



SECRETARÍA DE  
EDUCACIÓN PÚBLICA

# NATIONAL ENGLISH PROGRAM IN BASIC EDUCATION

## Leveling Guide

Academic Support for English Language Teachers. Piloting Stage

## CYCLE 1



Dirección General de Desarrollo Curricular/ SEB/ SEP

*National English Program in Basic Education. Leveling Guide. Cycle 1. 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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## 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 UNESCO<sup>1</sup> 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.

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<sup>1</sup> 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.

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\* *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 Education (NEPBE) incorporates 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, a leveling guide for Cycle 1 was designed and included along with the materials that accompany the implementation of the NEPBE in its piloting stage. Its purpose is to offer teachers:

- A list of basic curricular contents designed to be worked in a minimum of one-and-a-half month period, so that it allows students of first and second grade to achieve the expected levels established in the NEPBE Study Programs. It also seeks an earlier introduction to the contents of the study programs of the students' grade, in order to guarantee that when finishing Cycle 1, 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.

## 1. General Characteristics of the Leveling Guide

This guide includes five sections: Cycle 1 purposes, Teaching Guidelines, Leveling Contents for First and Second Grades of Elementary School, an Introduction to the NEPBE Study Programs, and finally, an Appendix.

Cycle 1 purposes here to presented correspond to those established in the study programs 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) 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 1 at the end of the second 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 by 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 first and second grade of elementary school were defined based on the study programs for Cycle 1, its subsequent cycles, and the levels of achievement. As it is aforementioned, its purpose is to teach in a short period of time (15 hours/one and a half month) 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**: reading/writing.

- **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 features of oral and written texts common to every leveling content in Cycle 1 grades.

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 offered only 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 1 are presented in the Introduction; also, a printable planning format is included in the Appendix to show a way to plan and organize the class work and contents of this guide.

## **2. Purpose of Teaching English in Cycle 1**

The purpose of English language teaching in Cycle 1 of basic education (3<sup>rd</sup> grade preschool, 1<sup>st</sup> and 2<sup>nd</sup> grades elementary school) is to raise students' awareness about the existence of a language different from their mother tongue. Simultaneously, to get them acquainted with the foreign language by participating in routine and familiar *social practices of the language via specific activities with the language*, which promote interaction among students and the spoken and written texts from different social spheres. Therefore, at the end of this cycle students should be able to:

- Recognize the existence of other cultures and languages.
- Feel motivated and keep a positive attitude towards the English language.
- Develop basic communicative skills, especially the receptive ones.
- Reflect on how the writing system works.
- Get acquainted with different types of texts.
- Start exploring children's literature.
- Develop learning strategies which can be transferred to other areas of knowledge.
- Use some linguistic and non-linguistic resources to give information about themselves and their surroundings.

### 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 influence their performance during the leveling sessions.
- ❖ **Check and comprehend the Program of Cycle 1** in order to keep the continuity 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 the first cycle emphasizes the development of oral receptive skills, **examples 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 of 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 1. This guide presents a variety of **contents related to early literacy**. Even though it is not expected or intended that children become literate in English, the acquisition of skills and knowledge that can be transferred from one language to another is promoted (Vid. *Presentation. NEPBE Programs of study. Cycle 1*). This guide does not include lists of vocabulary nor strategies to teach them since it is impossible to consider all texts in which vocabulary can be taught.
- ❖ **Consider** the convenience of adopting the suggestions 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. It is important to notice that assessment in Cycle 1 does not involve promotion, so it is expected to be used only for **formative purposes**.

**4. Basic Leveling Contents**

**FIRST GRADE**

**ELEMENTARY**

**SCHOOL**

*Versión preliminar*



LISTENING/SPEAKING		READING/WRITING	
<ul style="list-style-type: none"> <li>Recognize and express words used in expressions of greeting, farewell and courtesy.</li> <li>Recognize and follow the instructions to school activities when listening to them with the help of graphics and non-verbal language.</li> </ul>		<ul style="list-style-type: none"> <li>Distinguish greeting and courtesy expressions in written form.</li> <li>Explore the writing of instructions to school activities.</li> </ul>	
SPECIFIC TOPICS FOR REFLECTION			
<b>Features and types of oral and written texts</b> <ul style="list-style-type: none"> <li>Non-verbal language.</li> </ul> <b>Knowledge of the writing system</b> <ul style="list-style-type: none"> <li>Written forms of proper names.</li> </ul>			
SUGGESTED EXAMPLES		TEACHER'S EXAMPLES	
1) - Good morning, Miss Julia. - Good morning, Mariana. - May I come in? - Please, come in, Mariana.  2) - Good afternoon, Micaela. How are you? - Good afternoon, José. I am/I'm fine, and you? - I am OK, thank you.		3) - Good morning, girls and boys. - Good morning, Mr. García. - Ramón, please, sit down. - Yes, Mr. García.  4) - Be quiet, everybody, please. Listen to me. - Yes, Miss Mercedes. - Now, children, open your books.	
SUGGESTIONS TO APPROACH THE CONTENTS		TEACHER'S SUGGESTIONS	
<ul style="list-style-type: none"> <li>Explore and model greeting, farewell and courtesy situations with the help of graphics and/or non-verbal language.</li> <li>Recognize words used in expressions of greeting, farewell and courtesy.</li> <li>Practice greeting, farewell and courtesy situations (teacher-group, teacher-student, student-student).</li> <li>Participate in the writing of words for expressions of greeting, farewell and courtesy in short dialogues.</li> <li>Explore and model instructions to school activities with the help of graphics and non-verbal language.</li> <li>Practice and create instructions to school activities with the whole group and individually.</li> <li>Participate in the reading aloud of specific instructions.</li> <li>Write down and complete words in specific instructions.</li> </ul>			
<i>Minimum time suggested: 4 hours</i>		<i>Time estimated by the teacher: ___ hours</i>	

LISTENING/SPEAKING	READING/WRITING
<ul style="list-style-type: none"> <li>• Listen to a song.</li> <li>• Recognize the words that portray emotional states.</li> <li>• Name in order, the letters that form the words in a song.</li> </ul>	<ul style="list-style-type: none"> <li>• Relate the words in a song to images that illustrate them.</li> </ul>
SPECIFIC TOPICS FOR REFLECTION	
<b>Features and types of oral and written texts</b> <ul style="list-style-type: none"> <li>• Musical elements in the literary language (rhyme, rhythm, etc.).</li> </ul>	
SUGGESTED EXAMPLES	TEACHER'S EXAMPLES
<i>Twinkle, twinkle, happy star</i> Twinkle, twinkle, happy star, twinkle, twinkle, happy star, how I wonder what you are! Up above the world so high, like a diamond in the sky.	
SUGGESTIONS TO APPROACH THE CONTENTS	TEACHER'S SUGGESTIONS
<ul style="list-style-type: none"> <li>• Model a song with the help of graphics and non-verbal language.</li> <li>• Sing the song with the entire group and/or in teams.</li> <li>• Indicate rhyming words, with applauses or other physical activities.</li> <li>• Participate in the reading aloud of the song lyrics and name in order the letters of some of the words.</li> <li>• Change the word or words that portray emotional states in the song and sing it again with the new word or words.</li> <li>• Participate in the writing of words that portray emotional states.</li> </ul>	
<i>Minimum time suggested: 2 hours</i>	<i>Time estimated by the teacher: ___ hours</i>

LISTENING/SPEAKING	READING/WRITING
<ul style="list-style-type: none"> <li>Listen and express the name of food products and numbers with the help of graphics and non-verbal language.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the names of food products and the written names and marks of numbers.</li> </ul>
SPECIFIC TOPICS FOR REFLECTION	
<b>Features and types of oral and written texts</b> <ul style="list-style-type: none"> <li>Intonation differences between questions and answers.</li> </ul>	
SUGGESTED EXAMPLES	TEACHER'S EXAMPLES
<ul style="list-style-type: none"> <li>- What is this?</li> <li>- This is sugar/salt/an orange.</li> <li>- These are three (3) oranges/four (4) mangoes.</li> <li>- Is this a pumpkin?</li> <li>- Yes, this is a pumpkin. / No, these are two (2) lemons. / No, this is an apple.</li> </ul>	
SUGGESTIONS TO APPROACH THE CONTENTS	TEACHER'S SUGGESTIONS
<ul style="list-style-type: none"> <li>Explore and identify; name and number of food products with the help of graphics and non-verbal language.</li> <li>Model and practice questions and answers to identify the name and number of food products, in teams and/or individually.</li> <li>Participate in the reading aloud of questions and answers.</li> <li>Participate in the writing of the names of food products and the names and written marks of numbers.</li> </ul>	
<i>Minimum time suggested: 2 hours</i>	<i>Time estimated by the teacher: ___ hours</i>

LISTENING/SPEAKING	READING/WRITING
<ul style="list-style-type: none"> <li>Recognize, express and respond to questions about the name, size and color of objects in the classroom and at home.</li> </ul>	<ul style="list-style-type: none"> <li>Revise the writing of names, colors and size of objects in the classroom and/or at home with the help of graphics.</li> </ul>
SPECIFIC TOPICS FOR REFLECTION	
<p><b>Features and types of oral and written texts</b></p> <ul style="list-style-type: none"> <li>Graphic and textual components (interrogation mark).</li> <li>Intonation differences between questions and answers.</li> </ul>	
SUGGESTED EXAMPLES	TEACHER'S EXAMPLES
<ul style="list-style-type: none"> <li>- What is this?/What are these?</li> <li>- This is a table./This is a blackboard./These are two spoons./These are five books.</li> <li>- Is this notebook red?</li> <li>- Yes, the notebook is red./Yes, it is./No, the notebook is green./No, it is not.</li> <li>- Is your table big?</li> <li>- Yes, my table is big./Yes, it is./No, my table is small./ No, it isn't.</li> </ul>	
SUGGESTIONS TO APPROACH THE CONTENTS	TEACHER'S SUGGESTIONS
<ul style="list-style-type: none"> <li>Explore and identify name, size and color of objects in the classroom and at home with the help of graphics.</li> <li>Orally complete the names of objects in the classroom and at home.</li> <li>Model questions and answers about the name, size and color of objects in the classroom and at home.</li> <li>Distinguish, while listening, the intonation differences between questions and answers.</li> <li>Practice the questions and answers with the group and individually.</li> <li>Participate in the writing of names, colors and size of objects in the classroom and at home.</li> <li>Recognize the writing of questions, the order of their elements and interrogation mark.</li> </ul>	
<i>Minimum time suggested: 3 hours</i>	<i>Time estimated by the teacher: ___ hours</i>

LISTENING/SPEAKING	READING/WRITING
<ul style="list-style-type: none"> <li>Recognize and respond to questions about physical appearance and names of body parts.</li> </ul>	<ul style="list-style-type: none"> <li>Complete the written names of body parts with the help of graphics.</li> </ul>
SPECIFIC TOPICS FOR REFLECTION	
<b>Features and types of oral and written texts</b> <ul style="list-style-type: none"> <li>Textual and graphic components (interrogation mark).</li> </ul>	
SUGGESTED EXAMPLES	TEACHER'S EXAMPLES
<ul style="list-style-type: none"> <li>- What is this? What are these?</li> <li>- This is a hand./This is your head./These are your legs./These are your arms.</li> <li>- Is this my foot?</li> <li>- Yes, this/that is your foot.</li> <li>- Yes, it is.</li> <li>- No, this/that is your hand.</li> <li>- No, it is not/isn't.</li> <li>- Is my hair red?</li> <li>- No, your hair is black./No, it isn't./Yes, your hair is red./Yes, it is.</li> <li>- Are you tall?</li> <li>- No, I am short./No, I'm not./Yes, I'm tall./ Yes, I am.</li> </ul>	
SUGGESTIONS TO APPROACH THE CONTENTS	TEACHER'S SUGGESTIONS
<ul style="list-style-type: none"> <li>Identify and explore the name of body parts and of words for physical appearance, with the help of graphics and non-verbal language.</li> <li>Point at body parts when listening to their name.</li> <li>Model questions and answers about the names of body parts and of words for physical appearance.</li> <li>Distinguish, while listening, the intonation differences between words and answers.</li> <li>Practice the questions and answers with the group and individually.</li> <li>Participate in the writing of names of body parts and of words for physical appearance.</li> <li>Complete questions and answers about the names of body parts and words for physical appearance.</li> </ul>	
<i>Minimum time suggested: 2 hours</i>	<i>Time estimated by the teacher: ___ hours</i>

LISTENING/SPEAKING	READING/WRITING
<ul style="list-style-type: none"> <li>Follow the reading aloud of information about nature (animals, vegetation, etc).</li> </ul>	<ul style="list-style-type: none"> <li>Explore the writing of words that denominate living beings.</li> </ul>
<b>SPECIFIC TOPICS FOR REFLECTION</b>	
<p><b>Features and types of oral and written texts</b></p> <ul style="list-style-type: none"> <li>Graphic distribution of the texts (title, paragraph).</li> </ul> <p><b>Knowledge of the writing system</b></p> <ul style="list-style-type: none"> <li>Upper-case and lower-case letters.</li> </ul>	
SUGGESTED EXAMPLES	TEACHER'S EXAMPLES
<p style="text-align: center;"><i>Dolphins</i></p> <p>Dolphins are marine mammals, like whales and orcas. Most of them live in the sea, but there are dolphins in the Amazon river also. Dolphins are carnivores; they usually eat fish and squid. Their bodies are adapted for fast swimming. They are very social, living in big groups. Dolphins are one of the most intelligent animals on our planet.</p>	
SUGGESTIONS TO APPROACH THE CONTENTS	TEACHER'S SUGGESTIONS
<ul style="list-style-type: none"> <li>Model the reading aloud of a text with information about nature.</li> <li>Make connections between living beings and their names with the help of graphics.</li> <li>Participate in the reading aloud of information about nature.</li> <li>Complete and write words that name living beings in nature.</li> </ul>	
<i>Minimum time suggested: 2 hours</i>	<i>Time estimated by the teacher: ___ hours</i>

**5. Basic Leveling Contents**

**SECOND GRADE**

**ELEMENTARY  
SCHOOL**



LISTENING/ SPEAKING		READING/WRITING	
<ul style="list-style-type: none"> <li>Understand and express words used in expressions of greeting, farewell and courtesy.</li> </ul>		<ul style="list-style-type: none"> <li>Participate in the writing of expressions of greeting, farewell and courtesy.</li> </ul>	
SPECIFIC TOPICS FOR REFLECTION			
<b>Features and types of oral and written texts</b> <ul style="list-style-type: none"> <li>Differences between the intonation of questions and answers.</li> </ul>			
SUGGESTED EXAMPLES		TEACHER'S EXAMPLES	
1) - Good afternoon, teacher. - Good afternoon, children. - Can we have a game after class? - Yes, you can. - Thank you, teacher.	2) - Hello, Arturo. How've you been? - Fine. Hello, Irene, how do you do? - Fine. Thank you. It's nice to see you again. - Thanks. Well, I'll see you around. - So long, Arturo. - Farewell, Irene.		
SUGGESTIONS TO APPROACH THE CONTENTS		TEACHER'S SUGGESTIONS	
<ul style="list-style-type: none"> <li>Explore and model greeting, farewell and courtesy situations with the help of graphics and/or non-verbal language.</li> <li>Recognize words used in greeting, farewell and courtesy expressions.</li> <li>Select greeting, farewell and courtesy expressions to participate in a role playing game.</li> <li>Participate in the writing of words in greeting, farewell and courtesy expressions in dialogues.</li> <li>Complete dialogues, by writing greeting, farewell and courtesy words.</li> </ul>			
<i>Minimum time suggested: 3 hours</i>		<i>Time estimated by the teacher: ___ hours</i>	

LISTENING/ SPEAKING	READING/WRITING
<ul style="list-style-type: none"> <li>• Listen to and explore a song and practice the pronunciation of words with the help of graphics and non-verbal language.</li> <li>• Recognize the words that portray an emotional state in a song.</li> <li>• Name in order, the letters that form the words in a song.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the writing of words in a song.</li> <li>• Recognize sections or parts in a song.</li> </ul>
SPECIFIC TOPICS FOR REFLECTION	
<p><b>Features and types of oral and written texts</b></p> <ul style="list-style-type: none"> <li>• Graphic distribution of the texts (title, stanzas, images).</li> <li>• Musical elements in the literary language (rhyme, rhythm, etc.).</li> </ul> <p><b>Knowledge of the writing system</b></p> <ul style="list-style-type: none"> <li>• Conventional letter-sound correspondence.</li> </ul>	
SUGGESTED EXAMPLES	TEACHER'S EXAMPLES
<p><i>If you're happy and you know it</i></p> <p>If you're happy and you know it, clap your hands (<i>clap, clap</i>).  If you're happy and you know it, clap your hands (<i>clap, clap</i>).  If you're happy and you know it and you really want to show it,  if you're happy and you know it, clap your hands (<i>clap, clap</i>).</p> <p>If you're jolly and you know it,  stomp your feet (<i>stomp, stomp</i>).</p> <p>...</p>	
SUGGESTIONS TO APPROACH THE CONTENTS	TEACHER'S SUGGESTIONS
<ul style="list-style-type: none"> <li>• Explore and model a song with the help of graphics and non-verbal language.</li> <li>• Sing the song with the entire group and individually, making an emphasis in the pronunciation of certain sounds.</li> <li>• Recognize rhythm and rhyme with applauses and other sound effects.</li> <li>• Participate in the reading aloud of the lyrics of the song.</li> <li>• Identify, repeat and name in order the letters that form the words that portray emotional states. Participate in the writing of words that portray emotional states.</li> </ul>	
<p><i>Minimum time suggested: 3 hours</i></p>	<p><i>Time estimated by the teacher: _____ hours</i></p>

LISTENING/ SPEAKING	READING/WRITING
<ul style="list-style-type: none"> <li>• Comprehend and follow instructions for everyday school and home activities, while listening to them.</li> <li>• Follow the reading aloud of words related to household areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in the writing of instructions for everyday school and home activities, as well as words related to household areas.</li> </ul>
SPECIFIC TOPICS FOR REFLECTION	
<b>Knowledge of the writing system</b> <ul style="list-style-type: none"> <li>• Word and sentence structure.</li> </ul>	
SUGGESTED EXAMPLES	TEACHER'S EXAMPLES
<ul style="list-style-type: none"> <li>- Please, fill the glass with water in the kitchen.</li> <li>- Go to the principal's office.</li> <li>- Stand up and get in line.</li> <li>- Bring a chair to the bedroom.</li> <li>- Turn off the lights in the bathroom.</li> <li>- Take the cup of coffee to the living room.</li> <li>- Do not stand on your chairs.</li> <li>- Do not shout in the classroom.</li> </ul>	
SUGGESTIONS TO APPROACH THE CONTENTS	TEACHER'S SUGGESTIONS
<ul style="list-style-type: none"> <li>• Explore and model instructions for everyday school and home activities, with the help of graphics and non-verbal language.</li> <li>• Distinguish the intonation of indications.</li> <li>• Recognize the names of areas and specific places in the classroom and at home, while listening to them.</li> <li>• Practice instructions with the entire group, in teams and individually.</li> <li>• Select instructions and participate in a role-playing game.</li> <li>• Participate in the reading aloud of specific instructions.</li> <li>• Complete words in specific instructions.</li> </ul>	
<i>Minimum time suggested: 3 hours</i>	<i>Time estimated by the teacher: ____ hours</i>

LISTENING/ SPEAKING		READING/WRITING
<ul style="list-style-type: none"> <li>Recognize and express questions and answers to acknowledge one's own and other person's facts (name, age, job or activities), personal preferences (food, colors) and physical appearance.</li> </ul>		<ul style="list-style-type: none"> <li>Revise the writing of questions and answers about one's own and other person's facts, personal preferences, or physical appearance.</li> </ul>
SPECIFIC TOPICS FOR REFLECTION		
<p><b>Features and types of oral and written texts</b></p> <ul style="list-style-type: none"> <li>Graphic and textual components (interrogation marks).</li> </ul> <p><b>Knowledge of the writing system</b></p> <ul style="list-style-type: none"> <li>Upper-case and lower-case letters.</li> </ul>		
SUGGESTED EXAMPLES		TEACHER'S EXAMPLES
<p>1) - What is your name?  - My name is Esteban.  - How old are you?  - I am seven years old.  - Which is your favorite food, grapefruits or limes?  - I love limes.  - What color do you prefer, blue or green?  - I prefer blue.  - Do you have big or small eyes?  - I have small eyes.  - What does your father do for a living?  - He is a teacher.</p>	<p>2) - What's your name?  - My name is Beatriz.  - What are your parents' names?  - My mother's name is Andrea and my father's name is Roberto.  - What do they do?  - They are shop clerks.  - What do you like to do in the afternoons?  - I like to play with my friends.  - Do you like strawberries?  - Yes, I do.  - Is your hair straight or curly?  - My hair is straight.</p>	
SUGGESTIONS TO APPROACH THE CONTENTS		TEACHER'S SUGGESTIONS
<ul style="list-style-type: none"> <li>Explore and model dialogues where facts (name, age, trade or activities), personal preferences (food, colors) and physical appearance are exchanged with the help of graphics and non-verbal language.</li> <li>Identify words that express facts, personal preferences and physical appearance characteristics, while listening to them.</li> <li>Model questions and answers about facts, personal preferences, and physical appearance.</li> <li>Practice the questions and answers with the entire group and individually.</li> <li>Complete orally questions about data, personal preferences and physical appearance.</li> <li>Participate in the writing of words that express data, personal preferences and physical appearance.</li> <li>Write words to complete questions and answers about data, personal preferences and physical appearance.</li> </ul>		
<i>Minimum time suggested: 3 hours</i>		<i>Time estimated by the teacher: _____ hours</i>

LISTENING/ SPEAKING	READING/WRITING
<ul style="list-style-type: none"> <li>• Follow the reading aloud of a text with information about nature (animals, vegetation, ecosystems, etc.).</li> <li>• Formulate and respond to questions about the characteristics of living beings and elements in nature (animals, vegetation, ecosystems, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the writing of words that portray living beings or elements in nature.</li> <li>• Explore the writing of questions and answers about the characteristics of living beings or elements in nature.</li> </ul>
SPECIFIC TOPICS FOR REFLECTION	
<b>Features and types of oral and written texts</b> <ul style="list-style-type: none"> <li>• Graphic and textual components (title, paragraphs, interrogation mark).</li> </ul>	
SUGGESTED EXAMPLES	TEACHER'S EXAMPLES
<p style="text-align: center;"><i>Tropical rainforests</i></p> <p>Tropical rainforests are forests with tall trees and warm climate. It rains a lot there. You can find big cats (jaguars, leopards) and primates (including monkeys). Many rainforest mammals are small and night creatures. Bats and rodents are the most abundant animals in most rainforests. The tropical rainforests are the home of many birds, reptiles and amphibians (e.g. salamanders, newts).</p> <ul style="list-style-type: none"> <li>- Are jaguars small?</li> <li>- No, they are not.</li> <li>- Are trees in the rainforest small or tall?</li> <li>- The trees in the rainforest are tall.</li> <li>- Are rainforest mammals day creatures?</li> <li>- No, they are night creatures.</li> <li>- Are monkeys big cats?</li> <li>- No, they are not. They are primates.</li> </ul>	
SUGGESTIONS TO APPROACH THE CONTENTS	TEACHER'S SUGGESTIONS
<ul style="list-style-type: none"> <li>• Explore and model the reading aloud of a text with information about nature (animals, vegetation, ecosystems, etc.) with the help of graphics.</li> <li>• Identify the names and characteristics of living beings and elements in nature that appear on the text, while listening to them.</li> <li>• Participate in the reading aloud of a text with information about nature.</li> <li>• Model questions and answers about living beings and elements in nature based on the previous reading.</li> <li>• Differentiate the intonation between questions and answers.</li> <li>• Practice orally the questions and answers with the entire group, in teams and individually.</li> <li>• Participate in the writing of questions and answers about the previous reading.</li> <li>• Complete and write words that portray living beings and elements in nature.</li> <li>• Make connections between the writing and the pronunciation of words.</li> </ul>	
<i>Minimum time suggested: 3 hours</i>	<i>Time estimated by the teacher: ___ hours</i>

In addition to the specific topics of reflection suggested, the ones listed below are expected to be included in the contents since they help to contextualize and give meaning to the activities. For example, *purpose and intended audience of oral and written texts* is a necessary knowledge that helps to *Identify and follow school instructions of school activities while listening , with the support of visual aids and non-verbal language, or Follow the reading aloud of a text with information about the world of nature (animals, vegetation, ecosystems, etc.)*.

#### PERMANENT TOPICS FOR REFLECTION

##### **Features and types of oral and written texts**

- Purpose and intended audience of oral and written texts.
- Graphic and textual components.
- Graphic distribution of texts.

##### **Knowledge of the writing system**

- Repertoire of words suitable for the practice of the language.
- Word formation (beginning/ending, variety and number of letters).
- Writing directionality.
- Correspondence between parts of writing and speaking.
- Correspondence between text and images.
- Differences between numbers and letters.

## 6. Introduction to the NEPBE

The social practices of the language are the same for all three grades in Cycle 1; however, there are variations in depth and complexity of contents derived from the *Specific activities with the language*. Thus, teachers may select the social practice of the language in Unit 1 of the grade they are teaching: familiar and community environment (**Understand and use every day greeting, courtesy, and farewell expressions**) or literary and ludic environment (**Participate in the reading and writing of rhymes and stories in verse**).

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 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, cooperative work, etc.).
- ❖ Consider the students' literacy stage in order to develop contents related to reading and writing included in the specific activities with the language.

**Appendix  
Planning Format**

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



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