



SECRETARÍA DE
EDUCACIÓN PÚBLICA

NATIONAL ENGLISH PROGRAM IN BASIC EDUCATION

Leveling Guide

Academic Support for English Language Teachers. Piloting Stage

CYCLE 2



Dirección General de Desarrollo Curricular/ SEB/ SEP

National English Program in Basic Education. Leveling Guide. Cycle 2. Academic Support for English Language Teacher. Piloting Stage fue elaborado por personal académico de la Coordinación Nacional de Inglés de la Dirección General de Desarrollo Curricular, que pertenece a la Subsecretaría de Educación Básica de la Secretaría de Educación Pública.

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Versión preliminar CNI

Presentación

Los principios normativos que establece el artículo tercero constitucional, la transformación educativa que alienta el *Plan Nacional de Desarrollo 2007-2012* y los objetivos señalados en el *Programa Sectorial de Educación 2007-2012* (PROSEDU), han constituido la base rectora para dar sentido y ordenar las acciones de política pública educativa en el México de las próximas décadas.

En este marco y con base en las atribuciones que le otorga la Ley General de Educación, la Secretaría de Educación Pública estableció como objetivo fundamental del PROSEDU “Elevar la calidad de la educación para que los estudiantes mejoren su nivel de logro educativo, cuenten con medios para tener acceso a un mayor bienestar y contribuyan al desarrollo nacional” (SEP 2007:11). La principal estrategia para la consecución de este objetivo en educación básica dispone “realizar una reforma integral de la educación básica, centrada en la adopción de un modelo educativo basado en competencias, que responda a las necesidades de desarrollo de México en el Siglo XXI” (SEP 2007:24), con miras a lograr mayor articulación y eficiencia entre preescolar, primaria y secundaria.

El PROSEDU también establece que “Los criterios de mejora de la calidad educativa deben aplicarse a la capacitación de profesores, la actualización de programas de estudio y sus contenidos, los enfoques pedagógicos, métodos de enseñanza y recursos didácticos” (SEP 2007:11). A su vez, la UNESCO¹ ha señalado que los sistemas educativos necesitan preparar a los estudiantes para enfrentar los nuevos retos de un mundo globalizado en el que el contacto entre múltiples lenguas y culturas es cada vez más común. La educación tiene, en este contexto, la obligación de ayudar a los estudiantes a comprender las diversas expresiones culturales existentes en México y el mundo.

¹ Delors, J. *La educación encierra un tesoro. Informe a la UNESCO de la Comisión Internacional sobre la Educación para el siglo XXI*, pp. 31 y ss.

Desde esta perspectiva, la Subsecretaría de Educación Básica reconoce la necesidad de incorporar la asignatura de Inglés a los planes y programas de estudio de educación preescolar y primaria y realizar los ajustes pertinentes en los de Inglés para secundaria, con el propósito de articular la enseñanza de esta lengua extranjera en los tres niveles de educación básica y de lograr, a través de esta articulación, que al concluir su educación secundaria los alumnos hayan desarrollado la competencia plurilingüe y pluricultural que necesitan para enfrentar con éxito los desafíos comunicativos del mundo globalizado, construir una visión amplia de la diversidad lingüística y cultural a nivel global y respetar su propia cultura y la de los demás.

Con el fin de instrumentar las diversas acciones que hagan posible la articulación de la enseñanza de inglés, la Secretaría de Educación Pública puso en marcha el Programa Nacional de Inglés en Educación Básica (PNIEB o NEPBE* por sus siglas en inglés), del que se derivan programas de estudio para los tres niveles de educación básica elaborados a partir de la alineación y homologación de estándares nacionales e internacionales, la determinación de criterios para la formación de profesores, así como del establecimiento de lineamientos para la elaboración y evaluación de materiales educativos y para la certificación del dominio del inglés.

Una de las acciones previstas es el desarrollo de reuniones nacionales de fortalecimiento académico para profesores de inglés, que tienen como finalidad ofrecer información y asesoría técnico-pedagógica que coadyuve a las tareas necesarias para la implementación y generalización de los programas de estudio correspondientes a los cuatro ciclos del Programa Nacional de Inglés en Educación Básica.

* *National English Program in Basic Education.*

Introduction

Unlike the rest of the subjects in the *Program of Studies 2009. Basic Education. Elementary School*, the National English Program for Basic Education² (NEPBE) integrates third grade of preschool as well as the six grades of elementary school in its piloting stage 2010-2011. This means that all students, regardless of the grade in which they incorporate to, will attend the English subject with the NEPBE for the first time.

This situation represents two different challenges for elementary school teachers. Firstly, they have to generate the proper conditions to operate the NEPBE Study Programs with equity and quality in all schools in the country. Secondly, they have to make sure that students achieve the purposes of each of the cycles of the NEPBE and the achievement levels established in each grade, despite not having attended the English language subject in the grade(s) prior to the 2010-2011 school period.

For the above reasons this leveling guide for Cycle 2 was developed as part of the materials that accompany the implementation of the NEPBE in its piloting stage. It is intended to provide teachers with:

- A list of basic contents designed to be worked in a minimum of one-and-a-half or two-month period, so that it allows third and fourth grade students to achieve the expected levels set in the NEPBE Study Programs. It also seeks an earlier introduction to the contents of the program of study of the students' grade in order to guarantee that when finishing Cycle 2, students will have reached the purposes and levels of achievement.
- A set of teaching guidelines and considerations that teachers should take into account when beginning with the teaching of the NEPBE Study Programs.

² En español "Programa Nacional de Inglés en Educación Básica" (PNIEB)

1. General Characteristics of the Leveling Guide

This guide includes five sections: Purposes of Cycle 2, Teaching guidelines, Leveling contents for third and fourth grades of elementary school, an introduction to the NEPBE Study Programs, and an Appendix.

The purposes that are here to presented correspond to those set in the Cycle 2 of the NEPBE. Their incorporation has the objective of giving teachers basic foundations, which along with their experience and characteristics of their class, they can decide the order and depth in which contents must be taught. Thus, it is guaranteed that during the first month and a half (15 hours – class time) or second month (20 hours – class time) students will get the necessary knowledge to work with the contents of the grade they are in, and consequently reach the achievement levels for Cycle 2 at the end of the fourth grade of elementary school.

The teaching guidelines are intended to support the teacher in the teaching of leveling contents through a set of methodological strategies that are characterized for being unrestrictive. Therefore, teachers can use these or the methodology they consider most appropriate, based on the needs, characteristics, and interests of their students.

The leveling contents for third and fourth grade of elementary school were defined based on the Study Programs of Cycle 2, the previous cycle, subsequent cycles, and the levels of achievement. As it is aforementioned, its purpose is to teach in a short period of time (15-20 hours/one and a half or two months) the contents of the NEPBE not studied in previous grades. Thus, unlike the contents of the NEPBE distributed in social practices of the language, the leveling contents are organized as follows:

- Contents of **listening comprehension** and **oral production**: listening / speaking.
- Contents of **reading comprehension** and **written production**: read / write.
- **Topics for Reflection**. These contents are classified into two groups: a) Specific, which correspond to concepts, features, characteristics, and elements of oral and written language of each activity with the

language and b) General, which include concepts and characteristics of oral and written texts, common to all leveling contents for the third and fourth grades in Cycle 2.

The leveling contents lack the dynamic aspects of the social practices of the language, since they do not belong to any particular learning environment. Therefore, **examples and teaching hours** to approach the contents of this guide are presented as **suggestions**; nevertheless, teachers must adapt, change, simplify or expand them according to their planning, characteristics of their students, different variables and conditions that influence the organization of work in class. As a result, this guide offers a space for teachers to write their own methodological considerations and estimated teaching hours to work with the leveling contents.

Finally, the contents regarding the work done with the Program of Cycle 2 are presented in the *Introduction to the NEPBE*; also, a printable planning format is included in the Annex to show a way to plan and organize the class work and contents of this guide.

Versión preliminar CMI

2. Purpose of Teaching English in Cycle 2

The purpose of English language teaching in Cycle 2 of basic education (3rd and 4th grades of elementary school) is for students to acquire the necessary knowledge to understand and use the English language to recognize, understand, and use common expressions by participating in *social practices of the language* via *specific activities with the language* engaged in the production and interpretation of oral and written texts, pertaining to the familiar, formation, academic and literary environments. At the end of this cycle, the students are expected to:

- Express simple opinions and requests in familiar contexts.
- Recognize basic instructions, information, and advertisements.
- Identify basic aspects of pronunciation and vocabulary used in everyday life contexts.
- Use expressions to refer to personal aspects and needs.
- Respond to spoken and written language with different linguistic and non-linguistic behavior.
- Use different strategies to solve everyday problems as well as to look for information about concrete topics.
- Understand unfamiliar or unknown vocabulary by means of specific strategies.
- Identify the most relevant similarities and differences between English and the native language.
- Establish a basic social contact with their linguistic repertoire.

3. Teaching Guidelines

To use this guide, the following guidelines are suggested:

- ❖ **Know the group of students**, in order to determine their interests, previous language knowledge, particularly English, as well as other characteristics that may affect their performance during the leveling sessions.
- ❖ **Check and comprehend the Program of Cycle 2** in order to keep the sequence of this guide. The Study Programs are the referent for solving doubts about the contents and teaching suggestions included in this guide. It is also convenient to **examine** the **achievements** in order to identify what is expected from these leveling sessions, as well as the **“learning to do with the language”** and **“learning to know about the language”** that students **need to review** or **study in depth** considering the grades where English was not taught.
- ❖ Based on the previous information, **select the order** in which the contents will be taught as well as the **teaching hours** suggested for each one; bear in mind both, the **total of hours** suggested **for leveling** and the **needs of the group**.
- ❖ **Review and analyze the examples** provided in this guide for the teaching of contents. Take into account that these only represent one of the many ways in which they can or should be approached. Therefore, teachers should be aware that **they are not designed to rule the organization and planning of class work**, so it may be necessary to make any adjustments depending on the needs of students. It is important to mention that in the case of literary texts (songs, stories, legends, etc...), it was only possible to present sample texts; however, it is expected that students participate in the reading of complete texts. Since it is

- ❖ the first time students are in contact with the English language at school, **texts should be presented mainly orally**, and later on, through written texts.
- ❖ **Choose** from the list of **permanent and specific topics for reflection** in this guide, only those which are **relevant** to the contents. It is important to highlight that **the topics for reflection in the leveling sessions should not be the focus of attention**, since they do not promote the acquisition of the necessary skills to achieve the objectives of Cycle 2. **This guide does not include lists of vocabulary nor strategies to teach** since it is impossible to consider all texts in which vocabulary can be taught.
- ❖ **Consider** the convenience of adopting the suggestions given to address the contents. These do not appear in any specific order and can be used to teach one or more of the activities with the language.
- ❖ **Assess the progress** and achievements of students, as well as changes or adjustments to the components of the teaching practice. Even though **assessment** involves students' promotion, its main function is **formative**.

Versión preliminar

4. Basic Leveling Contents

THIRD GRADE

**ELEMENTARY
SCHOOL**

Versión preliminar

Versión preliminar CNI

LISTENING/SPEAKING	READING/WRITING
<ul style="list-style-type: none"> • Understand and recite words used in greeting, courtesy and farewell expressions. • Follow and give instructions related to everyday school and family life. • Locate school objects and places at school. 	<ul style="list-style-type: none"> • Write greeting, farewell and courtesy expressions. • Participate in the writing of everyday school and family life instructions, with visual aids.
SPECIFIC TOPICS FOR REFLECTION	
<p>Features and types of oral and written texts</p> <ul style="list-style-type: none"> • Differences of intonation between questions and answers. <p>Phonic, syntactic and semantic elements of the texts</p> <ul style="list-style-type: none"> • Grammar: modal verbs (can, may, could, etc.), personal pronouns (I, she, he, etc.). 	
SUGGESTED EXAMPLES	TEACHER'S EXAMPLES
<p>1) - Good morning, José. - Good morning, mom. - Make your bed before you leave, please. - Sure, mom.</p> <p>2) - Hi! Good afternoon. Excuse me. Can you please tell me where the bathroom is? - Sure. The bathroom is right here, between this classroom and the basketball court. - Thank you so much. - You're welcome.</p> <p>3) - Hello, Pedro and María. Could you help me with these books? - Yes, Miss Rocío. - Put a book on each desk, please. - OK, Miss Rocío. - Thank you</p>	
TEACHING SUGGESTIONS	TEACHER'S SUGGESTIONS
<ul style="list-style-type: none"> • Explore and model short dialogues to follow and give every day school and family life instructions, where school objects and places at school can be identified, with the help of visual aids and non-verbal language. • Identify words of greeting, farewell and courtesy; everyday school and family life activities; and, objects and places at school. • Identify expressions for everyday life instructions and finding objects and places. • Play transmitter and intended audience's role. • Participate in the writing of greeting, farewell and courtesy expressions in short dialogues. • Complete short dialogues with phrases to give every day school and family life instructions and expressions to locate objects and places. 	
<i>Minimum hours suggested: 3-4 hours</i>	<i>Hours suggested by the teacher: ___ hours</i>

LISTENING/SPEAKING	READING/Writing
<ul style="list-style-type: none"> Follow the reading of a children's story Identify and express moods, facts or experiences. Spell words in a story. 	<ul style="list-style-type: none"> Complete sentences in a story. Identify sections or parts of a story.
SPECIFIC TOPICS FOR REFLECTION	
<p>Features and types of oral and written texts</p> <ul style="list-style-type: none"> Parts of a book: cover, undercover, flaps, etc. Graphic and textual components: title, author, paragraphs, illustrations, text, pages, etc. Structure and elements of a story: opening, body and ending, characters. <p>Mechanics of writing</p> <ul style="list-style-type: none"> Conventional letter-sound correspondence. 	
SUGGESTED EXAMPLES	TEACHER'S EXAMPLES
<p><i>The frog prince (extract)</i></p> <p>One fine evening a young and happy princess put on her hat and dress, and went out to take a walk in a wood. She came to a cool spring of water to rest a while. She had a golden ball, which was her favorite toy; and she was always playing with it.</p> <p>After a time she threw her golden ball so high that she missed catching it. The ball ran away, until it fell down into the spring. The princess looked into the spring after her ball, but it was very deep. She began to cry, and said, 'I am so sad and desperate! If I get my ball again, I will give all my dresses and jewels, and everything that I have in the world.'</p>	
TEACHING SUGGESTIONS	TEACHER'S SUGGESTIONS
<ul style="list-style-type: none"> Explore a children's story, with the help of visual aids and non-verbal language. Follow the reading aloud of children's story and perform the characters' actions (get dressed, walk, rest, etc.) Identify the opening, body and ending. Find similarities and differences between the characters' actions and others' (students, acquaintances). Find and identify words that indicate moods, facts and experiences. Identify basic parts or elements that form words or sentences. Participate in the writing of words that indicate moods, facts and experiences. Complete lists of actions performed by the characters and others (acquaintances). 	
<p><i>Minimum hours suggested: 3-4 hours</i></p>	<p><i>Hours suggested by the teacher: ___ hours</i></p>

LISTENING/SPEAKING	READING/Writing
<ul style="list-style-type: none"> Give and receive personal information (name, activity, occupations, etc.), preferences (food, colors, sports) and one's own and others' physical appearance. 	<ul style="list-style-type: none"> Understand and record personal information (name, activity, occupation, etc.), preferences (food, colors, and sports) and one's own and others' physical appearance.
SPECIFIC TOPICS FOR REFLECTION	
<p>Phonic, syntactic and semantic elements of the texts</p> <ul style="list-style-type: none"> Type of sentences (statements, questions, etc.) Grammar: personal pronouns (<i>I, you, me, her, us, etc.</i>), question words (<i>who, what, where, etc.</i>) 	
SUGGESTED EXAMPLES	TEACHER'S EXAMPLES
<p>1) - What is your name? - My name is Alfredo. - How old are you? - I am 8 years old. - Where do you live? - I live in... with my parents. / My address is... - What do your parents do? - My mother is a nurse and my father is a carpenter</p> <p>2) - What sport do you like? - I like to play table tennis. - What is your favorite color?</p>	<p>What is your favorite food? - I love rice with peas and carrots. - My favorite color is brown.</p> <p>3) - Who is she? - She is Clara. - How old is she? - She is 27 years old. - Where does she work? - She works here in the school. She is the music teacher. - Where does she come from? - She is from...</p>
TEACHING SUGGESTIONS	TEACHER'S SUGGESTIONS
<ul style="list-style-type: none"> Explore dialogues in which personal information, preferences and one's own and others' physical appearances are expressed, with the help of visual aids and non-verbal language. Identify while listening, question words. Identify while listening, words that refer to personal information, preferences and one's own and others' physical appearance. Identify new vocabulary words and find their meaning in bilingual dictionaries and/or with teacher's help. Play transmitter and intended audience's roles. Complete orally dialogues with questions and answers about personal information, preferences, and one's own and others' physical appearance. <p>Participate in the writing of words and sentences about personal information, preferences and one's own and others' physical appearance.</p>	
<i>Minimum hours suggested: 3-4 hours</i>	<i>Hours suggested by the teacher: ___ hours</i>

LISTENING/SPEAKING	READING/WRITING
<ul style="list-style-type: none"> Give and receive information about one's hometown natural sites and buildings. 	<ul style="list-style-type: none"> Understand and record information about one's hometown natural sites and buildings, with the help of visual aids.
SPECIFIC TOPICS FOR REFLECTION	
<p>Phonic, syntactic and semantic elements of the texts</p> <ul style="list-style-type: none"> Type of sentences (statements, questions) Grammar: prepositions (in, about, on, etc), personal pronouns (I, you, me, her, us, etc.), question words (who, what, where, etc.), modal verbs (do, would, could, etc. 	
SUGGESTED EXAMPLES	TEACHER'S EXAMPLES
<ul style="list-style-type: none"> - Hi. We are looking for "Los Chapulines" restaurant. Do you know where it is? - Sure, it's near here. - Can you tell us how to get there? - Sure. Walk five blocks and turn right. Then, walk two blocks and turn left. You will see a hospital. "Los Chapulines" is in front of the hospital. - Is the food expensive? - No. The food is cheap and it's pretty good. - Thank you very much. - You're welcome. 	
TEACHING SUGGESTIONS	TEACHER'S SUGGESTIONS
<ul style="list-style-type: none"> Explore dialogues in which information about one's hometown natural sites and buildings is exchanged, with the help of visual aids and non-verbal language. Identify while listening, words about one's hometown natural sites and buildings. Recognize new vocabulary and find its meaning in bilingual dictionaries and/or with teacher's help. Play transmitter and intended audience's roles. Complete orally dialogues with question and answers about one's hometown natural sites and buildings. Participate in the writing of words and sentences that give information about one's hometown natural sites and buildings. 	
<i>Minimum hours suggested: 3-4 hours</i>	<i>Hours suggested by the teacher: ___ hours</i>

Versión preliminar CNI

5. Basic Leveling Contents

FOURTH GRADE

ELEMENTARY SCHOOL

Version Preliminary GMI

Versión preliminar CNI

LISTENING/SPEAKING	READING/WRITING
<ul style="list-style-type: none"> • Interpret and recite greeting, farewell and courtesy expressions. • Follow and give instructions about every day school and family life activities. • Locate objects and places at school. Identify and understand expressions to get what is wanted or needed from others.	Write greeting, farewell and courtesy expressions. Complete dialogues to get what is wanted or needed from others, with the help of visual aids.
SPECIFIC TOPICS FOR REFLECTION	
Features and types of oral and written texts <ul style="list-style-type: none"> • Differences of intonation between questions and answers. Phonic, syntactic and semantic elements of the texts <ul style="list-style-type: none"> • Grammar: personal pronouns (I, you...), phrasal verbs (wake up, turn off, etc.), modal verbs (could, would, etc.) 	
SUGGESTED EXAMPLES	TEACHER'S EXAMPLES
1) - Good morning, girls and boys. - Good morning, Miss Estela. - Please, hand in your homework. - Yes, Miss Estela 2) - Hi, Pepe. What are you doing? - Hello, dad. I am coloring a map. - Very well. Turn off the lights when you finish. - Yes, dad. 3) - Hello, Andrés. - Hi, Miss Daniela.	- Do you know where the history books are? - The history books are on the bookshelf, next to the blackboard. 4) - Andrés, could you help me carry these books, please? - Of course. Where shall I place them? - Over there, next to the desk. - There you are. - Thank you so much, Andrés. - You are welcome, Miss Daniela
TEACHING SUGGESTIONS	TEACHER'S SUGGESTIONS
<ul style="list-style-type: none"> • Explore and model short dialogues where instructions about every day school and family life activities are followed and given; objects and school places are located; and/or expressions to get what is wanted or needed from others are identified and understood, with the help of visual aids and/or non-verbal language. • Participate in the reading aloud of dialogues. • Identify greeting, farewell and courtesy expressions. • Identify expressions of everyday life instructions, to locate objects and places, and/or to get what is wanted or needed. • Play transmitter and intended audience's roles. • Write greeting, farewell, and courtesy expressions in short dialogues. • Participate in the writing of everyday instructions in short dialogues Complete short dialogues to express what is wanted or needed from others.	
<i>Minimum hours suggested: 3-4 hours</i>	<i>Hours suggested by the teacher: ___ hours</i>

LISTENING/SPEAKING	READING/WRITING
<ul style="list-style-type: none"> • Listen to the reading of a story. • Identify and express moods, facts or experiences. • Spell words of a story. • Identify specific information of a story while asking questions. 	<ul style="list-style-type: none"> • Identify sections or parts of a story. • Complete sentences in a story. • Associate a story with images that illustrate it.
SPECIFIC TOPICS FOR REFLECTION	
<p>Features and types of oral and written texts</p> <ul style="list-style-type: none"> • Parts of a book: cover, undercover, slaps, etc. • Graphic and textual components: title, author, paragraphs, illustrations, text, pages, etc. • Structure and elements of a story: opening, body and ending, characters. <p>Phonic, syntactic and semantic elements of the texts</p> <ul style="list-style-type: none"> • Verb tense: past. • Adjectives: qualitative. <p>Mechanics of writing</p> <ul style="list-style-type: none"> • Conventional letter-sound correspondence. 	
SUGGESTED EXAMPLES	TEACHER'S EXAMPLES
<p style="text-align: center;"><i>The magic kettle</i> (fragment)</p> <p>High up among the mountains, an old happy man lived in his little house. He was very proud of it. He felt comfortable when listening to the birds singing outside his house. One day, he was looking at the mountain, when he heard a noise in the room behind him. Frightened, he turned round, and in the corner he saw an old iron kettle. The old man was surprised and did not know how the kettle got there, but he took it up and looked at it carefully, and when he found that it was quite whole, he cleaned the dust off it and carried it into his kitchen.</p> <p>- Where did the old happy man live? - What was he doing when he heard a noise in the room? - What did he see in the corner of the room?</p>	
TEACHING SUGGESTIONS	TEACHER'S SUGGESTIONS
<ul style="list-style-type: none"> • Explore a children's story, with the help of visual aids and non-verbal language. • Follow the reading aloud of a children's story and perform character's actions (get dressed, walk, rest, etc.) • Identify and define new words and phrases by using bilingual dictionaries and/or with teacher's help. • Identify main and supporting characters. • Identify a story setting by its name (vegetation, weather, furniture, etc.) • Locate and identify words that express moods, facts, and experiences. • Answer to questions about the main and supporting characters' actions in a story. • Find similarities and differences in characters' actions in a story, with the help of visual aids. • Identify parts or basic elements in sentences. • Participate in the writing of moods, facts and experience expressions. • Complete lists of actions performed by the characters and others (one's own and acquaintances). 	
<p><i>Minimum hours suggested: 3-4 hours</i> <i>Hours suggested by the teacher: ___ hours</i></p>	

LISTENING/SPEAKING	READING/Writing
<ul style="list-style-type: none"> • Give and receive personal information (name, activity, occupation, etc.), preferences (food, colors, sports and/or hobbies) and one's own and others' physical appearance. • Identify and understand information about routines. • Identify expressions related to personal expectations. 	<ul style="list-style-type: none"> • Understand and record personal information (name, activity, occupation, etc.), preferences (food, colors, sports and/or hobbies) and one's own and others' physical appearance. • Participate in the writing of dialogues where information about routines is exchanged, with the help of visual aids. • Write expressions related to personal expectations.
SPECIFIC TOPICS FOR REFLECTION	
<p>Features and types of oral and written texts</p> <ul style="list-style-type: none"> • Structure of dialogues: opening, body, ending. <p>Phonic, syntactic and semantic elements of the texts</p> <ul style="list-style-type: none"> • Type of sentences (statements, questions, etc.) • Verb tense: Future. • Grammar: personal pronouns (I, us, etc.), question words (who, what, where, etc.), modal verbs (would, may, etc.) 	
SUGGESTED EXAMPLES	TEACHER'S EXAMPLES
<p>- Hello, I think we go to the same school, what's your name?</p> <p>- My name is Diana. I'm new at school; I used to live in...</p> <p>- How old are you?</p> <p>- I'm nine years old. My birthday was last week!</p> <p>- Did you get a lot of presents?</p> <p>- I got a cat! He is very small, and he is brown, the same color of my eyes.</p> <p>- How do you get to school?</p> <p>- I ride my bike to school</p> <p>- Do you have any hobbies?</p> <p>- I like to play the guitar very much.</p> <p>- What do your parents do?</p> <p>- Well, my mother is a veterinarian, and my father is a dentist.*</p> <p>- How do you like the city so far?</p> <p>- I like it very much, the kids at school are very nice and I would like to be in the school play this spring.</p> <p>- I want to be in the school play too! I have to go, but I will see you at school and show you around! Bye!</p>	
TEACHING SUGGESTIONS	TEACHER'S SUGGESTIONS
<ul style="list-style-type: none"> • Explore dialogues in which personal information, preferences, one's own and others' physical appearance, expectations and routines are exchanged, with the help of visual aids and non-verbal language. • Identify while listening, words about personal information, preferences, one's own and others' physical appearance, expectations and routines. • Identify new vocabulary and find its meaning in bilingual dictionaries and/or with teacher's help. • Play transmitter or intended audience's role. • Complete dialogues orally with questions and answers about personal information, preferences, one's own and others' physical appearance, expectations and routines. • Identify actions in sentences while reading. • Participate in the writing of words and sentences about personal information, expectations and routines. <p>Make a personal list of routines and expectations, based on a model and with teacher's help.</p>	
<i>Minimum hours suggested: 3-4 hours</i>	<i>Hours suggested by the teacher: ___ hours</i>

LISTENING/SPEAKING	READING/WRITING
<ul style="list-style-type: none"> Listen to the reading of a text with a science-related topic. Formulate and answer questions to get information about a science-related topic. 	<ul style="list-style-type: none"> Write words about aspects of a science-related topic. Participate in the writing of questions and answers about a science-related topic. Record basic information in a graph about a science-related topic.
SPECIFIC TOPICS FOR REFLECTION	
<p>Features and types of oral and written texts</p> <ul style="list-style-type: none"> Graphics: title, text and images. <p>Phonic, syntactic and semantic elements of the texts</p> <ul style="list-style-type: none"> Intonation of questions. Question words (<i>how, what, which, etc.</i>) Verb tense: present. 	
SUGGESTED EXAMPLES	TEACHER'S EXAMPLES
<p style="text-align: center;"><i>The Solar System</i></p> <p>The Solar System consists of the Sun and those celestial objects bound to it by gravity. There are eight relatively solitary planets whose orbits are almost circular. The four smaller inner planets, Mercury —the smallest planet of the Solar System—, Venus, Earth —our planet— and Mars, are primarily composed of rock and metal. The four outer planets, Jupiter— the biggest planet of the solar system—, Saturn —the only planet that has rings—, Uranus and Neptune, also called the gas giants, are far more massive than the inner planets.</p> <ul style="list-style-type: none"> - How many planets does the Solar System have? - What are the names of the planets? - Which is the biggest planet of the Solar System? - Which is the smallest planet of the Solar System? <p style="padding-left: 20px;">Which planet has rings?</p>	
TEACHING SUGGESTIONS	TEACHER'S SUGGESTIONS
<ul style="list-style-type: none"> Explore an illustration with information about a science-related topic. Point at and name the content of the illustration. Identify while listening, names and characteristics about a science-related topic in the illustration. Model questions and answers about the topic in the illustration. Complete questions orally with question words. Differentiate the intonation between questions and answers. Participate in the writing of questions and answers, based on an illustration with a science-related topic. Match writing of words to its corresponding pronunciation. Match images and text in a graphic about a science-related topic. Complete a graphic with words to identify its elements. 	
<i>Minimum hours suggested: 4 hours</i>	<i>Hours suggested by the teacher: ___ hours</i>

LISTENING/SPEAKING	READING/WRITING
<ul style="list-style-type: none"> Give and receive information about one's hometown natural sites and buildings. 	<ul style="list-style-type: none"> Participate in the writing of dialogues in which information about one's hometown natural sites and buildings is exchanged.
SPECIFIC TOPICS FOR REFLECTION	
<p>Features and types of oral and written texts</p> <ul style="list-style-type: none"> Structure of dialogues: opening, body, ending. <p>Phonic, syntactic and semantic elements of the texts</p> <ul style="list-style-type: none"> Verb tenses: present and future. Type of sentences: (statements, questions, etc.) Grammar: prepositions (<i>in, about, on, etc.</i>), personal pronouns (<i>I, you, me, her, us, etc.</i>), question words (<i>who, what, where, etc.</i>), modal verbs (<i>do, would, could, etc.</i>) 	
SUGGESTED EXAMPLES	TEACHER'S EXAMPLES
<ul style="list-style-type: none"> - Good morning, I think I'm lost. Do you know where the Museum of Modern Art is? - Yes. - Is it far from here? - Not that much. Walk until you find the convenience store, when you get there, walk three blocks to the right, there is a bakery at the corner, will see the bus stop in front of it. Any bus driving by will take you to the Museum of Modern Art. - Thank you very much! - You're welcome. You will get there in 15 minutes or so. 	
TEACHING SUGGESTIONS	TEACHER'S SUGGESTIONS
<ul style="list-style-type: none"> Explore dialogues in which information about one's hometown natural sites and buildings is exchanged, with the help of visual aids and non-verbal language. Identify while listening, information about one's hometown natural sites and buildings. Identify new vocabulary and find its meaning with bilingual dictionaries and/or with teacher's help. Play transmitter and intended audience's roles. Complete orally dialogues with information about one's hometown natural sites and buildings. Participate in the writing of sentences with information about one's hometown natural sites and buildings. 	
<i>Minimum hours suggested: 3-4 hours</i>	<i>Hours suggested by the teacher: ___ hours</i>

In addition to the specific topics for reflection suggested, the ones listed below are expected to be included in the contents since they help contextualize and give meaning to the activities. For example, *Graphic and textual components* are a necessary knowledge that helps *Follow the reading of a children's story* or *record basic information about a science-related topic in a chart*.

PERMANENT TOPICS FOR REFLECTION

Features and types of oral and written texts

- Structure, topic, purpose and intended audience of oral and written texts.
- Graphic and textual components.
- Contextual clues: non-verbal language (gestures, body language, signs and movements, glances, etc.).

Phonic, syntactic and semantic elements of the texts

- Acoustic characteristics: volume, tone, rhythm.
- Repertoire of words suitable for the practice of the language.
- Differences in letter-sound correspondences between the mother tongue and the foreign language.
- Types of sentences: statements, questions.
- Verb tenses.

Mechanics of writing

- Conventional letter-sound correspondence.
- Conventional writing of words: without additions, substitutions or omissions.
- Upper and lower-case letters.
- Punctuation.

6. Introduction to the NEPBE

The social practices of the language are the same for the two grades in Cycle 2; however, there are variations in the presentation of contents of the *Specific activities with the language*. Thus, teachers may start teaching the social practice of the language in Unit 1, either the familiar and community environment (***Talk and write to participate in everyday dialogues***) or the literary and ludic environment (***Read and sing songs***); or else, they can start teaching the social practice of the language in Unit 2, academic and formation environment (***Give and receive instructions to elaborate objects and record information***) or familiar and community environment (***Offer and receive information about one's self and acquaintances***).

The “Learning to do with the language” and “Learning to know about the language” of these practices are included in this guide for the two school grades, but the level of depth and complexity is what differentiates one from the other. Consequently, regardless of the practice of the language chosen to start teaching, students will be working with all contents of the unit; therefore, working with the NEPBE will be a familiar practice. However, when teaching the contents of the NEPBE, it is necessary to consider the following:

- ❖ Pay attention to the development of receptive communicative skills in the social practices.
- ❖ Take into account that topics for reflection are cyclical throughout the specific activities with the language; therefore, there are several opportunities to work with them in context.
- ❖ Emphasize the development of *Learning to be through the language* contents that haven't been taught (interculturality, attitudes, values, collaborative work, etc.).

**Appendix
Planning Format**

LISTENING/SPEAKING	READING/WRITING
Activities with the language	Activities with the language
TOPICS FOR REFLECTION	
Specific	
General	
TEXTS	
SUGGESTIONS TO APPROACH THE CONTENTS	
<i>Time estimated by the teacher: ___ hours</i>	

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