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# English Syllabus Movers





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## Dear teaching faculty:

To strengthen the curriculum reform, the Ministry of Education is pleased to introduce the English syllabus for primary education which comprises the levels *Movers A*, *B*, and *C*.

This syllabus has been designed as a primary education tool for exposing students to English throughout their learning process. Based on the previous statement, students will develop and improve basic linguistic competencies for the *Movers* level, progressing in an integrated manner. This syllabus aims to recreate scenarios where students may use the foreign language in real-world practices.

It is important for the Ministry of Education to recognize that the successful implementation of this syllabus can only be achieved with the professionalism, commitment, passion, and creativity that characterize our faculty, whose foremost objective is to provide high-quality education while teaching a foreign language.

Finally, we would like to acknowledge all the hard work and time invested into your teaching role. You are encouraged to consider what has been established along the syllabus and make it your own to leave your mark on your students' learning process.

**José Mauricio Pineda Rodríguez**  
Minister of Education

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## I. Presentation of the English Class Framework

### 1.1 Common European Framework of Reference (CEFR)

English has spread worldwide and it has been adopted as a lingua franca. English as a lingua franca refers to “any use of English among speakers of different first languages for whom English is the communicative medium of choice, and often the only option” (Chen et al., 2019). Therefore, English learning should be based on international standards such as the Common European Framework of Reference for Languages (CEFR). This framework helps to evaluate and define the linguistic competencies learned by an individual. The CEFR categorizes learners from a PreA1 level, which is the most basic, to a C2 level, for those who master a language.

According to students’ age groups in primary education, three levels have been established as detailed below:

Levels	Movers A	Movers B	Movers C
Ages	10	11	12
Hours of Study	64 hours	64 hours	64 hours

Students in primary education will take the Movers level appropriate for their age group. The syllabus therefore focuses on developing essential English communicative competencies across three sub-levels of 64 hours each: Movers A, Movers B, and Movers C.

Thus, English as a Foreign Language (EFL) will be developed in two weekly 45-minute sessions throughout the school year, completing a total of 64 hours of English instruction.

English Subject	Fourth Grade		Fifth Grade		Sixth Grade	
	Weekly Hours	Yearly Hours	Weekly Hours	Yearly Hours	Weekly Hours	Yearly Hours
	2	64	2	64	2	64

### 1.2 Communicative Approach

This approach focuses on exposing language learners to real-life situations in order for them to communicate real meaning. According to the Communicative Language Teaching Approach (CLT) the context of a region should be considered for students to feel more contextualized and related to their own reality.

The English lessons within a communicative approach must include activities in which the learner is able to practice and improve his/her language skills.

Communicative English lessons are characterized by the following principles:

- a. A student-centered approach, which means that the main focus of the learning process must be the students themselves and the development/improvement of their language skills.
- b. Teachers act as facilitators. They provide the opportunities and resources that students may apply to their language competencies. (Zakime, 2018)

c. This approach is also situation-oriented, which means that the context of a scenario is given to be used in similar situations. (Dos Santos, 2020)

We must remember that communication is not only verbal, but also non-verbal. Students might take their time to develop their speaking competencies but can still communicate by understanding instructions and using body or gestural language.

### 1.3 Transversal Axes

The transversal axes are topics that set up a relationship among themselves as recurring themes in students' learning process. They cooperate with the conceptual, procedural, and attitudinal contents. Thus, according to MINED (2008), the Salvadoran curriculum incorporates the transversal axes below:

1. Human rights education
2. Health education
3. Comprehensive preventive education
4. Environmental education
5. Population education
6. Education for equal opportunities
7. Education in values
8. Consumer education
9. Use of new technologies

## II. The components of the didactic unit

Implementing the English as a Foreign Language subject in primary education is crucial for establishing the initial linguistic foundation. The curriculum is designed to help students expand

their vocabulary and fixed expressions relevant to their context, while also fostering knowledge, critical thinking, innovation, and digital literacy. This creates educational experiences that connect them to a real, modern world. This foundational work is key, as students will develop true communicative autonomy in secondary education.

EFL has been included in the Salvadoran curriculum due to the globalization of the language as a means of communication by becoming part of the economic, cultural, and social contexts of different countries. Therefore, this syllabus has been tailored to incorporate the following components.

### 2.1 Unit Number and Name

Every unit includes an assigned number and name. The number corresponds to the correlative order of each unit and its name has been created to go in accordance with the contents that will be developed.

### 2.2 Approximate Time

The Common European Framework of Reference for Languages (CEFR) has established a specific amount of hours to learn a foreign language; that is why each unit of this syllabus has set an estimated time that ranges between ten to twelve hours according to the complexity of its contents.

### 2.3 Competencies

The unit competencies are structured according to learning

achievement. Additionally, they are oriented to a sequence of actions to obtain a concrete result.

## 2.4 Contents

This English syllabus has been designed to take into consideration the three types of content that are crucial for the teaching-learning process and contribute to the achievement of the performance indicators.

These are conceptual contents (know-what), procedural contents (know-how), and attitudinal competencies (know-how-to-be).

### 2.4.1 Conceptual Contents

*What should students learn?* The conceptual contents answer this question since for students to grasp them, it is necessary to reflect on the vocabulary and useful expressions that they will be required to generate in order to communicate messages in the target language. In the syllabus, each conceptual content found in the first column has been marked with bullets (•). The conceptual contents also include a list of vocabulary words and examples of the language to be produced by students.

Furthermore, projects for every unit have been elaborated to verify students' English learning progress. These activities will be completed in the last week of the units.

### 2.4.2 Procedural Contents

*How to teach?* Procedural contents establish activities and strategies to create a more meaningful teaching-learning process. It is necessary to consider these contents so that students strengthen their linguistic skills and put the developed competencies into practice. The procedural contents will provide guidance on the processes to be followed during each lesson.

### 2.4.3 Performance Indicators

*What-when-how to assess?* Performance indicators state and measure what students should be able to produce as the competencies are achieved.

### 2.4.4 Attitudinal Competencies

The attitudinal competencies refer, as its name enunciates, to attitudes, values, and norms that should be developed by students to conduct themselves appropriately in their educational environment. Some values that are part of the syllabus are respect, enthusiasm, tolerance, confidence, politeness, and collaboration.

### 2.4.5 Keywords

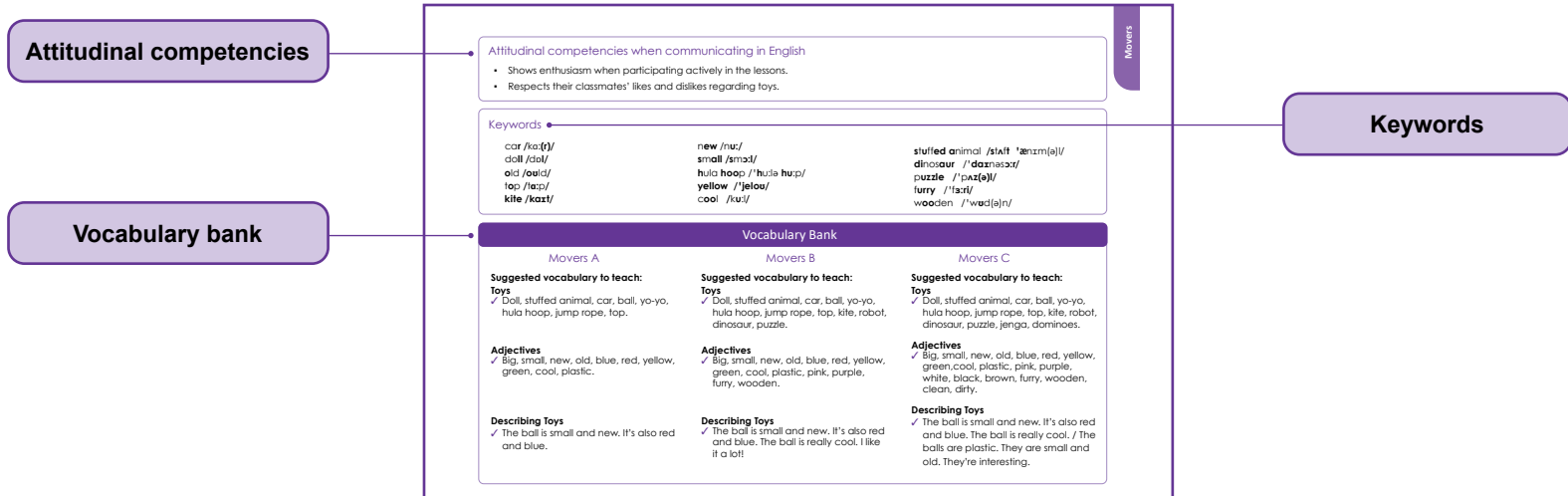
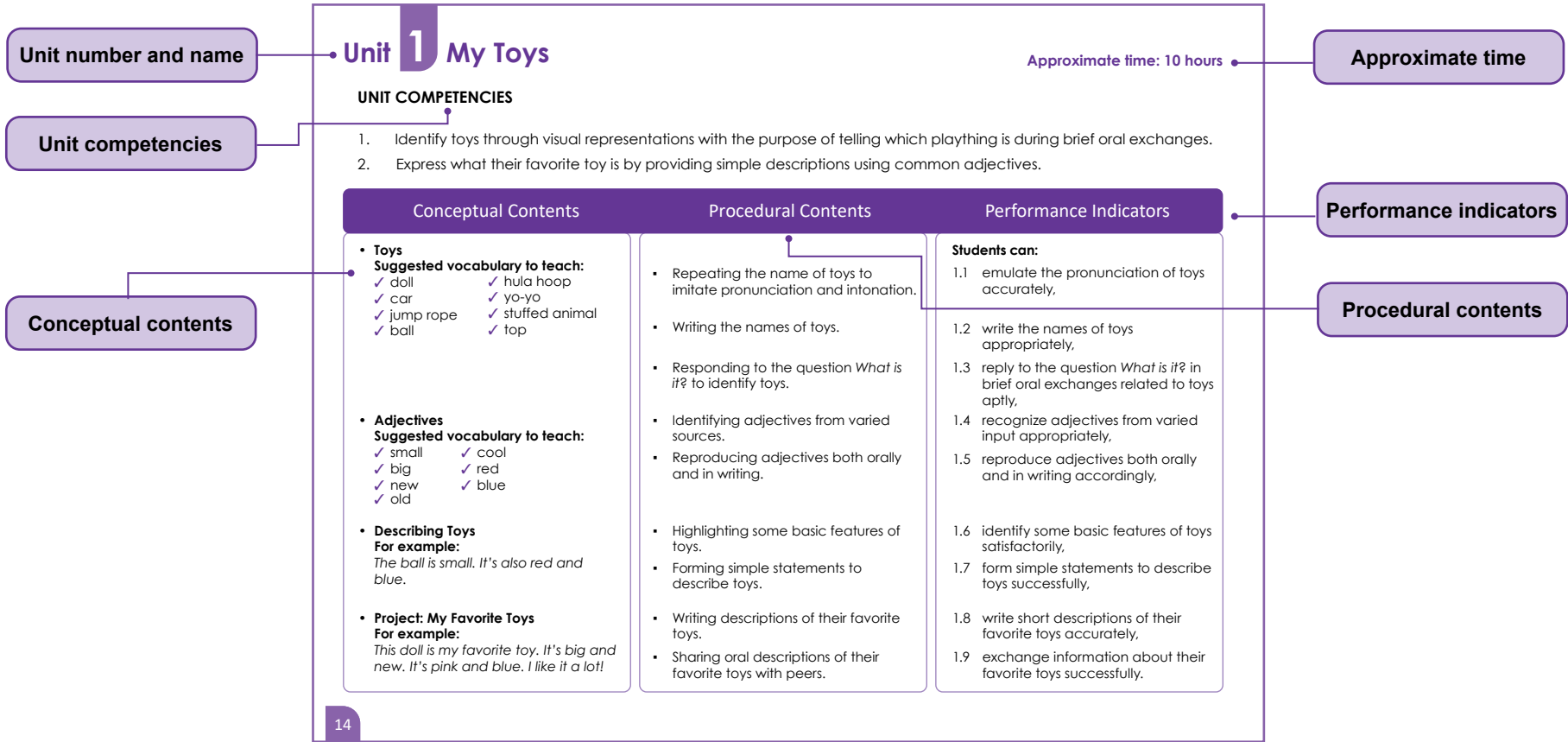
The intention of this section is to provide teachers with a list of words to be taught during the unit and their phonetic transcription to facilitate and guide their pronunciation. Furthermore, some specific phonemes that have a higher level of difficulty in pronunciation have been highlighted in bold type.

## 2.4.6 Vocabulary Bank

A vocabulary bank has been included at the end of every unit to provide teachers with a suggested list of words that should be taught at each level. The bank has been split as *Movers A*, *Movers B*, and *Movers C*; this segmentation is intended to show the progressive increase in the amount of vocabulary that students will learn. Therefore, it is recommended to diagnose the students' level of language proficiency so as to adapt the vocabulary bank to their specific linguistic needs.

Vocabulary Bank		
Movers A	Movers B	Movers C
<p><b>Suggested vocabulary to teach:</b></p> <p><b>Parts of a House</b></p> <ul style="list-style-type: none"> <li>✓ Bedroom, bathroom, living room, kitchen, garden, dining room.</li> </ul>	<p><b>Suggested vocabulary to teach:</b></p> <p><b>Parts of the House</b></p> <ul style="list-style-type: none"> <li>✓ Bedroom, bathroom, living room, kitchen, garden, dining room, backyard, garage.</li> </ul>	<p><b>Suggested vocabulary to teach:</b></p> <p><b>Parts of the House</b></p> <ul style="list-style-type: none"> <li>✓ Bedroom, bathroom, living room, kitchen, garden, dining room, backyard, garage, attic, basement.</li> </ul>
<p><b>House furniture, Appliances, and Objects</b></p> <ul style="list-style-type: none"> <li>✓ Bed, closet, toilet, shower, TV, sofa, stove, fridge, table, chair, shovel.</li> </ul>	<p><b>House furniture, Appliances, and Objects</b></p> <ul style="list-style-type: none"> <li>✓ Bed, closet, toilet, shower, TV, sofa, stove, fridge, table, chair, shovel, night table, sink, bookcase, blender, flowerpot.</li> </ul>	<p><b>House furniture, Appliances, and Objects</b></p> <ul style="list-style-type: none"> <li>✓ Bed, closet, toilet, shower, TV, sofa, stove, fridge, table, chair, shovel, night table, lamp, sink, bookcase, blender, microwave oven, flowerpot, rake, toolbox.</li> </ul>
<p><b>Prepositions of Place (Part I)</b></p> <ul style="list-style-type: none"> <li>✓ In, on, under, next to, in front of.</li> </ul>	<p><b>Prepositions of Place (Part I)</b></p> <ul style="list-style-type: none"> <li>✓ In, on, under, next to, in front of, behind.</li> </ul>	<p><b>Prepositions of Place (Part I)</b></p> <ul style="list-style-type: none"> <li>✓ In, on, under, next to, behind, in front of, above.</li> </ul>
<p><b>Locating Furniture, Appliances, and Objects in a House</b></p> <ul style="list-style-type: none"> <li>✓ Where is the lamp? The lamp is on the table. / The lamp is in front of the sofa.</li> </ul>	<p><b>Locating Furniture, Appliances, and Objects in a House</b></p> <ul style="list-style-type: none"> <li>✓ Where is the night table? The night table is behind the chair. / It's behind the chair.</li> </ul>	<p><b>Locating Furniture, Appliances, and Objects in a House</b></p> <ul style="list-style-type: none"> <li>✓ Where is the flowerpot? The flowerpot is next to the rake. / It's next to the rake.</li> <li>✓ Where are the bookcases? The bookcases are in the attic. / They're in the attic.</li> </ul>

## 2.5 Presentation and Description of the Didactic Unit Format





### III. Methodology

#### 3.1 Methodological Guidelines

The methodological guides, which include activities assigned for the *Pre*, *During*, and *Post* phases of the didactic sequence, have been elaborated to support teachers within the implementation of the English syllabus. These resources can be adapted by the teaching faculty considering students' contexts and learning styles.

Students in primary education will develop essential English communicative competencies in alignment with the CEFR.

The approximate time of hours of instruction is detailed in the upper right part of every unit. Some units are more complex in terms of their content, which is why they have been assigned twelve hours while the rest will be developed in ten. Every week, students will be exposed to two classes that will be carried out during forty-five minutes each. The didactic sequence is formed by three subphases: *Pre*, *During*, and *Post*; each of them will be carried out in fifteen minutes.

The following methodological guidelines are intended to support the teaching process and to facilitate students' learning.

1. Activate previous knowledge and establish the purpose of each lesson.
2. Introduce the new vocabulary and useful expressions during the *Pre* section.
3. Engage students in learning activities.

4. Provide enough time for learners to practice with peers to improve their English.
5. Encourage students to develop autonomy in their learning process.
6. Take students' ages into account to adapt the learning activities.
7. Cultivate a welcoming classroom atmosphere.
8. Promote teamwork among students.

#### 3.2 Evaluation

Every unit has a specific amount of performance indicators that have a correlative number related to each conceptual and procedural content. It is important to highlight that there are suggested tests and projects for teachers to carry out in their classes. These activities will be found at the end of every single unit in the methodological guide. Teachers are free to adapt and make any necessary changes according to their students' learning needs.

Participation, systematization, and classroom performance are some elements that teachers should take into account to verify whether students have achieved and developed the competencies that are required and stated at the beginning of each unit. This is how the evaluation process becomes continuous and integrated.

### 3.2.1 Competencies to Be Assessed

#### Language Competencies

Teachers should use the following competencies when evaluating their students' foreign language learning:

- a. **Listening comprehension:** it is the ability to comprehend and interpret oral messages.
- b. **Oral production:** it is the ability to communicate verbally using the language.
- c. **Grammatical competency:** it is the ability to make use of vocabulary, pronunciation, writing, and word formation, among others.
- d. **Strategic competency:** it is constituted by the use of verbal and non-verbal communicative strategies according to the context or scenarios to which students are exposed.
- e. **Written production:** it is the ability to express and communicate ideas through writing.
- f. **Reading comprehension:** it is the ability to interpret written texts.

### 3.2.2 Types of Evaluation

To verify and have a wider perspective of students' improvement within their own learning process, it is necessary to make use of diagnostic, formative, and summative evaluations. Teachers are encouraged to administer the suggested evaluations in the methodological guide and to make any adaptations if necessary.

#### a. Diagnostic Assessment

- It can be carried out through ludic activities, verbally or in writing.
- It is useful for identifying and collecting information related to students' previous knowledge and areas of improvement.

#### b. Formative Assessment

- It can be done along the learning process.
- It is not graded numerically.
- It helps teachers to recognize the contents that need to be reinforced.
- It focuses on students' individual progress.
- It identifies areas of improvement.

#### c. Summative Assessment

- It is graded numerically.
- It is based on specific standards to evaluate the learning process and progress.
- It is frequently applied at the end of a content, period, and year.
- It makes use of projects, homework, and tests.







## UNIT COMPETENCIES

1. Identify and name common toys based on visual aids and state which plaything is being referenced during short oral exchanges.
2. Express their favorite toy and provide simple descriptions of it using a limited range of common, learned adjectives.

Conceptual Contents	Procedural Contents	Performance Indicators
<ul style="list-style-type: none"> <li>• <b>Toys</b>  <b>Suggested vocabulary to teach:</b> <ul style="list-style-type: none"> <li>✓ doll</li> <li>✓ car</li> <li>✓ jump rope</li> <li>✓ ball</li> <li>✓ hula hoop</li> <li>✓ yo-yo</li> <li>✓ stuffed animal</li> <li>✓ top</li> </ul> </li> <li>• <b>Adjectives</b>  <b>Suggested vocabulary to teach:</b> <ul style="list-style-type: none"> <li>✓ small</li> <li>✓ big</li> <li>✓ new</li> <li>✓ old</li> <li>✓ cool</li> <li>✓ red</li> <li>✓ blue</li> </ul> </li> <li>• <b>Describing Toys</b>  <b>For example:</b>  <i>The ball is small. It's also red and blue.</i> </li> <li>• <b>Project: My Favorite Toys</b>  <b>For example:</b>  <i>This doll is my favorite toy. It's big and new. It's pink and blue. I like it a lot!</i> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Listening, repeating, and responding to auditory prompts to practice correct pronunciation, intonation, and recall the names of learned toys and descriptive adjectives.</li> <li>▪ Writing the names of toys and descriptive adjectives.</li> <li>▪ Identifying and stating the basic characteristics of toys by matching them with the learned vocabulary and adjectives.</li> <li>▪ Formulating simple, learned phrases to write and share brief oral descriptions of their favorite toys with peers.</li> </ul>	<p><b>Students can:</b></p> <ol style="list-style-type: none"> <li>1.1 reproduce orally the names of learned toys and descriptive adjectives, demonstrating accurate pronunciation and intonation appropriately in response to auditory prompts;</li> <li>1.2 transcribe the names of toys and descriptive adjectives with acceptable spelling and legibility accurately,</li> <li>1.3 differentiate the basic characteristics of toys by accurately linking them to the acquired vocabulary and adjectives effectively,</li> <li>1.4 construct simple, rehearsed phrases to draft written accounts and deliver brief oral presentations regarding their favorite toys fluently.</li> </ol>

## Attitudinal competencies when communicating in English

- Shows enthusiasm and tries hard when engaging in class activities, staying focused and listening well when others are speaking.
- Is kind and respectful to all classmates, and works well with others.

## Keywords

car /kɑ:(r)/  
doll /dɒl/  
old /əʊld/  
top /tɑ:p/  
kite /kaɪt/

new /nu:/  
small /smɔ:l/  
hula hoop /'hu:lə hu:p/  
yellow /'jeləʊ/  
cool /ku:l/

stuffed animal /stʌft 'ænɪm(ə)l/  
dinosaur /'daɪnəsɔ:r/  
puzzle /'pʌz(ə)l/  
fluffy /'flʌf.i/  
wooden /'wʊd(ə)n/

## Vocabulary Bank

### Movers A

#### Suggested vocabulary to teach:

##### Toys

- ✓ Doll, stuffed animal, car, ball, yo-yo, hula hoop, jump rope, top.

##### Adjectives

- ✓ Cool, big, small, new, old, blue, red, yellow, green, plastic.

##### Describing Toys

- ✓ The ball is small and new. It's also red and blue.

### Movers B

#### Suggested vocabulary to teach:

##### Toys

- ✓ Doll, stuffed animal, car, ball, yo-yo, hula hoop, jump rope, top, kite, robot, dinosaur, puzzle.

##### Adjectives

- ✓ Cool, big, small, new, old, fluffy, blue, red, yellow, green, pink, purple, wooden, plastic.

##### Describing Toys

- ✓ The ball is really cool. It's small and new. It's also red and blue. I like it a lot!

### Movers C

#### Suggested vocabulary to teach:

##### Toys

- ✓ Doll, stuffed animal, car, ball, yo-yo, hula hoop, jump rope, top, kite, robot, dinosaur, puzzle, jenga, dominoes.

##### Adjectives

- ✓ Cool, interesting, dirty, clean, big, small, new, old, fluffy, blue, red, yellow, green, pink, purple, white, black, brown, wooden, plastic.

##### Describing Toys

- ✓ The ball is really cool. It is small and new. It's also red and blue. / The balls are interesting. They are small and old. They're plastic.

# Unit 2 This Is My House

Approximate time: 10 hours

## UNIT COMPETENCIES

1. Build house-related vocabulary and apply it effectively in various written and oral communicative activities.
2. Describe the precise location of furniture and appliances within a house by accurately using prepositions of place in activities that integrate the four macro skills.

Conceptual Contents	Procedural Contents	Performance Indicators
<ul style="list-style-type: none"><li>• <b>Parts of a House</b> <b>Suggested vocabulary to teach:</b><ul style="list-style-type: none"><li>✓ bedroom</li><li>✓ dining room</li><li>✓ bathroom</li><li>✓ garden</li><li>✓ living room</li><li>✓ kitchen</li></ul></li><li>• <b>House furniture, Appliances, and Objects</b> <b>Suggested vocabulary to teach:</b><ul style="list-style-type: none"><li>✓ bed</li><li>✓ closet</li><li>✓ toilet</li><li>✓ shower</li><li>✓ TV</li><li>✓ shovel</li><li>✓ fridge</li><li>✓ stove</li><li>✓ chair</li><li>✓ table</li><li>✓ sofa</li></ul></li></ul>	<ul style="list-style-type: none"><li>▪ Identifying the names of the parts of a house, furniture, and appliances from varied sources.</li><li>▪ Practicing the correct pronunciation and writing the spelling of all new vocabulary items.</li> <li>▪ Categorizing furniture and appliances accurately according to the specific part of the house they are usually found in.</li></ul>	<p><b>Students can:</b></p> <ol style="list-style-type: none"><li>2.1 produce house-related vocabulary accurately in written form, demonstrating correct spelling and clear pronunciation of all new terms;</li> <li>2.2 organize and categorize house furniture and appliances accurately based on their typical location within a house,</li></ol>

- **Prepositions of Place (Location)**

- **Suggested vocabulary to teach:**

- ✓ in
- ✓ on
- ✓ under
- ✓ next to
- ✓ in front of

- **Locating Furniture, Appliances, and Objects in a House**

- **For example:**

- A: *Where is the lamp?*

- B: *The lamp is on the table.*

- **Project: My House**

- **For example:**

- This is my bedroom. The bed is next to the closet.*

- This is my kitchen. The fridge is in front of the stove.*

- Using prepositions of place to express the location of house furniture and appliances.

- Exchanging information about the location of objects in a house.

- Describing their house by stating the location of furniture and appliances in its rooms.

- 2.3 use prepositions of place to express the location of house furniture and appliances properly,

- 2.4 exchange information about the location of house furniture and appliances using prepositions of place appropriately,

- 2.5 describe the location of the furniture and appliances in their houses accurately.

### Attitudinal competencies when communicating in English

- Works respectfully and cooperatively with classmates, particularly when listening to and sharing descriptions of their houses.

### Keywords

bedroom /'bedru:m/

bathroom /'bɑ:θ,ru:m/

living room /'lɪvɪŋ.ru:m/

kitchen /'kɪtʃən/

backyard /,bæk'ja:(r)d/

shovel /'ʃʌvl/

closet /'klɒzɪt/

toilet /'tɔɪlət/

shower /'ʃaʊə(r)/

TV /,ti: 'vi:/

sofa /'sɒfə/

stove /stəʊv/

fridge /frɪdʒ/

in /ɪn/

on /ɑɪn/

under /'ʌndə(r)/

where /weə(r)/

next to /nekst.tu: /

## Vocabulary Bank

### Movers A

#### Suggested vocabulary to teach:

##### Parts of a House

- ✓ Bedroom, bathroom, living room, kitchen, garden, dining room.

##### House furniture, Appliances, and Objects

- ✓ Bed, closet, toilet, shower, TV, sofa, stove, fridge, table, chair, shovel.

##### Prepositions of Place (Location)

- ✓ In, on, under, next to, in front of.

##### Locating Furniture, Appliances, and Objects in a House

- ✓ Where is the lamp? The lamp is on the table. / The lamp is in front of the sofa.

### Movers B

#### Suggested vocabulary to teach:

##### Parts of the House

- ✓ Bedroom, bathroom, living room, kitchen, garden, dining room, backyard, garage.

##### House furniture, Appliances, and Objects

- ✓ Bed, closet, toilet, shower, TV, sofa, stove, fridge, table, chair, shovel, night table, sink, bookcase, blender, flowerpot.

##### Prepositions of Place (Location)

- ✓ In, on, under, next to, in front of, behind.

##### Locating Furniture, Appliances, and Objects in a House

- ✓ Where is the night table? The night table is behind the chair. / It's behind the chair.

### Movers C

#### Suggested vocabulary to teach:

##### Parts of the House

- ✓ Bedroom, bathroom, living room, kitchen, garden, dining room, backyard, garage, attic, basement.

##### House furniture, Appliances, and Objects

- ✓ Bed, closet, toilet, shower, TV, sofa, stove, fridge, table, chair, shovel, night table, lamp, sink, bookcase, blender, microwave oven, flowerpot, rake, toolbox.

##### Prepositions of Place (Location)

- ✓ In, on, under, next to, behind, in front of, above.

##### Locating Furniture, Appliances, and Objects in a House

- ✓ Where is the flowerpot? The flowerpot is next to the rake. / It's next to the rake.
- ✓ Where are the bookcases? The bookcases are in the attic. / They're in the attic.

# Unit 3 Amazing Animals

Approximate time: 10 hours

## UNIT COMPETENCIES

1. Differentiate the characteristic skills and abilities of wild animals to describe what their favorite wild animal can or can't do.

Conceptual Contents	Procedural Contents	Performance Indicators
<ul style="list-style-type: none"><li>• <b>Wild Animals</b> <b>Suggested vocabulary to teach:</b><ul style="list-style-type: none"><li>✓ eagles</li><li>✓ kangaroos</li><li>✓ elephants</li><li>✓ giraffes</li><li>✓ lions</li><li>✓ tigers</li><li>✓ zebras</li><li>✓ alligators</li></ul></li><li>• <b>Action Verbs</b> <b>Suggested vocabulary to teach:</b><ul style="list-style-type: none"><li>✓ walk</li><li>✓ swim</li><li>✓ fly</li><li>✓ jump</li><li>✓ run</li></ul></li><li>• <b>Abilities Using Can</b> <b>For example:</b> <i>Eagles can fly.</i></li><li>• <b>Abilities Using Can't</b> <b>For example:</b> <i>Kangaroos can't fly.</i></li></ul>	<ul style="list-style-type: none"><li>▪ Identifying wild animals and relating them to their visual representations.</li><li>▪ Practicing correct pronunciation and accurate spelling of wild-animal vocabulary.</li><li>▪ Identifying action verbs and categorizing them correctly based on the particular abilities they describe in wild animals.</li><li>▪ Formulating statements accurately to describe what wild animals can do and what abilities do not characterize them using <i>can't</i>.</li><li>▪ Exchanging information with peers about the abilities that characterize different animals.</li></ul>	<p><b>Students can:</b></p> <ol style="list-style-type: none"><li>3.1 demonstrate accurate recognition and spelling of wild-animal vocabulary and action verbs, and correctly categorize these verbs based on the characteristic abilities of animals;</li><li>3.2 communicate the abilities of wild animals accurately in dialogue, formulating grammatically correct statements using <i>can</i> and <i>can't</i> to both describe and exchange information;</li></ol>

**Project: My Favorite Wild Animal**  
**For example:**

*I love tigers! Tigers can run, but they can't fly. Tigers can walk and swim.*

- Providing a brief oral description of what their favorite wild animal can and cannot do, using designed visual aids solely as a support for recalling information.

3.3 provide an oral description of their favorite wild animal's abilities fluently and coherently, accurately stating what the animal can and cannot do while effectively utilizing the designed visual aids for recall.

### Attitudinal competencies when communicating in English

- Shows appreciation for wildlife and the natural world.
- Is respectful of classmates' different ideas and favorite wild animals.

### Keywords

**eagle** /'i:g(ə)l/  
**kangaroo** /,kæŋgə'ruː/  
**elephant** /'elɪfənt/  
**giraffe** /dʒə'raːf/  
**lion** /'laɪən/

**tiger** /'taɪgə(r)/  
**zebra** /'zebrə/  
**alligator** /'ælɪ,geɪtə(r)/  
**walk** /wɔːk/  
**swim** /swɪm/

**fly** /flaɪ/  
**jump** /dʒʌmp/  
**run** /rʌn/  
**can** /kæn/  
**can't** /kænt/

## Vocabulary Bank

### Movers A

**Suggested vocabulary to teach:**

**Wild Animals**

- ✓ Eagles, kangaroos, elephants, giraffes, lions, tigers, zebras, alligators.

**Action Verbs**

- ✓ Walk, swim, fly, jump, run.

**Abilities Using Can**

- ✓ Eagles can fly.

**Abilities Using Can't**

- ✓ Kangaroos can't fly.

### Movers B

**Suggested vocabulary to teach:**

**Wild Animals**

- ✓ Eagles, kangaroos, elephants, giraffes, lions, tigers, zebras, alligators, monkeys, foxes.

**Action Verbs**

- ✓ Walk, swim, fly, jump, run, swing, climb.

**Abilities Using Can**

- ✓ Monkeys can swing and climb.

**Abilities Using Can't**

- ✓ Lions can't swing or fly.

### Movers C

**Suggested vocabulary to teach:**

**Wild Animals**

- ✓ Eagles, kangaroos, elephants, giraffes, lions, tigers, zebras, alligators, monkeys, foxes, snakes, hippos.

**Action Verbs**

- ✓ Walk, swim, fly, jump, run, swing, climb, stomp, crawl.

**Abilities Using Can**

- ✓ Elephants can stomp and snakes can crawl.

**Abilities Using Can't**

- ✓ Alligators can't jump and tigers can't swing.

# Unit 4 My Favorite Food

Approximate time: 12 hours

## UNIT COMPETENCIES

1. Expand food-related vocabulary and apply it effectively in both productive and receptive language practice.
2. Express personal likes and dislikes regarding food to participate in and carry out class discussions about favorite foods.

Conceptual Contents	Procedural Contents	Performance Indicators
<ul style="list-style-type: none"><li>• <b>Fruits</b> <b>Suggested vocabulary to teach:</b><ul style="list-style-type: none"><li>✓ apple</li><li>✓ banana</li><li>✓ orange</li><li>✓ mango</li><li>✓ tangerine</li><li>✓ watermelon</li><li>✓ coconut</li><li>✓ pineapple</li><li>✓ lime</li><li>✓ lemon</li></ul></li><li>• <b>Vegetables</b> <b>Suggested vocabulary to teach:</b><ul style="list-style-type: none"><li>✓ tomato</li><li>✓ potato</li><li>✓ corn</li><li>✓ onion</li><li>✓ green pepper</li><li>✓ lettuce</li><li>✓ carrot</li><li>✓ cucumber</li><li>✓ broccoli</li></ul></li><li>• <b>Foods and Drinks</b> <b>Suggested vocabulary to teach:</b><ul style="list-style-type: none"><li>✓ hamburger</li><li>✓ chicken</li><li>✓ rice</li><li>✓ sandwich</li><li>✓ soup</li><li>✓ water</li><li>✓ milk</li><li>✓ soda</li></ul></li><li>• <b>Desserts</b> <b>Suggested vocabulary to teach:</b><ul style="list-style-type: none"><li>✓ cookie</li><li>✓ cake</li><li>✓ ice cream</li><li>✓ chocolate</li><li>✓ cupcake</li><li>✓ donut</li></ul></li></ul>	<ul style="list-style-type: none"><li>▪ Identifying fruits and vegetables from visual and oral input, producing the vocabulary in written form with correct spelling and in spoken form with clear pronunciation.</li><li>▪ Classifying food items as fruits or vegetables, and categorizing them further according to their culinary usage.</li><li>▪ Relating food and drink vocabulary to visual sources, practicing the correct pronunciation of all items, and reproducing the proper spelling of the vocabulary.</li></ul>	<p><b>Students can:</b></p> <ol style="list-style-type: none"><li>4.1 identify fruits and vegetables accurately from visual and oral input, producing the vocabulary in written form with correct spelling and in spoken form with clear pronunciation;</li><li>4.2 classify food items accurately as fruits or vegetables, then categorize them correctly according to their culinary usage;</li><li>4.3 associate food and drink vocabulary with corresponding visual sources accurately, while reproducing proper spelling and demonstrating clear pronunciation of each item;</li></ol>

- **Likes and Dislikes**

- **For example:**

- *I like chicken. / I don't like rice.*

- **Project: My Favorite Food Booklet**

- *I like orange juice and water. I like soup and rice.*

- Formulating simple statements to describe food favorites, illustrating their food likes and dislikes in a booklet, and discussing these preferences with peers.

- 4.4 construct simple statements accurately to describe food favorites, illustrating their likes and dislikes in a booklet, and discussing these preferences coherently with peers.

### Attitudinal competencies when communicating in English

- Listens attentively and respectfully when their classmates share their food favorites.
- Shows enthusiasm and confidence when sharing his/her own food likes and dislikes.

### Keywords

**apple** /'æpəl/

**banana** /bə'na:nə/

**orange** /'brɪndʒ/

**mango** /'mæŋɡoʊ/

**peach** /pi:tʃ/

**coconut** /'kəʊkənʌt/

**grape** /ɡreɪp/

**cookie** /'kʊki/

**donut** /'dəʊnʌt/

**tomato** /tə'metəʊ/

**potato** /pə'tetəʊ/

**corn** /kɔ:(r)n/

**onion** /'ɒnjən/

**cucumber** /'kju:kʌmbə(r)/

**broccoli** /'brɒkəli/

**carrot** /'kærət/

**lettuce** /'letɪs/

**cake** /keɪk/

**cupcake** /'kʌp,keɪk/

**hamburger** /'hæm,bɜ:(r)gə(r)/

**chicken** /'tʃɪkɪn/

**rice** /raɪs/

**soup** /su:p/

**sandwich** /'sæn(d)wɪtʃ/

**milk** /mɪlk/

**water** /'wɔ:tə(r)/

**soda** /'səʊdə/

**ice cream** /aɪs.kri:m/

**chocolate** /'tʃɒklət/

## Vocabulary Bank

### Movers A

#### Suggested vocabulary to teach:

##### Fruits

- ✓ Apple, banana, orange, mango, watermelon, coconut, pineapple, tangerine, lime, lemon.

##### Vegetables

- ✓ Tomato, potato, corn, onion, cucumber, broccoli, carrot, lettuce, green pepper.

##### Foods and Drinks

- ✓ Hamburger, chicken, rice, soup, sandwich, milk, water, soda.

##### Desserts

- ✓ Cookie, cake, ice cream, donut, cupcake, chocolate.

##### Likes and Dislikes

- ✓ I like chicken. / I don't like rice.

### Movers B

#### Suggested vocabulary to teach:

##### Fruits

- ✓ Apple, banana, orange, mango, watermelon, coconut, pineapple, tangerine, lime, lemon, grape, pear, peach.

##### Vegetables

- ✓ Tomato, potato, corn, onion, cucumber, broccoli, carrot, lettuce, green pepper, radish, cabbage, cauliflower.

##### Foods and Drinks

- ✓ Hamburger, chicken, rice, soup, sandwich, beans, salad, milk, water, soda, lemonade, orange juice.

##### Desserts

- ✓ Cookie, cake, ice cream, donut, cupcake, chocolate, brownie, jelly.

##### Likes and Dislikes

- ✓ I like chicken and orange juice. / I don't like rice or cake.

### Movers C

#### Suggested vocabulary to teach:

##### Fruits

- ✓ Apple, banana, orange, mango, watermelon, coconut, pineapple, tangerine, lime, lemon, grape, pear, peach, kiwi, strawberry.

##### Vegetables

- ✓ Tomato, potato, corn, onion, cucumber, broccoli, carrot, lettuce, green pepper, radish, cabbage, eggplant, mushroom, green beans, cauliflower.

##### Foods and Drinks

- ✓ Hamburger, chicken, rice, soup, sandwich, beans, salad, steak, milk, water, soda, lemonade, orange juice, coffee, tea.

##### Desserts

- ✓ Cookie, cake, ice cream, donut, cupcake, chocolate, brownie, jelly, cheesecake, sundae, apple pie.

##### Likes and Dislikes

- ✓ I like chicken, but I don't like rice.

**Fun fact:** We often put some kinds of foods into two big groups: **fruits or vegetables**. This helps us know how we will use them in the kitchen, like in a sweet dessert or a savory dinner. Some foods are fruits, but we use them like vegetables in the kitchen. This is the fun part you can teach your students: Tomatoes, cucumbers, green peppers, eggplants, and green beans are fruits!

# Unit 5 Weather and Clothes

Approximate time: 10 hours

## UNIT COMPETENCIES

1. Choose and apply correct adjectives to illustrate weather conditions and effectively reply to climate inquiries.
2. Specify and describe appropriate clothes for different kinds of weather, applying the studied clothing and weather vocabulary to plan outfits suitable for varied daily activities.

Conceptual Contents	Procedural Contents	Performance Indicators
<ul style="list-style-type: none"><li>• <b>The Weather</b> <b>Suggested vocabulary to teach:</b><ul style="list-style-type: none"><li>✓ hot</li><li>✓ cold</li><li>✓ rainy</li><li>✓ windy</li><li>✓ sunny</li><li>✓ snowy</li></ul></li><li>• <b>Describing the Weather</b> <b>For example:</b> A: <i>What's the weather like?</i> B: <i>It's windy.</i></li><li>• <b>Clothes</b> <b>Suggested vocabulary to teach:</b><ul style="list-style-type: none"><li>✓ T-shirt</li><li>✓ dress</li><li>✓ shorts</li><li>✓ jeans</li><li>✓ shoes</li><li>✓ sweater</li><li>✓ socks</li><li>✓ skirt</li></ul></li><li>• <b>Accessories</b> <b>Suggested vocabulary to teach:</b><ul style="list-style-type: none"><li>✓ cap</li><li>✓ hat</li><li>✓ belt</li><li>✓ scarf</li><li>✓ watch</li><li>✓ earrings</li><li>✓ ring</li><li>✓ glasses</li></ul></li></ul>	<ul style="list-style-type: none"><li>▪ Identifying weather vocabulary, clothing items, and accessories from various sources (visual, written, and oral).</li><li>▪ Practicing the correct pronunciation of all items, taking notes of vocabulary dictations, and writing the names of clothing and accessories, labeling them using illustrations or realia.</li><li>▪ Relating specific items of clothing and accessories to appropriate weather conditions, and specifying clothes by describing which ones they wear for different kinds of weather.</li><li>▪ Interchanging information with peers related to weather conditions (e.g., asking and answering climate inquiries).</li></ul>	<p><b>Students can:</b></p> <ol style="list-style-type: none"><li>5.1 demonstrate accurate recognition and spelling of all weather, clothing, and accessory vocabulary, producing the terms with clear pronunciation;</li><li>5.2 relate specific clothing items to appropriate weather conditions correctly and describe which clothes are worn for different types of weather clearly,</li><li>5.3 interchange information about the weather coherently with peers, successfully giving and asking about current or required climate conditions;</li></ol>

• **Project: Weather and Clothes Mobile**  
**For example:**

*On windy days, I wear a scarf.*

- Describing the appropriate clothes worn in various weather environments, utilizing the mobile craft as an effective visual support to recall the weather conditions and corresponding attire.

- 5.4 present the appropriate clothes worn in various weather environments coherently and accurately, utilizing the mobile craft effectively as a support tool to recall information.

### Attitudinal competencies when communicating in English

- Shows confidence when describing the clothes he/she wears.
- Fosters politeness and respect when interacting with peers.

### Keywords

hot /hɒt/  
 cold /kəʊld/  
 warm /wɔː(r)m/  
 rainy /'reɪni/  
 windy /'wɪndi/  
 sunny /'sʌni/  
 cloudy /'klaʊdi/  
 how /haʊ/  
 weather /'weðə(r)/

T-shirt /tiː.ʃɜː(r)t/  
 dress /dres/  
 jeans /dʒiːnz/  
 shorts /ʃɔː(r)ts/  
 skirt /skɜː(r)t/  
 sock /sɒk/  
 sweater /'swetə(r)/  
 shoe /ʃuː/

cap /kæp/  
 hat /hæt/  
 belt /belt/  
 scarf /skaː(r)f/  
 glasses /'glɑːsɪz/  
 ring /rɪŋ/  
 earring /'ɪərɪŋ/  
 watch /wɒtʃ/

## Vocabulary Bank

### Movers A

**Suggested vocabulary to teach:**

**Weather**

- ✓ Hot, cold, rainy, windy, sunny, snowy.

### Movers B

**Suggested vocabulary to teach:**

**Weather**

- ✓ Hot, cold, warm, freezing, rainy, windy, sunny, cloudy, stormy.

### Movers C

**Suggested vocabulary to teach:**

**Weather**

- ✓ Hot, cold, warm, freezing, humid, rainy, windy, sunny, cloudy, stormy, foggy, breezy.

## Vocabulary Bank

### Movers A

#### **Describing the Weather**

- ✓ What's the weather like? It's windy.

#### **Clothes**

- ✓ T-shirt, dress, jeans, shorts, skirt, socks, sweater, shoes.

#### **Accessories**

- ✓ Cap, hat, belt, scarf, glasses, ring, earrings, watch.

### Movers B

#### **Describing the Weather**

- ✓ What's the weather like? It's windy and cold.

#### **Clothes**

- ✓ T-shirt, blouse, dress, jeans, shorts, skirt, socks, sweater, shoes, flip-flops.

#### **Accessories**

- ✓ Cap, hat, belt, scarf, tie, glasses, sunglasses, ring, earrings, watch.

### Movers C

#### **Describing the Weather**

- ✓ What's the weather like? It's sunny and hot.

#### **Clothes**

- ✓ T-shirt, blouse, dress, jeans, shorts, skirt, socks, sweater, shoes, flip-flops, raincoat, pajamas.

#### **Accessories**

- ✓ Cap, hat, belt, scarf, tie, glasses, sunglasses, ring, earrings, necklace, watch, bracelet.

## UNIT COMPETENCIES

1. Name and identify common place-related vocabulary and apply this knowledge to understand and initiate simple conversations about locations in a town.
2. Recognize and apply prepositions of place from varied input to describe city maps and the location of common places in towns, to simulate real-life scenarios.

Conceptual Contents	Procedural Contents	Performance Indicators
<ul style="list-style-type: none"> <li>• <b>Places in Town</b>  <b>Suggested vocabulary to teach:</b> <ul style="list-style-type: none"> <li>✓ school</li> <li>✓ hospital</li> <li>✓ bank</li> <li>✓ bakery</li> <li>✓ mall</li> <li>✓ park</li> <li>✓ restaurant</li> <li>✓ supermarket</li> </ul> </li> <li>• <b>Geographical features</b>  <b>Suggested vocabulary to teach:</b> <ul style="list-style-type: none"> <li>✓ river</li> <li>✓ lake</li> <li>✓ sea</li> <li>✓ volcano</li> <li>✓ mountain</li> <li>✓ hill</li> </ul> </li> <li>• <b>Prepositions of Place (Location)</b>  <b>Suggested vocabulary to teach:</b> <ul style="list-style-type: none"> <li>✓ on</li> <li>✓ behind</li> <li>✓ between</li> <li>✓ across from</li> <li>✓ next to</li> </ul> </li> <li>• <b>Locating Places (Part I)</b>  <b>For example:</b>  <i>The school is next to the bank.</i> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Acquiring place-related vocabulary by identifying them from varied sources, practicing their correct pronunciation and intonation, and refining receptive skills to write the vocabulary accurately.</li> <li>▪ Locating places in town in varied sources both orally and in writing.</li> <li>▪ Exchanging information about the location of places through short verbal interactions.</li> </ul>	<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>6.1 grasp place-related vocabulary effectively by identifying them from varied sources, practicing their correct pronunciation, and writing the vocabulary accurately;</li> <li>6.2 generate statements to describe location accurately and find places in varied sources clearly,</li> <li>6.3 exchange location information coherently with peers,</li> </ul>

- **Locating Places (Part II)**

- **For example:**

A: *Where is the park?*

B: *It's across from the hospital.*

- **Project: My Town**

- **For example:**

*This is my town. The school is across from the bank and next to the bakery.*

- Applying the vocabulary related to places in town to illustrate a city map and describing the illustrated map by mentioning the location of common places.

6.4 use the vocabulary related to places in town to illustrate a city map creatively, and describe the location of common places on the map accurately.

### Attitudinal competencies when communicating in English

- Promotes appreciation of his/her town.
- Helps peers when struggling during any activity.

### Keywords

**school** /sku:l/

**hospital** /'hɒspɪt(ə)l/

**bank** /bæŋk/

**bakery** /'beɪkəri/

**valley** /'væli/

**restaurant** /'rest(ə)rɒnt/

**mall** /mɔ:l/

**lagoon** /lə'gu:n/

**river** /'rɪvə(r)/

**lake** /leɪk/

**sea** /si:/

**hill** /hɪl/

**mountain** /'maʊntɪn/

**volcano** /vɒl'keɪnəʊ/

**where** /weə(r)/

**is** /ɪz/

**the** /ði:/ /ðə/

## Vocabulary Bank

### Movers A

#### Suggested vocabulary to teach:

##### Places in Town

- ✓ School, hospital, bank, bakery, supermarket, restaurant, park, mall.

##### Geographical features

- ✓ river, lake, sea, hill, mountain, volcano.

##### Prepositions of Place (Location)

- ✓ On, behind, between, across from, next to.

##### Locating Places (Part I)

- ✓ The school is next to the bank.

##### Locating Places (Part II)

- ✓ Where is the park? It's across from the hospital.

### Movers B

#### Suggested vocabulary to teach:

##### Places in Town

- ✓ School, hospital, bank, bakery, supermarket, restaurant, park, mall, clinic, market, police station, fire station.

##### Geographical features

- ✓ river, lake, sea, hill, mountain, volcano, lagoon, pond, cliff, valley.

##### Prepositions of Place (Location)

- ✓ On, behind, between, across from, next to, near.

##### Locating Places (Part I)

- ✓ The fire station is near the hill.

##### Locating Places (Part II)

- ✓ Where is the police station? It's behind the market and next to the bakery.

### Movers C

#### Suggested vocabulary to teach:

##### Places in Town

- ✓ School, hospital, bank, bakery, supermarket, restaurant, park, mall, clinic, market, police station, fire station, church, airport, stadium.

##### Geographical features

- ✓ river, lake, sea, hill, mountain, volcano, lagoon, pond, cliff, valley, waterfall, plain.

##### Prepositions of Place (Location)

- ✓ On, behind, between, across from, next to, near, on the corner of.

##### Locating Places (Part I)

- ✓ The stadium is between the mall and the supermarket.

##### Locating Places (Part II)

- ✓ Where is the airport? It's on the corner of Main Street.

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