



EDUCACIÓN
SECRETARÍA DE EDUCACIÓN PÚBLICA



Dirección General de Educación Tecnológica Industrial y de
Servicios

Dirección Académica e Innovación Educativa

Subdirección de Innovación Académica

Departamento de Planes, Programas y Superación Académica

Anexos para Aprendizajes Esenciales

INGLÉS III



Estimado estudiante de Inglés 3

Esperamos que el contenido de este anexo al cuaderno de aprendizajes esenciales para el nivel de inglés que estás estudiando, te permita desarrollar las competencias genéricas y disciplinares, así como:

- Practicar el hábito para tomar notas y hacer preguntas.
- Alentar el ejercicio de habilidades para el siglo 21: pensamiento crítico, comunicación, creatividad, alfabetismo digital, informativo y tecnológico.
- Relacionar el inglés con la comunicación en tu vida cotidiana.

Muchas gracias por tu compromiso hacia la realización de las actividades que te proponemos en el cuaderno de aprendizajes esenciales.

ACADEMIA DE



Colaboradores

Jesús Fernando Gurrola Galván, CBTis 96 Durango
Ricardo Laredo Delgado, CBTis 118 Querétaro
Itzel Anahí Vite Espinosa, Cbtis 286 Hidalgo
Josué Miguel Fuentes Blanco, CETis 112 Yucatán
Francisco Ramírez García, CBTis 52 Michoacán
Ana Elizabeth De la Torre Ramirez, CBTis 246 Jalisco
Monica Cristina Ramirez Caballero, CBTis 279 Aguascalientes
Georgina Herrera Bautista, CBTis 231 Oaxaca
Paulette Marlyn Lopez Viguera, CBTis 200 Hidalgo
Tomás Alberto Pino Díaz, CBTis 167 Tabasco
Angel Arturo Ramírez Suárez, CBTis 135 Tamaulipas
Veniza Soto Domínguez, CETis 105 Querétaro
Guillermo Rodríguez Jurado, CBTis 228 Chihuahua
Karla Azucena Gutiérrez Díaz, CBTis 170 Chiapas

Compilación y Edición

Julietta Núñez Oviedo, CBTis 41 Baja California

Revisión

...

Aprendizaje esperado 1: Idiomatic Future and Simple Future

Argumenta razones para establecer planes y compromisos dentro de su plan de vida.

Futuro Idiomático (going to)

La construcción *going to* en español equivale a *ir a hacer algo*. Esta estructura se utiliza para referirnos a acciones que se llevarán a cabo en el futuro.



Samuel **is going to** play tennis this afternoon. We **are going to** go bowling tonight.
Samuel va a jugar al tenis esta tarde. (Nosotros) Vamos a jugar a los bolos esta noche.

In the affirmative sentences, we use *going to* between the verb *to be* and a verb in infinitive form.

Idiomatic Future

Affirmative Sentences

I
He / She / It
We / You / They

AUX
am
is
are

(not)

going to

verb
Simple form

ABC: Predictions based on evidence.
Ex: It's very cloudy. It's going to rain tonight.

ABC: Plans and intentions.
Ex: I'm going to spend next summer working.

Negative form

In the negative form, we use **going to** between the verb **to be** (with the particle **not**) and the main verb in infinitive form.

I	Am not	Going to	Verb
You	Is not (isn't)		
He	Are not (aren't)		
She			
It			
We			
They			

Interrogative form

In the interrogative form, we use the verb **to be**, followed by the subject, then **going to** finally, the main verb in infinitive form.

In the short answers we use first the adverb, positive or negative, followed by the subject and finally the verb **to be**.

* Information Questions

WH-WORD	BE	SUBJECT	GOING TO	BASE FORM OF VERB	
Who	are	you	going to	call	later?
What	is	she	going to	do	tomorrow?
When	are	they	going to	study	at the library?

WH-WORD	BE	GOING TO	BASE FORM OF VERB	
Who	is	going to	win	the election?
What	is	going to	happen	next?

We use future time expressions at the beginning or at the end of the sentence. We use comma (,) after time expressions when it is at the beginning of the sentence.

next	tomorrow	in	Other expression
Week	Morning	Ten:	Soon
Month	Afternoon	minutes	tonight
Weekend	Evening	hours	The day after
Summer	night	Weeks	tomorrow
Friday		Months	A week from
		years	today / now

Predicciones y decisiones espontáneas
Futuro simple: WILL



FUTURE SIMPLE TENSE

Affirmative	Negative	Interrogative	Interrogative Negative
I will come.	I will not come.	Will I come in?	Won't I come in?
You will come.	You will not come.	Will you come in?	Won't you come in?
He will come.	He will not come.	Will he come in?	Won't he come in?
She will come.	She will not come.	Will she come in?	Won't she come in?
It will come.	It will not come.	Will it come in?	Won't it come in?
We will come.	We will not come.	Will we come in?	Won't we come in?
You will come.	You will not come.	Will you come in?	Won't you come in?
They will come.	They will not come.	Will they come in?	Won't they come in?

www.englishstudyhere.com

I WORK -> PRESENT
I WORKED -> PAST
I WILL WORK -> FUTURE



Oh look! I **will buy** this beautiful dress It **will rain** later I **will love** you forever I **will study** French but i'm not sure

Classify the following sentences

Instant decision	Predictions	Promises
		1. She will cry for him
		2. -I'm hungry -I will make you a sandwich
		3. I will pay you tomorrow
		4. I will take care of you
		5. You will fall of that tree
		6. Look! I will go to thisevent

Answers: Instant decision: 1, 5 Promises: 3, 4 Predictions: 2, 6

Rewrite the following sentences in negative form **will not**

- I will work late _____
- They will go to the park _____
- We'll run tomorrow _____
- He'll bring me flowers _____

Will vs. Be Going To

Will

- Express future actions decided at the moment of speaking (Immediate Decisions)
I'll have salad now.
- Express a prediction based on personal opinions or experiences (Predictions without Evidence)
I think United will win the game.
- A future fact
The sun will rise tomorrow.
- A promise
I promise I won't tell anyone you broke the glass.
- An offer
I'll take you to the airport tomorrow.
- A threat
I'll tell your parents what you did.
- A refusal
No, I won't cook your dinner, you can cook it yourself.

Be Going To

- Express future plans decided before the moment of speaking (Prior Plans)
I'm going to visit my aunt next Friday.
- Express a prediction based on present evidence (Predictions with Evidence)
Look at those black clouds. It is going to rain.
- Something is about to happen
Get back! The bomb is going to explode.

Both **Will** and **Be Going to** can be used for making future predictions without having a real difference in meaning.

I think it will be foggy tomorrow.
= *I think it is going to be foggy tomorrow.*

WILL

↓

- Predicciones.
- Decisiones espontáneas.
- Acciones que ocurrirán 100 % seguro.

GOING TO

↓

Se trata de un futuro planeado porque se dice cuando se va a ejecutar la acción.

- He will pass his exams.
- which do you prefer tea or coffee? - I will have a coffee.
- He will be 18 next month.

Alice is going to visit her parents next weekend.

www.ejerciciosinglesonline.com

Circle the correct answer :

- Oh look! It is going to/ will snow soon.
- Next summer I am going to/ will backpack around Europe.
- Ring! Ring! I am going to/ I'll answer it.
- I think our team is going to/ will win the match.
- In 2055 robots are going to/ will be the teachers.
- Tonight we are going to have/ will have a birthday party for my brother.

Instrumento de evaluación

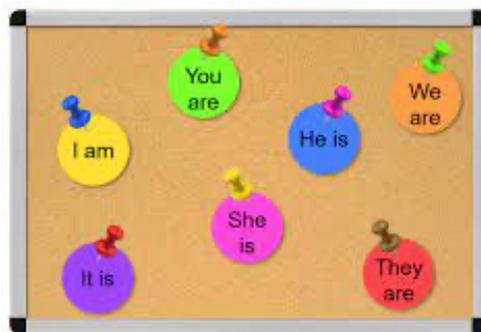
Lista de cotejo de portafolio de evidencias

Instrumento de evaluación

Indicadores	Cumple	No cumple
Notas sobre tema gramatical		
Resolución de actividades sobre futuro simple		
Identificación de intención comunicativa de futuro idiomático y simple		
Lista de preguntas para docente		
Retroalimentación docente ante logro de aprendizaje esencial.		

Producto.- Oraciones afirmativas, negativas e interrogativas “be going to”

P e r s o n	↑	1	I	we
		2	you	you
	↓	3	he/she/it	they
			singular	plural
		←—————→ Number		



Write in the correct Verb to be

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Cindy _____ my best friend. 2. Peter and Kate _____ classmates. 3. Johnny _____ my brother. 4. You _____ a good student. 5. They _____ in the classroom. | <ol style="list-style-type: none"> 6. It _____ an apple. 7. Felicia and I _____ sisters. 8. I _____ her teacher. 9. It _____ a book bag. 10. You _____ a doctor |
|---|--|

Correct answers: is, are, is, are, are, is, are, am, is, are, is, are

Complete the **AFFIRMATIVE** sentences.

Use the correct form of *going to* and the verbs in brackets.

Example: 0. You are going to (study) for the next exam.

1. We _____ (play) Fortnite tomorrow night.
2. I _____ (get) a summer job.
3. You _____ (have) a Zoom session tomorrow.
4. My teacher _____ (check) my homework next Monday.
5. Students _____ (wear) face masks at the school.

Complete the sentences.

Use the correct form of *going to* and the verbs in brackets.

Example: 0. You are not going to (fail) the next exam.

1. I _____ (eat) a hamburger at the weekend.
2. You _____ (be) sad this year.
3. We _____ (smoke) ever again.
4. Alex _____ (ride) a horse this weekend.
5. Fer and July _____ (work) on the same team.
6. My dog _____ (leave) me alone.

Complete the sentences.

Use the correct form of *going to* and the verbs in brackets.

Example: 0. Are you going to (visit) your grandparents? No, I am not

1. I _____ at the weekend.
2. _____ you _____ (build) your own house?
3. _____ Dany _____ (do) exercise at the park? Yes, he is
4. _____ Bad bunny _____ (give) a concert in your city?
5. _____ your parents _____ (feed) the pets tonight? No, they are not
6. _____ Guadalupe _____ (sing) at the theater?
7. _____ they _____ (water) the plants tomorrow?
8. _____ we _____ (make) a video as a project?

Instrumento de Evaluación
Lista de Cotejo: Si (1 punto) No (0 puntos)

Práctica de "be going to"		
Indicador	Sí cumple	No cumple
Completó correctamente con el verbo "To be" en afirmativo de acuerdo con el pronombre dentro de cada oración.		
Completó oraciones usando el verbo "to be" y la estructura "Be going to" en su forma afirmativa.		
Completó oraciones usando el verbo "to be" y la estructura "Be going to" en su forma negativa.		
Completó oraciones usando el verbo "to be" y la estructura "Be going to" en su forma interrogativa.		
Escribió cuatro oraciones en dos globos de diálogo siguiendo el ejemplo proporcionado y usando la estructura "Be going to" en su forma positiva.		
Escribió dos oraciones en un globo de diálogo, usando la estructura "be going to" en su forma negativa.		



Producto.- Video de planes al graduarse de bachillerato.

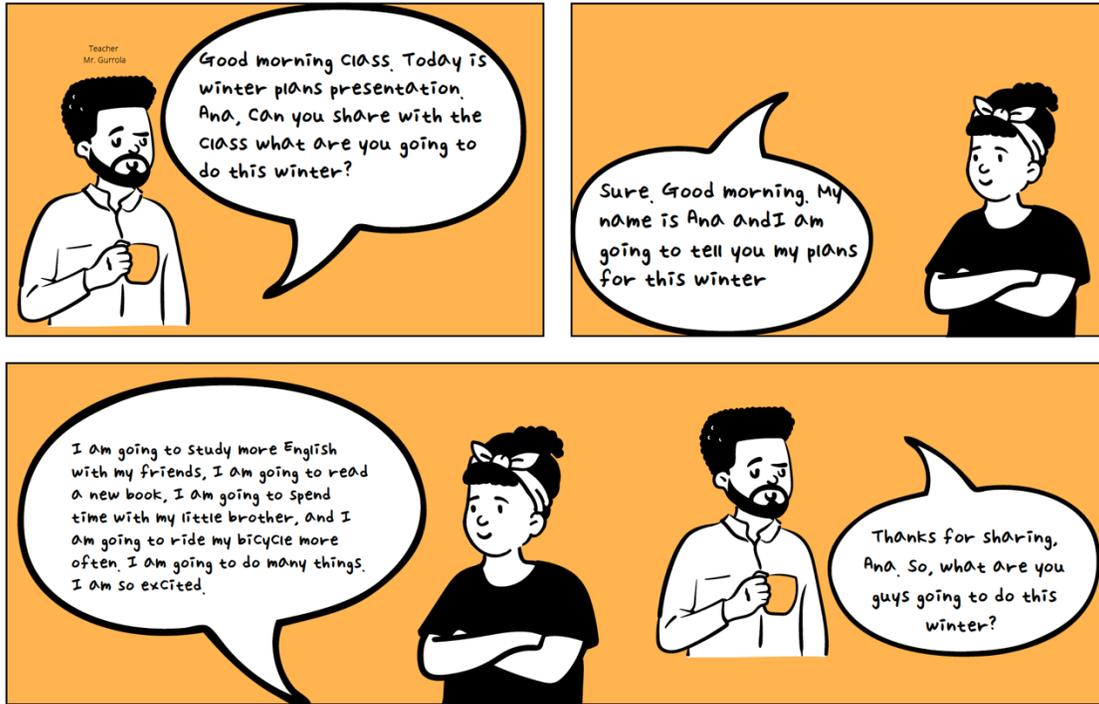
Instructions: write information about future plans using "going to" in the empty speech bubbles of the comic strip provided. Your sentences should include diversity: affirmative, negative, and interrogative. After that integrate the sentences into a paragraph.

Example of a paragraph to present plans using "going to"

Hello my name is Ana. And these are my plans after finishing school. First, I am going to work at the store and I am going to save 50 % of the money I earn to pay my university fees. I am not going to drink soda anymore, and I am not going to eat junk food every day either. Also, I am going to study a BA in Language Teaching in Durango. I am going to get a Master's in education. And I am going to pursue a PhD in education as well. In addition, I am going to try to be more social, but I am not going to use Facebook all day. I am going to read a book related to emotions. Also, I am going to work out to be fit and healthy, but I am not going to stop eating hamburgers occasionally. Finally, I am going to eat more vegetables and I am going to drink water more often. Indeed, I am going to do many things. I am so excited.

Example of comic strip with the information in the paragraph.

MY PLANS FOR THIS WINTER

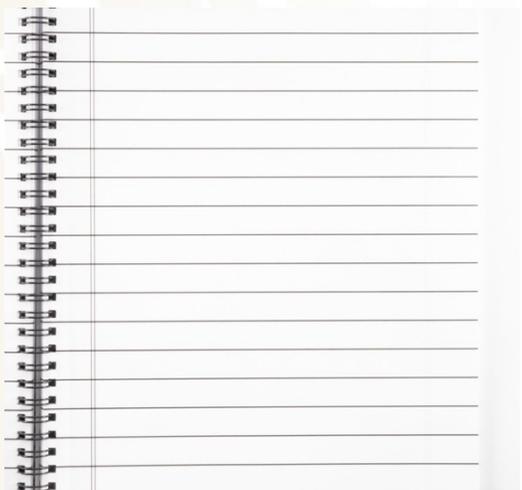


Comic strip for you to write on

MY PLANS FOR THIS WINTER



Write a paragraph with the information on the speech bubbles.



Lée las oraciones varias veces, de modo que se te facilite su lectura.

Prepárate para grabar un video corto de 1 a 2 minutos. En el video debes presentarte ante la cámara, diciendo tu nombre completo, semestre y especialidad.

Además debes mencionar que son tus planes para el invierno. Puedes hacer el video donde solo aparezcas tú en escena, o puedes integrar a alguien más,

siempre tomando en cuenta que tú vas a ser el protagonista del video y la persona que va a ser evaluada con el mismo.

RECOMENDACIONES

Antes de grabar el video:

Se recomienda que practiques la presentación/diálogo.

Asegúrate que el aparato con el cual va a grabar tenga suficiente batería.

Selecciona un área donde no haya mucho ruido y cuente con buena iluminación.

Durante la grabación:

Asegúrate de mantenerte siempre en cámara.

No estar leyendo.

Enfocado en la actividad.

Después de la grabación:

Asegúrate que la calidad del video y sonido sean aceptable.

No se haya excedido los 2 minutos máximos de duración del video.

Mándalo a tu profesor(a) por el medio acordado.

Si no estás satisfecho con el producto (video) puedes grabarlo nuevamente antes de enviarlo a tu profesor/a).

Instrumento de Evaluación Lista de Cotejo: Si (1 punto) No (0 puntos)

Video de planes para el invierno		
Indicador	Sí cumple	No cumple
Realiza un video de 1 a 2 minutos donde se presenta		
El mensaje habla sobre planes a realizar después de graduarse de la preparatoria.		
Comparte sus planes para el invierno usando la estructura "Be going to" en su forma positiva		
Comparte sus planes para el invierno usando la estructura "Be going to" en su forma negativa .		
Aparece con imagen y sonido claro el mensaje.		

Producto.- “Going to” board game

1. Play this game in groups from 3 to 5 students (You can play it with your family and friends too).
2. Throw a dice (It can be a virtual dice: <https://www.online-stopwatch.com/chance-games/roll-a-dice/>) and advance on the board. You can use a bean or any other object to mark your box.
3. Answer the question of the appropriate box. If you don't answer the question correctly, you cannot advance.
4. The student who arrives first to the “finish” box will win.
5. Play the game as many times as you need to practice with most of the questions.

Instrumento de evaluación

RATING SCALE	No (0)	Needs to improve (1)	Yes (2)
The student actively participates and collaborates to make the game flow in a pleasant and useful way.	No	Needs to improve	Yes
Communicates only in English during the activity.	No	Needs to improve	Yes
Pronounces clearly and his/her answers are easily comprehensible.	No	Needs to improve	Yes
Speaks English fluently.	No	Needs to improve	Yes
Uses “going to” correctly, to express his/her future plans.	No	Needs to improve	Yes

START

What are you going to do on weekends?

How are you going to study?

Where are you going to do exercise?

Which book are you going to read?

Are you going to travel? Where?

Who are you going to visit?

Are you going to organise a party with your friends?

What movie are you going to watch at the cinema?

How are you going to go to school?

What are you going to do with your family?

Are you going to go to a concert? Which artist or band are you going to see?

Which video games are you going to play with your friends?

What are you going to do with your friends?

Which music are you going to listen to?

What are you going to learn?

What TV shows are you going to watch?

What sport are you going to practice?

Where are you going to go with your friends?

Are you going to dance? Where?

Where are you going to study?

FINISH

Carta a Armando



Use the QR code to listen to the audio, then answer the questions.

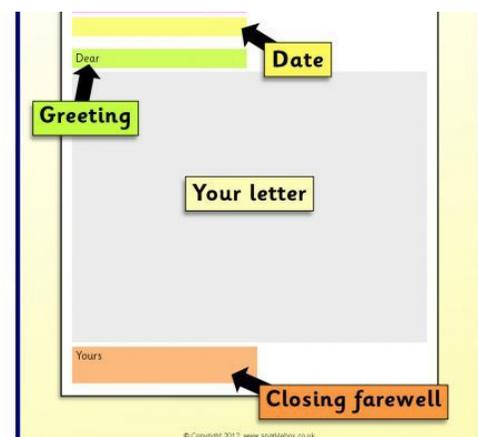


Listen to Armando's plans and answer the following questions:

- Which school will Armando go to next year?
 - Elementary school.
 - High school.
 - University.
- What will be his backup plan?
 - Apply to a university in his state.
 - Apply to two universities.
 - Research universities to know which is difficult.
- When will he work?
 - When he finishes his university studies.
 - While he studies at the university.
 - When the classes get hard.
- Will he get more ideas when he goes to the university?
 - Yes, he will
 - No, he won't
- Will he study a career related to his high school technical career?
 - Yes, he will
 - No, he won't

After listening to Armando, write a formal letter:

- Greet
- present yourself and talk about your prediction about your academic future. Ask at least 5 questions using will.
- Use a good-bye word or phrase.



Instrumento de evaluación

Criterio	Calificación			
	Excelente (4)	Bueno (3)	Satisfactorio (2)	Puede Mejorar (1)
Cumplimiento de la actividad	<p>El estudiante logra responder las 5 preguntas del mensaje auditivo correctamente.</p> <p>Escribe una carta donde describe predicciones sobre su futuro académico e incluye 5 preguntas utilizando futuro simple.</p>	<p>El estudiante logra responder las 5 preguntas del mensaje auditivo correctamente.</p> <p>Escribe una carta donde describe predicciones sobre su futuro académico solo incluye 2 a 3 preguntas utilizando futuro simple pero con errores en la estructura.</p>	<p>El estudiante solo logra responder 3 preguntas del mensaje auditivo correctamente.</p> <p>Escribe una carta donde describe predicciones sobre su futuro académico pero no incluye preguntas.</p>	<p>El estudiante no logra responder correctamente ninguna de las 5 preguntas del mensaje auditivo.</p> <p>Escribe una carta donde habla de su futuro pero no de predicciones académicas.</p>
Uso de lenguaje	-	<p>Pocos errores notables (máximo 3) en gramática, ortografía y uso de vocabulario de acuerdo a la actividad.</p>	<p>Errores mínimos (4 - 8 máximo) en la estructura del lenguaje y ortografía para describir apropiadamente los términos o partes del lenguaje, sin que interfiera con su comprensión.</p>	<p>Errores muy notorios (más de 8) en la estructura del lenguaje y la ortografía para describir la actividad y el uso de términos inapropiados o partes del lenguaje que interfieren con la comprensión de dicha actividad. El lector tiene que interpretar y confiar en su interpretación.</p>
Calidad de comunicación	-	<p>El escrito muestra una habilidad para comunicarse sin causarle al lector alguna dificultad así como una estructura completamente lógica y organizada.</p>	<p>El escrito muestra una habilidad para comunicarse con algunas dificultades para el lector así como una estructura apropiada lógica y organizada</p>	<p>El escrito muestra habilidad para comunicarse aunque algunas ocasiones hay dificultad para el lector así como estructuras inapropiadas, sin lógica y sin organización.</p>

Mis planes vacacionales

List of places I will like to visit.

You can include images or drawings if you like.

World	Mexico	My state

Select a place and complete the dialogue of person 1:

I would like to go to _____

Person 1: Hello, how are you today?

Person 2: Hi, I am happy, and you?

Person 1: I am _____ We will have 2months of vacation, what will you do?

Person 2: I will sleep all day. Will you go on vacation?

Person 1: Oh yeah! I will sleep too. I will go to _____

because _____

Person 2: What will you do there?

Note.- In your plans include who you will go with, how will you get there, where will you stay, and 4 to 5 activities you will do there.

Person 1: I will _____ but I won ´ t _____

Example or plans:

I am going to go to Tulum. I am going to travel with my family and my girlfriend. We will travel by car.

 We are going to stay in my uncle’s house. We are going to visit the ruins and the down town. We will swim in the sea, and I will snorkel... My dad is going to rent a...    

I think my girlfriend and I will take a lot of selfies and....

Now is your turn to communicate with a classmate:



1. Select an instant message app
2. Send to a classmate your audio file where you read your paragraph with your plans for vacation (last part of the dialogue).
3. Listen to a classmate's file ask and answer questions to each other.
For example.- Will you study at home? What will you do tomorrow?

Instrumento de evaluación

	Indicador	Sí	No
Diálogo escrito	1. Presenta una imagen de diálogo sostenido con compañero por medio de comunicación instantánea		
	2. Las estructuras gramaticales de los enunciados son correctas.		
	3. La ortografía y la puntuación son adecuadas.		
	4. Al menos presenta 2 preguntas y 2 respuestas en el diálogo.		
Expresión oral	5. Entrega el audio en el que lee en voz alta su párrafo sobre planes para vacaciones.		
	6. Indica el lugar al que irá de vacaciones.		
	7. Indica al menos 2 detalles de su plan como: con quién irá, que medios utilizará para llegar al destino o dónde se hospedará.		
	8. Indica cuando menos 3 acciones que harán en el lugar mencionado		
	9. La lectura en voz alta en el audio es fluida.		
	10. El mensaje en el audio tiene una adecuada pronunciación.		

Mesa redonda Select a topic

- **Personal Finance.** Student scholarship. Ways to manage our finances.
- **Social Responsibilities.** Highschool student. Learning autonomously and in a learning community.
- **Academic life project.** Learning English. Learning methods, strategies and technology.

Write on your notebook

Introduction

- Write in one sentence an introduction about the topic using facts, statistics, or anecdotes

Discussion

- Research about the fact, statistic or anecdote you presented in the introduction, in order to answer one of the questions in the discussion board.
- Select ONE of the following approaches for the discussion, and answer the questions:
 - ✓ **Pros-Cons**
 - What benefit can or can't bring this topic to a teenager's daily life? What will you do to promote your opinion?
 - ✓ **Agree-Disagree**
 - Why is it important to talk about this topic? What will you do to let everyone know your opinion?
 - ✓ **Conflict-Solutions**
 - How could or couldn't teenagers be aware of a problem and its possible solution about the topic? What will you do to share your opinion with others?
- Use time expressions and connector to present your answers. Consider the ideas in the following charts:



Connectors of Opinion

- ✓ I think
- ✓ I believe
- ✓ I feel
- ✓ In my opinion
- ✓ In my view
- ✓ It seems likely
- ✓ It seems to me
- ✓ As far as I know
- ✓ I feel that
- ✓ I would say that
- ✓ As far as I'm concerned
- ✓ If I am not mistaken
- ✓ As I see it
- ✓ I'd say that
- ✓ I'd suggest that
- ✓ What I mean is
- ✓ I figure that
- ✓ From my point of view
- ✓ I'm of the opinion that
- ✓ If you ask me
- ✓ To be honest
- ✓ Honestly I think
- ✓ My point of view is that
- ✓ Well, if you ask me
- ✓ It seems obvious that
- ✓ The main points are
- ✓ The essential point is
- ✓ I agree with
- ✓ Personally, I think
- ✓ The way I see it is

www.englishstudyhere.com



FUNCTIONAL LANGUAGE

giving opinions
As far as I'm concerned ...
In my opinion ... In my view ...
From my point of view ...
The way I see it is (that) ...
To my mind ...
Well, I reckon (that) ...
I (strongly) believe (that) ...
I (honestly) think (that) ...
I (really) feel (that) ...
Personally speaking, I believe ...
As for me, I reckon ...

asking opinions
What do you think/reckon?
Do you see what I'm getting at?
Do you know/see what I mean?
Do you agree with me?
Would you go along with that?
Would you agree with me that ...?
What are your thoughts on that?
Don't you think (that) ...?

agreeing
I (totally) agree with you/that.
I couldn't agree more.
I'd go along with that.
I feel the same.
You're absolutely right.
Absolutely/Definitely/Exactly.
No doubt about it.
That's a good point / I see your point.
I see where you're coming from.

disagreeing
I'm afraid I disagree.
I don't agree with you/that.
I'd be inclined to disagree.
That's not the way I see it.
I don't think so / I don't feel the same

partly agreeing
I see your point but ...
I kind of agree with you/that.
I agree with you to an extent, however, ...
You make a good point, but ...

CORK ENGLISH TEACHER

Future time expressions

Today/tonight/tomorrow	This + time + period	Next + time period
Today	This afternoon	Next Sunday
Tonight	this Monday	Next week
Tomorrow	This summer	Next year
The day after tomorrow	This week	Next summer
Tomorrow morning or night	This year	Next month
Example: they are arriving tomorrow	Example: I'm leaving this week	Example: next week I'm visiting my family.

Record your audio

- After writing on your notebook, practice reading out loud your introduction and your answers to the questions for the topic you selected.
- Record yourself reading your sentences, which should include future tense in simple or idiomatic form.

Presentation

- Present your recording in the platform indicated by your teacher.
- Listen to the recording of a classmate and write a question in future tense (simple or idiomatic) about his or her opinion or call to action.

Instrumento de evaluación

Actividad	Mesa Redonda				
	Nombre del estudiante	Semestre y grupo		Tema elegido	
Evaluado Por			Calificación		
Aspecto a evaluar	Excelente (2)	Muy bien (1.5)	Bien (1)	Regular (0.5)	Deficiente (0.25)
Participación	El estudiante envía un archivo de audio y escribe una pregunta en futuro relacionado con la opinión de un compañero. La oración interrogativa está estructurada sin errores.	El estudiante envía un archivo de audio y escribe una pregunta en futuro relacionado con la opinión de un compañero. La oración interrogativa contiene errores en su estructura.	El estudiante solamente envía un archivo de audio con calidad aceptable. No participa en envío de pregunta a un compañero.	Participa en envío de una pregunta en futuro a la opinión de un compañero, con deficiencias en la estructura gramatical. No envía archivo de audio.	El estudiante envía archivo con calidad del sonido definiciente el cual no permite entender la información grabada. No envía pregunta al trabajo de un compañero.
Organización de ideas	Todas las ideas fueron claramente organizadas y presentadas de una manera coherente y congruente.	La mayoría de los argumentos fueron claramente vinculados a tema solicitado y fueron organizados de manera lógica.	Muchas de las ideas fueron claramente organizadas y presentadas de una manera coherente y congruente.	Algunas de las ideas fueron claramente organizadas y presentadas de una manera coherente y congruente.	Las ideas no fueron claramente organizadas y presentadas de una manera coherente y congruente.
Gramática	La grabación presenta oraciones afirmativas y negativas utilizando going to o will correctamente para expresar acciones en el futuro.	going to and will son usados en la mayoría de los casos correctamente para expresar acciones en el futuro.	going to and will son usados y en algunos casos fueron usados correctamente para expresar acciones en el futuro.	La grabación contiene las estructuras gramaticales; sin embargo, el uso de will y going to no es correcto.	Las estructuras gramaticales no fueron incluidas.
Uso correcto de conectores	Todas las ideas fueron enlazadas y unidas mediante conectores en lugar de ser solo presentadas como enunciados aislados.	La mayoría de las ideas fueron enlazadas y unidas mediante conectores en lugar de ser solo presentadas como enunciados	Algunas de las ideas fueron enlazadas y unidas mediante conectores; en lugar de leer enunciados aislados.	Muy pocas ideas fueron enlazadas y unidas mediante conectores en lugar de ser solo presentadas como enunciados	El alumno sólo leyó los enunciados y las acciones en futuro no fueron enlazadas mediante conectores.
Seguimiento de instrucciones	El estudiante incluyó su opinión haciendo referencia a fuente de información sobre tema elegido. Utilizó futuro simple y/o idiomático con la intención comunicativa correcta.	El estudiante incluyó su opinión sin hacer referencia a fuente de información sobre tema elegido. Utilizó futuro simple y/o idiomático con la intención correcta.	El estudiante incluyó su opinión sin hacer referencia a fuente de información sobre tema elegido. El uso de futuro simple y/o idiomático no fue considerado.	El estudiante respondió a solo una de las 2 preguntas de opinión. Utilizó futuro simple y/o idiomático con errores en la intención comunicativa.	El estudiante presentó su opinión sin considerar las preguntas para la sección de discusión.
Retroalimentación					



Bitácora de Lecto-Escritura

LOGBOOK

PARTIAL: _____
 TEACHER'S NAME: _____
 ACTIVITIES NAME: _____
 SUBJECT: _____
 TOPIC: _____
 READING'S NAME: _____
 WEEK FROM _____ UNTIL _____

STUDENT'S NAME (FIRST NAME AND LAST NAME) _____
 GRADE: _____
 GROUP: _____
 CAREER: _____
 HOW MANY WORDS HAS YOUR READING? _____

DAY OF THE WEEK	DATE	TIME	HOW MANY WORDS?	WORD (S) THAT YOU DON'T KNOW THE MEANING	WRITE THE MEANING
A)	A)	A)	A)	ACTIVITY EXAMPLE: WORD'S MEANING	
B)	B)	B)	B)	A. Paradise: B. Beaches:	A. Paraiso B. Playas
C)	C)	C)	C)	A)	A)
D)	D)	D)	D)	B)	B)
E)	E)	E)	E)	C)	C)
				D)	D)
				E)	E)
				F)	F)
				G)	G)
				H)	H)
				I)	I)
				J)	J)
				K)	K)
				L)	L)
ACTIVITY EXAMPLE: SENTENCES ABOUT THE WORDS THAT YOU DIDN'T KNOW THE MEANING					
A. Paradise:		A. Cancun Quinta Roo, will be the best paradise place			
B. Beaches:		B. Some of the most incredibly beaches are going to be Punta Maroma.			
SENTENCES WITH WILL OR WON'T (FUTURO SIMPLE)					
1					1)
2)					2)
SENTENCES WITH GOING T (FUTURO IDIOMÁTICO)					
1					1)
2)					2)

Predicting for next reading:

On Monday I will read _____ words
and I will feel _____.

On Tuesday I will read _____ words
and I will feel _____.

On Wednesday I will read _____ words
and I will feel _____.

On Thursday I will read _____ words
and I will feel _____.

On Friday I will read _____ words
and I will feel _____.

Instrumento de evaluación

Lista de cotejo de llenado en bitácora de experiencia de lectura

Indicador	Si	No
El estudiante presenta la lectura utilizada (impresa o digital)		
El estudiante presenta archivo de audio con lectura del último día (maximo 1 min)		
El estudiante presenta bitácora de 5 días con anotaciones sobre avance en lectura palabras-tiempo.		
Lista de vocabulario con definición (palabras desconocidas)		
Oraciones afirmativas con futuro simple		
Oraciones negativas con futuro simple		
Oraciones interrogativas con futuro simple		
Oraciones afirmativas con futuro idiomático		
Oraciones negativas con futuro idiomático		
Oraciones interrogativas con futuro idiomático		
Más del 50% de las oraciones cuentan con el correcto uso de la gramática sobre futuro.		
Más del 50% de las oraciones tienen orden lógico y correcto de sus componentes.		

Escala de valoración: No (0 puntos) Need to improve (1 punto) Sí (2 puntos)

Audio of the reading log

RATING SCALE	No (0)	Needs to improve (1)	Yes (2)
Communicates only in English during the activity.	No	Needs to improve	Yes
Speaks English fluently.	No	Needs to improve	Yes
Uses in her/his reading "will" and "going to" correctly.	No	Needs to improve	Yes
The student has an appropriate voice and volume	No	Needs to improve	Yes
the recording of his/her reading is clear	No	Needs to improve	Yes

Total de ambas sumatorias: _____/2

Portafolio de evidencias: Frases condicionales

zero conditional
hechos

PRESENT SIMPLE + PRESENT SIMPLE

puedes sustituir **if** por **when** sin alterar el significado

If I study, I always pass my exams, because I'm really intelligent.

first conditional
condición probable

PRESENT SIMPLE + WILL + INFINITIVE

If I study, I will pass my exams, because I'm really motivated.

If and When

We use **if** for something that might happen in the future, or something imaginary. We use **when** for something that we know will definitely happen.

- I'll call you, **if** I get a chance. (I'm not sure)
- I'll call you **when** I arrive. (I will definitely call you)

We can use **if** or **when** where the meaning is „every time”

- **If/When** anyone rings my mobile, this person's image pops up on my screen.

ENGLISH GRAMMAR **ZERO CONDITIONAL** Woodward ENGLISH

IF **CONDITION** + **RESULT**

PRESENT SIMPLE + **PRESENT SIMPLE**

✓ **If you leave ice in the sun, it melts.**

IF **CONDITION** **RESULT**

Zero conditionals are used for facts that are generally true and do not change. It refers to a general situation that always happens if a condition is met.

CONDITION **RESULT**

IF CLAUSE + **MAIN CLAUSE**

If you stand in the rain, you get wet. ← **COMMA IS NECESSARY**

RESULT **CONDITION**

MAIN CLAUSE + **IF CLAUSE**

You get wet if you stand in the rain. ← **NO COMMA**

www.grammar.cl www.woodwardenglish.com www.vocabulary.cl

Zero Conditionals Cont.

- “**If**” and “**When**” can Both be Used.
 - “**When** I look at the sun, **my eyes hurt.**”
 - “**If** I look at the sun, **my eyes hurt.**”
- Switching Around is OK.
 - “**If** you smell gas, **get out of the building.**”
 - “**Get out of the building** **if** you smell gas.”
 - “**It's difficult to think** **when** you don't sleep.”
 - “**When** you don't sleep, **it's difficult to think.**”

UNLESS = IF ... NOT

We can use **unless** instead of **if not** in any conditional sentence:

1. **Zero:** I can't help my friend **unless** I listen to her problems.
2. **First:** **Unless** your team wins this match, we **won't** be happy.

ENGLISH GRAMMAR **FIRST CONDITIONAL** Woodward ENGLISH

PRESENT SIMPLE + **FUTURE SIMPLE**

✓ **If we work hard, we will finish the project on time.**

IF **CONDITION** **RESULT**

The **first conditional** is used to express a real or very probable situation in the future. It refers to things that will possibly happen in the future if a condition is met.

The **first conditional** is common when we are talking about **possible plans, promises, warnings, threats** or for **persuading** someone.

CONDITION **RESULT**

PRESENT SIMPLE + **FUTURE SIMPLE**

✓ **If I go to Italy next week for work, I'll visit the Colosseum.**

✓ **If I have time tomorrow, I will help you.**

✓ **If you touch that wire, you will get an electric shock.**

www.grammar.cl www.woodwardenglish.com www.vocabulary.cl

Zero Conditional: Functions

Things which are always true or things which happen as a result of something:

- facts
- general truths
- routines
- habits
- preferences
- rules and laws
- cause and effects
- superstitions
- proverbs

Specific situations:

- instructions
- suggestions and advice
- requests

The zero conditional will ALWAYS be TRUE.

Modal verbs or imperatives are common in the result clauses.

Present simple, present continuous or present perfect can be used in either the conditional or result clauses.

We use **first conditional** to talk about: uncertain results or common consequences to a possible event in the *present or the future*.

First Conditional

Uses:

- Uncertain events and possibilities: Once I find a job, I'll pay off this house in no time!
- Conditions: Unless we move cities, we could always come back here.
- Results and consequences: If you don't find a new wife, we'll never have grandchildren.
- Future plans and invitations: I'll show you my secret place after school.
- Promises: I'll love you until death do us part.
- Offers: If you're hurt, I'll put on some medicine for you.
- Negotiations and agreements: If you want to wait, I can wait.
- Predictions: Your parents will want you to remarry when they find out.
- Warnings: If you try to have a baby, you might die.
- Threats: If you don't leave her alone, you'll be sorry!
- Superstitions: If you should cross a black cat, you'll have bad luck!
- Polite requests: If you'll follow me, I'll show you my secret forest.



Can questions be asked with conditional sentences? Yes, they can be asked!

Form: Questions

If I miss the bus, I'll catch a taxi.

Yes/No Questions:

If + present simple, + will + subject + verb (base form)

If + you miss the bus, + will + you + catch a taxi?

Answers:

Yes, I will.

No, I won't.

Open Questions:

If + present simple, + wh-/how + will + subject + verb (base form)

If + you miss the bus, + how + will + you + get home?

Enjoy reading the following comic strips. In your notebook write the name of the comic strip and write down if the conditional sentence is in zero conditional or first conditional. Describe why do you think the answer is first or zero.

If you identify other elements in the written form of a conditional sentence.

Father and son by Unknown

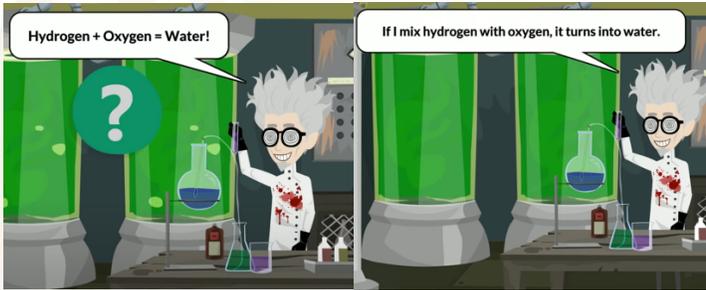
If you pick a fish out of water, it dies



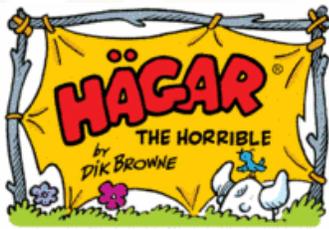
PEANUTS By Charles M. Schulz



Mad Scientist by OOMONGZU



Rachel and Friends by Editor



DILBERT By Scott Adams



Instrumento de evaluación

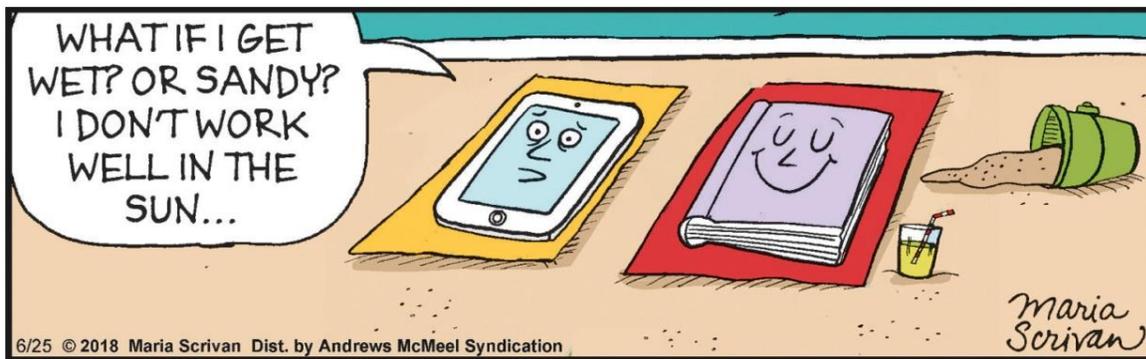
Lista de cotejo de portafolio de evidencias Instrumento de evaluación

Indicadores	Cumple	No cumple
Notas sobre tema gramatical		
Identificación de intención comunicativa de oraciones en tiras cómicas en condicionales tipo 0 y 1.		
Lista de preguntas para docente		
Retroalimentación docente ante logro de aprendizaje esencial.		

Armando conclusiones

Read the sentences out loud and complete the logical phrase using a condition or a result clause.

HALF FULL By Maria Scrivan



If a cellphone gets wet



If a tablet gets sandy



I am going to paint the house a different color



1 Match the conditions with their two possible results, as in the example.

Condition	Result
1 have time on the weekend	• clean my bedroom • study history
2 go to university	• study chemistry • go out with my friends
3 pass exams	• go for a walk • watch television
4 win a lot of money	• look for a job • go to university
5 finish my homework early	• share it with my family • go on a world cruise

1 If I have time on the weekend, I'll clean my room. I won't go out with my friends.

2 3

..... 4

..... 5

If I have time on the weekend

If I go to university

If I pass exams

If I win a lot of money

If I finish my homework early

Instrumento de evaluación

Lista de Cotejo del Producto Armando conclusiones. Valor:			
	Cumple (2)	No cumple (0)	Observaciones de mejora (1)
El estudiante colabora en la actividad, leyendo en voz alta con fluidez en inglés.			
El estudiante participa aportando propuesta de resultado lógico e imagen sobre primer condicional.			
La oración de resultado coincide en forma lógica con lo expuesto en la oración de condición.			
La oración de resultado cumple con la regla gramatical del uso del auxiliar “will”, “won ´ t”, “can” can ´ t”, “may” may not”, etc.			
La oración utilizada por el estudiante contiene dos posibles resultados como se solicita en las instrucciones.			
El ejercicio contiene las cinco oraciones condición (y dos posibles resultados).			

Casino Night Zero and First conditional statements

Game 1.- True or False

Instructions

- Listen to the conditional sentence being read to you.
- Make a bid
- Decide True or False
- If it is True, you will get your bid paid.
- If it is false, you should find what is the correction needed in the sentence to become true to earn your bid.

Sentences for game 1

Students and teachers won ´ t go back to school when the authorities tell us the date.

The teachers will give an extra point to the students If they practice with Duolingo.

Unless we get vaccinated against Covid-19, we won't be infected.

If the school has the sanitization measurements, we will be able to go back to school.

I won't help you study unless you promise to do all the school tasks.

If I don't pass the semester, my mom will buy me the Xbox Live Gold console.

I will invite you to come over to play video games if your mom gives you permission.

When the semester starts, I take an English course apart from school.

My family won't visit my dad's cousins unless they are all vaccinated against covid-19.

Teachers and students work on a hybrid mode if the school has internet service in every classroom.

Game 2.- conditional-result result-conditional

- Listen to the clause read to you, it could be a condition or result clause.
- Create a logical conditional or result clause according to what you heard.
- Read aloud your sentence.
- Make a bid.
- If it is correct, you will get your bid.

Clauses for game 2

Expressing a general truth.- If you mixed red and blue...
The police arrests someone...

Talking about routines.- When he goes to school...
Your ideas will be clearer...

Probability.- If it rains tomorrow...
We will communicate better...

Future consequences.- Unless we practice English...
We will eat healthy...

Promises and warnings.- We will do all the homework...
When we have fun...

Game 3.- if, unless, when

- Listen to the card read to you, the conditional clause will have the conjunction word missing.
- Indicate which could it be: if, unless or when.
- Make a bid.
- If it is correct, you will get your bid.

Sentences missing the conjunction in the conditional clause for game 3

_____ you water these trees, they won't grow well.

He'll get lost _____ someone shows him the way.
_____ there is oxygen, fire cannot burn.

My parents will be angry _____ I pass my exams.

_____ they lower the price, I won't buy that computer.

John is still at high school. _____ he leaves, he wants to go to university.

_____ I get up in the morning I usually drink a cup of coffee.

_____ I am late this evening, don't wait for me.

You'll feel tired in the morning _____ you go to bed late.

Instrumento de evaluación

CHECK LIST TO EVALUATE ORAL PRODUCTION

Student's name: _____

Date: _____

No.	Aspect	Yes	No
1.	The sentences presented are in zero or first conditional structure.		
2.	The sentences were read aloud by the student.		
3.	The sentences are understandable.		
4.	The student corrected at least 1 sentence in game 1.		
5.	The student identified elements to differentiate conditional clause from result clause in game 2.		
6.	The student most of the time identified the proper use of conjunctions: if, unless or when in conditional clauses in game 3.		
7.	The student used his or her notes to create or evaluate the sentences.		
8.	The student asked for clarification when needed.		
9.	The student wrote sentences in his or her notebook.		
10.	The student participated with good attitude towards the games.		
Total:			
Grade:			



Good luck!

Arte consciente



INSTRUCTIONS:

1. Take a piece of kraft paper.
2. Design whether your own silhouette or a different shape in which you can include text on it.
3. Choose a social or school problem in order to do something to get a solution and practice your social conscience.
Ex. unemployment in my community / technology distract students from their schoolwork.
4. At the bottom of the silhouette, write five logical conclusion sentences using zero and first conditional about what the social or school problem is related.
Ex. If you have a social conscience, you worry about people who are poor, sick, or elderly, etc and try to do something to help them.
5. At the top, write your full name, the emotion generated by the problem, plans and five future commitments to participate with proposals and solutions.
Ex. I will invite my friends to collect food for those in need, I am excited to help some people.

Instrumento de evaluación

Lista de cotejo

CRITERIO	SI (2 PUNTOS)	NO (0 PUNTOS)
Presenta una silueta o figura muy creativa, incluye colores, imágenes,		
Menciona el problema social o escolar.		
Escribe 5 enunciados usando correctamente el cero o primer condicional en relación al problema social o escolar		
Hace mención de las emociones que genera el problema elegido.		
Escribe 5 enunciados usando correctamente el futuro para expresar su propuesta y acciones de solución.		

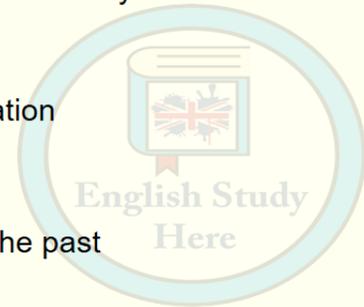
Portafolio de evidencias: Auxiliares Modales



What are **Modal Verbs**?

They are **Auxiliary Verbs** that provide additional and specific meaning to the main verb of the sentence. **Modal verbs** are sometimes referred to as **Modal Auxiliary Verbs** because they help other verbs.

- CAN** → Ability, doubt, astonishment, permission, polite, request
- MAY** → Permission, supposition, with doubt, if not prohibition
- MUST** → Obligation, firm necessity, logical, conclusion, probability
- SHALL** → Intention, supposition
- WILL** → Wish, desire, will, confidence, in the future
- OUGHT TO** → Moral duty, insistent advice, strict recommendation
- NEED** → Necessity
- HAVE TO** → Unwillingness, forced circumstances
- WOULD** → Wish (wish "to like"), polite request, a habit of the past



www.englishstudyhere.com

STILL CONFUSED?
Shades of Modality
A modal verb is a type of auxiliary verb* that expresses possibility, necessity, obligation

RULES TO REMEMBER

1. Most modal verbs cannot be used in past/future tenses.
2. When used in third person present tense modals do not have '-s' ending.
3. Use "not" to make modals negative.

SHADES METER

GrammarlyCheck
<https://www.grammarlycheck.com>

Should

Modal Verbs Uses of **Should**:

Advice or Suggestion
- Your hair is too long. You **should** get a haircut.

Situation likely in the present
- Mary **should** be at home now. Give her a call.

Likely in the future (prediction)
- They **should** win tonight, they're a better team.

Should + have + past participle
Meaning: The subject did not fulfill their obligation in the past or did not act responsibly.
- You **should have given** your boss the report yesterday when he asked for it.

Should + be + verb-ing
Meaning: The subject is not fulfilling their obligation now or is not acting sensibly.
- You **should be wearing** your seatbelt.
- We **should be studying** for the test right now.

SHOULD vs. OUGHT TO
Should can be replaced by **ought to** without a change in meaning.
- You **ought to** study more. =
- You **should** study more.
Note: **ought to** sounds more formal than **should** and is used less frequently.

We use **SHOULDN'T** to advise **not** to do something, usually because it is bad or wrong.
- You **shouldn't** throw your litter onto the street.
- He **shouldn't** play with those wires if he doesn't know what he is doing.
- You **shouldn't** work so much.

www.grammar.cl www.woodwardenglish.com www.vocabulary.cl

Must

Modal Verbs Uses of **Must**:

Obligation
- You **must** wear a seatbelt when you drive.

Deduction (certain something is true)
- Look at all that snow. It **must** be cold outside.

Emphasize Necessity
- Plants **must** have light and water to grow.

Strong Recommendation
- We **must** get together for dinner soon.

Mustn't = Prohibition
- You **mustn't** use your phone while driving.

MUST vs. HAVE TO
Must expresses obligation imposed by the speaker while **Have to** expresses external obligations.
Teacher: You must complete this essay by Friday.
Student: We have to complete this essay by Friday.
It is more common to use **Have to** instead of **Must** in questions.
- Does he **have to** do the test?

We use **Had to** instead of **Must** in the past tense.
- I **had to** pay my speeding ticket yesterday.

See our chart about **Mustn't vs. Don't have to**.

www.grammar.cl www.woodwardenglish.com www.vocabulary.cl

Obligation in English: HAVE TO

- AFFIRMATIVE**
Present Tense (subject + has to / have to + base form of the verb)
ex. Sheila **has to see** her doctor. She looks sick.
We **have to perform** our job well.
- NEGATIVE**
Present Tense subject + don't/doesn't have to + base form of the verb
ex. It **doesn't have to be** that way.
Tim **doesn't have to pay** for the damages.
Past Tense (subject + had to + base form of the verb)
ex.
- QUESTION**
Do/Does/Did (not) + subject + have to + base form of the verb
ex. Does she **have to come** here?
Didn't they **have to eat** the food in the table?
Wh- question word + do/does/did (not) + subject + have to + verb base form
ex. What do they **have to do** to win the game?
When does she **have to meet** the new boss?

MUSTN'T vs. DON'T HAVE TO

BE CAREFUL! There is a difference in meaning between **Mustn't** and **Don't have to**.

<p>Mustn't It is prohibited. It is not allowed. It is important that you do NOT do something.</p> <p>Negative Obligation You must not drink that. = It is forbidden to drink that. = Don't drink that, it is not allowed. = It is important that you do NOT drink that.</p> <p>You mustn't tell John. = Do NOT tell John. = You are not allowed to tell John.</p> <p>She mustn't come. = It is important that she does NOT come.</p>	<p>Don't have to There is no obligation. You are not required to do something, especially if you don't want to.</p> <p>Absence of Obligation You don't have to drink that. = You don't need to drink that but you can if you want to. = There is no obligation to drink that. You decide if you want to.</p> <p>You don't have to tell John. = You can tell John if you want to but it is not necessary.</p> <p>She doesn't have to come. = She is not required to come but she can if she wants to.</p>
---	---

www.grammar.cl www.woodwardenglish.com www.vocabulary.cl

Look at the following signs. Choose the best explanation for each of them.



- 1. You can smoke here
- 2. You can't smoke here.
- 3. You must smoke here.

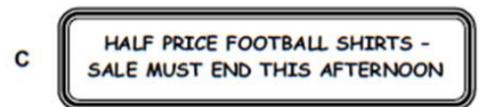


- 1. You can't get information here.
- 2. You can get information here.
- 3. You should get information here.



- 1. You can't have a picnic here.
- 2. You must have a picnic here.
- 3. You can have a picnic here.

Match the Signs with their corresponding explanation. There are more signs than explanations.



- _____ 1. You should not swim here.
- _____ 2. You must not park here.
- _____ 3. You have to look both ways before crossing.
- _____ 4. You must pay to swim here.

Look at the following signs which can be found in public buildings, and complete minimum 10 sentences with modal verbs to share the interpretation you give to minimum 5 signs, according to: obligation, advice or prohibition.

Ideas taken from: <http://ri.uaemex.mx/ObjetosAprendizaje/PublicPlace/index.html>



Instrumento de evaluación

Lista de cotejo de portafolio de evidencias

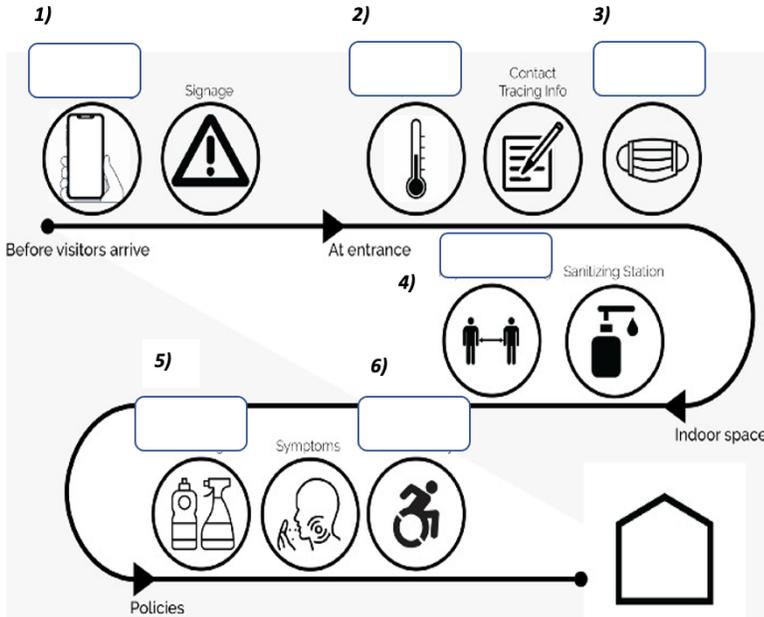
Indicadores	Cumple	No cumple
Notas sobre tema gramatical		
Escritura de 10 oraciones utilizando modales		
Al menos 50% de las oraciones siguen el orden correcto de auxiliar modal y verbo principal.		
Al menos hay 1 ejemplo con auxiliares sobre obligación, consejo y prohibición.		
Lista de preguntas para docente		
Retroalimentación docente ante logro de aprendizaje esencial.		

Cartel informativo: retorno seguro

Choose a phrase from the box to complete the diagram.

Indoor Public Space in the Time of Covid-19

Mask Check	Physical Distancing	Accessibility	Virtual Queuing	Cleaning	Temperature Check
------------	---------------------	---------------	-----------------	----------	-------------------



Taken from: <https://culturehouse.medium.com/how-do-we-find-the-new-normal-in-indoor-public-spaces-3630281e9a3b>

List actions we have to take to protect ourselves when going back to school. Classify the actions according to obligation, advice and prohibition. Bear in mind the public transportation, facilities at school, classmates, and teachers.

Must	
Should	
Don't have to	

MODAL VERBS



MUST / HAVE TO / HAS TO

OBLIGATION

SUBJECT + MUST + VERB IN SIMPLE FORM + COMPLEMENT

• must: I / You / She / We / They
They must wear a mask.



• have to: I / you / we / they
People have to keep physical Distancing.



• has to: he / has / it
A pregnant woman has to stay at home or avoid public places.



SHOULD ADVICE



We use SHOULD + base form of the verb to give advice.

- AFFIRMATIVE: YOU SHOULD GET THE COVID VACCINE
- NEGATIVE: WE SHOULDN'T ORGANIZE SOCIAL EVENTS
- QUESTIONS: SHOULD I VISIT MY GRANDMOTHER?

MUST NOT (MUSTN'T)

PROHIBITION

SUBJECT + MUST + VERB IN SIMPLE FORM + COMPLEMENT



We use must not to talk about prohibition (something that's not allowed).

- People mustn't shake hands.
- My father mustn't travel by bus without wearing a mask.

DON'T HAVE TO

WE USE DON'T HAVE TO / DOESN'T HAVE TO TALK ABOUT LACK OF OBLIGATION (SOMETHING THAT'S A CHOICE)

I / You / They / We **don't have to** wash hands with chlorine.

She / He / It **doesn't have to wear white clothes.**

Diseño de cartel

Work in teams to plan a simple campaign for your school to focus on a green recovery.

Write the campaign and present it to the class.

Use a collaborative document to design a presentation or an online flyer.

Follow the characteristics of effective flyers for your campaign:

- ✓ Simple design and language.
- ✓ Good use of white space.
- ✓ Appropriate and sufficient images.
- ✓ Inclusion of relevant details.
- ✓ Correct spelling and grammar.
- ✓ Use of the 3 actions according to obligation, advice and prohibition.

FLYER RUBRIC

CATEGORY	(92-100) Excellent	(86-92) Good	(78-85) Almost	(70-77) Not Yet
Attractiveness & Organization & Interest	The flyer is exceptionally attractive and is organized according to the flyer checklist.	The flyer is attractive and is mostly organized according to the flyer checklist.	The flyer is not attractive or is not organized according to the flyer checklist	The flyer is not very attractive and is not organized according to the flyer checklist.
Content Accuracy	The flyer has all of the required information (see checklist).	The flyer has most of the required information (see checklist).	The flyer has some of the required information (see checklist).	The flyer has little or none of the required information (see checklist).
Writing Mechanics	All of the writing is done in complete sentences. Capitalization and punctuation are correct throughout the brochure.	Most of the writing is done in complete sentences. Most of the capitalization and punctuation are correct throughout the brochure.	Some of the writing is done in complete sentences. Some of the capitalization and punctuation are correct throughout the brochure.	Most of the writing is not done in complete sentences. Most of the capitalization and punctuation are not correct throughout the brochure.
Graphics and Pictures	The graphics are appropriate and go well with the text and there is a good mix of text and graphics.	The graphics are appropriate and go well with the text, but there are so many that they distract from the text or there are too few.	The graphics are appropriate but do not go well with the text.	The graphics are not appropriate and do not go with the accompanying text.

Worldbuilding podcast

Introduction: Worldbuilding basics / Lo básico de creación de mundos

¡Bienvenid@ a esta sección de auxiliares modales!

En ésta aprenderás a expresar habilidades, sugerencias, obligaciones y necesidades, ¡todo gracias a los auxiliares modales! Pero no sólo eso, también aplicarás tu creatividad y las herramientas de ficción (fantasía, ciencia ficción, etc.) para crear un mundo completamente nuevo (**worldbuilding**). ¡Y éste será todo tuyo!

¿Qué es Worldbuilding?

Worldbuilding o creación de mundos es el proceso de diseñar y describir un mundo ficticio. Este puede ser de muchos tipos diferentes: fantasía (e.g. El Señor de los Anillos, Harry Potter), ciencia ficción (Yo, Robot), incluso ser igual a nuestro mundo con una pequeña diferencia (e.g. nuestro mundo pero la luna es de color verde) (Hergenrader, 2018)(Anderson, 2015).

¿Para qué sirve?

¿Alguna vez te has preguntado como sería nuestro planeta sin gravedad? ¿Qué tal si el sol no existiera? La creación de mundos permite echar a volar tu imaginación para crear algo único, completamente tuyo y puede usarse para escribir historias, cómics, incluso obtener ideas para videojuegos o compartir con los amigos.

Grammar: Auxiliary modal to present obligations “Obligation” Have to, has to , must

Context	Example	Your world
<p>Culture and government</p> <p>Describe the laws; activities done in celebrations; and regulations of social interaction.</p>	<p>The inhabitants, in the world of Okram, must have an identity card given by the government and their homes have to be built using light materials.</p> <p>Due to lack of sunlight, their skin is nearly translucent, and they must remain in the dark as they can't endure too strong sunlight. Every year they must perform a ritual to honor the sun, with music and food.</p>	

Grammar: Auxiliary modal to present suggestions “Advice” Should, shouldn ´t

Context	Example	Your world
<p>Challenging situations</p> <p>Present your characters; describe their abilities, knowledge and living values used to overcome challenges.</p>	<p>You could answer the following questions:</p> <p>Who lives in your world?</p> <p>Who should your character socialize with?</p> <p>How should your character implement knowledge or abilities to solve conflicts?</p> <p>Why should living values be present in challenges?</p>	

Grammar: Auxiliary modal to present “Prohibition” or “lack or obligation” mustn ´t, don ´t have to, doesn ´t have to		
Context	Example	Your world
<p>Environment</p> <p>Describe prohibitions or opportunities that the natural work can coexist in the same environment as humans.</p>	<p>World of Okram Laws.- gravity and shapes. Plants.- care needed. Animals.- light bones, type of food.</p> <p>The world of Okram is like a giant donut floating in space. Since it has such a shape, Earth laws mustn ´t be present. Special magic is needed to keep its shape.</p> <p>Animals tend to have dense bones they don ´t have to eat other animals, the mustn ´t be near the center of the gratival zone.</p>	



Now is time to read out loud your sentences of your world.

Select a device where you will record your voice.

Listen to your recording, and if you are ready to share, send it to your group or teacher.

Instrumento de evaluación

Rúbrica de Evaluación - Proyecto Worldbuilding parte 1					
Instrucciones: De los elementos presentados por el alumno, selecciona el campo que se adapta mejor a los productos entregados.					
Elemento	Descripción	Excelente	Bueno	Adecuado	Puede mejorar
Uso de verbos modales	En cada uno de los espacios para responder hace uso de los auxiliares modales (obligación, sugerencia y prohibición).	Utiliza los auxiliares modales en todos los campos.	Contesta solamente 2 campos con auxiliares modales.	Contesta solamente 1 campo con auxiliares modales.	No utiliza auxiliares modales en sus ejercicios.
Valor máximo: 40%		40%	20%	10%	0
Creación de mundos con modales de obligación	<p>Escribe una descripción de un mundo ficticio utilizando modales de obligación.</p> <ul style="list-style-type: none"> • Fuente tamaño 11 o 12 sin espacios. • Al menos 5 líneas de texto. • Elabora párrafos completos. • Utiliza al menos 5 modales de obligación correctamente. • Marca en amarillo el área en la cual se utilizaron los modales. 	Contiene todos los elementos solicitados en la descripción .	Falta uno de los elementos solicitados.	Faltan 2 de los elementos solicitados.	Faltan 3 o más de los elementos solicitados.
Valor máximo: 10%		10%	5%	2%	0
Creación de mundos con modales de sugerencia	<p>Escribe una descripción de un mundo ficticio utilizando modales de consejo.</p> <ul style="list-style-type: none"> • Fuente tamaño 11 o 12 sin espacios. • Al menos 5 líneas de texto. • Elabora párrafos completos en caso de escribir más. • Utiliza al menos 5 modales de sugerencia correctamente. • Marca en amarillo el área en la cual se utilizaron los modales. 	Contiene todos los elementos solicitados en la descripción .	Falta uno de los elementos solicitados.	Faltan 2 de los elementos solicitados.	Faltan 3 o más de los elementos solicitados.
Valor máximo: 10%		10%	5%	2%	0

Rúbrica de Evaluación - Proyecto Worldbuilding parte 2

Instrucciones: De los elementos presentados por el alumno, selecciona el campo que se adapta mejor a los productos entregados.

Elemento	Descripción	Excelente	Bueno	Adecuado	Puede mejorar
Creación de mundos con modales de falta de obligación o prohibición	<p>Escribe una descripción de un mundo ficticio utilizando modales de prohibición.</p> <ul style="list-style-type: none"> • Fuente tamaño 11 o 12 sin espacios. • Al menos 5 líneas de texto. • Elabora párrafos completos. • Utiliza al menos 5 modales de prohibición correctamente. • Marca en amarillo el área en la cual se utilizaron los modales. 	Contiene todos los elementos solicitados en la descripción .	Falta uno de los elementos solicitados.	Faltan 2 de los elementos solicitados.	Faltan 3 o más de los elementos solicitados.
Valor máximo: 10%		10%	5%	2%	0
Ortografía y gramática	Escribe los textos de forma gramaticalmente correcta.	No presenta errores en su texto.	Presenta 1-2 errores en su texto.	Presenta 3 errores en su texto.	Presenta 4+ errores ortográficos y/o gramaticales.
Valor máximo: 10%		10%	5%	2%	0
Podcast	Presenta un podcast en el cual describe los elementos de su mundo utilizando los modales presentados en los textos anteriores.	Pronuncia adecuadamente las oraciones.	Tiene 3 errores de pronunciación.	Presenta 4 errores de pronunciación.	Presenta 5+ errores de pronunciación o no entrega el podcast.
Valor máximo: 20%		20%	10%	5%	0

Sitios de mi ciudad

Watch a video about your city where you live.

In the following chart write down the characteristics you observe in the video or you know from experience.

Name of the place	Activities	Popular aspects	Gastronomic features	Possible problematic issues

Which social media will you like to work with?

INSTAGRAM 	TIKTOK 
<p>Select a place Take a picture or find a picture Write 3 comments for your picture to present: advice to enjoy the place.</p>	<p>Select a place Take a video or find a gif Express 3 comments for your place to present: advice and obligations "musts" to enjoy the place.</p>

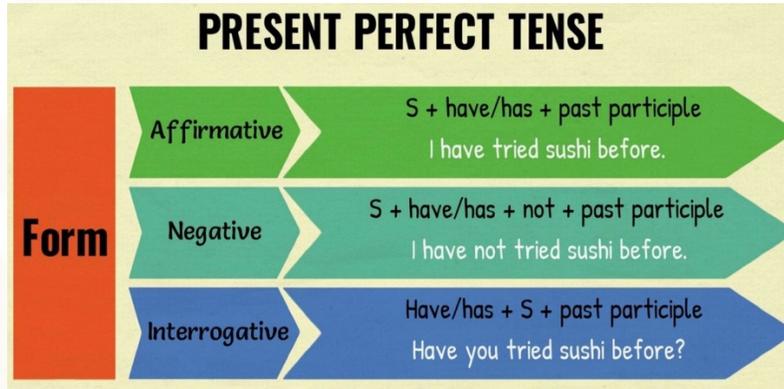
Instrumento de evaluación

Criterios de Evaluación	Si	No
El estudiante observa un video en inglés sobre la ciudad donde vive, anota en su libreta vocabulario que entienda, y relaciona.		
El estudiante publica una fotografía en Instagram o Facebook, escribiendo o sugiriendo los lugares que pueden visitar al estar en su ciudad, puede resaltar los landmarks más famosos, y solicitar a sus compañeros dejen sus comentarios en la publicación, utilizando modales.		
El estudiante realiza un video en Tiktok, promoviendo turísticamente la ciudad donde vive, que lugares o sitios son emblemáticos del sitio. Usando el uso de modales para dar sugerencia, consejo o petición.		
El estudiante envía su publicación a su docente, para que sea compartida con otros compañeros de los planteles y del sistema, fomentando el networking y la mejora continua.		
Más del 50% de las oraciones presentadas incluyen auxiliares modales con correcta intención comunicativa y posición dentro de la oración.		

Valoración: 5 criterios=muy bien; 4 criterios=satisfactorio; 3 criterios=en proceso; 2-0 criterios=requiere apoyo

Portafolio de evidencias:

Presente Perfecto



Present Perfect Tense

Source of information: www.Teejr.com

This tense is a tricky one for learners as it implies the action happened in the past, but the time actually relates to the present. Let's have a look!

The key to understanding this tense is that whatever you say in the Present Perfect there is an unfinished time attached to it. This time always comes up to the present.

In my experience, I have seen that movie. (in my lifetime)

I have eaten lunch. (today)

She has been to the mall this week.

In the 3 examples above, the first 2 the time isn't stated, but implied (lifetime/today) and the last one it is stated (this week). So, next time you want to use Present Perfect think to yourself, "Does the time come up to the present?"



Form:
Subject+ have/has + past participle (V3)



Function:
Used for an action at an unspecified time before now or an unfinished time.



Common time phrases:
Today, this week, this year, in my lifetime, etc.

Timeline:



Example sentence:
I have studied in a virtual classroom this year.

It is important to know where to find the past participle of verbs, because in the past perfect you need to combine it with the verb have in simple present.

Complete the following chart and then find 7 classmates or family members who have experienced the situations in "Find someone who..." exercise.

BASE	P.SIMPLE	P.PART	TRANS.	BASE	P.SIMPLE	P.PART	TRANS.
act						hit	
	recorded						sentir
		considered		Hurt			
			volar		knocked		
have						married	
		crashed		Die			
			invitar		printed		
get						studied	
	fell down						jugar
		sung		begin			

NAME: _____ DATE: _____

Find Someone Who ...

Have you ever cried during a sad movie?
Present Perfect

	CLASSMATE'S NAME	Who...? What...? Where...?	ADDITIONAL INFORMATION	When...? Why...? How...?
... has cried during a sad movie.				
... has travelled to more than three countries.				
... has ridden a horse, or a camel, or an elephant.				
... has seen a ghost.				
... has been on television.				
... has stayed awake all night.				
... has gotten an A- on an English exam.				

A: Have you ever cried during a sad movie?
B: Yes, I have!
A: What was the movie about?
B: It was about a boy and a dog called Lassie.

Instrumento de evaluación

Lista de cotejo de portafolio de evidencias

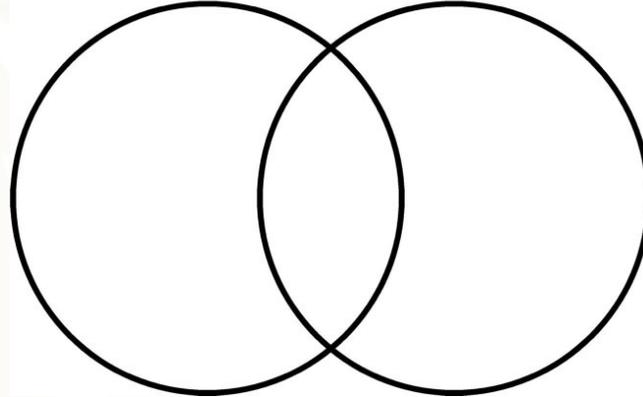
Indicadores	Cumple	No cumple
Notas sobre tema gramatical		
Tabla con verbos completado		
Tabla "find someone who" con nombres de personas que han vivido una experiencia de la lista.		
Al menos se elaboró una oración en presente perfecto sobre algún compañero o familiar.		
Lista de preguntas para docente		
Retroalimentación docente ante logro de aprendizaje esencial.		

Trivia

Write words related to abilities, studies, experiences or awards about the 2 people you will like to learn more about. Classify them according to differences and similarities.

VENN DIAGRAM

Different *Same* *Different*



From the vocabulary registered in the venn diagram, list 10 actions done with those words.

10 action verbs in base form	Past participle of the verb
Be	Been

Similar and different Experiences in a sentence			
PRESENT PERFECT		VERB in past participle	Time expressions
Affirmative	Negative		
He/she has	He/She hasn't		since 2006. in 1994.
They have	They haven't		When I was 5. before he died in Merida. on February 5 th , 2016. for more than 20 years. last week. Lately
Example. He has been internationally popular since 2006. He hasn't			

Now create your own trivia of 6 sentences, with two different characters. You can use this chart.

Sentence	Character one	Character two

Look at the example



Instrumento de evaluación

Indicador	Si	No
El estudiante utilizó organizadores gráficos para registrar los datos a utilizar en la trivia.		
La trivia contiene 3 premisas sobre ambas personas en presente perfecto (experiencias similares)		
La trivia contiene 3 premisas negativas sobre cada personaje en presente perfecto (experiencias distintas)		
Los verbos en oraciones de presente perfecto están en pasado participio.		
La trivia se presenta en formato disponible para el alumno: o Kahoot o Wordwall o Power point o Quizizz o Escrito a mano en fichas bibliográficas		

Experiencias en Ciudades de México

Travel Bingo

1 Color the squares where you identify an activity you have experienced in your city.

Skinnny dipped in the ocean	Made a lifelong friend	Skipped a meal because you were having fun	Traveled solo	Ate something you never thought you would
Made friends with tourists	Got ridiculously sunburnt	Missed your ride	Watched the sunrise	Lost your shoes or clothes
Did something that scares you	Petted an exotic animal	Stood too long in a line to enter a place	Had a life changing experience	Tried local food and it was horrible
Ended up in the wrong place	Nailed a karaoke song in a foreign language	Lost your friends	went on an expedition	Had a romance
Made memories you will cherish forever	Got sick	Went to a concert	Photobombed an image of unknown people	Saw a famous person

2 Create a collage with pictures or drawings of the experiences you colored in the bingo grid.



3 Guess classmates experiences from the pictures or drawings they will present, for example:

Have you ended up in the wrong place of the arts and crafts market? Have you photobombed under water? Have you watched the sunrise at the beach?

4

Create a survey to be asked around your city to tourists

yes-no questions

Examples...

1. Have you eaten tacos at....?
2. Have you ridden horses near ...?

5

Interview using your questions, one or several tourists in your city.



Instrumento de evaluación

Criterio de Evaluación	Si	No
El estudiante es capaz de identificar actividades que ha experimentado en su ciudad.		
Es capaz de exponer al grupo su modelo o arte, y explicarlo usando las formas gramaticales correctas, y transmitiendo el mensaje de la imagen o modelo.		
Es capaz de cuestionar a sus compañeros sobre su modelo o dibujo, en presente perfecto, para indicar eventos que empezaron en un tiempo indefinido en el pasado, y aún se pueden seguir realizando.		
Es capaz de estructurar una encuesta escrita acerca de actividades que sus compañeros presentaron su modelo o dibujo.		
Es capaz de aplicar encuesta de manera oral a algún extranjero que esté de visita en su ciudad.		

Collage

Irregular Past Participles

W
CROSS
R
D

Fill in the crossword with the PAST PARTICIPLES of the verbs

ACROSS

1. blow	6. bring	11. hold	16. draw	21. lend
2. say	7. grow	12. forget	17. give	22. fight
3. see	8. get	13. lead	18. drink	23. spend
4. make	9. let	14. wake	19. shut	24. think
5. begin	10. run	15. know	20. cut	25. teach

DOWN

26. leave	31. fly	36. tear	41. wear	46. sell
27. bear	32. hear	37. drive	42. show	47. find
28. put	33. sleep	38. take	43. sing	48. send
29. catch	34. hit	39. break	44. be	49. go
30. swim	35. sit	40. eat	45. keep	50. buy

Invite your parents or older family members to tell you about popular places in the city where they used to go and enjoy time during their teenage life.

First write questions you would like to ask them, there are some examples in the following chart.

Questions	Answers
What place have you visited in our city when you were a teenager?	
Why did you like to go there?	
Have you ever been there lately? What changes have you noticed?	

Collage example

In your collage include sentences to describe the changes in the place and the features or activities that are still present since the past.

Puerto Arista has been a place where nature surrounds the visitors.

Some local restaurants changed after the ocean destroyed them.

Many residents have helped preserve turtles



Teenagers have enjoyed fishing and camping here!

Instrumento de evaluación del producto de aprendizaje. Rúbrica Collage

Indicadores	Excelente (4 puntos)	Suficiente (3 puntos)	Necesita mejorar (2 puntos)	Insuficiente (1 punto)
Estructura Gramatical (Present Perfect)	No presenta errores gramaticales a la hora de explicar su trabajo, presenta vocabulario adquirido en clases y vocabulario nuevo.	Presenta hasta tres errores gramaticales y solo vocabulario adquirido en clases.	Presenta de 4 a 8 errores gramaticales y solo vocabulario básico.	Presenta hasta 9 errores gramaticales y un número reducido de vocabulario básico.
Explicación	Comunica claramente las transformaciones del lugar y a su vez destaca las actividades que siguen vigentes.	Comunica claramente las transformaciones del lugar, pero no es claro en destacar las actividades vigentes	Titubea al explicar las transformaciones del lugar y no destaca las actividades vigentes.	No explica claramente las transformaciones del lugar y no destaca las actividades vigentes.
Originalidad y Creatividad	Presenta con originalidad y creatividad las características del lugar que eligió.	El trabajo se presenta con originalidad y algunos elementos de creatividad.	El trabajo se presenta con poca originalidad y algunos elementos de creatividad.	El trabajo se presenta sin originalidad y sin creatividad.
Entrega	El trabajo es entregado a tiempo y con los requisitos establecidos.	El trabajo es entregado fuera de tiempo pero con los requisitos establecidos.	El trabajo es entregado fuera de tiempo y con algunos requisitos establecidos.	El trabajo no es entregado a tiempo y carece de la mayoría de los requisitos establecidos.
Ilustración	Ilustra las características principales del lugar, y existe una relación lógica en cada ilustración.	Ilustra las características principales del lugar, pero hay poca relación lógica en cada ilustración.	Tiene pocas ilustraciones de las características principales del lugar, y muy poca relación lógica en cada ilustración.	Tiene ilustraciones, pero no muestran características principales del lugar y no cuentan con relación lógica.