





**Escuela Normal de Preescolar**  
**English III.**  
**Sharing information and ideas**  
**School year 2023-2024**  
**CEFR Level A2.1**



**Term I**

**Number of hours/ Credits: 4/4.5**

**Class schedule: Mondays 7.45 to 9 15 a.m. Wednesdays 11.00 to 12.30 p.m.**

**Teacher: Beatriz Eugenia Valdés Rodríguez**



# Course purpose

The English Language Course for Escuelas Normales is designed to develop students' ability to communicate effectively in English 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 exchanges (UNESCO 2007:13). English is particularly important for students because of its role in multinational communicative settings (Hyland 2011).

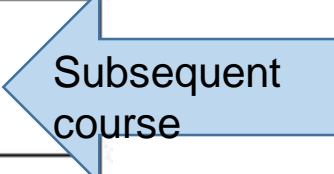



# Course Progression

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



Previous course



Subsequent course



## Framework of Reference

The table below shows how *Interchange Fifth Edition* correlates with the Council of Europe's levels and with some major international examinations.

	CEFR	Council of Europe	Cambridge ESOL	IELTS	TOEFL iBT	TOEIC
<b>Interchange</b>						
Level Intro	A1	Breakthrough				120+
Level 1	A2	Waystage				225+
Level 2	B1	Threshold	KET (Key English Test)	4.0–5.0	57–86	550+
Level 3			PET (Preliminary English Test)			
<b>Passages</b>						
Level 1	B2	Vantage	FCE (First Certificate in English)	5.5–6.5	87–109	785+
Level 2	C1	Effective Operational Efficiency	CAE (Certificate in Advanced English)	7.0–8.0	110–120	490+ (Listening) 445+ (Reading)

Source: <http://www.cambridgeesol.org/about/standards/cefr.html>



# Common European Framework of Reference (CEFR) BASIC USER

Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a





## Common European Framework of Reference (CEFR)

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a





## The course has three main objectives:

- ❑ Develop their ability to use English in personal and social communications, to develop relationships, complete transactions and meet everyday needs.
- ❑ 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.
- ❑ 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.



# Communicate effectively in English

## Personal

Exchange personal information

Share instructions and procedures

Participate in exchanges about everyday or immediate needs

## Community

Understand own and other cultures

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



# Course Description

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.



## Professional competences

- Use the knowledge from the subject and its specific didactic strategies to work with the curricular contents from the Curriculum and Syllabus from Basic Education.
- Plan teaching-learning processes in accordance to current approaches of the disciplinary area, taking into account setting and students features in order to achieve meaningful learning.
- Assess teaching and learning processes from her/his students using a formative approach and analyses her/his own professional practice to propose ways to improve it.
- Build collaborative and inclusive learning environments to foster students' comprehensive development.
- Devise learning and teaching proposals using innovative methodologies and applying new technologies to education.
- Act upon civic, ethic and legal values and principles inherent to her/his social responsibility as well as her/his professional work, based on pluricultural and humanist views.



# Competences of the degree profile developed by the course

## **SUBJECT-SPECIFIC**

1. Describe ways of living from different cultures to appreciate their diversity.
2. Use language to establish harmonious and responsible relationships when exercising citizenship.
3. Reflect on one's own learning process to act consciously in communicative exchanges.
4. Understand and produce texts to participate in a variety of everyday and concrete situations.
5. Exchange basic information about personal and professional experiences.
6. Recognize cultural differences when participating in brief and common exchanges.



# Course structure

PERIOD	BOOK UNITS	CONTENTS	LEARNING EVIDENCES
<b>1</b>	1.-Where are you from?	Introductions and Greetings, names, countries and nationalities	Project “This is me!”
	2.- What do you do?	Jobs, workplaces, and school, daily schedules; clock time	Project “What do you do?”
<b>2</b>	3.- How much are those?	Shopping and prices; clothing and personal items; colors and materials	Project “How much is this?”
	4.- Do you play the guitar?	Talking about likes and dislikes; giving opinions; making invitations and excuses	Project “Radio Show”
<b>3</b>	5.- What an interesting family!	Family members; typical families	Project “Family Song”
	6.- How often do you run?	Sports, fitness activities, and exercise routines.	Project “Sports Star”

# Assessment Criteria

Criterios de Evaluación por unidad	Porcentajes de Evaluación	
	Formativa	Sumativa
Classwork and homework (attendance, participation and homework)	40%	
Platform (Cambridge)	20%	
Projects		20%
Exam		20%

Nivel de desempeño	Equivalencia numérica
Sobresaliente	10
Competente	9
Satisfactorio	8
Aceptable	7
Suficiente	6
No se muestra	5



# Assessment Criteria

**Attendance, punctuality, attitude, complete materials, respect, and classwork**

Nivel de desempeño	Equivalencia numérica
Sobresaliente	10
Competente	9
Satisfactorio	8
Aceptable	7
Suficiente	6
No se muestra	5

EVALUATION OF THE SEMESTER	
AVERAGE OF LEARNING UNITS	50%
FINAL EVIDENCE (INTERVIEW)	50%

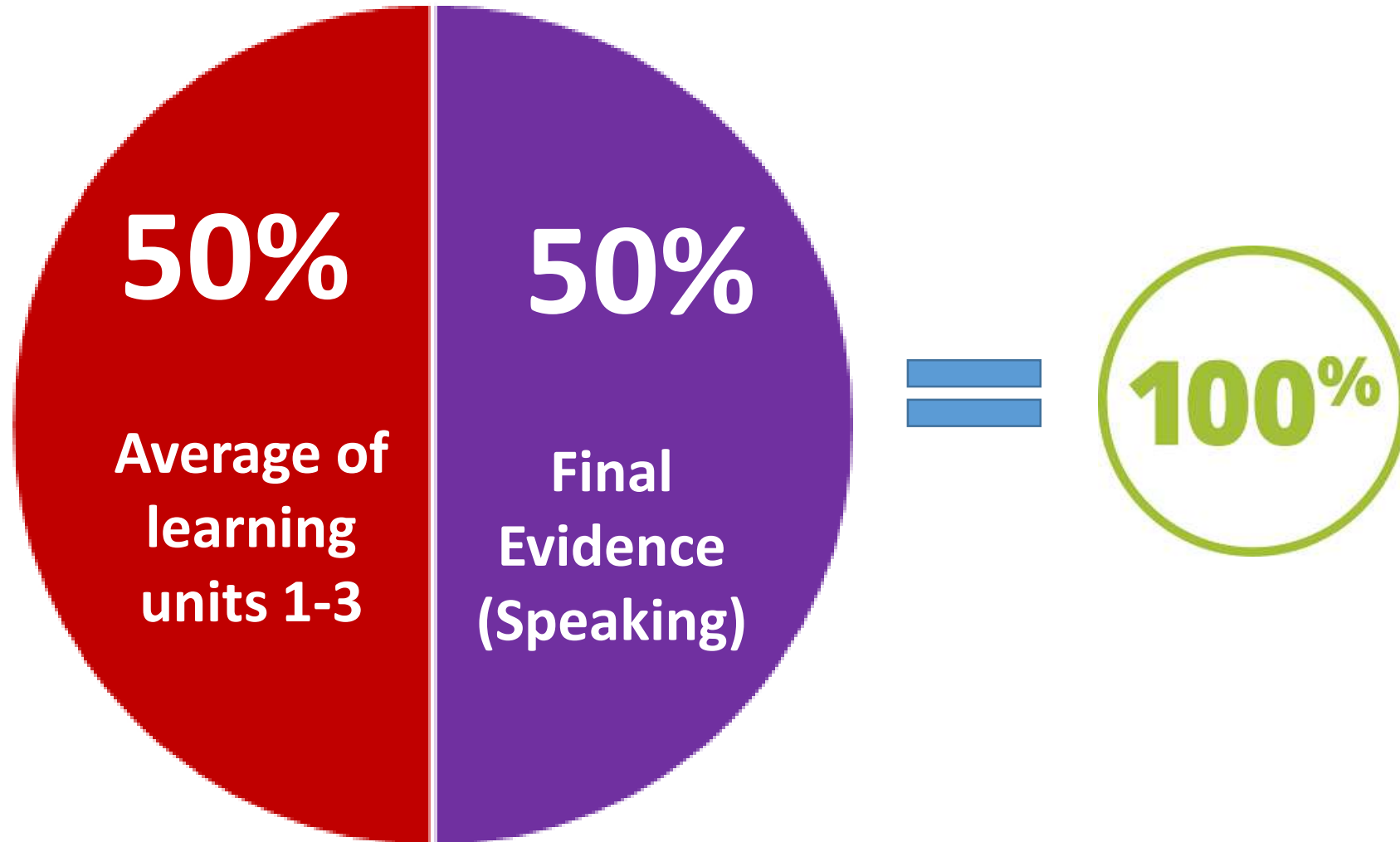


# Global Evaluation

## NOTE:

In case you fail one of the learning units, you will not be allowed to present the final evidence losing 50% of your global evaluation. In which case, you will have to present the extraordinary exam.

In order to have two opportunities to regularize your status you must attend 85% of class hours.



# NOTA IMPORTANTE

El estudiante **acreditará el curso** cuando obtenga como mínimo en la evaluación global del nivel de desempeño, su equivalencia numérica de 6.

El estudiante **acreditará el nivel** una vez que evidencie el desarrollo de las habilidades propias del nivel de inglés con base en el CEFR mediante una entrevista realizada al final del ciclo escolar.

En caso de que el estudiante no logre el desarrollo de las habilidades necesarias para obtener el nivel de inglés que esté cursando, se evaluará con base en el desempeño del estudiante, sin embargo, tendrá que cursar nuevamente el nivel.



# Signature agreement for framework

# Course policies

- **Course Materials:** Failure to bring the book results in losing points per day.
- **Homework:** There will be regular online homework tasks, as well as homework related to textbook material. If you are absent for any reason, it is your responsibility to find out the homework assigned.
- **Late homework:** It is your responsibility to turn in homework assignments on time. In case you present homework assignments or projects after the established due date, The maximum grade will be 70
- **Grading:** Your course grade will depend on performance on tests, speeches given, and participation. Satisfactory participation means completing the tasks assigned in class and **interacting with your classmates in English at all times**. Quizzes, tests, speeches, and other presentations cannot be made up unless the student has an excuse absence by ENRE. This means that if a student is not in class for this work, he or she will receive a grade of 0 for the missed work.

# LA NETIQUETA. GUIA PARA TUS CLASES EN LINEA. NETTIQUETE. GUIDE FOR ONLINE CLASSES.



Connect 5 minutes before the class starts- Conectarse 5 min antes de la clase

Have all your materials ready, camera on and microphone off, you will turn it on when teacher asks your participation (camera must be on all class)/Tener su material de clase listo, cámara encendida, micrófono apagado, solo encenderlo cuando se pida tu participación (La cámara debe estar activada durante toda la clase). EL CELULAR SE PUEDE UTILIZAR SOLAMENTE PARA FINES DE CLASE DURANTE LA SESION.

Have a good presentation, sit in a quiet and appropriate place to do all activities (not in bed)/Estar presentable, sentado en un lugar tranquilo y adecuado para realizar las actividades (no en la cama).

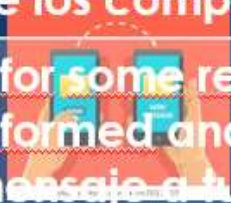


No eating during class /No comer durante la clase

Participate during class raising your hand. Respect your classmates' participation without interrupting/Participar durante la clase levantando la mano y respetando la participación de los compañeros sin interrumpir.



If for some reason you are not able to join the class, send a message immediately to your teacher, get informed and do all the activities given that day/Si por algún motivo no puedes enlazarte a la clase, envía mensaje a tu maestro, infórmate y realiza todas las actividades que se siguieron en clase.



## **Policies about being late and being absent.**

In accordance to ENEP 's policies, you must attend 85% of class time hours.

### **Class participation grade will be affected if you:**

- Arrive late or leave early.
- Miss class.
- Sleep during a class.
- Read anything during class which is not related to class activities.
- Speak Spanish in class.
- Disrespect teacher or classmates during the class.

### **Please turn off cell phones during class!**

Cell phones should be turned off in class; no texting may be done in class. In addition, students may not use electronic devices with earphones in class nor may they do recreational activities on computers. Electronic dictionaries may be used in class but not during tests.



**BE....**

- ✓ Respectful
- ✓ Honest
- ✓ Patient Neat
- ✓ Tolerant
- ✓ Participative



- ✓ Receptive
- ✓ Confident
- ✓ Positive
- ✓ INTERESTED

**Treat each other with  
LOVE**

**CONCENTRATE  
AND  
HAVE FUN!**



## Suggested references / Referencias recomendadas

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

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

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

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

**Grundy, P. (1994) *Beginners*** Oxford: Oxford University Press

**Hattie, J. (2012).** *Visible learning for teachers.* New York & London: Routledge

**Harmer, J (2005) *How to Teach English*** Harlow: Pearson

**Harmer, J. (2007) *The Practice of English Language Teaching*** Harlow: Pearson

**Hyland, K. (2011).** *Specific purpose programs.* In: M. H. Long & C. J. Doughty (eds.). *The handbook of language teaching* (pp. 201–217). Oxford: Wiley-Blackwell.

**Lamb, M. (2017).** *The motivational dimension of language teaching.* *Language Teaching*, 50(3), 301–346.

**Littlewood, W. (1981).** *Communicative Language teaching.* Cambridge: Cambridge University Press.

**Murphy, R. (2012) *English Grammar in Use*** Cambridge: Cambridge University Press

**Murray, G., Gao, X., & Lamb, T. (eds.) (2011).** *Identity, motivation and autonomy in language learning.* Bristol, UK: Multilingual Matters.

**Ormrod, J.E. 2008 *Educational Psychology: Developing Learners*** Boston: Pearson/Allyn & Bacon

**Parrott, M. (2000) *Grammar for English Language Teachers*** Cambridge: Cambridge University Press

**Swan, M. (2009) *Practical English usage*,** Oxford: Oxford University Press.

**Thornbury, S. (2016).** *Communicative language teaching in theory and practice.* In Hall, G. (ed.) *The Routledge Handbook of English Language Teaching.* Abingdon, Oxon.: Routledge, pp. 224–237.

**UNESCO (2007).** *UNESCO Guidelines on Intercultural Education.* París: UNESCO

**Ushioda, E. (2011).** *Motivating learners to speak as themselves.* In G. Murray, X. Gao & M. Lamb (eds.), *Identity, motivation and autonomy, in language learning* (pp. 14–33). Bristol: Multilingual Matters.

## Additional online references and resources

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

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

Adult learners.

[https://elt.oup.com/learning\\_resources/courses/adultlearners/?cc=mx&sellLanguage=en](https://elt.oup.com/learning_resources/courses/adultlearners/?cc=mx&sellLanguage=en)

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

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

Classroom resources. Pearson.

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

Teaching adults. Oxford.

<https://elt.oup.com/teachersclub/courses/teachingadults/?cc=mx&sellLanguage=en>

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

Onestop English. <http://www.onestopenglish.com/>

The digital teacher. <https://thedigitalteacher.com/>

<https://visuwords.com/>

<https://www.eslvideo.com/>

<https://es.lyricstraining.com/>

<https://www.busuu.com/es>

<http://intermediatelow.blogspot.com/>

<https://www.englishclub.com/>

<http://www.topics-mag.com/>

<http://www.readableblog.com/>

<https://dictionary.cambridge.org/es/>

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

<https://www.tefl.net/>

<http://www.elllo.org/>