



GOBIERNO DE
EL SALVADOR

English Syllabus PreA1

2023



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CRÉDITOS

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BINA/jmh

Dear faculty:

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

Within the syllabi, the faculty is obtaining a tool that will aid them in building new knowledge to develop linguistic and communicative skills of the English language with their students. Thus, students will develop integrated attitudes to consolidate multicultural diversity that will support their identity and the current globalized world. The faculty of secondary education plays a leading role in the full development of our students; therefore, these syllabi will help them to fulfill their special mission.

The English syllabi emphasize the development of communication skills: reading, writing, listening, and speaking. As well as critical thinking and research to build and present knowledge.

It is worth mentioning that the success and sustainability in the implementation of these syllabi will only be possible with the dedication, professionalism and creativity that characterize our faculty who is committed to education. In the same way, English teachers will be able to include their personal stamp on each content in order to reach the proposed competences.

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

José Mauricio Pineda Rodríguez

Minister of Education

I. INTRODUCTION TO THE ENGLISH CURRICULUM FOR SECONDARY EDUCATION

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

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

Curricular Components

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

Unit number and name

Every unit has been designed to provide students with a sense of belongingness. The names of the units have

been adjusted in order to reflect the context of real-life scenarios in which students might be exposed to. This will help students to develop the contents and abilities that will be needed throughout their learning process to achieve the communicative competences required in the different domains: public, personal, occupational, and educational.

Approximate time

It is essential to point out that every CEFR level has a range of hours of instruction required to reach a proficiency level. Therefore, each unit has been allotted an approximate time of 15 to 18 hours to develop the needed competences to be promoted to the next level. These time frames have been established according to the official 96 hours of instruction assigned to the English subject.

Unit Competences

The unit competences are structured according to the achievement of learning. They are oriented to a continuum series of actions to obtain a concrete result. In its enunciation, the knowledge referred to as concepts, procedures, and attitudes are also distinguished as part of its resources or essential components. It is also evident the functionality, the “what for” or the purpose of learning, which provides meaning and *raison d’être* to the actions and specific learning to influence the life and needs of the students.

Contents

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

The conceptual contents

Students are competent when the concepts they learn are related to real-life contexts. In order to understand our world, it is essential to generate, reinforce and expand facts, principles, grammatical structures and lexicon that are relevant to convey a clear message. Therefore, a project has been included at the end of each unit because conceptual knowledge plays an important role in the teaching-learning process, as it implies a transcendence of the conceptual to the procedural level, so that knowledge is not only theoretical but also meaningful in the life of the students.

The procedural contents

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

Performance indicators

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

The attitudinal competencies

Attitudes refer to a person’s habitual ways of reacting. They are the result of knowledge and beliefs. With these competencies, students will be able to share their opinion and behavior toward someone or something in a fictional or real communicative situation. It is important to keep in mind that the conceptual contents, procedural contents, performance indicators and attitudinal competencies keep a close relationship among them. They are framed in a transversal way in all the activities of the unit.

Keywords

They are important words to be emphasized and sometimes they are challenging to pronounce, due to particular phonemes. A phonetic transcription has been added next to each word to get an accurate reference. Moreover, phonemes that might be difficult to pronounce have been marked in bold.

Vocabulary bank for spelling practice

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

Organization of competences and contents within the didactical units

The didactical units are presented in tables where competences, contents, performance indicators, attitudinal competencies and keywords are displayed as a whole.

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

Methodology

Brief methodological guidelines have been included to describe a suggested didactical sequence which responds to the approach of the subject. These could be improved by each teacher in order to offer students classes which will facilitate learning based on competence functions.

Evaluation

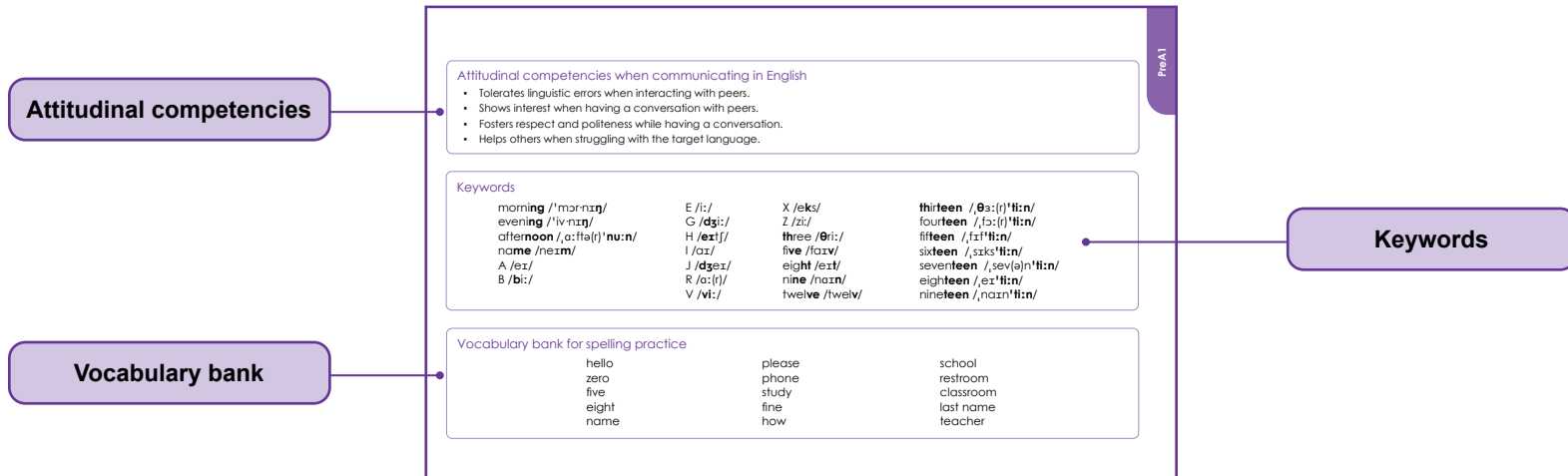
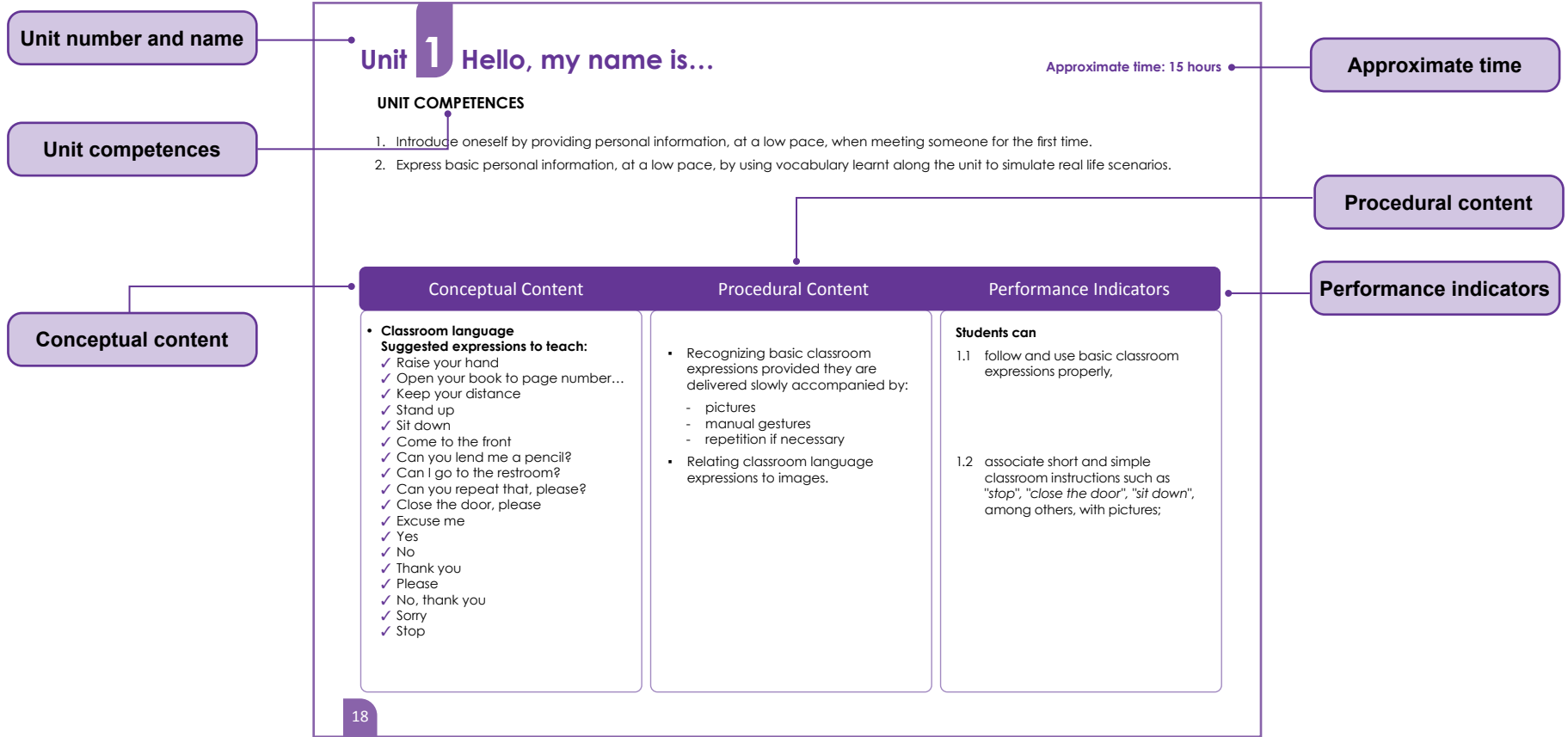
This English curricular proposal is based on the communicative approach, the growth mindset approach and project-based learning (PBL) in which evaluation is articulated from the proposed competences for each unit.

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

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

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

Description and presentation of the learning unit format



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

The study plan for secondary education is organized by subjects. English as a Foreign Language (EFL) is developed in three 45-minute classes per week during the school year. These are presented as follows:

THE MIDDLE SCHOOL CURRICULUM

The Middle School Curriculum is organized in subjects with a number of hours as follows:

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

THE HIGH SCHOOL CURRICULUM

The High School Curriculum is organized in subjects with a number of hours as follows:

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

Transverse axes

Transverse axes are contents that must be included suitably in the development of the study plan. They contribute to the integral instruction of students since it is through them that “a democratic society established in values, respect toward the human being and nature constituting itself on concrete educational guidelines aimed at specific issues and aspirations of the country” (Fundamentos Curriculares de la Educación Nacional. Ministerio de Educación, pág. 115-116. El Salvador, 1999).

The transversal axes of the Salvadoran curriculum are the following:

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

III. PRESENTATION OF THE ENGLISH SUBJECT

The English Syllabi for Secondary Education focus on the development of essential language competences for communicating and properly interacting with the environment. Developing these competences implies the learning of attitudes integrally. This integration guarantees the acquisition of the expected competences.

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

The communicative approach

The new version of the syllabi, as in the previous version (2008), is focused on the communicative approach which is based on the integration of a variety of innovative teaching techniques that emphasizes the development of comprehension and production of oral expression. In addition, this approach reinforces the knowledge of the language and culture maximizing meaningful learning in students.

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

English as a Lingua Franca

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

has made English become the main language in which global trade, businesses, and cultural interactions take place. EFL is a unique lingua franca because of its global spread, its highly diverse nature, and its interactions which include native speakers of the language.

Language and globalization affect each other. English has facilitated communication among Chinese, Japanese, Russian, Indian, Latin American people and the rest of the world, proving the importance of a common language for international trading purposes. The restructure of communities due to globalization means considerable changes in the English language. As English encounters new communities and cultures, it is shaped and adapted by these encounters to be used by local communities for local and international communication. Consequently, hybrid forms develop in which new words are created, while simultaneously, existing words may be assigned new meanings. This leads to a constant process of linguistic transformation.

The Common European Framework of Reference for Languages

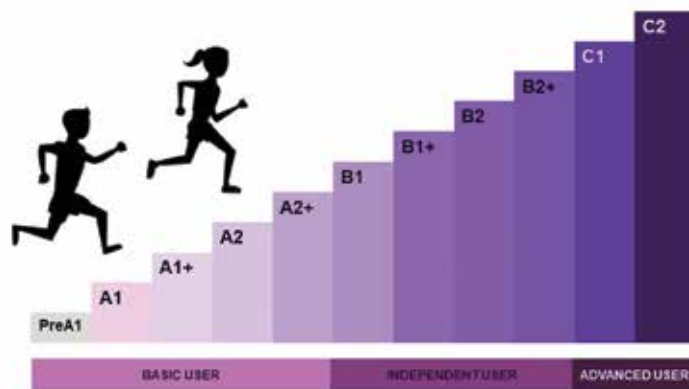
The Common European Framework of Reference for Languages (CEFR) is the international standard defining language proficiency. It is used worldwide to define the language skills of students on a scale of English levels from PreA1, being the basic level of English, to C2, for those who are exceptionally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

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

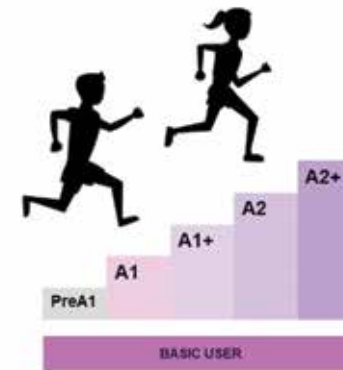
The new version of the syllabi with the Common European Framework of Reference for Languages provides clear standards describing language ability and proficiency.

General Communicative Competence to be Reached by the End of Each Level

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



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



IV. METHODOLOGICAL GUIDELINES

These general methodological guidelines are intended to present a general vision of the communicative approach and related methods. The application of its basic tenets will allow students to develop language and preparation for life competencies. Beside, teachers will be enhanced to deliver a humane, meaningful, motivating and effective teaching.

Tenets of The Communicative Approach

1. The communicative approach emphasizes comprehension and negotiation of meaning more than production of structures. Students can learn to communicate through interacting, and that the appropriate morpho-syntactical structures are developed once the interaction begins. This approach also favors the instructional value of communication.
2. English teachers and students must create an atmosphere of mutual respect and objectivity on the part of the listener in order to understand better.

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

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

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

V. THEORETICAL FRAMEWORK AND GUIDELINES FOR THE EFL ASSESSMENT

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

Teaching and learning are based on the competence approach and the communicative approach. This paradigm requires an assessment through complex and genuine tasks, the use of task-based activities that challenge the students' knowledge in communicative situations and their real different social contexts (school, family and community). These communicative situations should make students apply the generated learning and evidence their performance (know-what, know-how, and know-how-to-be) of the competences.

Evaluation tenets

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

Competences to be evaluated

Language competences

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

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

Oral production is the capacity of communicating orally making use of grammatical, sociolinguistic, discourse and strategic competences:

- a. **Grammatical competence** includes knowledge of vocabulary, rules of pronunciation and spelling, word formation, and sentence structure.
- b. **Sociolinguistic competence** addresses the extent to which grammatical forms can be used or understood appropriately in various contexts to convey specific communicative functions, such as persuading, describing, narrating, and giving commands. Factors like topic, role of the participants, and the setting will determine the appropriateness of the speaker's attitude and his choice of style or register.

- c. **Discourse competence** involves the ability to combine ideas to achieve cohesion in form and coherence in thought. A person with a highly developed degree of discourse competence will know how to use cohesive devices, such as pronouns and grammatical connectors (i.e. conjunctions, adverbs, and transitional phrases and expressions), to achieve unity of thought and continuity in a text. The competent language user will also be skilled in expressing and judging the relationships among the different ideas in a text (coherence).

- d. **Strategic competence** involves the use of verbal and nonverbal communication strategies to compensate for gaps in the language user's knowledge of the code or for breakdown in communication for other reasons. The more proficient or communicatively competent an individual becomes, the less he or she needs to draw on strategic competence. However, even educated native speakers sometimes experience breakdown in their communication with others and must rely on this component for the successful transmission of messages.

Reading comprehension is used to understand general and specific information from written texts on various topics to enrich the English learning level for interacting in diverse communicative contexts. It is an interactive process where the reader uses information from a text and relates it with his/her experience to make meaning out of it.

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

Preparation for life competencies

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

Types of assessment

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

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

process is effective or not, learning gaps which may exist, and how the learner is progressing. Assessment is divided in two categories: formative and summative.

Formative assessment is more diagnostic than evaluative. This strategy can be used to monitor learning style, provide feedback, and let educators adjust their teaching style. To take advantage of all the benefits, teachers should consider adding formative assessments throughout all the stages within a lesson. The goal of formative assessment is to monitor student learning, to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments help students identify their strengths and areas of growth and target areas that need work and help faculty recognize where students are struggling and address problems immediately.

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



PREA1

Level competences

At the end of the PreA1 level, students will:

Recognize a number of familiar words/signs and key information (e.g. numbers, prices, dates and days of the week), provided the delivery is very slow, with repetition if necessary.

Produce short phrases about themselves, giving basic personal information (e.g. name, address, family, nationality) using formulaic expressions.

Unit 1 Hello, my name is...

Approximate time: 15 hours

UNIT COMPETENCES

1. Introduce oneself by providing personal information, at a low pace, when meeting someone for the first time.
2. Express basic personal information, at a low pace, by using vocabulary learnt along the unit to simulate real-life scenarios.

Conceptual Content	Procedural Content	Performance Indicators
<ul style="list-style-type: none">• Classroom language Suggested expressions to teach:<ul style="list-style-type: none">✓ Raise your hand✓ Open your book to page number...✓ Keep your distance✓ Stand up✓ Sit down✓ Come to the front✓ Can you lend me a pencil?✓ Can I go to the restroom?✓ Can you repeat that, please?✓ Close the door, please✓ Excuse me✓ Yes✓ No✓ Thank you✓ Please✓ No, thank you✓ Sorry✓ Stop	<ul style="list-style-type: none">▪ Recognizing basic classroom expressions with prompting or support through pictures, manual gestures or repetition.▪ Relating classroom language expressions to images.	<p>Students can</p> <ol style="list-style-type: none">1.1 follow and use basic classroom expressions properly,1.2 associate short and simple classroom instructions such as "stop", "close the door", "sit down", among others, with pictures;

- **Greetings**

- **Suggested greetings to teach:**

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

- **The alphabet**

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

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

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

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

- Pronouncing vowel and consonant names.
- Saying the letters of the alphabet at a low pace.

- Spelling short and long basic words in English using the alphabet letter names.

- Counting the numbers from zero to twenty.

- Exchanging phone numbers through single-digit narration.

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

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

- 1.5 pronounce vowel and consonant names accurately,

- 1.6 use the alphabet letter names to spell short and long words correctly,

- 1.7 count from 0 to 20 in the right order,

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

- ✓ 17 seventeen
- ✓ 18 eighteen
- ✓ 19 nineteen
- ✓ 20 twenty

- **Reading email addresses**

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

- **Basic personal information**

- **Suggested questions to teach:**

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

- **Project: Basic Introductions**

- **For example:**

- A: Hello! I am Jenny. What is your name?
B: Hi, Jenny! I am Walter. Nice to meet you!
A: Nice to meet you, too. How are you?
B: I'm fine, thank you!
A: See you around!
B: Bye!

- Saying their email address.
 - Relating email addresses symbols to their words.
 - Taking notes on email addresses.
-
- Asking and answering basic personal information questions.
 - Role-playing a short conversation about meeting someone for the first time.
-
- Introducing oneself when meeting a person for the first time.
 - Writing a short dialogue about personal information exchanges following a model.

- 1.9 exchange email addresses using the correct symbolic terminology orally and in writing format accurately,
- 1.10 ask and answer basic personal information questions using question starters precisely,
- 1.11 introduce oneself successfully when meeting someone for the first time,
- 1.12 write coherent dialogues exchanging one's basic personal information when meeting someone for the first time.

Attitudinal competencies when communicating in English

- Tolerates linguistic errors when interacting with peers.
- Shows interest when having a conversation with peers.
- Fosters respect and politeness while having a conversation.
- Helps others when struggling with the target language.

Keywords

morning /'mɔːr.nɪŋ/

evening /'iv.nɪŋ/

afternoon /,ɑːftə(r)'nuːn/

name /neɪm/

A /eɪ/

B /biː/

E /iː/

G /dʒiː/

H /eɪtʃ/

I /aɪ/

J /dʒeɪ/

R /ɑː(r)/

V /viː/

X /eks/

Z /ziː/

three /θriː/

five /faɪv/

eight /eɪt/

nine /naɪn/

twelve /twelv/

thirteen /,θɜː(r)'tiːzn/

fourteen /,fɔː(r)'tiːzn/

fifteen /,fɪf'tiːzn/

sixteen /,sɪks'tiːzn/

seventeen /,sev(ə)n'tiːzn/

eighteen /,eɪ'tiːzn/

nineteen /,naɪn'tiːzn/

Vocabulary bank for spelling practice

hello

zero

five

eight

name

please

phone

study

fine

how

school

restroom

classroom

last name

teacher

UNIT COMPETENCES

1. Describe classroom supplies by mentioning their definite numeral adjectives and colors in order to have school-related oral exchanges.
2. Illustrate their classroom by pointing out school supplies while using the new language when interacting with others.

Conceptual Content	Procedural Content	Performance Indicators
<ul style="list-style-type: none"> • Classroom supplies Suggested classroom supplies to teach: pencil, pen, sharpener, eraser, scissors, highlighter, notebook, notepad, book, masking tape, colored pencils, ruler, laptop, speakers, board (whiteboard, chalkboard). • Singular and plural nouns (fixed manner) <ul style="list-style-type: none"> ✓ pencil-pencils ✓ pen-pens ✓ eraser-erasers ✓ highlighter-highlighters ✓ notebook-notebooks ✓ book-books ✓ colored pencil-colored pencils ✓ ruler-rulers ✓ laptop-laptops ✓ child-children 	<ul style="list-style-type: none"> ▪ Identifying classroom supplies. ▪ Writing classroom supplies. ▪ Spelling classroom supplies. ▪ Naming classroom supplies. ▪ Recognizing singular and plural nouns in a fixed manner. ▪ Spelling the singular and plural form of classroom supplies. 	<p>Students can</p> <ol style="list-style-type: none"> 2.1 distinguish classroom supplies both orally and in writing in a proper way, 2.2 spell classroom supplies both orally and in writing successfully, 2.3 name classroom objects with correct pronunciation, 2.4 identify the singular and plural form of classroom supplies both orally and in writing correctly, 2.5 spell the singular and plural form of classroom supplies accurately,

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

• **Colors**

Suggested colors to teach:

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

• **Verb be (It is / They are)**

For example:

A: What **is it**?

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

A: What color **is it**?

B: **It's** red.

A: What **are they**?

B: **They are** notebooks.

A: What color **are they**?

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

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

- ✓ addition: plus (+)
- ✓ subtraction: minus (-)
- ✓ result: equals (=)

For example:

A: Twenty pens **plus** ten pens?

B: **Equals** thirty pens!

- Mentioning the colors of classroom supplies.
- Labeling the colors of classroom supplies.
- Pointing at a classroom supply and asking what it is.
- Answering what a classroom supply is by using the verb be.
- Using the correct form of the verb be for singular and plural nouns.
- Counting school supplies.
- Saying the numbers from 21-100 aloud.
- Writing the numbers from 21-100.
- Solve simple addition and subtraction problems using numbers from 21-100.

- 2.6 pronounce colors correctly,
- 2.7 associate classroom supplies with their colors accurately,
- 2.8 point at something and ask what it is appropriately,
- 2.9 use the proper form of the verb be with singular and plural nouns,
- 2.10 count school supplies accurately,
- 2.11 identify numbers from 21-100 both orally and in writing accurately,
- 2.12 pronounce the numbers from 21-100 properly,
- 2.13 spell the numbers from 21-100 accurately,
- 2.14 resolve simple addition and subtraction problems using numbers from 21-100 correctly,

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

- **For example:**

- A: What **is this**?

- B: **That is** a notebook.

- A: What **are these**?

- B: **Those are** scissors.

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

- **For example:**

- ✓ This is my backpack.

- ✓ This is my yellow pencil.

- ✓ This is my red book.

- ✓ These are my colored pencils.

- ✓ These are my blue scissors.

- Discriminating short /ɪ/ and long /i:/ sounds in *this* and *these*.
- Producing the right short /ɪ/ and long /i:/ sounds in *this* and *these*.
- Identifying the distance of an object by using demonstrative pronouns.
- Asking and answering what something is by using demonstrative pronouns.
- Naming classroom objects using varied sources.
- Describing classroom supplies by using demonstrative pronouns and mentioning their color.

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

Attitudinal competencies when communicating in English

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

Keywords

scissors /'sɪzə(r)z/

highlighter /'haɪ,lɑɪtə(r)/

notebook /'nəʊt.bʊk/

book /bʊk/

speaker /'spi:kə(r)/

board /bɔ:rd/

white /waɪt/

orange /'ɔ:r.ɪndʒ/

yellow /'jel.əʊ/

purple /'pɜ:(r)p(ə)l/

green /gri:n/

thirty /'θɜ:(r)ti/

one **hundred** /wʌn 'hʌn.drəd/

minus /'maɪnəs/

plus /plʌs/

this /ðɪs/

that /ðæt/

these /ði:z/

those /ðəʊz/

UNIT COMPETENCES

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

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

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

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

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

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

Suggested occupations to teach:

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

• **Project: My favorite relative**

For example:

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

- Recognizing occupations.
- Spelling occupations.
- Using the indefinite articles *a/an* before occupations.
- Making a poster representing their favorite relative.
- Writing details about their favorite relative.
- Describing their favorite relative to the class.

3.15 identify occupations in pictures accurately,

3.16 write occupations properly,

3.17 use the indefinite articles *a/an* before occupations properly,

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

Attitudinal competencies when communicating in English

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

Keywords

parents /'peərənts/

mother /'mʌðə(r)/

father /'fɑ:ðə(r)/

daughter /'dɔ:tə(r)/

brother /'brʌðə(r)/

they /ðeɪ/

aunt /ɑ:nt/

uncle /'ʌŋk(ə)l/

niece /ni:s/

assistant /ə'sɪst(ə)nt/

nephew /'nefju:/

cousin /'kʌz(ə)n/

law /lɔ:/

height /haɪt/

engineer /,endʒɪ'nɪə(r)/

UNIT COMPETENCES

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

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

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

For example:

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

• ***There is/are + number + noun***

For example:

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

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

Suggested prepositions to teach:

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

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

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

Are there + any + plural noun + complement + ?

For example:

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

- Describing what there is in a room both orally and in writing.
- Identifying the difference between *there is* when referring to singular nouns and *there are* to plural nouns.
- Describing the location of furniture and appliances at home.
- Asking questions about the furniture and appliances found in their houses by using *Is there..?/Are there..?*
- Exchanging information about the rooms in a house.
- Providing information about the furniture in a house.

4.5 provide a simple and brief description of what there is in a room coherently,

4.6 describe the objects in a room using *there is* and *there are* appropriately,

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

4.8 ask suitable questions to find out the furniture and appliances found in their houses using the pattern *Is there a/an..? Are there any..?*,

4.9 exchange information about the rooms in a house adequately,

- **Questions with *how many* ____ *are there*?**

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

For example:

- ✓ **How many sofas are there** in the living room?
- ✓ **How many televisions are there** in your house?
- ✓ **How many bedrooms are there** in your house?

- **Project: Describing my house**

For example:

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

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

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

Attitudinal competencies when communicating in English

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

Keywords

patio /'pætiəʊ/

sofa /'səʊfə/

couch /kaʊtʃ/

refrigerator /rɪ'frɪdʒə, reɪtə(r)/

between /bi'twi:n/

bathroom /'bɑ:θ, ru:m/

chair /tʃer/

stove /stəʊv/

microwave /'maɪkrə, weɪv/

radio /'reɪdiəʊ/

on /ɒn/

under /'ʌndə(r)/

there /ðe(r)/

UNIT COMPETENCES

1. Exchange information about one's routine by including daily activities and frequency time expressions.

Conceptual Content	Procedural Content	Performance Indicators
<ul style="list-style-type: none"> • Daily activities Suggested daily activities to teach: <ul style="list-style-type: none"> ✓ wake up ✓ get up ✓ take a shower ✓ brush (my) teeth ✓ get dressed ✓ have breakfast ✓ go to school ✓ have lunch ✓ do (my) homework ✓ help with the housework ✓ watch TV ✓ play soccer ✓ have dinner ✓ go to bed • Days of the week <ul style="list-style-type: none"> ✓ Monday ✓ Tuesday ✓ Wednesday ✓ Thursday ✓ Friday ✓ Saturday ✓ Sunday 	<ul style="list-style-type: none"> ▪ Identifying daily activities from pictures, gestures, and audio recordings. ▪ Drawing and listing activities they do during the day. ▪ Miming daily routines. ▪ Matching the written expression of daily routines with their corresponding picture. ▪ Naming the days of the week. ▪ Spelling the days of the week. ▪ Ordering the days of the week. 	<p>Students can</p> <ul style="list-style-type: none"> 5.1 recognize daily activities from different input successfully, 5.2 spell daily activities both orally and in writing accurately, 5.3 associate daily routines to their appropriate pictures or gestures, 5.4 pronounce the days of the week properly, 5.5 write the days of the week correctly,

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

Subject + verb (base form) + complement + .

For example:

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

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

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

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

For example:

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

- **Numbers from 1-100**

- Expressing daily activities in chronological order.
- Writing affirmative sentences describing daily routines with *I, you, we, they*.

- Asking and answering questions about daily routines.

- Expressing activities they do not do during the day.

- Pronouncing numbers from 1-100.
- Saying the numbers from 1-100 in order.
- Saying the numbers from 1-100 randomly.
- Dictating number to peers.
- Writing the numbers from 1-100 through a dictation.

- 5.6 express their daily routine chronologically both orally and in writing,
- 5.7 write complete sentences to express daily routines chronologically,

- 5.8 ask and answer correct questions about daily routines using the pattern *Do you..?*,

- 5.9 describe activities they do not do during their day accurately,

- 5.10 say numbers from 1-100 correctly,

- 5.11 spell numbers accurately both orally and in writing,

- 5.12 dictate numbers to peers accurately,

- 5.13 take dictation on numbers from 1-100 when listening to their peers or other type of input,

- **Telling the time**

- **For example:**

- What time is it?

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

- **Frequency time expressions**

- **Suggested expressions to teach:**

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

- **Connectors of sequence**

- **Suggested connectors to teach:**

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

- **For example:**

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

- **Project: Describing my day**

- **For example:**

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

- Identifying hours and minutes in a clock.
- Reading times in analog and digital clocks.
- Telling the time.
- Asking and answering questions about the time they perform their daily activities.

- Recognizing frequency time expressions from graphics, audio recordings, and texts.
- Writing sentences stating the frequency of their daily routines.

- Listing daily activities in chronological order.
- Writing sentences about daily routines in chronological order.

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

- 5.14 read times in analog and digital clocks correctly,
- 5.15 tell the time appropriately,
- 5.16 ask and answer proper questions about the time they perform their daily activities,

- 5.17 identify frequency time expressions from different input correctly,
- 5.18 write accurate sentences about daily routines stating the frequency they are performed,

- 5.19 write complete ideas describing his/her daily routine using connectors of sequence,

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

Attitudinal competencies when communicating in English

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

Keywords

breakfast /'brek.fəst/

lunch /lʌntʃ/

Monday /'mʌn.deɪ/

Tuesday /'tu:z.deɪ/

Wednesday /'wenz.deɪ/

Thursday /'θɜ:(r)zdeɪ/

Friday /'fraɪ.deɪ/

Saturday /'sætə(r)deɪ/

Sunday /'sʌn.deɪ/

evening /'i:v.nɪŋ/

afternoon /,ɑ:ftə(r)'nu:n/

night /naɪt/

o'clock /ə'klɔ:k/

time /taɪm/

then /ðen/

UNIT COMPETENCES

1. State preferences by using the simple present tense in order to exchange facts about personal likes and dislikes.
2. Express likes and dislikes related to food, music, and hobbies while creating visual resources to support written and oral ideas.

Conceptual Content	Procedural Content	Performance Indicators
<ul style="list-style-type: none"> • Preferences: Food Suggested food items to teach: beans, pizza, hamburgers, eggs, chicken, rice, salad, cheese. • Fruit Suggested fruit to teach: pineapples, mangoes, bananas, grapes, strawberries, peaches, watermelons, coconuts. • Music genres Suggested music genres to teach: pop, country, salsa, rock, hip-hop, reggae, electronic, gospel. • Pets Suggested pets to teach: dogs, cats, rabbits, turtles, cows, horses, hens, fish, chickens. • Hobbies Suggested hobbies to teach: reading, listening to music, playing video games, going out with friends, dancing. 	<ul style="list-style-type: none"> ▪ Listing different types of food, fruit, music, hobbies and pets. ▪ Spelling different types of food, music genres, pets and hobbies both orally and in writing. ▪ Matching different kinds of food, music, pets, and hobbies to pictures. 	<p>Students can</p> <ol style="list-style-type: none"> 6.1 name different types of food, fruit, music, pets and hobbies appropriately; 6.2 spell types of food, music genres, pets and hobbies accurately; 6.3 associate different types of food, fruit, music, pets and hobbies with pictures accordingly;

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

- For example:

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

- **Asking for preferences:**

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

- **Project: All about me**

- Example:

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

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

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

- Expressing one's preferences in terms of food, music, pets, and hobbies.
- Inquiring about someone's personal preferences.
- Answering common questions about preferences.
- Creating a poster about personal preferences.
- Describing what their preferences are by using visual aids.
- Exchanging information about personal preferences.

- 6.4 state preferences related to food, fruit, music, hobbies and pets at a low pace;
- 6.5 ask questions about personal preferences following a model,
- 6.6 exchange information about personal preferences properly,
- 6.7 illustrate personal preferences by making a poster,
- 6.8 select proper information about personal preferences,
- 6.9 express information about personal preferences coherently.

Attitudinal competencies when communicating in English

- Shows interest in classmates' participation.
- Shows politeness when asking and answering questions about personal preferences.
- Cooperates with other students in group activities.

Keywords

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

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

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

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MINISTERIO
DE EDUCACIÓN

**Material en
validación**