

**RECOMENDACIONES PARA LA ARTICULACIÓN DE LOS
DESCRIPTORES DE LAS INSTITUCIONES IPEC Y CINDEA DE LA
EDUCACIÓN DE PERSONAS JÓVENES Y ADULTAS PARA EL AÑO 2019.**

**SAN JOSÉ, COSTA RICA
2019**

PRESENTACIÓN

Esta propuesta tiene como finalidad orientar la labor de planificación docente, en pos de articular y reforzar el desarrollo de las unidades curriculares del tercer periodo del año escolar 2018 con las del primer periodo del 2019. Lo anterior, de manera que el proceso de aprendizaje se desarrolla de manera coherente y secuencial. Además se describe, en concordancia con los programas de estudios, los saberes, las habilidades y las competencias lingüísticas esperadas por los estudiantes una vez terminado el curso lectivo.

El Departamento de Educación de Personas Jóvenes y Adultas (DEPJA) de la Dirección de Desarrollo Curricular, es el ente técnico responsable de divulgar todos los aspectos relacionados con el proceso de articulación 2018-2019 para el presente curso lectivo en el currículo de la Educación de Personas Jóvenes y Adultas

Rige a partir de su envío a las Direcciones Regionales Educativas del país.

Asesora Nacionales
Ana Isabel Campos Centeno
Yaudy Ramírez Vásquez

Asesores y Docentes consultados: 11 asesores

MÓDULO 16
NOS COMUNICAMOS EN OTRAS LENGUAS (INGLÉS)

ATINENCIA: INGLÉS

I PERÍODO

Para este año escolar se trabaja el programa de estudio de manera regular, según año y período escolar". El programa de estudio se localiza en el siguiente enlace:
<https://www.mep.go.cr/sites/default/files/programadeestudio/programas/ingles1ciclo.pdf>

Saberes que son base para el año siguiente

Todas las competencias lingüísticas necesarias para el siguiente nivel.

II PERÍODO

(Scenarios and Goals) 1 st grade III Term 2018	(Scenarios and Goals) 2nd grade I Term 2019	Saberes que son base para el año siguiente	Recursos didácticos existentes o elaborados para esta unidad
Unit 6 Scenario: Playtime Themes: 1. un Games and Activities 2. Need a Rope to Play 3. y Favorite Game and Activities 4. how me How to Play Oral Comprehension Listening L.1. recognize spoken words similar to the languages with which they are familiar (e.g., ball, music). L.2. understand simple instructions, such as «turn left», «turn right», or «turn off» when expressed slowly and clearly, possibly with accompanying	Unit 1 Scenario: Learning Is Fun Themes: 1. Hi! How Are you Today? 2. My Learning Environment 3. What do I do at School? 4. What I Like about School? Oral Comprehension Listening L.1. understand basic greetings, farewells, and common expressions of politeness (e.g., hi, see you tomorrow, sorry). L.2. understand simple classroom instructions, such as «Please sit down », «take out your English notebook», or «turn on the light, please» when expressed slowly and clearly,	Functions • Naming and labeling games and fun activities • Asking for and giving information about games and activities • Talking about likes and dislikes • Giving and following instructions Discourse Markers and – I like hopscotch and jumping rope.	First grade teacher guide https://recursos.mep.go.cr/sitio_primaria_ingles/  Second grade teacher guide https://recursos.mep.go.cr/sitio_primaria_ingles/segundo.html 

gestures and pictures. L.3. understand words, names, and numbers previously learned when heard in a short, simple recording delivered at a slow pace. Written Comprehension Reading R.2. sequence pictures to show understanding of text heard or read that is supported by pictures in a heavily patterned book to include a clear beginning, middle, and end. R.PA.3. identify the short vowels /a/, /e/, /I/, /o/, /u/ in spoken word if attached to a picture. Oral Production Spoken Interaction SI.1. ask for something when pointing or gesturing supports the request. (e.g., kick, run, catch)	possibly with accompanying gestures and pictures. L.3. understand simple questions which directly concern them such as their name and where they are from. Written Comprehension Reading R.1. answer yes/no questions about text heard that is supported by pictures. R.2. recognize some high frequency words and straightforward phrases in simple texts, if these words have been previously encountered and they are attached to a picture (e.g., book, school, soccer). R.PA.3. imitate each sound of letters of the alphabet that form a word, with a concrete item or picture representing the sound, with a special focus on short vowel /E/. Oral Production Spoken Interaction	– I play soccer <u>and</u> multimedia games. – My sister has two dolls <u>and</u> a ball. <u>Sociocultural</u> – Expressing gratitude, appropriate use of please and thank you. – Expressing likes and dislikes – Showing social interaction manners and politeness when taking turns and following rules <u>Social Language Samples and idioms/ phrases</u> – If at first you don't succeed, try, try again.	https://recursos.mep.go.cr/sitio_primaria_ingles/otros.htm https://www.mep.go.cr/educatico/flora-and-fauna-costa-rica 
--	---	--	---

Spoken Production S.P.1. name some common objects in familiar environments (e.g., ball, doll, bike). SP.2. express likes and dislikes using simple, standard expressions. Written Production Writing W.3. dictate words for teacher to write.	SI.1. use one or two learned expressions of greeting, farewell, and politeness. SI.2. ask for something when pointing or gesturing to support the request. SI.3. understand and respond in a predictable pattern to simple questions about familiar things if the other person speaks slowly and clearly. Spoken Production SP.1. name some common objects and people in familiar environments. Written Production Writing W.1. print/write simple high-frequency words W.2. organize drawings or pictures within a graphic organizer (sequence or Venn diagram).	– I pass. – He/she is the MVP (most valuable player). <u>Grammar & Sentence Frame</u> <u>(S-V)- (S-V-C) sentences</u> – I play _____. (ball, soccer) – I _____ the ball. (catch, throw) – She likes _____, / doll, jacks, jump rope) <u>Numbers</u> – He has _____ cars. – They have _____ dolls. – I have _____ jacks. <u>Imperative sentences</u> – Turn right/left. – Stand up., Sit down.	
Unit 5 Scenario: My Neighborhood Themes: 1. This is my Neighborhood	Unit 2 Scenario: Healthy Habits Themes: 1. I Love my Body!		

2. Where is the School? 3. How can I Get to the Supermarket? 4. Community Helpers Oral Comprehension Listening L.2. recognize and understand the words for people around them (e.g., firefighter, shop owner, doctor). Written Comprehension Reading R.2. sequence pictures to show understanding of text heard or read that is supported by pictures in a heavily patterned book to include a clear beginning, middle, and end. R.PA.3. identify the initial phoneme of /v/, /x/, /z/, /qu/ in spoken word if attached to a picture. Written Production Writing	2. Healthy Habits Make me Feel Great! 3. Yummy and Good for my Tummy 4. I can be healthy and happy Oral Comprehension Listening L.1. understand simple information about healthy habits (for example, "I need to exercise".) if the person speaks slowly and clearly, possibly with accompanying gestures. L.2. understand simple instructions, such as "Wash your face", "sleep well", or "brush your teeth" when expressed slowly and clearly, with accompanying gestures and pictures. Written Comprehension Reading R.1. recognize some high frequency words and straightforward phrases in simple texts, if these words	– Look at me. <u>Question/Answers with BE</u> – Is _____ fun/ boring? Yes/No (using vocabulary list) – Is _____ difficult/ easy to play? Yes/No (using vocabulary list) – What is this? (Ball, bike, doll) <u>Prepositions (on, in, under, in front of, near, behind, up, down)</u> – Throw the jacks <u>on</u> the table. – Kick the ball <u>in</u> the net. Add the vocabulary needed from the curriculum. <u>Functions</u>	
---	---	--	--

W.2. draw pictures of an event or character from a picture story or one main idea.	have been previously encountered and they are attached to a picture. R.2. participate in choral reading (clapping and chanting) in response to the rhyme and rhythm of a predictable patterned song or picture story that is read aloud. R.PA.3. imitate each sound of letters of the alphabet that form a word, with a concrete item or picture representing the sound, with a special focus on short vowel / a /. Oral Production Spoken Interaction SI.1. understand and respond in a predictable pattern to simple questions about familiar things if the other person speaks slowly and clearly. Spoken Production SP.1. use one or two learned expressions about healthy habits. Written Production	- Greeting people and responding to greetings, introductions, leave takings. - Recognizing school personnel and parts of the school. - Using classroom language - Asking and answering questions related to favorite school activities. <u>Discourse</u> <u>Markers</u> and, but – I love reading <u>but</u> I don't like math. – I feel happy <u>and</u> excited. – My teacher is nice <u>but</u> the	
--	--	--	--

	Writing W.1. draw pictures of an event or character from a picture story or one main idea. W.2. organize drawings or pictures within a graphic organizer (sequence or Venn diagram). W.3. print/write simple high-frequency words.	principal not. <u>Psycho-social</u> – Respecting the school personnel and classmates – Being responsible with school obligations – Helping your partner <u>Sociocultural</u> – Greetings and leave-takings in formal and informal ways (Hello, hi, how are you?, good bye, see you later, see you) – Participating in holidays and school activities <u>Social</u> <u>Language</u> <u>Samples and idioms/ phrases</u>	
--	--	---	--

		– It's awesome! – It's great! – It's amazing! <u>Grammar & Sentence Frame</u> <u>(S-V-C) sentences</u> – I love _____. (soccer, math, reading) – I feel _____. (happy, excited, and good) at school. – I like to <u>go to the playground</u> at school. <u>(S-V-C) sentences with To Be</u> – My notebook is _____. (red, blue, big, small) – Mrs. Rojas is the _____. (janitor, principal, teacher, cook) – My teacher is _____. (nice, good)	
--	--	--	--

		<u>Negative sentences with don't:</u> – I don't like to <u>run</u> at school. <u>Yes/No questions with do:</u> – Do you like to <u>do</u> homework? <u>Yes, I do</u> – Do you like to <u>study</u> English? <u>Yes, I do</u> <u>Information questions with do</u> – How do you feel at school? – What do you like to do at school? <u>Information questions with To Be</u> – When is <u>Independence</u> Day? It's in <u>September</u>. – Where is <u>the</u> eraser?	
--	--	--	--

		– What are <u>the teachers</u> doing? <u>Personal pronouns:</u> – I, you, it <u>Possessive adjectives:</u> my, your – May I _____ borrow your ...? – This is my eraser. <u>Phonemic Awareness</u> – Letters of the alphabet – /e/...pen, pencil, red, rest <u>Functions</u> • Identifying places in my community • Asking for and giving information for locating places	
--	--	---	--

		- Identifying community helpers <u>Discourse</u> <u>Markers</u> and - The school <u>and</u> church are in front of the park. - She <u>and</u> he are doctors. - The bus station <u>and</u> the police station are near the supermarket. <u>Psycho-social</u> - Appreciating neighborhood surroundings. - Showing respect and courtesy when meeting other people.	
--	--	--	--

		– Developing collaborative skills. <u>Sociocultural</u> – Expressing gratitude with appropriate use of “please” and “thank you” – Showing interest in others – Using different choices of formal greetings with community helpers (Mr., Mrs., Miss, Ms.) <u>Social Language Samples and idioms/phrases</u> – Home is where the heart is. – “Thank you very much.” – There is no place like home. (S-V-C)	
--	--	---	--

		<u>Sentences</u> – My name is <u>(name)</u>. I <u>live</u> in (name of town). I (live, play, study) here. – My neighborhood has a _____ (park, church, school). – He/she is a _____ (teacher, police officer, doctor, nurse) <u>Imperative sentences</u> – Cross the street. – Go to the corner (store, bank) – Turn right/left. <u>Question/Answers with BE</u> – Is he the teacher? Yes/No – Is she the shop owner? Yes/No – Where is the	
--	--	--	--

		church? It in front of the park. <u>Prepositions of place (in front of, near, behind, up, down)</u> – The church is <u>in front of</u> the park. – The school is <u>near</u> the church. – The park is <u>behind</u> the church. <u>Phonemic Awareness</u> – Week 1 /v/(veterinarian, visitor, vegetable) – Week 2 /x/(x-ray) – Week 3 /z/ (zoo, zipper, zebra) – Week 4 /Qu/ (Queen street, question, quiz) <u>Functions</u>	
--	--	--	--

		– Identifying parts of the body – Describing habits and routines – Identifying healthy and unhealthy food – Asking and responding to questions about healthy habits. <u>Psycho-social</u> – Encouraging good hygiene to help the body. – Promoting healthy eating habits. – Increasing physical activity to keep the body healthy. <u>Sociocultural</u> – Participating in indoor and outdoor	
--	--	--	--

		school activities. – Asking about other people's likes and dislikes. <u>Social Language Samples and idioms/ phrases</u> – An apple a day keeps the doctor away. – Eat your vegetables, take your vitamins <u>Grammar & Sentence Frame</u> <u>Simple present tense sentence:</u> – To be healthy, I need to _____ (exercise, wash my hands, eat healthy food). – I like bananas.	
--	--	---	--

		– I don't eat junk food. <u>Personal pronouns:</u> – I, you <u>Possessive adjectives:</u> – my, your <u>Demonstrative Pronouns</u> – This/These <u>Conjunction "and":</u> – I play soccer <u>and</u> run. – You <u>and</u> I eat healthy food. <u>Information questions:</u> – What healthy food do you eat? – What do you need/ have to do to be healthy? – How often do you <u>exercise</u>? I <u>sometimes</u> exercise. <u>Imperative forms</u>	
--	--	--	--

		– Show me your... – Touch your ... <u>Phonemic Awareness</u> – Letters of the alphabet – Vowel /a/ a...hand a...bad a...fat a...have a...dance Add vocabulary needed from the curriculum	
	Scenario: Home Sweet Home Themes: 1. A Visit from my Cousins 2. A Home Tour 3. What We do around the House 4. Cleaning the House Include all goals and assessment strategies for each of the linguistic competences based on the new English curriculum (see program)	<u>Functions</u> • Identifying extended family members • Recognizing parts of the house • Identifying family activities and chores • Locating household items, parts	

		of the house and family members. <u>Discourse</u> <u>Markers</u> and, but – There is a bed in the bedroom <u>but</u> there is not a table in the kitchen. – My house has three bedrooms <u>and</u> a yard. – This is my sister <u>but</u> this is not my mother. <u>Psycho-social</u> – Helping in the house – Respecting family members – Enjoying time with extended family <u>Socio-cultural</u> – Participating in family	
--	--	---	--

		gatherings and comparing similarities and differences among individuals and communities – Participating in family activities and celebrations <u>Social</u> <u>Language</u> <u>Samples and</u> <u>idioms/</u> <u>phrases</u> – Help yourself! – Please help me out! – Help out in the kitchen! – Elbow room <u>Grammar &</u> <u>Sentence</u> <u>Frame</u> <u>Sentences</u> <u>using There is,</u> <u>this is</u> – This is my _____ (brother,	
--	--	--	--

		sister, father, mother...) – This is the _____ (kitchen, living room...) – There is a <u>bed</u> in the <u>bedroom</u> <u>Simple present sentences:</u> – My house has <u>three bedrooms</u> and a <u>yard</u>. <u>Yes-no questions with is there</u> – Is there a _____ (chair, bed, table) in the _____? (kitchen, bedroom, living room) <u>Yes-No questions in simple present</u> – Does your sister _____ (play, read, study) in the _____? (bedroom, living room, kitchen) Yes, s /he	
--	--	---	--

		does. <u>Personal pronouns:</u> – he, she <u>Possessive adjective:</u> – your <u>Information questions with To Be</u> –Where is <u>the TV</u>? It's in the _____ (living room, bedroom) Information questions in simple present – Where does your father _____? (read, rest, eat)In the _____.(living room, kitchen) <u>Phonemic Awareness</u> – Letters of the alphabet /I/...<u>í</u>nside /I/...<u>í</u>n /I/...<u>k</u>itchen	
--	--	--	--

		/I/...b/ɪg /I/...sit Add the vocabulary from the English curriculum	
	Scenario: Loving and caring animals Themes: 1. Barn or house? 2. Moo, Meow, and Cock-a-Doodle-Do 3. Living with Animals and Pets around me 4. Walk the Dog...and Other Ways to Care for Animals Include all goals and assessment strategies for each of the linguistic competences based on the new English curriculum (see program)	<u>Functions</u> • Identifying farm animals and pets • Identifying where animals' live and their actions • Describing likes and dislikes related to animals and pets. • Describing how to take care of animals. <u>Discourse</u> <u>Markers</u> And, but – Birds have feathers <u>and</u> horses have hair.	

		Cows have fur, <u>but</u> roosters have feathers. <u>Psycho-social</u> – Working collaborativ e with partners and community. – Being sensitive to the needs of others including pets. – Expressing interest in doing research about animal´s needs and habitats. <u>Sociocultural</u> – Identifying the needs of animals – Taking care of animals – Making animals´ lives safe and comfortable <u>Social</u> <u>Language</u> <u>Samples and</u> <u>idioms and</u> <u>phrases</u>	
--	--	---	--

		– Early bird – A dog is man's best friend – Getting your ducks in a row <u>Grammar & Sentence Frame</u> <u>Sentences in simple present</u> – My favorite pet/ farm animal is the ____ (dog, cat, duck, horse). – Dogs/Ducks have ____ (feathers, tail) – Birds/Horses live ____ (on the farm, in a nest, in the barn) <u>Yes-No questions in simple present</u> – Do hens have feathers? Yes. – Do cows have fur? Yes.	
--	--	---	--

		– Is this a lion? <u>Information questions in simple present:</u> – What is this? – What noise do cows make? Cows moo. – What do _____ (animals, pets, dogs) need? Animals need _____ (shelter, water, medicine, grooming) <u>Conjunctions:</u> and, but – Birds have feathers <u>and</u> horses have hair. – Cows have fur, <u>but</u> roosters have feathers. <u>Phonemic Awareness</u> – Letters of the alphabet o...dog	
--	--	---	--

		o...horse o...long o...on Add the vocabulary from the English curriculum	
	Scenario: Fabulous Flora and Fauna Themes: 1. A Nature Walk 2. Animals A to Z 3. Green Kingdom 4. Protecting Mother Nature Include all goals and assessment strategies for each of the linguistic competences based on the new English curriculum (see program)	<u>Functions</u> • Identifying common living things and non-living things • Recognizing different types of animals in the different habitats in which they live. • Asking and giving information about different kinds of plants • Describing in simple form ways to protect Mother Nature.	

		<u>Discourse</u> <u>Markers</u> and, but – The birds are beautiful <u>but</u> not snakes. – The trees have many leaves <u>and</u> flowers. – The frogs live in the water <u>but</u> monkeys in the forest. <u>Psycho-social</u> – Being concerned about protection of the environment – Being sensitive towards living things – Taking care of flora and fauna <u>Sociocultural</u> – Showing interest in the environment. – Participating in environment	
--	--	---	--

		al celebrations: Earth Day – Promoting environment al protection <u>Social language Samples and idioms/phras es</u> – Think green! – Green thumb – Fresh as a daisy <u>Grammar & Sentence Frame</u> <u>Sentences using To Be:</u> – A butterfly is _____ (beautiful, small, green) – <u>Rocks</u> are non-living things. <u>Sentences using simple present tense:</u> – Plants need____(ai r, soil, sun, water)	
--	--	---	--

		<u>Imperatives:</u> – Point to the <u>leaf</u>. – Don't walk on the <u>grass</u>. – Plant a <u>tree</u>. <u>Information questions in simple present:</u> – Where do _____ (birds, squirrels, monkeys) live? _____ (Birds, Squirrels, Monkeys) live in _____ (the garden, nests, parks, the forest) – What do _____ (squirrels, butterflies, birds) eat? _____ (Squirrels, Butterflies, Birds) eat _____ (nuts, nectar from flowers, fruit, insects), plants, seeds)	
--	--	--	--

		– What do plants/forest animals need? Plants need _____ (water, sun, soil, rain, air), Forest animals need _____ (food, water, sun, air) <u>Phonemic Awareness</u> – Letters of the alphabet /ə/ u...sun u...bug u...under u...nut u...sunny u...mud Add the vocabulary from the English curriculum	
	Scenario: A Change of Scenery Themes: 1. Rain, Rain, Go Away 2. Try this on 3. May I Have a Bite?	<u>Functions</u> • Identifying typical weather conditions in Costa Rica	

	4. Please Tell me What's Fun Include all goals and assessment strategies for each of the linguistic competences based on the new English curriculum (see program)	- Identifying kinds of clothing to wear in different weather conditions - Identifying types of food - Asking and giving information about things to do and see in different places. <u>Discourse</u> <u>Markers</u> and, but – I wear sandals <u>but</u> not wear shorts at the beach. – There is foggy weather in the mountains <u>and</u> near the volcano. – The beach is beautiful <u>but</u>	
--	---	---	--

		the weather is hot. <u>Psycho-social</u> – Respecting other people's interests – Relaxing is good for the mind and body – Showing interest in the lifestyles of others. <u>Sociocultural</u> – Showing interest in people's activities and celebrations – Expressing admiration – Sharing experiences and concerns <u>Social</u> <u>Language</u> <u>Samples and</u> <u>idioms/phrases</u>	
--	--	---	--

		– Party is over – Take it easy – Surf's up! <u>Grammar & Sentence Frame</u> <u>Simple present</u> – I wear _____(sandals, shorts) – I eat _____(ice cream, fish, rice) – I like to _____(swim, fly a kite, collect seashells) at the beach. <u>Sentence using subject + "to be" + adjective:</u> – At the beach the weather is _____(cloudy, sunny) <u>Question and answers using "can"</u> – What can you do _____(at the beach,	
--	--	--	--

		in the mountains, in the city)? I can _____(visit the zoo, swim, camp) – What can you eat _____ (at the beach, in the mountains)? <u>Questions in simple present:</u> – What 's the weather like _____ (at the beach, in the – What do you wear _____ (in the city, at the beach)? – What 's your favorite activity _____ (at the beach, in the mountains)? To...	
--	--	---	--

		<u>Phonemic Awareness</u> – Letters of the alphabet /ɛ/ (pen, pencil, red, rest) /æ/ (hand, bad, have) /i/ (in, kitchen, big, sit) /ɔ/ (dog, horse, long, on) /ə/ (sun, bug, nut, mud) Add the vocabulary needed for the themes of the unit. Use the curriculum.	
--	--	--	--

III PERÍODO

(Scenarios and Goals) 2nd grade III Trimester	(Scenarios and Goals) 3rd grade I trimester	Saberes que son base para el año siguiente	Recursos didácticos existentes o elaborados para esta unidad
Unit 5 Scenario: Fabulous Flora and Fauna Oral Comprehension Listening L.1. recognize spoken words similar to the languages with which they are familiar (e.g., plant, air, orchid) L.2. understand simple information about an object (for example, the size and color of a leaf, what plant it belongs to) if the person speaks slowly and clearly, possibly with accompanying gestures. Written Comprehension Reading R.1. recognize some high	Unit 1 Scenario: Our Family "to Do" List Oral Comprehension Listening L.1. understand the most important information in a straightforward talk provided something is already known about the subject and the talk is accompanied by pictures or drawings. L.2. respond to comprehension questions about key vocabulary words that have been modeled, repeated, or labeled. Written Comprehension Reading R.1. understand short text in picture books and illustrated material, using illustrations to recognize text topic.	Functions - Identifying common living things and non-living things - Recognizing different types of animals in the different habitats in which they live. - Asking and giving information about different kinds of plants - Describing in simple form ways to protect Mother Nature. Discourse Markers and, but - The birds are beautiful <u>but</u> not snakes. - The trees have many leaves <u>and</u> flowers.	First grade teacher guide https://recursos.mep.go.cr/sitio_primaria_ingles/  Second grade teacher guide https://recursos.mep.go.cr/sitio_primaria_ingles/segundo.html  https://recursos.mep.go.cr/sitio_primaria_ingles/otros.html

frequency words and straightforward phrases in simple texts, if these words have been previously encountered and they are attached to a picture. (e.g., big tree, red leaf) R.2. sequence pictures to show understanding of text heard or read that is supported by pictures in a heavily patterned book to include a clear beginning, middle, and end. R.PA.3. imitate each sound of letters of the alphabet that form a word, with a concrete item or picture representing the sound, particularly focusing on short vowel /ə/ in a spoken word if attached to a picture. Oral Production	R.2. comprehend short readings analyze and enjoy texts. R.PA.3. decode English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness. Oral Production Spoken Interaction SI.1. interact in a simple way provided others are prepared to repeat, rephrase, and speak slowly. SI. 2. provide one-word answers to basic questions indicating time e.g. day, time of day.) Spoken Production SP.1. talk briefly about the duties each family member has around the house. SP.2. express preferences. Written Production Writing	The frogs live in the water <u>but</u> monkeys in the forest. <u>Psycho-social</u> – Being concerned about protection of the environment – Being sensitive towards living things – Taking care of flora and fauna <u>Sociocultural</u> – Showing interest in the environment. – Participating in environmental celebrations: Earth Day – Promoting environmental protection <u>Social language Samples and idioms/phrases</u> – Think green! – Green thumb – Fresh as a daisy <u>Grammar & Sentence Frame</u> <u>Sentences using To Be:</u>	https://www.mep.go.cr/educatico/flora-and-fauna-costa-rica 
--	--	---	--

Spoken Interaction SI.1. understand and respond in a predictable pattern to simple questions about familiar things if the other person speaks slowly and clearly. Spoken Production SP.1. name some common words or objects in familiar environments. SP.2. use one or two learned expressions of animals and plants. Written Production Writing W.1. organize drawings or pictures within a graphic organizer (sequence or Venn diagram). W.2. dictate words for the teacher to write. Note: Teachers can work this unit alone at	W.1. copy or print/write words being learned in class and connect them to pictures. W.2. fill in gapped text using a word list of familiar words.	– A butterfly is _____ (beautiful, small, green) – <u>Rocks</u> are non-living things. <u>Sentences using simple present tense:</u> – Plants need _____ (air, soil, sun, water) <u>Imperatives:</u> – Point to the <u>leaf</u>. – Don't walk on the <u>grass</u>. – Plant a <u>tree</u>. <u>Information questions in simple present:</u> – Where do _____ (birds, squirrels, monkeys) live? _____ (Birds, Squirrels, Monkeys) live in _____ (the garden, nests, parks, the forest) – What do _____ (squirrels, butterflies, birds) eat?	
---	--	--	--

the beginning of the year		_____ Squirrels, Butterflies, Birds) eat _____ (nuts, nectar from flowers, fruit, insects), plants, seeds) – What do plants/forest animals need? Plants need _____ (water, sun, soil, rain, air), Forest animals need _____ (food, water, sun, air) <u>Phonemic Awareness</u> – Letters of the alphabet /ə/ u...sun u...bug u...under u...nut u...sunny u...mud Add the vocabulary needed for the themes of the unit. Use the curriculum. Our Family to Do List <u>Functions</u>	
---	--	--	--

- Naming household items.
- Expressing likes and dislikes in regard to household chores.
- Making simple requests.
- Asking and answering questions about location of house items.

Discourse

Markers

and, but, because

- My mom cooks and cleans.
- I like to sweep but I don't like to mop.
- I love you to pieces, because you are my Mon.

Psycho-social

- Showing gratitude, appreciation and respect towards own and others' family members.
- Learning how to handle emotions

		and emergencies in the family. – Promoting equality for both genders and cooperation within group activities. <u>Sociocultural</u> – Recognizing nonverbal and body language for an effective communication. – Promoting using social phrases and good manners when asking for something (“Please” “Thank you”). <u>Social Language</u> <u>Samples and idioms/phrases</u> – “To do list” – Run errands – Home sweet home – There’s no place like home. – I love you to pieces. <u>Grammar & Sentence Frame</u> <u>Common nouns</u>	
--	--	---	--

		– This is a <u>mop</u>. – This is a <u>broom</u>. <u>Singular personal subjective pronouns</u> – <u>She</u> cleans. – <u>He</u> makes the bed. – <u>I</u> set the table. <u>Interrogative sentences beginning with "What."; "Where"; "Who"</u> – <u>What</u> is this? – <u>Where</u> is the broom? – <u>Who</u> mops the floor? <u>Simple Present Tense (Regular verbs)</u> – My mom <u>cooks</u> dinner. – I <u>like</u> to sweep the floor. – I <u>don't</u> like to mop. <u>Frequency adverbs:</u> – My mom <u>always</u> cooks dinner. – My dad <u>sometimes</u>	
--	--	--	--

		sweeps the floor. – My brother <u>never</u> mops the floor. <u>Time expressions</u> – My mom cleans the house <u>every day</u>. – <u>Every Saturday</u>, my dad washes the car. <u>Simple sentences with subject/verb/object</u> – I need a <u>broom</u>. – She sets the <u>table</u>. <u>Possessive Pronouns</u> – <u>My</u> mom cleans the house. – His bedroom is tidy. – Her books are on her bed. <u>verb + coordinating conjunction + verb</u> – My mom cooks <u>and</u> cleans. – I like to sweep <u>but</u> I don't like to mop. <u>Prepositions of time</u>	
--	--	---	--

		– <u>On Saturdays</u>, everybody helps around the house. – <u>Modal "can"</u> – <u>Can</u> you pass me a broom? – <u>Can</u> you help me? <u>Phonemic Awareness</u> <u>Vowel and consonant combination</u> – an: <u>can</u>, <u>man</u>, <u>fan</u>, <u>ran</u>, <u>and</u>, <u>hand</u>, – ad: <u>sad</u>, <u>mad</u>, <u>dad</u>, <u>had</u>, – am: <u>ham</u>, <u>jam</u>, <u>Pam</u>, <u>Sam</u>, – ab: <u>cab</u>, <u>lab</u>, <u>nab</u>, <u>tab</u>, Add the vocabulary needed for the themes of the unit. Use the curriculum.	
Unit 6 Scenario: A change of Scenery Oral Comprehension	Unit 2 Scenario: Families Celebrate Together! Oral Comprehension	<u>Functions</u> • Naming family traditions and celebrations. • Describing family traditions	

Listening L.1. understand words, names, and numbers previously learned when heard in a short, simple recording delivered at a slow pace. L.2. understand simple information about an object (for example, the size and color of a jacket, when to wear it, and where it is) if the person speaks slowly and clearly, possibly with accompanying gestures. Written Comprehension Reading R.1. make predictions based on cover, title and illustrations with instructional support. R.2. answer yes/no questions about text heard that is supported by pictures	Listening L.1. understand the most important information in a straightforward talk provided something is already known about the subject and the talk is accompanied by pictures or drawings. L.2. understand most of a short story when it is read slowly and clearly, and is accompanied by pictures or drawings. L.3. understand numbers, times and other pieces of short information, if given slowly and clearly. Written Comprehension Reading R.1. read simple, short texts, word by word and identify the main information, recognizing previously encountered words and parts of words. R.2. comprehend readings and enjoy texts. R.PA.3. decode English graphemes	and celebrations • Telling time and dates. • Asking for and giving basic information about family traditions and celebrations. <u>Discourse</u> <u>Markers</u> and, but, because – My family <u>and</u> I celebrate birthdays together. – My family is together for Christmas <u>but</u> not Independence Day. – My mom always makes a cake for my birthday. <u>Psycho-social</u> – Expressing appreciation and gratitude.	
---	---	--	--

R.PA.3. imitate and identify each sound of letters of the alphabet that form a word, with a concrete item or picture representing the sound. R.PA.4. identify the short vowels /a/, /ɛ/, /i/, /ɔ/, /ə/ in spoken word if attached to a picture. Oral Production Spoken Interaction SI.1. ask what is something using learned expressions of language by pointing to an object. Spoken Production SP.1. name some common objects in familiar environments. Written Production Writing W.1. draw pictures of an	and phonemes using knowledge of word parts, syllabification and phonemic awareness. Oral Production Spoken Interaction SI.1. interact in a simple way provided others are prepared to repeat, rephrase, and speak slowly. SI.2. answer simple questions using individual words, expressions, or short sentences. Spoken Production SP.1. talk briefly about family celebrations and traditions indicating time when describing family celebrations. (e.g., day, month). SP.2. express how he/she is feeling. Written Production Writing W.1. copy or print/write words being learned in class and connect them to pictures.	–Identifying one's and others' feelings. –Demonstrating empathy. –Showing respect for families' traditions and celebrations. <u>Sociocultural</u> –Maintaining eye contact during conversation. –Remaining silent when others are talking. <u>Social Language Samples and idioms/phrases</u> –It's time to celebrate! –Happy Birthday! – Happy New Year! –Family that plays together stays together. –Family ... where life begins & love never ends. –There is no place like home. <u>Grammar & Sentence Frame</u> <u>Personal pronouns</u>	
---	--	--	--

event or character from a picture story or one main idea. W.2. print/write simple high-frequency words.	W.2. fill in gapped texts using a word list of familiar words.	– I go to the park with my family. – We have dinner together. <u>Simple present</u>	
Note: Unit 6 A <u>Change of Scenery</u>, of 2°grade can be articulate with Unit 5 <u>Fun Places and Spaces</u> of 3° grade.		– My family and I make different things together at Christmas. – We <u>sing</u> <u>Karaoke</u>. – We <u>play</u> soccer. <u>Simple present tense (irregular verbs)</u> – My family <u>goes</u> to church. – My family <u>has</u> lunch together. – We <u>have</u> lunch on Sunday. <u>Singular possessive pronoun</u> – <u>My</u> family celebrates birthdays. – <u>Your</u> family plays together. <u>Interrogative sentences beginning with "What."; "Where"</u>	

		– <u>What</u> does your family do on Christmas? – <u>Where</u> do you go with your family on Sundays? – <u>What</u> time do you have lunch every day? <u>Yes/no questions</u> – <u>Do you go to church in holy week?</u> – – <u>Is</u> your birthday <u>in</u> July? <u>Time expressions</u> – <u>Every Christmas,</u> we eat tamales and share gifts. – <u>Every Sunday,</u> <u>we eat</u> "Olla de Carne" for lunch. – <u>For my birthday,</u> my family makes a cake. <u>Frequency adverbs</u> – We <u>always</u> have breakfast together. – We <u>sometimes</u> go fishing.	
--	--	---	--

		<u>Prepositions of time</u> – My mom's birthday is <u>on</u> July 12th. – The party is usually <u>at</u> 4:00 p.m. – We eat lunch and play soccer together <u>on</u> <u>Sundays</u>. <u>Phonemic Awareness</u> <u>Vowel and consonant combination</u> ap: cap, gap, map, tap, nap ag: bag, nag, tag, wag, rag op: hop, mop, pop, stop, top og: bog, cog, dog, fog, hog, jog, log, Add the vocaburay required to develop the unit from the curriculum	
	Scenario: May I Help You?	<u>Functions</u>	

	Themes: 1. Is He the Cashier or the Clerk? 2. Going to a Store! 3. Where do I Get some Fresh Vegetables? 4. How Much does it Cost? Include all goals and assessment strategies for each of the linguistic competences based on the new English curriculum (see program)	– Identifying community helpers. – Naming goods and services in the community. – Asking and responding to questions about goods and services in the community. – Recognizing and using numbers and prices. <u>Discourse</u> <u>Markers</u> and, but, because – This store sells shoes <u>and</u> clothes. – The cake is delicious <u>but</u> the food not. – The chef is cooking <u>because</u> there is a party. <u>Psycho-social</u> – Expressing appreciation and gratitude	
--	--	--	--

		towards community helpers – Showing respect to people and to what they do. <u>Sociocultural</u> – Responding to peer/adult initiated greetings and farewells. – Interacting using social phrases, manners and personal space. ("Please" "Thank you" and "Excuse me".) – Using social cues (body language, tone of voice, facial expression) to understand communication. <u>Social Language</u> <u>Samples and</u> <u>Idioms/ phrases</u> – Can I help you? – The store is open 24/7.	
--	--	---	--

		– I'm just looking, thank you. – <u>A penny saved is a penny earned</u> <u>Grammar & Sentence Frame</u> <u>Singular common nouns</u> – This is a <u>bakery</u>. – He is a _____ (baker/ butcher). – I can buy shoes at the <u>shoe store</u>. <u>Simple present tense regular verbs</u> – The mechanic <u>repairs</u> cars. – The butcher <u>sells</u> meat. – The chef <u>cooks</u> food. <u>Noun as modifier</u> – This is a <u>shoe store</u>. – This is a <u>clothing store</u>. – This is a <u>food market</u>. <u>Interrogative sentences</u>	
--	--	--	--

		<u>beginning with</u> <u>"What."; "who";</u> <u>"Where"</u> – <u>Where</u> can I get _____ (toothpaste/pet food)? – <u>Who</u> sells bread? – <u>What</u> does the butcher sell? <u>Simple sentences with</u> <u>subject/verb/object</u> – I need a pair of shoes. – She needs a dress. – They buy books <u>Modal: can</u> – <u>Can</u> I help you? – <u>Can</u> I have a pair of shoes, please – <u>Can</u> I get a coffee? <u>Uncountable nouns</u> – <u>How much</u> is it? – <u>How much</u> rice do you want? – <u>How much</u> money do you have? <u>Subject- verb- object</u>	
--	--	--	--

		– The store has 10 pairs of shoes. – The store has 30 blouses. <u>Phonemic Awareness</u> – ob: <u>job</u>, <u>rob</u>, <u>mob</u> – ip: <u>dip</u>, <u>hip</u>, <u>rip</u>, <u>tip</u> – ig: <u>big</u>, <u>pig</u>, <u>fig</u>, <u>dig</u> – in: <u>pin</u>, <u>bin</u>, <u>tin</u>, <u>win</u>, <u>fin</u> Common prefixes, suffixes and roots including the endings -tion, -sion. Minimal pair sounds: ɜ: / ʊ: – work / walk – bird / bored – fur / for – shirt / short – sir / saw <u>Add the vocabulary using the English curriculum</u>	
	Scenario: Getting around town! Themes:	<u>Functions</u>	

	1. A Day in my Community 2. Help! I Need a Pair of Shoes 3. Walk this Way 4. Step-by-Step Directions Include all goals and assessment strategies for each of the linguistic competences based on the new English curriculum (see program)	– Locating buildings and places in the community. – Asking for help to find places in the community – Following information to get to a place. – Giving step-by-step directions. <u>Discourse</u> <u>Markers</u> – The bank <u>and</u> the police station are near. – The hospital is far from the city <u>but</u> the doctor is there. – Please stop <u>because</u> the hospital has an emergency. <u>Psycho-social</u> – Requesting for help politely.	
--	--	---	--

		– Helping people when they are lost. <u>Sociocultural</u> – Interacting using eye contact, social phrases and manners (“Please” “Thank you” and “Excuse me”.) – Taking into consideration a person’s nonverbal language when they are communicating. <u>Social Language</u> <u>Samples and idioms/phrases</u> – Excuse me, sir/madam! – I’m lost! – Traffic jam – Walk this way – Don’t text and drive – Everybody buckle up, please <u>Grammar & Sentence Frame</u> <u>Imperative verbs</u>	
--	--	---	--

		– Walk this way! – Stop! Go! – Turn right/ Left. <u>Prepositions of location</u> – The bank is <u>near</u> the grocery store. – The hospital is <u>behind</u> the police station. – The school is <u>next to</u> the fire station. <u>Interrogative sentences beginning with "What"; Where"</u> – <u>Where</u> is the hospital/ post office, please? – <u>Where</u> can I find a bank? – Where is he/she going? – <u>What</u> is this? <u>Yes/no questions with "be"</u> – <u>Is</u> this the fire station? – <u>Are</u> you going to the restaurant? <u>Pronouns (he, she, I, we)</u>	
--	--	--	--

		– <u>He/she</u> is going to the hospital. – <u>I</u> am going to the post office. <u>Simple sentences with subject/verb/object</u> – I have a headache. I need a (an) aspirin. – I want a (an) doughnut. <u>Present progressive</u> – Excuse me sir. I <u>am looking for</u> a restaurant. – I <u>am going to</u> the bank. – She <u>is going to</u> the bookstore. <u>Adjectives (colors)</u> <u>-nouns</u> – The <u>red light</u> means, "stop." – The <u>yellow light</u> means, "be careful." – The <u>green light</u> means "go" <u>Adverbs</u> – <u>First</u>, turn right.	
--	--	--	--

		– <u>Then</u>, walk straight ahead. – <u>Next</u>, turn left. <u>Modals can/could</u> – <u>Can/could</u> you help me? – How <u>can</u> I get to the hospital? – <u>Could</u> you tell me the way to fire station? <u>“Where” adverbs</u> <u>(here, there)</u> – How can I get <u>there</u>? – The hospital is right <u>here</u>. <u>Phonemic Awareness</u> – it: <u>bit</u>, <u>fit</u>, <u>hit</u>, <u>kit</u>, <u>sit</u> – ill: <u>pill</u>, <u>mill</u>, <u>will</u>, <u>fill</u> – ug: <u>bug</u>, <u>mug</u>, <u>hug</u>, <u>rug</u> – ub: <u>cub</u>, <u>rub</u>, <u>tub</u> – up: <u>cup</u>, <u>up</u>, <u>pup</u> Minimal _____ pair sounds: <u>/j/</u> / <u>dʒ/</u> – your / jaw	
--	--	---	--

		– yet / jet – yolk / joke – year / jeer – yob / job Blends (including but not limited to: bl, dr, st) Add the vocabulary needed from the curriculum	
	Scenario: Fun Places and Spaces Themes: 1. Let's Go Outside 2. Indoor Fun on a Rainy Day 3. Come on! Make-up your Mind 4. Are you Ready to Have Fun? Include all goals and assessment strategies for each of the linguistic competences based on the new English curriculum (see program)	<u>Functions</u> – Recognizing playtime outdoor activities. – Recognizing playtime indoor activities. – Telling preferences about outdoor or indoor activities Giving and following instructions for playing games <u>Discourse</u> <u>Markers</u> and, but, because – My favorite outdoor	

		activities are camping and swimming. – I like to play tennis <u>but</u> I do not like hiking. – I don't like hiking <u>because</u> walking is difficult for me. <u>Psycho-social</u> – Demonstrating affection and empathy toward peers – Allowing others to express themselves – Showing cooperation within group activities <u>Sociocultural</u> – Taking turns appropriately during simple games – Remaining quiet when others are talking. – Obeying game rules	
--	--	---	--

		<u>Social Language</u> <u>Samples and</u> <u>idioms/phrases</u> – Ready. Set. Go! – I’m out! – Breaking the rules! <u>Grammar &</u> <u>Sentence Frame</u> <u>Adverbs of frequency</u> – I <u>always</u> play basketball on the weekends. – I <u>sometimes</u> play soccer after school. – I <u>never</u> go camping. <u>-ing nouns and noun phrases</u> – I enjoy <u>playing basketball</u> – I love <u>playing soccer</u>. – My favorite outdoor activity is playing <u>volleyball</u>. <u>like + noun / ing form</u> – I <u>like tennis</u> – I <u>like playing tennis</u> <u>love + noun / -ing form</u> – He <u>loves football</u>	
--	--	---	--

		– He <u>loves</u> <u>watching</u> <u>football</u> <u>enjoy + noun / -ing</u> <u>form</u> – I <u>enjoy sports</u> – I <u>enjoy playing</u> <u>sports</u> <u>-ing Adjectives</u> – I like swimming because it's <u>relaxing.</u> – Swimming is <u>exciting.</u> – Surfing the net is <u>interesting.</u> <u>subject + "to be" +</u> <u>adjective (S-V-C)</u> – <u>The park is a fun</u> <u>place to play</u> <u>games.</u> – <u>The playground</u> <u>is a nice place to</u> <u>play with my</u> <u>friends.</u> <u>Nouns</u> – I play soccer on a <u>field.</u> – He plays tennis on a <u>table.</u> – She likes swimming in the <u>river.</u> <u>Coordinating</u> <u>conjunction</u>	
--	--	---	--

		– I hate running, <u>but</u> I really like playing baseball. – I like dancing, <u>but</u> I love listening to music. <u>Interrogative sentences beginning with "What."; "Where"; "Who"</u> – <u>What</u> do you like doing in your free time? – <u>Where</u> is the gym? – <u>Who</u> is playing tennis? <u>Yes/no questions</u> – Is she running? – Is he playing cards? – Do you like playing chess? <u>Prepositions of location</u> – She plays basketball <u>on</u> a court. – She likes swimming <u>in</u> the river. – I like exercising <u>at</u> the gym. <u>Modals can</u> – How <u>can</u> I get to the gym?	
--	--	---	--

		– Who <u>can</u> go to the corner? <u>Imperatives</u> – Walk – Turn left/ right. – Go <u> </u> straight/ to the corner <u>Adverbs</u> – <u>First</u>, shuffle the cards. – <u>Then</u>, deal the cards – <u>Next</u>, throw the dice <u>Phonemic Awareness</u> <u>Ng</u>: playing, watching, running, jumping – un: bun, fun, nun, sun – ut: but, cut, hut, nut – et: <u>get</u>, <u>jet</u>, <u>let</u>, <u>met</u>, <u>net</u>, <u>pet</u>, <u>set</u>, <u>vet</u>, <u>wet</u> – eg: leg, beg, peg, Meg, egg Add the vocabulary needed from the curriculum	
	Scenario: Welcome to Costa Rica	<u>Functions</u>	

	Themes: 1. Costa Rica: a Diverse Country 2. Where can I Go? 3. How will I Get There? 4. Exploring Costa Rica: no Better Place to Be Include all goals and assessment strategies for each of the linguistic competences based on the new English curriculum (see program)	• Talking about the diversity of Costa Rica. • Asking and responding about attractions in Costa Rica • Getting to know the possible ways to get to tourist destinations • Asking to find out what things they enjoy more in Costa Rica <u>Discourse</u> <u>Markers</u> And, but, because – Beaches in Costa Rica always have hotels <u>and</u> restaurants. – There is an excellent view of the volcano <u>but</u> there is not a restaurant. – The river is not for swimming because it is	
--	---	---	--

		dirty. <u>Psycho-social</u> – Showing respect to foreigners or people from a different cultural background. <u>Sociocultural</u> – Welcoming people to Costa Rica in a friendly way. – Meeting new people is a pleasure for the Ticos <u>Social Language</u> <u>Samples and idioms/phrases</u> – Showing off my country – No better place to be – We have lots of option for travel in Costa Rica – Hit the road – Travel light. Bright and early	
--	--	--	--

		<u>Grammar & Sentence Frame</u> <u>Simple present (irregular verbs)</u> – Costa Rica <u>has</u> <u>beautiful volcanoes, beaches, and mountains.</u> – Borucas make beautiful masks and paintings. – Beaches always <u>have</u> restaurants and kayaking. <u>Present progressive</u> – We <u>are going</u> there by car. – She <u>is going</u> there by bus. – I <u>am swimming.</u> <u>There is/there are</u> – In San José, <u>there are</u> a lot of museums. – <u>There are</u> <u>relaxing</u> beaches in Limón. – <u>There is a</u> cabecar community in Buenos Aires de Puntarenas.	
--	--	--	--

		<u>Modal can for offering advice</u> – In San José, you can find <u>museums, zoos, and theaters.</u> – In Costa Rica, you can practice <u>surfing, hiking, and kayaking.</u> <u>Adjectives for describing places</u> – Monteverde is a <u>fascinating</u> place to visit. – Arenal Volcano is famous. – Manuel Antonio beach is very <u>exciting and crowded</u> for tourists. <u>Wh- questions</u> – <u>What</u> can I do there/ for you/? – <u>Where</u> would you like to go? – <u>How</u> do you get there? <u>Prepositions</u> – I go <u>by</u> plane – I go <u>on</u> foot. <u>Phonemic Awareness</u>	
--	--	---	--

		– en: <u>ten</u>, <u>pen</u>, <u>men</u>, <u>den</u>, – ed: <u>bed</u>, <u>red</u>, <u>wed</u>, <u>led</u>, – ell: <u>tell</u>, <u>bell</u>, <u>sell</u>, <u>well</u>, – all: <u>call</u>, <u>tall</u>, <u>wall</u>, <u>fall</u>, – Practicing minimal pair sounds: æ / ʌ – cat / cut – ankle / uncle – ran / run – drank / drunk – match / much – Practicing vowel consonant combinations to form several words: /m/, /s/, /a/, /t/, /n/, /p/ Add the vocabulary from the English curriculum	
--	--	---	--

IV PERÍODO

Old Programs (Units and Linguistic Objectives) 3rd grade III Term 2018	Old Programs (Units and Linguistic Objectives) 4th grade I term 2019	Recursos didácticos existentes o elaborados para esta unidad	Functions and language
MY SCHOOL COMMUNITY LISTENING • Getting the gist of short statements. • Showing comprehension in oral tasks. • Identifying basic language in clear defined situations. • Responding to audio, visual, and body stimuli. SPEAKING • Substituting words for equivalent meaningful items. • Expressing preferences about different activities. • Participating in conversations, dialogues, and others.	SOCIALIZING LISTENING • Brainstorming different items. • Understanding information in the class. • Identifying basic traits in oral form. SPEAKING • Applying different forms of expressions to communicate with others. • Participating in conversations and dialogues. • Persuading others to do something. READING • Identifying the main point of important information in the text. • Recognizing the script of a language. WRITING • Manipulating the script of a language. • Transferring visual or oral information into written forms.	https://pcteflcostarica.wordpress.com/resources/ https://www.mep.go.cr/educatico/my-community	FUNCTIONS • Exchanging formal and informal greetings, introductions and leave-takings. • Expressing ways of meeting people. • Extending and accepting invitations. • Interacting appropriately in the classroom setting. • Expressing the importance of different topics. LANGUAGE Greetings: formal/informal Introductions Leave-takings. Extending and accepting invitations. (Would you like... / I would like....) EXPRESSIONS: Can you lend me...? Would you help me on...?

			English in my community.
MY COMMUNITY LISTENING • Getting the gist of short statements. • Showing comprehension in oral tasks. • Identifying basic language in clear defined situations. • Responding to audio, visual, and body stimuli. SPEAKING • Substituting words for equivalent meaningful items. • Expressing preferences about different activities. • Participating in conversations, dialogues, and others.	KEEPING HEALTHY LISTENING • Understanding explicit information. • Identifying global meaning from oral messages. SPEAKING • Applying familiar language to improve pronunciation. • Asking and giving information using familiar and concrete language. READING • Identifying the main point of important information in the text. • Recognizing the script of a language. WRITING • Manipulating the script of a language. • Transferring information visual or oral into written forms.		FUNCTIONS • Showing understanding of explicit information • Asking for and giving information • Identifying main points • Filling in charts. • Discussing on health problems. LANGUAGE: Diseases such as: Flu, dengue, hepatitis, cholera among others. Symptoms: Headache, backache, pain in the legs among others. EXPRESSIONS You'd better take a... My body hurts. I'm not feeling so well. Internal body organs such as: heart, liver, and stomach among others.

MY ENVIRONMENTAL EDUCATION LISTENING • Understanding familiar language spoken at near normal speed. • Grasping the gist of short statements. • Identifying basic information on different topics. • Reacting to directions, commands and requests. SPEAKING • Substituting words for equivalent meaningful items. • Expressing preferences about different activities. • Describing animals and objects. • Analyzing the consequences of actions.	FAMILY TIES LISTENING • Connecting actively new information to information previously learned. • Listening and imitating sounds. SPEAKING • Describing different items. • Responding with single words or short phrases to what is seen or heard. READING • Indicating the main point or important information in the text. • Skimming the gist of a text. WRITING • riting short compositions.	https://www.mep.go.cr/educatico/cyber-labs-kids	FUNCTIONS • Identifying and describing nuclear and extended family. • Identifying and describing rights and duties in the family. • Identifying and describing parts of the house. LANGUAGE • Extended family (cousin, mother in law, godmother). • I like to wash dishes but I don't like to clean the house. • I love to watch T.V. and listen to music. • Parts of the house (bedroom, living room, kitchen). • I love the living room. • Furniture (bed, rug, closet, chair, sofa). • My bed is big.
	MY SOCIAL LIFE Expressing ideas about • Different kinds of food and beverages in my community • Table manners and tableware		FUNCTIONS • Showing understanding of explicit information. • Imitating sounds.

	• Leisure time activities • Ways to express preferences about different kinds of food, beverages and leisure time activities • Costa Rican folk tales, legends, and songs		• Presenting information in oral form. • Finding out information. • Filling in charts. LANGUAGE • Food. (Types of food, recipes). • Beverages. (Milk, juice, coffee, tea, soft drinks). • Tableware. (Spoon, knife, fork, plate, napkin, cup). • Leisure time activities (play football, basketball, read, watch T.V., swim). EXPRESSIONS: • (It sounds good. / Can you give me the.../ I like.../ I prefer... I would like to go to the.../
	HOLIDAYS AND CELEBRATIONS IN MY REGION Using the language to refer to • Holidays and celebrations in my region • Food and beverages for holidays and celebrations • Music and dances		FUNCTIONS • Asking for and giving information about different topics. • Interacting appropriately in the classroom setting. • Identifying main points.

			- Describing and explaining a topic. LANGUAGE - Holidays in my community - Typical food in my community. - Typical beverages - Regional recipes. - Regional music and dances. EXPRESSIONS - We celebrate Virgen del Mar, Día de San Rafael, etc - I like chorreadas, pozol, rice and beans, etc - Let's prepare tamal mudo, pan de elote, etc.
	COSTA RICAN IDENTITY Communicating about - General information about Costa Rica - Costa Rica's democratic manifestations - My province - The most visited places in my province		FUNCTIONS - Asking for and giving information about Costa Rica. - Expressing opinions about different topics. LANGUAGE Information about Costa Rica Places: park, museum, hotel, mall, bookstore, library, etc. EXPRESSIONS

			• My country is ... • There are ... in my ... • My province is ... • People like to visit...
--	--	--	---

V PERÍODO

Old Programs (Units and Linguistic Objectives) 4th grade III Term 2018	Old Programs (Units and Linguistic Objectives) 5th grade I term 2019	Recursos didácticos existentes o elaborados para esta unidad	Functions and language
HOLIDAYS AND CELEBRATIONS IN MY REGION LISTENING - Brainstorming different items. - Identifying global meaning from oral messages. SPEAKING - Participating in conversations and dialogues. - Applying familiar language to improve pronunciation. READING - Indicating the main point or important information in the text. - Skimming to obtain the gist of the text. WRITING - Manipulating the script of a language. - Writing short compositions.	SOCIALIZING LISTENING - Understanding explicit information. - Identifying the main points of an oral stimulus. SPEAKING - Asking for and giving information about different topics. - Maintaining a conversation stating acceptance and denial. READING - Extracting the main idea from supporting details. - Guessing details and general meanings from short passages. WRITING - Substituting words for meaningful items in written form. - Writing short dialogues and conversations.	https://pcteflcostarica.wordpress.com/resources/	FUNCTIONS - Greeting, introducing and saying good bye. - Extending invitations. - Accepting and rejecting invitations. - Asking for and giving information. - Recognizing the importance of English. LANGUAGE - Formal and informal greetings (review) - Extending, accepting and refusing invitations EXPRESSIONS - Would you like to come to my party? - Yes, I would like to... I'd like to - I'm sorry, I need to study tonight. - What do you do on weekends? - Would you like to exchange mail with me? - My interests are ... - Why is English so important in the world today? - Because...

			• Would you mind passing me the glue? • Please, lend me your notebook?
COSTA RICAN IDENTITY LISTENING • Understanding information in the class. • Identifying the main point or important information from an oral context. SPEAKING • Responding with single words or short phrases to what is seen or heard. • Exchanging information about different topics. READING • Drawing information from short written passages. • Skimming to obtain the gist of the text. WRITING • Transferring into drawings, tables, graphs, and others oral information. • Expressing ideas feelings and concerns in a written form.	TAKING CARE OF MY BODY LISTENING • Following directions. • Understanding technical vocabulary. • Understanding information presented in visual form. SPEAKING • Describing items, situations and events. • Expressing opinions, feelings and ideas. READING • Representing information read in visual form. • Guessing details and general meanings from short passages WRITING • Selecting appropriate words to complete a short conversation or text. • Composing and adapting written material.	https://www.mep.go.cr/educatico/clothes	FUNCTIONS • Describing situations and places. • Discussing diseases and health problems. • Following directions. LANGUAGE • Internal organs: brain, heart, liver, stomach, lungs, kidneys, spinal cord, intestines, etc. • Common Diseases: Flu, Dengue, mumps, chickenpox, measles, cold, cholera, cancer, AIDS, etc. • Symptoms: diarrhea, headache, backache, rash, cough, sore throat runny nose, chest pain, cramps, vomit, etc. • Treatment: prescription, medicine, pills, injection/shot, rest in bed, exercise, blood test, X-rays, diet, etc. EXPRESSIONS: • Ouch! That hurts! • What happened? What's the problem?

			• What's wrong with you? • How do you feel today? I am sick. • I have an upset stomach. I have an allergy, the mumps, the measles, fever, a cold. • Would you like some ointment, an aspirin, some alcohol, a piece of cotton, some gauze, a pill, a bandage aid, etc. • Get well, soon. • You should take some medicine.
ENVIRONMENTAL EDUCATION LISTENING • Brainstorming on different items. • Identifying global meaning from oral messages. SPEAKING • Describing situations and events. • Contrasting information. • Expressing likes and dislikes. READING • Identifying the main point of important information in the text.	MY FAMILY RELATIONSHIPS LISTENING • Guessing the general meaning of short conversations and passages. • Identifying the main points of short conversations or passages. SPEAKING • Expressing likes, dislikes and needs. • Sharing and requesting information. • Describing objects and places. READING	https://www.mep.go.cr/educatico/house	FUNCTIONS • Asking for a giving information on family issues. • Talking about family ties, roles and activities. • Identifying and describing parts of the house. • Expressing likes and dislikes. LANGUAGE • Extended family (aunt, uncle, niece, cousin, father in law, godfather, daughter-in law). Family types (single parent family, adopted child).

- Recognizing the script of a language. WRITING - Producing short pieces of writing. - Selecting appropriate words to complete a short conversation or a text.	- Understanding simple vocabulary and expressions presented in familiar contexts - Identifying the main ideas of a text. WRITING - Writing letters, messages, post cards and simple stories. - Substituting words for meaningful items in written form.		- Appliances: oven, microwave oven, refrigerator, stove, TV. - Furniture: couch, dining room table, china cabinet, wall unit, bed, closet, cabinet. - Responsibilities. EXPRESSIONS - Who washes the dishes, makes dinner, does the laundry? - Who takes care of (looks after) the children? - Don't be shy, aggressive, noisy - Furniture: - Where is the chair? It is in your bedroom. - Where is the couch? It is in the living room. - What's your favorite place in the house? - I like my bedroom very much. - My bedroom is small, it has
	COSTA RICAN CUSTOMS AND TRADITIONS Exchanging information about - Typical dishes and beverages in Costa Rica - Different forms for entertainment - Identification and description of places for entertainment		FUNCTIONS - Identifying Costa Rican typical food. - Describing food and traditions. - Describing places. LANGUAGE - Typical food and beverages: gallo pinto, picadillos, tortillas, tamales etc. - Recipes.

	Costa Rican folk tales, legends and songs		- Shopping places of the community: supermarket, department store, mall, shoe store. - Table manners when dining out: Menu, appetizers, salads, main course, side dishes, desserts EXPRESSIONS - May I take your order please? - Yes, please. For main course I'd like the ... - I like to go shopping. - I like to play basketball - My favorite hobby is... - La Llorona is a popular folk tale. - Cut up, peel, chop, stir, pour, boil the ...
	HOLIDAYS AND CELEBRATIONS IN MY COUNTRY Exchanging information about - Holidays and celebrations in Costa Rica - Food and beverages for holidays and celebrations - Music and dances		FUNCTIONS - Expressing likes and dislikes. - Comparing and contrasting events. - Describing Costa Rican holidays and celebrations. - Commenting on holidays and celebrations. - Explaining what celebrations represent and mean. - Describing items, events and experiences. LANGUAGE

			• Celebrations in Costa Rica, types of food, music, clothing, songs. EXPRESSIONS Who was ...? (Juan • Santamaria, Christopher Columbus, etc.) • When is it celebrated? • How is it celebrated? • How do you celebrate ...? • What is your favorite holiday? Why? • Do you prepare special dishes? • Do you wear a special type of outfit? • Happy birthday • Happy Valentine's Day • Merry Christmas/ I wish you a Merry Christmas • Happy New Year.
	COSTA RICAN BEAUTIES Communicating about • Costa Rica natural beauty its resources and weather conditions • The seven provinces of Costa Rica • The most visited places in my country • Cultural diversity • Human rights in my country		FUNCTIONS • Describing Costa Rican natural resources. • Describing places and events. • Describing weather conditions. • Asking for and giving information on Costa Rica's tourist sites. • Expressing opinions and ideas on different topics. LANGUAGE • Costa Rican natural beauties. • Provinces: Include most important traits in

			terms or people, products, economical activities, natural beauties, etc.) • Beaches: white sand, quiet, clean, etc. • Climate: spring like, hot, cool, rainy, dry, etc. Trees: Guanacaste, Chicle, • etc. • Fauna: Bat, reptile, bug, tepezquintle, white tail deer • National Parks. EXPRESSIONS: • How do you get to? • What's your favorite national park? • What kind of national parks are there in your province? • Have you ever seen a quetzal, a jaguar, etc.? • Why do you like ... National Park? • How would you protect ... National Park? • What's your favorite place to visit in your community? • What are some human rights? Right to education, health services, have a family. • Why are human rights important? How can human rights be promoted? Being tolerant Respecting private life.
	ENVIRONMENTAL EDUCATION		FUNCTIONS • Talking about environmental

	Communicating about • Use and misuse of natural resources in my country • Influence of technology on the environment • Natural disasters • Ways of preventing natural disasters		problems and their effects. • Discussing issues on the prevention of natural disasters. • Asking for and giving information about the importance of taking care of the environment. LANGUAGE • Environmental language: Factories, industries, chemicals, oil, pollution, fertilizer, etc. EXPRESSIONS • Let's plant a tree. • Don't burn trash. • Let's save energy, electricity, water, etc. • Let's fight deforestation. • Don't destroy trees. • What kind of pollution do you know of in your community. • Can we prevent/control ? • Don't pollute, poison the rivers, etc.
--	---	--	---

VI PERÍODO

Old Programs (Units and Linguistic Objectives) 5th grade III Term 2018	Old Programs (Units and Linguistic Objectives) 6th grade I term 2019	Recursos didácticos existentes o elaborados para esta unidad	Functions and Language
HOLIDAYS AND CELEBRATIONS IN MY COUNTRY LISTENING - Understanding explicit information. - Identifying main points from oral stimulus. SPEAKING - Describing situations and events. - Comparing and contrasting information. - Expressing likes and dislikes. READING - Extracting relevant information on different topics - Understanding simple vocabulary and expressions presented in familiar contexts. WRITING - Writing letters, messages, post cards and simple stories. - Comparing information in written form.	SOCIALIZING LISTENING - Understanding explicit and implicit information. - Identifying the main point or important information from an oral stimuli. SPEAKING - Responding with single words or short phrases to what is seen or heard. - Carrying on a conversation. - Knowing when and how to interrupt a conversation. READING - Applying basic reading skills such as skimming, scanning, anticipating, and reviewing a text. - Taking notes to record important information. WRITING - Producing short pieces of writing.	https://pcteflcostarica.wordpress.com/resources/ https://www.mep.go.cr/educatico/colours-and-shapes https://www.mep.go.cr/educatico/food-and-drinks https://www.mep.go.cr/educatico/numbers-1-20	- Asking for and denying permissions. - Using a telephone. - Asking and giving information. - Receiving and leaving messages. - Interacting with others. LANGUAGE - Telephone conversations. - Personal Information. EXPRESSIONS - Can I go to... - May I go to... - Yes, you may. - May I speak to...? - Hold on. - One minute please. - This is... - The number is... - Is...at home? - Yes, but he/she is busy.

Contrasting information in written form.	Transferring oral/aural and visual information into written form.		- Would you like to leave a message? - Yes, tell him/her to call me back. - No, thank you. I'll call back again - I'm from... - I like to... - I go to school... - My hobbies are... - My favorite...
COSTA RICAN BEAUTIES LISTENING - Transferring information heard in written or oral form. - Guessing the general meaning of short conversations and passages. - Identifying the main points of short conversations or passages. SPEAKING - Describing places and people. - Expressing ideas and opinion using clear pronunciation. - Sharing and requesting information. READING	MY PHYSICAL CHANGES LISTENING - Understanding information in the class. - Understanding familiar language and simple sentences spoken at near normal speed. SPEAKING - Planning and organizing information in expository language such as presentations, oral and written reports. - Participating in pair and group discussions. - Formulating and asking questions about different topics.	https://www.mep.go.cr/educatico/preposiciones-place	FUNCTIONS - Describing diseases and epidemics in the world. - Comparing physical and emotional differences between boys and girls during teen years. - Discussing health and diseases. - Expressing ideas, opinions, likes and dislikes. LANGUAGE - Do you know what AIDS is? - AIDS is ...

- Representing information read in visual form. - Scanning information from texts. - Getting the gist of short texts and conversation. WRITING - Producing short pieces of writing. - Selecting appropriate words to complete a short conversation or text.	READING - Extracting the main ideas and important details from written texts like songs, poems, riddles, stories, folk tales, etc. - Drawing meanings from oral and written sources. WRITING - Producing short pieces of writing such as sentences, paragraphs, stories, etc. - Writing short compositions.		- Some of the symptoms are ... - Girls develop faster than boys. Boys are... than girls - I think that eating junk food is dangerous for having good health, - I like to do exercise. - I dislike to...
ENVIRONMENTAL EDUCATION LISTENING - Guessing details and general meanings from short passages. - Following oral and written directions. SPEAKING - Sharing information. - Making suggestions. - Discussing alternatives and consequences. READING - Identifying details in familiar material. - Skimming information	TYPES OF FAMILIES IN THE WORLD LISTENING - Identifying the main point or important information in the text. - Understanding familiar language. SPEAKING - Imitating correctly the pronunciation of words. - Talking about concrete situations, events, and facts using familiar language. READING	https://www.mep.go.cr/educatico/feelings	- Describing and comparing objects. - Expressing ideas, opinions, likes and dislikes. - Expressing the importance of different topics. - Asking for and giving information about different topics. LANGUAGE - Computers. - Types of families. - High tech.

	• Drawing meanings from oral and written sources. • Extracting the main ideas and important details from written texts like songs, poems, riddles, stories, etc. WRITING • Summarizing short texts, events, and personal experiences in a written form. • Writing letters, messages, postcards, and simple stories.		EXPRESSIONS • They are used to... • Computer includes a monitor, a mouse and a large keyboard. • is cheaper than... • Do you have a ... in your home? • Which is your favorite modern invention? Why?
	COSTA RICA AND THE ENGLISH SPEAKING COUNTRIES: CUSTOMS AND TRADITIONS Comparing and contrasting • Typical dishes from Costa Rica and English speaking countries • Formal and informal invitations to go out • Different forms of entertainment in Costa Rica and English speaking countries • English speaking countries folk tales, legends, and songs		FUNCTIONS • Giving opinions about different topics. • Expressing opinions, ideas, likes and dislikes. • Asking for and giving information. • Talking about eating habits. LANGUAGE • Food. • Forms of entertainment. • Formal and informal invitations. EXPRESSIONS

			• My favorite typical dish is... • What about you? • I like...but I dislike... • What are the ingredients for pumpkin pie...? • Wash your hands before eating. • Don't talk while eating. • Costa Rican and British people like to watch football games on T.V. • I like to ... • Would you like to come? • I love to...
	HOLIDAYS AND CELEBRATIONS IN ENGLISH SPEAKING COUNTRIES Expressing personal opinions about • Holidays and celebrations • Food and beverages • Music and dances, and folk tales • Comparison of holidays and celebrations within Costa Rica and English speaking countries		FUNCTIONS • Commenting on the holidays and celebrations held in Costa Rica. • Expressing likes and dislikes. • Describing recipes. • Describing music and dances, and folk tales. LANGUAGE Holidays and celebrations.

			Food and beverages. Songs, folk tales. EXPRESSIONS • People in Costa Rica celebrate Christmas with... • People in other English speaking countries celebrate New Year's... • On Independence I like to... • Turkey is prepared in the United States with... • Tamales are prepared in Costa Rica with... • Some typical dances in Costa Rica are... • La Segua is a popular folk tale in Costa Rica.
	COSTA RICA A GREEN PARADISE FOR THE REST OF THE WORLD Expressing opinions about • English speaking countries • Identification and description of outstanding		FUNCTIONS • Describing the flora and fauna of Costa Rica. • Expressing opinions about different topics and situations. LANGUAGE • Biological reserves.

	landmarks in the world • Ways to preserve and improve democracy • Cultural diversity in the world • The most visited places in the world		• Flora. • Fauna. • Democracy. EXPRESSIONS • There are many biological reserves in our country. • In a biological reserve you can find... • Flora and fauna are varied. In Costa Rica there • are many different types of birds, snakes, butterflies, etc. • There are many species of orchids, roses, trees, medicine plants, etc. • Democracy is... • Treats to a democratic state. • Lack of participation. • Disobeying rules • Taking care of public institutions. • Lack of information about Human Rights. • Factors that preserve democracy.
--	---	--	--

			• Respecting the opinion of the majority. • I wish... • I consider... • I think... • We should...
	ENVIRONMENTAL EDUCATION Expressing about • Pollution around the world • Advantages and disadvantages related to the use of technology and the environment.		FUNCTIONS • Expressing opinions about different topics. • Identifying uses of different inventions. LANGUAGE Types of pollution. Technology. EXPRESSIONS • We must recycle. • We must take of our environment. • Erosion is caused by cutting down trees, polluting, burning soil, etc. • Chemicals factories cause a lot of problems in the environment. • High tech machines cause noise pollution.

RECURSOS RECOMENDADOS:

**Asesora Katherine Williams Jiménez
GESPRO**

Los siguientes recursos recomendados responden a los Nuevos Programas de Estudio de Inglés y están debidamente avalados por los Asesores Nacionales de Inglés de Primaria de la Dirección de Desarrollo Curricular, quienes directamente participaron en su producción. La mayoría de estos recursos se elaboraron 2017-2018.

Además se incluyen otros recursos digitales que complementan de manera general competencias lingüísticas en este idioma.

I y II Ciclos

Nombre	Descripción	Competencias Lingüísticas	Niveles	Niveles
Sitio de Recursos Primaria	Este sitio es un recurso pedagógico que incluye: -Videos -Audios -PDFs -Guía didáctica con variedad de actividades -Vocabulario -Expresiones -Gramática & oraciones -Conciencia fonológica -Diferentes escenarios para el desarrollo lingüístico	Listening Speaking Reading Writing	Primero y Segundo grado	https://recursos.mep.go.cr/sitio_primaria_ingles/ https://recursos.mep.go.cr/sitio_primaria_ingles/segundo.html 
Flora and Fauna in Costa Rica	Catálogo de multimedia interactivo en realidad aumentada, aborda el	Listening Speaking Reading	Primero, Segundo y tercer grado	https://www.mep.go.cr/educatico/flora-and-fauna-costa-rica

	tema de flora y fauna en Costa Rica. -Contiene descripciones de diferentes especies -Preguntas -Audios descriptivos -Marcadores imprimibles de realidad aumentada de cada especie. -Guía para el docente			
Follow me!	"CVC Words" para practicar patrones con las palabras consonante-vocal-consonante de una manera divertida. Podrás escuchar cada palabra para practicar su pronunciación y además reconocer imágenes siguiendo secuencias o patrones determinados.	Listening Reading	Primero y Segundo	https://www.mep.go.cr/educatico/follow-me 
Web Tools 'Gallery	Galería de recursos localizados en la web para docentes y estudiantes para la enseñanza y aprendizaje del inglés: Contiene: Herramientas Aplicaciones interactivas -Sitios interesantes para el aprendizaje del inglés -Música y video -Presentaciones animadas	Listening Speaking Reading Writing	Todos los niveles	

	-Almacenamiento en la nube y espacios colaborativos -Creación de Sitios Web y blogs -Sitios para creación de recursos -Creadores de cuentos digitales,comics,y revistas -Audio,video,texto animado -Editors de imágenes y fotografías. -Creadores de quices,exámenes, encuestas y ejercicios digitales -Creadores de Líneas de tiempo, infografía y mapeo -Creatividad,dibujo y pintura -Herramientas de traducción y de "text to Speech"			
Teacher´s Go Digital	Este sitio proporciona una selección de material digital variado, publicado en la web. Esta interesante recopilación de material es para el uso de estudiantes y docentes de inglés para con fines educativos trabajar en sus lecciones.	Speaking Reading Writing	Todos los niveles primaria y secundaria	https://sites.google.com/site/teacher_sgodigitalcr/ 

	Contiene: -Prácticas para bachillerato -Vocabulario -Gramática -Materiales para docentes con pdf descargables con: -Stickers -Certificados para los estudiantes -Actividades con temas de interés -Prácticas de fonética -Poemas y cuentos -Videos ESL-Profe en casa -Links de interés -Actividades para "writing" Materiales para temas seleccionados relacionados con los escenarios presentes en los nuevos programas de estudio.			
Queen bee audios Bumble bee audios	Audios para practicar la pronunciación y "spelling" de vocabulario variado en inglés	Listening Spelling	Tercero, cuarto, quinto y sexto	https://www.mep.go.cr/educatico/queen-bee-audios https://www.mep.go.cr/educatico/bumble-bee-audios

				
My Community	Recurso multimedial relacionado con servicios de la comunidad. Contiene: -Ambiente interactivo con vocabulario relacionado -Audio -Un juego -Guía para el docente -Guía para el hogar -“Worksheets” -Videos- -Material de práctica adicional.	Listening Speaking Reading Writing	Primero, segundo, tercero	https://www.mep.go.cr/educatico/recurso-interactivo/my-community 
Cyber Lab Kids	Recurso multimedial elaborado por la universidad de Costa Rica Contiene: - Guía docente - Audios - Preguntas - Juegos - Vocabulario	Listening Speaking Reading Writing	Primero, Segundo, tercero	https://www.mep.go.cr/educatico/recurso-interactivo/cyber-labs-kids 

Clothes Requisito para algunas computadoras bajar Flash Player	Recurso interactivo en inglés para la práctica de vocabulario de vestuario . Ofrece ejercicios simples, por medio de actividades interactivas. Contiene: -Audios -Actividades	Listening Reading	Primero, segundo	https://www.mep.go.cr/educatico/clothes 
The House Requisito para algunas computadoras bajar Flash Player	Recurso interactivo con el fin de brindar a los estudiantes de primaria que cursan la materia de inglés, un objeto de aprendizaje para practicar vocabulario de La Casa en inglés y que les posibilite ejecutar ejercicios simples, por medio de actividades interactivas.	Listening Reading	Primero, segundo	https://www.mep.go.cr/educatico/recurso-interactivo/house 
Prepositions of place Requisito para algunas computadoras bajar Flash Player	Recurso interactivo elaborado con el propósito de brindar a los estudiantes de primaria que cursan la materia de inglés, un objeto de aprendizaje con el cual practiquen el vocabulario de preposiciones de lugar y les provea de ejercicios simples, a través de actividades interactivas.	Listening Reading	Primero, Segundo, tercero	https://www.mep.go.cr/educatico/recurso-interactivo/prepositions-place 

Ford and Drinks Requisito para algunas computadoras bajar Flash Player	Recurso interactivo, elaborado con el propósito de presentar a los estudiantes de primaria que cursan la materia de inglés, un objeto de aprendizaje con el cual practicar el vocabulario de comida y bebidas en inglés y proporcionarles ejercicios simples, mediante actividades interactivas.	Listening Reading	Primero, Segundo, tercero	
Numbers 1 to 20 Requisito para algunas computadoras bajar Flash Player	Recurso interactivo que tiene como finalidad, ofrecer a los estudiantes de primaria que cursan la materia de inglés, un objeto de aprendizaje que les facilite la práctica de vocabulario relacionado con los números del 1 al 20 y que les brinde ejercicios simples, mediante la práctica de actividades	Listening Reading	Primero, segundo	https://www.mep.go.cr/educatico/numbers-1-20 
Feelings Requisito para algunas computadoras bajar Flash Player	Recurso interactivo elaborado con el propósito de presentar a los estudiantes de primaria que cursan la materia de inglés, un objeto de aprendizaje con el cual practicar el vocabulario de emociones en inglés y a la vez ofrecer ejercicios	Listening Reading	Primero, Segundo, tercero	https://www.mep.go.cr/educatico/recurso-interactivo/feelings

	simples, por medio de actividades interactivas.			
Colors and Shapes Requisito para algunas computadoras bajar Flash Player	Recurso interactivo, cuyo propósito es presentar a los estudiantes de primaria que cursan la materia de inglés, un objeto de aprendizaje con el cual practicar el vocabulario de colores y formas y practicar ejercicios simples, a través de actividades interactivas.	Listening Reading	Primero, Segundo, tercero	https://www.mep.go.cr/educatico/recurso-interactivo/colors-and-shapes 

MÓDULO 16

NOS COMUNICAMOS EN OTRAS LENGUAS (FRANCÉS)

ATINENCIA: FRANCÉS

Propósito

Este documento tiene como fin guiar a los docentes de francés, en la articulación de las unidades 2018-2019. Las habilidades de la persona estudiante, incluidas en la política educativa y curricular permean los programas nuevos de español y de lenguas extranjeras e indígenas mismas que esta propuesta pretende reforzar a través de las siguientes recomendaciones y las unidades de articulación.

1. El docente debe determinar el estado del proceso de enseñanza aprendizaje de su disciplina durante el año 2018: revisión de planeamiento entregado, resultados de las evaluaciones realizadas, reconocimiento de estudiantes con apoyos educativos, solicitud evidencias diversas que puedan colaborar en la toma de decisiones a nivel de planificación del año escolar.
2. Elaborar, aplicar, analizar y sintetizar en un informe final los resultados del diagnóstico y a partir de este tomar las decisiones con respecto a cada nivel y disciplina.
3. Considerar la unidad articulada en cada asignatura para valorar el momento oportuno del curso lectivo 2019 en el que resulte más propicio fortalecer los aprendizajes del tercer periodo 2018, con la finalidad de brindar a los estudiantes las herramientas necesarias para superar los vacíos.
4. Determinar las necesidades y aprendizajes más adecuados a cada contexto.

5. Destacar siempre que la evaluación se concibe como parte inherente del proceso, no un producto.
6. Considerar la importancia de la realimentación antes, durante y después del proceso evaluativo con todos los estudiantes.
7. Considerar el uso de recursos tecnológicos para apoyar el proceso de aprendizaje, así como la flexibilización en el mismo ya que el objetivo es reforzar los aprendizajes esperados que permita la continuidad y el éxito escolar del estudiantado.
8. Procurar la comunicación asertiva de todo este proceso con todos los miembros de la comunidad educativa y utilizando los medios más pertinentes de acuerdo a cada contexto escolar.
9. Ante cualquier duda, aprovechar los recursos que se brindan desde las asesorías nacionales y regionales.

I Nivel: Segundo Período

Aprendizajes articulados	Habilidades	Recursos didácticos existentes o elaborados para esta unidad
Unite 1 -2019 Thème : Les fruits á la cantine et avec ma famille Identifier les fruits (c'est une pomme) Comprendre une caractéristique des fruits (taille couleur saveur) Discriminer quelques sons particuliers des fruits. Comprendre les gouts par rapport aux fruits. (j'aime) Identifier les membres de la famille. (c'est ma mère)	<u>Compréhension orale</u>	Première année : thème les fruits http://ticsenfle.blogspot.com/2014/09/fruits-et-legumes-vocabulaire.html Fiches pédagogiques islcollective https://fr.islcollective.com/resources/search_result?Tags=fruits Fiches pédagogiques Le point du FLE https://www.lepointdufle.net/penseigner/lexique_les_aliments-fiches-pedagogiques.htm
	<u>Compréhension écrite</u>	Deuxième année Fiches pédagogiques islcollective

reconnaître quelques caractéristiques de membres de la famille. (c'est maman, elle est petite). Comprendre les expressions des émotions (je suis content, triste etc.)		https://fr.islcollective.com/resources/search_result?Tags=famille L'atelier du FLE http://latelierdefle.free.fr/spip.php?page=articles&id_article=12 Les portraits de famille (atelier 5 - français langue étrangère) http://enseigner.tv5monde.com/fle/les-portraits-de-famille-atelier-5-francais-langue-etrangere
Comprendre des mots des fruits et leurs caractéristiques à partir d'un petit document écrit. Comprendre une information simple sur la famille Identifier quelques membres de la famille. (C'est mon père)		
Nommer les fruits. Indiquer quelques caractéristiques des fruits en les classant selon leurs caractéristiques. Indiquer ses goûts par rapport aux fruits. Nommer quelques membres de la famille. Répondre à des questions sur les fruits et se préférences. Répondre à des questions par rapport à la famille.	<u>Production orale</u>	
	<u>Interaction</u>	
Présenter un fruit. Présenter sa famille.	<u>Parler en continu</u>	
Compléter une courte liste d'aliments à partir d'images.	<u>Production écrite</u>	

Compléter une fiche á partir d'étiquettes ou d'images des membres de la famille.		
--	--	--

I Nivel: Tercer Período

Aprendizajes articulados	Habilidades	Recursos didácticos existentes o elaborados para esta unidad
Unite 1 -2019 thème: Á manger et á bourger! Comprendre et extraire l'information d'un document oral par rapport aux habitudes alimentaires, aux repas et aux moments de la journée. Comprendre l'heure. (Il est une heure) Comprendre l'expression de sensations physiques. (j'ai faim, j'ai soif). Comprendre une très simple recette. Comprendre un audio rapporté au corps humain, á l'état de santé et aux bénéfices de réaliser une activité physique. (j'ai mal au dos) Comprendre un dialogue sur une situation simple de maladie. Comprendre un tout petit texte par rapport aux habitudes alimentaires, aux repas et aux moments de la journée. Comprendre l'heure.	<u>Compréhension orale</u> <u>Compression écrite</u>	Deuxième année : thème la nourriture, les repas, les moments de la journée https://www.education.vic.gov.au/languageonline/french/sect34/no_01/no_01.htm FLE en ESO http://fleneso.blogspot.com/2013/08/les-repas-le-petit-dejeuner.html Fiches pédagogiques IsIcollective https://fr.islcollective.com/resources/search_result?Tags=repas&searchworksheet=GO&type=Printables Troisième année Fiches pédagogiques Le point du FLE https://www.lepointdufle.net/penseigner/l'exique chez le medecin-fiches-pedagogiques.htm

Comprendre un tout petit texte concernant l'état de santé. Comprendre une recette simple.		
Répondre à des questions par rapport aux habitudes alimentaires et aux repas et aux moments de la journée. Poser des questions très simples par rapport aux sensations physiques et aux habitudes alimentaires. Répondre des questions par rapport aux ingrédients et à la démarche d'une simple recette.	<u>Production orale</u> <u>Interaction</u>	
Indiquer l'heure à laquelle on mange Indiquer ses goûts et ses préférences par rapport aux repas. Indiquer des activités physiques ou des sports que l'on pratique Exprimer son état de santé.	<u>Parler en continu</u>	
Compléter une fiche sur les habitudes alimentaires. Compléter un tableau à double entrée concernant les moments de la journée et les repas. Reconstituer l'ordre d'une recette à partir de quelques éléments. Compléter un document rapporté au corps humain. Compléter un court document ou formulaire sur	<u>Production écrite</u>	

la pratique physique, á l'état physique et á l'alimentation, suivant un modèle.		
---	--	--

I Nivel: Cuarto Período

Aprendizajes articulados	Habilidades	Recursos didácticos existentes o elaborados para esta unidad
Unite 1 -2019 Thème : Tout ce qu'on peut faire pendant les vacances et en ville Comprendre un dialogue lié à la météo, aux saisons de l'année pendant les vacances en identifiant les endroits habituels de vacances. Comprendre un document audio très simple comme une publicité par rapport aux vacances. Comprendre un document simple associé aux routines pendant les vacances.	<u>Compréhension orale</u>	Troisième année : thème les vacances et la météo https://fr.islcollective.com/resources/search_result?Vocabulary_Focus=Saisons&searchworksheet=GO&type=Printables Fiches pédagogiques IsIcollective https://fr.islcollective.com/resources/search_result?Vocabulary_Focus=Vacances&Level=D%C3%A9butant+%28pr%C3%A9-A1%29&type=Printables&searchworksheet=GO Fiches pédagogiques IsIcollective https://fr.islcollective.com/resources/search_result?Vocabulary_Focus=Temps+%2F+M%C3%A9t%C3%A9o&Level=El%C3%A9mentaire+%28A1%29&type=Printables&searchworksheet=GO
Comprendre un bulletin météorologique. Comprendre un petit texte rapporté à une visite ou promenade à un endroit d'intérêt, et identifier les détails les plus importants. Comprendre un texte en rapport à la vie en ville, les moyens de transport et bâtiments ou commerces. Comprendre une adresse, un itinéraire d'un trajet ou d'un moyen de transport.	<u>Compression écrite</u>	Quatrième année Fiches pédagogiques Le point du FLE https://fr.islcollective.com/resources/search_result?Vocabulary_Focus=Indiquer+une+direction+%2F+le+chemin&Level=El%C3%A9mentaire+%28A1%29&type=Printables&searchworksheet=GO Fiches pédagogiques IsIcollective Les moyens de transport

Situer un endroit à partir d'un plan. Comprendre un plan de ville et un itinéraire.		https://fr.islcollective.com/resources/search_result?Vocabulary_Focus=Transports&Level=El%C3%A9mentaire+%28A1%29&type=Printables&searchworksheet=GO
Répondre aux questions en relation avec la météo, les saisons de l'année et les vacances de façon très simple. Nommer quelques moyens de transport et indiquer le moyen de transport utilisé pour se déplacer Poser des questions à quelqu'un sur un moyen de transport Demander et indiquer le chemin ou indiquer un itinéraire.	<u>Production orale</u> <u>Interaction</u>	
Parler de façon très simple de la météo, des saisons et des endroits propres des vacances. Proposer des activités à faire pendant les vacances. Parler des habits utilisés selon la saison. Parler de façon très simple sur les moyens de transport et des établissements de la ville. Caractériser quelques établissements de la ville. Présenter très brièvement son quartier ou sa ville.	<u>Parler en continu</u>	
Compléter un petit texte á tous par rapport à la météo. Décrire de façon très simple le temps, à l'aide d'un modèle.	<u>Production écrite</u>	

Compléter un emploi du temps des routines de vacances. Compléter une carte postale en parlant des activités des vacances. Elaborer une affiche et d'un dépliant concernant un endroit de vacances à l'aide d'un modèle.		
---	--	--

I Nivel: Quinto Período

Aprendizajes articulados	Habilidades	Recursos didácticos existentes o elaborados para esta unidad
Unite 1 -2019 Thème : La journée , les heures , une sortie Une journée bien remplie		Quatrième année : Description physique Fiches pédagogiques IsIcollective
Comprendre la description la physique, morale d'une personne ainsi comme l'habillement de quelqu'un. Comprendre une courte conversation où des personnes parlent de leur journée et de activités quotidiennes. Comprendre l'heure et l'emploi du temps. Comprendre un audio sur quelques endroits et les détails les plus importants d'une visite ou promenade. (lieux, activités, sentiments, règles)	<u>Compréhension orale</u>	https://fr.islcollective.com/resources/search_result?Vocabulary_Focus=Descriptions&Level=El%C3%A9mentaire+%28A1%29&type=Printables&searchworksheet=GO Le point du FLE https://www.lepointdufle.net/p/lexique_decrire_une_personne.htm La journée http://ticsenfle.blogspot.com/2015/01/apprendre-parler-du-quotidien-1-2.html Cinquième année Une promenade Fiches pédagogiques Le point du FLE
Reconnaître l'information dans un court texte rapporté	<u>Compréhension écrite</u>	https://www.lepointdufle.net/p/lexique_heure_date_emploi_du_temps.htm

á la description d'une personne. Comprendre un document sur les activités quotidiennes. Comprendre l'heure et l'emploi du temps. Comprendre l'information d'une affiche et d'un dépliant concernant un endroit.		
Répondre á des questions très simple les aspects physiques et psychologiques d'une personne. Poser des questions et répondre aux questions, liées à la visite et aux activités quotidiennes. Dire son emploi du temps.	<u>Production orale</u> <u>Interaction</u>	
Décrire de simplement quelqu'un. Décrire de façon très simple les activités quotidiennes Parler de façon simple de la visite ou de la promenade. Décrire l'endroit et les activités à faire pendant la visite. Indiquer le départ et l'arrivée d'un petit tour. Indiquer un emploi du temps. Situer chronologiquement les actions d'une journée.	<u>Parler en continu</u>	
Compléter une fiche liée á l'habillement et á la description personnelle. Ecrire un emploi du temps. Compléter un document avec les informations sur la visite à l'aide d'un modèle.	<u>Production écrite</u>	

I Nivel: Sexto Período

Aprendizajes articulados	Habilidades	Recursos didácticos existentes o elaborados para esta unidad
Unite 1 -2019 Thème : La planète , l'écologie , la vie au passé Notre monde hier et aujourd'hui	<u>Compréhension orale</u>	Cinquième année : L'environnement Fiches pédagogiques IsIcollective https://fr.islcollective.com/resources/search_result?Vocabulary_Focus=Environnement&Level=El%C3%A9mentaire+%28A1%29&type=Printables&searchworksheet=GO https://cftrefle.wordpress.com/2016/12/15/un-geste-pour-la-planete/ Site de Français Langue Etrangère https://lewebpedagogique.com/ressources-fle/fiche-de-vocabulaire-l'environnement-la-pollution/ Sixième année Le petit quotidien https://lepetitquotidien.playbacpresse.fr/exposes/lepq/tab/Histoire
Comprendre la description sur la situation de notre planète, l'environnement, les êtres vivants. Comprendre un audio concernant les problèmes de la planète. Identifier quelques problèmes écologiques. Comprendre un audio simple sur les différentes habitudes d'un peuple au passé. Comprendre l'ordre chronologique des événements. Situer un événement dans le temps et l'espace.		
Comprendre l'information sur l'environnement. Comprendre un texte rapporté à une civilisation.	<u>Compréhension écrite</u>	
Répondre à des questions sur quelques problèmes écologiques et aux espèces menacées. Donner des conseils et son opinion par rapport à une situation. (il faut .../il ne faut pas).	<u>Production orale</u> <u>interaction</u>	

Dire des caractéristiques de la vie au quotidien d'un groupe humain,		
Décrire une situation rapportée aux problèmes écologiques et aux espèces menacées Donner des opinions. (je suis d'accord) Donner des conseils et des instructions par rapport à la planète. Décrire quelques activités de la vie quotidienne des personnes du passé.	<u>Parler en continu</u>	
Compléter un petit texte sur quelques situations de la planète, à l'aide d'un modèle, élaborer une brochure Eco gestes et les espèces animales menacées. Compléter un court texte concernant certains groupes ou cultures, à l'aide d'un modèle.	<u>Production écrite</u>	

Revisado por: Olga Fatjó Olasz AsesorAsesoría Nacional de Idiomas.