Syllabus 2010

CYCLE 2

3rd and 4th grade elementary school

Piloting stage (english version)

T·A·B·L·E of C·O·N·T·E·N·T·S

Presentation

The legal principles established in Article 3 of the Mexican Constitution, the educational transformation that encourages National Development Plan 2007-2012 (Plan Nacional de Desarrollo 2007-2012) and the objectives established in Sector Educational Program 2007-2012 (Programa Sectorial de Educación 2007-2012, Prosedu) are the legal foundation that articulate and regulate actions in public education policies in Mexico.

Within this framework, taking into account what General Law of Education (Ley General de Educación) ascribes to the Ministry of Public Education (Secretaría de Educación Pública), the latter has established as Prosedu's main objective, "to improve the quality of education for the students to attain a better academic performance and have available means to access general well-being and contribute to the development of the country"[1] (p. 11). The main strategy to reach this goal in basic education is to "create a comprehensive reform of basic education, focused on the adoption of an educational model based on competencies, which satisfies Mexico's development needs in the 21st century"[2] (p. 24), with the aim of achieving better articulation and efficiency between preschool, elementary and secondary school levels.

For these reasons, the National English Program in Basic Education, (NEPBE, for its initials in English),[3] is based on an approach which aims to foster and develop communicative competence in English as a foreign Language. This fact means focusing on the teaching of social practices and activities instead of the formal knowledge of the linguistic system from a normative view. These practices involve engagement in "reading and writing acts, as well as varied oral exchanges which are meaningful to individuals when the need to understand what others utter or to express what is considered as important arises. Besides, language benefits from systematic reflection on the priority of texts and oral exchanges. Therefore, it is es-

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[1] "Elevar la calidad de la educación para que los estudiantes mejoren su nivel de logro educativo, cuenten con medios para tener acceso a un mayor bienestar y contribuyan al desarrollo nacional."

[2] "Realizar una reforma integral de la educación básica, centrada en la adopción de un modelo educativo basado en competencias, que responda a las necesidades de desarrollo de México en el siglo XXI."

[3] Programa Nacional de Inglés en Educación Básica (PNIEB for its initials in Spanish).

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sential to re-direct the subject towards context-based language production and understanding of the textual variety, as well as training in different ways to read, study, and interpret texts and to interact in spoken practice".[4]

From this point of view, language is regarded as "…a complex object by means of which the individual understands the world and becomes part of society; an object that not only serves communicative purposes, but also cognitive and reflective ones […] using the language efficiently means being able to interact with others via production and interpretation of spoken and written texts in order to be part of society".[5]

Thus, as of Cycle 2 in NEPBE, students are expected to gradually acquire basic communicative competence, so that they can successfully participate in *specific activities with the language*, which correspond to *social practices of the language* and involve interaction with oral and written texts in familiar situations.

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[4] "Actos de lectura y escritura, así como en intercambios orales variados, plenos de significación para los individuos cuando tienen necesidad de comprender lo producido por otros o de expresar aquello que consideran importante. Asimismo, el lenguaje se nutre de la reflexión sistemática en torno a las prioridades de los textos e intercambios orales. Por ello se considera indispensable reorientar la asignatura hacia la producción contextualizada del lenguaje y la comprensión de la variedad textual, el aprendizaje de diferentes modos de leer, estudiar e interpretar los textos, de escribir e interactuar oralmente, así como de analizar la propia producción escrita y oral." SEP, *Reforma de la Educación Secundaria. Fundamentación Curricular. Español 2006*, pp. 15-16.

[5] "Un objeto complejo mediante el cual un individuo comprende el mundo y se integra en la sociedad y un objeto que cumple no sólo con propósitos comunicativos sino también cognitivos y de reflexión […] utilizar eficientemente el lenguaje significa ser capaz de interactuar con otros a través de la producción e interpretación de textos orales y escritos, a fin de participar en la sociedad." SEP, *Reforma de la Educación Secundaria. Fundamentación Curricular. Inglés 2006*, p. 18.

Reflections on Foreign Language Learning[6]

Knowledge of a foreign language, as opposed to the mother tongue, is more generalized than it is recognized. Different processes like migration, contact between different cultures in the same country or across borders have brought about the need to communicate in a language different from one's own. Nowadays, the intense interactions between countries in political, economical, and cultural contexts, as well as the boundless flow of information demand certain degrees of bilingualism or multilingualism. Mexico is no exception; despite being conceived as a homogeneously monolingual country, there are different degrees of bilingualism, particularly among those who have a mother tongue different from Spanish.

There are two processes by which it is possible to achieve bilingualism at some point: *acquisition* and *learning*. The former refers to an unconscious process where the need for communication and the constant exposure to a specific language allow the learner to communicate in that language, called target language; this happens with people who migrate to another country and *acquire* the language in a similar way to that of their mother tongue. Learning, on the other hand, is a conscious study of the target language, usually with fewer opportunities of exposure to it and in formal environments, like school.

For decades, foreign language teaching has sought ways to re-create the acquisition process in the classroom, and several methods have been created for that purpose. Today we know

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[6] Para la elaboración de este apartado se tomó como base el documento SEP, *Reforma de la Educación Secundaria. Fundamentación Curricular. Inglés 2006*, pp. 9-10.

that these methods are successful only in situations where the time the learners are in touch with the language is similar to or longer than the time they are in touch with their mother tongue. In contexts where those conditions are not found, as it happens in Mexican public secondary schools, it is necessary to look for options to optimize the foreign *language learning* process.

In this sense, several private institutions, particularly British, Australian, and American (known as the bana group), have created different methods which have been transferred to the public education context, as happened in Mexico in 1993 with the implementation of the communicative approach in secondary schools. This transfer poses problems that are not usually easy to deal with, such as the lack of resources and conditions for it to work successfully; besides, it ignores the cultures and traditions of the context where the method will be applied, which are stronger than any present innovation. Therefore, nowadays, the debate on foreign language teaching is not focused on looking for ideal methods, but on developing "suitable methodologies" for particular contexts.

On the other hand, one of the fundamental references to define content in the 2009-2012 study programs of the NEPBE –which will establish the minimum mastery level (achievement standards) with which the students will graduate from Cycles 2, 3, and 4– is the *Common European Framework of Reference for Languages: learning, teaching, assessment* (CEFR), created by the Council of Europe. In this sense, the contents of the NEPBE 2009-2010 were selected and organized according to the descriptors of the target level (B1 Threshold in the CEFR) for the end of basic education.

Regarding the contents of the study programs for *Cycle 2* –aimed at elementary school 3rd and 4th grade students– these were designed taking into account the study programs for Cycle 1 of the NEPBE, 2009-2010, the cefr descriptors for level A1 (Breakthrough), and levels 2, 3, and 4 established by the National Certificate of Language Level (Cenni).

For this reason, it is necessary that teachers in *Cycle 2* recognize what children already know about the language and do with the language (for instance, "context clues", like gestures, signals, tone of voice, etc. in oral interaction; graphics and layout, etc. in a written text), so that they are able to participate with guidance in real-life or life-like social practices in the English language which allow them to recognize and acquire the tools to:

- Participate successfully in interactions that involve production and interpretation of oral and written texts in the English language within different social learning environments (familiar and community, literary and ludic, formation and academic).
- Understand the characteristics of the foreign language appropriately.
- Accept a bigger responsibility for their learning process.

Since English as a foreign language is not present in many of the students' social environments, the school is quite often the only space where they have a chance to learn a foreign language. As a result, it is important that the school creates the necessary conditions to foster oral and written communicative situations where English is used for academic, social, literary, and ludic purposes.

On the other hand, the teachers responsible for this subject in Cycle 2 face the challenge of guaranteeing the use of suitable teaching strategies that enable students to access and interact with the English language by means of "[…] the exercise of one's communicative language competence in a specific domain in processing (receptively and/or productively) one or more texts in order to carry out a task".[7]

The aforementioned involves assuming that the students have knowledge and skills in oral and written language and that they are able to become true language users; because of this, it is fundamental that teachers and school authorities have high expectations about what the students can achieve during the foreign language learning process. In this sense, it is important to mention that:

> The learner of a second or foreign language and culture does not cease to be competent in his or her mother tongue and the associated culture. Nor is the new competence kept entirely separate from the old. The learner does not simply acquire two distinct, unrelated ways of acting and communicating. The language learner becomes plurilingual and develops interculturality. The linguistic and cultural competences in respect of each language are modified by knowledge of the other and contribute to intercultural awareness, skills and know-how.[8]

The NEPBE acknowledges that communicative competence is more than just decoding, finding correspondence between sounds and letters or between reading and writing of units (for instance, words and sentences) which are isolated and without a context.

For this reason, it is necessary that teachers make the classroom interesting places for the students, so that everyone can have opportunities to share their experiences and knowledge about reading, writing, and oral exchanges in their mother tongue, for it is the basis the students will take to recognize aspects and uses of the language; this will also enable them to find similarities and differences between their mother tongue and the foreign language. Communicating successfully in speaking or writing involves a complex process to use the language (knowledge, skills, and attitudes) with different purposes in different social environments. From this point of view:

> Reading is not decoding, is giving meaning, is understanding; writing is not copying or having good handwriting; writing is creating a text. Restricting the creative and marvelous experience that reading texts gives, which gives birth to thought, feelings, emotions, is depriving children from a unique life experience[…]. Acquisition and use are part of a unique process that has permanent feedback. For this reason… there is always a functional context for reading and writing, for active participation in "letter practice", for instance, checking the students list to see who is absent, writing down the name of their favorite games and some

[7] COE (2001), *The Common European Framework of Reference for Languages*, p. 10.
[8] COE (2001), *op. cit.*, p. 43.

characteristics, preparing a greeting card, re-writing a short story, describing an animal or completing a table to register the growth of the plants in the classroom.[9]

9   "Leer no es descifrar, es atribuir significado, es comprender; escribir no es copiar o hacer buena letra, escribir es crear un texto. Restringir la creativa y maravillosa vivencia que supone acercarse a los textos para generar pensamientos, sentimientos y emociones es privar a los niños de una experiencia única en sus vidas[…]. Adquisición y uso forman parte de un único proceso que se retroalimenta permanentemente. De ahí que… haya que partir siempre de un contexto funcional de lectura y escritura, de una participación activa en "prácticas letradas", como, por ejemplo, repasar el listado de los niños y las niñas de la clase para localizar quién falta, escribir sus juegos favoritos y algunas de sus características, preparar una felicitación, reescribir un cuento, describir un animal o confeccionar la tabla del crecimiento de las plantas de la clase." P. Pérez Esteve y F. Zayas (2007), *Competencias en comunicación lingüística*, Madrid, Alianza Editorial, p. 154.

General purpose of English language teaching in basic education

The purpose of foreign language teaching in basic education is for students to get the necessary knowledge to engage in social practices with written and oral language to interact with native and non-native English speakers by means of *specific activities with the language*. This entails using activities that involve production and interpretation of spoken and written texts –of a familiar, academic and literary nature– so the students will be able to satisfy basic communication needs in different everyday, familiar and known situations.

For this reason, children need to learn to use the language to organize their thoughts and their speech, to analyze and solve problems, and to gain access to different cultural expressions from both, their own and other countries. Besides, it is essential that they identify the role language plays in building up knowledge and cultural values; children should develop an analytical and responsible attitude to face the problems that affect our world.

Competence in a foreign language does not stem from mere repetition or exposure to it, or from learning it for a very long time. Most importantly, it is necessary to have acumen of individual and collective experiences that include different ways to participate in oral exchanges and in reading and writing texts. Therefore, the school –whose responsibility is higher in the case of students of students that come from communities with low literacy and with scarce or non-existent contact with an additional language– should provide the necessary conditions for students to participate in such experiences, to reach gradual autonomy in their intellectual work, and to be able to transfer what they have learnt in the classroom context to out-of-the-classroom communicative situations.

Purpose of English language teaching for Cycle 2

The purpose of English language teaching for Cycle 2 in basic education (3rd and 4th grades of elementary school) is for the students to acquire the necessary knowledge to understand and use the English language to recognize, understand, and use common expressions by participating in *social practices of the language* via *specific activities with the language*, related

to production and interpretation of oral and written texts, in the context of their familiar, academic, literary and educational environments. At the end of this cycle, the students are expected to:

- Express simple opinions and requests in familiar contexts.
- Recognize basic instructions, information and signs.
- Identify basic aspects of pronunciation and vocabulary used in everyday life contexts.
- Use expressions to refer to personal aspects and needs.

- Respond to spoken and written language in different linguistic and non-linguistic ways.
- Use different strategies to solve everyday problems, and look for information about concrete topics.
- Understand unfamiliar or unknown vocabulary by means of specific strategies.
- Identify the most relevant similarities and differences between their mother tongue and the target language.
- Establish basic social contact with their linguistic repertoire.

Cycle 2 is aimed at students who after finishing Cycle 1 of the NEPBE, have had some contact with English as a foreign language and are therefore acquainted with some of its uses and linguistic aspects. However, and since the levels of the students' expected achievement and language competence are established from this Cycle, it is convenient to take the students' knowledge, experiences, and interests concerning social practices in their mother tongue as a starting point and after reading the purposes, the practices and their contents determine the following:

a) Planning communicative situations (such as creating a product, reaching a goal or solving a problem) which articulate, in a sequenced manner, the specific activities with the language in each of the specific social practices which pose a challenge to the students. The underlying rationale is that the activities should be neither so easy they can be neglected nor so complex or difficult that they may bring about disappointment or discouragement. The communicative situations, therefore, should be rewarding enough to foster a positive attitude and hold the students' interest.

b) Kind and amount of learning to do with, learning to know about, and learning to be though the language contents to be covered, by the communicative situations –specific and related to the students' experiences and interests–planned beforehand, so that they involve a sequenced and articulated realization of the specific activities with the language.

c) Number of lessons devoted to the planned communicative situations, as well as their requirements and suggested product.

- To look for, select, and if necessary, create the necessary multimedia or printed materials, and to read and analyze them before using them with the students.
- To bear in mind the social practices of the language during the development of the communicative situations.
- To create teaching strategies characterized by their diversity in:

  a) Modalities in the organization of work: whole class, team work, pair work, individual work.

b) Modalities in reading and writing: modeled, guided, shared, individual, silent, aloud, etcetera.

c) Diversity in teaching materials and resources: made by the students themselves or previously prepared, such as long or short titles, repeated titles, unique titles, books graded depending on the level of difficulty, multimedia resources (audio, video, CDs, computer software, etc.).

- Model and play the roles of expert speaker, listener, reader and producer of spoken and written texts in English.
- Create opportunities for all the students to engage in oral exchanges and reading and writing activities.

- Foster a positive attitude towards learning a foreign language and other cultures.
- Encourage a respectful and confident environment where mistakes, rather than being constantly sanctioned and corrected, are seen as opportunities to practice and rehearse in the English language, as well as to get or offer positive feedback.

For this reason, the teachers responsible for the grades corresponding to this cycle must be aware of the fact that by stressing social relations, teaching and learning are conceived as processes that enable the willing participation of the students in social practices of the language, which allows them to understand and if necessary, change their own world.

13

Assessment

Apart from the assessment parameters established in the document *Programa Nacional de Inglés en Educación Básica. Asignatura Estatal: Inglés. Fundamentos curriculares. Preescolar, primaria y secundaria*, it is convenient to consider that this cycle's purpose is to record the level of progress attained in routine work and any changes or adaptations required by any component of the teaching practice (teacher training, educational resources, study programs, infrastructure, etc.) to reach the goals established during the school year.

From this perspective, the assessment of each stage (known as the school year or school cycle) in Cycle 2 involves promotion, even though it also has a formative educational function, and it should be characterized by being:

- Global, because it considers the students' foreign language skills as a whole and does not isolate or break them down into fragments.
- Continuous, because it takes into consideration work and performance done throughout the development of the stages of the communicative situation, not only the final product.
- Formative, because it is a continuous process of uninterrupted gathering of evidence and qualitative data on the students' performance; that is, their strong and weak points, so that positive and effective feedback among students and between them and the teacher is guaranteed.

Content organization

In order to cover the social practices of the language in this cycle, it is necessary that teachers check and reflect on the content of *Fundamentos curriculares. Preescolar, primaria y secundaria* of the NEPBE, due to the fact that this document sets the principles that regulate the work in this subject and explains, among other aspects, the object of study, the approach, and the organization and distribution of contents in the four cycles of the program. Apart from the aforementioned, the following is stressed:

- The object of study of the subject corresponds to the *social practices* which articulate the school grades in each cycle of the NEPBE. At the same time, the social practices and the specific activities that derive from the language are the ones that allow for gathering and sequencing contents of a different nature: *learning to do with, learning to know about*, and *learning to be through* the language.
- The social practices and specific activities with the language have been distributed and organized in three ample social learning environments: familiar and community, literary and ludic, and formation and academic.

- The curriculum contents in the charts are characterized by having a "bullet" instead of a number, since it is the teacher who determines, depending on their students' needs and characteristics, which ones to use, to what extent, and in what order to plan their teaching and learning. Besides, in order to help the teacher in the type of actions and knowledge expected to be covered with these contents, some of them are further explained and are marked with a hyphen to distinguish them.
- At the bottom of each content chart there are suggestions for actions to make a product. However, this is not compulsory, which means that the teacher can use other methodological strategies (for instance, solving a problem or reaching a goal) as long as the purposes and learning achievements for this cycle are accomplished.
- The proposal of achievement presented at the end of each unit has the purpose of providing the teacher with information about knowledge, actions, and values and actions that the students are expected to acquire, in order to assess their progress and performance in the competence in English language.

15

- Finally, given the scarcity or absence of English language materials and resources in public schools, along with the need for teachers to be able to provide their students with real spoken and written models of the English language, there is a list of sample language that can be consulted in the appendix at the end of this document. It is important to note that these samples should not rule the organization and planning of work in the classroom, since they cannot guarantee the achievement of the purposes for this cycle.

Cycle 2. Social Practice of the Language. Distribution by environment.

ACCESS AND APROXIMATION "A1": 3rd grade and 4th grade. Elementary School		
Social practices of the language		
Familiar and community environment	Literary and ludic environment	Formation and academic environment
• Talk and write to participate in everyday dialogues. • Offer and receive information about one's self and acquaintances. • Listen to and express immediate practical needs. • Interpret messages in advertisements.	• Read and sing songs. • Play with words, and read and write for expressive and aesthetic purposes. • Read narrative texts and recognize cultural expressions from English-speaking countries.	• Give and receive instructions to make objects and record information. • Formulate and answer questions in order to find information about a specific topic. • Record and interpret information in a graphic.

Cycle 2. Specific activities with the language. Distribution by environment and grade.

Familiar and community environment

Social practices of the language	Specific activities with the language	
	3rd grade. Elementary School	4th grade. Elementary School
Talk and write to participate in everyday dialogues.	Recognize expressions related to personal expectations for the school year in a dialogue.	Interpret a dialogue with school related concerns.
Offer and receive information about one's self and acquaintances.	Understand information about one's self and others' daily routines.	Offer and interpret information about personal experiences.
Listen to and express immediate practical needs.	Recognize and understand expressions to get what one wants or needs from others.	Interpret and produce expressions to offer help.
Interpret messages in advertisements.	Recognize and understand messages in community advertisements.	Interpret messages in advertisements of commercial products.

Literary and ludic environment

Social practices of the language	Specific activities with the language	
	3rd grade. Elementary School	4th grade. Elementary School
Read and sing songs.	Read and sing a traditional children's song.	Interpret and sing songs of interest to the class.
Play with words, and read and write for expressive and aesthetic purposes.	Create language games to find words through crossword puzzles.	Recreate language games to recite and write tongue-twisters.
Read narrative texts and recognize cultural expressions from English-speaking countries.	Read children's stories and appreciate cultural expressions from English-speaking countries.	Read children's legends and appreciate cultural expressions from English-speaking countries.

Formation and academic environment

Social practices of the language	Specific activities with the language	
	3rd grade. Elementary School	4th grade. Elementary School
Give and receive instructions to make objects and record information.	Follow the steps of an instruction manual to make an object.	Give and receive instructions to interpret and record information on a calendar.
Formulate and answer questions in order to find information about a specific topic.	Recognize and ask questions to look for information about a specific topic.	Formulate and answer questions to obtain information about a specific topic.
Record and interpret information in a graphic.	Find and interpret information in a graphic.	Record and interpret information in a graphic.

3RD GRADE

3

RD

GRADE

E·L·E·M·E·N·T·A·R·Y S·C·H·O·O·L

Social practices of the language: talk and write to participate in everyday dialogues.

Familiar and community environment	

Specific activities with the language: recognize expressions related to personal expectations for the school year in a dialogue.

Learning to do with the language	Learning to know about the language

• Listen to the audio or reading aloud of dialogues that express the expectations of a group of students for the school year with the support of visual aids and the teacher's help.
  – Predict the general purpose based on non-verbal language and illustrations
  – Identify topic, purpose, and intended audience
  – Recognize speakers and distinguish their turns
  – Notice tone, rhythm, pauses, and intonation in their turns
  – Identify the sequence of a dialogue while listening to each participant's turn
  – Recognize the structure of a dialogue
• Comprehend the content of a dialogue with the teacher's help.
  – Recognize sentences that express the speaker's expectations in a dialogue while listening
  – Use contextual clues to comprehend the meaning of sentences
  – Use a model to express orally personal expectations
  – Play the role of a speaker to practice pronunciation in dialogues
• Participate in the writing of expressions of expectation with the teacher's help.
  – Find out the meaning of unfamiliar words using an illustrated bilingual dictionary or with the teacher's help
  – Compare parts of sentences
  – Complete sentences using a repertoire of words suitable for the context
  – Read aloud sentences to practice their pronunciation and intonation
  – Write sentences that express personal expectations about the school year based on a model
• Check spelling and writing conventions with the teacher's help.
	• Features and types of oral and written texts
	  – Structure of dialogues: opening, body, ending
	  – Topic, purpose, and intended audience of dialogues
	  – Contextual clues: Non-verbal language (gestures, body language, signs, and glances, etc.)
	• Phonic, syntactic, and semantic elements of the texts
	  – Acoustic characteristics: volume, tone (hope, aggressiveness, mood, etc.), rhythm
	  – Repertoire of words suitable for this practice of the language
	  – Verb tenses: future (will/going to)
	  – Personal pronouns (I, you, he, we, etc.)
	  – Conventional letter-sound correspondences
	• Mechanics of writing
	  – Conventional writing of words: without alterations, substitutions or omissions
	  – Upper and lower-case letters
	  – Punctuation: periods, ellipsis, colons, dashes, exclamation marks

Learning to be through the language

• Language as a means of expressing expectations, desires, purposes, and intentions
• Respect towards the interventions of others
• Basic norms of dialogue interaction: listen to and look at the person speaking, respect turns of intervention

Product: Illustrated dialogues

- Distribute among pairs the actions to prepare dialogues about personal expectations for the school year:
  - Choose a classmate and decide how many sentences the dialogue will contain
  - Decide on the turns of intervention
  - Write on the cards the sentences in the order that corresponds to each turn.
  - Check that the writing of sentences is complete and complies with spelling conventions
  - Practice the dialogue by reading the sentences aloud
- Exchange cards with other pairs to find out other classmates' expectations and practice the pronunciation and intonation of expressions in a dialogue.

Social practices of the language: Read and sing songs.

Literary and ludic environment

Specific activities with the language: read and sing a traditional children's song.

Learning to do with the language	Learning to know about the language

• Listen to the lyrics of illustrated children's songs with the teacher's help.
  – Relate the song to personal experiences
  – Recognize topic, purpose, and intended audience
  – Predict the topic of songs based on their title and images with the support of visual aids
  – Distinguish organization and structure of songs
• Listen to and follow the reading aloud of song lyrics with the teacher's help.
  – Comprehend the meaning of verses and stanzas based on contextual clues, using an illustrated bilingual dictionary and/or with the teacher's help
  – Follow the rhythm of a song using physical and/or sound resources (applauses)
  – Recognize acoustic characteristics to become familiar with pronunciation
  – Identify words that rhyme
  – Repeat and use rhyme in verses to identify sounds
  – Recognize changes in intonation when listening to the singing of a song
• Identify the writing of song lyrics with the teacher's help.
  – Find words in a song based on questions (Which one begins/ends with…? Where does it say…? etc.)
  – Say words in a song with consonant clusters or letters that are less frequent or absent in the native language
  – Read lyrics aloud, verse by verse
  – Establish relationships between the written form of song lyrics and the pronunciation of its verses
• Sing songs or some of their parts and enjoy the experience.
	• Features and types of oral and written texts
	  – Structure of song lyrics: stanzas, chorus, verses
	  – Textual components: name of the author, title
	  – Topic, purpose, and intended audience of traditional songs
	  – Contextual clues
	• Phonic, syntactic, and semantic elements of the texts
	  – Acoustic characteristics: pitch (high/low), intonation, rhyme, rhythm, pronunciation, etc.
	  – Repertoire of words suitable for this practice of the language
	  – Verse formation
	  – Pronunciation: infrequent or absent consonant clusters in the native language (tw, ph, st, ck, wh, etc.)
	  – Conventional letter-sound correspondences
	• Mechanics of writing
	  – Conventional writing of words
	  – Upper and lower-case letters
	  – Punctuation: period

Learning to be through the language
• Social use of songs • Song lyrics as a reflection of emotions and experiences • Appreciation for cultural expressions particular to the foreign language • Typical songs of English-speaking countries and their social use

Product: Children's song

• Distribute among teams the actions to record or perform a song in public:
  – Write the lyrics of a song on a poster
  – Divide the songs stanzas among the teams and rehearse their performance.
  – Practice the chorus of the song with the class
  – Record the song or rehearse it to perform it in public
• Present the recording or performance of the song to an audience selected by the students and the teacher.

Achievement
At the end of Unit 1, students will be able to:

Recognize expressions related to personal expectations for the school year in a dialogue	Read and sing a traditional children's song
By doing so they: • Can recognize topic and purpose • Can identify speakers in a dialogue • Can notice tone, rhythm, and pauses • Can use contextual clues to comprehend meanings	By doing so they: • Can identify rhymes and repetitive sounds • Can distinguish the organization and structure of songs • Can read aloud verses and stanzas

Social practices of the language: give and receive instructions to make objects and record information.

Formation and academic environment

Specific activities with the language: follow the steps of an instruction manual to make an object.

Learning to do with the language	Learning to know about the language

• Listen to and understand instructions and steps to make a simple object (rattle, drum, etc.) with the support of visual aids and the teacher's help.
  – Recognize topic, purpose, and intended audience
  – Associate an instruction with an image while listening
  – Observe the distribution of graphic and textual components of an instruction manual
  – Find out the meaning of words based on previous knowledge, the teacher's help, and the use of an illustrated bilingual dictionary
• Participate in the writing of an instruction manual to make an object with the teacher's help.
  – Determine the number of instructions or steps
  – Detect the order of instructions
  – Distinguish instructions from a list of materials
  – Identify the names of numbers in the quantity of materials
  – Write names and figures that represent ordinal and cardinal numbers
  – Dictate whole words or some of their parts to complete an instruction
  – Identify how words are written and point at their similarities and differences (beginning, syllable composition, letters used, etc.)
• Read aloud an instruction manual with the support of non-verbal language, graphics and the teacher's help.
  – Identify stress and intonation in words
  – Distinguish consonant sounds
  – Distinguish actions in instructions or steps
  – Associate the reading of words that indicate actions with their written form
  – Practice fluent reading of instructions or steps
  – Identify how to name situations or events where objects in the instruction manual are used
	• Features and types of oral and written texts
	  – Structure of an instruction manual: list of materials, sequence of instructions
	  – Topic, purpose, and intended audience of instruction manuals
	  – Structure of a text: title, subtitle, list of materials, set of steps or instructions
	  – Graphics: images, numbers, and bullets
	• Phonic, syntactic, and semantic elements of texts
	  – Repertoire of words suitable for this practice of the language (cardinal numbers, fractions, etc.)
	  – Word formation: initial letter, double letters, final letter, endings, etc.
	  – Types of sentences: declarative, affirmative
	  – Semantic fields
	  – Absent or not frequent consonant clusters in the native language
	• Mechanics of writing
	  – Conventional writing of words (spelling)
	  – Upper and lower-case letters
	  – Punctuation

Learning to be through the language

• Language as a means of classifying reality

Product: Instruction manuals

• Distribute among teams the actions to write instruction manuals and make objects:
  – Plan the writing of the instruction manual based on its structure: title, subtitle, list of materials, sequence of steps or instructions and graphics
  – Write a draft of the instruction manual and its components based on a model
  – Check the instruction manual with the members of the team and the teacher to make sure that it is complete, that instructions are in the correct order, and that it complies the mechanics of writing
  – Write the final version of the instruction manual and include graphics that explain the steps to make the object
  – Use the instruction manual to make objects
• Make objects and share them with classmates.

Social practices of the language: offer and receive information about one's self and acquaintances.

Familiar and community environment

Specific activities with the language: understand information about one's self and others' daily routines.

Learning to do with the language	Learning to know about the language

• Listen to reports or retellings of an acquaintance´s daily routines with the support of non-verbal language and the teacher´s help.
  – Perform actions of daily routines while listening
  – Recognize the names of parts of the day (morning, afternoon, evening) when daily routines take place
  – Complete sentences used to report daily routines (I wake up in the…, At night it…) while listening with the support of visual aids
• Participate in the writing of sentences used to report daily routines with the support of visual aids.
  – Explore the structure of oral retellings
  – Dictate words that form sentences in reports or retellings of daily routines
  – Read aloud sentences based on a model
  – Distinguish the order of words in a sentence
  – Recognize the names of actions in sentences while reading
  – Compare sentences and point at their similarities and differences
  – Classify activities according to the type of words used to indicate the action (simple or phrasal)
• Write sentences to report one's daily routines based on a model.
  – Order sentences according to the part of the day when the routines take place
  – List sentences
• Check spelling and writing conventions with the teacher's help.
	• Features and types of oral and written texts
	  – Topic, purpose, and intended audience of reports and retellings
	  – Structure of oral retellings: chronological sequence of events
	  – Typographical resources: dashes and bullets
	  – Contextual clues
	• Phonic, syntactic, and semantic elements of texts
	  – Repertoire of words suitable for this practice of the language (phrasal verbs: wake up, get out, etc.)
	  – Acoustic segmentation of words
	  – Types of sentences: declarative, affirmative
	  – Conventional letter-sound correspondences
	• Mechanics of writing
	  – Conventional writing of words (spelling)
	  – Upper and lower-case letters
	  – Punctuation

Unit 2

Learning to be through the language

- Language as a means of retelling daily life routines
- Differences and similarities between daily routines in Mexico and English-speaking countries
- Integration and sense of belonging to a social group through shared activities
- Avoidance of illustrations that distort reality

Product: Report

- Distribute among teams the actions to write reports about daily routines:
    – Plan the writing of sentences for the reports considering the number of sentences and chronological sequence
    – Write a list of sentences about routines according to the chronological sequence and include graphics to illustrate them
    – Check that sentences are complete and comply with writing conventions, first in pairs, and then with the teacher's help
- Present reports to an audience selected by the class and the teacher.

Achievement

At the end of Unit 2, students will be able to:

Follow the steps of an instruction manual to make an object	Understand information about themselves and others' daily routines
By doing so they: • Can recognize purpose, and intended audience • Can identify components of an instructional manual • Can complete instructions • Can recognize the order of instructions in a sequence • Can find similarities and differences among words • Can write the names of ordinal and cardinal numbers	By doing so they: • Can recognize words that describe daily routines orally and in writing • Can comprehend and say times • Can follow and give instructions to carry out daily routines • Can identify similarities and differences in the writing of daily routines • Can dictate words

Social practices of the language: **Play with words**, **and read and write for expressive and aesthetic purposes**.

Literary and ludic environment

Specific activities with the language: Create language games to find words through crossword puzzles.

Learning to do with the language	Learning to know about the language
• Explore children's thematic crosswords (animals, fruits, clothes, etc.) with the teacher's guide. – Recognize the two words in the name of this game: *cross word* – Discover its purpose – Distinguish graphic and textual components – Detect writing directionality of words in crosswords (left to right, top to bottom, etc.) • Identify the writing of textual components with the teacher's help. – Say the names of the graphic components of a crossword – Establish relationships between the number of "clues" and numbers in the graphic – Recognize information in "clues" to find words that complete the graphic (parts of a word, characteristics of people, animals or things, actions, definitions, etc.) – Find out the meaning of new words to increase vocabulary using illustrated bilingual dictionaries or with the teacher's help • Read aloud "clues" and find words that are not in the crosswords with the teacher's help. – Spell words that are found – Count the number of letters in words that are found – Locate the information that indicates the position of words in a graphic – Find columns or rows in a graphic as well as the number of boxes that correspond to the number of letters in the words that are found • Write words in the columns or rows of crossword. – Solve "clues" to complete crossword – Practice the spelling of the words that solve a crossword	• Features and types of oral and written texts – Textual components of crosswords: subtitles, lists of "clues", and numbers – Graphic components: columns, lines, and numbers – Specific writing directionality of words in a crossword – Purpose of crosswords: play with words; recognize letters that form words, etc. • Phonic, syntactic, and semantic aspects of texts – Repertoire of words suitable for this practice of the language (names of the letters, ordinal numbers, etc.) – Word formation – Diphthongs (lion, blouse, etc.) – Differences in the conventional word-sound correspondences between the foreign language and the mother tongue • Mechanics of writing – Conventional writing of words

Unit 3

Learning to be through the language
• Language as a means of entertaining • Appreciation for similar cultural expressions in Mexico and in English-speaking countries

Product: Crossword

• Distribute among teams the actions to make a thematic crossword puzzle:
  – Select the topics and choose the words that will be found in the crossword
  – Suggest and write "clues" to find words in crosswords based on a model
  – Check that the writing of "clues" complies with writing conventions
  – Write the final version of the "clues" and make the graphic for the crossword considering the appropriate number of columns, rows, and boxes for the "clues" and letters for the words
  – Make sure that the letters of the words correspond to the answers of clues and that they fit exactly in the boxes designed
  – Solve the crossword orally by spelling the words that are found
• Share the crosswords with other classes.

Social practices of the language: Formulate and answer questions in order to find information about a specific topic.

Formation and academic environment

Specific activities with the language: Recognize and ask questions to look for information about a specific topic.

	Learning to do with the language	Learning to know about the language

Unit 3	• Explore illustrations (photographs, images or drawings) about specific science-related topics with the teacher's help.
	  – Compare similarities and differences in illustrations
	  – Classify illustrations according to their topic (technology, universe, health, etc.)
	  – Identify purpose, and intended audience
	  – Point at and name the content of illustrations that help identify the topic
	  – Recognize aspects of a topic to formulate questions based on images
	• Listen to and understand questions to obtain information from a series of illustrations about different aspects of a topic based on a model and with the teacher's help.
	  – Complete interrogative sentences with question words
	  – Recognize intonation in questions
	  – Divide questions into the words that form them
		• Features and types of oral and written texts
		  – Topic, purpose, and intended audience of questions
		  – Contextual clues: artwork
		• Phonic, syntactic, and semantic aspects of texts
		  – Acoustic characteristics: intonation of interrogative sentences
		  – Question words (who, what, where, etc).
		  – Verb forms: auxiliaries, copulative verbs
		  – Types of sentences: interrogatives
		  – Verb tenses: present
		  – Semantic fields of words
		  – Word segmentation in the acoustic chain
		  – Repertoire of words suitable for this practice of the language
		  – Conventional letter–sound correspondences

- Participate in the writing of questions to obtain information based on a model.
  - Identify the written form of questions and their parts
  - Recognize words that are used in interrogative sentences
  - Detect the order of words in questions
  - Identify words that work as auxiliaries in interrogative sentences
  - Formulate questions orally
  - Complete interrogative sentences using question words
  - Dictate questions to look for information
  - Practice the pronunciation of questions by reading them aloud
- Check spelling and writing conventions with the teacher's help.

- Mechanics of writing
  - Conventional writing of words
  - Punctuation: question mark
  - Upper-case letters

Learning to be through the language

- Language as a mean of obtaining information
- Interest in new knowledge
- Respect towards others' proposals

Product: Guide of curious questions

- Distribute among teams the actions to make a guide of curious questions:
  - Choose images of a science-related topic
  - Decide based on the images what aspects of the topic will be asked to obtain information
  - Write questions about the aspects of the topic based on a model
  - Check that questions are understandable, follow the order of words in questions, and comply with writing conventions
  - Write the final version of the questions on white sheets of paper in the form of a "guide" and include images
- Exchange the questionnaires among teams and practice the reading aloud of questions.

Achievement

At the end of unit 3, students will be able to:

Create language games to find words through crossword puzzles	Recognize and ask questions to look for information about a specific topic
By doing so, they: • Can recognize the writing directionality (top to bottom) in crosswords • Can read and write words • Can use an illustrated bilingual dictionary to find out the meaning of words • Can compare word formation • Can spell words	By doing so, they: • Can identify topics through illustrations • Can understand questions to obtain information • Can complete interrogative sentences with question words • Can recognize question formation • Can identify the order of words in question • Can select words to ask questions

Unit 4

Social practices of the language: Listen to and express immediate practical needs.

Familiar and community environment

Specific activities with the language: Recognize and understand expressions to get what one wants or needs from others.

Learning to do with the language	Learning to know about the language

• Listen to the audio or reading aloud of dialogues with expressions to obtain what is wanted or needed from others with the support of visual aids and the teacher's help.
  – Identify sender, intended audience, and speaking turns
  – Distinguish non-verbal language
• Recognize sentences that express desires or needs while listening.
  – Find out the meaning of unfamiliar words to increase vocabulary using an illustrated bilingual dictionary and the teacher's help
  – Distinguish vowel sounds in specific words of dialogues and read them aloud to practice their pronunciation
  – Identify actions that express a need or a desire in sentences
  – Recognize connectors that link sentences used to express a need or desire
  – Play the role of sender or intended audience in a dialogue, read it aloud or repeat it with the teacher's help to practice pronunciation and intonation
  – Use a model to express orally desires and personal needs that require the participation of another person with the teacher's help
• Participate in the writing and reading of sentences that express a need or a desire that requires the participation of another person (I want the teacher to..., I need her to..., etc.) base on a model and with the teacher's help.
  – Recognize words that form sentences based on one of its written parts
  – Choose words from a repertoire of words to complete sentences
  – Read aloud sentences that express desires or personal needs
• Check spelling and writing conventions with the teacher's help.
	• Features and types of oral and written texts
	  – Topic, purpose, and participants in the communicative situation
	  – Structure of dialogue: beginning, body, ending
	  – Contextual clues: non-verbal language (gestures, body language, signals, glances, etc.)
	• Phonic, syntactic, and semantic aspects of texts
	  – Acoustic characteristics: volume, tone (hope, kindness, mood, etc.), rhythm.
	  – Repertoire of words suitable for this practice of the language (verbs that express desire —want, wish, etc. and needs —need, require, etc.)
	  – Personal pronouns (I, you, he, we, etc.)
	  – Verb tenses: present
	  – Types of sentences: coordinated (I want him to… and her to…) and subordinated (I want to…, I need to…)
	  – Connectives (that, and, etc.)
	  – Vowel sounds
	  – Conventional letter–sound correspondences
	• Mechanics of writing
	  – Conventional writing of words
	  – Upper and lower-case letters
	  – Punctuation: comma, period, dash

Learning to be through the language
• Language as a means of expressing desires and needs • Basic norms of dialogue interaction: listen to and look at the person speaking, respect turns of intervention • Kind and respectful attitude to express one´s desires and personal needs to others

Product: Best wishes cards

• Distribute among teams the actions to make best wishes cards to one or more classmates:
  – Decide on the number of classmates that will receive a card
  – Write sentences expressing best wishes based on a model
  – Check that the writing of the sentences is complete and does not present letter omissions, replacements, or alterations
  – Write the final version of the sentences on a card, illustrate it and write the name of the classmate that will receive it
  – Read aloud the message of the card to practice pronunciation
• Give the cards to the person they were written for.

Social Practices of the language: Read narrative texts and recognize cultural expressions from English-speaking countries.

Literary and ludic environment
Specific activities with the language: Read children's stories and appreciate cultural expressions from English-speaking countries.

Learning to do with the language	Learning to know about the language

• Explore children's stories with the teacher's guide.
  – Activate previous knowledge to predict the topic based on visual and written information
  – Predict the content of stories based on images and titles
  – Identify topic, purpose, and intended audience
  – Check the structure of stories
  – Relate stories to personal experiences
• Read aloud a story with the support of visual aids and the teacher's help.
  – Distinguish and define new words and sentences to increase vocabulary using contextual clues and illustrated bilingual dictionaries
  – Recognize settings of a story by name based on specific information (vegetation, weather, furniture, etc.)
  – Answer questions about the characters' actions in a story based on a model and with the teacher's help
	• Features and types of oral and written texts
	  – Structure of children's stories: beginning, body, ending
	  – Textual components: author, title
	  – Graphics: artwork
	  – Topic, purpose, and intended audience of children's stories
	  – Elements of children's stories: narrator, leading and supporting characters, settings
	• Phonic, syntactic, and semantic aspects of texts
	  – Repertoire of words suitable for this practice of the language
	  – Correspondence between speaking and writing
	  – Verb tenses: past and present

Unit 4

- Select from a group of words those that describe features of the character
- Recognize narrator, leading and supporting characters based on contextual clues and the teacher's help
- Establish similarities and differences between leading and supporting characters
- Differentiate narrator from characters
- Compare similarities and differences in behavior, values, settings, etc. in stories with the support of visual aids and the teacher's help
- Observe spelling and writing conventions in a previously read story with teacher's help.

- Pronouns: personal and relative (whose, which, etc.)
- Adjectives: qualitative
- Mechanics of writing
  - Conventional writing of words
  - Upper and lower-case letters
  - Punctuation: dashes, colons, quotation marks, period, commas

Learning to be through the language

- Interest in the reading aloud of children's stories

Product: Audio story/"Radio reading"

- Distribute among students the actions to prepare an audio story or a "radio reading"
  - Distribute the roles of narrator and characters for a rehearsal
  - Prepare the sound effects for the reading
  - Read aloud each part of the story several times
  - Test sound effects during the reading aloud
- Record the audio story.
- Share it with other classes.

Achievement
At the end of Unit 4, students will be able to:

Recognize and understand expressions to get what one wants or needs from others	Read children's stories and appreciate cultural expressions from English- speaking countries
By doing so, they: • Can use non-verbal language to recognize needs or requests, expressed by others. • Can write expressions and short sentences. • Can read expressions aloud • Can recognize words that show needs or desires.	By doing so, they: • Can identify graphic and textual components in story books. • Can recognize the content of a story through its title and images • Can answer questions about characters of a story. • Can select words to express personal experiences. • Can compare similarities and differences in behavior, value, and settings.

Social practice of the language: Record and interpret information in a graphic.

Formation and academic environment

Specific activities with the language: find and interpret information in a graphic.

Learning to do with the language	Learning to know about the language

• Explore illustrated diagrams for children related to study topics (human body, parts of a plant, etc.) with the teacher's help.
  – Predict topic based on title, illustrations, and previous knowledge
  – Recognize the purpose, intended audience, and uses of illustrated diagrams
  – Identify the components of illustrated diagrams
  – Establish the relationship between a text and images based on connectors (arrows, lines, etc.) used in the diagram
• Recognize the textual and graphic components with the teacher´s help.
  – Participate in the reading of terms used to name parts of an illustration
  – Find out the meaning of new words to increase vocabulary based on contextual clues, the use of an illustrated bilingual dictionary and/ or the teacher's help
  – Recognize the names of parts of an illustration while listening
  – Spell the names of parts of a diagram to practice their pronunciation
  – Compare similarities and differences in the foreign language and the mother tongue
  – Find information in diagrams.
  – Locate parts of an illustration by name
  – Recognize visual and written information expressed through connectors
• Observe the conventional writing of words in diagrams with the teacher´s help.
	• Properties and types of oral and written texts
	  – The structure of a diagram, title, illustrations and words
	  – Textual components: title and words
	  – Graphic components: illustrations and connectors
	  – The purpose, and intended audience of illustrated diagrams
	• Phonic, syntactic, and semantic aspects of texts
	  – Repertoire of words suitable for this practice of the language
	  – Nouns
	  – Demonstrative pronouns: this, that, these, those
	  – Adverbs of place: here, there, etc
	  – Comparison of sounds between the foreign language and the mother tongue
	• Mechanics of writing
	  – Word formation
	  – Writing conventions
	  – Upper and lower-case letters

Learning to be through the language

• Social use of illustrated diagrams
• Language as a means of describing objects and beings
• Respect for the proposals of others

Product: Diagram

- Distribute among students the actions to prepare a diagram based on a model.
  - Rewrite the names of the parts of an illustration
  - Write a title relating both the visual and the written information in the diagram
  - Establish the types and number of connectors (arrows, lines, etc.) to be used
  - Copy or trace the diagram
  - Check that the names are written correctly without omissions, replacements or alterations in letters
  - Make sure there are as many written names as parts of the illustration to be highlighted
  - Place the connectors in the correct places and direction in the diagram
  - Name the highlighted parts of the illustrations
- Show the diagram to other classes and then place it in a visible place in the classroom.

Social Practice of the language: **interpret messages in advertisements**.

Familiar and community environment

Specific activities with the language: recognize and understand messages in community advertisements.

	Learning to do with the language	Learning to know with the language
Unit 5	• Explore previously printed ads about events in the community (e.g. graduations, civil ceremonies, dances, festivals, fairs, etc.), with the teacher's guide. – Distinguish graphic and textual components – Identify the topic, purpose, and intended audience – Examine the distribution of graphics and textual components – Distinguish characteristic of graphics • Comprehend the message in community ads about events based on graphic resources, previous knowledge and the teacher's help. – Identify the advertised events by name – Find and recognize general information (name, date, place, etc.) and qualities (happy, interesting, big, etc.) of events – Find out the meaning of new words to increase vocabulary based on contextual clues, the use of an illustrated bilingual dictionary and/ or the teacher's help – Read aloud the general information of an event • Recognize the parts of textual information in community ads with the teacher´s help. – Distinguish font, colours, punctuation, order, and proportion – Point at the location of general information – Recognize words and numbers used to advertise dates and places	• Properties and types of oral and written texts – Composition of ads – Textual components: slogan, phrases, additional information, etc. – Graphic components: images, photographs, logos, etc. – Graphics: size, shape, colors, etc. – Purpose, intended audience, and ad the message of advertisements – Graphic components: illustrations (drawings, print, etc.) • Phonic, syntactic, and semantic aspects in texts – Repertoire of words suitable for this social practice of the language – Types of sentences: declarative, affirmative – Nouns – Adjectives – Differences in conventional sounds of letters in the mother tongue and the foreign language

- Identify words used to highlight characteristics and qualities
- Identify and compare the composition of words (i.e. which and how many letters they have)
- Spell words
- Read aloud words from an ad
• Reorganize a previously jumbled up ad with the teacher's help

• Mechanics of writing
  - Conventional writings of words
  - Punctuation: upper and lower-case letters and colon
  - Composition of words

Learning to be through the language

• Social use of community ads.
• Language as a tool for giving and sharing information.
• Language as a means of fostering coexistence

Product: Community event ad

• Distribute among teams the actions to make an ad about a community event
  - Find out general information about community events that will take place soon, and choose one of them
  - Determine the print, colors, and images of the new ad based on its purpose, intended audience, and message based on a model
  - Decide the order and proportion of the graphics and textual components in the ad
  - Write general information of the event based on a model
  - Check that the general information of the ad is written correctly without eliminations, changes or alterations in letters
  - Decide how to reproduce the ad (post, handout, etc.) and prepare the final draft the textual and graphic information making sure the proportion and distributions are right
• Display the ad in a visible place in the classroom.

Achievement
Al the end of Unit 5, students will be able to:

Record and interpret information in a graphic	Recognize and understand messages in community advertisements
By doing so, they: • Can differentiate graphic types • Can comprehend various uses given to graphics • Can differentiate graphic and textual components • Can differentiate the relationship between images and texts • Can recognize the parts of a graphic while listening • Can write words following conventional writing	By doing so they: • Can identify the topic, purpose, and intended audience of ads • Can differentiate the characteristics of graphic and textual components • Can comprehend the advertised message • Can recognize general information and qualities of events • Can understand the events advertised

4TH GRADE

Social practice of the language: Talk and write to participate in everyday dialogues.

Familiar and community environment

Specific activities with the language: interpret a dialogue with school-related concerns.

Knowing what to do with the language	Learning to know about the language

• Listen to the audio or reading aloud of dialogues that express the students concerns about school with the support of visual aids.
  – Predict the general idea of the dialogue based on non-verbal language and illustrations
  – Point at the speakers and differentiate their turns of intervention
  – Notice the tone, fluency, pauses and intonation of the dialogue
  – Recognize the structure of the dialogue
  – Find out the meaning of unfamiliar words and colloquial terms using contextual clues, an illustrated bilingual dictionary, and the teacher's help
• Identify what the speakers express in dialogues with the teacher's help.
  – Recognize expressions of greeting, farewell, and concern while listening
  – Use contextual clues to comprehend the meaning of oral expressions
  – Complete sentences orally based on a repertoire of words suitable for the context
• Participate in the writing of sentences that express concerns with the teacher's help.
  – Dictate or complete sentences or words
  – Compare the content of the sentences
  – Recognize punctuation and spaces between words used in written dialogues.
• Assume the role of speakers in dialogues and read aloud the sentences to practice pronunciation and intonation, considering punctuation with the teacher's help.
  – Use previously written sentences as models to express a personal concern orally
• Write sentences that express personal concerns about school based on a model and with the teacher's help.
• Check spelling and writing conventions with the teacher's help.
	• Features and types of oral and written texts
	  – Structure of dialogues: opening, body, ending
	  – The topic, purpose, participants, and intended audience of the communicative situation
	  – Contextual clues: non-verbal language (gestures, body language, signals, glances, etc.)
	• Phonic, syntactic, and semantic elements of the texts
	  – Acoustic characteristics: volume, tone (concern, aggression, humor, etc.), fluency (rhythm and speed).
	  – conventional letter-sound correspondences
	  – Repertoire of words suitable for this practice of the language (Surprise, concern, etc.)
	  – Adjectives
	  – Personal Pronouns (I, you, he, we…).
	  – Prepositions (*about, etc.)*
	• Mechanics of writing
	  – Conventional writing of the word: without alterations, replacements or omissions of letters
	  – Upper and lower-case letters
	  – Punctuation

Learning to be through the language

• Basic norms of dialogue interaction: listen to and look at the person speaking, respect turns of intervention

Product: Comic strips

• Distribute among pairs the actions to produce a comic strip.
  – Choose a classmate to start a dialogue in which one or more school-related concerns are exchanged with the teacher's help.
  – Decide the number of turns each speaker will have, the order of the sequence of the sentences and the materials which will be used to make the comic strip (a card, a poster, etc.)
  – Write the sentences respecting turns of intervention
  – Add greeting and farewell expressions to the dialogue
  – Check that the writing of sentences is complete and complies with spelling conventions, first within pairs and then with the teacher's help
  – Write the final version of the expressions on the comic strip format
• Read aloud the dialogues respecting turns of intervention
• Inform the appropriate authority (teacher, the principal, etc.) the concerns brought up by the members of the class so they can be addressed.

Social practice of the language: Read and sing songs.

Literary and ludic environment

Specific activities with the language: Interpret and sing songs of interest to the class.

Knowing what to do with the language	Learning to know about the language

• Listen to and explore song lyrics of interest to the class with the teacher's help.
  – Predict the topic of songs based on the title, images and familiar vocabulary with the support of visual aids
  – Recognize the topic, purpose, intended audience, and social situations in which the song is set
  – Identify the structure of a song
• Listen to and follow the reading aloud of songs with the teacher's help.
  – Deduce the meaning of words based on previous knowledge of English and the mother tongue, contextual clues and the help of an illustrated bilingual dictionary
  – Recognize the conventional letter-sound correspondences in words
	• Features and types of oral and written texts
	  – Structure of songs: verses, stanzas
	  – Topic, purpose, and intended audience of songs
	  – Textual components: author, title, etcetera
	  – Contextual clues
	• Phonic, syntactic, and semantic elements of the texts
	  – Acoustic characteristics: intonation, rhythm, rhyme, pronunciation
	  – Conventional letter-sound correspondences
	  – Repertoire of words suitable for this practice of the language

Unit 1

– Distinguish phonetic aspects and emotional effects (sadness, joy, melancholy, etc.).
– Follow the rhythm of a song based on the text.
– Recognize changes in intonation while listening to the performance of a song with the support of audio aids.
– Distinguish the rhythm, accent and intonation of words and phrases in songs.
• Identify the parts t of song lyrics with the teacher's help.
– Establish relationship between the reading aloud and writing of verses and phrases.
– Complete verses or phrases based on a repertoire of words and a model.
– Identify specific characteristics in the writing of words and sentences (words similar to those in Spanish, letters or consonant clusters that are less frequent or absent in the mother tongue, etc.).
– Use punctuation to read or sing parts of the song or the whole song.
• Check spelling and writing conventions with the teacher's help.

– Absent or infrequent vocalic sounds in the native language (water, sun, go, the, etc)
– Differences in letter-sound correspondences in the foreign language and the mother tongue
• Mechanics of writing
– Conventional writing of the words.
– Upper and lower-case letters
– Punctuation

Learning to be through the language

• Social use of songs.
• Song lyrics as a reflection of emotions and experiences.
• Appreciation for cultural expressions particular to the foreign language
• Song lyrics as an expression of cultural differences

Product: Album covers with new song lyrics

• Distribute among teams the actions to produce the cover/brochure of a new version of a song:
– Design and make the cover/brochure.
– Divide the stanzas of the lyrics among the teams and rehearse their reading and singing aloud.
– Rewrite the chorus and/or lyrics of the song and place them on the cover/brochure.
– Check the rewriting of the song to make sure it is complete and complies with spelling conventions.
• Display the cover/brochure in an appropriate place inside or outside of the classroom.

Achievement

At the end of Unit 1, the students will be able to:

Interpret a dialogue with school-related concerns	Interpret and sing songs of interest to the class
By doing so they: • Can identify speakers and their turns in a dialogue • Can recognize the structure of a dialogue • Can use contextual clues to comprehend meanings • Can recognize and interpret the punctuation used in the transcription of dialogues	By doing so they: • Can recognize the social situations in which songs are performed • Can use contextual clues and illustrated bilingual dictionaries to find out the meaning of words • Can sing parts of a song • Can follow the rhythm of a song based on its lyrics • Can complete phrases or verses based on a repertoire of words

42

Social practice of the language: give and receive instructions to make objects and record information.

Formation and academic environment

Specific activities with the language: give and receive instructions to interpret and record information on a calendar.

Knowing what to do with the language	Learning to know about the language
• Examine annual calendars and recognize their elements. – Identify uses of calendars (mark a date, predict the weather, guess a person's birthday, etc.) with the support of visual aids • Find out the names and time units of annual calendars in reading and writing with the teacher's help. – Use previous knowledge about calendars to comprehend the order in which time units are presented – Identify based on questions like: Which one goes first?, the order for the months of the year – Recognize the ordinal numbers from 1st to 31st that correspond to the days of the month and compare which months are longer and which ones are shorter – Identify by name the days of the week and check the first and last day in each month with the teacher´s help – Say the days of the week based on the letter/letters indicated on the calendar – Give and receive instructions to record events on a calendar based on a model and with the teacher's help – Identify an event to record on a calendar – Find out the date in which an event will take or took place – Find out the meaning of words based on contextual clues and the use of an illustrated bilingual dictionary – Find on a calendar the date to which the event refers – Suggest an event and the date in which it will take place and record it on an annual calendar – Record on an annual calendar an event suggested by a classmate • Locate and read events on an annual calendar with the teacher's help. • Observe different calendar designs to make one´s own. • Check the conventionality of the use of words with the teacher's help.	• Features and types of oral and written texts – Textual components: numbers, letters, and words – Time unit layout of a calendar (months, weeks, days) • Phonic, syntactic, and semantic elements of texts – Repertoire of words suitable for this practice of the language (ordinal and cardinal numbers, months, days of the week, etc.) – Type of sentences: interrogative – Conventional letter-sound correspondences – Differences in sonorous value of letters between the mother tongue and the foreign language • Mechanics of writing – Conventional writing of words – Upper and lower-case letters

Learning to be through the language
• Use of the language as a means of planning and remembering activities and events. • Comparison of representative national holidays in Mexico and in English-speaking countries.

Product: Annual calendar

• Distribute among teams the actions to make an annual calendar.
  – Design a calendar which contains all of its time units
  – Write the time units that integrate it
  – Write the appropriate number of days for each month in the corresponding spaces
  – Check the calendar to make sure that the writing of the names of the months and the letters showing the days of the week comply with spelling conventions, that no time unit is missing or superfluous, and that all information is in the correct places
• Use the calendar throughout the year to record important dates (birthdays, holidays, parties, English lessons, etc.).

Social practice of the language: **offer an receive information about one's self and acquaintances**.

Familiar and community environment

Specific activities with the language: offer and interpret information about personal experiences.

Learning to do with the language	Learning to know about the language

• Listen to the audio or the reading aloud of dialogues about personal experiences with the support of visual aids, non-verbal language and the teacher's help.
  – Infer the general idea/meaning of dialogues based on non-verbal language and illustrations
  – Distinguish the topic and purpose
  – Recognize the interlocutors and differentiate turns of interventions
  – Notice the tone, rhythm, speed, pauses and intonation patterns
  – Identify the dialogue structure
  – Find out the meaning of words and colloquial terms using contextual clues, an illustrated bilingual dictionary and/or the teacher's help
  – Distinguish phonological contrasts in words (sonority in consonants: f/v/s/z, etc.)
• Identify what the interlocutors of dialogues express based on a model and with the teacher's help.
  – Find out greeting and farewell expressions in a dialogue as well as sentences that express personal experiences
	• Features and types of oral and written texts
	  – Dialogue structure: opening, body, ending
	  – Topic, purpose, and participants
	  – Contextual clues
	• Phonic, syntactic, and semantic elements of texts
	  – Acoustic characteristics: intonation.
	  – Voicing contrasts of consonants
	  – Repertoire of words suitable for this practice of the language
	  – Verb tenses: past
	  – Conventional letter-sound correspondences
	• Mechanics of writing
	  – Conventional writing of words
	  – Upper and lower-case letters
	  – Punctuation
	  – Separation of words

Unit 2

– Define the idea and meaning of words that denote actions
– Use contextual clues to comprehend the meaning of oral expressions
– Complete orally sentences based on a repertoire of words suitable for the context of the dialogue
– Write sentences that express personal experiences
• Participate in the writing of sentences that express personal experiences with the teacher's help.
– Dictate and complete sentences or words
– Compare the content of sentences
– Recognize punctuation and spaces between words
– Assume the interlocutor´s role in a dialogue and read aloud sentences to practice pronunciation and intonation
– Use previously written sentences as models to express personal experiences orally
– Write sentences that express personal experiences
• Check spelling and writing conventions with the teacher's help.

Learning to be through the language

– Social use of narrating personal experiences
– Language as a means of sharing experiences
– Narration as a means of obtaining information about others
– Use of the language as a means of coexistence in social interaction
– Interest in what other people say

Product: Card game to create dialogues

• Distribute among the teams the actions to prepare a card game to create dialogues.
– Write different greeting expressions
– Write different farewell expressions
– Write several sentences expressing different personal experiences
– Check that the writing of sentences, greeting, and farewell expressions is complete and complies with spelling conventions, first in teams, and then with the teacher's help
– Write the final version of the sentences, greeting, and farewell expressions on the cards and form three decks: one for greetings, one for farewells, and one for personal experiences, in order to form different dialogues
• Use the three decks of cards to form different dialogues and read them aloud.
• Share the game with other classes.

Achievement

At the end of Unit 2, students will be able to:

Give and receive instructions to interpret and record information on a calendar	Offer and interpret information about personal experiences
By doing so they: • Can identify the different uses given to calendars • Can say and write the names of the months and days • Can record events on calendars • Can write words in a conventional way	By doing so they: • Can understand the main idea of a dialogue • Can assume the sender or intended audience's role in a dialogue • Can dictate and complete sentences and words • Can respect turns of intervention in a dialogue

Social practices of the language: Play with words, and read and write for expressive and aesthetic purposes.

Literary and ludic environment

Specific language activities: Recreate language games to recite and write tongue-twisters.

Learning to do with the language	Learning to know about the language

• Explore written tongue/twisters, under the teacher's guide.
  – Recognize the two words in the name of this game: *tongue-twister*
  – Discover its purpose through its name.
  – Distinguish graphic disposition.
  – Identify textual components
• Listen to the reading aloud of tongue-twisters under the teacher's guide.
  – Determine the number of words in tongue-twisters
  – Establish relationships between the reading and writing of words
  – Find out the meaning of new words to increase vocabulary using contextual clues
• Practice the reciting of a tongue-twister.
  – Read aloud the tongue-twisters
  – Listen to and distinguish a number of words with specific sounds (*t-th, f-ph,-ough*, etc.)
  – Repeat several times the pronunciation of specific sounds
  – Practice the fluent pronunciation of words
• Participate in the writing of tongue-twisters with the teacher's help.
  – Spell the words of a tongue-twister
  – Dictate and/or complete the written form of words of a tongue-twister
  – Distinguish the spaces between written words based on their beginning and ending
	• Features and types of oral and written texts
	  – Purpose of a tongue-twister: play with words, practice the pronunciation of words, etcetera
	  – Textual components: sentences, words
	  – Graphic disposition of tongue-twisters
	• Phonic, syntactic, and semantic aspects of texts
	  – Musical elements of literary language: rhyme, repeated sounds
	  – Acoustic characteristics: fluency
	  – Repertoire of words suitable for this practice of the language (names of the letters, etc.)
	  – Word division in syllables
	  – Minimal pairs (sounds)
	  – Conventional letter-sound correspondences
	  – Differences between written and oral language
	• Mechanics of writing
	  – Conventional writing of words
	  – Spaces between words

Learning to be through the language

• Language as a means of entertainment
• Appreciation for similar cultural expressions in Mexico and in English-speaking countries
• Word games as a way of healthy interaction among people

Unit 3

Product: Tongue-twister contest

- Distribute among teams the actions to carry out a tongue-twister contest.
  - Decide on the criteria of the contest; for example, who says more tongue-twisters faster, who says the tongue-twister with better fluency, etc.
  - Make a list of the contestants and determine their order of participation
  - Choose tongue twisters for the contest and practice them
- Participate in the tongue-twister contest.

Social practices of the language: **Formulate and answer questions in order to find information about a specific topic**.

Formation and academic environment

Specific language activities: Formulate and answer questions to obtain information about a specific topic.

Learning to do with the language	Learning to know about the language
• Examine a set of illustrated questions of a topic of interest for the students with the teacher's help. – Predict the content of questions based on previous knowledge, known words, and illustrations – Recognize the structure of interrogative sentences – Distinguish the purpose of questions – Find the meaning of unknown words through contextual clues and/or using illustrated bilingual dictionaries. – Listen to the reading aloud of questions about a particular subject of study – Identify the words used to formulate questions (*who, what, where, etc.*) • Formulate questions to obtain information about a topic of interest for the group based on a model and with the teacher's guide. – Decide on the aspects of a previously chosen topic to get information – List aspects of a topic in a graphic (i. e., chart). – Determine the words used to form interrogative sentences – Identify words that work as auxiliaries in interrogative sentences – Detect the order of the words in questions with or without auxiliaries – Formulate questions to obtain information about aspects of the topic • Write questions to obtain information about aspects of interest concerning a specific topic based on a model and with the teacher's help. – Select and order words to formulate questions – Complete interrogative sentences using auxiliaries or question words – Distinguish punctuation in interrogative sentences	• Features and types of oral and written texts – Contextual clues: illustrations – Graphics: charts, images, etc. • Phonic, syntactic, and semantic aspects of texts – Acoustic characteristics: intonation – Types of sentences: interrogatives with auxiliaries and with the copulative verb (to be) – Question words – Verb forms: auxiliaries – Repertoire of words suitable for this practice of the language – Word division in the acoustic chain – Conventional letter-sound correspondences • Mechanics of writing – Writing conventions of words – Punctuation: question mark – Upper and lower-case letters

- Read questions aloud based on a model.
  – Practice the pronunciation of words in interrogative sentences
  – Check intonation when formulating questions

Learning to be through the language

- Language as a means of obtaining information.
- Interest in new knowledge.
- Respect towards others' proposals.
- Cooperation to check the finished work.

Product: A Questionnaire with questions about a topic of study

- Distribute among teams the actions to make a questionnaire as a study guide.
  – Select a topic of study and determine the aspects that will form the questions
  – Formulate questions orally and check that they are relevant to obtain the information needed
  – Write questions based on a model
  – Check that the questions are understandable, complete and comply spelling conventions
  – Write the final version of the questions on a sheet of paper to make a questionnaire
  – Exchange the questionnaires with other teams and practice reading the questions aloud
- Request permission to ask students in higher grades to answer the questionnaire.

Achievement
At the end of Unit 3, students will be able to:

Recreate language games to recite and write tongue-twisters	Formulate and answer questions to obtain information about a specific topic
By doing so, they: • Can determine the number of words in a tongue-twister • Can spell words • Can dictate and write words • Can read aloud tongue-twisters	By doing so, they: • Can understand the purpose of questions. • Can identify the content of questions • Can formulate questions to obtain information • Can identify auxiliaries in questions • Can understand the use of question marks • Can write questions to obtain information

Social practices of the language: listen to and express immediate practical needs.

Familiar and community environment

Specific language activities: interpret and produce expressions to offer help.

Learning to do with the language	Learning to know about the language

• Listen to the audio or reading aloud of dialogues in which expressions to offer and ask for help are used with the support of visual aids and the teacher's guide.
  – Identify sender, intended audience, and speaking turns
  – Distinguish non-verbal language
  – Predict the content of dialogues based on contextual clues and previous knowledge
  – Identify from a set of illustrations everyday life situations in which it is desirable or necessary to offer help
• Recognize sentences used to offer help with the teacher's guide while listening.
  – Use contextual clues to understand the meaning of the expressions.
  – Find out the meaning of unfamiliar words using an illustrated bilingual dictionary and/or the teacher's help
  – Identify questions to offer help ("Can I help you? Do you need anything? etc.)
  – Play a role in a dialogue and read aloud its statements to practice pronunciation and intonation
  – Use previously written sentences as models to ask and offer help orally
• Participate in the writing of expressions used to offer and ask for help based on a model.
  – Dictate and complete sentences or words
  – Compare the content of the sentences
  – Recognize punctuation and spaces between words
  – Read aloud sentences with the teacher's help
• Check writing and spelling conventions with the teacher´s help.
	• Features and types of oral and written texts
	  – Structure of dialogues: opening, body and ending
	  – Identify topic, purpose, and participants in the communicative situation
	  – Contextual clues: non verbal language (gestures, body language, signals, glances, etc.)
	• Phonic, syntactic, and semantic aspects of texts
	  – Acoustic characteristics: volume, tone (solidarity, kindness, mood, etc.) and fluency (rhythm and speed)
	  – Repertoire of words suitable for this practice of the language
	  – Verb forms: modals (shall, would, etc.)
	  – Pronouns: personal (I, you, he, we … etc.)
	  – Consonant sounds
	• Mechanics of writing
	  – Conventional writing of words
	  – Upper and lower-case letters
	  – Punctuation: period, questions marks, dashes

Learning to be through the language

• Basic norms of dialogue interaction: listen to and look at the person speaking, respect turns of intervention
• Kind and respectful attitude when offering help

Product: An Illustrated dialogue

• Distribute among teams the actions to prepare illustrated dialogues on posters:
  – Write dialogues that exemplify a situation of offering and asking for help
  – Check that the writing of the dialogues is complete without omissions, replacements or alterations of letters or spaces
  – Design the posters considering the necessary space for the dialogues
  – Write the final version of the dialogues on the posters
  – Practice the reading aloud of the dialogues on the posters
• Visit other classes to show the poster and read aloud the dialogues.
• Display the posters in a visible place in the school.

Practices of the language: **Read narrative texts and recognize cultural expressions from English-speaking countries**.

Literary and ludic environment

Specific language activities: Read children's legends and appreciate cultural expressions from English-speaking countries.

Learning to do with the language	Learning to know about the language
• Explore children's legends with the teacher's guide. – Activate previous knowledge to predict the topic based on visual and written information – Predict the content of legends based on images and titles – Recognize the structure of a legend – Relate legends to personal experiences – Select legends and participate in their reading aloud with the teacher's help. – Identify the topic, purpose, and intended audience. – Distinguish and define new words and phrases to increase vocabulary based on images, contextual clues, and illustrated bilingual dictionaries. – Name the settings in a legend based on previous knowledge and familiar words with the support of visual aids.	• Features and types of oral and written texts – Legend structure: introduction, problem, development, and ending – Topic, purpose, and intended audience – Textual components: title, paragraphs, etc. – Graphic components: artwork – Elements of legends: time, setting, narrator, leading and supporting characters • Phonic, syntactic, and semantic aspects of texts – Repertoire of words suitable for this practice of the language – Correspondence between speaking and writing – Verb tenses: past

Unit 4

5/7/10   10:20:40

- Locate the components of a legend with the support of visual aids and the teacher's help.
  - Describe the features of characters
  - Differentiate leading from supporting characters with the use of contextual clues
  - Identify and differentiate narrators and characters
- Recognize elements of the way legends are written with the teacher's help.
  - Establish the relationship between reading and writing
  - Identify definite and indefinite articles
  - Determine the time period in which a legend occurs

- Verb forms: modals (can, could, etc.)
- Nouns
- Adjectives
- Adverbs
- Articles: *the, a, an*
- Mechanics of writing
  - Conventional writing of words
  - Upper and lower-case letters
  - Punctuation: period, commas

Learning to be through the language

- Social use of children's legends.
- Appreciation for literary expressions and cultural traditions in the foreign language.
- Interest in reading children's legends aloud.

Product: An Illustrated sequence

- Distribute among teams the actions to make an illustrated sequence:
  - Find and choose a legend to make an illustrated sequence
  - Prepare illustrations and order a sequence based on the narration of a legend
- Present the illustrated sequence and read it aloud to an audience chosen by the students and teacher.
- Display the sequence of cards in an accessible place in the classroom.

Achievement

At the end of Unit 4, the students will be able to:

Interpret and produce expressions to offer help	Read children's legends and appreciate cultural expressions from English-speaking countries
By doing so, they: • Can use non-verbal language to offer and ask for help • Can comprehend expressions to offer and ask for help • Can take the role of an interlocutor in a dialogue • Can identify questions to offer help • Can dictate sentences	By doing so, they: • Can recognize the parts of a legend • Can mention personal experiences related to the content of the legend • Can describe features of characters • Can differentiate narrator from characters

Social practice of the language: record and interpret information in a graphic.

Formation and academic environment

Specific activities with the language: record and interpret information in a graphic.

Learning to do with the language	Learning to know about the language

• Explore illustrated diagrams for children, related to study topics (the cycle of water, metamorphosis, etc.) with the teacher's guide.
  – Predict content based on previous knowledge, title and illustrations
  – Find out the topic, purpose, and intended audience of illustrated diagrams
  – Identify textual and graphic components
  – Establish the relationship between visual and written information based on connectors (arrows, lines)
• Interpret written information in diagrams based on visual information with the teacher's help.
  – Recognize visual information by name
  – Find out the meaning of unknown words or terms based on contextual clues, previous knowledge, the use of an illustrated bilingual dictionary and the teacher's help
  – Find connectors and visual and written information linked by them
  – Listen to the reading aloud of written information and establish the relationship with visual information
  – Write simple sentences describing or explaining information shown in a diagram based on a model and with the teacher's help
  – Recognize written sentences expressing what is shown in the diagram.
  – Dictate words to complete or form sentences
  – Double check what words in the sentences are used in the diagram
  – Order words to form a sentence
• Check the writing of sentences by listening to their reading aloud with the teacher's help.
	• Properties and types of oral and written texts.
	  – Topic, purpose, and intended audience of diagrams.
	  – Textual components: Title.
	  – Graphic components: illustrations and connectors.
	• Phonic, syntactic, and semantic aspects of texts.
	  – Acoustic characteristics: intonation
	  – Type of sentences: declarative
	  – Repertoire of words suitable for this practice of the language
	  – Tense: present
	• Mechanics of writing.
	  – Word formation
	  – Conventional writing of words
	  – Upper and lower-case letters
	  – Punctuation

Learning to be through the language

• Language as a means of getting information.
• Interest in new knowledge
• Cooperation to check finished work

Product: Commented diagram

- Distribute among teams the actions to make a commented diagram.
  – Plan the writing of sentences for a previously explored diagram: determine what comments will be included, how many sentences will be written, and in what order
  – Write the sentences based on a model
  – Check that the writing of the sentences is complete without omissions, changes or alterations in the letters
  – Practice the reading aloud of the sentences
- Present the diagram and sentences that describe it to other classmates.
- Display the diagram in a visible place in the classroom so that it can be checked when needed.

Social practice of the language: **interpret messages in advertisements**.

Familiar and community environment

Specific activities with the language: interpret messages in advertisements of commercial products.

Learning to do with the language	**Learning to know with the language**
• Explore printed ads of commercial products with the teacher´s guide. – Differentiate graphic and textual components – Study the distribution of graphic and textual components – Identify the topic, purpose, and intended audience based on questions like: What is being advertised? Why is it being advertised? Who is target of the product? • Recognize the message in publicity ads based on graphics, previous knowledge, and the teacher's help. – Select ads and identify the products they advertise – Predict content – Listen to the characteristics of the product advertised – Find out the meaning of unknown words to increase vocabulary based on contextual clues, illustrated bilingual dictionaries and the teacher's help – Compare the characteristics of products using a chart – Classify the true characteristics of a product from those that are false – Check the veracity of ads based on the characteristics of a product, through *yes/no* questions or through *true/false* statements • Identify characteristics and graphic and textual components of print ads of commercial products based on a model and with the teacher's help. – Determine the textual information given through the slogan – Study the font, colors, images, and punctuation	• Properties and types of oral and written texts. – Textual components: slogan, phrases, additional information, etc – Graphic components: images, photographs, logos, etc. – The purpose, intended audience, and message. • Phonic, syntactic, and semantic aspects in texts. – Repertoire of words suitable for this practice of the language – Differences in the conventional sounds of letters in the mother tongue and in the foreign language – Types of sentences: declarative, affirmative and interrogative – Nouns – Adjectives • Mechanics of writing. – Conventional writings of words – Upper and lower-case letters – Punctuation

Unit 5

- Count the words used in the slogan and notice their order
- Determine the use of the words in the slogan (name the product; highlight its characteristics, qualities, or uses, etc.)
- Determine the words in the slogan that name or describe the product, etc.
- Change a slogan substituting, adding, or omitting words to highlight its qualities, characteristics, and/or uses

Learning to be through the language

- Language as a means of promoting products and services.
- Consequences of the impact of language in advertising products

Product: Publicity ad of commercial products

- Distribute among teams the actions to make a publicity ad of a real or imaginary product.
  - Choose or invent a product
  - Create the slogan for the product, according to its purpose, intended audience, and message based on a model
  - Check that the writing of the sentences is complete, without omissions, changes, or alterations in the letters
  - Determine the font, colors, and images of the ad
  - Decide the layout and proportion of graphic and textual components in the ad.
  - Choose how to advertise the ad (post, hand outs, etc.) and make the final version using this format
- Display the ad in a visible place in the classroom.

Achievement
At the end of Unit 5, the students will be able to:

Collect and interpret information in a graphic	Interpret ad messages in advertisements of commercial products
By doing so they: • Can recognize topic of illustrated diagrams • Can understand visual and written information • Can form sentences from a repertoire of words • Can check the writing of sentences	By doing so they: • Can recognize purpose of textual and graphic components • Can identify topic, purpose, and intended audience • Can determine textual information in slogans • Can comprehend the advertised message

A·P·P·E·N·D·I·X

SAMPLE LANGUAGE

The following tables offer some examples of situational categories[1] classified by environment. The contents are only suggestions since they cannot take into account the dynamic aspects of the interactions in which the attention of the students must be focused in order to develop them, not in actually describing them. These situations can be exclusively oral, exclusively written, or both. For reasons of space, only fragments of long texts are included. However, it is expected that students participate in the reading of full texts.

Familiar and community environment

	Express worries and expectations	Information about oneself and others	Express immediate needs	Advertisements
Situational categories	Proper names, relationships, time units, school activities	Activities, experiences, place, seasons of the year, weather conditions, family, occupations, means of transport, foods.	Positions, personal objects, moving needs, courtesy and farewell expressions.	Location, dates, timetables, monetary units, age.

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[1] *The Common European Framework of Reference for Languages*, 2001AT: http://www.coe.int/T/DG4/Linguistic/Source/ Framework_EN.pdf, pp. 48-49.

Examples	– What are your plans for this year? – I want to get good grades. – And you, Peter? – I want to make new friends. And you, Susie? – I'd love to spend free time with my school friends. – What about you, Elizabeth? – I'd like to improve my English.	Last summer I went to the beach. The first day it was rainy. Next morning, the sky was clear. My parents and I were swimming. I saw some fishermen on two little boat. We ate seafood and then we rested.	– Excuse me. Could you help me carry this bag, please? – Of course. Where do you want me to put it? – Over there, next to the table. You can leave it on the floor. – There you are. – Thank you so much.	Autumn County Fair September 14th- September 29th, 8 pm. Municipal Center. Free admission to children under 14. Tickets $ 10.

Familiar and community environment

Now it's your turn

Situational categories				
Examples				

Literary and ludic environment

Situational categories			
Examples	Three blind mice. Three blind mice. See how they run. See how they run. They all ran after the farmer's wife, Who cut off their tails with a carving knife, Did you ever see such a sight in your life, as three blind mice?	A good cook could cook as many cookies as a good cook who could cook cookies	**The gingerbread man** There was once a little old man and a little old woman, who lived in a little old house on the edge of a wood. They would have been a very happy old couple but for one thing -- they had no little child, and they wished for one very much. One day, when the little old woman was baking gingerbread, she cut a cake in the shape of a little boy, and put it into the oven

Literary and ludic environment
Now it's your turn

	Songs	Language games	Stores and legends
Situational categories			
Examples			

Formation and academic environment

	Instructions to make objects	Questions to obtain information	Information in graphics
Situational categories	Tools in the house, objects, activities to make objects.	Characteristics, forename, quantities.	Elements, phenomena, and natural spaces.
Examples	**Bag** *Materials and tools* Fabric Scissors Needle Matching thread Common pins *Steps* 1. Decide on a design for your bag. 2. Cut the fabric using a pattern for the pieces 3. Assemble the pieces. 4. Pin the seams to hold the fabric in its place. 5. Seal the seams, sewing them together.	– How many planets does the Solar System have? – What are the names of the planets? – Which is the biggest planet of the Solar System? – Which is the smallest planet of the Solar System? – Which planet has rings? – Which is the hottest planet of the Solar System?	– Water precipitates. – Water infiltrates into the ground. – Underground water refills water storage sites (lakes, seas). – Water evaporates – Water condenses to form clouds.

Formation and academic environment   Now it's your turn

Situational categories			
Examples			