

ÁREA/ Area:	Ingles
Revisado por:	Rectoría
Prekinder	<p>FIRST TERM</p> <p>Introducing myself</p> <p>Greetings</p> <p>Directions</p> <p>How are you?</p> <p>Feelings</p> <p>Body and face parts</p> <p>Colors</p> <p>School supplies</p> <p>How's the weather?</p> <p>Foods</p> <p>Toys</p> <p>SECOND TERM</p> <p>Shapes</p> <p>Family Members</p> <p>Clothes</p> <p>Healthy habits</p> <p>Likes and dislikes</p> <p>English literature and telling a story</p> <p>Instructions</p> <p>THIRD TERM</p> <p>Discriminating sounds</p> <p>Day and night</p> <p>Nature</p> <p>Animals</p> <p>City</p> <p>Community helpers</p> <p>Numbers</p>
Kínder	<p>Stories: (Characters of a story, main characters, setting.)</p> <p>Sequence of events (beginning, middle and end)</p> <p>CVC words</p> <p>Short vowels</p> <p>Consonant sounds</p> <p>Project and school vocabulary</p> <p>Short sentences (listening and speaking)</p> <p>Commands and instructions</p> <p>Describing words (speaking)</p>
Transición	<p>*Stories (characters of a story, main characters, setting, sequence of events (beginning, middle and end). *Images, words and ideas. *Images about events. *</p> <p>Word webs, charts, graphs organizing information. *Adjectives. *Wh questions.</p> <p>*Questions about stories or information given. *The alphabet. *Beginning and ending sounds. *Long vowels. *Initial digraphs (ch, wh, th, sh) *Final digraphs (ch, th, sh, ck)</p> <p>*Project vocabulary. *Simple sentences according to the project. *Commands.</p> <p>*Speaking activities. *Key words and sentences according to the project. *Complete sentences. *Copy and dictation of key words.</p>

Primero	<p>Listening: - Following two step instructions given in simple sentences. - Understanding simple questions about myself, my family, my house and my school. - Identifying the amount of characters when listening to a story. - Following the sequence of a narrated story with visual aids. - Dictations of words and simple sentences.</p> <p>Reading: - Matching words by category. - Recognizing words and short sentences (subject+verb+object) present in texts. - Matching images to short sentences. - Following instructions with the use of visual aids. - Making predictions about a text using pictures and titles.</p> <p>Writing: - Copying and transcribing words used frequently in the classroom. - Writing identifiable words in a picture. - Writing the answers of simple questions about myself, my family, my house and my school. - Writing personal information using simple forms (p.g. student's card). - Writing simple isolated phrases.</p> <p>Speaking: - Asking and answering simple questions. - Saying and responding to simple statements in areas of immediate need or in very familiar topics. - Using everyday expressions, introductions and basic greetings. - Asking people for things and giving people things. - Handling numbers. - Asking and answering questions about themselves and other people. - Expressing feelings and moods. - Mentioning likes and dislikes.</p>
Segundo	<p>Listening: - Following instructions done in three or more steps. - Understanding simple questions about routines, habits and different locations (e.g beach, park, zoo, farm) - Identifying the name of characters and the main idea of a conversation or a story. - Identifying specific characters based on their given description. - Dictations of words and short paragraphs.</p> <p>Reading: - Making predictions about a text using key words and titles. - Following the sequence of events in a simple story by using simple graphic organizers. - Identifying specific characters based on their given description. - Recognizing habits and routines present in a story or text.</p> <p>Writing: - Writing simple isolated phrases and sentences about themselves and imaginary people, where they live and what they do. - Using simple connectors like "and", "but" and "because". - Writing short texts that describe my mood and what I like. - Writing short descriptions and/or texts based on a sequence of images.</p> <p>Speaking: - Asking and answering questions about themselves, other people, where they live and things they have. - Indicating time by referring to specific moments of the day. - Expressing feelings and moods. - Mentioning likes and dislikes. - Describing some characteristics about myself, others, animals, places. - Answering questions about people, objects and places. - Handling numbers and quantities.</p>
Tercero	<p>Listening: - Recognizing specific moods present in a story by the speaker's intonation. - Dictations of unknown words and short texts. - Note taking. - Sequences with visual aids. - Identifying specific actions, objects and people present in a listening exercise. - Following complex instructions in games or activities which require variety of steps.</p> <p>Reading: - Identifying cultural elements such as proper nouns and places in simple texts. - Reading and understanding simple authentic texts about specific events associated to popular cultural traditions (birthday, Christmas). - Recognizing in short narrative texts aspects such as who, what, when and where. -</p> <p>Writing: - Applying commonly used grammatical patterns structures. - Checking spelling of frequently used words. - Writing short original stories. - Writing about topics of interest.</p> <p>Speaking: - Indicating time by such phrases as "next week", "last Friday" and "November 3 o'clock". - Describing some characteristics about myself, others, animals, places and the weather. - Answering questions about people, objects, places, professions and seasons. - Handling numbers, quantities and being able to count objects up to 1000.</p>

<p>Cuarto</p>	<p>Listening: - Understanding the main point in short clear simple messages and announcements. - Personal information and physical descriptions. - Understanding phrases and expressions related to personal and family information, shopping and local geography. - Identifying the topic of discussion present in the classroom or any media used during class. - Understanding simple directions relating to how to get from X to Y by foot or public transport.</p> <p>Reading: - Understanding of narrative texts and their main parts. - Identifying cultural elements in texts. - Understanding short simple texts containing common vocabulary, including a proportion of shared international vocabulary items. - Finding specific predictable information in simple everyday material such as ads and menus.</p> <p>Writing: Description of situations, characters, and objects that involve informs, clothing, and everyday elements. - Use of basic conjunctions. - Can write very short, basic descriptions of events, past activities and personal experiences. -Can write a series of simple phrases and sentences linked with simple connectors like 'while', "before", "after", "but", "because", "and", "also".</p> <p>Speaking: Oral description about a situation, person, place or object. - Establish comparisons between places, characters and objects. - Express likes and dislikes. - Communicate basic information about oneself and routine.</p>
<p>Quinto</p>	<p>Listening: - Understanding and extracting the essential information from different media dealing with predictable everyday matters. - General understanding when given a description from media sources. - Understanding of questions about oneself and environment and ability to answer properly. - Understanding phrases and expressions related to personal and family information, shopping, global geography and employment. - Understanding simple directions relating to how to get from X to Y by plane, train, ship, cruisers and metro.</p> <p>Reading: - Comprehension of basic conjunctions and temporal adverbs. - Identifying actions, characters and setting of complex narrative texts. - Understanding short simple texts on familiar matters of a concrete type which consists of high frequency every day or job related language. - Understanding letters and emails. - Finding specific predictable information in simple everyday material such as ads, menus, reference lists, timetables, brochures and newspapers articles.</p> <p>Writing: Description of personal and external information. - Writing accounts of experiences, describing feelings and reactions in simple connected text.- Use of basic conjunctions and temporal adverbs. - Can briefly give reasons and explanations for opinions, plans and actions.</p> <p>Speaking: Oral description of nouns, and ability to use comparatives and superlatives. - Narrate daily events or activities. - Briefly give presentations on simple topics. - Can briefly give reasons and explanations for opinions, plans and actions.</p>
<p>Sexto</p>	<p>Listening: Understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics.- Keep up with an animated conversation between native speakers. - Understand most recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone, etc. - Identify unfamiliar words from the context on topics related to his/her field and interests</p> <p>Reading: Understand the description of events, feelings and wishes in personal letters. - Scan longer texts in order to locate desired information, and gather information from different parts of a text. - Identify the content and relevance of simple news items. - Identify the main conclusions in basic argumentative texts. - Identify unfamiliar words from the context on topics related to his/her field and interests</p> <p>Writing: Write a review of a film, book or play. - Compose clear, detailed descriptions of real or imaginary events and experiences. - Formal and informal writing (letter, brochure, scripts, short stories). - Summarise, report and give an opinion about accumulated factual information on familiar routine and non-routine matters</p> <p>Speaking: Give clear, systematically developed descriptions and presentations, with relevant supporting detail. - Can develop a clear argument, expanding and supporting own points of view at some length with relevant examples.</p>

Séptimo

Listening: Understanding factual information about common every day or job related topics.
Identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.
Following the main points of extended discussion in class, or from audiovisual materials.
Following a lecture or talk within a field of interest, provided the subject matter is familiar and the presentation is structured.
Deduce meaning from context in unsupported extended talks on a wide range of general and curricular topics.
Recognize the opinion of the speaker(s) in unsupported extended talks on a wide range of general and curricular topics.

Reading:
Determine central idea, and summaries making distinction from personal opinions or judgments. Identify titles, section headings, and photocaptions by using skimming and scanning
Make predictions and check comprehension about the content of a reading selection.

Paraphrase
Understanding the description of events, feelings and wishes in personal letters or first person texts.
Locating specific information in lists and isolate the information required (e.g. use an on-line catalogue' to find a specific product).
Understanding everyday signs and notices: in public places, such as streets, restaurants, railway stations; in workplaces, such as directions, instructions, hazard warnings.
Figurative language, cause and effect relationships, and nuances in a text.
Plot, setting, conflict, foreshadowing, and suspense.
Compare and contrast characters, places and things present in a text.
5.4 Identify sensory language (touch, sight, taste and hearing).

READING CAMPAIGN:
Novels:
- "The Breadwinner"
- "Gregor the Overlander"
- "Legends of the Bay"

Writing: Developing written production on a range of familiar subjects within fields of interest, by linking a series of shorter connected texts into a linear and coherent sequence. - Writing accounts of experiences, describing feelings and reactions in simple connected text. - Writing a description of an event, a recent trip, real or imagined. - Narrating an original well structured and cohesioned story.

Present and progressive tenses
Past tense
Perfect tenses
Modal verbs of obligation, prohibition, advice and permission appropriately.
First and second and third conditional.
Relative clauses
Reported speech / direct and indirect object
Informative/explanatory texts

Speaking: Ability to sustain a straightforward description of one of a variety of subjects within fields of interest, presenting it as a linear sequence of points. - Giving detailed accounts of experiences, describing feelings and reactions. - Narrate details of unpredictable occurrences, (e.g. an accident, a surprise) - Describing dreams, hopes, and ambitions. - Describing events, real or imagined.
Use transitional words: however, although, in addition, similarly.
Use simple tenses and modal verbs.

Octavo	<p>Listening: Note taking from audiovisual excerpts (all year long, constantly practiced) general information and main point of the received excerpt of information, extracting dates, numbers, locations and subjects, extracting details and comparing facts between two related audios, identification of cause and effect relations in audiovisual material.</p> <p>Reading: Reading campaign books (novel), folk tale, memoir, news structure, author's point of view, cause-effect structure, reading of articles from different media sources, reading comprehension (all year long).</p> <p>Writing: Writing of a memoir, a folk tale, a newspaper with its relevant sections, an advertisement campaign, a review (opinion article). Grammar structures to be taught: present perfect, past perfect, future perfect, simple past and future passive voice, conditionals 0,1.</p> <p>Speaking: Oral presentations under improvised and formal parameters, group discussions about readings and contemporary topics, use of English during class time, narration of events and situations (themselves and other individuals), project formal presentations.</p>
Noveno	<p>Listening: Note taking (constantly reviewed during the year) extracting main and secondary ideas from audiovisual excerpts, details, numbers, location, subjects, functions and points of view, relevant facts, purpose, find missing information based on inferences and relating the provided material.</p> <p>Reading: Reading campaign books (novels), reading of news and texts coming from worldwide sources, reading comprehension, analysis of cause, effect and impact of what's being read to a determined social or cultural context.</p> <p>Writing: Writing of letters, e-mails, stories from given inputs (Pet oriented writing tasks), writing reviews, citation rules, proper use of grammar and spelling. Grammar topics: conditionals 1,2.</p> <p>Speaking: informal and formal presentations, improvised speech, formal project presentations with audiovisual aid, UN related debates, class discussion about readings, round tables about social related topics.</p>
Décimo	<p>Listening: Understanding of spoken language, live or broadcast, on concrete, abstract, familiar and unfamiliar topics, normally encountered in personal, social, academic or vocational life. – Ability to take notes of points of special interest during a lecture, or unsupported aural input.</p> <p>Reading: Reading with a large degree of independence. - Ability to adapt style and speed of reading to different texts and purposes. - Possession of a significant active reading vocabulary.</p> <p>Writing: Writing of clear, detailed texts on a variety of subjects related to fields of interest. - Synthesising and evaluating information and arguments from a number of sources. – Application of writing skills to real or imaginary events and experiences. - Good grammatical control, punctuation and paragraphing conventions.</p> <p>Speaking: Ability to give clear descriptions and presentations on a wide range of subjects related to fields of interest. – Ability to offer appropriate emphasis on significant points while speaking, as well as to offer relevant supporting details. – Ability to deliver messages with a degree of clarity, fluency and spontaneity that is adequate to the task.</p>
Once	<p>Listening: Understanding of spoken language, live or broadcast, on concrete, abstract, familiar or unfamiliar topics normally encountered in personal, social, academic or vocational life. - Sufficient understanding to follow extended speech on abstract and complex topics beyond a given field of knowledge.</p> <p>Reading: Understanding in detail of lengthy, complex texts, whether or not they relate to an area of specialty, providing rereading difficult sections is possible. - Possession of a broad active reading vocabulary.</p> <p>Writing: Writing of clear, well-structured texts on a variety of subjects (including complex subjects). - Emphasizing on a text's most relevant ideas by expanding and supporting arguments with reasons, details and relevant examples. - Offering of appropriate conclusions. - Good grammatical control, punctuation and paragraphing conventions.</p> <p>Speaking: Ability to give clear, detailed descriptions and presentations on a wide range of subjects (including complex subjects) while integrating sub-themes within the subject or topic. – Development of specific ideas when speaking. – Ability of rounding off with an appropriate conclusion. - Ability to deliver messages with a degree of clarity, fluency and spontaneity that is adequate to the task, using stress and intonation in order to convey clearer meaning.</p>