

Appendices

Appendix 1

Metas Curriculares for English for the 3rd and 4th Grades (English translation)

(Bravo et al., 2015)

Skills	3 rd grade	4 th grade
Listening	<p>1. Understand sounds, intonation patterns and rhythms of the language</p> <ol style="list-style-type: none"> 1. Identify different sounds and intonation patterns in the foreign language in comparison to the native language. 2. Identify rhythms in rhymes, chants, songs and audio / audiovisual recordings. <p>2. Understand simple words and expressions</p> <ol style="list-style-type: none"> 1. Identify different greetings (hi, good morning). 2. Identify different ways of saying goodbye (bye, see you later). 3. Identify different ways of thanking (thanks, thank you). 4. Identify different ways of praising and incentivising (good, well done). 5. Identify different ways of accepting and rejecting (yes, please / no, thank you). 6. Understand brief instructions given by the teacher (come in, colour the sun yellow). 7. Identify numbers and dates. 8. Recognise simple vocabulary related to the topics studied. 	<p>3. Understand simple words and expressions</p> <ol style="list-style-type: none"> 1. Tell the time. 2. Identify words and expressions in rhymes and songs. 3. Identify words and expressions in short known stories. <p>4. Understand simple sentences, articulated in a clear and paused manner</p> <ol style="list-style-type: none"> 1. Understand direct instructions to complete small tasks (pick up the paper, put your hat on). 2. Understand sentences about the topics studied. 3. Accompany the sequence of short known stories.
Reading	<p>1. Understand simple words and sentences</p> <ol style="list-style-type: none"> 1. Identify numbers. 2. Identify names of people and countries. 3. Identify familiar and illustrated vocabulary. 4. Read short sentences with target vocabulary. 	<p>2. Understand simple sentences and texts</p> <ol style="list-style-type: none"> 1. Identify illustrated vocabulary. 2. Read short illustrated stories with target vocabulary.
Spoken Interaction	<p>1. Adequately express oneself, with help, in various contexts</p> <ol style="list-style-type: none"> 1. Use interjections / expressions to show happiness and surprise (Great! Wow!). <p>2. Interact with the teacher using simple expressions/sentences</p> <ol style="list-style-type: none"> 1. Greet (good morning Miss Santos, bye James). 2. Thank (thanks, thank you). 3. Say goodbye (bye, see you later). 4. Answer about personal identification (When is your birthday, Pedro? / In May). 5. Answer about personal preferences (I love summer. And you? / Me too!). 6. Answer about previously presented topics with the support of images. 	<p>3. Adequately express oneself in simple contexts</p> <ol style="list-style-type: none"> 1. Use the appropriate register when speaking to the teacher (Mr Silva, Miss Costa). <p>4. Interact with the teacher / classmates in simple and previously prepared situations</p> <ol style="list-style-type: none"> 1. Use words / expressions to agree (me too, so do I). 2. Use words / expressions to accept and refuse (sure / no, thank you). 3. Ask and answer questions about personal preferences (What's your favourite drink? / Orange juice.). 4. Ask and answer questions about previously presented topics.
Spoken Production	<p>1. Produce sounds, intonation patterns and rhythms of the language with help</p> <ol style="list-style-type: none"> 1. Repeat the letters of the alphabet. 2. Repeat sounds and memorised words. 3. Pronounce target vocabulary with relative clarity. 4. Repeat rhymes, chants and songs heard on audio / audiovisual sources. <p>2. Express oneself, with very limited vocabulary, in previously prepared situations</p> <ol style="list-style-type: none"> 1. Communicate basic personal information (name, age, family). 	<p>3. Produce sounds, intonation patterns and rhythms of the language</p> <ol style="list-style-type: none"> 1. Say rhymes, chants and sing songs. <p>4. Express oneself, with limited vocabulary, in previously prepared situations</p> <ol style="list-style-type: none"> 1. Express likes and dislikes (I love Christmas pudding, I don't like turkey). 2. Describe ability (I can ride a bike, I can't swim). 3. Speak about the studied topics.
Writing	<p>1. Use target vocabulary with help</p> <ol style="list-style-type: none"> 1. Label images. 2. Order letters to form words that are associated with images. 3. Fill in the gaps in simple sentences with the words given. <p>2. Produce simple sentences with help</p> <ol style="list-style-type: none"> 1. Order words to write sentences. 2. Fill in the gaps in postcards and invitations. 	<p>3. Use target vocabulary</p> <ol style="list-style-type: none"> 1. Label a sequence of images. 2. Fill in the gaps in simple texts with the words given. <p>4. Produce a very simple text with limited vocabulary</p> <ol style="list-style-type: none"> 1. Fill in speech bubbles in a sequence of images. 2. Write about oneself (My name is Pedro. I'm 9 years old...). 3. Write about preferences (I like pizza, I don't like fish, I love cats).
Intercultural Domain	<p>1. Learn about oneself and others</p> <ol style="list-style-type: none"> 1. Identify oneself and others. 2. Identify nuclear and extended family members. 	<p>4. Learn about oneself and others</p> <ol style="list-style-type: none"> 1. Identify festivities in various parts of the world. 2. Identify activities associated with festivities.

3. Identify pets.

4. Identify clothes and footwear.

2. Learn about the average school day

1. Identify objects and routines in the classroom.

2. Identify games.

3. Identify some means of transport.

3. Learn some characteristics of one's country and the countries of others

1. Locate various countries on a map.

2. Identify various climates.

3. Identify natural elements.

4. Identify yearly festivities.

5. Identify various activities associated with the seasons.

1. Learn simple everyday vocabulary

1. Recognise proper nouns (António, Sue).

2. Recognise the names of some countries (England, USA).

3. Recognise different origins (Portuguese, English).

4. Identify nuclear and extended family members (mother, grandfather).

5. Identify numbers up to 20.

6. Identify the days of the week.

7. Identify the months of the year.

2. Learn vocabulary related to school

1. Identify people in the classroom (teacher, student).

2. Identify objects in the classroom (desk, chair).

3. Identify activities and games inside and outside the classroom (reading, playing hide and seek).

4. Identify means of transport from and to school (car, bus).

3. Learn simple and contextualised vocabulary related to the seasons

1. Identify vocabulary related to autumn.

- Weather (chilly, cloudy).

- Clothes and footwear (jumper, shoes).

- Colours (grey / clouds, brown / leaves).

- Activities (collecting leaves, eating chestnuts).

- Festivities (Halloween).

2. Identify vocabulary related to winter.

- Weather (raining, snowing).

- Clothes and footwear (coat, boots).

- Colours (white / snow, brown / mud).

- Activities (skiing, drinking hot chocolate).

- Festivities (Thanksgiving, Christmas).

3. Identify vocabulary related to spring.

- Weather (warm, mild).

- Clothes and footwear (dress, sandals).

- Colours (black / bees, red / flowers).

- Activities (picking flowers, having a picnic).

- Festivities (Easter).

4. Identify vocabulary related to summer.

- Weather (hot, sunny).

- Clothes and footwear (t-shirt, shorts).

- Colours (yellow / sun, blue / sea).

- Activities (swimming, eating ice cream).

4. Implicitly learn some basic structures of the language

1. Use lexical chunks or sentences which contain:

- Nouns in the singular and in the plural forms (boot / boots, pen / pens).

- Adjectives (brown dog, sunny day, hot chocolate).

- Determiners (this is my book, that's your pencil).

- Personal Pronouns (I'm from Portugal, he's 8 years old, they're English).

- Prepositions of Place: in, on, under, near (put a tick in the box, the pen is on the table).

- Prepositions of Time: in, on, at (in the morning, on my birthday).

- Imperative (clap your hands, stand up, look at the picture).

- Verb to be.

- Verb to have (got).

- Present Simple (I love summer, he hates winter).

- Present Continuous (the man is wearing boots, they are playing hide and seek).

- Question Words: what, where, when, how, how old (What's your name? How are you?).

3. Participate in games and drama activities.

5. Develop knowledge of one's world and the world of others

1. Identify the spaces at school.

2. Identify human body parts.

3. Identify food and drinks.

4. Identify the spaces around us.

5. Identify animals.

6. Identify the five senses.

7. Identify open-air activities.

5. Learn simple everyday vocabulary

1. Identify cardinal numbers up to 100.

2. Identify ordinal numbers in dates.

3. Tell the time (eight o'clock, half past nine).

6. Learn vocabulary related to the following topics

1. Identify vocabulary related to school.

- Different spaces at school (playground, library).

- Activities at school (singing, running).

- Recycling at school (don't litter, pick up papers).

- Recycling bins (yellow bin, green bin).

2. Identify vocabulary related to the human body.

- Face (eyes, mouth).

- Body (legs, arms).

3. Identify vocabulary related to food and drinks.

- Healthy food (fruit, milk).

- Snacks (sandwiches, juice).

4. Identify vocabulary related to the spaces around us.

- Types of homes (house, flat).

- Parts of the house (kitchen, bedroom).

- Places and buildings (park, hospital).

5. Identify vocabulary related to animals.

- Animals and the sounds they make (cat / meow, mouse / squeak).

- Farm animals (cow, horse).

- Zoo animals (lion, zebra).

6. Identify vocabulary related to the five senses.

- Taste (taste the sweet orange).

- Touch (feel the fluffy dog).

- Sight (look at the photos).

- Hearing (hear the dog barking).

- Smell (smell the flowers).

7. Identify vocabulary related to the sun.

- Open-air activities (playing on the beach, having a picnic).

- The beach (sand, sea, sun).

- Sun protection (hat, sunscreen, sunglasses).

7. Learn some basic structures of the language

1. Implicitly recognise and use the structures learnt in the 3rd grade.

2. Use lexical chunks or sentences which contain:

- Articles: a / an, the.

- Nouns in the singular and in the plural forms: -s / -es.

- Possessive Case: 's/ '.

- Connectors: and, but, or.

- Determiners: this, that, these, those.

- Prepositions of Place: next to, behind, in front of (sit next to João, stand behind the table).

- Prepositions of Time: at, on, after (at two o'clock, after school).

- May, can / can't.

- Let's (Let's go to the beach!).

- Positive, negative, question forms and short answers with to do.

- Question Words: who, whose (Who is your teacher? Whose book is this?).

Lexis and Grammar