

Plan de Estudios 2018

Programa del curso

English II. Developing
elementary conversations

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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.

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.

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
3	B1 (Threshold)	B1.1	5	Opening new global perspectives
		B1.2	6	Becoming independent communicators

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

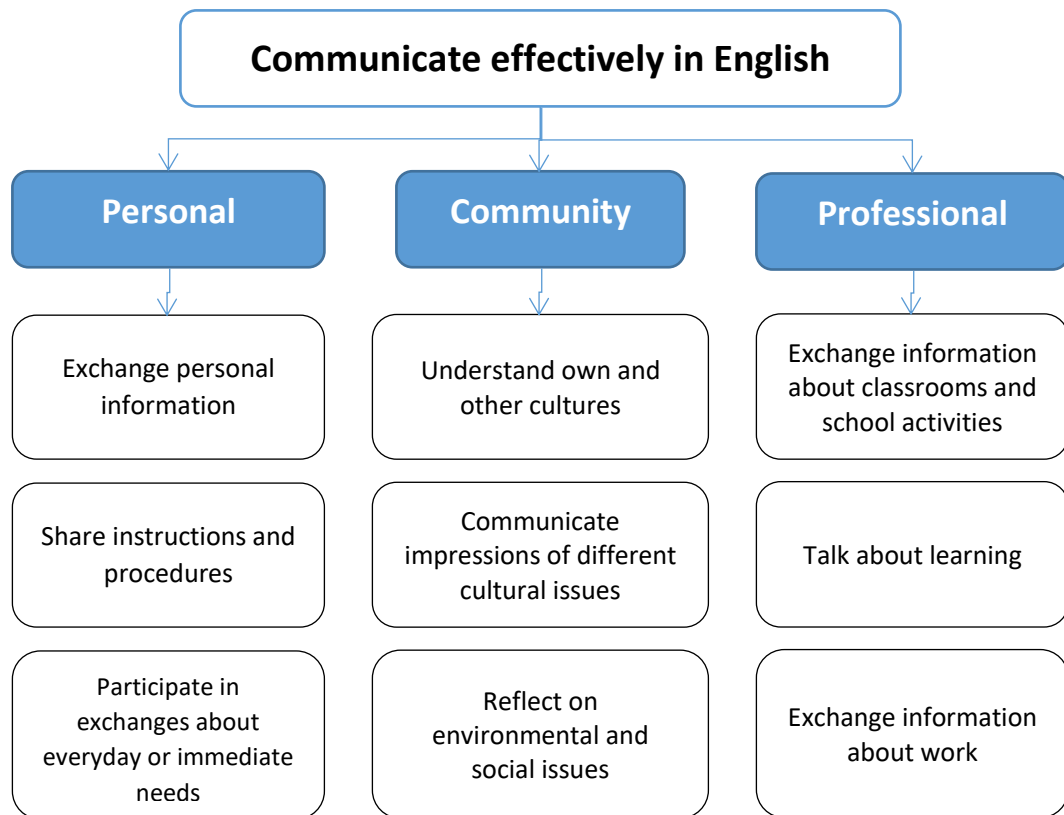
Learning environments	Year 1		Year 2		Year 3		TOTAL
	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	
	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	
Personal	45	45	42	42	33	33	240
Community	36	36	39	39	33	33	216
Professional	27	27	27	27	42	42	192
Hours per semester	108	108	108	108	108	108	648

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

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 2 Learning objectives	Learning Unit
1. Personal	1.1 Exchange personal information	Exchange information about pastimes (A1.2.1)	Learning Unit 1
	1.2 Share instructions and procedures	Ask for and give directions to get to places (A1.2.2)	
	1.3 Participate in exchanges about everyday or immediate needs	Make plans to do things together (A1.2.3)	
2. Community	2.1 Recognize information about cultural diversity	Describe foods and dishes, in your own and other cultures (A1.2.4)	Learning Unit 2
	2.2 Assess impressions on artistic expressions from different cultures	Share information about handicrafts of different cultures (A1.2.5)	
	2.3 Reflect on environmental and social issues	Talk about your health (A1.2.6)	
3. Professional	3.1 Share information classrooms and school activities	Record school activities in a daily planner (A1.2.7)	Learning Unit 3
	3.2 Talk about learning	Describe how well you and others can do things (A1.2.8)	
	3.3 Exchange information about work	Describe personal work expectations (A1.2.9)	



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 be 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

Pastimes, directions and plans (Level A1.2/Social)

Main competences for Learning Unit 1

- Exchange information about pastimes
- Ask and give directions to get to places
- Make plans to do things together

Learning Unit Objective 1: Exchange information about pastimes (A1.2.1)

Development of the Learning Unit

Contents

- Talk about pastimes
- Share information about pastimes
- Exchange information about pastimes

Learning activities/examples

Talk about pastimes

- Name and write pastimes (*e.g., read, listen to music, play sports, go to the movies, dance, exercise, go for a walk, talk to friends, play tennis/golf/football/baseball, play the piano/guitar, etc.*)
- Listen to and say statements to indicate frequency (*e.g. I run every day / She goes to the movies once a week / He often travels / Sometimes I go to museums / I never go skating, etc.*) and time (*e.g. I play video games two hours a day / She visits her family every Sunday / We watch TV at the weekend, etc.*)

PRONUNCIATION FOCUS: Practice difference between /s/ and /sh/ (e.g. she, see, shopping, singing)

GRAMMAR FOCUS: Express regularity of pastimes using the present simple tense with adverbs of frequency

VOCABULARY FOCUS: Pastimes, games and sports

Share information about pastimes

- Ask and answer questions about pastimes (e.g., *What do you like to do / doing in your free time? I like to watch TV / What do you do on the weekends? I play volleyball / What things do you like doing? I love baking / Do you have any hobbies? I like playing video games / What is your favorite pastime? I love reading, etc.*)
- Ask and answer questions to get additional information (e.g. *Where do you play basketball? I play it at school / When does she read? On vacation / When do we go fishing? In spring, etc.*)
- Ask and answer questions about likes and dislikes (e.g., *Do you like to swim? Yes, I do / Do you like watching horror movies? No, I don't. / Do you like video games? Yes, I like playing video games, etc.*)

GRAMMAR FOCUS: Give short answers to questions using the present simple tense

Exchange information about pastimes

- State likes and dislikes (e.g., *I like baking / I don't like doing crosswords / I like going to the amusement park / I don't like taking naps, etc.*)
- Show interest (e.g., *Really? That's interesting*)
- Link statements (e.g., *I love swimming but I don't like running / I like cooking and I love baking, etc.*)
- Talk about abilities using 'can' (e.g. *I can sing very well, Can you draw? etc*)

Exchange information about pastimes using a personal planner (e.g., *I always go swimming in the morning, but I never go running. I don't like it. I love cooking. I usually cook at night and I sometimes bake. I like it very much. On the weekend, I often visit friends in the afternoon and we sometimes go to the movies. On Sunday I sometimes read a book or solve puzzles, but I never take naps, etc.*)

Evidence of learning

Evidences

- List of pastimes
- Questions and answers
- Personal planner

Performance Criteria

- Writes pastimes
- Gives information about pastimes
- Distinguishes affirmative and negative statements

Learning Unit Objective: Ask and give directions to get to places (A1.2.2)

Development of the Learning Unit

Contents

- Share information about places and activities
- Follow directions to get to places
- Ask and give directions to get to places

Learning activities/examples

Share information about places and activities

- Listen to names of places in the community (e.g., *clinic, police station, market, restaurant, library, fruit market, drugstore, car park, etc.*)
- Discuss places and activities (e.g., *I buy fruit and vegetables in the market / I have breakfast at the cafeteria / You can get money at the bank, etc.*)
- Use expressions of courtesy (e.g., *Excuse me, thank you*)
- Ask and answer questions about the location of places using a map (e.g., *Where's the library? It's next to the post office / Excuse me. Where's the store? It's across from the hospital, How do I get to the station? Walk three blocks straight / Is there a market nearby? Yes, there is. It's across from the hotel, etc.*)

GRAMMAR FOCUS: Use words and expressions to establish location

Follow directions to get to places

- Express point of origin and destination (e.g., *from the office to the park, from the station to the market, etc.*)
- Listen to directions (e.g., *walk two blocks, turn right at the corner, etc.*)
- Give directions stating distance (e.g., *turn left, and walk 50m. The bank is right there, etc.*)

Ask and give directions to get to places

- Use expressions of courtesy when asking for directions (e.g., *Excuse me / Can*

you help me? / Thank you / You're welcome / No problem, etc.)

- Ask for confirmation or repetition in an exchange (e.g., *Can you say that again, please? / Can you repeat that? / I didn't understand, etc.)*)
- Ask and give directions to get to places (e.g., *Excuse me, do you know where the drugstore is? Yes, I do. Go straight, turn right at the corner, and continue straight for three blocks. Can you say that again please? For... three... blocks. OK, three blocks. Now, the drugstore is next to the post office / How can I get to the airport? Go back to Main St, go two blocks straight, turn left and continue straight for 20m / Is there a store around here? Yes, there is one across the street, etc.)*)

PRONUNCIATION FOCUS: Notice stress in words expressing place (e.g., *post office, police station, drugstore*).

Evidences

- List of places in the community
- A map Questions and directions

Performance Criteria

- Locates places in relation to others
- Understands and states distances
- Understands and offers directions

Learning Unit Objective: Make plans to do things together (A1.2.3)

Contents

- Talk about things to do
- Ask and answer questions about plans
- Make plans to do things together

Learning activities/examples

Talk about things to do

- Name activities you do with other people (e.g., *dance, go to the gym, go for a walk, go out with friends, etc.*)
- Talk about future plans in general (e.g., *I'm going to study more this year! I'm going to eat more vegetables / spend less time on the Internet / I'm going to learn to dance, etc.*).
- Listen to and say dates and times (e.g., *tomorrow, tonight, on the weekend, on Friday, in September, on November 1st, on the 3rd, 24 May, etc.*)
- Discuss plans a particular date or time (e.g., *I'm having dinner with my family on Thursday On Friday I've having a party. It's at 7 pm / I'm going to the gym at 9a.m. / I'm seeing friends on the 17th, etc.*)

GRAMMAR FOCUS: Use *be going to* and the present continuous to express future actions.

Ask and answer questions about plans

- Ask questions in different ways (e.g., *Are you going to celebrate Valentine's Day? / Do you want to go out tonight? / What do you feel like doing? / What are you doing on Tuesday?, etc.*)
- Answer questions for planning an activity (e.g., *Yes, let's go to a museum on Saturday / We can have a picnic / There's a party at Mike's, etc.*)
- Ask and answer questions about details (e.g., *Where does Mike live? He lives around here. Should we bring anything? Yes, let's buy some drinks, etc.*)

Notice the difference between /l/ and /i:/ sounds (e.g., /l/ live, this, dinner, drinks, kitchen, picnic; /i:/ week, me, free, feel.) **PRONUNCIATION FOCUS:** Distinguish between /l/ and /i:/ sounds

Make plans to do things together

- Suggest plans to do things together (e.g., *Let's go the stadium tomorrow / We're having a party in two weeks, etc.*)
- Accept or turn down plans (e.g., *Sorry, but I'm terrible in the kitchen / Let's do something together. I can't, I have to study for a test, etc.*)
- Offer alternatives to plans (e.g., *I can't go with you on Sunday / Are you free on Saturday? / I can make a salad for the party, etc.*)

Make plans to do things together (e.g., *We're having a party in two weeks, do you want to come? Yes, I do. Can I invite my girlfriend? Sure! What should we bring? Nothing, don't bring anything. I can't do that. We can buy some snacks. Are you going to bake a cake for the party? Yes, I am. Do you want to help me? Yes, I can arrive at 4:00. Great!, etc.*)

Evidences

- Cards with dates and times
- Brainstorming activities with others
- Dialogue

Performance Criteria

- Talks about plans
- Notices /I/ vs. /i:/
- Accepts or turns down plans

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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

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: Food and dishes, handicrafts and health issues (Level A1.2/Community)

Main competences for Learning Unit 2

- Describe food and dishes, in your own and other cultures
- Share information about handicrafts of different cultures
- Talk about health issues

Learning Unit Objective: Describe food and dishes, in your own and other cultures (A1.2.4)

Development of the Learning Unit

Contents

- Share basic information about food and dishes
- Exchange information about food and dishes
- Describe food and dishes

Learning activities/examples

Share basic information about food and dishes

- Listen to and read information about food and dishes (e.g., *The traditional dish in Oaxaca is black mole / In Guerrero it is white pozole / Curry is an Indian dish / Ceviche is very popular in Peru*, etc.)
- Talk about your favorite dish (e.g. *My favorite dish is quesadillas / Ceviche is his favorite dish*, etc.)
- List the ingredients (e.g., *Black mole has chocolate, spices and chili / There is fish in ceviche*, etc.)
- Talk about dishes you like and don't like (e.g. *I really like sushi / I don't like fondue*, etc.)

GRAMMAR FOCUS: count and noncount nouns – *eggs/bread, some and any*

VOCABULARY FOCUS: dishes and ingredient

Exchange information about food and dishes

- Ask and answer questions about ingredients (e.g., *How do you make ceviche? You need fish, lime, onion, coriander, salt, and chili / What type of chili? Yellow chili, etc.*)
- Ask and answer questions about details (e.g., *When do you eat it? On special occasions / Do you use chopsticks? No, you eat it with a fork / etc.*)

PRONUNCIATION FOCUS: Recognize the pronunciation of *do you* in questions.

Describe food and dishes

- Describe dishes from your country (e.g., *We eat mole in Mexico. It has chocolate, spices and chili. We make this dish on special occasions, for example, weddings, birthday parties. There are different types of mole: black, green, red and yellow, etc.*)
- Describe dishes from other countries (e.g., *Couscous is a dish from North Africa. It has vegetables and different types of meat in it. You usually eat it with a type of bread. In Mexico, we hardly ever eat it, but in the Middle East, people have couscous every day, etc.*)

GRAMMAR FOCUS: Use object pronouns to replace names.

Evidences

- Graphic with dishes
- List of questions
- Cards with images and dish description

Performance Criteria

- Names dishes
- Asks and answers questions about food and dishes
- Notice the pronunciation of *do you* in questions

Learning Unit Objective: Share information about handicrafts of different cultures (A1.2.5)

Development of the Learning Unit

Contents

- Talk about handicrafts from different countries
- Ask and answer questions about handicrafts
- Share information about handicrafts of different cultures

Learning activities/examples

Talk about handicrafts from different countries

- Read and name traditional handicrafts from your country (e.g., *alebrijes, doll, maracas, mask, jar*, etc.)
- Give basic information about materials (e.g., *The mask is made of wood / the doll is made of cloth*, etc.)
- NB treat 'is made of' as a fixed phrase; don't introduce passive verbs in this course

Ask and answer questions about handicrafts

- Ask and answer questions about origin and materials (e.g., *Where are kimonos from? They are Japanese / What are kimonos made of? They are made of silk*, etc.)
- Ask and answer questions about characteristics (e.g., *What shape is it? It is round and flat / What color is it? It is blue, yellow, red and white / Is it small or large? It is small*, etc.)

PRONUNCIATION FOCUS: Notice use of schwa /ə/ : e.g. *of* in *made of*, *are* in *what are*, etc

Share information about handicrafts of different cultures

- Contrast similarities and differences (e.g. *Russian Matryoshkas and Mexican*

Marias are dolls, but Matryoshkas are made of wood and Marias are made of cloth, etc.)

- Give reasons why you like or dislike handicrafts (e.g. *I like this Haitian mask because it has lots of colors / That belt does not look interesting, etc.*)
- Share information about handicrafts from different cultures (e.g., *The boomerang is an Australian handicraft. What's it made of? It's made of wood. I like them because they're fun. etc.*)

GRAMMAR FOCUS: Use wh-questions to ask about handicrafts.

Evidences

- Cards with images and characteristics
- List of questions
- Comparative chart

Performance Criteria

- Describes basic features of handicrafts
- Notices pronunciation of schwa /ə/
- Uses connectives to show contrast

Learning Unit Objective: Talk about your health (A1.2.6)

Development of the Learning Unit

Contents

- Give basic information about your health
- Exchange information about health issues
- Talk about health issues in the community

Learning activities/examples

Give basic information about your health

- List parts of the body (e.g., *head, eye, tooth/teeth, back, arm, hand, finger, wrist, foot/feet, etc.*)
- Describe health problems (e.g. *I have a headache/backache/cough/sore throat, my foot hurts, I feel sick/miserable/better/fine/fantastic, I can't sleep, etc.*)
- Describe medicines and remedies (e.g. *aspirin, cough drops, muscle cream, bandage, etc.*)

VOCABULARY FOCUS: parts of the body and health problems

Exchange information about health issues

- Ask and answer questions about health (e.g., *How are you today? Do you feel hot/cold/tired?, etc.*)
- Give instructions for health issues (e.g., *take one pill every morning before breakfast, don't drink coffee, do more exercise, etc.*)

GRAMMAR FOCUS: Use imperatives to give advice.

Talk about health issues in the community

- Describe health issues in the community (e.g., *Some people eat too much sugar. They don't eat enough vegetables. We don't do enough exercise. We are getting too fat, etc.*)
- Give advice on health issues (e.g., *People should eat a balanced diet and exercise. You shouldn't eat too much junk food, We should drink more water, etc.*)

GRAMMAR FOCUS: Use 'too' and 'not enough'; use 'should/shouldn't' for advice

Evidences

- List of health issues
- Cards with advice
- Poster to foster good health

Performance Criteria

- Understands and states health issues
- Offers solutions
- Indicates imbalance with too much/not enough

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.

Murphy, R. (2016). *Essential grammar in use*. 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: School activities, performance evaluation and work expectations (Level A1.2/Professional)

Main competences for Learning Unit 1

- Record school activities in a daily planner
- Describe how well you and others can do things
- Describe personal work expectations

Learning Unit Objective: Record school activities in a daily planner (A1.2.7)

Development of the Learning Unit

Contents

- Describe school activities in a daily planner
- Ask and answer questions about a day of school activities
- Record school activities in a daily planner

Learning activities/examples

Describe school activities in a daily planner

- Listen and say words and expressions of time in a daily planner (e.g., *morning, afternoon, evening, 5 o'clock, half past 10, in/at/on for time, etc.*)
- Give dates (e.g. *Friday the fourteenth of July, on August the tenth, etc*)
- List different school subjects (e.g. English, history, science, civics, math, geography, etc)
- Locate school activities in a daily planner (e.g., *lesson time, study time, lunch break, etc.*) and details (e.g., *library 5:00 pm / language lab at noon / principal's office 8:15 am, etc.*)

GRAMMAR FOCUS: Present continuous for present activities, e.g. *What are you doing? I'm studying English. Where are you going? I'm going to the library.*

Ask and answer questions about a day of school activities

- Ask and answer questions about a day of school activities (e.g. *When do you have English class? Monday at 9:00 am / What's your homework tonight? Read a book / Is your presentation on Thursday? Yes, it's at 11:00 am, etc.*)
- Ask and answer questions about planned school activities (e.g., *What are you doing tomorrow? I'm finishing my Math homework / Are you busy this afternoon? Yes, I preparing my Geography presentation / Where are you going to study? In the library, etc.*)

GRAMMAR FOCUS: Present continuous for planned activities, e.g. *What are you doing tomorrow? I'm studying geography.*

Record school activities in a daily planner

- Describe school activities (e.g., *We have English at 10:30 / I am going to work with the team in the afternoon / I'm studying for the exam, etc.*)
- Exchange details (e.g., *We have English at 10:30. Is the class in the classroom? No, it's in the language lab. What do we need to bring? The book and the notebook. You're right, and the homework. OK, see you there at 11:30, etc.*)
- Record school activities in a daily planner (e.g., *Reading session at 5:00 in the library / Lunch with Juan Pablo / Presentation, etc.*)

PRONUNCIATION FOCUS: Notice words beginning with /s/ (e.g., *study, school, Spanish, science, session*)

Evidences

- List of school activities
- Cards with emotions
- Daily planner

Performance Criteria

- Asks and answers questions about days, dates and times
- Notices words beginning with /s/
- Writes statements about school activities

Learning Unit Objective: Describe how well you and others can do things (A1.2.8)

Development of the Learning Unit

Contents

- Give basic information about learning performance
- Exchange information about learning performance
- Describe how well you and others can do things

Learning activities/examples

Give basic information about learning performance

- Share information about personal performance at school (e.g., I was/wasn't good at math. / I was quite/really/very good in sport).
- Listen and say statements about performance indicators on an observation chart (e.g., *She is good at Math / He has problems in Science / Their performance in Sports was high*, etc.)
- Read statements about the gradation of performance indicators (e.g., *My performance was very poor in writing / Her performance is low in Dance / Our English is excellent*))

GRAMMAR FOCUS: Use simple past in statements with verb *be* (*was, wasn't, were, weren't*).

Exchange information about learning performance

- Ask and answer questions about learning performance in the past (e.g., *Did you work hard in English? She made progress in her Math, How well did you perform in English? Very well / How did you do in the exam? I made some mistakes / How are her writing skills? They're very good / How did he do in the final assignment? He had some difficulty / Where can she improve? In Math*, etc.)
- Ask and answer questions about reasons for various learning performance results (e.g., *Why didn't you finish your homework? Because I didn't understand it / Why did he get a low grade? Because he didn't come to class / Why is she good in Dance? Because she practices daily*, etc.)
- Ask and answer questions to suggest actions for change (e.g., *How can I get good*

grades? Study often / What can I do to speak English? Get together with an English speaker / Listening to music helps my English? Yes, do it everyday, etc.)

GRAMMAR FOCUS: Use simple past in statements and questions

PRONUNCIATION FOCUS: Notice pronunciation of -ed in verb endings.

Describe how well you and others can do things

- Write learning performance indicators to self-evaluate (e.g., *I can follow directions, I enjoy learning new vocabulary, I'm good at drawing people, etc.*)
- Describe how well others can do things at school (e.g., *Carla can read out loud very well / He works well with other students / She often forgets to do her homework / Juan makes lots of mistakes in his spelling. etc.*)
- Give advice on how people can improve their advice (e.g., *She should improve her attendance / He needs to practice speaking more / He must get to school on time in the morning, etc.*)

Evidences

- List of learning performance indicators
- Expressions about learning performance
- Observation chart

Performance Criteria

- Gives basic statements about learning indicators
- Uses simple past tense
- Give advice for improving performance

Learning Unit Objective: Describe personal work expectations (A1.2.9)

Development of the Learning Unit

Contents

- Share information about experience and work expectations
- Ask and answer questions about experience and work expectations
- Describe personal work expectations

Learning activities/examples

Share information about experience and work expectations

- Name and write jobs (e.g., *teacher, principal, librarian, English teacher, supervisor, assistant, nurse, secretary, etc.*)
- Listen to required skills for a job (e.g., *patient, good at planning, organized, nice, funny, responsible, to like children, etc.*)
- State work conditions (e.g., *It's a good salary / There are benefits / Teachers enjoy a lot of holidays / You can work in the morning or in the afternoon, etc.*)

Ask and answer questions about experience and work expectations

- Ask and answer questions about experience and work skills (e.g., *Where did you work before? I worked at the school library / What can you do in this school? I can help students, etc.*)
- Ask and answer questions about work expectations (e.g., *Where would you like to work? I would like to work in Oaxaca / How do you imagine your workplace? A safe and friendly environment / What kind of job do you want? I want to be an English teacher / Who would you like to work with? I would like to work with children with special needs, etc.*)
- Ask and answer questions about things you do not want in a job (e.g., *Would you like to be a principal? Not really, I like working with children / Would you like to stay here? No, I would like to travel / Do you like working in an office? No, I can't work in an office, I love the classroom, etc.*)

PRONUNCIATION FOCUS: Notice pronunciation of negative contractions.

Describe personal work expectations

- Describe expectations related to work conditions (e.g., *I would like a good salary / I prefer to work in the morning / I want to work with teenagers, etc.*)
- Make a list with work expectations (e.g., *flexible work hours / interesting subject / same holidays as my children / nice and friendly environment, etc.*)
- Describe personal work expectations (e.g., *My ideal job is to teach children with special needs. I would like to work in a school as an English teacher, in a safe and friendly environment. I would like to have a good salary and flexible work hours. I prefer to work in the morning, etc.*)

GRAMMAR FOCUS: Use *would* and *wouldn't* in expectations.

Evidences

- List of school-related jobs
- Cards with job expectations
- Description

Performance Criteria

- Names work conditions
- Understands basic information about the experience of work
- Describes work expectations briefly

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.

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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
<p>Academic profile</p> <p>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.</p> <p>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</p>	<p><i>Compulsory</i></p> <p>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.</p> <p><i>Desirable</i></p> <p>International Certification in English language teaching for adults. International Certification in English language use of at least two levels above the assigned class.</p>

<p>positive change mechanisms regarding the teaching of English as a foreign language.</p>	
<p>Teaching experience in: The English language teacher should have experience in the following areas:</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Management of groups in higher education 	<p>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.</p>