Plan de Estudios 2018

Programa del curso

English III. Sharing information and ideas

Carácter del curso: **Obligatorio**--------------------------------Horas: **6** Créditos: **6.75**

Index

Purposes and general description about the course

The English language course for Escuelas Normales is designed to develop students' ability to communicate effectively in English in contexts that will be important for them. As future teachers in a society where English is increasingly important for engaging successfully with professional and social activities, it is essential that all students develop a good level of proficiency in English. English is growing in importance for accessing information, making useful contacts, understanding other cultures and participating in cultural activities. As UNESCO has said: Linguistic competencies are fundamental for the empowerment of the individual in democratic and plural societies, as they condition school achievement, promote access to other cultures and encourage openness to cultural exchange (UNESCO 2007:13). English is particularly important for students because of its role in multinational communicative settings (Hyland 2011).

From 2012 onwards, the curriculum has included English language within the curriculum map of both undergraduate programs for Pre-school Education and Primary Education, in order to improve the communicate competency of trainee teachers.

From 2018 onwards, the English language course becomes part of the curricular map in every undergraduate program at Teacher Training schools.

This course has three main aims:

1) Develop their ability to use English in personal and social communications, to develop relationships, complete transactions and carry meet everyday needs.
2) Increase their engagement with cultural and intercultural activities in English, in order to develop a better understanding of their own culture as well as other cultures around the world.
3) Develop their ability to teach in a school environment where English is an important aspect of the school's approach. Schools are expected to use English increasingly for various teaching and learning activities, and future teachers need to be confident in using English in the school environment.

The English language course is based on the communicative approach to language learning in line with the Common European Framework of Reference from the Council of Europe. More specifically, there are five main principles of language learning that underpin this curriculum:

1. Focus on meaningful communication
2. Teach authentic English
3. Students learn most effectively through doing
4. Students learn best when motivated and engaged
5. Differentiate the teaching according to different interests and needs among each group of students

These principles, and the implications for teaching, are spelled out in more detail in the section on Teacher Guidelines.

Competences of the graduation profile developed by the course

Generic competences

- Use critical and creative thought for solving problems and taking decisions.
- Learn in an autonomous way and demonstrate initiative for self-regulation and strengthen her/his personal development.
- Cooperate to bring about innovative projects having a social impact.
- Act with in an ethical way, by interiorizing social rules and principles needed for a better coexistence.
- Use information and communications technology, as well as other languages, for understanding, explaining and offering alternative solutions to the problems encountered

Professional competences

- Use the knowledge from the subject and its specific didactic strategies to work with the curricular contents from the Curriculum and Syllabus from Basic Education.
- Plan teaching-learning processes in accordance to current approaches of the disciplinary area, taking into account setting and students features in order to achieve meaningful learning.
- Assess teaching and learning processes from her/his students using a formative approach and analyses her/his own professional practice to propose ways to improve it.
- Build collaborative and inclusive learning environments to foster students' comprehensive development.

- Devise learning and teaching proposals using innovative methodologies and applying new technologies to education.
- Act upon civic, ethic and legal values and principles inherent to her/his social responsibility as well as her/his professional work, based on pluricultural and humanist views.

Subject-specific competences developed by the course:

- Describe ways of living from different cultures to appreciate their diversity.
- Use language to establish harmonious and responsible relationships when exercising citizenship.
- Reflect on one's own learning process to act consciously in communicative exchanges.
- Understand and produce texts to participate in a variety of everyday and concrete situations.
- Exchange basic information about personal and professional experiences.
- Recognize cultural differences when participating in brief and common exchanges.

Course General Structure

This English language course is designed to develop students' ability to communicate effectively in English in contexts that will be important for them.

It is offered for the first six semesters of undergraduate programs at Escuelas Normales, and consists of six levels of English proficiency. The six levels are aligned to the Common European Framework of Reference. The table below shows the six courses and levels.

Table 1
English language course levels

Year	CEFR level descriptor	CEFR level	Semester	Course name description
1	A1 (Breakthrough)	A1.1	1	Starting basic communication
		A1.2	2	Developing elementary conversations
2.	A2 (Waystage)	A2.1	3	Sharing information and ideas

		A2.2	4	Building confidence in communication
		B1.1	5	Opening new global perspectives
3	B1 (Threshold)	B1.2	6	Becoming independent communicators

Each semester is based on 108 hours of class time. In general, schools are expected to provide six hours of English teaching each week.

The content of the course is structured around three environments or contexts of language use: Personal, Community and Professional. These reflect the contexts in which students will need be able to use English.

Personal: This includes contexts where English is used to talk casually and socially with friends or acquaintances about personal or social topics. It is also for getting things done in a more transactional way. The emphasis in this environment is strongly on speaking skills.

Community: This includes contexts where English is used to communicate about more cultural issues. This can refer to the students' own social culture such as topics relating to entertainment, arts, the environment and ways of living. It can also include intercultural topics, comparing the students' own ways of life and behavior with those of people in other countries or social groups. In this environment, speaking continues to be important but there will be more activities that involve reading and listening skills.

Professional: This relates to the students' future work as teachers as well as their general professional development. The emphasis continues with spoken English, but there will be more activities here that develop writing skills.

The balance of time for each environment as the program progresses across the levels. The first year of the program allocates more hours to the Personal environment as this is considered essential for basic communication. But as the students progress towards becoming teachers, the number of hours for the Community and Professional environments increases.
The recommended hours for each learning environment are set out below:
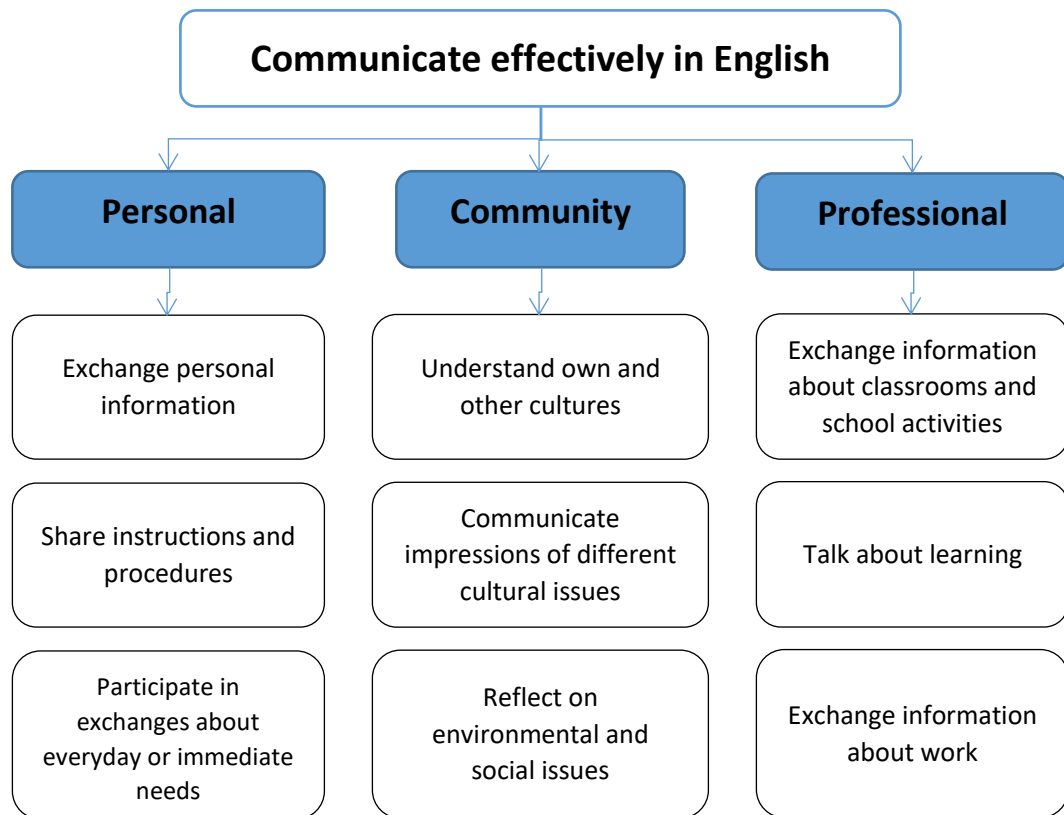
Table 2
Time allocation per year and semester

Learning environments	Year 1		Year 2		Year 3		TOTAL
	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	
	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	
Personal	45	45	42	42	33	33	240
Community	36	36	39	39	33	33	216
Professional	27	27	27	27	42	42	192
Hours per semester	108	108	108	108	108	108	648

Within each context or environment, there are three general areas of use or "social practices of language".   These are as follows:

Learning environment	Social practice of language
1. Personal	1.1 Exchange personal information
	1.2 Share instructions and procedures
	1.3 Participate in exchanges about everyday or immediate needs
2. Community	2.1 Recognize information about cultural diversity
	2.2 Assess impressions on artistic expressions from different cultures
	2.3 Reflect on environmental and social issues
3. Professional	3.1 Share information classrooms and school activities
	3.2 Talk about learning
	3.3 Exchange information about work

Each of the nine social practices of language has one overall learning objective per semester. These learning objectives are grouped according to the learning environment to form a learning unit. Thus, each semester has three learning units, as shown below for Semester 1:

Learning environment	Social practice of language	Semester 3 Learning objective (Level A2.1 Sharing information and ideas)	Learning Unit
1. Personal	1.1 Exchange personal information	Exchange information about families and family life	Learning Unit 1
	1.2 Share instructions and procedures	Describe how to play sports or games	
	1.3 Participate in exchanges about everyday or immediate needs	Give and receive information to buy and sell things	
2. Community	2.1 Recognize information about cultural diversity	Compare manners in different cultures	Learning Unit 2
	2.2 Assess impressions on artistic expressions from different cultures	Talk about movies in different countries	
	2.3 Reflect on environmental and social issues	Describe communities and how they change	
3. Professional	3.1 Share information classrooms and school activities	Talk about schedules at school	Learning Unit 3
	3.2 Talk about learning	Describe what you have done and learned	
	3.3 Exchange information about work	Talk about what makes a good teacher	

Communicate effectively in English

Personal

Exchange personal information

Share instructions and procedures

Participate in exchanges about everyday or immediate needs

Community

Understand own and other cultures

Communicate impressions of different cultural issues

Reflect on environmental and social issues

Professional

Exchange information about classrooms and school activities

Talk about learning

Exchange information about work

Teaching and learning guidelines

This curriculum is based on the communicative approach to language learning, and the approach to teaching should be consistent with this, adopting learner-centered and activity-based principles. Four key principles to follow in the teaching of this program are:

1. Focus on meaningful communication
2. Teach authentic English
3. Students learn most effectively through doing
4. Students learn best when motivated and engaged
5. Differentiate the teaching according to different interests and needs among each group of students

These principles have implications for the way English should be taught in each course.

1. Focus on meaningful communication

The purpose of a language is to convey meaning and therefore mastery of the language involves mastery of communicating meaning through that language. A focus on meaning is also more motivating to learners and helps maintain student engagement in learning. In practice, this means most activities should be designed to use English to convey meaning.

- Language (vocabulary, expressions and structures) that are taught or practiced should be taught as part of a meaningful conversation or text.
- Students should receive feedback (positive or corrective) on how successfully they conveyed meaning, before receiving feedback on the form of language used.
- As practice activities move from controlled practice to free practice, they should include opportunities for conveying information or ideas that the listener or reader does not already know, e.g. in information-gap activities.
- Teachers should create frequent opportunities for students to bring in their own real experiences and ideas into the classroom – through what they say or write.

Teachers still need to focus on form explicitly in the courses – looking at correct use of structures, vocabulary, pronunciation, spelling and discourse features. But this should be secondary to conveying meaning. (Littlewood 1981; Thornbury 2016).

2. Teach authentic English

Students need to be prepared for authentic communication in the real world. While it is necessary to control the level of language at each stage of the course, it is important that students should be exposed to authentic examples of English –spoken and written. Authenticity also includes teaching language that students are likely to use, in the sense of reflecting their interests and circumstances. For this reason, the curriculum is often open-ended with the examples of language (vocabulary and expression) listed in the document. Teachers should adapt the choice of vocabulary according to their students' areas of interest and what is likely to be an authentic communicative situation for them. For example, when the curriculum provides a list of pastimes for students to talk about, this can be adapted for each group of students. However, in providing this flexibility, teachers need to be careful not to take the language outside the appropriate level for that semester by adding too many new words or expressions.

3. Students learn most effectively through doing

Learning a language involves a range of cognitive and social processes that cannot be developed simply through explanation and knowledge. The integration of different elements of language requires frequent practice, particularly to use language with sufficient fluency in real time. Learning through doing is also known to reinforce learning through the emotional impact of real activity and the micro-rehearsals involved in real practice. (Ellis 2000)

Suitable methodology for learning through doing has a number of characteristics:
- The teacher provides students with many opportunities to practice the target language in different ways (e.g. listening, reading, speaking and writing).
- The teacher sets up pair-work and group-work activities to increase the amount of practice.
- The teacher limits their explanations to what is essential for students to understand the target language.

An important aspect of this approach is that the teacher creates an atmosphere where the students feel comfortable to make mistakes when they speak and write English. Fear of making mistakes inhibits the students from speaking and writing and reduces the amount of practice they do. There are a number of ways in which the teacher can create this atmosphere:
- Include positive feedback after students speak or write in English
- Limit corrective feedback to essential target points
- Provide general corrective feedback after activities, rather than identifying individual students who made the mistake.

- Encourage students to evaluate themselves or their peers when they carry out an activity.

To read about the importance of feedback on learning, see Hattie 2012.

One aspect of learning through doing is encouraging students to discover language points, rather than presenting them directly to the students. Research shows that learners retain new information better the more they engage with it. If a teacher gives an explanation of a language point, they may retain that to some extent. But if the teacher helps the student to work out the language point from some examples, they are far more likely to retain it for longer. This approach requires a greater investment of time from the teacher to begin with – it takes longer for students to work out language points from examples than to listen to an explanation from the teacher. But in the long term this approach has been shown to be more effective. Of course, there will be many situations where a simple explanation of a language point is the most appropriate action, but teachers should aim to include opportunities to discover new language points where possible. (Ellis 2015).

4. Students learn best when motivated and engaged

Motivation and engagement have a powerful impact on learning in a number of ways (Ormrod, 2008) including:
- It increases effort and energy.
- It increases persistence in learning activities.
- It affects cognitive processes – e.g. through directing attention.

Motivation and engagement are created through a number of means: variety, personalization, positive feedback, perception of progress.

Good teaching practice usually involves teachers taking students through a number of stages – from language discovery or presentation, to structured practice, to free practice, to evaluation. However, teachers should aim for variety in the way they structure their lessons, as a predictable lesson structure will be less engaging for students. Good teachers will use a variety of approaches to introduce new language – from listening texts, to reading articles, to searching online, or watching a video clip. They will also use different practice activities, to keep the students engaged.

The motivation and engagement of learners is strongly affected by their own perception of their progress. Teachers need to provide students with frequent feedback on their learning. Apart from quick feedback after tasks and activities, teachers will also use regular informal tests and quizzes. It can also include more self-reflective activities where students consider how their skills are developing, where they are improving and what they need to work on next.

For more ideas on motivation in language learning, see Lamb 2017 and Ushioda 2008.

5. Differentiate the teaching according to different interests and needs among each group of students

In each class, there is a wide variety of students. This variety may relate to a number of different dimensions:
- Level of English
- Their first language (whether it is Spanish or not)
- Previous experience of learning English
- Learning preferences – whether they prefer to learn more by analyzing the language or by experiencing it, whether they prefer to read and write, or listen and speak, etc.
- Their interests and objectives.

Teachers need to be aware of the profile of their different students and adapt their teaching accordingly. In practice, teachers should approach this in a number of ways:
- using a variety of activities in any class – to make sure different learning preferences are addressed
- monitor how well different students are mastering the target language – through regular checks, quizzes and tests, and adjusting accordingly
- providing additional support for students who are struggling and additional 'stretch' activities for students who have mastered the core target language more quickly.

In addition to these five principles, there are a number of other points that teachers should bear in mind when teaching this course.

Balance of skills

Considering the balance of skills in the program, teachers should note that speaking is considered the most important skill to develop and yet it is also the most difficult one. For this reason, teachers should be particularly focused on giving students opportunities to practice spoken English. It is essential that students frequently work in pairs and groups to have sufficient opportunities for practice.

However, it is also important for the other three skills – reading, writing and listening – are also given sufficient attention, and each lesson should aim to have a certain element of all four skills in it.

Learning autonomy

The hours of class time are not usually sufficient for students to master the required level of English. They need to invest their own time outside the classroom – at home or in a self-study centre/room. However, the effectiveness of this self-study depends partly on the student's ability to manage their own learning. Teachers need to build up their skills by introducing self-study tasks in a graded way, and to provide plenty of guidance to students on how they complete self-study tasks (Murray, Gao and Lamb 2011). This may require explicit instruction on self-study techniques such as using dictionaries, creating vocabulary revision lists, having checklists to evaluate their own writing before completing it, etc.

Working in pairs and groups

Teachers are strongly encouraged to use pairwork and groupwork frequently, as it provides greater opportunities for practice, as well as given students more time to share and develop their understanding of the language. Teachers should try different ways of grouping the students – partly to introduce variety but also because different groups work better for different tasks. (Dörnyei and Murphey 2003).

Learning evidences

English language teachers need to evaluate their students' learning regularly and in a variety of ways. The design and implementation of any assessment needs to be considered carefully as "what is evaluated becomes the center of attention for the school community" (SEP 2017: 277). Assessment should therefore be consistent with the aims and methodology of the course as a whole.

What is assessed

Assessment of language needs to reflect the course objectives. As the priority for the course is developing speaking skills, evaluation of speaking skills should be the most important part of the assessment. However, the other skills, as well as formal aspects of English (the grammar, vocabulary and pronunciation) all need to assessed regularly.

The recommended balance of assessment for English for each semester is:

- Speaking: 30%
- Writing: 20%
- Listening: 20%
- Reading: 10%
- Grammar and vocabulary: 20%

Different assessment purposes

Teachers need to carry out evaluations for different purposes during the course.

- Immediate evaluations of students during learning and practice activities and tasks, to provide useful feedback on their learning at that point.
- Informal checks of learning objectives at frequent points in the course. This will include quizzes and other informal checks, where the teacher can check each student's learning as part of the formative process.
- Formal tests of learning at key points – e.g. in the middle and end of a semester – in order to provide more formal feedback on their progress. The results of these tests should be recorded as part of the tracking of each student's progress, and included in reports where required. The exact timing of these recorded assessments needs to be consistent with assessment policy across the school. In some cases, these may be required monthly. However, in the case of English language courses, we recommend that formal recorded assessments are only carried out at the middle and end of each semester. This is to avoid too much class time being spent on formal assessment activities.

Assessment instruments and quantitative values

How should students be assessed

The method of assessment will depend partly on the purpose of the assessment, as well as the focus of the assessment. For informal assessment (which is not recorded but is used to provide students with feedback on their learning), the teacher can make use of the tasks being used for learning and practice the language. For more formal assessment (which is used to record scores or grades for students at the end of the semester), the following suggestions are given:

1. **For speaking skills, use performance criteria in checklists or rating scales.**
Rating scales are descriptions of a student's performance in that skill at different levels. The teacher uses the scale to choose the description which is closest to the individual student's performance, and uses that to give a score or grade.

Teachers can use descriptor scales from the Common European Framework of Reference, or other scales such as those used by Cambridge Assessment or the British Council. Teachers can adapt these to their own context, students and focus. For example, if the focus of the task is giving directions, the scale can include features such as 'gives clear and accurate directions as required'.

The focus of the speaking may include one or more of the following general features of speaking: accuracy, range of vocabulary and structures, pronunciation (of individual sounds and prosody) and fluency.

Where possible, the assessment of speaking should be involved two people carrying out the task together (this may be the teacher and an assistant for example), where one person conducts the speaking activity, and the other observes and evaluates the student against the scale. However, where this is not possible, the teacher needs to conduct the task and evaluate the student at the same time.

2. **Assessing writing skills**
For writing skills, a similar approach can be taken, using rating scales to describe different levels of performance.

Different aspects of writing may be focused on in different assessment tasks – for example, the focus might include one or more of the following: accuracy of vocabulary and structures used, range of vocabulary and structures used, use of language to create

coherence across the text (e.g. linking words), organization of information and ideas, effective communication of purpose of the text (e.g. to persuade, inform or explain).

3. Assessing reading and listening skills

Teachers should use appropriate texts or recordings, which match the level and topics of the content covered in the course that semester. Comprehension tasks should cover different aspects of understanding a text or recording, e.g. understanding the main point, understanding specific details, understanding the intention and purpose of the writer/speaker, understanding implied meanings in the text or recording.

Marking, grading and feedback

Where the school requires scores or grades to be recorded for students, teachers will need to provide that information in line with requirements. However, for most informal evaluation given by teachers in a non-recorded manner, it is more effective to provide feedback and guidance on what the student has done well and what they need to work more on than to give scores or grades.

Learning Unit 1
Families, sports and shopping (Level A2.1/Personal)

Competences Phase 2

- Exchange information about families and family life
- Talk about sports or games
- Exchange information when buying and selling things

Learning Unit Objective: Exchange information about families and family life (A2.1.1)

Development of the Learning Unit

Contents

- Talk about family members and relationships
- Share information about families and family life
- Exchange information about families and family life

Learning activities/examples
Talk about family members and relationships

- Listen to and say words about family members (*e.g., mother, father, son, daughter, mom, dad, parents, grandparents, uncle, aunt, niece, nephew, cousins, etc.*)
- State relation in different ways (*e.g., My father is Roberto / I am Roberto's son / Juan is their son / Our cousins are Patricio and Luis / Her grandma is my aunt / I am Sofia's sister / She is Pablo's wife / They are Alfredo's nephews, etc.*)
- Give additional information about family members (*e.g. My husband is a doctor and he works at a hospital / My brother-in-law is a student / Her niece is a musician, etc.*)

GRAMMAR FOCUS: Use possessive adjectives and –s to indicate family relationships.

Share information about families and family life

- Give information about families and family life using a family tree (*e.g., I have a large family. My parents have four children. I'm the oldest. What are your siblings' names? Their names are Elena, Sofía and Juan Pablo. Elena's younger than me, but she's older than Sofía. Juan Pablo is my only brother, and he's the youngest. What do they do? Elena's a photographer, Sofía's a teacher and Juan Pablo's a student. Are you married? Yes, I am. My husband's name is Andrés, and he is an engineer*, etc.)
- Express interest in other people's lives by showing empathy (Really? Wow! That's interesting / That's too bad.)
- Talk about routines (*e.g., I live with my son and my husband. Every day we get up at 6:00 am and have breakfast. We take Pedro to school, then we go to the office / We come home at 4:00 and eat lunch / In the evening we usually make dinner together. My son goes to bed at 9:00. Then my husband and I talkabout our day. We go to bed at 11:00 pm*, etc.)

PRONUNCIATION FOCUS: Notice and practice third person singular –s endings.
GRAMMAR FOCUS: Use simple present tense statements to describe families and family routines

Exchange information about families and family life

- Ask and answer questions about families (*e.g., Who do you live with? I live with my niece / Do you have any siblings? Yes, I do, I have a sister and a brother / What's your mother's name? My mom's name is Cristina / How old are your children? My children are 7 and 5 years old / What does your aunt do? She's a teacher*, etc.)
- Respond with interest and ask follow-up questions
- Compare information about families (e.g., *Do you have any cousins? Yes, I do. I have four. What about you? Oh, I have I have a huge family. Really? How many cousins are there? I have 18 cousins. Wow! That's a lot! / Wow! I only have two cousins and we never see each other*, etc.)

GRAMMAR FOCUS: Use the simple present tense (statements, questions, and short answers) to exchange information about families and family life
GRAMMAR FOCUS: Use simple present tense questions and short answers to ask and answer questions about families and family routines

Evidences	**Performance Criteria**
• List of family members	• Uses words and expressions to indicate relationship
• Cards with routines	• Describes routines
• Family tree	• Discusses information about families

Learning Unit Objective: Describe how to play sports or games (A2.1.2)

Development of the Learning Unit

Contents

- Understand and say basic information about sports or games
- Talk about sports or games
- Describe how to play sports or games

Learning activities/examples
Understand and say basic information about sports or games

- State names of sports or games (*e.g., soccer, football, tennis, Bingo, Uno, Scrabble, Snakes and Ladders, Scattegories, Who am I?, Charades*, etc.)
- State the names of useful objects used in playing games (e.g., board, dice, piece, square, paper, pen, ball)
- Name ordinal numbers (*e.g., 1st, 2nd, third, fourth, fifth*, etc.)
- Give basic orders (*e.g., Roll the dice / Miss a turn / It's your turn / Take an extra turn / Move your piece forward / Divide the players in pairs / Sit with your team*, etc.)

Talk about sports or games

- Talk about games (*e.g., You have to score as many points as possible / There are*

two teams of 4 players / We need pen, paper, board / All players have to wear a helmet and gloves, etc.)

- State rules (*e.g., There are two teams A game lasts 10 minutes / You have to start / You have to draw a square / You have to choose a piece and place it here on the board. Then roll the dice,* You don't have to choose a famous person, etc.)
- Ask and answer questions to solve doubts (*e.g., Can I hold the ball with my hands? No, you have to use your feet / Can I do this? No, you can't / / How many squares can I move? / It's your turn. You have to roll the dice now / Can I talk when I play? No, you can't! You have to act it out. You can't say anything.* etc.)

GRAMMAR FOCUS: Use *have to* for rules and *can* to express permission.

Describe how to play sports or games

- Explain sports or games (*eg., Scattegories is a fast game. In one minute, players have to write lots of words that start with the same letter. You try to win the most points. You can write lots of words or just a few words. / Before you play you need to get some paper, pencils, a bowl, and a watch,* etc.)
- Ask for clarification (e.g., Sorry, I don't understand. Can I use a dictionary? No, you can't. And you can't use your cellphone!)
- Write rules in order: (*e.g., First, you need to...; Then you have to...After that, you can...* etc.)
- Describe how to play a sport or a game with examples (*e.g., First, you need to choose categories. For example: first name, last name, country or city, animal, plant, food. Then, you have to take a letter. Like this, for example. When the games finishes, , you have to check your answers and count the points you got. At the end of the game, the player with the most points wins,* etc.)

GRAMMAR FOCUS: Use words and expressions to indicate sequence (e.g., *first, then, after that*).

Evidences	Performance Criteria
- List of sports or games - Rules - Description	- Give basic information about sports or games - Uses *can* to express permission and *have to* to express rules - Explains rules

Learning Unit Objective: Give and receive information to buy and sell things (A2.1.3)

Development of the Learning Unit

Contents

- Exchange information to buy and sell things
- Ask and answer questions when buying things
- Give and receive information to buy and sell things

Learning activities/examples
Exchange information to buy and sell things

- Exchange greetings and courtesy expressions (*e.g., Hi! Can I help you? Hello, I want to buy a T-shirt /* Yes, please I'd like to buy a shirt*/ Good morning! Are you looking for something?*, etc.)
- Name places (*e.g., store, market, , shop,*, etc.) and items to buy (*e.g., jacket, milk, sweater, food*, etc.)
- State prices in different ways (*e.g., The bag is 50¢ / The blouse is 20 dollars / The purse is thirty-five ninety-nine*, etc.)

Ask and answer questions when buying things

- Ask and answer questions about things (*e.g., I'd like to buy a cake. How much does it cost? It's $25 / I need a cellphone, which ones do you have? I have these two, but the silver one is more expensive. What about this black one? That one is on sale*, etc.)
- Ask and answer questions about preferences (*e.g., Can I help you? Yes, please. What do you need? I need a gift for my mom / What does she like? She loves pink flowers / How much is this sweater? Which one? The purple one. The sweater is $1 / This one is cheaper / That one is more expensive*, etc.)
- Offer alternatives (*e.g., Excuse me, how much are those sneakers? Which ones? The white ones or the gray ones? The white ones. They're $98. That's expensive!*

Do you have any cheaper ones? We have these red ones on sale. How much are they? They're $28.99. Great!, etc.)

GRAMMAR FOCUS: Use demonstrative adjectives (this, that, these, those) to clarify what to buy; Use expressions to make comparisons (cheap**er** / **more** expensive)

Give and receive information to buy and sell things

- Make suggestions (*e.g., Do you still need a backpack? Yes, I do.Why? I saw one at the store and it's on sale. Great, thanks! / What kind of book do you want? I'd like to learn to cook Asian food. Try this one. It's great.* etc.)
- Give and receive information to buy and sell things (*e.g., Can I help you? Yes, please. I need a backpack. Which one do you like? I like the red one. Is it on sale? No, it's not. Do you have another one? Yes, we have this one. I love it! How much is it? It's $18. Ok, here you go. Thank you. You're welcome*, etc.)
- Conclude the purchase (*e.g., I'll take it / Please can I have the receipt? / Have a nice day*, etc.)

PRONUNCIATION FOCUS: Notice sentence stress (THAT one is cheap, I like THIS one).

Evidences

- Catalogue
- Cards with expressions to initiate and conclude dialogues
- Dialogue

Performance Criteria

- Asks and answers questions about prices
- Explains what a person is looking for
- Carries out a simple purchase

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Support resources

Possessives and possessive
http://www.cambridgeenglish.org/learning-english/activities-for-learners/a1g009-possessives-and-possessive
Shopping for clothes
http://www.cambridgeenglish.org/learning-english/activities-for-learners/a1l001-shopping-for-clothes
Activity 1- Episode 24: Can
http://www.bbc.co.uk/learningenglish/english/course/tgg/unit-1/session-25

Learning Unit 2
Manners in different cultures, movies and communities
(Level A2.1/Community)

Competences
Phase 2

- Talk about manners and appropriate behavior in different cultures
- Talk about movies from different countries
- Describe communities and how they change

Learning Unit Objective: Compare manners in different cultures (A2.1.4)

Development of the Learning Unit

Contents

- Talk about information about manners in different cultures
- Describe manners in different cultures
- Compare manners in different cultures

Learning activities/examples

Talk about information about manners in different cultures

- Name countries and nationalities
- Share situations in which people show manners (*e.g., Saying hello and goodbye / Eating / Talking to people of different ages / How to behave in public and private spaces*, etc.)
- State words that describe actions (*e.g., rude, polite, right, wrong, typical, normal, OK, better, worse, etc.*)
- Express numerical quantity (e.g., *once, twice, three times*)
- Listen to ways to ask about manners (*e.g., Is it polite to shake hands in your country? / Was Reuben kind to your grandfather?* etc.)

Describe manners in different cultures

- Talk about manners and advice in different cultures (*e.g., It's rude to eat with your mouth open. You should close your mouth!* /It's typical to kiss three times when you see a friend / In some countries, it's wrong to wear shoes in someone's home. You should take them off / It's ok to shake hands but it's more typical to kiss, / You should say "please" and thank you" / You shouldn't talk when another person is talking , etc.)
- Ask and answer questions about manners in your own culture (*e.g., Is it rude to point at someone in Mexico? Yes, it is / How do you greet people in Mexico? We shake hands or we kiss them on the cheek, others hug / Can you kiss twice when you greet people, like in France No, just do it once, etc.)*
- Ask and answer questions about manners in different cultures (*e.g., How should you greet people in Japan? You should use a special word / Do Americans bring gifts when they visi someone? Sometimes, etc.)*

GRAMMAR FOCUS: Use the modal verb *should* (In statements, questions, and negatives) to give advice *It's* + (adjective) to describe accepted or unaccepted behaviors.

Compare manners in different cultures

- Write statements about manners in different countries (*e.g., Mexicans kiss on the cheek once / French people kiss twice / Chinese usually talk quietly on public transport / Latin Americans are sometimes loud,* etc.)
- Compare manners in different cultures (*e.g., In Mexico it's rude to say no when someone invites you to dinner, but it's OK in other countries / In Japan, it's rude to touch someone on the shoulder, but not in Mexico / When you sneeze in public, you must always cover your mouth,* etc.)

GRAMMAR FOCUS: Use words and expressions to state conditions.

Evidences

- List of manners
- Questionnaire
- Comparison chart

Performance Criteria

- Writes simple statements about manners
- Compares manners in different cultures
- Offers advice

Learning Unit Objective: Talk about movies from different countries (A2.1.5)

Development of the Learning Unit

Contents

- Offer basic information about movies

- Ask and answer questions about movies from different countries

- Talk about movies from different countries

Learning activities/examples
Offer basic information about movies

- Name words related to movies (*e.g., actor, story, film/movie, , music, horror, comedy, romantic, action, , ,* etc.)
- Share information about movies (*e.g.,* Seven Samurai *is a Japanese movie / The comedy* Full Monty *is from 1997 /* Dracula *is a horror movie,* etc.)
- State likes and dislikes (*e.g., My favorite movie is* Lady Bird */ I really liked Anthony Hopkins in* The Silence of the Lambs */ I didn't like Tom Cruise in* Jack Reacher, etc.)

Ask and answer questions about movies from different countries

- Ask and answer questions about movies (*e.g., Who made the Mexican movie* The Pearl? *Emilio "El Indio" Fernández What's s your favorite Mexican movie?* Hidden River *because it's interesting,* etc.)
- Ask and answer questions to elicit additional information (*e.g., I went to the movies last night! / Really? What did you see? / What was it about? It was a love story. I can't tell you more! What was it like? It was amazing. But it was really sad. What did you like most about it? María Candelaria and Lorenzo Rafael were very romantic. / Did you cry? Yes, I did,* etc.)
- Express interest when listening to other people

GRAMMAR FOCUS: Use simple past tense to discuss an event or experience in the past (statements, questions, negatives, and short answers)

Talk about movies from different countries

- Give opinions about movies (*e.g., I like* Macario *because it's a beautiful movie / Cantinflas was a good actor, but I didn't like his films. / Did you like the music at the party? No, I didn't. It was really slow and boring.* etc.)
- Talk about movies from a different country (*e.g.,* My *favorite romantic comedy is* Four Weddings and a Funeral. *It is a British movie from 1994. Hugh Grant and Andie MacDowell are the stars. It'ss a very funny story about a group of friends. The music is amazing, too.* etc.)

Evidences

- List of favorite movies
- Chart with information
- Oral presentation

Performance Criteria

- Understands and states opinions
- Describes movies
- Uses adverbs to assess characteristics

Learning Unit Objective: Describe communities and how they change (A2.1.6)

Development of the Learning Unit

Contents

- Share information about the community
- Talk about the community in the past
- Describe communities and how they change

Learning activities/examples
Share information about the community

- State places (*e.g., plaza, fountain, main square,* etc.) and location (*e.g., here, over there, this, that, close to, next to, in front of, between,* etc.)
- Talk and write about the community nowadays (*e.g. Our town is small. Population is 15,000. There is a main square, one big avenue, a park and a few stores. There is a college,* etc.)

Talk about the community in the past

- Ask and answer questions about the community (*e.g., What was your town like in 1980? There was not much. There were only a few houses and a main road / How many people lived here? There were a couple of families living on the beach*, etc.)
- Talk about the community in the past (*e.g., The city center was quite beautiful and peaceful in 1980 / There used to be a clinic by the main road / 50 years ago my town had a population of 5000,* etc.)

GRAMMAR FOCUS: Revision of past tense

Describe communities and how they change

- Ask and answer questions about changes in the community (*e.g., How has the town changed? It was less populated than it is now / Where there the same amount of stores? No, there are many more today,* etc.)
- Compare past and current aspects in the community (*e.g., The population was 5,000, now there are 15,000 / There are lots of streets and avenues, before there was only one main road*, etc.)
- Describe communities and how they change (*e.g., Many years ago my town was very small, only 3,000 people lived here. Now we are more than 25,000 inhabitants. In the city center there used to be a very busy café, it was called Café Santa Rita, but it closed in 1990. Now there are two American coffee shops in the same place. The fountain has been there since 1980,* etc.)

PRONUNCIATION FOCUS: Notice pronunciation of *there is/are.*

Evidences

- Statements about the community
- Comparative chart
- Description using photos

Performance Criteria

- Refers to what others said
- Compares descriptions of places
- Expresses passing of time

Basic bibliography

Marks, J. (2007). *English pronunciation in use*. Cambridge: Cambridge University Press.
Baker, A. (2006). *Tree o three? An elementary pronunciation course.* Cambridge: Cambridge University Press.
Murphy, R. (2016). *Essential grammar in use.* Cambridge: Cambridge University Press.
Oxford Essential Dictionary (2012). Oxford : Oxford University Press.
Richards, J. C with J. Hull & S. Proctor (2017). *Interchange 1. Student's Book with online self-study.* Cambridge: Cambridge University Press.

Complementary bibliography

Cunningham, S., Moor, P., & Crace, A. (2013) *Cutting edge. Elementary. Student's book.* Harlow: Pearson.
Soars, L., Soars J. & Maris, A. (2011). *New Headway. Elementary. Student's book.* Oxford: Oxford University Press.

Support resources

Changes
https://www.teachingenglish.org.uk/article/changes
Modals
https://elt.oup.com/student/livinggrammar/ele/b_practice/e_modals/1_1?cc=mx&selLanguage=en&mode=hub
Activity 1– Episode 25: Reported Speech
http://www.bbc.co.uk/learningenglish/english/course/tgg/unit-1/session-26

Learning Unit 3
Schedules, experiences and accomplishments, and teacher qualities (Level A2.1/Professional)

Competences

- Talk about schedules at school and changes to them.
- Share information about learning experiences
- Describe accomplishments
- Talk about teachers' qualities and what makes a good teacher

Learning Unit Objective: Talk about schedules at school (A2.1.7)

Development of the Learning Unit

Contents

- Give information about schedules
- Ask and answer questions about schedules
- Talk about changes to school schedules

Learning activities/examples
Give information about schedules

- State words and expressions of time (*e.g., hours, minutes, quarter to eleven, ten o'clock, nine in the morning, early, late, before noon, half past six, at night, in the morning, in the afternoon, in the evening, tomorrow, yesterday, today, on Friday*, etc.)
- Name subjects (*e.g., English, Spanish, Science*, etc.) and activities (*e.g., study, summarize, prepare, read*, etc.)
- Write activities (*e.g., I have to study Math from 9:00 to 11:00 / I have Spanish before the break*, etc.)
GRAMMAR FOCUS: Use *have to* to state obligation.

Ask and answer questions about schedules

- Ask and answer questions about everyday activities (*e.g., What time is Science? It's at noon / We start Psychology at 8:30, but what time does it finish? At 10:30 / What do you do Mondays? I have a full day, I start at 7:00 and finish at 6:00 / How should we prepare for the English test? We should meet everyday day to study after class*, etc.)
- Ask and answer questions about activities that started in the past and continue in the present (*e.g., Have you finished all the homework? Almost, we haven't finished the History homework, we need to get together today / Have you had Math lately? No, we haven't had Math in two days, the teacher has not come because he has been sick*, etc.)
- Ask and answer questions about activities in the future (*e.g., When are you studying for the test? We will meet Saturday at 11:00 / When is the History homework due? It's due on Thursday at 1:00 pm / What are you doing after Theatre? We are going to prepare for the Science presentation on Wednesday*, etc.)

GRAMMAR FOCUS: Use simple future.

Talk about changes to school schedules

- Discuss school activities (*e.g., Do we have practice tomorrow? Yes, we have to be there at 7:30 am / Did you go to the language lab yesterday? No, it is this afternoon / Did you finish your Spanish homework? No, I forgot it was due today*, etc.)
- Talk about changes in schedules at school (*e.g., This year I have a very heavy school schedule. Last year it was easier. Now I start classes at seven in the morning and finish at three in the afternoon. I have more subjects than I had before, too. My first class on Monday is Spanish and my last class is History. On Thursdays I have Sports and Theatre, but my favorite day is Friday because I have Dance class. By December the schedule will change, but we are going to keep Dance the same day. That is great because I have enjoyed it very much*, etc.)

Evidences
- List of subjects
- Questions and answers
- School schedule

Performance Criteria
- Describes current schedules and changes to schedules
- Expresses learning experiences and accomplishments
- Writes schedules

Learning Unit Objective: Describe what you have done and learned
(A2.1.8)

Development of the Learning Unit

Contents

- Offer information about what you have done and learned
- Share learning experiences
- Describe accomplishments and learning experiences

Learning activities/examples
Offer information what you have done and learned

- State experiences about school (*e.g., I studied Education at the Normal in Ayotzinapa / I've been learning English since primary / I was studying Business, but I switched to Education a year ago,* etc.)
- Assess experiences (*e.g., He had excellent grades in Psychology / She has been a good student / She hasn't been doing very well in college,* etc.)

GRAMMAR FOCUS: Contrast present perfect and simple past.

Share learning experiences

- Ask and answer questions about what you have done and learned (*e.g., Where did you learn English? I started studying it in primary school / What was your primary school like? It was small, but pretty. I had very good teachers / Were you good at Math? Yes, I went to a national tournament when I was in 6th grade / How long did it take you to learn how to dance? I've been practicing since I started college. We had a workshop on Saturday and I loved it,* etc.)
- Ask and answer questions about what others said (*e.g., Has he always been an athlete? Yes, he told me that he played basketball in high school and ran a marathon last year / Did she learn English abroad? No, she didn't. She told me that her mom is American and she speaks English at home,* etc.)

GRAMMAR FOCUS: Compare affirmative and negative past statements.

Describe accomplishments and learning experiences

- Compare past and present accomplishments (*e.g., I used to practice piano, but now I play the guitar / She is a very good student, but in the past she had trouble with her social skills. Now she is good at both*, etc.)
- Describe learning experiences (*e.g., High school was a beautiful time in my life. I made many friends and I enjoyed reading novels. I never learned to play the piano, but I learned to be a good theatre actor. David Pérez was the best teacher, he was always in a good mood. One day he arrived with many costumes and asked us to choose one. I choose a hat and a cane and started to walk like an old man and had a lot of fun*, etc.)

Evidences

- List of experiences
- Ranking scale of experiences
- Timeline

Performance Criteria

- Contrasts present perfect and simple past
- Asks and answers questions about past actions
- Describes experiences

Learning Unit Objective: Talk about what makes a good teacher (A2.1.9)

Development of the Learning Unit

Contents

- Share information about teachers' qualities
- Exchange information about teachers' qualities
- Talk about what makes a good teacher

Learning activities/examples

Share information about teachers' qualities

- Name actions that teachers do (*e.g. plan, organize, teach, talk, care*, etc.)
- Write qualities in teachers (*e.g., He is very responsible / She is very interested in students / He cares a lot about the school*, etc.)

Exchange information about teachers' qualities

- Ask and answer questions about teachers' qualities (*e.g., Does Laura usually talk to her students? Yes, she does, she cares about them a lot / Is Isabel patient? Almost always, she doesn't like it when students don't do their homework / How much time does Jorge spend preparing his lessons? He is very efficient, he does it in a couple of hours / How often does Rodolfo review his students work? Every time there is an essay due*, etc.)
- Provide reasons to support opinions (*e.g., Susana is an excellent preschool teacher because she knows lots of games and songs. Her students learn through play / Luis is very involved with his students, because he knows each and every one of them*, etc.)

PRONUNCIATION FOCUS: Notice pronunciation of *to*.

Talk about what makes a good teacher

- Give advice about what good teachers do (*e.g., Secondary teachers should never*

treat teenagers as children / The English teacher must speak English at all times, so students get used to the language, etc.)
- Contrast statements (*e.g., Diego is a good speaker because he connects with the audience, however he always gets a little nervous / Adriana and Mariana are excellent at solving conflicts because they always listen to all the points of view, although they take some time to make a decision*, etc.)
- Talk about what makes a good teacher (*e.g., Margarita is a good teacher. She always prepares her classes and uses very attractive materials. Although her students are loud, she never yells at them. Parents often congratulate her for her good work. She is an excellent drawer, sometimes she spends two or three hours preparing her class material*, etc.)

GRAMMAR FOCUS: Use modals to give advice.

Evidences

- Cards with frequency words
- List of teachers' qualities
- Advice

Performance Criteria

- Discuss teachers' qualities
- Notice pronunciation of *to*.
- Gives advice

Basic bibliography

Marks, J. (2007). *English pronunciation in use*. Cambridge: Cambridge University Press.
Baker, A. (2006). *Tree o three? An elementary pronunciation course.* Cambridge: Cambridge University Press.
Murphy, R. (2016). *Essential grammar in use.* Cambridge: Cambridge University Press.
Oxford Essential Dictionary (2012). Oxford : Oxford University Press.
Richards, J. C with J. Hull & S. Proctor (2017). *Interchange 1. Student's Book with online self-study.* Cambridge: Cambridge University Press.

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Soars, L., Soars J. & Maris, A. (2011). *New Headway. Elementary. Student's book.* Oxford: Oxford University Press.

Support resources

Giving advice to a friend
http://www.cambridgeenglish.org/learning-english/activities-for-learners/a2w003-giving-advice-to-a-friend
What you did last Saturday
http://www.cambridgeenglish.org/learning-english/activities-for-learners/a1w003-what-you-did-last-saturday
Tim's Pronunciation Workshop: Have to
http://www.bbc.co.uk/learningenglish/english/features/pronunciation/tims-pronunciation-workshop-ep-11

TEACHER PROFESSIONAL PROFILE

Discipline	Academic level
Academic profile The teacher of the subject Foreign Language: English requires a solid background in knowledge of the English language in use, as well as consolidated knowledge about its formal aspects and about the teaching of English as a foreign language. In addition, it is necessary for him/her to be an informed actor of both the situation in the classrooms of basic education regarding the teaching of the English language as well as the teaching strategies that help to have a positive impact on the National Educational System. Also, he/she needs to be sensitive to the needs of the Teacher Training Schools and promote a reasoned and informed dialogue with their peers, authorities and students and generate positive change mechanisms regarding the teaching of English as a foreign language. The teacher of the subject English as a Foreign Language requires a solid background in knowledge of the English language in use, as well as consolidated knowledge about its formal aspects and about the teaching of English as a foreign language. In addition, it is necessary to be an informed actor of both the situation in the classrooms of basic education regarding the teaching of the English language as well as the teaching strategies that help to have a positive impact on the National Educational System. In turn, it needs to be sensitive to the needs of the Normal Schools and promote a reasoned and informed dialogue with their peers, authorities and students and generate positive change	*Compulsory* Bachelor's degree, preferably master's or doctorate in the area of education, language teaching, or English language (specializing in didactic) and related. International Certification in English language use of at least one level above the assigned class. *Desirable* International Certification in English language teaching for adults. International Certification in English language use of at least two levels above the assigned class.

mechanisms regarding the teaching of English as a foreign language.	
Teaching experience in: The English language teacher should have experience in the following areas: • Teaching English in basic education • Planning and evaluation on the approach to action and on the social practices of language • Uses of ICT as a resource to promote communicative interaction • Management of groups in higher education	**Professional experience:** The teacher of Foreign Language: English may have previous professional experience in other institutions of higher education, public and private, as a teacher or researcher in the area of education or related areas.