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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** | | | The students build descriptions extensively using syntactic and grammatical elements, they make comparisons of two or more objects that have common or contrasting elements; they can express using intensifiers in different contexts; they use tag questions to confirm suppositions and connect sentences and ideas using specific vocabulary, all of this considering communication as the main idea of the speech development. | | | | | | | | | | | | |
| **Aprendizajes clave de la asignatura campo disciplinar** | **Ejes disciplinarios** | | * Communicating, implicating and collaborating with others (transversal axis for all subjects in the subject discipline of communication as well as social sciences). * The creation of a reasoning opinion starting with a text elaboration | | | | | | | | | | | | |
| **Componente** | | * Communication and interpersonal relationships. Integration of learning communities. * Contextualization of learning communities through students' interests and academic experiences. * The justification of the students’ opinion with an argument. * The solid construction of one’s original perspective. | | | | | | | | | | | | |
| **Contenido central** | | * Identified multiples uses of verbs ending in –*ing* and be able to elaborate a survey deducing the differences among verbs in gerund and infinitive. * The original argumentative writing | | | | | | | | | | | | |
| **Aprendizaje esperado** | | | * Use tag questions * Communicate ideas and opinions giving additional information using words which indicate cause, effect or contrast. | | | | | | | | | | | | |
| **Proceso de aprendizaje** | | | Development of specific linguistic skills | | | | | | | | | | | | |
| **Contenidos específicos** | | | **Lessons 1, 2, 3:** Questions to get information previously supposed**.**  **Lessons 4, 5:** Using linking words to complement ideas. | | | | | | | | | | | | |
| **Habilidades socioemocionales (HSE) a desarrollar** | | | **Common goals**   * How are we doing? * Everyday listening * Vocal Quartet * Helping also helps me * Focus lets me go forward | | | | | | | | | | | | |
| **Competencias Genéricas y atributos** | | | 4. The student identifies main ideas in text or oral speech and infers conclusions through them.  6. The student expresses a personal opinion about some topics of interest taking into consideration other people’s points of view. | | | | | | | | | | | | |
| **Competencias Disciplinares** | | | 10. The student identifies and interprets main ideas in spoken or written language using previous knowledge, non-verbal elements, and cultural background  11. Students can communicate in a foreign language with an organized speech, in spoken and written language, in different communicative  activities. | | | | | | | | | | | | |
| **Competencias profesionales** | | | Professional Skill: Communicating and Influencing  **Written Communication**  Expressing oneself clearly in writing by  • knowing and tailoring the written communication to reach the audience.  • using concrete, specific, and correct language.  • using an appropriate writing style.  • expressing ideas concisely in writing.  • using correct spelling and punctuation. | | | | | | | | | | | | |
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| **LESSON 1** | | | | | | | | | | | | | | | | |
| **Actividades de aprendizaje** | | | | | | | | | | | | | | | | |
| **Apertura** | **Actividad del Docente** | | | | | | | | | **Recursos utilizados** | | | | | **Duración** | |
| **Lesson 1 Activity 1**  The teacher asks students to read the definitions and to choose from the box the word that corresponds to them. The teacher asks volunteers to share their results for a whole class comparison.  **Lesson 1 Activity 2**  The teacher plays the audio of the conversations about places in a city. The teacher asks students to organize the pictures in the right order. The teacher leads a quick pair comparison before proceeding to the next activity. | | | | | | | | | * - board * - markers * - notebook * - pencil   - *Take the Lead* TG pages 61  *- Take the Lead* SB pages 57  - *Take the Lead*  Student’s Digital Component:  - *Take the Lead* Teacher’s Digital  Component:  Class Audio: Tracks 10 | | | | |  | |
| **Actividad del estudiante** | | | | | **Duración** | | **Producto de aprendizaje esperado** | | **Tipo de evaluación** | | | | | **Ponderación** | |
| **Lesson 1 Activity 1**  Students read the definitions and write the word from the box that corresponds to them. Volunteers share their results for a whole class comparison.  **Lesson 1 Activity 2**  Students listen to the audio of the conversations about places in a city and then organize the pictures in the right order. Pairs join a partner for a quick pair comparison. | | | | |  | | 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 plays the audio file and asks students to read along the questions in the yellow box. Then the teacher asks them to choose the right option that completes the rules. The teacher may ask for volunteers to read their results aloud or may opt to join it to the next activity for a single pair revision.  **Lesson 1 Activity 4**  The teacher asks students to use the rules from Activity 3 to complete the sentences from the table. The teacher asks students to join a partner in order to compare their results.  **Lesson 1 Activity 5**  The teacher asks students to match the sentences with the right tag questions. The teacher asks volunteers to share their results for a whole class comparison and discussion.  **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, 63, 64  *- Take the Lead* SB pages 57, 58, 59, 60  - Language Guide p. 84  - *Take the Lead*  Student’s Digital Component:  - *Take the Lead* Teacher’s Digital  Component:  Class Audio: Track 11 | | | | |  | |
| **Actividad del estudiante** | | | | | **Duración** | | **Producto de aprendizaje esperado** | | **Tipo de evaluación** | | | | | **Ponderación** | |
| **Lesson 1 Activity 3**  Students listen to the audio file and read along the questions in the yellow box. They choose the right option that completes the rules about tag questions. As per teacher instructions, volunteers read their results aloud or proceed to the next activity. They may read the Language box and go to the Language Guide on page 84 for further reference.  **Lesson 1 Activity 4**  Students use the rules from Activity 3 to complete the sentences from the table using the right tag questions. Students join a partner in order to compare their results and to discuss any discrepancy.  **Lesson 1 Activity 5**  Students match the sentences with the right tag questions. Volunteers share their results with the class for comparison.  **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 | | Teacher assessment  Self-assessment  Peer assessment  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 write a conversation about getting around a city. The teacher leads them to use tag questions properly. The teacher monitors the activity and helps if necessary.  **Lesson 1 Activity 7**  The teacher asks students to join other pairs in order to role-play their conversations. The teacher asks them to exchange feedback about the conversation and about the role-play.  **Lesson 1 Activity 8 - Self-Assessment**  The teacher asks students to answer the questions about their own experience during the lesson. If time allows, the teacher may ask students at random to share their answers with the class.  **Lesson 1 Common Goals**  The teacher asks students to answer the Common Goals 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’ results. To further develop the socio-emotional abilities of the class, the teacher may use the Common Goals Worksheet. | | | | | | | | | * - board * - markers * - notebook * - pencil   - *Take the Lead* TG pages 63  *- Take the Lead* SB pages 59  - *Take the Lead*  Student’s Digital Component:  - *Take the Lead* Teacher’s Digital  Component:  Common Goals Worksheet | | | | |  | |
| **Actividad del estudiante** | | | | | **Duración** | | **Producto de aprendizaje esperado** | | **Tipo de evaluación** | | | | | **Ponderación** | |
| **Lesson 1 Activity 6**  Students join a partner in order to write a conversation about getting around a city. They use tag questions properly for asking for information or confirming assumptions. Students try to keep the conversation as natural as possible.  **Lesson 1 Activity 7**  Students join other pairs in order to role-play their conversations. They offer respectful feedback about the conversation and about the quality of the role-play.  **Lesson 1 Activity 8 - Self-Assessment**  Students answer the questions about their own experience during the lesson. Before answering, students reflect about their own performance.  **Lesson 1 Common Goals**  Students, answer the Common Goals questions with information about their own.  Then volunteer students share their results to be respectfully discussed with the whole class. | | | | |  | | Written conversation about getting around a city  Role-play of conversation about getting around a city | | 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 may open the lesson with a conversation about favorite restaurants and favorite food. During the same conversation, the teacher asks students to look at the pictures and say what kind of food they think they would find there.  **Lesson 2 Activity 2**  The teacher plays the audio of the conversation and asks students to answer the questions during a whole class discussion. | | | | | * - board * - markers * - notebook * - pencil   - *Take the Lead* TG pages 65  *- Take the Lead* SB pages 61  - *Take the Lead*  Student’s Digital Component:  - *Take the Lead* Teacher’s Digital  Component:  Class Audio: Track 12 | |  | |
| **Actividad del estudiante** | **Duración** | | **Producto de aprendizaje esperado** | | **Tipo de evaluación** | | **Ponderación** | |
| **Lesson 2 Activity 1**  Students talk about food and restaurants and say what kind of food they think they would find in the restaurants from the pictures.  **Lesson 2 Activity 2**  Students listen to the conversation and answer the questions together with the whole class for discussion. |  | | 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 of tag questions in the yellow box in order to complete the rules with the right option. The teacher asks for a quick pair revision or results before proceeding to the next activity.  **Lesson 2 Activity 4**  The teacher works withthe whole class, and asks volunteers to complete the table. The teacher asks students to discuss the results and any discrepancy about them. The teacher may suggest that students go on with a conversation using sentences with the same characteristics.  **Lesson 2 Activity 5**  The teacher asks students to read the article and complete the sentences with the corresponding tag questions. Then, the teacher asks students to answer the questions. The teacher asks volunteers to share their results with the class.  **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, 68  *- Take the Lead* SB pages 62, 64  - Language Guide p. 85  - *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 3**  Students read the examples of sentences with tag questions in the yellow box. They observe the arrows and use them as a reference to complete the rules related to the use of tag questions. The join a partner in order to compare their results. They may read the Language box for more examples and the Language Guide on page 85 for further information about the topic.  **Lesson 2 Activity 4**  Interacting with the whole class, volunteers complete the table so that everyone may discuss the results and any discrepancy about them. Upon the teacher suggestion, students may go on with a conversation creating sentences with the same characteristics.  **Lesson 2 Activity 5**  Students read the article and complete the sentences with the corresponding tag questions. Then they answer the questions with information from the article. Volunteers share their results for a whole class discussion.  **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 | | Teacher assessment  Self-assessment  Peer assessment  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 pairs and asks students to write a conversation where they ask for a recommendation about a restaurant. The teacher leads them to use the ideas from the post it as a reference, but encourages them to use their own elements of information. The teacher monitors the activity and helps if necessary.  **Lesson 2 Activity 7**  The teacher joins pairs and asks them to take turns and role-play their conversations. The teacher reminds them to pay attention to the intonation for the tag questions, and to try to make it sound natural. The teacher leads them to exchange respectful feedback. If time allows, the teacher joins different pairs and asks them to repeat the role-play and exchange feedback.  **Lesson 2 Activity 8 - Self-Assessment**  The teacher asks students to complete the table about their own performance during the lesson. If time allows, the teacher may ask students at random to share their answers with the class.  **Common Goals**  The teacher asks students to complete the Common Goals 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 Common Goals Worksheet. | | | | | * - board * - markers * - notebook * - pencil   - *Take the Lead* TG pages 67  *- Take the Lead* SB pages 63  - *Take the Lead*  Student’s Digital Component:  - *Take the Lead* Teacher’s Digital  Component:  Common Goals Worksheet | |  | |
| **Actividad del estudiante** | **Duración** | | **Producto de aprendizaje esperado** | | **Tipo de evaluación** | | **Ponderación** | |
| **Lesson 2 Activity 6**  Students join a partner and write a conversation where they ask for a recommendation about a restaurant. They may use the ideas from the post it as a reference, but they may use other elements of information they would like to know about that place. Students read their conversation trying to make it sound as natural as possible.  **Lesson 2 Activity 7**  Students join other pairs, take turns and role-play their conversations. They need to pay attention to the intonation for the tag questions, and in general to try to give their conversations a natural flow. They exchange respectful feedback about them. If time allows they switch pairs and repeat the role-play / feedback process.  **Lesson 2** **Activity 8 - Self-Assessment**  Students complete the table about their performance. Before doing it, students reflect about their own performance during the lesson.  **Common Goals**  Students, complete the Common Goals activities with information about their own.  Then, volunteer students share their answers to be respectfully discussed with the whole class. |  | | Conversation for a restaurant recommendation  Role-play of conversation for a restaurant recommendation | | Teacher assessment  Self-assessment  Peer assessment  Continuous  Final evaluation  Rubrics  Observations Guide | |  | |
| **LESSON 3** | | | | | | | | |
| **Actividades de aprendizaje** | | | | | | | | |
| **Apertura** | **Actividad del Docente** | | | | **Recursos utilizados** | | **Duración** | |
| **Lesson 3 Activity 1**  The teacher asks students to read the article, and to answer the questions using the words from the box. The teacher may opt to ask them not to use the words from the box and to try to answer the questions directly. The teacher asks volunteers to share their results with the class. | | | | * - board * - markers * - notebook * - pencil   - *Take the Lead* TG pages 69  *- Take the Lead* SB pages 65  - *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 3 Activity 1**  Students read the article and answer the questions using the words from the box. Volunteers share their results for a quick whole class revision. |  | Completion of activities | | Teacher assessment  Self-assessment  Peer assessment  Continuous  Observations Guide | |  | |
|  | | | | | | | | |
| **Actividades de aprendizaje** | | | | | | | | |
| **Desarrollo** | **Actividad del Docente** | | | | **Recursos utilizados** | | **Duración** | |
| **Lesson 3 Activity 2**  The teacher asks students to read the sentences from the yellow box and use them as a reference for answering the questions about the rules of tag questions in the past. The teacher asks for a quick pair comparison and discussion of results.  **Lesson 3 Activity 3**  The teacher asks students to complete the table with the right form of tag questions. The teacher asks for a quick pair comparison of results. The teacher may prefer to join this activity to Activity 4 so as to have a single moment of revision.  **Lesson 3 Activity 4**  The teacher asks students to read the chat and underline the right option to complete it. The teacher asks students to join a partner in order to read the chat for a natural flow.  **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, 72  *- Take the Lead* SB pages 66, 68  - Language Guide p. 85  - *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 3 Activity 2**  Students read the sentences from the yellow box and use them as a reference for answering the questions. They join a partner in order to compare their results and discuss any discrepancy.  **Lesson 3 Activity 3**  Students complete the table with the right form of the verb to complete the tag questions. They join a partner for a quick pair comparison of results. Students may go to the Language Guide on page 86 for further information about the topic.  **Lesson 3 Activity 4**  Students read the chat and underline the right option to complete it. For revision, they join a partner and read the chat to see whether it flows naturally with the selected options.  **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 | | Teacher assessment  Self-assessment  Peer assessment  Continuous  Mid-term evaluation  Observations Guide  Workout section | |  | |
|  | | | | | | | | |
| **Actividades de aprendizaje** | | | | | | | | |
| **Cierre** | **Actividades del Docente** | | | | **Recursos utilizados** | | **Duración** | |
| **Lesson 3 Activity 5**  The teacher forms pairs and asks students to write a chat similar to the one in Activity 4 where they will plan where to have a party. The teacher reminds them to use tag questions in order to add flow to the conversation.  **Lesson 3 Activity 6**  The teacher asks students to join another pair in order to share their chats from Activity 5. The teacher leads them to discuss the details of the chat and to exchange appropriate feedback. The teacher may ask them role-play their chats or even to send them via phone chat.  **Lesson 3 Activity 7 - Self-Assessment**  The teacher asks students to complete the Self-Assessment table about their experience during the lesson. If time allows, the teacher may ask students randomly to share their results with the class.  **Common Goals**  The teacher asks students to complete the Common Goals 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 Common Goals Worksheet. | | | | * - board * - markers * - notebook * - pencil   - *Take the Lead* TG pages 71  *- Take the Lead* SB pages 67  - *Take the Lead*  Student’s Digital Component:  - *Take the Lead* Teacher’s Digital  Component:  Common Goals Worksheet | |  | |
| **Actividad del estudiante** | **Duración** | **Producto de aprendizaje esperado** | | **Tipo de evaluación** | | **Ponderación** | |
| **Lesson 3 Activity 5**  Working in pairs students write a chat similar to the one in Activity 4 where they plan where to have a party. They use tag questions in order to add flow to the conversation. The may role-play it in order to see how it flows.  **Lesson 3 Activity 6**  Students join another pair in order to share their chats from Activity 5. They discuss the details of the chat and exchange respectful feedback. Depending on the teacher instructions, they may also role-play their chats or event sent them via their own phone chat.  **Lesson 3 Activity 7 - Self-Assessment**  Students complete the self-assessment table about their experience during the lesson. Before answering them, students reflect about their own performance during the lesson.  **Common Goals**  Students, answer the Common Goals questions with information about their own experience during the lesson. Then, volunteer students share their answers to be respectfully discussed with the whole class. |  | Written chat for planning a party  Role-play and discussion of chat | | 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 open the lesson with a conversation about working as a volunteer. The teacher asks students to read the application letter and answer the questions by indicating the line where they can find that information. The teacher may ask for a quick pair comparison of results.    **Lesson 4 Activity 2**  The teacher keeps the pairs from the previous activity and asks students to read the definitions and match them to the words in the box. The teacher asks students to compare and discuss their results. | | | | * - board * - markers * - notebook * - pencil   - *Take the Lead* TG pages 73  *- Take the Lead* SB pages 69  - Visual Glossary p. 89  - *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 4 Activity 1**  Students read the application letter and answer the questions by indicating the line where they can find that information. They join a partner for a quick pair comparison of results. They may go to the Visual Glossary on page 89 for additional vocabulary about volunteering.  **Lesson 4 Activity 2**  Still working in pairs, students read the definitions and match them to the words in the box. Students compare their results and discuss any discrepancy about them. |  | Completion of activities | | Teacher assessment  Self-assessment  Peer assessment  Continuous  Observations Guide | |  | |
|  | | | | | | | | |
| **Actividades de aprendizaje** | | | | | | | | |
| **Desarrollo** | **Actividad del Docente** | | | | **Recursos utilizados** | | **Duración** | |
| **Lesson 4 Activity 3**  The teacher asks students to look at the words in bold from the article in Activity 1 and complete the rules with the words form the box. The teacher asks for a pair revision.  **Lesson 4 Activity 4**  The teacher asks students to complete the table using the headings and connectors from the box. The teacher asks them to compare their results with a partner before proceeding to the next activity.  **Lesson 4 Activity 5**  The teacher leads students to complete the application letter with the right connectors from the box. The teacher asks volunteers to read the text aloud for correcting pronunciation and to share their results with the class.  **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, 76  *- Take the Lead* SB pages 70, 72  - Language Guide p. 86  - *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 4 Activity 3**  Students look at the words in bold from the article in Activity 1 paying attention to the words around them. They complete the rules with the words form the box. They join a partner in order to compare and discuss their results. They may go to the Language Guide on page 86 for further details.  **Lesson 4 Activity 4**  Students complete the table using the headings and connectors from the box. They compare their results with a partner before proceeding to the next activity.  **Lesson 4 Activity 5**  Students complete the application letter with the right connectors from the box. Volunteers read the text aloud and share their results for a whole class discussion.  **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 | | Teacher assessment  Self-assessment  Peer assessment  Continuous  Mid-term evaluation  Observations Guide  Workout section | |  | |
|  | | | | | | | | |
| **Actividades de aprendizaje** | | | | | | | | |
| **Cierre** | **Actividades del Docente** | | | | **Recursos utilizados** | | **Duración** | |
| **Lesson 4 Activity 6**  The teacher may open the activity with a conversation about jobs, professions or places to work. The teacher asks students to think of a place where they would like to work. The teacher leads to write an application letter where they include their skills and experience. The teacher asks students to exchange their letters with a partner in order to receive feedback before a final version of the letter.  **Lesson 4 Activity 7**  The teacher asks students to read aloud their application letters. The teacher leads them to exchange feedback and discuss together ways to improve them.  **Lesson 4 Activity 8 - Self-Assessment**  The teacher asks students to give a value to the statements so as to describe their performance during the lesson and then discuss with their classmates about ways to improve it. If time allows, the teacher may ask students randomly to share their answers and notes with the class.  **Common Goals**  The teacher asks students to complete the Common Goals 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 Common Goals Worksheet. | | | | * - board * - markers * - notebook * - pencil   - *Take the Lead* TG pages 74, 75  *- Take the Lead* SB pages 70, 71  - *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 4 Activity 6**  Students think of a place where they would like to work and the reasons for that. Students write an application letter where they include their skills and experience. Students exchange their letters with a partner for feedback and then develop a final version of it.  **Lesson 4 Activity 7**  Students read aloud their application letters in order to receive feedback and to discuss how to improve them.  **Lesson 4 Activity 8 - Self-Assessment**  Students give a value to the statements to describe their performance during the lesson. Before answering them, students reflect about their own performance during the lesson. Then, they share their ideas and ways to improve with their classmates.  **Common Goals**  Students, complete the Common Goals activities with information about their own. Then, volunteer students share their answers to be respectfully discussed with the whole class. |  | Application letter | | 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 may open the lesson with a conversation about feelings and emotions. The teacher asks students to decide whether the feelings are positive or negative. For revision the teacher asks students to share their results and to justify them.  **Lesson 5 Activity 2**  The teacher asks students to look at the pictures and predict the story. The teacher asks volunteers to share their ideas with the class. Then, the teacher leads students to read the text on page 74 in order to confirm their answers and to put the pictures in the right order. The teacher asks volunteers to share their results for a whole class comparison. | | | | * - board * - markers * - notebook * - pencil   - *Take the Lead* TG pages 77  *- Take the Lead* SB pages 73, 74  - *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 5 Activity 1**  Students decide whether the feelings are positive or negative. Students share their results with the class and justify their ideas.  **Lesson 5 Activity 2**  Students look at the pictures and predict the story. Upon the teacher’s request, volunteers may share their ideas with the class. Students read the text on page 74 in order to confirm their answers and to put the pictures in the right order. Volunteers 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 5 Activity 3**  The teacher asks students to read the story from Activity 2 again, focusing on the expressions in bold. The teacher asks them to use the examples as a reference to say if the statements are true or false. Finally, the teacher asks students to correct the false statements. The teacher asks for a pair revision before proceeding.  **Lesson 5 Activity 4**  The teacher asks students to complete the table with the correct headings from the box in order to classify the sequence words. The teacher leads them to compare their results with the same partner as in Activity 3.  **Lesson 5 Activity 5**  The teacher asks students to complete the text using the right sequence words from the box. The teacher asks volunteers to share their results with the class in order to discuss not only the answers but also the effect of the different sequence words.  **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 answers to be discussed as a whole class activity. | | | | * - board * - markers * - notebook * - pencil   - *Take the Lead* TG pages 78, 80  *- Take the Lead* SB pages 74, 76  - Language Guide p. 86  - *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 5 Activity 3**  Students read the story from Activity 2 again, focusing on the expressions in bold. With them as a reference students decide whether the statements are true or false. Then students correct the false statements. Students join a partner in order to compare their results and discuss their corrections and any discrepancy that may arise.  **Lesson 5 Activity 4**  Students complete the table with the correct headings from the box in order to classify the sequence words. They compare their results with the partner from Activity 3. They may go to the Language Guide on page 86 for further details about the topic.  **Lesson 5 Activity 5**  Students complete the text using the right sequencing words from the box. Volunteers share their results for a whole class discussion of the answers and the effect of the different sequence words in the text.  **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 | | Teacher assessment  Self-assessment  Peer assessment  Continuous  Mid-term evaluation  Observations Guide  Workout section | |  | |
|  | | | | | | | | |
| **Actividades de aprendizaje** | | | | | | | | |
| **Cierre** | **Actividades del Docente** | | | | **Recursos utilizados** | | **Duración** | |
| **Lesson 5 Activity 6**  The teacher asks students to write their own story about a good day or about a bad day. The teacher reminds them to use sequencing words for creating a dynamic story. Depending on the class conditions, the teacher may form groups or keep the whole class together so that students can read their stories aloud and exchange feedback.  **Lesson 5 Activity 7 - Self-Assessment**  The teacher asks students to underline the options that best represent their own performance during the lesson. If time allows, the teacher may ask students randomly to share their results with the class or with a partner.  **Common Goals**  The teacher asks students to complete the Common Goals activities. Then, the teacher asks volunteers 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 Common Goals Worksheet.  **Cross-Curricular Project**  The teacher leads the students in the development of the Cross-curricular project on the topic of Ecology focused on Communicating and influencing.  **Common Goals**  The teacher leads the students in the development of the Common Goals activities where they will be exploring the concept of Objectivity. | | | | * - board * - markers * - notebook * - pencil   - *Take the Lead* TG pages 79, 81, 82  *- Take the Lead* SB pages 75, 77, 78, 79  - Language Guide p. 86  - *Take the Lead*  Student’s Digital Component:  - *Take the Lead* Teacher’s Digital  Component:  Common Goals Worksheet | |  | |
| **Actividad del estudiante** | **Duración** | **Producto de aprendizaje esperado** | | **Tipo de evaluación** | | **Ponderación** | |
| **Lesson 5 Activity 6**  Students write their own story about a good day or about a bad day using sequencing words for a dynamic story. Depending on the teacher’s instructions students may form groups or work with the whole class in order read their stories aloud and exchange respectful feedback.  **Lesson 5 Activity 7 - Self-Assessment**  After some reflection, students underline the options that best represent their own performance during the lesson. They compare their results with a partner.  **Common Goals**  Students complete the Common Goals activities with information about their own.  Then, volunteer students share their answers to be respectfully discussed with the whole class.  **Cross-Curricular Project**  Students develop the Cross-curricular project including the Self-assessment rubric.  **Common Goals**  Students develop the Common Goals activities in order to explore the concept of Objectivity. |  | Story about a good or bad day | | 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 |