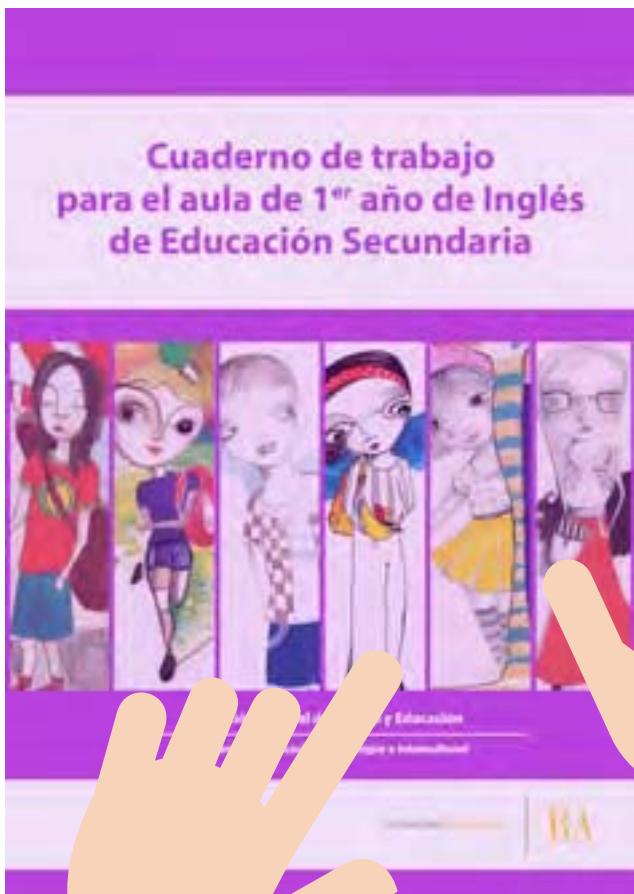


PROGRAMA DE EDUCACIÓN PLURILINGÜE

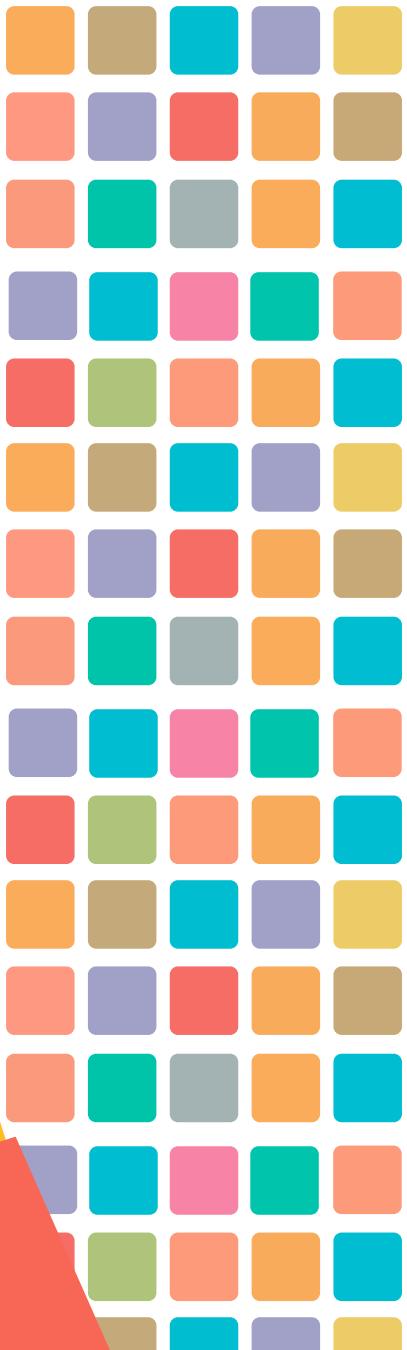
Cuadernillo de acompañamiento 1° año Secundaria



UNIDAD DE COORDINACIÓN DE PROGRAMAS

BUENOS AIRES EDUCACIÓN

BA





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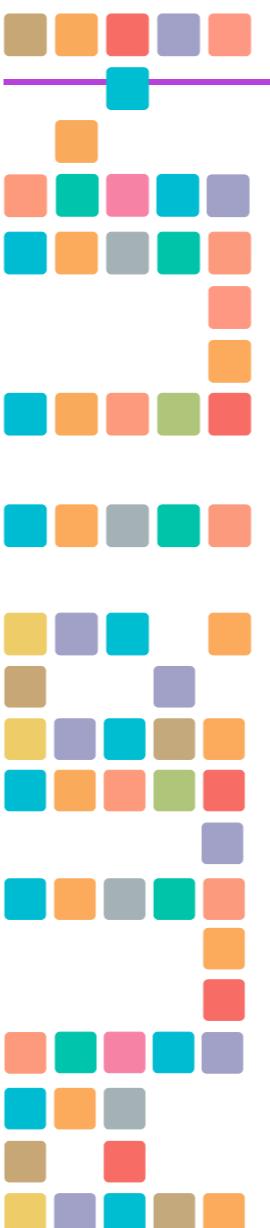
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INTRODUCCIÓN

El lenguaje es concebido como condición determinante de la naturaleza humana, volviéndose éste materia constituyente e instrumento del pensamiento que viabiliza la construcción y la participación de lo social por ser el más importante medio de comunicación. Sin embargo, la lengua no se reduce a una categoría de instrumento ya que en su desarrollo cada hombre adquiere una forma de vida, una perspectiva cultural y modos propios de significar su cultura. Esta posibilidad de constituir y compartir esa cultura, está condicionada por el dominio de un lenguaje particular. Mediante el lenguaje, el alumno se apropiá del mundo que lo rodea. Según esta concepción, el lenguaje posibilita la reflexión sobre la experiencia y su expresión simbólica. La sociedad construye, de este modo, aprendizaje sobre aprendizaje por medio de la lengua; y también por este medio, se comparten respuestas estéticas y emocionales frente a diferentes experiencias dentro y fuera de la escuela.

Atendiendo a lo anteriormente mencionado, la inclusión de una lengua extranjera en la ESB busca ayudar a los alumnos a reflexionar sobre los códigos de la propia lengua como así también conocer otras culturas ampliando la propia visión del mundo. Para esto, se fomenta desde un primer momento la formación de usuarios competentes y autónomos que puedan comunicarse de manera efectiva oralmente y por escrito en contextos académicos y de trabajo sugiriéndose una propuesta de trabajo de aprovechamiento de las distintas oportunidades de usar lo aprendido en clase tanto en el aula como fuera de las paredes escolares.



Este cuadernillo de acompañamiento para el Cuaderno de Trabajo para el Aula de 1º año de Inglés delinea distintos recorridos que pudieran surgir de la puesta en marcha de cada una de las unidades de esta impresión. Con una fuerte impronta del **trabajo basado en tarea y con la inclusión de recursos digitales**, se busca complementar al Cuaderno de Trabajo con tareas diversas que pudieran focalizarse tanto en aspectos discursivos, lexicales como gramaticales según la propuesta áulica en cuestión. Así mismo se plantea acompañar al desarrollo de la competencia intercultural de los alumnos atendiendo en cada una de las unidades a diversos conocimientos, actitudes, habilidades y valores requeridos en este enfoque. Decididamente, este cuadernillo permite a cada docente fortalecer y/o revisar su propio estilo de enseñanza explorando el material a través de distintas avenidas metodológicas pero sin dejar de tener en cuenta al grupo de alumnos destinatario.

Este material formula el desarrollo de las unidades de una manera novedosa en la cual cada una de ellas tiene un tratamiento diferente ofreciendo a los docentes distintos recorridos. Por ejemplo, el desarrollo exhaustivo de la **Unidad 2: “Being young around the world”**, la que se describe en primer término en esta publicación, expone cuatro secuencias didácticas con actividades de apertura, de desarrollo y de cierre. En las otras unidades, por otro lado, el planteo es menos detallado para dar lugar así a la creatividad y experticia de cada profesional quién seguramente tomará las sugerencias realizadas adaptándolas y recreándolas de acuerdo a las características propias de su contexto. Desde esta perspectiva, para las **unidades 1 y 3** se ofrecen listas de tareas recomendadas que bien pueden suplementar la propuesta por el Cuaderno de Trabajo, y para la **unidad 4** una serie de preguntas para su respectivo análisis como la posible evaluación de algún otro material a utilizar dentro de este enfoque.

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Ana Cendoya
Coordinadora Programa de Educación Plurilingüe



Unit 1: Language in freedom

This unit

seeks to
build
up the



students' national identity as well as arouse their respective language awareness. Doubtless, "Language in freedom" intertwines linguistic with historical aspects offering an enriching cross-curricular proposal. Evidently the focus is mainly placed on national emblems, symbols that are unique to any country. Apart from the suggested tasks, some other activities could be carried out so as to deepen other linguistic and content subject matters. Besides, most of these activities can be digitally supported enabling students to work more autonomously.

Unit1



Try to get the musical version of it and describe it using some of some words found in this website:
<http://www.macmillandictionary.com/thesaurus-category/british/Words-used-to-describe-music-or-musical-instruments>

acoustic <small>adjektiv</small>	an acoustic musical instrument does not use electronic equipment to make its sound louder
acoustic <small>adjektiv</small>	acoustic music is not made louder with electronic equipment
atonal <small>adjektiv</small>	atonal music is not written or played in any one key (=a set of notes)
bass <small>adjektiv</small>	written for a bass voice or instrument
bluesy <small>adjektiv</small>	bluesy music has the slow sad sound of blues, which developed from the songs of black slaves in the southern US
classical <small>adjektiv</small>	relating to classical music
discordant <small>adjektiv</small>	discordant music sounds strange because it contains dissonances
flat <small>adjektiv</small>	singing or playing musical notes that are slightly lower than they should be
funky <small>adjektiv</small>	funky music has a strong simple beat that is good for dancing
harmonic <small>adjektiv</small>	relating to the way that musical notes are combined to create chords
harmonious <small>adjektiv</small>	harmonious music consists of notes that combine in a pleasant way

Suggested tasks

> **02.** Classify some national emblems which have: animals, people, weapons, suns, stars, ships and musical instruments.



Visit this link: <http://ostranah.com/lists/emblems.php> and classify some national emblems which have: animals, people, weapons, suns, stars, ships and musical instruments. Describe your favourite national emblems considering colour, shape, size, etc.

Argentina	"Himno Nacional Argentino" ("Argentine National Anthem")	1813	Vicente López y Planes	Bis Panera		Himno Nacional Argentino
Armenia	"Mer Hayrenik" ("Our Fatherland")	1918, 1991	Mikael Nalbandian	Barsegh Karachyan		Mer Hayrenik
Australia	"Advance Australia Fair (Song)"	1908	Peter Dohle McCormick	Peter Dohle McCormick		Advance Australia Fair



- > 03. Describe our national emblem and compare it with other South American ones.



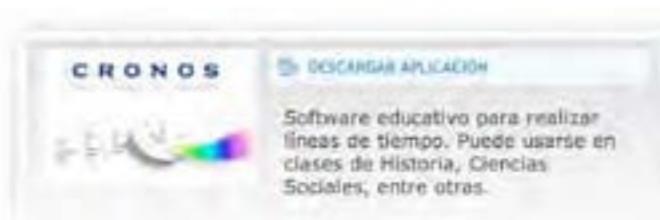
- > 05. Design a word cloud with key terms found in the text: *What is in a name? (page 8)*.

You can use [Wordle](#) or [TAGXEDO](#).



- > 04. Write about the history of our national emblem.

You can design a timeline to illustrate your paragraph with CRONOS.
http://www.educ.ar/recursos/ver?rec_id=92550



- > 06. Investigate the etymologies of some country names.

Visit this web site: http://en.wikipedia.org/wiki/List_of_country-name_etymologies and mindmap the information about your favourite country-names origins. Compare or contrast different origins.

Interested in this topic
 Visit the following websites
 for further ideas:

https://www.itsanhonour.gov.au/teachers/lesson_activity/symbols_activity/index.cfm

<http://resources.woodlands-junior.kent.sch.uk/customs/questions/flowers.html>

http://www.parl.gc.ca/About/Parliament/Education/CanadianSymbols/printall_e.pdf





Assessing tasks

Most of the tasks have a digital component.

While assessing students' outputs, teachers should evaluate how learners use technology and digital media capably and strategically.

In order to do so, teachers may consider certain aspects such as the organization of content, the use of language and grammar, and the multimedia component such as the balance of text and graphics found in the digital outcome.



Unit 2



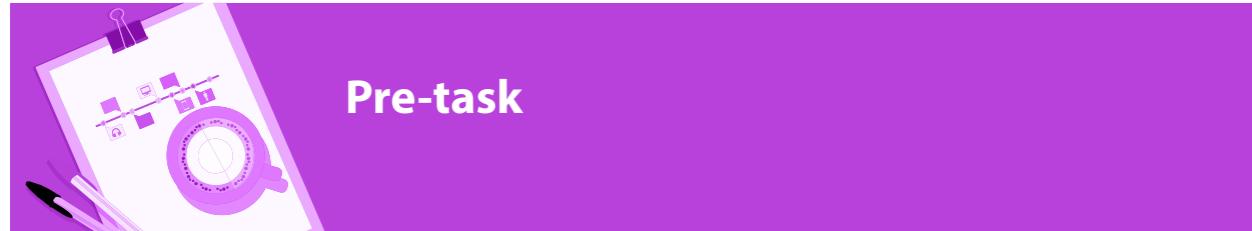
Unit 2: Being Young around the world

This unit

focuses on themes such as **youth and identity**. The whole proposal stresses the importance of students' active participation in their learning process, and places special emphasis on students' self-reflection upon some of their social practices mainly developed in their free time and with peers. The exploration of different poems provides learners with distinct opportunities to enjoy the language in context. In "**Being young around the world**" you will find a **teaching sequence composed by four classes** aimed to obtain an efficient order and organization of learning activities to successfully affect the way the information is processed and retained by students.



> Class 1

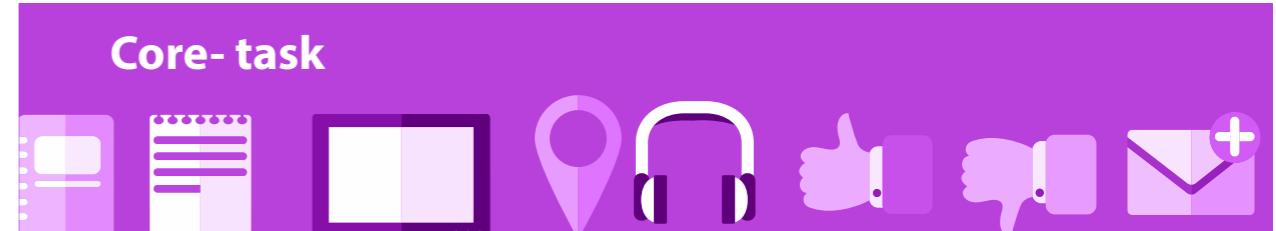


Pre-task

In class, the teacher conducts a discussion about the implications of being young today. Besides, **the teacher invites students to list different examples of teen exchanges in these days.** (Surely, words such as: tweets, instagram, facebook, posts, blog will be mentioned).

Teacher

Teacher asks students if they know **Anne Frank** and if so why. Then teacher asks students what the content of her diary may be. Later, the teacher invites students to read the extract from **Anne Frank's Diary** as well as the other text on page 9. The Teacher prompts the class to give their opinion about writing a diary under different circumstances such as the ones lived by Anne. If necessary, the Teacher recast in L2 what the sts say in L1.

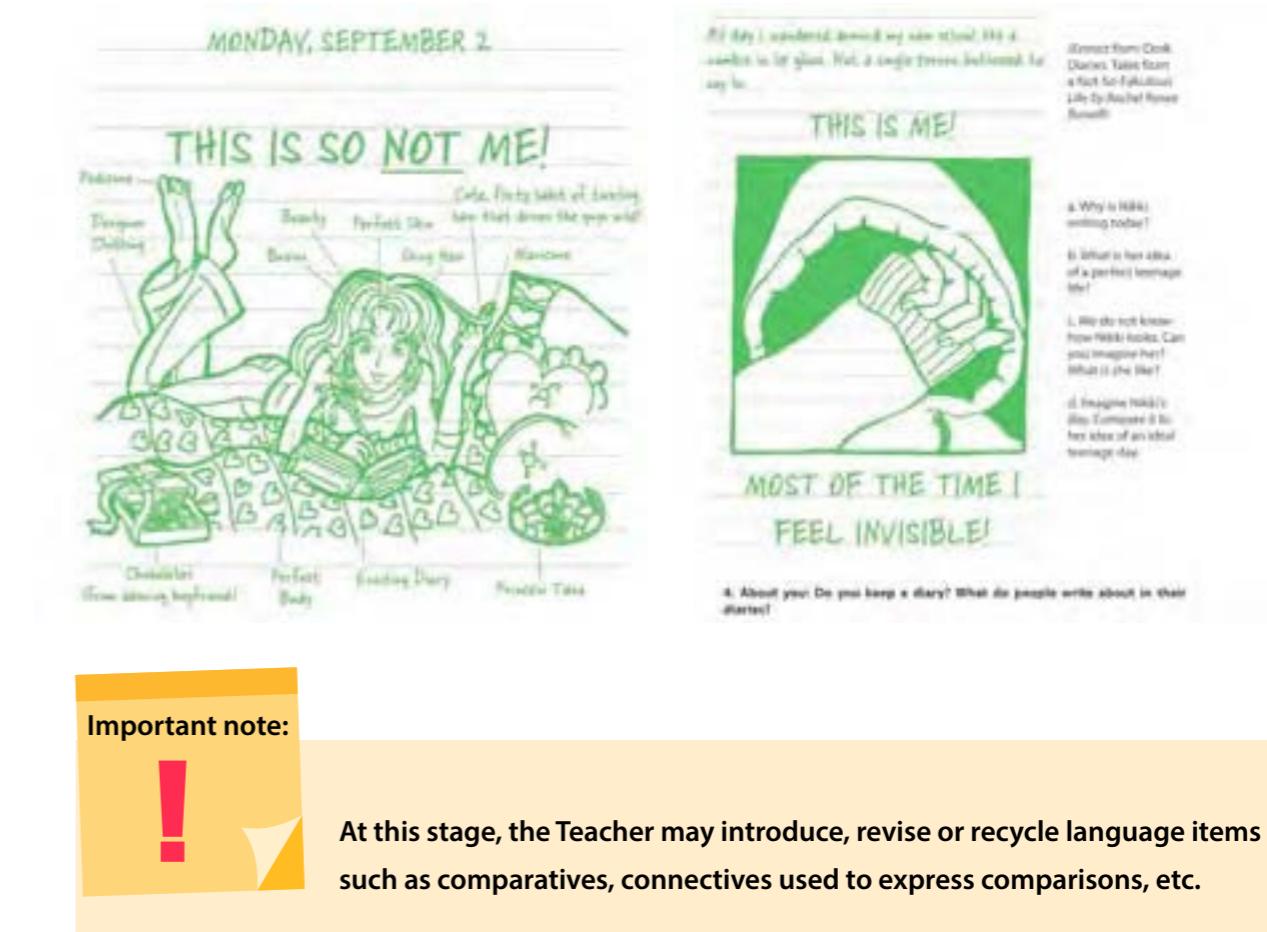


Core- task



The Teacher

The Teacher makes students **read the diary entries (pp 10 and 11)** and compare or contrast them. After the analysis of both entries, **the students have to answer the questions provided (a,b,c,d.)**



Important note



At this stage, the Teacher may introduce, revise or recycle language items such as comparatives, connectives used to express comparisons, etc.



Before

the final task Teacher should work with diary entries so that students know what they are supposed to write. Explore the examples found in the following websites:



<http://www.wikihow.com/Write-a-Diary>



<http://i162.photobucket.com/albums/t267/BambiScott/elenavery.png>



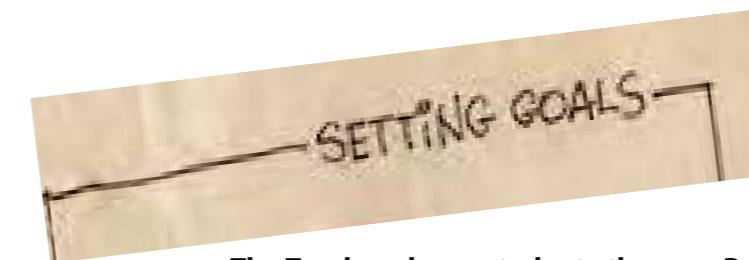
<http://s162.photobucket.com/user/BambiScott/media/isobeljournal.png.html>



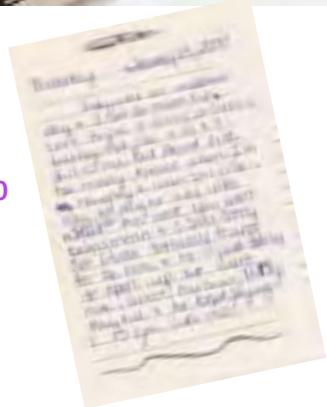
September 1st 2009
Dear Diary,
Today started just another. College is an entirely new experience for me and it's perfectly normal I'm feeling just a little overwhelmed by it all. The classes, the schedule, the students it's all so different and yet its school so it's still something the same. I really don't have the time to write tonight but I have 5 free minutes and "sleep" getting away from it will be a little too tempting.



http://media.tumblr.com/tumblr_lufdgbpzz91qm7ig9.jpg



<http://photos1.blogspot.com/img/131/1765/640/diary%20entry%20-%20ferrum%20wheel%201.jpg>



The Teacher shows students the app: Penzu (<http://penzu.com/>) and invites them to explore it keeping a journal about the impressions on this unit. The first entry will be a description of themselves (what they are or what they are not), and how they feel when they are at school or when they are not.

Tutorial : https://www.youtube.com/watch?v=kqlAWCja_2M

Teacher's Guide

<http://teacher.scholastic.com/frank/tguide.htm>



<http://www.webenglishteacher.com/frank.html>

anne frank

<http://www.annefrank.org/en/Education/Teachers-portal/Products-and-courses/Free2choose/>

Interested in this topic

Visit the following websites for further ideas:



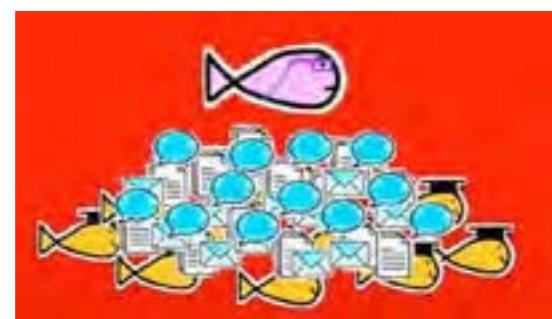
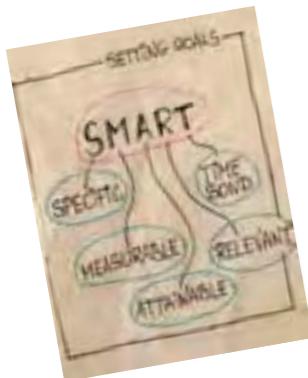
> Class 2



Pre-task

The teacher

invites students to express how they felt when using Penzu , she/he introduces some descriptive adjectives if necessary. Besides, she/he elicits what they wrote (if statements are eager to share their first entry) focusing their contributions on personal descriptions.



Core- task



The whole class reads the poem: "**Mr Flack**" (page10) . After discussing the text, students have to complete the chart provided. They have to find a picture that may illustrate the poem (they can find a photo in <https://www.flickr.com/>)

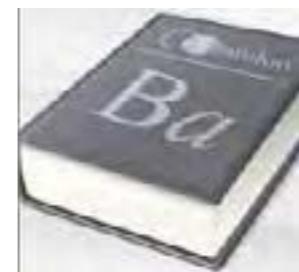


Final- task



Using

The teacher invites them to use monolingual dictionaries possibly found in the mobile phones or in their netbooks, such as **BABILOO**. Once they have finished their poem, they can **prepare a digital poster with Glogster** illustrating their work with some pictures taken with their own digital devices. (**The poster can be attached to a new entry in Penzu**).



At this stage, the Teacher may introduce, revise or recycle language items for describing feelings, personality, attitudes, etc.



> Class 3

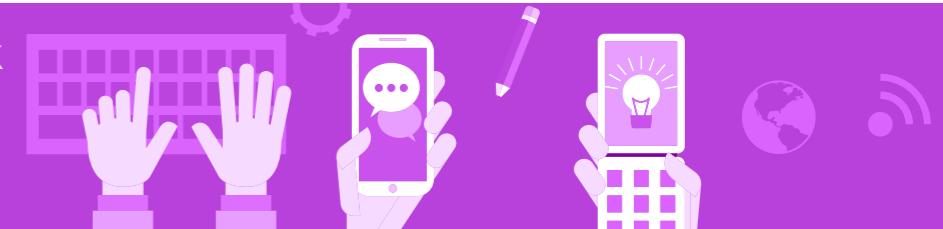
Pre-task

Lynne Taylor

<http://apaletteofpoetry.wordpress.com/the-artists-2/lynn-taylor/>

The teacher

asks students to define their relationships with their parents. The Teacher writes down students' contributions on the blackboard. Besides, **the Teacher invites them to read the poem: "One-to-one" (page 11)** and **think about their own family structures.**

**Final- task**

The teacher invites students to **imagine and express what Dad could have said to Greg.**

After brainstorming students' contributions, Teacher presents or recycles the language required. Once students have finished the discussion, the students start working in small groups preparing some comic strips illustrating scene between Dad and Greg. **In order to design a comic strip, students can use <http://www.toondoo.com> or PIXTON .**

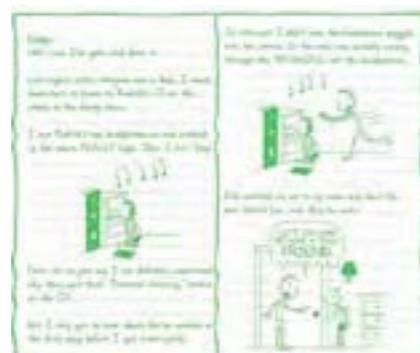
(The comic strip can be attached to a new entry in Penzu.)

Core- task

The teacher shows students: **Diary of a Wimpy Kid Trailer** to discuss the family structure depicted in this movie.

(<https://www.youtube.com/watch?v=7ZVEIgPeDCE>)

After discussing the clip, students have to read the extract from **Jeff Kinne's book: Diary of a Wimpy Kid** and **answer the questions present on page 12**. Besides, they have to order the events as told by Greg in the activity below.



Pixton

La mejor manera para **CREAR COMICS**

¡Da rienda suelta a tu creatividad!

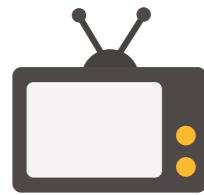
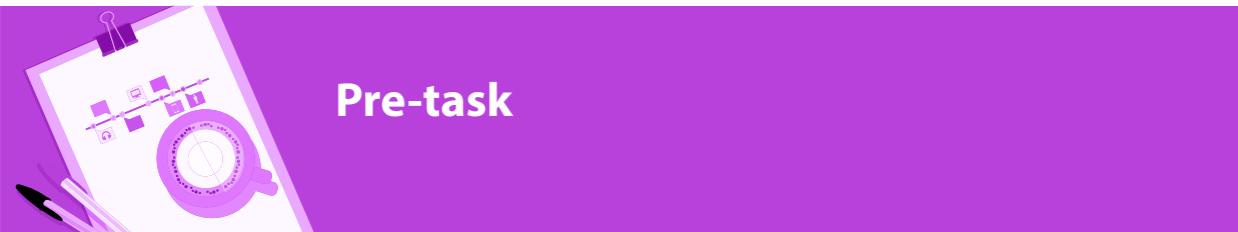
Diseñando, rascando y bocetando tu historia. Crea tu historieta en tu manera.



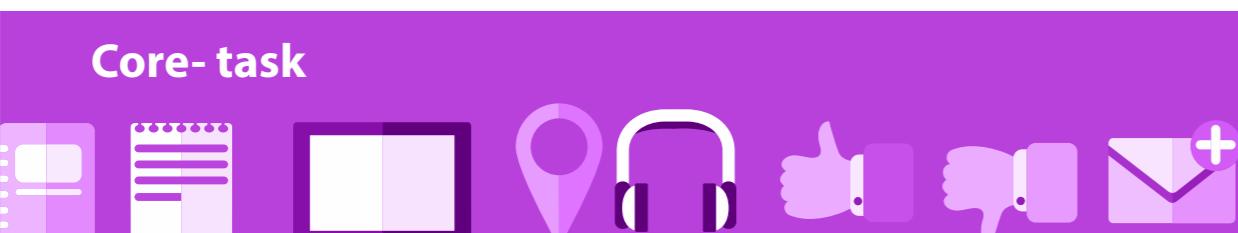
At this stage, the T may introduce, revise or foster learning strategies to carry out the media transfer expected in this class.



> Class 4



The teacher asks students about their relationships at home and invites them to list some situations which may lead to arguments between them and their parents. After that, the Teacher makes students read the poem: *Turn Off the TV!* (page 13) and analyze the language present in the text considering, for example, expressions of anger.



The teacher gets students to read the poem: *My Sister's Always on the Phone* and state the problem described in the text. The Teacher also asks them to compare the poems and answer the questions (5) found on page 13. The students can state their opinions about the weight of technology in their free time. If necessary, the Teacher recast in Lesson 2 what the statements say in Lesson 1.



The students could recreate the poem changing some words such as: "sister" or "on the phone" getting a new version of the text. Once they have written their own version of the text, they can recite or rap it in small groups.



The teacher invites students to listen to some young people talking about themselves and their lives (page 14).



<http://servicios2.abc.gov.ar/lainstitucion/organismos/lenguasextranjeras/plurilingue/propuestas.html>

After that, they ask the questions about what they prefer doing in their free time. Using this information together with the data worked in previous classes, they may prepare an oral presentation as a final output for this proposal. This final presentation could be illustrated with a digital poster designed by means of <https://mural.ly/>.



The Teacher can share with the students some tips about making presentations.

We invite you to explore the following website for this purpose.



<http://speakspeak.com/resources/general-english-vocabulary/presentation-language-phrase>



Important note:

At this stage, the Teacher may introduce, revise or recycle language items to give opinions and express preferences.



Unit 3: Hands



In this unit

Students work on the topic: "hands" that may be exploited in diversely as well as creatively. Not only does "hands" become a trigger for language teaching but also it may activate the development of knowledge, skills, attitudes and values, essential factors for students' intercultural competence.



- > 01.** Read the poem: These are the Hands (page 15) and think about different people who could use their hands in all the ways mentioned in the text.

Read the other poem *These are the hands* by M. Rosen. Compare and contrast them taking into account content and language.

Complementary text: *These are the hands* (by Michael Rosen)

www.michaelrosen.co.uk/poems_theseare.html



<http://www.theguardian.com/society/2008/dec/04/nhs-health>



<https://www.youtube.com/watch?v=bDDGDuJrUCc>

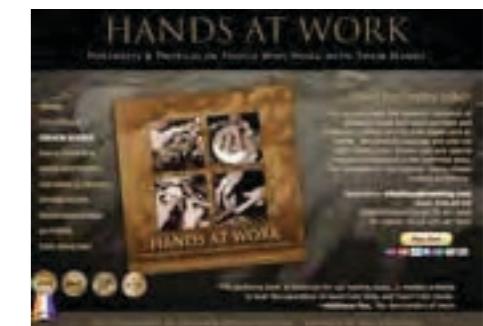


- > 02.** Think about you. List some actions your hands always/ often/sometimes/never do (page 15).
Compare your list with your mates' ones.

- > 03.** Write about someone whose hands are special for you.
Follow Sara's and Andy's example (page 17).



- > 04.** Visit the website <http://www.handworking.com/>, and answer the following questions.
- a- Who is the author?
 - b- Who is the photographer?
 - c- How can visitors order a book with this beautiful collection of black and white pictures?
 - d- How many rewards did the book receive in 2009?



- > 05.** Investigate about the institutions which teach sign language in your town.



> **06.** Watch a version of our anthem in Sign Language (<https://www.youtube.com/watch?v=Fyj6mQopAxo>) and express your opinion about it.



> **07.** In groups, discuss about the different ways of expression you count with.

Rank them according to levels of effectiveness.

Compare your ranking with the ones created by your mates.

> **08.** In the poem, highlight the different ways mentioned to change the world with our two hands. (page 20)

> **09.** Prepare a Power Point Presentation with the lyrics of: *With my own two hands* (page 20) and pictures which clearly illustrate the message of the song.

> **10.** There are some expressions including the word: "hand". Do you know them? Match the following idioms with the corresponding meaning.

- a-to wash your hands
- b-to give a hand
- c-second hand
- d- in good hands
- e- at hand

- 1-available
- 2- to stop being responsible
- 3- in the care of somebody of good
- 4- to help somebody with something
- 5-something you know from another person

> **11.** Visit: <http://intheplayroom.co.uk/2014/05/14/crafts-around-world/> and decide what multicultural craft is your favourite one.



Assessing tasks

Most of the tasks may develop students' intercultural awareness.

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. **Transformative training:** Designing programs for culture learning. In **Contemporary leadership and intercultural competence:** Understanding and utilizing cultural diversity to build successful organizations, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.) While assessing students' outputs, teachers should evaluate how learners acquire and expand their knowledge (cultural self-awareness and knowledge of cultural worldwide frameworks), skills (empathy, verbal and non-verbal communication), attitudes (curiosity, openness) and values (respect). In order to do so, teachers may prepare a banding which includes certain factors such as: the demonstration of knowledge of global issues, processes, or other cultures, and the understanding of his/her culture in a global and comparative context; the recognition of the importance and validity of others' perspectives, the identifications of solutions to social issues and/or global challenges; the willingness to seek out international or intercultural experiences, etc.

This assessing material could be shared with learners at the very start of the project providing them with clear guidance and opportunities for assessment for learning.





Unit 4: Blue treasure

This unit

boosts

education for sustainability aiming to “*promote knowledge of, positive attitudes towards and suitable action for sustainability in relevant, meaningful, enjoyable and creative ways*” (Littledyke, Taylor & Eames, 2009; xi). Thus, students are invited to reflect upon environmental issues related to water as: a renewable resource and as an endangered aquatic ecosystem. In this particular unit, the “**Cuadernillo de acompañamiento**” poses some questions for the analysis of this material taking into account different aspects.

Blue treasure” offers students different texts of distinct levels of difficulty, not just as arbitrarily-fixed forms, but as social artifacts motivated by real social purposes.

Which different text-types are present in this unit? Do they represent a varied discursive array of texts appropriate for the students? Which other texts could be added to this proposal?

When teaching writing it is important to follow, as Diseño Curricular states, a genre based approach which means analyzing genres from their macrostructure (i.e how the information flows from paragraph to paragraph); and their microfeatures: such as lexical, grammatical and discourse features. Once students have understood the message of each text, they may represent the text macrostructure and features by means of graphic organizers creating their own texts accordingly.



Unit 4



Questions that may help students to become writers are:

How is the information organized? What kind of information is included in each paragraph?

What nouns, adjectives, verbs are used? Do paragraphs refer to different moments in time or is all the text in the same tense? Why do you think this is so?

How are paragraphs linked? Which discourse markers express reason, consequence, opinion, contrast, etc?

What is the purpose of the beginning /first paragraph? How does the text end ? Why ?

What is the effect on the reader ?

II- This fourth unit may also develop learners' digital literacy, “the ability to interpret, recognize, appreciate and understand information presented through visible actions”. These questions may act as some guidance when deciding how well “Blue treasure” is accompanied by visual support. Is this unit visually supported with an assorted battery of visuals? Would you add new visuals to back up this proposal? How well are visuals exploited? Which is the task less text-dependent? How could it become more visually enriched?

Are the pictures showing a theme, a feeling or an idea? Why do you think the illustrator used the particular elements on this page? How would your opinion of the text change if pictures were of a different kind, colour? Do visuals accompany the written text or they may lead to a different message?

III- “**Blue treasure**” could be also analyzed from a discursive perspective in which language use and language learning are contemplated as social realities discursively constructed, that the language classroom can become scenarios in which language is negotiated through: interaction and students' use of their whole linguistic repertoires.



Are there different linguistic repertoires present in the unit?

Are distinct voices empowered or discouraged by this proposal? Are students encouraged to build up their own identity? Is intercultural competence enhanced in this unit?

Can the curricular two-dimension proposal be developed in this unit?

How is the conceptual dimension expressed in this unit? How is the textual dimension promoted in this case? How is the axis focused on general language developed? And the axes focalized on literature or on technology?

PALABRAS DE CIERRE

El diseño curricular para la educación secundaria requiere de “cambios en las prácticas institucionales, ya que apuesta a transformar la enseñanza y mejorar los aprendizajes de los alumnos/as de las escuelas.” Creemos que el **Cuaderno de Trabajo para 1º ES** y esta publicación en particular pueden ser de mucha ayuda para lograr este objetivo ya que tanto el material presentado en el cuaderno como las sugerencias de trabajo aquí propuestas se centran en alcanzar las expectativas de logros expresadas en el documento curricular tales como:

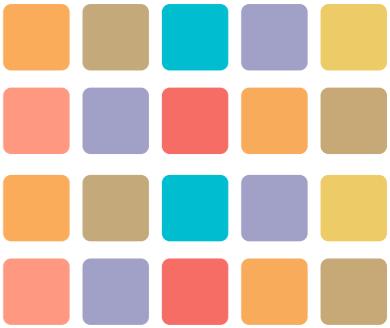
-Que los alumnos...

comprendan textos simples, narrativos, descriptivos e instructionales, orales y escritos respondan a las características textuales y discursivas propuestas para cada año; produzcan mensajes escritos acerca de temas relacionados con la comunicación, el uso de los recursos tecnológicos y el discurso literario; produzcan textos orales inteligibles relacionados con el tipo de texto propuesto para las situaciones comunicativas planteadas en cada año; reconozcan y utilicen en forma oral y escrita el vocabulario básico relacionado con los temas propuestos para cada año; participen y se comprometan con la interacción grupal y las prácticas comunicativas que facilitan el aprendizaje. desarrollos un nivel de competencia intercultural que les permita interactuar progresivamente en diversos contextos efectiva y apropiadamente; fortalezcan su proceso de alfabetización tanto digital como visual para convertirse en usuarios competentes de los diversos recursos multimediales que enriquecen hoy a la comunicación.

Cuadernillo de acompañamiento 1º año Secundaria



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La propuesta de trabajo de esta publicación se basa en la resolución de tareas, en línea con el DC, las cuales tienen tanto un propósito comunicativo que implica la necesidad de **"procesar textos o de textualizar un mensaje en un contexto determinado"**, como además un claro destinatario de fundamental importancia en todo acto comunicativo. Las tareas descriptas y sugeridas desde esta propuesta claramente atienden a las dos dimensiones - textual y contextual - delineadas en el DC; y las preguntas formuladas especialmente en la unidad 4, conducen a la reflexión metalingüística de la propia práctica promoviendo la evaluación de este material como también de otros recursos didácticos a utilizar a la luz del enfoque de trabajo para el aula de inglés prescripto por el DC vigente.

Esperamos nos comenten los resultados de la implementación de este Plan de Continuidad Pedagógica u otras experiencias similares.

Los invitamos a sociabilizar las experiencias a:

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