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MATERIAL GRATUITO. PROHIBIDA SU VENTA

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Presentación

La Secretaría de Educación Pública edita el Plan de Estudios para la Educación Secundaria 2006 y los programas correspondientes a las asignaturas que lo conforman, con el propósito de que los maestros y directivos conozcan sus componentes fundamentales, articulen acciones colegiadas para impulsar el desarrollo curricular en sus escuelas, mejoren sus prácticas docentes y contribuyan a que los alumnos ejerzan efectivamente el derecho a una educación básica de calidad.

Desde 1993 la educación secundaria fue declarada componente fundamental y etapa de cierre de la educación básica obligatoria. Mediante ella la sociedad mexicana brinda a todos los habitantes de este país oportunidades formales para adquirir y desarrollar los conocimientos, las habilidades, los valores y las competencias básicas para seguir aprendiendo a lo largo de su vida; enfrentar los retos que impone una sociedad en permanente cambio, y desempeñarse de manera activa y responsable como miembros de su comunidad y ciudadanos de México y del mundo.

Durante más de una década la educación secundaria se ha beneficiado de una reforma curricular que puso el énfasis en el desarrollo de habilidades y competencias básicas para seguir

aprendiendo; impulsó programas para apoyar la actualización de los maestros; realizó acciones de mejoramiento de la gestión escolar y del equipamiento audiovisual y bibliográfico. Sin embargo, estas acciones no han sido suficientes para superar los retos que implica elevar la calidad de los aprendizajes, así como atender con equidad a los alumnos durante su permanencia en la escuela y asegurar el logro de los propósitos formativos plasmados en el currículo nacional.

Con base en el artículo tercero constitucional y en cumplimiento de las atribuciones que le otorga la Ley General de Educación, la Secretaría de Educación Pública plasmó en el Programa Nacional de Educación 2001-2006 el compromiso de impulsar una reforma de la educación secundaria que incluyera, además de una renovación del plan y de los programas de estudio, el apoyo permanente y sistemático a la profesionalización de los maestros y directivos del nivel, el mejoramiento de la infraestructura y del equipamiento escolar, así como el impulso a nuevas formas de organización y gestión que fortalecieran a la escuela como el centro de las decisiones y acciones del sistema educativo.

Para llevar a cabo la renovación del currículo, cuyo resultado se presenta en el Plan y en los Programas de Estudio 2006, se impulsaron diversos mecanismos que promovieran la participación de maestros y directivos de las escuelas secundarias de todo el país, de equipos técnicos estatales responsables de coordinar el nivel, y de especialistas en los contenidos de las diversas asignaturas que conforman el plan de estudios. En este proceso se contó con el apoyo y compromiso decidido de las autoridades educativas estatales.

De igual manera, y con el propósito de contar con evidencias sobre la pertinencia de los contenidos y de los enfoques para su enseñanza, así como de las implicaciones que tiene aplicar una nueva propuesta curricular en la organización de las escuelas y en las prácticas de los maestros, durante el ciclo 2005-2006 se desarrolló en escuelas secundarias de 30 entidades federativas la Primera Etapa de Implementación (PEI) del nuevo currículo. Los resultados del seguimiento a esa experiencia permiten atender con mejores recursos la generalización de la reforma curricular a todas las escuelas del país.

Es innegable el valor que tiene el proceso de construcción curricular arriba expresado. Por ello, y a fin de garantizar que en lo sucesivo se favorezca la participación social en la revisión y el fortalecimiento continuo de este servicio, la Secretaría de Educación Pública instalará Consejos Consultivos Interinstitucionales conformados por representantes de instituciones educativas especializadas en la docencia y la investigación sobre los contenidos de los programas de estudio; de las instituciones responsables de la formación inicial y continua; de asociaciones y colegios, tanto de maestros como de padres de familia; así como de organizaciones de la sociedad civil vinculadas con la educación básica. El funcionamiento de los Consejos en la evaluación permanente del plan y de los programas de estudio y de sus resultados permitirá atender con oportunidad las necesidades y retos que se presenten, instalar una política de desarrollo curricular apegada a las necesidades formativas de los ciudadanos, así como fortalecer en las

escuelas la cultura de la evaluación y de la rendición de cuentas.

La Secretaría de Educación Pública reconoce que el currículo es básico en la transformación de la escuela; sin embargo, reconoce también que la emisión de un nuevo plan y programas de estudio es únicamente el primer paso para avanzar hacia la calidad de los servicios. Por ello, en coordinación con las autoridades educativas estatales, la Secretaría brindará los apoyos necesarios a fin de que los planteles, así como los profesores y directivos, cuenten con los recursos y condiciones necesarias para realizar la tarea que tienen encomendada y que constituye la razón de ser de la educación secundaria: asegurar que los jóvenes logren y consoliden las competencias básicas para actuar de manera responsable consigo mismos, con la naturaleza y con la comunidad de la que forman parte, y que participen activamente en la construcción de una sociedad más justa, más libre y democrática.

Secretaría de Educación Pública

Introduction

Background to the programme

The English language curriculum implemented in 1993 (PPE 1993) constituted an important step forward regarding the way language teaching was conceived in basic education. Attention shifted from structure and translation, and began to concentrate more heavily on communication. However, a change at the conceptual level is not enough to have an impact on the classroom. True change is *change in practice*, one that reflects a clear and coherent relationship between beliefs and behaviour while in action. An exploratory study conducted during 2001–2002 in over 100 state secondary schools in Mexico showed that little “change in practice” has occurred since 1993.

The analysis of the PPE 1993 in actual practice raised some issues, which have, to some extent, guided the process of curricular innovation. First, and perhaps most important, is the fact that the programme did not achieve its aims: students who complete secondary education cannot communicate in English, and they rarely develop other non-linguistic skills.

Second, a lack of appropriate means for the diffusion and implementation of the approach caused misunderstandings and *false clarities* amongst teachers; changes do not seem to have been well assimilated. An example of

this can be seen in teachers’ most ‘common practices’: reading aloud, translating, making lists of vocabulary, repeating in chorus, amongst others, all of which are very distant from what is suggested in the PPE 1993.

Finally, the lack of precise standards regarding the language level teachers needed to implement the PPE 1993, together with the lack of mechanisms to guarantee a minimum level of achievement for students upon completion of secondary education, limited the quality of foreign language learning and teaching.

Nevertheless, the PPE 1993 laid strong foundations on which a more solid curriculum can be built. Thus, it is not necessary to change all that has been done. Rather, the curriculum needs to be innovated. It is necessary to refine and extend the purposes and evaluation areas, with reference to what is reasonably possible in the Mexican context, but also considering international standards of achievement. This has implied defining the teaching and language skills that teachers need in order to implement this programme, which will in turn provide the basis for pre- and in-service teacher education programmes.

Similarly, it has been necessary to carefully consider and describe methodology, i.e. how we want teachers to teach and students to learn, and the conditions necessary for teaching and learning to be effective. This process does not mean looking ‘outside’ for an ‘ideal methodology’ that can be imported and put into practice. Rather, it means looking ‘inside’: looking at our classrooms and our teachers

in order to develop a methodology that is appropriate to our context, and enrich that with knowledge gained from research in education and language teaching.

1. Theoretical foundations

1.1. The object of study

For a long time the object of study in language courses has been the language system itself. Descriptions of language that come from linguistics (traditional and transformational-generative grammars, structural, functional and discourse analysis, and the like) have found their pedagogical translation in the teaching of specific language areas (e.g. the elements of a sentence, text analysis, etc.). These descriptions, together with how the learning process is conceived (as habit formation, as acquisition of rules, as active processing of information, as an emotional experience), have resulted in a variety of methods and approaches for the teaching of a foreign language. In the case of teaching English, these have gone from the grammar translation method to communicative approaches.

This programme has adopted a different view of language and, therefore, a different view of what teaching language means. A fundamental premise is that language is a complex object that serves not only communicative, but also cognitive and reflection purposes, whereby an individual comprehends the world and integrates him/herself into society. From this viewpoint, using language efficiently means being able to interact with others through the

production and interpretation of oral and written texts in order to participate in society.

Therefore, in this programme the learning of a foreign language focuses on what it is that expert language users do when interpreting and producing oral and written texts, preserving the social function of such acts. In other words, the object of study of this foreign language course is the *social practices of language*.

Conceptualising the object of study in this way presents us with important challenges. For pedagogical reasons, language has been traditionally fragmented into parts that were studied and practised in isolation, with the underlying belief that by studying the parts of the system a student would be able to 'recreate the complete picture'. Having social practices of the language as the object of study implied making a different selection of contents and organising them in different ways. Thus, the dominant division of language into four skills has not been adopted. Instead, the focus is on the practices needed to produce and interpret oral and written texts.

1.2. The notion of learning

Experiential learning is a pedagogical conceptualisation of human learning (from a cognitive viewpoint) from which a variety of methodologies and tasks can be derived. It is not a term that can be applied to a series of tasks and activities for the classroom, nor to a method to be followed by teachers and students.

Experiential learning is based on the notion of the constructive nature of learning, that is, that every individual is constantly and actively

involved in making sense of the world by constructing (or reconstructing) meaning from the interpretation of personal experiences. This view holds that the mind is constantly seeking 'equilibration': a balance between what is known and what is currently being experienced. When faced with new situations, 'equilibration' is broken and individuals experience 'cognitive conflict'. In their need to adapt to the new situation individuals follow two processes: 'accommodation' (adjusting to new information), and 'assimilation' (incorporating new information into existing knowledge).

Thus, immediate personal experience is the focal point of learning, but it is not enough on its own. Experience needs to be processed consciously by reflecting on it. Experiential learning is thus conceived as a cyclic process of integrating immediate experience, reflection, abstract conceptualisation and action, which can be represented in the following model:

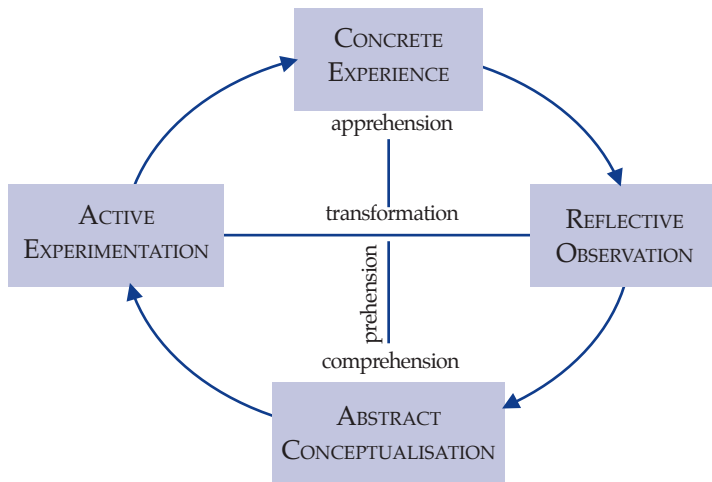


Figure 1. Model of Experiential Learning (after Kolb, 1984, in Kohonen, 1992:16)

The four elements of experiential learning are drawn from two dimensions: prehension and transformation, each of which forms a dialectic, and represent the two things that can be done with information: One is to grasp the information, where the dialectic lies between grasping information through CONCRETE EXPERIENCE (apprehension), and grasping information through ABSTRACT CONCEPTUALISATION (comprehension). The second is to transform the experience, where the dialectic lies between an external process of ACTIVE EXPERIMENTATION and an internal process of REFLECTIVE OBSERVATION.

There are other powerful reasons to justify the use of experiential learning principles in the design of the present curriculum. First, the fact that experiential learning provides a powerful tool to focus on real life communication first with its social rules and true purposes, and construct or reconstruct rules of use later. Second, that experiential learning can help learners to acquire skills for the construction of knowledge (learning how to learn), by raising an awareness of the learning processes that they follow, and by systematising these processes. Finally, experiential learning seeks to develop individuals who are competent, who have initiative, sensitivity to others, and awareness of practical realities, as well as sufficient confidence, insight, skill and flexibility to act effectively in a changing world, thus promoting personal growth. This illustrates how learning a foreign language contributes to achieving the characteristics desirable of students who complete basic education, as described in the "Perfil de egreso de la educación básica".

2. Purposes

The scope and breadth of this programme have been determined taking into consideration time available for study, together with the *Common European Framework of Reference for Languages*, developed by the *Council of Europe* and the

Association of Language Testers in Europe. The framework describes and establishes common levels of reference for 18 languages, amongst which is English. Table 1 shows the six levels of the framework and their descriptors.

| | | |
|------------------|--|--|
| Proficient user | <p>C2 Mastery (1000 – 1200 hours of study)</p> | <p>Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.</p> |
| | <p>C1 Effective Operational Proficiency (700 – 800 hours of study)</p> | <p>Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed texts on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.</p> |
| Independent user | <p>B2 Vantage (500 – 600 hours of study)</p> | <p>Can understand the main ideas of complex texts on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed texts on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</p> |
| | <p>B1 Threshold (350 – 400 hours of study)</p> | <p>Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected texts on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.</p> |

| | | |
|------------|---|--|
| Basic user | A2 Waystage (180 – 200 hours of study) | Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. |
| | A1 Breakthrough (90 hours of study) | Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. |

Table 1. Common Reference Levels: global scale (adapted from COE, 2001: 24)

The number of hours available for the teaching of a foreign language restricts the level that students can reach upon conclusion of basic education, and thus delimits the purposes that can be reasonably set. Given that a school term has 200 working days (40 weeks), the three weekly sessions (45–50 minutes each) make a total of 90 to 100 hours of study per grade. This means that after 3 years of secondary education students will have studied English for 270–300 hours. Therefore, it is expected that by the end of basic education students should reach, as a minimum, a level equivalent to A2, Waystage.

It is important to mention that this programme is aimed at students with no prior study of English, but who are already competent users of their mother tongue. This means that students arrive in secondary school equipped with solid knowledge of how a language works and with a variety of skills that can be transferred to and exploited in foreign language learning.

It must also be said that, for a number of reasons, there is a great social demand for Mexican children and adolescents to learn English. Interesting and successful efforts have been made in some states in order to introduce English at the primary level. However, under present circumstances, it is not possible to provide all children with such service. At the moment, the priority and immediate challenge is that all students in secondary education receive English lessons of a high quality. However, for states where English is taught in primary school, the framework can be a useful tool to describe expected levels of achievement, and to adapt the secondary programme to the needs and demands of those students who enter secondary school with some knowledge of English.

Similarly, the framework also helps to establish the minimum level of English that teachers should have in order to be able to handle the present curriculum appropriately.

Considering that for many students, the teacher will represent their first/only contact with an English speaker, it is necessary that, at the very least, teachers are competent to a B1 level, Threshold.

2.1. General purpose of language teaching in basic education

The purpose of teaching language in basic education is that students gain ownership of diverse social practices of the language and participate effectively in their life in and out of school. For that purpose, it is essential that they learn to use language to organise their thought and discourse, to analyse and solve problems, and to have access to different present and past cultural expressions. In addition, it is necessary that students acknowledge the role of language in the construction of knowledge and cultural values, and develop an analytical and responsible attitude towards the problems of the world.

Ownership of social practices of the language is not achieved through simple practice and over time. On the contrary, it demands a series of individual and group experiences that involve different ways of reading and interpreting texts, of approaching writing and becoming involved in oral exchanges and analysing them. School must provide the conditions necessary for students to participate in such experiences and gradually achieve autonomy in their intellectual work. The responsibility of school is greater with students who come from communities with less schooling and/or lower levels of literacy.

2.2. Purpose of teaching English in secondary education

The purpose of studying a foreign language (English) in secondary education is for students to participate in certain social practices of language, both oral and written, in their own or in a foreign country in contact with native and non-native speakers of English. In other words, through the production and interpretation of a variety of spoken and written texts —of a quotidian, academic and literary nature—, students will be able to satisfy basic communication needs in a range of familiar situations.

3. Methodology: an approach for the teaching of English in secondary education

3.1. Role of teachers and learners

In the present curriculum, the student is considered to be an active constructor of knowledge. The teacher, on the other hand, is conceptualised as a more experienced language user who is in charge of creating the conditions for students to approach language, and of guiding the process. The teacher is thus responsible for establishing a dialogue with students about and through texts, so that learners become effective participants of an English speaking community: the classroom.

If, as said earlier, the learning of a foreign language means learning what it is that expert language users do when interpreting and producing texts within a social context, then teaching towards that aim implies analysing what expert teachers do to promote such learning. From this perspective, expert and effective teachers are those who:

- Plan teaching

Language teaching is a dynamic social event in which the teacher, learners and content interact with the ultimate goal of achieving learning. For that purpose, the teacher needs to understand the essence of the object of study and plan teacher intervention in congruence with it. Thus,

in this programme, the teacher needs to plan lessons and activities in which the characteristics of social practices are preserved, and in which there are enough opportunities for students to participate in and reflect upon the social practices of the language.

- Organise the learning environment

Teaching implies a series of organisation tasks. The teacher needs to determine how to optimally arrange and rearrange the physical space in which learning is to happen (i.e. define seating arrangements, teacher position, etc.) over a single lesson and throughout a school term. Similarly, the teacher needs to decide on the best way to exploit any material resources available (e.g. the board, audio-visual aids, worksheets, computers, coursebooks, etc.) so that they aid learning.

- Interact and promote interaction

Interaction is fundamental to learning. It is the teacher's responsibility to establish and encourage respectful and purposeful interactions with students, among students and between students and language.

- Evaluate students' achievement and their own performance

Often times evaluation is conceived as a one-way process in which the teacher determines the extent to which learners have reached certain goals. It is important to understand that evaluation is in fact a mechanism to obtain information about student achievement, but at the same time, it is a source of information for the teacher to learn about his/her own performance.

3.1.1. Methodology framework

Based on the model of experiential learning which was previously defined, a methodology framework was designed in order to provide an answer to the question of how we want teachers to teach and students to learn. The framework helps to illustrate how the teaching process is conceptualised in this programme, and how this conception is expressed in the different sections of each thematic unit.

The process begins with exposing students to a TEXT, which can be oral or written, which is based on the TOPIC of the unit, and which contains the language FUNCTIONS established for that unit. Indicators of PERFORMANCE EVIDENCE that correspond to interpretation of texts (LISTENING OR READING) describe text work, i.e. what students do with texts. This is a stage of *concrete experience with* a text.

The teacher then selects from the text specific language areas to focus on. The points for language awareness in every unit are described under REFLECTION ON LANGUAGE. It is important to mention that this is a stage for students to conduct *reflective observation* of language, which means that students themselves must try to make sense of how language works. By doing so, students move to a stage of *abstract conceptualisation*, in which they make generalisations about language. The teacher should seek to promote and guide reflection, and redirect it when necessary.

The following part of the process consists in having students use language through tasks that move from control to freedom. Examples of the productions that are expected from students are described in the SAMPLE PRODUCTIONS

section. Indicators of PERFORMANCE EVIDENCE that correspond to the production of texts (SPEAKING and WRITING) describe what students do **to create** texts. This is a stage of *active experimentation*, in which students should have the opportunity to test their hypothesis about how language works.

Due to the fact that students' command of the language is limited, they may experience a number of difficulties at any point of the processes of interpreting and producing texts. Indicators of STRATEGIC COMPETENCE describe strategies that students should develop in order to compensate for their lack of language. These strategies should gradually move from non-verbal to verbal in response to better knowledge of the language.

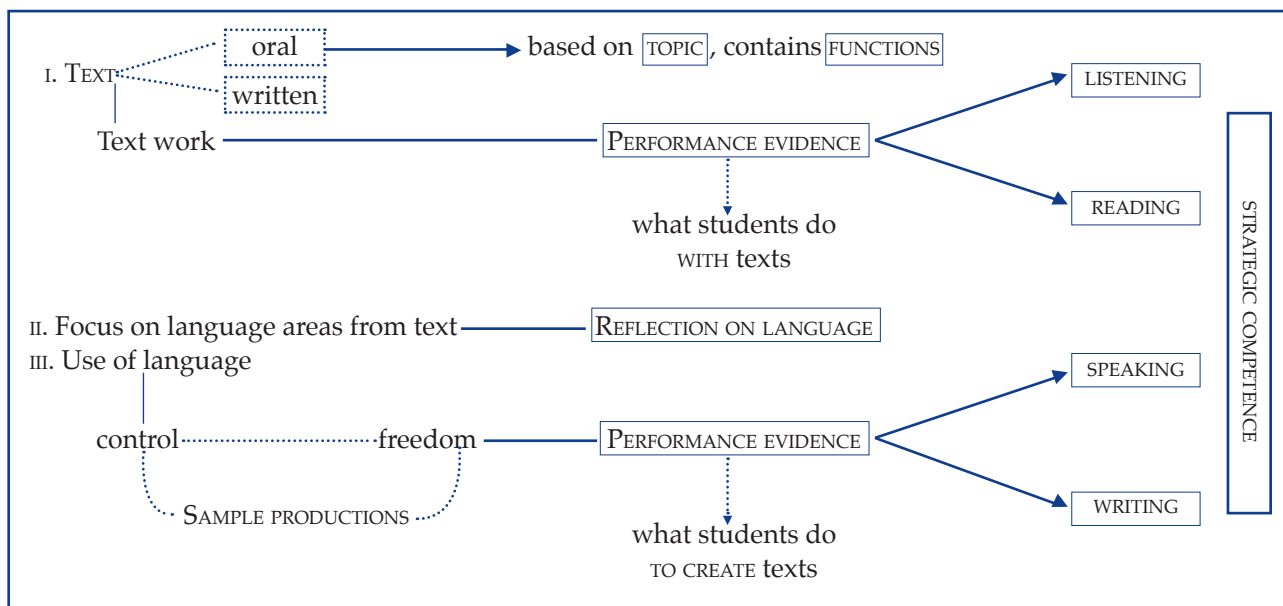


Figure 2. A methodology framework for teaching a foreign language in basic education

The framework for teaching a foreign language in basic education is not a rigid description of the teaching process. It is only a starting point from which teachers may depart to find alternative ways of approaching the contents of this programme, considering their students' needs and their personal teaching styles.

3.1.2. Habitual and ongoing activities

A number of routine activities should be incorporated as part of methodology for teaching. These give learners confidence in the language classroom and a feeling of belonging to a group, and at the same time they make some classroom processes more efficient.

Habitual activities are those that are frequently conducted in class, regardless of what the specific teaching points are. Using English at

all times during the class, forming groups or pairs through established procedures, and resorting to dictionaries to solve doubts are all examples of habitual activities. These activities cannot be predetermined: they should be decided on by the teacher and his/her students.

Ongoing activities are longer projects that the teacher and learners engage in so as to extend language practice and to consolidate the sense of group. In agreement with students, the teacher could decide to produce a school newspaper, to read a book in English, to research into a specific topic, etc. Some time should be put aside every week for the development of these activities.

3.2. Role of materials

Materials play a significant role in this programme. As may be inferred from the proposed methodology for teaching, the quality

of the texts (oral and written) to which students are exposed will heavily influence students' production. Although authentic texts are ideal, these are not always available to teachers. For that reason, it is essential that texts designed for teaching purposes reflect the characteristics of real-life texts: they are purposeful, contextualised, and present authentic models of language.

In addition, it must be remembered that task authenticity is equally important, if not more, than text authenticity. If learners are to be successful participants of the social practices of the language, it is fundamental that they engage in tasks that mirror the real world.

3.3. Evaluation¹

Evaluation is a process through which all the parties involved in education —teachers, students, parents, etc.— obtain information about the learning process. Evaluation can help the student to identify what he/she has learnt over a period of time, and what he/she still needs to work on. For teachers, evaluation may serve to reflect upon teaching practice and trigger innovation. In addition, evaluation responds to the institutional demand of certifying educational results and assigning grades to students with regard to the extent to which they achieve particular objectives.

Evaluation is a central element of the curriculum, which has the power of altering

purposes and methodology. In other words, *what* is evaluated will become the focus of attention for both students and teachers; and *how* evaluation is conducted will determine the ways in which teachers and learners interact in the classroom.

Given the characteristics of the object of study of this programme, evaluation needs to concentrate on the *processes* followed for the interpretation/production of texts, as well as on the *products*. Thus, evaluation cannot be an isolated event that occurs at the end of a teaching period. Rather, it needs to be an ongoing series of actions through which information about teaching and learning is collected. In the following sections some of the ways in which information may be gathered for student and teacher assessment are described.

3.3.1. Evaluation of learning

For some time, tests have been perhaps the only way of gathering information for the evaluation of students. Tests are usually practical and economical tools to collect data, but are not always easy to design. If tests need be used, teachers may resort to ready-made tests or design them themselves. In the second situation, teachers must concentrate on producing tests of an appropriate kind (e.g. diagnostic/prognostic, discrete-point/integrative, subjective/objective, etc.), that are valid and reliable, and that make use of appropriate elicitation techniques (e.g. questions and answers, true/false statements, matching, cloze, etc.).

¹In the literature on English language teaching, a distinction between evaluation (of more general processes) and assessment (of learners) is often made. Since it is only the second case that this document is concerned with, the terms evaluation and assessment will be used interchangeably.

In addition to tests, there are at least another four sources that can be used in order to gather information:

- a) Teachers' assessment. This is a subjective estimate of students' performance.
- b) Continuous assessment. This is a process of combining grades that students receive for individual assignments during a period of time in order to produce an overall grade.
- c) Self- and peer-assessment. This consists of learners evaluating their own performance or that of their peers, using clearly established criteria which have been previously agreed on.
- d) Portfolio assessment. This is a process in which learners collect and file different assignments produced over a period of time as evidence of their performance. It is important for students to have control over their portfolios and responsibility for deciding what is included in them.

This programme holds that the more varied the ways in which information is gathered, the closer the teacher will be to having a real picture of individual's achievements. Therefore, every thematic unit in the programme provides some suggestions for collecting information in different ways.

3.3.2. Evaluation of teaching

Assessing teaching is essential to improving the teaching and learning processes. As with student evaluation, teachers can gather information about their practice from a variety of sources:

- a) Teachers can receive feedback from students in more or less structured ways (from formal questionnaires to casual chats).
- b) Teachers can obtain information through personal reflection on teaching practice, which should preferably be structured (e.g. recording a lesson or noting down the details of a class) to allow the teacher to focus on specific areas.
- c) Teachers can receive feedback from colleagues who are willing to observe lessons, to be observed and to share feedback respectfully. An important element of this process is to agree on areas that need attention before observation actually takes place so that there is a clear focus.

Teacher evaluation, as described above, has the intention of raising the quality of teaching for the benefit of learners. In addition, teacher evaluation can also have an important effect on teachers' personal and professional development.

4. Organisation of content

As mentioned earlier, conceptualising the object of study as social practices of the language has implied a new selection and organisation of contents. The object of study demanded that two levels of central contents be established, namely:

- a) the participation in certain social practices of the language for the interpretation and production of texts; and
- b) the specific linguistic contents, stated in terms of functions of the language.

The former refers to experiencing the actions that expert language users do in order to interpret and produce oral and written texts, while the latter refers to the specific language needed for effective interpretation/production of such texts.

The descriptors of level A2 of the *Common European Framework of Reference for Languages* have been used to create more detailed descriptions of the two levels of contents of this programme. A list of statements of what students *can do* to participate in communication acts for the interpretation and production of texts has been developed. Below is this list, which describes the ways in which students who successfully complete the three-year programme of English as a foreign language in basic education will participate in communication:

- Can use knowledge of the world and specific strategies to get the gist and some detail from a variety of spoken and written texts.
- Can respond to simple spoken or written language in linguistic and non-linguistic ways.
- Can use verbal and non-verbal strategies to plan, initiate and/or intervene in oral exchanges.
- Can engage in communication, recognise breakdowns and use repair strategies as needed.
- Can adjust language and pronunciation to produce intelligible messages.
- Can use strategies to deal with unfamiliar words.
- Can look for cohesive devices to understand relations between parts of a text.
- Can form and justify an opinion towards a text.
- Can use strategies to recognise format and understand content of simple literary texts.
- Can use reading strategies to search for specific information and understand a variety of simple academic texts.
- Can use reading strategies to understand and deal with a variety of simple quotidian texts.
- Can plan effective texts of a personal, creative, social, study and institutional nature.
- Can produce coherent texts of a personal, creative, social, study and institutional nature.
- Can edit own or peers' texts of a personal, creative, social, study and institutional nature.
- Can use grammatical, spelling and mechanical conventions for the production of written texts.

As regards the participation in social practices of the language, by the end of secondary education, students will have engaged in three main types of such practices:

- Carrying out certain basic transactions, such as buying and selling items or ordering food.
- Giving and obtaining factual information of a personal (name, age, interests) and non-personal kind (dates, places, times).

- Establishing and maintaining social contacts by exchanging information, views, feelings and personal wishes, amongst others.

In order to participate in the above mentioned practices successfully, students need to know a number of language functions, which are detailed in Figure 3.

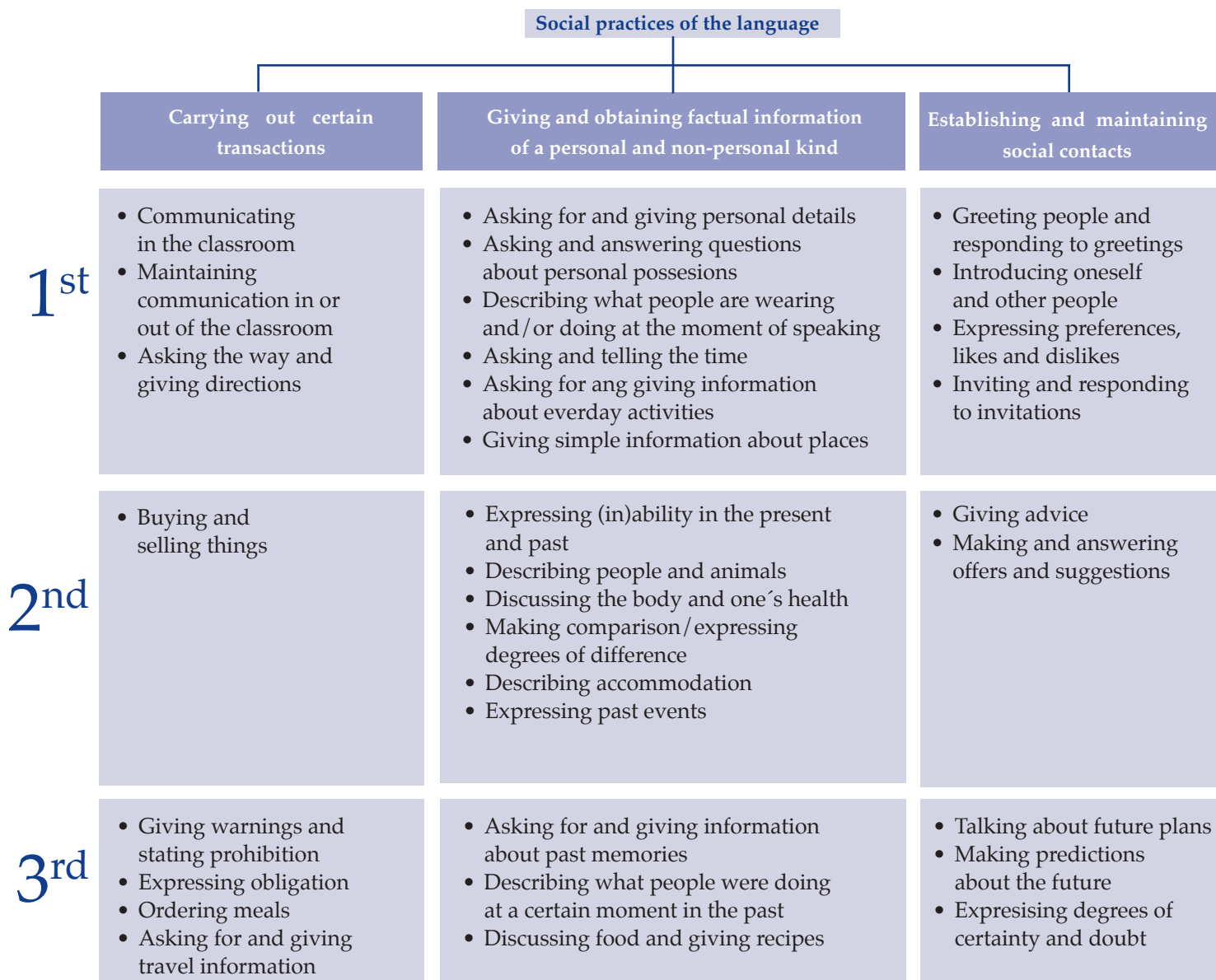


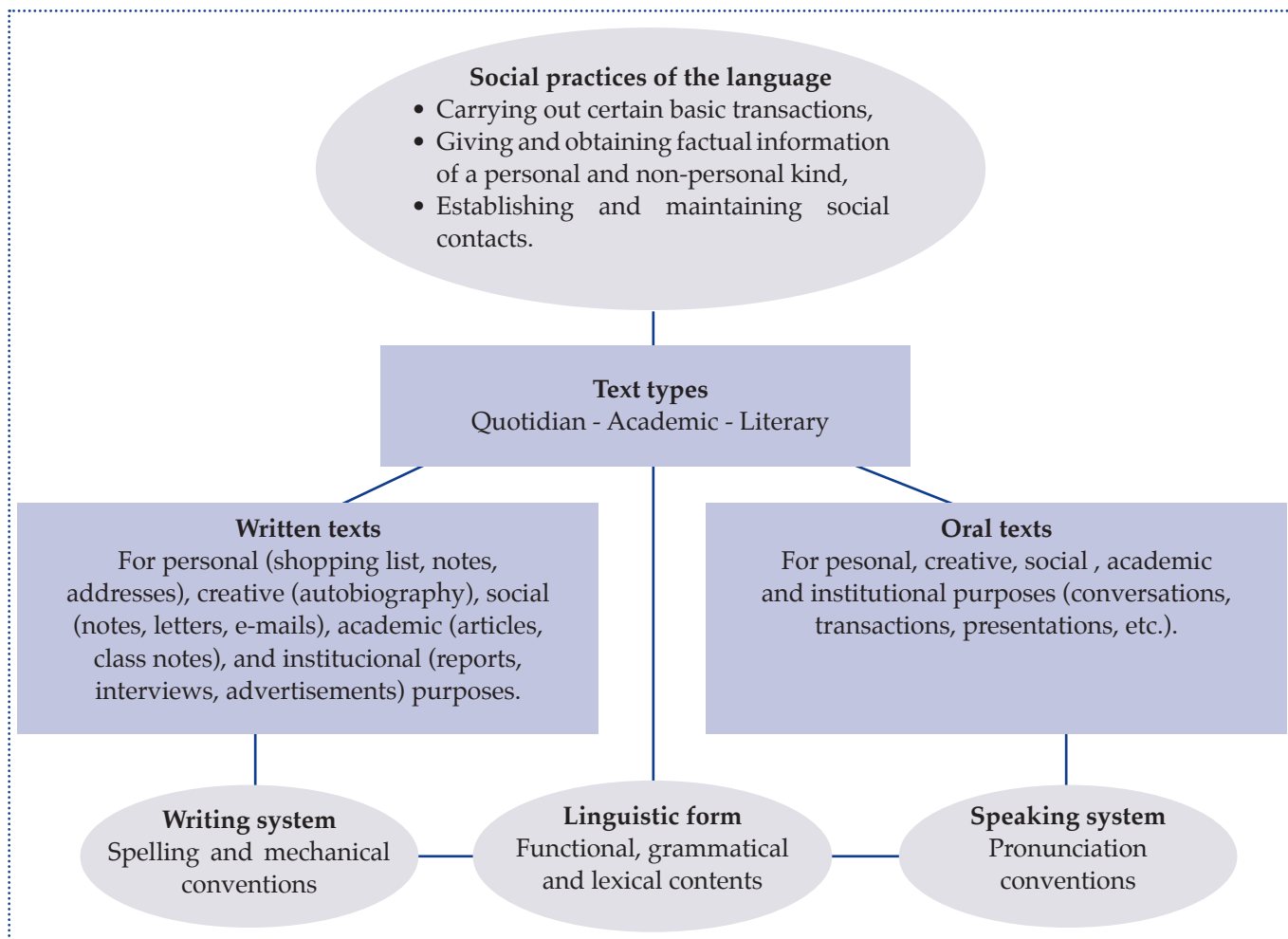
Figure 3. Social practices and functions of the language per grade

It is important to mention that some of the functions could be placed under more than one practice. For instance, “asking for and giving personal details” was located within “giving and obtaining factual information of a personal kind”, but it could equally be placed under “establishing and maintaining social contacts”. The criterion followed in the programme was to place every new function under the practice where it would more frequently be used, given the topics and contexts of the different units. Thus, in the context of Personal identification (see 1st grade, Unit 1), the function “asking for and giving personal details” would be used more for the exchange of information, rather than for socialisation. However, in further units where the function is recycled, the purpose of use may change to socialisation. This issue serves to exemplify, once again, the complexity of language and the difficulty and risks involved in making clear-cut divisions for pedagogical purposes.

In an effort to rephrase and clarify how contents are structured in the programme, a diagrammatic representation of this organisation is presented below (Figure 4). The diagram illustrates that, for the INTERPRETATION and PRODUCTION of language, there are three types of social practices in which students engage (carrying out certain basic transactions, giving and obtaining factual information of a personal and non-personal kind, and establishing and maintaining social contacts). In order to participate in those practices, students need to face a variety of text types which can be of a quotidian, academic or literary nature. Such texts

can be presented both in writing and orally, and serve a variety of purposes (personal, creative, social, academic and institutional ones). Either written or oral, texts follow certain conventions of the language with which students need to become familiar, and which are particular to the writing and speaking systems (spelling and mechanical conventions, and pronunciation, respectively). Finally, the diagram shows that students need to understand and use some formal aspects of the language (linguistic form: functions, grammar and lexis), which are constituent elements of oral and written texts.

INTERPRETATION



PRODUCTION

Figure 4. Structure of contents

4.1 Thematic units

The present programme provides learners and teachers with an organisation of contents in thematic units. There are five units per grade, one for each bimester of the school year. In addition, there is an introductory unit in first grade, which should be covered during the first bimester (making a total of six units for 1st grade).

Thematic units signal a time scale for teaching, while delimiting the context within which certain language features will be treated. Nevertheless, the number of hours devoted to each unit is flexible and should depend on the particular needs of every group. Figure 5 illustrates a possible distribution of units over a school year.

| WEEK | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | | | | | | |
|--|---|------------------------------------|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---|---|---|---|--|
| First grade | 6 sessions INTRO | | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | | | | | | |
| | 18 sessions UNIT 1: PERSONAL IDENTIFICATION | | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | | | | |
| | 24 sessions UNIT 2: ACTIONS IN PROGRESS | | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | | | | |
| | 21 sessions UNIT 3: HOBBIES, LEISURE AND SPORTS | | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | | | | |
| | 30 sessions UNIT 4: DAILY LIFE | | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | | | | |
| | 21 sessions UNIT 5: PLACES AND BUILDINGS | | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | | | |
| | 24 sessions UNIT 1: PEOPLE AND ANIMALS | | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | | | |
| | 21 sessions UNIT 2: HEALTH AND THE BODY | | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | | |
| | 24 sessions UNIT 3: SHOPPING AND CLOTHES | | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | | |
| | 21 sessions UNIT 4: HOUSE AND HOME | | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | | |
| Second grade | 30 sessions UNIT 1: MEMORIES | | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | | | | |
| | 21 sessions UNIT 2: HEALTH AND THE BODY | | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | | |
| | 24 sessions UNIT 3: SHOPPING AND CLOTHES | | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | | |
| | 21 sessions UNIT 4: HOUSE AND HOME | | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | | |
| | 30 sessions UNIT 5: PAST TIMES | | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | | |
| | 21 sessions UNIT 2: HEALTH AND THE BODY | | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | | |
| | 24 sessions UNIT 3: SHOPPING AND CLOTHES | | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | | |
| | 21 sessions UNIT 4: HOUSE AND HOME | | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | | |
| | 30 sessions UNIT 5: PAST TIMES | | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | |
| | Third grade | 30 sessions UNIT 1: MEMORIES | | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | | |
| 21 sessions UNIT 2: HEALTH AND THE BODY | | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | | | |
| 24 sessions UNIT 3: SHOPPING AND CLOTHES | | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | | |
| 21 sessions UNIT 4: HOUSE AND HOME | | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | | |
| 30 sessions UNIT 5: PAST TIMES | | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | | |
| 21 sessions UNIT 2: HEALTH AND THE BODY | | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | | |
| 24 sessions UNIT 3: SHOPPING AND CLOTHES | | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | | |
| 21 sessions UNIT 4: HOUSE AND HOME | | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | | |
| 30 sessions UNIT 5: PAST TIMES | | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | |
| WEEK | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | | | | | |

Figure 5. Distribution of units over a school year

Each unit is divided into seven sections (Unit title, unit purpose, social practices, performance evidence, reflection on language, strategic competence and unit focus), each of which indicates to the teacher what the contents to be

taught are and how to approach them. Following is the skeleton of a unit (Figure 6) together with an explanation of what is included in every section:

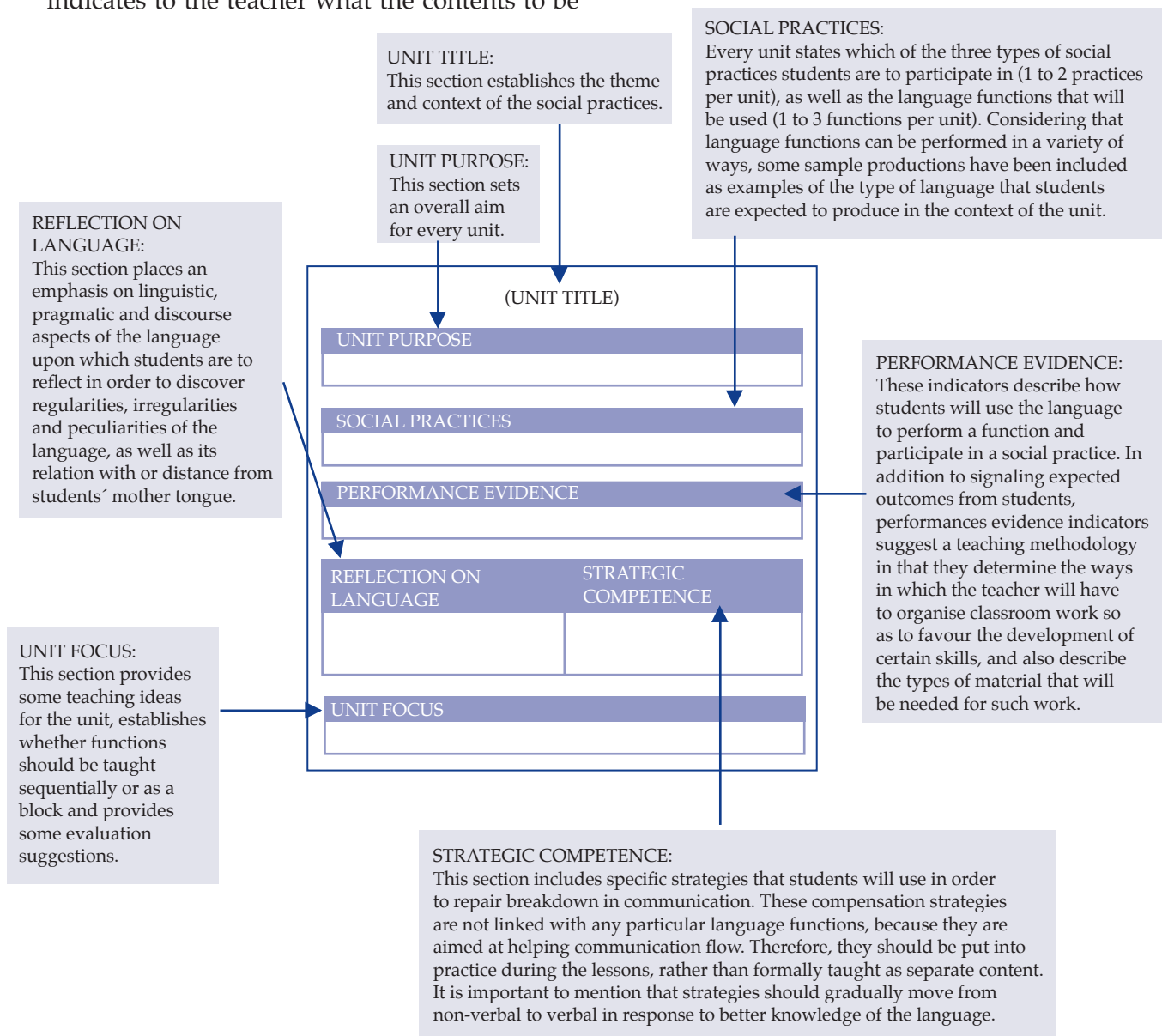


Figure 6. Skeleton of a unit

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1st
grade

1st GRADE

Purposes

Students will:

- Acquire basic vocabulary and fixed expressions in order to communicate in English in the foreign language classroom.
- Become familiar with a variety of oral and written texts (quotidian, academic and literary) and use them for limited purposes.
- Acquire confidence in using a limited range of structures and vocabulary in the foreign language so as to speak and/or write about themselves.
- Develop and rely on some basic strategies, especially of a non-verbal kind, in order to compensate for a lack of command of the language.
- Recognise similarities and differences regarding form and social use between their mother tongue and the foreign language.

Introduction: Classroom Language

Unit Purpose

The purpose of this unit is to provide students with some basic classroom language that will enable them to communicate in English at all times during their foreign language lessons.

Social Practice

Establishing and maintaining social contacts

I.1. Greeting people and responding to greetings

Sample productions: Hi; Hello; Good morning/evening/... (Mrs. González/Miss Navarro/...); How are you?; How do you do?; I'm fine/OK (, thank you/thanks. And you?).

Social Practice

Carrying out certain transactions

I.2. Communicating in the classroom

Sample productions: *Instructions:* Open/Close the door/your notebook/...; Open your book at page 3/27/..., Raise your hand; Stand up; Go to your seat/the front/... (, please); Come in (, please); Sit down (, please); Listen to the conversation/your classmate/...; Circle/Underline the correct answer/the cognates/...; Match the columns/the words with the phrases/...; Work in pairs/teams/...; Read/Complete the dialogue/the sentences/...

Roll call: Present/Here; Absent

Permission: May I come in/go to the bathroom/...?

Dates: What day is it today? (Today/It is) Monday/Thursday/... (August 30th/September 3rd/...); What's the date? (Today/It is) August 30th/September 3rd/...

I.3. Maintaining communication in or out of the classroom

Sample productions: *Repetition:* Sorry?; Pardon?; Repeat, please; Can you say that again (,please)?

Interruption: Excuse me...

Finding information: What's the meaning of "afternoon"/"underline"/...? How do you say "cuaderno"/"baño"/... in English?; How do you spell "Wednesday"/"evening"/...?

Performance Evidence

- Students can recognise and understand quotidian texts (calendars, instructions and conversations) in order to use them purposefully (indicate the date, greet and respond to greetings, follow instructions, participate in class).
 - Can use knowledge of the world and clues (location, illustration, layout) to decode the meaning of unfamiliar words.
 - Can identify the overall message and some details (key words) in order to follow instructions.
 - Can recognise cognates with particular reference to months of the year.
- Students can recognise and understand academic texts (dictionary entries) in order to use them effectively.
 - Can recognise the contents of dictionary entries (word, type of word, phonetic transcription, definition(s)/ translation(s), example(s) of use) and understand their function.
- Students can use language creatively and appropriately by choosing lexis, phrases and grammatical resources in order to produce short, relevant oral texts regarding socialisation in the classroom (conversation).
 - Can follow a structured model of spoken language to greet people and respond to greetings, to ask permission to do something and to say the date.
 - Can use knowledge of the world to anticipate type of information required, expected ways of interaction and possible language needed when greeting people and responding to greetings, and when asking permission to do something.
 - Can produce some fixed expressions with appropriate intonation when greeting people and responding to greetings, when asking permission to do something, when saying the date, and when asking about the meaning of a word.
 - Can pronounce intelligibly individual sounds (letters of the alphabet) when asking for and giving the spelling of certain words.
 - Can seek help from the teacher or printed material (dictionary / textbook) to check the spelling of new or unfamiliar vocabulary related to months of the year and days of the week.
 - Can use punctuation, capitalisation and common abbreviations appropriately when writing the date.

Reflection on Language

Students notice:

- that the imperative form is used to give instructions (e.g. *Come in, Listen, Match the columns*, etc.)
- the non-equivalence of sound and letter in English (e.g. *August* /'ɔ :gəst/, *Wednesday* /'wenzdeɪ/, *third* /'θɜrd/, etc.)

and use such language features appropriately.

Strategic Competence

- Students can use some verbal and/or non-verbal information to ease and enrich communication.
 - Can rely on gestures, facial expressions and visual context.
- Students can recognise when confused and use verbal and/or non-verbal language to repair communication breakdowns.

- Can interrupt a conversation politely.
- Can repeat/ask for repetition.
- Can ask for/give the spelling/meaning of a word.
- Students can make sense of the organisation of reference books (dictionaries, encyclopaedias, textbooks) in order to look for help.
- Can check the spelling of unfamiliar words.

Unit Focus

From the beginning of the year, students should be exposed to English at all times during the lesson. This implies that the teacher should use the language continuously, and give students the tools to communicate in English as much as they can. This unit is of utmost importance, as it will establish the type of work that will be conducted during the three years of secondary education. Therefore, it will be essential to familiarize students not only with basic classroom language, but also with the patterns of interaction, HABITUAL AND ONGOING ACTIVITIES, as well as evaluation tools that will be frequently used.

The nature of the functions suggests that there should be an emphasis on oral (listening and speaking) work. However, there is an excellent opportunity to develop reading skills by working with dictionary entries. This is also a way of developing a set of skills that students should be using during the whole of secondary education. **Function I.1** can be taught first and independently during the first two days of classes. **Functions I.2** and **I.3** can be taught simultaneously and be integrated with other types of work. For example, it would be a good idea to have students explore and get to know their textbook (different sections and contents of each section, where to find some information they are looking for, etc.) and other reference materials (e.g. the dictionary included in the “Biblioteca de Aula”), while practising following instructions or finding information.

Rather than formally evaluating students, this should be an opportunity for the teacher to introduce the different processes through which students will be assessed. Some time can be devoted to explaining the function of portfolios and to designing one. As a first product, students could write a reflection (in Spanish) about how they feel in their English class so far and include it in their portfolio.

Unit 1. Personal Identification

Unit Purpose

The purpose of this unit is to enable students to introduce themselves and others, and to exchange personal details.

Social Practice

Establishing and maintaining social contacts

1.1. Introducing oneself and other people

Sample productions: I'm Daniel; He/This is Tony; She/That is Paula; My/Her name is Johanna; He's an accountant/a taxi driver/...; She's a doctor/an athlete/...; He/She's 20/13... (years old); I'm from Mexico/ England/...; He/She is Canadian/Chinese/...

Social Practice

Giving and obtaining factual information of a personal and non-personal kind

1.2. Asking for and giving personal details

Sample productions: What's your/his name?; (My/His name is) Ana/Samuel; What's your last name?; (My last name/It is) García; How old are you?; (I'm) 12/14/... (years old); Where are they from?; (They're from) Brazil/The United States/...; They're Brazilian/American/...; What's your telephone number/e-mail address/...?; (My telephone number/It is) 11128904; (My e-mail address is) secondary_kid@redescolar.org.mx; What's your occupation?; What do you do?; I'm a student/an engineer/...

Performance Evidence

- Students can recognise and understand quotidian texts (forms, letters/e-mails, personal introductions and conversations) in order to use them purposefully (follow instructions to complete the forms, extract personal details from introductions, provide personal details).
 - Can use knowledge of the world about specific situations and clues (layout) to make predictions about the texts.

- Can identify some details (telephone number, occupation) in order to complete a gapped text and/or respond to a conversation.
- Can recognise cognates with particular reference to personal details.
- Students can use language creatively and appropriately by choosing lexis, phrases and grammatical resources in order to produce short, relevant texts (form, letter/e-mail, conversation) regarding factual information of a personal kind.
 - Can follow a structured model of spoken/written language to provide personal information.
 - Can use knowledge of the world to anticipate type of information required, expected ways of interaction and possible language needed when meeting people for the first time, and when exchanging personal information.
 - Can produce some fixed expressions with appropriate intonation when introducing oneself and other people, and when asking about personal details.
 - Can identify the purpose for writing, intended audience and type of text required (letter/e-mail) when writing a personal introduction.
 - Can produce individual sentences in preparation to write a personal introduction, and join them later using some linking devices (“,”) to make the text coherent.
 - Can seek help from the teacher or printed material (dictionary/textbook) to check the spelling of new or unfamiliar vocabulary related to personal details, and/or make adequate corrections to the text.
 - Can use punctuation and capitalisation appropriately when completing a form where personal information is required, and when expanding/creating a letter/e-mail.

| Reflection on Language | Strategic Competence |
|--|--|
| <p>Students notice:</p> <ul style="list-style-type: none"> • the implication of physical proximity or distance when using demonstrative pronouns (<i>this – that</i>) • the relation between indefinite articles (<i>a, an</i>) and nouns beginning with consonant and vowel sounds (e.g. <i>a doctor, an accountant</i>, etc.) • the use of the apostrophe to indicate contraction (e.g. <i>I am Martha</i> → <i>I'm Martha</i>, etc.) • that some linking devices indicate addition (<i>and, “,”</i>) • the difference in stress in some numbers (e.g. <i>thirty</i> /θ3:’rti/ - <i>thirteen</i> /θ3:r’ti:n /), and use such language features appropriately. | <ul style="list-style-type: none"> • Students can use some verbal and/or non-verbal information to ease and enrich communication. <ul style="list-style-type: none"> - Can rely on gestures, facial expressions and visual context. - Can make pauses appropriately when speaking. • Students can recognise when confused and cope with not being able to understand parts of written/oral texts. <ul style="list-style-type: none"> - Can tolerate ambiguity. • Students can recognise when confused and use verbal and/or non-verbal language to repair communication breakdowns. <ul style="list-style-type: none"> - Can repeat/ask for repetition. - Can support message with gestures. - Can self-correct pronunciation. |

| | |
|--|--|
| | <ul style="list-style-type: none"> – Can ask for/give the spelling/meaning of a word. • Students can give/take the floor sensitively in verbal and/or non-verbal ways. • Can initiate a conversation appropriately. <ul style="list-style-type: none"> – Can choose the most appropriate moment to intervene. • Students can make sense of the organisation of reference books (dictionaries, encyclopaedias, textbooks) in order to look for help. <ul style="list-style-type: none"> – Can check the spelling of unfamiliar words. |
|--|--|

Unit Focus

In everyday situations, **Functions 1.1** and **1.2** would normally appear together: you meet someone and then you ask for further details. Therefore, it is recommended that both functions be dealt with in an integrated fashion and not sequentially. Although it is quite early in the school year, it is important to expose students to oral and written texts, and to aim for both oral and written production. As regards speaking, the language practised in this unit may become rather artificial, since students already know each other fairly well and asking about personal details may be purposeless. So as to offer sufficient speaking practice, the teacher may conduct activities where students “invent” a new identity for themselves.

As for writing, completing forms, which can easily be downloaded from the Internet, is a meaningful way of obtaining written production. Similarly, if the school has a computer room, forms can be completed on-line by asking students to obtain a new e-mail account (at websites such as <http://www.hotmail.com> or <http://www.yahoo.com>) or to subscribe to certain pages in English that might be of interest to them (e.g. <http://www.bbc.co.uk/teens> or <http://www.afterschool.gov/kidsnteens2.html>, etc.).

Students can be asked to create a form emulating those used to subscribe to a web page, get an e-mail account, etc., or to produce an identification card, and have a partner complete it. They can also write a letter/e-mail as a form of personal introduction. Evaluation of the text(s) produced should focus on the appropriate use of some points practised during this unit: identifying the purpose for writing and intended audience, using the linking device “;”, and using punctuation and capitalisation. Regarding oral skills, students can be evaluated while working in groups, where they exchange personal details.

Unit 2: Actions in Progress

Unit Purpose

The purpose of this unit is to enable students to give and obtain information about possessions and to describe actions that are in progress at the moment of speaking.

Social Practice

Giving and obtaining factual information of a personal and non-personal kind

2.1. Asking and answering questions about personal possessions

Sample productions: It/This is Ana's/her skirt/sweater/...; These/Those are Mario's/his jeans/glasses/...; Is that my/your jacket/scarf/...?; Yes, it is; No, it isn't; Are these/those your gloves/tennis shoes/...?; Yes, they are; No, they aren't.

2.2. Describing what people are wearing and/or doing at the moment of speaking

Sample productions: They're sitting/standing next to/in front of/... Mary; He/She is wearing boots/jeans/...; Are they playing/eating/...?; Yes, they are; No, they aren't; Is he/she wearing blue jeans/a black jacket/...?; Yes, he/she is; No, he/she isn't; What are you doing?; We're watching TV/studying/...; What is he/she wearing?; (He/She is wearing) red shorts/a white T-shirt/...

Performance Evidence

- Students can recognise and understand quotidian texts (postcards, descriptions of photographs, letters/e-mails and conversations) in order to use them purposefully (determine people's possessions, identify a person, determine what someone is doing/wearing).
 - Can use knowledge of the world and clues (illustrations) to make predictions about the texts.
 - Can identify some details (possession, items of clothing, actions) in order to determine people's possessions, locate a person, relate characters to actions, complete/expand a gapped text and/or respond to a conversation.
 - Can infer age, sex, feelings and location of others.
- Students can use language creatively and appropriately by choosing lexis, phrases and grammatical resources in order to produce short, relevant texts (postcard, photograph description, letter/e-mail, conversation) regarding possessions and actions in progress.

- Can follow a structured model of spoken/written language to refer to personal possessions.
- Can use knowledge of the world to anticipate type of information required, expected ways of interaction and possible language needed when giving information about personal possessions, and when describing actions in progress.
- Can produce questions with appropriate intonation when asking about actions in progress.
- Can pronounce intelligibly individual words (personal adjectives) when talking about possessions.
- Can pronounce short and long vowel sounds that make a difference in meaning when using demonstrative pronouns (*this /ɪs/* and *these /i:z/*).
- Can identify the purpose for writing, intended audience and type of text required (postcard, description of a photograph, letter/e-mail) when describing what people are wearing/doing; and generate ideas in an organised fashion, with the help of the teacher, using background knowledge.
- Can produce individual sentences in preparation to write a description of a photograph/postcard, letter/e-mail, and join them later using some linking devices ("*,*", *and*) and prepositions (*in, in front of, next to, between, behind*) to make the text coherent.
- Can concentrate separately on content or form, with the help of the teacher, peers or a similar text, to make adequate corrections on a first draft and produce a final version of a postcard, photograph description, letter/e-mail.

| Reflection on Language | Strategic Competence |
|--|--|
| <p>Students notice:</p> <ul style="list-style-type: none"> • the implication of physical proximity or distance when using demonstrative pronouns (<i>this – that, these – those</i>) • singular (<i>this – that</i>) and plural (<i>these – those</i>) forms of demonstrative pronouns • that some nouns do not have a singular form (e.g. <i>jeans, shorts, eyeglasses, etc.</i>) • that the present continuous structure indicates actions that are in progress at the moment of speaking • that there are differences in word order in statements and questions (e.g. <i>He is wearing a uniform</i> → <i>Is he wearing a uniform?</i>) • changes in spelling at the end of verbs in the present participle (e.g. <i>dance</i> → <i>dancing, shop</i> → <i>shopping go</i> → <i>going, etc.</i>) to form the present continuous | <ul style="list-style-type: none"> • Students can use some verbal and/or non-verbal information to ease and enrich communication. <ul style="list-style-type: none"> - Can rely on gestures, facial expressions and visual context. - Can rely on background noise, tone of voice. • Students can recognise when confused and cope with not being able to understand parts of written/oral texts. <ul style="list-style-type: none"> - Can tolerate ambiguity. • Students can recognise when confused and use verbal and/or non-verbal language to repair communication breakdowns. <ul style="list-style-type: none"> - Can support message with gestures. • Students can make sense of the organisation of reference books (dictionaries, encyclopaedias, textbooks) in order to look for help. |

- the use of the apostrophe followed by “s” to indicate possession (e.g. *It is Juan’s sweater*)
 - that some prepositions indicate location (e.g. *in, in front of, next to, between, behind, etc.*)
 - that some linking devices indicate addition (“,”, *and*)
- and use such language features appropriately.

- Can check the spelling of unfamiliar words.
- Can look up unfamiliar words to find their meaning.

Unit Focus

Functions 2.1 and **2.2** should be treated sequentially first, and be integrated towards the end of the unit. **Function 2.1** provides an appropriate context to introduce vocabulary that will be recycled later, and at the same time presents possessive adjectives (*my, your, his, her, etc.*). This function also recycles some language from Unit 1 (demonstrative adjectives, *this – that*), and asking for and giving personal information (name, age, occupation, etc.).

When introducing **Function 2.2**, the teacher should create meaningful contexts for presentation. In order to do so, it is important to remember that the present continuous is used when the interlocutor cannot see what someone else is doing (e.g. On the phone: “*What is your brother doing?*” “*He’s watching T.V.*”), when we want someone to identify another person (e.g. At a party: “*Look, that’s Mónica. She’s wearing a red blouse and she’s dancing with Pedro*”), or when we are describing a picture (e.g. “*This is a photo of my friends. My friend Gaby is wearing her uniform and she is sitting next to Pablo. I am standing behind them...*”).

This unit provides good opportunities for personalisation. Students can be encouraged to bring photos of their family or friends in order to describe them orally or in writing. Exchanging e-mails/letters, with their pictures attached, with students from the same class, with the teacher or with e-pals can make writing more memorable and meaningful. <http://www.epals.com> offers some interesting possibilities for exchange with students from all over the world, using accounts that the teacher can monitor if desired. <http://www.rsts.net/home/epals/index.html> and <http://sepiensa.org.mx/admin/aviso.html> are other alternatives to find e-pals in Mexico and around the world.

A photo of students’ families/friends may be used as a cue for oral and/or written production to describe what people are doing/wearing. It is important to aim for real life production, rather than a non-integrated set of sentences in the present continuous tense. Evaluation of both oral and written production should focus on students’ understanding and appropriate use of the tense. Subject-verb agreement is an important feature at this stage, especially in writing. Some accuracy in the spelling of verbs + -ing is also desirable.

Written productions can be individually corrected first, and then put together in a bulletin board at the back of the classroom. Later, students’ work can be collected and filed in their portfolios.

Unit 3: Hobbies, Leisure and Sport

Unit Purpose

The purpose of this unit is to enable students to express their personal interests around the topic of hobbies, leisure and sport, and to make/respond to invitations to events/places related to the topic.

Social Practice

Establishing and maintaining social contacts

3.1. Expressing preferences, likes and dislikes

Sample productions: I love/like... pop music/reading/...; He/She hates/doesn't like comics/swimming/...; Do you like action films/playing basketball/...?; Yes, I do; No, I don't; Does he/she like love stories/collecting stamps/...?; Yes, he/she does; No, he/she doesn't.

3.2. Inviting and responding to invitations

Sample productions: Would you like to dance/go to a party/...?; Why don't we go to the amusement park/the movies/...?; Let's play soccer/go for an ice-cream/...; Shall we listen to music/go for a walk/...?; (Yes,) I'd love to; That sounds great; That's a good idea; No, thank you/thanks. I'd prefer to watch TV/to stay at home/...

Performance Evidence

- Students can recognise and understand quotidian texts (invitations, entertainment guides, advertisements, notices, timetables, letters/e-mails and conversations) in order to use them purposefully (respond to invitations, support and compare opinions, suggest a course of action).
 - Can use knowledge of the world and clues (illustrations, headlines, format) to make predictions about the texts.
 - Can identify the overall message and some details (preferences, invitations) in order to complete/expand a gapped text and/or respond to a conversation.
 - Can infer age, sex and feelings of others.
 - Can relate personal preferences described in a text to own experience.
- Students can recognise and understand short literary texts (rhymes, riddles and/or fragments of stories) in order to comment on the feelings generated by them.

- Students can use language creatively and appropriately by choosing lexis, phrases and grammatical resources in order to produce short, relevant texts (invitation, letter/e-mail, conversation) regarding preferences about hobbies, leisure and sport, and invitations.
 - Can follow a structured model of spoken/written language to express some personal preferences and to invite and respond to invitations.
 - Can use knowledge of the world to anticipate type of information required, expected ways of interaction and possible language needed when expressing preferences, and when suggesting a course of action.
 - Can produce some fixed expressions with appropriate intonation when expressing preferences and when inviting.
 - Can identify the purpose for writing, intended audience and type of text required (invitation, letter/e-mail) when expressing preferences, inviting and responding to invitations; and generate ideas in an organised fashion, with the help of the teacher, using background knowledge.
 - Can produce individual sentences in preparation to write an invitation, letter/e-mail, and join them later using some linking devices (“”, *and*, *but*, *or*) to make the text coherent.
 - Can concentrate separately on content or form, with the help of the teacher, peers or a similar text, to make adequate corrections on a first draft and produce a final version of an invitation, letter/e-mail.
 - Can use punctuation appropriately when completing/expanding/creating an invitation.

Reflection on Language

Students notice:

- that verbs to express likes/dislikes are followed by a direct object (nouns, gerunds or infinitives) (e.g. *He hates **basketball**, I like **swimming**, We like **to dance***)
- the use of *do* as an auxiliary verb in questions (e.g. ***Do** you like football?*) and in negative statements (e.g. *She **doesn't** like going to the cinema*)
- that an “s” placed at the end of a noun indicates its plural form (e.g. *stamps*) and placed at the end of a verb indicates third person singular (e.g. *Paula loves horror films*)
- that some linking devices indicate addition (“”, *and*), contrast (*but*), or alternative (*or*) and use such language features appropriately.

Strategic Competence

- Students can use some verbal and/or non-verbal information to ease and enrich communication.
 - Can rely on gestures, facial expressions and visual context.
 - Can make pauses appropriately when speaking.
- Students can recognise when confused and cope with not being able to understand parts of written/oral texts.
 - Can wonder if a given text makes sense.
- Students can recognise when confused and use verbal and/or non-verbal language to repair communication breakdowns.
 - Can support message with gestures.
 - Can ask for/give the spelling/meaning of a word.

- Students can give/take the floor sensitively in verbal and/or non-verbal ways.
- Can show sensitivity towards others.
- Students can make sense of the organisation of reference books (dictionaries, encyclopaedias, textbooks) in order to look for help.
- Can look up unfamiliar words to find their meaning.

Unit Focus

The nature of **Function 3.1** suggests that a greater emphasis should be made on speaking and listening, which implies the need to expose students to as much spoken language as possible. This can be provided through recordings, and through listening to the teacher or to other students.

The function requires less reading and writing work. However, this would seem to be a good opportunity to introduce short literary texts and let students express preferences for them. Other types of texts in which the author describes preferences can also be used for students to agree/disagree with the author and for analysis of the text itself (organisation of sentences or paragraphs, use of linking devices, etc.). As regards writing, students may complete texts or create sentences/texts from some cues. If students have subscribed to <http://www.epals.com>, <http://www.rsts.net/home/epals/index.html>, or an equivalent, this is another opportunity to exchange e-mails with their e-pals. Alternatively, students from the same or different classes can also exchange letters/e-mails.

Function 3.2 naturally follows after **Function 3.1**. In addition to the texts mentioned before, some others (entertainment guides, invitations, timetables, etc.) can be easily found on the Internet and used to provide cues for speaking. Authentic texts (even when in Spanish) can be used for students to hold conversations in English about true events in their hometown. It is important for students to be aware of the use of fixed expressions and how these may vary in terms of formality (e.g. *Let's...* versus *Shall we...?*). Students may produce written invitations, send them to other students and expect a written reply. This task can also be handled through e-mail.

Students or the teacher may write a series of “can-do” statements based on the functions (e.g. I can talk about my preferences, likes and dislikes; I can invite people to go to the cinema, etc.). These can be then used as a true/false exercise for students to self-evaluate. This exercise may be kept in students’ portfolio. Students may also choose to include some of their written products (in the form of e-mails, letters or invitations) in their portfolios.

Unit 4: Daily Life

Unit Purpose

The purpose of this unit is to enable students to describe actions that happen daily or periodically in their lives or in the lives of people and animals they are interested in.

Social Practice

Giving and obtaining factual information of a personal and non-personal kind

4.1. Asking and telling the time

Sample productions: What time is it?; What's the time?; It's (a) quarter to three / half past eleven / ...; It's nine thirty / o'clock / ...

4.2. Asking for and giving information about everyday activities

Sample productions: I (usually / never / ...) get up / have lunch / ... at five; We (always / sometimes / ...) study / exercise / ... in the afternoon; Does he / she play soccer / swim / ... (on Saturday)?; Yes, he / she does; No, he / she doesn't; What time do you start school / take a shower / ...?; (I start school / take a shower / ...) At seven thirty; How often does he / she go to the movies / go out for lunch / ...?; Twice / Three times a week / month / ...; What do they (usually) do at the weekend / on Friday / ...?; They (sometimes) visit their grandmother / rent videos / ...; The panda eats bamboo. It's from China.

Performance Evidence

- Students can recognise and understand quotidian texts (calendars, diaries, timetables, letters / e-mails, magazine / newspaper articles and conversations) in order to use them purposefully (learn about everyday activities).
 - Can use knowledge of the world and clues (illustrations, headlines, graphs) to make predictions about the texts.
 - Can identify the overall message and some details (time expressions, characters, activities) in order to establish the chronological order of activities, relate characters to activities, complete / expand a gapped text and / or respond to a conversation.
 - Can infer age, sex and feelings of others.
 - Can relate everyday activities described in a text to own experience.

- Students can recognise and understand academic texts (academic articles and encyclopaedias) in order to share with the rest of the class the information understood.
- Students can use language creatively and appropriately by choosing lexis, phrases and grammatical resources in order to produce short, relevant texts (letter/e-mail, conversation) regarding daily life.
 - Can follow a structured model of spoken/written language to describe everyday activities.
 - Can use knowledge of the world to anticipate type of information required, expected ways of interaction and possible language needed when asking and telling the time, and when talking about everyday activities.
 - Can produce some fixed expressions with appropriate intonation when asking about time and frequency of activities.
 - Can pronounce intelligibly individual words (numbers) when telling the time.
 - Can identify the purpose for writing, intended audience and type of text required (letter/e-mail) when writing a description of everyday activities; and generate ideas in an organised fashion, with the help of the teacher, using background knowledge.
 - Can produce individual sentences in preparation to write a letter/e-mail describing everyday activities, and join them later using some linking devices (*later, then, after that*) to make the text coherent.
 - Can concentrate separately on content or form, with the help of the teacher, peers or a similar text, to make adequate corrections on a first draft and produce a final version of a letter/e-mail.
 - Can use capitalisation appropriately when completing/expanding/creating a letter/e-mail.

Reflection on Language

Students notice:

- that the present simple tense is used to express general truths or things that happen with a certain frequency
- that the present simple tense has an irregular form for the third person singular (e.g. *He studies English, She gets up at 6 o'clock, The polar bear lives in the Arctic*, etc.)
- that frequency adverbs are placed before main verbs (e.g. *He usually wakes up at 7.00, Does he always take a shower in the morning?*) and after the verb to be (e.g. *I am never late, She is always happy*)
- the use of *do* as a main verb (e.g. *What time do you do your homework?*) or as an auxiliary verb in questions (e.g. *What time do you do your homework?*)

Strategic Competence

- Students can use some verbal and/or non-verbal information to ease and enrich communication.
 - Can make pauses appropriately when speaking.
- Students can recognise when confused and cope with not being able to understand parts of written/oral texts.
 - Can tolerate ambiguity.
 - Can wonder if a given text makes sense.
- Students can recognise when confused and use verbal and/or non-verbal language to repair communication breakdowns.
 - Can repeat/ask for repetition.
 - Can paraphrase.
 - Can self-correct pronunciation.
 - Can re-read.

and in negative statements (e.g. *They don't wake up early on Sundays*)

- that the pronoun *it* may refer to animals/objects (e.g. *My dog is fat. It eats a lot*)
- changes in spelling at the end of verbs in third person singular (e.g. *study* → *studies*, *brush* → *brushes*, *make* → *makes*, etc.) in present simple
- some typical collocations related to everyday activities (e.g. *take a shower*, *have lunch*, *do (my) homework*, etc.)
- that some prepositions indicate time and collocate differently (*at* + clock times, *in* + parts of the day, *on* + days of the week)
- that some linking devices indicate sequence (*later*, *then*, *after that*)

and use such language features appropriately.

- Students can give/take the floor sensitively in verbal and/or non-verbal ways.
 - Can initiate a conversation appropriately.

Unit Focus

Functions 4.1 and **4.2** should be treated sequentially first and be integrated later on. **Function 4.1** puts greater emphasis on speaking and listening, but provides a good opportunity to practise the spelling of numbers. Some of the material used in the previous unit (e.g. entertainment guides and timetables) could be reused for presentation of time telling. This could gradually be linked with everyday activities. For **Function 4.2**, students can read texts about animals and/or famous people they are interested in (e.g. actors, actresses, singers, etc.). It is also a good opportunity for students to exchange letters/e-mails sharing information about their everyday life.

This unit provides an opportunity to recycle and consolidate some language features from the Introductory unit (conventions for writing the date, capitalisation of days of the week and months of the year), from Unit 1 (asking for and giving personal details), and from Unit 3 (expressing likes and dislikes, yes/no questions with *do/does*).

In order to evaluate this unit, the teacher may divide the class into groups of four to six students in which each member has to present a small monologue describing a common day in his/her life. The features to focus on must be agreed on beforehand and they may include saying times appropriately, using “s” at the end of verbs in the third person singular, using linkers, speaking fluently, etc. Such features should be noted down for the other members of the group to evaluate while a student is speaking. Although the teacher should monitor groups, evaluation should come from students themselves. This kind of exercise also provides students with information about their peers, which can be later used as cues for writing about a partner. Written production could be included in students’ portfolios.

Unit 5: Places and Buildings

Unit Purpose

The purpose of this unit is to enable students to describe the place where they or other people live, and to ask the way/give directions.

Social Practice

Giving and obtaining factual information of a personal and non-personal kind

5.1. Giving simple information about places

Sample productions: There's a hotel/a restaurant next to the bank/on Reforma Avenue/...; You can have a sandwich in the café/buy a plane ticket at the travel agency/...

Social Practice

Carrying out certain transactions

5.2. Asking the way and giving directions

Sample productions: (Excuse me,) Where's the library/the cinema/...?; It's on the corner (of Morelos and Zapata)/on Roosevelt Street/...; Where can I find a post office/buy a stamp/...?; How can I get to the park/the library/...?; Go along this street/Atlanta Road/...; Turn right/left into Hidalgo Avenue; Go past the church/the mall/...; Is there a telephone/an Italian restaurant/... around here/near your house/...?; (Yes,) There's one/It's opposite the pharmacy/next to the subway station/...; No, there isn't. (But there's one/a Japanese restaurant/... on Lincoln street/in the town centre/...).

Performance Evidence

- Students can recognise and understand quotidian texts (public signs, notices, advertisements, maps, travel brochures, letters/e-mails and conversations) in order to use them purposefully (locate places, give directions and details about places and buildings).
 - Can use knowledge of the world and clues (illustrations, titles, captions, maps, signs) to make predictions about texts.

- Can identify some details (characteristics/location of places, directions to get to a place) in order to follow directions, establish the logical order of instructions for getting to a certain place, complete/expand a gapped text/map and/or to respond to a conversation.
- Can infer location of others.
- Can recognise cognates with particular reference to public buildings and places.
- Can relate information about places described in a text to own experience.
- Students can recognise and understand academic texts (encyclopaedic, historical and oral reports) in order to share with the rest of the class the information understood.
- Students can use language creatively and appropriately by choosing lexis, phrases and grammatical resources in order to produce short, relevant texts (travel brochure, advertisement, conversation) regarding places and buildings.
 - Can follow a structured model of spoken/written language to give information about a place and/or give directions.
 - Can use knowledge of the world to anticipate type of information required, expected ways of interaction and possible language needed when asking for and giving directions.
 - Can produce some fixed questions with appropriate intonation when asking the way.
 - Can identify the purpose for writing, intended audience and type of text required (travel brochure, advertisement) when giving information about places; and generate ideas in an organised fashion, with the help of the teacher, using background knowledge.
 - Can produce individual sentences in preparation to write a travel brochure or advertisement, and join them later using some linking devices ("*,*", *and*, *then*) and prepositions (*on*, *in front of*, *next to*, *beside*) to make the text coherent.
 - Can concentrate separately on content or form, with the help of the teacher, peers or a similar text, to make adequate corrections on a first draft and produce a final version of a travel brochure, advertisement.
 - Can illustrate appropriately the brochure, classified advertisement produced.

Reflection on Language

Students notice:

- the difference in use between indefinite (*a*, *an*) and definite (*the*) articles (e.g. *Is there a bank near here? Yes... The bank is in front of...*, etc.)
- the relation between indefinite articles (*a*, *an*) and nouns/adjectives beginning with consonant and vowel sounds (e.g. *a pharmacy*, *an Italian restaurant*, etc.)

Strategic Competence

- Students can use some verbal and/or non-verbal information to ease and enrich communication.
 - Can rely on gestures, facial expressions and visual context.
 - Can rely on background noise, tone of voice.
 - Can make pauses appropriately when speaking.

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| <ul style="list-style-type: none"> • that some prepositions indicate location (e.g. <i>on, in front of, next to, beside, etc.</i>) • that the imperative form is used to give directions (e.g. <i>Turn left, Walk straight ahead, Go along..., etc.</i>) • that some linking devices indicate addition ("<i>, , and</i>") while others indicate sequence (<i>then</i>) and use such language features appropriately. | <ul style="list-style-type: none"> • Students can recognise when confused and cope with not being able to understand parts of written/oral texts. <ul style="list-style-type: none"> – Can wonder if a given text makes sense. • Students can recognise when confused and use verbal and/or non-verbal language to repair communication breakdowns. <ul style="list-style-type: none"> – Can interrupt a conversation politely. – Can repeat/ask for repetition. – Can support message with gestures. – Can ask for/give examples to illustrate message. – Can paraphrase. – Can self-correct pronunciation. – Can re-read. • Students can give/take the floor sensitively in verbal and/or non-verbal ways. <ul style="list-style-type: none"> – Can initiate a conversation appropriately. – Can show sensitivity towards others. • Students can make sense of the organisation of reference books (dictionaries, encyclopaedias, textbooks) in order to look for help. <ul style="list-style-type: none"> – Can check the spelling of unfamiliar words. – Can look up unfamiliar words to find their meaning. |
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Unit Focus

Functions 5.1 and **5.2** should be treated sequentially first and be integrated later on. **Function 5.1** can integrate the four skills, since information about places can be both written and oral. It is essential to present vocabulary related to towns and buildings, together with prepositions. This function also offers a good opportunity for personalisation: students can make descriptions of their towns, the areas where they live or other places they know. The function also provides an opportunity to revise and consolidate the use of determiners (*a/an*) from Unit 1, and prepositions of place from Unit 2.

Function 5.2 puts greater emphasis on oral work (speaking and listening). However, some written texts (especially maps) can be used as cues for oral production. It is important to recycle language from **Function 5.1** (prepositions and names of buildings/places), and integrate that language with fixed phrases used to ask for directions.

Students may choose a country, town or area they like and do some research about it in order to produce a travel brochure/advertisement that can be displayed in the classroom and compared with others'. Travel brochures/advertisements can be evaluated by peers, focusing on the effectiveness of information presented, the use of prepositions, etc. Students can choose whether they want to include their work in their portfolios. The travel brochures/advertisements may also be used to evaluate oral skills through a short session of questions and answers in small groups about the different places described.

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Purposes

Students will:

- Consolidate the basic vocabulary and fixed expressions used to communicate in English in the foreign language classroom, and use them constantly.
- Recognise a variety of oral and written texts (quotidian, academic and literary) and use them for real-life purposes.
- Use their limited knowledge of the language creatively and with some fluency in order to speak and/or write about people, places or facts.
- Participate effectively in oral and/or written exchanges for transactional and interactional purposes using formulaic language.
- Develop and rely on some basic strategies of a verbal kind in order to compensate for a limited command of the language.
- Recognise and respect the differences between their own and the foreign culture.

Unit 1: People and Animals

Unit Purpose

The purpose of this unit is to enable students to describe people and animals by making reference to their physical appearance, (in)abilities and habits/routines.

Social Practice

Giving and obtaining factual information of a personal and non-personal kind

1.1. Expressing (in)ability in the present

Sample productions: He/She is a singer/an architect/..., he/she can sing very well/design buildings/...; Can you play the guitar/speak French/...?; Yes, I can; No, I can't (, but I can play the harmonica/speak English/...).

1.2. Describing people and animals

Sample productions: Zebras are beautiful. They have black and white stripes. They live in the jungle. They eat grass.; Luis/Erika is medium height/thin/... and has big brown eyes. He/She is very nice; Is he/she curious/short/...?; Yes, he/she is; No, he/she isn't; Do elephants have long ears/black eyes/...?; Yes, they do; No, they don't; What does Luis/Erika look like?; He/She is tall and plump; What's Luis/Erika like?; He/She's tall/responsible/...(He/She always does her homework/arrives on time/...); What's your dog like? It's fat/lazy/...

Performance Evidence

- Students can recognise and understand quotidian texts (classified advertisements, letters/e-mails, magazine/newspaper articles and conversations) in order to use them purposefully (obtain information/learn about people's and animals' (in)abilities, appearance and qualities, habits/routines).
 - Can use knowledge of the world and clues (illustrations) to make predictions about the texts.
 - Can identify the overall message and some details ((in)abilities, physical characteristics, routines/habits) and discriminate relevant from irrelevant information, in order to identify a person or his/her main actions/habits/routines, complete/expand a text and/or respond to a conversation.

- Can infer age, sex, feelings, attitudes, location and situation of others.
 - Can infer the meaning of some adjectives used for describing people from the context within which they are presented, and/or by recognising synonyms (e.g. *thin–slim*) and antonyms (e.g. *tall–short*), based on content as well as on knowledge of the world and/or L1.
 - Can discriminate final consonant sounds used in *can* (/kæən/ or /kən/) and *can't* (/kænt/).
- Students can recognise and understand academic texts (articles about the routines of animals or groups of people) in order to compare with the rest of the class their own interpretation and judgement of such texts.
 - Can relate main ideas to examples, descriptions and explanations about the routine of an animal or group of people.
 - Can use maps, photographs and charts in texts to increase their knowledge about the animal or group of people described.
- Students can recognise and understand short literary texts (tales, fragments of poems and stories) in order to comment on the feelings generated by them.
 - Can identify characters and main events.
- Students can use language creatively and appropriately by selecting lexis, phrases and grammatical resources in order to produce short, relevant texts (classified advertisement, letter/e-mail, article, conversation) regarding peoples' and/or animals' (in)abilities, physical characteristics, and habits/routines.
 - Can use knowledge of the world to anticipate type of information required, expected ways of interaction and possible language needed when describing people and their routines.
 - Can pronounce intelligibly strong and weak vowel sounds when using modal verbs (*can* /kæən/ /kən/).
 - Can identify the purpose for writing a description of people and/or animals, intended audience and type of text required (classified advertisement, letter/e-mail, article); and generate and organise ideas coherently with the help of peers, the teacher or by consulting different sources of information.
 - Can produce a skeleton of the text to be written, identifying and establishing the basic organisation of components (classified advertisement: heading, body; letter/e-mail, article: introduction, body, conclusions), with the help of peers, the teacher or a similar text.
 - Can produce individual sentences in preparation to write a classified advertisement, letter/e-mail, article, and join them later using some linking devices (“,” *and*, *but*, *or*) in order to make the text coherent.
 - Can concentrate separately on content or form, with the help of peers, the teacher or similar texts, to make adequate corrections on a first draft and produce a final version of the text.
 - Can illustrate appropriately the classified advertisement or article produced.

| Reflection on Language | Strategic Competence |
|--|--|
| <p>Students notice:</p> <ul style="list-style-type: none"> • that the modal verb <i>can</i> indicates present ability and has a regular form for all persons • the meaning of <i>What's something/someone like?</i> when used in the context of descriptions • that adjectives have a fixed order: size + colour (e.g. <i>She has big brown eyes</i>) • that some words are used to replace a proper noun (e.g. <i>Maria is a nurse</i> → <i>She is kind</i> → <i>Everybody likes her</i> → <i>Her cousin is a doctor</i>) • that some linking devices indicate addition (“,”, <i>and</i>) while others indicate contrast (<i>but</i>), or alternative (<i>or</i>) <p>and use such language features appropriately.</p> | <ul style="list-style-type: none"> • Students can use some verbal and/or non-verbal information to ease and enrich communication. <ul style="list-style-type: none"> – Can rely on gestures, facial expressions and visual context. – Can rely on background noise, tone of voice. – Can adjust pace according to punctuation marks when reading aloud/silently. • Students can recognise when confused and use verbal and/or non-verbal language to repair communication breakdowns. <ul style="list-style-type: none"> – Can support message with gestures. – Can refer to dictionary entries. – Can ask for/give examples to illustrate message. – Can paraphrase. – Can self-correct pronunciation. – Can re-read. • Students can give/take the floor sensitively in verbal and/or non-verbal ways. <ul style="list-style-type: none"> – Can choose the most appropriate moment to intervene. – Can show sensitivity towards others. • Students can make sense of the organisation of reference books (dictionaries, encyclopaedias, textbooks) in order to look for help. <ul style="list-style-type: none"> – Can check the spelling of unfamiliar words. – Can look up unfamiliar words to find their meaning. |

| Unit Focus |
|---|
| <p>This unit recycles language from 1st grade Unit 1, (occupations) and Unit 4, (describing routines), while at the same time introduces language used to describe (in)ability, physical appearance and personal qualities. Functions 1.1 and 1.2 should be treated sequentially first, and be integrated later on. Function 1.1 should be fairly easy for students and should take less time for presentation. Function 1.2 heavily focuses on presentation of vocabulary used for descriptions (adjectives), and integrates that with previous knowledge from 1st grade (Unit 4, the present simple tense for habits/</p> |

routines, as well as frequency adverbs). This function opens up possibilities for work with academic texts. Internet is an excellent resource in order to find such texts for this unit. Some interesting places to look for texts are <http://www.kidsplanet.org>, <http://www.animaland.org>, etc.

Writing may be evaluated by asking students to write an article regarding (in)abilities, physical characteristics, and habits/routines of an animal or a group of people. Evaluation should concentrate primarily on content and its organisation, as well as on the use of the modal verb *can*, adjectives, linkers and prepositions.

Devote some time for students to create their portfolios. If they are not familiar with these, introduce them and explain their use. The article students produced can be included in their portfolios.

To evaluate speaking, the teacher may ask students to prepare a presentation where they describe a famous person and his/her (in)abilities. Oral evaluation should focus on specific areas, such as the appropriate use of adjectives, the pronunciation of final consonant sound used in *can* and *can't*, fluency, accuracy, etc.

Unit 2: Health and the Body

Unit Purpose

The purpose of this unit is to enable students to give advice and make suggestions around the topic of health.

Social Practice

Giving and obtaining factual information of a personal and non-personal kind

2.1. Discussing the body and one's health

Sample productions: (I don't feel well). I am / feel ill / dizzy / ...; Is he / she fine / sick / ...?; Yes, he / she is; No, he / she isn't; Do you feel OK / hot / ...?; Yes, I do; No, I don't; How is he / she?; How does he / she feel?; He / She is / feels sick / better / ...; What's the problem / matter?; I have a headache / a toothache / ..., I have a cough / a cold / ...

Social Practice

Establishing and maintaining social contacts

2.2. Giving advice

Sample productions: (You don't look well. I think) You should go to the doctor / take an aspirin / ...; You shouldn't go to school today / eat fat ...; The best thing for you is to rest / drink a cup of tea / ...; If I were you, I would go to the dentist / see a specialist / ...; If I were you, I wouldn't go out / take medicine without a prescription / ...; Don't eat junk food / have cold drinks / ...; Try drinking a glass of water / putting ointment on / ...

2.3. Making and answering offers and suggestions

Sample productions: (Listen,) Why don't you go to the dentist / put some ice on / ...?; How about staying in bed / taking a hot shower / ...?; Should / Shall I call the doctor / bring you a cup of tea / ...?; Do you want me to take you to the hospital / phone your family / ...?; That's a good idea; That would be nice; Thanks / Thank you (very much); I don't think so; No (thanks / thank you), I'd rather ask my doctor / stay at home / ...

Performance Evidence

- Students can recognise and understand quotidian texts (letters/e-mails, instructions, magazine/newspaper articles and conversations) in order to use them purposefully (obtain/give advice, suggest a solution/course of action, act according to instructions or treat a certain illness/discomfort).
 - Can use knowledge of the world and clues (illustrations) to make predictions about the texts.
 - Can identify the overall message and some details (symptoms, feelings or suggestions) and discriminate relevant from irrelevant information, in order to deal with common health problems, follow instructions, complete/expand a text and/or respond to a conversation.
 - Can infer age, sex, feelings, attitudes, location and situation of others.
 - Can infer the meaning of unfamiliar words related to health and the body from the context within which they are presented, based on content as well as on knowledge of the world and/or L1.
 - Can express own judgement and make recommendations about the information contained in texts regarding health.
- Students can use language creatively and appropriately by selecting lexis, phrases and grammatical resources in order to produce short, relevant texts (letter/e-mail, set of instructions, conversation) regarding health and the body.
 - Can follow structured models of spoken/written language to give information about health and the body.
 - Can use knowledge of the world to anticipate type of information required, expected ways of interaction and possible language needed when exchanging information about health and the body.
 - Can produce some fixed expressions with appropriate stress, rhythm and intonation when giving advice, and when making suggestions.
 - Can identify the purpose for writing about health, intended audience and type of text required (letter/e-mail, set of instructions); and generate and organise ideas coherently with the help of peers, the teacher or by consulting different sources of information.
 - Can produce a skeleton of the text to be written, identifying and establishing the basic organisation of components (letter/e-mail: introduction, body, conclusions), with the help of peers, the teacher or a similar text.
 - Can produce individual sentences in preparation to write a letter/e-mail or a set of instructions, and join or sequence them later using some linking devices ("*, , and, because, or*") in order to make the text coherent.
 - Can concentrate separately on content or form, with the help of peers, the teacher or similar texts, to make adequate corrections on a first draft and produce a final version of the text.

Reflection on Language

Students notice:

- that the modal verb *should* is used to give advice or make suggestions and has a regular form for all persons
- that the imperative form is used to give medical indications (e.g. *Take three drops once a day, Don't drink cold water, Stay in bed*, etc.)
- that some nouns have irregular plurals (e.g. *foot* → *feet*, *tooth* → *teeth*)
- that a certain quantity of things that in general are uncountable (e.g. *cotton, water, tea*, etc.) is expressed using a quantifier followed by *of* and uncountable nouns (e.g. *a cup of tea, three drops of syrup, a piece of cotton*, etc.)
- the different meanings that a single term may have depending on the context of use (*sick*)
- that some linking devices indicate addition ("*,*", *and*) while others indicate cause (*because*) or alternative (*or*)

and use such language features appropriately.

Strategic Competence

- Students can use some verbal and/or non-verbal information to ease and enrich communication.
 - Can rely on gestures, facial expressions and visual context.
 - Can rely on background noise, tone of voice.
 - Can adjust pace according to punctuation marks when reading aloud/silently.
- Students can recognise when confused and cope with not being able to understand parts of written/oral texts.
 - Can wonder if a given text makes sense.
- Students can recognise when confused and use verbal and/or non-verbal language to repair communication breakdowns.
 - Can repeat/ask for repetition.
 - Can support message with gestures.
 - Can refer to dictionary entries.
 - Can ask for/give examples to illustrate message.
 - Can paraphrase.
 - Can re-read.
 - Can ask for/give the spelling/meaning of a word.
- Students can give/take the floor sensitively in verbal and/or non-verbal ways.
 - Can initiate a conversation appropriately.
 - Can choose the most appropriate moment to intervene.
 - Can show sensitivity towards others.
- Students can make sense of the organisation of reference books (dictionaries, encyclopaedias, textbooks) in order to look for help.
 - Can check the spelling of unfamiliar words.
 - Can look up words to decide when they are used.
 - Can look up unfamiliar words to find their meaning.

Unit Focus

Functions 2.1, 2.2 and 2.3 can be treated in an integrated fashion. It is important to focus first on the presentation of vocabulary, which can be introduced through a written text, and then move towards discussing health problems and giving advice/suggestions.

Language for **Functions 2.2 and 2.3** will only be used at a formulaic level, which means that the teacher does not need to go into details about how phrases are formed. If the teacher wants to use Internet resources, interesting texts can be found at <http://health.discovery.com>. Authentic texts with instructions about how to use certain medicines can be found by searching the name of a product in any search engine.

To evaluate oral skills, the teacher may set a situation in which two friends or patient and doctor talk about an illness/ache and exchange symptoms and advice. Evaluation should focus on students' ability to convey meaning.

Students may do parallel writing of a set of instructions for a medicine. An alternative to evaluate writing is to provide students with a letter/e-mail of a friend asking for advice to deal with a specific illness/ache or personal problem and then have other students answer it giving appropriate advice. Again, evaluation should focus on meaning, but attention should also be paid to appropriate use of grammatical areas and vocabulary covered in this unit. Written production can later be included in students' portfolios.

Unit 3: Shopping and Clothes

Unit Purpose

The purpose of this unit is to enable students to participate in conversations in which they compare, buy or sell a variety of items.

Social Practice

Giving and obtaining factual information of a personal and non-personal kind

3.1. Making comparisons/expressing degrees of difference

Sample productions: The red/This sweater is nicer/warmer... than the pink one/that one; It/That black jacket is more fashionable/original/... than the beige one; Are these jeans/shorts/... cheaper than those ones?; Are these jeans/shorts/...more expensive/comfortable/... than those ones?; Yes, they are; No, they aren't; Which are the best/cheapest/... shoes?; Which (ones) are the most expensive/colourful/... jeans?; These/The green ones; Which (one) is nicer/larger/...?; The red/This one; Which is more formal/fashionable/...? The grey/That one.

Social Practice

Carrying out certain transactions

3.2. Buying and selling things.

Sample productions: Can/May I help you?; I'm just looking (, thanks); Yes (, please); Do you have this jacket/that blouse/... in grey/a larger size/...?; Would you like to try it/this coat/... on?; Yes, please/thank you; Can I try it/the suit/... on?; Can you get me a larger/smaller size?; Certainly/Of course (, sir/madam); What size do you need?; (I need) A medium one/9/... (, please); How much are they/these shorts/...?; They're \$100/£2/...

Performance Evidence

- Students can recognise and understand quotidian texts (advertisements, catalogues and conversations) in order to use them purposefully (make comparisons, buy, sell, select, obtain information about products).
 - Can use knowledge of the world and clues (illustrations, realia) to make predictions about the texts.
 - Can identify the overall message and some details (prices/features of an object) and discriminate relevant from irrelevant information, in order to make comparisons between two or more items, identify prices, complete/expand a text and/or respond to a conversation.
 - Can infer intentions and attitudes of others.
 - Can infer from data provided by the text, knowledge of the world and/or L1, some implicit information (location, target customers, price scale, quality and characteristics of product).
 - Can infer the meaning of unfamiliar words related to shopping and clothes from the context within which they are presented, and/or by recognising synonyms (e.g. *big – large*) and antonyms (e.g. *cheap – expensive*), based on content as well as on knowledge of the world and/or L1.
 - Can discriminate the particular sounds used in *this* /ɪs/ and *these* /i:z/, and *-ty* /tɪ/ and *-teen* /ti:n/.
 - Can express own judgement and make recommendations about the information contained in texts regarding items for sale.
- Students can use language creatively and appropriately by selecting lexis, phrases and grammatical resources in order to produce short, relevant texts (advertisement, catalogue, conversation) regarding comparisons and buying/selling things.
 - Can follow structured models of spoken/written language to give information about items for sale.
 - Can use knowledge of the world to anticipate type of information required, expected ways of interaction and possible language needed when comparing, and when buying/selling things.
 - Can produce some fixed expressions with appropriate stress, rhythm and intonation when making comparisons and purchases.
 - Can pronounce intelligibly short and long vowel sounds that make a difference in meaning when using demonstrative pronouns (*this* /ɪs/ and *these* /i:z/).
 - Can identify the purpose for writing a description of items for sale, intended audience and type of text required (advertisement, catalogue); and generate and organise ideas coherently with the help of peers, the teacher or by consulting different sources of information.
 - Can produce individual sentences in preparation to write an advertisement, catalogue, and join them later using some linking devices (*because, or*) in order to make the text coherent.
 - Can concentrate separately on content or form, with the help of peers, the teacher or similar texts, to make adequate corrections on a first draft and produce a final version of the text.
 - Can illustrate appropriately the advertisement or catalogue produced.

| Reflection on Language | Strategic Competence |
|--|---|
| <p>Students notice:</p> <ul style="list-style-type: none"> • the implication of physical proximity or distance when using singular (<i>this – that</i>) and plural demonstrative pronouns (<i>these – those</i>) • that the forms <i>adjective + -er (...than)</i> and <i>more + adjective (... than)</i> indicate inequality • that the forms <i>the + adjective + -est and the most + adjective</i> indicate that one of a group is outstanding in a particular way • changes in spelling at the end of adjectives when using their comparative and superlative forms (e.g. <i>big → bigger → biggest, pretty → prettier prettiest, large → larger → largest, cheap → cheaper cheapest, etc.</i>) • that some adjectives have irregular comparative and superlative forms (e.g. <i>good → better → best, bad → worse → worst</i>) • the different meanings that a single term may have depending on the context of use (<i>dress, tie, coat, glasses, watch, ring</i>) • that some linking devices indicate cause (<i>because</i>) while others indicate alternative (<i>or</i>) <p>and use such language features appropriately.</p> | <ul style="list-style-type: none"> • Students can use some verbal and/or non-verbal information to ease and enrich communication. <ul style="list-style-type: none"> – Can rely on gestures, facial expressions and visual context. – Can rely on background noise, tone of voice. • Students can recognise when confused and cope with not being able to understand parts of written/oral texts. <ul style="list-style-type: none"> – Can tolerate ambiguity. • Students can recognise when confused and use verbal and/or non-verbal language to repair communication breakdowns. <ul style="list-style-type: none"> – Can repeat/ask for repetition. – Can support message with gestures. – Can self-correct pronunciation. • Students can give/take the floor sensitively in verbal and/or non-verbal ways. <ul style="list-style-type: none"> – Can initiate a conversation appropriately. • Students can make sense of the organisation of reference books (dictionaries, encyclopaedias, textbooks) in order to look for help. <ul style="list-style-type: none"> – Can check the spelling of unfamiliar words. – Can look up words to decide when they are used. |

| Unit Focus |
|---|
| <p>Functions 3.1 and 3.2 should be treated sequentially first, and may be integrated later on. Function 3.1 focuses on making comparisons, and provides an appropriate context for presentation of items of clothing and the use of demonstrative adjectives (<i>this → that – these → those</i>), which are recycled from 1st grade, Unit 2. In this function, there should be a focus on speaking and listening, although some written materials (e.g. magazine/newspaper advertisements, catalogues, etc.), as well as advertisements on Internet, can be used as cues for oral production.</p> <p>Function 3.2 emphasizes oral communication in the context of shopping for clothes and most of the language to be practised should be presented and treated as fixed expressions. Written production will be limited to the creation of advertisements or catalogues. If the school has a computer room, students could view some attractive Internet pages where different types of clothes are advertised. In order to</p> |

find them, search the name of a store, clothes brand or the words 'clothes advertisements' in any search engine. This activity can be used for vocabulary expansion and for parallel text writing. If students are interested in the topic and there is enough time, they could create their own clothes shop and advertise it on-line by creating a web page. There are many sites where new pages can be designed for free, like <http://geocities.yahoo.com>, which provides tools for web page creation and easy to follow instructions.

To prepare for evaluation of oral skills, the teacher can ask students to bring in some items of clothing to be used as items for sale. Evaluation should focus on vocabulary, on the appropriate use of comparisons and appropriate interaction in the context of shopping.

Using the language of the unit, students could produce an advertisement/catalogue where they make comparisons and add information about the items to buy/sell like prices, sizes, etc. The focus of evaluation should be on the use of comparative forms and spelling. Written production can be included in students' portfolios.

Unit 4: House and Home

Unit Purpose

The purpose of this unit is to enable students to describe their homes and learn about other people's homes.

Social Practice

Giving and obtaining factual information of a personal and non-personal kind

4.1. Describing accommodation

Sample productions: There's an apartment/a house for rent/sale in my building/block/...; There are three rooms/two bathrooms/... (there/in my apartment); There's a large/beautiful studio/living room/... and a small bathroom/kitchen/...(in his/her house); My bedroom is larger/nicer than my sister's/the studio; The bedroom/dining room/... is opposite/next to/... the entrance/dining room/...; Are there any closets/bookcases/...?; Yes there are; No, there aren't (any) (, but there's a chest of drawers); What's your room/house/... like?; It's a small room/a large apartment/...; There's a lamp beside the bed and a computer on my desk; There are two bedrooms on the second floor/next to the bathroom/...; How many posters/pictures/... are there/do you have?; (There are/I have) Two/Four/...; Where's the bathroom?; It's at the end of the hall/next to the kitchen.

Performance Evidence

- Students can recognise and understand quotidian texts (brochures, advertisements, magazine/newspaper articles, classified advertisements, letters/e-mails and conversations) in order to use them purposefully (obtain the characteristics of accommodation, make comparisons).
 - Can use knowledge of the world and clues (illustrations) to make predictions about the texts.
 - Can identify the overall message and some details (location, numbers, characteristics of accommodation and parts of a house) and discriminate relevant from irrelevant information, in order to identify a place/item in the house, determine which place is bigger/better, complete/expand a text and/or respond to a conversation.
 - Can infer some information such as location of rooms/furniture, size of the house/room, location of speakers in relation to a map.

- Can infer from the data provided by the text, knowledge of the world and/or L1, some implicit information (state of accommodation, characteristics of location).
- Can infer the meaning of unfamiliar words related to accommodation from the context within which they are presented, based on content as well as on knowledge of the world and/or L1.
- Can express own judgement and make recommendations about the information contained in texts regarding accommodation.
- Students can use language creatively and appropriately by selecting lexis, phrases and grammatical resources in order to produce short, relevant texts (brochure, advertisement, classified advertisement, letter/e-mail, conversation) regarding descriptions of accommodation.
 - Can follow structured models of spoken/written language to give information about accommodation.
 - Can use knowledge of the world to anticipate type of information required, expected ways of interaction and possible language needed when describing accommodation.
 - Can produce some fixed expressions with appropriate stress, rhythm and intonation when giving/asking for information about accommodation.
 - Can identify the purpose for writing a description of accommodation, intended audience and type of text required (brochure, advertisement, classified advertisement, letter/e-mail); and generate and organise ideas coherently with the help of peers, the teacher or by consulting different sources of information.
 - Can produce a skeleton of the text to be written, identifying and establishing the basic organisation of components (brochure: heading, subheadings, body; advertisement: heading, body; classified advertisement: heading, body; letter/e-mail: introduction, body, conclusions), with the help of peers, the teacher or a similar text.
 - Can produce individual sentences in preparation to write a brochure, advertisement, classified advertisement, letter/e-mail, and join them later using some linking devices ("*, , and, but*") in order to make the text coherent.
 - Can concentrate separately on content or form, with the help of peers, the teacher or similar texts, to make adequate corrections on a first draft and produce a final version of the text.
 - Can illustrate appropriately the brochure or advertisement produced.

| Reflection on Language | Strategic Competence |
|--|---|
| <p>Students notice:</p> <ul style="list-style-type: none"> • that <i>there is</i> and <i>there are</i> indicate existence in singular and plural forms respectively • the different meanings that a single term may have depending on the context of use (<i>sink, yard</i>) • that some prepositions indicate location (<i>on, in, in front of, between, next to, behind</i>) • that some linking devices indicate addition ("<i>, and</i>") while others indicate contrast (<i>but</i>) <p>and use such language features appropriately.</p> | <ul style="list-style-type: none"> • Students can use some verbal and/or non-verbal information to ease and enrich communication. <ul style="list-style-type: none"> – Can rely on gestures, facial expressions and visual context. – Can adjust pace according to punctuation marks when reading aloud/silently. • Students can recognise when confused and cope with not being able to understand parts of written/oral texts. <ul style="list-style-type: none"> – Can tolerate ambiguity. • Students can recognise when confused and use verbal and/or non-verbal language to repair communication breakdowns. <ul style="list-style-type: none"> – Can paraphrase. – Can re-read. |

| Unit Focus |
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| <p>Function 4.1 recycles and consolidates language from Unit 3 (making comparisons) and introduces the use of <i>there is/are</i> for descriptions of places. In addition, vocabulary regarding parts of the house should be presented in this unit. The function provides enough opportunities to extend and consolidate study of certain language areas from 1st grade such as prepositions of place from Units 2 and 5 and <i>there is/are</i> from Unit 5, as well as adjectives for descriptions from Unit 1 of 2nd grade.</p> <p>To evaluate writing, students could produce a classified advertisement or a brochure describing a house / an apartment. Half of the class could write a classified advertisement to sell/ rent a house/ an apartment and the other half to buy/ rent accommodation. Written production can later be included in students' portfolios.</p> <p>The advertisements can also be used to evaluate speaking, through a task in which students try to find accommodation that matches the requirements of their advertisement.</p> |

Unit 5: Past Times

Unit Purpose

The purpose of this unit is to enable students to describe past events in their life and that of others.

Social Practice

Giving and obtaining factual information of a personal and non-personal kind

5.1. Expressing ability and inability in the past

Sample productions: When I was a child / Two years ago / ... , I could run very fast; He / She couldn't speak English when he / she went to England for the first time / in 2004 / ... ; Could you read / ride a bike / ... when you were 5 (years old) / were in preschool / ... ? ; Yes, I could; No, I couldn't (, but I could skate / climb trees / ...).

5.2. Expressing past events

Sample productions: We studied for the Spanish exam / watched TV / ... yesterday / last night / ... ; Did you visit the zoo / enjoy that film / ... (when you went to Mexico City) ? ; Yes, I did; No, I didn't; Was it / the weather / ... OK / nice / ... ? ; Yes, it was; No, it wasn't; What did you do last weekend / on Saturday / ... ? ; I played soccer / had lunch with my uncle / ... ; Where did he / she stay (when he / she went to Acapulco) ? ; (He / She stayed) With some friends / In a small hotel / ... ; What was the best thing from Los Cabos / the disco / ... ? ; The people / The music / ...

Performance Evidence

- Students can recognise and understand quotidian texts (letters / e-mails, magazine / newspaper articles, anecdotes and conversations) in order to use them purposefully (obtain information about (in)abilities in the past and about past events).
 - Can use knowledge of the world and clues (illustrations) to make predictions about the texts.
 - Can identify the overall message and some details (sequencers, actions) and discriminate relevant from irrelevant information, in order to establish a sequence of events, identify main actions / people / places, complete / expand a text and / or respond to a conversation.
 - Can infer feelings and attitudes of others.

- Students can recognise and understand academic texts (historical articles and biographies) in order to compare with the rest of the class their own interpretation and judgement of such texts.
 - Can obtain information from texts and register it in charts, diagrams and notes.
 - Can use maps, photographs and charts in texts to increase their knowledge about past situations.
- Students recognise and understand short literary texts (tales and fragments of stories) in order to comment on the feelings generated by them.
 - Can identify characters, main events and their sequence.
 - Can relate topics, events, characters and conflicts described in texts to own experience.
- Students can use language creatively and appropriately by selecting lexis, phrases and grammatical resources in order to produce short, relevant texts (letter / e-mail, story, diary, biography, conversation) regarding (in)ability in the past and past events.
 - Can use knowledge of the world to anticipate type of information required, expected ways of interaction and possible language needed when expressing past events.
 - Can produce connected speech with adequate stress, rhythm and intonation when narrating past events.
 - Can pronounce intelligibly final consonant sounds at the end of regular verbs in the past (/t/ /d/ /ɪd/).
 - Can identify the purpose for writing a narrative in the past, intended audience and type of text required (letter / e-mail, story, diary, biography); and generate and organise ideas coherently with the help of peers, the teacher or by consulting different sources of information.
 - Can produce a skeleton of the text to be written, identifying and establishing the basic organisation of components (letter / e-mail, story: introduction, body, conclusions), with the help of peers, the teacher or a similar text.
 - Can produce individual sentences in preparation to write a letter / e-mail, story, biography, and join or sequence them later using some linking devices (*but, when, then, after that*) in order to make the text coherent.
 - Can concentrate separately on content or form, with the help of peers, the teacher or similar texts, to make adequate corrections on a first draft and produce a final version of the text.

| Reflection on Language | Strategic Competence |
|---|--|
| <p>Students notice:</p> <ul style="list-style-type: none"> • that the modal verb <i>could</i> indicates past ability and has a regular form for all persons • that the past simple tense indicates actions/situations that started and finished at a certain moment in the past • that the past simple tense has a regular form for all persons (e.g. <i>I studied</i> English, <i>He studied</i> English, <i>We studied</i> English) • that the suffix <i>-ed</i> indicates the past form of most verbs (regular verbs) • the use of <i>do</i> as a main verb (e.g. <i>I did my homework last night</i>) or as an auxiliary verb in questions (e.g. <i>What time did you do your homework?</i>) and in negative statements (e.g. <i>I didn't do my homework</i>) • changes in spelling at the end of regular verbs in the past (e.g. <i>stop</i> → <i>stopped</i>, <i>use</i> → <i>used</i>, <i>study</i> → <i>studied</i>, etc.) • that some words are used to replace nouns (e.g. <i>I enjoyed the party. It was wonderful; Romeo and Juliet belonged to enemy families. They died young; I really liked Oaxaca. I went there last year.</i>) • that some linking devices indicate contrast (<i>but</i>) while others indicate sequence (<i>when, then, after that</i>) • differences in final consonant sounds of regular verbs in the past (e.g. <i>watch</i> → <i>watched</i> /t/, <i>dance</i> → <i>danced</i> /d/, <i>visit</i> → <i>visited</i> /ɪd/, etc.) and use such language features appropriately. | <ul style="list-style-type: none"> • Students can use some verbal and/or non-verbal information to ease and enrich communication. <ul style="list-style-type: none"> – Can adjust pace according to punctuation marks when reading aloud/silently. • Students can recognise when confused and cope with not being able to understand parts of written/oral texts. <ul style="list-style-type: none"> – Can tolerate ambiguity. – Can wonder if a given text makes sense. • Students can recognise when confused and use verbal and/or non-verbal language to repair communication breakdowns. <ul style="list-style-type: none"> – Can repeat/ask for repetition. – Can refer to dictionary entries. – Can self-correct pronunciation. – Can re-read. – Can ask for/give the spelling/meaning of a word. • Students can give/take the floor sensitively in verbal and/or non-verbal ways. <ul style="list-style-type: none"> – Can indicate a need to intervene in a conversation. • Students can make sense of the organisation of reference books (dictionaries, encyclopaedias, textbooks) in order to look for help. <ul style="list-style-type: none"> – Can check the spelling of unfamiliar words. – Can check the pronunciation of unfamiliar words. – Can look up unfamiliar words to find their meaning. |

Unit Focus

Functions 5.1 and **5.2** should be treated sequentially and could be integrated later, if desired. **Function 5.1** is used to introduce the concept of the past. The structure should be fairly easy for students because it is regular (e.g. *I/you/he/they could ride a bike*), and because they are familiar with *can* for ability in the present, which was introduced in Unit 1. Therefore, this function should take less time than the following one, and there should be an emphasis on oral communication.

The unit is an introduction to describing the past, and **Function 5.2** places an emphasis on regular verbs. Some common irregular verbs may occur incidentally (e.g. *do, go*), but the teacher should concentrate on regular forms. This function naturally lends itself to substantial work with written texts. If the teacher wishes to use Internet resources, some interesting texts can be found at <http://www.biography.com> or <http://www.encyclopedia.com>.

In order to evaluate writing, students can write the biography of a famous person from the past. This can be done as a text expansion task. Fictitious stories could also be written in pairs; then students could share their productions with the rest of the group and decide which ones are the most imaginative. Evaluation should concentrate on meaning and on the appropriate use of the past tense.

To evaluate speaking, students could first write a list of some activities/events in their lives that happened in the recent past (e.g. last weekend, last week, etc.) and then use their list to interview others and find someone who did the same. Evaluation should concentrate on the use of and response to yes/no questions.

3rd
grade

3rd GRADE

Purposes

Students will:

- Communicate in English in the foreign language classroom.
- Recognise a variety of oral and written texts (quotidian, academic and literary) and use them purposefully.
- Broaden their knowledge of the language and use it with some fluency and accuracy in order to speak and/or write about people, places or facts.
- Participate effectively in oral and/or written social interaction using formulaic and creative language.
- Consolidate basic strategies of a verbal kind in order to guarantee effective communication.
- Recognise and respect the differences between their own and the foreign culture.

Unit 1: Memories

Unit Purpose

The purpose of this unit is to enable students to discuss their memories and describe actions that happened when other actions were in progress.

Social Practice

Giving and obtaining factual information of a personal and non-personal kind

1.1. Asking for and giving information about past memories

Sample productions: (Last week/vacations/...) I visited my aunt/went to Puebla/...; He/She had a pet/moved/... when he/she was ten (years old)/in 2003/...; We met/were classmates/... two months ago/last year/...; Did you watch that TV programme/go to the cinema/... yesterday/on Monday/...?; Yes, I did; No, I didn't; When did they go to Tabasco/see that film/...?; (They went there/saw it/...) Three years ago/Last April/...; What did he/she do (last summer/on Friday (afternoon)/...)?; He/She went to Veracruz/played soccer/...

1.2. Describing what people were doing at a certain moment in the past

Sample productions: I was cooking/taking a shower/... when I cut my finger/I fell/...; Were you playing/chewing gum/... when the teacher/your mother/... arrived/went out/...?; Yes, I was; No, I wasn't; Was he/she wearing my new sweater/the school uniform/... when you saw him/you met her/...?; Yes, he/she was; No, he/she wasn't; What were your parents/the neighbours/... doing when you got home/the earthquake began/...?; They were reading a book/having a cup of coffee/...

Performance Evidence

- Students can recognise and understand quotidian texts (stories, letters/e-mails, magazine/newspaper articles, anecdotes and conversations) in order to use them purposefully (obtain information about memories and about what people were doing at a certain moment in the past).
 - Can use knowledge of the world, clues (illustrations, title, key words, cognates) and ideas presented in the text to make and check predictions.

- Can identify the overall message, main ideas and details (people, actions, places) in order to learn about the past, establish a sequence of events, take notes, complete/expand a gapped text and/or respond to a conversation.
- Can infer age, sex, feelings and attitudes of others.
- Can infer location, situation and relation of others.
- Can infer the meaning of unfamiliar words related to the past based on the global idea of the text as well as on knowledge of the world and/or L1.
- Can express, compare and justify personal opinions of stories, magazine/newspaper articles.
- Students can recognise and understand academic texts (historical articles and biographies) in order to compare with the rest of the class their own interpretation and judgement of such texts.
 - Can obtain information from texts and register it in charts, diagrams and notes.
 - Can use maps, photographs and charts in texts to increase their knowledge about past situations.
 - Students recognise and understand short literary texts (tales and fragments of stories) in order to comment on the feelings generated by them.
 - Can establish the sequence of interrupted activities and events in the past contained in literary texts.
 - Can relate topics, events, characters and conflicts described in texts to own experience.
- Students can use language creatively and appropriately by selecting lexis, phrases and grammatical resources in order to produce meaningful, relevant and clear texts (letter/e-mail, story, diary, conversation) when discussing memories and when describing what people were doing at a certain moment in the past.
 - Can read aloud magazine/newspaper articles or stories, with adequate stress, rhythm and intonation, adjusting pace according to punctuation.
 - Can use knowledge of the world to anticipate type of information required, expected ways of interaction and possible language needed when giving information about memories, and when expressing actions that happened when other actions were in progress.
 - Can produce connected speech with adequate stress, rhythm and intonation when narrating memories.
 - Can identify the purpose for writing, intended audience, type of text required (letter/e-mail, story, diary), and basic organisation of components of the text to be written (letter/e-mail, story: introduction, body, conclusions).
 - Can generate and organise ideas coherently in order to produce the skeleton of a letter/e-mail, story.
 - Can produce individual sentences and/or paragraphs, and join them later using some linking devices ("*, , and, when, first, then, after that, finally*") to make the text coherent.
 - Can concentrate separately on content or form to make adequate corrections on a first draft, with the help of peers or a similar text, and produce a final version of the text.

Reflection on Language

Students notice:

- that the past simple tense indicates actions/situations that started and finished at a certain moment in the past
 - that some verbs have irregular past forms (e.g. *be* → *was/were*, *go* → *went*, *fall* → *fell*, *get* → *got*, etc.)
 - the use of *do* as a main verb (e.g. *I did my homework last night*) or as an auxiliary verb in questions (e.g. *What time did you do your homework?*) and in negative statements (e.g. *I didn't do my homework*)
 - that the past continuous tense indicates actions that were in progress in the past
 - that when the past continuous and the past simple structures are used in the same sentence, the action/situation described in past simple interrupts the action described in past continuous (e.g. *He was watching TV when his mother arrived*)
 - that some linking devices indicate addition (*and*) while others indicate sequence (*when, first, then, after that, finally*)
- and use such language features appropriately.

Strategic Competence

- Students can use some verbal and/or non-verbal information to ease and enrich communication.
 - Can adjust pace according to punctuation marks when reading aloud/silently.
- Students can recognise when confused and cope with not being able to understand parts of written/oral texts.
 - Can tolerate ambiguity.
 - Can wonder if a given text makes sense.
- Students can recognise when confused and use verbal and/or non-verbal language to repair communication breakdowns.
 - Can interrupt a conversation politely.
 - Can repeat/ask for repetition.
 - Can refer to dictionary entries.
 - Can paraphrase.
 - Can self-correct pronunciation.
 - Can re-read.
 - Can ask for/give the spelling/meaning of a word.
- Students can give/take the floor sensitively in verbal and/or non-verbal ways.
 - Can initiate a conversation appropriately.
- Students can make sense of the organisation of reference books (dictionaries, encyclopaedias, textbooks) in order to look for help.
 - Can check the spelling of unfamiliar words.
 - Can check the pronunciation of unfamiliar words.
 - Can look up unfamiliar words to find their meaning.

Unit Focus

Functions 1.1 and **1.2** should be treated sequentially and could be integrated later. **Function 1.1** recycles language from 2nd grade, Unit 5 in which the past tense was introduced. The concept of the past should now be familiar for students, and the time of the year (just after holidays) provides a good opportunity for practising this tense. The emphasis of this function should be on both oral and written communication, and particular attention should be paid to formally introducing irregular verbs. **Function 1.2** will draw on the knowledge that students acquired in 2nd grade, Unit 5, and in **Function 1.1** to introduce the past continuous. This tense is easier to grasp when taught in contrast with the past simple. Important events in students' lives and/or sudden events (funny, risky, pleasant) could be a good source for personalisation with the language of **Function 1.2**. A combination of past tenses can be easily found in a variety of written texts. If the teacher wishes to use Internet resources, interesting ideas for the creation of texts can be found at <http://www.bham.wednet.edu/bio/biomaker.htm>.

In order to evaluate writing, the teacher can write the first paragraph of a story to which each student will add a small paragraph during the period of the unit. In larger groups more than one story can be produced. At the end of the period, students may read their stories and correct them in small groups, focusing on coherence and language areas such as tenses, linkers or spelling/punctuation.

Devote some time for students to create their portfolios. If they are not familiar with portfolios, introduce them and explain their use. A copy of the final version of the story students produced can be included in the portfolios.

Unit 2: Rules and Regulations

Unit Purpose

The purpose of this unit is to enable students to interpret and discuss rules and regulations and warning signs/notices, as well as to express obligation.

Social Practice

Carrying out certain transactions

2.1. Giving warnings and stating prohibition

Sample productions: Be careful/Warning/... (Wet floor/Flammable gas/...); Keep away from children/sunlight/...; Dangerous curve/intersection ahead; Do not litter/trespass/...; No running/cycling/... (in this area/the playground/...); Teachers/Personnel only; Never leave luggage/a child/... unattended; No cameras/parking/... allowed; Students mustn't leave the classroom/take books out of the library/... (without permission).

2.2. Expressing obligation

Sample productions: I have to leave the class early/study for the exam/...; He/She has to prepare a presentation/make the bed/...; Students have to arrive on time/show their ID card at the school entrance/...; You must keep your helmet on/your belongings with you at all times; Dogs must be carried; Students must wear a lab coat (in the Science laboratory)/do the homework.

Performance Evidence

- Students can recognise and understand quotidian texts (warning signs, rules and regulations and conversations) in order to use them purposefully (regulate own behaviour/activities, recognise the possible consequences of breaking rules, warn others about dangers).
 - Can use knowledge of the world, clues (physical context, illustrations, title, key words, cognates) and ideas presented in the text to make and check predictions.
 - Can identify main ideas in order to recognise warning, prohibition, obligation and audience, complete/expand a gapped text, and/or respond to a conversation.
 - Can identify the purpose, intention and tone of discourse (aggression, anger, humour) in messages regarding warning, prohibition and obligation.

- Can infer location, situation and relation of others.
- Can express, compare and justify personal opinions of rules and regulations.
- Students can use language creatively and appropriately by selecting lexis, phrases and grammatical resources in order to produce meaningful, relevant and clear texts (set of rules and regulations, warning sign, conversation) when stating warning, prohibition and obligation.
 - Can read aloud rules and regulations, with adequate stress, rhythm and intonation, adjusting pace according to punctuation.
 - Can use knowledge of the world to anticipate type of information required, expected ways of interaction and possible language needed when stating warning, prohibition and obligation.
 - Can identify the purpose for writing, intended audience and type of text required (set of rules and regulations, warning sign).
 - Can generate and organise ideas coherently in order to produce a set of rules and regulations.
 - Can concentrate separately on content or form to make adequate corrections on a first draft, with the help of peers or a similar text, and produce a final version of the text.
 - Can illustrate appropriately the set of rules and regulations or warning sign produced.

| Reflection on Language | Strategic Competence |
|---|--|
| <p>Students notice:</p> <ul style="list-style-type: none"> • that the imperative form is used to give warnings (e.g. <i>Be careful, Do not trespass</i>, etc.) • that the modal verbs <i>must</i> and <i>have to</i> indicate obligation • that the modal verb <i>must</i> has a regular form for all persons (e.g. <i>You must wear a uniform, She must arrive on time</i>, etc.) while the modal verb <i>have to</i> does not (e.g. <i>You have to wear a uniform, She has to arrive on time</i>, etc.) <p>and use such language features appropriately.</p> | <ul style="list-style-type: none"> • Students can use some verbal and/or non-verbal information to ease and enrich communication. <ul style="list-style-type: none"> - Can rely on gestures, facial expressions and visual context. - Can rely on background noise, tone of voice. - Can adjust pace according to punctuation marks when reading aloud/silently. • Students can recognise when confused and cope with not being able to understand parts of written/oral texts. <ul style="list-style-type: none"> - Can wonder if a given text makes sense. • Students can recognise when confused and use verbal and/or non-verbal language to repair communication breakdowns. <ul style="list-style-type: none"> - Can repeat/ask for repetition. - Can refer to dictionary entries. - Can paraphrase. - Can self-correct pronunciation. - Can re-read. - Can ask for/give the spelling/meaning of a word. |

- | | |
|--|--|
| | <ul style="list-style-type: none">• Students can make sense of the organisation of reference books (dictionaries, encyclopaedias, textbooks) in order to look for help.<ul style="list-style-type: none">– Can look up unfamiliar words to find their meaning. |
|--|--|

Unit Focus

Functions 2.1 and 2.2 can be treated in an integrated fashion. The nature of these functions suggests that there should be a heavier emphasis on reading and writing work. However, in order to produce a set of rules and regulations, for example, students will have to engage in discussions with their peers. This means that the unit lends itself to integrating skills.

Although the language of the unit appears to be quite simple, it will be important to focus on cultural aspects, which may not be easy to grasp. For example, the teacher can draw attention to the type of information that is included in warning signs, the type of symbols and icons used, etc. If students finish the unit too early, the teacher may want to explore some of the language in the unit further. A tricky language aspect in this unit is *don't have to*. Often times mistaken for the negative of *have to*, *don't have to* actually expresses a lack of obligation: that something is not necessary (e.g. *You don't have to wear a uniform* means you can wear one if you want to but it is not necessary that you do).

To evaluate oral skills, the teacher may provide a set of rules and regulations to be followed in English class for students to discuss in groups. They should explain why they consider certain rules important or irrelevant. The teacher should monitor such discussions, focusing on the effective and continuous use of English. The discussion naturally leads to writing a new version of the set of rules and regulations. This can be used to evaluate writing and can be kept in students' portfolios.

Unit 3: Food and Drink

Unit Purpose

The purpose of this unit is to enable students to participate in conversations in which food and drink are ordered, as well as to describe food and drink that they know/like and their recipes, and learn about food and drink in other parts of the world.

Social Practice

Carrying out certain transactions

3.1. Ordering meals

Sample productions: I'd like to order a pizza/a tuna sandwich/...; May I take your order?; Are you ready to order?; (Yes,) I'd like/I'll have the fried/baked/... eggs/potato/...; How would you like your meat?; Rare/Well done (, please); (Would you like) Anything else (to drink/for dessert)?; (Yes,) Could/May I have a glass of mineral water/an apple pie/...(, please)?

Social Practice

Giving and obtaining factual information of a personal and non-personal kind

3.2. Discussing food and giving recipes

Sample productions: What's your favourite dish?; My favourite dish is mole/mushroom pizza/...; He/She loves/doesn't like/... fried chicken/over-easy eggs/...; Do you like orange juice/iced tea/...?; Yes, I do; No, I don't. (I prefer carrot juice/coffee/...); Where are hamburgers/pizzas/... from?; They are from the United States/Italy/...; What do I need (to prepare paella/Caesar salad/...)?; You need (some) rice and seafood/lettuce and cheese/...; How much milk/sugar/... do we need (to prepare it)?; We need a liter/two pounds/...(of milk/sugar/...); How do you prepare cheese cake/onion soup/...?; (First/Then/...) Mix the flour and the eggs/chop the onions/...

Performance Evidence

- Students can recognise and understand quotidian texts (recipes, menus, food labels, magazine/newspaper articles, restaurant reviews and conversations), in order to use them purposefully (select/order food and drink, determine what is needed to prepare a dish, follow instructions to prepare a dish, decide whether or not to consume a product).

- Can use knowledge of the world, clues (layout, illustrations, title, key words, cognates) and ideas presented in the text to make and check predictions.
- Can identify details (names of dishes/drinks, ingredients, steps, times) in order to follow a recipe, note down ingredients/procedures, decide what to order, take an order, complete/expand a gapped text and/or respond to a conversation.
- Can infer the meaning of unfamiliar words related to food and drink based on the global idea of the text as well as on knowledge of the world and/or L1.
- Can express, compare and justify personal opinions of recipes, menus, food labels, magazine/newspaper articles, restaurant reviews.
- Students can use language creatively and appropriately by selecting lexis, phrases and grammatical resources in order to produce meaningful, relevant and clear texts (recipe, menu, article, conversation) when ordering meals, when discussing food and drink, and when giving recipes.
 - Can use knowledge of the world to anticipate type of information required, expected ways of interaction and possible language needed when ordering meals, when discussing food and drink, and when giving recipes.
 - Can produce connected speech with appropriate stress, rhythm and intonation when offering/ordering food and drink.
 - Can identify the purpose for writing, intended audience, type of text required (recipe, menu, article), and basic organisation of components of the text to be written (recipe: ingredients, procedure; menu: appetizers, main courses, desserts, drinks; article: introduction, body, conclusions).
 - Can generate and organise ideas coherently in order to produce the skeleton of a recipe, menu, article.
 - Can produce individual sentences and/or paragraphs, and join or sequence them later using some linking devices (*or, first, then, after that, next, finally*) to make the text coherent.
 - Can concentrate separately on content or form to make adequate corrections on a first draft, with the help of peers or a similar text, and produce a final version of the text.
 - Can illustrate appropriately the recipe, menu or article produced.

Reflection on Language

Students notice:

- that the imperative form is used to give recipes (e.g. *Mix all the ingredients, Chop the carrots, etc.*)
- that a certain quantity of things that in general are uncountable (e.g. *flour, coffee, sugar, water, etc.*) is expressed using a quantifier followed by *of* and an uncountable noun (e.g. *two spoons of sugar, a pinch of salt, four cups of coffee, etc.*)
- that the forms *how much* and *how many* are used to ask questions about countable and uncountable

Strategic Competence

- Students can use some verbal and/or non-verbal information to ease and enrich communication.
 - Can rely on gestures, facial expressions and visual context.
 - Can make pauses appropriately when speaking.
 - Can adjust pace according to punctuation marks when reading aloud/silently.
- Students can recognise when confused and cope with not being able to understand parts of written/oral texts.
 - Can wonder if a given text makes sense.

nouns, respectively (e.g. *How much sugar do we need?*, *How many apples do we need?*, etc.)

- that some linking devices indicate alternative (*or*) while others indicate sequence (*first, then, after that, next, finally*)

and use such language features appropriately.

- Students can recognise when confused and use verbal and/or non-verbal language to repair communication breakdowns.
 - Can interrupt a conversation politely.
 - Can repeat/ask for repetition.
 - Can refer to dictionary entries.
 - Can ask for/give examples to illustrate message.
 - Can paraphrase.
 - Can self-correct pronunciation.
 - Can re-read.
 - Can ask for/give the spelling/meaning of a word.
- Students can give/take the floor sensitively in verbal and/or non-verbal ways.
 - Can initiate a conversation appropriately.
 - Can show sensitivity towards others.
- Students can make sense of the organisation of reference books (dictionaries, encyclopaedias, textbooks) in order to look for help.
 - Can look up words to decide when they are used.
 - Can look up unfamiliar words to find their meaning.

Unit Focus

Functions 3.1 and **3.2** should be treated sequentially and could be integrated later, if desired. The nature of **Function 3.1** suggests that oral language should be emphasized, although some written support (e.g. menus, restaurant reviews) can be used as cues for oral production. While most of the language in the unit will be handled as set phrases, it will be important to introduce enough vocabulary related to food and drink.

Function 3.2 would seem to be more appropriate for reading and writing work. However, discussion prior to or after reading or writing also seems natural and necessary. This function provides a great opportunity to expose students to texts on food from different cultures, and then personalise by asking students to write/talk about typical food in their town/city. It is important to mention that language used to express preferences, likes and dislikes was introduced in 1st grade, Unit 3, so it may need some

revision. A useful website for this unit, with recipes and the history of dishes from around the world, is <http://www.europeans.com.za/kitchen/international.htm>.

In order to evaluate both writing and oral skills, students can prepare a presentation in small groups about traditional dishes from different regions/countries. Dates for the presentations as well as the areas that will be evaluated can be arranged with students in advance. Presentations should include written recipes of the dish(es) presented to be kept in the portfolios. During the presentations, the rest of the class should take notes and use them later for a session of questions and answers about ingredients, cooking processes and/or a discussion about food preferences.

Unit 4: Planning Holidays

Unit Purpose

The purpose of this unit is to enable students to describe and discuss future plans in the context of holidays and travel.

Social Practice

Carrying out certain transactions

4.1. Asking for and giving travel information

Sample productions: Can I help you?; (Yes,) I'd like to book a room/a flight; How can I get to the city centre/the beach/...?; You can get there by taxi/bus/...; How much is a (single/return) ticket (to Cancun/London/...)?; It's \$500/£300/...; What time is the (next/last/...) bus/train (to Zacatecas/Seattle/...)?; (It's) At 6.30 p.m./3 o'clock/...; Where can I get/buy some souvenirs/post cards/...?; (You can get/buy some) At the mall/newsdealer's/...; What's the weather like in London/the winter/...?; It is rainy/very cold/...(in London/the winter/...); Are there any banks/restaurants/...near/around/... here/the hotel?; (Yes,) There is a bank/restaurant/... on the corner of Reforma Avenue and Juárez Street; No, there aren't (any).

Social Practice

Establishing and maintaining social contacts

4.2. Talking about future plans

Sample productions: I'm going to attend a conference/visit Uxmal/... at five (o'clock)/tomorrow/...; He/She is going to meet me/us/... there/at the cinema/...; Are you going to swim/visit the wax museum/...(next Monday/ at the weekend/...)?; Yes, I am; No, I'm not; What are they going to do on Saturday (morning/evening/...)/in the summer/...?; They are going to visit their grandparents/go to Veracruz/...

Performance Evidence

- Students can recognise and understand quotidian texts (diaries, personal notes, letters/e-mails, timetables, diagrams of public transport, road maps, travel brochures/guides, advertisements, plane/train/bus tickets and conversations) in order to use them purposefully (schedule meetings/appointments, get/give prices, locate places, find/propose alternative routes, discuss future plans).

- Can use knowledge of the world, clues (layout, illustrations, title, key words, cognates) and ideas presented in the text to make and check predictions.
- Can identify the overall message, main ideas and details (actions, places, numbers) in order to get directions, prices and schedules, complete/expand a gapped text and/or respond to a conversation.
- Can infer age, sex, feelings and attitudes of others.
- Can infer location, situation and relation of others.
- Can infer the meaning of unfamiliar words related to travel based on the global idea of the text as well as on knowledge of the world and/or L1.
- Can express, compare and justify personal opinions of travel brochures/guides, advertisements.
- Students can use language creatively and appropriately by selecting lexis, phrases and grammatical resources in order to produce meaningful, relevant and clear texts (personal note, letter/e-mail, travel brochure/guide, conversation) when discussing travel and when planning holidays.
 - Can read aloud brochures, travel guides or advertisements, with adequate stress, rhythm and intonation, adjusting pace according to punctuation.
 - Can use knowledge of the world to anticipate type of information required, expected ways of interaction and possible language needed when talking about travel, and when planning holidays.
 - Can produce connected speech with appropriate stress, rhythm and intonation when asking for/giving travel information.
 - Can identify the purpose for writing, intended audience, type of text required (personal note, letter/e-mail, travel brochure/guide), and basic organisation of components of the text to be written (letter/e-mail: introduction, body, conclusions; travel brochure/guide: heading, subheadings, body).
 - Can generate and organise ideas coherently in order to produce the skeleton of a letter/e-mail, travel brochure/guide.
 - Can produce individual sentences and/or paragraphs, and join them later using some linking devices (*or, where, when, first, then, after that, next, finally*) to make the text coherent.
 - Can concentrate separately on content or form to make adequate corrections on a first draft, with the help of peers or a similar text, and produce a final version of the text.
 - Can illustrate appropriately the travel brochure/guide produced.

Reflection on Language

Students notice:

- that the structure *be going to* indicates future intentions which are fairly certain to happen
- that some prepositions indicate a particular method of transport and collocate differently (e.g. *by bus, by train, on foot*, etc.)
- that some linking devices indicate alternative (*or*) while others indicate place (*where*) or sequence (*when, first, then, after that, next, finally*) and use such language features appropriately.

Strategic Competence

- Students can use some verbal and/or non-verbal information to ease and enrich communication.
 - Can rely on gestures, facial expressions and visual context.
 - Can rely on background noise, tone of voice.
 - Can make pauses appropriately when speaking.
 - Can adjust pace according to punctuation marks when reading aloud/silently.
- Students can recognise when confused and cope with not being able to understand parts of written/oral texts.
 - Can tolerate ambiguity
 - Can wonder if a given text makes sense.
- Students can recognise when confused and use verbal and/or non-verbal language to repair communication breakdowns.
 - Can interrupt a conversation politely.
 - Can repeat/ask for repetition.
 - Can refer to dictionary entries.
 - Can ask for/give examples to illustrate message.
 - Can paraphrase.
 - Can self-correct pronunciation.
 - Can re-read.
 - Can ask for/give the spelling/meaning of a word.
- Students can give/take the floor sensitively in verbal and/or non-verbal ways.
 - Can initiate a conversation appropriately.
 - Can choose the most appropriate moment to intervene.
 - Can show sensitivity towards others.
- Students can make sense of the organisation of reference books (dictionaries, encyclopaedias, textbooks) in order to look for help.
 - Can look up words to decide when they are used.
 - Can look up unfamiliar words to find their meaning.

Unit Focus

Functions 4.1 and **4.2** should be treated sequentially and could be integrated later, if desired. **Function 4.1** focuses more on presenting vocabulary/set phrases related to travelling. This function recycles and integrates language from 1st grade (dates, days of the week and months of the year from Unit 1, prepositions of place from Units 2 and 5, *there is/there are* and language for asking the way and giving directions from Unit 5) and 2nd grade (language used to ask for/give prices from Unit 3). **Function 4.2** helps to further practise vocabulary/set phrases related to travelling and introduces the structure *be going to* for future plans.

Both functions provide a good opportunity to expose students to authentic oral and written texts related to the topic of travel and holidays (e.g. travel guides, brochures, plane/train/bus tickets, etc.). A tremendously rich source of information for this topic is the Internet. Students and/or the teacher can find virtually anything by typing a key word (e.g. "vacations", "plane tickets", "travel", "train tickets", etc.) in any search engine.

To evaluate oral skills, the teacher can provide some personal notes about a trip to be used as cues for a dialogue in groups of three or four. Students could then act out their dialogue for another group, who could evaluate them, following criteria previously agreed on (e.g. the use of fixed expressions, intonation, etc.).

During the unit students will produce a variety of written texts (letters, e-mails or travel brochures), from which they can select one for the evaluation of writing skills, and include it in their portfolios.

Unit 5: Life in the Future

Unit Purpose

The purpose of this unit is to enable students to make predictions about their life in the future.

Social Practice

Establishing and maintaining social contacts

5.1. Making predictions about the future

Sample productions: (When I finish secondary/Next year/...) I will/won't go to high school/learn French/...; He/She will/won't study medicine/be a famous musician/...; Will you get married/travel/...?; Yes, I will; No, I won't; What will your town/the weather/... be like in 20 years time/in 2025/...? It will be a big city/very hot/...

5.2. Expressing degrees of certainty and doubt

Sample productions: I'm definitely/probably (not) going to go to university/live with my parents/...; Maybe/Perhaps he/she will/won't have children/be famous/...; I'm sure/certain (that) they are (not) going to have their own business/live in another country/...; I (don't) think/believe (that) you will/won't get married soon/be an engineer/..; I (don't) think/believe (that) they are (not) going to be rich/go to Europe/...

Performance Evidence

- Students can recognise and understand quotidian texts (magazine/newspaper articles, horoscopes and conversations) in order to use them purposefully (make and support own predictions, discuss the future, make/express future plans).
 - Can use knowledge of the world, clues (illustrations, title, key words, cognates) and ideas presented in the text to make and check predictions.
 - Can identify the overall message, main ideas and details (actions, people) in order to understand predictions, learn about the future, complete/expand a gapped text and/or respond to a conversation.
 - Can infer age, sex, feelings and attitudes of others.
 - Can infer the meaning of unfamiliar words related to the future based on the global idea of the text as well as on knowledge of the world and/or L1.

- Can express, compare and justify personal opinions of newspaper / magazine articles, horoscopes.
- Students can use language creatively and appropriately by selecting lexis, phrases and grammatical resources in order to produce meaningful, relevant and clear texts (article, horoscope, conversation) when making predictions and when expressing certainty and doubt about the future.
 - Can read aloud magazine/newspaper articles or horoscopes, with adequate stress, rhythm and intonation, adjusting pace according to punctuation.
 - Can use knowledge of the world to anticipate type of information required, expected ways of interaction and possible language needed when making predictions, and when expressing certainty and doubt about the future.
 - Can produce connected speech with appropriate stress, rhythm and intonation when making predictions, and when expressing degrees of certainty and doubt about the future.
 - Can identify the purpose for writing, intended audience, type of text required (article, horoscope), and basic organisation of components of the text to be written (article: introduction, body, conclusions; horoscope: heading, body).
 - Can generate and organise ideas coherently in order to produce the skeleton of an article.
 - Can produce individual sentences and / or paragraphs, and join them later using some linking devices (*because, when, first, then, after that*) to make the text coherent.
 - Can concentrate separately on content or form to make adequate corrections on a first draft, with the help of peers or a similar text, and produce a final version of the text.

| Reflection on Language | Strategic Competence |
|---|---|
| <p>Students notice:</p> <ul style="list-style-type: none"> • that the modal verb <i>will</i> indicates future predictions and has a regular form for all persons • the difference between the modal verb <i>will</i> (to predict) and the structure <i>be going to</i> (to plan) • that some words indicate different degrees of certainty (e.g. <i>maybe, definitely</i>, etc.) • that some linking devices indicate cause (<i>because</i>) while others indicate sequence (<i>when, first, then, after that</i>) <p>and use such language features appropriately.</p> | <ul style="list-style-type: none"> • Students can use some verbal and / or non-verbal information to ease and enrich communication. <ul style="list-style-type: none"> – Can adjust pace according to punctuation marks when reading aloud / silently. • Students can recognise when confused and cope with not being able to understand parts of written / oral texts. <ul style="list-style-type: none"> – Can tolerate ambiguity. – Can wonder if a given text makes sense. • Students can recognise when confused and use verbal and / or non-verbal language to repair communication breakdowns. <ul style="list-style-type: none"> – Can refer to dictionary entries. – Can re-read. • Students can give / take the floor sensitively in verbal and / or non-verbal ways. |

- | | |
|--|--|
| | <ul style="list-style-type: none">- Can choose the most appropriate moment to intervene.• Students can make sense of the organisation of reference books (dictionaries, encyclopaedias, textbooks) in order to look for help.<ul style="list-style-type: none">- Can check the spelling of unfamiliar words.- Can check the pronunciation of unfamiliar words.- Can look up unfamiliar words to find their meaning. |
|--|--|

Unit Focus

Functions 5.1 and **5.2** should be treated sequentially and could be integrated later, if desired. Due to the fact that *will* is a modal verb with a regular form, similar to others that students have studied before, **Function 5.1** should be fairly easy for students. There will be plenty of opportunity for a great deal of personalisation, since this seems the right time of the year for students to talk about their life in the future.

Function 5.2 expands on ways of talking about the future with different degrees of certainty, and provides an opportunity to recycle and consolidate language from Unit 4 (*be going to*). The nature of this function suggests an emphasis should be made on oral work.

To evaluate oral skills, the teacher can provide a set of yes/no questions about what life will be like in the future. This can be expanded to a class debate. Students should give reasons for their thoughts and beliefs, while making notes of others'. These notes may be used to write an article about life in the future, which can be displayed in the classroom. Students could self- and peer-evaluate, focusing on areas such as organisation, tenses, spelling, punctuation, etc. The corrected version of the article could be kept in students' portfolios.

Introducción

Antecedentes

El programa de estudios de 1993 (PPE 1993) constituyó un cambio paradigmático fundamental en cuanto a la concepción de la lengua extranjera y su enseñanza dentro de la educación básica. Se dejó atrás la idea de que la enseñanza de la lengua extranjera se reduce a presentar sus aspectos formales o a la traducción, y se dio paso a una visión comunicativa, cuyo objetivo era hacer de los alumnos usuarios competentes de la lengua. Sin embargo, un cambio a nivel conceptual no es suficiente para tener impacto en el aula. El verdadero cambio ha de verse *en la práctica*, como una relación clara y coherente entre las creencias y las acciones. Un estudio exploratorio realizado durante 2001-2002 en más de 100 escuelas secundarias del sector público mexicano mostró que este *cambio en la práctica* se ha dado poco desde 1993.

Al contrastar lo planteado en el PPE 1993 con lo que efectivamente sucede en una gran mayoría de las aulas del país se pueden identificar diversas áreas de oportunidad, las cuales, en buena medida, han guiado el proceso actual de renovación curricular. En primer término, y quizá de manera más importante, está el hecho de que el PPE 1993 no alcanzó sus objetivos: la mayoría de los estudiantes que concluían la secundaria no eran capaces de comunicarse en

inglés y pocas veces desarrollaban otro tipo de habilidades no lingüísticas.

En segunda instancia, la ausencia de medios adecuados para la difusión e implementación del enfoque provocó confusión y poca claridad en los docentes. Muestra de ello son algunas de las prácticas pedagógicas más comunes en las clases de inglés de secundaria, como la lectura en voz alta, la traducción, la elaboración de listas de vocabulario o la repetición en coro, entre otras, que se encuentran muy lejos de lo sugerido en el PPE 1993.

Por último, la ausencia de precisión en cuanto al nivel mínimo de dominio del idioma con que debían contar los docentes para llevar a la práctica el PPE 1993, y en cuanto al nivel mínimo de dominio con el que los alumnos debían egresar, limitó la calidad de los procesos de la enseñanza y el aprendizaje de la lengua extranjera.

No obstante, el PPE 1993 legó fundamentos robustos sobre los cuales se puede ahora construir un currículo más sólido. El presente programa no pretende derribar todo lo ya construido, sino renovar las partes del currículo que lo requieren. Así, se ha considerado necesario refinar y ampliar el área de propósitos, tomando como referencia lo que es razonablemente posible en el contexto mexicano, pero considerando también estándares de logro internacionales. Lo anterior ha implicado definir las competencias pedagógicas y de dominio del idioma que los docentes requieren para trabajar con este programa, y que habrán de sentar bases para los programas de formación y actualización docente.

Por otra parte, ha sido necesario considerar y describir cuidadosamente la metodología, es

decir, cómo queremos que los maestros enseñen y que los estudiantes aprendan. Ello no significó buscar una “metodología ideal” *afuera* que pudiera importarse y ponerse en práctica. Significó, por el contrario, buscar *adentro*, observar en nuestros salones de clase y a nuestros maestros con el fin de desarrollar una metodología apropiada para nuestro contexto, misma que ha sido enriquecida con los avances en el terreno de la investigación y la didáctica de las lenguas extranjeras.

1. Fundamentación

1.1. El objeto de estudio

Durante mucho tiempo el objeto de estudio en las clases de idiomas ha sido la lengua en sí misma. Las descripciones de la lengua provenientes de la lingüística (gramáticas tradicionales y transformacional-generativas, los análisis estructurales, funcionales y discursivos, etcétera) encontraron su traducción pedagógica en la enseñanza de áreas específicas de la lengua (por ejemplo, los elementos de una oración, el análisis de textos, etcétera). Estas descripciones, aunadas a la concepción del proceso de aprendizaje (como formación de hábitos, como adquisición de reglas, como procesamiento activo de información, como una experiencia emocional), resultaron en una variedad de métodos y enfoques para la enseñanza de una lengua extranjera. En el caso de la enseñanza del inglés, éstos van desde el método de gramática-traducción hasta los enfoques comunicativos.

El presente programa ha adoptado una visión diferente del lenguaje y de lo que significa la enseñanza del mismo. Así, una premisa fundamental es que el lenguaje es un objeto complejo a través del cual un individuo comprende el mundo y se integra a la sociedad, y que sirve no sólo a propósitos comunicativos, sino también cognitivos y de reflexión. Desde este punto de vista, utilizar eficientemente el lenguaje signifi-

ca ser capaz de interactuar con otros a través de la producción e interpretación de textos orales y escritos con el fin de participar en la sociedad.

Por lo anterior, en este programa el aprendizaje de una lengua extranjera se enfoca en lo que hacen los usuarios expertos del lenguaje para y durante la interpretación y producción de textos orales y escritos, preservando la función social de dichos actos. En otras palabras, el objeto de estudio de este curso de lengua extranjera lo constituyen las *prácticas sociales del lenguaje*.

Conceptualizar de esta manera el objeto de estudio nos enfrenta a retos importantes. Por razones pedagógicas, la lengua ha sido tradicionalmente fragmentada en partes que eran estudiadas y practicadas aisladamente, con la creencia subyacente de que al estudiar las partes del sistema el estudiante sería capaz de “recrear la imagen completa”. Tener las prácticas sociales del lenguaje como objeto de estudio implicó elaborar una selección diferente de contenidos y organizarlos de manera distinta. Así, no se adoptó la división que frecuentemente se hace de la lengua en cuatro habilidades. En cambio, la atención se centra en las prácticas para producir e interpretar textos orales y escritos.

1.2. La noción del aprendizaje

El aprendizaje a través de la experiencia es una conceptualización pedagógica del aprendizaje humano (desde una perspectiva cognitiva), del cual se pueden derivar una variedad de metodologías y tareas. No es un término que pueda ser aplicado a una serie de actividades para el salón de clases, tampoco es un método a seguir por maestros y estudiantes.

El aprendizaje a través de la experiencia está basado en la noción de la naturaleza constructivista del aprendizaje, que sostiene que cada individuo está constante y activamente involucrado en dar sentido al mundo por medio de la construcción (o reconstrucción) de significados a partir de la interpretación de experiencias personales. Desde esta perspectiva, la mente está buscando constantemente el *equilibrio*, es decir, un balance entre lo que ya sabe y lo que está experimentando en el momento. Al enfrentar situaciones nuevas, el equilibrio se rompe y los individuos experimentan un *conflicto cognitivo*. En su necesidad de adaptarse a la nueva situa-

ción, la mente lleva a cabo dos procesos: *acomodación*, es decir, ajustarse a la nueva información; y *asimilación*, o sea, la incorporación de la nueva información al conocimiento existente.

Así, la experiencia personal inmediata es el punto focal del aprendizaje, pero por sí sola no es suficiente. Necesita ser procesada de manera conciente a través de la reflexión. Se concibe entonces el aprendizaje a través de la experiencia como un proceso cíclico de integración de la experiencia inmediata, la reflexión, la conceptualización abstracta y la acción, como se representa a continuación:

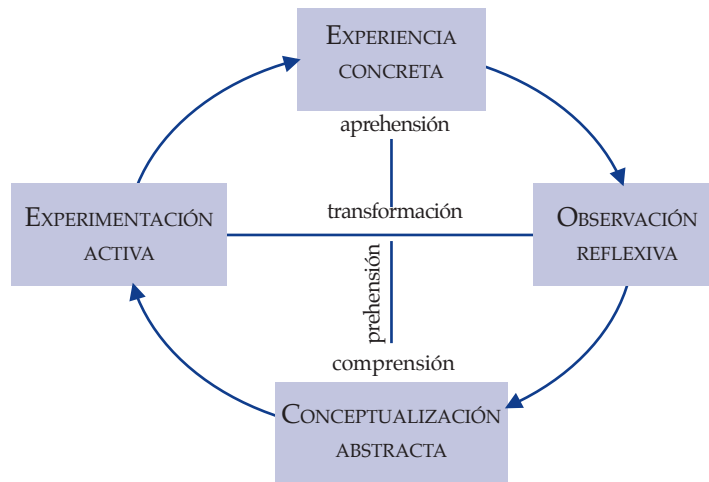


Figura 1. Un modelo del aprendizaje a través de la experiencia.

Los cuatro elementos del aprendizaje a través de la experiencia están trazados desde dos dimensiones: *prehensión* y *transformación*, cada una formando una dialéctica, y representan las dos cosas que se pueden hacer con la información: una es captar la información, donde la dialéctica reside entre la captación de la información a través de la EXPERIENCIA CONCRETA (aprehensión), y captar la información a través de la CONCEPTUALIZACIÓN ABSTRACTA (comprensión). La segunda es transformar la experiencia, donde la dialéctica reside entre un proceso externo de EXPERIMENTACIÓN ACTIVA y un proceso interno de OBSERVACIÓN REFLEXIVA.

Existen razones de peso para justificar el uso de los principios del aprendizaje a través de la experiencia en el diseño del presente currículo. En primer término, el hecho de que el aprendizaje a través de la experiencia provee una herramienta poderosa para focalizarse primero en la comunicación de la vida real —con sus reglas

sociales y propósitos auténticos, y construir o reconstruir las reglas de uso posteriormente. En segunda instancia, el hecho de que el aprendizaje a través de la experiencia ayuda a los estudiantes a adquirir habilidades metacognitivas, al promover la toma de conciencia de los procesos de aprendizaje y su sistematización.

Finalmente, el aprendizaje a través de la experiencia busca desarrollar individuos competentes, con iniciativa, con sensibilidad hacia otros, y con conciencia de las realidades prácticas que enfrentan, así como con suficiente confianza, introspección, habilidades y flexibilidad para actuar efectivamente en un mundo cambiante, promoviendo así su crecimiento personal. Esto ilustra la manera en que el aprendizaje de una lengua extranjera contribuye al logro de los rasgos que debe mostrar un estudiante al terminar la educación básica, tal como se enuncian en el “Perfil de egreso de la educación básica”.

2. Propósitos

Los alcances y la amplitud de este programa se determinaron considerando el tiempo disponible para el estudio, en conjunción con el *Marco de referencia europeo para el aprendizaje, la enseñanza y la evaluación de lenguas*, desarrollado por el *Con-*

sejo de Europa y la *Association of Language Testers in Europe*. Este marco describe y establece niveles comunes de referencia para 18 lenguas, entre las que se encuentra el inglés. La tabla 1 muestra los seis niveles de referencia y sus descriptores.

| | | |
|--------------------|---|--|
| Usuario competente | <p>C2 Maestría (1000 - 1200 horas de estudio)</p> | <p>Es capaz de comprender con facilidad prácticamente todo lo que oye o lee. Sabe reconstruir la información y los argumentos procedentes de diversas fuentes, ya sean en lengua hablada o escrita, y presentarlos de manera coherente y resumida. Puede expresarse espontáneamente, con gran fluidez y con un grado de precisión que le permite diferenciar pequeños matices de significado, incluso en situaciones complejas.</p> |
| | <p>C1 Dominio operativo eficaz (700 - 800 horas de estudio)</p> | <p>Es capaz de comprender una amplia variedad de textos extensos con cierto nivel de exigencia, así como reconocer en ellos sentidos implícitos. Sabe expresarse de forma fluida y espontánea sin muestras muy evidentes de esfuerzo para encontrar la expresión adecuada. Puede hacer un uso flexible y efectivo del idioma para fines sociales, académicos y profesionales. Puede producir textos claros, bien estructurados y detallados sobre temas de cierta complejidad, mostrando un uso correcto de los mecanismos de organización, articulación y cohesión del texto.</p> |

| | | |
|-----------------------|---|--|
| Usuario independiente | <p>B2 Avanzado (500 - 600 horas de estudio)</p> | <p>Es capaz de entender las ideas principales de textos complejos que traten de temas tanto concretos como abstractos, incluso si son de carácter técnico, siempre que estén dentro de su campo de especialización. Puede relacionarse con hablantes nativos con un grado suficiente de fluidez y naturalidad de modo que la comunicación se realice sin esfuerzo por parte de ninguno de los interlocutores. Puede producir textos claros y detallados sobre temas diversos así como defender un punto de vista sobre temas generales indicando los pros y los contras de las distintas opciones.</p> |
| | <p>B1 Umbral (350 - 400 horas de estudio)</p> | <p>Es capaz de comprender los puntos principales de textos claros y en lengua estándar si tratan sobre cuestiones que le son conocidas, ya sea en situaciones de trabajo, de estudio o de entretenimiento. Sabe desenvolverse en la mayor parte de las situaciones que pueden surgir durante un viaje por zonas donde se utiliza la lengua. Es capaz de producir textos sencillos y coherentes sobre temas que le son familiares o en los que tiene un interés personal. Puede describir experiencias, acontecimientos, deseos y aspiraciones, así como justificar brevemente sus opiniones o explicar sus planes.</p> |
| Usuario básico | <p>A2 Plataforma (180 - 200 horas de estudio)</p> | <p>Es capaz de comprender frases y expresiones de uso frecuente relacionadas con áreas de experiencia que le son especialmente relevantes (información básica sobre sí mismo y su familia, compras, lugares de interés, ocupaciones, etcétera). Sabe comunicarse para llevar a cabo tareas simples y cotidianas que no requieran más que intercambios sencillos y directos de información sobre cuestiones que le son conocidas o habituales. Sabe describir en términos sencillos aspectos de su pasado y su entorno, así como cuestiones relacionadas con sus necesidades inmediatas.</p> |
| | <p>A1 Acceso (90 horas de estudio)</p> | <p>Es capaz de comprender y utilizar expresiones cotidianas de uso muy frecuente así como frases sencillas destinadas a satisfacer necesidades de tipo inmediato. Puede presentarse a sí mismo y a otros, pedir y dar información personal básica sobre su domicilio, sus pertenencias y las personas que conoce. Puede relacionarse de forma elemental siempre que su interlocutor hable despacio y con claridad y esté dispuesto a cooperar.</p> |

Tabla 1. Niveles comunes de referencia: escala global (adaptado de COE, 2001: 24).

El tiempo que contempla el mapa curricular de secundaria para la enseñanza de la lengua extranjera determina el nivel que los estudiantes pueden alcanzar al concluir la educación básica, y por tanto delimita los propósitos factibles de lograr en este tramo educativo. En un ciclo escolar de 200 días de labores (40 semanas), las tres sesiones semanales (de 45 a 50 minutos cada una) suman un total de 90 a 100 horas efectivas de clase. Ello significa que al término de la secundaria, los alumnos habrán estudiado de 270 a 300 horas de inglés, por lo cual se ha establecido que, como mínimo, deberán haber alcanzado el nivel A2, Plataforma.

Es importante mencionar que el programa está dirigido a alumnos que no cuentan con conocimientos previos de inglés, pero que son ya competentes en el uso de su lengua materna. Esto implica que, como los estudiantes ingresan a la escuela secundaria con un sólido conocimiento acerca de cómo funciona el lenguaje, cuentan con una variedad de habilidades que pueden ser transferidas y aprovechadas para el aprendizaje de la lengua extranjera.

Debe mencionarse también que, por numerosas razones, existe una gran demanda social para que los niños y adolescentes mexicanos aprendan inglés. En este sentido, se han realizado esfuerzos interesantes y exitosos en algunos estados con el fin de introducir el inglés desde el nivel primaria. Sin embargo, bajo las circunstancias actuales, no es posible proveer dicho servicio a todos los niños. Por el momento, el reto prioritario e inmediato es que todos los estudiantes reciban clases de inglés de alta calidad en la educación secundaria. No obstante,

para aquellas entidades donde se imparte inglés en la escuela primaria, el marco de referencia antes planteado constituye una herramienta útil para describir los niveles de logro esperados en la primaria, y para adecuar el programa de secundaria a las necesidades y las exigencias de aquellos alumnos que ingresen con conocimientos previos.

De manera similar, el marco de referencia ayuda a establecer el nivel mínimo de inglés que los maestros deberán dominar para estar en posibilidad de manejar apropiadamente el presente currículo. Si se considera que para muchos alumnos el maestro representará el primer/único modelo de habla inglesa, es necesario que, por lo menos, los maestros posean el nivel B1, Umbral.

2.1. Propósito general de la enseñanza del lenguaje en la educación básica

El propósito de la enseñanza del lenguaje para la educación básica es que los estudiantes se apropien de diversas prácticas sociales del lenguaje y participen de manera eficaz en la vida escolar y extraescolar. Para ello es preciso que aprendan a utilizar el lenguaje para organizar su pensamiento y su discurso, analizar y resolver problemas, y acceder a las diferentes expresiones culturales del presente y el pasado. Asimismo, es esencial que reconozcan el papel del lenguaje en la construcción del conocimiento y los valores culturales, y desarrollen una actitud analítica y responsable ante los problemas que afectan al mundo.

La apropiación de las prácticas sociales del lenguaje no se logra mediante la simple ejercitación y el paso del tiempo. Por el contrario, requiere de una serie de experiencias individuales y colectivas que involucran diferentes modos de leer e interpretar los textos, de aproximarse a su escritura e integrarse en los intercambios orales y analizarlos. La escuela debe proporcionar las condiciones necesarias para que los estudiantes participen en dichas experiencias y alcancen progresivamente la autonomía en su trabajo intelectual. La responsabilidad de la escuela es mayor en el caso de los estudiantes que provienen de comunidades menos escolarizadas o poco alfabetizadas.

2.2. Propósito de la enseñanza del inglés en la educación secundaria

El propósito de estudiar una lengua extranjera (inglés) en la educación secundaria es que los estudiantes participen en algunas prácticas sociales del lenguaje, orales y escritas, en su país o en el extranjero, con hablantes nativos y no nativos del inglés. En otras palabras, a través de la producción e interpretación de diversos tipos de textos tanto orales como escritos —de naturaleza cotidiana, académica y literaria—, los estudiantes serán capaces de satisfacer necesidades básicas de comunicación en un rango de situaciones familiares.

3. Enfoque

3.1. El papel del maestro y de los alumnos

En el presente currículum el estudiante es considerado como un constructor activo del conocimiento. El maestro, por otro lado, es concebido como un usuario del lenguaje más experimentado quien está a cargo de crear las condiciones para que los alumnos aborden el idioma, y de guiar el proceso. El docente es entonces responsable de establecer un diálogo con los estudiantes acerca y a través de textos orales y escritos, de forma que los alumnos se conviertan en participantes efectivos de una comunidad hablante de inglés: el salón de clases.

Si, como se mencionó antes, el aprendizaje de una lengua extranjera significa aprender lo que un usuario del lenguaje experto hace durante/ para interpretar y producir textos en un contexto social, entonces enseñar apuntando hacia ese objetivo implica analizar lo que hacen los maestros expertos para promover dicho aprendizaje. Desde esta perspectiva, los maestros efectivos son aquellos quienes:

- Planean la enseñanza
Enseñar lenguaje es un evento social dinámico en el cual el maestro, los estudiantes y los contenidos interactúan con el objetivo final de lograr el aprendizaje. Para ello, el

maestro requiere entender la esencia del objeto de estudio y planear sus intervenciones en congruencia con él. Por lo tanto, en este programa, el docente necesita planear clases y actividades donde se preserve el sentido social de las prácticas, y donde haya suficientes oportunidades para que los estudiantes participen en y reflexionen sobre las prácticas sociales del lenguaje.

- Organizan el ambiente de aprendizaje
Enseñar implica una serie de tareas de organización. El maestro necesita determinar cómo organizar y reorganizar de manera óptima el espacio físico donde se da el aprendizaje (esto es, definir el arreglo de los asientos, posición del maestro, etcétera) durante una clase y a lo largo del periodo escolar. Asimismo, el maestro necesita decidir la mejor manera de explotar cualquier recurso material disponible (por ejemplo, el pizarrón, los apoyos audiovisuales, las hojas de trabajo, las computadoras, los libros de texto, etcétera) de manera que éstos apoyen efectivamente el aprendizaje.
- Interactúan y promueven la interacción
La interacción es fundamental para el aprendizaje. Es responsabilidad del maestro establecer y fomentar interacciones respetuosas y con propósitos claros con los estudiantes, entre los estudiantes, y entre los estudiantes y el lenguaje.
- Evalúan los logros de los estudiantes y el desempeño propio
En ocasiones la evaluación es concebida como un proceso meramente administrativo y de una sola vía donde el maestro

determina el nivel de logro que los estudiantes obtienen en relación con determinados objetivos. Es importante entender que la evaluación es un mecanismo para obtener información sobre los logros de los estudiantes, pero al mismo tiempo, es una fuente de información para que el maestro aprenda sobre su propio desempeño.

3.1.1. Marco de metodología para la enseñanza

Con base en el modelo del aprendizaje a través de la experiencia definido previamente, se diseñó un marco de metodología para la enseñanza que pretende dar respuesta a la pregunta de cómo queremos que los maestros enseñen y que los estudiantes aprendan. El marco ayuda a ilustrar cómo se conceptualiza el proceso de enseñanza en este programa, y cómo esta concepción se expresa en las diferentes secciones de un bloque (*thematic unit*) del programa.

El proceso comienza con la exposición de los estudiantes a un TEXTO oral o escrito, basado en el TEMA del bloque, y que contiene las FUNCIONES del lenguaje estipuladas para ese bloque. Los indicadores de los APRENDIZAJES ESPERADOS que corresponden a la interpretación de los textos (ESCUCHAR, LEER) describen el trabajo con los textos, esto es, lo que los estudiantes hacen **con** los textos. Esta es una etapa de *experiencia concreta* con un texto.

A partir del lenguaje contenido en el texto, el docente selecciona las áreas en las que se centrará. Los aspectos de la lengua sobre los que se reflexionará en cada bloque están descritos en la sección REFLEXIÓN SOBRE LA LENGUA. Es im-

portante mencionar que esta es una etapa para conducir la *observación reflexiva* de la lengua, lo que significa que los estudiantes mismos deben intentar captar el sentido de cómo funciona la lengua. Al hacer esto, los estudiantes avanzan hacia una etapa de *conceptualización abstracta*, en la cual elaboran generalizaciones sobre la lengua. El maestro debe buscar la manera de promover y guiar la reflexión, y redirigirla cuando sea necesario.

La siguiente parte del proceso consiste en hacer que los estudiantes usen el lenguaje a través de tareas, que van de lo controlado a lo libre. Algunos ejemplos de las producciones esperadas se describen en la sección PRODUCCIONES MUESTRA. Los indicadores de los APRENDIZAJES ESPERADOS correspondientes a la producción de textos (HABLAR, ESCRIBIR) describen lo que los estudiantes hacen **para crear** textos. Esta es una etapa de *experimentación activa*, donde los estudiantes deben tener la oportunidad de probar sus hipótesis sobre el funcionamiento del lenguaje.

Dado que los alumnos poseen un dominio limitado del lenguaje, pueden experimentar ciertas dificultades en algún punto del proceso de interpretación y producción de textos. Los indicadores de la sección COMPETENCIA ESTRATÉGICA describen estrategias que los alumnos deberán desarrollar para compensar su falta de lenguaje. Estas estrategias deberán avanzar gradualmente de lo no verbal hacia lo verbal como resultado de un mejor conocimiento del idioma.

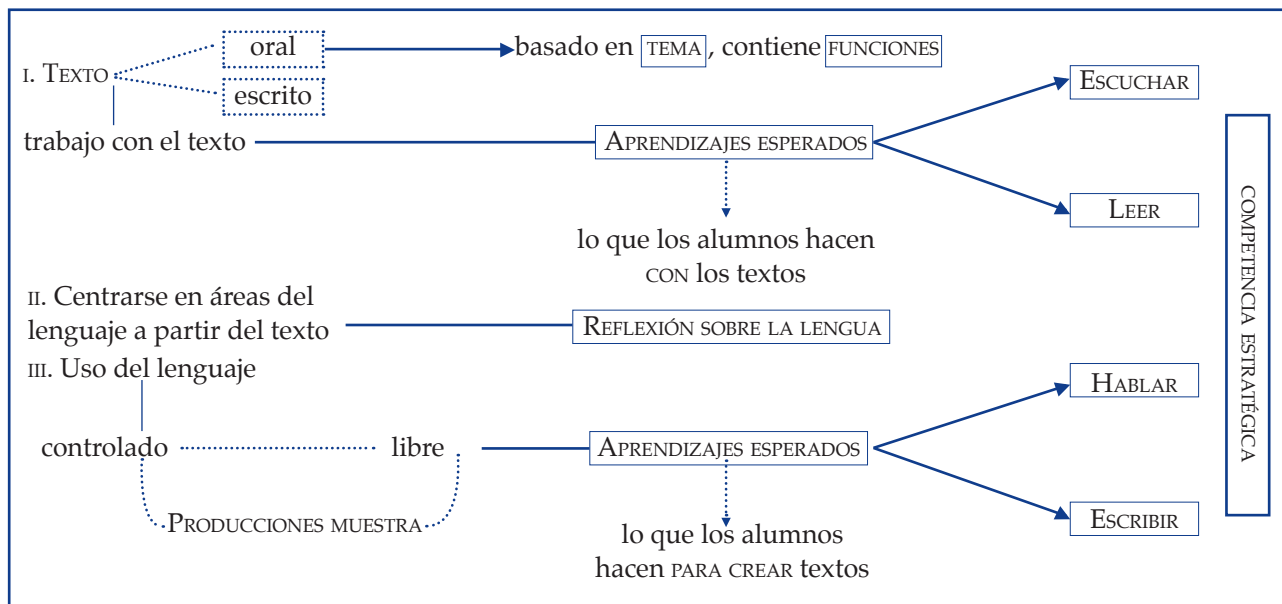


Figura 2. Marco metodológico para la enseñanza de una lengua extranjera en la educación básica.

El marco de metodología para la enseñanza del inglés en la educación básica no es una descripción rígida del proceso de enseñanza. Es sólo un punto a partir del cual los profesores pueden encontrar formas alternas de abordar los contenidos del programa, considerando las necesidades de sus estudiantes y su estilo personal de enseñanza.

3.1.2. Actividades habituales y continuas

Como parte de la metodología para la enseñanza, se propone incorporar una serie de actividades rutinarias. Ello con el fin de dar confianza en el salón de clase a los alumnos, dar un sentido de pertenencia al grupo y, al mismo tiempo, hacer más eficientes los procesos del salón de clases.

Las actividades habituales son aquellas que se efectúan frecuentemente en el salón de clases, independientemente de cuáles sean los puntos de enseñanza específicos. Hablar en inglés todo el tiempo durante la clase, formar grupos o pares a través de procedimientos establecidos, y recurrir a diccionarios para resolver dudas son todos ejemplos de actividades habituales. Estas actividades no pueden ser predeterminadas: el maestro y sus estudiantes deberán construirlas a lo largo de un ciclo.

Las actividades continuas, por su parte, son proyectos de mayor longitud en los que el docente y los alumnos se involucran a fin de extender el aprendizaje de clase y consolidar el sentido de grupo. Tras un acuerdo entre el docente y sus alumnos se podría trabajar, por ejemplo, en la elaboración de un periódico es-

colar, en la lectura de un libro en inglés, en la investigación sobre un tema particular, etcétera. Estas actividades no están contempladas dentro del programa, por lo cual se recomienda reservar tiempo de clase cada semana para el desarrollo de las mismas.

3.2. Los materiales

Los materiales juegan un papel altamente significativo en este programa. Como se habrá podido inferir de la propuesta metodológica para la enseñanza, la calidad de los materiales (orales y escritos) a los que serán expuestos los alumnos tendrán gran influencia sobre sus producciones. Si bien los textos auténticos son ideales para el tipo de trabajo que se propone, los docentes no siempre tienen acceso a éstos. Por ello, es esencial que los textos diseñados con propósitos didácticos reflejen las características de los textos de la vida real: que tengan un propósito claro, que estén contextualizados, y que contengan modelos de lenguaje auténticos.

Adicionalmente, debe recordarse que la autenticidad de las tareas es igualmente importante, si no más, que la autenticidad del texto. Si los estudiantes han de ser participantes exitosos de las prácticas sociales del lenguaje, es fundamental que se involucren en tareas que reflejen el mundo real.

3.3. La evaluación¹

La evaluación es un proceso a través del cual todos los involucrados en la educación —maestros, alumnos, padres de familia, etcétera— obtienen información sobre el aprendizaje. La evaluación puede ayudar al alumno a identificar lo que ha aprendido dentro de un periodo determinado, y aquello en lo que aún necesita trabajar. Para los docentes, la evaluación puede servir para reflexionar sobre la propia enseñanza y dar pie a la innovación de la práctica. Además, la evaluación responde a la necesidad institucional de acreditar los resultados educativos y asignar calificaciones a los alumnos dependiendo de la medida en que hayan alcanzado objetivos particulares.

La evaluación es un elemento central del currículo, dado que tiene el poder de afectar los propósitos y la metodología. En otras palabras, aquello que se evalúa se convertirá en el centro de atención de maestros y alumnos, y la manera en la que se evalúe determinará las formas de interacción entre maestro y alumnos en el salón de clases.

Dadas las características del objeto de estudio de este programa, la evaluación deberá concentrarse tanto en los *procesos* que se siguen para la interpretación/producción de textos como en los *productos*. De tal forma, la evaluación no puede ser un evento aislado que ocurre al final de un

¹ La literatura sobre la enseñanza del inglés a menudo marca una distinción entre los términos “evaluation” (para propósitos más generales) y “assessment” (de los alumnos). En español no existen equivalentes precisos para esas palabras. El presente documento no considera la distinción y, en su versión en inglés, emplea los términos indistintamente.

periodo de enseñanza. Necesita constituirse en un proceso continuo a través del cual se recoge información sobre la enseñanza y el aprendizaje. En las siguientes secciones se describen algunas de las maneras en que dicha información puede ser recopilada.

3.3.1. La evaluación del aprendizaje

Tradicionalmente los exámenes han sido quizá la única manera de recoger información para evaluar a los alumnos. Los exámenes son generalmente herramientas prácticas y eficientes para reunir datos, pero no son siempre fáciles de diseñar. Si es necesario emplearlos, el docente puede hacer uso de exámenes previamente elaborados o puede diseñar sus propias pruebas. En la segunda situación, los maestros deben concentrarse en producir exámenes apropiados para los propósitos de la evaluación (por ejemplo, diagnóstico/prognóstico, integral/sobre puntos particulares, subjetivo/objetivo, etcétera), que sean válidos y confiables, y que utilicen tipos de ejercicios diferentes y apropiados (por ejemplo, pregunta-respuesta, verdadero-falso, relacionar columnas, etcétera).

Además de los exámenes, se pueden utilizar al menos otras cuatro fuentes para recopilar información sobre el aprendizaje:

- a) La evaluación del docente. Este es un estimado subjetivo del desempeño del alumno.
- b) La evaluación continua. Este es un proceso en el que se combinan las calificaciones obtenidas en diversas tareas a lo largo de un periodo determinado para asignar una calificación general.
- c) La autoevaluación y la evaluación entre pares. Consiste en que los alumnos evalúen su propio desempeño o el de sus compañeros, y para ello utilicen criterios claramente establecidos y que deberán ser previamente acordados.
- d) Los portafolios. Este es un proceso en el que los alumnos recogen los productos de diversas tareas efectuadas a lo largo de un periodo dado, y los archivan como evidencia de su desempeño. Es importante que los alumnos tengan control sobre sus portafolios y la responsabilidad de decidir qué se incorpora en ellos.

Este programa sostiene que en la medida en que se varíen las maneras de recopilar información sobre el aprendizaje, se podrá tener una visión más clara de los aprendizajes reales de los alumnos. Cada bloque del programa presenta sugerencias para obtener información sobre el aprendizaje en formas variadas.

3.3.2. La evaluación de la enseñanza

Evaluar la enseñanza es esencial para mejorar los procesos de enseñanza y aprendizaje. Al igual que con la evaluación del estudiante, los maestros pueden recopilar información sobre su práctica docente de diversas fuentes:

- a) Los maestros pueden recibir retroalimentación por parte de sus estudiantes en maneras más o menos estructuradas (desde cuestionarios formales hasta charlas informales).
- b) Los maestros pueden obtener información a través de la reflexión personal sobre su práctica docente, preferiblemente de una manera estructurada (por ejemplo, grabar

una sesión o anotar los detalles de una clase) que permita al maestro enfocarse en áreas específicas.

- c) Los maestros pueden recibir retroalimentación por parte de sus colegas que estén dispuestos a observar algunas clases, a ser observados y a compartir la retroalimentación de una manera respetuosa. Un elemento importante de este proceso es el llegar a acuerdos sobre las áreas que requieren atención antes de que la observación se lleve a cabo para llegar a ella con un objetivo claro.

La evaluación del maestro, como se dijo anteriormente, tiene la intención de incrementar la calidad de la enseñanza en beneficio de los estudiantes. Adicionalmente, la evaluación del maestro puede tener un efecto importante en el desarrollo personal y profesional del docente.

4. Organización de contenidos

Como se mencionó anteriormente, el conceptualizar el objeto de estudio como prácticas sociales del lenguaje implicó una nueva selección y organización de contenidos. El objeto de estudio demandó que se establecieran los siguientes dos niveles de contenidos centrales:

- a) la participación en algunas prácticas sociales del lenguaje para la interpretación y producción de textos; y
- b) los contenidos lingüísticos específicos, planteados en términos de funciones del lenguaje.

El primero se refiere a experimentar las acciones que los usuarios expertos del lenguaje realizan para interpretar y producir textos orales y escritos, mientras que el segundo se refiere a las formas lingüísticas requeridas para la interpretación/producción de dichos textos.

Los descriptores del nivel A2 del *Marco de referencia europeo para el aprendizaje, la enseñanza y la evaluación de lenguas* se utilizaron para crear descripciones más detalladas de los dos niveles de contenidos de este programa. Se desarrolló una lista de enunciados de lo que los estudiantes *hacen (can do statements)* al participar en actos de comunicación para la interpretación y producción de textos. Abajo se presenta la lista, la cual

describe las formas en que participarán en la comunicación los estudiantes que concluyan exitosamente el programa de tres años de inglés como lengua extranjera:

- Obtienen la idea principal y algunos detalles de una variedad de textos orales y escritos utilizando su conocimiento del mundo.
- Responden al lenguaje oral y escrito de diversas maneras lingüísticas y no lingüísticas.
- Inician y/o intervienen en una variedad de conversaciones y/o transacciones utilizando estrategias verbales y no verbales.
- Mantienen la comunicación, reconocen cuando hay rupturas y utilizan recursos estratégicos para reparar la comunicación cuando lo requieren.
- Producen mensajes inteligibles adecuando su selección de formas lingüísticas y su pronunciación.
- Comprenden vocabulario poco familiar o desconocido utilizando estrategias específicas.
- Buscan elementos de cohesión para entender la relación de las partes dentro de un enunciado o texto.
- Forman y justifican una opinión acerca de un texto.
- Reconocen la forma y comprenden el contenido de una variedad de textos literarios sencillos.
- Buscan información específica y comprenden una variedad de textos académicos.
- Comprenden y responden efectivamente a una variedad de textos cotidianos sencillos.

- Planean la escritura de textos efectivos que responden a propósitos personales, creativos, sociales, académicos e institucionales.
- Producen textos coherentes que responden a propósitos personales, creativos, sociales, académicos e institucionales.
- Editan los escritos propios o los de sus compañeros.
- Utilizan adecuadamente las convenciones gramaticales, ortográficas y de puntuación.

Las prácticas en las que los alumnos participarán son:

- Realizar algunas transacciones básicas;
- Dar y obtener información factual de tipo personal (nombre, edad, intereses) y no personal (fechas, lugares, horarios);
- Establecer y mantener contactos sociales a través del intercambio de información, ideas, sentimientos y deseos, entre otros.

Para estar en posibilidad de participar exitosamente en estas prácticas, los estudiantes requieren conocer una cantidad de funciones del lenguaje, las cuales se detallan en la Figura 3.

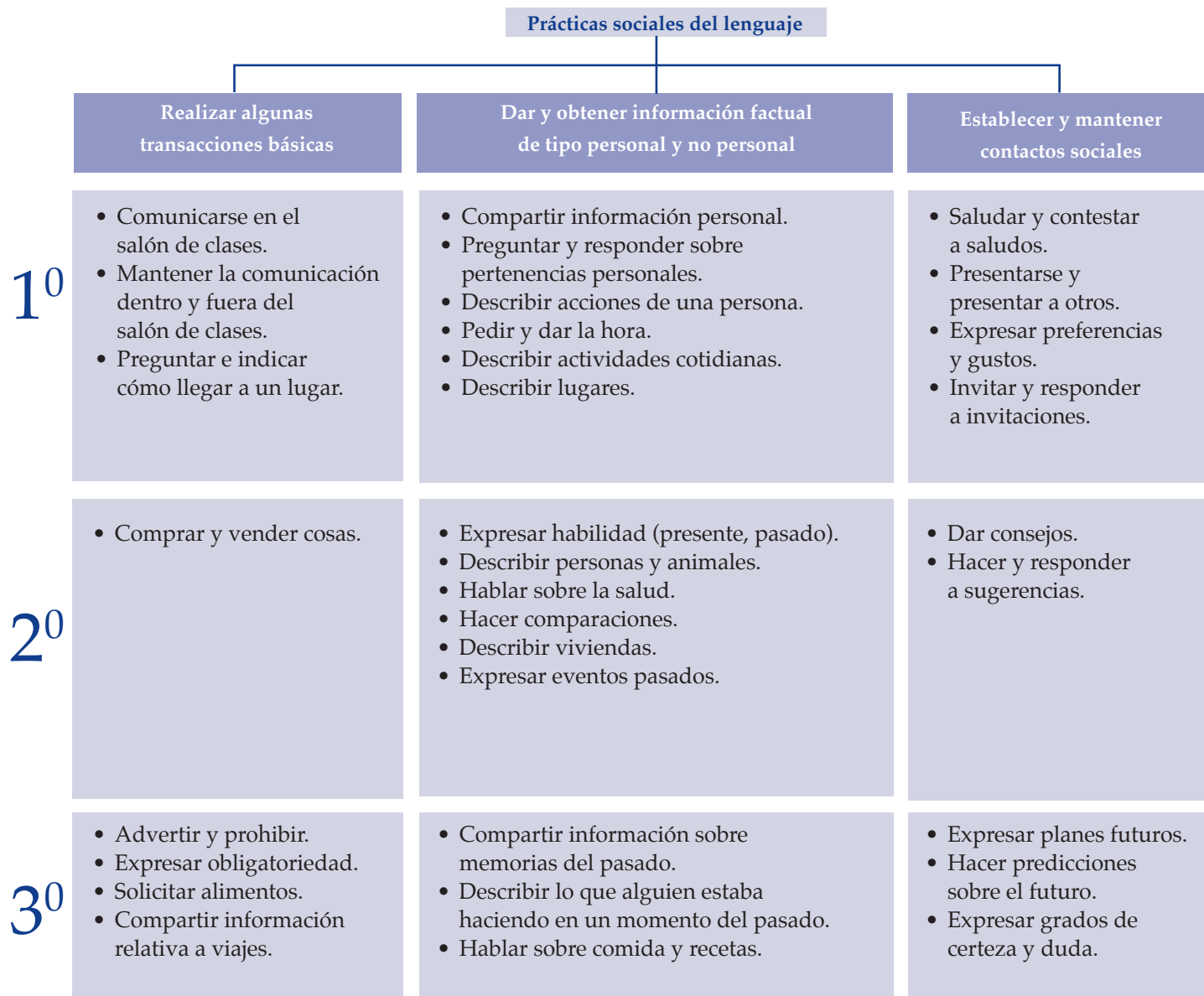


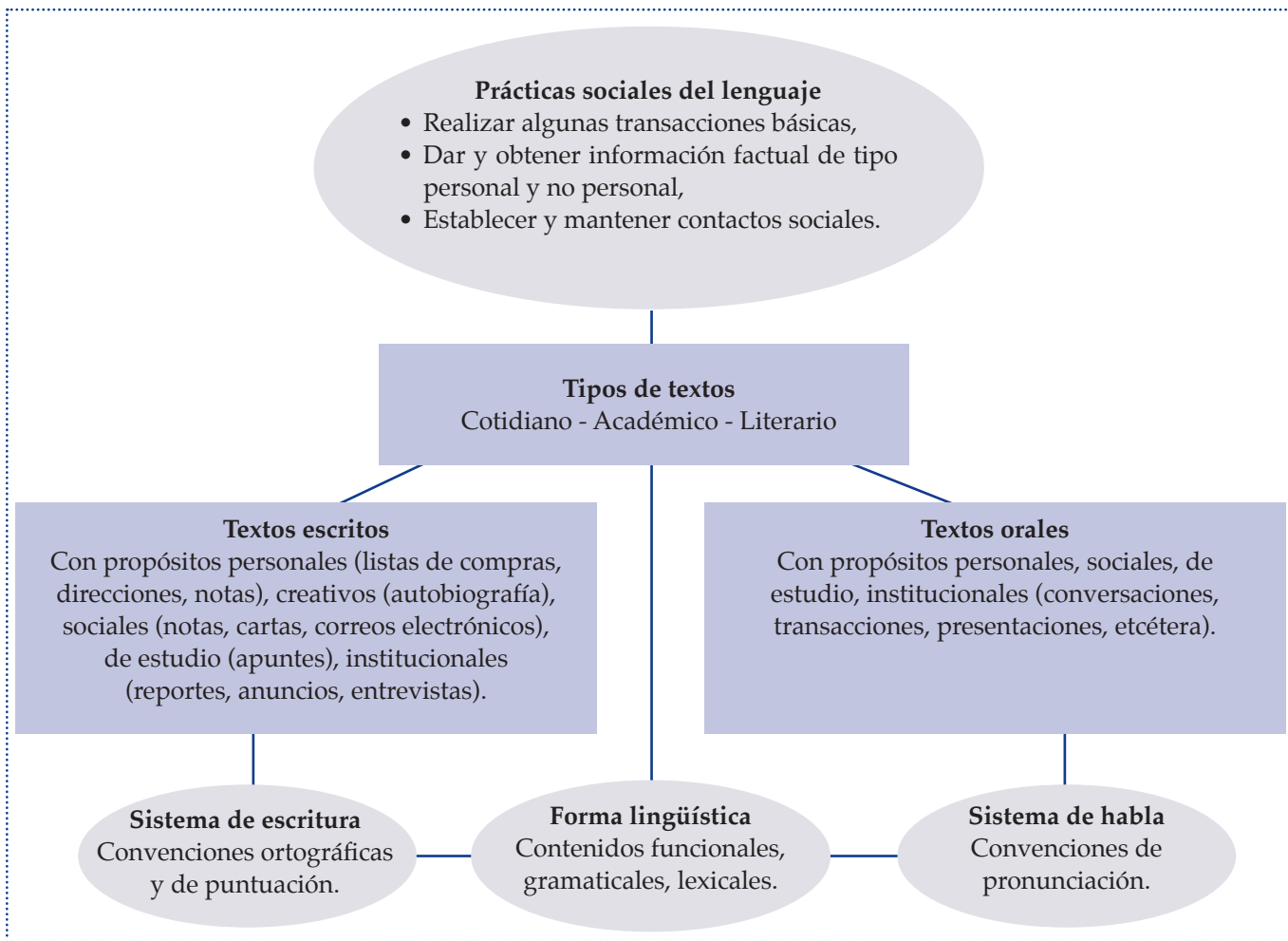
Figura 3. Prácticas sociales y funciones del lenguaje por grado.

Es importante mencionar que algunas de las funciones podrían ser ubicadas bajo más de una práctica. Por ejemplo, “Compartir información personal” se colocó bajo “dar y obtener información factual de tipo personal y no personal”, pero podría estar igualmente situada bajo “establecer y mantener contactos sociales”. El criterio seguido en este programa fue colocar cada nueva función bajo la práctica donde fuera utilizada con mayor frecuencia, dados los temas y contextos de los diferentes bloques. Así, dentro del contexto *Personal identification* (véase 1er grado, Bloque 1), la función “Compartir información personal” será mayormente utilizada para el intercambio de información que para la socialización. Sin embargo, en los bloques subsecuentes donde se recicla la función, su propósito de uso puede cambiar a socialización. Este punto sirve para ejemplificar, una vez más, la complejidad del lenguaje y la dificultad y riesgos involucrados al hacer divisiones tajantes con propósitos pedagógicos.

En un esfuerzo por reformular y clarificar la manera en que los contenidos están estructurados en el programa, se muestra una representación diagramática de la organización (Figura 4).

El diagrama ilustra que, para la INTERPRETACIÓN y la PRODUCCIÓN del lenguaje, hay tres tipos de prácticas sociales en las que los estudiantes se involucran (realizar algunas transacciones básicas, dar y obtener información factual de tipo personal y no personal, y establecer y mantener contactos sociales). Para que participen en estas prácticas, los estudiantes necesitan enfrentarse a una variedad de tipos de textos, los cuales pueden ser de naturaleza cotidiana, académica o literaria. Tales textos pueden ser presentados tanto en forma oral como escrita, y pueden servir a una variedad de propósitos (personales, de creatividad, sociales, académicos e institucionales). Ya sean escritos u orales, los textos siguen ciertas convenciones de la lengua con las cuales los estudiantes deben familiarizarse, y que son particulares de los sistemas de escritura y habla (convenciones ortográficas y de puntuación, y de pronunciación, respectivamente). Finalmente, el diagrama muestra que los estudiantes necesitan entender y utilizar algunos aspectos formales de la lengua (forma lingüística: funciones, gramática, léxico), los cuales son elementos de los textos orales y escritos.

INTERPRETACIÓN



PRODUCCIÓN

Figura 4. Estructura de contenidos.

4.1 Bloques

El presente programa provee a los estudiantes y maestros de una organización de contenidos por bloque (*thematic unit*). Hay cinco bloques por grado, uno para cada bimestre del año escolar. Adicionalmente, hay un bloque introductorio en primer grado, el cual debe ser cubierto durante el primer bimestre (haciendo un total de seis bloques para el 1er grado). Los bloques

delimitan el contexto dentro del cual serán tratados aspectos particulares de la lengua, y a la vez marcan una escala de tiempo para la enseñanza. Sin embargo, el número de horas que se dedique a cada bloque es flexible, y dependerá de las necesidades particulares de cada grupo. La figura 5 ilustra una posible distribución de bloques en un ciclo escolar.

| SEMANA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | | | | | | | | | | | | | | | | | | | | |
|---------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Primer grado | 6 sesiones INTRO | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 18 sesiones UNIT 1: PERSONAL IDENTIFICATION | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 24 sesiones UNIT 2: ACTIONS IN PROGRESS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 21 sesiones UNIT 3: HOBBIES, LEISURE AND SPORTS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 30 sesiones UNIT 4: DAILY LIFE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 21 sesiones UNIT 5: PLACES AND BUILDINGS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 24 sesiones UNIT 1: PEOPLE AND ANIMALS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 21 sesiones UNIT 2: HEALTH AND THE BODY | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 24 sesiones UNIT 3: SHOPPING AND CLOTHES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 21 sesiones UNIT 4: HOUSE AND HOME | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Segundo grado | 30 sesiones UNIT 5: PAST TIMES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 30 sesiones UNIT 1: MEMORIES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 21 sesiones UNIT 2: HEALTH AND THE BODY | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 24 sesiones UNIT 3: SHOPPING AND CLOTHES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 21 sesiones UNIT 4: HOUSE AND HOME | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Tercer grado | 30 sesiones UNIT 5: PAST TIMES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 21 sesiones UNIT 2: HEALTH AND THE BODY | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 24 sesiones UNIT 3: SHOPPING AND CLOTHES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 21 sesiones UNIT 4: HOUSE AND HOME | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 30 sesiones UNIT 5: PAST TIMES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SEMANA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | | | | | | | | | | | | | | | | | | | | |

Figura 5. Distribución de los bloques por año escolar.

Cada bloque está dividido en 7 secciones (título del bloque, propósito del bloque, prácticas sociales, aprendizajes esperados, reflexión sobre la lengua, competencia estratégica, y comentarios y sugerencias didácticas) que tienen como

propósito indicar al maestro los contenidos que se trabajarán y la manera de abordarlos. A continuación se presenta el esquema de un bloque (figura 6) aunado a una explicación de lo que se incluye en cada sección:

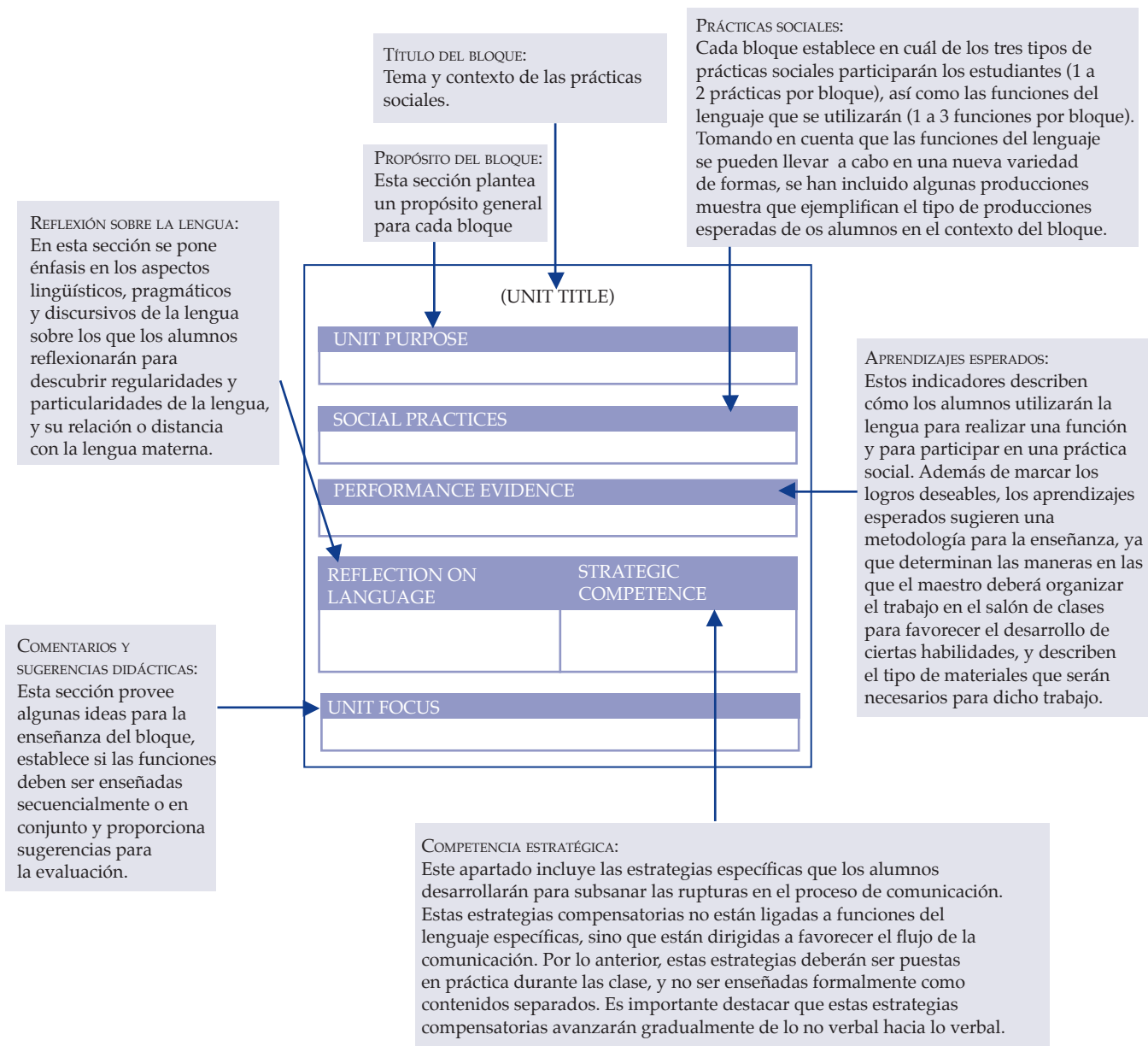
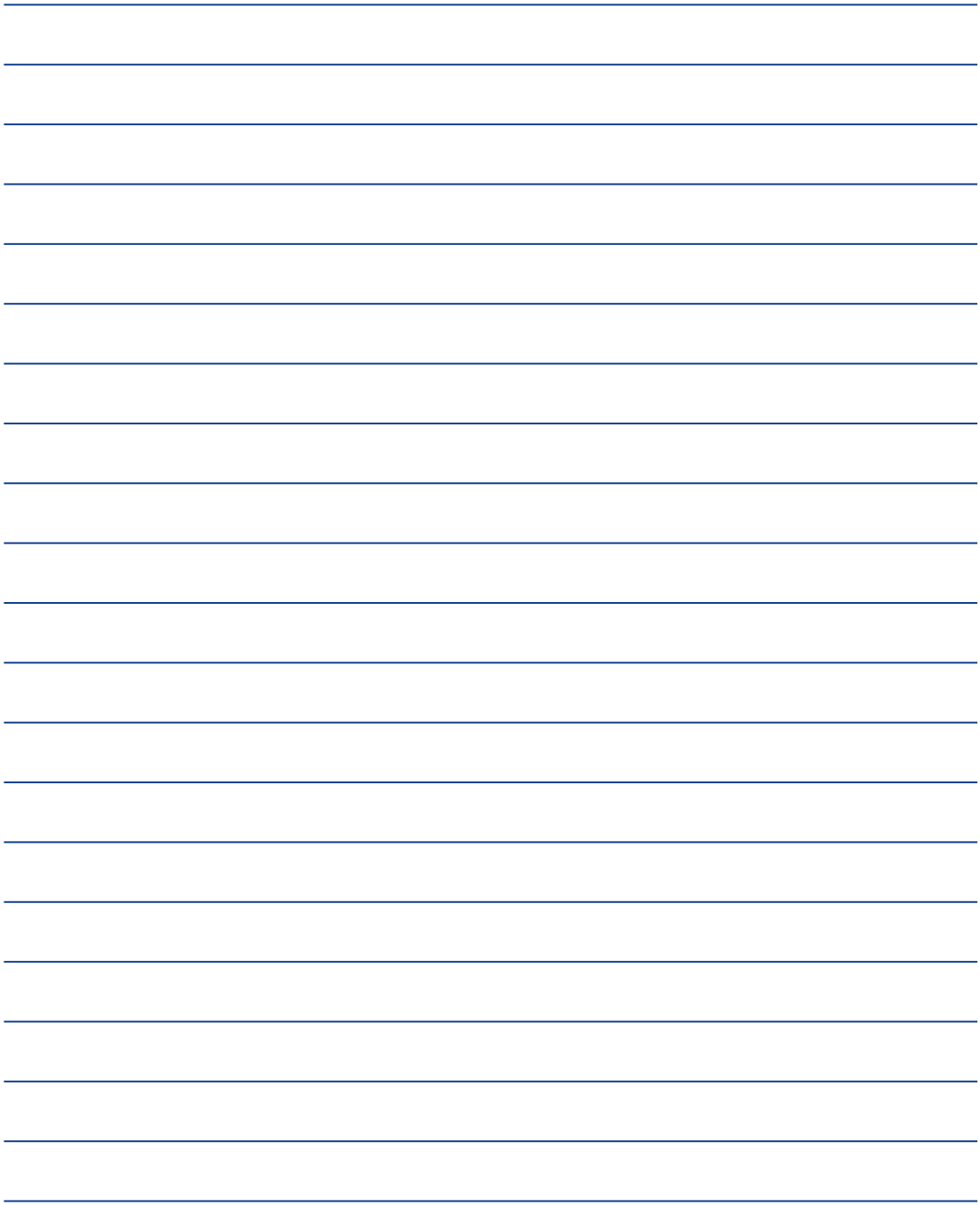


Figura 6. Esquema de los bloques.

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