FOREIGN LANGUAGE. ENGLISH

SECONDARY FIRST GRADE SYLLABUS

CO 1	CO 2	Achievements	Teaching Guidelines	Assessment Recommendations
Family and Community	(A) Exchange views of a community service. (B) Exchanges associated with specific purposes.	• Listen and revise dialogues about community services.	• Offer your students a variety of activities with which they can: − Recognize topic, purpose and intended audience. − Detect contextual clues (e.g. background noise, relationship of speakers, etc.) − Identify form of communication (face to face or long-distance interaction). − Distinguish intonation and attitude. − Recognize speakers' actions that support meaning (e.g. adjusting volume, paraphrasing, making questions, etc.). − Notice language register.	• Collect evidence such as: − Table with information about a community service. − List of questions and answers to ask for and give information. − **Final product**: Role play. • Suggested evaluating instrument: − Evaluation rubric
		• Get the main idea.	• Guide your students for them to be able to: − Activate previous knowledge. − Anticipate general sense. − Clarify the meaning of words and expressions. − Distinguish the composition of expressions: types of sentences and modal verbs. − Identify use of words and expressions that contain ideas (e.g. *if, then, and, because*, etc.). − Detect key words. − Determine the structure of dialogues: opening, body and conclusion, and the sequence of enunciation: description, instruction, etc.)	
		• Exchange information about community services.	• Provide information and help students to learn how to: − Select appropriate repertoires of words and expressions. − Determine language register according to intended audience. − Fluently take turns to speak. − Include relevant details and interesting information. − Formulate and respond questions to ask for and give information. − Consult notes to remember information that is necessary to know. − Confidently and appropriately participate in brief dialogues. − Monitor their progress regarding an initial point.	
	(A) Exchanges associated with media. (B) Compose dialogues and interventions for a	• Revise silent short films.	• Use activities that allow students to get involved to: − Recognize topic, purpose and intended audience. − Differentiate characters. − Distinguish non-verbal language used by characters. − Identify relation between scenarios, actions and sound resources. − Determine the nature of actions (funny, tragic, etc.) − Value the cinema as a mean to reflect on emotions and experiences, people and their culture.	• Collect evidence such as: − Chart with sentences to compose dialogues. − Script with dialogues. − **Final product**: Script for a silent short film.

		• Understand the general sense and main ideas.	• Supervise and support for your students for them to be able to: − Anticipate general sense and main ideas. − Clarify the names of objects, actions and concepts. − Establish genre. − Get to know values and behavior in English-speaking countries.	• Suggested evaluation instrument: − Anecdotal notes.
		• Write lines and dialogues.	• Encourage your students for them to be able to: − Propose sentences to complete lines and dialogues. − Briefly justify the choice of sentences for a dialogue. − Include examples, appropriate details and interesting information, using adverbs. − Use connectors to link sentences and/or reformulate expressions. − Describe motivations, hopes, desires and/or ambitions, using expressions to shade them (e.g. *You may..., It might*…, etc.) − Order sentences into sequences to form dialogues. − Adjust verbal and non-verbal language according to a specific audience. − Adequate volume and speed. − Register lines and dialogues in a script format. − Perform dialogues.	
	(A) Exchanges associated with information of oneself and of others. (B) Exchange compliments, likes and dislikes in an interview.	• Listen to and revise likes and dislikes in the dialogues of an interview.	• Show your students a variety of examples for them to understand how to: − Value dialogue and language as a mean to exchange experiences. − Identify topic, purpose and intended audience. − Notice contextual clues in leisure situations. − Recognize behavior adopted by speakers to clarify and confirm comprehension. − Determine sequence of enunciation. − Identify language register.	• Collect evidence such as: − List of preferences with likes and dislikes. − Questions and sentences. − **Final product**: Dialogue about likes and dislikes.
		• Understand general sense and main ideas of dialogues.	• Describe and make explicit to your students the different ways in which then can: − Anticipate the general sense and main ideas. − Recognize the structure of dialogues (opening, body and conclusion) to determine the function of lines (e.g. interruption, confirmation, etc.) − Recognize the types of sentences used to express likes and dislikes. − Compare ways of expressing likes, compliments and dislikes. − Detect syntactic differences between British and American English: collective nouns agreement (e.g. *My favourite team is / are*). − Identify words used to connect ideas.	• Suggested evaluation instrument: − Evaluation rubric.
		• Express compliments, likes and dislikes in written dialogues.	• Think out loud for your students to understand how to: − Show empathy in oral interactions. − Determine language register and compose sentences. − Consider repertoires of words and expressions. − Order sentences into a sequence using connectors. − Include details in main ideas. − Make and respond questions to solve doubts.	

		• Express compliments, likes and dislikes in a dialogue.	• Provide your students information that allows them to: − Take roles as interviewer and interviewee, with and without the help of a script. − Use expressions to make time to articulate spontaneous answers (e.g. *hmm, that is an interesting question*, etc.). − Use question tags to request confirmation (e.g. *You used to be… didn't you?*) − Compose sentences that include *like* (e.g. *I like…*) to express likes and dislikes. − Use stranded prepositions to offer details (e.g. *The place they went to…*, etc.). − Express points of view in favor and against. − Use non-verbal language to reinforce what is being said. − Recognize appropriate moments to interrupt interlocutors. − Practice and follow rhythm, speed and pronunciation. − Adjust questions and answers depending on the interlocutor's reactions.	
	(A) Exchanges associated with the environment. (B) Agree with others a travel itinerary.	• Seek and consult information.	• Coordinate actions and activities in which students can: − Enlist proposals of destinations and ideas about travel. − Define sources of information to find out about destinations. − Discard proposals based on consulted information. − Take note of data that support viable proposals and ideas.	• Collect evidence such as: − List of ideas and proposals. − Notes with data and information that support proposals and ideas. − Comparative table. − List of agreements. − **Final product**: Itinerary. Suggested evaluation instrument: − Questionnaire.
		• Compare pros and cons of ideas and proposals.	• Support and guide your students to: − Contrast advantages and disadvantages using graphic material. − Add data to viable proposals and ideas.	
		• Build arguments to defend ideas and proposals.	• Motivate and give models to your students for them to: − Analyze reasons of proposals and ideas. − Use connectors to link reasons and data to build arguments. − Analyze expressions and strategies of persuasion (e.g. *Are you sure we…? That's quite a good idea, We really should go there*, etc.) − Reflect on ways to negotiate ideas and proposals (e.g. *I'm looking forward to…don't you agree? That's not good, It sounds fantastic*, etc.)	
		• Listen and express pros and cons to come to an agreement.	• Guide, support and offer feedback for your students to be able to: − Emphasize words or alter volume to get an effect of impact (e.g. *The **lake**, definitely, The national park, you say?*) − Recognize emotions in the language to persuade. − Talk clearly and loud enough. − Interpret body language to detect emotions. − Organize agreements showing assertiveness.	
Recreational and Literary	(A) Literary expression. (B) Read classic tales.	• Select and revise classic tales.	• Provide your students with a variety of opportunities for them to be able to: − Propose realistic learning goals. − Recognize textual and graphic organization. − Identify author(s). − Activate previous knowledge about narration elements. − Recognize topic, purpose and intended audience.	• Collect evidence such as: − List with key events. − Dialogues about the comprehension of a tale. − Rewritten sentences. − **Final product**: Big book.

		• Understand general sense and main ideas.	• Show your students various models for them to understand how to: − Anticipate content based on graphic and textual components. − Use different comprehension strategies (e.g. adjust speed of reading, self-questioning, etc.) − Recognize general sense and locate key events. − Determine number and order or key elements. − Value reading as a leisure activity.	• Suggested evaluation instrument: − Descriptive valuation scale.
		• Compare variants of pronunciation and writing.	• Make explicit to your students some strategies and resources that allow them to: − Classify sounds represented by different letters: uncommon clusters of letters which are absent in their mother tongue (ee, gh, etc.). − Consider differences between British and American spellings (-our / -or, -re / -er, etc.).	
		• Express key events orally.	• Give your students a variety of proposals for them to be able to: − Contribute with observations and points of view. − Express personal reactions and opinions about events. − Promote respecting others' opinions. − Recount events based on illustrations. − Make questions to locate specific information (e.g. *How often…? Who was the first…?, When did she…?*) − Express in progress and past actions (e.g. *They were… They had not/hadn't been… watching,* etc.).	
		• Rewrite key events.	• Involve your students in a variety of activities for them to be able to: − Remember and use repertoires of words and expressions. − Rewrite sentences and key events. − Sequence events.	
	(A) Recreational expression. (B) Produces constructive forecasts for others.	• Revise samples of written forecasts.	• Provide samples of forecasts and make links with your students previous knowledge for them to be able to: − Analyze topic, purpose and intended audience. − Value the use of graphic and textual components. − Understand sentences that describe future situations (*will, shall, be + going to)*. − Contrast types of sentences to express forecasts (affirmative, negative, interrogative, etc.) − Compare sentences with future, past and/or present verb forms.	• Collect evidence such as: − List with future situations. − Sentences describing future situations. − Constructive dialogue about own and others' forecasts. − **Final product**: Forecasts • Suggested evaluation instruments: − Anecdote
		• Listen and identify ways to express future actions.	• Provide models of forecasts to your students and encourage them to: − Listen to forecasts and discover future verb forms. − Distinguish future tense uses (e.g. making predictions, expressing intentions, etc.) in forecasts.	
		• Formulate and respond questions to understand forecasts.	• Create the necessary conditions for your students to learn, in a ludic way, how to: − Make and respond questions to make forecasts based on present situations (e.g. *What will happen if…? If we study, we will…*). − Show a critical and self-critical constructive attitude, to evaluate one self's and classmates' strengths.	

		• Write sentences that express future to create forecasts.	• Foster a collaborative atmosphere between students and guide them to understand different ways to: − Extend repertoires of words to express future. − Write questions and sentences that describe future actions. − Analyze letter clusters which are non-frequent or absent in their mother tongue. (e.g. *sh, ll*). − Link sentences with connectors to write forecasts about real or fictitious situations. − Promote feedback between classmates. − Check spelling and punctuations, in pairs.	
	(A) Understanding oneself and others. (B) Read comics to discuss cultural expressions.	• Select and revise comic strips in English.	• Share your own experience as a reader with your students and direct students' attention for them to understand how to: − Identify topic, purpose and intended audience. − Recognize graphic and contextual components. − Identify textual organization. − Recognize author(s). − Activate previous knowledge.	• Collect evidence such as: − Notes with ideas and beliefs expressed in in a comic strip. − Comparative chart. − **Final product**: discussion • Suggested evaluation instrument: − Self-evaluation and peer evaluation card.
		• Interpret content in comic strips.	• Foster a positive and warm atmosphere that guarantees students' confidence to: − Analyze the function of comic panels, speech bubbles, sound effects/onomatopoeias, etc. − Use different comprehension strategies (e.g. making questions about the content of the text, anticipate what follows, identifying explicit and implicit information, etc.). − Recognize behavior and values expressed in texts and comic panels. − Identify and share reactions (ideas and beliefs) to a text. − Compare own ideas and beliefs with those represented in comic panels and texts. − Value cultural diversity.	
		• Exchange opinions about cultural expressions in a discussion.	• Foster and guide your students for them to be able to: − Recognize ideas and take a stand. − Defend own ideas with arguments based on evidence (e.g. facts, examples and data). − Question stands based on common sense opinions (e.g. *Why do you say that? Really? Don't you think that…?*, etc.). • Make use of enough demonstrations and example for students to be able to: − Express points of view and acknowledge the interlocutor's answer (e.g. *That's what I think. What about you? / We'd love to have your opinion*, etc.). − Make preferences explicit. − Use examples to clarify confusion (e.g. *What I mean is that…/For instance/Let me show you*, etc.). − Make questions based on what the interlocutor said (e.g. *This a great scene with so many details / What kind of details, exactly?*, etc.).	
Academic and Educational	(A) Interpretation and follow-up of instruc...	• Select and revise bilingual dictionaries.	• Monitor the progress of students and intervene for them to be able to: − Value the function of textual and graphic components: lists of words, typographic signs, Arabic and Roman numbers, and abbreviations. − Locate sections assigned to each language. − Identify entries and subentries.	• Collect evidence such as: − Table with classified words. − Sentences. − **Final product**:

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			− Understand the use of numbers and special characters.	Instructions to use bilingual dictionaries.
		• Understand the use of textual components of bilingual dictionaries.	• Give your students opportunities to take decisions regarding what actions to carry out to manage to: − Show curiosity and interest in searching and obtaining information. − Locate words in English and in the mother tongue. − Read definitions of words in English and the mother tongue. − Determine types of words based on an abbreviations. − Understand instructions to use a bilingual dictionary.	• Suggested evaluation instrument: − Questionnaire.
		• Write instructions.	• Give your students opportunities to write for their own audience and, when doing so, help them to: − Classify types of words in a table. − Make a list of abbreviations. − Write lists of textual components. − Write instructions. − Revise verb forms: imperative. − Establish a number of instructions of steps. − Order sentences into sequences.	
		• Edit instructions.	• Promote the development and reflection on processes for your students to be able to: − Favor cooperation and integration in school work. − Value the use of punctuation signs and standard spelling. − Remove and/or add information in order to improve instructions. − Write final versions.	
	(A) Search and selection of information. (B) Write notes to elaborate human body schemes.	• Revise and understand information about the human body systems.	• Allow your students to participate in the planning of activities which help them to: − Analyze graphic and textual components. − Establish the relation between illustrations and text. − Define topic, purpose and intended audience. − Identify new words.	• Collect evidence such as: − Descriptions of a system. − A system diagram. − Dialogue based on questions and answers. − **Final product**: Notes for a human body system diagram.
		• Propose and answer questions about the human body systems.	• Provide examples and models regarding ways of using cognitive strategies and communicative skills to learn how to: − Extend repertoires of words and expressions. − Make and answer questions to describe components. − Use demonstrative determiners, verb forms (passives, participles) and adjectives (comparative and superlative) in questions and answers. − Reflect and act for the own and others' physical benefit.	• Suggested evaluation instrument: − Checklist.
		• Write notes to describe human body systems.	• Help your students understand that writing is a process that occurs gradually and can change from individual to individual or depending on the purpose and intended audience. Inspire security and support your students for them to be able to: − Write and/or rewrite sentences to describe components, summarizing information from sources.	

			− Use verb forms (present) and nouns (with / without determiner, compound, countable / uncountable) in the writing of notes. − Organize terms and descriptions in tables. − Establish a number of descriptions based on illustrations. − Order sentences to compose notes and relate them to pictures.	
		• Edit diagrams in teams and with the guidance of the teacher.	• Allow your students to discuss their own texts and give feedback for them to be able to: − Promote respect and collaboration in school work. − Value the use of punctuation marks and standard spelling. − Spot and clarify doubts. − Take off or add information to improve their notes. − Adjust language according to purpose and intended audience.	
	(A) Exchanges associated with specific purposes. (B) Present information about linguistic diversity.	• Select information.	• Give students time to reflect on how to learn to: − Formulate questions to guide their search of information. − Define criteria to select sources of information. − Evaluate the function of text components (e.g. index, headings, footnotes, bibliography, glossary, etc.). − Locate information that helps responding questions. − Use strategies to find information (e.g. Look at the index, titles, pictures, etc.)	• Collect evidence such as: − Investigation questions. − Criteria to select information. − Notes with information that responds questions. − Graphic support. − **Final product**: Oral presentation. • Suggested evaluation instrument: − Descriptive valuation scale.
		• Read information.	• Promote reflection on how to use students' knowledge about the use the language for them to learn to: − Define purposes for reading. − Relate previous knowledge to the text. − Detect frequent used words to anticipate general sense. − Use reading strategies (e.g. Determine the most important information of the text, reread information, infer implicit information, etc.).	
		• Rehearse giving a presentation.	• Inspire confidence and security in your students for them to be able to: − Prepare notes and graphic resources that support their presentation. − Classify and compare prosodic resources (e.g. volume, rhythm, clarity). − Define language register. − Revise and practice non-verbal language (e.g. facial expressions, body posture, eye contact, gestures, etc.) • Open spaces for your students to practice giving presentations.	
		• Give a presentation.	• Generate the necessary conditions to create an kind atmosphere in which your students feel confident enough to be able to: − Make explicit references to the topic and questions of the investigation (e.g. *I would like to add…*). − Combine oral interaction with graphic resources and the use of notes to aid their memory. − Use expressions to bring up a topic (e.g. *As I was saying…*). − Summarize or extend information to clarify ideas (e.g. *Finally…*/*Let me say something else…*, etc.). − Invite the audience to formulate questions or make comments (e.g. *Now, have your say,*	

			Any doubts?, etc.) − Confirm or clarify ideas (e.g. *Are you saying…?, Do you mean that…; etc.*). − Consolidate their strengths in the use of English.	