

# **Our Proposal: Mindfulness + English Language Program**



**Arturo Calderón**

Levántate de tu silla si...

**...quieres que tus alumnos  
aprendan inglés.**

**...quieres tener alumnos  
capaces de comunicar sus  
emociones e ideas.**

**...tus alumnos están  
preparados para enfrentar el  
futuro.**

**...tus docentes están  
dispuestos a abrirse a un  
cambio.**

**...te interesa un programa que  
combina el desarrollo de  
habilidades emocionales y el  
aprendizaje de un segundo  
idioma.**

**...quieres conocer la nueva  
propuesta del programa de  
inglés para UNOi.**

BE4LIVE

# Nuestros retos...



**¿Qué componentes innovadores y significativos incluimos?**

**Autonomía**

SS

**Autoconocimiento**

SA

**Autorregulación**

SC

**Empatía**

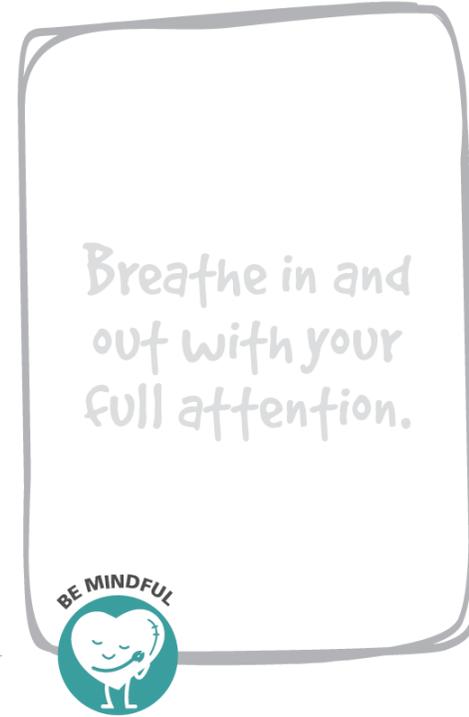
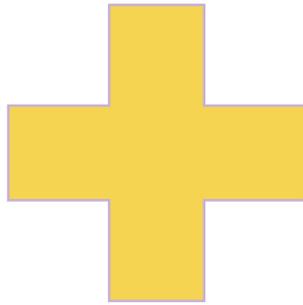
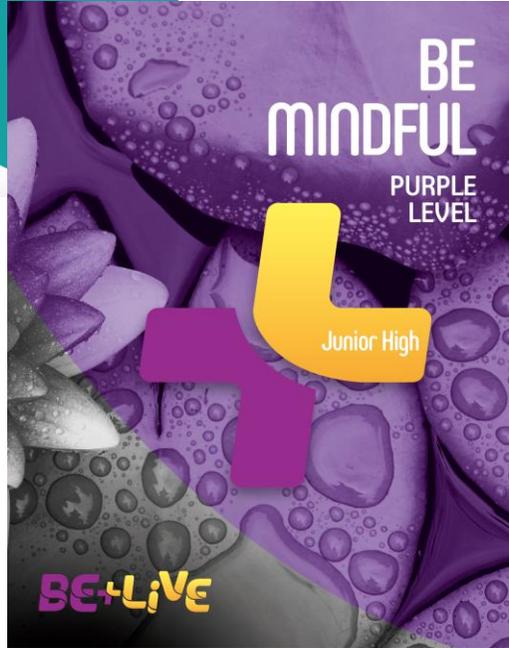
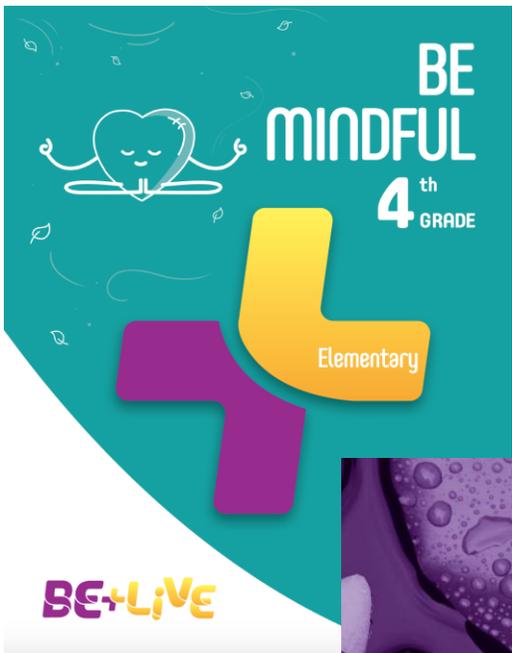
E

**Prosocialidad**

PB



**Adaptado de Bisquerra, R. y Pérez, N. (2007)**



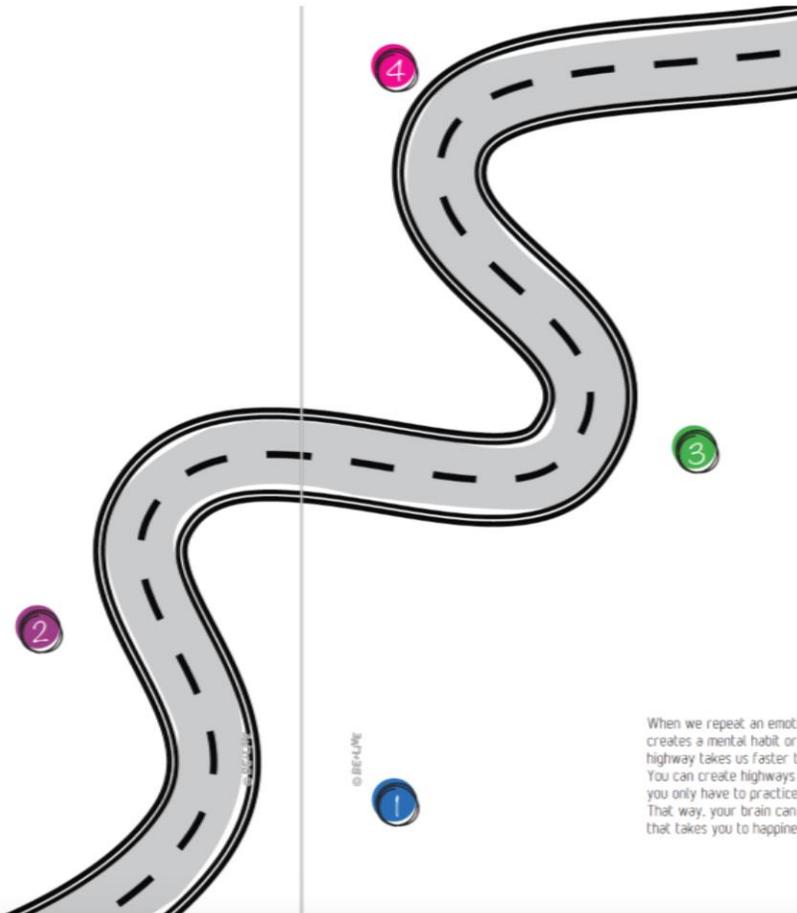
**UNPLUG YOURSELF!**

Try to remember five phone numbers without checking your cellphone.



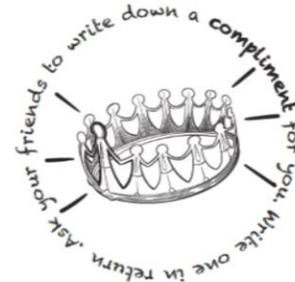
## Elementary

Draw or write what is around your highway to happiness.



© BE+LIVE

When we repeat an emotion many times, our brain creates a mental habit or a "neuronal highway." This highway takes us faster to that emotion. You can create highways that make you feel happier: you only have to practice being happy again and again. That way, your brain can create a **HUGE** highway that takes you to happiness. Would you like that?



© BE+LIVE

**THE SCIENCE OF EMOTION BOX**

When you perform an act of kindness, your body releases a chemical called oxytocin. Oxytocin is also known as the "love hormone;" it actually helps you bond with other people. It also helps you release stress. Being kind helps you and others at the same time.

List the emotions you felt when a friend gave you a compliment.

Every time you say something nice to someone or you say a simple 'thank you' the world becomes brighter. Whenever you show gratitude, come back to this page and add a star.

© BE+LIVE

# Live Studio



# myON<sup>®</sup>



# Key & Language Key

## Key

### Lines of Research

*Do you know the name of other outstanding citizens, apart from Benjamin Franklin? Do you know any of their quotations?*

*Research outstanding citizens and their quotations.*

### #KeyConcepts

*Abraham Lincoln / Amelia Earhart / George Washington / Hellen Keller*

## Language Key

When we report someone's words we can do it using direct speech with quotation marks ("I am honored.") or we can use reported speech using verbs like **commented**, **explained**, **added**, **told**, **promised**, and **insisted**, depending on the speakers' purpose. We can indicate what is communicated between people using verbs such as **asked**, **told**, **replied**, or **answered**.

### Examples:

*"Go to school!"*

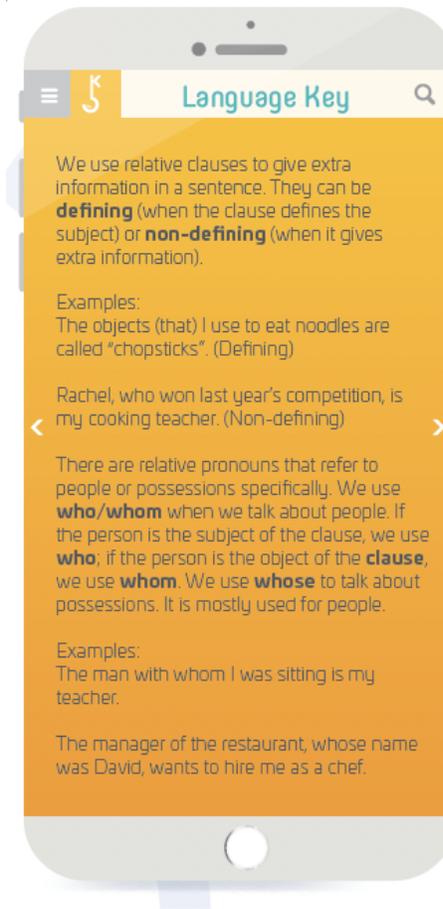
*She told me to go to school.*

*"What do you think?"*

*I asked Franklin what he thought.*

*He answered that he ...*

Notice how the question becomes an affirmative statement.





¿Cómo sustentamos nuestro programa?



**entre otros...**

# Common European Framework of Reference

WRITTEN RECEPTION	
<b>OVERALL READING COMPREHENSION</b>	
<b>C2</b>	Can understand virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.
<b>C1</b>	Can understand a wide variety of texts including literary writings, newspaper or magazine articles, and specialised academic or professional publications, provided that there are opportunities for re-reading and he/she has access to reference tools.
<b>B2</b>	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.
<b>B1</b>	Can read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension. Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency vocabulary or job-related language.
<b>A2</b>	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
<b>A1</b>	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and reading as required.
<b>Pre-A1</b>	Can recognise familiar words accompanied by pictures, such as a fast-food restaurant menu illustrated with photos or a picture book using familiar vocabulary.

READING CORRESPONDENCE	
<b>A2</b>	Can understand simple personal letters, email or post to which the person writing is talking about familiar subjects such as friends or family, or asking questions on these subjects. Can understand basic types of standard notice letters and basic requests, orders, letters of confirmation etc.) or bank letters. Can understand short simple personal letters. Can understand very simple formal emails and letters (e.g. confirmation of a booking or an on-line purchase). Can understand short, simple messages or posts. Can understand short, simple messages sent via social media or email (e.g. proposing what to do, when and where to meet).
<b>A1</b>	Can understand short, simple messages sent via social media or email (e.g. proposing what to do, when and where to meet). Can understand from a letter, card or email the event to which he/she is being invited and the information given about day, time and location.
<b>Pre-A1</b>	Can recognise brief text pieces in very simple media and text messages from friends or colleagues, for example 'Back at a stock' or in the meeting room, provided there are no abbreviations.

Reading for orientation – search reading – involves 'skimming' reading at speed in order to judge relevance and 'scanning' searching for specific information. Key concepts operationalised in the scale include the following:

- ▶ the type of texts (from notices, leaflets etc. to articles and books);
- ▶ picking out concrete information like times, prices from texts that are visual artefacts, rather than prose text, with layout that helps;
- ▶ identifying important information;
- ▶ scanning prose text for relevance;
- ▶ speed – mentioned at B2.

WRITTEN RECEPTION	
OVERALL READING COMPREHENSION	
<b>C2</b>	Can understand virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.
<b>C1</b>	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections. Can understand a wide variety of texts including literary writings, newspaper or magazine articles, and specialised academic or professional publications, provided that there are opportunities for re-reading and he/she has access to reference tools.
<b>B2</b>	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.
<b>B1</b>	Can read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension. Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.
<b>A2</b>	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
<b>A1</b>	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and reading as required.
<b>Pre-A1</b>	Can recognise familiar words accompanied by pictures, such as a fast-food restaurant menu illustrated with photos or a picture book using familiar vocabulary.

READING INSTRUCTIONS	
<b>B1</b>	Can understand instructions and procedures in the form of a continuous text, for example in a manual, provided that he/she is familiar with the type of process or product concerned. Can understand clearly written, straightforward instructions for a piece of equipment. Can follow simple instructions given on packaging, e.g. cooking instructions. Can understand most short safety instructions, (e.g. on public transport or in manuals for the use of electrical equipment).
<b>A2</b>	Can understand regulations, for example safety, when expressed in simple language. Can understand short written instructions illustrated step by step (e.g. for installing new technology). Can understand simple instructions on equipment encountered in everyday life – such as a public telephone. Can understand simple, brief instructions provided that they are illustrated and not written in continuous text. Can understand instructions on medicine labels expressed as a simple command e.g. 'Take before meals' or 'Do not take if driving.' Can follow a simple recipe, especially if there are pictures to illustrate the most important steps.
<b>A1</b>	Can follow short, simple written directions (e.g. to go from X to Y).
<b>Pre-A1</b>	Can understand very short, simple, instructions used in familiar, everyday contexts such as 'No parking,' 'No food or drink,' etc., especially if there are illustrations.

READING INSTRUCTIONS	
<b>B1</b>	Can understand instructions and procedures in the form of a continuous text, for example in a manual, provided that he/she is familiar with the type of process or product concerned. Can understand clearly written, straightforward instructions for pieces of equipment. Can follow simple instructions given on packaging, e.g. cooking instructions. Can understand most short safety instructions, (e.g. on public transport or in manuals for the use of electrical equipment).
<b>A2</b>	Can understand regulations, for example safety, when expressed in simple language. Can understand short written instructions illustrated step by step (e.g. for installing new technology). Can understand simple, brief instructions provided that they are illustrated and not written in continuous text. Can understand instructions on medicine labels expressed as a simple command e.g. 'Take before meals' or 'Do not take if driving.' Can follow a simple recipe, especially if there are pictures to illustrate the most important steps.
<b>A1</b>	Can follow short, simple written directions (e.g. to go from X to Y).
<b>Pre-A1</b>	Can understand very short, simple, instructions used in familiar, everyday contexts such as 'No parking,' 'No food or drink,' etc., especially if there are illustrations.

Reading as a leisure activity involves both fiction and non-fiction, including creative texts, different forms of literature, magazine and newspaper articles, blogs, biographies, etc. – depending on one's interests. Key concepts operationalised in the scale include the following:

- ▶ length, variety of texts and whether there are illustrations;
- ▶ type of texts, from simple descriptions of people and places, through different types of narrative texts to contemporary and classical writings in different genres;
- ▶ topics, from everyday topics (e.g. hobbies, sports, leisure activities, animals), concrete situations to a full range of abstract and literary topics;
- ▶ type of language: from simple to stylistically complex;
- ▶ ease of reading: from guessing with the help of images, through reading with a large degree of independence to appreciating the variety of texts;
- ▶ depth of understanding: from understanding in outline the main points to understanding implicit as well as explicit meaning.

READING AS A LEISURE ACTIVITY	
<b>B1</b>	Can read newspaper / magazine accounts of films, concerts etc. written for a wider audience and understand the main points. Can understand simple poems and song lyrics written in straightforward language and style. Can understand the description of places, events, explicitly expressed feelings and perspectives in narratives, guides and magazine articles that are written in high frequency, everyday language. Can understand a travel diary mainly describing the events of a journey and the experiences and discovers the main facts. Can follow the plot of stories, simple novels and comics with a clear linear storyline and high frequency everyday language, given regular use of a dictionary.
<b>A2</b>	Can understand enough to read short, simple stories and comic strips involving familiar, concrete situations written in high frequency everyday language. Can understand what is happening on a poster (e.g. in a travel magazine) or guide entries that deal with concrete everyday topics (e.g. hobbies, sports, leisure activities, animals). Can understand short narratives and descriptions of someone's life that are written in simple words. Can understand what is happening on a poster (e.g. in a travel magazine) and know an impression of what the characters are like. Can understand the main points of the information provided in a short description of a person (e.g. a celebrity). Can understand the main points of a short article reporting an event that follows a predictable pattern (e.g. the Oscars), provided it is clearly written in simple language.
<b>A1</b>	Can understand in outline short texts in illustrated stories, provided that the images help further to guess a lot of the content.
<b>Pre-A1</b>	No descriptors available

Audio-visual Reception

Watching TV and film includes live and recorded video material plus, at higher levels, film. Key concepts operationalised in the scale include the following:

- ▶ following changes of topic and identifying main points;
- ▶ identifying details, nuances and implied meaning (C levels);
- ▶ delivery from slow, clear standard usage to the ability to handle slang and idiomatic usage.



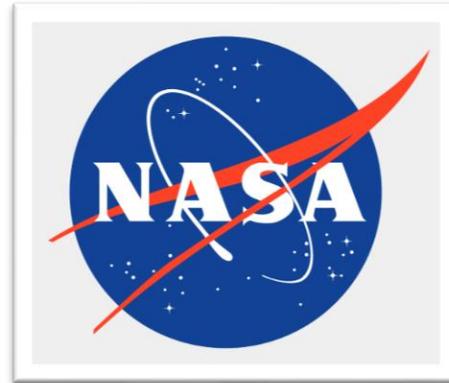
# Multiculturalidad



# Interculturalidad



# La Agenda para el futuro



 Alimentación	 Gobierno	 Cambio climático
 Agua	 Energía	 Espacio
 Salud	 Equidad	 Paz

**Guided Discovery**

**Integrated Skills**

**CLT**

**Comprehensible  
Input Theory**

**Model Writing**

**Natural  
Approach**

**Metodologías  
reconocidas de la  
enseñanza del inglés**

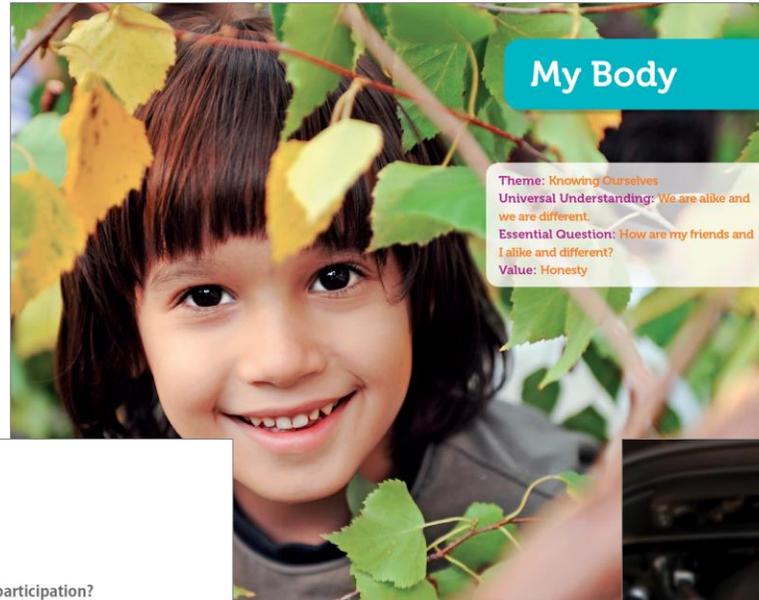
**CLIL**

**Product Writing**

**Process Writing**

**Total Physical Response**

# Inquiry-based Learning



**HOW CAN WE ORGANIZE OUR NEIGHBORHOOD?**

Opener

38

39

**Lesson 1**  
What is citizen participation?  
WEEK 1 | p. 22  
WEEK 2 | p. 34

**Lesson 2**  
How does a local election work?  
WEEK 3 | p. 46  
WEEK 4 | p. 58

**Lesson 3**  
How can I be a better citizen?  
WEEK 5 | p. 70  
WEEK 6 | p. 82

**Lesson 6**

How would you use augmented reality to make the world better?

360° What is the most common cryptocurrency in Latin America?

- Can understand the main information in short and simple descriptions of goods in webpages
- Can understand the essential information from short, recorded passages of everyday life
- Can give a simple description or presentation of people
- Can write about everyday aspects of environmental surroundings
- Can form Prepositional Phrases using the -ly form of verbs as complements
- Can recognize the difference between voiced and unvoiced sounds
- Can understand the main points in short texts dealing with everyday topics
- Can understand what people say about their routines in a radio interview
- Can answer questions and respond to simple statements
- Can write a series of simple phrases and sentences linked with simple connectors like and, but, and because
- Can use an increasing range of simple single-word prepositions

42

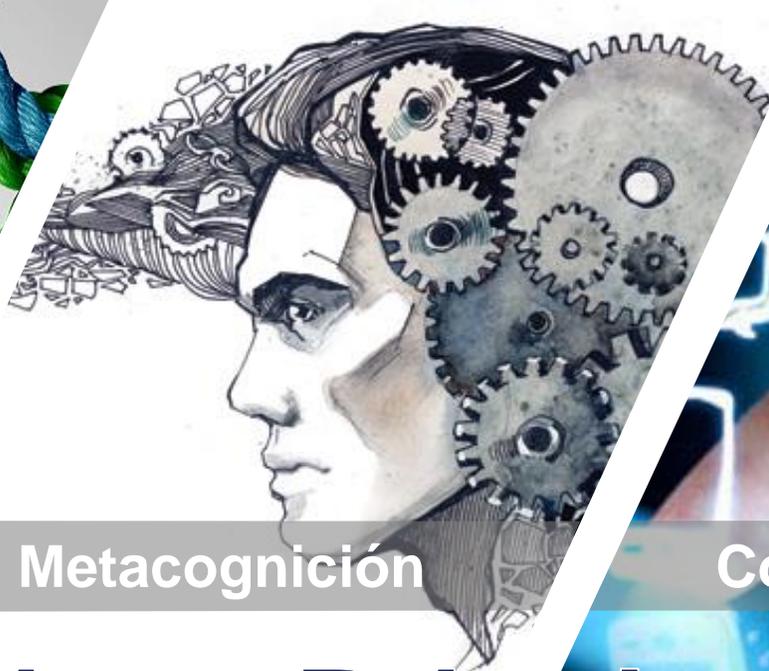
43



¿Cómo logramos que los contenidos sean relevantes y útiles? ¿Cómo los dosificamos?



Habilidades integradas



Metacognición



Contextos relevantes

# Características Principales



Altamente comunicativo

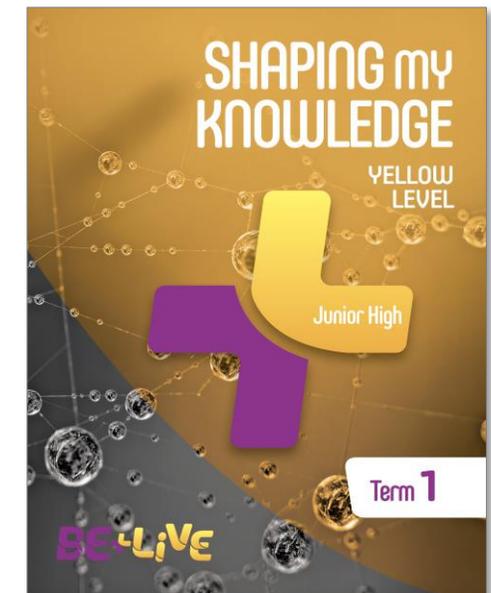
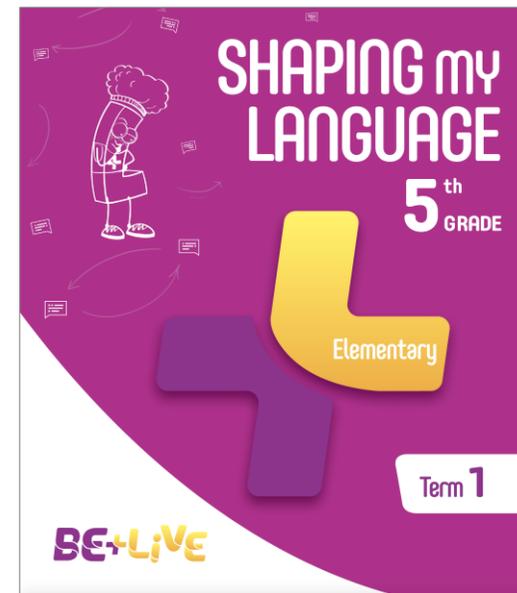


Enfoque multicultural  
y intercultural

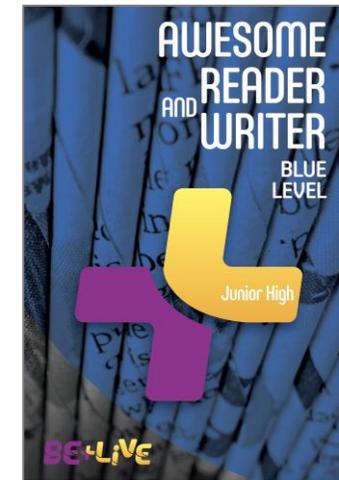
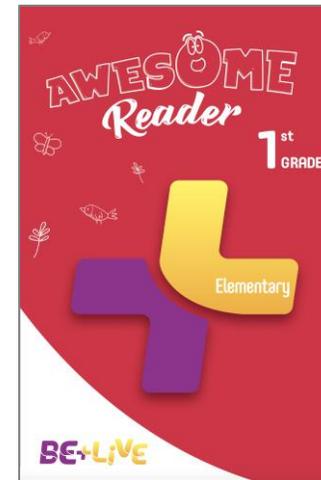
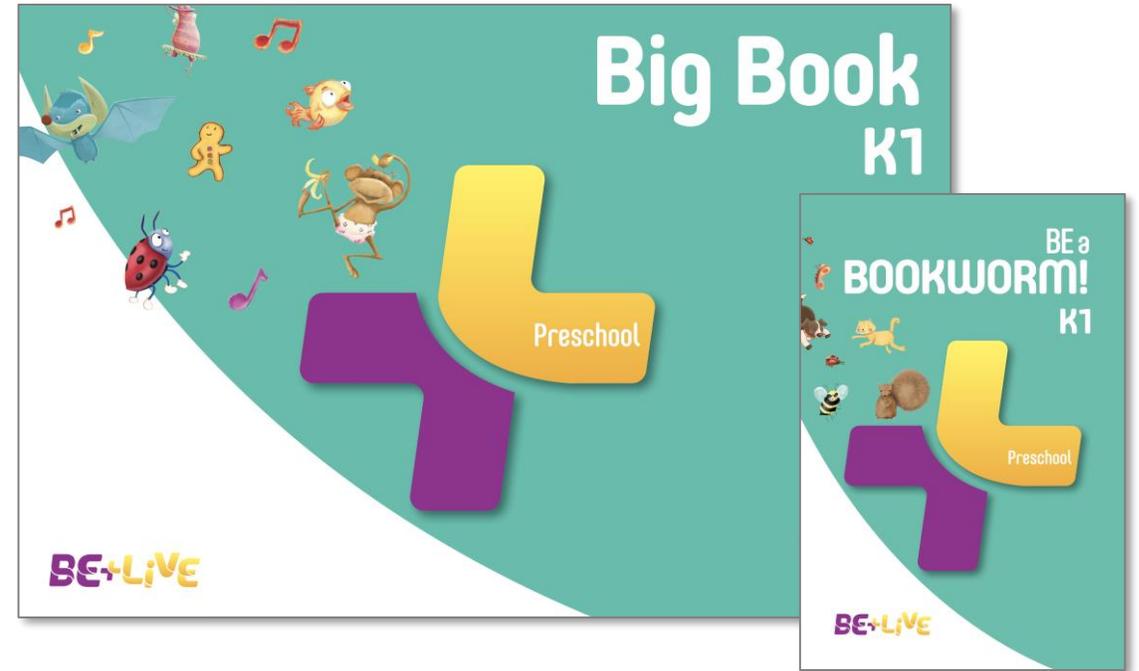


Evaluación y valoración

# Desarrollo del Lenguaje



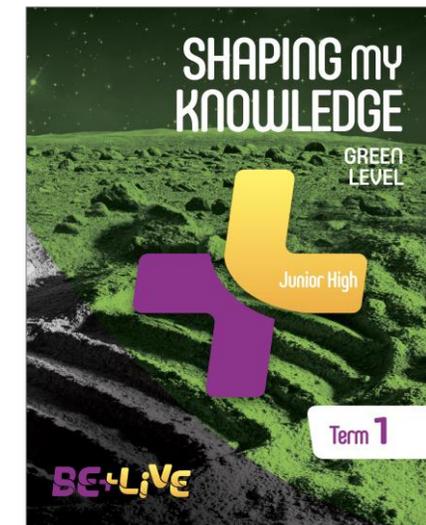
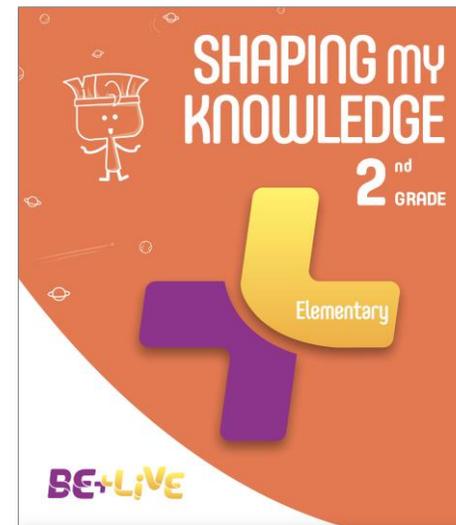
# Desarrollo de la Lectura



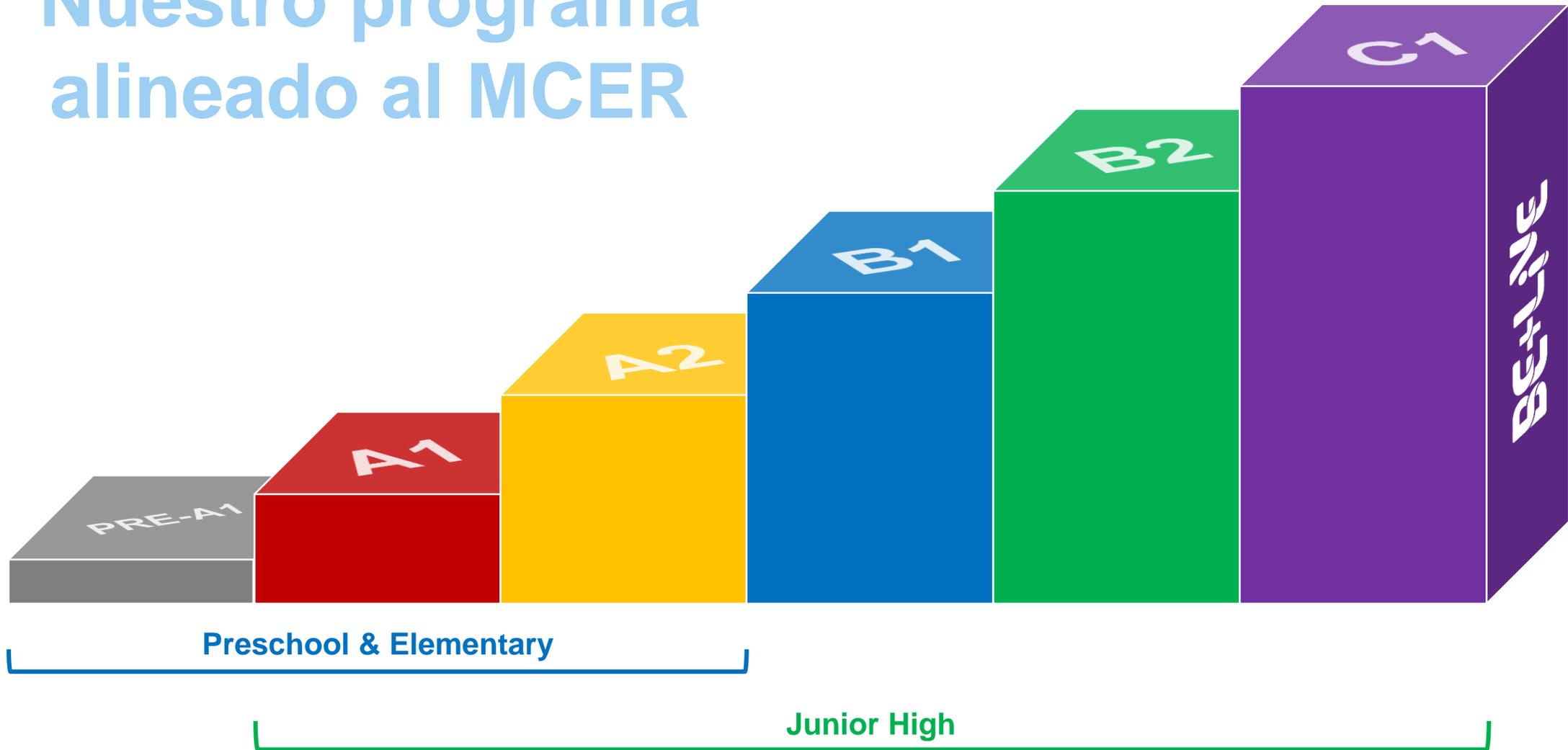
# Contenido para Desarrollo del Lenguaje (CLIL)

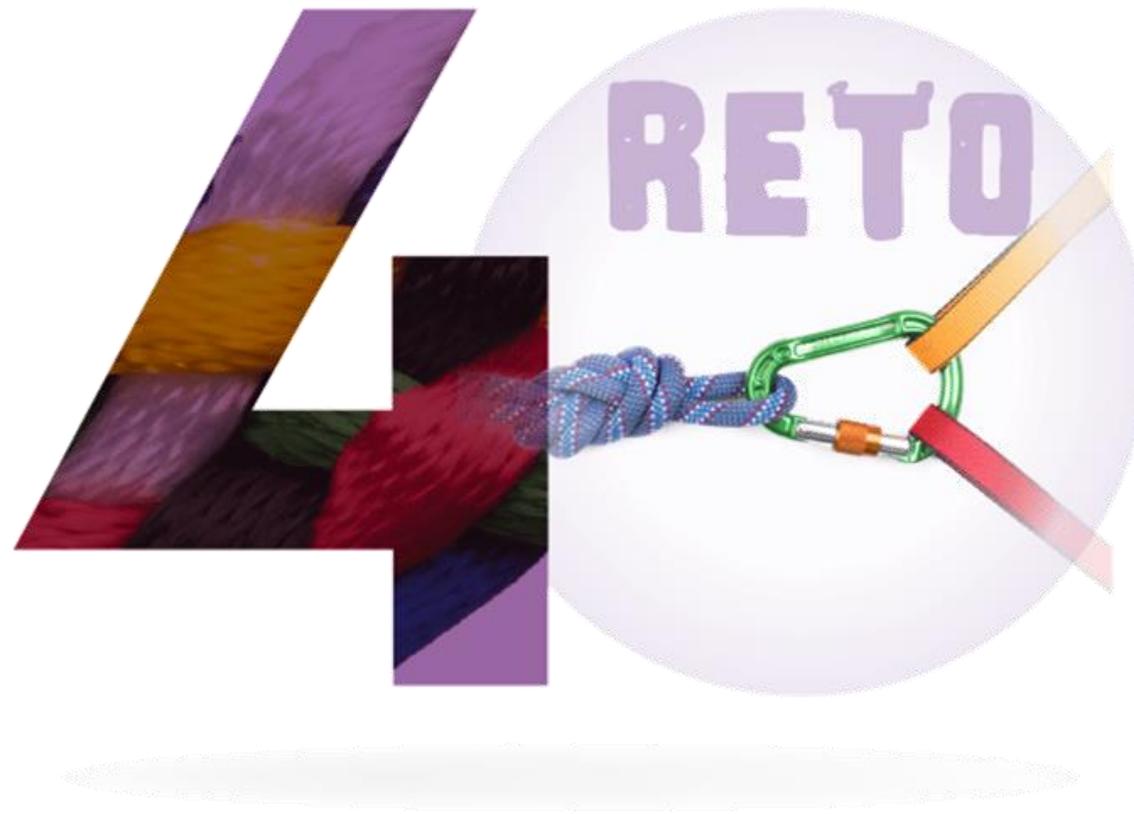
Pensamiento Matemático\*  
Desarrollo Personal y Social\*  
Desarrollo Físico\*  
Ciencias\*\*  
Estudios Sociales\*\*  
Expresión Artística\* / Arte\*\*

\* Preschool | \*\*Elementary & Junior High



# Nuestro programa alineado al MCER





¿Qué tipo de egresados esperamos?

SERES HUMANOS  
CUIDADOSOS Y CENTRADOS

CIUDADANOS  
CON PRINCIPIOS

APRENDICES  
PERMANENTES

CONSTRUCTORES DE  
PAZ

**BE+LiVE**

TOMADORES DE  
DECISIONES

**BUSCA DESARROLLAR...**

COMUNICADORES  
SEGUROS

EXPLORADORES  
CURIOSOS Y  
OBSERVADORES

COLABORADORES CREATIVOS

¿Cuál es nuestro gran  
·DESAFÍO·?

Ayudar a nuestros **estudiantes** a **adquirir** el idioma **inglés** y a **desarrollarse** de formas **emocional, psicológica, creativa, social, intelectual**, entre otras.

**¿Estás listo para  
enfrentar este  
desafío?**

**22 al 25**

MAYO DE 2019

Hotel Sonesta,  
Pereira

• DESAFÍO •

**UNOi**

TRANSFORMACIÓN EDUCATIVA

**iGRACIAS!**