



GOBIERNO DE
EL SALVADOR

PreA1 Builders

2023



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CRÉDITOS

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Dear teaching faculty:

In support of the curriculum reform, the Ministry of Education, Science and Technology is pleased to present PreA1 Builders for Primary Education, second and third grade, which comprises the levels PreA1 Builders A and B.

With this material, the primary education faculty will receive a tool that will allow them to expose their students to English as a Foreign Language and thus, develop the basic linguistic competences of the language for the PreA1 level progressing in an integrated manner. This is done with the objective of immersing our students in an environment where a foreign language is used in real-world practices.

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

Finally, we would like to acknowledge all the hard work, dedication, and time you put into your work. We invite you to take into account what is established in the document and make it your own to leave your mark on the learning of our student population.

José Mauricio Pineda Rodríguez
Minister of Education

Table of Contents

I. Presentation of the English Class Framework	5
1.1 Common European Framework of Reference (CEFR)	5
1.2 The Communicative Approach	6
1.3 Transverse Axes	7
II. The Components of the Didactical Unit	7
2.1 Unit number and name	8
2.2 Approximate time	8
2.3 Competences	8
2.4 Contents	8
2.4.1 Conceptual Contents	9
2.4.2 Procedural Contents	9
2.4.3 Performance Indicators	9
2.4.4 Attitudinal Contents	9
2.4.5 Keywords	10
2.4.6 Vocabulary Bank	10
2.5 Presentation and Description of the Didactical Unit Format	11
III. Methodology	12
3.1 Methodological Guidelines	12
3.2 Evaluation	13
3.2.1 Competences to be assessed	14
3.2.2 Types of Evaluation	14
IV. Units	17
V. References	32

I. Presentation of the English Class Framework

1.1 Common European Framework of Reference (CEFR)

As a starting point, it should be noted that the English language has been adopted as a lingua franca, which is a vehicle of communication worldwide, among people with different mother tongues. In order to evaluate and define the linguistic competences of an individual learning a foreign language, there is a reference framework that is used at an international level. This standard is the Common European Framework of Reference for Languages (CEFR) which categorizes students from a PreA1 level, a user who has no proficiency in a foreign language, to a C2, for those who master a foreign language in an exceptional way. (Cambridge Assessment English, n. d.)

As stated by the British Council (n. d.), the CEFR describes in a comprehensive way what users have to learn to do in order to use a foreign language for communication and what knowledge and skills they have to develop so as to be able to act effectively. The description also covers the cultural context in which the foreign language is set. The Framework also defines the above mentioned levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis.

Two thresholds levels of learning have been established for students in primary education as the chart below shows:

Levels	Builders A	Builders B
Ages	8	9
Hours of Study	32 hours	32 hours

According to their age group and cognitive areas of development, students in primary education will reach the PreA1 Builders level.

Therefore, English as a Foreign Language (EFL) will be developed in a weekly 45-minute English session completing a total of 32 classes along the school year.

Subject	Second Grade		Third Grade	
	Weekly Hours	Yearly Hours	Weekly Hours	Yearly Hours
English	1	32	1	32

1.2 The Communicative Approach

PreA1 Builders is focused on the communicative approach, which is based on the integrating various innovative teaching techniques that emphasize the development of comprehension and production of oral expression. In addition, this approach reinforces the knowledge of the language and culture of maximizing meaningful learning in students.

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

The communicative approach is student-centered. What is taught and how it is taught are intimately related with what is learned and how it is learned. The teaching learning process must be varied. It must not only take into account the oral aspect of communication but also those non-oral aspects. It must care about the non-linguistic aspects such as gestures, body movement, facial expressions, and so on. This approach demands that the classroom becomes a center of interaction between the teacher and the students, and among the students themselves. Teamwork allows the interaction through responsibility in the assigned shared tasks.

English teachers should be aware that English is learned through a creative construction process, being exposed to authentic material, giving students the opportunity to construct hypotheses that may be tested through practice in simulations of real-context situations.

1.3 Transverse Axes

Education in the classroom is crucial because it provides a setting and a specific location for the development of individuals and, by extension, of society. To ensure success in interacting with others in a variety of contexts, humanity today needs to assimilate ethical ideas. Family and community are integrated along the transversal axes. They bring together the disciplines of being, knowing, doing, and living. As they present an interdisciplinary approach that is connected to real-world issues and needs, they give students a comprehensive and meaningful view of their learning. According to MINED (2008), the Salvadoran curriculum is made up of the following transverse axes:

1. Human rights education
2. Health education
3. Comprehensive preventive education
4. Environmental education
5. Population education
6. Education for equal opportunities
7. Education in values
8. Consumer education
9. Use of new technologies

II. The Components of the Didactical Unit

The 2030 Education Agenda, in the Sustainable Development Goal (SDG) 4 Quality Education, proposes to ensure inclusive, equitable, and quality education and to promote lifelong learning opportunities for all (United Nations, n. d.). By implementing the English language subject in primary education, we would be fostering the foundations of the linguistic competences of a foreign language for students; providing knowledge, critical thinking, innovation, expanding information technology, thus creating educational experiences in a more real updated world that belongs to them.

The inclusion of the English language subject in primary education responds to the demand of a globalized world that requires appropriate communication in economic, cultural, and social contexts. Therefore, and in response to this need, PreA1 Builders is presented to the primary education community. This resource is made up of the following components (Ministerio de Educación, 2008) that will be found in each unit.

2.1 Unit number and name

Firstly, every unit is labeled with its corresponding number and name. The number corresponds to the correlative order of each unit and its name has been designated according to the context and content that will be developed in each one.

2.2 Approximate time

Based on the number of hours established by the Common European Framework of Reference for Languages (CEFR), a specific number of hours has been assigned to teach the contents of each unit satisfactorily, so that students can develop the basis of their communicative skills in the English language according to the descriptors of the PreA1 for young learners. It is important to highlight that the estimated time ranges between five to six hours.

2.3 Competences

The objective of the competences is to highlight the goals to be achieved with the application and development of the contents of each unit while doing it in an integrated manner and in such a way to have a meaningful impact on students' learning.

2.4 Contents

This material has been designed taking into account the three types of contents that are of the utmost importance in the teaching-learning process and which contribute to the achievement of the performance indicators stated in the competences. This curricular document includes the conceptual contents (know-what), procedural contents (know-how), and attitudinal contents (know-how-to-be).

2.4.1 Conceptual Contents

Conceptual contents answer the question "What should students learn? In order for students to develop their competences, it is convenient to guarantee previous exposure to the vocabulary used when generating and communicating messages in English as a foreign language. The corresponding conceptual contents for each class have been marked by means of bullets (•). Suggested vocabulary lists, which are divided by years, can also be found at the bottom of every unit; this is because the vocabulary corresponds to the complexity that characterizes each level. Therefore, the vocabulary bank entitled PreA1 Builders A will be used in the first year that students are exposed to the language. For the second year, the number of words and the difficulty will be increased according to the column designated as PreA1 Builders B. It is worth mentioning that teachers should always consider their students' linguistic needs to determine whether the suggested vocabulary bank should be reduced or expanded.

In addition, in order to relate the concepts that will be studied and practiced throughout the units, projects and exams have been designed to verify students' progress in English as a foreign language. These projects and exams will be completed at the end of each unit.

2.4.2 Procedural Contents

These contents answer the question "How to teach?" For the teaching-learning process to be even more meaningful, besides the conceptual contents, it is necessary to consider the procedural contents so that students develop the necessary skills and put into practice the competences achieved through the conceptual contents. The procedural contents guide the processes to be followed by the teachers during each class.

2.4.3 Performance Indicators

Performance indicators measure whether or not a competence has been achieved. They answer the questions "What, when, and how to assess?" This document has been designed to reach and assess the performance indicators while considering the students' population contexts.

2.4.4 Attitudinal Contents

These contents refer to the attitudes, values, and norms that students must develop in order to act appropriately in their educational and personal environments. Some of the values included in the PreA1 Builders document are respect, tolerance, collaboration, and harmony, among others.

2.4.5 Keywords

This section includes the word and its phonetic transcription to facilitate and guide its correct pronunciation. In addition, specific phonemes, with a higher level of difficulty when pronouncing, have been highlighted. These words are student-oriented, and teachers will be responsible for encouraging and verifying that these words are used and pronounced appropriately by their students.

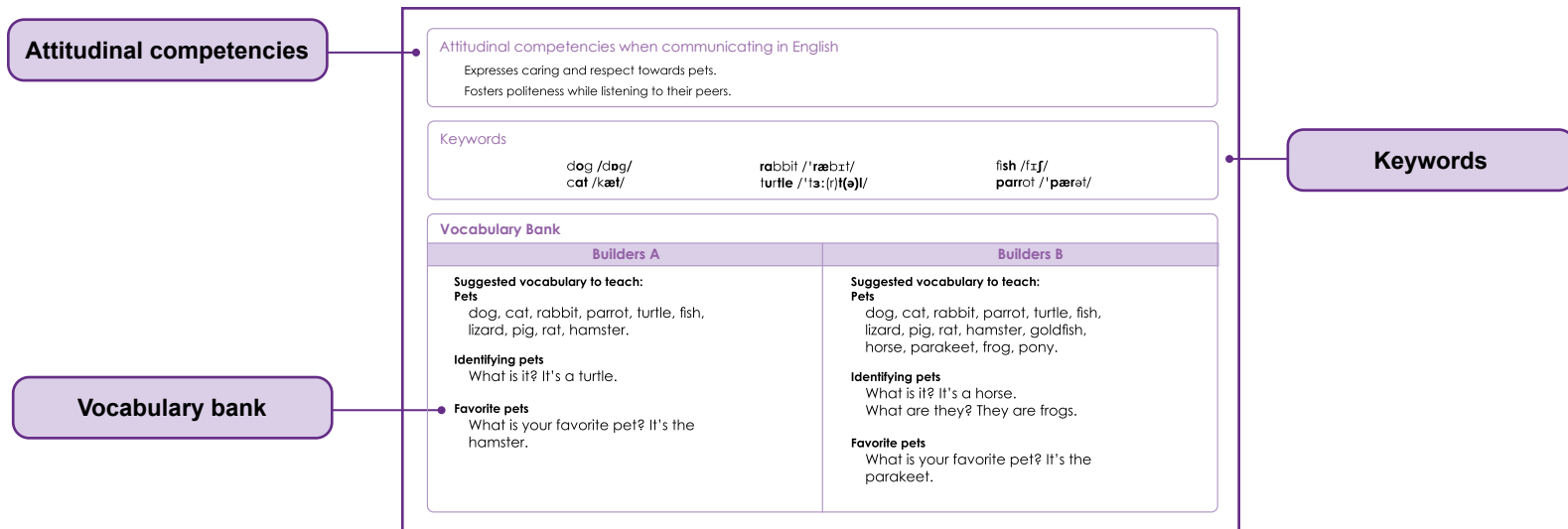
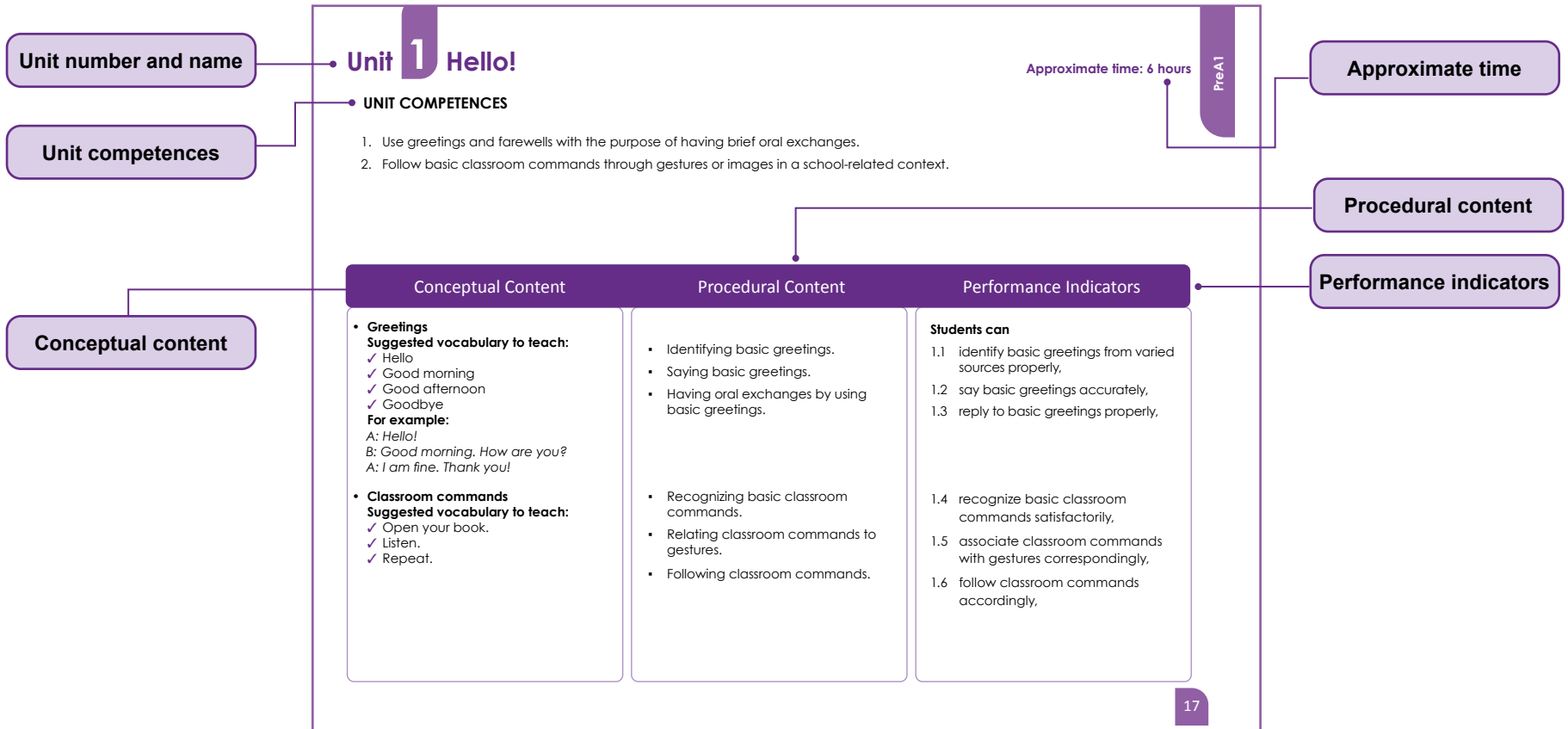
2.4.6 Vocabulary Bank

The components of understanding and expressing ideas are the words in our vocabulary. Children learn to employ more complex vocabulary as they are exposed to the foreign language. It has to be pointed out that children's vocabulary and concept development will depend on consistent, nourishing, and interactive learning experiences.

A vocabulary bank segmented by year (second and third) has been created to progressively increase the amount of words assigned to the next higher level. Therefore, it is recommended to evaluate and diagnose students' level of language proficiency in order to adjust the amount of words which they will be exposed to.

Vocabulary Bank	
Builders A	Builders B
<p>Suggested vocabulary to teach:</p> <p>School Facilities</p> <ul style="list-style-type: none">✓ principal's office, garden, playground, soccer field, basketball court, classroom, computer room, restrooms. <p>School Supplies</p> <ul style="list-style-type: none">✓ school bag/backpack, notebook, pencil case, pencil, pen, sharpener, markers, colored pencils, eraser, scissors, glue, glue stick.	<p>Suggested vocabulary to teach:</p> <p>School Facilities</p> <ul style="list-style-type: none">✓ principal's office, garden, playground, soccer field, basketball court, classroom, computer room, restrooms, parking lot, library, science lab, outdoor greenhouse, corridor, reception. <p>Classroom commands</p> <ul style="list-style-type: none">✓ school bag/backpack, notebook, booklet, pencil case, pencil, pen, sharpener, markers, colored pencils, eraser, scissors, glue, glue stick, stapler, highlighter, masking tape, clear tape, thumbtack, flashcards.

Presentation and Description of the Learning Unit Format



III. Methodology

3.1 Methodological Guidelines

To carry out an effective implementation of the PreA1 Builders level, the English specialists from MINEDUCYT have designed the methodological guides which correspond to each sublevel (PreA1 Builders A and PreA1 Builders B). The suggested activities within the didactic sequence can be adjusted by teachers taking into account the cognitive areas of development, ages, needs, and contexts of students; furthermore, the class population should be considered at the moment of lesson planning to carry out a more meaningful teaching-learning process.

It has to be kept in mind that students in primary education will develop some essential competences of the PreA1 level. This is an important reminder because, according to the CEFR, learners should have around 100 hours of instruction in the target language (H., 2020) to reach the expected level; that is why, the two different levels of complexity that respond to second and third graders' learning needs and cognitive abilities have been proposed. The approximate number of hours of instruction are presented in the upper right part of each unit and depending on the complexity of the contents, some units will be developed in 5 hours and others will be instructed in 6 hours. For this reason, each block of content has been designed to be carried out in a 45-minute class hour and each class will be developed following the English didactic sequence established by MINEDUCYT: I Activate, I Practice, and I Produce.

The following methodological guidelines are intended to boost the teaching process and to facilitate students' learning process. In addition, they respond to the age groups, cognitive skills, and learning styles.

1. Explore background knowledge on the topic to be taught.
2. Organize the available learning space, time and resources to create an ideal environment which promotes the development and learning of students, where they will explore, discover, express themselves, and play naturally.
3. Activate prior knowledge and establish the purpose of the session.
4. Introduce the vocabulary bank and useful expressions at the beginning of the class by giving a preliminary view of the content.
5. Time and pace your teaching.
6. Create situations for using language for communication in varied contexts.

7. Encourage students to communicate as early as possible in the teaching-learning process.
8. Preferably use the target language in your classes.
9. Promote interaction and teamwork among students.
10. Use authentic materials and input as much as possible.
11. Address students' cognitive needs as well as affective ones.
12. Create comfortable, confident and likable teaching-learning experiences.
13. Do controlled and free language practice.
14. Integrate macro-skills and sub-skills in the teaching-learning process.
15. Increase interest and attention through engaging activities such as chants and games.
16. Conduct controlled and free practice activities for students to use verbal and gestural language.
17. Control the time allotted for each activity.
18. Encourage students to create autonomy in their own learning process.
19. Promote interaction among students.
20. Consider students' cognitive needs depending on their ages and specific conditions.
21. Create a teacher-student environment of trust.
22. Expose students to artistic activities where they are able to expand their creativity.

3.2 Evaluation

Assessment in the 21st century should be an innovative and interactive teaching-learning experience that benefits teachers in their teaching practice and students in their learning process. Teachers should learn how to plan, develop and manage a student-centered assessment. Besides keeping the student engaged, assessments can inform either the instructional process is effective or not, learning gaps which may exist, and how the learner is progressing.

Each unit has a certain number of performance indicators that allow the evaluation of the competences. These indicators have a correlative number that is related to the conceptual and procedural contents. At the end of each unit of study, students will complete a project focused on demonstrating their language skills using the content studied. Additionally, they will take a test to reflect and monitor their progress in learning the foreign language. It is suggested that teachers make the necessary curricular adjustments according to the specific learning needs of the group, in order to have a fair evaluation for each student.

3.2.1 Competences to be assessed

Language Competences

Teachers should consider the following competences as part of the evaluation of their students' foreign language learning process.

- a. **Listening comprehension:** the ability to understand oral messages.
- b. **Oral production:** the ability to communicate orally using the language.
- c. **Grammatical competence:** it is the ability to make use of vocabulary, pronunciation, writing, and word formation, among other characteristics.
- d. **Strategic competence:** it is constituted by the use of verbal and non-verbal communicative strategies according to the situation or context to which learners are exposed.
- e. **Written production:** the ability to write single words.
- f. **Reading comprehension:** the ability to recognize written texts.

3.2.2 Types of Evaluation

As teachers, it is necessary to be aware of our students' learning process. Therefore, different types of assessment should be used to make this procedure more objective and based on students' needs. (Assessment Types: Diagnostic, Formative and Summative, n. d.)

a. Diagnostic Assessment

- It is used to identify and/or collect information about students' prior learning and the areas that need to be reinforced and consolidated.
- It is important to highlight that the use of a test is not mandatory since you may also carry out ludic activities.

b. Formative Assessment

- It is carried out throughout the learning process.
- It helps to identify content that needs to be reinforced.
- It provides feedback on the learning process.
- It is based on individual student progress.
- It is not graded with a numerical range.

c. Summative Assessment

- It is commonly used at the end of the learning process of a content.
- It evaluates the learning process based on standards.
- It can make use of tests, labs, projects, and homework, among other activities.
- It is graded with a numerical range.

In order to verify whether students have achieved and developed the competences required in each unit, teachers must include in the evaluation process elements such as participation, systematization, classroom performance, among others, so that the evaluation is integrated and continuous. Likewise, a project and a suggested exam, which can be adapted to objectively evaluate students' progress, will be available in the Methodological Guides.

All types of diagnostic, formative, and summative evaluation procedures are of the utmost importance to verify the progress of the students' learning process. When teaching the contents of this resource, the teaching staff is encouraged to make use of the suggested activities in the methodological guidelines and to adapt them as needed.



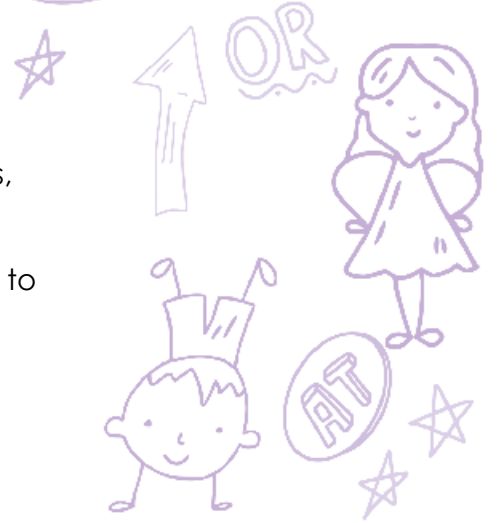
PreA1 Builders

Level competences

At the end of the PreA1 Builders level, students will:

Follow simple instructions and brief conversations from varied sources, such as audios, repetition drills, gestures, and visual aids.

Express themselves orally by using fixed expressions when responding to familiar questions.



UNIT COMPETENCES

1. Use greetings and farewells with the purpose of having brief oral exchanges.
2. Follow basic classroom commands through gestures or images in a school-related context.

Conceptual Content	Procedural Content	Performance Indicators
<ul style="list-style-type: none"> • Greetings Suggested vocabulary to teach: <ul style="list-style-type: none"> ✓ Hello ✓ Good morning ✓ Good afternoon ✓ Goodbye For example: A: <i>Hello!</i> B: <i>Good morning. How are you?</i> A: <i>I am fine. Thank you!</i> • Classroom commands Suggested vocabulary to teach: <ul style="list-style-type: none"> ✓ Open your book. ✓ Listen. ✓ Repeat. 	<ul style="list-style-type: none"> ▪ Identifying basic greetings. ▪ Saying basic greetings. ▪ Having oral exchanges by using basic greetings. ▪ Recognizing basic classroom commands. ▪ Relating classroom commands to gestures. ▪ Following classroom commands. 	<p>Students can</p> <ol style="list-style-type: none"> 1.1 identify basic greetings from varied sources properly, 1.2 say basic greetings accurately, 1.3 reply to basic greetings properly, 1.4 recognize basic classroom commands satisfactorily, 1.5 associate classroom commands with gestures correspondingly, 1.6 follow classroom commands accordingly,

- **Saying your name**

For example:

A: *What's your name?*

B: *I am Elisa.*

- **Project: Introducing myself**

For example:

Good morning. I am Francisco.

- Recognizing when their names are being requested.
- Replying to the question *What's your name?*
- Greeting their peers in oral interactions.
- Introducing themselves by stating their names.

1.7 say their names accurately when requested,

1.8 introduce themselves using greetings and saying their names: accordingly.

Attitudinal competencies when communicating in English

- Respects their peers' participation when having short social interactions.
- Encourages others to follow classroom instructions pleasantly.

Keywords

hello /hə'ləʊ/
hi /haɪ/
great /greɪt/
please /pli:z/

name /neɪm/
open /'əʊpən/
morning /'mɔ:(r)nɪŋ/
afternoon /,ɑ:ftə(r)'nu:n/

sit down /'sɪt 'daʊn/
fine /faɪn/
raise /reɪz/
stand up /'stænd ʌp/

Vocabulary Bank

Builders A

Suggested vocabulary to teach:

Greetings:

- ✓ Hello
- ✓ Good morning
- ✓ Good afternoon
- ✓ Good evening
- ✓ Good night
- ✓ Goodbye
- ✓ How are you today? I am fine. / I am OK.

Classroom commands

- ✓ Open your book.
- ✓ Listen.
- ✓ Repeat.
- ✓ Close your book.
- ✓ Stand up.
- ✓ Sit down.
- ✓ Raise your hand.

Saying your name

- ✓ What's your name?
My name is _____.

Builders B

Suggested vocabulary to teach:

Greetings:

- ✓ Hello
- ✓ Good morning
- ✓ Good afternoon
- ✓ Good evening
- ✓ Good night
- ✓ Bye
- ✓ Goodbye
- ✓ See you
- ✓ How are you today? I am fine. / I am OK. / I am great.

Classroom commands

- ✓ Open your book.
- ✓ Listen.
- ✓ Repeat.
- ✓ Close your book.
- ✓ Stand up.
- ✓ Sit down.
- ✓ Raise your hand.
- ✓ Be quiet.
- ✓ Go/Come to the board
- ✓ Match.

Saying your name

- ✓ What's your name?
I am _____. / My name is _____.

UNIT COMPETENCES

1. Build school-related vocabulary to put it into practice through a variety of written as well as oral activities to better communicate in the English language.
2. Identify school-related vocabulary through visual representations with the purpose of telling which place or item is during brief oral exchanges.

Conceptual Content	Procedural Content	Performance Indicators
<ul style="list-style-type: none"> • School Facilities: principal's office, garden, playground, soccer field, basketball court, classroom, computer room, restrooms, parking lot • School supplies: Suggested vocabulary to teach: <ul style="list-style-type: none"> ✓ school bag/backpack, notebook, booklet, pencil case, pencil, pen, sharpener, markers, colored pencils, eraser, scissors, glue, glue stick. 	<ul style="list-style-type: none"> ▪ Identifying school facilities from varied sources. ▪ Repeating the names of school facilities to imitate their pronunciation and intonation. ▪ Describing their school by mentioning some of its facilities. ▪ Identifying school supplies from varied sources. ▪ Relating school supplies to their visual representation. ▪ Distinguishing singular nouns from plural nouns in a logical and fixed manner. 	<p>Students can</p> <ol style="list-style-type: none"> 2.1 recognize school facilities from varied input accurately, 2.2 pronounce school facilities properly, 2.3 describe their school by mentioning some of its facilities accordingly, 2.4 recognize school supplies from different sources satisfactorily, 2.5 associate school supplies with their appropriate visual representation, 2.6 distinguish singular nouns from plural nouns in the context of school supplies appropriately,

- **What is it? What are they?**

For example:

A: What **is it**?

B: It **is a pencil**.

A: What **are they**?

B: They **are pencils**.

- **Project: Our First Board Game**

For example:

This is our first board game. Here are the instructions:

1. Toss the dice / Flip a coin
2. Look at the picture
3. Say its name

- Classifying singular and plural school supplies.
- Forming questions and statements to exchange information about school supplies.
- Making a list of different school-related words studied along the unit to include in board games
- Explaining basic rules to play a board game.
- Naming school-related words from pictures.

- 2.7 classify singular and plural school supplies properly,
- 2.8 exchange information about school supplies in brief dialogues clearly,
- 2.9 list school-related words to include corresponding images in board games,
- 2.10 explain the basic rules to play board games clearly and coherently,
- 2.11 Name school-related words from pictures correspondingly.

Attitudinal competencies when communicating in English

- Shows confidence when exchanging information with others.
- Participates actively in class by working cooperatively with peers.

Keywords

playground /'pleɪ.ɡraʊnd/
 soccer field /'sɒkə(r)/'fi:ld/
 Pencil /'pens(ə)l/

scissors /'sɪzə(r)z/
 glue /gluː/
 school /sku:l/

library /'laɪbrəri/
 science lab /'saɪəns/ /læb/
 school bag /sku:l/ /bæg/

Vocabulary Bank

Builders A

Suggested vocabulary to teach:

School Facilities

- ✓ principal's office, garden, playground, soccer field, basketball court, classroom, computer room, restrooms.

School Supplies

- ✓ school bag/backpack, notebook, pencil case, pencil, pen, sharpener, markers, colored pencils, eraser, scissors, glue, glue stick.

Builders B

Suggested vocabulary to teach:

School Facilities

- ✓ principal's office, garden, playground, soccer field, basketball court, classroom, computer room, restrooms, parking lot, library, science lab, outdoor greenhouse, corridor, reception.

School Supplies

- ✓ school bag/backpack, notebook, booklet, pencil case, pencil, pen, sharpener, markers, colored pencils, eraser, scissors, glue, glue stick, stapler, highlighter, masking tape, clear tape, thumbtack, flashcards.

UNIT COMPETENCES

1. Use cardinal numbers to count a set of objects to express their quantity.

Conceptual Content	Procedural Content	Performance Indicators
<ul style="list-style-type: none"> • Numbers (Part I) Suggested numbers to teach: <ul style="list-style-type: none"> ✓ 0 zero ✓ 1 one ✓ 2 two ✓ 3 three ✓ 4 four ✓ 5 five For example: A: <i>What number is it?</i> B: <i>It's five.</i> • Numbers (Part II) Suggested numbers to teach: <ul style="list-style-type: none"> ✓ 6 six ✓ 7 seven ✓ 8 eight ✓ 9 nine ✓ 10 ten For example: A: <i>What number is it?</i> B: <i>It's six.</i> • Project: Counting items For example: 1 clip 2 clips... 	<ul style="list-style-type: none"> ▪ Identifying numbers from visual aids. ▪ Emulating numbers. ▪ Counting to gain better understanding of the order of numbers. ▪ Exchanging information using the fixed question <i>What number is it?</i> ▪ Recognize numbers in numerals and their word form. ▪ Dictating numbers to their peers. ▪ Taking notes of numbers through dictations. ▪ Counting items using realia. ▪ Expressing quantities. 	<p>Students can</p> <ol style="list-style-type: none"> 3.1 recognize numbers from visual sources properly, 3.2 pronounce numbers correctly, 3.3 count to recognize number order coherently, 3.4 answer the question <i>What number is it?</i> in brief oral exchanges, 3.5 identify numbers in numerals and their word form properly, 3.6 dictate numbers to their peers precisely, 3.7 write numbers when dictated through varied sources of communication, 3.8 count different items successfully.

Attitudinal competencies when communicating in English

- Receives feedback and takes it as an opportunity to learn.
- Helps classmates when they are struggling with the language.

Keywords

what /wɒt/
two /tuː/
five /faɪv/
eight /eɪt/

number /ˈnʌmbə(r)/
three /θriː/
six /sɪks/
nine /naɪn/

one /wʌn/
four /fɔːr/
seven /ˈsev (ə)n/
ten /ten/

Vocabulary Bank

Builders A

Suggested vocabulary to teach:

Numbers (Part I)

- ✓ zero, one, two, three, four, five, six, seven, eight, nine, ten.

Numbers (Part II)

- ✓ eleven, twelve, thirteen, fourteen, fifteen.

Builders B

Suggested vocabulary to teach:

Numbers (Part I)

- ✓ zero, one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve.

Numbers (Part II)

- ✓ thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty.

Unit 4 Colors Around Me

Approximate time: 6 hours

PreA1

UNIT COMPETENCES

1. Identify the names of colors to describe real-world objects in brief oral interactions.
2. Make predictions and observations when taking part in mixing-color experiments.

Conceptual Content

- **Colors (Part I)**
Suggested colors to teach:
 - ✓ red
 - ✓ yellow
 - ✓ blue
- **Color identification**
For example:
A: *What color is it?*
B: *It's purple.*
- **Colors (Part II)**
Suggested colors to teach:
 - ✓ green
 - ✓ purple
 - ✓ orange
 - ✓ pink
 - ✓ black
 - ✓ white

Procedural Content

- Recognizing basic colors from varied sources.
- Reproduce the proper pronunciation of color names.
- Mentioning colors of real-world objects.
- Exchanging information about colors using the fixed question *What color is it?*
- Saying common colors.
- Labeling colors.
- Matching colors with their written form.

Performance Indicators

Students can

- 4.1 identify common colors from different sources successfully,
- 4.2 emulate orally the color names properly,
- 4.3 name colors of real-world objects accurately,
- 4.4 reply to the question *What color is it?* precisely,
- 4.5 say colors clearly,
- 4.6 label colors appropriately,
- 4.7 match colors with their written forms suitably,

• **Project: Mixing colors**

For example:

Hello, class!

This is my project. The color yellow and blue make green. The color yellow and red make orange.

- Describing the process of mixing colors.
- Exchanging the names of colors that have come up as a result of mixing.

4.8 use phrases to explain the process of mixing colors accordingly,

4.9 express the result of mixing colors precisely.

Attitudinal competencies when communicating in English

- Shows enthusiasm when participating in classroom activities.
- Promotes respect by waiting for their turn to participate.

Keywords

color /'kʌlə(r)/
red /red/
yellow /'jeləʊ/
blue /blu:/

pink /pɪŋk/
green /grɪ:n/
purple /'pɜ:(r)p(ə)l/
orange /'brɪndʒ/

white /waɪt/
gray /greɪ/
black /blæk/
brown /braʊn/

Vocabulary Bank

Builders A

Colors (Part I)

- ✓ red, yellow, blue, pink, green, light blue.

Color identification

- ✓ What color is it? It's light blue.

Colors (Part II)

- ✓ purple, orange, brown, black, white, gray, dark green.

Builders B

Colors (Part I)

- ✓ red, yellow, blue, pink, green, light blue, light green, dark green.

Color identification

- ✓ What color is it? It's golden.
- ✓ What color are they? They're silver.

Colors (Part II)

- ✓ purple, orange, brown, black, white, gray, silver, gold.

UNIT COMPETENCES

1. Provide family relationships in family trees, photos or illustrations by naming each member.
2. Show family ties to introduce their family members through a family tree representation.

Conceptual Content	Procedural Content	Performance Indicators
<ul style="list-style-type: none"> • Nuclear family members Suggested vocabulary to teach: <ul style="list-style-type: none"> ✓ mom ✓ dad ✓ brother ✓ sister <p>For example: A: <i>Who is this?</i> B: <i>She is my mom. / He is my dad.</i></p> • Extended family members Suggested vocabulary to teach: <ul style="list-style-type: none"> ✓ grandpa ✓ grandma ✓ uncle ✓ aunt ✓ cousin <p>For example: A: <i>Who is this?</i> B: <i>She is my grandma. / He is my grandpa.</i></p> • Project: My family tree For example: <i>My mom is Yolanda. My dad is Vicente. My sister is Cathy. This is me.</i> 	<ul style="list-style-type: none"> ▪ Identifying nuclear family members from visual representations. ▪ Spelling nuclear family members. ▪ Showing family relationships by replying to the fixed question <i>Who is this?</i> ▪ Recognizing extended family members from varied sources. ▪ Emulating extended family member words. ▪ Relating extended family member words to images. ▪ Inquiring about extended family members by using the question <i>Who is this?</i> ▪ Illustrating their nuclear family tree. ▪ Describing their family members through a family tree representation. 	<p>Students can</p> <ol style="list-style-type: none"> 5.1 identify nuclear family members accurately, 5.2 spell nuclear family members properly, 5.3 respond to the question <i>Who is this?</i> to show family relationships accurately, 5.4 recognize extended family members suitably, 5.5 reproduce extended family member words well, 5.6 relate extended family member words to visual aids satisfactorily, 5.7 inquire about their peers' extended family members using the question <i>Who is this?</i> 5.8 illustrate their nuclear family tree, 5.9 show family ties through a family tree representation satisfactorily.

Attitudinal competencies when communicating in English

- Listens attentively to their partners while exchanging information about their family trees.
- Promotes respect when listening about others' family members.

Keywords

mom /mɑ:m/
 sister /'sɪstə(r)/
 uncle /'ʌŋ.k(ə)l/

dad /dæd/
 grandpa /'græn(d) ,pɑ:z/
 aunt /ɑ:nt/

brother /'brʌðə(r)/
 grandma /'græn(d) ,mɑ:z/
 cousin /'kʌz(ə)n/

Vocabulary Bank

Builders A

Suggested vocabulary to teach:

Nuclear family

- ✓ mom/mother, dad/father, brother, sister.
- ✓ Who is this? She is my mother. / He is my father.

Extended family

- ✓ grandma/grandmother, grandpa/grandfather, aunt, uncle, cousin.
- ✓ Who is this? She is my grandmother. / He is my grandfather.

Builders B

Suggested vocabulary to teach:

Nuclear family

- ✓ mom/mother, dad/father, parents, brother, sister.
- ✓ Who is this? She is my sister. / He is my brother.

Extended familyn

- ✓ grandma/grandmother, grandpa/grandfather, grandparents, aunt, uncle, cousin.
- ✓ Who are they? They are my grandparents.

UNIT COMPETENCES

1. Name pets when associating them with their visual representation.
2. Mention their favorite pets through visual aids in short oral exchanges.

Conceptual Content	Procedural Content	Performance Indicators
<ul style="list-style-type: none"> • Pets Suggested pets to teach: <ul style="list-style-type: none"> ✓ dog ✓ cat ✓ rabbit ✓ parrot • Identifying pets For example: A: <i>What is it?</i> B: <i>It's a parrot.</i> • Expressing my preferences in pets For example: A: <i>What is your favorite pet?</i> B: <i>It's the dog.</i> • Project: My Pet Booklet <i>"My Pet Booklet"</i> <i>It is a dog. It is a cat. It is a rabbit. It is a turtle.</i> <i>My favorite pet is the dog.</i> 	<ul style="list-style-type: none"> ▪ Identifying common pets from varied sources. ▪ Pronouncing vocabulary related to pets after being carefully guided. ▪ Telling what pet it is by answering the fixed question <i>What is it?</i> ▪ Expressing what their favorite pet is. ▪ Exchanging information related to their favorite pets. ▪ Applying the vocabulary related to pets by elaborating and describing an illustrated booklet. 	<p>Students can</p> <ol style="list-style-type: none"> 6.1 name pets from visual and audio sources correctly, 6.2 pronounce vocabulary related to pets accurately, 6.3 respond to the question <i>What is it?</i> by telling the name of pets accurately, 6.4 express what their favorite pet is aptly, 6.5 exchange information related to their favorite pets suitably, 6.6 apply the correct vocabulary to describe their favorite pets.

Attitudinal competencies when communicating in English

- Expresses caring and respect towards pets.
- Fosters politeness while listening to their peers.

Keywords

dog /dɒg/
cat /kæt/

rabbit /'ræbɪt/
turtle /'tɜ:(r)t(ə)l/

fish /fɪʃ/
parrot /'pærət/

Vocabulary Bank

Builders A

Suggested vocabulary to teach:

Pets

- ✓ dog, cat, rabbit, parrot, turtle, fish, lizard, pig, rat, hamster.

Identifying pets

- ✓ What is it? It's a turtle.

Favorite pets

- ✓ What is your favorite pet? It's the hamster.

Builders B

Suggested vocabulary to teach:

Pets

- ✓ dog, cat, rabbit, parrot, turtle, fish, lizard, pig, rat, hamster, goldfish, horse, parakeet, frog, pony.

Identifying pets

- ✓ What is it? It's a horse.
- ✓ What are they? They are frogs.

Favorite pets

- ✓ What is your favorite pet? It's the parakeet.

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