Plan de Estudios 2018

Programa del curso

English VI: Becoming independent communicators

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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

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

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 6:

Learning environment	Social practice of language	Semester 6 Learning objective	Learning Unit
1. Personal	1.1 Exchange personal information	Discuss key milestones in life (B1.2.1)	Learning Unit 1
	1.2 Share instructions and procedures	Describe how to fix something that is damaged (B1.2.2)	
	1.3 Participate in exchanges about everyday or immediate needs	Describe problems and make complaints (B1.2.3)	
2. Community	2.1 Recognize information about cultural diversity	Contrast historical aspects of different countries (B1.2.4)	Learning Unit 2
	2.2 Assess impressions on artistic expressions from different cultures	Compare songs from different countries (B1.2.5)	
	2.3 Reflect on environmental and social issues	Debate global environmental challenges (B1.2.6)	
3. Professional	3.1 Share information classrooms and school activities	Prepare a debate on teaching methodology (B1.2.7)	Learning Unit 3
	3.2 Talk about learning	Exchange opinions on how to design a monthly work plan (B1.2.8)	
	3.3 Exchange information about work	Discuss career development (B1.2.9)	

Communicate effectively in English

Personal

Exchange personal information

Share instructions and procedures

Participate in exchanges about everyday or immediate needs

Community

Understand own and othercultures

Communicate impressions of different cultural issues

Reflect on environmental and social issues

Professional

Exchange information about classrooms and school activities

Talk about learning

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

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.

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

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

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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:
Milestones, repairs and complaints (Level B1.2/Personal)

Main competences for Learning Unit 1
– Discuss key milestones in life
– Describe how to fix something that is damaged
– Describe problems and make complaints

Learning Unit Objective: Discuss key milestones in life (B1.2.1)
Development of the Learning Unit   Contents   Learning activities/examples
– Share key milestones in life List key milestones in life (*e.g., first day of school, high school graduation, driving license, a special birthday, the first time you won a tournament, first love, an exciting trip, starting college, moving to a new town*, etc.)
– Talk about others' key milestones (*e.g., My mom told me that the day I was born, she understood the meaning of responsibility. Until then she hadn't been responsible for anyone! / My father had never cooked until he got married to my mom. Now he's an amazing cook! etc.*)
– **GRAMMAR FOCUS:** Use the past perfect to describe an event that occurred before another past event; use reported speech to report what others said.

VOCABULARY FOCUS: Refer to different periods of time using time clauses.
– Discuss habits before and since achieving milestones   Ask and answer questions about key milestones (*e.g., Is this your first time in Mexico City or have you been here before? It's my first time! I used to dream about visiting Mexico one day – and now I'm here! / Before I went to college, I used to be quite lazy, but suddenly I wanted to study all the time! / I didn't use to believe in love. I was very pessimistic, but when I met Karina, we fell in love. I knew that she was the one for me! /*, etc.)
– Ask and answer questions for more information (*e.g., Did you use to play tennis when you were young? Yes, I've played it since I was six years old.*

I used to dream of becoming a professional tennis player. I was very ambitious. Had you participated in other tennis tournaments before? Yes, I had. I used to win prizes but I'd never won first place until now! How did you prepare for this tournament? Well, I used to have a different routine. I didn't use to take breaks on weekend, for example. But I changed my routine last year. And now I've won! etc.)

GRAMMAR FOCUS: Describe habitual actions in the past using questions, statements and negatives *used to*

VOCABULARY FOCUS: Use adjectives to describe behavior and personality (*e.g., ambitious, lazy, responsible, pessimistic, etc.*)

PRONUNCATION FOCUS: Notice reduction of *had* in past perfect sentences

– Ask and answer detailed questions about milestones   Talk about key milestones (*e.g., I'd never lived away from home until I started college. I was very naïve. As soon as I moved into an apartment with a roommate, I learned how to cook and do laundry,* etc.)

– Include details about milestones (*e.g., I'd never lived away from home until I started college. Once I found an apartment, I had to learn how to be responsible and take care of myself. As soon as I moved into an apartment with a roommate, I learned how to cook and do laundry.* etc.)

– Ask and answer questions to elicit details (*e.g., Had you ever lived away from home before to college? No, I hadn't. How was it different from living at home? Well, I had to find an apartment. Once I found it, I had to learn how to be responsible and take care of myself. How do you mean? Well, as soon as I moved into the apartment, I had to learn how to cook and do laundry. I had to pay bills, too! By the time I finished my 1st semester I'd become much more mature*) etc.)

VOCABULARY FOCUS: Describe important moments in life with action verbs (*e.g., participate in, move into, pay bills, go to college, fall in love, dream of +ing, change a routine, etc.*)

Evidence of learning

Evidence

– Cards with key milestones
– List of questions

Dialogue   **Performance Criteria**

- – Describes changes in lifestyle and behaviour?
- – Understands main points and details
- – Talks about key milestones in life

- – **Learning Unit Objective:** Describe how to fix something that is damaged (B1.2.2)

  Development of the Learning Unit   Contents   Learning activities/examples

  - –   Share information about services that fix things List things that need to be done (*e.g., my bike's broken, my computer's really slow, my hair is too long, my leather jacket is dirty, the oil in my car is dirty, my dog needs a vaccination / etc.*)
  - – Describe what needs to be done (e.g., *I need to have my hair cut / My hair needs to be cut / I need to get my computer fixed / I should have my bike repaired / I need to get my leather jacket cleaned, etc.*)
  - – Ask and answer questions about services (*e.g., Where can I have my hair cut? Try the hairdresser in the mall or ask the Russian woman for an appointment. I always get my hair cut by her. / Where do you usually have your computer fixed? I usually use fgf Servicios. Find the number and call them. You can have your computer fixed there / Do you know where I can have someone fix my bike? There's a bike repair shop near here. Take it there and see what they say / Where can you have passport photos taken? I've no idea! Etc.*)
  - – Share information about services (*e.g., Our neighbors have their dogs walked by other people. That's a brilliant idea for people who work all day! / My sister had her wedding planned by a company! etc.*)
  - –
  - – **GRAMMAR FOCUS:** Describe services performed for you by others using *have or get something done.*

  PRONUNCIATION FOCUS: Notice sentence stress (*e.g., where can I have my watch fixed? etc.*)

  - –   Exchange information about how to fix something   List things that need fixing (*e.g., There is a scratch on the desk / The paint on the walls is peeling / The curtains are torn*, etc.)
  - – Give information about homemade solutions (*e.g. To fix the desk, we can try rubbing some oil on it*, etc.)

- Ask and answer questions about how to fix something that is damaged (*e.g., The remote control doesn't work. What can I do? Did you check the batteries? Try changing them / The oven doesn't heat food How can I fix it? The problem is that you set it too low. Try turning up the temperature, etc.*)
- Ask and answer questions about details (*e.g., How do I change the batteries? Try taking out the back of the remote control. Then take out the batteries and put some new ones in. What type of batteries does it need? Probably AAA. They're the most common for remotes, etc.*)

VOCABULARY FOCUS: Use words and expressions to describe problems and solutions.

GRAMMAR FOCUS: Use *try + ing* to make suggestions
- Describe how to fix something   Discuss things that need fixing (*e.g., My new dress is stained. What should I do? Why don't you dye it? How can I do that? Buy a packet of clothes dye and follow the instructions. Is it very expensive? Not really, it's cheaper than having it dyed by someone else. . I'll do that, thank you, etc.*)
- Write steps (*e.g., To fix a stained dress, you need to dye it. 1. Buy a packet of clothes dye at the store. 2. Boil plenty of water. 3. Add the dye and stir. 5. Wet the dress with cold water, put it in the boiling water and wait 20 minutes. 6. Stir occasionally. 7. Take out the dress and let it hang in the shade to dry, etc.*)
- Describe how to fix something that is damaged (*e.g., There's a stain on my new dress. What should I do? The cheapest solution is to dye it. Ok, I'll do that but I have never dyed anything before. Well, you need to buy a packet of clothes dye at the store. Once you are at home, boil plenty of water in a big pot. Add the dye and stir to mix the dye with the water. Then, wet the dress with cold water and put it in the boiling water. Wait 20 minutes and stir occasionally. After a while, take out the dress and let it hang in the shade to dry. Great, I'll do everything you said. Thank you!, etc.*)

PRONUNCIATION FOCUS: Notice stress and rhythm.

VOCABULARY FOCUS: Use action verbs for cleaning, washing and cooking.

Evidence of learning

Evidence

– List of things that need fixing

– Steps

Description   **Performance Criteria**

– Gives solutions

– Explains problems

– Writes steps

Learning Unit Objective: Describe problems and make complaints (B1.2.3)

Development of the Learning Unit   Contents   Learning activities/examples

– Talk about causes and consequences of problems   List problems, with causes or consequences (*e.g., I lent my friend my sunglasses and now they're scratched. / He bought a new jacket but discovered that it was torn / I couldn't hand in my homework on time so I missed the deadline. / She won't be able to take part in the soccer match /* The website was blocked and I *couldn't register for the course. /* etc.)

– Express empathy (*e.g., Oh, I'm sorry to hear that! / Oh no, that's terrible! / That sounds so frustrating!,* etc.)

Ask and answers questions about problems (*e.g., Why are your sunglasses scratched? Because my friend didn't look after them properly / Why didn't he realize it was torn when he was in the shop? Because he was in a hurry so didn't look carefully, I think / How did you miss the deadline? While I was traveling, I dropped my computer and now it's damaged. / Why can't she take part? Due to an accident her leg's broken. / What went wrong? The website was blocked. As a result, I couldn't get in to register. I keep having this problem /* etc.)**GRAMMAR FOCUS:** Use participles as adjectives to describe problems (*e.g., it's torn, damaged, scratched, broken, stolen, blocked, etc).*

VOCABULARY FOCUS: Describe causes and consequences with linking words and expressions (*e.g., so, as a result, because, because of,* etc.)

– **PRONUNICATION FOCUS:** Notice intonation in expressions of empathy.

– Compare and evaluate suggestions   List possible solutions (*e.g., ask for your money back, get a refund, check your insurance, talk to the teacher, call customer service at the internet provider, etc.)*

- Offer suggestions (*e.g., Maybe you could ask your friend to pay for a new pair of sunglasses? Or you could tell the friend to pay half since he scratched them? / How about asking for a refund for the torn jacket? Why not take it to a seamstress? / Why don't you talk to the teacher and ask her to extend the deadline? You could just explain that your computer's damaged and she might help you find a solution? Etc.*)

Evaluate suggestions (*e.g., I could definitely ask her to extend the deadline. That's an excellent idea. I hadn't thought of it! Etc.*)

- Make a complaint   Make complaints by phone (*e.g., Good morning, how can I help you? Hello, I'm here because I can't check my schedule online. What seems to be the problem? Well, I keep trying to log in on the University's website. But every time, there's a message saying that I'm not registered, so I come here to reset the account. Oh, OK, that must be frustrating. Let's see what we can do,* etc.)

- Give explanations for problems (*e.g., Oh, it appears that you haven't paid the tuition and that's why the system doesn't recognize you or let you log in. What?! But I paid yesterday! Why can't I log in? Do you have the receipt? I do, here it is. Oh, I see what the problem is now. The system takes 48 hours to update the information, so in theory you still haven't paid the tuition. But it'll be fine tomorrow. OK, then what should I do now? I can't find out which classes I have to attend! Well, go to your tutor's office and talk to her. She'll help you. OK, thanks,* etc.)

Express politeness when making a complaint **PRONUNCIATION FOCUS:** Notice certain sounds lost in normal speed speech.

Evidence of learning

Evidence

- List of problems
- Chart of possible solutions

Complaint   **Performance Criteria**

- Evaluates suggestions
- Uses expressions to empathize with others
- Makes complaints

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.

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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:
History, songs and environment (Level B1.2/Community)

Main competences for Learning Unit 2

– Contrast historical aspects of different countries
– Compare songs from different countries
– Debate global environmental challenges

– **Learning Unit Objective:** Contrast historical aspects of different countries (B1.2.4)

Development of the Learning Unit   Contents   Learning activities/examples

– Offer historical information List words related to history (*e.g., war, peace, border, decade, century, conquer, defeat, capital, government, democratic, dictatorship*, etc.)
– State expressions referring to the historical past (*e.g., A decade ago a road was built from my community to the state capital / In 1942, the Mexican tanker* Potrero del Llano *was sailing in the Gulf of Mexico when a German submarine attacked it / In 1959 Fidel Castro established a communist government in Cuba*, etc.)
– Compare basic information about historical facts (*e.g., Women voted for the first time in Mexico in 1955. In 1931 Spanish women obtained the right to vote, but the dictator Francisco Franco canceled all democratic elections a few years later*, etc.)

GRAMMAR FOCUS: Use expressions to indicate dates in the past.

– **VOCABULARY FOCUS:** Recognize and use words and expressions related to historical events
– Ask and answer questions about historical aspects   Write statements about duration in the past (*e.g., The United Nations was founded about 70 years ago / There were many dictatorships in Latin America during the 70s and 80s. Mexico City has been a capital city from 1325 to today*, etc.)
– Ask and answer questions about historical dates (*e.g., When did World War I take place? From 1914 to 1918 / What about the Second World*

War? In the 30s and 40s. What year did Mexico enter the Second World War? Mexico entered the Second World War in March 1942, etc.)

– Ask and answer questions about periods of time until now (e.g., *Mexico City has been a capital city for almost 700 years / there hasn't been a world war since 1945, etc.)*

– **GRAMMAR FOCUS:** Compare points in time vs. periods of time in the past using prepositions

PRONUNCIATION FOCUS: Notice reduced pronunciation of *been.*

– Contrast historical aspects of different countries Write statements about historical aspects (*e.g., Christopher Columbus arrived in America in 1492 / Before the Spanish arrived,, the main pre-Columbian empires were the Incas and the Aztecs, etc.)*

Contrast historical aspects of different countries. (*e.g., During the Middle Ages, the American continent was unknown in Europe. However, for several centuries, very important cultures had developed on this continent. By the time of Christopher Columbus' arrival in America, in 1492, the two main empires were the Aztecs and the Incas. Years later, the Aztecs were defeated by Hernan Cortez in 1521. Shortly after, in 1532, Francisco Pizarro conquered the Inca Empire. These two historical facts marked the national history of Mexico and Peru, etc.)*

Evidence of learning

Evidence

– Notes with basic information
– List of statements

Timeline   **Performance Criteria**

– Describes historical past
– Writes statements about key events in history

– Contrasts historical aspects

Learning Unit Objective: Compare songs from different countries (B1.2.5)

Development of the Learning Unit   Contents   Learning activities/examples

– Offer basic information about songs from different countries   List words related to songs (*e.g., guitar, piano, drums, bandoneon / voice,*

singer, *lyrics, rhythm, melody / jazz, tango, rock, flamenco, mariachi, bolero*, etc.)

- Share information about songs (*e.g.,* La Llorona *is a beautiful Mexican folk song, from the coast of Oaxaca / / The Beatles songs are very popular all over the world / Bob Dylan received the Nobel Prize because of the lyrics he wrote,* etc.)
- Ask and answer questions about songs (*e.g., Who originally wrote the song* The Man Who Sold The World? *It was written by David Bowie / I really like the song* La Llorona, *but what do these lyrics mean: "I am like green chili?" It means that you have a very intense and interesting personality, Etc.*)
- **VOCABULARY FOCUS:** Discuss types of music, special features, and descriptions.

-

- Exchange personal opinions on songs from different countries Share personal opinions and feelings about songs (e.g., *I think the melody is very dramatic. It makes me feel quite emotional! / Caribbean songs have great rhythms. They make me want to dance! / That song makes me want to cry /* La Llorona *makes me feel sad.* Etc.)
- Ask and answer questions about lyrics (*e.g., Have you ever heard the lyrics of the tango* Vuelvo al Sur? *Yes, I have. I really love that song. What's it about? It is a declaration of love for Argentina and its people. It's very emotional! / Had you ever listened to Piazzola's tangos before? No, I hadn't. They're very dramatic. / Why did Bob Dylan win a literature prize? I don't understand. Because his lyrics are so poetic,* etc.)
- Ask answers and questions about preferences (*e.g., Would you prefer to learn how to play the piano or the bandoneon? I'd prefer to learn how to play the piano / Would you rather listen to Colombian cumbia or Argentinian tango at this moment? I'd rather listen to cumbia. Tango is too dramatic and sad. I´d rather not listen to either. I'd rather listen to some bolero instead,* etc.)
- **GRAMMAR FOCUS:** Describe the effect that music has using *make + pronoun + verb; make comparisons with Would you rather / Would you prefer? / I'd rather not.*

VOCABULARY: Describe lyrics and music (*e.g., poetic, poetic, dramatic, emotional, tragic, romantic, etc.)***PRONUNCIATION FOCUS:** Notice

intonation in questions of choice.
- Compare songs from different countries   Write general information about songs (*e.g. Title:* Uno, *author: Enrique Santos Discépolo, genre: tango, country: Argentina, year: 1943, singer: Carlos Gardel, special feature: the lyrics are very tragic, etc.*)
- Compare songs from different countries (*e.g., I must say that I like old songs in Spanish. Two of my favorite Latin American songs are* Uno *and* ¿Cómo fue? Uno *is a tango. It was written by an Argentinean called Santos Discépolo and it was interpreted for the first time by Carlos Gardel in 1943.In contrast,* ¿Cómo fue? *is a bolero. The Cuban Ernesto Duarte wrote the lyrics and the music. of the bolero* ¿Cómo fue? *was originally sung by Benny Moré in 1950. Both songs are very romantic, but they're very different in other ways. For example, the* Uno *lyrics are very tragic, while the* ¿Cómo fue? *is about falling in love. In both songs the music is really good. In addition, the lyrics are excellent. However, the rhythm of the tango is very dramatic, while bolero is softer.. For sure, both songs are excellent and very representative of their countries.*)

GRAMMAR FOCUS: Describe actions in the past using past simple tense and past simple passive.
- **VOCABULARY FOCUS:** Use linking words and expressions to contrast and compare (*e.g., however, in contrast, while, in other ways, in addition, and, both,*).

Evidence of learning

Evidence
- Cards with general information
- Comparative chart

Discussion   **Performance Criteria**
- Uses different ways to describe preferences
- Shares information about songs
- Compares songs

Learning Unit Objective: Debate global environmental challenges (B1.2.6)

Development of the Learning Unit   Contents   Learning activities/examples

- Share information about global environmental challenges   List words about environmental challenges (*e.g., air pollution, damage, lack of parks and green spaces, people without homes; rainforests, destroy, pets, species, chemicals, extinct,, etc.*)
- Share information and opinions about environmental challenges (*e.g., Did you know that over 100 pairs of shoes are being thrown away every day in the USA? Some countries, like South Africa and Yemen, will run out of water in less than 10 years / Many schools in parts of Mexico are still damaged from the earthquake / Did you know that about 250,000 people are homeless in England? About five million abandoned dogs live on the streets of the State of Mexico / Did you know that China is the biggest polluter in the world, but the USA is second? About 150-200 plant and animal species become extinct every day / More than 8 million tons of plastic is being thrown into the ocean every year / Etc.*)
- React to information (e.g., *Really? / That's terrible! / Oh no. That's serious. / Are you serious? That's terrible! / I don't believe it / Wow. I hadn't heard that before / That's good news, etc.*)
- Ask and answer questions about the causes of environmental problems (*e.g., Why are so many shoes being thrown away? Maybe people don't want to have them fixed / Why are so many dogs being abandoned on the streets of Mexico? I think some people buy pets to look at. And then they see that you have to take them for walks, give them food, and so on. / Why are creatures and plants being destroyed so quickly? It's because the rainforests are being cut down. Etc.*)

GRAMMAR FOCUS: Describe continuous situations with the present continuous passive.

- **VOCABULARY FOCUS:** Use words and expressions related to the environment.
  - Share opinions about solutions to global environmental challenges   Ask and answer questions about solutions to global environmental challenges (*e.g. What do you think we should do about abandoned animals? One thing to do is to start a campaign. Another way to stop the problem is to talk to a TV station about it. / What can we do about plastic in the oceans? One way to stop the problem is to recycle plastic. I think the best way to fight the plastic problem is to say "no" every time someone offers you a plastic bag in a shop. Etc.*)

- *I think the lack of clean water is a big problem / I believe we should talk more about global warming / I find garbage a serious problem. I think we all need to do our part. Etc.)*
- *Exchange arguments to respond to opinions (e.g., That's an interesting idea, but I don't think people will pay attention to our campaign. I think the government needs to stop it. They should pass a law. And we need to do something. One thing to do is to talk about it in classes. Etc.)*
- *Show respect towards other people with different points of view*

GRAMMAR FOCUS: Use expressions to object to opinions.

VOCABULARY FOCUS: Suggest solutions *(e.g., One thing to do about it / another thing we can do is to / The best way to... is to.., etc.)*

- Debate global environmental challenges   Present an environmental challenge in a debate. *(e.g., According to the United Nations, more than eight million tons of plastic waste are being dumped every year into the ocean. This is not only causing problems for ocean creaturess, but also for people. What can we do about this problem? etc.)*

- Debate global environmental challenges *(e.g., In my opinion, the problem happens because people don't understand the problem. You have a point. However, I think that that the government is the problem. One thing they can do is to make companies pay for the plastic they use. I agree. But I still think we need to act, too. We're on social media. That's true. With respect, though, social media is full of campaigns and petitions already. The best way to stop this problem is for the government to do something. They could organize a campaign in the country! You have a point. But why can't we do something about it, too? I think it would be great to talk to our students and explain some of the problems. Etc.)*

VOCABULARY: Use polite expressions to agree and disagree.

Evidence of learning

Evidence

- List of environmental challenges
- Cards with arguments in favor and against

Debate **Performance Criteria**

- Gives recommendations and opinions
- Disagrees politely with others' opinions
- Exchanges arguments in a debate

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.

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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:
Methodology, work plans and career development (Level B1.2/Professional)

- **Main competences for Learning Unit 1** Prepare a debate on teaching methodology
- Exchange opinions on how to design a monthly work plan
- Discuss career development

- **Learning Unit Objective:** Prepare a debate on teaching methodology (B1.2.7)

Development of the Learning Unit   Contents   Learning activities/examples

- Ask and answer questions about teaching methodologies   List kinds of teaching methodology (*e.g., Giving students exercises / Listening and repeating / Giving oral presentations / Asking and answering questions / Working on projects*, etc.)
- Ask and answer questions about different kinds of teaching methodology (*e.g., What methodology types do you remember from your own teachers? I had a teacher who taught us by doing. For example, to learn the subjunctive in Spanish, we had to cook give instructions on how to cook tacos and then we ate them! / I learned English through studying different texts, like short stories, news and posters. I used to love that class because we were always doing something / I remember a secondary teacher who gave us a test each week on irregular verbs in German. It's not popular to teach by testing anymore, but it worked for us*, etc.)

GRAMMAR FOCUS: Use *by + -ing* and *through + -ing* to describe how to do things

VOCABULARY FOCUS: Teaching techniques and styles

- Share opinions for and against kinds of teaching methodology Share opinions in favor of teaching methodologies (*e.g., In my opinion, topic-based learning is a useful technique / From my point of view, giving oral presentations helps students more / I believe that working on projects is the best learning technique*, etc.)

- Write arguments to support opinions (*e.g., Topic-based learning is good because students feel motivated by the topic. / Giving oral presentations is very useful, since students learn to communicate by explaining their ideas to the class / I believe working on projects is the best teaching methodology, as students learn while doing*, etc.)
- Share opinions against certain kinds of teaching methodology (*e.g., By asking students to study lists and then giving them tests is not a good learning technique, because students soon forget what they've learned! / In my opinion, giving oral presentations doesn't work very well because the other students don't listen to what they say! / I can't think of anything against learning through projects, to be honest*, etc.)

VOCABULARY FOCUS: Use words and expressions to explain reasons for opinions (*as, since, because,* etc.)

PRONUNCIATION FOCUS:

Notice intonation when giving an opinion

- Prepare a debate on teaching methodology   Write pros and cons (*e.g., There are both advantages and disadvantages of learning through topics. A big advantage is that students are motivated; a big disadvantage is that not all students are interested in the same topic! Etc.*)
- Express an overall viewpoint (*e.g., On balance, I think it works well if you let students choose some topics / Overall, learning by studying lists doesn't work, in my opinion, although there are some times when it's useful*, etc.
- Ask and answer questions to understand people's opinions (*e.g., What do you think is the advantage of listening and repeating? What about the disadvantage? What's your view overall?* etc.)
- Discuss arguments to describe advantages and disadvantages of different kinds of methodology (*e.g., Learning by studying different topics doesn't work, in my opinion. Why do you think that? Because teachers don't take into account students' interests. They're not thinking about previous knowledge and needs, either. I don't agree. I think that if you start by asking students what they know about the topic, you pay attention to*

their previous knowledge. OK, that's a fair point. etc.)

– Show courtesy when debating and disagreeing

– **VOCABULARY FOCUS:** Use expressions such as *in general, overall, on balance* to express a balanced view

Evidence of learning Evidence

– Comparative chart

– List of opinions in favor and against

Debate **Performance Criteria**

– Gives details about experiences

– Emphasizes reasons for and against

– Writes arguments

– **Learning Unit Objective:** Exchange opinions on how to design a monthly work plan (B1.2.8)

Development of the Learning Unit   Contents   Learning activities/examples

– Discuss characteristics of a monthly work plan   List contents of a work plan *(e.g., timing, resources, evaluation techniques, objectives, activities, tasks, etc.)*

– Ask and answer questions about designing a monthly work plan (*e.g., What do I need to think about when designing my work plan? Think about timing, activities, contents, and resources / What's the best way to organize the timing? By counting how many classes you have each week and how long each class will last /* etc.)

– Ask and answer questions about the elements of a monthly work plan (*e.g., How do you make a sequence of activities or tasks for a monthly work plan? Define the objectives that you want to achieve, the materials you're going to use, the methodology you'll use, and the evaluation techniques / What else should you include in a monthly work plan? It should be flexible so that you can adapt it according to the students' characteristics and needs,* etc.)

GRAMMAR FOCUS: Indicate a general noun by omitting "the"; indicate a specific noun with "the".

- **VOCABULARY FOCUS:** Use expressions to detail processes.
  - Share suggestions for designing a monthly work plan   Talk about ways to design a monthly work plan (*e.g., To make a monthly work plan, I think we have to know what we are going to teach, and how. We have to choose a teaching methodology / When designing a monthly work plan it's important to consider the characteristics, interests and needs of students,* etc.)

  Share suggestions to improve a monthly work plan (*e.g., I suggest you consider the materials. You need ot be sure that students have access to them / It seems to me you should plan one week at the beginning of the sequence of activities, three weeks for development and one week for evaluation at the end. You can organize time better like this ,* etc.)
  - Exchange opinions on how to design a monthly work plan   Give opinions about characteristics of a work plan (*e.g., I think a work plan should always be done with the students in mind / In my opinion, a work plan should facilitate the organization of work in the classroom,* etc.)
  - Exchange opinions to design a monthly work plan (*e.g., In my opinion, a monthly work plan should be designed based on the content topics that students need to learn. Really? I think it is better to design a work plan with sequences of activities organized to reach a goal or develop a product in a specific time,* etc.)
- **PRONUNCIATION FOCUS:** Notice loss of consonant sounds before other consonants.
        Evidence of learning Evidence
  - List of elements
  - Chart with suggestions
  Monthly work plan   **Performance Criteria**
  - Details processes
  - Gives suggestions
- Exchanges opinions

Learning Unit Objective: Discuss career development (B1.2.9)
Development of the Learning Unit   Contents Learning activities/examples
  - Share descriptions of past and current professional situation   List career milestones (*e.g., Finish the BA in Education / Graduate / Get a job*

as a teacher / Study a master's degree / Become a principal / Study a certificate, etc.)
- Describe current professional situation (*e.g., Right now, I am a teacher working with special needs students. I've been working with them since 2014 and I enjoy every moment, although it was challenging at the the beginning*, etc.)
- Talk about accomplishments in your career (*e.g., I have a BA in Education and graduated with honors. I did an internship in a school for children with special needs and got a job after graduating. I have taught 6th grade for the last three years*, etc.)
- List professional issues and reasons why they have impacted career development (*e.g., I believe teaching special needs students has helped me widen my perspective and understand students deeply. I have also become more patient. I've learned to identify progress in the little things*, too. Etc.)

- **GRAMMAR FOCUS:** Describe activities in the past using a variety of tenses.

VOCABULARY FOCUS: Use words and expressions to discuss studies and career.
-     Talk about goals in career development   Discuss professional goals (*e.g., What would you like to achieve in the next five years as a teacher? I'm going to teach the younger grades, since I'm becoming more interested in literacy. I'm also starting my   master's degree in literacy in September. I'll do ot part-time, so I can continue to work*, etc.)
- Suggest and give advice about activities for achieving goals (*e.g., That sounds amazing! Why don't you check the program in Didactic of Literature for Young Children at the University? I heard it's great and quite flexible, so you'll be able to continue teaching while doing the master's*, etc.)

GRAMMAR FOCUS: Use a variety of future tenses to state future accomplishments.

VOCABULARY FOCUS: Use expressions to discuss specific educational goals.
-     Discuss career development   Talk about how to overcome

possible issues (*e.g., I'd love to do a master's, but I'm worried. If I take it, will I have to write long dissertations? Will I have to write something very theoretical? I don't think so. This program is aimed at teachers who work.. If you take our program, you'll be able to write short dissertations. OK, I can do that, etc.*)

– Discuss career development (*e.g., Hi, Laura! Hi, Sara! Long time no see! What have you been up to? I finished my BA in Education a couple of years ago and now I'm a teacher. Really? What do you teach? 6th grade to special needs students. Wow! That's sounds great! Is it very challenging?. It is, but I find it easier now, as I've been doing it for a few years. Do you plan on staying there for long? Well, I love my students, but I'd like to do a master's degree in literacy. Why don't you check the program for Teaching Literature to Young Learners at the University? I've heard it's great and it's quite flexible, so if you take it, you'll be able to continue teaching while doing the master's. I'd love to do it, but I'm worried about the dissertation. If I study there, will I have to write a lot of theory? I don't think so. The program for teachers who work. So if you teach at the same time, you can graduate with a short dissertation. OK, I can do that, etc.*)

GRAMMAR FOCUS: Use different ways to express conditions.

Evidence of learning

Evidence

– List of issues and reasons
– Timeline of goals

Conversation **Performance Criteria**

– Talks about career milestones
– Uses different ways to state future goals

– Discusses career development

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

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

Support resources Giving advice to a friend

http://www.cambridgeenglish.org/learning-english/activities-for-learners/a2w003-giving-advice-to-a-friend

What you did last Saturday

http://www.cambridgeenglish.org/learning-english/activities-for-learners/a1w003-what-you-did-last-saturday

Tim's Pronunciation Workshop: Have to

http://www.bbc.co.uk/learningenglish/english/features/pronunciation/tims-pronunciation-workshop-ep-11

TEACHER PROFESSIONAL PROFILE

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.