

# NATIONAL CURRICULUM

7TH GRADE TO 10TH GRADE



## **ENGLISH AS A FOREIGN LANGUAGE**

APPROVED BY THE NATIONAL COUNCIL OF EDUCATION

CURRICULUM AND EVALUATION UNIT  
MINISTRY OF EDUCATION  
DECEMBER 16<sup>TH</sup>, 2013

# English Curriculum

## 7<sup>th</sup> Grade to 10<sup>th</sup> Grade

### Introduction

Learning other languages and understanding the culture of their speakers are essential skills for the development and success of students in the globalized world of the 21st century. It contributes to cognitive and professional development, and to being able to respect and understand the worldview of other cultures while appreciating one's own, and to develop global awareness. Learning other languages allows students to interact effectively with the rest of the world and to access new knowledge through technology and social media<sup>1</sup>.

Technological developments, new communication tools and social and cultural changes in recent decades have prompted the need for a common language and have made English an international language (EIL). The number of people learning English around the world increases considerably every year. As a result, in that the number of speakers of this language as a non-native language is even greater than the population of native speakers<sup>2</sup>. This has led to the learning of English currently being described as an "additional language" which is taught as a second or third language, and thus, in many countries it no longer has the connotation of "foreign".<sup>3</sup> As a consequence, English-language teaching has become a basic and fundamental element of students' education in schools and it is a key tool that allows them to access information and new knowledge.

Students from seventh to tenth grade have a greater capacity for abstract thought and concentration. They also develop a more critical view of the world, and aspects such as motivation and self-esteem play a fundamental role in their language learning process<sup>4</sup>. Their multiple interests and the development of greater independence increase their chances of having contact with the English language outside the classroom through mainstream media, social media, films, music or videos on the web, which are a great source of learning. English teaching must consider these changes and communication in class must occur through new interesting topics and challenging and motivating tasks. New technologies must also be integrated through multimodal texts. All of this gives students the opportunity to make decisions regarding their own learning.

During these school years, students will continue to develop their English skills to communicate in real life-like situations and to access varied information that will contribute to further development in their future academic or professional life. Students are also expected to acquire cognitive skills such as critical and creative thinking that will help them evaluate, organize and internalize the new information and learning they gain through language.

## **Student profile upon completion of the second year of secondary education**

Students who have accomplished the Learning Outcomes of the English Foreign Language course upon completion of the second year of secondary education show a confident and positive attitude towards the language. They use English to communicate their ideas and opinions at a close to intermediate level in basic and varied communicative situations such as having a conversation about familiar topics, finding general information in English texts on the web or other media, or in written texts such as e-mails or *online* conversations about everyday topics.

At this stage students can understand the general meaning, main ideas and relevant details in a variety of simple adapted or original oral, written and/or multimodal texts about familiar topics or contexts. They can follow oral instructions to engage in actions or solve problems related to common situations and identify the topic, context, place and participants in simple conversations. Students can recognize meaningful and relevant ideas and specific information when reading descriptive, narrative, informative or argumentative texts on familiar, and some less familiar, topics. They can value and recognize the ability to read both literary and non-literary texts becoming more fluent in English and learning about other subject areas or current topics. Through the use of different strategies such the use of images, body language and gestures, identification of key words and skimming or scanning texts to look for specific information, students can successfully understand what they have read and heard.

They can also participate in different simple communicative exchanges on familiar or everyday topics and maintain a sustained interaction by answering or asking questions, using clear and simple language with an intelligible pronunciation that does not interfere with communication. Students can make a presentation on a topic of their personal interest or other topical issues, tell a story or experience in an oral presentation, express themselves clearly and use gestures, intonation and visual and/or digital support to help communicate the message.

Students can write simple average length texts (letters, notes, narrations, e-mails, descriptions) for different purposes about topical issues or those of personal interest. They can plan, evaluate and use the necessary tools to edit their texts and organize them considering formal elements of the language such as the use of capital letters, spelling or grammatical structures learned. They use the dictionary (in hardcopy or electronic format) and word processor to support writing.

At this stage students also recognize the relevance and value of English to communicate with other cultures and communities and as a tool for learning about, appreciating and enjoying literary and cultural expressions of the English language.

\* By the end of 10th Grade students are expected to reach a level close to B1 or lower-intermediate according to the Common European Framework.

## The subject approach

In language teaching both the context in which the learning takes place and the different characteristics of the learners must be taken in consideration. Depending on this, teachers can decide on the suitable methodologies to be used. The national English curriculum emphasizes the development of communication skills in English, which implies that students acquire knowledge that allows them to:

- use the language appropriately depending on a specific context, situation, function and participants
- use organizational elements of the language (vocabulary, grammar, phonetics and spelling) to express and negotiate meaning.
- use connected sentences to express messages fluently
- consider possible cultural differences and being empathetic and respectful towards participants
- using strategies that help them to maintain communication and overcome possible limitations in the use of language skills<sup>5</sup>

Communicative language teaching addresses language as a means of communicating meanings and as a tool for interaction in which the message and the use of language are relevant, and the topics are meaningful and interesting to learners. All elements of language (grammatical structures, functions, pronunciation, vocabulary and use of strategies) are important for developing the ability to communicate successfully. Furthermore, the integrated learning of English language skills (listening comprehension, reading comprehension, oral expression and written expression) is also emphasized so that students can communicate effectively and meaningfully, in different situations and for a variety of communicative purposes.

Currently, when addressing the learning and acquisition of a new language, several authors agree on relevant principles or guidelines that should be considered in the implementation of communicative language teaching. The most relevant aspects are the following:

- Language learning depends on interaction with others. In this sense, collaborative or cooperative learning offers students the opportunity to interact in the language by solving a pedagogical task that requires the communicative use of the language to achieve an objective. This task is carried out in groups whose members must use the language in communicative, meaningful, contextualized and real-life situations. Meaning is negotiated and students work autonomously, taking different roles within the group and becoming responsible for their work.
- Communication becomes meaningful when the message is relevant, interesting and motivating. Through language students can connect with other subject areas and expand their knowledge about different topics. Teaching English through content facilitates the integration of skills and offers a more holistic view of language and knowledge.
- The development of autonomy among students makes them more aware of the way they learn, helps them to identify their strengths and work on their weaknesses. In this sense, the teaching of language learning strategies or the development of critical thinking in students helps them to discover their needs, skills and the best ways to learn the language to become autonomous learners.

- In order to learn the language, students must constantly be exposed to comprehensible input. Comprehensible input is here understood as contextualized messages in the language that are slightly above the students' mastery but that they are capable of comprehending for the most part. Because it is understandable, the information will be meaningful and can be incorporated by the learner by relating it to previously known information.
- The meaningful and contextualized use of language implies that its structures and forms must be considered as elements that support communication and the actual use of language, which is not seen as an object of study in itself, separate from comprehension or expression. The main goal of English learning is to use it in real-life situations rather than analyzing its parts or practicing its structures in a repetitive way. Grammar inductive learning through communicative tasks placed within a context will facilitate the learning of the language.
- By learning a language, you also learn about the culture of its speakers. As English is an international language, a wide range of cultures and customs can be accessed. It is important to develop in students a cultural awareness that allows them to appreciate characteristics of different cultures and especially of their own.

The National English Curriculum highlights relevant elements for the learning of the language in this cycle and complements those previously proposed for elementary education. The main emphasis of the English curriculum is:

#### **Development of critical and creative thinking**

In this mediatic and interconnected world it is essential for students to develop crucial thinking skills which are necessary to handle this amount of knowledge in a wise and organized manner. To face the challenges of the 21st century, students must be able to analyze, synthesize and interpret information, solve problems and ponder their own ways of learning and thinking.

Paul and Scriven define thinking skills (also known as critical and creative thinking skills) as intellectual processes involved in the conceptualization, application, analysis, synthesis or evaluation of information obtained or generated through observation, experience, reflection, reasoning or communication. The way these intellectual processes are developed is through metacognition, that is reflecting about one's own way of thinking.

Thinking skills are essential to language learning, as students infer, question, look for alternatives and solve problems when confronting information in the new language, making use of their experiences and world knowledge.

Additionally, the development of critical and creative thinking skills is closely related to communicative language teaching. One of its approaches is that language will be learned more successfully through induction, discovery and by making hypotheses than by explaining the use of language and its functions. The English subject must also connect with other subject areas and topics, as a way to learn relevant and interesting information. By classifying, comparing, investigating or making judgments about the information students are dealing with, deeper learning is achieved as it enables students to use language to communicate ideas using appropriate vocabulary and structures that have been learnt in context. These thinking skills also allow reading comprehension to improve providing students with tools to organize information and by helping them improve comprehension.

### **Teaching learning strategies**

Language learning strategies are defined as specific actions, behaviors, steps or techniques involving cognitive, social and/or affective processes that students, often intentionally, use to support and improve their progress in learning a second language<sup>6</sup>. Using appropriate strategies for a task or content helps learners take control over their learning processes, thus improving their confidence, motivation and performance. Based on their learning styles, students of a foreign language can develop the most varied strategies, such as note-taking, repeating lyrics of a song, summarizing, looking for similarities between words of the new language and their own, using the dictionary or inferring from a given context.

Nowadays, both explicit and integrated teaching of different strategies for English learning are considered to help the internalization, retention, retrieval and use of new elements of language. This contributes to improving general performance or some specific language skills. Strategies provide a support for students when performing tasks related to listening, speaking, reading, or writing in the new language or in the learning and use of its vocabulary and structures.

In addition, by using strategies, students can reflect on and engage with their own learning processes, make decisions about how and when to plan and monitor and evaluate what they learn and how they learn it. In this way they develop a deeper reflection on how they use language, become involved with their learning processes, improve their effectiveness and gain greater independence in learning<sup>7</sup>.

Learning English will be motivating and successful if the strategies taught are related to the tasks developed in class and are adapted to the students' different learning styles. This, together with an effective use of the strategies, will help them to understand English more successfully, to become aware of their own difficulties in relation to the language and to find ways to overcome them.

### **Task-based language learning**

Current studies about second language learning and acquisition have shown that language development is achieved as a product of social interactions in which information is communicated and language is used meaningfully to perform or solve a challenging task. These tasks, called communicative tasks, are defined as classwork that emulates real-life situations and requires students to understand, manipulate, produce, and interact in the second language, focusing their attention primarily on meanings rather than form in order to achieve the task's goals<sup>8</sup>. They are language learning opportunities based on experience and on what learners can do with language, which may require using one or a combination of language skills.

Tasks give interaction a central place in learning. They promote interaction among learners and provide opportunities for them BOTH to practice their language skills for authentic purposes and to receive feedback and support according to their learning needs. In addition, by representing real-life situations or by being presented as problems to be solved, tasks are relevant, motivating and challenging for learners and they open spaces for learning. Students feel the interest and need to explore the relationships between functions and forms of language for the purpose of understanding and constructing messages, communicating meanings, and exchanging information, and thus becoming capable of responding to the task requirements.

According to Van Den Branden et al.<sup>9</sup>, interacting with others to solve a task allows students to work toward a clear goal, share information and opinions, negotiate meanings, get help from participants to understand the message and receive feedback about their own language production. This means that the language elements used within a context have a real, significant purpose.

### **Connections**

According to neuroscientific research, in order to build meaning the brain has a constant need to establish relations between new information and the information it already has. We learn in an easier and deeper way when new material is presented meaningfully. This allows us to make connections with prior knowledge and experiences in order to reinforce and adjust the concepts we already have and integrate the new information.

Similarly, when learning a second language, the integration of new knowledge will be facilitated if students see connections between what they study and the world around them. Meaning construction depends on context. Therefore, students will be more successful if the tasks they must perform are placed within a context and require a focus on meaning.

According to Jacobs, making interdisciplinary connections gives relevance to the curriculum, highlights the links between disciplines, and enables holistic learning. By making connections, students strengthen and expand their knowledge of other areas of the curriculum and access information and diverse viewpoints through the language learned. By incorporating content from other subjects, teachers use authentic contexts and material for language teaching. Students, on the other hand, receive comprehensible input which is appropriate to their cognitive level and that serves as a model for producing and seeing the real use of language beyond the classroom and for developing their communicative skills. Likewise, through connections with other disciplines, students are able to explore authentic material of their own interest, which promotes independent research and the idea that contemporary education is interdisciplinary and that, in the future, they should be able to use knowledge and skills from different areas to deal with work and everyday life.

One way to establish connections between language learning and other disciplines is through the selection of contents or topics that are valid for both the teaching of the language as well as for other courses. Organizing the contents into topics for English teaching facilitates their contextualization and makes them more communicative. Presenting thematically organized content makes it easier to remember and supports a profound learning. By working on thematic units, students can develop and integrate the four communication skills in a meaningful and challenging context as they learn about other subjects as well. Thereby, they move forward from communicating information about themselves, to communicating ideas about the world around them and about topics that are of interest to them.

In order to support meaningful language learning, the topics of this cycle should consider the characteristics of the age and interests of students such as the search for identity and greater independence, the importance of friendship, greater development of abstract thinking, social activities and technology. Thought-provoking texts, the contributions from other cultures, universal knowledge, working life, challenges of today's society, forms of civic engagement, or topical issues such as global warming or protection of nature are suggested. Likewise, topics related to the context or immediate reality of students such as events, problems or characteristics of their region, city or municipality are highly motivating and meaningful when interacting in the language.

### **Culture and intercultural competence**

The learning of a language is directly related to the learning of its culture, since by learning a new language, students acquire knowledge about social, political, economic or artistic aspects of its speakers and about their values, practices and ways of life in general. In the case of English, due to its international language status, students have the possibility to learn not only about the culture of English-speaking countries, but also have access to information about different countries, their customs, inhabitants, literature and other aspects that expand their knowledge of the world. In addition, the media and technology have enabled communication between people from different contexts, realities and cultures. English has become a language for interaction which brings people

closer and provides more opportunities to know and learn from each other. Likewise, English allows the appreciation and understanding of how other cultures see the world, their values and beliefs.

Kumaravadivelu states that cultural awareness allows people to learn, grow and change in order to face the challenges of the globalized world. It is also important to develop a reflective mind that helps to think critically about other cultures and one's own.

This translates into the need to develop intercultural skills in students, namely the ability to interact with people from other cultures and/or to function in a cultural context other than one's own and to be aware of this, to respect the practices and customs of other people, and to behave in a manner appropriate to that particular culture.

Intercultural skills have become crucial for working and studying in the 21st century. They allow people to interact in culturally different contexts, to understand diversity, value people from other cultures and to develop respect and appreciation for their ways of thinking, values, practices, and products. Developing this awareness of interculturalism enhances education and training of students as they can contribute with other points of view, creativity, innovation, greater cognitive flexibility and empathy and develop greater appreciation for their own reality and culture. This also implies making students aware of their own cultural richness and motivating them to participate in the negotiation and articulation of cultural meanings and values.

### **Writing Process**

Nowadays, developing the ability to express oneself in writing in the English language is just as important as oral communication, mainly due to the more frequent use of written communication technologies such as e-mail, blogs or the development of web pages. Frequent writing about a wide variety of text types helps reinforce learning as the brain recognizes, constructs and expands newly acquired patterns through writing in new contexts.

The current English Curriculum promotes the development of the written expression through the writing process, which is aimed at focusing the teaching on the process of writing and outweighing the final product. Through defined steps, students have the possibility of generating ideas, organizing and giving them coherence, and reviewing and correcting what has been written in order to finally publish the definitive text. This process allows students to discover and develop strategies by writing, reviewing their mistakes, and learning from them in order to improve their performance. Finally, the goal of correction in the writing process is for the student to develop the writing skills in the long term. Therefore, at this stage errors are acceptable in a final text.

Writing goals promote creative and free writing; students write about what they like and apply what they have learned, seek ways to express ideas and make connections with their emotions. Fiction genres such as suspense stories, comics and poetry are attractive to students of this age because they allow them to express feelings, take on the role of protagonists, help them understand the world around them and the society they are part of, and ponder the changes they are going through. Students also need to prepare for the future and it is here that possibilities should be given for the use of the written language in a realistic way, for example, by communicating by e-mail with young people of the same age from other cultures or by writing business letters. At this stage students are interested in writing about topics that arouse their curiosity, such as information related to other cultures or other areas of knowledge through articles, biographies and projects.

Finally, technology must be integrated to the writing process as it allows for greater awareness of the task and transforms writing into a collaborative, motivating and interesting activity<sup>10</sup>.

**Use of ICT and multimodal texts**

The development of communication and information technologies and the many resources available from the web are a great support for learning and teaching a foreign language. In the English class, technology can be used in many forms, such as the internet, word processing, different types of software, podcasts or online conversations to support the development and practice of language skills.

Using technology helps students with different learning styles, makes them less dependent on the teacher as the only source of information, enhances their experiences with the use of language, helps them maximize the use of prior knowledge, and allows them to use time efficiently.

The use of communication tools is appealing and helps students process information and create a context through which different skills are integrated. This in turn motivates them to actively participate in class tasks, presents the language in a communicative context and helps them to obtain information quickly.

Global communication technologies have also brought new forms of interaction and information exchange, and a new way of defining the concepts of texts and literacy. Nowadays, printed texts usually come with images, diagrams or drawings and a great variety of designs. Information is not only obtained from written sources, but is transmitted through screens where words are combined with images, sound or movement. This has meant that communication is multimodal, that is, it combines two or more semiotic systems such as the linguistic, visual, auditory, gestural and/or spatial ones. Multimodal texts include animation, color, words, music and sounds.

Children and adolescents develop multimodal literacy naturally and spontaneously as it is part of their daily lives. The information that students read, especially through screens, influences the way they communicate and become role models when expressing ideas and information.

All this has profound implications for education in general and for English teaching in particular. By working with multimodal texts in the English class, both for receptive and communicative skills, students use familiar language tools, develop creativity, publish their work for a real, global audience, access up-to-date information, develop problem-solving skills, and learn to prioritize tasks and resources to achieve their goals.

Finally, it should be noted that, along with the incorporation of ICT, it is essential to accompany students and to develop in them the ability to critically review the material and texts they access through different technologies, to identify reliable sources and to be responsible in the subsequent use of that material. Therefore, students will acquire essential tools for ongoing or long-term learning: the ability to use another language, the development of critical thinking, and the ability to make effective use of technological tools.

## Curricular organization

### A. The cornerstones

The development of the four skills of the English language (listening reading, speaking and writing) is the most important aspect in language learning and, nowadays, English teaching embraces a vision of language that promotes an interrelation between these skills. Using a language involves interacting by receiving and delivering messages and one language skill will strengthen and promote the use of another. This vision of integration, besides being aligned with the communicative approach, introduces the language in a more motivating and natural way which is closer to reality.

The learning outcomes of the English Curriculum are based on the four skills of the language. Oral Communication includes the listening and speaking skills which are introduced in an integrated manner. The reading and writing skills are introduced separately, though. The goals are expected to be addressed in an integrated manner, considering the interdependence that exists between them when expressing a message. In doing so, students get closer to the real use of the language and face relevant, motivating and meaningful tasks, which contribute to develop greater fluency in expression and comprehension.

The learning goals of the subject of English have been grouped in three cornerstones that encompass the four language skills.

#### **ORAL COMMUNICATION**

It comprises the skills of listening comprehension and oral expression to highlight their interdependence and emphasize the need to teach the skills in an integrated manner.

##### **LISTENING**

It involves listening to the language and assigning meaning to the sounds heard in order to identify and understand the information expressed orally with the support of context and world knowledge. This skill enables students to get closer to an actual use of English. Listening comprehension is vital in the learning of a language since it enables the student to receive comprehensible input, which is necessary to later develop the interaction in class. The development of this skill does not just mean the simple decoding of sounds or phonemes in the language. By listening, the listener has an active role in re-constructing the message by assigning meaning to what he listens to. In this process, prior knowledge of the context and the situation of the message are highly relevant so that what is heard makes sense (in order to know about the topic, the speakers, the situation and to have a purpose while listening).

##### **SPEAKING**

It is a productive skill of English that entails using the language to communicate ideas orally. Expressing oneself orally involves communicating a message with proper pronunciation and in an intelligible way when participating in oral exchanges, conversations and presentations. In this stage of knowledge of the language, the learning of communicative functions related to the purpose of the message for the development of oral expression becomes important. The activities of oral expression that teach functions of the language explicitly and that are significant for the students help them solve communicative tasks in real life, provide them with speaking strategies and also give them tools to be able to speak according to a specific situation, which helps reduce the anxiety that expressing oneself in a foreign language can cause.

## **READING**

It involves constructing meanings from written information expressed in texts of several types (literary and non-literary) and from the reader's knowledge. As well as with listening comprehension, reading skills bring students into contact with comprehensible input in the language and with language models that he will be able to use later in written production. The development of reading comprehension is an essential tool for students to gain access to new knowledge, interesting topics and different aspects of the English culture. Reading comprehension will be developed with the help of the student's prior knowledge and based on the task and its purpose. Thus, students will be able to read adapted texts or simple original texts in which they will identify the theme, general and main ideas or simply express their views about what has been read.

## **WRITING**

It is also a productive language skill that entails using writing to communicate messages. Students are expected to develop this skill in simple, contextualized, relevant and purposeful communicative situations. Written production in English is a guided process that begins at this level with guided writing, then moves to writing based on a model to finally reach the independent creative production. In the same way as in oral expression, written production skills give students the possibility to express ideas and communicate messages that are relevant to them.

## **B. Competences**

The English Curriculum promotes a set of competences that are derived from the goals of the General Education Act and the Cross-Curricular Learning Outcomes. These competences are related to the subject area and are targeted at the students' social and ethical development.

The competences are learning outcomes and they must be developed in an integrated manner with the knowledge and the skills specific to the subject area. The achievement of these competences should be promoted in a systematic and sustained manner through learning activities, classroom interactions, extra-curricular activities, school routines, and through examples and daily actions of the teacher and the school community.

The competences to be developed in the English subject are to:

- A. Show a positive attitude towards oneself and one's ability to learn and use the language, while valuing the achievements of others.
- B. Develop cultural awareness or intercultural understanding by showing respect, interest and tolerance for other cultures and their own while valuing their contribution to knowledge.
- C. Show interest in continuous and independent learning as part of a personal project and while contributing to society.
- D. Work responsibly in a proactive and collaborative manner with a common goal while showing respect for the interests and ideas of others.
- E. Use communication technologies responsibly and effectively in order to gather information and to create texts giving credit to the work of others and respecting people's property and privacy.

## 7th GRADE | English as a Foreign Language

### LEARNING OUTCOMES

Students will be able to:

### LISTENING AND SPEAKING

1. Demonstrate an understanding of general ideas and explicit information in adapted and simple authentic literary and non-literary oral texts, in various audiovisual formats (such as oral presentations, conversations, descriptions, instructions, procedures, narrations, rhymes, word games, songs), about varied topics (personal experiences, topics of other subjects, the immediate context, current affairs and global interest or of other cultures) which contain the functions of the year (ONE)
2. Identify key words and phrases, frequently used expressions, thematic vocabulary and connectors (*first, second, next, finally, or, because, before, after, too when, while*), sounds / z /, / s / ( *zoo / sad* ), initial sound / h / ( *hot / hour* ), and sounds / g / ( *go / ago / egg* ) and / d ʒ / ( *jacket / general / age* ) in oral texts of various formats or by participating in everyday interactions and conversations in the classroom.
3. Identify when listening to texts:
  - theme and general ideas
  - specific information and relevant details associated with people and their actions, places, time, speakers and situations
  - steps in instructions and procedures, sequence of events, differences between facts and opinions and cause-effect relationships
4. Identify and use strategies to support comprehension when listening to texts by:
  - making predictions
  - listening with a purpose
  - using prior knowledge
  - focusing attention on words and / or key expressions
  - using aids like images and the speaker's gestures
  - asking to clarify or corroborate information in interactions
  - confirming predictions
  - summarizing certain ideas with support
5. Present information orally, using multimodal resources that reinforce the message in a creative way, about varied topics (such as personal experiences, topics of other subjects, other cultures, global issues and texts read or heard), in order to demonstrate:
  - knowledge of content and coherence in the organization of ideas
  - appropriate use of language and level vocabulary functions
  - appropriate use of language sounds such as / z // s / ( *zoo / sad* ), initial sound / h / ( *hot / hour* ) and sounds / g / ( *go / ago / egg* ) and / d ʒ / ( *jacket / general / age* )
  - Being aware of the audience, context and purpose
6. Participate in interactions and presentations, using the following strategies to express themselves clearly and fluently:
  - Before speaking: practice presentation, repeat, predict key vocabulary and expressions of common use, (*chunks*), prepare organizational and visual support
  - When speaking: use gestures and fillers (for example: *well...; okay; so...*), paraphrase and use synonyms, activate use of connectors, ask for help
  - After speaking: register errors and correct them with the help of teachers and resources

7. React to text read or listened to through oral presentations or in discussions and group conversations in which:
- they make connections with other subjects, their mother tongue and its culture, daily life, personal experiences and other cultures with teacher support, for example *I learned / read about ... in / when ...*
  - they express opinions, feelings and justify them in a simple way, for example *I like skating because it's fun; I 'm / feel happy / angry / afraid; I think that ...; for example...*
  - they summarize and synthesize information with support
  - they formulate questions with support, for example *why do / does ...; Do / does / did he / she...*
8. Demonstrate knowledge and use of language in conversations, discussions and presentations through the following functions:
- expressing quantities, counting and enumerating; for example: *there is / are many / much / eighty / a hundred / some people / water; too*
  - identifying and describing objects, sports and hobbies; for example: *these / those cars are fast; it's a plastic bottle*
  - expressing themselves about activities; for example: *riding / skating is cool / boring*
  - describing mood; for example: *he looks tired / hungry / nervous / good; I 'm angry about / with ...*
  - expressing suggestions, obligations and prohibitions; for example: *I must practice; you mustn't ride without a helmet; we could... Don't...*
  - expressing intentions and needs; for example: *We need / want / forget to recycle*
  - demonstrating possession; for example: *they are the students' instruments*
  - expressing themselves clearly using commonly used words and expressions, synonyms, compound words; for example: *afraid of flying, give advice on ...; laugh at...; ask for...; take a break; have fun / a good time; I want / don't want ...; see you later / soon; make a mistake / plans / friends; for example; outdoor*
  - pointing out time, the degree and the way in which actions occur; for example: *he won the race yesterday; she sings quietly; they run very fast; every week; a bit / little, very...; suddenly*
  - asking questions and justifying an opinion; for example: *Why do you like football? I like football because it's a team sport*
  - explaining cause and effect; for example: *an ice cream melts if you heat it*
  - formulating and answering questions about current and past routines and actions; for example: *does / did he cook? Yes / No, he does / doesn't / did / didn't*
  - joining ideas; for example: *I like that film too; Do you want the book or the magazine?; first, second, next, finally; he felt nervous before / after the test*
  - describing actions that interrupt or occur simultaneously in the past; for example: *I was playing football in the yard, when it started to rain; while he was cycling, she was listening to music*

## READING

9. Demonstrate an understanding of general ideas and explicit information in simple and adapted authentic texts, in printed or digital format, about varied topics (such as personal experiences, topics of other subjects, the immediate context, of current events and global interest or other cultures) and which contain the functions of the year.
10. Demonstrate an understanding of non-literary texts (such as descriptions, instructions, procedures, advertisements, emails, dialogues, web pages, biographies, graphics) by identifying:
- general ideas, specific information and details
  - addition and sequence relations between ideas, differences between fact and opinion and cause and effect
  - key words and phrases, frequently used expressions and thematic vocabulary
  - connectors (*first, second, finally, next, or, when, while, before, after, too, because*) and words derived from others by means of the prefix *un-* and suffixes *-ing, -ly*

11. Demonstrate an understanding of literary texts (such as songs or poems, comic strips, short and simple stories and adapted novels) by identifying:
  - the theme as a general idea, characters and their actions, environment (time, place), plot (beginning, development, end)
  - keywords and phrases, frequently used expressions, thematic vocabulary
12. Identify and use strategies to support the comprehension of texts read:
  - pre reading: read with a purpose, make predictions, use previous knowledge
  - reading: quick read and focused read, visualize, identify organizational elements of the text (title, subtitle, images)
  - post reading: confirm predictions, use graphic organizers, reread, recount with support, ask in order to confirm information

## WRITING

13. Write stories and relevant information, using multimodal resources that reinforce the message creatively in varied texts about topics such as:
  - personal experiences
  - interdisciplinary contents
  - global issues
  - cultures of other countries
  - texts read
14. Write a variety of short texts, such as stories, emails, brochures, rhymes, descriptions, using the steps of the writing process (organizing ideas, writing, reviewing, editing, publishing), with the help of the teacher, according to a model and evaluation criteria, using tools such as a word processor and an online dictionary.
15. Write to inform, express opinions and narrate, by using:
  - words, sentences and learned structures
  - learned connectors
  - correct spelling of very frequently used words already learned
  - appropriate punctuation (period, comma, question marks)
16. Demonstrate knowledge and use of language in written texts through the following functions:
  - expressing quantities, counting and enumerating; for example: *there is / are many / much / a hundred / eighty / some people / water; too*
  - identifying and describing objects, sports and hobbies; for example: *these / those cars are fast; it's a plastic bottle*
  - expressing themselves about activities; for example: *riding / skating is cool / boring*
  - expressing obligations and prohibitions; for example: *I must practice; you mustn't ride without a helmet*
  - Expressing themselves clearly using commonly used words and expressions, synonyms, compound words; for example: *afraid of flying; angry about / with ..., give advice on ...; have fun / a good time; I want / don't want ...; see you later / soon; make a mistake / plans / friends; for example; suddenly; outdoor*
  - pointing out the time, degree and manner in which actions occur; for example: *he won the race yesterday; she sings quietly / softly / loudly; they run very fast; every week; very...*
  - asking questions and justifying answers; for example: *Why do you like football? I like football because it's a team sport*
  - explaining cause and effect; for example: *an ice cream melts if you heat it*
  - formulating and answering questions about current and past routines and actions; for example: *does / did he cook? Yes / No, he does / doesn't / did / didn't*
  - describing actions that interrupt or occur simultaneously in the past; for example: *I was playing football, when it started to rain; while he was cycling, she was listening to music; I saw a shark while I was swimming*
  - joining ideas; for example: *first, second, next, finally; he felt nervous before / after the test; it's too dangerous to visit*

## 8th GRADE | English as a Foreign Language

### LEARNING OUTCOMES

Students will be able to:

#### LISTENING AND SPEAKING

1. Demonstrate an understanding of general ideas and explicit information in adapted and simple authentic oral texts, literary and non-literary, in various audiovisual formats (such as oral presentations, conversations, interviews, descriptions, instructions, procedures, anecdotes, narrations, rhymes, word games and songs), about varied topics (personal experiences, topics of other subjects, the immediate context, current affairs and global interest or of other cultures) which contain the functions of the year.
2. Identify key words and phrases, frequently used expressions, thematic vocabulary, connectors (*then, also, so, until* and those of the previous year), sounds / ð / and / θ / (*this, mother / three, birthday*), initial sounds / w / (*week*), / r / (*ready*) and the final sounds / d /, / t / o / Id / (*lived / helped / decided*) of regular verbs in the past, in oral texts of various formats or by participating in everyday interactions and conversations in the classroom.
3. Identify when listening to texts:
  - purpose or goal of the text, theme and general ideas
  - specific information and relevant details associated with people and their actions, places, time, speakers and situations
  - steps in instructions and procedures, sequence of events, differences between facts and opinions, cause-effect relationships and condition
4. Identify and use strategies to support the understanding of the texts heard by:
  - making predictions
  - listening with a purpose
  - using prior knowledge
  - focusing attention on key words and / or expressions
  - using aids like images and the speaker's gestures
  - asking to clarify or corroborate information in interactions
  - confirming predictions
  - summarizing certain ideas with support
5. Present information orally, using multimodal resources that reinforce the message creatively about varied topics (such as personal experiences, topics of other subjects, other cultures, global issues and texts read or heard), in order to demonstrate:
  - Knowledge of content and coherence in the organization of ideas
  - appropriate use of language functions and level vocabulary
  - appropriate use of language sounds such as / ð / and / θ / (*this, mother / three, birthday*), initial sounds / w / (*week*), / r / (*ready*) and final sounds / d /, / t /, / Id / (*lived / helped / decided*) of regular verbs in the past
  - Awareness of audience, context and purpose
6. Participate in interactions and presentations using the following strategies to express themselves clearly and fluently:
  - Before speaking: practice presentation, repeat, predict key vocabulary and expressions of common use (*chunks*), prepare organizational and visual support
  - When speaking: use temporary gestures and fillers (for example: *you know ...; sure!*), Paraphrase and use synonyms, activate connectors, ask for help
  - After speaking: register errors and correct them with the help of teachers and resources

7. React to texts read or heard through oral presentations or in discussions and group conversations in which:
- they make connections with other subjects, their mother tongue and its culture, daily life, personal experiences and other cultures with support, for example *I know (about) this because ...; I remember that ...*
  - they express opinions, make comparisons and justify them, for example *there will be... because ...; you should / shouldn't ... because ...; I know / find ..., I think there will...; ... is more important than ...; ... is the oldest ... because ...*
  - they summarize and synthesize information using simple sentences and brief, simple descriptions
  - they generate questions with support, for example: *Whose....are these?, How much is the workshop...? When ...?*
8. Demonstrate knowledge and use of language in conversations, discussions and presentations through the following functions:
- expressing quantities, counting and listing; for example: *there are a lot of people; all the / plenty of / several people; she is the first / third; two hundred and fifty*
  - expressing tastes and preferences; for example: *I love / enjoy / hate / do not mind playing the piano; I 'd / would like ...*
  - comparing, for example: *he is taller than Tom; this supermarket is the cheapest / most expensive in the city*
  - requesting and giving information about time; for example: *When is the party? On Saturday, at 10:00 o'clock / tomorrow / next week / year; in December*
  - expressing intentions, future plans and predictions; for example: *I'm going to Easter Island next week; she's arriving tomorrow morning; Man will land on Mars in the year 2500 / in the future*
  - identifying and describing objects, places and people; for example: *it's a big brown building; they are French; the man in ...; the woman with ...*
  - expressing direction; for example: *into the bank; outside the store; from the supermarket; to school*
  - Expressing themselves clearly using commonly used words and expressions, synonyms and compound words; for example: *I like / love swimming; arrive at the station; look at; that's OK; catch a bus / coach / train; get on / off the bus; let's ...; go on holidays; tired of; maybe, download*
  - indicating frequency and sequence of actions; for example: *I never / always / sometimes visit the country; first / next / then / last / finally*
  - requesting permission and giving advice; for example: *Can I go out?; You shouldn't walk in the rain without an umbrella*
  - joining ideas; for example: *he came and then we watched the film; it was far so we took the bus; I'll wait until Monday; the library is the best in town. It also has ...*
  - requesting and giving information about possession; for example: *Whose wallet is this? It belongs to a friend of mine / his; It's hers / theirs; Which is yours?*
  - expressing conditions; for example: *If you cook, I'll help you*

## READING

9. Demonstrate an understanding of general ideas and explicit information in simple and adapted authentic texts, in printed or digital format, about varied topics (such as personal experiences, topics of other subjects, the immediate context, current events and global interest or other cultures) and which contain the functions of the year.
10. Demonstrate an understanding of non-literary texts (such as descriptions, journal articles, instructions, procedures, advertisements, emails, dialogues, web pages, biographies, graphics) by identifying:
  - purpose or objective of the text
  - general ideas, specific information and details
  - sequence relation, cause-effect, conditions between ideas and fact-opinion differences
  - words and key phrases, frequently used expressions and thematic vocabulary
  - connectors (*so, then, until, also, maybe* and those of the previous year) and words derived from others by means of suffixes *-er* in comparisons and termination *-ion*
11. Demonstrate an understanding of literary texts (such as songs or poems, comic strips, short and simple stories and adapted novels) by identifying:
  - the theme as a general idea, characters, their actions and characteristics, environment (time, place), plot (start, development, end), problem-solution
  - words and key phrases, frequently used expressions and thematic vocabulary
12. Identify and use strategies to support the comprehension of the read texts:
  - pre reading: read with a purpose, make predictions, use previous knowledge
  - reading: quick reading and focused reading, visualize, identify organizational elements of the text (title, subtitle, images)
  - post reading: confirm predictions, use graphic organizers, reread, recount with support, ask to confirm information

## WRITING

13. Write stories and relevant information, using various multimodal resources that reinforce the message in a creative form in varied texts about topics such as:
  - personal experiences
  - interdisciplinary contents
  - global issues
  - cultures of other countries
  - texts read
14. Write a variety of short texts, such as stories, emails, brochures, rhymes, descriptions, biographies, instructions and summaries using the steps of the writing process (organize ideas, write, revise, edit, publish), occasionally with support, according to a model and evaluation criteria, using tools such as word processors and online dictionaries.
15. Write to inform, express opinions and narrate, using:
  - words, sentences and structures learned and others of frequent use
  - previously learned connectors
  - correct spelling of learned words of very frequent use
  - appropriate punctuation (two dots)

16. Demonstrate knowledge and use of language in their written texts by means of the following functions:
- expressing quantities, counting and listing; for example: *there are a lot of people; all the / several people; she is the first / third; two hundred and fifty*
  - expressing tastes, preferences and opinions; for example: *I love / enjoy / hate / do not mind playing the piano; I'd / would like ... I know ...; I find ...*
  - comparing, for example: *he is taller than Tom; this supermarket is the best / most expensive in the city*
  - requesting and giving information about time; for example: *When is the party? On Saturday, at 10:00 o'clock / tomorrow / next week / year; in December*
  - expressing intentions, future plans and predictions; for example: *I'm going to Easter Island next week; she's arriving tomorrow morning; Man will land on Mars in the year 2500 / in the future*
  - identifying and describing objects, places and people; for example: *it's a big brown building; they are French; the man in...; the woman with...; the location / accommodation / destination was great*
  - expressing time, and direction; for example: *on Monday; in December; at 5 o'clock, into the bank; out of the store; from the supermarket; to school*
  - Expressing themselves clearly using commonly used words and expressions, synonyms and compound words; for example: *I like / love swimming; arrive at the station; look at; get on / off the bus; let's ...; go on holidays; download*
  - indicating frequency and sequence of actions; for example: *I never / always / sometimes visit the country; first / next / then*
  - joining ideas; for example: *he came and then we watched the film; it was far so we took the bus; I'll wait until Monday; the library is the best in town. It also has ...*
  - expressing conditions, for example: *If you cook, I'll help you*

## 9th GRADE | English as a Foreign Language

### LEARNING OUTCOMES

Students will be able to:

### LISTENING AND SPEAKING

1. Demonstrate understanding of general ideas and explicit information in adapted and authentic simple oral texts, literary and non-literary, in various audiovisual formats (such as oral presentations, conversations, descriptions, instructions and procedures, advertising, interviews, news, anecdotes, stories, songs ), about varied subjects (personal experiences, topics of other subjects, their immediate context, current issues of global interest or of other cultures) and which contain the functions of the year.
2. Identify key words, phrases and expressions, most commonly used idiomatic expressions, frequent word combinations (*collocations*), thematic vocabulary, connectors (*later, last, so that, although, both* and those of the previous year), long and short vowel sounds ( *feet / fit* ), initial combinations / tr / and / dr / ( *tree / dress* ), initial sound / j / ( *year, yes* ) and final sound - *tion* , ( / ʃ / as in *vacation* ), in oral texts in different formats or by participating in everyday interactions and conversations in the classroom.
3. Identify in the texts heard:
  - purpose or objective of the text, relevant topics and ideas
  - general ideas in texts about lesser-known subjects
  - specific information and key details associated with people, their actions and opinions, places, time, speakers and situations
  - contrasting relations and problem-solution between ideas
4. Select and use strategies to support the understanding of the texts heard by:
  - making predictions
  - listening with a purpose
  - using prior knowledge
  - making inferences with the support of contextual clues (theme, participants, visual support) and phonological clues (intonation, accentuation)
  - focusing attention on expressions or key phrases
  - using aids such as the speaker's gestures and intonation
  - asking for repetition or clarification in interactions
  - confirming predictions
  - summarizing certain relevant ideas with support
  - asking to confirm understanding
5. Present information orally, using multimodal resources that reinforce the message in a creative way about varied topics (such as personal experiences, topics of other subjects, other cultures, global issues and texts read or heard), demonstrating:
  - knowledge of content and coherence in the organization of ideas
  - appropriate use of language functions and level vocabulary
  - appropriate use of language sounds, such as long and short vocal sounds ( *feet / fit* ), initial combinations / tr / and / dr / ( *tree / dress* ), initial sound / j / ( *year, yes* ) and final sound - *tion* ( / ʃ / as in *vacation* )
  - Awareness of audience, context and purpose

6. Participate in interactions and presentations, using the following strategies to express themselves clearly and fluently:
- Before speaking: practice presentation, organize key information in diagrams, make connections or establish relationships
  - When speaking: paraphrase, use synonyms and frequently used expressions (*chunks*), use temporary fillers (for example: *I mean...; I see...*), activate connectors, self-correct with help
  - After speaking: identify weaknesses, set goals, register errors and correct them with the help of resources
7. React to texts read or heard through oral presentations or in discussions and group conversations in which:
- they make connections with other subjects, their mother tongue and its culture, daily life, personal experiences and other cultures, frequently; for example: *I used to ...; I have been / seen / learned / read ...*
  - they explain the relationship between ideas or information; for example: *although ... ; first ..., then ..., finally ...; if ...; for example ...; ... but ...*
  - they express feelings, interpretations or points of view; for example: *In my opinion ...; according to ...*
  - they generate questions or hypotheses in a generally correct form; for example: *how long have you ...? Have they ...?*
8. Demonstrate knowledge and use of language in conversations, discussions and presentations through the following functions:
- express quantities, counting and listing; for example: *two / four thousand / one million; enough / no money / time*
  - identify and describe places, occupations and people (qualities); for example: *it's very busy / crowded; he is interested in ... / it is interesting; she is good at ...; it's a basketball court; she's a very organized person*
  - Express themselves clearly using commonly used words and expressions, synonyms and compound words; for example: *part-time job; apply for a job; what's it like ?; why don't we ... ?; nice to meet you; talk about; for example; chopstick*
  - identify and describe objects in detail; for example: *it's an old wooden musical instrument*
  - point out frequency, grade and time of actions; for example: *he has worked here since 2010; I studied French five years ago; I go to the bank once a month; she is quite / really shy*
  - describe past habits, for example, *I used to work at the coffee shop, but now I work at a department store*
  - describe past actions that continue in the present; for example: *I have saved money to buy a bike; I have never seen that program; Have you ever eaten insects? I have studied for three days*
  - request and give information about the duration of an activity; for example: *how long have you been friends? (for) 2 years / since 2010*
  - describe predictions, needs, promises and possibilities; for example: *he shall be here; you needn't hurry; it might snow; It will probably rain tomorrow*
  - confirm information; for example: *it's nice, isn't it?; your brother wasn't at school, was he?; you go to the pool on Fridays, don't you ?; she will eat tomorrow, won't she?*
  - deliver essential or additional information; for example: *Simon is the boy who lives next door; the science book, which I borrowed from the library, is very interesting*
  - join ideas; for example: *although it's cheap I'm not sure; both Luis and Tomás are my neighbors; I'll talk to you later; ... and last I played the piano; he learned English so that he could speak with foreigners*
  - describe processes and actions performed in which the agent is unknown or not important; for example: *the money was found on the floor; rooms are cleaned daily; plastic is produced from oil*

## READING

9. Demonstrate an understanding of general ideas and explicit information in simple and adapted authentic texts, in printed or digital format, about varied topics (such as topics of interest to students, topics of other subjects, immediate context, current events and global interest). Other cultures and some less well-known subjects which contain the functions of the year.
10. Demonstrate an understanding of non-literary texts (such as descriptions, magazine articles, procedures, advertising, catalogues, emails, dialogues, web pages, biographies, graphics, reviews, news) by identifying:
  - purpose or objective of the text
  - main idea, specific information and details
  - contrasting relations and problem-solution between ideas
  - words and key phrases, idiomatic and frequently used expressions and thematic vocabulary
  - frequent word combinations (*collocations*), connectors (*later, last, so that, although, both* and those of the previous year) and words derived from others by means of the prefix *ir-*, *dis-*; suffixes : *-er, -ist, -ess* in names of occupations, and *-ful*
11. Demonstrate understanding of literary texts (such as songs or poems, comic strips, short and simple stories, adapted novels, brief and simple myths or legends) by identifying:
  - the theme as a general idea of the text, characters, characterization, environment (time, place), plot (beginning, development, end), problem-solution
  - words and key phrases, idiomatic and frequently used expressions, thematic vocabulary
12. Select and use strategies to support understanding of read text:
  - pre reading: read with a purpose, make predictions, use previous knowledge
  - reading: quick reading and focused reading, make inferences, reread, identify organizational elements of the text (title, subtitle, diagrams)
  - post reading: confirm predictions, use graphic organizers, reread, recount, summarize, ask to confirm information

## WRITING

13. Write stories and relevant information using multimodal resources in various attractive and novel ways to reinforce the message in varied texts about topics such as:
  - personal experiences
  - interdisciplinary contents
  - aspects of global interest
  - cultures of other countries
  - read texts
14. Write a variety of texts, such as stories, emails, brochures, rhymes, descriptions, biographies, instructions, articles, letters, summaries and personal diary (*journal*), using the steps of the writing process (organizing ideas, drafting, revising, editing, publishing), occasionally with support according to evaluation criteria, using tools such as word processors and online dictionaries.
15. Write to explain, express opinions and narrate, by:
  - using a variety of words, sentences and structures learned and from other contexts
  - using varied connectors
  - consistently writing correct spelling of frequently used words
  - using appropriate punctuation (apostrophe)

16. Demonstrate knowledge and use of language in written texts through the following functions:
- expressing quantities, counting and listing; for example: *two / four thousand / one million; enough / no money / time*
  - identifying and describing places, occupations and people (qualities); for example: *it's very busy / crowded / colorful / cheerful; he is interested in ... / it is interesting; he is a teacher / pianist / waitress; she is good at ...; he is / responsible / irresponsible / respectful / disrespectful*
  - expressing themselves clearly using commonly used words and expressions, synonyms and compound words; for example : *part-time job; apply for a job; chopstick*
  - identifying and describing objects in detail; for example: *it's an old wooden musical instrument*
  - expressing opinions and referring to the opinions of others; for example: *In my opinion ...; according to ...*
  - pointing out frequency, degree and time of actions; for example: *he has worked here since 2010; I studied French five years ago; I go to the bank once a month, she is quite shy*
  - describing past habits; for example: *I used to work at the airport but now I work at a school*
  - describing past actions that continue in the present; for example: *I have saved money to buy a bike*
  - requesting and giving information about the duration of an activity; for example: *how long have you been friends? for 2 years / since 2010*
  - delivering essential or additional information; for example: *Simon is the boy who lives next door; the science book, which I borrowed from the library, is very interesting*
  - joining ideas; for example: *although it's cheap, I'm not sure; come early so that we can talk; both Luis and Tomás are my neighbors; and last ..*
  - describing processes and actions performed in which the agent is unknown or not important; for example: *the money was found on the floor; rooms are cleaned daily; plastic is produced from oil*

## 10th GRADE | English as a Foreign Language

### LEARNING OUTCOMES

Students will be able to:

### LISTENING AND SPEAKING

1. Demonstrate an understanding of general ideas and explicit information in adapted and authentic simple literary and non-literary oral texts, in various audiovisual formats (such as oral presentations, conversations, descriptions, instructions and procedures, brief and simple speeches and debates, advertisements, interviews, news, anecdotes, stories, songs), about various subjects (personal experiences, topics of other subjects, the immediate context, topical and global interest or other cultures) and containing the functions of the year.
2. Identify words, phrases and key expressions, idiomatic expressions, frequent word combinations (*collocations*), thematic vocabulary, connectors (*neither... Nor; either... Or; though, unless, as soon as, as a result*, and those of the previous year), the initial sounds / t / ( *to* ), / d / ( *do* ), sound / ʒ / ( *usually* ), initial combinations / sp / ( *special* ), / st / ( *student* ) and qualities of the voice (accentuation in words of two or more syllables and in compound words) in oral texts in various formats or by participating in everyday interactions and conversations in the classroom.
3. Identify in the texts heard:
  - Purpose or objective of the text, relevant topic and ideas
  - General ideas in texts about lesser-known subjects
  - Specific information and key details associated with people, their actions and opinions, places, time, speakers and situations
  - Importance relationships and problem-solution between ideas
4. Select and use the following strategies to support the understanding of the texts heard:
  - Making predictions
  - Using prior knowledge
  - Listening with a purpose
  - Making inferences with the support of contextual clues (theme, participants, visual support) and phonological clues (intonation, accentuation)
  - Focusing attention on expressions or key phrases
  - Using aids such as the speaker's gestures and intonation
  - Asking for repetition or clarification in interactions
  - Taking notes of what has been heard
  - Confirming predictions
  - Summarizing certain relevant ideas with support
  - Asking to confirm understanding
5. Present information orally, using multimodal resources that reinforce the message in a creative way, about varied topics (such as personal experiences, topics of other subjects, other cultures, global problems and texts read or heard), while demonstrating:
  - Knowledge of content and coherence when organizing ideas
  - Appropriate use of language functions and level vocabulary
  - Appropriate use of language sounds, such as the initial sounds / t / ( *to* ), / d / ( *do* ), the initial combinations / sp / ( *special* ), / st / ( *student* ), sound / ʒ / ( *usually* ), and qualities of the voice (accentuation in words of two or more syllables and in compound words)
  - Awareness of audience, context and purpose

6. Participate in interactions and presentations, using the following strategies to express themselves clearly and fluently:
  - Before speaking: practice presentation, organize key information in diagrams, make connections or establish relationships
  - When speaking: paraphrase, use frequently used synonyms and expressions (*chunks*), use temporary fillers (for example: *anyway ...; of course; right*), activate connectors, self-correct with help
  - After speaking: identify weaknesses, set goals, register errors and correct them with the help of resources
  
7. React to texts read or heard through oral presentations or in discussions and group conversations in which students:
  - make connections with other subjects, their mother tongue and its culture, daily life, personal experiences and other cultures spontaneously; for example: *I had read / seen / learned / been; we usually / often ...*
  - evaluate ideas and information; for example: *this is true / correct / false / wrong because ...*
  - express feelings, interpretations or points of view; for example: *I agree / disagree because ...; I believe that / in ..., if I were you ...; I'd rather ...*
  - generate questions or hypotheses in a generally correct form; for example: *what would they ...? What if ...?*
  
8. Demonstrate knowledge and use of language in conversations, discussions and presentations through the following functions:
  - Expressing quantity, counting and listing, for example: *there are a few / few girls; there is little sugar; a large / small number of ...*
  - Describing frequency, time and degree of actions, for example: *I usually / often call her in the morning; he is rather shy; Susan will be here soon; I have been working during the summer*
  - Expressing themselves clearly using commonly used words and expressions, synonyms, compound words, for example: *hardly ever; at all; I'd rather ...; for ages; I'm pleased; sorry about; look for / after ...; cheap enough; on-line*
  - Requesting information on frequency of activities, for example: *how often do you practice sports?*
  - Expressing suggestions, offers, making requests, for example: *would you like something to eat?; you ought to talk to him; shall I bring you a glass of water?*
  - Describing actions that started in the past and that still continue or have just ended, for example: *we have been training for 3 months; she has been working all day*
  - Expressing agreement or disagreement, for example: *I agree / disagree with ...*
  - Joining ideas, for example: *neither John nor Susan are in the office; he looks tough, he is shy, though; it is raining today, as a result the air will be cleaner in the city; He told us to go as soon as we could; we wouldn't use gas unless it was cheap*
  - Expressing emphasis on who performs the action, for example: *Did you make it yourself?; he cut himself*
  - Describing actions that occurred before another action in the past, for example: *he didn't have money because he had lost his wallet*
  - Reporting what others say, for example: *Mr. Brown said he had finished the report; she told me to go home*
  - Describing hypothetical or imaginary situations and give advice, for example: *if I were you, I would tell her the truth; He would meet more people if he spoke English*

## READING

9. Demonstrate an understanding of general ideas and explicit information in simple and adapted authentic texts, in printed or digital format, about varied topics (such as topics of interest to students, topics of other subjects, immediate context, current events and global interests, other cultures and some less well-known subjects) which contain the functions of the year.
10. Demonstrate an understanding of non-literary texts (such as descriptions, journal articles, procedures, catalogues, advertisements, emails, dialogues, web pages, biographies, graphics, reviews, news, speeches) by identifying:
  - Purpose of the text
  - Main idea, specific information and details
  - Importance relationships and problem-solution between ideas
  - Words and key phrases, idiomatic and frequently used expressions and thematic vocabulary
  - Frequent word combinations (*collocations*), connectors, (*neither... nor; either ... or; though, unless, as soon as, as a result*, and those of the previous year) and words derived from others by means of *im-* prefixes, *in-*
11. Demonstrate an understanding of literary texts (such as songs or poems, comic strips, short and simple stories, adapted novels and plays, brief and simple myths or legends) by identifying:
  - theme, characters, characterization, environment (time, place), plot (beginning, development, end), conflict
  - words and key phrases, idiomatic and frequently used expressions, thematic vocabulary
12. Select and use strategies to support the comprehension of the read texts:
  - pre reading: read with a purpose, use previous knowledge
  - reading: quick reading and focused reading, make inferences, reread, identify organizational elements of the text (title, subtitle, diagrams), ask questions when reading
  - post reading: answer questions posed, use graphic organizers, reread, recount, summarize, ask to confirm information

## WRITING

13. Write stories and relevant information, using various multimodal resources in a creative and effective way that reinforce the message in varied texts about topics such as:
  - personal experiences
  - interdisciplinary contents
  - aspects of global interest
  - cultures of other countries
  - texts read
14. Write a variety of texts, such as stories, emails, articles, brochures, rhymes, descriptions, biographies, instructions, letters, summaries, personal diary (*journal*) and poems or songs using the steps of the writing process (organizing ideas, drafting, reviewing, editing, publishing), generally independently according to evaluation criteria, using tools such as word processors and online dictionaries.
15. Write to analyze, express opinions and narrate, using:
  - a variety of words, sentences and structures learned and from other contexts
  - varied connectors
  - consistently write correct spelling of frequently used words
  - appropriate punctuation (quotes)

16. Demonstrate knowledge and use of language in written texts through the following functions:
- expressing quantities, counting and listing; for example: *there are a few / few girls; there is little sugar left;*
  - describing frequency, time and degree of actions; for example: *I usually / often call her in the morning; he is rather shy; Susan will be here soon*
  - describing people and situations; for example: *He is polite / impolite; it was complete / incomplete / legal / illegal*
  - Expressing themselves clearly while using commonly used words and expressions, synonyms and compound words; for example: *enough time; sorry about, belong to, look for ...; on-line*
  - requesting information on frequency of activities; for example: *how often do you practice sports?*
  - describing actions that started in the past and that still continue or have just ended; for example: *We have been training for 3 months; she has been working all day*
  - expressing agreement or disagreement, opinion, possession, time; for example: *I agree / disagree with ...; I was left without ...; I have been working during the summer; I believe that / in ...*
  - joining ideas; for example: *neither John nor Susan are in the office; he looks tough, he is shy, though; It is raining today, as a result the air will be cleaner in the city; he told us to go as soon as we could*
  - Expressing emphasis on who performs the action; for example: *he cut himself*
  - describing actions that occurred before another action in the past; for example: *He did not have money because he had lost his wallet*
  - informing about what others say; for example: *Mr. Brown said he had finished the report; she told me to go home*
  - describing hypothetical or imaginary situations and give advice; for example: *If I were you, I would tell her the truth; He would meet more people if he spoke English*

## GLOSSARY

1. Frequent word combinations (*collocations*): is the tendency of some English words to go together with other specific words, for example: the word *mistake* in English can be combined with the verb *make* but not the verb *do*.
2. *Chunks*: expressions or phrases in the language that students have acquired by listening the teacher, or in songs, rhymes or other texts, and that they can use subsequently in oral expression. These phrases are learned as a whole expression, without analyzing each part. For example, the expression, *see you tomorrow*.
3. Grammar inductive learning: process whereby the teacher provides information to students from which they can discover the language rules by themselves. It differs from the deductive approach of grammar whereby the teacher teaches a rule to the students so that they can practice it subsequently.
4. Expressions of frequent or common use: are a group of words found in a high proportion of oral and written texts.
5. Idiomatic expressions: are expressions whose meaning cannot be inferred from their literal definition but have a figurative meaning that is only known through conventional use. For example, in English the idiomatic expression "*It is a piece of cake*", means that something is very easy.
6. Functions: they are the general purposes for which ideas are expressed in the language. For example: to socialize, ask for directions, compare something, etc.
7. Making inferences: a strategy whereby students discover the meaning of words with the help of context as they read.
8. Comprehensible input: is a concept developed by Stephen Krashen. In his hypothesis about comprehensible "input" Krashen states that language acquisition will only occur if the learner is exposed to abundant samples of the language to be acquired. These language samples, or comprehensible input, should be at a slightly higher level than the learner's current linguistic competence level, which was represented as  $i+1$  by Krashen.
9. Scanning: a strategy used to locate specific information in a text.
10. Skimming: a strategy consisting in conducting a quick reading to identify the general idea of the text.
11. Respond: The use of this concept in the curriculum points to students being expected to react or show a response, which may involve feelings, opinions or emotions, to what they read or hear, and try to convey it using the language, even if it is very briefly and simple. For example, after reading a story, a piece of news or listening to a song in English, students can give their opinion: *I liked it because it's very interesting; I didn't like it because I think it is a sad story*.
12. Gap fillers: word or sound used to make a pause when speaking in a conversation or when expressing something orally. Some examples of *gap fillers* are: *well, you know, ...er...*; etc.

13. Theme: in literary texts the theme is the dominant idea, "the big idea" or the "message" implicit in a text. It is an abstract concept that must be inferred by the reader.
14. Visualize: A reading comprehension strategy that involves putting images in someone's mind based on what is read. It helps to better understand the text and implies an active role by the reader regarding the text.

### Bibliographical references

PARTNERSHIP 21 (2011). *21st Century Skills Map. World Languages*. Retrieved on August 6, 2012 from [http://www.p21.org/storage/documents/Skills%20Map/p21\\_worldlanguagesmap.pdf](http://www.p21.org/storage/documents/Skills%20Map/p21_worldlanguagesmap.pdf)

EF (2012). *English Proficiency Index*. Retrieved on October 8, 2012 from <http://www.ef-chile.cl/epi/downloads/>

GRADDOL D. (2006). *English Next*. British Council

JUDD, E. et al (2001). *Teaching additional languages*. Retrieved on August 2, 2012 from [http://www.ibe.unesco.org/fileadmin/user\\_upload/archive/publications/EducationalPracticesSeriesPdf/prac06e.pdf](http://www.ibe.unesco.org/fileadmin/user_upload/archive/publications/EducationalPracticesSeriesPdf/prac06e.pdf)

BROWN, HD (2007). *Teaching by principles: An interactive approach to language pedagogy*. New York: Pearson Education

COUNCIL FOR CULTURAL COOPERATION EDUCATION COMMITTEE, LANGUAGE POLICY DIVISION (2001). *Common European Framework of Reference for Languages*. Strasbourg

KUMARAVADIVELU, B. (2006). *Understanding Language Teaching*. New York: Routledge.

RICHARDS, J. (2006). *Communicative language teaching today*. Cambridge: Cambridge University Press.

CANALE, M. and SWAIN M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. In *Applied Linguistics, Oxford Journals. Vol 1, No. 1*

CELCE-MURCIA, M. ed. (2013). *Teaching English as a Second or Foreign Language, 4th edition*. Boston, Heinle, Cengage Learning.

CANALE, M. (1983). From communicative competence to communicative language pedagogy. In Richards JC and Schmit R. (eds.). *Language and Communication*. London, Longman, (Pp 2-27).

DOUGHTY, C. and LONG, M. eds. (2011). *The Handbook of Language Teaching*. Oxford: Wiley-Blackwell

BROWN, HD (2007). *Teaching by principles: An interactive approach to language pedagogy*. New York: Pearson Education Inc.

FARRELL, T. and GM JACOBS (2010). *Essentials for Successful English Language Teaching*. London: Continuum International

KUMARAVADIVELU, B. (2003). *Beyond Methods Macrostrategies for Language Teaching*. London: Yale University Press.

RICHARDS, J. (2006). *Communicative language teaching today*. Cambridge: Cambridge University Press.

PARTNERSHIP 21 (2011). *21st Century Skills Map. World Languages*. Retrieved on August 6, 2012 from [http://www.p21.org/storage/documents/Skills%20Map/p21\\_worldlanguagesmap.pdf](http://www.p21.org/storage/documents/Skills%20Map/p21_worldlanguagesmap.pdf)

FARRELL, T. and JACOBS, GM (2010). *Essentials for Successful English Language Teaching*. London: Continuum International

- RICHARD, P. and SCRIVEN M. in The Critical Thinking Community. *Defining Critical Thinking*. Retrieved November 5, 2012 from <http://www.criticalthinking.org/pages/defining-critical-thinking/766>
- GOH, C. (2012). Learner Strategies In Burns A. and Richards J. (eds). *Pedagogy and Practice in Second Language Teaching*. Cambridge, Cambridge University Press. (Pp 68-75)
- OXFORD, R. (1990). *Language Learning Strategies: what every teacher should know* . Boston: Heinle & Heinle Publishers.
- GOH, C. (2012). Learner Strategies In Burns A. and Richards J. (eds ). *Pedagogy and Practice in Second Language Teaching*. Cambridge, Cambridge University Press. (Pp 68-75)
- OXFORD, R. (2002). *Language Learning Strategies in a Nutshell: Update and ESL Suggestions* in Richards, JC and Renandya, W. *Methodology in language teaching: An anthology of current practice*. Cambridge: Cambridge University Press.
- NUNAN, D. (2004). *Task-Based language teaching*. Cambridge, Cambridge University Press.
- VAN DEN BRANDEN, K. et al (eds) (2009). *Task-Based language teaching: a reader*. Amsterdam, John Benjamins.
- JENSEN, E. (2005). *Teaching with the brain in mind*. Alexandria: Association for Supervision and Curriculum Development, ASCD.
- MET, M. (1999). "Making Connections". In *Foreign Languages Standards: Lining Research, Theories, and Practices* , edited by JK Phillips and RM Terry, 137-164. Chicago: National Textbook Company. Retrieved from [http://www.learner.org/workshops/tfl/resources/s4\\_connections1.pdf](http://www.learner.org/workshops/tfl/resources/s4_connections1.pdf) on December 8, 2012.
- KENNEDY, T. (2006). *Language Learning and its Impact on the Brain: Connecting Language Learning with the Mind Though Content-Based Instruction* . Foreign Language Annals, vol 39 n ° 3, Dec 31, pp. 471-486.
- JACOBS, HH (1989). *Interdisciplinary Curriculums. Design and Implementation*. Obtained at <http://www.ascd.org/publications/books/61189156.aspx> on December 10, 2012.
- CURTAIN and DAHLBERG. (2010). *Language and Children, Making the Match: New Languages for Young Learners, Grades K-8*. Boston: Pearson Education, Inc.
- KUMARAVADIVELU, B. (2003). *Beyond Methods Macrostrategies for Language Teaching*. London: Yale University Press.
- The Unesco World Report No. 2, (2009). *Investing in Cultural Diversity and Intercultural Dialogue* . Paris: Unesco Publishing
- FERRIS, DR and JS HEDGCOCK (2005). *Teaching ESL Composition. Purpose, Process and Practice*. New York: Routledge.
- BRINTON, D. (2001). The use of media in language teaching in Celce-Murcia, M. (ed.) *Teaching English as a second or foreign language*. Boston, Heinle, Cengage learning
- WARSCHAUER, M. and PF WHITTAKER (2002). The Internet for English Teaching: Guidelines for Teachers in J. Richards and W. Renandya (eds.) *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press (Pp 368-373)
- SELFE C. and TAKAYOSHI P. in Lauer, C. (2009). *Contending with Terms: "Multimodal" and "Multimedia" in the Academic and Public Spheres* . Retrieved from <http://dmp.osu.edu/dmac/supmaterials/lauer.pdf> on December 1, 2012.

[1] The language functions corresponding to each year are described in detail in **Learning Outcome 8** of Speaking and in **Learning Outcome 16** of Writing.

## Referencias bibliográficas

- 
- <sup>1</sup> PARTNERSHIP 21 (2011). *21st Century Skills Map. World Languages*. Obtenido el 6 de agosto de 2012 desde [http://www.p21.org/storage/documents/Skills%20Map/p21\\_worldlanguagesmap.pdf](http://www.p21.org/storage/documents/Skills%20Map/p21_worldlanguagesmap.pdf)
- <sup>2</sup> EF (2012). *English Proficiency Index*. Obtenido el 8 de Octubre de 2012 desde <http://www.ef-chile.cl/epi/downloads/>
- GRADDOL D. (2006). *English Next*. British Council
- <sup>3</sup> JUDD, E. et al (2001). *Teaching additional languages*. Obtenido el 2 de agosto de 2012 desde [http://www.ibe.unesco.org/fileadmin/user\\_upload/archive/publications/EducationalPracticesSeriesPdf/prac06e.pdf](http://www.ibe.unesco.org/fileadmin/user_upload/archive/publications/EducationalPracticesSeriesPdf/prac06e.pdf)
- <sup>4</sup> BROWN, H. D. (2007). *Teaching by principles: An interactive approach to language pedagogy*. New York: Pearson Education
- <sup>5</sup> RICHARDS, J. (2006). *Communicative language teaching today*. Cambridge: Cambridge University Press.
- CANALE, M. y SWAIN M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *En Applied Linguistic, Oxford Journals. Vol 1, N°1*
- CELCE-MURCIA, M. ed. (2013). *Teaching English as a Second or Foreign Language, 4th edition*. Boston, Heinle, Cengage Learning.
- CANALE, M. (1983). From communicative competence to communicative language pedagogy. En Richards J. C. y Schmit R. (eds.). *Language and Communication*. London, Longman, (Pp 2-27).
- <sup>6</sup> GOH, C. (2012). Learner Strategies. En Burns A. y Richards J. (eds). *Pedagogy and Practice in Second Language Teaching*. Cambridge, Cambridge University Press. (Pp 68-75)
- OXFORD, R. (1990). *Language Learning Strategies: what every teacher should know*. Boston: Heinle & Heinle Publishers.
- <sup>7</sup> GOH, C. (2012). Learner Strategies. En Burns A. y Richards J. (eds). *Pedagogy and Practice in Second Language Teaching*. Cambridge, Cambridge University Press. (Pp 68-75)
- OXFORD, R. (2002). *Language Learning Strategies in a Nutshell: Update and ESL Suggestions* en Richards, J. C. y Renandya, W. *Methodology in language teaching: An anthology of current practice*. Cambridge: Cambridge University Press.
- <sup>8</sup> NUNAN, D. (2004). *Task-Based language teaching*. Cambridge, Cambridge University Press.
- <sup>9</sup> VAN DEN BRANDEN, K. et al (eds) (2009). *Task-Based language teaching: a reader*. Amsterdam, John Benjamins.
- <sup>10</sup> FERRIS, D. R. y J. S. HEDGCOCK (2005). *Teaching ESL Composition. Purpose, Process and Practice*. New York: Routledge.