

Anexo #5

MINISTERIO DE EDUCACIÓN PÚBLICA
DIVISION DESARROLLO CURRICULAR
DEPARTAMENTO DE EDUCACIÓN ACADÉMICA
ASESORÍA NACIONAL DE INGLÉS



PROGRAMA DE INNOVACIÓN EDUCATIVA English Course I

English Course I

Basic Content

Introductory Unit

Knowing about the English language

1. Together in our class
2. My precious treasures
3. Stories I remember from elementary school
4. My grandparents and I
5. The school projects
6. The community projects
7. Activities for vacation time

Description of the course

The course English I has been designed for students of 7th level, as a means to emphasize the development of the four basic skills; particularly, given emphasis to the oral practice.

The topics chosen are those related to the students in their immediate lives and could be generators of a great deal of discussion, since they are all part of their background knowledge, and they could be topics to share with natives speakers and visitors. It is recommended that the students and the teacher collect personal information, pictures, photographs and other resources as the input for learning.

The responsibility of the teacher is make learning possible through a series of well, and carefully planned activities where students feel engaged with learning.

As in any language class, the use of a series of materials (physical: charts, webs, questionnaires, cards with information, situations or problems to be solved, reading cards, procedures to perform actions or to carry out a process, to write a procedure, letter or other written form, forms to recall oral or video information, books, magazines, newspapers and many more), and (digital: films,

taped conversations, multimedia presentations, specialized software and others).

General Objective

To offer the students the opportunity to **reinforce language concepts** and expand the possibility **to use the language in real life situations** where the spoken language is required.

Specific objectives

The students are able to:

1. understand information in English by using their previous knowledge.
2. identify sounds and words from the English language.
3. reproduce sounds and words.
4. use appropriately sounds, words, intonation and stress form the English language.
5. understand the difference of the expressions used in both languages.
6. listen and understand oral, audio taped or filmed information.
7. listen and react to a piece of information or speech.
8. reproduce a piece of information or speech.
9. read a short passage or story and retell it.
10. draw pictures as a reaction of the information heard.
11. produce a piece of information based on a series of pictures.
12. interact with his peers to share information.
13. collect oral information through different devices (charts, tables, questionnaires, summaries, messages, e-mails and other forms) to be used as in put for further discussions.
14. share the information orally about the different topics with classmates, teacher, visitors and native speakers.
15. understand others and be able to be understood by the others in English.
16. understand cultural aspects related to both languages.

Basic language functions for this level

Understanding pieces of language.

Reacting to oral language.

Asking for and giving information.

Understanding directions.

Following and giving directions.

Expressing preferences, ideas and dislikes...

Language outcomes of competences

At the end of each unit, the students will be able to handle the following competences:

- Ability to communicate orally

- Ability to use a telephone to carry out a task
- Ability to interpret a business situation to offer a solution to a given problem
- Ability to understand the baking language and perform specific tasks
- Ability to use the information found in authentic material to real situations
- Ability to listen to different discourse to extract the information
- Ability to select information from a radio program
- Ability to use and react to different types of information
- Ability to understand rules, directions and instructions
- Ability to give instructions, sets of rules and directions
- Ability to carry out a conversation on different topics
- Ability to persuade others to do something
- Ability to write pieces of information of different length
- Ability to use the information to solve problems
- Ability to perform using the English language as an effective tool for communication.

Format of the syllabus

The syllabus has five columns. **The first column** is devoted for the Topic but it also contains some methodological suggestions.

The topics of the units have been selected to help teachers and students to talk about everyday situations. Knowing the classroom situations, all the topics deal with things and facts around the students and the teacher.

Column two has been created to list the skills the students are emphasizing when developing the unit.

Column three is dedicated to list the objectives to be developed during the unit.

Column four is for the procedure. This is the most important column for the teacher because it is the column where the teacher should combine the rest of the columns to carry out the teach act. However, s/he should lower any of the procedures recommended to the classroom level. Teachers should remember that they should be **very detailed** in their own lesson planning in order to guide and control all of the activities. They should include cultural and aspects related to values into this planning. Taking the premise that language is an instrument for communicating ideas, thoughts, feelings and other issues related to the community of the speakers.

Timing the activities is important because this guarantees the amount of time the students should spend. It adds order to the class and it also challenges the students to complete the task.

The activities must last from 10 to 15 minutes each, in any classroom situation, but specially in periods of 80 minutes.

In other words, English teachers should plan a variety of activities, exercises and games and develop banks of material to enrol the class into interesting themes, motivate the students for learning the language and promote the development of the linguistic skills.

The fifth column lists the abilities or competences the students should master at the end of each learning process.

Methodology

The methodology recommended for this course is also the Communicative Approach for Language Teaching and Learning. This approach provides the opportunity to use the language in real situations. Of course, previous to this use, the teacher needs to introduce the students the language structures necessary to carry out the speech acts. In other words, It is necessary to introduce the language patterns, the functions, the purpose for communicating and the culture involved when specific situations.

It is also important to mention that the teaching act must include **warm-ups** and follow the phases for teaching: **Presentation, Practice, Production and Consolidation.**

Teachers must take into account that whatever activity they use as a starter for teaching must be introduced by a **warm-up** to help the learners activate their prior knowledge. In other words, the students build relationships between the information they already know in Spanish with the one introduced in English. Teachers must keep in mind that they are teaching strategies that help activate the skills to communicate in the second language, for that reasons they must assure the students's understanding first. For this step, the teacher needs a great deal of visual, electronic, real or other kinds of materials. The introductory phase or presentation is important for the teaching learning process.

Although the main emphasis of this course is giving by to conversation, the **combination of the four skills** is vital. Listening, Reading and Writing are input to develop speaking. For that reason, teachers should include the rest of the skills in their lesson plan.

Materials

As for any other language course, the use of materials is necessary to help the students with their cognitive development.

Visual material

Lost of visuals, charts, mobiles and other physical materials are a must in the language classroom.

Digital material

Of course, the use of technology to help the learning process through the use of specialized software and other multimedia resources are requested for this course.

Projects, games, research and other innovative learning experiences

Since this course is part of the spaces provided to the students to increase their knowledge, in this particular case, of the English language, the students are also asked to work in groups to create a project, a game, a solution for a learning problem where they have to use the technology as one of the resources to create their innovation. Of course the product should be the

language produced by the students as a result of the learning process and the teaching mediation.

Evaluation process

The evaluation process deals with the student's performance on each one of the skills as they have been learned during the process, but particularly emphasizing the oral production.

The students can do their presentations using technology, present a project, design software or use multimedia resources to accompany their demonstrations on the use of the language, as in the other courses of the innovation program.

In the section of **Trabajo Cotidiano** we recommend to evaluate as follows:

- 15 % escucha
- 15 % lectura
- 10 % escritura
- 20 % conversación

Concepto y Asistencia

For Concepto and Asistencia, grading would be de same as the one in the Reglamento de Evaluación de los Aprendizajes.

For the oral and "ejecución" tests it is recommended to use analytic and holistic rubrics.

Sample unit Unit 2

Topic	Skills	Objective	Procedure	Evaluation
<p>Together in our class</p> <p>The importance of this topic is to let students know each other and share personal and basic information.</p> <p>The teacher should decide about the relevant information to be included as part of the classroom themes.</p> <p>It is recommended that the teacher starts this topic by talking about</p>	<p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p>	<p>Listen and react to a piece of information or speech.</p> <p>To identify sounds and words from the English language.</p> <p>To produce a piece of information based on a series of pictures.</p> <p>To collect oral information through different devices (charts, tables,</p>	<p>With the help of visuals (photos, personal objects, digital information, etc.), the teacher begins to talk about her/himself. This information should include: the name of the person, the relationship within the family, studies, favorite places, places people have lived during their lives, and other relevant situations that may interest the learner.</p> <p>After this presentation, the teacher should proceed with the classroom phases</p>	<p>At the end of the unit, the students will be able to handle the following competences:</p> <p>Ability to understand an oral speech in English.</p> <p>Ability to identify the sounds that are different in their own language.</p> <p>Ability to answer questions from the information given by them orally.</p>

Topic	Skills	Objective	Procedure	Evaluation
<p>him/herself with the help of pictures and other objects.</p> <p>The teacher should prepare an activity for each objective, providing the input needed for carrying out the teaching process.</p> <p>Warm-up should be provided to facilitate the students the relationship of the new knowledge with the background knowledge students already have.</p>		<p>questionnaires, summaries, messages, e-mails and other forms) to be used as input for further discussions.</p>	<p>(Presentation, practice, production and consolidation).</p> <p>The teacher should guarantee that the students have had enough time to manipulate the language until they are ready to produce, (always guided by the teacher).</p> <p>As a consolidation activity, the teacher may ask the students to interview people from the school or community and to come and share it during the language class. Of course, this activity should follow the model previously given by the teacher. What the students say should respond to what has been learned by them in class.</p>	<p>Ability to ask questions in English.</p> <p>Ability to follow a model to present their own information.</p> <p>Ability to collect the information on a chart to use it for communicative purposes later.</p> <p>Ability to use the language they learn to express themselves.</p> <p>Ability to tell their personal experiences.</p>

English Course II

Basic Content

Introductory Unit

Where is the English Language Spoken?

- My favorite past times
- My friends at school
- Our visitors from other places and countries
- A telephone conversation
- The most visited site in my community
- Typical food in my community
- Survival conversations

Description of the course

The course English I has been designed for students of 8th level, as means to emphasize the development of the four basic skills; particularly, given emphasis to the oral practice.

The topics chosen are those related to the students in their immediate lives and could be generators of a great deal of discussion, since they are all part of their background and common knowledge, and they could be topics to share with natives speakers and visitors. It is recommended that the students and the teacher collect personal information, pictures, photographs, brochures, tourist information and other resources as the input for learning.

The responsibility of the teacher is make learning possible through a series of well, and carefully planned activities where students feel engaged with learning.

As in any language class, the use of a series of materials (physical: charts, webs, questionnaires, cards with information, situations or problems to be solved, reading cards, procedures to perform actions or to carry out a process, to write a procedure, letter or other written form, forms to recall oral or video information, books, magazines, newspapers and many more), and (digital: films, taped conversations, multimedia presentations, specialized software and others).

General Objective

To offer the students the opportunity to **reinforce language concepts** and expand the possibility **to use the language in real life situations** where the spoken language is required.

Specific objectives

The students are able to:

17. react orally and in a written form to the information given in English by using their previous knowledge.
18. produce sounds and words from the English language.
19. use sounds and words in context during the oral and written performance
20. use appropriately sounds, words, intonation and stress from the English language.
21. use the difference of the expressions used in both languages in their language practice.
22. listen and understand oral, audio taped or filmed information.
23. listen and react to a piece of information, speech
24. reproduce a piece of information or speech.
25. read a short passage or story and retell it.
26. draw pictures as a reaction of the information heard.
27. produce a piece of information based on a series of pictures.
28. interact with peers to share information.
29. collect oral information through different devices (charts, tables, questionnaires, summaries, messages, e-mails and other forms) to be used as input for further discussions.
30. share the information orally about the different topics with classmates, teacher, visitors and native speakers.
31. understand others and be able to be understood by the others in English.
32. understand cultural aspects related to both languages.
33. promote situations where English is the tool to communicate.

Basic language functions for this level

Understanding pieces of language.

Reacting to oral language.

Asking for and giving information.

Understanding directions.

Following and giving directions.

Expressing preferences, ideas and dislikes...

Language outcomes of competences

At the end of each unit, the students will be able to handle the following outcomes or language competences:

- Ability to use oral language to use parallel language to create their own knowledge
- Ability to understand information given in an oral and written form
- Ability to use parallel language to create their own knowledge
- Ability to interact with each other to communicate and express ideas
- Ability to express likes and dislikes
- Ability to suggest different points of view
- Ability to describe different settings and situations in a writing form and orally
- Ability to read different written material
- Ability to infer meanings
- Ability to interpret and use body language in specific contexts.
- Ability to understand different oral patterns
- Ability to create dialogues for different situations
- Ability to perform appropriately in different situations

- Ability to complete different written tasks.
- Ability to ask and answer different questions

Format of the syllabus

The syllabus has five columns. **The first column** is devoted for the Topic but it also contains some methodological suggestions.

The topics of the units have been selected to help teachers and students to talk about everyday situations. Knowing the classroom situations, all the topics deal with things and facts around the students and the teacher.

Column two has been created to list the skills the students are emphasizing when developing the unit.

Column three is dedicated to list the objectives to be developed during the unit.

Column four is for the procedure. This is the most important column for the teacher because it is the column where the teacher should combine the rest of the columns to carry out the teach act. However, s/he should lower any of the procedures recommended to the classroom level. Teachers should remember that they should be **very detailed** in their own lesson planning in order to guide and control all of the activities. They should include cultural and aspects related to values into this planning. Taking the premise that language is an instrument for communicating ideas, thoughts, feelings and other issues related to the community of the speakers.

Timing the activities is important because this guarantees the amount of time the students should spend. It adds order to the class and it also challenges the students to complete the task.

The activities must last from 10 to 15 minutes each, in any classroom situation, but specially in periods of 80 minutes.

In other words, English teachers should plan a variety of activities, exercises and games and develop banks of material to enrol the class into interesting themes, motivate the students for learning the language and promote the development of the linguistic skills.

The fifth column lists the abilities or competences the students should master at the end of each learning process.

Methodology

The methodology recommended for this course is also the Communicative Approach for Language Teaching and Learning. This approach provides the opportunity to use the language in real situations. Of course, previous to this use, the teacher needs to introduce the students the language structures necessary to carry out the speech acts. In other words, It is necessary to introduce the language patterns, the functions, the purpose for communicating and the culture involved when specific situations.

It is also important to mention that the teaching act must include **warm-ups** and follow the phases for teaching: **Presentation, Practice, Production and Consolidation.**

Teachers must take into account that whatever activity they use as a starter for teaching must be introduced by a **warm-up** to help the learners activate their prior knowledge. In other words, the students build relationships between the information they already know in Spanish with the one introduced in English. Teachers must keep in mind that they are teaching strategies that help activate the skills to communicate in the second language, for that reasons they must assure the students's understanding first. For this step, the teacher needs a great deal of visual, electronic, real or other kinds of materials. The introductory phase or presentation is important for the teaching learning process.

Although the main emphasis of this course is giving by to conversation, the **combination of the four skills** is vital. Listening, Reading and Writing are input to develop speaking. For that reason, teachers should include the rest of the skills in their lesson plan.

Materials

As for any other language course, the use of materials is necessary to help the students with their cognitive development.

Visual material

Lost of visuals, charts, mobiles and other physical materials are a must in the language classroom.

Digital material

Of course, the use of technology to help the learning process through the use of specialized software and other multimedia resources are requested for this course.

Projects, games, research and other innovative learning experiences

Since this course is part of the spaces provided to the students to increase their knowledge, in this particular case, of the English language, the students are also asked to work in groups to create a project, a game, a solution for a learning problem where they have to use the technology as one of the resources to create their innovation. Of course the product should be the language produced by the students as a result of the learning process and the teaching mediation.

Evaluation process

The evaluation process deals with the student's performance on each one of the skills as they have been learned during the process, but particularly emphasizing the oral production.

The students can do their presentations using technology, present a project, design software or use multimedia resources to accompany their demonstrations on the use of the language, as in the other courses of the innovation program.

In the section of ***Trabajo Cotidiano*** we recommend to evaluate as follows:

15 % escucha
15 % lectura
10 % escritura
20 % conversación

Concepto y Asistencia

For Concepto and Asistencia, grading would be de same as the one in the Reglamento de Evaluación de los Aprendizajes.

For the oral and “ejecución” tests it is recommended to use analytic and holistic rubrics.

English Course III

Basic Content

Introductory Unit

Speakers of English as a second language

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| <ul style="list-style-type: none">• What I know in English• At the office• At the travel agency• At the restaurant• Arts and crafts in my community• My clean community• My favorite music |
|--|

Description of the course

The course English I has been designed for students of 9th level, as means to emphasize the development of the four basic skills; particularly, given emphasis to the oral practice.

The topics chosen are those related to the students in their immediate lives and could be generators of a great deal of discussion, since they are all part of the everyday knowledge they need to handle, and they could be topics to share with natives speakers and visitors. It is recommended that the students and the teacher collect information, pictures, photographs, radio and TV programs, newspaper ads and other resources as the input for learning.

The responsibility of the teacher is make learning possible through a series of well, and carefully planned activities where students feel engaged with learning.

As in any language class, the use of a series of materials (physical: charts, webs, questionnaires, cards with information, situations or problems to be solved, reading cards, procedures to perform actions or to carry out a process, to write a procedure, letter or other written form, forms to recall oral or video information, books, magazines, newspapers and many more), and (digital: films, taped conversations, multimedia presentations, specialized software and others).

General Objective

To offer the students the opportunity to **reinforce language concepts** and expand the possibility **to use the language in real life situations** where the spoken language is required.

Specific objectives

The students are able to:

34. react orally and in a written form to the information given in English by using their previous knowledge.
35. produce sounds and words from the English language.
36. use sounds and words in context during the oral and written performance
37. use appropriately sounds, words, intonation and stress from the English language.
38. use the difference of the expressions used in both languages in their language practice.
39. listen and understand oral, audio taped or filmed information.
40. listen and react to a piece of information, speech
41. reproduce a piece of information or speech.
42. read a short passage or story and retell it.
43. draw pictures as a reaction of the information heard.
44. produce a piece of information based on a series of pictures.
45. interact with peers to share information.
46. collect oral information through different devices (charts, tables, questionnaires, summaries, messages, e-mails and other forms) to be used as input for further discussions.
47. share the information orally about the different topics with classmates, teacher, visitors and native speakers.
48. understand others and be able to be understood by the others in English.
49. understand cultural aspects related to both languages.
50. promote situations where English is the tool to communicate.

Basic language functions for this level

Understanding pieces of language.

Reacting to oral language.

Asking for and giving information.

Understanding directions.

Following and giving directions.

Expressing preferences, ideas and dislikes...

Language outcomes of competences

At the end of each unit, the students will be able to handle the following outcomes or language competences:

- Ability to understand situations
- Ability to react orally according to a given context
- Ability to follow a model given to create their own language reaction
- Ability to express their ideas in a speech or short conversations
- Ability to respond appropriately to a reading piece
- Ability to express likes, dislikes and interests
- Ability to follow and give direction
- Ability to use the written language to complete a written task
- Ability to ask and give information
- Ability to read different material
-

Format of the syllabus

The syllabus has five columns. **The first column** is devoted for the Topic but it also contains some methodological suggestions.

The topics of the units have been selected to help teachers and students to talk about everyday situations. Knowing the classroom situations, all the topics deal with things and facts around the students and the teacher.

Column two has been created to list the skills the students are emphasizing when developing the unit.

Column three is dedicated to list the objectives to be developed during the unit. **Column four** is for the procedure. This is the most important column for the teacher because it is the column where the teacher should combine the rest of the columns to carry out the teach act. However, s/he should lower any of the procedures recommended to the classroom level. Teachers should remember that they should be **very detailed** in their own lesson planning in order to guide and control all of the activities. They should include cultural and aspects related to values into this planning. Taking the premise that language is an instrument for communicating ideas, thoughts, feelings and other issues related to the community of the speakers.

Timing the activities is important because this guarantees the amount of time the students should spend. It adds order to the class and it also challenges the students to complete the task.

The activities must last from 10 to 15 minutes each, in any classroom situation, but specially in periods of 80 minutes.

In other words, English teachers should plan a variety of activities, exercises and games and develop banks of material to enrol the class into interesting themes, motivate the students for learning the language and promote the development of the linguistic skills.

The fifth column lists the abilities or competences the students should master at the end of each learning process.

Methodology

The methodology recommended for this course is also the Communicative Approach for Language Teaching and Learning. This approach provides the opportunity to use the language in real situations. Of course, previous to this use, the teacher needs to introduce the students the language structures necessary to carry out the speech acts. In other words, It is necessary to introduce the language patterns, the functions, the purpose for communicating and the culture involved when specific situations.

It is also important to mention that the teaching act must include **warm-ups** and follow the phases for teaching: **Presentation, Practice, Production and Consolidation.**

Teachers must take into account that whatever activity they use as a starter for teaching must be introduced by a **warm-up** to help the learners activate their prior knowledge. In other words, the students build relationships between the information they already know in Spanish with the one introduced in English.

Teachers must keep in mind that they are teaching strategies that help activate the skills to communicate in the second language, for that reasons they must assure the students's understanding first. For this step, the teacher needs a great deal of visual, electronic, real or other kinds of materials. The introductory phase or presentation is important for the teaching learning process.

Although the main emphasis of this course is giving by to conversation, the **combination of the four skills** is vital. Listening, Reading and Writing are input to develop speaking. For that reason, teachers should include the rest of the skills in their lesson plan.

Materials

As for any other language course, the use of materials is necessary to help the students with their cognitive development.

Visual material

Lost of visuals, charts, mobiles and other physical materials are a must in the language classroom.

Digital material

Of course, the use of technology to help the learning process through the use of specialized software and other multimedia resources are requested for this course.

Projects, games, research and other innovative learning experiences

Since this course is part of the spaces provided to the students to increase their knowledge, in this particular case, of the English language, the students are also asked to work in groups to create a project, a game, a solution for a learning problem where they have to use the technology as one of the resources to create their innovation. Of course the product should be the language produced by the students as a result of the learning process and the teaching mediation.

Evaluation process

The evaluation process deals with the student's performance on each one of the skills as they have been learned during the process, but particularly emphasizing the oral production.

Evaluation process

The students can do their presentations using technology, present a project, design software or use multimedia resources to accompany their demonstrations on the use of the language, as in the other courses of the innovation program.

In the section of ***Trabajo Cotidiano*** we recommend to evaluate as follows:

- 15 %** escucha
- 15 %** lectura
- 10 %** escritura
- 20 %** conversación

Concepto y Asistencia

For Concepto and Asistencia, grading would be de same as the one in the Reglamento de Evaluación de los Aprendizajes.

For the oral and "ejecución" tests it is recommended to use analytic and holistic rubrics.

English Course IV

Basic Content

Introductory unit

Business and English

- A tourist guide
- Using the telephone for business
- Language for commerce
- At the bank
- The newspaper as a key tool for communication
- Radio news
- Safety rules (Safety at work)

Description of the course

The course English I has been designed for students of 10th level, as a means to emphasize the development of the four basic skills; particularly, given emphasis to the oral practice.

The topics chosen are those related to the students in their immediate lives and could be generators of a great deal of discussion, since they are all part of the knowledge required at the present time, and they could be topics to share with natives speakers and visitors. It is recommended that the students and the teacher collect information, pictures, radio and TV programs, newspaper ads, photographs and other resources as the input for learning.

The responsibility of the teacher is make learning possible through a series of well, and carefully planned activities where students feel engaged with learning.

As in any language class, the use of a series of materials (physical: charts, webs, questionnaires, cards with information, situations or problems to be solved, reading cards, procedures to perform actions or to carry out a process, to write a procedure, letter or other written form, forms to recall oral or video information, books, magazines, newspapers and many more), and (digital: films, taped conversations, multimedia presentations, specialized software and others).

General Objective

To offer the students the opportunity to **reinforce language concepts** and expand the possibility **to use the language in real life situations** where the spoken language is required.

Specific objectives

The students are able to:

51. react orally and in a written form to the information given in English by using their previous knowledge.
52. produce sounds and words from the English language.
53. use sounds and words in context during the oral and written performance
54. use appropriately sounds, words, intonation and stress from the English language.
55. use the difference of the expressions used in both languages in their language practice.
56. listen and understand oral, audio taped or filmed information.
57. listen and react to a piece of information, speech
58. reproduce a piece of information or speech.
59. read a short passage or story and retell it.
60. draw pictures as a reaction of the information heard.
61. produce a piece of information based on a series of pictures.
62. interact with peers to share information.
63. collect oral information through different devices (charts, tables, questionnaires, summaries, messages, e-mails and other forms) to be used as input for further discussions.
64. share the information orally about the different topics with classmates, teacher, visitors and native speakers.
65. understand others and be able to be understood by the others in English.
66. understand cultural aspects related to both languages.
67. promote situations where English is the tool to communicate.

Basic language functions for this level

Understanding pieces of language.
 Reacting to oral language.
 Asking for and giving information.
 Understanding directions.
 Following and giving directions.
 Expressing preferences, ideas and dislikes...

Language outcomes of competences

At the end of each unit, the students will be able to handle the following outcomes or language competences:

- Ability to understand a situation.
- Ability to read written material to extract the appropriate information.
- Ability to demonstrate their knowledge by creating a display.
- Ability to give the correct information.
- Ability to follow a model given to create their own.
- Ability to use the oral language to inform others about their search.
- Ability to understand an oral speech in English.
- Ability to identify the sounds that are different in their own language.
- Ability to answer questions from the information given by them orally.
- Ability to ask questions in English.
- Ability to follow a model to present their own information.

- Ability to collect the information on a chart to use it for communicative purposes later.
- Ability to use the language they learn to express themselves.
- Ability to tell their personal experiences.

Format of the syllabus

The syllabus has five columns. **The first column** is devoted for the Topic but it also contains some methodological suggestions.

The topics of the units have been selected to help teachers and students to talk about everyday situations. Knowing the classroom situations, all the topics deal with things and facts around the students and the teacher.

Column two has been created to list the skills the students are emphasizing when developing the unit.

Column three is dedicated to list the objectives to be developed during the unit.

Column four is for the procedure. This is the most important column for the teacher because it is the column where the teacher should combine the rest of the columns to carry out the teach act. However, s/he should lower any of the procedures recommended to the classroom level. Teachers should remember that they should be **very detailed** in their own lesson planning in order to guide and control all of the activities. They should include cultural and aspects related to values into this planning. Taking the premise that language is an instrument for communicating ideas, thoughts, feelings and other issues related to the community of the speakers.

Timing the activities is important because this guarantees the amount of time the students should spend. It adds order to the class and it also challenges the students to complete the task.

The activities must last from 10 to 15 minutes each, in any classroom situation, but specially in periods of 80 minutes.

In other words, English teachers should plan a variety of activities, exercises and games and develop banks of material to enrol the class into interesting themes, motivate the students for learning the language and promote the development of the linguistic skills.

The fifth column lists the abilities or competences the students should master at the end of each learning process.

Methodology

The methodology recommended for this course is also the Communicative Approach for Language Teaching and Learning. This approach provides the opportunity to use the language in real situations. Of course, previous to this use, the teacher needs to introduce the students the language structures necessary to carry out the speech acts. In other words, It is necessary to

introduce the language patterns, the functions, the purpose for communicating and the culture involved when specific situations.

It is also important to mention that the teaching act must include **warm-ups** and follow the phases for teaching: **Presentation, Practice, Production and Consolidation.**

Teachers must take into account that whatever activity they use as a starter for teaching must be introduced by a **warm-up** to help the learners activate their prior knowledge. In other words, the students build relationships between the information they already know in Spanish with the one introduced in English. Teachers must keep in mind that they are teaching strategies that help activate the skills to communicate in the second language, for that reasons they must assure the students's understanding first. For this step, the teacher needs a great deal of visual, electronic, real or other kinds of materials. The introductory phase or presentation is important for the teaching learning process.

Although the main emphasis of this course is giving by to conversation, the **combination of the four skills** is vital. Listening, Reading and Writing are input to develop speaking. For that reason, teachers should include the rest of the skills in their lesson plan.

Materials

As for any other language course, the use of materials is necessary to help the students with their cognitive development.

Visual material

Lost of visuals, charts, mobiles and other physical materials are a must in the language classroom.

Digital material

Of course, the use of technology to help the learning process through the use of specialized software and other multimedia resources are requested for this course.

Projects, games, research and other innovative learning experiences

Since this course is part of the spaces provided to the students to increase their knowledge, in this particular case, of the English language, the students are also asked to work in groups to create a project, a game, a solution for a learning problem where they have to use the technology one of the resources to create their innovation. Of course the product should be the language produce by the students as a result of the learning process and the teaching mediation.

Evaluation process

The evaluation process deals with the student's performance on each one of the skills as they have been learned during the process, but particularly emphasizing the oral production.

The students can do their presentations using technology, present a project, design software or use multimedia resources to accompany their demonstrations on the use of the language, as in the other courses of the innovation program.

In the section of ***Trabajo Cotidiano*** we recommend to evaluate as follows:

- 15 % escucha
- 15 % lectura
- 10 % escritura
- 20 % conversación

Concepto y Asistencia

For Concepto and Asistencia, grading would be de same as the one in the Reglamento de Evaluación de los Aprendizajes.

For the oral and “ejecución” tests it is recommended to use analytic and holistic rubrics.

English Course V

Basic Content

Introductory unit

English as the common language

- | |
|--|
| <ul style="list-style-type: none">• Foreign investment• National parks• Natural resources• Mass media• The use of technology• Peace• World relations |
|--|

Description of the course

The course English I has been designed for students of 11th level as a means to emphasize the development of the four basic skills; particularly, given emphasis to the oral practice.

The topics chosen are those related to the students in their immediate lives and could be generators of a great deal of discussion, since they are all part of their immediate world, and they could be topics to share with natives speakers and visitors. It is recommended that the students and the teacher collect information, pictures, photographs, newspaper adds, radio and television programs, and other resources as the input for learning.

The responsibility of the teacher is make learning possible through a series of well, and carefully planned activities where students feel engaged with learning.

As in any language class, the use of a series of materials (physical: charts, webs, questionnaires, cards with information, situations or problems to be solved, reading cards, procedures to perform actions or to carry out a process, to write a procedure, letter or other written form, forms to recall oral or video information, books, magazines, newspapers and many more), and (digital: films, taped conversations, multimedia presentations, specialized software and others).

General Objective

To offer the students the opportunity to **reinforce language concepts** and expand the possibility **to use the language in real life situations** where the spoken language is required.

Specific objectives

The students are able to:

68. react orally and in a written form to the information given in English by using their previous knowledge.
69. produce sounds and words from the English language.
70. use sounds and words in context during the oral and written performance
71. use appropriately sounds, words, intonation and stress from the English language.
72. use the difference of the expressions used in both languages in their language practice.
73. listen and understand oral, audio taped or filmed information.
74. listen and react to a piece of information, speech
75. reproduce a piece of information or speech.
76. read a short passage or story and retell it.
77. draw pictures as a reaction of the information heard.
78. produce a piece of information based on a series of pictures.
79. interact with peers to share information.
80. collect oral information through different devices (charts, tables, questionnaires, summaries, messages, e-mails and other forms) to be used as input for further discussions.
81. share the information orally about the different topics with classmates, teacher, visitors and native speakers.
82. understand others and be able to be understood by the others in English.
83. understand cultural aspects related to both languages.
84. promote situations where English is the tool to communicate.

Basic language functions for this level

Understanding pieces of language.

Reacting to oral language.

Asking for and giving information.

Understanding directions.

Following and giving directions.

Expressing preferences, ideas and dislikes...

Language outcomes of competences

At the end of each unit, the students will be able to handle the following outcomes or language competences:

- Ability to read complex written material to extract information
- Ability to demonstrate their knowledge by preparing elaborate speeches

- Ability to understand complex oral exchanges of information
- Ability to infer meaning in a given context
- Ability to create different displays of concrete information
- Ability to write specific reports
- Ability to read technical information among a variety of topics
- Ability to solve different problems
- Ability to discuss important facts among topics
- Ability to extract advantages and disadvantages from different topics
- Ability to inform orally and in a written form about different topics
- Ability to give information using technological devices
- Ability to express feelings and emotions
- Ability to support and reject different opinions

Format of the syllabus

The syllabus has five columns. **The first column** is devoted for the Topic but it also contains some methodological suggestions.

The topics of the units have been selected to help teachers and students to talk about everyday situations. Knowing the classroom situations, all the topics deal with things and facts around the students and the teacher.

Column two has been created to list the skills the students are emphasizing when developing the unit.

Column three is dedicated to list the objectives to be developed during the unit.

Column four is for the procedure. This is the most important column for the teacher because it is the column where the teacher should combine the rest of the columns to carry out the teach act. However, s/he should lower any of the procedures recommended to the classroom level. Teachers should remember that they should be **very detailed** in their own lesson planning in order to guide and control all of the activities. They should include cultural and aspects related to values into this planning. Taking the premise that language is an instrument for communicating ideas, thoughts, feelings and other issues related to the community of the speakers.

Timing the activities is important because this guarantees the amount of time the students should spend. It adds order to the class and it also challenges the students to complete the task.

The activities must last from 10 to 15 minutes each, in any classroom situation, but specially in periods of 80 minutes.

In other words, English teachers should plan a variety of activities, exercises and games and develop banks of material to enrol the class into interesting themes, motivate the students for learning the language and promote the development of the linguistic skills.

The fifth column lists the abilities or competences the students should master at the end of each learning process.

Methodology

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use, the teacher needs to introduce the students the language structures necessary to carry out the speech acts. In other words, It is necessary to introduce the language patterns, the functions, the purpose for communicating and the culture involved when specific situations.

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