

## **Inglés: 2018-2019**

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 desarrolle 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.

Asesora Nacionales

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Asesores y Docentes consultados: 11 asesores



### **First Grade**


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.

**Second grade**

(Scenarios and Goals) 1 <sup>st</sup> 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
<p><b>Unit 6</b> <b>Scenario: Playtime</b> <b>Themes:</b></p> <ol style="list-style-type: none"> <li>Fun Games and Activities</li> <li>I Need a Rope to Play</li> <li>My Favorite Game and Activities</li> <li>Show me How to Play</li> </ol> <p><b>Oral Comprehension</b> <b>Listening</b> <b>L.1.</b> recognize spoken words similar to the languages with which they are familiar (e.g., ball, music). <b>L.2.</b> understand simple instructions, such as «turn left», «turn right», or «turn off» when expressed slowly and clearly, possibly with accompanying gestures and pictures. <b>L.3.</b> understand words, names, and numbers previously learned when heard in a short, simple recording delivered at a slow pace.</p> <p><b>Written Comprehension</b> <b>Reading</b> <b>R.2.</b> sequence pictures to show understanding of text heard or read that is supported by pictures in a</p>	<p><b>Unit 1</b> <b>Scenario: Learning Is Fun</b> <b>Themes:</b></p> <ol style="list-style-type: none"> <li>Hi! How Are you Today?</li> <li>My Learning Environment</li> <li>What do I do at School?</li> <li>What I Like about School?</li> </ol> <p><b>Oral Comprehension</b> <b>Listening</b> <b>L.1.</b> understand basic greetings, farewells, and common expressions of politeness (e.g., hi, see you tomorrow, sorry). <b>L.2.</b> 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, possibly with accompanying gestures and pictures. <b>L.3.</b> understand simple questions which directly concern them such as their name and where they are from.</p> <p><b>Written Comprehension</b> <b>Reading</b> <b>R.1.</b> answer yes/no questions about text heard that is supported by pictures.</p>	<p><b><u>Functions</u></b></p> <ul style="list-style-type: none"> <li>Naming and labeling games and fun activities</li> <li>Asking for and giving information about games and activities</li> <li>Talking about likes and dislikes</li> <li>Giving and following instructions</li> </ul> <p><b><u>Discourse Markers</u></b> and</p> <ul style="list-style-type: none"> <li>I like hopscotch <u>and</u> jumping rope.</li> <li>I play soccer <u>and</u> multimedia games.</li> <li>My sister has two dolls <u>and</u> a ball.</li> </ul> <p><b><u>Sociocultural</u></b></p> <ul style="list-style-type: none"> <li>Expressing gratitude, appropriate use of please and thank you.</li> </ul>	<p>First grade teacher guide <a href="https://recursos.mep.go.cr/sitio_primaria_ingles/">https://recursos.mep.go.cr/sitio_primaria_ingles/</a></p>  <p>Second grade teacher guide <a href="https://recursos.mep.go.cr/sitio_primaria_ingles/segundo.html">https://recursos.mep.go.cr/sitio_primaria_ingles/segundo.html</a></p>  <p><a href="https://recursos.mep.go.cr/sitio_primaria_ingles/otros.html">https://recursos.mep.go.cr/sitio_primaria_ingles/otros.html</a></p>

<p>heavily patterned book to include a clear beginning, middle, and end. <b>R.PA.3.</b> identify the short vowels /a/, /e/, /i/, /o/, /u/ in spoken word if attached to a picture.</p> <p><b>Oral Production</b> <b>Spoken Interaction</b> <b>SI.1.</b> ask for something when pointing or gesturing supports the request. (e.g., kick, run, catch)</p> <p><b>Spoken Production</b> <b>S.P.1.</b> name some common objects in familiar environments (e.g., ball, doll, bike). <b>SP.2.</b> express likes and dislikes using simple, standard expressions.</p> <p><b>Written Production</b> <b>Writing</b> <b>W.3.</b> dictate words for teacher to write.</p>	<p><b>R.2.</b> 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). <b>R.PA.3.</b> 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/.</p> <p><b>Oral Production</b> <b>Spoken Interaction</b> <b>SI.1.</b> use one or two learned expressions of greeting, farewell, and politeness. <b>SI.2.</b> ask for something when pointing or gesturing to support the request. <b>SI.3.</b> understand and respond in a predictable pattern to simple questions about familiar things if the other person speaks slowly and clearly.</p> <p><b>Spoken Production</b> <b>SP.1.</b> name some common objects and people in familiar environments.</p> <p><b>Written Production</b> <b>Writing</b> <b>W.1.</b> print/write simple high-frequency words</p>	<ul style="list-style-type: none"> <li>– Expressing likes and dislikes</li> <li>– Showing social interaction manners and politeness when taking turns and following rules</li> </ul> <p><b><u>Social Language Samples and idioms/ phrases</u></b></p> <ul style="list-style-type: none"> <li>– If at first you don't succeed, try, try again.</li> <li>– I pass.</li> <li>– He/she is the MVP (most valuable player).</li> </ul> <p><b><u>Grammar &amp; Sentence Frame</u></b></p> <p><b><u>(S-V)- (S-V-C) sentences</u></b></p> <ul style="list-style-type: none"> <li>– I play _____. (ball, soccer)</li> <li>– I _____ the ball. (catch, throw)</li> <li>– She likes _____. , doll, jacks, jump rope)</li> </ul> <p><b><u>Numbers</u></b></p> <ul style="list-style-type: none"> <li>– He has ____ cars.</li> <li>– They have ____ dolls.</li> </ul>	<p><a href="https://www.mep.go.cr/educati-co/flora-and-fauna-costa-rica">https://www.mep.go.cr/educati-co/flora-and-fauna-costa-rica</a></p> 
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<p><b>Unit 5</b> <b>Scenario: My Neighborhood</b> <b>Themes:</b></p> <ol style="list-style-type: none"> <li>1. This is my Neighborhood</li> <li>2. Where is the School?</li> <li>3. How can I Get to the Supermarket?</li> <li>4. Community Helpers</li> </ol> <p><b>Oral Comprehension</b> <b>Listening</b> <b>L.2.</b> recognize and understand the words for people around them (e.g., firefighter, shop owner, doctor).</p> <p><b>Written Comprehension</b> <b>Reading</b> <b>R.2.</b> 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. <b>R.PA.3.</b> identify the initial phoneme of /v/, /x/, /z/, /qu/ in spoken word if attached to a picture.</p> <p><b>Written Production</b> <b>Writing</b> <b>W.2.</b> draw pictures of an event or character from a picture story or one main idea.</p>	<p><b>W.2.</b> organize drawings or pictures within a graphic organizer (sequence or Venn diagram).</p> <p><b>Unit 2</b> <b>Scenario: Healthy Habits</b> <b>Themes:</b></p> <ol style="list-style-type: none"> <li>1. I Love my Body!</li> <li>2. Healthy Habits Make me Feel Great!</li> <li>3. Yummy and Good for my Tummy</li> <li>4. I can be healthy and happy</li> </ol> <p><b>Oral Comprehension</b> <b>Listening</b> <b>L.1.</b> understand simple information about healthy habits (for example, "I need to exercise".) if the person speaks slowly and clearly, possibly with accompanying gestures. <b>L.2.</b> understand simple instructions, such as "Wash your face", "sleep well", or "brush your teeth" when expressed slowly and clearly, with accompanying gestures and pictures.</p> <p><b>Written Comprehension</b> <b>Reading</b> <b>R.1.</b> 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. <b>R.2.</b> participate in choral reading (clapping and chanting) in response</p>	<p>– I have ____ jacks.</p> <p><u>Imperative sentences</u></p> <ul style="list-style-type: none"> <li>– Turn right/left.</li> <li>– Stand up., Sit down.</li> <li>– Look at me.</li> </ul> <p><u>Question/Answers with BE</u></p> <ul style="list-style-type: none"> <li>– Is _____ fun/ boring? Yes/No (using vocabulary list)</li> <li>– Is _____ difficult/ easy to play? Yes/No (using vocabulary list)</li> <li>– What is this? (Ball, bike, doll)</li> </ul> <p><u>Prepositions (on, in, under, in front of, near, behind, up, down)</u></p> <ul style="list-style-type: none"> <li>– Throw the jacks <u>on</u> the table.</li> <li>– Kick the ball <u>in</u> the net.</li> </ul> <p>Add the vocabulary needed from the curriculum.</p> <p><b><u>Functions</u></b></p> <ul style="list-style-type: none"> <li>• Greeting people and responding to greetings, introductions, leave takings.</li> <li>• Recognizing school personnel and parts of the school.</li> </ul>	
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	<p>to the rhyme and rhythm of a predictable patterned song or picture story that is read aloud.</p> <p><b>R.PA.3.</b> 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 /.</p> <p><b>Oral Production</b> <b>Spoken Interaction</b> <b>SI.1.</b> understand and respond in a predictable pattern to simple questions about familiar things if the other person speaks slowly and clearly.</p> <p><b>Spoken Production</b> <b>SP.1.</b> use one or two learned expressions about healthy habits.</p> <p><b>Written Production</b> <b>Writing</b> <b>W.1.</b> draw pictures of an event or character from a picture story or one main idea. <b>W.2.</b> organize drawings or pictures within a graphic organizer (sequence or Venn diagram). <b>W.3.</b> print/write simple high-frequency words.</p>	<ul style="list-style-type: none"> <li>Using classroom language</li> <li>Asking and answering questions related to favorite school activities.</li> </ul> <p><b><u>Discourse Markers</u></b></p> <p>and, but</p> <ul style="list-style-type: none"> <li>I love reading <u>but</u> I don't like math.</li> <li>I feel happy <u>and</u> excited.</li> <li>My teacher is nice <u>but</u> the principal not.</li> </ul> <p><b><u>Psycho-social</u></b></p> <ul style="list-style-type: none"> <li>Respecting the school personnel and classmates</li> <li>Being responsible with school obligations</li> <li>Helping your partner</li> </ul> <p><b><u>Sociocultural</u></b></p> <ul style="list-style-type: none"> <li>Greetings and leave-takings in formal and informal ways (Hello, hi, how are you?, good bye, see you later, see you)</li> </ul>	
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		<p>– Participating in holidays and school activities</p> <p><b><u>Social Language Samples and idioms/ phrases</u></b></p> <p>– It’s awesome! – It’s great! – It’s amazing!</p> <p><b><u>Grammar &amp; Sentence Frame</u></b></p> <p><u>(S-V-C) sentences</u></p> <p>– I love _____.(soccer, math, reading) – I feel _____. (happy, excited, and good) at school. – I like to <u>go to the playground</u> at school.</p> <p><u>(S-V-C) sentences with To Be</u></p> <p>– My notebook is _____ (red, blue, big, small) – Mrs. Rojas is the _____. (janitor, principal, teacher, cook) – My teacher is _____ (nice, good)</p> <p><u>Negative sentences with don’t:</u></p> <p>– I don’t like <u>to run at</u> school.</p> <p><u>Yes/No questions with do:</u></p>	
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		<ul style="list-style-type: none"> <li>- Do you like to <u>do homework</u>? Yes, I <u>do</u></li> <li>- Do you like to <u>study English</u>? Yes, I <u>do</u></li> </ul> <p><u>Information questions with do</u></p> <ul style="list-style-type: none"> <li>- How do you feel at school?</li> <li>- What do you like to do at school?</li> </ul> <p><u>Information questions with To Be</u></p> <ul style="list-style-type: none"> <li>- When is <u>Independence Day</u>? It's in <u>September</u>.</li> <li>- Where is <u>the eraser</u>?</li> <li>- What are <u>the teachers</u> doing?</li> </ul> <p><u>Personal pronouns:</u></p> <ul style="list-style-type: none"> <li>- I, you, it</li> </ul> <p><u>Possessive adjectives:</u> my, your</p> <ul style="list-style-type: none"> <li>- May I _____ borrow your ...?</li> <li>- This is my eraser.</li> </ul> <p><b><u>Phonemic Awareness</u></b></p> <ul style="list-style-type: none"> <li>- Letters of the alphabet</li> <li>- /e/...<b>pen, pencil, red, rest</b></li> </ul> <p><b><u>Functions</u></b></p> <ul style="list-style-type: none"> <li>• Identifying places in my community</li> </ul>	
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		<ul style="list-style-type: none"> <li>• Asking for and giving information for locating places</li> <li>• Identifying community helpers</li> </ul> <p><b><u>Discourse Markers</u></b></p> <p>and</p> <ul style="list-style-type: none"> <li>– The school <u>and</u> church are in front of the park.</li> <li>– She <u>and</u> he are doctors.</li> <li>– The bus station <u>and</u> the police station are near the supermarket.</li> </ul> <p><b><u>Psycho-social</u></b></p> <ul style="list-style-type: none"> <li>– Appreciating neighborhood surroundings.</li> <li>– Showing respect and courtesy when meeting other people.</li> <li>– Developing collaborative skills.</li> </ul> <p><b><u>Sociocultural</u></b></p>	
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		<ul style="list-style-type: none"> <li>– Expressing gratitude with appropriate use of “please” and “thank you”</li> <li>– Showing interest in others</li> <li>– Using different choices of formal greetings with community helpers (Mr., Mrs., Miss, Ms.)</li> </ul> <p><b><u>Social Language Samples and idioms/phrases</u></b></p> <ul style="list-style-type: none"> <li>– Home is where the heart is.</li> <li>– “Thank you very much.”</li> <li>– There is no place like home.</li> </ul> <p><b><u>(S-V-C) Sentences</u></b></p> <ul style="list-style-type: none"> <li>– My name is <u>(name)</u>. I <u>live</u> in <u>(name of town)</u>. I (live, play, study) here.</li> <li>– My neighborhood has a _____ (park, church, school).</li> <li>– He/she is a _____ (teacher, police officer, doctor, nurse)</li> </ul> <p><b><u>Imperative sentences</u></b></p> <ul style="list-style-type: none"> <li>– Cross the street.</li> <li>– Go to the corner (store, bank)</li> <li>– Turn right/left.</li> </ul>	
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		<p><u>Question/Answers with BE</u></p> <ul style="list-style-type: none"> <li>– Is he the teacher? Yes/No</li> <li>– Is she the shop owner? Yes/No</li> <li>– Where is the church? It is in front of the park.</li> </ul> <p><u>Prepositions of place (in front of, near, behind, up, down)</u></p> <ul style="list-style-type: none"> <li>– The church is <u>in front of</u> the park.</li> <li>– The school is <u>near</u> the church.</li> <li>– The park is <u>behind</u> the church.</li> </ul> <p><b><u>Phonemic Awareness</u></b></p> <ul style="list-style-type: none"> <li>– Week 1 /v/(<b>veterinarian, visitor, vegetable</b>)</li> <li>– Week 2 /x/(<b>x-ray</b>)</li> <li>– Week 3 /z/(<b>zoo, zipper, zebra</b>)</li> <li>– Week 4 /Qu/(<b>Queen</b> street, <b>question, quiz</b>)</li> </ul> <p><b><u>Functions</u></b></p> <ul style="list-style-type: none"> <li>– Identifying parts of the body</li> <li>– Describing habits and routines</li> </ul>	
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		<ul style="list-style-type: none"> <li>– Identifying healthy and unhealthy food</li> <li>– Asking and responding to questions about healthy habits.</li> </ul> <p><b><u>Psycho-social</u></b></p> <ul style="list-style-type: none"> <li>– Encouraging good hygiene to help the body.</li> <li>– Promoting healthy eating habits.</li> <li>– Increasing physical activity to keep the body healthy.</li> </ul> <p><b><u>Sociocultural</u></b></p> <ul style="list-style-type: none"> <li>– Participating in indoor and outdoor school activities.</li> <li>– Asking about other people's likes and dislikes.</li> </ul> <p><b><u>Social Language Samples and idioms/ phrases</u></b></p> <ul style="list-style-type: none"> <li>– An apple a day keeps the doctor away.</li> <li>– Eat your vegetables, take your vitamins</li> </ul>	
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		<p><b><u>Grammar &amp; Sentence Frame</u></b></p> <p><u>Simple present tense sentence:</u></p> <ul style="list-style-type: none"> <li>– To be healthy, I need to_____ (exercise, wash my hands, eat healthy food).</li> <li>– I like bananas.</li> <li>– I don't eat junk food.</li> </ul> <p><u>Personal pronouns:</u></p> <ul style="list-style-type: none"> <li>– I, you</li> </ul> <p><u>Possessive adjectives:</u></p> <ul style="list-style-type: none"> <li>– my, your</li> </ul> <p><u>Demonstrative Pronouns</u></p> <ul style="list-style-type: none"> <li>– This/These</li> </ul> <p><u>Conjunction "and":</u></p> <ul style="list-style-type: none"> <li>– I play soccer <u>and</u> run.</li> <li>– You <u>and</u> I eat healthy food.</li> </ul> <p><u>Information questions:</u></p> <ul style="list-style-type: none"> <li>– What healthy food do you eat?</li> <li>– What do you need/ have to do to be healthy?</li> <li>– How often do you <u>exercise</u>? I <u>sometimes</u> exercise.</li> </ul> <p><u>Imperative forms</u></p> <ul style="list-style-type: none"> <li>– Show me your...</li> <li>– Touch your ...</li> </ul>	
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		<p><b><u>Phonemic Awareness</u></b></p> <ul style="list-style-type: none"> <li>– Letters of the alphabet</li> <li>– Vowel /a/</li> </ul> <p>a...hand a...bad a...fat a...have a...dance</p> <p>Add vocabulary needed from the curriculum</p>	
	<p><b>Scenario:</b> <b>Home Sweet Home</b> <b>Themes:</b></p> <ol style="list-style-type: none"> <li>1. A Visit from my Cousins</li> <li>2. A Home Tour</li> <li>3. What We do around the House</li> <li>4. Cleaning the House</li> </ol> <p>Include all goals and assessment strategies for each of the linguistic competences based on the new English curriculum ( see program)</p>	<p><b><u>Functions</u></b></p> <ul style="list-style-type: none"> <li>• Identifying extended family members</li> <li>• Recognizing parts of the house</li> <li>• Identifying family activities and chores</li> <li>• Locating household items, parts of the house and family members.</li> </ul> <p><b><u>Discourse Markers</u></b></p> <p>and, but</p> <ul style="list-style-type: none"> <li>– There is a bed in the bedroom <u>but</u> there is not a table in the kitchen.</li> <li>– My house has three bedrooms <u>and</u> a yard.</li> </ul>	

		<p>– This is my sister <u>but</u> this is not my mother.</p> <p><b><u>Psycho-social</u></b></p> <ul style="list-style-type: none"> <li>– Helping in the house</li> <li>– Respecting family members</li> <li>– Enjoying time with extended family</li> </ul> <p><b><u>Socio-cultural</u></b></p> <ul style="list-style-type: none"> <li>– Participating in family gatherings and comparing similarities and differences among individuals and communities.</li> <li>– Participating in family activities and celebrations</li> </ul> <p><b><u>Social Language Samples and idioms/ phrases</u></b></p> <ul style="list-style-type: none"> <li>– Help yourself!</li> <li>– Please help me out!</li> <li>– Help out in the kitchen!</li> <li>– Elbow room</li> </ul> <p><b><u>Grammar &amp; Sentence Frame</u></b></p> <p><u>Sentences using There is, this is</u></p>	
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		<ul style="list-style-type: none"> <li>– This is my _____ (brother, sister, father, mother...)</li> <li>– This is the _____ (kitchen, living room...)</li> <li>– There is <u>a bed</u> in the <u>bedroom</u></li> </ul> <p><u>Simple present sentences:</u></p> <ul style="list-style-type: none"> <li>– My house has <u>three bedrooms</u> and <u>a yard</u>.</li> </ul> <p><u>Yes-no questions with <i>is there</i></u></p> <ul style="list-style-type: none"> <li>– Is there a _____ (chair, bed, table) in the _____? (kitchen, bedroom, living room)</li> </ul> <p><u>Yes-No questions in simple present</u></p> <ul style="list-style-type: none"> <li>– Does your sister _____ (play, read, study) in the _____? (bedroom, living room, kitchen) Yes, <u>s/he</u> does.</li> </ul> <p><u>Personal pronouns:</u></p> <ul style="list-style-type: none"> <li>– he, she</li> </ul> <p><u>Possessive adjective:</u></p> <ul style="list-style-type: none"> <li>– your</li> </ul> <p><u>Information questions with To Be</u></p> <ul style="list-style-type: none"> <li>– Where is <u>the TV</u>? It's in the _____ (living room, bedroom)</li> </ul>	
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		<p><b>Information questions in simple present</b></p> <ul style="list-style-type: none"> <li>Where does your father ____? (read, rest, eat) In the _____. (living room, kitchen)</li> </ul> <p><b><u>Phonemic Awareness</u></b></p> <ul style="list-style-type: none"> <li>Letters of the alphabet</li> </ul> <p>//...inside //...in //...kitchen //...big //...sit</p> <p><b>Add the vocabulary from the English curriculum</b></p>	
	<p><b>Scenario:</b></p> <p><b>Loving and caring animals</b></p> <p><b>Themes:</b></p> <ol style="list-style-type: none"> <li>Barn or house?</li> <li>Moo, Meow, and Cock-a-Doodle-Do</li> <li>Living with Animals and Pets around me</li> <li>Walk the Dog...and Other Ways to Care for Animals</li> </ol> <p>Include all goals and assessment strategies for each of the linguistic competences based on the new English curriculum ( see program)</p>	<p><b><u>Functions</u></b></p> <ul style="list-style-type: none"> <li>Identifying farm animals and pets</li> <li>Identifying where animals' live and their actions.</li> <li>Describing likes and dislikes related to animals and pets.</li> <li>Describing how to take care of animals.</li> </ul> <p><b><u>Discourse Markers</u></b></p>	

		<p>And, but</p> <ul style="list-style-type: none"> <li>– Birds have feathers <u>and</u> horses have hair.</li> </ul> <p>Cows have fur, <u>but</u> roosters have feathers.</p> <p><b><u>Psycho-social</u></b></p> <ul style="list-style-type: none"> <li>– Working collaborative with partners and community.</li> <li>– Being sensitive to the needs of others including pets.</li> <li>– Expressing interest in doing research about animal's needs and habitats.</li> </ul> <p><b><u>Sociocultural</u></b></p> <ul style="list-style-type: none"> <li>– Identifying the needs of animals</li> <li>– Taking care of animals</li> <li>– Making animals' lives safe and comfortable</li> </ul> <p><b><u>Social Language Samples and idioms and phrases</u></b></p> <ul style="list-style-type: none"> <li>– Early bird</li> <li>– A dog is man's best friend</li> <li>– Getting your ducks in a row</li> </ul>	
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		<p><b><u>Grammar &amp; Sentence Frame</u></b></p> <p><u>Sentences in simple present</u></p> <ul style="list-style-type: none"> <li>– My favorite pet/ farm animal is the ____ (dog, cat, duck, horse).</li> <li>– Dogs/Ducks have ____ (feathers, tail)</li> <li>– Birds/Horses live ____ (on the farm, in a nest, in the barn)</li> </ul> <p><u>Yes-No questions in simple present</u></p> <ul style="list-style-type: none"> <li>– Do hens have feathers? Yes.</li> <li>– Do cows have fur? Yes.</li> <li>– Is this a lion?</li> </ul> <p><u>Information questions in simple present:</u></p> <ul style="list-style-type: none"> <li>– What is this?</li> <li>– What noise do cows make? Cows moo.</li> <li>– What do ____ (animals, pets, dogs) need? Animals need ____ (shelter, water, medicine, grooming)</li> </ul> <p><u>Conjunctions:</u> and, but</p> <ul style="list-style-type: none"> <li>– Birds have feathers <u>and</u> horses have hair.</li> <li>– Cows have fur, <u>but</u> roosters have feathers.</li> </ul>	
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		<p><b><u>Phonemic Awareness</u></b></p> <p>– Letters of the alphabet</p> <p>o...dog o...horse o...long o...on Add the vocabulary from the English curriculum</p>	
	<p><b>Scenario:</b></p> <p><b>Fabulous Flora and Fauna</b></p> <p><b>Themes:</b></p> <ol style="list-style-type: none"> <li>1. A Nature Walk</li> <li>2. Animals A to Z</li> <li>3. Green Kingdom</li> <li>4. Protecting Mother Nature</li> </ol> <p>Include all goals and assessment strategies for each of the linguistic competences based on the new English curriculum ( see program)</p>	<p><b><u>Functions</u></b></p> <ul style="list-style-type: none"> <li>• Identifying common living things and non-living things</li> <li>• Recognizing different types of animals in the different habitats in which they live.</li> <li>• Asking and giving information about different kinds of plants</li> <li>• Describing in simple form ways to protect Mother Nature.</li> </ul> <p><b><u>Discourse Markers</u></b></p> <p>and, but</p> <p>– The birds are beautiful <u>but</u> not snakes.</p>	

		<ul style="list-style-type: none"> <li>– The trees have many leaves <u>and</u> flowers.</li> <li>– The frogs live in the water <u>but</u> monkeys in the forest.</li> </ul> <p><b><u>Psycho-social</u></b></p> <ul style="list-style-type: none"> <li>– Being concerned about protection of the environment</li> <li>– Being sensitive towards living things</li> <li>– Taking care of flora and fauna</li> </ul> <p><b><u>Sociocultural</u></b></p> <ul style="list-style-type: none"> <li>– Showing interest in the environment.</li> <li>– Participating in environmental celebrations: Earth Day</li> <li>– Promoting environmental protection</li> </ul> <p><b><u>Social language Samples and idioms/phrases</u></b></p> <ul style="list-style-type: none"> <li>– Think green!</li> <li>– Green thumb</li> <li>– Fresh as a daisy</li> </ul> <p><b><u>Grammar &amp; Sentence Frame</u></b></p> <p><u>Sentences using To Be:</u></p>	
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		<ul style="list-style-type: none"> <li>– A butterfly is _____ (beautiful, small, green)</li> <li>– <u>Rocks</u> are non-living things.</li> </ul> <p><u>Sentences using simple present tense:</u></p> <ul style="list-style-type: none"> <li>– Plants need _____ (air, soil, sun, water)</li> </ul> <p><u>Imperatives:</u></p> <ul style="list-style-type: none"> <li>– Point to the <u>leaf</u>.</li> <li>– Don't walk on the <u>grass</u>.</li> <li>– Plant a <u>tree</u>.</li> </ul> <p><u>Information questions in simple present:</u></p> <ul style="list-style-type: none"> <li>– Where do _____ (birds, squirrels, monkeys) live? _____ (Birds, Squirrels, Monkeys) live in _____ (the garden, nests, parks, the forest)</li> <li>– What do _____ (squirrels, butterflies, birds) eat? _____ Squirrels, Butterflies, Birds) eat _____ (nuts, nectar from flowers, fruit, insects), plants, seeds)</li> <li>– What do plants/forest animals need? Plants need _____ (water, sun, soil, rain, air), Forest</li> </ul>	
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		<p>animals need _____(food, water, sun, air)</p> <p><b><u>Phonemic Awareness</u></b></p> <p>– Letters of the alphabet /ə/ u...sun u...bug u...under u...nut u...sunny u...mud</p> <p><b>Add the vocabulary from the English curriculum</b></p>	
	<p><b>Scenario: A Change of Scenery</b> <b>Themes:</b></p> <ol style="list-style-type: none"> <li>1. Rain, Rain, Go Away</li> <li>2. Try this on</li> <li>3. May I Have a Bite?</li> <li>4. Please Tell me What's Fun</li> </ol> <p>Include all goals and assessment strategies for each of the linguistic competences based on the new English curriculum ( see program)</p>	<p><b><u>Functions</u></b></p> <ul style="list-style-type: none"> <li>• Identifying typical weather conditions in Costa Rica</li> <li>• Identifying kinds of clothing to wear in different weather conditions</li> <li>• Identifying types of food</li> <li>• Asking and giving information about things to do and see in different places.</li> </ul> <p><b><u>Discourse Markers</u></b></p> <p>and, but</p> <p>– I wear sandals <u>but</u> not wear</p>	

		<p>shorts at the beach.</p> <ul style="list-style-type: none"> <li>– There is foggy weather in the mountains <u>and</u> near the volcano.</li> <li>– The beach is beautiful <u>but</u> the weather is hot.</li> </ul> <p><b><u>Psycho-social</u></b></p> <ul style="list-style-type: none"> <li>– Respecting other people's interests</li> <li>– Relaxing is good for the mind and body</li> <li>– Showing interest in the lifestyles of others.</li> </ul> <p><b><u>Sociocultural</u></b></p> <ul style="list-style-type: none"> <li>– Showing interest in people's activities and celebrations</li> <li>– Expressing admiration</li> <li>– Sharing experiences and concerns</li> </ul> <p><b><u>Social Language Samples and idioms/phrases</u></b></p> <ul style="list-style-type: none"> <li>– Party is over</li> <li>– Take it easy</li> </ul>	
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		<p>– Surf's up!</p> <p><b><u>Grammar &amp; Sentence Frame</u></b></p> <p><u>Simple present</u></p> <p>– I wear _____(sandals, shorts)</p> <p>– I eat _____(ice cream, fish, rice)</p> <p>– I like to _____(swim, fly a kite, collect seashells) at the beach.</p> <p><u>Sentence using subject + "to be" + adjective:</u></p> <p>– At the beach the weather is _____(cloudy, sunny)</p> <p><u>Question and answers using "can"</u></p> <p>– What can you do _____ (at the beach, in the mountains, in the city)? I can _____(visit the zoo, swim, camp)</p> <p>– What can you eat _____ (at the beach, in the mountains)?</p> <p><u>Questions in simple present:</u></p>	
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		<ul style="list-style-type: none"> <li>– What's the weather like _____ (at the beach, in the _____)</li> <li>– What do you wear _____ (in the city, at the beach)?</li> <li>– What's your favorite activity _____ (at the beach, in the mountains)? To...</li> </ul> <p><b><u>Phonemic Awareness</u></b></p> <ul style="list-style-type: none"> <li>– Letters of the alphabet</li> </ul> <p><b>/ɛ/ (pen, pencil, red, rest)</b>  <b>/æ/ (hand, bad, have)</b>  <b>/i/ (in, kitchen, big, sit)</b>  <b>/ɔ/ (dog, horse, long, on)</b>  <b>/ə/ (sun, bug, nut, mud)</b></p> <p><b>Add the vocabulary needed for the themes of the unit.</b></p> <p><b>Use the curriculum.</b></p>	
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**Dirección de Desarrollo Curricular**  
**DEPARTAMENTO DE PRIMERO**  
**Y SEGUNDO CICLOS**



**Third grade**

(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
<p><b>Unit 5</b> <b>Scenario: Fabulous Flora and Fauna</b></p> <p><b>Oral Comprehension</b> <b>Listening</b> 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.</p> <p><b>Written Comprehension</b> <b>Reading</b> R.1. 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., big tree, red leaf) R.2. sequence pictures to show understanding of text heard or</p>	<p><b>Unit 1</b> <b>Scenario: Our Family “to Do” List</b></p> <p><b>Oral Comprehension</b> <b>Listening</b> 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.</p> <p><b>Written Comprehension</b> <b>Reading</b> R.1. understand short text in picture books and illustrated material, using illustrations to recognize text topic. R.2. comprehend short readings analyze and enjoy texts. R.PA3. decode English graphemes and phonemes using knowledge of word parts,</p>	<p><b><u>Functions</u></b></p> <ul style="list-style-type: none"> <li>Identifying common living things and non-living things</li> <li>Recognizing different types of animals in the different habitats in which they live.</li> <li>Asking and giving information about different kinds of plants</li> <li>Describing in simple form ways to protect Mother Nature.</li> </ul> <p><b><u>Discourse Markers</u></b> and, but</p> <ul style="list-style-type: none"> <li>The birds are beautiful <u>but</u> not snakes.</li> <li>The trees have many leaves <u>and</u> flowers.</li> </ul> <p>The frogs live in the water <u>but</u> monkeys in the forest.</p>	<p>First grade teacher guide <a href="https://recursos.mep.go.cr/itio_primaria_ingles/">https://recursos.mep.go.cr/itio_primaria_ingles/</a></p>  <p>Second grade teacher guide <a href="https://recursos.mep.go.cr/itio_primaria_ingles/segundo.html">https://recursos.mep.go.cr/itio_primaria_ingles/segundo.html</a></p> 

<p>read that is supported by pictures in a heavily patterned book to include a clear beginning, middle, and end.</p> <p><b>R.PA3.</b> 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.</p> <p><b>Oral Production</b> <b>Spoken Interaction</b> <b>SI.1.</b> understand and respond in a predictable pattern to simple questions about familiar things if the other person speaks slowly and clearly.</p> <p><b>Spoken Production</b> <b>SP.1.</b> name some common words or objects in familiar environments. <b>SP.2.</b> use one or two learned expressions of animals and plants.</p> <p><b>Written Production</b> <b>Writing</b> <b>W.1.</b> organize drawings or pictures within a graphic organizer (sequence or Venn diagram).</p>	<p>syllabification and phonemic awareness.</p> <p><b>Oral Production</b> <b>Spoken Interaction</b> <b>SI.1.</b> interact in a simple way provided others are prepared to repeat, rephrase, and speak slowly. <b>SI. 2.</b> provide one-word answers to basic questions indicating time e.g. day, time of day.)</p> <p><b>Spoken Production</b> <b>SP.1.</b> talk briefly about the duties each family member has around the house. <b>SP.2.</b> express preferences.</p> <p><b>Written Production</b> <b>Writing</b> <b>W.1.</b> copy or print/write words being learned in class and connect them to pictures. <b>W.2.</b> fill in gapped text using a word list of familiar words.</p>	<p><b><u>Psycho-social</u></b></p> <ul style="list-style-type: none"> <li>– Being concerned about protection of the environment</li> <li>– Being sensitive towards living things</li> <li>– Taking care of flora and fauna</li> </ul> <p><b><u>Sociocultural</u></b></p> <ul style="list-style-type: none"> <li>– Showing interest in the environment.</li> <li>– Participating in environmental celebrations: Earth Day</li> <li>– Promoting environmental protection</li> </ul> <p><b><u>Social language Samples and idioms/phrases</u></b></p> <ul style="list-style-type: none"> <li>– Think green!</li> <li>– Green thumb</li> <li>– Fresh as a daisy</li> </ul> <p><b><u>Grammar &amp; Sentence Frame</u></b></p> <p><u>Sentences using To Be:</u></p> <ul style="list-style-type: none"> <li>– A butterfly is _____ (beautiful, small, green)</li> </ul>	<p><a href="https://recursos.mep.go.cr/sitio_primaria_ingles/otros.html">https://recursos.mep.go.cr/sitio_primaria_ingles/otros.html</a></p> <p><a href="https://www.mep.go.cr/educatico/flora-and-fauna-costarica">https://www.mep.go.cr/educatico/flora-and-fauna-costarica</a></p> 
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<p><b>W.2.</b> dictate words for the teacher to write.</p> <p><b>Note: Teachers can work this unit alone at the beginning of the year</b></p>		<ul style="list-style-type: none"> <li>– <u>Rocks</u> are non-living things.</li> </ul> <p><u>Sentences using simple present tense:</u></p> <ul style="list-style-type: none"> <li>– Plants need ____ (air, soil, sun, water)</li> </ul> <p><u>Imperatives:</u></p> <ul style="list-style-type: none"> <li>– Point to the <u>leaf</u>.</li> <li>– Don't walk on the <u>grass</u>.</li> <li>– Plant a <u>tree</u>.</li> </ul> <p><u>Information questions in simple present:</u></p> <ul style="list-style-type: none"> <li>– Where do ____ (birds, squirrels, monkeys) live? ____ (Birds, Squirrels, Monkeys) live in ____ (the garden, nests, parks, the forest)</li> <li>– What do ____ (squirrels, butterflies, birds) eat? ____ Squirrels, Butterflies, Birds) eat ____ (nuts, nectar from flowers, fruit, insects), plants, seeds)</li> <li>– What do plants/forest animals need?</li> </ul>	
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		<p>Plants need ____ (water, sun, soil, rain, air), Forest animals need ____ (food, water, sun, air)</p> <p><b><u>Phonemic Awareness</u></b></p> <p>– Letters of the alphabet <b>/ə/</b> u...sun u...bug u...under u...nut u...sunny u...mud</p> <p><b>Add the vocabulary needed for the themes of the unit. Use the curriculum.</b></p> <p><b>Our Family to Do List</b></p> <p><b><u>Functions</u></b></p> <ul style="list-style-type: none"> <li>• Naming household items.</li> <li>• Expressing likes and dislikes in regard to household chores.</li> <li>• Making simple requests.</li> </ul>	
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		<ul style="list-style-type: none"> <li>Asking and answering questions about location of house items.</li> </ul> <p><b><u>Discourse Markers</u></b></p> <p>and, but, because</p> <ul style="list-style-type: none"> <li>– My mom cooks <u>and</u> cleans.</li> <li>– I like to sweep <u>but</u> I don't like to mop.</li> <li>– I love you to pieces, <u>because</u> you are my Mon.</li> </ul> <p><b><u>Psycho-social</u></b></p> <ul style="list-style-type: none"> <li>– Showing gratitude, appreciation and respect towards own and others' family members.</li> <li>– Learning how to handle emotions and emergencies in the family.</li> <li>– Promoting equality for both genders and cooperation within group activities.</li> </ul> <p><b><u>Sociocultural</u></b></p>	
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		<ul style="list-style-type: none"> <li>– Recognizing nonverbal and body language for an effective communication.</li> <li>– Promoting using social phrases and good manners when asking for something (“Please” “Thank you”).</li> </ul> <p><b><u>Social Language Samples and idioms/phrases</u></b></p> <ul style="list-style-type: none"> <li>– “To do list”</li> <li>– Run errands</li> <li>– Home sweet home</li> <li>– There’s no place like home.</li> <li>– I love you to pieces.</li> </ul> <p><b><u>Grammar &amp; Sentence Frame</u></b></p> <p><u>Common nouns</u></p> <ul style="list-style-type: none"> <li>– This is a <u>mop</u>.</li> <li>– This is a <u>broom</u>.</li> </ul> <p><u>Singular personal subjective pronouns</u></p> <ul style="list-style-type: none"> <li>– <u>She</u> cleans.</li> <li>– <u>He</u> makes the bed.</li> </ul>	
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		<p>– I <u>set</u> the table.</p> <p><u>Interrogative sentences</u> <u>beginning with “What.”;</u> <u>“Where”; “Who”</u></p> <p>– <u>What</u> is this? – <u>Where</u> is the broom? – <u>Who</u> mops the floor?</p> <p><u>Simple Present Tense</u> <u>(Regular verbs)</u></p> <p>– My mom <u>cooks</u> dinner. – I <u>like</u> to sweep the floor. – I <u>don’t</u> like to mop.</p> <p><u>Frequency adverbs:</u></p> <p>– My mom <u>always</u> cooks dinner. – My dad <u>sometimes</u> sweeps the floor. – My brother <u>never</u> mops the floor.</p> <p><u>Time expressions</u></p> <p>– My mom cleans the house <u>every day</u>. – <u>Every Saturday</u>, my dad washes the car.</p> <p><u>Simple sentences with</u> <u>subject/verb/object</u></p>	
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		<ul style="list-style-type: none"> <li>– I need a <u>broom</u>.</li> <li>– She sets the <u>table</u>.</li> </ul> <p><u>Possessive Pronouns</u></p> <ul style="list-style-type: none"> <li>– <u>My</u> mom cleans the house.</li> <li>– His bedroom is tidy.</li> <li>– Her books are on her bed.</li> </ul> <p><u>verb + coordinating conjunction + verb</u></p> <ul style="list-style-type: none"> <li>– My mom cooks <u>and</u> cleans.</li> <li>– I like to sweep <u>but</u> I don't like to mop.</li> </ul> <p><u>Prepositions of time</u></p> <ul style="list-style-type: none"> <li>– <u>On Saturdays</u>, everybody helps around the house.</li> </ul> <ul style="list-style-type: none"> <li>– <u>Modal "can"</u></li> <li>– <u>Can</u> you pass me a broom?</li> <li>– <u>Can</u> you help me?</li> </ul> <p><b><u>Phonemic Awareness</u></b></p> <p><u>Vowel and consonant combination</u></p>	
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		<ul style="list-style-type: none"> <li>– an: <u>can</u>, <u>man</u>, <u>fan</u>, <u>ran</u>, <u>and</u>, <u>hand</u>,</li> <li>– ad: <u>sad</u>, <u>mad</u>, <u>dad</u>, <u>had</u>,</li> <li>– am: <u>ham</u>, <u>jam</u>, <u>Pam</u>, <u>Sam</u>,</li> <li>– ab: <u>cab</u>, <u>lab</u>, <u>nab</u>, <u>tab</u>,</li> </ul> <p><b>Add the vocabulary needed for the themes of the unit. Use the curriculum.</b></p>	
<p><b>Unit 6</b> <b>Scenario: A change of Scenery</b></p> <p><b>Oral Comprehension</b> <b>Listening</b> <b>L.1.</b> understand words, names, and numbers previously learned when heard in a short, simple recording delivered at a slow pace. <b>L.2.</b> 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.</p> <p><b>Written Comprehension</b> <b>Reading</b></p>	<p><b>Unit 2</b> <b>Scenario: Families Celebrate Together!</b></p> <p><b>Oral Comprehension</b> <b>Listening</b> <b>L.1.</b> 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. <b>L.2.</b> understand most of a short story when it is read slowly and clearly, and is accompanied by pictures or drawings. <b>L.3.</b> understand numbers, times and other pieces of short</p>	<p><b><u>Functions</u></b></p> <ul style="list-style-type: none"> <li>• Naming family traditions and celebrations.</li> <li>• Describing family traditions and celebrations</li> <li>• Telling time and dates.</li> <li>• Asking for and giving basic information about family traditions and celebrations.</li> </ul> <p><b><u>Discourse Markers</u></b> <b>and, but, because</b></p>	

<p><b>R.1.</b> make predictions based on cover, title and illustrations with instructional support.</p> <p><b>R.2.</b> answer yes/no questions about text heard that is supported by pictures</p> <p><b>R.PA3.</b> imitate and identify each sound of letters of the alphabet that form a word, with a concrete item or picture representing the sound.</p> <p><b>R.PA4.</b> identify the short vowels /a/, /ɛ/, /i/, /ɔ/, /ə/ in spoken word if attached to a picture.</p> <p><b>Oral Production</b> <b>Spoken Interaction</b> <b>SI.1.</b> ask what is something using learned expressions of language by pointing to an object.</p> <p><b>Spoken Production</b> <b>SP.1.</b> name some common objects in familiar environments.</p> <p><b>Written Production</b> <b>Writing</b> <b>W.1.</b> draw pictures of an event or character from a picture story or one main idea. <b>W.2.</b> print/write simple high-frequency words.</p>	<p>information, if given slowly and clearly.</p> <p><b>Written Comprehension</b> <b>Reading</b> <b>R.1.</b> read simple, short texts, word by word and identify the main information, recognizing previously encountered words and parts of words. <b>R.2.</b> comprehend readings and enjoy texts. <b>R.PA3.</b> decode English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness. <b>Oral Production</b> <b>Spoken Interaction</b> <b>SI.1.</b> interact in a simple way provided others are prepared to repeat, rephrase, and speak slowly. <b>SI.2.</b> answer simple questions using individual words, expressions, or short sentences.</p> <p><b>Spoken Production</b> <b>SP.1.</b> talk briefly about family celebrations and traditions indicating time when describing</p>	<ul style="list-style-type: none"> <li>– My family and I celebrate birthdays together.</li> <li>– My family is together for Christmas <u>but</u> not Independence Day.</li> <li>– My mom always makes a cake for my birthday.</li> </ul> <p><b><u>Psycho-social</u></b></p> <ul style="list-style-type: none"> <li>– Expressing appreciation and gratitude.</li> <li>– Identifying one's and others' feelings.</li> <li>– Demonstrating empathy.</li> <li>– Showing respect for families' traditions and celebrations.</li> </ul> <p><b><u>Sociocultural</u></b></p> <ul style="list-style-type: none"> <li>– Maintaining eye contact during conversation.</li> <li>– Remaining silent when others are talking.</li> </ul> <p><b><u>Social Language Samples and idioms/phrases</u></b></p> <ul style="list-style-type: none"> <li>– It's time to celebrate!</li> </ul>	
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<p><b>Note: Unit 6 <u>A Change of Scenery</u>, of 2°grade can be articulate with Unit 5 <u>Fun Places and Spaces</u> of 3° grade.</b></p>	<p>family celebrations. (e.g., day, month). <b>SP.2.</b> express how he/she is feeling.</p> <p><b>Written Production</b> <b>Writing</b> <b>W.1.</b> copy or print/write words being learned in class and connect them to pictures. <b>W.2.</b> fill in gapped texts using a word list of familiar words.</p>	<ul style="list-style-type: none"> <li>– Happy Birthday!</li> <li>– Happy New Year!</li> <li>– Family that plays together stays together.</li> <li>– Family ... where life begins &amp; love never ends.</li> <li>– There is no place like home.</li> </ul> <p><b><u>Grammar &amp; Sentence Frame</u></b></p> <p><u>Personal pronouns</u></p> <ul style="list-style-type: none"> <li>– <u>I</u> go to the park with my family.</li> <li>– <u>We</u> have dinner together.</li> </ul> <p><u>Simple present</u></p> <ul style="list-style-type: none"> <li>– My family and I make different things together at Christmas.</li> <li>– We <u>sing Karaoke</u>.</li> <li>– We <u>play soccer</u>.</li> </ul> <p><u>Simple present tense (irregular verbs)</u></p> <ul style="list-style-type: none"> <li>– My family <u>goes</u> to church.</li> <li>– My family <u>has</u> lunch together.</li> </ul>	
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		<ul style="list-style-type: none"> <li>– We <u>have</u> lunch on Sunday.</li> </ul> <p><u>Singular possessive pronoun</u></p> <ul style="list-style-type: none"> <li>– <u>My</u> family celebrates birthdays.</li> <li>– <u>Your</u> family plays together.</li> </ul> <p><u>Interrogative sentences beginning with "What."; "Where"</u></p> <ul style="list-style-type: none"> <li>– <u>What</u> does your family do on Christmas?</li> <li>– <u>Where</u> do you go with your family on Sundays?</li> <li>– <u>What</u> time do you have lunch every day?</li> </ul> <p><u>Yes/no questions</u></p> <ul style="list-style-type: none"> <li>– <u>Do you go to church in holy week?</u></li> <li>–</li> <li>– <u>Is</u> your birthday <u>in</u> July?</li> </ul> <p><u>Time expressions</u></p> <ul style="list-style-type: none"> <li>– <u>Every Christmas</u>, we eat tamales and share gifts.</li> </ul>	
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		<ul style="list-style-type: none"> <li>– <u>Every Sunday</u>, we eat “Olla de Carne” for lunch.</li> <li>– <u>For my birthday</u>, my family makes a cake.</li> </ul> <p><u>Frequency adverbs</u></p> <ul style="list-style-type: none"> <li>– We <u>always</u> have breakfast together.</li> <li>– We <u>sometimes</u> go fishing.</li> </ul> <p><u>Prepositions of time</u></p> <ul style="list-style-type: none"> <li>– My mom’s birthday is <u>on</u> July 12<sup>th</sup>.</li> <li>– The party is usually <u>at</u> 4:00 p.m.</li> <li>– We eat lunch and play soccer together <u>on</u> <u>Sundays</u>.</li> </ul> <p><b><u>Phonemic Awareness</u></b>  <u>Vowel and consonant combination</u>  ap: <u>cap</u>, <u>gap</u>, <u>map</u>, <u>tap</u>, <u>nap</u>  ag: <u>bag</u>, <u>nag</u>, <u>tag</u>, wag,  <u>rag</u>  op: <u>hop</u>, <u>mop</u>, <u>pop</u>, <u>stop</u>,  <u>top</u></p>	
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		<p>og: <u>bo</u>g,<u>co</u>g,<u>do</u>g,<u>fo</u>g, <u>ho</u>g,<u>jo</u>g,<u>lo</u>g,</p> <p><b>Add the vocaburay required to develop the unit from the curriculum</b></p>	
	<p><b>Scenario: May I Help You?</b></p> <p><b>Themes:</b></p> <ol style="list-style-type: none"> <li>1. Is He the Cashier or the Clerk?</li> <li>2. Going to a Store!</li> <li>3. Where do I Get some Fresh Vegetables?</li> <li>4. How Much does it Cost?</li> </ol> <p>Include all goals and assessment strategies for each of the linguistic competences based on the new English curriculum ( see program)</p>	<p><b><u>Functions</u></b></p> <ul style="list-style-type: none"> <li>– Identifying community helpers.</li> <li>– Naming goods and services in the community.</li> <li>– Asking and responding to questions about goods and services in the community.</li> <li>– Recognizing and using numbers and prices.</li> </ul> <p><b><u>Discourse Markers</u></b></p> <p>and, but, because</p> <ul style="list-style-type: none"> <li>– This store sells shoes <u>and</u> clothes.</li> <li>– The cake is delicious <u>but</u> the food not.</li> </ul>	

		<ul style="list-style-type: none"> <li>– The chef is cooking <u>because</u> there is a party.</li> </ul> <p><b><u>Psycho-social</u></b></p> <ul style="list-style-type: none"> <li>– Expressing appreciation and gratitude towards community helpers</li> <li>– Showing respect to people and to what they do.</li> </ul> <p><b><u>Sociocultural</u></b></p> <ul style="list-style-type: none"> <li>– Responding to peer/adult initiated greetings and farewells.</li> <li>– Interacting using social phrases, manners and personal space. (“Please” “Thank you” and “Excuse me”.)</li> <li>– Using social cues (body language, tone of voice, facial expression) to understand communication.</li> </ul> <p><b><u>Social Language Samples</u></b> <b><u>and Idioms/ phrases</u></b></p>	
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		<ul style="list-style-type: none"> <li>– Can I help you?</li> <li>– The store is open 24/7.</li> <li>– I'm just looking, thank you.</li> <li>– <u>A penny saved is a penny earned</u></li> </ul> <p><b><u>Grammar &amp; Sentence Frame</u></b></p> <p><u>Singular common nouns</u></p> <ul style="list-style-type: none"> <li>– This is a <u>bakery</u>.</li> <li>– He is a ____ (baker/ butcher).</li> <li>– I can buy shoes at the <u>shoe store</u>.</li> </ul> <p><u>Simple present tense regular verbs</u></p> <ul style="list-style-type: none"> <li>– The mechanic <u>repairs</u> cars.</li> <li>– The butcher <u>sells</u> meat.</li> <li>– The chef <u>cooks</u> food.</li> </ul> <p><u>Noun as modifier</u></p> <ul style="list-style-type: none"> <li>– This is a <u>shoe</u> store.</li> <li>– This is a <u>clothing</u> store.</li> </ul>	
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		<p>– This is a <u>food</u> market.</p> <p><u>Interrogative sentences</u> <u>beginning with “What.”;</u> <u>“who”; “Where”</u></p> <p>– <u>Where</u> can I get _____ (toothpaste/pet food)?</p> <p>– <u>Who</u> sells bread?</p> <p>– <u>What</u> does the butcher sell?</p> <p><u>Simple sentences with</u> <u>subject/verb/object</u></p> <p>– I need a pair of shoes. – She needs a dress. – They buy books</p> <p><u>Modal: can</u></p> <p>– <u>Can</u> I help you? – <u>Can</u> I have a pair of shoes, please – <u>Can</u> I get a coffee?</p> <p><u>Uncountable nouns</u></p> <p>– <u>How much</u> is it? – <u>How much</u> rice do you want? – <u>How much</u> money do you have?</p>	
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		<p><u>Subject- verb- object</u></p> <ul style="list-style-type: none"> <li>– The store has 10 pairs of shoes.</li> <li>– The store has 30 blouses.</li> </ul> <p><u>Phonemic Awareness</u></p> <ul style="list-style-type: none"> <li>– ob: <u>job</u>, <u>rob</u>, <u>mob</u></li> <li>– ip: <u>dip</u>, <u>hip</u>, <u>rip</u>, <u>tip</u></li> <li>– ig: <u>big</u>, <u>pig</u>, <u>fig</u>, <u>dig</u></li> <li>– in: <u>pin</u>, <u>bin</u>, <u>tin</u>, <u>win</u>, <u>fin</u></li> </ul> <p>Common prefixes, suffixes and roots including the endings <b>-tion</b>, <b>-sion</b>.</p> <p>Minimal pair sounds: ɜ: / ʊ:</p> <ul style="list-style-type: none"> <li>– work / walk</li> <li>– bird / bored</li> <li>– fur / for</li> <li>– shirt / short</li> <li>– sir / saw</li> </ul> <p><u>Add the vocabulary using the English curriculum</u></p>	
	<p><b>Scenario: Getting around town!</b> <b>Themes:</b></p>	<p><u>Functions</u></p>	

	<ol style="list-style-type: none"> <li>1. A Day in my Community</li> <li>2. Help! I Need a Pair of Shoes</li> <li>3. Walk this Way</li> <li>4. Step-by-Step Directions</li> </ol> <p>Include all goals and assessment strategies for each of the linguistic competences based on the new English curriculum ( see program)</p>	<ul style="list-style-type: none"> <li>– Locating buildings and places in the community.</li> <li>– Asking for help to find places in the community</li> <li>– Following information to get to a place.</li> <li>– Giving step-by-step directions.</li> </ul> <p><b><u>Discourse Markers</u></b></p> <ul style="list-style-type: none"> <li>– The bank <u>and</u> the police station are near.</li> <li>– The hospital is far from the city <u>but</u> the doctor is there.</li> <li>– Please stop <u>because</u> the hospital has an emergency.</li> </ul> <p><b><u>Psycho-social</u></b></p> <ul style="list-style-type: none"> <li>– Requesting for help politely.</li> <li>– Helping people when they are lost.</li> </ul>	
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		<p><b><u>Sociocultural</u></b></p> <ul style="list-style-type: none"> <li>– Interacting using eye contact, social phrases and manners (“Please” “Thank you” and “Excuse me”.)</li> <li>– Taking into consideration a person’s nonverbal language when they are communicating.</li> </ul> <p><b><u>Social Language Samples and idioms/phrases</u></b></p> <ul style="list-style-type: none"> <li>– Excuse me, sir/madam!</li> <li>– I’m lost!</li> <li>– Traffic jam</li> <li>– Walk this way</li> <li>– Don’t text and drive</li> <li>– Everybody buckle up, please</li> </ul> <p><b><u>Grammar &amp; Sentence Frame</u></b></p> <p><u>Imperative verbs</u></p>	
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		<ul style="list-style-type: none"> <li>– Walk this way!</li> <li>– Stop! Go!</li> <li>– Turn right/ Left.</li> </ul> <p><u>Prepositions of location</u></p> <ul style="list-style-type: none"> <li>– The bank is <u>near</u> the grocery store.</li> <li>– The hospital is <u>behind</u> the police station.</li> <li>– The school is <u>next to</u> the fire station.</li> </ul> <p><u>Interrogative sentences beginning with "What"; Where"</u></p> <ul style="list-style-type: none"> <li>– <u>Where</u> is the hospital/ post office, please?</li> <li>– <u>Where</u> can I find a bank?</li> <li>– Where is he/she going?</li> <li>– <u>What</u> is this?</li> </ul> <p><u>Yes/no questions with "be"</u></p> <ul style="list-style-type: none"> <li>– <u>Is</u> this the fire station?</li> <li>– <u>Are</u> you going to the restaurant?</li> </ul> <p><u>Pronouns (he, she, I, we)</u></p> <ul style="list-style-type: none"> <li>– <u>He/she</u> is going to the hospital.</li> <li>– <u>I</u> am going to the post office.</li> </ul>	
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		<p><u>Simple sentences with subject/verb/object</u></p> <ul style="list-style-type: none"> <li>– I have a headache. I need a (an) aspirin.</li> <li>– I want a (an) doughnut.</li> </ul> <p><u>Present progressive</u></p> <ul style="list-style-type: none"> <li>– Excuse me sir. I <u>am looking for</u> a restaurant.</li> <li>– I <u>am going to</u> the bank.</li> <li>– She <u>is going to</u> the bookstore.</li> </ul> <p><u>Adjectives (colors) -nouns</u></p> <ul style="list-style-type: none"> <li>– The <u>red light</u> means, “stop.”</li> <li>– The <u>yellow light</u> means, “be careful.”</li> <li>– The <u>green light</u> means “go”</li> </ul> <p><u>Adverbs</u></p> <ul style="list-style-type: none"> <li>– <u>First</u>, turn right.</li> <li>– <u>Then</u>, walk straight ahead.</li> <li>– <u>Next</u>, turn left.</li> </ul> <p><u>Modals can/could</u></p>	
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		<ul style="list-style-type: none"> <li>– <u>Can/could</u> you help me?</li> <li>– How <u>can</u> I get to the hospital?</li> <li>– <u>Could</u> you tell me the way to fire station?</li> </ul> <p><u>“Where” adverbs</u> (here, there)</p> <ul style="list-style-type: none"> <li>– How can I get <u>there</u>?</li> <li>– The hospital is right <u>here</u>.</li> </ul> <p><b><u>Phonemic Awareness</u></b></p> <ul style="list-style-type: none"> <li>– it: <u>bit</u>, <u>fit</u>, <u>hit</u>, <u>kit</u>, <u>sit</u></li> <li>– ill: <u>pill</u>, <u>mill</u>, <u>will</u>, <u>fill</u></li> <li>– ug: <u>bug</u>, <u>mug</u>, <u>hug</u>, <u>rug</u></li> <li>– ub: <u>cub</u>, <u>rub</u>, <u>tub</u></li> <li>– up: <u>cup</u>, <u>up</u>, <u>pup</u>,</li> </ul> <p><u>Minimal pair sounds: /j/ / dʒ/</u></p> <ul style="list-style-type: none"> <li>– <b>your / jaw</b></li> <li>– <b>yet / jet</b></li> <li>– <b>yolk / joke</b></li> <li>– <b>year / jeer</b></li> <li>– <b>yob / job</b></li> </ul> <p>Blends (including but not limited to: bl, dr, st)</p>	
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		Add the vocabulary needed from the curriculum	
	<p><b>Scenario:</b></p> <p><b>Fun Places and Spaces</b></p> <p><b>Themes:</b></p> <ol style="list-style-type: none"> <li>1. Let's Go Outside</li> <li>2. Indoor Fun on a Rainy Day</li> <li>3. Come on! Make-up your Mind</li> <li>4. Are you Ready to Have Fun?</li> </ol> <p>Include all goals and assessment strategies for each of the linguistic competences based on the new English curriculum ( see program)</p>	<p><b><u>Functions</u></b></p> <ul style="list-style-type: none"> <li>– Recognizing playtime outdoor activities.</li> <li>– Recognizing playtime indoor activities.</li> <li>– Telling preferences about outdoor or indoor activities</li> </ul> <p>Giving and following instructions for playing games</p> <p><b><u>Discourse Markers</u></b></p> <p>and, but, because</p> <ul style="list-style-type: none"> <li>– My favorite outdoor activities are camping and swimming.</li> <li>– I like to play tennis <u>but</u> I do not like hiking.</li> </ul>	

		<ul style="list-style-type: none"> <li>– I don't like hiking because walking is difficult for me.</li> </ul> <p><b><u>Psycho-social</u></b></p> <ul style="list-style-type: none"> <li>– Demonstrating affection and empathy toward peers</li> <li>– Allowing others to express themselves</li> <li>– Showing cooperation within group activities</li> </ul> <p><b><u>Sociocultural</u></b></p> <ul style="list-style-type: none"> <li>– Taking turns appropriately during simple games</li> <li>– Remaining quiet when others are talking.</li> <li>– Obeying game rules</li> </ul> <p><b><u>Social Language Samples and idioms/phrases</u></b></p> <ul style="list-style-type: none"> <li>– Ready. Set. Go!</li> <li>– I'm out!</li> <li>– Breaking the rules!</li> </ul>	
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		<p><b><u>Grammar &amp; Sentence Frame</u></b></p> <p><u>Adverbs of frequency</u></p> <ul style="list-style-type: none"> <li>– I <u>always</u> <b>play basketball on the weekends.</b></li> <li>– I <u>sometimes</u> play soccer after school.</li> <li>– I <u>never</u> go camping.</li> </ul> <p><u>-ing nouns and noun phrases</u></p> <ul style="list-style-type: none"> <li>– I enjoy <u>playing basketball</u></li> <li>– I love <u>playing soccer.</u></li> <li>– My favorite outdoor activity is playing <u>volleyball.</u></li> </ul> <p><u>like + noun / ing form</u></p> <ul style="list-style-type: none"> <li>– I <u>like tennis</u></li> <li>– I <u>like playing tennis</u></li> </ul> <p><u>love + noun / -ing form</u></p> <ul style="list-style-type: none"> <li>– He <u>loves football</u></li> <li>– He <u>loves watching football</u></li> </ul> <p><u>enjoy + noun / -ing form</u></p> <ul style="list-style-type: none"> <li>– I <u>enjoy sports</u></li> <li>– I <u>enjoy playing sports</u></li> </ul> <p><u>-ing Adjectives</u></p>	
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		<ul style="list-style-type: none"> <li>– I like swimming because it's <b><u>relaxing.</u></b></li> <li>– Swimming is <b><u>exciting.</u></b></li> <li>– Surfing the net is <u>interesting.</u></li> </ul> <p><u>subject + “to be” + adjective (S-V-C)</u></p> <ul style="list-style-type: none"> <li>– <u>The park is a fun place to play games.</u></li> <li>– <u>The playground is a nice place to play with my friends.</u></li> </ul> <p><u>Nouns</u></p> <ul style="list-style-type: none"> <li>– I play soccer on a <u>field.</u></li> <li>– He plays tennis on a <u>table.</u></li> <li>– She likes swimming in the <u>river.</u></li> </ul> <p><u>Coordinating conjunction</u></p> <ul style="list-style-type: none"> <li>– I hate running, <u>but</u> I really like playing baseball.</li> <li>– I like dancing, <u>but</u> I love listening to music.</li> </ul> <p><u>Interrogative sentences beginning with “What.”; “Where”; “Who”</u></p> <ul style="list-style-type: none"> <li>– <u>What</u> do you like doing in your free time?</li> </ul>	
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		<ul style="list-style-type: none"> <li>– <u>Where</u> is the gym?</li> <li>– <u>Who</u> is playing tennis?</li> </ul> <p><u>Yes/no questions</u></p> <ul style="list-style-type: none"> <li>– Is she running?</li> <li>– Is he playing cards?</li> <li>– Do you like playing chess?</li> </ul> <p><u>Prepositions of location</u></p> <ul style="list-style-type: none"> <li>– She plays basketball <u>on</u> a court.</li> <li>– She likes swimming <u>in</u> the river.</li> <li>– I like exercising <u>at</u> the gym.</li> </ul> <p><u>Modals can</u></p> <ul style="list-style-type: none"> <li>– How <u>can</u> I get to the gym?</li> <li>– Who <u>can</u> go to the corner?</li> </ul> <p><u>Imperatives</u></p> <ul style="list-style-type: none"> <li>– Walk</li> <li>– Turn left/ right.</li> <li>– Go_____ straight/ to the corner</li> </ul> <p><u>Adverbs</u></p>	
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		<ul style="list-style-type: none"> <li>– <u>First</u>, shuffle the cards.</li> <li>– <u>Then</u>, deal the cards</li> <li>– <u>Next</u>, throw the dice</li> </ul> <p><b><u>Phonemic Awareness</u></b></p> <p><u>Ng</u>:</p> <ul style="list-style-type: none"> <li>– playing, watching, running, jumping</li> </ul> <ul style="list-style-type: none"> <li>– <b>un</b>: bun, fun, nun, sun</li> <li>– <b>ut</b>: but, cut, hut, nut</li> <li>– <b>et</b>: get, jet, let, <u>met</u>, <u>net</u>, <u>pet</u>, <u>set</u>, <u>vet</u>, <u>wet</u></li> <li>– <b>eg</b>: leg, beg, peg, Meg, egg</li> </ul> <p>Add the vocabulary needed from the curriculum</p>	
	<p><b>Scenario: Welcome to Costa Rica</b></p> <p><b>Themes:</b></p> <ol style="list-style-type: none"> <li>1. Costa Rica: a Diverse Country</li> <li>2. Where can I Go?</li> <li>3. How will I Get There?</li> <li>4. Exploring Costa Rica: no Better Place to Be</li> </ol> <p>Include all goals and assessment strategies for each of the</p>	<p><b><u>Functions</u></b></p> <ul style="list-style-type: none"> <li>• Talking about the diversity of Costa Rica.</li> <li>• Asking and responding about attractions in Costa Rica</li> <li>• Getting to know the possible ways to get to tourist destinations</li> </ul>	

	<p>linguistic competences based on the new English curriculum ( see program)</p>	<ul style="list-style-type: none"> <li>• Asking to find out what things they enjoy more in Costa Rica</li> </ul> <p><b><u>Discourse Markers</u></b></p> <p>And, but, because</p> <ul style="list-style-type: none"> <li>– Beaches in Costa Rica always have hotels <u>and</u> restaurants.</li> <li>– There is an excellent view of the volcano <u>but</u> there is not a restaurant.</li> <li>– The river is not for swimming because it is dirty.</li> </ul> <p><b><u>Psycho-social</u></b></p> <ul style="list-style-type: none"> <li>– Showing respect to foreigners or people from a different cultural background.</li> </ul> <p><b><u>Sociocultural</u></b></p> <ul style="list-style-type: none"> <li>– Welcoming people to Costa Rica in a friendly way.</li> </ul>	
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		<ul style="list-style-type: none"> <li>– Meeting new people is a pleasure for the Ticos</li> </ul> <p><b><u>Social Language Samples</u></b> <b><u>and idioms/phrases</u></b></p> <ul style="list-style-type: none"> <li>– Showing off my country</li> <li>– No better place to be</li> <li>– We have lots of option for travel in Costa Rica</li> <li>– Hit the road</li> <li>– <b>Travel light.</b></li> <li><b>Bright and early</b></li> </ul> <p><b><u>Grammar &amp; Sentence Frame</u></b></p> <p><u>Simple present (irregular verbs)</u></p> <ul style="list-style-type: none"> <li>– Costa Rica <u>has beautiful volcanoes, beaches, and mountains.</u></li> <li>– Borucas make beautiful masks and paintings.</li> <li>– Beaches always <u>have</u> restaurants and kayaking.</li> </ul>	
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		<p><u>Present progressive</u></p> <ul style="list-style-type: none"> <li>– We <u>are going</u> there by car.</li> <li>– She <u>is going</u> there by bus.</li> <li>– I <u>am swimming</u>.</li> </ul> <p><u>There is/there are</u></p> <ul style="list-style-type: none"> <li>– In San José, <u>there are</u> a lot of museums.</li> <li>– <u>There are</u> relaxing beaches in Limón.</li> <li>– <u>There is</u> a cabecar community in Buenos Aires de Puntarenas.</li> </ul> <p><u>Modal can for offering advice</u></p> <ul style="list-style-type: none"> <li>– In San José, you can find <u>museums, zoos, and theaters</u>.</li> <li>– In Costa Rica, you can practice <u>surfing, hiking, and kayaking</u>.</li> </ul> <p><u>Adjectives for describing places</u></p> <ul style="list-style-type: none"> <li>– Monteverde is a <u>fascinating</u> place to visit.</li> <li>– Arenal Volcano is famous.</li> </ul>	
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		<ul style="list-style-type: none"> <li>– Manuel Antonio beach is very <u>exciting</u> and <u>crowded</u> for tourists.</li> </ul> <p><u>Wh- questions</u></p> <ul style="list-style-type: none"> <li>– <u>What</u> can I do there/ for you/?</li> <li>– <u>Where</u> would you like to go?</li> <li>– <u>How</u> do you get there?</li> </ul> <p><u>Prepositions</u></p> <ul style="list-style-type: none"> <li>– I go <u>by</u> plane</li> <li>– I go <u>on</u> foot.</li> </ul> <p><b><u>Phonemic Awareness</u></b></p> <ul style="list-style-type: none"> <li>– en: <u>ten</u>, <u>pen</u>, <u>men</u>, <u>den</u>,</li> <li>– ed: <u>bed</u>, <u>red</u>, <u>wed</u>, <u>led</u>,</li> <li>– ell: <u>tell</u>, <u>bell</u>, <u>sell</u>, <u>well</u>,</li> <li>– all: <u>call</u>, <u>tall</u>, <u>wall</u>, <u>fall</u>,</li> </ul> <ul style="list-style-type: none"> <li>– Practicing minimal pair sounds: æ / ʌ</li> <li>– <b>cat / cut</b></li> <li>– <b>ankle / uncle</b></li> <li>– <b>ran / run</b></li> <li>– <b>drank / drunk</b></li> <li>– <b>match / much</b></li> </ul>	
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		<p>– Practicing vowel consonant combinations to form several words: <b>/m/, /s/, /a/, /t/, /n/, /p/</b> <b>Add the vocabulary from the English curriculum</b></p>	
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**Dirección de Desarrollo Curricular**  
**DEPARTAMENTO DE PRIMERO**  
**Y SEGUNDO CICLOS**



**Fourth grade**

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
<b>MY SCHOOL COMMUNITY</b> <b>LISTENING</b> <ul style="list-style-type: none"> <li>Getting the gist of short statements.</li> <li>Showing comprehension in oral tasks.</li> <li>Identifying basic language in clear defined situations.</li> <li>Responding to audio, visual, and body stimuli.</li> </ul> <b>SPEAKING</b> <ul style="list-style-type: none"> <li>Substituting words for equivalent meaningful items.</li> <li>Expressing preferences about different activities.</li> <li>Participating in conversations, dialogues, and others.</li> </ul>	<b>SOCIALIZING</b> <b>LISTENING</b> <ul style="list-style-type: none"> <li>Brainstorming different items.</li> <li>Understanding information in the class.</li> <li>Identifying basic traits in oral form.</li> </ul> <b>SPEAKING</b> <ul style="list-style-type: none"> <li>Applying different forms of expressions to communicate with others.</li> <li>Participating in conversations and dialogues.</li> <li>Persuading others to do something.</li> </ul> <b>READING</b> <ul style="list-style-type: none"> <li>Identifying the main point of important information in the text.</li> <li>Recognizing the script of a language.</li> </ul> <b>WRITING</b> <ul style="list-style-type: none"> <li>Manipulating the script of a language.</li> <li>Transferring visual or oral information into written forms.</li> </ul>	<a href="https://pcteflcostarica.wordpress.com/resources/">https://pcteflcostarica.wordpress.com/resources/</a>  <a href="https://www.mep.go.cr/educatico/my-community">https://www.mep.go.cr/educatico/my-community</a>	<b>FUNCTIONS</b> <ul style="list-style-type: none"> <li>Exchanging formal and informal greetings, introductions and leave-takings.</li> <li>Expressing ways of meeting people.</li> <li>Extending and accepting invitations.</li> <li>Interacting appropriately in the classroom setting.</li> <li>Expressing the importance of different topics.</li> </ul> <b>LANGUAGE</b> Greetings: formal/informal Introductions Leave-takings. Extending and accepting invitations. (Would you like... / I would like....) <b>EXPRESSIONS:</b> Can you lend me...? Would you help me on...? English in my community.

<p><b>MY COMMUNITY LISTENING</b></p> <ul style="list-style-type: none"> <li>• Getting the gist of short statements.</li> <li>• Showing comprehension in oral tasks.</li> <li>• Identifying basic language in clear defined situations.</li> <li>• Responding to audio, visual, and body stimuli.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Substituting words for equivalent meaningful items.</li> <li>• Expressing preferences about different activities.</li> <li>• Participating in conversations, dialogues, and others.</li> </ul>	<p><b>KEEPING HEALTHY LISTENING</b></p> <ul style="list-style-type: none"> <li>• Understanding explicit information.</li> <li>• Identifying global meaning from oral messages.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Applying familiar language to improve pronunciation.</li> <li>• Asking and giving information using familiar and concrete language.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Identifying the main point of important information in the text.</li> <li>• Recognizing the script of a language.</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• Manipulating the script of a language.</li> <li>• Transferring information visual or oral into written forms.</li> </ul>		<p><b>FUNCTIONS</b></p> <ul style="list-style-type: none"> <li>• Showing understanding of explicit information</li> <li>• Asking for and giving information</li> <li>• Identifying main points</li> <li>• Filling in charts.</li> <li>• Discussing on health problems.</li> </ul> <p><b>LANGUAGE:</b> Diseases such as: Flu, dengue, hepatitis, cholera among others. Symptoms: Headache, backache, pain in the legs among others.</p> <p><b>EXPRESSIONS</b> 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.</p>
<p><b>MY ENVIRONMENTAL EDUCATION LISTENING</b></p> <ul style="list-style-type: none"> <li>• Understanding familiar language spoken at near normal speed.</li> </ul>	<p><b>FAMILY TIES LISTENING</b></p> <ul style="list-style-type: none"> <li>• Connecting actively new information to information previously learned.</li> <li>• Listening and imitating sounds.</li> </ul>	<p><a href="https://www.mep.go.cr/educatico/cyber-labs-kids">https://www.mep.go.cr/educatico/cyber-labs-kids</a></p>	<p><b>FUNCTIONS</b></p> <ul style="list-style-type: none"> <li>• Identifying and describing nuclear and extended family.</li> <li>• Identifying and describing rights and duties in the family.</li> </ul>

<ul style="list-style-type: none"> <li>Grasping the gist of short statements.</li> <li>Identifying basic information on different topics.</li> <li>Reacting to directions, commands and requests.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>Substituting words for equivalent meaningful items.</li> <li>Expressing preferences about different activities.</li> <li>Describing animals and objects.</li> <li>Analyzing the consequences of actions.</li> </ul>	<p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>Describing different items.</li> <li>Responding with single words or short phrases to what is seen or heard.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>Indicating the main point or important information in the text.</li> <li>Skimming the gist of a text.</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>Writing short compositions.</li> </ul>		<ul style="list-style-type: none"> <li>Identifying and describing parts of the house.</li> </ul> <p><b>LANGUAGE</b></p> <ul style="list-style-type: none"> <li>Extended family (cousin, mother in law, godmother).</li> <li>I like to wash dishes but I don't like to clean the house.</li> <li>I love to watch T.V. and listen to music.</li> <li>Parts of the house (bedroom, living room, kitchen).</li> <li>I love the living room.</li> <li>Furniture (bed, rug, closet, chair, sofa).</li> <li>My bed is big.</li> </ul>
	<p><b>MY SOCIAL LIFE</b> Expressing ideas about</p> <ul style="list-style-type: none"> <li>Different kinds of food and beverages in my community</li> <li>Table manners and tableware</li> <li>Leisure time activities</li> <li>Ways to express preferences about different kinds of food, beverages and leisure time activities</li> <li>Costa Rican folk tales, legends, and songs</li> </ul>		<p><b>FUNCTIONS</b></p> <ul style="list-style-type: none"> <li>Showing understanding of explicit information.</li> <li>Imitating sounds.</li> <li>Presenting information in oral form.</li> <li>Finding out information.</li> <li>Filling in charts.</li> </ul> <p><b>LANGUAGE</b></p> <ul style="list-style-type: none"> <li>Food. (Types of food, recipes).</li> <li>Beverages. (Milk, juice, coffee, tea, soft drinks).</li> <li>Tableware. (Spoon, knife, fork, plate, napkin, cup).</li> </ul>

			<ul style="list-style-type: none"> <li>Leisure time activities (play football, basketball, read, watch T.V., swim).</li> </ul> <p>EXPRESSIONS:</p> <ul style="list-style-type: none"> <li>(It sounds good. / Can you give me the.../ I like.../ I prefer... I would like to go to the.../</li> </ul>
	<p><b>HOLIDAYS AND CELEBRATIONS IN MY REGION</b></p> <p>Using the language to refer to</p> <ul style="list-style-type: none"> <li>Holidays and celebrations in my region</li> <li>Food and beverages for holidays and celebrations</li> <li>Music and dances</li> </ul>		<p><b>FUNCTIONS</b></p> <ul style="list-style-type: none"> <li>Asking for and giving information about different topics.</li> <li>Interacting appropriately in the classroom setting.</li> <li>Identifying main points.</li> <li>Describing and explaining a topic.</li> </ul> <p><b>LANGUAGE</b></p> <ul style="list-style-type: none"> <li>Holidays in my community</li> <li>Typical food in my community.</li> <li>Typical beverages.</li> <li>Regional recipes.</li> <li>Regional music and dances.</li> </ul> <p><b>EXPRESSIONS</b></p> <ul style="list-style-type: none"> <li>We celebrate Virgen del Mar, Día de San Rafael, etc</li> <li>I like chorreadas, pozol, rice and beans, etc</li> <li>Let's prepare tamal mudo, pan de elote, etc.</li> </ul>
	<b>COSTARICAN IDENTITY</b>		<b>FUNCTIONS</b>

	<p>Communicating about</p> <ul style="list-style-type: none"> <li>• General information about Costa Rica</li> <li>• Costa Rica's democratic manifestations</li> <li>• My province</li> <li>• The most visited places in my province</li> </ul>		<ul style="list-style-type: none"> <li>• Asking for and giving information about Costa Rica.</li> <li>• Expressing opinions about different topics.</li> </ul> <p>LANGUAGE Information about Costa Rica Places: park, museum, hotel, mall, bookstore, library, etc.</p> <p>EXPRESSIONS</p> <ul style="list-style-type: none"> <li>• My country is ...</li> <li>• There are ... in my ...</li> <li>• My province is ...</li> <li>• People like to visit...</li> </ul>
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**Dirección de Desarrollo Curricular**  
**DEPARTAMENTO DE PRIMERO**  
**Y SEGUNDO CICLOS**



**Fifth Grade**

<b>Old Programs (Units and Linguistic Objectives)</b> 4th grade III Term 2018	<b>Old Programs (Units and Linguistic Objectives)</b> 5th grade I term 2019	<b>Recursos didácticos existentes o elaborados para esta unidad</b>	<b>Functions and language</b>
<p><b>HOLIDAYS AND CELEBRATIONS IN MY REGION</b></p> <p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>Brainstorming different items.</li> <li>Identifying global meaning from oral messages.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>Participating in conversations and dialogues.</li> <li>Applying familiar language to improve pronunciation.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>Indicating the main point or important information in the text.</li> <li>Skimming to obtain the gist of the text.</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>Manipulating the script of a language.</li> <li>Writing short compositions.</li> </ul>	<p><b>SOCIALIZING</b></p> <p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>Understanding explicit information.</li> <li>Identifying the main points of an oral stimulus.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>Asking for and giving information about different topics.</li> <li>Maintaining a conversation stating acceptance and denial.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>Extracting the main idea from supporting details.</li> <li>Guessing details and general meanings from short passages.</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>Substituting words for meaningful items in written form.</li> <li>Writing short dialogues and conversations.</li> </ul>	<p><a href="https://pcteflcostarica.wordpress.com/resources/">https://pcteflcostarica.wordpress.com/resources/</a></p>	<p><b>FUNCTIONS</b></p> <ul style="list-style-type: none"> <li>Greeting, introducing and saying good bye.</li> <li>Extending invitations.</li> <li>Accepting and rejecting invitations.</li> <li>Asking for and giving information.</li> <li>Recognizing the importance of English.</li> </ul> <p><b>LANGUAGE</b></p> <ul style="list-style-type: none"> <li>Formal and informal greetings (review)</li> <li>Extending, accepting and refusing invitations</li> </ul> <p><b>EXPRESSIONS</b></p> <ul style="list-style-type: none"> <li>Would you like to come to my party?</li> <li>Yes, I would like to... I'd like to</li> <li>I'm sorry, I need to study tonight.</li> <li>What do you do on weekends?</li> </ul>

			<ul style="list-style-type: none"> <li>• Would you like to exchange mail with me?</li> <li>• My interests are ...</li> <li>• Why is English so important in the world today? Because...</li> <li>• Would you mind passing me the glue?</li> <li>• Please, lend me your notebook?</li> </ul>
<b>COSTA RICAN IDENTITY LISTENING</b> <ul style="list-style-type: none"> <li>• Understanding information in the class.</li> <li>• Identifying the main point or important information from an oral context.</li> </ul> <b>SPEAKING</b> <ul style="list-style-type: none"> <li>• Responding with single words or short phrases to what is seen or heard.</li> <li>• Exchanging information about different topics.</li> </ul> <b>READING</b> <ul style="list-style-type: none"> <li>• Drawing information from short written passages.</li> <li>• Skimming to obtain the gist of the text.</li> </ul>	<b>TAKING CARE OF MY BODY LISTENING</b> <ul style="list-style-type: none"> <li>• Following directions.</li> <li>• Understanding technical vocabulary.</li> <li>• Understanding information presented in visual form.</li> </ul> <b>SPEAKING</b> <ul style="list-style-type: none"> <li>• Describing items, situations and events.</li> <li>• Expressing opinions, feelings and ideas.</li> </ul> <b>READING</b> <ul style="list-style-type: none"> <li>• Representing information read in visual form.</li> <li>• Guessing details and general meanings from short passages</li> </ul>	<a href="https://www.mep.go.cr/educatico/clothes">https://www.mep.go.cr/educatico/clothes</a>	<b>FUNCTIONS</b> <ul style="list-style-type: none"> <li>• Describing situations and places.</li> <li>• Discussing diseases and health problems.</li> <li>• Following directions.</li> </ul> <b>LANGUAGE</b> <ul style="list-style-type: none"> <li>• Internal organs: brain, heart, liver, stomach, lungs, kidneys, spinal cord, intestines, etc.</li> <li>• Common Diseases: Flu, Dengue, mumps, chickenpox, measles, cold, cholera, cancer, AIDS, etc.</li> <li>• Symptoms: diarrhea, headache, backache,</li> </ul>

<p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>Transferring into drawings, tables, graphs, and others oral information.</li> <li>Expressing ideas feelings and concerns in a written form.</li> </ul>	<p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>Selecting appropriate words to complete a short conversation or text.</li> <li>Composing and adapting written material.</li> </ul>		<p>rash, cough, sore throat runny nose, chest pain, cramps, vomit, etc.</p> <ul style="list-style-type: none"> <li>Treatment: prescription, medicine, pills, injection/shot, rest in bed, exercise, blood test, X-rays, diet, etc.</li> </ul> <p>EXPRESSIONS:</p> <ul style="list-style-type: none"> <li>Ouch! That hurts!</li> <li>What happened? What's the problem?</li> <li>What's wrong with you?</li> <li>How do you feel today? I am sick.</li> <li>I have an upset stomach. I have an allergy, the mumps, the measles, fever, a cold.</li> <li>Would you like some ointment, an aspirin, some alcohol, a piece of cotton, some gauze, a pill, a bandage aid, etc.</li> <li>Get well, soon.</li> <li>You should take some medicine.</li> </ul>
<p><b>ENVIRONMENTAL EDUCATION</b> <b>LISTENING</b></p>	<p><b>MY FAMILY RELATIONSHIPS</b> <b>LISTENING</b></p>	<p><a href="https://www.mep.go.cr/educatico/house">https://www.mep.go.cr/educatico/house</a></p>	<p><b>FUNCTIONS</b></p>

<ul style="list-style-type: none"> <li>Brainstorming on different items.</li> <li>Identifying global meaning from oral messages.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>Describing situations and events.</li> <li>Contrasting information.</li> <li>Expressing likes and dislikes.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>Identifying the main point of important information in the text.</li> <li>Recognizing the script of a language.</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>Producing short pieces of writing.</li> <li>Selecting appropriate words to complete a short conversation or a text.</li> </ul>	<ul style="list-style-type: none"> <li>Guessing the general meaning of short conversations and passages.</li> <li>Identifying the main points of short conversations or passages.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>Expressing likes, dislikes and needs.</li> <li>Sharing and requesting information.</li> <li>Describing objects and places.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>Understanding simple vocabulary and expressions presented in familiar contexts</li> <li>Identifying the main ideas of a text.</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>Writing letters, messages, post cards and simple stories.</li> <li>Substituting words for meaningful items in written form.</li> </ul>		<ul style="list-style-type: none"> <li>Asking for a giving information on family issues.</li> <li>Talking about family ties, roles and activities.</li> <li>Identifying and describing parts of the house.</li> <li>Expressing likes and dislikes.</li> </ul> <p><b>LANGUAGE</b></p> <ul style="list-style-type: none"> <li>Extended family (aunt, uncle, niece, cousin, father in law, godfather, daughter-in law).</li> </ul> <p>Family types ( single parent family, adopted child).</p> <ul style="list-style-type: none"> <li>Appliances: oven, microwave oven, refrigerator, stove, TV.</li> <li>Furniture: couch, dining room table, china cabinet, wall unit, bed, closet, cabinet.</li> <li>Responsibilities.</li> </ul> <p><b>EXPRESSIONS</b></p> <ul style="list-style-type: none"> <li>Who washes the dishes, makes dinner, does the laundry?</li> <li>Who takes care of (looks after) the children?</li> </ul>
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			<ul style="list-style-type: none"> <li>• Don't be shy, aggressive, noisy</li> <li>• Furniture:</li> <li>• Where is the chair? It is in your bedroom.</li> <li>• Where is the couch? It is in the living room.</li> <li>• What's your favorite place in the house?</li> <li>• I like my bedroom very much.</li> <li>• My bedroom is small, it has</li> </ul>
	<p><b>COSTA RICAN CUSTOMS AND TRADITIONS</b></p> <p>Exchanging information about</p> <ul style="list-style-type: none"> <li>• Typical dishes and beverages in Costa Rica</li> <li>• Different forms for entertainment</li> <li>• Identification and description of places for entertainment</li> <li>• Costa Rican folk tales, legends and songs</li> </ul>		<p><b>FUNCTIONS</b></p> <ul style="list-style-type: none"> <li>• Identifying Costa Rican typical food.</li> <li>• Describing food and traditions.</li> <li>• Describing places.</li> </ul> <p><b>LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• Typical food and beverages: gallo pinto, picadillos, tortillas, tamales etc.</li> <li>• Recipes.</li> <li>• Shopping places of the community: supermarket, department store, mall, shoe store.</li> <li>• Table manners when dining out: Menu, appetizers, salads, main</li> </ul>

			<p>course, side dishes, desserts</p> <p><b>EXPRESSIONS</b></p> <ul style="list-style-type: none"> <li>• May I take your order please?</li> <li>• Yes, please. For main course I'd like the ...</li> <li>• I like to go shopping.</li> <li>• I like to play basketball</li> <li>• My favorite hobby is...</li> <li>• La Llorona is a popular folk tale.</li> <li>• Cut up, peel, chop, stir, pour, boil the ...</li> </ul>
	<p><b>HOLIDAYS AND CELEBRATIONS IN MY COUNTRY</b></p> <p>Exchanging information about</p> <ul style="list-style-type: none"> <li>• Holidays and celebrations in Costa Rica</li> <li>• Food and beverages for holidays and celebrations</li> <li>• Music and dances</li> </ul>		<p><b>FUNCTIONS</b></p> <ul style="list-style-type: none"> <li>• Expressing likes and dislikes.</li> <li>• Comparing and contrasting events.</li> <li>• Describing Costa Rican holidays and celebrations.</li> <li>• Commenting on holidays and celebrations.</li> <li>• Explaining what celebrations represent and mean.</li> <li>• Describing items, events and experiences.</li> </ul> <p><b>LANGUAGE</b></p>

			<ul style="list-style-type: none"> <li>• Celebrations in Costa Rica, types of food, music, clothing, songs.</li> </ul> <p><b>EXPRESSIONS</b> Who was ...? (Juan</p> <ul style="list-style-type: none"> <li>• Santamaria, Christopher Columbus, etc.)</li> <li>• When is it celebrated?</li> <li>• How is it celebrated?</li> <li>• How do you celebrate ...?</li> <li>• What is your favorite holiday? Why?</li> <li>• Do you prepare special dishes?</li> <li>• Do you wear a special type of outfit?</li> <li>• Happy birthday</li> <li>• Happy Valentine's Day</li> <li>• Merry Christmas/ I wish you a Merry Christmas</li> <li>• Happy New Year.</li> </ul>
	<p><b>COSTA RICAN BEAUTIES</b> Communicating about</p> <ul style="list-style-type: none"> <li>• Costa Rica natural beauty its resources and weather conditions</li> <li>• The seven provinces of Costa Rica</li> <li>• The most visited places in my country</li> <li>• Cultural diversity</li> </ul>		<p><b>FUNCTIONS</b></p> <ul style="list-style-type: none"> <li>• Describing Costa Rican natural resources.</li> <li>• Describing places and events.</li> <li>• Describing weather conditions.</li> <li>• Asking for and giving information on Costa Rica's tourist sites.</li> </ul>

	<ul style="list-style-type: none"> <li>Human rights in my country</li> </ul>		<ul style="list-style-type: none"> <li>Expressing opinions and ideas on different topics.</li> </ul> <p>LANGUAGE</p> <ul style="list-style-type: none"> <li>Costa Rican natural beauties.</li> <li>Provinces: Include most important traits in terms of people, products, economical activities, natural beauties, etc.)</li> <li>Beaches: white sand, quiet, clean, etc.</li> <li>Climate: spring like, hot, cool, rainy, dry, etc.</li> </ul> <p>Trees: Guanacaste, Chicle, etc.</p> <ul style="list-style-type: none"> <li>Fauna: Bat, reptile, bug, tepezquintle, white tail deer</li> <li>National Parks.</li> </ul> <p>EXPRESSIONS:</p> <ul style="list-style-type: none"> <li>How do you get to ...?</li> <li>What's your favorite national park?</li> <li>What kind of national parks are there in your province?</li> <li>Have you ever seen a quetzal, a jaguar, etc.?</li> <li>Why do you like ... National Park?</li> </ul>
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			<ul style="list-style-type: none"> <li>• How would you protect ... National Park?</li> <li>• What's your favorite place to visit in your community?</li> <li>• What are some human rights? Right to education, health services, have a family.</li> <li>• Why are human rights important?</li> </ul> <p>How can human rights be promoted? Being tolerant. Respecting private life.</p>
	<p><b>ENVIRONMENTAL EDUCATION</b></p> <p>Communicating about</p> <ul style="list-style-type: none"> <li>• Use and misuse of natural resources in my country</li> <li>• Influence of technology on the environment</li> <li>• Natural disasters</li> <li>• Ways of preventing natural disasters</li> </ul>		<p><b>FUNCTIONS</b></p> <ul style="list-style-type: none"> <li>• Talking about environmental problems and their effects.</li> <li>• Discussing issues on the prevention of natural disasters.</li> <li>• Asking for and giving information about the importance of taking care of the environment.</li> </ul> <p><b>LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• Environmental language: Factories, industries, chemicals, oil, pollution, fertilizer, etc.</li> </ul> <p><b>EXPRESSIONS</b></p> <ul style="list-style-type: none"> <li>• Let's plant a tree.</li> </ul>

			<ul style="list-style-type: none"> <li>• Don't burn trash.</li> <li>• Let's save energy, electricity, water, etc.</li> <li>• Let's fight deforestation.</li> <li>• Don't destroy trees.</li> <li>• What kind of pollution do you know of in your community.</li> <li>• Can we prevent/ control ...?</li> <li>• Don't pollute, poison the rivers, etc.</li> </ul>
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**Sixth Grade**

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
<b>HOLIDAYS AND CELEBRATIONS IN MY COUNTRY</b> <b>LISTENING</b> <ul style="list-style-type: none"> <li>Understanding explicit information.</li> <li>Identifying main points from oral stimulus.</li> </ul> <b>SPEAKING</b> <ul style="list-style-type: none"> <li>Describing situations and events.</li> <li>Comparing and contrasting information.</li> <li>Expressing likes and dislikes.</li> </ul> <b>READING</b> <ul style="list-style-type: none"> <li>Extracting relevant information on different topics</li> <li>Understanding simple vocabulary and expressions presented in familiar contexts.</li> </ul> <b>WRITING</b> <ul style="list-style-type: none"> <li>Writing letters, messages, post cards and simple stories.</li> <li>Comparing information in written form.</li> <li>Contrasting information in written form.</li> </ul>	<b>SOCIALIZING</b> <b>LISTENING</b> <ul style="list-style-type: none"> <li>Understanding explicit and implicit information.</li> <li>Identifying the main point or important information from an oral stimuli.</li> </ul> <b>SPEAKING</b> <ul style="list-style-type: none"> <li>Responding with single words or short phrases to what is seen or heard.</li> <li>Carrying on a conversation.</li> <li>Knowing when and how to interrupt a conversation.</li> </ul> <b>READING</b> <ul style="list-style-type: none"> <li>Applying basic reading skills such as skimming, scanning, anticipating, and reviewing a text.</li> <li>Taking notes to record important information.</li> </ul> <b>WRITING</b> <ul style="list-style-type: none"> <li>Producing short pieces of writing.</li> </ul>	<a href="https://pcteflcostarica.wordpress.com/resources/">https://pcteflcostarica.wordpress.com/resources/</a>  <a href="https://www.mep.go.cr/educatico/colors-and-shapes">https://www.mep.go.cr/educatico/colors-and-shapes</a>  <a href="https://www.mep.go.cr/educatico/food-and-drinks">https://www.mep.go.cr/educatico/food-and-drinks</a>  <a href="https://www.mep.go.cr/educatico/numbers-1-20">https://www.mep.go.cr/educatico/numbers-1-20</a>	<ul style="list-style-type: none"> <li>Asking for and denying permissions.</li> <li>Using a telephone.</li> <li>Asking and giving information.</li> <li>Receiving and leaving messages.</li> <li>Interacting with others.</li> </ul> <b>LANGUAGE</b> <ul style="list-style-type: none"> <li>Telephone conversations.</li> <li>Personal Information.</li> </ul> <b>EXPRESSIONS</b> <ul style="list-style-type: none"> <li>Can I go to...</li> <li>May I go to...</li> <li>Yes, you may.</li> <li>May I speak to...?</li> <li>Hold on.</li> <li>One minute please.</li> <li>This is...</li> <li>The number is...</li> <li>Is...at home?</li> <li>Yes, but he/she is busy.</li> <li>Would you like to leave a message?</li> </ul>

	<ul style="list-style-type: none"> <li>Transferring oral/aural and visual information into written form.</li> </ul>		<ul style="list-style-type: none"> <li>Yes, tell him/her to call me back.</li> <li>No, thank you. I'll call back again</li> <li>I'm from...</li> <li>I like to...</li> <li>I go to school...</li> <li>My hobbies are...</li> <li>My favorite...</li> </ul>
<p><b>COSTA RICAN BEAUTIES</b></p> <p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>Transferring information heard in written or oral form.</li> <li>Guessing the general meaning of short conversations and passages.</li> <li>Identifying the main points of short conversations or passages.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>Describing places and people.</li> <li>Expressing ideas and opinion using clear pronunciation.</li> <li>Sharing and requesting information.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>Representing information read in visual form.</li> <li>Scanning information from texts.</li> </ul>	<p><b>MY PHYSICAL CHANGES</b></p> <p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>Understanding information in the class.</li> <li>Understanding familiar language and simple sentences spoken at near normal speed.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>Planning and organizing information in expository language such as presentations, oral and written reports.</li> <li>Participating in pair and group discussions.</li> <li>Formulating and asking questions about different topics.</li> </ul> <p><b>READING</b></p>	<p><a href="https://www.mep.go.cr/educatico/prepositions-place">https://www.mep.go.cr/educatico/prepositions-place</a></p>	<p><b>FUNCTIONS</b></p> <ul style="list-style-type: none"> <li>Describing diseases and epidemics in the world.</li> <li>Comparing physical and emotional differences between boys and girls during teen years.</li> <li>Discussing health and diseases.</li> <li>Expressing ideas, opinions, likes and dislikes.</li> </ul> <p><b>LANGUAGE</b></p> <ul style="list-style-type: none"> <li>Do you know what AIDS is?</li> <li>AIDS is ...</li> <li>Some of the symptoms are ...</li> <li>Girls develop faster than boys.</li> </ul>

<ul style="list-style-type: none"> <li>Getting the gist of short texts and conversation.</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>Producing short pieces of writing.</li> <li>Selecting appropriate words to complete a short conversation or text.</li> </ul>	<ul style="list-style-type: none"> <li>Extracting the main ideas and important details from written texts like songs, poems, riddles, stories, folk tales, etc.</li> <li>Drawing meanings from oral and written sources.</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>Producing short pieces of writing such as sentences, paragraphs, stories, etc.</li> <li>Writing short compositions.</li> </ul>		<p>Boys are... than girls</p> <ul style="list-style-type: none"> <li>I think that eating junk food is dangerous for having good health,</li> <li>I like to do exercise.</li> <li>I dislike to...</li> </ul>
<p><b>ENVIRONMENTAL EDUCATION</b></p> <p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>Guessing details and general meanings from short passages.</li> <li>Following oral and written directions.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>Sharing information.</li> <li>Making suggestions.</li> <li>Discussing alternatives and consequences.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>Identifying details in familiar material.</li> <li>Skimming information</li> </ul>	<p><b>TYPES OF FAMILIES IN THE WORLD</b></p> <p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>Identifying the main point or important information in the text.</li> <li>Understanding familiar language.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>Imitating correctly the pronunciation of words.</li> <li>Talking about concrete situations, events, and facts using familiar language.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>Drawing meanings from oral and written sources.</li> <li>Extracting the main ideas and important details from written</li> </ul>	<p><a href="https://www.mep.go.cr/educatico/feelings">https://www.mep.go.cr/educatico/feelings</a></p>	<ul style="list-style-type: none"> <li>Describing and comparing objects.</li> <li>Expressing ideas, opinions, likes and dislikes.</li> <li>Expressing the importance of different topics.</li> <li>Asking for and giving information about different topics.</li> </ul> <p><b>LANGUAGE</b></p> <ul style="list-style-type: none"> <li>Computers.</li> <li>Types of families.</li> <li>High tech.</li> </ul> <p><b>EXPRESSIONS</b></p> <ul style="list-style-type: none"> <li>They are used to...</li> </ul>

	<p>texts like songs, poems, riddles, stories, etc.</p> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>Summarizing short texts, events, and personal experiences in a written form.</li> <li>Writing letters, messages, postcards, and simple stories.</li> </ul>		<ul style="list-style-type: none"> <li>Computer includes a monitor, a mouse and a large keyboard.</li> <li>.... is cheaper than...</li> <li>Do you have a ... in your home?</li> <li>Which is your favorite modern invention? Why?</li> </ul>
	<p><b>COSTARICA AND THE ENGLISH SPEAKING COUNTRIES: CUSTOMS AND TRADITIONS</b></p> <p>Comparing and contrasting</p> <ul style="list-style-type: none"> <li>Typical dishes from Costa Rica and English speaking countries</li> <li>Formal and informal invitations to go out</li> <li>Different forms of entertainment in Costa Rica and English speaking countries</li> <li>English speaking countries folk tales, legends, and songs</li> </ul>		<p><b>FUNCTIONS</b></p> <ul style="list-style-type: none"> <li>Giving opinions about different topics.</li> <li>Expressing opinions, ideas, likes and dislikes.</li> <li>Asking for and giving information.</li> <li>Talking about eating habits.</li> </ul> <p><b>LANGUAGE</b></p> <ul style="list-style-type: none"> <li>Food.</li> <li>Forms of entertainment.</li> <li>Formal and informal invitations.</li> </ul> <p><b>EXPRESSIONS</b></p> <ul style="list-style-type: none"> <li>My favorite typical dish is...</li> <li>What about you?</li> <li>I like...but I dislike...</li> <li>What are the ingredients for pumpkin pie...?</li> </ul>

			<ul style="list-style-type: none"> <li>• Wash your hands before eating.</li> <li>• Don't talk while eating.</li> <li>• Costa Rican and British people like to watch football games on T.V.</li> <li>• I like to ...</li> <li>• Would you like to come?</li> <li>• I love to...</li> </ul>
	<p><b>HOLIDAYS AND CELEBRATIONS IN ENGLISH SPEAKING COUNTRIES</b></p> <p>Expressing personal opinions about</p> <ul style="list-style-type: none"> <li>• Holidays and celebrations</li> <li>• Food and beverages</li> <li>• Music and dances, and folk tales</li> <li>• Comparison of holidays and celebrations within Costa Rica and English speaking countries</li> </ul>		<p><b>FUNCTIONS</b></p> <ul style="list-style-type: none"> <li>• Commenting on the holidays and celebrations held in Costa Rica.</li> <li>• Expressing likes and dislikes.</li> <li>• Describing recipes.</li> <li>• Describing music and dances, and folk tales.</li> </ul> <p><b>LANGUAGE</b></p> <p>Holidays and celebrations. Food and beverages. Songs, folk tales.</p> <p><b>EXPRESSIONS</b></p> <ul style="list-style-type: none"> <li>• People in Costa Rica celebrate Christmas with...</li> </ul> <p>People in other English speaking</p>

			<ul style="list-style-type: none"> <li>• countries celebrate New Year's...</li> <li>• On Independence I like to...</li> <li>• Turkey is prepared in the United States with...</li> <li>• Tamales are prepared in Costa Rica with...</li> <li>• Some typical dances in Costa Rica are...</li> <li>• La Segua is a popular folk tale in Costa Rica.</li> </ul>
	<p><b>COSTARICA A GREEN PARADISE FOR THE REST OF THE WORLD</b></p> <p>Expressing opinions about</p> <ul style="list-style-type: none"> <li>• English speaking countries</li> <li>• Identification and description of outstanding landmarks in the world</li> <li>• Ways to preserve and improve democracy</li> <li>• Cultural diversity in the world</li> <li>• The most visited places in the world</li> </ul>		<p><b>FUNCTIONS</b></p> <ul style="list-style-type: none"> <li>• Describing the flora and fauna of Costa Rica.</li> <li>• Expressing opinions about different topics and situations.</li> </ul> <p><b>LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• Biological reserves.</li> <li>• Flora.</li> <li>• Fauna.</li> <li>• Democracy.</li> </ul> <p><b>EXPRESSIONS</b></p> <ul style="list-style-type: none"> <li>• There are many biological reserves in our country.</li> <li>• In a biological reserve you can find...</li> <li>• Flora and fauna are varied.</li> </ul>

			<p>In Costa Rica there</p> <ul style="list-style-type: none"> <li>• are many different types of birds, snakes, butterflies, etc.</li> <li>• There are many species of orchids, roses, trees, medicine plants, etc.</li> <li>• Democracy is...</li> <li>• Treats to a democratic state.</li> <li>• Lack of participation.</li> <li>• Disobeying rules</li> <li>• Taking care of public institutions.</li> <li>• Lack of information about Human Rights.</li> <li>• Factors that preserve democracy.</li> <li>• Respecting the opinion of the majority.</li> <li>• I wish...</li> <li>• I consider...</li> <li>• I think...</li> <li>• We should...</li> </ul>
	<p><b>ENVIRONMENTAL EDUCATION</b> Expressing about</p> <ul style="list-style-type: none"> <li>• Pollution around the world</li> <li>• Advantages and disadvantages related to the use of technology and the environment.</li> </ul>		<p><b>FUNCTIONS</b></p> <ul style="list-style-type: none"> <li>• Expressing opinions about different topics.</li> <li>• Identifying uses of different inventions.</li> </ul> <p><b>LANGUAGE</b> Types of pollution. Technology.</p>

			<p><b>EXPRESSIONS</b></p> <ul style="list-style-type: none"> <li>• We must recycle.</li> <li>• We must take of our environment.</li> <li>• Erosion is caused by cutting down trees, polluting, burning soil, etc.</li> <li>• Chemicals factories cause a lot of problems in the environment.</li> <li>• High tech machines cause noise pollution.</li> </ul>
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### 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 son recientes y 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	<p>Este sitio es un recurso pedagógico que incluye:</p> <ul style="list-style-type: none"> <li>-Videos</li> <li>-Audios</li> <li>-PDFs</li> <li><b>-Guía didáctica con variedad de actividades</b></li> <li>-Vocabulario</li> <li>-Expresiones</li> <li>-Gramática &amp; oraciones</li> <li>-Conciencia fonológica</li> <li>-Diferentes escenarios para el desarrollo lingüístico</li> </ul>	<p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p>	Primero y Segundo grado	<p><a href="https://recursos.mep.go.cr/sitio_primaria_ingles/">https://recursos.mep.go.cr/sitio_primaria_ingles/</a></p> <p><a href="https://recursos.mep.go.cr/sitio_primaria_ingles/segundo.html">https://recursos.mep.go.cr/sitio_primaria_ingles/segundo.html</a></p>


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Flora and Fauna in Costa Rica	<p>Catálogo de multimedia interactivo en realidad aumentada, aborda el tema de flora y fauna en Costa Rica.</p> <ul style="list-style-type: none"> <li>-Contiene descripciones de diferentes especies</li> <li>-Preguntas</li> <li>-Audios descriptivos</li> <li>-Marcadores imprimibles de realidad aumentada de cada especie.</li> <li>-Guía para el docente</li> </ul>	Listening Speaking Reading	Primero, Segundo y tercer grado	<a href="https://www.mep.go.cr/educativo/flora-and-fauna-costa-rica">https://www.mep.go.cr/educativo/flora-and-fauna-costa-rica</a> 
Follow me!	<p>"CVC Words" para practicar patrones con las palabras consonante-vocal-consonante de una manera divertida. Podrás escuchar cada palabra para practicar</p>	Listening Reading	Primero y Segundo	<a href="https://www.mep.go.cr/educativo/follow-me">https://www.mep.go.cr/educativo/follow-me</a>


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	su pronunciación y además reconocer imágenes siguiendo secuencias o patrones determinados.			
Web Tools 'Gallery	<p>Galería de recursos localizados en la web para docentes y estudiantes para la enseñanza y aprendizaje del inglés:</p> <p>Contiene:</p> <p>Herramientas</p> <p>Aplicaciones interactivas</p> <p><b>-Sitios interesantes para el aprendizaje del inglés</b></p> <p>-Música y video</p> <p>-Presentaciones animadas</p> <p>-Almacenamiento en la nube y espacios colaborativos</p> <p>-Creación de Sitios Web y blogs</p> <p>-Sitios para creación de recursos</p> <p>-Creadores de cuentos digitales,comics,y revistas</p> <p>-Audio,video,texto animado</p>	<p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p>	Todos los niveles	



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	<ul style="list-style-type: none"> <li>-Editores de imágenes y fotografías.</li> <li>-Creadores de quices, exámenes, encuestas y ejercicios digitales</li> <li>-Creadores de Líneas de tiempo, infografía y mapeo</li> <li>-creatividad, dibujo y pintura</li> <li>-Herramientas de traducción y de "text to Speech"</li> </ul>			
Teacher's Go Digital	<p>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.</p> <p>Contiene:</p> <ul style="list-style-type: none"> <li>-Prácticas para bachillerato</li> <li>-Vocabulario</li> <li>-Gramática</li> <li>-Materiales para docentes con pdf descargables con:             <ul style="list-style-type: none"> <li>-stickers</li> <li>-certificados para los estudiantes</li> </ul> </li> </ul>	<p>Speaking Reading Writing</p>	<p>Todos los niveles primaria y secundaria</p>	<p><a href="https://sites.google.com/site/teachersgodigitalcr/">https://sites.google.com/site/teachersgodigitalcr/</a></p> 



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	<ul style="list-style-type: none"> <li>-actividades con temas de interés</li> <li>-prácticas de fonética</li> <li>-poemas y cuentos</li> <li>-videos ESL-Profe en casa</li> <li>-Links de interés</li> <li>-Actividades para “writing”</li> </ul> <p>Materiales para temas seleccionados relacionados con los escenarios presentes en los nuevos programas de estudio.</p>			
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	<a href="https://www.mep.go.cr/educatico/queen-bee-audios">https://www.mep.go.cr/educatico/queen-bee-audios</a>  <a href="https://www.mep.go.cr/educatico/bumble-bee-audios">https://www.mep.go.cr/educatico/bumble-bee-audios</a>  
My Community	Recurso multimedial relacionado con servicios de la comunidad. Contiene:	Listening Speaking Reading	Primero, segundo, tercero	<a href="https://www.mep.go.cr/educatico/recurso-interactivo/my-community">https://www.mep.go.cr/educatico/recurso-interactivo/my-community</a>



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	<ul style="list-style-type: none"> <li>-Ambiente interactivo con vocabulario relacionado</li> <li>-Audio</li> <li>-Un juego</li> <li>-Guía para el docente</li> <li>-Guía para el hogar</li> <li>-“Worksheets”</li> <li>-Videos-</li> <li>-Material de práctica adicional.</li> </ul>	Writing		
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	<a href="https://www.mep.go.cr/educativo/recurso-interactivo/cyber-labs-kids">https://www.mep.go.cr/educativo/recurso-interactivo/cyber-labs-kids</a> 
Clothes Requisito para algunas computadoras bajar <a href="#">Flash Player</a>	Recurso interactivo en inglés para la práctica de <b>vocabulario de vestuario</b> . Ofrece ejercicios simples, por medio de actividades interactivas. Contiene:	Listening Reading	Primero, segundo	<a href="https://www.mep.go.cr/educativo/clothes">https://www.mep.go.cr/educativo/clothes</a>

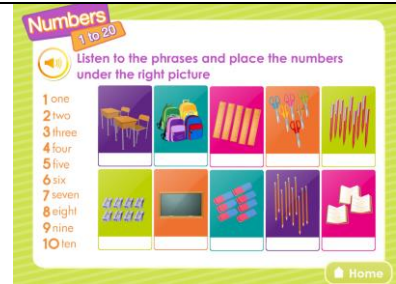
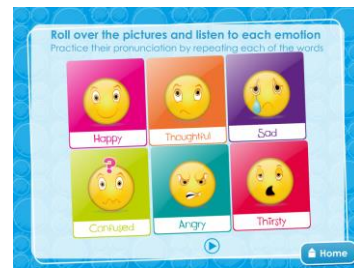
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	-Audios -Actividades			
The House Requisito para algunas computadoras bajar <a href="#">Flash Player</a>	Recurso interactivo con el fin de brindar a los estudiantes de primaria que cursan la materia de inglés, un objeto de aprendizaje para practicar <b>vocabulario de La Casa</b> en inglés y que les posibilite ejecutar ejercicios simples, por medio de actividades interactivas.	Listening Reading	Primero, segundo	<a href="https://www.mep.go.cr/educatico/recurso-interactivo/house">https://www.mep.go.cr/educatico/recurso-interactivo/house</a>  
Prepositions of place Requisito para algunas computadoras bajar <a href="#">Flash Player</a>	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 <b>preposiciones de lugar</b> y les provea de ejercicios	Listening Reading	Primero, Segundo, tercero	<a href="https://www.mep.go.cr/educatico/recurso-interactivo/prepositions-place">https://www.mep.go.cr/educatico/recurso-interactivo/prepositions-place</a>

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	simples, a través de actividades interactivas.			
Ford and Drinks Requisito para algunas computadoras bajar <a href="#">Flash Player</a>	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 <b>comida y bebidas</b> en inglés y proporcionarles ejercicios simples, mediante actividades interactivas.	Listening Reading	Primero, Segundo, tercero	
Numbers 1 to 20 Requisito para algunas computadoras bajar <a href="#">Flash Player</a>	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	Listening Reading	Primero, segundo	<a href="https://www.mep.go.cr/educatico/numbers-1-20">https://www.mep.go.cr/educatico/numbers-1-20</a>

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	les brinde ejercicios simples, mediante la práctica de actividades			
Feelings Requisito para algunas computadoras bajar <a href="#">Flash Player</a>	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 simples, por medio de actividades interactivas.	Listening Reading	Primero, Segundo, tercero	<a href="https://www.mep.go.cr/educatico/recurso-interactivo/feelings">https://www.mep.go.cr/educatico/recurso-interactivo/feelings</a>  
Colors and Shapes Requisito para algunas computadoras bajar <a href="#">Flash Player</a>	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	Listening Reading	Primero, Segundo, tercero	<a href="https://www.mep.go.cr/educatico/recurso-interactivo/colors-and-shapes">https://www.mep.go.cr/educatico/recurso-interactivo/colors-and-shapes</a>

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	simples, a través de actividades interactivas.			
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