



FORMANDO DOCENTES CON HUMANISMO Y VOCACIÓN

LICENCIATURA EN EDUCACIÓN PREESCOLAR

PLAN DE ESTUDIOS 2018

CURSO: ENGLISH V: OPENING NEW GLOBAL PERSPECTIVES

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PRESENTATION

In the 2018 Study Program the English language course for Escuelas Normales is designed to develop students' ability to communicate effectively in English in real contexts that will be important for them. In the English courses, it was established to work around three different environments: *personal, community and professional*, through them it is pretended to develop and improve the language performance and communicative competence mainly in order to fulfill the student's language profile.

DGESPE (2018) mentions that "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".

In this planning the aims, competences, units and topics are presented as they are going to be taught during the course development, according to the current English Program. It is also important to mention that some activities and topics can be changed in order to fulfill the student's needs and interests.

PURPOSES

For 2018 onwards, the English language course becomes part of the curricular in every undergraduate program at Teacher Training Schools.

This course has three main aims:

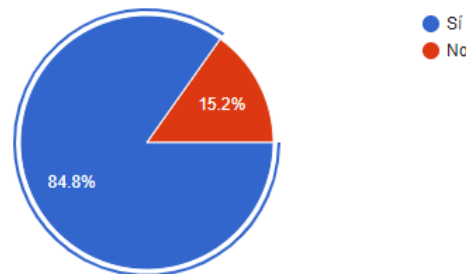
1. Develop their ability to use English in personal and social communications, to develop relationships, complete transactions and meet every day needs.
2. Increase their engagement with cultural and intercultural activities in English, in order to develop a better understanding of their own culture 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 teacher need to be confident in using English in the school environment.

CONTEXT

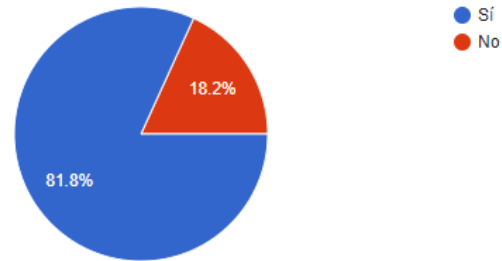
The group of the fifth semester is made by 33 students all of them are women. Most of them are from Ixtapan de la Sal, Coatepec Harinas, Villa Guerrero and Tenancingo, however there are some others from Teloloapan Guerrero and Naucalpan de Juarez which make the group diverse in culture. The age range of the group goes from 19 to 23 years old.

Nowadays is necessary to know the facilities they have at home to be connected online, that is why some questions were carried out to know what kind of connectivity and devices they have, and the results were:

- 85 % of the students have their own laptop or computer at home, the other 15% have to share it with the family.

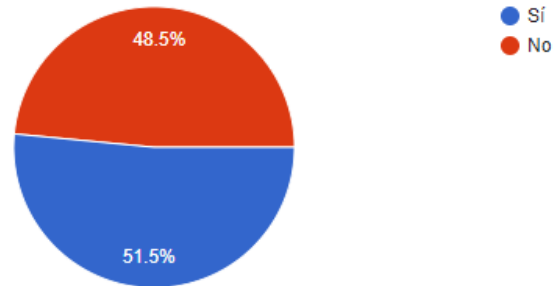


- 82% have internet connection at home the others need to go outside to find internet.

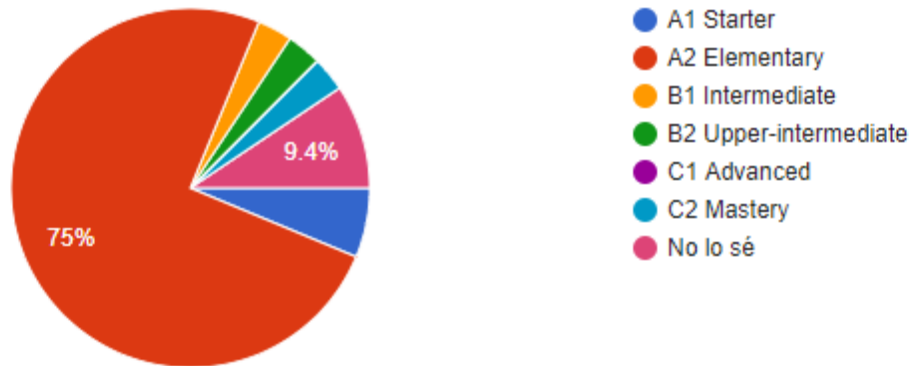


- 52% have problems to connect everyday to have an online lesson as they have electric power failure, internet connection problems, sharing devices and some other situations.

Do you have internet connection at home?



- About the English level it is relevant to mention that according to the placement test applied by the School English Workshop most of the students are A2 level which in fact it is a problem as they have to be B1 right now, however actions should be taken in order to improve their level.



When designing the sessions, the aspects showed above were considered in different ways for example in the materials chosen for each class which should be varied and by skills, the online session as some of them have internet problems should be once in a while just to check the learning and to practice pronunciation. The communication is going to be through different means as mail, WhatsApp, platform, telephone, messages and some other available at the moment.

Competences of the graduation profile developed by the course.

Generic competences

1. Use critical and creative thought for solving problems and taking decisions.
2. Learn in 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 in an ethical way, by interiorizing social rules and principles.

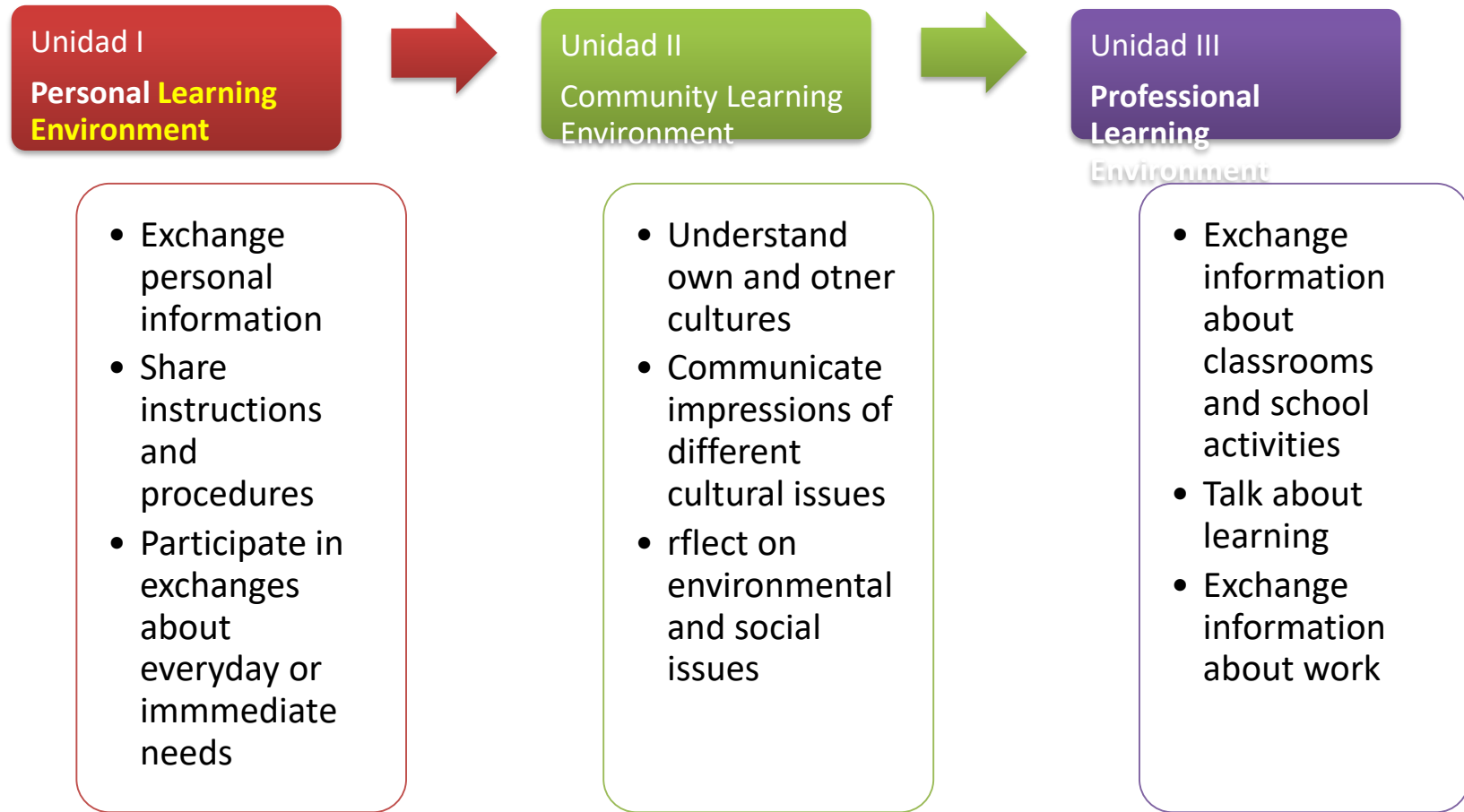
English language course level

YEAR	CEFR level descriptor	CEFR level	Semester	Course name description
3	B1 (threshold)	B1.1	5	Opening new global perspectives

The content of the course is structured around three environments or contexts of language use: *Personal, Community and Professional.*

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

LEARNING UNITS



METHODOLOGY

The English language course is based on the communicative approach to language learning in line with the Common European Framework of Reference. There are five main principles of language learning that underpin this curriculum:

1. Focus on meaningful communication. The purpose of a language is to convey meaning and therefore mastery of language involves communicate meaning through that language.
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 students to be exposed to authentic examples of English (spoken and written).
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).
 - The methodology for learning through doing has a number of characteristics such as:
 - The teacher provides many opportunities to practice the target language in different ways.
 - The teacher sets up pair work and group activities to increase the amount of practice.
 - The teacher limits their explanations to what is essential for students to understand the target language.
 - The teacher creates an atmosphere where students feel comfortable to make mistakes.
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:
 - Effort and energy increment
 - Persistence in learning activities increment
 - Cognitive processes are affected through directing attention.

- Motivation and engagement are created through a number of means. Variety, personalization, positive feedback, perception of progress.

5. Differentiate the teaching according to different interests and needs among each group of students. The variety of students may be related to a number of different dimensions.

- Level of English
- Their first language
- Previous experience of learning English
- Learning preferences
- Their interests and objectives

Teacher need to be aware of the profile of their different students and adapt their teaching accordingly. In practice teacher should:
Use a variety of activities to make sure different learning preferences are addressed:

- Monitor how well different students are mastering the target language.
- Provide additional support for students who are struggling and additional stretch activities for students who have mastered the core target language quickly.

SECUENCIA DE CONTENIDOS

UNIDAD I. Events, devices and advice

Main competences for learning	Describe people's looks and physical appearance Give instructions to prepare dishes Order food and give opinions on dishes
Learning unit objective:	Narrate events that happened to you

Development of the Learning Unit

Learning Contents activities/examples

- Talk about events that happened to you Discuss unexpected situations in the past (e.g. *I was watching a really good movie, but I fell asleep before it finished / He was wearing a tie, but he spilled coffee on it / Last night I was studying for the exam when the lights went out / While we were shopping, I lost my cellphone / While we were cooking dinner, we realized we didn't have all the ingredients / etc.*)
- Report what others said (e.g., *We were walking down the street when suddenly a policeman told us to stop / They were walking down the street when a policeman suddenly told them to stop / Once I lost my cell phone on the beach. Strangely, while I was looking for it, I found another cellphone that was the same kind and the same color! Unfortunately, it wasn't mine. Luckily, I handed it in to the police station and they had mine!*)

SITUACIONES DIDÁCTICAS UNIDAD I

MOMENTOS	TEMPORALIDAD	Contenidos	ACTIVIDADES DE APRENDIZAJE/ORGANIZACIÓN SOCIAL
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CIERRE			<p>5. must/have to/need to</p> <p>6. don't have to</p> <ul style="list-style-type: none"> • Option: Pairs add four more pieces of advice.
	<i>Sesión 5: 2 de octubre,</i>		<p>Writing an email with travel suggestions “Adventure Vacations”: Reading about unusual vacations</p> <p>Learning Objective: write a personal email using be going to and modals to give advice</p> <p>A</p> <ul style="list-style-type: none"> • Ask Ss to read the example email. Explain any vocabulary that Ss don't understand. • Point out features of an email to a friend (e.g., use Dear + -rst name to open the email; include an introductory sentence; close the email with a phrase like Can't wait to see you! and a nal good-bye, such as Best wishes, Love, All the best, Your friend, and their own name).
INICIO	<i>Sesión 6: 6 de octubre</i>		<p>Complaints; household chores; requests; excuses; apologies</p> <p>Vocabulary</p> <p>loud: making a lot of noise</p> <p>mess: something that is dirty or untidy</p> <p>drive (someone) crazy: to make someone feel crazy, annoyed, or excited</p>
	<i>Sesión 7: 7 de octubre</i>	<i>Sure! I'll do it.</i>	<p>Making requests; agreeing to and refusing requests; complaining; apologizing; giving excuses</p> <ul style="list-style-type: none"> • Point out that the object noun (e.g., TV, things) can come before or after the particle: <p>Turn the TV down. Put your books away.</p> <p>Turn down the TV. Put away your books.</p> <ul style="list-style-type: none"> • When the object of the two-part verb is a pronoun, it can only come between the verb and the particle: <p>Turn it down. Put them away.</p> <p>Making requests</p> <ul style="list-style-type: none"> • It is polite to use please to make a request. Please can go at the beginning or the end of a sentence (notice the use of a comma when please comes at the end): Please turn down the music. Turn it down, please.
DESARROLLO			

CIERRE			<p>Pair work</p> <ul style="list-style-type: none"> • Model the example conversation and ask one or two Ss to give their own responses. Remind Ss to use expressions like sure, OK, no problem, and all right. • In pairs, Ss take turns making and responding to each other's requests from part A. Go around and make sure Ss use pronouns in their responses.
	<i>Sesión 8: 9 de octubre</i>		Two-part verbs; will for responding to requests; requests with modals and Would you mind...?
INICIO	<i>9: 13 de octubre</i>		<p>Writing an email with travel suggestions "Adventure Vacations". Reading about unusual vacations</p> <ul style="list-style-type: none"> • Encourage Ss to ask each other questions about the problems they have at home. • Have Ss think of suggestions to solve the problems using expressions like: "you could try to.../It's a good idea to.../Maybe you should..." • Option: Follow up with a role play where neighbors are at a condominium meeting. In small groups, Ss read the problems they wrote and discuss the possible solutions.
	<i>Sesión 10: 14 de octubre</i>	What do you use this for?	<p>Technology; instructions Describing technology; giving instructions; giving suggestions</p> <p>Books closed. Ask questions like: "How long have you had your smartphone? Tablet? Computer? If you could buy some cool new gadget, what would it be?"</p> <ul style="list-style-type: none"> • Books open. Read all the inventions listed and explain any new vocabulary. • Model the pronunciation of the items and have Ss repeat. Read the questions. Ss answer them in pairs or groups. Go around the class and give help as needed.
<i>Sesión 11: 16 de octubre</i>	<p>Describing holidays, festivals, customs, and special events</p> <p>To avoid spending a long time teaching words in class, have Ss look up the vocabulary for homework before class.</p> <ul style="list-style-type: none"> • Option: Assign each S four words to look up in a dictionary. Then put Ss in groups of four and have them teach each other their words. 		
<i>Sesión 12: 20 de noviembre</i>	<p>Infinitives and gerunds for uses and purposes; imperatives and infinitives for giving suggestions</p>		
DESARROLLO			

CIERRE			<ul style="list-style-type: none"> • Play the audio program to present the sentences in the box. Have Ss listen and repeat. • Ask Ss to look back at the previous conversation and underline some of the structures in the Grammar Focus box. (Answer: be sure to, don't forget to) <p>A</p> <ul style="list-style-type: none"> • Explain the task. Ss complete the task individually or in pairs. Go around the class and give help as needed. Then elicit answers.
	<i>Sesión 13: 21 de noviembre</i>		<p>Writing a message making a request “Hotel Madness: The crazy Things People Say!”: Reading about unusual hotel requests</p> <p>Explain the situation. Ask Ss what they might need a roommate to do for them if they were going to be busy all day.</p> <ul style="list-style-type: none"> • Ss read the example paragraph silently. Point out that the message starts after Melissa has agreed to help. Now the writer is giving her a list of three things to do. • Ss write a first draft. Tell them to use imperatives and infinitives where possible.
INICIO	<i>Sesión 14: 23 de octubre</i>	Time to celebrate! Holidays; festivals; customs; celebrations	<p>Describing holidays, festivals, customs, and special events</p> <p>Books closed. Introduce the topic of special days by asking Ss to brainstorm public holidays in their country/countries.</p> <p>Read the questions and have Ss discuss them in groups. Encourage Ss to ask follow-up questions. For example, after the last question, Ss could ask: “Why is it your favorite holiday? What makes it so special for you? What do you do on that day?”</p>
DESARROLLO	<i>Sesión 15: 27 de octubre</i>		<p>Relative clauses of time; adverbial clauses of time: when, after, before</p> <p>This exercise requires Ss to use real-world knowledge. Most Ss will know enough to match some of the phrases, so they can probably complete the task by process of elimination.</p> <ul style="list-style-type: none"> • Read the question and the instructions. Then ask for Ss’ suggestions for the first item. Have them complete the task individually. Check Ss’ answers.
	<i>Sesión 16: 28 de octubre</i>		<p>Writing a message asking for specific favors “The sharing Economy-Good for Everybody?”: Reading about sharing economy</p> <p>Explain the task. Then read the example paragraph.</p> <p>Point out that Ss should use the discussion topics from Exercise 6 to get ideas.</p> <ul style="list-style-type: none"> • Ss use their notes to write a first draft. Go around the class and give help as needed.
CIERRE			

	Sesión 17: 30 de octubre	FIRST EVALUATION	PROGRESS CHECK
	UNIDAD II. Communication, plots and environmental issues (Level B1. Community)		
	Competencias de la unidad de aprendizaje	Exchange information about ways of communicating around the World Describe the plots In books and movies Contrast opinions about environmental issues	
	Secuencia de contenidos		
	<ul style="list-style-type: none"> • Describe and explain gestures and meanings • Recognize and use verbs for gesturing and body parts. • Talk about situations when people use non-verbal communication • Ask and answer questions about personal habits regarding emotions and body language • Share opinions about books and movies • Compare books and movies you know • Share general opinions about books and movies • Ask and answer specific questions about scenes and characters • Read short comments about books • Share information on uses of the environment • Share information on uses of the environment around the world • Ask and answer questions about uses of environment in our country • Share ideas on how the environment is affected by human activity 		
	SITUACIONES DIDÁCTICAS		
	TEMPORALIDAD	CONTENT	ACTIVIDADES DE APRENDIZAJE/ORGANIZACIÓN SOCIAL
INICIO	Sesión 18: 3 de noviembre	Only time will tell. Life in the past, present, and future; changes and contrasts; consequences	Talking about change; comparing time periods; describing possible consequences To practice recognizing different tenses in the conversation, try Stand Up, Sit Down – download it from the website. Play the audio program and have Ss listen for examples of past, present, or future tense verbs. Go over the phrases in column A and then the information in column B. Explain any new vocabulary. • Ss complete the task individually and compare answers with a partner. Then elicit Ss' responses. Explain the task. Ss work individually to complete the phrases in part A with appropriate information. Go around the class and monitor Ss' use of tenses.

DESARROLLO		<ul style="list-style-type: none"> • If Ss have problems with particular tenses, they should review them on their own. For the past tenses, have Ss study Unit 1; for the future tenses, refer Ss to Unit 5. • Ss form pairs and compare their sentences.
	<i>Sesión 19: 4 de noviembre</i>	<p>Time contrast; conditional sentences with if clause the board:</p> <p>Possible situation Consequence</p> <p>If you get a high-paying job, your friends might ask you for a loan.</p> <ul style="list-style-type: none"> • Explain that If you get a high-paying job is a possible situation, i.e., it may happen one day. The rest of the sentence is a consequence of getting a high-paying job. • Point out that we can say these in a different order: Your friends might ask you for a loan if you get a high-paying job. • Elicit or explain the rules: <ol style="list-style-type: none"> 1. If + simple present, subject + will/won't If you eat candy, you'll gain weight. This is the most typical structure used with possible future situations and consequences. 2. If + simple present, subject + may/might If you eat candy, you might gain weight. We can also use may and might as consequences, to show that the consequence is less likely. 3. will + be able to/will + have to If you save some money, you'll be able to travel. (possibility)
	<i>Sesión 20: 6 de noviembre</i>	<p>Writing an entry on a travel website about a cultural custom “Out with the Old, In with the New”: Reading about interesting New Year’s customs.</p> <p>Pair work</p> <ul style="list-style-type: none"> • Explain the task. Ss interview each other about their past, present, and hopes for the future. Encourage Ss to be imaginative during their interviews. • Conduct a quick brainstorming activity with the class to help pairs with their interviews. Elicit possible interview questions (e.g., What did you use to be like? What are you doing nowadays? What are you going to do in the next - ve years?). • In pairs, Ss take turns interviewing each other using the questions and others of their own.

CIERRE	<i>Sesión 21: 10 de noviembre</i>		<p>Write this example from the Perspectives section on the board: Possible situation Consequence If you get a high-paying job, your friends might ask you for a loan.</p> <ul style="list-style-type: none"> • Explain that If you get a high-paying job is a possible situation, i.e., it may happen one day. The rest of the sentence is a consequence of getting a high-paying job. • Point out that we can say these in a different order: Your friends might ask you for a loan if you get a high-paying job. • Elicit or explain the rules: <ol style="list-style-type: none"> 1. If + simple present, subject + will/won't If you eat candy, you'll gain weight. This is the most typical structure used with possible future situations and consequences. 2. If + simple present, subject + may/might If you eat candy, you might gain weight. We can also use may and might as consequences, to show that the consequence is less likely. 3. will + be able to/will + have to If you save some money, you'll be able to travel. (possibility)
	<i>Sesión 22: 11 de noviembre</i>		<p>Word Power Learning Objective: use collocations to discuss possible situations and consequences A Pair work</p> <ul style="list-style-type: none"> • Explain the task. Have Ss read the phrases in the list and the possible verbs in the chart. Then elicit or explain any new words or expressions.
INICIO	<i>Sesión 23: 13 de noviembre</i>	<p>I like working with people Abilities and skills; job preferences; personality traits; careers</p>	<p>Describing abilities and skills; talking about job preferences; describing personality traits</p> <p>Books closed. As a class, Ss brainstorm a list of skills needed in the 21 st century. Ask: "Which skills do you think are important today?" (e.g., People should be good at/know how to . . .) Set a time limit.</p> <ul style="list-style-type: none"> • Books open. Ss read the information in the Snapshot. • Read the first discussion question aloud. Then Ss discuss it in pairs. When Ss finish, have them form groups to discuss which skills are most important and why. For more practice ranking, try Vocabulary Steps – download it from the website. Ss draw eight steps and put the most important skill at the top of the staircase. • Ss work individually to check (✓) which skills they think they have. Then have them compare in small groups. Alternatively, Ss take turns interviewing each

DESARROLLO			<p>other in pairs.</p> <ul style="list-style-type: none"> • Groups answer and discuss the third question. • Play the audio program again. Tell Ss to listen and read silently. • Ss practice the conversation in pairs. To practice this Conversation with various partners, try the Onion Ring technique – download it from the website.
	<i>Sesión 24: 17 de noviembre</i>		<p>Gerunds; short responses; clauses with because Gerunds (verb + -ing)</p> <ul style="list-style-type: none"> • Refer Ss to the previous conversation. Ask them to complete Sam’s sentences: 1. I don’t mind . 2. I really enjoy . • Elicit answers. (Answers: 1. working weekends 2. working with people) Explain that working is a gerund. It is made up of a base verb and -ing. Gerunds can function as nouns. • Focus Ss’ attention on the left column of the Grammar Focus box. Point out some verbs or phrases (e.g., I love, I hate, I’m good at) that are followed by a gerund. Elicit other examples from the box (e.g., I don’t mind, I’m not good at, I can’t stand). <p>Then point out the examples in the far right column.</p>
	<i>Sesión 25: 18 de noviembre</i>		<p>Writing a paragraph describing a person’s past, present and possible future Explain the task. Read the example paragraph, choose a S to read it, or give Ss time to read it silently.</p> <ul style="list-style-type: none"> • Encourage Ss to brainstorm the type of job they want to write about – one they would be interested in applying for. Tell Ss to write down their ideas in the form of words, mind maps, or notes, and to include examples, reasons, and explanations. Go around the class and give help as needed. • Ss use their notes to write a cover letter. • Option: This part of the task could be done for homework on a computer. <p>B Pair work</p> <ul style="list-style-type: none"> • Ss form pairs and read each other’s letters. Then they decide if they would invite their partner for a job interview. They should explain why or why not and give feedback to their partner.
CIERRE	<i>Sesión 26: 20 de noviembre</i>		<p>Aquaviva: Fighting for a future”: Reading about a town’s attempt to attract new residents</p>

			<p>Books closed. Brainstorm with the class. Ask: “What are cross-cultural problems?” Then elicit examples and write suggestions on the board. For example:</p> <p>Common cross-cultural problems at work:</p> <ul style="list-style-type: none"> - how to treat your co-workers - punctuality - agreement - communication <p>For an alternative way to present this topic, try Running Dictation – download it from the website. Use the first two paragraphs of the article.</p> <ul style="list-style-type: none"> • Books open. Read the title and the question. <p>Elicit the answer. (Answer: The three cross-cultural problems that are mentioned are ideas of work time, contracts aren’t used in the same way in different countries, and some cultures are more direct in the way they communicate than others.)</p> <ul style="list-style-type: none"> • Have Ss read the article without using their dictionaries. Tell them to circle, underline, or highlight any words or expressions whose meanings they can’t guess from context.
<p>INICIO</p>	<p><i>Sesión 27: 24 de noviembre</i></p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">It’s really worth seeing! Landmarks and monuments; world knowledge</p>	<p>Talking about landmarks and monuments; describing countries; discussing facts</p> <p>Books closed. Elicit the meaning of landmark (an easily recognized object). To prepare Ss for the topic, tell them they’re going to read about some amazing landmarks – famous places to visit in different countries. Ask them to guess what places they might read about.</p> <ul style="list-style-type: none"> • Books open. Ss read the Snapshot and discuss the questions. • Elicit or explain any unfamiliar vocabulary. <p>Disney Company. Where are its theme parks located?</p> <ul style="list-style-type: none"> • Books open. Ss read the information and identify the three incorrect statements.
<p><i>Sesión 28: 25 de noviembre</i></p>	<p>Passive with by (simple past); passive without by (simple present) Passive (simple past)</p> <ul style="list-style-type: none"> • Prepare six cards and write these words and phrases 		

<p>DESARROLLO</p>			<p>on them: Card 1: the Disney brothers Card 4: in 1923 Card 2: founded Card 5: was Card 3: the company Card 6: by</p> <ul style="list-style-type: none"> • Ask four Ss to stand in a row and hold up the first four cards: S1 S2 S3 S4 <p>the Disney brothers founded the company in 1923</p> <ul style="list-style-type: none"> • Now explain that in English we can say the same thing in another way. Ask two more Ss to take the last two cards. Ss should hold up the cards in this order: S3 S5 S2 S6 S1 <p>the company was founded by the Disney brothers S4 in 1923</p> <ul style="list-style-type: none"> • Elicit or explain the following rules:
	<p><i>Sesión 29: 27 de noviembre</i></p>		<p>Writing an online cover letter for a job application “Global work solutions”: Reading about understanding cultural differences in an international company-</p> <p>Explain the task and read the example paragraph. Point out the passive sentences used in the example.</p> <ul style="list-style-type: none"> • Ask Ss to choose a country to write about. They can choose one that they already know about or research another country. If Ss research a country, this part could be assigned as homework. • Ss gather information and make a chart. Then they use their notes to write a draft of their introduction. To help Ss organize their writing, try Mind Mapping – download it from the website. <p>B Group work</p> <ul style="list-style-type: none"> • In groups, Ss exchange papers and take turns reading them aloud. Encourage Ss to ask for more information.
	<p><i>Sesión 30: 1 de diciembre</i></p>		

<p>INICIO</p>	<p><i>Sesión 31: 12 de diciembre</i></p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">It's a long story. Storytelling; unexpected recent past events</p>	<p>Describing recent past events and experiences; discussing someone's activities lately</p> <p>Books closed. Ask Ss: "Do you believe in coincidences?" Then write these questions on the board and have Ss brainstorm ideas:</p> <p>What coincidences could happen . . .</p> <p>. . . at a used book store?</p> <p>. . . by releasing balloons in the air?</p> <ul style="list-style-type: none"> • Ask Ss to read the two stories, underlining any words they don't know. • Explain new words by giving definitions or examples, e.g., novelist = someone who writes novels (stories about imaginary people and events); release = stop holding someone or something; bunch = a number of things of the same type that are joined or held together. <p>Alternatively, tell Ss to ask their classmates for definitions or examples of any words they can't understand from context. Then Ss discuss the questions in small groups. Go around the class and give help as needed.</p> <p>For another way to teach this Snapshot, try Jigsaw Learning – download it from the website. In groups of three, each S reads about one invention and then shares the information with the others.</p> <ul style="list-style-type: none"> • Elicit feedback from Ss about which story the group felt is the most amazing and any other incredible coincidences they know of.
<p>DESARROLLO</p>	<p><i>Sesión 32: 4 de diciembre</i></p>		<p>Past continuous vs simple past; present perfect continuous</p> <p>Past continuous vs. simple past</p> <ul style="list-style-type: none"> • Point out that the past continuous is often used with the simple past. Both actions happened at the same time, but one action (the past continuous) started earlier and was in progress when the other action (the simple past) happened. <p>Earlier action Later action (interrupting the first) 8:00 8:15</p> <p>I was eating when the phone rang.</p> <ul style="list-style-type: none"> • Point out that when and while are often interchangeable when referring to a point or a period in time – for example: When/While I was waiting in line, it started to rain. It started to rain while/when I was waiting in line.

CIERRE			<ul style="list-style-type: none"> Refer Ss to the Perspectives section. Ask them to underline the simple past phrases (e.g., I spilled a cup of coffee, I got a flat tire). Ask Ss to look at the other half of each sentence (e.g., I was having lunch, I was driving to the airport). Elicit the form and explain that these are examples of the past continuous tense.
	<i>Sesión 33: 8 de diciembre</i>		<p>Writing an introduction to an online city guide Reading about unusual museums</p> <p>A</p> <ul style="list-style-type: none"> Remind Ss that they have read and talked about coincidences and past events. Explain that now they are going to write a story about something that has happened to them. Ss read the example paragraph and write their own story. Remind Ss to use the past continuous and simple past, as well as the adverbs. <p>B Group work</p> <ul style="list-style-type: none"> Ss exchange stories and read them aloud. Encourage them to ask follow-up questions and give additional information whenever possible. Option: Have Ss revise their stories and give them to you to check or grade.
	<i>Sesión 34: 9 de diciembre</i>		<p>PRONUNCIATION</p> <p>Explain that you can change the meaning of a sentence by stressing different words.</p> <ul style="list-style-type: none"> Play the audio program. Point out the extra stress on the contrasting words in the example conversations. Remind Ss that stress is shown in English by making a word or syllable higher, longer, and louder. Play the audio program again, pausing after each line for Ss to repeat. Check individual Ss' pronunciation and proper use of contrastive stress.
	<i>Sesión 35: 11 de diciembre</i>	SECOND EVALUATION	PROGRESS CHECK
Competencias de la unidad de aprendizaje		<p>En presentaciones y conferencias toma notas sencillas mientras escucha al presentador. Extra información general y específica de textos más complejos. Comprende textos objetivos y más complejos con hechos e información rutinaria. Infiere palabras desconocidas en base al contexto. Entiende artículos, periódicos, textos e internet infiriendo el significado de algunas palabras y con la ayuda de un diccionario. Comprende y extrae información de correos electrónicos, cartas formales con hechos concretos reportes y manuales de operación más complejos y relacionados con su campo de acción.</p>	

Emplea las tecnologías de la información y comunicación como herramienta de aprendizaje.

Secuencia de contenidos

- Deducir palabras y expresiones basadas en el contexto
- Inferir patrones gramaticales analizando discursos escritos y orales
- Identificar ideas generales e información específica en textos cortos y largos.
- Hacer tareas específicas en base a textos escritos y orales
- Entender ideas concretas y segundas intenciones en textos auditivos y escritos sencillos
- Hacer generalizaciones y asociaciones para comprender un mensaje
- Hacer anotaciones escritas mientras se escucha un discurso oral.

SITUACIONES DIDÁCTICAS

MOMENTOS	TEMPORALIDAD	CONTENIDO	ACTIVIDADES DE APRENDIZAJE/ORGANIZACIÓN SOCIAL
INICIO	<i>Sesión 36: 15 de diciembre</i>	That's entertainment!	Entertainment; movies and books; reactions and opinions Learning Objective: discuss movies <ul style="list-style-type: none"> • Focus Ss' attention on the pictures in the Snapshot. Ask them to identify the movies. • Ss read the Snapshot. Ask Ss if anything surprises them about this information. • Ss discuss the questions in small groups. • Ss share any interesting trivia they learned in their groups. Describing movies and books; talking about actors and actresses; asking for and giving reactions and opinions
	<i>Sesión 37: 16 de diciembre</i>		Participles as adjectives; relative pronouns for people and things Present and past participles as adjectives <ul style="list-style-type: none"> • Draw a picture of a man on the board. Explain that the man is watching a boring movie on TV. Draw a TV next to the man and write boring inside the TV. • Ask Ss how the man feels while watching TV. Elicit the word bored and write it inside the man's body. interesting interested
DESARROLLO			

CIERRE		<p>bored</p> <p>boring</p> <ul style="list-style-type: none"> • Draw a book on the other side of the man. Explain that now he is reading an interesting book. Write interesting on the book and elicit how the man feels. <p>Write interested inside his body.</p> <ul style="list-style-type: none"> • Ask Ss to add ve more examples of adjectives that end in -ing and -ed to the picture. In pairs, have Ss take turns making sentences. • Refer Ss to the Grammar Focus box. Point out that the adjectives ending in -ing are called present participles. They are outside factors that cause a feeling. Past participles end in -ed and express the feeling or reaction. • Play the audio program to present the sentences in the box. If necessary, play it again and have Ss listen for correct pronunciation and stress. <p>A</p> <ul style="list-style-type: none"> • Focus Ss' attention on the photo of Jennifer Lawrence and elicit adjectives about her. Then read the instructions and model the first item.
	<i>Sesión 38: 18 de diciembre</i>	<p>Writing a movie review “The real Art of Acting”: Reading about unpleasant experiences actors put themselves through</p> <p>Pair work</p> <ul style="list-style-type: none"> • Explain the task and go over the questions. Try to pair up Ss who have recently seen the same movie. • Ss use the questions to discuss the movie in detail. • Ss form pairs and write the main points of their review. <p>Ss read the example review and use their notes to write their own movie review. Remind Ss to practice the language they learned in this unit.</p> <p>Class activity</p> <ul style="list-style-type: none"> • Ss take turns reading their reviews to the class. Others who have seen the movie should say whether they agree.
	<i>Sesión 39: 8 de enero</i>	<p>READING</p> <p>Learning Objectives: scan an article about special effects; identify sequence and text organization</p>

			<p>A</p> <ul style="list-style-type: none"> Books closed. Write Acting on the board and ask Ss to talk about what they think of the acting profession. Ask: “Do you think acting is an easy job or a dif cult job? Can you think of a movie that was hard for the actor? Why?” Books open. Go over the questions with Ss. Then give them one minute to nd the answers. Check the answers with the class. (Answer: The following lms are mentioned: The Machinist (2005), Batman Begins (2005), Saving Private Ryan (1998), Black Swan (2010), and The Dark Knight (2008).) Ss read the article individually, underlining any words they don’t understand. Tell them to choose three of these words to check in a dictionary. If they want to know any other words, they should wait until after they finish part A. This will help them focus on main ideas and general understanding, rather than on individual words.
<p>INICIO</p>	<p><i>Sesión 40: 12 de enero</i></p>	<p>Now I get it! Nonverbal communication; gestures and meaning; signs; drawing conclusions</p>	<p>Interpreting body language; explaining gestures and meanings; describing acceptable and prohibited behavior in different situations; asking about signs and their meaning</p> <p>Explain the task. Then model one example by asking Ss what the woman is doing in the rst picture. (Answer: She’s tapping her foot.) Tell Ss to write the letter a next to number 4.</p> <ul style="list-style-type: none"> Ss complete the task individually, without using their dictionaries. Remind them to look for clues (e.g., hair, foot) to help them nd the answers. Go around the class and give help as needed. Then elicit Ss’ answers. <p>Focus Ss’ attention on the illustration. Ask: “Where are they? What is the woman doing? How is the man reacting?” Elicit ideas.</p> <ul style="list-style-type: none"> Books closed. Play the audio program and have Ss listen to check their answers. (Answers: They are in a restaurant. The Bulgarian woman is moving her head up and down and saying “no.” The man is confused.)

INICIO	<i>Sesión 42: 15 de enero</i>		<p>Writing a list of rules “understanding idioms: Reading about idioms and their meaning</p> <p>Group work</p> <ul style="list-style-type: none"> • In groups, Ss discuss the rules that exist at their school and talk about whether the rules are good. • Elicit any rules that Ss disagreed about in their groups and discuss them as a class. <p>B Group work</p> <ul style="list-style-type: none"> • Ss read the sample rules. • In groups, Ss think of four new rules. Then they work together to write an explanation of each rule. <p>C Class activity</p> <ul style="list-style-type: none"> • Write Ss’ new rules on the board. Then take a vote on which rules are best.
	<i>Sesión 43: 19 de enero</i>		<p>READING</p> <p>Learning Objective: distinguish main ideas from supporting ideas in a reading about the meaning of some expressions</p> <ul style="list-style-type: none"> • Books open. Read the title. Ask: “What do you think this article is about?” Elicit answers. (Possible answer: English idioms) • Explain the task. Have students match each picture to the correct paragraph. Then go over answers with the class. (Answers: 1. B, 2. C, 3. A)
	<i>Sesión 44: 20 de enero</i>	I wouldn't have done that. Money; hopes; predicaments; speculations	

DESARROLLO	<i>Sesión 45: 22 de enero</i>	<p>to be honest.) What should happen to people who cheat and then confess?”</p> <p>Unreal conditional sentences with if clauses, past modals Unreal sentences with if clauses</p> <ul style="list-style-type: none"> • Books closed. Write these sentences on the board: Mia: If I \$40,000, I return it. I buy a new car. Joon: You go to jail. • Have Ss fill in the blanks. To check answers, refer them to the previous conversation. (Answers: found, wouldn't, could, could) • Ask Ss if Mia and Joon are talking about a real or an unreal situation. (Answer: unreal) • Books open. Elicit or explain this rule for forming unreal conditional sentences: <ol style="list-style-type: none"> 1. Two types of verb forms are used in the clauses: <ol style="list-style-type: none"> (1) the simple past form in the if clause (found), (2) a modal verb in the main clause (would). <p>If I found \$40,000, I wouldn't return the money so fast.</p> 2. The clauses can be used in either order. No comma is necessary when the if clause comes second. <p>I wouldn't return the money so fast if I found \$40,000.</p> 3. We can use various modals in the main clause. The most common is would, or its contraction, 'd. We can also use could or might. Might expresses possibility, and could expresses ability. <p>Play the audio program to present the sentences in the box. Have Ss listen and repeat. Then elicit examples of sentences with if clauses and modals.</p>
	<i>Sesión 46: 26 de enero</i>	<p>Writing a blog post asking for advice “TOPTIPS.COM”:</p>
	<i>Sesión 47: 27 de enero</i>	<p>Reading an online advice forum Learning Objective: skim, scan, and identify meaning from context in online posts and comments</p>

<p>CIERRE</p>			<p>A</p> <ul style="list-style-type: none"> Books closed. Explain that Ss are going to read posts on a message board. Some people are asking for advice about problems they are having, and others are giving it. Ask Ss to talk about what the kinds of problems people normally write about. Books open. Give Ss two minutes to skim the posts and determine what problem each person has. (Answers: Jack asks for advice about losing weight. Maya asks for advice about the best way to go sightseeing in Rio de Janeiro. Andrés asks for advice about whether to get a Master's or emigrate.) <p>B</p> <ul style="list-style-type: none"> Explain the task. Ss match the names with the sentences. Check answers with the class.
<p>INICIO</p>	<p><i>Sesión 48: 29 de enero</i></p>		<p>Reporting what people said; making polite requests; making invitations and excuse</p>
	<p><i>Sesión 49: 2 de febrero</i></p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Making excuses Requests, excuses, invitations</p>	<p>Reported speech: requests and statements. Refer Ss to the Perspectives section. Ask the class: "Did the man x his sister's car? Did the man call his friend?" (Answer: no) Point out that the would have and should have actions were imaginary or hypothetical (they didn't really happen).</p> <ul style="list-style-type: none"> Explain that we use I would have to give an opinion about an action in the past. We use you should have to make a suggestion about a past event. In both cases, our opinion or suggestion is too late. <p>Would have</p> <ul style="list-style-type: none"> Ask Ss to find examples of would have from the Perspectives section. Ss write them on the board in columns, like this: <p>1 2 3 4 5 I would have called him... I would have sent him... I would have invited him...</p>

<p>DESARROLLO</p>			<p>What would you have done?</p> <ul style="list-style-type: none"> Elicit the rules from Ss by asking what they can see in each column. <p>Statement: Subject + would have + past participle + (rest)</p> <p>Question: Wh- + would + pronoun + have + past participle?</p> <ul style="list-style-type: none"> Have Ss think of more examples of would have + past participle (e.g., I would have told her “I’m sorry.”). <p>Have Ss use the negative, too (e.g., I wouldn’t have called him.).</p> <p>Should have</p> <ul style="list-style-type: none"> Repeat the above steps for should have. Play the audio program to present the sentences in the box. Ss listen and read silently.
<p>CIERRE</p>	<p><i>Sesión 50: 3 de febrero</i></p>		<p>Writing a report about people’s responses to a survey “A Good Excuse for sa Day Off Work”: Reading about taking a sick day.</p> <p>Learning Objectives: write an email to an advice columnist; write a reply using past modals to give suggestions</p> <ul style="list-style-type: none"> Write these questions on the board: Where were you? What happened? What was the problem? What did you do? How do you feel about the problem now? Explain the task. Ask a S to read the example post. Then tell Ss to think of a fun or interesting situation and make notes. Ss use their notes to write a short message to a community blog. Collect Ss’ letters and give them to different Ss. Explain that Ss now play the role of the blogger and reply to someone else’s message. When Ss finish, have them return the original message and their reply to the writer.

	<i>Sesión 51: 5 de febrero</i>		Work with workbook to reinforce and practice all the units Review main topics
	<i>Sesión 52: 9 de febrero</i>	Review	
	<i>Sesión 53: 10 de febrero</i>	Speaking projects	A Pair work <ul style="list-style-type: none"> • Read the instructions and situations. Ss should think in pairs about what their friend should have done in each of the situations. • Ss discuss what the friend should or shouldn't have done in the five situations. Go around the class and give help as needed. B Group work <ul style="list-style-type: none"> • Ss talk about their situations in small groups. Remind them to use the reduced form of have and to ask follow-up questions to get more details.
	<i>Sesión 54: 12 de febrero</i>	THIRD EVALUATION	
	<i>Sesión 55: 16 de febrero</i>	Developing their final Project	Preparing final Project
	<i>Sesión 56: 17 de febrero</i>		Preparing final Project
	<i>Sesión 57: 19 de febrero</i>		Presenting final Project
	<i>Sesión 58: 23 de febrero</i>		Presenting final Project

	Sesión 59: 24 de febrero		Presenting final Project
	Sesión 60: 26 de febrero	Global evaluation	

EVALUATION

Unidad de aprendizaje/evaluación parcial	Evidencia de aprendizaje	Criterio de evaluación	Tipo de evaluación	Instrumento de evaluación	Valor sumativo de la evidencia de aprendizaje
<i>I, II, III</i>	Evidencias de trabajo Examen por habilidades Proyectos orales Proyectos escritos	Las estructuras gramaticales y el vocabulario acorde al nivel y en relación a los contenidos de cada unidad de aprendizaje. Organización y claridad Presentación escrita (borrador) Presentación oral (speaking) Comprensión auditiva y de textos	Formativa (durante el desarrollo de las evidencias de trabajo y los proyectos) Sumativa (al finalizar las actividades y los proyecto)	Rúbrica (Speaking self assessment criteria) Rúbrica para evaluar escritos Answer Keys	<ul style="list-style-type: none"> ▪ 20% Evidencias de trabajo ▪ 40% Examen ▪ 20% Proyectos orales ▪ 20% Proyectos escritos
Evidencia Global	Portafolio y autoevaluación	De manera individual, el alumno revisa si cumple con los requisitos del portafolio para luego someterlo a la evaluación de un compañero. Se generan preguntas relacionadas con el contenido y los conceptos de la unidad.	Sumativa/formativa	Rúbrica (Speaking self assessment criteria) Rúbrica para evaluar escritos Answer Keys	<ul style="list-style-type: none"> ▪ 30% Portafolio y autoevaluación ▪ 70% Examen

Examen por habilidades	El alumno responde de manera individual y el docente califica.			
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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



FORMANDO DOCENTES CON HUMANISMO Y VOCACIÓN

HOJA DE FIRMAS "PLANIFICACIÓN DOCENTE"

CURSO: ENGLISH V: OPENING NEW GLOBAL PERSPECTIVES

ELABORÓ

MTRA. ELIZABETH ZARIÑANA GARCÍA
TITULAR DEL CURSO

REVISÓ

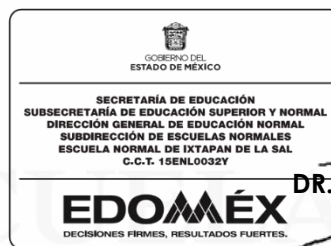
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ANEXOS

INSTRUMENTOS DE EVALUACIÓN

Nombre: _____

Fecha: _____

Grupo: _____

Hoja de evaluación de un escrito

Criterios	5	4	3	2	1	0	Observaciones
Contenido: el tema y la idea central se presentan de forma clara.							
Organización: las oraciones y los párrafos presentan ideas claras; el escrito, en general, presenta secuencia lógica de las ideas (inicio, desarrollo y cierre).							
Vocabulario y gramática: uso adecuado del vocabulario y las reglas gramaticales.							
Ortografía, acentuación y puntuación: la escritura de las palabras y el uso de los signos de puntuación es correcta.							

Escala:

5= Excelente

4= Muy buena

3= Buena

2= Deficiente

1= Pobre

0= Muy pobre

SPEAKING RUBRIC



	4	3	2	1
FLUENCY	Fluently speaking	Speaking with some hesitation, but it doesn't interfere with communication	Speaking with some hesitation, which interferes with communication	Too much hesitation, which interferes with communication
PRONUNCIATION	Pronunciation and intonation are clear and accurate	Pronunciation and intonation are clear and accurate with a few problems	Pronunciation and intonation error make it difficult to understand the conversation	Frequent problems with pronunciations and intonation
BODY LANGUAGE	Movements are fluid and help the audience visualize	Movements or gestures that help the comprehension	Very little movements or descriptive gestures	No movements or descriptive gestures
CREATIVITY	Very original presentation of material	Some originality apparent	Material presented with little originality	Repetitive. No variety. Insufficient use of materials