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| **SCHOOL** ESCUELA NORMAL DE EDUCACIÓN PREESCOLAR MAJOR BACHELOR’S DEGREE IN PRESCHOOL EDUCATION  **TERM PLANNING** | | | | | | | |
| **COURSE:** A2.1 – BUILDING CONFIDENCE IN COMMUNICATION | | | | | | TERM: FEB-JULY, 2020 | |
| **TEACHER:** CRISTINA ARACELY ALVARADO CHAVARRÍA | | | | | | CLASS TIME HOURS / WEEK: 6 | |
| **PREVIOUS COURSE:** | | | ENGLISH 2 SHARING INFORMATION AND IDEAS | | | | |
| **SUBSEQUENT COURSE:** | | | ENGLISH 4 BECOMING INDEPENDENT COMMUNICATORS | | | | |
| **COMPETENCES OF THE DEGREE PROFILE DEVELOPED THROUGHOUT THE COURSE:** | | | **GENERIC.** Critical thinking for problem solving, using different approaches, learn in an autonomous way and be proactive, teamwork, ethics.  **Subject-Specific Competences:**   * Describe ways of living of 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:** | | | To develop their ability to use English in personal and social communications, to increase their engagement with cultural and intercultural activities, to use English increasingly throughout the school. | | | | |
| **LEARNING UNIT I** | | | | | | | |
| **BOOK UNIT(S):** | | What an interesting family/How often do you run? | | | | | |
| **(BRIEF DESCRIPTION)** | | Describe their families, talk about habitual, current and future activities, discuss sports and exercise habits, and ask and answer questions about frequency of free-time activities. | | | | | |
| **PURPOSES:** | | Students will be able to identify family members, as well as their activities, ask and answer questions using present continuous. Students will be able to discuss sports ad exercise habits and ask and answer questions about present and future time activities using will and going to. | | | | | |
| **COMPETENCES OF THE DEGREE PROFILE DEVELOPED THROUGHOUT THE LEARNING UNIT(S):** | | Exchange basic information about personal experiences. Use language to establish harmonious and responsible relationships. | | | | | |
| **RESOURCES:** | **CONTENTS** | ***VOCABULARY:*** Family members, sports, fitness activities, quantifiers, time expressions.  ***GRAMMAR:*** Present continuous, adverbs of frequency, future tense with will and going to. | | | | | |
| **SKILLS** | To talk about families, family members and abilities; to exchange information about the present; to describe family life and routines and exercise; to discuss sports and athletes. | | | | | |
| **ATTITUDES** | Teamwork, ethics, respect, kindness, politeness, responsibility, collaboration. | | | | | |
| **LEARNING INDICATORS** | Describes family life and routines.  Exchanges information about the present and the future. | | | | | |
| LEARNING UNIT DEVELOPMENT | | | | | | | |
| **SCOPE AND SEQUENCE** | | Preset Continuous, quantifiers, adverbs of frequency and future tense (will and going to). | | | | | |
| **LEARNING ACTIVITIES** | | | | **MATERIALS AND RESOURCES** | | | **WEEKLY SCHEDULE** |
| Identify and discuss family relationships, listen for specific information on how people are related, use the present continuous in conversations about families, sound more natural when using intonation in statements, ask and answer questions using the present continuous, current activities. Speak more fluently when asking and answering questions about family members, discuss facts about different countries, use quantifiers in a conversation to state facts. Identify and discuss common sports and fitness activities, describe sports and fitness activities using collocations with *do, go, and play*. Use adverbs of frequency in a conversation about exercise, ask and answer questions about how frequently one engages in various free-time activities. Sound more natural when using direct address, Ask and answer questions about how frequently one exercises, listen for key words and specific information in a conversation about exercise, discuss Olympic sports and athletes, Write about weekly activities, Ask and answer questions with *how* in a conversation about exercise. Listen for details in a conversation about exercise, speak more fluently about free-time activities, Skim and make inferences about items in a health and fitness quiz. Discuss and talk about future events and Progress Check. | | | | Richards JC (2017) Interchange 1, Cambridge University Press. | | | 6 weeks |
| **EVIDENCE OF LEARNING**  **(PORTFOLIO)** | | | | **PERFORMANCE CRITERIA** | | | **ASSESSMENT INSTRUMENTS** |
| *SUGGESTED ACTIVITIES*  Family tree  Describing sports (rules, places, vocabulary) | | | | Exam.  Projects. | | | Exam.  Rubrics |
| **LEARNING UNIT II** | | | | | | | |
| **BOOK UNIT(S):** | | We went dancing! /How’s the neighborhood? | | | | | |
| **(BRIEF DESCRIPTION):** | | Describe past daily and free-time activities, describe past vacations, ask about and describe places, describe a neighborhood, suggest places in the neighborhood. | | | | | |
| **PURPOSES:** | | Students will be able to describe past daily and free-time activities, to describe past vacations, to ask about and to describe place and to describe a neighborhood, suggest places in the neighborhood. | | | | | |
| **COMPETENCES OF THE DEGREE PROFILE DEVELOPED THROUGHOUT THE LEARNING UNIT(S):** | | Exchange basic information about personal experiences. Use language to establish harmonious and responsible relationships. | | | | | |
| **RESOURCES** | **CONTENTS** | GRAMMAR: Simple past, past of BE, prepositions of place, quantifiers, How many/How much, count and non-count nouns, Can, could , should for suggestions.  VOCABULARY: Vacations, free-time and weekend activities, time expressions, neighborhood, recreational facilities. | | | | | |
| **SKILLS** | To talk about past events and vacations; to give opinions about past experiences; to ask about and describe places, neighborhoods and quantities, to suggest places in the neighborhood. | | | | | |
| **ATTITUDES** | Team work, ethics, respect, kindness, politeness, responsibility, collaboration. | | | | | |
| **LEARNING INDICATORS** | Talk about past events.  Describe places and neighborhoods and give suggestions.  Ask about quantities. | | | | | |
| LEARNING UNIT DEVELOPMENT | | | | | | | |
| **SCOPE AND SEQUENCE** | | Simple past, quantifiers, count and non-count nouns, modals for suggestions. | | | | | |
| **LEARNING ACTIVITIES** | | | | **MATERIALS AND RESOURCES** | | | **WEEKLY SCHEDULE** |
| Discuss free-time activities, Use the simple past in a conversation about past events, Ask and answer simple past questions, Use simple past regular and irregular verbs, Use the reduction of *did you* to sound more natural when asking past tense questions, Discuss daily chores and activities using do, go, have, make, and take, Discuss past activities and ask follow-up questions, Listen for details about past activities, Speak more fluently about the past events using the simple past, Use the simple past of BE in a conversation about vacations, Use the past of BE in questions and short answers, Discuss past vacations and retell a story using the simple past, Write a post about a past vacation, Listen for main ideas and details about vacations discussed using the simple past of BE, Read for main ideas and details in on-line post about past vacations, Describe what you do at places in a neighborhood, Use *there is there are* and *one/any/some* in a conversation about places in a neighborhood, Ask and answer questions with *there is/there are*; answer questions with *one/any/some* prepositions of place, Sound more natural by reducing *there is/there are* in long answers, Ask and answer questions with *there is/there are* and *one/any/some* prepositions of time, Listen for detail about places, Describe different neighborhoods, Ask and answer questions and use quantifiers in a conversation about a neighborhood, Ask and answer questions with count and non-count nouns and quantifiers, Describe places in a neighborhood with *there is/there* are and quantifiers, Write a paragraph about one’s neighborhood, Scan and read for details in an article about three neighborhoods. Use *can, could* and *should* to suggest places to visit. | | | | Richards JC (2017) Interchange 1, Cambridge University Press. | | | 6 weeks |
| **EVIDENCE OF LEARNING**  **(PORTFOLIO)** | | | | **PERFORMANCE CRITERIA** | | | **ASSESSMENT INSTRUMENTS** |
| SUGGESTED ACTIVITIES  Vacation destination.  The perfect neighborhood. | | | | Exam.  Projects. | | | Exam.  Rubrics. |
| **LEARNING UNIT III** | | | | | | | |
| **BOOK UNIT(S):** | | What does she look like?/Have you ever been there? | | | | | |
| **(BRIEF DESCRIPTION)** | | Describe physical appearance, identify people by describing how they look and what they’re doing, Describe recent activities, describe experiences from the recent and distant past. | | | | | |
| **PURPOSES:** | | Students will be able to describe physical appearance, to identify people by describing how they look and what they’re doing, to describe recent activities and to describe experiences from the recent and distant past. | | | | | |
| **COMPETENCES OF THE DEGREE PROFILE DEVELOPED THROUGHOUT THE LEARNING UNIT(S):** | | Exchange basic information about personal experiences. Use language to establish harmonious and responsible relationships. | | | | | |
| **RESOURCES** | **CONTENTS** | Superlatives and questions for describing people, modifiers with participles and prepositions, present perfect, already and yet, present perfect vs simple past, for and since. | | | | | |
| **SKILLS** | To ask about and describe people’s appearance, to identify people, to describe and to Exchange information about past experiences and events. | | | | | |
| **ATTITUDES** | Team work, ethics, respect, kindness, politeness, responsibility, collaboration. | | | | | |
| **LEARNING INDICATORS** | Describe people’s appearance.  Describe past events.  Describe accomplishments. | | | | | |
| LEARNING UNIT DEVELOPMENT | | | | | | | |
| **SCOPE AND SEQUENCE** | |  | | | | | |
| **LEARNING ACTIVITIES** | | | | **MATERIALS AND RESOURCES** | | | **WEEKLY SCHEDULE** |
| Describe people’s physical characteristics, ask and answer questions to describe a person in a conversation, ask and answer questions about physical appearance and age, listen for details about people’s physical appearance and age, speak more fluently about people’s appearance, write an email describing someone, discuss clothing styles, use modifiers, prepositions, and participles in a conversation about identifying people, use modifiers with participles and prepositions to describe people, sound more natural by using contrastive stress, read for main ideas and details in a reading about selfies, discuss activities one has done or would like to try, use the present perfect in a conversation about recent activities, ask and answer questions using the present perfect with regular and irregular past participles, use already and yet with the present perfect in responses, use the present perfect and simple past in a conversation about past experiences, ask present perfect questions about experiences and answer in the present perfect and simple past, use the present perfect with for and since to describe past experiences, sound more natural by linking final /t/ and /d/ sounds in verbs with the vowels that follow, listen for details about recent events, discuss activities using common collocations,  ask and answer questions about past experiences, write an email to someone one hasn’t seen recently, speak more fluently about one’s lifestyle, skim and read blog posts for specific information | | | | Richards JC (2017) Interchange 1, Cambridge University Press. | | | 6 weeks |
| **EVIDENCE OF LEARNING**  **(PORTFOLIO)** | | | | **PERFORMANCE CRITERIA** | | | **ASSESSMENT INSTRUMENTS** |
| SUGGESTED ACTIVITIES  Describe someone famous  Fashion through times.  I admire… | | | | Exam  Projects | | | Exam  Rubrics |
| OBSERVATIONS: | | | | | | | |
| **TEACHER’S NAME AND SIGNATURE** | | **ASSESSOR’S NAME AND SIGNATURE** | | | **ACADEMIC VICE-PRINCIPAL NAME AND SIGNATURE** | | **DATE** |
| Cristina Aracely Alvarado Chavarría | | Brenda Bollain y Goytia De la Peña | | | Alina Lorena Arreola González | | February, 2020 |