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| SCHOOL \_\_\_ESCUELA NORMAL DE EDUCACIÓN PREESCOLAR\_\_\_ MAJOR\_\_\_BACHELOR’S DEGREE IN PRESCHOOL EDUCATION\_\_\_\_  **TERM PLANNING** | | | | | | | |
| COURSE: Starting Basic Communication | | | | | | TERM: Aug 2019 – Jan 2020 | |
| TEACHER: BRENDA BOLLAIN Y GOYTIA DE LA PEÑA/ MAYELA A. GAONA GARCÍA/ CRISTINA A. ALVARADO CHAVARRÍA | | | | | | CLASS TIME HOURS / WEEK: 6 | |
| PREVIOUS COURSE: | | |  | | | | |
| SUBSEQUENT COURSE: | | | Developing Elementary Conversations | | | | |
| COMPETENCES OF THE DEGREE PROFILE DEVELOPED THROUGHOUT THE COURSE: | | | Generic competences   * Use critical and creative thought for solving problems and making 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 principals needed for a better coexistence. * Use information and communication technologies, as well as other languages, for understanding, explaining and offering alternative solutions to the problems encountered.   Subject-specific competences   * Describe ways of living from different cultures to appreciate their diversity. * Use language to stablish 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 PURPOSE: | | | * Develop their ability to use English in personal and social communications, to develop relationships, complete transactions and meet every day needs. * 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 * Develop their ability to teach in a school environment where English is an important aspect of the school 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 | | | | |
| **LEARNING UNIT I** | | | | | | | |
| BOOK UNIT(S): | | Unit 1: What’s your name?  Unit 2: Where are my keys? | | | | | |
| (BRIEF DESCRIPTION) | | Unit 1: Expressions to say hello and good bye, making introductions and exchanging contact information.  Unit 2: Identify and discuss personal and classroom objects, and discuss the location of items. | | | | | |
| PURPOSES: | | Students will be able to say hello, make introductions, say good-bye, exchange contact information, make introductions using my, your, his, and her.  Students will be able to say good-bye and exchange contact information using subject pronouns and the verb be. | | | | | |
| COMPETENCES OF THE DEGREE PROFILE DEVELOPED THROUGHOUT THE LEARNING UNIT(S): | | * Act with in an ethical way, by interiorizing social rules and principals needed for a better coexistence. * Use information and communication technologies, as well as other languages, for understanding, explaining and offering alternative solutions to the problems encountered. * Use language to stablish 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. | | | | | |
| RESOURCES: | CONTENTS | Unit 1: Alphabet, greetings and leave takings; names and titles of address; numbers 0-10; phone numbers, e-mail addresses  Unit 2: Possessions, classroom objects, personal items, locations in a room | | | | | |
| SKILLS | Unit 1   * Speaking: introducing oneself and friends; saying hello and good-bye; asking for names and phone numbers * Pronunciation/Listening: linked sounds, listening for the spelling of names, phone numbers, and email addresses * Writing/Reading: writing a list of names, phone numbers, and email addresses   Unit 2   * Speaking: naming objects; asking for and giving the locations of objects * Pronunciation/Listening: plural -s endings, listening for the locations of objects * Writing/Reading: Writing the location of objects | | | | | |
| ATTITUDES | Collaborative work  Analytical thinking  Critical thinking  Creative thinking | | | | | |
| LEARNING INDICATORS | * Introduce oneself and other people * Say hello and good bye * Exchange contact information * Understand names for everyday objects and possessions * Ask and answer questions about where things are | | | | | |
| LEARNING UNIT DEVELOPMENT | | | | | | | |
| SCOPE AND SEQUENCE | | 1. Possessive adjectives my, your, his, her; the verb be; af­firmative statements and contractions 2. Articles a, an, and the; this/these, it/they; plurals; yes/no and where questions with be; prepositions of place: in, in front of, behind, on, next to, and under | | | | | |
| LEARNING ACTIVITIES | | | | MATERIALS AND RESOURCES | | | WEEKLY SCHEDULE |
| UNIT 1   * Use my and your while saying hello and making introductions * Talk about popular names in the u.s. and their own countries * Ask and answer questions with what’s . . . Name? And my, your, his, and her * Identify letters and their sounds; spell people’s names * Listen for correct spelling * Use titles for men and women * Use formal and informal greetings for different times of day * Use subject pronouns and be in short conversations about introductions and greetings * Use subject pronouns and be in short conversations * Sound more natural by using linked sounds * Use the numbers from zero to 10 in phone numbers and email addresses * Listen for correct names, phone numbers, and email addresses * Use formal and informal ways to say good-bye for different times of the day   UNIT 2   * Discuss common personal items * Use a and an in short statements about common classroom objects * Use this, these, and plurals in a short conversation * Identify different pronunciations of plural -s endings and sound more natural when saying plural nouns * Ask and answer questions with this/these, it/they, and plurals * Ask and answer questions about the names of things using this/that, these/they; practice spelling * Use yes/no and where questions with be in short conversations about lost items * Ask and answer yes/no and where questions with be * Describe where items are using prepositions of place and the definite article the * Listen for the location of objects discussed using yes/no and where questions with be * Ask and answer questions about the location of personal items   PROGRESS CHECK   * Reflect on one’s learning; identify areas that need improvement * Demonstrate one’s ability to introduce oneself and another person and to say hello and good-bye * Demonstrate one’s ability to exchange personal information; demonstrate one’s ability to use numbers 0 –10 * Demonstrate one’s ability to listen for and understand names of personal items * Demonstrate one’s ability to ask and answer questions about where things are * Demonstrate one’s ability to ask and answer questions about where things are | | | | Interchange Intro Student’s Book and Workbook  Speakers and projector | | | Sept. 2nd – Sept. 13th  Sept. 16th – Sept. 27th |
| EVIDENCE OF LEARNING  (PORTFOLIO) | | | | PERFORMANCE CRITERIA | | | ASSESSMENT INSTRUMENTS |
| Passport with personal information / Personal Information Card  My favorite things (Project) | | | | Understands and uses greeting and courtesy expressions  Introduces him/herself to others  Exchanges personal information  Names classroom and personal objects  Compares location of items in a room | | | Rubric  Rubric |
| **LEARNING UNIT II** | | | | | | | |
| BOOK UNIT(S): | | Unit 3 Where are you from?  Unit 4 Is this coat yours? | | | | | |
| (BRIEF DESCRIPTION): | | Unit 3: Discuss cities, countries, nationalities and languages. Discuss people´s appearances, personalities and ages  Unit 4 Discuss work and free-time clothes; colors. Discuss the weather and what people are wearing | | | | | |
| PURPOSES: | | Students will be able to discuss cities, countries, nationalities, and languages, and people’s appearances, personalities, and ages, and languages using yes/no questions with be.  Students will be able to discuss work and free-time, clothes, colors, and the weather and use possessive adjectives, possessive pronouns, and possessives with names. Students will be able to discuss the weather and what people are wearing using the present continuous and conjunctions | | | | | |
| COMPETENCES OF THE DEGREE PROFILE DEVELOPED THROUGHOUT THE LEARNING UNIT(S): | | * Act with in an ethical way, by interiorizing social rules and principals needed for a better coexistence. * Use information and communication technologies, as well as other languages, for understanding, explaining and offering alternative solutions to the problems encountered. * Use language to stablish 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. | | | | | |
| RESOURCES | CONTENTS | Unit 3 Cities and countries; adjectives of personality and appearance; numbers 11–103 and ages  Unit 4 Clothing; colors; weather and seasons | | | | | |
| SKILLS | Unit 3   * Speaking: Talking about cities and countries; asking for and giving information about place of origin, nationality, ­ rst language, and age; describing people. * Pronunciation/listening: Syllable stress; Listening for countries, cities, and languages; listening to descriptions of people * Reading and Writing: Writing questions; requesting personal information.   Unit 4   * Speaking: Asking about and describing clothing and colors; talking about the weather and seasons; finding the owners of objects. * Pronunciation and listening: The letters s and sh. Listening for descriptions of clothing and colors. * Writiing and reading: Writing questions about what people are wearing. | | | | | |
| ATTITUDES | Collaborative work  Analytical thinking  Critical thinking  Creative thinking | | | | | |
| LEARNING INDICATORS | Ask and answer questions about countries of origin, nationalities and languages.  Understand description of people.  Ask and answer questions about people´s appearance and personality.  Ask and answer questions about people´s possessions.  Talk and write about my and others people´s favourite things.  Ask and answer questions about what people are wearing. | | | | | |
| LEARNING UNIT DEVELOPMENT | | | | | | | |
| SCOPE AND SEQUENCE | | Unit 3 The verb be, affirmative and negative statement, yes/no questions, short answers, wh-questions.  Unit 4 Possessive: adjectives our and their, pronouns, names, and whose; present continuous statement and yes/no questions; conjunctions and, but and so; placement of adjectives before nouns. | | | | | |
| LEARNING ACTIVITIES | | | | MATERIALS AND RESOURCES | | | WEEKLY SCHEDULE |
| UNIT 3   * Identify and name cities and countries * Use yes/no questions and answers with be in a short conversation about where someone is from. * Use negative statements and yes/no questions with be. * Sound more natural by using correct syllable stress. * Discuss people’s nationalities using yes/no questions with be. * Use Wh-questions with be in a conversation describing people. * Say people’s ages using numbers from 11 to 103. * Ask and answer Wh-questions with be. * Use adjectives to describe people’s personalities and appearance. * Develop skills listening for context clues.   UNIT 4   * Identify and describe clothes. * Identify colors. * Sound more natural when saying words with s and sh. * Use possessive adjectives and pronouns in a conversation about clothing and color. * Use possessive adjectives, possessive pronouns, and possessives with names. * Listen for details in a short conversation about clothing and color. * Discuss the seasons and the weather. * Use the present continuous in a short conversation about clothing and weather. * se present continuous statements and the conjunctions and,but, and so; use present continuous yes/no questions and adjective + noun. * Listen for main ideas about what people are wearing.   PROGRESS CHECK   * Demonstrate one’s ability to ask and answer questions about countries of origin, nationalities, and languages. * Demonstrate one’s ability to understand descriptions of people. * Demonstrate one’s ability to discuss clothes and possessions. * Demonstrate one’s ability to discuss and compare favorite seasons, colors, and clothes. * Demonstrate one’s ability to ask and answer questions about people’s appearance and clothes. | | | | Interchange Intro Student’s Book and Workbook  Speakers and projector | | | Oct. 7th – Oct. 18th  Oct. 21st – Nov. 8th |
| EVIDENCE OF LEARNING  (PORTFOLIO) | | | | PERFORMANCE CRITERIA | | | ASSESSMENT INSTRUMENTS |
| Interchange project  Fashion show | | | | Describes cities and people  Describes clothing using present continuous | | | Rubric  Rubric |
| **LEARNING UNIT III** | | | | | | | |
| BOOK UNIT(S): | | **Unit 5** what time is it?  **Unit 6** I ride my bike to school | | | | | |
| (BRIEF DESCRIPTION) | | **Unit 5** discuss cities and time zones and also people’s activities  **Unit 6** transportation and family, diary and weekly routines | | | | | |
| PURPOSES: | | Students will be able to discuss cities and time zones using time expressions.  SS will be able to discuss people activities using present continuous  Ss will be able to discuss transportation and family using simple present statements  Ss will be able to discuss diary and weekly routines using simple presents questions | | | | | |
| COMPETENCES OF THE DEGREE PROFILE DEVELOPED THROUGHOUT THE LEARNING UNIT(S): | | * Act with in an ethical way, by interiorizing social rules and principals needed for a better coexistence. * Use information and communication technologies, as well as other languages, for understanding, explaining and offering alternative solutions to the problems encountered. * Use language to stablish 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. | | | | | |
| RESOURCES | CONTENTS | **Unit 5** clock time, times of the day; everyday activities  **Unit 6** Transportation Family relationships, daily routines, days of the week | | | | | |
| SKILLS | **Unit 5**  **Speaking:** asking for and tell time, asking about and describe it current activities  **Pronunciation/Listening:** rising and falling intonation, listening of times of the day, listening to identify people sections  **Writing/Reading:** writing times of the day, reading an online chat between friends  **Unit 6**  **Speaking:** asking for and giving information about how people go to work or school, talking about family members, describing daily and weekly routines  **Pronunciation/Listening**: third person singular – s endings, listening for activities and days of the week  **Writing/Reading:** writing about your diary routine, writing about someone´s diary schedules | | | | | |
| ATTITUDES | Team work  Critical thinking  Citizenship  Responsibility | | | | | |
| LEARNING INDICATORS | * Understand times and descriptions of activities * Ask and answer questions about present activities * Talk about personal routines * Ask and answer questions about routines * Ask and answer questions about celebrities´ appearances and activities | | | | | |
| LEARNING UNIT DEVELOPMENT | | | | | | | |
| SCOPE AND SEQUENCE | | 1. Time expressions, present continuous, WH questions 2. Simple present statements with regular and irregular verbs, simple present yes/no questions and WH questions, time expressions | | | | | |
| LEARNING ACTIVITIES  Unit 5  • Discuss cities and international time zones  • Use times expressions and times of day in a short conversation  • Ask and answer questions using time expressions, using times of day  • Listen for specific information about times in a short conversation  • Use present continuous, Wh questions in conversation about someone´s activities  • Sound more natural when asking yes/no and Wh questions rising and falling intonation  • Ask and answer present continuous Wh questions, use the conjunction so  • Describe people´s activities  • Skim and read for details in messages between friends  Unit 6  • Describe kinds of Transportation  • Use simple Present Statements in a Conversation about transportation  • Describe family relationships  • Use simple present statements with regular and irregular verbs  • Differentiate between third person singular –s endings and use them correctly to sound more natural  • Use simple present questions in a conversation about daily routines  • Use simple present questions and time expressions  • Listen for details about someone´s weekly routine  • Write and discuss weekly routines  • Scan and read for details in an article, sequence events in daily schedules | | | | MATERIALS AND RESOURCES  Interchange Intro Student’s Book and Workbook  Speakers and projector | | | WEEKLY SCHEDULE  Unit 5  Nov 18th – Nov 29th  Unit 6  Dec 2nd – Dec 13th |
| EVIDENCE OF LEARNING  (PORTFOLIO) | | | | PERFORMANCE CRITERIA | | | ASSESSMENT INSTRUMENTS |
| **Unit 5**  Project: what are they doing? (from Cambridge digital resources)  **Unit 6**  Project: a typical day (from Cambridge digital resources) | | | | **Unit 5**  Use present continuous and vocabulary for activities  **Unit 6**  Describe dairy and weekly routines | | | Rubrics |
| OBSERVATIONS: | | | | | | | |
| TEACHER’S NAME AND SIGNATURE | | ASSESSOR’S NAME AND SIGNATURE | | | ACADMIC VICE-PRINCIPAL NAME AND SIGNATURE | | DATE |
| BRENDA BOLLAIN Y GOYTIA  MAYELA A. GAONA GARCÍA | | CRISTINA A. ALVARADO CHAVARRÍA | | | ALINA L. ARREOLA | | AUGUST 2019 |