



GOBIERNO DE  
EL SALVADOR

# English Syllabus

## PreA1





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## Dear Faculty:

In alignment with the educational transformations promoted by the Ministry of Education, Science and Technology, we are pleased to present the new English Syllabi for secondary education. These materials were designed following consultations with English teachers in public schools throughout our Salvadoran territory, English specialists from the Ministry of Education, Science and Technology, and professionals from different sectors of the educational community.

Within the syllabi, the faculty is obtaining a tool that will aid them in building new knowledge to develop linguistic and communicative skills of the English language with their students. Thus, students will develop integrated attitudes to consolidate multicultural diversity that will support their identity and the current globalized world. The faculty of secondary education plays a leading role in the full development of our students; therefore, these syllabi will help them to fulfill their special mission. The English syllabi emphasize the development of communication skills: reading, writing, listening, and speaking. As well as, critical thinking and research to build and present knowledge. It is worth mentioning that the success and sustainability in the implementation of these syllabi will only be possible with the dedication, professionalism and creativity that characterize our faculty who is committed to education. Similarly, English teachers will be able to incorporate their personal approach into each content area to effectively achieve the proposed competencies.

Finally, we acknowledge your dedication, sacrifice, and effort. We kindly invite you to take ownership of these syllabi to get the most out of them. We also thank all the members of the educational community who participated in our consultations and contributed the invaluable experience and feedback for the development of these tools.

**José Mauricio Pineda Rodríguez**  
Minister of Education

## I. INTRODUCTION TO THE ENGLISH CURRICULUM FOR SECONDARY EDUCATION

The new English syllabi for Secondary Education feature a curricular proposal that responds to questions that teachers may ask themselves when planning their classes. These questions are properly answered throughout the following curricular components:

QUESTIONS	CURRICULAR COMPONENTS
What to teach for?	Competencies
What must students learn?	Contents
What to develop/strengthen?	Attitudinal competencies
How to teach?	Methodological guidelines/ Procedural contents
How, when, and what to evaluate?	Performance indicators/ Evaluation guidelines

### Curricular Components

The English curriculum is designed based on the following curricular components:

### Unit number and name

Every unit has been designed to foster a sense of belonging. The names of the units have been adjusted in order to reflect

real-life contexts to which students may be exposed. This will help students to develop the contents and abilities that will be needed throughout their learning process to achieve the communicative competencies required in the different domains: public, personal, occupational, and educational.

### Approximate time

It is essential to point out that each CEFR level requires a specific range of instructional hours to achieve the corresponding level of proficiency. Therefore, each unit has been allotted approximately 15 to 18 hours to develop the competencies needed for promotion to the next level. These time frames have been established based on the official 120 hours of instruction assigned to the English subject.

### Unit Competencies

The unit competencies are structured according to the achievement of learning. They are oriented toward a continuous sequence of actions aimed at achieving concrete results. In their enunciation, the knowledge referred to as concepts, procedures, and attitudes is also distinguished as part of the essential resources or components of each competency. It is also evident in the functionality, the “what for” or the purpose of learning, which provides meaning and *raison d’être* to the actions and specific learning to influence the life and needs of the students.

## Contents

The curricula present the three most important types of content for the development of competencies: conceptual content which refers to “know-what”, procedural content known as “know-how”, and attitudinal content linked to “know-how to-be”. When planning lessons, it is important to take the three areas into account giving them equal importance.

### The conceptual contents

Students demonstrate competence when the concepts they learn are related to real-life contexts. In order to understand the world around them, it is essential to generate, reinforce, and expand facts, principles, grammatical structures, and lexicon that contribute to conveying a clear message. Therefore, a project has been included at the end of each unit because conceptual knowledge plays an important role in the teaching-learning process. It bridges the gap between conceptual and procedural understanding, ensuring that knowledge is not only theoretical but also meaningful in students' lives.

### The procedural contents

These contents are related to the skills that are intended to be developed in students. Procedural knowledge is as important as conceptual knowledge because it allows the students and the educational community to explain how to learn, reproduce, and adjust skills according to the contexts, as well as to adapt these abilities to the particular needs of each student.

## Performance indicators

Performance indicators measure whether a competency has been reached or not. The CEFR Can Do statements have been considered as the basis of the performance indicators presented in these syllabi. These indicators have been aligned, customized, and prioritized according to the different contexts of our country and the students' needs. They are intended to help teachers assess students' progress.

### The attitudinal competencies

Attitudes refer to a person's habitual ways of reacting. They are the result of knowledge and beliefs. With these competencies, students will be able to share their opinions and attitudes toward someone or something in both fictional or real communicative situations. It is important to keep in mind that the conceptual contents, procedural contents, performance indicators, and attitudinal competencies are closely interrelated. These elements are integrated transversally throughout all the activities in the unit.

### Keywords

These are important words to be emphasized as they can sometimes be challenging to pronounce, due to particular phonemes. A phonetic transcription has been added next to each word to provide an accurate reference. Moreover, phonemes that may be difficult to pronounce have been highlighted in bold.

## Vocabulary bank for spelling practice

This section is only available in those units where conceptual contents require further spelling practice. They provide a bank of suggested words to support teachers while planning their lessons.

## Organization of competences and contents within the didactic units

The didactic units are presented in tables that display the competencies, contents, performance indicators, attitudinal competencies, and keywords as an integrated whole.

The content is organized into six units. Each unit has been designed to be completed within a time frame of 15 or 18 hours according to the complexity of contents. Each block of content is meant to be taught in three classes of 45 minutes.

## Methodology

Brief methodological guidelines have been included to describe a suggested didactic sequence that aligns with the subject's approach. These guidelines may be adapted by each teacher to offer students classes that will facilitate learning based on competence functions.

## Evaluation

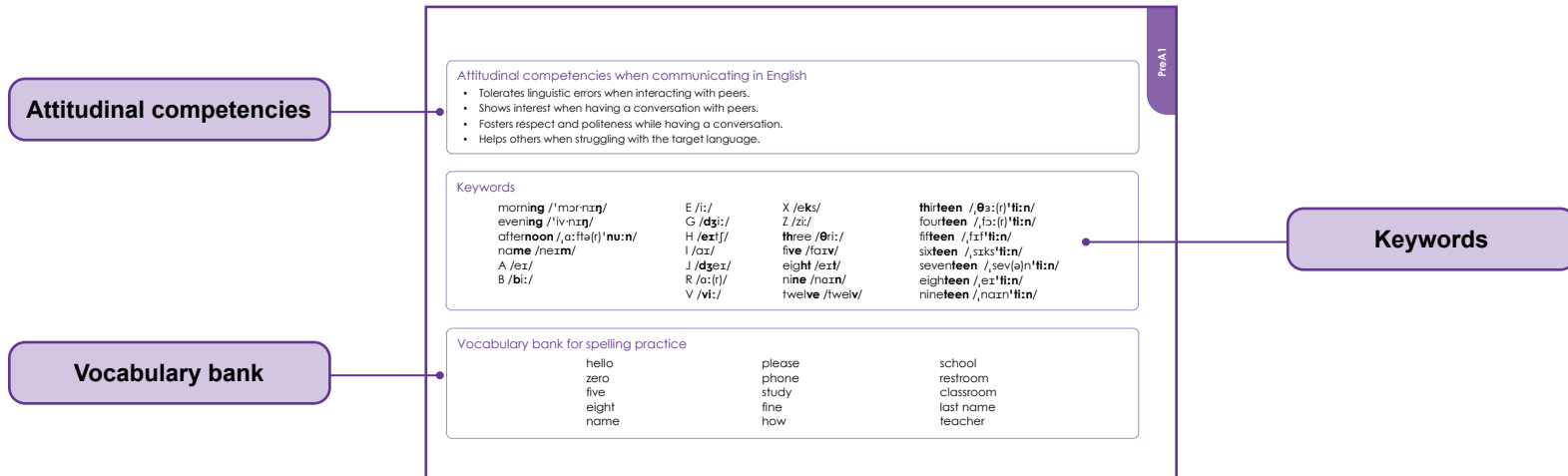
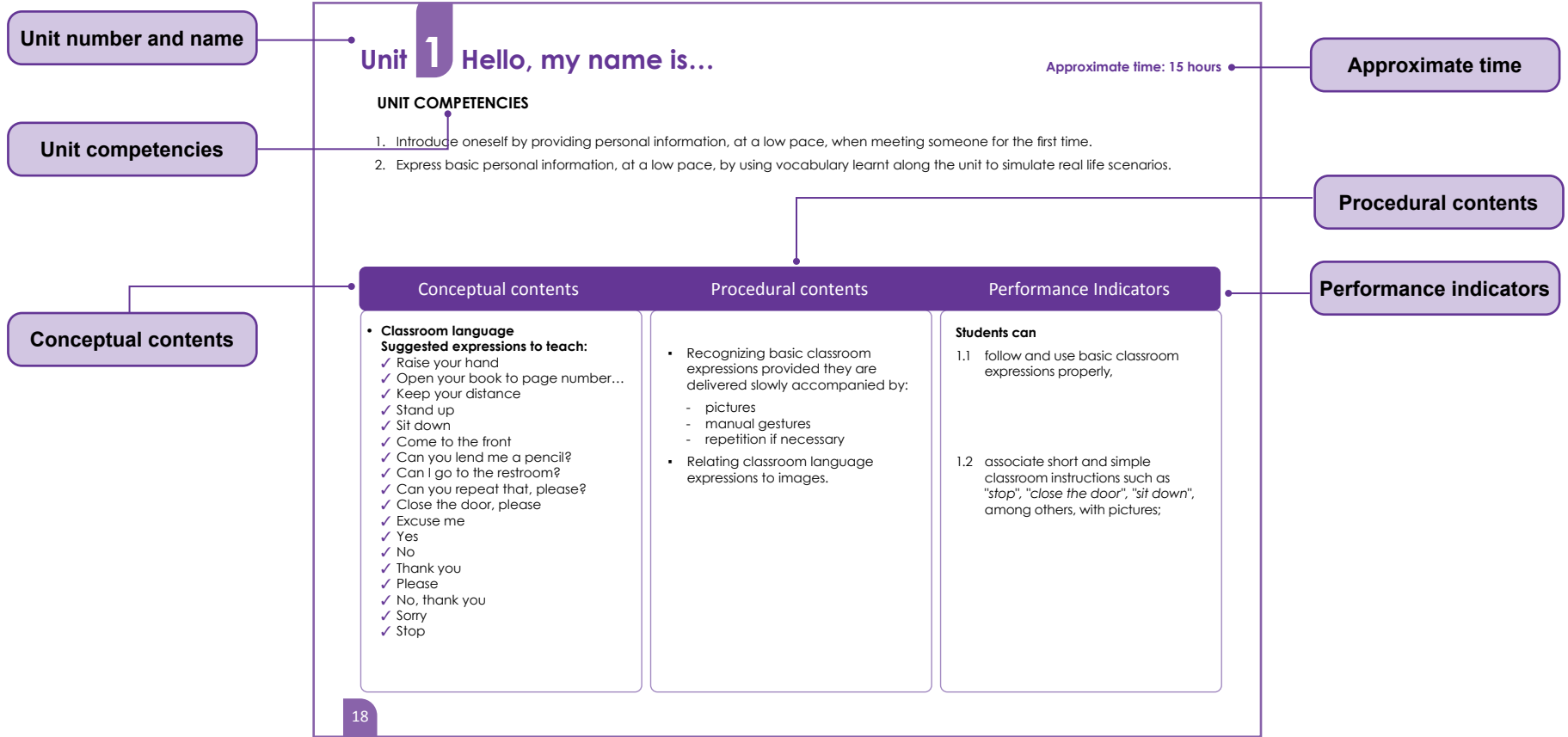
This English curriculum proposal is grounded in the **Communicative Approach**, the **Growth Mindset Approach**, and **Project-Based Learning (PBL)**, with evaluation methods aligned to the competencies specified for each unit.

The simplicity of the competencies allows evidence of students' progress. It is the performance indicators, specifically, that enable the assessment of each task.

It has to be understood that the performance indicators can be adjusted according to the students' needs allowing teachers to assess students equitably based on their level of proficiency. It is important to adequate the methodology for those students in particular situations to ensure a fair measurement of their learning progress.

The syllabi present the performance indicators numbered according to a correlative order for each didactic unit.

# Description and Presentation of the Didactic Unit Format



## II. STUDY PLAN OF THE ENGLISH AS A FOREIGN LANGUAGE (EFL) SUBJECT

The study plan for secondary education is organized by subjects. The English as a Foreign Language (EFL) syllabus is developed in three 45-minute classes per week throughout the school year.

The English subject is presented as follows:

### THE MIDDLE SCHOOL CURRICULUM

The Middle School Curriculum for the EFL subject is organized with a number of hours as follows:

Subject	Seventh grade		Eighth grade		Ninth grade	
	Hours per week	Hours per year	Hours per week	Hours per year	Hours per week	Hours per year
English	3	120	3	120	3	120

### THE HIGH SCHOOL CURRICULUM

The High School Curriculum for the EFL subject is organized with a number of hours as follows:

Subject	Tenth		Eleventh	
	Hours per week	Hours per year	Hours per week	Hours per year
English	3	120	3	120

### Transversal axes

Transversal axes are contents that must be appropriately integrated into the development of the study plan. They contribute to the integral instruction of students as they promote “a democratic society founded on values, respect toward the human being and nature, and based on concrete educational guidelines aimed at specific issues and aspirations of the country” (Ministerio de Educación, 1999, pp. 115–116).

The transversal axes of the Salvadoran curriculum are the following:

- ✓ Environmental education
- ✓ Human rights education
- ✓ Comprehensive preventive education
- ✓ Education for equal opportunities
- ✓ Health education
- ✓ Consumer education
- ✓ Education in values

### III. PRESENTATION OF THE ENGLISH SUBJECT

The English Syllabi for Secondary Education focus on the development of essential language competencies that enable effective communication and interaction with the environment. Developing these competencies also involves the integral formation of attitudes. This integration guarantees the acquisition of the expected competencies.

These new syllabi promote the development of four key competencies: oral comprehension (listening), oral production (speaking), reading comprehension (reading), and written production (writing). Such competencies are developed through a spiral process that enables students to internalize language functions by using the language in different contexts and situations with a given degree of accuracy and fluency. Grammar structures and vocabulary are introduced in each unit through a specific content rather than in an isolated form. Also, the language functions to be developed have been systematically organized from the simplest to the most complex.

#### The communicative approach

The new version of the syllabi, as in the 2008 edition, is focused on the communicative approach which is based on the integration of a variety of innovative teaching techniques that emphasize the development of oral comprehension and production. In addition, this approach reinforces students' linguistic and cultural knowledge, maximizing meaningful learning in students.

- a. Communicative competency is a dynamic concept that depends on the **negotiation of meaning** between two or more persons who share some knowledge of the language. Thus, communicative competency can be said to be an **interpersonal trait**.
- b. It applies to both written and spoken language.
- c. It is content-specific, as communication always takes place in a particular context or situation. A competent language user will know how to make appropriate choices in register and style to fit the particular situation in which communication occurs.
- d. It is important to distinguish between **competence** and **performance**. Competence is what one knows, while performance refers to what an individual does. Only performance is observable, and it is only through performance that competence can be developed, maintained, and evaluated.

#### English as a Lingua Franca

Extensive technological advances in the 21st century have enabled instant global communication, breaking the barriers of space and time, thereby changing the nature of globalization. As the world has become an interconnected global system, the need for a shared language has emerged. English has fulfilled this need by becoming the global lingua franca of the 21st century. Its presence in large parts of the world due to

colonization has made English become the main language in which global trade, businesses, and cultural interactions take place. English as a Foreign Language (EFL) is a unique lingua franca because of its global spread, linguistic diversity, and the inclusion of both native and non-native speakers in international communication.

Language and globalization affect each other reciprocally. English has facilitated communication among people from diverse regions such as China, Japan, Russia, India, Latin America and the rest of the world, proving the importance of a common language for international trading purposes. The restructure of communities due to globalization has led to significant changes in the English language. As English encounters new communities and cultures, it is reshaped and adapted to serve both local and international communicative purposes. Consequently, hybrid forms develop in which new words are created, while simultaneously, existing words may be assigned new meanings. This leads to a constant process of linguistic transformation.

### **The Common European Framework of Reference for Languages**

The Common European Framework of Reference for Languages (CEFR) is the international standard defining language proficiency. It is used worldwide to define the language skills of students on a scale ranging from PreA1, being the most basic level, to C2, for those who are exceptionally proficient in English.

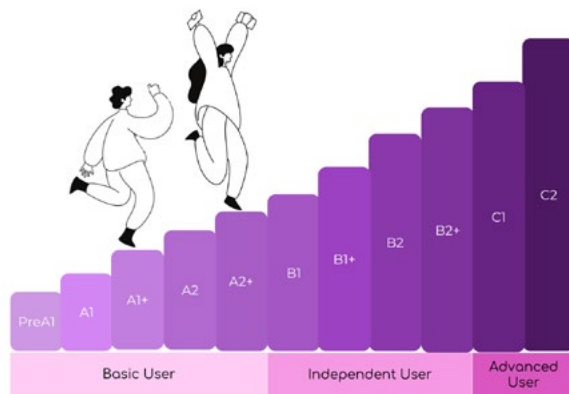
The objective of redesigning the English Language Syllabi

in accordance with the Common European Framework of Reference for Languages (CEFR) is to propose a flexible curriculum guide that will support the English faculty by providing a source for planning, implementing, and evaluating the teaching-learning process. The design of the new English curriculum maintains its strong commitment to a communicative approach recognizing that the primary function of any language is to convey a clear message. To effectively help students develop communicative competencies, the faculty must focus not only on the 4 macro skills (listening comprehension, reading comprehension, oral production, and written production), but also on the functions and contexts in which they will be used. Finally, linguistic competence also includes specifications on grammatical accuracy and a broad vocabulary range.

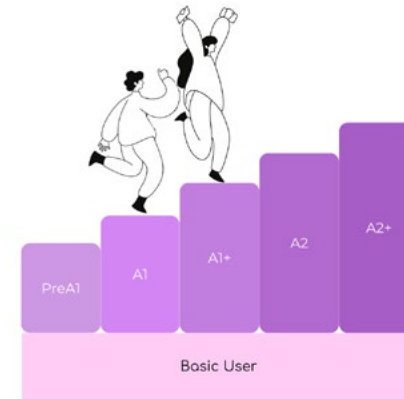
The new version of the syllabi with the Common European Framework of Reference for Languages provides clear standards describing language ability and proficiency.

## General Communicative Competency to be Reached by the End of Each Level

The CEFR is intended to provide a shared basis for reflection and communication among the various partners in the field, including those involved in teacher education and in the development of language syllabi, curriculum guidelines, textbooks, examinations, and related activities. It is offered to users as a descriptive tool that allows them to reflect on their decisions and practices, and to situate and coordinate their efforts, as appropriate, for the benefit of language learners in their specific contexts.



The CEFR is therefore a flexible tool to be adapted to the specific context of use – a fundamental aspect fully reflected in the level system which can be adapted and exploited flexibly for the development of learning/teaching objectives and for assessment. After having carried out field research and monitored students' level of English proficiency, it has been suggested to accomplish an A2 level in the CEFR scale as basic users.



## IV. METHODOLOGICAL GUIDELINES

These general methodological guidelines are intended to provide an overview of the communicative approach and its related methods. The application of its basic tenets will allow students to develop language and preparation for life competencies. Besides, teachers are supported in delivering instruction that is humane, meaningful, motivating, and pedagogically effective.

### Tenets of The Communicative Approach

1. The communicative approach emphasizes comprehension and negotiation of meaning more than production of structures. Students learn to communicate through interaction, during which appropriate morpho-syntactic structures emerge and develop as a natural outcome of the process. This approach also favors the instructional value of communication.
2. English teachers and students must create an atmosphere of mutual respect and objectivity on the part of the listener in order to facilitate better understanding.

3. This approach also develops cooperation and solidarity among the students, which they will carry on to their professional lives.
4. The communicative approach is student-centered. What is taught and how it is taught are intimately related with what is learned and how it is learned. The teaching-learning process must be varied. It must not only take into account the oral aspects of communication but also those non-oral components. Attention must be given to non-linguistic elements, such as gestures, body movement, facial expressions, etc.
5. This approach demands that the classroom becomes a center of interaction between the teacher and the students, and among the students themselves. Teamwork fosters this interaction by promoting responsibility in shared tasks.
6. The classroom must be organized for cooperative teams. However, this does not mean that work must always be done in teams. Students may choose to work individually, in small or large teams.
7. The communicative approach makes learning take place in a real situational context and it also makes it meaningful in a variety of everyday-life scenarios. Upon finishing ninth grade, students are expected to have acquired the fundamental communicative skills needed to face real-life situations skillfully.
8. Conceptual, procedural, and attitudinal contents must not be isolated since all of them are strictly related to the communicative act. Attitudinal contents play an important role in the learning process. Teachers must detect the type of attitude the student brings into the classroom because this may impede the development of the learning process. Likewise, solidarity, tolerance, teamwork, and other attitudinal contents are developed along procedural and conceptual contents.
9. Communicative strategies must also be accounted for in the learning process. Teachers should help students recognize how these strategies are used to maximize their effectiveness. For example, when a student interacts with a native speaker of English in a situational context, the learner may not always understand the language used by the speaker. In such cases, the learner must use all possible communicative and learning strategies to avoid breaking the communication channel.
10. Learning strategies are equally important since they contribute to the construction of the linguistic system of the English language. However, they need to be taught and properly guided.
11. Errors made by the students must not be seen as faults, but as evidence of the dynamic nature of the learning process.
12. English teachers should be aware that English is learned through a creative construction process, involving exposure to authentic materials, and providing students with opportunities to formulate hypotheses that can be tested through practice in simulated real-world contexts.

**The following methodological guidelines can be useful for teachers to plan and deliver English teaching in the classroom:**

1. Explore students' background knowledge on the topic to be taught.
2. Begin classes with a lead-in or an icebreaker activity and present language in context.

3. Do controlled and free language practice.
4. Integrate macro-skills and sub-skills in the teaching-learning process.
5. Time and pace your teaching.
6. Create situations for using English meaningfully in varied contexts.
7. Encourage students to communicate as early as possible in the teaching-learning process.
8. Mostly use the target language in your classes.
9. Promote interaction and teamwork among students.
10. Use authentic materials and input as much as possible.
11. Provide opportunities for students to practice an array of language functions needed to go through basic survival situations as well as uncommon and complicated ones.
12. Address students' cognitive needs as well as affective ones.
13. Create a comfortable, confident, and likeable teaching-learning atmosphere.

## V. THEORETICAL FRAMEWORK AND GUIDELINES FOR THE EFL ASSESSMENT

It is necessary to consider what is established in “*Manual de Evaluación del Aprendizaje y del Desarrollo*” where methods, strategies, and regulations of assessment are presented and explained in its three areas: diagnostic, formative, and summative. (MINED, 2015)

Teaching and learning are based on the competency approach and the communicative approach. This paradigm requires an

assessment through complex and genuine tasks, as well as the use of task-based activities that challenge students to apply their knowledge in communicative situations across diverse social contexts, such as school, family, and community. These communicative situations should enable students to demonstrate their learning and provide evidence of their performance through the integration of know-what, know-how, and know-how-to-be.

### Evaluation tenets

Teachers must take into account evaluation tenets to plan and administer tests. They state that evaluation is holistic or integrating, continuous, motivating, just and fair, systematic, and participatory.

### Competencies to be evaluated

#### Language competencies

Teachers will ponder students' learning outcomes by evaluating the following competencies.

**Listening comprehension** is the skill to listen and interpret oral messages effectively in diverse communicative contexts. It has to do with identifying general and specific information orally articulated in a conversation among interlocutors or understanding varied audios from different sources.

**Oral production** is the capacity of communicating verbally making use of grammatical, sociolinguistic, discourse, and strategic competencies:

- a. **Grammatical competency** includes knowledge of vocabulary, rules of pronunciation and spelling, word formation, and sentence structure.
- b. **Sociolinguistic competency** addresses the extent to which grammatical forms can be used or understood appropriately in various contexts to convey specific communicative functions, such as persuading, describing, narrating, and giving commands. Factors like topic, role of the participants, and the setting will determine the appropriateness of the speaker's attitude and his choice of style or register.
- c. **Discourse competency** involves the ability to combine ideas to achieve cohesion in form and coherence in thought. A person with a highly developed degree of discourse competency will know how to use cohesive devices, such as pronouns and grammatical connectors (i.e. conjunctions, adverbs, and transitional phrases and expressions), to achieve unity of thought and continuity in a text. A competent language user will also be skilled in expressing and judging the relationships among the different ideas in a text (coherence).
- d. **Strategic competency** involves the use of verbal and nonverbal communication strategies to compensate for gaps in the speaker's linguistic knowledge or to overcome breakdowns in communication. The more proficient or communicatively competent an individual becomes, the less he or she needs to draw on strategic competency. However, even educated native speakers sometimes encounter communication difficulties and must rely on this component for the successful transmission of messages.

**Reading comprehension** is used to understand general and specific information from written texts on various topics. Its purpose is to enrich learners' English proficiency and enable them to interact effectively in diverse communicative contexts. It is an interactive process in which the reader uses information from a text and relates it to his/her experience to make meaning out of it.

**Writing production** is a graphic representation of the language that uses conventional, systematic, and identifiable signs. The goal of this competency is to write general and specific texts on varied topics to express ideas, emotions, and thoughts with diverse communicative purposes.

#### Preparation for life competencies

These refer to the attitudinal contents through which attitudes, norms, and values are socialized in school shaping students' character and personality. Therefore, this dimension of the teaching-learning process should be assessed through students' proper behavior when being confronted with real life situations.

#### Types of assessment

**Diagnostic assessment** is used to identify students' strengths and areas of growth. It is intended primarily to identify what further teaching is necessary. Consequently, it can be used at the beginning of each grade or cycle of education to diagnose students' entry English profiles and continue teaching to make progress in order to reach higher levels.

Assessment in the 21st century should be an innovative and interactive teaching-learning experience that benefits teachers in their teaching practice and students in their learning process. Teachers should learn how to plan, develop, and manage a student-centered assessment.

Beyond maintaining student engagement, assessment serves as a feedback mechanism to determine the effectiveness of instruction, identify learning gaps, and monitor learner development. Assessment is divided in two categories: formative and summative.

**Formative assessment** is more diagnostic than evaluative. When systematically implemented throughout the various stages of a lesson, it enables teachers to adjust pedagogical strategies, identify learners' strengths and areas requiring improvement, and address learning gaps in a timely manner. Ultimately, formative assessment contributes to enhancing both instructional effectiveness and learner achievement.

**Summative assessments** are designed to determine whether or not the learning objectives or performance indicators have been achieved. This strategy is also an essential part of the teaching-learning process, as it can help a teacher determine whether or not the learner is ready to move onto the next section. The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some CEFR standards. All types of summative and formative assessment are essential for monitoring students' progress. Both contribute to improved educational achievement.



# PREA1

## Level competency

A PreA1 student can recognize familiar words and key information (e.g. numbers, dates) from very slow, repeated speech, and can produce short, formulaic phrases to give basic personal information.

# Unit 1 Hello, my name is...

Approximate time: 15 hours

## UNIT COMPETENCIES

1. Introduce oneself and exchange basic personal information clearly and confidently when meeting someone for the first time.
2. Use familiar vocabulary to express simple personal information in short, natural interactions that simulate real-life situations.

### Conceptual Contents

- **Classroom language**  
**Suggested expressions to teach:**
  - ✓ Raise your hand.
  - ✓ Open your book to page 6.
  - ✓ Keep your distance.
  - ✓ Stand up.
  - ✓ Sit down.
  - ✓ Come to the front.
  - ✓ Can you lend me a pencil?
  - ✓ Can I go to the restroom?
  - ✓ Can you repeat that, please?
  - ✓ Close the door, please.
  - ✓ Excuse me.
  - ✓ Yes.
  - ✓ No.
  - ✓ Thank you.
  - ✓ Please.
  - ✓ No, thank you.
  - ✓ Sorry.
  - ✓ Stop.

### Procedural Contents

- Recognizing basic classroom expressions with prompting or support through pictures, manual gestures or repetition.

### Performance Indicators

#### Students can

- 1.1 follow and use basic classroom expressions properly,
- 1.2 associate short and simple classroom instructions such as "stop", "close the door", "sit down", among others, with pictures;

- **Greetings**

- **Suggested greetings to teach:**

- ✓ Good morning!
  - ✓ Good afternoon!
  - ✓ Good evening! (to say hello)
  - ✓ Good night! (to say bye)
  - ✓ Hello!/Hi!
  - ✓ Goodbye!/Bye!
  - ✓ How are you?
  - ✓ I am fine. / I am good. / I am OK.
  - ✓ See you!

- **The alphabet**

- ✓ capital letter/upper-case letter
  - ✓ small letter/lower-case letter
  - ✓ How do you spell..?

- **Numbers from 0 to 20 and phone numbers**

- ✓ 0 zero/oh
  - ✓ 1 one
  - ✓ 2 two
  - ✓ 3 three
  - ✓ 4 four
  - ✓ 5 five
  - ✓ 6 six
  - ✓ 7 seven
  - ✓ 8 eight
  - ✓ 9 nine
  - ✓ 10 ten
  - ✓ 11 eleven
  - ✓ 12 twelve
  - ✓ 13 thirteen
  - ✓ 14 fourteen
  - ✓ 15 fifteen
  - ✓ 16 sixteen
  - ✓ 17 seventeen
  - ✓ 18 eighteen

- Using greetings while participating in short conversations when welcoming and farewelling.

- Saying the letters of the alphabet at a low pace.
- Spelling short and long basic words in English using the alphabet letters.

- Saying the numbers from zero to twenty.
- Exchanging phone numbers through single-digit narration.

1.3 recognize and reply to simple greetings in welcomes and farewells suitably,

1.4 greet people, say their name and say good-bye in a simple way;

1.5 pronounce vowel and consonant names accurately,

1.6 use the alphabet letters to spell short and long words correctly,

1.7 say the numbers from 0 to 20 in the right order,

1.8 exchange phone numbers in social interactions using single-digit discourse correctly,

- ✓ 19 nineteen
- ✓ 20 twenty

- **Reading email addresses**

- ✓ at (@)
- ✓ dot (.)
- ✓ dash (-)
- ✓ underscore (\_)
- ✓ slash (/)
- ✓ backslash (\)

- **Basic personal information**

- **Suggested questions to teach:**

- ✓ What's your full name?
- ✓ My full name is....
- ✓ What's your middle name?
- ✓ My middle name is...
- ✓ What's your last name?
- ✓ It's ...
- ✓ How old are you?
- ✓ I am ... years old.
- ✓ What do you do?
- ✓ I am a/an ...
- ✓ Where do you study?
- ✓ I study at ...

- **Project: Basic Introductions**

- **For example:**

A: Hello! My name is Natalia. What's your name?

B: Hi, Natalia! I'm Julio. Nice to meet you!

A: Nice to meet you, too. How old are you?

B: I'm thirteen. And you?

A: I'm fourteen. Can you spell your name?

B: Sure! J-U-L-I-O.

A: Great! I have to go! See you around!

- Saying their email address.
- Identifying and saying the symbol used in email addresses.
- Taking notes on email addresses.
  
- Asking and answering basic personal information questions.
- Role-playing a short conversation about meeting someone for the first time.
  
- Introducing oneself when meeting a person for the first time.
- Creating short dialogues to share basic personal information, using a model as a guide.

1.9 share email addresses clearly, saying the symbols in them correctly;

1.10 ask and answer basic personal information questions using question starters precisely,

1.11 introduce oneself successfully when meeting someone for the first time,

1.12 create short and coherent dialogues to share basic personal information when meeting someone for the first time.

## Attitudinal competencies when communicating in English

- Demonstrates empathy and support when peers make linguistic errors.
- Shows interest when having a conversation with peers.
- Fosters respect and politeness while having a conversation.
- Helps others when struggling with the target language.

## Keywords

morning /'mɔːr.nɪŋ/

evening /'iv.nɪŋ/

afternoon /,ɑːftə(r)'nuːn/

name /neɪm/

A /eɪ/

B /biː/

E /iː/

G /dʒiː/

H /eɪtʃ/

I /aɪ/

J /dʒeɪ/

R /ɑː(r)/

V /viː/

X /eks/

Z /ziː/

three /θriː/

five /faɪv/

eight /eɪt/

nine /naɪn/

twelve /twelv/

thirteen /,θɜː(r)'tiːzn/

fourteen /,fɔː(r)'tiːzn/

fifteen /,fɪf'tiːzn/

sixteen /,sɪks'tiːzn/

seventeen /,sev(ə)n'tiːzn/

eighteen /,eɪ'tiːzn/

nineteen /,naɪn'tiːzn/

## Vocabulary bank for spelling practice

hello

zero

five

eight

name

please

phone

study

fine

how

school

restroom

classroom

last name

teacher

## UNIT COMPETENCIES

1. Describe classroom supplies by using numeral adjectives and colors to participate in simple school-related oral exchanges.
2. Demonstrate understanding of classroom vocabulary by identifying and referring to school supplies during basic interactions with peers.

Conceptual Contents	Procedural Contents	Performance Indicators
<ul style="list-style-type: none"> <li>• <b>Classroom supplies</b> <b>Suggested classroom supplies to teach:</b> pencil, pen, sharpener, eraser, scissors, highlighter, notebook, notepad, book, masking tape, colored pencils, ruler, laptop, speakers, board (whiteboard, chalkboard).</li> <li>• <b>Singular and plural nouns (fixed manner)</b> <ul style="list-style-type: none"> <li>✓ pencil-pencils</li> <li>✓ pen-pens</li> <li>✓ eraser-erasers</li> <li>✓ highlighter-highlighters</li> <li>✓ notebook-notebooks</li> <li>✓ book-books</li> <li>✓ colored pencil-colored pencils</li> <li>✓ ruler-rulers</li> <li>✓ laptop-laptops</li> <li>✓ child-children</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Identifying classroom supplies through visual recognition and oral repetition activities.</li> <li>▪ Spelling classroom supply words aloud to demonstrate sound -letter correspondence.</li> <li>▪ Writing the names of classroom supplies using correct spelling and basic structures.</li> <li>▪ Recognizing singular and plural nouns in a fixed manner.</li> <li>▪ Spelling the singular and plural form of classroom supplies.</li> </ul>	<p><b>Students can</b></p> <ol style="list-style-type: none"> <li>2.1 distinguish classroom supplies both orally and in writing in a proper way,</li> <li>2.2 spell classroom supplies both orally and in writing successfully,</li> <li>2.3 identify the singular and plural form of school-related nouns both orally and in writing correctly,</li> <li>2.4 spell the singular and plural form of school-related nouns accurately,</li> </ol>

- ✓ student-students
- ✓ teacher-teachers
- ✓ classroom-classrooms
- ✓ tree-trees

- **Colors**

**Suggested colors to teach:**

red, blue, light blue/sky blue, white, black, gray/grey, orange, yellow, brown, light brown, green, light green, purple, pink.

- **Verb be (It is / They are)**

**For example:**

A: What **is it**?

B: **It's** a sharpener.

A: What color **is it**?

B: **It's** red.

A: What **are they**?

B: **They are** notebooks.

A: What color **are they**?

B: **They are** blue and yellow.

- **Numbers from 21 to 100 and basic math operations**

- ✓ addition: plus (+)
- ✓ subtraction: minus (-)
- ✓ multiplication: times (x)
- ✓ division: divided by (÷)
- ✓ result: equals (=)

**For example:**

A: What is the result of twenty pens **plus** ten pens?

B: That **Equals** thirty pens.

- Identifying and naming the colors of classroom supplies, demonstrating correct pronunciation and stress patterns.

- Asking about classroom supplies by pointing to objects and using the questions "What is it/ What are they?"

- Responding to questions about classroom supplies by using the verb be appropriately.

- Applying the correct forms of the verb be with singular and plural nouns in guided oral and written activities.

- Saying the numbers from 21-100 aloud.

- Writing the numbers from 21-100.

- Solving simple math problems using numbers from 21-100.

2.5 identify and name accurately the colors of classroom supplies, demonstrating correct pronunciation and appropriate stress patterns;

2.6 ask about classroom supplies by pointing to objects and correctly using the questions "What is it?" or "What are they?" during guided interactions,

2.7 use the proper form of the verb be with singular and plural nouns,

2.8 identify numbers from 21-100 both orally and in writing accurately,

2.9 pronounce the numbers from 21-100 properly,

2.10 spell the numbers from 21-100 accurately,

2.11 resolve simple math problems using numbers from 21-100 correctly,

- **Demonstrative pronouns: this-that, these-those**

**For example:**

A: What **is this**?

B: **That is** a notebook.

A: What **are these**?

B: **Those are** scissors.

- **Project: What's in my backpack?**

**For example:**

✓ This is my backpack.

✓ This is my yellow pencil.

✓ This is my red book.

✓ These are my colored pencils.

✓ These are my blue scissors.

- Discriminating short /ɪ/ and long /i:/ sounds in *this* and *these*.
- Producing the right short /ɪ/ and long /i:/ sounds in *this* and *these*.
- Identifying the distance of an object by using demonstrative pronouns.
- Asking and answering what something is by using demonstrative pronouns.
- Using classroom supply vocabulary to describe objects by applying demonstrative pronouns and mentioning their colors in short oral or written exchanges.

- 2.12 discriminate successfully short /ɪ/ and long /i:/ sounds in *this* and *these*,
- 2.13 pronounce *this* and *these* correctly,
- 2.14 identify the distance of an object using the proper demonstrative pronouns,
- 2.15 ask and answer what something is using the proper demonstrative pronoun,
- 2.16 describe classroom supplies using demonstrative pronouns and mentioning their color accurately.

### Attitudinal competencies when communicating in English

- Respects and takes care of others' belongings.
- Cooperates with peers in the classroom.
- Shows interest when listening to others.

### Keywords

**scissors** /'sɪzə(r)z/

**highlighter** /'haɪ,laɪtə(r)/

**notebook** /'nəʊt.bʊk/

**book** /bʊk/

**speaker** /'spi:kə(r)/

**board** /bɔ:rd/

**white** /waɪt/

**orange** /'ɔ:r.ɪndʒ/

**yellow** /'jel.əʊ/

**purple** /'pɜ:(r)p(ə)l/

**green** /gri:n/

**thirty** /'θɜ:(r)ti/

one **hundred** /wʌn 'hʌn.drəd/

**minus** /'maɪnəs/

**plus** /plʌs/

**this** /ðɪs/

**that** /ðæt/

**these** /ði:z/

**those** /ðəʊz/

## UNIT COMPETENCIES

1. Describe a family representation by indicating the relationship among its members using possessive adjectives.
2. Introduce a family member by providing their basic personal information with the purpose of stating who their favorite relative is.

Conceptual Contents	Procedural Contents	Performance Indicators
<ul style="list-style-type: none"> <li>• <b>Family members</b> <b>Suggested family members to teach:</b> grandparents, grandmother, grandfather, parents, mother, father, child-children, son, daughter, siblings, brother, and sister.</li> <li>• <b>Family Tree: Verb be and subject pronouns</b> <b>I, you (singular), he, she, it, we, you (plural), they</b> <b>For example:</b> ✓ This is my sister. <b>She is</b> eight. ✓ <b>He is</b> twenty years old. A: Who <b>is she</b>? B: <b>She is</b> my mother. A: How old <b>is she</b>? B: <b>She is</b> 40 years old.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identifying family members.</li> <li>▪ Deducing the meaning of family-related words from visual resources.</li> <li>▪ Identifying and describing family members by creating a nuclear family tree, labeling each member, and presenting it orally and in writing.</li> <li>▪ Identifying gender and number in subject pronouns.</li> <li>▪ Using subject pronouns in sentences and questions with the verb be.</li> <li>▪ Exchanging personal information about family members.</li> </ul>	<p><b>Students can</b></p> <ol style="list-style-type: none"> <li>3.1 recognize vocabulary related to family members both orally and in writing successfully,</li> <li>3.2 deduce the meaning of family-related words from accompanying visual resources satisfactorily,</li> <li>3.3 use the suitable vocabulary to identify family members in a nuclear family tree,</li> <li>3.4 identify gender and number in subject pronouns accurately,</li> <li>3.5 use the accurate subject pronoun with the corresponding form of the verb be when making sentences and questions,</li> <li>3.6 exchange coherent information about family members in short dialogues,</li> </ol>

- **Extended family members:**  
aunt, uncle, nephew, niece, cousin, mother-in-law, father-in-law, son-in-law, daughter-in-law.
- **Other family members:**  
stepmother, stepfather, stepson, stepdaughter.
- **Possessive adjectives: my, your (singular), his, her, its, our, your (plural) and their.**  
**For example:**
  - ✓ His name is Erick.
  - ✓ Her name is Nicole.
  - ✓ Their names are Pablo and Marta.
  - ✓ Our parents are Oscar and Mercedes.
- **Possessive adjectives and family relationships**  
**For example:**  
My aunt is in this picture. Her name is Gloria. She is with her son.
- **Adjectives to describe people**  
**Suggested adjectives to teach:**  
tall, medium height, short, happy, strict, responsible, kind, funny, serious, old, young.
- **Verb be: am/is/are**  
*Subject + verb be + complement + .*  
**For example:**
  - ✓ My aunt **is** medium height. She **is** old. She **is** responsible.
  - ✓ My parents **are** kind. They **are** funny and young.

- Naming vocabulary related to extended family members.
- Matching subject pronouns to their corresponding possessive adjective.
- Writing complete sentences expressing possession.
- Describing family members by telling their name, age, and relationship.
- Relating common adjectives to visual resources.
- Describing family members using different adjectives and the corresponding forms of the verb be.

- 3.7 name extended family members precisely,
- 3.8 identify family relationships in pictures or in a photo album correctly,
- 3.9 associate subject pronouns with their right possessive adjectives,
- 3.10 produce accurate short phrases about their family members giving basic personal information such as their names,
- 3.11 describe a family member (e.g. name, age, and relationship), using simple words/signs and formulaic expressions properly, provided they can prepare in advance;
- 3.12 relate common adjectives to their proper visual aids,
- 3.13 write precise sentences about physical descriptions of family members,
- 3.14 describe family members using different adjectives with the right forms of the verb be,

• **Introduction to occupations (a/an):**

**Suggested occupations to teach:**

teacher, nurse, assistant, bus driver, farmer, accountant, police officer, doctor, engineer.

• **Project: My favorite relative**

**For example:**

This is my aunt and she is my favorite relative. Her name is Gloria. She is a retired nurse. She is 70 years old. She is responsible.

▪ Recognizing and spelling occupations, then using the indefinite articles *a/an* correctly before those occupations.

▪ Create a poster about a favorite relative by writing key details and describing the person orally to the class.

3.15 use the indefinite articles *a* and *an* correctly before occupations, demonstrating accurate recognition and spelling of the target vocabulary;

3.16 describe their favorite relative with proper adjectives and the correct form of the verb *be*.

### Attitudinal competencies when communicating in English

- Shows affection for their family members when giving details about them.
- Promotes respect when listening about others' family members.

### Keywords

**parents** /'peərents/

**mother** /'mʌðə(r)/

**father** /'fɑ:ðə(r)/

**daughter** /'dɔ:tə(r)/

**brother** /'brʌðə(r)/

**they** /ðeɪ/

**aunt** /ɑ:nt/

**uncle** /'ʌŋk(ə)l/

**niece** /ni:s/

**assistant** /ə'sɪst(ə)nt/

**nephew** /'nefju:/

**cousin** /'kʌz(ə)n/

**law** /lɔ:/

**height** /haɪt/

**engineer** /,endʒɪ'nɪə(r)/

## UNIT COMPETENCIES

1. Detail rooms in a house by listing their common furniture and appliances using singular and plural nouns.
2. Describe a house by locating its furniture and appliances.

Conceptual Contents	Procedural Contents	Performance Indicators
<ul style="list-style-type: none"> <li>• <b>Rooms of a house</b> <b>Suggested rooms of a house to teach:</b> bedroom, living room, kitchen, bathroom, dining room, garden, backyard/patio, garage.</li> <li>• <b>Furniture and appliances</b> <b>Suggested furniture and appliances in a house to teach:</b> table, chair, sofa/couch, bed, refrigerator, stove, fan, microwave oven, mirror, television, shelf, toilet, radio/stereo system, rug, nightstand, blender, closet, cabinet, washing machine, flower vase, flower pot, wall unit.</li> <li>• <b>Regular plural nouns</b> <ol style="list-style-type: none"> <li>1. bed-beds</li> <li>2. baby-babies</li> <li>3. class-classes, brush-brushes, couch-couches</li> <li>4. shelf-shelves</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Recognizing rooms and appliances in a house.</li> <li>▪ Naming rooms and appliances in a house.</li> <li>▪ Spelling vocabulary for spaces and appliances in the house.</li>   <li>▪ Identifying regular plural nouns.</li> <li>▪ Forming regular plural nouns.</li> </ul>	<p><b>Students can</b></p> <ol style="list-style-type: none"> <li>4.1 identify vocabulary related to rooms and appliances in a house appropriately,</li> <li>4.2 spell rooms and appliances in a house both orally and in writing properly,</li>   <li>4.3 recognize spelling rules of regular plural nouns successfully,</li> <li>4.4 spell regular plural nouns following the appropriate spelling rules,</li> </ol>

• **Describing rooms in a house: *There is/are***

**For example:**

- ✓ **There is** a television in my living room.
- ✓ **There are** two chairs in the dining room.

• ***There is/are + number + noun***

**For example:**

- ✓ **There are two chairs** in the dining room.
- ✓ **There is one bed** in my bedroom.

• **Common prepositions and prepositional phrases of place**

**Suggested prepositions to teach:**

in, on, under, next to, between, behind.

• **Questions with *Is there/Are there..?***

*Is there + a/an + singular noun + complement + ?*

*Are there + any + plural noun + complement + ?*

**For example:**

- ✓ **Is there** a refrigerator in your kitchen?
- ✓ **Are there** any banana trees in your garden/patio?

• **Questions with *how many \_\_\_\_\_ are there?***

*How many + plural noun + are there + complement + ?*

**For example:**

- ✓ **How many sofas are there** in the living room?

▪ Identifying and listing all objects within rooms in the house, using both oral and written descriptions.

▪ Identifying the difference between *there is* when referring to singular nouns and *there are* to plural nouns.

▪ Describing the location of furniture and appliances at home.

▪ Exchanging information about the furniture and appliances found in the different rooms of a house, using the different grammatical structures of *There is* and *There are*.

4.5 provide simple and brief descriptions of the objects within the different rooms in a house, using *there is* and *there are* correctly;

4.6 describe the location of common furniture and appliances in a house using prepositions of place accurately,

4.7 exchange information about the furniture and appliances in different rooms of a house by accurately using the grammatical structures *There is* and *There are*,

- ✓ **How many televisions are there** in your house?
- ✓ **How many bedrooms are there** in your house?

- **Project: Describing my house**

- For example:

- This is my house. There are five rooms in my house: a dining room, two bedrooms, one kitchen and a bathroom. In my bedroom, there is a bed and a chair...

- Illustrating their house using vocabulary related to the rooms in a house, furniture/ appliances, and prepositions of place.

- 4.8 provide an accurate short description about the rooms and appliances in a house both orally and in writing.

### Attitudinal competencies when communicating in English

- Listens respectfully to others' house descriptions.
- Shows confidence when describing their house.

### Keywords

**patio** /'pætiəʊ/

**sofa** /'səʊfə/

**couch** /kaʊtʃ/

**refrigerator** /rɪ'frɪdʒə, reɪtə(r)/

**between** /bi'twi:n/

**bathroom** /'bɑ:θ, ru:m/

**chair** /tʃer/

**stove** /stəʊv/

**microwave** /'maɪkrə, weɪv/

**radio** /'reɪdiəʊ/

**on** /ɒn/

**under** /'ʌndə(r)/

**there** /ðe(r)/

## UNIT COMPETENCIES

1. Exchange information about personal routines by describing daily activities and using frequency expressions.

Conceptual Contents	Procedural Contents	Performance Indicators
<ul style="list-style-type: none"> <li>• <b>Daily activities</b> <b>Suggested daily activities to teach:</b> <ul style="list-style-type: none"> <li>✓ wake up</li> <li>✓ get up</li> <li>✓ take a shower</li> <li>✓ brush (my) teeth</li> <li>✓ get dressed</li> <li>✓ have breakfast</li> <li>✓ go to school</li> <li>✓ have lunch</li> <li>✓ do (my) homework</li> <li>✓ help with the housework</li> <li>✓ watch TV</li> <li>✓ play soccer</li> <li>✓ have dinner</li> <li>✓ go to bed</li> </ul> </li>   <li>• <b>Days of the week</b> <ul style="list-style-type: none"> <li>✓ Monday</li> <li>✓ Tuesday</li> <li>✓ Wednesday</li> <li>✓ Thursday</li> <li>✓ Friday</li> <li>✓ Saturday</li> <li>✓ Sunday</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Identifying daily activities from pictures, gestures, and audio recordings.</li>   <li>▪ Illustrating and listing daily activities to represent personal routines.</li>               <li>▪ Identifying, spelling, and arranging the days of the week in the correct order through guided oral and written activities.</li> </ul>	<p><b>Students can</b></p> <ol style="list-style-type: none"> <li>5.1 recognize daily activities from different input successfully,</li>   <li>5.2 spell vocabulary related to daily routines in spoken and written tasks accurately,</li>               <li>5.3 identify, spell, and order the days of the week correctly through guided oral and written tasks;</li> </ol>

- **Simple present tense: affirmative sentences with *I, you, we, they*.**

*Subject + verb (base form) + complement + .*

**For example:**

- ✓ I **take a shower** in the morning.
- ✓ You **watch TV** at night.
- ✓ We **play soccer** every day.
- ✓ They **go to school** in the afternoon.

- **Simple present tense: negative sentences and questions with *I, you, we, they*.**

*Subject + don't + verb (base form) + complement + .*

*Do + subject + verb (base form) + complement + ?*

**For example:**

- ✓ I **do not have breakfast**.
- ✓ You **don't go to school** on Sundays.
- ✓ **Do you watch** TV on Fridays?  
**Yes, I do. / No, I don't.**
- ✓ Do we study Russian?  
**Yes, we do. / No, we don't.**

- **Numbers from 1-100**

- Expressing daily activities in chronological order by making affirmative sentences that describe routines using the pronouns *I, you, we, and they*.

- Expressing negative daily activities in simple sentences.
- Asking and answering questions about daily routines using appropriate structures and vocabulary.

- Recognizing and pronouncing numbers from 1 to 100 accurately.
- Saying numbers from 1 to 100 in sequence and at random to demonstrate comprehension and fluency.
- Writing numbers from 1 to 100 based on oral dictation activities.

- 5.4 describe daily routines in logical sequence by creating affirmative sentences with the pronouns *I, you, we, and they*;

- 5.5 express negative daily activities accurately using simple sentences,
- 5.6 ask and answer questions about daily routines using appropriate grammatical structures and vocabulary,

- 5.7 pronounce numbers from 1 to 100 clearly and accurately,
- 5.8 recite numbers from 1 to 100 in sequence and at random to show understanding and fluency,
- 5.9 write numbers from 1 to 100 correctly when listening to oral dictations,

- **Telling the time**

- **For example:**

- What time is it?

- ✓ It's two o'clock. (2:00)
  - ✓ It's ten oh five. / It's five past ten. (10:05)
  - ✓ It's six ten. / It's ten past six. (6:10)
  - ✓ It's three fifteen. / It's (a) quarter past three. (3:15)
  - ✓ It's twelve thirty. / It's half past twelve. (12:30)
  - ✓ It's seven forty-five. / It's (a) quarter to eight. (7:45)

- **Frequency time expressions**

- **Suggested expressions to teach:**

- ✓ every day
  - ✓ once a day
  - ✓ twice a day
  - ✓ in the morning/afternoon/evening
  - ✓ at noon / 5:00 a.m. / night
  - ✓ on Monday morning / Saturday afternoon

- **Sequence connectors**

- **Suggested connectors to teach:**

- ✓ first, second, then, next, after that, finally.

- **For example:**

- First, I take a shower. Then, I get dressed. Next, I have breakfast.

- **Project: Describing my day**

- **For example:**

- First, I wake up at 6:00 a.m. Second, I take a shower. Then, I have breakfast...

- Identifying hours and minutes on analog and digital clocks.
- Reading and telling the time accurately using the correct expressions.
- Asking and answering questions about the time daily activities are performed.

- Recognizing frequency expressions through visual, auditory, and written inputs.

- Organizing daily activities in chronological order.
- Writing sentences describing daily routines using appropriate frequency expressions.

- Describing common daily activities using time expressions and connectors of sequence.
- Exchanging information about their daily routines with peers.

- 5.10 identify hours and minutes correctly on analog and digital clocks,
- 5.11 read and tell the time accurately using appropriate time expressions,
- 5.12 ask and answer questions about the time daily activities are performed using correct grammatical structures,

- 5.13 recognize accurately frequency expressions presented in visual, auditory, and written formats;

- 5.14 organize daily activities in logical chronological order.

- 5.15 write sentences describing daily routines using correct frequency expressions.

- 5.16 exchange pertinent information about their daily routines with peers at a low pace.

## Attitudinal competencies when communicating in English

- Listens attentively to classmates and teachers.
- Shows enthusiasm while incorporating new language structures learned in class to describe daily routines.
- Uses imagination and creativity to perform specific tasks.

## Keywords

**breakfast** /'brek.fəst/

**lunch** /lʌntʃ/

**Monday** /'mʌn.deɪ/

**Tuesday** /'tu:z.deɪ/

**Wednesday** /'wenz.deɪ/

**Thursday** /'θɜ:(r)zdeɪ/

**Friday** /'fraɪ.deɪ/

**Saturday** /'sætə(r)deɪ/

**Sunday** /'sʌn.deɪ/

**evening** /'i:v.nɪŋ/

**afternoon** /,ɑ:ftə(r)'nu:n/

**night** /naɪt/

**o'clock** /ə'klɔ:k/

**time** /taɪm/

**then** /ðen/

## UNIT COMPETENCIES

1. Express personal preferences using the simple present tense to exchange information about likes and dislikes.
2. Communicate likes and dislikes related to food, music, and hobbies through written and oral tasks supported by visual resources.

Conceptual Contents	Procedural Contents	Performance Indicators
<ul style="list-style-type: none"> <li>• <b>Preferences:</b> <b>Food</b> <b>Suggested food items to teach:</b> beans, pizza, hamburgers, eggs, chicken, rice, salad, cheese.</li> <li>• <b>Fruit</b> <b>Suggested fruit to teach:</b> pineapples, mangoes, bananas, grapes, strawberries, peaches, watermelons, coconuts.</li> <li>• <b>Music genres</b> <b>Suggested music genres to teach:</b> pop, country, salsa, rock, hip-hop, reggae, electronic, gospel.</li> <li>• <b>Pets</b> <b>Suggested pets to teach:</b> dogs, cats, rabbits, turtles, cows, horses, hens, fish, chickens.</li> <li>• <b>Hobbies</b> <b>Suggested hobbies to teach:</b> reading, listening to music, playing video games, hanging out with friends, dancing.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identifying and classifying different types of food, fruits, music, hobbies, and pets through visual and oral activities.</li> <li>▪ Spelling and writing vocabulary related to food, music, pets, and hobbies accurately.</li> <li>▪ Matching words for food, music, pets, and hobbies with their corresponding images to reinforce comprehension.</li> </ul>	<p><b>Students can</b></p> <ol style="list-style-type: none"> <li>6.1 identify and classify correspondingly different types of food, fruits, music, hobbies, and pets through visual and oral tasks;</li> <li>6.2 spell and write vocabulary related to food, music, pets, and hobbies accurately;</li> <li>6.3 associate words for food, music, pets, and hobbies with their corresponding images to demonstrate understanding;</li> </ol>

- **Simple present tense (Likes/Dislikes)**

- For example:

- ✓ I like mangoes.
    - ✓ I don't like horses.
    - ✓ My favorite kind of music is pop.

- **Asking for preferences:**

- ✓ **What is your favorite** fruit?
    - ✓ **How often do you** listen to music?

- **Project: All about me**

- Example:

Hello, my name is Gabriela. I am 15 years old. I am a student. My favorite food is chicken and salad. Mangoes are my favorite fruit, but I don't like bananas.

I have two favorite animals. I like horses and dogs.

In my free time, I like reading and listening to music. My favorite kind of music is pop, but I don't like hip-hop.

- Expressing personal preferences related to food, music, pets, and hobbies using appropriate vocabulary and simple sentence structures.
- Engaging in conversations to inquire about and share preferences regarding pets, food, fruits, music, and hobbies.
- Exchanging information about personal preferences using appropriate vocabulary and visual aids.

- 6.4 state personal preferences related to food, music, pets, and hobbies using appropriate vocabulary and correct simple sentences;
- 6.5 engage in short, guided exchanges to appropriately ask and answer simple questions about likes and dislikes related to pets, food, fruits, music, and hobbies, using familiar words and phrases accurately,
- 6.6 exchange information about personal preferences using appropriate vocabulary and visual aids to support communication.

### Attitudinal competencies when communicating in English

- Demonstrates interest in classmates' contributions during activities.
- Uses polite language when talking about likes and dislikes with others.
- Shows responsibility and teamwork when participating in group tasks.

## Keywords

**hamburger** /'hæm,bɜ:(r)gə(r)/  
**cheese** /tʃi:z/  
**pineapple** /'paɪn,æp.əl/  
**rice** /raɪs/

**turtle** /'tɜ:(r)t(ə)l/  
**cow** /kaʊ/  
**hen** /hen/  
**genre** /'ʒɑ:n.rə/

**reggae** /'reg.eɪ/  
**pop** /pɑ:p/  
**favorite** /'feɪ.vər.ət/  
**country** /'kʌn.tri/

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