English Curriculum
5th and 6th Grade

Introduction

The importance of mastering the English language is recognized everywhere. It is a tool for global communication and a path to greater knowledge, a wide range of information and current technologies, which allows us to face the demands of the environment and society. In addition to being a means of communication with other realities, learning English contributes to the understanding and assessment of one's own language and culture and to the development of cognitive skills.

In the context of our country, the English language is defined as a foreign language, since it is not used as a language of communication between its inhabitants, and students do not have immediate access to its use outside the classroom. This represents a great challenge to teach that language, both in relation to the methodologies applied and the development of the motivation to learn it.

Considering the above, the purpose of the subject English as a Foreign Language is for students to learn the language and use it as a tool to develop in simple communicative situations of varied nature and, mainly, to access new knowledge and learning to respond to the demands of global communication through the media and current technologies.

To achieve this, in Elementary Education students must develop the four English language skills (listening comprehension, reading comprehension, oral expression and written expression) through authentic and meaningful communicative tasks which will help them gain self-confidence while being exposed for the first time to the English language in the classroom. This curriculum also enables students to acquire the necessary cognitive skills that will allow them to organize and internalize the information they access through the English language.

Various studies about the teaching and learning of a language emphasize the importance of considering the particularities of the context in which the language is taught and the diverse characteristics of the apprentices in order to choose the most appropriate methodology. Consequently, this curriculum focuses mainly on the Communicative Language Teaching approach which is complemented by contributions from other approaches that put the emphasis on communication.

According to the Communicative Approach, the English subject is not considered anymore as a list of grammatical content to be taught and becomes a means of interaction to communicate meanings through messages based on topics which are relevant, significant and interesting for students. The emphasis of the curriculum on the development of the four English language skills will allow students to communicate effectively and meaningfully in different situations and for various communicative purposes.
Students must also participate in a variety of significant activities and tasks that represent real-life communicative situations which promote interaction and give the opportunity of making an original and functional use of language. Thus, all the main constituents of the language (grammatical structures, functions, pronunciation, vocabulary, strategy development) continue to be essential, but must now be taught always in context because the main objective of the English curriculum is the acquisition of the ability to communicate.

Regarding the contributions from other approaches that this curriculum incorporates, the main elements are:

- An emphasis on the importance of vocabulary for effective comprehension and meaningful communication. The Natural Approach highlights the importance of students facing a lot of understandable (comprehensible input) and significant information on interesting topics and situations, which contribute to develop a motivating learning atmosphere.

- The importance of the interactive nature of the language. The Cooperative Language Learning approach states that when studying a language, students develop the communicative competence as they participate in various interactive situations in which communication is the main objective. By interacting, students can communicate by cooperating with each other, thus helping to create a suitable atmosphere for language learning that promotes intrinsic motivation, strengthens self-esteem and decreases anxiety and prejudice.

- That language is seen primarily as a means of communicating meanings and acquiring information, rather than being an object of study in itself. The Content-Based Instruction emphasizes that the language will be learned successfully if it is presented in a meaningful and contextualized way and through motivating topics which are connected to students’ own experience and to other school subjects.

- That learning tasks that involve the use of language in significant communicative situations, which are contextualized and close to the reality and interests of the students, will promote and facilitate language learning. The Task-Based Language Teaching approach encourages students’ participation in meaningful tasks which constitute a basic unit for language teaching. The communicative task corresponds to the work done in the class, which involves students in the understanding, interaction or production of the language in situations that aim to communicate meanings as opposed to the study of language structures. In this context, teaching will not only emphasize comprehension but will also provide students with opportunities to use language to communicate ideas and negotiate meanings.

In relation to the above and to ensure the successful implementation of the curriculum, the following aspects must be considered:
IMPORTANCE OF READING LITERARY AND NON-LITERARY TEXTS

Reading comprehension, both of literary and non-literary texts, allows students to access varied information and learn new vocabulary and language structures which enhances cognitive development even in students with comprehension difficulties.

When learning English as a foreign language, the use of non-literary texts such as dialogues, descriptions or emails, among others, become especially relevant because it offers the student the possibility of recognizing the essential elements of the language such as vocabulary, expressions, language functions and grammatical structures associated with various topics and communicative situations.

In addition, non-literary texts develop essential reading comprehension skills, such as identifying main ideas and details and extracting explicit information from the texts read. These tasks are essential to learn a language as they allow for the development of reading strategies to acquire new vocabulary and grammar in context and constitute a model for interaction and production.

Literary texts are also essential since they allow students to access different cultures, enhance motivation, creativity and critical thinking and allows access to a wide range of new vocabulary.

By reading of stories, rhymes or poems, it is possible to achieve a more natural contact with the language, to develop fluency and to enjoy texts without the need to focus on each element of the language. Literature invites the reader to recreate an imaginary world through his own experience and allows for multiple interpretations, increasing motivation while learning about different topics.

In the initial levels of English learning, reading stories (both adapted and short and simple original versions) and rhymes helps enrich the language and facilitate the acquisition of new vocabulary through images, word repetition and the presence of familiar words along with others less known by students.

WRITING PROCESS

Currently, due to the more frequent use of various communication technologies, developing the ability to express oneself in writing in the English language is as necessary as being able to communicate orally. Written expression offers the possibility of expressing significant messages in the language in a contextualized way. In this way, writing in English is no longer considered as a means to review grammatical patterns or vocabulary in a repetitive manner but becomes a possibility to use the language to communicate in real situations.

The learning of writing in English will be carried out in a progression that goes from imitation or controlled writing at lower levels of language proficiency to expressive writing that implies a more independent, spontaneous and natural use of the language. The teaching of writing also contemplates how to generate ideas, how to organize and give them coherence according to the type of text and how to use linguistic expressions and grammar appropriately.
The ability of written expression is not only the graphic representation of language, but a process with defined steps, the result of which is the product of reflection, practice, correction and revision. This process allows students to discover and develop strategies when writing, review their mistakes and learn from them in order to improve their performance.

**DEVELOPMENT OF STRATEGIES**

Language learning strategies are defined as specific actions, activities, behaviours or steps that students use intentionally to support their progress in language learning. According to their learning styles, students of a foreign language can develop the most varied strategies, such as repeating song lyrics, making summaries or using the dictionary.

The explicit teaching of different strategies for learning English facilitates the internalization, storage, recovery and use of new elements of language, which contribute to improving general performance or some specific language ability. When developing strategies, students can reflect and get involved with their own learning processes, improving effectiveness and acquiring more independence.

The subject's learning includes strategies that allow students in Elementary Education to produce and understand English more successfully, to become aware of their own difficulties and to look for ways to overcome them.

**THE ROLE OF GRAMMAR**

Current views on the methodology of teaching a foreign language highlight the importance of the message and communicative tasks over language forms (grammatical structures), considering that knowing how language is organized supports communication, but it is not enough to understand or produce the language. The learning of grammar and precision in the language are not the central focus of teaching, but rather constitute one more aspect, which contributes to achieving communicative purposes.

In a meaningful and contextualized use of the English language, grammar will be considered as another element of support for communication and actual use of the language and not as a content which is separate from comprehension or expression.

**VOCABULARY**

Vocabulary is an essential component which contributes to the development of receptive and productive skills. Nowadays, when referring to vocabulary, not only isolated words are taught, but also common phrases and expressions which are especially relevant in the elementary levels of English learning, which support the acquisition, understanding and communication of the language.

Vocabulary learning is especially important as support for the comprehension of texts. The greater knowledge of words acquired through reading contributes to a greater fluency and understanding...
of what is read and, at the same time, allows the reader to use the context to deduce the meaning of new words. Consequently, it is also important to carefully select reading texts that have a lexicon appropriate to the level of the students.

Learning vocabulary is equally important to develop fluency in oral and written expressions from the first levels of language acquisition. Thus, for example, learning frequently used expressions to greet will give the student tools to later perform that function by communicating orally.

Integrating and learning new vocabulary will be easier if it is taught explicitly and intentionally, if different strategies are used and if the student is offered the possibility of finding new words on a recurring basis in different contexts. The combination of these approaches, together with a planning that considers a variety of activities in communicative contexts, will contribute to the systematic development of vocabulary in students.

For the first two levels of English language teaching, students are expected to understand five hundred words in oral and written texts, which include frequently used vocabulary and the more common words and expressions related to the topics of their own environment, such as family, home or the school. They will also use part of that vocabulary to independently read simple texts and to communicate ideas about the same topics both orally and in writing.

**US OF ICT**

Technology and the innumerable resources existing on the web are a great support to learn and teach a foreign language. The incorporation of ICT in the English class provides a wide range of possibilities, from using audio and video to using the computer and internet to support and complement student learning and for the development of productive and receptive skills. With proper planning, the activities that incorporate the use of technologies can be highly motivating, promote interaction among students, offer the possibility of having contact with the real and functional use of the language and constitute a great source of authentic material.

The use of ICTs in this curriculum has been explicitly incorporated in teaching of the main four English skills. In the case of listening comprehension, the audio-visual material in different formats or on the web is a great support for students to develop this ability through texts such as dialogues, songs, narrations or news, among much others. These resources promote the oral use of the language through answers to questions, comments or reactions to what is heard or seen. It is also advisable to record activities, such as representations or role plays, so that students can see and evaluate themselves.

To support reading comprehension, web resources offer a wide range of reading material, both original and adapted, of the most diverse themes which can be highly motivating for students. Regarding written expression, word processors and the different forms of social interaction in the web represent excellent interactive learning tools which can increase student motivation towards different tasks (writing emails, blogs, text messages, etc.) and can give opportunities to use the language in real contexts and for real audiences.
ALIGNMENT WITH INTERNATIONAL STANDARDS

When referring to the level of language proficiency, it is difficult to give a clear and precise description of what it means for a student to belong to a beginner, intermediate or advanced level, since the language management ability can have different interpretations. Because of this, there are international guidelines that attempt to standardize language levels so to have the same interpretations when referring to a particular domain.

The international alignment that has been chosen is the Common European Framework (CEFR), which is accepted internationally as a way to establish criteria and standards for English skills. It offers a series of descriptions of clear and flexible achievements in English which represent a great contribution when setting language learning objectives.

Specifically, these curricular bases are oriented to the achievement of two levels. The A2 corresponds to a higher elementary level and is used as a reference for the level that a student must reach when finishing 8th grade. Level B1, equivalent to a lower intermediate level, corresponds to the minimum level that students must reach in year 12.

TOPICS

Currently, learning theories and educational practice confirm that learning is most effective when the learner perceives the contents as relevant, significant and of interest.

In the teaching-learning process of a foreign language, organizing the contents around topics facilitates the contextualization of teaching making it more communicative. In addition, it provides students with motivating and meaningful uses of the language, which helps them learn all its elements more effectively, especially vocabulary. When choosing topics, therefore, one should consider their potentiality, relevance and how interesting they could possibly be for students.

According to the above, the curricular bases of English have considered topics that are close to the reality, environment and age of the students of Primary Education, that are related to what has been studied in other subjects and that contribute to arouse curiosity and interest for learning and exploring new knowledge. It is especially important that those topics arouse students’ interest in getting to know other realities and cultures and broadening their worldview.
Curricular Organization
English as a Foreign Language

These curricular bases have been organized according to the main four English language skills (listening comprehension, reading comprehension, oral expression and written expression) and their acquisition constitutes the most important aspect in language learning. The skills are presented separately to highlight the main aspects of each one, however the objectives are expected to be addressed in an integrated manner. It should be emphasized that the teacher should always teach the skills in an interrelated manner. In this way, students approach the real use of language and face relevant, motivating and meaningful tasks, which contributes to develop greater fluency in expression and understanding. Using language implies interacting by receiving and communicating messages and one language skill will reinforce and promote the use of another. This vision of integration, in addition to being aligned with the communicative approach, presents the language in a more natural way which is closer to reality and becomes, thus, more motivating.16.

A. The cornerstones

The learning objectives of the English subject have been organized into four axes that correspond to the four language skills.

LISTENING

It consists of listening to the language and giving meaning to the sounds heard to identify and understand the information expressed orally with the support of the context and of world knowledge. Listening comprehension is vital when learning a language because, through it, the student receives comprehensible information (comprehensible input) necessary to then develop the interaction in the class. The development of this ability is not reduced to the simple decoding of sounds or phonemes in the language. By listening, the listener has an active role in rebuilding the message by assigning meaning to what he hears. In this process, prior knowledge of the context and situation of the message is relevant for the listener to make sense about what he listens to (the speakers, the situation and having a purpose when listening).

READING

It means building meanings from the information expressed in texts of various types (literary and not literary) and also based on the reader's knowledge. Such as listening
comprehension, reading comprehension puts students in touch with understandable information and with models of language that can use later in written production.

**SPEAKING**

It is a productive English skill that involves using the language to communicate ideas orally. With adequate pronunciation and in an intelligible way through oral exchanges, conversations and monologues. In an initial stage of language acquisition, learning communicative functions in relation to the purpose of the message in an explicit and significant way becomes essential. Knowing this helps students solve real life communicative situations through the use of specific strategies and tools. This helps decrease the anxiety that can be caused by expressing oneself in another language.

**WRITING**

It is a productive language skill use to communicate messages. Students must develop this skill in simple and significant contextualized communicative situations with defined purposes. Writing is a guided process that goes from copying words, completing sentences, writing according to a model to the independent creation of a text.

**ATTITUDES**

For the entire Elementary education, the English Learning Outcomes promote a set of attitudes which derive from the cross curricular learning outcomes (CCLA). These attitudes should be developed in an integrated manner with the knowledge and skills of the subject. Schools can plan, organize, develop and complement the proposed attitudes, depending on the needs of their own context and educational project. The attitudes to be developed in the English subject are the following:

- To demonstrate curiosity and interest about one’s own reality and culture and that of others’ thus, expanding one’s world knowledge.
- To show a positive attitude towards others and one self’s abilities to learn a new language.
- To value diversity and to show respect to other people, realities or cultures and their contributions.

- To persevere and work rigorously to achieve the purposes of the subject.


5TH GRADE

LEARNING OUTCOMES

Students will be able to:

LISTENING:

1. Listen and show understanding of explicit information from adapted and authentic texts, which are both literary (rhymes, songs, stories) and non-literary (expository texts, dialogues) about the following topics:
   - everyday life: school, home, family, clothing, food, weather
   - students’ immediate context: personal experiences and information related to events and aspects of their environment and country.
   - other subjects: information such as balanced and varied food (Natural Sciences) and description of places and climate (Geography).
   - World current affairs, such as culture from other countries, environmental responsibility and technological advances (social networks, media)

2. Identify in the texts heard:
   - topic and general ideas
   - specific information associated with people, places and time
   - words, word families, frequently used expressions and thematic vocabulary
   - sounds and repetition of sounds to begin to familiarize yourself with the sounds of English

3. Listen to oral texts in various audio-visual formats, using the following strategies to support comprehension:
   - making predictions, based on previous knowledge
   - using contextual clues (topic, speakers, place, time, images)
   - visualizing different aspects of the text
   - using visual support

4. React to the texts heard, expressing preferences or making connections with personal experiences, orally, in writing or through illustrations.


READING

5. Read and demonstrate an understanding of simple authentic or adapted non-literary texts with abundant visual support which contain frequently used words, word families, repetition of words and phrases about the following:
   - Greeting and saying goodbye
   - requesting and delivering information about personal and family issues
   - thanking, apologizing and asking for permission
   - following and giving instructions
   - describing people, objects and their position, places, daily actions and weather
   - expressing tastes, preferences, quantities and possessions

6. Read non-literary texts comprehensively, such as notes, postcards, invitations, greeting cards, menus, recipes, dialogues, instructions or emails, while identifying:
   - purpose of the text
   - general ideas
   - explicit information
   - keywords, commonly used expressions according to the requirements of the year level (for example: I'm sorry, excuse me) and thematic vocabulary

7. Read comprehensively adapted and authentic simple literary texts, such as rhymes, songs and stories which contain frequently used words, word families, repeated words and phrases and which are accompanied by abundant visual support, while identifying:
   - main topic
   - characters, places and time
   - sequence of events (beginning - middle - end)
   - vocabulary and commonly used expressions

8. React to the texts read while expressing preferences or making connections with personal experiences, either orally, in writing or through illustrations.

9. Use the following strategies to support the understanding of the texts read, both in digital and printed format:
   - pre-reading: making predictions based on previous knowledge and visual elements
   - reading: using organizers such as titles, subtitles, illustrations and images
   - post-reading: organizing information in diagrams, rereading
SPEAKING

10. Play and produce monologues, songs, rhymes and dialogues to start identifying and becoming familiar with the sounds of the language.

11. Express themselves orally, either in dialogues, presentations or group activities, with the support of visual and / or digital language, about the topics to be covered during the year.

12. Participate in dialogues with peers and teachers when performing the following functions:
   - greeting and saying goodbye; For example: hello / good morning, goodbye
   - giving instructions; for example: sit down, close the door
   - thanking, apologizing and asking for permission; for example: thank you, sorry, may I ...?
   - describing everyday actions; for example: I run, I sleep
   - identifying and describing objects, people and places in their appearance; for example: the ... is big, it is black
   - adding information; for example: it is big and black; this is my bag and that is your bag
   - describing the weather; for example: today is sunny / cloudy
   - expressing tastes and preferences; for example: I like / don't like ...
   - describing possessions; for example: this / that is my / your ...; I / They have ...
   - expressing numerical quantity up to 20
   - identifying and expressing quantities; for example: there is a / an / one ...; there are two / twenty ... It is a / an ...
   - requesting and giving information; for example: How old / What / Where is / are...?; there is / are ...; it / this / the ... is / are ...; Is / Are he / they ...? yes / no; Is he your father? Yes, he is / No, he isn't
   - identifying and describing position of objects; for example: the ... is on / in / under the ...
   - giving general information on a familiar topic; for example: the / he / they ...is / are / have / eat / read
   - re-telling stories supported by illustrations; for example: the ... run / play / have ...; there is / are ...

13. Play and produce monologues, songs, rhymes and dialogues to start identifying and becoming familiar with the sounds of the language.
Express themselves orally, either in dialogues, presentations or group activities, with the support of visual and/or digital language, about the topics covered during the year.

Participate in dialogues with peers and teachers when performing the following functions:

- greeting and saying goodbye; For example: hello / good morning, goodbye
- giving instructions; for example: sit down, close the door
- thanking, apologizing and asking permission; for example: thank you, sorry, may I ...?
- describing everyday actions; for example: I run, I sleep
- identifying and describing objects, people and places in their appearance; for example: the ... is big, it is black
- adding information; for example: it is big and black; this is my bag and that is your bag
- describing the weather; for example: today is sunny / cloudy
- expressing tastes and preferences; for example: I like / don't like ...
- describing possessions; for example: this / that is my / your ...; I / They have ...
- expressing numerical quantity up to 20
- identifying and expressing quantities; for example: there is a / an / one ...; there are two / twenty ... It is a / an ...
- requesting and giving information; for example: How old / What / Where is / are...?; there is / are ...; it / this / the ... is / are ...; Is / Are he / they ...? yes / no; Is he your father? Yes, he is / No, he isn't
- identifying and describing position of objects; for example: the ... is on / in / under the ...
- giving general information on a familiar topic; for example: the / he / they ...
- re-telling stories with illustrations support; for example: the ... run / play / have ...; there is / are ...

WRITING

Complete and write non-literary texts (such as postcards, mini books, shopping lists) and literary texts (such as rhymes, comic strips) based on a model and with the help of images to share information about the topics covered during the year.

Write to perform the following functions:

- describing everyday actions; for example: I run, I sleep
- expressing tastes and preferences; for example: I like / don't like
Students will be able to:

LISTENING:

1. Listen and demonstrate an understanding of explicit information in adapted and authentic literary (rhymes, poems, songs, stories) and non-literary (expository texts, dialogues) texts which have repeated words, visual and aural support, and are related to the linguistic structures to be covered during the year and to the following topics:
• food and drink, health, city places, occupations, nature, travel and transportation
• issues related to students' immediate context, such as past personal experiences, feelings, fictional stories, events and aspects of student’s context and of their country or contents from other subjects such as: hygiene habits, benefits of physical activity, healthy eating (Natural Sciences); geographical features such as the weather and climate of Chile (Geography), current affairs, world matters, such as cultural diversity, the environment or technological advances (social networks, media)

2. Identify in the texts heard:

• main topic and general ideas
• specific information associated with people, places, time and actions, words, word families, frequently used expressions and topical vocabulary
• repetition of sounds and those sounds of the English language that interfere with communication, like $ch$ / $sh$ sounds in words like chip / ship; $b$ / $v$ in words like boat / vote

3. Listen to oral texts in various audio-visual formats by using the following strategies to support comprehension:

• making predictions based on previous knowledge
• using contextual clues (topic, speakers, place, time, images)
• focusing attention on keywords
• visualizing different aspects of the text
• using visual support

4. React to the texts heard, expressing opinions and feelings or by making connections with personal experiences either orally or in writing.

**READING**

5. Read and demonstrate an understanding of simple authentic or adapted non-literary texts with abundant visual support which contain frequently used words, word families and repetition of words and phrases about the following:

• expressing ability and disability
• giving directions and indicating position
• requesting and contrasting information
• telling and asking the time
• referring to everyday actions that occur both at the time of speaking and in the past
• describing people and actions and how these are done
• expressing quantities, needs and possessions

6. Read and understand non-literary texts, such as notes, postcards, invitations greeting cards, menus, recipes, instructions, advertisements, emails, dialogues or expository texts, while identifying:

• purpose of the text
• general ideas
• explicit information
• keywords and commonly used expressions according to the year level (for example: have lunch, catch a cold) and topical vocabulary

7. Read and understand simple, adapted and authentic literary texts with visual support such as rhymes, poems, comic strips and stories, which contain frequently used words, word families, repetition of sentences, while identifying:

• general topic
• characters, settings and actions
• sequence of events (beginning - middle - end)
• topical vocabulary and commonly used expressions

8 React to the texts read by expressing opinions and feelings or making connections with personal experiences, either orally or in writing.

9. Use the following strategies to support comprehension of the texts read, both in digital and printed format:

• pre-reading: making predictions based on previous knowledge and on visual and contextual elements
• reading: use organizers, such as titles, subtitles, illustrations, images and notes
• post-reading: organize information in diagrams, reread, use the text read as a model for written expression

SPEAKING
10. Reproduce and produce oral texts, such as monologues, songs, poems, riddles and dialogues, to identify and become familiar with the sounds of the language, such as ch / sh in words like chip / ship; b / v in words like boat / vote.

11. Express orally, either in dialogues, presentations or group activities, with visual and / or digital support, about the topics covered during of the year.

12. Participate in dialogues with peers and teachers while performing the following functions:
   - expressing ability and disability; for example: I can / can't
   - describing position and give directions and its sequence; for example: The zoo is in front of the park; turn right / left, then go straight
   - describing people in terms of personality or status; for example: he is quiet / friendly; I feel sad / angry / tired
   - contrasting information; for example: it can run but it can't jump; there is cheese
   - but there isn't bread
   - expressing need; for example: I have to ...
   - asking and telling the time; For example: What time is it? It's 4 o'clock
   - describing and asking for actions that occur at the time of speaking; for example: He is / isn't reading; Is he reading? Yes, he is / No, he isn't; Are they playing? Yes, they are/ No, they aren't
   - expressing quantity and numbers up to 50; for example: there is / are a / many / a lot of ... child / children; there are 30 cars
   - describing actions that occurred in the past; for example: I was / made / did / felt ...
   - describing actions and how they are performed; for example: he reads fast / very slowly
   - expressing possession; for example: it is his / her / our car; this is Pedro’s pet
   - asking and answering questions; For example: Who ...? / How much / many ...? /Can ...? / Where ...?
   - giving general information on a known topic; for example: the / he / they ... is / are / have / eat / read
   - re-tell stories with illustrations support; for example: the ... run / play / have ...; there is / are ...

13. Demonstrate knowledge and use of the vocabulary learned, such as:
   - topical vocabulary
   - frequently used words
   - commonly used expressing according to the year level (for example: have lunch, catch a cold)
14. Write non-literary texts (such as email, postcard, agenda, invitation) and literary texts (such as stories, rhymes, comic strips) based on a model and supported by visual language to share information about the topics covered during the year.

15. Write to perform the following functions:
   - indicating position; for example: The zoo is in front of the park
   - describing people in terms of personality or status; for example: he is quiet / friendly; I feel sad / happy / angry
   - contrasting information; for example: it can fly but it can't swim
   - expressing need; for example: I have to ...
   - describing and asking for actions that occur at the time of speaking; for example: He is / isn't reading; Is he reading? Yes, he is / No, he isn't; Are they playing? Yes, they are / No, they aren’t
   - expressing quantity and identifying irregular plural nouns; for example: there is / are a / many / a lot of ... child / children
   - describing actions that occur in the past; for example: I was / made / did / felt ...
   - describing actions and how they are carried out; for example: he reads fast / very slowly
   - expressing possession; for example: it is his / her / our car; this is Pedro’s pet
   - expressing numerical quantity up to 20
   - asking and answering questions; For example: Who ...? / How much / many ...? / Can ...? / Where ...?

16. Using the steps of the writing process (organization of ideas, writing, correction and publication), using tools such as online dictionary and word processor to:
   - create own sentences and short paragraphs or dialogues with the help of the teacher
   - use the spelling elements of the level: uppercase (in pronoun I) and question marks
   - demonstrate knowledge and use of thematic vocabulary, frequently used words and expressions of common use according to the year level (for example: have lunch, catch a cold)