



GOBIERNO *de*  
GUATEMALA

MINISTERIO DE  
EDUCACIÓN



CURRÍCULO NACIONAL BASE -CNB-  
**Área de Comunicación y Lenguaje**  
Idioma Extranjero Inglés

Nivel de Educación Media  
Ciclo de Educación Básica



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## Comunicación y Lenguaje Idioma Extranjero Inglés

Estimado docente:

El Ministerio de Educación con el propósito de fortalecer y promover mejoras en el desarrollo del proceso educativo del Nivel Medio Ciclo Básico, y consciente de la importancia de su labor con los estudiantes en el aula, ha realizado una actualización del Currículo Nacional Base del área de Comunicación y Lenguaje Idioma Extranjero Inglés.

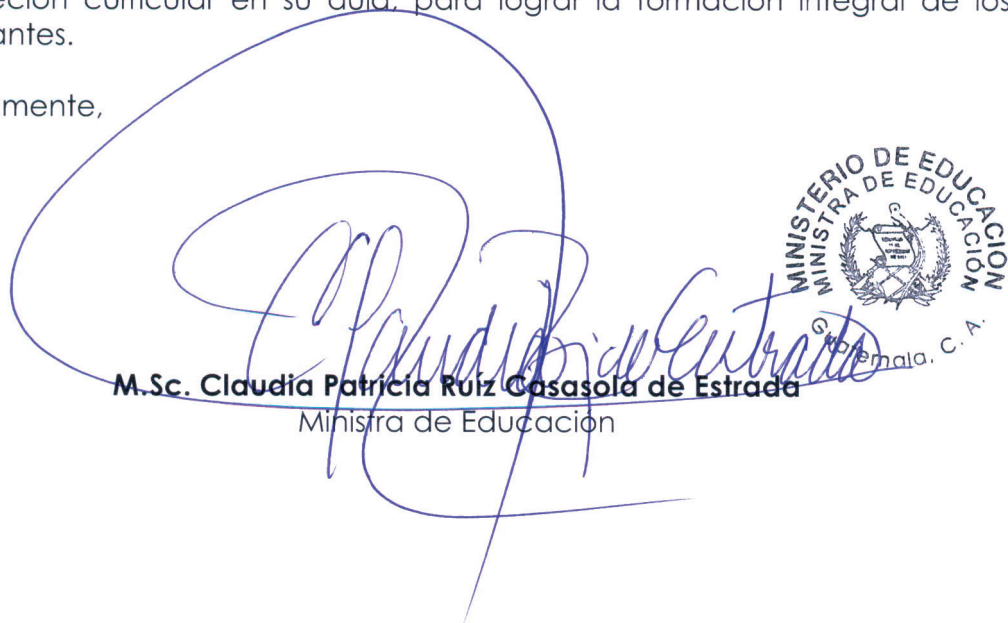
En la nueva organización curricular, el área está conformada por cuatro componentes. Cada uno, corresponde a una de las habilidades básicas para el dominio de un idioma, mientras que el aspecto cultural y el vocabulario, ahora aparecen de manera transversal; lo que le permitirá concentrar su atención en las competencias comunicativas.

Por otra parte, fueron incorporados los criterios de evaluación en una columna adicional para visualizarlos durante la planificación. Con esta propuesta, tiene la oportunidad de llevar a la acción un proceso metodológico y ordenado, que incluye la evaluación de los aprendizajes.


La implementación efectiva de este currículo, permitirá que los estudiantes adquieran las habilidades necesarias para desenvolverse efectivamente en el uso del Idioma Inglés, por lo que, usted como facilitador del área, podrá seleccionar y utilizar diferentes medios para transformar en significativos los saberes prescritos en este diseño curricular.

Al agradecer su valioso aporte a la educación, le invitamos a realizar la concreción curricular en su aula, para lograr la formación integral de los estudiantes.

Atentamente,



**M.Sc. Claudia Patricia Ruiz Casasola de Estrada**  
Ministra de Educación



## Perfil de egreso

El perfil del estudiante que egresa del Ciclo Básico agrupa las capacidades y habilidades cognitivas, actitudinales y procedimentales que los estudiantes deben poseer al egresar del ciclo en los ámbitos del ser, hacer, conocer, convivir y emprender en los diferentes contextos en que se desenvuelve. Dichas capacidades y habilidades se agrupan de la manera siguiente:

1

**Practica los valores en su ámbito individual, familiar y comunitario, en el marco de los derechos humanos para promover una cultura de paz, equidad e inclusión.**

Orienta su conducta en función de una convivencia armónica. Esta, es necesaria para su realización como persona en los diferentes ámbitos; así mismo, para que se desempeñe con principios de justicia y promoviendo la participación colectiva.

2

**Aplica destrezas de pensamiento lógico, científico, reflexivo, crítico, propositivo, creativo, orientado al bien común; en la vida cotidiana.**

Aplica destrezas de pensamiento de alto nivel cognitivo que le permiten reflexionar, emitir juicios críticos, pensar de forma científica, proponer, construir aprendizajes y resolver creativamente situaciones cotidianas, orientado al bien común.

3

**Se comunica seguro y efectivamente en distintos idiomas valorándolos como elementos importantes de la cultura.**

Se comunica en forma oral y escrita seguro y efectivamente; además, se expresa en un idioma extranjero valorando todos los elementos de la cultura. Utiliza diferentes códigos verbales y no verbales para comunicarse en diferentes contextos y con distintos propósitos.



4

**Actúa con dignidad e identidad individual, comunitaria y colectiva manifestando orgullo de ser guatemalteco.**

Relaciona y argumenta, con base en hechos, los procesos sociales, culturales e históricos de Guatemala y del mundo. Esto lo hace para comprender y valorar su realidad lo que contribuye a que se sienta parte del constructo social guatemalteco, esforzándose por ello.

5

**Aplica diversas tecnologías y saberes en proyectos de emprendimiento, fundamentados en principios de desarrollo sustentable, en diversos ámbitos (escolar y comunitario).**

Aplica las tecnologías y saberes, utilizándolos en proyectos que favorecen el emprendimiento para el desarrollo sustentable, en diversos ámbitos como el escolar y el comunitario.

6

**Valora diversas manifestaciones artísticas naturales y culturales y se expresa por medio de ellas.**

Valora las expresiones artísticas con identidad nacional para motivar la creatividad individual y colectiva. Además, desarrolla la sensibilidad artística como medio de expresión de sus emociones mediante el arte y su vinculación con otras áreas de aprendizaje.

7

**Utiliza en forma responsable los bienes naturales y servicios socioambientales para la conservación y mejoramiento del medio ambiente.**

Asume comportamientos que evidencian el reconocimiento que los recursos naturales se constituyen como bienes naturales y servicios vinculados con el ámbito social y ambiental que pueden agotarse y por ello, deben utilizarse en forma racional, procurando su rescate, conservación y a la vez, contribuir a que futuras generaciones tengan la oportunidad de satisfacer sus propias necesidades en armonía con el medio ambiente.

8

**Cuida su salud mediante la práctica de ejercicio físico, deporte, normas de salud y seguridad.**

Asume un estilo de vida saludable, mediante actividades físicas deportivas y recreativas que coadyuvan a la comprensión de un bienestar social, mental, emocional y físico. De esta manera puede interactuar socialmente con respeto, pensamiento estratégico, trabajo en equipo e inclusividad entre otros.

9

**Actúa con autonomía al tomar decisiones responsables, basadas en conocimientos, principios y valores.**

Actúa con autonomía al tomar decisiones responsables. Considera las implicaciones individuales, colectivas y ambientales a corto y mediano plazo; basadas en conocimientos, principios y familia.

10

**Dialoga para lograr consensos y el manejo efectivo de conflictos.**

Reconoce sus emociones con el fin de desarrollarse como un ser humano respetuoso de la diversidad, las normas sociales y legales; mediante el diálogo, mejora sus relaciones interpersonales.

# Área de Comunicación y Lenguaje Idioma Extranjero Inglés

## Area Description

With globalization, the English language has become a tool for accessing the information, communication, technology, science, culture, arts and labor markets. The English Area develops in a student the key competences for learning the language and, consequently, the four fundamental skills required to master it: listening, speaking, reading and writing. These domains have led to the following Area components, which are interdependent and complementary: learning to listen, speaking and interacting with others, understanding what is read and written expression.

An effective language teaching and learning process requires the selection of specific approaches and methods considering the generation of a relaxed and non-stressful learning experience, boost of self-confidence and enhance motivation to reduce the affective filter in the classroom.

The Area contents are developed mostly by using the functional communicative approach that focuses on the process of communication instead of the mastery of the language forms. Therefore, it demands the language's use in a real context that provides the same natural conditions used when students learn their native language. This approach has a specific connection with Vigostsky's sociocultural theory, which stresses languages as a tool in a socially mediated process.

The introductory stage of the Area is developed through Total Physical Response (TPR) and successively the cooperative and collaborative learning and the Natural Approach Method, as well as others, to accomplish the development of the linguistic communicative competencies thus the student will gradually improve listening, speaking, reading and writing so the teacher's role is to facilitate communication, while the student carries out communicative activities: problem solving, games, role playing and different discussion tasks, among others.

English learning promotes the development of competences from other curricular areas that allow students to act critically and responsibly within a framework of values. The topics to be addressed on this area were carefully selected; furthermore, the student's interests and context have also been considered as fundamental for this particular purpose.

The contents and methodology provide an excellent opportunity to get acquainted with the cultural practices.

The significant changes that this area presents are aimed at strengthening the components. The area competences and grade competences, learning outcomes, and the new contents were designed and incorporated to develop the key competences in students for learning the new language.

The area presents the following components: learning to listen, speaking and interacting with others, understanding what is read and written expression, all of them will be developed mostly by using the functional communicative approach.

The cultural aspect and the learning of vocabulary will be used transversally across of each one of these components thanks to the communicative approach that mainly focusses on the process of communication.

## Area Competences

1. Clearly understands oral expressions about known situations or personal interests.
2. Communicates simple ideas orally with an appropriate grammatical structure and about familiar topics.
3. Understands the meaning of simple texts, in oral or silent readings, about daily matters.
4. Writes simple texts on familiar topics or personal interests, using a proper grammatical structure, vocabulary and correct spelling.

## Components

The English Area comprises the four following components:

### Learning to Listen

This component promotes the development of skills related to the ability to listen and, consequently, to properly understand and pronounce the vocabulary proposed in this curricular Area.

Through the TPR method, the student listens and identifies basic indications and carries them out. This facilitates the learning of verbs, auxiliary verbs, phrases, and simple sentences; as it naturally happens in the student's native language. By applying this methodology; at the beginning level, the identification of proper



intonation and pronunciation patterns from the new language starts.

### **Speaking and Interacting with others**

The purpose of this component is to promote oral communication and to this effect, daily life situations are simulated: personal introductions, requesting and giving information, rules of courtesy, greetings, describing qualities, recognizing objects, expressing wishes. An emphasis on expressing the student's interests and preferences is always considered.

These situations are carried out among students and the students with their teacher, taking into consideration the language used and the relationship between his cultural background and the cultural aspect from the English language.

This component takes a look at producing ideas in an integrated way: using listening comprehension, oral expression, reading comprehension, as well as written expression. However, the emphasis is on the oral production in such a way that, the different activities for language acquisition are focused on communicating.

### **Understanding what is Read**

Reading comprehension refers to the process of decoding written messages. This involves the interpretation of words, sentences, signs, icons, drawings and other types of resources that are used in a text.

The aim of this component is the development of the elements that constitute the process involved in reading: comprehension, vocabulary development and reading fluency. In order to achieve this purpose, readings and simple texts are proposed as the main learning resource, along with recreational activities to encourage students to read and develop skills by carrying out strategies in a fun and entertaining environment. Through this component the student will acquire and enrich his vocabulary.

By practicing reading, the student uses cognitive and metacognitive strategies that were achieved when he learned to read and write in his native language, considering he applies them in a very specific way by transferring them to a new communication code.

### **Written Expression**

This component promotes writing as a communicative practice by using previously acquired tools such as the alphabet and notions of grammar (structures and tenses, question formation, making sentences into one paragraph, transforming a complex sentence into a set of simple ones).

To achieve this goal, the student practices writing assignments based on reading passages, because of the close relationship between reading and writing. Writing is presented in a variety of different and entertaining activities: puzzles, spelling bee, sentence scrambles, making ID cards, picture descriptions, making posters,

and completing exercises focused on correct spelling and the development of vocabulary. Writing reinforces the importance of cohesion and coherence of the language by having the student create his own phrases, sentences and simple texts.

Writing corresponds to the most complex stage in learning a second or third language. Therefore, the teacher must provide permanent and constructive feedback. The teacher's attitude should always be one of a motivator.

## Competencia de grado

Primer grado básico	Segundo grado básico	Tercer grado básico
1. Responds to basic oral instructions given in English at school.	1. Uses simple phrases and specific range of vocabulary concerning to known topics in short dialogues and oral sentences.	1. Uses basic sentences in simple and compound tenses in dialogues and conversations.
2. Answers orally to simple directions, questions and gives basic information by using specific topics framed at school and family.	2. Communicates ideas using familiar phrases, everyday expressions and structured ideas by means of speeches.	2. Expresses ideas and opinions orally, related to relevant topics through simple sentences.
3. Reads aloud and silently: syllables, common words and phrases in English.	3. Reads simple sentences in a given text about his daily life matters.	3. Reads very basic texts concerning to his immediate environment and background.
4. Writes words and simple phrases and sentences in the new language with the right spelling and grammar structure.	4. Writes simple sentences and descriptions of his environment by using basic terms.	4. Produces simple narrations in a written form with an appropriate grammatical structure and accurate spelling on a variety of topics.

# Curricular Grid

## Área de Comunicación y Lenguaje

### Idioma Extranjero Inglés

#### Primero Básico

Competencias	Indicadores de logro	Criterios de evaluación	Contenidos
1. Responds to basic oral instructions given in English at school.	1.1. Distinguishes the meaning of words and phrases related to daily school life.	<ul style="list-style-type: none"> <li>Shows by his answer that understands each word when hears a greeting.</li> <li>Points at when hears the name of each classroom object.</li> <li>Follows useful classroom commands through Total Physical Response.</li> </ul>	1.1.1. Phrases and gestures to greet, introduce and say farewells
			1.1.2. Classroom objects: whiteboard, markers, desks, chairs
			1.1.3. Useful classroom commands followed with TPR
	1.2. Understands specific phrases related to everyday activities at school.	<ul style="list-style-type: none"> <li>Explains his understanding of new words.</li> <li>Explains Human Rights using the simple present tense.</li> <li>Writes useful phrases to describe friends or family members.</li> </ul>	1.2.1. New sounds in English. Word and word content recognition related to numbers, time, spelling
			1.2.2. Human Rights. Auxiliary verbs Simple present tense. Every day activities, hobbies, habits
			1.2.3. Useful phrases to describe friends and family members. ¿What is bullying?
	1.3. Follows responsibly common directions given orally by the teacher.	<ul style="list-style-type: none"> <li>Follows exactly common directions given by the teacher.</li> <li>Explains others the emergency warnings given by the teacher.</li> <li>Following instructions to do a specific task.</li> </ul>	1.3.1. Commands through total physical response (TPR)
			1.3.2. Instructions, orders, commands and requests. The imperative mood
			1.3.3. Warnings in case of emergency. Risk management
2. Answers orally to simple directions, questions and gives basic information by using specific topics framed at school and family.	2.1. Begins to use polite social language and basic vocabulary with his classmates.	<ul style="list-style-type: none"> <li>Writes giving greetings and farewells in a conversation.</li> <li>Responds appropriately questions with what, why and who.</li> <li>Describes himself and family using present and continuous tenses.</li> </ul>	2.1.1. Family tree: personal pronouns, possessive adjectives
			2.1.2. Description of friends' feelings and mine. Verb to be in present tense
			2.1.3. Daily life routines: regular and irregular verbs, in simple present tense
			2.1.4. My friend's parents likes and dislikes: simple present tense
			2.1.5. A day in our life: simple present, interrogative and negative forms

Competencias	Indicadores de logro	Criterios de evaluación	Contenidos
	2.2. Asks and answers basic questions about needed information.	<ul style="list-style-type: none"> <li>Asks and answering correctly basic questions using simple present and present continuous tenses in a dialogue with his classmates.</li> <li>Answers orally questions about his daily routines.</li> <li>Tells oral information about his family members or about places and addresses.</li> </ul>	2.2.1. Traditions and Interests: wh-questions 2.2.2. My neighborhood: adjectives 2.2.3. My family community celebrations: months of the year and days of the week 2.2.4. Touristic destinations: adverbs
	2.3. Provides information orally about very specific phrases.	<ul style="list-style-type: none"> <li>Gives information about prices, products or recipes.</li> <li>Describes persons using adjectives.</li> <li>Explains the process to following a recipe.</li> </ul>	2.3.1. The alphabet, spelling and spelling bee competitions
			2.3.2. Feelings: adjectives
			2.3.3. Clothing items: colors and adjectives
			2.3.4. Food and drink: there is some, any, how much, many, quantifiers
			2.3.5. Prices and products: how much does it cost, numbers, different national currencies
			2.3.6. Healthy food. Cooking and recipes: adverbs (time, place, manner, frequency)
			2.3.7. My future plans: future simple "will"
			2.3.8. Travel and accommodations: going to
			2.3.9. Invitations: present simple tense
2.3.10. Entertainment			
3. Reads aloud and silently: syllables common words and phrases in English.	3.1. Pronounces common words and phrases when reading.	<ul style="list-style-type: none"> <li>Reads aloud a short paragraph with understandable pronunciation.</li> <li>Explains with his own words the content of readings.</li> <li>Tells about his likes and dislikes.</li> </ul>	3.1.1. Execution of simple written instructions: imperative
			3.1.2. Reading comprehension of simple sentences and personal information
			3.1.3. Description of a person and his likes and dislikes: be +adjectives
			3.1.4. Readings: extraction of information from chats and dialogues
	3.2. Recognizes the meaning of common words and phrases in his readings.	<ul style="list-style-type: none"> <li>Answers reading comprehension questions.</li> <li>Retells the content of readings about routines.</li> </ul>	3.2.1. Reading of descriptions of a daily routine: verbs/daily routines
			3.2.2. Description of places, homes, neighborhoods, towns that appear in his readings: nouns

Competencias	Indicadores de logro	Criterios de evaluación	Contenidos
		<ul style="list-style-type: none"> <li>Explains the content of brochures and catalogs.</li> </ul>	3.2.3. Simple information questions: wh-questions 3.2.4. Information on brochures and catalogs: adverbs
	3.3. Analyzes willingly the meaning of common words and phrases when reading.	<ul style="list-style-type: none"> <li>Identifies the main idea and the essential information of phrases.</li> <li>Tells the meaning of new vocabulary in written stories.</li> <li>Applies the learned vocabulary in new sentences.</li> </ul>	3.3.1. The essential information in short stories, paragraphs, articles: nouns, verbs and predicate 3.3.2. Reading comprehension: main ideas and details 3.3.3. Localization of information on a poster or info graphic: meaning of symbols 3.3.4. A restaurant menu: questions and vocabulary 3.3.5. Usage of a dictionary: new vocabulary
4. Writes words, simple phrases and sentences in the new language with the right spelling and grammar structure to be applied in daily life situations.	4.1. Writes words with accurate spelling.	<ul style="list-style-type: none"> <li>Writes sentences told by the teacher with accurate spelling.</li> <li>Writes emails with right spelling.</li> <li>Writes his own sentences with accurate spelling.</li> </ul>	4.1.1. Short simple sentences: subject and predicate 4.1.2. Short email giving personal information, describing family: phrases and sentences 4.1.3. Connection of ideas: conjunctions, more common linkers and connectors
	4.2. Writes phrases with the right grammar structure.	<ul style="list-style-type: none"> <li>Writes emails or short messages according to the right grammar structure.</li> <li>Writes descriptions of his school or community with right grammar structure.</li> <li>Writes sequences of events related to the american culture practices with right grammar structure.</li> </ul>	4.2.1. Descriptions: personal pronouns, possessive adjectives, nouns as a complement, me, my classroom and my community 4.2.2. Cultural practices of English-speaking countries: usage of sequencing and time expressions 4.2.3. Writing of an email giving directions to places around your city: adverbs of place
	4.3. Creates simple phrases valuing his own culture and context.	<ul style="list-style-type: none"> <li>Writes phrases about his school or house.</li> <li>Describes all people who appear in photos.</li> <li>Writes recommendations about hotels or restaurants.</li> </ul>	4.3.1. Description and explanation of who people are in a photo: possessive adjectives 4.3.2. A simple recipe or a process to do something: verbs+prepositions of movements 4.3.3. Diary entries related to feelings, and occupations: adverbs of frequency

Competencias	Indicadores de logro	Criterios de evaluación	Contenidos
			<p>4.3.4. Recommendation about a hotel, restaurant or form of transportation: review of simple present tense</p> <p>4.3.5. Note or email with suggestions for an event: demonstrative adjectives</p>

# Curricular Grid

## Área de Comunicación y Lenguaje

### Idioma Extranjero Inglés

#### Segundo Básico

Competencias	Indicadores de logro	Criterios de evaluación	Contenidos
1. Uses simple phrases and specific range of vocabulary concerning to known topics in short dialogues and oral sentences.	1.1. Distinguishes the meaning of basic vocabulary concerning to familiar topics.	<ul style="list-style-type: none"> <li>• Uses vocabulary related to technology, people, places and sports in short conversations.</li> <li>• Uses adverbs of frequency in short dialogues.</li> <li>• Utilizes quantifiers with count and non-count nouns in oral phrases.</li> </ul>	1.1.1. Places we visit: new vocabulary
			1.1.2. Countries and nationalities: adjectives
			1.1.3. Routines: adverbs of frequency
			1.1.4. Technology, actions, people and popular sports: vocabulary related
			1.1.5. Word formation: nouns
			1.1.6. Shopping: count and noncount nouns + quantifiers (much-many)
	1.2. Responds to greetings, farewells and apologies appropriately.	<ul style="list-style-type: none"> <li>• Responds to greetings, farewells and apologies.</li> <li>• Uses modal auxiliaries to express obligations, prohibition and permission.</li> <li>• Makes gestures according to expressions of obligation, prohibition or permission.</li> </ul>	1.2.1. Expressions used at the school and with family: statements, negatives, questions, short answers
			1.2.2. Expressions to ask for permission: can and could
			1.2.3. Suggestions: how about and why don't
			1.2.4. Words or phrases to express obligation, prohibition, permission: modal auxiliaries (can, could, have to, should)
			1.2.5. Expressions of disbelief: negatives
			1.2.6. Recalling an event: past and past continuous tenses
	1.3. Understands sentences about known topics.	<ul style="list-style-type: none"> <li>• Expresses phrases with daily routines using verbs learned in class.</li> <li>• Makes oral comparisons and contrasts of people and places.</li> <li>• Shares life experiences using present continuous tense with his classmates.</li> </ul>	1.3.1. Daily routines: verbs and collocations
			1.3.2. Jobs and responsibilities at the work place: zero and first conditional
			1.3.3. Numbers, fractions and math symbols
			1.3.4. Life experiences: present continuous tense
			1.3.5. Comparison and contrast of people and places: comparative adjectives
			1.3.6. Processes: gerunds and infinitives

Competencias	Indicadores de logro	Criterios de evaluación	Contenidos
2. Communicates ideas using familiar phrases, everyday expressions and structured ideas by means of speeches.	2.1. Gives information about familiar topics and personal experiences using basic connectors, phrases and simple sentences.	<ul style="list-style-type: none"> <li>Says several phrases and sentences about fauna and flora using basic connectors.</li> <li>Has short conversations about his city or other places around the world.</li> <li>Gives short speeches about vacation, future plans, his experiences or preferences.</li> </ul>	2.1.1. Cities and places around the world: phrases
			2.1.2. Daily life: sentences
			2.1.3. Fauna and flora: sentences
			2.1.4. Vacations sentences
			2.1.5. Future plans: future tense review
			2.1.6. Experiences: admiration sentences
			2.1.7. Preferences: likes and dislikes
			2.1.8. Description of processes: gerund
	2.2. Asks and answers basic questions about familiar topics using simple tenses.	<ul style="list-style-type: none"> <li>Makes questions and answers about favorite pastimes.</li> <li>Asks and responds simple questions about familiar topics.</li> <li>Responds questions in simple tenses</li> </ul>	2.2.1. Favorite pastimes: question words
2.2.2. Things you enjoy doing: affirmative and negative sentences			
2.2.3. Life experiences: past, present and future tense			
2.3. Builds short speeches about his context or basic topics.	<ul style="list-style-type: none"> <li>Gives speeches about his immediate context or free topics.</li> <li>Describes how to prepare simple cooking recipes.</li> <li>Tells experiences of volunteering in his community.</li> </ul>	2.3.1. Life and own experiences: past tense review	
		2.3.2. Description of how to prepare a family dish: sentences	
		2.3.3. Volunteering around the community: declarative sentences	
3. Reads simple sentences in a given text about his daily life matters.	3.1. Pronounces simple sentences in readings related to daily life matters.	<ul style="list-style-type: none"> <li>Reads simple sentences correctly.</li> <li>Makes a clear and right intonation for sentences or questions.</li> <li>Stresses words properly.</li> </ul>	3.1.1. Spelling and spelling Bee
			3.1.2. Intonation when expressing doubt, questioning
			3.1.3. Sentence stress: questions and declarative sentences
	3.2. Makes inferences about the meaning of simple sentences.	<ul style="list-style-type: none"> <li>Explains with his own words the meaning of simple sentences.</li> <li>Underlines main ideas of simple readings.</li> <li>Orders events based on readings.</li> </ul>	3.2.1. Daily facts: extract key information
			3.2.2. Reading for gist and/or detailed information
			3.2.3. Different topics: fiction and information texts
			3.2.4. Human Rights. Main ideas and details
			3.2.5. Rules of a game: imperative



Competencias	Indicadores de logro	Criterios de evaluación	Contenidos
			3.2.6. Order of events within a text: prepositions
			3.2.7. Main points of a story
			3.2.8. Tax culture. Main points of a news article
			3.2.9. Recognition of anecdote elements
	3.3. Explains by different ways the meaning of very simple sentences.	<ul style="list-style-type: none"> <li>Makes appropriate gestures and mimics for very simple sentences.</li> <li>Illustrates correctly the meaning of very simple sentences.</li> <li>Draws comic strips to illustrate sentences.</li> </ul>	3.3.1. Gestures and mimics
			3.3.2. Board stories
			3.3.3. Comic strips
4. Writes simple sentences and descriptions of his environment by using basic terms.	4.1. Writes sentences according to the right grammar structure.	<ul style="list-style-type: none"> <li>Writes sentences with right grammar structure.</li> <li>Writes sentences with accurate grammar structure to compare places.</li> <li>Describes facts and opinions about animals, with right grammar structure.</li> </ul>	4.1.1. Sentences comparing people, places and objects
			4.1.2. Changes in a place using chronological order
			4.1.3. Simple guide to a touristic place
			4.1.4. Facts and opinions about an animal. Benefits of animal protection law
			4.1.5. Topic sentence to develop a paragraph
			4.1.6. Written narration about a personal experience
			4.1.7. Process to do something using sequencing words
	4.2. Interprets the several meanings of a text.	<ul style="list-style-type: none"> <li>Extracts the key information from given texts.</li> <li>Classifies sentences in facts or opinions.</li> <li>Gives examples of literal, subliminal and symbolic meanings within texts.</li> </ul>	4.2.1. Extraction of key information from a text to answer questions
			4.2.2. Difference between facts from opinions
			4.2.3. Literal, subliminal and symbolic meanings
	4.3. Creates different kind of descriptions using basic terms.	<ul style="list-style-type: none"> <li>Describes imaginary jobs.</li> <li>Creates rules for sports.</li> <li>Describes how to give a hand in different places.</li> </ul>	4.3.1. Description of a routine or a job description
			4.3.2. Description of a sport or hobby including its rules
			4.3.3. Description of a product
			4.3.4. Description of how to give a hand within the community

# Curricular Grid

## Área de Comunicación y Lenguaje

### Idioma Extranjero Inglés

#### Tercero Básico

Competencias	Indicadores de logro	Criterios de evaluación	Contenidos
1. Uses basic sentences in simple and compound tenses.	1.1. Responds to sequence main ideas or events given at classroom.	<ul style="list-style-type: none"> <li>Understands surprise expressions in short conversations.</li> <li>Follows word formation for sentences.</li> <li>Tells suggestions and recommendations for travelling.</li> </ul>	1.1.1. A folk tale: surprise expressions
			1.1.2. Pets. Animal protection. Word formation for a sentence
			1.1.3. Latest TV or radio news: usage of speak, talk and say
			1.1.4. Explanation of an injury or pain helping himself: use of adverbs
			1.1.5. Emergency situations: suggestions and recommendations
			1.1.6. Taking care of our health, nutrition facts about food: asks for advice
	1.2. Deduces the meaning of basic conversations of known topics.	<ul style="list-style-type: none"> <li>Responds to good and bad news.</li> <li>Selects the best adjectives to describe feelings related to memories.</li> <li>Uses correctly the auxiliary "would" in conversations.</li> </ul>	1.2.1. Good and bad news
			1.2.2. Natural disasters: adjectives to describe feelings related to memory
			1.2.3. Lifestyles: modal auxiliaries
			1.2.4. Bad habits: use of would
	1.3. Compares grammar structure of simple and compound tenses.	<ul style="list-style-type: none"> <li>Differentiates actions in past, present and future tense in sentences.</li> <li>Uses appropriately: have to, can and can't.</li> <li>Applies past tense for complete actions and present perfect tense for incomplete actions.</li> </ul>	1.3.1. Tense review: past, present or future
			1.3.2. School regulations: have to, can, and can't
1.3.3. Inventions and discoveries from the past: past tense for complete actions and present perfect for incomplete actions			
1.3.4. Revisions of past participles of irregular verbs			
1.3.5. Gives advice using imperatives, will and might to describe possibility			
1.3.6. Personal preferences: recognizes verbs which take infinitives and/or gerunds			
2. Expresses ideas and opinions orally, related to relevant topics through simple sentences.	2.1. Makes oral presentations about familiar topics and personal experiences.	<ul style="list-style-type: none"> <li>Utilizes connections, simple and compound sentences.</li> <li>Describes likes and dislikes using like, prefer and rather.</li> </ul>	2.1.1. Study and work: obligation, connections, simple and compound sentences
			2.1.2. Talks about collecting things
			2.1.3. Likes and dislikes: like, prefer, rather

Competencias	Indicadores de logro	Criterios de evaluación	Contenidos
		<ul style="list-style-type: none"> <li>Describes how people spend time using present perfect continuous tense.</li> </ul>	2.1.4. Description about how people spends time: present perfect continuous
			2.1.5. Exercises, fitness and ways on how to relax
			2.1.6. Hypothetical actions such
			2.1.7. Reports about what someone said
	2.2. Asks and answers basic questions about different topics using compound tenses.	<ul style="list-style-type: none"> <li>Asks and answers questions about prices using how much and past perfect tense.</li> <li>Uses short answers to questions, in dialogues.</li> <li>Makes offers and responds to them.</li> </ul>	2.2.1. Prices: usage of how much and past perfect tense
	2.2.2. Dialogues: short answers to questions		
2.2.3. Offers explanations and responds to different requests			
2.3. Shares information about different topics in several contexts.	<ul style="list-style-type: none"> <li>Asks and answers questions about prices using how much and past perfect tense.</li> <li>Uses short answers to questions, in dialogues.</li> <li>Makes offers and responds to them.</li> </ul>	2.3.1. Reports of situations considered lucky or unlucky	
2.3.2. Relevant experiences in the past: the speech			
2.3.3. How to give excuses			
3. Reads very basic texts concerning to his surrounding and background.	3.1. Finds specific information in short and everyday readings.	<ul style="list-style-type: none"> <li>Follows descriptions for playing sports.</li> <li>Organizes sequence of events in given stories.</li> <li>Recognizes required words in given texts.</li> </ul>	3.1.1. Sport descriptions for playing or for practicing a hobby
			3.1.2. Order of events in a story: connectors
			3.1.3. Word recognition within a text that expresses reference in a text
	3.2. Makes inferences about the meaning of very basic texts.	<ul style="list-style-type: none"> <li>Describes the main idea in technical texts.</li> <li>Explains the meaning of new words from the context.</li> <li>Extracts facts from stories or short articles.</li> </ul>	3.2.1. Main idea in a technical text
			3.2.2. Life values. Extraction of facts from news or a story
			3.2.3. Meaning of new words from his surrounding
			3.2.4. Extraction facts from a short article
			3.2.5. Indicates the main idea of selected paragraphs
			3.2.6. Selects the mains points of the description of a problem
			3.2.7. Understands the order of events in a narrative story
			3.2.8. Predicts what is going to happen in a story
			3.2.9. Recognizes the moral or main message of a story

Competencias	Indicadores de logro	Criterios de evaluación	Contenidos
	3.3. Analyzes the primarily intention of very basic texts.	<ul style="list-style-type: none"> <li>Recognizes the main point in reports.</li> <li>Understands and follows instructions and explanations.</li> <li>Explains the purpose of magazines articles.</li> </ul>	3.3.1. Recognition of main points in a report 3.3.2. Identifies the main points of a selected news story 3.3.3. Instructions and explanations: verbs and tenses 3.3.4. Reading comprehension: magazine article
4. Produces simple narrations in a written form with an appropriate grammatical structure and accurate spelling on a variety of topics.	4.1. Writes narrations about different topics of his context.	<ul style="list-style-type: none"> <li>Writes appropriately a short narration about family or relationships.</li> <li>Writes correctly anecdotes about his family or relationships.</li> <li>Writes properly narrations of his accomplishments using present perfect tense.</li> </ul>	4.1.1. Written narration: true sentences (Topic Family and relationship)
			4.1.2. Anecdote about his family and relationships
			4.1.3. Narration or description of his accomplishments: present perfect tense
			4.1.5. Writes about a process related to work or study
			4.1.6. Writes a short biography
			4.1.7. Reports a conversation
			4.2. Applies different grammar rules in his writings.
	4.2.2. Description of current trends of different age groups		
	4.2.3. Advices for traveling to a region of Guatemala		
	4.2.4. Plans for the near future: review of tenses		
	4.2.5. Narration/travel article about an imaginary trip		
	4.2.6. Usage of sequencers in a narrative story		
	4.3. Creates his own narrations with accurate spelling.	<ul style="list-style-type: none"> <li>Writes emails advising on how to reorganize rooms.</li> <li>Describes hobbies.</li> <li>Writes memories of enjoyable journeys.</li> </ul>	4.3.1. Emails or notes advising on how to reorganize his room (My home, my house)
4.3.2. Description of a sports injury that you or one of your loved ones had			
4.3.3. Hobby: written description			
4.3.4. Description an enjoyable journey			

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