Plan de Estudios 2018

Programa del curso

English V: Opening new global perspectives

SEP

SECRETARÍA DE
EDUCACIÓN PÚBLICA

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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.

15. 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. **16. 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

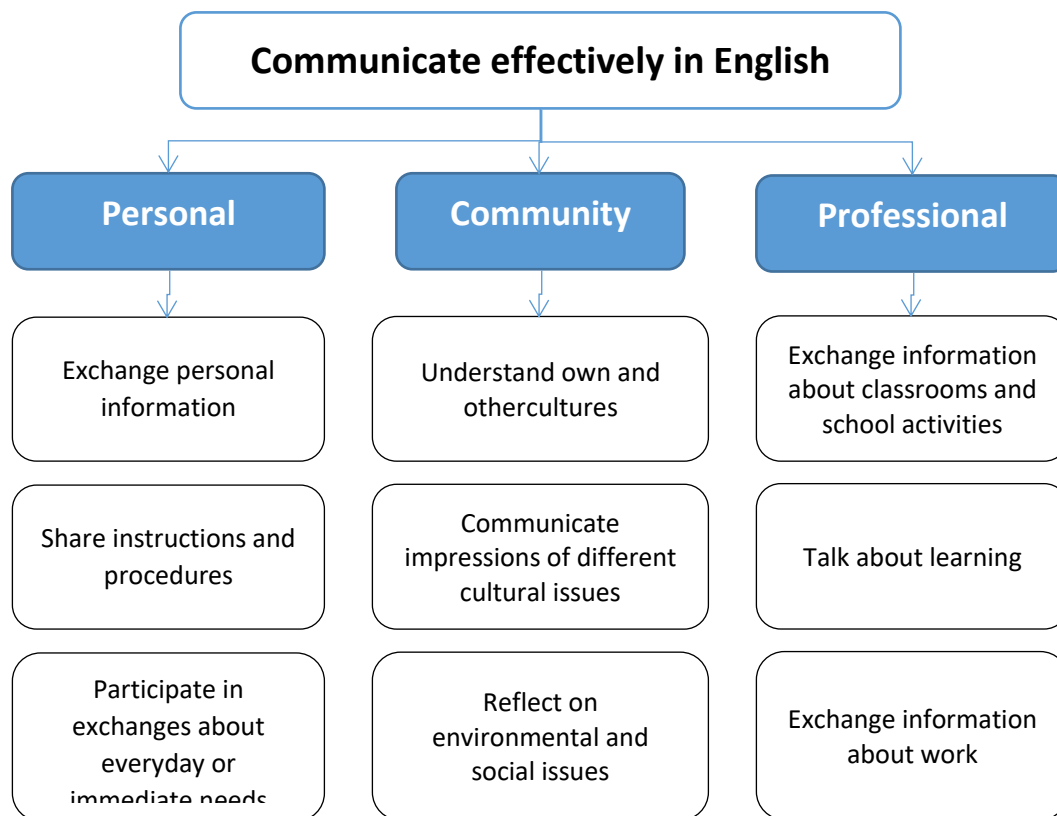Time allocation per year and semester

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 5:

Learning environment	Social practice of language	Semester 5 Learning objective	Learning Unit
1. Personal	1.1 Exchange personal information	Narrate events that happened to you (B1.1.1)	Learning Unit 1
	1.2 Share instructions and procedures	Explain procedures for using technological devices (B1.1.2)	
	1.3 Participate in exchanges about everyday or immediate needs	Give advice and suggestions, and make requests (B1.1.3)	
2. Community	2.1 Recognize information about cultural diversity	Exchange information about different ways of communicating, in different cultures (B1.1.4)	Learning Unit 2
	2.2 Assess impressions on artistic expressions from different cultures	Describe the plots of movies or books, and discuss responses to them (B1.1.5)	
	2.3 Reflect on environmental and social issues	Contrast opinions about an environmental issue, in media (B1.1.6)	
3. Professional	3.1 Share information classrooms and school activities	Plan a school event (B1.1.7)	Learning Unit 3
	3.2 Talk about learning	Discuss good learning methods and techniques (B1.1.8)	
	3.3 Exchange information about work	Prepare for a job interview (B1.1.9)	

Communicate effectively in English

Personal	Community	Professional
Exchange personal information	Understand own and othercultures	Exchange information about classrooms and school activities
Share instructions and procedures	Communicate impressions of different cultural issues	Talk about learning
Participate in exchanges about everyday or immediate needs	Reflect on environmental and social issues	Exchange information about work

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

9. 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 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.

10. 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 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

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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:
Events, devices and advice (Level B1.1/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: Narrate events that happened to you (B1.1.1)

Development of the Learning Unit   Contents   Learning activities/examples

- Talk about events that happened to you   Discuss unexpected situations in the past (*e.g. I was watching a really good movie, but I fell asleep before it finished / He was wearing a tie, but he spilled coffee on it / Last night I was studying for the exam when the lights went out / While we were shopping, I lost my cellphone / While we were cooking dinner, we realized we didn't have all the ingredients / etc.)*

- Report what others said (*e.g., We were walking down the street when suddenly a policeman told us to stop / They were walking down the street when a policeman suddenly told them to stop / Once I lost my cell phone on the beach. Strangely, while I was looking for it, I found another cellphone that was the same kind and the same color! Unfortunately, it wasn't mine. Luckily, I handed it in to the police station and they had mine!*

GRAMMAR FOCUS: Contrast actions in progress in the past and actions that interrupt them using past simple and past continuous tense statements.

VOCABULARY FOCUS: Emphasize events in a story with adverbs: *suddenly, unfortunately, strangely, luckily.*

- Exchange information about events that happened to you   Ask and answer questions about events that happened to you (*e.g., Where did you meet your husband? I met him while I was studying in Australia / Weren't you living in Sydney? Yes, I was. / No, I wasn't. I was living in Melbourne. / How did you meet? I was walking in the park when, suddenly, I fell over! Etc.)*

- Express interest and offer personalized responses to stories (*e.g., Really? That's interesting / Oh no! That's really bad luck! I've done that before! Weren't you living in Sydney? Etc.*)
- Write statements about details (*e.g., I was running late when, luckily, my boss told me the meeting was cancelled / Last night she was studying for the exam when, suddenly, the lights went off / While he was traveling in Europe he, unfortunately, lost his passport, etc.*)
- Link statements (*e.g., While I was running I hurt my ankle / I was standing there when the earthquake happened / I was talking to my friend, but my phone died / It was a perfect day and I was having fun etc.*)
- **GRAMMAR FOCUS:** Maintain fluency in a conversation by asking follow-up questions with past continuous yes/no questions and short answers.

VOCABULARY FOCUS: Use linking words *when, while, and, but* to maintain continuity.
- Narrate events in detail   Narrate a recent event (*e.g., While I was riding the bus, someone sat next to me. I turned around to see who it was. It was my neighbor, etc.*)
- Include details about events to build up tension and interest (*e.g., Last week, I was on the bus. I was traveling through a new part of town and enjoying looking out the window. Suddenly, I noticed someone sat next to me. So I turned around to see who it was. Coincidentally, it was my neighbor! Etc.*)
- Ask and answer question about additional information (*e.g., Were you close to home? No, we weren't. We were actually very far from home! / Were you surprised? Yes, we both started laughing, etc.*)

PRONUNCIATION FOCUS: Notice pronunciation of *was* in past continuous statements and questions.

Evidence of learning
Evidence
- List of unexpected events
- Dialogue

Narration   **Performance Criteria**
- Contrasts actions in progress in the past and actions that interrupt them
- Gives important details

– Narrates events

– **Learning Unit Objective:** Explain procedures for using technological devices (B1.1.2)

Development of the Learning Unit   Contents   Learning activities/examples

–   Share information about common procedures for technological devices   State actions (*e.g., insert, charge, click, connect, disconnect, copy, paste, set, delete, drag, press, back up, turn on/off, run out, take out, put in*, etc.)

– State basic computer parts and technological language (*e.g., keyboard, battery, Wi-Fi, icon, menu, password, smartphone, flash memory, router, etc.*)

– Share procedures for fixing common problems (*e.g., if the battery doesn't work on your PC, take it out. Wait ten minutes. Then put it in again / When the WiFi doesn't work, turn it off. Wait five minutes. Then turn it on again, etc.*

– Discuss past technological problems and the solutions (*e.g., Once I dropped my cellphone in water. Oh no, did it work again after that? Yes, it did. I turned it off, took out the chip, and put it in a bag of rice for two days. Luckily, when it was dry, it was fine again. / Recently I had a problem. Every time I turned on my computer, nothing happened! Oh no, what did you do? I rang a friend and she gave me some advice. I took out the battery and turned on the PC without the battery. It worked! Etc.*)

– Express interest (*e.g., Oh, I've done that too! / Really? How did you do that? / Oh no, what did you do? Etc.*)

VOCABULARY FOCUS: Useful technological language and action verbs related to technology

GRAMMAR FOCUS: Give commands using phrasal verbs

–   Express recommendations and regrets about past technological problems   Ask and answer questions about past technological problems with unsuccessful outcomes (*e.g., last month I had a problem. I didn't know how to change from "PC only" to "Duplicate", etc*)

– Describe past technological problems and give advice (*e.g., Last month I had a problem. I didn't know how to change from "PC only" to "Duplicate". I*

tried lots of things but it didn't work. / You should have pressed "command" plus the third key on the keyboard. That always works! / No, It didn't. I tried it but it didn't work. / Did you choose "Duplicate"? / Yes, I did. But that didn't help. / You should have called a tech company and asked someone to check the router / Yes. I should have done that, because I looked for solutions on the Internet and that made the problem worse! / You shouldn't have done that! Etc.)

- Share past technological errors (e.g., *I shouldn't have dropped my phone in the bath. That was stupid! Etc.*)

GRAMMAR FOCUS: Use modals *should have* to express recommendations about past problems**.**

 PRONUNCIATION FOCUS: Notice pronunciation of modals in statements about past.

- Explain procedures for using technological devices in spoken and written form   Give a written explanation of a procedure for fixing a technological problem. (*e.g., How to set up a wireless connection on a smartphone. 1. From your home screen, click Settings. 2. Click on the Wireless and Networks section. Click Wi-Fi settings. 3. Click on Wi-Fi: Turn on Wi-Fi. 4. Locate your wireless network name. 5. If the router needs a password, type it,* etc.)Give and understand a procedure by phone (*e.g., I got a new phone but I don't know how to set up the wireless connection. I just erased some of my files. What can I do? Oh no, you should have called me earlier! But don't worry, I'll show you. Just go to the Home screen and click on the Wi-Fi icon. The one that has an antenna. Then click on the Wireless and Networks section, and then on Wi-Fi settings. Then click on Wi-Fi and turn on Wi-Fi. Next, find the name of your wireless network. All right, what next? Identify the name of the network and write the password. Wow, thanks for helping me! Etc.*)

- Ask for repetition (*e.g., I didn't understand the last part. Which icon? The Settings one. Oh, OK / Go to Menu and turn down the light. I didn't catch that. Can you say it again? Etc.*)

Evidence of learning
Evidence

- List of technological devises
- Chart of problems and solutions

Set of instructions   **Performance Criteria**
  – Asks for clarification
  – Gives recommendations about past problems
–Understands and explains procedures orally and in writing

Learning Unit Objective: Give advice and make requests (B1.1.3)
Development of the Learning Unit   Contents Learning activities/examples
  – Exchange information to give advice and make requestsShare advice (*e.g., If you need to work on Math, you can review the topics you don't understand and practice more / If you want to fix things with your boyfriend, you should talk to him and apologize*, etc.)
–Exchange different ways to make a request (*e.g., I need to ask my mother-in-law a favor, but how should I do it? Maybe you could tell her "I need some help with something and I'm sure you will know the best way to do it". I like it, but it sounds a bit too formal. OK, then what about saying that you are worried about something and need some advice. That'll work. Thanks!* Etc.)
  – Ask and answers questions to give advice and make requests   Ask and answers questions to make requests (*e.g., I want to apply for a job in this school. OK, what type of job do you have in mind? We have a couple of positions open. Well, I'd like to be an English teacher, how could I apply? Go to our website, all the information is there*, etc.)
  – Ask for and give advice (*e.g., I'll start as an auxiliary teacher in a school soon and I'm a bit nervous. Do you have any suggestions? Well, maybe you could ask the main teacher if she needs any help preparing the lessons. That's a good idea. What else do you have in mind? Why don't you bring some photos to class? So students can get to know you better. It might be a good idea to show them a picture of your dog, they will love it! I like that! Thanks*, etc.)
  – Compare advice (*e.g. I haven't finished the Psychology homework and it's due tomorrow. What should I do? What about skipping class? No, I can't do that. OK, then another option is to talk to the teacher and ask for more time. That sounds right. I'll go to his office after the break. Be sure to explain the situation, don't forget to listen to what he has to say and remember to thank him. Try not to ask for extra time in the future. I*

won't. Thanks a lot!, etc.)

VOCABULARY FOCUS: Use expressions to offer alternatives.

- Give advice and make requests   Make requests (*e.g., What can I do to interest my students in English? I need some advice because they say that they do not understand the language and get too nervous when speaking. What grade do you teach? 5th grade. Let's think of something together. Great, thanks!*, etc.)
- Give advice (*e.g., Have you thought about using other resources, such as videos, movies, songs, short stories and magazines? Oh, that's a good idea, I'll do that! What about working on projects? Maybe you could have them work in teams, and not make them do exercises all the time. That sounds interesting,* etc.)

GRAMMAR FOCUS: Notice variations of certainty when using modals.

Evidence of learning

Evidence

- List of situations when you make requests
- Advice and suggestions

Dialogue   **Performance Criteria**

- Compares advice
- Offers alternatives
- Makes requests

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.

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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:
Communication, plots and environmental issues (Level B1.1/Community)

- **Main competences for Learning Unit 2**   Exchange information about ways of communicating around the world
- Describe the plots in books and movies
- Contrast opinions about environmental issues

- **Learning Unit Objective:** Exchange information about ways of communicating around the world (B1.1.4)

  Development of the Learning Unit   Contents   Learning activities/examples

  -    Describe and explain gestures and meanings   Recognize and use verbs for gesturing *(e.g., wave, point, shrug your shoulders, hold your nose, tap your foot, raise your hand, cross your fingers, rub your hands, bite your fingernails etc.)* and parts of body *(e.g., shoulders, thumb, index finger, etc.)*
  -    Talk about situations when people use non-verbal communication *(e.g. When something smells bad, we hold our nose / when we see a friend from a distance, we usually wave at them / we often lift our thumb to wish someone good luck, etc.)*
  -    Ask and answer questions about personal habits regarding emotions and body language *(e.g., What gesture do you use when you feel bored? I think I usually tap my feet or I bite my fingernails / What do you do when you feel nervous? Sometimes I bite my nails... / How about when you want to say...? Etc.)*
  -

- **VOCABULARY FOCUS:** Recognize and use expressions to describe gestures and non-verbal communication
  -    Interpret the meaning of unknown gestures and body language
       Ask and answer questions about gestures *(e.g., What does this gesture mean? It probably means "Think about it". Or maybe it means "Go away"/ What about this one? Oh, that definitely means "You're*

crazy"! etc.)

– Interpret the meaning of unknown emojis and other symbols or signs *(e.g., What do you think this emoji means? Let me think. It might / may / could / must mean that someone is confused / annoyed, etc.)*
– Suggest the meanings of confusing body language from around the world *(e.g., In Belgium people move the back of their hand under their chin. Do you think it's rude or polite? It's definitely rude. / Yes, it must be! / Do you think it means "Get lost?" Definitely / Probably / Hmm, maybe.*
–

GRAMMAR FOCUS: Use modal verbs *may, might, could, must* to express doubt or certainty.

VOCABULARY FOCUS: Use adverbs to express doubt or certainty.

PRONUNCIATION FOCUS: Notice the pitch used to express certainty and doubt.

– Exchange information about ways of communicating around the world
Ask and answer questions about non-verbal communication in a specific culture *(e.g., What gesture do you have to call the waiter to your restaurant table? We raise one arm and maybe we wave it around a bit. What do you do to express that you're running late? Well, we used to tap our watch with our index finger, but many people don't wear a watch anymore! Etc.)*
– Compare and contrast non-verbal communication in different countries *(e.g., In USA people indicate "money" by rubbing the index finger and the thumb together. In contrast, we form a U with the index finger and the thumb in Mexico. In England people indicate the height of a person with a straight hand. The palm faces down. In Ecuador people indicate the height of a person with their hand straight, too, but the palm faces the person. If the palm faces down, they are indicating the height of an animal! Etc.)*
– Discuss non-verbal communication in different countries *(e.g., The Japanese touch their nose with the index finger. Do you think it could be rude? Definitely! / Probably. No, it isn't! It means "I"! Etc.)*

Compare gestures in different countries *(e.g., In Japan there's a gesture to indicate when you made a mistake called "silly me", but we don't have it in Mexico, etc.)***PRONUNCIATION FOCUS:** Notice the use of pitch to express uncertainty.

Evidence of learning

Evidence

– Drawings with gestures

– Emojis

Comparative chart   **Performance Criteria**

– Asks questions about gestures

– Compares non-verbal communication

– Uses words to express certainty and doubt

Learning Unit Objective: Describe the plots in books and movies (B1.1.5)

Development of the Learning Unit   Contents   Learning activities/examples

– Share opinions about books and movies   Compare books and movies you know (*e.g., Have you seen the new Netflix series? Yes, I have. I love it! / Have you ever read any books by Agatha Christie? No, I haven't. Are they interesting? Yes. They're really exciting. I love them! Etc.*)

– Share general opinions about books and movies (*e.g., We watched the Netflix series* Victoria *last month. It was amazing! I agree. I loved it. / The book* The Stranger *is so boring! I hated it! Really? I liked it.* Etc.)

– Ask and answer specific questions about scenes and characters (*e.g., Do you think the scene with the cats was too frightening? Yes, it was! I was so frightened that I couldn't watch some of it! /* Which did you prefer, the book or the movie? Oh, I definitely preferred the movie because it was more exciting! I really liked it. */ I didn't know that Queen Victoria was such a fascinating person! Her life was quite surprising. What did you think? I've no idea. Actually, this is embarrassing… I don't know who she was! Etc.*)

– Read short comments about books (*e.g. After Jorge Luis Borges read Kafka's* The Metamorphosis, *he said that everyone from the 20th century is Gregor Samsa. Really? That's interesting! I don't agree. I think that's absurd. We don't all become insects! / I once read an article about Agatha Christie's novels. It said that she was very interested in people and nature. etc.*)

GRAMMAR FOCUS: Recognize and use the object pronoun *it/them* with expressions of like and dislike; Use adjectives and past participles as adjectives *(e.g., boring/bored, exciting/excited, frightening/frightened, etc).*

- **VOCABULARY FOCUS:** Use a variety of language to describe books and movies.
  - Exchange general information about books and movies Discuss the main ideas in stories and books (*e.g., What's the new book about? I've heard it's about a witch who lives in a wood / What are you reading? It's a biography which describes the life of a woman called Aura / Have you read* House of the Spirits? *Yes, I have What's it about? It's about four generations of a family who live in the same house for many years. Who wrote it? Isabel Allende. She writes novels that are full of imagination, etc.)*
  - Ask and answer questions about the main characters (*e.g., Who's the main character in this book? It's a thirty-year-old school teacher who's also a French translator / The book is about two women, Consuelo and Aura, who are actually the same person, etc.)*
  - Share information about a book or movie (*e.g., What are you reading? It's a book that Frank Kafka wrote. What's it about? It's the story of a man called Gregor Samsa who wakes up one morning and discovers he's become an insect /* Really? That's strange! *And what does he think about that? Well, at first he's really frightened and confused, but later he gets used to it. But his parents and his sister, who live in the same house, are horrible to him. They treat him as an insect that they need to hide from the world. Wow, it sounds interesting. And what's the meaning of the story? Some people say that it's really about Kafka who always felt that his father hated him. OK, don't tell me more! I want to read i*

GRAMMAR FOCUS: Recognize and use *who/which/that* to show relationships between people and things.
  - Describe the plots in books and movies   Use expressions to talk about specific moments in time(*e.g., At the beginning of the story... / The novel starts when... / The plot changes when... / Then he decides to... / After that, she discovers that ... / In the end, the main character... / The ending is really exciting* etc.)
  - Exchange opinions about well-known books and movies *(e.g., I think that*

the beginning of The stranger *is really strange / The plot in* Aura *is fascinating / That story is awful! / I think the ending of Metamorphosis is sad. Do you remember how, just before the end, the family tries to take away Gregor's things? The protagonist is amazing / I loved the happy ending in* Matilda, *etc.)*

Describe the sequence of events in books and movies (*e.g.,* Aura *is a book that Carlos Fuentes wrote. It's fascinating. At the beginning of the story, Felipe Montero, who is a school teacher and a French translator, sees an ad in the newspaper about a job offer. The next day he goes to the address that he found in the ad.. He meets a very old lady, Consuelo, and her young niece, Aura, who live in the house. That same day, he accepts the job and moves in with them. Shortly after, Felipe falls in love with Aura. In the end, he discovers that that Aura and Consuelo are the same person. At that moment, he realizes that he is Consuelo's husband! It's an amazing novel!!* Etc.*)*.

PRONUNCIATION FOCUS: Understand and use emphatic stress (I *love* it, I *hated* it, it's *amazing*! etc)

– **VOCABULARY FOCUS:** Use expressions to indicate specific points in time.

Evidence of learning

Evidence

– Sequence of events
– List of statements with reactions

Description   **Performance Criteria**

– Gives positive and negative opinions
– Describes a sequence of events in a book or movie
– Shares general characteristics of books and movies

Learning Unit Objective: Contrast opinions about environmental issues (B1.1.6)

Development of the Learning Unit   Contents   Learning activities/examples

– Share information on uses of the environment   Share information on uses of the environment around the world (*e.g., Rice is grown in Asia / Flowers are farmed in Ecuador / Sheep are raised in New Zealand / Fish are caught in the oceans and sold to restaurants / Water is used to*

make t-shirts / Oil is used to make plastic bags, etc.)

- Ask and answer questions about uses of environment in your country (e.g., *Where is coffee grown? / Which crops are grown? / Which electronic devices are manufactured? / Which animals are raised? / Where are cars manufactured? / What is water used for? / What's grown in the mountains? / What is exported? Etc.)*
- Share ideas on how the environment is affected by human activity (*e.g., A lot of water is used to grow rice, which is a problem, because there isn't enough drinking water on the planet. We need to use less water / Many baby fish are caught, so they don't grow into big fish. Soon there won't be many fish in the ocean / Many chemicals are used on the crops we grow. They kill bees, etc.)*

GRAMMAR FOCUS: Use present passive to talk about scientific facts

- **VOCABULARY FOCUS:** Use expressions to describe activities carried out in the environment
  - Ask and answer questions on environmental issues   Listen to and read about environmental issues currently in the media (*e.g., Scientists say that by 2100 the global temperature will have risen by 4°C / I heard on the news that plastic is eaten by fish in the ocean. The fish are eaten by us, so we're eating plastic! /* etc.)
  - Ask and answer questions about environmental issues discussed in the media (*e.g.,* I watched a really sad documentary about how islands of plastic are formed in the oceans. Did you see it? / *It says in this article that three liters of water are used to make one plastic bottle of water. Do you think that's true? / I heard on the news that etc.)*
  - Ask and answer questions about possible future consequences (*e.g., What will happen if we don't reduce the level of CO_2? Natural disasters, such as hurricanes, will happen more often,, the ice caps will melt more quickly and the oceans will be filled with more water. So there will be a higher sea level. That means people who live on the coast won't be able to live there anymore.* etc.)
  - Compare solutions to environmental issues (*e.g., What solutions does the documentary suggest about plastic? In the documentary they said there are a few solutions. First, we can use   bags that are made of cloth instead of plastic; second, we can stop buying water that is sold in plastic bottles. etc.)*

- Share environmental issues (*e.g., Nature is seriously affected by oil spills / Factories have polluted rivers, etc.*)
- **GRAMMAR FOCUS:** Recognize and use past and future passive statements with *was/were* and *will.*

VOCABULARY: Refer to information in the media (e.g., in this article / on the news / in the documentary)

- Contrast opinions about an environmental issue Discuss points of view about an environmental issue (*e.g., Well, on the one hand, people say that global warming is caused by humans; on the other hand, people say it's a natural process of our planet. Oy maybe it's both? Etc.*)
- Contrast opinions about an environmental issue (*e.g., One of the main environmental issues in our community is the polluted river, isn't it? Yes, definitely. Some scientists say that the water is contaminated by mining activity. However, the municipality says that the pollution comes from the big city near here. Water is polluted by factories in the city and the river flows here. I think they might both be right.*)

VOCABULARY FOCUS: Use expressions to contrast opinions

Evidence of learning
Evidence
- List of environmental issues
- Chart with alternative solutions

Round table **Performance Criteria**
- Compares solutions
- Uses passive to give scientific facts
- Contrasts opinions

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.

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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:
Class activities, work plans and job roles (Level B1.1/Professional)

- **Main competences for Learning Unit 1**   Plan a school event
  - Discuss good learning techniques
- Prepare for a job interview

- **Learning Unit Objective:** Plan a school event (B1.1.7)

  Development of the Learning Unit   Contents   Learning activities/examples
  - Talk about school events   Talk about school events, possible venues and dates (*e.g., Let's plan a Science week. We could do it at the end of the semester, before the exams. Good idea! We can use different classrooms for the event so that there is more space for everyone / We have to organize events for the Day of the Dead and we only have two weeks left! How about setting up a meeting to plan the events?* etc.)
  - Share plans about resources and explain the purpose (*e.g., We need to get some long tables, so that students can carry out their the experiments on them. We need poster paper, too, so that students can explain the experiments / In order to make it easy, let's ask students to bring different things, based on the typical themes. 1st semester students can bring the flowers, 2nd semester can bring candles, and the rest can bring sugar skulls,* etc.)

GRAMMAR FOCUS: Use the expressions *so that* and *(in order) to* to express purpose.

 VOCABULARY FOCUS: Understand and use common phrasal verbs
  - Exchange information about school events   Ask and answer questions about school events, venues and dates (*e.g., Let's plan a Spirit week! What's that? A week when everyone has to wear a costume. What do you mean? Well, on Monday we can come dressed up as animals, on Tuesday men will have to wear women's clothes and women men's. I like it! What theme could we have on Wednesday? How about Hawaii? On Thursday let's dress up in the color blue. I'm not sure about*

Friday. Oh, I know! Let's base it on famous people from history, etc.)

- Ask and answer questions about tasks and people in charge (*e.g., Who will organize everything? How about Laura? It was her idea. No, she's in charge of the cake sale. No, it's OK, I'll do it. We need to get permission, too. Who'll talk to the principal? I'll talk to her. We also have to talk to the rest of the grades. Who wants to do that? Susana, María and I can visit all classrooms before the break. We don't mind. OK, great! I think that's it*, etc.)

GRAMMAR FOCUS: Use *will* to offer to do something.

VOCABULARY FOCUS: Recognize and use expressions for making suggestions.

PRONUNCIATION FOCUS: Notice intonation in suggestions.

- Plan a school event   Decide on a school event to plan (*e.g., It's our turn to set up the end of school festival. OK, what do you have in mind? Maybe we could carry out a play. We've been reading lots of plays in my class. No, we just did that in English a month ago. OK then, why don't we present a folk dance? I agree. Me too, because we've been practicing folk dances in Dance class. Some of the parents have been making costumes for them, too! So we already have everything ready. OK, let's ask the others to see if they agree with our idea*, etc.)

- Plan a school event (*e.g., We've been thinking about the end of the school and we've decided to do a folk dance festival. What do you think about that? Do you agree? Yes, good idea! OK, then we need to decide on the venue and the date. We could do it in the auditorium so that we have lots of space for everyone to watch. Sounds good, but why don't we do it after exam week, so that we have more time to practice? Great, what else? Let's talk to the principal and meet tomorrow so we can plan the rest*, etc.)

- **GRAMMAR FOCUS:** Use present perfect continuous tense to express recent activities.

Evidence of learning Evidence

- Brainstorming of events
- List of resources

Plan a school event   **Performance Criteria**

- Understands and makes plans
- Uses different ways to make suggestions

– Explains the purpose

– **Learning Unit Objective:** Discuss good learning techniques (B1.1.8)

Development of the Learning Unit   Contents   Learning activities/examples

–   Talk about learning techniques   Listen to information to establish study goals (*e.g., If you need to study for an exam, you should make a mind map about all the topics that might be in the exam / To make a summary, you can do it by finding the main ideas and writing them in your own words*, etc.)

–   List good learning techniques (*e.g., make diagrams, make or mind maps, make lists, make a summary, make notes, , write ideas in your own words, highlight main ideas*, etc.)

–   **VOCABULARY FOCUS:** Name and use expressions for learning techniques

–   Exchange details about learning techniques   Ask and answer questions about preferences and reasons for learning techniques (*e.g., What learning techniques do you use when studying? I always make a summary with the main ideas. Really? I find that takes up too much time. What do you mean? Well, you have to write a long text. I'd rather just take notes. But that takes a long time, too! I prefer to make a diagram so I can see it more easily*, etc.)

–   Talk about a specific learning technique (*e.g., I don't know how to paraphrase. It's easy! You have to understand what the author is saying and then write the ideas in your own words. But she uses words that are very difficult to understand. That's the point! Look them up in the dictionary and use synonyms. If you use words that mean the same, it will be clearer for you* etc.)

GRAMMAR FOCUS: Use expressions *I'd rather* and *I prefer* to indicate preference.

–   Discuss good learning techniques   Give advice about learning techniques (*e.g., I can't understand this. Can you help me? Sure, what's the problem? I've been reading this book but I don't understand it. If I were you, I'd make a mind map. How does that work? Well, read the first paragraph and try to identify the main idea. Shall I underline it? Yes. Thank you! Then, you have to continue with the rest of the text. When*

all the main ideas are highlighted, you need to organize them. In order to do that, you need to write the topic in the center of the page, then write the ideas around it. Lastly, you can make some notes next to the ideas to explain them, . Etc.)

– Discuss good learning techniques (*e.g., When studying, I find mind maps really useful, because I can identify the main ideas quickly. Really? I can't quite understand them. I prefer using diagrams, since the ideas are clearly organized. Etc.)*

– **PRONUNCIATON FOCUS**: Notice intonation in expressions with two–part verbs (e.g. phrasal verbs such as *pick up* or *turn off*.

Evidence of learning Evidence

– List of learning techniques
– Chart with preferences and advice

Discussion　　**Performance Criteria**

– Describes learning experiences
– Indicates preference
– Talks about learning techniques

Learning Unit Objective: Prepare for a job interview (B1.1.9)
Development of the Learning Unit　　Contents　Learning activities/examples

– 　Talk about job interviews　　Share information about abilities, skills and personality traits (*e.g., I can't stand working for long hours / I can't stand working at nights / I enjoy working with teenagers. / I don't enjoy working with young children / I'm good at telling stories / It makes me happy when I can accomplish a task easily / I love seeing children discover things / I hate seeing children sad / I'm interested in teaching Literature, etc.)*

– Talk about requirements and responsibilities in jobs (*e.g., A principal should have experience working with teachers, students and parents. He or she should be nice and friendly, but firm / Teachers should have imagination and creativity. It's helpful if they've worked with groups of students, too. / A school principal is responsible for organizing all school activities, including meetings with parents, school trips and paperwork /*

One of the teacher's responsibilities is being able to organize group and individual activities, etc.)

GRAMMAR FOCUS: Express likes and dislikes using the gerund with specific verbs

- Ask and answer questions about job interviews   Ask and answer questions about work experience (*e.g., What kind of degree do you have? I have a BA in Education / Do you have a degree in Preschool Education? Yes, I do. I finished school a year ago. / What work experience do you have? I've worked with children. As part of my BA I had to work in a school. part-time, so I've had some experience in teaching. So you've never worked full-time in a school? No, I haven't. Have you worked with young children before? Yes, I have. I specialized in preschool while I was doing my BA. My work experience was in a primary school.* Etc.)
- Ask and answer questions about availability (*e.g., What hours can you work? I can work eight hours a day / Do you mind working in the afternoon? I can do that, but I would rather work in the morning*, etc.)

GRAMMAR FOCUS: Express experiences sometime in the past with present perfect statements and questions.

  VOCABULARY FOCUS: Use expressions to describe teaching and studying experiences

- Prepare for a job interview   Listen to jobs descriptions (*e.g., I'm a primary teacher and I work 8 hours a day. I usually organize individual, small group and whole group activities for my classes. Outside class I do lots of other activities, including planning lessons and designing resources. I'm very imaginative and creative. I'm also quite patient*, etc.)
- Prepare for and rehearse a job interview (*e.g., Good morning! Good morning, please have a seat. Why don't you tell me a little bit about yourself? My name is Adriana López and I'm a primary teacher. Would you rather work in the morning or in the afternoon? I prefer in the morning, but I'm also open to working in the afternoon. What else can you tell me? I'm good at planning lessons, designing resources, and organizing individual, small group and whole class activities. I'm very imaginative and creative. I'm also quite patient. Have you ever worked with children with special needs? Yes, I have. In fact, I did a Master's in Special Education two years ago*, etc.)

- Give feedback (*e.g., In general, you did a good job, but I have a few suggestions / You were too nervous. You should have taken a deep breathe before starting the interview / Next time I think you should choose more practical clothes and sit up straight / Why don't you try to enjoy the interview and have a little fun,* etc.)

GRAMMAR FOCUS: Use expressions to link events.

Evidence of learning

Evidence

- Chart with abilities, skills and personality traits
- Work experience description

Interview   **Performance Criteria**

- Links statements about events
- Expresses desires
- Asks and answers questions in an interview

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Marks, J. (2007). *English pronunciation in use*. Cambridge: Cambridge University Press.

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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

14. Teacher profile

Discipline <mark>   </mark> **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.