Lengua Extranjera II

Programa de Estudio

Escuela Secundaria Oficial No. 0290 “Narciso Mendoza”

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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 PRACTICES

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

1.1. Expressing in ability in the Present

1.2. Describing people and animals

PERFORMANCE EVIDENCE

Students can recognize 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 recognizing 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 (/kæn/ or /k n/) and can’t (/kænt/)

Students can recognize 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 judgment 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 widen information about the animal or group of people described.
Students can recognize and understand short literary texts (tales, fragments of poems and stories) in order to express 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 and 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.

- Canpronounce intelligibly strong and weak vowel sounds when using modal verbs (can /kæn/ /k n/).

- 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 organize 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 organization 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 intelligibly 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 the classified advertisement or article produced adequately when needed

### 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 PRACTICES

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

1. Discussing the Body and one’s health
2. Giving advice
2.3. Making and answering offers and suggestions

PERFORMANCE EVIDENCE

Students can recognize 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 judgment 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 organize 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 organization 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.

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**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 PRACTICES**

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

3.1. Making comparisons expressing degrees of difference

3.2. Buying and selling things

**PERFORMANCE EVIDENCE**

Students can recognize 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 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 recognizing 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 (/ s/) and these (/i: z/), and -ty (/t /) and -teen (/tiːn/).

- Can express own judgment 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, and 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 (/s/) and these (/iz/)).

· Can identify the purpose for writing a description of items for sale, intended audience and type of text required (advertisement, catalogue); and generate and organize 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 the advertisement or catalogue produced adequately when needed.

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 PRACTICES

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

4.1. Describing accommodation

PERFORMANCE EVIDENCE

Students can recognize 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 phrases, 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 judgment 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, and 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 organize 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 organization 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 the brochure or advertisement produced adequately when needed.

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 PRACTICES

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

5.1. Expressing ability and inability in the past

5.2. Expressing past events

PERFORMANCE EVIDENCE

Students can recognize and understand quotidian texts (letters/e-mails, magazine/newspaper articles, recounts 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 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 recognize and understand academic texts (historical articles and biographies) in order to compare with the rest of the class their own interpretation and judgment 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 widen information about past situations

Students recognize and understand short literary texts (tales and fragments of stories) in order to express 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/ /ed/).

- 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 organize 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 organization 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.