Lengua Extranjera III

Programa de Estudio

Escuela Secundaria Oficial No. 0290 “Narciso Mendoza”

Calle Benito Juárez No. 10 Colonia Centro

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# 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 PRACTICES

### GIVING AND OBTAINING FACTUAL INFORMATION OF A PERSONAL AND NON-PERSONAL KIND

1.1. Asking for and giving information about past memories

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

## PERFORMANCE EVIDENCE

Students can recognize and understand quotidian texts (stories, letters/e-mails, magazine/newspaper articles, recounts 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 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 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 establish the sequence of interrupted activities and events in the past contained in literary texts.
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 PRACTICES

Carrying out certain transactions

2.1. Giving warnings and stating prohibition

2.2. Expressing obligation

PERFORMANCE EVIDENCE

Students can recognize and understand quotidian texts (warning signs, rules and regulations and conversations) in order to use them purposefully (regulate own behavior/activities, recognize the possible consequences of breaking rules, warn others about dangers).
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 PRACTICES

Carrying out certain transactions

3.1. Ordering meals

3.2. Discussing food and giving recipes

PERFORMANCE EVIDENCE
Students can recognize and understand quotidian texts (recipes, menus, commercial 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, commercial labels, magazine/newspaper articles, restaurant reviews.

Students can use language creatively and appropriately by adjusting lexis, phrases and grammatical resources in order to produce meaningful, relevant and clear texts (recipe, 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, article), and basic organization components of the text to be written (recipe: ingredients, procedure; article: introduction, body, conclusions).
- Can generate and organize ideas coherently in order to produce the skeleton of a recipe, 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 the recipe or article produced adequately when needed.

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 PRACTICES

Carrying out certain transactions
4.1. Asking for and giving travel information

4.2. Talking about future plans

PERFORMANCE EVIDENCE

Students can recognize and understand quotidian texts (diaries, personal notes, letters/e-mails, timetables, diagrams of public transport, road maps, travel brochures/guides, advertisements, plain/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, and 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 adjusting 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, and travel brochure/guide), and basic organization components of the text to be written (letter/e-mail: introduction, body, conclusions; travel brochure/guide: heading, subheadings, body).
· Can generate and organize 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.
**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 PRACTICES**

Establishing and maintaining social contacts

5.1. Making predictions about the future

5.2. Expressing degrees of certainty and doubt

**PERFORMANCE EVIDENCE**

Students can recognize 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 adjusting 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 degrees of 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 organization components of the text to be written (article: introduction, body, conclusions; horoscope: heading, body).
- Can generate and organize 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.