

# Programa Nacional de Inglés

## en Educación Básica Segunda Lengua: Inglés



# Guía de nivelación Ciclo 4

Fortalecimiento académico para profesores de Inglés

Prueba en aula



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# Programa Nacional de Inglés

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# Guía de nivelación Ciclo 4

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Prueba en aula



En los materiales del Programa Nacional de Inglés en Educación Básica, la Secretaría de Educación Pública empleará los términos: niño(s), adolescentes, alumno(s), educadora(s) y docente(s), haciendo referencia a ambos géneros, con la finalidad de facilitar la lectura. Sin embargo, este criterio editorial no demerita los compromisos que la SEP asume en cada una de las acciones y los planteamientos curriculares encaminados a consolidar la equidad de género.

# Presentación

**L**os 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 a alcanzar en el 2012: “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”.<sup>1</sup> Para conseguir este objetivo en la Educación Básica se dispone de una estrategia: “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”,<sup>2</sup> con miras a lograr mayor articulación y eficiencia entre los niveles de preescolar, primaria y secundaria.

En el Prosedu también se 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”.<sup>3</sup> A su vez, la Unesco<sup>4</sup> señaló que los sistemas educativos necesitan preparar a los alumnos para

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<sup>1</sup> SEP (2007), *Programa Sectorial de Educación*, México, p. 11.

<sup>2</sup> *Ibidem*, p. 24.

<sup>3</sup> *Ibidem*, p. 11.

<sup>4</sup> J. Delors 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.



enfrentar los nuevos retos de un mundo globalizado donde el contacto entre múltiples lenguas y culturas es cada vez más común. En este contexto, la educación debe ayudar a los alumnos a comprender las diversas expresiones culturales existentes en México y el mundo.

Desde esta perspectiva, la Secretaría de Educación Pública reconoce la necesidad de incorporar la asignatura de Inglés a los planes y programas de estudio de educación preescolar y primaria, así como de realizar los ajustes pertinentes en los planes y programas de Inglés para secundaria, con el propósito de articular la enseñanza de esta lengua en los tres niveles de la Educación Básica y lograr que, al concluir su educación secundaria, los alumnos hayan desarrollado las competencias plurilingüe y pluricultural que requieren 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 posibiliten la articulación de la enseñanza del inglés, la Secretaría de Educación Pública puso en marcha el Programa Nacional de Inglés en Educación Básica (PNIEB, o NEPBE: National English Program in Basic Education), 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 docentes, además del establecimiento de lineamientos para la elaboración y evaluación de materiales educativos y la certificación del dominio del inglés.

Una de las acciones previstas es el desarrollo de reuniones nacionales de fortalecimiento académico para docentes de Inglés, que tienen la finalidad de 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.

**Secretaría de Educación Pública**



Los cambios en el nivel de logro que implica la articulación y la incorporación del nivel secundaria al Programa Nacional de Inglés en Educación Básica (PNIEB) implican que los alumnos, independientemente del grado escolar al que se incorporen, cursarán la asignatura de Inglés con el PNIEB por primera vez.

Esto representa un doble desafío para los docentes de secundaria, porque deben, por un lado, crear las condiciones para que los programas de estudio operen con equidad y calidad en todas las escuelas del país y, por otro, asegurar que sus alumnos, aun cuando no hayan cursado la asignatura de Inglés en el grado o los grados anteriores al que se incorporan en el periodo 2011-2012 –en el caso de los alumnos de 1° de Secundaria, o que ya cursaron el 1° o 2° grados con los Programas de estudio de 2006 con estándares de logro distintos a los que establece el PNIEB–, consigan los propósitos de cada ciclo que componen este programa en términos generales y, en consecuencia, tengan la posibilidad de alcanzar los niveles de logro establecidos en el Ciclo 4.

Por lo tanto, y como parte de los materiales que acompañan la implementación del PNIEB en su fase de prueba en aula, se elaboró la Guía de nivelación para el Ciclo 4, con el propósito de ofrecer al docente:

- Una lista de contenidos curriculares básicos diseñados para trabajarse en un tiempo aproximado de entre dos y dos meses y medio, de manera que su abordaje permita a los alumnos de primero, segundo y tercer grados alcanzar los aprendizajes esperados establecidos en los programas de estudio del PNIEB que no cursaron, así como iniciar lo antes posible el tratamiento de los contenidos del programa de estudio correspondiente al grado escolar que cursan, para garantizar que al finalizar el Ciclo 4 se cumplan los propósitos y niveles de logro.
- Un conjunto de orientaciones didácticas y consideraciones que el docente tome en cuenta para abordar dichos contenidos e inicie el trabajo regular con los programas de estudio del PNIEB.

La presente guía está organizada en seis apartados: Propósito de la enseñanza del inglés para el Ciclo 4; Orientaciones didácticas; Contenidos básicos de nivelación de 1° de Secundaria; Contenidos básicos de nivelación de 2° de Secundaria; Contenidos básicos de nivelación de 3° de Secundaria; Introducción al PNIEB, además de un Anexo con un formato destinado a la planeación que sugiera el docente.

El “Propósito de la enseñanza del inglés para el Ciclo 4” es el mismo que se establece en los programas de estudio correspondientes al ciclo, y se incorpora para que el docente, con base en éste, su experiencia y las características particulares de su grupo, decida el orden y la profundidad con la que es necesario trabajar los contenidos básicos de nivelación que se establecen. Así, se garantizará que los alumnos obtengan, en el transcurso de los primeros dos meses y medio (20-25 horas-clase) del ciclo escolar 2011-2012, los aprendizajes que se requieren para trabajar con el programa de estudio del PNIEB de su grado de estudio y alcanzar, al término del 3° Secundaria, los niveles de logro correspondientes al Ciclo 4.

Las “Orientaciones didácticas” buscan apoyar al docente para abordar los contenidos básicos de nivelación y son un conjunto de estrategias metodológicas que se caracterizan por no ser restrictivas. En consecuencia, puede emplear éstas o las que considere más apropiadas de acuerdo con su propia experiencia y las necesidades, particularidades e intereses de sus alumnos.

Los “Contenidos básicos de nivelación para 1°, 2° y 3° de Secundaria” se definieron a partir de los programas de estudio del Ciclo 4, de los ciclos precedentes y de los niveles de logro que establecen; como ya se mencionó, su propósito es alcanzar en un lapso corto los aprendizajes básicos del o de los grados en que no trabajaron con el PNIEB. Por esta razón, a diferencia de los contenidos curriculares del PNIEB, que se distribuyen en distintas prácticas sociales del lenguaje, los de nivelación se organizan de la siguiente manera:

- Contenidos de **comprensión auditiva y expresión oral**: escuchar/hablar.
- Contenidos de **comprensión de lectura y expresión escrita**: leer/escribir.

- **Temas de reflexión.** Se clasifican en dos grupos: a) los específicos, que corresponden a propiedades, características y elementos de la lengua oral y escrita, propios de cada competencia específica, y b) los generales, que comprenden conceptos y propiedades de los textos orales y escritos comunes a todos los contenidos básicos de nivelación de 1º, 2º y 3º de Secundaria del Ciclo 4.

Cabe resaltar que, como no se sitúan en ningún ambiente social en particular, los contenidos básicos de nivelación carecen de los aspectos dinámicos que caracterizan a las prácticas sociales del lenguaje. Por esta razón se ofrecen, a manera de sugerencia, ejemplos y tiempos para abordar los contenidos de esta guía, los

cuales el docente adaptará, cambiará, simplificará o ampliará de acuerdo con su planeación, las características de sus alumnos y las diversas variables y condiciones que inciden en la organización del trabajo en el aula. Con este fin se incluye un espacio para que escriba sus consideraciones metodológicas y tiempos estimados para trabajar con los contenidos básicos de nivelación.

El apartado “Introducción al PNIEB” describe los contenidos de esta guía en relación con el inicio del trabajo propio de los programas de estudio del Ciclo 4. Por último, se presenta un “Anexo” que incluye un formato que el docente puede reproducir y muestra una de las muchas maneras de planear y organizar el trabajo con los contenidos de esta guía.

## Propósito de la enseñanza del inglés para el Ciclo 4

**E**l propósito de la enseñanza del inglés en el Ciclo 4 de Educación Básica (1º, 2º y 3º de Secundaria) es que los alumnos consoliden su dominio del inglés en situaciones comunicativas básicas y desarrollen *competencias específicas*, propias de *prácticas sociales del lenguaje*, con situaciones comunicativas variadas en las que comprendan y produzcan, de manera general, textos orales y escritos sobre diversos temas. Al final de este ciclo se espera que los alumnos:

- Obtengan la idea principal y algunos detalles de una variedad de textos breves, orales y escritos, utilizando su conocimiento del mundo.
- Comprendan y empleen información de diversas fuentes textuales.
- Produzcan textos breves y convencionales que respondan a propósitos personales, creativos, sociales y académicos.
- Adapten su lenguaje a necesidades comunicativas inesperadas.
- Reconozcan y respeten diferencias entre su propia cultura y las culturas de países donde se habla de lengua inglesa.
- Expresen algunas valoraciones y opiniones sobre asuntos que les sean de interés o se relacionen con su realidad cotidiana.
- Manejen registros apropiados para una variedad de situaciones comunicativas.
- Conozcan recursos lingüísticos para entender la relación de las partes de un enunciado o texto.
- Editen sus propios escritos o los de sus compañeros.
- Utilicen convenciones gramaticales, ortográficas y de puntuación.
- Intervengan en actos comunicativos formales.
- Mantengan la comunicación, reconozcan cuándo se rompe y utilicen recursos estratégicos para reestablecerla cuando lo requieran.

## Orientaciones didácticas

**P**ara abordar los contenidos básicos de esta guía se plantean las siguientes orientaciones:

- Conocer al grupo de alumnos con el fin de determinar sus intereses, sus conocimientos previos sobre el lenguaje en general, y el inglés en particular; así como otras características que pudieran incidir en su desempeño durante el desarrollo de las sesiones destinadas a la nivelación.
- Revisar y comprender los programas de estudio del Ciclo 4, que corresponden a 1º, 2º y 3º de Secundaria, con el propósito de darle continuidad al trabajo de esta guía y resolver las dudas que surjan sobre los contenidos y las sugerencias para abordarlos. A su vez, es conveniente examinar los aprendizajes esperados para que reconozca lo que se pretende de la nivelación respecto a los “haceres” y “saberes” que sus alumnos requieren cubrir o profundizar. Esto les permitirá alcanzar con éxito los propósitos del Ciclo 4, a pesar de no haber cursado la asignatura en grados anteriores.
- Seleccionar el orden en que se abordarán los contenidos y el tiempo que se destinará a cada uno, considerando el total de horas destinado a la nivelación, y las necesidades del grupo.
- Revisar y analizar los ejemplos que, para abordar los contenidos, se proporcionan partiendo de que representan sólo una de las muchas maneras en que pueden y deben tratarse. Por lo tanto, el docente debe ser consciente de que se diseñaron para regir la organización y planeación del trabajo en el aula, por lo que pueden ampliarse o ajustarse en función de las necesidades de los alumnos. Debido a las limitaciones de espacio sólo se reproducen fragmentos de los textos literarios (canciones, cuentos, leyendas, etc.); sin embargo, se sugiere que los alumnos lean textos completos. Dado que muchos de ellos tienen su primer contacto escolar con la lengua inglesa, en el manejo de los ejemplos debe predominar la vía oral-auditiva y, después, la escritura.

- Seleccionar de la lista de **temas de reflexión específicos y permanentes** sólo los pertinentes para cada contenido. Los temas de reflexión no serán el centro de atención del trabajo de la nivelación, puesto que, por sí solos, no permiten la adquisición de las competencias necesarias para alcanzar los objetivos del Ciclo 4 y sus niveles de logro. La **guía no proporciona listas de vocabulario ni promueve estrategias centradas en sí mismas**, porque es difícil considerar todos los posibles textos susceptibles de emplearse para abordar los contenidos y porque éstas no favorecen el desarrollo de las competencias implicadas en el objeto de estudio.
- **Valorar** la conveniencia de adaptar **las sugerencias** para abordar los contenidos que no aparecen en un orden fijo y pueden utilizarse para trabajar una o varias competencias específicas.
- Favorecer el contacto de los alumnos con diversas variantes del inglés, tanto en lengua escrita como en lengua oral, sin perder de vista la necesidad de ser consistentes con la que se decida utilizar (estadounidense, británica, etcétera). Con este fin se incluyen algunos contenidos en los temas de reflexión.
- **Evaluar el avance** y los logros de los alumnos, así como los cambios o las adaptaciones de los componentes de la práctica educativa. Si bien la evaluación tiene carácter de promoción, su función, en esencia, es formativa.

## Contenidos básicos de nivelación de 1º de Secundaria

Escuchar/hablar	Leer/escribir
<ul style="list-style-type: none"> <li>• Interpretar y enunciar expresiones de uso cotidiano.</li> <li>• Comprender y enunciar expresiones para pedir y ofrecer ayuda o lo que se requiere o necesita por medio de otros.</li> <li>• Preguntar datos sobre el entorno inmediato y ofrecerlos (nombre, tamaño, color, fechas, horarios, posiciones, direcciones, productos de uso cotidiano o de primera necesidad).</li> </ul>	<ul style="list-style-type: none"> <li>• Escribir expresiones de uso cotidiano.</li> <li>• Escribir expresiones para pedir y ofrecer ayuda o lo que se requiere o necesita por medio de otros.</li> <li>• Escribir preguntas y respuestas para obtener datos sobre el entorno inmediato (nombre, tamaño, color, fechas, horarios, posiciones, direcciones, productos de uso cotidiano o de primera necesidad).</li> </ul>

### Temas de reflexión específicos

#### Aspectos fónicos, sintácticos y semánticos de los textos

- Características acústicas: tono, entonación, etcétera.
- Tipo de enunciados (declarativos, interrogativos, etc.).
- Formas verbales: modales (*shall, would, could, etc.*), verbos compuestos, imperativos.
- Elementos gramaticales: preposiciones (*in, about, on, etcétera*), adjetivos posesivos (*my, your, etc.*), demostrativos (*this, those, etc.*), pronombres personales (*I, you, me, her, us, etc.*), pronombres y adverbios interrogativos (*who, what, where, when, etc.*), adverbios (*here, there, etcétera*).
- Expresiones coloquiales (por ejemplo, expresiones de saludo, cortesía, despedida).

### Ejemplos sugeridos

#### Ejemplo 1

- Good morning, Esteban. How are you?
- Fine, thank you. I see you're carrying so many books, where are you taking them?
- I have to return them to the library. But I'm rather in a hurry, because I also have to relay a message to our teacher.
- I could lend you a hand. I'll take the books to the library, while you talk to our teacher.
- Seriously? Thank you very much.
- You're welcome.

#### Ejemplo 2

- My sister has broken her broom and she needs another. Where can she find one?
- Why, in the market.
- We just arrived yesterday here, and we don't know where the market is.
- It's 4 blocks away from your home. Leave towards the convenience store, then take a left. Walk two blocks and then take left once again. The market is in front of the fire station.

#### Ejemplo 3

- Good afternoon, everyone. Let's start our activity. Make a circle with your chairs so we can see each other.
- Teacher, we haven't written the date yet.
- You're right, Paulina. So, Víctor, what date is today.
- Today is Thursday, April 7th.
- Thanks. And now we're ready to begin. It's 4:15, and I think we can finish this activity in some 35 minutes.



**Ejemplo 4**

- Fresh and juicy apples! Here. The best fruit in town!
- How much does the kilo cost?
- The red ones, 2£; and the green ones, 2£25p.

**Ejemplo 5**

- Now, open your books on page 30.
- Teacher, I think I've forgotten my pen and pencil.
- Don't worry, Agustín. You can take a pen from the ones I have on my desk and there is a pencil can on the table at the rear of the classroom.

**Ejemplos del docente**

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**Sugerencias para abordar los contenidos**

- Explorar y modelar diálogos breves en los que se utilizan expresiones de uso cotidiano, expresiones para pedir y ofrecer ayuda o lo que se requiere por medio de otros, y en los que se preguntan y ofrecen datos sobre el entorno inmediato, con apoyo de recursos gráficos y lenguaje no verbal.
- Participar en la lectura en voz alta de diálogos y reconocer expresiones de uso cotidiano, y expresiones para preguntar y pedir datos sobre el entorno inmediato (nombre, tamaño, color, fechas, horarios, posiciones de objetos y lugares, direcciones, productos de uso cotidiano o de primera necesidad).
- Identificar expresiones para pedir y ofrecer ayuda o lo que se requiere o necesita por medio de otros.
- Representar los papeles de emisor y receptor en un juego de roles.
- Escribir expresiones de uso cotidiano en diálogos breves.
- Participar en la escritura de palabras y enunciados en diálogos en los que se piden y ofrecen datos sobre el entorno inmediato.
- Completar por escrito diálogos breves con expresiones para pedir y ofrecer ayuda, o lo que se requiere o necesita por medio de otros.

**Sugerencias del docente**

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Tiempo mínimo sugerido: 4-5 horas | Tiempo estimado por el docente: \_\_\_\_\_ horas

Escuchar/hablar	Leer/escribir
<ul style="list-style-type: none"> <li>• Escuchar noticias sobre eventos de interés.</li> <li>• Identificar y expresar ideas principales en noticias.</li> <li>• Localizar información a partir de preguntas (¿quién?, ¿qué?, ¿cómo?, ¿cuándo?, ¿dónde?, etcétera).</li> </ul>	<ul style="list-style-type: none"> <li>• Escribir información escuchada en noticias.</li> </ul>

### Temas de reflexión específicos

#### Propiedades y tipos de textos orales y escritos

- Estructura de noticias: pirámide invertida (respuestas a las preguntas críticas: *who, what, where, when, how* y *why*).
- Recursos sonoros: pausas, pistas sonoras, efectos de sonido.
- Componentes gráficos: fotografías, tipografía, gráficas, etcétera.

#### Aspectos fónicos, sintácticos y semánticos de los textos

- Pronombres y adverbios interrogativos (*who, what, where*, etcétera).

### Ejemplos sugeridos

February 7, 2011

#### Dudamel and LA Phil announce their 2011/12 season

Gustavo Dudamel and the Los Angeles Philharmonic today announced their 2011/12 season [...]. In the upcoming season, he will conduct the LA Phil in 14 weeks of subscription concerts that include two LA Phil commissions, both of which are world premieres, plus a concert as part of the Green Umbrella new music series that includes an LA Phil commission and world premiere. [...]

Over the course of the season, Dudamel will conduct all nine Mahler Symphonies with the Los Angeles Philharmonic and the Simón Bolívar Symphony Orchestra of Venezuela both in Los Angeles and in Caracas. (Tomado y editado de <http://www.gustavodudamel.com/news>. Fecha de consulta: 14 de febrero de 2011.)

- Who will conduct the Los Angeles Philharmonic?
- Where will Dudamel conduct Mahler Symphonies?
- When did Dudamel and the LA Phil announced their 2011/12 season?

### Ejemplos del docente

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### Sugerencias para abordar los contenidos

- Explorar audio y texto de noticias sobre eventos de interés.
- Identificar el nombre de un evento de interés.
- Detectar y reconocer datos generales (nombre, lugar, fecha, participantes, etc.) y cualidades de un evento.
- Distinguir las ideas principales en una noticia sobre un evento de interés.
- Responder y plantear, oralmente y por escrito, preguntas (¿quién?, ¿qué?, ¿cómo?, ¿cuándo?, ¿dónde?, etc.) sobre un evento.
- Leer en voz alta los datos sobre un evento.

### Sugerencias del docente

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Tiempo mínimo sugerido: 3-35 horas | Tiempo estimado por el docente: \_\_\_\_\_ horas

Escuchar/hablar	Leer/escribir
<ul style="list-style-type: none"> <li>• Responder preguntas sobre el contenido de cartas.</li> <li>• Completar, de forma oral, enunciados sobre lugares, horarios y eventos en cartas.</li> <li>• Leer cartas en voz alta.</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguir partes de cartas.</li> <li>• Construir enunciados para responder invitaciones en cartas.</li> </ul>

### Temas de reflexión específicos

#### Propiedades y tipos de textos orales y escritos

- Estructura de cartas: saludo, mensaje, despedida.
- Componentes textuales: lugar y fecha, destinatario, firma, etcétera.

#### Aspectos fónicos, sintácticos y semánticos de los textos

- Elementos gramaticales: genitivo posesivo (por ejemplo, *Jean's friend*) y doble genitivo (por ejemplo, *a colleague of theirs*).

### Ejemplos sugeridos

Dear Patty,

I hope you're well. As you know, next week is my birthday and I'm organizing a party. It will start at 4 pm next Thursday. You'll find a drawn map with the directions to arrive to my house at the end of this letter. I have everything planned, but if you want to bring some snacks or refreshment, it's OK. A friend of mine is bringing some music CDs and if you want something special, don't hesitate to bring it. If you want to contact me this week, I'll be at my grandma's, but you can call to my mobile.

Love,  
Cecilia.

P. S. I'm keeping my big brother's cat at home while he's abroad. Hope you're not allergic to cat's hair.

- What event is Cecilia organizing?
- Where will the party be held?
- At what time will the party start?

### Ejemplos del docente

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### Sugerencias para abordar los contenidos

- Examinar cartas.
- Leer en voz alta una carta.
- Identificar la estructura (saludo, mensaje y despedida) y los componentes textuales (lugar y fecha, destinatario, firma, etc.) de una carta.
- Responder preguntas orales sobre la información contenida en una carta.
- Escribir enunciados para completar una carta de respuesta.

### Sugerencias del docente

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Tiempo mínimo sugerido: 4 horas | Tiempo estimado por el docente: \_\_\_\_\_ horas

Escuchar/hablar	Leer/escribir
<ul style="list-style-type: none"> <li>• Escuchar y completar mensajes en anuncios y señalizaciones.</li> </ul>	<ul style="list-style-type: none"> <li>• Identificar información específica en anuncios (nombre, fecha, lugar, etc.) y señalizaciones.</li> </ul>

**Temas de reflexión específicos**

- Aspectos fónicos, sintácticos y semánticos de los textos
- Comparación entre palabras, sonidos y grafías de la lengua materna y la lengua inglesa.
- Ortografía
- Abreviaturas (*Ave.-avenue, St.-street, etcétera*).
  - Recursos tipográficos (por ejemplo, @, €, ¢, \$, etcétera).

**Ejemplos sugeridos**

Town junior council members election

Election of the two junior council members will be held on Sunday January 14th at the History Museum, from 10 to 16 hours. If you want to participate, sign up at the Principal's office in your schools. Principals should send the candidate's list by no later than December 3rd.

From this point on, only people with their ID will be received. Please register at the front desk before entering. We remind you that it is forbidden to enter to the premises with any kind of electronic devices. Use the keyless lockers in the basement to store any such items.

- Where can electronic devices be stored?
- Are people allowed to enter without ID?
- Where will the election be held?
- Which is the deadline for principals to send the candidate's list?

**Ejemplos del docente**

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**Sugerencias para abordar los contenidos**

- Examinar anuncios y señalizaciones.
- Identificar, por su nombre y contexto, anuncios y señalizaciones.
- Detectar y reconocer datos generales e información específica en anuncios y señalizaciones.
- Completar, por escrito, anuncios y señalizaciones.
- Plantear y responder preguntas sobre datos generales e información específica en anuncios y señalizaciones.

**Sugerencias del docente**

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Tiempo mínimo sugerido: 3-35 horas
Tiempo estimado por el docente: \_\_\_\_\_ horas











## Contenidos básicos de nivelación de 2º de Secundaria

Escuchar/hablar	Leer/escribir
<ul style="list-style-type: none"> <li>• Interpretar y enunciar expresiones de uso cotidiano.</li> <li>• Comprender y enunciar expresiones para pedir y ofrecer ayuda o lo que se requiere o necesita por medio de otros.</li> <li>• Preguntar datos sobre el entorno inmediato y ofrecerlos (nombre, tamaño, color, fechas, horarios, posiciones, direcciones, productos de uso cotidiano o de primera necesidad).</li> <li>• Entender e intercambiar información sobre servicios de la comunidad, a partir de modelos escritos.</li> </ul>	<ul style="list-style-type: none"> <li>• Escribir expresiones de saludo, despedida y cortesía.</li> <li>• Escribir expresiones para pedir y ofrecer ayuda o lo que se requiere o necesita por medio de otros.</li> <li>• Interpretar y escribir preguntas y respuestas para obtener datos sobre el entorno inmediato (nombre, tamaño, color, fechas, horarios, posiciones, direcciones, productos de uso cotidiano o de primera necesidad).</li> </ul>

### Temas de reflexión específicos

#### Aspectos fónicos, sintácticos y semánticos de los textos

- Características acústicas: tono, entonación, etcétera.
- Tipo de enunciados (declarativos, interrogativos, etcétera).
- Formas verbales: modales (*can, need, have to, etc.*), verbos compuestos, imperativos.
- Elementos gramaticales: preposiciones (*in, about, on, etc.*), adjetivos posesivos (*my, your, etc.*), demostrativos (*this, those, etc.*), pronombres personales (*I, you, me, her, us, etc.*), pronombres y adverbios interrogativos (*who, what, where, when, etc.*), adverbios (*here, there, etcétera*).
- Expresiones coloquiales (por ejemplo, expresiones de saludo, cortesía, despedida).

### Ejemplos sugeridos

#### Ejemplo 1

- Good morning. Could you please stand up and follow me orderly to the school grounds. You are to take notes about what you see in your surroundings. You will have three minutes. Then, we are going to come back and share our results.
- Teacher, I have a notice to give to my classmates, may I?
- Of course, Leticia. Go ahead.
- Next week, our class will organize an English language festival.

#### Ejemplo 2

- Just three minutes ago, someone asked me if I knew where the bank was, but I answer that I couldn't help, since I didn't know. It was quite embarrassing, you know.
- Oh, man. I will tell you again: the bank is the big red building past the hospital. It is in front of the old city museum.
- Which are the office hours?
- Monday to Friday, from 8:30 to 6 pm.

#### Ejemplo 3

- We need to send this letter, can anyone look after that?
- Yes, I will take it to the post office.
- Big sis, can I tag along with you? I don't know how to send a letter. What will we do once we arrive to the post office?
- You'll see it's very easy. First, we have to check that the envelope has the addressee data as well as a return address. Then, we will ask the postage fees and we will buy enough postage stamps to pay that fee. We will put the letter in the mailbox and that's it.

### Ejemplos del docente

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### Sugerencias para abordar los contenidos

- Examinar diálogos en los que se interpretan y enuncian expresiones de uso cotidiano; se comprenden y enuncian expresiones para pedir y ofrecer ayuda o lo que se requiere o necesita por medio de otros; se preguntan y ofrecen datos sobre el entorno inmediato, y se entiende e intercambia información sobre servicios de la comunidad.
- Participar en la lectura en voz alta de diálogos.
- Reconocer expresiones de uso cotidiano, expresiones para pedir y ofrecer ayuda o lo que se requiere o necesita por medio de otros, expresiones usuales para preguntar y ofrecer datos sobre el entorno inmediato, y expresiones para intercambiar información sobre servicios de la comunidad.
- Representar los papeles de emisor y receptor en un juego de roles.
- Escribir expresiones de uso cotidiano en diálogos.
- Completar por escrito diálogos con expresiones para pedir y ofrecer ayuda o lo que se requiera o necesite por medio de otros.
- Completar por escrito diálogos en los que se preguntan y ofrecen datos sobre el entorno inmediato.
- Escribir preguntas y respuestas en las que se intercambia información sobre servicios de la comunidad.

### Sugerencias del docente

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Tiempo mínimo sugerido: 4-5 horas

Tiempo estimado por el docente: \_\_\_\_\_ horas

Escuchar/hablar	Leer/escribir
<ul style="list-style-type: none"> <li>• Escuchar noticias sobre eventos de interés.</li> <li>• Identificar y expresar ideas principales en noticias.</li> <li>• Localizar información a partir de preguntas (¿quién?, ¿qué?, ¿cómo?, ¿cuándo?, ¿dónde?, etcétera).</li> <li>• Expresar opiniones sobre las noticias.</li> </ul>	<ul style="list-style-type: none"> <li>• Comprender y completar información en noticias breves.</li> </ul>

**Temas de reflexión específicos**

**Propiedades y tipos de textos orales y escritos**

- Estructura de noticias: pirámide invertida (respuestas a las preguntas críticas: *who, what, where, when, how* y *why*).
- Recursos sonoros: pausas, pistas sonoras, efectos de sonido.
- Componentes gráficos: fotografías, tipografía, gráficas, etcétera.
- Componentes textuales: título, balazos, etcétera.

**Aspectos fónicos, sintácticos y semánticos de los textos**

- Pronombres y adverbios interrogativos (*who, what, where, etcétera*).
- Conectores (*so, either, when, while, etcétera*).
- Adverbios (*maybe, probably, etcétera*).

**Ejemplos sugeridos**

**Spectacular opening ceremony kicks off Beijing Olympic Games**

– The Olympic Games are officially underway after a dazzling opening ceremony in Beijing.

The Bird's Nest Stadium was lit up by fireworks and a spectacular light show as an audience of 91,000 gathered to celebrate the start of the games. [...] It was the biggest and most expensive opening ceremony in Olympic history, featuring a reported 30,000 fireworks, and is unlikely ever to be matched. [...] The Olympic teams paraded according to their place in the Chinese alphabet –leaving Australia as one of the last arrivals for once– [...]

The end of the torch relay produced a dramatic climax, as China's 1984 gymnastics superstar Li Ning flew up into the rafters of the Bird's Nest Stadium hoisted on wires, running around the rim as though space walking before the torch he was carrying sent a blast of flame to light the giant torch which looks out over the city.

(Ann Gripper, 8/08/2008: <http://www.mirror.co.uk/news/top-stories/2008/08/08/pictures-and-video-spectacular-opening-ceremony-kicks-off-beijing-olympic-games-115875-20689166/>. Fecha de consulta: 14 de febrero de 2011.)

- Which was the venue for the Opening ceremony of the Beijing Olympic Games?
- Did Australia enter the stadium as one of the first arrivals? Why?

I feel elated when I saw the photos in the newspaper of the Opening ceremony. I was listening to the radio and commentarists said it was had been spectacular. I like sports and I think the Olympic Games show the best feats in the sports world.

**Ejemplos del docente**

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Escuchar/hablar	Leer/escribir
<ul style="list-style-type: none"> <li>• Formular y responder preguntas sobre contenido de cartas.</li> <li>• Dar información sobre lugares, horarios y eventos en cartas.</li> </ul>	<ul style="list-style-type: none"> <li>• Construir enunciados para responder invitaciones en cartas.</li> </ul>

### Temas de reflexión específicos

#### Propiedades y tipos de textos orales y escritos

- Estructura de cartas: saludo, mensaje, despedida.
- Componentes textuales: lugar y fecha, destinatario, firma, etcétera.

#### Aspectos fónicos, sintácticos y semánticos de los textos

- Elementos gramaticales: genitivo posesivo (por ejemplo, *Jean's friend*) y doble genitivo (por ejemplo, *a colleague of theirs*).

### Ejemplos sugeridos

Dear Elena,

The Music Club is organizing its annual party. As member of our support team, we invite you to celebrate with us another year of success (do you remember the concert outside the town hall? I was speechless, then, because many students from this area came to see us). The party will start at 6 pm at the clubroom. Please, feel free to come along with as many friends of yours as you want. Karen's mom and dad will bring food and chairs. Also, there will be a DJ session that we hope to broadcast after dinner time (8 pm). It will last an hour. Please, do you think your friend in the local newspaper could report on the party and the DJ session?

I look forward to hearing from you.

Love,  
Jimena

### Ejemplos del docente

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### Sugerencias para abordar los contenidos

- Examinar cartas.
- Leer en voz alta una carta.
- Identificar la estructura (saludo, mensaje y despedida) y los componentes textuales (lugar y fecha, destinatario, firma, etc.) de una carta.
- Responder preguntas orales sobre la información contenida en una carta (evento, lugar y horario).
- Escribir enunciados para completar una carta de respuesta.

### Sugerencias del docente

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Tiempo mínimo sugerido: 4 horas | Tiempo estimado por el docente: \_\_\_\_\_ horas











Escuchar/hablar	Leer/escribir
<ul style="list-style-type: none"> <li>• Seguir la lectura de información sobre un tema de ciencias (seres vivos, fenómenos y/o sitios naturales).</li> <li>• Formular y responder preguntas para obtener información sobre un tema de ciencias.</li> <li>• Comprender ideas principales de información sobre un tema de ciencias al escucharla.</li> </ul>	<ul style="list-style-type: none"> <li>• Escribir preguntas y respuestas para obtener información sobre un tema de ciencias.</li> <li>• Organizar información sobre un tema de ciencias en un gráfico.</li> <li>• Parafrasear enunciados sobre un tema de ciencias.</li> </ul>

### Temas de reflexión específicos

#### Propiedades y tipos de textos orales y escritos

- Componentes gráficos: título, texto e imágenes.

#### Aspectos fónicos, sintácticos y semánticos de los textos

- Pronombres y adverbios interrogativos (*how, what, which*, etcétera).
- Sinónimos.

#### Ortografía

- Escritura convencional de palabras (sin transposiciones, reemplazos, adiciones o supresiones).

### Ejemplos sugeridos

#### Great Canyon

The Grand Canyon is a canyon shaped by the Colorado River located in Arizona, USA. The Grand Canyon is 446 km long and reaches a depth of over a 1.8 km. Temperatures vary throughout the year, with summer highs within the Inner Gorge commonly surpassing 37 °C. However, during winter minimum temperatures can sometimes fall below -17 °C along the canyon's rim. With respect to flora, Grand Canyon has a dozen endemic plants. The fauna that can be found in this area is quite varied. There are 33 crustacean species found in the Colorado River and its tributaries within Grand Canyon National Park. There are also approximately 47 reptile species in that region. Six rattlesnake species have been recorded in the park. The conifer forests provide habitat for 52 mammal species. Raccoons, weasels, bobcats, gray foxes, and mountain lions are also present, but are much more rare. In recent years, unfortunately, the Grand Canyon has suffered some problems with air pollution.

- Which is the temperature range in the Grand Canyon?
- In line 5, to what element refers its?

### Ejemplos del docente

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### Sugerencias para abordar los contenidos

- Examinar un texto ilustrado sobre un tema de ciencias.
- Señalar y nombrar el título, los párrafos y las imágenes.
- Identificar, al escuchar, los nombres y las ideas principales relativas al tema de ciencias que aparecen en el texto.
- Participar en la lectura en voz alta de un texto ilustrado sobre un tema de ciencias.
- Aclarar el significado de palabras nuevas con ayuda de un diccionario y/o del docente.
- Formular y responder preguntas, oralmente y por escrito, a partir de un texto ilustrado sobre un tema de ciencias.
- Diferenciar la entonación de preguntas y respuestas.
- Organizar en un gráfico información sobre un tema de ciencias.

### Sugerencias del docente

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Tiempo mínimo sugerido: 4-45 horas | Tiempo estimado por el docente: \_\_\_\_\_ horas

## Contenidos básicos de nivelación de 3º de Secundaria

Escuchar/hablar	Leer/escribir
<ul style="list-style-type: none"> <li>• Interpretar y enunciar expresiones de uso cotidiano.</li> <li>• Comprender y enunciar expresiones para pedir y ofrecer ayuda o formular sugerencias.</li> <li>• Preguntar datos sobre el entorno inmediato y ofrecerlos (nombre, tamaño, color, fechas, horarios, posiciones, direcciones, productos de uso cotidiano o de primera necesidad).</li> <li>• Entender e intercambiar información sobre un servicio de la comunidad, a partir de modelos escritos.</li> </ul>	<ul style="list-style-type: none"> <li>• Escribir expresiones de uso cotidiano.</li> <li>• Escribir expresiones para pedir y ofrecer ayuda o formular sugerencias.</li> <li>• Interpretar y escribir preguntas y respuestas para obtener datos sobre el entorno inmediato (nombre, tamaño, color, fechas, horarios, posiciones, direcciones, productos de uso cotidiano o de primera necesidad).</li> </ul>

### Temas de reflexión específicos

#### Aspectos fónicos, sintácticos y semánticos de los textos

- Características acústicas: tono, entonación, etcétera.
- Estructuras comparativas (por ejemplo, *as...as*, *more...than*, etcétera).
- Formas verbales: subjuntivo.
- Elementos gramaticales: preposiciones (*in*, *about*, *on*, etc.), adjetivos posesivos (*my*, *your*, etc.), demostrativos (*this*, *those*, etc.), pronombres personales (*I*, *you*, *me*, *her*, *us*, etc.), pronombres y adverbios interrogativos (*who*, *what*, *where*, *when*, etc.), adverbios (*here*, *there*, etcétera).
- Expresiones cotidianas (por ejemplo, saludo, cortesía, despedida).

## Ejemplos sugeridos

### Ejemplo 1

- Good afternoon to you all! How're you doing?
- Fine, thanks.
- Well, let's start. Please organize into teams of three. Julieta, could you help to hand in these materials I have on my desk?
- Of course, teacher. I see these materials have a mark of two different colors.
- Yes, please deliver the red ones to the teams on the left side of the classroom and the blue ones to the teams on the right. So, shall we start?
- Yes, teacher.
- Ok, it's 5:30 and this is a quick activity so we shouldn't spend more than 10 minutes...

### Ejemplo 2

- I really need a rare book about literature, but I haven't found it and I asked my relatives and none of them has it. What do you think I could do?
- I suggest you borrow the book from the library.
- But I knew that they have changed their premises and I ignore their current location.
- It's not far from here. I recommend you take a bus to the Human Rights Office. Once you get down, walk towards the spiral tower to the right of the Office. You'll find a red building with two torches in the front yard. That's the library.
- But I don't know how to get a library card.
- It's quite easy, take your school ID and a proof of address. Fill in the format they provide you with in the library. They take you a photo, you pay a fee and Bob's your uncle!

### Ejemplo 3

- Do you need that I buy something?
- Yes, please. We don't have enough milk. Please bring some. Also, there isn't any juice left. Bring a gallon. And fruit, we need a pound of strawberries and three pounds of mango.

## Ejemplos del docente

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## Sugerencias para abordar los contenidos

- Examinar diálogos en los que se interpretan y enuncian expresiones de uso cotidiano; se comprenden y enuncian expresiones para pedir y ofrecer ayuda o hacer sugerencias; se preguntan y ofrecen datos sobre el entorno inmediato, y se intercambia información sobre servicios de la comunidad.
- Participar en la lectura en voz alta de diálogos.
- Reconocer expresiones de uso cotidiano; expresiones para pedir y ofrecer ayuda o hacer sugerencias; expresiones para preguntar y ofrecer datos sobre el entorno inmediato, y expresiones para intercambiar información sobre servicios de la comunidad.
- Representar los papeles de emisor y receptor en un juego de roles.
- Escribir expresiones de uso cotidiano en diálogos.
- Completar por escrito diálogos con expresiones para pedir y ofrecer ayuda o hacer sugerencias.
- Completar por escrito diálogos en los que se preguntan y ofrecen datos sobre el entorno inmediato.
- Escribir preguntas y respuestas en las que se intercambia información sobre servicios de la comunidad.

## Sugerencias del docente

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Tiempo mínimo sugerido: 4-5 horas

Tiempo estimado por el docente: \_\_\_\_\_ horas

Escuchar/hablar	Leer/escribir
<ul style="list-style-type: none"> <li>• Escuchar noticias sobre eventos de interés.</li> <li>• Identificar y expresar ideas principales en noticias.</li> <li>• Comprender información específica en noticias a partir de preguntas (¿quién?, ¿qué?, ¿cómo?, ¿cuándo?, ¿dónde?, etcétera).</li> <li>• Expresar opiniones sobre noticias.</li> </ul>	<ul style="list-style-type: none"> <li>• Comprender y escribir información en noticias breves.</li> </ul>

### Temas de reflexión específicos

#### Propiedades y tipos de textos orales y escritos

- Estructura de noticias: pirámide invertida (respuestas a las preguntas críticas: *who, what, where, when, how, why*).
- Recursos sonoros: pausas, pistas sonoras, efectos de sonido.
- Componentes gráficos: fotografías, tipografía, gráficas, etcétera.
- Componentes textuales: título, balazos, etcétera.

#### Aspectos fónicos, sintácticos y semánticos de los textos

- Pronombres y adverbios interrogativos (*who, what, where, etcétera*).
- Conectores (por ejemplo, *so, either, when, while*).
- Condicionales (por ejemplo, *If she had knew that, she would have..., If we were...we could...*).

### Ejemplos sugeridos

#### Vienna Boys Choir to perform in S. F., Livermore

- Performances on February 10 and 11.
- Repertoire will include special arrangements of world music

One of the most sublime sonorities in the world is a choir composed of young males between the ages of about 9 and the beginning of puberty. It's an uncannily pure, sweet, rather flutelike timbre with barely a hint of vibrato. Boys choirs date at least back to late medieval and Renaissance times, when music was becoming more complex and polyphony was being developed. Musicians of the time found that the sound typically produced by boys' voices was perfect for the increasingly complicated threads of polyphonic music –a style which requires that each voice part be independently discerned from the whole.

[...] the famed Vienna Boys Choir will provide us with opportunities in the Bay Area this coming week. The typically sailor-suited young lads are scheduled to sing at 8 p.m. Feb. 10 at Grace Cathedral, 1100 California St., in San Francisco and 8 p.m. Feb. 11 at the new, state-of-the-art Bankhead Theater, 2400 First St., in Livermore. Their programs will be from their repertoire of Austrian folk songs and waltzes, classical masterpieces, beloved pop songs, medieval chants and special arrangements of world music. (Taken, adapted and edited from Cheryl North, [http://www.mercurynews.com/music/ci\\_17251696?nclick\\_check=1](http://www.mercurynews.com/music/ci_17251696?nclick_check=1), February 4th, 2011. Fecha de consulta: 15 de febrero de 2011.)

- Where will be the venue for the concert at Livermore?
- Which are the main features of the boys' voices?

I think it's important that there exist children groups that promote culture with their activities. I really like any kind of music, especially classical, and this kind of concerts give people the opportunity to have a different experience. I think cultural authorities could invite this kind of groups and by making the concert in a public square, many people could attend and enjoy a once-in-a-lifetime musical experience.

### Ejemplos del docente

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Además de los temas de reflexión específicos que se refieren en las tablas, a continuación se enlistan aquellos que deben articularse con los contenidos mencionados, porque contribuyen a contextualizar las competencias es-

pecíficas y a que cobren sentido. Por ejemplo, *Composición de expresiones es un saber necesario que ayuda a Escribir expresiones para pedir y ofrecer ayuda o formular sugerencias, o a Editar información sobre un tema de ciencias.*

### Temas de reflexión permanentes

#### Propiedades y tipos de textos orales y escritos

- Estructura, tema, propósito y destinatario de textos orales y escritos.
- Componentes gráficos y textuales.
- Modalidad de comunicación: presencial o a distancia.
- Pistas contextuales: lenguaje no verbal (gestos, posturas del cuerpo, señas y movimientos, miradas), sonido ambiental, relación entre participantes, etcétera.
- Patrones de organización textual: listas, comparación y contraste, etcétera.

#### Aspectos fónicos, sintácticos y semánticos de los textos

- Características acústicas: volumen, tono, ritmo, pronunciación, entonación, fluidez.
- Repertorio de palabras necesarias para esta práctica social del lenguaje.
- Composición textual (expresiones, enunciados, párrafos, etcétera).
- Semejanzas y diferencias entre lengua materna e inglés.
- Tipo de enunciados: declarativos, interrogativos.
- Tiempos verbales.
- Formas verbales: modales, verbos compuestos, auxiliares.
- Particularidades sintácticas del inglés (pronombre *it*, enunciados con *like*, ausencia de pronombre relativo, etcétera).
- Diferencias léxicas y sintácticas entre variante británica y estadounidense (concordancia de sustantivos colectivos, estructuras de posesión, etcétera).

#### Ortografía

- Diferencias entre sonidos y letras en lengua materna e inglés.
- Escritura convencional de palabras: sin adiciones, transposiciones, reemplazos o supresiones.
- Mayúsculas y minúsculas.
- Puntuación.
- Grupos de letras poco frecuentes o ausentes en lengua materna.
- Contraste entre variante británica y estadounidense (*-our/-or*, *-ise/-ize*, *-re/-er*, etcétera).

## Introducción al PNIEB

Las prácticas sociales del lenguaje son las mismas para los tres grados del Ciclo 4; sin embargo, existen variaciones, tanto en el grado de complejidad y la profundidad como en el tipo de contenidos programáticos derivados de las “Competencias específicas”. Para trabajar con estas variaciones, el docente puede elegir la práctica del bloque 2 con la que desea comenzar en el grado correspondiente; la del ambiente académico y de formación: “Comprender y escribir instrucciones”, o la del ambiente Familiar y comunitario: “Interpretar y expresar información difundida en diversos medios de comunicación”.

Respecto a la prácticas del bloque 1: “Comprender y expresar información sobre bienes y servicios” y “Leer y comprender diferentes tipos de textos literarios propios de países en los que se habla lengua inglesa”, los “haceres” y “saberes” que las constituyen se incluyen, en esta guía, para los tres grados, aunque con un matiz distinto de complejidad y profundidad. En con-

secuencia, los contenidos de las prácticas del bloque 1 se habrán abordado, por lo que una vez que inicien el trabajo con el PNIEB, éste les será familiar. Además, para facilitar la incorporación de los alumnos a los programas de estudio, es conveniente tomar en cuenta las siguientes consideraciones:

- Atender el desarrollo de habilidades comunicativas de tipo receptivo en las prácticas sociales del lenguaje.
- Expandir el trabajo de lectura con textos literarios.
- Tomar en cuenta que los temas de reflexión son cíclicos a lo largo de las competencias específicas, por lo que existen varias oportunidades para trabajarlos de manera contextualizada.
- Acentuar el desarrollo de los contenidos del ser (interculturalidad, actitudes, valores, trabajo colaborativo, etc.) que no se han abordado.



## Anexo. Formato de planeación

Escuchar/hablar	Leer/escribir
Competencias específicas	Competencias específicas
Temas de reflexión	
Específicos	
Permanentes	
Textos	
Sugerencias para abordar los contenidos	
<p style="text-align: right;"><i>Tiempo estimado por el docente: _____ horas</i></p>	

# National English Program

in Basic Education Second Language: English

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## Leveling Guide Cycle 4

Academic support for English language teachers

In-class testing stage

# Presentation

**T**he regulating principles established by Article third 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".<sup>1</sup> 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",<sup>2</sup> 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".<sup>3</sup> Simultaneously, Unesco<sup>4</sup> has indicated that educational

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<sup>1</sup> SEP (2007), *Programa Sectorial de Educación*, México, p. 11.

<sup>2</sup> *Ibidem*, p. 24.

<sup>3</sup> *Ibidem*, p. 11.

<sup>4</sup> J. Delors 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 preschool 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 competencies 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**



The National English Program in Basic Education (NEPBE) incorporates the 3<sup>rd</sup> grade of Preschool as well as the six grades of Elementary school to its in-class testing stage for the 2011-2012 school year. This implies that most students, no matter the school grade they incorporate into, will attend the NEPBE's English language subject for the first time.

This situation represents two different challenges for elementary school teachers. The first one is to generate proper conditions for the NEPBE's syllabuses, so they can operate equally and with quality in all schools nationwide. The second is to ensure that students can fulfill the purposes for each of the NEPBE cycles (and consequently, the achievement levels established for each) even though they had not attended the English language subject in the grade or grades prior to the 2011-2012 school year.

Because of the former reasons, a leveling guide for Cycle 4 has been designed and is included

along with the materials that accompany the implementation of the NEPBE in its in-class testing stage. Its purpose is to offer the teacher:

- A list of basic curricular contents designed to be covered throughout a month and a half as a minimum, allowing the students of first, second and third grades of secondary to attain the achievements established in the NEPBE syllabuses they did not attend, as well as to begin the application of the syllabuses contents according to the corresponding secondary grade as soon as possible. This will guarantee the fulfillment of the established purposes and achievement levels by the end of Cycle 4.
- A set of teaching guidelines and considerations that teachers should take into account when beginning with the teaching of the NEPBE syllabuses.

**T**his guide includes six sections: Purpose of English Language Teaching for Cycle 4, Teaching Guidelines, Basic Leveling contents of 1<sup>st</sup> Secondary school, Basic Leveling contents of 2<sup>nd</sup> grade Secondary school, Basic Leveling contents of 3<sup>rd</sup> grade Secondary school and Introduction of the NEPBE, and an Appendix which includes a suggested planning format for the teacher.

“Purpose of English Language Teaching for Cycle 4” correspond to those established in the NEPBE syllabuses and their incorporation has the objective of providing teachers with basic foundations which, along with their teaching experience and the particular characteristics of the group, allow him or her to choose the sequence and depth with which the leveling contents of this guide are to be covered. In this way, it will be guaranteed that students obtain, throughout the first two months (20 hours of class) of the school year 2011-2012, the knowledge required to work with the NEPBE syllabuses of the grade in which they currently are, and to reach, by the end of 3<sup>rd</sup> grade of secondary, the achievement levels that correspond to Cycle 4.

The “Teaching guidelines” are intended to help teachers in the teaching of the leveling contents. They consist of a group of methodological strategies that are characterized for being unrestrictive, which allows teachers to either use them or the methodology which, in his or her own experience, he or she considers most appropriate to the needs, characteristics, and interests of his or her students.

The “Basic leveling contents for 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> grades of Secondary school” were defined based on the syllabuses for Cycle 4 and the achievement levels established in them. As it has been stated, they intend to teach in a short period of time the basic contents of the NEPBE not studied in the previous grade or grades. For this reason, the leveling contents are different from the curricular contents of the NEPBE, which are distributed into social practices with the language. Therefore, they are organized in the following way:

- **Listening comprehension** and **oral expression** contents: listening/speaking.
- **Reading comprehension** and **written expression** contents: reading/writing.

- **Reflection topics.** These contents are classified into two groups: a) Specific, which correspond to concepts, features, characteristics and elements of the oral and written language, specific of each specific competency; and b) General, which correspond to a concepts and features of oral and written texts, common to all Cycle 4 leveling contents in 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> grades of Secondary school.

It is important to notice that, if missing a social environment of the language, the leveling contents lack the dynamic aspects that characterize the social practices of the language. For this reason, this guide offers **examples and teaching hours** to teach the contents **only as suggestions** which the teacher should adapt, change, simpli-

fy or expand, depending on his or her planning, the characteristics of his or her students and the diverse variations and conditions which influence the organization of his or her work in the classroom. It is with this purpose that blank spaces are provided so the teacher may write down his or her own methodological considerations and estimated teaching hours it will take to work with the leveling contents.

Finally, a section called “Introduction to the NEPBE” is presented, where the contents of this guide are described in relation to the initial work particular to the syllabuses for Cycle 4, as well as an “Appendix”, which can be reproduced by the teacher. It includes a format that aims at demonstrating the several ways in which teachers can plan and organize the contents of this guide.

## Purpose of English Language Teaching for Cycle 4

The purpose of English language teaching for Cycle 4 in basic education (1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> grades of Secondary school) is for students to consolidate their proficiency in English language in basic communicative situations and develop *specific competencies* particular to *social practices of the language* within a range of communicative situations, in which they understand and produce, in a general way, oral and written texts about different topics. At the end of this cycle, students are expected to:

- Identify the main idea and some details from a variety of oral and written texts by using their knowledge of the world.
- Understand and use information from different text sources.
- Produce short and conventional texts that respond to personal, creative, social and academic purposes.
- Adapt their language to unexpected communicative needs.
- Recognize and respect differences between their own culture and the cultures of English-speaking countries.
- Express some judgments and opinions about topics of their own interest or related to their everyday reality.
- Use appropriate registers in a variety of communicative situations.
- Identify cohesive devices to understand the relationship between the parts of a statement or text.
- Edit their own or their classmate's writings.
- Use appropriate grammar, spelling and punctuation conventions.
- Participate in formal communicative situations.
- Keep communication flow, identify breakdowns and use strategies to repair it when required.



## Teaching Guidelines

The following guidelines are given to teach the contents in this guide:

- Get to know the group of students in order to determine their interests, their previous knowledge about language in general, and about the English language in particular, as well as other characteristics which might influence their development throughout the course of the leveling sessions.
- Read and understand the syllabuses of Cycle 4 corresponding to the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> grades of Secondary school in order to provide continuity to the work in this guide. The syllabuses are the referent used to answer any questions about the contents in this guide, as well as to offer suggestions to teach them. It is also convenient to examine the achievements in order to recognize what is expected from the leveling sessions, as well as the doing what the language and knowing about the language that students need to learn or strengthen so that, even if they did not attend the English language subject in the previous grades, they can successfully fulfill the purposes of Cycle 4.
- Based on the previous information, select the order in which the contents will be taught, as well as the teaching hours dedicated to each one, considering the total of hours suggested to the leveling plans, as well as the needs of the group.
- Read 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 and should be taught. Therefore, the teacher should be aware that they are in no way designed to rule the planning and organization of the work in the classroom, which means they might need to be broadened or adjusted, depending on the needs of the students. It is important to mention that, in the case of literary texts (songs, short stories, legends, etc.), it was only possible to present fragments of the texts; however, it is expected that students participate in the reading of complete texts.

Since for many students this may be the first time to be in contact with the English language in a school environment, the examples should be given mainly orally, and later on, through written texts.

- Select, from the **specific and general topics for reflection**, only those that are relevant to the contents. It is important to notice that the **reflection topics should not be the focus of attention in the leveling practices**, since they do not promote the acquisition of the necessary skills to achieve the objectives for Cycle 4. **This guide does not include lists of vocabulary nor teaching strategies**, since it

is impossible to consider all texts in which vocabulary can be taught

- **Consider the convenience of using the suggestions provided** to teach the contents. These do not appear in any specific order and can be used to teach one or several specific competences.
- **Assess the progress** and achievements of students, as well as changes or adjustments to the components in the teaching practice. Even though **assessment** results in promotion, it is expected to be used essentially **with formative purposes**.

## Basic leveling contents of 1<sup>st</sup> grade Secondary school

Listening/speaking	Reading/writing
<ul style="list-style-type: none"> <li>• Exchanging expressions of greeting, farewell and courtesy.</li> <li>• Understanding and saying expressions to request or provide help, or whatever is required or necessary from others.</li> <li>• Asking for, and offering information about, students' immediate context (dates, schedules, object positions).</li> </ul>	<ul style="list-style-type: none"> <li>• Writing down expressions of greeting, farewell and courtesy.</li> <li>• Participating in the writing of expressions to ask or provide help, or what is required or necessary from others.</li> <li>• Writing down questions and answers to obtain information about the immediate context (dates, schedules, position of objects).</li> </ul>

### Specific topics for reflection

#### Phonic, syntactic and semantic aspects of the texts

- Acoustic features: tone, intonation, etc.
- Types of sentences (declarative, interrogative, etc.).
- Verbal forms: modal (*shall, would, could, etc.*), phrasal verbs, imperatives.
- Grammar: prepositions (*in, about, on, etc.*), possessive adjectives (*my, your, etc.*), demonstratives (*this, those, etc.*), personal pronouns (*I, you, me, her, us, etc.*), question words (*who, what, where, etc.*), adverbs (*here, there, etc.*).
- Everyday life expressions (greeting, courtesy and farewell).

### Suggested examples

#### Example 1

- Good morning, Esteban. How are you?
- Fine, thank you. I see you're carrying so many books, where are you taking them?
- I have to return them to the library. But I'm rather in a hurry, because I also have to relay a message to our teacher.
- I could lend you a hand. I'll take the books to the library, while you talk to our teacher.
- Seriously? Thank you very much.
- You're welcome.

#### Example 2

- My sister has broken her broom and she needs another. Where can she find one?
- Why, in the market.
- We just arrived yesterday here, and we don't know where the market is.
- It's 4 blocks away from your home. Leave towards the convenience store, then take a left. Walk two blocks and then take left once again. The market is in front of the fire station.

#### Example 3

- Good afternoon, everyone. Let's start our activity. Make a circle with your chairs so we can see each other.
- Teacher, we haven't written the date yet.
- You're right, Paulina. So, Víctor, what date is today.
- Today is Thursday, April 7th.
- Thanks. And now we're ready to begin. It's 4:15, and I think we can finish this activity in some 35 minutes.

**Example 4**

- Fresh and juicy apples! Here. The best fruit in town!
- How much does the kilo cost?
- The red ones, 2£; and the green ones, 2£25p.

**Example 5**

- Now, open your books on page 30.
- Teacher, I think I've forgotten my pen and pencil.
- Don't worry, Agustín. You can take a pen from the ones I have on my desk and there is a pencil can on the table at the rear of the classroom.

**Teacher's examples**

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**Teaching suggestions**

- Exploring and modeling short dialogues in which daily expressions, expressions used for asking and receiving help and offering information about immediate surrounding are used, with the help of visual aids and non-verbal language.
- Participating in the reading aloud of dialogues and recognize everyday expressions, and expressions used to ask for information about the immediate surroundings (name, size, color, date, time, location for objects and places, addresses and basic needs products).
- Identifying expressions used to ask and receive help, to get what is wanted or needed.
- Playing transmitter and intended audience's roles.
- Writing down daily life expressions in short dialogues.
- Participating in the writing of words and sentences in dialogues in which information about the immediate surrounding is given and received.
- Completing short dialogues by writing expressions to get and receive help, what is wanted or needed.

**Teacher's suggestions**

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*Minimum time suggested: 4-5 hours*

*Time suggested by the teacher: \_\_\_ hours*

Listening/speaking	Reading/writing
<ul style="list-style-type: none"> <li>• Listening to news about events of interest.</li> <li>• Identifying and expressing main ideas in news.</li> <li>• Finding information through questions (who?, what?, how?, when?, where?, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Writing information that was heard in/extracted from the news.</li> </ul>

**Specific topics for reflection**

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

- News structure: inverted pyramid (answers to the questions *who, what, when, where, how* and *why*).
- Sounds, pauses and sound effects.
- Graphic components: photographs, typography, graphics, etc.

**Phonic, syntactic and semantic aspects of the texts**

- Question words (*who, what, where, etc.*).

**Suggested examples**

February 7, 2011.  
Dudamel and LA Phil announce their 2011/12 season

Gustavo Dudamel and the LA Philharmonic today announced their 2011/12 season [...]. In the upcoming season, he will conduct the LA Phil in 14 weeks of subscription concerts that include two LA Phil commissions, both of which are world premieres, plus a concert as part of the Green Umbrella new music series that includes an LA Phil commission and world premiere. [...]

Over the course of the season, Dudamel will conduct all nine Mahler Symphonies with the Los Angeles Philharmonic and the Simón Bolívar Symphony Orchestra of Venezuela both in Los Angeles and in Caracas. (Tomado y editado de <http://www.gustavodudamel.com/news>. Fecha de consulta: 14 febrero 2011.)

- Who will conduct the Los Angeles Philharmonic?
- Where will Dudamel conduct Mahler Symphonies?
- When did Dudamel and the LA Phil announced their 2011/12 season?

**Teacher's examples**

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**Teaching suggestion**

- Exploring spoken and written news on a topic of interest.
- Identifying an event of interest by its name.
- Identifying and recognizing general data (name, place, date, participants, etc.) and qualities of an event.
- Distinguishing the main ideas in the event of interest.
- Presenting and answering, in written and oral form, questions concerning an event (who? what? how? when? where?, etc.).
- Reading the event information out loud.

**Teacher's suggestions**

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Minimum time suggested: 3-35 hours
Time suggested by the teacher: \_\_\_ hours

Listening/speaking	Reading/writing
<ul style="list-style-type: none"> <li>• Answering questions about letters.</li> <li>• Orally, completing sentences about places, schedules and events in letters.</li> <li>• Reading letters out loud.</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguishing structure of letters.</li> <li>• Making sentences to reply to invitations received by letter.</li> </ul>

**Specific topics for reflection**

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

- Letters structure: greeting, message, farewell.
- Text components: place and date, receiver, signature, etc.

**Phonic, syntactic and semantic aspects of the texts**

- Grammar: possessive genitive (e. g., *Jean's friend*) and double genitive (e. g., *a colleague of theirs*).

**Suggested examples**

Dear Patty,

I hope you're well. As you know, next week is my birthday and I'm organizing a party. It will start at 4pm next Thursday. You'll find a drawn map with the directions to get to my house at the end of this letter. Everything is already planned, but if you want to bring some snacks or refreshment, it's OK. A friend of mine is bringing some CDs with music and if you want something special, don't hesitate to bring it. If you want to contact me this week, I'll be at my grandma's, but you can call me on my mobile.

Love,  
Cecilia.

P. S. I'm keeping my big brother's cat at home while he's abroad. Hope you're not allergic to cat hair.

- What event is Cecilia organizing?
- Where will the party be held?
- At what time will the party start?

**Teacher's examples**

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**Teaching suggestions**

- Exploring letters.
- Reading a letter out loud.
- Identifying the structure (greeting, message, farewell) and textual components (place and date, receiver, signature, etc.) of a letter.
- Answering oral questions about the information within the letter.
- Writing sentences to complete a reply letter.

**Teacher's suggestions**

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<i>Minimum time suggested: 4 hours</i>	<i>Time suggested by the teacher: ___ hours</i>
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Listening/speaking	Reading/writing
<ul style="list-style-type: none"> <li>• Listening to and completing messages in advertisements and signs.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying specific information (name, date, place, etc.) in advertisements and signs.</li> </ul>

**Specific topics for reflection**

Phonic, syntactic and semantic aspects of the texts

- Comparison of words, sounds and letters between native language and English.

Mechanics of writing

- Abbreviations (*Ave.-avenue, St.-street, etc.*).
- Typographic resources (e. g. @, €, ¢, \$, etc.).

**Suggested examples**

Town junior council members election

Election of the two junior council members will be held on Sunday, January 14th at the History Museum, from 10 to 16 hours. If you want to participate, sign up at the Principal's office in your schools. Principals should send the candidate's list by no later than December 3rd.

From this point on, only people with their ID will be received. Please register at the front desk before entering. We remind you that it is forbidden to enter to the premises with any kind of electronic devices. Use the keyless lockers in the basement to store any such items.

- Where can electronic devices be stored?
- Are people allowed to enter without ID?
- Where will the election be held?
- Which is the deadline for principals to send the candidate's list?

**Teacher's examples**

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**Teaching suggestions**

- Exploring advertisements and signs.
- Identifying, by name and context, advertisements and signs.
- Detecting and recognizing general data and specific information in advertisements and signs.
- Completing, in a written way, advertisements and signs.
- Presenting and answering questions about general data and specific information on advertisements and signs.

**Teacher's suggestions**

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*Minimum time suggested: 3-35 hours* | *Time suggested by the teacher: \_\_\_ hours*











## Basic leveling contents of 2<sup>nd</sup> grade Secondary school

Listening/speaking	Reading/writing
<ul style="list-style-type: none"> <li>• Interpreting and saying expressions of greeting, farewell and courtesy.</li> <li>• Comprehending and saying expressions to request or provide help, or whatever is required or necessary from others.</li> <li>• Asking for and offering information about the immediate context (dates, schedules, object positions, addresses, basic need items).</li> <li>• Understanding and exchanging information about public services with the help of written models.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing greeting, farewell and courtesy expressions.</li> <li>• Participating in the writing of expressions to ask or provide help, or whatever is required or necessary from others.</li> <li>• Writing down questions and answers to obtain information about their immediate context (name, size, color, dates, schedules, object positions, addresses, basic need items).</li> </ul>

### Specific topics for reflection

#### Phonic, syntactic and semantic aspects of the texts

- Acoustic features: tone, intonation, etc.
- Types of sentences (declarative, interrogative, etc.).
- Verb forms: modal (*can, need, have to*, etc.), phrasal verbs, imperatives.
- Grammar: prepositions (*in, about, on*, etc.), possessive adjectives (*my, your*, etc.), demonstratives (*this, those*, etc.), personal pronouns (*I, you, me, her, us*, etc.), question words (*who, what, where*, etc.), adverbs (*here, there*, etc.).
- Everyday life expressions (greeting, courtesy and farewell).

Suggested examples

Example 1

- Good morning. Could you please stand up and follow me orderly to the school grounds. You are to take notes about what you see in your surroundings. You will have three minutes. Then, we are going to come back and share our results.
- Teacher, I have a notice to give to my classmates, may I?
- Of course, Leticia. Go ahead.
- Next week, our class will organize an English language festival.

Example 2

- Just three minutes ago, someone asked me if I knew where the bank was, but I answer that I couldn't help, since I didn't know. It was quite embarrassing, you know.
- Oh, man. I will tell you again: the bank is the big red building past the hospital. It is in front of the old city museum.
- Which are the office hours?
- Monday to Friday, from 8:30 to 6 pm.

Example 3

- We need to send this letter, can anyone look after that?
- Yes, I will take it to the post office.
- Big sis, can I tag along with you? I don't know how to send a letter. What will we do once we arrive to the post office?
- You'll see it's very easy. First, we have to check that the envelope has the addressee data as well as a return address. Then, we will ask the postage fees and we will buy enough postage stamps to pay that fee. We will put the letter in the mailbox and that's it.

Teacher's examples

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Teaching suggestions

- Exploring dialogues in which daily life expressions are used and interpreted; understood and used to ask and offer help, what is wanted or needed by means of others; data on immediate surrounding is asked and offered, and information on public services is exchanged and understood.
- Participating in the reading aloud of dialogues.
- Recognizing daily life expressions, such as the ones used to ask and offer help, what is wanted or needed by means of others; usual expressions to ask and offer information on immediate surroundings, and expressions used for the exchange of information about public services.
- Playing transmitter and intended audience roles.
- Writing down daily life expressions in dialogues.
- Completing dialogues by writing expressions used to ask and offer help or what is wanted or needed by means of others.
- Completing dialogues by writing questions and offer information about the immediate surroundings.
- Writing questions and answers in which information about public services is exchanged.

Teacher's suggestions

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Minimum time suggested: 4-5 hours

Time suggested by the teacher: \_\_\_ hours





Listening/speaking	Reading/writing
<ul style="list-style-type: none"> <li>• Making questions about letters and answering them.</li> <li>• Giving information about places, schedules and events in letters.</li> </ul>	<ul style="list-style-type: none"> <li>• Building sentences to reply to invitations in letters.</li> </ul>

**Specific topics for reflection**

Features and types of oral and written texts

- Letters structure: greeting, message, farewell.
- Text components: place and date, receiver, signature, etc.

Phonic, syntactic and semantic aspects of the texts

- Grammar: possessive genitive (e. g., *Jean's friend*) and double genitive (e. g., *a colleague of theirs*).

**Suggested examples**

Dear Elena:

The Music Club is organizing its annual party. As member of our support team, we invite you to celebrate with us another year of success (do you remember the concert outside the town hall? I was speechless then, because many students from this area came to see us). The party will start at 6 pm at the clubroom. Please, feel free to come along with as many friends as you want. Karen's mom and dad will bring food and chairs. Also, there will be a DJ session that we hope to broadcast after dinner time (8 pm). It will last an hour. Please, do you think your friend in the local newspaper could report on the party and the DJ session?

I look forward to hearing from you.

Love,  
Jimena

**Teacher's examples**

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**Teaching suggestions**

- Exploring letters.
- Reading a letter out loud.
- Identifying the structure (greeting, message, farewell) and textual components (place and date, receiver, signature, etc.) of a letter.
- Answering oral questions about the information within the letter (event, time and place).
- Writing sentences to complete a reply letter.

**Teacher's suggestions**

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Minimum time suggested: 4 hours Time suggested by the teacher: \_\_\_ hours







Listening/speaking	Reading/writing
<ul style="list-style-type: none"> <li>• Share personal information (name, age, occupation or activities), likes and dislikes (food, colors, etc.) and one's own and others' physical appearance, with written models.</li> <li>• Express and ask about expectations, wishes, purposes and intentions about familiar/or school situations.</li> <li>• Describe and ask about daily 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 familiar and/or school expectations, wishes, purposes and intentions.</li> <li>• Write questions and answers about daily routines and personal experiences.</li> <li>• Complete written dialogues about expectations, daily routines and personal experiences, with the help of visual aids.</li> </ul>

**Specific topics for reflection**

**Phonic, syntactic and semantic aspects of the texts**

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

**Suggested examples**

- Well, today we welcome a new member to our class, so I'll give you a couple of minutes so that you can talk a little bit about yourself.
- Thank you, teacher. Hi, everyone! My name is Ricardo. My birthday is on July 8th. I'm 13. Though not very tall, I'm a pretty good runner. Last year I participated in a local inter-school competition and I won 1<sup>st</sup> place. I remember clearly the moment when I was delivered my gold medal. It was awesome. I don't like any kind of violence and I'm organizing an anti-bullying campaign in other schools around here.
- What do you usually do after class?
- I arrive home and eat. Then, I do the dishes and clean my room. Next, I do my homework and before sunset, I train in the park located in front of my house.
- What are your expectations for this course?
- I hope to improve my English and to get along with everyone in my new school.

**Teacher's examples**

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Listening/speaking	Reading/writing
<ul style="list-style-type: none"> <li>• Following the reading of a science-related topic (live beings, natural phenomena).</li> <li>• Asking and answering questions about a science-related topic.</li> <li>• Understanding main ideas about a science-related topic, through listening.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing questions and answers to get information about a science-related topic.</li> <li>• Organizing information about a science-related topic.</li> <li>• Paraphrasing sentences about a science-related topic.</li> </ul>

**Specific topics for reflection**

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

- Graphic components: title, text and images.

**Phonic, syntactic and semantic aspects of the texts**

- Question words (*how, what, which*, etc.).
- Synonyms.

**Mechanics of writing**

- Conventional writing of words (no substitutions, additions or omissions).

**Suggested examples**

Great Canyon

The Grand Canyon is a canyon shaped by the Colorado River located in Arizona, USA. The Grand Canyon is 446 km long and reaches a depth of over a 1.8 km. Temperatures vary throughout the year, with summer highs within the Inner Gorge commonly surpassing 37 °C. However, during winter minimum temperatures can sometimes fall below -17 °C along the canyon’s rim. With respect to flora, Grand Canyon has a dozen endemic plants. The fauna that can be found in this area is quite varied. There are 33 crustacean species found in the Colorado River and its tributaries within Grand Canyon National Park. There are also approximately 47 reptile species in that region. Six rattlesnake species have been recorded in the park. The conifer forests provide habitat for 52 mammal species. Raccoons, weasels, bobcats, gray foxes, and mountain lions are also present, but are much more rare. In recent years, unfortunately, the Grand Canyon has suffered some problems with air pollution.

- Which is the temperature range in the Grand Canyon?
- In line 5, to what element refers its?

**Teacher’s examples**

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**Teaching suggestions**

- Exploring an illustrated text about a science-related topic.
- Identifying and naming title, paragraphs, and images.
- Identifying, through listening, names and main ideas of the science-related topic featured in the text.
- Participating in the reading aloud of an illustrated text on a science-related topic.
- Clarifying the meaning of new words with a bilingual dictionary and/or teacher’s help.
- Making and answering questions, orally and written, based on an illustrated text on a science-related topic.
- Differentiating intonation in questions and answers.
- Organizing the information about the science-related topic into a graph.

**Teacher’s suggestions**

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Minimum time suggested: 4-4.5 hours | Time suggested by the teacher: \_\_\_ hours

## Basic leveling contents of 3<sup>rd</sup> grade Secondary school

Listening/speaking	Reading/writing
<ul style="list-style-type: none"> <li>• Interpreting and saying expressions of greeting, farewell and courtesy.</li> <li>• Understanding and saying expressions to request or provide help, or whatever is required or necessary from others.</li> <li>• Asking for and offering information about the immediate context (dates, schedules, object positions, addresses, basic need items).</li> <li>• Understanding and exchanging information about public services with the help of written models.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing greeting, farewell and courtesy expressions.</li> <li>• Participating in the writing of expressions to ask or provide help, or what is required or necessary from others.</li> <li>• Writing down questions and answers to obtain information about the immediate context (name, size, color, dates, schedules, object positions, addresses, basic need items).</li> </ul>

### Specific topics for reflection

#### Phonic, syntactic and semantic aspects of the texts

- Accoustic features: tone, intonation, etc.
- Comparative structures: e. g., *as...as*, *more...than*, etc.
- Verb forms: subjunctive.
- Grammar: prepositions (*in*, *about*, *on*, etc.), possessive adjectives (*my*, *your*, etc.), demonstratives (*this*, *those*, etc.), personal pronouns (*I*, *you*, *me*, *her*, *us*, etc.), question words (*who*, *what*, *where*, *when*, etc.), adverbs (*here*, *there*, etc.).
- Everyday life expressions (greeting, courtesy and farewell).

### Suggested examples

#### Example 1

- Good afternoon to you all! How're you doing?
- Fine, thanks.
- Well, let's start. Please organize into teams of three. Julieta, could you help to hand in these materials I have on my desk?
- Of course, teacher. I see these materials have a mark of two different colors.
- Yes, please deliver the red ones to the teams on the left side of the classroom and the blue ones to the teams on the right. So, shall we start?
- Yes, teacher.
- Ok, it's 5:30 and this is a quick activity so we shouldn't spend more than 10 minutes...

#### Example 2

- I really need a rare book about literature, but I haven't found it and I asked my relatives and none of them has it. What do you think I could do?
- I suggest you borrow the book from the library.
- But I knew that they have changed their premises and I ignore their current location.
- It's not far from here. I recommend you take a bus to the Human Rights Office. Once you get down, walk towards the spiral tower to the right of the Office. You'll find a red building with two torches in the front yard. That's the library.
- But I don't know how to get a library card.
- It's quite easy, take your school ID and a proof of address. Fill in the format they provide you with in the library. They take you a photo, you pay a fee and Bob's your uncle!

#### Example 3

- Do you need that I buy something?
- Yes, please. We don't have enough milk. Please bring some. Also, there isn't any juice left. Bring a gallon. And fruit, we need a pound of strawberries and three pounds of mango.

### Teacher's examples

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### Teaching suggestions

- Exploring dialogues in which daily life expressions are used and interpreted, such as the ones used to ask and offer help or make suggestions, questions about the immediate surroundings are made and expressions to exchange information on public services.
- Participating in the reading aloud of dialogues.
- Recognizing daily life expressions, such as the ones used to ask and offer help or make suggestions, expressions to ask and offer data about the immediate surroundings and expressions to exchange information on public services.
- Playing transmitter and intended audience roles.
- Writing down daily life expressions in dialogues.
- Completing dialogues by writing expressions to ask and offer help and make suggestions.
- Completing dialogues by writing questions and offering information about the immediate surroundings.
- Writing questions and answers in which information about where public services are provided.

### Teacher's suggestions

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*Minimum time suggested: 4-5 hours*

*Time suggested by the teacher: \_\_\_ hours*

Listening/speaking	Reading/writing
<ul style="list-style-type: none"> <li>• Listening to news about events of interest.</li> <li>• Identifying and expressing main ideas in the news.</li> <li>• Understanding specific information in news through questions (who?, what?, how?, when?, where?, etc.).</li> <li>• Expressing opinions about news.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding and write information in short news.</li> </ul>

**Specific topics for reflection**

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

- News structure: inverted pyramid (answers to the questions *who, what, when, where, how* and *why*).
- Sounds, pauses and sound effects.
- Graphic components: photographs, typography, graphics, etc.
- Text components: title, bullets, etc.

**Phonic, syntactic and semantic aspects of the texts**

- Question words (*who, what, where, etc.*).
- Connectives (e. g., *so, either, when, while, etc.*).
- Conditionals (e. g., *If she had knew that, she would have..., If we were...we could...*).

**Suggested examples**

**Vienna Boys Choir to perform in S. F., Livermore**

- Performances on February 10 and 11.
- Repertoire will include special arrangements of world music.

One of the most sublime sonorities in the world is a choir composed of young males between the ages of about 9 and the beginning of puberty. It's an uncannily pure, sweet, rather flutelike timbre with barely a hint of vibrato.

Boys choirs date at least back to late medieval and Renaissance times, when music was becoming more complex and polyphony was being developed. Musicians of the time found that the sound typically produced by boys' voices was perfect for the increasingly complicated threads of polyphonic music – a style which requires that each voice part be independently discerned from the whole.

[...] the famed Vienna Boys Choir will provide us with opportunities in the Bay Area this coming week. The typically sailor-suited young lads are scheduled to sing at 8 p.m. Feb. 10 at Grace Cathedral, 1100 California St., in San Francisco and 8 p.m. Feb. 11 at the new, state-of-the-art Bankhead Theater, 2400 First St., in Livermore. Their programs will be from their repertoire of Austrian folk songs and waltzes, classical masterpieces, beloved pop songs, medieval chants and special arrangements of world music. (Taken, adapted and edited from Cheryl North, [http://www.mercurynews.com/music/ci\\_17251696?nclick\\_check=1](http://www.mercurynews.com/music/ci_17251696?nclick_check=1), February 4th, 2011. Fecha de consulta: 15 febrero 2011.)

- Where will be the venue for the concert at Livermore?
- Which are the main features of the boys' voices?

I think it's important that there exist children groups that promote culture with their activities. I really like any kind of music, especially classical, and this kind of concerts give people the opportunity to have a different experience. I think cultural authorities could invite this kind of groups and by making the concert in a public square, many people could attend and enjoy a once-in-a-lifetime musical experience.

**Teacher's examples**

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As well as the specific topics for reflection mentioned in the content tables, the following topics should be incorporated into the contents already mentioned, since they help contextualize and give meaning to the specific

competences. For example, *Composition of expressions* is a “knowing about” content that helps to *Write expressions to ask and offer help or Formulate suggestions*, or to *Edit information about a science-related topic*.

### Permanent topics for reflection

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

- Structure theme, aims and intended audience of oral and written texts.
- Graphic and textual components.
- Form of communication: on-site, long distance.
- Contextual clues: non-verbal language (gestures, body postures, signs and body part movements, stares, etc.), ambiance sound, relationships among participants, etc.
- Patterns of text arrangement: lists, comparison and contrast, etc.

#### Phonic, syntactic and semantic aspects of the texts

- Acoustic characteristics: volume, tone, rhythm pronunciation intonation, and fluency.
- Repertoire of words necessary for this social practice of the language.
- Textual composition (expressions, sentences, paragraphs, etc.)
- Differences between the sound value of letters in the native language and English.
- Types of sentences: declarative, interrogative.
- Verb tenses.
- Verbal forms: modal, phrasal, auxiliary.
- Syntactic particularities of English (pronoun *it*, sentences with *like*, absence of relative pronoun, etc.).
- Lexic and syntactic differences between British and American variants (collective nouns agreement, possessive constructions, etc.).

#### Mechanics of writing

- Differences in letter-sound correspondences between the native language and English.
- Conventional writing of words: no substitutions, additions or omissions.
- Upper and lower case letters.
- Punctuation.
- Letter groups not frequently found in the native language.
- Contrast between British and American variants (*-our/-or*, *-ise/-ize*, *-rel-er*, etc.).

## Introduction to the NEPBE

The social practices of the language are the same for all three grades in Cycle 4. However, there are variations in their depth and complexity as well as in the program contents derived from the specific competencies. To work with such variations, the teacher may choose the practice from unit 2 with which he/she wants to begin the corresponding grade; Academic and educational environment: “Understand and write instructions”, or Familiar and community environment: “Interpret and convey information published in various media”.

Regarding the practices of unit 1: “Understand and convey information about goods and services” and “Read and understand different types of literary texts distinctive of English speaking countries”, it is important to mention that the “doing with” and “knowing about” the language of such practices are included in these guides for the three grades, only with a different degree of

depth and complexity in each grade. Consequently, the contents of the practices in unit 1 will have been taught, and once students begin to work with the NEPBE, they will find it familiar. However, to facilitate the students’ incorporation to the syllabuses, it is important to take the following considerations 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 competencies; 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 taught.

## 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	