

Plan de Estudios 2018

Programa del curso

English IV: Building confidence
in communication

EDUCACIÓN

SECRETARÍA DE EDUCACIÓN PÚBLICA



Primera edición: 2018

Esta edición estuvo a cargo de la Dirección General
de Educación Superior para Profesionales de la Educación
Av. Universidad 1200. Quinto piso, Col.Xoco,
C.P. 03330, Ciudad de México

D.R. Secretaría de Educación Pública, 2018
Argentina 28, Col. Centro, C. P. 06020, Ciudad de México

Index

Purposes and general description about the course.....	4
SPECIFIC INFORMATION ABOUT THE COURSE / DATOS ESPECÍFICOS DEL CURSO	4
Competences of the graduation profile developed by the course. Generic competences developed by the course:	6
COURSE GENERAL STRUCTURE / ESTRUCTURA GENERAL DEL CURSO	8
Teaching and learning guidelines / Orientaciones para el aprendizaje y la enseñanza.....	13
UNIDADES DE APRENDIZAJE	24
Learning Unit 1:	24
People, food and dishes (Level A2.2/Personal)	24
Learning Unit 2:	30
Countries, art and transport (Level A2.2/Community).....	30
Learning Unit 3:	37
Class activities, work plans and job roles (Level A2.2/Professional)...	37

Purposes and general description about the course

SPECIFIC INFORMATION ABOUT THE COURSE / DATOS ESPECÍFICOS DEL CURSO

Presentation / Presentación

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 developed by the course:

Generic competences developed by the course:

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

Professional competences developed by the course:

1. 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.
2. 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.
3. 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.
4. Build collaborative and inclusive learning environments to foster students' comprehensive development.
5. Devise learning and teaching proposals using innovative methodologies and applying new technologies to education.
6. 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 / ESTRUCTURA GENERAL DEL CURSO

Purposes and general description about the course

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:

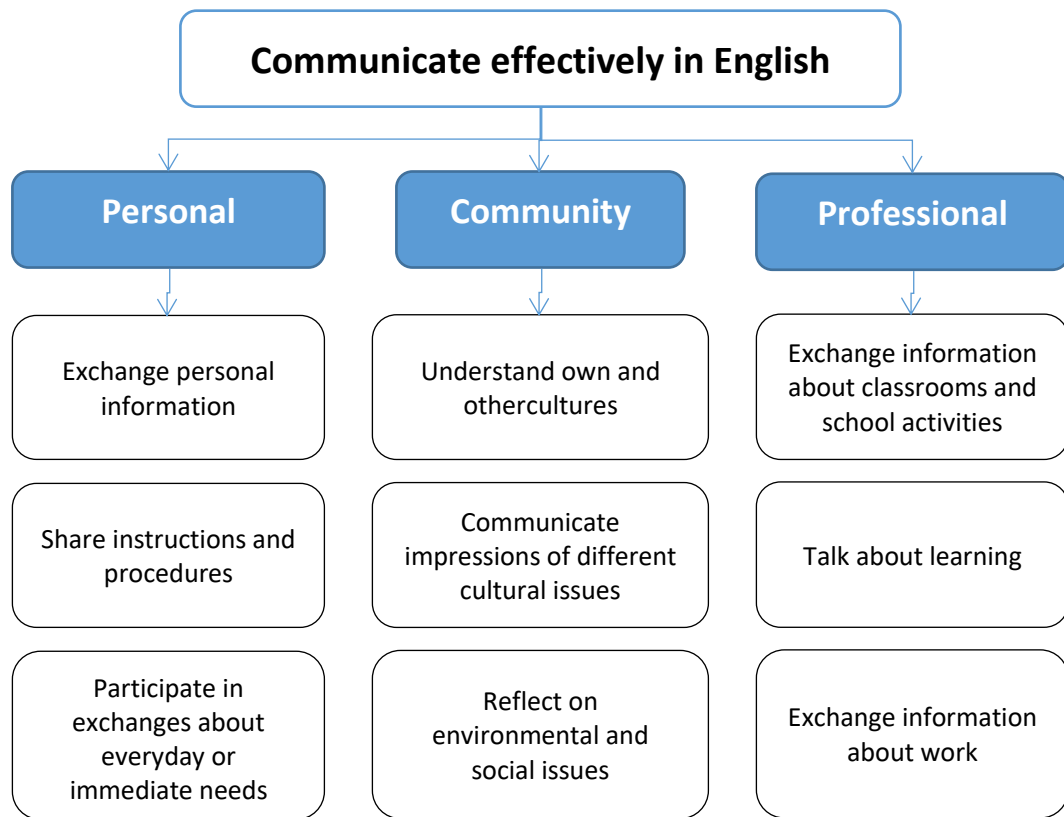
Learning environment	Social practice of language
1. Personal	1.1 Exchange personal information
	1.2 Share instructions and procedures
	1.3 Participate in exchanges about everyday or immediate needs
2. Community	2.1 Recognize information about cultural diversity
	2.2 Assess impressions on artistic expressions 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 3 Learning objective	Learning Unit
1. Personal	1.1 Exchange personal information	Describe people's looks and physical appearance (A2.2.1)	Learning Unit 1
	1.2 Share instructions and procedures	Give instructions to prepare dishes (A2.2.2)	
	1.3 Participate in exchanges about everyday or immediate needs	Order food and give opinions on dishes (A2.2.3)	
2. Community	2.1 Recognize information about cultural diversity	Describe and compare countries (A2.2.4)	Learning Unit 2
	2.2 Assess impressions on artistic expressions from different cultures	Describe art and your reactions to it (A2.2.5)	
	2.3 Reflect on environmental and social issues	Discuss different types of transport and their impact on the environment (A2.2.6)	

3. Professional	3.1 Share information classrooms and school activities	Give instructions on completing class activities (A2.2.7)	Learning Unit 3
	3.2 Talk about learning	Write activities for a daily work plan (A2.2.8)	
	3.3 Exchange information about work	Exchange information on different job roles in a school (A2.2.9)	



Teaching and learning guidelines / Orientaciones para el aprendizaje y la enseñanza

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 practise 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 introducing 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 practise 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)

ASSESSMENT ELEMENTS / ELEMENTOS PARA LA EVALUACIÓN

Learning evidences / Evidencias de aprendizaje

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.

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 involve 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%

Suggested references / Referencias recomendadas

Council of Europe (2017). *Common European framework of reference for languages: learning, teaching, assessment. Companion volume with new descriptors.* Strasbourg: Council of Europe.

Dörnyei, Z., & Murphey, T. (2003). *Group dynamics in the language classroom.* Cambridge: Cambridge University Press.

Ellis, R. (2000). *Task-based research and language pedagogy.* *Language Teaching Research*, 43(3), 193–220.

Ellis, N. (2015). *Implicit and explicit language learning: Their dynamic interface and complexity.* In Rebuschat, P. (Ed.). *Implicit and explicit learning of languages* (pp. 3–23). Amsterdam: John Benjamins.

- Grundy, P. (1994) *Beginners*** Oxford: Oxford University Press
- Hattie, J. (2012). *Visible learning for teachers*. New York & London: Routledge
- Harmer, J (2005) *How to Teach English*** Harlow: Pearson
- Harmer, J. (2007) *The Practice of English Language Teaching*** Harlow: Pearson
- Hyland, K. (2011).** Specific purpose programs. In: M. H. Long & C. J. Doughty (eds.). *The handbook of language teaching* (pp. 201-217). Oxford: Wiley-Blackwell.
- Lamb, M. (2017).** *The motivational dimension of language teaching*. *Language Teaching*, 50(3), 301–346.
- Littlewood, W. (1981).** *Communicative Language teaching*. Cambridge: Cambridge University Press.
- Murphy, R. (2012) *English Grammar in Use*** Cambridge: Cambridge University Press
- Murray, G., Gao, X., & Lamb, T. (eds.) (2011).** *Identity, motivation and autonomy in language learning*. Bristol, UK: Multilingual Matters.
- Ormrod, J.E. 2008** *Educational Psychology: Developing Learners* Boston: Pearson/Allyn & Bacon
- Parrott, M. (2000) *Grammar for English Language Teachers*** Cambridge: Cambridge University Press
- Swan, M. (2009) *Practical English usage***, Oxford: Oxford University Press.
- Thornbury, S. (2016).** *Communicative language teaching in theory and practice*. In Hall, G. (ed.) *The Routledge Handbook of English Language Teaching*. Abingdon, Oxon.: Routledge, pp. 224–237.
- UNESCO (2007).** *UNESCO Guidelines on Intercultural Education*. París: UNESCO
- Ushioda, E. (2011).** *Motivating learners to speak as themselves*. In G. Murray, X. Gao & M. Lamb (eds.), *Identity, motivation and autonomy, in language learning* (pp. 14–33). Bristol: Multilingual Matters.

Additional online references and resources

Learning English. <http://www.bbc.co.uk/learningenglish>

Teaching adults. <https://www.teachingenglish.org.uk/teaching-adults>

Adult learners.

https://elt.oup.com/learning_resources/courses/adultlearners/

Learning English. <http://www.cambridgeenglish.org/learning-english/>

Teacher's corner. <https://americanenglish.state.gov/teachers-corner>

Classroom resources (June 24th, 2018). Available on Pearson English

Language Teaching. <https://www.pearsonelt.com/professional-development/resources.html>

Teaching adults (June 24th, 2018). Available on Oxford English Language

Teaching. <https://elt.oup.com/teachersclub/courses/teachingadults/>

For Teachers (June 24th, 2018). Available on BBC Learning English

<http://www.bbc.co.uk/worldservice/learningenglish/teach/>

One Stop English (June 24th, 2018). <http://www.onestopenglish.com>

The Digital Teacher (June 24th, 2018). <https://thedigitalteacher.com>

Sites with useful activities

- <http://visuwords.com/>
- www.eslvideo.com
- <http://lyricstraining.com/>
- www.busuu.com
- <http://intermediatelow.blogspot.com/>
- www.englishclub.com
- www.topics-mag.com
- www.readableblog.com
- dictionary.cambridge.org
- www.bbc.co.uk/learningenglish
- www.tefl.net
- www.elllo.org

UNIDADES DE APRENDIZAJE

Learning Unit 1:

People, food and dishes (Level A2.2/Personal)

Main competences for Learning Unit 1

- Describe people's looks and physical appearance
- Give instructions to prepare dishes
- Order food and give opinions on dishes

Learning Unit Objective: Describe people's looks and physical appearance (A2.2.1)

Development of the Learning Unit Contents Learning activities/examples

- Describe looks and physical appearance State characteristics relating to age and looks (e.g., *pretty, young, short, tall, elderly, good-looking, curly brown hair, straight blonde hair, etc.*)
- Ask and answer questions about age, height, hair, and looks (e.g., *How old is he? / How tall is she? / Does he wear glasses? / What does she look like? She looks gorgeous! She's tall and she has brown hair, etc.*)
- Ask and answer questions about appearance (e.g., *What does your husband look like? He's tall with gray hair. / What does your teacher look like? She's short and she wears glasse, etc.*)
- Contrast appearance (e.g., *Are your children short? No, they're very tall / When I first met him, he had brown hair, but now it's all gray! etc.*)
- Contrast past and current appearance (e.g., *My grandfather had brown hair but now it's gray! / When I was six, I wore blue glasses, but now I wear black glasses, etc.*)

PRONUNCIATION FOCUS: Understand the importance contrastive stress in responses.

GRAMMAR FOCUS: Ask for information about people using wh- questions

- Identify people by looks and location | Identify someone in a group by appearance (e.g., *she's the one in jeans / he's the one wearing glasses / he's the boy in shorts / she's the one with long hair / etc.*)
- Give details about the location of people (e.g., *My new friend's Fabiola.*)

She's the woman on the sofa / next to the door / She's the one sitting across from Diego / She's the young woman standing near the window, etc.)

- Ask and answer questions to identify people (e.g., *who's your husband? He's the one with the red hair / he's the man wearing glasses / which one is your friend? She's the tall one talking to Liz, etc.)*)
- Compare ways to describe (e.g., *Bernardo's the guy talking to Lorena. Lorena's the woman wearing a dress / Look at Marisol. She's drinking water on the corner / Lupe and José are the middle-aged couple standing near the door, etc.)*)

GRAMMAR FOCUS: Identify someone in a group using modifiers with participles and prepositions

- Exchange information about people's appearance. Describe people in a photo (e.g., *my sisters are tall. They have brown hair, but Elena's is curly and Sofia's straight. They're in their twenties. They're pretty and very funny. In the photo, Elena's the one wearing jeans and a scarf. Sofia is standing next to me, etc.)*)
- Ask and answer questions to clarify doubts (e.g., *Is that your mom? Yes, it is. Wow, she looks so young! / And who are these people? They're my neighbors. / Is this your uncle and aunt? The ones near the door? Yes, that's right. / Is the one in jeans your friend? No, I don't know her / Which one's your new friend? My new friend's that one. Her name's Sandra / Which one is Karla? She's the woman standing next to the table, in jeans / Who are the Vargas? They are my new neighbors?, etc.)*)
- Ask and answer questions to express interest e.g., *Is this one your brother? Yes, it is / How old is he? He's 25 / What color is his hair? It was blonde when he was a boy, but now it's light brown / Is he medium height or tall? He's very tall; he's 1.98m, etc.)*
- State lack of knowledge (e.g., *Have you met the new teacher? Yes, I talked to him on the phone. / What does he look like? I don't know. I've never seen him, etc.)*)

Evidence of learning

Evidence

- Cards with physical characteristics

- List of questions

Description **Performance Criteria**

- Uses expressions to identify someone
- Recognizes contrastive stress
- Describes physical appearance

- **Learning Unit Objective:** Give instructions to prepare dishes (A2.2.2)

Development of the Learning Unit Contents Learning activities/examples

- Talk about contents of dishes Talk about dishes you like or dislike (e.g., *I don't like this falafel very much. I agree. It has a lot of salt in it / This guacamole is delicious! What's in it? Some avocado, some lemon, and some salt. That's all. Does it have any onions in it? Oh yes, of course! It has 2 onions in it, etc.*)
- Ask and answer questions about contents of dishes that you know (e.g., *English Christmas cake is amazing! They make it months before Christmas and they put lots of rum in it! etc.*) **GRAMMAR FOCUS:** Use count and non-count nouns, *some*, and *any*, to describe ingredients.
 - Exchange information about recipes State actions (e.g., *cut, peel, chop, mix, boil, stir, cook, etc.*)
 - List ingredients, amounts and quantities (e.g., *2 ½ cups of flour / 2 cups of sugar / 500gr of chocolate / 1 cup of milk / 2 eggs / some salt / some milk, etc.*)
 - Discuss how to prepare dishes (e.g., *I know how to make Caesar salad. It's very easy to make. Etc.*)
 - Ask and answer questions on how to prepare dishes (e.g., *How many apples do you put in it? How much flour do you add? About 2 cups, etc.*)
 - Ask and answer questions about details (e.g., *How should I cut the bread? In small cubes / What goes first? The butter / What type of meat do you want, turkey or salami? Salami, three slices, please, etc.*)
- Give instructions to prepare dishes Write steps (e.g., *First, turn on the oven. Set it to 350F. Then, mix all the dry ingredients. Add the liquids. Finally, pour it in a pan. Bake for 45min., etc.*)

- Give oral instructions to prepare dishes (e.g., Chocolate cake. Ingredients: *2 ½ cups of flour, 2 cups of sugar, 500gr of chocolate, 1 cup of milk, 2 eggs. Steps: First, preheat the oven to 350F. Then, mix all the dry ingredients. Add the liquids. Finally, pour the batter in a pan. Bake for 45min., etc.)*)

PRONUNCIATION FOCUS: Notice pronunciation of consonants at the beginning of words.

Evidence of learning

Evidence

- Cards with dishes
- List of ingredients

Recipe **Performance Criteria**

- States amounts
- Uses count and non-count nouns
- Gives and follows instructions

Learning Unit Objective: Order food and give opinions on dishes (A2.2.3)

Development of the Learning Unit Contents Learning activities/examples

- Exchange and compare opinions about food State ways to give an opinions about food (e.g., *I like, I love, I don't like, I can't stand, I don't enjoy, I can't eat, I'm not crazy about, I think it's delicious, etc.)*)
- Give opinions on dishes and types of food (e.g., *What do you think of Thai food? I love it / I don't enjoy it,!* etc.)
- Agree and disagree (e.g., *so do I, so am I, neither do I, neither am I, etc)*)
- Compare opinions (e.g., *I love fast food. Really? I can't stand it. / I like rich chocolate cake! Me too. It's my favorite! / I don't like rich chocolate cake. Oh, neither do I.*)

PRONUNCIATION FOCUS: Notice pronunciation of common sounds in English.

- **GRAMMAR FOCUS:** Agree and disagree using *too/ neither*
 - Ask and answer questions about options on the menu Ask for and give suggestions (e.g., *Which pizza are you having? I think I'll have the mushroom pizza / I think I'd prefer something more American / What are*

the specials? Spaghetti, but the quiche is great. You could have that instead etc.)

- Ask and answer questions to clarify doubts about the menu (e.g., *What kind of pie do you have? / Is there any cheese in it? / Do you have anything with chocolate? / Would you prefer pie or cake? I'm not sure, etc.)*)
- Compare dishes (e.g. *What's the difference between these two burgers? They both sound delicious. Well, the Hawaiian burger has pineapple and the Supreme has meat.*)

GRAMMAR FOCUS: Offer suggestions and discuss alternatives with modal verbs *would, could, can*.

- Order food and take orders Listen to and state expressions of courtesy used in a restaurant (e.g., *I don't need a straw, thanks / Excuse me. We'd like to order / Is your steak OK? Yes, it's very good, thank you,)*
- Make requests (e.g., *Can I have more cheese, please? / Could you bring us some water? / Excuse me, where's the bathroom? etc.)*)
- Order food (e.g., *I'll have a lemonade, please / I'd like a soda / I'll have an ice cream and some coffee, please.)*
- Take orders (e.g., *Good afternoon. Are you ready to order? / What would you like? Would you like some coffee? Would you like pie or some cake? / Would you like something to drink? / Some tea? etc.)*)
- Accept or turn down recommendations (e.g., *Would you like some cheese on your potatoes? Oh no, thank you / Do you want some vanilla ice cream on the apple pie? Yes, that sound delicious!, etc.)*)

Order food.

Evidence of learning

Evidence

- List of opinions
- Cards with suggestions

Dialogue **Performance Criteria**

- Compares characteristics
- Makes requests
- Accepts or turns down recommendations

Basic bibliography Richards, J. C with J. Hull & S. Proctor (2017). *Interchange 1. 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.

Oxford Essential Dictionary (2012). Oxford : Oxford University Press.

Complementary bibliography Cunningham, S., Moor, P., & Crace, A. (2013) *Cutting edge. Elementary. Student's book*. Harlow: Pearson.

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

Support resources 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, art and transport (Level A2.2/Community)

- **Main competences for Learning Unit 2** Describe and compare countries
- Exchange personal experiences of art and your reactions to it
- Share information about transport and its impact on the environment

- **Learning Unit Objective:** Describe and compare countries (A2.2.4)

Development of the Learning Unit Contents Learning activities/examples

- Share information about other countries State geographical features (e.g., beach, mountain, island, hill, volcano, waterfall, etc.)
- Give general information about features and landmarks. (e.g., *The Sahara desert is famous / The Tower of Pisa is a well-known landmark in Italy / The Grand Canyon is in Arizona, USA. The Colorado River runs below it. More than 5 million tourists visit it every year, etc.*)
- Ask and answer questions about geographical features in a country (e.g., *Are there many mountains in Mexico? How many volcanoes are there in Ecuador? Etc.*)
- Ask and answer questions about other countries (e.g., *What's the capital of Turkey? Ankara is the capital of Turkey / What languages do they speak in Paraguay? There are two official languages: Spanish and Guarani / How cold is it here in winter? / How hot it is in the summer? / How tall is this mountain? / How big is Russia? Russia has an area of 17 098 242 km² /*

GRAMMAR FOCUS: Ask questions about countries and features with *how* + adjective

- Exchange information to compare two countries etc.)
- Assess cultural aspects (e.g., *Spain is famous for paella and flamenco / Tango is the best known music in Argentina / Umberto Eco and Italo Calvino are the best Italian writers, etc.*)
- Make comparisons between two countries or landmarks (e.g., *Brazil is bigger than Mexico / Sweden is a colder country than Portugal / The Parthenon in Greece is as famous as the pyramids in Egypt, etc.*)

- Ask and answer questions of choice (e.g., *Which country is smaller, Monaco or Vatican City? Which ocean is bigger, the Atlantic or the Pacific? Which country has better music, Argentina or Brazil? Etc.*)

PRONUNCIATION FOCUS: Understand intonation in questions of choice.

GRAMMAR FOCUS: Compare two countries or features using the comparative

- Describe and compare countries Make comparisons (e.g., *the biggest ocean in the world is the Atlantic / The River Nile is the longest river in the world, etc.*)
- Offer information about cultural aspects (e.g., *Vodka is the most famous drink in Russia / The most popular Japanese food in the world is sushi / Lao-Tse was maybe the most famous Chinese writer, etc.*)
- Give opinions about cultural aspects (e.g., *I think Colombian people are the friendliest in the world / In my opinion, Mexico has the most beautiful beaches in the world / Pele was the best football player in the world, I think Macchu Pichu was the most interesting place we saw in Peru, etc.*)
- Describe countries in detail (e.g., *Uruguay is not the most famous country in South America, but I think it's very special. The official name of Uruguay is Oriental Republic of Uruguay. The capital is Montevideo. Uruguay is bigger than Paraguay, but smaller than Argentina. Spanish is the official language. It has about 3.5 million people. . Uruguay is very well known for its football players. Two of the most famous Uruguayans are the writer Mario Benedetti and President José Mujica, etc.*)

GRAMMAR FOCUS: Compare three or more things using the superlative.

Evidence of learning

Evidence

- Notes with information about countries
- Comparative chart

Trivia cards **Performance Criteria**

- Identifies and understands important information about countries
- Compares two or more aspects of a country Assesses cultural aspects briefly

Learning Unit Objective: Exchange personal experiences of art and your reactions to it (A2.2.5)

Development of the Learning Unit Contents Learning activities/examples

- Share information about artState examples of artists (e.g., writer, author, composer, singer, painter, dancer, etc.)
- Give information about artists and works of art (e.g., *Shakespeare is one of England's most famous writers, one of his most popular plays is Romeo and Juliet / García Lorca is Spain's most important poet. He also wrote plays. One of his best-known works is The House of Bernarda Alba, etc.*)
- Ask and answer questions about specific pieces of art (e.g., *Who painted La Guernica? Pablo Picasso painted it. When did he paint it? In 1937 / What's La Guernica about? It's a political statement against war / It's an amazing painting, etc.*)
 - Share personal reactions to art List reactions (e.g., scared, bored, interested, excited, etc.) and opinions (e.g., scary, boring, interesting, exciting, amazing, emotional, beautiful, sad, incredible, intense, funny, etc.)
 - Share reactions to art (e.g., *Bicycle Thieves is a movie. It's both beautiful and sad. When I watched it, I cried, but it's funny sometimes, too. / Pedro Páramo is an intense novel, with a scary ending / Gabriel Garcia Marquez was one of the most famous writers in Latin America. I read his books when I was a teenager and I loved them etc.*)
 - Ask and answer questions about likes, dislikes and opinions (e.g., *What do you think about superhero movies? I don't like blockbusters, like Superman, because they spend so much money. But I loved Unbreakable / Do you prefer Chopin or Tchaikovsky's music? I think they're both amazing. You always hear Tchaikovsky at Christmas! Etc.*)
 - Ask for and give reasons (e.g., *Why do you like The Nutcracker ballet? I think the music is great / Why don't you enjoy Marquez's books? Because I think they're a bit long and boring*)

PRONUNCIATION FOCUS: Notice unpronounced vowels (schwa).

- Exchange personal experiences of art and your reactions to it Ask and answer questions about experiences: (e.g., *Have you ever seen The Nutcracker? No, I haven't. What's it like? It's a really beautiful ballet. /*

Have you ever watched tango? Yes, I have. I saw it last year in Argentina. It was really elegant! I wanted to learn it after I watched it. / Have you ever read a book by Isabel Allende? Yes, I have. I read them in school. Which books have you read? I've read a few, but House of the Spirits was my favorite. It was amazing! Etc.)

- Describe experiences and art in detail (e.g., *I've seen The Nutcracker a few times. It's a famous ballet. The Russian composer Tchaikovsky wrote the music for it in 1892, a few years after he finished Swan Lake. The story is from a book by a German author called E.T.A. Hoffmann. I haven't read that. The Nutcracker is the story of a little girl's dream, etc.*)
- Describe art and your reactions to it. *I like The Nutcracker a lot because the music is beautiful and the dances are incredible. It also makes me think me of my childhood, etc.)*

- **GRAMMAR FOCUS:** Use present perfect tense to discuss experiences.

Evidence of learning

Evidence

- List of works and artists
- Timeline

Description **Performance Criteria**

- Gives basic information about art
- Describes experiences, reactions and opinions
- Understands and states some details

Learning Unit Objective: Share information about transport and its impact on the environment (A2.2.6)

Development of the Learning Unit Contents Learning activities/examples

- Share information about transport and its impact on the environment
List means of transportation (e.g., *car, train, airplane, bus, boat, subway, motorcycle, bicycle*, etc.) and words and expressions related to the environment (e.g., *to hire a bike, to pollute, traffic, electric car, to share a car ride, to make a law, eco-friendly, municipality, government, to etc.*)
- Write statements about the kind of transport people use where you live and how they affect the environment (e.g., *There are many buses in my city. They make the air dirty. / There are lots of trains. They carry more people than cars, so they're better for the environment; There's a lot of traffic in my city. It pollutes the air. / You can hire bikes near my house. They're cheaper and more eco-friendly than cars; More people buy electric cars now. They've become more common. They're less expensive, too. , etc.*)
- Ask and answer questions to identify the biggest problems (e.g., *Which is the main kind of transport in your community? Cars / Do they pollute? Yes, they do. They pollute a lot, etc.*)
 - Discuss solutions to transport problems Ask and answer questions to suggest possible solutions (e.g., *How could we change this situation? I think we could walk more. It's healthier! / We can use bicycles more. / We could use public transport instead of cars. / The municipality could introduce "pico y placa", like they have in Colombia and Ecuador. / They could make people pay to enter the city center by car. That works in London.*
- Ask and answer questions about obligations of the public, the municipality, and the government. (e.g., *What should the government do? I think they should sell cheap electric cars / What should municipalities do? The municipality ought to buy clean new buses! They should make the subway and buses cheaper. Or free! / What has the municipality done to fix the problems? They've bought more buses and they've made safe roads for cyclists. . / What else could we do? I think we ought to share car rides. Etc.*)

GRAMMAR FOCUS: Use modals to indicate advice (*should, ought to*) and possibility (*could, can*)

- Discuss the consequences of new laws and plans Express agreement or disagreement about possible laws (e.g., *Do you think we should have a law about sharing car rides? No, I don't. I think we should try to share, but we can't do it all the time, because we don't always travel in the same direction, etc.*)
- Ask and answer questions about new plans for your neighborhood (e.g., *There's going to be a new shopping center in this neighborhood. What do you think? I think it's a really bad idea. If they build a new shopping center, more cars will come! / They're going to build a new subway station near here. What's your opinion? I think it's good. If more people travel under the ground, there's won't be so much traffic on the roads.*)
- Discuss more laws or projects and their possible impact on environment (e.g., *If we have more green spaces, the air in our city will be cleaner. etc.*)

GRAMMAR FOCUS: Use first conditional to express possible consequences. .

Evidence of learning

Evidence

- Statements about the community
- Comparative chart

Description using photos

Performance Criteria

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

Basic bibliography Richards, J. C with J. Hull & S. Proctor (2017). *Interchange 1. 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.

Oxford Essential Dictionary (2012). Oxford : Oxford University Press.

Complementary bibliography Cunningham, S., Moor, P., & Crace, A. (2013) *Cutting edge. Elementary. Student's book*. Harlow: Pearson.

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

Support resources Changes

<https://www.teachingenglish.org.uk/article/changes>

Modals

https://elt.oup.com/student/livinggrammar/ele/b_practice/e_modals/1_1?cc=mx&sellLanguage=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:

Class activities, work plans and job roles (Level A2.2/Professional)

- **Main competences for Learning Unit 1** Give instructions on completing class activities
- Write activities for a daily work plan
- Exchange information on different job roles in a school
- **Learning Unit Objective:** Give instructions on completing class activities (A2.2.7)

Development of the Learning Unit Contents Learning activities/examples

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

GRAMMAR FOCUS: Use *have to* to state obligation.

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

History homework due? It's due on Thursday at 1:00 pm / What are you doing after Theatre? We are going to prepare for the Science presentation on Wednesday, etc.)

GRAMMAR FOCUS: Use simple future.

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

Evidence of learning Evidence

- List of subjects
- Questions and answers

School schedule **Performance Criteria**

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

- **Learning Unit Objective:** Write activities for a daily work plan (A2.2.8)

Development of the Learning Unit activities/examples	Contents	Learning
---	-----------------	-----------------

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> - Exchange opinions about class activities - Give opinions about class activities and give reasons - Discuss personal habits | <ul style="list-style-type: none"> - State examples of class activities - Give reasons - Discuss personal habits | <ul style="list-style-type: none"> - State examples of class activities - Give reasons - Discuss personal habits |
| <ul style="list-style-type: none"> - Give instructions for class activities - Follow instructions - Write instructions - Give instructions on completing class activities - Ask and answer questions about class activities - Ask and answer questions to clarify doubts | <ul style="list-style-type: none"> - State useful instructions with phrasal verbs - Follow instructions - Write instructions - Give instructions on completing class activities - Ask and answer questions about class activities - Ask and answer questions to clarify doubts | <ul style="list-style-type: none"> - State useful instructions with phrasal verbs - Follow instructions - Write instructions - Give instructions on completing class activities - Ask and answer questions about class activities - Ask and answer questions to clarify doubts |

about this step, etc.)

GRAMMAR FOCUS: Place nouns and pronouns with two-part verbs.

- Explain the purpose of instructions Listen to expressions used for giving advice (e.g., *Be sure to, make sure, It's important to, Remember to, Don't forget to, etc.*)
- Discuss useful advice (e.g., *It's good to change roles to practice with other people / To get practice with other people, it's good to change roles. / Before you start reading, ask some questions / Remember to have fun / Don't forget to take notes / use your notebook to write notes – for writing notes etc.*)
- Write instructions for activities (e.g. *First read all the text / Then read only the part that you have doubts about / Choose the topic of the presentation / Take notes of the main points / Use your notebook to write notes – for writing notes / Check it several times to be sure there are no mistakes etc.*)
- Ask and answer questions about class activities (e.g., *How do you use the dictionary? First I find the word and then I read the definition / What does she need to do to prepare an oral presentation? She must choose a topic. She should choose the most important information and write a plan for the presentation, etc.*)
- Ask and answer questions to clarify doubts (e.g. *When writing an essay, should we hand it in after the first draft? No, we need to check it several times first, to make sure there are no mistakes. What should we check? Well, spelling and grammar, but it's also important to mention everything you want to say. Most people forget about this step, etc.*)

- **GRAMMAR FOCUS:** Use infinitives and gerunds to express purpose.

Evidence of learning Evidence

- List of class activities
- Instructions

Performance of class activities **Performance Criteria**

- Uses infinitives in instructions
- Writes instructions

- Describes everyday class activities

Learning Unit Objective: Exchange information on different job roles in a school (A2.2.9)

Development of the Learning Unit Contents Learning activities/examples

- Ask and answer questions about job roles in a school Give information about job roles in a school (e.g., *The principal organizes school schedules / Teachers teach students / The librarian classifies books, etc.*)
- Ask and answer questions about different job roles in a school (e.g., *What job roles does a school require? The ones I know are principal, teacher and librarian / Do you have a doctor at school? No, but we do have a nurse / Can there be two principals at a school? I do not think so, but if there is a morning and afternoon shift they may have two, etc.*)
- Describe different job roles in a school Talk about skills and abilities (e.g., *Teachers should be able to teach different skills / A librarian can recommend books to students of different ages / A librarian is able to organize books in different ways / A principal is able to organize teacher and student activities, etc.*)
- Explain abilities required for jobs (e.g. *I'd make a good principal because I'm very organized and have good people skills / She wouldn't want to be a principal because she doesn't enjoy administrative work. I think she would be better in the classroom / He could be a librarian because he loves reading and can work with teachers to find appropriate resources, etc.*)

GRAMMAR FOCUS: Use gerunds to explain abilities and skills.

- Exchange information on different job roles in a school State opinions about skills and abilities for job roles (e.g., *I believe a skilled principal should be able to speak in public and solve problems / A good librarian is able to recommend books depending on the student, because I think they should know their interests / An excellent teacher is interested in his students, etc.*)
- Compare different job roles in a school (e.g., *While teachers work in a more creative environment, principals mostly do administrative work / A principal must update teacher personal files, while teachers check student*

progress, etc.)

- Exchange information on different job roles in a school (e.g., *How are these two jobs different? Teachers work mainly with students, and principals with adults, such as teachers, supervisors and parents. Yes, but teachers must talk to parents often, and they also work with their colleagues to plan school activities. They have to be very creative. OK, but I think the principal has a bigger responsibility and many more activities during the day. They have to be very organized. I don't agree, teachers have to make sure that students are developing properly in all areas, not just learning, etc.*)

PRONUNCIATION FOCUS: Notice pronunciation of t and d.

Evidence of learning

Evidence

- List of job roles
- Cards with abilities and skills

Fact sheet **Performance Criteria**

- Writes information about job roles briefly
- Describes abilities
- Uses gerunds to explain skills

Basic bibliography Richards, J. C with J. Hull & S. Proctor (2017). *Interchange 1. 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.

Oxford Essential Dictionary (2012). Oxford: Oxford University Press.

Complementary bibliography Cunningham, S., Moor, P., & Crace, A. (2013) *Cutting edge. Elementary. Student's book*. Harlow: Pearson.

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

Support resources 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 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. *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.

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.