



SECRETARÍA DE  
EDUCACIÓN PÚBLICA

# NATIONAL ENGLISH PROGRAM IN BASIC EDUCATION

## Leveling Guide

Academic Support for English Language Teachers. Piloting Stage

## CYCLE 3



Dirección General de Desarrollo Curricular/ SEB/ SEP

*National English Program in Basic Education. Leveling Guide. Cycle 3. Academic Support for English Language Teacher. Piloting Stage (English version)* 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 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<sup>2</sup> (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 3 was developed as part of the materials that accompany the implementation of the NEPBE in its piloting stage, and it is intended to provide teachers with:

- A list of basic contents designed to work in a minimum of a two-month period, so that it allows fifth and sixth 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 3 students will have reached the purposes and levels of achievement set.
- A set of teaching guidelines and considerations that teachers should take into account when beginning with the teaching of the NEPBE Study Programs.

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<sup>2</sup> 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 3, teaching guidelines, leveling contents for fifth and sixth grades of elementary school, introduction to the NEPBE Study Programs, and an Annex.

The purposes reported that are here to presented correspond to those set in the Cycle 3 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 extent in which contents must be taught. Thus, it is guaranteed that during the first two months (20 hours of class) students will get the necessary knowledge to work the contents of the grade they are in, and consequently reach the achievement levels for Cycle 3 at the end of sixth grade elementary school.

The teaching guidelines are intended to support the teacher in the teaching of leveling contents through a set of methodological strategies 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 fifth and sixth grade of elementary school were defined based on the Study Program of Cycle 3, the previous and subsequent cycles, and levels of achievement. As it is aforementioned, its purpose is to teach in a short period of time (20 hours/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**: 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 characteristics of oral and written texts, common to all Cycle 3 leveling contents.

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 affect 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 3 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.

## **2. Purpose of English language teaching for Cycle 3**

The purpose of English language teaching in Cycle 3 of basic education (5<sup>th</sup> and 6<sup>th</sup> grades elementary school) is that students participate in some social practices of the language that allow them to interact with oral and written texts, understand, and use English to develop simple everyday communicative activities on familiar topics or situations. At the end of this cycle, the students should be able to:

- Understand and produce everyday or routine information and its general meaning.
- Start or intervene in conversations or transactions using verbal and non-verbal strategies.
- Recognize similarities and differences in form and social use between their mother language and the foreign language.
- Use strategies to present information, understand academic texts, and solve simple academic problems.
- Express opinions and provide simple descriptions.
- Produce comprehensible messages by adapting linguistic forms and pronunciation.
- Use strategies to recognize form and understand content in a variety of simple literary texts.
- Interact with and use oral and written texts for specific purposes.
- Socialize using common expressions.

### 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 3** (5<sup>th</sup> and 6<sup>th</sup> grades, Elementary school) in order to keep the sequence of this guide. The Study Programs are a reference 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 addressed. 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 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 3. **This guide does not include lists of vocabulary nor strategies** 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. **Assessment** does not involve student's promotion as its main function is **formative**.

Versión preliminar

**4. Basic Leveling Contents.**

**FIFTH GRADE**

**ELEMENTARY  
SCHOOL**

*Versión Preliminar QMI*

*Versión preliminar CNI*

LISTENING /SPEAKING			READING /WRITING		
<ul style="list-style-type: none"> <li>• Interpret and produce greeting, farewell, and courtesy expressions.</li> <li>• Identify and follow while listening, instructions of every day school and home activities.</li> <li>• Formulate and answer to questions about name, size and color of classroom and/or home objects.</li> <li>• Understand and produce expressions to ask and offer help or to get what is wanted or needed from others.</li> <li>• Ask for and give information about the immediate surrounding (dates, schedules, object locations).</li> </ul>			<ul style="list-style-type: none"> <li>• Write greeting, farewell, and courtesy expressions.</li> <li>• Participate in the writing of instructions of everyday school and home activities.</li> <li>• Write questions and answers about name, size and color of classroom and/or home objects.</li> <li>• Participate in the writing of expressions to ask and offer help or to get what is wanted or needed from others.</li> <li>• Write questions and answers to get information about the immediate surrounding (dates, schedules, object locations).</li> </ul>		
SPECIFIC TOPICS FOR REFLECTION					
<b>Phonic, syntactic and semantic elements of texts</b> <ul style="list-style-type: none"> <li>• Type of sentences (statements, questions, etc.)</li> <li>• Grammar: prepositions (<i>in, about, on, etc.</i>), possessive adjectives (<i>my, your, etc.</i>), personal pronouns (<i>I, you, me, her, us, etc.</i>), question words (<i>who, what, where, etc.</i>)</li> <li>• Verb forms: modals (<i>shall, would, could, etc.</i>), phrasal verbs</li> </ul>					
SUGGESTED EXAMPLES			TEACHER'S EXAMPLES		
1) - Good afternoon, children. - Good afternoon, Ms. Hernández. - Lift up your chairs and arrange them. - Now, Mariana, could you come to the blackboard and write the date? - Certainly, what date is today? - Today is Wednesday, March 24 <sup>th</sup>	3) - Irene and Alberto, could you help me distribute these color pencils among your classmates? - Which ones? - The red ones, please.	5) - Everybody, draw a clock on your sheet of paper. - Yes - Now, could someone tell me what time it is? - Yes, teacher, it's five o'clock. - Well, draw that on your clock.			
2) - Oh, Francisco, I am sorry to bother you, can you open the window next to your seat, please? - Thank you, Francisco.	4) - Does everybody have a sheet of paper? - No, I don't. - Here you are, Óscar. - Thanks.	6) - Beatriz, my pencil is unsharpened. May I borrow your sharpener? - Of course, take it. - Thank you, very much. - You're welcome.			

TEACHING SUGGESTIONS	TEACHER'S SUGGESTIONS
<ul style="list-style-type: none"> <li>• Explore and model short dialogues in which instructions of every day school and home activities are followed and given; name, size and color of home or school objects are identified; expressions to get what is wanted or needed are identified and understood; and information about the immediate surrounding is given and received, with the help of visual aids and/or non-verbal language.</li> <li>• Participate in the reading aloud of dialogues.</li> <li>• Identify greeting, farewell, and courtesy expressions.</li> <li>• Identify expressions with every day instructions, to identify name, size and color of objects, and/or to get what is wanted or needed.</li> <li>• Play transmitter and intended audience's roles.</li> <li>• Write greeting, farewell, and courtesy expressions in short dialogues.</li> <li>• Participate in the writing of words and sentences in dialogues in which information about the immediate surrounding is given and received.</li> <li>• Complete short dialogues by writing expressions to give instructions about every day activities.</li> <li>• Complete short dialogues by writing information to get what is wanted or needed from others.</li> </ul>	
<b>Minimum hours suggested: 4-5 hours</b>	<b>Hours suggested by the teacher: ___ hours</b>

LISTENING /SPEAKING	READING /WRITING
<ul style="list-style-type: none"> <li>• Listen to stories.</li> <li>• Understand and express moods, physical appearance, objects, setting in a story.</li> <li>• Spell words from a story.</li> <li>• Narrate the plot of a story, with the help of visual aids.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in the writing of questions and answers to get specific information from a story.</li> <li>• Complete a story with words that come from a repertoire of words.</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>• Elements of a story: plot, characters, setting.</li> </ul> <p><b>Phonic, syntactic and semantic elements of texts</b></p> <ul style="list-style-type: none"> <li>• Grammar: connectors (<i>and, or, etc.</i>), adverbs (<i>here, there, calmly etc.</i>), articles (<i>a, an, the</i>).</li> <li>• Verb tense: past.</li> <li>• Adjectives: qualitative.</li> </ul>	
SUGGESTED EXAMPLES	TEACHER'S EXAMPLES
<p>1) <i>The lady of the lake</i> (fragment)</p> <p>There was once a young man who lived on a farm with his mother. He told his mother that it was time for him to find a wife, but he had no one in mind. One day, while he was sitting by the river, a beautiful young girl appeared from the water, combing her long blonde hair with a golden comb.</p> <p>He tried to persuade her to come to the shore by offering her a piece of his bread...</p> <p>- Who did the young man live with?</p> <p>- What was the young man doing when the young girl appeared?</p> <p>2) <i>The nixie in the pond</i> (fragment)</p> <p>Once upon a time there was a miller. He lived happily with his wife. They had money and land, and their prosperity increased from year to year. But misfortune came suddenly, and their wealth began to decrease from year to year, until finally, the miller barely owned the mill where he lived. He was in great distress, and when he went to bed after a day's work, he found no rest, but tossed and turned in his bed, filled with worries.</p> <p>One morning he got up before daybreak and went outside, thinking that the fresh air would cheer him up. As he was walking across the mill dam, the first sunbeam was just appearing, and he heard something moving in the pond.</p>	
TEACHING SUGGESTIONS	TEACHER'S SUGGESTIONS
<ul style="list-style-type: none"> <li>• Explore a children's story, with the help of visual aids and non-verbal language.</li> <li>• Follow the reading aloud of a children's story and perform characters' actions (get</li> </ul>	

<p>dressed, walk, rest, etc.)</p> <ul style="list-style-type: none"> <li>• Identify and define new words and phrases with bilingual dictionaries and with teacher's help.</li> <li>• Identify narrator, leading and supporting characters.</li> <li>• Identify story settings by name (vegetation, weather, furniture, etc.)</li> <li>• Mention sentences that describe the main actions in a story (plot), based on a model and with the help of visual aids.</li> <li>• Answer to questions about the leading and supporting characters of a story.</li> <li>• Complete sentences of a story.</li> <li>• Identify parts or basic elements of sentences.</li> </ul>	
<p><b>Minimum hours suggested:</b> 4-5 hours</p>	<p><b>Hours suggested by the teacher:</b>___ hours</p>

Versión preliminar

CNI

LISTENING /SPEAKING	READING /WRITING
<ul style="list-style-type: none"> <li>Listen to the reading of written advertisements.</li> </ul>	<ul style="list-style-type: none"> <li>Identify specific information of advertisements (name, date, place).</li> </ul>
<b>SPECIFIC TOPICS FOR REFLECTION</b>	
<b>Phonic, syntactic and semantic elements of texts</b> <ul style="list-style-type: none"> <li>Comparison between words, sounds and graphics of the mother tongue and foreign language.</li> </ul>	
SUGGESTED EXAMPLES	TEACHER'S EXAMPLES
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">           Conference "Music for children in the 21<sup>st</sup> century"            March 26<sup>th</sup>, 7 pm.            Sousa Auditorium, National Music and Arts School.            456 Spring St. and Leave Ave. Anyville.            Free admission to seniors and under 12's            Ticket \$5         </div> <ul style="list-style-type: none"> <li>- What is the name of the conference?</li> <li>- How much does the ticket cost?</li> <li>- Where is the Sousa Auditorium?</li> </ul>	
TEACHING SUGGESTIONS	TEACHER'S SUGGESTIONS
<ul style="list-style-type: none"> <li>Explore an advertisement by speaking and writing.</li> <li>Identify the event, fact or product advertised by its name.</li> <li>Find and identify general information (name, date, place, etc.) as well as characteristics of the advertised event, fact or product.</li> <li>Find the meaning of new words in bilingual dictionaries and/or with teacher's help.</li> <li>Read aloud general information of an event, fact or product.</li> </ul>	
<b>Minimum hours suggested: 2.5 hours</b>	<b>Hours suggested by the teacher:___ hours</b>

LISTENING /SPEAKING	READING /WRITING
<ul style="list-style-type: none"> <li>• Interpret and ask questions and answers to get personal information (name, age, occupation or activities), preferences (food, colors, etc.) and one's own and others' physical appearance.</li> <li>• Express and ask about expectations, wishes, purposes and intentions about familial/or school situations.</li> <li>• Express and ask about routines.</li> <li>• Ask and answer information about personal experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Write questions and answers about personal information, preferences, and one's own and others' physical appearance, with the help of visual aids.</li> <li>• Participate in the writing of questions and answers to find out familial and/or school expectations, wishes, purposes and intentions.</li> <li>• Write questions and answers about routines and personal experiences.</li> <li>• Complete written dialogues about expectations, routines and personal experiences, with the help of visual aids.</li> </ul>
SPECIFIC TOPICS FOR REFLECTION	
<p><b>Phonic, syntactic and semantic elements of texts</b></p> <ul style="list-style-type: none"> <li>• Verb tense: future.</li> <li>• Grammar: personal pronouns (I, us, etc.), question words (who, what, where, etc.), modal verbs (would, may, etc.)</li> <li>• Verb forms: infinitive (<i>to read, to see, etc.</i>), auxiliary (<i>do, did, have, etc.</i>), gerund (<i>running, making, etc.</i>)</li> </ul>	
SUGGESTED EXAMPLES	TEACHER'S EXAMPLES
<p>1) - What is your name?  - My name is Elsa.  - How old are you?  - I am 10 years old.  - Can you describe two of your physical features?  - Well, my hair is black and I have long fingers.  - What do your parents do?  - My mother is an engineer and my father is a graphic designer.  - What activities do you like, and which is your favorite food and color?  - I like to play football. My favorite food is oranges and I also like that color.</p> <p>2) - What are your expectations for this school year?  - Well, I want to get good grades in every subject and I want to make new friends.</p>	

<p>3) - What do you usually do on Saturday mornings?  - I get up early to feed my dog, and then I help my father to make breakfast. I wake my little brother up and we water the plants.</p> <p>4) - What did you do last vacations?  - We went to a little town not far from here. We walked around and had a look at the clothes the villagers make. We saw the fireworks at night and we watched a popular dance.</p>	
TEACHING SUGGESTIONS	TEACHER'S SUGGESTIONS
<ul style="list-style-type: none"> <li>• Explore a dialogue in which personal information, preferences, routines, familial and school purposes and expectations, and personal experiences is offered and received, with the help of visual aids.</li> <li>• Participate in the reading aloud of parts in a dialogue.</li> <li>• Identify expressions about personal information and preferences, routines, familial and school expectations and purposes, as well as personal experiences.</li> </ul> <ol style="list-style-type: none"> <li>1. Play transmitter and intended audience's roles.</li> <li>2. Complete orally sentences in a dialogue about expectations, routines and personal experiences, based on a repertoire of words.</li> <li>3. Use previously written sentences to express orally, expectations, routines, and experiences.</li> <li>4. Complete by writing, sentences to express expectations, routines, and experiences, based on a model.</li> <li>5. Write questions and answers about personal information, preferences, and one's own and others' physical appearance, based on a model.</li> </ol>	
<b>Minimum hours suggested: 5 hours</b>	<b>Hours suggested by the teacher:___ hours</b>

LISTENING /SPEAKING	READING /WRITING
<ul style="list-style-type: none"> <li>Listen the reading of information about a science-related topic (living beings, phenomena and natural sites, etc.)</li> <li>Formulate and respond to questions to get information about a science-related topic.</li> <li>Find information about a science-related topic in a graph while listening to it.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in the writing of questions and answers to get information about living beings and natural sites.</li> <li>Organize information about living beings and natural sites in a graph.</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>Graphics: title, text and images.</li> </ul> <p><b>Phonic, syntactic and semantic elements of texts</b></p> <ul style="list-style-type: none"> <li>Questions words (<i>how, what, which, etc.</i>)</li> <li>Verb tense: Present.</li> </ul> <p><b>Mechanics of writing</b></p> <ul style="list-style-type: none"> <li>Conventional writing of words (no substitutions, additions or omissions)</li> </ul>	
SUGGESTED EXAMPLES	TEACHER'S EXAMPLES
<p style="text-align: center;"><i>Oasis</i></p> <p>An oasis is an isolated area of vegetation in a desert that typically surrounds a water source. An oasis is formed from underground rivers or by the accumulation of water where it can reach the surface naturally by pressure or by man-made wells. Occasional brief storms provide subterranean water to sustain natural oases. Layers of impermeable rock and stone can trap water and retain it in pockets; or on long ridges or volcanic dikes water can collect and filter to the surface. The water is then used by migrating birds that also drop seeds which will grow at the water's edge.</p> <ul style="list-style-type: none"> <li>- Where can an oasis be found?</li> <li>- How is an oasis formed?</li> <li>- What do storms do to an oasis?</li> <li>- According to the reading, which living beings use water in an oasis?</li> </ul>	
TEACHING SUGGESTIONS	TEACHER'S SUGGESTIONS
<ul style="list-style-type: none"> <li>Explore an illustrated text about a science-related topic.</li> <li>Identify and name title, paragraphs, illustrations and graphics.</li> <li>Identify while listening, names and characteristics of a science-related topic.</li> <li>Participate in the reading of an illustrated text of a science-related topic.</li> <li>Find out the meaning of new words in bilingual dictionaries and/or with teacher's help.</li> </ul>	

<ul style="list-style-type: none"> <li>• Model questions and answers about a text.</li> <li>• Complete questions orally with question words.</li> <li>• Divide questions into the words that form them.</li> <li>• Participate in the writing of questions and answers, based on an illustrated science-related topic.</li> <li>• Match writing of words to their corresponding pronunciation.</li> <li>• Design a double column chart to classify elements of an illustrated science-related topic (animals, places, etc.).</li> <li>• Complete the double column chart.</li> </ul>	
<b>Minimum hours suggested: 4-5 hours</b>	<b>Hours suggested by the teacher: ___ hours</b>

Versión preliminar

CMI

*Versión preliminar CNI*

**5. Basic Leveling Contents.**

**SIXTH GRADE**

**ELEMENTARY**

**SCHOOL**

*Versión Preliminar CMI*

*Versión preliminar CNI*

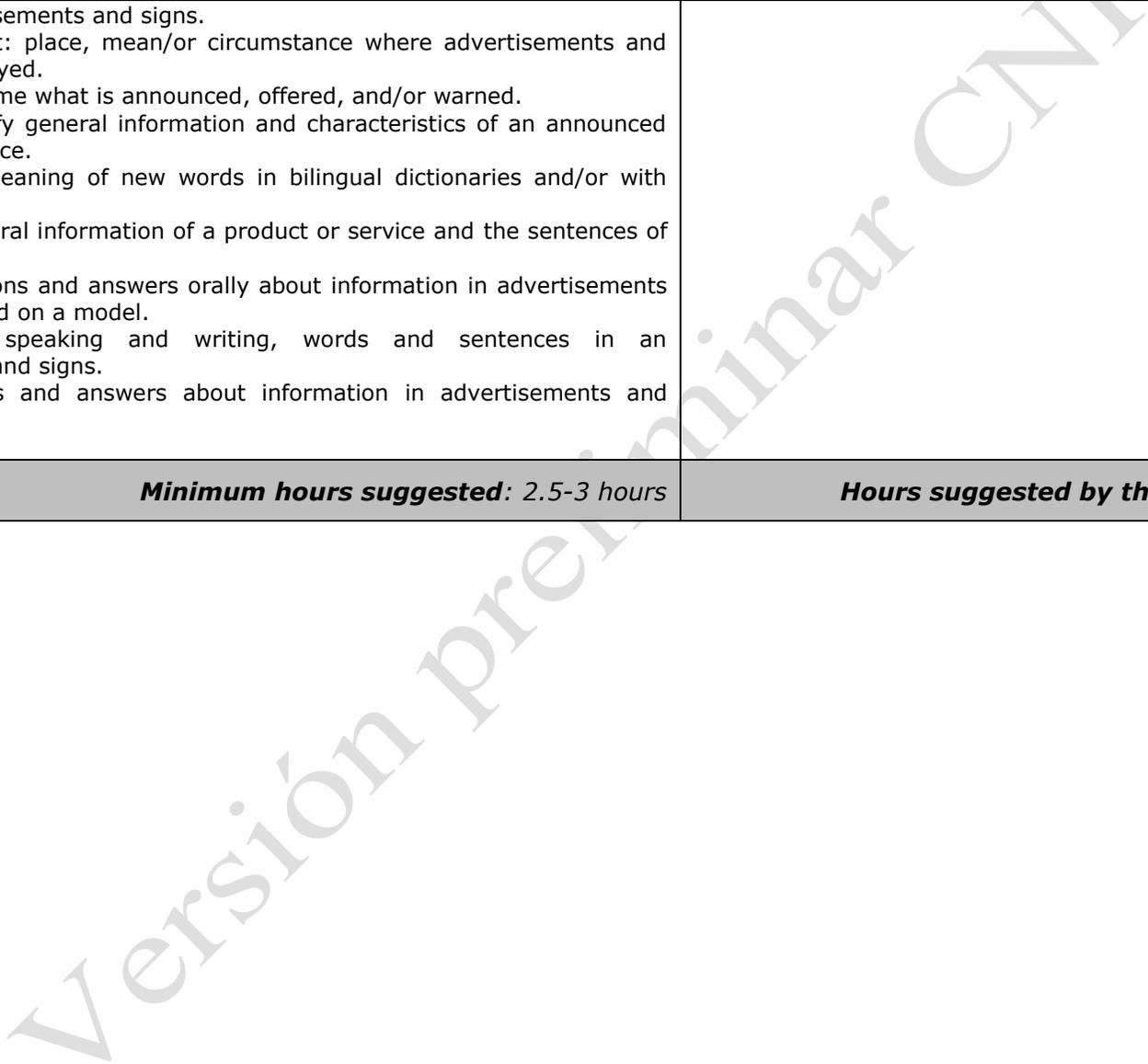
LISTENING /SPEAKING	READING /WRITING
<ul style="list-style-type: none"> <li>• Interpret and produce greeting, farewell, and courtesy expressions.</li> <li>• Interpret and follow instructions of everyday school and home activities while listening to them.</li> <li>• Formulate and respond to questions about name, size, and color of classroom and/or home objects.</li> <li>• Understand and produce expressions to ask for and offer help or to ask for what is wanted or needed from others.</li> <li>• Ask for and give information about the immediate surrounding (dates, schedules, objects positions)</li> </ul>	<ul style="list-style-type: none"> <li>• Write greeting, farewell, and courtesy expressions.</li> <li>• Participate in the writing of everyday school and home activities.</li> <li>• Write questions and answers about name, size and color of school and/or home objects.</li> <li>• Participate in the writing of expressions to ask and offer help or to ask for what is wanted or needed from others.</li> <li>• Write questions and answers to get information about the immediate surrounding (dates, schedules, objects positions)</li> </ul>
SPECIFIC TOPICS FOR REFLECTION	
<p><b>Phonic, syntactic and semantic elements of texts</b></p> <ul style="list-style-type: none"> <li>• Types of sentences (statements, questions, etc.)</li> <li>• Grammar: prepositions (<i>in, about, on, etc.</i>), possessive adjectives (<i>my, your, etc.</i>), personal pronouns (<i>I, you, me, her, us, etc.</i>), question words (<i>who, what, where, etc.</i>)</li> <li>• Verb forms: modals (<i>shall, would, could, etc.</i>), phrasal verbs</li> </ul>	
SUGGESTED EXAMPLES	TEACHER'S EXAMPLES
<p>1) - Good morning, children.  - Good morning, Mr. Trueba.  - Well, Let's start. First, write down the date: Today is Friday, January 9<sup>th</sup>.</p> <p>2) - Teacher, do you mind if we close the door? It's cold.  - Not at all, go ahead.</p> <p>3) - Well, turn to the classmate on your right and exchange your homework. Listen to their commentaries and note them down. After you have finished, bring your homework and leave it over my desk.  - Teacher, do we have much time for this activity?  - Don't worry. I'll make a signal when it's time.  - And what time is it now?  - It's 8:30  - Thank you, teacher.</p> <p>4) - Oh, teacher, could you lend me your eraser, please?  - Yes, Fernanda. Here you are.  - Thanks.  - You're welcome.  - Does anybody else need a pencil or an eraser?</p>	

<p>- No, teacher. Thanks. Oh, I think I may need an eraser. Where can I take it?          - I have some on my desk and I have put one on this table.          5) - Well, class, that's all for today. Have a nice day.          - And the same to you.          - See you next Tuesday. Bye-bye.          - Good-bye, Mr. Trueba.</p>	
TEACHING SUGGESTIONS	TEACHER'S SUGGESTIONS
<ul style="list-style-type: none"> <li>• Explore and model dialogues where instructions of everyday school and familial life are followed and given; name, size, and color of school or home objects are identified; expressions to get what is wanted or needed from others are identified and understood; and information about the immediate surrounding is given and received, with the help of visual aids and/or non-verbal language.</li> <li>• Participate in the reading aloud of dialogues.</li> <li>• Understand greeting, farewell, and courtesy expressions.</li> <li>• Identify expressions of everyday life instructions, common expressions to identify name, size and color of objects, and/or to get what is wanted or needed.</li> <li>• Play transmitter and intended audience's roles.</li> <li>• Write greeting, farewell, and courtesy expressions in dialogues.</li> <li>• Complete dialogues with expressions to give everyday life instructions.</li> <li>• Complete dialogues to get what is wanted or needed from others.</li> <li>• Write questions and answers to offer and receive information about the immediate surroundings.</li> </ul>	
<p><b>Minimum hours suggested: 4-5 hours</b></p>	<p><b>Hours suggested by the teacher: ___ hours</b></p>

LISTENING /SPEAKING	READING /WRITING
<ul style="list-style-type: none"> <li>• Listen to a legend.</li> <li>• Identify words that express mood, physical appearance, objects and settings in a legend.</li> <li>• Spell words in a legend.</li> <li>• Narrate a legend's plot, with the help of visual aids.</li> </ul>	<ul style="list-style-type: none"> <li>• Select titles for a legend.</li> <li>• Write questions and answers to find specific information of a legend.</li> <li>• Complete a legend with a repertoire of words.</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>• Elements of legends: plot, characters, environments</li> </ul> <p><b>Phonic, syntactic and semantic elements of texts</b></p> <ul style="list-style-type: none"> <li>• Grammar: connectors (<i>and, or, etc.</i>), adverbs (<i>here, there, calmly etc.</i>), articles (<i>a, an, the</i>).</li> <li>• Verb tenses: present, past</li> <li>• Adjectives: qualitative</li> </ul>	
SUGGESTED EXAMPLES	TEACHER'S EXAMPLES
<p>1) <i>The leopard, the ram and the jackal</i> (fragment)</p> <p>There once was a leopard that was friends with a jackal. One day the leopard was returning home from the hunt when he came upon a strange looking animal with huge horns on its head. The leopard had never seen such an animal before and was a bit intimidated by it. Cautiously he said, "Hello. What is your name, stranger?"</p> <p>The animal was a ram, and it replied, "I am Ram. Who might you be, spotted one?", as he pounded his chest with his forefoot to show his strength and courage.</p> <p>"I am Leopard", answered the leopard gently, and dashed away as quickly as he could.</p> <p>- How did the leopard feel when he saw the ram?  - Who was friends with the jackal?</p> <p>2) <i>How Cuchulainn got his name</i> (fragmento)</p> <p>At the time of Cuchulainn's birth, Conor Mac Nessa was the king of Ulster. He had a sister named Dechtiré, who was about to be married to an Ulster group leader named Sualtam when she mysteriously fell into a deep sleep. The next morning, she was gone as were fifty of her attendants. No one had any idea where they had gone.</p> <p>Several years passed without word from any of them. One day, a large flock of birds landed at Emain Macha and ate everything in sight as the men in Ulster helplessly watched. Conor was so angry that he ordered his chariot and set off after the flock to hunt them down. Some members of his household joined him</p>	

TEACHING SUGGESTIONS	TEACHER'S SUGGESTIONS
<ul style="list-style-type: none"> <li>• Explore a legend, with the help of visual aids and non-verbal language.</li> <li>• Follow the reading aloud of a legend and perform characters' actions (get dressed, walk, rest, etc.)</li> <li>• Identify and define new words and phrases with bilingual dictionaries and/or with teacher's help.</li> <li>• Identify narrator, leading and supporting characters.</li> <li>• Identify words, sentences and expressions of mood, characters' features, objects and settings of a legend (vegetation, weather, furniture, etc.)</li> <li>• Produce sentences that describe the main actions of a legend (plot), based on a model and with the help of visual aids.</li> <li>• Respond to questions about the leading and supporting characters in a legend.</li> <li>• Order scrambled sentences of a legend.</li> <li>• Write questions and answers about a legend, based on a model.</li> <li>• Write and read aloud a list of possible titles of a legend.</li> <li>• Complete sentences of a legend.</li> <li>• Identify parts or basic elements of sentences.</li> </ul>	<p style="font-size: 2em; opacity: 0.3; transform: rotate(-45deg); position: absolute; top: 50%; left: 50%; pointer-events: none;">Versión preliminar CMI</p>
<p><b>Minimum hours suggested: 4-5 hours</b></p>	<p><b>Hours suggested by the teacher: ___ hours</b></p>

LISTENING /SPEAKING	READING /WRITING
<ul style="list-style-type: none"> <li>Listen and complete messages in advertisements and signs.</li> </ul>	<ul style="list-style-type: none"> <li>Identify specific information in advertisements (name, date, place) and signs.</li> </ul>
<b>SPECIFIC TOPICS FOR REFLECTION</b>	
<p><b>Phonic, syntactic and semantic elements of the texts</b></p> <ul style="list-style-type: none"> <li>Comparison between words, sounds and graphics of the mother tongue and foreign language.</li> </ul> <p><b>Mechanics of writing</b></p> <ul style="list-style-type: none"> <li>Abbreviations (Ave.-avenue, St.-street, etc.)</li> <li>Typographic resources (p.ej., @, €, ¢, \$, etc.)</li> </ul>	
SUGGESTED EXAMPLES	TEACHER'S EXAMPLES
<div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 80%; text-align: center;"> <p>WARNING: DO NOT ENTER UNSAFE</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 80%; text-align: center;"> <p>KEEP YOUR VOICE DOWN PEOPLE STUDYING</p> </div> <p>- What are the people doing?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 80%;"> <p>1 puzzle, 100 pieces, complete and resistant, 12 x 7 inches. £45. Contact John Doe. 555-111-2222. Anyville, Zip 11111. myaddress@mail.com</p> </div> <p>- How many pieces does the puzzle have? - How much does the puzzle cost?</p>	

TEACHING SUGGESTIONS	TEACHER'S SUGGESTIONS
<ul style="list-style-type: none"> <li>• Explore advertisements and signs.</li> <li>• Identify context: place, mean/or circumstance where advertisements and signs are displayed.</li> <li>• Identify and name what is announced, offered, and/or warned.</li> <li>• Find and identify general information and characteristics of an announced product or service.</li> <li>• Find out the meaning of new words in bilingual dictionaries and/or with teacher's help.</li> <li>• Read aloud general information of a product or service and the sentences of signs.</li> <li>• Suggest questions and answers orally about information in advertisements and signs, based on a model.</li> <li>• Complete by speaking and writing, words and sentences in an advertisement and signs.</li> <li>• Write questions and answers about information in advertisements and signs.</li> </ul>	
<b>Minimum hours suggested: 2.5-3 hours</b>	<b>Hours suggested by the teacher: ___ hours</b>

LISTENING /SPEAKING	READING /WRITING
<ul style="list-style-type: none"> <li>• Interpret and elaborate questions and answers to find out personal information (name, age, occupation or activities), preferences (food, colors, etc.) and one's own and others' physical appearance.</li> <li>• Express and ask questions about expectations, wishes, purposes and intentions about school and/or familial situations.</li> <li>• Express and ask questions about routines.</li> <li>• Ask and respond about personal experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Write questions and answers about personal information, preferences, and one's own and others' physical appearance, with the help of visual aids.</li> <li>• Write questions and answers to find out about expectations, wishes, purposes and intentions of school and/or familial situations.</li> <li>• Write questions and answers to find out about routines and personal experiences.</li> <li>• Complete written dialogues about expectations, routines or personal experiences, with the help of visual aids.</li> </ul>
SPECIFIC TOPICS FOR REFLECTION	
<p><b>Phonic, syntactic and semantic elements of texts</b></p> <ul style="list-style-type: none"> <li>• Verb tense: Future.</li> <li>• Grammar: Personal pronouns (I, us, etc.), question words (who, what, where, etc.), modal verbs (would, may, etc.)</li> <li>• Verb forms: Infinitives (<i>to read, to see, etc.</i>), auxiliary (<i>do, did, have, etc.</i>), gerunds (<i>running, making, etc.</i>)</li> </ul>	
SUGGESTED EXAMPLES	TEACHER'S EXAMPLES
<p>1) - What is your name?  - My name is Ulises.  - How old are you?  - I am 11 years old.  - Please, describe yourself.  - Well, I'm tall. I have light brown hair, brown eyes and a round face. I think I am hardworking and happy.  - What do your parents do?  - My mother is a florist and my father is a toy maker</p> <p>2) - What activities do you like, and which is your favorite food and color?  - I like to play basketball. My favorite food is Chinese and my favorite color is grey.  - What are your expectations for this school year?  - Well, I want to get good grades in English. I also want to make new friends. I'd love to learn to play chess.  - What do you usually do on Sunday mornings?  - I get up to feed my rabbit. I help my parents to prepare the breakfast. We take a short walk by the park and when we've finished, we come home and play a table game.</p> <p>3) - What did you do last holidays?</p>	

<p>- I'd never gone to the beach, so my family and I went there. We spent a week swimming and playing volleyball. I learned a little bit of diving and I saw the fishermen fishing. We ate lots of seafood and I made a sand castle.</p>	
TEACHING SUGGESTIONS	TEACHER'S SUGGESTIONS
<ul style="list-style-type: none"> <li>• Explore a dialogue in which personal information and preferences, routines, school and familial expectations and purposes are offered and received, with the help of visual aids.</li> <li>• Participate in the reading aloud of a dialogue.</li> <li>• Identify expressions about personal information and preferences, routines, school and familial expectations and purposes, as well as personal experiences.</li> <li>• Play transmitter and intended audience's roles.</li> <li>• Complete sentences of dialogues about expectations, routines and personal experiences, based on a repertoire of words.</li> <li>• Use sentences previously written to express expectations, routines and experiences orally.</li> <li>• Fill in dialogues that express expectations, routines and experiences, based on a model.</li> <li>• Write questions and answers about personal information, preferences, and one's own and others' physical appearance, based on a model.</li> </ul>	
<p><b>Minimum hours suggested: 4.5-5 hours</b></p>	<p><b>Hours suggested by the teacher: ___ hours</b></p>

LISTENING /SPEAKING	READING /WRITING
<ul style="list-style-type: none"> <li>Follow the reading of information about a science-related topic (living beings, phenomena and/or natural sites).</li> <li>Formulate and respond to questions to get information about a science-related topic.</li> <li>Find information about a science-related topic while listening.</li> </ul>	<ul style="list-style-type: none"> <li>Write questions and answers to get information about a science-related topic.</li> <li>Organize information about a science-related topic from a graph.</li> <li>Record differences in graphs with information of the same topic.</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: title, text and images.</li> </ul> <p><b>Phonic, syntactic and semantic elements of texts</b></p> <ul style="list-style-type: none"> <li>Intonation of questions.</li> <li>Question words (<i>how, what, which, etc.</i>)</li> <li>Verb tense: present.</li> </ul> <p><b>Mechanics of writing</b></p> <ul style="list-style-type: none"> <li>Conventional writing of words (no substitutions, additions or omissions)</li> </ul>	
SUGGESTED EXAMPLES	TEACHER'S EXAMPLES
<p style="text-align: center;"><i>Gulf of Mexico</i></p> <p>The Gulf of Mexico is an ocean basin surrounded by the North American continent and the island of Cuba. It is surrounded in the southwest and south by Mexico. The first European exploration of the Gulf was made by Amerigo Vespucci in 1497. The Gulf Stream, a warm Atlantic Ocean current and one of the strongest ocean currents known, originates in the Gulf. A number of rivers empty into the Gulf, most notably the Mississippi River in the northern gulf, and the Grijalva and Usumacinta Rivers in the southern gulf. The gulf's warm water temperature can feed powerful Atlantic hurricanes.</p> <ul style="list-style-type: none"> <li>- What is the Gulf Stream?</li> <li>- Who made the first European exploration of the Gulf?</li> <li>- Which rivers empty into the Gulf?</li> <li>- What is the water temperature like in the Gulf?</li> </ul>	
TEACHING SUGGESTIONS	TEACHER'S SUGGESTIONS
<ul style="list-style-type: none"> <li>Explore an illustrated text about a science-related topic.</li> <li>Identify and name title, paragraphs, illustrations and graphs.</li> <li>Identify while listening to a text, names and characteristics about a science-related topic.</li> </ul>	

<ul style="list-style-type: none"> <li>• Participate in the reading of an illustrated text of a science-related topic.</li> <li>• Find out the meaning of new words with a bilingual dictionary and/or with teacher's help.</li> <li>• Model questions and answers about the text.</li> <li>• Complete orally question with question words.</li> <li>• Divide questions into the words that from them.</li> <li>• Differentiate intonation of questions and answers.</li> <li>• Participate in the writing of questions and answers, based on an illustrated science-related text.</li> <li>• Match writing of words to their correspondent pronunciation.</li> <li>• Explore two graphs with the same science-related topic.</li> <li>• Identify similarities and differences in the two graphs with the same science-related topic.</li> <li>• Design a chart to show information from the two graphs with the same science-related topic.</li> <li>• Complete chart with information from the two graphs with the same science-related topic.</li> </ul>	
<b>Minimum hours suggested: 5 hours</b>	<b>Hours suggested by the teacher:___ hours</b>

Versión preliminar CMI

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 the two grades in Cycle 3, however, there are variations in their depth and complexity as well as in the program contents derived from the *Specific activities with the language*. To work with such variations, the teacher can choose the practice from unit 2 with which he/she wants to begin the corresponding grade: the formation and academic environment (**Participate in formal communicative events**) or the familiar and community environment (**Listen, read and record information from diverse media**). Regarding Unit 1's practices (*Participate in commercial transactions* and *Read out loud stories and legends*), it's important to mention the "doings with" and "knowings about" the language that constitute both practices are contemplated for both grades in these guides, only with a different degree of depth and complexity. Consequently, the contents of the practices in unit 1 will have been approached, for this reason once the students begin to work with the PNIEB, they will find it familiar. However, to facilitate the students' incorporation to study programs it is important to keep the following into account:

- ❖ Look after the development of receptive communicative abilities in the social practices with the language.
- ❖ Take into account that the topics for reflection are cyclic throughout the specific activities with the language; therefore, there are several opportunities to work with them in context.
- ❖ Make a special emphasis in the development of the contents of the being (through the language) (interculturality, attitudes, values, cooperative work, etc.) that haven't been approached.

**ANNEX  
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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