Lengua Extranjera I

Programa de Estudio

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# 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

1.1. Introducing Oneself And Other People  
1.2. Asking For And Giving Personal Details

## PERFORMANCE EVIDENCE
Students can recognize 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 recognize 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
- 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 capitalization appropriately when completing a form where personal information is required, and when expanding/creating a letter/e-mail.

# 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.

2.1. Asking And Answering Questions About Personal Possessions  
2.2. Describing What People Are Wearing And Or Doing At The Moment Of Speaking
PERFORMANCE EVIDENCE
Students can recognize 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, and 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 (/s/) 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 organized 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

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.

3.1. Expressing Preferences Likes And Dislikes
3.2. Inviting And Responding To Invitations

PERFORMANCE EVIDENCE
Students can recognize 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 and format) to make predictions about the texts.
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 life or in the life of people and animals they are interested in.

4.1. Asking And Telling The Time
4.2. Asking For And Giving Information About Everyday Activities

PERFORMANCE EVIDENCE
Students can recognize 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 recognize and understand academic texts (academic articles and encyclopedias) 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 organized 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 capitalization appropriately when completing/expanding/creating a letter/e-mail.

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.

5.1. Giving Simple Information About Places
5.2. Asking The Way And Giving Directions

PERFORMANCE EVIDENCE
Students can recognize 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, and complete/expand a gapped text/map and/or to respond to a conversation.
- Can infer location of others.
- Can recognize cognates with particular reference to public buildings and places.
- Can relate information about places described in a text to own experience.

Students can recognize and understand academic texts (encyclopedic, historical and oral recounts) 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, and 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 organized 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, etc.) 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 the brochure, classified advertisement produced adequately when needed