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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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| **Intenciones Formativas** | **Propósito formativo de la asignatura** | | | The student reads, writes, understands and exchanges personal information appropriate to the context and time. | | | | | | | | | | | | |
| **Aprendizajes clave de la asignatura campo disciplinar** | **Ejes disciplinarios** | | * Communicating, implicating and elaborating with others (transversal axis for all subjects in the communication disciplinary field as well as social sciences). * Communication and interpersonal relationships. * Integration of learning communities. * Contextualization of learning communities through students' interests and academic experiences. * Reading, writing, speaking, and listening. | | | | | | | | | | | | |
| **Componente** | | * Communication and interpersonal relationships. * Integration of learning communities. * Contextualization of learning communities through students' interests and academic experiences. * 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** | | * Recognize different experiences in which the student answers in a polite and informal way depending on the situation. * Identifies multiples uses of verbs ending in –*ing* and be able to elaborate a survey deducing the differences among verb in gerund and infinitive. * Choose what spare time activities students are able to do on a week. * Design a survey in order to develop accurate vocabulary. * Read and exchanges experiences and analyze similarities about their answers. | | | | | | | | | | | | |
| **Aprendizaje esperado** | | | **4**  The student makes requests in a formal or informal way depending where he / she is at.  **5**  The student talks about what they like to do in their everyday context, they can also share their ideas to others about what they don't like to do and make questions to find out that information among other people. The students distinguish and use verbs followed by gerund and verbs followed by infinitive in different contexts.  **6**  The student expresses when, where, and how often he or she carries out spare time activities. | | | | | | | | | | | | |
| **Proceso de aprendizaje** | | | Development of specific linguistic skills | | | | | | | | | | | | |
|  | **Contenidos específicos** | | | **Lesson 1:** It is better to sound polite and not demanding. (Want / would like)  **Lesson 2:** Count and non-count nouns  **Lesson 3:** Gerunds and infinitives  **Lesson 4:** Comparative adjectives, Gerund phrases  **Lesson 5:** Adverbs of definite frequency | | | | | | | | | | | | |
| **Habilidades socioemocionales (HSE) a desarrollar** | | | Social Awareness (Active Listening) | | | | | | | | | | | | |
| **Competencias Genéricas y atributos** | | | 4. The student listens, interprets, and communicates messages relevant to different contexts by using appropriate means, codes, and tools. | | | | | | | | | | | | |
| **Competencias Disciplinares** | | | 11. The student communicates in a foreign language through logical speech, oral or written, consistent with the communicative situation. | | | | | | | | | | | | |
| **Competencias profesionales** | | | **Leading others**  **Fostering Diversity**  Working effectively with everyone regardless of their race, culture, disabilities, gender, etc. by  • including everyone in decision making and solving problems.  • communicating and cooperating with others.  • making others feel valuable regardless of diversity. | | | | | | | | | | | | |
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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 activity with a conversation about clothes and shopping. The teacher plays the audio file for students to decide if the statements are true or false.  The teacher may have pairs comparing and discussing their results.  **Lesson 1 Activity 2**  The teacher may work with the whole class. The teacher may ask a volunteer to read each phrase (focusing on the right intonation) and the rest of the class decides if it is formal or informal. | | | | | | | | | * - board * - markers * - notebook * - pencil   - *Take the Lead* TG pages 36  *- Take the Lead* SB pages 33  - *Take the Lead*  Student’s Digital Component:  - *Take the Lead* Teacher’s Digital  Component:  Class audio track 8 | | | | |  | |
| **Actividad del estudiante** | | | | | **Duración** | | **Producto de aprendizaje esperado** | | **Tipo de evaluación** | | | | | **Ponderación** | |
| **Lesson 1 Activity 1**  Students listen to audio file and decide if the statements are true or false. Finally, they join a partner in order to compare results and discuss any discrepancy.  **Lesson 1 Activity 2**  Volunteer students read each phrase. It is important to read with the right intonation for each expression. The rest of the students decide if the phrase if formal or informal. They may discuss as a class any doubt that may arise. | | | | |  | | Completion of activities | | Teacher assessment  Self-assessment  Peer assessment  Continuous  Observations Guide | | | | |  | |
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| **Actividades de aprendizaje** | | | | | | | | | | | | | | | | |
| **Desarrollo** | **Actividad del Docente** | | | | | | | | | **Recursos utilizados** | | | | | **Duración** | |
| **Lesson 1 Activity 3**  The teacher asks students to read the conversation from Activity 1 again focusing on the use of *want* and *would like*.  Then, the teacher asks students to answer the questions in pairs and discuss any discrepancy to understand the rules of use of *want* and *would like*.  **Lesson 1 Activity 4**  The teacher asks students to complete the table that explains the rules about the structure of *want* and *would like*. The teacher may ask volunteers to read the answers for a quick whole class revision. If needed, the teacher can use the *Making Requests* grammar poster to further explain the grammar rules.  **Lesson 1 Activity 5**  The teacher forms pairs and asks them to read the conversation a first time leaving the gaps unanswered. They need to decide whether the conversation is formal or informal. Then the teacher asks pairs to complete the activity with *want* or *would like*.  The teacher may ask volunteers from each pair to share their results for a whole class revision. For further practice, the teacher may use the grammar drill *Want and Would like*.  **Lesson 1 Workout**  The teacher asks students to individually complete the six 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 results to be discussed as a whole class activity. | | | | | | | | | * - board * - markers * - notebook * - pencil   - *Take the Lead* TG pages 37  *- Take the Lead* SB pages 34, 36  - Language Guide p. 82  - *Take the Lead*  Student’s Digital Component:  - *Take the Lead* Teacher’s Digital  Component:  Grammar poster *Making Requests*  Grammar Drill Block 2, Lesson 1 *Want and Would like* | | | | |  | |
| **Actividad del estudiante** | | | | | **Duración** | | **Producto de aprendizaje esperado** | | **Tipo de evaluación** | | | | | **Ponderación** | |
| **Lesson 1 Activity 3**  Students read the conversations from Activity 1 again and focus on the use of *want* and *would like*. Then they work in pairs to answer the questions and discuss any discrepancy about the rules.  **Lesson 1 Activity 4**  Students complete the table that shows the grammatical structure of *want* and *would like*. If necessary, students may go to the Language Guide on page 82.  Students can check the exercise during a quick whole class revision.  **Lesson 1 Activity 5**  Students in pairs read the text without answering in order to decide whether the conversation is formal or informal. Then they complete the text with *want* or *would like*. 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, teacher asks volunteer students to share their results to be discussed as a whole class activity. | | | | |  | | Completion of activities | | Teacher assessment  Self-assessment  Peer assessment  Diagnostic  Continuous  Mid-term evaluation  Observations Guide  Workout section | | | | |  | |
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| **Actividades de aprendizaje** | | | | | | | | | | | | | | | | |
| **Cierre** | **Actividades del Docente** | | | | | | | | | **Recursos utilizados** | | | | | **Duración** | |
| **Lesson 1 Activity 6**  The teacher forms pairs and asks them to choose one picture. The teacher asks them to write two conversations with requests related to that object (one formal and one informal) focusing on the grammar elements of the lesson.  **Lesson 1 Activity 7**  The teacher asks pairs to join other pairs in order to role-play their conversations and exchange polite feedback about them.  Depending on the class they may role-play their conversation for the whole class.  **Lesson 1 Activity 8 - Self-Assessment**  The teacher asks students to complete the graphic organizer about the lesson. If time allows, teacher may ask random students may share their results with the class.  **Social awareness**  The teacher asks students to answer the social awareness questions. Then the teacher asks volunteer students to share their results and leads a respectful conversation about them. To further develop students’ socio-emotional skills, the teacher may use the Social Awareness Worksheet about politeness. | | | | | | | | | * - board * - markers * - notebook * - pencil   - *Take the Lead* TG pages 38, 39  *- Take the Lead* SB pages 35  - *Take the Lead*  Student’s Digital Component:  - *Take the Lead* Teacher’s Digital  Component:  Social Awareness Worksheet 1 Notes *Being Polite* | | | | |  | |
| **Actividad del estudiante** | | | | | **Duración** | | **Producto de aprendizaje esperado** | | **Tipo de evaluación** | | | | | **Ponderación** | |
| **Lesson 1 Activity 6**  Students choose in pairs a picture and write one formal conversation and one informal conversation with requests related to that object.  **Lesson 1 Activity 7**  Students join another pair in order to role-play their conversations. They give polite feedback, focusing on register (formal and informal) and the grammar of the lesson.  **Lesson 1 Activity 8 - Self-Assessment**  Students complete the self-assessment activity. Before answering the sentences, students reflect about their own learning during the lesson.  **Social awareness**  Students answer the social awareness questions with their own information.  Then, volunteer students share their results to be respectfully discussed with the whole class. | | | | |  | | Two written conversations (one formal and one informal) with requests about an object at the mall.  Role-play of formal and informal conversations | | Teacher assessment  Self-assessment  Peer assessment  Continuous  Final evaluation  Rubrics  Observations Guide | | | | |  | |

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| **LESSON 2** | | | | | |
| **Actividades de aprendizaje** | | | | | |
| **Apertura** | **Actividad del Docente** | | | **Recursos utilizados** | **Duración** |
| **Lesson 2 Activity 1**  The teacher plays the audio of a conversation where the characters discuss the things they need for cooking. The teacher asks students to check the things they have and to put a cross by the things they need to buy. The teacher may check the answers with a quick whole class discussion.  It is important to be ready to clarify any doubt or discrepancy.  **Lesson 2 Activity 2**  The teacher asks students to read the Language box about count and non-count nouns. Then, the teacher plays the conversation for students to extract all the food words and classify them in the table. Then, the teacher asks them to add two more words to each column. The teacher can use the flashcard about food to provide new vocabulary to complete the table. Finally, the teacher asks volunteers to share their results with the class. | | | * - board * - markers * - notebook * - pencil   - *Take the Lead* TG pages 41  *- Take the Lead* SB pages 38  - *Take the Lead*  Student’s Digital Component:  - *Take the Lead* Teacher’s Digital  Component:  Class audio track 9  *Food* Flashcard |  |
| **Actividad del estudiante** | **Duración** | **Producto de aprendizaje esperado** | **Tipo de evaluación** | **Ponderación** |
| **Lesson 2 Activity 1**  Students listen to a conversation and check the things the characters already have. Students need to put a cross by the things the characters need to buy.  Volunteer students may share their results with the class for a quick whole class revision.  **Lesson 2 Activity 2**  Students read the Language box. Then they listen to the conversation looking for the food words that are mentioned to be classified in the table. Before checking answers, students add two more words to each column of the table.  Volunteer students share their results with the class. |  | Completion of activities | Teacher assessment  Self-assessment  Peer assessment  Continuous  Observations 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 from the box as a reference to choose the correct option for the rules about quantifiers. The teacher may use the grammar poster *Quantifiers* to further explain the use of quantifiers.  **Lesson 2 Activity 4**  The teacher asks students to complete the summary table on count nouns and non-count nouns with vocabulary of their own. The teacher may support students using the vocabulary flashcard about food or invite students to brainstorm examples to fill the table. Then the teacher asks volunteers to share their results.  **Lesson 2 Activity 5**  The teacher asks students to read the sentences and choose the right quantifier. Then the teacher asks students to compare with a partner and discuss any discrepancy.  An alternative would be to work the activity directly as a whole class activity with volunteers answering for the whole class to discuss. If students need more practice, the teacher may use the grammar drill about count and non-count nouns.  **Lesson 2 Workout**  The teacher asks students to individually complete the six 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 results to be discussed as a whole class activity. | | | * - board * - markers * - notebook * - pencil   - *Take the Lead* TG pages 41, 42  *- Take the Lead* SB pages 38, 39, 40  - Language Guide p. 83  - *Take the Lead*  Student’s Digital Component:  - *Take the Lead* Teacher’s Digital  Component:  Grammar poster *Quantifiers*  *Food* Flashcard  Grammar Drill Block 2, Lesson 2, *Count and Non-count Nouns* |  |
| **Actividad del estudiante** | **Duración** | **Producto de aprendizaje esperado** | **Tipo de evaluación** | **Ponderación** |
| **Lesson 2 Activity 3**  Students read the examples in the box as a reference to choose the right option to complete the rules about the use of quantifiers.  **Lesson 2 Activity 4**  Students complete the summary table on count nouns and non count nouns. If necessary, students may review the previous activity or go to the Language Guide on page 83.  Volunteer students share their results to check the answers as a whole class.  **Lesson 2 Activity 5**  Students choose the right quantifier for each sentence. A good idea is to read them and try to follow the natural flow of the sentence.  Students work with a partner 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.  For concluding and check answers, the teacher asks volunteer students to share their results to be discussed as a whole class activity. |  | Completion of activities | Teacher assessment  Self-assessment  Peer assessment  Diagnostic  Continuous  Mid-term evaluation  Observations Guide  Workout section |  |
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| **Actividades de aprendizaje** | | | | | |
| **Cierre** | **Actividades del Docente** | | | **Recursos utilizados** | **Duración** |
| **Lesson 2 Activity 6**  The teacher forms groups and asks them to find an interesting recipe and write the shopping list with all the ingredients they need. They need to decide the ingredients they have and the ingredients they would need to buy.  Then, the teacher leads students to write a conversation about what they need.  **Lesson 2 Activity 7**  The teacher leads students to rehearse their conversations they wrote in Activity 6. Then they will “perform” for the class who will then offer respectful feedback.  **Lesson 2 Activity 8 - Self-Assessment**  The teacher asks students to complete the sentences about the lesson. If time allows, the teacher may ask students randomly to share their answers with the class.  **Social awareness**  The teacher asks students to discuss the social awareness situations and answer the questions. Then teacher asks volunteer students to share their answers and leads a respectful conversation about them. | | | * - board * - markers * - notebook * - pencil   - *Take the Lead* TG pages 42, 43  *- Take the Lead* SB pages 39  - *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 6**  Students find an interesting recipe and make a shopping list for the ingredients they need and the ingredients they already have.  Then they write a conversation where they discuss what they will need. They may go to the Visual Glossary on page 88.  **Lesson 2 Activity 7**  Students rehearse and perform the conversations they wrote in Activity 6 for the class paying attention to intonation. Students receive respectful feedback after their presentation.  **Lesson 2 Activity 8 - Self-Assessment**  Students complete the self-assessment sentences. Before doing it, students reflect about their own learning during the lesson.  **Social awareness**  Students discuss the social awareness situations with their own ideas and answer the questions.  Then volunteer students share their answers to be respectfully discussed with the whole class. |  | Written conversation about things to buy  Presentation of conversation about things to buy | Teacher assessment  Self-assessment  Peer assessment  Continuous  Final evaluation  Rubrics  Observations Guide |  |

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| **LESSON 3** | | | | | |
| **Actividades de aprendizaje** | | | | | |
| **Apertura** | **Actividad del Docente** | | | **Recursos utilizados** | **Duración** |
| **Lesson 3 Activity 1**  The teacher asks students to read the paragraph about leisure activities, including the questions in the survey.  Then, the teacher may either ask the class the questions and lead a conversation about it or go directly to the statistics.  The teacher helps students if needed with the percentages of activities liked by the group.  **Lesson 3 Activity 2**  The teacher leads students to classify the activities from Activity 1 depending on the amount of physical activity they imply.  Additionally, the teacher asks them to include three extra activities to each column. The teacher can use the *Leisure Activities* Flashcard to provide examples of different activities to fill the table.  Finally, volunteers may share their results to be discussed by the class. | | | * - board * - markers * - notebook * - pencil   - *Take the Lead* TG pages 44, 45  *- Take the Lead* SB pages 41, 42  - *Take the Lead*  Student’s Digital Component:  - *Take the Lead* Teacher’s Digital  Component:  *Leisure Activities* Flashcard |  |
| **Actividad del estudiante** | **Duración** | **Producto de aprendizaje esperado** | **Tipo de evaluación** | **Ponderación** |
| **Lesson 3 Activity 1**  Students read the paragraph about leisure activities. If the teacher considers there is enough time, they might go on with a conversation about the activities they like. Finally, they work out the percentage corresponding to the survey.  **Lesson 3 Activity 2**  Students complete the table by classifying the activities from Activity 1 according to the amount of physical activity they require. Students add 3 more activities to each column. Finally, volunteer students will share their results for a whole class discussion about them. |  | Completion of activities | Teacher assessment  Self-assessment  Peer assessment  Continuous  Observations 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 box about the use of gerund and infinitive forms. Based on those examples, the teacher asks students to answer the questions for setting the rules about them. If necessary, the teacher may use the grammar poster to give more examples of how to use the gerunds and infinitives. The teacher may ask students to compare and discuss their answers with a partner.  **Lesson 3 Activity 4**  The teacher leads students to read the sentences and find a way of rewriting them using gerunds or infinitives according to the rules from the previous activity. There are some sentences that cannot be rewritten, so students will cross them out. The teacher asks volunteer students to share their answers to check them.  For further practice, the teacher may use the grammar drill about gerunds and infinitives.  **Lesson 3 Workout**  The teacher asks students to individually complete the six 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 45  *- Take the Lead* SB pages 42, 44  - Language Guide p. 83  - *Take the Lead*  Student’s Digital Component:  - *Take the Lead* Teacher’s Digital  Component:  Grammar poster *Gerunds and Infinitives*  Grammar Drill Block 2, Lesson 3, *Gerunds and Infinitives* |  |
| **Actividad del estudiante** | **Duración** | **Producto de aprendizaje esperado** | **Tipo de evaluación** | **Ponderación** |
| **Lesson 3 Activity 3**  Students read the examples in the yellow box about the use of gerund and infinitive combined with other verbs. Based on it and considering the Language box and the Language Guide from page 83, students answer the questions about the rules. Students compare their results with a partner and discuss any discrepancy about them.  **Lesson 3 Activity 4**  Students read the sentences and considering the rules of the previous activities they rewrite the sentences using gerunds or infinitives. They will mark a cross in the sentences that cannot be rewritten.  Volunteer students will share their results with the class for revision.  **Lesson 3 Workout**  Students complete the activities of the Workout section.  Then, students compare their answers with a partner.  To conclude and check answers, students may share their answers to be discussed as a whole class activity. |  | Completion of activities | Teacher assessment  Self-assessment  Peer assessment  Diagnostic  Continuous  Mid-term evaluation  Observations Guide  Workout section |  |
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| **Actividades de aprendizaje** | | | | | |
| **Cierre** | **Actividades del Docente** | | | **Recursos utilizados** | **Duración** |
| **Lesson 3 Activity 5**  The teacher forms groups and leads them through the instructions to make a survey: Creating the questions, developing a combination of multiple choices and open answers and answering the questions as a group.  If time allows, teacher may ask each group to apply their surveys to the whole class.  **Lesson 3 Activity 6**  The teacher tells students to read the model conversation to demonstrate the expected type of exchange. Then, the teacher joins two groups (depending on the class this may be a whole class activity) in order to discuss the results from the survey about hobbies and activities.  **Lesson 3 Activity 7 - Self-Assessment** ‘  The teacher asks students to complete the sentences about what they learned throughout the lesson. If time allows, the teacher may ask students randomly to share their answers with the class.  **Social awareness**  The teacher asks students to answer the social awareness questions. Then teacher asks volunteer students to share their answers and leads a respectful conversation about them.  To provide more activities that help students develop their sense of social awareness, teacher may use the worksheet with extra activities. | | | * - board * - markers * - notebook * - pencil   - *Take the Lead* TG pages 46, 47  *- Take the Lead* SB pages 43  - *Take the Lead*  Student’s Digital Component:  - *Take the Lead* Teacher’s Digital  Component:  Social Awareness Worksheet 2 Notes  *Active Listening* |  |
| **Actividad del estudiante** | **Duración** | **Producto de aprendizaje esperado** | **Tipo de evaluación** | **Ponderación** |
| **Lesson 3 Activity 5**  Students in groups follow the instructions to conduct a survey about the activities and hobbies that are popular among their classmates: Creating the questions, developing a combination of multiple choices and open answers and answering the questions as a group.  Finally, they calculate the statistics as it was done in Activity 1.  **Lesson 3 Activity 6**  Students will work with another group or the whole class in order to discuss their results from the survey about their hobbies and activities. How different was it from what they expected?  **Lesson 3 Activity 7 - Self-Assessment**  Students answer the self-assessment questions. Before answering them, students reflect about their own learning during the lesson.  **Social awareness**  Students answer the social awareness questions with their own information.  Then volunteer students share their answers to be respectfully discussed with the whole class. |  | A survey  Discussion about survey results | Teacher assessment  Self-assessment  Peer assessment  Continuous  Final evaluation  Rubrics  Observations Guide |  |

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| **LESSON 4** | | | | | |
| **Actividades de aprendizaje** | | | | | |
| **Apertura** | **Actividad del Docente** | | | **Recursos utilizados** | **Duración** |
| **Lesson 4 Activity 1**  The teacher may start the activity with a whole class conversation about differences between life in the US and Mexico.  The teacher asks students to read the blog entry about Teenagers in Mexico and in the US. Then, the teacher checks reading comprehension by asking the students to decide if the statements are true or false. The teacher may ask students to compare results with a partner or ask volunteers to share their results with the class.  **Lesson 4 Activity 2**  The teacher may introduce the activity with a short conversation about hobbies and free time activities.  The teacher asks students to work individually first trying to guess the most natural collocations and then reading the blog entry again to see if some of them were used in the text. Finally, as a class, students share their results and try a final match of the columns with the right collocations. | | | * - board * - markers * - notebook * - pencil   - *Take the Lead* TG pages 48, 49  *- Take the Lead* SB pages 45, 46 |  |
| **Actividad del estudiante** | **Duración** | **Producto de aprendizaje esperado** | **Tipo de evaluación** | **Ponderación** |
| **Lesson 4 Activity 1**  Students read the blog entry and decide if the statements are true or false. On the teacher’s request, students may join a partner or a whole class conversation to compare and discuss the answers. It is important that students have clear reasons for their answers.  **Lesson 4 Activity 2**  Students read the two columns and match the spare time activities in each column. To check out their answers, students may go back to the blog entry to find some of the expressions they need to match the activities and phrases. Once this is done, students may work as class in order to decide the right answers. |  | Completion of activities | Teacher assessment  Self-assessment  Peer assessment  Continuous  Observations 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 of comparative forms in the box. Using the examples as a reference, the teacher asks students to decide if the statements are true or false. The teacher may ask pairs to compare and discuss their answers.  **Lesson 4 Activity 4**  The teacher asks students to complete the sentences with the different comparative expressions from the previous activity. The teacher asks students to work in pairs to compare their answers and share them with the class.  **Lesson 4 Workout**  The teacher asks students to individually complete the six activities of the Workout section.  Then, the teacher asks students to compare answers in pairs.  To conclude and check the answers, the teacher asks volunteer students to share their answers to be discussed as a whole class activity.  As a final practice, the teacher may use the grammar drill to reinforce the grammatical structures and phrases seen throughout the lesson. | | | * - board * - markers * - notebook * - pencil   - *Take the Lead* TG pages 49  *- Take the Lead* SB pages 46, 48  - Language Guide p. 84  - *Take the Lead*  Student’s Digital Component:  - *Take the Lead* Teacher’s Digital  Component:  Grammar Drill Block 2, Lesson 4, *Comparative Adjectives, Gerund Phrases* |  |
| **Actividad del estudiante** | **Duración** | **Producto de aprendizaje esperado** | **Tipo de evaluación** | **Ponderación** |
| **Lesson 4 Activity 3**  Students read the examples of comparative forms in the box. Using the examples as a reference, students decide if the statements are true or false. Students work with a partner in order to compare and discuss their answers.  **Lesson 4 Activity 4**  Students complete the sentences with the different comparative expressions of the previous activity. They may work in pairs in order to compare their answers and discuss any discrepancy.  Students may go to the Language Guide on page 84 if there are doubts about the topic.  **Lesson 4 Workout**  Students complete the activities of the Workout section.  Then students compare their answers with a partner.  To conclude and check answers, teacher asks volunteer students to share them to be discussed as a whole class activity. |  | Completion of activities | Teacher assessment  Self-assessment  Peer assessment  Diagnostic  Continuous  Mid-term evaluation  Observations Guide  Workout section |  |
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| **Actividades de aprendizaje** | | | | | |
| **Cierre** | **Actividades del Docente** | | | **Recursos utilizados** | **Duración** |
| **Lesson 4 Activity 5**  The teacher leads the students to produce a survey about spare time activities: Then the teacher leads into the selection of 10 activities, the establishment of groups of boys and girls, the individual selection of favorite activity, and the report of results in sentences.  **Lesson 4 Activity 6**  The teacher leads a whole class conversation about advantages and disadvantages of thedifferent graphic organizers to report survey results.  Then, the teacher asks students to choose one of the organizers in order to report the results of their survey about spare time activities.  **Lesson 4 Activity 7**  The teacher leads students to have a whole class conversation about the results of the different surveys about  **Lesson 4 Activity 8 - Self-Assessment**  The teacher asks students to answer the table about the lesson. If time allows, the teacher may ask students randomly to share their answers with the class’ spare time activities.  **Social awareness**  The teacher asks students to read the sentences on the social awareness section. Then, the teacher asks volunteer students to share their answers and leads a respectful conversation about their conclusions on different perspectives. To further develop the student’s social awareness, teacher may use the Social Awareness Worksheet. | | | * - board * - markers * - notebook * - pencil   - *Take the Lead* TG pages 49, 50, 51  *- Take the Lead* SB pages 46, 47  - *Take the Lead*  Student’s Digital Component:  - *Take the Lead* Teacher’s Digital  Component:  Social Awareness Worksheet 3 Notes *Diversity* |  |
| **Actividad del estudiante** | **Duración** | **Producto de aprendizaje esperado** | **Tipo de evaluación** | **Ponderación** |
| **Lesson 4 Activity 5**  Students follow the instructions to conduct a survey about spare time activities: Selection of 10 activities, establishment of groups of boys and girls, individual selection of favorite activity, and results reported in sentences.  **Lesson 4 Activity 6**  Based on a conversation with the class about the different types of graphic organizers, students choose one of the organizers to report the results of their survey about spare time activities.  **Lesson 4 Activity 7**  Students use their graphic organizers to have a conversation about the results of the survey. It is important to use the comparative forms considered for this lesson.  **Lesson 4 Activity 8 - Self-Assessment**  Students complete the self-assessment table. Before completing it, students reflect about their own learning during the lesson. |  | Graphic organizer with the results of a survey  Presentation of survey results | Teacher assessment  Self-assessment  Peer assessment  Continuous  Final evaluation  Rubrics  Observations Guide |  |

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| **LESSON 5** | | | | | |
| **Actividades de aprendizaje** | | | | | |
| **Apertura** | **Actividad del Docente** | | | **Recursos utilizados** | **Duración** |
| **Lesson 5 Activity 1**  The teacher asks students to match the words to the places where such activities are done. The teacher asks them to compare in pairs and then share their answers with the class.  **Lesson 5 Activity 2**  As a listening comprehension activity, the teacher plays the audio file and asks students to complete Lorena’s schedule of activities. The teacher asks students to compare answers and discuss any discrepancy. | | | * - board * - markers * - notebook * - pencil   - *Take the Lead* TG pages 52  *- Take the Lead* SB pages 49  - *Take the Lead*  Student’s Digital Component:  - *Take the Lead* Teacher’s Digital  Component:  Class audio track 10 |  |
| **Actividad del estudiante** | **Duración** | **Producto de aprendizaje esperado** | **Tipo de evaluación** | **Ponderación** |
| **Lesson 5 Activity 1**  Students match the activities to the places where they are done. Students compare their answers with a partner and volunteers share their answers with the whole class.  **Lesson 5 Activity 2**  Students listen to the recording and use it to complete Lorena’s schedule of activities. Students compare their answers and discuss any discrepancy. |  | Completion of activities | Teacher assessment  Self-assessment  Peer assessment  Continuous  Observations 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 the examples in the box to answer the questions about frequency adverbs. Then, the teacher asks volunteers to answer the questions and discuss the answers with the whole class.  **Lesson 5 Activity 4**  The teacher asks students to complete and answer the questions about Lorena’s activities using the structure and vocabulary of the previous activity.  Finally, the teacher plays the audio file again in order to check answers. To further practice the structure and use of frequency adverbs, the teacher may use a grammar drill.  **Lesson 5 Workout**  The teacher asks students to individually complete the six 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 results to be discussed as a whole class activity.  As a final practice, the teacher may use the video and video worksheet to conclude the block. | | | * - board * - markers * - notebook * - pencil   - *Take the Lead* TG pages 53  *- Take the Lead* SB pages 50, 52  - Language Guide p. 84  - *Take the Lead*  Student’s Digital Component:  - *Take the Lead* Teacher’s Digital  Component:  Class audio track 10  Grammar Drill Block 2, Lesson 5, *Adverbs of Definite Frequency*  Video Activities Worksheet Answer Key Block 2 |  |
| **Actividad del estudiante** | **Duración** | **Producto de aprendizaje esperado** | **Tipo de evaluación** | **Ponderación** |
| **Lesson 5 Activity 3**  Students read the examples in the box and then answer the question about how to express frequency. Volunteer students answer the questions for a whole class discussion about the answers.  **Lesson 5 Activity 4**  Students complete and answer the questions about Lorena’s activities using the structure and vocabulary of the previous activity.  Students will listen again to the file in order to check their answers.  **Lesson 5 Workout**  Students complete the activities of the Workout section.  Then students compare their answers with a partner.  To conclude and check answers, teacher asks volunteer students to share their answers to be discussed as a whole class activity. |  | Completion of activities | Teacher assessment  Self-assessment  Peer assessment  Diagnostic  Continuous  Mid-term evaluation  Observations Guide  Workout section |  |
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| **Actividades de aprendizaje** | | | | | |
| **Cierre** | **Actividades del Docente** | | | **Recursos utilizados** | **Duración** |
| **Lesson 5 Activity 5**  The teacher leads students to write their own weekly schedule. The teacher may refer students to the schedule in Activity 2 if they have doubts about how to make their own schedule. Once it is done, students write questions for a conversation with a partner about their leisure time activities. If necessary, the teacher may provide useful vocabulary using the flashcards.  **Lesson 5 Activity 6**  The teacher asks students to work in pairs and take turns interviewing each other. The objective is not only the interview but to actually find time to do something together.  Finally, pairs may share with the class the results of these conversations.  **Lesson 5 Activity 7 - Self-Assessment**  The teacher asks students to answer the questions about the lesson. If time allows, the teacher may ask students randomly to share their answers with the class.  **Social awareness**  The teacher asks students to answer the social awareness questions. Then, the teacher asks volunteer students to share their answers, and leads a respectful conversation about their answers.  If needed, the teacher may use the Social Awareness Worksheet to provide more activities for further development of the socio-emotional skills.  **Cross-Curricular Project**  The teacher leads the students in the development of the Cross-curricular Project related to a survey about things that represent Mexico.  **Social awareness**  The teacher leads the students in the development of the Social awareness activities where they will be exploring the concept of Active Listening. | | | * - board * - markers * - notebook * - pencil   - *Take the Lead* TG pages 53, 54, 55, 56, 57  *- Take the Lead* SB pages 50, 51, 53, 54, 55  - *Take the Lead*  Student’s Digital Component:  - *Take the Lead* Teacher’s Digital  Component:  *Leisure Activities* Flashcard  Social Awareness Worksheet 4 Notes *Empathetic Communication* |  |
| **Actividad del estudiante** | **Duración** | **Producto de aprendizaje esperado** | **Tipo de evaluación** | **Ponderación** |
| **Lesson 5 Activity 5**  Students write their own weekly schedule similar to the one in Activity 2 about Lorena’s activities. Students may use it as an example.  Then students write questions to interview a classmate about their own schedule. Students need to use the different interrogative forms and words covered so far in the course.  **Lesson 5 Activity 6**  Students interview each other about their weekly schedules using the questions they prepared in the previous activities. The objective is not just to know each other’s schedule, but also to actually find time to do something together.  In the end, each pair will share their results: a common leisure activity to do together.  **Lesson 5 Activity 7 - Self-Assessment**  Students answer the self-assessment questions. Before answering them, students reflect about their own learning during the lesson.  **Social awareness**  Students answer the social awareness questions with their own information.  Then volunteer students share their results to be respectfully discussed with the whole class.  **Cross-Curricular Project**  Students complete the Cross-curricular Project including the Self-assessment rubric.  **Social awareness**  Students complete the Social awareness activities in order to explore the concept of Active Listening. |  | A weekly schedule and questions for a conversation about it  Conversation about the students’ personal activities and its frequency  Project: An online survey for people in the community of different age groups to find out which type of dance, food, or person they think represents Mexico | Teacher assessment  Self-assessment  Peer assessment  Continuous  Final evaluation  Rubrics  Observations 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 |