Pedagogical and Evaluation Guide of the Module Specialized Communication in English

Pedagogical Guide
I. Specialized Communication in English

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Module: Specialized Communication in English

Content

1. Description

The Pedagogical Guide is a document that integrates technical-methodological elements proposed in accordance with the principles and guidelines of the CONALEP Academic Model, in order to guide the educational practice of the teacher in the development of competencies foreseen in the study programs.

The purpose of this guide is to facilitate the students' learning, channel their actions and reflections and provide situations in which they will develop the competences. The teacher must consciously assume a role that facilitates the learning process, proposing and taking care of a framework that favors a safe environment in which students can learn, take risks, make mistakes, extract meaningful lessons from their mistakes, support each other, establish positive relationships and trust, create meaningful relationships with adults whom they respect not because of their status as such, but as people whose example, closeness and emotional support is valuable.

It is necessary to emphasize that the development of competences is concretized in the classroom, since training with a focus on competences means creating learning experiences so that students acquire the ability to mobilize, in an integral way, resources that are considered indispensable to know how to solve problems. in different situations or contexts, and involve the cognitive, affective and psychomotor dimensions; therefore, the study programs describe the competences to be developed, understanding them as the integrated combination of knowledge, skills, attitudes and values that allow the achievement of an efficient, autonomous, flexible and responsible performance of the individual in specific situations and in a context dice. Consequently, competence implies the understanding and transfer of knowledge to real-life situations. This requires relating, integrating, interpreting, inventing, applying and transferring knowledge to solving problems. This means that the content, the means of teaching, the learning strategies, the forms of organization of the class and the evaluation are structured according to the competence to be formed; that is to say, the emphasis in the curricular projection is on what the students have to learn, in the forms in how they do it and in its application to situations of the daily and professional life.

Considering that the student is at the center of the training process, we look for support elements that show him what competences he will develop, how to do it and how he will be evaluated. That is, through the pedagogical guide the student can self-manage their learning through the use of flexible and appropriate strategies that are transferred and adopted to new situations and contexts and follow up their progress through a constant self-assessment, as a basis to improve in the achievement and development of the essential skills for academic and personal growth.

2. Identification data of the competence standard

Title	
Code		Competence level	

Elements of labor competence

3. Pedagogical generalities

In order to divulge the criteria to be considered in the implementation of this guide, some considerations are described regarding the development and intention of the competences expressed in the modules corresponding to basic, propaedeutic and professional training.

In the first place, it is important to point out that the principles associated with the constructivist conception of learning are closely related to those of competency-based education, which has been conceived by this College as the ideal approach to guide the occupational training of future technical professionals and professional technician-bachelor. This approach constitutes one of the most viable options to achieve the link between education and the productive sector of goods and services.

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The teacher has to consciously assume a role that facilitates the learning process, proposing and taking care of a framework that favors a safe environment in which the students can learn, support each other and establish positive and trusting relationships. Likewise, it must promote the transversality of learning for the development of competencies that will allow graduates to successfully face the challenges of the future society.

The methodological proposals to deal with transversality are:

- Connect the concepts and theories of the subject with each other to favor the understanding of the relationships between the different axes and components.
- Incorporate methodologies so that science learning contributes to the development of argumentation and communication skills, both orally and in writing.
- Contextualize the contents of the study, based on situations that are realistic and accessible in the classroom, but at the same time cognitively close and challenging. Local and global problems are the source of this type of problems in which the unidisciplinary approaches fall short and generate the impression of artificiality of their study in the school context.

Two relations of transversality are considered:

- The one that is achieved through the articulation of the expected learning of the modules taught in the same semester.
- The one that refers to learning as a continuum articulated along the curricular map and that is promoted between modules of different semesters and / or between some modules of the same disciplinary field.

An example of transversality between different modules of the same semester, is presented with the program of *Comprehensive analysis of functions*, when reading informative texts in which current and future problems of a scientific and technological type are raised and when students apply the principles of integral calculus and the development of research in all areas and their applications in natural sciences, other areas of knowledge and in the professional field.

It is presented with *Analysis of electrical, electromagnetic and optical phenomena* module when they identifying the characteristics and determining the behavior of electrical, electro-magnetic and optical phenomena, their applications in technological development and their use to solve problems in everyday life.

It also occurs with the *Contextualization of social, political and economic phenomena* module when the students using the grammar structure of the past perfect and talking about the chronology of past events and by establishing the chronology of historical moments and social, political and economic phenomena to understand the changes and interrelations that occur in society, until its current evolution.

The example of transversality with modules of other semesters is given in the same disciplinary field with *Initial interaction in English*, *Active Communication in English*, *Independent Communication in English* and *Productive Communication in English*, where the graduality of the content is oriented to the development of language skills such as: listening, reading, speaking and writing. In the modules of basic vocational training, the English language finds utility in generating the bases for the search of information related to the career, the interpretation of the manufacturer's documents and the understanding of specialized texts.

Likewise, connects knowledge of the module *Communication for social interaction*, to identifying the use of grammatical categories and verb tenses to express ideas and concepts orally and in writing with a logical time sequence.

Regarding the module *Processing information by digital media*, it is articulated with the use of technology for the creation of learning products such as presentations, videos or recordings, being a mechanism to communicate and relate to others, so that they use ICT to investigate and solve problems, produce materials and transmit information.

The connection with the module of *Personal and professional projection* occurs when predictions and plans are expressed in different work situations and activities that have to do with the profession and identifying and defining professional roles and responsibilities in the different work areas.

In the case of the *Communication in the school and professional field*, the connection is madewhen making reviews of various informative texts and expressing their opinion on them.

The connection with the *Ethics* and *Citizen Development*when posing hypothetical situations, use adjectives to describe attitudes and moral values.

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4. Didactic orientations and learning strategies per Unit

Unit I (Main content)	Expression of ideas based on texts
Didactic orientations	

For the development of this unit, the teacher is recommended

- Explain the framework of the module or session, defining the learning activities that will be carried out, the learning products that will be delivered and the group commitments of permanent observance, such as active participation, compliance with activities and learning assessment:
- Give clear and articulate instructions
- Request that a student repeat the instructions in Spanish or English to verify that they were clear and articulated.
- Promote motivation when addressing topics of interest to students
- Develop sessions applying techniques that favor exchange and communication, as well as collaborative learning.
- Incorporate strategies for the development of activity sheets of the Construye T Program according to the contents.
- Encourage the use of facial expressions, mime and body movements to convey the idea in English, without using direct translation into Spanish.
- Encourage the use of intonation, rhythm and emphasis appropriate to the context and the situation to improve oral production.
- Promote the oral practice of the students through choral and individual repetitions and open and closed participations.
- Monitor the student's oral or written practice to verify responses, provide help, and extend or shorten the activity time, as needed by the level, number of students, and challenge of the exercise and / or activity.
- Guide the creation of vocabulary lists related to the work area.
- Promote in students the ability to infer a specific context-based lexical meaning to avoid using the dictionary as a single source of understanding.
- Apply brief lexicon assessments in a monolingual English-English format at the end of each topic and / or unit.
- Provide feedback on activities through self-reflection, work in pairs and, as a last resort, the correct response from the teacher.
- End the session with the summary and reflection of the application of the learned content.
- Promote reflection on the importance of reading within the life project of students
- Promote the development of the ability to produce simple and coherent texts on scientific topics that are familiar to them or in which they have a personal interest.
- Guide the use of manners may, might, can and could and adverbs of probability (definitely, doubtless, maybe, perhaps, probably and possibly) to describe possible future problems, related to science and technology, that affect the population

- Promote the practice of expressing current and future problem situations with an exercise in transformation: Write the may, might, can and coulden modades on the board. Ask students to choose manners to express the probability of scientific and technological events. For example:
- Global warming is an increase, over time, in the average temperature of the Earth's atmosphere and oceans. The rise in temperature occurs when greenhouse gases accumulate in the atmosphere and trap heat. The temperature has increased since the end of the 19th century due to human activity, mainly due to CO_2 emissions that increased the greenhouse effect. Temperatures may continue to rise in the future if greenhouse gas emissions continue.
- Coordinate the expression of concerns about problems currently experienced by students in the family and school settings
- Guide the use of manners must, have to and might have to express obligations or prohibitions on the part of the population to solve problems
- Guide to written practice exercises on the use of compulsory manners.
- Encourage the oral practice of expressions on compliance with norms by obligation or prohibition in real situations and in different contexts using must, have to and might have manners.
- Promote the expression of suggestions or advice to avoid or solve problems of personal interest through the use of manners should and should have
- Promote in students the development of skills to discriminate with certainty the specific information from informative texts and labor documents
- Conduct the analysis of specific information that allows solving problems and that supports decision making.
- Encourage the reading of texts from different specialty areas in order to promote the practice of oral issuance of opinions.
- Promote the development of the ability to briefly justify their opinions
- Guide oral activities where points of view or opinions are established applying any of the following techniques:
  – Discussion in pairs with individual creation of scripts
  – Discussion in small groups based on work situations based on a theme
- Present the structure for establishing agreements through practice in the context of communicating agreements and proposals
- Guide activities with auditory discrimination and oral practice of sentences to establish opinions, agreements and disagreements under the following scheme:
  – Use phrases to interrupt
  – Change of speaking
  – Question-answer format
- Conduct the review of general organization charts of various industrial and service companies to identify the functions and tasks of the personnel who work in them.
- Encourage the expression of opinions on the professions of greatest interest to students, based on the comparison of the functions and tasks to be performed specific to these professions.
- Present and promote the use of vocabulary about the work areas in which the students of the campus will perform, according to the degree they are studying

- Ask several students about job preferences: Examples: What job functions related to your career do you prefer?
- Provide guidance on the use of manners and grammatical structures to express work functions and tasks in various fields
- Coordinate work in pairs: students take turns asking and answering questions about job functions and areas of responsibility according to their degree, using the Must, Have to and Should have manners.
- Encourage students to expand their conversation. Example. Student A: What job functions will you perform upon graduation? Student B: I will have to prepare and interpret financial statements based on accounting records in accordance with current financial regulations. Student A: what tasks will you do? Student B: Perform financial mathematical calculations and record financial information
- Orientate the use of the perfect past to narrate experiences that occurred before several events in the past
- Promote the exchange of experiences among students using the grammar structure of the perfect past and the adverbs yet, already, ever and never
- Conduct the expression of oral or written speeches about different areas of student performance, usingthe structure of the past perfect
- Explain the use of the perfect past to express the sequence of actions.
- Orientate the use of the past perfect for the chronological ordering of processes and events
- Raise different topics and ask students to establish sequences of past events using the past perfect. For example: ·
  - Topic:Workday
  - What is done when starting the working day in a company, what is done during the day and what is done at the end
- Conduct the description of school and work processes using the perfect past and sequence adverbs

- Promote the understanding and expression of hypothetical situations (suppositions, speculations)
- Guide the description of relative hypothetical situations or moral dilemmas
- Posing hypothetical situations through the use of the second conditional
- Drive the use of the second conditional to express hypothetical situations If / even if / unless + simple past
- Promote the representation of moral dilemmas in which students take a stand before them
- Explain the use of adjectives to describe people's attitudes and moral values: honest, loyal, fair, responsible, trustworthy
- Promote the use of vocabulary related to moral dilemmas and ethical decisions in the school and work context.
- Promote respect for the opinions, values and attitudes of students before the moral dilemmas presented
- Guide the use of the third conditional to express hypothetical situations

Develop the following generic competences:

1.6 Manage the available resources taking into account the restrictions for achieving goals.
4.1 The student expresses ideas and concepts through linguistic, mathematical or graphic representations.
4.2 The student applies different communication strategies according to his/her peers, the context in which he/she is located and the objectives he/she is chasing.
4.4 The student communicates in a second language in everyday situations.

4.5 The student uses information and communication technologies to obtain information and express ideas.

8.3 The student assumes a constructive attitude consistent with the knowledge he/she has within different work teams.

10.1 The student recognizes that diversity takes place in a democratic space of equal dignity and rights of all people, and rejects all forms of discrimination.

10.2 Dialogues and learns from people with different points of view and cultural traditions by locating their own circumstances in a broader context.

Learning strategies	Didactic resources
• Comments, in brainstorm, the characteristics of the informative texts as well as their communicative intentions according to the previous knowledge about them • Investigates on the internet about the use of manners "may" and "might", expressing their differences • Prepares a digital presentation with images that show the difference between the use of "may" and "might" • Makes cards that graphically represent the use of "may" and "might" • Creates a digital presentation that shows the use of verbal manners "can" and "could" within a work context. • Individually discusses future issues using "can" and "could" • Does the activity number 1: Use of the modals may, might, can and could • Investigates on the Internet about the use of adverbs of probability. • Researches the type of probability adverbs and make cards with pictures that they represent. • Explains the use of adverbs to express probability and predictions: definitely, doubtless, maybe, perhaps, probably, possibly • Does the activity number 2: Identification of use of adverbs to express probability • Makes a presentation on the use of probability adverbs to express problem situations that affect the population. • Commented reading on an environmental problem in which a situation that may arise in the future is forecast	• Modal verbs May and Might. **Available in:** https://www.aprendeinglessila.com/2013/05/verbos-modales-may-might/ • What is the difference between may and might in English. **Available in:** https://educacion.uncomo.com/articulo/cual-es-la-diferencia-entre-may-y-might-en-ingles-34300.html • May, might, could: discover their differences and when to use each one. **Available in:** https://whatsup.es/blog/may-might-could-descubre-sus-diferencias-y-cuando-usar-cada-uno • Use of may and might. **Available in**: https://idiomas.gcfglobal.org/es/curso/ingles/b1/uso-de-may-y-might/ • How to use MIGHT in English - the essentials of modal verbs. **Available in:** https://madridingles.net/como-usar-might-verbos-modales/

Learning strategies	Didactic resources
• Does the activity number 3: Identification of probable situations in informative texts • Write a short text about a problem in your locality and the concerns of the population • Does the activity number 4: Expression of concerns about current issues • Prepares a list of obligations and prohibitions of citizens to reverse climate change • Prepares proposals for solutions to current problems that include obligations and prohibitions using "must", "have to" and "might have" • Does the activity number 5: Use of must, have to, and migh have to express obligations and prohibitions • Does the activity number 6: Identification of obligations and prohibitions in informative texts • Writes a short text about a problem in your locality and about the solutions that can be proposed, using must, have to and might have • Makes cards that show the use of "should" and "should have" to make recommendations in different areas Explain orally the content of the cards made and listen to comments on grammatical and pronunciation aspects • Does the activity number 7: Expression of suggestions or recommendations: Should, should have • Investigates on the Internet how to analyze specific information and expose this information to the group • Analysis, by teams of three members, of specific information (text, images, diagrams, surveys, graphs and data) • Does the activity number 8: Analysis of specific information	• How to Use Would, Could, Should, Might & May? **Available in:** https://www.dynamicenglish.cl/blog-feed/como-usar-would-could-should-might-may • Use of can and could. **Available in:** https://idiomas.gcfglobal.org/es/curso/ingles/b1/uso-de-can-y-could/ • Know English **Available in:** http://www.saberingles.com.ar/reading/index.html • The adverbs of certainty and probability in English. **Available in:** https://www.colanguage.com/es/los-adverbios-de-certeza-y-probabilidad-en-ingl%C3%A9s • Four steps to generate effective agreements. **Available in:** https://www.altonivel.com.mx/liderazgo/management/53508-4-pasos-para-generar-acuerdos-efectivos/

Learning strategies	Didactic resources
• Researches on the Internet about phrases to express opinions on topics of employment interest • Creates a list of connectors to express opinions • Writes three questions about current situations or problems that can be solved by agreement • Makes a class representation of a dialogue in which the importance of making agreements on aspects of interest is explained • Investigates procedures for reaching agreements and explain them in small groups • Participates in small groups where a topic of labor interest is discussed to reach agreements • Representation of a session in which agreements are reached to solve a problem • Does the activity number 9: Expression of proposals, opinions and agreements • Investigate on the Internet the technical terminology related to the job functions and tasks of the career you are studying. • Collects and graphically display vocabulary related to career job functions • Draw and describe pictures that show what people are doing in the workplace • Makes an oral or written report that describes what people do in different work situations using "must", "have to" and "should have" manners • Explains, using flashcards, the similarities and differences between the different areas of work according to the careers taught on campus.	• Have to and has to for obligations in English - how to use them and examples. **Available in:** https://madridingles.net/have-to-has-to-obligaciones/ • The modal verb "must": express class **Available in**: https://grupovaughan.com/a/must-clase-expres/

Learning strategies	Didactic resources
• Explains, in a digital presentation, the obligations and responsibilities that a graduate of his career will have in the labor field using "must", "have to" and "should have" manners. • Investigate on the Internet about the functions and tasks that are carried out in the different careers that are taught on campus, using "must" "have to" and "should have" manners • Gives examples of how job functions and tasks should be performed in different service or industrial areas using adverbs of manners • Describes in teams of two members a job function with their respective tasks using "must", "have to" and "should have" manners. • Writes, in teams of three members, sentences about work activities in their professional careers, explaining how they are carried out and where they are carried out • Makes cards that show job functions of different careers that are taught on campus, using images and names in English • Illustrates what activities you prefer to do as graduates of your degree • Individually exposes the job functions of greatest interest • Prepares a memorandum that includes names of professions and their main functions. • Does the activity number 10: Description of responsabilities of the development of work • **Performs the evaluation activity 1.1.1.** 1. Makes picture cards showing a workday indicating activity sequences according to the structure of the perfect past • Orally expresses favorite work task using adverbs of past perfect_____	

Learning strategies	Didactic resources
• Investigates on the Internet about the function and the use of the perfect past • Investigates on the internet about the use of adverbs that accompany expressions in the past perfect tense • Elaborates, in teams of two members, expressions in the perfect past using the adverbs time • Exposes the grammatical structure of the perfect past • Writes, in teams of three, sentences expressing actions taken during the day that happened before others, using the perfect past • Does the activity number 11: Identification of experiences that happened before various events in the past perfect past • Makes cards that show sequences of actions that happen before others • Class presentation of a dialogue explaining the importance of using the perfect past to show process sequences. • Makes worksheets about the different uses of the perfect past. • Prepares a digital presentation with images that show the different uses of the perfect past • Writes, in teams of three, sentences containing process sequences • Creates timelines that show the sequence of different processes of your career • Does the activity number 12: Talking about the chronology of past events in texts Does the activity number 14: Description of activities and processes school and work • Does the activity number 13: Description of activities and processes school and work	• Past perfect. **Available in:** https://www.ef.com.mx/recursos-aprender-ingles/gramatica-inglesa/past-perfect/ • Perfect Past in English: how to form and use the perfect past.**Available in:** https://madridingles.net/pasado-perfecto/ • The past perfect in English (Past perfect)**Available in:** https://www.aprendeinglessila.com/2013/07/el-pasado-perfecto-en-ingles-past-perfect/ • Perfect past. **Available in:** https://www.madridteacher.com/Grammar/pasado-perfecto.htm • What is the simple past perfect?**Available in:** https://idiomas.gcfglobal.org/es/curso/ingles/b1/que-es-el-pasado-perfecto-simple/ • Perfect past **Available in**: https://www.ecured.cu/Pasado_perfecto • Second conditional in English: rules, 10 examples and videos. **Available in**: https://madridingles.net/10-ejemplos-del-segundo-condicional/

Learning strategies	Didactic resources
Performs the evaluation activity 1.2.1. - Investigates on the Internet about the use of the second conditional to express hypothetical situations - Expresses, on cards, an unreal or improbable present situation (hypothetical condition) in which the speaker supposes the falsity or improbability of what is described. - Exposes, for teams, the structure of Conditional 2: If + subject + past verb + object / complement, subject + would + simple form verb + o / c. - Makes a team list of 5 present or future unreal situations, as well as their explanation. For example: If the cats spoke, they could tell you what they want. Explanation: Cats can't speak, that's impossible - Carries out a conversation about an imaginary situation with another teammate - Performs a performance between two students requesting and providing oral and written information on simple hypothetical situations - Selects texts on the Internet that refer to imaginary situations - Identifies the main ideas of a text that refers to imaginary situations - Represents imaginary situations on cards - Creates vocabulary lists related to honesty and ethics in the workplace. - Does the activity number 14: Description of activities and processes school and work - Does the activity number 15: Identification of hypothetical situations in narrative texts - Does the activity number 16: Descriptions of hypothetical situations concerning moral dilemmas - Does the activity number 17: Use of adjectiveds to describe people´s attitudes and moral values - Does the activity number 18: Use of the third conditional to express hypothetical situations **Performs the evaluation activity 1.3.1.**	- Second conditional.**Available in:** https://idiomas.gcfglobal.org/es/curso/ingles/gramatica/segundo-condicional/ - The Second conditional (second conditional) **Available in**: https://www.businessenglish.com/grammar/second-conditional.html?lang=spa - Conditional type 2 **Available in**: https://www.ef.com.mx/recursos-aprender-ingles/gramatica-inglesa/condicional-tipo-2/ - Second conditional in English: how it is formed**Available in**: https://symdiagonal.com/segundo-condicional-en-ingles-como-se-forma/ - Third conditional **Available in**: https://idiomas.gcfglobal.org/es/curso/ingles/gramatica/tercer-condicional/ - To analyze narratives with moral dilemmas http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S0123

Unit II (Main content)	Expression of ideas about past present and future events
Didactic orientations	

It is suggested to approach the module taking into account the didactic structure of the sessions:

Start with the framework of the module or session, defining the learning activities to be achieved, the learning products to be delivered and the group commitments of permanent observance, such as active participation, fulfillment of activities and evaluation of learning:

- Develop sessions incorporating techniques that favor exchange and communication, as well as collaborative learning
- Promote motivation by addressing issues of interest to students.
- Incorporate strategies for the development of activity sheets of the Construye T Program according to the contents.
- End the session with the recap and reflection of the application of the content learned.

Communication in English requires the development of skills to listen, speak, read and write in the foreign language, considering the interaction in different social contexts, the achievement of the competences established in the module and specifically in this unit. The teacher is recommended:

Establish and coordinate the activities proposed in this guide according to the number of students, the level of performance, and the time it takes for each group to carry out the activity.
Monitor the achievement of the results of the tasks assigned to the students taking into account their previous knowledge about the language.
Promote vocabulary practice using the following strategies:
- Explore the vocabulary that students possess as prior knowledge through a brainstorm of ideas or illustrations.
- Present vocabulary through images, translation, choral repetition and / or explanation in English or Spanish depending on the group's skills
- Present the conversation model and verify that all students understand the situation and vocabulary (grammar is presented inductively, so an explicit explanation is not suggested unless, at the discretion of the facilitator, it is considered necessary to understand)
- Promote the oral practice of vocabulary using conversation models with controlled or free practice before exposing the student to the whole group
- Promote the practice of different conversations based on the model, but changing the vocabulary that respects the idea and context.

- Show illustrated conversations for students to discuss who they think the speakers are, where the conversation takes place, the type of vocabulary used, etc.
- Promote the use of illustrated conversations related to students' school and work situations.

Guide the practice following this scheme:

- The student practices the model in pairs.
- The student repeats each line of the conversation chorally or individually.

Direct the choral reading using one of the following strategies:

- A student reads a fragment of the text and the others follow it
- The whole group reads at the same time
- Two or more small groups repeat an assigned text aloud
- Each person reads a text aloud and in order
- Different people in the group read a fragment of the assigned text

Promote and carry out the following activities.

- Description of the images
- Complementation of sentences
- Use of vocabulary
- Image-text linking
- Brainstorm
- Orient students to the formal and informal use of English
- Promote the use of verb phrases and idioms
- Promote the use of technical terminology in different areas
- Provide guidance on the description of past actions with importance today
- Use of the grammatical structure to relate the past action to the present
- Promote the expression of students' talking about activities in progresss until now
- Provide guidance on the use of the present perfect continuous and on the grammatical structure to express that an action continues in the present
- Promote the expression of students' talking about activities in progresss until now
- Promote the collection, pronunciation and use of the basic lexicon related to professional fields
- Ask students to identification and use of the present perfect and present perfect continuos
- Guide on the drafting of labor documents
- Encourage written practice of sentences to report what other people said
- Explain the use of reported speech
- Conduct the use of the structure to report what another person said or answered interviews surveys
- Promote the expression of predictions in different situations

- Promote the development of the ability to explain your plans

Develops the following generic competences:

1.6   Manage the available resources taking into account the restrictions for achieving goals.

4.1   The student expresses ideas and concepts through linguistic, mathematical or graphic representations.

4.2   The student applies different communication strategies according to his/her peers, the context in which he/she is located and the objectives he/she is chasing.

4.4   The student communicates in a second language in everyday situations.

4.5   The student uses information and communication technologies to obtain information and express ideas.

6.4   Structure ideas and arguments in a clear, coherent and synthetic way.

8.3   The student assumes a constructive attitude consistent with the knowledge he/she has within different work teams.

10.1   The student recognizes that diversity takes place in a democratic space of equal dignity and rights of all people and rejects all forms of discrimination.

Learning strategies	Didactic resources
• Comments, in brainstorm, the use of the present perfect • Investigates on the Internet about the use of the present continuous perfect • Makes a list of actions that began at a specific time in the past and continue to happen today • Explains with cards, the use of questions and answers to give and receive Requests cuts or photographs of actions that began at a specific time in the past and continue to happen today • Practices vocabulary related to use of verbal phrases • Makes a digital presentation about of idioms in the laboral scene • Prepares illustrated cards on frequently used technical terminology in the industrial and service field • Prepares a newspaper that describes work activities using technical terminology • Does the activity number 19: The formal and informal use of English • Prepares a digital presentation that shows the grammatical structure and the use of the present continuos perfect • Participation in a dialogue expressing labor actions that continue in the present • Does the activity number 20: Description of past actions with importance today • Draws conclusions about the need of present continuos perfect using the to express actions in work settings	• Present perfect **Available in**: https://www.curso-ingles.com/aprender/cursos/nivel-avanzado/verb-tenses-present-perfect/present-perfect • Present perfect **Available in**: https://www.ef.com/wwes/recursos-aprender-ingles/gramatica-inglesa/present-perfect/ • Phrasal verbs **Available in**: https://cenathalie.com/phrasal-verbs-introduccion-gramatical/ • Phrasal Verbs List **Available in**: https://www.englishclub.com/vocabulary/phrasal-verbs-list.htm • Translator engineer **Available in**: http://www.ingenierotraductor.com/Home/recursos-para-traductores/glosarios-y-diccionarios • Present perfect continuous **Available in**: https://www.ef.com.mx/recursos-aprender-ingles/gramatica-inglesa/present-perfect-continuous/

Learning strategies	Didactic resources

• Investigates on the internet about the use of present perfect and present perfect continuous to describe work experiences
• Locates online formats to make job applications, technical reports
• Require the work forms and present them to the group
• **Performs the activity of evaluation 2.1.1.**
• Draws conclusions about the importance of the use of labor documents
• Exposes in teams the use of reported speech
  – Creates cards that exemplify the use of reported speech showing
  – Verb tenses change
  – The verb tenses of modal verbs change
  – Adverbs of time change
• Exposes by equipment the use of structure to report what another person sad or asked
• Prepares a comparative table on the use of the present perfec and presente perfect continuos
• Investigates the use of structure to report what another person said or asked:interviews and surveys
• Presents on the information presented in instructional texts with an emphasis on actions
• Makes cards showing the emphasis on activities and objects rather than on the subjects
• Researches on the internet about the use of the affirmative passive voice
• Does the activity number 21 Reporting what other people said
• Does the activity number 22: Use the passive voice
	• Present perfect continuous **Available in**: https://books.google.fr/books?id=68-sC78u_ccC&printsec=frontcover#v=onepage&q&f=false
	• Present perfect continuous **Available in**: https://english.lingolia.com/es/gramatica/tiempos-verbales/present-perfect-progressive
	• Reported speech **Available in**: https://www.perfect-english-grammar.com/reported-speech.html
	• The Reported speech **Available in**: https://www.lewolang.com/gramatica-inglesa/103/the-reported-speech
	• The passive voice **Available in**: https://www.ef.com/wwes/recursos-aprender-ingles/gramatica-inglesa/voz-pasiva/

Learning strategies	Didactic resources
• Does the activity number 23: Identify information in instructional text whose emphasis is on actions • Performs the activity of evaluation 2.2.1. • Comments, in brainstorm, the use of the use of the will to predict the future • Develops a dialogue in which personal and work plans are expressed using going to • Investigates on the Internet about the grammatical structure and the use of modals will and going to • Prepares a digital presentation with images that show the difference between the use of will and going to talk about the future. • Does the activity number 24: Predicting the future • Presentation in class of a dialogue in which plans for the following semester are expressed, using going • Creates a presentation on using going to to plan for the future • Presents the procedure for preparing school and work plans • Does the activity number 25: Planning for the future • Performs the activity of evaluation 2.3.1.	• The passive voice **Available in**: https://www.curso-ingles.com/aprender/cursos/nivel-avanzado/passive-voice/the-passive-voice • Passive voice in English - (very easy) **Available in**: https://www.youtube.com/watch?v=z1OmSgZmCNQ • Future simple will **Available in**: https://www.lewolang.com/gramatica-inglesa/46/future-simple-will • Uses of the future with will decisions, predictions and promises **Available in**: https://www.aprenderinglesrapidoyfacil.com/2014/04/04/usos-futuro-will-decisiones-predicciones-promesas/

5. Practices / Activities

Student´s name:	
Learning unit:	**1.** Expression of ideas based on texts
Learning outcome:	**1.1** Express obligations, advice, predictions and concerns about scientific or technological situations presented in informative texts, using modals
Activity number 1:	Use of modals may, might can and could

May

May and might are auxiliary verbs that express a possibility of doing something or of something happening, without being sure.
May is equivalent in Spanish to the present indicative of the verb able: I can, you can

"May" indicates greater probability than "Might"

Affirmative sentence

Subject	+	may	+	Infinitive verb

Examples:

The technical opinion may come tomorrow
The supervisor may come to the company
I may send the proposal at the end of the working day
It may come the tender for the purchase of machinery
The infected may enter the hospital seriously
The raw material for food processing may not meet the hygiene standards
They may give an opinion about it
I may bring the construction plans
Employees may show a positive attitude
He **may** seem like the owner of the company, for his committed participation

We may come to supervise production
The supervisor may tune up the machinery

. May have is used for the past Example:

They may have run out of commission
You may have trouble recycling organic waste at your food business

Interrogative sentence

May	+	Subject	+	Infinitive verb	+	?

It is used in interrogative phrases, by way of more educated than with *can* or *could*. Example:
May they give an opinion about it?

May is also used to make requests in a polite and formal way (polite) (*)

You may give an acknowledgment
I may get a credit
We may be qualified for the job
We may take the training
You may put the capital
You may maintain your posture on the problema
She may send the production Schedule

"May" differs from "Can" and "Could" by the different degrees of formality. "

Can also expresses possibility but denotes that real circumstances allow it. Example:

They can make a decision
He can stop using polluting products

She can take the initiative to improve customer service
We can leave the machine in optimal operating conditions.
She can get a permit to treat chemical compounds
He can instruct his workers
He can maintain his position towards gender equality
He can get the proposal for improvement
You can submit the results today.
She can get the materials for the process
She can send a job proposal

Interrogative sentence

Can they make a decision about the new process? ¿
Can you maintain a positive attitude towards change? ¿
Can you present your sick care plan?
Can you agree on the delivery date?
Can you present your schedule?
Can you give me the proposal?
Can I participate in the meeting?

Might

Might indicates a possibility of doing something or something happening in the future
"Might" is used to indicate a lower probability than "may"

Might expresses a more remote possibility than may, meaning that it is less likely to happen. Examples:

She might leave the company
He might not stay here
They might not go to the workshop tomorrow
We might send a letter
We might send the request

Affirmative sentence

Subject	+	might	+	Infinitive verb

Negative sentence
Negative statements include not between might and the verb in the infinitive.
Mightn't shrink can also be used

Example:
He might not go till tomorrow

Might is not often used to ask questions

"Might" is also a noun and means "power, might, strength. Example: He struggled with might and main".

We could send a project for the use of transgenics
You could go to the Conference on allopathic medicine
They could analyze the effects of pollution
I could be in charge of the confederation
They could make proposals to improve productivity in the company
The people of the community could have prevented the spread of the disease
We could send a job proposal
She could get the materials for the process
They could give their opinion on epidemiological control
I could maintain a working relationship with foreign companies
The nurse could not supply medications

Write can or could in the blank space according to how likely it is to happen.

1. We _____ get the money for the trip to Asia
2. You _____ promote all your employees

3.	You	_____ come to the Climate Change Conference
4.	The bank manager	_____ authorize credit to all people
5.	They	_____ make projects for the use of solar energy
6.	We	_____ go to the Congress on quality control in production processes
7.	I	_____ send my colleagues to space exploration
8.	They	_____ design cartels on company security
9.	I	_____ maintain a position on the use of nuclear energy for military purposes
10.	The employee	_____ buy the company and the means of production

Student´s name:	
Learning unit:	**1.**Expression of ideas based on texts
Learning outcome:	**1.1** Express obligations, advice, predictions and concerns about scientific or technological situations presented in informative texts, using modals
Activity number 2:	Identification of use of adverbs to express probability

The adverbs of probability: indicate the probability of an action occurring.The most common probability adverbs are:
- Definitely
- Doubtless
- Maybe
- Perhaps
- Probably
- Possibly
- Undoubtedly

They usually go in front of the main verb, behind "to be" and behind the auxiliary.

Example:

- They are **definitely** not having an excellent job performance. Did you check it with the checklists?
- The stories written by Julio Cortázar are **doubtless** extremely surprising.
- He **possibly** think that the viral disease does not affect him.
- I wil**l probably** have to attend the congress on industrial safety to be held next year.
-
In addition, they can go to the beginning of the sentence.

Also, some of the adverbs usually go to the beginning of the sentence, as is the case with maybe, perhaps, likely

- **Maybe** you can find work in the other company. Not sure because there are no vacancies now.
- **Perhaps** you are wrong to assume that viruses are living things.
- **Perhaps** I will lose the scholarship for lowering my academic achievement
- **Probably** Mario Benedeti's poems are the most widely read by poetry readers.
- **Possibly** you have to travel this week to visit a new company.
- **Undoubtedly** there is an environmental problem. We have to recycle solid waste.

Choose the best answer to complete each sentence using adverbs

1. The Ebola virus is _____ not transmitted through the air or by casual contact.
perhaps/possibly/definitely

2. _____ China is currently the nation with the most scientific production and the largest investor in
probably/may be/undoubtedly

   research and development.

3. _____ the largest exploration campaign to Antarctica will be undertaken in the last
possibly/maybe/doubtless

   70 years in order to find out if the colossal Twhaites Glacier will collapse or not. In addition to this first group, there will

   _____ be a European.
definitel/possibly/maybe

4. _____ the excavations in progress in Southeast Asia will reveal lost chapters of human
possibly/maybe/doubtless

   history through new fossilsof the first inhabitants of the Philippine island of Luzon _____
definitely/possibly/maybe

   in this way we will advance in knowing the origins of man.

Student´s name:	
Learning unit:	**1.** Expression of ideas based on texts
Learning outcome:	**1.1** Express obligations, advice, predictions and concerns about scientific or technological situations presented in informative texts, using modals
Activity number 3:	Identification of probable situations in informative texts

Mark in the following text the sentences that express the possibility of something happening.

What is global warming?

Our planet is warming. The last 10 years have been the hottest since records are kept and scientists say they could be hotter in the future. Most experts agree that humans have a direct impact on this heating process, generally known as the "greenhouse effect."

The "greenhouse effect" is a natural condition of the earth's atmosphere. Some gases, such as water vapors, carbon dioxide (CO_2) and methane are called greenhouse gases, because they trap heat from the sun in the lower layers of the atmosphere. Without them, our planet would freeze and nothing could live on it.

The "greenhouse effect" is the warming that occurs when certain gases in the Earth's atmosphere retain heat. These gases let light in, but keep heat in like the glass walls of a greenhouse.

The "greenhouse effect" is the warming that occurs when certain gases in the Earth's atmosphere retain heat. These gases let light in, but keep heat in like the glass walls of a greenhouse. Sunlight shines on Earth's surface, where it is absorbed and then returns to the atmosphere as heat. In the atmosphere, greenhouse gases retain some of this heat and the rest escapes into space. The more greenhouse gases, the more heat is retained.

To these gases humans add pollutants that result in an accumulation of gases in the atmosphere. The most important of the gases produced by human activity is CO2, which is released when burning materials that contain carbon, such as coal, oil or firewood. These gases remain in the atmosphere for more than 100 years.

In the last 200 years, CO_2 concentrations in the atmosphere have increased by one third. People living in developed countries contribute a greater percentage to global warming than people in developing countries. On average, each citizen of North America adds 5 tons of CO_2 to the air each year, while a European or a Japanese contributes between 2 and 3 tons, a Chinese 0.6 and a Hindu 0.2. Currently, more than 90 percent of the carbon dioxide present in the atmosphere has been emitted from Europe and North America. If the situation continues as it is, the amounts of CO_2 could double over the next 100 years. As a result, the temperature can rise on the planet by an average of 1 degree Celsius.

Global warming is an increase, over time, of the average temperature of the Earth's atmosphere and the oceans. It is postulated that the temperature has risen since the end of the 19th century due to human activity, mainly due to the CO_2 emissions that increased the greenhouse effect. It is also predicted that the temperatures **may** continue to rise in the future if greenhouse gas emissions continue. The temperature rise is caused when greenhouse gases accumulate in the atmosphere and trap heat.

The problem is that in a few years, humans increased their natural effect by increasing the emission of gases related to the burning of fossil fuels such as carbon, oil, natural gas, and by the release of carbon from deforestation of large forested areas.

A warming of this nature **can have** serious effects on the planet. While the polar layers thaw, the sea level **could rise**, which **can cause** the lower lands to flood, and entire countries **could** disappear in the Pacific and **could** seriously affect others in Asia.

On the other hand, while the energy balance of the atmosphere changes, there **may be** drastic changes in the global climate, causing severe fluctuations in temperature and rainfall.

Deserts **could** expand, the sands of North Africa **could** invade the Mediterranean and dust storms **could** return in the North American Midwest.

The emissions of pollutant gases that cause global warming wreak havoc on our planet. A slight change in temperature **could** break the delicate balance of nature.

Torrential rains, floods, hurricanes, droughts, heat waves, frosts **could** happen: climate change affects us all equally.

Student´s name:	
Learning unit:	**1.** Expression of ideas based on texts
Learning outcome:	**1.1** Express obligations, advice, predictions and concerns about scientific or technological situations presented in informative texts, using modals
Activity number 4:	Expression of concerns about current issues

Read the following statemens

While noting that the number of complaints concerning racially motivated offences has fallen, concern is expressed that the reasons for this trend are not yet known.
The activist showed her concern for the animals.
Our main concern is to protect the environment.
Water pollution and solid waste management are major concerns in the urban areas.
The lack of rain bothered some farmers. Bullying, seen as early as the preschool years, is a growing national concern and causes serious problems for children.
The greatest worry is that of resource shortages, combined with poverty, and ethnic and religious tensions. We are witnessing a rise of concerns about the proliferation of weapons of mass destruction.
The situation in Lebanon is a source of concern to my country.
The risk of infection is a major concern of children without a functioning spleen.
Increasing intercommunal violence and banditry were also of concern.
We nevertheless reiterate our concern over the continued blockade of Gaza.

Shade common words or expressions in sentences

Discuss with your colleagues which of the concerns you read caught your attention the most

Write a concern you currently have

Express concern for

_____

_____

_____

_____

Express concern for

_____

_____

_____

_____

https://www.linguee.es/espanol-ingles/traduccion/preocupaci%C3%B3n.html

Student´s name:	
Learning unit:	**1.** Expression of ideas based on texts
Learning outcome:	**1.1** Express obligations, advice, predictions and concerns about scientific or technological situations presented in informative texts, using modals
Activity number 5:	Use of must, have to, and migh have to express obligations and prohibitions

Must

"Must" be used to talk about obligations and to make strong recommendations
Example:

You must save energy in the different sectors of the company

Mustn't be used to talk about prohibitions or what not to do

We must not forget to test the operation of the system

Must is used to advise with intensity

I must analyze the samples with security measures
They **must** work overtime to meet work goals
You must clean your work area after your workday
You must apply security measures

 "Must" is used to indicate probability or suppose something. Example: "

He has not filed his taxes yet. You must have problems to enter the Internet
They must have taken the staff contracts
It must be difficult to control production without planning
It must be difficult to avoid accidents without a company safety campaign
Technician must be in your workshop at this time
The accountant must be in his office at this time
The nurse must be in the operating room at this time

The laboratory worker must be doing tests.

"Must" is mainly used in positive sentences. It is not usually used to ask questions because they sound very formal.Instead of must use have to.

Write the word **can** or **must** in the blank space according to the text message

This response _____integrate local and global, governmental and non-governmental initiatives. In addition, of course, the development of specific diagnostic tools, drugs and vaccines is urgent.

Have to

The verb "to have" means to have. However, "to have to" implies the obligation or need to do something.

Have to and has to for obligations
Have to is commonly used to speak of obligation. Example:

I have to modify the production plan

The dentist has to sterilize his instruments

Have to is used to talk about actions that you have to do (even if you don't want to) and that there are **consequences if you don't do them.** Example:

They **have to** repair the car based on the fault diagnosis
We **have to** take the Diploma on Industrial Productivity
She **has to** buys pare parts for the machine
You **have to** make a decision about updating the purchase of supplies for the company
I **have to** clean the lab before the supervisor arrives
We **have to** take the risk of launching a new product to the market
We **have t**o ask him if he want to participate in training
I **have to** prepare work reports daily She **has to** lock the workshop when she leaves.
There is no audit, you don't have to keep the files We **have to** invite the director to present scientific projects

-Must and have to have the same meaning in affirmative statements, but different meanings in negative statements

Might have

Might have usually indicates that the action was possible, but that it was not carried out. Example:

It might have been worse.
Though I **might have** waited till the cancellation of the contract See what **might have** damaged stethoscope
That at least **might have** been some compensationfor his outstanding work in the institution
People **might have** been returning home from weekend trips.
You **might have** won the lottery with that ticket!.
We **might have** talked to them, but I don´t remember.

Student´s name:	
Learning unit:	**1.** Expression of ideas based on texts
Learning outcome:	**1.1** Express obligations, advice, predictions and concerns about scientific or technological situations presented in informative texts, using modals
Activity number 6:	Identification of obligations and prohibitions in informative texts

Read the following text

Thailand and the consequences of mass tourism

1 Plastic debris and coral death are the effects of mass tourism in Thailand. 36 million people visited this popular tourist destination in 2018. Mass tourism in Thailand is destroying one of the countries that make up Southeast Asia.

2 Thailand received a total of 35 million visitors in 2017. As a consequence, its main destinations are suffering very serious environmental and urban damage.

3 After visiting the emblematic monuments, seeing the exorbitant prices that we were asked to enter and seeing all the mass tourism in Thailand with our own eyes, we concluded that we must find new ways to enjoy the cities when we are traveling.

4 Here are some of the risks and consequences of mass tourism in Thailand:

5 Deterioration of the environment: the excess of tourist activities and mass tourism ends up damaging the ecosystem of Thailand and other countries. Do not do what everyone does, do not go where everyone goes and keep in mind that the planet belongs to everyone and we must take care of it.

6 Centralized economy in tourism: The dependence of mass tourism in Thailand on the country's economy has increased in recent years. It currently represents 20.6% of GDP. If Thailand limits tourism this would affect the country's economy. However, ways must be found to make tourism more sustainable and to foster the interest of local communities.

7 Accumulation of plastic waste: the amount of plastic waste that we accumulate when we are traveling is incredible. All that garbage stays there and usually ends up in the oceans. When we are traveling and when we are not, we must be aware of all the waste we generate and try to reduce it as much as possible.

8 When traveling and when we are in a fixed place we must be aware of the damage that our actions can cause and think before acting.

9 In conclusion, traveling responsibly and being aware of the problems that we can generate in a country to reduce them is vital when we are traveling. We must become aware of our actions and help reduce the impact on the environment.

In paragraph 3 Must it refers to
_____

In paragraph 5 Must it refers to
_____

In paragraph 6 Must it refers to
_____

In paragraph 7 Must it refers to
_____

In paragraph 8 Must it refers to
_____

In paragraph 9 Must it refers to
_____

Student´s name:	
Learning unit:	**1.**Expression of ideas based on texts
Learning outcome:	**1.1** Express obligations, advice, predictions and concerns about scientific or technological situations presented in informative texts, using modals
Activity number 7:	Expression of suggestions or recommendations: Should, should have

Should

Should express obligation. Examples

You should be wearing safety glasses.

Should express obligation or duty, whith less force than "have to" and "must"

- Should is used to give advice and make recommendations.
- You should organize a work meeting
- You should check the operation of the equipment
- They should get credits for the construction of hospitals
- The electrician should repair the installation
- The results of the vote should satisfy everyone.L

To express negative statements, use not or shouldn't. Examples:
- You should not omit the use of protective gloves
- We should not forget to fill the blog
- We should not skip laboratory tests
- The manager shouldn't hire irresponsible staff
- The employees **shouldn't** behave like this..

To express interrogative statements, start with should. Examples:
Should I participate in the audit?

Should I budget the inputs for production?
Should I calibrate the instruments?
Should you develop the technological proposal?

Sometimes should express probability. Examples:

- The manager should be organizing the staff right now.
- The translator should be in the conference at this time.

Sometimes should express deduction. Examples:
- Supervision should be over by now
- He worked efficiently on planning the meeting, so he should have done well.

The auxiliary ought to is also used to give advice

Should have

For a past action

Subject	+	should	+	have	+	Past participle

The employer **should have** hired the engineer when he was available.

Read the next text

13 The problem, in our case, is that the authorities **should have** known that there was no water in the pool that they decided to dump because it was precisely themselves who had emptied it. It is not that the Carlos III Hospital was in optimal circumstances to face a crisis like the current one, but its foolish dismantling has recently taken its toll

14 A second consideration has to do with the qualifications of health policy makers. It **should be** clear that, in addition to good politicians and managers, those responsible **should have** a minimum specific intellectual and technical background, something that has not been fulfilled in our country during the last decades. With the exception of very few exceptions, ministers and health advisors did not meet the requirements for the position. They are not met by the current minister, terrified of the need to credibly convey

messages with a certain technical content and unable to understand in general terms a problem such as Ebola. Nor does the famous Minister of Health of the Community of Madrid, certainly a doctor by profession, but clumsy, incompetent and rude as a politician. I am not one of those who ask for their resignations, but of those who think they should never have been appointed to the positions they hold. It is clear that for certain positions any politician is not worth it. This is being seen in the fields of education, science, research and health.

Find the causes and consequences of the news, extract key information and brand connectors.

Student´s name:	
Learning unit:	**1.** Expression of ideas based on texts
Learning outcome:	**1.1** Express obligations, advice, predictions and concerns about scientific or technological situations presented in informative texts, using modals
Activity number 8:	Analysis of specific information

Read the following text

Argentina is one of the countries with the highest level of herbicide application in the world. In this country, it is very common, for example, the use of glyphosate in the application of genetically modified crops, which has created extensive biological consequences in animal and human development. If continued use would have serious damage to human health since the exposure of humans to glyphosate has been linked to several chronic effects, such as birth defects, cancer, neurological (it is believed to cause Parkinson's disease), in addition of other acute effects caused by the direct use of the product by farmers or by the exposure of the inhabitants. Congenital defects experienced by women in Argentina and Paraguay may be a consequence of their exposure to glyphosate used in GM soybeans and rice.

Find the causes and consequences of the news, extract key information and brand connectors.

Read the following text

Venice is flooded and has declared a state of emergency. The city of canals is an example of human determination to dominate nature. Actually Venice **should not** exist, since it was built on a swampy lagoon.

In the next 20 years, if Venice and its surroundings continue to sink at the current rate, a sea level eight centimeters higher than the current one **could** occur. Until now, the data that was handled indicated that Venice, only as regards the sinking of the ground, was submerged in the waters at an average of four centimeters per century. The new study indicates that it **will be** four centimeters every 20 years, a figure that doubles when associated with the rise in sea level, caused by global warming.

https://www.abc.es/internacional/abci-venecia-hunde-rapido-201203230000_noticia.html?ref=https%3A%2F%2Fwww.google.com%2F

Answer the following questions

Why is it claimed that Venice should not exist?

_____

_____

_____

_____

_____

_____

Read the following text

Since we published in these same pages an essay on zoonoses, or animal-borne diseases, some of the natural enemies we describe there have once again been with serious consequences for human health in many countries. I am referring to the Middle East coronavirus respiratory syndrome, MERS-CoV, whose international dissemination has led to the restriction of the number of pilgrims admitted to Mecca, and the Ebola virus, whose current excesses far outweigh any of those produced previously, monopolizing daily newspaper headlines that cause fear in readers. When I started writing this text, we were facing a worrying outbreak and the virus had not reached Spain. Now we are facing a catastrophe without control and the virus has already arrived in our country, as announced, and has caught us off guard.

https://www.youtube.com/watch?v=zbru99aRJ1g

What is the main idea of the text?

Read the following text

Urgent to face the species extinction crisis: WWF The World Wide Fund for Nature indicated that it seems that the future of millions of individuals does not attract the attention of world leaders; The main threats to animals are the destruction of their habitats, overfishing, pollution, deforestation, disease and climate change. It is urgent to increase the political relevance of nature and promote a movement that leads change to formalize a pact between nature and people to respond to the crisis of the extinction of species, said the World Wide Fund for Nature (WWF, for its acronym in English). Through his Living Planet Index (IPV) 2018, he said that "it seems that the future of millions of species on earth does not seem to attract the attention of world leaders." He mentions that in 2017, around 50 scientists called for a more ambitious response to the species extinction crisis and published an article to propose a new 'Global Compact for Nature'. He added that this in order to "accompany the Paris Agreement on climate change to promote greater protection and restoration of habitats and conservation strategies at national and eco-regional scale, as well as the empowerment of indigenous peoples to protect the sovereignty of their lands" . The Living Planet Index - first published 20 years ago - has tracked the state of biodiversity for two decades, through the size of populations of thousands of vertebrate species worldwide and in its most recent publication shows an overall decline, between 1970 and 2014, of 60 percent in population sizes.

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He added that this in order to "accompany the Paris Agreement on climate change to promote greater protection and restoration of habitats and conservation strategies at national and eco-regional scale, as well as the empowerment of indigenous peoples to protect the sovereignty of their lands" .

The Living Planet Index - first published 20 years ago - has tracked the state of biodiversity for two decades, through the size of populations of thousands of vertebrate species worldwide and in its most recent publication shows an overall decline, between 1970 and 2014, of 60 percent in population sizes.

Find the causes and consequences of the news, extract key information and brand connectors.

https://aristeguinoticias.com/1911/mundo/urgente-enfrentar-la-crisis-de-extincion-de-especies-wwf/

Read the following text

Sunset

When the air is clear, the sunset **will** appear yellow, because the sunlight has passed a great distance through the air and the blue light has dispersed. If the air is contaminated with small, natural or other particles, the sunset **will be** redder. Sunsets over the sea **can** also be orange, due to salt particles in the air. The sky around the sun looks red, as does the light that comes directly from the sun. This is because all the light disperses relatively well through small angles, but it is more likely that the blue light **will be** dispersed twice over the larger distances, leaving the colors yellow, red and orange.

Find the causes and consequences of the news, extract key information and brand connectors.

In the previous text, a cause-effect relationship is presented. Explain why

Find the causes and consequences of the news, extract key information and brand connectors.

_____

_____

_____

_____

Read the following text

Melted water from glaciers helps to raise the sea, but it **can also** alter ocean currents that, among other things, establish a balance in the distribution of temperatures across the globe. For example, they are responsible for maintaining areas with relatively stable climates and exporting heat from the lower latitudes.

https://www.nationalgeographic.com.es/ciencia/actualidad/deshielo-artico-se-acelera-sin-precedentes_13620/5

In the previous text, a concept-example relationship is presented. Explain why

Read the following text

Asthma joins the list of ills linked to being overweight
While there is a relationship between the two problems, it is unknown what is due

People who are overweight or obese are 50% more likely to develop asthma. So sharp is the conclusion of a study published in the American Journal of Respiratory and Critical Care Medicine that investigated 333,102 people.

The result implies that "if the number of overweight people can be reduced, there would be fewer cases of asthma," said Dr. Rand Sutherland, director of the study. This explains why in the US The number of asthmatics has matched the rise in obesity.

Thus, asthma adds to the extensive list of ills related to being overweight (see infographic). What is still unknown is the mechanism that explains this connection. Until now it is known that obesity generates a lower lung capacity, but that is not enough to develop asthma.

This disease consists of inflammation and decrease in the size of the airways that reach the lungs, commonly derived from allergies, cold or factors such as exposure to cigarette smoke.

"Taking care of extra pounds is not just an aesthetic issue," says Ada Cuevas, a nutritionist at Las Condes Clinic. For her, the confirmation of this link is one more reason for people to become aware of the difficulties that overweight can cause.

"The obese patient may have problems from the head to the respiratory system, or the renal system, etc. Wherever you look, you will find a negative effect," he adds.

Find the causes and consequences of the news, extract key information and brand connectors.

Student´s name:	
Learning unit:	**1.**Expression of ideas based on texts
Learning outcome:	**1.1** Express obligations, advice, predictions and concerns about scientific or technological situations presented in informative texts, using modals
Activity number 9:	Expression of proposals, opinions and agreements

Search the Internet for a text in which you have to comment on a work situation

Participate in discussion tables in which proposals, opinions and brief agreements on labor situations are expressed

Prepare a list of agreements and disagreements.

Student´s name:	
Learning unit:	**1.**Expression of ideas based on texts
Learning outcome:	**1.1** Express obligations, advice, predictions and concerns about scientific or technological situations presented in informative texts, using modals
Activity number 10:	Description of responsabilities of the development of work

Select a career from those taught on campus

According to the modules taught in the degree program, identify and write three responsibilities that the technical professional has at the end of the degree course. Use Must, Have to, and should.

_____
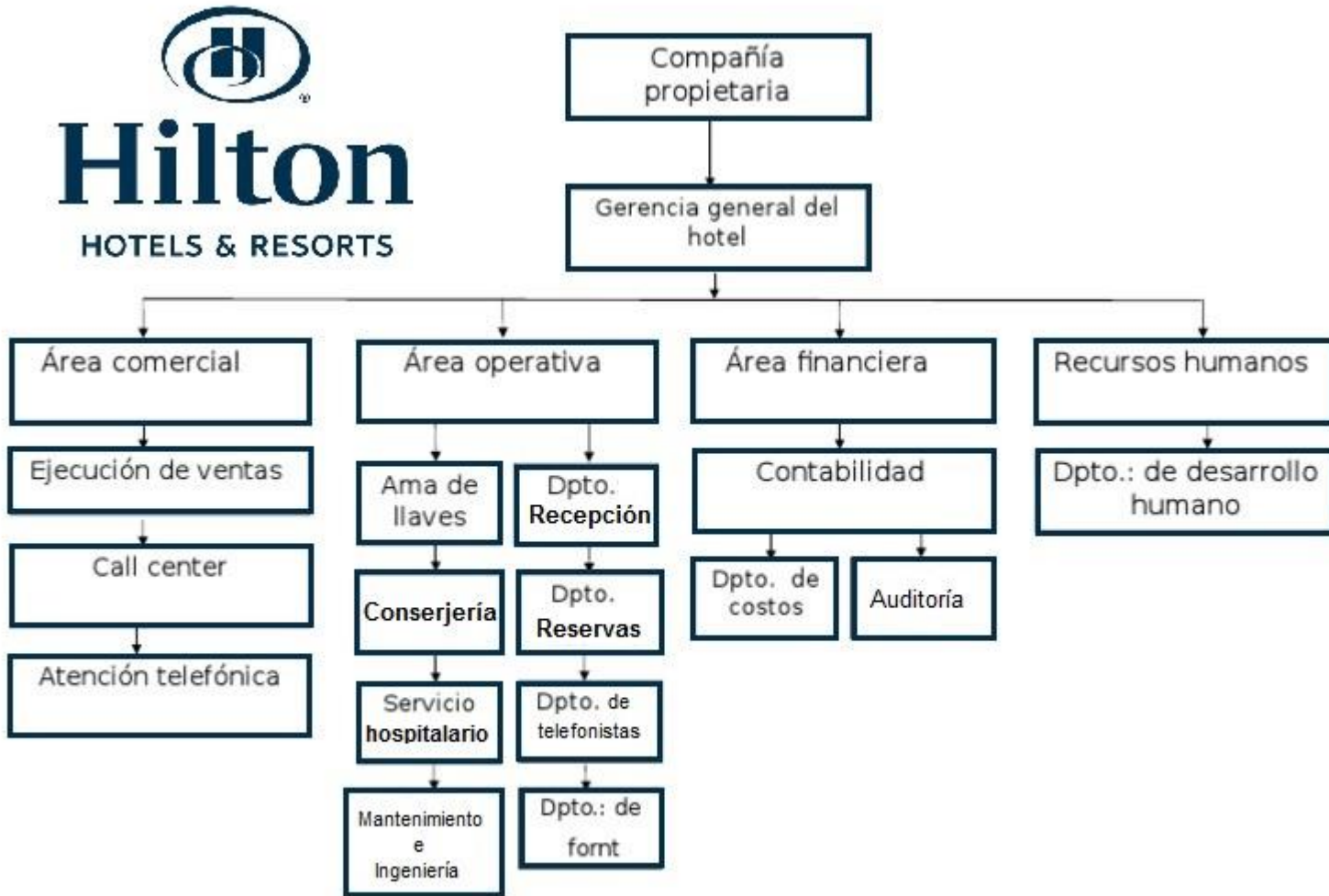
_____

_____

_____

See the following organization chart

Describe three functions of the commercial, operational and financial area of the Hiltol hotel, using Must, Have to, and should

_____

_____

_____

_____

Student´s name:	
Learning unit:	**1.**Expression of ideas based on texts
Learning outcome:	**1.2** Exchange information about experiences that happened before various events in the past, presented in descriptive texts using the grammar structure of the past perfect
Activity number 11:	Identification of experiences that happened before various events in the past

Used to talk about an action that happened before another action in the past

I had requested a quote
You had sanitized the instruments
He had brought the materials
She had applied the vaccines
When he had read the report he was convinced
Production increased so much because I had selected the materials
The equipment was running all night because I had received many orders
The manager had not lost the documentation and finally found the invoices.
I had verified it before you delivered it
They were very efficient because they had never been motivated before
You said you had bought this rectifier at the hardware store
You had calibrated the instruments before measuring the oil levels

Expresses an action that occurred before a specific time in the past

I had not discarded the waste before tanning the skin
I didn't have the budget because I had left the invoices at the office
They had established their business before 2002.
I had already put on the safety equipment before starting work We had certified before 2015
The chemist had never missed the laboratory before yesterday

With reference to actions considered retrospectively from a moment in the past.

When the client arrived, he asked me how long he had been repairing the PC

With the verbs to hope, to expect, to think and the like, the use of the past perfect tense indicates that what was expected or thought did not come to fruition. Example

We had expected to meet him, but he was not there.

When I arrived at the clinic my patient had already worsened
I had stayed to work overtime, when the alarm went off Me

Affirmative sentence
The judge had already ruled (**Past Perfect)** when I got (**Past Tense**) to court

It is formed with a simple past verb (or another expression of the past) to indicate the most recent moment. Then the perfect past is understood to have happened before this moment.

Structure:

Subjet	+	had	+	Past participle

Interrogative sentence

Had	+	subjet	+	Past participle	+	?

Negative sentence

Subjet	+	had	+	not	Past participle

Negative questions

Had	+	I	+	not	Past participle	?

Example

We had not omitted documentation before the audit
We had not prepared the documentation before the audit

Explanation

By reading the following statements you will see how the perfect past is formed

After the dentist had applied the fluoride, he discharged him from the treatment
They had been office mates for a long time before associating

In the first, the dentist applied the fluoride and then discharged him from the treatment
In the second, they had been office mates and then became associated.
At what time is the action that occurs in the first place? In Past Perfect. 1) And what happens next? In Past Simple
This is the key that explains the differences between the simple past and the perfect past. Although both times refer to a past action, there is a chronological order between the two. The perfect past refers to one action prior to another in the past

If we were to represent them on a timeline we would have this

past   **now**   **future**
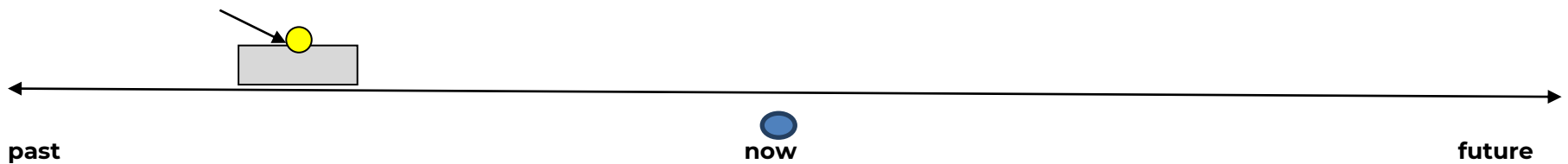
In this type of sentences where the simple past and the perfect past are used, it is common to find time expressions of the type after, before, by the time and when, which indicate the order in which events happen. Example

As soon as I had got to the hospital I washed my hands
Employees did not leave until they had finished their workday
When he arrived at the company, the employees had already closed the payroll
The gastronomic had finished when the supervisor came to the room
The apprentice had prepared the materials when the owner arrived at the workshop
https://madridingles.net/pasado-perfecto/

The past perfect tense with other past tenses is used to talk about actions or states that took place before the main past action or state.

I couldn't audit you on Friday because I had left the minutes at the office

It is used to denote a past action completed before another past action or before a certain moment in the past.

This tense-form is not used simply to describe an action in the distant past. There must be another action, less far away in the past, with which it contrasts as a prior action.

After he had finished the report the supervisor was presented in the production area
The doctors had received the protective equipment when they treated the patients
The gastronomic exhibition had barely started when the tourists arrived.
The verification of the car had lasted three hours, when the client arrived La
I was convinced because I had analyzed the production reports
We didn't want to stop production because we had just promoted the product.
I had cleaned the work area before closing the lab

We also use it over and over again in the conditional that references the past
If you had corrected the fault, the engine would not have crashed

Fill in the correct form of the past perfect simple or past simple as in the examples.

1. 1 After the boss_____Peter, he_____to work in the company. (hire/begin)
2. _____you_____the news before you_____it on TV? (hear/see)
3. María didn´t want to see the film because she _____ the book yet (see/ not read)
4. The film_____already_____when we_____the cinema (begin/enter)
5. Until Sarah _____Michael, she _____never_____a boyfriend. (meet, have)
6. Bob _____for years before he finally____terribly ill (smoke/ get)
7. _____ever_____walking to school by herself before then? (go)
8. How many goals _____the boys_____by the time it started raining (score)
9. You_____them to go to the beach, hadn´t you (not allowe)
10. You_____in weeks? Tha´s why you_____so tired in class. (sleep/look)

Student´s name:	
Learning unit:	**1.**Expression of ideas based on texts
Learning outcome:	**1.2** Exchange information about experiences that happened before various events in the past, presented in descriptive texts using the grammar structure of the past perfect
Activity number 12:	Talking about the chronology of past events

Read the text

When Guatemala lost Chiapas. We will talk about the moment when Chiapas is annexed to Mexico.

193 years ago Chiapas was integrated as a State of the Mexican Federal Republic

Once the Independence of Mexico was consummated in 1821, the inhabitants of the territory of the current state of Chiapas, including the Soconusco party, faced a dilemma: to be part of Guatemala, of Mexico or to remain as a colony of the Spanish Empire.

At the end of the colonial era, Chiapas entered a political and economic crisis; caused by the change in the administration of the provinces; The system of mayor mayors was replaced by that of intendants (for the first time the Soconusco became part of Chiapas) and generated disagreement among the ruling elites of that time, as the control they exercised over the workforce of the Indians decreased. Likewise, a disagreement began to be expressed against the authorities of the General Captaincy of Guatemala, due to the abandonment in which they kept Chiapas.

In effect, Chiapas suffered, as a consequence of the implementation of the colonial system, a double isolation: that of the capital of New Spain and Guatemala; and the internal one, motivated by the few communications between villages, somewhat caused by the geographical situation, but also by how unattractive the Chiapas economy was for the Spanish.

Therefore, the idea of making the province independent, both from Guatemala and Spain, was born; it was friars Ignacio Barnoya and Matías de Córdova who promoted the "Plan of Free Chiapas", in which the three guarantees of the Plan of Iguala were ratified and declared that region free and independent to decide what would be convenient for it, thus after a meeting held by the residents of the Comitán, on August 28, 1821, Chiapas declared its independence from the Spanish Empire.

However, after the fall and dissolution of the Empire of Agustín de Iturbide, that region returned to be in the dilemma around the decision to join Mexico or Guatemala, since serious abuses were committed against the population and the abandonment continued; reason why for the chiapanecos the express conviction existed to belong to a nation within which Chiapas had better opportunities of life. On January 23, 1824, the city council of Ciudad Real requested its union with Mexico, which was immediately followed by the city

council of Comitán; while the Tuxtla city council maintained that it was better to join Guatemala. Due to this lack of definition, the Constitutive Act of the Mexican Federation of January 31, 1824, does not mention Chiapas as a member of the nascent Mexican federation. The conflict was resolved peacefully and democratically, through an unusual exercise of direct democracy, in which the people of Chiapas, through a plebiscite held on September 12 of that same year, demonstrated in favor of their incorporation into Mexico, for which reason the September 14, 1824 the inhabitants of Chiapas (without what was then considered the Soconusco party) formalized before the Mexican Congress their will to be one of the states of the Mexican Federation, which approved said incorporation on October 2, 1824. For its part, the Soconusco region finished formalizing its incorporation into the territory of the current state of Chiapas, and therefore to the Mexican nation, until September 11, 1

https://www.gob.mx/inafed/articulos/hace-193-anos-chiapas-se-integro-a-la-republica-mexicana

Observe the following statement

In 1821 Mexico had already consummated its independence

Mexico had already consummated its independence when Chiapas hesitated to belong to this country

The Empire of Agustín de Iturbide had already been dissolved when Chiapas returned to be in the dilemma around the decision to join Mexico or Guatemala

Sort the statements and mark the chronology of events

Order the sequence of events that happened so that Chiapas belonged to Mexico

	The Comitan City Council requested its union with Mexico
	The city council of Ciudad Real requested its union with Mexico
	Consummation of the independence of Mexico
	Chiapas political and economic crisis
	Dilemma around the decision to join Mexico or Guatemala
	Chiapas declared its independence from the Spanish Empire

Student´s name:	
Learning unit:	**1.**Expression of ideas based on texts
Learning outcome:	**1.2** Exchange information about experiences that happened before various events in the past, presented in descriptive texts using the grammar structure of the past perfect
Activity number 13:	Description of activities and processes school and work

Main Stages of the Production Process
The phases of an industrial production process are as follows:
Design: it is established how the conformation and presentation of the product will be
Production: it is about the manufacture of the product
Distribution: consists of placing the result of production in the target market

Form teams of 2 or 3 people.
Write a sentence with the word that the teacher shows in the class, using the structure of the perfect past according to the sequence of the process
They expose, by team, the prayers
They listen to the comments of their classmates about the structure and pronunciation of the sentence and correct, if appropriate

Control	Production	Supervision
Processes	Planning	Quality

Form teams of 5 or 6 members
Write sentences that express how some processes are carried out. See an example

The product had already been designed when its production was planned

Student´s name:	
Learning unit:	**1.**Expression of ideas based on texts
Learning outcome:	**1.2** Exchange information about experiences that happened before various events in the past, presented in descriptive texts using the grammar structure of the past perfect
Activity number 14:	Description of activities and processes school and work

Analyze the productive process of olive oil

Olive oil production process
The olive oil production process consists of the following stages:
Harvesting and transporting the olives: The olives are cut from the olive when they are ripe and taken to the oil mill
Olives washing: the leaves, branches and weeds are removed with level sensors based on floats.
Crushing: the olives are pressed to obtain a paste and then separate the oil from the pulp.
Oil extraction: the oil is extracted by centrifugation at less than 19° C. obtaining the three components of the paste: oil, marc and apelchín.
Separation of the phases: The oil, marc and sorrel are separated by vertical centrifugation, obtaining the extra virgin oil, the liquid residue (alpenchin) and the solid residue (marc).
Storage: The oil is stored in temperature controlled tanks for subsequent packaging.
to product manufacturing
Distribution: consists of placing the result of production in the target market

Write sentences in which actions are carried out in a past time, but without being simultaneous. For example:
The oil had already been extracted from the pulp when the phases were separated

Write the milk processing phases on the following timeline

past   **now**   **future**
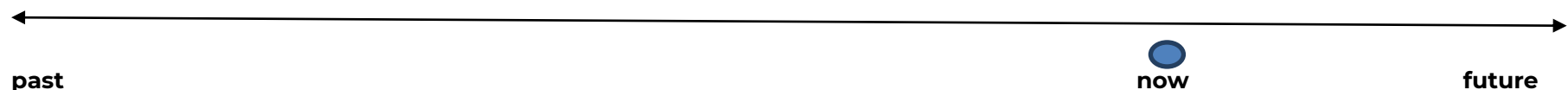
Milk production process
The dairy industry guarantees the safety and quality of milk, carrying out the production process of this food with the strictest quality controls at the different stages of this process, as shown below:

Extraction: milk is extracted (milked) from cows on farms, twice a day every day of the year
Storage: milk is stored in refrigeration tanks
Transfer: milk from farms is transported by tank trucks to processing companies
Reception: milk is received at processing companies
Testing: milk is subjected to visual inspection tests (odor, color, appearance at macroscopic level), temperature (0°-10ªC), acidity determination, alcohol stability, among others.
Sanitized: By unloading the milk in the storage silos, a first filtering is carried out prior to the sanitizing phase, in which any body or foreign substance is eliminated.
Skimmed: the cream is removed from the milk by centrifugation, to then homogenize or normalize the fat content of the different types of milk.
Pre-sterilization aims to reduce the content of microorganisms in milk
Standardization: the specific fat content is added to the milk (in cream form) according to the type of milk you want to obtain: whole, semi-skimmed or skimmed.
Pasteurization: the milk is heated to around 70°C for 15-20 seconds. The most common is to apply a heat treatment of 63°C for 30 min. and cool to 6 °C. At this temperature, pathogenic microorganisms are eliminated but not their spores.
Ultra High Temperature Treatment (UHT): the milk is subjected to temperatures of at least 135 °C for about 3 or 4 seconds followed by rapid cooling, allowing the nutrients to be kept almost intact.
Packaging: milk is packaged in aseptic conditions.

https://www.gestion.org/contrato-indefinido/

Student´s name:	
Learning unit:	**1.** Expression of ideas based on texts
Learning outcome:	**1.3** Express behavior in hypothetical situations present in narrative texts, using the grammatical structure of the second and third conditional
Activity number 15:	Identification of hypothetical situations in narrative texts

There are three types of conditional sentences:

POSSIBLE: If + present............. future / present / imperative
IMPROBABLE: If + past.................. conditional / would, could and might + infinitive
IMPOSSIBLE: If + past perfect...... conditional perfect / would, could, might + perfect infinitive
Examples:
If you press this button, the machine switches off.
If you hear the alarm, get out as fast as you can.

If they asked me to work for them, I might accept.

The type 2 conditional or second conditional in English is used to express a hypothetical, unreal or unlikely situation in the present that is, they are unlikely to occur

Structure past tense, in the first action and the mo
To form the second conditional, it is necessary to use the simple dal verbs would, could and might, which imply the possibility of doing something or something happening, together with the verb of the result in time present simple, like this:

If	Conditional sentence (Past tense)	Main sentence **(**Would + infinitive**)**
If	I were you	I would apply for a scholarship

The subjunctive form is used in the if clause. In most cases, the subjunctive form is the same as the simple past. For the verb be, however, were is used for all persons in formal English

The second conditional does not lose its meaning or condition if the order of the sentences is reversed.

Note that whatever the subject, the verb form of BE is "were", not "was"

If I were rich, I would travel around the world

Modals would, could, and might

These modals are used in the result or main clause of a second conditional sentence. The three are always followed by the SIMPLE FORM OF THE VERB

Could indicates that you would be able to do something. It expresses possibility (capacity, ability) "Could"

Might indicates that you are not very certain of what you would do in this hypothetical situations "Might"

Would indicates what you most surely think of doing in this present unreal situations "Would"

All the verb tenses that are formed in Castilian with the ending estuary, such as would see, would go, would send, would maintain, would give, etc., are formed in English putting the word would before the verb.
Conditional tense is formed in English by putting the verb before.

Would serves to form conditional tense.

Would, could and should correspond to the simple conditional mode in Spanish. This mode indicates future action that has not yet been taken. Would is the conditional of will. Could is the conditional of can, Should is the conditional of shall.

Would always appear next to a verb in the infinitive form. This verb tense is formed by adding "would" before the verb. **Examples**
I would make a production budget
I would go to the software presentation
We would send the project for evaluation
He would say his opinion on the work program
She would do a product quality inspection
They would not operate tomorrow
You would give the go-ahead to the production plan
They would see the cost proposal to value it
He would make his attendance check

I would send the check list for the evaluation

Interrogative statement

To interrogate with verb tenses that require the use of would, only place the word would in front of the personal pronoun, that is, at the beginning of the sentence. Example:
Would he make his attendance check? Would you give the go-ahead to the production plan?
Would I send the check list for the evaluation?
Would they see the cost proposal to value it

This verb form of to be is always used with the pronoun I when giving advice.
If I were you, I would study harder

The variant of would in the second conditional is the modalities could and might, but both indicate that the probability that the hypothesis is fulfilled is even less. Equivalent to the conditional "might" or to the expressions "maybe" / "maybe".

If you **walked** faster, you **could** / **might** arrive before them.
Scientists have known the greenhouse effect since 1824, when Joseph Fourier calculated that the Earth **would be** colder if there was no atmosphere. This greenhouse effect is what makes the Earth's climate fit for life. Without it, the surface of the Earth **would be** about 60 degrees Fahrenheit colder.

Student´s name:	
Learning unit:	**1.** Expression of ideas based on texts
Learning outcome:	**1.3** Express behavior in hypothetical situations present in narrative texts, using the grammatical structure of the second and third conditional
Activity number 16:	Descriptions of hypothetical situations concerning moral dilemmas

A moral dilemma is a short story in which a problematic situation is presented that presents a conflict of values

Choosing a behavior forces moral reasoning about the values at stake. Example:

In the workshop the grinding machine has been broken as a result of the misconduct of a worker. The manager asks who it was, saying that if the culprit does not appear all the workers will have to pay for their repair, in addition to suffering other punishments. A group of workers know who is responsible, but they decide not to say anything, because the worker causing the problem is their friend, and they do not want to be accused of traitors. In addition, they want to avoid the problems and inconvenience that their confession would cause them.
Consequently, all workers are punished. Do you see the behavior of these workers correct? What would you do in a similar case?

In the following dilemma, you will be the one who makes the decision on the most correct course of action in your opinion.

A few years ago, the international press denounced that large multinational companies (including some of the major clothing and sports shoe brands) used children in their factories located in Third World countries. According to published reports, the conditions of labor exploitation that were produced in those factories were scandalous. In this way, companies were able to manufacture the product at a much lower price than what they would have to pay if those garments had been manufactured in countries with laws that respect Human Rights and protect labor and union rights for workers.

Some of these multinationals were justified, arguing that they did not directly manufacture the garments, since they granted the patent to national companies of those States (that is, they subcontracted the manufacture), which were in charge of the entire process. According to them, they were unaware that children worked in these factories and that labor rights were systematically violated; apparently, they learned from the press of the economic and personal exploitation of their workers.

If you were aware that a multinational sportswear company attends these practices, would you buy clothing from that brand, even if it was cheaper and you especially liked the garments it makes?

Morally justify your choice.

Student´s name:	
Learning unit:	**1.** Expression of ideas based on texts
Learning outcome:	**1.3** Express behavior in hypothetical situations present in narrative texts, using the grammatical structure of the second and third conditional
Activity number 17:	Use of adjectives to describe people´s attitudes and moral values

Match the value with the correct description

1 Honesty

2. Loyalty

3. Faith

4. Responsibility

5. Trust

6. Fairness

7. Trustworthy

8. Tolerance

9. Justice

10. Respect

11. Acceptance

12. Love

a)Involves important decisions that you are trusted to do.

b) Integrity, no lying.

c) Devotion to a person, country, group or cause.

d) Belief that someone or something is honest.

e) Treating people in a way that doesn´t favor some over others.

f) Safe, sure, responsible.

g) Belief that someone or something is good and can be trusted.

h) To accept feelings, habits, or belief that are different from you.

i) The act of accepting someone or something.

j) According to law, be impartial, fair.

k) Strong affection for someone.

l) Enthusiasm or devotion.

m) Admire or understand that someone or something is important, and should be treated in an appropriated way.

Student´s name:	
Learning unit:	**1.** Expression of ideas based on texts
Learning outcome:	**1.3** Express behavior in hypothetical situations present in narrative texts, using the grammatical structure of the second and third conditional
Activity number 18:	Use of the third conditional to express hypothetical situations

The third conditional

It talks about the past. It's used to describe a situation that didn't happen, and to imagine the result of this situation.

Example:
If she **had studied**, she **would have passed** the exam (but, really we know she didn't study and so she didn't pass)
If I **hadn't eaten** so much, I **wouldn't have felt** sick (but I did eat a lot, and so I did feel sick).

We make the third conditional by using thepast perfect after 'if' and then 'would have' and thepast participlein the second part of the sentence:

If	+	past perfect	+	would	+	have	+	Past participle

If I had planned, it would have increased production (but, we really know that you did not plan and therefore did not increase production)
We make the third conditional use the perfect past tense after 'if' and then 'would have' and the past participle in the second part of the sentence. Example
If we had verified the electrical circuit, there would be no failures
It would not have been certified, if it had been used before
Her lungs wouldn't have collapsed if she'd quit smoking
He would have become a programmer if he had studied computer science
I would have been on time for the interview if I had printed my resume yesterday
If she had gone to training, she would have become a supervisor
If he had worked in a transnational company, he would have learned to speak a different language
If I had gone to the congress, I would have learned how to train
If we hadn't gone to the course, we wouldn't have motivated them
If I had taken the job, I would not have gone to Congress
It would have been more efficient if you had trained abroad

I would have achieved my goals if I had systematically controlled
We would not have certified, if we had not gone to the same course
The company would have gone bankrupt if they had not applied for the credit
She would not have done it if she had not managed the company
I would have taken a course, if I had enough motivation
I would have proposed to you, if I had not forgotten your resume
We would have qualified if we had been trained
She wouldn't have done it if she'd known she was lacking a budget
I would have qualified on time if I had prepared earlier
Would have met targets if production had been planned

Structure

The basic structure is: if + past perfect in the condition and conditional compound in the result. In this case, the hypothesis is impossible, since it refers to the past and, therefore, can no longer be realized.

If there were excellent earnings, employees would have been motivated

Possible variants of this structure are could / might + compound infinitive in the main sentence
It could have solved the problem if it hadn't been so negligent.

Conditional sentences are sentences in which the person speaking expresses an action that can only be fulfilled if one, or more, requirements are met. The conditional sentence expresses an action subject to "condition" (hence the name "conditional").
(1) Conditional structures are made up of two sentences divided by a comma; thus one action "conditions" the other.
(2) The order of the sentences does not alter the meaning, therefore, it is possible to put the sentence that appears second in the first place.

For example say: "If she listens to me she will understand." is the same as saying: "She will understand if she listens to me." If she listens to me, she will understand me. You will understand me, if you listen to me

Match the value with the correct description

1. If you _____ (not / be) late, we _____ (not / miss) the bus.
2. If she _____ (study), she _____ (pass) the exam
3. If we _____ (arrive) earlier, we _____ (see) John
4. If they _____ (go) to bed early, they _____ (not / wake) up late
5. If he _____ (become) a musician, he _____ (record) a CD
6. If she _____ (go) to art school, she _____ (become) a painter
7. If I _____ (be) born in a different country, I _____(learn) to speak a different language
8. If she _____ (go) to university, she _____ (study) French
9. If we _____ (not / go) to the party, we _____ (not / meet) them
10. If he _____ (take) the job, he _____ (not / go) travelling
11. He _____ (be) happier if he _____ (stay) at home
12. She _____ (pass) the exam if she _____ (study) harder
13. We _____ (not / get) married if we _____ (not / go) to the same university
14. They _____ (be) late if they _____ (not / take) a taxi
15. She _____ (not / meet) him if she _____ (not / come) to London
16. He _____ (take) a taxi if he _____ (have) enough money
17. I _____ (call) you if I _____ (not / forget) my phone
18. We _____ (come) if we _____ (be) invited
19. She _____ (not / do) it if she _____ (know) you were ill
20. He _____ (be) on time if he _____ (leave) earlier

Student´s name:	
Learning unit:	**2.**Expression of ideas about past present and future events
Learning outcome:	**2.1** Expresses actions that began at a specific time in the past and continue to happen today, using the structure of the
Activity number 19:	The formal and informal use of English

Expressions or idioms are words or phrases that have an imposed meaning, due to a common custom, tradition or form of expression, but that do not have an exact translation into Spanish.
By the way.
How do you do!
To be about to: estar a punto de -They are about to come.
All over the world:
You find such people all over the world.
To do: ser suficiente, servir (future, conditional)
That'll do, thank you.
I'll do my best:
Let's face it:
Let's face it, we're ruined.
First things first:
I haven't the foggiest idea:
I haven't the foggiest idea what this means.
To get in touch with:
Can you tell me how to get in touch with him?
On the other hand:
On the other hand there are things that you should consider
To have to do with:
It has nothing to do with me
To be in a hurry:
Are you in a hurry?
The last but one
To manage to:
He managed to get there in time.
What's the matter?= What's up?= What's wrong?:
To be... missing:
There are three books missing from this shelf.

Nothing doing
Once and for all:
I'll tell you once and for all, stop bothering me
To put something down to:
I put it down to lack of information
To take it easy:
Take it easy my friend, there's nothing to worry about
To take one's time:
Take your time there's no hurry.
Not to think much of:
They don't think much of him as a writer
In time:
Are you still in time?
On time:
He likes to be on time.
In a way:
That's also yours in a way.
In a word:
In a word, my answer is no.
If the wost comes to the worst:
If the worst comes to the worst we'll always have your flat
To change one's mind:
I may have said that yesterday but I've changed my mind.
Day in and day out:
He went to school day in and day out but seemed to learn very little.
To come to the point:
I'll come to the point, when are you going to pay us?
I think so, I hope so, I suppose so...:
To have a go at:
Have a go at it yourself.
Last but not least:
Every now and then:
He comes to see us every now and then.
At random:
He chose ten men at random.
Two days (etc) running:
This week I have to play basketball two days running
Time is money:

The trouble is: The trouble is that I haven't got any either.
The other way round:
So, you've got two and they haven't got any? - No, it's the other way round.
To jump to conclusions:
Don't jump to conclusions, please.
To make up one's mind:
Have you made up your mind yet?
Any minute now:
They will arrive any minute now.
As busy as a bee:
Stop bossing me about:.
By all means = of course:
May I borrow your ladder? - By all means.
By myself = on my own:
She likes to be by herself.
One must know where to draw the line:
Things were going too far, so I had to put my foot down:
They get on very well:
Two heads are better than one:
I´ll do ir right away:
To make the most of something:
As a matter of fact:
She understood me at once:.
After all I live around the corner.
Around the corner

Write a dialogue about a work situation in which you use expressions or idioms

Student´s name:	
Learning unit:	**2.** Expression of ideas about past present and future events
Learning outcome:	**2.1** Expresses actions that began at a specific time in the past and continue to happen today, using the structure of the present continuous perfect
Activity number 20:	Description of past actions with importance today

The present perfect continuous is used to express actions that have started in the past but continue in the present.

Many times it has the equivalent of the translation "to carry + gerund" in Spanish, but the use of this form is more frequent in English.

As in the present perfect, we use the auxiliary verb "to have" in addition to "been" (the past participle of the verb "to be") plus the verb + ing.

Afirmative sentences

Subject	**+**	**to have**	+	been	+	verb	+	ing

Examples:
They have been talking for three hours.
She has been studying English since she was 16.
I have been waiting for you for over an hour

Negative sentences

Subjet + auxiliar verb (to have) + "not" + "been" + verb+ing.
Examples:

They haven't been talking for more than a few minutes.
She hasn't been studying English for very long.
Don't worry, I haven't been waiting long.

Interrogative sentences

auxiliar verb (to have) + subjet + "been" + verb+ing?
Examples:

Have you been auditing for a long time?
Have you been managing the company for a long time?

We use this time when we want to express the sense of continuity of an action that has started in the past and that still lasts in the present or that has just ended.

We mean something we've been doing over a period of time, so we use the time prepositions "for" and "since"

If we use the present perfect continuous without a period of time, it means "lately" or "recently"
Examples:

I can't believe you haven't done the report yet. You've been doing it for a week now
The accountant has been working at the bank since 2013
We´ve been planning our gastronomic samples for over a month
The manager and supervisor have been controlling the processes since last June
The nurse has been caring for patients during the pandemic

Student´s name:	
Learning unit:	**2.**Expression of ideas about past present and future events
Learning outcome:	**2.2**Describe actions or activities related to work occupation using the reported speech andpassive voice
Activity number 21:	Reporting what other people said

The reported speech is used to tell what someone said but without exactly quoting their words.

Tense	Direct speech	Reported speech
Present Simple	Students **go** to class every day	He said that students **went** to class every day
Past Simple	Students **went** to class every day	He said that students **had gone** to class every day
Future Simple	Students **will go** to class every day	He said that students **would go** to class every day
Present Continuous	Students **are going** to class every day	He said that students **were going** to class every day
Past Continuous	Students **were going** to class every day	He said that students **had been going** to class every day
Present Perfect Simple	Students **have gone** to class every day	He said that students **had gone** to class every day
Present Perfect Continuous	Students **have been going** to class everyday	He said that students **had been going** to class every day
Past Perfect Simple	Students **had gone** to class every day	He said that students **had gone** to class every day
Past Perfect Continuous	Students **had been going** to class everyday	He said that students **had been going** to class every day

Changes in modals				Changes in other words and expressions	
Direct speech	Reported speech			Direct speech	Reported Speech
Can	Could			Now	Then
May	Might			Today	That day
Must	Must/had to			Yesterday	The previous day/the day before
Will	Would			Last week	The previous week/the week before
				A month ago	The previous month/the month before
				Tomorrow	The following day/the day after/the next day
				Next week	The following week/the week after
				Here	There
				This/these	That/those

Write a interviev using of structure to report what another person said or asked

Interviews	Surveys

Student´s name:	
Learning unit:	**2.**Expression of ideas about past present and future events
Learning outcome:	**2.2**Describe actions or activities related to work occupation using the reported speech andpassive voice
Activity number 22:	Use the passive voice

We use the passive voice when we want to give more importance to the object of the action than to the agent of the action, or when we do not know or prefer not to mention said agent. In English, especially in scientific language, passive voice is used more frequently than Spanish.

Examples of passive sentences are:

The classification is founded on climatic phenomena
The Quaternary was marked by a striking development of glaciers
The phenomenon has been studied
These are separated by phases of returning warmith
The time scale has heen established by a study of climatic conditions
It has not been absolutely proved
Efforts have been made
What is the passive voice? To understand this concept, you must first know what the active voice is. The active voice is the way we usually speak. We always say that someone (a person) performs (or does not perform) an action.
For example:
Present: Technician repairs installation.
Past: The technician repaired the installation
In this example we say that the technician performs (or performed) the action of repairing the installation. Therefore, the active voice refers to those phrases in which we express that a person (the subject) performs an action.
However, there are times when we do not want to emphasize that a person is the one doing the action. In this case, we make the object (things or people on whom the action falls) take center stage in the action. In the example we have seen, we would say:
Present: the installation is repaired the installation is repaired
Past: the installation was repaired the installation was repaired
Therefore, in the passive voice we use the object of the sentence as a subject.
Then you may want to mention who repaired the installation
In this case we would say: The installation was repaired by the technician
But it sounds weird in Spanish, doesn't it? That is because the passive form is not as used as in English.

Structure

Object (makes Subject) + verb "to be" conjugated + past participle + complement. For example: This house was built in 1980. This house was built in 1980. But how do we transform an active phrase into a passive phrase?
1) We look for the object (it can be a thing or a person on which the action of the subject falls) of the active phrase and we make it a subject. We literally turn the phrase around.
& 2) We change the main verb (the one that performs the action) to the verb structure "to be" conjugated + participle of verb.
Subject: He (person) built the house.
Transformation example:
Active phrase: He (subject person) built (active verb) the house (object). He built the house.
Passive phrase: The house (Subject object) was built (passive verb) by him. The house was built for him.
Subject "The house" was built by him
You have to match the verb tenses of the verb "to be". If the verb in the active sentence is in Present Tense
We will say, for example: "is / are + built". If the verb is in Past Tense we will say "was / were + built". If the verb is in
Present Perfect we will say "have / has been + built."

The passive voice is used much more in English than in Spanish. The passive voice is used more in journalistic and scientific language than in colloquial.

The passive voice is formed with the corresponding tense of the verb to be followed by the past participle of the verb that we are conjugating. Therefore, the structure of the English passive voice is equivalent to the first passive Castilian.

"The phenomenon has been studied" "The phenomenon has been studied"
However, when translating, we can also use the reflexive passive
The phenomenon has been studied
Sometimes only the passive reflex allows us to carry out a good translation
Efforts have been made
It is a preferable version to: "Efforts have been made"
When we express the agent, it will appear preceded by the preposition by which is equivalent to Spanish
These are separated by phases of returning warmith

Student´s name:	
Learning unit:	**2.**Expression of ideas about past present and future events
Learning outcome:	**2.2** Describe actions or activities related to work occupation using the reported speech andpassive voice
Activity number 23:	Identify information in instructional text whose emphasis is on actions

See the following blog

	LOG OF WORK

CONSTRUCTION DATA			
Name			
Location		**Contract number**	
Work number		**Amount**	
Start date			
End date			

CONTRACTOR DATA	
Name or social reason	
Address	
Phones	
Legal representative	

RESPONSIBLE FOR THE WORK

Contractor Controller	Firms

	Firms
	Work management
	Logbook number

Activity		Location	
Draft		Contract number	

Note number	Date	Note

Require the blog

http://sgaalpina.blogspot.com/

Student´s name:	
Learning unit:	**2.**Expression of ideas about past present and future events
Learning outcome:	**2.3** Express predictions and plans in different work situations using "will" and "going to"
Activity number 24:	Predicting the future

Will "is a modal (or auxiliary) verb that is used to form the future." Will "must always be accompanied by another verb to form the future.

To talk about an unplanned and uncertain future, you must use "will" or "won't" (negative). "Will" is also used to make predictions. For example: "I think it will snow". I think it will snow. "Will" also serves to give orders. For example we say: Will you close the door please? Could you please close the door

When you want to talk about an unplanned and uncertain future, you should use "will" or "won't" (negative).

Example

I will get to join the company

We will do our best

They will send the schedule tomorrow

You will do the sanitation in the workshop

He will maintain his position before the manager

They will come with the payroll on the 14th

Will I get the budget?

Will we give the production planning?

Will they send the quarterly report?

Will you do the graphic design?

Will he maintain work efficiency?

Student´s name:	
Learning unit:	**2.**Expression of ideas about past present and future events
Learning outcome:	**2.3** Express predictions and plans in different work situations using "will" and "going to"
Activity number 25:	Planning for the future

Talk about personal and work plans
Use of going to

To talk about something you have planned and will do in the immediate future, you must use the expression "going to".

The work plan allows to establish what are the objectives to be achieved in a certain period of time, the problems that can be presented and the methodology to be used to face them, defining aspects such as the available budget, the assigned human resources or the planned chronology for their develpment.

It serves to plan how to execute initiatives or projects, establish the tasks in which the staff is immersed and guide the work of the personnel involved in its execution

To prepare a work plan, in addition to breaking down the budget and detailing the functions and deadlines for implementation, the following must be specified:

· The project execution period
· The objectives to be achieved with the initiative.
· The obstacles that must be resolved to achieve it
· The necessary resources, both human and material for its development
· The strategy to overcome limitations and get the job done

Its wording should be clear and concise so that it is understood what the project consists of, what obstacles it will face and how it will be executed. Must be:

Take into account the audience or audience you are targeting

Be realistic, with estimates and projections achievable to ensure the completion of the project

Justify the work plan explaining what is going to be done and arguing why it can be done. It is convenient to incorporate statistics, data and graphics to support the project.

II. Evaluation Guide Specialized Communication in English

a. Description

The evaluation guide is a document that defines the process of collecting and assessing the evidences required by the module developed and is intended to guide the evaluation of the competences acquired by the students, associated with the Learning Outcomes; In addition, it describes the techniques and instruments to be used and the weighting of each evaluation activity.

During the teaching - learning process it is important to consider three purposes of evaluation:

The **diagnostic** evaluation allows to establish a starting point based on the detection of the situation in which the students are. The student will be able to obtain information on the aspects where he should emphasize his dedication. The teacher can identify the characteristics of the group and properly guide their strategies. At this stage, informal information collection mechanisms can be used.

The formative evaluation is carried out during the whole learning process of the student, in a constant way, either at the end of each learning activity or in the integration of several of them. Its purpose is to inform students of their progress with regard to the learning they must achieve and warn them about the aspects in which they have weaknesses or difficulties in regulating their processes. Also, the teacher can assume new strategies that contribute to improving the group's results.

The summative evaluation is basically adopted by a social function, since it assumes an accreditation, a promotion, a school failure, desertion rates, etc., through standardized and well-defined criteria. By conventionally assigning a criterion or value, it manifests the synthesis of the achievements obtained in a cycle or school period.

Regarding the agent or person responsible for carrying out the evaluation, three categories are distinguished:

The self-assessment that refers to the assessment that the student makes about their own performance, which allows them to recognize their possibilities, limitations and necessary changes to improve their learning. In this evaluation guide, at least one specific indicator has been selected for the self-assessment that the student will do on the domain of some less complex competition.

The coevaluation in which students evaluate each other, assessing the learning achieved, either by some of its members or the group as a whole. In this evaluation guide, at least one indicator has been selected for the student to verify the competence domain of less complexity in another student.

The heteroevaluation in its external variant occurs when agents that are not part of the teaching-learning process are the evaluators, granting certain objectivity due to their non-involvement. In this sense, one of the evaluation activities has been selected, defined in the study program, so that it can be assessed by an external expert or by another teacher who has not taught the module to that group.

The weighting table linked to the School Evaluation System (SAE) allows both the student and the teacher to observe the progress made in the learning outcomes that are being achieved. It indicates, in percentage terms, the specific weight for each evaluation activity; the weight obtained by the student based on the demonstrated performances and the accumulated weight, which refers to the sum of the percentages reached in the various evaluation activities.

Another important element of the evaluation guide is the rubric or assessment matrix, which establishes the indicators and criteria to be considered in order to evaluate the achievement of learning outcomes, which may be associated with a performance or a product.

The indicators are the relevant aspects of the evaluation activity and serve as a guide to verify the quality of achievement of the learning outcome. Each of these indicators corresponds to a percentage value, according to its relevance, highlighting that they also indicate the attributes of the generic competencies to be evaluated

The criteria are the conditions or levels of quality that describe, in a concrete and precise way, the qualities and levels of quality that each of the indicators must have. They provide information on what each student has to achieve through their performance, as well as the progress in the development of the competition. In the rubrics, the following criteria have been established.

- ✓ **Excellent**, in which, in addition to meeting the standards or requirements established as necessary in the achievement of the product or performance, it is proactive, demonstrates initiative and creativity, or goes beyond what is requested as a minimum, contributing with elements to improve of the indicator.
- ✓ **Sufficient**, if it meets the standards or requirements established as necessary to demonstrate that it has performed adequately in the activity or production of the product. It is at this level that we can say that the competition has been acquired.
- ✓ **Insufficient**, when it does not meet the standards or minimum requirements established for the performance or product.

b. Weighting table

UNIT	Learning outcome	ACTIVITY OF EVALUATION	Specific weight	Achieved weight	Accumulated weight
1. Expression of ideas based on texts	**1.1** Express obligations, advice, predictions and concerns about scientific or technological situations presented in informative texts, using modals	**1.1.1**	20		
	1.2 Exchange information about experiences that happened before various events in the past, presented in descriptive texts using the grammar structure of the past perfect	**1.2.1**	15		
	1.3 Express behavior in hypothetical situations present in narrative texts, using the grammatical structure of the second and third conditional	**1.3.1**	15		
% UNIT WEIGHT			50		
2. Expression of ideas about past present and future events	**2.1** Express actions that began at a specific time in the past and continue to happen today, using the structure of the present continuous perfect	**2.1.1**	20		
	2.2 Describe actions or activities related to work occupation using the reported speech and passive voice	**2.2.1**	15		
	2.3 Express predictions and plans in different work situations using "will" and "going to"	**2.3.1**	15		
% UNIT WEIGHT			50		
WEIGHT OF THE MODULE			100		

c. Development of evaluation activities

Learning unit:	
Learning outcome:	
Evaluation activities:	

d. Assessment matrix or rubric

ASSESSMENT MATRIX OR RUBRIC

Siglema:	CENG-03	Name of the module:	Specialized Communication in English	Student´s name:	
Teacher evaluator:				Group:	Date:
Learning outcome:		**1.1** Express obligations, advice, predictions and concerns about scientific or technological situations presented in informative texts, using modals		Activity of evaluation:	**1.1.1** A short conversation about something they are worried about and use a piece of advice like possible solution. **(Professor-evaluation)**

INDICATORS	%	C R I T E R I A		
		Excellent	**Sufficient**	**Insufficient**
Content 4.2, 4.4, 4.5	20%	• Selects a topic that concerns the population • Analyzes the problem by identifying causes and consequences • Proposes alternative solutions • Clearly presents the problem, those involved and their interests • Analyzes the implications of the proposed solution and evaluate if it was the most appropriate alternative	• Selects a topic that concerns the population • Analyze the problem identifying causes and consequences. • Proposes alternative solutions • Clearly presents the problem, those involved and their interests	• Selects an irrelevant topic for the population. • Analyzes the problem identifying only causes or only consequences. • Fails to propose alternative solutions. • Skips proposing alternative solutions.

INDICATORS	%	CRITERIA		
		Excellent	**Sufficient**	**Insufficient**
Dialogue 4.1, 4.2, 4.4	30	• Writes a dialogue that includes ten questions and an exchange of answers about: – Request and issuance of information on causes and consequences of the problem presented – Request and issuance of information on alternative solutions. • Writes the questions and answers in dialogue format. • Uses the short question and answer • Promotes interaction and respect for the change of participation shifts	• Writes a dialogue that includes ten questions and an exchange of answers about: – Request and issuance of information on causes and consequences of the problem presented – Request and issuance of information on alternative solutions. • Writes the questions and answers in dialogue format. • Uses the short question and answer	• Writes a dialogue that includes fewer than ten questions about: – Request and issuance of information on causes and consequences of the problem presented – Request and issuance of information on alternative solutions. • Fails to write questions and answers in dialogue format.
Grammar 4.1, 4.3, 4.4, 5.3	20%	• Expresses probabilities of an event happening using correctly the manners may, might, can and could • Expresses prohibitions or recommendations using the modals must and should correctly • Avoids misspellings. • Reduces grammatical or structure errors.	• Expresses probabilities of an event happening using correctly the manners may, might, can and could • Expresses prohibitions or recommendations using the modals must and should correctly • Avoids misspellings. • Reduces grammatical or structure errors.	• Expresses probabilities of an event happening using incorrectly the manners may, might, can and could • Expresses prohibitions or recommendations using the modals must and should incorrectly

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INDICATORS	%	CRITERIA		
		Excellent	**Sufficient**	**Insufficient**
		• Presents complete sentences. • Uses punctuation properly. • Uses correctly the grammatical structure of the adverbs modalS • Uses connectors to link two ideas in a message	• Presents complete sentences. • Uses punctuation properly. • Uses correctly the grammatical structure of the adverbs modals	• Presents incomplete sentences. • Uses incorrectly the grammatical structure of the adverbs modals
Oral production 4.2, 4.3, 4.4	20%	• Expresses the content of the conversation with the correct pronunciation and intonation • Correct the pronunciation and intonation according to the comments of your classmates	• Expresses the content of the conversation with the correct pronunciation and intonation	• Expresses the content of the conversation with the incorrects pronunciation and intonation • Ignores peer comments about pronunciation and intonation.
Attitudes 1.6, 7.2, 8.3	10%	• Shows perseverance in correcting mistakes made in previous activities to improve those that follow • Shows responsibility when delivering on the date established by the teacher. • Assumes a constructive attitude, congruent with the knowledge and skills that it has within different work teams.	• Shows perseverance in correcting mistakes made in previous activities to improve those that follow • Shows responsibility when delivering on the date established by the teacher.	• Shows a lack of perseverance in taking advantage of the mistakes made in previous activities to improve his work. • Shows a lack of responsibility to deliver at a later date established by the teacher.
	100			

Siglema:	CENG-03	Name of the module:	Specialized Communication in English	Student´s name:		
Teacher evaluator:				Group:		Date:
Learning outcome:		**1.2** Exchange information about experiences that happened before various events in the past, presented in descriptive texts using the grammar structure of the past perfect		Activity of evaluation:	**1.2.1** Make a timeline with sentences effectively in past perfect	

INDICATORS	%	CRITERIA		
		Excellent	**Sufficient**	**Insufficient**
Content 4.1, 4.2, 4.4	55%	• Expresses an action that occurred before another action in the past • Presents a chronological order between both actions • Uses time expressions that indicate the order in which events happen. • Organizes sentences on a timeline by showing sequences of past events • Presents chronological ordering of processes	• Expresses an action that occurred before another action in the past • Presents a chronological order between both actions • Uses time expressions that indicate the order in which events happen. • Organizes sentences on a timeline by showing sequences of actions	• Fails to express an action that occurred before another action in the past. • Omits to present a chronological order between both actions. • Omits using time expressions that indicate the order in which the actions occur. • Organizes sentences on a timeline without showing sequences of past events
Grammar 4.1, 4.3, 5.3	35%	• Writes correctly the structure of the perfect past in two parts: – One with the past simple of the verb to have (had) and – The other with the past participle of the verb that is conjugated. • Uses connectors to link two	• Writes correctly the structure of the perfect past in two parts: – One with the past simple of the verb to have (had) and – The other with the past participle of the verb that is conjugated.	• Writes in correctly the structure of the past without including the two parts:

INDICATORS	%	C R I T E R I A		
		Excellent	**Sufficient**	**Insufficient**
		ideas in a message		
Attitudes **(Peer-assessment)** 1.6, 7.2, 8.3	10%	• Shows perseverance in correcting mistakes made in previous activities to improve those that follow • Shows responsibility when delivering on the date established by the teacher • Participates in teamwork, and decision making • Shows skills such as analysis, synthesis and evaluation of information	• Shows perseverance in correcting mistakes made in previous activities to improve those that follow • Shows responsibility when delivering on the date established by the teacher • Participates in teamwork, and decision making	• Shows lack of perseverance in correcting mistakes made in previous activities to improve those that follow • Shows lack of responsibility when delivering at a later date than that established by the teacher, or omits the delivery of the work.
	100			

Siglema:	CENG-03	Name of the module:	Specialized Communication in English	Student´s name:			
Teacher evaluator:				Group:		Date:	
Learning outcome:		**1.3** Express behavior in hypothetical situations present in narrative texts, using the grammatical structure of the second and third conditional		Activity of evaluation:		**1.3.1** Make a short comic strips using the second and third conditional.	

INDICATORS	%	C R I T E R I A		
		Excellent	**Sufficient**	**Insufficient**
Content 4.1, 4.2, 4.4	**40%**	• Expresses a hypothetical, unrealistic or unlikely situation to occur (Second conditional) • Describes a situation that did not happen and the result is imaginary (Third conditional) • Draws the characters according to their mood and the role they play in the comic • Uses bullets, signs and balloons according to their function • Draws the stage according to the environment in which the comic takes place	• Expresses a hypothetical, unrealistic or unlikely situation to occur (Second conditional) • Describes a situation that did not happen and the result is imaginary (Third conditional) • Draws the characters according to their mood and the role they play in the comic • Uses bullets, signs and balloons according to their function	• Fails to express a hypothetical, unrealistic or unlikely situation (Second conditional) • Fails to describe a situation that did not happen and the result is imaginary (Third conditional) • Draws the characters without considering their mood and the role they play in the comic. . • Omits the use of bullets, signs and balloons according to their function.
Grammar 4.1, 4.3, 5.3	30%	• Uses the simple past tense, in the first action and the modal verbs would, could and might, to express the possibility of doing something or of something	• Uses the simple past tense, in the first action and the modal verbs would, could and might, to express the possibility of doing something or of something	• Skips using the past simple tense, in the first action and the modal verbs, could and could, to express the possibility of doing something or something happening, and the

INDICATORS	%	CRITERIA		
		Excellent	**Sufficient**	**Insufficient**
		happening, and the verb of the result in the present tense simple ·(Second conditional) • Uses the perfect past tense after 'if' and then "would have" and the past participle in the second part of the sentence (Third conditional) • Uses connectors to link two ideas in a message	happening, and the verb of the result in the present tense simple · (Second conditional) • Uses the perfect past tense after 'if' and then "would have" and the past participle in the second part of the sentence (Third conditional)	verb of the result in the present simple tense · (Second conditional) • Omits using the perfect past tense after 'if' and then 'would have' and the past participle in the second part of the sentence (Third conditional)
Creativity	20%	• Expresses the hypothetical situation in a new and original way • Enriches the expression of the characters through the use of exclamation and question marks • Recreate the comic using onomatopoeias to imitate sounds or noises from reality.	• Expresses the hypothetical situation in a new and original way • Enriches the expression of the characters through the use of exclamation and question marks	• Copies the hypothetical situation from some other source · Fails to enrich the expression of the characters through the use of exclamation and question marks

INDICATORS	%	C R I T E R I A		
		Excellent	**Sufficient**	**Insufficient**
Attitudes 1.6, 7.2, 8.3	10%	• Shows perseverance in correcting mistakes made in previous activities to improve those that follow • Shows responsibility when delivering on the date established by the teacher • Participates in teamwork, and decision making • Shows skills such as analysis, synthesis and evaluation of information	• Shows perseverance in correcting mistakes made in previous activities to improve those that follow • Shows responsibility when delivering on the date established by the teacher • Participates in teamwork, and decision making	• Shows lack of responsibility when delivering at a later date than that established by the teacher, or omits the delivery of the work.
	100			

ASSESSMENT MATRIX OR RUBRIC

Siglema:	CENG-03	Name of the module:	Specialized Communication in English	Student´s name:		
Teacher evaluator:				**Group:**		**Date:**
Learning outcome:		**2.1** Expresses actions that began at a specific time in the past and continue to happen today, using the structure of the present continuous perfect		**Activity of evaluation:**		**2.1.1** Produce a conversation about the activities that they have been doing for the last months, even use the phrasal verbs in order to add information.

INDICATORS	%	C R I T E R I A		
		Excellent	**Sufficient**	**Insufficient**
Content 4.1, 4.2, 4.4	30%	• Writes a dialogue that includes ten questions and an exchange of answers about activities they have been doing in the last months • Expresses actions that have started in the past but continue in the present • Expresses the sense of continuity of an action that has started in the past and that still lasts in the present	• Writes a dialogue that includes ten questions and an exchange of answers about activities they have been doing in the last months • Expresses actions that have started in the past but continue in the present	• Writes a dialogue that includes fewer than ten questions and an exchange of answers about the activities you have been doing in the past few months. • Expresses actions that started and ended in the past but
Dialogue 4.1,4.3	30%	• Writes the questions and answers in dialogue format. • Uses the structure of short questions and answers. • Promotes interaction and respect for the change of participation shifts	• Writes the questions and answers in dialogue format. • Uses the structure of short questions and answers.	• Fails to write questions and answers in dialogue format. • Uses an extensive short question and answer structure

INDICATORS	%	CRITERIA		
		Excellent	**Sufficient**	**Insufficient**
Grammar 4.1, 4.3, 5.3	30%	• Uses the auxiliary verb "to have" in addition to "been" (the past participle of the verb "to be") plus the verb + ing. + (gerund "in Spanish) • Uses correctly affirmative and negative sentences in present continuous perfect • Uses of present continuous perfect in different contexts.	• Uses the auxiliary verb "to have" in addition to "been" (the past participle of the verb "to be") plus the verb + ing. + (gerund "in Spanish) • Uses correctly affirmative and negative sentences in present continuous perfect	• Skips using the auxiliary verb "to have" in addition to "been" (the past participle of the verb "to be") plus the verb + ing. + (gerund "in Spanish) • Uses in correctly affirmative and negative sentences in present continuous perfect
Attitudes **(Self assessement)** 1.6, 7.2, 8.3	10%	• Shows perseverance in correcting mistakes made in previous activities to improve those that follow • Shows honesty by giving true information. • Assumes a constructive attitude, congruent with the knowledge and skills that it has within different work teams.	• Shows perseverance in correcting mistakes made in previous activities to improve those that follow • Shows honesty by giving true information.	• Shows lack of perseverance by taking advantages of mistakes marked in previous activities to improve the ones that follows. • Shows lack of honesty by giving true information.
	100			

Siglema:	**CENG-03**	**Name of the module:**	Specialized Communication in English	**Student´s name:**	
Teacher evaluator:				**Group:**	**Date:**
Learning outcome:		**2.2** Describe actions or activities related to work occupation using the reported speech and passive voice		**Activity of evaluation:**	**2.2.1** Write sentences that focus on the action rather than the subject.

INDICATORS	%	C R I T E R I A		
		Excellent	**Sufficient**	**Insufficient**
Content 4.1, 4.2, 4.4,6.4	45%	• Writes sentences that focus on the action rather than the subject • Gives more importance to the object of the action than to the agent of the action • Uses connectors to link two ideas in a message	• Writes sentences that focus on the action rather than the subject • Gives more importance to the object of the action than to the agent of the action	• Skips writing sentences that focus on action rather than topic. • Gives more importance to the agent of the action than to the object of the action.
Grammar 4.1, 4.3, 5.3	45%	• Uses the object of the sentence as a subject. • Correctly presents the structure of the passive voice: Object (makes Subject) + verb "to be" conjugated + past participle + complement. • Forms the passive voice with the corresponding verb tense to be followed by the past participle of the verb that is being conjugated.	• Uses the object of the sentence as a subject. • Correctly presents the structure of the passive voice: Object (makes Subject) + verb "to be" conjugated + past participle + complement. • Forms the passive voice with the corresponding verb tense to be followed by the past participle of the verb that is being conjugated.	• Uses the subject of the sentence as an object. • Incorrectly presents the structure of the passive voice: • Fails to form the passive voice with the corresponding verb tense followed by the past participle of the verb that is conjugated.

INDICATORS	%	C R I T E R I A

		Excellent	Sufficient	Insufficient
		• Makes the object (things or people on whom the action falls) take center stage of the action.		
Attitude 1.6, 7.2, 8.3	10%	• Shows perseverance in correcting mistakes made in previous activities to improve those that follow. • Shows organization and responsibility by delivering work on a deadline given. • Shows skills such as analysis, synthesis and evaluation of information	• Shows perseverance in correcting mistakes made in previous activities to improve those that follow. • Shows organization and responsibility by delivering work on a deadline given.	• Shows lack of perseverance by not correcting mistakes marked in previous activities • Shows lack of responsibility by delivering work after the deadline given or not delivering work at all.
	100			

Siglema:	CENG-03	Name of the module:	Specialized Communication in English	Student´s name:	
Teacher evaluator:				Group:		Date:	
Learning outcome:		**2.3** Express predictions and plans in different work situations using "will" and "going to"		Activity of evaluation:	**2.3.1** Show a presentation in where they expose their plans for the next year

INDICATORS	%	C R I T E R I A		
		Excellent	**Sufficient**	**Insufficient**
Content 4.1, 4.2, 4.4, 6.4	45%	• Expresses of intentions and plans for the future, specifying the following: – The period of implementation of the plan – The objectives to be achieved – The obstacles that must be resolved to achieve it – The necessary resources, both human and material for its realization • Presents the strategy to overcome limitations and carry out the plan	• Expresses of intentions and plans for the future, specifying the following: – The period of implementation of the plan – The objectives to be achieved – The obstacles that must be resolved to achieve it – The necessary resources, both human and material for its realization	• Expresses intentions and plans for the future specifying only some of the following aspects – The period of implementation of the plan – The objectives to be achieved – The obstacles that must be resolved to achieve it – The necessary resources, both human and material for its realization

INDICATORS	%	C R I T E R I A		
		Excellent	**Sufficient**	**Insufficient**
Grammar 4.1, 4.3, 5.3	45%	• Uses correctly the grammatical structure Subjet + auxiliary verb + going to + main verb to express concrete plans • Uses affirmative and negative sentences • Uses connectors to link two ideas in a message	• Expresses concrete plans using correctly the grammatical structure Subjet + auxiliary verb + going to + main verb • Uses affirmative and negative sentences	• Expresses concrete plans using incorrectly the grammatical structure Subjet + auxiliary verb + going to + main verb • Omits the use of affirmative and negative sentences
Attitude 1.6, 7.2, 8.3	10%	• Shows perseverance in correcting mistakes made in previous activities to improve those that follows. • Shows organization and responsibility by delivering work on a deadline given. • Shows skills such as analysis, synthesis and evaluation of information	• Shows perseverance in correcting mistakes made in previous activities to improve those that follows. • Shows organization and responsibility by delivering work on a deadline given.	• Shows lack of perseverance by not correcting mistakes marked in previous activities • Shows lack of responsibility by delivering work after the deadline given or not delivering work at all.
	100			