

SUGGESTED CURRICULUM STRUCTURE

ENGLISH 5

SCOPE AND SEQUENCE

SUGGESTED LEVEL: Beginner A1.1 5°

GOAL	LANGUAGE FUNCTIONS	OBJECTIVES	
<p>MODULE 1: Health and life I RESPECT MY BODY (18 – 20 hours)</p>	<p>The students propose in English, through simple language, actions to take care of his/her body and his/her relationships with others.</p>	<p>Express his/her likes and dislikes. Describe his/her daily routine and hobbies. Give guidelines to their peers, using simple language to establish harmonious relationships . Give and ask for information about their relationships with others.</p>	<p>Make simple sentences about routines in oral and written form. Identify words and phrases about routines and his/her relationships with others in simple oral and written texts. Exchange personal information about their hobbies and personal relationships. Understand the main idea and specific information in short narrative texts on familiar topics.</p>
<p>MODULE 2: Peace and living together I WATCH MY LANGUAGE (18 – 20 hours)</p>	<p>The students recognize and express in English positive actions to build an environment of peace with their peers through language.</p>	<p>Give and ask for opinions based on conflict. Make comparisons to describe the role of men and women in society. Express emotions in different situations. Describe the role of individuals in society.</p>	<p>Identify phrases and expressions related to common stereotypes in their community. Produce simple sentences about the role of men and women in their local context. Understand short narratives about the role of language in generating conflict. Exchange positive views about the people around.</p>
<p>MODULE 3: Environment and society WE ARE ALL THE SAME (18 – 20 hours)</p>	<p>The students establish simple comparisons in English and appreciate similarities and differences between the communities of their city or town (age, socio-economic position marginalized groups).</p>	<p>Make comparisons about people's characteristics. Describe what some people usually do. Give and ask for information about places or people in their local context. Express opinions related to the customs of different communities.</p>	<p>Produce oral and written short texts about the characteristics of people in a community following a model. Exchange information on the similarities and differences between communities in their city or municipality. Identify elements of contrast and addition in simple oral and written texts on topics related to the social environment. Understand short narrative texts about cultural and social aspects of a community.</p>
<p>MODULE 4: A global village WE ARE ALL WELL INFORMED (18 – 20 hours)</p>	<p>The students recognize and mention in English, through simple language, the importance of the media for their daily life.</p>	<p>Talk about past events. Tell stories within their context. Express preferences about mass media. Give and ask for information on current events.</p>	<p>Exchange information on the use of different media. Produce short oral and written texts related to current issues following a known model. Identify specific vocabulary and expressions to refer to the media and its impact on his/her daily life. Understand short narratives about past situations of his/her interest.</p>

