Licenciatura en Educación Preescolar

Plan de estudios 2018

Programa del curso

English I: Starting Basic Communication

Primer semestre

SEP
SECRETARÍA DE EDUCACIÓN PÚBLICA

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

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

- Detect the learning processes of its students to favor their cognitive and socio-emotional development.
- Apply the plan and study programs to achieve educational purposes and contribute to the full development of the abilities of their students.
- Design plans applying their curricular, psychopedagogical, disciplinary, didactic and technological knowledge to foster inclusive learning environments that respond to the needs of all students within the framework of the plan and study programs.
- Use the evaluation to intervene in the different areas and moments of the educational task to improve the learning of their students.
- Integrates resources of educational research to enrich their professional practice, expressing their interest in knowledge, science and education improvement.
- Acts in an ethical manner before the diversity of situations that arise in professional practice.
- Collaborate with the school community, parents, authorities and teachers, in decision making and in the development of alternative solutions to socio-educational problems.

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.

The course is designed around six semesters, covering 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.

Most undergraduate programs (Licenciatura) at Escuelas Normales will follow all six semesters for English. However, the following programs will take just the first three semesters: Licenciatura en preescolar indígena, Licenciatura en Primaria indígena, and Licenciatura en Inclusión educativa.

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:

FIRST SEMESTER

Learning Unit 1: Personal

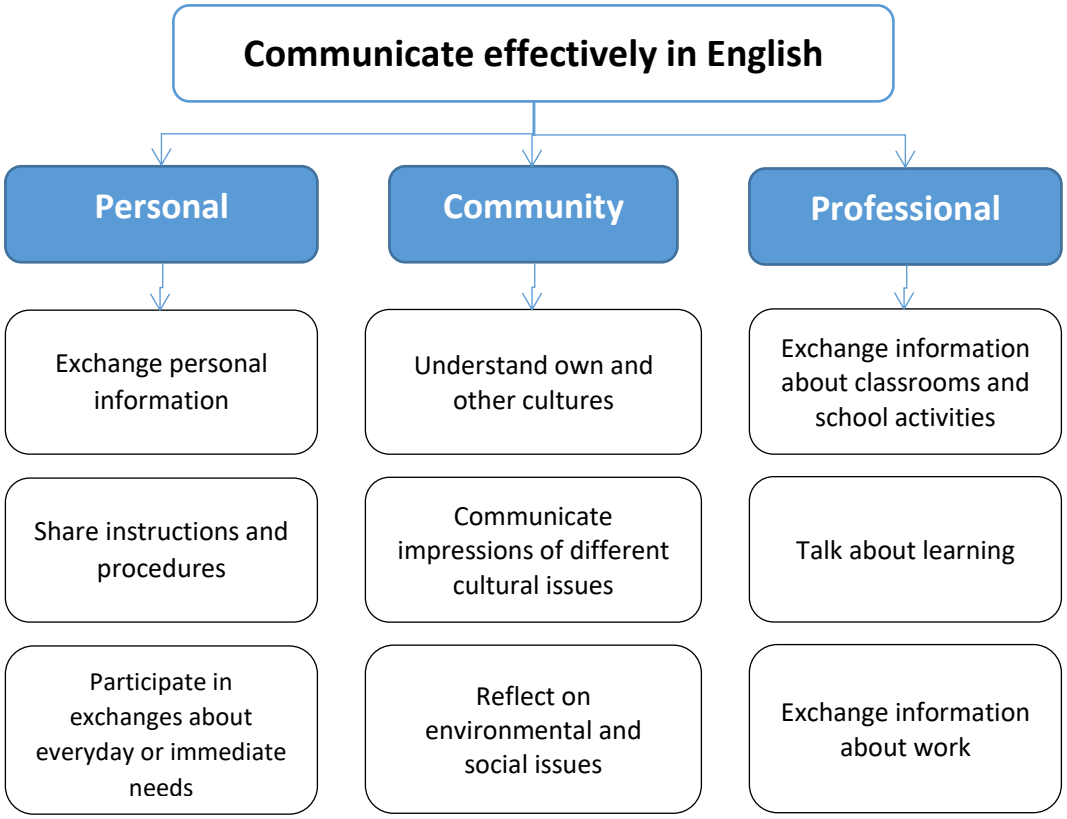
Learning Unit 2: Community

Learning Unit 3: Professional

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 Unit	Learning environment	Social practice of language	Semester 1 Learning objective
Learning Unit 1	1. Personal	1.1 Exchange personal information	Exchange personal information when meeting people (A1.1.1)

		1.2 Share instructions and procedures	Follow basic directions for transport (A1.1.2)
		1.3 Participate in exchanges about everyday or immediate needs	Talk about places where people live (A1.1.3)
Learning Unit 2	2. Community	2.1 Recognize information about cultural diversity	Talk about where people come from and their cultural identity (A1.1.4)
		2.2 Assess impressions on artistic expressions from different cultures	Talk about cultural activities (A1.1.5)
		2.3 Reflect on environmental and social issues	Describe different environments (A1.1.6)
Learning Unit 3	3. Professional	3.1 Share information classrooms and school activities	Talk about learning activities, times and calendars (A1.1.7)
		3.2 Talk about learning	Describe the classroom and the location of classroom objects (A1.1.8)
		3.3 Exchange information about work	Talk about what makes a good teacher (A2.1.9)



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.

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.

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

Speaking: 30%

Writing: 20%

Listening: 20%

Reading: 10%

Grammar and vocabulary: 20%

Learning Unit 1: Introductions, transport and homes (Level A1.1/Personal)

Main competences for Learning Unit 1

- Exchange personal information
- Follow basic directions for transport
- Talk about places where people live

Learning Unit Objectives:

1. Exchange personal information when meeting people (A1.1.1)
2. Follow basic directions for transport (A1.1.2)
3. Talk about places where people live (A1.1.3)

Learning Unit Objective 1: Exchange personal information when meeting people (A1.1.1)

Content

- Give personal information about yourself and others
- Ask and answer questions about personal characteristics
- Exchange personal information when meeting people

Learning activities/examples

Give personal information about yourself and others

- Understand and say greetings, courtesy and farewell expressions (e.g., hello, goodbye, please, thank you, excuse me, etc.).
- State personal information about yourself and others (e.g., My name's Juan / I'm Mr. Carson / Her name's Ana / She's Mrs. Miller, My last name's Gomez, etc.)
- Name personal characteristics about yourself and others (e.g., She's 20 years old / She's Mexican, etc.)
- Give phone numbers (e.g., my phone number is five-oh-four-three-two-oh-six-seven, etc.)
- VOCABULARY FOCUS: Use numbers 0-100.
- GRAMMAR FOCUS: Use verb to be to give basic information about name, age, nationality, etc.

Ask and answer questions about personal characteristics

- Ask and answer questions when greeting (e.g., how are you? I'm just fine, thank you / I'm OK / Very well and you? Great, thanks! How about you? Etc.)
- Ask and answer questions about yourself and others (e.g., What's your name? My name's Rosa / How do you spell your last name? G-ó-m-e-z / Where are you from? I'm from Mexico / What's your phone number? My phone number's 555-444-222 / What's your e-mail address? My e-mail address is jlopez@school.com, etc.)
- Locate contact information in business cards
- GRAMMAR FOCUS: Use Wh-questions and verb to be to ask for personal information
- VOCABULARY FOCUS: Use the letters of the alphabet to spell names.
- PRONUNCIATION FOCUS: Linking sounds between words (e.g. I'm Andrea, She's in my class, I'm OK, etc.)

Exchange personal information when meeting people

- Say greetings at different times of the day (e.g., good morning, good afternoon, good evening, good night)
- Exchange personal information when meeting people (e.g., Hello! I'm Elena. What's your name? My name's Marco. Nice to meet you. Nice to meet you, too. Where are you from? I'm from France. And you? I'm German. How old are you? I'm 18 years old. And you? I'm 19, etc.)
- Ask and answer questions to get contact information (e.g., What's your e-mail address? My e-mail address is jlopez@school.com, etc.)
- Complete contact information in a business card
- VOCABULARY FOCUS: Basic list of countries (e.g. Mexico, the US, Brazil, France, the UK, Argentina, etc.)

Evidences

- List of personal information
- Expressions to exchange personal information
- Business card

Performance Criteria

- Understands and uses greeting, courtesy and farewell expressions
- Introduces him/herself and others
- Shares personal information in an exchange

Learning Unit Objective 2. Follow basic directions for transport (A1.1.2)

Content

- Share information about transportation
- Give directions to use transportation
- Exchange directions to use transportation

Learning activities/examples
Share information about transportation

- Name different ways of travelling (e.g., take a bus/ taxi/cab, take the subway, ride a bike/motorbike, drive, walk, etc.) and elements to use transportation (e.g., ticket, card, maps, etc.)
- Say prices (e.g., the ticket is 5 pesos / the card is $16 / the bus map is 3 euros, etc.)

Give directions to use transportation

- Use words to establish location (e.g., in front of, on, up, down, off, left, right, etc.)
- Describe locations, (e.g., it's in front of the station, it's down the stairs).
- Follow directions (e.g., buy a card at the station / go to platform 3/ get on/off the train, etc.)
- GRAMMAR FOCUS: Give basic instructions (e.g., get on /off; get in/out, buy a ticket, etc.)

Exchange directions to use transportation

- Ask questions (e.g., Where is the ticket machine? / Is there a bus to Mexico City? Where can I buy a ticket? How much does it cost? etc.).
- Describe ways of travelling (e.g. take the bus, take the subway, ride a bike, take a taxi/cab, etc.
- GRAMMAR FOCUS: Use WH- and Yes/No questions (e.g. How much does it cost? / Is the ticket $15? etc.).

Evidences

- Cards with repertoire of words and expressions
- List of directions to use transportation
- Tutorial

Performance Criteria

- Uses repertoire of words and expressions
- Offers directions
- Uses wh-questions

Learning Unit Objective 3. Talk about places where people live (A1.1.3)

Content

- Share basic information about living spaces
- Offer additional information about living spaces
- Talk about living spaces and activities

Learning activities/examples

Share basic information about living spaces

- Name different types of homes (e.g., house, apartment, etc.), living spaces, and furniture (e.g., living room, bathroom, dining room, refrigerator, bed, sofa, etc.)
- Count living spaces and home objects (e.g., I have 3 bedrooms / 1 kitchen / 2 bathrooms, table, chair, bookcase, mirror, bed, desk, etc.)
- Describe living spaces and home objects (e.g., The apartment is very bright / The sofa is very comfortable, the kitchen is small, the windows are big, etc.).
- VOCABULARY FOCUS: Use adjectives to describe rooms and furniture.
- GRAMMAR FOCUS: Use a/an to indicate singular objects and –s to indicate plural objects

Offer additional information about living spaces

- Locate living spaces and furniture using a floor plan (e.g., There is a bed and a TV in my bedroom, etc.)
- Ask and answers questions about the home (e.g., Is your home big? No, it's not. / How many bedrooms are there? There is one bedroom. / Is there a garden? Yes, there is. / Is it a nice home? Yes, it is. I love it, etc.)
- Contrast characteristics of different homes (e.g., My living room is big. There are two sofas and a chair. His living room is small, there is a small sofa, etc.)
- GRAMMAR FOCUS: Discuss living spaces using How many + there is / are and is it?

Talk about living spaces and activities

- State daily activities in the home (e.g., I sleep on the bed / I cook on the stove

in the kitchen / I eat on the table in the dining room, etc.)
- Link expressions to describe (e.g., I sleep on the bed and cook on the stove / I take a shower and brush my teeth in the bathroom, etc.)
- Talk about places where people live using a floor plan (e.g., I live in an apartment. There are two bedrooms in my apartment, a big bathroom, a nice small kitchen, and a large living room. In my bedroom there is a bed and a desk. I also have a chair and a small lamp to study, etc.)
- PRONUNCIATION FOCUS: Pronunciation of /s/ at the start of a word (e.g. study, sleep, sofa, shower, etc.)

Evidences

- List of living spaces
- Cards with characteristics
- Floor plan

Performance Criteria

- Names living spaces, furniture, appliances and home objects
- Links expressions
- Describes living spaces

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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: Countries, cultural activities and the environment (Level A1.1/Community)

Main competences for Learning Unit

- Talk about different countries and their features
- Talk about cultural activities
- Describe different environments

Learning Unit Objective 1: Talk about where people come from and their cultural identity (A1.1.4)

Development of the Learning Unit

Content

- Share basic data about different countries
- Exchange general information and cultural features of other countries
- Talk about cultural identity and characteristics of specific countries

Learning activities/examples

Share basic data about different countries

- State names of countries, continents and languages
- Clarify pronunciation, spelling, and capitalization of countries, continents and languages
- Distinguish names of languages and nationalities by category (e.g., -an: Mexican, American, German, Australian, Brazilian, Colombian / -ish: Spanish, English, Swedish, Irish, Scottish / -ese: Lebanese, Portuguese, etc.)
- Ask and answer questions about location of continents, countries and cities using a map (e.g., Where's Jamaica? / In what country is Osaka? / Is London in the UK? etc.)
- Name countries on a map where people speak certain languages (e.g., Where do people speak English? Spanish? Mayan? etc.)
- VOCABULARY FOCUS: Distinguish similarities and differences between the names of countries and nationalities (Mexico-Mexican / Philippines-Filipino / Lebanon-Lebanese, etc.)
- GRAMMAR FOCUS: negative statements and yes/no questions with be: He's not …, Are they…, Is she…?

Exchange general information and cultural features of other countries

- Ask and answer questions about distinctive features of your country and others (e.g., What languages do you speak? I speak Maya and Spanish / Which special celebrations do you have? The Day of the Dead and Independence Day are important days / What's your favorite Mexican dish? Tacos, etc.)
- Say and write general information about different countries (e.g., Mexico is a big country. It has lots of cultures and indigenous languages / Spain is famous for its paella / Egypt has old pyramids / Mexico is famous for the Mariachi. Etc.)
- Ask and answer questions about cultural features from different countries (e.g., What do Japanese people eat? Japanese people eat rice / What is the national dance in Argentina? The national Argentinian dance is tango. It's a beautiful dance. etc.)
- VOCABULARY FOCUS: Names of national dishes and cultural activities

- GRAMMAR FOCUS: Present simple for questions and statements

Talk about cultural identity and characteristics of specific countries

- Talk about your cultural identity (e.g. I am Mexican and I speak Nahuatl / My favorite folk music is Huapango / I like Guillermo del Toro. He's Mexican, etc.)
- Ask and answer questions about identity when meeting someone from a different country (e.g., Where are you from? I'm from Guanajuato / Where do you live? I live in Mexico / What language do you speak? I speak Spanish, etc.)
- Share characteristics from a country different from your own (e.g., Pietro is from Italy and he speaks Italian / Italy is in the south of Europe / It's famous for its beautiful art and good pizzas etc.)
- GRAMMAR FOCUS: Use present simple questions and statements to discuss facts, using eat, speak, drink, have, like, live

Evidence	Performance Criteria
• Map with the names of countries • List of nationalities and languages • Card with	• Names countries and nationalities • Uses present simple in statements and questions • Asks wh- questions

Learning Unit Objective 2: Talk about cultural activities (A1.1.5)

Development of the Learning Unit

Content

- Share basic information about cultural activities and events
- Ask and answer questions about cultural activities and events
- Talk about cultural activities and events

Learning activities/examples

Share basic information about cultural activities and events

- Understand and say cultural activities and events (e.g., concert, dance, song, painting, movie, singer, musician, concert, museum, sculpture, art gallery, etc.)
- Link cultural activities and events to countries and culture of origin (e.g., La Iguana is a Mexican dance / Diego Rivera's painting are very famous/ Lots of Betancourt's sculptures are in Medellin in Colombia / Jazz is a type of American folk music / Placido Domingo is a Spanish singer / Gone with the Wind is an American movie, etc.)
- GRAMMAR FOCUS: Express possession with –'s

Ask and answer questions about cultural activities and events

- Ask and answer questions about cultural activities and events (e.g., Do you like Spielberg's movies? Yes, I do / What do you usually paint? People. / Which instruments do rock musicians play? They play the guitar and the drums, etc.)
- Link expressions (e.g., Jamaica has many reggae concerts and art exhibits / France is famous for its great museums and for its art galleries, etc.)
- PRONUNCIATION FOCUS: Distinguish intonation in questions and answers.
- GRAMMAR FOCUS: Use do/does/don't/doesn't when asking questions and giving negative statements

Talk about cultural activities and events

- State likes and dislikes (e.g., Carlos doesn't like to dance / Juan likes Calder's sculptures / I don't like Diego Rivera's paintings, etc.)
- Describe cultural activities and events (e.g., Jazz is an American folk music. The Some famous jazz musicians are Coltrane, Marsalis, and Nina Simone / The Bolshoi ballet has very good dancers and excellent costumes / Van Gogh is a really famous Dutch painter. Everybody knows his paintings, etc.)
- Talk about cultural activities and events (e.g. What kind of music do you like? I like Mariachi and blues. And you? I also like blues. Who is your favorite singer? BB King. Oh, I don't know him. You can find him online, etc.)

Evidence	Performance Criteria
• List of cultural activities and events • Personal table with likes and dislikes • Questionnaire	• Names cultural activities and events • Understands basic information of cultural events • States likes and dislikes

Learning Unit Objective 3: Describe different environments (A1.1.6)

Development of the Learning Unit

Content

- Listen to basic information about environments
- Exchange information about environments
- Describe different environments

Learning activities/examples

Listen to basic information about environments

- Identify known words about the environments (e.g., plants: flowers, tree, cactus/animals, bird, coyote, pumas/ habitat: tundra, tropical rainforests, desert, etc.)
- Deduce the meaning of words in oral descriptions (e.g., camels live in the desert, they have two humps, etc.)
- Search for unknown words and expressions (e.g., rainforest, hedgehog, shrimp, moss, etc.)

Exchange information about environments

- Ask and answer questions about location (e.g., Where is Pozas Azules? Pozas Azules is near Taxco, Guerrero / Is it close to the capital? No, it's not, etc.)
- Ask and answer questions about general characteristics (e.g., What is it like? They are on the mountains in the Sierra of Guerrero / What plants do you find there? Tall trees and bushes / What animals live there? There are coyotes and pumas, etc.) and giving negative statements

Describe different environments

- Talk about plants and animals (e.g., Grey whales are from Mexico. They are born in the Gulf of California, in the coast of Baja California, etc.)
- Describe the weather (e.g., The Gulf of California is very warm / In Russia, the sea is really cold, etc.)
- Describe different environments (e.g., The grey whale lives in different places. They are born in the Gulf of California in the winter. In spring, they travel to the coast of Russia because they like the cold temperatures, etc.)
- **GRAMMAR FOCUS**: Use words to express quantity and intensity (e.g. very, a lot, lots of, etc.)

Evidence

- Mind map with names of plants and animals
- Expressions
- Museum labels

Performance Criteria

- Uses a dictionary to find words
- Distinguishes word stress
- Compares expressions

Basic bibliography

Richards, J. C with J. Hull & S. Proctor (2017). *Interchange Intro. Student's Book with online self-study*. Cambridge: Cambridge University Press.
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.
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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)

Main competences for Learning Unit 3

- Talk about learning activities, times and calendars
- Give instructions about the classroom and the location of classroom objects
- Talk about jobs and workplaces

Learning Unit Objective: Talk about learning activities, times and calendars (A1.1.7)

Development of the Learning Unit

Contents

- Share basic information about time and subjects
- Exchange information about learning activities
- Talk about learning activities

Learning activities/examples

Share basic information about time and subjects

- Name time units, words and expressions of time (e.g., nine o'clock, quarter to ten, ten past twelve, one and a half / Monday, Tuesday, Friday / the third week of the month, the second week of July / November, February, today, tomorrow, afternoon, evening, etc.)
- Locate information in a school calendar (e.g., class periods, national holiday, vacations, exams, etc.)
- Find subjects in class schedules (e.g., Literature, English, Civics, etc.)
- **GRAMMAR FOCUS**: Tell the time.

Exchange information about learning activities

- List actions in learning activities (e.g., read out loud, write, compare,

analyze, etc.)
- Ask and answer questions about learning activities (e.g., What are the students doing? They're giving a presentation / What are the teams doing? They're exchanging points of view about a tale / What's Luis doing? He's writing an essay, etc.)
- Ask and answer questions about when learning activities take place (e.g., What are they doing on Monday? They have a History class / Is she studying English on Tuesday? Yes, she is, etc.)
- GRAMMAR FOCUS: Use present continuous in descriptions

Talk about learning activities

- Share information from a school calendar (e.g., Classes end on July 29th / There are holidays in December and in August / On Wednesdays we have Sports, etc.)
- Record learning activities on a school calendar (e.g., English Class, Theatre rehearsal, hand in questionnaire, etc.)
- Talk about learning activities, times and calendars (e.g., Ana and Luis are studying Math in the library. What about you? I study my notes for Wednesday's debate. What are you doing? I am preparing my presentation for tomorrow about History. At what time do you have Sports today? Oh, we don't have Sports on Tuesdays. We have it on Thursdays from 9 to 10, etc.)

Evidences

- List of learning activities
- Questions about learning activities
- Calendar with learning activities

Performance Criteria

- Names words and expressions of time
- Tells time
- Records learning activities

Learning Unit Objective 2: Describe the classroom and the location of classroom objects (A1.1.8)

Development of the Learning Unit
Contents

- Share location of classroom objects
- Offer instructions to use classroom objects
- Talk about the classroom and the location of classroom objects

Learning activities/examples

Share location of classroom objects

- Name objects and furniture in the classroom (e.g., board, chairs, books, posters, calendar, bin, etc.) and areas within the classroom (e.g., entrance, walls, floor, ceiling, windows, etc.)
- Locate classroom objects (e.g., The board is at the front of the classroom / The windows are on the right side of the classroom, etc.)
- Ask and answer questions about classroom objects and their location (e.g., What are these? They are pencils / What's this? It's a notebook / What's this called? It's an eraser / Where's the school calendar? The school calendar is above the board, etc.)
- **PRONUNCIATION FOCUS**: Notice pronunciation of plural -s endings

Offer instructions to use classroom objects

- Offer instructions to use areas in the classroom (e.g., Go to the door / Leave your bags against the wall / Leave your notebooks on the fourth desk / Take the calendar off the wall / Leave it on the teacher's desk, etc.)
- Offer instructions to organize furniture in the classroom (e.g., Take the chairs and form a circle with them / Move your desks and work in teams / Bring your books to the desk in the front of the classroom, etc.)? They have a History class / Is she studying English on Tuesday? Yes, she is, etc.)

Talk about the classroom and the location of classroom objects

- Locate classroom objects and furniture in relations to other objects (e.g., The

board is in front of the chairs / The poster is above the board / The notebook is on the desk, etc.)
- Follow instructions to locate objects (e.g., Go to the back of the classroom / The bin is next to the chair / Leave your notebook on the desk / Move your bag to the table next to the door, etc.)
- Talk about the classroom and the location of classroom objects, using a classroom plan (e.g., Please, describe me your classroom. Well, the classroom has a board, a desk and several chairs. The school calendar is above the board. There are some posters on the wall, etc.)
- **GRAMMAR FOCUS**: Form plurals

Evidences

- List of objects and furniture
- Cards with questions and expressions
- Classroom plan and the objects found in it

Performance Criteria

- Understands and names objects and basic features
- Notices pronunciation of -s endings
- Understands and offers instructions with the help of non-verbal language

Learning Unit Objective 3: 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" in natural speech

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

Evidence

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

Performance Criteria

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

Basic bibliography

Richards, J. C with J. Hull & S. Proctor (2017). *Interchange Intro. Student's Book with online self-study*. Cambridge: Cambridge University Press.
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.
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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

Teacher 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	*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.

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 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.