



GOBIERNO DE  
**MÉXICO**

EDUCACIÓN  
SECRETARÍA DE EDUCACIÓN PÚBLICA



# Specialized Communication in English

Core of basic  
disciplinary training  
**5th Semester**

Career (s):  
**Applies to all careers**

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**Module Study Program:** Specialized Communication in English

**Area(s):** All training areas.

**Career(s):** All careers.

**Semester(s):** Fifth

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## Module: Specialized Communication in English

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## 1. Message from the General Director

The CONALEP System invites us to evaluate the repercussions of being an Institution of Educational Excellence; to propose that in each of our schools people think of the so diverse ways that exist to contribute, so that Mexico is better, more fair and equitable with the effort of all.

A student trained in our schools must always distinguish himself/herself by his continuous effort to incorporate to them in the best conditions to the labor market or to have the option of continuing his studies in Higher Education to compete with other young people in a productive world that everyday demands a greater dominance of the technic and technology in the face of the enormous challenges of Industry 4.0 and the needs of Mexican society.

These study programs are the result of the intense work of teachers, prestigious academics and institutions of the productive sector, public and private, to achieve a quality training option, at the service of the outstanding students of the Mexican Republic.

**Dr. Enrique Ku Herrera**

**General Director of the CONALEP System**

## 2. Message from the Academic Secretary

Educate implies a great responsibility, the task is complex, it has to do with the interests and needs of the students, with the vocation of the professional education involved in it, its clarity, will and concern to provide knowledge to the students in the best way.

To educate, is also to respond to the needs of the immediate environment of the family, the community, the country and, of course, with the development of humanity.

The fulfillment of the current plans and programs of study, pose the challenge of being in agreement with the current times, as well as with the economic, social and cultural development of the country, among others; they must express in their contents, in a clear manner, the strategies of planning, development and evaluation; likewise, they invariably contain a precise vision about what to achieved with them, in the educational relationship between teachers and students.

This document is the product of the coordinated effort of groups of specialists, teachers and workers in the service of Education, to accomplish with its design the challenge of confirming that the CONALEP System is an Institution of Educational Excellence.

With the efforts of everybody, this educational mission, fundamental for the development of our country, is materialized.

**Mtro. David Fernando Beciez González**  
**Academic Secretary of CONALEP**

### 3. Presentation of the Program

The contents of education are topics of permanent debate in the societies of all countries. What should be taught? What is the priority and for what? What should young people learn to successfully face the challenges of the 21st century? All these questions admit different answers but clearly they must be answered through the competences and values expressed in the graduation profile of the student of Higher Secondary Education, in which the new focus of the key learnings -those that allow us to continue learning constantly- what it means to go beyond particular views and address the main challenges in the design of the curriculum to integrate the essential elements of the training of young high school graduates to achieve competences that respond to the historical moment that the students live; and the incorporation of the advances that have taken place in the field of cognitive development, intelligence and learning.

Therefore, the New Educational Model established for Higher Secondary Education (EMS) considers the competences that students must have regardless of the subsystem to which they belong. In this sense, the Common Curricular Framework allows articulating the programs of different EMS options, it also includes a series of terminal performances expressed as generic competences, basic and extended disciplinary competences and basic and extended professional competences.

In this context, the different subsystems of the EMS, adapt their plans and study programs to establish shared competences, without losing the identity of each educational institution and so that the competences developed by the students correspond to the profile of graduation indicated in the Purposes of Education in the 21st century and in the Educational Model for Compulsory Education.

The CONALEP updates the study programs of the Basic Training Core, which changes its name to be the Core of Basic Disciplinary Training, based on the Reference Study Plans of the Basic Component of the Common Curriculum Framework of Higher Secondary Education.

These reference plans strengthen the inter and intra-disciplinary integration through seven organizing elements:

1. **Key learnings** .-Refers to skills that all students of Higher Education Media must develop
2. **Competence**.-It organizes concepts, skills and attitudes of the disciplinary fields and is the benchmark for promoting inter-subject relationships.
3. **Component**.- It generates and/or integrates the contents and it responds to specific organization forms to each field or discipline.
4. **Content**.- It corresponds to key learning point. It is the highest-ranking content in the study program.
5. **Specific content**.- It corresponds to the Main contents and by their specificity; they establish the reach and depth of their approach.
6. **Expected learning outcomes**.- They are descriptors of the learning process and performance indicators that students must achieve for each of the specific contents.
7. **Evidence of learning**.- It corresponds to the expected learning outcomes and to the specific contents; they are the evidences of the achievement of the expected learning outcomes.

According to these elements, "**Specialized Communication in English**" module curriculum is structured as follows:

Key learning points		
Competence	Component	Content
Students will communicate, interact, and collaborate with others (as a transverse axis for all subjects from Communication and Social Sciences as disciplinary fields).	<ul style="list-style-type: none"> <li>- Communication and interpersonal relationships</li> <li>- Integration of learning communities.</li> <li>- Contextualization of learning communities through students' interests and academic experiences.</li> </ul>	Collaborative work in classroom as a basis for the integration of the learning community.
Reading, writing, speaking and listening.	<ul style="list-style-type: none"> <li>- Reading, writing and oral production as learning sources and abilities practice.</li> <li>- The importance of reading to writing production.</li> <li>- The importance of reading to writing in based argument.</li> </ul>	<ul style="list-style-type: none"> <li>- The importance of language and grammar role in it.</li> <li>- Argumentative text.</li> <li>- The text as resource information and new ideas.</li> </ul>
Providing reasonable opinions from the point of making a text	<ul style="list-style-type: none"> <li>- The justification of the student's opinion with an argument.</li> <li>- The solid construction of one's original perspective.</li> </ul>	<ul style="list-style-type: none"> <li>- The argumentative writing.</li> <li>- The original argumentative writing.</li> </ul>
Technology, information, communication and learning.	<ul style="list-style-type: none"> <li>- Technology and human development.</li> <li>- Generation and responsible use of information for learning.</li> <li>- Web-based learning.</li> <li>- Creation of contents for learning.</li> <li>- Use of technology to enhance web-based learning.</li> </ul>	<ul style="list-style-type: none"> <li>- The impact of technology on human development.</li> <li>- Responsible use of information.</li> <li>- Learning and innovation</li> <li>- In and from the web.</li> <li>- Programming to learn.</li> </ul>



#### 4. Scopes of the Graduate Profile

Scopes of the Graduate Profile	
Scope	Graduate profile
Language and communication	The student expresses himself/herself clearly in English in oral and written form. They identify the key ideas in a text or in an oral speech, and infers conclusions from them, the student gets and interprets information and argues efficiently. He/She communicates himself/herself in English fluently and naturally.
Socioemotional skills and life project	The student is aware of them and determined; he/she develops healthy interpersonal relationships, self-regulates, can face adversity and act with efficiency and recognizes the need to ask for support. They can build a living project with personal goals. They establish goals and seek to take advantage of their options and resources. They make decisions that give him/her current comfort, opportunities, and he/she knows how to deal with future risks.
Collaboration and teamwork	The student works in teams in a constructive way and applies a participative and responsible leadership, he/she proposes alternatives to act and solve problems. The student assumes a constructive attitude.
Digital skills	The students use the Information and Communication Technologies in an ethic and responsible way to investigate, to solve problems, to generate materials, and to express ideas. They take advantage of these technologies to develop ideas and innovations.

## 5. Linking Competencies with Learning Outcomes

The following table presents the association of learning outcomes with the generic and disciplinary competences that should be promoted from the module **Specialized Communication in English**. This relationship was established to cover the EMS Graduation Profile, in such a way that each module has the competences that must be met and respected in its planning.

EXPECTED LEARNING OUTCOME	LEARNING OUTCOME	GENERIC COMPETENCIES	ATTRIBUTE	DISCIPLINARY COMPETENCIES
<ul style="list-style-type: none"> <li>Recognize and produce sentences about obligations, piece of advice, predictions and concerns in both oral and written forms, based on informative texts such as newspapers and science books.</li> </ul>	<b>1.1</b> Express obligations, advice, predictions and concerns about scientific or technological situations presented in informative texts, using modals	<b>4.</b> The student listens, interprets, and communicates relevant messages for different contexts by using appropriate means, codes and tools.	<b>4.3</b> Identify the key ideas in a text or oral speech and infer conclusions from them. <b>4.4</b> He/She communicates in a second language on daily situations.	<b>C1.</b> Identifies, orders and interprets the ideas, data and concepts explicit and implicit in a text, considering the context in which it was generated and in which it is received. <b>C11.</b> Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation.
		<b>6.</b> Sustains a personal position on topics of interest and general relevance, considering other points of view in a critical and reflective manner.	<b>6.4</b> Structure ideas and arguments in a clear, coherent and synthetic way.	
		<b>8.</b> Participate and collaborate effectively on diverse teams.	<b>8.3</b> The student assumes a constructive attitude consistent with the knowledge he/she has within different work teams.	
<ul style="list-style-type: none"> <li>Recognize and express ideas, an action or specific times in the past by using descriptive text</li> </ul>	<b>1.2</b> Exchange information about experiences that happened before various events in the past, presented in descriptive texts using the grammar structure of the past perfect	<b>4.</b> The student listens, interprets, and communicates messages relevant for different contexts by using appropriate means, codes and tools.	<b>4.1</b> Express ideas and concepts through linguistic, mathematical or graphic representations. <b>4.2</b> He/She uses different communicative strategies according to the audience, context and his/her objectives. <b>4.4</b> He/She communicates in a second language on daily situations.	<b>C1.</b> Identifies, orders and interprets the ideas, data and concepts explicit and implicit in a text, considering the context in which it was generated and in which it is received. <b>C11.</b> Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation.

EXPECTED LEARNING OUTCOME	LEARNING OUTCOME	GENERIC COMPETENCIES	ATTRIBUTE	DISCIPLINARY COMPETENCIES
<ul style="list-style-type: none"> <li>Read narrative texts to identify and express what they would generally do in hypothetical situations in present and past. They can describe what they would have done or could have happened differently depending on the circumstances</li> </ul>	<p><b>1.3</b> Express behavior in hypothetical situations present in narrative texts, using the grammatical structure of the second and third conditional</p>	<p><b>4.</b> The student listens, interprets, and communicates messages relevant for to different contexts by using appropriate means, codes and tools.</p>	<p><b>4.1</b> Express ideas and concepts through linguistic, mathematical or graphic representations.</p> <p><b>4.2</b> Uses different communicative strategies according to the audience, context and his/her objectives.</p> <p><b>4.4</b> He/She communicates in a second language on daily situations.</p>	<p><b>C1.</b> Identifies, orders and interprets the ideas, data and concepts explicit and implicit in a text, considering the context in which it was generated and in which it is received.</p> <p><b>C11.</b> Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation.</p>
<ul style="list-style-type: none"> <li>Identify and use phrasal verbs to express different ideas</li> </ul>	<p><b>2.1</b> Expresses actions that began at a specific time in the past and continue to happen today, using the structure of the present continuous perfect</p>	<p><b>4.</b> The student listens, interprets, and communicates messages relevant for to different contexts by using appropriate means, codes and tools.</p>	<p><b>4.1</b> Express ideas and concepts through linguistic, mathematical or graphic representations</p> <p><b>4.2</b> He/She uses different communicative strategies according to the audience, context and his/her objectives.</p> <p><b>4.4</b> He/She communicates in a second language on daily situations</p> <p><b>4.5</b> He/She deals with information and communication technologies in order to find information and express ideas.</p>	<p><b>C1.</b> Identifies, orders and interprets the ideas, data and concepts explicit and implicit in a text, considering the context in which it was generated and in which it is received.</p> <p><b>C11.</b> Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation</p>
<ul style="list-style-type: none"> <li>Expressing ideas or circumstances occurred in a certain point in the past and still happen in the present.</li> </ul>		<p><b>8.</b> The students effectively participates and collaborates on diverse teams</p>	<p><b>8.2</b> He/She shares points of view and considers others' opinions in a reflexive way.</p>	

EXPECTED LEARNING OUTCOME	LEARNING OUTCOME	GENERIC COMPETENCIES	ATTRIBUTE	DISCIPLINARY COMPETENCIES
<ul style="list-style-type: none"> <li>Recognize the difference between actions that started and ended in the past at a specific time and activities that started in the past and continue until now or at any accurate time that might not be important.</li> </ul>				
<ul style="list-style-type: none"> <li>Express and report what other people said</li> <li>Read instructive texts and describe actions and the object of a sentence emphasizing them rather than subject</li> </ul>	<p><b>2.2</b> Describe actions or activities related to work occupation using the reported speech and passive voice</p>	<p><b>4.</b> The student listens, interprets, and communicates messages relevant for to different contexts by using appropriate means, codes and tools.</p>	<p><b>4.1</b> Express ideas and concepts through linguistic, mathematical or graphic representations.</p> <p><b>4.2</b> He/She uses different communicative strategies according to the audience, context and his/her objectives.</p> <p><b>4.4</b> He/ She communicates in a second language on daily situations</p>	<p><b>C1.</b> Identifies, orders and interprets the ideas, data and concepts explicit and implicit in a text, considering the context in which it was generated and in which it is received.</p> <p><b>C11.</b> Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation.</p>

EXPECTED LEARNING OUTCOME	LEARNING OUTCOME	GENERIC COMPETENCIES	ATTRIBUTE	DISCIPLINARY COMPETENCIES
<ul style="list-style-type: none"> <li>Make predictions which might be certain or a possibility</li> </ul>	<p><b>2.3</b> Express predictions and plans in different work situations using "will" and "going to"</p>	<p><b>4.</b> The student listens, interprets, and communicates messages relevant for to different contexts by using appropriate means, codes and tools.</p>	<p><b>4.1</b> Express ideas and concepts through linguistic, mathematical or graphic representations.</p> <p><b>4.2</b> He/She uses different communicative strategies according to the audience, context and his/her objectives.</p> <p><b>4.4</b> He/ She communicates in a second language on daily situations.</p>	<p><b>C1.</b> Identifies, orders and interprets the ideas, data and concepts explicit and implicit in a text, considering the context in which it was generated and in which it is received.</p> <p><b>C11.</b> Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation.</p>

## 6. Identification data of the module

The **Specialized Communication in English** module is taught in the fifth semester of all careers, corresponds to the Core of Basic Disciplinary Training and is part of the Disciplinary Area of Communication; it has **3 hours a week and 5 credits**. These hours include working with the Socioemotional Skills.

	1° semestre	H*	C*	2° semestre	H*	C*	3° semestre	H*	C*	4° semestre	H*	C*	5° semestre	H*	C*	6° semestre	H*	C*	Total horas
Núcleo de Formación Disciplinar Básica	Manejo de espacios y cantidades	5/90	9	Representación simbólica y angular del entorno	4/72	7	Representación algebraica y gráfica de relaciones	3/54	5	Análisis derivativo de funciones	5/90	9	Análisis Integral de funciones	5/90	9	Tratamiento de datos y azar	5/90	9	
	Interacción inicial en inglés	3/54	5	Comunicación activa en inglés	3/54	5	Comunicación independiente en inglés	3/54	5	Comunicación productiva en inglés	3/54	5	Comunicación especializada en inglés	3/54	5	Interpretación de normas de convivencia ambiental	3/54	5	
	Análisis de la materia y la energía	4/72	7	Relación entre compuestos orgánicos y el entorno	4/72	7	Identificación de la biodiversidad	3/54	5	Interpretación de fenómenos físicos de la materia	4/72	7	Análisis de fenómenos eléctricos, electromagnéticos y ópticos	4/72	7	Filosofía	3/54	5	
	Comunicación para la interacción social	5/90	9	Comunicación en los ámbitos escolar y profesional	3/54	5	Ética	2/36	4	Desarrollo ciudadano	3/54	5	Contextualización de fenómenos sociales, políticos y económicos	3/54	5				
	Procesamiento de información por medios digitales	5/90	9																
	Proyección personal y profesional	4/72	7																
	Resolución de problemas	5/90	9																
	Autogestión del aprendizaje	4/72	7																
<b>TOTAL *NFDB</b>	<b>35</b>			<b>14</b>			<b>11</b>			<b>15</b>			<b>15</b>			<b>11</b>			<b>101</b>

Related modules.

## 7. Purpose of the module

At the end of the fifth semester, the students will use the elements of language to express the activities they are doing now, in the past, and to share or request personal information from other people with simple phrases and tasks that require a simple and direct exchange of information of their environment and immediate needs, everything based on B1 level descriptor of the Common European Framework of Reference for Languages. In addition, they will continue practicing the language skills to achieve an efficient interaction with students and to promote the collaborative work with others.

## 8. Dosage of the Program

Learning Unit (Main content)	Expected learning outcomes	Learning outcome	Socioemotional skills (HSE)*
1. Expression of ideas based on texts  <b>18 hours</b>	<ul style="list-style-type: none"> <li>Recognize and produce sentences about obligations, piece of advice, predictions and concerns in both oral and written forms, based on informative texts such as newspapers and science books</li> </ul>	<b>1.1</b> Express obligations, advice, predictions and concerns about scientific or technological situations presented in informative texts, using modals <b>10 hours</b>	Relationship Dimension: Take responsible decisions HSE data sheets.
	<ul style="list-style-type: none"> <li>Recognize and express ideas, an action or specific times in the past by using descriptive texts.</li> </ul>	<b>1.2</b> Exchange information about experiences that happened before various events in the past, presented in descriptive texts using the grammar structure of the past perfect <b>4 hours</b>	
	<ul style="list-style-type: none"> <li>Read narrative texts to identify and express what they would generally do in hypothetical situations in present and past. They can describe what they would have done or could have happened differently depending on the circumstances</li> </ul>	<b>1.3</b> Express behavior in hypothetical situations present in narrative texts, using the grammatical structure of the second and third conditional <b>4 hours</b>	



Learning Unit (Main content)	Expected learning outcomes	Learning outcome	Socioemotional skills (HSE)*
2. Expression of ideas about past present and future events  <b>36 hours</b>	<ul style="list-style-type: none"> <li>Identify and use phrasal verbs to express different ideas</li> </ul>	<ul style="list-style-type: none"> <li><b>2.1</b> Expresses actions that began at a specific time in the past and continue to happen today, using the structure of the present continuous perfect <b>18 hours</b></li> </ul>	Relationship Dimension: Take responsible decisions HSE data sheets.
	<ul style="list-style-type: none"> <li>Expressing ideas or circumstances occurred in a certain point in the past and still happen in the present</li> </ul>		
	<ul style="list-style-type: none"> <li>Recognize the difference between actions that started and ended in the past at a specific time and activities that started in the past and continue until now or at any accurate time that might not be important</li> </ul>		
	<ul style="list-style-type: none"> <li>Express and report what other people said</li> <li>Read instructive texts and describe actions and the object of a sentence emphasizing them rather than the subject.</li> </ul>	<ul style="list-style-type: none"> <li><b>2.2</b> Describe actions or activities related to work occupation using the reported speech and passive voice. <b>9 hours</b></li> </ul>	
<ul style="list-style-type: none"> <li>Make predictions which might be certain or a possibility</li> </ul>	<ul style="list-style-type: none"> <li><b>2.3</b> Express predictions and plans in different work situations using "will" and "going to" <b>9 hours</b></li> </ul>		

**\*Note:** The socioemotional skills will be developed in the Pedagogical Guide of the module.

## 9. Learning Units (Main contents)

<b>Learning unit (Main content)</b>	1. Expression of ideas based on texts	<b>18 hours</b>	
<b>Learning outcome</b>	1.1 Express obligations, advice, predictions and concerns about scientific or technological situations presented in informative texts, using modals	<b>10 hours</b>	
<b>Expected learning outcomes</b>	<b>Evaluation activities</b>	<b>Weighing</b>	<b>Specific contents</b>
<ul style="list-style-type: none"> <li>Recognize and produce sentences about obligations, piece of advice, predictions and concerns in both oral and written forms, based on informative texts such as newspapers and science books.</li> </ul>	<b>1.1.1</b> A short conversation about something they are worried and use a piece of advice like possible solution.	20 %	<b>A.</b> Expression of probability and predictions <ul style="list-style-type: none"> <li>Use of modals                         <ul style="list-style-type: none"> <li>May</li> <li>Might</li> </ul> </li> <li>Use of adverbs                         <ul style="list-style-type: none"> <li>Definitely</li> <li>Doubtless</li> <li>Maybe</li> <li>Perhaps</li> <li>Probably</li> <li>Possibly</li> </ul> </li> </ul> <b>B.</b> Expression of concerns about current issues <b>C.</b> Expression of obligations, and prohibitions <ul style="list-style-type: none"> <li>Must</li> <li>Have to</li> <li>Might have</li> </ul>
	<b>Evidence of learning</b>		

Expected learning outcomes	Evaluation activities	Weighing	Specific contents
			<p><b>D.</b> Expression of suggestions or recommendations: consejos</p> <ul style="list-style-type: none"> <li>• Should</li> <li>• Should have</li> </ul> <p><b>E.</b> Expression of proposals, opinions and agreements</p> <ul style="list-style-type: none"> <li>• Analysis of specific information</li> <li>• Phrases to express opinions and proposals</li> </ul> <p><b>F.</b> Description of responsibilities of the development of work</p> <ul style="list-style-type: none"> <li>• Functions</li> <li>• Tasks</li> <li>• Use of modals                             <ul style="list-style-type: none"> <li>– Must</li> <li>– Have to</li> <li>– Should have</li> </ul> </li> </ul>

Learning outcome	<b>1.2</b> Exchange information about experiences that happened before various events in the past, presented in descriptive texts using the grammar structure of the past perfect		<b>4 hours</b>
Expected learning outcomes	Evaluation activities	Weighing	Specific contents
<ul style="list-style-type: none"> <li>Recognize and express ideas, an action or specific times in the past by using descriptive texts</li> </ul>	<p><b>1.2.1</b> Make a timeline with sentences effectively in past perfect</p> <hr/> <p><b>Evidence of learning</b></p> <ul style="list-style-type: none"> <li>A timeline</li> </ul>	15%	<p><b>A.</b> Identification of experiences that happened before various events in the past</p> <p><b>B.</b> Talking about the chronology of past events</p> <ul style="list-style-type: none"> <li>Use of the past perfect                             <ul style="list-style-type: none"> <li>Affirmative</li> <li>Negative</li> <li>Interrogative</li> </ul> </li> <li>Use of adverbs with the structure of the past perfect.                             <ul style="list-style-type: none"> <li>Yet</li> <li>Already</li> <li>Ever</li> <li>Never</li> </ul> </li> </ul> <p><b>C.</b> Management of vocabulary related to places, times, school and work activities</p> <p><b>D.</b> Description of activities and processes school and work</p> <ul style="list-style-type: none"> <li>Use of sequence adverbs</li> <li>Chronological ordering</li> </ul>

Learning outcome	<b>1.3</b> Express behavior in hypothetical situations present in narrative texts, using the grammatical structure of the second and third conditional		4 hours
Expected learning outcomes	Evaluation activities	Weighing	Specific contents
<ul style="list-style-type: none"> <li>Read narrative texts to identify and express what they would generally do in hypothetical situations in present and past. They can describe what they would have done or could have happened differently depending on the circumstances.</li> </ul>	<p><b>1.3.1</b> Make a short comic strips using the second and third conditional.</p> <hr/> <p><b>Evidence of learning</b></p> <ul style="list-style-type: none"> <li>A short comic</li> </ul>	<p>15%</p>	<p><b>A.</b> Identification of hypothetical situations in narrative texts</p> <ul style="list-style-type: none"> <li>Suppositions</li> <li>Speculations</li> </ul> <p><b>B.</b> Description of hypothetical situations concerning moral dilemmas</p> <ul style="list-style-type: none"> <li>Use of the grammar structures of the second conditional Second conditionals</li> <li>Use of modals                             <ul style="list-style-type: none"> <li>– Might</li> <li>– May</li> <li>– Will</li> <li>– Probably</li> </ul> </li> </ul> <p><b>C.</b> Use of adjectives to describe people's attitudes and moral values</p> <ul style="list-style-type: none"> <li>Honest</li> <li>Loyal</li> <li>Fair</li> <li>Responsible</li> <li>Trustworthy</li> </ul>

Expected learning outcomes	Evaluation activities	Weighing	Specific contents
			<p><b>D.</b> Use of the second conditional to express hypothetical situations</p> <ul style="list-style-type: none"> <li>• if / even if / unless + simple past</li> <li>• Use of modals                             <ul style="list-style-type: none"> <li>– Would</li> <li>– Should</li> <li>– Could</li> <li>– might</li> </ul> </li> <li>• Use of connectors:                             <ul style="list-style-type: none"> <li>– But</li> <li>– And</li> <li>– Because</li> <li>– So</li> </ul> </li> </ul> <p><b>E.</b> Use of the third conditional to express hypothetical situations</p>

<b>Learning unit (Main content)</b>	2. Expression of ideas about past present and future events	<b>36 hours</b>	
<b>Learning outcome</b>	2.1 Expresses actions that began at a specific time in the past and continue to happen today, using phrasal verbs and the structure of the present continuous perfect	<b>18 hours</b>	
<b>Expected learning outcomes</b>	<b>Evaluation activities</b>	<b>Weighing</b>	<b>Specific contents</b>
<ul style="list-style-type: none"> <li>Identify and use phrasal verbs to express different ideas.</li> <li>Expressing ideas or circumstances occurred in a certain point in the past and still happen in the present</li> <li>Recognize the difference between actions that started and ended in the past at a specific time and activities that started in the past and continue until now or at any accurate time that might not be important</li> </ul>	<p><b>2.1.1</b> 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.</p>	20 %	<p><b>A.</b> The formal and informal use of English</p> <ul style="list-style-type: none"> <li>Use of verbal phrases</li> <li>Use of idioms</li> <li>Use of technical terminology</li> </ul> <p><b>B.</b> Description of past actions with importance today</p> <ul style="list-style-type: none"> <li>Use of present perfect</li> <li>Use of the structure grammatical to relate the past action to the present</li> </ul> <p><b>C.</b> Talking about activities in progress until now</p> <ul style="list-style-type: none"> <li>Use of present perfect continuous</li> <li>Use of the structure grammatical to express that an action continues in the present</li> </ul> <p><b>D.</b> Tense contrast</p> <ul style="list-style-type: none"> <li>Identification and use of the present perfect and present perfect continuous                             <ul style="list-style-type: none"> <li>Description of school experiences</li> <li>Drafting of labor documents</li> </ul> </li> </ul>
	<b>Evidence of learning</b>		

Learning outcome	<b>2.2</b> Describe actions or activities related to work occupation using the the reported speech and passive voice		9 hours
Expected learning outcomes	Evaluation activities	Weighing	Specific contents
<ul style="list-style-type: none"> <li>Express and report what others people said</li> <li>Read instructive texts and describe actions and the object of a sentence emphasizing them rather than the subject.</li> </ul>	<p><b>2.2.1</b> Write sentences that focus on the action rather than the subject.</p> <hr/> <p><b>Evidence of learning</b></p> <ul style="list-style-type: none"> <li>Written sentences</li> </ul>	<p>15%</p>	<p><b>A.</b> Reporting what other people said.</p> <ul style="list-style-type: none"> <li>Use of reported speech                             <ul style="list-style-type: none"> <li>Verb tenses change</li> <li>The verb tenses of modal verbs change.</li> <li>Adverbs of time change</li> </ul> </li> <li>Use of structure to report what another person said or asked                             <ul style="list-style-type: none"> <li>Interviews</li> <li>Surveys</li> </ul> </li> </ul> <p><b>B.</b> Identify information in instructional texts whose emphasis is on actions</p> <ul style="list-style-type: none"> <li>Focusing on activities and objects</li> <li>Use of the passive voice affirmative</li> </ul>



<b>Learning outcome</b>		<b>2.3</b> Express predictions and plans in different work situations using "will" and "going to"	<b>9 hours</b>
<b>Expected learning outcomes</b>	<b>Evaluation activities</b>	<b>Weighing</b>	<b>Specific contents</b>
<ul style="list-style-type: none"> <li>Make predictions which might be certain or a possibility</li> </ul>	<p><b>2.3.1</b> Show a presentation in where they expose their plans for the next year</p>	15%	<p><b>A.</b> Predicting the future</p> <ul style="list-style-type: none"> <li>Write predictions in different situations</li> <li>Use of will</li> </ul> <p><b>B.</b> Planning for the future</p> <ul style="list-style-type: none"> <li>Talk about personal and work plans</li> <li>Use of going to</li> </ul> <p><b>C.</b> Elaboration of plans</p> <ul style="list-style-type: none"> <li>School</li> <li>Work</li> </ul>
	<p><b>Evidence of learning</b></p> <ul style="list-style-type: none"> <li>A presentation</li> </ul>		

## 10. References

### Basic:

Martínez, J. (2012). Mi Mundo en otra lengua. México, Secretaría de Educación Pública  
Varios autores, (2010). Enciclopedia de Conocimientos Fundamentales UNAM-SIGLO XXI (5 tomos). 2010, México, D.F.

### Complementary:

### Web references:

The adverbs of certainty and probability in English **Available in:** <https://www.colanguage.com/es/practica-los-adverbios-de-certeza-y-probabilidad-en-ingl%C3%A9s> (05-09-19)

The simple past tense **Available in:** <https://es.slideshare.net/marl2/past-tenses-contrast> (21-10-19)

Present perfect vs, Past simple **Available in:** <https://www.curso-ingles.com/aprender/cursos/nivel-avanzado/verb-tenses-present-perfect/present-perfect-vs-past-simple> (21-10-19)

Cómo se forma el presente perfecto en inglés **Available in:** [https://www.todosobreingles.com/presente-perfecto-y-presente-perfecto-continuo-en-ingles/#Como\\_se\\_forma\\_el\\_presente\\_perfecto\\_en\\_Ingles](https://www.todosobreingles.com/presente-perfecto-y-presente-perfecto-continuo-en-ingles/#Como_se_forma_el_presente_perfecto_en_Ingles) (21-10-19)

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Tense contrasts **Available in:** [http://docenti.unimc.it/benjamincharles.pim/teaching/2014/2000004082/files/lingue-1st-magistrale-c1/22\\_10\\_14.pdf](http://docenti.unimc.it/benjamincharles.pim/teaching/2014/2000004082/files/lingue-1st-magistrale-c1/22_10_14.pdf) (21-10-19)