



UNIVERSIDAD DE GUADALAJARA

Red Universitaria de Jalisco



Lengua extranjera I

Guía del estudiante



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Introduction

Now that you decided to continue your studies on the secondary and perhaps move on to university, it is important that you are aware of the professional demands of the current world. Studying a second language is now essential to your adequate professional growth.

Maybe at one point you found the instruction manual for some electrical appliances with directions written in different languages, or using social network sites such as Facebook or Instagram you may find phrases in another language and you may need to use an online translator or a dictionary to understand the meaning. These are a few examples that evidence the need to study a second language.

While studying this first UAI Lengua Extranjera I, you will be able to apply your knowledge of grammar in past and present tense while using the four linguistic abilities: Reading, writing, speaking and listening in English.

This UAI is made of four modules, each containing themes that will require you to complete activities that will help you create your Final Project.

The first part of your Final Project needs to be complete once you finish the activities of modules 1 to 3, and you will need to elaborate a script with sentences in the present tense. The second part of your Final Project needs to be complete when you finish module 4, it must be a story based on a personality or historical figure that is important for you. The sentences used in this story have to be in the past tense.

As you can see, by working on this UAI we expect you begin using a second language and implement it on your final project: a comic.

Welcome!

Objective

To apply the grammatical knowledge in present and past tense by using the four linguistic abilities: reading, writing, speaking and listening to communicate in a second language.

Course competences

Specific competences

- Identifies messages in a second language using vocabulary and grammatical structures in different situations.
- Expresses ideas both orally and in writing to communicate in different situations.
- Utilizes the present and past tenses in a second language according to the four linguistic abilities (Reading, writing, speaking, listening) to communicate in different contexts.

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

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

This *Unidad de Aprendizaje Integrada (UAI)* de “*Lengua extranjera I*” 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.

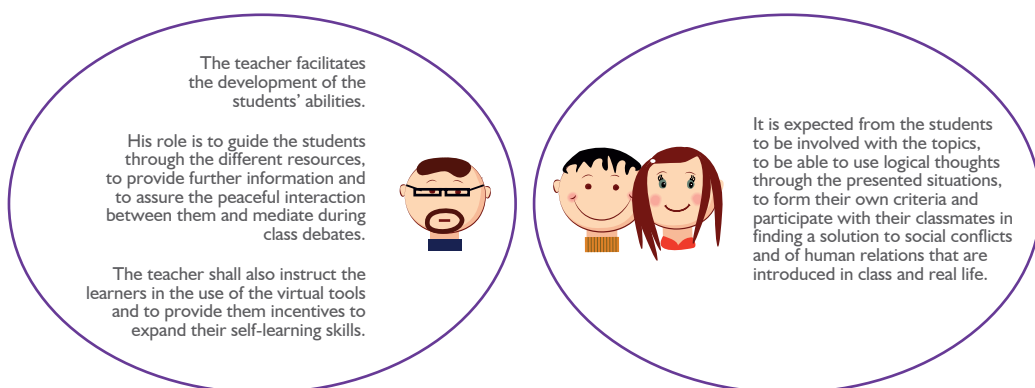
The project is formed by using the competences we pretend to develop during the course, as they are its foundation and contain the defined purposes and the contents we will study as part of those competences.

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* / 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, to 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 in a forum, 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	56 points
Learning Activities	24 points
Exam	10 points
Self-evaluation	5 points
Co-evaluation	5 points
Total	100 points

Evaluation of your Final Project

First review	15 points
Second review	15 points
Project integration	26 points
Total	56 points

Disciplinary competences

Symbols



Activity



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 purpose:

Identify the Simple present.

Competence attributes:

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

Mode:

Mixed mode.

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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Lenguaje Extraescolar 3



Evaluation

Evaluation

- The questionnaire contains 10 questions.
- The questions are related to the topic.
- I make the questions even companion.
- 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 the BGA. 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

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BGA



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

Basics:

Communication

- 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.

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Lenguaje Extraescolar 1

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 (annexed 2).

Possessive adjectives:

Vocabulary: Family members, jobs 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 I!*

Before we begin with this UAI, we need to evaluate your English language level; 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.

Prior knowledge

Instructions

First, translate from English to Spanish and from Spanish to English, as appropriate, the following words and phrases in a Word document.

1. Por favor _____
2. Gracias _____
3. Take a shower _____
4. Verde _____
5. Pencil _____
6. Cepillar mis dientes _____
7. Kitchen _____
8. Hacer mi tarea _____
9. Vivo en _____
10. Ser/estar _____
11. Write _____
12. Tener _____
13. Esposo _____
14. Student _____
15. Profesor/a _____
16. French _____

- 17. Amarillo _____
- 18. Japanese _____
- 19. Uncle _____
- 20. Sábado _____
- 21. Trece _____
- 22. Forty _____
- 23. Vigésimo primero _____
- 24. Bed _____
- 24. Food _____
- 26. Carne _____
- 27. Pan _____
- 28. Thursdar _____
- 29. Ella _____
- 30. Eighy _____

Then, upload your document to the space designated for: **“Diagnoses evaluation”**.



Module I.

The verb to be and possessive adjectives.

Introduction

Verb to be story

Today **is** Monday. It **is** 8 o'clock in the morning. A group of teenagers **are** at school. Their classroom **is** big and nice. There **are** five chairs and one desk. There **is** a brown door, closed. The ceiling fan **is** off. There **are** three boys and two girls. They **are** sitting on the chairs. The teacher **is** standing next to the blackboard. The class **is** starting and the teacher writes the topic in the blackboard. The teacher explains a few math exercises.

In the previous story the examples of verb to be are bolded. The verb to be is used in a number of different ways in English. The main use of the simple present of to be expresses a present or general state, whether temporary, permanent or habitual. Also, it can be used to refer to something that is true at the present moment.

Subject pronouns	Full form	Contracted form
I	am	'm
You	are	're
He, she, it	is	's
We	are	're
You	are	're
They	are	're

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

Basics:

Communication

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

- **The verb to be:**

Statements and questions with contractions.

- Vocabulary:
Countries and nationalities, numbers 11-100, personal information, adjectives or others.

- List of verbs (annexed 2)

- **Possessive adjectives.**

Vocabulary: Family members, jobs and occupations, sports or others.





The verb to be: Statements and questions with contractions

As we mentioned in the introduction module we can use the verb to be in different ways. This time we will use it in present simple.

In this activity you have to write an autobiography in which you describe your personality.

If you have problems in the use of words in English use a dictionary and ask your teacher for help.



Activity 1: A description of my story life

Learning purpose

Identify the verb to be.

Competence attributes

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

Mode

Mixed mode.

Learning product

Autobiography.



Instructions

Now it's time to practice what you have learned about the verb to be.

- **First**, write a description about your life in a Word document. Use sentences containing the verb to be. This description needs to include your autobiography.
- **Then**, identify the uses of verbs to be in your text and put in bold.
- **Next**, make a list of 10 sentences that contain the verb to be in your autobiography.
- **Finally**, upload your work to the space designated for activity 1 in the platform and wait the feedback from your teacher.



Evaluation

- The text has a minimum length of 1 page.
- Use of verb to be in at least 10 sentences.
- Contains at least 5 sentences with verb to be in the negative.
- Uses correct grammar.



Learning resources and supporting materials

Subject Pronouns

Subject Pronouns	I, you, he, she, it, we, you, they
Subject Pronouns + to be	I am, you are, he is, she is, it is, we are, you are, they are. I'm, you're, he's, she's, it's, we're, you're, they're

TIP:
Use a
Notebook

Affirmative form		Negative form	
I am	I'm	I am not	I'm not
You are	You're	You are not	You aren't
He is	He's	He is not	He isn't
She is	She's	She is not	She isn't
It is	It's	It is not	It isn't
We are	We're	We are not	We aren't
They are	They're	They are not	They aren't

EXAMPLES:

Affirmative sentences:

I am your friend.	I'm your teacher.
He is Mexican.	He's 17 years old.
You are in school.	You're very friendly.

Negative sentences:

I am not angry.	I'm not happy.
------------------------	-----------------------

She **is not** at home. She **isn't** ready for the exam. She's **not** my sister.
We **are not** French. We **aren't** rich. We're **not** going to Cuba.

Questions and answers:

Are you a teenager?	Yes, I am .	No, I'm not .
Is your father an architect?	Yes, he is .	No, he isn't .
Am I invited to the party?	Yes, you are .	No, you aren't .



Optional exercises (vocabulary)

Exercise 1: Countries and nationalities

Instructions: For each country, write the nationality. Remember to use a capital letter at the beginning.

United States	_____
England	_____
Australia	_____
Canada	_____
Mexico	_____
Japan	_____
Italy	_____
France	_____

Exercise 2: Numbers 11-100

Instructions: Write the number's names.

11.	_____	55.	_____
17.	_____	57.	_____
22.	_____	60.	_____
28.	_____	74.	_____

- | | | | |
|-----|-------|------|-------|
| 33. | _____ | 87. | _____ |
| 39. | _____ | 92. | _____ |
| 44. | _____ | 100. | _____ |
| 46. | _____ | 101. | _____ |

Exercise 3: Personal information

Instructions: Answer the next questions using your own information.

1. What is your name? _____
2. Where are you from? _____
3. Where do you live? _____
4. How old are you? _____
5. What is your home address? _____

Exercise 4: Qualifying adjectives

Instruction: Describe yourself in 5 qualifying adjectives.

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



Possessive adjectives

In both the English and Spanish languages there are words that we use to show possession or ownership over something.

The possessive adjectives need to agree with the possessor and not with the thing that is possessed.

Subject pronouns	Possessive adjective
I	My
You	Your
He	His
She	Her
It	Its
We	Our
You	Your
They	Their

Examples:
My watch is very old
His girlfriend is intelligent
Her boyfriend is friendly
Their classroom is big



Activity 2: My family tree

Learning purpose

Identify the possessive adjectives.

Competence attributes

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

Mode

Mixed mode.



Instructions

Have you ever made a family tree? In this activity you will. You don't need to include all your family; what matters is that you use possessive adjectives.

- **First**, use a Word, PowerPoint, Canva or any document to create your family tree. Remember to use pictures to represent your family members; you can start the family tree with your grandparents. Remember, if you use pictures, your file size should not exceed 1 MB.
- **Then**, describe your family tree using at least ten sentences with possessive adjectives and bold the possessive adjectives.
- **Finally**, upload your file to the space designated for activity 2 in the platform and wait for feedback from your teacher.

Learning product

Family tree.



Evaluation

- The text includes a minimum of 10 sentences with possessive adjectives.
- The student has 4 or less mistakes.
- Uses correct grammar.



Learning resources and supporting materials

Personal/subject pronouns

I
You
He
She
It
We
They

Possessive adjectives

my
your
his
her
it
our
their

EXAMPLES:

My mom is a nurse.

Your notebook is old.

His girlfriend is pretty.

Her boyfriend is handsome.

Its ears are long.

Our house is large.

Their family is small.



Optional exercises (vocabulary)

Exercise 1: Jobs and occupations

Instructions: According to the Job type in the blanks what do they do? And where do they work?

Job	What do they do?	Where do they work?
Doctor		
Lawyer		
Teacher		
Accountant		

Actor/actress		
Engineer		
Nurse		
Singer		

Look after patients	They work in a law court and in a lawyers office
Design houses and buildings	At movie sets and theaters
Look after people's health	They work in a hospital or doctor's surgery
Teach people	They work in a hospital
Sing songs	They work in a school
Defend and prosecute people	At buildings
Plays different roles	At bars and in concerts
Look after the finances in an organization	They work in an office

Exercise 2: Sports

Instruction: Write PLAY, DO or GO before each sports.

1. _____ baseball
2. _____ basketball
3. _____ volleyball
4. _____ cycling
5. _____ boxing
6. _____ swimming
7. _____ gymnastics
8. _____ soccer



Module 2.

The simple present.

Introduction

We use the simple present use to:

- Express habits and routines, general facts, repeated actions or situations, emotions and permanent desires.
- Give instructions or directions.

Be careful, the simple present is not used to talk about actions in progress in the present.

	Affirmative	Negative	Question
I	I am	I am not	Am I?
He/she/it	He is	He is not	Is he?
You/we/they	You are	You are not	Are you?

Module competences

Specific competences

Expresses ideas both orally and in writing to communicate 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.

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

Disciplinary competences

Basics:

Communication

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

- **The Simple Present:** Affirmative and negative statements.

-Vocabulary: Time, seasons, months, greetings, week, Days of the week, ordinal numbers or other

- **The Simple Present:** questions with do.

Vocabulary: Likes and dislikes or others





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 purpose

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

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.

- **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 companion.
- The document contains the instrument of peer assessment.
- Uses correct grammar.



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

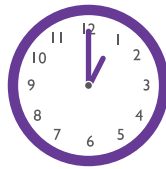


Optional exercises (vocabulary)

Exercise 1: Time

Instructions: What time is it? Write the correct answer.

















Exercise 2: Seasons soup

Instructions: Find the seasons of the year:

Y	G	W	G	N	I	R	P	S
A	P	E	C	H	E	P	U	K
D	Q	D	X	M	A	K	L	A
N	D	N	M	L	P	S	L	S
O	V	U	A	W	Q	I	A	O
M	S	C	T	E	A	F	F	U
H	N	D	Z	A	E	G	R	V
W	I	N	T	E	R	S	Z	O
O	J	Y	M	M	I	L	J	K
X	O	A	U	T	U	M	N	X

Exercise 3: Months of the year

Instructions: Complete the words.

1. J _ _ _ U A _ _ _
2. _ _ E B _ _ _ A _ _ _
3. _ _ _ R _ _ _
4. A _ _ R _ _ _
5. _ _ _ _ _
6. J _ _ _ E
7. _ _ U L _ _
8. A _ _ _ U _ _ _
9. _ _ E _ T E _ _ _ _ _
10. O _ _ _ U _ _ _ _
11. _ _ _ V _ _ M _ _ _ R
12. D _ _ C _ _ M _ _ E _ _

Exercise 4: Greetings

Instructions: Complete the following conversation with the most appropriate words or phrases.

Hi, What's up, Hey, my name, Me too, meet you, Nice to

A: _____, my name is Rose.

B: Hey, _____ is Tony.

A: Nice to _____, Tony.

B: _____ meet you too, Rose.

A: Tony, this is my friend, Paul.

B: _____, Paul?

C: _____ Tony; I'm glad to meet you.

B: _____.

Exercise 5: Days of the week

Instructions: Fill the box with the correct day of the week, remember to use capital letter at the start.

Yesterday	Today	Tomorrow
	Wednesday	
	Friday	
	Monday	
	Saturday	
	Tuesday	
	Thursday	
	Sunday	

Exercises 6: Ordinal numbers

Instructions: Unscramble the letters to find the numbers.

1st. _____ (s l r f t)

2nd. _____ (d s e o n c)

3rd. _____ (r t d h l)

4th. _____ (t h u o r f)

5th. _____ (t f h l f)

6th. _____ (t s h x i)

7th. _____ (n e v s t e h)

8th. _____ (h h i g t e)

9th. _____ (t n e h i n)

10th. _____ (t t n h e)



The simple present: questions with do

If you wish to ask questions using simple present you need to use **DO** as an auxiliary verb. The verb **DO** has two conjugations in the simple present: **DO / DOES**.

Affirmative	Negative	Interrogative
I go	I don't go	Do I go?
You go	You don't go	Do you go?
He goes	He doesn't go	Does he go?
She goes	She doesn't go	Does she go?
It goes	It doesn't go	Does it go?
We go	We don't go	Do we go?
You go	You don't go	Do you go?
They go	They don't go	Do they go?

Activity 4: My likes and dislikes

In this activity you will practice using the verb do.

Use pictures and sentences to create a collage with all your likes and dislikes. Once you finish the activity, share your learning experience with a classmate.

Learning purpose

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.

Learning product

Collage.



Instructions

To know a person it's important to find out what their likes and dislikes are. In this activity, you will present your likes and dislikes to your classmates.

- **In your notebook**, write 10 things you love to do, eat or see, and a list of 5 things you dislike.
- **Then**, find illustrations on the internet to represent the things you included in the lists.
- **Make** a collage with the images and the sentences in your lists; you will have to email it (in .doc, .ppt, .pdf or .jpeg format) to your teacher.
- If you can't do this in a computer, do it by hand and take a picture you can email to the teacher.
- **Finally**, write the names of the things included in your collage separating them by likes and dislikes as indicate in the table below:

Likes	Dislikes

- When you finish, upload your work to the space designated for **activity 4** in the platform. Remember your work must not be larger than 1MB . Wait for feedback from your teacher.



Evaluation

- The collage contains alluding to the words on the box artwork.
- Describe in words their likes and dislikes.
- Uses correct grammar.



Learning resources and supporting materials

Questions with verbs in the simple present (auxiliary do)

Do/Does + Subject + Base verb

Questions and answers:

Do you **read** books?

Yes, I **do**.

No, I **don't**.

Do they **watch** horror movies?

Yes, they **do**.

No, they **don't**.

Do you **like** to watch TV?

Yes, I **do**.

No, I **don't**.

Does Ricky **work** at night?

Yes, he **does**.

No, he **doesn't**.

Does she **have** children?

Yes, she **does**.

No, she **doesn't**.

Does she **like** to listen to music?

Yes, she **does**.

No, she **doesn't**.

What **do** you **do** in your free time?

I **play** soccer.

I **go** shopping.

When **does** your vacation **start**?

It **starts** in July.

The Simple present tense

Affirmative sentences:

I **like** pizza.

You **live** in Guadalajara.

He **dances** at the party.

She **eats** pozole.

It **rains** in the city.

We **play** volleyball.

They **work** in a factory.

Negative sentences:

I **don't like** pizza.

You **don't live** in Guadalajara.

He **doesn't dance** at the party.

She **doesn't eat** pozole.

It **doesn't rain** in the city.

We **don't play** volleyball.

They **don't work** in a factory.

Optional exercises (vocabulary)

Exercise 1: Likes and dislikes

Instructions: Complete the sentences according your likes and dislikes.

Like Don't like Dislike Love Hate

1. I _____ pizza.
2. I _____ swimming.
3. I _____ fast food.
4. I _____ traveling.
5. I _____ rock music.
6. I _____ dogs.
7. I _____ English class.
8. I _____ drink soda.

Exercise 2: third person

Instructions: Fill the blanks with the correct form of the next verbs.

1. He _____ to the school everyday
2. She _____ english.
3. My dog _____ in the park.
4. John _____ mexican food.
5. Lola _____ in a factory.



Module 3.

Present continuous (progressive) and frequency adverbs.

Introduction

The present continuous or present progressive is used for actions in progress at the moment of speaking. The present continuous tense is formed from the present tense of the verb (base form) and the present participle.

	Affirmative	Negative	Question
I	I am eating I'm eating	I am not eating I'm not eating	Am I eating?
He, she, it	He is eating He's eating	He is not eating He's not eating He isn't eating	Is he eating?
You, we, they	You are eating You're eating	You are not eating You're not eating You aren't eating	Are you eating?

Module competences

Specific competences

- Utilizes the present and past tenses in a second language according to the four linguistic abilities (Reading, writing, speaking, listening) to communicate in different contexts.

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

Topics

- **The Present continuous:**
Statements and WH-questions.

-Vocabulary: After-school activities, routines, spare-time activities, daily activities or others.
- **Frequency adverbs and word order:**
- -Vocabulary: Habits and routines, musical instruments, kinds of music, kinds of movies, jobs and job description or others.





The Present Continuous: Statements and WH-questions

For this activity, we will practice using verbs in the present continuous tense and introduce the WH questions.

When we talk about actions in progress (not completed) in the present, we are using the present progressive or present continuous.

WH questions are formed with all the question words that begin with those

letters; remember that HOW is not one of these types of questions. The WH questions are used when you want to get a short answer.

What?	Where?	When?	Which?	Why?	Who?	Whom?
-------	--------	-------	--------	------	------	-------

WH questions	Verb to be	Subject pronoun
Where	Is	She?



Activity 5. My daily schedule

Learning purpose

Give examples in the present continuous.

Competence attributes

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

Mode

Mixed mode.

Learning product

Questionnaire in present continuous.



Instructions

In this activity you will describe your daily activities with a graph.

- **First**, write down the things you do routinely in your notebook. For example, get up, eat breakfast, etc.
- **Then**, create a table like the one below in a Word document and fill the spaces with the activities listed in your notebook.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
07:00 A.M.							
09:00 A.M.							
11:00 A.M.							
02:00 P.M.							
04:00 P.M.							
06:00 P.M.							
09:00 P.M.							

- **Next**, read the following questions and answer each one according to what you listed in the table.

1. Are you sleeping at seven o'clock?
2. When are you eating breakfast?
3. What time are you going to School?
4. Are you going shopping on the weekend?
5. What are you doing at 4 o'clock on Wednesday?
6. What are you doing at 9 o'clock on Monday?

7. What time are you going to work?
8. Where are you going at 6 o'clock on Saturday?

After, upload your product in the the space designated for **activity 5** and wait for feedback from your teacher.



Evaluation

- The student must use present continuous in his answers.
- The student answered the 8 questions using present continuous.
- Uses correct grammar.



Learning resources and supporting materials

Rules for present progressive

1. In general,	play	+ ing =	playing
	do	+ ing =	doing
	clean	+ ing =	cleaning
2. Verbs ending in - e	live		living
	dance		dancing
	use		using
	make		making
3. Verbs ending in one vowel and one consonant:	run		running
	win		winning
	cut		cutting
	swim		swimming
4. Verbs ending in - ie	tie		tying
	lie		lying
	die		dying

Affirmative and negative sentences:

I am / I'm not	reading a book.
You are / You aren't	eating a sandwich.
Johnny is / Johnny isn't	kissing the girl.
She is / She isn't	taking a shower.
We are / We aren't	doing our homework.
They are / They aren't	playing basketball.

Questions and answers:

Are you sleeping?	Yes, I am .	No, I'm not .
Is he drinking water?	Yes, he is .	No, he isn't .
Am I helping you?	Yes, you are .	No, you aren't .



Optional exercise (vocabulary)

Exercise 1: After school activities

Remember, these are the activities you do after class.

Instructions: Write the Word below the after school activity:

Chess club

Drama club

Sports

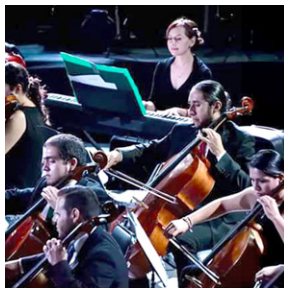
Band. (Music club)

Photography club











Exercise 2: Spare time activities

Remember, these are the activities you do after class.

Instructions: Answer the next question:

What do you like to do in your free time?

(Use the verbs in present tense), i.e. *I like running in the park.*

1. _____

2. _____

3. _____

4. _____

5. _____



Frequency adverbs and word order

When we wish to express the frequency of an action or activity, we have to use the frequency adverbs.

In the following activity you will learn the frequency adverbs and how to use them.



Activity 6. Daily routines of Haruki Murakami

Learning purpose

Give examples about frequency adverbs

Competence attributes

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

Mode

Mixed mode.

Learning product

List of frequency adverbs about Murakami habits.



Instructions

- **First**, read Haruki Murakami's text titled "The repetition itself becomes the important thing." If you have problems with the meaning of some words, use a dictionary or ask your teacher.
- **When** you finish the reading, answer the following questions in a Word document.
- **Write** how often Akira Murakami...
 1. Gets up at four a.m. _____
 2. Work's for five to six hours _____
 3. Run's for ten kilometers _____
 4. Swim's for fifteen hundred meters _____
 5. Goes to bed at nine p.m. _____

- **Now**, answer the following questions in the same document. Use frequency adverbs in your answers.

1. How often do you brush your teeth?
2. How often does your mom cook?
3. How often are you late for English class?
4. How often do you exercise?
5. How often do you take a shower?

Don't forget to **bold** the frequency adverbs.

- **Finally**, upload your work to the platform in the designated The space designated for for **activity 6**. Wait for the feedback from your teacher.



Evaluation

- The students use frequency adverbs in their correct answers.
- Uses correct grammar.



Learning resources and supporting materials

Frequency Adverbs

Adverb

Always.	100%	of the time.
Usually.	80%	of the time.
Sometimes. / Often.	60%	of the time.
Rarely.	40%	of the time.
Hardly ever.	20%	of the time.
Never.	0%	of the time.

EXAMPLES:

I **am** always at work.

He **is** usually happy.

We **are** never sad.

You **sometimes** **listen to** music.

She **rarely** **uses** the computer.

They **hardly ever** **eat** breakfast.

Invite your students to research and read the books by Akira Murakami.

Haruki Murakami: “The repetition itself becomes the important thing.”

In a 2004 interview, Murakami discussed his physical and mental habits...

When I'm in writing mode for a novel, I get up at four a.m. and work for five to six hours. In the afternoon, I run for ten kilometers or swim for fifteen hundred meters (or do both), then I read a bit and listen to some music. I go to bed at nine p.m.

I keep to this routine every day without variation. The repetition itself becomes the important thing; it's a form of mesmerism. I mesmerize myself to reach a deeper state of mind.

But to hold to such repetition for so long — six months to a year — requires a good amount of mental and physical strength. In that sense, writing a long novel is like survival training. Physical strength is as necessary as artistic sensitivity.

(Extracted from <http://jamesclear.com/daily-routines-writers>)



Optional exercises (vocabulary)

Exercise 1: Habits and routines

Instructions: Complete the sentences. Use the words from the box. Then, write 5 sentences using frequency adverbs in your weekly routine:

Usually Always Sometimes Often Frequently Occasionally
Rarely Hardly ever Never

1. I _____ get up at 7 o'clock.
2. I _____ go to work at 8 o'clock.
3. I _____ have a break at half past three.
4. I _____ come home at 5 o'clock.
5. I _____ watch TV at 8 o'clock.
6. I _____ watch TV.
7. My mom _____ smokes.
8. My father _____ read a book.

Sentences

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

Exercise 2: Musical instruments

Instructions: Write the correct Word below the instrument picture.

Guitar

Piano

Drums

Saxophone

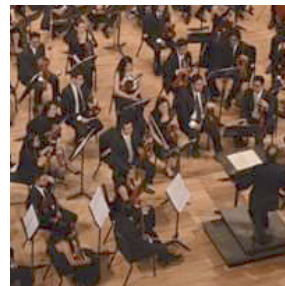
Violin











Exercise 3: Kinds of music and movies

Instructions: Write the different genders of music and movies and answer the questions. (i.e. *jazz, rock, horror, action...*)

Types of music:	Types of movies:

1. What is your favorite type of music?

2. What kind of movie do you prefer?

3. Do you play a musical instrument? If yes, which one?

4. What musical instrument would you like to learn to play?

5. How often do you go to the movies?



Project Progress. A script in present tense.

In this activity you will demonstrate how much you have learned.

This Project review consists of two parts. Part one is a script written in simple present using the vocabulary from the optional exercises in modules 1, 2, and 3.

For part two you will share your script with the class, this is so your

teacher can evaluate your pronunciation and grammar.

We wish you luck with your Project, and don't forget to ask your teacher if you need vocabulary help or grammar reminders.



Project Progress

A script in present tense.

Learning purpose

Distinguish the present tense.

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.

Disciplinary competences

Basics:

Communication

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

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

Script in present tense.



Instructions

1. Students select a classmate to act out their scripts.
2. Students choose who plays “A” and who plays “B” before they present the dialogue.
3. Teacher must tell students about the annexes in the book so they can use it when they write their short dialogue. Teacher has to make sure students use the present simple and present continuous, the verb To Be and Frequency adverbs.
4. Students interact with each other, using what they have learned to create their short dialogue.
5. When the script is complete the students practice it, exchanging roles so they are familiar with both roles.

6. Teacher will call on a few pairs so they can present their dialogues to the class.

7. At the end of the exercise, the teacher will give grammar and vocabulary feedback to the students, and mention pronunciation errors; students must also check for their own mistakes.

8. Individually, upload your work to the platform in the space designated to Project progress I. Wait for your teacher's feedback.



Assessment tool Rubric

CATEGORY	GREAT 91-100	WELL DONE 81-90	GOOD 71-80	REGULAR 60-70	PRACTICE MORE 59 or less
Grammar: Identifies the grammar structure for Verb "To be" Simple Present Present Progressive Possessive adjectives Frequency adverbs (attributes 4.1, 4.2, 4.3)	Student: Can correctly use the 5 grammatical aspects, both orally and in written form in the script. Can correctly use the 5 grammatical aspects.	Student: Can use 4 grammatical aspects both orally and in written form in the script. Can correctly use 4 grammatical aspects.	Student: Can use 3 grammatical aspects both orally and in written form in the script. Can correctly use 3 grammatical aspects.	Student: Can use 2 grammatical aspects both orally and in written form in the script. Can correctly use 2 grammatical aspects.	Student: Can use 1 grammatical aspects both orally and in written form in the script. Can correctly use 1 grammatical aspects.
Vocabulary: Anexo I (attributes 4.1, 4.2, 4.3)	Can adequately use 20 out of the 22 words provided in the vocabulary.	Can adequately use 16 out of the 22 words provided in the vocabulary.	Can adequately use 12 out of the 22 words provided in the vocabulary.	Can adequately use 8 out of the 22 words provided in the vocabulary.	Can adequately use 4 out of the 22 words provided in the vocabulary.



Learning resources and supporting materials

Countries and Nationalities

United States	American
England	British
Australia	Australian
Canada	Canadian
Mexico	Mexican
Japan	Japanese
Italy	Italian
Germany	German
France	French
China	Chinese

Numbers 11-100

11 eleven	20 twenty
12 twelve	21 twenty-one
13 thirteen	22 twenty-two
14 fourteen	23 twenty-three
15 fifteen	30 thirty
16 sixteen	40 forty
17 seventeen	50 fifty
18 eighteen	60 sixty
19 nineteen	70 seventy
20 twenty	90 ninety
	100 one hundred

Personal information

Name	Married/single/widow
Age	City
Address	Country
Phone number	Education

Family members

Parents	Brother
Father	Sister
Mother	Aunt
Husband	Uncle
Wife	Cousin

Son

Daughter

Jobs/descriptions

Doctor

Architect

Lawyer

Engineer

Teacher

Accountant

Receptionist

Nurse

Artist

Singer

Actor/actress

Musician

Sports

Baseball

Golf

Basketball

Swimming

Volleyball

Gymnastics

Football

Soccer

Hockey

Time

:00 o'clock

7:00 o'clock

:01- :09 'O minute

9:01 nine oh one

:10- :59 minute

11:13 eleven thirteen

:15 a quarter past

3:15 a quarter past three

:30 half past

6:30 half past six

:45 a quarter to

10:45 a quarter to eleven

Seasons

Spring

Summer

Winter

Autumn/fall

Months

January

July

February

August

March

September

April

October

May

November

June

December

Days of the week

Monday

Friday

Tuesday

Saturday

Wednesday

Sunday

Thursday

Greetings

Hello

Good bye

Hi

Bye

How are you?

What's up?

Ordinal numbers

1st First

16th Sixteenth

2nd Second

17th Seventeenth

3rd Third

18th eighteenth

4th Fourth

19th Nineteenth

5th Fifth

20th Twentieth

6th Sixth

21st Twenty first

7th Seventh

22nd Twenty second

8th Eighth

23rd Twenty third

9th Ninth

30th Thirtieth

10th Tenth

40th Fortieth

11th Eleventh

50th Fiftieth

12th Twelfth

60th Sixtieth

13th Thirteenth

70th Seventieth

14th Fourteenth

80 Eightieth

15th Fifteenth

90th Ninetieth

100th One hundredth

After-school activities

Chess club

Detention

Drama club

Sports: basketball, volleyball, football, soccer

Routines/Daily activities

Get up

Go to school/work

Take a shower

Exercise

Brush my teeth

Do homework

Have breakfast-lunch-dinner

Spare time activities

Read books

Watch movies/TV

Do exercise

Hobbies



Musical instruments

Guitar
Harmonica
Piano

Drums
saxophone

Kinds of music/movies

Rock and roll
Country
Pop
Hip hop
Rap
Alternative
Electronic
House
R&B
Jazz
Classical

Comedy
Romantic
Drama
Horror
Documentary
Animation
Classic



Module 4.

Simple past.

Introduction

You can also conjugate verbs in the past tense.

The simple past expresses an action in the past taking place once, never or several times. It can also be used for actions taking place one after another or in the middle of another action.

To conjugate regular verbs in the simple past you just add the termination **ed** at the end. This can be used for all persons (*I, you, he, she, we and they*).

If the verb ends with an **e**, we simply add a **d**.

Now we can start practicing the simple past.

Module competences

Specific competences

- Utilizes the present and past tenses in a second language according to the four linguistic abilities (Reading, writing, speaking, listening) to communicate in different contexts.

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

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

Topics

- The **verb to be**: Simple past statements

-Vocabulary: Past events (verbs), travel, vacation activities or others..

- **The simple past**: Statements and questions.

- -Vocabulary: Past events, travel, vacation activities or others.



The verb to be: Simple past statements

Do you remember your last vacation trip, the places you visited or the activities you practiced?

In this activity we are going to talk about your last vacation trip.

Most of us can remember an unforgettable travel, is this true for you?



To practice the past tense, we are going to talk about that special event in the class, good luck!



Activity 7: My last trip

Learning purpose

Use the Simple past.

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.

Mode

Mixed mode.

Learning product

Text in past tense.



Instructions

- **First**, create a Word document and write about your experiences the last time you traveled. Write about the place you visited, if you traveled by plane, car, or bus, the things you liked, etc.

Don't forget to **bold** the verbs or auxiliaries in past.

- **Next**, rewrite your experience but this time using negative sentences. For example, if you used the sentence: "The hotel **was** fantastic", you have to write: "The hotel **wasn't** fantastic". Don't forget to **bold** the negative auxiliaries.

- **Finally**, upload your work to the platform to the space designated for **activity 7** and wait for your teacher's feedback.



Evaluation

- Student's work includes a minimum of 10 verbs in past.
- Uses correct grammar.



Learning resources and supporting materials

Simple Past Tense

(+) Was.	(+) Were.	Interrogative (?)
I was	You were	Was I late this morning?
He was	We were	Was she happy?
She was	They were	Was he sad last night?
		Were you in the park?
		Were we eating with Jaime?
		Were they at home?
(-) Wasn't	(-) Weren't	
I wasn't	You weren't	
He wasn't	We weren't	
She wasn't	They weren't	

"Did" For other verbs:

Affirmative	Negative	Interrogative (?)
I did	I didn't / I did not	Did I eat too much?
You did	You didn't / You did not	Did he get my message?
He did	He didn't / He did not	Did they pay the car?
She did	She didn't / She did not	Did you see my jeans?
We did	We didn't / We did not	Did she finish her homework?
They did	They didn't / They did not	Did we call Martin?



Optional exercises (vocabulary)

Exercise 1: Simple past events (verbs)

Instructions: Write the past of the following irregular verbs:

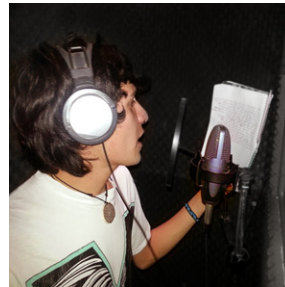
1. Buy _____
2. Eat _____
3. Am, is, are _____
4. Have _____
5. Go _____
6. Read _____
7. Sleep _____
8. See _____

Exercise 2: See what I did

Instructions: Write the phrase below the correct picture:

Sang a song Flew to New York Wrote a letter Cut your finger









Exercise 3: What did they do yesterday?

Instructions: Write the verb in the past tense:

1. Peter (go) _____ to London one month ago.
2. Mary and John (eat) _____ at a Chinese restaurant last week.
3. I (do) _____ my homework all last month.
4. The teacher (ask) _____ us our name.
5. You (be) _____ happy because you (pass) _____ your exam.

The simple past: Statements and questions

This time we're going to talk about one of the best filmmakers in history: Stanley Kubrick. To learn about his life you will read his biography and with that information you will practice the simple past.



Activity 8: Stanley Kubrick's biography

Learning purpose

Use the Simple past.

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.

Mode

Mixed mode.

Learning product

Questionnaire using the simple past.

Instructions

Let's test your knowledge about the simple past.

- **First**, read Stanley Kubrick's biography and write the verbs in past you find in a Word document.
- **Then**, answer the following questions using sentences in simple past.
 1. When was he born?
 2. Did Kubrick edit his first feature "Fear and Desire"?

3. When did he explore the art of filmmaking?
 4. Did Kubrick sleep during the day in the 60'S?
 5. When did he die?
- **Next**, use the verbs you copied from the biography and write 5 questions about Stanley Kubrick's life. Use the auxiliaries did and didn't in your questions.
 - **Finally**, upload your work to the platform in the space designated for **activity 8** and wait your teacher's feedback.



Evaluation

- The questionnaire must include 5 questions in simple past.
- Uses correct grammar.
- Uses auxiliary did and didn't in at least 3 questions.



Learning resources and supporting materials

Stanley Kubrick

Screenwriter, Director, Producer (1928–1999)

Born in New York City on July 26, 1928, Stanley Kubrick worked as a photographer for *Look* magazine before exploring filmmaking in the 1950s. He went on to direct a number of acclaimed films, including *Spartacus* (1960), *Lolita* (1962), *Dr. Strangelove* (1964), *Clockwork Orange* (1971), *2001: A Space Odyssey* (1968), *The Shining* (1980), *Full Metal Jacket* (1987) and *Eyes Wide Shut* (1999). Kubrick died in England on March 7, 1999.

Kubrick began to explore the art of filmmaking in the 1950s. His first films were documentary shorts financed by friends and relatives. His first feature, the 1953 military drama *Fear and Desire*, was made independently of a studio—an uncommon practice for the time. Early into his filmmaking career, Kubrick acted as cinematographer, editor and soundman, in addition to directing. Later, he would also write and produce.

Kubrick made 10 feature films from 1957 to 1998, with early releases including the acclaimed films *Spartacus* (1960); *Lolita* (1962), based on the novel by Vladimir Nabokov; and *Dr. Strangelove or: How I Learned to Stop Worrying and Love the Bomb* (1964). Denied official cooperation from the U.S. armed services during the filming of *Dr. Strangelove*, Kubrick went on to construct sets from photographs and other public sources.

After moving to England in the early 1960s, Kubrick slowly gained a reputation as a recluse. He gradually reduced the time he spent anywhere other than on a studio set or in his home office, refused most interview requests and was rarely photographed, never formally. He kept to a schedule of working at night and sleeping during the day, which allowed him to keep North American time. During this time, he had his sister, Mary, tape Yankees and NFL games, particularly those of the New York Giants, which were airmailed to him.

Stanley Kubrick died in his sleep after suffering a heart attack at his home in Childwickbury Manor, Hertfordshire, England, on March 7, 1999, hours after delivering a print of what would be his last film, *Eyes Wide Shut* (1999), to the studio. The film, starring Nicole Kidman and Tom Cruise (who were married at the time), went on to earn both commercial and critical acclaim, including Golden Globe and Satellite award nominations.

(Extracted from

<http://www.biography.com/people/stanley-kubrick-9369672#related-video-gallery>)



I **was** your student.
You **were** my classmates.
It **was** hot yesterday.

I **wasn't** your student.
You **weren't** my classmates.
It **wasn't** hot yesterday.

I **played** the guitar.
You **watched** the movie last night.
Katie **cooked** the dinner.

I **didn't play** the guitar.
You **didn't watch** the movie last night.
Katie **didn't cook** the dinner.

They **went** to Cancun.
We **ate** Chinese food.
She **wrote** a love letter.

They **didn't go** to Cancun.
We **didn't eat** Chinese food.
She **didn't write** a love letter.

Questions and answers:

Did you **clean** the house?
Did she **listen** to the song?
Did he **buy** the food?
Did they **go** to the concert?

Yes, I **did**. No, I **didn't**.
Yes, she **did**. No, she **didn't**.
Yes, he **did**. No, he **didn't**.
Yes, they **did**. No, they **didn't**.

What **did** you **do** last night?

I **watched** television.
I **ate** pizza.

Where **did** you **go** on the weekend?

I **went** to Chapala
Or,
I **went** to a museum.



Optional exercises (vocabulary)

Exercise 1: Yesterday's activities

Instructions: Answer the following questions:

1. What did you eat for breakfast?

_____.

2. Where did you go on vacation?

_____.

3. Did you watch TV last night?

_____.

4. Did the teacher explain the topic?

_____.

5. When did you enter the Prepa?

_____.

Exercise 2: My weekend was amazing

Instructions: Answer the following question and mention 5 different activities in the past tense:

What did you do last weekend?

1. _____.

2. _____.

3. _____.

4. _____.

5. _____.



Project progresses. **Story about an important person.**

For your second review you are going to write the biography of a person who was important in your life. You will need to write it in the simple past tense, and also use the vocabulary words you learned in the optional exercises in module 4. Another purpose of this review is to practice expressing your ideas and thoughts about relevant facts from the life of the person you selected.



Project progresses

Story about an important person

Learning purpose

Utilize the Simple past.

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

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

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

Story about an important person.

**Instructions**

1. Select one person who was or is important in your life, it can be a relative, a friend, a teacher, etc.

2. Interview that person. Ask about his or her life, family, job, etc. Utilize words from the vocabulary you have learned during the course. Try to get information about the person's:

- Characteristics or physical traits,
- Personality,
- Academic background and achievements,
- Year and place of birth, family,
- Personal interests,
- Hopes and wishes,
- Situations or significant events that left an important effect on this person's life or in yours.

3. When you finish gathering that information, write a biography about the person using the simple past tense. You can use a dictionary or ask your teacher if you have questions. Remember to consult the annexes in this book.

4. Finally, upload your work to the platform in the space designated for **Progress Project 2** and wait for your teacher's feedback.



Assessment tool

Rubric

CATEGORY	GREAT	WELL DONE	GOOD	REGULAR	PRACTICE MORE
Grammar: Knowledge and capacity to identify and use the grammatical structure of verb "To Be" in simple past. (attribute 4.4)	Student: Uses a minimum of 15 simple past sentences in the biography. Uses a minimum of 5 simple present sentences in the biography. Writes a 1 page biography. Uses correct grammar.	Student: Uses a minimum of 12 simple past sentences in the biography. Uses a minimum of 4 simple present sentences in the biography. Writes a 1 page biography. Uses correct grammar.	Student: Uses a minimum of 9 simple past sentences in the biography. Uses a minimum of 3 simple present sentences in the biography. Writes a 1 page biography. Uses correct grammar.	Student: Uses a minimum of 6 simple past sentences in the biography. Uses a minimum of 2 simple present sentences in the biography. Writes a 1 page biography. Uses correct grammar.	Student: Uses a minimum of 3 simple past sentences in the biography. Uses a minimum of 1 simple present sentences in the biography. Writes a 1 page biography. Uses correct grammar.
Vocabulary: Annexes 1 y 2 (attribute 4.4)	Can correctly use a minimum of 5 verbs in past.	Can properly use 12 of the 22 categories in the vocabulary. Can correctly use a minimum of 4 verbs in past.	Can properly use 9 of the 22 categories in the vocabulary. Can correctly use a minimum of 3 verbs in past.	Can properly use 6 of the 22 categories in the vocabulary. Can correctly use a minimum of 2 verbs in past.	Can properly use 3 of the 22 categories in the vocabulary. Can correctly use a minimum of 1 verbs in past.



Learning resources and supporting materials

Vocabulary

Travel

Suitcase	Hotel
Towel	Reservation
Sandals	dictionary
Airport/bus station	Tickets
Train station	Sunglasses

Vacation activities

Swim	Take pictures
Sightseeing	Go to museums
Walk/hiking	See new places
Horseback riding	Visit monuments/landmarks
Ride scooter/motorcycle	

VERBOS REGULARES	BASE FORM	SIMPLE PAST	PAST PARTICIPLE
Jugar	Play	played	Played
Bailar	Dance	Danced	Danced
Trabajar	Work	Worked	Worked
Hablar	Talk	Talked	Talked
Vivir	Live	Lived	Lived
Usar	Use	Used	Used
Amar	Love	Loved	Loved
Ver	Look	Looked	Looked
Lavar	Wash	Washed	Washed
Observer	Watch	Watched	Watched
Gustar	Like	Liked	Liked

VERBOS IRREGULARES	BASE FORM	SIMPLE PAST	PAST PARTICIPLE
Comprar	Buy	Bought	Bought
Hacer	Do	Did	Done
Ir	Go/ goes	Went	Gone
Tener	Have/has	Had	Had
Ver	See	Saw	Seen
Comer	Eat	Ate	Eaten
Beber	Drink	Drank	Drunk
Ser o estar	Be (am/is/are)	Was/were	Been
Sentir	Feel	Felt	Felt
Escribir	Write	Wrote	Written
Cantar	Sing	Sang	Sung
Hacer	Make	Made	Made



Final Project

The student creates a comic to represent in written and illustrated form different situations from his or her real life, using the simple past, simple present and present continuous in affirmative, negative and interrogative sentences; the student must also utilize this course's vocabulary (*traveling, vacations, free-time activities, jobs, likes, dislikes, music and movie genres, habits, routines, everyday life activities, school activities, family members, nationalities, etc.*) and does this all with the proper grammar.

By the end of this UAI, the student must exhibit an increased command of the four linguistic abilities (*reading, writing, listening and speaking*) in a second language (*English*) and use the present and past tenses to successfully communicate ideas and thoughts in different contexts and situations.

Student's final project: "My life as a comic".

Learning purpose

Applies the grammatical knowledge in present and past tense by using the four linguistic abilities (reading, writing, speaking, listening) to communicate in a second language.

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

Story about an important person.



Instructions

- **Step 1:** In order to complete your *Proyecto Integrador*, you will need to use what you learned during the course to build a comic where you express your ideas in words and illustrations.
- **Step 2:** The comic has to be about your everyday life but you can also base it on the life of another person. The important aspect of this exercise is you practice your English. You can create this comic using a Word document or a Power Point file, or you can use the tools provided in the following link:

<https://www.storyboardthat.com/es>

<https://www.pixton.com/>

https://www.canva.com/es_mx/crear/historietas/

- **Step 3:** Use square panels to draw the most important events in your everyday life, your abilities, your likes and dislikes, etc.
- **Step 4:** Make sure you are using the vocabulary you learned during the course.
- **Step 5:** Don't forget to check the rubric for the evaluation requirements you need to cover before you start your comic.
- **Step 6:** Upload your work to the platform (important: the file must not be larger than 1MB) in the space designated for the **Final Project** and wait for your teacher's feedback.



Assessment tool Rubric

CATEGORY	GREAT 91-100	WELL DONE 81-90	GOOD 71-80	REGULAR 60-70	PRACTICE MORE 59 or less
<p>Grammar:</p> <p>Understands and utilizes the grammatical structures of:</p> <p>Verb "To be"</p> <p>Simple Present</p> <p>Present Progressive</p> <p>Simple Past</p> <p>Possessive adjectives</p> <p>Frequency adverbs</p> <p>(attribute 4.1, 4.2, 4.3, 4.4)</p>	<p>Student:</p> <p>Uses 30 correct sentences in the comic that include:</p> <p>Verb "To be", Simple Present, Present Progressive, Simple Past,</p> <p>Possessive adjectives,</p> <p>Frequency adverbs.</p>	<p>Student:</p> <p>Uses 25 correct sentences in the comic that include:</p> <p>Verb "To be", Simple Present, Present Progressive, Simple Past,</p> <p>Possessive adjectives,</p> <p>Frequency adverbs.</p>	<p>Student:</p> <p>Uses 20 correct sentences in the comic that include:</p> <p>Verb "To be", Simple Present, Present Progressive, Simple Past,</p> <p>Possessive adjectives,</p> <p>Frequency adverbs.</p>	<p>Student:</p> <p>Uses 15 correct sentences in the comic that include:</p> <p>Verb "To be", Simple Present, Present Progressive, Simple Past,</p> <p>Possessive adjectives,</p> <p>Frequency adverbs.</p>	<p>Student:</p> <p>Uses 10 correct sentences in the comic that include:</p> <p>Verb "To be", Simple Present, Present Progressive, Simple Past,</p> <p>Possessive adjectives,</p> <p>Frequency adverbs.</p>
<p>Vocabulary:</p> <p>Annexes 1 y 2</p> <p>(attribute 4.1, 4.2, 4.3, 4.4)</p>	<p>Correctly utilizes a minimum of 20 words from the vocabulary included in the annexes.</p>	<p>Correctly utilizes a minimum of 16 words from the vocabulary included in the annexes.</p>	<p>Correctly utilizes a minimum of 12 words from the vocabulary included in the annexes.</p>	<p>Correctly utilizes a minimum of 8 words from the vocabulary included in the annexes.</p>	<p>Correctly utilizes a minimum of 4 words from the vocabulary included in the annexes.</p>

UAI Evaluation

Self-evaluation tool

You have reached the end of the *UAI Lengua Extranjera I* of this BGAI. It is important for you to determine your progress during the course. Please fill out the following form 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
Identifies messages in a second language using proper vocabulary and grammatical structures in different situations.				
Expresses ideas both orally and in writing form to communicate in different situations.				
Utilizes the present and past tenses in a second language according to the four linguistic abilities: Reading, writing, speaking and listening to communicate in different contexts.				



Co-evaluation

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

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*.

Annexes

ANNEXE I: Vocabulary

Countries and Nationalities	
United States	American
England	British
Australia	Australian
Canada	Canadian
Mexico	Mexican
Japan	Japanese
Italy	Italian
Germany	German
France	French
China	Chinese
Numbers 11-100	
11 eleven	21 twenty-one
12 twelve	22 twenty-two
13 thirteen	23 twenty-three
14 fourteen	30 thirty
15 fifteen	40 forty
16 sixteen	50 fifty
17 seventeen	60 sixty
18 eighteen	70 seventy
19 nineteen	80 eighty
20 twenty	90 ninety
	100 one hundred
School subjects	
Math	Science
English	Chemistry
Physics	Physical Education P.E.
Home economics	Social studies
Family members	
Parents	Brother

Father	Sister
Mother	Aunt
Husband	Uncle
Wife	Cousin
Son	Daughter
Jobs/descriptions	
Doctor	Architect
Lawyer	Engineer
Teacher	Accountant
Receptionist	Nurse
Artist	Singer
Actor/actress	Musician
Sports	
Baseball	Golf
Basketball	Swimming
Volleyball	Gymnastics
Football	Soccer
Hockey	
Time	
:00 o'clock	7:00 o'clock
:01 - :09 'O minute	9:01 nine oh one
:10- :59 minute	11:13 eleven thirteen
:15 a quarter past	3:15 a quarter past three
:30 half past	6:30 half past six
:45 a quarter to	10:45 a quarter to eleven
Seasons	
Spring	Summer
Winter	Autumn/fall
Months	
January	July
February	August
March	September
April	October
May	November

June	December
Days of the week	
Monday	Friday
Tuesday	Saturday
Wednesday	Sunday
Thursday	
Greetings	
Hello	Good bye
Hi	Bye
How are you?	What 's up?
Ordinal numbers	
1st First	16th Sixteenth
2nd Second	17th Seventeenth
3rd Third	18th eighteenth
4th Fourth	19th Nineteenth
5th Fifth	20th Twentieth
6th Sixth	21st Twenty first
7th Seventh	22nd Twenty second
8th Eighth	23rd Twenty third
9th Ninth	30th Thirtieth
10th Tenth	40th Fortieth
11th Eleventh	50th Fiftieth
12th Twelfth	60th Sixtieth
13th Thirteenth	70th Seventieth
14th Fourteenth	80 Eightieth
15th Fifteenth	90th Ninetieth
	100th One hundredth
After-school activities	
Chess club	Detention
Drama club	
Sports: basketball, volleyball, football, soccer	
Routines/Daily activities	
Get up	Go to school/work

Take a shower	Exercise
Brush my teeth	Do homework
Have breakfast-lunch-dinner	
Spare time activities	
Read books	Watch movies/TV
Do exercise	Hobbies
Musical instruments	
Guitar	Drums
Harmonica	saxophone
Piano	
Kinds of music/movies	
Rock and roll	Comedy
Country	Romantic
Pop	Drama
Hip hop	Horror
Rap	Documentary
Alternative	Animation
Electronic	Classic
House	
R&B	
Jazz	
Classical	
Travel	
Suitcase	Hotel
Towel	Reservation
Sandals	dictionary
Airport/bus station	Tickets
Train station	Sunglasses
Vacation activities	
Swim	Take pictures
Sightseeing	Go to museums
Walk/ hiring	See new places
Horseback riding	Visit monuments/ landmarks
Ride scooter/ motorcycle	

ANNEXE 2: Verb List

VERBOS REGULARES	BASE FORM	SIMPLE PAST	PAST PARTICIPLE
Jugar	Play	played	Played
Bailar	Dance	Danced	Danced
Trabajar	Work	Worked	Worked
Hablar	Talk	Talked	Talked
Vivir	Live	Lived	Lived
Usar	Use	Used	Used
Amar	Love	Loved	Loved
Ver	Look	Looked	Looked
Lavar	Wash	Washed	Washed
Observer	Watch	Watched	Watched
Gustar	Like	Liked	Liked

VERBOS IRREGULARES	BASE FORM	SIMPLE PAST	PAST PARTICIPLE
Comprar	Buy	Bought	Bought
Hacer	Do	Did	Done
Ir	Go/ goes	Went	Gone
Tener	Have/has	Had	Had
Ver	See	Saw	Seen
Comer	Eat	Ate	Eaten
Beber	Drink	Drank	Drunk
Ser o estar	Be (am/is/are)	Was/were	Been
Sentir	Feel	Felt	Felt
Escribir	Write	Wrote	Written
Cantar	Sing	Sang	Sung
Hacer	Make	Made	Made

ANNEXE 3: 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.

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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.

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