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| **SECRETARÍA DE EDUCACIÓN PÚBLICA**  **SUBSECRETARÍA DE EDUCACIÓN MEDIA SUPERIOR**  **UNIDAD DE EDUCACIÓN MEDIA SUPERIOR TECNOLÓGICA INDUSTRIAL Y DE SERVICIOS**  **CENTRO DE ESTUDIOS TECNOLÓGICOS INDUSTRIAL Y DE SERVICIOS No. \_\_**  **Nombre del Plantel \_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | | | | | | | | | |
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| **Instrumento de registro de la Planeación Didáctica** | | | | | | | | | | | | |
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| **Identificación** | **Institución:** | |  | **Plantel:** |  | | | **C.C.T** |  | | | |
| **Docente (s) que elaboró el instrumento:** | |  | | | | | **Fecha de elaboración:** |  | |  |  |
| **Día** | | **Mes** | **Año** |
| **Asignatura o submódulo:** | | | | | **Semestre:** | **Carrera:** | **Período de la aplicación:** | |  | | |
|  | | | | |  |  | **Duración en Horas** | |  | | |
| **Campo disciplinar de la asignatura** | | | | | The basic disciplinary competence of communication is related to the student’s ability to communicate effectively in Spanish and in a second language in different contexts, using distinct means and instruments. | | | | | | |
| **Communication** | | | | |
| **Propósito formativo del campo disciplinar** | | | | | | |
| **Transversalidad con otras asignaturas** | | | | |  | | | | | | |
| **Ámbitos del perfil de egreso en el que contribuye la asignatura** | | | | |  | | | | | | |
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| I**ntenciones Formativas** | **Propósito formativo de la asignatura** | | | Students will use language to express past and present activities, and to share or request personal information in simple and direct exchanges. | | | | | | | | |
| **Aprendizajes clave de la asignatura campo disciplinar** | **Ejes disciplinarios** | | Students will communicate, interact, and collaborate with others (transverse axis for all subjects from Communication and Social Sciences as disciplinary fields). | | | | | | | | |
| **Componente** | | * Reading, writing and oral production as learning sources and abilities practice. * The importance of reading to writing production * The importance of reading to writing in based argument | | | | | | | | |
| **Contenido central** | | * The use of language and grammar role in it * The function of language and grammar role in it * The relevance of language and grammar role in it * Argumentative text * The text as resource of information and new ideas | | | | | | | | |
| **Aprendizaje esperado** | | | * Express and report what others people said * Read instructive texts and describe actions and the object of a sentence emphasizing them rather than the subject. * Make predictions which might be certain or a possibility | | | | | | | | |
| **Proceso de aprendizaje** | | | * Development of specific linguistic skills. | | | | | | | | |
| **Contenidos específicos** | | | **Lesson 1, 2, 3:** Predicting the future.  **Lesson 4:** Focusing on activities and objects.  **Lesson 5:** Reporting what other people say | | | | | | | | |
| **Habilidades socioemocionales (HSE) a desarrollar** | | | Responsible decision-making  2.2 Where am I and where am I going? *I am going to make decisions for my future.*  2.3 The future with me and with others. *My decisions will make my future different than other's future.*  2.4 My vocation. *My decisions are shaping my future and how my career will develop. How my future will affect those around me.*  10.2 Focus on thinking *This process is used to grow plans.*  10.1 Making decision with your head or your heart | | | | | | | | |
| **Competencias Genéricas y atributos** | | | 6 The student effectively participates and collaborates on diverse teams. | | | | | | | | |
| **Competencias Disciplinares** | | | 1 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.  11 Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation. | | | | | | | | |
| **Competencias profesionales** | | | Professional Skill: Achieving Results  **Initiative**  Identifying what needs to be done and doing it as required by  • identifying needs  • doing more than what is required of you.  • involving others and learn from them.  • taking action to change things. | | | | | | | | |

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| **LESSON 1** | | | | | |
| **Actividades de aprendizaje** | | | | | |
| **Apertura** | **Actividad del Docente** | | | **Recursos utilizados** | **Duración** |
| **Lesson 1 Activity 1**  The teacher may open the lesson with a whole class conversation about students’ plans after high school.  The teacher plays the audio file and asks students to decide whether the statements are true or false. The teacher may check results with the whole class. | | | * - board * - markers * - notebook * - pencil   - *Take the Lead* TG pages 61  *- Take the Lead* SB pages 57  - *Take the Lead*  Student’s Digital Component:  Class audio track 6  - *Take the Lead Teacher’s* Digital  Component:  Class audio track 6 |  |
| **Actividad del estudiante** | **Duración** | **Producto de aprendizaje esperado** | **Tipo de evaluación** | **Ponderación** |
| **Lesson 1 Activity 1**  Students listen to the conversation and mark the statements as true or false. They discuss their results during a whole-class conversation. |  | Completion of activities | The teacher assessment  Self-assessment  Peer assessment  Continuous  Observation Guide |  |

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| **Actividades de aprendizaje** |

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| **Desarrollo** | **Actividad del Docente** | | | **Recursos utilizados** | **Duración** |
| **Lesson 1 Activity 2**  The teacher asks students to read the sentences in the yellow box and then to underline the statements that are wrong. The teacher asks students to discuss their results in pairs.  **Lesson 1 Activity 3**  The teacher asks students to complete the sentences in the table with the right form of the verbs in parentheses and the correct form of to be going to. The teacher asks for a quick pair revision of results.  **Lesson 1 Activity 4**  The teacher asks students to complete the sentences using the right going to form of the verbs in the box. The teacher asks volunteers to share their results with the class for revision.  **Lesson 1 Workout**  The teacher asks students to individually complete the five activities of the Workout section.  Then, the teacher asks students to compare answers in pairs.  To conclude and check answers, the teacher asks volunteer students to share their answers to be discussed as a whole-class activity. | | | * - board * - markers * - notebook * - pencil   - *Take the Lead* TG pages 61, 62  *- Take the Lead* SB pages 57, 58, 60  - Language Guide p. 84  - *Take the Lead*  Student’s Digital Component:  Flashcards: Future Plans  Lesson 1 Grammar Drills  - *Take the Lead Teacher’s* Digital  Component:  Flashcards: Future Plans  Poster: Going To  Lesson 1 Grammar Drills with answers |  |
| **Actividad del estudiante** | **Duración** | **Producto de aprendizaje esperado** | **Tipo de evaluación** | **Ponderación** |
| **Lesson 1 Activity 2**  Students read the sentences in the yellow box and then use them as a reference to underline the rules that are wrong. Students join a partner in order to discuss their results. Students may read the Language box or go to the Language Guide on page 84 for further reference about the use of going to.  **Lesson 1 Activity 3**  Students complete the sentences using the right form of the verbs. Students join a partner in order to compare their results.  **Lesson 1 Activity 4**  Students complete the sentences using the right form of the verbs in the box. Volunteers share their results for a whole-class revision.  **Lesson 1 Workout**  Students complete the activities of the Workout section.  Then, students compare their answers with a partner.  To conclude and check answers, volunteer students share their answers to be discussed as a whole-class activity. |  | Completion of activities | The teacher assessment  Self-assessment  Peer assessment  Continuous  Mid-term evaluation  Observation Guide  Workout section |  |
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| **Actividades de aprendizaje** | | | | | |
| **Cierre** | **Actividades del Docente** | | | **Recursos utilizados** | **Duración** |
| **Lesson 1 Activity 5**  The teacher forms groups of three and asks students to talk about their plans after high school. The teacher monitors the activity and helps if necessary.  **Lesson 1 Activity 6**  The teacher asks students to write a paragraph about their partners’ plans after high school. The teacher reminds them to use the grammar of the lesson. The teacher asks students to join a partner to exchange paragraphs and to offer feedback. The teacher monitors the activity.  **Lesson 1 Activity 7 - Self-Assessment**  The teacher asks students to read the statements and check the box that best describes their performance during the lesson. The teacher asks for a quick pair revision of results.  **Lesson 1 Responsible Decision Making**  The teacher asks students to discuss the Responsible Decision Making questions. Then, the teacher asks volunteer students to share their results and leads a respectful conversation about them. If the class time allows it, the teacher may work more on the students’ social abilities using the Responsible Decision Making worksheet, and the teacher’s notes. | | | * - board * - markers * - notebook * - pencil   - *Take the Lead* TG pages 63  *- Take the Lead* SB pages 59  - *Take the Lead*  Student’s Digital Component:  Responsible Decision Making worksheet  - *Take the Lead Teacher’s* Digital  Component:  Responsible Decision Making worksheet notes |  |
| **Actividad del estudiante** | **Duración** | **Producto de aprendizaje esperado** | **Tipo de evaluación** | **Ponderación** |
| **Lesson 1 Activity 5**  Students join two partners in order to have a conversation about their plans after high school. They may visit the suggested link for further ideas about activities after high school.  **Lesson 1 Activity 6**  Students write a paragraph about their partners’ plans after high school using sentences with going to. Students join a partner in order to exchange paragraphs and to offer respectful feedback about them.  **Lesson 1 Activity 7 - Self-Assessment**  Students read the statements and check the box that best describes their performance during the lesson. They join a partner for a quick pair revision of results.  **Lesson 1 Responsible Decision Making**  Students discuss the Responsible Decision Making questions with their own information.  Then volunteer students share their results to be respectfully discussed with the whole class. |  | Conversation about plans for the future.  Paragraph about partners’ plans for the future | The teacher assessment  Self-assessment  Peer assessment  Continuous  Final evaluation  Rubrics  Observation Guide |  |

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| **LESSON 2** | | | | | |
| **Actividades de aprendizaje** | | | | | |
| **Apertura** | **Actividad del Docente** | | | **Recursos utilizados** | **Duración** |
| **Lesson 2 Activity 1**  The teacher may open the lesson with a whole class conversation about the negative effects of technology in medical situations.  The teacher asks students to read the article and to complete the sentences with the best option. The teacher asks volunteers to share their results with the class.  **Lesson 2 Activity 2**  The teacher asks students to complete the tables using the words in bold from the text in Activity 1. The teacher asks for a quick comparison of results. | | | * - board * - markers * - notebook * - pencil   - *Take the Lead* TG pages 65, 66  *- Take the Lead* SB pages 61, 62  - *Take the Lead*  Student’s Digital Component:  - *Take the Lead Teacher’s* Digital  Component: |  |
| **Actividad del estudiante** | **Duración** | **Producto de aprendizaje esperado** | **Tipo de evaluación** | **Ponderación** |
| **Lesson 2 Activity 1**  Students read the article and choose the best option to complete the sentences. Volunteers share their results for a whole-class discussion.  **Lesson 2 Activity 2**  Students complete the tables using the words in bold from Activity 1. Students join a partner for a quick comparison of results. |  | Completion of activities | The teacher assessment  Self-assessment  Peer assessment  Continuous  Observation Guide |  |
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| **Actividades de aprendizaje** | | | | | |
| **Desarrollo** | **Actividad del Docente** | | | **Recursos utilizados** | **Duración** |
| **Lesson 2 Activity 3**  The teacher asks students to read the examples in the yellow box and asks them to choose the best option that completes the statements. The teacher asks for a quick pair comparison of results.  **Lesson 2 Activity 4**  The teacher asks students to complete the table with the right form of the verbs. The teacher asks for a quick revision of results in pairs.  **Lesson 2 Workout**  The teacher asks students to individually complete the five activities of the Workout section.  Then, the teacher asks students to compare answers in pairs.  To conclude and check answers, the teacher asks volunteer students to share their answers to be discussed as a whole-class activity. | | | * - board * - markers * - notebook * - pencil   - *Take the Lead* TG pages 66  *- Take the Lead* SB pages 62, 64  - Language Guide p. 85  - *Take the Lead*  Student’s Digital Component:  Lesson 2 Grammar Drills  Flashcards: Time Expressions for the Future  - *Take the Lead Teacher’s* Digital  Component:  Lesson 2 Grammar Drills with answers  Flashcards: Time Expressions for the Future |  |
| **Actividad del estudiante** | **Duración** | **Producto de aprendizaje esperado** | **Tipo de evaluación** | **Ponderación** |
| **Lesson 2 Activity 3**  Students read the examples in the yellow box and use them as a reference to choose the best option that completes the statements. They join a partner for a quick pair comparison of results. Students may go to the Language Guide on page 85 for further details about the topic.  **Lesson 2 Activity 4**  Students complete the table with the right form of the verbs. They join a partner in order to compare their results and discuss any discrepancy.  ‘  **Lesson 2 Workout**  Students complete the activities of the Workout section.  Then, students compare their answers with a partner.  To conclude and check answers, volunteer students share their answers to be discussed as a whole-class activity. |  | Completion of activities | The teacher assessment  Self-assessment  Peer assessment  Diagnostic  Continuous  Mid-term evaluation  Observation Guide  Workout section |  |
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| **Actividades de aprendizaje** | | | | | |
| **Cierre** | **Actividades del Docente** | | | **Recursos utilizados** | **Duración** |
| **Lesson 2 Activity 5**  After a whole class conversation about life and technology in the future, teacher asks students to write their predictions in their notebooks. The teacher may ask volunteers to share their predictions with the class.  **Lesson 2 Activity 6**  The teacher forms small groups and asks them to research about a medical or technological advance of their interest. The teacher leads them to write in their notebook what it will be used for and for what it won’t.  **Lesson 2 Activity 7**  The teacher asks students to post their predictions around the classroom. The teacher asks students to go around the classroom reading the predictions and asking questions about them. The teacher may lead a whole-class conversation in order to conclude the topic.  **Lesson 2 Activity 8 - Self-Assessment**  The teacher asks students to read the sentences and value them according to their own performance during the lesson. If time allows, the teacher may randomly ask students to share their answers with the class.  **Lesson 2 Responsible Decision Making**  The teacher asks students to complete the activity. Then, the teacher asks volunteer students to share their answers and leads a respectful conversation about them. To further develop the socio-emotional abilities of the class, the teacher may use the Responsible Decision Making Worksheet. | | | * - board * - markers * - notebook * - pencil   - *Take the Lead* TG pages 67  *- Take the Lead* SB pages 63  - *Take the Lead*  Student’s Digital Component:  Responsible Decision Making Worksheet  - *Take the Lead Teacher’s* Digital  Component:  Responsible Decision Making Worksheet notes |  |
| **Actividad del estudiante** | **Duración** | **Producto de aprendizaje esperado** | **Tipo de evaluación** | **Ponderación** |
| **Lesson 2 Activity 5**  Students discuss life in the future and write their predictions in their notebooks. They may use the illustrations as a reference. Volunteers share their results with the class.  **Lesson 2 Activity 6**  Working in small groups, students research about a medical or technological advance of their interest. They write in their notebook for what it will be used and for what it won’t.  **Lesson 2 Activity 7**  Students post their predictions around the classroom. They go around the classroom reading the predictions and asking questions about them. Students participate in a whole class conversation in order to conclude the topic.  **Lesson 2** **Activity 8 - Self-Assessment**  Students read the self-assessment sentences and give them a value. Before answering them, students reflect about their own performance during the lesson.  **Lesson 2 Responsible Decision Making**  Students complete the Responsible Decision Making activities with their own information.  Then, volunteer students share their answers to be respectfully discussed with the whole class. |  | Written predictions about life in the future  Research and discussion about the uses of future technology. | The teacher assessment  Self-assessment  Peer assessment  Continuous  Final evaluation  Rubrics  Observation Guide |  |

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| **LESSON 3** | | | | | | | | | |
| **Actividades de aprendizaje** | | | | | | | | | |
| **Apertura** | **Actividad del Docente** | | | | | **Recursos utilizados** | | **Duración** | |
| **Lesson 3 Activity 1**  The teacher may develop the activity with the whole class. The teacher asks volunteers to read and answer the questions with the corresponding month, day or date. The teacher asks students to discuss the results.  **Lesson 3 Activity 2**  The teacher asks students to listen to the conversation and to decide whether the statements are facts or opinions. The teacher plays the audio one more time and asks volunteers to share their results for whole class revision. | | | | | * - board * - markers * - notebook * - pencil   - *Take the Lead* TG pages 69  *- Take the Lead* SB pages 65  - *Take the Lead*  Student’s Digital Component:  Class audio track 7  - *Take the Lead Teacher’s* Digital  Component:  Class audio track 7 | |  | |
| **Actividad del estudiante** | **Duración** | | **Producto de aprendizaje esperado** | | **Tipo de evaluación** | | **Ponderación** | |
| **Lesson 3 Activity 1**  Working as a whole class, volunteers read and answer the questions by saying the date, month or day of the week that corresponds to their context, Students discuss their results in a whole class conversation.  **Lesson 3 Activity 2**  Students listen to the conversation and decide whether the statements are facts or opinions. They listen to the conversation one more time for checking their answers. Volunteers share their results for a whole-class revision |  | | Completion of activities | | The teacher assessment  Self-assessment  Peer assessment  Continuous  Observation Guide | |  | |
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| **Actividades de aprendizaje** | | | | | | | | | |
| **Desarrollo** | **Actividad del Docente** | | | | | **Recursos utilizados** | | **Duración** | |
| **Lesson 3 Activity 3**  The teacher asks students to read the examples in the yellow box and to write True or False for the statements below. The teacher may ask for a quick pair comparison of results.  **Lesson 3 Activity 4**  The teacher asks students to complete the table with the right use of verbs in simple present or present progressive. The teacher asks for a quick pair comparison of results.  **Lesson 3 Activity 5**  The teacher forms pairs and asks them to complete the sentences with the right form of the verbs. The teacher asks volunteers to share their results with the class for discussion.  **Lesson 3 Workout**  The teacher asks students to individually complete the five activities of the Workout section.  Then, the teacher asks students to compare answers in pairs.  To conclude and check answers, the teacher asks volunteer students to share their answers to be discussed as a whole-class activity. | | | | | * - board * - markers * - notebook * - pencil   - *Take the Lead* TG pages 70  *- Take the Lead* SB pages 66, 68  - Language Guide p. 85  - *Take the Lead*  Student’s Digital Component:  Lesson 3 Grammar Drills  - *Take the Lead Teacher’s* Digital  Component:  Lesson 3 Grammar Drills with answers | |  | |
| **Actividad del estudiante** | **Duración** | | **Producto de aprendizaje esperado** | | **Tipo de evaluación** | | **Ponderación** | |
| **Lesson 3 Activity 3**  Students read the examples in the yellow box and decide whether the statements with the rules are true or false. They join a partner for a quick pair revision of results. Students may go to the Language Guide on page 85 for further reference about the use of the present progressive.  **Lesson 3 Activity 4**  Students complete the table with the right form of the verbs using the simple present or the present progressive. They join a partner for a quick pair comparison of results. Students read the Language box for further knowledge about auxiliary verbs in simple present and present progressive tenses.  **Lesson 3 Activity 5**  Working in pairs, students complete the sentences with the right form of the verbs. Volunteers share their results for a whole class discussion.  **Lesson 3 Workout**  Students complete the activities of the Workout section.  Then, students compare their answers with a partner.  To conclude and check answers, volunteer students share their answers to be discussed as a whole-class activity. |  | | Completion of activities | | The teacher assessment  Self-assessment  Peer assessment  Diagnostic  Continuous  Mid-term evaluation  Observation Guide  Workout section | |  | |
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| **Actividades de aprendizaje** | | | | | | | | | |
| **Cierre** | **Actividades del Docente** | | | | | **Recursos utilizados** | | **Duración** | |
| **Lesson 3 Activity 6**  The teacher asks students to write some of their future arrangements and plans using simple present and present progressive. The teacher monitors the activity and helps if necessary.  **Lesson 3 Activity 7**  The teacher forms pairs and asks students to take turns talking about their future plans and upcoming events, and asking follow-up questions so to know more about their partner’s plans. The teacher monitors the activity and helps if necessary without interrupting the flow of the conversation.  **Lesson 3 Activity 8 - Self-Assessment**  The teacher asks students to underline the option that best completes the Self-Assessment statements. If time allows, the teacher may randomly ask students to share their results with the class.  **Lesson 3 Responsible Decision Making**  The teacher asks students to complete the Responsible Decision Making activities. Then, the teacher asks volunteer students to share their answers and leads a respectful conversation about them. To further develop the socio-emotional abilities of the class, the teacher may use the Responsible Decision Making Worksheet. | | | | | * - board * - markers * - notebook * - pencil   - *Take the Lead* TG pages 71  *- Take the Lead* SB pages 67  - *Take the Lead*  Student’s Digital Component:  Responsible Decision Making Worksheet  - *Take the Lead Teacher’s* Digital  Component:  Responsible Decision Making Worksheet notes | |  | |
| **Actividad del estudiante** | **Duración** | | **Producto de aprendizaje esperado** | | **Tipo de evaluación** | | **Ponderación** | |
| **Lesson 3 Activity 6**  Students write some of their future arrangements and events using simple present and present progressive. Students may read the skills box as a reference for their writing.  **Lesson 3 Activity 7**  Working in pairs, students take turns talking about their future plans and upcoming events. They ask follow-up questions so to know more about their partner’s plans. Students try to keep the flow of the conversation as natural as possible.  **Lesson 3 Activity 8 - Self-Assessment**  Students complete the self-assessment statements. Before answering them, students reflect about their own performance during the lesson.  **Lesson 3 Responsible Decision Making**  Students complete the Responsible Decision Making activities with their own information.  Then, volunteer students share their answers to be respectfully discussed with the whole class. |  | | Sentences about future plans and upcoming events  Conversation about future plans and upcoming events | | The teacher assessment  Self-assessment  Peer assessment  Continuous  Final evaluation  Rubrics  Observation Guide | |  | |
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| **LESSON 4** | | | | | | | | |
| **Actividades de aprendizaje** | | | | | | | | |
| **Apertura** | **Actividad del Docente** | | | | **Recursos utilizados** | | **Duración** | |
| **Lesson 4 Activity 1**  The teacher may open the lesson forming pairs and asking them to discuss the benefits of creating alternative forms of growing food.  The teacher asks students to read the manual and to choose a subheading for each paragraph. The teacher asks volunteers to share the results with the class.  **Lesson 4 Activity 2**  The teacher asks students to label the gardening diagrams with words from the box. The teacher forms pairs and asks for a quick comparison of results. | | | | * - board * - markers * - notebook * - pencil   - *Take the Lead* TG pages 73, 74  *- Take the Lead* SB pages 69, 70  - Visual Glossary p. 89  - *Take the Lead*  Student’s Digital Component:  Flashcards: Mexico’s Agriculture,  Interviews  - *Take the Lead Teacher’s* Digital  Component:  Flashcards: Mexico’s Agriculture,  Interviews | |  | |
| **Actividad del estudiante** | **Duración** | **Producto de aprendizaje esperado** | | **Tipo de evaluación** | | **Ponderación** | |
| **Lesson 4 Activity 1**  Students read the manual and choose a subheading for each paragraph. Volunteers share the results for a whole class discussion.  **Lesson 4 Activity 2**  Students label the gardening diagrams with words from the box. Students join a partner in order to compare their results. Students may go to the Visual Glossary on page 89 for further details about the topic. |  | Completion of activities | | The teacher assessment  Self-assessment  Peer assessment  Continuous  Observation Guide | |  | |
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| **Actividades de aprendizaje** | | | | | | | | |
| **Desarrollo** | **Actividad del Docente** | | | | **Recursos utilizados** | | **Duración** | |
| **Lesson 4 Activity 3**  The teacher asks students to read the examples in the yellow box and to match them to the rules. The teacher asks for a quick pair revision of results.  **Lesson 4 Activity 4**  The teacher asks students to complete the table with samples of active and passive voice. The teacher asks for a quick pair revision of results.  **Lesson 4 Activity 5**  The teacher asks volunteers to read the sentences out loud and change them to a passive form. Then teacher asks the class to discuss the results and analyze any discrepancy.  **Lesson 4 Workout**  The teacher asks students to individually complete the five activities of the Workout section.  Then, the teacher asks students to compare answers in pairs.  To conclude and check answers, the teacher asks volunteer students to share their answers to be discussed as a whole-class activity. | | | | * - board * - markers * - notebook * - pencil   - *Take the Lead* TG pages 74  *- Take the Lead* SB pages 70, 71, 72  - Language Guide p. 86  - *Take the Lead*  Student’s Digital Component:  Lesson 4 Grammar Drills  - *Take the Lead Teacher’s* Digital  Component:  Poster: Passive Voice (Simple Present and Simple Past)  Lesson 4 Grammar Drills with answers | |  | |
| **Actividad del estudiante** | **Duración** | **Producto de aprendizaje esperado** | | **Tipo de evaluación** | | **Ponderación** | |
| **Lesson 4 Activity 3**  Students read the examples in the yellow box and match them to the rules about the use of passive voice. Students join a partner in order to compare their results and discuss their results. Students may read the Language box and go to the Language Guide on page 86 for further details about the topic.  **Lesson 4 Activity 4**  Students complete the active and passive sentences in the table. Students join a partner for a quick revision of results.  **Lesson 4 Activity 5**  Volunteers read the sentences out loud and change them to a passive form. Working as a class, students analyze the results and discuss any discrepancy.  **Lesson 4 Workout**  Students complete the activities of the Workout section.  Then, students compare their answers with a partner.  To conclude and check answers, volunteer students share their answers to be discussed as a whole-class activity. |  | Completion of activities | | The teacher assessment  Self-assessment  Peer assessment  Diagnostic  Continuous  Mid-term evaluation  Observation Guide  Workout section | |  | |
|  | | | | | | | | |
| **Actividades de aprendizaje** | | | | | | | | |
| **Cierre** | **Actividades del Docente** | | | | **Recursos utilizados** | | **Duración** | |
| **Lesson 4 Activity 6**  The teacher asks students to research about an agricultural product and to write some ideas about it using passive voice. The teacher monitors the activity and helps if necessary.  **Lesson 4 Activity 7**  The teacher forms pairs and asks them to take turns to share their texts from Activity 6 and to exchange respectful feedback about their sentences. The teacher monitors the activity and helps if necessary without interrupting the flow of the conversation.  **Lesson 4 Activity 8 - Self-Assessment**  The teacher asks students to say whether the statements are true or false according to their performance during the lesson and then discuss their results with the class. If time allows, the teacher may ask students to share their answers and notes with the class.  **Lesson 4 Responsible Decision Making**  The teacher asks students to complete the Responsible Decision Making activities. Then, the teacher asks volunteer students to share their answers and leads a respectful conversation about them. To further develop the socio-emotional abilities of the class, the teacher may use the Responsible Decision Making Worksheet. | | | | * - board * - markers * - notebook * - pencil   - *Take the Lead* TG pages 75  *- Take the Lead* SB pages 71  - *Take the Lead*  Student’s Digital Component:  Responsible Decision Making Worksheet  - *Take the Lead Teacher’s* Digital  Component:  Responsible Decision Making Worksheet notes | |  | |
| **Actividad del estudiante** | **Duración** | **Producto de aprendizaje esperado** | | **Tipo de evaluación** | | **Ponderación** | |
| **Lesson 4 Activity 6**  Students research about an agricultural product from their country and use the passive form to write some ideas about it.  **Lesson 4 Activity 7**  Working in pairs students take turns to share their texts from Activity 6 and to exchange respectful feedback about their sentences.  **Lesson 4 Activity 8 - Self-Assessment**  Students say whether the Self-assessment statements are true or false. Before answering them, students reflect about their own performance during the lesson. Then, they share their ideas and discuss their results with their classmates.  **Responsible Decision Making**  Students, complete the Responsible Decision Making activities with their own information.  Then, volunteer students share their answers to be respectfully discussed with the whole class. |  | Sentences in passive voice about agricultural product  Conversation about agriculture using sentences in passive voice | | The teacher assessment  Self-assessment  Peer assessment  Continuous  Final evaluation  Rubrics  Observation Guide | |  | |

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| **LESSON 5** | | | | | |
| **Actividades de aprendizaje** | | | | | |
| **Apertura** | **Actividad del Docente** | | | **Recursos utilizados** | **Duración** |
| **Lesson 5 Activity 1**  The teacher may open the lesson with a group conversation about some interesting scientific advances.  The teacher plays the audio of the conversation and asks students to answer the questions. The teacher may check answers with a whole-class conversation.  **Lesson 5 Activity 2**  The teacher asks students to read the text and guess the meaning of the words in bold. The teacher asks volunteers to share their results with the class for revision. | | | * - board * - markers * - notebook * - pencil   - *Take the Lead* TG pages 77  *- Take the Lead* SB pages 73  - *Take the Lead*  Student’s Digital Component:  Class Audio track 8  - *Take the Lead Teacher’s* Digital  Component:  Class Audio track 8 |  |
| **Actividad del estudiante** | **Duración** | **Producto de aprendizaje esperado** | **Tipo de evaluación** | **Ponderación** |
| **Lesson 5 Activity 1**  Students listen to the conversation with a scientist and answer the questions. They discuss their results with the whole class.  **Lesson 5 Activity 2**  Students read the text and use the context to guess the meaning of the words in bold. Volunteers share their results for a whole class revision. |  | Completion of activities | The teacher assessment  Self-assessment  Peer assessment  Continuous  Observation Guide |  |
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| **Actividades de aprendizaje** | | | | | |
| **Desarrollo** | **Actividad del Docente** | | | **Recursos utilizados** | **Duración** |
| **Lesson 5 Activity 3**  The teacher asks students to read and analyze the examples in the yellow box. Then teacher asks them to complete the sentences with words from the box. The teacher asks for a quick pair revision of results. Students may read the Language box or go to the Language Guide on page 86.  **Lesson 5 Activity 4**  The teacher asks students to match the sentences with the reported form on the right. The teacher may ask for a quick revision of results.  **Lesson 5 Activity 5**  The teacher asks students to complete the table with the right form of the verbs to complete active or passive sentences. The teacher may ask for a quick revision of results.  **Lesson 5 Activity 6**  The teacher asks volunteers to read the sentences and to transform them into reported speech questions. The teacher asks the whole class to listen to the answers and discuss any discrepancy.  **Lesson 5 Workout**  The teacher asks students to individually complete the four activities of the Workout section.  Then, the teacher asks students to compare answers in pairs.  To conclude and check answers, the teacher asks volunteer students to share their answers to be discussed as a whole-class activity. | | | * - board * - markers * - notebook * - pencil   - *Take the Lead* TG pages 77, 78  *- Take the Lead* SB pages 74, 75, 77  - Language Guide p. 86  - *Take the Lead*  Student’s Digital Component:  Lesson 5 Grammar Drills  - *Take the Lead Teacher’s* Digital  Component:  Poster: Reported Speech  Lesson 5 Grammar Drills with answers |  |
| **Actividad del estudiante** | **Duración** | **Producto de aprendizaje esperado** | **Tipo de evaluación** | **Ponderación** |
| **Lesson 5 Activity 3**  Students analyze the examples in the yellow box and complete the rules with words from the box. Students join a partner for a quick revision of results.  **Lesson 5 Activity 4**  Students match the sentences with the reported form on the right. Students join a partner in order to compare and discuss their results.  **Lesson 5 Activity 5**  Students complete the table with the right form of the verbs to complete the active or passive form of the sentences. Students join a partner in order to compare and discuss their results.  **Lesson 5 Activity 6**  Volunteers read the sentences aloud and transform them into reported speech questions. The whole class listens to the answers and discusses any discrepancy.  **Lesson 5 Workout**  Students complete the activities of the Workout section.  Then, students compare their answers with a partner.  To conclude and check answers, volunteer students share their answers to be discussed as a whole-class activity. |  | Completion of activities | The teacher assessment  Self-assessment  Peer assessment  Diagnostic  Continuous  Mid-term evaluation  Observation Guide  Workout section |  |

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| **Actividades de aprendizaje** | | | | | |
| **Cierre** | **Actividades del Docente** | | | **Recursos utilizados** | **Duración** |
| **Lesson 5 Activity 7**  The teacher asks students to think of a recent conversation they had with someone and to make notes about the content and details of that conversation.  **Lesson 5 Activity 8**  The teacher forms pairs and asks them to take turns to report the conversation using reported speech. The teacher monitors the activity and helps if necessary.  **Lesson 5 Activity 9 - Self-Assessment**  The teacher asks students to complete the sentences about their performance during the lesson. If time allows, the teacher may ask students randomly to share their results with the class.  **Lesson 5 Responsible Decision Making**  The teacher asks students to answer the Responsible Decision Making questions. Then, the teacher asks volunteer students to share their answers and leads a respectful conversation about them. To further develop the socio-emotional abilities of the class, the teacher may use the Responsible Decision Making Worksheet.  **Cross-Curricular Project**  The teacher leads the students in the development of the Cross-curricular project on the topic of Reading, Oral and Written Expression focused on Achieving Results.  **Responsible Decision Making**  The teacher leads the students in the development of the Responsible Decision Making activities where they will be exploring the concept of Introspection. | | | * - board * - markers * - notebook * - pencil   - *Take the Lead* TG pages 79, 81, 82  *- Take the Lead* SB pages 75, 77, 78, 79  - *Take the Lead*  Student’s Digital Component:  Responsible Decision Making Worksheet  Block 3 Video and video worksheet  - *Take the Lead Teacher’s* Digital  Component:  Responsible Decision Making Worksheet notes  Block 3 Video and video worksheet with answers |  |
| **Actividad del estudiante** | **Duración** | **Producto de aprendizaje esperado** | **Tipo de evaluación** | **Ponderación** |
| **Lesson 5 Activity 7**  Students think of a recent conversation and make notes in their notebook about the content of that conversation.  **Lesson 5 Activity 8**  Working in pairs students take turns to report the conversation using reported speech. They exchange respectful feedback about each other’s work.  **Lesson 5 Activity 9 - Self-Assessment**  Students complete the self-assessment sentences. Before answering, students reflect about their own learning during the lesson.  **Lesson 5 Responsible Decision Making**  Students answer the Responsible Decision Making questions with their own information.  Then, volunteer students share their answers to be respectfully discussed with the whole class.  **Cross-Curricular Project**  Students complete the Cross-curricular project including the Self-assessment rubric.  **Responsible Decision Making**  Students complete the Responsible Decision Making activities in order to explore the concept of Introspection. |  | Report of a recent conversation using reported speech | The teacher assessment  Self-assessment  Peer assessment  Continuous  Final evaluation  Rubrics  Observation Guide |  |

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| **Recursos por utilizar** | |
| Materiales | Equipo |
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| **Referencias** | |
| Bibliográficas | Internet; otras fuentes |
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| **Validación** | | |
| Elaborado por: | Recibido por: | Avalado por: |
|  |  |  |
| Nombre y firma del docente | Nombre y firma de la autoridad  correspondiente | Nombre y firma del presidente de academia correspondiente |