

Syllabus 2010

CYCLE 3 5th and 6th grade elementary school

Piloting stage (english version)

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T·A·B·L·E of C·O·N·T·E·N·T·S

Presentation	7
Purposes	12
Teaching guidelines	14
Assessment	16
Content organization	17
Fifth grade. Elementary School	23
Sixth grade. Elementary School	45
Appendix. Sample Language	67

Presentation

The legal principles established in Article 3 of the Mexican Constitution, the educational transformation that encourages the National Development Plan 2007-2012 (Plan Nacional de Desarrollo 2007-2012) and the objectives established in Sector Educational Program 2007-2012 (Programa Sectorial de Educación 2007-2012, Prosedu) are the legal foundation that articulate and regulate actions in public education policies in Mexico.

Within this framework, taking into account what General Law of Education (Ley General de Educación) ascribes to the Ministry of Public Education (Secretaría de Educación Pública), the latter has established as Prosedu's main objective, "to improve the quality of education for the students to attain a better academic performance and have available means to access general well-being and contribute to the development of the country".¹ (p. 11). The main strategy to reach this goal in basic education is to "create a comprehensive reform of basic education, focused on the adoption of an educational model

based on competencies, which satisfies Mexico's development needs in the 21st century"² (p. 24), with the aim of achieving better articulation and efficiency between preschool, elementary and secondary school levels.

For these reasons, the National English Program in Basic Education³ (NEPBE, for its initials in English), is based on an approach which aims to foster and develop communicative competence in English as a foreign Language. This fact means focusing on the teaching of social practices and activities instead of the formal knowledge of the linguistic system from a normative view. These practices involve engagement in "reading and writing acts, as well as varied oral exchanges which are meaningful to individuals when the need to understand what others utter or to express what is considered as important arises. Besides, language benefits from systematic reflection on the priority of texts and oral exchanges. Therefore, it is essential to re-direct the subject towards context-based language

¹ "Elevar la calidad de la educación para que los estudiantes mejoren su nivel de logro educativo, cuenten con medios para tener acceso a un mayor bienestar y contribuyan al desarrollo nacional."

² "Realizar una reforma integral de la educación básica, centrada en la adopción de un modelo educativo basado en competencias, que responda a las necesidades de desarrollo de México en el siglo XXI."

³ Programa Nacional de Inglés en Educación Básica (PNIEB).

production and understanding of the textual variety, as well as training in different ways to read, study, and interpret texts and to interact in spoken practice”.⁴

From this point of view, language is regarded as “[...] a complex object by means of which the individual understands the world and becomes part of society; an object that not only serves communicative purposes, but also cognitive and reflective ones [...] using the language efficiently means being able to interact with others via production and interpretation of spoken and written texts in order to be part of society”.⁵

Thus, as of Cycle 3 in NEPBE, students are expected to gradually acquire basic communicative competence, so that they can successfully participate in *specific activities with the language*, which correspond to *social practices of the language* and involve interaction with oral and written texts in familiar situations.

⁴ “Actos de lectura y escritura, así como en intercambios orales variados, plenos de significación para los individuos cuando tienen necesidad de comprender lo producido por otros o de expresar aquello que consideran importante. Asimismo, el lenguaje se nutre de la reflexión sistemática en torno a las prioridades de los textos e intercambios orales. Por ello se considera indispensable reorientar la asignatura hacia la producción contextualizada del lenguaje y la comprensión de la variedad textual, el aprendizaje de diferentes modos de leer, estudiar e interpretar los textos, de escribir e interactuar oralmente, así como de analizar la propia producción escrita y oral.” SEP, *Reforma de la Educación Secundaria. Fundamentación curricular. Español*, pp. 15-16.

⁵ “Un objeto complejo mediante el cual un individuo comprende el mundo y se integra en la sociedad y un objeto que cumple no sólo con propósitos comunicativos sino también cognitivos y de reflexión [...] utilizar eficientemente el lenguaje significa ser capaz de interactuar con otros a través de la producción e interpretación de textos orales y escritos, a fin de participar en la sociedad.” SEP, *Reforma de la Educación Secundaria. Fundamentación curricular. Lengua Extranjera. Inglés*, p. 18.

Reflections on foreign language learning⁶

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

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

For decades, foreign language teaching has sought ways to re-create the acquisition process in the classroom and several methods have been created for that purpose. Today we know

⁶ SEP, *Reforma de la Educación Secundaria. Fundamentación curricular. Lengua Extranjera. Inglés*, pp. 9-10.

that these methods are successful only in situations where the time the learners are in touch with the language is similar or longer to the time they are in touch with their mother tongue. In contexts where those conditions do not exist, as in Mexican public secondary schools, it is necessary to look for options to optimize the foreign language *learning* process.

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

On the other hand, one of the fundamental references to define content in the 2009-2012 study programs of NEPBE –which will establish the minimum mastery level (achievement standards) with which the students will graduate from Cycles 2, 3, and 4– is the *Common European Framework of Reference for Languages: learning, teaching, assessment* (CEFR), proposed by the Council of Europe. In this sense, the contents of the NEPBE 2009-2010 were selected and organized according to the descriptors of the target level (B1 Threshold in the CEFR) for the end of basic education.

Regarding the contents of the study programs for *Cycle 3* –aimed at elementary school 5th and 6th grades– these were designed taking into account the study programs for Cycles 1 and 2 of NEPBE 2009-2010, the CEFR descriptors for level A2 (Waystage), and levels 5, 6 and 7 established by the National Certificate of Language Mastery Level (Cenni).

For this reason, it is necessary that teachers in *Cycle 3* recognize what children already know about the language and do with the language after having studied 500 hours of English and reached level A1 (Breakthrough) of CEFR, so they are able to participate with guidance in real-life or life-like social practices of the English language, which allow them to recognize and acquire the tools to:

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

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

On the other hand, teachers responsible for teaching English in Cycle 3 face the challenge of guaranteeing the use of suitable teaching strategies that enable students to access and interact with the English language using “[...] the exercise of one’s own communicative language competence in a specific domain in processing (receptively and/or productively) one or more texts in order to carry out a task.”⁷

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

*The learner of a second or foreign language and culture does not cease to be competent in his or her mother tongue and the associated culture, nor is the new competence kept entirely separated from the old. The learner does not simply acquire two distinct, unrelated ways of acting and communicating. The language learner becomes plurilingual and develops interculturality. The linguistic and cultural competences in respect of each language are modified by knowledge of the other and contribute to intercultural awareness, skills and know-how.*⁸

⁷ COE (2001), *The Common European Framework of Reference for Languages*, p.10.

⁸ COE (2001), *op.cit.*, p. 43.

The NEPBE acknowledges that communicative competence is more than just decoding, finding correspondence between sounds and letters or between reading and writing of units (for instance, words and sentences) which are isolated and without context.

For this reason, it is necessary that teachers make the classrooms interesting places, so that all students can have opportunities to share their experiences and knowledge about reading, writing, and oral exchanges in their mother tongue. They will recognize aspects and uses of the language, which will enable them to find similarities and differences between the foreign language and mother tongue. Communicating successfully in speaking or writing involves a complex process to use the language (knowledge, skills, and attitudes) with different purposes in different social environments. From this point of view:

Reading is not decoding, it is giving meaning, it is understanding; writing is not copying, or having good handwriting; writing is creating a text. Restricting the creative and marvelous experience that reading texts gives, which gives birth to thought, feelings, emotions, is depriving children from a unique life experience[...]. Acquisition and use are part of a unique process that has permanent feedback. There is always a functional context for reading and writing, for active participation in “letter practice”. For instance, checking the students list to see who is absent, writing down the name of their favorite games and some characteris-

tics, preparing a greeting card, re-writing a short story, describing an animal or completing a table to register the growth of the plants in the classroom.⁹

⁹ "Leer no es descifrar, es atribuir significado, es comprender; escribir no es copiar o hacer buena letra, escribir es crear un texto. Restringir la creativa y maravillosa vivencia que supone acercarse a los textos para generar pensamientos, sentimientos y emociones es privar a los niños de una experiencia única en sus vidas [...]. Adquisición y uso forman parte de un único proceso que se retroalimenta permanentemente. De ahí que... haya que partir siempre de un contexto funcional de lectura y escritura, de una participación activa en "prácticas letradas", como, por ejemplo, repasar el listado de los niños y las niñas de la clase para localizar quién falta, escribir sus juegos favoritos y algunas de sus características, preparar una felicitación, reescribir un cuento, describir un animal o confeccionar la tabla del crecimiento de las plantas de la clase." P. Pérez Esteve y F. Zayas (2007), *Competencias en comunicación lingüística*, Madrid, Alianza Editorial, p. 154.

Purposes

General purpose of English language teaching in basic education

The purpose of foreign language teaching in basic education is for students to get the necessary knowledge to engage in social practices with spoken and written language to interact with native and non-native English speakers using *specific activities with the language*. This entails using activities that involve production and interpretation of spoken and written texts —of familiar, academic, and literary nature— so the students will be able to satisfy basic communication needs in different everyday, familiar, and known situations.

For this, children need to learn to use the language to organize their thoughts and their speech, to analyze and solve problems, and to gain access to different cultural expressions from their own and other countries. Besides, it is essential that they identify the role language plays in building up knowledge and cultural values; children should develop an analytical and responsible attitude to face the problems that affect our world.

Competence in a foreign language does not stem from mere repetition or exposure to it or from learning it for a very

long time. Most importantly, it is necessary to have acumen of individual and collective experiences that include different ways to participate in oral exchanges and in text reading and writing. Therefore, the school -whose responsibility is higher in the case of students of students that come from communities with low literacy and with scarce or non-existent contact with an additional language- should provide the necessary conditions for students to participate in such experiences, to reach gradual autonomy in their intellectual work, and to be able to transfer what they have learnt in the classroom context to out-of-the-classroom communicative situations.

Purpose of English language teaching for Cycle 3

The purpose of English language teaching for Cycle 3 in basic education (5th and 6th grades of elementary school) is for the students to participate in some social practices of the language. These will allow them to interact with oral and written texts, understand, and use English and develop simple everyday

communicative actions on familiar topics or situations. At the end of this cycle, the students should be able to:

- Understand and produce everyday or usual information and its general meaning.
- Begin to or participate in conversations or transactions using verbal and non-verbal strategies.
- Recognize similarities and differences in the form and social uses between their the foreign language and mother tongue.

- Use strategies to present information, understand academic texts, and solve simple academic problems.
- Express opinions and provide simple descriptions.
- Produce comprehensible messages by adapting linguistic forms and pronunciation.
- Use strategies to recognize form and understand content in a variety of simple literary texts.
- Interact with and use oral and written texts for specific purposes.
- Socialize using common expressions.

Teaching guidelines

Cycle 3 is aimed at students who have had some contact with English as a foreign language since they have finished Cycle 2 of NEPBE and are, therefore, acquainted with some uses and linguistic aspects of the language. However, given the fact that Cycle 2 establishes the language level students are expected to reach, it is convenient to bear in mind the following considerations:

- Take knowledge, experiences, and interests students have in the social practices of their mother tongue as a basis.
 - Determine after reading about the purposes, the social practices of the language and their content:
- a) **Planning communicative situations** (such as creating a product, reaching a goal or solving a problem) which articulate, in a sequenced manner, the specific activities with the language in each of the specific social practices that pose a challenge to the students. The underlying rationale is that the activities should be neither so easy they can be neglected nor so complex or difficult that they may bring about disappointment or discouragement. The communi-

cative situations, therefore, should be rewarding enough to foster a positive attitude and hold the students' interest.

- b) **Kind and amount of contents of the learning to 'do' with, 'know' about and 'be' through the language which will be covered**, by the communicative situations —specific and related to the students' experiences and interests—planned beforehand, so that they involve a sequenced and articulated realization of the specific activities with the language.
- c) **Number of lessons devoted to the planned communicative situations**, as well as their requirements and suggested product.
- To look for, select and if needed create the necessary multimedia or printed materials, and to read and analyze them before using them with the students.
 - To bear in mind the social practices of the language during the development of the communicative situations.
 - To create teaching strategies characterized by their diversity in:

- a) Modalities in work organization, whole class, teamwork, pairs work, individual work.
 - b) Modalities in reading and writing: modeled, guided, shared, individual, silent, aloud, etcetera.
 - c) Diversity in teaching materials and resources: made by the students themselves or previously prepared, like long or short titles, repeated titles, unique titles, books graded depending on the level of difficulty, multimedia resources (audio, video, CDs, computer software, etc.).
- Model and play the roles of expert speaker, listener, reader and producer of spoken and written texts in English.
 - Create opportunities for all the students to engage in oral exchanges and reading and writing activities.

- Foster a positive attitude towards learning a foreign language and other cultures.
- Encourage a respectful and confident environment where mistakes, rather than being constantly sanctioned and corrected, are seen as opportunities to practice and rehearse in the English language, as well as to receive or offer positive feedback.

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

Assessment

Apart from the assessment parameters established in the document *Programa Nacional de Inglés en Educación Básica. Asignatura Estatal: Inglés. Fundamentos curriculares. Preescolar, primaria y secundaria*, it is convenient to consider that this cycle's purpose is to record the level of progress attained in routine work and any changes or adaptations required by any component of the teaching practice (teacher training, Teaching resources, study programs, infrastructure, etc.) to reach the goals established during the school year.

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

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

Content organization

In order to cover the social practices of the language in this cycle, it is necessary that teachers check and reflect on the content of *Fundamentos curriculares. Preescolar, primaria y secundaria* of the NEPBE, because this document sets the principles that regulate the work in this subject and explains, among other aspects, the object of study, the approach, and the organization and distribution of contents in the four cycles of the program. Apart from the aforementioned, the following is stressed:

- The **object of study** of the English subject corresponds to the **social practices of the language**, which articulate the school grades in each cycle of the NEPBE. At the same time, the social practices and the specific activities that derive from the language are the ones that allow for gathering and sequencing **contents of different nature**: learning to 'do' with, 'know' about, and 'be' through the language.
- The social practices of the language and specific activities with the language have been distributed and organized in three ample **social learning environments**: familiar and community, literary and ludic, and formation and academic.
- The **curriculum contents** in the charts are characterized by having a 'bullet' instead of a number, since it is the teacher who determines, depending on their students' needs and characteristics, **which ones to use, to what extent, and in what order to plan their teaching and learning**. Besides, in order to help the teacher in the type of actions and knowledge expected to be covered with these contents, some of them are further explained and are signaled with a hyphen to distinguish them.
- **At the bottom of each content chart there are suggestions for actions to make a product. However, this is not compulsory**, which means that the teacher can use other methodological strategies (for instance, solving a problem or reaching a goal) as long as the purposes and the learning achievements for this cycle are accomplished.
- The proposal of **Achievement** presented at the end of each **Unit** has the purpose of providing the teacher with information about knowledge, actions, and values that the students are expected to acquire, in order to assess their progress and **performance in the competence in English language**.

- Finally, given the scarcity or absence of English language materials and resources in public schools, along with the need for teachers to be able to provide their students with real spoken and written models of the English language, there is a list of [sample language](#) that can be consulted in

the Annex at the end of this document. It is important to note that these samples [should not rule the organization and planning of work](#) in the classroom, since they cannot guarantee the achievement of the purposes for this cycle.

Cycle 3. Social Practices of the Language. Distribution by environment.

ESSENTIAL BASES "A2": 5 th grade and 6 th grade. Elementary School		
Social practices of the language		
Familiar and community environment	Literary and ludic environment	Formation and academic environment
<ul style="list-style-type: none"> • Participate in commercial transactions. • Listen, read, and record information from diverse media. • Read and write notes and letters. • Follow and give directions to go to places. 	<ul style="list-style-type: none"> • Read aloud stories and legends. • Participate in language games. • Read and compare aspects of Mexico and English-speaking countries. 	<ul style="list-style-type: none"> • Participate in formal communicative events. • Read and record information to solve a problem. • Read and record information to design questionnaires and reports.

Specific activities with the language. Distribution by environment and grade.

Familiar and community environment.

Social practices of the language	Specific activities with the language	
	5 th grade. Elementary School	6 th grade. Elementary School
Participate in commercial transactions.	Recognize and interpret transaction-related expressions in classified ads.	Comprehend and produce expressions about the purchasing of basic need items.
Listen, read, and record information from diverse media.	Identify and comprehend the topic and general idea of news in audio format.	Recognize and comprehend the main idea on news reports of interest to the community.
Read and write notes and letters.	Interpret and write notes about everyday life.	Comprehend and respond to invitations through letters.
Follow and give directions to go to places.	Comprehend and ask for directions to walk from one place to another.	Follow and give directions for commuting using public transport.

Literary and ludic environment.

Social practices of the language	Specific activities with the language	
	5 th grade. Elementary School	6 th grade. Elementary School
Read aloud stories and legends.	Read legends of interest to students and stimulate creativity.	Interpret fantasy stories and exercise imagination.
Participate in language games.	Identify and practice specific sounds in language games.	Discriminate stress in specific words in language games.
Read and compare aspects of Mexico and English-speaking countries.	Read a short story of travel literature (travelogues) in order to discover aspects of nature and specific cultural expressions in English-speaking countries.	Interpret historical chronicles to compare cultural aspects of Mexico and English-speaking countries.

Formation and academic environment.

Social practices of the language	Specific activities with the language	
	5 th grade. Elementary School	6 th grade. Elementary School
Participate in formal communicative events.	Look for and select information about a topic of interest to make cards and set up an exhibition.	Classify and interpret information about a topic of interest to present a report.
Read and record information to solve a problem.	Identify and classify information from an illustrated guide to solve a specific problem.	Check and select information in order to solve a problem of interest to the students.
Read and record information to design questionnaires and reports.	Record information about a topic to design a questionnaire.	Record information to make a report about activities about a job or occupation.

5TH
GRADE

E·L·E·M·E·N·T·A·R·Y S·C·H·O·O·L

Social practices of the language: participate in commercial transactions.

Familiar and community environment

Specific activities with the language: recognize and interpret transaction-related expressions in classified ads.

Unit 1

Learning to do with the language

- Explore classified ads of products for children with the teacher's guide.
 - Identify the function, purpose, and intended audience
 - Recognize the parts of an advertisement
 - Distinguish characteristics of graphics
 - Differentiate graphic and textual components
 - Examine graphic and textual distribution
- Read aloud the classified ads based on a model and with the teacher's help.
 - Interpret the message based on contextual clues and previous knowledge
 - Identify by name the product that are being advertised
 - Find out the meaning of new words and phrases to increase the vocabulary based on contextual clues and bilingual dictionaries
 - Classify ads according to the product they sell
 - Recognize general characteristics of products
 - Read aloud price, telephone numbers, e-mail addresses and/or zip codes
 - Check the reliability and credibility of ads through questions and/or closed answers
 - Recognize the use and proportion of typography and punctuation
 - Identify and spell words used to express characteristics and qualities of products
 - Interpret abbreviations and signs that indicate price
- Write information of classified ads based on a model and with the teacher's help.
 - Dictate and make a list of names and characteristics of products
 - Write prices, telephone numbers, e-mails, and/or zip codes
 - Reorganize previously scrambled classified ads
 - Complete sentences to form the content of ads
 - Choose graphic information to make an ad
- Check writing conventions.

Learning to know about the language

- Features and types of oral and written texts
 - Topic, purpose, and intended audience of advertisements
 - Graphics: images, typography, etc.
 - Textual components: text, figures, and typographic symbols (dollar \$, pound £, euro €, cents ¢ and @)
- Phonic, syntactic, and semantic elements of the texts
 - Repertoire of words suitable for this practice of the language (money units, cardinal and ordinal numbers, etc.)
 - Differences in letter-sound correspondences between the foreign language and the mother tongue
 - Adjectives: qualitative
- Mechanics of writing
 - Conventional writing of words
 - Punctuation: Upper-case letters, exclamation marks, period, comma, hyphen, dash
 - Abbreviations (*Ave.-avenue; St.-street; MO-Missouri; TX-Texas; USA-United States of America, etc.*)

Learning to be through the language

- Consequences of the use of language to advertise products
- Honesty in commercial transactions

Product: Classified advertisement

- Distribute among teams the actions to make classified ads of a products of interest to the students:
 - Select a product and determine general characteristics, price, and data to obtain it
 - Determine typography, colors and images of the advertisement considering its purpose, intended audience and message based on a model
 - Establish the order and proportion of graphic and textual components
 - Design the advertisement including all of its elements
 - Check that graphic and textual information is complete, reliable, and credible
- Display the ads in a visible place in the classroom.

Social practices of the language: read aloud stories and legends.

Literary and ludic environment

Specific activities with the language: read legends of interest to students and stimulate creativity.

Unit 1

Learning to do with the language

- Explore children’s legends with the teacher’s help.
 - Activate previous knowledge to predict the topic based on visual and written information
 - Identify purpose and intended audience
 - Predict the content of legends based on images and titles
 - Associate legends with personal experiences
- Read legends aloud based on a model with visual aids and the teacher’s help.
 - Select legends of interest to the students
 - Distinguish and define new words and phrases to increase the vocabulary based on images, textual clues and the support of bilingual dictionaries
 - Find elements of legends
 - Determine who the narrator, the main character, and other characters are
 - Mention settings in the legend
 - Compare differences and similarities of specific conducts, values, and settings in English speaking countries

Learning to know about the language

- Features and types of oral and written texts
 - Structure of legends: plot, climax, body, and ending
 - Topic, purpose, and intended audience
 - Textual components: title, author, sentences, paragraphs, etc.
 - Graphics: images and typography
 - Elements of a legend: setting, narrator, main character, other characters
- Phonic, syntactic, and semantic elements of the texts
 - Repertoire of words suitable for this practice of the language
 - Correspondence between written and oral texts
 - Vowels with different sounds (‘a’ in appear, flame; ‘e’ in meet, met, etc.)
 - Verb tense: present perfect (has gone, have been, etc)

- Contrast characters with people and/or known characters
- Contrast the setting of a legend with familiar settings
- Recognize magical objects in speaking and writing
- Locate and read the names of magical objects
- Identify characteristics of magical objects and their owners
- Establish relationship between the speaking and writing of textual components
- Compare the uses and functions of magical objects
- Describe by writing the magical objects of a legend based on a model and with the teacher's help.
 - Write the names of magical objects
 - Complete and write sentences to describe properties and characteristics of magical objects (flying, invisible, chants, etc.)
- Check writing conventions.

- Connectors (...so as...; ...such as...; ...as...as..., etc.)
- Adjectives: possessive (my, your, his, her, its, our, their)
- Mechanics of writing
 - Conventional writing of words
 - Punctuation: period, comma
 - Upper-case letters

Learning to be through the language

- Legends as a reflection of emotions and experiences of people and their cultures
- Appreciation and enjoyment of literary and cultural expressions in a foreign language
- Value of oral tradition in one's culture and English speaking countries
- Interest in the reading aloud of children's legends

Product: Collage with illustrated descriptions of magical objects

- Distribute among teams the actions to make the description of a magical object:
 - Select a magical object from the legends read or suggest one
 - Point out the characteristics of the magical object
 - Describe the magical object orally and in writing based on a model
 - Check that the writing is complete and complies with writing conventions
 - Illustrate magical objects and write their descriptions
- Read aloud the description of the magical object to the classmates.
- Display the descriptions in a visible place in the classroom.

Achievement

At the end of Unit 1, Students will be able to:

Recognize and interpret transaction- related expressions in classified advertisements.	Read legends of interest to the students to stimulate their creativity.
<p>By doing so, they:</p> <ul style="list-style-type: none">• Can identify function, purpose, and intended audience• Can distinguish graphic and textual components• Can read aloud prices, telephone numbers, e-mails, and/or zip codes• Can dictate and enlist names and characteristics of products• Can complete sentences to form the content of ads• Can write classified ads	<p>By doing so, they:</p> <ul style="list-style-type: none">• Can identify plot, climax, body, and ending• Can use contextual clues and a bilingual dictionary to find the meaning of words and phrases• Can distinguish setting, narrator, main and supporting characters• Can associate elements of legends to personal experiences• Can complete sentences that describe the properties and characteristics of an imaginary object by writing• Can reinforce their knowledge on spelling and punctuation

Social practices of the language: participate in formal communicative events.

Formation and academic environment

Specific activities with the language: look for and select information about a topic of interest to make cards and set up an exhibition.

Unit 2

Learning to do with the language

- Explore information cards from a museum exhibition previously made with the teacher's help.
 - Determine function and purpose of exhibition cards
 - Predict topic, based on previous knowledge, title, and familiar words
 - Examine the order in which the information is presented
 - Recognize the parts of informative texts
 - Examine the distribution of graphics
- Look for information about a topic based on questions with the teacher's help.
 - Select suitable topics for an exhibition
 - Identify appropriate sources based on a list
 - Formulate questions about a topic based on a model
 - Explore table of contents in various printed sources to find information
- Read informative texts with the teacher's help based on a model.
 - Comprehend the topic and general idea
 - Find out the meaning of words using contextual clues or a bilingual dictionary
 - Identify the main ideas by answering oral and written questions (i.e. who, what, why)
 - Recognize information that expands, complements or exemplifies the main idea on a paragraph
 - Complete orally, general and specific information
- Record information about a topic on cards based on a model with the teacher's help.
 - Select and organize information
 - Paraphrase the main ideas through writing
 - Write sentences that expand, complement, or exemplify the main ideas
 - Organize sentences in a paragraph to write an informative text
- Check writing conventions.

Learning to know about the language

- Features and types of oral and written texts
 - Structure of informative text: introduction, body, and conclusions
 - Topic, purpose, and intended audience
 - Textual components: title, main and supporting ideas in paragraphs, table of contents
 - Graphics: charts, diagrams, maps
- Phonic, syntactic, and semantic elements of texts
 - Repertoire of words suitable for this practice of the language
 - Type of sentence: interrogative and declarative
 - Prepositions and conjunctions (but, however, because, due to, and, as well as, etc.)
- Mechanics of writing
 - Abbreviations (min., i.e., etc.)
 - Punctuation: brackets, period, comma, colon, question marks, space between words
 - Conventional writing of words

Learning to be through the language

- Language as a means of obtaining and disseminating knowledge
- Respect for other people's opinions
- Language as a means of reaching agreements

Product: Museum exhibition cards

- Distribute among students the actions to compile museum exhibition cards and set an exhibition on the information.
 - Collect materials that will be part of the exhibit (illustrations, pieces, etc.)
 - Write a museum exhibition card for each object that will be displayed and based on a model.
 - Suggest a title for the exhibition and write it down
 - Check, first with students and then with the teacher's help, that text on cards is complete and complies with writing conventions
- Establish the order of the exhibition objects and their cards, and place them in an orally place.
- Invite other classes to the exhibition.

Social practices of the language: listen, read, and record information from diverse media.

Familiar and community environment

Specific activities with the language: identify and comprehend the topic and general idea of news in audio format.

Unit 2

Learning to do with the language

- Listen to and explore recent news with topics of interest to students with the teacher's help.
 - Predict topic based on previous knowledge and familiar words
 - Identify function, purpose, and intended audience
 - Examine the parts of news
- Recognize contextual clues when listening to the news.
 - Distinguish what the broadcaster says based on what other participants report about the news
 - Find out the meaning of words using contextual clues or a bilingual dictionary
 - Identify rhythm, speed, and intonation
 - Distinguish the tone used
 - Distinguish pauses that indicate changes of ideas
 - Isolate words that indicate speech register
 - Distinguish words and sounds that function as fillers

Learning to know about the language

- Features and types of oral and written texts
 - Structure of oral news: inverted pyramid (answers to who, what, where, when, how and why questions)
 - Topic, purpose, and intended audience
 - Sound resources: pauses, sound tracks, and sound effects
 - Speech register
- Phonic, syntactic, and semantic elements of texts
 - Repertoire of words suitable for this practice of the language: synonyms
 - Acoustic characteristics: rhythm, vocalization, intonation, tone (neutral, excited, etc)
 - Fillers
 - Question words (Who, what, where, why, how, etc.)

- Understand news in audio format based on a model and with the teacher's help.
 - Identify and express the main idea of events
 - Recognize words with similar meanings (synonyms)
 - Answer questions orally about main ideas (who, what, why)
 - Detect information which amplifies, complements or exemplifies main ideas, and responds when, how, where, who, and why
 - Select a suitable title from a list
- Write specific information about previously heard news based on a model and with the teacher's help.
 - Complete the writing of sentences with main ideas
 - Answer by writing questions about main characters, events, and how the reported event happened
 - Write sentences with general and specific information to make a note
- Check writing conventions.

- Mechanics of writing
 - Conventional writing of words
 - Punctuation

Learning to be through the language

- Language as a means of transmitting and sharing information
- Reliability and objectivity in news in mass media
- Influence of the media in the community

Product: Illustrated notes for a mural paper

- Distribute among teams the actions to make illustrated notes or news.
 - Listen to and select news to write a note and design a format to write them
 - Formulate questions that answer what, why, when, how, where and what about the chosen news
 - Write answers to the questions
 - Write a title that summarizes the news and prepare or look for suitable illustrations
 - Check that the title summarizes the content of the notes, that the information is complete and shows no omissions or alterations, and complies with spelling conventions
- Display the illustrated notes on a mural.

Achievement

At the end of Unit 2, students will be able to:

Look for and select information about a topic of interest to make cards and set up an exhibition.	Identify and comprehend the topic and general idea of news in audio format.
<p>By doing so, they:</p> <ul style="list-style-type: none">• Can identify function and purpose• Can distinguish introduction, body, and conclusions in informative texts• Can formulate questions to look for information about a specific topic• Can choose from various information sources• Can find out the meaning of words using contextual clues or a bilingual dictionary• Can identify main and supporting ideas in a paragraph• Can select and organize information to make cards• Can write main and supporting ideas to form a paragraph	<p>By doing so, they:</p> <ul style="list-style-type: none">• Can understand function and purpose• Can distinguish the broadcaster's voice from others• Can distinguish parts of the news• Can recognize contextual clues while listening to the news• Can comprehend main and supporting information• Can respond questions about the main and supporting ideas• Can write sentences to make a note

Social practices of the language: participate in language games.

Literary and ludic environment

Specific activities with the language: identify and practice specific sounds in language games.

Unit 3

Learning to do with the language

- Explore examples of word games that are suitable to practice specific phonetic aspects of English with the teacher's help (i.e., *Hangman game*).
 - Identify the words that form the name of the game to predict what they are about (i.e., hang-man)
 - Distinguish the distribution of graphic and textual components and mention their name
 - Identify textual components by name
 - Recognize the function of graphic and textual components in the mechanics of games
 - Understand the purpose of the game
- Understand the characteristics of words used in the game (i.e., plural words [-s/es], regular verbs in simple past [-ed] and gerunds [-ing]) with the teacher's help.
 - Identify the sounds of words with a specific ending
 - Suggest words with a specific ending
 - Classify words, in speaking and writing, according to their ending
 - Determine the function of specific sounds in word pronunciation
 - Read aloud words with a specific ending to practice their pronunciation
 - Discriminate sounds that form a specific ending in some types of words
 - Spell words with a specific ending
 - Compare word sounds with a specific ending
- Write words with a specific ending (i.e., plural words with [-s/es], regular verbs in simple past [-ed] and gerunds [-ing]).
 - Divide words into syllables to identify word stress
 - Dictate and spell complete words

Learning to know about the language

- Features and types of oral and written texts
 - Intended audience and purpose of language games: word guessing, deducting, discovering, pronouncing, etc.
 - Textual components: letters and words
 - Graphics: image, lines, columns, etc.
- Phonic, syntactic, and semantic aspects of texts
 - Repertoire of words suitable for this practice of the language: names of vowels and consonants
 - Conventional letter-sound correspondences
 - Differences in letter-sound correspondences between the foreign language and the mother tongue
 - Acoustic characteristics: Word stress
 - Verb tense: past (with –ed ending)
 - Verb form: gerund
 - Nouns: plurals (with -s/-es ending)
- Mechanics of writing
 - Conventional writing of words

Learning to be through the language

- Language as a means and goal of entertainment
- Ludic components of school activities
- Exchange of activities of common interest to students
- Learn to compete with dedication and respect

Product: Word game

- Distribute among teams the actions to practice the Hangman game.
 - Suggest, select and write plural words with -s/es/ies endings
 - Suggest and select regular verbs in simple past with -ed ending and gerund (-ing)
 - Check that word spelling is conventional
 - Design graphs according to the number of words that will be guessed
- Invite a team to play the hangman game with words previously selected.

Social practices of the language: read and record information to solve a problem.

Formation and academic environment

Specific activities with the language: identify and classify information from an illustrated guide to solve a specific problem.

Unit 3

Learning to do with the language

- Explore brief illustrated guides, previously collected by the teacher, to assemble objects or make devices work.
 - Identify purpose and intended audience
 - Recognize illustrated objects or devices by name
 - Name places where objects or devices are used in order to increase vocabulary
 - Detect contexts where brief illustrated guides are used
 - Name jobs in which objects or devices are used
 - Examine the order in which information is presented within brief illustrated guides
 - Discriminate similar words to those from the mother tongue
 - Distinguish graphic and textual components
- Interpret information from brief illustrated guides based on a model and with the teacher's help.
 - Identify a brief illustrated guide in order to solve an object or/and a device problem
 - Interpret actions shown in graphics

Learning to know about the language

- Features and types of oral and written texts
 - Purpose and intended audience of brief illustrated guides
 - Graphics: illustrations, symbols, typography
 - Contextual clues: non-verbal language
- Phonic, syntactic, and semantic aspects of texts
 - Repertoire of words suitable for this practice of the language
 - Adverbs (secondly, then, etc.)
 - Type of sentence: interrogatives and declaratives
 - Question words
 - Auxiliary verbs, passive forms
 - Verb tenses: present and past
- Mechanics of writing
 - Conventional writing of words
 - Punctuation

- Formulate questions about a problem to be solved (i.e., Why doesn't it work? Where does this part belong? etc.)
- Establish the relationship between the giving steps and illustrations
- Find out the meaning of words by using non-verbal language or a bilingual dictionary
- Complete orally model sentences that describe steps to follow
- Practice the pronunciation of sentences that describe steps to follow to assemble a device or make it work
- Write information based on brief illustrated guides based on a model and with the teacher's help.
 - Write sentences which describe steps to follow
 - Associate sentences and order them by using connectors
 - Order sentences based on images
 - Match steps to assemble objects or make a device work with scrambled images
- Check writing conventions.

Learning to be through the language

- Language as a means of obtaining information
- Acquisition of new knowledge to solve problems
- Cooperation to provide a solution to problems

Product: Brief illustrated guide.

- Distribute among teams the actions to make a brief illustrated guide that describes how to assemble an object or how to make a device work.
 - Select an object that needs to be assembled or a device to be fixed
 - Complete model sentences that describe the steps to follow the problem
 - Create an illustration to show the steps described
 - Match steps by using connectors and ordering them in sequence
 - Check that sentences are legible, provide a solution to problems, and make sure that they comply with writing conventions
 - Make the final version of the guide and add images
- Use the guide to solve the problem described.

Achievement

At the end of Unit 3, students will be able to:

Identify and practice specific sounds in language games.	Identify and classify information from an illustrated guide to solve a specific problem.
<p>By doing so, they:</p> <ul style="list-style-type: none">• Can identify specific sounds in word pronunciation• Can recognize regular patterns in word spelling• Can spell words• Can dictate words	<p>By doing so, they:</p> <ul style="list-style-type: none">• Can distinguish graphic and textual components• Can formulate questions about a problem to solve• Can mention steps to follow from a guide• Can identify the order of steps to follow in sequence• Can write sentences that describe steps to follow

Social practices of the language: read and write notes and letters.

Familiar and community environment

Specific activities with the language: interpret and write notes about everyday life.

Unit 4

Learning to do with the language

- Explore messages about everyday activities previously made with the teacher's help.
 - Predict topic based on previous knowledge and familiar words
 - Distinguish the parts of a message
 - Identify purpose, function, sender, and intended audience
 - Recognize situations where messages are used
- Read aloud and interpret content of messages based on a model and the teacher's help.
 - Use a bilingual dictionary to find out new words or phrases
 - Distinguish allusions to people
 - Detect speech register
 - Identify expressions that indicate actions expected from the sender (i.e., perform an activity, remember an event or matter, communicate with someone, etc.)
 - Distinguish the name of actions requested in the messages and places mentioned
 - Distinguish moments or times of the day when the mentioned actions are expected to happen
 - Unscramble a jumbled message to identify the structure of the text
- Write messages based on a model with the teacher's help.
 - Determine intended audience and the action(s) expected from the sender
 - Answer questions about the how or why of actions expected from the intended audience
 - Complete expressions that indicate actions based on a model
 - Practice the writing of hours and/or dates and determine their adequacy in a message
 - Write appropriate greeting, farewell, and courtesy expressions
 - Write a message including all of its parts based on a model
- Check that writing is complete and complies with writing conventions.

Learning to know about the language

- Features and types of oral and written texts
 - Structure of messages: opening message, closing
 - Topic, purpose and intended audience
 - Register used in text
- Phonic, syntactic, and semantic aspects of texts
 - Modal verbs (would, could, can, etc.)
 - Type of sentence: interrogative
 - Repertoire of words suitable for this practice of the language (date, time, etc.)
 - Verb form: infinitive
 - Pronouns: personal (me, you, it, him, her, them, etc.)
- Mechanics of writing
 - Conventional writing of words
 - Punctuation: period, comma, ellipsis, questions and exclamation marks

Learning to be through the language

- Language as means of making requests
- Language as means of face-to-face and distant communication
- Courtesy in requests

Product: Message mailbox

- Distribute among teams the actions in order to write messages about everyday life activities:
 - Select an action to request something from someone; its characteristics (moment, action, etc.)
 - Write information about intended audience, date, and time of message
 - Write content of the message based on a model and using bilingual dictionaries
 - Check the message: make sure it includes the information needed; it is clear; words comply with writing conventions
- Send the final version to the intended audience of the message.

Social practices of the language: read and compare aspects of Mexico and English-speaking countries.

Literary and ludic environment

Specific activities with the language: read a short story of travel literature (travelogues) in order to discover aspects of nature and specific cultural expressions in English-speaking countries.

Learning to do with the language

- Explore illustrated travelogues, which describe experiences, aspects of nature and culture in English-speaking countries with the teacher's help.
 - Activate previous knowledge and predict the topic of the text based on visual and written information
 - Predict the content of a travelogue based on images and titles
 - Relate travelogues to personal experiences
 - Mention suitable situations for the narration of travelogues
- Read a travelogue with the support of visual aids, and the teacher's help.
 - Distinguish, define, and find out new words and phrases to increase vocabulary by using bilingual dictionaries
 - Read aloud to practice pronunciation
 - Identify intended audience and purpose
 - Identify the paragraph that corresponds to the travelogue introduction, body, and conclusion
 - Unscramble paragraphs from a jumbled travelogue

Learning to know about the language

- Features and types of oral and written texts
 - Structure of travelogues: introduction, body, and conclusion
 - Purpose and intended audience
 - Textual components: author, title, paragraphs
 - Graphics: images
 - Elements of travelogues: narrator, settings, and supporting characters
- Phonic, syntactic, and semantic aspects of text
 - Repertoire of words suitable for this practice of the language
 - Correspondence between written and oral language
 - Conventional letter sound correspondences
 - Verb tenses: past, present perfect and simple present

Unit 4

- Point at and identify by name aspects of nature (vegetation, weather, etc.) and cultural expression (schedules, music, interaction, dressing and eating codes in different events, etc.) mentioned in the travelogue
- Identify actions performed by the people mentioned in the travelogue and name place and time they are performed
- Answer questions about the sequence and/or simultaneity of actions (i.e. When did it happen...? What happened before...? What happened after...? What happens at the same time...?)
- Distinguish and mention similarities and differences of nature and cultural expressions between Mexico and English- speaking countries.
 - Write descriptive phrases based on a model
 - Complete a graph (i.e., table, chart, or diagram) with similarities and differences of aspects of nature and cultural expressions
 - Read aloud the information included in a graph
 - Check the information included in a graph to make sure it is adequate
- Check writing conventions.

- Mechanics of writing
 - Conventional writing of words
 - Punctuation: period, comma, semi-colon, dashes, colons, questions
 - Upper-case letters

Learning to be through the language

- Language as a means of discovering other people and cultures
- Travelogues as a reflection of emotions and experiences, as well as people's values and cultures
- Appreciation of language cultural expressions particular to the foreign language
- Interest in the reading aloud of a travelogue

Product: Descriptive phrases to contrast similarities and differences

- Distribute among teams the actions to make a contrastive chart in Mexico and English-speaking countries:
 - Imagine a trip (imaginary or real)
 - Write descriptive phrases to compare and contrast aspects of nature and cultural expressions of the trip (people, vegetation, weather, clothes, food, customs, etc.) between Mexico and English-speaking countries
 - Check that the writing is complete and complies with spelling conventions
 - Include images to illustrate descriptive phrases
 - Make a chart and complete it with descriptive phrases
- Display the charts in a visible place in the classroom.

Achievement

At the end of Unit 4, students will be able to:

Interpret and write notes about everyday life.	Read a short story of travel literature (travelogues) in order to discover aspects of nature and specific cultural expressions in English-speaking countries.
<p>By doing so, they:</p> <ul style="list-style-type: none">• Can identify purpose, function, sender, and intended audience• Can distinguish the parts of a message• Can read and interpret the content• Can identify expressions that show what is expected from the sender• Can write dates and times• Can write a complete message	<p>By doing so, they:</p> <ul style="list-style-type: none">• Can distinguish topic, purpose, and intended audience• Can identify which paragraphs correspond to the introduction, body, and conclusion of a travelogue• Can find out new words and phrases using bilingual dictionaries• Can mention aspects of nature and cultural expressions in the travelogue• Can answer questions about the sequence or simultaneity of actions• Can compare aspects of nature and cultural expressions of Mexico and English-speaking countries

Social practices of the language: read and record information to design questionnaires and reports.

Formation and academic environment

Specific activities with the language: record information about a topic to design a questionnaire.

Unit 5

Learning to do with the language

- Explore questionnaires with different types of questions about a topic of interests to students, previously designed or collected by the teacher.
 - Identify the parts of a questionnaire
 - Recognize purpose and intended audience
 - Mention uses of questionnaires
 - Distinguish open questions from closed questions
- Read questionnaires with different types of questions based on a model and with the teacher's help.
 - Predict topics based on previous knowledge, familiar words, and cognates
 - Identify question words and auxiliaries
 - Distinguish words and expressions: True and False, Multiple choice, Comprehension, and Opinion while listening
 - Check questions used in different questionnaires
 - Look for the meaning of unfamiliar words in different questions to know what type of answer is expected
 - Ask oral questions about aspects of a specific topic previously selected
 - Answer closed questions
- Find and interpret information about a topic of interest in order to design a questionnaire with the teacher's help.
 - Activate previous knowledge about a specific topic
 - Identify information sources
 - Use table of contents, titles, and key words in sources to find specific information
 - Predict information in the text through contextual clues or key words
 - Interpret visual aids that support content of an informative text
 - Check the meaning of words based on contextual clues and a bilingual dictionary
- Write questions about a topic of interest to students by using information previously collected based on a model and the teacher's help.
 - Highlight the main ideas in information previously collected to distinguish them from supporting ideas
 - Complete a pattern to write open and closed questions about the main ideas of a topic

Learning to know about the language

- Properties of oral and written texts
 - Structure of a questionnaire: instructions and sequence of questions
 - Topic, purpose, and intended audience
 - Types of questions: closed (true and false, multiple choice) and open (comprehension, opinion)
- Phonic, syntactic, and semantic aspects of text
 - Acoustic characteristics: intonation
 - Questions words
 - Conventional letter-sound correspondences
 - Verb forms: auxiliaries
 - Verb tenses: present and past
- Mechanics of writing
 - Conventional writing of words
 - Punctuation: question mark

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- Select information from supporting ideas in a topic to write answers to Multiple choice, Closed questions, and True-False statements
- Classify open and closed questions about a specific topic to design a questionnaire
- Check writing conventions.

Learning to be through the language

- Language as a mean of obtaining oral and documental information
- Value and respect questions formulated by others
- Cooperation to work in the resolution of problems

Product: Questionnaire

- Distribute among teams the actions to design a questionnaire about a topic of interest.
 - Select a topic of interest to ask questions
 - Decide how many and which questions will be included in the questionnaire
 - Find and select useful information to ask questions about the topic
 - Write open and closed questions
 - Determine the order of questions and put the questionnaire together
- Check that the writing of questions complies with writing conventions.
- Make the final draft of the questionnaire, exchange it with another team, and answer it.

Social practice of the language: follow and give directions to go to places.

Familiar and community environment

Specific activities with the language: comprehend and ask for directions to walk from one place to another.

Unit 5

Learning to do with the language

- Explore dialogues where directions to walk from one place to another are given with the teacher's help.
 - Predict content from previous knowledge, nonverbal language, and familiar words
 - Differentiate the name of the place that is intended to visit while listening
 - Distinguish who gives directions and who receives them
 - Recognize words used to confirm what the other last said in a dialogue (tag questions)

Learning to know about the language

- Properties of oral and written texts
 - Purpose and intended audience for giving directions
 - Dialogue structure: introduction, body, and conclusion
 - Graphics: maps, sketches
 - Speech register

- Describe immediate surroundings as a point of reference to move.
 - Recognize the names of cardinal points in speaking and writing
 - Identify by name basic points of orientation: back, forth, left, right
 - Complete sentences to describe the position of a person in reference to a place or a man-made construction
 - Express sentences that indicate where a person is in relation to someone else based on a model
- Understand oral directions to walk from one place to another.
 - Distinguish the acoustic of words that indicate movement
 - Recognize words and/or phrases that indicate locations and points of reference
 - Identify words that indicate distance to be covered in order to reach a point
 - Ask questions to get to a place based on question words
- Provide directions to move to a different place based on a model and with the teacher's help.
 - Identify the place where one starts and the place where one is going
 - Recognize by name, departure and arrival points of reference (i.e., Government offices, rivers, hills, train or bus stations, etc.)
 - Complete sentences giving directions to follow a route to move from one place to another
- Write directions to go from one place to another based on a model with the teacher's help.
 - Choose the location you want to go by taking another place as a point of reference
 - Complete model sentences to walk from one place to another
 - Trace a route on a map or sketch to verify that the indications are correct

- Phonic, syntactic, and semantic aspects of text
 - Acoustic characteristics: pitch, volume, pronunciation
 - Similarities and differences between the mother tongue and the foreign language
 - Tag questions (...., do you?; ..., don't you? , etc.).
 - Type of sentences: interrogative
 - Repertoire of words suitable for this practice of the language (distance units)
 - Adverbs of place: behind, across, near, etc.
- Mechanics of writing
 - Conventional writing of words
 - Punctuation
 - Abbreviations: meter – m., feet –ft., mile –mi., etc.

Learning to be through the language

- Language as a means of requesting and offering help
- Assertiveness and confidence in the use of a foreign language
- Language as a means of establishing relationships
- Courtesy and respect in requests for help
- Rules of dialogic exchange: attention to speaker, respect turns of intervention

Product: Quick guide to give direction to walk from one place to another.

- Distribute among teams the actions to give directions to walk from one place to another.
 - Produce a map of the community
 - Select locations you want to go to, considering the school as a point of reference
 - Check natural features or man-made constructions that can be used as points of reference on the map
 - Trace a route to go from the school to the selected location on the map
 - Write sentences with directions to follow a route and go from one place to another
- Check that directions are clear and offer the shortest route, that are complete, and that words comply with writing conventions.
- Prepare a quick guide with directions to the class and other classes to move into the community.

Achievement

At the end of Unit 5, students will be able to:

Record information about a topic to design a questionnaire.	Comprehend and ask for directions to walk from one place to another.
<p>By doing so, they:</p> <ul style="list-style-type: none"> • Can recognize purpose and intended audience for questionnaires • Can identify parts of questionnaires • Can differentiate open from closed questions • Can ask questions orally about a specific topic • Can locate and discriminate sources for finding information • Can use table of contents, titles, and keywords in sources to locate information • Complete open and closed questions about the main ideas of a topic • Write a questionnaire 	<p>By doing so, they:</p> <ul style="list-style-type: none"> • Can identify who gives and who receives directions • Can recognize the names of cardinal points and other points of references orally and in writing • Can formulate questions to ask for directions to get from one place to another • Can complete sentences to describe a person’s location based on a point of reference • Can understand and give oral and written directions to go from one place to another

6TH
GRADE

E·L·E·M·E·N·T·A·R·Y S·C·H·O·O·L

Social practices of the language: participate in commercial transactions.

Familiar and community environment

Specific activities with the language: comprehend and produce expressions about the purchasing of basic need items.

Unit 1

Learning to do with the language

- Listen to the audio or reading aloud of dialogues about the purchasing of basic need items with the support of contextual clues, visual aids and the teacher's help.
 - Predict the general idea of a dialogue based on previous knowledge and familiar words
 - Distinguish speakers and the way they address each other
 - Recognize by name, the place or places in which the purchasing-and-selling of products is carried out
 - Perceive the differences in tone, pause, and intonation of each speaker's discourse
 - Distinguish the speakers and the order they follow in the dialogue
- While listening, comprehend the expressions used by speakers in dialogues about the purchasing of commercial items with the support of contextual clues, visual aids and the teacher's help.
 - Identify sentences the speakers use
 - Compare content of the expressions
 - Discriminate expressions to ask for or indicate prices and characteristics of items based on contextual clues and/or a bilingual dictionary
 - Differentiate questions from answers based on intonation
 - Recognize products based on the description of their characteristics
 - Mention expressions to buy products based on a model
 - Assume one of the speaker's role to practice the pronunciation in dialogues
- Write expressions for a dialogue to buy and sell basic needs items based on a model and with the teacher's help.
 - Select expressions used to ask for diverse products and their prices
 - Establish relationships between oral and written expressions
 - Write questions to obtain information about the characteristics and prices of products

Learning to know about the language

- Features and types of oral and written texts
 - Structure of dialogues: Opening, body, closure
 - Topic, purpose, and intended audience
 - Contextual clues: Non-verbal codes
 - Speech register
- Phonic, syntactic, and semantic elements of the texts
 - Acoustic characteristics: tone (polite, emphatic, etc.)
 - Intonation of questions
 - Repertoire of words suitable for this practice of the language (Vocatives –sir, mister, ma'am, miss, etc.– , weight and volume units, etc.)
 - Type of sentences: interrogative and declarative
 - Adverbs (yes/no, neither...nor, etc.)
- Mechanics of writing
 - Conventional writing of words
 - Punctuation: period, comma, interrogation mark, dash, etcetera.

- Write expressions used to ask for or offer information about different products
- Complete sentences used to close a transaction
- Write specific sentences used to close transactions
- Read aloud sentences used for the purchasing of products with the teacher's help.

Learning to be through the language

- Basic norms of the dialogic exchange: listen; look at the person talking and respect turns of participation
- Language as a means of developing economic activities
- Honesty in commercial transactions
- Cultural differences to carry out a commercial transaction

Product: "Bullet point sheet" for buying- and- selling transactions of basic need items

- Distribute among teams the actions to make a "bullet-point sheet" for transactions:
 - Select the format of the bullet-point sheet
 - Define the consistent parts of questions and answers to purchase a product
 - Determine and write fixed patterns of questions and answers
 - Check the sequence of questions and answers and make sure they comply with spelling conventions
- Exchange the "bullet-point sheets" and use them to simulate the buying and selling of diverse items.

Social practices of the language: read aloud stories and legends.

Literary and ludic environment

Specific activities with the language: interpret fantasy stories and exercise imagination.

Unit 1

Learning to do with the language

- Explore fantasy stories with the teacher's help.
 - Activate previous knowledge to predict topic of the tale based on graphic and written information
 - Infer the content of the tales based on images, titles, and other graphic and textual components
 - Relate tale to personal experiences
- Participate in a guided reading of fantasy stories.
 - Predict the topic based on previous knowledge, title, and images
 - Identify purpose and intended audience

Learning to know about the language

- Features and types of oral and written texts
 - Structure of fantasy stories: plot, conflict, body, and ending
 - Topic, purpose, and intended audience
 - Elements of a tale: topic, narrator, main and supporting characters, settings
- Phonic, syntactic, and semantic elements of the texts
 - Repertoire of words suitable for this practice of the language

- Distinguish and define new phrases and words to increase vocabulary based on images, textual clues, and with the support of bilingual dictionaries
- Enumerate paragraphs and determine which part of the story they correspond to
- Locate parts of the tale
- Identify narrator, main and supporting characters
- Recognize the use of dialogues between the main and supporting characters based on intonation
- Distinguish the use of punctuation to indicate dialogues
- Differentiate direct from indirect speech
- Find particular elements of legends with the support of visual and textual aids and the teacher's help.
 - Determine who the narrator, main and supporting characters are
 - Recognize by name, the settings of the tale based on specific textual information (i.e., vegetation, climate, furnishing, etc.) and visual aids
- Compare similarities and differences in conduct, values, and settings particular in English-speaking countries.
 - Respond to questions about family and friendship relationships among characters
 - Establish similarities and familiar settings between conducts and values of the characters in the tale, people they know, and their own
 - Determine differences between the tale settings and familiar settings.

- Correspondence between written and oral language
- Vowels with different sounds (i in wine, win; o in hope, not, etc.)
- Verb tense: past perfect (had gone, had been, etc.)
- Nouns: possessive (for example: John's father, family's ghoul, etc.)
- Mechanics of writing
 - Conventional writing of words
 - Punctuation: period, comma

Learning to be through the language

- Stories as a reflection of emotions, personal experiences, and cultures
- Role of the fantasy stories in different cultures
- Appreciation and enjoyment of literary expressions in the foreign language
- Interest in the reading aloud of a tale

Product: Fantastic-family tree

- Distribute among teams the actions to make a fantasy-family tree (illustrated chart of the family and friendship relationships between the characters of a tale).
 - Provide a written description of the family and friendship relationships between the main and other characters of the fantasy story
 - Design and illustrate an imaginary family tree to discuss
 - Complete the fantasy family tree with the given information
 - Check that writing is complete and complies with spelling conventions
- Display the fantasy family tree in a visible place in the classroom.

Achievement

At the end of Unit 1, students will be able to:

Comprehend and produce expressions about the purchasing of basic need items.	Interpret fantasy stories and exercise imagination.
<p>By doing so, they:</p> <ul style="list-style-type: none">• Can predict the general sense of a transaction dialogue based on previous knowledge and familiar words• Can identify topic and purpose• Can distinguish who emits each discourse and the order it follows in the dialogue• Can differentiate questions from answers• Can identify sentences that are used by speakers• Can play one of the speaker's role• Can write expression in a transaction dialogue• Can read aloud sentences used for the purchasing of items	<p>By doing so, they:</p> <ul style="list-style-type: none">• Can identify topic, purpose, and intended audience• Can distinguish plot, conflict, body, and ending• Can differentiate narrator, main and supporting characters• Can recognize by name, the settings of a tale• Can respond to questions about family and friendship relationships• Can establish similarities and differences between the conducts and values of the characters in the tale, people they know, and their own

Social practices of the language: participate in formal communicative events.

Formation and academic environment

Specific activities with the language: classify and interpret information about a topic of interest to present a report.

Unit 2

Learning to do with the language

- Explore reports about a topic of interest with the teacher's help.
 - Predict the topic based on previous knowledge, title, and familiar words or phrases
 - Recognize parts of the text and its organization
 - Determine function, purpose, and intended audience
- Look for specific information about a topic to make a report with the teacher's help.
 - Select topics from a previously made list
 - Formulate questions to obtain information
 - Recognize criteria to select information sources
 - Use table of contents, titles, and key words from sources to find information
- Read information on sources with the teacher's help.
 - Find out the meaning of words using contextual clues or a bilingual dictionary
 - Identify main ideas by answering the questions who, what, and why
 - Distinguish in paragraphs information that amplifies, complements, exemplifies, or argues the main idea
 - Select information that answers previously formulated questions
 - Classify information in main and supporting ideas
 - Establish the correspondence between main and supporting information by using connectors from a previously made list
 - Organize information in conceptual maps
- Make a report on a topic of interest based on previous information and a model with the teacher's help.
 - Complete sentences by paraphrasing main ideas
 - Add information that complements, amplifies, or exemplifies main ideas
 - Make paragraphs with main and supporting ideas
 - Write conclusions based on a model
 - Select suitable titles for the report from a list
 - Complete bibliographical cards from sources based on a model
- Check writing conventions.

Learning to know about the language

- Features and types of oral and written texts
 - Structure of report: introduction, body, and, conclusions
 - Topic, purpose, and intended audience
 - Textual components: title, main and supporting ideas in paragraphs
- Phonic, syntactic, and semantic elements of texts
 - Repertoire of words suitable for this practice of the language
 - Types of sentences: interrogative
 - Connectors (but, however, etc.)
 - Verb form: passive
- Mechanics of writing
 - Conventional writing of words
 - Punctuation: period, comma, colon
 - Abbreviation (i.e., etc., i.e.)

Learning to be through the language

- Language as a means of obtaining new knowledge
- Respect for other people's opinion
- Cooperation among students
- Reliability of information sources

Product: Report

- Distribute among teams the actions to write a report about a topic of interest to the group.
 - Look for information in sources and classify it based on a model
 - Organize the information by using conceptual maps
 - Write the report by paraphrasing main ideas of consulted texts and adding relevant supporting information
 - Check that the report is complete and spelling is conventional, first among the students and then with the teacher's help
 - Write a final version of the report, include illustrations or appropriate images for the topic
- Show reports on an informative billboard.

Social practices of the language: listen, read, and record information from diverse media.

Familiar and community environment

Specific activities with the language: recognize and comprehend the main idea on news reports of interest to the community.

Unit 2

Learning to do with the language

- Explore the content of news reports that include events of interest to the community with the teacher's help.
 - Predict topic of news based on the headline and the section where it is located
 - Identify purpose and intended audience
 - Recognize the parts of news reports: headline, main part, images
 - Examine graphic and textual components
 - Recognize the section in which they are located
 - Determine their importance based on their location and the given space within the newspaper
 - Distinguish direct from indirect discourse using typographic sources
- Comprehend the topic and main idea of news reports with the teacher's help and based on a model.
 - Find out the meaning of words based on contextual clues or a bilingual dictionary

Learning to know about the language

- Features and types of oral and written texts
 - Structure of news: inverted pyramid (answers to the critical questions who, what, when, where, how, and why)
 - Topic, purpose, and intended audience of news
 - Textual components of news: headline, bullet points, etc
 - Graphics in news: photographs, graphs, typography, etc
- Phonic, syntactic, and semantic elements of texts
 - Repertoire of words suitable for this practice of the language
 - Contractions (he's, they didn't, etc.)
 - Types of sentences: interrogative
 - Personal pronouns

- Recognize the order in which parts of the news are presented
- Complete orally and in writing, general and specific information based on a list of words that indicate actions
- Locate information that responds to critical questions: who, what, when, where, how and why
- Identify the relationship between pronouns and words they replace
- Recognize and read aloud word contractions (He's, I'm, don't, etc.)
- Identify the main idea and the information which complements, amplifies, or exemplifies it
- Paraphrase the main idea orally and in writing.
- Write news reviews based on a model and with the teacher's help.
 - Explore previously written sentences that express news reviews
 - Identify the topic of discussion and the author's opinion in sentences that express opinions
 - Complete previously written sentences that express news reviews
- Check spelling and writing conventions.

- Mechanics of writing
 - Conventional writing of words
 - Punctuation: quotation, exclamation, and question marks, apostrophe

Learning to be through the language

- Language as a means of transmitting and sharing information
- Credibility in mass media
- Influence of the media in the community
- Objectivity in news

Product: News reviews

- Distribute among teams the actions to create news reviews about an event in their community.
 - Select a recently published piece of news of interest
 - Respond to questions who, what, when, where, why and how
 - Identify the topic of the news
 - Complete an opinion about the piece of news based on a model sentence
 - Write the news reviews by using the collected information based on a model
 - Check, first with team members and then with the teacher, that the headline summarizes the news, information complies with spelling conventions, it is complete and shows no omissions, alterations, nor substitutions
 - Decide on the format of the news (poster, bulletin, etc.) and make a final version of the textual information and distribution, paying attention to its appropriate proportion and distribution
- Display the news on a paper mural.

Achievement

At the end of Unit 2, students will be able to:

Classify and interpret information about a topic of interest to present a report	Recognize and comprehend the main idea on news of interest to the community.
<p>By doing so, they:</p> <ul style="list-style-type: none">• Can determine function, purpose, and intended audience of reports• Can formulate questions about a selected topic• Can apply criteria to select information sources• Can use table of contents, titles, and key words on sources to find information• Can find out the meaning of words using contextual clues or a bilingual dictionary• Can identify main and supporting ideas• Can organize information in conceptual maps• Can write paragraphs with main and supporting ideas to make a report	<p>By doing so, they:</p> <ul style="list-style-type: none">• Can identify topic, purpose, and intended audience of the news• Can recognize the parts of the news• Can comprehend the general idea of the news• Can paraphrase the main idea orally and in writing• Can locate information that responds to questions: who, what, when, where, how, and why• Can write sentences to express news reviews

Social practices of the language: participate in language games.

Literary and ludic environment

Specific activities with the language: discriminate stress in specific words in language games.

Unit 3

Learning to do with the language

- Explore, in class, examples of suitable word games for practicing word stress and pronunciation of specific words in English (i.e. spelling bee).
 - Identify the game by its name
 - Activate previous knowledge to predict purpose
 - Distinguish the number of words included
 - Identify participants and the roles they play (i.e. coordinator, players)
 - Determine the number of players and their turns to participate
 - Distinguish the steps that players follow
- Understand characteristics of the words in the game with the teacher's help.
 - Read aloud a list of words previously selected by the teacher
 - Spell words with different number of syllables
 - Identify words with two, three, or more syllables
 - Classify words according to the number of syllables
 - Point at syllables of different words while reading
 - Divide words into syllables to identify stress patterns
 - Identify the stressed syllable in the word
 - Identify stress in different types of words
 - Indicate with a clap the stress in contrasting words
 - Spell, pronounce, and stress words previously selected
- Participate in a word game to practice the stress and pronunciation of words previously selected.
 - Determine characteristics of the words
 - Set game rules and procedure

Learning to know about the language

- Features and types of oral and written texts
 - Purpose and intended audience of word game.
 - Graphic and textual components
- Phonic, syntactic, and semantic aspects of texts
 - Acoustic characteristics: Word stress
 - Conventional letter-sound correspondences
 - Repertoire of words suitable for this practice of the language (name of letters, etc.)
 - Differences in letter-s between the foreign language and the mother tongue
- Mechanics of writing
 - Conventional writing of words

Learning to be through the language

- Language as a means and goal of entertaining
- Exchange activities of common interest to students
- Learn to compete with dedication and respect

Product: Word game

- Distribute among teams the actions to organize a spelling bee.
 - Determine the day and time of the contest as well as the number and the ages of participants
 - Establish which type of words are allowed and which are not
 - Set rules of participation and mechanics of the contest
- Organize the contest and invite students from other groups to participate.

Social practices of the language: read and record information to solve a problem.

Formation and academic environment

Specific activities with the language: check and select information in order to solve a problem of interest to the students.

Unit 3

Learning to do with the language

- Identify school-related problems of interest to students (physical or verbal violence/ bullying among students etc.) with visual aids and the teacher’s help.
 - Name school-related problems
 - Select a problem in the school
- Formulate questions about a school-related problem and its solution based on a model and with the teacher’s help
 - Explore written questions such as: Why is it a problem? Who is it a problem to? What are its consequences? How did the problem occur? How can it be solved?
 - Listen to and identify the pronunciation of questions about a problem
 - Identify the words used to ask questions (Who, what, where, why, how, etc.)
 - Formulate questions about a problem and how to solve it
- Write questions about a problem and its solution based on a model and the teacher’s help.
 - Examine the written form of questions
 - Identify word order and words used to ask questions
 - Record in a chart questions that relate to a problem and its solution
 - Look for information that answers questions previously formulated by different sources
 - Use table of contents and titles from sources to find information
 - Read and select information
 - Find out the meanings of words by using contextual clues or a bilingual dictionary
 - Record in a chart the information that responds to questions about solving a problem

Learning to know about the language

- Features and types of oral and written texts
 - Structure of informative texts: introduction, body, and conclusions
 - Topic, purpose, and intended audience
 - Textual components: titles, table of contents, etc.
 - Graphics: charts
- Phonic, syntactic, and semantic aspects of texts
 - Acoustic characteristics: intonation
 - Conventional letter-sound correspondences
 - Type of sentences: interrogatives
 - Question words
 - Verb form: auxiliaries
 - Verb tenses: present and past
- Mechanics of writing
 - Conventional writing of words
 - Punctuation: question mark

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- Look for solutions to a problem based on questions previously made and reliable information.
 - Classify information whether it is related to problem or solution
 - Record in a chart information that responds to questions about solving a problem
- Read questions and answers aloud to practice pronunciation.

Learning to be through the language

- Language as a means of solving problems
- Language as a means of obtaining oral and documental information
- Respect to others' participations
- Cooperation to provide a solution to problems

Product: Posters

- Distribute among teams the actions in order to make posters:
 - Select, based on previous information, phrases that inform and help to raise awareness about a school-related problem
 - Design the posters where spots will be printed
 - Write information on posters
- Display posters in a suitable place in the school.

Achievement

At the end of Unit 3, students will be able to:

Discriminate stress in specific words in language games.	Check and select information in order to solve a problem of interest to the students.
<p>By doing so, they:</p> <ul style="list-style-type: none"> • Can read aloud a list of words previously selected • Can spell words with different numbers of syllables • Can classify words based on syllable number • Can divide words into syllables to identify stress • Can identify stress on different types of words while listening • Can spell, pronounce, and stress words previously selected 	<p>By doing so, they:</p> <ul style="list-style-type: none"> • Can identify and name school-related problems • Can select a problem • Can formulate questions • Can use a table to record questions and solutions to a problem • Can look for information that responds to questions previously formulated • Can answer questions by writing • Can read aloud questions and answers

Unit 4

Social practices of the language: read and write notes and letters.

Familiar and community environment

Specific activities with the language: comprehend and respond to invitations through letters.

Unit 4

Learning to do with the language

- Explore previously written letters inviting someone to go to an event, a party or a wedding with the teacher's help
 - Infer purpose of the invitation based on words or phrases
 - Distinguish the parts of a letter: place and date, intended audience, content, signature or sender's name
 - Unscramble a letter whose parts have been previously scrambled
 - Identify the intended audience within the greeting
 - Recognize situations in which letters are used
- Interpret invitations in letters with the teacher's help.
 - Identify register by analyzing phrases or words
 - Determine the nature of the event (happy, sad, popular, public, private, free entrance, etc.) based on the information included
 - Classify invitations based on the formality or informality of the event
 - Answer questions about the event described
 - Complete sentences based on the date, time, and place of the event
 - Use a bilingual dictionary to clarify vocabulary doubts
- Respond to invitations through letters based on a model with the teacher's help.
 - Identify elements in which a reply is expected (i.e., confirm attendance, bring something to it, select what it is requested, etc.)
 - Practice the writing of dates and places
 - Select a suitable intended audience for an invitation
 - Build up sentences to respond to invitations based on the words they are formed with
 - Select the most suitable closing formula for a letter from a list
 - Check that all aspects in the writing of invitations are included and complete
 - Write on an envelope the sender and intended audience information
- Read a letter aloud to practice sentence intonation and word pronunciation.

Learning to know about the language

- Features and types of oral and written texts
 - Structure of letter: greeting, message, closing
 - Purpose, intended audience, and function of letters
 - Textual components of letters: place and date, intended audience, signature, etc.
 - Register of text
- Phonic, syntactic, and semantic aspects of text
 - Repertoire of words suitable for this practice of the language
 - Verb tense: Future
 - Modal verbs (*need, could, would, etc.*)
 - Nouns: Possessive forms (*a friend of mine, a partner of yours, etc.*)
 - Quantifiers (all, few, many, little, much, etc.)
- Mechanics of writing
 - Punctuation: comma
 - Abbreviations (UK- United Kingdom, Mr.-mister, Jr.-junior, etc.)

Learning to be through the language

- Language as a means for suggesting and inviting
- Courtesy in requests

Product: Invitation letter

- Distribute among teams the actions to write an invitation letter:
 - Select an event to invite people
 - Plan the writing of the letter by listing the necessary components for the invitation (intended audience, date, place, time, additional details, sender, etc.)
 - Write the letter based on a model and using bilingual dictionaries
 - Check that the letter is complete, the message is clear and that it complies with writing conventions
- Send the letters to the intended audience.

Social practices of the language: read and compare aspects of Mexico and English-speaking countries.

Literary and ludic environment

Specific activities with the language: interpret historical chronicles to compare cultural aspects of Mexico and English-speaking countries.

Unit 4

Learning to do with the language

- Explore brief chronicles previously selected by the teacher.
 - Activate previous knowledge to predict the topic of the text based on visual and written information
 - Mention situations in which chronicles are narrated
- Read chronicles, based on a model with the teacher's help.
 - Identify topic, intended audience, and purpose of chronicles
 - Identify, define, and understand new vocabulary by using bilingual dictionaries in order to increase vocabulary
 - Read aloud to practice pronunciation
 - Identify the paragraph(s) that correspond to the introduction, body and conclusion of chronicles
 - Recognize aspects of nature (flora, fauna, climate, etc.) and cultural expressions (schedules, music, interaction, dressing, and eating codes in different events, etc.) from the historical period mentioned in the story

Learning to know about the language

- Features and types of oral and written texts
 - Structure of chronicles: introduction, body and conclusion
 - Topic, purpose, and intended audience
 - Textual components: author, title, text
 - Graphics: images
 - Elements of chronicles: narrator, main and supporting characters, settings
- Phonic, syntactic, and semantic aspects of text
 - Repertoire of words suitable for this practice of the language
 - Correspondence between written and oral language
 - Conventional letter sound correspondences

- Compare aspects of nature and cultural expressions of chronicles to contemporary ones from Mexico and English-speaking countries
- Identify people’s actions mentioned in chronicles and contrast them with contemporary ones
- Respond orally and written forms, questions and answers about different aspects mentioned in chronicles based on a model with the teacher’s help.
 - Write questions and answers about the historical period, setting, people, vegetation, weather, dressing and eating codes, costumes, etc., which are described in a chronicle
 - Read questions and answers in collaboration to compare information
- Identify and express similarities and differences of historical and cultural aspects between Mexico and English-speaking countries.
 - Write in a chart, aspects of nature as well as history and culture which are meaningful to the story
 - Adapt to Mexico’s context, aspects of nature as well as history and culture of a chronicle
 - Read adapted information aloud
 - Check the adapted information to make sure it is adequate
- Check writing and punctuation conventions.

- Verb form: regular and irregular
- Verb tenses: past, present perfect, past perfect
- Mechanics of writing
 - Conventional writing of words
 - Punctuation: period, commas when listing, dash, colon, quotation marks

Learning to be through the language

- Chronicles as a mirror of emotions and experiences, as well as people’s values and cultures.
- Appreciation for the foreign language cultural expressions.
- Values and behavior in English-speaking countries.

Product: A comic

- Distribute among teams the actions to make a comic strip based on a relevant moment of a chronicle and adapted to the nature and cultural context of Mexico:
 - Select aspects of nature as well as historical and cultural events relevant to a chronicle to find similarities or differences with the present situation of Mexico and English-speaking countries.
 - Write an adapted version with the aspect(s) selected based on a model
 - Check writing and punctuation conventions
 - Read the adapted version aloud
 - Turn the adaptation into a comic strip
- Exchange the comic with other teams.

Achievement

At the end of Unit 4, students will be able to:

Comprehend and respond to invitations through letters.	Interpret historical chronicles to compare cultural aspects of Mexico and English-speaking countries.
<p>By doing so, they:</p> <ul style="list-style-type: none">• Can identify purpose, function, intended audience and sender• Can distinguish the parts of an invitation letter• Can respond to questions about the event described in the letter• Can understand new vocabulary and phrases by using bilingual dictionaries• Can build up sentences and reply to an invitation by writing• Can write a reply and read it aloud	<p>By doing so, they:</p> <ul style="list-style-type: none">• Can identify topic, purpose, and intended audience• Can identify the paragraph(s) that correspond to the introduction, body and conclusion of a chronicle• Can read aloud paragraphs of a chronicle• Can describe aspects of nature and cultural expressions from a relevant historical period in the chronicle• Can compare aspects of nature and cultural expressions of a chronicle to contemporary ones from Mexico and English-speaking countries• Can write questions and answers about different aspects described in a chronicle• Can read questions and answers

Unit 5

Social practices of the language: read and record information to design questionnaires and reports.

Formation and academic environment

Specific activities with the language: record information to make a report about activities about a job or occupation.

Unit 5

Learning to do with the language

- Explore sequence of activities in images about a job (farmer, seamstress, construction worker) or occupation of interest to students with the teacher's help.
 - Activate previous knowledge in the mother tongue to predict the content of the images
 - Recognize a sequence of activities based on its illustrations
 - Identify purpose and intended audience
- Collect information about activities of a job or occupation based on informative texts previously prepared or selected with the teacher's help.
 - Name jobs or occupations
 - Ask and answer questions about activities represented in images based on a model
 - Read aloud information of informative texts that describe activities of jobs or occupations
 - Relate information to activities of a job or profession represented in a sequence of images
 - Predict the content of informative texts based on its title and illustrations
 - Distinguish main from supporting ideas in a paragraph
 - Underline the main ideas in paragraphs of a previously prepared text by the teacher
- Explore reports about activities with the teacher's help.
 - Mention situations in which report of activities are made
 - Identify the parts of a report
 - Read the title and predict the content
 - Identify the main ideas and the order in which they are presented
 - Distinguish the relation between main ideas and the connectors used
- Write information about jobs and occupations to make a report based on a model and with the teacher's help.
 - Classify information previously collected
 - Complete model sentences with known information about activities of jobs or occupations (i.e., Seamstresses make patterns of the clothes; Farmers clean the land, etc.)

Learning to know about the language

- Features and types of oral and written texts
 - Structure of reports: introduction, body, and conclusions
 - Topic, purpose, and intended audience for reports
 - Textual components: title, paragraphs
 - Graphics: illustrations
- Phonic, syntactic, and semantic aspects of texts
 - Repertoire of words suitable for this practice of the language
 - Conventional letter sound correspondences
 - Types of sentences: interrogatives
 - Verb tenses: present and past
 - Verb forms: passive
- Mechanics of writing
 - Conventional writing of words
 - Punctuation: parenthesis

- Order sentences based on a sequence of images
- Choose suitable connectors to associate sentences
- Write titles for reports of job or occupation activities
- Check writing and punctuation conventions.

Learning to be through the language

- Language as a mean to record information
- Respect to others' jobs or occupations
- Sense of belonging and integration to community activities

Product: Illustrated report

- Distribute among teams the actions to make an illustrated report.
 - Select a job, occupation, or personal activity to write a report of activities
 - Write a title and collect information from various sources
 - Write sentences that describe activities, based on a model
 - Use connectors to link sentences and order them in a sequence
 - Check that the writing is complete and complies with writing conventions
 - Write the sentences in a report and add illustrations
- Present the report to the rest of the group.

Social practices of the language: follow and give directions to go to places.

Familiar and community environment

Specific activities with the language: follow and give directions for commuting using public transport.

Unit 5

Learning to do with the language

- Explore pamphlets showing how to get to a place by public transport with the teacher's help.
 - Distinguish purpose and intended audience
 - Distinguish visual aids which indicate locations (sketches, maps)
 - Infer content based on known sentences
 - Discriminate while listening and reading, the name, place, or means of transport included in the instructions
- Interpret timetable charts.
 - Identify names of destinations in timetables
 - Read aloud departure and arrival times

Learning to know about the language

- Features and types of oral and written texts
 - Topic, purpose, and intended audience for public transportation pamphlets
 - Graphics: maps, sketches, charts
 - Textual components: names of places, towns, streets, roads, etc.
 - Speech registers
- Phonic, syntactic, and semantic aspects of texts
 - Acoustic characteristics: intonations, volume, diction

- Describe the immediate context as a point of reference to move.
 - Express orally the present location based on someone else's point of reference
 - Complete written sentences to indicate the location of a place or community
- Understand directions to move from one place to another using public transport based on a model and with the teacher's help.
 - Discriminate from the acoustic chain words that indicate movement
 - Recognize expressions that indicate the destination and means of transport to get to a place while listening
 - Identify how many and what means of transport must be used to get to the final destination
 - Formulate questions to ask how to get to a place where public transport can be reached (bus stop, bus terminal, train/subway station, airport, etc.)
 - Ask for the trip fare to a destination
 - Identify in writing, the distance that should be covered to get to a destination
- Offer directions to use public transport based on a model and with the teacher's help.
 - Identify current location and the place where you want to go
 - Recognize the names of places of departure and arrival
 - Complete sentences that offer information about going from one place to another by public transport
- Write directions to get from one place to another using public transport based on a model and with the teacher's help.
 - Determine a destination you want to get and select a public transport according to its route and function
 - Write sentences to move from one place to another
 - Recognize different places where public transport is available (train stations, bus stops, etc.) and locate them in a map
 - Trace a route on a map to verify that directions are correct
 - Read aloud directions to practice pronunciation and intonation
- Check writing conventions.

- Differences between the mother tongue and the foreign language in letter-sound correspondences
- Repertoire of words suitable for this practice of the language: cardinal numerals, measures of length, etc.
- Types of sentences: interrogatives
- Adjectives: demonstratives (this, that, these, those).
- Adverbs (here, there, etc.)
- Mechanics of writing
 - Abbreviations and signs (\$, €, m.-meter, LHC- London Heathrow, etc.)

Learning to be through the language

- Language as a means of offering and asking for help
- Assertiveness and confidence in the use of the foreign language
- Courtesy and respect in applications and requests for help
- Rules of dialogic exchange: attention to speaker, respect towards turns of intervention

Product: Brochure of means of transport use

- Distribute among teams the actions to make brochures with directions to get from one place to another using public transport and taking as a starting point the school.
 - Select a location and ask for directions to get there
 - Make a list with details required to get to a place: ways of transport, cost
 - Write the instructions to get to the places based on a model
 - Check in a bilingual dictionary that words comply with writing spelling conventions
 - Check that the instructions are clear and that they take you to the place you want to go
 - Write the final version of the instructions on the brochure and illustrate it with a sketch or map
- Display the brochure in a visible place in the classroom.

Achievement

At the end of Unit 5, students will be able to:

Record information to make a report about activities about a job or occupation.	Follow and give directions for commuting using public transport.
<p>By doing so, they:</p> <ul style="list-style-type: none"> • Can say the names of jobs and occupations • Can formulate and answer questions about jobs and occupations • Can read aloud an informative text that describes activities of a job or profession • Can differentiate main from supporting ideas in paragraphs • Can recognize introduction, body, and conclusions • Can write information about jobs and occupations to make a report 	<p>By doing so, they:</p> <ul style="list-style-type: none"> • Can identify intended audience and purpose • Can discriminate names of places and means of transport while listening and reading • Can identify names of destinations in double column charts • Can read aloud times of departures and arrivals • Can complete written sentences to indicate the location of a place or town • Can comprehend directions to move from one place to another using public transport • Can formulate questions to ask how to get to a place where you can take public transport and its cost • Can write directions to get from one place to another using public transport

A·P·P·E·N·D·I·X

SAMPLE LANGUAGE

The based on tables offer some examples of situational categories¹ classified by environment. Its content only gives way to suggestion, since they cannot take into account the dynamic aspects of the interactions in which the attention of the students must

be focused on how to develop them, not in describing them. These situations can be exclusively oral, exclusively written, or both. For reasons of space, only fragments of long texts are included. However, it is expected that students participate in the reading of full texts.

Familiar and community environment

	Commercial transactions	Information from diverse media	Messages and letters	Directions
Situational categories	Toys, entertainment equipment, cardinal numbers, currency units, toponyms, commercial transactions.	Cardinal numbers, date, toponyms, time, emotions, free-time activities.	Free-time activities, family, time, cardinal numbers, vehicles, movement activities.	Public transport vehicles, toponyms, schedules, movement activities, cardinal numbers.

¹ *The Common European Framework of Reference for Languages, 2001*AT: http://www.coe.int/T/DG4/Linguistic/Source/Framework_EN.pdf, pp. 48-49.

Examples	1 puzzle, 50 pieces, complete and resistant, 10 x 5 inches. £85. Contact John Doe. 555-111-2222. Anyville, Zip 11111. myaddress@mail.com	2000; World Celebrates Joyously The Year 2000 — for generations a symbol of the distant future — was greeted with joy and relief by crowds from Auckland to London to Washington and New York. On a bright evening, more than 300,000 people filled the Mall despite security measures. (Adapted from <i>The Washington Post</i> , Saturday, January 1 st 2000)	Shall we go to Melinda's birthday party together? My mom will take us in the car and will return to pick up us at 8. We'll drive to yours and get you at 1 pm. Ring me this afternoon on my cell phone (555- 666 -7778888) or after 7:30 pm at home to let me know.	Regular trains run from London (King's Cross and Liverpool Street) to Cambridge. The fastest "Cambridge Cruiser" services to and from King's Cross run nonstop and take under 50 minutes, generally departing at :15 and :45 minutes after the hour.

Familiar and community environment

Now it's your turn

	Commercial transactions	Information from diverse media	Messages and letters	Directions
Situational categories				
Examples				

Literary and ludic environment

	Stories and legends	Language games	Short stories of travel literature and chronicles
Situational categories	Animals, toponyms, numbers, seasons, colors, emotions, values, actions.	Verbs with -ed, -ing endings; nouns with -s/-es endings.	Toponyms, values, occupations.
Examples	<p>The Happy Prince by Oscar Wilde</p> <p>[...] One night there flew over the city a little Swallow. His friends had gone away to Egypt six weeks before, but he had stayed behind, for he was in love with the most beautiful Reed. He had met her early in the spring as he was flying down the river after a big yellow moth, and had been so attracted by her slender waist that he had stopped to talk to her. [...]</p>	<p>rained-laughed-waited/ played-brushed-decided, etc.</p> <p>cats-dogs-glasses/jokes-cars-dishes, etc.</p> <p>listening-deciding-watching, etc.</p>	<p>American Notes by Charles Dickens</p> <p>In all the public establishments of America, the utmost courtesy prevails. Most of our Departments are susceptible of considerable improvement in this respect, but the Custom-house above all others would do well to take example from the United States and render itself somewhat less odious and offensive to foreigners. (Charles Dickens, <i>American Notes</i>)</p>

Literary and ludic environment

Now it's your turn

	Stories and legends	Language games	Short stories of travel literature and chronicles
Situational categories			
Examples			

Formation and academic environment

	Formal communicative events	Reading information to solve one problem	Questionnaires and reports
Situational categories	Ethnic groups, transportation, occupations, date, toponyms, actions.	Entertainment equipment, assembling activities, household appliances.	Occupations, professions, jobs, numbers, schedules, public transportation.
Examples	<p style="text-align: center;">Polynesian canoe</p> <p>Polynesian islanders were immensely skilled boat builders and equally accomplished navigators who travelled great distances across the Pacific Ocean in sailing canoes. This canoe is one of the earliest documented surviving artefacts to have been brought to Europe from the eastern Pacific [...] It was collected at Nukutavake in the Tuamotu Islands archipelago in June 1767 by Captain Samuel Wallis, just before Captain James Cook's first Pacific voyage. (<i>Power and Taboo: sacred objects from the Pacific</i>. British Museum).</p>	<p style="text-align: center;">Radio user's guide</p> <ol style="list-style-type: none"> 1. Position your radio on a safe base. 2. Insert the remote control batteries. 3. Connect the antenna. 4. Insert the power cord fully into the TV power connector. 5. Connect the power cord plug to the power outlet. 6. Switch on and set up the radio. 	<p style="text-align: center;">Report Train conductors</p> <p>They are in charge of locomotives. They coordinate the activities of the crew. They also have the responsibility to keep a log of each of their journeys. On a normal day, they travel as much as 600 kilometers in 8-hour shifts. They must have a thorough knowledge of the mechanical aspects of the train and be able to respond to urgency situations in a calm and thoughtful manner. Thanks to them, it is possible to transport people and goods easily and safely.</p>

Formation and academic environment

Now it's your turn

	Formal communicative events	Reading information to solve one problem	Questionnaires and reports
Situational categories			
Examples			

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