



**SCHOOL YEAR 2024-2025  
TERM PLANNING**

SCHOOL: ESCUELA NORMAL DE EDUCACION PREESCOLAR		MAJOR: EDUCACION PREESCOLAR	
COURSE: BUILDING COFIDENCE IN COMMUNICATION		TERM: 2024-2025	CLASS TIME HOURS / WEEK: 4
TEACHER: MARIA ELENA MEZA AGUADO		DATE: AUGUST 2024 – JANUARY 2025	

**Purpose:** to plan the content, the sessions (face to face or virtual ones) and the dates for the development of the learning units of the course.

The plan content was adapted to a higher level of language than the 2022 Plan proposal to meet the students' needs for learning development.

**Instructions:** complete the following chart with the appropriate information based on the course syllabus and considering the institutional calendar.

LEARNING UNIT (NUMBER AND NAME)	CONTENT	LEARNING OUTCOMES	NUMBER OF SESSIONS	DATE
PRESENTATION OF THE COURSE AND COURSE FRAMEWORK			1	26 Aug
<b>LEARNING UNIT 1</b>  Book Unit 5. What are you doing later?	<b>Vocabulary:</b> Invitations and excuses; free-time activities; telephone messages <b>Grammar:</b> Future with present continuous and be going to; messages with tell and ask <b>Speaking:</b> Talking about plans; making invitations; accepting and refusing invitations; giving reasons; taking and leaving messages <b>Pronunciation/listening:</b> Reduction of could you and would you. Listening to telephone messages <b>Reading and writing:</b> Writing text message requests. "Cell Phone Trouble!": Reading about cell phone problems	<ul style="list-style-type: none"> <li>• Talking about plans</li> <li>• Apologizing and giving reasons</li> <li>• Making a call</li> <li>• Leaving a message</li> </ul>	7	26 Aug. - 27 Sept.
	<b>LEARNING EVIDENCE(S)</b> Project: "WHAT DID YOU SAY?" Students perform a play for the class about a situation where a bad cell phone connection, unclear message, or other communication problem results in a misunderstanding.			





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<b>LEARNING UNIT 2</b> Book Unit 6. How have you changed?  Book Unit 9. Making changes	<b>Vocabulary:</b> Life changes; plans and hopes for the future <b>Grammar:</b> Describing changes with the present tense, the past tense, the present perfect, and the comparative; verb + infinitive <b>Speaking:</b> Exchanging personal information; describing changes; talking about plans for the future <b>Pronunciation/listening:</b> Vowel sounds /ou/ and /ʌ/. Listening to descriptions of changes <b>Reading and writing:</b> Writing a plan for a class trip “A Goal Accomplished”: Reading about a person’s goals	<ul style="list-style-type: none"> <li>• Describing changes</li> <li>• Talking about future plans</li> </ul>	4	30 Sept. – 11 Oct.
	<b>Vocabulary:</b> Houses and apartments; lifestyle changes; wishes <b>Grammar:</b> Evaluations and comparisons with adjectives: not . . . enough, too, (not) as . . . as; evaluations and comparisons with nouns: not enough . . ., too much/many . . ., (not) as much/many . . . as; wish <b>Speaking:</b> Describing positive and negative features; making comparisons; talking about lifestyle changes; expressing wishes <b>Pronunciation/listening:</b> Unpronounced vowels. Listening to people talk about capsule hotels <b>Reading and writing:</b> Writing an email comparing two living spaces “The Man with No Money”: Reading about living without money	<ul style="list-style-type: none"> <li>• Giving an opinion</li> <li>• Expressing regret about a present situation</li> <li>• Agreeing</li> </ul>	6	28 Oct. – 15 Nov.
<b>LEARNING EVIDENCE(S)</b> Project 1: “THEN AND NOW”. Students make a timeline with life events of the person’s life (celebrity) and describe it using the past tense and the present perfect.				





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	Project 2: "ADDING UP THE COSS". Students draw a simple chart showing how much of the total family expenses is for the teenage children. And have a debate to argue that teenagers living at home should pay rent or not.			
LEARNING UNIT 3  Book Unit 10. Have you ever tried it?	<p><b>Vocabulary:</b> Food; recipes; cooking instructions; cooking method</p> <p><b>Grammar:</b> Simple past vs. present perfect; sequence adverbs: first, then, next, after that, finally</p> <p><b>Speaking:</b> Talking about food; expressing likes and dislikes; describing a favorite snack; giving step-by-step instructions</p> <p><b>Pronunciation/listening:</b> Consonant clusters. Listening to descriptions of foods</p> <p><b>Reading and writing:</b> Writing a recipe "Pizza: The World's Favorite Food?": Reading about the history of pizza</p>	<ul style="list-style-type: none"> <li>• Talking about food and beverages</li> <li>• Ordering in a restaurant</li> <li>• Making and declining an offer</li> <li>• Describing a procedure</li> </ul>	6	18 Nov. – 10 Jan.
	LEARNING EVIDENCE(S) Project: "WHAT DO THEY EAT THERE?" Students use sequence adverbs to describe recipes to explain how to prepare a traditional dish from a country.			
<b>FINAL LEARNING EVIDENCE:</b>	<ol style="list-style-type: none"> <li>1) Interview. The student demonstrates their abilities to express the semester learning outcomes orally.</li> <li>2) Written test which includes Listening, language use and reading.</li> </ol>			Jan 13 - 17

OBSERVATIONS:

TEACHER'S NAME AND SIGNATURE	ENGLISH COLLEGIATE COORDINATOR NAME AND SIGNATURE	ACADEMIC VICE-PRINCIPAL NAME AND SIGNATURE	DATE
<i>Maria Meza A.</i>			August 15, 2024



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*Elaborado por:*

Lo anterior porque los maestros de inglés elaboran las planeaciones semestrales de forma colegiada durante la reunión de Academia Estatal de Inglés al inicio del semestre, y queremos que estén los nombres de los diferentes maestros con sus Escuelas Normales de origen para cualquier referencia necesaria.



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