



Ministerio de Educación



-CNB- Currículo Nacional Base
Área de Comunicación y Lenguaje
Idioma Extranjero
Nivel Medio, Ciclo Básico



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Comunicación y Lenguaje Idioma Extranjero

Ciclo de Educación Básica

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Carta al docente

Estimado Docente

El Ministerio de Educación con el propósito de apoyar y promover mejoras en el desarrollo del proceso educativo nacional y consciente de la importante labor que realiza con los estudiantes en su centro educativo, le proporciona el Currículo Nacional Base del área de Comunicación y Lenguaje idioma Extranjero Inglés, cuya malla curricular ha sido revisada y actualizada para que la utilice como recurso que le orientará en el ejercicio docente y en la organización de sus clases.

Se espera que con el desarrollo metodológico cooperativo y participativo aquí propuesto, se faciliten y se optimicen los momentos claves de las sesiones de aprendizaje y, de esa manera, los estudiantes alcancen aprendizajes significativos.

En la nueva estructura curricular, el área está conformada por cuatro componentes, cada uno corresponde a una de las habilidades básicas para el dominio de un idioma, mientras que el aspecto cultural y el vocabulario ahora aparecen de manera transversal en todos los componentes, lo que le permitirá concentrar su atención en las competencias propuestas.

Ahora usted tiene la oportunidad de llevar a la acción un proceso metodológico ordenado que incluye la evaluación de los aprendizajes. Se espera que con creatividad implemente y haga efectivo este currículo de manera que los estudiantes adquieran las habilidades necesarias para desenvolverse efectivamente en el uso del idioma inglés.

Atentamente,

Doctor Oscar Hugo López Rivas
Ministro de Educación

Exit Outcomes

The profile of the student who graduates from the Ciclo Básico, groups cognitive, attitudinal and procedural skills and abilities that students must possess when graduate from the Ciclo Básico in the fields of knowing, being, doing, living together and undertaking in the different contexts in which they perform. These skills and abilities are grouped as follows:

1

Practices values in his or her individual, family and community environments, within the framework of human rights to promote a culture of peace, equity and inclusion.

Conducts his behavior based on a harmonious coexistence. This is necessary for his fulfillment as a person in his different environments; additionally, in order to perform with principles of justice and promoting collective participation.

2

Practices skills of logical, scientific, reflexive, critical, propositional, creative thinking, oriented to the common good in daily life.

Practices thinking skills of high cognitive level that allow him to reflect, make critical judgments, think in a scientific way, propose, build new learning and solve creatively everyday situations, oriented to the common good.

3

Communicates effectively and assertively in distinct languages, valuing them as an important element of culture

Communicates in orally and written form with assertiveness and efficiency. They also express themselves in a foreign language, valuing all the elements of culture. Applies different verbal and non-verbal prompts to communicate in different contexts and with different purposes.

4

Acts with dignity, and individual, community and collective identity, expressing pride of being Guatemalan.

Relates and objects - based on facts - the social, cultural and historical processes of Guatemala and the world, in order to understand and value his reality and contributing to feel part of the Guatemalan social construct and striving for it.

5

Applies diverse technologies and knowledge in entrepreneurship projects, based on principles of sustainable development, in various domains (school and community).

Applies technologies and knowledge, using them in projects that favor entrepreneurship for sustainable development, in various domains such as school and community.

6

Values various, natural and cultural, artistic manifestations and expresses through them.

Values artistic expressions with national identity to motivate individual and collective creativity. In addition, he develops artistic sensitivity as a means of expressing his emotions through art and its connection with other areas of learning.

7

Uses in a responsible manner, the socio-environmental goods and services for the conservation and improvement of the environment.

Assumes behaviors that demonstrate the recognition that natural resources are constituted as goods and services linked to the social and environmental setting that can be burnt out and, therefore, must be used in a rational manner, seeking their rescue, conservation and at the same time contributing for future generations to have the opportunity to meet their own needs in harmony with the environment.

8

Takes care of his health through the practice of physical exercise, sport, health and safety standards.

Assumes a healthy lifestyle and pleasantly, performing sports and recreational physical activities that contribute to the understanding of a social, mental, emotional and physical well-being. In this way he can interact socially with respect, highlighting sociomotor skills such as strategic thinking, teamwork and inclusiveness, among others.

9

Acts autonomously when making responsible decisions, based on knowledge, principles and values.

Acts with autonomy when making responsible decisions considering the individual, collective and environmental implications in the short and medium term; based on knowledge, principles and family.

10

Dialogues to achieve consensus and the assertive management of conflicts.

Is interested in knowing his emotional functioning to reach an emotional intelligence, to become as a human being respectful of diversity and social and legal standards to continue growing as a person. In addition, through dialogue he improves his interpersonal relationships.

Comunicación y Lenguaje Idioma Extranjero Inglés

Area Description

With globalization, the English language has become a tool for accessing the information, communication, technology, science, culture, arts and labor markets. The English Area develops in a student the key competences for learning the language and, consequently, the four fundamental domains required to master it: listening, speaking, reading and writing. These domains have led to the following Area components, which are interdependent and complementary: learning to listen, speaking and interacting with others, understanding what is read and written expression.

An effective language teaching and learning process requires the selection of specific approaches and methods considering the generation of a relaxed and non-stressful learning experience, boost of self-confidence and enhance motivation to reduce the affective filter in the classroom.

The Area contents are developed mostly by using the functional communicative approach that focuses on the process of communication instead of the mastery of the language forms. Therefore, it demands the language's use in a real context that provides the same natural conditions used when students learn their native language. This approach has a specific connection with Vigotsky's sociocultural theory, which stresses languages as a tool in a socially mediated process.

The introductory stage of the Area is developed through Total Physical Response (TPR) and successively the cooperative and collaborative learning and the Natural Approach Method, as well as others, to accomplish the development of the linguistic communicative competencies thus the student will gradually improve listening, speaking, reading and writing so the teacher's role is to facilitate communication, while the student carries out communicative activities: problem solving, games, role playing and different discussion tasks, among others.

English learning promotes the development of competences from other curricular areas that allow students to act critically and responsibly within a framework of values. The topics to be addressed on this area were carefully selected; furthermore, the student's interests and context have also been considered as fundamental for this particular purpose.

The contents and methodology provide an excellent opportunity to get acquainted with the cultural practices.

The English Area was built in a participative manner by specialists and in the current year 2018 it went through a period of validation as established in Acuerdo Ministerial No. 91-2018, dated January 9, 2018; specialists and teachers from all over the country participated in this validation.

The significant changes that this area presents are aimed at strengthening the components. The area competences and grade competences, learning outcomes, and the new contents were designed and incorporated to develop the key competences in students for learning the new language.

The area presents the following components: learning to listen, speaking and interacting with others, understanding what is read and written expression, all of them will be developed mostly by using the functional communicative approach.

The cultural aspect and the learning of vocabulary will be used transversally across of each one of these components thanks to the communicative approach that mainly focusses on the process of communication.

Area Competences

1. Clearly understands oral expressions about known situations or personal interests.
2. Communicates simple ideas orally with an appropriate grammatical structure and about familiar topics.
3. Understands the meaning of simple texts, in oral or silent readings, about daily matters.
4. Writes simple texts on familiar topics or personal interests, using a proper grammatical structure, vocabulary and correct spelling.

Components

The English Area comprises the four following components:

Learning to Listen

This component promotes the development of skills related to the ability to listen and, consequently, to properly understand and pronounce the vocabulary proposed in this curricular Area.

Through the TPR method, the student listens and identifies basic indications and carries them out. This facilitates the learning of verbs, auxiliary verbs, phrases, and simple sentences; as it naturally happens in the student's native language. By applying this methodology; at the beginning level, the identification of proper intonation and pronunciation patterns from the new language starts.

Speaking and Interacting with others

The purpose of this component is to promote oral communication and to this effect, daily life situations are simulated: personal introductions, requesting and giving information, rules of courtesy, greetings, describing qualities, recognizing objects, expressing wishes. An emphasis on expressing the student's interests and preferences is always considered.

These situations are carried out among students and the students with their teacher, taking into consideration the language used and the relationship between his cultural background and the cultural aspect from the English language.

This component takes a look at producing ideas in an integrated way: using listening comprehension, oral expression, reading comprehension, as well as written expression. However, the emphasis is on the oral production in such a way that, the different activities for language acquisition are focused on communicating.

Understanding what is Read

Reading comprehension refers to the process of decoding written messages. This involves the interpretation of words, sentences, signs, icons, drawings and other types of resources that are used in a text.

The aim of this component is the development of the elements that constitute the process involved in reading: comprehension, vocabulary development and reading fluency. In order to achieve this purpose, readings and simple texts are proposed as the main learning resource, along with recreational activities to encourage students to read and develop skills by carrying out strategies in a fun and entertaining environment. Through this component the student will acquire and enrich his vocabulary.

By practicing reading, the student uses cognitive and metacognitive strategies that were achieved when he learned to read and write in his native language, taking into account or considering he applies them in a very specific way by transferring them to a new communication code.

Written Expression

This component promotes writing as a communicative practice by using previously acquired tools such as the alphabet and notions of grammar (structures and tenses, question formation, making sentences into one paragraph, transforming a complex sentence into a set of simple ones).

To achieve this goal, the student practices writing assignments based on reading passages, because of the close relationship between reading and writing. Writing is presented in a variety of different and entertaining activities: puzzles, spelling bee, sentence scrambles, making ID cards, picture descriptions, making posters, and completing exercises focused on correct spelling and the development of vocabulary. Writing reinforces the importance of cohesion and coherence of the language by having the student create his own phrases, sentences and simple texts.

Writing corresponds to the most complex stage in learning a second or third language. Therefore, the teacher must provide permanent and constructive feedback. The teacher's attitude should always be one of a motivator.

Competencia de grado

| Primer grado básico | Segundo grado básico | Tercer grado básico |
|---|--|---|
| 1. Responds to basic oral instructions given in English at school. | 1. Understands simple phrases and specific range of vocabulary concerning to known topics in short dialogues and oral sentences. | 1. Understands basic sentences in simple and compound tenses in dialogues and conversations. |
| 2. Answers orally to simple directions, questions and gives basic information by using specific topics framed at school and family. | 2. Communicates ideas using familiar phrases, everyday expressions and structured ideas by means of speeches. | 2. Expresses ideas and opinions orally, related to relevant topics through simple sentences. |
| 3. Reads aloud and silently: syllables, common words and phrases in English. | 3. Reads simple sentences in a given text about his daily life matters. | 3. Reads very basic texts concerning to his immediate environment and background. |
| 4. Writes words and simple phrases and sentences in the new language with the right spelling and grammar structure. | 4. Writes simple sentences and descriptions of his environment by using basic terms. | 4. Produces simple narrations in a written form with an appropriate grammatical structure and accurate spelling on a variety of topics. |

Curricular Grid

Primero Básico

| Competency | Learning Outcomes | Contents |
|---|---|---|
| 1. Responds to basic oral instructions given in English at school. | 1.1. Distinguishes the meaning of words and phrases related to daily school life. | 1.1.1. Phrases and gestures to greet, introduce and say farewell. |
| | | 1.1.2. Classroom objects: whiteboard, markers, desks, chairs. |
| | | 1.1.2. Useful classroom commands followed through Total Physical Response. |
| | 1.2. Understands specific phrases related to everyday activities at school. | 1.2.1. New sounds in English. Word and word content recognition related to numbers, time, spelling. |
| | | 1.2.2. Auxiliary verbs with simple present tense on every day activities hobbies, habits. |
| | | 1.2.3. Useful phrases to describe friends and family members. ¿What is bullying? |
| | 1.3. Follows responsibly common directions given orally by the teacher. | 1.3.1. Commands through total physical response (TPR). |
| | | 1.3.2. Instructions, orders, commands and requests given in class using imperatives. |
| | | 1.3.3. Warnings in case of emergency. |
| 2. Answers orally to simple directions, questions and gives basic information by using specific topics framed at school and family. | 2.1. Begins to use appropriately polite social language and basic vocabulary with his classmates. | 2.1.1. Family tree: personal pronouns, possessive adjectives. |
| | | 2.1.2. Description of my friends' feelings and my own ones: verb to be in present tense. |
| | | 2.1.3. Daily life routines: regular and irregular verbs, in simple present tense. |
| | | 2.1.4. My friend's parents likes and dislikes: simple present tense. |
| | | 2.1.5. A day in our life: simple present, interrogative and negative forms. |

| Competency | Learning Outcomes | Contents | |
|---|--|---|--|
| | 2.2. Asks and answers respectfully basic questions about needed information. | 2.2.1. Traditions and Interests: Wh-questions. | |
| | | 2.2.2. My neighborhood: Adjectives. | |
| | | 2.2.3. My family community celebrations: Months of the year and days of the week. | |
| | | 2.2.4. Touristic destinations: adverbs. | |
| | 2.3. Provides information orally about very specific phrases. | | 2.3.1. The alphabet, spelling and spelling bee competitions. |
| | | | 2.3.2. Feelings: Adjectives. |
| | | | 2.3.3. Clothing items: colors and adjectives. |
| | | | 2.3.4. Food and drink: There is some, any, how much, many, quantifiers. |
| | | | 2.3.5. Prices and products: How much does it cost, numbers, different national currencies. |
| | | | 2.3.6. Cooking and recipes: adverbs (time, place, manner, frequency). |
| 2.3.7. My future plans: future simple "will". | | | |
| 2.3.8. Travel and accommodations: going to. | | | |
| 2.3.9. Invitations: present simple tense. | | | |
| 2.3.10. Entertainment. | | | |
| 3. Reads aloud and silently: syllables common words and phrases in English. | 3.1. Pronounces common words and phrases when reading. | 3.1.1. Execution of simple written instructions: Imperative. | |
| | | 3.1.2. Reading comprehension of simple sentences and personal information. | |
| | | 3.1.3. Description of a person and his likes and dislikes: be +Adjectives. | |
| | | 3.1.4. Readings and extraction of information from a chat dialogue. | |

| Competency | Learning Outcomes | Contents |
|---|--|--|
| | 3.2. Recognizes the meaning of common words and phrases in his readings. | 3.2.1. Reading of descriptions of a daily routine: verbs/daily routines. |
| | | 3.2.2. Description of places, homes, neighborhoods, towns that appear in his readings: nouns. |
| | | 3.2.3. Simple information questions: Wh-questions. |
| | | 3.2.4. Information on brochures and catalogs: adverbs. |
| | 3.3. Analyzes willfully the meaning of common words and phrases when reading. | 3.3.1. The essential information in short stories, paragraphs, articles: nouns, verbs and predicate. |
| | | 3.3.2. Reading comprehension Main ideas and details. |
| | | 3.3.3. Localization of information on a poster or info graphic: meaning of symbols. |
| | | 3.3.4. A restaurant menu: Questions and vocabulary. |
| | | 3.3.5. Usage of a dictionary: New vocabulary. |
| | 4. Writes words and simple phrases and sentences in the new language with the right spelling and grammar structure to be applied in daily life situations. | 4.1. Writes words with accurate spelling. |
| 4.1.2. Short email giving personal information, describing family: phrases and sentences. | | |
| 4.1.3. Connection of ideas: conjunctions, more common linkers and connectors. | | |
| 4.2. Writes phrases with the right grammar structure. | | 4.2.1. Descriptions: Personal pronouns, possessive adjectives, nouns as a complement, me, my classroom and my community. |
| | | 4.2.2. Cultural practices of English-speaking countries: Usage of sequencing and time expressions. |
| | | 4.2.3. Writing of an email giving directions to places around your city: adverbs of place. |

| Competency | Learning Outcomes | Contents |
|------------|--|---|
| | 4.3. Creates simple phrases valuing his own culture and context. | 4.3.1. Description and explanation of who people are in a photo: possessive adjectives. 4.3.2. A simple recipe or a process to do something: verbs+prepositions of movements. 4.3.3. Diary entries related to feelings, and occupations: Adverbs of frequency. 4.3.4. Recommendation about a hotel, restaurant or form of transportation: review of simple present tense. 4.3.5. Note or email with suggestions for an event: demonstrative adjectives. |

Assessment criteria

The assessment criteria are statements which mainly function to guide the teacher towards the aspects that must be taken into account when determining the type and learning level achieved by the student at each stage of the educational process, according to the established competencies in the curriculum. From this point of view, it can be said that they work as regulators of the learning-assessment-teaching strategies.

According to each learning outcome, there are some proposals of assessment criteria presented below:

- 1.1 Distinguishes the meaning of words and phrases related to daily school life:
 - Using words related to daily school life in different conversations, according to their appropriate meaning.
 - Showing by his answer that understands each word when hears a greeting.
 - Pointing at when hears the name of each classroom object.
- 1.2 Understands specific phrases related to daily activities at school:
 - Explaining in his own words what he understands of specific phrases related to daily activities at school given by the teacher or his classmates.
 - Recognizing pictures when hears words.
 - Writing correctly the numbers (or time expressions) he hears.
- 1.3 Follows common directions given by the teacher.
 - Following exactly common directions given by the teacher.
 - Explaining others the emergency warnings given by the teacher.
 - Following instructions to do a specific task.

- 2.1 Begins to use polite social language and basic vocabulary appropriately.
 - Giving greetings and farewells in a conversation.
 - Responding appropriately questions with what, why and who.
 - Describing himself and family using present and continuous tenses.
- 2.2 Asks and answers basic questions about needed information.
 - Asking and answering correctly basic questions using simple present and present continuous tenses in a dialogue with his classmates.
 - Answering orally questions about his daily routines.
 - Telling oral information about his family members or about places and addresses.
- 2.3 Provides information about very specific topics.
 - Giving information about prices, products or recipes.
 - Describing persons using adjectives.
 - Explaining the process to following a recipe.

- 3.1 Pronounces common words and phrases.
 - Reading aloud a short paragraph with understandable pronunciation.
 - Explaining with his own words the content of a reading.
 - Telling about his likes and dislikes.
- 3.2 Understands the meaning of common words and phrases in his readings.
 - Answering reading comprehension questions.
 - Retelling the content for readings about routines.
 - Explaining the content of brochures and catalogs.

- 3.3 Analyzes the meaning of common words and phrases.
 - Identifying the main idea and the essential information of phrases.
 - Telling the meaning of new vocabulary in written stories.
 - Applying the learned vocabulary in new sentences.

- 4.1 Writes words with accurate spelling.
 - Writing sentences told by the teacher with accurate spelling.
 - Writing an email with the right spelling.
 - Writing his own sentences with accurate spelling.
- 4.2 Writes phrases with the right grammar structure.
 - Writing an e-mail or a short message according to the right grammar structure.
 - Writing a description of his school or community with right grammar structure.
 - Writing a sequence of events related to American culture practices with right grammar structure.
- 4.3 Creates phrases related to his own context.
 - Writing phrases about his school or house.
 - Writing a description of all the people in a photo.
 - Writing his recommendations about a hotel or restaurant.

Curricular Grid

Segundo Básico

| Competency | Learning Outcomes | Contents | |
|--|---|---|--|
| 1. Understands simple phrases and specific range of vocabulary concerning to known topics in short dialogues and oral sentences. | 1.1. Distinguishes the meaning of basic vocabulary concerning to familiar topics. | 1.1.1. Places we visit: New vocabulary. | |
| | | 1.1.2. Countries and nationalities: adjectives. | |
| | | 1.1.3. Routines: Adverbs of frequency. | |
| | | 1.1.4. Technology, actions, people and popular sports: Vocabulary related. | |
| | | 1.1.5. Word formation: nouns. | |
| | | 1.1.6. Shopping: count and noncount nouns + quantifiers (much-many). | |
| | 1.2. Responds to greetings, farewells and apologies appropriately. | 1.2.1. Expressions used at the school and with family: statements, negatives, questions, short answers. | 1.2.1. Expressions used at the school and with family: statements, negatives, questions, short answers. |
| | | | 1.2.2. Expressions to ask for permission: Can and could. |
| | | | 1.2.3. Suggestions: how about and why don't ... |
| | | | 1.2.4. Words or phrases to express obligation, prohibition, permission: modal auxiliaries (can, could, have to, should). |
| | | | 1.2.5. Expressions of disbelief: negatives. |
| | | | 1.2.6. Recalling an event: Past and past continuous. |
| | 1.3. Understands sentences about known topics. | 1.3.1. Daily routines: verbs and collocations. | 1.3.1. Daily routines: verbs and collocations. |
| 1.3.2. Jobs and responsibilities at the work place: zero and first conditional. | | | |
| 1.3.3. Numbers, fractions and math symbols. | | | |
| 1.3.4. Life experiences: present continuous tense. | | | |

| Competency | Learning Outcomes | Contents |
|---|---|--|
| | | 1.3.5. Comparison and contrast of people and places: comparative adjectives. |
| | | 1.3.6. Processes: gerunds and infinitives. |
| 2. Communicates ideas using familiar phrases, everyday expressions and structured ideas by means of speeches. | 2.1. Gives information about familiar topics and personal experiences using basic connectors, phrases and simple sentences. | 2.1.1. Cities and places around the world: Phrases. |
| | | 2.1.2. Daily life: sentences. |
| | | 2.1.3. Fauna and flora: sentences. |
| | | 2.1.4. Vacations sentences. |
| | | 2.1.5. Future plans: future tense review. |
| | | 2.1.6. Experiences: admiration sentences. |
| | | 2.1.7. Preferences: likes and dislikes. |
| | | 2.1.8. Description of processes: gerund. |
| | 2.2. Asks and answers basic questions about familiar topics using simple tenses. | 2.2.1. Favorite pastimes: Question words. |
| | | 2.2.2. Things you enjoy doing: affirmative and negative sentences. |
| 2.3. Builds short speeches about his context or basic topics. | 2.2.3. Life experiences: past, present and future tense. | |
| | 2.3.1. Life and own experiences: past tense review. | |
| | 2.3.2. Description of how to prepare a family dish: sentences. | |
| | | 2.3.3. Volunteering around the community: declarative sentences. |
| 3. Reads simple sentences in a given text about his daily life matters. | 3.1. Pronounces properly simple sentences in readings related to daily life matters. | 3.1.1. Spelling and Spelling Bee. |
| | | 3.1.2. Intonation when expressing doubt, questioning. |
| | | 3.1.3. Sentence stress: questions and declarative sentence. |
| | 3.2. Makes inferences about the meaning of simple sentences. | 3.2.1. Daily facts: extract key information. |
| | | 3.2.2. Reading for gist and/or detailed information. |

| Competency | Learning Outcomes | Contents |
|--|---|---|
| | | 3.2.3. Different topics: fiction and Information texts. |
| | | 3.2.4. Main ideas and details. |
| | | 3.2.5. Rules of a game: imperative. |
| | | 3.2.6. Order of events within a text: prepositions. |
| | | 3.2.7. Main points of a story. |
| | | 3.2.8. Main points of a news article. |
| | | 3.2.9. Recognition of anecdote elements. |
| | 3.3. Explains by different ways the meaning of very simple sentences. | 3.3.1. Gestures and mimics. |
| | | 3.3.2. Board stories. |
| | | 3.3.3. Comic strips. |
| 4. Writes simple sentences and descriptions of his environment by using basic terms. | 4.1. Writes sentences according to the right grammar structure. | 4.1.1. Sentences comparing people, places and objects. |
| | | 4.1.2. Changes in a place using chronological order. |
| | | 4.1.3. Simple guide to a touristic place. |
| | | 4.1.4. Facts and opinions about an animal. |
| | | 4.1.5. Topic sentence to develop a paragraph. |
| | | 4.1.6. Write a narrative about a personal experience. |
| | | 4.1.7. Process to do something using sequencing words. |
| | 4.2. Interprets the several meanings of a text. | 4.2.1. Extraction of key information from a text to answer questions. |
| | | 4.2.2. Difference between facts from opinions. |
| | | 4.2.3. Literal, subliminal and symbolic meanings. |
| | 4.3. Creates different kind of descriptions using basic terms. | 4.3.1. Description of a routine or a job description. |
| | | 4.3.2. Description of a sport or hobby including its rules. |

| Competency | Learning Outcomes | Contents |
|------------|-------------------|---|
| | | 4.3.3. Description of a product. 4.3.4. Description of how to give a hand within the community. |

Assessment criteria

The assessment criteria are statements which mainly function to guide the teacher towards the aspects that must be taken into account when determining the type and learning level achieved by the student at each stage of the educational process, according to the established competencies in the curriculum. From this point of view, it can be said that they work as regulators of the learning-assessment-teaching strategies.

According to each learning outcome, there are some proposals of assessment criteria presented below:

- 1.1. Distinguishes the meaning of basic vocabulary concerning to familiar topics.
 - Using vocabulary related to technology, people, places and sports in short conversations.
 - Using adverbs of frequency in short dialogues.
 - Utilizing quantifiers with count and non-count nouns in oral phrases.
- 1.2. Responds to greetings, farewells and apologies appropriately.
 - Responding to greetings, farewells and apologies.
 - Using modal auxiliaries to express obligations, prohibition and permission.
 - Making gestures according to expressions of obligation, prohibition or permission.
- 1.3. Understands sentences about known topics.
 - Expressing phrases with daily routines verbs in class.
 - Making oral comparison and contrast of people and places.
 - Sharing life experiences using present continuous tense with his classmates.

- 2.1. Talks about familiar topics and personal experience using basic connectors, phrases and simple sentences.
 - Saying several phrases and sentences about fauna and flora using basic connectors.
 - Having a short conversation about his city or other places around the world.
 - Giving a short speech about vacation, future plans, his experiences or preferences.
- 2.2. Asks and answers basic questions about familiar topics using simple tenses.
 - Making questions and answers about favorite pastimes.
 - Asking and responding simple questions about familiar topics.
 - Responding questions in simple tenses.
- 2.3. Builds short speeches about his context or basic topics.
 - Giving a speech about his immediate context or a free topic.
 - Describing how to prepare simple cooking recipes.
 - Telling experiences of volunteering in his community.

- 3.1. Pronounces properly simple sentences related to daily life matters while reading.
 - Reading simple sentences correctly.
 - Making a clear and right intonation for a sentence or a question.
 - Stressing words properly.
- 3.2. Makes inferences about the meaning of simple sentences.
 - Explaining with his own words about the meaning of simple sentences.
 - Underlining main ideas of simple readings.
 - Ordering events based on a reading.

- 3.3. Explains by different ways the meaning of very simple sentences.
 - Making the appropriate gestures and mimics for very simple sentences.
 - Illustrating correctly the meaning of very simple sentences.
 - Drawing comic strips to illustrate sentences.

- 4.1. Writes sentences according to the right grammar structure.
 - Writing sentences with according to the right grammar structure.
 - Writing sentences to comparing places with accurate grammar structure.
 - Describing facts and opinions about an animal according to the right grammar structure.
- 4.2. Interprets the several meanings of a text.
 - Extracting the key information from a given text.
 - Classifying sentences in facts or opinions.
 - Giving an example of literal, subliminal and symbolic meanings within a text.
- 4.3. Creates different kind of descriptions using basic terms.
 - Describing an imaginary job.
 - Creating rules for a sport.
 - Describing how to give a hand within his community.

Curricular Grid

Tercero Básico

| Competency | Learning Outcomes | Contents | |
|---|--|--|--|
| 1. Understands basic sentences in simple and compound tenses. | 1.1. Responds to sequence main ideas or events given at classroom. | 1.1.1. A folk tale: Surprise expressions. | |
| | | 1.1.2. Word formation for a sentence. | |
| | | 1.1.3. Latest TV or radio news: Usage of speak, talk and say. | |
| | | 1.1.4. Explanation of an injury or pain helping himself: use of adverbs. | |
| | | 1.1.5. Emergency situations: Suggestions and Recommendations. | |
| | | 1.1.6. Taking care of our: health: Asks for advice | |
| | 1.2. Deduces the meaning of basic conversations of known topics. | 1.2.1. Good and bad news. | 1.2.1. Good and bad news. |
| | | | 1.2.2. Natural disasters: Adjectives to describe feelings related to memory. |
| | | | 1.2.3. Lifestyles: modal Auxiliaries. |
| | | | 1.2.4. Bad habits: use of would. |
| | 1.3. Compares grammar structure of simple and compound tenses. | 1.3.1. Tense review: past, present or future. | 1.3.1. Tense review: past, present or future. |
| | | | 1.3.2. School regulations: have to, can, and can't. |
| | | | 1.3.3. Inventions and discoveries from the past: past tense for complete actions and present perfect for incomplete actions. |
| | | | 1.3.4. Revisions of past participles of irregular verbs. |
| | | | 1.3.5. Gives advice using imperatives and will and might to describe possibility. |

| Competency | Learning Outcomes | Contents |
|--|---|---|
| | | 1.3.6. Personal preferences: Recognizes verbs which take infinitives and/ or gerunds. |
| 2. Expresses ideas and opinions orally, related to relevant topics through simple sentences. | 2.1. Makes oral presentations about familiar topics and personal experiences. | 2.1.1. Study and work: obligation, connections, simple and compound sentences. |
| | | 2.1.2. Talks about collecting things. |
| | | 2.1.3. Likes and dislikes: like, prefer, rather. |
| | | 2.1.4. Description about how people spends time: present perfect continuous. |
| | | 2.1.5. Exercises, fitness and ways on how to relax. |
| | | 2.1.6. Hypothetical actions such. |
| | | 2.1.7. Reports about what someone said. |
| | 2.2. Asks and answers basic questions about different topics using compound tenses. | 2.2.1. Prices: usage of how much and past perfect tense. |
| | | 2.2.2. Dialogues: short answers to questions. |
| | | 2.2.3. Offers and responds to them. |
| 2.3. Shares information about different topics in several contexts. | 2.3.1. Reports of situations considered lucky or unlucky. | |
| | 2.3.2. Relevant experiences in the past: the speech. | |
| | 2.3.3. How to give excuses. | |
| 3. Reads very basic texts concerning to his immediate environment and background. | 3.1. Finds specific information in short and everyday readings. | 3.1.1. Sport descriptions for playing or for practicing a hobby. |
| | | 3.1.2. Order of events in a story: connectors. |
| | | 3.1.3. Word recognition within a text that expresses reference in a text. |
| | 3.2. Makes inferences about the meaning of very basic texts. | 3.2.1. Main idea in a technical text. |
| | | 3.2.2. Extraction of facts from news or a story. |

| Competency | Learning Outcomes | Contents |
|---|---|--|
| | | 3.2.3. Meaning of new words from the context. |
| | | 3.2.4. Extraction facts from a short article. |
| | | 3.2.5. Indicates the main idea of selected paragraphs. |
| | | 3.2.6. Selects the mains points of the description of a problem. |
| | | 3.2.7. Understands the order of events in a narrative story. |
| | | 3.2.8. Predicts what is going to happen in a story. |
| | | 3.2.9. Recognizes the moral or main message of a story. |
| | 3.3. Analyzes the primarily intention of very basic texts. | 3.3.1. Recognition of main points in a report. |
| | | 3.3.2. Identifies the main points of a selected news story |
| | | 3.3.3. Instructions and explanations: Verbs and tenses. |
| | | 3.3.4. Reading comprehension: magazine article. |
| 4. Produces simple narrations in a written form with an appropriate grammatical structure and accurate spelling on a variety of topics. | 4.1. Writes narrations about different topics of his context. | 4.1.1. Written narration: true sentences (Topic Family and relationship). |
| | | 4.1.2. Anecdote about his family and relationships. |
| | | 4.1.3. Narration or description of his accomplishments; present perfect tense. |
| | | 4.1.4. Writes a brochure giving information about a specific topic. |
| | | 4.1.5. Writes about a process related to work or study. |
| | | 4.1.6. Writes a short biography. |
| | | 4.1.7. Reports a conversation. |
| | 4.2. Applies different grammar rules in his writings. | 4.2.1. Short article or essay about the clothes people wear: Clothes. |

| Competency | Learning Outcomes | Contents |
|------------|--|---|
| | | <p>4.2.2. Description of current trends of different age groups.</p> <p>4.2.3. Advices for traveling to a region of Guatemala.</p> <p>4.2.4. Plans for the near future: review of tenses.</p> <p>4.2.5. Narration/travel article about an imaginary trip.</p> <p>4.2.6. Usage of sequencers in a narrative story.</p> |
| | <p>4.3. Creates his own narrations taking in account an accurate spelling.</p> | <p>4.3.1. Emails or notes advising on how to reorganize his room (My home, my house).</p> <p>4.3.2. Description of a sports injury that you or one of your loved ones had.</p> <p>4.3.3. Hobby: written description.</p> <p>4.3.4. Description an enjoyable journey.</p> |

Assessment criteria

The assessment criteria are statements which mainly function to guide the teacher towards the aspects that must be taken into account when determining the type and learning level achieved by the student at each stage of the educational process, according to the established competencies in the curriculum. From this point of view, it can be said that they work as regulators of the learning-assessment-teaching strategies.

According to each learning outcome, there are some proposals of assessment criteria presented below:

- 1.1. Responds to sequence main ideas or events given at classroom:
 - Understanding surprise expressions in short conversations.
 - Following word formation for a sentence.
 - Telling suggestions and recommendations for travelling.
- 1.2. Deduces the meaning of basic conversations of known topics:
 - Responding to good and bad news.
 - Selecting the best adjectives to describe feelings related to memory.
 - Using correctly the auxiliary "would" in conversations.
- 1.3. Compares grammar structure of simple and compound tenses.
 - Differentiating actions in past, present and future tense in sentences.
 - Using appropriately: Have to, can and can't.
 - Applying past tense for complete actions and present perfect for incomplete actions.

- 2.1. Makes oral presentations about familiar topics and personal experiences.
 - Utilizing connections, simple and compound sentences.
 - Describing likes and dislikes using like, prefer and rather.
 - Describing how people spends time using present perfect continuous.
- 2.2. Asks and answers basic questions about different topics with compound tenses.
 - Asking and answering questions about prices using how much and past perfect tense.
 - Using short answers to questions in dialogues.
 - Making offers and responding to them.
- 2.3. Shares information about different topics in several contexts.
 - Talking or giving oral reports of situations considered lucky or unlucky.
 - Talking about relevant experiences in the past.
 - Giving several excuses.

- 3.1. Finds specific information in short and everyday readings.
 - Following descriptions for playing a sport.
 - Organizing the sequence of events in a given story.
 - Recognizing required words in a given text.
- 3.2. Makes inferences about the meaning of very basic texts.
 - Describing the main idea in a technical text.
 - Recognizing the meaning of new words from the context.
 - Extracting facts from a story or a short article.

3.3. Analyzes the primary intention of very basic texts.

- Recognizing the main point in a report.
- Understanding and following instructions and explanations.
- Explaining the purpose of a magazine article.

4.1. Writes narrations about different topics of his context.

- Writing appropriately a short narration about his family or relationships.
- Writing correctly an anecdote about his family or relationships.
- Writing properly a narration of his accomplishments using present perfect tense.

4.2. Applies different grammar rules in his writings.

- Writing a short article about the clothes people wear.
- Describing current trends of different age groups.
- Writing a note or message giving advices for traveling to a specific destination in Guatemala.

4.3. Creates his own narrations taking in account an accurate spelling.

- Writing an email advising on how to reorganize his room.
- Describing one of his hobbies.
- Writing his memories of an enjoyable journey.

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