



# ANNUAL PROGRAM

## YOUNG STARS 2

### General Objectives

#### To help students:

- Listen to English with proper understanding
- Speak English correctly, producing sounds with the proper stress and intonation.
- Read, comprehend and interpret a text in English.
- Write in English correctly and meaningfully.
- Acquire knowledge of the elements of English.
- Develop interest in English.
- Use planning, drafting and editing skills to improve their work.
- Express themselves creatively and imaginatively.
- Speak clearly and audibly in ways which take account of their listeners.
- Become enthusiastic and reflective readers.

# PLAN ANUAL 2DO GRADO 2023



## I. DATOS INFORMATIVOS:

- 1.1. Institución Educativa : “Grupo Garcilaso”  
 1.2. Área : Inglés  
 1.3. Grado : Segundo de primaria  
 1.4. Secciones : A - B  
 1.5. Duración : Del 1 de Marzo al 5 de Mayo  
 1.6. Profesor : Patricia Pingo  
 1.7 Bimestre : Primer

## FIRST QUARTER

MODULE	COMMUNICATION OBJECTIVES	LANGUAGE	VOCABULARY	ACTIVITIES	EVALUATIONS
<b>1 HELLO THERE!</b>	<ul style="list-style-type: none"> <li>- Greeting someone</li> <li>- Introducing oneself to a friend</li> <li>- Asking and answering about one’s name</li> <li>- Asking and answering about one’s well-being</li> <li>- Asking about one’s age</li> <li>- Identifying numbers 1 – 10</li> <li>- Identifying plural nouns</li> <li>- Identifying and talking about objects</li> <li>- Identifying colors</li> </ul>	<ul style="list-style-type: none"> <li>- Hello / hi</li> <li>- What’s your name?</li> <li>- I’m (Jane) / My name is (Jane)</li> <li>- This is my (friend, Tom)</li> <li>- How are you? Fine, thank you</li> <li>- How old are you? I’m (eight)</li> <li>- Boy – boys (plurals)</li> <li>- What’s this? It’s a (book)</li> <li>- It’s an (apple)</li> </ul>	<ul style="list-style-type: none"> <li>- Greetings</li> <li>- Numbers 1 – 10</li> <li>- Colors: red, blue, orange, green, yellow, purple, orange</li> </ul>	<ul style="list-style-type: none"> <li>- Songs</li> <li>- Look and listen</li> <li>- Pair / group work</li> <li>- Games and projects</li> </ul>	<ul style="list-style-type: none"> <li>- Role plays</li> <li>- Projects</li> <li>Presentations</li> </ul>
<b>2 MY FAMILY</b>	<ul style="list-style-type: none"> <li>- Identifying family members</li> <li>- Identifying rooms in a house</li> <li>- Asking and answering about location</li> </ul>	<ul style="list-style-type: none"> <li>- Who’s that?</li> <li>- It’s my /mum).</li> <li>- Is that your (dad)?</li> <li>- Yes, it is. / No, it isn’t.</li> </ul>	<ul style="list-style-type: none"> <li>Family members</li> <li>Rooms of the house</li> <li>Adjectives</li> </ul>		

- Describing people

- Where's the (bag)?

-In the (kitchen).

-He's/She's/It's (tall).

-He/She/it isn't (tall).

-Is he/she (happy)?

-Yes, he/She is. /

-No, he/She isn't.

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 1.5. Duración : Del 15 de Mayo al 21 de Julio  
 1.6. Profesor : Patricia Pingo  
 1.7 Bimestre : Segundo

### SECOND QUARTER

MODULE	COMMUNICATION OBJECTIVES	LANGUAGE	VOCABULARY	ACTIVITIES	EVALUATIONS
<b>3</b> <b>THAT’S ME</b>	<ul style="list-style-type: none"> <li>- Identifying parts of the face</li> <li>- Talking about possession</li> <li>- Identifying pets / animals</li> <li>- Asking and answering about possession</li> <li>- Identifying plural nouns</li> <li>- Identifying toys</li> <li>- Identifying useful items/gadgets</li> </ul>	<ul style="list-style-type: none"> <li>- I’ve got (blue eyes).</li> <li>- I haven’t got (green eyes).</li> <li>- Have you got a (cat)?</li> <li>- Yes, I have. / No, I haven’t.</li> <li>- (He) has got a (ball).</li> <li>- (He) hasn’t got a (robot).</li> <li>- Has (he) got a (ball)?</li> <li>- Yes, (he) has. / No, (he) hasn’t.</li> <li>- Man-men (plurals – irregular)</li> </ul>	<ul style="list-style-type: none"> <li>- Parts of the face / head</li> <li>- Animals: cat, parrot, monkey, mouse, fox</li> <li>- Toys</li> <li>- Man-men, mouse-mice, fox-foxes (plurals - irregular)</li> <li>- Gadgets</li> </ul>	<ul style="list-style-type: none"> <li>- Songs</li> <li>- Look and listen</li> <li>- Pair / group work</li> <li>Games and projects</li> </ul>	<ul style="list-style-type: none"> <li>- Role plays</li> <li>- Projects</li> <li>- Presentations</li> </ul>
<b>4</b> <b>ON THE FARM</b>	<ul style="list-style-type: none"> <li>- Identifying actions</li> <li>- Talking about ability</li> </ul>	<ul style="list-style-type: none"> <li>- I can ride a (camel).</li> <li>- You can ride a (bike).</li> <li>- Can you (run)?</li> </ul>	<ul style="list-style-type: none"> <li>- Actions: ride a camel, ride a horse, ride a bike,</li> </ul>		

- Asking and answering about ability
- Identifying (farm) animals
- Giving and following orders

- Yes, I can. / No, I can't.
- It can (run).
- It can't (fly).
- Stand up!

- paint, climb, smile, take a photo, run, fly, jump
- I can ride a (camel).  
You can ride a (bike).  
It can't (fly).
- Animals: cow, goat, chicken, lizard, frog, duck, dog
- Imperatives: Stand up!



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 1.5. Duración : Del 7 de Agosto al 6 de Octubre  
 1.6. Profesor : Patricia Pingo  
 1.7 Bimestre : Tercero

### THIRD QUARTER

MODULE	COMMUNICATION OBJECTIVES	LANGUAGE	VOCABULARY	ACTIVITIES	EVALUATIONS
<b>5</b> <b>ALL ABOUT TIME</b>	<ul style="list-style-type: none"> <li>- Asking about quantity</li> <li>- Revising numbers 1-10</li> <li>- Identifying the numbers 11-12</li> <li>- Identifying household objects</li> <li>- Asking for the time</li> <li>- Telling the time on the hour</li> <li>- Making suggestions</li> <li>- Describing people</li> </ul>	<ul style="list-style-type: none"> <li>- How many (clocks) can you see? (Eleven).</li> <li>- What's the time?</li> <li>It's (two) o'clock.</li> <li>- Let's (run)! / Let's (run)!</li> <li>What now?</li> <li>- I'm (hungry) / You're (tired).</li> <li>- Beautiful, thirsty, sad, tired</li> </ul>	Numbers  -10 / 11-12 Time-related Nouns Adjectives	<ul style="list-style-type: none"> <li>- Songs</li> <li>- Look and listen</li> <li>- Pair / group work</li> <li>Games and projects</li> </ul>	<ul style="list-style-type: none"> <li>- Role plays</li> <li>- Projects</li> <li>- Presentations</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>- Identifying and talking about food and drinks</li> <li>- Saying what one wants</li> </ul>	<ul style="list-style-type: none"> <li>- Food and drink: lemonade, grapes, milk, juice, biscuits</li> <li>- I want (milk), please.</li> </ul>	Food and drinks Animals School subjects		

**MY LIKES**

- Talking about likes and dislikes
- Identifying and describing animals
- Identifying school subjects
- Asking and answering about what one likes / doesn't like

Here you are.  
Thank you.  
You're welcome.  
- I like (zebras). They're (beautiful).  
I like (music).  
I don't like (karate).  
Do you like (maths)?  
Yes, I do. / No, I don't.  
- Maths, English, PE, Science  
- Do you like (Maths)?  
Yes, I do. / No, I don't.



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- 1.5. Duración : Del 16 de Octubre al 22 de Diciembre
- 1.6. Profesor : Patricia Pingo
- 1.7 Bimestre : Cuarto

<b><u>FOURTH QUARTER</u></b>					
MODULE	COMMUNICATION OBJECTIVES	LANGUAGE	VOCABULARY	ACTIVITIES	EVALUATIONS
<b>7 SCHOOL IS GREAT</b>	<ul style="list-style-type: none"> <li>- Talking about things that exist in a classroom</li> <li>- Identifying classroom objects</li> <li>- Identifying and talking about places</li> <li>- Identifying and talking about furniture / things in a room</li> <li>- Asking and answering questions about things / people in a place</li> </ul>	<ul style="list-style-type: none"> <li>- What's in the (classroom)? There's a (notebook). There are (two boys). Is there a (radio) in the (classroom)? Yes, there is. / No, there isn't.</li> <li>- What's in the (classroom)? There's a (notebook). There are (two boys).</li> <li>- Is there a (radio) in the (classroom)?</li> <li>- Yes, there is. / No, there isn't</li> <li>- Places: museum, café, playground, library, garden, school</li> </ul>	<ul style="list-style-type: none"> <li>Classroom</li> <li>Objects</li> <li>Places</li> <li>Furniture</li> </ul>	<ul style="list-style-type: none"> <li>- Songs</li> <li>- Look and listen</li> <li>- Pair / group work</li> <li>- Games and projects</li> </ul>	<ul style="list-style-type: none"> <li>- Role plays</li> <li>- Projects</li> <li>- Presentations</li> </ul>



**8  
MY  
CLOTHES**

- Identifying clothes
- Talking about what someone is wearing
- Asking and answering about what someone is wearing
- Talking about the weather

- Clothes: T-shirt, cap, dress, skirt, trousers, coat, scarf, sunglasses, shorts, jacket, vest
- I'm wearing (a cap)
- Are you wearing (a coat)?
- Yes, I am. / No, I'm not.
- (He) is wearing (sunglasses).
- Is (he) wearing (a jacket)?
- Yes, (he) is. / No, (he) isn't.

Clothes  
Weather  
Materials