

National English Program in Basic Education



Leveling Guide Cycle 3

Academic support for English language teachers

Phase of expansion



Fomentar la lectura
mejora la educación y la cultura

National English Program in Basic Education

Leveling Guide Cycle 3

Academic support for English language teachers

Phase of expansion

T·A·B·L·E of C·O·N·T·E·N·T·S

Presentation	5
Introduction	7
Structure of the Leveling Guide	9
Purpose of English Language Teaching for Cycle 3	11
Teaching Guidelines	12
Basic leveling contents of 5 th grade Elementary school	15
Basic leveling contents of 6 th grade Elementary school	25
Introduction to the NEPBE	36
Appendix. Planning format	37

Presentation

The regulating principles established by article three of the Constitution, as well as the educational transformation encouraged by the 2007-2012 *National Development Plan (Plan Nacional de Desarrollo)* and the objectives outlined in the 2007-2012 *Education Sector Program (Prosedu: Programa Sectorial de Educación)* have established the leading basis to provide direction and sense to the actions in public education policies in Mexico for the coming decades.

Within this framework, and based on the attributions granted by the General Law of Education (*Ley General de Educación*), the Secretariat of Public Education (*Secretaría de Educación Pública*) proposed as one of Prosedu's fundamental objectives to be achieved by 2012 "to raise the quality of education so that students improve their level of educational achievement, have a means of accessing to a better well-being and thus, contribute to the national development".¹ The main strategy for attaining such objective in Basic Education is "to carry out an Integral Reform in Basic Education, focused on the adoption of an educational model based on competencies that corresponds to the developmental needs of Mexico in the XXI century",² envisaging a greater articulation and efficiency among preschool, elementary and secondary school.

Prosedu has also established that "the criteria for quality improvement in education must be applied to teacher training, the updating of curricula and syllabus contents, pedagogical approaches, teaching methods, and didactic resources".³ Simultaneously, Unesco⁴ has indicated that educational

¹ SEP, *Programa Sectorial de Educación*, México, p. 11.

² *Ibidem*, p. 24.

³ *Ibid.*, p. 11.

⁴ Delors, J. et al. (1996), *La educación encierra un tesoro. Informe a la Unesco de la Comisión Internacional sobre la Educación para el siglo XXI*, Madrid, Santillana/Ediciones Unesco, pp. 31 y ss.

systems are to prepare students in order to face the new challenges of a globalized world, in which the contact among multiple languages and cultures becomes more and more common every day. In this context, the educational system is compelled to help students understand the diverse cultural expressions in Mexico and the world.

It is from this perspective that the Secretariat of Public Education acknowledges the necessity to incorporate English as a subject to the curricula of pre-school and elementary education, as well as to make suitable adjustments to the English subject curricula in secondary school, with the purpose of articulating the teaching of this foreign language in the three levels of Basic Education. By means of this articulation, it is expected that by the time students complete their secondary education, they will have developed the necessary plurilingual and pluricultural competences to successfully face the communicative challenges of a globalized world, build a broader vision of the linguistic and cultural diversity at a global level, and thus, respect their own culture as well as that of others.

In order to carry out the actions that enable the articulation of English teaching, the Secretariat of Public Education has implemented the National English Program in Basic Education (NEPBE or PNIEB: Programa Nacional de Inglés en Educación Básica) from which syllabuses for the three levels of Basic Education are derived. Such syllabuses are devised based on the alignment and standardization of national and international standards, the selection of criteria for teacher training, the establishment of guidelines for the design and evaluation of educational materials, as well as the certification of English language proficiency.

One of the above actions is to organize national academic meetings to strengthen English teachers, in order to provide them with information and technical-pedagogical instructions, aiming at contributing to the necessary measures to be taken for the implementation and generalization of the corresponding four-cycle syllabuses in the National English Program in Basic Education.

Secretariat of Public Education

Introduction

The National English Program in Basic Education¹ (NEPBE) integrates 3th grade of Preschool as well as the six grades of Elementary school in its phase of expansion 2010-2011. This means that all students, regardless of the grade in which they incorporate to, will attend the English subject with the NEPBE.

This situation represents two different challenges for elementary school teachers. Firstly, they have to generate the proper conditions to operate the NEPBE Syllabuses 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 ma-

terials that accompany the implementation of the NEPBE in its in-class testing 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 5th and 6th grade students to achieve the expected levels set in the NEPBE Syllabuses. It also seeks an earlier introduction to the contents of the syllabus 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 Syllabuses.

¹ Programa Nacional de Inglés en Educación Básica (PNEB).

Structure of the Leveling Guide

This guide is organized in five sections: Purpose of English Language Teaching for Cycle 3, Teaching Guidelines, Basic leveling contents of 5th grade Elementary school, Basic leveling contents of 6th grade Elementary school, Introduction to the NEPBE Syllabuses, and an Appendix which includes a Planning format.

The “Purpose of English Language Teaching for Cycle 3” reported that are here to presented correspond to those set in the syllabuses of 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 unrestricted. Therefore, teachers can use these or the methodology they consider most appropriate, based on the needs, characteristics, and interests of their students.

The “Basic leveling contents of 5th grade of Elementary school” and “Basic leveling contents of 6th grade of Elementary school” were defined based on the Syllabus 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.
- Content 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 specific competency 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 “Appendix” to show a way to plan and organize the class work and contents of this guide.

Purpose of English Language Teaching for Cycle 3

The purpose of English language teaching for Cycle 3 in basic education (5th and 6th grades Elementary school) is for students to develop specific competencies particular to social practices of the language that enable them, through the interaction with oral and written texts, to understand and use English to carry out simple, everyday communicative activities about familiar topics or situations pertaining to the Familiar and community, Literary and ludic, and Academic and educational environments. At the end of this cycle, students are expected to:

- Understand and produce everyday or routine information and its general meaning.
- Begin or participate in conversations or transactions using verbal and non-verbal strategies.
- Recognize similarities and differences in form and social use between their mother tongue and English.
- Use strategies to present information, understand academic texts, and solve specific everyday problems.
- Express opinions and provide short 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.

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 (5th and 6th grades Elementary school) in order to keep the sequence of this guide. The Syllabuses 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 “doing with the language” and “knowing 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 specific competencies.

- **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**.

Basic leveling contents of 5th grade Elementary school

Listening/speaking	Reading/writing
<ul style="list-style-type: none"> • Interpret and produce greeting, farewell, and courtesy expressions. • Identify and follow while listening, instructions of every day school and home activities. • Formulate and answer to questions about name, size and color of classroom and/or home objects. • Understand and produce expressions to ask and offer help or to get what is wanted or needed from others. • Ask for and give information about the immediate surrounding (dates, schedules, object locations, etc.). 	<ul style="list-style-type: none"> • Write greeting, farewell, and courtesy expressions. • Participate in the writing of instructions of everyday school and home activities. • Write questions and answers about name, size and color of classroom and/or home objects. • Participate in the writing of expressions to ask and offer help or to get what is wanted or needed from others. • Write questions and answers to get information about the immediate surrounding (dates, schedules, object locations and others).

Specific topics for reflection

Phonic, syntactic and semantic elements of texts

- Type of sentences (statements, questions, etc.).
- Verb forms: modals (*shall, would, could, etc.*), phrasal verbs.
- Grammar: prepositions (*in, about, on, etc.*), possessive adjectives (*my, your, etc.*), personal pronouns (*I, you, me, her, us, etc.*), question words (*who, what, where, etc.*).

Suggested examples

Example 1	Example 2	Example 3
<ul style="list-style-type: none"> – 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 24th. 	<ul style="list-style-type: none"> – Oh, Francisco, I am sorry to bother you, can you open the window next to your seat, please? – Thank you, Francisco. 	<ul style="list-style-type: none"> – Irene and Alberto, could you help me distribute these color pencils among your classmates? – Which ones? – The red ones, please.

<p>Example 4</p> <ul style="list-style-type: none"> - Does everybody have a sheet of paper? - No, I don't. - Here you are, Óscar. - Thanks. 	<p>Example 5</p> <ul style="list-style-type: none"> - 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. 	<p>Example 6</p> <ul style="list-style-type: none"> - Beatriz, my pencil is unsharpened. May I borrow your sharpener? - Of course, take it. - Thank you, very much. - You're welcome.
--	---	--

Example 7

- Well, class, that's all for today. Have a pleasant afternoon.
- Thank you, teacher.
- See you on Friday.
- Good bye, Ms. Hernández

Teacher's examples

Teaching suggestions

- 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.
- Participate in the reading aloud of dialogues and identify greeting, farewell, and courtesy expressions.
- Identify expressions with every day instructions, to identify name, size and color of objects, 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 words and sentences in dialogues in which information about the immediate surrounding is given and received.
- Complete short dialogues by writing expressions to give instructions about every day activities.
- Complete short dialogues by writing information to get what is wanted or needed from others.

Teacher's suggestions

Minimum time suggested: 4-5 hours | Time suggested by the teacher: _____ hours

Listening/speaking	Reading/writing
<ul style="list-style-type: none"> • 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. • Express and ask about expectations, wishes, purposes and intentions about familial/or school situations. • Express and ask about routines. • Ask and answer information about personal experiences. 	<ul style="list-style-type: none"> • Write questions and answers about personal information, preferences, and one's own and others' physical appearance, with the help of visual aids. • Participate in the writing of questions and answers to find out familial and/or school expectations, wishes, purposes and intentions. • Write questions and answers about routines and personal experiences. • Complete written dialogues about expectations, routines and personal experiences, with the help of visual aids.

Specific topics for reflection

Phonic, syntactic and semantic elements of texts

- Verb tense: future.
- Grammar concepts: personal pronouns (*I, us, etc.*), question words (*who, what, where, etc.*), modal verbs (*would, may, etc.*).
- Verb forms: infinitive (*to read, to see, etc.*), auxiliary (*do, did, have, etc.*), gerund (*running, making, etc.*).

Suggested examples

Example 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.

Example 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.

Example 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.

Example 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.

Teacher's examples

Basic leveling contents of 6th grade Elementary school

Listening/speaking	Reading/writing
<ul style="list-style-type: none"> • Interpret and produce greeting, farewell, and courtesy expressions. • Interpret and follow instructions of everyday school and home activities while listening to them. • Formulate and respond to questions about name, size, and color of classroom and/or home objects. • Understand and produce expressions to ask for and offer help or to ask for what is wanted or needed from others. • Ask for and give information about the immediate surrounding (dates, schedules, objects positions, etc.). 	<ul style="list-style-type: none"> • Write greeting, farewell, and courtesy expressions. • Participate in the writing of everyday school and home activities. • Write questions and answers about name, size and color of school and/or home objects. • Participate in the writing of expressions to ask and offer help or to ask for what is wanted or needed from others. • Write questions and answers to get information about the immediate surrounding (dates, schedules, objects positions, etc.).

Specific topics for reflection

Phonic, syntactic and semantic elements of texts

- Types of sentences (statements, questions, etc.).
- Grammar concepts: prepositions (*in, about, on, etc.*), possessive adjectives (*my, your, etc.*), personal pronouns (*I, you, me, her, us, etc.*), question words (*who, what, where, etc.*).
- Verb forms: modals (*shall, would, could, etc.*), phrasal verbs.

Suggested examples

Example 1

- Good morning, children.
- Good morning, Mr. Trueba.
- Well, Let's start. First, write down the date: Today is Friday, January 9th.

Example 2

- Teacher, do you mind if we close the door? It's cold.
- Not at all, go ahead.

Example 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.

Example 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?
- 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.

Example 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.

Teacher's examples

Teaching suggestions

- 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.
- Participate in the reading aloud of dialogues.
- Understand greeting, farewell, and courtesy expressions.
- 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.
- Play transmitter and intended audience's roles.
- Write greeting, farewell, and courtesy expressions in dialogues.
- Complete dialogues with expressions to give everyday life instructions.
- Complete dialogues to get what is wanted or needed from others.
- Write questions and answers to offer and receive information about the immediate surroundings.

Teacher's suggestions

Minimum time suggested: 4-5 hours

Time suggested by the teacher: _____ hours

Listening/speaking	Reading/writing
<ul style="list-style-type: none"> • 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. • Express and ask questions about expectations, wishes, purposes and intentions about school and/or familial situations. • Express and ask questions about routines. • Ask and respond about personal experiences. 	<ul style="list-style-type: none"> • Write questions and answers about personal information, preferences, and one's own and others' physical appearance, with the help of visual aids. • Write questions and answers to find out about expectations, wishes, purposes and intentions of school and/or familial situations. • Write questions and answers to find out about routines and personal experiences. • Complete written dialogues about expectations, routines or personal experiences, with the help of visual aids.

Specific topics for reflection

Phonic, syntactic and semantic elements of texts

- Verb tense: future.
- Grammar concepts: personal pronouns (*I, us, etc.*), question words (*who, what, where, etc.*), modal verbs (*would, may, etc.*).
- Verb forms: infinitives (*to read, to see, etc.*), auxiliary (*do, did, have, etc.*), gerunds (*running, making, etc.*).

Suggested examples

Example 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.

Example 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.

Example 3

- What did you do last holidays?
- 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.

Teacher's examples

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 specific competencies. 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 necessary for this social 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.

Introduction to the NEPBE

The social practices of the language are the same for all three grades in Cycle 3; however, there are variations in depth and complexity of contents derived from the Specific competencies. 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 “Doing with the language” and “Knowing 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 competencies; therefore, there are several opportunities to work with them in context.
- Emphasize the development of *Being* 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 competencies.

Appendix. Planning format

Listening/Speaking	Reading/Writing
Specific competencies	Specific competencies
Topics for reflection	
Specific	
General	
Texts	
Suggestions to approach the contents	
Time suggested by the teacher: ____ hours	

