

National English Program

in Basic Education Second Language: English



Syllabus 2010

Cycle 1 3rd Preschool
1st and 2nd Elementary school

Phase of expansion



Fomentar la lectura
mejora la educación y la cultura

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PRESENTATION

The legal principles established in Article 3 of the Mexican Constitution, the educational transformation encouraged by the 2007-2012 *National Development Plan (Plan Nacional de Desarrollo)* and the objectives outlined in the 2007-2012 *Education Sector Program (Prosedu: Programa Sectorial de Educación)* have established the leading basis to provide sense and direction to the actions in public education policies in Mexico.

Within this framework and based on the attributions granted by the General Law of Education (*Ley General de Educación*), the Secretariat of Public Education (*Secretaría de Educación Pública*) proposed, as one of Prosedu's fundamental objectives to be achieved by 2012, "to raise the quality of education so that students improve their level of educational achievement, have a means to achieve better standards of well-being and thus contribute to national development".¹ The main strategy for attaining such objective in Basic Education is "to carry out an integral reform in Basic Education, focused on the adoption of an educational model based on competencies that corresponds to the developmental needs of Mexico in the XXI century",² envisaging a greater articulation and efficiency among preschool, elementary and secondary school.

Prosedu has also established that "the criteria for quality improvement in education must be applied to teacher training, the updating of curricula and syllabus contents,

¹ SEP (2007), *Programa Sectorial de Educación*, México, p. 11.

² *Ibidem*, p. 24.

pedagogical approaches, teaching methods, and didactic resources”.³ Simultaneously, Unesco⁴ has indicated that educational systems are to prepare students in order for them to face the new challenges of a globalized world, in which contact among multiple languages and cultures is increasingly common. In this context, the educational system is compelled to help students understand the diverse cultural expressions existing in Mexico and the world.

It is from this perspective that the Secretariat of Basic Education acknowledges the need to include English as a subject in the curricula of preschool and elementary education, as well as to make the necessary changes to the English subject curricula in secondary school. The articulation of the teaching of English in all three levels of Basic Education has the aim to guarantee that, by the time students complete their secondary education, they will have developed the necessary multilingual and multicultural competencies to face the communicative challenges of a globalized world successfully, to build a broader vision of the linguistic and cultural diversity of the world, and thus, to respect their own and other cultures.

In order to carry out the actions that enable the articulation of English teaching, the Secretariat of Public Education has implemented the National English Program in Basic Education (NEPBE or *PNIEB: Programa Nacional de Inglés en Educación Básica*) from which syllabuses for the three levels of Basic Education are derived. Such syllabuses are devised based on the alignment and standardization of national and international standards, the selection of criteria for teacher training, the establishment of guidelines for the design and evaluation of educational materials, as well as for the certification of English language proficiency.

As shown in the following chart the NEPBE includes diverse in-class testing stages and phases of expansion for its generalization, which have the purpose of collecting data that may offer valuable information regarding the pertinence of the approach, the contents of the syllabuses, as well as their organization and articulation throughout the four cycles of the NEPBE.

³ *Ibidem*, p. 11.

⁴ Delors, J. *et al.* (1996), *La educación encierra un tesoro. Informe a la Unesco de la Comisión Internacional sobre la Educación para el siglo XXI*, Madrid, Santillana/Ediciones Unesco, pp. 31 y ss.

NEPBE in-class testing stages and phases of expansion				
SCHOOL YEAR		2009-2010	2010-2011	2011-2012
STAGE OR PHASE	First in-class testing stage.	Cycle 1 (Preschool 3 rd grade, Elementary 1 st and 2 nd grades).		
	Phase of expansion for generalization.		First phase of expansion of Cycle 1 (Preschool 3 rd grade, Elementary 1 st and 2 nd grades).	
	Second in-class testing stage.		Cycle 2 (Elementary 3 rd and 4 th grades).	
	Phase of expansion for generalization.			Second phase of expansion of cycle 1.
				First phase of expansion cycles 2 and 3.
Third in-class testing stage.			Cycle 4 (Secondary 1 st , 2 nd and 3 rd grades).	

The aforementioned stages and phases will enable the collection of data regarding the support that teachers need in order to develop the expected competencies and learning outcomes, as well as the implications the new curricular proposal has in the school organization. This way, it will be possible to assess curricula, both academically and pedagogically, and incorporate the necessary adjustments before they are generalized in preschool and elementary schools. In addition, the results of this experience will allow to provide better resources for the generalization of the curricular reform in all the elementary schools of the country.

From the curricular reforms carried out in Preschool (2004), Secondary school (2006) and Elementary school (2009), the following leading principles were established from the curricular articulation in Basic Education:

- a) Basic Education graduate's profile, which reflects the proficiency level that a student must hold when graduating. Each and every subject of preschool, elementary and secondary levels should aim to help students achieve this profile.
- b) The competencies for life that must be developed during the three levels of Basic Education in order to participate in society and solve practical problems, thus improving life and coexistence standards in an increasingly complex society.
- c) Curricular achievements indicate progress made by students; they express the expected competency level of development, and they provide a synthetic description

of the knowledge, skills, attitudes, and values students can achieve after having studied one or more content units in a subject's curriculum.

Consequently, since the incorporation of English as a subject is stated in the Integral Reform in Basic Education, the curricular approaches previously carried out in preschool, elementary and secondary school are mentioned repeatedly throughout the current document.

On the other hand, in terms of English as a particular subject, it is worth stressing that the contemporary society, predominantly governed by information and communication technologies, requires citizens with the competencies needed to insert themselves within a globalized changing world. Basic Education is responsible for providing students with the opportunity to develop these competencies. Thus, in order to accomplish the aforementioned, it assumes the need for students to acquire some fundamental skills, such as the use and command of these technologies and the command of at least one non-native language.

From this perspective, the *2007-2012 National Development Plan*, in Axis 3, *Equal Opportunities*, points out as its twelfth objective: "To promote a comprehensive education of people in the complete educational system," and indicates that "[for education] to be complete, along with the abilities to learn, to apply, and to develop knowledge, it should address the appreciation for ethical values, good citizenship, history, art and culture, and languages".⁵ Likewise, as a measure to reduce the quality disparity between private and public schools, PND proposes that the latter should offer "the possibility to study extracurricular subjects related to sports, arts, culture and languages".⁶

At present, the teaching of English in Basic Education within the Mexican public educational system is only compulsory in secondary schools. However, significant efforts have been made to include the English language subject in elementary school during the last few years.

In the national context, the endeavor carried out by 21 federal entities in generating their own English programs for elementary education is acknowledged. However, the fact that these are not at a national level has made their operation extremely heterogeneous in aspects such as coverage, achievement levels, types of contents addressed, as well as teaching hours. In some cases, this has hindered the continuity of proposals in subsequent educational levels. This situation has generated the need to design syllabuses for the teaching of English based on current regulations (not only for secondary schools but also for preschool and for all grades of elementary education) and to create conditions so that these can operate with equity and quality in all Basic Education schools in the country.

To respond to this need and based on what PND and Prosedu have established the 2011 Curricular Map for Basic Education opens two spaces for the teaching of English: preschool and elementary education. Since English is part of the educational field of Lan-

⁵ Presidencia de la República (2007), *Plan Nacional de Desarrollo 2007-2012*, México, p. 190.

⁶ *Ibidem*, p. 178.

guage and Communication, this is integrated into the curricular map as *Second Language: English*. Thereby, it assures its consistency with the subject of Spanish and its articulation with preschool, elementary, and secondary education. As shown in the following curricular map, the English subject thus has, for the first time in its history, a place within the Basic Education curricula.

2011 CURRICULAR MAP FOR BASIC EDUCATION

CURRICULAR STANDARDS ¹	1 st SCHOOL PERIOD			2 nd SCHOOL PERIOD			3 rd SCHOOL PERIOD			4 th SCHOOL PERIOD		
	1 st	2 nd	3 rd	1 st	2 nd	3 rd	4 th	5 th	6 th	1 st	2 nd	3 rd
EDUCATIONAL FIELDS FOR BASIC EDUCATION	Preschool			Elementary school						Secondary school		
LANGUAGE AND COMMUNICATION	Language and communication						Spanish			Spanish I, II & III		
			Second Language: English ²				Second Language: English ²			Second Language: English I, II & III ²		
MATHEMATICAL THINKING	Mathematical thinking						Mathematics			Mathematics I, II & III		
EXPLORING AND UNDERSTANDING THE NATURAL AND SOCIAL WORLD	Exploration and knowledge of the world						Natural Sciences ³			Science I (emphasis on Biology)	Science II (emphasis on Physics)	Science III (emphasis on Chemistry)
	Physical development and health			Exploration of Nature and Society			The state where I live			Technology I, II & III		
										Geography ³		
							History ³			State subject		
PERSONAL DEVELOPMENT AND DEVELOPMENT FOR COEXISTENCE	Personal and social development						Civics and Ethics ⁴			Civic and Ethics I & II		
							Physical Education ⁴			Tutoring		
	Artistic expression and appreciation						Artistic Education ⁴			Physical Education I, II & III		
										The Arts I, II, & III (Music, Dance, Theatre or Visual Arts)		

¹ Curricular Standards for: Spanish, Mathematics, Science, Second Language: English, and ICT Skills.

² For students who are speakers of an Indigenous language, Spanish and English are considered second languages to the mother tongue. Second Language: English is in process towards its generalization.

³ They foster the learning of technology.

⁴ They create educational links with Natural Sciences, Geography, and History.

The fact that the Elementary School Reform –which came into effect during the school year 2009-2010– includes the teaching of English, undoubtedly represents some progress. However, the possibility of putting this teaching into practice is limited by the shortage of teachers trained for this purpose.

Therefore, it is worth explaining that the in-class testing stages and phases of expansion for the syllabuses of English in Basic Education follow a different scheme from those of other subjects. This can be seen in a couple of distinctive features:

1. Their design is organized by cycles and not by school grades, which guarantees continuity and articulation in the different grades and levels in Basic Education. Thus, the program for Cycle 1 comprises 3rd grade of Preschool, and 1st and 2nd grades of Elementary school; Cycle 2 includes 3rd and 4th grades of Elementary school; Cycle 3, 5th and 6th grades, while Cycle 4 includes 1st, 2nd and 3rd grades of Secondary school.
2. They are open and flexible, since they offer guided sequences of contents that enable the teacher to carry out the adaptations demanded by specific scenarios of the complex Mexican educational system reality:
 - Contents are basic and they are defined by two main categories: *Social practices of the language* and *specific competencies with the language*. This allows contents to be covered according to the learning progress of the students and the needs that communicative situations demand to tackle such contents. Thus, the relationship between contents and their transversal reading is guaranteed.

From this perspective, the Basic Education program for English teaching faces the challenge of redefining its object of study so that the selection, presentation, and organization of contents is feasible to the social practices of the language both, in school and out-of-school contexts. It is worth mentioning that the *social practices of the language* and the *specific competencies with the English language* presented throughout the four cycles of the NEPBE, acknowledge the disciplinary underpinnings and learning contents of the subject.

The aforementioned, as well as the in-class testing and expansion stages of the curricular guidelines will allow the opportunity to have progressively enough teachers with the required qualifications for the appropriate teaching of the subject in the levels prior to secondary education.

Secretariat of Public Education

INTRODUCTION

Syllabuses for Cycle 1 of the National English Program in Basic Education (NEPBE) are intended for students who do not have previous knowledge of English and who are in the first grades of Basic Education (3rd grade Preschool, and 1st and 2nd grades Elementary school). These levels correspond to the early stage of literacy in the students' mother tongue. This makes the teaching practice quite a complex challenge because literacy in neither the mother tongue nor the target language is a spontaneous process; therefore, a pedagogical process is required.

Students who are currently in grades corresponding to this first cycle are known to have plasticity and understanding in the early learning of languages. For this reason, it is important that those in charge of subjects linked to language teaching (English, Spanish and Indigenous Languages) turn the classroom into a point of convergence for languages and cultures, that is, a bilingual or multilingual intercultural context that can be exploited to the benefit of the students' cultural and linguistic learning.

In this way, rather than acknowledging the coexistence of languages in the classroom, the aim is to provide the grounds for experiences and knowledge acquired in one language to become enriched and developed by the ones acquired in other languages, for as Teberosky states:

Bilingual children pay special attention to phenomena such as language and writing. They repeatedly ask whether the written form is in one language or another and whether the acoustic or graphic differences belong to any of the languages spoken in

the classroom; there are comments which explain the language used for writing. At first, children focus more on differences than on similarities between both written forms, and they also expect to use different letters for different languages. However, in the simultaneous construction process of both written forms, it is possible to discover the same means of transcription and use of a single instrument for different languages.¹

This is why it is crucial to foster an environment in the classroom where students are in permanent contact with writing in general and with the English language writing in particular. More often than not, the classroom is and will be the only space where students can interact with the target language and reflect on its uses and structure. From this perspective, there is a stress on the display and socialization of the products written in English, as they are the outcome of the development of the program content.

Learning a non-native language at an early age, such as the one that corresponds to Cycle 1 of the NEPBE, can provide benefits such as the following:

- a) *Benefits related to the study of a non-native language in addition to the students' mother tongue.* Research in developmental psychology points out that studying a non-native language enhances cognitive development, as it generates a diversified mental structure and flexible thinking. Furthermore, as it encourages a better use of their own linguistic code, it strengthens the reflection upon the students' mother tongue. It also fosters the concept of otherness and openness towards other cultures, since it raises awareness about one's own cultural values, and those of others. This process also provides students with a broader vision of the world (diversity, plurality, etc.) as it fosters the acknowledgement of different forms of political and social organization, as well as tolerance and respect for other ways of living.
- b) *Benefits related to the learning of a non-native language at an early age.* From the linguistic point of view, a child that learns a non-native language at an early age achieves a better command of it, particularly in aspects related to listening comprehension and pronunciation. Opposite to what tradition has stated, even though there is no "critical period" for its learning, there is a "sensitive" period before the age of three. In the educational field, children acquire greater language awareness and a higher sensitivity towards the existence of other languages and cultures. They also develop a positive attitude towards contact with other languages. Therefore, one of the main purposes of this cycle is to instill in students willingness and interest in learning languages other than their own with the aim of fostering a positive attitude towards the learning process and the people who speak the language.

¹ A. Teberosky (1998), "Construcción de escrituras a través de la interacción grupal", en Emilia Ferreiro y Margarita Gómez Palacio (comps.), *Nuevas perspectivas sobre los procesos de la lectura y escritura*, 6a. ed., México, Siglo XXI, p. 177.

Adaptation to the specific characteristics and needs of students is thus of utter importance: acknowledging a diversity of experiences, interests, and knowledge about their mother tongue and other languages they have had contact with.

One of these specific needs is their learning pace. The NEPBE cycles require long periods of time —one school year or longer—, which allows enough time to satisfy needs and solve specific problems which hinder the attainment of the objectives set for each cycle.

In the specific case of Cycle 1 of the NEPBE, in addition to the students' learning pace, the literacy process in their mother tongue must be taken into account, as it is undoubtedly the most important aspect of early stages in Basic Education. Needless to say, it is the most important component in subjects linked to the students' mother tongue (Spanish and Indigenous Languages).

Since in the NEPBE it is assumed that language acquisition is a social process, language teaching involves learning to communicate in the different contexts where speakers are. Rather than being a difficulty for English as a subject, this provides an opportunity to take advantage of the social practices of the language, which are exploited in other subjects and turned into experiences that preserve the social functions of language in real and familiar communicative situations where English can be used. These practices include those situations involving written forms of language.

Besides introducing students to the English language, Cycle 1 is thus focused on enhancing the literacy process. This is why there is emphasis on supporting students to acquire skills and knowledge that can be transferred from one language to another, used in both languages, and applied in other subjects.

Even though the purpose is not for students to become literate in English, it is recommended that English language teachers and those responsible for grades corresponding to Cycle 1 have information about the literacy process their students are going through in the mother tongue. This line of thought provides the basis for the next section in the current document.

The initial literacy process²

Research in genetic psychology has revealed that children draw a lot of language knowledge even before they are able to read and write conventionally. Children make a great effort to read the texts around them: books, posters, written names, advertisements, messages, etc. When conditions favor the acquisition of the writing system, children ask themselves: What are letters for? What do they represent? What graphic “clues” help to understand what is written? What letters are appropriate to write so-

² SEP (2009), *Programas de estudio 2009. Primer grado. Educación básica. Primaria*, México, pp. 23-25. También disponible en: www.sep.gob.mx/index.jsp

omething? This means they are genuinely interested in understanding what writing represents and how it is represented.

When children have the opportunity to “read and write”, they put into action their own thoughts about writing. With these thoughts, children create their own ideas, achieving an understanding that gets gradually closer to convention. It is important to stress that children are keen to know how writing works. Thus, when the school environment takes advantage of the interest children have to understand the written form, intellectual activities like comparison, inference, and deduction are sparked, which help identify the meaning of letters. As children find more opportunities to explore the written form of language, they become more sensitive to contexts where letters appear.

While children can contrast their writing with that of others, be it conventional or not, they can identify increasingly precise units concerning word formation. The literacy process continues until children understand the alphabetical logic of the writing system. Not only is this a very important achievement, it also establishes the beginning of new reflections on writing conventions, such as spaces between words, punctuation, use of upper-case letters and spelling, among others.

Since many children in our country lack opportunities to interact with the written form of language and make progress in their conceptualizations about the system that governs it, it is paramount to provide schools with opportunities for children to “read” and “write” before doing it in a conventional way, and also to participate in activities where the written form of language (Spanish or English) is presented with a real communicative goal.

Not only does literacy refer to the alphabetical principle, but also to social and personal purposes, to the adaptation of language to its written form and to the knowledge of graphic resources generated to facilitate the communicative efficiency of writing (punctuation, typographical varieties, text distribution on a page, using illustrations, spelling). As soon as they start having contact with different textual mediums (books, magazines, signs, etc.), children start to form hypotheses about what the written language is like in different types of texts and to distinguish between spoken and written language. Written language acquisition assumes that children can test their hypotheses by writing, reading and comparing what they read or write to what other people read or write (children and adults). This is why one of the goals of teachers is to provide students with a variety of reading and writing situations in a consistent and constant way throughout the school year.

It is worth mentioning that children increase their knowledge about texts and the language used for writing at the same time that they reflect on the writing system.

An essential way to enhance children’s development in this first cycle is to offer as many opportunities as possible for them to interact with different knowledge matter. Just as in other areas, knowledge of the written language form does not emerge quickly

or automatically, but comes about after much reflection. Every new piece of knowledge that children gain in the process of acquiring the written form of the language derives from a very complex network of associations. Therefore, one activity is never enough to guarantee learning in school; there must be many activities and sequences of activities to teach the different aspects of the written language process. Every problem, though it might be similar to another, represents a different cognitive challenge for children.

PURPOSES

The purpose of English language teaching in Basic Education is for students to get the necessary knowledge to engage in oral and written social practices of the language to interact with native and non-native English speakers by means of *specific competencies*. This is to say, through competencies that involve production and interpretation of oral and written texts –of familiar, academic and literary nature– students will be able to satisfy basic communication needs in different every-day, known, and familiar situations.

Thus, children need to learn to use language to organize their thoughts and their speech; analyze and solve problems; and gain access to different cultural expressions from their own and other countries. Besides, it is essential that they identify the role language plays in the construction of knowledge and cultural values. Furthermore, children should develop an analytical and responsible attitude to face the problems that affect our world. Competence in the English language does not stem from mere repetition or exposure to it for a long time. Most importantly, it is necessary to have a variety of individual and collective experiences that include different ways to participate in oral exchanges and in text reading and writing.

School –whose responsibility is higher in the case of students that come from communities with low literacy and scarce or non-existent contact with the English 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-classroom communicative situations.

Purpose of English language teaching for Cycle 1

The purpose of English language teaching for Cycle 1 in Basic Education (3rd grade Preschool, and 1st and 2nd grades of Elementary school) is to raise students' awareness about the existence of a language different from their own and to get them acquainted with English by developing *specific competencies* particular to routine and familiar *social practices of the language*, through the interaction among students and spoken and written texts belonging to various social environments.

Therefore, at the end of this cycle, students are expected to:

- Acknowledge the existence of other cultures and languages.
- Acquire motivation and a positive attitude towards the English language.
- Begin developing basic communication skills, especially the receptive ones.
- Reflect on how the writing system works.
- Get acquainted with different types of texts.
- Start exploring children's literature.
- Use some linguistic and non-linguistic resources to give information about themselves and their surroundings.

CURRICULAR STANDARDS

The standards set forth in this chapter reflect the principles established in the curriculum for Basic Education in Mexico, which demands a commitment to:

- Diversity.
- The development of self-confidence in young people.
- The development of willingness to learn.
- Activities based on collaboration.
- Problem-solving and a boost towards harmony in social relations.

Standards for Language and Communication (English) provide a model for the attainment of communicative competencies for young people in the XXI century, within a rich cultural context (national and international). In particular, these standards provide a basis for exploring the role of language and other ways of communication in the cultural and social life of young people, as they progress through the education system and their knowledge of the world.

The national and international standards described in this document complement the existing structures in relation to the principles and competencies set out in the curriculum for Basic Education. Particular attention is given to the “what” in curricular standards: knowledge, skills and attitudes expected at the various key stages.

The focus on speaking, reading and writing is uncontroversial in any curriculum. However, it is important to establish that, being English a compulsory second language in the curriculum, receptive skills (listening and reading) are particularly important. Therefore, listening and reading get a different status than speaking and writing.

Such as listening and speaking are closely linked, as well as reading and writing, the curriculum should ensure that these connections are drawn to the teaching and learning context. From this perspective, it is important to mention that listening and reading are regarded as receptive language skills, while speaking and writing as language production skills.

Therefore, it is feasible to take advantage of the relation between reading and speaking (as in reading aloud), and writing and listening (for example, providing support to the process of writing in groups or listening to the presentation of in-process or final language products).

In addition, there are two other dimensions in the educational field of Language and communication to be included: multimodality and knowledge about language and communication. Other ways of communication include still and moving images, physical movement such as dance, gestures and non-verbal language.

The proposed standards aim to minimize the differences children face when they leave the family environment and enroll to the school system, by providing a solid foundation for the future progress through the educational system. The basic principles of oral and written language, as well as the construction of knowledge and cultural values are established to build the basis that enables experience and knowledge acquired in one language to be enriched and developed with the experience and knowledge obtained through another language, and also to develop an analytical and responsible attitude towards problems affecting the country and the world.

Standards for English in Preschool

In general, these standards reflect components identified in the 2004 Preschool Education Program (PEP, by its initials in Spanish-*Programa de Educación Preescolar*) and the subject of Second Language: English, as it is incorporated for the first time at this level, only takes as reference its purposes and curricular activities. For this reason and due to its low presence in social contexts, English is organized into the curriculum for Basic Education by means of regular and concrete communicative situations which provide opportunities for the use of English within three social environments, seeking to preserve the social functions of language: a) familiar and community environments, which includes social, usual and regular situations in the classroom, aimed at promoting participation in predictable and known oral and written interactions; b) one related to ludic

situations and an approach to literary expressions which aim to create the necessary conditions to experience a social construction, broaden socio-cultural horizons, appreciate cultural expressions different to their own, as well as to enjoy the aesthetic joy that the variety of forms and literary fiction can produce; c) the academic and educational function, also related to other subjects in the curriculum, seeks to promote students' participation in communicative situations involving situations beyond the school context and by means of diverse learning tools.

Therefore, standards for Second Language: English are grouped into four areas which also include a set of attitudes, equally important at all four key stages:

1. Comprehension
 - 1.1. Listening
 - 1.2. Reading
2. Production
 - 2.1. Speaking
 - 2.2. Writing
3. Multimodality
4. Attitudes Towards Language and Communication.

Students are expected to:

- Acquire motivation and a positive attitude toward the existence of other cultures and languages, including English.
- Use some linguistic and non-linguistic resources to interact with others.
- Be familiar with the main functions of written language and identify some properties of the writing system.
- Have access to the English language and culture through a variety of sources of information, printed or electronic.
- Develop sensitivity, initiative, imagination and creativity to express themselves through artistic expressions (music, literature, visual arts, dance and theater).

1. Comprehension

At this level, language comprehension involves the ability to respond to basic communication and personal needs in regular and familiar contexts suitable to this stage of language awareness and contact.

1.1. Listening

At this level, listening comprehension involves understanding and responding to expressions of basic social interaction, common instructions, and basic information of oneself and one's own environment in order to meet communication needs.

The Curriculum Standards are the following:

- 1.1.1. Understand questions that are frequently asked in habitual and familiar contexts.
- 1.1.1. Respond to oral texts produced in familiar environments.
- 1.1.2. Identify knowledge shared between participants in an oral interaction.
- 1.1.3. Explore the meaning of some regular expressions through the tone of voice and body language.
- 1.1.4. Understand known and familiar oral texts by using their knowledge of the language and culture.
- 1.1.5. Pay attention to oral texts of personal interest.
- 1.1.6. Use personal experience as a motivation to listen.
- 1.1.7. Identify body language in oral exchanges.

1.2. Reading

Reading comprehension in this level includes participating in the exploration and identification of a list of known words in illustrated informative texts and children's literature. The relation between graphic and textual components allows students to participate in reading aloud actions and to identify general characteristics of writing, which activates skills, knowledge and attitudes.

The Curricular Standards are the following:

- 1.2.1. Acknowledge that written texts are used to communicate.
- 1.2.2. Choose texts according to personal likes and preferences.
- 1.2.3. Replicate behaviors of regular readers who are close to their environment.
- 1.2.4. Use personal experience to interact directly with written texts or through others.
- 1.2.5. Identify the writing of one's name or part of it.
- 1.2.6. Interpret the meaning of specific writings.
- 1.2.7. Identify conventional writing directionality.
- 1.2.8. Identify some letters by name and sound.
- 1.2.9. Identify rhyming words.

2. Production

At this level, language production involves the ability to respond with known expressions to oral and written models related to immediate communication needs with specific purposes.

2.1 Speaking

Speaking implies the ability to respond with known expressions to oral and written models related to immediate communication needs in familiar and known contexts and with specific purposes.

- 2.1.1. React to habitual, known and familiar oral texts, based on personal experience and contextual clues.
- 2.1.2. Participate in the formulation of some questions on known topics in everyday and familiar contexts.
- 2.1.3. Use some verbal and nonverbal strategies in communicative interaction.
- 2.1.4. Interact and respond positively to attempts at speaking.

2.2 Writing

Writing at this level involves reacting to familiar and known texts through the spontaneous production of graphics, as well as the guided production of words that communicate a message. It also involves understanding the purpose of such productions.

The Curricular Standards are the following:

- 2.2.1. Imitate writing actions when others write.
- 2.2.2. Use seen, heard or read texts as a motivation to produce one's own writing.
- 2.2.3. Use letters of one's own name to produce writing.
- 2.2.4. Write one's own writing.
- 2.2.5. Interact and react positively to attempts at writing.

3. Multimodality

Multimodality is a dimension of communication that involves using more than one type of language in the same communicative situation, for example, the interaction with objects, performance of movements, combination of image and writing, as well as multimedia texts with still and moving images, written text, and sound.

The Curricular Standards are the following:

- 3.1. Acknowledge the existence of diverse cultural and technological tools to communicate.
- 3.2. Distinguish real or imaginary experiences.
- 3.3. Relate images to oral and written texts.
- 3.4. Reproduce sound and rhythmic patterns from rhymes, songs, and children poems.

4. Attitudes Towards Language and Communication

In communication, it is essential to consider and incorporate aspects related to interculturality, language diversity, critical thinking, personal and social identity construction, attitudes, behaviors and values involved in oral and written interactions, as well as the impact of our interactions in the transformation of our natural and social context.

The Curricular Standards are the following:

- 4.1. Understand that different languages, such as English, can be spoken in a community.
- 4.2. Show curiosity and interest in learning about English and using it.
- 4.3. Act with respect, kindness and courtesy in everyday coexistence with one another.
- 4.4. Appreciate and enjoy literary and cultural expressions in English.
- 4.5. Interact and respond positively to attempts at speaking, writing, reading and listening.
- 4.6. Respond appropriately to oral instructions.
- 4.7. Appreciate people, their culture and languages.
- 4.8. Identify emotions and experiences in communication.
- 4.9. Value the natural environment of Mexico and the world.
- 4.10. Understand and promote equality among people.

ENGLISH TEACHING APPROACH

Language definition

The NEPBE shares the definition of language expressed in the *2004 Program of Preschool Education*; the *2006 Spanish Syllabus. Secondary. Basic Education*; as well as the *2008 Curricular Parameters. Indigenous Language. Indigenous Elementary School. Basic Education*.

Language is a communicative, cognitive, and reflective activity through which we express, exchange, and defend our ideas; we establish and keep interpersonal relations and gain access to information; we participate in knowledge building, organize our thoughts, and reflect on our own discursive and intellectual creation.

Language shows a variety of forms that depend on the communicative purposes, the interlocutors, the type of text or oral interaction, and on the medium by which the exchange is carried out. Writing a letter, for instance, apart from involving creating phrases and sentences, implies selecting appropriate expressions that convey the purpose of the author, the circumstances of the recipient and the patterns the writing process follows. In a similar way, a conversation requires intonation, intensity, rhythm, speed, and pauses to adjust the meaning of the sentences.³

³ SEP (2006), *Educación Básica. Secundaria. Español. Programas de estudio 2006*, México, p. 9.

From this perspective, learning a language implies acquiring rules of socially imposed (implicit) use and the ways of using them in different social environments where people participate, in order to:

- Communicate ideas and convey feelings.
- Establish and keep relationships with people.
- Gain access to information.
- Build up knowledge.
- Organize thoughts.

Accordingly, the NEPBE –like the Spanish syllabuses and the curricular parameters of indigenous languages– is far from omitting or excluding the formal study of language structure or narrowing it to the study of uses and functions. It establishes an approach to teaching in which the capacity to reflect on language is closely related to the communicative functions of language, whose purpose is to analyze and improve the communicative competency of students. Therefore, not only does it take into account linguistic but also cultural learning, since one of its functions is socialization, the purpose of which is for students to relate with each other, to progress and reconstruct the social world they live in.

From this perspective, to claim that the teaching approach that underpins language studies minimizes or ignores the importance of grammatical learning in the classroom is inaccurate and ill-favored. This teaching approach promotes and encourages reflection on the linguistic aspect of language, its functions, and communicative uses necessary to achieve the effective and successful participation of students in social practices of the language in XXI century societies.

Social practices of the language

Social practices of the language represent the core referent in the definition of NEPBE's contents. This decision complies with the approach for language teaching adopted by the Secretariat of Public Education, as stated in the syllabuses of subjects, such as Spanish and Indigenous Language.

Social practices of the language are patterns or ways of interaction, which, in addition to the production and interpretation of spoken and written texts, include several activities linked to them. Each practice has a specific communicative purpose and a history linked to a particular cultural situation. For instance, nowadays, the spoken language practices used in dialogues vary quite often. The dialogue is established or kept ac-

ording to social and communicative conventions of the culture where the exchange takes place.⁴

Given the status of English as a non-native language and the changes derived from its implementation as a subject in the national curricula, a series of *specific competencies* –besides *social practices of the language*– are established to define the contents of this subject. The *specific competencies* are conceived as complex and articulated configurations of the *doing with*, *knowing about*, and *being through the language*, whose purpose is to preserve the formal aspects and functions of language within social life.

Thus, these competencies comprise three types of components of a different nature, which define the curricular contents:

a) “Doing” with the language. This content corresponds to the communicative actions carried out in concrete interactive situations which, besides the production and interpretation of oral and written texts, are necessary to accomplish the communicative aim associated with participating in specific competencies. Other reason is that “individuals learn to talk and interact with others while being in the same context. They learn to interpret and produce texts (in spoken and written form), to reflect on them, to identify problems and solve them, to transform them and create new genres, graphic formats and mediums; in other words, to interact with texts and with other individuals who are linked to them”.⁵

Therefore, the teaching treatment for this type of contents entails, on the part of the teacher, a planning that guarantees that students “will learn by doing”; that is to say, they learn to listen by listening, to speak by speaking, to read by reading, and to write by writing in real communicative situations and with different purposes.

As a result, the contents of “doing with the language” are not to be conceived as a simple list of instructions or activities to do with students, but as curricular contents, the clear intention of which is to teach what a competent English speaker knows how to do to successfully participate in specific competencies in different social contexts. For example, in order to record information on a specific topic, it is necessary to know the purpose of that information (a conference, a community exhibition, to persuade someone to do something, etc.), to recognize the intended audience (children, young adults, well-known or unknown people, etc.), to identify where to find the information, what sources to use (books, newspapers, specialized texts, etc.) or how to look for it (key words, dictionaries, etc.).

⁴ SEP (2006), *Educación Básica. Secundaria. Español. Programas de estudio 2006*, México, p. 11.

⁵ *Ibidem.*, p. 12.

The contents of “doing with the language” are organized in a sequence that articulates the rest of the contents –“knowing about the language” and “being through the language”– in a cyclic and recurrent way. This has the purpose of helping teachers to plan the necessary stages for creating a product, solve a problem, attain a specific goal, and decide when and how to address the ‘knowledge about the language’ required to develop the previously planned stages.

In the case of teaching a non-native language, this approach is fundamental since the functions of language are those that guarantee practice to be meaningful to students and similar to what they will face in real life. Therefore, it is necessary to develop methods to organize educational work as shown in the following chart.

GUIDELINES TO ORGANIZE TEACHING WORK
<p>Plan <i>communicative situations</i> that:</p> <ul style="list-style-type: none"> • Articulate the curricular contents (doing with, knowing about, and being through the language) in a process that involves an initial, development and closing phase. • Foster cooperative work, i.e. distribute actions that involve responsibilities among students, offer opportunities in which everyone participates, make sure couples exchange knowledge and are aware of what they need to learn. • Allow to foresee difficulties and possible solutions as well as to evaluate each stage and the process as a whole. • Ease the way to approach unknown or particularly difficult contents that require an in-depth treatment to continue with the process and obtain the intended product. • Boost students’ self-esteem and confidence in the use of English. <p>Guarantee the development of <i>routine activities</i> that:</p> <ul style="list-style-type: none"> • Are the product of consensus and negotiation between teacher and students, instead of being previously determined. • Foster confidence in students in the classroom, give a sense of belonging to the class, extend learning, and allow the processes to be more efficient in this situation.

It is important to highlight that routine activities are not prescriptive. However, since they represent the opportunity for students to decide what to do with the language (reading a story, listening to a song, etc.), it is suggested to consider a specific schedule destined to this through the school year, e.g. one session a month.

b) “Knowing” about the language. This type of content involves a series of aspects, concepts, and topics for reflection on features, characteristics, and elements of language, aiming at students to “raise awareness about their knowledge, know aspects of language they had not reflected on before, and develop greater confidence and versatility to use language. The purpose of learning more about grammar, increasing vocabulary, getting acquainted with writing conventions is to improve the students’ skills for reading, writing, speaking, and listening”.⁶ This is why it is fundamental to introduce students to a challenge of oral or written interaction

⁶ *Ibidem.*, p. 13.

in a real communicative situation –such as creating a product, reaching a goal or solving a problem. The intention of this procedure is to deal successfully with the task, so that reflection on language processes makes sense and stimulates interest and motivation to learn. Therefore, the teaching treatment that this type of content implies will depend on the students' need “to know” to successfully overcome the challenges they will face when participating in specific competencies throughout the school year.

On the other hand, there will be times when it becomes necessary to formulate explicitly knowledge about the linguistic system and resources of the oral and written texts. From this perspective, students' own needs and difficulties will let the teacher determine which contents of “knowing about the language” will require a specific teaching treatment and to what extent, as this will allow students to progress and be successful in the tasks prepared for each stage of the process. On this basis, these contents are not expected to be totally covered or to be treated in the same way or extent. This is why specific suggestions or examples are provided only when they are essential to an activity.

It must be acknowledged that to understand and produce oral and written texts in real communicative contexts involves –besides the linguistic “knowledge” itself–, a series of abilities and strategies. Although these belong to the field of the pragmatic use of language, they are also part of a cognitive field, since they imply generating ideas, selecting information, making outlines, etc. This recognition entails that depending on the communicative situation, the use of language is intentional, and it is regulated by the cognitive abilities and strategies that are put into practice.

c) “Being” through the language. These contents refer to aspects related to the role of intercultural education in general and to language diversity in particular, as well as the multiple functions they carry out and the attitudes and values underlying oral and written interaction. On the one hand, their goal is to increase the opportunities for students to share their knowledge and experiences with English through socializing the different products obtained during the work through tasks in and out of school; on the other hand, it is to appreciate the importance of fostering a harmonious, effective, tolerant, and inclusive atmosphere of communication.

“Being through the language” contents are transverse and permanent throughout the entire NEPBE. Students must become aware of their own culture and that of other countries, they must learn how to act with the language in different environments of social life and value the consequences of their actions.

In conclusion, far from reducing the curriculum content to a disjointed and out-of-context teaching of skills, knowledge, and values of the structure of the target language, it is expected that the teaching of English be the same approach as the other two language subjects. In other words, to provide an education that preserves the functions and uses of language in social life.

Hence, the contact with social practices of the language and specific competencies derived from the former should be included since the initial grades of Basic Education (3rd Preschool, 1st and 2nd grades of Elementary school), as the presence, contact, and familiarization with these specific practices and competencies provide the basis to guarantee:

- Acknowledgment of the linguistic and cultural diversity of our country and the world that facilitates the promotion and development of positive, appropriate, and flexible attitudes required for the understanding among people and nations.
- Confidence in the capacity of learning and being able to communicate in more than one language.
- Broadening of opportunities to interact with the oral and written language.

Finally, it is important to stress that one of the conditions for learning a language is to understand the situation where it is used. For this reason, it is crucial that the learning of English is centered on the students' experiences and interests when engaging in communicative situations. Therefore, students are not expected to master English as a native speaker, nonetheless the necessary actions are prescribed to achieve the purposes and achievements established in the cycles of the NEPBE.

Social learning environments

Unlike the students' mother tongue (Spanish or an indigenous language), due to its condition of non-native language English is not present in most of their social environments. This makes it fundamental to promote social uses of this language in the classroom by creating social learning environments that compensate the absence of English in the out-of-school context. Their implementation provides opportunities to learn the diverse communicative registers and formats necessary to participate successfully and with autonomy in everyday practices of the language in social life.

Social environments contribute to create language learning conditions, since they entail the development of collective activities that favour exchange among peers, making sure every participant knows what to do and what s/he needs to learn to successfully overcome the challenge of communicating in English with a specific social purpose.

Incorporating the English subject as a compulsory second language into the national curriculum implies –according to one of the objectives of the *Common European Framework of Reference: learning, teaching, assessment*– stressing the relationship between languages so that both can benefit from the exchange:

[...] the plurilingual approach emphasizes the fact that as an individual person's experience of language in its cultural contexts expands [...] he or she does not keep these languages and cultures in strictly separated mental compartments, but rather builds up a communicative competence to which all knowledge and experience of language contributes and in which languages interrelate and interact.⁷

From this perspective, it is assumed that no linguistic variety is better than any other; therefore, rather than a correct or incorrect way of speaking English, there are appropriate or inappropriate uses depending on the situation where communication takes place. Thus, the aim is to establish spheres of usage in the classroom, and in the case of English to generate intentionally social environments in the classroom in order to recreate specific communicative situations.

It is through participating in social practices of the language in diverse social environments that the conditions to acknowledge the following aspects will emerge:

- A linguistic use and its characteristics.
- Students' linguistic competency.
- Type of errors made (systematic or casual).
- Attitudes in communicative interactions.
- Values students give to events and people.

Familiar and community environment

In the Familiar and community environment, students should approach English through situations that are close to them, known, and familiar in order to foster a higher self-esteem and confidence in their own capacity to learn. Thus, the basis and necessary conditions are set so that by means of the "doing with the language" students can activate "knowledge" and "values", as well as build and generate meaning in oral and written communication, real or semi-real situations within a known context.

Literary and ludic environment

This environment focuses on the approximation to literature through participating in reading, writing, and oral exchanges in order to activate students' experiences and knowledge so that they share and contrast their interpretations and opinions. This ge-

⁷ Council of Europe (2001), *Common European Framework for Languages: Learning, Teaching, Assessment*, Strasbourg, Council for Cultural Cooperation-Education Committee-Language Policy Division, p. 4.

nerates the necessary learning conditions to participate in a social structure to broaden socio-cultural horizons and to value beliefs and expressions different from their own.

Unlike the two previous social environments, this one in particular “intends to foster a freer and more creative attitude, to encourage students to appreciate and value other cultures, to go beyond their immediate environment, to discover the creative power of the word and experience the aesthetic enjoyment that diversity and literary fiction can produce”.⁸ Therefore, it is in this learning environment where students get an opportunity to play with words (by speaking and writing), using either their own or others’ literary texts of interest to the teacher and themselves.

Academic and educational environment

In this environment, social practices of the language emphasize the strategies required to learn and study in situations where students use formal and academic language both in oral and written texts. The purpose of this environment is for students to participate in oral and written situations that imply acting in and out of the classroom and continue learning to successfully face the challenges of our present world. Therefore, in this environment the emphasis is on the learning strategies that will allow students to adjust their comprehension (listening/reading) and production processes (speaking/writing) in order to identify meanings and solve problems that arise to fulfill the aimed goals. In this environment students are expected to learn how to participate with language as a social practice that includes knowing about different areas of knowledge.

⁸ SEP (2006), *Educación Básica. Secundaria. Español. Programas de estudio 2006*, México, p. 17.

ASSESSMENT

It should be acknowledged that the purpose of this cycle is to record the degree of progress attained in every-day class work and any changes or adaptations required by any component of the teaching practice (teacher training, educational resources, syllabuses, infrastructure, etc.) in order to reach the goals established during the school year.

From this perspective, the assessment of each stage in the first cycle *does not involve promotion*, and therefore its function is related to the learning process and should be characterized by being:

- *Global*, because it considers the students' English 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, on their strong and weak points, so that positive and effective feedback among students 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 following:

- The object of study of English corresponds to the social practices of the language which articulate the school grades in each cycle of the NEPBE. At the same time, the social practices and the specific competencies derived from the language are the ones that allow the gathering and sequencing of contents of different nature: “doing with”, “knowing about”, and “being through” the language.
- The social practices of the language and specific competencies with the language have been distributed and organized in three ample social learning environments: Familiar and community, Literary and ludic, and Educational and academic.
- The curriculum contents (“doing with”, “knowing about”, and “being through” the language) are displayed in the central column of the charts. The contents of “doing with” the language are in bold, since it is the teacher who determines, depending on the students’ needs and characteristics, which ones to use, to what extent and in what order to plan their teaching and learning. In order to help teachers in the type of actions and knowledge expected to be covered with these contents, some of them are further explained and are signaled by a bullet to distinguish them, and are ruled by the same principle of the curricular contents: it is not expected that all actions and knowledge included are carried out, or that the proposed order or time established is followed, or covered in depth. In the case of contents of “knowing about” and “being through”

the language, it is necessary to emphasize that the list is neither restrictive (different contents can be approached), nor exhaustive (since their treatment follows similar guidelines to the “doing with” contents).

- The proposal of achievements presented in the left column of the charts is intended to provide teachers with performance evidences about the learning of knowledge, actions, values, and attitudes that students are expected to acquire, in order to assess their progress and performance in their competency in English.
- On the right column of the chart, actions to make a product are suggested. For this purpose, it is necessary to articulate the curricular contents shown in the central column. However, the teacher may use other methodological strategies (e.g., the solution of a problem or a goal achievement), provided that they guarantee to achieve the purposes and expected learning established by each cycle.

Cycle 1. Distribution of social practices of the language by environment

CONTACT AND FAMILIARIZATION: 3 RD GRADE PRESCHOOL, 1 ST AND 2 ND GRADES ELEMENTARY SCHOOL		
SOCIAL PRACTICES OF THE LANGUAGE		
FAMILIAR AND COMMUNITY	LITERARY AND LUDIC	ACADEMIC AND EDUCATIONAL
Listen to and use everyday greetings, farewell, and courtesy expressions.	Participate in the reading and writing of rhymes and stories in verse.	Follow steps in a set of instructions in order to make a product.
Follow and give instructions in everyday settings.	Participate in language games with expressive and aesthetic purposes.	Formulate questions about a specific topic.
Give and receive information about oneself and others.	Participate in the reading of literary narratives and share personal experiences.	Share information through graphical resources.
Describe and share information about the place where one lives.		

Cycle 1. Distribution of social practices of the language by grade and environment

Familiar and community environment

SOCIAL PRACTICES OF THE LANGUAGE	SPECIFIC COMPETENCIES		
	3 RD GRADE PRESCHOOL	1 ST GRADE ELEMENTARY SCHOOL	2 ND GRADE ELEMENTARY SCHOOL
LISTEN TO AND USE EVERYDAY GREETINGS, FAREWELL, AND COURTESY EXPRESSIONS.	Explore and respond to greetings, farewell, and courtesy expressions.	Understand and respond to greetings, farewell, and courtesy expressions.	Interpret and produce greetings, farewell, and courtesy expressions.
FOLLOW AND GIVE INSTRUCTIONS IN EVERYDAY SETTINGS.	Follow oral instructions to carry out activities in the classroom and at school.	Understand and follow instructions to carry out every day home activities.	Follow and give instructions that regulate every day school activities.
GIVE AND RECEIVE INFORMATION ABOUT ONESELF AND OTHERS.	Identify information about one's own and others' physical appearance.	Give and receive information about one's own and others' likes, preferences, and personal data.	Understand and record one's own and others' personal information and hobbies.
DESCRIBE AND SHARE INFORMATION ABOUT THE PLACE WHERE ONE LIVES.	Identify information about appliances, utensils, and tools used at home.	Describe and interpret information about people in the community and their activities.	Understand and record information about locations in the place where one lives.

Literary and ludic environment

SOCIAL PRACTICES OF THE LANGUAGE	SPECIFIC COMPETENCIES		
	3 RD GRADE PRESCHOOL	1 ST GRADE ELEMENTARY SCHOOL	2 ND GRADE ELEMENTARY SCHOOL
PARTICIPATE IN THE READING AND WRITING OF RHYMES AND STORIES IN VERSE.	Listen to rhymes and stories in verse.	Understand rhymes and stories in verse.	Read rhymes and stories in verse.
PARTICIPATE IN LANGUAGE GAMES WITH EXPRESSIVE AND AESTHETIC PURPOSES.	Discover words in a children's song.	Compare words in a children's story.	Change verses in a children's poem.
PARTICIPATE IN THE READING OF LITERARY NARRATIVES AND SHARE PERSONAL EXPERIENCES.	Listen to stories or narratives and associate them with personal feelings.	Understand stories and narratives and associate them with personal experiences.	Read stories and narratives and associate them with personal experiences.

Academic and educational environment

SOCIAL PRACTICES OF THE LANGUAGE	SPECIFIC COMPETENCIES		
	3 RD GRADE PRESCHOOL	1 ST GRADE ELEMENTARY SCHOOL	2 ND GRADE ELEMENTARY SCHOOL
FOLLOW STEPS IN A SET OF INSTRUCTIONS IN ORDER TO MAKE A PRODUCT.	Follow steps from an illustrated recipe.	Read illustrated sets of instructions in order to assemble an object.	Follow instructions to carry out a simple science-related experiment.
FORMULATE QUESTIONS ABOUT A SPECIFIC TOPIC.	Understand questions to identify information about objects in the classroom.	Formulate questions to obtain information about a topic of nature.	Write questions to obtain information about natural products from the countryside.
SHARE INFORMATION THROUGH GRAPHIC RESOURCES.	Read basic information about a specific geography topic with the support of a graphical resource.	Interpret basic information about a geography topic based on a graphical resource.	Record basic information about a geography topic with the support of graphical resources.

3rd GRADE P RESCHOOL

Unit 1

SOCIAL PRACTICES OF THE LANGUAGE: LISTEN TO AND USE EVERYDAY GREETINGS, FAREWELL, AND COURTESY EXPRESSIONS		
ENVIRONMENT: FAMILIAR AND COMMUNITY		
SPECIFIC COMPETENCY: Explore and respond to greetings, farewell, and courtesy expressions		
ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> Identifies sender and intended audience. Discriminates greetings, and courtesy and farewell words. Uses non-verbal language in greetings and farewells. Identifies beginnings and/or endings of words. 	<p>DOING WITH THE LANGUAGE <i>Explore greetings, farewell, and courtesy expressions.</i></p> <ul style="list-style-type: none"> Identify purpose. Point out sender and intended audience. <p><i>Identify words.</i></p> <ul style="list-style-type: none"> Detect differences and similarities between words. <p><i>Identify the written form of greetings, farewell, and courtesy expressions.</i></p> <ul style="list-style-type: none"> Observe writing directionality. <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> Purpose, sender and intended audience. Non-verbal language (gestures, body language, signals, glances, etc.). Differences and similarities between words: beginning, ending, number and type of letters. Writing directionality: left to right, top to bottom. Repertoire of words necessary for this social practice of the language: greetings (hello, good morning, how are you, etc.), farewell expressions (goodbye, see you, etc.), and courtesy expressions (thank you, you're welcome, please, etc.). <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> Pay attention to sender. Show curiosity for the English language. Use greetings, courtesy, and farewell expressions in everyday interaction. 	<p>POSTER WITH GREETINGS, FAREWELL, AND COURTESY EXPRESSIONS</p> <ul style="list-style-type: none"> Identify greetings, farewell, and courtesy expressions on a poster previously made by the teacher. Place greetings, farewell, and courtesy expressions previously written by the teacher, below the corresponding illustrations. Paste the expressions below each image in the poster. Color the illustrations. Place the poster in a visible place in order to remember and use the expressions throughout the school year.

SOCIAL PRACTICES OF THE LANGUAGE: PARTICIPATE IN THE READING AND WRITING OF RHYMES AND STORIES IN VERSE

ENVIRONMENT: LITERARY AND LUDIC

SPECIFIC COMPETENCY: Listen to rhymes and stories in verse

ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> • Identifies rhyming words. • Repeats rhyming words. • Identifies that a text is read from left to right and from top to bottom. • Follows the reading while someone else is pointing at the text. 	<p>DOING WITH THE LANGUAGE <i>Explore rhymes and stories in verse.</i></p> <ul style="list-style-type: none"> • Identify topic, purpose, and intended audience. • Identify graphic components. <p><i>Listen to the reading or reciting of rhymes and stories in verse.</i></p> <ul style="list-style-type: none"> • Identify rhyming words. • Indicate rhyming words using an instrument, applause or other physical actions, • Find out the meaning of words with the support of visual aids. <p><i>Complete rhyming words in a text.</i></p> <ul style="list-style-type: none"> • Check writing directionality. • Discover parts of words. <p><i>Practice the pronunciation of rhyming words.</i></p> <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> • Topic, purpose, and intended audience. • Non-verbal language. • Graphic components. • Musical elements of literary language: rhymes, and repetition of sounds. • Repertoire of words necessary for this social practice of the language. • Word formation (beginning and ending). • Writing directionality (beginning of the text: Where do I start reading?; end of a line: Where do I continue reading? end of the text: Where does it end?). <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> • Show the will to express oneself in English. • Appreciate and enjoy literary expressions in English. • Show interest and respect towards sender. 	<p>POSTER WITH CHILDREN’S RHYMES</p> <ul style="list-style-type: none"> – Observe gaps in a rhyme or story previously written by the teacher, with missing rhyming words. – Order pieces of paper with the missing words from the text, previously written and drawn by the teacher. – Discover where the illustrated words fit in the rhyme or story. – Paste the words in their corresponding place. – Point out the rhyming words on the poster. – Place it in a visible place inside or outside the classroom.

Unit 2

SOCIAL PRACTICES OF THE LANGUAGE: FOLLOW STEPS IN A SET OF INSTRUCTIONS IN ORDER TO MAKE A PRODUCT		
ENVIRONMENT: EDUCATIONAL AND ACADEMIC		
SPECIFIC COMPETENCY: Follow steps from an illustrated recipe		
ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> • Distinguishes what can be read (text) and what cannot (images). • Identifies and follows the order of steps in a recipe. • Identifies names of food products. 	<p>DOING WITH THE LANGUAGE <i>Explore and recognize recipes.</i></p> <ul style="list-style-type: none"> • Identify topic, purpose, and intended audience. • Compare images. • Identifies parts in a recipe: title, ingredients, and steps. <p><i>Listen to the reading of a recipe.</i></p> <ul style="list-style-type: none"> • Identify the product to be obtained from a recipe based on its illustrated steps. • Identify names and quantities of ingredients. • Identify figures and letters that represent numbers. • Identify the order of steps. • Locate the list of ingredients. • Follow steps in a recipe while it is read aloud. <p><i>Practice the pronunciation of words.</i></p> <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> • Graphic distribution of recipes. • Topic (what about?), purpose (what for?), and intended audience (for whom?). • Graphic and textual components: images, numbers, bullets, and text. • Word formation. • Repertoire of words necessary for this social practice of the language: cardinal numbers, etc. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> • Collaborate and help each other express doubts in order to understand a language other than the mother tongue. • Compare eating habits in different countries. 	<p>ILLUSTRATED RECIPE BOOK</p> <ul style="list-style-type: none"> – Choose a recipe. – Get the ingredients. – Listen to the reading of the recipe. – Listen to each step and follow it. – Make sure ingredients are fit for consumption. – Eat the product of the recipe. – Place the recipe book in a visible place in the classroom.

SOCIAL PRACTICES OF THE LANGUAGE: FOLLOW AND GIVE INSTRUCTIONS IN EVERYDAY SETTINGS

ENVIRONMENT: FAMILIAR AND COMMUNITY

SPECIFIC COMPETENCY: Follow oral instructions to carry out activities in the classroom and at school

ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> • Identifies purpose and intended audience. • Completes words orally and in written form. • Compares differences and similarities between words. • Follows instructions using non-verbal language. 	<p>DOING WITH THE LANGUAGE <i>Explore instructions.</i></p> <ul style="list-style-type: none"> • Identify purpose and intended audience. • Perform actions by following instructions. • Point out illustrated instructions to be followed by others. • Listen to instructions and match them to their writing. • Follow instructions while listening to them. <p><i>Explore the written form of specific instructions.</i></p> <ul style="list-style-type: none"> • Complete words with missing parts (beginnings, endings, etc.). • Find differences and similarities between written words (long words, short words, words beginning or ending with..., etc.). <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> • Purpose and intended audience. • Non-verbal language. • Graphic components. • Word formation. • Correspondence between written and oral language. • Repertoire of words necessary for this social practice of the language. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> • Pay attention to sender. • Respond appropriately to oral instructions. • Compare ways of giving instructions and their effect in different countries. 	<p>CARDS WITH ILLUSTRATED INSTRUCTIONS</p> <ul style="list-style-type: none"> – Divide the cards in two parts: one meant for pasting the instruction (previously written by the teacher) on it, and the other for illustrating the instruction. – Illustrate the instruction of each card. – Paste each instruction next to its corresponding illustration. – Play with the cards: show them to follow instructions. – Choose a place in the classroom to keep them for future use.

Unit 3

SOCIAL PRACTICES OF THE LANGUAGE: PARTICIPATE IN LANGUAGE GAMES WITH EXPRESSIVE AND AESTHETIC PURPOSES		
ENVIRONMENT: LITERARY AND LUDIC		
SPECIFIC COMPETENCY: Discover words in a children's song		
ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> • Repeats words in a song while listening to it. • Identifies names of objects, animals, people, etc. • Associates the written form of names with their images. • Puts letters together to form words. 	<p>DOING WITH THE LANGUAGE <i>Explore written songs.</i></p> <ul style="list-style-type: none"> • Identify topic, purpose, and intended audience. • Observe graphic distribution. <p><i>Listen to the reading aloud or singing of songs.</i></p> <ul style="list-style-type: none"> • Mark rhyming words by clapping or using other sound resources. • Repeat words to practice their pronunciation. • Identify names of objects, animals, people, etc. • Select names and match their written form to their image. <p><i>Follow the reading aloud of songs.</i></p> <ul style="list-style-type: none"> • Select names and match their written form to their image. • Establish correspondences between written and oral forms of words. • Identify parts of written names of objects, animals, people, etc. and complete them. • Put letters together to form words. • Choose from a group of words the name that corresponds to an illustration. <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> • Graphic distribution of songs. • Topic, purpose, and intended audience. • Musical elements: rhyme, and repeated sounds. • Non-verbal language. • Repertoire of words necessary for this social practice of the language. • Correspondence between written and oral language. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> • Show an appreciation of cultural expressions particular to English. • Identify traditional songs from different countries and the uses they are given. 	<p>MEMORY GAME</p> <ul style="list-style-type: none"> – Select images of objects, people, or animals in order to make a memory game. – Make two sets of cards: one for names and one for their corresponding illustrations. – Pair cards with names to their corresponding illustrations. – Play with the memory game. – Choose a spot in the classroom to place the game for future use.

SOCIAL PRACTICES OF THE LANGUAGE: FORMULATE QUESTIONS ABOUT A SPECIFIC TOPIC

ENVIRONMENT: EDUCATIONAL AND ACADEMIC

SPECIFIC COMPETENCY: Understand questions to identify information about objects in the classroom

ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> • Responds to questions using non-verbal language or monosyllabic utterances. • Matches objects to their written name, color, and size. • Identifies the number of letters in words. • Identifies repeated letters in a word. 	<p>DOING WITH THE LANGUAGE <i>Explore and listen to questions.</i></p> <ul style="list-style-type: none"> • Identify and point out objects in the classroom by listening to their name, color, and size. • Complete orally the name, color, and size of objects in the classroom. • Respond to questions about objects in the classroom using non-verbal language or monosyllabic utterances. • Distinguish differences in intonation of questions and answers. <p><i>Check the writing.</i></p> <ul style="list-style-type: none"> • Match objects in the classroom to their written name, color and/or size. • Identify some words in written questions. • Complete the writing of words. <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> • Purpose. • Word formation: type and number of letters. • Relation between oral and written language. • Repertoire of words necessary for this social practice of the language. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> • Use language to satisfy one's own curiosity about the world. • Take care of and respect classroom objects. 	<p>DIE WITH QUESTIONS</p> <ul style="list-style-type: none"> – Put together or get a die with sides that are suitable for writing questions on them. – Copy questions on the sides of the die. – Check the written form of the questions to verify they can be understood and they are complete. – Use the die with questions to obtain information about classroom objects.

Unit 4

SOCIAL PRACTICES OF THE LANGUAGE: GIVE AND RECEIVE INFORMATION ABOUT ONESELF AND OTHERS		
ENVIRONMENT: FAMILIAR AND COMMUNITY		
SPECIFIC COMPETENCY: Identify information about one's own and others' physical appearance		
ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> • Identifies parts of the human body by listening to their names. • Distinguishes questions from answers when listening to them. • Copies names of body parts. • Identifies how many and which letters one's own name has. 	<p>DOING WITH THE LANGUAGE <i>Explore oral questions about physical appearance.</i></p> <ul style="list-style-type: none"> • Associate body parts when hearing their name. • Distinguish questions from answers when hearing them. <p><i>Compare and complete written form of body parts.</i></p> <ul style="list-style-type: none"> • Identify and compare words in questions. • Point out body parts based on the reading of their names and some of their characteristics. • Complete the writing of names of body parts. <p><i>Check the written form of names.</i></p> <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> • Topic. • Differences in intonation between questions and answers. • Repertoire of words necessary for this social practice of the language: names of body parts, qualifying adjectives, etc. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> • Respect physical differences between people. • Appreciate people, their cultures and languages, regardless of their physical appearance. 	<p>POSTERS OF THE HUMAN BODY</p> <ul style="list-style-type: none"> – Draw one's own or others' silhouettes on a poster. – Include images of body parts that allow students to distinguish personal characteristics (i.e. eyes, nose, mouth, torso, legs, etc.). – Add the written names of body parts. – Decorate the posters. – Display the posters inside or outside the classroom.

**SOCIAL PRACTICES OF THE LANGUAGE: PARTICIPATE IN THE READING OF LITERARY NARRATIVES
AND SHARE PERSONAL EXPERIENCES**

ENVIRONMENT: LITERARY AND LUDIC

SPECIFIC COMPETENCY: Listen to stories or narratives and associate them with personal feelings

ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> • Distinguishes some parts of a children’s book. • Identifies topic, purpose, and intended audience based on images. • Rewrites words that name moods. • Identifies how many and which letters the names of one or several characters have. 	<p>DOING WITH THE LANGUAGE <i>Explore story books.</i></p> <ul style="list-style-type: none"> • Identify graphic and textual components (text, illustrations, page numbers, etc.) in pages of tales or stories. • Choose a story considering likes, preferences, and interests. • Identify what can be read (text) and what cannot (images). • Identify topic, purpose, and intended audience. • Predict content based on images. <p><i>Listen to and follow the reading.</i></p> <ul style="list-style-type: none"> • Identify words that name characters’ moods. • Represent with an image or an illustration the names of moods. • Relate characters’ moods to one’s own. <p><i>Recognize the written form of mood names.</i></p> <ul style="list-style-type: none"> • Classify words according to the number of letters they have (long words and short words). • Find the letters included in one’s own name. • Complete the writing of mood names and illustrate them. <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> • Reading orientation of books. • Graphic components: images. • Textual components: title, text, and author’s name. • Repertoire of words necessary for this social practice of the language. • Directionality of the text. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> • Appreciate literature as a reflection of emotions and experiences of people and their cultures. • Respect cultural expressions particular to the English language. 	<p>BOOK OF MOODS</p> <ul style="list-style-type: none"> – Identify characters’ moods in the story or narrative. – Copy on a sheet of paper a statement such as <i>Today I feel</i> _____ (happy, sad, angry, etc.) for each mood. – Draw, for each statement, the character that represents the written mood. – Order the pages to put the book together. – Include page numbers. – Make a cover and write the names of the authors. – Read the book aloud. – Choose a spot for the book in the classroom library.

Unit 5

SOCIAL PRACTICES OF THE LANGUAGE: SHARE INFORMATION THROUGH GRAPHIC RESOURCES		
ENVIRONMENT: EDUCATIONAL AND ACADEMIC		
SPECIFIC COMPETENCY: Read basic information about a specific geography topic with the support of a graphical resource		
ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> Names illustrated elements of the natural world, based on a model. Finds differences and similarities between written names. Identifies the name of several states in a map of Mexico. 	<p>DOING WITH THE LANGUAGE <i>Explore a specific topic related to the Mexican natural world, through illustrations.</i></p> <ul style="list-style-type: none"> Identify illustrations (animals, vegetation, etc.) and distinguish them from written texts. Identify topic based on name, illustrations, and previous knowledge. Listen to the reading aloud of information. <p><i>Explore the written form of names.</i></p> <ul style="list-style-type: none"> Listen to names of the natural world and associate them with their written form. Find differences and similarities between the written forms of names (long short, start with..., ending with..., etc.). Find illustrated elements of the natural world in a map of Mexico. Check writing legibility. <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> Topic. Graphic components: charts, maps, illustrations, etc. Graphic page design. Repertoire of words necessary for this social practice of the language. Correspondence between text and images. Word formation. Correspondence between letters and sounds. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> Use language as a means of sharing information. Appreciate Mexico's and the world's natural environment. 	<p>LARGE MAP OF THE MEXICAN NATURAL WORLD</p> <ul style="list-style-type: none"> Color a map of Mexico. Include drawings or images of previously selected natural elements. Find the name of natural elements in the map, previously written by the teacher on small pieces of paper. Paste the names of natural elements on the map. Display the map inside or outside the classroom.

SOCIAL PRACTICES OF THE LANGUAGE: DESCRIBE AND SHARE INFORMATION ABOUT THE PLACE WHERE ONE LIVES

ENVIRONMENT: FAMILIAR AND COMMUNITY

SPECIFIC COMPETENCY: Identify information about appliances, utensils, and tools used at home

ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> • Identifies the names of several utensils, tools and appliances. • Groups written words according to their differences and similarities. • Completes the written form of names. 	<p>DOING WITH THE LANGUAGE <i>Explore information in illustrated materials.</i></p> <ul style="list-style-type: none"> • Identify graphic components. • Identify cover, title, number of pages and images. <p><i>Listen to the reading of names.</i></p> <ul style="list-style-type: none"> • Identify the names of appliances, utensils, and tools while listening to them. • Point out images of utensils and tools when listening to their name. <p><i>Explore the writing of words.</i></p> <ul style="list-style-type: none"> • Group written words based on their differences and similarities: beginning, letters, syllables, number of letters, number of similar/ different letters, etc. • Complete writing of names. <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> • Graphic components: drawings, photographs, charts, etc. • Textual components: title, text, page number, etc. • Purpose and intended audience. • Repertoire of words necessary for this social practice of the language. • Comparison of suitable words in the mother tongue and in English. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> • Appreciate cultural expressions particular to the English language. • Show interest in a language other than the mother tongue. • Use language as a means of promoting gender equity. 	<p>ILLUSTRATED HOME INVENTORY</p> <ul style="list-style-type: none"> – Make a two-column chart. – Add a drawing or paste a cut-out image of the appliances, utensils, and tools on the first column. – Look for the name of the illustrated appliances, utensils, and tools in a group of small pieces of paper previously made by the teacher. – Paste the small piece of paper with the corresponding name on the second column. – Check that names are placed next to the corresponding drawing or image. – Display the inventory in a visible place of the classroom and/or school.

1st GRADE ELEMENTARY SCHOOL

Unit 1

SOCIAL PRACTICE OF THE LANGUAGE: LISTEN TO AND USE EVERY DAY GREETINGS, FAREWELL, AND COURTESY EXPRESSIONS		
ENVIRONMENT: FAMILIAR AND COMMUNITY		
SPECIFIC COMPETENCY: Understand and respond to greetings, farewell, and courtesy expressions		
ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> • Identify sender and intended audience. • Distinguish verbal from non-verbal language. • Respond to greetings, farewell, and courtesy expressions using non-verbal language. • Complete words by writing. 	<p>DOING WITH THE LANGUAGE <i>Listen to and observe short dialogues.</i></p> <ul style="list-style-type: none"> • Identify purpose. • Differentiate sender from intended audience. • Distinguish non-verbal language. • Select greetings, farewell, and courtesy expressions. • Play the roles of sender and intended audience. • Respond to greetings, farewell, and courtesy expressions. <p><i>Explore the written form of words.</i></p> <ul style="list-style-type: none"> • Compare similarities and differences in words. • Complete words. <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> • Purpose and participants in the communicative situations. • Non-verbal language. • Word formation. • Repertoire of words necessary for this social practice of the language. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> • Show respectful attitude towards others' attempts to understand and use the foreign language. • Use of greetings, farewell, and courtesy expressions in everyday communication. 	<p>ILLUSTRATED CARDS WITH COURTESY EXPRESSIONS</p> <ul style="list-style-type: none"> – Classify greetings, farewell, and courtesy expressions in everyday communication, previously written by the teacher. – Paste expressions on cards. – Add illustrations to the expressions. – Use cards to communicate with classmates and the teacher. – Display the cards in a visible place in the classroom.

SOCIAL PRACTICE OF THE LANGUAGE: PARTICIPATE IN THE READING AND WRITING OF RHYMES AND STORIES IN VERSE

ENVIRONMENT: LITERARY AND LUDIC

SPECIFIC COMPETENCY: Understand rhymes and stories in verse

ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> • Identify that a text is read from left to right and from top to bottom. • Identify graphics in a text. • Detect words that rhyme. • Recognize the meaning of several words when listening. • Spell words. 	<p>DOING WITH THE LANGUAGE <i>Explore rhymes and stories in verse.</i></p> <ul style="list-style-type: none"> • Activate previous knowledge based on images. • Distinguish purpose and intended audience. • Observe graphic and textual components. <p><i>Listen to the reading of rhymes and stories in verse.</i></p> <ul style="list-style-type: none"> • Find out the meaning of words. • Identify words that rhyme. • Complete words that rhyme. • Recognize rhyme and rhythm through sound resources. • Identify changes in intonation. • Repeat words that rhyme to practice their pronunciation. • Spell words that rhyme. <p><i>Explore the written form of rhymes and stories in verse.</i></p> <ul style="list-style-type: none"> • Recognize writing directionality (left to right, top to bottom). • Compare similarities and differences among words that rhyme. • Complete the written form of words that rhyme. <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> • Topic, purpose, and intended audience. • Graphic and textual components: illustrations, title, text. • Musical elements: rhythm, rhyme, repetitive sounds. • Correspondence between oral and written parts of texts. • Repertoire of words necessary for this social practice of the language. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> • Show Interest in learning the English language. • Show respect towards what others do with and know about the target language. • Appreciate and enjoy literary expressions in the target language. 	<p>FILE HOLDER WITH WORDS THAT RHYME</p> <ul style="list-style-type: none"> – Complete words that rhyme previously written by the teacher, on cards. – Illustrate the cards. – Organize the cards in a file holder. – Check the words written on the cards. – Play with the cards. – Sort out the files in a file holder. – Invite another class to play. – Find a place in the classroom to keep the file holder.

Unit 2

SOCIAL PRACTICE OF THE LANGUAGE: FOLLOW STEPS IN A SET OF INSTRUCTIONS IN ORDER TO MAKE A PRODUCT		
ENVIRONMENT: EDUCATIONAL AND ACADEMIC		
SPECIFIC COMPETENCY: Read illustrated sets of instructions in order to assemble an object		
ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> • Identify topic, purpose, and intended audience. • Recognize names and figures that represent cardinal numbers. • Select words to complete instructions. • Establish correspondences between the writing and reading of words. 	<p>DOING WITH THE LANGUAGE <i>Explore instruction manuals.</i></p> <ul style="list-style-type: none"> • Recognize topic, purpose, and intended audience. • Find graphic and textual components. • Differentiate instructions or steps from a list of materials. <p><i>Participate in the reading aloud of an instruction manual.</i></p> <ul style="list-style-type: none"> • Find out the meaning of words. • Recognize names of cardinal numbers. • Count steps or instructions. • Distinguish the order of instructions or steps in a sequence. <p><i>Participate in the writing of instruction manuals.</i></p> <ul style="list-style-type: none"> • Compare the writing of words. • Find familiar letters. • Choose words to complete instructions. • Order the instructions or steps in a sequence. • Find correspondences between the writing and reading of words. <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> • Topic, purpose, and intended audience. • Graphic and textual components. • Repertoire of words necessary for this social practice of the language. • Names and figures that represent cardinal and ordinal numbers. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> • Identify the social use of instruction manuals. • Show attention to reading. 	<p>ILLUSTRATED INSTRUCTION MANUAL TO MAKE AN OBJECT (KITE, ORIGAMI, MASKS)</p> <ul style="list-style-type: none"> – Choose an instruction manual to put together an object. – Identify the instructions and the list of materials. – Follow the steps in the instruction manual to make an object. – Use the object.

SOCIAL PRACTICE OF THE LANGUAGE: FOLLOW AND GIVE INSTRUCTIONS IN EVERYDAY SETTINGS

ENVIRONMENT: FAMILIAR AND COMMUNITY

SPECIFIC COMPETENCY: Understand and follow instructions to carry out everyday home activities

ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> • Identify sender and intended audience. • Understand and follow instructions. • Recognize names of specific places at home. • Recognize number and type of letters used to write the names of places at home. 	<p>DOING WITH THE LANGUAGE <i>Explore instructions in everyday home activities.</i></p> <ul style="list-style-type: none"> • Identify purpose, sender and intended audience. • Listen to instructions. <p><i>Follow the reading aloud of instructions.</i></p> <ul style="list-style-type: none"> • Point at specific words while listening. • Distinguish intonation. • Identify new vocabulary and find out its meaning. • Match names of areas or specific places at home (bedroom, dining room, etc.) to their image. • Classify illustrated instructions according to the area or specific place at home where they are performed. <p><i>Participate in the writing of names of places at home and instructions.</i></p> <ul style="list-style-type: none"> • Compare similarities and differences in the written form of words (how many and what letters they have). • Complete the writing of words. <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> • Purpose. • Non-verbal language. • Correspondence between written and oral parts of the language. • Repertoire of words necessary for this social practice of the language. • Text and image correspondence. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> • Follow oral directions when necessary. • Attention to the sender. • Willingness and interest in understanding instructions in the English language. 	<p>LABELED MODEL OF A HOUSE</p> <ul style="list-style-type: none"> – Write on the labels instructions and names of areas at home based on a model. – Put together a model with places and objects at home. – Check the model and verify that labels are placed correctly. – Show the model to the class or the school community.

Unit 3

SOCIAL PRACTICE OF THE LANGUAGE: PARTICIPATE IN LANGUAGE GAMES WITH EXPRESSIVE AND AESTHETIC PURPOSES		
ENVIRONMENT: LITERARY AND LUDIC		
SPECIFIC COMPETENCY: Compare words in a children's story		
ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> • Distinguish letters from numbers. • Classify names according to what they refer to. • Group different and similar words based on their written form. 	<p>DOING WITH THE LANGUAGE <i>Explore short stories.</i></p> <ul style="list-style-type: none"> • Identify where it can be read (text) and where it cannot (images). • Differentiate letters from numbers and punctuation. <p><i>Listen to the reading aloud of short stories.</i></p> <ul style="list-style-type: none"> • Activate previous knowledge to identify characters, objects, and places. • Associate the reading of names of characters, objects, and places with their writing. <p><i>Check the written text of a story.</i></p> <ul style="list-style-type: none"> • Classify names according to what they refer to: objects; characters, and animals. • Compare the written form of words. • Group different and similar words based on their written form. • Spell words. <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> • Topic. • Graphics components. • Textual components: title and paragraphs. • Elements of a story: characters, objects, places. • Repertoire of words necessary for this social practice of the language. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> • Use reading as a source of entertainment. • Appreciation of cultural expressions particular to the English language. • Interest in the reading aloud of stories. 	<p>INTERACTIVE ILLUSTRATED STORY</p> <ul style="list-style-type: none"> – Choose the scene from a story as well as the people, animals, and objects that will participate in it. – Draw the scene and its elements. – Cut out the pieces and paste them on cardboard or laminate them so they can be used without being torn. – Write on a sheet of paper the names of the elements based on a model. – Cut out the names and paste them on cardboard or laminate them so they can be used without being torn. – Put the elements and their names in different places to make the scene interactive. – Order the scenes to make an interactive story where – The scenes and their elements can be moved. – Make sure that elements and names are matched correctly. – Ask for permission to share the interactive story with other classes and find the place where it will be displayed in the classroom.

SOCIAL PRACTICE OF THE LANGUAGE: FORMULATE QUESTIONS ABOUT A SPECIFIC TOPIC

ENVIRONMENT: EDUCATIONAL AND ACADEMIC

SPECIFIC COMPETENCY: Formulate questions to obtain information about a topic of nature

ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> • Identify written and oral questions. • Look up words in a picture dictionary. • Respond questions about the names of several living beings. • Identify words that form questions. 	<p>DOING WITH THE LANGUAGE <i>Explore illustrated materials about living beings.</i></p> <ul style="list-style-type: none"> • Activate previous knowledge. • Identify physical characteristics of living beings (size, color, parts of their body). <p><i>Participate in the formulation of questions.</i></p> <ul style="list-style-type: none"> • Differentiate questions based on their intonation. • Find out the meaning of words. • Respond to questions about the names of living beings. • Complete questions. • Point at images that respond to questions about characteristics of living beings. <p><i>Explore the written form of questions and answers.</i></p> <ul style="list-style-type: none"> • Identify words that form questions. <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> • Graphic distribution of charts: rows and columns. • Textual components: title, headlines, and content. • Word formation: types and quantity of letters. • Correspondence between written and oral parts of the language. • Text and image correspondence. • Repertoire of words necessary for this social practice of the language. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> • Recognize the social use of questions. • Use of language to give and share information. 	<p>ILLUSTRATED INFORMATIVE CHART</p> <ul style="list-style-type: none"> – Make a two-column chart: one for questions and one for answers. – Include questions about living beings as headlines for the chart. – Add the information that responds to the questions in the correct place. – Get or prepare images that show information about living beings and include it in the chart. – Check the chart to verify that the written form of questions is complete and legible and that the information responds to the questions. – Display the illustrated informative chart in the classroom.

Unit 4

SOCIAL PRACTICE OF THE LANGUAGE: GIVE AND RECEIVE INFORMATION ABOUT ONESELF AND OTHERS		
ENVIRONMENT: FAMILIAR AND COMMUNITY		
SPECIFIC COMPETENCY: Give and receive information about one's own and others' likes, preferences, and personal data		
ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> Identify orally and in writing their own name and the names of their classmates. Complete orally questions to obtain personal information. Participate in the writing of questions and answers. 	<p>DOING WITH THE LANGUAGE <i>Explore information about personal data, likes and preferences.</i></p> <ul style="list-style-type: none"> Identify one's own and others' names (name, age, date of birth). Recognize cardinal numbers in age. Identify likes or preferences. <p><i>Listen to and recognize questions to obtain information.</i></p> <ul style="list-style-type: none"> Find out the meaning of words. Complete questions to obtain information. <p><i>Check the written form of questions and answers.</i></p> <ul style="list-style-type: none"> Compare words (which one is long, which one is short, etc.). Group words based on their similarities and differences: beginning, letters, syllables, total number of letters, number of letters that are similar or different, etc. Complete words from one of its roots. <p><i>Follow the reading out loud.</i></p> <ul style="list-style-type: none"> Point at words. Repeat words to practice their pronunciation. <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> Purpose and topic. Repertoire of words necessary for this social practice of the language. Writing of proper names. Cardinal numbers. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> Ethics in the use of their one's own and others' personal information. Show courtesy when making questions. 	<p>PRESENTATION CARDS</p> <ul style="list-style-type: none"> Cut out paper or cardboard pieces the size of a presentation card. Write on the cards personal data and personal likes. Decorate the card. Decide and comment on to whom it is convenient to give a card and to whom it is not. Give presentation cards to the appropriate people.

SOCIAL PRACTICE OF THE LANGUAGE: PARTICIPATE IN THE READING OF LITERARY NARRATIVES AND SHARE PERSONAL EXPERIENCES

ENVIRONMENT: LITERARY AND LUDIC

SPECIFIC COMPETENCY: Understand stories and narrations and associate them with personal experiences

ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> • Identify topic, purpose, and intended audience from titles and images. • Rewrite words to name moods and characters. • Select words to complete sentences. • Recognize letters that form several words. 	<p>DOING WITH THE LANGUAGE</p> <p><i>Explore illustrated children's story books.</i></p> <ul style="list-style-type: none"> • Identify graphic and textual components. • Use previous knowledge to predict topic and purpose. <p><i>Follow closely the reading aloud of a story.</i></p> <ul style="list-style-type: none"> • Find out the meaning of words. • Point at images of characters when listening to their names. • Identify characters' moods and compare them to one's own. • Role play one's own and characters moods. • Associate characters' names and moods with their writing. <p><i>Explore the written form of sentences.</i></p> <ul style="list-style-type: none"> • Identify words that express moods. • Compare similarities and differences in sentences. • Complete sentences. <p><i>Check the writing of sentences.</i></p> <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> • Topic and purpose. • Textual components. • Graphic components. • Repertoire of words necessary for this social practice of the language. • Sentence formation. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> • Appreciate literature as a reflection of emotions, and experiences. • Appreciate cultural expressions particular to the English language. 	<p>LITERARY MOBILE</p> <ul style="list-style-type: none"> – Explore stories and choose sentences for the mobile. – Write the final version of the sentences on the cards. – Add images or drawings to each sentence. – Organize the cards to make the mobiles. – Display the mobiles inside or outside the classroom.

Unit 5

SOCIAL PRACTICE OF THE LANGUAGE: SHARE INFORMATION THROUGH GRAPHIC RESOURCES		
ENVIRONMENT: EDUCATIONAL AND ACADEMIC		
SPECIFIC COMPETENCY: Interpret basic information about a geography topic based on a graphical resource		
ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> • Identify by name animals and/or plants, and locate them on a map of Mexico. • Complete orally the names of different plants and animals. • Rewrite the names of plants and/or animals. • Recognize words that form sentences. 	<p>DOING WITH THE LANGUAGE <i>Explore illustrated maps.</i></p> <ul style="list-style-type: none"> • Predict the topic. • Identify components of a map of Mexico. • Recognize by name the northern, central, and southern regions of Mexico on a map, coloring the regions where flora and fauna are found. • Point at animals and plants on a map when listening to their names. <p><i>Listen to the reading out loud of the information.</i></p> <ul style="list-style-type: none"> • Identify plants and/or animals by name. • Complete the names of different elements of the natural world. • Identify, by name, the regions of Mexico. <p><i>Check written information.</i></p> <ul style="list-style-type: none"> • Identify the written information on a map. • Rewrite names of animals, plants or other elements of flora and fauna in Mexico. • Recognize words that form sentences. • Rewrite the names of animals or plants on a map of Mexico. <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> • Topic and purpose. • Graphic distribution. • Repertoire of words necessary for this social practice of the language. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> • Use of language to appreciate Mexico and the world's natural environment. • Use of language as a means of stating one's view on a problem and raising awareness about it. 	<p>MAP OF BIODIVERSITY IN MEXICO</p> <ul style="list-style-type: none"> – Get or make a map of Mexico. – Do research about which animals are from the northern, central, or southern regions of Mexico. – Color the regions of Mexico on the map with the information about its flora and fauna. – Add names of animals and plants. – Display the map inside or outside the classroom.

SOCIAL PRACTICE OF THE LANGUAGE: DESCRIBE AND SHARE INFORMATION ABOUT THE PLACE WHERE ONE LIVES

ENVIRONMENT: FAMILIAR AND COMMUNITY

SPECIFIC COMPETENCY: Describe and interpret information about people in the community and their activities

ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> • Recognize orally and in writing the names of objects, clothes, and tools used in occupations and professions. • Classify written words according to their semantic field. • Compare their own writing to conventional writing. 	<p>DOING WITH THE LANGUAGE <i>Explore previously prepared or collected illustrated materials or books with information about occupations.</i></p> <ul style="list-style-type: none"> • Predict the topic based on previous knowledge and images. • Recognize intended audience. • Point at names of objects, clothes, and tools. <p><i>Participate in the reading aloud.</i></p> <ul style="list-style-type: none"> • Relate names of occupations and professions to their image. • Complete words based on its parts. • Answer questions about the spelling of words (it begins with...it sounds like, etc.). <p><i>Explore the written form of words.</i></p> <ul style="list-style-type: none"> • Classify written words in semantic fields: objects, tools, clothes, occupations, professions. • Form words by writing their missing parts. • Interpret one's own written form of names of occupations and professions ("here it says..."). <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> • Topic and intended. • Parts of books: covers, title, table of contents, page number, back cover, etc. • Repertoire of words necessary for this social practice of the language. • Conventional letter-sound correspondence. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> • Appreciate cultural expressions related to jobs and professions. • Use of language as a means of promoting gender equality. 	<p>LOTTERY GAME WITH NAMES AND IMAGES OF OCCUPATIONS AND PROFESSIONS</p> <ul style="list-style-type: none"> – Make one lottery board for each student in class. – Write a name of an occupation, a profession, a tool, a piece of clothing, an object, etc., on each lottery box and make sure all lottery boards have different combination of words. – Make cards for the lottery game. – Draw an image of a name on each card of the lottery boards. – Play the lottery once to verify there are not too many cards and that no card is missing; that the words written on the lottery boards are legible, and that all lottery boards have different combination of words. – Invite another class to play this lottery game.

2nd GRADE ELEMENTARY SCHOOL

Unit 1

SOCIAL PRACTICE OF THE LANGUAGE: LISTEN TO AND USE EVERYDAY GREETINGS, FAREWELL, AND COURTESY EXPRESSIONS		
ENVIRONMENT: FAMILIAR AND COMMUNITY		
SPECIFIC COMPETENCY: Interpret and produce greetings, farewell, and courtesy expressions		
ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> • Assume the roles of sender and intended audience in greetings, farewell, and courtesy expressions. • Use verbal and non-verbal language in dialogues. • Detect similarities and differences among words. • Complete sentences with words. 	<p>DOING WITH THE LANGUAGE <i>Explore short dialogues.</i></p> <ul style="list-style-type: none"> • Identify attitudes and non-verbal language used by the sender and intended audience. • Identify greetings, farewell, and courtesy expressions. • Predict greetings, farewell, and courtesy expressions based on non-verbal language. • Exchange greetings, farewell, and courtesy expressions. <p><i>Participate in the writing of a list of rules to use courtesy expressions in class.</i></p> <ul style="list-style-type: none"> • Explore lists of rules to identify their graphic and textual components. • Point out words used in greetings, farewell, and courtesy expressions. • Detect differences and similarities between words. • Complete words by writing, while listening to sentences from a list of rules. • Complete sentences from a list of rules with greetings, farewell, and courtesy expressions. <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> • Purpose, sender, and intended audience. • Non-verbal language. • Graphic and textual components of lists of rules: title, list of rules, numbers or bullets, size and type of letters, etc. • Time for the exchange of expressions (morning, afternoon or night). • Word formation in expressions. • Repertoire of words necessary for this social practice of the language (e.g. modal verbs: can, may, etc.; personal pronouns). <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> • Show a respectful attitude towards others' attempts to use the target language. • Use greetings, farewell, and courtesy expressions to establish coexistence rules. 	<p>LIST OF COURTESY RULES</p> <ul style="list-style-type: none"> – Select expressions to be used in the classroom. – Complete sentences with the expressions selected for the list of rules. – Check the written form of the sentences. – Decide on the order of sentences for the list of rules. – Write the final version of the sentences. – Read the sentences aloud. – Suggest and add a title for the list of rules. – Display the list of rules in a visible place in the classroom.

SOCIAL PRACTICE OF THE LANGUAGE: PARTICIPATE IN THE READING AND WRITING OF RHYMES AND STORIES IN VERSE

ENVIRONMENT: LITERARY AND LUDIC

SPECIFIC COMPETENCY: Read rhymes and stories in verse

ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> • Identify stanzas and verses. • Follow rhythm while listening to the reading aloud of rhymes and stories in verse. • Recognize topic in rhymes and stories. • Read aloud rhymes and stories. 	<p>DOING WITH THE LANGUAGE <i>Explore illustrated rhymes and stories in verse.</i></p> <ul style="list-style-type: none"> • Predict topic, purpose, and intended audience based on graphics. • Distinguish textual components. <p><i>Listen to and participate in the reading aloud of rhymes and stories in verse.</i></p> <ul style="list-style-type: none"> • Find out the meaning of words. • Identify words that rhyme. • Match images to stanzas and verses. • Identify changes in intonation. • Practice the pronunciation of verses. <p><i>Participate in the writing of verses.</i></p> <ul style="list-style-type: none"> • Compare the written form of words that rhyme and words that do not. • Complete words by writing their missing parts. • Find differences and similarities in the written form of verses, number of words, words that rhyme, etc.). • Complete verses using one or more words. <p><i>Check legibility and writing conventions.</i></p> <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> • Topic, purpose, and intended audience. • Acoustic characteristics: pauses and rhythm. • Characteristics of rhymes and stories: rhyme, verse, and stanza. • Textual and graphic components. • Repertoire of words necessary for this social practice of the language. • Word formation. • Conventional letter-sound correspondence. • Differences and similarities between written and oral language. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> • Use poems as a means of expressing emotions. • Show confidence in the use of the target language. • Appreciate and enjoy literary expressions in the English language. 	<p>RECORDING OR PERFORMANCE OF RHYMES OR STORIES IN VERSE</p> <ul style="list-style-type: none"> – Practice the reading aloud of the texts to be recorded or presented in public. – Make graphics or produce sound effects for the recording or performance of the rhymes or stories in verse. – Show the recording or performance inside or outside the classroom.

Unit 2

SOCIAL PRACTICE OF THE LANGUAGE: FOLLOW STEPS IN A SET OF INSTRUCTIONS IN ORDER TO MAKE A PRODUCT		
ENVIRONMENT: EDUCATIONAL AND ACADEMIC		
SPECIFIC COMPETENCY: Follow instructions to carry out a simple science-related experiment		
ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> • Distinguish instructions from a list of materials. • Order words to form questions. • Interpret and follow instructions. • Identify the order of instructions in a sequence. 	<p>DOING WITH THE LANGUAGE <i>Explore simple illustrated texts on experiments.</i></p> <ul style="list-style-type: none"> • Identify parts of the text and their distribution. • Distinguish instructions from lists of materials. • Identify graphic and textual components. <p><i>Participate in the reading aloud of texts on experiments.</i></p> <ul style="list-style-type: none"> • Predict the content based on previous knowledge, title, and illustrations. • Identify questions about an experiment • Identify words that form questions. • Order words to form questions. • Select options to answer questions. • Practice the pronunciation of questions and answers about an experiment. • Identify and follow instructions to carry out an experiment. <p><i>Participate in the writing of texts on experiments.</i></p> <ul style="list-style-type: none"> • Identify names of materials. • Rewrite names of materials. • Complete instructions using one or more words. • Compare differences and similarities in instructions. • Identify the logical order of instructions in a sequence. <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> • Purpose and topic. • Textual and graphic components. • Word and sentence formation. • Repertoire of words necessary for this social practice of the language. • Upper and lower-case letters. • Punctuation. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> • Use language as a means of sharing knowledge. • Show confidence in the use of the English language. • Pay attention to the audience. 	<p>ILLUSTRATED SEQUENCE OF AN EXPERIMENT</p> <ul style="list-style-type: none"> – Choose a simple experiment (i.e. germinate a seed). – Make or cut out cards. – Write the list of materials for the experiment on the cards. – Collect the materials and start the experiment under teacher’s supervision. – Observe the different stages of the experiment. – Write sentences (previously written by the teacher) that describe every observed stage. – Check that the written form of sentences and materials is complete and legible. – Display the illustrated sequence of the experiment inside or outside the classroom.

SOCIAL PRACTICE OF THE LANGUAGE: FOLLOW AND GIVE INSTRUCTIONS IN EVERYDAY SETTINGS

ENVIRONMENT: FAMILIAR AND COMMUNITY

SPECIFIC COMPETENCY: Follow and give instructions that regulate everyday school activities

ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> • Identify purpose and intended audience. • Identify new words. • Use a picture dictionary to find out the meaning of words. • Give and follow simple instructions. • Complete the writing of instructions using one or more words. 	<p>DOING WITH THE LANGUAGE <i>Explore school instructions.</i></p> <ul style="list-style-type: none"> • Identify purpose and intended audience. • Identify instructions. • Find out the meaning of words or instructions. <p><i>Rehearse the giving of instructions.</i></p> <ul style="list-style-type: none"> • Follow instructions. • Identify intonation in instructions. • Give instructions to carry out or prevent specific actions. <p><i>Participate in the writing of instructions.</i></p> <ul style="list-style-type: none"> • Identify non-regulated activities or situations in the classroom. • Compare the written form of words. • Complete the writing of specific instructions. • Point out specific words. <p><i>Check upper and lower-case letters, and periods in sentences.</i></p> <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> • Purpose and intended audience. • Non-verbal language. • Sentence formation. • Upper and lower-case letters. • Punctuation. • Repertoire of words necessary for this social practice of the language. • Text and image correspondence. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> • Use instructions to regulate activities, instill habits, and promote a healthy form of coexistence in the school. • Promote a healthy coexistence through posters or ads. 	<p>POSTERS OR ADS WITH SCHOOL INSTRUCTIONS</p> <ul style="list-style-type: none"> – Choose from a set of cards previously made by the teacher) instructions that regulate activities, instill habits or promote a healthy form of coexistence in the school. – Complete or write the chosen instructions on a poster or ad, based on a model. – Check the writing of instructions. – Write the final version of instructions on a poster or ad. – Illustrate each instruction in the poster or ad. – Check that instructions can be carried out. – Find places in the school to display instructions. – Ask for permission to display the poster or ad in the school.

Unit 3

SOCIAL PRACTICE OF THE LANGUAGE: PARTICIPATE IN LANGUAGE GAMES WITH EXPRESSIVE AND AESTHETIC PURPOSES		
ENVIRONMENT: LITERARY AND LUDIC		
SPECIFIC COMPETENCY: Change verses in a children's poem		
ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> • Distinguish verses from stanzas. • Distinguish words that rhyme. • Complete verses orally based on their beginning and ending. • Rewrite words in verses and stanzas. 	<p>DOING WITH THE LANGUAGE <i>Explore illustrated children's poems.</i></p> <ul style="list-style-type: none"> • Activate previous knowledge to predict topic and purpose. • Identify graphic and textual components. <p><i>Participate in the reading aloud of children's poems.</i></p> <ul style="list-style-type: none"> • Find out the meaning of words. • Identify stanzas and verses. • Identify words that rhyme. • Identify changes in intonation. • Practice the spelling and pronunciation of words that rhyme. • Complete verses orally based on the written form of their beginning and ending. <p><i>Complete written verses.</i></p> <ul style="list-style-type: none"> • Identify words that form verses. • Compare the written form of verses based on a number of indicators: words, rhyme, etc. • Select a word to complete written verses. <p><i>Check writing legibility.</i></p> <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> • Topic and purpose. • Acoustic characteristics: rhyme. • Textual components. • Structure of poems: verses and stanzas. • Correspondence between written and oral language. • Repertoire of words necessary for this social practice of the language. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> • Pay attention to aesthetic purposes of poems. • Use language as a means of creation. 	<p>VERSE ROULETTE</p> <ul style="list-style-type: none"> • Select a poem. <ul style="list-style-type: none"> – Choose a stanza to make a roulette with its verses. – Make the roulette big enough to write the verses of the stanza on it. – Write verses on the roulette based on a model. – Check that the written form of the verses is correct and verify the stanza is complete. – Illustrate the roulette. – Test the roulette and play by making poems with verses of the stanza – Display the roulette in a visible place in the classroom.

SOCIAL PRACTICE OF THE LANGUAGE: FORMULATE QUESTIONS ABOUT A SPECIFIC TOPIC

ENVIRONMENT: EDUCATIONAL AND ACADEMIC

SPECIFIC COMPETENCY: Write questions to obtain information about natural products from the countryside

ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> • Reread words and parts of a text. • Identify some characteristics of natural products when listening. • Understand some questions about characteristics of natural products. • Complete questions. • Rewrite answers to questions. 	<p>DOING WITH THE LANGUAGE <i>Browse through illustrated children's books about natural products.</i></p> <ul style="list-style-type: none"> • Predict the content based on previous knowledge and illustrations. • Identify cover, title, table of contents, and back cover. • Recognize purpose and intended audience. <p><i>Participate in the reading aloud.</i></p> <ul style="list-style-type: none"> • Reread words and parts of a text. • Find out the meaning of words with the support of a picture dictionary. • Identify characteristics (size, color, flavor, etc.) of natural products from the countryside while listening. • Listen and respond to questions about characteristics of natural products (What is its size?; What color is it?; Does it taste ok?; etc.). <p><i>Explore the written form of questions to obtain information.</i></p> <ul style="list-style-type: none"> • Identify the written form of questions and question marks. • Order words to form questions. • Select words to form questions. • Complete questions to obtain information. • Respond to short questions based on a model. <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> • Purpose and intended audience. • Graphic and textual components. • Relation between graphics and writing. • Question marks. • Repertoire of words necessary for this social practice of the language. • Punctuation. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> • Use language to reach agreements. • Take care of and protect sources to obtain information. 	<p>SURVEY OF NATURAL PRODUCTS FROM THE COUNTRYSIDE</p> <ul style="list-style-type: none"> – Suggest natural products from the countryside and find out information about them. – Formulate or write questions on a notebook to obtain information. – Complete or respond the questions on the notebook. – Check questions and verify the answers. – Order questions and answers in a list to make the survey. – Add illustrations that support the information. – Display the survey in the classroom.

Unit 4

SOCIAL PRACTICE OF THE LANGUAGE: GIVE AND RECEIVE INFORMATION ABOUT ONESELF AND OTHERS		
ENVIRONMENT: FAMILIAR AND COMMUNITY		
SPECIFIC COMPETENCY: Understand and record one's own and others' personal information and hobbies		
ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> Identify one's own and other people's personal information and hobbies. Complete questions using one or more words. Write personal information to answer questions. 	<p>DOING WITH THE LANGUAGE <i>Explore the writing of people's personal information and hobbies.</i></p> <ul style="list-style-type: none"> Identify new vocabulary and find out the meaning of words with the support of a picture dictionary. Identify people's names, last names, and ages. Identify the name of hobbies. Distinguish people's names from last names and ages. <p><i>Listen to and understand questions and answers related to personal data and hobbies.</i></p> <ul style="list-style-type: none"> Distinguish differences between questions and answers. Identify differences and similarities between questions and answers. Complete questions about personal information using one or more words. Answer questions using one word (yes, no) or personal information (name, last name, age). Identify names of hobbies. <p><i>Participate in the writing of questions and personal information.</i></p> <ul style="list-style-type: none"> Order words to form questions. Complete questions based on a set of words. Compare questions and identify the words that form them. Identify question words. Point out personal information. Select and rewrite name of hobbies to answer questions. <p><i>Check upper and lower-case letters and questions marks.</i></p> <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> Purpose, topic, and intended audience. Graphics: bar graphs. Repertoire of words necessary for this social practice of the language. Word and sentence formation. Names and figures that represent ordinal numbers. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> Behave ethically in the use of one's own and others' personal information. Appreciate differences between hobbies of one's own and hobbies of other cultures. 	<p>ILLUSTRATED BAR GRAPH OF HOBBIES</p> <ul style="list-style-type: none"> Complete the writing of questions or write questions to obtain information about classmates' hobbies, based on a model. Formulate questions for classmates. Write answers to the questions, based on a model. Write a list of each classmate's hobbies. Find out how many students have each of the hobbies and write the number on the list. Draw bar graphs and use different colors for each hobby. Add to each bar graph as many happy faces as there are students with that hobby. Display the bar graph in a visible place in the classroom and ask for permission to display it in the school.

SOCIAL PRACTICE OF THE LANGUAGE: PARTICIPATE IN THE READING OF LITERARY NARRATIVES AND SHARE PERSONAL EXPERIENCES

ENVIRONMENT: LITERARY AND LUDIC

SPECIFIC COMPETENCY: Read stories and narrations and associate them with personal experiences

ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> • Identify topic, purpose, and intended audience. • Identify beginning and ending in a story. • Find differences and similarities between actions performed by characters and one's own. • Complete the writing of sentences using one or more words about one's own and the character's actions. 	<p>DOING WITH THE LANGUAGE <i>Explore illustrated children's story books.</i></p> <ul style="list-style-type: none"> • Activate previous knowledge to predict topic, purpose, and intended audience. • Identify cover, title, table of contents, and back cover. • Identify graphic and textual components. <p><i>Follow the reading aloud of a story.</i></p> <ul style="list-style-type: none"> • Find out the meaning of words with the support of a picture dictionary. • Identify beginning and end. • Identify names of characters. • Perform or make mimics of actions: to sleep, to cry, to walk, etc. • Find differences and similarities between actions performed by characters and one's own actions. <p><i>Participate in the writing of sentences.</i></p> <ul style="list-style-type: none"> • Identify words in sentences. • Identify words written with an upper-case letter. • Complete sentences that refer to one's own and characters' actions with one or more words. • Complete lists of actions. • Compare words of sentences. <p><i>Check writing conventions.</i></p> <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> • Topic, purpose, and intended audience. • Parts of a book. • Textual and graphic components. • Structure of text: beginning, body, and ending. • Repertoire of words necessary for this social practice of the language. • Word division. • Upper and lower-case letters. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> • Acknowledge the social use of stories. • Respect and appreciate people's emotions. • Show appreciation to one's own cultural expressions and those of other countries. 	<p>HANGING MURAL</p> <ul style="list-style-type: none"> – Select a story. – Select characters' actions that are similar to one's own. – Write or complete the writing of sentences that describe the chosen actions. – Write the final version of the sentences on a poster. – Check that the sentences are legible, complete, and that they comply with writing conventions. – Add images, drawings, cut outs, photographs, etc. – Display the hanging mural in the classroom and ask for permission to display it outside.

Unit 5

SOCIAL PRACTICE OF THE LANGUAGE: SHARE INFORMATION THROUGH GRAPHIC RESOURCES		
ENVIRONMENT: EDUCATIONAL AND ACADEMIC		
SPECIFIC COMPETENCY: Record basic information about a geography topic with the support graphical resources		
ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> • Identify purpose and topic based on illustrations and information. • Identify words that are similar to one's own mother tongue. • Name countries and locate them on a map. • Rewrite information about a country on a chart. 	<p>DOING WITH THE LANGUAGE <i>Explore illustrated maps with specific information about the Americas (i.e. languages, currency, flag, etc.).</i></p> <ul style="list-style-type: none"> • Identify graphic and textual components. • Locate North America, Central America, and South America. • Point out data or information about countries. • Identify topic based on information. <p><i>Identify information following its reading aloud.</i></p> <ul style="list-style-type: none"> • Point out and identify words and phrases when listening. • Point out American countries on a map when listening to their name. • Identify words that are similar to the mother tongue. • Say names of countries to practice their pronunciation. <p><i>Participate in the writing of information.</i></p> <ul style="list-style-type: none"> • Write names of regions and countries of the Americas based on a model. • Complete sentences based on a set of words. <p><i>Check and verify information.</i></p> <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> • Topic, purpose, and intended audience. • Textual and graphic components. • Repertoire of words necessary for this social practice of the language. • Upper and lower-case letters. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> • Use language as a means of appreciating other languages and cultures. • Know and appreciate linguistic diversity. 	<p>A PUZZLE OF THE AMERICAS</p> <ul style="list-style-type: none"> – Get or copy a map of the Americas. – Draw and color North America, Central America, and South America. – Look for specific information of the three regions and their countries such as: language, currency, flag, etc. – Add information about the countries on the back of the map. – Cut out each country to make the pieces of the puzzle. – Play with the puzzle and choose a place to keep it in the classroom.

SOCIAL PRACTICE OF THE LANGUAGE: DESCRIBE AND SHARE INFORMATION ABOUT THE PLACE WHERE ONE LIVES

ENVIRONMENT: FAMILIAR AND COMMUNITY

SPECIFIC COMPETENCY: Understand and record information about locations in the place where one lives

ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> • Identify the names of locations. • Identify natural features and distinguish them from man-made constructions. • Answer questions about the characteristics of natural features and man-made constructions. • Find differences and similarities between words in English and the mother tongue. 	<p>DOING WITH THE LANGUAGE <i>Explore illustrated diagrams or maps for children.</i></p> <ul style="list-style-type: none"> • Identify uses and purposes of maps or diagrams. • Distinguish graphics from textual components. • Identify the name of locations (county, ranch, neighborhood, etc.). • Identify natural features (river, sea, woods, etc.) and man-made constructions (hospital, school, office, etc.). • Identify signs of places and relate them to the name they represent. <p><i>Participate in the reading aloud.</i></p> <ul style="list-style-type: none"> • Find out the meaning of words using a picture dictionary. • Point out names while they are read aloud. • Complete questions. • Answer questions to offer information about locations, based on a model. <p><i>Explore the written form of words.</i></p> <ul style="list-style-type: none"> • Classify names in semantic fields. • Compare the written form of names. • Find differences and similarities between words in English and the mother tongue. • Locate names of places on maps or diagrams. <p><i>Check writing conventions.</i></p> <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> • Purpose. • Graphic and textual components. • Sentence formation. • Repertoire of words necessary for this social practice of the language. • Differences between English and the mother tongue. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> • Value and preserve natural features of the place where one lives. • Appreciate cooperative work. 	<p>MAP OF A LOCATION</p> <ul style="list-style-type: none"> – Observe the empty spaces on the map or diagram, previously made by the teacher of the place where one lives. – Decide which man-made constructions or natural features are missing. – Draw on the map or diagram the natural features and man-made constructions of the location that are missing. – Include the corresponding signs. – Write the name of the location based on a model. – Write the name of the constructions and features included, based on a model. – Check that the writing is complete and legible. – Display in the classroom the map of a public place.

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TEACHING GUIDELINES

The Cycle 1 Syllabus is addressed to students with little or no contact with English at all. Therefore, it is essential to:

- Consider the knowledge, experiences, and interest children have in social practices of their mother tongue.
- Based on the purposes, the social practices of the language and their content, determine:
 - *The planning of communicative situations* (such as making a product, reaching a goal or solving a problem) which articulate, in a sequenced manner, the specific competencies in each of the specific social practices which represent a challenge to students. The underlying rationale is that activities should be neither so easy they can be neglected nor so complex nor difficult they may bring about disappointment or discouragement. Therefore, communicative situations should be rewarding enough to foster a positive attitude and maintain the students' interest.
 - *The type and amount of learning contents (doing with, knowing about and being through the language)*, which will be covered through previously planned communicative situations –specific and related to students' experiences and interests– so that they involve a sequenced and articulated performance of the specific competencies with the language.
 - *Number of lessons devoted to the planned communicative situations*, as well as their requirements and suggested product.
- Look for, select and, if necessary, create multimedia or printed materials, and read and analyze them before using them with students.
- Bear in mind the social practices of the language during the development of the communicative situations.

- Create teaching strategies characterized by their diversity in:
 - Modalities in the organization of work: whole class, team, pair, and individual work.
 - Modalities in reading and writing: modeled, guided, shared, individual, silent, aloud, etc.
 - Diversity in educational 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 writer in English.
- Create opportunities for all students to engage in oral exchanges, reading, and writing activities.
- Foster a positive attitude towards learning non-native languages and their 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 English, as well as to receive or offer positive feedback.

To successfully develop these guidelines, teachers responsible for the grades in this cycle must be aware of the importance of incorporating contributions of the teaching and learning of reading and writing, as well as those of oral exchanges in the target language into their everyday practice.