



Administración Nacional de Educación Pública

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Consejo de Educación Secundaria

Consejo de Educación Técnico Profesional



**Consejo de Educación
Técnico Profesional**
Universidad del Trabajo del Uruguay



**políticas
lingüísticas**

PROGRAMA DE INGLÉS
PRIMER AÑO DE CICLO BÁSICO
(TODOS LOS PLANES)

1) Fundamentación

Debido a la expansión de la enseñanza de Inglés lengua extranjera a nivel de Enseñanza Primaria tanto a través de la modalidad por contenidos en Escuelas de Tiempo Completo o Extendido, o por medio de la tele presencia, como es el caso de CEIBAL en Inglés, cada vez más alumnos llegan a Ciclo Básico con conocimientos de la lengua. Con la universalización de la oferta en el año 2016, a partir de 2017 todos los alumnos que comenzaron el ciclo de Educación Media contaron con algún conocimiento de inglés. De acuerdo a las pruebas SEA, los niveles alcanzados por los alumnos de ambos programas no son significativamente diferentes. Los alumnos de Segundas Lenguas de Primaria y los alumnos de Plan Ceibal alcanzan un nivel A1 en escritura, un nivel A1+ y A2 en comprensión lectora y un nivel A1 en comprensión auditiva. Actualmente, se está trabajando con los alumnos de Educación Primaria Rural a tales efectos (<http://www.anep.edu.uy/sea/wp-content/uploads/2017/08/Resumen-ejecutivo-2016.pdf>). Es por ello, que resulta pertinente reformular los programas de 1º de Ciclo Básico, para atender la situación de diversidad que se ha instalado en las aulas.

2) Lineamientos pedagógicos y didácticos de la propuesta

Todo grupo es necesariamente heterogéneo, ya que está conformado por individuos, cada uno de los cuales aprende en forma diferente, posee diferentes grados de conocimientos previos así como de experiencia en el aprendizaje de una determinada área del conocimiento. Concebir la diversidad como el punto de partida de la acción docente nos ayuda a tener una mirada más inclusiva sobre la tarea de enseñar, ya que la premisa fundamental es que todos los miembros del grupo son diferentes y, por ello, cada uno tiene necesidades específicas que el docente buscará cubrir. Esta diversidad se evidencia en aspectos como los ritmos de aprendizaje, el nivel de competencia en la lengua en general y en cada destreza en particular, los estilos de aprendizajes, las necesidades educativas especiales, etc. Al mismo tiempo, posiciona a la figura del alumno como la de un ser en continuo desarrollo y que, dadas las condiciones adecuadas, tiene igual posibilidad de progresar en su desarrollo académico que todos sus pares.

Desde esta visión de la diversidad como realidad constante, el programa de 1º de Ciclo Básico establece dos escenarios que identifican, aunque no etiquetan o encasillan, el bagaje de conocimientos sobre la lengua extranjera que pueden poseer los alumnos. En el primer escenario se identifica a aquellos alumnos que evidencian características de Principiante Absoluto o Casi Absoluto en el dominio de la lengua (equivalente a niveles A0 y/o A1- en el Marco Común Europeo de Referencia) y en el escenario 2 se encuentran aquellos alumnos que evidencian capacidades de comprensión y/o producción a nivel de Falso Principiante (equivalente a un nivel A1 e incluso A1+ en el Marco Común Europeo de Referencia). El objetivo de esta caracterización es reconocer el

potencial de aprendizaje que todos tienen por igual. Por dicho motivo, las unidades temáticas que integran este programa constituyen una propuesta. El docente deberá evaluar teniendo en cuenta el contexto, el nivel de los alumnos, el proyecto educativo del centro y otras variables que el docente considere necesario. Se deberá considerar la enseñanza en forma espiralada, con grupos multi-nivel y el docente deberá establecer la conexión entre las unidades (thread). Se podrán priorizar temáticas, adaptar otras, todo ello en virtud de lo expuesto precedentemente. Se establece que las unidades 4 (Animals) y 6 (Teen Media) serán de carácter optativo. En el caso de las evaluaciones formales (exámenes), los integrantes de la mesa deberán cotejar los programas analíticos para acordar los temas a evaluar.

La delimitación de estos escenarios se hace con un espíritu orientador que apoye los esfuerzos de diferenciación que realice el docente. En ningún momento se busca segregar o etiquetar a un alumno. Todo lo contrario. La inclusión del concepto de diferenciación busca personalizar las oportunidades de aprendizaje tomándose como premisa fundacional que todos los alumnos de un grupo pueden fluctuar de un escenario al otro a lo largo del curso (es decir, para algunos temas, los alumnos del escenario 2 podrán exhibir características de alumnos del escenario 1 y, por lo tanto recibirán oportunidades de aprendizaje que reflejen ese nivel. De la misma forma, alumnos del escenario 1 podrán realizar progresos significativos en algunos momentos del año y por lo tanto recibirán oportunidades de aprendizaje a nivel de los alumnos del escenario 2).

Cabe aclarar que la filosofía que permea esta propuesta es una de empoderamiento de los alumnos, que busca revertir situaciones de injusticia en lo relativo al acceso al conocimiento y toma como premisa fundamental que, dadas las condiciones adecuadas, todos los alumnos pueden aprender. Desde el punto de vista del paradigma que sustenta esta propuesta, el mismo es de corte sociocultural; es decir, se basa fuertemente en una visión del aprendizaje como el incremento en los procesos de participación en comunidades de práctica, en este caso, la de los hablantes de Inglés lengua extranjera. Los insumos teóricos que sustentan tal propuesta provienen de la labor de investigadores y pedagogos tales como Vygotsky, Luria, Bruner, Ausubel y Werstch. Estos investigadores ven al aprendizaje como un proceso de progresiva internalización de las normas sociales que regulan cualquier actividad y que habilitan mayores niveles de participación. Esto implica, necesariamente, que para que los alumnos puedan participar, deben "hacer" lengua, es decir, co-construirla con el docente, con sí mismos y con sus pares a través de las oportunidades de mediación que se les proporcionan. Si bien estas oportunidades de mediación no garantizan el aprendizaje, lo viabilizan. Es aquí donde se da la personalización que permite atender a los procesos individuales de cada alumno, objetivo y centro de la acción docente.

3) Características del nuevo programa

El nuevo programa busca no solamente diferenciar las oportunidades de aprendizaje, sino contribuir a un cambio real en las prácticas de aula dentro de una propuesta comunicativa. Por ello, se ha estructurado en torno a funciones, es decir, descriptores sobre lo que los alumnos *pueden hacer* con la lengua. El énfasis es entonces, no en el dominio de la gramática, sino en el dominio de la situación comunicativa en su totalidad. Por ello, el nuevo programa explicita claramente lo siguiente:

- **Temas** (Unidades Temáticas): El programa se estructura a partir de siete unidades. En cada unidad se explicita un tema particular a desarrollar. El tema es lo que da cohesión y proporciona el contexto para el aprendizaje y uso de la lengua. El foco está en todo momento en el desarrollo del significado más que de la forma, aunque la última debe ser tenida en cuenta, ya que la comunicación eficaz implica la corrección lingüística. Los temas son lo suficientemente generales como para que cada docente los adecue a los intereses, necesidades y motivaciones de sus alumnos en sus contextos particulares. Nótese que las temáticas identificadas tienen al alumno como centro y por ello buscan contribuir su desarrollo psicológico, cognitivo, afectivo y social al posicionarlo como ser único, que aprende en sociedad y que vivencia valores que determinan una identidad personal dentro de la diversidad lo que permite la búsqueda de la igualdad de oportunidades. Será tarea de cada docente potenciar estos valores en el aula y empoderar a sus alumnos para que construyan su propia identidad en democracia y respeto mutuo.
- **Metas de aprendizaje** (Learning goals): Estos enunciados describen lo que los alumnos deberían ser capaces de hacer luego de completada la labor en las diversas actividades de la unidad temática. La totalidad de las metas de aprendizaje que se explicitan a lo largo de las unidades temáticas dan cuenta de la progresión desde el nivel A0/A1- del Marco Común Europeo de Referencia a un sólido nivel A1+, que es lo que se espera al finalizar el curso. Por ello, será necesario que se cubran todas las metas de aprendizaje a lo largo del año. Otro uso subyacente de estas metas de aprendizaje (conjuntamente con los criterios de desempeño que se explicitan debajo) es que, una vez implementadas y validadas, las mismas constituirán los "Mapas de Progreso" que articularán el curriculum de Inglés para Educación Media.
- **Tarea de Evaluación** (Assessment Task): Las evaluaciones deberán ser coherentes y concordantes con el plan en el que el curso se dicta. La evaluación deberá ser realizada por el docente y deberá reflejar la forma de trabajo que se llevó adelante dentro del aula. Es decir, deberá existir coherencia entre el acto de enseñar y el acto de evaluar. El docente podrá optar por diferentes formatos para realizarla: pruebas escritas, orales o elaboración de proyectos de acuerdo a pautas

establecidas por la Inspección de la asignatura. Podrán también plantearse otras formas de evaluación debidamente fundamentadas desde el punto de vista teórico por parte del docente. Sugerencias de qué se puede evaluar en cada una de las unidades temáticas se encuentra en el apéndice de este programa.

- **Criterios de Desempeño** ("CAN DO" statements): Los contenidos a desarrollar se han organizado a partir de criterios de desempeño que se desglosan para cada una de las destrezas en forma de funciones del lenguaje. También se indica claramente el contenido léxico de cada módulo. Los criterios de desempeño se han confeccionado en primera persona, para que, progresivamente, puedan ser compartidos con los alumnos y ser utilizados para la evaluación de pares y la autoevaluación. En todo momento se buscó que estos criterios fueran realistas respecto a lo que un aprendiz a este nivel puede lograr en el tiempo de aprendizaje disponible. Así mismo, se busca que, al finalizar el curso, todos los alumnos hayan internalizado los contenidos explicitados en los criterios de desempeño los alumnos que se encuentran en el escenario 2.
- **Contenido léxico** (Vocabulary): En cuanto al dominio léxico, los lexemas y expresiones explicitados en el programa han sido seleccionados de diversos documentos que caracterizan el Nivel A1 del Marco Común Europeo de Referencia y constituyen el corpus léxico a ser evaluado en las evaluaciones de progreso y de desempeño. Es decir que todas las palabras, frases y expresiones que se consignan en el programa, independientemente del escenario para el cual han sido identificadas, pueden ser objeto de evaluación, y resultarán necesarias para el desempeño de los alumnos en las diversas tareas que se proponen.
- **Tareas comunicativas orientadoras de la Evaluación de Desempeños Integrada (EDI)** (Suggested tasks): Tomando en cuenta los procesos, tiempos y contenidos, se sugieren tareas comunicativas que los alumnos desarrollarán previo a la E.D.I. Es durante estas tareas que el docente podrá proporcionar retroalimentación y enseñanza compensatoria para asegurar que todos los alumnos lleguen con confianza a la instancia de la E.D.I. Estas tareas son tanto de aprendizaje como de evaluación y se rigen por el Modelo de Enseñanza Basado en Tareas (*Pre-tarea* orientadora y organizadora de la interacción, con revisión e indicación de vocabulario a utilizar; *Ciclo de Tareas*: realización de la tarea por los alumnos trabajando en pares o grupos con posterior tiempo de planificación sobre cómo presentarán los resultados de la tarea al resto del grupo y oportunidad para que los alumnos muestren a sus pares como hicieron la tarea; *Foco en la lengua*: los alumnos escuchan un audio de otros hablantes haciendo la misma tarea que acaban de completar y buscan similitudes y diferencias con su propio desempeño. A posteriori el docente realiza las aclaraciones necesarias respecto al uso de la lengua y proporciona oportunidades de práctica significativa y, por

último, involucra a los alumnos en realizar la misma tarea, pero cambiando la conformación de los pares o grupos).

Toda innovación conlleva necesariamente la apertura de espacios de incertidumbre que hacen muchas veces cuestionar el potencial del impacto de las acciones a llevar a cabo. Fue partiendo de esta premisa que el presente proyecto se construyó desde una lógica que respondiese a los lineamientos estratégicos 2016-2020 emanados del Órgano Rector. En este sentido el proyecto atiende a las cuatro líneas transversales de política educativa:

- **Políticas de género:** La naturaleza temática de los contenidos programáticos, así como el sustento teórico sobre el cual se construyen las prácticas de aula apuntan a potenciar la construcción de la identidad individual de cada alumno en un ámbito social que sea plural, tolerante, valorador de la diversidad y que fomente el respeto y la convivencia armónica de variadas perspectivas dentro del aula. Todo esto se ve reforzado por la perspectiva subyacente que apunta a la atención a la diversidad a través de la propuesta de diferenciación de contenidos, procesos o productos. Esta propuesta coadyuva a la integración, y no solamente inclusión, de variadas perspectivas. Se han realizado esfuerzos para que tanto los contenidos como los procedimientos atiendan a la realidad de la conformación de una identidad de género en adolescentes, y que abogue por la equidad.
- **Políticas tecnológicas:** El presente proyecto tiene un fuerte sustento tecnológico en el cual los diferentes sistemas aportan y apoyan la labor en el aula. Es este sentido, y manteniendo una perspectiva sociocultural respecto al aprendizaje y la enseñanza tanto de docentes como de alumnos, las tecnologías se erigen en herramientas que apoyan la mediación de la co-construcción de conocimiento por parte de todos los actores involucrados, incluido el sistema de educación pública.
- **Políticas de enlace:** El proyecto involucra a actores y procesos de todos los subsistemas en forma sistémica y sinérgica, a la vez que potencia el relacionamiento de la ANEP con actores externos a la misma que tienen el potencial de contribuir significativamente a los objetivos planteados por las autoridades. En el mismo sentido, todas las acciones planificadas tienden a establecer capacidad dentro de la ANEP. Ninguna de las acciones es aislada y puntual, sino que tiene el potencial de convertirse en un elemento cultural organizacional incluso cuando el financiamiento para esa acción sea discontinuado. Por último, y no menos importante, el centro de todas las actividades previstas en el proyecto lo constituyen la totalidad de los alumnos de educación pública del Uruguay en su diversidad, pluralidad y complejidad por lo que el éxito del proyecto podrá ser evaluado en relación al aumento de oportunidades de los mismos.
- **Políticas Lingüísticas:** El aprendizaje de una o más lenguas extranjeras proporciona una concientización metalingüística que tiene el potencial de

impactar favorablemente sobre el desempeño de los alumnos en su lengua materna. Al mismo tiempo, dentro de la ANEP existen ofertas de aprendizaje de lenguas tanto obligatorias como optativas. El presente proyecto contribuye al desarrollo lingüístico de los alumnos, pero también al de los docentes participantes y logra dar cuenta de los niveles de progreso a la vez que permite desentrañar prácticas pedagógicas que puedan ser extrapolables a otras lenguas e incluso a otros dominios del aprendizaje. En este sentido, se considera que el presente proyecto es *cohesivo* en tanto incorpora actores y procesos de todos los subsistemas trabajando en forma sinérgica; es *coherente* al alinear las acciones tendientes al aprendizaje a la realidad de todos los actores involucrados (aprenden los alumnos y, como consecuencia también los docentes, los centros educativos y el sistema educativo en su totalidad); y es *comprometido* en tanto busca instalar capacidad en áreas de la enseñanza que precisan ser mejoradas pero lo hace desde el compromiso con el respeto a la figura del docente, profesional que necesita no solamente lineamientos, sino apoyos que le ayuden a cumplir con su labor.

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THEMATIC UNIT 1: HELLO!

Learning goals

By the end of this module, students should be able to:

- introduce themselves orally and in writing.
- give and request personal information.
- get specific information from simple descriptive and informational texts.
- describe themselves and others via short oral and written texts.
- follow everyday commands related to their studies and life in general.
- follow the entire lesson in English without unnecessary translations to/from L1.

"CAN DO" statements for Module 1	Students with no prior English studies	Students with prior English studies
Speaking	<ul style="list-style-type: none"> • I can introduce others and myself and others. • I can use simple social formulae to greet people. • I can spell in English. • I can use numbers to give information (dates, age, address, telephone number, email address). 	<ul style="list-style-type: none"> • I can introduce others and myself and provide details about our lives. • I can use more complex social formulas. • I can spell in English fluently. • I can give personal information about others and me describing appearance and personality

	<ul style="list-style-type: none"> • I can describe others and myself physically. • I can ask for clarification and meaning. • I can answer basic personal questions (e.g. What's your name? • Where do you live? What do you do?). • I can perform a short dialogue (interview). 	<ul style="list-style-type: none"> • I can request information about other people's age, appearance and personality.
Reading	<ul style="list-style-type: none"> • I can read a simple text with information about others. 	<ul style="list-style-type: none"> • I can read someone's profile and present it to others. • I can understand basic notices and instructions.
Listening	<ul style="list-style-type: none"> • I can follow commands and use basic classroom Language to interact with my teacher and my peers. • I can follow speech that is very slow and carefully articulated. 	<ul style="list-style-type: none"> • I can find key information such as prices, times and dates from short clear, simple announcements (e.g. telephone messages). • I can understand simple, everyday conversations if they are conducted slowly and clearly.
Writing	<ul style="list-style-type: none"> • I can fill in a form with personal information about others and myself. 	<ul style="list-style-type: none"> • I can write my own and someone else's profile (name, age, address, school, family, favourite things, abilities) via a short descriptive text. • I can write questions for a short interview using both prompts and examples. (What's your name? How old are you? Where do you live?)
Vocabulary	<ul style="list-style-type: none"> • I'm... • My name is... • He is.../She is... • I'm from.../he/she/ls from... • Countries and nationalities. • Hello! Good morning/afternoon/evening • Bye!, Good bye!, See you (tomorrow/ next class). Have a nice weekend! • Today is... • What's the date today? • Open your book to page... • Read.../ Write.../ Circle.../ Tick.../ Underline... • Listen to... • Could you repeat, please? • Can you lend me...? • Here you are. • Thanks • How do you say....in English? • What's the meaning of...? • I'm....12/years old • He/she is....; They/We are.... 	<ul style="list-style-type: none"> • Letters A - Z. • Cardinal numbers 1 - 100. • Ordinal numbers 1 - 100. • Countries and nationalities • Greetings. • Commands (regular classroom commands). • Days of the week. • Months of the year. • Seasons.
Vocabulary		

	<ul style="list-style-type: none"> • How old are you? /is he/is she/are they? • How do you spell... in English? • What's your.../X's... (Name, address, telephone number, email): • How old...? (are you/is she/he) • Where is .../ are you... from? • I'm from... in ... • Letters A - Z • Numbers 1 - 100. 	
Suggested tasks for Module 1 leading up to the Integrated Performance Assessment tasks.	TASK: Students work in pairs. Each student is given a role and their partner has to complete a form asking questions using prompt cards.	TASK: Students work in pairs. Each pair receives a set of three jumbled dialogues for them to order and separate. After that, they present one of the dialogues to the class.

THEMATIC UNIT 2: MYSELF!

Learning goals

By the end of this module, students should be able to:

- Locate and tell about the location of objects.
- Identify parts of the house and describe them.
- Get specific information from simple descriptive and informational texts.
- Write a short text about their daily and free time activities.
- Talk about themselves and their favourite things.
- Give short presentations about themselves and their school.

"CAN DO" statements for Module 2	Students with no prior English studies	Students with prior English studies
	Speaking	<ul style="list-style-type: none"> • I can say and write the date. • I can tell the objects in a room and their positions using simple sentences. • I can answer questions about the location of things. • I can identify and label the parts of the house. • I can talk about my favourite things (activity, day of the week, subject, cloth, room)

	<ul style="list-style-type: none"> • I can describe basic aspects of my personality. • I can describe my own and others' clothes. ("I am./ He is wearing a beautiful blue sweater") • I can give an oral presentation about myself based on a poster (Book page 16) • I can talk about my daily and free time activities. • I can tell the time. 	<p>favourite things.</p> <ul style="list-style-type: none"> • I can describe my and others' personality. • I can give an oral presentation about myself based on a poster (Book page 16) • I can talk about my daily and free time activities, when and how often I do them.
Reading	<ul style="list-style-type: none"> • I can read a description of a room and match it with its picture • I can read about person's routine and state whether some statements about it are right or wrong • I can understand simple notices and instructions. 	<ul style="list-style-type: none"> • I can read a description of a room, match it with its image and answer reading comprehension questions • I can read about a person's routine and answer reading comprehension questions about it
Listening	<ul style="list-style-type: none"> • I can follow commands and use basic classroom language to interact with my teacher and peers. • I can identify specific vocabulary. • I can understand the location of objects. • I can listen and complete a timetable with activities. 	<ul style="list-style-type: none"> • I can follow commands and instructions, and use more complex classroom language to interact. • I can identify specific vocabulary, phrases and chunks of information. • I can listen and complete a timetable with days and activities.
Writing	<ul style="list-style-type: none"> • I can write some sentences describing the objects in my favourite part of the house. • I can describe my bedroom in detail and my house in general. ("In my bedroom there is a bed. There are two big windows") • I can design a poster about myself including sentences describing my favourite things and pictures/images/realia to illustrate them • I can write a blog entrance about my daily activities. 	<ul style="list-style-type: none"> • I can write a paragraph about my favourite part of my house/flat. • I can give a complete detailed description of my house. ("In my bedroom there are two big windows next to my bed. My bed is modern and beautiful") • I can design a poster about myself including a descriptive text about my favourite things and pictures/images/realia to illustrate it • I can write a blog entrance about my daily activities including their time and frequency.
Vocabulary	<ul style="list-style-type: none"> • Days and months • Numbers 100-1000 • Things in a room: telephone, phone, shower, window, wall, TV/television/telly, table, sofa, room, radio, picture, lamp, door, desk, cupboard, bed, bookcase, chair, clock, computer, bin, lights, poster, shelf, comics. • Parts of the house: house, bedroom, bathroom, dining room, living room, studio, kitchen, toilet, garden, balcony, stairs. • Prepositions of place: between, in, in front of, next to, on, under. • Clothes: bag, dress, hat, jacket, jeans, shirt, coat, scarf, sweater, 	<ul style="list-style-type: none"> • Days and months • Numbers 100-1000 • Things in a room: curtain, futon, sound system, flatscreen, cable box. • Parts of the house: house, vegetable patch, backyard, play room, basement, attic, stairs, garage. • Prepositions of place: above, behind, near, opposite. • Personality adjectives: tree-hugger, laid-back, outgoing, sensitive, sensible. • The time • School subjects: Art, English, Geography, History, Maths, Science, Drama, Physical Education, Spanish. • Activities: meet my friends, talk to

	<p>shoes, skirt, socks, trousers, T-shirt.</p> <ul style="list-style-type: none"> • Personality adjectives: kind, honest, generous, selfish, friendly, lazy, optimistic, interesting. • The time • School subjects: Art, English, Geography, History, Maths, Science. • Activities: do homework, get dressed, get up, have/take a shower, have breakfast/lunch/dinner. • Information gap activity: Students work in pairs. Each of them is given two different pictures of two different rooms of the house to complete with objects. After completing it they describe it to his/her partner so he/she can draw the objects. Then they switch roles. 	<p>my friends, watch tv, play the guitar/computer games/card games/football/volleyball, go to the cinema/beach, go to the shops, have singing lessons/a party.</p> <ul style="list-style-type: none"> • Information gap activity: Students work in pairs. One reads the description of his/her favourite part of the house and the other one draws it. Then they change roles.
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THEMATIC UNIT 3: MY FAMILY

Learning goals

By the end of this module, students should be able to:

- introduce the members of their family.
- provide their personal information and describe them physically.
- talk about their occupations.
- ask and answer about families.
- understand the relationships between members of a family.

"CAN DO" statements for Module 3	Students with no prior English studies	Students with prior English studies
Speaking	<ul style="list-style-type: none"> • I can describe my family using simple short phrases or sentences. • I can name family relationships. • I can describe the members of my family, including their physical appearance and their personality traits. • I can talk about what they do for a living. • I can answer simple questions about my family. 	<ul style="list-style-type: none"> • I can describe my family using sentences with basic linkers. • I can name family relationships and how they affect me. • I can describe the members of my family, including their physical appearance and their personality traits providing examples. • I can talk about what they do for a living providing additional information. • I can answer more complex questions about my family. • I can ask questions about other people's families.

Reading	<ul style="list-style-type: none"> I can understand a simple text about a family and the basic relationships among them. 	<ul style="list-style-type: none"> I can read a text about a family and complete a family tree.
Listening	<ul style="list-style-type: none"> I can identify family vocabulary. 	<ul style="list-style-type: none"> I can identify family vocabulary and connect it to the members of a family.
Writing	<ul style="list-style-type: none"> I can create a poster with my family tree, nametags and connections. I can write a short paragraph about my favourite family member. 	<ul style="list-style-type: none"> I can create a poster with my family tree, nametags and connections. I can add information about my favourite family members and give reasons.
Vocabulary	<p>I have a small /big family. Family members: aunt, baby, boy, brother, child/children, cousin, dad, daughter, father, friend, grandchild, children, daughter, father, parent, son, mother, mum, parent, person/people, sister, step-x, single mum, single dad, two dads, two mums, son, uncle I live with my ... I don't live with my I have two</p> <p>Adjectives: old, young, tall, short, thin, Fat Recycling of personality traits My is short/tall. He/She has got My is (personality trait). Professions and occupations: clown, doctor, driver, farmer, nurse, teacher, secretary, public servant, police officer, soldier, actor, actress, model, singer, designer, engineer, architect, director, plumber, electrician, tv host, writer, artist, carpenter, scientist, chef, football player My is a My works in a My is studying/working. Who is? Is he/she a?</p>	<p>grown-up, man/men, woman/en, x-in-law and, but, so, because I live with my and my but I don't live with my Because</p> <p>Numbers: 0 to 100. I have two, they are and</p> <p>short/long black/brown curly/straight hair eyes/mouth/nose I am They are very My helps me a lot. I admire my I want to be like my My is short/tall and he/she has got My is (personality trait) because he/she usually My is a and he/she works in a from to Have you got or? What is your 's name? Does she/he work? How old is your? Is your a</p>
Suggested tasks for Module 3 Leading up to the	<p>TASK: Students work in pairs. Each student chooses a famous TV show about families. Each of them reveals the name of the show and writes the name of their favourite character on a piece of paper. Each student then creates a short oral description for</p>	<p>TASK: Students work in pairs. Each student chooses a famous TV show about families. Each of them reveals the name of the show and writes the name of their favourite character on a piece of paper. Each student creates five</p>

Integrated performance assessment tasks	the classmate to find out who the character is (without saying the name). As they listen to their classmate, students will tick the correct descriptive aspects from options in a list.	questions to find out who his/her classmate's character is.
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THEMATIC UNIT 4: ANIMALS

Learning goals

By the end of this module, students should be able to:

- name most common animals and insects
- understand a short written text about a familiar animal
- identify main ideas in a text
- get specific information from a simple text describing an animal (real/fantasy)
- describe an animal and its habits orally
- state simple opinions
- write a very short paragraph about a familiar animal based on prompts or using pictures.

"CAN DO"
statements
for
Module 4

Students with no prior English studies

Students with prior English studies

Speaking

- I can briefly describe an animal (real or fantasy) based on a photo or drawing.
- I can say where animals live and basically describe their habitats. (Camels live in the deserts. There are a lot of reptiles and insects in the desert)

- I can describe an animal (real or fantasy) based on a photo or drawing for a peer to identify, guess or draw.
- I can say where animals live and describe their habitats. (Camels live in the deserts in Africa. There are a lot of reptiles and insects in the desert. The desert can be very hot during the day)
- I can say which animals I like and I

	<ul style="list-style-type: none"> • I can say which animals I like and I don't like, as well as which ones I am afraid of. (My favourite animal is the dolphin. I love whales. I hate hyenas) • I can answer questions with single words or short phrases. I can use certain questions to ask what I need about animals. 	<p>don't like, as well as which ones I am afraid of. I can also say why. (My favourite animal is the dolphin, because they are sweet. I love whales, because they are very big. I hate spiders because they can bite me).</p> <ul style="list-style-type: none"> • I can state my opinion about zoos and safari parks. (I don't like zoos because animals are in cages. I love going to the zoo.) • I can answer questions with single words, short phrases or complete sentences. I can ask what I need about animals.
Reading	<ul style="list-style-type: none"> • I can read a simple text with factual information about a familiar animal and identify main ideas to fill in a chart. 	<ul style="list-style-type: none"> • I can read a text with factual information about an animal and identify ideas to fill in a chart, to answer questions or decide true/false.
Listening	<ul style="list-style-type: none"> • I can identify key words, and draw, complete a graphic organizer and tick correct information. 	<ul style="list-style-type: none"> • I can identify key words, and draw, complete a graphic organizer, tick correct information and fill in blanks or charts.
Writing	<ul style="list-style-type: none"> • I can write short sentences using basic adjectives. 	<ul style="list-style-type: none"> • I can write a paragraph using simple connectors and both factual and opinion adjectives.
Vocabulary	<ul style="list-style-type: none"> • Colours: black, blue, brown, green, grey, orange, pink, purple, red, white, yellow • This is a • It has got + parts of the body. • It lives/eats/sleeps/hunts/ • Animals: bird, cat, chicken, cow, dog, dolphin, duck, elephant, fish, frog, giraffe, hippo, horse, lion, monkey, mouse/mice, emu, panda, parrot, penguin, pig, puma, rabbit, scorpion, shark, sheep, snake, spider, tiger, whale. • Environmental Issues: habitat, pollution, danger of extinction, survive, wild, domestic, safari park, cave, cage, mountain, lake, river, desert, jungle, zoo, ground, land, forest, sea, water, life. 	<ul style="list-style-type: none"> • Colours: gold, silver • This is/these are... • It has got + adjectives + parts of the body. • Animals: armadillo, bat, bear, camel, crocodile, deer, fly, goat, kangaroo, lizard, meerkat, sloth, kitten, puppy. • Environmental Issues: Greenhouse effect, poacher, hunter.
<i>Suggested tasks for Module 4 leading up to the Integrated</i>	<p>TASKS: Students are given a series of cards with pictures of indigenous Uruguayan animals and a chart with categories (e.g. mammal, insect, reptile, etc.).</p>	<p>TASKS: Students are given a series of cards with pictures of indigenous Uruguayan animals. They have to organize the animals in categories and explain their criteria for each category.</p>

performance assessment tasks.	They classify the animals and explain their classification.	
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THEMATIC UNIT 5: FANTASTIC FOOD

Learning goals:

By the end of this module, students should be able to:

- Talk about their preferences regarding food issues.
- Design an attractive school menu for their schoolmates.
- Identify the ingredients and steps needed to accomplish a simple recipe.
- Distinguish between food from their country and typical food from another culture by looking at its ingredients.
- Order food in a restaurant.

"CAN DO" statements for Module 5 Speaking	Strand 2	
	Students with no prior English studies	Students with prior English studies
Speaking	<ul style="list-style-type: none"> • I can describe my favourite meal including main course and dessert. • I can share what a traditional meal in my country includes. • I can explain the order in which the meals of a day occur. 	<ul style="list-style-type: none"> • I can tell not only the ingredients of my recipe, how I made it and the objects I used to prepare it.
Reading	<ul style="list-style-type: none"> • I can recognize food from ingredients. • I can understand a simple recipe and identify the ingredients used. • I can read a menu and order food. 	<ul style="list-style-type: none"> • I can read more complex menus and be able to order food for me and my family/friends at a restaurant. • I can understand recipes and be able to explain to someone else how to do them.
Listening	<ul style="list-style-type: none"> • I can recognize traditional food from different countries. • I can follow a simple recipe with clear steps. 	<ul style="list-style-type: none"> • I can listen to a complex recipe from my own or from a different country and understand the steps needed to

<p>Writing</p>	<ul style="list-style-type: none"> • I can organize food into categories. • I can briefly describe the ingredients of one of my family member's favourite dish. • I can write about my preferences regarding food issues. • I can state the ingredients needed to prepare my daily snack. 	<p>accomplish it.</p> <ul style="list-style-type: none"> • I can describe a typical meal on a weekday and on a particular holiday for different countries, including my own. • I can write a simple recipe (e.g. How to make a sandwich, or a glass of chocolate milk). • I can design a weekly menu and order take-away. • I can write about my likes and dislikes regarding food options.
<p>Vocabulary</p>	<ul style="list-style-type: none"> • Food and drink: apple, banana, bean, bread, burger, butter, cake, candy/sweet, carrot, chicken, chips/fries, chocolate, coconut, coffee, cola, crisps, egg, fish, fruit, grape, honey, ice, ice cream, jam, juice, ketchup, lemon, lemonade, lime, mango, meat, milk, onion, orange, pasta, pear, pineapple, potato, rice, salad, sandwich, sauce, sausage, seed, soup, strawberry, sugar, tomato, vegetable, vinegar, water, watermelon, yoghurt • Meals: breakfast, lunch, (five o'clock) tea, snack, picnic, dinner/supper. • Time: The days of the week, after, afternoon, before, today, week, weekend, year, birthday, day, evening. • Adjectives: energetic, hungry, thirsty, tired • Places: balcony, bar, café, dining room, garden, kitchen. • Verbs: buy, carry, change, cook, cry, drink, dream, eat, enjoy, fish, invite, make, mix, need, open, plant, point, put, see, use, wash. • Is it savoury/sweet? • I like/dislike • Do you like...? • My favourite... • Can I have some... • Please, I want... / Please, give me... • Is this a...? 	<ul style="list-style-type: none"> • Time: Idem as strand 1 + every, morning/day/night, never, sometimes, always. • Objects: bottle, bowl, cup, glass, plate, (tea)spoon. • I like / don't like... • My favourite dish is... • Sequence adverbs: First, Second, Then, Next, Afterwards, After that, At the end, Finally. • How much does it cost? • Can you please...? • Would you...? • Could you...? • Please, I would like to order... • Why don't you...? • I prefer(ing) than.... • Can you explain that again? • What is the meaning of...? • I think... • How about...?
<p><i>Suggested tasks for Module 5 leading up to the</i></p>	<p>TASK: Students work in groups. They read a short text about a balanced diet and then order the food items mentioned in the text into a food pyramid.</p>	<p>TASK: Students work in groups. They have a food pyramid with some suggested food items. They have to write a short paragraph describing</p>

Integrated performance Assessment tasks.		what a healthy diet should incorporate.
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THEMATIC UNIT 6: TEEN MEDIA

Learning goals

By the end of this module, students should be able to:

- distinguish means of communication
- express preferences in media (films/ music styles/ social networks/tv, etc)
- compare different artists, music and film genres, sportspeople, etc
- talk about the core of a movie (cast /characters/ plot)
- describe what is happening in the media (actions: here and now)

"CAN DO" statements for Module 6	Students with no prior English studies	Strand 2 Students with prior English studies
Speaking	<ul style="list-style-type: none"> • I can name the main means of communication. • I can tell people what I like/dislike about everyday culture. • I can compare and contrast artists, sportspeople, genres, etc. • I can what kind of film I like and briefly describe a scene. 	<ul style="list-style-type: none"> • I can explain why I like/ dislike films, music, sports, etc. • I can compare and contrast both physical appearance and personality traits of celebrities. • I can support my choices of genres based on facts. • I can talk about the storyline of a film and describe a specific scene using details and providing personal
Reading	<ul style="list-style-type: none"> • I can read and get the gist of instructions. • I can read a simple profile of a celebrity. 	<ul style="list-style-type: none"> • I can set a plan of action from reading instructions. • I can read a simple profile of a celebrity and a short film review.

Listening	<ul style="list-style-type: none"> • I can understand reasonably well what feelings or ideas a video or a song conveys. • I can listen to other people's preferences and complete a form. 	<ul style="list-style-type: none"> • I can understand reasonably well what feelings or ideas a video or song conveys and find specific information on demand. • I can listen to other people's preferences and find key information.
Writing	<ul style="list-style-type: none"> • I can write a first draft of my presentation. • I can rewrite my action plan after receiving feedback. 	<ul style="list-style-type: none"> • I can write a script for the presentation. • I can write a short film review.
Vocabulary	<p>Films (comedy, drama, thriller, historical film), sports programme (football/ soccer, basketball, golf, tennis), social networks and its pros and cons music(song, singer, band, piano, guitar). Adjectives of physical appearance.</p>	<p>Films (occupations in the filmmaking industry, technical data), sports (badminton, cricket, horse riding, sports equipment and venues), music (lyrics, chorus, musical instruments) Adjectives of physical appearance and personality traits.</p>
<i>Suggested tasks for Module 6 leading up to the Integrated Performance Assessment tasks.</i>	<p>Students have to plan a concert to raise money to go on an end of year party. They present a poster to the class informing them about the concert.</p>	<p>Students are given a budget and also the cost of various services involved in putting together a concert to raise funds for the end of year trip. They present a poster to the class informing them about the concert.</p>

THEMATIC UNIT 7: MY TOWN

Learning goals

By the end of this module, students should be able to:

- distinguish means of communication
- express preferences in media (films/ music styles/ social networks/tv,etc)
- compare different artists, music and film genres, sportspeople, etc
- talk about the core of a movie (cast /characters/ plot)
- describe what is happening in the media (actions: here and now)

"CAN DO"
statements for
Module 7

Students with no prior English
studies

Students with prior English studies

Speaking

- I can describe my town and/or city.
- I can identify and name a variety of buildings and places in my town.
- I can recognise famous cities making reference to their landmarks.
- I can recognise street signs and ask for and give basic directions.
- I can mention different means of transport in my town.
- I can answer basic questions regarding my town.

- I can describe my town and/or city and provide details about them.
- I can identify and name a variety of buildings and places and say what's special about them.
- I can spot differences between cities talking about the existence or not of different landmarks.
- I can make reference to street signs and give directions using a map.
- I can talk about different means of transport worldwide.

	<ul style="list-style-type: none"> I can ask for clarification and meaning. 	<ul style="list-style-type: none"> I can request information about places and buildings.
Reading	<ul style="list-style-type: none"> I can read a simple text with information about towns/cities and fill a chart, answer basic questions, mark right, wrong, not mentioned. I can match sentence halves. 	<ul style="list-style-type: none"> I can read a text with information about towns/cities and order paragraphs and decidethe best title for each one. I can read a text and solve a basic multiple choice activity.
Listening	<ul style="list-style-type: none"> I can understand basic directions and take notes. 	<ul style="list-style-type: none"> I can find out different activities to do in a city. I can understand simple, everyday conversations if they are conducted slowly and clearly.
Writing	<ul style="list-style-type: none"> I can write a simple text describing students' towns and cities. (message to a friend) 	<ul style="list-style-type: none"> I can write about my own town or city and provide details regarding buildings, famous places and things to do. I can write about my favourite place and give reasons.
Vocabulary	<ul style="list-style-type: none"> Places in town: cinema, restaurant, museum, school, zoo, hotel, park, theatre, supermarket, post office, bank, square, kiosk, library, cemetery, bus station, bus stop, club, hospital, police station, house, flat, street, traffic lights. Means of transport: bike, bus, car, motorbike, plane Features of towns/cities: Small, big, fantastic, popular, polluted, modern, ancient, hot, cold. There is /There are... Some - any Near, next to, between ... and ..., opposite, in front of, on the corner of, in, on I want to visit the museum. How can I get to the museum? Walk 2 blocks, turn left/right, go ahead 	<ul style="list-style-type: none"> Places in town: zebra crossing, countryside, river, beach, island, mountain, botanical garden, swimming pool. Means of transport: helicopter, boat, lorry/truck, underground Features of towns/cities: magical, beautiful, boring, noisy, quiet, fascinating, exciting, crowded, expensive, cheap, clean, dirty There is /There are... Some - any Near, next to, between ... and ..., opposite, in front of, on the corner of, in, on, by, behind, in the centre of Excuse me, I want to visit the museum. How can I get to the museum? Could you tell me how to go to...? You can walk 2 blocks, turn left/right, go ahead. • Take the first turning on the right/left. It's better to... Why don 't you...?
<i>Suggested tasks for Module 7 leading up to the Integrated Performance Assessment</i>	<p>Students work in pairs. They are given a list of criteria for describing a city. They prepare a short written description of a city in Uruguay, for the rest of the class to guess.</p>	<p>Students work in pairs. They are given a list of criteria to describe their neighborhoods. They describe their neighborhoods orally to their classmates who tick elements off a list.</p>

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Further Resources on Differentiation

ANEP - Políticas Lingüísticas - www.politicasinguisticas.edu.uy

An overview of Carol Ann Tomlinson's book on Differentiation, with videos and infographics.

<http://www.ascd.org/Publications/Books/Overview/The-Differentiated-Classroom-Responding-to-the-Needs-of-All-Learners-2nd-Edition.aspx>

First chapter of Carol Ann Tomlinson's book:
<http://www.ascd.org/publications/books/108029/chapters/What-Is-a-Differentiated-Classroom%C2%A2.aspx>

A series of resources for teachers on Edutopia

<http://www.edutopia.org/blogs/tag/differentiated-instruction>

Examples and non examples of Differentiated Instruction

<http://www.teachthought.com/pedagogy/what-is-differentiated-instruction/>

Sample lessons, articles on differentiation, forums and other resources <http://differentiationcentral.com/>

Anexos por unidades - Sugerencias de aspectos a evaluar en cada Unidad Temática

Thematic Unit 1

Integrated Performance Assessment (I.P.A.) Culminating Task for thematic unit 1: *Situation:* You have just found out there is going to be an exchange student in your class. This student comes from Asia. He doesn't speak any Spanish, only English. Your teacher and you will prepare to welcome the new student.

- **Session 1 - Interpretive mode: *Listening:*** WhatsApp audio message from exchange student to the teacher. Students listen and tick. ***Reading:*** a short factual text for an information transfer task.
- **Session 2 - Presentational mode:** Each student prepares a poster about him/herself and presents it in class (2 minutes per student, maximum).
- **Session 3 - Interpersonal mode:** Role-play. Students take turns playing the exchange student and introducing themselves to their partners.

Thematic Unit 2

Integrated Performance Assessment (I.P.A.) Culminating Task for Thematic Unit 2: *Situation:* You and the rest of the students of the school are asked to film a video about your school to be sent abroad as part of an exchange project. There you have to present your school, its facilities, its timetable and a leisure area that you have to design.

- **Session 1 - Interpretive mode:**

Listening: Students watch the video about "Kung Fu School" and answer tasks proposed in the book.

Reading: Students read about the foreign school's leisure area and answer reading comprehension questions.

- **Session 2 - Presentational mode:** In pairs students design a model for their ideal leisure area and present it.

- **Session 3 - Interpersonal mode:** In groups students decide which of the model is the best one to be included in the video. Then they write ideas for the video script. Finally they film the video to be sent abroad.

Thematic Unit 3

Integrated Performance Assessment (I.P.A.) Culminating Task for Thematic Unit 3:

Situation: You and your group will invent a family for a new TV show for teenagers. Students will receive some information and they will create the rest themselves.

- **Session 1 - Interpretive mode:**

Listening: Short introduction audio mentioning three names from the family group and their ages. Students listen and match them from a list with extra names and extra ages.

Writing: Students work in groups of four to create the rest of the family and organize it into a family tree. They will add a picture to each name and a tag containing one piece of information (physical, personality trait or occupation), leaving the other two blank.

- **Session 2 - Presentational mode:** Students share the family tree on the board. Each student chooses two members of the family and describes them orally in short sentences, including the missing information. The rest of the class will listen and recognize who the person is.

- **Session 3 - Interpersonal mode:** Students in each group will choose a person from their family tree. Each student from a second group will create three questions for one member of the other group to find out who they chose.

Thematic Unit 4

Integrated Performance Assessment (I.P.A.) Culminating Task for Thematic Unit 4: *Situation:* Your school is going to celebrate Biodiversity Week. Your English class will prepare an exhibit to learn about animals around the world.

- **Session 1 - Interpretive mode:**

Listening: students listen and complete the drawing of an animal (real / fantasy).

Reading: students read a short factual text and identify main ideas to fill in a chart

- **Session 2 - Presentational mode:** students (in groups) choose an unusual animal and present it.

Writing: Students are given prompts with information about different animals indigenous to Uruguay, they write short paragraphs about each of them for a class blog.

- **Session 3 - Interpersonal mode:** in pairs students are to create a new species that lives

anywhere in the world, describing them, naming its habitat and its main habits.

Thematic Unit 5

Integrated Performance Assessment (I.P.A.) Culminating Task for Thematic Unit 5: *Situation:* Your class is selected to redesign the Lunch Menu options for the canteen. You will create simple and nutritious dishes at affordable prices. You also have to provide some take-away options (e.g. as a snack before or after Gym class).

- **Session 1 - Interpretive mode:**

Listening: You are going to listen to an international well-known chef giving you advice on how to prepare a simple dish. You mark in your sheet the ingredients and verbs he mentions to be able to prepare it.

Reading: You are going to read a series of instructions from two recipes and you are going to separate and order them.

- **Session 2 - Interpersonal mode:** You are going to receive a list of options for your menu. You have to work with a partner and select 5 choices only.

- **Session 3 - Presentational mode:** You will present the posters or menus you designed. Then, the class members will vote for the one which best represents all the students' preferences to hang it in the canteen's noticeboard.

Thematic Unit 6

Integrated Performance Assessment (I.P.A.) Culminating Task for Thematic Unit 6: *Situation:* You and your classmates have to show the

cultural diversity of youth in Uruguay today and share it in an international contest.

- **Session 1 - Interpretive mode:**

Listening: video(s) from English speaking participants showing their cultural preferences. Students listen to and fill in a form for specific information.

Reading: a guide to participate in the contest for students to plan what to do.

- **Session 2 - Presentational mode:** each student is stimulated to introduce their chosen cultural topic (favourite artists/ sportspeople/ music or movie genre, etc.) through ICTs (information and communication technologies) to present in class (about 5 minutes each presentation).
- **Session 3 - Interpersonal mode:** Role-play. Learners play the jury of the contest in turns (every student fulfills each role).

Thematic Unit 7

Integrated Performance Assessment (I.P.A.) Culminating Task for Thematic Unit 7:

Situation: *Your town will receive visitors from abroad. You and your group will be in charge of guiding them around it. On the other hand, visitors will talk about their hometowns.*

- **Session 1 - Interpretive mode:**

Listening: Students watch and listen to a video. They tick the places mentioned.

Reading: Students read about a famous city in the world and decide right, wrong, not mentioned.

- **Session 2 - Presentational mode:** Working in groups, students create a poster presenting their towns.
- **Session 3 - Interpersonal mode:** Students interview each other about their favourite places in their neighborhood and fill in a chart.