

National English Program

in Basic Education Second Language: English



Syllabus 2010

Cycle 3 5th and 6th 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 third 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.

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

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

² *Ibidem*, p. 24.

pedagogical approaches, teaching methods, and didactic resources”.³ Simultaneously, Unesco⁴ has indicated that educational systems are to prepare students in order 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 competencies 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 federative entities in generating their own English programs for elementary education is acknowledged. However, the fact that these are not at a national level has caused their operation to be extremely heterogeneous in aspects such as coverage, achievement levels, types of contents addressed, as well as teaching hours. In some cases, this has hindered the continuity of proposals in the subsequent educational levels. This has generated the necessity to design study programs 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

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

⁶ *Ibidem*, p. 178.

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		
DIGITAL SKILLS	EDUCATIONAL FIELDS FOR BASIC EDUCATION	Preschool			Elementary school						Secondary school		
		1 st	2 nd	3 rd	1 st	2 nd	3 rd	4 th	5 th	6 th	1 st	2 nd	3 rd
	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		
											History ³		
											State subject		
	PERSONAL DEVELOPMENT AND DEVELOPMENT FOR COEXISTENCE	Personal and social development			Civics and Ethics ⁴						Civic and Ethics I & II		
								Tutoring					
Artistic expression and appreciation			Physical Education ⁴			Artistic Education ⁴			Physical Education I, II & III				
									The Arts I, II, & III (Music, Dance, Theatre or Visual Arts)				

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

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

³ They foster the learning of Technology.

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

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

In the National English Program in Basic Education (NEPBE) syllabuses, English language learning is focused towards what expert users of the language do when interpreting and producing oral and written texts, preserving the social function of said acts. In other words, the NEPBE syllabuses are constituted by the social practices of the language.¹

Reflections on English language learning²

Knowledge of a non-native language is more generalized than 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 SEP (2006), *Reforma de la Educación Secundaria. Fundamentación Curricular. Lengua Extranjera. Inglés*, México, pp. 18-19.

² *Ibidem*, 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 inside 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 BANA³ group) have created different methods which have been transferred to public education contexts, 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.

At present, the teaching of a non-native language, in this case English, as part of the Mexican public educational system is only compulsory in secondary school; however, there is a great social demand for children to start studying English since preschool. Evidence of this demand are the English programs in elementary schools that were implemented in some states, as well as the pilot English program for 5th and 6th grades of elementary school through Enciclomedia.

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

³ For more information about the BANA group, please consult Adrian Holiday (1997), *Appropriate methodology and social context*, Reino Unido, Cambridge University Press, p. 93.

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 3 –aimed at students of 5th and 6th grades of Elementary school–, these were designed taking into account the syllabuses for Cycles 1 and 2 of NEPBE 2009-2010, the CEFR descriptors for level A2 (Waystage), and level 6 established by the National Certification of Language Mastery Level (Cenni).

For this reason, it is necessary that teachers in **Cycle 3** recognize what children already know about and do with English, so they are able to participate with guidance in real-life or life-like social practices of the English language that allow them to recognize and acquire the necessary resources 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, 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 most of the students' social environments, the 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.

On the other hand, teachers responsible for teaching English in Cycle 3 face the challenge of guaranteeing the use of suitable teaching strategies that enable students to access and interact with the English language through “the exercise of one’s communicative language competency in a specific domain in processing (receptively and/or productively) one or more texts in order to carry out a task”.⁴

The aforementioned involves assuming that 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

⁴ Council of Europe (2001), *Common European Framework for Languages: Learning, Teaching, Assessment, Strasbourg*, Council for Cultural Cooperation-Education Committee-Language Policy Division, p. 10.

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.⁵

The NEPBE acknowledges that communicative competency involves much more than just decoding, finding the 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.⁶

⁵ *Ibidem*, p. 43.

⁶ 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 oral and written social practices of the language with native and non-native English speakers by means of *specific competencies*. In other words, through the use of competencies that involve the production and interpretation of various spoken and written texts –of familiar, literary, and academic nature–, students will be able to satisfy basic communication needs in different everyday, familiar, and known situations. For this reason, children need to learn to use the language to organize their thoughts and their speech, to analyze and solve problems, and to access to different cultural expressions from their country and others. 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. Competency 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 who come from communities with lower literacy rates and with scarce or non-existent contact with the English language– must provide the necessary conditions for students to participate in such experiences, to gradually reach autonomy in their intellectual work, and to be able to transfer what they have learned in the classroom to out-of-the classroom communicative situations.

Purpose of English language teaching for Cycle 3

The purpose of English language teaching for Cycle 3 in Basic Education (5th and 6th grades of Elementary school) is for students to develop *specific competencies* particular to *social practices of the language* that enable them, through the interaction with oral and written texts, to understand and use English to carry out simple, everyday communicative activities about Familiar and community, Literary and ludic, and Academic and educational environments. At the end of this cycle, students are expected to:

- Understand and produce everyday or routine information and its general meaning.
- Begin or participate in some conversations or transactions using verbal and non-verbal strategies.
- Recognize similarities and differences in the form and social use between their mother tongue and English.
- Use strategies to present information, understand academic texts, and solve simple problems.
- Express opinions and provide short descriptions.
- Produce comprehensible messages, adapting their linguistic forms and pronunciation.
- Use strategies to recognize form and understand content in a variety of simple literary texts.
- Interact with oral and written texts for specific purposes, and use them as a basis for further interaction.
- Socialize by means of common expressions.

CURRICULAR STANDARDS

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

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

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

The national and international standards described here to complement the existing structures in relation to the principles and competencies 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 products).

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

The proposed standards aim to minimize the differences children face when they leave the family environment and enroll to the school system by providing a solid foundation for the future progress through the 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 (2)

Such as the standards for the previous stage, the standards for English in this stage were designed based on national and international criteria for common reference. Additionally, these standards reflect the competencies identified in the last three years of elementary education and indicate the level of competency and proficiency in English expected in level 6 of the Cenni and A2 of the CEFR.

Consequently, these standards are grouped into four areas which include a set of attitudes that are equally important in all four key stages in Basic Education:

1. Comprehension.
 - 1.1. Listening.
 - 1.2. Reading.

2. Production.
 - 2.1. Speaking.
 - 2.2. Writing.
3. Multimodality.
4. Attitudes towards language and communication.

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

By the end of the sixth year of elementary education, students should have acquired the necessary competency and knowledge in order to interact, understand, and use English in oral and written texts of common and familiar communicative situations that may imply the appreciation and esteem for cultural and literary expressions, the fulfillment of everyday life needs, and the solution of simple problems.

In this school stage, students are expected to be able to:

- Listen to and understand the general meaning and main ideas of diverse oral and written texts used in social contexts that are familiar and known.
- Participate and start some exchanges or social transactions by using verbal and non-verbal linguistic strategies to follow and give instructions, as well as to interpret, describe, and share information.
- Compare the social form and functions of English to one's own, based on the interaction with oral and written texts produced by diverse means of communication.

This stage of development aims at using the students' communicative competency in English acquired during the first two stages in Basic Education to understand the role of language in the construction of knowledge and cultural values, and to develop a responsible and critical attitude towards problems affecting the world.

In this stage, students acquire basic competencies in English to participate in social interactions which, a part from listening and/or reading skills, demand the use of production skills –mainly speaking– to carry out simple and quotidian communicative tasks of familiar, known and everyday life topics. For this reason, producing short and known expressions and phrases to interact with oral and written texts within the three social learning environments organized throughout the curricula is highly important.

1. Comprehension

At this level, language comprehension involves the ability to participate in communicative situations related to personal, routine, and familiar contexts.

1.1. Listening

Listening comprehension involves both the ability to understand and participate in the general meaning of exchanges and short oral texts used in different social environments, such as the identification of the main idea in brief announcements and messages.

- 1.1.1. Identify the main idea of brief and clear oral messages.
- 1.1.2. Understand expressions and repertoire of common words on matters of personal interest and familiar environments.
- 1.1.3. Understand instructions to perform and interact in community environments.
- 1.1.4. Obtain specific and factual information from some oral texts.
- 1.1.5. Understand different purposes of oral texts.
- 1.1.6. Distinguish parts in oral texts.
- 1.1.7. Recognize specific sounds and stress in words and expressions.

1.2. Reading

Reading comprehension involves understanding both personal and everyday life texts, as well as finding specific information in simple literary and academic texts.

- 1.2.1. Understand short texts based on a common and known repertoire of words related to familiar topics.
- 1.2.2. Identify specific and predictable information in written texts.
- 1.2.3. Find specific and predictable information in simple and quotidian texts.
- 1.2.4. Understand instructional texts to use with objects and in situations related to the surrounding.
- 1.2.5. Use the general meaning and known expressions to infer the meaning of unknown words.
- 1.2.6. Understand different purposes in written texts.
- 1.2.7. Identify similarities and differences in text organization.
- 1.2.8. Identify that a letter can represent different sounds and one sound can be represented by several letters.
- 1.2.9. Adjust reading patterns to improve comprehension.

2. Production

At this level, language production implies brief and common communicative exchanges of different social environments, based on simple expressions and statements.

2.1. Speaking

Speaking involves the ability to participate as a speaker in short and common oral exchanges in different social environments.

- 2.1.1. Respond to oral messages by following some conventional routines of speaking.
- 2.1.2. Adjust tone and intonation to convey meaning.
- 2.1.3. Interact and keep track of common communicative acts related to activities and quotidian matters.
- 2.1.4. Use expressions to provide basic descriptions of oneself, people around, and the environment.
- 2.1.5. Answer questions and respond to brief statements and family matters.
- 2.1.6. Use some connectors to link structures in one's own discourse.
- 2.1.7. Use verbal and nonverbal strategies to show that something is not understood or to clarify the message of others.
- 2.1.8. Use some known strategies to open or close a conversation.

2.2. Writing

Writing involves producing short and simple texts related to everyday and routine information, immediate needs and simple descriptions, based on a repertoire of known words.

- 2.2.1. Use oral and written texts to rewrite information.
- 2.2.2. Write short messages related to known, familiar, and routine situations.
- 2.2.3. Connect phrases and sentences with some connectors.
- 2.2.4. Select topics based on one's own experience to write short texts.
- 2.2.5. Control some textual components to organize written texts.
- 2.2.6. Show conventional spelling in a repertoire of known words.
- 2.2.7. Use some punctuation marks conventionally.

3. Multimodality

- 3.1. Sing songs with the support of written texts.
- 3.2. Understand the distribution of graphic and textual components in texts of familiar and community environments.
- 3.3. Associate signs and symbols of the environment with their function and meaning.
- 3.4. Distinguishing functions of some graphic and textual elements within diagrams with basic and known information.

- 3.5. Discriminate the function of pauses and sound effects in oral texts transmitted by audio.
- 3.6. Use body language to foster oral exchanges.

4. Attitudes towards language and communication

- 4.1. Become aware of problems that affect one's own environment.
- 4.2. Interact and respond positively to the attempts of listening, reading, speaking and writing.
- 4.3. Appreciate and enjoy literary and cultural expressions in English.
- 4.4. Identify emotions and experiences in communication.
- 4.5. Show civic commitment and sense of belonging to the community.
- 4.6. Appreciate teamwork and attainment of agreement focused on common benefit.
- 4.7. Show curiosity about the environment.
- 4.8. Express willingness to provide assistance.
- 4.9. Use language and be aware of its effects on others.
- 4.10. Act ethically, with respect, kindness, and courtesy in daily coexistence.
- 4.11. Show curiosity and interest in learning about the English language and communicating through it.
- 4.12. Show assertiveness in communication.
- 4.13. Recognize the value of language to promote dialogue with members from other communities and cultures.
- 4.14. Appreciate people, their cultures and languages without any discrimination.
- 4.15. Show commitment in daily work.

ENGLISH TEACHING APPROACH

Language definition

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

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

Language shows a variety of forms that depend on the communicative purposes, the interlocutors, the type of text or oral interaction, and on the medium by which the exchange is carried out. Writing a letter, for instance, apart from involving creating phrases and sentences, implies selecting appropriate expressions that convey the purpose of the author, the circumstances of the recipient and the patterns the writing process follows. In a similar way, a conversation requires intonation, intensity, rhythm, speed, and pauses to adjust the meaning of the sentences.⁷

⁷ SEP (2006), *Educación básica. Secundaria. Español. Programas de estudio*, México p. 9.

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

- Communicate and think ideas and feelings.
- Establish and develop relationships with people.
- Gain access to information.
- Build knowledge.
- Organize thoughts.

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

From this perspective, to claim that the teaching approach adopted by language subjects minimizes or ignores the importance of grammatical learning in the classroom is inexact and ill-favored, among other reasons, because it promotes and encourages reflection on the linguistic forms of the language, apart from its functions and communicative uses, since both are necessary to achieve the effective and successful participation of students in social practices of the language particular to the XXI century societies.

Social practices of the language

Social practices of the language represent the core referent in the definition of the 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, in addition to the production and interpretation of spoken and written texts, include several activities linked to them. Each practice has a specific communicative purpose and a history linked to a particular cultural situation. For instance, nowadays, the spoken language

practices used in dialogues vary quite often. The dialogue is established or kept according to social and communicative conventions of the culture where the exchange takes place.⁸

Given the status of English as a non-native language and the changes derived from its implementation as a subject in the national curricula, a series of specific competencies –besides social practices of the language– are established to define the contents of this subject. The *specific competencies* are conceived as complex and articulated configurations of the *doing with, knowing about, and being through 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 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”.⁹

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

As a result, the contents of “doing with the language” are not to be conceived as a simple list of instructions or activities to do with the students, but as curricular contents whose clear intention is to teach what a competent speaker of English needs to “know how to do” to successfully participate in social practices of language within different social spheres where he or she performs. For example, in order to record information about 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,

⁸ *Ibidem*, p. 11.

⁹ *Ibidem*, p. 12.

etc.), to identify where to find the information, what sources to use (books, newspapers, specialized texts, etc.), and how to look for it (key words, dictionaries, etc.).

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 be 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 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.• Help to foster confidence in students in the classroom, give a sense of belonging to extend learning, and allow the processes to be more efficient in this case, the classroom.

It is important to highlight that routine activities are not prescriptive. However, since they represent the opportunity for students to have some time and decide what to do with the language (read a story, listen to a song, etc.), it is suggested to consider a determined moment throughout the school year for this purpose; for example, one session a month.

b) “Knowing” about the language. This type of contents involves a series of concepts, aspects, and topics for reflection on features, characteristics, and elements of the language aiming at students to “raise awareness about their knowledge, learn

aspects of the language they had not reflected on before and develop greater confidence and versatility in the use of the language. Learn more about grammar, increase vocabulary, get acquainted with writing conventions has, as its sole purpose, to improve the students' skills for reading, writing, speaking, and listening".¹⁰ This is why it is fundamental to present students with 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 the processes of reflection on the language make sense and provoke interest and motivation to learn them. In consequence, the teaching treatment that this type of contents implies will depend on the students' need to use that knowledge to successfully overcome the challenges they will face when participating in the social practices of the language proposed throughout the school year.

On the other hand, there will be times when it will be necessary to formulate explicitly knowledge about the linguistic system and resources of the oral and written texts.

In these cases, it is the students' own needs and difficulties will let the teacher determine which contents of the "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 covered totally or to be treated in the same way or to the same 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 communication contexts involves –apart from linguistic knowledge– a series of abilities and strategies. Although these belong to the field of the pragmatic use of language, they are also part of a cognitive field, since they imply generating ideas, selecting information, making outlines, etc. This recognition entails that depending on the communicative situation, the use of language is intentional, and it is regulated by the cognitive abilities and strategies that are put into practice.

c) "Being" through the language. These contents refer to aspects related to the role of intercultural education in general and to language diversity in particular, as much as to the multiple functions it carries out, apart from 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, in and out of school, the different products obtained during the work through

¹⁰ SEP (2009), "Español", en *Programa de estudio 2009. Primer grado. Educación básica. Primaria*, México, p. 13.

tasks; on the other hand, it seeks the appreciation of 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 such actions.

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

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

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

Finally, it is important to stress that one of the conditions for learning a language is to understand the situation where it is used. For this reason, it is fundamental that the learning of English language be centered on the organization of communicative situations close to students’ experiences and interests.

Students are not expected to master English to the same extent as a native speaker. Nonetheless, the necessary actions are prescribed to reach the purposes and achievements established in the different cycles of the NEPBE.

Social learning environments

Unlike the students’ mother tongue (Spanish or an indigenous language), English, given its foreign language status, is not present in most of their social activity environments. This makes it fundamental to promote social uses of this language in the classroom by creating social learning environments that make up for the absence of English in the out-of-school context, providing opportunities to learn the diverse communicative

registers and formats necessary to participate successfully and with autonomy in practices of the language particular to 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, based on the participation of what each student knows how to do and needs to learn, to successfully overcome the challenge of communicating in English with a specific social purpose.

Incorporating English as a compulsory second language into the national curriculum implies –according to one of the objectives of the Common European Framework of Reference: learning, teaching, assessment– stressing the relationship between 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.¹¹

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 intentionally create social environments in the classroom in which specific communicative situations are promoted.

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

- Linguistic use and its characteristics.
- Students' linguistic competency.
- Type of errors made (systematic or casual).
- Attitudes assumed in communicative interaction.
- Value students give to events and people.

¹¹ Council of Europe (2001), *Common European Framework for Languages: Learning, Teaching, Assessment, Strasbourg*, Council for Cultural Cooperation-Education Committee-Language Policy Division, p. 4.

Familiar and community environment

In this environment, students are expected to 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 attention 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 learn how to pass through a social construction; to broaden their socio-cultural horizons and to value beliefs and expressions different from their own.

Thus, this 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”.¹² Besides, 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.

¹² SEP (2006), *Programa de estudio 2006. Español. Educación básica. Secundaria*, México, p. 17.

ASSESSMENT

It is convenient to consider that the purpose of this cycle is to register the degree of progress achieved in everyday work, as well as the changes and adaptations required by any of the components that play a part in the teaching practice (teacher training, teaching resources, syllabuses, infrastructure, etc.) in order to reach the goals established during the school year.

From this perspective, although the assessment in each stage of Cycle 3 involves promotion, its function is formative and should be:

- *Global*. It considers the students' capacity in English as a whole, without fragmenting it in isolated knowledge or abilities.
- *Continuous*. It not only considers the final product but also the work and performance carried out throughout the development of the communicative situation's stages or phases.
- *Formative*. It is a continuous process of collecting evidence and qualitative data about the performance of students; that is, their strengths and weaknesses, so that positive, effective feedback is guaranteed among students and between them and the teacher.

CONTENT ORGANIZATION

In order to cover the Social practices of the language considered 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 competency in English.
- On the right column of the charts there are suggestions of actions to make a product. In order to do that, it is necessary to articulate all curricular contents shown in the midsection column of the chart. However, the teacher can use other methodological strategies (e.g., the solution of a problem or the achievement of a goal); as long as they guarantee to reach the purposes and achievements that correspond to the cycle.

Cycle 3. Distribution of social practices of the language by environment

ESSENTIAL BASES “A2”: 5 TH AND 6 TH GRADES ELEMENTARY SCHOOL		
FAMILIAR AND COMMUNITY	LITERARY AND LUDIC	ACADEMIC AND EDUCATIONAL
Participate in commercial transactions.	Read stories and legends aloud.	Participate in formal communicative events.
Listen to, read, and record information from diverse media.	Participate in language games with expressive and aesthetic purposes	Read and record information to solve a problem.
Read and write notes and letters.	Read and compare aspects of Mexico and English-speaking countries.	Read and record information to design questionnaires and reports.
Follow and give directions to go places.		

Cycle 3. Distribution of social practices of the language by grade and environment

Familiar and community environment

SOCIAL PRACTICES	SPECIFIC COMPETENCIES	
	5 TH GRADE ELEMENTARY	6 TH GRADE ELEMENTARY
PARTICIPATE IN COMMERCIAL TRANSACTIONS.	Identify and interpret transaction-related expressions in classified ads.	Comprehend and produce expressions about the purchasing of basic need items.
LISTEN TO, READ, AND RECORD INFORMATION FROM DIVERSE MEDIA.	Identify and comprehend the topic and general idea of news in audio format.	Identify and comprehend the main idea on news reports of interest to the community.
READ AND WRITE NOTES AND LETTERS.	Interpret and write notes about everyday life.	Comprehend and respond to invitations through letters.
FOLLOW AND GIVE DIRECTIONS TO GO TO PLACES.	Comprehend and ask for directions to walk from one place to another.	Follow and give directions for commuting using public transport.

Literary and ludic environment

SOCIAL PRACTICES	SPECIFIC COMPETENCIES	
	5 TH GRADE ELEMENTARY	6 TH GRADE ELEMENTARY
READ STORIES AND LEGENDS ALOUD.	Read legends of interest to students and stimulate creativity.	Interpret fantasy stories and exercise imagination.
PARTICIPATE IN LANGUAGE GAMES WITH EXPRESSIVE AND AESTHETIC PURPOSES.	Identify and practice specific sounds in language games.	Discriminate stress in specific words in language games.
READ AND COMPARE ASPECTS OF MEXICO AND ENGLISH-SPEAKING COUNTRIES.	Read a short travel story (travelogues) in order to discover aspects of nature and cultural expressions particular to English-speaking countries.	Interpret historical chronicles to compare cultural aspects of Mexico and English-speaking countries.

Academic and educational environment

SOCIAL PRACTICES	SPECIFIC COMPETENCIES	
	5 TH GRADE ELEMENTARY	6 TH GRADE ELEMENTARY
PARTICIPATE IN FORMAL COMMUNICATIVE EVENTS.	Look for and select information about a topic of interest to make cards and set up an exhibition.	Classify and interpret information about a topic of interest to present a report.
READ AND RECORD INFORMATION TO SOLVE A PROBLEM.	Identify and classify information from an illustrated guide to solve a specific problem.	Check and select information in order to solve a problem of interest to the students.
READ AND RECORD INFORMATION TO DESIGN QUESTIONNAIRES AND REPORTS.	Record information about a topic to design a questionnaire.	Record information to make a report on activities related to a job or occupation.

5TH GRADE ELEMENTARY SCHOOL

Unit I

SOCIAL PRACTICE OF THE LANGUAGE: PARTICIPATE IN COMMERCIAL TRANSACTIONS		
ENVIRONMENT: FAMILIAR AND COMMUNITY		
SPECIFIC COMPETENCY: Identify and interpret transaction-related expressions in classified ads		
ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> • Identifies function, purpose, and intended audience. • Identifies graphic and textual components. • Reads prices, telephone numbers, and e-mail and/or home addresses aloud. • Dictates and enlist names and characteristics of products. • Completes sentences to form the content of ads. • Writes classified ads. 	<p>DOING WITH THE LANGUAGE</p> <p><i>Explore classified ads of products for children.</i></p> <ul style="list-style-type: none"> • Identify function, purpose, and intended audience. • Identify characteristics of graphics. • Examine graphic and textual distribution. <p><i>Read out loud.</i></p> <ul style="list-style-type: none"> • Interpret the message based on contextual clues and previous knowledge. • Identify advertised products. • Clarify the meaning of new words and phrases. • Classify ads according to the product they sell. • Identify general characteristics of products. • Read price, telephone numbers, and e-mail and/or home addresses aloud. • Identify the use and proportion of typography and punctuation. • Identify and spell words used to express characteristics and qualities of products. • Interpret abbreviations and signs that indicate price. <p><i>Write information.</i></p> <ul style="list-style-type: none"> • Dictate and make a list of names and characteristics of products. • Write prices, telephone numbers, and e-mail and/or home addresses. • Reorganize previously scrambled classified ads. • Complete sentences to form the content of ads. • Choose graphic information to make an ad <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. • Graphics components: images, typography, etc. • Textual components: text, figures, and typographic symbols. • Repertoire of words necessary for this social practice of the language. • Differences in letter-sound correspondences between the mother tongue and English. • Adjectives: qualitative. • Conventional writing of words. • Punctuation: upper-case letters, exclamation marks, period, comma, and hyphen. • Abbreviations. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> • Identify consequences in the use of language to advertise products. • Value honesty in commercial transactions. 	<p>CLASSIFIED ADVERTISEMENT</p> <ul style="list-style-type: none"> – Select a product of interest to students and determine general characteristics, price, and data to obtain it. – Determine typography, colors and images of the advertisement considering its purpose, intended audience and message, based on a model. – Establish the order and proportion of graphic and textual components. – Design the advertisement including all of its elements. – Check that graphic and textual information is complete, reliable, and credible. – Display the ads in a visible place in the classroom.

SOCIAL PRACTICE OF THE LANGUAGE: READ STORIES AND LEGENDS ALOUD

ENVIRONMENT: LITERARY AND LUDIC

SPECIFIC COMPETENCY: Read legends of interest to students and stimulate creativity

ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> • Identifies plot, climax, body, and ending. • Uses contextual clues and a bilingual dictionary to find the meaning of words and phrases. • Associates elements of legends to personal experiences. • Completes and writes sentences to describe the properties and characteristics of an imaginary object. • Reinforces knowledge of spelling and punctuation. 	<p>DOING WITH THE LANGUAGE</p> <p><i>Explore children's legends.</i></p> <ul style="list-style-type: none"> • Activate previous knowledge. • Identify topic, purpose and intended audience. • Predict the content of legends based on images and titles. • Associate legends to personal experiences. <p><i>Read legends aloud.</i></p> <ul style="list-style-type: none"> • Select legends. • Identify and define new words and phrases. • Mention settings. • Compare differences and similarities of specific patterns of behavior, values, and settings in English-speaking countries. • Contrast the setting of a legend with familiar settings. • Read names of magical objects. • Identify properties, uses, functions and characteristics of magical objects. <p><i>Make a written description of magical objects in a legend.</i></p> <ul style="list-style-type: none"> • Write names of magical objects. • Complete and write sentences to describe properties and characteristics of magical objects. <p><i>Check spelling and punctuation conventions.</i></p> <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> • Structure of legends: plot, climax, body, and ending. • Textual and graphic components. • Elements of a legend: setting, narrator, main character, and other characters. • Repertoire of words necessary for this social practice of the language. • Verb tenses: present perfect. • Connectors (...so as...; ...such as...; ...as...as..., etc.). • Adjectives. • Punctuation. • Upper-case letters. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> • Understand legends as a reflection of the emotions and experiences of people and their cultures. • Appreciate oral tradition in one's culture and in English-speaking countries. • Show Interest in the reading aloud of children's legends. 	<p>CLASSIFIED ADVERTISEMENT</p> <ul style="list-style-type: none"> – Select a magical object from the read legends or suggest one. – Point out the characteristics of the magical object and its owner. – Describe the magical object orally and in writing, based on a model. – Check that the writing is complete and complies with spelling and punctuation conventions – Illustrate magical objects and write their description. – Read the description of the magical object aloud to other classmates. – Display the descriptions in a visible place in the classroom.

Unit II

SOCIAL PRACTICE OF THE LANGUAGE: PARTICIPATE IN FORMAL COMMUNICATIVE EVENTS		
ENVIRONMENT: ACADEMIC AND EDUCATIONAL		
SPECIFIC COMPETENCY: Look for and select information about a topic of interest to make cards and set up an exhibition		
ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> • Identifies function and purpose. • Formulates questions to look for information about a specific topic. • Chooses from various information sources. • Clarifies the meaning of words using contextual clues or a bilingual dictionary. • Identifies main and supporting ideas in a paragraph. • Selects and organizes information to make cards. 	<p>DOING WITH THE LANGUAGE</p> <p><i>Explore information cards from a museum exhibition.</i></p> <ul style="list-style-type: none"> • Determine function and purpose. • Predict topic. • Examine order in which information is presented. • Examine distribution of graphics components. <p><i>Look for information about a topic.</i></p> <ul style="list-style-type: none"> • Select suitable topics for an exhibition. • Identify appropriate reference sources, based on a list. • Formulate questions about a topic. • Explore table of contents in various printed sources to find information. <p><i>Read informative texts.</i></p> <ul style="list-style-type: none"> • Understand topic and general idea. • Clarify the meaning of words. • Identify main ideas by answering questions. • Complete general and specific information orally. <p><i>Record information.</i></p> <ul style="list-style-type: none"> • Select and organize information. • Paraphrase main ideas through writing. • Organize sentences in a paragraph. <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. • Textual and graphic components. • Repertoire of words necessary for this social practice of the language. • Type of sentence. • Connectors. • Abbreviations. • Punctuation. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> • Use of language as a means of obtaining and disseminating knowledge. • Respect other people's opinions. • Use language as a means of reaching agreements through dialogue. 	<p>CLASSIFIED ADVERTISEMENT</p> <ul style="list-style-type: none"> – Collect materials that will be exhibited (illustrations, pieces, etc.). – Look for and read information about the materials that will be exhibited. – Write a museum exhibition card for each object that will be exhibited, based on a model. – Suggest a title for the exhibition and write it down. – Check that text on cards is complete and complies with writing conventions – Establish the order of the exhibition objects and their cards. – Set up the exhibition in an appropriate place. – Invite other classes to the exhibition.

SOCIAL PRACTICE OF THE LANGUAGE: LISTEN TO, READ, AND RECORD INFORMATION FROM DIVERSE MEDIA

ENVIRONMENT: FAMILIAR AND COMMUNITY

SPECIFIC COMPETENCY: Identify and comprehend the topic and general idea of news in audio format

ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> • Understands function and purpose. • Identifies structure of the news. • Identifies contextual clues while listening to the news. • Answers questions about main and supporting ideas. • Writes sentences to make a note. 	<p>DOING WITH THE LANGUAGE</p> <p><i>Listen to and explore news on recent topics.</i></p> <ul style="list-style-type: none"> • Predict topic. • Identify function, purpose, and intended audience. • Examine structure of news. <p><i>Identify contextual clues when listening to the news.</i></p> <ul style="list-style-type: none"> • Clarify the meaning of words. • Identify rhythm, voice, speed, and intonation. • Distinguish the tone used. • Distinguish pauses that indicate a change of idea. <p><i>Understand news in audio format.</i></p> <ul style="list-style-type: none"> • Identify and express the main idea. • Identify words with similar meanings (synonyms). • Answer questions (orally) about main ideas. • Select a suitable title for a piece of news, from a list provided. <p><i>Write specific information about previously heard news.</i></p> <ul style="list-style-type: none"> • Complete the writing of sentences with main ideas. • Provide written answers to questions about main characters, events, places, moment, motives, objectives, and how the reported event happened. • Write sentences with general information to make a note. <p><i>Check spelling and punctuation conventions.</i></p> <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> • Structure of news: inverted pyramid. • Topic, purpose, and intended audience. • Sound resources: pauses, sound tracks, and sound effects. • Speech register • Repertoire of words necessary for this social practice of the language. • Synonyms. • Acoustic characteristics: rhythm, voice, speed, intonation, and tone. • Question words. • Punctuation. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> • Use language as a means of transmitting and disseminating information. • Acknowledge the influence of the media in the community. 	<p>CLASSIFIED ADVERTISEMENT</p> <ul style="list-style-type: none"> – Listen to and select news of interest. – Formulate questions about the chosen news using the following question words: <i>what, who, why, when, how, where and for what.</i> – Write answers to the questions to make the news summary. – Write the news summary. – Check that the summary complies with spelling conventions, that it is complete and shows no omissions or alterations. – Record or deliver the news summary in public.

Unit III

SOCIAL PRACTICE OF THE LANGUAGE: PARTICIPATE IN LANGUAGE GAMES WITH EXPRESSIVE AND AESTHETIC PURPOSES		
ENVIRONMENT: LITERARY AND LUDIC		
SPECIFIC COMPETENCY: Identify and practice specific sounds in language games		
ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> Identifies specific sounds in word pronunciation. Identifies regular patterns in word spelling. Spells words. Dictates words. 	<p>DOING WITH THE LANGUAGE</p> <p><i>Explore examples of word games.</i></p> <ul style="list-style-type: none"> Identify words in the name of the game to predict what it is about (e.g. hang-man). Identify and describe the distribution of graphic and textual components. Identify the function of graphic and textual components in game mechanics. Understand the purpose of a game. <p><i>Understand the characteristics of words used in the game.</i></p> <ul style="list-style-type: none"> Identify the sounds of words with a specific ending. Suggest words with a specific ending. Classify words according to their ending. Read words with a specific ending aloud to practice their pronunciation. Discriminate sounds of specific endings. Spell words. Compare the sound of words with specific endings. <p><i>Write words with specific endings (e.g. plural words with -s/-es, regular verbs in simple past -ed, and gerunds -ing).</i></p> <ul style="list-style-type: none"> Divide words into syllables to identify word stress. Dictate and spell complete words. <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> Intended audience and purpose. Textual and graphic components. Repertoire of words necessary for this social practice of the language. Differences between English and the mother tongue. Acoustic characteristics. Verb tense: past (with -ed ending). Verb form: gerund. Nouns: plurals (with -s/-es ending). Conventional writing of words. <p><i>Spelling and punctuation conventions.</i></p> <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> Use language as a means and purpose of entertainment. Share activities of common interest among students. Learn to compete with dedication and respect. 	<p>WORD GAME</p> <ul style="list-style-type: none"> Suggest, select and write plural words with -s/es/-ies endings. Suggest and select regular verbs in simple past with -ed ending and gerund -ing. Check that word spelling complies with writing conventions. Design graphics for each word that will be guessed while playing hangman. Invite a team to play hangman with previously selected words.

SOCIAL PRACTICE OF THE LANGUAGE: READ AND RECORD INFORMATION TO SOLVE A PROBLEM

ENVIRONMENT: ACADEMIC AND EDUCATIONAL

SPECIFIC COMPETENCY: Identify and classify information from an illustrated guide to solve a specific problem

ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> • Distinguishes graphic and textual components. • Formulates questions about a problem to solve. • Mentions steps to be followed in a guide. • Identifies the order of steps to be followed in a sequence. • Writes sentences describing steps to be followed. 	<p>DOING WITH THE LANGUAGE</p> <p><i>Explore brief illustrated guides.</i></p> <ul style="list-style-type: none"> • Identify purpose and intended audience. • Identify names of illustrated objects or devices. • Name places where objects or devices are used. • Detect situations where brief illustrated guides are used. • Name jobs in which objects or devices are used. • Examine the order in which information is presented. • Identify words similar to those from the mother tongue. • Identify graphic and textual components. <p><i>Interpret information.</i></p> <ul style="list-style-type: none"> • Interpret actions represented through graphic means. • Formulate questions about a problem to be solved. • Associate steps with their illustrations. • Clarify meaning of words. • Complete orally modeled sentences that describe steps. • Practice pronunciation. <p><i>Write information.</i></p> <ul style="list-style-type: none"> • Write sentences that describe steps. • Link sentences together, using connectors to order them. • Order sentences based on images. • Match scrambled images with steps to assemble objects or make a device work. <p><i>Check spelling and punctuation conventions.</i></p> <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> • Purpose and intended audience. • Graphic and textual components. • Contextual clues: non-verbal language. • Repertoire of words necessary for this social practice of the language. • Connectors. • Type of sentences: interrogative and declarative. • Question words. • Verb forms: auxiliaries and passive. • Verb tenses: present and past. • Punctuation. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> • Use language as a means of obtaining information. • Value the acquisition of new knowledge to solve problems. • Cooperate to work on the solution to problems. 	<p>WORD GAME</p> <ul style="list-style-type: none"> – Select an object that needs to be assembled or a device to be fixed. – Complete model sentences that describe the steps to be followed in order to solve the problem. – Create an illustration to represent the sentences described. – Match steps by using connectors and ordering them in a sequence. – Check that sentences are legible, provide a solution to problems, and make sure that they comply with writing conventions. – Make the final version of the guide and images. – Use the guide to solve the problem described.

Unit IV

SOCIAL PRACTICE OF THE LANGUAGE: READ AND WRITE NOTES AND LETTERS		
ENVIRONMENT: FAMILIAR AND COMMUNITY		
SPECIFIC COMPETENCY: Interpret and write notes about everyday life		
ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> • Identifies purpose, function, intended audience, and sender. • Identifies parts of messages. • Reads and interprets the content of notes. • Identifies expressions that show what is expected by the sender. • Writes dates and times. • Writes a complete message. 	<p>DOING WITH THE LANGUAGE</p> <p><i>Explore messages.</i></p> <ul style="list-style-type: none"> • Predict topic based on previous knowledge and familiar words. • Identify parts of a message. • Identify purpose, function, sender, and intended audience. • Identify situations in which they are used. <p><i>Read aloud and interpret content.</i></p> <ul style="list-style-type: none"> • Clarify new words or sentences. • Identify allusions to people. • Detect speech register. • Identify expressions that indicate actions expected by the sender. • Identify moments or times of the day when the mentioned actions are expected to happen. • Unscramble a previously jumbled message. <p><i>Write messages, based on a model and with the teacher's help.</i></p> <ul style="list-style-type: none"> • Determine intended audience and action(s) expected by the sender. • Answer questions about how or why is the intended audience expected to respond with certain actions. • Complete expressions that indicate actions. • Practice the writing of hours and/or dates and determine their adequacy in a message. • Write appropriate greetings, and farewell and courtesy expressions. • Write a complete message including all of the studied parts. <p><i>Check that writing is complete and complies with spelling and punctuation conventions.</i></p> <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> • Structure of messages: opening, message, and closure. • Topic, purpose, and intended audience. • Register. • Verbs: modals (<i>would, could, can, etc.</i>). • Type of sentence: interrogative. • Repertoire of words necessary for this social practice of the language. • Verb form: infinitive. • Pronouns: personal (<i>me, you, it, him, her, them, etc.</i>). • Punctuation. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> • Use language as means of making requests. • Make requests with courtesy. 	<p>MESSAGE MAILBOX</p> <ul style="list-style-type: none"> – Select an action to request from someone and determine its characteristics (moment, place, etc.). – Write information about the intended audience, and the date and time of the message. – Write content of the message based on a model and using bilingual dictionaries. – Check that the message has all the necessary information, that it is clear, and that its words comply with spelling and punctuation conventions. – Send the final version to the intended audience.

SOCIAL PRACTICE OF THE LANGUAGE: READ AND COMPARE ASPECTS OF MEXICO AND ENGLISH-SPEAKING COUNTRIES

ENVIRONMENT: LITERARY AND LUDIC

SPECIFIC COMPETENCY: Read a short travel story (travelogues) in order to discover aspects of nature and cultural expressions particular to English-speaking countries

ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> • Identifies topic, purpose, and intended audience. • Clarifies new sentences and words with the help of bilingual dictionaries. • Mentions aspects of nature and cultural expressions in the travelogue. • Answers questions about the sequence or simultaneity of actions. • Compares aspects and elements of nature similar and different to one's own. 	<p>DOING WITH THE LANGUAGE</p> <p><i>Explore brief illustrated travelogues.</i></p> <ul style="list-style-type: none"> • Activate previous knowledge. • Predict the content of a travelogue based on images and titles. • Relate travelogues to personal experiences. • Mention suitable situations for the telling of travelogue stories. <p><i>Do a guided reading.</i></p> <ul style="list-style-type: none"> • Identify, define, and clarify new words. • Read out loud. • Identify intended audience and purpose. • Unscramble paragraphs from a jumbled travelogue. • Point out and name aspects of nature and cultural expressions. • Identify actions, place and moment in which they take place. • Answer questions about the sequence and/or simultaneity of actions. <p><i>Identify and name differences and similarities in natural aspects and cultural expressions in English-speaking countries and in Mexico.</i></p> <ul style="list-style-type: none"> • Write descriptive phrases based on a model. • Complete a graphic resource with differences and similarities of aspects of nature and cultural expressions. • Read the information included in a graphic resource aloud. • Check the information included in a graphic resource to make sure it is adequate. <p><i>Check spelling and punctuation conventions.</i></p> <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> • Structure of travelogues. • Purpose and intended audience. • Textual and graphic components. • Elements of travelogues. • Repertoire of words necessary for this social practice of the language. • Verb tenses: past, present perfect, and simple present. • Punctuation. • Upper-case letters. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> • Use language as a means of discovering other people and valuing their cultures. • Understand travelogues as a reflection of emotions, experiences and values of people and their cultures. • Participate with interest in the reading aloud of a travelogue. 	<p>MESSAGE MAILBOX</p> <ul style="list-style-type: none"> – Read a travelogue. – Write descriptive phrases to compare and contrast differences and similarities in aspects of nature and cultural expressions of the trip (people, vegetation, weather, clothes, food, customs, etc.) between English-speaking countries and Mexico. – Check that the writing is complete and complies with spelling conventions. – Include images to illustrate descriptive phrases. – Make a chart and complete it with descriptive phrases. – Display the chart in an appropriate place in the classroom.

Unit V

SOCIAL PRACTICE OF THE LANGUAGE: READ AND RECORD INFORMATION TO DESIGN QUESTIONNAIRES AND REPORTS		
ENVIRONMENT: ACADEMIC AND EDUCATIONAL		
SPECIFIC COMPETENCY: Record information about a topic to design a questionnaire		
ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> Identifies purpose and intended audience for questionnaires. Identifies parts of questionnaires. Locates and discriminates sources for finding information. Uses table of contents, titles, and key words in sources to locate information. Completes open-ended and close-ended questions about the main ideas of a topic. 	<p>DOING WITH THE LANGUAGE</p> <p><i>Explore questionnaires with different types of questions.</i></p> <ul style="list-style-type: none"> Identify the parts of a questionnaire. Identify purpose and intended audience. Mention uses of questionnaires. Distinguish open-ended questions from closed-ended questions. <p><i>Read questionnaires with different types of questions.</i></p> <ul style="list-style-type: none"> Predict topic. Identify auxiliaries and question words. Identify expressions used to distinguish types of questionnaire questions (“true and false”, “multiple choice”, “comprehension”, and “opinion”) while listening. Identify the types of questions a questionnaire may present. Clarify the meaning of words in different questions to understand the expected answer. Ask oral questions about aspects of a specific topic. Answer close-ended questions. <p><i>Find and interpret printed information about a topic.</i></p> <ul style="list-style-type: none"> Activate previous knowledge. Identify consultation sources for the search of information. Use tables of contents, titles, and key words in sources to find specific information. Identify key words. Interpret visual aids that support content. <p><i>Write questions about a topic.</i></p> <ul style="list-style-type: none"> Highlight main ideas. Complete a pattern to write open-ended and closed-ended questions about the main ideas of a topic. Classify open-ended and close-ended questions about a specific topic to design questionnaires. <p><i>Check spelling and punctuation conventions.</i></p> <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> Structure of questionnaires: instructions and questions sequences. Topic, purpose, and intended audience. Types of questions: closed (true and false, multiple choice) and open (comprehension, opinion). Acoustic characteristics. Questions words. Verb forms: auxiliaries. Verb tenses: present and past. Punctuation. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> Value and respect questions formulated by others. Cooperate to work in the solution of problems. 	<p>MESSAGE MAILBOX</p> <ul style="list-style-type: none"> Select a topic of interest to ask questions. Decide how many and which questions will be included in the questionnaire. Find and select useful information to ask questions about the topic. Write open-ended and close-ended questions. Determine the order of questions and put the questionnaire together. Check that the writing of questions complies with writing conventions. Make the final draft of the questionnaire, exchange it with another team, and answer it.

SOCIAL PRACTICE OF THE LANGUAGE: FOLLOW AND GIVE DIRECTIONS TO GO TO PLACES

ENVIRONMENT: FAMILIAR AND COMMUNITY

SPECIFIC COMPETENCY: Comprehend and ask for directions to walk from one place to another

ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> Identifies the names of cardinal points and other points of reference, orally and in writing. Formulates questions to ask for directions to get from one place to another. Completes sentences to describe a person's location in relation to a point of reference. Understands and gives oral and written directions to go from one place to another. 	<p>DOING WITH THE LANGUAGE</p> <p><i>Explore dialogues.</i></p> <ul style="list-style-type: none"> Identify, when hearing it, the name of the place one intends to visit. Identify words used to confirm what another speaker last said in a dialogue (tag questions). <p><i>Describe immediate surroundings as a point of reference to move from.</i></p> <ul style="list-style-type: none"> Identify the names of cardinal points in speaking and of points of reference (forth, back, left, right). Complete sentences to describe the position of a person or place in reference to a place or a man-made construction. <p><i>Understand oral directions to walk from one place to another.</i></p> <ul style="list-style-type: none"> Identify words that indicate distance to be covered in order to reach a point. Identify words and/or phrases that indicate locations and near-by points of reference. Identify words that indicate distance to a specific point. Ask questions to get to a place. <p><i>Offer directions to move to a different place.</i></p> <ul style="list-style-type: none"> Identify the place where one starts and the place where one is going to. Complete sentences that give directions to follow a route to move from one place to another. <p><i>Write directions to go from one place to another.</i></p> <ul style="list-style-type: none"> Complete model sentences to indicate how to walk from one place to another. Verify directions by tracing the route in a map or sketch. <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> Purpose and intended audience. Dialogue structure. Graphic resources: maps and sketches. Tag questions (... , do you?; ... don't you? , etc.). Type of sentences. Repertoire of words necessary for this social practice of the language. (distance units). Adverbs: of place (behind, across, near, and among others). Connectors. Punctuation. Abbreviations: (<i>m.-meter; ft.-feet; mi.-mile</i>, etc.). <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> Show assertiveness and confidence in the use of English. Use language as a means to establish interpersonal relationships. Show courtesy and respect when requesting for help. 	<p>QUICK GUIDE TO WALK FROM ONE PLACE TO ANOTHER WITHIN THE COMMUNITY</p> <ul style="list-style-type: none"> Make a sketch of the community. Select locations you want to go to, considering the school as the point of departure. Check natural features or man-made constructions that can be used as points of reference on the map. Trace a route to go from the school to the selected location on the map. Write sentences with directions to follow a route and go from one place to another, based on a model. Check that directions are clear and offer the shortest route, that they are complete, and that words comply with writing conventions and have accurate punctuation. Prepare a quick guide with directions to move around the community and present it to the class and other classes.

6TH GRADE ELEMENTARY SCHOOL

Unit I

SOCIAL PRACTICE OF THE LANGUAGE: PARTICIPATE IN COMMERCIAL TRANSACTIONS		
ENVIRONMENT: FAMILIAR AND COMMUNITY		
SPECIFIC COMPETENCY: Comprehend and produce expressions about the purchasing of basic need items		
ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> • Predicts the general sense of a transaction dialogue, based on previous knowledge and familiar words. • Identifies topic and purpose. • Identifies sentences used by speakers. • Plays the role of a speaker. • Writes expressions for a transaction dialogue. • Reads sentences used for the purchasing of items aloud. 	<p>DOING WITH THE LANGUAGE</p> <p><i>Listen to dialogues.</i></p> <ul style="list-style-type: none"> • Predict general sense. • Identify speakers and the way they address each other. • Identify places where items are purchased and sold. • Perceive the differences in the tone, pause, and intonation of each speaker’s discourse. <p><i>While listening, understand expressions used by speakers in dialogues.</i></p> <ul style="list-style-type: none"> • Compare content of expressions. • Discriminate expressions to ask for or indicate prices and characteristics of items. • Distinguish questions from answers, based on intonation. • Identify products based on the description of their characteristics. • Assume the role of a speaker to practice pronunciation in dialogues. <p><i>Write expressions for a dialogue.</i></p> <ul style="list-style-type: none"> • Select expressions used to ask for diverse products and their prices. • Write questions to obtain information about the characteristics and price of products. • Write expressions used to ask for or offer information about different products. • Complete sentences used to close a transaction. <p><i>Read sentences aloud.</i></p> <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> • Structure of dialogues. • Topic, purpose, and intended audience. • Contextual clues. • Speech register. • Acoustic characteristics. • Repertoire of words necessary for this social practice of the language. • (vocatives –<i>sir, mister, ma’am, miss</i>, etc.–, weight and volume units, etc.). • Type of sentences. • Connectors. • Punctuation. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> • Show an honest behavior in commercial transactions. • Identify cultural differences in commercial transactions. 	<p>“BULLET POINT SHEET” FOR BUYING AND SELLING TRANSACTIONS OF BASIC NEEDS ITEMS.</p> <ul style="list-style-type: none"> – Select the format for the bullet-point sheet. – Define the consistent parts of questions and answers to purchase a product. – Determine and write fix patterns of questions and answers. – Check the sequence of questions and answers and make sure they comply with spelling conventions. – Exchange the “bullet-point sheets” and use them to simulate the buying and selling of various items.

SOCIAL PRACTICE OF THE LANGUAGE: READ STORIES AND LEGENDS ALOUD

ENVIRONMENT: LITERARY AND LUDIC

SPECIFIC COMPETENCY: Interpret fantasy stories and exercise imagination

ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> • Identifies topic, purpose, and intended audience. • Identifies plot, conflict, body, and ending. • Distinguishes between narrator, main characters, and supporting characters. • Names the settings of a story. • Answers questions about family and friendship relationships among characters. • Establishes differences and similarities between the behavior and values of characters in the story, familiar people, and one's own. 	<p>DOING WITH THE LANGUAGE</p> <p><i>Explore fantasy stories.</i></p> <ul style="list-style-type: none"> • Activate previous knowledge to predict topic. • Relate a story to personal experiences. <p><i>Participate in a guided reading.</i></p> <ul style="list-style-type: none"> • Identify purpose and intended audience. • Identify and define new phrases and words. • Locate parts of a story. • Identify narrator, main character, and supporting characters. • Identify dialogues between main and supporting characters. • Identify the settings of the story. • Identify the use of punctuation to indicate dialogues. • Distinguish direct from indirect speech. <p><i>Compare differences and similarities in behavior, values, and settings, between English-speaking countries and one's own.</i></p> <ul style="list-style-type: none"> • Answer questions about family and friendship relationships between characters. • Establish similarities between the behavior and values of characters in the stories, with those of familiar people, and one's own. • Determine differences between the settings in the story and familiar settings. <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> • Structure of fantasy stories. • Topic, purpose, and intended audience. • Elements of stories. • Repertoire of words necessary for this social practice of the language. • Verb tenses: past perfect. • Nouns: possessive (for example: <i>John's father, family's ghoul, etc.</i>). • Punctuation. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> • Understand stories as a reflection of emotions, personal experiences, and cultures. • Determine the role of fantasy stories in different cultures. • Appreciate and enjoy literary expressions in English. 	<p>FANTASTIC-FAMILY TREE</p> <ul style="list-style-type: none"> – Provide a written description of family and friendship relationships between the main character and other characters of the fantasy story. – Design and illustrate an imaginary family tree. – Complete the fantasy family tree with information from the list. – Check that writing is complete and complies with spelling conventions. – Display the fantasy family tree in a visible place in the classroom.

Unit II

SOCIAL PRACTICE OF THE LANGUAGE: PARTICIPATE IN FORMAL COMMUNICATIVE EVENTS		
ENVIRONMENT: ACADEMIC AND EDUCATIONAL		
SPECIFIC COMPETENCY: Classify and interpret information about a topic of interest to present a report		
ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> • Formulates questions about a selected topic. • Uses table of contents, titles, and key words on sources to find information. • Clarifies the meaning of words using contextual clues or a bilingual dictionary. • Identifies main and supporting ideas. • Organizes information in mind maps. • Writes paragraphs to make a report. 	<p>DOING WITH THE LANGUAGE</p> <p><i>Explore reports about a topic of interest.</i></p> <ul style="list-style-type: none"> • Predict topic. • Identify parts of the text and its organization. • Determine function, purpose and intended audience. <p><i>Look for specific information about a topic to make a report.</i></p> <ul style="list-style-type: none"> • Select topics. • Formulate questions to obtain information. • Define criteria to select information sources. • Use table of contents, titles, and key words on sources to find information. <p><i>Read information on sources.</i></p> <ul style="list-style-type: none"> • Clarify the meaning of words. • Identify main ideas by answering questions such as who, what and why. • Identify information that broadens, exemplifies or complements main ideas. • Select information that answers previously formulated questions. • Classify information in main and supporting ideas. • Establish correspondences between main and supporting information by using connectors. • Organize information in mind maps. <p><i>Make reports on a topic of interest based on previously gathered information.</i></p> <ul style="list-style-type: none"> • Complete sentences by paraphrasing main ideas. • Add information that complements, broadens, or exemplifies main ideas. • Make paragraphs with main and supporting ideas. • Select suitable titles for the report from a list. • Complete bibliographic cards from sources, 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: introduction, body, and conclusions. • Topic, purpose, and intended audience. • Textual components. • Repertoire of words necessary for this social practice of the language. • Types of sentences. • Connectors. • Verb forms: passive. • Punctuation. • Abbreviations. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> • Respect other people's opinions. • Offer help with schoolwork. 	<p>REPORT</p> <ul style="list-style-type: none"> – Look for information in sources and classify it, based on a model. – Organize the information obtained using mind maps. – Write the report by paraphrasing main ideas of consulted texts and adding relevant supporting information. – Check that the report is complete and spelling is conventional, first among the students and then with the teacher's help. – Write a final version of the report; include illustrations or suitable images for the topic. – Show reports on an informative billboard.

SOCIAL PRACTICE OF THE LANGUAGE: LISTEN TO, READ, AND RECORD INFORMATION FROM DIVERSE MEDIA

ENVIRONMENT: FAMILIAR AND COMMUNITY

SPECIFIC COMPETENCY: Identify and comprehend the main idea on news reports of interest to the community

ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> • Identifies topic, purpose, and intended audience of the news. • Recognizes the parts of the news. • Understands the general idea of the news. • Paraphrases the main idea orally and in writing. • Locates information that responds to questions: who, what, when, where, how, and why. • Writes sentences to express news reviews. 	<p>DOING WITH THE LANGUAGE</p> <p><i>Explore the content of news reports on events of interest to the community.</i></p> <ul style="list-style-type: none"> • Predict topic. • Identify purpose and intended audience. • Explore distribution of graphic and textual components. • Identify the section where they are located. <p><i>Understand the topic and general idea.</i></p> <ul style="list-style-type: none"> • Clarify the meaning of words. • Locate information that answers critical questions: who, what, when, where, how and why. • Identify the relationship between pronouns and words they replace. • Identify and read word contractions aloud (he's, I'm, don't, etc.). • Distinguish direct from indirect speech. • Identify main ideas and the information which complements, broadens, or exemplifies them. • Paraphrase main ideas. <p><i>Write sentences to express opinions on news reports.</i></p> <ul style="list-style-type: none"> • Explore sentences that express opinion about news. • Complete sentences that express opinion about news. <p><i>Check spelling and writing conventions.</i></p> <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> • Structure of news. • Topic, purpose, and intended audience. • Textual components: heading, bullet points, etc. • Graphic components: photographs, graphs, typography, etc. • Repertoire of words necessary for this social practice of the language. • Contractions (he's, they didn't, etc.). • Types of sentences. • Personal pronouns. • Punctuation. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> • Determine credibility of mass media. • Identify the influence of the media in community life. 	<p>NEWS REPORTS</p> <ul style="list-style-type: none"> – Select a recent event of interest. – Answer the following questions: who, what, when, where, why, and how. – Identify the topic in the news report. – Complete an opinion about the piece of news based on a model sentence. – Write the news report by using the information gathered, based on a model. – Check that the headline summarizes the news content; the information complies with spelling conventions; that it is complete and shows no omissions, alterations, nor substitutions. – Decide on the format for the news report (poster, bulletin, etc.) and make a final version of the graphic and textual information, paying attention to its appropriate proportion and distribution. – Display the news on a bulletin board.

Unit III

SOCIAL PRACTICE OF THE LANGUAGE: PARTICIPATE IN LANGUAGE GAMES WITH EXPRESSIVE AND AESTHETIC PURPOSES		
ENVIRONMENT: LITERARY AND LUDIC		
SPECIFIC COMPETENCY: Discriminate stress of specific words in language games		
ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> • Reads a list of previously selected words aloud. • Spells words with different number of syllables. • Classifies words based on number of syllables. • Divides words into syllables to identify stress. • Identifies stress on different types of words while listening. • Spells, pronounces, and stresses previously selected words. 	<p>DOING WITH THE LANGUAGE</p> <p><i>Explore suitable word games for practicing stress and pronunciation of specific English words.</i></p> <ul style="list-style-type: none"> • Identify names of games. • Activate previous knowledge to predict purpose. • Identify number of words involved. • Identify participants and the roles they play (e. g. coordinator, players). • Determine the number of players and turns of participation. • Identify steps followed by players. <p><i>Understand characteristics of the type of words involved in the game.</i></p> <ul style="list-style-type: none"> • Read a list of words aloud. • Spell words with different number of syllables. • Identify words with two, three, or more syllables. • Classify words according to the number of syllables in them. • Point out syllables. • Divide words into syllables to identify stress patterns. • Identify the stressed syllable in the word. • Identify stress in different types of words. • Indicate stress by clapping contrasting words. • Spell, pronounce, and stress previously selected words. <p><i>Participate in a word game to practice stress and pronunciation of words.</i></p> <ul style="list-style-type: none"> • Determine characteristics of the type of words. • Set game rules and procedure. <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> • Purpose and intended audience. • Graphic and textual components. • Acoustic characteristics: stress. • Conventional letter-sound correspondences. • Repertoire of words necessary for this social practice of the language. • Differences between English and the mother tongue. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> • Use language as a means and goal of entertainment. • Exchange activities of common interest among students. • Learn to compete against others with dedication and respect. 	<p>WORD GAME CONTEST</p> <ul style="list-style-type: none"> – Determine the day and time of the contest, as well as the number of participants and their ages. – Establish the type of words allowed and not allowed. – Set rules of participation and mechanics of the word game to practice word stress and pronunciation. – Organize the contest and invite students from other groups to participate.

SOCIAL PRACTICE OF THE LANGUAGE: READ AND RECORD INFORMATION TO SOLVE A PROBLEM

ENVIRONMENT: ACADEMIC AND EDUCATIONAL

SPECIFIC COMPETENCY: Check and select information in order to solve a problem of interest to students

ACHIEVEMENTS	CONTENTS	PRODUCT
<ul style="list-style-type: none"> • Identifies by name school-related problems. • Formulates questions. • Uses a table to record questions and solutions to a problem. • Looks for information that answers previously formulated questions. • Answers questions by writing. • Reads questions and answers aloud. 	<p>DOING WITH THE LANGUAGE</p> <p><i>Identify school-related problems of interest to students.</i></p> <ul style="list-style-type: none"> • Point out situations with school-related problems in order to find solutions. • Name school-related problems. • Select a school problem. <p><i>Formulate questions.</i></p> <ul style="list-style-type: none"> • Explore written questions such as: Why is it a problem? Who is it a problem for? What are its consequences? Why put it forward? How can it be solved? • to and identify the pronunciation of questions. • Identify used words to ask questions. • Formulate questions about a problem and how to solve it. <p><i>Write questions.</i></p> <ul style="list-style-type: none"> • Examine the written form of questions. • Identify word order and words used to ask questions. • Record questions in a chart. • Look for information that answers questions in different sources. • Use a table of contents and titles from sources to find information. • Read and select information. • Clarify the meaning of words. • Record in a chart information that answers questions about solving a problem. <p><i>Look for solutions to a problem based on questions and reliable information.</i></p> <ul style="list-style-type: none"> • Classify information whether it is related to a problem or a solution. • Record information in a chart. • Read questions and answers aloud. <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> • Topic, purpose, and intended audience. • Textual and graphic components. • Acoustic characteristics. • Type of sentences. • Question words. • Verb form: auxiliaries. • Verb tenses: present and past. • Punctuation. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> • Use language as a means of solving problems. • Respect the participation of others. • Cooperate to provide a solution to problems. 	<p>PRINTED SPOTS</p> <ul style="list-style-type: none"> – Identify a school-related problem. – Formulate questions to find information about a problem and its solution. – Read information. – Select, based on previous information, phrases that inform and help to raise awareness about a school-related problem. – Design the posters where spots will be printed. – Write information on posters. – Display posters in a suitable place in the school.

Unit IV

SOCIAL PRACTICE OF THE LANGUAGE: READ AND WRITE NOTES AND LETTERS		
ENVIRONMENT: FAMILIAR AND COMMUNITY		
SPECIFIC COMPETENCY: Comprehend and respond to invitations through letters		
APRENDIZAJES ESPERADOS	CONTENIDOS	PRODUCTO
<ul style="list-style-type: none"> Identifies purpose, function, intended audience, and sender of diverse invitations. Identifies the parts of an invitation letter. Answers questions about the event described in the letter. Clarifies new vocabulary and phrases by using bilingual dictionaries. Makes sentences to produce a written response to an invitation. Writes and reads a reply aloud. 	<p>DOING WITH THE LANGUAGE</p> <p><i>Explore invitation letters.</i></p> <ul style="list-style-type: none"> Infer purpose. Identify the parts of a letter. Unscramble a letter. Identify addressee. Identify situations in which letters are used. <p><i>Interpret invitations in letters.</i></p> <ul style="list-style-type: none"> Identify register. Determine the nature of the event (happy, sad, popular, communal, public, private, free entrance, etc.). Classify invitations based on the formality or informality of an event. Answer questions about an event. Complete sentences based on the date, time, and place of the event. Find out the meaning of unknown words or expressions. <p><i>Respond to invitations in writing.</i></p> <ul style="list-style-type: none"> Identify elements in which a reply is expected (e.g., confirm attendance, bring something to the event, etc.). Practice the writing of dates and places. Select a suitable addressee for an invitation. Build up sentences to respond to elements of an invitation. Select the most suitable closing formula for a letter. Check that all aspects in the writing of invitations are complete and included in the reply. Write on an envelope information regarding the sender and the addressee. <p><i>Read a letter aloud to practice sentence intonation and word pronunciation.</i></p> <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> Structure: greeting, message, closing. Purpose, addressee, and function of letters. Textual components of letters: place and date, addressee, signature, etc. Register. Repertoire of words necessary for this social practice of the language. Verb tenses: future. Modal verbs (<i>need, could, would, etc.</i>). Nouns: possessive forms (a friend of mine, a partner of yours, etc.). Quantifiers (<i>all, few, many, little, much, etc.</i>). Punctuation. Abbreviations. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> Use language as a means for suggesting and inviting. Show courtesies. 	<p>INVITATION LETTER</p> <ul style="list-style-type: none"> Select an event to invite people to. Plan the writing of the letter by listing the necessary components for the invitation (addressee, event, date, place, time, additional details, sender, etc.). Write the letter based on a model and using bilingual dictionaries. Check that the letter is complete, the message is clear and that it complies with writing conventions. Send the letters to the intended audience.

SOCIAL PRACTICE OF THE LANGUAGE: READ AND COMPARE VARIOUS ASPECTS OF MEXICO AND ENGLISH-SPEAKING COUNTRIES

ENVIRONMENT: LITERARY AND LUDIC

SPECIFIC COMPETENCY: Interpret historical chronicles to compare cultural aspects of Mexico and English-speaking countries

APRENDIZAJES ESPERADOS	CONTENIDOS	PRODUCTO
<ul style="list-style-type: none"> • Identifies topic, purpose, and intended audience. • Reads paragraphs of a chronicle aloud. • Describes aspects of nature and cultural expressions from a relevant historical period in the chronicle. • Compares aspects of nature and cultural expressions of a chronicle to contemporary ones from Mexico and English-speaking countries. • Writes questions and answers about different aspects described in a chronicle. • Reads questions and answers. 	<p>DOING WITH THE LANGUAGE</p> <p><i>Explore brief chronicles.</i></p> <ul style="list-style-type: none"> • Activate previous knowledge to predict topic. • Mention situations in which chronicles are narrated. <p><i>Read chronicles.</i></p> <ul style="list-style-type: none"> • Identify topic, intended audience, and purpose. • Identify, define, and clarify the meaning of new phrases and words. • Read aloud to practice pronunciation. • Identify aspects of nature (flora, fauna, climate, etc.) and cultural expressions (schedules, music, interaction, dressing and eating codes in different events, etc.) from the historical period mentioned in the chronicle. • Compare aspects of nature and cultural expressions of chronicles to contemporary ones from Mexico and English-speaking countries. • Identify people's actions. • Identify differences between actions in the chronicle and contemporary actions. <p><i>Answer questions, orally and in written form, about different aspects mentioned in chronicles.</i></p> <ul style="list-style-type: none"> • Write questions and answers about the described historical period, geographic location, people, vegetation, climate, etc. • Read questions and answers in collaboration to compare information. <p><i>Identify and express differences and similarities of historical and cultural aspects between Mexico and English-speaking countries.</i></p> <ul style="list-style-type: none"> • Write (in a chart) natural, historical and cultural aspects which are meaningful to the chronicle. • Adapt natural, historical and cultural aspects of a chronicle to Mexico's context. • Read adapted information aloud. • Check the adapted information to make sure it is adequate. <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. • Textual and graphic components. • Repertoire of words necessary for this social practice of the language. • Verb tenses: past, present perfect, and past perfect. • Punctuation. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> • Understand chronicles as a reflection of emotions and experiences, as well as people's values and cultures. • Identify values and behavior in English-speaking countries. 	<p>COMIC</p> <ul style="list-style-type: none"> – Select natural, historical and cultural aspects relevant to a chronicle to find similarities or differences with the present situation of Mexico and English-speaking countries. – Write an adapted version of the mentioned aspects, based on a model. – Check spelling and punctuation conventions. – Read the adapted version aloud. – Turn the adaptation into a comic strip. – Share the comic with other teams.

Unit V

SOCIAL PRACTICE OF THE LANGUAGE: READ AND RECORD INFORMATION TO DESIGN QUESTIONNAIRES AND REPORTS		
ENVIRONMENT: ACADEMIC AND EDUCATIONAL		
SPECIFIC COMPETENCY: Record information to make a report on activities related to a job or occupation		
APRENDIZAJES ESPERADOS	CONTENIDOS	PRODUCTO
<ul style="list-style-type: none"> Says the names of jobs and occupations. Formulates and answers questions about jobs and occupations. Reads informative texts that describe activities of a job or profession aloud. Distinguishes main ideas from supporting ideas in paragraphs. Identifies introduction, body, and conclusions. Writes information about jobs and occupations. 	<p>DOING WITH THE LANGUAGE</p> <p><i>Explore sequence of images of activities related to a job or occupation.</i></p> <ul style="list-style-type: none"> Activate previous knowledge in the mother tongue to predict the content of images. Identify a sequence of activities based on its illustrations. Identify purpose and intended audience. <p><i>Collect information about activities of a job or occupation.</i></p> <ul style="list-style-type: none"> Ask and answer questions about activities of a job or occupation represented in images. Read informative texts that describe activities of jobs or occupations aloud. Relate information to activities of a job or occupation represented in a sequence of images. Distinguish main from supporting ideas in a paragraph. Underline main ideas. <p><i>Explore reports on activities.</i></p> <ul style="list-style-type: none"> Mention situations in which reports on activities are made. Identify the parts of a report. Read title and predict content. Identify main ideas and the order in which they are presented. <p><i>Write information about jobs and occupations to make a report.</i></p> <ul style="list-style-type: none"> Classify information. Complete model sentences with known information about activities of jobs or occupations (e.g., seamstresses make patterns of clothes they make; farmers clear the land, etc.). Order sentences based on a sequence of images. Choose suitable connectors to link sentences together. Write titles for reports. <p><i>Check spelling and punctuation conventions.</i></p> <p>KNOWING ABOUT THE LANGUAGE</p> <ul style="list-style-type: none"> Structure of reports: introduction, body, and conclusions. Topic, purpose, and intended audience. Textual and graphic components. Repertoire of words necessary for this social practice of the language. Types of sentences. Verb tenses. Verb forms: passive. Punctuation. <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> Use language as a means to record information. Respect the value of other people's jobs. Identify the sense of belonging to a community and being part of its activities. 	<p>ILLUSTRATED REPORT</p> <ul style="list-style-type: none"> Select a job, occupation, or personal activity to write a report of activities. Write a title and collect information from various sources. Write sentences that describe activities, based on a model. Use connectors to link sentences together and order them in a sequence. Check that the writing is complete and complies with writing conventions. Write the sentences in a report and add illustrations. Present the report to the rest of the group.

SOCIAL PRACTICE OF THE LANGUAGE: FOLLOW AND GIVE DIRECTIONS TO GO TO PLACES

ENVIRONMENT: FAMILIAR AND COMMUNITY

SPECIFIC COMPETENCY: Follow and give directions for commuting using public transport

APRENDIZAJES ESPERADOS	CONTENIDOS	PRODUCTO
<ul style="list-style-type: none"> • Discriminates names of places and means of transport while listening and reading. • Identifies names of destinations in double column charts. • Reads times of departures and arrivals aloud. • Understands directions to move from one place to another using public transport. • Formulates questions to ask how to get to a place where you can take public transport and what is its cost. • Writes directions to get from one place to another using public transport. 	<p>DOING WITH THE LANGUAGE</p> <p><i>Explore pamphlets showing how to get to a place using public transport.</i></p> <ul style="list-style-type: none"> • Point out purpose and intended audience. • Identify visual aids to indicate location (sketches, maps, etc.). • Identify, while listening and reading, the name, place, or means of transport included in instructions. <p><i>Interpret timetable charts.</i></p> <ul style="list-style-type: none"> • Identify names of destinations in timetables. • Read departure and arrival times. <p><i>Describe the immediate context as a point of reference to move from.</i></p> <ul style="list-style-type: none"> • Express present location using another point of reference. • Complete written sentences to indicate the location of a place or community with respect to another. <p><i>Understand directions to move from one place to another.</i></p> <ul style="list-style-type: none"> • Identify words that indicate movement from one place to another. • Identify expressions that indicate the destination and the means of transport to get to it. • Identify how many and what means of transport must be used to get to a final destination. • Formulate questions to ask how to get to a place where public transport can be reached. • Ask for the trip fare to a destination. • Identify words that indicate the distance between different locations. <p><i>Offer directions to use public transport.</i></p> <ul style="list-style-type: none"> • Identify names of places of departure and arrival. • Complete sentences that offer information about going from one place to another by public transport. <p><i>Write directions to get from one place to another using public transport.</i></p> <ul style="list-style-type: none"> • Write sentences to move from one place to another. • Trace a route on a map to verify that directions are correct. • Read directions aloud to practice pronunciation and intonation. <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. • Textual and graphic components. • Acoustic characteristics: intonation, volume, and diction. • Repertoire of words necessary for this social practice of the language. • Types of sentences. • Adjectives: demonstratives. • Adverbs: of place. • Abbreviations and signs (\$, €, m.-meter, LHR-London Heathrow, etc.). <p>BEING THROUGH THE LANGUAGE</p> <ul style="list-style-type: none"> • Use language as a means of offering and asking for help. • Show assertiveness and confidence in the use of English. • Show courtesy and respect when offering and asking for help. 	<p>INSTRUCTIONS BROCHURE ON HOW TO USE MEANS OF TRANSPORT</p> <ul style="list-style-type: none"> – Select locations to provide directions to get there. – Make a list with details required to get to a place: means of transport, cost, etc. – Write the instructions to get to the places, based on a model. – Check in a bilingual dictionary that words comply with writing and spelling conventions. – Check that the instructions are clear and that they take you to the place you want to go. – Write the final version of the instructions on the brochure and illustrate it with a sketch or map. – Display the brochure in a visible place in the classroom.

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TEACHING GUIDELINES

Cycle 3 is aimed at students who, having finished Cycles 1 and 2 of NEPBE, have already had some contact with English and are, therefore, acquainted with some of its uses and linguistic aspects. With all, it is convenient to bear in mind the following considerations:

- Take students' knowledge, experiences, and interests already have in the social practices of their mother tongue as a basis.
- 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 though 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.
 - *The number of lessons devoted to the planned communicative situations*, as well as their requirements and the product to be obtained from them.
- Look for, select, and create the necessary multimedia or printed materials if needed, read and analyze them before using them with students.

- Bear in mind the social practices of the language during the development of communicative situations.
- Create teaching strategies characterized by their diversity in:
 - Modalities in work organization: whole class, teamwork, pair work, individual work.
 - Modalities in reading and writing: modeled, guided, shared, individual, silent, aloud, etc.
 - Diversity in teaching materials and resources: made by the students themselves or previously prepared, long or short titles, repeated titles, unique titles, books graded by level of difficulty, multimedia resources (audio, video, CDs, computer software, etc.).
- Model and play the roles of expert speaker, listener, reader and expert producer of spoken and written texts in English before the students.
- Create opportunities for all the students to engage in oral exchanges and in reading and writing activities.
- Foster a positive attitude towards learning a non-native language and other cultures.
- Encourage an environment of respect and trust where mistakes, rather than being constantly sanctioned and corrected, are seen as opportunities to practice and rehearse English, as well as to receive or offer positive feedback.

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

