

<b>NOMBRE DE LA ENTIDAD:</b>	Colegio del Nivel Medio Superior		
<b>NOMBRE DEL PROGRAMA EDUCATIVO:</b>	Bachillerato General		
<b>NOMBRE DE LA UNIDAD DE APRENDIZAJE:</b>	INGLÉS IV	<b>CLAVE:</b>	SHBA04031
<b>FECHA DE APROBACIÓN:</b>		<b>FECHA DE ACTUALIZACIÓN:</b>	
		<b>ELABORÓ:</b>	
<b>HORAS DE TRABAJO DEL ESTUDIANTE CON EL PROFR.:</b>	5	<b>HORAS DE TRABAJO AUTÓNOMO DEL ESTUDIANTE:</b>	20
<b>HORAS SEMANA/SEMESTRE</b>	80	<b>HORAS TOTALES DE TRABAJO DEL ESTUDIANTE:</b>	100
		<b>CRÉDITOS:</b>	4
<b>PRERREQUISITOS NORMATIVOS:</b>	Inglés III	<b>PRERREQUISITOS RECOMENDABLES:</b>	Examen diagnóstico

**CARACTERIZACIÓN DE LA MATERIA**

<b>POR EL TIPO DE ACTIVIDADES DE APRENDIZAJE:</b>	DISCIPLINARIA		FORMATIVA		METODOLÓGICA	
<b>POR ÁREAS DE ORGANIZACIÓN CURRICULAR:</b>	ÁREA GENERAL		ÁREA BÁSICA		ÁREA PROPEDEÚTICA	
<b>POR LA MODALIDAD DE ABORDAR EL CONOCIMIENTO:</b>	CURSO	X	TALLER		LABORATORIO	
<b>POR EL CARÁCTER DE LA MATERIA:</b>	OBLIGATORIA	X	RECURSABLE		OPTATIVA	

**PERFIL DEL DOCENTE:**

**El perfil docente ideal para la impartición de esta UDA es:**

**Formación Académica**

- Licenciado en la enseñanza del idioma inglés
- Licenciaturas a fines con Certificación en enseñanza del inglés

**Experiencia docente**

- Experiencia docente previa igual o mayor a dos años impartiendo UDA iguales o similares a nivel medio superior o superior.
- Experiencia laboral como docente a nivel medio superior o superior igual o mayor a dos años.

**Conocimientos en**

- Didáctica para la enseñanza del inglés
- Modelo Educativo UG
- Competencias RIEMS
- Aprendizajes mínimos y máximos esperados

**Habilidades en**

- Manejo de grupo

- Manejo de las tecnologías de la información en el aula
- Manejo de material y técnicas pedagógicas para la enseñanza del inglés

**Actitudes y valores que debe mostrar**

- Responsabilidad
- Empatía
- Paciencia
- Respeto
- Iniciativa
- Inclusión

**CONTRIBUCIÓN DE LA UNIDAD DE APRENDIZAJE AL PERFIL DE EGRESO DEL PROGRAMA EDUCATIVO:**

La presente unidad de aprendizaje promueve la adquisición de las siguientes competencias:

**Competencias Genéricas RIEEMS**

- Escucha, interpreta y emite mensajes pertinentes en distintos contextos mediante la utilización de medios, códigos y herramientas apropiados.

**Competencias extendidas RIEEMS**

- Utiliza la información contenida en diferentes textos para orientar sus intereses en ámbitos diversos.

**Competencias Transversales del Modelo Educativo de la Universidad de Guanajuato:**

- CT3 Se comunica de manera oral, escrita y digital en su lengua natal y en otras lenguas, según lo requiera, para ampliar sus redes académicas, sociales y profesionales, lo cual le permite una inserción regional con perspectiva internacional.

**CONTEXTUALIZACIÓN EN EL PLAN DE ESTUDIOS:**

La presente Unidad de Aprendizaje forma parte del núcleo formativo de comunicación en la línea de inglés y se imparte en el cuarto semestre del bachillerato general, es prerrequisito para inglés V.

Esta unidad es parte del programa institucional de inglés, que pretende que los estudiantes al concluir esta unidad de aprendizaje logren el nivel A2.2 del Marco Común Europeo de Referencia para las Lenguas.

Esta Unidad de Aprendizaje tiene un enfoque por competencias, de tal manera que busca fortalecer las competencias genéricas y extendidas correspondientes a este nivel.

**COMPETENCIA DE LA UNIDAD DE APRENDIZAJE:**

Reconoce y comprende las funciones básicas del idioma inglés y es capaz de elaborar intercambios lingüísticos de mayor complejidad, sobre diversos temas personales, profesionales y sociales. Describe anécdotas e incidentes ocurridos en tiempo pasado, proporcionando detalles e información específica de hechos significativos. Analiza y compara situaciones y es capaz de proponer alternativas y explicar la razón de su propuesta. Argumenta de manera lógica y secuencial sobre eventos del tiempo pasado y futuro, estableciendo una conexión entre causa y efecto.

**CONTENIDOS DE LA UNIDAD DE APRENDIZAJE**

Contenido Temático	Contenido Gramatical	Vocabulario				Actividades de aprendizaje
Repaso del nivel 3						
El medio ambiente: problemas y soluciones	Introducción al cero condicional y primer condicional	<p><i>If clause+ consequence</i>  <b>Cero condicional/ Zero conditional:</b>  <i>If + present simple, .... present simple.</i>  <b>Primer condicional/ First Conditional</b>  <i>If + present simple, ... will + infinitive</i></p> <p><b>Sobre el medio ambiente/ about the environment:</b> <i>water, overpopulation, pollution, contamination, smog, growth, economic investment, environment, global warming, reuse, reduce, recycle, landfill, renewable source, ecofriendly, ecosystems, biodegradable, extinction, waste, greenhouse effect, carbon foot print, organic, inorganic, solar energy.</i></p>				<p>(W) Ensayo sobre problemas con el medio ambiente                      (R) Leer sobre la problemática medioambiental global y presentar las ideas principales.                      (W) (S) Expresar de una manera verbal y escrita una propuesta de solución a la problemática ambiental en su contexto local.</p>
Incidentes, accidentes y heridas	Introducción al presente simple al perfecto	<p><b>Presente Perfecto/ Present Perfect</b>                      -Acción que empieza en el pasado y continua en el presente,                      -Acción sucediendo en un periodo de tiempo que no ha terminado,                      -Cuando la acción es más relevante que el momento (have you ever..?)</p>				<p>(L) Observar un video de algún Talk Show donde se realiza la dinámica-juego "Have you ever?"                      (W) (S) Diseñar una encuesta utilizando la pregunta "Have you ever...?" y aplicarla a los compañeros de clase sobre temas relacionados a incidentes y/o accidentes.                      (R) Realizar una lectura de comprensión sobre accidentes ocurridos en tiempo pasado que implican una lesión física.</p>
		<b>Afirmativo</b>	<b>Negativo</b>	<b>Negativo contraído</b>	<b>Interrogativo</b>	
		<i>I have gone</i>	<i>I have not gone</i>	<i>I haven't gone</i>	<i>Have I gone?</i>	
		<i>You have gone</i>	<i>You have not gone</i>	<i>You haven't gone</i>	<i>Have you gone?</i>	
		<i>He/ She/ it has gone</i>	<i>He/ She/ It has not gone</i>	<i>He/ She/ It hasn't gone</i>	<i>Has he/ she/ it gone?</i>	
		<i>We have gone</i>	<i>We have not gone</i>	<i>We haven't gone</i>	<i>Have we gone?</i>	
		<i>You have gone</i>	<i>You have not gone</i>	<i>You haven't gone</i>	<i>Have you gone?</i>	
		<i>They have gone</i>	<i>They have not gone</i>	<i>They haven't gone</i>	<i>Have they gone?</i>	
		<p><b>Repaso del pasado simple contra presente perfecto.</b>  <b>Verbs relacionados con accidentes/ Verbs related to accidents:</b> <i>break, sprain, cut, hurt, get).</i></p> <p><b>Expresiones de tiempo/ Time expressions:</b> <i>for, since, ago, yet, already, ever, never.</i></p>				
		<p><b>Presente perfecto continuo/ Present perfect continuous</b></p>				
<b>Afirmativo</b>	<b>Negativo</b>	<b>Negativo contraído</b>	<b>Interrogativo</b>			
<i>I have been going</i>	<i>I have not been going</i>	<i>I haven't been going</i>	<i>Have I been going?</i>			

		<p><i>You have been going</i></p> <p><i>He/she/it has been going</i></p> <p><i>We have been going</i></p> <p><i>You have been going</i></p> <p><i>They have been going</i></p>	<p><i>You have not been going</i></p> <p><i>He/she/ it has not been going</i></p> <p><i>We have not been going</i></p> <p><i>You have not been going</i></p> <p><i>They have not been going</i></p>	<p><i>You haven't been going</i></p> <p><i>He/she/it hasn't been going</i></p> <p><i>We haven't been going</i></p> <p><i>You haven't been going</i></p> <p><i>They haven't been going</i></p>	<p><i>Have you been going?</i></p> <p><i>Has he/she/it been going?</i></p> <p><i>Have we been going?</i></p> <p><i>Have you been goinig?</i></p> <p><i>Have they been going?</i></p>																										
Música, celebridades.	<p>Uso de adjetivos con preposiciones.</p> <p>Tipos de sustantivos</p>	<p><b>Adjetivos con preposiciones/adjetives with prepositions:</b> <i>amused by, impatient with, annoyed with, satisfied with, irritated with, proud of, embarrassed by, mad at, humiliated by, fed up with.</i></p> <p><b>Vocabulario relacionado a música/ Music related Vocabulary:</b> <i>song, track, recording, album, lyrics, genre, beat, tone, rhythm, notes, melody, hit, singer, choir, orchestra, chorus, concert(s), gig, taste in music, classical music, rock band, pop group, musical instrument, live music, live performance, music festivals, a catchy tune, a massive hit.</i></p> <p><b>Adjetivos para describir la personalidad/ adjectives describing personality:</b> <i>warm/ cold, friendly / unfriendly, kind / unkind, generous /mean, pleasant/ unpleasant, cheerful / miserable, relaxed, easy-going/ tense, nervy, sensitive / insensitive, honest / dishonest, hard-working/ lazy, bright/ thick, shy/ self-confident, introvert/ extrovert, (un)reliable, (un)trustworthy, tedious, argumentative, stubborn, big-headed, crafty, sly, shifty, gritty, lousy, sophisticated, sincere, sensitive, spontaneous, strong, self-confident, serious, sensible sociable, sharp-witted, boastful, assertive, intelligent, gregarious, aggressive, vulgar, unsociable, indifferent, peaceful, modest, senseless, shy, cowardly, decent, foolish, ambitious, confident, consciousness, diligent, easy-going, hard-working, honest, loyal, methodical, motivated, punctual, reliable, team player.</i></p> <p><b>Tipos de sustantivos/Types of nouns:</b> <i>one-word, two-word and hyphenated compounds, formed from verb + noun, noun + noun and adjective + noun combinations.</i></p>				<p>(W)(S) Describir detalladamente la apariencia física de una celebridad, incluyendo características físicas y de personalidad.</p> <p>(L) Escuchar una entrevista realizada a una celebridad e identificar las características de personalidad.</p> <p>(R) Evidenciar una lectura de comprensión sobre la personalidad de una celebridad.</p>																									
Supersticiones y eventos extraordinarios	Pasado Perfecto Simple y Pasado Perfecto Continuo	<p><b>Pasado Perfecto Simple/ Past perfect simple</b></p> <table border="1"> <thead> <tr> <th>Afirmativo</th> <th>Afirmativo contraído</th> <th>Negativo</th> <th>Negativo contraído</th> <th>Interrogativo</th> </tr> </thead> <tbody> <tr> <td><i>I had gone</i></td> <td><i>I'd gone</i></td> <td><i>I had not gone</i></td> <td><i>I hadn't gone</i></td> <td><i>Had I gone?</i></td> </tr> <tr> <td><i>You had gone</i></td> <td><i>You'd gone</i></td> <td><i>You had not gone</i></td> <td><i>You hadn't gone</i></td> <td><i>Had you gone?</i></td> </tr> <tr> <td><i>He/she/it had gone</i></td> <td><i>He'd/She'd/ It'd gone</i></td> <td><i>He/She/It had not gone</i></td> <td><i>He/she/it hadn't gone</i></td> <td><i>Had he/she/it gone?</i></td> </tr> <tr> <td><i>You had gone</i></td> <td><i>You'd gone</i></td> <td><i>You' had not gone</i></td> <td><i>You hadn't gone</i></td> <td><i>Had you gone?</i></td> </tr> </tbody> </table>				Afirmativo	Afirmativo contraído	Negativo	Negativo contraído	Interrogativo	<i>I had gone</i>	<i>I'd gone</i>	<i>I had not gone</i>	<i>I hadn't gone</i>	<i>Had I gone?</i>	<i>You had gone</i>	<i>You'd gone</i>	<i>You had not gone</i>	<i>You hadn't gone</i>	<i>Had you gone?</i>	<i>He/she/it had gone</i>	<i>He'd/She'd/ It'd gone</i>	<i>He/She/It had not gone</i>	<i>He/she/it hadn't gone</i>	<i>Had he/she/it gone?</i>	<i>You had gone</i>	<i>You'd gone</i>	<i>You' had not gone</i>	<i>You hadn't gone</i>	<i>Had you gone?</i>	<p>(L) Video/audio de supersticiones alrededor del mundo y tomar nota sobre la superstición de mayor interés.</p> <p>(W) Escribir un mensaje escribiendo a un compañero sobre algún evento extraordinario que le haya ocurrido.</p> <p>(S) Una conversación grupal comparando supersticiones</p> <p>(R) Lectura de comprensión sobre supersticiones alrededor del mundo.</p>
Afirmativo	Afirmativo contraído	Negativo	Negativo contraído	Interrogativo																											
<i>I had gone</i>	<i>I'd gone</i>	<i>I had not gone</i>	<i>I hadn't gone</i>	<i>Had I gone?</i>																											
<i>You had gone</i>	<i>You'd gone</i>	<i>You had not gone</i>	<i>You hadn't gone</i>	<i>Had you gone?</i>																											
<i>He/she/it had gone</i>	<i>He'd/She'd/ It'd gone</i>	<i>He/She/It had not gone</i>	<i>He/she/it hadn't gone</i>	<i>Had he/she/it gone?</i>																											
<i>You had gone</i>	<i>You'd gone</i>	<i>You' had not gone</i>	<i>You hadn't gone</i>	<i>Had you gone?</i>																											

		<table border="1"> <tr> <td>We had gone</td> <td>We'd gone</td> <td>We had not gone</td> <td>We hadn't gone</td> <td>Had we gone?</td> </tr> <tr> <td>They had gone</td> <td>They'd gone</td> <td>They had not gone</td> <td>They hadn't gone</td> <td>Had they gone?</td> </tr> </table> <p><b>Pasado perfecto continuo/ Past perfect continuous</b></p> <table border="1"> <thead> <tr> <th>Afirmativo</th> <th>Afirmativo contraído</th> <th>Negativo</th> <th>Negativo contraído</th> <th>Interrogativo</th> </tr> </thead> <tbody> <tr> <td>I had been going</td> <td>I 'd been going</td> <td>I had not been going</td> <td>I hadn't been going</td> <td>Had I been going?</td> </tr> <tr> <td>You had been going</td> <td>You'd been going</td> <td>You had not been going</td> <td>You hadn't been going</td> <td>Had you been going?</td> </tr> <tr> <td>He/she/it had been going</td> <td>He'd/she'd /it'd been going</td> <td>He/she/it had not been going</td> <td>He/she/it hadn't been going</td> <td>Had he/she/it been going?</td> </tr> <tr> <td>You had been going</td> <td>You'd been going</td> <td>You had not been going</td> <td>You hadn't been going</td> <td>Had you been going?</td> </tr> <tr> <td>We had been going</td> <td>We'd been going</td> <td>We had not been going</td> <td>We hadn't been going</td> <td>Had we been going?</td> </tr> <tr> <td>They had been going</td> <td>They'd been going</td> <td>They had not been going</td> <td>They hadn't been going</td> <td>Had they been going?</td> </tr> </tbody> </table> <p><b>Supersticiones/Superstitions:</b> break a mirror, walk under a ladder, open an umbrella indoors, get a knife as a present, step on a shadow, destroy a spider's web, see a black cat/ a crow, fasten a button in the wrong hole, put shoes on a table, spill/pass the salt, find a tea leaf floating in a cup, leave your purse on the floor, sweep someone's feet, wearing yellow, put clothes on inside out, blow birthday candles.</p> <p><b>Expresiones de tiempo/Time expressions:</b> just, after, until, before.</p>	We had gone	We'd gone	We had not gone	We hadn't gone	Had we gone?	They had gone	They'd gone	They had not gone	They hadn't gone	Had they gone?	Afirmativo	Afirmativo contraído	Negativo	Negativo contraído	Interrogativo	I had been going	I 'd been going	I had not been going	I hadn't been going	Had I been going?	You had been going	You'd been going	You had not been going	You hadn't been going	Had you been going?	He/she/it had been going	He'd/she'd /it'd been going	He/she/it had not been going	He/she/it hadn't been going	Had he/she/it been going?	You had been going	You'd been going	You had not been going	You hadn't been going	Had you been going?	We had been going	We'd been going	We had not been going	We hadn't been going	Had we been going?	They had been going	They'd been going	They had not been going	They hadn't been going	Had they been going?	
We had gone	We'd gone	We had not gone	We hadn't gone	Had we gone?																																												
They had gone	They'd gone	They had not gone	They hadn't gone	Had they gone?																																												
Afirmativo	Afirmativo contraído	Negativo	Negativo contraído	Interrogativo																																												
I had been going	I 'd been going	I had not been going	I hadn't been going	Had I been going?																																												
You had been going	You'd been going	You had not been going	You hadn't been going	Had you been going?																																												
He/she/it had been going	He'd/she'd /it'd been going	He/she/it had not been going	He/she/it hadn't been going	Had he/she/it been going?																																												
You had been going	You'd been going	You had not been going	You hadn't been going	Had you been going?																																												
We had been going	We'd been going	We had not been going	We hadn't been going	Had we been going?																																												
They had been going	They'd been going	They had not been going	They hadn't been going	Had they been going?																																												
Moda, estilo y estereotipos	Verbos compuestos	<p><b>Verbos compuestos/ Phrasal verbs:</b> come back, keep up (with), look forward (to), move in, join in, drop out, look for, go on, try out, carry on, slow down, catch up, grow up, end up.</p> <p><b>Expresiones relacionadas a moda/ Expressions related to fashion:</b> to mix and match, hand-me-downs, on the catwalk, to be/ to get dressed up, to dress up, to dress down, to look good in, to keep up with the latest fashion, to go out of fashion.</p> <p><b>Vocabulario relacionado a moda/ Fashion Vocabulary:</b> wardrobe, fashionable, trendy, classy, timeless, must-have, casual clothes, smart clothes, classic style, vintage clothes, well-dressed, old fashioned, designer label, fashion house, fashion icon, fashion show.</p>	<p>(L) Observar un video sobre críticas de moda. (S) Realizar un Talk Show sobre críticas de moda. (R) Lectura sobre la evolución de la moda en diferentes épocas. (W) Diseñar una línea del tiempo sobre los eventos más sobresalientes de la evolución de la moda.</p>																																													
Planes y proyectos de vida	Repaso de Presente simple para futuro, futuro con Will y be+Going to	<p><b>Estructura de presente simple para futuro/ Present simple for the future structure:</b> Object+ verb in present simple+ key words for future</p> <p><b>Repaso de futuro con Will y Going to</b></p> <p><b>Estructura del futuro en el pasado/ future in the past structure</b></p> <p>Was/were going to + verb base form</p>	<p>(W) Diseñar un mapa mental sobre su proyecto de vida personal y profesional. (L) Escuchar un video/audio sobre superación personal. (S) Presentar su proyecto de vida.</p>																																													



		<p><u>Present simple other verbs</u> (Noun+Be+ Complement+ Negative Be + Noun?)</p> <p><u>Present continuous</u> (Noun+Be+ Continuos Verb+Complement+ Negative Be + Noun?)</p> <p><u>Past simple 'be'</u> (Noun+was/were+Complement + Negative Be + Noun?)</p> <p><u>Past simple other verbs</u> (Noun+Verb In Past Simple+Complement + Negative Auxiliar Did + Noun?)</p> <p><u>Past continuous</u> (Noun+Be In Past Simple+ Verbing+ Complement + Negative Be + Noun?)</p> <p><u>Present perfect</u> (Noun+Have+ Been+ Verbing+ Complement+ Negative Have+ Noun?)</p> <p><u>Present perfect continuous</u> (Noun+Be+ Been+ Verbing+ Complement+ Negative Have+ Noun?)</p> <p><u>Past perfect</u> (Noun+Had + Past Participle+ Complement+ Negative Had+ Noun?)</p> <p><u>Past perfect continuous</u> (Noun+Had+Been + Verbing+ Negative Had+ Noun?)</p> <p><u>Future simple</u> (Noun+ Aux.Future Will+ Simple Present Verb+ +Complement + Negative Will+ Noun? )</p> <p><u>Future continuous</u> (Noun+ Aux.Future Will+ Be + Verbing+ Complement + Negative Will+ Noun? )</p> <p><u>Modals</u> (Noun+ Negative Modal verb (Can, Could, Must, Should) + Noun)</p> <p><b><u>Vocabulario de arte/ Art Vocabulary</u></b>  <b>Gente/People:</b> artist, painter, sculptor, designer, art collector; places: a museum, a gallery, an exhibition.  <b>Objetos/Objects:</b> a painting, a statue, a sculpture, a carving, a masterpiece, art treasures, a sketch, a portrait.  <b>Tipos de arte/ types of art:</b> visual art, fine art, graphic art, abstract art; drama and dance, a theatre, a dance group, a modern dance, a ballet, an opera.  <b>Movimientos artísticos /Art movements:</b> Impressionism, Surrealism, Expressionism, Abstract, Cubism, Pop Art, Realism, Baroque, Neoclassicism, Renaissance Art.</p>	
--	--	---	--

APRENDIZAJES ESPERADOS

Los aprendizajes esperados en la Unidad de Aprendizaje, consideran la progresión del mismo y la interrelación entre ellos para el logro de la competencia. Se encuentran señalados en el Programa Institucional de Inglés.

- Reconoce y comprende las funciones del idioma inglés y elabora intercambios lingüísticos de mayor complejidad sobre diversos temas personales, profesionales y sociales.
- Describe anécdotas e incidentes ocurridos en tiempo pasado, proporcionando detalles e información específica de hechos significativos.
- Analiza y compara situaciones cotidianas y de temas habituales.
- Propone alternativas y explica la razón de su propuesta de situaciones cotidianas.
- Argumenta de manera lógica y secuencial sobre eventos del tiempo pasado y futuro, estableciendo una conexión entre causa y efecto.

ACTIVIDADES DE APRENDIZAJE:	RECURSOS MATERIALES Y DIDÁCTICOS:
<p>Para el desarrollo de esta unidad de aprendizaje, el estudiante llevará a cabo las siguientes actividades:</p> <p><b>CON EL PROFESOR</b></p> <ul style="list-style-type: none"> <li>• Las recomendadas en la tabla de contenidos gramaticales y de contenido temático.</li> <li>• Participación activa.</li> <li>• Trabajo colaborativo.</li> </ul> <p><b>DE MANERA AUTONOMA</b></p> <ul style="list-style-type: none"> <li>• Las recomendadas en la tabla de contenidos gramaticales y de contenido temático.</li> <li>• Entrega puntual de trabajos.</li> <li>• Responsabilidad en el trabajo autónomo y para el desarrollo de las competencias.</li> </ul>	<p>Los recursos y materiales didácticos con los que contará el estudiante para llevar a cabo las actividades son:</p> <p><b>DIDÁCTICOS</b></p> <ul style="list-style-type: none"> <li>• Ejercicios estructurados cuestionarios y/o preguntas activadoras.</li> <li>• Estructuras de diálogos.</li> <li>• Material de lectura y Guías de lectura.</li> <li>• Guía para la aplicación del cuestionario.</li> <li>• Instructivo para elaborar: consultas documentales, ensayos, resúmenes, cuestionarios, etc.</li> <li>• Material audiovisual de apoyo (esquemas, láminas, mapas, imágenes, pistas de audio y video).</li> <li>• Juegos interactivos en línea (kahoot, fluentU, wordwall.....)</li> </ul> <p><b>MATERIALES</b></p> <ul style="list-style-type: none"> <li>• Sistema de audio</li> <li>• Videos</li> <li>• Hojas de rotafolios</li> </ul>

	SISTEMA DE EVALUACIÓN:				
<p>Los productos y evidencias del aprendizaje son:</p> <ul style="list-style-type: none"> <li>• Tareas</li> <li>• Trabajos</li> <li>• Proyectos</li> <li>• Exposiciones</li> <li>• Trabajos en equipos o pares</li> <li>• Portafolio de evidencias</li> <li>• Exámenes</li> </ul>	<p>La evaluación será progresiva La evaluación se puede llevar a cabo como autoevaluación, coevaluación o heteroevaluación.</p> <p><b>Desempeño</b></p> <table data-bbox="787 1848 1529 1879"> <tr> <td>Productos y evidencias</td> <td>40%</td> </tr> </table> <p><b>Conocimiento</b></p> <table data-bbox="787 1942 1529 1974"> <tr> <td>Evaluaciones parciales</td> <td>30%</td> </tr> </table>	Productos y evidencias	40%	Evaluaciones parciales	30%
Productos y evidencias	40%				
Evaluaciones parciales	30%				



	Evaluación institucional	20%
	<b>Actitudinal</b>	
	Actitudes y valores (participación activa, trabajo colaborativo, entrega puntual de trabajos, responsabilidad en el trabajo autónomo)	10%

FUENTES DE INFORMACIÓN

BIBLIOGRÁFICAS:	OTRAS:
Por confirmar	<a href="https://www.bbc.co.uk/learningenglish/">https://www.bbc.co.uk/learningenglish/</a> <a href="https://www.cambridgeenglish.org/">https://www.cambridgeenglish.org/</a> <a href="https://www.britishcouncil.org/">https://www.britishcouncil.org/</a>

Anexo de verbos Nivel IV

	Present	Past	Past Participle
1	Add	Added	Added
2	Admit	Admitted	Admitted
3	Agree	Agreed	Admitted
4	Arrange	Arranged	Arranged
5	Ask	Asked	Asked
6	Avoid	Avoided	Avoided
7	Bake	Baked	Baked
8	Begin	Began	Begun
9	Bet	Bet	Bet
10	Blend	Blended	Blended
11	Blow	Blew	Blown
12	Break	Broke	Broken
13	Broil	Broiled	Broiled
14	Bump into*	Bumped into	Bumped into
15	Buy	Bought	Bought
16	Carry	Carried	Carried
17	Carry on*	Carried on	Carried on
18	Catch	Caught	Caught
19	Catch up*	Caught up	Caught up
20	Chat	Chatted	Chatted
21	Chill	Chilled	Chilled
22	Choose	Chose	Chosen
23	Choose	Chose	Chosen
24	Chop	Chopped	Chopped
25	Clean	Cleaned	Cleaned
26	Clean up*	Cleaned up	Cleaned up
27	Close	Closed	Closed
28	Collect	Collected	Collected
29	Come	Came	Come
30	Come back*	Came back	Come back
31	Complete	Completed	Completed
32	Consider	Considered	Considered
33	Cook	Cooked	Cooked
34	Cut	Cut	Cut
35	Dance	Danced	Danced

36	Decide	Decided	Decided
37	Defrost	Defrosted	Defrosted
38	Deny	Denied	Denied
39	Destroy	Destroyed	Destroyed
40	Do	Did	Done
41	Draw	Drew	Drawn
42	Dress down*	Dressed down*	Dressed down
43	Dress up*	Dressed up	Dressed up
44	Drink	Drank	Drunk
45	Drive	Drove	Driven
46	Drive	Drove	Driven
47	Drop out*	Dropped out	Dropped out
48	Dye	Dyed	Dyed
49	Eat	Ate	Eaten
50	End up*	Ended up	Ended up
51	Enjoy	Enjoyed	Enjoyed
	<b>Present</b>	<b>Past</b>	<b>Past Participle</b>
52	Fail	Failed	Failed
53	Fall	Fell	Fallen
54	Fall asleep*	Fell asleep	Fallen asleep
55	Fall down*	Fell down	Fallen down
56	Fast	Fasted	Fasted
57	Fill up*	Filled up	Filled up
58	Find	Found	Found
59	Fly	Flew	Flown
60	Forget	Forgot	Forgotten
61	Freeze	Froze	Frozen
62	Fry	Fried	Fried
63	Get	Got	Gotten
64	Get dressed up*	Got dressed up*	Gotten dressed up
65	Get dressed*	Got dressed up*	Gotten dressed up
66	Get off*	Got off	Got/gotten off
67	Get on*	Got on	Got/gotten on
68	Give	Gave	Given
69	Go	Went	Gone
70	Go back*	Went back	Gone back
71	Go down*	Went down	Gone down
72	Go on*	Went on	Gone on
73	Go out*	Went out	Gone out
74	Go up*	Went up	Gone up
75	Grow	Grew	Grown
76	Grow up*	Grew up	Grown up
77	Guess	Guessed	Guessed
78	Hand	Handled	Handled
79	Hang up*	Hung up	Hung up
80	Hate	Hated	Hated
81	Have	Had	Had
82	Hear	Heard	Heard
83	Heat	Heated	Heated
84	Hurt	Hurt	Hurt
85	Imagine	Imagined	Imagined
86	Invest	Invested	Invested
87	Join in*	Joined in	Joined in
88	Jump	Jumped	Jumped
89	Keep	Kept	Kept

90	Keep on*	Kept on	Kept on
91	Keep up with*	Keep up with	Keep up with
92	Kick	Kicked	Kicked
93	Learn	Learned	Learned
94	Leave	Left	Left
95	Lift	Lifted	Lifted
96	Like	Liked	Liked
97	Listen	Listened	Listened
98	Look	Looked	Looked
100	Look for*	Looked for	Looked for
101	Look forward to*	Looked forward to	Looked forward to
102	Lose	Lost	Lost
103	Love	Loved	Loved
104	Make	Made	Made
105	Manage	Managed	Managed
106	Match	Matched	Matched
	<b>Present</b>	<b>Past</b>	<b>Past Participle</b>
107	Mean	Meant	Meant
108	Miss	Missed	Missed
109	Mix	Mixed	Mixed
110	Move	Moved	Moved
111	Move around*	Moved around	Moved around
112	Move in*	Moved in	Moved in
113	Need	Needed	Needed
114	Open	Opened	Opened
115	Order	Ordered	Ordered
116	Organize	Organized	Organized
117	Paint	Painted	Painted
118	Pay	Paid	Paid
119	Peel	Peeled	Peeled
120	Pick up*	Picked up	Picked up
121	Pierce	Pierced	Pierced
122	Plan	Planned	Planned
123	Play	Played	Played
124	Practice/practice	Practiced/practiced	Practiced/practiced
125	Put	Put	Put
126	Put away*	Put away	Put away
127	Put in*	Put in	Put in
128	Put on*	Put on*	Put on*
129	Put out*	Put out	Put out
130	Read	Read	Read
131	Refuse	Refused	Refused
132	Remember	Remembered	Remembered
133	Repeat	Repeated	Repeated
134	Ride	Rode	Ridden
135	Risk	Risked	Risked
136	Roast	Roasted	Roasted
137	Run	Ran	Run
138	Save	Saved	Saved
139	Say	Said	Said
140	Season	Seasoned	Seasoned
141	See	Saw	Seen
142	Serve	Served	Served
143	Set	Set	Set
144	Show up*	Showed up	Showed up

145	Shred	Shredded	Shredded
146	Sing	Sang	Sung
147	Sit	Sat	Sat
148	Skate	Skated	Skated
149	Sleep	Slept	Slept
150	Slice	Sliced	Sliced
151	Slip	Slipped	Slipped
152	Slow down*	Slowed down	Slowed down
153	Speak	Spoke	Spoken
154	Spell	Spelled	Spelled
155	Spend	Spent	Spent
156	Spill	Spilled	Spilled
157	Sprain	Sprained	Sprained
158	Sprinkle	Sprinkled	Sprinkled
159	Stand	Stood	Stood
160	Start	Started	Started
	<b>Present</b>	<b>Past</b>	<b>Past Participle</b>
161	Steam	Steamed	Steamed
162	Step	Stepped	Stepped
163	Stir	Stirred	Stirred
164	Stop	Stopped	Stopped
165	Study	Studied	Studied
166	Suggest	Suggested	Suggested
167	Surf	Surfed	Surfed
168	Sweep	Swept	Swept
169	Swim	Swam	Swum
170	Take	Took	Taken
171	Take down*	Took down	Taken down
172	Take out*	Took out	Taken out
173	Talk	Talked	Talked
174	Teach	Taught	Taught
175	Tell	Told	Told
176	Throw	Threw	Thrown
177	Tidy up*	Tidied up	Tidied up
178	Try out*	Tried out	Tried out
179	Turn	Turned	Turned
180	Turn on /off*	Turned on/off	Turned on/off
181	Underline	Underlined	Underlined
182	Understand	Understood	Understood
183	Visit	Visited	Visited
184	Walk	Walked	Walked
185	Want	Wanted	Wanted
186	Wash	Washed	Washed
187	Watch	Watched	Watched
188	Wear	Wore	Worn
189	Win	Won	Won
190	Wipe	Wiped	Wiped
191	Work	Worked	Worked
192	Write	Wrote	Written

\*Phrasal verbs.