

National English Program

in Basic Education Second Language: English



Syllabus 2010

Cycle 2 3rd and 4th 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 direction and sense 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 of accessing to a better well-being and thus, contribute to the 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.

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

² *Ibidem*, p. 24.

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

It is from this perspective that the Secretariat of Basic Education acknowledges the necessity to incorporate English as a subject to the curricula of preschool and elementary education, as well as to make suitable adjustments to the English subject curricula in secondary school, with the purpose of articulating the teaching of English in all three levels of Basic Education. By means of this articulation, it is expected that by the time students complete their secondary education, they will have developed the necessary plurilingual and pluricultural competences to successfully face the communicative challenges of a globalized world, build a broader vision of the linguistic and cultural diversity of the world, and thus, respect their own culture as well as that of others.

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 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 aim at collecting data that may offer valuable information regarding the pertinence of the approach, the contents of the syllabuses, as well as the organization and articulation of them among 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, 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 the integral education of people in the complete educational system" and indicates that [for education] to be complete, it should address, along with the abilities to learn, to apply, and to develop knowledge, the appreciation for ethical values, good citizenship, history, art and the culture, and languages"⁵. Likewise, PND proposes as a measure to reduce the disparity in the quality between private and public schools that the latter should offer "the possibility to study extracurricular subjects related with 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 within the elementary education 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

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

⁶ *Ibidem*, p. 178.

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 Language 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.

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.

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			Exploration of Nature and Society	Natural Sciences ³			Science I (emphasis on Biology)		Science II (emphasis on Physics)	Science III (emphasis on Chemistry)		
	Physical development and health				The state where I live			Geography ³		Technology I, II & III		History I & II	
								History ³		Geography of Mexico and the world		State subject	
	Personal and social development				Civics and Ethics ⁴			Civics and Ethics I & II		Tutoring			
Physical Education ⁴				Physical Education I, II & III									
PERSONAL DEVELOPMENT AND DEVELOPMENT FOR COEXISTENCE	Artistic expression and appreciation			Artistic Education ⁴						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.

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

From Cycle 2 and on, the National English Program in Basic Education (NEPBE) syllabuses state that students acquire progressively the necessary basic communicative competencies, so as to enable them to successfully take part in *social practices of the language that involve the interaction with oral and written texts in common situations*.

Reflections on English language learning¹

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

¹ Este apartado parte del documento SEP (2006), *Reforma de la Educación Secundaria. Fundamentación curricular. Lengua Extranjera. Inglés*, México, pp. 9-10.

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

For decades, the teaching of non-native languages has sought ways to re-create the acquisition process in the classroom and several methods have been created for that purpose. Today we know that these methods are successful only in situations where the time of exposure to the target language is similar or longer to the time they are in touch with their mother tongue. In contexts where that condition is not met, as in Mexican public Basic Education, it is necessary to look for options to optimize the non-native language *learning process*.

In this sense, several private institutions, particularly British, Australian, and American (known as the BANA² group) have created different methods which have been transferred to the public education context, as happened in Mexico in 1993 with the implementation of the communicative approach in secondary schools. This transfer poses problems that are not usually easy to solve, such as the lack of resources and conditions for its implementation; besides, it ignores the traditions and cultures particular to the context where the method will be applied, which are more strongly rooted than any innovation. Therefore, nowadays the debate over non-native language teaching does not focus on looking for ideal methods, but on developing 'suitable methodologies' for particular contexts.

On the other hand, one of the main references for defining the contents in the NEPBE –which establish the minimum level of language proficiency (achievement standards) students must graduate from Cycles 2, 3, and 4– is the *Common European Framework of Reference for Languages: learning, teaching, assessment* (CEFR), proposed by the Council of Europe. It is so that the contents of the NEPBE were selected and organized according to the descriptors of the target level (B1 Threshold in the CEFR) to be reached by the end of Basic Education.

Regarding the contents of the Syllabuses for Cycle 2 –aimed at students of 3rd and 4th grade of Elementary school – these were designed taking into account the Syllabuses for Cycle 1 of the NEPBE, the CEFR descriptors for level A1 (Breakthrough), and levels 2, 3, and 4 established by the National Certification of Language Level (CENNI).

² For more information regarding BANA group, consult Adrian Holiday (1997), *Appropriate methodology and social context*, United Kingdom, Cambridge University Press, p. 93.

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

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

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

At the same time, teachers responsible for teaching English in Cycle 2 face the challenge of guaranteeing the use of suitable teaching strategies that enable students to access and interact with the English language through “[plurilingual interculturality](#).”³

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

The learner of a second or foreign language and culture does not cease to be competent in his or her mother tongue and the associated culture. Nor is the new competence kept entirely separate from the old. The learner does not simply acquire two distinct, unrelated ways of acting and communicating. The language learner becomes *plurilingual* and develops *interculturality*. The linguistic and cultural competences in respect of each language are modified by knowledge of the other and contribute to intercultural awareness, skills and know-how.⁴

³ Council of Europe (2002), *The Common European Framework of Reference for Languages: Learning, Teaching, Assessment*, Instituto Cervantes (trad.), Madrid, Ministerio de Educación, Cultura y Deporte-Subdirección General de Cooperación Internacional/Secretaría General Técnica del MECD-Subdirección General de Información y Publicaciones/Anaya, p. 10. Available at: <http://cvc.Cervantes.Es/obref/marco>.

⁴ *Ibidem*, p. 43.

The NEPBE acknowledges that communicative competence is more than just decoding, finding correspondence between sounds and letters or between reading and writing of isolated and decontextualized units (for instance, words and sentences).

For this reason, it is necessary that teachers make the classrooms attractive and interesting places for learning, so that all students can have opportunities to share their experiences and knowledge about reading, writing, and oral exchanges in the English language. By doing so, they will identify linguistic aspects and uses of English, as well as similarities and differences between English and their mother tongue.

Communicating successfully in speaking or writing involves a complex process to use the language (knowledge, skills, and attitudes) with different purposes in different social environments. From this point of view:

Reading is not decoding, it is giving meaning, it is understanding; writing is not copying or having good handwriting; writing is creating a text. Restricting the creative and marvelous experience that texts provide to generate thoughts, feelings, and emotions is depriving children from a unique life experience [...]. Acquisition and use are part of a unique process that has permanent feedback. For this reason [...] there is always a functional context for reading and writing, for active participation in “writing as a social practice”, for instance, checking the students list to see who is absent, writing down the name of their favorite games and some characteristics, preparing a greeting card, re-writing a short story, describing an animal or completing a table to register the growth of the plants in the classroom.⁵

⁵ Free translation by the National English Coordination of an extract taken from P. Pérez Esteve y F. Zayas (2007), *Competencias en comunicación lingüística*, Madrid, Alianza Editorial, p. 154.

PURPOSES

The purpose of English language teaching in Basic Education is for students to get the necessary knowledge to engage in social practices with written and oral language to interact with native and non-native English speakers by means of *specific competencies with the language*. This entails using activities that involve production and interpretation of spoken and written texts –of a familiar, academic and literary nature– so the students will be able to satisfy basic communication needs in different every day, familiar and known situations. For this reason, children need to learn to use the language to organize their thoughts and their speech, to analyze and solve problems, and to gain access to different cultural expressions from both, their own and other countries. Besides, it is essential that they identify the role language plays in 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.

Therefore, the school –whose responsibility is higher in the case of students that come from communities with low literacy and with 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-the-classroom communicative situations.

Purpose of English language teaching for Cycle 2

The purpose of English language teaching for Cycle 2 in Basic Education (3rd and 4th grades of Elementary school) is for students to acquire the necessary knowledge to understand and use English in order to recognize, understand, and use common expressions through the development of *specific competencies* particular to *social practices of the language* related to the production and interpretation of oral and written texts, pertaining to the Familiar and community, Literary and ludic, and Academic and educational environments. At the end of this cycle, students are expected to:

- Express simple opinions and requests in familiar contexts.
- Recognize basic instructions, information, and advertisements.
- Identify basic aspects of pronunciation and vocabulary used in everyday life contexts.
- Use expressions to refer to personal aspects and needs.
- Respond to spoken and written language in different linguistic and non-linguistic ways.
- Use different strategies to solve everyday problems, as well as to look for information about concrete topics.
- Identify similarities and differences between their own cultural expressions and those of the English language.
- Establish basic social contact by means of their linguistic repertoire.

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 competences 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 here complement the existing structures in relation to the principles and competences set out in the curriculum for Basic Education. Particularly, attention is focused on the “what” of curricular standards: knowledge, skills and attitudes expected at different 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 an in-process or final language product).

In addition, there are two other dimensions in the educational field of language and communication to be included: multimodality and knowledge about the 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 education 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 in order to develop an analytical and responsible attitude towards problems affecting the country and the world.

Standards for English in Elementary School (1)

Unlike the standards for the previous stage, the ones that correspond to this stage, as well as the two stages that follow, were constructed based on national and international criteria of common reference. These standards do not only reflect the competencies identified in the first three years of the curriculum, but they also show the level of competence and proficiency in English which correspond to Level 2 of the National Certificate for Language Level (Cenni) and level A1 established by the Common European Framework of Reference for Languages: learning, teaching, assessment (CEFR).

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

1. Comprehension.
 - 1.2. Listening.
 - 1.3. Reading.

2. Production.
 - 1.3. Speaking.
 - 1.4. Writing.

5. Multimodality.

6. Attitudes towards language and communication.

Language and communication is one of the four educational fields in the Curriculum for Basic Education. It is in accordance with all purposes and activities in the curriculum, particularly those directly related to oral and written language.

By the third year of Elementary school, students should have had sufficient time of exposure to English in order to be familiar with the language as well as to recognize, understand, and use short, common, familiar and frequently used expressions in oral and written texts of close, everyday life and familiar contexts. At the same time, they must show interest and curiosity to learn a language and culture different to their own.

In this school stage, students are expected to:

- Communicate personal needs, opinions, requests, as well as short instructions of known and familiar contexts.
- Recognize a repertoire of words used in everyday life contexts.
- Respond to written, verbal, and body language.
- Locate information on specific topics by using various strategies.
- Identify some similarities and differences in cultural expressions of their own language and English.
- Use a set of expressions in routine exchanges of everyday life.

This stage of development aims at using the skills and knowledge acquired in English at the beginning of the formal education as well as recognizing self-awareness and progress attained during the time of exposure and contact with the English language. In this stage, students begin to broaden the use of contextual and linguistic clues to interpret oral and written texts that are known and familiar, and which are connected to the experience gained in their mother tongue. Although receptive skills are fundamental in this school stage, the use of well-known expressions begin to play an important role in the production and interpretation of familiar, common and known oral and written

texts within the three social learning environments in which the English Curriculum for Elementary Education is organized.

1. Comprehension

At this level, language understanding involves the ability to participate in communicative situations related to oneself and the immediate surroundings.

1.1. Listening

Listening comprehension involves the ability to understand the general meaning and participate in exchanges and short oral texts produced in social environments that use a familiar repertoire of words.

- 1.1.1. Identify words and basic expressions commonly used for oneself, the family and immediate surroundings.
- 1.1.2. Understand short instructions on known issues or situations.
- 1.1.3. Identify some differences between types of oral texts.
- 1.1.4. Detect words that are similar to the mother tongue.
- 1.1.5. Differentiate some conventions in oral texts.
- 1.1.6. Understand the general meaning of oral texts based on acoustic characteristics, such as volume and intonation.
- 1.1.7. Show understanding of appropriate and personal forms of language.
- 1.1.8. Anticipate the development of routine and familiar situations from tracks in oral messages.

1.2. Reading

At this level, reading comprehension implies to participate in the recognition of instructions and basic ads, as well as the search for vocabulary and information on specific topics.

- 1.2.1. Understand known words as well as short and routine expressions of familiar and everyday environments.
- 1.2.2. Identify specific words used for asking.
- 1.2.3. Use strategies such as rereading to help understanding.
- 1.2.4. Understand brief written instructions.
- 1.2.5. Identify spelling conventions of words in English.
- 1.2.6. Identify that both the writing and message conveyed are constant in various mediums and fonts.

- 1.2.7. Understand elements and conventions of writing.
- 1.2.8. Identify written words as units in between spaces.
- 1.2.9. Identify the function of typographic features.
- 1.2.10. Show understanding of the alphabet principles in the reading of words in English.

2. Production

At this level, language production involves the ability to participate in short communicative exchanges of everyday life and familiar contexts through questions, answers, expressions, opinions and simple statements with known vocabulary.

2.1. Speaking

Speaking involves the ability to assume the role of speaker and/or recipient to participate in common and short oral exchanges in familiar and known contexts.

- 2.1.1. Use written texts as a stimulus to produce short and familiar oral texts.
- 2.1.2. Complete with known expressions the oral contributions of others.
- 2.1.3. Formulate and respond to familiar questions on topics of immediate need or common issues.
- 2.1.4. Participate with some expressions and body language in exchanges of familiar, common and known situations.
- 2.1.5. Use a basic repertoire of words and expressions to communicate personal information.
- 2.1.6. Manage some structures and formulas of routine communication.
- 2.1.7. Use gesture changes, intonation, and repetition to interact with others.

2.2. Writing

Writing involves both the ability to express opinions and simple requests in familiar contexts, such as the writing of personal data to fill out formats and forms.

- 2.2.1. Write words and short expressions about people or routine events that are known and close to one's own reality.
- 2.2.2. Write some personal information using letters and numbers in a conventional way.
- 2.2.3. Distinguish different conventional ways to organize written texts.
- 2.2.4. Identify alphabet letters by name or common sounds.
- 2.2.5. Use words of the surroundings as a model for writing.
- 2.2.6. Use models of structures to create one's own writing.

3. Multimodality

- 3.1. understand the topic of informative texts and short instruction manuals based on illustrations.
- 3.2. Identify various graphics to present written texts.
- 3.3. Recognize the differences in font, colors and images when creating multimodal texts.
- 3.4. Participate in the singing of songs in English.
- 3.5. Use body language to complement verbal messages.
- 3.6. Relate images to words, through oral recitation.
- 3.7. Follow the reading of texts aloud.
- 3.8. Notice that writing and the written text are combined and reinforce the message.

4. Attitudes towards language and communication

- 4.1. Appreciate emotions, cultural traditions, and experiences in literary texts.
- 4.2. Identify similarities and differences in ways of life.
- 4.3. Use language and be aware of its effects on others.
- 4.4. Estimate common cultural expressions in different cultures.
- 4.5. Show interest in getting to know more about oneself and the environment.
- 4.6. Promote community coexistence.
- 4.7. Interact and respond positively to the attempts of reading, listening, speaking, and writing.
- 4.8. Act with respect, kindness and courtesy in daily coexistence.
- 4.9. Show curiosity and interest in learning the English language and using it.
- 4.10. Respond appropriately to oral instructions.
- 4.11. Acknowledge the importance of entertainment offered by different cultural expressions.
- 4.12. Appreciate the natural environment of Mexico and the world.
- 4.13. Use knowledge with an ethical and responsible sense.
- 4.14. Become aware of problems that affect one's own environment
- 4.15. Understand and promote equality among people.
- 4.16. Acknowledge the importance of creation through the medium of language.
- 4.17. Appreciate people, their cultures, and languages.

ENGLISH TEACHING APPROACH

Language definition

The NEPBE shares the definition of language expressed in the *2004 Program of Pre-school 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.⁶

⁶ SEP (2006), *Educación básica. Secundaria. Español. Programas de estudio 2006*, México, p. 9.

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

- Communicate ideas and convey feelings.
- Establish and develop 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 competence 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 inexact and ill-favored due to the fact that this teaching approach promotes and encourages reflection on the linguistic aspect of the language, its functions, and communicative uses, considering that both are necessary to attain the effective and successful participation of students in social practices of the language proper to the 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 SEP, 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, apart from production and interpretation of spoken and written texts, include several activities linked to them. Every 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 according to social and communicative conventions of the culture where the exchange takes place.⁷

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 the *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 the 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”.⁸

Therefore, the teaching treatment for this type of contents entails, on the part of the teacher, a planning that guarantees that the 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 things to do with students, but as curricular contents, whose clear intention is to teach what a competent English speaker “knows how to do” to successfully participate in social practices of the language in different social spheres where he/she interacts. 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 convince 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.).

⁷ *Ibidem*, p. 11.

⁸ *Ibid*, 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 the teaching of a non-native language, this approach is fundamental since the functions of the language guarantee that practice is meaningful to students and similar to what they will face in real life. Therefore, it is necessary to develop ways to organize the educational work as shown in the following chart.

GUIDELINES TO ORGANIZE EDUCATIONAL 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 the 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"> • Instead of being prescribed, they should be the product of consensus and negotiation between teacher and students. • 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 case, the classroom.

It is important to stress that routine activities are not prescriptive; whether they are included or not, depends on the students and the teacher’s interests and needs. 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 contents involves a series of aspects, concepts, and topics for reflection on features, characteristics, and elements of the language, aiming at students to “raise awareness about their knowledge, know aspects of the lan-

guage they had not reflected on before, and develop greater confidence and versatility to use the 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". This is why it is fundamental to introduce students to a challenge of oral or written interaction in a real communicative situation -such as creating a product, reaching a goal or solving a problem- in which they want to succeed, so that reflection on the language processes makes sense and stimulate interest and motivation to learn. Therefore, the teaching treatment that implies this type of contents will depend on what the students' need "to know" to successfully overcome the challenges they will face when participating in specific activities with the language 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. In these cases, students' own needs and difficulties will let the teacher determine which contents of "knowing about the language" and to what extent they will require a specific teaching treatment, 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 the 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. Their goal, on one hand, is to increase the opportunities for students to share their knowledge and experiences with the English language through socializing the different products obtained during the work through tasks in and out of school of the various products obtained; 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. For this reason, these contents

have a specific place within the syllabuses. However, given their traverse nature, the treatment of this type of contents should not be limited to a particular moment; on the contrary, they should be present in a permanent way.

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. From this perspective, the problem is not when to begin teaching a non-native language –before literacy in the mother tongue, but rather why, what, and how to teach and learn this language. 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 that is to say, to think about it, question it, compare it, and use it, amongst others.

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 fundamental that the learning of English language be 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 reach the purposes and achievements established in the cycles of the NEPBE.

Social learning environments

Unlike the students' mother tongue (Spanish or an indigenous language), English is not present in most of their social environments due to its condition of non-native language. 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, in this case English, since they entail the development of collective activities that favor 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 a non-native 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 the 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.⁹

From this perspective, it is assumed that no linguistic variety is better than 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 competence.
- Type of errors made (systematic or casual).
- Attitudes in communicative interactions.
- Values students give to events and people.

⁹ Council of Europe (2002), *The Common European Framework of Reference for Languages: Learning, Teaching, Assessment*, Instituto Cervantes (trad.), Madrid, Ministerio de Educación, Cultura y Deporte-Subdirección General de Cooperación Internacional/Secretaría General Técnica del MEC-Subdirección General de Información y Publicaciones/Anaya, p. 4. Available at: <http://cvc.Cervantes.Es/obref/marco>.

Familiar and community environment

In this 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 generates the necessary learning conditions for them to participate in a social construction to broaden their socio-cultural horizons and to value beliefs and expressions different from their own.

This social environment “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”.¹⁰ 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 the students.

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.

¹⁰ SEP (2006), *Educación básica. Secundaria. Programas de estudio 2006*, Español, México, p. 17.

ASSESSMENT

It is convenient to consider that the purpose of this cycle is to record the level of progress attained in routine work and any changes or adaptations required by any component of the teaching practice (teacher training, educational resources, syllabuses, infrastructure, etc.) to reach the goals established during the school year. From this perspective, the assessment of each stage in Cycle 2 involves promotion, even though it also has a formative educational function, and it should be:

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

CONTENT ORGANIZATION

In order to cover the social practices of the language in this cycle it is necessary that teachers check and reflect on the following:

- The object of study of the subject 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 that derive 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 Academic and educational.
- 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 competence 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 2. Distribution of social practices of the language by environment

ACCESS AND APPROXIMATION “A1”: 3 rd AND 4 th GRADES ELEMENTARY SCHOOL		
FAMILIAR AND COMMUNITY ENVIRONMENT	LITERARY AND LUDIC ENVIRONMENT	ACADEMIC AND EDUCATIONAL ENVIRONMENT
Talk and write to participate in everyday dialogues.	Read and sing songs.	Give and receive instructions to make objects and record information.
Offer and receive information about oneself and acquaintances.	Play with words, and read and write for expressive and aesthetic purposes.	Formulate and answer questions in order to find information about a specific topic.
Listen to and express immediate practical needs.	Read narrative texts and recognize cultural expressions from English-speaking countries.	Record and interpret information in a graphic.
Interpret messages in advertisements.		

Cycle 2. Distribution of social practices of the language by environment and grade

Familiar and community environment

SOCIAL PRACTICES OF THE LANGUAGE	SPECIFIC COMPETENCIES WITH THE LANGUAGE	
	3 rd GRADE ELEMENTARY SCHOOL	4 th GRADE ELEMENTARY SCHOOL
TALK AND WRITE TO PARTICIPATE IN EVERYDAY DIALOGUES.	Recognize expressions related to personal expectations for the school year in a dialogue.	Interpret a dialogue about school-related concerns.
OFFER AND RECEIVE INFORMATION ABOUT ONESELF AND ACQUAINTANCES.	Understand information about one's own and others' daily routines.	Offer and interpret information about personal experiences.
LISTEN TO AND EXPRESS IMMEDIATE PRACTICAL NEEDS.	Identify and understand expressions to get what one wants or needs from others.	Interpret and produce expressions to offer help.
INTREPET MESSAGES IN ADVERTISEMENTS.	Identify and understand messages in community advertisements.	Interpret messages in advertisements of commercial products.

Literary and ludic environment

SOCIAL PRACTICES OF THE LANGUAGE	SPECIFIC COMPETENCIES WITH THE LANGUAGE	
	3 rd GRADE ELEMENTARY SCHOOL	4 th GRADE ELEMENTARY SCHOOL
READ AND SING SONGS.	Read and sing a traditional children's song.	Interpret and sing songs of interest to the class.
PLAY WITH WORDS, AND READ AND WRITE FOR EXPRESSIVE AND AESTHETIC PURPOSES.	Make language games to find words through crossword puzzles.	Recreate language games to recite and write tongue-twisters.
READ NARRATIVE TEXTS AND RECOGNIZE CULTURAL EXPRESSIONS FROM ENGLISH-SPEAKING COUNTRIES.	Read children's stories and appreciate cultural expressions from English-speaking countries.	Read children's legends and appreciate cultural expressions from English-speaking countries.

Academic and educational environment

SOCIAL PRACTICES OF THE LANGUAGE	SPECIFIC COMPETENCIES	
	3 rd GRADE ELEMENTARY SCHOOL	4 th GRADE ELEMENTARY SCHOOL
GIVE AND RECEIVE INSTRUCTIONS TO MAKE OBJECTS AND RECORD INFORMATION.	Follow the steps of a set of instructions to make an object.	Give and receive instructions to interpret and record information on a calendar.
FORMULATE AND ANSWER QUESTIONS IN ORDER TO FIND INFORMATION ABOUT A SPECIFIC TOPIC.	Identify and ask questions to look for information about a specific topic.	Formulate and answer questions to obtain information about a specific topic.
RECORD AND INTERPRET INFORMATION IN A GRAPHIC RESOURCE.	Find and interpret information in a graphic resource.	Record and interpret information in a graphic.

3rd GRADE ELEMENTARY SCHOOL

Unit 1

SOCIAL PRACTICE OF THE LANGUAGE: TALK AND WRITE TO PARTICIPATE IN EVERYDAY DIALOGUES		
ENVIRONMENT: FAMILIAR AND COMMUNITY		
SPECIFIC COMPETENCY: Recognize expressions related to personal expectations for the school year in a dialogue		
ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> • Identifies topic and purpose. • Identifies speakers in a dialogue. • Notices tone, rhythm, and pauses. • Uses contextual clues to understand meaning. 	<p>DOING WITH THE LANGUAGE</p> <p><i>listen to expressions related to the expectations.</i></p> <ul style="list-style-type: none"> • Predict main idea. • Identify topic, purpose, and intended audience. • Identify turns of participation. • Notice tone, rhythm, pauses, and intonation. • Identify the structure of dialogues. <p><i>Understand the content of a dialogue.</i></p> <ul style="list-style-type: none"> • Identify statements that express expectations. • Use contextual clues. • Read statements out loud. <p><i>Participate in oral exchanges.</i></p> <ul style="list-style-type: none"> • Express expectations. • Assume speaker's role in order to practice pronunciation. <p><i>Participate in the writing of expectation expressions.</i></p> <ul style="list-style-type: none"> • Compare parts of sentences. • Complete sentences. • Write sentences based on a model. <p><i>Check spelling and punctuation conventions.</i></p> <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> • Structure of dialogues: opening, body, and closure. • Topic, purpose, and intended audience. • Contextual clues: non-verbal language. • Acoustic characteristics: volume, tone (hope, aggressiveness, mood, etc.), and rhythm. • List of suitable words. • Verb tenses: future (<i>will/going to</i>). • Personal pronouns. • Spelling. • Punctuation. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> • Use language as a means of expressing expectations, desires, purposes, and intentions. • Show a respectful attitude towards the interventions of others. 	<p>ILLUSTRATED DIALOGUES</p> <ul style="list-style-type: none"> – Choose a classmate and decide how many sentences the dialogue will contain. – Decide on the turns of participation. – Write the sentences on the cards in the order that corresponds to each turn. – Check, in pairs first and then with the teacher, that the writing of sentences is complete and complies with spelling conventions. – Add the illustrations. – Engage in oral dialogue while reading the sentences out loud. – Exchange cards with other pairs of students in order to get to know the expectations of classmates, as well as practicing pronunciation and intonation in a dialogue.

SOCIAL PRACTICE OF THE LANGUAGE: READ AND SING SONGS

ENVIRONMENT: LITERARY AND LUDIC

SPECIFIC COMPETENCY: Read and sing a traditional children's song

ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> • Identifies rhymes or repeated sounds. • Identifies the organization and structure of songs. • Reads verses and stanzas aloud. 	<p>DOING WITH THE LANGUAGE</p> <p><i>Listen to and explore lyrics of illustrated songs.</i></p> <ul style="list-style-type: none"> • Relate a song to personal experiences. • Recognize topic, purpose, and intended audience. • Predict topic. • Distinguish organization and structure. <p><i>Listen to and follow the reading aloud of song lyrics.</i></p> <ul style="list-style-type: none"> • Understand the meaning of verses and stanzas. • Follow the rhythm of a song using sound resources. • Identify words that rhyme. • Repeat and use rhyme in verses to identify sounds. • Recognize changes in intonation. • Read stanzas out loud. <p><i>Identify parts in the writing of songs.</i></p> <ul style="list-style-type: none"> • Find words in a song based on questions. • Say words in a song with consonant clusters or letters that are less frequent or absent in the native language. • Establish relationships between the written form and the pronunciation of song lyrics. <p><i>Sing songs.</i></p> <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> • Structure of song lyrics: stanzas, choruses, and verses. • Textual components. • Topic, purpose, and intended audience. • Contextual clues. • Acoustic characteristics. • List of suitable words. • Verse formation. • Pronunciation: non-frequent or absent consonant clusters in the mother tongue (tw, ph, st, ch, wh, etc.). • Conventional letter-sound correspondences. • Spelling. • Conventional writing of words without alterations, replacements or omissions. • Punctuation: period. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> • Value song lyrics as a reflection of emotions and experiences. • Show appreciation for cultural expressions particular to the English language. • Acknowledge the social use given to typical songs from English-speaking countries. 	<p>CHILDREN'S SONG</p> <ul style="list-style-type: none"> – Assign the stanzas among teams and rehearse their performance. – Reproduce the lyrics of the song on a poster. – Practice the chorus of the song with the class. – Record the song or rehearse it to perform it in public. – Present the recording or live performance to an audience selected by the group and the teacher.

Unit 2

SOCIAL PRACTICE OF THE LANGUAGE: GIVE AND RECEIVE INSTRUCTIONS TO MAKE OBJECTS AND RECORD INFORMATION		
ENVIRONMENT: EDUCATIONAL AND ACADEMIC		
SPECIFIC COMPETENCY: Follow the steps of a set of instructions to make an object		
ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> • Identifies purpose and intended audience. • Identifies components of a set of instructions. • Completes instructions. • Identifies the order of instructions in a sequence. • Finds differences and similarities between words. • Writes, both in numbers and in letters, ordinal and cardinal numbers. 	<p>DOING WITH THE LANGUAGE</p> <p><i>Listen to and understand instructions to make a simple object (rattle, drum, etc.).</i></p> <ul style="list-style-type: none"> • Identify topic, purpose, and intended audience. • Observe the distribution of graphic and textual components of a set of instructions. • Associate an instruction with an image. • Clarify meaning of words. • Identify cardinal and ordinal numbers. <p><i>Participate in the writing of a set of instructions.</i></p> <ul style="list-style-type: none"> • Determine the number of instructions or steps. • Distinguish instructions from list of materials. • Write ordinal and cardinal numbers. • Dictate words to complete instructions. • Identify differences and similarities in the writing of words. <p><i>Read aloud a set of instructions.</i></p> <ul style="list-style-type: none"> • Identify stress and intonation in words. • Identify consonant sounds. • Identify actions in instructions or steps. • Practice reading of instructions or steps. • Identify use and purpose of the object a set of instructions refers to. <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> • Structure of a set of instructions. • Topic, purpose, and intended audience. • Graphic and textual components. • List of suitable words. • Type of sentences. • Semantic fields. • Consonant clusters absent or non-frequent in the mother tongue. • Conventional writing of words without alterations, replacements or omissions. • 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 and learning about cultural expressions. 	<p>SET OF INSTRUCTIONS</p> <ul style="list-style-type: none"> – Plan the writing of the set of instructions based on its structure: title, subtitles, list of materials, sequence of steps or instructions and illustrations. – Write the draft of the set of instructions including all of its components, based on a model. – Check the set of instructions with the members of the team and then with the teacher to make sure it is complete, instructions are in the correct order, and its writing complies with spelling conventions. – Write the final version of the set of instructions and include graphics that explain the steps to make the object. – Use the set of instructions to make the object. – Use and share the object with other group members.

SOCIAL PRACTICE OF THE LANGUAGE: OFFER AND RECEIVE INFORMATION ABOUT ONESELF AND ACQUAINTANCES

ENVIRONMENT: FAMILIAR AND COMMUNITY

SPECIFIC COMPETENCY: Understand information about one's own and others' daily routines

ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> • Identifies, in oral and written form, words that describe daily routines. • Understands and expresses schedules. • Follows and gives instructions to carry out daily routines. • Identifies differences and similarities in the writing of daily routines. • Dictates words. 	<p>DOING WITH THE LANGUAGE</p> <p><i>Listen to lists of daily routines.</i></p> <ul style="list-style-type: none"> • Predict types of daily routines. • Identify topic, purpose, and intended audience. • Clarify doubts about the meaning of words. • Perform actions of daily routines while mentioning them. • Identify names of moments of the day in which daily routines are carried out. • Identify expressions that convey the activities. • Complete expressions. <p><i>Participate in the reading of statements.</i></p> <ul style="list-style-type: none"> • Read statements out loud. • Identify parts in a statement. • Identify actions described in a statement. • Compare statements and identify their differences and similarities. • Classify activities according to the type of words used to convey an action. <p><i>Write statements.</i></p> <ul style="list-style-type: none"> • Order sentences according to the part of the day when the described activities take place. • Dictate words that make up statements. • Enlist statements. <p><i>Check spelling and punctuation conventions.</i></p> <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> • Typographical resources: dashes and bullets. • List of suitable words. • Acoustic segmentation of words. • Types of sentences. • Conventional writing of words without alterations, replacements or omissions. • Upper and lower-case letters. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> • Show integration and a sense of belongingness within a social group with shared activities. • Avoid the use of offensive illustrations or descriptions. • Use basic rules of exchange in a dialogue: listening, looking at the speaker, and respecting turns of participation. 	<p>LIST OF ACTIVITIES</p> <ul style="list-style-type: none"> – State daily routines to be described: have breakfast, shower, commute to school, etc. – Plan the writing of statements to make the list, considering the number of statements and the order in a chronological sequence. – Enlist in written form the statements that correspond to the activities, according to the planned sequence. – Include illustrations that represent the activities stated in the sentences. – Check that the writing of statements is complete and complies with spelling conventions, in pairs first and then with help from the teacher. – Compare the lists and decide the format in which they shall be presented (sign, card, etc.). – Show the lists to an audience chosen by the group and the teacher.

Unit 3

SOCIAL PRACTICE OF THE LANGUAGE: PLAY WITH WORDS, AND READ AND WRITE FOR EXPRESSIVE AND AESTHETIC PURPOSES		
ENVIRONMENT: LITERARY AND LUDIC		
SPECIFIC COMPETENCY: Make language games to find words through crossword puzzles		
ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> • Reads and writes words. • Uses the illustrated bilingual dictionary to clarify the meaning of words. • Compares the composition of words. • Spells out words. 	<p>DOING WITH THE LANGUAGE</p> <p><i>Explore thematic children's crosswords.</i></p> <ul style="list-style-type: none"> • Identify the name of the game: crossword. • Identify purpose and topic. • Distinguish textual and graphic components. • Detect writing directionality in crosswords. <p><i>Identify the writing of textual components.</i></p> <ul style="list-style-type: none"> • Say the names of graphic components. • Establish the relationship between numbers in "clues" and numbers in a graphic. • Identify information provided by "clues" to discover the words. • Find out the meaning of new words. <p><i>Read "clues" out loud and discover the missing words.</i></p> <ul style="list-style-type: none"> • Spell out newfound words. • Count letters. • In a graphic, look for the column or row that corresponds to the number of letters of the newfound word. <p><i>Write the words in the columns or rows.</i></p> <ul style="list-style-type: none"> • Practice spelling. <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> • Textual components: subtitles, lists of "clues", and numbers. • Graphic components: columns, lines, and numbers. • Writing directionality of words in a crossword. • Purpose of crosswords. • List of suitable words. • Diphthongs. • Differences in the conventional word-sound correspondence between the mother tongue and English. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> • Use written language as a means of entertainment. • Appreciate cultural expressions that are similar in Mexico and in English-speaking countries. 	<p>CROSSWORD</p> <ul style="list-style-type: none"> – Select the topics and choose the words that will be found in the crossword. – Suggest the "clues" to discover the words in the crossword. – Write the words based on a model. – Check that the writing of the "clues" complies with spelling conventions. – Write the final version of the "clues" and the crossword graphic, considering that the number of columns, rows and squares is enough for the amount of "clues" and the amount of letters in words, respectively. – Check that the letters of words adjust to the squares destined for them. – Solve the crossword orally by spelling out the words to be discovered. – Share the crossword with other groups.

SOCIAL PRACTICE OF THE LANGUAGE: FORMULATE AND ANSWER QUESTIONS IN ORDER TO FIND INFORMATION ABOUT A SPECIFIC TOPIC

ENVIRONMENT: EDUCATIONAL AND ACADEMIC

SPECIFIC COMPETENCY: Identify and ask questions to look for information about a specific topic

ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> • Identifies topics through illustrations. • Understands questions to obtain information. • Completes interrogative sentences with question words. • Identifies question formation. • Identifies the order of words in questions. • Selects words to ask questions. 	<p>DOING WITH THE LANGUAGE</p> <p><i>Explore illustrations about specific science-related topics.</i></p> <ul style="list-style-type: none"> • Compare differences and similarities between illustrations. • Classify illustrations according to topic. • Identify purpose. • Complete questions. <p><i>Listen to and understand questions.</i></p> <ul style="list-style-type: none"> • Complete interrogative sentences with question words. • Identify intonation in questions. • Identify words that make up questions. <p><i>Participate in the writing of questions to obtain information.</i></p> <ul style="list-style-type: none"> • Identify composition of words. • Identify question words in interrogative sentences. • Detect word order in questions. • Formulate questions orally. • Complete interrogative sentences using question words. • Repeat questions in order to practice pronunciation. • Dictate questions to look for information. <p><i>Check spelling and punctuation conventions.</i></p> <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> • Topic, purpose, and intended audience of questions. • Contextual clues. • Acoustic characteristics. • Question words. • Verb forms: auxiliaries, and copulative verb. • Type of sentences: interrogative. • Verb tenses: present. • Word segmentation in the acoustic chain. • Punctuation. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> • Use language as a means of obtaining information. • Show interest in new knowledge. • Respect and value others' proposals. 	<p>GUIDE OF CURIOUS QUESTIONS.</p> <ul style="list-style-type: none"> – Choose images of a science-related topic. – Decide, based on the images, what aspects of the topic will be asked to obtain information. – Write questions about the aspects of the topic, based on a model. – Check that questions are understandable, follow the words order in questions, and comply with spelling conventions. – Write the final version of the questions on white sheets of paper in the form of a “guide” and include images. – Exchange the questionnaires among teams and practice reading the questions.

Unit 4

SOCIAL PRACTICE OF THE LANGUAGE: LISTEN TO AND EXPRESS IMMEDIATE PRACTICAL NEEDS		
ENVIRONMENT: FAMILIAR AND COMMUNITY		
SPECIFIC COMPETENCY: Identify and understand expressions to get what one wants or needs from others		
ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> • Uses non-verbal language to identify needs or requests expressed by others. • Writes expressions and short sentences. • Reads expressions aloud. • Recognizes words that express needs or desires. 	<p>DOING WITH THE LANGUAGE</p> <p><i>Listen to dialogues with expressions to obtain what is wanted or needed from others.</i></p> <ul style="list-style-type: none"> • Identify speakers and speaking turns. • Identify non-verbal language. • Identify sentences that express desires or needs. <p><i>Identify sentences that express desires or needs.</i></p> <ul style="list-style-type: none"> • Clarify the meaning of words. • Identify vowel sounds. • Identify actions in sentences. • Identify connectors that link sentences. • Play the role of one of the speakers in a dialogue. • Use models to express, in oral form, desires and personal needs. <p><i>Participate in the writing and reading of sentences.</i></p> <ul style="list-style-type: none"> • Identify words that form sentences based on one of its written parts. • Choose words to complete sentences. • Read sentences out loud. <p><i>Check spelling and punctuation conventions.</i></p> <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> • Topic, purpose, and participants in the communicative situation. • Structure of dialogue: beginning, body, and closure. • Contextual clues: non-verbal language. • Acoustic characteristics: volume, tone, and rhythm. • List of words: verbs that express desire — want, wish, etc. — and needs — need, require, etc.). • Personal pronouns. • Verb tenses: present. • Connectors (that, and, among others). • Vowel sounds. • Punctuation: comma, period, and dash. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> • Use language as a means of expressing desires and needs. • Listen to and look at the speaker. • Show a kind and respectful attitude to express one’s desires and personal needs to others. 	<p>BEST WISHES CARDS</p> <ul style="list-style-type: none"> – Decide on the number of classmates that will receive a card. – Write sentences expressing best wishes, based on a model. – Check that the writing of the sentences is complete and does not present letter omissions, replacements or alterations. – Write the final version of the sentences on a card, illustrate it and write the name of the classmate that will receive it. – Read aloud the message of the card to practice pronunciation. – Deliver the card to the classmate or classmates to whom it is addressed.

**SOCIAL PRACTICE OF THE LANGUAGE: READ NARRATIVE TEXTS AND RECOGNIZE CULTURAL EXPRESSIONS
FROM ENGLISH-SPEAKING COUNTRIES**

ENVIRONMENT: LITERARY AND LUDIC

SPECIFIC COMPETENCY: Read children’s stories and appreciate cultural expressions from English-speaking countries

ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> • Identifies graphic and textual components in story books. • Identifies the content of a story through its title and images. • Answers questions about the characters of a story. • Selects words to express personal experiences. • Compares differences and similarities in behaviors, values and settings. 	<p>DOING WITH THE LANGUAGE</p> <p><i>Explore children’s stories.</i></p> <ul style="list-style-type: none"> • Activate previous knowledge. • Predict the content of stories based on images and titles. • Identify topic, purpose, and intended audience. • Analyze the structure of stories. • Relate stories to personal experiences. <p><i>Read a story out loud.</i></p> <ul style="list-style-type: none"> • Identify new sentences and words. • Identify some settings in a story. • Answer questions about characters’ actions. • Select from a group of words, those that describe features of characters. • Identify main characters. • Distinguish narrator from characters. • Compare differences and similarities in behavior, values, settings, etc., in stories <p><i>Observe spelling and punctuation conventions.</i></p> <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> • Structure of children’s stories: beginning, body, ending. • Graphic and textual components. • Topic, purpose, and intended audience. • Elements of children’s stories: narrator, leading and supporting characters, and settings. • List of suitable words. • Verb tenses: past and present. • Pronouns: personal and relative. • Adjectives. • Upper and lower-case letters. • Punctuation: dashes, colons, quotation marks, period, commas. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> • Appreciate children’s stories as a reflection of emotions and experiences of people and their cultures. • Show interest in reading aloud a children’s story. 	<p>AUDIO STORY / “RADIO READING”</p> <ul style="list-style-type: none"> – Select a children’s story. – Distribute the roles of narrator and characters for a rehearsal. – Prepare the sound effects that will go with the reading. – Read aloud each part of the story several times. – Test sound effects during the reading aloud. – Record the audio story. – Share it with other groups.

Unit 5

SOCIAL PRACTICE OF THE LANGUAGE: RECORD AND INTERPRET INFORMATION IN A GRAPHIC RESOURCE		
ENVIRONMENT: EDUCATIONAL AND ACADEMIC		
SPECIFIC COMPETENCY: Find and interpret information in a graphic resource		
ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> • Identifies different graphic types. • Understands various uses of graphics. • Differentiates between graphic and textual information. • Discriminates the relationship between images and text. • Writes words following conventions. 	<p>DOING WITH THE LANGUAGE</p> <p><i>Explore illustrated diagrams for children related to study topics.</i></p> <ul style="list-style-type: none"> • Predict topic based on title, illustrations, and previous knowledge. • Identify purpose, intended audience, and uses. • Identify parts of illustrated diagrams. • Discriminate the relation between illustrations and text, based on connectors in a graph. <p><i>Recognize graphic and textual components in graphs.</i></p> <ul style="list-style-type: none"> • Listen to textual information in a graph. • Clarify the meaning of new words. • Identify information or verbal data in a graph when hearing it. • Spell out words and practice their pronunciation. • Locate information in a graph. • Locate parts of a graph. • Identify visual and written information linked by connectors. <p><i>Observe mechanics of writing in a graph.</i></p> <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> • Graphic and textual components. • Purpose and intended audience of graphs. • Nouns. • Pronouns: demonstrative (this, that, these, those). • Adverbs (here, there, etc.). • Upper and lower-case letters. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> • Acknowledge one's own and others' efforts to express themselves in a language other than the mother tongue. • Respect others' proposals. 	<p>DIAGRAM</p> <ul style="list-style-type: none"> – Choose a topic, for example the human body. – Rewrite the information to be presented in the diagram. – Design a graph to present the information. – Decide on the type of connectors (arrows, lines, etc.) that will be used. – Write a title that relates to the visual and written information of the diagram. – Check that the writing of the information is complete and without omissions, replacements or alterations in letters. – Check that the diagram contains all the data or information to be presented. – Place the connectors in their corresponding place and direction within the diagram. – Show the diagram to other groups. Then, display it in a visible place inside the classroom.

SOCIAL PRACTICE OF THE LANGUAGE: INTERPRET MESSAGES IN ADVERTISEMENTS

ENVIRONMENT: FAMILIAR AND COMMUNITY

SPECIFIC COMPETENCY: Identify and understand messages in community advertisements

ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> • Identifies topic, purpose, and intended audience of ads. • Identifies some characteristics of the graphic and textual resources. • Understands the advertised message. • Identifies general information and qualities of events. 	<p>DOING WITH THE LANGUAGE</p> <p><i>Explore printed ads about events particular to a community.</i></p> <ul style="list-style-type: none"> • Identify graphic and textual components. • Identify topic, purpose, and intended audience. • Examine the distribution of graphics and textual components. • Identify some characteristic of graphic resources. <p><i>Understand the message in the ads based on graphic resources and previous knowledge.</i></p> <ul style="list-style-type: none"> • Identify the names of advertised events. • Find and identify general information (name, date, place, etc.) and qualities (happy, interesting, big, etc.) of events. • Clarify the meaning of new words. • Read information about an event out loud. <p><i>Recognize parts of textual information.</i></p> <ul style="list-style-type: none"> • Identify font, colors, punctuation, order, and proportion. • Point out the location of general information. • Identify words used to highlight characteristics and qualities. • Spell out words. • Identify words in an ad and read them out loud. <p><i>Reorganize a previously jumbled ad.</i></p> <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> • Composition of ads. • Textual components: slogan, phrases, additional information, etc. • Graphic components: images, photographs, logos, etc. • Graphic characteristics: size, shape, colors, etc. • Purpose, intended audience, and message. • Types of sentences. • Nouns. • Adjectives. • Punctuation. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> • Value the use of language as a tool for disseminating information. • Use language as a means of fostering coexistence. 	<p>COMMUNITY EVENT AD</p> <ul style="list-style-type: none"> – Find out what community events (like parties, sports, etc.) are to take place in the upcoming dates, and their general information. Select one. – Determine font, colors, and images of the ad according to its purpose, intended audience, and message, based on a model. – Decide the order and proportion of graphic and textual components in the ad. – Write the general information of the event, based on a model. – Check that the writing of general information in the ad is complete and without omissions, changes or alterations in letters. – Decide the format of the ad (sign, leaflet, etc.) and write the final version of the graphic and textual information, making sure proportions and distribution are appropriate. – Place the ads in a visible spot inside the classroom.

4th GRADE ELEMENTARY SCHOOL

Unit 1

SOCIAL PRACTICE OF THE LANGUAGE: TALK AND WRITE TO PARTICIPATE IN EVERYDAY DIALOGUES		
ENVIRONMENT: FAMILIAR AND COMMUNITY		
SPECIFIC COMPETENCY: Interpret a dialogue about school-related concerns		
ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> • Identifies speakers and their turns in a dialogue. • Identifies the structure of a dialogue. • Identifies some words to express concerns. • Uses contextual clues to understand meanings. • Identifies punctuation in the transcription of a dialogue. 	<p>DOING WITH THE LANGUAGE</p> <p><i>Listen to the audio or reading aloud of dialogues about school-related concerns.</i></p> <ul style="list-style-type: none"> • Predict general sense. • Point out speakers and distinguish their turns of participation. • Notice tone, fluency, pauses and intonation. • Identify structure of dialogues. • Clarify the meaning of unfamiliar words and colloquial terms. <p><i>Identify what the speakers express in dialogues.</i></p> <ul style="list-style-type: none"> • Identify greetings and farewell expressions. • Identify words that express concerns. • Identify sentences to express concerns. • Use contextual clues to understand meaning. • Complete sentences orally. <p><i>Participate in the writing of sentences that express concerns.</i></p> <ul style="list-style-type: none"> • Dictate and complete sentences. • Compare sentences. • Identify punctuation and spaces between words. • Write one's own sentences, based on models. <p><i>Play the role of speakers in dialogues and read the dialogue aloud.</i></p> <ul style="list-style-type: none"> • Complete sentences based on a set of words. • Use sentences as a model to express personal concerns. <p><i>Check spelling and punctuation conventions.</i></p> <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> • Structure of dialogues. • Topic, purpose, participants, and intended audience of the communicative situation. • Contextual clues. • Acoustic characteristics. • List of suitable words. • Adjectives, personal pronouns and prepositions. • Conventional spelling of words without alterations, substitutions, or contractions. • Punctuation. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> • Show respect towards the participation of others. • Promote the use of basic norms of dialogue interaction: listen to and look at the person speaking, and respect turns of participation. 	<p>COMIC STRIPS</p> <ul style="list-style-type: none"> – Choose a classmate to start a dialogue in which one or more school-related concerns are expressed. – Decide on the number of turns each speaker will have, the order of the sentence sequence and the materials which will be used to make the comic strip (card, poster, etc.). – Write the sentences respecting turns of participation. – Add greetings and farewell expressions to the dialogue. – Check that the writing of sentences is complete and complies with spelling conventions. – Write the final version of the expressions on the comic strip format. – Read the dialogues aloud respecting turns of participation, address the concerns of the members of the team to whom it may concern (teachers, principal, etc.) so that they can be resolved. – Share the story with other teams.

SOCIAL PRACTICE OF THE LANGUAGE: READ AND SING SONGS

ENVIRONMENT: LITERARY AND LUDIC

SPECIFIC COMPETENCY: Interpret and sing songs of interest to the class

ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> • Identifies social situations in which songs are performed. • Uses contextual clues and illustrated bilingual dictionaries to clarify the meaning of words. • Sings parts of a song. • Follows the rhythm of a song with the support of a text. • Completes phrases or verses based on a list of words. 	<p>DOING WITH THE LANGUAGE</p> <p><i>listen to and explore song lyrics.</i></p> <ul style="list-style-type: none"> • Predict the topic of songs. • Identify topic, purpose, and intended audience. • Identify social situations in which songs are sung. • Identify the structure of a song. <p><i>Listen to and follow the reading aloud of songs.</i></p> <ul style="list-style-type: none"> • Guess the meaning of words according to context. • Identify phonetic aspects and emotional effects. • Follow the rhythm of a song with the support of a text. • Identify changes in intonation. • Identify rhythm, stress, and intonation of words and phrases in songs. <p><i>Identify the parts of song lyrics.</i></p> <ul style="list-style-type: none"> • Establish a relationship between reading aloud and writing verses and phrases. • Complete verses or phrases based on a list of words. • Identify specific characteristics in the writing of words and sentences (words similar to those in Spanish, letters or consonant clusters that are less frequent or absent in the mother tongue, etc.). • Use punctuation to read or sing a song. <p><i>Check spelling and punctuation conventions.</i></p> <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> • Structure of songs: verses, and stanzas. • Topic, purpose, and intended audience. • Textual components. • Contextual clues. • Acoustic characteristics. • List of suitable words. • Absent or non-frequent vocalic sounds in the native language. • Conventional writing of words without alterations, substitutions or contractions. • Upper and lower case letters. • Punctuation. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> • Identify song lyrics as a reflection of emotions and experiences. • Appreciate the English language. 	<p>BOOKLET WITH SONG LYRICS</p> <ul style="list-style-type: none"> – Choose songs. – Design and make the booklet. – Divide the stanzas among the teams and rehearse their reading aloud. – Rewrite the chorus and stanzas of the song lyrics in the booklet. – Check the rewriting of the song to make sure it is complete and complies with spelling conventions. – Sing and read along the lyrics of the song. – Display the booklet in an appropriate place inside or outside the classroom.

Unit 2

SOCIAL PRACTICE OF THE LANGUAGE: GIVE AND RECEIVE INSTRUCTIONS TO MAKE OBJECTS AND RECORD INFORMATION		
ENVIRONMENT: ACADEMIC AND EDUCATIONAL		
SPECIFIC COMPETENCY: Interpret and record information on a calendar		
ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> Identifies the different uses given to calendars. Says and writes the names of months and days. Records events on calendars. Writes words in a conventional way. 	<p>DOING WITH THE LANGUAGE</p> <ul style="list-style-type: none"> Explore calendars and identify the parts that constitute them. <ul style="list-style-type: none"> Identify graphic and textual components in various calendars. Identify uses and purposes of calendars. Use previous knowledge about calendars to identify time units. <p><i>Read time units on a calendar.</i></p> <ul style="list-style-type: none"> Identify months of the year based on questions and on the order they follow. Identify names of ordinal numbers corresponding to each month. Identify names of days of the week and months of the year. Identify names of events or happenings. Understand, when listening, days and months on a calendar. Locate and point out month and day of events on a calendar. Read dates based on specific questions. <p><i>Record dates and events on a calendar.</i></p> <ul style="list-style-type: none"> Complete names of days and months. Write dates of events based on a model. Dictate dates of events of interest. Propose dates to record events on a calendar. Record events on a calendar. <p><i>Check word writing conventions.</i></p> <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> Textual components. Graphic distribution of time units on calendars. List of suitable words. Type of sentences. Upper and lower-case letters. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> Use language as a means of planning and remembering activities and events. Compare representative national holidays in Mexico and in English-speaking countries. 	<p>ANNUAL CALENDAR</p> <ul style="list-style-type: none"> Design a calendar with all time units. Write the name of time units constituting a calendar. Write the appropriate number of days for each month in the corresponding spaces. Check the calendar to make sure the writing of the names of the months and the letters showing the days of the week comply with spelling conventions; no time unit is missing or added; and all information is in the correct place. Use the calendar throughout the year to record important dates (birthdays, holidays, parties, English lessons, etc.).

SOCIAL PRACTICE OF THE LANGUAGE: OFFER AND RECEIVE INFORMATION ABOUT ONESELF AND ACQUAINTANCES

ENVIRONMENT: FAMILIAR AND COMMUNITY

SPECIFIC COMPETENCY: Offer and interpret information about personal experiences

ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> • Understands the main idea of a dialogue. • Reads some sentences that express personal experiences to take the role of the speaker in a conversation. • Dictates and completes sentences and words. • Respects turns of participation in a dialogue. 	<p>DOING WITH THE LANGUAGE</p> <p><i>Listen to the audio or the reading aloud of dialogues about personal experiences.</i></p> <ul style="list-style-type: none"> • Infer general sense. • Identify topic and purpose. • Identify the speakers and their turns of participation. • Notice tone, rhythm, speed, pauses, and intonation. • Identify the structure of dialogues. • Clarify the meaning of words and colloquial terms. <p><i>Identify what the speakers of dialogues express.</i></p> <ul style="list-style-type: none"> • Identify greetings and farewell expressions in a dialogue, as well as sentences that express personal experiences. • Define the sense and meaning of words that denote actions. • Use contextual clues to understand the meaning of oral expressions. • Complete sentences. • Complete sentences that express personal experiences. <p><i>Participate in the writing of sentences that express personal experiences.</i></p> <ul style="list-style-type: none"> • Dictate and complete sentences or words. • Compare the content of sentences. • Identify punctuation and spaces between words. • Read aloud sentences that express personal experiences. • Take the role of the speaker in a conversation with the support of sentence reading. • Use previously written sentences as models to express a personal experience. • Write sentences that express personal experiences. <p><i>Check spelling and punctuation conventions.</i></p> <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> • Structure of dialogues: opening, body, and closure. • Topic, purpose, and participants. • Contextual clues. • Acoustic characteristics. • Voicing contrasts of consonants. • List of suitable words. • Verb tense: past. • Punctuation. • Separation of words. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> • Appreciate and respect personal experiences and those of others. • Show interest in what other people say. 	<p>CARD GAME TO CREATE DIALOGUES</p> <ul style="list-style-type: none"> – Write different greetings, and farewell and courtesy expressions. – Write several sentences expressing different personal experiences. – Check that the writing of sentences, greetings, and farewell expressions is complete and complies with spelling conventions, first in teams, and then with the teacher’s help. – Write the final version of the sentences, greetings, and farewell expressions on the cards and form three decks: one for greetings, one for farewells, and one for personal experiences, in order to form different dialogues. – Use the three decks of cards to form different dialogues and read them aloud. – Share the game with other classes.

Unit 3

SOCIAL PRACTICE OF THE LANGUAGE: PLAY WITH WORDS, AND READ AND WRITE FOR EXPRESSIVE AND AESTHETIC PURPOSES		
ENVIRONMENT: LITERARY AND LUDIC		
SPECIFIC COMPETENCY: Recreate language games to recite and write tongue-twisters		
ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> • Identifies the number of words in a tongue-twister. • Spells words. • Dictates and writes words. • Reads tongue-twisters aloud. 	<p>DOING WITH THE LANGUAGE</p> <p><i>Explore written tongue-twisters.</i></p> <ul style="list-style-type: none"> • Identify the two words forming up the name of this game: tongue-twister. • Identify purpose. • Identify graphic distribution. • Identify textual components. <p><i>Listen to the reading aloud of tongue-twisters.</i></p> <ul style="list-style-type: none"> • Identify the number of words in tongue-twisters. • Associate the reading and writing of words to each other. • Clarify the meaning of new words. <p><i>Articulate tongue-twisters.</i></p> <ul style="list-style-type: none"> • Read tongue-twisters aloud. • Listen to and identify a number of words with specific sounds (<i>t-th, f-ph,-ugh, etc.</i>). • Repeat the pronunciation of specific sounds several times. • Practice the fluent pronunciation of words. <p><i>Participate in the writing of tongue-twisters.</i></p> <ul style="list-style-type: none"> • Spell the words of a tongue-twister. • Dictate and/or complete the written form of words in a tongue-twister. • Identify the spaces between written words based on their beginning and ending. <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> • Purpose of a tongue-twister. • Textual components and graphic distribution of tongue-twisters. • Musical elements of literary language: rhyme and repeated sounds • Acoustic characteristics. • List of suitable words. • Word division into syllables. • Phonemes in minimal pairs. • Spaces between words. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> • Language as a means of entertainment. • Use word games as a form of healthy interaction among people. 	<p>TONGUE-TWISTER CONTEST</p> <ul style="list-style-type: none"> – Choose some tongue-twisters. – Decide on the criteria for the contest; for example, who says more tongue-twisters faster, who says the tongue-twister more fluently, etc. – Make a list of the contestants and determine their order of participation. – Choose tongue twisters for the contest and practice them. – Participate in the tongue-twister contest.

SOCIAL PRACTICE OF THE LANGUAGE: FORMULATE AND ANSWER QUESTIONS IN ORDER TO FIND INFORMATION ABOUT A SPECIFIC TOPIC

ENVIRONMENT: ACADEMIC AND EDUCATIONAL

SPECIFIC COMPETENCY: Formulate and answer questions to obtain information about a specific topic

ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> • Understands the purpose of questions. • Identifies the content of questions. • Formulates questions to obtain information. • Identifies auxiliaries in questions. • Understands the use of question marks. • Writes questions to obtain information. 	<p>DOING WITH THE LANGUAGE</p> <p><i>Explore a set of illustrated questions about a topic of interest for students.</i></p> <ul style="list-style-type: none"> • Identify the purpose of questions. • Predict the content of questions. • Identify the structure of interrogative sentences. • Clarify the meaning of unknown words. • Listen to the reading aloud of questions. • Identify words used to formulate questions. <p><i>Read questions aloud.</i></p> <ul style="list-style-type: none"> • Complete questions. • Practice pronunciation of words in interrogative sentences. • Identify words that work as auxiliaries in interrogative sentences. • Read questions. • Check intonation when formulating questions. <p><i>Write questions to obtain information.</i></p> <ul style="list-style-type: none"> • Select and order words to formulate questions. • Complete interrogative sentences using auxiliaries or question words. • Identify punctuation in interrogative sentences. <p><i>Write questions to obtain information about a specific topic.</i></p> <ul style="list-style-type: none"> • Define and list aspects of a topic about which it is intended to obtain information. • Detect the order of words in questions. • Formulate questions to obtain information about the topic, based on a model. <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> • Contextual clues. • Graphic components. • Acoustic characteristics. • Types of sentences: interrogatives with auxiliaries and with the copulative verb (to be). • Question words. • Verb forms: auxiliaries. • List of suitable words. • Word division in the acoustic chain. • Punctuation: question mark. • Upper-case letters. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> • Show interest towards new knowledge. • Cooperate to check the finished work. 	<p>QUESTIONNAIRE TO STUDY</p> <ul style="list-style-type: none"> – Select a topic of study and determine the aspects that will form the questions. – Formulate questions orally and check that they are relevant to obtain the information needed. – Write questions based on a model. – Check that the questions are understandable, complete and that they comply spelling conventions. – Write the final version of the questions on a sheet of paper to make a questionnaire. – Exchange the questionnaires with other teams and practice reading the questions aloud. – Request permission to ask students in higher grades to answer the questionnaire.

Unit 4

SOCIAL PRACTICE OF THE LANGUAGE: LISTEN TO AND EXPRESS IMMEDIATE AND PRACTICAL NEEDS		
ENVIRONMENT: FAMILIAR AND COMMUNITY		
SPECIFIC COMPETENCY: Interpret and produce expressions to offer help for the school year in a dialogue		
ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> • Uses non-verbal language to offer and ask for help. • Understands expressions to offer and ask for help. • Plays the role of a speaker. • Identifies questions to offer help. • Dictates sentences. 	<p>DOING WITH THE LANGUAGE</p> <p><i>Listen to the audio or reading aloud of dialogues with expressions to offer and ask for help.</i></p> <ul style="list-style-type: none"> • Identify sender and intended audience. • Identify turns of participation. • Identify non-verbal language. • Predict the content of dialogues. • Identify everyday life situations (in a set of illustrations) in which it is suitable to offer or ask for help. <p><i>Identify sentences used to offer and ask for help, while listening to them.</i></p> <ul style="list-style-type: none"> • Use contextual clues to understand the meaning of expressions. • Clarify the meaning of words using a bilingual dictionary and/or the teacher's help. • Identify questions and sentences to offer and ask for help. • Read sentences aloud to practice pronunciation and intonation. • Use written sentences as models to offer and ask for help, orally. <p><i>Participate in the writing of expressions used to offer and ask for help.</i></p> <ul style="list-style-type: none"> • Dictate and complete sentences or words. • Compare sentences. • Identify punctuation and spaces between words. • Read sentences aloud. <p><i>Check spelling and punctuation conventions.</i></p> <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> • Structure of dialogues. • Topic, purpose, and participants in the communicative situation. • Contextual clues. • Acoustic characteristics. • List of suitable words. • Verb forms: modals (shall, would, etc.). • Personal pronouns. • Consonant sounds. • Punctuation: period, questions mark, and dash. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> • Offer sincere help to others. • Show a kind and respectful attitude when offering and asking for help. 	<p>POSTER WITH AN ILLUSTRATED DIALOGUE</p> <ul style="list-style-type: none"> – Suggest situations where it is convenient to offer and ask for help. – Determine and write questions or sentences that the speaker would use to offer and ask for help, based on a model. – Determine and write the replies the listener would use to respond to the offer of help. – Check that the writing of the dialogues is complete, without omissions, replacements or alterations of letters or spaces. – Design the posters considering the necessary space for the dialogues between the speaker and listener. – Produce posters with the final version of the dialogues. – Practice the reading aloud of the dialogues on the posters. – Visit other classes to show the poster and read the dialogues aloud. – Display the posters in a visible place in the school.

SOCIAL PRACTICE OF THE LANGUAGE: READ NARRATIVE TEXTS AND RECOGNIZE CULTURAL EXPRESSIONS FROM ENGLISH-SPEAKING COUNTRIES

ENVIRONMENT: LITERARY AND LUDIC

SPECIFIC COMPETENCY: Read children's legends and appreciate cultural expressions from English-speaking countries

ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> • Identifies parts of a legend. • Mentions personal experiences related to the content. • Describes some features of settings and characters. • Distinguishes narrator from characters. 	<p>DOING WITH THE LANGUAGE</p> <p><i>Explore children's legends.</i></p> <ul style="list-style-type: none"> • Activate previous knowledge to predict the topic. • Predict general sense based on graphic and textual components. • Relate legends to personal experiences. <p><i>Participate in the reading aloud of legends.</i></p> <ul style="list-style-type: none"> • Identify topic, purpose, and intended audience. • Identify and define new words and phrases. • Name the settings in a legend. • Distinguish main from secondary characters. • Identify the narrator and distinguish it from the characters. <p><i>Identify the writing components of legends.</i></p> <ul style="list-style-type: none"> • Identify settings. • Identify some characteristics that describe settings. • Identify characters in settings. • Identify and describe features of characters. • Identify definite and indefinite articles. • Determine the time period in which a legend occurs. <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> • Legend structure: introduction, development, and ending. • Topic, purpose, and intended audience. • Textual and graphic components. • Elements of legends. • List of suitable words. • Verb tenses: past. • Verb forms: modals (can, could, etc.). • Nouns, adjectives, adverbs, and determiners (the, a, an). • Upper and lower-case letters. • Punctuation. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> • Appreciate and enjoy literary expressions and cultural traditions in English. • Show interest for reading aloud. 	<p>CARDS WITH ILLUSTRATED SETTINGS OF A LEGEND</p> <ul style="list-style-type: none"> • Find and choose a legend. • Determine the number of settings to be illustrated. • Describe the characteristics of the settings to be included in the cards. • Decide which characters will be in the settings, and their characteristics. • Prepare and order illustrations to make the sequence of the legend. • Show the illustrated sequence and read it aloud to an audience chosen by the students and teacher • Display the sequence of cards in an accessible place in the classroom.

Unit 5

SOCIAL PRACTICE OF THE LANGUAGE: RECORD AND INTERPRET INFORMATION IN A GRAPHIC RESOURCE		
ENVIRONMENT: EDUCATIONAL AND ACADEMIC		
SPECIFIC COMPETENCY: Record and interpret information in a graphic		
ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> • Identifies topic of illustrated diagrams. • Understands the main idea of visual and written information in diagrams. • Forms sentences from a list of words. • Checks the writing of sentences. 	<p>DOING WITH THE LANGUAGE</p> <p><i>Explore illustrated diagrams for children related to study topics (the cycle of water, metamorphosis, etc.).</i></p> <ul style="list-style-type: none"> • Predict topic and purpose based on textual and graphic components. • Associate visual and written information with each other using connectors. <p><i>Interpret written information in diagrams.</i></p> <ul style="list-style-type: none"> • Identify visual information. • Clarify the meaning of unknown words or terms. • Find connectors and the visual and written information linked by them. • Listen to the reading aloud of written information and establish its relation to visual information. <p><i>Write simple sentences describing or explaining information shown in a diagram.</i></p> <ul style="list-style-type: none"> • Identify sentences. • Dictate words to complete or form sentences. • Notice word order in sentences. • Complete sentences with written information in a diagram. • Order words to form sentences. <p><i>Check the writing of sentences by listening to their reading aloud.</i></p> <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> • Topic, purpose, and intended audience. • Graphic and textual components. • Type of sentences: declarative. • List of suitable words. • Verb tense: present. • Word formation. • Upper and lower-case letters. • Punctuation. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> • Show an interest in new knowledge. • Cooperate to check finished work. 	<p>COMMENTED DIAGRAM</p> <ul style="list-style-type: none"> – Select a topic for the diagram. – Plan the writing of sentences for a previously explored diagram. – Determine what comments will be included, how many sentences will be written, and in what order. – Write the sentences based on a model. – Check that the writing of the sentences is complete, without omissions, changes or alterations. – Write the final version of the sentences in the diagram. – Practice the reading aloud of the sentences. – Show the diagram and sentences that describe it to other classmates. – Display the diagram in a visible place in the classroom so that it can be checked when needed.

SOCIAL PRACTICE OF THE LANGUAGE: INTERPRET MESSAGES IN ADVERTISEMENTS

ENVIRONMENT: FAMILIAR AND COMMUNITY

SPECIFIC COMPETENCY: Interpret messages in advertisements of commercial products

ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> • Identifies purpose of textual and graphic components. • Identifies topic, purpose, and intended audience. • Compares some characteristics of products. • Understands the general sense of textual information in slogans. 	<p>DOING WITH THE LANGUAGE</p> <p><i>Explore printed ads of commercial products.</i></p> <ul style="list-style-type: none"> • Identify graphic and textual components. • Study the distribution of graphic and textual components. • Identify the topic, purpose, and intended audience based on questions. <p><i>Identify the message in publicity ads.</i></p> <ul style="list-style-type: none"> • Select ads and identify commercial products in them. • Predict general sense based on graphic components. • Identify characteristics of advertised products. • Clarify the meaning of new words. • Compare the characteristics of products. • Identify the characteristics of a product. • Check the veracity of ads based on the characteristics of a product. <p><i>Identify graphic and textual components in ads of commercial products.</i></p> <ul style="list-style-type: none"> • Determine the textual information in a slogan. • Study font, colors, images, and punctuation. • Count words used in the slogan and notice their order. • Determine the function of words in a slogan. • Determine the textual information in the slogan that names or describes the product and/or its functions. • Change a slogan by substituting, adding, or omitting words to highlight the advertised product's qualities, characteristics and/or uses. <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> • Graphic and textual components. • Topic, purpose, and intended audience. • List of suitable words. • Differences between English and the mother tongue. • Types of sentences. • Nouns and adjectives. • Upper and lower-case letters. • Punctuation. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> • Acknowledge the consequences of the impact of the language used to advertise products. 	<p>ADVERTISEMENT OF COMMERCIAL PRODUCTS</p> <ul style="list-style-type: none"> – Choose or invent a product. – Create the slogan for the product, according to its purpose, intended audience, and message, based on a model. – Check that the writing of the slogan is complete, without omissions, changes, or alterations in the letters. – Determine font, colors, and images of the ad. – Decide on the order and distribution of graphic and textual components in the ad. – Choose how to advertise the ad (post, brochure, etc.) and make the final version on this format. – Display the advertisements in a visible place in the classroom.

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TEACHING GUIDELINES

Cycle 2 is aimed at students who after finishing Cycle 1 of the NEPBE, have had some contact with English and are therefore acquainted with some of its uses and linguistic aspects. However, and since the levels of the students' expected achievement and language competency are established from this Cycle, it is convenient to take into account the following considerations:

- Take students' knowledge, experiences, and interests concerning social practices in their mother tongue as a starting point.
- 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 'doing with', 'knowing about' and 'being through' the language contents* 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.
 - *Number of lessons devoted to the planned communicative situations, as well as their requirements and suggested product.*
- Look for, select, and if necessary, create the necessary multimedia or printed materials, and to read and analyze them before using them with the students.

- 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 work, pair work, individual work.
 - Modalities in reading and writing: modeled, guided, shared, individual, silent, aloud, etcetera.
 - Diversity in teaching materials and resources: made by the students themselves or previously prepared, such as long or short titles, repeated titles, unique titles, books graded depending on the level of difficulty, multimedia resources (audio, video, CDs, computer software, etc.).
- Model and play the roles of expert speaker, listener, reader and producer of spoken and written texts in English.
- Create opportunities for all the students to engage in oral exchanges and reading and writing activities.
- Foster a positive attitude towards learning a non-native language and other cultures.
- Encourage a respectful and confident environment where mistakes, rather than being constantly sanctioned and corrected, are seen as opportunities to practice and rehearse in the English language, as well as to get or offer positive feedback.

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 English language into their everyday practice.