

SUGGESTED CURRICULUM STRUCTURE

ENGLISH 4

SCOPE AND SEQUENCE

SUGGESTED LEVEL: Beginner A1.1 4º

GOAL	LANGUAGE FUNCTIONS	OBJECTIVES	
<p>MODULE 1: Health and life I WATCH WHAT I EAT (18 – 20 hours)</p>	<p>The students identify and introduce in English the effects of certain substances for your health (sugars, caffeine, salt, fat).</p>	<p>Give and ask for personal information about eating habits. Express moods. Give suggestions and recommendations on the use of certain substances. Expressing causes and effects of eating habits through simple sentences.</p>	<p>Make simple sentences to describe the consequences of certain substances to humans. Identify words phrases related to harmful substances and the consequences for human health. Suggest or give recommendations on the harmful effects of certain substance, in a simple conversation. Understand specific information in written and oral descriptive texts on the use and abuse of harmful substances.</p>
<p>MODULE 2: Peace and living together I LIKE TO TALK (18 – 20 hours)</p>	<p>The students express agreements and disagreements in very simple conversations in English, showing respect for the opinion of others.</p>	<p>Ask for a give apologies using simple sentences. Express own qualities . Express agreement and disagreement in a simple manner. Request information about people's preferences.</p>	<p>Identify the vocabulary and expressions to ask for and give apologies to others. Describe his/her qualities using appropriate vocabulary and expressions. Express agreements, disagreements and apologies with simple sentences in a simple conversation. Understand specific information in narrative texts on common conflicts between colleagues.</p>
<p>MODULE 3: Environment and society LET'S TAKE CARE OF OUR WORLD (18 – 20 hours)</p>	<p>The students compare in a simple way in English the actions that have a positive and a negative impact on the environment.</p>	<p>Make simple comparisons about actions to take care of the environment. Describe the characteristics of their environment. Give and ask for information on daily activities related to the environment. .</p>	<p>Produce short oral and written texts related to environmental issues, based on an established model. Exchange information about the characteristics of their immediate environment. Identify relevant information on environmental degradation in short descriptive texts. Understand the general idea and specific information in narrative and descriptive short, simple texts based on environmental issues.</p>
<p>MODULE 4: A global village I LIVE IN A GLOBAL VILLAGE (18 – 20 hours)</p>	<p>The students describe in simple language how their actions and those of their community affect our world</p>	<p>Describe the activities he or she performs every day. Express his/her opinion about some actions observed in his/her peers. Give and ask for information about daily activities in their environment and community. Mention the causes and possible effects human actions have on the lives of others.</p>	<p>Identify specific information about the effects of their actions in narrative and descriptive, short texts. Recognize causes and effects of globalization in oral and written texts. Describe everyday activities and their consequences for other human beings in the world. Exchange information on the relationships between different communities in the world, using simple sentences.</p>

