FOREIGN LANGUAGE. ENGLISH

SECONDARY THIRD GRADE SYLLABUS

CO 1	CO 2	Achievements	Teaching Guidelines	Assessment Recommendations
Family and Community	(A) Exchanges associated with specific purposes. (B) Talk about cultural habits of different countries.	• Negotiate the topic of a conversation (cultural habits).	• Provide different opportunities for students to manage to: − Determine what cultural habit they will talk about, based on common interests. − Express their points of view. − Support their points of view with reasons, examples and evidence. • Provide authentic opportunities for students to participate in planned and unplanned conversations.	• Collect evidence such as: − List of cultural habits. − Mind map. − Proposition. − Opinions. − **Final product**: Conversation • Suggested evaluation instrument: − Scale to value performance.
		• Exchange propositions and opinions to initiate a conversation.	• Make explicit for your students ways of exchanging propositions and opinions for them to be able to: − Take the floor naturally (e.g. refer to a fact known by both interlocutors, bring up a previous exchange, etc.). − Use expressions to repair a false start (e.g. *John, I mean… Lucy/ On Monday, no…on Tuesday*, etc.). − Extend their repertoire of words and expressions about cultural habits. − Express and interpret propositions and opinions. − Distinguish between facts (things that can be proved) and opinions (things that cannot be proved), creating links to previous knowledge. − Interrupt the interlocutor appropriately and at the proper time.	
		• Formulate and answer questions to go deeper in the conversation.	• Encourage your students to monitor their conversation and create the necessary conditions for them to be able to: − Formulate questions based on what has been said by the interlocutor. − Recall propositions to answer the interlocutors' questions. − Modify questions according to the reactions of the interlocutor.	
		• Use strategies to keep a conversation about cultural habits going and to conclude it.	• Make explicit demonstrations of strategies and intervene to support your students for them to be able to: − Engage others in a conversation (e.g. *Why don't we ask… / we should go and ask…*, etc.). − Detect information gaps in the participation of others. − Develop basic control of what is said in order to avoid information gaps. − Arouse the interlocutor's interest by means of the use of words and expressions that determine qualities or properties (e.g. *A surprisingly common habit in New Zealand is…, an increasingly amount of people had been led to believe that Norwegians are…*). − Verify the order of adjectives when using some of them to describe a single entity (e.g. *an old French habit is…, a specific Indian food staple is…*, etc.). − End a conversation with expressions that show politeness and cordiality (e.g. *Well, I'll see you around/Hopefully, we can go on talking about this…*, etc.).	

	(A) Exchanges associated with media. (B) Exchange emotions and reactions caused by a television show.	• Examine television programs.	• Take advantages of your students' strengths in relation to what they are able to do with the language in order for them manage to: − Compare topics, purposes and intended audience. − Analyze language register used by participants. − Interpret non-verbal language and attitude of interlocutors. − Value function and purpose of visual (e.g. ticker, subtitles, etc.) and sound resources (soundtrack, sound effects, etc.). − Compare pauses, rhythm and intonation used by participants.	• Collect evidence such as: − Comparative table with registers of speech. − Emotions diagram. − List of questions. − Sentences to express emotions. − **Final product**: Interview. • Suggested evaluation instruments: − Control card.
		• Interpret general sense and some details.	• Prompt your students to explore, clarify or broaden a line of thought by means of the formulation of questions, hypothesis, deductions, speculations and answers to the ideas of others. Create the necessary conditions for your students to be able to: − Clarify the meaning of words using key words or contextual clues. − Reflect on the relations between actions, pictures, dialogues and sound resources. − Recognize technical or specialized information. − Identify grammatical differences between British and American variants (e.g. *the team is /are, had got / gotten*, etc.). − Analyze the communication situation (e.g. place, participants, relationship between them, etc.). − Discriminate main ideas from information that broadens, exemplifies or explains them.	
		• Write notes about emotions and reactions to participate in an exchange of views.	• Encourage your students for them to achieve their own goals and open opportunities for them to apply and practice what they already know, so that they manage to: − Formulate and respond questions about the content and emotions generated by a TV program. − Consider similarities and differences between their mother tongue and English, when writing questions and answers. − Write expressions to share emotions. − Take into account grammatical particularities of the English language (e.g. nouns and adjectives do not have gender in English), when writing expressions. − Include explanations of main ideas in exchanges.	
		• Share emotions and reactions.	• Monitor the development of your students' skills to decide whether to provide individual or group support. Help your students to manage to: − Link sentences to express emotions and explain what originated them (e.g. *When I saw him singing, I literally jumped out of my seat. / What a good program! I felt curious about the last scene*). − Vary intonation, rhythm and volume. − Use resources to make time (e.g. *hmm, er, you know*, etc.). − Monitor voice use (e.g. volume, speed, etc.). − Adopt body postures and use facial expressions that indicate emotions like surprise, pain, anger, etc.).	

(A) Exchanges associated with information of oneself and of others. (B) Interpret and provide descriptions of unexpected situations in a conversation.	• Listen and value descriptions of unexpected situations shared in an oral exchange.	• Explain your students the importance of strategies used to talk and model how do develop them, in order for them to manage to: − Anticipate topic, purpose and intended audience based on contextual clues. − Identify attitudes and emotions. − Value register and acoustic features (e.g. higher speed, high pitch, etc.). − Notice syntactic particularities of English: absence of double negative (e.g. *They didn't go anywhere, They had no time to lose*).	• Collect information like: − Descriptive sentences. − Descriptions of unexpected situations. − **Final product**: Oral testimony.
	• Interpret general sense, main ideas, and some details.	• Make explicit demonstrations of how to use language for learning (e.g. exchange pieces of writing, descriptions, etc.). Accompany and monitor students for them to manage to: − Interpret contextual clues. − Distinguish ways of describing unexpected situations (e.g. *Then, I saw a person who was dressed…/ We were about to leave when…., etc.*). − Compare direct and indirect speech (e.g. *He told us: Stop! / He asked us to stop*, etc.). − Analyze changes in style according to situation and context. − Make the most of repertoires of words and expressions to construct meaning. − Evaluate intentions of participants. − Identify main ideas and information that extend them, exemplify and explain. − Recognize strategies used to reformulate ideas, adjust volume and speed, and negotiate meaning. − Determine sequence of enunciation.	• Suggested evaluation instrument: − Control questionnaire.
	• Describe unexpected events.	• Make explicit demonstrations of effective communication strategies so that students get to know what to do when there are break downs in communication. Help them to: − Respond answers to understand descriptions. − Include adjectives and adverbs (of time, quantitative) in descriptions. − Change direct speech into indirect speech and vice versa. − Adjust speed, rhythm, diction, and intonation. − Use strategies to reformulate ideas and repair communication (e.g. *I don't know how it is called, It is this kind of wheel that pushes water out of a river…*, etc.). − Produce spontaneous descriptions of unexpected situations. − Maintain an oral exchanges with the help of non-verbal language.	
(A) Exchanges associated with the environment. (B) Discuss concrete actions to address rights of youth.	• Present initial proposition.	• Get students notice that agreements and consensuses are part of a process of discussion. Create the conditions for your students manage to: − Define controversial points. − Value reasons of a controversy. − Make a proposition of their own. − Justify opinions with reasons.	• Collect evidence such as: − List of rights to be discussed. − Table with controversial points.

		• Assume a personal posture and anticipate others'.	• Teach your students how to monitor and value their progress in the command and competence of English, and inspire security so that they manage to: − Make tentative proposals using expressions like: *Let's think for a moment…; What would happen if…;* etc.). − Differentiate opinions from facts in their own and others' arguments. − Analyze evidence that support arguments. − Use comparative (e.g. *as…as*), contrastive (e.g. *although, whereas, while*, etc.) and consequence expressions (e.g. *so that, in order to*, etc.) in their arguments.	− Chart with arguments in favor and against. − **Final product**: Public discussion. • Suggested evaluation instrument: − Descriptive value scale.
		• Offer counterarguments and defend their posture in a discussion.	• Explicitly model talking and listening skills students need to participate in a group discussion (e.g. turn-taking, gestures, eye contact, etc.), so that students manage to: − Analyze facts, example and/or data that support their own and others' arguments. − Ask for clarification by means of a question (e.g. *When you say…, do you mean….?*, etc.) or an affirmation (e.g. *I think I don't get it….I.*). − Express agreement (e.g. *I agree when you propose…*) or disagreement (e.g. *There could be another way to do it, why don't we…*). − Question evidence that support others' arguments (e.g. *Are you sure that…? / Maybe that example is not the best…*). − Adjust postures (e.g. *Well, after listening to you, maybe you're right; It seems that your proposal is better*…, etc.) and revise points of view based on others' contributions.	
Recreational and Literary	(A) Literary expression. (B) Read poems.	• Select and explore poems.	• Foster a positive attitude towards reading and motivate your students to read for leisure. Model reading aloud poems, so that students manage to: − Value knowledge and familiarity with the topic. − Enjoy and appreciate reading. − Connect with their emotions. − Relate their own repertoire of words and expressions with poems.	• Collect evidence such as: − Selection of poems. − Charts with moods and opinions. − Questions and oral answers about moods. − Check lists. − **Final product**: Inventory of emotions. • Suggested evaluation instrument: − Self-evaluation card.
		• Understand general sense, main ideas and some details.	• Generate a nice and relaxed atmosphere that invite students to reflect about life, values, feelings, etc. challenge your students to feel words, so that they have the conditions to manage to: − Read and reread poems. − Use a diversity of communication strategies (e.g. adjust speed of reading, consult sources, etc.). − Identify high use frequency words (e.g. reflexive pronouns, relative pronouns, etc.) types of sentences and adjectives (e.g. comparative, superlative, etc.). − Contrast rhythm in verses. − Classify clusters of words that correspond to the same sound (e.g. *ea, ee, /oo, ue,* etc.) − Notice homophones (e.g. *too, two*). − Make connections within texts using explicit and implicit information. − Infer main ideas based on details.	

		• Describe moods.	• Offer opportunities for your students to explore feelings, values and attitudes. Promote a positive and constructive environment in which they feel comfortable and secure to share what they feel. Intervene to offer feedback and help with the election and construction of expressions, so that your students manage to: − Create mental images based on the reading of poems. − Self-question and respond questions to infer moods. − Associate their own moods with those expressed in poems. − Recall moments and memories to recognize feelings. − Express personal answers.	
		• Write sentences based on words and expression that communicate moods.	• Stimulate and motivate your students to value their own and others' feelings, and to reflect on their importance in the life, so that they have the conditions to manage to: − Write sentences to describe moods (e.g. *I felt quite joyful because that description moved me so much; That image was so impressive… I was so compelled*, etc.). − Organize sentences into paragraphs to describe feelings and emotions. − Analyze the effect that punctuation marks (exclamation mark, question mark, etc.) and upper case have in the wording or sentences about feelings.	
	(A Recreational expression) (B) Guess and formulate hypotheses about past events.	• Choose a past event.	• Help students to: − Propose past events for a game of enigmas. − Value the interest caused by past events. • Encourage students to use skills of deduction for recreational purposes.	• Collect evidences such as: − List with the criteria for the selection. − Detailed description past events. − Game rules. − Peer evaluation card. − **Final product**: Enigma inventory. • Suggested evaluation instrument: − Anecdotes
		• Describe enigmatic events.	• Allocate time to play with language and involves students in planning and decision making. Challenge their skills and knowledge to solve puzzles to: − Analyze characteristics of past events starting from facts and evidence. − Ask questions to get details about the event (e.g. *What happened? When it could happened, Who may have done it? Why did it happened in that way?* etc.) − State events (e.g. *A vase appeared broken in a living room*). − Include details to precise conditions (e.g. *A huge old glass vase got broken in a dark living room*).	
		• Formulate hypothesis to guess riddles that explain past events.	• Give opportunity and time to make students reflect on how their knowledge, experience and perspective influence their way of speaking and listening. Provide examples and models of how to formulate hypotheses to: − Formulate assumptions about probable causes that originate passed events, based on available evidence (e.g. *It may have been a cat who broke the vase.*). − Propose alternative assumptions (e.g. *I rather think that the wind make the vase fall*). − Connect information to consolidate assumptions (e.g. *If there was water, somebody may have slipped and she / he must have broken the vase*). − Share ideas for evaluating assumptions according to their feasibility (e.g. *That does not convince me, because..., Maybe your option is better, as...*).	

	(B) Read fantastic literature or suspense to evaluate cultural differences. (A) Understanding oneself and others.	• Select and revise narratives.	• Provide students varied recreational materials to read and provide them with opportunities to be them who choose. Focus your attention on the exploration of textual organization to: − Reflect on how language varies depending on the subject, purpose and type of communication. − Identify publication data (title, author, publisher, etc.). − Contrast subject, purpose and recipient. − Notice patterns of textual organization.	• Collect evidence such as: − List with actions. − Oral descriptions of characters. − Anecdotal record. − **Final product**: Comic book
		• Read narratives and understand general sense, main ideas and details.	• Make explicit demonstrations of strategies for understanding and identifying words and expressions to students, that help recognize the events and their characteristics to: − Think about the resources used by the author and illustrator to cause various effects in the text that influence the reader. − Use various strategies to understand the development of actions. − Identify times and verb forms in paragraphs (present and past perfect, gerund, past participle, conditionals). − Recognize main character (s), secondary character (s) and/or incidental character (s). − Indicate details (attitudes, behaviors, etc.) and recognize direct and indirect speech. − Identify verbs that are used as nouns or adjectives.	• Suggested evaluation instrument: − Evaluation rubric.
		• Describe characters.	• Develop activities that help students practice how to scan a text to locate specific details to: − Express personal reactions from texts. − Contrast the own repertoire of words and expressions with the one of the story. − Select proper adjectives and adverbs to describe characters. − Listen to opinions of others to recognize different interpretations.	
		• Complete and write statements from characters' actions and features.	• Provide students the necessary time and support to creatively develop their knowledge and skills to: − Answer questions to describe characters. − Make paragraphs, based on statements. − Describe physical characteristics, skills and actions to describe characters. − Check spelling and punctuation.	
Academic and	(A) Interpretation and follow-up of instructions.	• Select instruction sheets and evaluate their content and structure.	• Help students to be aware of the role that play the purpose, organization, structure and features of language in texts to: − Select instruction sheets according to topic and purpose. − Understand how textual organization and graphic components help to the understanding of their content.	• Collect evidence such as: − List with the components of an experiment.

		• Interpret instructions.	• Show students how the activation of previous knowledge helps to give meaning to the text information. Help them to: − Read instructions and recognize forms of expressing actions (present simple, imperative, infinitive and gerund), specify them (e.g. using adverbs) and link them. − Anticipate general sense. − Use your repertoire of words and expressions to deduce and clarify the meaning of words and expressions. − Classify abbreviations for their meaning (e.g. *liter-lt; kilogram-kg,* etc.). − Follow instructions to check understanding.	− Sequence of instructions. − **Final product**: instructions for an experiment. • Suggested evaluation instrument: − Evaluation between peers card
		• Write instructions.	• Accompany and monitor their students to: − Ask questions about procedures to complete statements. − Set number of steps. − Use bullets, ordinal numbers or words that indicate sequence. − Write statements both simple and complex. − Organize statements in sequence according to the procedure.	
		• Edit instruction sheets.	• Make students an explicit demonstration of how you edit your texts and give them the opportunity to practice to: − Verify the order of statements in the sequence. − Remove, add, change and/or substitute information to improve instruction sheets. − Check spelling and punctuation. − Make final versions. − Discuss with students how to adapt instruction sheets for different audiences.	
	(A) Search and selection of information (B) Write a brief report on a historical event.	• Select and revise descriptions of historical events.	• Monitor students as they explore descriptions to: − Anticipate content from textual organization and graphic components. − Contrast subject, purpose and intended audience. • Provides opportunities for students to compare ways of expressing past actions (e.g. actions parallel in the past: *While China was headed by an Emperor, many European countries had…,* actions performed by others: *People told how they had been better in a previous era,* etc.) and verb forms used to express them.	• Collect evidence such as: − Mind maps. − Events in chronological order. − Notes. − **Final product:** Reports on historical events for an anthology. • Suggested evaluation instrument: − Questionnaire.
		• Understand historical texts content.	• Collaborate with students and invite them to: − Classify new terms by their meaning and relate them to their own repertoire of words and expressions (e.g. old clothing: tunic, wig, gown; types of rulers: king, emperor, etc., names of ancient cultures and territories: Burgundy, Olmec, etc.). − Reflect on the presence of auxiliaries in negative and interrogative declarative statements (e.g. *That **did** not happen until 1945 / **Do** we need any more evidence than that?* etc.). − Differentiate main ideas from secondary ideas. − Express general meaning of a text. − Select key events from chronological order.	

		• Write brief reports.	• Provide students models and strategies to summarize information in a report, and help them to: − Compose simple statements (e.g. *The Treaty of Versailles was signed in 1919*) and complex (e.g. *While living conditions worldwide have improved, there are some who do not agree*) paraphrasing main ideas. − Use double genitive expressions for marking belonging relations and avoid repetitions (*King John was… A son of his, prince…, was...* etc.). − Complete conceptual maps with information that extends the main ideas. − Emphasize and clarify ideas in texts (***Quickly**, he realized that...; The situation had become too complicated, **Everybody / Somebody** held the belief*) through the use of adverbs and pronouns. − Set order of key events in timelines. − Group similar information statements to form paragraphs, using expressions and connectors that show sequence (as soon as, after), simultaneity (at the same time, during, etc.) or cause and effect (because, since, as, etc.).	
		• Edit reports.	• Collaborate with students to: − Check punctuation and spelling of adverbs and connectors. − Remove, add, change, or reorganize information to improve texts. − Clarifying ideas based on the recipient and purpose. − Make final versions.	
	(A) Exchanges associated with specific purpose. (B) Write agreements or disagreements to intervene in a debate on one of the fine arts.	• Look for a topic of interest in various sources.	• Coordinate students to: − Review and select texts on controversial art topics. − Recognize textual organization and graphic components. − Determine purpose and recipient of the debate. − Detect points to discuss. − Value the reasons of the points to discuss. − Build an approach of your own. − Praise and encourage others to do the task.	• Collect evidence sush as: − Cards with researched information. − Paraphrased expressions, examples and explanations. − Evaluation rubric. − Recording and registration of the debate − **Final product**: Debate arguments. Suggested evaluation instrument: - Value scale.
		• Read texts and interpret general sense, key ideas and details.	• Promote among students activities that allow them to: − Identify key concordant and conflicting ideas with a personal opinion. − Make connections between a personal opinion and concordant or conflicting information − Recognize expressions to express arguments or concordant or conflicting points of view on a subject. − Distinguish writing differences between British and American English (e.g. learned, learnt; dreamed, dreamt, etc.). − Detect information concordant or conflicting with a personal opinion.	

	• Value agreements or disagreements about a topic of interest, for writing arguments.	• Offer models that allow students to: − Select information to write agreements or disagreements. − Organize concordant or conflicting information with a personal opinion. − Write statements to express arguments in favor or against. − Value the use of passive voice, pronouns (e.g. personal, reflective, etc.) and the possessive genitive (human's features, etc.) to write clear and understandable statements. − Paraphrase and/or choose information that expand, exemplifies, and explain the arguments. − Recognize the importance of synonyms and connectors in paraphrasing. − Use words or emphatic expressions (*Exactly! That is just what I... / Of course...*) or qualify (*That might be... / Quite the opposite...*) agreements or disagreements. − Use connectors to link statement in a paragraph.	
	• Participate in a debate.	• Contribute with your experience so that students can: − Use a neutral language (e.g. *Some people are forgetting to...; I feel frustrated when...; It might help...*). − Involve others in a debate (*What do you think, Lola?*). − Ask for clarification or repetitions (*I didn't understand the question, could you repeat it?* etc.), or offer help to improve communication (*Ah, do you mean...?,* etc.). − Offer feedback and summarize comments (*So far we have discussed / To summarize...*).	