



GOBIERNO *de*
GUATEMALA
DR. ALEJANDRO GIAMMATTEI

MINISTERIO DE
EDUCACIÓN

CURRÍCULO NACIONAL BASE

Nivel de Educación Media,
Ciclo de Educación Básica por Madurez

Área de Comunicación
y Lenguaje, Idioma Extranjero



GOBIERNO *de*
GUATEMALA
DR. ALEJANDRO GIAMMATTEI

MINISTERIO DE
EDUCACIÓN

CURRÍCULO NACIONAL BASE

Nivel de Educación Media,
Ciclo de Educación Básica por Madurez

Área de Comunicación y Lenguaje, Idioma Extranjero

AUTORIDADES MINISTERIALES

Ministra de Educación	Claudia Patricia Ruíz Casasola de Estrada
Viceministra Técnica de Educación	Edna Portales de Núñez
Viceministra Administrativa de Educación	María del Rosario Balcarcel Minchez
Viceministra de Educación Bilingüe e Intercultural	Carmelina Espantay Serech de Rodríguez
Viceministra de Educación Extraescolar y Alternativa	Vilma Lorena León Oliva de Hernández
Directora General de Currículo -Dige-cur-	Annelisse Lainfiesta Soto de Zepeda
Jefe del Departamento de Atención Modalidades Educativas Especiales	Dayanara Ramos Dubón
Especialista del Área de Comunicación y Lenguaje, Idioma Extranjero	Carlos Alfonso Alejos Marroquín
Diseño y Diagramación	Sandra Emilia Alvarez Morales Eddy Alberto Cay Tavico



© Ministerio de Educación (Mineduc)
Dirección General de Currículo (Dige-cur)
6ª calle 1-36 zona 10, Edificio Valsari, 5º nivel, Guatemala, C.A. 01010
Teléfono: (502)2362 3581 - 2334 8333 - 2362 2457
www.mineduc.gob.gt / www.mineduc.gob.gt/dige-cur

Guatemala, 2022

Este documento se puede reproducir total o parcialmente, siempre y cuando se cite al Ministerio de Educación (Mineduc) como fuente de origen y que no sea para usos comerciales.

Estimado docente

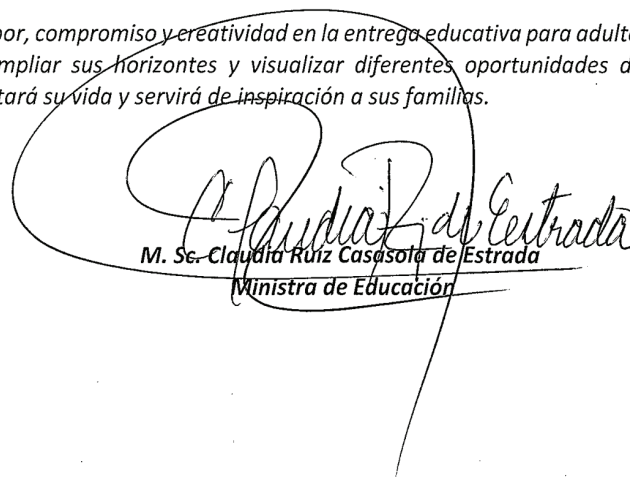
El Ministerio de Educación para promover y fortalecer la educación de adultos, elaboró el Currículo Nacional Base del Nivel de Educación Media, Ciclo de Educación Básica por Madurez, de acuerdo con las características y necesidades de esta población estudiantil, de manera que orienten su labor educativa y faciliten la organización de aprendizajes en la planificación.

El Currículo Nacional Base describe la intención, el enfoque técnico y metodológico de cada área, así como las competencias y los componentes que las enmarcan. Presenta las mallas curriculares que orientarán el proceso de aprendizaje durante los dos años correspondientes al Ciclo de Educación Básica por Madurez; en estas se organizan los elementos curriculares de forma que faciliten la relación horizontal desde las competencias a lograr por los estudiantes adultos, hasta los criterios de evaluación que evidencian su alcance.

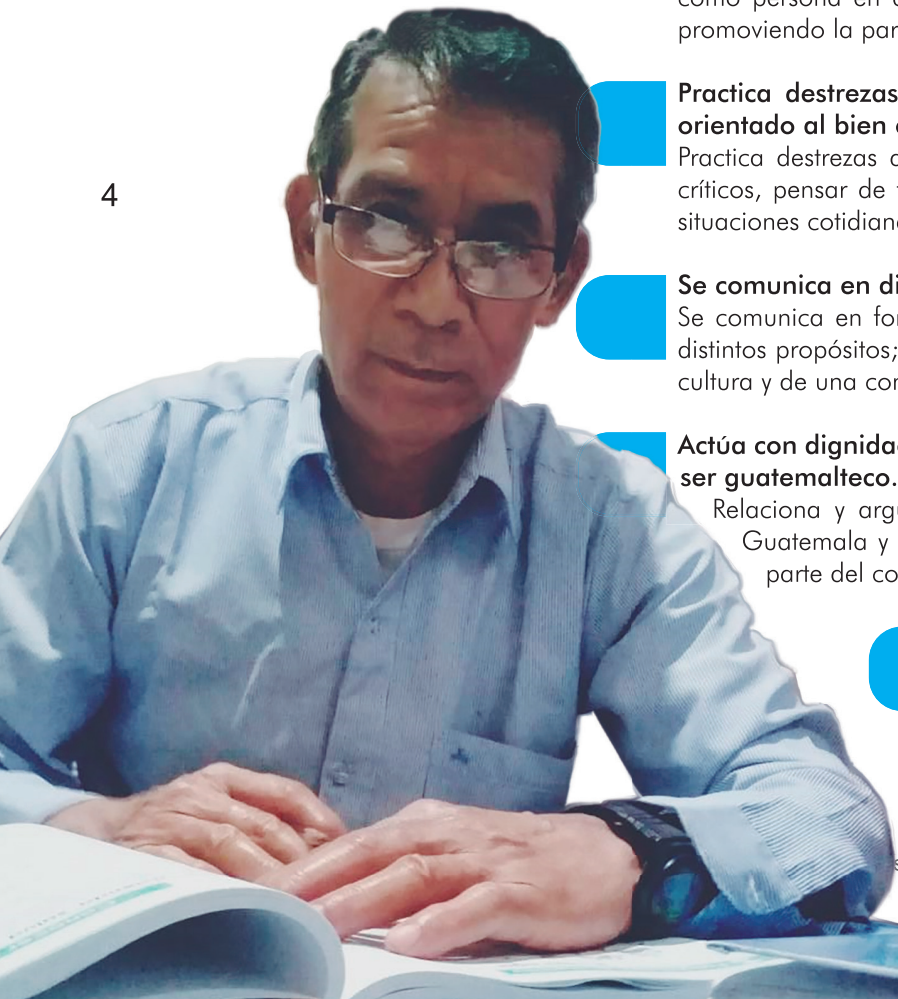
Como facilitador del aprendizaje, con su responsabilidad y dedicación, desarrollará en los estudiantes capacidades para la vida y habilidades blandas como la comunicación y escucha efectiva, el liderazgo, trabajo en equipo, negociación, toma de decisiones, entre otras. También, proporcionará espacios para que adquieran aprendizajes significativos con actividades prácticas vinculadas a sus entornos laborales y puedan culminar sus estudios exitosamente.

Agradezco su loable labor, compromiso y creatividad en la entrega educativa para adultos, este esfuerzo, incentivará a los estudiantes a ampliar sus horizontes y visualizar diferentes oportunidades de crecimiento profesional y personal, lo que impactará su vida y servirá de inspiración a sus familias.

Atentamente,



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



Perfil de egreso

El perfil de egreso del estudiante que concluye sus estudios en el Ciclo de Educación Básica por Madurez comprende las capacidades y habilidades correspondientes con los saberes cognitivos, actitudinales y procedimentales que los estudiantes deben poseer al egresar en los ámbitos del conocer, ser, hacer, convivir y emprender en los diferentes contextos en que se desenvuelve; dichas capacidades y habilidades se agrupan de la manera siguiente:

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 diferentes ámbitos; además, para que se desempeñe con principios de justicia y promoviendo la participación colectiva.

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

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

Se comunica en distintos idiomas valorándolos como elemento importante de la cultura.

Se comunica en forma verbal y no verbal con asertividad y eficiencia en diferentes contextos y con distintos propósitos; además, valora los diversos idiomas (nacionales y extranjeros) como vehículos de cultura y de una convivencia armoniosa.

Actúa con dignidad e identidad individual, cultural, nacional y global, manifestando orgullo de ser guatemalteco.

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

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

Aplica tecnologías y saberes, utilizándolos en proyectos que favorecen el emprendimiento para mantener los recursos socioambientales a largo tiempo, sin agotarlos, en diversos ámbitos.

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.

Utiliza en forma responsable los bienes y servicios socioambientales para el rescate, la conservación y el mejoramiento del medio ambiente.

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

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

Asume un estilo de vida saludable y agradable, realizando 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, destacando habilidades sociomotrices como el pensamiento estratégico, trabajo en equipo y la inclusividad, entre otros.

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

Actúa con autonomía al tomar decisiones responsables considerando las implicaciones individuales y colectivas a corto y mediano plazo; basadas en conocimientos y principios y valores familiares.

Dialoga para lograr consensos y el manejo asertivo de conflictos.

Se interesa por conocer su funcionamiento emocional para alcanzar inteligencia emocional. Mediante esta puede desarrollarse como un ser humano respetuoso ante la diversidad y de las normas sociales y legales para seguir creciendo como persona. Además, mediante el diálogo mejora sus relaciones interpersonales.



Ciclo de Educación Básica por Madurez

Área de Comunicación y Lenguaje, Idioma Extranjero

Descriptor

6

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 domains 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 Vigotsky's sociocultural theory, which stresses languages as a tool in a socially mediated process.

The introductory stage of the Area may be developed through the 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 area is aimed at strengthening each of the components. The area competences, 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.

Competencias de área

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.

7

Componentes

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. la recolección y el análisis de datos, es información que permite evaluar las condiciones, tomar decisiones y resolver problemas.

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.

Competencias de grado:

Primer año (1.º y 2.º grados)	Segundo año (3.º grado)
1. Understands simple phrases and specific range of vocabulary concerning to known topics in short dialogues and oral sentences.	1. Understands basic sentences in simple and compound tenses in dialogues and conversations.
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 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 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.

Malla curricular

Área de Comunicación y Lenguaje, Idioma Extranjero

Competencia	Indicador de logro	Contenidos	Criterios de evaluación	
1. Understands simple phrases and specific range of vocabulary concerning to known topics in short dialogues and oral sentences.	1.1. Understands sentences about known topics.	1.1.1. New sounds in English. Word and word content recognition related to numbers, time, spelling	<ul style="list-style-type: none"> Writes correctly the numbers (or time expressions) he hears. Explains in his own words what he understands of specific sentences related to daily activities at school given by the teacher or his classmates. Recognizes pictures when hears words. 	
		1.1.2. Auxiliary verbs with simple present tense on every day activities hobbies, habits		
		1.1.3. Useful phrases to describe friends and family members. ¿What is bullying?		
	1.2. Distinguishes the meaning of basic vocabulary concerning to familiar topics.	1.2.1. Routines: Adverbs of frequency	1.2.1. Routines: Adverbs of frequency	<ul style="list-style-type: none"> Uses adverbs of frequency in short dialogues. Uses vocabulary related to technology, people, places and sports in short conversations. Utilizes quantifiers with count and non-count nouns in oral phrases.
			1.2.2. Technology, actions, people and popular sports: Vocabulary related	
			1.2.3. Word formation: nouns	
			1.2.4. Shopping: count and noncount nouns + quantifiers (much-many)	
	1.3. Responds to greetings, farewells and apologies appropriately.	1.3.1. Expressions used at the school and with family: statements, negatives, questions, short answers	1.3.1. Expressions used at the school and with family: statements, negatives, questions, short answers	<ul style="list-style-type: none"> Uses questions and answers in his greetings. Uses modal auxiliaries to express obligations, prohibition and permission. Makes gestures according to expressions of disbelief.
			1.3.2. Words or phrases to express obligation, prohibition, permission: modal auxiliaries (can, could, have to, should)	
			1.3.3. Expressions of disbelief: negatives	
1.3.4. Recalling an event: Past and past continuous				
2. Communicates ideas using familiar phrases, everyday expressions and structured ideas by means of speeches.	2.1. Asks and answers respectfully basic questions about needed information.	2.1.1. Family tree: personal pronouns, possessive adjectives	<ul style="list-style-type: none"> Uses possessive adjectives when describing his family tree. Describes himself and family using present tense. Uses regular and irregular verbs when explains routines. 	

Competencia	Indicador de logro	Contenidos	Criterios de evaluación	
		2.1.2. Description of my friends' feelings and my own ones: verb to be in present tense	<ul style="list-style-type: none"> • Describes persons with adjectives. • Uses colors and adjectives to describe clothing • Describes future plans using the future simple tense. 	
		2.1.3. Daily life routines: regular and irregular verbs, in simple present tense		
		2.2. Gives information about familiar topics and personal experiences using basic connectors, phrases and simple sentences.		
		2.2.1. Feelings: Adjectives		
		2.2.2. Clothing items: colors and adjectives		
		2.2.3. My future plans: future simple tense: "will"		
		2.2.4. Experiences: admiration sentences		
		2.2.5. Description of processes: gerund		
		2.3. Builds short speeches about his context or basic topics.		2.3.1. Life experiences: past, present and future tense
				2.3.2. Life and own experiences: past tense review
2.3.3. Description of how to prepare a nutritious family dish: sentences				
2.3.4. Volunteering around the community: declarative sentences				
3. Reads simple sentences in a given text about his daily life matters.	3.1. Pronounces properly simple sentences in readings related to daily life matters.	3.1.1. Reading comprehension of simple sentences and personal information	<ul style="list-style-type: none"> • Explains with his own words the content of a reading. • Describes a person telling about his likes and dislikes. • Extracts information from a reading. 	
		3.1.2. Description of a person and his likes and dislikes: be+Adjectives		
		3.1.3. Readings and extraction of information from a chat dialogue		

Competencia	Indicador de logro	Contenidos	Criterios de evaluación
	3.2. Makes inferences about the meaning of simple sentences.	3.2.1. Description of places, homes, neighborhoods, towns that appear in his readings: nouns	<ul style="list-style-type: none"> • Uses nouns when describing places or homes from his neighborhood that appeared in his readings. • Extracts key information from his readings. • Underlines main ideas of simple readings.
		3.2.2. Daily facts: extract key information	
		3.2.3. Main ideas and details	
	3.3. Analyzes willfully the meaning of common words and phrases when reading.	3.3.1. The essential information in short stories, paragraphs, articles: nouns, verbs and predicate	<ul style="list-style-type: none"> • Identifies the main idea and the essential information of phrases. • Explains the meaning of symbols on a poster or info graphic. • Makes questions of a restaurant menu.
		3.3.2. Localization of information on a poster or info graphic: meaning of symbols	
		3.3.3. A restaurant menu: Questions and vocabulary	
		3.3.4. Usage of a dictionary: New vocabulary	
4. Writes simple sentences and descriptions of his environment by using basic terms.	4.1. Writes sentences according to the right grammar structure.	4.1.1. Short simple sentences: Subject and predicate	<ul style="list-style-type: none"> • Writes sentences told by the teacher with accurate spelling. • Writes an email with the right spelling. • Writes a narration of a personal experience.
		4.1.2. Short email giving personal information, describing family: phrases and sentences	
		4.1.3. Written narration about a personal experience	
	4.2. Interprets the several meanings of a text.	4.2.1. Cultural practices of Englishspeaking countries: Usage of sequencing and time expressions	<ul style="list-style-type: none"> • Writes a sequence of events related to American culture practices with right. • Grammar structure. • Writes an e-mail or a short message according to the right grammar structure. • Classifies sentences in facts or opinions.
		4.2.2. Writing of an email giving directions to places around your city: adverbs of place	
		4.2.3. Difference between facts from opinions	

Competencia	Indicador de logro	Contenidos	Criterios de evaluación
	4.3. Creates different kind of descriptions using basic terms.	4.3.1. Description of a routine or a job description	<ul style="list-style-type: none"> Writes a description of a job. Uses basic terms when describing a product. Describes how to give a hand within his community.
		4.3.2. Description of a product	
		4.3.3. Diary entries related to feelings, and occupations: Adverbs of frequency	

Malla curricular

Área de Comunicación y Lenguaje, Idioma Extranjero

Competencia	Indicador de logro	Contenidos	Criterios de evaluación
1. Understands basic sentences in simple and compound tenses in dialogues and conversations.	1.1. Responds to sequence of main ideas or events given at classroom.	1.1.1. A folk tale: Surprise expressions	<ul style="list-style-type: none"> Understands surprise expressions in short conversations. Follows word formation for a sentence. Tells suggestions and recommendations for an emergency situation.
		1.1.2. Word formation for a sentence	
		1.1.3. Explanation of an injury or pain helping himself: use of adverbs	
		1.1.4. Emergency situations: Suggestions and recommendations	
		1.1.5. Taking care of our health: asks for advice	
	1.2. Deduces the meaning of basic conversations of known topics.	1.2.1. Good and bad news	<ul style="list-style-type: none"> Responds to good and bad news. Selects the best adjectives to describe feelings related to memory. Using correctly the auxiliary "would" in conversations.
		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.	1.3.1. Tense review: past, present or future	<ul style="list-style-type: none"> Differentiates actions in past, present and future tense in sentences. Uses appropriately: Have to, can and can't. Applies past tense for complete actions and present perfect for incomplete actions.
		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	

Competencia	Indicador de logro	Contenidos	Criterios de evaluación
		1.3.4. Review of past participles of irregular verbs	
		1.3.5. Gives advice using imperatives and 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.	2.1.1. Study and work: obligation, connections, simple and compound sentences	<ul style="list-style-type: none"> Utilizes connections, simple and compound sentences. Describes likes and dislikes using like, prefer and rather. Describes how people spends time using present perfect continuous.
		2.1.2. Likes and dislikes: like, prefer, rather	
		2.1.3. Description about how people spends time: present perfect continuous tense	
	2.2. Asks and answers basic questions about different topics using compound tenses.	2.2.1. Prices: usage of how much and past perfect tense	<ul style="list-style-type: none"> Asks and answers questions about prices using how much and past perfect tense. Uses short answers to questions in dialogues. Makes offers and responds to them.
		2.2.2. Dialogues: short answers to questions	
		2.2.3. Offers and responds to them	
2.3. Shares information about different topics in several contexts.		2.3.1. Reports of situations considered lucky or unlucky	<ul style="list-style-type: none"> Talks or gives oral reports of situations considered lucky or unlucky. Talks about relevant experiences in the past. Gives several excuses.
		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 immediate environment and background.	3.1. Finds specific information in short and everyday readings.	3.1.1. Sport descriptions for playing or for practicing a hobby	<ul style="list-style-type: none"> Follows descriptions for playing a sport. Organizes the sequence of events in given stories. Recognizes required words in given texts.
		3.1.2. Order of events in a story: connectors	
		3.1.3. Word recognition within a text that expresses reference in a text	

Competencia	Indicador de logro	Contenidos	Criterios de evaluación
	3.2. Makes inferences about the meaning of very basic texts.	3.2.1. Main idea in a technical text	<ul style="list-style-type: none"> • Describes the main idea in a technical text. • Recognizes the meaning of new words from the context. • Extracts facts from a story or a short article.
		3.2.2. Extraction of facts from news or a story	
		3.2.3. Meaning of new words from the context	
		3.2.4. Extraction facts from a short article	
		3.2.5. Recognizes the moral or main message of a story	
	3.3. Analyzes the primarily intention of very basic texts.	3.3.1. Recognition of main points in a report	<ul style="list-style-type: none"> • Recognizes the main point in a report. • Understands and following instructions and explanations. • Explains the purpose of a magazine article.
		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.	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			
4.1.4. Writes about a process related to work or study			
4.2. Applies different grammar rules in his writings.		4.2.1. Short article or essay about the clothes people wear: Clothes	<ul style="list-style-type: none"> • Writes a short article about the clothes people wear. • Describes current trends of different age groups. • Writes a note or message giving advices for traveling to a specific destination in Guatemala.
		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	

Competencia	Indicador de logro	Contenidos	Criterios de evaluación
	4.3. Creates his own narrations taking in account an accurate spelling.	4.3.1 Emails or notes advising on how to reorganize his room (My home, my house) 4.3.2. Hobby: written description 4.3.3. Description an enjoyable journey	<ul style="list-style-type: none"> • Writes an email advising on how to reorganize his room. • Describes one of his hobbies. • Writes his memories of an enjoyable journey.

Bibliografía:

- Abbs, B. & Bakder, Ch. (2004). Postcards Powerpack. NY, USA: Pearson.
- Barker, Ch. & Libby, M. (2004). Megatrends. USA: Macmillan.
- Beare, N. & Gardner, L. (2003). Get Set! USA: Macmillan.
- Blair, A.; Cadwallader, J. and Zapiain, A. (1999). Race to English. Guía del Maestro. México: Richmond Publishing.
- Brown, H. D. (1994). Teaching by Principles. An interactive Approach to Language Pedagogy. N. J., USA: Prentice Hall.
- DICADE. (2005). Lengua adicional al español (inglés)IV. Cuadernillo de procedimientos de aprendizaje. Guatemala: Tele Bachillerato.
- Diccionario Español-Inglés & Inglés-Español. (2003). USA: Merriam-Webster, Incorporated.
- Dos Santos, M. (2003). Super Goal, Student Book 1. USA: McGraw-Hill.
- Dos Santos, M. (2006). My World. USA: McGraw-Hill.
- Durá Monleón, Reyes, Jim Lawley y Rodrigo Fernández. (2009). Everything. Split, Edition. México: Richmond Publishing.
- Durá Monleón, Reyes, Jim Lawley y Rodrigo Fernández. (2009) Everything. México: Richmond Publishing.
- Durán, C. and Ortiz, A. Daylight one Student's book. España: Larousse.
- Galindo, J. L. (2008). Friends. México: Richmond Publishing.
- Garton, J. y Prowse, P. American Shine for Teens. USA: Macmillan.
- Goldstein, B. (2011). New American Framework. México: Richmond Publishing.
- Gontow y Brogan, D. (2004). English Express. México: Richmond Publishing.
- Granger, C. (2004). Creative English. USA: Macmillan.
- Herrera, M. (2004). Cool Chat. NY, USA: Pearson.
- Inglés Básico 1. (2007). Americana. España: Larousse.
- Lindstromberg, S. (2003). 110 actividades para la clase de idiomas. USA: Cambridge University Press.

DIGECUR

Dirección General de Currículo
Ministerio de Educación Guatemala C.A.



CURRÍCULO NACIONAL BASE 2022

Nivel de Educación **MEDIA**
Ciclo de Educación Básica por
Madurez

Distribución gratuita. Prohibida su venta