in a reflective and critical manner.



7.- I learn autonomously, by my own interests and initiative and I will do this for the rest of my life.



8.- I work in teams. I participate and collaborate effectively in different teams.



9.- I'm a responsible member of society. I exercise my civic and ethic conscience as a part of my community, my region, my country and the world I live in.



10.- I respect different cultures and their diversity in beliefs, values and social practices in my environment and the world.



11.- I responsibly contribute to create a sustainable development.

What do I know about this course?

Welcome to the *Unidad de Aprendizaje Integrada de Lengua extranjera 2!*

Before we begin with this UAI, we need to evaluate your English progress; remember that this UAI is part of the Interdisciplinary languages department, which means the instructions on each activity or exercise will be written in English. If you have any questions, use an English-Spanish dictionary or ask your teacher.



TIP:

Use an
English-Spanish
dictionary

Instructions

First, translate the following sentences in a Word document:

1. I usually do my homework at night.

2. My mom loves romantic comedy movies.

3. When Tom goes on vacation, he takes his sunglasses.

4. Patrick went to Europe and he visited many monuments and landmarks.

5. Christopher's dog had a puppy.

6. En mi tiempo libre, me gusta leer libros.

7. Mi primo toca el saxofón.

8. Julia cepilla sus dientes a las siete de la mañana.

9. Kevin ganó el campeonato, él ganó el primer lugar.

10. Mi clase de inglés inicia a las nueve y media.

Then, upload your document to the space designated for “**Diagnoses evaluation**” in the platform and wait the feedback from your teacher.



Module 1.

Comparative and superlative adjectives.

Introduction

Have you ever been to the Zoo? There are so many animals to describe! We use adjectives to describe people, places, animals and things. Another possibility is to use comparatives and superlatives. We can say the giraffe is **taller than** the lion or that the elephant has the **largest** ears. Do you know how to make descriptions or how to use the comparative or superlative adjectives? This module will show you how to do these things.

Comparatives	
Add er to the adjective of 1 syllable	
Tall	Taller than
Strong	Stronger than
Add ier to adjectives of 2 syllables	
Ugly	Uglier than
Funny	Funnier than
Add more before adjectives of 2 syllables	
Famous	More famous than
Boring	More boring than

Add more before adjectives of 3 syllables	
Beautiful	More beautiful than
Popular	More popular than

Adjectives		
One syllable	Two syllables	3 + syllables
Tall	Ugly	Beautiful
Strong	Funny	Wonderful
Old	Pretty	Delicious
Large	Handsome	Dangerous
Short	Boring	Fantastic
Long	Awesome	Popular

Module competences

Specific competences

- Utilizes the English language with a communicative intention to emit and interpret messages in different contexts or situations through the use of grammatical structures.

General competences

Can express and communicate

4. Listens, interprets and emits messages in different contexts while using adequate means, codes and tools.

4.1 Expresses ideas and concepts with linguistic, mathematic or graphic representations.

Disciplinary competences

Basics:

Communication

1. Identifies, sorts and interprets the ideas, information and explicit and implicit concepts in a text, considering the context it comes from and in which is received.

Extended:

Communication

9. Emits messages in a second language considering the different socio-cultural context.

Topics

- **Comparative adjectives:**
Forms and spelling rules

Vocabulary: Clothes, describing people or others

- **Superlative adjectives:**
Forms and spelling rules

Vocabulary: Clothes, describing people, describing places or others



Comparative and superlative adjectives: Forms and spelling rules

As stated before we use adjectives to describe things. In this module you will use comparatives to determine one quality in 2 people, places, animals or things. Also, you will distinguish the *maximum quality* in one person, place, animal or thing, which is the superlative.



Activity 1: “How can I choose...?”

Learning purpose

Learn to use adjectives in comparative and superlative.

Competence attributes

4.1 Expresses ideas and concepts with linguistic, mathematic or graphic representations.

Disciplinary competences

Basics:

Communication

1. Identifies, sorts and interprets the ideas, information and explicit and implicit concepts in a text, considering the context it comes from and in which is received.

Extended:

Communication

9. Emits messages in a second language considering the different socio-cultural context.

Mode

Mixed mode.

Learning product

Adjective list.



Instructions

First, study the grammar for the comparatives and superlatives found in the reading section.

Then, download the material needed for activity I.

Next, fill in the blanks with the correct comparative or superlative in the box.

Remember put the correct way of comparative or superlative form, based in the rules you learned.

delicious, small, expensive, cheap, smart, pretty,
good, relaxing, difficult, young

1. The bus ticket is _____ than the plane ticket.
2. Carl is _____ than his brother.
3. 3. Rock music is _____ than mariachi music.
4. Going to the theater is _____ than going to a restaurant.
5. Mexican food is the _____ food.
6. Richard is the _____ in the class.
7. Spanish is the _____ language.
8. Reading a book is the _____ activity for spare time.
9. The girl is the _____.
10. Thalia is _____ than Salma Hayek.

Finally, upload your work to the space designated for activity I in the platform and wait the feedback from your teacher.



Evaluation

- Use of comparative and superlative adjectives.
- Contains at least 8 sentences with correct use of adjectives (4 with comparative and 4 superlative).



Learning resources and supporting materials

Comparative and superlative adjectives (grammar)

Adjectives

One syllable	Two syllables	3 + syllables
Tall	Ugly	Beautiful
Strong	Funny	Wonderful
Old	Pretty	Delicious
Large	Handsome	Dangerous
Short	Boring	Fantastic
Long	Awesome	Popular
Big		Colorful
Good		Terrible
Bad		

Comparatives

Add **er** to the adjective of **1 syllable**

Tall Taller than

Strong Stronger than

Exception

Good Better than

Bad Worse than

Add **ier and erase -y** to adjectives of **2 syllables**

Ugly Uglier than

Funny Funnier than

Add **more** before adjectives of **2 syllables**

Famous **More** famous than

Boring **More** boring than

Add **more** before adjectives of **3 syllables + than**

Beautiful	More beautiful than
Popular	More popular than

Examples of comparatives:

The blue blouse is **nicer than** the red blouse.

John is **funnier than** Kevin.

Tokyo is **more amazing than** Russia.

The shoes are **older than** the socks.

The actors are **more famous than** the singers.

Superlatives

Add **est** to the adjectives of **1 syllable**

Large	The largest
Short	The shortest

Exception

Good	The best
Bad	The worst

Add **the and iest** to adjectives of **2 syllables**

Pretty	The prettiest
Curly	The curliest

Add **most** before adjectives of **3 syllables**

Delicious	The most delicious
Terrible	The most terrible

Examples of superlatives:

The jeans are the **cheapest**.

Carol is the **prettiest** girl in school.

My city has the **most** famous stores.

Sharks are the **most** dangerous animals.

The brown pants are **newer** than the black pants.

Clothes (vocabulary)

Shirt	Blouse
Pants	T-shirt
Dress	Jacket
Skirt	Socks
Suit	Underwear

- Audio resource module I.

Optional exercises (vocabulary)

Exercise 1: Describing people

Instructions: Write the comparative form.

Tall _____	Funny _____
Noisy _____	Boring _____
Famous _____	Delicious _____
Wonderful _____	Good _____
Small _____	Bad _____

Exercise 2: Describing objects

Instructions: Write a comparative sentence for each set.





Exercise 3: Describing places

Instructions: Complete the sentence with the superlative form.

1. The _____ city in the world is New York.
(large)
2. English is the _____ language in the world.
(common)
3. You are the _____ person.
(happy)
4. Madrid is one of the _____ places to visit.
(expensive)
5. A grandfather is the _____ person in family.
(old)

Exercise 4: Describing people, places and objects

Instructions: write superlative sentences with the following adjectives: (good, interesting, cheap, popular, sexy).

1. _____
2. _____
3. _____
4. _____
5. _____

Exercise 5: Clothing

Instructions: Read the situation and choose the correct clothing.

1. Bryan is going to a wedding; he is going to wear a _____.
2. Millie doesn't like pants, she usually likes _____ and high heels.
3. When it's cold, Tony wears a _____.
4. Paul is a typical teenager; he is always in a _____ and jeans.

Exercise 6: Clothes

Instructions: Describe the clothes the people in the images are wearing.









Module 2.

Future.

Introduction

Do you think about your life in the future, in 1 year, 10, 15, 20 years?

When we think/talk about events that have not occurred yet, we relate to the future. The future can be described two ways:

With **will** or **going to** + verb.

One example could be:

Mary **is going to graduate** in June.

Tony **will drive** his mom to work tomorrow.

What **will you do** next weekend?

Do you have plans?

Think about these structures and you are on your way to your future.

Have fun while getting from now to then!!

Module competences

Specific competences

- Utilizes the English language with a communicative intention to emit and interpret messages in different contexts or situations through the use of grammatical structures.

General competences

Can express and communicate

4. Listens, interprets and emits messages in different contexts while using adequate means, codes and tools.

4.3 Identifies the key ideas in a text or spoken speech and can infer conclusions.

Disciplinary competences

Basics:

Communication

1. Identifies, sorts and interprets the ideas, information and explicit and implicit concepts in a text, considering the context it comes from and in which is received.

Extended:

Communication

9. Emits messages in a second language considering the different socio-cultural context.

Topics

- **Future: Will**

Vocabulary: Future plans, travel plans or others.

- Going to

- Forms and spelling rules

Vocabulary: Transportation, schedules or others.



Future / going to

If you talk about the future you need to use going to or will.

Going to expresses future plans or near future.

Will expresses a future fact or a future further away.

Be sure to select the correct one for a near or far away future.



Activity 2: "My Expectations"

Learning purpose

Practice making future sentences with "will" and "going to".

Competences attributes

4.3 Identifies the key ideas in a text or spoken speech and can infer conclusions.

Disciplinary competences

Basics:

Communication

1. Identifies, sorts and interprets the ideas, information and explicit and implicit concepts in a text, considering the context it comes from and in which is received.

Extended:

Communication

9. Emits messages in a second language considering the different socio-cultural context.

Mode

Mixed mode.

Learning product

Short letter of your reasons and expectations.



Instructions

Remember we mention your final project in the introduction? It's now the time to begin with the activities that will help you with it.

Imagine that, as a Universidad de Guadalajara student, you get the chance to study your TAE abroad.

What type of TAE would you choose and what would your expectations be?

First, study the “Future will / going to (grammar)” reading.

Then, use the phrases: **going to** and **will** to write about your expectations for the future, particularly this student exchange trip.

Next, write a short letter with your reasons and expectations to go on a scholarship, using the following questions as a guide:

1. What do you think you will learn?
2. What are you going to do during your time here?
3. When you go home, what will you do with the things that you learnt here?

TIP:

Uses the audio resources for pronunciation

“My Expectations”

Finally, upload your work to the space designated for activity 2. In the platform and wait the feedback from your teacher.



Evaluation

- Uses correct grammar.
- The text includes at least one (1) paragraph with the future plans.
- The students use both “will” and “going to”.



Learning resources and supporting materials

Future will / going to (grammar)

Future will

(will + verb)

Conjugation

Full form

I **will**

You **will**

He/ she/ it **will**

Negative full form

I **will** not

You **will** not

He/ she/ it **will** not

We **will** not

They **will** not

Questions

Will I...?

Will you ...?

Will he/ she/ it ...?

Will we ...?

Will they ...?

Contraction

I'll

You'll

He/ she/ it'll

Negative contraction

I **won't**

You **won't**

He/ she/ it **won't**

We **won't**

They **won't**

Answers

Yes, you **will** / No, you **won't**

Yes, I **will** / No I **won't**

Yes, he/ she/ it **will** / No he/ she/ it **won't**

Yes, we **will** / No we **won't**

Yes, they **will** / No they **won't**

Examples

I **will** buy a new car.

Tony **will** ask Brenda to marry him.

We'll go to Barcelona.

You **will** not watch the movie.

She **won't** eat fish.

Mario **will** not travel by plane.

Will you help me?

Yes, I **will** / No, I **won't**

Will take a vacation?

Yes, they **will** / No, they **won't**

Will she wear a dress?

Yes, she **will** / No, she **won't**



Future plans

get a job	be happy
get married	graduate
buy _____	have a family
go somewhere	

Travel plans

go on vacation	rent a car / scooter
go on a cruise	go sightseeing
travel to another country	exchange money
make reservations	buy souvenirs
stay at a hotel	

Future going to

(To be + **going to** + verb)

I am **going to** eat pizza.

You are **going to** study for the exam.

He/ she/ it is **going to** buy a cd.

We are **going to** visit our grandmother.

They are **going to** graduate.

I'm **going to** get married next year.

You're **going to** have a big family.

He's **going to** go to Jamaica.

We're **going to** travel to Italy.

They're **going to** buy a house.

I'm **not going to** listen to you.

She's **not going to** have a girl.

They're **not going to** drive to Mexico.

He **isn't going to** find a good job.

We **aren't going to** fly to Europe.

Is Karen **going to** live in New York? Yes, she is / No, she isn't
Am I **going to** see you? Yes, you are / No, you aren't

Transportation

Car	Ship
Bus	Motorcycle
Airplane/plane	Scooter
Boat	Bicycle

- Audio resources module 2.

 Optional exercises (vocabulary)

Exercise I: Travel plans

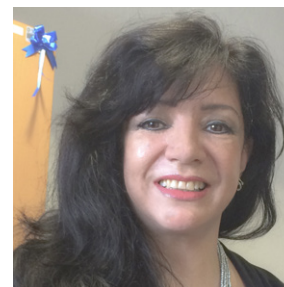
Instructions: Use the pictures to make sentences with will.











Exercise 2: What's in your future?

Instructions: Write a short paragraph about how your life will be in 2030...

“My future”

Exercise 3: Transportation

Instructions: Unscramble the means of transportation.

1. _____ (cotclmorye)
2. _____ (toba)
3. _____ (hspi)
4. _____ (atmobulioe)
5. _____ (csotore)

Exercise 4: “On the road again”

Instructions: Use the words in the box to fill in the blanks.

bicycle	airplane	scooter	train	bus
---------	----------	---------	-------	-----

1. You can travel faster if you go by _____.
2. Billy takes the _____ to the city.
3. Raul and Jessy exercise on their _____.
4. The school _____ is usually yellow.
5. Peter needs transportation; he wants to buy a _____.



Project Progress

“My plans in motion”

Introduction

Now that your ideas are flowing and you are expecting some future plans to come true in a short time, you can move on to the next step. Combine your expectations with your talents and abilities to choose and determine what student exchange program you would like to attend. Read up on rules and regulations; know your

options on what to do in school and in your spare time when you're not busy on campus.

Make your best choice and Good luck!

Learning purpose

Evaluate options based on your expectations to create a work plan.

Competences attributes

Can express and communicate

4. Listens, interprets and emits messages in different contexts while using adequate means, codes and tools.

4.1 Expresses ideas and concepts with linguistic, mathematic or graphic representations.

4.3 Identifies the key ideas in a text or spoken speech and can infer conclusions.

Disciplinary competences

Basics:

Communication

1. Identifies, sorts and interprets the ideas, information and explicit and implicit concepts in a text, considering the context it comes from and in which is received.

Extended:

Communication

9. Emits messages in a second language considering the different socio-cultural context.

Mode

Mixed mode.

Learning product

Work plan.



Instructions

In this activity we will work on the first advance for your final Project. When a student is interested in participating in an student exchange program abroad he or she must meet certain requirements; for example, they may need to write a letter with their expectations, like the one you wrote in the previous activity. Now, you are going to plan the activities you intend to participate in while abroad; your destination is London.

First, answer the following question:

Where are you going to go on your scholarship?

_____.

Then, list the activities you intend to complete before you arrive to your destination, during your stay and when you return home.

Next, copy the following table and fill it in with your work plan.

What will you do...?

Please use future forms: will and going to:

Before you arrive:	During your stay:	When you come home:

Finally, upload your work to the space designated for Project Progress. In the platform and wait the feedback from your teacher.



Evaluation

Project Progresses I. Check list.

Instructions: Mark on the following list the criteria included in your Project advance and write down the corresponding observations for improvement.

Evaluation aspects	Yes	No	Observations
Uses at least 5 times “going to” correctly (attributes 4.1, 4.3)			
Uses at least 5 times “will” correctly (attributes 4.1, 4.3)			
Clean and in order			
Uses 10 vocabulary words from this Competence Unit (attributes 4.1, 4.3)			
Uses grammar correctly (attributes 4.1, 4.3)			



Learning resources and supporting materials

Table: What will you do...?



Module 3.

Can/can't.

Introduction

The verb **can** is used to talk about possibilities and abilities; also we **can** use it to ask for and give permissions, to make requests and offers. As you **can** see it is a very flexible word that **can** be used in a huge number of situations and we are going to practice them in the following activities.

Can – Can't	ability – no ability
I can	I can't / can not
You can	You can't / can not
He/ she/ it can	He/ she/ it can't / can not
We can	We can't / can not
They can	They can't / can not

Module competences

Specific competences

- Utilizes the English language with a communicative intention to emit and interpret messages in different contexts or situations through the use of grammatical structures.

General competences

Can express and communicate

4. Listens, interprets and emits messages in different contexts while using adequate means, codes and tools.

4.4 Can communicate in a second language in everyday life situations.

Disciplinary competences

Basics:

Communication

10. Identifies and interprets the general idea and possible outcome of an oral or written message in a second language using previous knowledge, non-verbal elements and cultural context.

Extended:

Communication

9. Emits messages in a second language considering the different socio-cultural context.

Topics

The verb can/ can't

Vocabulary: Talents and abilities, tourist sites or others.



Can / can't

In this activity, you will practice how to use can or can't when describing your abilities and talents; this will make it easier when you select a TAE according to your personal abilities.



Activity 3. Student's plan

Learning purpose

Choose your abilities and talents.

Competence attributes

4.4 Can communicate in a second language in everyday life situations.

Disciplinary competences

Basics:

10. Identifies and interprets the general idea and possible outcome of an oral or written message in a second language using previous knowledge, non-verbal elements and cultural context.

Extended:

Communication

9. Emits messages in a second language considering the different socio-cultural context.

Mode

Mixed mode.

Learning product

Student plan writing.



Instructions

For this activity you need to identify which talents and abilities you have by selecting the activities you can or can't do. This will help you select TAE you will be applying to. From the following list of TAE's, you will have to choose the one in which you think your talents and abilities will be useful

First, cross (X) the talents and abilities you have in the following table.

TAE	Student profile	
Journalism	Enjoys and has the habit of reading	
	Can communicate ideas clearly and precisely.	
	Interested in the research and analysis of social problems.	
	Can work under pressure.	
	Basic skills with computers.	
Marine Biology	Basic knowledge in: Biology, Chemistry, Physics, Geography, Mathematics, English, Social Sciences and Contemporary Culture.	
	Aptitude for: the study of living creatures and marine ecosystems.	
	Interested in: learning the environmental problems in the country.	
	Interested in researching phenomena and natural processes in marine environments.	
	Drive to serve the community.	
Computing	Interested in: physics and mathematics, software management and working with tools and machines.	
	Aptitude for: working with verbal concepts, rational capacity, ability to read graphs, precise, quick to answer, capacity to build a synthetic language.	
	Attitude for: problem solving, independent judgment, ability to organize ideas and concepts.	

Then, identify in which TAE your abilities and talents will be useful.

Next, write a student's plan that justifies why you chose that TAE and why you want to study it (try to use can/can't). Use the following format as a guide:

“Student’s plan”

Name:
Age:
School of origin:
TAE selected:
Reasons of choice:
Abilities you have according to the TAE’s requirements:
Abilities you don’t have according to the TAE’s requirements:

Finally, upload your work to the space designated for activity 3. In the platform and wait the feedback from your teacher.



Evaluation

- The text has a minimum length of 1 page.
- Use of can/can’t at least 10 sentences.
- Contains at least 5 talents and abilities.
- Uses correct grammar.



Learning resources and supporting materials

Can – Can't (grammar)

Can – Can't	ability – no ability
I can	I can't / can not
You can	You can't / can not
He/ she/ it can	He/ she/ it can't / can not
We can	We can't / can not
They can	They can't / can not

Examples

George **can** drive a car.

Mary and Jill **can** bake cakes.

Kathy **can** cook fish very well.

Patrick **can** speak many languages.

Tony **can** dance.

--

Peter **can't** travel by boat, he gets seasick.

Paul **can't** ride a motorcycle.

Jessy **can't** sing in Japanese.

Ann and Janette **can't** climb trees.

Maggie **can't** skate.

Talents and abilities

play the guitar	bake cakes
dance	drive car
sing	ride a bicycle
skate	speak another language
cook	

Tourist sites

Downtown	Parks
City hall	Amusement sites
monuments	museums
main streets	Beaches
shopping malls	Zoo
church & cathedral	

- Student's plan format.
- TAE profile
- Audio resources module 3.

Optional exercises (vocabulary)

Exercise 1. Talents and abilities

Instructions: Complete the sentences. Use the words from the box.

Play the guitar	Dance	Sing	Skate	Cook
Bake cakes	Drive a car	Ride a bicycle	Speak another language	

1. I can _____ very fast, but I can't play the piano.
2. They can _____ pop lovely songs, but they can't sing heavy metal songs.
3. We can _____ at the disco, but not in Math class.
4. I can't _____ Mexican food; I'm not good in the kitchen.
5. I can _____, Spanish is easier but I'm improving every day.
6. I can't _____ but I can ride a horse.
7. To get my driver's license I need to know how to _____.
8. I'm a happier person when I _____, my favorite flavor is chocolate.
9. I can't _____ I hurt my knees when I fall down on the park.

Exercise 2: Tourist sites

Instructions: Translate to Spanish the following tourist sites.

1. Downtown _____
2. City hall _____
3. Monument _____
4. Zoo _____
5. Main Street _____
6. Shopping mall _____
7. Park _____



8. Amusement sites _____
9. Museum _____
10. Beach _____

Exercise 3. Can or can't

Instructions: Complete the sentences use **can** or **can't**.

1. She _____ read without glasses.
2. Michael, _____ we go tomorrow?
3. You _____ say that, that's impolite.
4. He _____ help you, he is very busy now.
5. _____ I use your phone?
6. _____ you speak English?
7. _____ you take me to the mall?
8. Animals _____ read.
9. Juan is two years old, he _____ drive a car.
10. Some people _____ speak three languages.
11. I _____ swim very well.
12. My sister _____ cook very good.
13. She _____ run faster than Pablo.
14. I'm full. I _____ eat any more.
15. We _____ go to the movies, it's closed.



Module 4.

Should / have to.

Introduction

Do your parents and friends eat fast food? Do they practice sports or exercise?

If the answer is yes, did you know that there are many diseases caused by poor eating habits and lack of physical activity?

In this module we will see how to give suggestions and warnings about what people **should** do and what they **have to** do to enjoy a healthy life style using new vocabulary and grammar.

We use should:

- To ask for and give advice.
- To express an opinion.
- To make a suggestion to do something.

Module competences

Specific competences

- Utilizes the English language with a communicative intention to emit and interpret messages in different contexts or situations through the use of grammatical structures.

General competences

Can express and communicate

4. Listens, interprets and emits messages in different contexts while using adequate means, codes and tools.

4.4 Can communicate in a second language in everyday life situations.

Disciplinary competences

Basics:

Communication

10. Identifies and interprets the general idea and possible outcome of an oral or written message in a second language using previous knowledge, non-verbal elements and cultural context.

Extended:

Communication

9. Emits messages in a second language considering the different socio-cultural context.

Topics

Should / have to

Vocabulary: Fast food, exercise, habits and routines, lifestyles or others.



Should / have to

In this activity you will write a letter of commitment to London High School, make sure you use **should** and **have to**. In the letter, write about your behavior while you live in London during the course of your studies.

In this activity you will test what you have learned so far. Remember to use the vocabulary provided in each section.



Activity 4. Letter of commitment

Learning purpose

Analyze obligations with “should” and “have to”.

Competence attributes

4.4 Can communicate in a second language in everyday life situations.

Disciplinary competences

Basics:

Communication

10. Identifies and interprets the general idea and possible outcome of an oral or written message in a second language using previous knowledge, non-verbal elements and cultural context.

Extended:

Communication

9. Emits messages in a second language considering the different socio-cultural context.

Mode

Mixed mode.

Learning product

Letter of commitment



Instructions

Practice using should and have to when writing a letter of commitment to the London High School you want to study in.

First, read the example of a letter of commitment.

Then, analyze the information about the school.

Next, write your letter of commitment including all the information (school, TAE and grammar should and have to).

Finally, upload your work or write your answers in the space designated for activity 4 in the platform and wait the feedback from your teacher.



Evaluation

- The text has a minimum length of 1 page.
- Use of should and have to in at least 10 sentences.
- Contains at least 15 vocabulary items from the module IV.
- Uses correct grammar.



Learning resources and supporting materials

Should / have to (grammar)

Should = a suggestion to do something

I should	I should not / shouldn't
You should	You should not / shouldn't
He/ she/ it should	He/ she/ it should not / shouldn't
We should	We should not / shouldn't
They should	They should not / shouldn't

Examples

I **should** read more.

He **should not** skate on the street.

Denisse **should** buy a new car.

We **should** go to church on Sundays.

Edward **should** wash his motorcycle.

You **shouldn't** stay out late.

Susan **should not** skate on the street.

Boys **shouldn't** fight.

That girl **should not** wear a dress to play.

Christopher **shouldn't** bite his nails.

Have to = an obligation

I have to	I don't have to
You have to	You don't have to
He/ she/it has to	He/ she/ it doesn't have to
We have to	We don't have to
They have to	They don't have to

***LOOK OUT:** The negative form of have to does not indicate an obligation; it instead means you don't need to do the action.

--



Examples:

Tony **has to** clean his room.

Sam and Becky **have to** go to the bank.

Monica **has to** see a doctor.

Lilly and I **have to** study for the exam.

Tom **has to** mow the lawn.

Mike **doesn't have to** wash the dishes.

The girls **don't have to** wear dresses, they can wear pants.

I **don't have to** go to work tomorrow.

It **doesn't have to** be blue.

We **don't have to** buy the tickets.

Fast food

Hamburger	Potatoes chips
Hot dog	Fried chicken
French fries	Sandwich
milkshake	pizza
wrap	

Exercise

Yoga	Running / jogging
Pilates	Hiking
Kickboxing	Mountain climbing
Karate	Weight lifting
Push up	Jumping jack
Squat	Lunge
Sit up	Knee lift

Habits and routines

Go to work	Clean the house
Go to school	Read books/magazines/newspaper
Brush your teeth	Take a shower
Do exercise	Eat healthy

“Letter of commitment” (example)

I _____ to enter the _____ school community as a student, I formally undertake the responsibility to fulfill the following obligations to benefit my training during my stay at your teaching Institution.

I hereby shall be obliged to:

1. Know and meet the standards established by this school; as well as internal regulations and agreements governing all processes.
2. Provide timely and truthful personal information required by the school, for statistical purposes and official directories.
3. Attend school and wear the required uniform during school hours and at any other time it is necessary to participate in internal and external institutional activities.
4. Participate in the development of the subjects, projects and various actions resulting from the plan and curriculum.
5. Attend and participate regularly and on time to school activities and additional training to establish national, state and institutional education authorities such as forums, workshops, seminars, courses, exchanges, presentations, retreats and others that are implemented during my training.
6. Attend regularly and on time to classes, school and extracurricular activities convened by the institution and/or educational and civil authorities. In case of absence I will accept the penalty specified by the school's regulations.
7. Stay in the school grounds, respecting the schedules established; if absent without permission the Institution shall not be held responsible for my safety.
8. Reach a good level of academic achievement in all curricular and complementary courses I participate in. Show proper behavior, language and positive attitude within and outside the campus, upholding the image of the institution.
9. Show full responsibility for schoolwork.
10. Treat the school's staff, both administrative and academic, respectfully.
11. Not smoking or drinking alcoholic beverages or toxic substances on school grounds.

12. Not attend personal matters with people outside the institution during scheduled class time.
13. Take responsibility for any damages caused to school property as a result of negligence or intentional actions.
14. Care for and participate in programs for the conservation, maintenance and renovation of school buildings (classrooms, workshops, annex), furniture, equipment and green areas.
15. Cooperate and participate in activities such as lectures, performances, sporting events, special events, school transportation, maintenance of the computer room, collecting and paying quotas agreed by the parent teacher association (PTA), etc.

Guadalajara, Jalisco a _____ de _____ de 20____.

Name and signature of student

- Audio resources module 4.

Optional exercises (vocabulary)

Exercise 1: Exercises

Instructions: Read the descriptions of the exercises and fill the blanks with the correct word.

WORDS:

Pilates	Wight lifting	Running	Yoga -Squats
---------	---------------	---------	--------------

1. _____ is a systematic practice of physical exercise, breath control, relaxation, diet control, and positive thinking and meditation aimed at developing harmony in the body, mind, and environment.
2. _____ is a walking in nature as a recreational activity.
3. _____ Utilizes the force of gravity in the form of weightted

bars in order to oppose the force generated by muscle.

4. _____ is a strenght exercise in which the trainee lowers their hips from a standing position and then stands back up.

5. _____ is a method of exercise that consists of low-impact flexibility and muscular strength and endurance movements.

Exercise 2. Habits and routines

Instructions: Complete the words about habits and routines.

Habits and Routines

G_ _o w_ _k	Go to work
Go to sch_ _l	Go to school
R_a_ _boo_s	Read books
Br_sh y_ur tee_h	Brush your teeth
_ake a s_ow_r	Take a shower
Do _xer_ise_	Do exercise
E_t hea_t_y	Eat healthy
_lean the h_use	Clean the house

Exercise 4. Fast food

Instructions: Write the word below the picture.



Exercise 5. Should /shouldn't

Instructions: Complete the sentences using **should /shouldn't**.

1. If it's rainy you _____ take an umbrella.
2. My cousins _____ eat lots of candies.
3. My mother said: "You _____ clean your room, it's so messy!".
4. You _____ study for your test tomorrow.
5. My aunt _____ exercise, she is gaining weight.
6. You look tired. I think you _____ take a nap.
7. You _____ be so rude.
8. Children _____ spend so much time in front of the TV.
9. You are overweight. You _____ go on a diet with a nutritionist.
10. I think you _____ smoke so much.

Project Progress

“My resume”

Now that you started the process to participate in a student Exchange program, it will be necessary to test your English knowledge.

For the second advance of your final Project, you will be required to write a curriculum where you describe your abilities and skills, remember they must be related to the TAE you selected. Remember that using real information may make this easier.



Learning purpose

Design your personal resume.

Competence attributes

Can express and communicate

4. Listens, interprets and emits messages in different contexts while using adequate means, codes and tools.

4.4 Can communicate in a second language in everyday life situations.

Disciplinary competences

Basics:

Communication

10. Identifies and interprets the general idea and possible outcome of an oral or written message in a second language using previous knowledge, non-verbal elements and cultural context.

Extended:

Communication

9. Emits messages in a second language considering the different socio-cultural context.

Mode

Mixed mode.

Learning product

Resume with a presentation letter.



Instructions

In this activity we will use *can* or *can't*, *should* and *have to* in order to write our resume. Remember you need to describe your talents, abilities and personal information.

Now it's time to practice what you have learned about the verb **can/ can't** and **should/ have to**.

First, write your personal information on the resume format sheet. Use real information.

Then, give the resume format sheet to your teacher to be corrected (ask for help if necessary).

Next, write a presentation letter to the London High School you wish to apply using the presentation letter example (at least one page).

Finally, upload both works to the spaces designated for project progress in the platform, or answer directly in the platform and wait the feedback from your teacher.



Evaluation

Project Progress 2. Check list.

Instructions: Mark on the following list the criteria included in your Project advance and write down the corresponding observations for improvement.

Evaluation aspects	Yes	No	Observations
Uses at least five times "can, can't" correctly (attributes 4.4)			
Uses at least five times "should" correctly (attributes 4.4)			
Uses at least five times "have to" correctly (attributes 4.4)			
Clean and in order			
Uses 10 vocabulary words from this Competence Unit(attributes 4.4)			
Uses grammar correctly (attributes 4.4)			



Learning resources and supporting materials

-RESUME FORMAT -



Last name

Name

Date of birth (day/month, year) ____/____, ____

Address:

Nationality:

Driven license: Yes/no

Telephone:

e-mail:

Marital status: single () married ()

Health: good () illness () _____

-WORK EXPERIENCE- (YEAR, LOCATION)

-NON-ACADEMIC ACHEIVEMENTS-

-LANGUAGE-

Spanish %
English %
French %
Other %

- COMPUTER SKILLS-

Word %
Excel %
Power point %
Other _____

-PERSONAL SKILLS-

- () Research and analyze financial information
- () Confident outlook
- () Adaptable to new situations
- () Attention to detail
- () High energy levels
- () Good listener
- () Punctual and well presented
- () Able to work under pressure
- () Problem solving
- () Open minded and non-judgmental
- () Proven sales and negotiation skills
- () Success and results driven

- **Resume format sheet.**



Module 5.

Must be / may be / might be /
could be / can't be.

Introduction

The world we live in is full of possibilities. We have choices for everything we do. When we talk about possibilities this means there is a 50 / 50 chance between yes or no.

To use possibilities we normally use: **must be / may be/ might be / could be / can't be.**

If you travel you have a lot of options, many things to do, to eat or places to go.

You must be ready for anything; you **might be** surprised with what you find, so enjoy the adventures and explore all possibilities!

As mentioned in the introduction, to choose a possibility we normally use: (must be / may be/ might be / could be / can't be) when we have only two choices.



Module competences

Specific competences

- Expresses his/her ideas in a second language with help from grammatical structures on different topics.

General competences

Can express and communicate

4. Listens, interprets and emits messages in different contexts while using adequate means, codes and tools.

4.2 Applies different communicative strategies depending on the interlocutors, the context that is taking place or the goals required.

Disciplinary competences

Basics:

Communication

5. Expresses ideas and concepts in coherent and creative compositions, with clear instructions, development and conclusions.

11. Can communicate in a second language by carrying a logic, oral or written, congruent with the situation, conversation.

Extended:

Communication

9. Emits messages in a second language considering the different socio-cultural context.

Topics

Must be / may be / might be / could be / can't be

Vocabulary: Extreme natural events or others.



Must be / may be/ might be / could be / can't be

As you continue your registration process for the student Exchange program, you have to consider what your options are in case of a natural disaster or another event that may put your safety at risk.

For this activity, you have to write a “plan B” in case you have an accident or are in the middle of a natural disaster.



Activity 5. “What am I supposed to do if...?”

Learning purpose

Devise plans using possibilities.

Competence attributes

4.2 Applies different communicative strategies depending on the interlocutors, the context that is taking place or the goals required.

Disciplinary competences

Basics:

Communication

5. Expresses ideas and concepts in coherent and creative compositions, with clear instructions, development and conclusions.

11. Can communicate in a second language by carrying a logic, oral or written, congruent with the situation, conversation.

Extended:

Communication

9. Emits messages in a second language considering the different socio-cultural context.

Mode

Mixed mode.

Learning product

Contingency plan.



Instructions

Imagine you are in the middle of an emergency, a fire in the classroom, for example.

What can you do?

First, study the *must be / may be / might be / could be / can't be* (grammar) reading.

Then, use the correct phrase to choose an alternative for the following sentences:

What is your contingency plan for these situations?

1. You're on campus and there is an earthquake.

2. There is a storm coming and you have to get to your house.

3. The class you like is full, you need to select another.

4. Your flight is oversold, what does the airline do for you?

5. Your classmates are from all over the world.

Finally, upload your work or write your answers to the spaces designated for activity 5 in the platform and wait the feedback from your teacher.



Evaluation

- Uses correct grammar.
- Fills the alternative plans.
- The sentences include phrases for possibilities.
- Students must have at least 3 alternative possibilities written correctly.

Learning resources and supporting materials

Possibilities (grammar)

Must be / may be/ might be / could be / can't be

These phrases are used to talk about possibilities.



Examples:

I **must be** on time for my job.

You **must be** correct.

It **must be** the next train.

She **must be** your cousin.

Peter **must be** doing exercise because he looks slim.

It **may be** Thursday or it may be Friday.

They **may be** late for dinner.

He **may be** your teacher next year.

We **may be** going to Brazil.

Carol **may be** pregnant.

You **might be** generous with poor people.

The teacher **might be** a good listener.

They **might be** listening to music.

Sandy **might be** home at 8:00 o'clock.

It **might be** rainy tomorrow.



You **could be** right or wrong.
The hurricane **could be** category four.
The tornado **could be** arriving soon.
Your mom **could be** your sister, she looks so young.
She **could be** your friend, she is a nice person.

It **can't be** true.
This **can't be** possible.
You **can't be** serious.
Tony **can't be** coming tomorrow, I'm not ready.
This **can't be** thunder it's only a loud noise.

Vocabulary:

Tornado.
Hurricane.
Earthquake.
Avalanche.
Storm.
Thunderstorm.
Dust storm.
Thunder.
Lightning.
Wind.

Optional exercises (vocabulary)

Exercise 1. Extreme natural events

Instructions: Look at the picture and write the name of the natural disaster.

Tornado	Hurricane	Earthquake	Avalanche
	Thunderstorm		Flooding













Exercise 2. Extreme natural events

Instructions: Complete the words correctly.

1. W _ _ d.
2. _ i g _ t _ _ _ _ .
3. _ t _ _ _ .
4. D _ _ t s _ _ r _ .
5. _ _ u _ _ e _ .



Exercise 3. Obligation and advice

Instructions: Fill in the sentence with any of the following phrases: must be / may be/ might be / could be / can't be.

1. You _____ rude with a child.
2. This _____ your lucky day.
3. People _____ quiet in a library.
4. It _____ rainy in that country.
5. We _____ going to Germany.

Project progresses

“Spare time and after school activities”

Do you remember when we studied “spare time and after school activities” in lengua extranjera I?

Remember, spare time are the activities you do after class and after school are the activities you do after school.



To continue with the advance of your final project you will need to create a chronogram including the activities you do on your spare time, don't forget to include some after school activities may be offered in the school where you're going for the student exchange program.

Check the offered.

Learning purpose

Evaluate spare time / after school activities on a graph.

Competence attributes

Can express and communicate

4. Listens, interprets and emits messages in different contexts while using adequate means, codes and tools.

4.2 Applies different communicative strategies depending on the interlocutors, the context that is taking place or the goals required.

Disciplinary competences

Basics:

Communication

1. Identifies, sorts and interprets the ideas, information and explicit and implicit concepts in a text, considering the context it comes from and in which is received.

5. Expresses ideas and concepts in coherent and creative compositions, with clear instructions, development and conclusions.

10. Identifies and interprets the general idea and possible outcome of an oral or written message in a second language using previous knowledge, non-verbal elements and cultural context.

11. Can communicate in a second language by carrying a logic, oral or written, congruent with the situation, conversation.

Extended:

Communication

9. Emits messages in a second language considering the different socio-cultural context.

Mode

Mixed mode.

Learning product

Chronogram.



Instructions

Do you remember when we studied “spare time and after school activities” in *lengua extranjera I*?

To continue with the advance of your final project you will need to create a chronogram including the activities you do on your spare time, don’t forget to include some after school activities may be offered in the school where you’re going for the student exchange program.

First, read the correspondent text.

Fill in some of the spaces with your spare time activities or the after school activities you plan to do during your scholarship:

Finally, upload your work or write the answers in the spaces designated for project progress in the platform and wait the feedback from your teacher.

“My schedule”

Hour:	Monday:	Tuesday:	Wednesday:	Thursday:	Friday:	Saturday:	Sunday:
07:00							
09:00							
12:00							
15:00							
19:00							
22:00							

With the information above write sentences describing the activities you do after school or in your free time:

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.



Evaluation

Project Progress 3. Check list.

Instructions: Mark on the following list the criteria included in your Project advance and write down the corresponding observations for improvement.

Evaluation aspects	Yes	No	Observations
Uses the phrases “must be, may be, might be, could be, can´t be” at least two times correctly (attributes 4.2)			
Clean and in order			
Uses 10 vocabulary words from this Competence Unit (attributes 4.2)			
Uses grammar correctly (attributes 4.2)			



Learning resources and supporting materials

“Spare time and after school activities”

London High School

Here’s a list of the spare time and after school activities you can participate in.

Spare time activities:

Reading Books



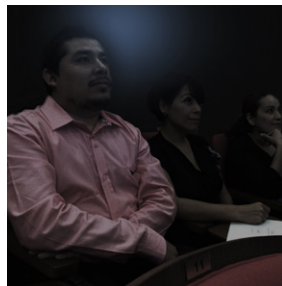
“You’re never alone when you’re reading a book.”
-Susan Wiggs-

Doing exercise



“If I liked food and disliked exercise as much as a 400 pound guy, I’d be a 400 pound guy.”
-Scott Adams-

Watching movies



“Everything I learned I learned from the movies.”
-Audrey Hepburn-

After-school activities:

Chess club



“The game gives us a satisfaction that Life denies us. And for the Chess player, the success which crowns his work, the great dispeller of sorrows, is named ‘combination’.”

-Emanuel Lasker-

Drama club



“Love art in yourself, and not yourself in art.”

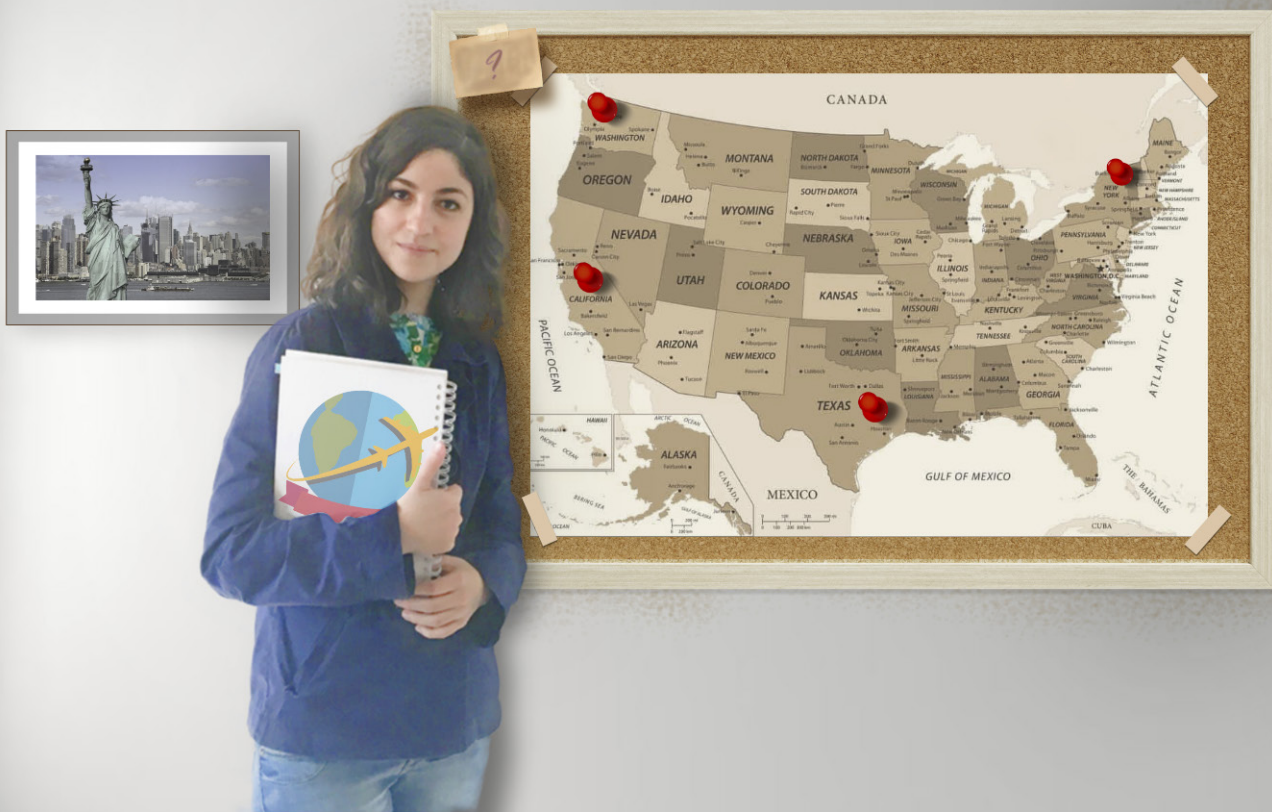
-Konstantin Stanislavski-,
“My Life In Art”

Sports



“The score never interested me, only the game.”

-Mae West-



Final project

For the Final Project it is necessary to gather all the activities and Project advances that you have so far.

Using the vocabulary and the grammar you learned in previous modules and write about your experiences learning how to participate in a student exchange program.

Student's Final Project: "Student Exchange Choice".

Learning purpose

Discuss intentions and personal opinions in English language using the four linguistic abilities (writing, reading, listening and speaking) on everyday situations.

Competence attributes

Can express and communicate

4. Listens, interprets and emits messages in different contexts while using adequate means, codes and tools.
 - 4.1 Expresses ideas and concepts with linguistic, mathematic or graphic representations.
 - 4.2 Applies different communicative strategies depending on the interlocutors, the context that is taking place or the goals required.
 - 4.3 Identifies the key ideas in a text or spoken speech and can infer conclusions.
 - 4.4 Can communicate in a second language in everyday life situations.

Disciplinary competences

Basics:

Communication

- I. Identifies, sorts and interprets the ideas, information and explicit and implicit concepts in a text, considering the context it comes from and in which is received.
5. Expresses ideas and concepts in coherent and creative compositions, with clear instructions, development and conclusions.
10. Identifies and interprets the general idea and possible outcome of an oral or written message in a second language using previous knowledge, non-verbal elements and cultural context.
11. Can communicate in a second language by carrying a logic, oral or written, congruent with the situation, conversation.

Extended:

Communication

9. Emits messages in a second language considering the different socio-cultural context.

Mode

Mixed mode.



Instructions

Step 1: Gather all the activities and Project advances that you have so far. You will use them to help you complete your final Project.

Step 2: Using the vocabulary and the grammar you learned in previous modules, write about your experiences learning how to participate in a student exchange program, remember that you must be able to present a convincing argument about your opinions regarding the elaboration of this project.

Step 3: Once you finish your document, annex it the other documents and formats you wrote during this UAI.

Step 4: In a new document, write a short presentation for your work.

Step 5: Upload your finished product to the platform or write the answers in the designated space. If required, deliver it according to your teacher's instructions. Wait for feedback



Evaluation

CATEGORY	GREAT	WELL DONE	GOOD	REGULAR	PRACTICE MORE
Grammar: Understands and utilizes the grammatical structures of: Comparative adjectives Superlative adjectives Future: Will Going to The verb can/ can't Should / Have to Must be / may be / might be / could be / can't be (attribute 4.1, 4.2, 4.3, 4.4)	Student: Uses 30 correct sentences in the "Student Exchange program formats" that include: Comparative adjectives Superlative adjectives Future: Will Going to The verb can/ can't Should / Have to Must be / may be / might be / could be / can't be	Student: Uses 25 correct sentences in the " Student Exchange program formats " that include: Comparative adjectives Superlative adjectives Future: Will Going to The verb can/ can't Should / Have to Must be / may be / might be / could be / can't be	Student: Uses 20 correct sentences in the "Student Exchange program formats" that include: Comparative adjectives Superlative adjectives Future: Will Going to The verb can/ can't Should / Have to Must be / may be / might be / could be / can't be	Student: Uses 15 correct sentences in the "Student Exchange program formats" that include: Comparative adjectives Superlative adjectives Future: Will Going to The verb can/ can't Should / Have to Must be / may be / might be / could be / can't be	Student: Uses 10 correct sentences in the "Student Exchange program formats" that include: Comparative adjectives Superlative adjectives Future: Will Going to The verb can/ can't Should / Have to Must be / may be / might be / could be / can't be
Vocabulary: (attribute 4.1, 4.2, 4.3, 4.4)	Correctly utilizes a minimum of 20 words from the vocabulary included in each activity.	Correctly utilizes a minimum of 16 words from the vocabulary included in each activity.	Correctly utilizes a minimum of 12 words from the vocabulary included in each activity.	Correctly utilizes a minimum of 8 words from the vocabulary included in each activity.	Correctly utilizes a minimum of 4 words from the vocabulary included in each activity.

UAI Evaluation

✓ Self-evaluation tool

You have reached the end of the UAI Lengua Extranjera 2 of the BGAI. It is important for you to determine your progress during the course. Please fill out the form below following these instructions:

In your opinion, mark with an (X) the level you of the competence you believe to have reached by the end of the course.

In the space designated for observations, write the reasons why you believe you are in the level you reached or why you could not reach a higher level.

Competences	Reached (3)	In progress (2)	Not reached (1)	Observations
Utilizes the English language with a communicative intention to emit and interpret messages in different contexts or situations through the use of grammatical structures.				
Expresses his/her ideas in a second language with help from grammatical structures on different topics.				

✓ Co-evaluation

To evaluate the group/team activities the following criteria was established.

Instructions: Write the name of your teammates and according to his work, evaluates its participation.

Criterion	Name	Name
Collaborates with and assists his fellow team members.		
Works in harmony and cohesion among teammates.		
Provides useful ideas to the development of the product.		
Offers solutions to the problems that could be generated.		
Participates actively in the product.		
Participates actively with teammates.		
Does tasks within the team.		
Shows interest in activities.		
Turns in tasks on the set time.		
Identifies aspects to improve teamwork.		



Hetero-evaluation

Is done through the application of the *examen departamental*.

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Annexes

Annex I: General Competences

General competences

1. I take care of myself. I know and value myself and I can face the problems and challenges in my life keeping my goals in mind.

2. I'm sensitive to art and participate in the appreciation and interpretation of its different genres.

3. I choose to practice a healthy life style.

4. I can express and communicate properly orally and in written form in another language and my own by traditional means or using technology.

5. I'm capable of critical and reflective thought. I develop innovations and propose solutions to problems based on established methods.

6. I support my personal viewpoint on different topics of general interest, and I can consider different points of view in a reflective and critical manner.

7. I learn autonomously, by my own interests and initiative and I will do this for the rest of my life.

8. I work in teams. I participate and collaborate effectively in different teams.

9. I'm a responsible member of society. I exercise my civic and ethic conscience as a part of my community, my region, my country and the world I live in.

10. I respect different cultures and their diversity in beliefs, values and social practices in my environment and the world.

11. I responsibly contribute to create a sustainable development.

Annex 3: Co-Evaluation

Co-evaluation

Instructions: Write the name of your teammates and according to his work, evaluates it's participation.

Criterion	Name	Name
Collaborates with and assists his fellow team members.		
Works in harmony and cohesion among teammates.		
Provides useful ideas to the development of the product.		
Offers solutions to the problems that could be generated.		
Participates actively in the product.		
Participates actively with teammates.		
Does tasks within the team.		
Shows interest in activities.		
Turns in tasks on the set time.		
Identifies aspects to improve teamwork.		

Annex 3: Vocabulary

Module I

Adjectives		
One syllable	Two syllables	3 + syllables
Tall	Ugly	Beautiful
Strong	Funny	Wonderful
Old	Pretty	Delicious
Large	Handsome	Dangerous
Short	Boring	Fantastic
Long	Awesome	Popular
Big		Colorful
Good		Terrible
Bad		

Clothes	
Shirt	Blouse
Pants	T-shirt
Dress	Jacket
Skirt	Socks
Suit	Underwear
Boots	Cap
Coat	Jeans
Shoes	sweater

Comparatives	
Add er to the adjective of 1 syllable + than	
Tall	Taller than
Strong	Stronger than
<i>Exception</i>	
Good	Better than
Bad	Worse than
Add ier to adjectives of 2 syllables remove the y if it's the last letter on the word and add than	
Ugly	Uglier than
Funny	Funnier than
Add more before adjectives of 2 syllables+ than	
Famous	More famous than
Boring	More boring than



Add more before adjectives of 3 syllables+ than	
Beautiful	More beautiful than
Popular	More popular than
Examples of comparatives:	
This blue blouse is nicer than the red one.	
John is funnier than Kevin.	
Tokyo is more amazing than Moscow.	
The shoes are older than the sandals.	
Actors can become more famous than singers.	

Superlatives	
Add the and est to the adjectives of 1 syllable	
Large	The largest
Short	The shortest
<i>Exception</i>	
Good	The best
Bad	The worst
Add the and iest to adjectives of 2 syllables remove the y if it's the last letter of the word.	
Pretty	The prettiest
Curly	The curliest
Add most before adjectives of 2 syllables	
Awesome	The most awesome
Boring	The most tired
Add most before adjectives of 3 syllables	
Delicious	The most delicious
Terrible	The most terrible
--	
Examples of superlatives:	
These jeans are the cheapest .	
Carol is the prettiest girl in school.	
My city has the most famous museums.	
Sharks are some of the most dangerous animals.	
The brown pants are newer than the black ones.	

Module 2

Future will (will + verb)	
Conjugation	
<u>Full form</u>	<u>Contraction</u>
I will	I'll
You will	You'll
He/ she/ it will	He/ she/ it'll
<u>Negative full form</u>	<u>Negative contraction</u>
I will not	I won't
You will not	You won't
He/ she/ it will not	He/ she/ it won't
We will not	We won't
They will not	They won't
--	
<u>Questions</u>	<u>Answers</u>
Will I...?	Yes, you will / No, you won't
Will you ...?	Yes, I will / No I won't
Will he/ she/ it ...?	Yes, he/ she/ it will / No he/ she/ it won't
Will we ...?	Yes, we will / No we won't
Will they ...?	Yes, they will / No they won't
Examples	
I will buy a new car.	
Tony will ask Brenda to marry him.	
We' ll go to Barcelona.	
You will not watch the movie.	
She won't eat fish.	
Mario will not travel by plane.	
Will you help me?	Yes, I will / No, I won't
Will take a vacation?	Yes, they will / No, they won't
Will she wear a dress?	Yes, she will / No, she won't



Future plans	
get a job	be happy
get married	graduate
buy _____	have a family
go somewhere	

Travel plans	
go on vacation	rent a car / scooter
go on a cruise	go sightseeing
travel to another country	exchange money
make reservations	buy souvenirs
stay at a hotel	

Future going to	
(To be + going to + verb)	
I am going to eat pizza.	
You are going to study for the exam.	
He/ she/ is going to buy a cd.	
We are going to visit our grandmother.	
They are going to graduate.	
I'm going to get married next year.	
You're going to have a big family.	
He's going to go to Jamaica.	
We're going to travel to Italy.	
They're going to buy a house.	
I'm not going to listen to you.	
She's not going to have a girl.	
They're not going to drive to Mexico.	
He isn't going to find a good job.	
We aren't going to fly to Europe.	
Are you going to eat now?	Yes, I am / No, I am not
Is Karen going to live in New York?	Yes, she is / No, she isn't
Am I going to see you?	Yes, you are / No, you aren't

Transportation	
Car	Ship
Bus	Motorcycle
Airplane/plane	Scooter
Boat	Bicycle

Schedules	
In the morning	
In the afternoon	hour, minute, second
In the evening	
arrival	itinerary
departure	travel
At night	At + hour
from ... till ...	
Examples:	
My train arrives at 10 pm.	
Charlie is going to travel in the morning.	
We will be on vacation from Monday till Saturday.	
Chris goes to school on a scooter.	
In the evening, Ricardo will study.	

Module 3

Can – Can't	ability – no ability
I can	I can't / can not
You can	You can't / can not
He/ she/ it can	He/ she/ it can't / can not
We can	We can't / can not
They can	They can't / can not
Examples	
George can drive a car.	
Mary and Jill can bake cakes.	
Kathy can cook fish very well.	
Patrick can speak many languages.	
Tony can dance.	



--
Peter can't travel by boat, he gets seasick.
Paul can't ride a motorcycle.
Jessy can't sing in Japanese.
Ann and Janette can't go to the party.
Maggie can't skate.

Talents and abilities	
play the guitar	bake cakes
dance	drive car
sing	ride a bicycle
skate	speak another language
cook	

Tourist sites	
Downtown	Parks
City hall	Amusement sites
monuments	museums
main streets	Beaches
shopping malls	Zoo
churches & cathedrals	

Module 4

Should = a suggestion to do something	
I should	I should not / shouldn't
You should	You should not / shouldn't
He/ she/ it should	He/ she/ it should not / shouldn't
We should	We should not / shouldn't
They should	They should not / shouldn't
Examples	
I should visit a museum.	
He should not skate on the street.	
Denisse should buy a car.	
We should go to church on Sundays.	
Edward should wash his motorcycle.	
--	

You shouldn't stay out late.
Susan should not skate on the street.
Boys shouldn't fight.
The girl should not wear a dress to play.
Christopher shouldn't bite his nails.

Have to = an obligation	
I have to	I don't have to
You have to	You don't have to
He/ she/it has to	He/ she/ it doesn't have to
We have to	We don't have to
They have to	They don't have to
* LOOK OUT: The negative form of have to does not indicate an obligation; it instead means you don't need to do the action.	
--	
Examples:	
Tony has to clean his room.	
Sam and Becky have to go to the bank.	
Monica has to see a doctor.	
Lilly and I have to study for the exam.	
Tom has to mow the lawn.	
--	
Mike doesn't have to wash the dishes.	
Girls don't have to wear dresses, they can wear pants.	
I don't have to go to work tomorrow.	
It doesn't have to be blue.	
We don't have to buy the tickets.	

Fast food	
Hamburger	Potatoes chips
Hot dog	Fried chicken
French fries	Sandwich
milkshake	pizza
wrap	



Exercise	
Yoga	Running / jogging
Pilates	Hiking
Kickboxing	Mountain climbing
Karate	Weight lifting
Push up	Jumping jack
Squat	Lunge
Sit up	Knee lift

Habits and routines	
Go to work	Clean the house
Go to school	Read books/magazines/newspaper
Brush your teeth	Take a shower
Do exercise	Eat healthy

Module 5

Must be / may be/ might be / could be / can't be

These phrases are used to talk about possibilities.

Examples:

I **must be** on time for my job.

You **must be** correct.

It **must be** the next train.

She **must be** your cousin.

Peter **must be** doing exercise because he looks slim.

It **may be** Thursday or it may be Friday.

They **may be** late for dinner.

He **may be** your teacher next year.

We **may be** going to Brazil.

Carol **may be** pregnant.

You **might be** generous with poor people.

The teacher **might be** a good listener.

They **might be** listening to music.

Sandy **might be** home at 8:00 o'clock.

It **might be** rainy tomorrow.

You **could be** right or wrong.

The hurricane **could be** category four.

The tornado **could be** arriving soon.

Your mom **could be** your sister, she looks so young.

She **could be** your friend, she is a nice person.

It **can't be** true.

This **can't be** possible.

You **can't be** serious.

Tony **can't be** coming tomorrow, I'm not ready.

This **can't be** thunder it's only a loud noise.

Vocabulary:

Tornado.

Hurricane.

Earthquake.

Avalanche.

Storm.

Thunderstorm.

Dust storm.

Thunder.

Lightning.

Wind.

Annex 4

Matemáticas

1. Construye e interpreta modelos matemáticos mediante la aplicación de procedimientos aritméticos, algebraicos, geométricos y variacionales, para la comprensión y análisis de situaciones reales, hipotéticas o formales.
2. Formula y resuelve problemas matemáticos, aplicando diferentes enfoques.
3. Explica e interpreta los resultados obtenidos mediante procedimientos matemáticos y los contrasta con modelos establecidos o situaciones reales.
4. Argumenta la solución obtenida de un problema, con métodos numéricos, gráficos, analíticos o variacionales, mediante el lenguaje verbal, matemático y el uso de las tecnologías de la información y la comunicación.
5. Analiza las relaciones entre dos o más variables de un proceso social o natural para determinar o estimar su comportamiento.
6. Cuantifica, representa y contrasta experimental o matemáticamente las magnitudes del espacio y las propiedades físicas de los objetos que lo rodean.
7. Elige un enfoque determinista o uno aleatorio para el estudio de un proceso o fenómeno, y argumenta su pertinencia.
8. Interpreta tablas, gráficas, mapas, diagramas y textos con símbolos matemáticos y científicos.

Ciencias experimentales

1. Establece la interrelación entre la ciencia, la tecnología, la sociedad y el ambiente en contextos históricos y sociales específicos.
2. Fundamenta opiniones sobre los impactos de la ciencia y la tecnología en su vida cotidiana, asumiendo consideraciones éticas.
3. Identifica problemas, formula preguntas de carácter científico y plantea las hipótesis necesarias para responderlas.
4. Obtiene, registra y sistematiza la información para responder a preguntas de carácter científico, consultando fuentes relevantes y realizando experimentos pertinentes.
5. Contrasta los resultados obtenidos en una investigación o experimento con hipótesis previas y comunica sus conclusiones.
6. Valora las preconcepciones personales o comunes sobre diversos fenómenos naturales a partir de evidencias científicas.
7. Hace explícitas las nociones científicas que sustentan los procesos para la solución de problemas cotidianos.
8. Explica el funcionamiento de máquinas de uso común a partir de nociones científicas.

9. Diseña modelos o prototipos para resolver problemas, satisfacer necesidades o demostrar principios científicos.
10. Relaciona las expresiones simbólicas de un fenómeno de la naturaleza y los rasgos observables a simple vista o mediante instrumentos o modelos científicos.
11. Analiza las leyes generales que rigen el funcionamiento del medio físico y valora las acciones humanas de impacto ambiental.
12. Decide sobre el cuidado de su salud a partir del conocimiento de su cuerpo, sus procesos vitales y el entorno al que pertenece.
13. Relaciona los niveles de organización química, biológica, física y ecológica de los sistemas vivos.
14. Aplica normas de seguridad en el manejo de sustancias, instrumentos y equipo en la realización de actividades de su vida cotidiana.

Ciencias sociales

1. Identifica el conocimiento social y humanista como una construcción en constante transformación.
2. Sitúa hechos históricos fundamentales que han tenido lugar en distintas épocas en México y el mundo con relación al presente.
3. Interpreta su realidad social a partir de los procesos históricos locales, nacionales e internacionales que la han configurado.
4. Valora las diferencias sociales, políticas, económicas, étnicas, culturales y de género y las desigualdades que inducen.
5. Establece la relación entre las dimensiones políticas, económicas, culturales y geográficas de un acontecimiento.
6. Analiza con visión emprendedora los factores y elementos fundamentales que intervienen en la productividad y competitividad de una organización y su relación con el entorno socioeconómico.
7. Evalúa las funciones de las leyes y su transformación en el tiempo.
8. Compara las características democráticas y autoritarias de diversos sistemas sociopolíticos.
9. Analiza las funciones de las instituciones del Estado Mexicano y la manera en que impactan su vida.
10. Valora distintas prácticas sociales mediante el reconocimiento de sus significados dentro de un sistema cultural, con una actitud de respeto.

Comunicación

1. Identifica, ordena e interpreta las ideas, datos y conceptos explícitos e implícitos en un texto, considerando el contexto en el que se generó y en el que se recibe.
2. Evalúa un texto mediante la comparación de su contenido con el de otros, en función de sus conocimientos previos y nuevos.
3. Plantea supuestos sobre los fenómenos naturales y culturales de su entorno con base en la consulta de diversas fuentes.
4. Produce textos con base en el uso normativo de la lengua, considerando la intención y situación comunicativa.
5. Expresa ideas y conceptos en composiciones coherentes y creativas, con introducciones, desarrollo y conclusiones claras.
6. Argumenta un punto de vista en público de manera precisa, coherente y creativa.
7. Valora y describe el papel del arte, la literatura y los medios de comunicación en la recreación o la transformación de una cultura, teniendo en cuenta los propósitos comunicativos de distintos géneros.
8. Valora el pensamiento lógico en el proceso comunicativo en su vida cotidiana y académica.
9. Analiza y compara el origen, desarrollo y diversidad de los sistemas y medios de comunicación.
10. Identifica e interpreta la idea general y posible desarrollo de un mensaje oral o escrito en una segunda lengua, recurriendo a conocimientos previos, elementos no verbales y contexto cultural.
11. Se comunica en una lengua extranjera mediante un discurso lógico, oral o escrito, congruente con la situación comunicativa.
12. Utiliza las tecnologías de la información y comunicación para investigar, resolver problemas, producir materiales y transmitir información.

Humanidades

Competencias:

1. Analiza y evalúa la importancia de la filosofía en su formación personal y colectiva.
2. Caracteriza las cosmovisiones de su comunidad.
3. Examina y argumenta, de manera crítica y reflexiva, diversos problemas filosóficos relacionados con la actuación humana, potenciando su dignidad, libertad y autodirección.
4. Distingue la importancia de la ciencia y la tecnología y su trascendencia en el desarrollo de su comunidad con fundamentos filosóficos.
5. Construye, evalúa y mejora distintos tipos de argumentos, sobre su vida cotidiana de acuerdo con los principios lógicos.
6. Defiende con razones coherentes sus juicios sobre aspectos de su entorno.
7. Escucha y discierne los juicios de los otros de una manera respetuosa.
8. Identifica los supuestos de los argumentos con los que se le trata de convencer y analiza la confiabilidad de las fuentes de una manera crítica y justificada.
9. Evalúa la solidez de la evidencia para llegar a una conclusión argumentativa a través del diálogo.
10. Asume una posición personal (crítica, respetuosa y digna) y objetiva, basada en la razón (lógica y epistemológica), en la ética y en los valores frente a las diversas manifestaciones del arte.
11. Analiza de manera reflexiva y crítica las manifestaciones artísticas a partir de consideraciones históricas y filosóficas para reconocerlas como parte del patrimonio cultural.
12. Desarrolla su potencial artístico, como una manifestación de su personalidad y arraigo de la identidad, considerando elementos objetivos de apreciación estética.
13. Analiza y resuelve de manera reflexiva problemas éticos relacionados con el ejercicio de su autonomía, libertad y responsabilidad en su vida cotidiana.
14. Valora los fundamentos en los que se sustentan los derechos humanos y los practica de manera crítica en la vida cotidiana.
15. Sustenta juicios a través de valores éticos en los distintos ámbitos de la vida.
16. Asume responsablemente la relación que tiene consigo mismo, con los otros y con el entorno natural y sociocultural, mostrando una actitud de respeto y tolerancia.

Universidad de Guadalajara

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