



**USAID**  
DEL PUEBLO DE LOS ESTADOS  
UNIDOS DE AMÉRICA



MINISTERIO  
DE EDUCACIÓN,  
CIENCIA Y  
TECNOLOGÍA

GOBIERNO  
DE EL SALVADOR

**PRIMER AÑO  
DE BACHILLERATO**

**PROYECTO EDUCACIÓN PARA LA NIÑEZ Y JUVENTUD**

**Inglés**

MATERIAL DE APOYO

**1.0**



**USAID**  
DEL PUEBLO DE LOS ESTADOS  
UNIDOS DE AMÉRICA



MINISTERIO  
DE EDUCACIÓN  
Y EDUCACIÓN  
SUPERIOR  
GOBIERNO  
DE ECUADOR

PROYECTO EDUCACIÓN PARA LA NIÑEZ Y JUVENTUD

**PRIMER AÑO  
DE BACHILLERATO**

**Inglés**

MATERIAL DE APOYO

**1.0**



# ÍNDICE

---

	Page
Carta de titulares.....	5
Siglas.....	6
Presentación.....	7
Generalidades.....	9
General objectives.....	12
 <b>UNIT 1 MEETING SALVADORAN PERSONALITIES</b>	
Lesson 1.1. I'd like to make an appointment.....	13
Lesson 1.2. Personal goals .....	20
Lesson 1.3. He used to work a lot .....	25
Lesson 1.4. Sincerely .....	31
Lesson 1.5. Personalities .....	35
 <b>UNIT 2 MY COUNTRY</b>	
Lesson 2.1. What's the weather like?.....	39
Lesson 2.2. I have been saving water .....	45
Lesson 2.3. We will plant more trees soon.....	50
Lesson 2.4. Dry and rainy seasons .....	54
Lesson 2.5. Issues in the country .....	58
 <b>UNIT 3 FEELING HOMESICK</b>	
Lesson 3.1. Hello! .....	64
Lesson 3.2. My traditions .....	69
Lesson 3.3. I used to .....	73
Lesson 3.4. My story .....	77
Lesson 3.5. My life .....	81

## **UNIT 4 EATING OUT**

Lesson 4.1. I'd like to order a sandwich.....	86
Lesson 4.2. How's your soup?.....	90
Lesson 4.3. It looks delicious .....	94
Lesson 4.4. What's your e-mail address?.....	99

## **UNIT 5 VACATIONS IN EL SALVADOR**

Lesson 5.1. Let's go to El Salvador!.....	105
Lesson 5.2. How much is it?.....	110
Lesson 5.3. Do you know the directions? .....	116
Lesson 5.4. How are you going around?.....	121
Lesson 5.5. Turn right and then turn left .....	127

# CARTA DE TITULARES

## Estimado y estimada estudiante:

Como Ministerio de Educación, Ciencia y Tecnología y la Dirección Nacional de Educación de Jóvenes y Adultos te damos la más cordial bienvenida a este proceso de formación y consideramos fundamental brindarte oportunidades educativas de Tercer Ciclo o Bachillerato, por medio de las ofertas educativas flexibles que promueven la formación y certificación de tus competencias por madurez, y mediante procesos académicos acelerados de nivelación académica, con metodologías semipresenciales y virtuales, fundamentados para que tu aprendizaje sea autónomo.

Para la implementación de estas estrategias educativas, la Dirección Nacional de Educación de Jóvenes y Adultos, con el apoyo del Gobierno de los Estados Unidos de América, mediante la Agencia de los Estados Unidos para el Desarrollo Internacional (USAID) a través del Proyecto de Educación para la Niñez y Juventud (ECYP), ha elaborado este material de apoyo que esperamos sea de total utilidad para lograr con éxito tus metas académicas, por medio de **prueba de suficiencia o con tutoría para la nivelación académica.**

Ahora que inicias esta nueva aventura de aprender, tienes en tus manos este material de apoyo donde encontrarás la información básica para que puedas estudiar en casa y adquieras los conocimientos, habilidades y valores, que abran mejores oportunidades de vida.

Reiteramos que el camino para obtener grandes logros académicos es el esfuerzo, la disciplina y el trabajo constante. Por ello, te felicitamos por tomar la decisión de continuar tus estudios y te invitamos a dar lo mejor de ti para salir adelante.

Por nuestra parte, reafirmamos nuestro compromiso de ofrecerte servicios educativos de alta calidad que garanticen el derecho a la educación de todas las personas, especialmente las más vulnerables, para que alcancen los once años de escolaridad.

Te exhortamos a que realices el máximo esfuerzo por superarte académicamente y logres tus propósitos de vida. ¡Ánimo!, ¡sigue adelante!

Carlos Mauricio Canjura Linares  
Ministro de Educación, Ciencia y Tecnología

# SIGLAS

**ÁGAPE**, Asociación ÁGAPE de El Salvador.

**AIS**, Asociación Institución Salesiana.

**DNEJA**, Dirección Nacional de Educación de Jóvenes y Adultos.

**ECYP**, Proyecto Educación para la Niñez y Juventud (por sus siglas en inglés).

**FEDISAL**, Fundación para la Educación Integral Salvadoreña.

**FHI 360**, Family Health International.

**FUNPRES**, Fundación Pro Educación de El Salvador.

**FUSALMO**, Fundación Salvador del Mundo.

**MINEDUCYT**, Ministerio de Educación, Ciencia y Tecnología.

**PAES**, Prueba de Aptitudes y Aprendizaje para Egresados de Educación Media.

**UDB**, Universidad Don Bosco.

**USAID**, Agencia de los Estados Unidos para el Desarrollo Internacional.

# PRESENTACIÓN

El Proyecto Educación para la Niñez y Juventud (ECYP) surge bajo la iniciativa del Asocio para el Crecimiento y la Estrategia Global de Educación, por parte de la Agencia de los Estados Unidos para el Desarrollo Internacional (USAID) - El Salvador, como apoyo al Ministerio de Educación, Ciencia y Tecnología (MINEDUCYT) en la implementación del Plan Social Educativo 2009-2014: “Vamos a la Escuela” y, el posterior Plan Nacional de Educación en función de la Nación 2015-2019.

El proyecto tiene como propósito: “Mejorar las oportunidades educativas para estudiantes de tercer ciclo vulnerables/desventajados y jóvenes entre las edades de 9 a 24 años de edad que no están en la escuela, que viven en los municipios seleccionados con una tasa alta de crimen”.<sup>1</sup>

Los principales socios del proyecto son el Ministerio de Educación, Ciencia y Tecnología, como socio gubernamental, la Fundación para la Educación Integral Salvadoreña (FEDISAL), socio implementador líder, junto a

la red de instituciones socias: Family Health International (FHI 360), Asociación Institución Salesiana (AIS), Fundación Salvador del Mundo (FUSALMO), Universidad Don Bosco (UDB), Fundación Pro Educación de El Salvador (FUNPRES) y la Asociación ÁGAPE de El Salvador.

Como parte de la implementación del proyecto, se busca:<sup>2</sup>

1. Mejorar sosteniblemente los resultados educativos para estudiantes de segundo y tercer ciclo.
2. Aumentar el acceso a oportunidades educativas para jóvenes no escolarizados.
3. Adquirir y efectuar la distribución de útiles escolares a escuelas dañadas por el Huracán IDA.
4. Apoyar con un fondo de respuesta rápida (para emergencias por fenómenos naturales), en caso de requerirse.

1. FEDISAL y Red de Socios. Proyecto educación para la Niñez y Juventud. Plan de Trabajo Anual 2015. Pág. 3

2. Ibídem, págs. 15-18

La implementación del proyecto inició en el año 2013; con la atención a una población de niños y adolescentes de las edades y características consideradas por el proyecto, principalmente de aquellos que enfrentan situaciones de violencia, sobre edad escolar, vulnerabilidad, embarazo temprano, dificultades económicas, de acceso educativo y laboral y/o productivo.

Para dar respuesta a las dificultades señaladas, en el marco del Objetivo 2 del proyecto, se creó el Programa de Formación Integral, que es un programa complementario a la oferta educativa de Modalidades Flexibles que brinda el Ministerio de Educación, Ciencia y Tecnología.

El programa incluye servicios integrales que potencian los esfuerzos gubernamentales y locales por brindar oportunidades educativas a la población que se encuentra fuera del sistema educativo regular. Específicamente, ejecuta actividades orientadas a aumentar el retorno, la permanencia y el éxito escolar de niños y jóvenes que se encuentran fuera del sistema escolar, para que logren culminar sus estudios y obtener los grados académicos del sistema educativo; ya sea, desde la oferta académica de Modalidades Flexibles de Educación o desde la escuela regular.

En el marco del trabajo anterior, el proyecto busca apoyar acciones concretas a la estrategia de atención a niños y jóvenes que quieren retomar sus estudios y obtener su certificación de grado a través del servicio de

Prueba de Suficiencia. El esfuerzo, ha logrado el diseño de 15 módulos para Tercer ciclo y 10 para Bachillerato; haciendo un total de 25 documentos de apoyo para la formación autónoma y el logro de indicadores de aprendizaje de los programas de estudio.

# GENERALIDADES

## OBJETIVO

Brindar a la población estudiantil de Modalidades Flexibles de Educación, de Bachillerato, un documento de apoyo académico, que sirva de material de estudio autónomo, para someterse a la Prueba de Suficiencia.

## LINEAMIENTOS

El material de apoyo presentado ha sido concebido bajo la iniciativa de beneficiar a la población estudiantil de Modalidades Flexibles de Educación, que aplica a la Prueba de Suficiencia. El documento está orientado al trabajo autónomo por parte del estudiante; mediante una adaptación de la propuesta metodológica: Aprendo, Practico, Aplico (APA), que fue desarrollada exitosamente por el profesor colombiano, Óscar Mogollón, en su propuesta de la Escuela Nueva y Escuela Activa de Colombia en la década de los años 70.

El diseño de cada documento de estudio, se fundamenta en la priorización de indicadores de logro de los programas de estudio vigentes, realizada por la Dirección Nacional de Educación de Jóvenes y Adultos (DNEJA), dependencia que orienta los procesos educativos relacionados con Modalidades Flexibles y la relación existente entre los mismos; determinando así, las unidades y lecciones de cada módulo.

## ORIENTACIONES METODOLÓGICAS

El material de apoyo está integrado por unidades de aprendizaje y lecciones. Las unidades responden a una conjunción de indicadores de logro y objetivos de los programas de estudio de bachillerato, que derivan en lecciones. Cada lección facilita el desarrollo de uno o dos indicadores de logro; mediante el proceso Aprendo, Practico, Aplico.

Según la metodología APA, el estudiante es el protagonista de su aprendizaje; por ello, en las lecciones, la redacción de las acciones se presenta en primera persona (yo), tiempo presente (yo aprendo, yo practico, yo aplico); indicando lo que el estudiante realiza en ese momento: leo, escucho, mido, organizo...

A continuación, se explica qué contiene cada sección:





**Sección Aprendo:** Está constituida por saberes previos y conocimientos básicos; es decir, se presenta una interrogante al respecto del tema, al nivel que el estudiante debe conocer inicialmente. Posteriormente, se presenta la información teórica respecto al tema, según el indicador de logro y se desarrollan ejemplos.

**Sección Practico:** En ella se dejan ejercicios que el estudiante deberá resolver para ejercitar la teoría recordada, estudiada y ejemplificada en la sección anterior.

**Sección Aplico:** Orienta al estudiante para que emplee en su medio inmediato, los conocimientos adquiridos y ejercitados en las secciones anteriores. En esta sección se solicita al estudiante interactuar con su familia, comunidad, compañeros de labores, entre otros, para dar a conocer su nuevo aprendizaje, en el medio real en el que se desenvuelve. Es una sección donde el estudiante da cuenta de cómo los conocimientos teóricos tienen aplicación en la vida diaria.

En las secciones Aprendo, Practico y Aplico, se presenta una evaluación formativa; es decir, una reflexión del aprendizaje, expresado en preguntas, que orientan al estudiante a reflexionar autónomamente sobre su proceso de adquisición de conocimientos, práctica y aplicación de los mismos. Al finalizar cada lección, se presenta un máximo de tres preguntas con opción de respuesta de selección múltiple, del tipo de preguntas de la Prueba de Aptitudes y Aprendizaje para Egresados de Educación Media (PAES); a fin de que el estudiante tenga contacto con este tipo de ejercicio y se familiarice con la modalidad de la PAES.

Las secciones están identificadas por iconos, que han sido diseñados según la naturaleza de las actividades que se desarrollan en cada una:

SECCIÓN	ICONO	ACTIVIDAD
APRENDO		Adquisición de teoría y ejemplificación.
PRACTICO		Resolución de ejercicios.
APLICO		Empleo de conocimientos en la comunidad o contexto inmediato.
AUTOEVALUACIÓN		Reflexión del nivel de aprendizaje adquirido en cada lección



Al finalizar cada unidad, se ha ubicado la bibliografía correspondiente.

La estructura de las lecciones se describe a continuación:



# ENGLISH

## TENTH GRADE

### GENERAL OBJECTIVES

- Produce language related to appointments, personal and job interviews by interacting with peers in order to share personal information and courteously fulfill communication needs.
- Generate language related to geography, weather, transportation, Salvadoran personalities and life style by reading and listening to texts in order to exchange opinions and information about places in El Salvador.
- Use language related to family ties and traditions and postal services by writing and reading texts in order to communicate ideas about the value of family and traditions.
- Use vocabulary related to invitations and restaurant situations by engaging in oral exchanges in order to communicate ideas and interacting politely with others.
- Recognize language related to vacations, transportation and lodging by reading and listening to texts in order to request and share information with courtesy.
- Interpret and produce language related to environmental issues and solutions by interacting with peers and writing essays in order to exchange opinions and promote environmental awareness.

# UNIT 1. MEETING SALVADORAN PERSONALITIES

## UNIT OBJECTIVES

- Interpret oral English language discourse related to appointments, personal interviews, goals and Salvadoran personalities by listening to classmates, teacher and audio material in order to fulfill intended communication needs in the target language.
- Produce spoken and written English language discourse related to appointments, personal interviews, goals and Salvadoran personalities in order to communicate with others in the target language.
- Value the importance of English to learn about oneself and others by cooperatively sharing information and experiences with peers in order to appreciate his/her personal and cultural environment.

## LESSON 1.1. I'D LIKE TO MAKE AN APPOINTMENT

Estimated time: 3 hours

### ACHIEVEMENT INDICATOR:

Makes an appointment with courtesy and clarity.



## I LEARN

To start the lesson, I answer the following two questions:

- What happens when I am rude when I make an appointment?
- Does an assistant feel willing to help me if I am not polite?

**1. Instructions:** I mark with an X the picture I think best describes a conversation with courtesy expressions.

Good morning, how can I help you?



I have no idea.



**2. Instructions:** I read aloud the following conversation, and I pay attention to the expressions in bold.

**Carmen:** Good morning, is this Dr. Langdon's clinic?

**Assistant:** Yes, it is, ma'am. How may I help you?

**Carmen:** I'd like to make an appointment to have my teeth checked.

**Assistant:** It'd be a pleasure to help you.

**Carmen:** Thank you. ***Is the doctor available next Friday?***

**Assistant:** Let me check... I'm afraid he already has a busy schedule that day. How about Saturday morning? Would that be okay for you?

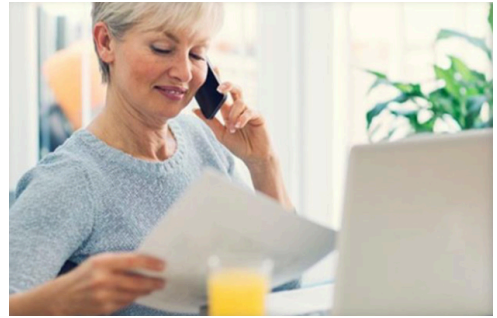
**Carmen:** Unfortunately, I can't. That day I have to do some errands.

**Assistant:** Would one day from next week suit you?

**Carmen:** I guess **that'd be okay**. ***Is the doctor available on Monday?***

**Assistant:** Monday is perfect.

**Carmen:** Then, ***could I schedule a visit on Monday early morning, please?***



**3. Instructions:** I write the expressions in my notebook. It is important to know that these expressions help me to make an appointment with courtesy.

**I want to know if I can do this correctly.**

I know some courtesy expressions that I can use in a conversation.

Yes

No



## I PRACTICE

**1. Instructions:** I read the following expressions, and I check ( ✓ ) who says the expressions in a conversation. I can choose an assistant, a patient or both.

- 1. Buy home appliances  I want  I don't want
- 2. Buy a motorcycle  I want  I don't want
- 3. Enroll in a university  I want  I don't want
- 4. Buy a new cell phone  I want  I don't want

- 1. Change my job  I want  I don't want
- 2. Get a job  I want  I don't want
- 3. Become independent  I want  I don't want

**2. Instructions:** I mark with an **X** if the phrases below to make an appointment are made with or without courtesy.

	With courtesy	Without courtesy
1. I want to make an appointment	_____	<u>  X  </u>
2. I want to visit the doctor today in the afternoon.	_____	_____
3. I'd like to make an appointment.	_____	_____
4. You have to write my name in a space at any hour tomorrow.	_____	_____
5. Is the doctor available next week?	_____	_____
6. You have to tell me if the doctor can have me checked up today.	_____	_____
7. Would tomorrow be okay for you?	_____	_____

**3. Instructions:** I read the following mixed- up conversations. Then, I put the expressions in the correct order by writing numbers in the lines.

Conversation 1

- \_\_\_ Could I schedule a visit tomorrow at 8:00?
- \_\_\_ Good morning. You're calling Mr. Robertson's clinic. How may I help you?
- \_\_\_ We'll be waiting for you Mrs. Sanchez. Have a good day.
- \_\_\_ Good morning. I'd like to make an appointment please.
- \_\_\_ Of course, madam. Do you have any date in mind?
- \_\_\_ So I'll be there tomorrow at that time. My name is Paula Sanchez.
- \_\_\_ Tomorrow at 8:00 is perfect.



Conversation 2

- \_\_\_ I'm afraid he's not available any day next week. How about this coming Friday?
- \_\_\_ Good evening, sir. I can help you with that. Is it urgent?
- \_\_\_ Not at all. Is the doctor available next week?
- \_\_\_ Absolutely!
- \_\_\_ Friday sounds good.
- \_\_\_ Hello! My name is Rick Anderson, and I'd like to make an appointment with doctor Pérez.
- \_\_\_ Does nine in the morning suit you?



### Conversation 3

\_\_\_ Hello, my name is Samuel Cenade. I'd like to make an appointment with doctor Dominic.

\_\_\_ Good afternoon, this is Hospital Venice. Can I have your name?

\_\_\_ Thank you very much. Is the doctor available tomorrow?

\_\_\_ 8:00 sounds great.

\_\_\_ I'd be happy to assist you with that.

\_\_\_ I'm sorry, sir. The doctor will be available until next month. He already has a full schedule this month.

\_\_\_ How about May the 3rd? Does it suit you?

\_\_\_ Oh, I see. Well, what day can I visit him next month?

\_\_\_ Let me check my schedule... well, apparently, I have nothing on that day. Would it be okay to visit him at 8:00 in the morning?



#### 4. Instructions: I complete the following conversations by using the courtesy expressions from the box.

- I'd be happy to assist you with that.
- What time suits you?
- Is 9:00 okay for you?
- Is the doctor available next Monday?
- I'd like to make an appointment.
- Does 2:00 pm suit you?
- I'd like to make an appointment.
- How about tomorrow?
- How may I assist you?
- What time suits you?
- Could I schedule a visit on Thursday in the afternoon?

#### Conversation 1

Mr. Gregory: Good morning.

(1) \_\_\_\_\_

Assistant: Good morning, sir.

(2) \_\_\_\_\_

Mr. Gregory: Last week, I called and they told me that Dr. Smith would be available until this month. Assistant: That is right, sir. Dr. Smith has been sick. But now he's back to work.

Mr. Gregory: I'm glad to hear that. (3) \_\_\_\_\_

Assistant: Yes, sir, he is. (4) \_\_\_\_\_

Mr. Gregory: Well, I was thinking about visiting him in the morning.

Assistant: (5) \_\_\_\_\_

Mr. Gregory: That'd be fantastic!

#### Conversation 2

Ms. Laurent: Good afternoon, is this Dr. Redemson's clinic?

Assistant: Good afternoon, ma'am. Yes, this is Dr. Redemson's clinic. (1) \_\_\_\_\_

Ms. Laurent: (2) \_\_\_\_\_ Assistant: I'd be glad to help you.

Ms. Laurent: Thank you. (3) \_\_\_\_\_

Assistant: No, ma'am. I'm sorry. (4) \_\_\_\_\_

Ms. Laurent: Well, I have to do some things tomorrow, but I can cancel them.

Assistant: Oh, I see. Well, (5) \_\_\_\_\_ We can set a time so you don't have to cancel your activities.

Ms. Laurent: I will be busy tomorrow in the morning.

Assistant: So, (6) \_\_\_\_\_ That'd be awesome. Thank you very much.

I want to know if I can do this correctly.

I can identify and use courtesy expressions when making appointments.

Yes

No



## I DO

**Instructions:** I create a conversation. I imagine that I call an assistant to make an appointment with my dentist. I include courtesy expressions. I can use the conversation in the “I learn” section as a model. I share it with a friend, family member or neighbor.

Blank lined area for writing a conversation.

I want to know if I can do this correctly.

I can create a conversation about making appointments with courtesy.

Yes

No



## SELF-EVALUATION

**Instructions:**

I read the following questions. Then, I fill in the circle in the grid with the best option to answer them.

1. In which of the following conversations the people are using expressions with courtesy?

A) **Person 1:** I need to visit the doctor tomorrow.

**Person 2:** Sorry. He's not available tomorrow. You can come on Friday.

**Person 1:** Alright.

B) **Person 1:** I would like to make an appointment.

**Person 2:** I'd be happy to help you with that. Does tomorrow suit you?

**Person 1:** That'd be great!

C) **Person 1:** I'm very sick. I want to see the doctor right away.

**Person 2:** Did you have an appointment, sir?

**Person 1:** No, I did not

D) **Person 1:** Is the doctor available next Thursday?

**Person 2:** No.

**Person 1:** Is he available next week? **Person 2:** Yes. What do you need?

2. Which of the following expressions is courteous in a conversation when making appointments?

A) Does Monday suit you?

B) I need to see him soon.

C) What do you want?

D) What do you want to do?

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## ANSWER KEY

### I learn section:

1. Good morning, how can I help you?

### I practice section:

#### Exercise 1.

1. Assistant
2. Assistant
3. Assistant
4. Assistant

5. Assistant
6. Assistant
7. Assistant
8. Assistant



**Exercise 2:**

1. without courtesy
2. without courtesy
3. with courtesy
4. without courtesy
5. with courtesy
6. without courtesy
7. with courtesy

**Exercise 3:**

**Conversation 1:** 4-1-7-2-3-6-5

**Conversation 2:** 4-2-3-7-5-1-6

**Conversation 3:** 2-1-4-9-3-5-7-6-8

**Exercise 4:****Conversation 1:**

1. I'd like to make an appointment.
2. I'd be happy to assist you with that.
3. Is the doctor available next Monday?
4. what time suits you?
5. Is 9:00 okay for you?

**Conversation 2:**

1. How may I assist you?
2. I'd like to make an appointment
3. Could I schedule a visit on Thursday in the afternoon?
4. How about tomorrow?
5. What time suits you?
6. Does 2:00 pm suit you?

**Self-evaluation section:**

1-B

2-A

# LESSON 1.2. PERSONAL GOALS

Estimated time: 4 hours

## ACHIEVEMENT INDICATOR:

Engages in a conversation about personal goals and expectations with confidence.



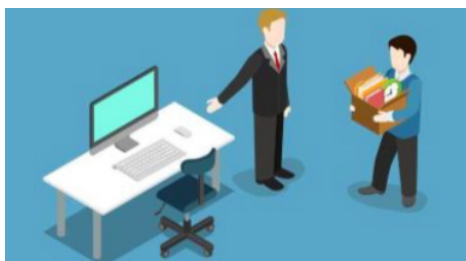
## I LEARN

To start the lesson, I answer the following two questions:

- What do I want to have for next year? What do I need for a better life?



New house



New job



New cell phone

**1. Instructions:** I read carefully the following vocabulary.



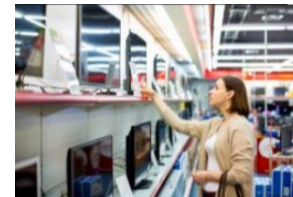
Get a new job



Change my job



Become independent



Buy new home appliances



Purchase a motorcycle



Buy a new phone



Enroll in a university

**2. Instructions:** I read the vocabulary again, but now I repeat the words aloud. In the following information I can see how to pronounce the words.

**Get a new job** /gera•niu•yob/

**Change my job** /chenj•mai•yob/

**Become independent** /bicom•independen/

**Buy new home appliances** /bai•niu•joum•apliances/

**Purchase a motorcycle** /porches•amororsaicol/

**Buy a new phone** /baia•niu•foun/

**Enroll in a university** /enroul•ina•iuniversiri/

**I want to know if I can do this correctly.**

I can identify vocabulary related to personal goals and expectations.

Yes

No



## I PRACTICE

**1. Instructions:** I read the following goals and expectations. I check (✓) the ones I want to achieve, and I mark with an (X) the things that I don't want to achieve.

- |                           |  |
|---------------------------|--|
| 1. Buy home appliances    | <input checked="" type="checkbox"/> I want |
|                           | <input type="checkbox"/> I don't want      |
| 2. Buy a motorcycle       | <input type="checkbox"/> I want            |
|                           | <input type="checkbox"/> I don't want      |
| 3. Enroll in a university | <input type="checkbox"/> I want            |
|                           | <input type="checkbox"/> I don't want      |
| 4. Buy a new cell phone   | <input type="checkbox"/> I want            |
|                           | <input type="checkbox"/> I don't want      |

- |                       |                                       |
|-----------------------|---------------------------------------|
| 5. Change my job      | <input type="checkbox"/> I want       |
|                       | <input type="checkbox"/> I don't want |
| 6. Get a job          | <input type="checkbox"/> I want       |
|                       | <input type="checkbox"/> I don't want |
| 7. Become independent | <input type="checkbox"/> I want       |
|                       | <input type="checkbox"/> I don't want |

**2. Instructions:** I read the following descriptions about things that some people want. In the blank space I write the goal or expectation that each person has.

### I want to...

**Daniel:** I don't want to commute by bus anymore. I really want to \_\_\_\_\_

**Sergio:** My phone is old and outdated. I want to \_\_\_\_\_

**Samuel:** I want to make more money. I want to \_\_\_\_\_

**Jonathan:** I want to study and become a professional. I want to \_\_\_\_\_

**Rosa:** I want to have my own house because I want to \_\_\_\_\_

**Lupe:** I want to have my own TV, blender and other stuff. I mean, I want to \_\_\_\_\_

**Lily:** My family needs economic support. I want to \_\_\_\_\_



Retrieved from: <https://goo.gl/sEI9Vs>

**3. Instructions:** I read the following conversations, and I use vocabulary about goals and expectations to complete them.

#### Conversation 1

**Douglas:** Billy, I don't have any money.

**Billy:** Why is that?

**Douglas:** Well, I guess my salary is not enough.

**Billy:** And what are you planning to do?

**Douglas:** I \_\_\_\_\_

**Billy:** Yeah that's a good idea. In my case, I \_\_\_\_\_



#### Conversation 2



**Delia:** Delia, don't you want to be a professional?

**Andrea:** Yeah, but my job takes too much time to study. What about you?

**Delia:** Yes, I definitely want to be a professional.

**Andrea:** And what are you going to do?

**Delia:** I \_\_\_\_\_

**I want to know if I can do this correctly.**

I can create a conversation about making appointments with courtesy.

Yes

No



## I DO

**1. Instructions:** I create my own conversation. I imagine that I am talking with one of my friends about my personal goals and expectations. I include vocabulary from the “I learn” section. Then, I practice it with my best friend or relative.

Blank lined area for writing the conversation.

I want to know if I can do this correctly.

I can create a conversation in which I talk about personal goals and expectations.

Yes

No



### SELF-EVALUATION

**Instructions:**

I read the following questions. Then, I fill in the circle in the grid with the best option to answer them.

1. In which of the following conversations the people are expressing personal goals?

A) **Person 1:** Can I buy some dinner later?

**Person 2:** Yeah, that's okay. Please get me something to eat, too.

**Person 1:** Alright.

B) **Person 1:** Did you watch the news yesterday?

**Person 2:** I did. The president wants to give scholarships to more children.

**Person 1:** That's good news. Don't you think?

C) **Person 1:** I'm interested in a person I met yesterday.

**Person 2:** What's her name?

**Person 1:** Her name is Wendy.

- D) **Person 1:** I want to study languages next year.  
**Person 2:** I'm happy to hear that. Where will you study?  
**Person 1:** I'm planning to go to the national university.

2. Which of the following statements is related to personal goals?

- A) I want to enroll in a university.  
 B) I had a hard test yesterday  
 C) I'm hungry.  
 D) You have to do something with your life.

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**ANSWER KEY**

I practice section:

**Exercise 1.**  
**Answers will vary.**

**Exercise 2:**  
 Daniel: purchase a motorcycle Rosa become independent  
 Sergio buy a new cell phone  
 Lupe buy new home appliances  
 Samuel:  
 change my job Lily: get a job  
 Jonathan: enroll in a university

**Exercise 3:**  
**Conversation 1**  
 Douglas: I want to change my job Billy: I want to get a new job  
**Conversation 2**  
 Delia: I want to enroll in a university

**Self-evaluation section:**

- 1-D  
 2-A

# LESSON 1.3. HE USED TO WORK A LOT

Estimated time: 3 hours

## ACHIEVEMENT INDICATOR:

Elaborates biographical paragraphs correctly and creatively.



## I LEARN

To start the lesson, I read the following biography of Bill Gates. Then, I match each of the parts that I can see in it with a letter in the green chart.

Remember that a biography has these elements:

- (a) Birth place
- (b) Birth date
- (c) Reasons that made the person important now

Bill Gates is a famous entrepreneur and businessman. He is one of the richest men in the world. **(a)** He was born on October 28th in 1955 in **(b)** Seattle, Washington. He grew up with his mother, father and his two sisters... **(c)** He was the founder of Microsoft, one of the biggest companies in the computer software industry.

**1. Instructions:** I carefully read the following biography about Bill Gates.

Bill Gates is a famous entrepreneur and businessman. He is one of the richest men in the world. He was born on October 28th in 1955 in Seattle, Washington. He grew up with his mother, father and his two sisters. He was very competitive. He used to coordinate athletic games with his family when they played at their summer house. He made tactics when they were playing.

He also used to play Monopoly, and he was excellent at it. He planned his strategies when he was playing.

He used to read a lot, but he didn't like his public school. As a result, his parents put him in a private school. When he was studying in that school, he had more contact with computers. He used to spend a lot of time coding as a teenager.







In 1973, he went to college to study law, but 2 years later he dropped because he and Paul Allen wanted to focus on their new computer business: Microsoft. His mother was a teacher and helped in charity programs. Bill used to go with her to the volunteer programs. Now, he has a strong sense to help others. With his current wife, he spends a lot of time in the Bill and Melinda Gates Foundation.

Even though, he didn't have complete education in computers, Bill Gates became a genius in the field, and now he works a lot in his foundation.

**2. Instructions:** I read and analyze the information in the following grammar chart. Then, I take notes of all the examples in my notebook.

Grammar Section	Used to; simple past and past continuous	
<p><b>Used to</b> Use <b>used to</b> for repetitive activities in the past. They are activities that happened more than once. Also, you can use <b>used to</b> when you describe an activity that does not happen now.</p>	<p>Bill <b>used to go</b> to volunteering programs when he was a teenager. Negative Bill <b>didn't use to waste</b> his time. Melisa <b>used to play</b> with her sister. (Now she doesn't play with her sister)</p>	<p><b>Attention</b> The verb use is in base form in the negative forms ✓ I didn't use to read a lot. Not I didn't used to read a lot. X</p>
<p><b>The Past Continuous with the Simple Past</b> The <b>simple past</b> describes the main event or action that took place in the past. The past continuous form gives context or background to a more important activity that happened in the past.</p>	<p>Bill created tactics when they were playing. He didn't read a lot when he was studying in college</p>	

**I want to know if I can do this correctly.**

<p>I can identify when I can use the grammatical structures "used to, didn't use to, simple past and past continuous" when writing biographies.</p>	<input type="checkbox"/>	<p>Yes</p>	<input type="checkbox"/>	<p>No</p>
---	--------------------------	------------	--------------------------	-----------





## I PRACTICE

**1. Instructions:** I read the following sentences, and I complete them by using **used to** or **didn't use to**.

1. When I was a little kid, I used to buy (buy) a lot of candies.
2. When I was a little boy, I \_\_\_\_\_ (watch) cartoons in the morning.
3. I \_\_\_\_\_ (go) to bed early when I was a teenager.
4. I \_\_\_\_\_ (not ride) my bike at night because it was dangerous.
5. My brother and I \_\_\_\_\_ (tell) horror stories at night.
6. In the past, my parents \_\_\_\_\_ (not have) breakfast at home.
7. When I was in school, I \_\_\_\_\_ (buy) stickers outside my school.



**2. Instructions:** I read the following conversations, and I circle the correct verb forms that best complete them. Then, I practice reading the conversations aloud.

1. Doris: Oneday,whenIbought/wasbuyingfood,astranger asked / ask me for money.

Bea: What did you do / were you doing?

Doris: I gave him some food.

2. Alex: When I played / was playing in my old school, I was breaking / broke a window.

Luis: Oh, wow! That sounds crazy.

Alex: Yeah, I picked / was picking up the pieces when my teacher was seeing / saw me.

Luis: I bet she was angry.

Alex: No, but she called my parents.

3. Ana: One day, I was cutting / cut my finger when I cooked / was cooking.

Victor: Oh my God! Did it hurt?

Ana: A lot. I went to the hospital. I fainted / was fainting when they put on alcohol.

**3. Instructions:** I read the sentences on the right. I write the letter in the blank space of one of the categories on the left. I can use each letter more than once.

Elements of a biography	Sentences
A. Place of birth	1. ___ He built a house for his family
B. Date of birth	2. ___ He was born in Chalatenango.
C. Highlights (Interesting information)	3. ___ He was born in 1978.
	4. ___ He worked hard for his children.
	5. ___ She was born in La Unión.
	6. ___ She raised her children alone.
	7. ___ She was born on September 3rd, 1965.

**I want to know if I can do this correctly.**

I can identify special elements of a biography and structures to talk about the past.  Yes  No



## I DO

**1. Instructions:** I choose a famous person that I admire. Then, I write a short biography about him or her in which I include place of birth, date of birth and highlights. I also use past structures to describe better the person's life. Then, I share it with a friend.

Blank lined area for writing a short biography.

**I want to know if I can do this correctly.**

I can organize biographical information in a text while using past structures.  Yes  No



## **SELF-EVALUATION**

### **Instructions:**

I read the following questions. Then, I fill in the circle in the grid with the best option to answer them.

1. Which of the following excerpts is NOT part of a biography?

A) A morally good person provides more benefits to society than a professional person. Some professionals use their title to benefit from others.

B) When their first daughter was born, they built their own house and started a small business. The business soon became famous.

C) After his mother died, he decided to work hard to support his family. His family needed his help after the war.

D) It was really hard for Harold Stuart and his sisters to be part of a society that did not accept color people. They had to stay at home to avoid discrimination.

2. Which of the following statements is NOT grammatically correct?

A. When Sam was taking another class, he was working a lot.

B. Junior found a nice house when he was visiting San Miguel.

C. Juan bought his first car when he was working in that company.

D. Teresa giving food to the horses when she was talking to Manuel.

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## **ANSWER KEY**

### **I practice section:**

#### **Exercise 1.**

1. used to buy
2. used to watch
3. used to go
4. didn't use to ride
5. used to tell
6. didn't use to have
7. used to buy

#### **Exercise 2:**

1. **Doris:** was buying/asked  
**Bea:** did you do
2. **Alex:** was playing/broke  
**Alex:** was picking/saw
3. **Ana:** cut/was cooking  
**Ana:** fainted

#### **Exercise 3:**

1. c
2. a
3. b
4. c
5. a
6. c
7. b

### **Self-evaluation section:**

- 1- A
- 2- D

# LESSON 1.4. SINCERELY,

Estimated time: 3 hours

## ACHIEVEMENT INDICATOR:

Writes a letter expressing personal goals with clarity and neatness.



## I LEARN

To start the lesson, I read the personal goals. Then, I check ✓ two personal goals I have.

- I want to get married one day
- I'd like to buy a new bike
- I really want to move out to my own house
- I'd like to study the university

Remember that you can express personal goals with these expressions:

- I want to...
- I'd like to...
- I really want to

1. Instructions: I read the following letter, and I underline the new words that I can find. Then, I look for them in a dictionary and take notes in my notebook.

Barrio San Andrés  
Apastepeque, San Vicente  
January 3<sup>rd</sup>, 2018

Dear Juan,  
I hope you're having a great time at work in this New Year. How is your boss doing? Is he stressed out already? I really expect you are not working so much already.

Your mother told me that you asked about me the last time you called. Thank you very much for asking about me. I want to share with you some plans I have for this year.

I really want to enroll in a university. I want to study law because I want to be a professional. Yesterday, I went to our public university. They gave me information about the law major. Also, I want to change my job because I need a better salary. Last December, I didn't buy clothes for Christmas because I didn't have money. In addition, I would like to purchase a motorcycle because I want to go to work faster. Yesterday, I spent two hours on the bus from work to my house. Please write me soon. I want to read from you.

Your best friend,  
Roberto

1  
2  
3  
4  
5  
6  
7  
8

1. Name
2. The day and address where I write the letter

3. Salutation
4. A warm greeting
5. Reason for writing

6. Body
7. Closing
8. Name

**Note:** If I write a letter, I need to divide it into certain sections. For example, I include my address, the day I write the letter, salutation, a warm greeting, reason for writing, body (the content of my letter), closing (the final sentences or farewell) and my name.

**I want to know if I can do this correctly.**

I know the parts that a personal letter has.	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
--	--------------------------	-----	--------------------------	----



## I PRACTICE

**1. Instructions:** I read Roberto's letter again, and I match each of the section names of a letter that appear in the chart with its corresponding parts.

- |                              |                      |           |
|------------------------------|----------------------|-----------|
| ✓ My address                 | ✓ Salutation         | ✓ Body    |
| ✓ The day I write the letter | ✓ A warm greeting    | ✓ Closing |
|                              | ✓ Reason for writing | ✓ Name    |

Barrio San Andrés,  
Apastepeque, San Vicente  
January 3<sup>rd</sup>, 2018

3.  

5.  

7.  

8.

Dear Juan,  
I hope you're having a great time at work in this New Year. How is your boss doing? Is he stressed out already? I really expect you are not working too much yet.  
Your mother told me that you asked about me the last time you called her. Thank you very much for asking about me. I want to share with you some plans I have for this year.  
I really want to enroll in a university. I want to study law because I want to be a professional. Yesterday, I went to our public university. They gave me information about the law major. Also, I want to change my current job because I need a better salary. Last December, I didn't buy clothes for Christmas because I didn't have money. In addition, I would like to purchase a motorcycle because I want to get to work faster. Yesterday, I spent two hours on the bus from work to my house, and in a motorcycle I would spend only 45 minutes.  
Please write me soon. I want to know about you as well.  
Your best friend,  
  
Roberto

1.  

2.  

4.  

6.

I want to know if I can do this correctly.

I can identify the parts of a personal letter.

Yes

No



## I DO

**1. Instructions:** One of my friends who lives in another country sent me a message asking me about my plans for the next weeks, months or year. I write him a letter in which I mention some of my personal goals. I can use the letter in the “I learn” section as a model. Then, I share it with a friend.

A large rectangular area with a light yellow background and horizontal blue lines, resembling a sheet of lined paper for writing.

I want to know if I can do this correctly.

I can create a conversation in which I talk about personal goals and expectations.

Yes

No



## **SELF-EVALUATION**

### **Instructions:**

I read the following questions. Then, I fill in the circle in the grid with the best option to answer them.

1. Which of the following excerpts is part of a personal letter?
  - A) I would like to have an interview at your office soon. I'm interested in working for your company.
  - B) In the case of my legal situation, I need your professional representation as a lawyer. Please contact me soon to discuss this slowly.
  - C) It was very hard for me to find your brother and tell him your message. But now, everything is solved. I will tell your mother about you too.
  - D) I am very interested in entering your college. I am sure that I can find the best education in your institution.
  
2. Which is NOT a part of a personal letter?
  - A) Salutation
  - B) Name of the company
  - C) Date
  - D) My name

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## **ANSWER KEY**

### **I practice section:**

#### **Exercise 1.**

1. My address
2. The day I write the letter
3. Salutation
4. A warm greeting
5. Reason for writing
6. Body
7. Closing
8. Name

### **Self-evaluation section:**

- 1- C
- 2- B



# LESSON 1.5. PERSONALITIES

Estimated time: 3 hours

## ACHIEVEMENT INDICATOR:

Successfully identifies key words and specific information in audio interviews.



## I LEARN

A. To start the lesson, I circle the words that can be used to describe personality traits (characteristics).


friendly	calls	optimistic	kind
store	job	tall	remarkable

**1. Instructions:** I match the words in the box with the pictures that appear below about vocabulary that can be used to describe personality types and traits

- a) Humble    b) Hardworking    c) Social    d) Easy going/Outgoing    e) Competitive  
 f) Relaxed    g) Imaginative    h) Patient    i) Impatient    j) Ambitious


1.____ 	2.____ 	3.____ 	4.____ 
5.____ 	6.____ 	7.____ 	8.____ 
9.____ 	10.____ 		

**2. Instructions:** I go to the following link “[goo.gl/wWjUN8](https://goo.gl/wWjUN8)”, and I watch the video about personality types. Then, I complete the following charts by using the adjectives that are mentioned.




**TYPES OF PERSONALITY**

**Love communicating with people**



✓ \_\_\_\_\_  
✓ \_\_\_\_\_  
✓ \_\_\_\_\_


**Open to new ideas**



✓ \_\_\_\_\_  
✓ \_\_\_\_\_  
✓ \_\_\_\_\_


**Do not love to work a lot**

✓ \_\_\_\_\_  
✓ \_\_\_\_\_  
✓ \_\_\_\_\_



**Learn quickly**

✓ \_\_\_\_\_  
✓ \_\_\_\_\_  
✓ \_\_\_\_\_



I want to know if I can do this correctly.

I can identify vocabulary to different personalities.	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
---	--------------------------	-----	--------------------------	----



## I PRACTICE

**1. Instructions:** I go to the following link “[goo.gl/y3T89N](https://goo.gl/y3T89N)”, and I listen to Emily giving a presentation about personality types A and B. Then, decide whether the following sentences are true or false.

1. Emily has always been interested in personality types.	TRUE	FALSE
2. People can be classified into three groups because of their personality.	TRUE	FALSE
3. In the past people could discover their type of personality by taking an interview.	TRUE	FALSE
4. Nowadays many people take a paper and pencil test to know their personality traits.	TRUE	FALSE
5. Nowadays people use online tests to know their personality types.	TRUE	FALSE

**2. Instructions:** I listen to Emily’s presentation again. Then, I check (✓) the adjectives that she uses to describe each type of personality.

Type A	
<input type="checkbox"/> Happy	<input type="checkbox"/> Competitive
<input type="checkbox"/> Extravagant	<input type="checkbox"/> Curious
<input type="checkbox"/> Smart	<input type="checkbox"/> Hardworking
<input type="checkbox"/> Ambitious	<input type="checkbox"/> Arrogant

Type B	
<input type="checkbox"/> Patient	<input type="checkbox"/> Imaginative
<input type="checkbox"/> Angry	<input type="checkbox"/> Shy
<input type="checkbox"/> Relaxed	<input type="checkbox"/> Confident
<input type="checkbox"/> Optimistic	<input type="checkbox"/> Easygoing

**I want to know if I can do this correctly.**

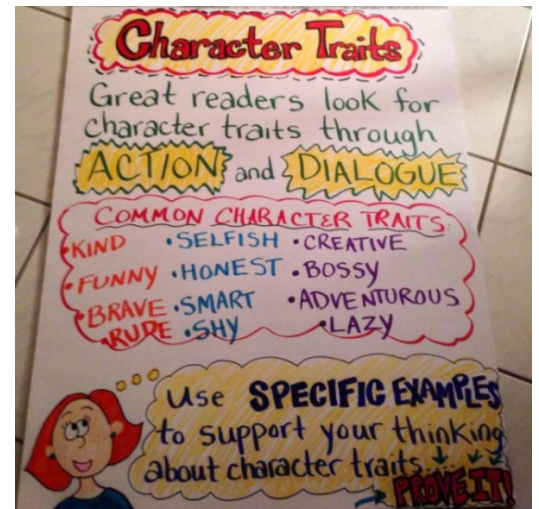
I can identify different personalities’ traits from audio sources.  Yes  No



## I DO

**1. Instructions:** I search for information about three personality types, and the adjectives that can be used to describe them. Then, I look for famous people from my country that have that type of personality.

**2. Instructions:** I create a poster in which I present the information that I found about personalities. Then, I give my presentation to a friend, relative or neighbor.



**I want to know if I can do this correctly.**

I can describe different personality traits while giving a presentation.  Yes  No



## **SELF-EVALUATION**

### **Instructions:**

I read the following questions. Then, I fill in the circle in the grid with the best option to answer them.

1. Which of the following sets of words is **CANNOT** be used to describe personality traits?  
A) Humble- Big- Great  
B) Patient- impatient- humble  
C) Hardworking- ambitious- relaxed  
D) Imaginative- Competitive- friendly
2. Which of the following set of words would describe better a person who is “humble”?  
A) Not selfish- modest- shy  
B) Bossy- social- competitive  
C) Nice- kind- generous  
D) Imaginative- ambitious- patient

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## **ANSWER KEY**

### **I practice section:**

#### **Exercise 1.**

1. Competitive; 2. Hardworking; 3. Ambitious; 4. Relaxed; 5. Patient; 6. Social; 7. Imaginative; 8. Easygoing/outgoing; 9. Humble; 10. Impatient.

#### **Exercise 2.**

Love communicating with people: extravert, sociable, outgoing, talkative, communicative, and talkative.

Open to new ideas: open-minded, unbiased, flexible, tolerant

Do not love to work a lot: lazy, idle, sluggish, and unambitious.

Lean quickly: intelligent, clever, bright, smart.

### **I practice section:**

#### **Exercise 1.**

1.True; 2. False; 3. True; 4. False; 5. True.

#### **Exercise 2.**

Type A: hardworking, ambitious, competitive, impatient

Type B: easygoing, patient, imaginative, relaxed

### **Self-evaluation section:**

1- A

2- A

# UNIT 2.MY COUNTRY

## UNIT OBJECTIVES

- Interpret oral and written English language discourse related to jobs, interviews, geography, weather, means of transportation and life style by listening to and reading authentic sources in order to fulfill intended communication needs in the target language.
- Produce spoken and written English language discourse related to appointments, job interviews, issues related to weather, geography, regional food, transportation, health and life style in El Salvador by using specific vocabulary and structures in order to communicate in the target language.
- Value the importance of learning English to communicate with others and share information about places in El Salvador.

## LESSON 2.1. WHAT'S THE WEATHER LIKE?

Estimated time: 5 hours

### ACHIEVEMENT INDICATOR:

Uses “be supposed to” correctly in conversations related to seasons and weather.



## I LEARN

To start the lesson, I complete the following chart with the names of months in the year that I know.











The months of the year

The month before	Month	The following month
	May	
	September	
	January	
	August	
	March	

**1. Instructions:** I look at the pictures below, and I mark with an X the picture that reflects a good weather.



**2. Instructions:** I look at the following vocabulary to describe the seasons of the year, and the weather. Then, I repeat the words aloud.

Vocabulary Section	What's the weather like?			
Seasons	Winter 	Spring* 	Summer 	Fall* 
	Cold 	Chilly 	Hot and humid 	Windy 
Weather condition	Rainy 	Cloudy 		
*In El Salvador, we neither have fall nor spring. Those seasons happen in countries up north and countries down south especially. In El Salvador, winter (rainy season) goes approximately from May to October. Summer starts in November and usually ends in April.				



**3. Instructions:** I read aloud the following conversation, and I pay attention to the expressions in bold. Then, I write them in my notebook.



**Carlos:** Hey, Mike! Are you okay? I heard in the news that it is very cold in the United States.

**Mike:** Well, here in Miami, **it is supposed to be** cold but it's not. It's chilly.

**Carlos:** Oh, yeah? **Everything is supposed to be** very cold in the States.

**Mike:** That's true, but it's not very cold. What about the weather in El Salvador?

**Carlos:** **It's supposed to be** warm because we're in summer already, but it is very cold here, especially at night.

**Mike:** Oh, wow! That's new for me. El Salvador **is not supposed to be** cold at this time of the year. It is supposed to be hot since it is in Central America.

**Carlos:** Yeah, but it is good to feel the cold weather sometimes since El Salvador is mostly hot during the year. Just the summer season covers from November to April. Then, starts the winter or rainy season in May until the end of October. However, the weather is normally chilly in October, November, December and January.

**Mike:** That's Interesting. Well, I need to go. **I'm supposed to be** at the office. I'll call you soon. Bye...



**3. Instructions:** I carefully read the information in the chart below. I pay attention to the examples, and I take notes in my notebook.

Grammar Section	Be supposed to	
<p><b>Be supposed to</b> I use <b>be supposed</b> to when I express that something is different from what it should be. In negative, you put not after the verb BE. Am not, is not, are not.</p>	<p>It <u>is supposed to be</u> hot. I'm supposed to be reading right now. You're <u>supposed to</u> know the answer. <b>Negative</b> It's <u>not</u> supposed to be cold. The weather <u>is not</u> supposed to be sunny. We're in winter time.</p>	<p><b>Attention</b> Always use the verb BE with the expression supposed to.  <i>I am supposed to have money.</i> ✓ <i>Not I supposed to have money</i> ✗</p>
<p><b>Question forms</b> In questions you only change the positions of the subject and the verb BE.</p>	<p><u>Is it supposed to be</u> cold in December? <u>Are you supposed to be</u> in this group?</p>	

I want to know if I can do this correctly.

I know vocabulary to describe weather and seasons, and I can recognize the use of “be supposed to.”

Yes

No



## I PRACTICE

**1. Instructions:** I look at the following pictures, and I write in the blank space the type of weather that it represents. Then, I write the name of the corresponding season.

 <p>(1) <u>hot</u> (2) _____ (3) Season: <u>Summer</u></p>	 <p>(4) _____ (5) <u>cold</u> (6) Season: _____</p>
 <p>(7) _____ (8) Season: <u>Spring</u></p>	 <p>(9) _____ (10) <u>cloudy</u> (11) Season: _____</p>

**2. Instructions:** I read the following sentences, and I complete them by using “be supposed to.”

1. January \_\_\_\_\_ (not supposed/ be) very hot.
2. In El Salvador, the winds \_\_\_\_\_ (supposed/start) in October.
3. The students \_\_\_\_\_ (supposed/start) classes until the end of January.
4. We \_\_\_\_\_ (supposed/go) to work in case of emergencies.

I want to know if I can do this correctly.

I can use “be supposed to” talk about some weather conditions and seasons.

Yes

No





## I DO

**1. Instructions:** Imagine that I am calling a friend in another country. I talk about the weather conditions and seasons in El Salvador. I include “be supposed to.” I can use the conversation in the “I learn” section as a model. Then, I practice the conversation with a friend.

Blank lined area for writing the conversation practice.

I want to know if I can do this correctly.

I can create a conversation by using be supposed to, the seasons and the weather conditions.

Yes

No



## SELF-EVALUATION

**Instructions:**

I read the following questions. Then, I fill in the circle in the grid with the best option to answer them.

1. In which of the following conversations are the people talking about the weather and seasons?

A) Person 1: It's a beautiful day!

Person 2: It is. I come here every day. I like the trees.

Person 1: Me too. I love this park.

B) Person 1: It's an amazing day!

Person 2: Yeah, spring mornings are beautiful. It's cold and sunny finally.

Person 1: After a cold winter, it's nice to be out.

C) Person 1: We're not supposed to come to work tomorrow.

Person 2: Yeah, I hope we get a notification soon.

Person 1: We're in an emergency. We have to be at home with our families.

D) Person 1: Do you want to go out?

Person 2: Sure.

Person 1: It's a lovely day.

Person 2: It's a beautiful day to be out, definitely.

2. Which of the following sentences is NOT correct?
- A) We're not supposed to work during an emergency.
  - B) Sunday supposed to be our day off.
  - C) Summer is supposed to be hot here.
  - D) Is she supposed to go to the beach without you?

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## ANSWER KEY

### I practice section:

#### Exercise 1.

- 1 is not supposed to be
- 2 are supposed to start
- 3 are supposed to start
- 4 are supposed to go

#### Exercise 2.

- 1 hot
- 2 humid
- 3 Season: summer
- 4 rainy
- 5 cold
- 6 Season: winter
- 7 chilly
- 8 Season: sprin
- 9 windy
- 10 cloudy
- 11 Season: fall

### Self-evaluation section:

- 1- B
- 2- B

# LESSON 2.2. I HAVE BEEN SAVING WATER

Estimated time: 5 hours

## ACHIEVEMENT INDICATOR:

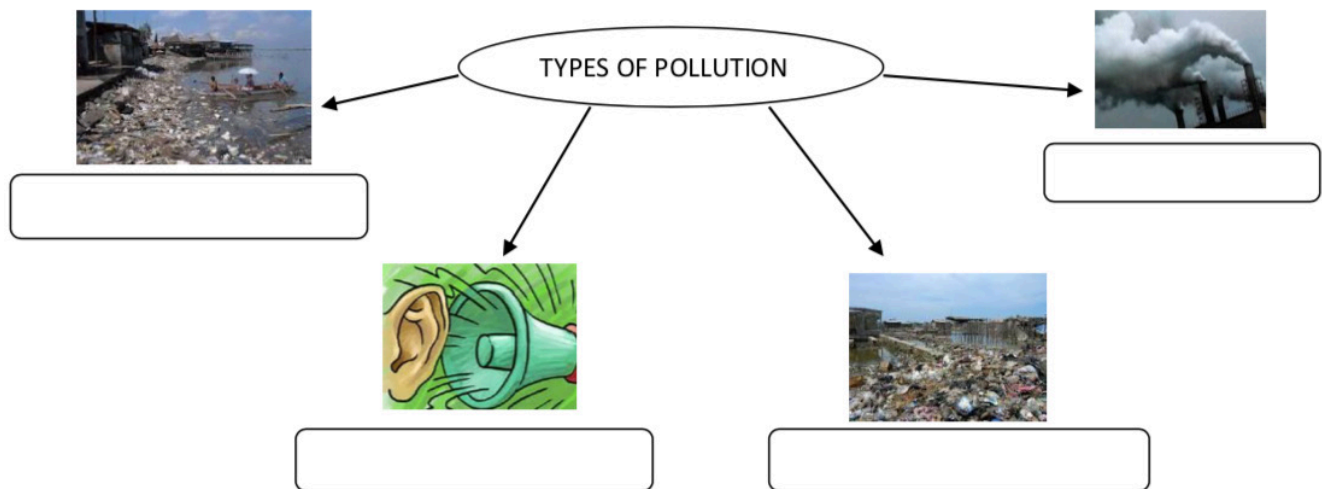
Talks about how environmental problems are being solved with the correct use of the present perfect continuous.



## I LEARN

To start the lesson, I label the pictures with the expressions from the box.

Land pollution / water pollution / land pollution / noise



**1. Instructions:** I read the following chart with vocabulary about forms to protect the environment. Then, I practice telling the phrases aloud.

Vocabulary	What have you been doing to help the environment?				
I haven't been throwing trash to rivers these days.	I have been recycling plastic bottles lately.	I haven't been burning trash lately.	I haven't been using spray products lately.	I have been avoiding pesticides in my plantations these days.	I haven't been dumping trash on streets.

**2. Instructions:** I read the following conversation. I pay attention to the phrases in bold, and take notes of them in my notebook.

**Ana:** Juan, did you go to the river with Pedro and Lara yesterday?

**Juan:** No, the river is too polluted. **People have been throwing trash** in that river for years now. It is no longer clean.

**Ana:** Oh, no. I didn't know that. **Have you been doing that, too?**

**Juan:** No, not me. But I **have been checking on my neighbors and they have been doing it** for months. It's just so sad.

**Ana:** Yeah, it is.

**Juan:** You know, **we have been polluting** not only our water sources. **We have been contaminating** the air with car smoke and dangerous chemicals when we burn trash. It's no wonder that **kids have been suffering** respiratory illnesses lately.

**Ana:** Yeah, you're right. Maybe we should create stronger environmental laws.

**Juan:** I totally agree with you.

**Note:** The underlined phrases in the conversation are called time expressions. They are usually used with the Present Perfect Continuous.



**3. Instructions:** I read the information in the following chart, and I take notes in my notebook.

Grammar Section		Present perfect continuous
<p>Present perfect continuous</p> <p>I use the present perfect continuous to express that an activity started in the past and continues in the present.</p> <p>In negative, I put not after the verb have/has.</p> <p>have not, has not.</p>	<p>Affirmative</p> <p>We have been saving energy for a year. They have been collecting plastic bags lately.</p> <p>Everybody has been using spray products. My family has been burning trash lately.</p> <p>I have been using little water for years.</p> <p>Negative</p> <p>I haven't been consuming water lately. My family hasn't been cooking with wood.</p> <p>Lito hasn't been driving his car lately.</p>	<p>Time expressions</p> <p>Notice the time expressions used in the present perfect continuous</p> <ul style="list-style-type: none"> <li>• For three days</li> <li>• Lately</li> <li>• These days</li> </ul>
<p>Question forms</p> <p>In questions you only change the positions of the subject and the verb Have/has.</p>	<p>Have you been helping the environment? Has your brother been burning paper? What have you been doing lately?</p> <p>Why have you been using wood sticks?</p>	

I want to know if I can do this correctly.

I can identify the present perfect continuous structure and vocabulary related to protecting the environment.

Yes

No



## I PRACTICE

**1. Instructions:** I read the following phrases. Then, I cross out the activities that are not good for the environment.

Use spray products	Recycle plastic bottles	Throw trash to rivers
Use pesticides in plantations	Burn trash	Dump trash on streets

**2. Instructions:** I create sentences in which I describe the activities that I have been doing or haven't been doing lately to help the environment. I use time expressions for the present perfect continuous.

1. I haven't been using spray products lately. \_\_\_\_\_.
2. I \_\_\_\_\_.
3. I \_\_\_\_\_.
4. My family and I \_\_\_\_\_.
5. My family \_\_\_\_\_.
6. I \_\_\_\_\_.

I want to know if I can do this correctly.

I can form affirmative and negative sentences in the present perfect continuous while using vocabulary related to protecting the environment.

Yes

No



## I DO

**1. Instructions:** I create my own conversation in which I imagine that a friend and I are talking about the things that we have been or have not been doing to protect the environment. I include the "present perfect continuous" and vocabulary related to protecting the environment. I can use the conversation in exercise 2 in the "I learn" section as a model. Then, I practice it with a friend.



I want to know if I can do this correctly.

I can create a conversation in which I use the present perfect continuous and vocabulary related to protecting the environment.	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
---	--------------------------	-----	--------------------------	----



### **SELF-EVALUATION**

**Instructions:**

I read the following questions. Then, I fill in the circle in the grid with the best option to answer them.

1. Which of the following excerpts is about environmental situations?

A) People are not considering the challenges in a city. They are making decisions based on the information they have in their towns. They have to mention buildings and structures and not rivers and lakes.

B) The news has been mentioning a lot of problems in downtown. The streets are full of sales and people cannot walk around. The mayor has been planning solutions for this.

C) Our mayor told us about the new laws they have been discussing. This law is related to the different forms to buy a plantation land. We need more projects like this.

D) Pesticides have been killing animals in some plantations in the rural areas of the country. The rivers around the plantations have been getting extremely polluted, too.

2. Which of the following sentences is correct?

A) What has you been doing to protect the environment?

B) I have saving water.

C) Have you been burn paper and trash?

D) My family hasn't been using the car.

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### **ANSWER KEY**

**I practice section:**

**Exercise 1.**

**\*Use spray products Recycle plastic bottles**

**\*Throw trash to rivers**

**\*Use pesticides in plantations**

**\*Burn trash**

**\*Dump trash on streets**

**Exercise 2.**

**2 I have (complement will vary)**

**3 I have (complement will vary)**

**4 My family and I have (complement will vary)**

**5 My family has (complement will vary)**

**6 I have (complement will vary)**

**Self-evaluation section:**

1- D

2- D

## LESSON 2.3. WE WILL PLANT MORE TREES SOON

Estimated time: 6 hours

### ACHIEVEMENT INDICATOR:

Makes predictions about his/her health and environment with correct use of the future with will.



### I LEARN

To start the lesson, I fill in the blanks with words from the list.

Hazardous / environment / pollution / extinction

Scientists and environmentalists are getting more and more worried about the (1) .....  
.....(the air, water and land) around us as a result of the (2) ..... (harmful/  
damaging) effects of human activities. Some of these activities cause (3) .....  
(dirty, contaminated surrounding) which results in endangering the existence of hundreds of  
creatures which leads to their (4).....(disappearance).

**1. Instructions:** I read the following conversation. I pay attention to the phrases in bold. Then, I take notes of them in my notebook.

**Ana:** So Juan, do you think we can stop the river getting contaminated?

**Juan:** Sure we can. Someone will create more environmental laws to protect our rivers.

**Ana:** And when that happens, will you help?

**Juan:** Absolutely. In the future I will have more responsibilities because I will have my own children, I think.

**Ana:** Yeah, you have to leave them a good world.

**Juan:** Yes. You know, pollution is a serious problem. People won't continue harming our planet, I hope.





**2. Instructions:** I read carefully the information in the following chart. I take notes of the examples in my notebook.

Grammar Section	Will for future predictions	
<b>Will</b> I use will to express future predictions. In negative, I put not after the verb will. will not won't	<b>Affirmative</b> Children will get sick soon because of air pollution They will create environmental laws. Everybody will help to solve this issue. <b>Negative</b> I won't need a car in the future. Our rivers won't change much.	<b>Common expressions</b> ✓ In the future ✓ Soon ✓ I think ✓ I hope
<b>Question forms</b> In questions you only change the positions of the subject and the verb will you...?.	<u>Will people get involved in the solutions?</u> <u>Answers: Yes, they will. / No, they won't.</u>  Where will they sign the papers? Why will the mayor create the laws? Who will get sick?	

I want to know if I can do this correctly.

I can identify the form in which I can use auxiliary verb will to talk about predictions.  Yes  No



## I PRACTICE

**1. Instructions:** I unscramble the following words to make sentences and questions about the future by using will for predictions.

1. I / join / a community program / will

I will join \_\_\_\_\_

2. Will / pesticides / ? / you / continue to use

3. the river / in the future / will / different / be

4. I think / will / my family / plastic bottles / soon / recycle

5. In the future / will / respiratory problems / people / have

**2. Instructions:** I match the questions on the left with the answers on the right by writing the number of the question in the blank space.

1. What will be the weather like tomorrow?	___ I think nobody will help with that.
2. What will change in your community in 10 years?	___ I think it will be cloudy.
3. Who will stop the water pollution in the national rivers of our country?	___ People will build more houses around
4. Who will get respiratory problems soon?	___ I think children will be sick soon.

**I want to know if I can do this correctly.**

I can form sentences and questions using will to talk about predictions in the future.	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
--	--------------------------	-----	--------------------------	----



## I DO

**1. Instructions:** I create a dialogue in which I am talking with a neighbor about the environmental problems in my community. I include possible solutions and predictions with will. I can use the conversation in exercise 1 of the “I learn” section as a model. Then, I practice it with a relative or neighbor.

**I want to know if I can do this correctly.**

I can create a conversation in which I use “will” for predictions and the vocabulary related to protecting the environment.	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
---	--------------------------	-----	--------------------------	----



## **SELF-EVALUATION**

### **Instructions:**

I read the following questions. Then, I fill in the circle in the grid with the best option to answer them.

1. Which of the following excerpts is describing predictions about the future of the environment?
  - A) People are not considering the challenges in a city. They are making decisions based on the information they have in their towns. They have to mention buildings and structures and not rivers and lakes
  - B) The news has been mentioning a lot of problems in downtown. The streets are full of sales and people cannot walk around. The mayor has been planning solutions for this.
  - C) Our mayor told us about the new laws they have been discussing. This law is related to the different forms to buy a plantation land. We need more projects like this.
  - D) Pesticides have been killing animals in some plantations in the rural areas of the country. The rivers around the plantations have been getting extremely polluted, too.
2. Which of the following sentences is NOT using will to talk about predictions?
  - A) My mother will feel happy when she sees you.
  - B) I think your father will travel once he retires.
  - C) The sun will rise every day.
  - D) I guess he will get married one day.

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## **ANSWER KEY**

### **To start:**

1. Environment;2.Hazardous;3.Pollution;4.extinction

### **I practice section:**

#### **Exercise 1.**

1. I will join a community program.
2. Will you continue to use pesticides?
3. Will the river be different in the future?
4. I think my family will recycle plastic bottles soon.
5. People will have respiratory problems in the future.

#### **Exercise 2.**

3-1-2-4

#### **Self-evaluation section:**

1- C  
2- C

# LESSON 2.4. DRY AND RAINY SEASONS

Estimated time: 4 hours

## ACHIEVEMENT INDICATOR:

Successfully scans an article for specific information.



## I LEARN

To start the lesson, I read the following information:

Remember that El Salvador has only 2 main seasons:

- Dry season (Summer)
- Rainy season (Winter)

**1. Instructions:** I carefully read the following article about El Salvador's weather.

El Salvador is located in Central America. Countries in Central America have **dry season** and **rainy season**. In other words, we say that in Central America we have Summer and Winter. If you go to the countries that are located in the North or South part of the planet, you can notice that the dry season passes very slowly to the rainy season. In these places, they say that they have four seasons: Summer, **Autumn**, Winter and **Spring**.

In El Salvador, the dry season usually starts in November and the rainy season usually starts in May. In other words, the dry season starts when the rainy season stops.

In our country, during winter (the rainy season) sometimes the weather is **cloudy, humid** and **hot**. This humid **weather** contributes to form **clouds, heavy rains** and **thunderstorms**. In this season, Salvadorans have problems with **hurricanes**. During summer (dry season) the weather is also hot and humid, especially from March to May. In countries like the United States and Canada (North part of the planet) winter takes place during December and January. The weather is very **cold**. This weather also affects countries in Central America. So during December and January, the weather in El Salvador is **chilly** (a bit cold).

**2. Instructions:** I read again the article, and I pay attention to the words in boldface. Then, I look for their meaning in a dictionary. I take notes in my notebook.

**I want to know if I can do this correctly.**

I can identify vocabulary related to weather conditions when reading an article or text.







Yes

No



# I PRACTICE

**1. Instructions:** I match the words in the box with the pictures that they best represent.

Cloudy	Humid	Hot	Heavy	rain	Thunderstorm	Hurricane
						
1 _____	2 <i>hot</i> _____	3 _____	4 _____	5 _____	6 _____	

**2. Instructions:** I match the questions on the left with the answers on the right by writing the number of the question in the blank space.

- Countries in Central America have \_\_\_\_\_ season and \_\_\_\_\_ season.
- In Central America we have \_\_\_\_\_ and \_\_\_\_\_.
- If you go to countries located in the North or South part of the planet, they say that they have four seasons: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
- In El Salvador, the \_\_\_\_\_ usually starts in November and the \_\_\_\_\_ usually starts in May.
- In our country, during winter sometimes the weather is \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
- In Canada, during December and January the weather is very \_\_\_\_\_.
- In El Salvador, during December and January the weather is \_\_\_\_\_.

**I want to know if I can do this correctly.**

I can identify words about different weather conditions when reading articles and texts.

Yes

No



## I DO

**1. Instructions:** I read the following article about El Salvador's weather in the coast, and I answer the questions below. I underline the option with the best answer.

The weather in the coasts of El Salvador changes during summer and winter. Each season has its own characteristics which makes them attractive and pleasant for tourists. If you go on to the beach in the summer, you will find a very hot and burning sun. Salvadorans sometimes use this kind of exposure to sun as an opportunity to tan. Besides, the sky is always clear and the temperature keeps at 39°C – 40°C both in the morning and at night, so you should drink a lot of water constantly. Now, if you visit the beach during the winter the situation tends to be completely different. You can't fully enjoy the sunlight because the sky is mostly cloudy. There is fog everywhere, and sometimes heavy rains fall. Additionally, you can't take a pleasant dip in the ocean because of the temperature, which is between 15°C and 17°C in the mornings and at night. Additionally, you cannot walk on the shoreline. This is why the best season to visit El Salvador's coastal region is summer.

1. According to the text, what is the weather like during summer?

- a. Humid
- b. Hot
- c. Cloudy
- d. Rainy

2. According to the text, what is the activity that you CANNOT do during winter?

- a. Take pictures
- b. See the ocean
- c. See the sky
- d. Take a pleasant dip

3. According to the text, what do Salvadorans use the sun for during summer?

- a. To tan
- b. To walk
- c. To drink more water
- d. To use a swimsuit

4. According to the text, what is the sky like during winter?

- a. Very clear
- b. Partially humid
- c. Mostly cloudy
- d. Very beautiful

**I want to know if I can do this correctly.**

I can create a conversation in which I use "will" for predictions and the vocabulary related to protecting the environment.

Yes

No



## **SELF-EVALUATION**

### **Instructions:**

I read the following article, and I answer the questions below. Then, I fill in the circle in the grid with the best option to answer them.

The weather in the coasts of El Salvador changes during summer and winter. Each season has its own characteristics which makes them attractive and pleasant for tourists. If you go on to the beach in the summer, you will find a very hot and burning sun. Salvadorans sometimes use this kind of exposure to sun as an opportunity to tan. Besides, the sky is always clear and the temperature keeps at 39°C – 40°C both in the morning and at night, so you should drink a lot of water constantly. Now, if you visit the beach during the winter the situation tends to be completely different. You can't fully enjoy the sunlight because the sky is mostly cloudy. There is fog everywhere, and sometimes heavy rains fall. Additionally, you can't take a pleasant dip in the ocean because of the temperature, which is between 15°C and 17°C in the mornings and at night. Additionally, you cannot walk on the shoreline. This is why the best season to visit El Salvador's coastal region is summer.

1. What does the number 39 represent?

- A) The coast temperature during summer
- B) The sky temperature during summer
- C) The coast temperature during winter
- D) The tourists' temperature during summer.

2. What does the number 17 represent?

- A) The water temperature during summer.
- B) The sky temperature during summer.
- C) The water temperature during winter.
- D) The tourists' temperature during summer.

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## **ANSWER KEY**

### **I practice section:**

#### **Exercise 1.**

- 1. cloudy
- 2. hot
- 3. thunderstorm
- 4. humid
- 5. hurricane
- 6. heavy rain

### **Exercise 2.**

- 1. dry/rainy.
- 2. winter/summer
- 3. fall, winter, summer and spring
- 4. summer/winter
- 5. cloudy, humid and hot
- 6. cold
- 7. chilly

### **I do section:**

#### **Exercise 1.**

- 1. b
- 2. d
- 3. a
- 4. c

### **Self-evaluation section:**

- 1- A
- 2- C

## LESSON 2.5. ISSUES IN THE COUNTRY

Estimated time: 4 hours

### ACHIEVEMENT INDICATOR:

Writes descriptive paragraphs around topic sentences with coherence and clarity.



### I LEARN

To start the lesson, I check the possible answers for the following question.

What problems does El Salvador have related to transportation and climate?

**1. Instructions:** I carefully read the paragraph below, and pay attention to the words that are underlined and in bold face.

El Salvador's capital city has been dealing with a variety of issues in the last years regarding the weather disasters, earthquakes, and transportation. **First, during the rainy season, San Salvador's citizens are in problems because of sudden floods.** A short but intense storm can cause floods on the streets of this city. This usually happens because there is a lot of trash that accumulates on the edges of the street, and the manholes of the sewers get stuck. It could be a good idea for people to stop dumping trash and start to use the trash cans. **Besides, another issue that affects Salvadorans who live in San Salvador is minor earthquakes.** They happen with no warning. Even though El Salvador has been through strong earthquakes, Salvadorans are always afraid of being in the middle of one again specially when being in the city's downtown which is surrounded by many old buildings that could collapse. As a result, it is normal that they get scared when a minor earthquake happens. **Finally, the transportation area has also been part of the main issues affecting San Salvador.** As a consequence, new transportation means and alternatives have emerged. For example, the company Uber provides private transportation after contacting the driver through an app installed in a smartphone. Salvadorans have accepted this new mechanism as a fast option to get to their destinations; however, taxi drivers noticed that their service dropped since Uber appeared. The problem got to the government office, and they have to solve it. **In brief, the sudden floods, the unexpected movement of ground, and the Uber problem are different issues that San Salvador has to cope with in order to find a solution.**



**Note:** It is important for me to know some terms when talking about paragraphs. All paragraphs are divided into three principal sections:

**1. Topic sentence:** It is a sentence that mentions the principal idea of the paragraph. It usually mentions the sections that will be covered in the body of the paragraph.

**2. Body:** The body uses from two to four supporting ideas (secondary ideas) that are related to the topic sentence. I can recognize them because they are introduced by a connector like “First, Second, Also, Moreover, Additionally, In addition, Lastly, Finally, etc.”

**The body also includes details:** Explanations, examples of descriptions of each supporting idea.

**3. Conclusion:** It is the last element in the paragraph. It closes completely the paragraph, and after it I CANNOT add more ideas.

**2. Instructions:** I look at the words in the chart below which appeared in the previous paragraph. Then, I search their meaning in a dictionary, and I write the definitions in my notebook.

Issue	sudden flood	manhole	dump trash
Cope with	minor earthquake	sewer	trash can






I want to know if I can do this correctly.

I can identify words connected to problems in El Salvador.  Yes  No



## I PRACTICE

**1. Instructions:** I match the words in the box on the left with their corresponding pictures on the right by using numbers.

1.sudden flood 2.sewer 3.dump trash 4.manhole 5.trash can	 a. _____	 b. _____	 c. _____
	 d. _____	 e. _____	

**2. Instructions:** I circle the words in bold that best complete each of the following sentences.

1. My sister always gets nervous after a **manhole / minor earthquake**.
2. When I get stressed, I **cope with / issue** it by talking to my friends. I mean, this is my solution.
3. In my community, we have water **issues / cope with**.

**3. Instructions:** I check the paragraph in exercise 1 in the “I learn” section. Then, I answer the following questions.

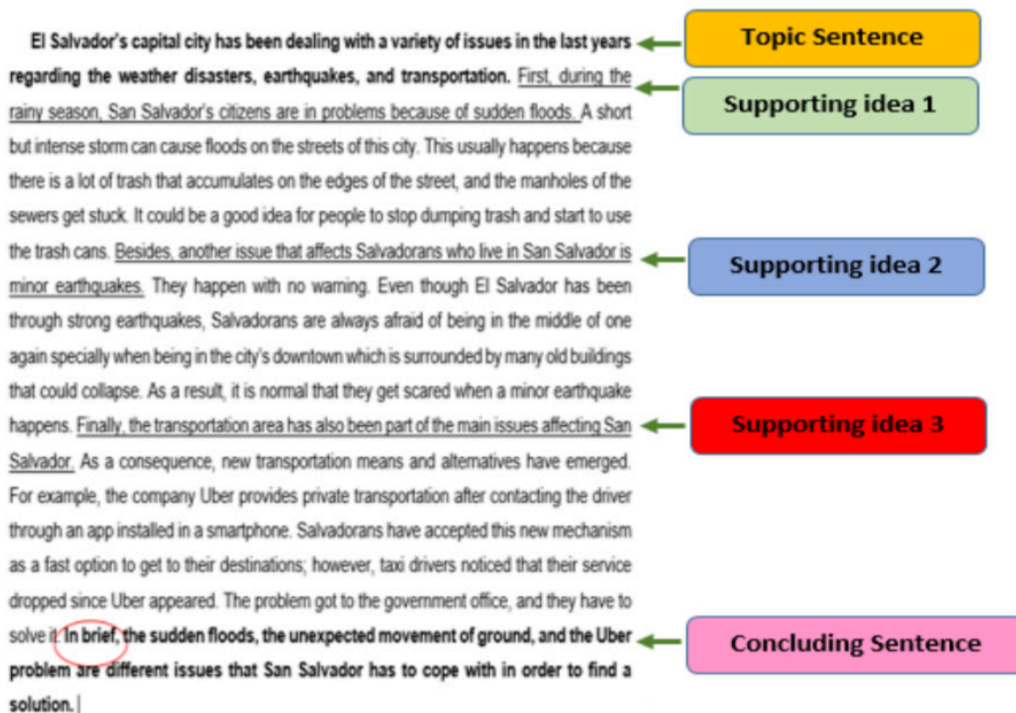
**A. Which of the following sentences is the topic sentence of the paragraph? I mark with a check (✓) the option I consider is the best answer.**

1. \_\_\_ El Salvador’s capital city has been dealing with a variety of issues in the last years regarding the weather disasters, earthquakes, and transportation.
2. \_\_\_ During the rainy season, San Salvador’s citizens are in problems because of sudden floods.

**B. Which of the following sentences is the concluding sentence of the paragraph? I mark with a check ( ✓ ) the option I consider is the best answer. .**

1. \_\_\_ The problem got to the government office, and they have to solve it.
2. \_\_\_ In brief, the sudden floods, the unexpected movement of ground, and the Uber problem are different issues that San Salvador has to cope with in order to find a solution.

**4. Instructions:** In the following picture, I can see the principal parts of an academic paragraph. Then, I look at the sentences below, and I write in the space the part of the paragraph that each sentence is representing. I need to be careful because there are TWO extra sentences.



1. During the rainy season, San Salvador's citizens are in problems because of sudden floods.  
\_\_\_\_\_
2. It could be a good idea for people to stop dumping trash and start to use the trash cans. \_\_\_\_\_
3. The Uber problem are different issues San Salvador has been trying to cope with. \_\_\_\_\_
4. El Salvador's capital city has been dealing with a variety of issues in the last years regarding the weather disasters, earthquakes, and transportation. \_\_\_\_\_
5. In brief, the sudden floods, the unexpected movement of ground, and the Uber problem are different issues that San Salvador has to cope with in order to find a solution. \_\_\_\_\_
6. Another issue that affects Salvadorans who live in San Salvador is minor earthquakes.  
\_\_\_\_\_
7. The transportation area has also been part of the main issues affecting San Salvador.  
\_\_\_\_\_

**5. Instructions:** I look at the ideas given on the left column. Then, I choose one of the sentences from the right that I consider could be the best option for a topic sentence.

1. Largest lakes in this country: *Ilopango *Coatepeque	a___ El Salvador has lakes. b___ Ilopango and Coatepeque are lakes. c___ There are two beautiful large lakes in El Salvador.
2. The most important cities in El Salvador: *San Salvador *San Miguel *Santa Ana	a___ San Salvador, San Miguel and Santa Ana are the most important cities in El Salvador. b___ San Salvador and two other cities are good. c___ San Salvador, San Miguel and Santa Ana
3. School problems: *No desks *No teachers *Insecurity	a___ There are no desks, no teachers and everything is insecure. b___ No desks, no teachers and insecurities are some of the main problems in schools. c___ Schools need more desks and teachers.
4. Issues in my community: *Lack of water *Street trash *Insecurity	a___ We need water and security. b___ This community has three big problems which are lack of water, abundant trash on the street and severe insecurity. c___ The mayor has to hire more police officers.
5. Tourist attractions in this country: *Beaches *Mountains *Colorful towns	a___ Mountains, beaches and colorful towns are some tourist attractions in El Salvador. b___ The mountains in El Salvador are attractive. c___ The beaches of El Salvador are the best.

I want to know if I can do this correctly.

I can identify well-elaborated topic sentences and the parts of an academic paragraph.

Yes

No



## I DO

**1. Instructions:** I write a paragraph in which I describe three of the main problems that I can see in my neighborhood or community. I include the parts of an academic paragraph.

A large, empty area of yellowed, lined paper with a vertical margin line on the left side, intended for writing a paragraph.

I want to know if I can do this correctly.

I can write a text including the parts of an academic paragraph.

Yes

No



## **SELF-EVALUATION**

### **Instructions:**

I read the following questions. Then, I fill in the circle in the grid with the best option to answer them.

1. Which of the following sentences could be a good topic sentence?
  - A) One part of the problem is the thunder storms in Central America.
  - B) Water, food and socialization are essential needs that humans need to satisfy.
  - C) In conclusion, it is important to take care of the environment.
  - D) Additionally, education is important for children.
2. Which of the following sentence is a good concluding sentence?
  - A) First, plants need water and protection.
  - B) In brief, people.
  - C) To continue, sewers in the city.
  - D) In summary, education helps people get better jobs and have a better life style.

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## **ANSWER KEY**

### **I practice section:**

#### **Exercise 1.**

5, 4, 1, 2, 3

#### **Exercise 2.**

1. minor earthquake
2. cope with
3. issues

#### **Exercise 3.**

1 2

#### **Exercise 4.**

1. Supporting idea 1
2. -
3. -
4. Topic sentence
5. concluding sentence
6. supporting idea 2
7. supporting idea 3

#### **Exercise 5.**

1. c
2. a
3. b
4. b
5. a

### **Self-evaluation section:**

1- B, 2- D

# UNIT 3. FEELING HOMESICK

## UNIT OBJECTIVES

- Interpret oral and written language related to personal biographical information, family ties, customs, traditions, postal services and telephone conversations by reading and listening to diverse sources to communicate with others in the target language.
- Produce spoken and written language by using acquired vocabulary and structures related to personal biographical information, family ties, and customs, traditions, postal services and telephone conversations in order to exchange ideas about the value of family and traditions.

## LESSON 3.1. HELLO!

Estimated time: 3 hours

### ACHIEVEMENT INDICATOR:

Carries on a telephone conversation with confidence and politeness.



## I LEARN

To start the lesson, I cross out the expressions that are NOT polite.

- 1. Instructions:** I mark with an X the picture that has a person being polite over the phone.



**2. Instructions:** I read aloud the conversation below. I pay attention to the phrases in bold, and I take notes of them in my notebook.

**Xenia:** Hello! Is Carol on the line? **Carol:** Yes, this is Carol.

**Xenia:** Could you speak a bit louder, please? I can barely hear you.

**Carol:** Oh, I'm sorry. I put the speaker on, and I was away. Can you tell me who you are?

**Xenia:** It's me, Xenia. I want you to do me a favor!

**Carol:** Xenia! Could you bear with me on the line? I was cooking before you called, and I will check if everything's all right.

**Xenia:** Yeah, not a problem! But can you hurry a little bit, please? I am in a rush.

**Carol:** Yes, I'll be back in a minute...



**3. Instructions:** I read the information in the chart below. I pay attention to the explanation and take notes in my notebook.

Grammar Section	Can and Could for polite requests	
<b>Can</b> It is a modal verb that is used to express request (something I need from another person).	<u>Can</u> I have a stamp for this letter? <b>Can you take</b> a message, please? <u>Can</u> I have your telephone number, please?	<b>Attention</b> <b>Can</b> is not usually used in the negative form for requests. Sometimes <b>can</b> is used with <b>please</b> .  I can use <b>could</b> with people that I respect or that I don't know well.
<b>Could</b> It is a modal verb used to request something. It is more polite than Can.	<b>Affirmative</b> <u>Could</u> I speak to Tony, please? <u>Could</u> you call me later?  <b>Negative form</b> <u>Could</u> you <u>not</u> tell me that? <u>Couldn't</u> you tell me that?	

**I want to know if I can do this correctly.**

I can identify when I can use "can and could" when making requests.	<input style="width: 40px; height: 40px; border: 2px solid red;" type="checkbox"/>	Yes	<input style="width: 40px; height: 40px; border: 2px solid red;" type="checkbox"/>	No
---	--	-----	--	----





## I PRACTICE

**1. Instructions:** I complete the following sentences with “can” and “could.”

1. \_\_\_\_\_ I have more salad, please?
2. \_\_\_\_\_ you do me a favor?
3. \_\_\_\_\_ I have a big glass of water?
4. \_\_\_\_\_ you please tell me what to do?
5. \_\_\_\_\_ I call you back any moment, please?

**2. Instructions:** I read the rest of the conversation between Carol and Xenia. Then, I complete the missing parts with the requests from the chart. I need to be careful because there are two extra expressions.

- |                                     |                               |
|-------------------------------------|-------------------------------|
| A. Could you just bring some water? | B. Can I have more water?     |
| C. Could you give it to me, please? |                               |
| D. Can I go with you, too?          | E. Could you have more water? |

**Carol:** I'm back!

**Xenia:** Finally! Listen, do you have Matt's telephone number?

**Carol:** Yes, I have it right here.

**Xenia:** (1) \_\_\_\_\_ I just want to make sure we're going to San Miguel Carnival.

**Carol:** Oh, I see. (2) \_\_\_\_\_ I just like traditions like that.

I like to see those events because there are many people wearing Salvadoran costumes.

**Xenia:** That's right! I don't have any problem with you going. But... (3) \_\_\_\_\_

\_\_\_\_\_ San Miguel is a bit hot and we might feel a little bit thirsty during our trip to there.

**Carol:** Not a problem. I'll bring some bottles of water.

**Xenia:** Perfect! See you later then.

**I want to know if I can do this correctly.**

I can recognize and use “can” and “could” for making requests.

Yes

No





## I DO

**1. Instructions:** I imagine that I am calling a friend to prepare a surprise party for another friend. I include expressions that I studied in the “I learn” section and I make requests using “can” and “could”.

Blank lined area for writing the conversation.

I want to know if I can do this correctly.

I can create a conversation in which I use “can” and “could” for polite requests.

Yes

No



### **SELF-EVALUATION**

**Instructions:**

I read the following questions. Then, I fill in the circle in the grid with the best option to answer them.

1. In which of the conversations below are people making polite requests?

- A) **Person 1:** What’s your phone number?  
**Person 2:** It is 5031234567.  
**Person 1:** Good.
- B) **Person 1:** I want a can of soda  
**Person 2:** Me, too.  
**Person 1:** Let’s go grab one.
- C) **Person 1:** Could I have more pepper, please?  
**Person 2:** Yeah, not a problem.  
**Person 1:** You’re welcome!
- D) **Person 1:** Do you want to go out?  
**Person 2:** That would be nice.  
**Person 1:** I’ll pick you up at 7:00 p.m.

2. Which of the following sentences is incorrect?

- A) Can you to do me a favor, please?
- B) Can you pick me up at 7:00 p.m. please?
- C) Could you pass me the salt?
- D) Could I go with you?

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## ANSWER KEY

### I practice section:

#### Exercise 1.

1. can/could
2. can/could
3. can/could
4. can/could
5. can/could

#### Exercise 2.

1. Can you give it to me?
2. Can I go with you, too?
3. Can you bring me some water?

### Self-evaluation section:

- 1- C
- 2- A

## LESSON 3.2. MY TRADITIONS

Estimated time: 5 hours

### ACHIEVEMENT INDICATOR:

Talks about customs and traditions with respect, using adequate vocabulary and grammatical accuracy.



### I LEARN

To start the lesson, I check (✓) the Salvadoran only the traditions that are part of El Salvador's culture.



**1. Instructions:** I read aloud the following conversation. I pay attention to the words in bold, and I look for their definitions.

**Monica:** Hey, do you want to see a movie?

**Andre:** I'd love to, but I can't. Actually, I was planning to go to **Texistepeque**.

**Monica:** I see. And what are you planning to do there?

**Andre:** I am going to see **Talciguines**.

They are very funny.

**Monica:** Ummm... What did you just say?

**Andre:** I am going to see Talciguines, It's a tradition in our country that takes place only during Holy Week. They wear red

costumes. The **Talciguines** go around in certain streets of **Texistepeque** whipping everybody. According to tradition, that whipping is a signal that you release your sins.

**Monica:** That's a nice tradition. Can I go with you?

**Andre:** Of course, get ready and I'll pick you up in one hour.



**2. Instructions:** I read aloud the chart below with names of Salvadorian traditions according to different cities or towns in the country. Then, I write sentences describing the traditions in my notebook.

Example: San Miguel Carnival takes place in San Miguel.

<b>Tradition</b>	San Miguel Carnival	The Day of the Dead	Los Farolitos Day	The Transfiguration of Christ	Talciguines
<b>Place or city</b>	San Miguel	All the country	Ataco and Ahuachapan	San Salvador	Texistepeque
					

**I want to know if I can do this correctly.**

I can mention names of Salvadorian celebrations and the places where they take place.  Yes  No



## I PRACTICE

**1. Instructions:** I read the names of the celebrations in the chart below, and I cross out the traditions that do not take place in El Salvador.

4th of July	Mother's Day	Independence Day
Christmas	Thanksgiving	Memorial Day

**2. Instructions:** I complete the following sentences using my own ideas about celebrations in El Salvador and Salvadorians' customs.

- I always celebrate New Year's Eve with my family and friends. \_\_\_\_\_
- I \_\_\_\_\_
- I \_\_\_\_\_
- My friends and I \_\_\_\_\_
- My family \_\_\_\_\_
- I \_\_\_\_\_

**I want to know if I can do this correctly.**

I can create sentences while using vocabulary about customs and traditions that Salvadorians have.  Yes  No



## I DO

**1. Instructions:** I imagine that I am talking with a friend about a traditional celebration in my country or city. I explain what people usually do, eat or wear for it. I can use the conversation in exercise 1 in the “I learn” section as a model. Then, I practice it with a friend or relative.



I want to know if I can do this correctly.

I can create a conversation in which I talk and explain information about a traditional celebration in my country or city.

Yes

No



### **SELF-EVALUATION**

**Instructions:**

I read the following questions. Then, I fill in the circle in the grid with the best option to answer them.

1. What element I should not mention when describing a tradition or celebration?

- A) The places you can visit
- B) Date and Place
- C) What people wear
- D) What people do

2. Which of the following sentences is grammatically incorrect?

- A) Thanksgiving is celebrated in The United States.
- B) Mother's Day is in May.
- C) The Day of The Dead celebrates on November 2.
- D) Children's Day is celebrated in my country.

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## ANSWER KEY

I practice section:

Exercise 1.

~~4th of July~~

~~Memorial day~~

Thanksgiving

Exercise 2.

Answers will vary

Self-evaluation section:

1- A

2- C

## LESSON 3.3. I USED TO...

Estimated time: 5 hours

### ACHIEVEMENT INDICATOR:

Talks about habits in the past with the correct usage of used to and would.



### I LEARN

To start the lesson, I match the pictures with the correct words.



1.balloon



2.cake



3.presents



4.drinks

**1. Instructions:** I read aloud the following conversation. I pay attention to the words in bold.

**Laura:** Hi, Alex! How's everything going with you and your family?

**Alex:** Hi! Well, today we are going to visit my grandma.

**Laura:** That is nice! It's like you did in your childhood.

**Alex:** Oh, yeah. The only difference is that in the past my dad and I **used to** go fishing with grandma. We **would** enjoy near the lake every time we went to visit her.

**Laura:** I see... It was something similar for me. My friends and I **used to** go hiking when we were kids, and we also **used to** have celebrations on special dates. Sadly, all those times are gone.

**Alex:** Yeah...I know what you mean. I feel a little nostalgic when I remember that I **would** celebrate my birthdays with piñatas and gifts with all my friends and family.

**Laura:** Unfortunately, those times are not coming back.

**Alex:** Yeah, but anyways we have to move on.



**Note:** The expressions in boldface help me to talk about actions that happened in the past.



**2. Instructions:** I read the information in the chart below. I pay attention to the explanation and take notes in my notebook.

Grammar Section	Used to vs. Would	
<p><b>Used to and would</b> are used to talk about events that happened in the past but don't happen in the present anymore.</p>	<p><b>Affirmative</b> I used to celebrate that day when I was a kid. We would give each other presents.</p> <p><b>Negative</b> I didn't use to celebrate that day when I was a kid. We wouldn't give each other presents.</p>	<p>Common expressions</p> <ul style="list-style-type: none"> <li>• In the past</li> <li>• When</li> <li>• Anymore</li> <li>• I was</li> </ul> <p><b>Note:</b> Notice that after <b>used to</b> and <b>would</b> you need a verb in base form.</p>
<p><b>Question forms</b> In questions, the subject and the verb change positions. Plus, a question mark is added.</p>	<p><b>Affirmative</b> Did I use to celebrate that day when I was a kid? Would we give each other presents when we were kids?</p> <p><b>Negative</b> Didn't I use to celebrate that day when I was a kid? Wouldn't we give each other presents?</p>	

**I want to know if I can do this correctly.**

I can create sentences while using vocabulary about customs and traditions that Salvadorians have.	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
--	--------------------------	-----	--------------------------	----



## I PRACTICE

**1. Instructions:** I unscramble the following words to create affirmative and negative sentences with a past sense meaning.

1. † / have / my childhood friends / fun / with / would / .  
I would have \_\_\_\_\_

2. use to / celebrate / ? / you / did / April's Fool  
\_\_\_\_\_

3. places / in the past / used to / different / go to / They / .  
\_\_\_\_\_

4. I remember / would / my family / every Sunday / two years ago / go out / .  
\_\_\_\_\_

5. Inthepast/usedto/piñatas/I/pop/mybirthday/for/.  
\_\_\_\_\_



**2. Instructions:** I match the questions on the left with the answers on the right. I write the number of the question in the blank space.

1. What did you use to celebrate in your childhood?	___ I would celebrate with candies and horchata.
2. How would you celebrate special dates?	___ They used to go out with the family.
3. Who did they use to go out with?	___ She would visit her family in spring.
4. When would Mary visit her family?	___ I used to celebrate when I got a ten in my scores.

**I want to know if I can do this correctly.**

I can identify when and how to use sentences and questions that contain “would” and “used to” with a past meaning.

Yes

No



## I DO

**1. Instructions:** I write a set of questions that I can ask to one of my relatives about the celebrations that we used to have, and I describe what we used to eat, play, do, etc. by using “used to” and “would.” Then, I ask the questions to my relative, and I take notes of his or her answers.

1. Would you play eat when it was your birthday? \_\_\_\_\_  
Answer: \_\_\_\_\_
2. \_\_\_\_\_  
A: \_\_\_\_\_
3. \_\_\_\_\_  
A: \_\_\_\_\_
4. \_\_\_\_\_  
A: \_\_\_\_\_
5. \_\_\_\_\_  
A: \_\_\_\_\_

**2. Instructions:** Now, I use the information that I got from my relative, and I write a dialogue. I can use the conversation in exercise 1 in the “I learn” section as a model.

**I want to know if I can do this correctly.**

I can create conversations using “would” and “used to” to describe past actions and habits when talking about celebrations.

Yes

No



**SELF-EVALUATION**

**Instructions:**

I read the following questions. Then, I fill in the circle in the grid with the best option to answer them.

1. Which of the following sentences is about the past?  
A) I would like to have more celebrations as in the past.  
B) My grandpa uses the blanket to cover himself.  
C) This vase is used to put flowers.  
D) My childhood friends and I used to play soccer in the past.
2. Which one the following sentences is NOT talking about the past?  
A) I used to eat cake in my birthdays.  
B) I would play with my cousins all afternoon.  
C) I would love to travel to Guatemala.  
D) I used to play different sports.

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**ANSWER KEY**

**I practice section:**

**Exercise 1.**

1. I would have fun with my childhood friends.
2. Did you use to celebrate April’s Fool?
3. They used to go to different places in the past.
4. I remember my family would go out every Sunday two years ago.
5. In the past, I used to pop up piñatas for my birthday OR I used to pop up piñatas for my birthday in the past.

**Exercise 2.**

2, 3, 4, 1

**Self-evaluation section:**

1- D

2- C

# LESSON 3.4. MY STORY

Estimated time: 4 hours

## ACHIEVEMENT INDICATOR:

Writes a narrative paragraph with correct use of tenses and coherence.



## I LEARN

To start the lesson, I answer the following questions:

- Do I like narrations?
- Which of the following short readings is a good example of a narration?

a) When I was a kid, I used to live with my grandmother. She was a nice person that always took care of me.	b) When I was still a child, I used to walk to school every day. One day, I saw in the street a tall woman with a white dress.	c) Childhood is a period in the life of a person which is characterized because the person is still discovering the world and their skills.	d) I loved to eat pupusas in my school. They were sold there in the cafeteria. I always ate them for breakfast. I still like them a lot.
---	--	---	--

**1. Instructions:** I read the following information about narrative paragraphs. I take notes in my notebook.

The narrative paragraph tells about one incident or situation like story, experience, event, daily activity, or episode in a person's life. The author brings the incident to life; so that, he can share the experience with the reader. It should be written in a logical order. It describes what a person does or did over a period of time. The narrative paragraph is often used to describe routines. It is important to remember that I can use words like sometimes, often, etc. when writing a narrative paragraph.

**2. Instructions:** I read the following narrative paragraph.

My childhood has been one of the best periods of my life. I remember that my family would always go to visit my grandparents in La Unión. I used to feel happy every time my parents said that we would go there because all my uncles, aunts and cousins live over there. I specially remember that when I was 8, we visited La Unión for celebrating Christmas.



This celebration used to be a very extraordinary moment for my family because everyone would spend the day together. However, that day was completely different. My cousins used to swim in a river that was close to my grandparents' house, and they would usually invite me to go there. The only problem is that when walking to the river, I saw a beautiful parrot. I used to be very curious, and I used to love birds a lot; so I started to follow it. When I realized, I was not with my cousins anymore. I used to be a very careful kid, but I had gotten lost. I did not know how to get back. Suddenly, I heard a whistle. My grandma used to say that when being alone in the river, you would find the Siguanaba, and I thought that it was her. I was scared, but then I saw my cousins looking for me. I felt really happy. After that, we went to the river, and had fun all day.

I want to know if I can do this correctly.

I can identify narrative paragraph, and the expressions that I can include in it.

Yes

No



## I PRACTICE

**1. Instructions:** I read again the narrative paragraph in the “I learn” section exercise 2. Then, I write all the sentences that contain “used to” and “would.”

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

**2. Instructions:** I read the following sentences, and I rewrite them by using “would” and “used to.”

1. I am a funny kid. \_\_\_\_\_
2. My family goes out. \_\_\_\_\_
3. Katy and Luis are best friends. \_\_\_\_\_
4. I visit my old friends. \_\_\_\_\_
5. I play soccer with my childhood friends. \_\_\_\_\_

**I want to know if I can do this correctly.**

I can turn present tense sentences into past tense sentences using would and used to.

Yes

No



## I DO

**1. Instructions:** I choose a situation or experience from my childhood, and I write a narrative paragraph describing it. I include sentences using “would” and “used to” I can use the paragraph in the “I learn” section exercise 2 as a model. Then, I share it with one of my relatives or friends.

Blank lined area for writing a narrative paragraph.

**I want to know if I can do this correctly.**

I can write a narrative paragraph describing past events in my life

Yes

No



## SELF-EVALUATION

**Instructions:**

I read the following questions. Then, I fill in the circle in the grid with the best option to answer them.

1. Which of the following sentences is describing a past event that will never happen again?
  - A) I was at home yesterday.
  - B) I have lived here since 2010.
  - C) I used to hitchhike when I was a child.
  - D) If I were there, I would be happy.

2. Which of the following words does NOT correspond to past tense vocabulary??

- A) in the past
- B) back in the days
- C) some years ago
- D) tomorrow

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## ANSWER KEY

### I practice section:

#### Exercise 1.

1. I remember that my family would always go to visit my grandparents in La Unión.
2. I used to feel happy.
3. Every time my parents said that.
4. This celebration used to be a very extraordinary moment for my family.
5. Everyone would spend the day together.
6. My cousins used to swim in a river that was close to my grandparents' house.
7. They would usually invite me to go there.
8. I used to be very curious.
9. I used to love birds a lot
10. I used to be a very careful kid, but I had gotten lost.
11. My grandma used to say that when being alone in the river.
12. You would find the Siguanaba.

#### Exercise 2.

1. I would/used to be a funny kid.
2. My family would/used to go out.
3. Katy and Luis would/used to be best friends.
4. I would/used to visit my old friends.
5. I would/used to play soccer with my childhood friends.

### Self-evaluation section:

- 1- C
- 2- D

# LESSON 3.5. MY LIFE

Estimated time: 3 hours

## ACHIEVEMENT INDICATOR:

Successfully identifies personal biographical information in audio sources.



## I LEARN

To start the lesson, I answer the following questions in my notebook.

How well do I know myself?

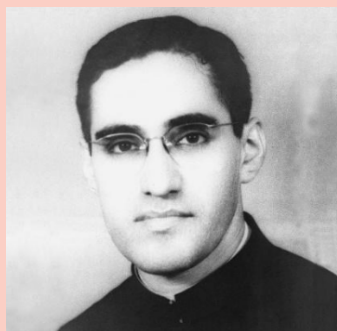
What are some important events that have happened in my life?



**1. Instructions:** I match the words on the left with the ones on the right to form the parts that a biography may have. I write the number in the blank space.

1) Date of	_____parents
2) complete	_____events in life
3) name of	_____birth
4) important	_____institutions or background
5) educational	_____who had an influence
6) Namesofpeople	_____name

**2. Instructions:** I read the following description about Archbishop Oscar Arnulfo Romero, and I pay attention to the information that appears in boldface.



**Oscar Romero was born in August 15, 1917 in El Salvador in Barrios City. His father was Santos Romero, and his mother Guadalupe Galdámez.** Oscar's parents could not afford to send him to school after the age of twelve, so he went to work as an apprentice carpenter. He quickly showed great skills, but Oscar was already determined to become a priest.

**He entered the seminary in San Miguel at the age of thirteen.** Later, he continued his education in San José de la Montaña Seminary in San Salvador. He was ordained a priest when he was 25 in 1942. In 1970, he became Auxiliary Bishop in San Salvador. In 1974 he became Bishop of Santiago de Maria. At this time, Oscar Romero was described as a conservative priest who followed tradition. In 1977, Romero became Archbishop of San Salvador, the capital city. However, at this time the conflict between the military and the guerrilla had gotten worst. Many people died every day. **One incident that marked Archbishop Romero was the death of his close friend priest Rutilio Grande.** After that, he started to criticize the massacres, and he became “The Voice of the Voiceless.”

**3. Instructions:** I read carefully the following questions, and I answer them by using the information in the paragraph before.

Questions	Answers
1. Where was Archbishop Romero born?	
2. What were the names of his parents?	
3. Where did he start to study to become a priest?	
4. Who was a person that marked his life?	

**I want to know if I can do this correctly.**

I can identify important events, names of significant people and specific dates when reading a biography.	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
---	--------------------------	-----	--------------------------	----



## I PRACTICE

**1. Instructions:** I go to the following link “[goo.gl/bMwVgo](https://goo.gl/bMwVgo)”, and I watch the video about Archbishop Romero. Then, I answer the questions below by choosing the best option.

**1. What’s the listening about?**





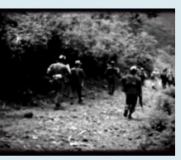

- a) It is about Archbishop Romero’s education.
- b) It is about Archbishop Romero’s place of birth.
- c) It is about Archbishop Romero’s life and legacy.

**2. What kind of information is being presented?**

- a) Important friends in Romero’s life.
- b) Romero’s fight and the reasons of his death.
- c) The masses and homilies of Romero.



**2. Instructions:** I watch the video again, and order the pictures below. Use numbers from 1 to 6.

<p>a) In March 1977 Romero started to speak out against the government.</p> 	<p>b) Individual Jesuit priests supported the poor people.</p> 	<p>c) Archbishop Romero gave speeches for the poor and fought for human rights.</p> 
<p>d) Government soldiers ambush priest Rutilio Grande.</p> 	<p>e) El Salvador was controlled by a military regimen.</p> 	<p>f) Oscar Romero was a quiet bookish priest.</p> 

**3. Instructions:** I watch the video one more time, and I decide whether the following sentences are true or false.

1. Archbishop Romero's parent's names.	TRUE	FALSE
2. In March 12th, 1977 father Rutilio Grande was killed.	TRUE	FALSE
3. Two days after Grande's murder, Romero talked to the public.	TRUE	FALSE
4. On March 22nd in 1980, Romero gave his most radical speech.	TRUE	FALSE
5. Archbishop Romero was killed in March 24th in 1980.	TRUE	FALSE
6. In February 7th, 2015 Pope Francis named Romero an official blessed.	TRUE	FALSE

**I want to know if I can do this correctly.**

I can identify important information and events about the life of a person by listening to audio materials.  Yes  No



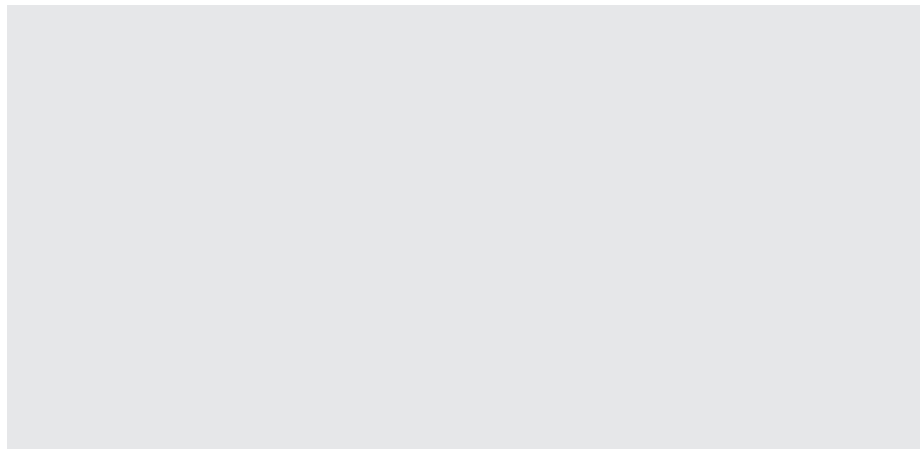
## I DO

**1. Instructions:** I write three important events in my life, and I specify the dates.

Example: I graduated from school in 2010.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**2. Instructions:** I write my own biography. I include the most important events and dates that have happened in my life. I include names of people who have influenced my life as well. Then, I share my biography with a friend.



**I want to know if I can do this correctly.**

I can write my own biography while including details that are important in my life.  Yes  No



**SELF-EVALUATION**

**Instructions:**

I read the following questions. Then, I fill in the circle in the grid with the best option to answer them.

- Which of the following sentences is about the past?
  - A) My last breakfast
  - B) My date of birth
  - C) My belongings
  - D) My cell phone number
  
2. Which one the following sentences is NOT talking about the past?
  - A) Maira's first television was big.
  - B) Maira was a kid once.
  - C) Maira has been a successful professional in the law area.
  - D) Maira got sick yesterday due to mosquitos.

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## **ANSWER KEY**

### **I learn section:**

#### **Exercise 1.**

1. date of birth
2. Complete name
3. Name of parents
4. Important events in life
5. Educational institutions and background
6. Names of people who had an influence

#### **Exercise 2.**

1. Oscar Romero was born in El Salvador in Barrios City.
2. His father was Santos Romero, and his mother Guadalupe Galdámez.
3. He entered the seminary in San Miguel at the age of thirteen.
4. One incident that marked Archbishop Romero was the death of his close friend priest Rutilio Grande.

### **I practice section:**

#### **Exercise 1.**

1. C; 2. B)

#### **Exercise 2.**

- a. 2; b.3; c.6; d.5; e.1;f.4.

#### **Exercise 3.**

1. F; 2. T; 3. T; 4. F; 5. T; 6. F.

### **Self-evaluation section:**

- 1- B
- 2- C

# UNIT 4. EATING OUT

## UNIT OBJECTIVES

- Interpret written language related to restaurant situations by reading to input from peers and others in order to communicate in an effective way.
- Produce spoken and written texts related to ordering food, making, accepting and refusing invitations, using polite expressions, as well as showing possession by using the acquired language in order to interact adequately with others in the target language.

## LESSON 4.1. I'D LIKE TO ORDER A SANDWICH

Estimated time: 5 hours

### ACHIEVEMENT INDICATOR:

- Orders food in a restaurant using polite expressions.
- Successfully recognizes expressions for ordering in a restaurant in different written sources.



## I LEARN

To start the lesson, I answer the following question:

- ✓ Which of these modal verbs are useful to ask for things politely?

can

should

could

must

**1. Instructions:** I read aloud the conversation below. I pay attention to the phrases in bold, and I take notes of them in my notebook.

**Waiter:** Good morning. Welcome to Tito's Fresh.

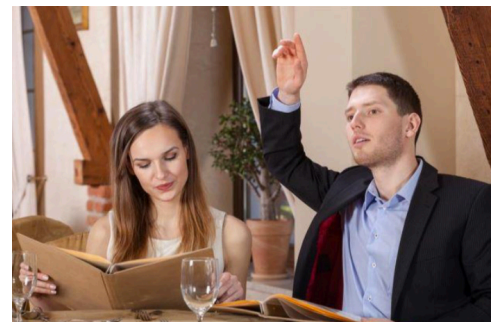
**Alberto and Mary:** Thank you. **Can you tell us the special dish for today?**

**Waiter:** Sure. Our special for today is sunny-sided eggs with steamed vegetables.

**Alberto:** Oh, no. We're not fans of eggs. **Can we have the menu for a moment, please?**

**Waiter:** Of course. Here you go. I'll be back in a moment.

**Note:** The expressions in bold help me to ask in a polite way for more information about the food offered by restaurants.



**2. Instructions:** I read aloud the rest of the conversation, and I pay attention to the words in bold.

**Waiter:** Excuse me. Are you ready to order?

**Alberto:** Yes, we are. I'd like to order a chicken sandwich, please.

**Mary:** I'll have the same.

**Waiter:** Would you like some coffee or orange juice?

**Albert:** I'll have a cup of coffee.

**Mary:** And I'll have some juice, please.

**Waiter:** Of course. Is there anything else you'd like to order?

**Albert:** Yes, please add some avocado to my sandwich.



**Note:** The expressions in bold help me to order food and drinks in a restaurant or cafeteria.

**3. Instructions:** I read the expressions in the chart, and I tell them aloud.

Vocabulary to ask for more information	Expressions to order food politely in a restaurant	
Can you tell us the special dish for today? Can we have the menu for a moment, please?	I'd like to order a chicken sandwich, please.	I'll have a cup of coffee, please.

**I want to know if I can do this correctly.**

I can identify polite expressions to order food.	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
--	--------------------------	-----	--------------------------	----



## I PRACTICE

**1. Instructions:** I read the following expressions, and I check (✓) the ones that are polite.

- 1 \_\_\_ Can I have the menu, please?
- 2 \_\_\_ I want the menu.
- 3 \_\_\_ What's today's special?
- 4 \_\_\_ I want a chicken sandwich
- 5 \_\_\_ I'll have a glass of water, please.
- 6 \_\_\_ I'll have a glass of water.

**2. Instructions:** I read the following conversation, and I complete it by using the expressions in the box.

Thank you I'd like to have a beef sandwich, please.	Can you bring me the menu, please? A glass of wine would be okay, please.
<b>Server:</b> Good evening sir, are you ready to order? <b>Francisco:</b> No, not yet. _____(1)	<b>Server:</b> I'll be back in a moment. <b>Francisco:</b> No, no. I remember I love sandwiches. _____(3)
<b>Server:</b> of course. Here you have one. <b>Francisco:</b> _____(2)	<b>Server:</b> Great selection. Anything to drink? <b>Francisco:</b> _____(4)

**I want to know if I can do this correctly.**

I can complete a conversation using polite expressions when ordering food.  Yes  No



## I DO

**1. Instructions:** I imagine that I am ordering food in my favorite restaurant. I create a conversation in which I ask the waiter or waitress for more information about the food, and I include polite expressions. I can use the conversation in exercise 1 in the "I learn" section. Then, I practice the conversation with a friend.

---

---

---

---

---

---

---

---

---

---

**I want to know if I can do this correctly.**

I can make conversation using polite expressions to order food.  Yes  No



## **SELF-EVALUATION**

### **Instructions:**

I read the following questions. Then, I fill in the circle in the grid with the best option to answer them.

1. In which of the following conversations the person is not using polite expressions?
- A) **Server:** Are you ready to order?  
**Linda:** Yes, please. I'd like some water first.  
**Server:** Of course
- B) **Server:** Sir, are you ready to order?  
**Mónica:** Yeah, bring a sandwich.  
**Server:** Of course. Anything to drink?
- C) **Server:** Good morning. Are you ready to order?  
**María:** No, could you bring the menu please?  
**Server:** Of course. It's here.
- D) **Server:** Anything to drink?  
**Pedro:** Yes, I'd love a glass of wine, please  
**Andrea:** And I'd like some coffee, please.  
**Server:** Of course
2. Which of the following groups of words is used to order food politely?
- A) I want / now / this instant.  
B) Sandwich / please / I want.  
C) menu / now / quickly.  
D) Please / could / I'd like

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## **ANSWER KEY**

### **I practice section:**

#### **Exercise 1.**

1, 5

#### **Exercise 2.**

1. Can you bring me the menu, please?
2. Thank you
3. I'd like to have a beef sandwich, please.
4. A glass of water would be okay, please.

### **Self-evaluation section:**

- 1- B
- 2- D



# LESSON 4.2. HOW'S YOUR SOUP?

Estimated time: 4 hours

## ACHIEVEMENT INDICATOR:

Expresses possession with grammatical accuracy.



## I LEARN

To start the lesson, I draw a line to match the vocabulary with their pictures.

table                  cup                  spoon                  fork                  Napkins

**1. Instructions:** I read aloud the conversation below. I pay attention to the phrases in bold, and I take notes of them in my notebook.

**Felix:** How's your chicken soup, Jocelyn?

**Jocelyn:** It's delicious. How about your vegetable soup?

**Felix:** It's very good. Its taste is a bit spicy.

**Jocelyn:** My soup is salty but good. This new restaurant is fancy and its name is really catchy, don't you think?

**Felix:** Yeah, we should invite Lili to try this food. Soups are her favorite dishes.



**1. Instructions:** I read the grammar chart below, and I take notes in my notebook.

Grammar Section	Possessive Adjectives	
<b>Possessive adjectives</b> We use these words to show possession of things. We use them depending on the person who owns the things.	<b>My cup</b> is full. (I have the cup) Your dish looks delicious. (You have the dish) His table is unbalanced. (He has an unbalanced table) Her menu is incomplete. (She has the menu) Our sandwiches aren't salty. (We have the sandwiches) Their food is spicy. (They have the food) This restaurant is fancy, and its name is catchy. (It has the name)	<b>Common mistakes</b> Possessive adjectives do not have plural forms. <b>Incorrect: Can you pass me yours cups? Correct: Can you pass me your cups?</b>  <b>NOTE:</b> If I am talking about an animal (singular), the possessive adjective I use is "its." However, if the animal has a personal connection with me, I use "her or his."  <b>The dog is black, but its tail is white.</b> <b>My dog Steve is black, but his tail is white.</b>
	Subject pronouns                  Possessive adjectives I ----->My You ----->Your He ----->His She ----->Her We -----> Our They----->Their It ----->Its	



I want to know if I can do this correctly.

I can recognize the possessive adjectives that belong to each subject pronouns.

Yes

No



## I PRACTICE

**1. Instructions:** I look at the following pictures. Then, I use the correct possessive adjective to complete the sentences below in each picture.



**Sofia:** "What can I say? \_\_\_ salad is delicious! I love cooking."



**Dora and Levi:** "Do you think \_\_\_ burger is enough for you and me?"



**Carmen:** "You should try the food in Chini Restaurant. \_\_\_ steak is exquisite."



**Juan:** "Leo prepared this salad. \_\_\_ food is very good."




**Chef:** "We cook our food with no artificial ingredients. This is \_\_\_ best dish."



**Stefany:** "I'm eating a burger that Lili prepared. \_\_\_ food is okay for me."

**2. Instructions:** I read the following conversation of people talking about food. Then, I complete it by using possessive adjectives.

<p style="text-align: center;"><b>A couple in a restaurant</b></p> <p>Karla: Victor, _____grilled fish looks delicious. Can I have a bite?</p> <p>Victor: Don't worry go ahead. By the way, how is _____roasted chicken?</p> <p>Karla: mmm...not so good. I don't think that it is this restaurant's best dish.</p> <p>Victor: Well... many people say that roasted chicken is _____most popular dish.</p>	<p style="text-align: center;"><b>Two friends in an ice cream shop</b></p> <p>Marcos: Look those little kids' ice creams.</p> <p>Celina: Oh, _____ice creams look really delicious. Should we order some for us?</p> <p>Marcos: That sounds good. Excuse me, can I have two ice creams?</p> <p>Server: Of course, what flavors would you like _____ice creams?</p> <p>Celina: I want _____ice cream to be chocolate with vanilla, and he wants _____to be strawberry and mango.</p>
<p style="text-align: center;"><b>Two sisters in a cafeteria</b></p> <p>Mary: Look, Nancy, the girl next to us is eating a salad.</p> <p>Nancy: Hey! _____salad looks really delicious. What about ordering one for us.</p> <p>Mary: I think that _____idea is really good. Nancy: Oh, but I want _____salad to have plenty of lettuce and cucumbers.</p> <p>Mary: OK! Don't worry, I like lettuce and cucumbers too.</p>	

**3. Instructions:** I write sentences about my family members or friends. I use possessive adjectives.

1. I love my mom's food. Her breakfasts are fantastic.
2. I love Alirio's food. His sandwiches are really good.
3. I love \_\_\_\_\_.
4. I love \_\_\_\_\_.
5. \_\_\_\_\_.
6. \_\_\_\_\_.

**I want to know if I can do this correctly.**

I can write sentences using possessive adjectives.	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
--	--------------------------	-----	--------------------------	----



## I DO

**1. Instructions:** I imagine that I am with a friend or a relative in a restaurant. I create a conversation in which I talk about the food that we are eating, and I include possessive adjectives. I can use the conversation in exercise 1 in the “I learn” section. Then, I practice with a friend.

**I want to know if I can do this correctly.**

I can create a conversation in which I describe the food by using possessive adjectives.

Yes

No



### **SELF-EVALUATION**

**Instructions:**

I read the following questions. Then, I fill in the circle in the grid with the best option to answer them.

- Which of the following groups of words does NOT have possessive adjectives?
  - your / his / our
  - our / their / my
  - he / yours / it's
  - your / her / its
- Which on the following sentences contains an incorrect possessive adjective?
  - I have a cat. Their name is Shadow.
  - I have a cat. Its name is Shadow.
  - I have a cat. Her name is Shadow.
  - I have a cat. His name is Shadow.

	A	B	C	D
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### **ANSWER KEY**

**I practice section:**

**Exercise 1.**

**Sophia:** my

**Dora and Levi:** your/our

**Carmen:** its

**Juan:** his

**Chef:** our

**Stefany:** her

**Exercise 2.**

**A couple in a restaurant:** your; your; its

**Two friends in an ice cream shop:** their; your; my; his

**Two sisters in a cafeteria:** her; your; our

**Exercise 3.**

Answers will vary

**Self-evaluation section:**

1- C

2- A

# LESSON 4.3. IT LOOKS DELICIOUS

Estimated time: 3 hours

## ACHIEVEMENT INDICATOR:

Creatively writes a restaurant menu with appropriate vocabulary and tip information.



## I LEARN

To start the lesson, I answer the following questions:










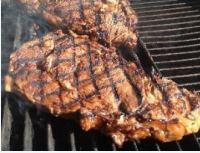









- ✓ What do I usually order when I go to a restaurant?
- ✓ Do I always order the same thing?

**1. Instructions:** I read the following chart with the definition of the word “menu”. Then, I take a look at the menu below from a restaurant, and I pay attention to the sections that it has.

**Remember that** restaurants offer you a list of their food and its prices in a little pamphlet or brochure. This is called the **menu**.

Appetizers		Main Courses		Desserts	
French Fries	\$5.00	Fried Chicken	\$15	Fruit	\$2.00
Salad	\$5.95	Grilled Steak–Rice	\$18	Flan	\$2.50
		Pasta	\$12	Pastry	\$4.00
		Shrimps–Fish	\$25		
		Soup	\$10		
Drinks		Extras		Tipping information	
Soda	\$3.00	Tortillas	\$2.50	To the total amount of the service, it will be added 10% for tipping.	
Iced tea	\$4.00	Bread	\$2.00		
Water	\$2.00	Avocado	\$5.00		
Orange Juice	\$4.00	Cheese	\$3.00		
		Cream	\$2.50		



Appetizers	Salad 	French fries 			
Desserts	Flan 	Fruit 	Pastry 		
Drinks	Orange juice 	Water 	Iced tea 	Soda 	
Main course	Steak 	Fried chicken 	Soup 	Pasta 	Rice 
Extras	Avocado 	Tortilla 	Bread 	Cheese 	Cream 

I want to know if I can do this correctly.

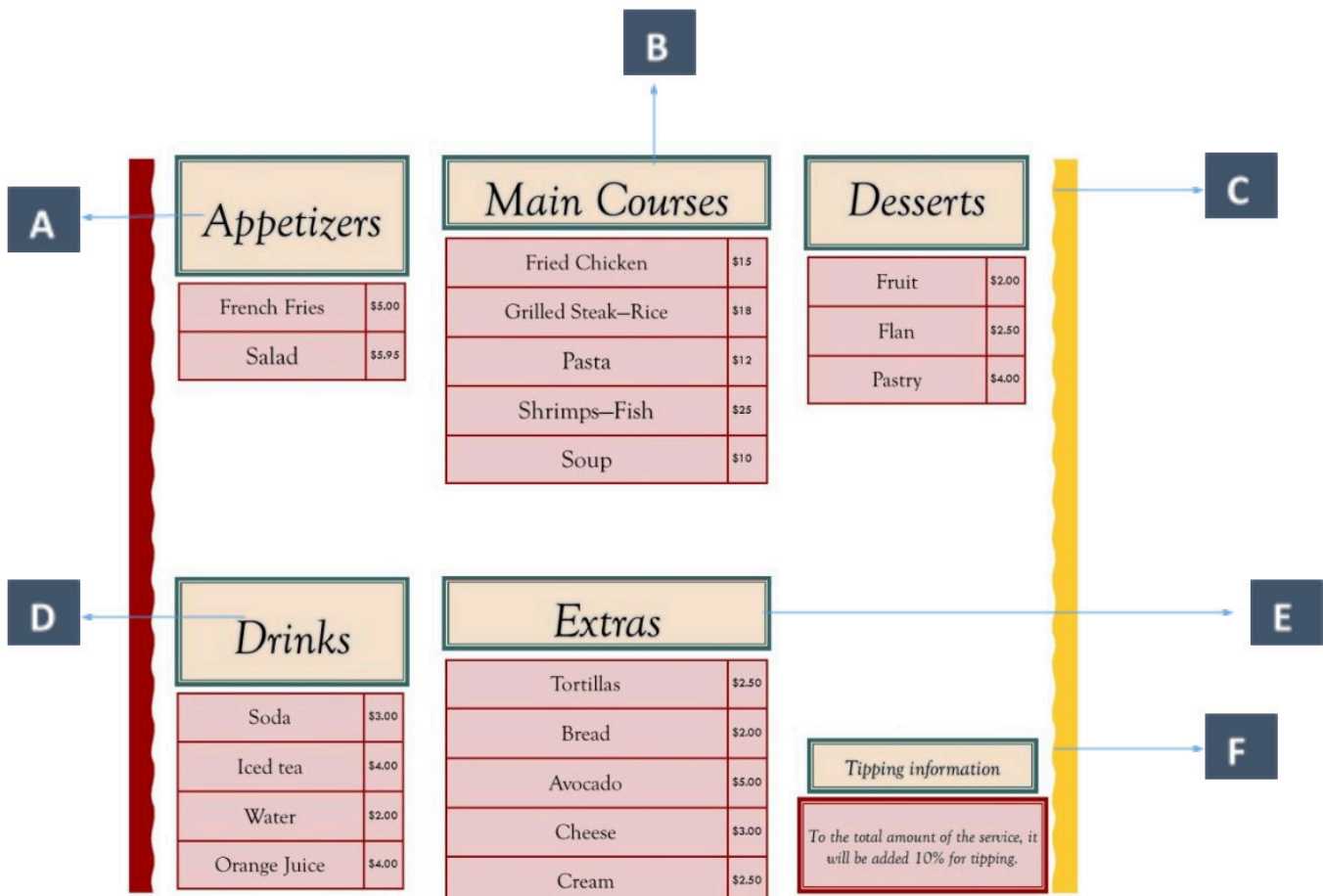
I can identify the names of the parts of a lunch menu.  Yes  No



## I PRACTICE

**1. Instructions:** I take a look at the following picture of a restaurant menu. Then, I match the letters that are identifying each section with its corresponding description

1. \_\_\_ It is served after the main course.
2. \_\_\_ Sometimes it is served before the main course.
3. \_\_\_ It is gratitude money you give for the good service.
4. \_\_\_ It is additional food for a main course.
5. \_\_\_ It is the most important food.
6. \_\_\_ It is served before the main course.



**2. Instructions:** I look at the words in the box. Then, I classify them in the menu sections below. Then, I can add some other ideas.

Tortillas soda steak pasta chicken pastry water fries			
Appetizers	Main course	Dessert	Extras

**3. Instructions:** I look at the following restaurant menu, and I write on top the names of each of its sections.

1.

French Fries	\$5.00
Salad	\$5.95

2.

Fried Chicken	\$15
Grilled Steak-Rice	\$18
Pasta	\$12
Shrimps-Fish	\$25
Soup	\$10

3.

Fruit	\$2.00
Flan	\$2.50
Pastry	\$4.50

4.

Soda	\$3.00
Iced tea	\$4.00
Water	\$2.00
Orange Juice	\$4.00

5.

Tortillas	\$2.50
Bread	\$2.00
Avocado	\$5.00
Cheese	\$3.00
Cream	\$2.50

6.

To the total amount of the service, it will be added 10% for tipping.

I want to know if I can do this correctly.

I can identify the parts of a lunch menu.  Yes  No



## I DO

**1. Instructions:** I imagine that I am working for a restaurant. My boss has asked me to design the new menu for the restaurant. I create the menu, and I include all its parts. I can use the menu in exercise 1 in the “I learn” section as a model.

Blank lined area for student response.

I want to know if I can do this correctly.

I can make a restaurant menu including all its parts.	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
---	--------------------------	-----	--------------------------	----



## **SELF-EVALUATION**

### **Instructions:**

I read the following questions. Then, I fill in the circle in the grid with the best option to answer them.

- Which of the following words is NOT a part of a normal menu?
  - The total of the bill
  - Tipping information
  - Desserts
  - Drinks
  
- Which on the following sentences contains an incorrect possessive adjective?
  - Pastry – bread – rice
  - French fries – cream - soup
  - Chicken - steak – salad
  - Coffee – orange juice - water

	A	B	C	D
<b>1</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>2</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## **ANSWER KEY**

**I practice section:**

**Exercise 1.**

1C 2D 3F 4E 5B 6A

**Exercise 2.**

<b>Appetizers</b>	<b>Main course</b>	<b>Desserts</b>	<b>Extra</b>
Fries	Steak Pasta Chicken	Pastry	Tortillas

**Exercise 3.**

1 Appetizers, 2 main course, 3 drinks, 4 desserts, 5 extras, 6 tipping information.

**Self-evaluation section:**

1- A

2- D



# LESSON 4.4. WHAT'S YOUR E-MAIL ADDRESS?

Estimated time: 3 hours

## ACHIEVEMENT INDICATOR:

Writes e-mails while making, accepting and refusing invitations by using the appropriate language for each case.



## I LEARN

To start the lesson, I read the information in the chart.

Remember that email addresses have these elements:

- @at
- . dot
- / slash
- - dash/hyphen
- \_ under score

**1. Instructions:** I read the information in the following e-mails. I pay attention to the words in bold.

Send	To	lopezcarlos25@hotmail.com; mariana.guzman@gmail.com; james_007@yahoo.com
	cc	
	Subject:	Birthday party.
	Attached:	Invitation.jpg

Hey guys! It's me, Kevin!


**What are you doing on April 2<sup>nd</sup> at 7:00 pm?** As you know, Karen's birthday is coming soon and I'm preparing a surprise birthday party for her. It's going to be in my house. I'm attaching the official invitation, so you can check the date, time and place. She is going to be very happy to see you all! Remember that she doesn't know about it, so I would appreciate if you keep it a secret from her. We will be having some pizza, but you are free to bring anything else you think we will need.

Well guys, I hope to see you there and please don't forget to bring a present for her!

PD: Please reply to this e-mail confirming or declining the invitation.

Regards,

Kevin H.


 **To** Kevinh/123@gmail.com  
**cc**  
**Subject:** Re:Birthday party.  
**Attached:** Medical.jpg

Hi, Kevin!

It's nice hearing from you. I do remember is Karen's birthday soon, and I love your idea of having a surprise party for her. I think the invitation card you designed is so professional! ***I appreciate your invitation Kevin, but I'm afraid I won't be able to make it,*** I broke my leg yesterday and I cannot go out of my house for one month. It has been very painful, and I feel so bored already! Please enjoy the party, and make sure to take a lot of pictures!

Give everyone a hug please!

Kind regards,  
Mariana G.

 **To** Kevinh/123@gmail.com  
**cc**  
**Subject:** Re:Birthday party.  
**Attached:** happyface.jpg

What's up bro!

Thank you for inviting me to the party!!! ***It would a pleasure to be there!*** You know how much I enjoy parties, and I especially love birthday parties! I feel very happy that I will finally see everyone after being away for one year. I'm attaching a picture of me, so you can see how happy I look, LOL! If you need any help with the decoration or anything else, please let me know.

I can't wait!!!!

Regards,  
Carlos L.

**2. Instructions:** I carefully read the following chart, and I take notes in my notebook.

	Formal	Informal
Making invitations	<ul style="list-style-type: none"> <li>✓ Would you like to come to the party?</li> <li>✓ I would be very happy if you come to the party.</li> <li>✓ We would be pleased if you could attend our party.</li> </ul>	<ul style="list-style-type: none"> <li>✓ What are you doing this Friday?</li> <li>✓ Why don't you come to the party?</li> <li>✓ You must come to Karen's birthday party.</li> </ul>
Accepting invitations	<ul style="list-style-type: none"> <li>✓ That's very kind of you.</li> <li>✓ With the greatest pleasure.</li> <li>✓ Thank you very much for inviting me.</li> </ul>	<ul style="list-style-type: none"> <li>✓ That would be very nice.</li> <li>✓ I'd love to come!</li> <li>✓ Sure, I'm coming.</li> </ul>
Declining invitations	<ul style="list-style-type: none"> <li>✓ I'd love to, but I'm sick.</li> <li>✓ Unfortunately, I can't.</li> <li>✓ I appreciate your invitation, but I'm sick.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Sorry, I can't</li> <li>✓ Sorry, maybe next time.</li> <li>✓ Can't make it</li> </ul>

**3. Instructions:** I read again the e-mails in exercise 1. I identify if the expressions were formal or informal.

**I want to know if I can do this correctly.**

I can identify the expressions that I can use when accepting and declining an invitation.  Yes  No



## I PRACTICE

**1. Instructions:** I read the following conversations, and I identify if the expressions in them are for A (Accepting) or D (Declining) an invitation.

<p>1. A: Hi, Steve! How's it going? B: Hey, Mario! Going great bro. A: Look, my concert is tomorrow, would you like to come? B: Sorry bro, I have a lot of homework!</p>	<p>2. A: Good morning miss Patty, how are you today? B: Good morning Yancy, I'm very good thank you. What about you? A: I'm very good. Miss, I would like to invite you to my graduation. B: It will be my pleasure to be there!</p>
<p>3. A: Rosi! Long time no see! B: Hey! How are you? Wow you look amazing! A: Thank you! I'm taking yoga classes, I've attending for one month. The classes are great. Would you like to join me tomorrow? B: That would be great! Thank you!</p>	<p>4. A: Wow Lilian, your daughter has grown so fast! I can't believe she is getting married soon. B: I know! My baby is not a baby anymore. By the way, did you receive the invitation? A: Yes, I did. It's so nice of you to invite me. B: Don't worry about it, you are like her aunt.</p>

**2. Instructions:** I read the following invitations. I accept or decline them by noticing if they are made formally or informally.

1. Do you want to come to my party? \_\_\_\_\_.
2. Would you give me the honor of dancing with me? \_\_\_\_\_.
3. You must come to the concert tomorrow \_\_\_\_\_.
4. Would you like to watch a movie with me? \_\_\_\_\_.

**I want to know if I can do this correctly.**

I can accept or decline an invitation in a formal or informal way	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
---	--------------------------	-----	--------------------------	----



## I DO

**1. Instructions:** I imagine that I am preparing a party to celebrate my sister or brother's graduation from high school. I write two e-mails. In one, I invite her or his friends to come to the party, and in the other I invite her or his teachers.

Send

To:

cc:

Subject:

Attached:

Send

To:

cc:

Subject:

Attached:



## **SELF-EVALUATION**

### **Instructions:**

I read the following questions. Then, I fill in the circle in the grid with the best option to answer them.

- Which of the following conversation uses formal expressions for invitations?
  - A: Johnny, would you like to be my chambelan in my Sweet Fifteen Party?  
B: It would be my pleasure Mary.
  - A: I heard Jessica is having a dinner, let's go.  
B: Sorry, I can't make it
  - A: Hello? Are you coming to class?  
B: No, I'm sick.
  - A: Pablo invited me for dinner tonight, but I said no.  
B: Good! I really don't like him for you.
- Which of the following conversations uses informal expressions for invitations?
  - A: Sonia, my love! Would you marry me?  
B: Yes! I would love to!
  - A: I have a presentation tomorrow and I'd like to see you there.  
B: I would never miss it.
  - A: I just got your invitation, with the greatest pleasure I would go to your graduation.  
B: I can't wait to see you there!!
  - A: Hey! Want to go for dinner?  
B: Sorry, I can't.

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## **ANSWER KEY**

### **I learn section:**

#### **Exercise 3.**

What are you doing on April 2nd at 7:00 pm?

I appreciate your invitation Kevin,  
but I'm afraid I won't be able to make it  
It would a pleasure to be there!

**informal**  
**formal**  
**informal**  
**formal**

### **I practice section:**

#### **Exercise 1.**

1D 2A 3A 4A

#### **Exercise 2.**

Answers will vary.

### **Self-evaluation section:**

1- A

2- D

# UNIT 5. VACATIONS IN EL SALVADOR

## UNIT OBJECTIVES

- Recognize oral and written language related to vacations by listening to peers, teachers, audio sources and reading texts in order to communicate ideas in the target language.
- Produce oral discourse by using the learned vocabulary and grammar structures in order to successfully request and express ideas about vacations in the target language.

## LESSON 5.1. LET'S GO TO EL SALVADOR!

Estimated time: 6 hours

### ACHIEVEMENT INDICATOR:

Talks about vacation plans with confidence and fluency.



## I LEARN

To start the lesson, I make a list of some tourist places in El Salvador:


**1. Instructions:** I go back to my list. I check (✓) the places I would like to visit, and I cross (beach) the ones I have already visited.

**2. Instructions:** I read aloud the conversation below. I pay attention to the phrases in bold, and I take notes of them in my notebook.

**Rosa:** Hey Mari, how are you today?

**Maricela:** Hey Rosita! Everything is very good because I will have vacations next week.

**Rosa:** Really? That's fantastic! Where are you planning to go?

Maricela: I don't know yet because some of my relatives are coming from Washington, and we will go out together.

**Rosa:** Wow! I think my family is coming too! I think you need to prepare a list of places to show them around. For example, **if my family comes, I will take them to Juayua**; so that, they can eat delicious food.

**Maricela:** Hmmm... I totally agree with you! I think I want to take them to the most beautiful places we have in El Salvador like Ataco or Suchitoto.

**Rosa:** Those places are very nice, but you can also bring them to Coatepeque Lake in Santa Ana or La Palma Town in Chalatenango.

**Maricela:** I am very excited because **if the weather is nice, I will take them to many different places!** I am just nervous because I don't want the weather to be rainy.

**Rosa:** Don't worry! I am sure that you will have an awesome time with them. Well Mari, I have to go, I need to help my mom with dinner. I'll see you later.

**Maricela:** Thank you Rosi for all your help! I'll see you later. Take care!



**Note:** The expressions in bold help me to talk about my vacation plans with confidence and fluency.

**3. Instructions:** I read the information in the chart below. I take notes in my notebook.

Grammar section	Real conditionals: First conditional								
<p><b>First conditional</b> is used to describe <u>real possibilities</u>. You use the simple present in the condition sentence and the future with will in the result sentence.</p>	<table border="0" style="width: 100%; text-align: center;"> <tr> <td colspan="2">If my family comes,</td> <td colspan="2">I will take them to</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">Condition</td> <td style="border: 1px solid black; padding: 2px;">Simple Present</td> <td style="border: 1px solid black; padding: 2px;">Result</td> <td style="border: 1px solid black; padding: 2px;">Future Will</td> </tr> </table> <p><b>Negative:</b> If it does not rain, I will take you to the beach. If I go to Juayua, I will not eat Peliguey</p>	If my family comes,		I will take them to		Condition	Simple Present	Result	Future Will
If my family comes,		I will take them to							
Condition	Simple Present	Result	Future Will						
<p>You can use other modal verbs like may, might or could in the result when you are not sure.</p>	<p>If they come, I might go to the airport. If we arrive late to the airport, they might be mad.</p>								
<p><b>*Attention:</b> The position of the clauses can change, but the meaning will be the same. Just remember that if "the condition is at the beginning" you use of the comma.</p>	<p>They will travel on February <b>if they get the VISA.</b> <b>If they get the VISA,</b> they will travel on February.</p> <p>Sarah might eat fish <b>if we go to El Puerto.</b> <b>If we go to El Puerto,</b> Sarah might eat fish.</p>								



I want to know if I can do this correctly.

I can identify the condition and the result in a First Conditional sentence.

Yes

No



## I PRACTICE

**1. Instructions:** I complete the following conditional statements with my own ideas by using the correct tense (simple present or future will).

1. If I go to Chalatenango, \_\_\_\_\_.
2. Gaby will come with us if \_\_\_\_\_.
3. \_\_\_\_\_ if the weather is nice.
4. If Carlos takes the floater to the pool, \_\_\_\_\_.

**2. Instructions:** I look at the pictures below, and I write first conditional sentences.



---

---



---

---



---

---



---

---

I want to know if I can do this correctly.

I can accept or decline an invitation in a formal or informal way

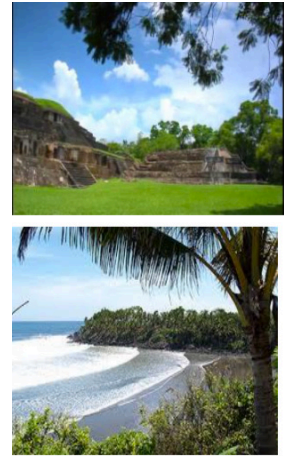
Yes

No



## I DO

**1. Instructions:** I imagine that I am talking with a friend about my plans for my coming vacation. I describe the places, food, activities that I am planning to visit, eat, and do. I include first conditional sentences. Then, I practice the conversation with a friend.



I want to know if I can do this correctly.

I can create a conversation in which I talk about future vacation plans while using first conditional.

Yes

No



## **SELF-EVALUATION**

### **Instructions:**

I read the following questions. Then, I fill in the circle in the grid with the best option to answer them.

1. In which of the following conversations are the people making plans for their next vacation?
  - A) **Person 1:** I need vacations!! I feel so tired!  
**Person 2:** I hear you! I haven't had vacations in two years!  
**Person 1:** Let's talk with our boss about it.
  - B) **Person 1:** Hey, Kevin! I heard you are going on vacations next week.  
**Person 2:** Hey! I don't know yet, but I want to visit Mexico.  
**Person 1:** Wow! That's great!
  - C) **Person 1:** Dave! How's it going? Are you visiting your sister in El Salvador on vacations?  
**Person 2:** I am not sure yet, but if I go there, I will definitely visit La Puerta del Diablo.  
**Person 1:** That sounds awesome! I wish I could go with you.
  - D) **Person 1:** Maggie! How are you? Long time no see!  
**Person 2:** Hi Frank! I know, I was on vacation.  
**Person 1:** That's Awesome! I bet you had an outstanding time.  
**Person 2:** I did. I feel so happy.

2. Which of the following sentences is incorrect?

- A) If I visit El Salvador, I will go to Cerro Verde.
- B) If I will go to Planes de Renderos, I will eat pupusas.
- C) I will take pictures if I visit El Boquerón.
- D) I won't drink alcoholic drinks if I go to the beach.

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### ANSWER KEY

**I practice section:**

**Exercise 1.**

Answers will vary

**Exercise 2.**

Answers will vary.

**Self-evaluation section:**

1- C

2- B

## LESSON 5.2. HOW MUCH IS IT?

Estimated time: 6 hours

### ACHIEVEMENT INDICATOR:

Confidently makes numbers to pay for hotel/ transportation reservations and to buy tickets for traveling.



To start the lesson, I use my own judgment, and I number the places (1-4) from the least attractive to most attractive.



The beach



Apaneca's Maze



Ruta de las Flores Tour



Izalco Volcano

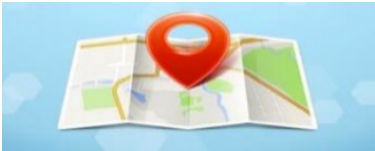





1 = not very attractive    2 = kind of attractive    3 = attractive    4 = very attractive

**1. Instructions:** I read the following article about vacations in El Salvador. I pay attention to the vocabulary that is underlined.

### EL SALVADOR: ROUTES AND TOURS

El Salvador is one of the most beautiful countries to visit in Central America. Beaches, mountains, valleys, lakes, ruins, waterfalls, parks among other unique tourist spots are some of the places where you can have fun and find delicious food and drinks. El Salvador counts with several routes and tours that you can enjoy. One of them is *Ruta de Las Flores*, and it has four principal towns to visit which are *Salcoatitan*, *Apaneca*, *Juayua* and *Ataco*. Each place has its own customs and attractions. There, you can find hotels that cost from \$25.00 to \$100.00 a night. There are many restaurants in which a meal can cost around \$5.00 and \$12.00. If you are someone who prefers a more settled experience, you can get a tour. The prices can range from \$20.00 to \$50.00 depending on the place and activities you do. You don't need a lot of money to visit El Salvador, you just need to be ready to have the best experience of your life.

**2. Instructions:** I read aloud the following vocabulary that appeared in the article.

<p>Place</p> 	<p>Route</p> 	<p>Tour</p> 
<p>Town</p> 	<p>Attractions</p> 	<p>Price</p> 

**3. Instructions:** I read the following conversation between a travel agency agent and a customer. I pay attention to the expressions in bold face, and I take notes in my notebook.

**Agent:** Thanks for calling Agency.travel. How may I help you?

**Customer:** Good morning miss, this is Karen Rodriguez speaking, and I would like to book a ticket.

**Agent:** Good morning Mrs. Rodriguez. It'll be my pleasure. Which would be your destination?

**Customer:** El Salvador in Central America, please.

**Agent:** Nice choice Mrs. Rodriguez. The airplane ticket for El Salvador is \$340.65 and the bus ticket is \$180.45. Which one do you prefer?

**Customer:** Hmm... the airplane ticket is too expensive for me, so the bus ticket please.

**Agent:** Ok, a bus ticket for Mrs. Karen Rodriguez. It is \$180.45, would you pay with credit card or debit card?

**Customer:** Credit card please. Also, miss, could you please tell me how much is a hotel there?

**Agent:** Hotels in the city range from \$40.99 to \$80.00 a night, but we offer our customers some tours in which the hotel is included. The tour costs around \$60.00 or \$110.00 depending on the towns and days you are staying.

**Customer:** That's just perfect. I'm planning to go to La Ruta de Las Flores...mmm...How much is that tour?

**Agent:** That tour is on sale just for today Mrs. Rodriguez. It costs \$75.25, and it includes the complete tour, the hotel and the transportation.

**Customer:** Wow! I'll take it! Please charge it to my card.

**Agent:** Anything else I can help you with?

**Customer:** No, thank you. That would be all.

**Agent:** Thank you for calling, have a great day.



**4. Instructions:** I read the information in the following chart.

Useful expressions when...		
Asking for prices or payment methods:	Booking or buying tickets/rooms	Giving prices
<ul style="list-style-type: none"> <li>• How much is the airplane/ bus ticket?</li> <li>• How much is the hotel room?</li> <li>• Would you like to pay by cash or credit/debit card?</li> </ul>	<ul style="list-style-type: none"> <li>• I would like to book a ticket.</li> <li>• I would like to buy/get a ticket.</li> <li>• I would like to book a room.</li> </ul>	<ul style="list-style-type: none"> <li>• The ticket is \$ 100.00.</li> <li>• The tour will cost \$50</li> </ul>

**5. Instructions:** I make a quick review of the cardinal numbers in English. I pronounce them aloud.

1- One  
2- Two  
3- Three  
4- Four  
5- Five  
6- Six  
7- Seven  
8- Eight  
9- Nine  
10- Ten

11- Eleven  
12- Twelve  
13- Thirteen  
14- Fourteen  
15- Fifteen  
16- Sixteen  
17- Seventeen  
18- Eighteen  
19- Nineteen  
20- Twenty

21- Twenty-one  
22- Twenty-two  
23- Twenty-three  
24- Twenty-four  
25- Twenty-five  
26- Twenty-six  
27- Twenty-seven  
28- Twenty-eight  
29- Twenty-nine  
30- Thirty

40- Forty  
50- Fifty  
60- Sixty  
70- Seventy  
80- Eighty  
90- Ninety  
100- One hundred  
101- One hundred one  
102- One hundred two  
110- One hundred ten

120- One hundred twenty  
130- One hundred thirty  
140- One hundred forty  
150- One hundred fifty  
160- One hundred sixty  
170- One hundred seventy  
180- One hundred eighty  
190- One hundred ninety  
200- Two hundred  
300- Three hundred

400- Four hundred  
500- Five hundred  
600- Six hundred  
700- Seven hundred  
800- Eight hundred  
900- Nine hundred  
1,000- One thousand

**I want to know if I can do this correctly.**

I can identify the expressions that I can use when asking for prices, booking and buying tickets for tours, hotel rooms and transportation.

Yes

No





# I PRACTICE

**1. Instructions:** I unscramble the words in bold in order to form expressions to ask for prices, and to book/ buy tickets for tours, hotel rooms and transportation.

<p><b>1</b></p> <p><b>A:</b> Good morning, how can I help you?  <b>B:</b> much/ How/ is/ ticket/ bus/?</p> <p>_____</p> <p><b>A:</b> The ticket is \$127.00.  <b>B:</b> I need 2 please.</p>	<p><b>3</b></p> <p><b>A:</b> morning/much/ hotel/Good/room/how/is/a/ ?          _____ B:          \$50.00.  <b>A:</b> mmm... do you have any sale?  <b>B:</b> No. Do you want the room or not?  <b>A:</b> No thank you, you are not courteous.</p>
<p><b>2</b></p> <p><b>A:</b> Hello! I would like to offer you a tour.  <b>B:</b> Oh, thank you! How much is it?  <b>A:</b> \$85/ tour / is/ the          _____</p> <p><b>B:</b> I'll take it.</p>	<p><b>4</b></p> <p><b>A:</b> Good evening, I would like to book a room.  <b>B:</b> sir/what/Hello/kind/room/need/you/of/do          _____</p> <p><b>A:</b> A double room please. A cheap one  <b>B:</b> OK, sir, the cheapest one is \$30</p>

**2. Instructions:** I read the following tour descriptions, and I write a price for them using the numbers from 1 to 1,000.

<p>1. We offer you the best tour!!! We will start at the beach by enjoying the sand and the waves followed by a nice lunch and finishing the day in a big party at the beach with delicious snacks next to the bonfire.</p>	<p>\$ _____</p>
<p>2. Our tour is the best!!! We will be visiting the volcano where we will be able to try the best coffee of the country. Come with us, and you will meet the most famous coffee cultivators.</p>	<p>\$ _____</p>
<p>3. Our ancestors have inherited us the best customs, food and archeology. Ferry Travel offers you a lovely tour in the best archeological places of El Salvador. You will love it!</p>	<p>\$ _____</p>

**I want to know if I can do this correctly.**

<p>I can use the expressions when asking for prices, booking and buying tickets or hotel rooms.</p>	<input type="checkbox"/>	<p>Yes</p>	<input type="checkbox"/>	<p>No</p>
---	--------------------------	------------	--------------------------	-----------



## I DO

**1. Instructions:** I imagine that I am on vacations, and I want to take a tour. I call a travel agency, and I ask for the prices of the tour and hotel rooms. I can use the conversation in exercise 3 in the “I learn” section. Then, I practice it with a friend or relative.

Blank lined area for writing practice.

I want to know if I can do this correctly.

I can create a conversation using the vocabulary, numbers and expressions learned in the lesson.

Yes

No



### **SELF-EVALUATION**

**Instructions:**

I read the following questions. Then, I fill in the circle in the grid with the best option to answer them.

1. Which of the following excerpts is about making reservations when travelling?

A) Vacations in El Salvador can vary depending on your plans. They can go from going to the beach to sleeping in a mountain. When you travel there, you need to check on all the options you have in order to have fun.

B) Yesterday, I talked with my family about the next vacation that we will have. We decided to go to El Salvador, and we have hired a travel agency that will help us with all we need.

C) It doesn't matter which country you visit, you need to look for the best option to travel. When you have it, you must book the ticket and check on the best hotel available. I will recommend you to make reservations in advance.

D) My last vacation was a fiasco! I lost my flight because I booked the wrong one. After that, I stayed in the worst hotel which was really far from my destination. The food was horrible as well. I had the worst vacation ever!



2. Which of the following numbers is well written?

- A) Thirteen-fifty.
- B) One hundred ninety.
- C) Twenty-eleven.
- D) Five hundred ninety- fifteen.

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### ANSWER KEY

#### I practice section:

##### Exercise 1.

- 1. How much is the bus ticket?
- 2. The tour is \$85
- 3. Good morning. How much is the hotel room?
- 4. Hello, sir. What kind of room do you need?

##### Exercise 2.

Answers will vary.

##### Self-evaluation section:

- 1- C
- 2- B

# LESSON 5.3. DO YOU KNOW THE DIRECTIONS?

Estimated time: 4 hours

## ACHIEVEMENT INDICATOR:

Clearly recognizes phrases for asking and giving directions with time expressions from audio sources.



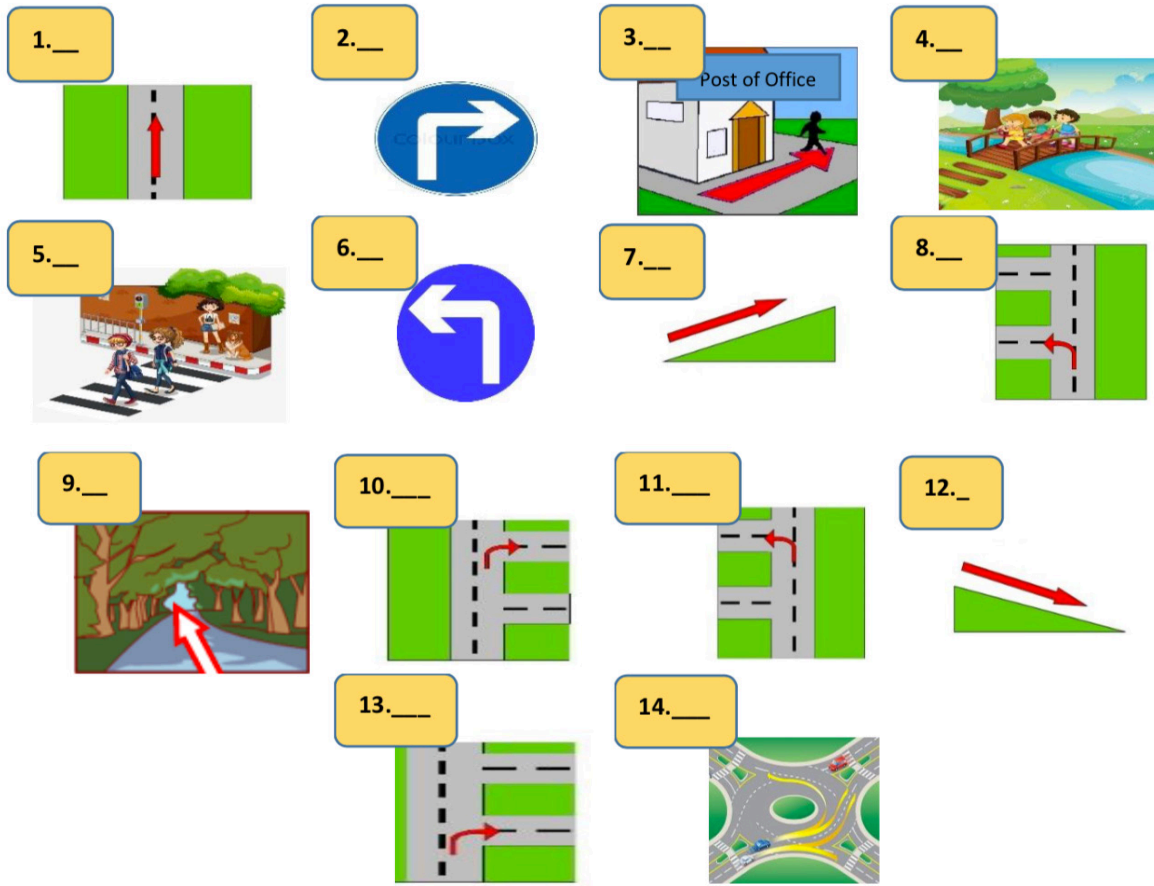
## I LEARN

To start the lesson, I draw a line to match the questions with the answers about directions.

- |  |   |
|--|---|
| 1. Excuse me, can you tell me how to get to Apaneca? | a. It's right at the end of the hall; knock the green door.   |
| 2. How do I get to the library of this school?       | b. I'm sorry, I don't know where it is. Probably you can find one in the mall, in the financial center. |
| 3. Can you help me please? I'm looking for the bank. | c. Sure, continue driving straight ahead for 3 kilometers. Then, turn right when you see the sign.      |
| 4. Where can I get some food for dinner?             | d. You can go to the town's market. Turn left two blocks from here.                                     |

**1. Instructions:** I go to the following link "[goo.gl/7H6igv](https://goo.gl/7H6igv)," and I watch the video about asking and giving directions. Then, I match the words in the box with the pictures below that best describe them.

a. Go up the street	b. Go down the street	c. Go straight ahead/ go along the street	d. Go over the bridge	Go through the park
f. Cross the street	g. Go past the post office	h. Go/ turn left	i. Go/ turn right	j. Take the first on the right
k. Take the second on the right	l. Take the first on the left	m. Take the second on the left	n. Go around the roundabout	



**2. Instructions:** I read the following chart, and I pay attention to the questions that can be used to ask for directions.

Questions to ask for directions
1. Excuse me, could you tell me how to get to _____?
2. Excuse me, how do I get to the _____?
3. Excuse me, can you tell me the way to the _____?
4. Excuse me, is _____ near here?
5. Excuse me, do you know where _____ is/are?
Example: A: Excuse me, could you tell me how to get to the bank, please? B: Sure. Go straight ahead two blocks. Then, turn right, and walk for one block.

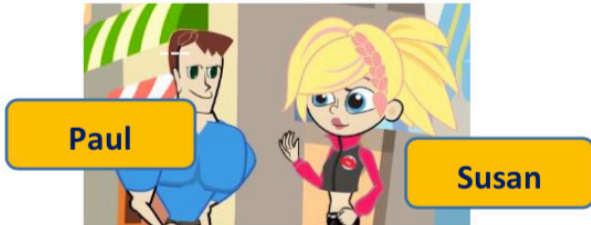
**I want to know if I can do this correctly.**

I can identify the expressions that I can use when giving and asking for directions.	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
--	--------------------------	-----	--------------------------	----



## I PRACTICE

**1. Instructions:** I go to the following link “[goo.gl/oPftbK](https://goo.gl/oPftbK),” and I watch the video. Then, I answer the questions below by circling the best option.



**1. What place is Susan looking for?**

- a) A restaurant
- b) The post office
- c) The bus stop

**2. What directions does Paul give to Susan?**

- a) Go straight down this street, and then take the first turn left.
- b) Take the first turn left, and then, go straight down this street
- c) Go straight to the first turn, then continue left

**3. What place is Robert looking for?**

- a) A restaurant
- b) The post office
- c) A bank

**4. What directions does Amelia give to Robert?**

- a) Go straight down the road, turn right and then take the second turn left.
- b) Go straight down this street, and then take the second turn left.
- c) Go to the second turn left, and go straight down the road, then turn right.

**2. Instructions:** I go to the following link “[goo.gl/NmrvIN](https://goo.gl/NmrvIN),” and I watch the video. I pay attention to the conversation that the woman has. Then, I order the instructions that the woman gave for each place by using numbers.

**1. To the police station**

- \_\_\_ go down the street
- \_\_\_ It's across from Robinsons
- \_\_\_ Make a left on the second block
- \_\_\_ Walk down for about a kilometer

**2. The bakery**

- \_\_\_ Walk down four blocks
- \_\_\_ Turn right the street
- \_\_\_ Turn left at the intersection
- \_\_\_ It's on Warren road

**3. The emigration office**

- \_\_\_ go along this big road
- \_\_\_ go straight for about four blocks
- \_\_\_ make a right

**4. The hospital**

- \_\_\_ go down one road for about four miles
- \_\_\_ Turn right on Rushmore
- \_\_\_ drive down this road
- \_\_\_ make a left on Warren road
- \_\_\_ the hospital is about one mile from the intersection

I want to know if I can do this correctly.

I can identify vocabulary related to asking and giving directions from audios.

Yes

No



## I DO

**1. Instructions:** I create a conversation in which I imagine that a tourist is visiting my city or neighborhood. He asks for directions about some nice places to visit, eat, etc. I give directions by using the vocabulary from the “I learn” section. Then, I practice the conversation with a friend or relative.



I want to know if I can do this correctly.

I can ask and give directions when talking about places in my city or neighborhood.

Yes

No



## SELF-EVALUATION

### Instructions:

I read the following questions. Then, I fill in the circle in the grid with the best option to answer them.

1. Which of the following set of directions is NOT correct?

- A) First, take this road, then turn right and walk one block. The school is on Main Street.
- B) Walk and turn. It's easy to find the hospital.
- C) Turn left and walk for about three blocks. It's not hard to find it.
- D) Walk straight ahead for one mile. You will see the bank across from the school.

2. Which of the following phrases can be used to describe the picture?

- A) Go along the street
- B) Go straight ahead
- C) Turn right
- D) Go past the building.



	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## ANSWER KEY

### To start section:

1. C; 2. A; 3. B; 4. D

### I learn section:

#### Exercise 1.

1. C; 2. I; 3.G; 4.D; 5. F; 6. H; 7. A; 8. L; 9. E; 10. K; 11. M; 12. B; 13. J; 14.N

### I practice section:

#### Exercise 1.

1. B; 2. A; 3. C; 4. A

#### Exercise 2.

##### To the police station

Go down the street  
 Make a left on the second block  
 Walk down for about a kilometer  
 It's across from Robinsons

##### The bakery

Turn right the street  
 Walk down four blocks  
 Turn left at the intersection  
 It's on Warren Road

##### The emigration office

Go along this big road  
 Make a right  
 Go straight for about four blocks

##### The hospital

Drive down this road  
 Make a left on Warren Road  
 Go down one road for about four miles  
 Turn right on Rushmore  
 The hospital is about one mile from the intersection

### Self-evaluation section:

1- B  
 2- C

# LESSON 5.4. HOW ARE YOU GOING AROUND?

Estimated time: 5 hours

## ACHIEVEMENT INDICATOR:

Identifies and writes down specific information about hotel facilities and categories from conversations and other oral input.



## I LEARN

To start the lesson, I check (✓) the transportation means that I usually use.



bike



bus



pick-up



truck



car

**1. Instructions:** I read the following conversation. I pay attention to the words in bold and I write them on my notebook.

### At a Three-star Hotel

**Front desk:** Good evening sir, how may I help you?

**Guest:** Good evening, my name is Juan. I have a room booked for tonight.

**Front desk:** Oh right, I'll just check...What was your name again?

**Guest:** Juan, Juan Guzman

**Front desk:** Juan Guzman? Hmm... Well, there is no record of a reservation here. Did you make your reservation by phone?

**Guest:** No, by fax. I've got a copy of your reply here, look.

**Front desk:** I see. Well there's nothing on the computer.

**Guest:** Well, Do you have a room?

**Front desk:** I'll just check.....Oh! Yes, we seem to be half-empty tonight. **Guest:** Well, can I have a room then?

**Front desk:** Yes, sure.

**Note:** the words in boldface help me to talk about hotel facilities.








**2. Instructions:** I read aloud the following vocabulary related to transportation means, hotels and driving in the city. Then, I take notes in my notebook.

Transportation Forms when Traveling		
<p>Train</p> 	<p>Plane</p> 	<p>Bus</p> 
<p>Boat</p> 	<p>Car</p> 	<p>Taxi</p> 
Types of Hotels		
<p>Hostel</p> 	<p>One-star hotel</p> 	<p>Two-star hotel</p> 
<p>Three-star hotel</p> 	<p>Four-star hotel</p> 	<p>Five-star hotel</p> 
Parts of a Hotel		
<p>Front desk</p> 	<p>Security box</p> 	<p>Elevator</p> 
<p>Lobby</p> 	<p>Swimming pool</p> 	<p>Restaurant</p> 



Driving in the city		
<p>Traffic light</p> 	<p>Traffic circle</p> 	<p>Stop sign</p> 

I want to know if I can do this correctly.

I can ask and give directions when talking about places in my city or neighborhood.

Yes

No



## I PRACTICE

**1. Instructions:** I read the following conversation between two friends. I change the words in bold face by using vocabulary from the “I learn” section.

**Thomas:** Hey Julia! How's it going? I heard from a little bird that you are traveling soon.

**Julia:** Hi Thomas! Yeah, I'm going on vacations soon; I'm preparing every little detail, so I can have a wonderful time! I'm traveling with my dad; do you remember him?

**Thomas:** Of course I remember him! He used to give me advice about girls in high school. I'm so glad you are spending time with him. So... where are you going?

**Julia:** Well, we are going to Central America so we can enjoy the beautiful weather they have down there. I booked the tickets already and the **hotel**. It's a **three-star hotel** and the description said it is beautiful! It has two **swimming pools** and a very fancy **restaurant**. We are very excited.

**Thomas:** Wow! It sounds like you will have a lot of fun. Just make sure that the **front desk** has the correct information like your names and all. You also need to check the way you are going to be moving from place to place. Are you planning to rent a **car** or ask for a **taxi**?

**Julia:** Actually, we will be on a **bus** all the time since I bought us tickets for a tour. It will be a different destination every day. I'm just a little bit worried about the traffic, you know, I've heard that in Central American nations is pretty heavy.

**Thomas:** Don't worry about that! I'm sure the bus driver knows all the rules and respect the **traffic lights** and the **traffic circles**. You just need to worry about having a great time with your dad.

**Julia:** I'm so glad I talked to you about it. I feel much better now. Well, Thomas, I really need to go. We are leaving in two days and I'm still preparing some last-minute things. It was nice to see you.

**Thomas:** It is always a pleasure to see you. Please enjoy your trip and give your dad a big hug.



**2. Instructions:** I unscramble the letters between slashes to complete the sentences below.

1. I will take the /bsu/ \_\_\_\_\_ from the airport to the /lteoh/ \_\_\_\_\_.
2. Are you taking a /nlepa/ \_\_\_\_\_ or you are going by /abto/ \_\_\_\_\_.
3. If you want to get to the /lstheo/ \_\_\_\_\_ you need to bring a /rac/ \_\_\_\_\_.
4. I'm tired to take the stairs, I'll take the /rotelave/ \_\_\_\_\_ see you there.
5. I crashed! I didn't see the /fifrtac gthil/ \_\_\_\_\_ was red.

**3. Instructions:** I match the words on the left with the image on the right by using an arrow. →

Hostel



Boat



Security box



Lobby



5-star hotel



**I want to know if I can do this correctly.**

I can identify and use vocabulary related to transportation forms, hotels and traffic when talking about travelling.

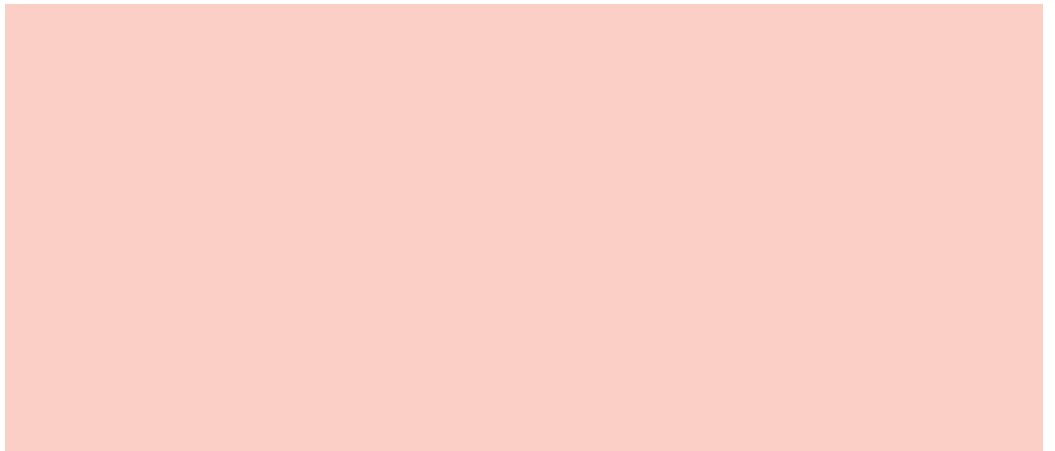
Yes

No



## I DO

**1. Instructions:** I am travelling to a place in Central America next week. I imagine that I am talking with a friend, and I describe the hotel in which I will be staying, and the things I will do. I use vocabulary related to transportation means, hotel facilities and traffic. I can use the conversation in the “I practice section” exercise 1 as a model. Then, I practice the conversation with a friend or relative.



**I want to know if I can do this correctly.**

I can create a conversation using vocabulary related to traveling, hotel facilities and transportation means.

Yes

No



### **SELF-EVALUATION**

#### **Instructions:**

I read the following questions. Then, I fill in the circle in the grid with the best option to answer them.

1. Which of the following sentences has vocabulary that has been used incorrectly according to the context?

- A) I'll sleep in the taxi, room #10.
- B) I checked my flight already.
- C) Please tell Carlos that the car is here.
- D) My sister is coming by plane.

2. Which of the following phrases has used vocabulary forms incorrectly?

- A) Flor will stay in a 5-star hotel.
- B) If the traffic circle is green, you can go through.
- C) Hello, my reservation number is K005.
- D) Grandpa promised me a train for my birthday.

	A	B	C	D
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## ANSWER KEY

### I practice section:

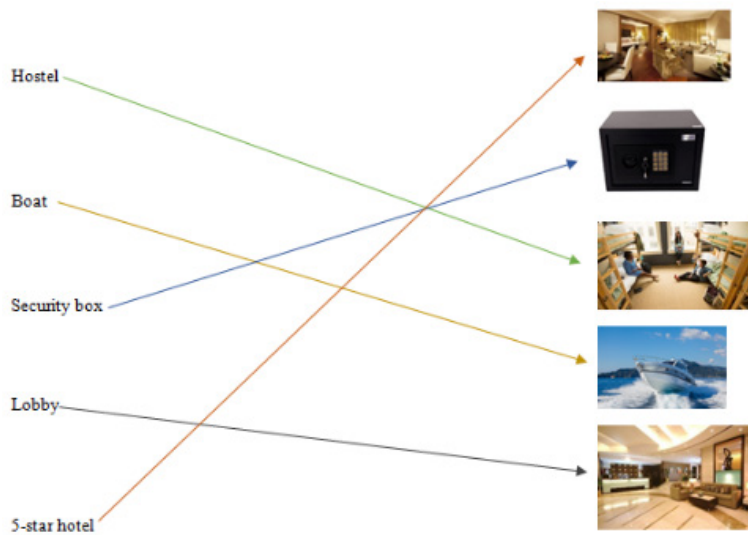
#### Exercise 1.

Answer may vary.

#### Exercise 2.

1. bus/hotel
2. plane/boat
3. hostel/car
4. elevator
5. traffic light

#### Exercise 3.



### Self-evaluation section:

- 1- A
- 2- B

# LESSON 5.5. TURN RIGHT AND THEN TURN LEFT...

Estimated time: 4 hours

## ACHIEVEMENT INDICATOR:

Confidently reads and identifies directions with time expressions from written conversations, maps and other texts.



## I LEARN

To start the lesson, I write my home address in my notebook.

**1. Instructions:** I read the following article. I pay attention to the vocabulary in bold, and I write the words in my notebook.

### **Welcome to Pacific Sunset Hotel!**

It is a pleasure for us that you chose our facilities to spend the vacations of your dreams. As you saw in our confirmation e-mail, we count with the best view of the Pacific Ocean which you will be able to enjoy in our Rooftop restaurant. To get to the restaurant, you need to **go out of** your room and **walk straight forward** to the lifeguard cabin. Then, you **turn left**, **walk five meters** and then **go up the stairs**. You will find the restaurant **on your right**.

We have thought about every member of your family, and believe us that everyone will have a fantastic time with us. While you are enjoying a nice piña colada, your children can be in our playroom where they will find from hula rings to the latest videogames. If you are on the rooftop restaurant, they will need to **go down the stairs**, and **walk straight forward to** the hammock area **next to** the lifeguard cabin. **After that, make a right** and **walk ten meters straight**, the playroom is **on the left in front of** the bathing suit store.

Please solve any doubt with our front desk clerk, or you can ask any of our staff members. Each of them is well trained to answer to any question in any language.









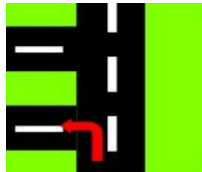
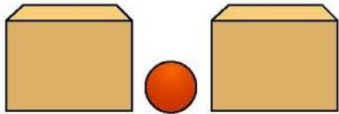
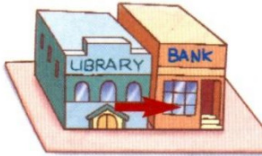
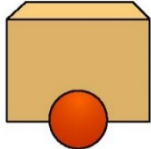
Thank you for visiting us, you will have the best vacation of your life!

Sincerely,

**Pacific Sunset Hotel**

**Note:** The vocabulary in bold are expressions that can help me to give directions in order to get to places.

**2. Instructions:** I read the vocabulary in the chart below. I practice telling the words aloud.

Getting around		
Turn right 	Turn left 	Go straight forward 
Go around 	Walk 2 blocks / ten meters 	Go up 
Go down 	Take a right 	Take a left 
Between  between	Next to 	In front of  in front of

Examples:

- The library is next to the hospital.
- The bank is behind the shopping center.
- Go outside the grocery store, and turn right. Then, walk one block. You will see the café ahead of you.





I want to know if I can do this correctly.

I can recognize vocabulary to give directions to get to places.

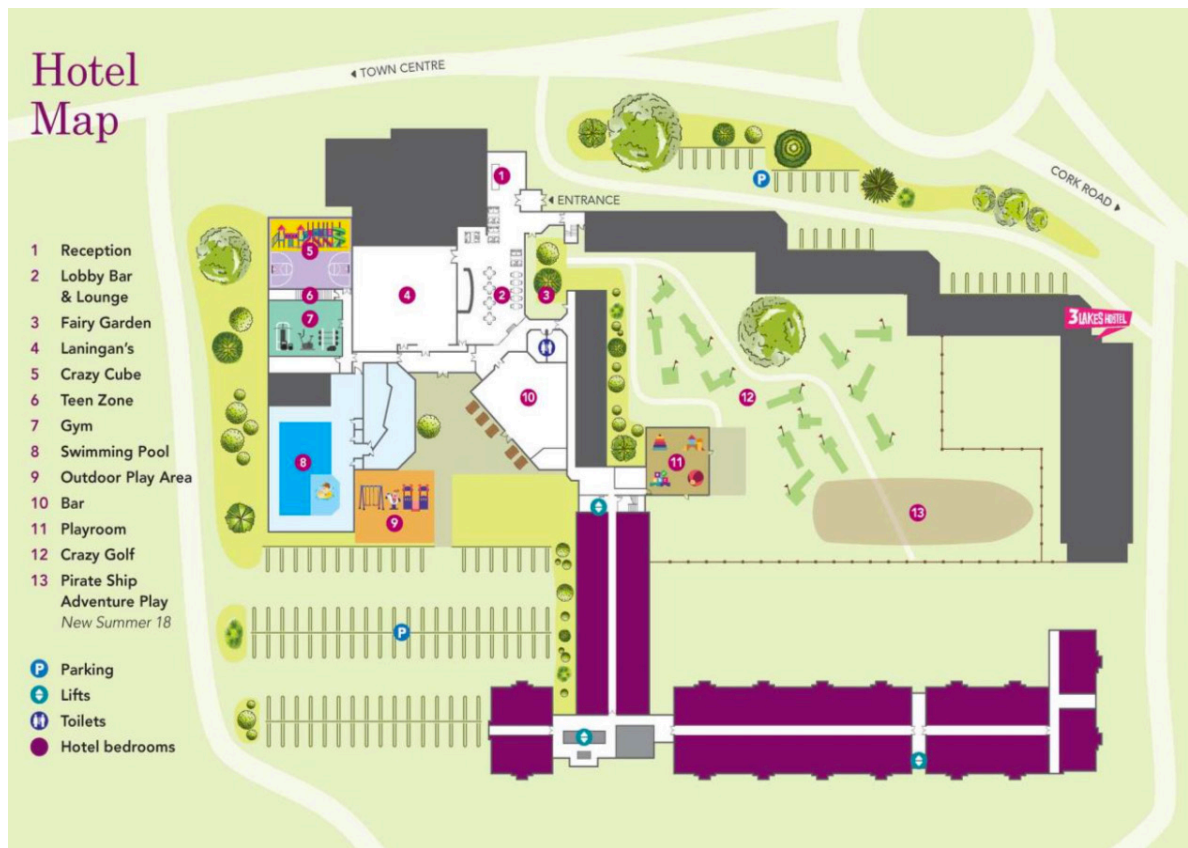
Yes

No



## I PRACTICE

**1. Instructions:** I read the following map from Grand Park Hotel. Then, I answer the questions below by using prepositions of place from the “I learn” section.



1. Where is the Lobby Bar& Lounge? \_It is between Lanigan's and the Fairy Garden\_\_\_\_\_

2. Where is the teen zone? \_\_\_\_\_

3. Where is the crazy cube? \_\_\_\_\_

4. Where is the outdoor play area? \_\_\_\_\_

5. Where is the fairy garden? \_\_\_\_\_

**2. Instructions:** I look at the map in exercise 1 again. Then, I read the directions that the receptionist of Grand Park Hotel gives to people. In the space in blank, I write the places that each person wants to go to.

Receptionist's instructions	Place
1. Sure, Let me see...walk straight forward to the Lobby Bar & Lounge. Then, you turn left, and it should be in front of you. It is next to the toilets.	_____
2. OK! Walk straight forward to the end of the Lobby Bar & Lounge. Then, you make a left, you are going to see the toilets. You walk five meters straight. Then, make a right, and walk to the end of the hall and make right again. You will see them in front of you.	_____
3. Let's see. Um... walk straight forward to the Lobby Bar & Lounge. Then, you make a right. Go to the end of the hall. It is front of you, next to the teen zone.	_____
4. Oh, sure. It's not too far. Go outside the entrance. You walk five or six meters straight. Then, you make left, and you will see it front of you.	_____

**3. Instructions:** I read the following requests from people who are asking how to get to places at Grand Park Hotel. I give directions by using the vocabulary from the "I learn" section.

1. A: Please tell me how do I get to the Reception? I'm at the Gym.

B: \_\_\_\_\_.

2. A: How do I get to the Toilets? I'm in the Play room.

B: \_\_\_\_\_.

3. A: How do I get to Play room? I'm in the Fairy Garden.

B: \_\_\_\_\_.

**I want to know if I can do this correctly.**

I can give directions in English by using appropriate vocabulary.	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
---	--------------------------	-----	--------------------------	----




## I DO

**1. Instructions:** I draw the map of my neighborhood, town or city. Then, I create a conversation in which a tourist is asking me for help to get to different places. I include in my dialogue expressions and vocabulary to give directions like the ones I studied in the "I learn" section.




I want to know if I can do this correctly.

I can recognize places in my community and give directions about how to get to them.	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
--	--------------------------	-----	--------------------------	----



**SELF-EVALUATION**  
**Instructions:**  
 I read the following questions. Then, I fill in the circle in the grid with the best option to answer them.

1. Which of the following excerpts is giving directions correctly?
  - A) IF you want to get to our café, you need to go out of your house, jump three blocks, then look up and make a wish.
  - B) Welcome to our Resort. To find the spa area, you need to walk straight forward to the pool, then make a left and the spa will be at your right.
  - C) When you don't know what to do, and you feel like nothing makes sense, you can visit us at Galerias mall. We are located next to Siman.
  - D) Thank you for choosing our mall, we offer you several things that will help you in all the areas of your life.
  
2. Which of the following sentences is using expressions that are NOT used to ask or give directions?
  - A) Could you give directions for the swimming pool?
  - B) You need to go straight forward. Then, turn left.
  - C) How can I help you?
  - D) Go outside the café, and walk for two block. It's on your right.

	A	B	C	D
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## **ANSWER KEY**

### **I practice section:**

#### **Exercise 1.**

1. It is between Lanigan's and the Fairy Garden
2. It is between the gym and the crazy cube.
3. It is next to the teen zone.
4. It is next to the swimming pool.
5. It is in front of the toilets. / It is next to the Lobby Bar & Lounge.

#### **Exercise 2.**

1. Bar.
2. Hotel rooms.
3. Gym.
4. Parking.

#### **Exercise 3.**

##### **Possible Answers:**

1. Go outside the gym. Walk straight forward to the Lobby Bar & Lounge. Turn left and walk straight for 10 meters. You will see the reception in front of you.
2. Go outside the play room. Walk to the end of the hall. Then, you turn right, and walk straight forward for 5 meters. Then, you turn left. You will see the toilets in front of the Fairy Garden.
3. Go outside the Fairy Garden, and walk straight forward to the end of the hall. Then, you turn left. You will see the playground in front of you.

### **Self-evaluation section:**

- 1- B
- 2- C



---

La presente edición cuenta con 1000 ejemplares impresos, distribuidos en 200 ejemplares por cada una de las cinco asignaturas básicas del currículum nacional, Editorial Universidad Don Bosco, enero de 2019.





# USAID

DEL PUEBLO DE LOS ESTADOS  
UNIDOS DE AMÉRICA

La realización de este documento fue posible gracias al apoyo del pueblo y Gobierno de los Estados Unidos de América, proporcionado a través de la Agencia de los Estados Unidos para el Desarrollo Internacional (USAID). El contenido aquí expresado, en este documento, es responsabilidad exclusiva de FEDISAL y, el mismo, no necesariamente refleja las opiniones del Gobierno de los Estados Unidos.





**USAID**  
DEL PUEBLO DE LOS ESTADOS  
UNIDOS DE AMÉRICA



MINISTERIO  
DE EDUCACION,  
CIENCIA Y  
TECNOLOGÍA

GOBIERNO  
DE EL SALVADOR

PROYECTO EDUCACIÓN PARA LA NIÑEZ Y JUVENTUD

SEGUNDO AÑO  
DE  
BACHILLERATO

**Inglés**

---

MATERIAL DE APOYO

**2.º**





 **USAID**  
DEL PUEBLO DE LOS ESTADOS  
UNIDOS DE AMÉRICA

 MINISTERIO  
DE EDUCACIÓN  
Y TECNOLOGÍA  
GOBIERNO  
DE HONDURAS

PROYECTO EDUCACIÓN PARA LA NIÑEZ Y JUVENTUD

SEGUNDO AÑO  
DE  
BACHILLERATO

**Inglés**

MATERIAL DE APOYO

**2.0**

# ÍNDICE

---

	Page
Carta de titulares.....	5
Siglas.....	6
Presentación.....	7
Generalidades.....	9
General objectives.....	12
<b>UNIT 1. MEETING FAMOUS PEOPLE</b>	
Lesson 1.1. Who's my favorite celebrity?.....	13
Lesson 1.2. So! you said that...?.....	19
Lesson 1.3. English has been my passion.....	24
Lesson 1.4. I wish i would be early.....	30
Lesson 1.5. I was born in.....	35
<b>UNIT 2. THE WORLD</b>	
Lesson 2.1. My beautiful contry!.....	42
Lesson 2.2. My country was renewed.....	48
Lesson 2.3. Find someone who.....	55
Lesson 2.4.We're the best!.....	60
<b>UNIT 3. EATING HABITS</b>	
Lesson 3.1. This salad is yummy!.....	66
Lesson 3.2. My favorite recipe is.....	71
Lesson 3.3. I love roasted beef!.....	78
Lesson 3.4. I read it in the newspaper.....	84
<b>UNIT 4. INTERNATIONAL TOURISM</b>	
Lesson 4.1. I'll make a reservation!.....	90
Lesson 4.2. Do I know my country.....	95
Lesson 4.3. We should take a trip.....	100
Lesson 4.4. Will I travel this year?.....	104

## **UNIT 5. THE ENVIRONMENT AROUND THE WORLD**

Lesson 5.1. Let's be careful with the global warming!.....	109
Lesson 5.2. Let's avoid pollution!.....	116
Lesson 5.3. My community has been recycling.....	120
Lesson 5.4. I protect the environment!.....	126

# CARTA DE TITULARES

**Estimado y estimada estudiante:**

Como Ministerio de Educación, Ciencia y Tecnología y la Dirección Nacional de Educación de Jóvenes y Adultos te damos la más cordial bienvenida a este proceso de formación y consideramos fundamental brindarte oportunidades educativas de Tercer Ciclo o Bachillerato, por medio de las ofertas educativas flexibles que promueven la formación y certificación de tus competencias por madurez, y mediante procesos académicos acelerados de nivelación académica, con metodologías semipresenciales y virtuales, fundamentados para que tu aprendizaje sea autónomo.

Para la implementación de estas estrategias educativas, la Dirección Nacional de Educación de Jóvenes y Adultos, con el apoyo del Gobierno de los Estados Unidos de América, mediante la Agencia de los Estados Unidos para el Desarrollo Internacional (USAID) a través del Proyecto de Educación para la Niñez y Juventud (ECYP), ha elaborado este material de apoyo que esperamos sea de total utilidad para lograr con éxito tus metas académicas, por medio de **prueba de suficiencia o con tutoría para la nivelación académica.**

Ahora que inicias esta nueva aventura de aprender, tienes en tus manos este material de apoyo donde encontrarás la información básica para que puedas estudiar en casa y adquieras los conocimientos, habilidades y valores, que abran mejores oportunidades de vida.

Reiteramos que el camino para obtener grandes logros académicos es el esfuerzo, la disciplina y el trabajo constante. Por ello, te felicitamos por tomar la decisión de continuar tus estudios y te invitamos a dar lo mejor de ti para salir adelante.

Por nuestra parte, reafirmamos nuestro compromiso de ofrecerte servicios educativos de alta calidad que garanticen el derecho a la educación de todas las personas, especialmente las más vulnerables, para que alcancen los once años de escolaridad.

Te exhortamos a que realices el máximo esfuerzo por superarte académicamente y logres tus propósitos de vida. ¡Ánimo!, ¡sigue adelante!

Carlos Mauricio Canjura Linares  
Ministro de Educación, Ciencia y Tecnología

# SIGLAS



**ÁGAPE**, Asociación ÁGAPE de El Salvador.

**AIS**, Asociación Institución Salesiana.

**DNEJA**, Dirección Nacional de Educación de Jóvenes y Adultos.

**ECYP**, Proyecto Educación para la Niñez y Juventud (por sus siglas en inglés).

**FEDISAL**, Fundación para la Educación Integral Salvadoreña.

**FHI 360**, Family Health International.

**FUNPRES**, Fundación Pro Educación de El Salvador.

**FUSALMO**, Fundación Salvador del Mundo.

**MINEDUCYT**, Ministerio de Educación, Ciencia y Tecnología.

**PAES**, Prueba de Aptitudes y Aprendizaje para Egresados de Educación Media.

**UDB**, Universidad Don Bosco.

**USAID**, Agencia de los Estados Unidos para el Desarrollo Internacional.

# PRESENTACIÓN

El Proyecto Educación para la Niñez y Juventud (ECYP) surge bajo la iniciativa del Asocio para el Crecimiento y la Estrategia Global de Educación, por parte de la Agencia de los Estados Unidos para el Desarrollo Internacional (USAID) - El Salvador, como apoyo al Ministerio de Educación, Ciencia y Tecnología (MINEDUCYT) en la implementación del Plan Social Educativo 2009-2014: “Vamos a la Escuela” y, el posterior Plan Nacional de Educación en función de la Nación 2015-2019.

El proyecto tiene como propósito: “Mejorar las oportunidades educativas para estudiantes de tercer ciclo vulnerables/desventajados y jóvenes entre las edades de 9 a 24 años de edad que no están en la escuela, que viven en los municipios seleccionados con una tasa alta de crimen”.<sup>1</sup>

Los principales socios del proyecto son el Ministerio de Educación, Ciencia y Tecnología, como socio gubernamental, la Fundación para la Educación Integral Salvadoreña (FEDISAL), socio implementador líder, junto a

la red de instituciones socias: Family Health International (FHI 360), Asociación Institución Salesiana (AIS), Fundación Salvador del Mundo (FUSALMO), Universidad Don Bosco (UDB), Fundación Pro Educación de El Salvador (FUNPRES) y la Asociación ÁGAPE de El Salvador.

Como parte de la implementación del proyecto, se busca:<sup>2</sup>

1. Mejorar sosteniblemente los resultados educativos para estudiantes de segundo y tercer ciclo.
2. Aumentar el acceso a oportunidades educativas para jóvenes no escolarizados.
3. Adquirir y efectuar la distribución de útiles escolares a escuelas dañadas por el Huracán IDA.
4. Apoyar con un fondo de respuesta rápida (para emergencias por fenómenos naturales), en caso de requerirse.

1. FEDISAL y Red de Socios. Proyecto educación para la Niñez y Juventud. Plan de Trabajo Anual 2015. Pág. 3

2. Ibídem, págs. 15-18

La implementación del proyecto inició en el año 2013; con la atención a una población de niños y adolescentes de las edades y características consideradas por el proyecto, principalmente de aquellos que enfrentan situaciones de violencia, sobre edad escolar, vulnerabilidad, embarazo temprano, dificultades económicas, de acceso educativo y laboral y/o productivo.

Para dar respuesta a las dificultades señaladas, en el marco del Objetivo 2 del proyecto, se creó el Programa de Formación Integral, que es un programa complementario a la oferta educativa de Modalidades Flexibles que brinda el Ministerio de Educación, Ciencia y Tecnología.

El programa incluye servicios integrales que potencian los esfuerzos gubernamentales y locales por brindar oportunidades educativas a la población que se encuentra fuera del sistema educativo regular. Específicamente, ejecuta actividades orientadas a aumentar el retorno, la permanencia y el éxito escolar de niños y jóvenes que se encuentran fuera del sistema escolar, para que logren culminar sus estudios y obtener los grados académicos del sistema educativo; ya sea, desde la oferta académica de Modalidades Flexibles de Educación o desde la escuela regular.

En el marco del trabajo anterior, el proyecto busca apoyar acciones concretas a la estrategia de atención a niños y jóvenes que quieren retomar sus estudios y obtener su certificación de grado a través del servicio de

Prueba de Suficiencia. El esfuerzo, ha logrado el diseño de 15 módulos para Tercer ciclo y 10 para Bachillerato; haciendo un total de 25 documentos de apoyo para la formación autónoma y el logro de indicadores de aprendizaje de los programas de estudio.

# GENERALIDADES

## OBJETIVO

Brindar a la población estudiantil de Modalidades Flexibles de Educación, de Bachillerato General, un documento de apoyo académico, que sirva de material de estudio autónomo, para someterse a la Prueba de Suficiencia.

## LINEAMIENTOS

El material de apoyo presentado ha sido concebido bajo la iniciativa de beneficiar a la población estudiantil de Modalidades Flexibles de Educación, que aplica a la Prueba de Suficiencia. El documento está orientado al trabajo autónomo por parte del estudiante; mediante una adaptación de la propuesta metodológica: Aprendo, Practico, Aplico (APA), que fue desarrollada exitosamente por el profesor colombiano, Óscar Mogollón, en su propuesta de la Escuela Nueva y Escuela Activa de Colombia en la década de los años 70.

El diseño de cada documento de estudio, se fundamenta en la priorización de indicadores de logro de los programas de estudio vigentes, realizada por la Dirección Nacional de Educación de Jóvenes y Adultos (DNEJA), dependencia que orienta los procesos educativos relacionados con Modalidades Flexibles y la relación existente entre los mismos; determinando así, las unidades y lecciones de cada módulo.

## ORIENTACIONES METODOLÓGICAS

El material de apoyo está integrado por unidades de aprendizaje y lecciones. Las unidades responden a una conjunción de indicadores de logro y objetivos de los programas de estudio de bachillerato, que derivan en lecciones. Cada lección facilita el desarrollo de uno o dos indicadores de logro; mediante el proceso Aprendo, Practico, Aplico.

Según la metodología APA, el estudiante es el protagonista de su aprendizaje; por ello, en las lecciones, la redacción de las acciones se presenta en primera persona (yo), tiempo presente (yo aprendo, yo practico, yo aplico); indicando lo que el estudiante realiza en ese momento: leo, escucho, mido, organizo...

A continuación, se explica qué contiene cada sección:

**Sección Aprendo:** Está constituida por saberes previos y conocimientos básicos; es decir, se presenta una interrogante al respecto del tema, al nivel que el estudiante debe conocer inicialmente. Posteriormente, se presenta la información teórica respecto al tema, según el indicador de logro y se desarrollan ejemplos.







**Sección Practico:** En ella se dejan ejercicios que el estudiante deberá resolver para ejercitar la teoría recordada, estudiada y ejemplificada en la sección anterior.

**Sección Aplico:** Orienta al estudiante para que emplee en su medio inmediato, los conocimientos adquiridos y ejercitados en las secciones anteriores. En esta sección se solicita al estudiante interactuar con su familia, comunidad, compañeros de labores, entre otros, para dar a conocer su nuevo aprendizaje, en el medio real en el que se desenvuelve. Es una sección donde el estudiante da cuenta de cómo los conocimientos teóricos tienen aplicación en la vida diaria.

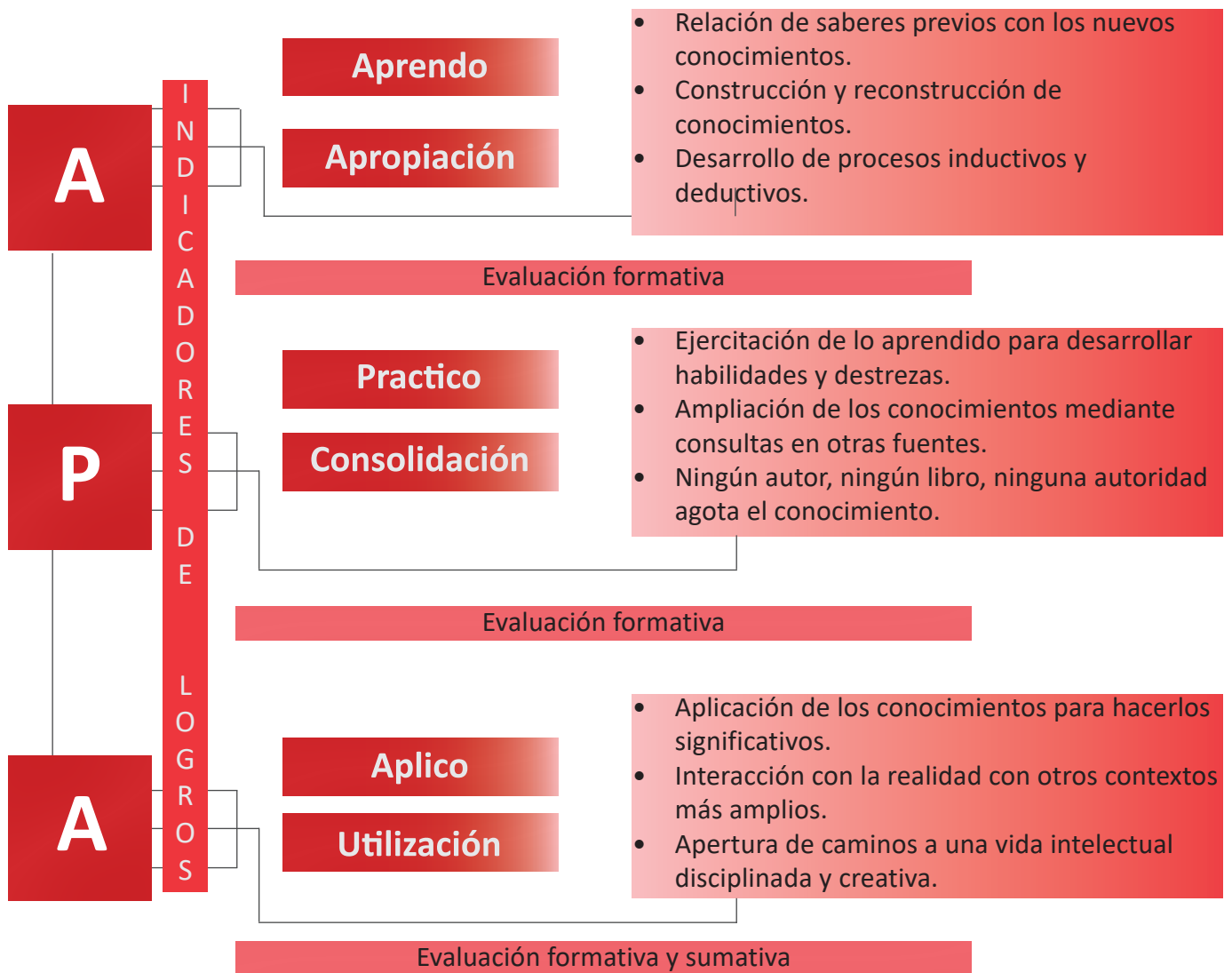
En las secciones Aprendo, Practico y Aplico, se presenta una evaluación formativa; es decir, una reflexión del aprendizaje, expresado en preguntas, que orientan al estudiante a reflexionar autónomamente sobre su proceso de adquisición de conocimientos, práctica y aplicación de los mismos. Al finalizar cada lección, se presenta un máximo de tres preguntas con opción de respuesta de selección múltiple, del tipo de preguntas de la Prueba de Aptitudes y Aprendizaje para Egresados de Educación Media (PAES); a fin de que el estudiante tenga contacto con este tipo de ejercicio y se familiarice con la modalidad de la PAES.

Las secciones están identificadas por iconos, que han sido diseñados según la naturaleza de las actividades que se desarrollan en cada una:

SECCIÓN	ICONO	ACTIVIDAD
APRENDO		Adquisición de teoría y ejemplificación.
PRACTICO		Resolución de ejercicios.
APLICO		Empleo de conocimientos en la comunidad o contexto inmediato.
AUTOEVALUACIÓN		Reflexión del nivel de aprendizaje adquirido en cada lección

Al finalizar cada unidad, se ha ubicado la bibliografía correspondiente.

La estructura de las lecciones se describe a continuación:



# ENGLISH

## ELEVENTH GRADE

### GENERAL OBJECTIVES

- Produce language related to famous people, dreams and wishes by engaging in conversations in order to share information and opinions and increase general culture.
- Recognize language related to fashion, working trends, housing, entertainment, technology and traveling by listening to peers and authentic audio material in order to fulfill communication needs.
- Produce language related to holidays, and traditions around the world by writing and reading texts in order to manifest and encourage respect toward world cultures.
- Generate language related to food consumption and preparation by engaging in dialogues and practical demonstrations in order to exchange ideas and opinions with others.
- Generate language related to health matters and environmental issues by giving oral presentations and writing texts in order to communicate ideas and develop environmental awareness.

# UNIT 1. MEETING FAMOUS PEOPLE

Estimated time: 15 hours

## UNIT OBJECTIVES

- Understand oral and written vocabulary related to personality traits of famous people, life accomplishments, dreams and wishes by listening to classmates, teacher and authentic audio material and reading texts in order to fulfill intended communication needs in the target language.
- Produce spoken and written discourse related to personality traits of famous people, life accomplishments, dreams and wishes by using concrete vocabulary and functions in order to fulfill intended communication needs in the target language.
- Value the importance of learning English by participating in class and working cooperatively.

## 1.1. WHO'S MY FAVORITE CELEBRITY?

### ACHIEVEMENT INDICATOR:

Successfully completes a listening guide with information from a biography.



<https://goo.gl/VEhecd>



## I LEARN

To start the lesson, I answer the following questions:

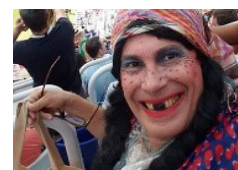
1. Who is a famous comedian in El Salvador?



a) Barack Obama



b) Ronaldinho



c) La Tenchis

2. Who has had a big influence on Salvadoran literature?



a) Salvador Salazar Arrué



b) José Napoleón Duarte



c) El Mágico González

**1. Instructions:** I match each of the words from the box below with one of the following pictures of famous people.

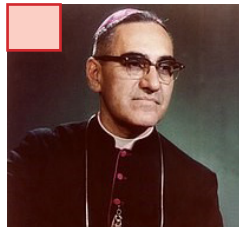
1) Writer

2) Poet

3) Singer

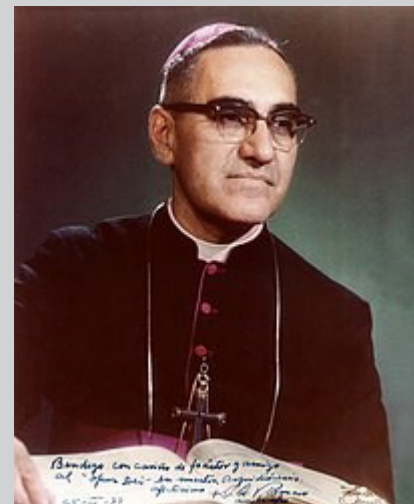
4) President

5) Priest



**2. Instructions:** I read the following short biographically data about Archbishop Romero. I underline the positive traits about him that are mentioned.

Oscar Romero, popularly called 'Monseñor Romero', was a Roman Catholic priest from El Salvador. He was born in San Miguel in Barrios City in 1917. He became the Bishop and subsequently the fourth Archbishop of San Salvador. As an Archbishop, he came across several instances of human rights abuse, and took it upon himself to protest against these misdeeds. He was recognized for being a man who was shy, but after observing the non-stop abuses that were taking place in El Salvador during the civil war, he adopted a non-violent approach trying to protect the poorest people of his country. Thus, he supported the poor and condemned the actions of the army. Conservative by nature, he was often not very popular with priests who sided with the Marxists. His methods of criticizing social issues like injustice, poverty and the rampant assassinations of priests and nuns did not go down too well with some of the citizens of the country. In 1980, Romero was shot in an on-going Church mass which caused a city-wide uproar among his followers. Posthumously, he has been honored by many esteemed personalities, including U.S. President Barack Obama. Pope John Paul II awarded him the title of 'Servant of God', and more recently, Pope Francis named him a martyr, for his humanitarian efforts as a bishop.



1. I can recognize famous people's professions, positive traits and achievements in written elements.

Yes

No



## I PRACTICE

Instructions:

1. I go to the following link "[goo.gl/WGBsJD](https://goo.gl/WGBsJD)", and I watch the video about Archbishop Romero. Then, I read the following sentences by choosing the best option.

### 1. What is the video mainly about?

a) Romero's Hometown

b) Romero's personality

c) Romero's professional background

### 2. Who DOES NOT appear in the video?

a) News reporter

b) Monsignor Vincenzo

c) El Salvador's president

2. I watch the video about Archbishop Romero again. Then, I read the following sentences, and I circle the word in bold that best completes them.

1. Romero was known for organizing **peaceful/ powerful** protests.
2. Romero became openly criticizing the arrest, **torture/ turtle** of people.
3. Romero wanted to **unify/ divide** rich people and poor people.
4. Romero was gun down in a chapel in **1990/1980**.
5. Romero is not a **pastor/ politician**.
6. Romero was unwilling to accept **justice/injustice**.
7. Pop Francis in **2015/ 2014** declared Romero a martyr of faith.

3. I read the following questions, and I answer them by using the information about my favorite Salvadoran celebrity.

1. Who is my favorite famous person?

2. What is she or he like?

3. Why is he or she my favorite one?

4. What do I know about him or her?


5. What are his or her achievements?

4. I draw or paste an image of my favorite famous person. Then, I write some of his or her positive traits.

<b>Drawing or picture</b>	<b>Positive Traits</b>
	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

I can offer written information about my favorite famous person's profession, achievements and traits.

Yes  No



## I DO

Instructions:

1. I write a short biography of my favorite celebrity. I include information about his or her achievements, positive traits, important dates and contributions to society. I can use the biography in exercise 2 in the "I learn" section.

---

---

---

---

---


---

---

---

I can write a biography about my favorite celebrity and mention his or her personal information, achievements and positive traits.

Yes  No





## **SELF-EVALUATION**

Instructions:

I read the following questions. Then, I fill in the circle in the grid with the best option to answer them.

1. What is an element that I DO NOT need when writing the biography of a famous person?

- A) Date of birth
- B) Positive Traits
- C) Her/his favorite color
- D) Profession

2. Which of the following excerpts is describing positive traits of celebrities?

A) Lady Gaga is a famous singer, dancer, composer, producer and activist. She supports more than twenty causes and charity institutions. She also helped to collect money to help people in Haiti after the earthquake of 2010, and people in Japan after the tsunami of 2011.

B) Will Smith, Willard Carroll Smith Jr., was born on September 25th, 1978 in Philadelphia. He has three siblings. He started his so brilliant career as master of ceremonies of a hip hop duo. Some years later, he started his acting career by participating in the show The Fresh Prince of Bel-air.

C) Camila Cabello is a Cuban-American singer and song writer. She was a contestant on the second season of the American edition of the TV show the X Factor. Later, she became part of the girls band Fifth Harmony.

D) J.K. Rowling is a British novelist, philanthropist, film and television producer and screenwriter. She is well-known for writing the Harry Potter fantasy series. She got married in 1992 with Jorge Arantes, and had a daughter.

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### **ANSWER KEY**

#### **I learn section**

**To start:** 1. C; 2. A.

#### **Exercise 1:**

2; 4; 5; 1; 3.



### Exercise 2:

1. As an Archbishop, he came across several instances of human rights abuse, and took it upon himself to protest against these misdeeds.
2. He was recognized for being a man who was shy.
3. After observing the non-stop abuses that were taking place in El Salvador during the civil war, he adopted a non-violent approach trying to protect the poorest people of his country.
4. He supported the poor and condemned the actions of the army.
5. Conservative by nature, he was often not very popular with priests who sided with the Marxists.

### I practice section

#### Exercise 1:

1. B; 2. C.

#### Exercise 2:

1. Peaceful; 2. Torture; 3. Unify; 4. 1980; 5. Politician; 6. Injustice; 7. 2015

#### Exercise 3 and 4:

Answers may vary.

**Self-evaluation:** 1. C); 2. A).

## LESSON 1.2. SO YOU SAID THAT...?

### ACHIEVEMENT INDICATOR:

Paraphrases most of the personal and professional information from a video or radio interview.



## I LEARN

To start with this lesson, I read the following sentence. Then, I choose the sentence that is offering or presenting similar information.

1. Margarita del Carmen Brannon Vega was a Salvadoran poet.

A. Margarita del Carmen Brannon Vega wrote poetry.

B. Margarita del Carmen Brannon Vega was not American.

**1. Instructions:** I read the following information about paraphrasing, and I take notes in my notebook of the examples.

**Important:** Paraphrasing is a restatement of the meaning of a text using other words.



<https://goo.gl/zrKWDN>

**Original:** In Canada, Claudia Lars worked at the editorial department of the Ministry of Culture where she led the Culture magazine.

**Paraphrased:** When Claudia was in Canada, she was the leader of the culture magazine in the editorial of the Ministry of culture.

**Original:** *About The Angel and Man* is a book which won second place on a national contest in 1962.

**Paraphrased:** In 1992 in a national contest, her book *About The Angel and Man* won the second place.

**2. Instructions:** I match the words or phrases on the left with their corresponding definitions on the right. I write the number in the line.

1. Businesses are becoming green		a) The chief financial officer is the person in charge of managing money in a company.
2. CFCs		b) Planting your own vegetables and fruit.
3. CFO		c) They are polluting less the environment.
4. Corporate citizens		d) Gases that can cause damage to the ozone layer.
5. Energy efficient lightning		e) They produce light and last for longer periods of time.
6. Energy-saving		f) Be able to buy something.
7. Afford		g) They are bulbs or lamps that reduce energy consumption.
8. Home gardening		h) The social responsibility of companies towards society and the environment.

I know the definition, and I can identify examples of paraphrasing.

Yes

No





# I PRACTICE

Instructions:

1. I visit the following link "<https://goo.gl/LHij1Y>", and I watch the interview that Dave Rubin makes to Begley Jr. (a famous businessman). Then, I read the questions below, and I choose the best answer.

1. What's the topic of the interview?	A) It is about company's damage to the environment.
	B) It is about how companies can become green.
	C) It is about how the interviewer can become green.
2. What type of information the interviewee DOES NOT offer?	A) Ways to be green
	B) Ways to save money in a company
	C) Ways to teach common people to be green



How Corporations Affect The Environment | Ed Begley Jr. Interview

2. I listen to the interview again, and I decide whether the following sentences are correct (C) or Incorrect (I). If they are incorrect I make the correction in the line.

Sentence	C	I
1. Actually businesses are becoming gray. <i>Example: Actually businesses are becoming greener.</i>		<b>X</b>
2. Telcom decreased their CFCs. _____		
3. Begley Jr. met with the CFCs and told him they had saved \$250,000 dollars. _____		
4. Many businesses are telling the board that they want to be good corporate citizens. _____ _____		
5. Only by buying energy efficient lightning and energy saving thermostat, people can get a payback. _____ _____		

Sentence	C	I
6. People say to Begley Jr. that they can afford solar panels. _____		
7. Home washing is a cheap way to be green and save money. _____		

3. I read the following sentences on the column on the left that were mentioned in the interview above. Then, I rewrite them by using paraphrasing on the column on the right.

Dave Rubin		Ed Begley Jr.	
Original words	Paraphrased words	Original words	Paraphrased words
1. What companies are doing good work, what companies are being responsible?		3. You guys are deep into rewarding good behavior.	
2. When companies do some of these changes people are willing to pay a little bit more.		4. I can't afford a Nissan Leaf like you have.  *Nissan Leaf model of an electric car.	

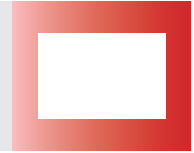
4. I read the following statements on the left, and I paraphrase them in a written form on the right. Then, I practice telling them aloud.

1. El Salvador's companies need to become greener.	
2. Companies in our country can show their corporate citizen ship by buying solar panels.	
3. People can do some things like home gardening to help the environment.	
4. People can save a lot of money by using energy efficient lightning in their houses.	
5. People that can't afford buying solar panels can use energy saving light bulbs instead.	

I can paraphrase the information and sentences that I listen or that I see in a written form. .

Yes

No



## I DO

Instructions:

1. I imagine that I am the interviewer of a famous TV show. I ask one my friends or relatives to be my guest. I ask questions about the following topics:

- Do you think that is important to protect the environment?
- What do you do to protect the environment?
- Do you have energy saving light bulbs in your house?
- Do you know the names of companies or brands that are eco-friendly?

Then, I take notes of the information that I get during the interview.

Lined area for taking notes during the interview.

2. I paraphrase the information that I got after interviewing my classmate or relative.

Lined area for paraphrasing information.

I can successfully paraphrase sentences and information that I listen from other people.

Yes

No



## SELF-EVALUATION

Instructions:

I read the following questions. Then, I fill in the circle in the grid with the best option to answer them.

1. What is paraphrasing?

- A) Restating words.
- B) Using the same words.
- C) Changing meanings.
- D) All of them.

2. Which of the following options would be the best form to paraphrase the sentence "Obama is one of the most important politicians in the history of USA"?

- A) One of the most important politicians in the history of USA is Obama.
- B) In the history of USA Obama is one of the most important politicians.
- C) Obama has shown to be one of the most prominent statesmen in USA.
- D) Obama is a good president of USA.

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### ANSWER KEY

To start section: A)

I learn section:

#### Exercise 2.

1. C; 2. D; 3. A; 4. H; 5. E; 6. G; 7. F; 8. B.

I practice section:

#### Exercise 1.

1. B; 2. C.

### Exercise 2.

2. C;

3. (Incorrect) Begley Jr. met with the CFO and told him they had saved \$250,000 dollars. ;

4. C;

5. C;

6. (Incorrect) People say to Begley Jr. that they can afford solar panels.

7. (Incorrect) Home washing is a cheap way to be green and save money.

#### Exercise 3 and 4.

Answers may vary.

Self-evaluation: 1. A); 2. C).

# LESSON 1.3. ENGLISH HAS BEEN MY PASSION!

## ACHIEVEMENT INDICATOR:

Speaks with clear voice and correct pronunciation when making an oral presentation about a famous person's life.



## I LEARN

To start the lesson, I read the following dialogues on the left, and I match them with one of the tenses on the right.

1

**A:** Hi, Martin! Long time no see you.  
**B:** Hey, Joshua! How have you been?  
**A:** Good. I have been studying English for the last two years. And you?

Present Continuous: It describes an activity or action that is happening “right now” or “at the moment of speaking.”

2

**A:** Hello, Mr. Abarca! What do you do in the afternoon?  
**B:** Hello, Mrs. Mendez. I check my e-mail. I always check my e-mail in the afternoon.

Present Perfect: It describes an activity that started in the past, and it is still happening in the present.

3

**A:** Hey, Anthony! What are you doing?  
**B:** Hello, Christopher! I am just studying English. I am reading about famous people in our country.

Simple Present: It describes an activity that happens all the time, habit or routine.

**1. Instructions:** I read the following conversation aloud, and I pay attention to the words in bold face.

**Laura:** Hi, Bob! How you doing with your workout routine?

**Bob:** Hi, Laura! Well, to be honest not very good. I need to be in shape for my new job, but I need to do it quickly.

**Laura:** Really? What's that job that you talk about?

**Bob:** Actually, I am attempting to be a professional soccer player. **I have always heard that famous soccer players** like Messi or Ronaldo workout a lot.

**Laura:** Oh, maybe I can help you with your routine. **My personal trainer's given me some really good advice** on how to be in shape in two weeks.

**Bob:** Who's your trainer?

**Laura:** It's El Mágico González.

**Bob:** You don't say! That's awesome! He is amazing! Well, **I haven't started today's routine yet.** We can begin now if you want.

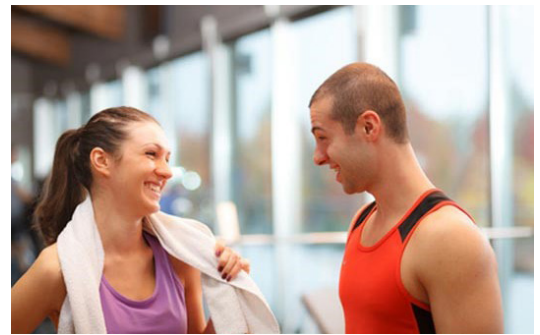
**Laura:** Sure, just let me grab my bottle of water, so we can start.

**Bob:** Oh, Laura, before I forget, can you do me a favor?

**Laura:** Of course!

**Bob:** My friend is coming. **She has never stepped into a gym.** Don't be too demanding with her, please!

**Bob:** Ha ha ha... I will try!



Retrieved from: <https://goo.gl/uZe1en>

Note: The words in bold face are part of the present perfect tense. Take notes of them in your notebook.

2. Instructions: I carefully read the following information about the present perfect tense.

**GRAMMAR IN CONTEXT:** The present perfect is used to describe a situation that started in the past and continues in the present.

**STRUCTURE:** subject + have/has + (not) + verb in past participle + complement

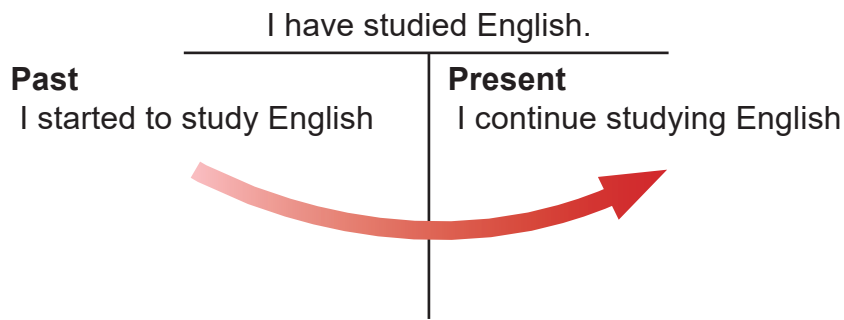
**Example:** She has studied English for two years.

They have been classmates for several years.

I have been run a marathon before.

For more info on past participles, go to: <https://goo.gl/C2tVHv>





2. Instructions: I read the following information about the time expressions that are used with the present perfect tense.

**Always = all the time**

**Example:** Alvaro Torres has always written good songs.

**Since = I mention a time or event in the past and indicate that the situation has continued from then until now**

**Example:** has sung since an early age.

**Already = To show that something has happened at the moment I am speaking**

**Example:** Barack Obama and Michelle Obama have already left The White House.

**Never = Not even once**

**Example:** I have never listened to Orquesta San Vicente in a concert.

**For = I express a period of time**

**Example:** Willy Maldonado has been on television for twenty-eight years.

**Yet = To show that something HAS NOT happened at the moment I am speaking**

**Example:** Pope Francisco has not visited El Salvador yet.

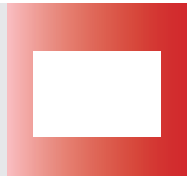
Note: Already is only used in affirmative sentences. Yet has the same meaning as already, but it is used in negative sentences and questions.

Checking my progress. I answer the following questions:

1. I can identify the elements that a sentence in the present has, and the expressions that I can use with this tense.

Yes

No





# I PRACTICE

## Instructions:

1. I read the following sentences that appeared in the conversation in exercise 1 in the “I learn” section. Then, I mark with an **X** only the sentences where the present perfect has been used.

1	I need to be in shape for my new job.	
2	I have always heard that famous models like Kara de Lavigne do yoga, and workout a lot.	
3	My personal trainer’s given me some really good advice on how to be in shape in two weeks.	
4	Well, I haven’t started today’s routine yet. We can begin now if you want.	
5	Sure, just let me grab my bottle of water, so we can start.	

2. Instructions: I complete the following sentences by using the present perfect tense and time expressions.

1. Chris Hemsworth \_\_\_\_\_ (do) a lot lift weighting and workout exercises for his role of Thor in the Avengers Saga.

2. Luciana Sandoval \_\_\_\_\_ (always/ spend) many hours at the gym and running to have that stunning body.

3. Kenia Mejia says that she \_\_\_\_\_ (never/be) able to stick to a strict diet.

4. Beyonce \_\_\_\_\_ (use) a crazy diet in which she only drinks liquids for 14 days.

5. Donald Trump \_\_\_\_\_ (not/be/yet) able to lose weight \_\_\_\_\_.

6. El Mágico Gonzalez \_\_\_\_\_ soccer (have/ play/ since) \_\_\_\_\_ he was young.



3. Instructions: I read the situations below, and I rewrite the sentences. I use the words in the box and the present perfect tense.

Arrive   Break   Fall   Go up   Grow   Improve   Lose

1. Tomas is looking for his key. He can't find it.
2. Margarita can't walk and her leg bandaged.
3. Last week the bus fare was 50 cents. Now is 70.
4. Mario's English wasn't very good. No it is better.
5. Daniel didn't have a mustache before. Now he has a mustache.
6. This morning I was expecting an e-mail. Now I have it.
7. The temperature was 30 degrees. Now it is only 22.

Tomas has lost his key.

---



---



---



---



---



---



---

I can recognize the present perfect structure, and the time expressions that are used with it.

Yes                       No



## I DO

Instructions:  
I look for information about the life and career of my favorite celebrity. Then, I write a short speech in which I include:

- How long I have liked or admired this person.
- Why I have admired the person.
- His/her achievements
- His/her healthy habits

2. Instructions: I ask a friend or relative to listen to me while I tell him in English the information that I have written about my favorite celebrity.

I can orally explain a famous person's life and achievements while using the present perfect tense and time expressions.

Yes                       No



## **SELF-EVALUATION**

Instructions:

I read the following questions. Then, I fill in the circle in the grid with the best option to answer them.

1. What is the auxiliary verb that I can use with the present perfect tense?

- A) Be            B) Have            C) Had            D) Was

2. Which of the following expressions can I use with present perfect tense?

- A) Bad            B) In            C) But            D) Already

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### **ANSWER KEY**

**To start:** 1. Present Perfect; 2. Simple Present; 3. Present Continuous.

### **I practice section:**

#### **Exercise 1.**

1. - , 2. X , 3. X , 4. X, 5. -

#### **Exercise 2.**

1. Chris Hemsworth has done a lot lift weighting and workout exercises for his role of Thor in the Avengers Saga.

2. Luciana Sandoval has always spent many hours at the gym and running to have that stunning body.

3. Kenia Mejia says that she has never been (never/be) able to stick to a strict diet.

4. Beyonce has used a crazy diet in which she only drinks liquids for 14 days.

5. Donald Trump has not been able to lose weight yet.

6. El Magico Gonzalez has played soccer since he was young.

#### **Exercise 3.**

1. Tomas has lost his key.

2. Margarita has broken his leg.

3. The bus fare has gone up.

4. Mario's English has improved.

5. Daniel has grown a mustache.

6. My e-mail has arrived.

7. The temperature has fallen.

#### **Self-evaluation:**

1. B)

2. D)

# LESSON 1.4. I WISH I WOULD BE EARLY.

## ACHIEVEMENT INDICATOR:

Reports in an oral and written way about his or her dreams and wishes.



## I LEARN

To start the lesson, I reflect on the following questions:

- Do I know how to use the modal verb would to talk about wishes?
- When do I use yes/no questions, and information questions?



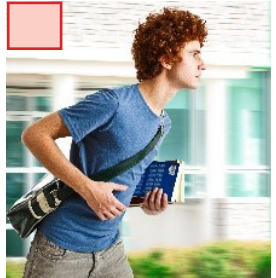
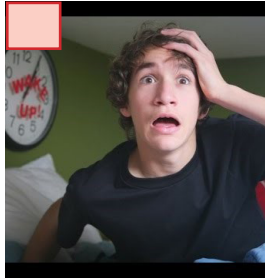
**1. Instructions:** I carefully read the following information about how to use “wish” to create sentences to express desire or ambition.

**STRUCTURE:** subject + **wish** + subject + **would** + verb base + complement

**Example:** I wish I would get a good job when I finish high school.

**GRAMMAR IN CONTEXT:** The structure above is used when I am not comfortable with a situation, and it is out of my hands.

**2. Instructions:** I look at the following pictures, and I write the number of the phrases that best describe them.



1. My brother never wakes me up in the morning. I wish he would do that for me.
2. I always come late to school. I wish that would change.
3. My English teacher speaks really well. I wish I would have that fluency.

4. I wish my classmates would pay attention to the teacher while she is talking.
5. I know I will speak English fluently in the future, but I wish it would be now.

3. Instructions: I take a look at the structure for creating questions when using the auxiliary verb “will.”

### YES/NO QUESTION

- Will he become a doctor in the future? (question)
- Yes, he will become a doctor in the future. (affirmative)
- No, he will not become a doctor in the future. (negative)

### INFORMATION QUESTION

- When will he become a doctor? (question)
- He will become a doctor in the future. (affirmative)
- He will not become a doctor in the future. (negative)



<https://goo.gl/XaTnKb>

For more information on questions with will, go to <https://goo.gl/1z1ExM>

**Note:** I use auxiliary verb WILL to talk about future events.

Checking my progress. I answer the following questions:

1. Now, I know how to express a wish by using the auxiliary verb would, and I am able to create yes/no and information questions using WILL.

Yes

No



## I PRACTICE

### Instructions:

I unscramble the following words in order to form sentences.

1. would / I / wish / fluent in / I / be / three languages / .

2. wishes / be / I / Mom / would / organized / more / .

3. wake me up / My brother / wish / I / at 6:00 a.m. / would / .

4. rap / favorite singer / I / sing / would / wish / my / .

5. wouldn't / girlfriend / Abraham / his / wishes / so much / cry / .

2. Instructions: I change the affirmative sentences below into YES/NO questions for the future. Then, I answer them by using my own information.

1. I will become a successful person in the future  
\_\_\_\_\_?

A: \_\_\_\_\_

2. I will work accurately to achieve my goals  
\_\_\_\_\_?

A: \_\_\_\_\_

3. I will study hard for all the exams  
\_\_\_\_\_?

A: \_\_\_\_\_

4. I will speak three languages in three years  
\_\_\_\_\_?

A: \_\_\_\_\_

5. I will wake up earlier for school from now on?  
\_\_\_\_\_?

A: \_\_\_\_\_



Retrieved from: <https://goo.gl/MX7QCc>

3. Instructions: I read the following questions, and I answer them using my own ideas.

1. When will I start reading celebrity magazines?  
\_\_\_\_\_

2. What will be my resolutions for this year?  
\_\_\_\_\_

3. How will I help people this year?  
\_\_\_\_\_

4. How many friends will I make this week?  
\_\_\_\_\_

5. Where will I go this weekend?  
\_\_\_\_\_



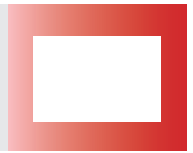
<https://goo.gl/S3CeVf>



I can form sentences to express my desire by using wish and would, and I am able to use questions with Will.

Yes

No



## I DO

Instructions:

I create a conversation in which I imagine that I am talking to one my friends or relatives about my future. I include:

- Sentences to express my wishes or dreams for the future
- Yes/No questions and information questions using WILL.



---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

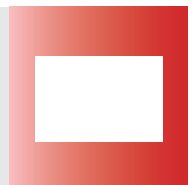


2. Instructions: I practice the conversation with one of my relatives of friends.

I know how to express my wishes and dreams, and I can use question structures with will to talk about my future

Yes

No







## SELF-EVALUATION

Instructions:

I read the questions and answer them by filling in the circles below the questions.

1. What is the verb that I can use to express that I am not so comfortable with a situation?

- A) Wish      B) Would      C) Will      D) Have

2. What is the auxiliary verb that I can use for talking about the future?

- A) Wish      B) Would      C) Will      D) Have

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### ANSWER KEY

I learn sections:

Exercise 2.

5, 4, 1, 3, 2

I practice section:

Exercise 1:

1. I wish I would be fluent in three languages.
2. Mom wishes I would be more organized.
3. I wish my brother would wake me up at 6:00 a.m.
4. I wish my favorite singer would sing rap.
5. Abraham wishes his girl wouldn't cry so much.

Exercise 2:

1. Will I be a successful person in the future?  
A: Yes, I will be a successful person in the future/ No, I will not be successful in the future.
2. Will I work accurately to achieve my goals?  
A: Yes, I will work accurately to achieve my goals. /No, I will not work accurately to achieve my goals.

3. Will I study hard for the exams?

A: Yes, I will study hard for the exams. /No, I will not study hard for the exams.

4. Will I speak three languages in three years?

A: Yes, I will speak three languages in three years. / No, I will not speak three languages in three years.

5. Will I wake up earlier for school from now on?

A: Yes, I will wake up earlier for school from now on. / No, I will not wake up earlier for school from now on.

Exercise 3.

Answers may vary.

Self-evaluation

1. B
2. C

# LESSON 1.5. I WAS BORN IN...

## ACHIEVEMENT INDICATOR:

Writes a biographical article with accuracy and coherence.



## I LEARN

To start the lesson, I reflect on the following questions:

1. Which of the following could be a biographical article?

A. Hello! My name is Marta. I love pets. I have a black cat which is called Shadow. Also, I have a dog that I love a lot. Its name is Smiley.

B. I was born in Santa Ana. My parents' names are Mario Aguilar and Catalina Sanchez. I started kindergarten when I was 7 years old in Divina Providencia School.

C. I like to do many different things in my free time. I usually play basketball with my friends after class. I also love drawing. I am pretty good at doing it.

2. Which of the following set of words could introduce time clauses?

A. In, On, Next to, Under, Inside...

B. First, Additionally, Besides, Moreover...

C. Before, When, After, Until, As soon as...

1. Instructions: I carefully read the following information about time clauses.

Time clauses in the past can be used at the beginning or at the end of sentences to express the order to duration of an activity.

### EXAMPLE:

Before I graduated, I did volunteer work.

**(I use a comma if the time expression is at the beginning)**

I did volunteer work before I graduated.

**(I don't use a comma if the time expression is at the middle)**



2. Instructions: I read the following of time expressions. I pay attention to the meaning that they have in the sentences.

When

By the time

After

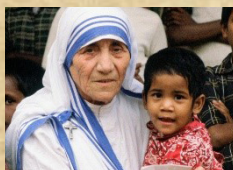
Until

Before

For more info on time clauses, go to <https://goo.gl/ne9oxy>

1. Before I slept for two hours, I took a shower.  
**(I took a shower first. Then, I slept).**
2. After I took a shower, I slept for two hours.  
**(I took a shower first. Then, I slept).**
3. By the time I arrive home, my brother had gone to work.  
**(At the hour I arrived home, my brother was not there anymore).**
4. When I saw my cat, I felt very happy.  
**(At the moment that I saw my cat, I felt happy).**
5. I studied English until I finished the course.  
**(I finished studying English when I the course was over).**

3. Instructions: Before reading, I look at the picture on the scroll. Can I guess who she is? After that, I read the biography, and circle the time clauses that were used in it.



**“Love Until It Hurts.”**

Agnes Gonxha Bojaxhiu (Mother Teresa) was born on August 26, 1910, in Macedonia.

When Agnes was eight years old, her father suddenly fell ill and died. After this happened, she started to feel the need to help others. Nun and missionary, Mother Teresa devoted her life to caring for the sick and poor. After she

experienced a divine call in 1946, she established a hospice and centers for the blind, aged and disabled ones. In 1979, she received the Nobel Peace Prize for her humanitarian work. She died in September 1997 and was beatified in October 2003. Before she was beatified, the Vatican recognized the first miracle attributed to Mother Teresa. By the time Pope Francis recognized her second miracle, the way was cleared for her to be canonized on September 4, 2016. For Mother Teresa, love was the key. She said, “I have found the paradox that if you love until it hurts, there can be no more hurt, only more love.”

Retrieved from: <https://goo.gl/hqfFr3>

Checking my progress. I answer the following question:

1. I can identify time clauses' meaning in the past tense when being used in written texts.

Yes

No





## I PRACTICE

### Instructions:

I read the article about Mother Teresa again. Then, I write the sentences in which time clauses were used.

1. WHEN \_\_\_\_\_
2. AFTER \_\_\_\_\_
3. BEFORE \_\_\_\_\_
4. BY THE TIME \_\_\_\_\_
5. UNTIL \_\_\_\_\_



Retrieved from: <https://goo.gl/J52vNa>

2. Instructions: I answer the following questions about Mother Teresa. I include time clauses in my answers if possible.

1. When was Mother Teresa born?  
\_\_\_\_\_

2. When did she experience a divine call?  
\_\_\_\_\_

3. When did Agnes receive a Nobel Peace Prize?  
\_\_\_\_\_

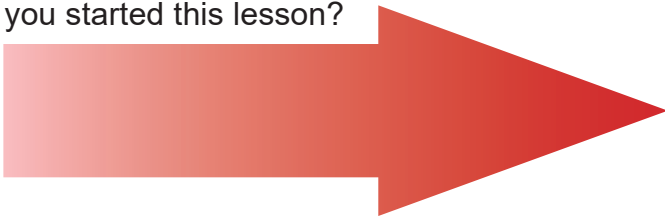
4. When did she die?  
\_\_\_\_\_

5. When was she canonized?  
\_\_\_\_\_



3. Instructions: I read the following questions, and I answer them by using my own information.

1. What did you do before you started this lesson?



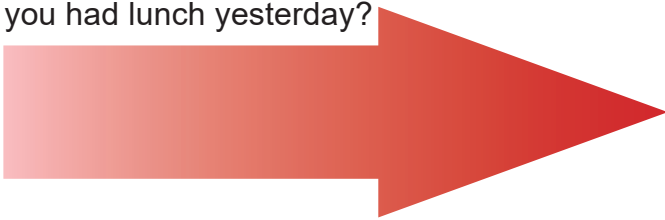
---

---

---

---

2. What did you do after you had lunch yesterday?



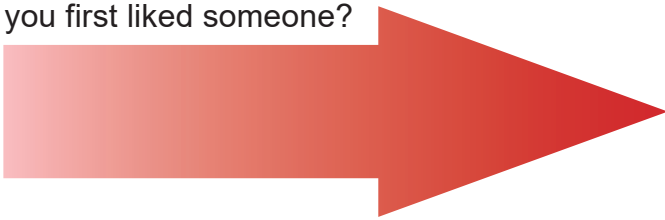
---

---

---

---

3. What did you do when you first liked someone?



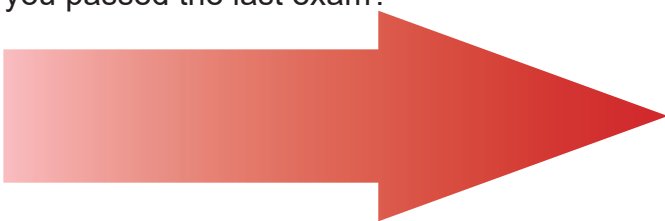
---

---

---

---

4. What did you do as soon as you passed the last exam?



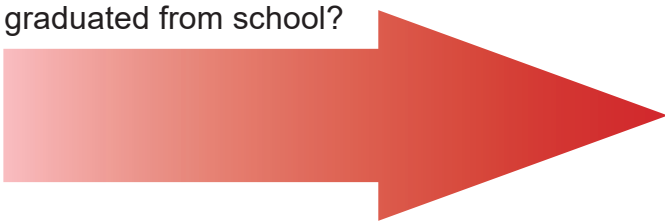
---

---

---

---

5. What did you do after you graduated from school?



---

---

---

---

4. Instructions: I read the following autobiography from Robert, and I complete it by filling in the blanks with the correct time expression given in the rhombuses. There is an extra expression.

- |             |        |       |            |      |
|-------------|--------|-------|------------|------|
| by the time | before | after | as soon as | when |
|-------------|--------|-------|------------|------|

Hi, my name is Robert. I am twenty years old, and I want to share my life experience with you.  
 (1) \_\_\_\_\_ I was a little kid, I was very shy. I did not like anyone around me.  
 (2) \_\_\_\_\_ someone approached me, I would dodge that person. Some people considered me weird, but that was me. As time passed by, I began to have changes in my personality. For example, (3) \_\_\_\_\_ a friend of mine introduced a person, I started talking to that person with no problem. Besides, (4) \_\_\_\_\_ that happened, I was aware that my changes were doing something good. It was not comfortable for me to be shy. However, as time went by, I overcame that. Now I am more talkative, and I feel good!

I can identify and use appropriately time expressions to describe events in the past.

Yes  No



## I DO

Instructions:

I make a list of five achievements that I have had until now. I use the past tense to describe them

**Example:** I had good grades back in school.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

2. Instructions: I write my autobiography. I use the ideas that I had in the previous exercise, and I include:

- The most significant events in my life.
- The most important dates, and specific years (in 2010... for example).
- Names of people who have had an influence in my life.
- Time clauses.





3. Instructions: After I write my autobiography, I share it with a relative or friend.

Handwriting practice area with horizontal lines and a vertical red margin line on the left.

I can write my autobiography and provide important information about myself by using simple past tense verbs with time clauses.

Yes  No



### SELF-EVALUATION

Instructions:  
I read the questions and answer them by filling in the circles below the questions.

1. Which of the following words can be used to introduce a time clause?  
A) How      B) Where      C) After      D) If

2. What should an autobiography include?  
A) Achievements      B) Names      C) Experiences      D) All of them

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## ANSWER KEY

**To start:** 1. B; 2. C.

**I practice section:**

### Exercise 1.

1. When Agnes was eight years old, her father suddenly fell ill and died.
2. After she experienced a divine call in 1946, she established a hospice and centers for the blind, aged and disabled ones.
3. Before she was beatified, the Vatican recognized the first miracle attributed to Mother Teresa.
4. By the time Pope Francis recognized her second miracle, the way was cleared for her to be canonized on September 4, 2016.
5. You love until it hurts...

### Exercise 2.

1. Mother Teresa was born on August 26, 1910.
2. She experienced a divine call in 1946.
3. In 1979, she received the Nobel Peace Prize.
4. She died in September 1997.
5. She was canonized on September 4, 2016.

### Exercise 3.

Answers may vary.

### Exercise 4.

1. when; 2. as soon as; 3. after; 4. Before

### Self-evaluation

1. C
2. D



# UNIT 2. THE WORLD

Estimated time: 20 hours

## UNIT OBJECTIVES

- Understand oral and written discourse related to fashion, working trends, types of housing, entertainment, science, and technology by listening to classmates, teacher and authentic audio material and reading texts in order to fulfill intended communication needs in the target language.
- Produce spoken and written discourse related to fashion, working trends, types of housing, entertainment, science, and technology by using concrete vocabulary and functions in order to fulfill intended communication needs in the target language.
- Value the importance of learning English by participating actively in class and working cooperatively with classmates in order to consolidate his/her knowledge of the language and the world.

## LESSON 2.1. MY BEAUTIFUL COUNTRY!

### ACHIEVEMENT INDICATOR:

- Asks for and provides basic information on a country's main festivities with adequate vocabulary and grammatical accuracy.
- Writes short paragraphs on people's culture with respectful language and correct use of vocabulary.



## I LEARN

To start the lesson, I answer the following question by checking (✓) the best options.

1. Which are some of my countries main festivities?



Christmas



O-bon



Holy Week



Tomatina Festival



Independence Day

1. Instructions: I read aloud the names of the following festivities.



April Fools' Day



Carnival



Children's Day



Day of the Dead



Labor Day



Mother's Day

2. Instructions: I add the names of four more festivities that take place around the world.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can identify the names of some of the most common celebrations that happen in the world.

Yes

No





# I PRACTICE

1. Instructions: I search for information about how New Year Eve's is celebrated in the countries below. Then, I write a short description for each place. I can visit the following website for consulting extra information <https://goo.gl/kYud5Q>.



## NEW YORK

---

---

---

---

---



## JAPAN

---

---

---

---

---



## ROME

---

---

---

---

---



## CHINA

---

---

---

---

---

2. Instructions: I look at the following vocabulary about weddings. I look for the meaning of the vocabulary and write a definition in the chart below.



Weddings are a type of festivity, and they are different worldwide.

Maid of honor

bride

Diamond ring

get married

get together

ceremony

Best man

groom

get engaged

1. Maid of honor: \_\_\_\_\_
2. Bride: \_\_\_\_\_
3. Ceremony: \_\_\_\_\_
4. Best man: \_\_\_\_\_
5. Diamond ring: \_\_\_\_\_
6. Groom: \_\_\_\_\_
7. Get married: \_\_\_\_\_
8. Get engaged: \_\_\_\_\_
9. Get together (couple): \_\_\_\_\_

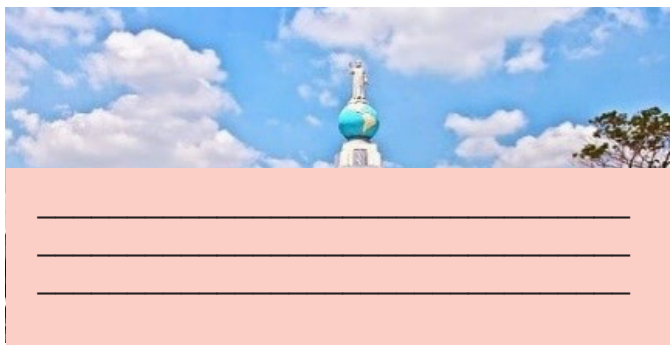
3. Instructions: I choose three countries that I like, and I search for information about how people celebrate weddings in these places. Then, I write a short description in the squares below.

COUNTRY: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

COUNTRY: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

COUNTRY: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Instructions: I ask a relative or a friend about five more festivities that are celebrated in El Salvador, and I ask about what Salvadoran people usually do on that date. Then, I write a short description in the spaces below.



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

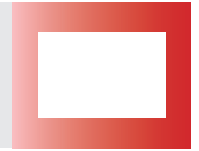
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I can provide basic information about festivities in the world, and how they are celebrated differently in countries around the world.

Yes

No



## I DO

I look for information about a very common festivity that takes place in El Salvador. I write a paragraph in which I describe:

- The name of the festivity
- The place
- Time of the year it takes place
- What people do in this festivity

---

---

---

---

---

---

---

---

---

---

2. Instructions: I create a conversation in which I imagine that my best friend is getting married next month. I am helping with all the preparation and details for the wedding. My friend wants to have a very traditional Salvadorian wedding ceremony, so I give some suggestions of how to celebrate it.



Retrieved from: <https://goo.gl/GKeh77>

---

---

---

---

---

---

---

---

I can provide information about world festivities, and my country's celebration with accuracy in an oral form.

Yes

No







## SELF-EVALUATION

Instructions:

I read the following questions. Then, I fill in the circle in the grid with the best option to answer them.

1. What's the name that the woman who is getting married receives during the wedding ceremony?

A) best man

B) maid of honor

C) ) brid

D) groom

2. What's the name of the festivity in which people play jokes or make fun of others?

A) Mother's Day

B) Children's Day

C) Labor Day

D)April's Fool

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### ANSWER KEY

**To start:** Christmas, Holy Week and Independence Day.

#### I learn section:

##### Exercise 2.

Answers may vary.

#### I practice section:

##### Exercise 1.

Answers may vary.

##### Exercise 2.

1. The principal bridesmaid
2. The woman who is getting married
3. An event performed on a special occasion
4. The chief assistant to the groom
5. The ring with a diamond
6. The man who is getting married
7. Legal union between spouses
8. Before getting married
9. Union of a couple without getting married

##### Exercise 3.

Answers may vary.

##### Exercise 4.

Answers may vary.

##### Self-evaluation

1. C

2. D

# LESSON 2.2. MY COUNTRY WAS RENEWED!

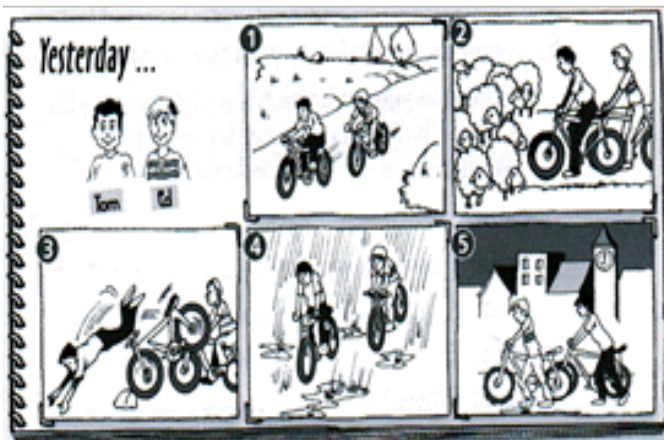
## ACHIEVEMENT INDICATOR:

Successfully recognizes connections and sequences of events from audio material.



## I LEARN

To start the lesson, I look at the picture and match the questions on the left with answers on the right.



- |                                       |   |
|---------------------------------------|---|
| 1. What did Tom do yesterday?___      | a. It started to rain.                                |
| 2. Who did he go with?___             | b. They got home at 7 o'clock.                        |
| 3. What happened first?___            | c. Tom fell.  |
| 4. Then what happened?___             | d. They stopped because there were sheep on the road. |
| 5. What happened next?___             | e. He went cycling.                                   |
| 6. When did they finally get home?___ | f. Ed.  |

1. Instructions: I carefully read the following information about the passive voice and the connectors of sequence. I take notes in my notebook.

### What is Passive Voice?

The Passive Voice is used to show interest in the person or object that experiences an action rather than the person or object that performs the action.

#### PASSIVE VOICE IN PAST

subject + verb be in past + past participle + complement

#### EXAMPLE

**ACTIVE VOICE:** Hurricane Mitch hit El Salvador in 1998.

**PASSIVE VOICE:** El Salvador was hit by Hurricane Mitch.

#### CONNECTORS OF SEQUENCE

They are used to show order in which things happen.

#### EXAMPLE

The first warning was announced when Mitch was a tropical

Note: In the passive voice the person who did the action in active voice is not really important since the focus is on the person or object that received the action. However, if I want to mention it, I can do it.

#### Example:

Active Voice: Mitch destroyed many houses in El Salvador.

Passive Voice: Many houses were destroyed in El Salvador. OR Many houses were destroyed (by Mitch) in El Salvador.

2. Instructions: I read aloud the following connectors of sequence.

first

before

after

then

next

later

finally



#### Examples:

First, Mitch was considered a tropical wave in October 10th.

Then, In October 24th Mitch was called a hurricane.

Later, it was categorized as a Hurricane category 5.

Next, many mudslides and floods were caused by the heavy storms.



3. Instructions: I read the following information about Hurricane Mitch that hit Central America in 1998. Then, I read and answer the questions below.

Hurricane Mitch was first observed to be a tropical wave that was coming from Africa in the first days of October in 1998. Later, some days after it began, it became a tropical depression. Then, it was categorized as tropical storm very fast. Next, in October 24th it was announced to be a Hurricane. However, just two days later it was recognized as a lethal category 5 hurricane. Central America was hit severely by Mitch's winds and heavy rains. Many houses and people were swept away by the terrible floods that it produced. It is considered the most catastrophic natural disaster in modern history because of the calamity and deaths that it caused.



1. When was Mitch announced to be a hurricane? \_\_\_\_\_
2. What was caused by Mitch? \_\_\_\_\_
3. Why was considered the most lethal natural disastercatastrpic? \_\_\_\_\_

I can identify the passive voice in the past tense and the connectors of sequence.

Yes

No



## I PRACTICE

Instructions:

1. Instructions: I go to the following link "[goo.gl/TJ4AaM](https://goo.gl/TJ4AaM)", and I watch the video about Hurricane Mitch. Then, I read the questions, and I choose the best option that answers them.

1. What is the audio describing?

a) How Hurricane Mitch formed and hit Central America.

b) The negative effects that caused by Hurricane Mitch.

c) The number of people that Hurricane Mitch killed.

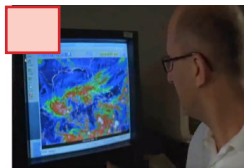
2. What do scientist think about Hurricane Mitch?

a) That it was a simple hurricane.

b) That it developed very fast into a hurricane.

c) That anther hurricane like it could happen.

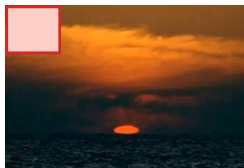
2. Instructions: I watch the video again, and I order the following events from 1 to 5.



a) Mitch developed very fast after being a tropical storm



b) People watched as friends and neighbors were swept away by the floods.



c) Mitch was born on the 21st of October 1998



d) By the evening of the 29th of October it reached the Honduran coasts



e) Many houses were destroyed by hurricanes.

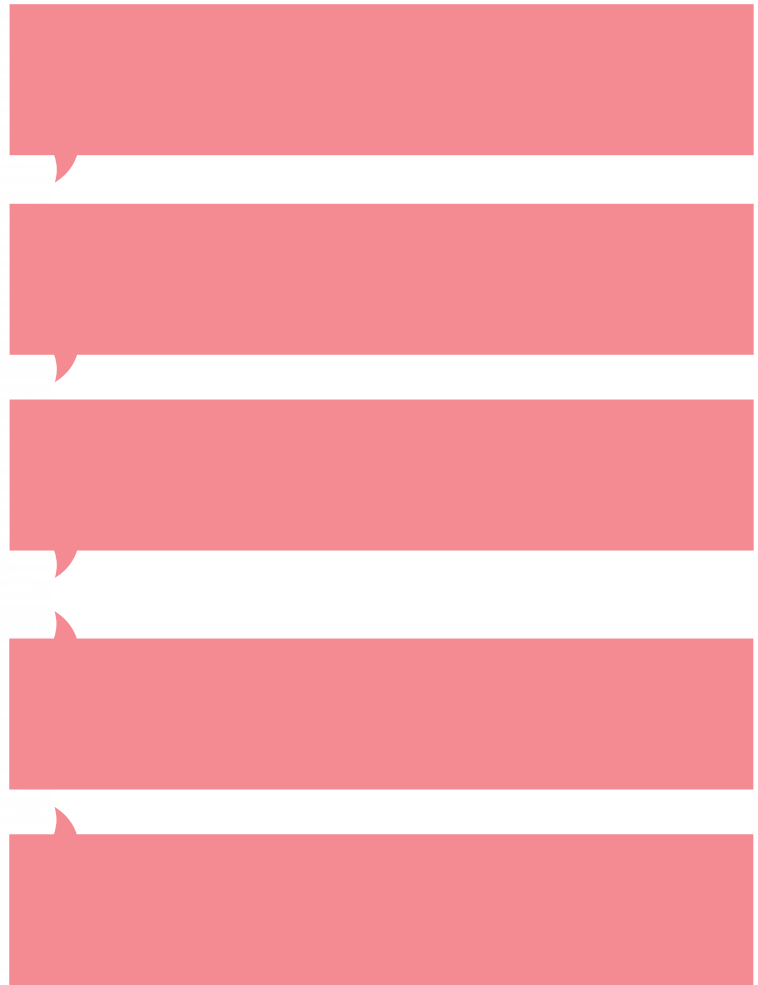
3. Instructions: I watch the video one more time, and I decide whether the events are TRUE or FALSE

Sentences	TRUE	FALSE
1. First, Hurricane Mitch was observed to be a small hurricane near to the Ecuador.		
2. After Mitch became a tropical storm, it developed very fast into a hurricane.		
3. Before hitting the coast, people in Tegucigalpa were alerted.		
4. Then, people were helped by the government to protect themselves.		
5. Later, on the 29th of October the coasts were reached by Mitch.		
6. Next, on October 30th it was recognized as a category 5 hurricane.		
7. Finally, by the 31st of October Mitch had disintegrated.		

4. Instructions: I read the following passage. Then, I identify all the passive voice structures, and I write them in the comment bubbles below.

My name is Charlie, and I am going to talk about what happened to me. Last year, my family and I experienced a hurricane for the first time. It was Hurricane Irma, and much damage to our property and neighborhood was caused by its fierce winds. The old oak tree in our backyard was uprooted, and it was hurled across the roof of our house. Our living room was flooded by the water. When we began to think that the worst of the storm was over, we heard a loud crash and looked out the window to see that our car was hit by our neighbor's fallen tree. It was so sad. However, at the end, we found a way to rebuild everything. Though it was a terrible story, now we are blessed to have restored our house.





Retrieved from <https://goo.gl/4vpuXa>

5. Instructions: The following sentences are related to Charlie's description about Hurricane Irma. I put the words in order to form sentences. I am careful with the position of the connector of sequence.

1. the hurricane / was / Charlie / First / afraid of /.

2. was / backyard / Before rebuilding / the / uprooted /.

3. the roof / it / hurled / the / After that / was / house / across / of /.

4. fallen / the / hit / tree / Later / car / the neighbor's / was / by /.

5. found / to rebuild / the family / a way / Finally / everything/.

I can use passive voice and connectors of sequence to describe events or situations in the past.

Yes

No





## I DO

Instructions:

I think about a natural disaster that has happened in my country. Then, I write sentences about it by using the connectors of sequence below.

First \_\_\_\_\_  
Before \_\_\_\_\_  
After \_\_\_\_\_  
Then \_\_\_\_\_  
Next \_\_\_\_\_  
Later \_\_\_\_\_  
Finally \_\_\_\_\_

1. Instructions: I use the ideas that I wrote in exercise 1. Then, I write a paragraph describing what happened. I include passive voice sentences, and connectors of sequence. After that, I share it with a friend or relative.

Blank lined area for writing a paragraph.

I am able to describe past events from audios or videos by using the passive voice and connectors of sequence.

Yes

No





## SELF-EVALUATION

Instructions:

I read the following questions. Then, I fill in the circle in the grid with the best option to answer them.

1. Which of the following words is a good connector of sequence?

- A) Late      B) After      C) Who      D) All of them

2. Which of the following excerpts is using passive voice?

A) Kilauea Volcano is in Hawaii. It caused, during its last eruption in 2018, several earthquakes and quakes that made people to feel scared.

B) Many people were killed by Fuego Volcano in Guatemala in 2018. A great number of houses were completely destroyed by a flood of mud and lava.

C) Mount Vesuvius killed a lot of people when it made eruption in Pompeii. It sent big amounts of pyroclastic material to the sky.

D) Chaparrastique Volcano, in El Salvador, had its last eruption in 2016. It caused a big chaos in the communities that are close to it.

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### ANSWER KEY

To start: 1. E; 2. F; 3. D; 4. C; 5. A; 6. B

### I learn section:

#### Exercise 3.

1. October 24th was announced that Mitch was a hurricane.
2. Winds, heavy rains and terrible floods were caused by Mitch.
3. Because of the calamity and deaths that it caused.

### I practice section:

#### Exercise 1.

1. A; 2. B.

#### Exercise 2.

- a) 2; b) 4; c) 1; d) 3; e) 5

### Exercise 3.

1. F; 2. T; 3. T; 4. F; 5. T; 6. F; 7. T.

### Exercise 4.

1. Much damage to our property and neighborhood was caused by its fierce winds.
2. The old oak tree in our backyard was uprooted.
3. It was hurled across the roof of our house.
4. Our living room was flooded by the water.
5. Our car was hit by our neighbor's fallen tree. our house.

### Exercise 5.

1. First, Charlie was afraid of the hurricane.
2. Before rebuilding, the backyard was uprooted.
3. After that, it was hurled across the roof of the house.
4. Later, the car was hit by the neighbor's fallen tree.
5. Finally, the family found a way to rebuild everything.

### Self-evaluation:

1. B, 2. D

## LESSON 2.3. FIND SOMEONE WHO...

### ACHIEVEMENT INDICATOR:

Speaks clearly and articulately (allowing for some hesitation), when making an oral presentation about people and communities.



## I LEARN

To start the lesson, I match the statements on the left with the images on the right.

1. A president is someone who leads the country.

2. A professional singer is someone who has skills to sing.

3. A cicada is an animal that rises on a specific time of the year.





1. Instructions: I read the information below about relative clauses, and I take notes in my notebook.



Retrieved from:  
<https://goo.gl/oUSg4P>

What's a relative clause?

They are non-essential parts of a sentence. They give extra information about people, animals or things.

What elements does a relative clause have?

It is introduced with WHO or THAT. "Who" it is used for people and that for people, animals and things.



Retrieved from:  
<https://goo.gl/fG339t>

A teacher is a person.

We combine the two sentences

A teacher is very creative.

A teacher is a person who is very creative.

## EXAMPLES OF RELATIVE CLAUSES

**WHO:** (person) A workaholic is someone who works a lot.  
I'm a person who loves simple things.

**THAT: (thing)** Trendy is something that is fashionable.  
My cell-phone is something that is very important in my life.  
**(person)** Gloria is a person that works hard.  
My parents are people that know how to take care of kids.  
**(animal)** Dogs and cats are animals that share love.  
Tigers are animals that are very territorial.

I can identify relative clauses, and I know how to use them for giving extra information about people, things and animals.

Yes

No





# I PRACTICE

## 1. Instructions:

I read the following passage about a city in El Salvador. I underline all the relative clauses that I can identify.



Retrieved from:  
<https://goo.gl/UichSj>

Suchitoto is a municipality in the Department of Cuscatlán, El Salvador. It is a remarkable city that has seen continuous human habitation long before Spanish colonization. In more recent times, the municipality has prospered even after the severe effects of civil war in El Salvador that lasted between 1980 and 1992. It has become an important tourist destination partly due to its well-conserved colonial architecture and cobblestone roads that provide a sense of Spanish colonial living. Actually, people who live outside the city visit hostels, restaurants, and picturesque cafés. As a result of tourism, many artistic and cultural spaces have been created. This has provided positive alternative for entertainment and work opportunities for young people who live in the community. Suchitoto is a wonderful city!

## 2. Instructions: I write down all the relative clauses that I identified in the passage about Suchitoto.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



Retrieved from:  
<https://goo.gl/ieojCA>

## 3. Instructions: I complete the sentences below by filling in the blanks with who or that.

1. El Salvador is a country \_\_\_\_\_ has beautiful places.
2. My city is a place \_\_\_\_\_ many people visit.
3. These are the people \_\_\_\_\_ live in my community.
4. In my community, there are adolescents \_\_\_\_\_ are very hardworking.
5. Some adults in my neighborhood make hammocks \_\_\_\_\_ have many colors.



4. Instructions: I think about people, animals and things that are around me. I write sentences to describe them by using relative clauses

1. \_\_\_\_\_ 4. \_\_\_\_\_  
 2. \_\_\_\_\_ 5. \_\_\_\_\_  
 3. \_\_\_\_\_



## I DO

Instructions:

I record a video with my cell-phone. I create an oral presentation in which I describe my community, town or city. I talk about the characteristics of it, and I include at least five relative clauses. Then, I show it to a relative or friend.



Retrieved from: [goo.gl/8LDLJm](https://goo.gl/8LDLJm)

I am able to describe in an oral form my community, town or city by using relative clauses.

Yes

No



## SELF-EVALUATION

Instructions:

I read the following questions. Then, I fill in the circle in the grid with the best option to answer them.

1. What is the word that introduces a relative clause when I am talking about animals?

A) That

B) It's

C) Who

D) All of them

2. Which of the following descriptions is NOT using relative clauses?

A) Article B) Written document C) A dialogue D) Detailed Description

A) San Esteban Catarina is a beautiful town that is located in San Vicente. The principal activities that people do in the city are growing beans, corn and the production of traditional candies called melcochas.

B) San Emigdio is a small town located in La Paz. It has a varied and rich biodiversity. The principal agricultural product of the place is coffee. People in this town usually grow beans and corn as well.

C) Santa Rosa de Lima is a city that is found in the east part of El Salvador. Many people think that it is one of the most important commercial centers in the east region of the country.

D) Zacatecoluca is the capital city of the Department of La Paz. It is a place that has a rich and abundant history. The people who live in this place are very nice and smiley.

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## ANSWER KEY

To start:

1. A president is someone **who leads the country**.

2. A professional singer is someone **who has skills to sing**.

3. A cicada is an animal **that rises on a specific time of the year**.



## I practice section:

### Exercise 2.

1. It is a remarkable city that has seen continuous human habitation long before Spanish colonization.
2. The municipality has prospered even after the severe effects of civil war in El Salvador that lasted between 1980 – 1992.
3. It has become an important tourist destination partly due to its well-conserved colonial architecture and cobblestone roads that provide a sense of Spanish colonial living.
4. Actually, people who live outside the city visit hostels, restaurants, and picturesque cafes.
5. As a result of tourism, many arts and cultural spaces have provided positive alternative opportunities for young people who live in the community.

### Exercise 3

1. that; 2. That; 3. who/that; 4. who/that; 5. That

### Exercise 4

Answers may vary.

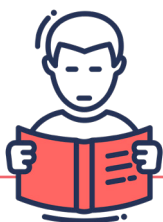
### Self-evaluation:

1. A
2. B

# LESSON 2.4. WE'RE THE BEST!

## ACHIEVEMENT INDICATOR:

Uses appropriate language and organizational skills to make an oral presentation about a chosen country.



## I LEARN

To start the lesson, I use the comparative or the superlative form of the adjective in parenthesis to complete the sentences below.



James



Tom



Robert

- 1) James is \_\_\_\_\_ than Tom (fat)
- 2) Tom is \_\_\_\_\_ than Robert (slim)
- 3) Robert is the \_\_\_\_\_ (fat)



Oliver



David

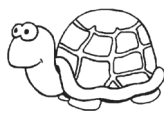


John

- 1) Jhon is \_\_\_\_\_ than David (young)
- 2) Oliver is \_\_\_\_\_ than David (old)
- 3) John is the \_\_\_\_\_ (young)



Leopard



Turtle



Rabbit

- 1) The leopard is \_\_\_\_\_ than the rabbit (fast)
- 2) The turtle is \_\_\_\_\_ than the rabbit (slow)
- 3) The leopard is the \_\_\_\_\_ (fast)

1. Instructions: I read the information below about comparative and superlative adjectives. I take notes in my notebook.

## COMPARATIVE VERSUS SUPERLATIVE ADJECTIVES

### Comparative

Adjectives are used to compare or find differences between two people, animals or objects.



### Superlative

Adjectives are used to describe a person, animal or object which is at the upper limit of a quality.

2. Instructions: I take a look at the following chart that contains some examples about how to form the comparative and superlative of adjectives. Then, I complete the rules below.

ADJECTIVE	COMPARATIVE	SUPERLATIVE	
Large	Larger than	The largest	For more info on comparative and superlative adjectives, visit: <a href="https://goo.gl/FrEo6i">https://goo.gl/FrEo6i</a>
Big	Bigger than	The biggest	
Small	Smaller than	The smallest	
Beautiful	More beautiful than	The most beautiful	

COMPARATIVE	SUPERLATIVE
1. If the adjective is short, I add _____ + than.	1. If the adjective is short, I add the + _____.
2. If the adjective is short, but ends in consonant +vowel +consonant, I need to _____ + than.	2. If the adjective is short, but ends in consonant +vowel +consonant, I need to the + _____
3. If the adjective is long, I add _____ + than.	3. If the adjective is long, I add the most/ the less + _____

Note: There are some adjectives that have irregular forms.

Adjective	Comparative	Superlative
Good	Better	Best
Bad	Worse	Worst
Little	Less	Least
Far	Further/ Farther	Furthest/ Farthest

I can identify the differences of forming comparative and superlative adjectives.

Yes  No



## I PRACTICE

Instructions:

I write the comparative and superlative forms of the adjectives below.

ADJECTIVES	COMPARATIVE	SUPERLATIVE
1. Crazy	_____	_____
2. Important	_____	_____
3. Interesting	_____	_____
4. Long	_____	_____
5. Dark	_____	_____
6. Hard	_____	_____
7. Good	_____	_____

2. Instructions: I read the following information about telecommuting. Then, I answer the questions below.

Telecommuting, also called remote work, is a work arrangement in which employees do not commute or travel to a central workplace. The rise of the Internet age has allowed many professionals for whom work is remoter than before. For a variety of careers, telecommuting is becoming trendier than other sorts. If people spend their day on the phone and behind a monitor, chances are that their job become easier than regular jobs. For many workers, the most important aspect of this work arrangement is that they are at home, and they do not commute or travel. Is this type of job the job of the future? Will this type of job be the most amazing part of people's lives?



1. What do I think of telecommuting?



---

---

---

2. What does culture have to do with telecommuting?



---

---

---

3. Does telecommuting exist in my country?



---

---

---

4. What is another good idea for my country?



---

---

---

5. What is new about countries around the world?



---

---

---

I can apply the rules for forming comparative and superlative adjectives appropriately.

Yes

No





# I DO

Instructions:

I choose a country of my preference, and I compare it with El Salvador. Then, I write a paragraph in which I explain how telecommuting or any other working trend is similar or different in both countries. I include at least five sentences using comparative and superlative adjectives.

Lined writing area for the student's response, consisting of approximately 15 horizontal blue lines and a vertical red margin line on the left side.



## SELF-EVALUATION

Instructions:

I read the following questions. Then, I fill in the circle in the grid with the best option to answer them.

1. What's a good example of a comparative adjective?

- A) Runner than   B) Hotter than   C) The hottest   D) All of them

2. What's a good example of a superlative adjective?

- A) Faster than   B) Bigger than   C) The Nicest   D) All of them

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## ANSWER KEY

### To start:

1. Fatter; slimmer; fattest.
2. Younger; older; youngest.
3. Faster; slower; fastest.

### I learn section:

#### Exercise 2.

COMPARATIVE	SUPERLATIVE
4. If the adjective is short, I add adjective+er + than.	7. If the adjective is short, I add the + adjective +est.
5. If the adjective is short, but ends in consonant +vowel +consonant, I need to double the last consonant+er+ than.	8. If the adjective is short, but ends in consonant +vowel +consonant, I need to the + double the last consonant+est.
6. If the adjective is long, I add more/less adjective+ than.	9. If the adjective is long, I add the most/ the less + adjective

### I practice section:

#### Exercise 1.

1. crazier than / the craziest
2. more important than / the most/least important
3. more interesting than / the most/least interesting
4. longer than / the longest
5. darker than / the darkest
6. harder than / the hardest
7. better than / the best

#### Exercise 2.

Answers may vary.

#### Self-evaluation:

1. B
2. C



# UNIT 3. EATING HABITS

Estimated time: 20 hours

## UNIT OBJECTIVES

- Interpret oral and written language related to food consumption and preparation by listening to classmates, teacher and audio material and reading texts in order to reach communication needs in the target language.
- Generate spoken and written discourse in order to convey information on healthy food, junk food, meals, beverages, desserts, instructions for cooking and recipes and to consolidate his/ her knowledge of the language.

## LESSON 3.1. THIS SALAD IS YUMMY!

### ACHIEVEMENT INDICATOR:

Successfully lists the advantages and disadvantages of eating at fast food restaurants from different oral sources.



## I LEARN

To start the lesson, I complete the following sentences by using the words in the box.

Proteins

Fibre

Vitamins

Cereal

Sugar

1. Fruit and vegetables have a lot of \_\_\_\_\_
2. Meat has a lot of \_\_\_\_\_
3. I like a lot of \_\_\_\_\_ in my coffee.
4. I have \_\_\_\_\_ with milk for breakfast.
5. Dark bread is rich in \_\_\_\_\_



1. Instructions: I read the following conversation between a customer and a waiter in a restaurant. I notice the words in bold.



Retrieved from: <https://goo.gl/SoQhr9>

**Lady:** Excuse me. Can I have the menu, please?

**Waiter:** Of course, here you have.

**Lady:** Let me see. Ummm... Wow! The menu has a lot of fast food! That is **not so healthy** for me. They have either too much **fat, sugar or calories**.

**Waiter:** Well...ma'am would you like to see our salads or something **lighter**? I could recommend you our special for today.

**Lady:** That sounds good!

**Waiter:** We serve you one of our **salads** with a fresh glass of lemonade.

**Lady:** Ok! I think that I will ask for a special then. Do you have Cesar salad with extra chicken?

**Waiter:** Yes, we can perfectly add more chicken or anything extra that you would like.

**Lady:** That would be ok. I just want extra chicken because I know that is **steamed**, isn't it?

**Waiter:** Yes, ma'am. It is steamed.

**Lady:** Thanks a lot! And for dessert, I would like to have a **green apple** with **granola**, and **yogurt** on it.

**Waiter:** Not a problem. Just let me tell you that you have a really good taste because our Cesar salad is one of the best ones. It is a very healthy option.

**Lady:** Thank you! I know that it is one of the best ones. A friend of mine recommended me to try it.

**Waiter:** That's great! Well, I'll be back in a moment.

**Lady:** Perfect!

2. Instructions: I go back to the previous conversation. I decide which of the words in bold are used with fast foods or healthy foods.

### FAST FOODS

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### HEALTHY FOODS

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

I am able to identify vocabulary related to fast foods and healthy foods.

Yes

No



## I PRACTICE

1. Instructions:  
I write some of the advantages and disadvantages that eating fast and healthy foods might have for people.

### ADVANTAGES

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Retrieved from:  
<https://goo.gl/xCggRM>

### DISADVANTAGES

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### ADVANTAGES

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Retrieved from:  
<https://goo.gl/iSrLzW>

### DISADVANTAGES

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Instructions: I read the following questions. Then, I answer them according to my gastronomic preferences.

1. Do I prefer fast or healthy food? Why?



---

---

---

2. What is my favorite recipe?



---

---

---

3. What is something I can cook?



---

---

---

4. What are the ingredients for my favorite meal?



---

---

---

5. What is the most important meal for me?



---

---

---

3. Instructions: I complete the following sentences by explaining why I like or dislike homemade food

- I like homemade food because

---

- I dislike homemade food because

---



<https://goo.gl/aE5GRQ>

I can describe the advantages of eating fast, healthy and homemade foods.

Yes

No



## I DO

1. Instructions:

I create a conversation in which I imagine that I am with a friend trying to decide which restaurant we should have lunch. I include:

- Advantages and disadvantages of eating in fast food restaurants.
- The good and bad things of fast, healthy and homemade foods.

Handwriting practice lines with a red margin line on the left.

I can express in an oral form the advantages and disadvantages of eating fast, healthy and homemade foods.

Yes

No



## SELF-EVALUATION

Instructions:

I read the following questions. Then, I fill in the circle in the grid with the best option to answer them.

1. Which is NOT a characteristic of fast foods?

- A) High levels of Fat    B) Low in calories    C) High levels of Sugar    D) Very Greasy

2. Which of the following expressions is NOT used to describe healthy foods?

- A) Steamed    B) Light    C) Nutritious    D) Oily

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## ANSWER KEY

### To start:

1. Vitamins;
2. Proteins;
3. sugar;
4. Cereal;
5. Fibre.

### I learn section:

#### Exercise 2.

Fast foods: not so healthy, too much fat, sugar, calories.

Healthy foods: Salads, lighter, steamed, green apple, granola and yogurt.

### I practice section:

#### Exercise 1.

Answers may vary.

#### Exercise 2.

Answers may vary.

#### Exercise 3.

Answers may vary.

### Self-evaluation

1. B, 2. D

## LESSON 3.2. MY FAVORITE RECIPE IS...

### ACHIEVEMENT INDICATORS:

- Gives instructions for preparing a recipe with logical sequence and correct pronunciation.
- Correctly follows instructions to prepare a recipe from audio and video sources.



## I LEARN

To start the lesson, I read the recipe for a chef's salad that appears below. Then, I fill in the gaps in the instructions with the words given.

## Chef's Salad

add    boil    cut    mix    pour    put    remove    serve slice    salad

### Instructions

- 1) ..... the eggs for 10 minutes.
- 2) ..... up the lettuce leaves and put them into a salad bowl.
- Cut the cheese and the ham into small pieces and add them to the bowl.
- 3) ..... the cucumber and cut the tomato into pieces, then add them to the bowl.
- 4) ..... the shell from the eggs, slice them and put them on top of the 5) .....

### For the dressing

- 6) ..... the mayonnaise, tomato ketchup, olive oil and vinegar into a small bowl and 7) ..... them well.
- 8) ..... salt and pepper.
- Finally, 9) ..... the dressing over the salad.
- 10) ..... with fresh bread.

### Chef's Salad

#### Ingredients

- 2 eggs
- 8 lettuce leaves
- 150g Edam cheese
- 4 slices ham
- 1 small cucumber
- 1 large tomato



#### Dressing

- 2 tablespoons mayonnaise
- 1 tablespoon tomato ketchup
- 1 tablespoon vinegar
- 1 tablespoon olive oil
- Salt and pepper

Instructions: I read the following information about some of the most common sequence adverbs.

## SEQUENCE ADVERBS

Sequence adverbs are used to describe a series of events in relation with one another and the order in which they occurred or to describe a procedure. You can start the description using; First, continue with then, next, afterwards, after that (in any order you like) and conclude with finally or last of all. these sequence adverbs are usually placed at the beginning of a sentence.

Retrieved from: [goo.gl/WjNXtr](http://goo.gl/WjNXtr)

## Example

Coffee is a very popular drink around the world. People drink it at all times of the day. There are several kinds of coffee, but I am now going to describe how instant coffee is produced. First, the coffee beans are picked from the trees and dried in the sun. Then, the beans are roasted and then cooled rapidly before being ground. The beans are then mixed with hot water and the mixture is strained before it is frozen. Finally, the frozen mixture is ground and then dried in a vacuum before it is packed into jars. The coffee is now ready to be sold in shops. Instant coffee is not quite as good as real coffee, but it is very popular and saves a lot of time. The manufacturers have done most of the steps for us!



Retrieved from: [goo.gl/p6izgt](https://goo.gl/p6izgt)

Retrieved from: [goo.gl/W26fuk](https://goo.gl/W26fuk)

2. Instructions: I visit the following link <https://goo.gl/46ERqe>. Then, I watch and listen to the video. I pay attention to the description of the procedure for cooking a dish of chicken with broccoli.

3. Instructions: I watch the video again. I write the recipe procedure, and I include sequence adverbs.

### A delicious recipe

#### CHICKEN WITH BROCCOLI

##### Recipe

1. Three boneless chicken breasts
2. One egg
3. One tablespoon cornstarch
4. One tablespoon of vegetable oil
5. Broccoli... etc.





I can identify the main sequence adverbs that can be used to describe recipe of a dish.

Yes

No



## I PRACTICE

Instructions:

1. I read the following recipe about how to cook a French toast. I put the steps in order by using numbers from 1 to 6.

\_\_\_\_\_ Next, add a little milk and vanilla to give it a better a taste.

\_\_\_\_\_ Second, crack them open, and stir them together with a fork until evenly blended.

\_\_\_\_\_ First, get a couple of eggs from the refrigerator.

\_\_\_\_\_ Finally, when you finish, serve with syrup, whip cream, and your favorite jam.

\_\_\_\_\_ Then, begin dipping your toast in the mixture until the egg soaks into the bread.

\_\_\_\_\_ After, cook the pieces on a low temperature in the skillet for five minutes, standing close by to ensure that it doesn't burn.



Retrieved from: [goo.gl/aBRbKu](http://goo.gl/aBRbKu)

2. Instructions: I read the following recipe about how to make a sandwich. I add the sequence adverbs that I consider should be used for introducing each step in the procedure.

\_\_\_\_\_, Choose the type of bread of your preference. Only make sure that it is fresh.

\_\_\_\_\_, you can add mayonnaise or any other dressing that you like. This is very important to give moisture to your sandwich.

\_\_\_\_\_, choose the toppings that you like the most. The most common are tomato and lettuce.

\_\_\_\_\_, add a filling of your preference. For example, some people use ham, chicken, eggs, tuna fish, etc.

\_\_\_\_\_, you can eat your sandwich cold or you can toast the bread to make it more



Retrieved from: [goo.gl/uFYH6x](http://goo.gl/uFYH6x)

Instructions: I go to the following link [goo.gl/fW18a3](https://goo.gl/fW18a3), and I watch the video of Mr. Bean making a sandwich. I write the steps that he follows to prepare his sandwich, and I use sequence adverbs.



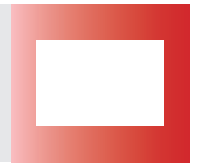
Retrieved from: [goo.gl/9dvxvD](https://goo.gl/9dvxvD)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

Recognize and use appropriately sequence adverbs when listening to audios and videos about recipes.

Yes

No



## I DO

Instructions:

1. I ask a relative or a friend about his favorite dish. I ask the person to describe the procedure and ingredients used for cooking it. Then, I write the name of the dish, the ingredients and I describe the procedure by using adverbs of sequence. I can use the recipes in the “I practice” section as models.

---

---

---

---

---

---

---

---

---


---

2. Instructions: I imagine that I have been invited for a famous cooking TV show. I need to present the recipe of my favorite dish. I mention the name of recipe, the ingredients, and the procedure. I include sequence adverbs. Then, I present it to a relative or friend.

Handwriting practice lines with a vertical red margin line on the left.

I can ask for and describe the steps for cooking a dish while using sequence adverbs.

Yes  No

 **SELF-EVALUATION**

Instructions:  
I read the following questions. Then, I fill in the circle in the grid with the best option to answer them.

1. Which of the following words is NOT a sequence adverb?  
A) First      B) Then      C) Therefore      D) Finally

2. Which of the following recipes is using sequence adverbs incorrectly?

<p>A) How to cook sunny side up eggs? First, put a frying pan on the stove. Then, pour some oil on it and let it get hot for around 30 seconds. After that, crack the eggs open on the pan. Let them get fried. Finally, serve them in a plate.</p>	<p>B) How to make a cup of coffee? Next, you need to put some water to boil. Second, you pour coffee and sugar in a cup. Finally, you add the boiled water. Then, you drink it.</p>
<p>C) How to prepare chicken soup? First, put some water to boil. Next, add some chicken and wait for some minutes. Then, you add the vegetables of your preference. Finally, add some salt and herbs to make it tastier.</p>	<p>D) How to prepare pasta? First, put some water in a pot, and let it boil. After that, you need to add the pasta and let it get cooked for five minutes. Then, you take it out, and you put it on a pan with oil, herbs and salt. Finally, you add the tomato sauce.</p>

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## ANSWER KEY

### To start:

1. Boil; 2. Cut; 3. Slice; 4. Remove; 5. Salad; 6. Add; 7. Mix; 8. Put; 9. Pour; 10. Serve.

### I learn section:

#### Exercise 2.

Answers may vary.

### I practice section:

#### Exercise 1.

1. First, get a couple of eggs from the refrigerator.
2. Second, crack them open, and stir them together with a fork until evenly blended.
3. Next, add a little milk and vanilla to give it a better a taste.
4. Then, begin dipping your toast in the mixture until the egg soaks into the bread.
5. After, cook the pieces on a low temperature in the skillet for five minutes, standing close by to ensure that it doesn't burn.
6. Finally, when you finish, serve with syrup, whip cream, and your favorite jam.

#### Exercise 2.

##### Possible answers

First, choose the type of bread of your preference. Only make sure that it is fresh.

Second, you can add mayonnaise or any other dressing that you like. This is very important to give moisture to your sandwich.

Next, choose the toppings that you like the most. The most common are tomato and lettuce.

Then, add a filling of your preference. For example, some people use ham, chicken, eggs, tuna fish, etc.

Finally, you can eat your sandwich cold or you can toast the bread to make it more

#### Exercise 3.

Answers may vary.

### Self-evaluation:

1. C)
2. B)

# LESSON 3.3. I LOVE ROASTED BEEF!

## ACHIEVEMENT INDICATOR:

Confidently and respectfully describes eating habits, cooking terms and recipes.



## I LEARN

To start the lesson, I reflect on the following questions:

- What kind of eating habits do I have?
- What food do I like the most?
- What food is good for my health?



**1. Instructions:** I read aloud the following vocabulary about cooking terms.

dietary supplements

lean meat

skim milk

fat-free

low calorie

sugar free

low-sodium

protein

carbohydrates



2. Instructions: I look for the meaning of the words in a dictionary or translator, and I complete the chart below by writing a short definition.

WORD	DEFINITION
Dietary supplements	
Lean meat	
Skim milk	
Fat- free	
Low calorie	

WORD	DEFINITION
Sugar free	
Low-sodium	
Protein	
Carbohydrates	

3. Instructions: I match the words about cooking actions that are in the box with the pictures below.

1. Cut      2. Chop      3. Bake      4. Steamed      5. Stir  
 6. Mix      7. Roast      8. Slice      9. Blend



Retrieved from: [goo.gl/yf6Zjs](http://goo.gl/yf6Zjs)



Retrieved from: [goo.gl/vMiR7j](http://goo.gl/vMiR7j)



Retrieved from: [goo.gl/i9YkXT](http://goo.gl/i9YkXT)



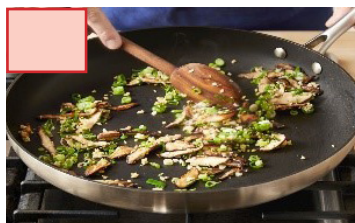
Retrieved from: [goo.gl/sBmMq1](http://goo.gl/sBmMq1)



Retrieved from: [goo.gl/biyiqm](http://goo.gl/biyiqm)



Retrieved from: [goo.gl/VFi8ov](http://goo.gl/VFi8ov)



Retrieved from: [goo.gl/a5uyAa](http://goo.gl/a5uyAa)



Retrieved from: [goo.gl/hbuBmf](http://goo.gl/hbuBmf)

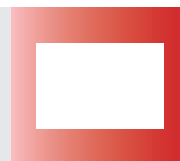


Retrieved from: [goo.gl/kaUaXp](http://goo.gl/kaUaXp)

I can identify some vocabulary about cooking actions and eating habits.

Yes

No







# I PRACTICE

Instructions:

1. I complete the chart with the names of foods that can be used with the actions that you can see in the smoke.

1. cut

2. chop 3. bake 4. steam

5. stir 6. mix

7. roast 8. slice

9. blend



1. vegetables, some fruit...

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

2. Instructions: I complete the chart with names of food that belong to each category.

Dietary supplements	Vitamin C pills...
Lean meat	Chicken...
Carbohydrates	Potato...
Fat- free	Fat-free cheese...
Low calorie	Skim milk...

Dietary supplements	Vitamin C pills...
Lean meat	Chicken...
Carbohydrates	Potato...

3. Instructions: I answer the following questions about my family and my country's eating habits.

1. Does my family eat lean meat or drink skim milk?



---

---

---

2. Do people eat a lot carbohydrates and fat foods in El Salvador?



---

---

---

3. Does my family like steamed or roasted foods instead of fat or fast foods?



---

---

---

4. Do Salvadorians have a sugar free and fat free diet or a very high calorie diet?



---

---

---

5. Do I know any recipe that is sugar free and fat free



---

---

---

Can I recognize and use vocabulary about cooking terms and actions to talk about eating habits.

Yes

No







## I DO

### 1. Instructions:

I imagine that I have been invited to give a speech (oral presentation) in a school about Salvadorian bad eating habits. I prepare my speech by writing it down. I need to explain why Salvadorian people have health problems because of the food that they eat, and how they can change the situation. I include:

- Examples of healthy foods that people can consume.
- Vocabulary about cooking terms.



Eating habits

Handwriting practice lines for the first section, consisting of a vertical red margin line on the left and several horizontal blue lines.

2. Instructions: I imagine that one of my relatives wants to change his or her eating habits because he or she has obesity or diabetes. I look for healthy recipes that he or she can cook. Then, I describe him or her the recipe and procedures for cooking it. I include:

- Name of the recipe.
- A short explanation of why this recipe is good for people's health.
- Vocabulary about cooking terms and actions.
- Sequence adverbs.

3. Instructions: After I write my recipe, I share it with one of my relatives or friends.

Handwriting practice lines for the second section, consisting of a vertical red margin line on the left and several horizontal blue lines.



## SELF-EVALUATION

Instructions:

I read the following questions. Then, I fill in the circle in the grid with the best option to answer them.

1. What is an example of a fat-free food?

A) Tomato

B) Fried chicken

C) Pupusas

D) All of them

2. What is something that I can chop?

A) Water

B) Soda

C) Onions

D) All of them

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## ANSWER KEY

### I learn section:

#### Exercise 2.

Dietary supplements: They can be in forms of pills that people consume like vitamins, minerals, etc.

Lean meat: It is meat that has low fat levels.

Skim milk: Milk that has low levels of calories.

Fat-free: All the foods that do not contain any kind of fat.

Low calorie: Foods that have low levels of calories

Sugar free: All the foods that do not have sugar.

Low-sodium: Foods that have low levels of salt.

Protein: They are one of the most important sources for nutrients for muscles.

Carbohydrates: They are one of the most important sources of energy.

### Exercise 3.



### I practice section:

#### Exercise 1, 2, and 3.

Answers may vary.

#### Self-evaluation:

1. A

2. C

# LESSON 3.4. I READ IT IN THE NEWSPAPER.

## ACHIEVEMENT INDICATOR:

Identify specific information in magazine and newspaper articles.



## I LEARN

To start the lesson, I reflect on the following questions:

- 1. Can I scan texts from any sorts?
- 2. Am I able to identify the sequence of events for a newspaper story or magazine?
- 3. Do I remember the first type of conditional sentences?



**1. Instructions:** I read the following information about the first conditional. I take notes in my notebook.

**FIRST TYPE OF CONDITIONAL:** It is used to express that the action in the main clause (without if) can only take place if a certain condition (in the clause with if) is fulfilled.

Example: If I eat properly (if clause), I will have a good health (main clause).

Simple Present Tense

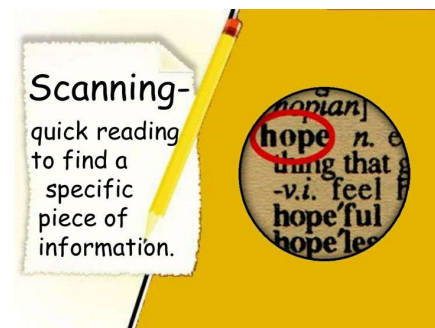
Future Tense with Will

**Note:** I need to remember that when the “If clause” is at the beginning, I need to use a comma in the middle. However, if the “if clause” is in the middle I do not use comma.

**2. Instructions:** I read the following information about the reading technique called scanning.

### Scanning

It is a reading technique in which I need to focus on finding or looking for specific information. In other words, the focus is to identify an exact or precise word, sentence or idea.



3. Instructions: I read the following article from a healthy magazine. Then, I answer the questions below.

### Frozen Grapes

“When I want to crush a sweet craving with something healthy, I go for frozen grapes. First, I keep a stash in the freezer. They are a sweet treat and natural source of antioxidants and other polyphenols. Then, they get frozen, and it takes longer to eat them, which may help my sweet tooth pass. Finally, I eat them. I probably have them a couple of times a week and will occasionally coat them in vanilla Greek yogurt for a cool and creamy treat, or blend them for a bit of sorbet effect. Three quarters of a cup of grapes has just 90 calories.”



Retrieved from: <https://goo.gl/A4La64>

—Marisa Moore, RDN, nutritionist based in Atlanta

Questions	My answers
1. What is the name of the fruit that is mentioned in the article?	
2. What’s the name of the author of the article?	
3. Which are the vitamins that grapes have?	
4. What’s the effect that blending grapes can have?	

I can identify the first conditional, and I know what scanning a text is.

Yes

No



## I PRACTICE

Instructions:

1. I write sentences about healthy food and snacks while using the first conditional. For example, “If I eat vegetables every day, I will be healthy.”



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



2. Instructions: I read the following excerpt from a newspaper about junk food. Then, I answer the questions below.



<https://goo.gl/H6yR2Q>

The term "junk food" has been around since the early 1970s, when the Center for Science in the Public Interest began using it to raise awareness of foods it considered to be unhealthy. Although not everyone agrees on exactly which foods should be considered junk foods, the term is generally used to describe foods that are high in calories and low in nutrients. Junk foods tend to contain large amounts of fat, sugar, and salt. Junk foods also tend to be processed, which means they usually contain artificial flavorings and additives, and are packaged in boxes, cans or bags. Some common examples of junk foods include sodas and snack foods, such as potato chips, crackers and candy. Popular fast-food items, like hamburgers and French fries, are also often lumped into the category of junk foods because they often contain lots of calories but not many nutrients.

1. When did the term junk food appear?



---

---

---

2. What foods are considered to be junk?



---

---

---

3. What does junk food contain?



---

---

---

4. What are some examples of junk foods?



---

---

---

5. Why are French fries considered to be junk food?



---

---

---



3. Instructions: I read the following extract of a newspaper article about eating healthy food. Then, I rewrite the sentences in the chart by using the first conditional.

# Eat your way to energy and vitality

Are you looking to kick-start your new year with good intentions but soon get tempted when we are feeling tired and discover a leftover Quality Street or smell the aroma of strong coffee?

**Jenny Lee gets some energy-boosting tips from Belfast nutritionist Jane McClenaghan**

ONE week into 2014, how many of you have broken those new year resolutions already? Most of us start the new year with good intentions but soon get tempted when we are feeling tired and discover a leftover Quality Street or smell the aroma of strong coffee.

Belfast nutritionist Jane McClenaghan, suggests we should see eating healthily as "a way of life" rather than diet or set resolutions.

"Diet, exercise and destressing is the key to health. I truly believe that by making small changes to everyday eating habits, people can soon get a spring back into their step, lose weight and ultimately prolong their life."

Jane has been a nutritional therapist for more than 15 years and in that time she has helped thousands of people to make easy, manageable changes to their diets for the good of their health.

Her *Vital Nutrition Cookbook* is packed full of delicious and nutritious recipes and practical nutritional advice.

"My biggest aim with the new book is to inject a little positivity and fun back into the kitchen, give readers an understanding of how a low GI diet has the power to replenish their zest for life, as well as ideas on how to eat well on a budget."

"This combined with over 50 deliciously mouth-watering recipes to help vitilise energy levels and ignite your energy levels."

Winter is a particularly energy-sapping time – from dark nights and cold weather to Christmas stress and over-indulgence. As a result, many of us grab fast food and comfort food and as a result, our energy levels drop.



Psychiatrists, at any given time, one in five people feel chronically tired, and one in 10 have prolonged fatigue, with diet being a major contributory factor.

"Our energy drops in the winter because of the lack of vitamin D from sunshine. But eating comfort foods and carbs such as bread, rice and pasta drops your energy levels more," says Jane.

"However, sugary foods are great for a short-term fix but you need a more sustained energy release." Instead of grabbing a sandwich for lunch, Jane encourages people to consider investing in a food flask (a wider riced flask with a spoon) and filling it not just with soup.

"Our energy drops in the winter because of the lack of vitamin D from sunshine. But eating comfort foods and carbs such as bread, rice and pasta drops your energy levels more"

"Lamb tagine and curries are great winter warmers and liberally give you a leg in a slug."

If you must eat bread, opt to heat it in a low GI food which gives a sustained energy release.

Swapping to another cereal for many, who hit that afternoon slump and reach for the munchies. We naturally think of fruit as the perfect snack food – but Jane even issues a warning with those vitamin-packed treats.

"To help sustain your energy levels, its best to choose lower-sugar fruit and combine it with a little protein – just a few nuts or seeds will do the trick," she says.

Food grows in temperate climates,

such as bread, tend to have a lower sugar content than tropical fruit, so it's best to eat an apple rather than a mango.

Ideal healthy snacks include hummus with carrot sticks, nutty apple slices, oatcakes with nut butter, dark chocolate and natural yogurt.

Flavoured yogurts, even though they claim to be 0 per cent fat, should also be avoided as they contain artificial sweeteners which only make you crave more sugar.

"For people who don't like natural yogurt, add fruit or a squirt of agave syrup. Or you can even mix in some of flavoured yogurt, as at least you are getting less sugar," Jane says.

Similarly diet drinks should be avoided. "You are just drinking a can of chemicals," she warns.

If you are a fizzy-drink addict, Jane has help for weaning you off. "By replacing fizzy drinks with apple juice diluted half and half with sparkling water for a drink that is fairly low in sugar, tastes sweet and will give you the fizzy sensation you crave."

For snacks or breakfast on the run, homemade flapjacks are both cheaper and more nutritious.

Therefore we should avoid ludo, Cokes, which have a very high sugar level, and eat a digestive, which also gives you fibre.

For people who don't like natural yogurt, add fruit or a squirt of agave syrup. Or you can even mix in some of flavoured yogurt, as at least you are getting less sugar," Jane says.

Similarly diet drinks should be avoided. "You are just drinking a can of chemicals," she warns.

If you are a fizzy-drink addict, Jane has help for weaning you off. "By replacing fizzy drinks with apple juice diluted half and half with sparkling water for a drink that is fairly low in sugar, tastes sweet and will give you the fizzy sensation you crave."

"I suggest people start by changing these simple things over the course of a week – this could be to drink more water, reduce sugar content and eat a healthy breakfast," she says.

See online for more of Jane's delicious healthy recipes

ONE week into 2014, how many of you have broken those new year resolutions already? Most of us start the new year with good intentions but soon get tempted when we are feeling tired and discover a leftover Quality Street or smell the aroma of strong coffee.

Belfast nutritionist Jane McClenaghan, suggests we should see eating healthily as "a way of life" rather than diet or set resolutions.

"Diet, exercise and destressing is the key to health. I truly believe that by making small changes to everyday eating habits, people can soon get a spring back into their step, lose weight and ultimately prolong their life."

Jane has been a nutritional therapist for more than 15 years and in that time she has helped thousands of people to make easy, manageable changes to their diets for the good of their health.

Her *Vital Nutrition Cookbook* is packed full of delicious and nutritious recipes and practical nutritional advice.

"My biggest aim with the new book is to inject a little positivity and fun back into the kitchen, give readers an understanding of how a low GI diet has the power to replenish their zest for life, as well as ideas on how to eat well on a budget."

Retrieved from: [goo.gl/e7oj2B](http://goo.gl/e7oj2B)

- When people feel tired of their New Year resolution, they feel tempted to eat again.  
**First Conditional Sentence:** When people feel tired of their New Year resolution, they will feel tempted to eat again.
- Belfast thinks that we can have better results when we see eating healthily as a "way of life."  
**First Conditional Sentence:** \_\_\_\_\_
- When people have a diet, do exercise, and destress, they have a healthy life.  
**First Conditional Sentence:** \_\_\_\_\_
- People can have a spring back into their step when they make small changes to everyday eating habits.  
**First Conditional Sentence:** \_\_\_\_\_
- When people make small changes in their eating habits, they can lose weight and prolong their life.  
**First Conditional Sentence:** \_\_\_\_\_
- People have the opportunity to replenish their zest for life when they have a low GI diet.  
**First Conditional Sentence:** \_\_\_\_\_

I can scan magazine and newspapers articles for specific information while using the first conditional.

Yes

No



## I DO

Instructions:

1. Instructions: I create a speech about how people can have a longer life if they eat healthy foods. I include at least five first conditional sentences.

---



---



---



---

I can use the first conditional to talk about how people can have a better and longer life.

Yes

No



## SELF-EVALUATION

Instructions:

I read the following questions. Then, I fill in the circle in the grid with the best option to answer them.

1. What is scanning?

A) A writing technique

B) Reading for specific information

C) Reading Fast

D) Writing specifically

2. What's the characteristic of the RESULT CLAUSE in the first conditional?

A) I use the simple present

B) I use Will for future meaning

C) I use the word "if"

D) All of them are correct

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## ANSWER KEY

### I learn section:

#### Exercise 3:

1. Grapes.
2. Marisa Moore.
3. Antioxidants and other polyphenols.
4. Sorbet Effect.

### I practice section:

#### Exercise 2:

1. The term "junk food" has been around since the early 1970s, when the Center for Science in the Public Interest began using it to raise awareness of foods considered unhealthy.
2. The term is generally used to describe foods that are high in calories and low in nutrients.
3. Junk foods tend to contain large amounts of fat, sugar, and salt. Junk foods also tend to be processed.
4. Some common examples of junk foods include sodas and snack foods, such as potato chips, crackers and candy.
5. They' considered junk food because they often contain lots of calories but not many nutrients.

#### Exercise 3:

1. When people feel tired of their New Year resolution, they will feel tempted to eat again.
2. Belfast thinks that we will have better results if we see eating healthily as a "way of life."
3. If people have a diet, do exercise, and distress, they will have a healthy life.
4. People will have a spring back into their step if they make small changes to everyday eating habits.
5. If people make small changes in their eating habits, they will lose weight and prolong their life.
6. People will have the opportunity to replenish their zest for life if they have a low GI diet.

#### Self-evaluation:

1. B 2. B



# UNIT 4. INTERNATIONAL TOURISM

Estimated time: 20 hours

## UNIT OBJECTIVES

- Interpret oral and written language related to advertisements, tourist sites, hotel reservations and travel advice in spoken and written texts in order to communicate appropriately.
- Generate oral and written language by giving information concerning advertisements, tourist sites, hotel reservations and travel advice in order to consolidate his/her language proficiency level.

## LESSON 4.1. I'LL MAKE A RESERVATION!

### ACHIEVEMENT INDICATORS:

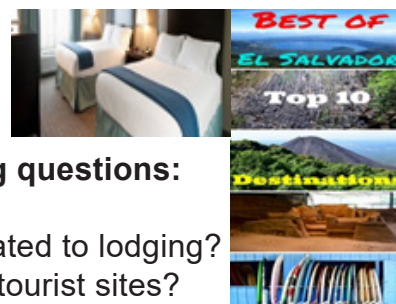
- Successfully recognizes concepts and definitions related to advertisement, tourist sites, hotel reservations and travel advice in written texts.
- Politely and respectfully asks for and gives information about tourist sites.



## I LEARN

To start the lesson, I reflect on the following questions:

- 1. Do I know any lexicon and structures related to lodging?
- 2. Can I ask and give information on about tourist sites?



1. **Instructions:** I read aloud the following travel tips.

### Best Travel Tips

1. Make a list of items.
2. Separate your sources of money.
3. Take a travel first aid kit.
4. Pack extra underwear.
5. Make photocopies of important documents.
6. Wear sunscreen.
7. Pre-plan your outfits.
8. Stay hydrated.
9. Beware of free public Wi-Fi.
10. Learn common phrases of the local language.



Retrieved from: <https://goo.gl/CDgz6a>

2. Instructions: I read the following conversation, and I pay attention to the words in bold.



Retrieved from: <https://goo.gl/psPMUe>

Agent: Thank you for calling worldwidehotels.com! How can I help you?

Kathy: Well, I'm on your website, and I would like to **make a reservation**.

Agent: I'll be happy to help you. Where will you travel?

Kathy: I will travel to Panama. **Do you think hotels are crowded?**

Agent: **How many rooms would you like to book?**

Kathy: **I would like** two rooms.

Agent: Umm...Let me confirm... Sorry, I'm checking here and I have only one room for two people. Is that ok with you?

Kathy: Does it have **room service** and some space for **luggage** and **suitcases**?

Agent: Yes, I'm checking here, and it does have plenty of space.

Kathy: And what is the **housekeeping service** like?

Agent: Actually, our service of housekeeping is one of the best ones.

Kathy: Awesome! What time do I have to **check in**?

Agent: You need to check in tomorrow at 8:00 a.m.

Kathy: Great! And I'm planning to **check out** after one week.

Agent: Not a problem! Just let me ask you some personal information...

**Note:** I can visit the following link "[goo.gl/nSNcAK](https://goo.gl/nSNcAK)" for extra vocabulary related to hotels.



Retrieved from: <https://goo.gl/TzfWzm>

I can recognize some travel tips, and expressions that are used when travelling to other countries.

Yes

No





# I PRACTICE

Instructions:

1. Instructions: I imagine that my best friend is going on a trip to another country. I give him some travel tips. I can add my own ideas.



<https://goo.gl/t7cMRk>

2. Instructions: I complete the following sentences by using the vocabulary in exercise 2 in the “I learn” section.

1. When I want to book a hotel, I \_\_\_\_\_
2. When I register to officially enter the hotel, I \_\_\_\_\_
3. When I unregister to officially leave the hotel, I \_\_\_\_\_
4. The bags in which I have my belongings when traveling are \_\_\_\_\_
5. The service that maids at the hotel provide is called \_\_\_\_\_

3. Instructions: I answer the following questions by using my own information and ideas.

1. What countries would I like to travel to?



---

---

---

2. What things would you do before traveling to those places?



---

---

---

3. What would you put in your luggage?



Three horizontal red lines for writing.

4. What are two important tips that I should follow if I travel to another country?



Three horizontal red lines for writing.

5. Is it important to choose a hotel with free public Wi-Fi?



Three horizontal red lines for writing.

I can use appropriately use vocabulary related to hotel reservations and traveling tips.

Yes

No



# I DO

1. Instructions:

I create a conversation in which I imagine that one of my friends is taking a trip to Mexico. I give him or her some traveling tips, and I recommend him to book a hotel. I include vocabulary related to making reservations, and traveling tips. Then, I practice with a relative or friend.

Lined writing area with a vertical red margin line on the left.

2. Instructions: I choose a tourist destination that I like from my country. Then, I create a brochure in which I describe the place, give traveling tips, and explain some useful things to do when making hotel reservations. Then, I show it to a neighbor or friend.

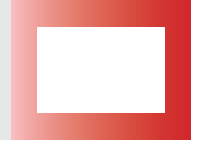


Retrieved from: [goo.gl/9SyYbQ](http://goo.gl/9SyYbQ)

I can describe my favorite destination in another country, and I am able to provide tips about making hotel reservations and travelling.

Yes

No



## SELF-EVALUATION

Instructions:

I read the questions and answer them by filling in the circles below the questions.

1. Which of the following expressions is a good tip when people travel?

A) Stay hydrated. B) Wear sunscreen. C) Travel first aid kit. D) All of them

2. What is the name of the bag that you take with you when travelling?

A) Check in B) Check out C) Suitcase D) All of them

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## ANSWER KEY

I practice section:

**Exercise 1.**

Answers may vary.

**Exercise 2.**

1. Make a reservation
2. Check in
3. Check out
4. Luggage

5. Housekeeping

**Exercise 3.**

Answers may vary.

**Self-Evaluation**

1. D)

2. C)

# LESSON 4.2. DO I KNOW MY COUNTRY?

## ACHIEVEMENT INDICATOR:

Extracts and writes down details about tourist sites from audio sources.



## I LEARN

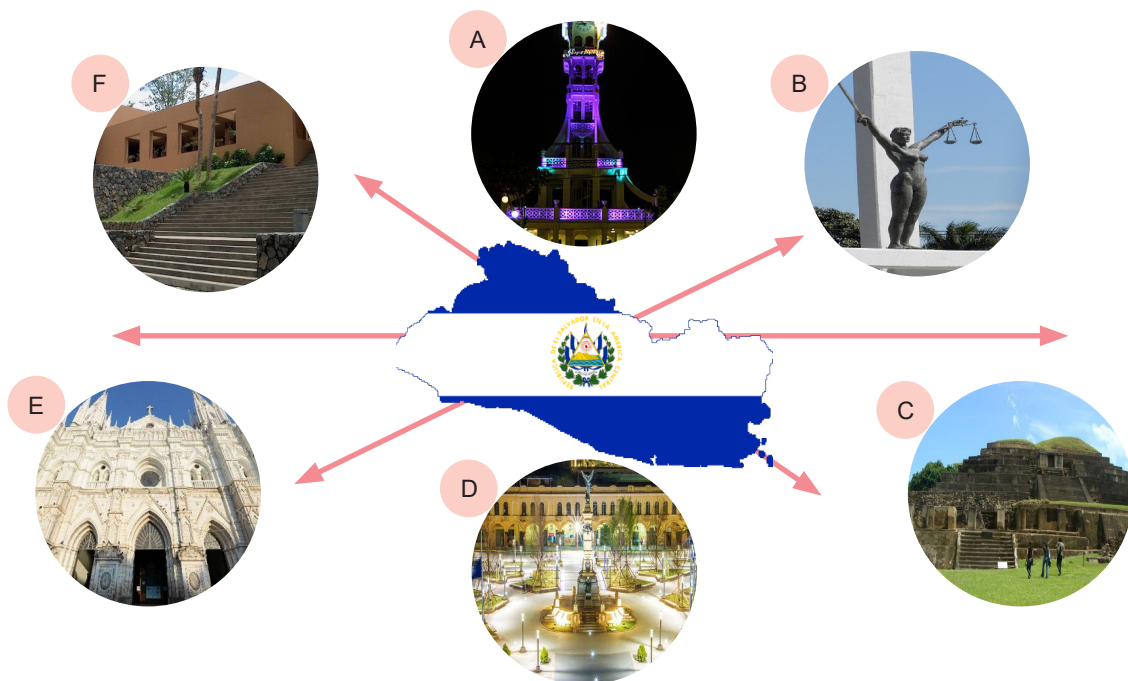
To start the lesson, I answer the following questions:

1. Do I know the names of some of the most famous landmarks in El Salvador?
2. What are some good tourist places in my country to visit with friends? Relatives? Alone?



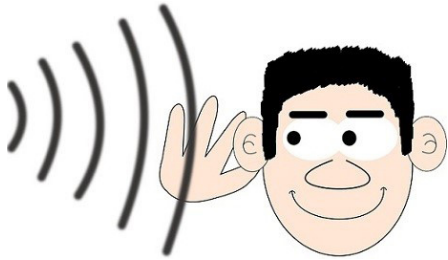
**1. Instructions:** I match the landmarks' names from the box with one of the pictures.

1. Tower    2. Monument    3. Archeological Site    4. Square    5. Church    6. Museum





2. Instructions: I read the following definition of extracting information from an audio. I take notes in my notebook.



### What is extracting information from an audio?

It is the ability to pay attention and look for specific details of pieces of information when I listen to audio material. In other words, it is looking for only specific words, phrases or ideas while I discard the data that is not useful.

#### For example:

I imagine that I watch a video about different types of vegetables, but I need to answer the question “What are the vegetables that contain vitamin A?” This kind of situation is demanding me to focus on listening to the precise information that is related to the question.

I am able to identify some of the most important landmarks or structures from my country, and I can recognize what extracting information is.

Yes

No



## I PRACTICE

Instructions:

1. Instructions: I go to the link “[goo.gl/4nFF11](https://goo.gl/4nFF11)”, and I watch the video titled “El Salvador Needs to be in your Bucket List.” Then, I answer the questions below by choosing the best option.

1. What is the topic of the video?		
a) Tourist Places in El Salvador’s country side	b) Why people should visit El Salvador	c) Interesting history facts about El Salvador
2. What is the purpose of the speaker?		
a) To convince other travelers to visit El Salvador.	b) To present information that is not known about El Salvador	c) To explain why he visited El Salvador

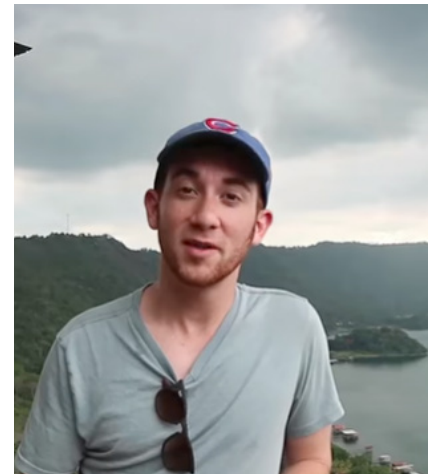
2. Instructions: I watch the video again, and I complete the following diagram with the information that the Drew Binsky provides.

What are the six things that people should know about El Salvador?



3. Instructions: I watch the video one more time, and I complete the summary below with the information that Drew Binsky mentions.

Drew Binsky was surprised to see that it was (1) \_\_\_\_\_ to get to El Salvador. He bought a flight only for (2) \_\_\_\_\_ dollars with Avianca. He saw and learned a lot during his short (3) \_\_\_\_\_. He learned that El Salvador is the (4) \_\_\_\_\_ country in Central America and even smaller than Massachusetts. He walked around San Salvador historic center, and he felt that everything was pretty (5) \_\_\_\_\_. He says that Salvadoran people are extremely warm, (6) \_\_\_\_\_ and happy. He also explains that El Salvador is a land of (7) \_\_\_\_\_ because it has hundreds of them. Besides, he says that El Salvador is one of the (8) \_\_\_\_\_ countries in Latin America because it is affordable.



4. Instructions: I look at the following landmarks of El Salvador that appeared in the video. Then, I write a short description about them in which I provide interesting or important information that tourists should know about them.



**El Rosario Church**  
El Rosario Church is located in San Salvador City...



**La Libertad Square**



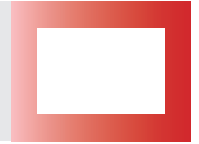
**Izalco Volcano**



I can successfully extract specific information from audio materials about tourist places in my country.

Yes

No



## I DO

1. Instructions:

I choose a tourist place that I like in my country. I describe the type of landmarks that I can find in it. Then, I write a description about it.

Handwriting practice area with a vertical red margin line on the left and a blue horizontal line on the right. The right side features a graphic illustration of a white van with a surfboard and beach gear on its roof, driving on a globe. The text '- Time to Travel -' is written above the van, and 'designed by freemove.com' is at the bottom.

2. Instructions: After I finish my description, I create a poster in which I present some pictures about the tourist place that I selected in the previous exercise. Then, I present the information to a friend of relative.

I am able to provide information about my favorite tourist place in El Salvador and landmarks.

Yes

No





## SELF-EVALUATION

Instructions:

I read the following questions. Then, I fill in the circle in the grid with the best option to answer them.

1. What is a landmark?

- A) famous building
- B) A well-known destination
- C) A monument or object easily recognized from distance
- D) All the definitions are correct

2. What is extracting information from an audio?

- A) Making references
- B) Listening for specific information
- C) Answering questions about vocabulary?
- D) All the options are correct

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### ANSWER KEY

**I learn section:**

**Exercise 1:**

A. Tower; B. Monument; C. Archeological site; D. Square; E. Church; F. Museum.

**I practice section:**

**Exercise 1 :**

1. B; 2. A

**Exercise 2:**

1. It's the smallest country in Central America. It is densely populated.
2. It is safer than the news say.
3. The national dish is "pupusas."
4. Salvadoran people are warm, friendly, and happy.
5. El Salvador is a land of volcanoes.
6. It is affordable and cheap.

**Exercise 3:**

1. Simple; 2. \$120; 3. Visit; 4. Smallest; 5. Safe; 6. Friendly; 7. Volcanoes; 8. Cheapest.

**Exercise 4:**

Student's own answers.

**Self-evaluation:**

1. D 2. B

# LESSON 4.3. WE SHOULD TAKE A TRIP!

## ACHIEVEMENT INDICATOR:

Writes brochures and flyers containing general and specific information on a country's tourist attractions, festivities and local/regional foods.



## I LEARN

To start the lesson, I answer the following questions:

1. Do I know how to use the verbs should and ought to?
2. Do I know my country's tourist attractions?
3. Can I write a brochure or flyer about my country/city's tourist attractions?

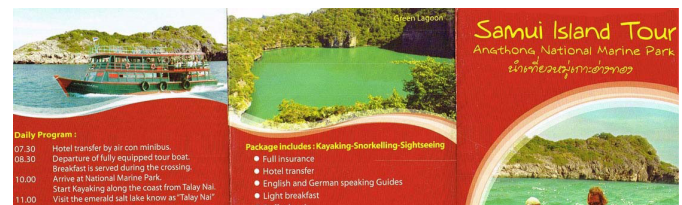


**1. Instructions:** I take a look at the following definitions of a flyer and a brochure. Then, I take notes in my notebook.

**Flyer:** A small handbill advertising an event or product.



**Brochure:** It is a small magazine in which it is described important information about a place, object or product.



**2. Instructions:** I read the following flyer about "El Tunco Beach." I pay attention to the words that are in bold face. Then, I read the information in the chart about "should" and "ought to."

### El Tunco Beach

Are you still wondering where you should go your next vacation?

You should visit El Tunco Beach. It is located only 37 kilometers away from San Salvador City. In this amazing paradise you should expect to see the sun, sea, waves and enjoy the nightlife. You ought to prepare your surfing board as well because this place is popular for having the best waves. You should not worry about money because the place is affordable and the perfect option for big groups of people. Thus, you ought to get ready to have all the best experiences in this unique and beautiful place.



I use “should” and “ought to” to give suggestions or advice to another person.

**Example:**

You should visit El Tunco. = **Subject + should+ verb in base form+ complement.**

You ought to visit El Tunco. = **Subject + ought to+ verb in base form+ complement.**

**Note:** I need to be careful with the verb should and ought to because they do not change even if the subject is a third person.

**Example:**

He should go to Los Cobanos.

I should prepare my surfing board.

She ought to take a lot of food.

We ought to buy souvenirs.



I can identify the difference of a flyer and a brochure, and I know how to use “should” and “ought to” when giving advice.

Yes

No



## I PRACTICE

Instructions:

I read the following brochure about El Pital Forest. I pay attention to the activities that people can do when visiting this attraction, and the characteristics of the place that are described. Then, I complete the chart below by giving some pieces of advice.



I would like to vacation here because...

- > Air fresh blows continuously.
- > The beauty of nature is everywhere.
- > You escape from the city.
- > You can see the city from there.

Fun things to do...

- > You can hang out with your friends.
- > You can walk through rain forests.
- > You can play any outdoor games.
- > You stay in cabins.
- > You can make bonfires.
- > You can have grills outdoors.

**TRAVEL BROCHURE**

---




Some important tips when visiting El Pital Forest

1. You should bring a sweater because the fresh air blows continuously. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

2. Instructions: I look at the pictures of the following tourist destinations in El Salvador, and I write three suggestions or pieces of advice that I would give tourists when visiting the places in relation to food, festivities, and etc.



**National Park El Boqueron**

1. You should visit it during San Salvador City's festivities because at that time is full of people selling food and souvenirs.



**La Costa del Sol Beach**



**La Palma City in Chalatenango**

I can offer suggestions and advice to travelers when they visit tourist attraction in my country.

Yes

No



## **I DO**

1. Instruction:  
I think about my favorite tourist attraction in El Salvador. Then, I read the questions below, and I answer them using my own ideas.

1. What's the name of my favorite tourist place? :
2. Why is the place special?
3. What are some reasons why people should visit it? :
4. What activities can or should people do in this place?
5. Which foods can or should people eat in this place?

2. Instructions: I create my own brochure. I use the information that I wrote in the previous exercise about my favorite tourist place in El Salvador. I use the following model of a brochure or I can create my own version. I should not forget to add pictures or draws of the place. After I finish my brochure, I share it with a friend or relative.

	Fun things to do...	TRAVEL BROCHURE
I would like to vacation here because...		

I can create my own brochure and provide advice and suggestions in a written form about tourist destinations, festivities, and local food in my country.

Yes

No





## SELF-EVALUATION

Instructions:

I read the questions and answer them by filling in the circles below the questions.

1. Which of the following statements is using “should” incorrectly?

- A) You should eat pupusas they are delicious.
- B) You should not take sandals when going to El Pital.
- C) You should to play soccer at the beach.
- D) You should not take a swimming suit when visiting El Boquerón.

2. Which of the following is not an element that should be included in a brochure of a tourist place?

- A) Name of the place.
- B) Activities to do in the tourist attractions.
- C) Some tips for tourists.
- D) The name of the mayor of the city.

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### ANSWER KEY

I practice section:

Exercise 1: Answers may vary.

Exercise 2: Answers may vary.

I do section:

Exercise 1: Answers may vary.

Self-evaluation:

1. C 2. D



# LESSON 4.4. WILL I TRAVEL THIS YEAR?

## ACHIEVEMENT INDICATOR:

Describes future plans with grammatical and lexical accuracy.



## I LEARN

To start the lesson, I answer the following questions:

1. Will I study English tomorrow?
2. What will I do today in the afternoon?
3. Will I get a job in a big Company?
4. Where will I live in ten years?

**1. Instructions:** I read aloud the following vocabulary related to plans when travelling to other countries. Then, I add my own ideas in the square below.

Get a tourist

Take a tour

Book a hotel

Travel around the world

Learn some useful expressions in the local language

Visit a famous landmark

Visit historical places

Take an airplane

Visit natural attractions

Things to plan before traveling

---

---

---

---

---

---

---

---

**2. Instructions:** I read the following information about the structures that I can use to talk about my future.

be (not) going to

It is used to state that an event is certain to occur

will / will not

It is used to state that an event is less certain to happen

may / may not

It is used to state that something will possibly happen.

Examples:

I am going to travel to Canada next week.	I have the airplane ticket. I booked the hotel, and I have everything ready.
I will travel to Canada.	I don't know when, but one day I will visit Canada.
I may visit Canada.	I am not sure because I like other places.

Note: I can use probably with WILL to make it sound even less certain.

Examples: I will visit New York. **(One day I will visit New York).**

I will **probably** visit New York. **(I am not sure if I will actually visit this place).**

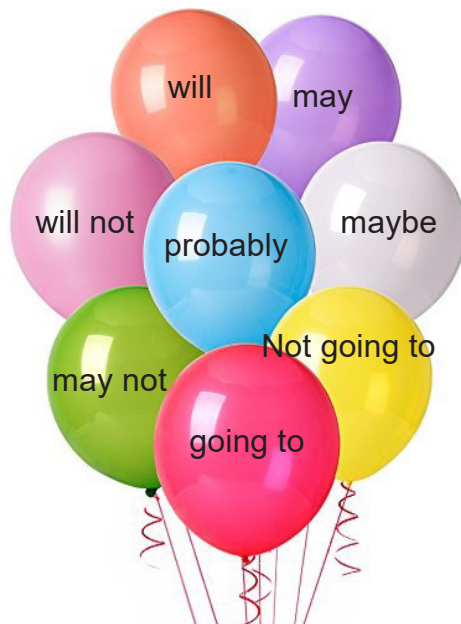
I know the structures that I can use to talk about my future plans. Yes <input type="radio"/> No <input type="radio"/>	<input type="checkbox"/>
---	--------------------------



## I PRACTICE

### 1. Instructions:

I read the following description where Nell is talking about her plans for her trip to Japan. I complete the description by using the words and phrases in the balloons.



### My Trip to Japan

I am very excited because I have always wanted to visit Japan. I \_\_\_\_\_ take my airplane at 7:30 a.m. next Saturday. My family \_\_\_\_\_ take me to the airport, but my boyfriend \_\_\_\_\_ come because his mother is in the hospital. I feel sad because I \_\_\_\_\_ see his face before leaving El Salvador. Well, once I get to Japan, I \_\_\_\_\_ stay in a hotel because I will be staying in the house of my friend Haruka. In Japan, I \_\_\_\_\_ visit many places, but I will \_\_\_\_\_ not visit Mount Fuji because people say that it is dangerous. \_\_\_\_\_ I will visit a Buddhist Temple. I think the experience would be interesting.

Retrieved from: <https://goo.gl/6hWu7f>

2. Instructions: I read the Nell's description again. Then, I write down five plans that Nell has for her future trip.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

3. Instructions: I imagine that I won a trip to Mexico. Then, I write some sentences in which I describe the plans that I have for my trip to this country.

will / will not

(not) be going to

may / may not

probably

I can use future tenses structures and traveling lexicon to describe my and other people's trip plans.

Yes

No



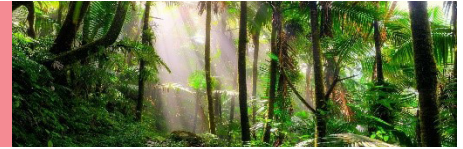


# I DO

Instructions:

1. My best friend is visiting Guatemala on his next vacation, and he will go to different places like forests, beaches and tourist towns. I write sentences describing his plans for each place.

Red rectangular writing area for the first part of the assignment.



Red rectangular writing area for the second part of the assignment.



Red rectangular writing area for the third part of the assignment.



2. Instructions: I imagine that I am taking a trip to a country that I like. Then, I create a conversation in which one of my relatives and I are talking about our future plans. I include vocabulary about travelling plans and future grammar structures.

Handwriting practice area with horizontal blue lines and a vertical red margin line on the left.

I can use travelling plans lexicon and future tenses to describe my plans for the future.

Yes

No





## **SELF-EVALUATION**

Instructions:

I read the questions and answer them by filling in the circles below the questions.

1. What is the best expression to complete the sentence “ I \_\_\_\_\_take many pictures. I already bought a new camera”?

- A) will    B) am going to    C) am not going to    D) maybe

2. What is best expression to complete the sentence “ I think that I \_\_\_\_\_visit my relatives in Puerto Rico my next vacation, but I am not sure”?

- A) may    B) maybe    C) am not going to visit    D) probably

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### **ANSWER KEY**

#### **Exercise 1.**

1. Am going to
2. Will
3. May not
4. Will not
5. Am not going to
6. May
7. Probably
8. Maybe

#### **Exercise 2.**

Answers may vary.

#### **Exercise 3.**

Answers may vary.

Self-evaluation :

**1. B**

**2. A**

# UNIT 5. THE ENVIRONMENT AROUND THE WORLD

Estimated time: 20 hours

## UNIT OBJECTIVES

- Interpret oral and written language related to health matters and environmental issues by listening and reading authentic texts in order to fulfill communication needs in the target language.
- Generate spoken and written language by conveying information on health matters and environmental issues in order to consolidate his/her knowledge of the language and the world.



## LESSON 5.1. LET'S BE CAREFUL WITH GLOBAL WARMING!

### ACHIEVEMENT INDICATOR:

Clearly gets the notions of finished and unfinished continuous actions from peers' oral input and other authentic sources.



## I LEARN

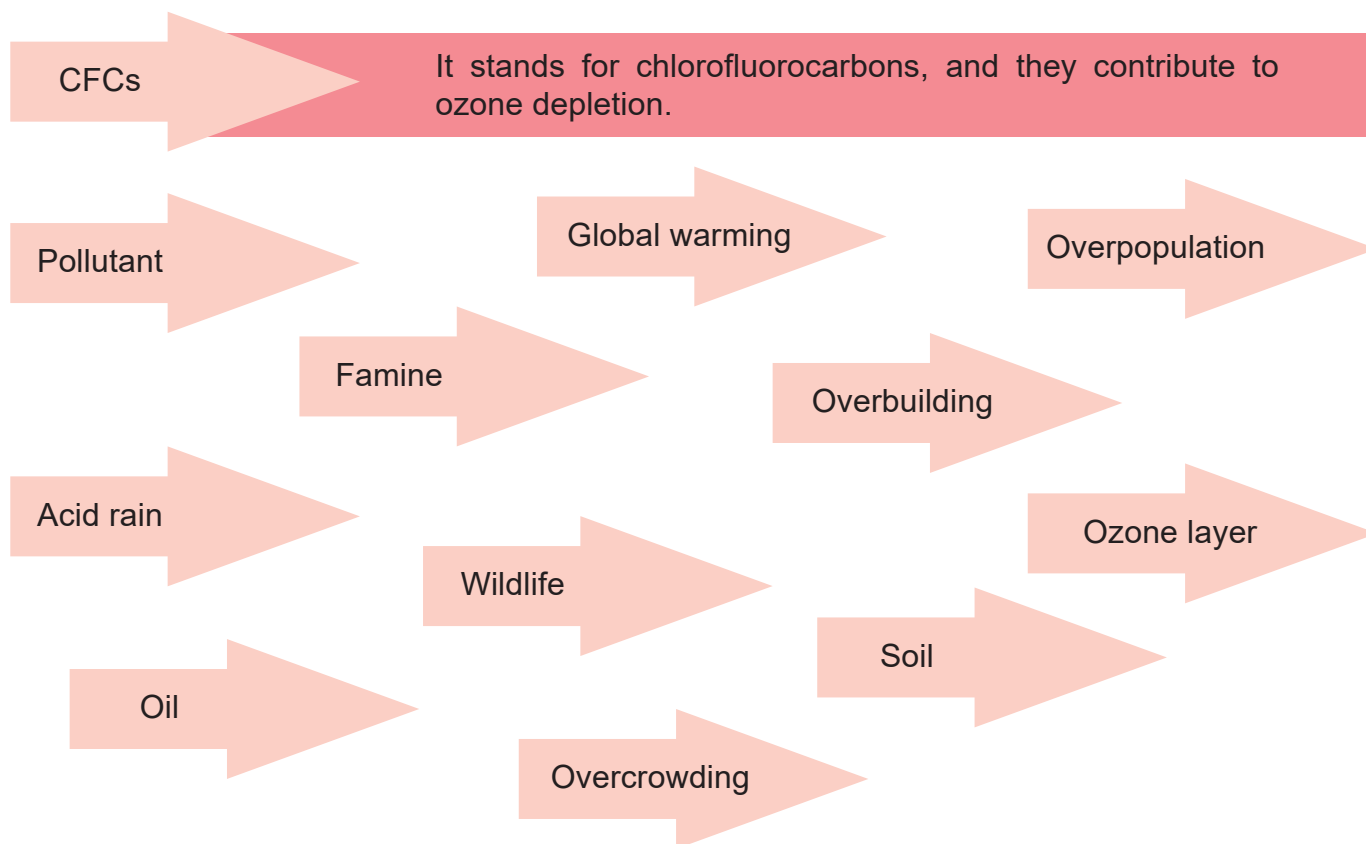
To start the lesson, I reflect on the following questions:

- 1. What do I know about the environment in the world?
- 2. What do I know about finished and unfinished continuous actions?



1. Instructions: I read aloud the following vocabulary related to environmental problems. I search for the meaning of the words, and I write the definitions on my notebook.

### VOCABULARY



2. Instructions: I read the following explanation about the Present Perfect Continuous tense.

#### PRESENT PERFECT CONTINUOUS

The present perfect continuous is used to describe actions that started in the past and continue in the present. The activities, actions or events are usually unfinished continuous actions.

EXAMPLE OF THE TENSE	Affirmative	People have been deteriorating the ozone layer.
	Negative	People have not been doing anything to help the environment.
	Yes/No question	Have people been doing anything to help the environment?

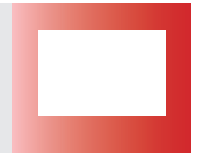
**Note:** In the present perfect continuous tense I use two auxiliary verbs. One is have/ has, and the other one is been. After that, I need to use verb in continuous form.



I know vocabulary related to environment problems, and I can identify the structure of the present perfect continuous tense.

Yes

No



## I PRACTICE

### 1. Instructions:

I complete the following sentences about environmental concerns by using the present perfect continuous.

1. Many pollutants in the air \_\_\_\_\_ (produce) health problems.
2. Governments \_\_\_\_\_ (not/create) laws that can protect wildlife.
3. Acid rain \_\_\_\_\_ (affect) the plantations in the countryside.
4. Overpopulation in cities \_\_\_\_\_ (cause) the disappearance of green spaces.
5. \_\_\_\_\_ people \_\_\_\_\_ (use) more oil these days?
6. \_\_\_\_\_ overpopulation \_\_\_\_\_ (deplete) natural resources?
7. Overbuilding \_\_\_\_\_ (contribute) to increase environmental matters.
8. People \_\_\_\_\_ (not/help) to protect the environment.

2. Instructions: I write present perfect continuous sentences with the vocabulary below.

Famine

\_\_\_\_\_

Global warming

\_\_\_\_\_

Wildlife

\_\_\_\_\_

Overpopulation

\_\_\_\_\_

Soil

\_\_\_\_\_

3. Instructions: I read the following questions. I answer them by using the present perfect continuous.

1. What do I think of pollutants?



---

---

---

2. What do I think of acid rains?



---

---

---

3. What do I think of wildlife?



---

---

---

4. What do I think of overbuilding?



---

---

---

5. What do I think of overcrowding?



---

---

---

I can create sentences related to environmental concerns while using the present perfect continuous tense.

Yes

No







# I DO

Instructions:

1. Instructions: I read the article about global warming with a member of my family. After, I discuss the ideas in it, I write sentences using the present perfect continuous to describe the ways in which we have been helping the environment.


Example: I have been turning off my computer when I am not using it.

Causes	Consequences	Solutions
<ul style="list-style-type: none"> <li>• A build up of greenhouse gases in the atmosphere</li> <li>• Pollution from coal, natural gas and oil</li> <li>• CO2 from airplanes and vehicles and industrial activities + other greenhouse gases – methane from animals, CFCs, nitrogen dioxides, ozone contribute to forming the greenhouse layer</li> <li>• Population increase (overpopulation)</li> <li>• Deforestation → Increased CO2 →</li> <li>→ Greenhouse effect</li> </ul> 	<ul style="list-style-type: none"> <li>• Greenhouse effect</li> <li>• Earth's atmosphere and surface warming up</li> <li>↓</li> <li>• Melting of glaciers + Melting polar caps → rising sea levels</li> <li>• Warmer waters → more hurricanes</li> <li>• Increased probability and intensity of droughts and heat waves</li> <li>• Animals' habitats loss → extinction</li> </ul> <p><b>CLIMATE CHANGE</b></p> 	<ul style="list-style-type: none"> <li>• <b>Spread awareness</b></li> <li>↓</li> <li>• Turn off your computer or the TV when you're not using it</li> <li>• Turn off the lights when you leave the room</li> <li>• <b>Saving energy at home:</b></li> <li>- Be bulb smart – use compact fluorescents (CFLs)</li> <li>- Dress lightly instead of turning up the air conditioning</li> <li>- Unplug unused electronics</li> <li>• Plant trees</li> <li>• Recycle</li> <li>• Drive less, drive smart – use a bicycle or bus and fuel efficient cars – vehicle efficiency</li> <li>• Use renewable energy sources- Wind power, solar power, water power</li> <li>• Produce electricity efficiently</li> <li>• Use biofuels</li> <li>• Use filters (carbon capture and storage)</li> </ul>

2. Instructions: I create a conversation. I imagine that I am talking with a neighbor or relative about the environmental problems that I can see in my community. I use the present perfect continuous and the vocabulary about the environment to describe the issues. Then, I practice it with a friend or relative.

Handwriting practice lines consisting of a vertical red margin line on the left and several horizontal light blue lines.

Way to go! Now I am able to talk about global warming.  
 Yes  No



### **SELF-EVALUATION**

Instructions:  
I read the questions and answer them by filling in the circles below the questions.

1. What is the name of the situation in which many people do not have enough food to eat?  
 A) Famine      B) Overcrowding      C) Soil      D) All of them

2. Which of the following sentences is using the present perfect appropriately?  
 A) The government has been not motivating companies to stop producing pollution.  
 B) The government has not been motivating companies to stop producing pollution.  
 C) The government not have been motivating companies to stop producing pollution.  
 D) The government have not been motivating companies to stop producing pollution.

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## ANSWER KEY

### I practice section:

#### Exercise 1.

1. Many pollutants in the air have been producing health problems.
2. Governments have not been creating laws that can protect wildlife.
3. Acid rain has been affecting the plantations in the countryside.
4. Overpopulation in cities has been causing the disappearance of green spaces.
5. Have people been using more oil these days?
6. Has overpopulation been depleting natural resources?
7. Overbuilding has been contributing to increase environmental matters.
8. People have not been helping to protect the environment.

#### Exercise 2.

Answers may vary.

#### Exercise 3.

Answers may vary.

#### Self-evaluation:

1. A)

2. B)

# LESSON 5.2. LET'S AVOID POLLUTION!

## ACHIEVEMENT INDICATOR:

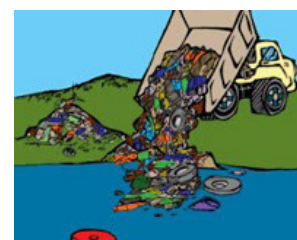
Confidently and respectfully exchanges ideas and opinions on environmental issues during group work



## I LEARN

To start the lesson, I reflect on the following question:

What effects do irresponsible human actions have on the environment?



1. Instructions: I read the following conversation between two friends. I pay attention the words in bold.

Rob: So Beck, **what have you done to help the environment?**

Beck: Actually, I have planted like a hundred trees with my community.

Rob: A hundred trees? That is awesome!

Beck: Yep, and you? **What have you been doing to save the planet?**

Rob: My family and I have been avoiding to use too much paper and plastic bags.

Beck: That is very nice, man!

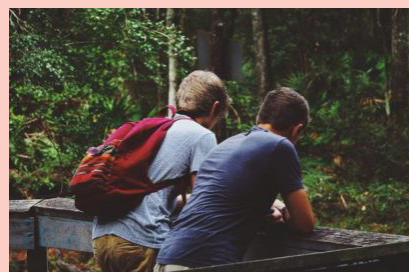
Rob: But I have a question. **What's the best thing to do for** having a better environment? **What can we do** to make people conscious about this problem?

Beck: Well, we do not have to use too much paper and plastic bags. What we have to do is plant trees, recycle and save water every time we use it.

Rob: And **what is your opinion** about pollution?

Beck: In general, we have to stop buying products that pollute and contaminate the air and soil.

Rob: You're right. I've always pinned my hope to improving our planet. Our planet is our home!



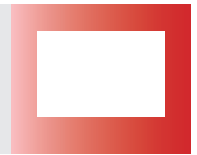
Retrieved from: <https://goo.gl/1BiVvZ>

**Note:** The phrases that are in bold in the conversation are used to ask people their opinion about an issue or to ask for an explanation.

I know some expressions that I can use to ask people to give me their point of view or explanations.

Yes

No



## I PRACTICE

Instructions:

1. I look at the environmental problems that are presented on the left. Then, I write on the right about some of the possible forms to solve the issue.

ENVIRONMENTAL ISSUE	POSSIBLE SOLUTION
Overcrowding	
Water contamination	
Pollution	
Famine	
Overbuilding	

2. Instructions: I read the following questions, and I answer them by using my own ideas.

1. What have I done to help the environment? \_\_\_\_\_
2. What have I been doing to save the planet? \_\_\_\_\_
3. What's the best thing to do for saving my planet? \_\_\_\_\_
4. What can I do to recycle? \_\_\_\_\_
5. What's my opinion about overbuilding? \_\_\_\_\_



I can answer questions about environmental problems and give solutions to solve them.

Yes

No



## I DO

Instructions:

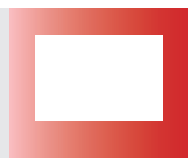
1. I look for one member of my family, and I talk to him or her about the most serious environmental issues that are present in our neighborhood. I ask questions about his/her opinion, I demand explanations, and I propose concrete solutions for the issues to be solved. I can use the conversation in exercise 1 in the “I learn” section as a model.

Lined writing area with a vertical red margin line on the left side.

I am able to talk about my country's environmental issues confidently by using questions to ask for opinions and explanations.

Yes

No





## **SELF-EVALUATION**

Instructions:

I read the questions and answer them by filling in the circles below the questions.

1. Which of the following expressions can I use to ask for people's opinions?

- A) What can we do to...?
- B) Where will you...?
- C) Who can help us to...?
- D) When could we do...?

2. In which of the following conversations would be suitable to add the question "What have you done to help the environment?"

A) A: This season the weather has been really strange. It has changed drastically.  
B: You are right. \_\_\_\_\_

B) A: I think that the situation of our rivers is really bad. Every day they look more contaminated.  
B: You are right. \_\_\_\_\_

C) A: I think that we need to do something about global warming. The issue is only getting worse every day.  
B: You are right. \_\_\_\_\_

D) A: I think that we need to work more on recollecting and recycling all the garbage that we produce.  
B: You are right. \_\_\_\_\_

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### **ANSWER KEY**

**I practice section:**

**Exercise 1.**

Answers may vary.

**Exercise 2.**

Answers may vary.

**Self-evaluation:**

1. A)

2. D)

## LESSON 5.3. MY COMMUNITY HAS BEEN RECYCLING.

### ACHIEVEMENT INDICATORS:

- Correctly uses the passive voice, the present perfect and present perfect continuous to describe the effects of human actions on the environment.
- Identifies relations of cause and effect in environmental and health issues from online articles.



## I LEARN

To start the lesson, I read the sentences below the pictures. Then, in the line I write the phrase from the box that matches the best.

Passive Voice

Present Perfect

Cause and Effect

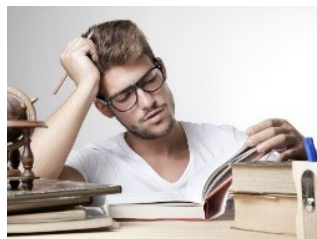
Present Perfect Continuous



1. He was very happy, so he started crying.



2. I have eaten sushi several times.



3. I have been studying English for two years.



4. Houses are built in rural areas.

1. Instructions: I read the following conversation, and pay attention to the words in bold face.

Marlene: So Daniel, what **have you done** recently?

Daniel: Actually, I am a participant in my community, and I **have been building** houses for the poor in Soyapango, San Martin and other areas.

Marlene: That is awesome! I think that it is great that some people do that.

Daniel: Yeah, but do you know what I really want to do?

Marlene: What do you want to do?

Daniel: I want to be part of an environment summit. My father **has participated** in environmental summits before in San Salvador.

Marlene: What is an environmental summit?

Daniel: It is a series of meetings between the leaders of governments to find solutions for environmental problems.

Marlene: Wow! That sounds really interesting.

Note: The words in boldface are describing two different tenses which are the present perfect and the present perfect continuous.

2. Instructions: I read the following information about the present perfect vs the present perfect continuous. I take notes in my notebook.

PRESENT PERFECT		
It is used for situations and events that are part of the past time that continue in the present.		
Examples	<b>Affirmative</b>	People have damaged the ozone layer with pesticides.
	<b>Negative</b>	People have not damaged the ozone layer with pesticides.
	<b>Interrogative</b>	Have people damaged the ozone layer with pesticides?.

PRESENT PERFECT CONTINUOUS		
It is used for background, ongoing, or temporary events or situations.		
Examples	<b>Affirmative</b>	My community has been recycling cans, paper, and plastic.
	<b>Negative</b>	My community has not been recycling cans, paper, and plastic.
	<b>Interrogative</b>	Has my community been recycling cans, paper, and plastic?.

3. Instructions: I read the information in the charts below about the use of the simple present passive voice. Then, I take notes in my notebook.

When I speak or write, I can tell the things in two different ways. I can use Active Voice or Passive Voice.

#### Active Voice

The **government** creates **new laws**.  
**My brother** cleans **my house**.

#### Passive Voice

**New laws** are created by the government.  
**My house** is cleaned by my brother.

In the **Active Voice** the **subject** is the most important element of the sentence. In the sentences above what is important is “the government” and “my brother.”

In the **Passive Voice** the **subject IS NOT** important. The element that is important is the **OBJECT** of the sentence. In the sentences above “new laws” and “my house” are fundamental.

**Active Voice:**                    i                    build                    houses                    for poor people  
    Subject                    verb in base form                    object                    complement.

**Passive Voice:**                    Houses                    are                    built                    (by me)                    for poor people  
    Object                    verb be in present                    Past participle                    (by+agent)                    complement.

I can identify the difference in the use of the present perfect tense, the present perfect continuous and the simple present passive voice.

Yes

No



## I PRACTICE

Instructions:

1. I use the verbs and words that appear into parenthesis in order to form sentences or questions in the present perfect tense.

1. I (not/work) \_\_\_\_\_ for any type of institution that could help the environment.
2. My father (plan) \_\_\_\_\_ to attend to an environment summit next month.
3. We (buy) \_\_\_\_\_ solar panels in my house.
4. She (not/ try) \_\_\_\_\_ decrease her carbon dioxide footprint.
5. \_\_\_\_\_ you \_\_\_\_\_ (participate) in an environment summit before?
6. Where \_\_\_\_\_ you \_\_\_\_\_ (help) to build houses for people during the last days?
7. \_\_\_\_\_ she \_\_\_\_\_ (start) to be more conscious about the environment?
8. Who \_\_\_\_\_ he \_\_\_\_\_ (talk) about the environment?

2. Instructions: I use the verbs in parenthesis, and I complete the sentences using the present perfect continuous.

1. Mary \_\_\_\_\_ has been coaching \_\_\_\_\_ (coach) us for the environmental summit.
2. My father \_\_\_\_\_ (participate) in environmental events.
3. Katy's friend \_\_\_\_\_ (plant) trees for seven years.
4. Lola and Mario \_\_\_\_\_ (create) Facebook pages for environmental purposes.
5. Veronica \_\_\_\_\_ (recycle) paper and plastic bottles.
6. My class \_\_\_\_\_ (discuss) about global warming in our country.

3. Instructions: Daniel has mentioned several sentences in active voice. I rewrite them by using the Passive Voice in the Simple Present tense.

3. People do not dispose garbage appropriately.

4. Environment Summit helps rivers and lakes.

2. The program does not help rich or middle class families.

5. The government teaches people to be more eco- friendly.

1. The government does some changes to protect the environment.



6. Companies reduce their Carbon Dioxide emissions.

1. Example: Changes are done by the government to protect the environment.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

I can appropriately use the present perfect, present perfect continuous and the simple present passive when talking about environmental matters.

Yes

No





## I DO

Instructions:

1. I answer the following questions using the present perfect tense or the present perfect continuous.

1. What have I done for the environment in my country, community or neighborhood?

---

2. What have I told people about global warming?

---

3. Have I participated in environmental events? Where? Why?

---

4. Have I experienced any change in the weather?

---

5. What have I been doing to help the environment of my country?

---

6. What have the people around me been doing to help the planet?

---

2. Instructions: I imagine that I am having a conversation with my best friend about my actions to help the environment. I can use the dialogue in exercise 1 in the “I learn section” as a model. I make sure to include present perfect, present perfect continuous and the simple present passive voice. Then, I share my conversation with a relative or neighbor.

---

---

---

---

---

---

---

---

I can use the present perfect and present perfect accurately to talk about the effects of human beings on the environment.

Yes

No





## SELF-EVALUATION

Instructions:

I read the questions and answer them by filling in the circles below the questions.

1. Which is a sentence in the present perfect tense?

A. I have a bottle of water.

B. I have planted trees.

C. Mon has been talking.

D. Carlos has a dollar.

2. Which is a sentence in the present perfect continuous tense?

A. I have a bottle of water.

B. I have planted trees.

C. Mon has been talking.

D. Carlos has a dollar.

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### ANSWER KEY

#### To start: 1.

Cause and Effect; 2. Present Perfect; 3. Present Perfect Continuous; 4. Passive Voice.

#### I practice section:

##### Exercise 1:

1. Haven't worked; 2. Has planned; 3. Have bought; 4. Has not tried; 5. Have you participated..? ; 6. Where have you helped? ; 7. Has she started...? ; 8. Who has he talked...?

##### Exercise 2:

2. has been participating  
3. has been planting  
4. have been creating  
5. has been recycling  
6. has been discussing

##### Exercise 3:

2. Rich or middle class families are not helped by the program.  
3. Garbage is not disposed appropriately (by people).  
4. Rivers and Lakes are helped by Environment Summit.  
5. People are taught by the government be more eco- friendly.  
6. Carbon Dioxide emissions are reduced by companies.

### SELF-EVALUATION

1. B

2. C



# LESSON 5.4. I PROTECT THE ENVIRONMENT!

## ACHIEVEMENT INDICATOR:

Suggests solutions to environmental and health problems with appropriate use of infinitive clauses and phrases.



## I LEARN

To start the lesson, I reflect on the following questions:

1. Which are two sentences that have an infinitive?

- |                                     |                                    |                                |                           |
|-------------------------------------|------------------------------------|--------------------------------|---------------------------|
| a) I study hard to get good grades. | b) I eat a lot pupusas on Sundays. | c) To get good grades is easy. | d) I love playing soccer. |
|-------------------------------------|------------------------------------|--------------------------------|---------------------------|

2. Which of the following statements are good ideas to help the environment?

- |                  |                        |                                   |                                 |
|------------------|------------------------|-----------------------------------|---------------------------------|
| a) Using sprays. | b) Cleaning Campaigns. | c) Recycling bottles and plastic. | d) Disposing garbage in rivers. |
|------------------|------------------------|-----------------------------------|---------------------------------|

**1. Instructions:** I read the following conversation, and I pay attention to the words in bold.

Rose: Hello, Armand! What are you doing?

Armand: Well, I am taking these plastic bottles home.

Rose: Really? Why?

Armand: Do you remember that I told you that I recycle? The best thing to **do for the environment** is to **recycle**.

Rose: Sure, it's important to **respect environmental laws**.

Armand: And it is essential to **work for our planet**.

Rose: **To protect the environment** is our responsibility.

Armand: I agree with that.



Retrieved from  
<https://goo.gl/KpnohH>

**Note:** the expressions in bold are called infinitive clauses or phrases.

2. Instructions: I read the following explanation about infinitive clauses and phrases.

Infinitive clauses or phrases are formed by to + verb in base form

**Examples:**

- 1. To save water is important.
- 2. It is fundamental to recycle plastic bottles.
- 3. It is a good idea to participate in cleaning campaigns.

I can identify without difficulty infinitive clauses and phrases.

Yes

No



## I PRACTICE

Instructions:

1. Instruction: I complete the following sentences with one of the infinitives from the box below.

to recycle

to stop

to plant

to solve

- 1. It is necessary \_\_\_\_\_ the problem of the environment.
- 2. \_\_\_\_\_ is a good option for our earth's problem.
- 3. \_\_\_\_\_ more trees can help the ozone layer.
- 4. It is important \_\_\_\_\_ using aerosols.

2. Instructions: I think about five environmental problems that I can see in my country. Then, I write five solutions using infinitive clauses and phrases.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

I can propose solutions for environmental problems by using infinitive clauses and phrases.

Yes

No



## I DO

Instructions:

1. I imagine that I have become an activist in an association that helps to protect the environment. I create a conversation in which I am talking to the leader of the association about my ideas of how environmental problems could be solved in my country or community.

---



---



---

I am able to propose solutions for protecting the environment while using infinitive phrases and clauses.

Yes

No



## SELF-EVALUATION

Instructions:

I read the questions and answer them by filling in the circles below the questions.

1. Which of the following phrases is NOT an infinitive clause or phrase?

- A) To solve the problem, it is fundamental to create laws.
- B) It is necessary to recycle glass and plastic.
- C) It is important to motivate people.
- D) People go to cleaning campaigns.

2. Which of the following infinitives would be the best option to complete the sentence "It is important \_\_\_\_\_ peoples' bad behavior towards the environment"?

- A) to change
- B) to motivate
- C) to prohibit
- D) to persuade

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## **ANSWER KEY**

### **To start:**

1. A and C; 2. B and C.

### **I practice section:**

#### **Exercise 1.**

1. to solve
2. to recycle
3. to plant
4. to stop

#### **Exercise 2.**

Answers may vary.

### **Self-evaluation:**

1. D)
2. A)







---

La presente edición cuenta con 1000 ejemplares impresos, distribuidos en 200 ejemplares por cada una de las cinco asignaturas básicas del currículum nacional, Editorial Universidad Don Bosco, enero de 2019.







# USAID

DEL PUEBLO DE LOS ESTADOS  
UNIDOS DE AMÉRICA

La realización de este documento fue posible gracias al apoyo del pueblo y Gobierno de los Estados Unidos de América, proporcionado a través de la Agencia de los Estados Unidos para el Desarrollo Internacional (USAID). El contenido aquí expresado, en este documento, es responsabilidad exclusiva de FEDISAL y, el mismo, no necesariamente refleja las opiniones del Gobierno de los Estados Unidos.





**USAID**  
DEL PUEBLO DE LOS ESTADOS  
UNIDOS DE AMÉRICA



MINISTERIO  
DE EDUCACIÓN,  
CIENCIA Y  
TECNOLOGÍA

GOBIERNO  
DE EL SALVADOR

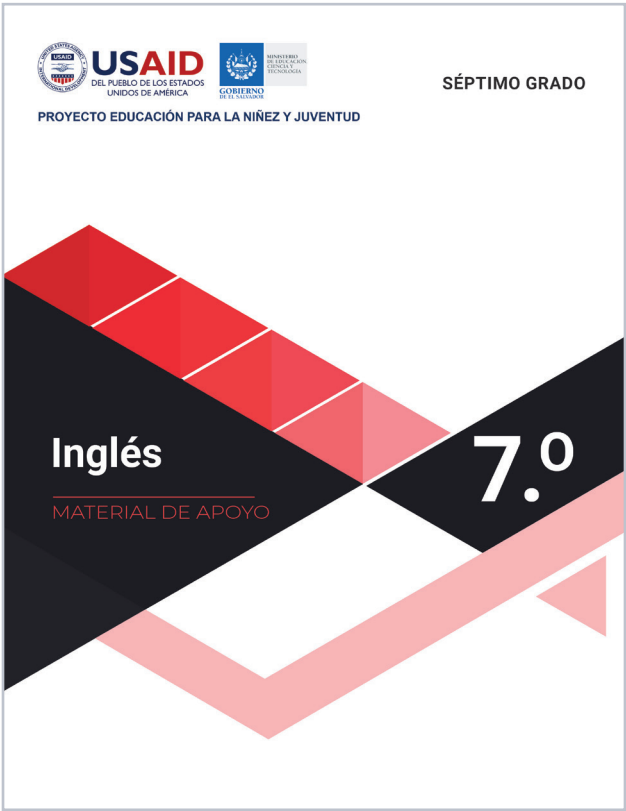
**SÉPTIMO GRADO**

**PROYECTO EDUCACIÓN PARA LA NIÑEZ Y JUVENTUD**

**Inglés**

MATERIAL DE APOYO

**7.0**



# ÍNDICE

---

	Page
Carta de titulares.....	5
Siglas.....	6
Presentación.....	7
Generalidades.....	9
General objectives.....	12
 <b>UNIT 1 NICE TO MEET YOU</b>	
Lesson 1.1. In class.....	13
Lesson 1.2. Saying Hi.....	19
Lesson 1.3. What's your name?.....	24
Lesson 1.4. Numbers all around.....	28
Lesson 1.5. At the office.....	32
 <b>UNIT 2 MY FAMILY</b>	
Lesson 2.1. In class.....	37
Lesson 2.2. Are you Salvadoran?.....	42
Lesson 2.3. Are you Salvadoran?.....	46
Lesson 2.4. Professions.....	51
 <b>UNIT 3 GOODS</b>	
Lesson 3.1. Fashion.....	55
Lesson 3.2. I like it red.....	61
Lesson 3.3. It's too expensive.....	65
Lesson 3.4. I love food!.....	69

## **UNIT 4 HOLIDAYS**

Lesson 4.1. It's Christmas time!.....	74
Lesson 4.2. Outside!.....	79
Lesson 4.3. All about you.....	83

## **UNIT 5 A PERFECT DAY**

Lesson 5.1. What time is it?.....	89
Lesson 5.2. What do you do for fun?.....	93
Lesson 5.3. Do you play soccer everyday?.....	99
Lesson 5.4. How often do you go shopping?.....	105

# CARTA DE TITULARES

**Estimado y estimada estudiante:**

Como Ministerio de Educación, Ciencia y Tecnología y la Dirección Nacional de Educación de Jóvenes y Adultos te damos la más cordial bienvenida a este proceso de formación y consideramos fundamental brindarte oportunidades educativas de Tercer Ciclo o Bachillerato, por medio de las ofertas educativas flexibles que promueven la formación y certificación de tus competencias por madurez, y mediante procesos académicos acelerados de nivelación académica, con metodologías semipresenciales y virtuales, fundamentados para que tu aprendizaje sea autónomo.

Para la implementación de estas estrategias educativas, la Dirección Nacional de Educación de Jóvenes y Adultos, con el apoyo del Gobierno de los Estados Unidos de América, mediante la Agencia de los Estados Unidos para el Desarrollo Internacional (USAID) a través del Proyecto de Educación para la Niñez y Juventud (ECYP), ha elaborado este material de apoyo que esperamos sea de total utilidad para lograr con éxito tus metas académicas, por medio de **prueba de suficiencia o con tutoría para la nivelación académica.**

Ahora que inicias esta nueva aventura de aprender, tienes en tus manos este material de apoyo donde encontrarás la información básica para que puedas estudiar en casa y adquieras los conocimientos, habilidades y valores, que abran mejores oportunidades de vida.

Reiteramos que el camino para obtener grandes logros académicos es el esfuerzo, la disciplina y el trabajo constante. Por ello, te felicitamos por tomar la decisión de continuar tus estudios y te invitamos a dar lo mejor de ti para salir adelante.

Por nuestra parte, reafirmamos nuestro compromiso de ofrecerte servicios educativos de alta calidad que garanticen el derecho a la educación de todas las personas, especialmente las más vulnerables, para que alcancen los once años de escolaridad.

Te exhortamos a que realices el máximo esfuerzo por superarte académicamente y logres tus propósitos de vida. ¡Ánimo!, ¡sigue adelante!

Carlos Mauricio Canjura Linares  
Ministro de Educación, Ciencia y Tecnología

# SIGLAS

**ÁGAPE**, Asociación ÁGAPE de El Salvador.

**AIS**, Asociación Institución Salesiana.

**DNEJA**, Dirección Nacional de Educación de Jóvenes y Adultos.

**ECYP**, Proyecto Educación para la Niñez y Juventud (por sus siglas en inglés).

**FEDISAL**, Fundación para la Educación Integral Salvadoreña.

**FHI 360**, Family Health International.

**FUNPRES**, Fundación Pro Educación de El Salvador.

**FUSALMO**, Fundación Salvador del Mundo.

**MINEDUCYT**, Ministerio de Educación, Ciencia y Tecnología.

**PAES**, Prueba de Aptitudes y Aprendizaje para Egresados de Educación Media.

**UDB**, Universidad Don Bosco.

**USAID**, Agencia de los Estados Unidos para el Desarrollo Internacional.



# PRESENTACIÓN

El Proyecto Educación para la Niñez y Juventud (ECYP) surge bajo la iniciativa del Asocio para el Crecimiento y la Estrategia Global de Educación, por parte de la Agencia de los Estados Unidos para el Desarrollo Internacional (USAID) - El Salvador, como apoyo al Ministerio de Educación, Ciencia y Tecnología (MINEDUCYT) en la implementación del Plan Social Educativo 2009-2014: “Vamos a la Escuela” y, el posterior Plan Nacional de Educación en función de la Nación 2015-2019.

El proyecto tiene como propósito: “Mejorar las oportunidades educativas para estudiantes de tercer ciclo vulnerables/desventajados y jóvenes entre las edades de 9 a 24 años de edad que no están en la escuela, que viven en los municipios seleccionados con una tasa alta de crimen”.<sup>1</sup>

Los principales socios del proyecto son el Ministerio de Educación, Ciencia y Tecnología, como socio gubernamental, la Fundación para la Educación Integral Salvadoreña (FEDISAL), socio implementador líder, junto a

la red de instituciones socias: Family Health International (FHI 360), Asociación Institución Salesiana (AIS), Fundación Salvador del Mundo (FUSALMO), Universidad Don Bosco (UDB), Fundación Pro Educación de El Salvador (FUNPRES) y la Asociación ÁGAPE de El Salvador.

Como parte de la implementación del proyecto, se busca:<sup>2</sup>

1. Mejorar sosteniblemente los resultados educativos para estudiantes de segundo y tercer ciclo.
2. Aumentar el acceso a oportunidades educativas para jóvenes no escolarizados.
3. Adquirir y efectuar la distribución de útiles escolares a escuelas dañadas por el Huracán IDA.
4. Apoyar con un fondo de respuesta rápida (para emergencias por fenómenos naturales), en caso de requerirse.

1. FEDISAL y Red de Socios. Proyecto educación para la Niñez y Juventud. Plan de Trabajo Anual 2015. Pág. 3

2. Ibídem, págs. 15-18

La implementación del proyecto inició en el año 2013; con la atención a una población de niños y adolescentes de las edades y características consideradas por el proyecto, principalmente de aquellos que enfrentan situaciones de violencia, sobre edad escolar, vulnerabilidad, embarazo temprano, dificultades económicas, de acceso educativo y laboral y/o productivo.

Para dar respuesta a las dificultades señaladas, en el marco del Objetivo 2 del proyecto, se creó el Programa de Formación Integral, que es un programa complementario a la oferta educativa de Modalidades Flexibles que brinda el Ministerio de Educación, Ciencia y Tecnología.

El programa incluye servicios integrales que potencian los esfuerzos gubernamentales y locales por brindar oportunidades educativas a la población que se encuentra fuera del sistema educativo regular. Específicamente, ejecuta actividades orientadas a aumentar el retorno, la permanencia y el éxito escolar de niños y jóvenes que se encuentran fuera del sistema escolar, para que logren culminar sus estudios y obtener los grados académicos del sistema educativo; ya sea, desde la oferta académica de Modalidades Flexibles de Educación o desde la escuela regular.

En el marco del trabajo anterior, el proyecto busca apoyar acciones concretas a la estrategia de atención a niños y jóvenes que quieren retomar sus estudios y obtener su certificación de grado a través del servicio de

Prueba de Suficiencia. El esfuerzo, ha logrado el diseño de 15 módulos para Tercer ciclo y 10 para Bachillerato; haciendo un total de 25 documentos de apoyo para la formación autónoma y el logro de indicadores de aprendizaje de los programas de estudio.

# GENERALIDADES

## OBJETIVO

Brindar a la población estudiantil de Modalidades Flexibles de Educación, de Tercer Ciclo de Educación Básica, un documento de apoyo académico, que sirva de material de estudio autónomo, para someterse a la Prueba de Suficiencia.

## LINEAMIENTOS

El material de apoyo presentado ha sido concebido bajo la iniciativa de beneficiar a la población estudiantil de Modalidades Flexibles de Educación, que aplica a la Prueba de Suficiencia. El documento está orientado al trabajo autónomo por parte del estudiante; mediante una adaptación de la propuesta metodológica: Aprendo, Practico, Aplico (APA), que fue desarrollada exitosamente por el profesor colombiano, Óscar Mogollón, en su propuesta de la Escuela Nueva y Escuela Activa de Colombia en la década de los años 70.

El diseño de cada documento de estudio, se fundamenta en la priorización de indicadores de logro de los programas de estudio vigentes, realizada por la Dirección Nacional de Educación de Jóvenes y Adultos (DNEJA), dependencia que orienta los procesos educativos relacionados con Modalidades Flexibles y la relación existente entre los mismos; determinando así, las unidades y lecciones de cada módulo.

## ORIENTACIONES METODOLÓGICAS

El material de apoyo está integrado por unidades de aprendizaje y lecciones. Las unidades responden a una conjunción de indicadores de logro y objetivos de los programas de estudio de tercer ciclo, que derivan en lecciones. Cada lección facilita el desarrollo de uno o dos indicadores de logro; mediante el proceso Aprendo, Practico, Aplico.

Según la metodología APA, el estudiante es el protagonista de su aprendizaje; por ello, en las lecciones, la redacción de las acciones se presenta en primera persona (yo), tiempo presente (yo aprendo, yo practico, yo aplico); indicando lo que el estudiante realiza en ese momento: leo, escucho, mido, organizo...

A continuación, se explica qué contiene cada sección:





**Sección Aprendo:** Está constituida por saberes previos y conocimientos básicos; es decir, se presenta una interrogante al respecto del tema, al nivel que el estudiante debe conocer inicialmente. Posteriormente, se presenta la información teórica respecto al tema, según el indicador de logro y se desarrollan ejemplos.

**Sección Practico:** En ella se dejan ejercicios que el estudiante deberá resolver para ejercitar la teoría recordada, estudiada y ejemplificada en la sección anterior.

**Sección Aplico:** Orienta al estudiante para que emplee en su medio inmediato, los conocimientos adquiridos y ejercitados en las secciones anteriores. En esta sección se solicita al estudiante interactuar con su familia, comunidad, compañeros de labores, entre otros, para dar a conocer su nuevo aprendizaje, en el medio real en el que se desenvuelve. Es una sección donde el estudiante da cuenta de cómo los conocimientos teóricos tienen aplicación en la vida diaria.

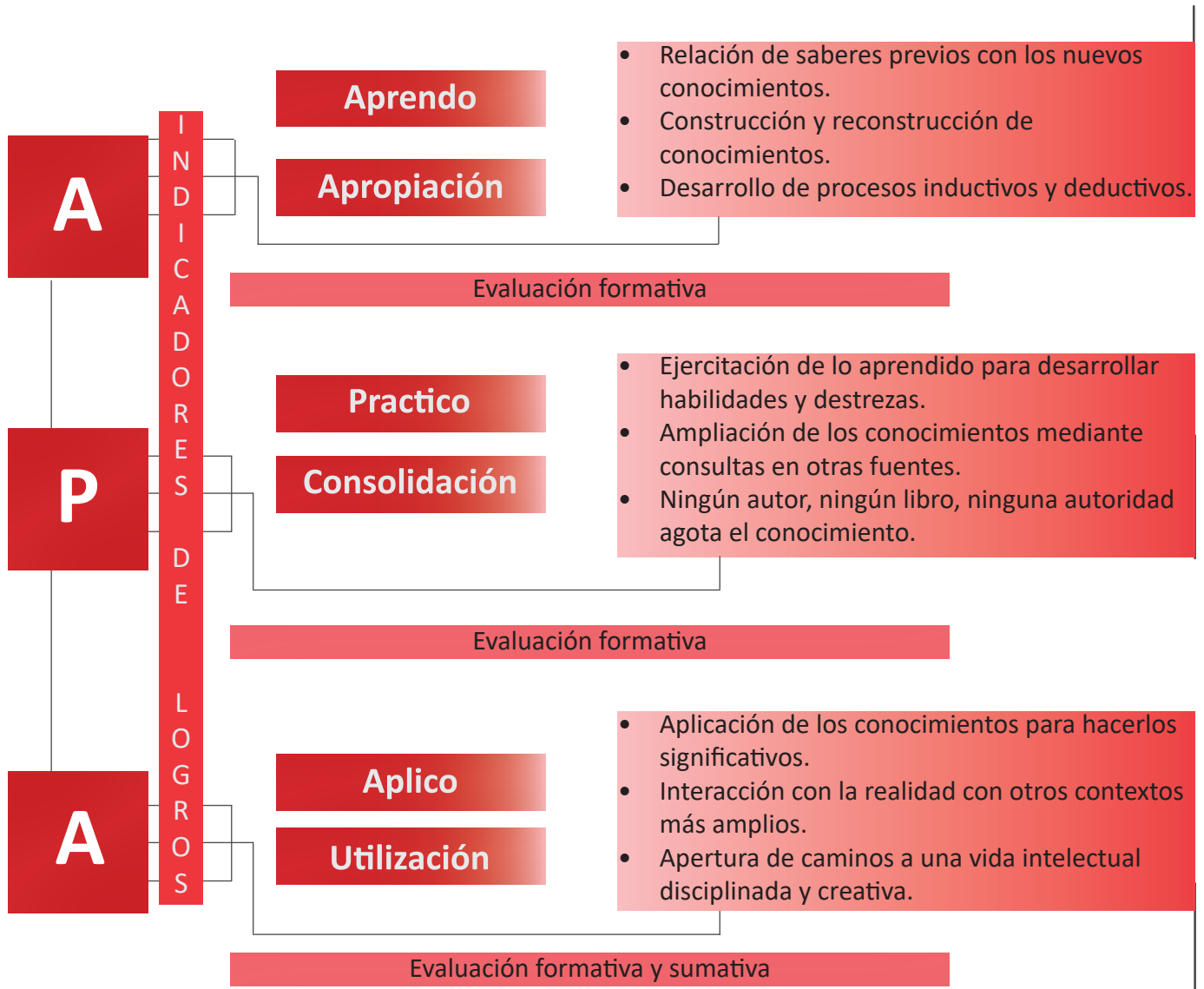
En las secciones Aprendo, Practico y Aplico, se presenta una evaluación formativa; es decir, una reflexión del aprendizaje, expresado en preguntas, que orientan al estudiante a reflexionar autónomamente sobre su proceso de adquisición de conocimientos, práctica y aplicación de los mismos. Al finalizar cada lección, se presenta un máximo de tres preguntas con opción de respuesta de selección múltiple, del tipo de preguntas de la Prueba de Aptitudes y Aprendizaje para Egresados de Educación Media (PAES); a fin de que el estudiante tenga contacto con este tipo de ejercicio y se familiarice con la modalidad de la PAES.

Las secciones están identificadas por iconos, que han sido diseñados según la naturaleza de las actividades que se desarrollan en cada una:

SECCIÓN	ICONO	ACTIVIDAD
APRENDO		Adquisición de teoría y ejemplificación.
PRACTICO		Resolución de ejercicios.
APLICO		Empleo de conocimientos en la comunidad o contexto inmediato.
AUTOEVALUACIÓN		Reflexión del nivel de aprendizaje adquirido en cada lección

Al finalizar cada unidad, se ha ubicado la bibliografía correspondiente.

La estructura de las lecciones se describe a continuación:



# ENGLISH

## SEVENTH GRADE

### GENERAL OBJECTIVES

- Understand vocabulary related to introductions, greetings, names, numbers and courtesy expressions by interacting with peers in order to fulfill basic communication needs.
- Use vocabulary and structures by practicing dialogues in order to describe and locate classroom objects, talk about personal belongings, give and follow classroom commands showing courtesy and respect.
- Use vocabulary related to family ties, age, language, nationalities and physical traits by writing sentences and short paragraphs and engaging in dialogues in order to exchange personal information and describe family members.
- Understand and produce language related to shopping by reading and interacting with peers in order to purchase goods and get acquainted with the role of Customer Service.
- Interpret and use language related to time, habitual actions and entertainment by asking and responding to questions in order to talk about daily routines and leisure time activities.

# UNIT 1. NICE TO MEET YOU

Estimated time: 25 hours

## UNIT OBJECTIVES

- Understand vocabulary related to commands, introductions, greetings, names, and numbers by reading and doing exercises in order to fulfill intended basic communication needs in the target language.
- Give and follow classroom commands showing courtesy and respect in order to communicate within the classroom setting.
- Produce spoken and written texts related to introductions, greetings, names, numbers, and courtesy expressions in order to fulfill intended basic communication needs in the target language.
- Value the importance of learning the English basics to be able to understand simple texts in English by reading small passages to initiate the learning process effectively.

## LESSON 1.1. IN CLASS

Estimated time: 5 hours

### ACHIEVEMENT INDICATOR:

Understands and responds to commands.



## I LEARN

Instructions:

- 1 - Do I know any classroom language? What expressions can I use in class to avoid Spanish? I think.....
- 2- If I don't remember, I read the following commands and repeat them out loud<sup>1</sup>.

<sup>1</sup>Las palabras en paréntesis solo son para ayudarte a pronunciar, en ningún momento se debe de usar esta simbología como referente para escribir.

Read (rid)



Write (rait)



Listen to (lisen tu)



Sit down (sit daun)



Stand up (stan dap)



Open (oupen)



Close (clouz)



Complete the exercise (complit di egsersais)



Repeat (ripit)



Speak (spik)



Check (chek)



Draw (dro)



Now, I know some classroom language. I check if I really know the words.  
I If do not, I do the exercise again.



## I PRACTICE

Instructions:

1- I unscramble the words<sup>2</sup>

A: SDNAT PU: \_\_\_\_\_ Stand up

B: ATPERE: \_\_\_\_\_

C: PEAKS: \_\_\_\_\_

D: OT TENLIS: \_\_\_\_\_

E: WDON TSI: \_\_\_\_\_

<sup>2</sup> Puedes chequear las respuestas de todos los ejercicios que encuentres en cada lección al final de esta.



- F: WETRI: \_\_\_\_\_
- G: ADRE: \_\_\_\_\_
- H: DAWR: \_\_\_\_\_
- I: PEON: \_\_\_\_\_
- J: COSLE: \_\_\_\_\_
- K: CEKCH: \_\_\_\_\_
- L: EHT COTEMPLE EEEXRSCI: \_\_\_\_\_

2- I look at the pictures and say the correct command.<sup>3</sup>

A:



B:



C:



D:



E:



F:



G:



H:



I:



J:



K:



L:



Now, I have memorized some classroom language. I check the box if I have memorized the new words. If not, I do the exercise again.



<sup>3</sup> Si no entiendes alguna palabra o quieres escuchar su pronunciación puedes usar el siguiente diccionario online: <https://dictionary.cambridge.org/es/>



# I DO

Instructions:

1- I draw or paste (dibujo o pego) a picture that represents each of the words below.

A: Read



B: Write



C: Listen to



D: Speak



E: Draw



F: Check



G: Open



H: Close



I: Sit down



J: Stand up



K: Repeat



L: Complete the exercise



Now, I have drawn some classroom language. I check if I have really drawn them correctly. If not, I do the exercise again.



Now, I have drawn some classroom language. I check if I have really drawn them correctly. If not, I do the exercise again.



## **SELF-EVALUATION**

Instructions:

I read the questions and answer by filling in the circles below the questions:

1. What is the command to say “Escribe” in English?

- A) Listen to
- B) Write
- C) Read
- D) Complete

2. Which is the command to say “Dibuja” In English?

- A) Open
- B) Close
- C) Draw
- D) Stand up

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## ANSWER KEY

### I practice section:

#### Exercise 1.

**A:** SDNAT PU : Stand up

**C:** PEAKS: Speak

**E:** WDON TSI: Sit down

**G:** ADRE: Read

**I:** PEON: Open

**K:** CEKCH: Check

**L:** EHT COTEMPLE EEEXRSCI: Complete the exercise

**B:** ATPERE: Repeat

**D:** OT TENLIS: Listen to

**F:** WETRI: Write

**H:** DAWR: Draw

**J:** COSLE: Close

#### Exercise 2:

A: Complete

C: Speak

E: Close

G: Listen to

I: Stand up

K: Read

B: Draw

D: Repeat

F: Open

H: Check

J: Sit down

L: Write

### Self-evaluation section:

1-B

2-C

# LESSON 1.2. SAYING HI

Estimated time: 4 hours

## ACHIEVEMENT INDICATOR:

Exchanges greetings and courtesy expressions in dialogues.



## I LEARN

Instructions:

1. Do I know different ways to say “Hi” in English? What courtesy expressions do I know? I think....
2. I read the following conversation and underline (subrayar) one different way to say “Hi” and a courtesy expression.

**Rachel:** Hello! Good morning.

**Jacob:** Hey! How are you today?

**Rachel:** I am fine thanks, and you?

**Jacob:** I am great, thanks.

**Rachel:** Have a good day.

**Jacob:** You too!



3. I read the next explanation and say the phrases out loud<sup>5</sup>:

### Ways to say “Hi”

### Courtesy Expressions

Hello!	Thank you.
Hey!	You’re welcome.
Hi there!	I am sorry.
What’s up?	Please.
How are you?	Excuse me.
Good morning.	Thank you very much.
Good afternoon.	It’s ok.
Good evening.	Nice to meet you/ Nice to meet you too.

<sup>5</sup> Para más información de los saludos se recomienda visitar el siguiente link: [goo.gl/iAkd72](http://goo.gl/iAkd72).

- If someone tells me one of the following expressions, I can answer in many ways. Some examples are:

Hello!	Hi!
Hey!	Hi there!
Nice to meet you.	Nice to meet you too.
What's up?	Not much.
How are you?	I am fine, thanks/ Great.
Good morning.	Good morning.
Good afternoon.	Good afternoon.
Good evening.	Good evening.
I'm sorry.	It's ok.
Thank you.	You're welcome.

- Sample conversations:

Jennifer: Hello! Good afternoon.

Joshua: Hey! Nice too meet you.

Jennifer: Nice to meet you too!

Joshua: How are you?

Jennifer: I am fine, thanks

Brittany: Good evening!

Carol: Good evening!

Brittany: What's up?

Carol: Not much!

Brittany: It's ok

Carol: Bye.

Brittany: Good bye.

Now, I check the box if I recognize ways to say "hi" and courtesy expressions.  
If I do not, I read the phrases again.



## I PRACTICE

Instructions:

- 1- I complete the following conversations with the expressions I learned before.

Betsy: \_\_\_\_\_

Charlie: Good evening!

Betsy: \_\_\_\_\_

Charlie: \_\_\_\_\_

Betsy: Nice to meet you too!

Charlie: \_\_\_\_\_

Betsy: Good bye.

Brittany: Hello!

Carol: \_\_\_\_\_

Brittany: How are you?

Carol: \_\_\_\_\_

Brittany: and you? Ca-

rol: \_\_\_\_\_

Brittany: Bye.

Now, I have memorized some greetings and courtesy expressions, and I can mention some of them. I check the box if I have really memorized them correctly. If not, I do the exercise again.



## I DO

Instructions:

1. I write a short conversation similar to the ones in the “I PRACTICE” section using names of people I know.

_____	:	_____
_____	:	_____
_____	:	_____
_____	:	_____
_____	:	_____
_____	:	_____
_____	:	_____

Now, I have written a small dialogue. I check the box if I have really completed the task. If not, I do the exercise again.





## SELF-EVALUATION

Instructions:

I read the questions and answer them by filling in the circles below the questions.

1- What is another way to say "Hi"?

- A) Thanks
- B) It's ok
- C) Hello
- D) Bye

2- Which of the following is a courtesy expression?

- A) Open
- B) Thanks
- C) Hey!
- D) Hi!

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## ANSWER KEY

### I learn section:

#### Exercise 2.

One different way to say “Hi” / Hello One courtesy expression: Thanks

### I practice section:

#### Exercise 1:

A: Complete

C: Speak

E: Close

G: Listen to

I: Stand up

K: Read

B: Draw

D: Repeat

F: Open

H: Check

J: Sit down

L: Write

### Self-evaluation section:

1-C

2-B

# LESSON 1.3. WHAT'S YOUR NAME?

Estimated time: 4 hours

## ACHIEVEMENT INDICATOR:

Clearly spells first and last names while speaking and writing.



## I LEARN

Instructions:

1. Do I know the alphabet in English? How do I ask for names in English? I think....
2. I read the following information about the alphabet<sup>6</sup> in English, and I repeat it until I memorize it.

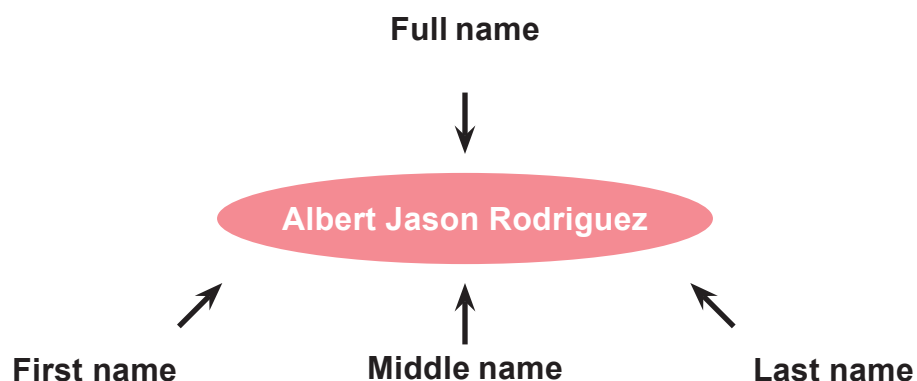
<b>A</b> ei	<b>B</b> bii	<b>C</b> cii	<b>D</b> dii	<b>E</b> ii	<b>F</b> ef	<b>G</b> llii	<b>H</b> eich
<b>I</b> ai	<b>J</b> lleii	<b>K</b> kei	<b>L</b> el	<b>M</b> em	<b>N</b> en	<b>O</b> ou	<b>P</b> pii
<b>Q</b> kiu	<b>R</b> arr	<b>S</b> ess	<b>T</b> tii	<b>U</b> iu	<b>V</b> vii	<b>W</b> dobl in	<b>X</b> ex
<b>Y</b> guai	<b>Z</b> zzii						

Girl: What's your name?  
Girl: Albert? How do you spell your first name?



Boy: My name is Albert.  
Boy: A-L-B-E-R-T

<sup>6</sup>Para practicar la pronunciación del alfabeto puedes ver el siguiente video: [goo.gl/GU5mkt](http://goo.gl/GU5mkt).



Useful questions and answers:

Questions	Answers
What's your first name?	My first name is Albert.
What's your middle name?	My middle name is Jason.
What's your last name?	My last name is Rodriguez.
What's your full name?	My full name is Albert Jason Rodriguez.
How do you spell your first name?	A-L-B-E-R-T

Now, I have learned the alphabet. I check the box if I can say it without watching it. If I can't, I do the exercise again.



## I PRACTICE

Instructions:

1- I spell the following names out loud.

- A) Bryan James
- B) Patrick Reynolds
- C) Jennifer Puccini
- D) Mary Davis
- E) Michael White

Now, I have practiced spelling some names. I check the box if I have spelled them correctly. If I have not, I do the exercise again.





## I DO

Instructions:

1. I write my full name and the names of some people I know. Then, I spell them out loud.

1.	_____
2.	_____
3.	_____
4.	_____

Now, I can spell names in English. I check the box if I can really spell names using the English alphabet. If I can't, I do the exercise again.



## SELF-EVALUATION

Instructions:

I read the questions and answer them by filling in the circles below the questions.

1- How do you ask someone to spell his or her name?

- A) What's your name?
- B) How do you spell your name?
- C) What's your last name?
- D) Hi there!

2- What is the correct answer for the question "What's your last name?"

- A) Mónica
- B) Gutiérrez
- C) Cecilia
- D) Karen

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## ANSWER KEY

Self-evaluation section: 1-B; 2-B

# LESSON 1.4. NUMBERS ALL AROUND

Estimated time: 4 hours

## ACHIEVEMENT INDICATOR:

Expresses numbers when counting, giving addresses, and telephone numbers.



## I LEARN

Instructions:

1. Do I know the numbers in English?
2. I read the following chart, and I practice the pronunciation of the numbers in English<sup>7</sup>.

**Counting Chart: Numbers 1 to 100**

1 one	2 two	3 three	4 four	5 five	6 six	7 seven	8 eight	9 nine	10 ten
11 eleven	12 twelve	13 thirteen	14 fourteen	15 fifteen	16 sixteen	17 seventeen	18 eighteen	19 nineteen	20 twenty
21 twenty-one	22 twenty-two	23 twenty-three	24 twenty-four	25 twenty-five	26 twenty-six	27 twenty-seven	28 twenty-eight	29 twenty-nine	30 thirty
31 thirty-one	32 thirty-two	33 thirty-three	34 thirty-four	35 thirty-five	36 thirty-six	37 thirty-seven	38 thirty-eight	39 thirty-nine	40 forty
41 forty-one	42 forty-two	43 forty-three	44 forty-four	45 forty-five	46 forty-six	47 forty-seven	48 forty-eight	49 forty-nine	50 fifty
51 fifty-one	52 fifty-two	53 fifty-three	54 fifty-four	55 fifty-five	56 fifty-six	57 fifty-seven	58 fifty-eight	59 fifty-nine	60 sixty
61 sixty-one	62 sixty-two	63 sixty-three	64 sixty-four	65 sixty-five	66 sixty-six	67 sixty-seven	68 sixty-eight	69 sixty-nine	70 seventy
71 seventy-one	72 seventy-two	73 seventy-three	74 seventy-four	75 seventy-five	76 seventy-six	77 seventy-seven	78 seventy-eight	79 seventy-nine	80 eighty
81 eighty-one	82 eighty-two	83 eighty-three	84 eighty-four	85 eighty-five	86 eighty-six	87 eighty-seven	88 eighty-eight	89 eighty-nine	90 ninety
91 ninety-one	92 ninety-two	93 ninety-three	94 ninety-four	95 ninety-five	96 ninety-six	97 ninety-seven	98 ninety-eight	99 ninety-nine	100 one hundred

<sup>7</sup> Puedes practicar la pronunciación de los números usando el siguiente link: [goo.gl/F89kJx](https://goo.gl/F89kJx).

Useful questions and answers when using numbers.

Question	Answer
What's your cell phone number?	It's 789.....
Where do you live?	I live in 45 street/avenue/ apartment.

Vocabulary to use when giving addresses.

Street
Avenue
Road
Neighborhood
Apartment
Highway
Block

Now, I have learned the numbers and some expressions for addresses in English. I check the box if I can mention numbers without looking at them. If I can't, I do the exercise again.



## I PRACTICE

Instructions:

1- I complete the following conversations and practice them by reading them out loud.

Betsy: \_\_\_\_\_

Charlie: Good evening!

Betsy: \_\_\_\_\_

Charlie: \_\_\_\_\_

Betsy: Nice to meet you too!

Charlie: \_\_\_\_\_

Betsy: Good bye.

Brittany: Hello!

Carol: \_\_\_\_\_

Brittany: How are you?

Carol: \_\_\_\_\_

Brittany: and you? Ca-

rol: \_\_\_\_\_

Brittany: Bye.

Now, I have completed the exercise. I check the box if I have really completed it successfully. If I have not, I do the exercise again.



## I DO

Instructions:

1. I write a conversation. I imagine that I am asking for cell phone numbers and addresses to my friends or people I know.

_____ :	_____
_____ :	_____
_____ :	_____
_____ :	_____
_____ :	_____
_____ :	_____
_____ :	_____
_____ :	_____
_____ :	_____
_____ :	_____

Now, I have written a small dialogue. I check the box if I have completed the task. If I can't, I do the exercise again.





## SELF-EVALUATION

Instructions:

I read the questions and answer them by filling in the circles below the questions.

1- How do you ask someone to spell his or her name?

- A) What's your name?
- B) How do you spell your name?
- C) What's your last name?
- D) Hi there!

2- What is the correct answer for the question "What's your last name?"

- A) Mónica
- B) Gutiérrez
- C) Cecilia
- D) Karen

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## ANSWER KEY

I practice section:

### Exercise 1:

A: Complete

C: Speak

E: Close

G: Listen to

I: Stand up

K: Read

B: Draw

D: Repeat

F: Open

H: Check

J: Sit down

L: Write

Self-evaluation section:

1-B

2-A



# LESSON 1.5. AT THE OFFICE

Estimated time: 7 hours

## ACHIEVEMENT INDICATOR:

Locates office objects using prepositions in/on/at.



## I LEARN

Instructions:

1. What are some office objects that I know? Can I mention some? How about prepositions? What are they? I think...
2. I read the following vocabulary about office objects and prepositions of place and repeat it until I memorize it.

### Office Objects



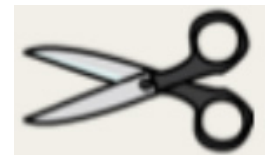
Pencil (pensol)



Eraser (ireizer)



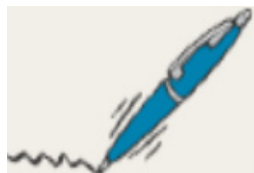
Stapler (Steipler)



Scissors (sisors)



Calculator  
(calkiuleiror)



Pen (pen)



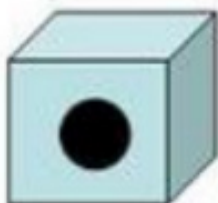
Highlighter  
(hailairer)



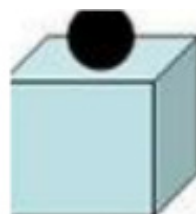
Computer  
(Compiurer)

### Prepositions of Place<sup>8</sup>

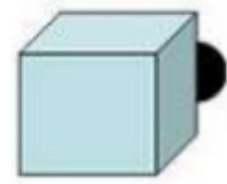
In



On



At (at the end)



<sup>8</sup> Para mayor información acerca de las preposiciones, puedes visitar el siguiente link: [goo.gl/hvaMMR](http://goo.gl/hvaMMR)

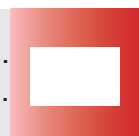
<b>AT</b>	<b>IN</b>	<b>ON</b>
for a point	for an enclosed space	for a surface
<i>at the corner</i> <i>at the cinema</i> <i>at the door</i> <i>at the top of the page</i> <i>at the end of the road</i> <i>at the entrance</i> <i>at the crossroads</i> <i>at the front desk</i> <i>at home</i>	<i>in the garden</i> <i>in London</i> <i>in Germany</i> <i>in a box</i> <i>in my pocket</i> <i>in a building</i> <i>in a car</i> <i>in the kitchen</i> <i>in the park</i>	<i>on the wall</i> <i>on the cover</i> <i>on the floor</i> <i>on the carpet</i> <i>on the menu</i> <i>on a page</i> <i>on a bus</i> <i>on a plane</i> <i>on a horse</i>

### Useful Expressions:

The calculator is in my bag.	The pen is in the box.
The highlighter is at the office.	The pencil is on the table.
The stapler is in the bag.	The eraser is on the chair.

**Note:** I don't forget to use the article "The" at the beginning of the sentence and the name of the object. I use the verb "Be" to build sentences with prepositions.

Now, I have learned about office objects and prepositions of place in English. I check the box if I can mention and remember them. I can't, I do the exercise again.



## I PRACTICE

Instructions:

1- I fill in the gaps with the letters that are missing.

A) PEN

B) HI\_HL\_G\_\_E\_\_

C) P\_N\_\_L

D) C\_L\_\_L\_TO\_\_

E) E\_A\_\_

F) CO\_\_UT\_R

G) S\_ISS\_\_S

H) ST\_P\_ER

2. I look at the picture below and I write sentences to describe the position of the office objects. ill in the gaps with the letters that are missing.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

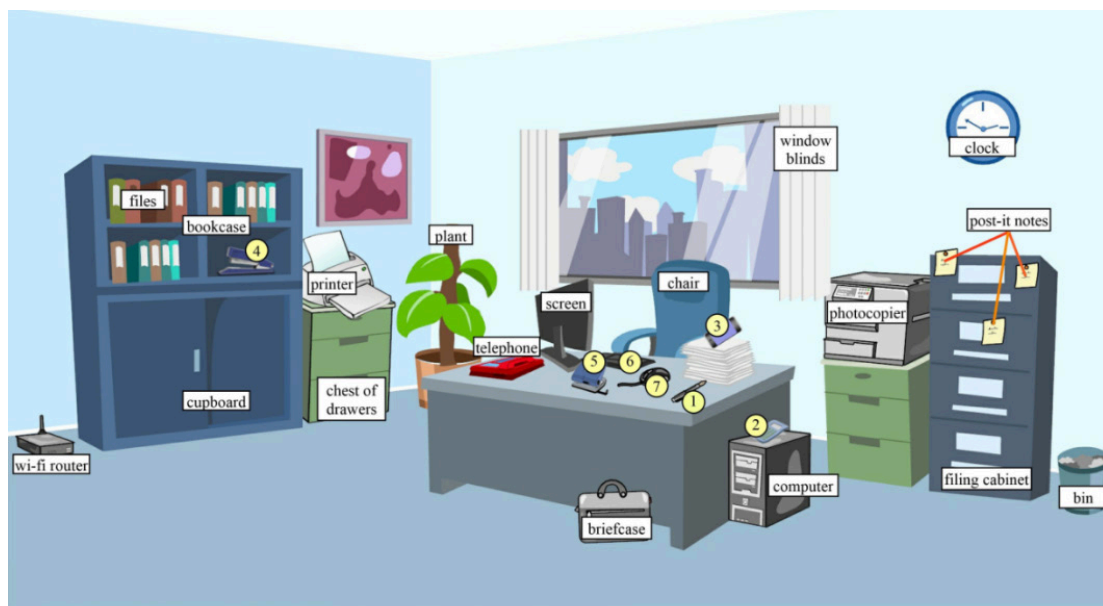
Now, I have written some sentences. I check the box if I didn't have problems writing them. If I had difficulty, I do the exercise again.



## I DO

Instructions:

1. I look for objects in my house similar to the ones studied in the lesson. Then, I place them in different positions. After that, I write sentences to describe the position of the objects.



Example: The pencil is on the table.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Now, I have written some sentences to describe the position of objects. I check the box if I have completed the task. If I can't, I do the exercise again.



### **SELF-EVALUATION**

Instructions:

I read the questions and answer them by filling in the circles below the questions.

1- What is the correct word to say "borrador" in English?

- A) Pencil
- B) Pen
- C) Stapler
- D) Eraser

2- Which is a preposition of place?

- A) In
- B) Calculator
- C) Pen
- D) Scissors

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## ANSWER KEY

### I practice section:

#### Exercise 1:

- |           |                |             |               |
|-----------|----------------|-------------|---------------|
| A) PEN    | B) HIGHLIGHTER | C) PENCIL   | D) CALCULATOR |
| E) ERASER | F) COMPUTER    | G) SCISSORS | H) STAPLER    |

### I practice section:

#### Exercise 2:

Answers may vary. Here there are some possible options.

1. The telephone is on the desk.
2. The window is on the wall.
3. The computer is on the floor.
4. The telephone is on the desk.
5. The cell phone is on the papers.
6. The pen is on the desk.

### Self-evaluation section:

- 1- D  
2- A

# UNIT 2. MY FAMILY

Estimated time: 20 hours

## UNIT OBJECTIVES

- Use vocabulary related to family ties, language and nationalities in both oral and written discourse in order to give general information, nationality, job, occupation and language.
- Express moods and qualities of people both orally and in writing to describe characteristics of family members.

## LESSON 2.1. IN CLASS

Estimated time: 5 hours

### ACHIEVEMENT INDICATOR:

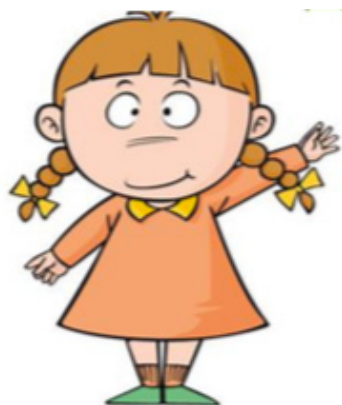
Uses the correct words to identify family members.



## I LEARN

Instructions:

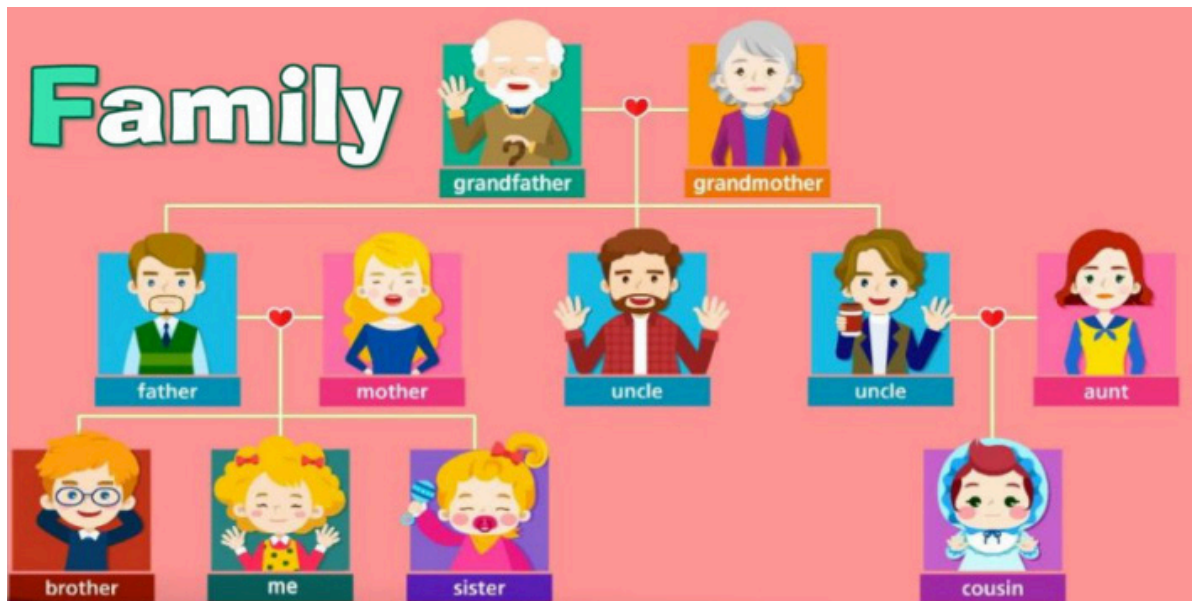
- Do I know family member's vocabulary in English? How do I say padre, madre, hermana and hermano in English? I think...
- I read the following information and circle all the vocabulary related to family members.



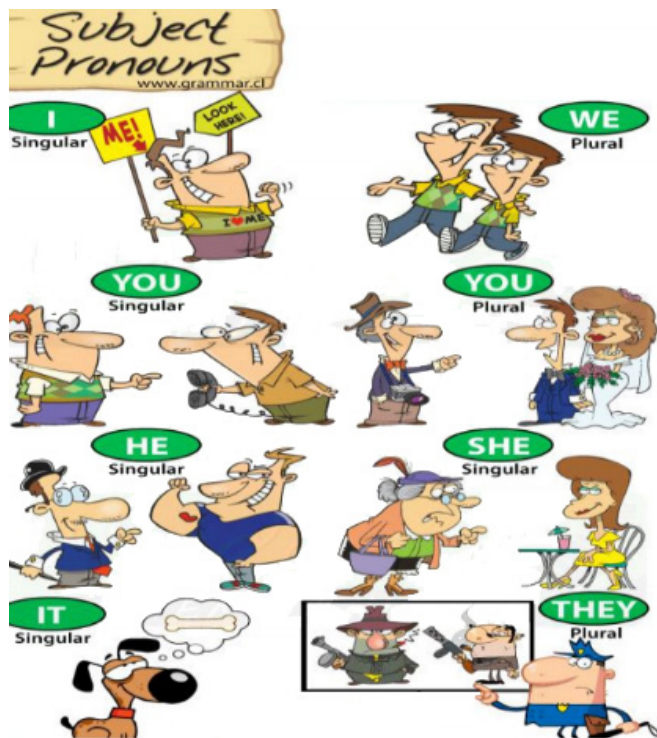
### Hi there! This is Gisselle.

Hello, everyone! How are you today? I am super happy to introduce you to my family. I want to start with my father. He is a good man. His name is Edgar. He is happy all the time. Now, I will describe my mom. She is beautiful, her name is Mary. Finally, I have a little brother. I love him so much. His name is Edward. He is a good boy. I love my family.

3. I look at the following family tree. I read carefully and repeat the family members' vocabulary aloud<sup>9</sup>.



Useful information:



Be - Present			
Singular		Plural	
I	am	we	are
you	are	you	are
he	is		
she	is	they	are
it	is		

<sup>9</sup> Puedes ver el siguiente video para escuchar la pronunciación de estas palabras: [goo.gl/L6ubp4](http://goo.gl/L6ubp4).



## Sample sentences:

1. Sheismymother.
2. Heismyfather.
3. Theyaremybrothers.
4. Sheismyaunt.

Now, I have learned about how to call family members in English. I check the box if I can really mention or remember the vocabulary. If I can't, I do the exercise again.



## I PRACTICE

Instructions:

1-I read the following text. I fill in the spaces with the vocabulary about family members that is in the box.

### My Super Family!

**FATHER - MOTHER -SISTER -GRANDMOTHER -GRANDFATHER**



Hello everyone, I am Diego, and this is my super family. I have one little \_\_\_\_\_. She is 3 years old. Then, I have my \_\_\_\_\_. She has red hair and a pink dress. Next to my \_\_\_\_\_ is my \_\_\_\_\_. He is my hero. Finally, they are my \_\_\_\_\_ and \_\_\_\_\_. They are lovely and give me money. This is my super family.

Now, I have finished this exercise. I check the box if I didn't have any problems with it. If I had difficulty, I do the exercise again.



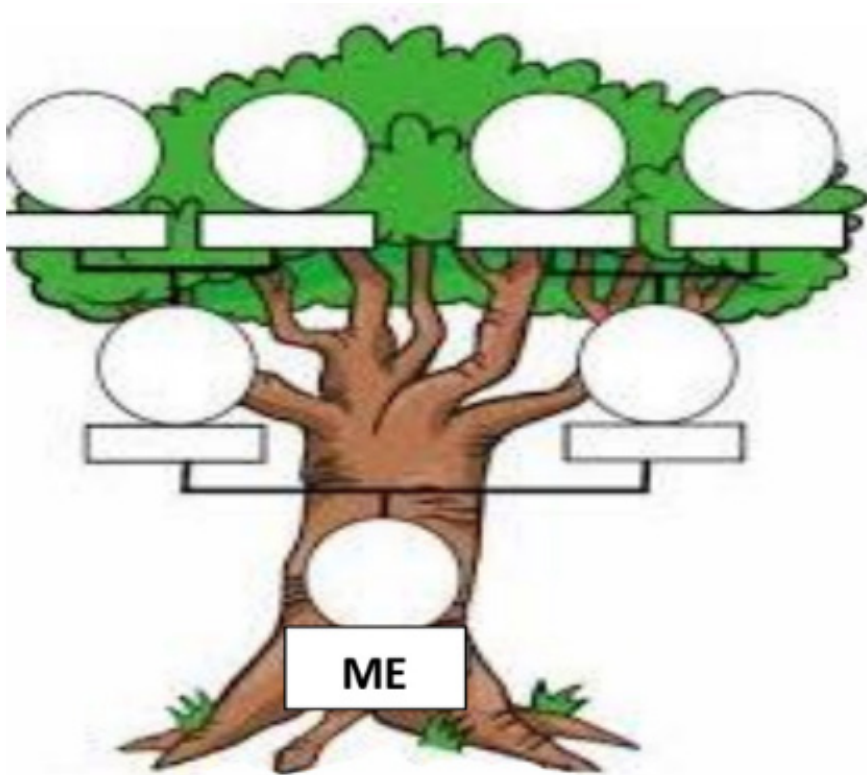




## I DO

Instructions:

1. I draw the faces and write the names of the members of my family in the family tree below.



Now, I have drawn my own family tree. I check the box if I have really completed the task. If I have not, I do the exercise again.



## SELF-EVALUATION

Instructions:

I read the questions, and I answer them by filling in the circles below the questions.

1- What is correct word to say “madre” in English?

- A) Father
- B) Brother
- C) Sister
- D) Mother

2- Which is correct word to say “abuela” in English?

- A) Grandfather
- B) Aunt
- C) Uncle
- D) Grandmother

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## ANSWER KEY

I learn section:

**Exercise 2:**

Father / Mom / Brother

I practice section:

**Exercise 1:**

Sister – mother- mother- father- grandmother – grandfather

**Self-evaluation section:**

1-D

2-D

# LESSON 2.2. ARE YOU SALVADORAN?

Estimated time: 5 hours

## ACHIEVEMENT INDICATOR:

Describes family members and other people's nationalities and languages.



## I LEARN

Instructions:

1. How do I say the names of other countries? Do I know how to say the nationalities and languages in English? I think.....
2. I read the following information and repeat the new words loudly<sup>10</sup>.



Country: Guatemala  
Nationality: Guatemalan  
Language: Spanish



Country: El Salvador  
Nationality: Salvadoran/  
Salvadorian  
Language: Spanish



Country: Canada  
Nationality: Canadian  
Language: English



Country: Mexico  
Nationality: Mexican  
Language: Spanish



Country: Costa Rica  
Nationality: Costa Rican  
Language: Spanish



Country: Nicaragua  
Nationality: Nicaraguan  
Language: Spanish



Country: The United  
States Nationality:  
American  
Language: English



Country: Honduras  
Nationality: Honduran  
Language: Spanish

## Useful Information:

- When talking about nationalities, I use the verb “**Be**” <sup>11</sup>. For example:  
I am Salvadoran.  
She is Guatemalan.  
He is American.
- When describing languages, I use the verb “**Speak**.” For example:  
I speak Spanish.  
He speaks English.
- I also don't forget that with the verb “Speak”, I need third person singular. Third person singular is applied when we use the pronouns **he, she and it**. When I have those pronouns, the verb “Speak” becomes “Speaks.”

I	SPEAK
YOU	SPEAK
HE	SPEAKS
SHE	SPEAKS
IT	SPEAKS
WE	SPEAK
YOU	SPEAK
THEY	SPEAK

## Sample sentences:

1. My mother is Salvadoran.
2. My father is American.
3. My mother speaks Spanish.
4. My father speaks English.
5. My brother is Guatemalan.
6. My friend is Honduran, and he speaks Spanish.

<sup>11</sup> Para recordar un poco más acerca del verbo “Be” puedes visitar el siguiente enlace: [goo.gl/DHyj2Q](http://goo.gl/DHyj2Q).

Now, I have learned the names of countries, nationalities and languages in English. I check the box if I can really mention or remember the new vocabulary. If I can't, I do the exercise again.



## I PRACTICE

Instructions:

1- I complete the following exercise by filling in the blanks with the correct information.

- A) She is Salvadoran, and she speaks \_\_\_\_\_.
- B) Jeffrey is \_\_\_\_\_, and he speaks English.
- C) Santiago and Marcos are Guatemalan; they \_\_\_\_\_ Spanish.
- D) I am \_\_\_\_\_. I speak \_\_\_\_\_.
- E) We are Costa Rican; we \_\_\_\_\_.

Now, I have finished this exercise. I check the box if I didn't have problems using the new vocabulary. If I had difficulty, I do the exercise again.



## I DO

Instructions:

1. I write sentences similar to the ones that appear in the "I PRACTICE" section, but I use names of my relatives, friends and famous people from other countries that I know.

- A) \_\_\_\_\_
- B) \_\_\_\_\_
- C) \_\_\_\_\_
- D) \_\_\_\_\_
- E) \_\_\_\_\_

Now, I have written some sentences using vocabulary about countries, nationalities and languages. I check the box if I have really completed the task. If I have not, I do the exercise again.





## SELF-EVALUATION

Instructions:

I read the questions and answer them by filling in the circles below the questions.

1- What is the correct word to say “Estados Unidos” in English?

- A) Guatemala
- B) Costa Rica
- C) The United States
- D) Nicaragua

2- Which is the correct option to say “guatemalteco” in English?

- A) Salvadoran
- B) Guatemalan
- C) American
- D) Honduran

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## ANSWER KEY

I practice section:

Exercise 1:

- A) She is Salvadoran, and she speaks Spanish\_\_\_\_\_.
- B) JeffreyisAmerican\_,andhespeaksEnglish.
- C) SantiagoandMarcosareGuatemalan;theyspeaksSpanish.
- D) IamSalvadoran\_.IspeakSpanish\_.
- E) WeareCostaRican;wespeakSpanish.

Self-evaluation section:

1-C

2-B

# LESSON 2.3. WE ARE ALL DIFFERENT!

Estimated time: 5 hours

## ACHIEVEMENT INDICATOR:

Uses descriptive adjectives for mood and physical appearance of family members in a given context.



## I LEARN

Instructions:

1. What is an adjective? How do I describe people in English? I think....
2. I read the following vocabulary and repeat the new words out loud.

### DESCRIBING MOODS AND PERSONALITIES<sup>12</sup>

Happy



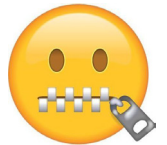
Sad



Angry



Quiet



Shy



Outgoing



Polite



Impolite



### DESCRIBING PHYSICAL APPEARANCE

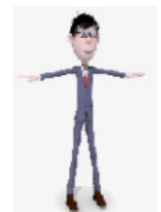
Tall



Short



Thin



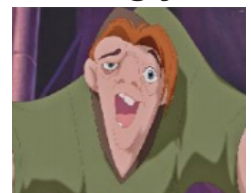
Chubby



Good looking



Ugly



<sup>12</sup> Para más información acerca de los adjetivos, puedes visitar el siguiente link: [goo.gl/uXtddV](http://goo.gl/uXtddV).

## Useful Information:

- To describe people I use the verb "Be." For example:
  - I am happy.
  - She is polite.
  - He is shy.
  - He is good looking.
- There are two questions I can use to ask for people's physical appearance and personality.

### For physical descriptions I use:

What does Subject / pronoun (he/ she/it) \_\_\_ look like?

What do you/ I / we/ they look like?

### For mood and personality descriptions I use:

What is he/she /it like?

What are you/ they /we like?

For Physical Descriptions	
What does she look like?	She is good looking.
What does he look like?	He is chubby.
What do you look like?	I am tall.
What do they look like?	They are ugly.
What do we look like?	We are short.
What do I look like?	I am good looking.

For Personality Descriptions	
What is she like?	She is happy.
What is he like?	He is polite.
What are they like?	They are shy.
What are we like?	We are outgoing.
What am I like?	I am shy.
What are you like?	I am happy.

## Sample sentences:

1. My mother is short and thin.
2. My father is shy and sad.
3. My friend is good looking.
4. Katherine is short.
5. Rocio is outgoing and happy.
6. My friends are ugly.



Now, I have learned how to describe a person's personality and physical appearance in English. I check the box if I can mention or remember the adjectives and structures. If I can't, I do the exercise again



## I PRACTICE

Instructions:

1- I complete the following conversations by using vocabulary to describe personality and physical appearance.

Boris: Hi!

Natasha: Hey

Boris: How are you?

Natasha: I am fine. Who is that boy? Boris: He is my friend Carlos.

Natasha: What \_\_\_ Carlos \_\_\_\_? Boris: He \_\_\_happy and \_\_\_\_.

Natasha: Great, and what \_\_\_\_\_ look like?

Boris: He \_\_\_\_\_ and chubby.

Kenny: Hello! Good morning.

Nico: Good morning.

Kenny: \_\_\_\_\_ Carlos like?

Nico: He is \_\_\_\_\_.

Kenny: Oh no, and \_\_\_\_\_?

Nico: \_\_\_\_\_ short and thin. Kenny: and you? \_\_\_\_\_? Nico:

\_\_\_\_\_ all the time.

Now, I have finished this exercise. I check the box if I didn't have problems to complete it. If I had difficulty, I do the exercise again.





## I DO

Instructions:

1. I imagine I am having a conversation with a friend, and I ask him or her about someone else's personality and physical appearance. I write my conversation in the following template.

_____	:	_____
_____	:	_____
_____	:	_____
_____	:	_____
_____	:	_____
_____	:	_____
_____	:	_____
_____	:	_____
_____	:	_____

Now, I have written a conversation. I check the box if I have completed the task. If I have not, I do the exercise again.



## SELF-EVALUATION

Instructions:

I read the questions and answer them by filling in the circles below the questions.

1- What is the correct word to say "tímido" in English?

- A) Shy
- B) Happy
- C) Thin
- D) Ugly

2- Which is the correct option to say "triste" in English?

- A) Good looking
- B) Sad
- C) Outgoing
- D) Chubby

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## ANSWER KEY

### I practice section:

#### Exercise 1:

#### Possible answers.

Boris: Hi!

Natasha: Hey

Boris: How are you?

Natasha: I am fine. Who is that boy? Boris: He is my friend Carlos.

Natasha: What is Carlos like? Boris: He is happy and out-going. Natasha: Great, and what does he look like?

Boris: He is tall and chubby.

Kenny: Hello! Good morning.

Nico: Good morning.

Kenny: What is Carlos like?

Nico: He is shy and sad.

Kenny: Oh no, and what does he look like?

Nico: He is short and thin.

Kenny: and you? What are you like?

Nico: I am happy all the time.

### Self-evaluation section:

1-A

2-B

# LESSON 2.4. PROFESSIONS

## ACHIEVEMENT INDICATOR:

Estimated time: 5 hours

Practices jobs and occupations vocabulary in context.



## I LEARN

Instructions:

1. How do you say “My mother is a secretaria in English”? Do I know words to describe jobs and professions? I think...
2. I read the following information and repeat the new words aloud<sup>13</sup>.

TEACHER



DOCTOR



STUDENT



NURSE



SECRETARY



LAWYER



ACCOUNTANT



POLICE OFFICER



CARPENTER



PLUMBER



FIRE FIGHTER



SECURITY GUARD



HOMEMAKER



<sup>13</sup> Para información acerca de la pronunciación del vocabulario acerca de profesiones y oficios puedes ver el siguiente enlace: [goo.gl/WZ3yPQ](http://goo.gl/WZ3yPQ)

Useful Information:

- When I talk about people’s jobs, I use the verb “Be.” For example:  
I am a secretary.  
She is a teacher.  
My father is a plumber.
- I also need a/an plus a noun in singular. The articles “A or An” mean “ONE”, so I only use them when I refer to one person. When I use plural forms, I don’t need. “A or An.”

**For example:**

He is a doctor<sup>14</sup>.  
They are doctors.

## A - AN

**The difference between A and AN**

**A** and **AN** have the same meaning. **A** and **AN** are indefinite articles. The difference depends on the sound at the beginning of the next word.

When the next word starts with a <b>CONSONANT</b> SOUND	When the next word starts with a <b>VOWEL</b> SOUND
<b>A</b>	<b>AN</b>
a <u>b</u> ook   a <u>f</u> rog	an <u>a</u> pple   an <u>o</u> range
a <u>c</u> ar   a <u>l</u> emon	an <u>e</u> gg   an <u>u</u> mbrella
a <u>d</u> og   a <u>t</u> ruck	an <u>i</u> nsect   an <u>a</u> ctor

**BE CAREFUL!** The **SOUND** of the letter is important

a house   BUT   an hour      The **H** at the beginning of **hour** is **silent**.

an uncle   BUT   a university      The **U** at the beginning of **university** sounds like **YOU**.

This rule applies to all words after **A** or **AN** (including adjectives, adverbs...)

a <u>c</u> old day	an <u>e</u> asy lesson
a <u>v</u> ery crazy person	an <u>i</u> nteresting class

**Sample sentences:**

- |                                  |
|----------------------------------|
| 1. Johanna is a police officer.  |
| 2. Christian is a plumber.       |
| 3. My friend is a teacher.       |
| 4. I am a student.               |
| 5. Guadalupe is a doctor.        |
| 6. My brother is a fire fighter. |

Now, I have learned how to talk about people’s professions and jobs in English. I check the box if I can mention or remember the professions and structures. If I can’t, I do the exercise again.



<sup>14</sup> Para practicar un poco más el uso de los artículos “a” and “an” puedes visitar el siguiente sitio web: [goo.gl/DV2KBB](http://goo.gl/DV2KBB).






# I PRACTICE


Instructions:

1- I complete the paragraph with vocabulary about jobs and professions by looking at the pictures.



Hello, I am Rodrigo! I have a wonderful family. My mother is a \_\_\_\_\_ .  She loves her job and her students. My father is very happy every day, and he is a \_\_\_\_\_.  I am proud of him.

Then, I have my little sister. She is a \_\_\_\_\_  like me.

Finally, I have my big bother. He is an \_\_\_\_\_.  I admire and love my wonderful family.

Now, I have finished this exercise. I check the box if I didn't have problems to complete it. If I had difficulty, I do the exercise again.



# I DO

Instructions:

1. In the lines I write a paragraph similar to the one that appears in the "I PRACTICE" section. I use ideas about my family.

---

---

---

---

Now, I have written a small paragraph. I check the box if I have completed the task. If I have not, I do the exercise again.





## **SELF-EVALUATION**

Instructions:

I read the questions and answer them by filling in the circles below the questions.

1-What is the correct word to say “maestro/a” in English?

- A) Secretary
- B) Accountant
- C) Doctor
- D) Teacher

2- Which is the correct option to say “oficial” in English?

- A) Fire fighter
- B) Plumber
- C) Police officer
- D) Guard

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## **ANSWER KEY**

**I practice section:**

**Exercise 1:**

- A) She is Salvadoran, and she speaks Spanish\_\_\_\_\_.
- B) JeffreyisAmerican\_,andhespeaksEnglish.
- C) SantiagoandMarcosareGuatemalan;they speakSpanish.
- D) I am Salvadoran\_.IspeakSpanish\_.
- E) We are Costa Rican; we speak Spanish.

**Self-evaluation section:**

1-D

2-C

# UNIT 3. GOODS

Estimated time: 15 hours

## UNIT OBJECTIVES

- Demonstrate understanding of language related to prices, accessories, clothing, and colors for clothing items, furniture, food and drinks in order to learn how to ask for and purchase goods in the target language.
- Produce oral and written language related to prices, clothing, furniture, food and drinks in order to establish communication when purchasing goods.

## LESSON 3.1. FASHION

Estimated time: 4 hours

### ACHIEVEMENT INDICATOR:

Identifies and lists different clothing items and accessories correctly.

Writes and reads a shopping list with the correct usage of singular and plural forms.



## I LEARN

Instructions:

1. What do I know about fashion? Am I interested in the fashion world? How do you call the different accessories and clothing items in English? I think....
2. I read the following information and repeat the words loudly.

### CLOTHING AND ACCESSORIES<sup>15</sup>

**Pants**



**Blouse**



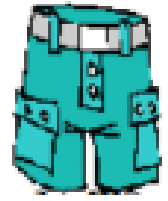
**Jeans**



**Socks**






**Shoes****Polo shirt****T-shirt****Shorts****Skirt****Belt****Watch****Glasses**


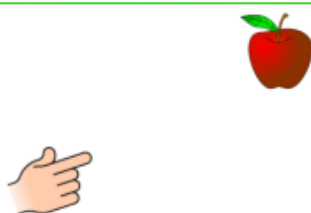

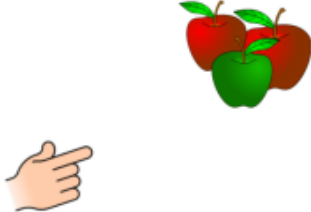
### Singular vs. Plural Forms

Singular	Plural
No singular form	Pants
Blouse	Blouses
No singular form	Jeans
Sock	Socks
Shoe	Shoes
No singular form	Shorts
T-shirt	T-shirts
Shirt	Shirts
Skirt	Skirts
Belt	Belts
Watch	Watches
Glasses	Glasses

<sup>15</sup> Para obtener más vocabulario relacionado a "Clothing items and accessories" puedes visitar el siguiente sitio web: [goo.gl/jQvDkF](http://goo.gl/jQvDkF).

When I talk about clothes and accessories, I can use “Demonstrative Pronouns”, BUT what are Demonstrative Pronouns? They are words that can help us to distinguish if something is near or close (at a short distance) or far away (long distance). They also help us to distinguish between plural and singular things. For example:

  
Close Far

<b>Singular</b>	 <b><u>This</u> is an apple.</b>	 <b><u>That</u> is an apple.</b>
<b>Plural</b>	 <b><u>These</u> are apples.</b>	 <b><u>Those</u> are apples.</b>

**Sample sentences:**

- |                        |
|------------------------|
| 1. This is a blouse.   |
| 2. These are blouses.  |
| 3. That is a t-shirt.  |
| 4. Those are t-shirts. |

Now, I have learned about clothes and accessories in English. I check the box if I can mention or remember them. If I can't, I do the exercise again.





## I PRACTICE

Instructions:

1- I complete the following shopping list with vocabulary about accessories and clothing items by looking at the pictures<sup>16</sup>.

a) This is a \_\_\_\_\_ →



b) That is a \_\_\_\_\_ →



c) \_\_\_\_\_ are \_\_\_\_\_ →



d) \_\_\_\_\_ is a \_\_\_\_\_ →



e) These \_\_\_\_\_ →



Now, I have finished this exercise. I check the box if I didn't have problems to complete it. If I had difficulty, I do the exercise again.



<sup>16</sup> Para practicar más acerca de los pronombres demostrativos en inglés, puedes ver el siguiente link: [goo.gl/oyQQHw](http://goo.gl/oyQQHw).



## I DO

Instructions:

1. I write a similar shopping list to the one that appears in the "I PRACTICE" section. I look for pictures in the newspapers or magazines that I have in my house and paste them in the list. Then, I write sentences.

### Shopping List

a)	_____	→	<input type="text"/>
b)	_____	→	<input type="text"/>
c)	_____	→	<input type="text"/>
d)	_____	→	<input type="text"/>
e)	_____	→	<input type="text"/>

Now, I have created my own accessories and clothing list. I check the box if I have completed the task successfully. If I have not, I do the exercise again.



## SELF-EVALUATION

Instructions:

I read the questions and answer them by filling in the circles below the questions.

1- What is the correct word to say “calcetines” in English?

- A) Socks
- B) T-shirt
- C) Shirt
- D) Pants

2- Which is the correct option to say “estos” in English?

- A) That
- B) These
- C) Those
- D) This

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## ANSWER KEY

I practice section:

Exercise 1:

- A) This is a blouse.
- B) That is a t-shirt.
- C) Those are pants.
- D) That is a shirt.
- E) These are socks.

Self-evaluation section:

1-A

2-B

# LESSON 3.2. I LIKE IT RED

Estimated time: 4 hours

## ACHIEVEMENT INDICATOR:

Discriminates colors of the most commonly used clothing items, accessories and furniture.



## I LEARN

Instructions:

1. Do I how to say the colors in English? Do I know how to call accessories and furniture in my house? I think...
2. I check my own knowledge by trying to say some of the colors from the chart below.



3. I read the following information and repeat the words aloud<sup>17</sup>.

**Table**



**Chair**



**Bed**



**Sofa**



**Desk**



**Lamp**



## COLORS

pink

red

orange

yellow

green

blue

purple

black

brown

white

gray

1. The chair is red.
2. The lamp is yellow.
3. The desk is brown.
4. The bed is white.

<sup>17</sup> Para corroborar la pronunciación de los colores puedes ver el siguiente enlace: [goo.gl/Jw2JeQ](http://goo.gl/Jw2JeQ).

Now, I have learned about how to say colors and furniture in English. I check the box if I can really mention or remember the vocabulary. If I can't, I do the exercise again.



## I PRACTICE

Instructions:

1- I read the following description about Sebastian's house. Then, I read the sentences and decide if they are true or false.

Hello everybody! I am Sebastian and this is my house. There are many beautiful colors all around. First, I have a blue lamp because I really like this color. Also, I have a red chair. I like this color because it makes me feel happy. Moreover, I have my brown desk. It is brown because this one is my favorite color. The bed is definitely white. There are no beds of other colors. Finally, I have my table. Can you guess what color is it? It is purple.

- |                         |      |       |
|-------------------------|------|-------|
| A) The bed is red.      | True | False |
| B) The lamp is black.   | True | False |
| C) The chair is red.    | True | False |
| D) The desk is blue.    | True | False |
| E) The table is orange. | True | False |

Now, I have finished this exercise. I check the box if I didn't have problems to complete it. If I had difficulty, I do the exercise again.



## I DO

Instructions:

1. I write a short description of the things that I have at home and their colors. The paragraph can be similar to the one that appears in the "I PRACTICE" section.

Now, I have created a description of the things in my house. I check the box if I have completed the task. If I have not, I do the exercise again.



## SELF-EVALUATION

Instructions:

I read the questions and answer them by filling in the circles below the questions.

1- What is the correct word to say “rojo” in English?

- A) Red
- B) Yellow
- C) Green
- D) Purple

2- Which is the correct option to say “silla” in English?

- A) Lamp
- B) Bed
- C) Chair
- D) Desk

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## ANSWER KEY

### Exercise 1:

- A) False.
- B) False.
- C) True.
- D) False.
- E) False.

### Self-evaluation section:

- 1- A
- 2- C



# LESSON 3.3. IT'S TOO EXPENSIVE

Estimated time: 4 hours

## ACHIEVEMENT INDICATOR:

Reads and identifies colors and prices of items in furniture ads.



## I LEARN

Instructions:

1. What do I know about the prices of the things that I have at home? I think....
2. I read the following information and repeat the numbers aloud<sup>18</sup>.

### Numbers from 200 to 1000

200.	Two hundred	300.	Three hundred	400.	Four hundred	500.	Five hundred
600.	Six hundred	700.	Seven hundred	800.	Eight hundred	900.	Nine hundred
1000.		One thousand					

### money

#### coins



penny



nickel



dime



quarter



half dollar

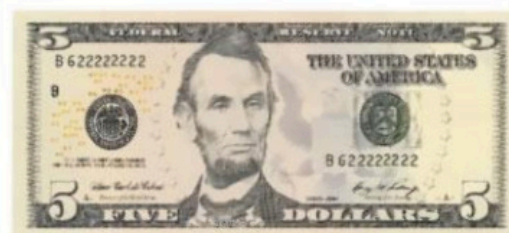


dollar

#### credit card



#### bill



<sup>18</sup> Para escuchar la pronunciación correcta de los números, sigue el siguiente enlace: [goo.gl/s1jCqE](http://goo.gl/s1jCqE).

## Useful information:

When I talk about the prices of things, I can ask the following questions and answer them by saying:

1. How much is that table? It's \$25 dollars.
2. How much are those lamps? They're \$100 dollars and 99 cents.

We use question 1 to ask for one thing (singular), and the question 2 to ask for two or more things (plural). I notice that the answer is also in singular or plural form depending on the question's structure.

Now, I have learned about numbers, money and prices. I check the box if I can mention or remember the new vocabulary.  
If I can't, I do the exercise again.



## I PRACTICE

Instructions:

1- I read the following advertisement, and I answer the questions below by choosing the best option.

### ALL YOU CAN THINK OFF!!!! G AND J STORE

All you want is here with us. Don't hesitate and come. We have products for everyone in the family. Super nice chairs which are \$100.00 dollars each. We also have beds for only \$300. You can have a new refrigerator which is just \$500. But hey! We have more. If you come today, you can get three lamps. Yes, you can get three beautiful lamps for your living room or any other place in your house. You can obtain these three white lamps for only \$250 each. Finally, we have an amazing discount in computers. We have grey and pink computers. The computers are \$600 each. You must run!!!



1. What is the advertisement about?  
 a) School objects                      b) Furniture                      c) Food
2. How much is the bed?  
 a) \$200                                      b) \$300                                      c) \$500
3. What color are the computers?  
 a) white                                      b) pink and white                      c) pink and grey
4. How much are the lamps?  
 a) \$456                                      b) \$ 89                                      c) \$250
5. What color are the lamps?  
 a) white                                      b) red                                      c) black

Now, I have finished this exercise. I check the box if I didn't have problems to complete it. If I had difficulty, I do the exercise again.



## I DO

Instructions:

1. I create my own furniture store advertisement. First, I choose a name for my company. Then, I cut pictures or images from newspapers and magazines, and I paste them in the square below. I create my ad by adding the prices that I consider correct for each of the objects I pasted. I write a little description of the objects. I mention the color they are. I can use the example in the "I PRACTICE" section to guide myself..

Now, I have created an ad for my furniture store. I check the box if I have completed the task. If I have not, I do the exercise again.



## **SELF-EVALUATION**

Instructions:

I read the questions and answer them by filling in the circles below the questions.

1- What is the correct question to ask for prices in English?

- A) How are you?
- B) How much is/are \_\_\_?
- C) How is that?
- D) How old are you?

2- Which is the best option to say "500" in English?

- A) Two hundred
- B) Three hundred
- C) Five hundred
- D) One thousand

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## **ANSWER KEY**

I practice section:

### **Exercise 1:**

- 1. B
- 2. A
- 3. C
- 4. C
- 5. A

### **Self-evaluation section:**

- 1- B
- 2- C

# LESSON 3.4. I LOVE FOOD!

Estimated time: 4 hours

## ACHIEVEMENT INDICATOR:

Exchanges information about favorite foods/drinks/ fruit/vegetables.



## I LEARN

Instructions:

1. Can I say different names of food in English? I think....
2. I read the following information and repeat the vocabulary aloud<sup>19</sup>.

### FOOD AND DRINKS

**Bread**



**Beans**



**Cheese**



**Milk**



**Coffee**



**Soda**



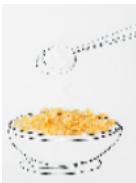
**Juice**



**Water**



**Cereal**



**Fruit**



**Chicken**



**Meat**



<sup>19</sup> Para más información y practicar la pronunciación de los nombres de comidas en inglés puedes ver el siguiente enlace: [goo.gl/UPB4SV](http://goo.gl/UPB4SV).

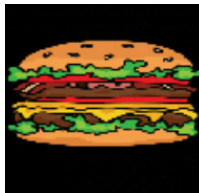
Salad



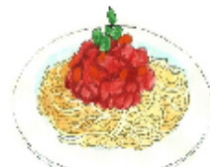
Pizza



Hamburger



Pasta



### FRUITS AND VEGETABLES

Apple



Orange



Banana



Grapes



Tomato



Potato



#### Useful Information:

When we talk about food and its colors, we can use questions like: "What is your favorite food? What is your favorite fruit? Or what color is it? What color is an orange?"

#### Sample questions and answers:

What is your favorite food?	My favorite food is cheese and beans.
What is your favorite fruit?	My favorite fruit is the apple.
What is your favorite Vegetable?	My favorite vegetable is the tomato.
What color is it?	It is red.
What color is your favorite fruit?	It is yellow.
What color are grapes?	They are purple.

Now, I have learned about food. I check the box if I can mention or remember the new vocabulary. If I can't, I do the exercise again.





## I PRACTICE

Instructions:

1- I complete the following conversation between two friends by using the vocabulary about foods, drinks, fruit and vegetables.



Dayana: Hi Hillary, how are you?

Hillary: Hey, I'm fine and you?

Dayana: Super happy, thanks. I have a question for you!

Hillary: Ok, tell me.

Dayana: What's your favorite food?

Hillary: It's Pizza and yours? What's \_\_\_\_\_?

Dayana: My \_\_\_\_\_ is beans and fried bananas.

Hillary: What \_\_\_\_\_ are beans?

Dayana: They \_\_\_\_\_

Hillary: ...And what's your \_\_\_\_\_?

Dayana: My favorite fruit is the apple.

Hillary: What color is \_\_\_\_\_?

Dayana: \_\_\_\_\_

Hillary: Ok, bye.

Dayana: Bye, good day!!

Now, I have finished this exercise. I check the box if I didn't have problems to complete it.  
If I had difficulty, I do the exercise again.





## I DO

Instructions:

1. I think about a person who I know. Then, I create my own conversation in which I ask questions related to food and its color. I can use the conversation in the “I PRACTICE” section as a model.

Now, I have created my own conversation. I check the box if I have completed the task. If I have not, I do the exercise again.



## SELF-EVALUATION

Instructions:

I read the questions and answer them by filling in the circles below the questions.

1- What is the best option to say “tomate” in English?

- A) Potato
- B) Meat
- C) Vegetable
- D) Tomato



2- What is the correct answer to the question "What color is a strawberry?"

- A) Red
- B) Brown
- C) Green
- D) Pink

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## ANSWER KEY

I practice section:

Exercise 1:

Dayana: Hi Hillary, how are you?

Hillary: Hey, I'm fine and you?

Dayana: Super happy, thanks. I have a question for you!

Hillary: Ok, tell me.

Dayana: What's your favorite food?

Hillary: It's Pizza and yours? What's your favorite food?

Dayana: My favorite food is beans and fried bananas.

Hillary: What color are beans?

Dayana: They are brown.

Hillary: ...And what's your favorite fruit? Dayana: My favorite fruit is the apple.

Hillary: What color is it?

Dayana: It's red.

Hillary: Ok, bye.

Dayana: Bye, good day!!

Self-evaluation section:

1. D

2. A

# UNIT 4. HOLIDAYS

Estimated time: 15 hours

## UNIT OBJECTIVES

- Recognize and use ordinal numbers, days of the week and months of the year in order to communicate ideas about age, holidays and the most frequent activities carried out during holidays.
- Ask and answer questions in order to tell age, place/date of birth, names of streets as well as to describe holidays and the most frequent activities carried out during these holidays.

## LESSON 4.1. IT'S CHRISTMAS TIME!

Estimated time: 4 hours

### ACHIEVEMENT INDICATOR:

Writes the days of the week and months of the year with accurate spelling.

Reads and recognizes dates of holidays and events in calendars, magazines and newspaper articles.



## I LEARN

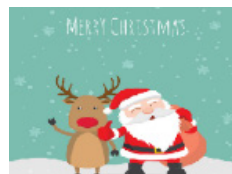
Instructions:

- What is the meaning of the word “week”? How can I say “lunes” in English? I think....
- I read the following information and repeat the vocabulary <sup>20</sup>.

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

<sup>20</sup> Para más información y practicar la pronunciación de los días de la semana y los meses del año en inglés puedes ver el siguiente enlace: [goo.gl/JJXihX](http://goo.gl/JJXihX).

## MONTHS OF THE YEAR



### Useful Information:

- When we talk about days of the week, we can use the preposition “On.” For example:  
Teacher’s Day is on Monday this year.
- When we mention months, we use the preposition “In.” For example: My birthday is in March.

### Sample sentences:

New Year’s Eve is on Wednesday	New Year’s Eve is in December.
My parents’ anniversary is on Friday.	My parents’ anniversary is in August.

Now, I have learned about days of the week and months. I check the box if I can mention or remember the vocabulary. If I can’t, I do the exercise again.





## I PRACTICE

Instructions:

1- I read the following passage, and I answer the questions below by choosing the best option.

### El Salvador an Incredible Place!

Hello and welcome to El Salvador! This is a beautiful country which has many things to offer you during its different holidays. It may be the smallest country in Central America, but it has many nice and interesting celebrations that you can enjoy. For example, in the country it is celebrated Mother's Day. Mother's Day is held on May 10 th . That day people go to different restaurants, and they buy presents for their mothers. This festivity is represented by the colors red and pink. Furthermore, we have Teacher's Day.



During this special day of the year, students buy presents and make little parties in classrooms to thank their teachers, and make them feel happy. Besides, we have The Holy Week. This celebration is one of the most important events in the country because people go to the beach to relax and eat food, or they go to church to pray to God. Finally, we have Christmas. This celebration is in December. People usually get together with their families, and they have a nice and big dinner.

1. What is the reading section about?
  - a) El Salvador's tourist places.
  - b) El Salvador's social problems.
  - c) El Salvador's holidays.
2. What are the colors that represent Mother's Day?
  - a) Red and pink.
  - b) Purple and pink.
  - c) Yellow and pink.

3. In which day do people buy presents and celebrate in classrooms?

- a) Christmas.
- b) Mother's Day.
- c) Teacher's Day.

4. When do people go to the beach or to church?

- a) Christmas.
- b) Mother's Day.
- c) Holy Week

5. When is Mother's Day celebrated in El Salvador?

- a) April.
- b) December.
- c) May.

Now, I have finished this exercise. I check the box if I didn't have problems to complete it. If I had difficulty, I do the exercise again.



## I DO

Instructions:

1. I create my own mini calendar to know what day of the week we will celebrate some holidays this year. For this, I need to use a real calendar to verify the exact date of each holiday.

Holy Week	Mother's Day	Teacher's Day	Father's Day	Christmas	New Year's Eve
The Holy Week is in March <b>OR</b> The Holy Week is on...					

Now, I have created my own mini calendar. I check the box if I have completed the task. If I have not, I do the exercise again.



## **SELF-EVALUATION**

Instructions:

I read the questions and answer them by filling in the circles below the questions.

1- What is the correct question to ask for prices in English?

- A) How are you?
- B) How much is/are \_\_\_?
- C) How is that?
- D) How old are you?

2- Which is the best option to say "500" in English?

- A) Two hundred
- B) Three hundred
- C) Five hundred
- D) One thousand

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## **ANSWER KEY**

I practice section:

### **Exercise 1:**

- 1. C
- 2. A
- 3. C
- 4. C
- 5. C

### **Self-evaluation section:**

- 1- C
- 2- C

# LESSON 4.2. OUTSIDE!

## ACHIEVEMENT INDICATOR:

Estimated time: 5 hours

Asks and tells names of streets with the correct use of ordinal numbers.



Instructions:

1. What are the ordinal numbers? Do I know the names of the streets in my country? I think....
2. I read the following information and repeat the vocabulary aloud<sup>21</sup>.

## Ordinal Numbers

1 <sup>st</sup> - first	17 <sup>th</sup> - seventeenth
2 <sup>nd</sup> - second	18 <sup>th</sup> - eighteenth
3 <sup>rd</sup> - third	19 <sup>th</sup> - nineteenth
4 <sup>th</sup> - fourth	20 <sup>th</sup> - twentieth
5 <sup>th</sup> - fifth	21 <sup>st</sup> - twenty-first
6 <sup>th</sup> - sixth	22 <sup>nd</sup> - twenty-second
7 <sup>th</sup> - seventh	23 <sup>rd</sup> - twenty-third
8 <sup>th</sup> - eighth	24 <sup>th</sup> - twenty-fourth
9 <sup>th</sup> - ninth	25 <sup>th</sup> - twenty-fifth
10 <sup>th</sup> - tenth	26 <sup>th</sup> - twenty-sixth
11 <sup>th</sup> - eleventh	27 <sup>th</sup> - twenty-seventh
12 <sup>th</sup> - twelfth	28 <sup>th</sup> - twenty-eighth
13 <sup>th</sup> - thirteenth	29 <sup>th</sup> - twenty-ninth
14 <sup>th</sup> - fourteenth	30 <sup>th</sup> - thirtieth
15 <sup>th</sup> - fifteenth	31 <sup>st</sup> - thirty-first
16 <sup>th</sup> - sixteenth	

### Salvadoran Streets

29<sup>th</sup> North Avenue



1<sup>st</sup> West Street



77<sup>th</sup> North Avenue



<sup>21</sup> Para más información y practicar la pronunciación de los números ordinales en Inglés puedes ver el siguiente enlace: [goo.gl/Zswfu5](http://goo.gl/Zswfu5).

### Useful Information:

- When we don't know about names of streets, we can use the question: What is the name of this street? We answer by using the expression "It's". For example, It's the 29th north avenue.

### Sample questions:

What's the name of this street?	It's the first West Street.
What's the name of this street?	It's the twentieth Gold Street.

Now, I have learned about cardinal numbers. I check the box if I can mention or remember the new vocabulary. If I can't, I do the exercise again.



## I PRACTICE

Instructions:

1- I read the following conversation and complete gaps by filling them in with vocabulary about streets and ordinal numbers.



Dany: Good morning! Could you help me please?

Melanie: Of course! How can I help you?

Dany: What's the name \_\_\_\_\_?

Melany: Oh, \_\_\_\_\_ 34<sup>th</sup> Silver Street.

Dany: Thank you very much, and how about this one?

Melanie: \_\_\_\_\_ 45<sup>th</sup> North Avenue.

Dany: Thank you! Only one more question, \_\_\_\_\_?

Melanie: \_\_\_\_\_ 67<sup>th</sup> west avenue.

Dany: Thank you very much!

Melanie: You're welcome.

Now, I have finished this exercise. I check the box if I didn't have problems to complete it. If I had difficulty, I do the exercise again.







# I DO

Instructions:

1. I imagine that I am visiting San Salvador City, but I am lost. I write a conversation in which I ask a person to help me by telling me the names of the streets in the city. For example, Zurita Avenue, Roosevelt Street, etc. I can use the conversation in the “I PRACTICE” section as a model.

A: \_\_\_\_\_  
 B: \_\_\_\_\_  
 A: \_\_\_\_\_  
 B: \_\_\_\_\_  
 A: \_\_\_\_\_  
 B: \_\_\_\_\_  
 A: \_\_\_\_\_  
 B: \_\_\_\_\_  
 A: \_\_\_\_\_  
 B: \_\_\_\_\_



Now, I have created my own conversation. I check the box if I have completed the task. If I have not, I do the exercise again.



## SELF-EVALUATION

Instructions:

I read the questions and answer them by filling in the circles below the questions.

1- What is the correct expression to say “primero” in English?

- A) Second
- B) Third
- C) First
- D) Fifth

2- What is the correct answer to the question “What’s the name of this street?”?

- A) 77th Avenue.
- B) It’s the 77th Avenue.
- C) They’re 77th Avenue.
- D) It’s 77 Avenue.

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## ANSWER KEY

### I practice section:

#### Exercise 1:

Dany: Good morning! Could you help me please?

Melanie: Of course! How can I help you?

Dany: What's the name \_of this street\_\_\_\_\_? Melany: Oh, It's the\_\_\_\_ 34th Silver Street. Dany: Thank you very much, and how about this one?

Melanie: It's the\_\_\_\_ 45th North Avenue. Dany: Thank you! Only one more question, \_What's the name of this street?

Melanie: \_It's the\_\_\_\_\_ 67th west avenue. Dany: Thank you very much!

Melanie: You're welcome.

### Self-evaluation section:

1. C

2. B

# LESSON 4.3. ALL ABOUT YOU!

Estimated time: 5 hours

## ACHIEVEMENT INDICATOR:

Asks and tells people's age, date and place of birth with correct pronunciation and grammatical accuracy.



## I LEARN

Instructions:

1. How can I ask for people's age? Do I know how to ask for the date and place of birth of a person? I think...
2. I read the following information and repeat the vocabulary aloud.

### Asking for people's age



**Katherine: How old are you?**

**Ricardo: I am 10 years-old.**

### Useful Information:

When we ask for people's age, we need the verb "Be" to ask and answer. We also use the question "How old...?"

### Verb Be

I	am
You	are
He	is
She	is
It	is
They	are
We	are

- To ask for people's age, I move the verb "Be" to the front. For example, in a normal sentence I have "you are", in the question I use "are you" and I add the expression "How old" at the beginning. For example:

**How old are you? How old is she? How old is he? How old are they?**

## Sample questions and answers:

Question	Answer
1. How old is she?	She is 7 years-old.
2. How old are they?	They are 9 and 8 years-old.
3. How old are you?	I am 15 years-old.
4. How old is he?	He is 60 years-old.

- When I want to know the month of birth of a person, I use the expression “When” and the corresponding form of the verb be depending on if I am talking about singular or plural. For one person I use “Is” for two or more “are”. For example: “When is...? or when are...?”
- Also, I need to use possessive adjectives like the ones in the pictures and chart below. These special adjectives are used to show possession<sup>22</sup>.

Subject	Adjective
I	My
You	Your
He	His
She	Her
It	Its
We	Our
You	Your
They	Their



<sup>22</sup> Para más información acerca de los adjetivos posesivos, puedes visitar el siguiente enlace: [goo.gl/s2b11E](http://goo.gl/s2b11E).

- Now, I just form the questions adding the word “Birthday” at the end of them.

PAST SIMPLE “BE” AFFIRMATIVE		
Singular	I	was
	you	were
	he she it	was
Plural	you we they	were

### Sample questions and answers:

1. When is your birthday?	March.
2. When is her birthday?	May.
3. When is his birthday?	January.
4. When are their birthdays?	They’re in February.

- Finally, I can ask for people’s place of birth by using the word “Where” and the past form of the verb to be<sup>23</sup>.
- Now, I just add the word “Born” at the end of the questions.

### Sample questions and answers:

1. Where were you born?	I was born in San Salvador.
2. Where was she born?	She was born in Chalatenango.
3. Where was he born?	He was born in Cojutepeque.
4. Where were they born?	They were born in Usulután.
5. Where were we born?	We were born in Soyapango.

Now, I have learned to ask information questions. I check the box if I can ask questions to ask for age, birthday and place of birth. If I can’t, I do the exercise again.



<sup>23</sup> Para más información acerca del pasado del verbo “Be”, puedes visitar el siguiente link: [goo.gl/KiqYnL](http://goo.gl/KiqYnL).



## I PRACTICE

Instructions:

1- I read the following conversations and complete the missing parts by using structures to ask and answer about age, birth date and birth place.

Dennis: Hi, Merary. Happy birthday!

Merary: Today is not my birthday.

Dennis: And \_\_\_\_\_ is your birthday.

Merary: \_\_\_\_\_. And \_\_\_\_\_?

Dennis: My birthday \_\_\_\_\_ in July.

Merary: How old \_\_\_\_\_?

Dennis: \_\_\_\_\_ 30 years-old, and you?

Merary: \_\_\_\_\_ 26 \_\_\_\_\_.

Dennis: Where \_\_\_\_\_ you born? Merary: \_\_\_\_\_ in San Salvador.

Dany: Nice!

Melanie: Good bye!

Dany: Ok, bye.

Cori: Hello, Nelson. How are you?

Nelson: I am super happy! Today is my birthday.

Cori: Congratulations. \_\_\_\_\_?

Nelson: \_\_\_\_\_ 20 years-old. And you?

Cori: \_\_\_\_\_ 18 years-old.

Nelson: \_\_\_\_\_?

Cori: \_\_\_\_\_ May. And \_\_\_\_\_?

Nelson: I was born in Jiquilisco and you? Cori: \_\_\_\_\_ San Miguel.

Nelson: Nice, Good bye.

Cori: See you soon.

Now, I have finished this exercise. I check the box if I didn't have problems to complete it. If I had difficulty, I do the exercise again.



## I DO

Instructions:

1. I go to the following link: [goo.gl/HNoCpu](https://goo.gl/HNoCpu)<sup>24</sup>. I create an account, and I look for a native English speaker<sup>25</sup>. I ask him/her questions related to age, birthday date and place of birth. I can use the conversation in the "I PRACTICE" section as a model. Then, I write the conversation in the chart below.

<sup>24</sup> En este link es necesario suscribirse para poder hablar con nativos.

<sup>25</sup> Hablante nativo del idioma inglés.

Note: If I do not have access to the link or to internet, I can imagine that I am asking the questions to a friend or relative. Then, I write the conversation in the chart below.

_____ :	_____
_____ :	_____
_____ :	_____
_____ :	_____
_____ :	_____
_____ :	_____
_____ :	_____
_____ :	_____
_____ :	_____

Now, I have created my own conversation. I check the box if I have completed the task. If I can't, I do the exercise again.



### SELF-EVALUATION

Instructions:

I read the questions and answer them by filling in the circles below the questions.

1- What is the correct option to ask for a person's age?

- A) How old you are?
- B) How old are you?
- C) How are you?
- D) How you are?

2- What is the correct answer to the question "Where were you born"?

- A) In El Salvador
- B) In May
- C) It's in May
- D) It's El Salvador

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## ANSWER KEY

### I practice section:

#### Exercise 1:

Dennis: Hi, Merary. Happy birthday!

Merary: Today is not my birthday.

Dennis: And when is your birthday.

Merary: It's in March. And when is your birthday?

Dennis: My birthday is in July.

Merary: How old are you?

Dennis: I am 30 years-old, and you?

Merary: I am 26 years-old.

Dennis: Where were you born?

Merary: I was born in San Salvador.

Dany: Nice!

Melanie: Good bye!

Dany: Ok, bye.

Cori: Hello, Nelson. How are you?

Nelson: I am super happy! Today is my birthday.

Cori: Congratulations. How old are you?

Nelson: I am 20 years-old. And you?

Cori: I am 18 years-old.

Nelson: When is your birthday?

Cori: It's in May. And where were you born?

Nelson: I was born in Jiquilisco and you?

Cori: I was born in San Miguel.

Nelson: Nice, Good bye.

Cori: See you soon.

### Self-evaluation section:

1- B

2- A



# UNIT 5. A PERFECT DAY

Estimated time: 25 hours

## UNIT OBJECTIVES

- Recognize language related to time, habitual actions and entertainment in order to establish a conversation about daily routines, schedules, frequency of activities, personal hobbies and leisure time activities.
- Use vocabulary and structures learned, by exchanging oral and written language, in order to talk about daily routines, daily schedules, frequency of habitual activities, personal hobbies and leisure time activities.

## LESSON 5.1. WHAT TIME IS IT?

Estimated time: 5 hours

### ACHIEVEMENT INDICATOR:

Uses appropriate expressions to tell the hours, half hours, quarters and minutes.



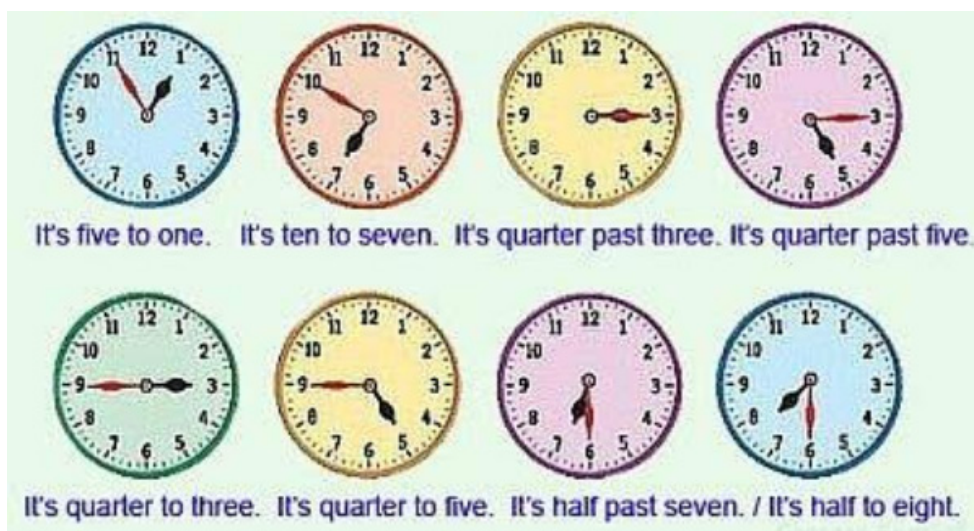
## I LEARN

Instructions:

1. How do you ask for the time in English? I think....
2. I read the following information and repeat the vocabulary aloud<sup>26</sup>.



<sup>26</sup> Para practicar y aprender más expresiones para decir el tiempo en inglés puedes usar el siguiente link: [goo.gl/ZGuhP3](http://goo.gl/ZGuhP3).



**Useful Information:**

When I want to ask for the time, I can use the question “What time is it?” and to answer I say “It’s ...” For example:

A: What time is it?

B: It’s ten o’clock.

Now, I have learned to ask and answer questions about the time. I check the box if I can ask and answer questions about the time appropriately. If I can’t, I do the exercise again.



## I PRACTICE

Instructions:

1. I look at the pictures, and I write the time that I see in each watch/ clock in the line.



a) \_\_\_\_\_ b) \_\_\_\_\_ c) \_\_\_\_\_ d) \_\_\_\_\_ e) \_\_\_\_\_

Now, I have finished this exercise. I check the box if I didn't have problems to complete it. If I had difficulty, I do the exercise again.



## I DO

Instructions:

1. To practice telling the time in real life, I check my "Clock or watch" at different times of the day. I need to ask myself "What time is it?" Then, I answer giving the exact time of the day. I write my answers in these lines.

- A) \_\_\_\_\_
- B) \_\_\_\_\_
- C) \_\_\_\_\_
- D) \_\_\_\_\_
- E) \_\_\_\_\_

Now, I have written down my answers. I check the box if I have completed the task. If I have not, I do the exercise again.



## SELF-EVALUATION

Instructions:

I read the questions and answer them by filling in the circles below the questions.

1- What is the correct option to ask for a person's age?

- A) How old you are?
- B) How old are you?
- C) How are you?
- D) How you are?

2- What is the correct answer to the question "Where were you born"?

- A) In El Salvador
- B) In May
- C) It's in May
- D) It's El Salvador

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## ANSWER KEY

I practice section:

### Exercise 1:

- a) It's six o'clock.
- b) It's seven thirty.
- c) It's a quarter to twelve.
- d) It's eight ten.
- e) It's five to eleven.

Self-evaluation section:

- 1-C
- 2-C

# LESSON 5.2. WHAT DO YOU DO FOR FUN?

Estimated time: 7 hours

## ACHIEVEMENT INDICATOR:

Confidently exchanges information about the daily schedule for personal activities at home, work and school.

Lists peoples' favorite hobbies and recreational activities by categories and with the correct spelling.



## I LEARN

Instructions:

1. What do you do every day? What do you do for fun? How can you express in English the most common activities that people do in a normal day? I think....
2. I read the following information and repeat the vocabulary aloud<sup>27</sup>.

### Routines

Wake up



Get up



Take a shower



Eat



Go to school



Do homework



Work



Walk



<sup>27</sup> Para practicar la pronunciación y obtener más vocabulario relacionado a las rutinas diarias, puedes visitar: [goo.gl/uUTYbR](http://goo.gl/uUTYbR).

## Hobbies

Watch TV



Listen to music



Ride a bike



Do exercise



Dance



Drive a car



Go shopping



Sleep



### Useful Information:

- When I talk about routines and hobbies people do on a regular day, I use the “Simple Present Tense.” The simple present is normally used to talk about what people regularly do in their lives. The structure of a sentence in simple present is: **subject + verb + complement**. The words studied above are verbs that we can use in the simple present tense. For example:



**I work every day.**

This means that I work on Monday, Tuesday, Wednesday, Thursday, Friday and Saturday.

“I” is the subject of the sentence. “Work” is the verb, and “Every day” is the complement of the sentence.

- When I use the simple present, I have to respect the third person singular. This means that every time I use the subjects “He, She, It”, the verbs suffer a little change. For example:

I work on Mondays.  
She works on Mondays.





- An “S” is added to the end of the verb that is preceded by a third person subject. However, not all the time an “s” is added. Sometimes, verbs can have different third person forms. I check the chart below to see the different forms that it can take<sup>28</sup>.

Affirmative
I go
You go
He goes
She goes
It goes
We go
You go
They go

Spelling Rules	Examples
With most verbs, add <b>s</b>	live - lives sit - sits stay - stays
Ending in <b>consonant + y</b> change <b>y to i</b> and add <b>s</b>	try - tries carry - carries
Ending in <b>s, z, ch, or x</b> add <b>es</b>	miss - misses buzz - buzzes catch - catches fix - fixes
Exceptions	go - goes do - does

I can use the following time expressions as the complements of my sentences:

Time Expression
<ul style="list-style-type: none"> <li>• every day</li> <li>• every week</li> <li>• every month</li> <li>• every year               <ul style="list-style-type: none"> <li>• daily</li> <li>• weekly</li> <li>• monthly</li> <li>• annually</li> </ul> </li> </ul>



### Sample sentences:

1. I go shopping every month.
2. I have dinner with all my family every year.
3. She washes her teeth daily.
4. They pay their bills monthly.

<sup>28</sup> Si deseas una mejor explicación del tiempo “Presente simple”, puedes visitar el siguiente enlace: [goo.gl/hJQ1SY](http://goo.gl/hJQ1SY).

Now, I have learned about the use of the simple present. I check the box if I have understood the new structure, and I can tell the rules of it.  
If I can't, I do the exercise again.



## I PRACTICE

Instructions:

1- I read Peter's weekly schedule, and I write sentences about his life.

Time of the day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7:00 am	<b>Go to school</b>		<b>Go to school</b>	<b>Take a shower</b>			
12: 00 pm	<b>Eat lunch</b>				<b>Eat lunch</b>		<b>Drive a car</b>
3:00 pm		<b>Walk the dog</b>		<b>Do exercise</b>		<b>Go shopping</b>	
7:00 pm			<b>Watch TV</b>				<b>Eat dinner</b>

A) On Monday at 7:00 am, Peter goes to school.

B) On Monday at 12: 00 pm, Peter

C) \_\_\_\_\_

D) \_\_\_\_\_

E) \_\_\_\_\_

F) \_\_\_\_\_

G) \_\_\_\_\_

H) \_\_\_\_\_

I) \_\_\_\_\_

J) \_\_\_\_\_

K) \_\_\_\_\_

L) \_\_\_\_\_



Now, I have finished this exercise. I check the box if I didn't have problems to complete it. If I had difficulty, I do the exercise again.



## I DO

Instructions:

1. I complete my own weekly schedule, and then I write sentences using the simple present tense to describe them like in the previous exercise.

Time of the day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7:00 am							
12: 00 pm							
3:00 pm							
7:00 pm							

- A) \_\_\_\_\_
- B) \_\_\_\_\_
- C) \_\_\_\_\_
- D) \_\_\_\_\_
- E) \_\_\_\_\_
- F) \_\_\_\_\_
- G) \_\_\_\_\_
- H) \_\_\_\_\_
- I) \_\_\_\_\_
- J) \_\_\_\_\_

Now, I have written down my answers. I check if I have completed the task appropriately. If I have not, I do the exercise again.





## **SELF-EVALUATION**

Instructions:

I read the questions and answer them by filling in the circles below the questions.

1- What is the correct word to say “caminar” in English?

- A) Walk
- B) Write
- C) Talk
- D) Listen to music

2- What is the correct phrase to say “ir de compras” in English?

- A) Go to school
- B) Do homework
- C) Watch TV
- D) Go shopping

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## **ANSWER KEY**

I practice section:

Exercise 1:

- A) On Monday at 7:00 am, Peter goes to school.
- B) On Monday at 12: 00 pm, Peter eats lunch.
- C) On Tuesday at 3:00 pm, Peter walks the dog
- D) On Wednesday at 7: 00 am, Peter watches TV.

- E) On Thursday at 7:00 am, Peter takes a shower.
- F) On Thursday at 3:00 pm, Peter does exercise.
- G) On Friday at 12:00 pm, Peter eats lunch.
- H) On Saturday at 3:00 pm, Peter goes shopping.
- I) On Sunday at 12:00 pm, Peter drives a car.
- J) On Sunday at 7:00 pm, Peter eats dinner.

**Self-evaluation section:**

- 1- A  
2- D

## LESSON 5.3. DO YOU PLAY SOCCER EVERYDAY?

Estimated time: 6 hours

**ACHIEVEMENT INDICATOR:**

Correctly incorporates the auxiliary do/does in negative and interrogative statements.  
Asks and answers wh- and yes/no questions in the present tense with grammatical accuracy.



### I LEARN

Instructions:

1. Now, I know how to make sentences in the simple present, but how do I create questions? How do I ask a question in the simple present tense? I think....
2. I read the following information and analyze it.

**Useful Information:**

- In the previous lesson, I learned that the simple present is used to talk about routines, and I create sentences following the next structure: subject + verb+ complement.
- When I want to create negative sentences, it is necessary to use the auxiliaries “Do” and “Does” plus the word “not”. For example, I do not go to school or she does not go to school.

<b>Negative</b>
I <b>don't</b> go
You <b>don't</b> go
He <b>doesn't</b> go
She <b>doesn't</b> go
It <b>doesn't</b> go
We <b>don't</b> go
You <b>don't</b> go
They <b>don't</b> go

**Affirmative**

Subject + Verb (add -e, -es to the 3rd person singular)+ complement

**Negative**

Subject + Aux. do/does + not + verb + complement

- There are two kinds of questions that we can ask in the simple present tense. These questions are called “YES/NO questions” and “Wh-questions”. YES/NO questions only require a simple yes or no as an answer; however, a Wh-question needs information as an answer.
- To form a YES/NO question, I need the auxiliaries do and does.

**Yes/No Questions and Short Answers with Do**

<b>Do</b>	I	get up early?	Yes,	you	<b>do.</b>
	you			I	
	we			we	
	they			they	


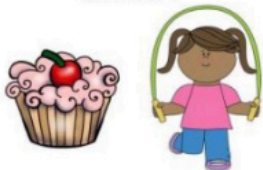
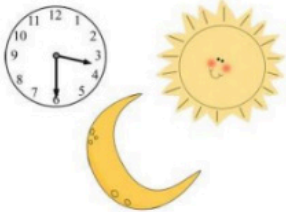


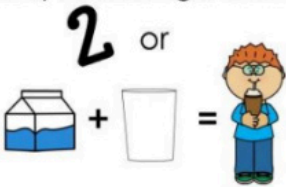
<b>Do</b>	I	get up late?	No,	you	<b>don't.</b>
	you			I	
	we			we	
	they			they	

## Yes/No Questions and Short Answers with Does

<b>Does</b>	he	get up early?	Yes,	he	<b>does.</b>
	she			she	
	it			it	

<b>Does</b>	he	get up late?	No,	he	<b>doesn't.</b>
	she			she	
	it			it	

- To form a “Wh-question,” I need a wh-word like What, Where, Who, When, Why, Which and How. Then, I follow the same structure of a YES/NO question having as a result the following structure: Wh-word + do/does + subject + verb + complement<sup>29</sup>.

<p><b>Who</b> is a person</p> 	<p><b>What</b> is a thing or an action</p> 	<p><b>When</b> is a time</p> 
<p><b>Where</b> is a place</p> 	<p><b>Why</b> is the reason something happened</p> 	<p><b>How</b> is a number, or the way something is done</p> 

<sup>29</sup> Para más información acerca de las “wh-questions” puedes acceder al siguiente link: [goo.gl/N5Mbvr](http://goo.gl/N5Mbvr).

## Present simple wh- questions

Who What When Where Why How	do	I	go
	does	you	work
do		he	like
	do	she	think
do		it	study
	do	you	live
do		we	have
	do	they	eat

Now, I have learned about how to create simple present questions. I check the box if I have understood, and I can tell the rules and structures needed to form questions. If I have not, I do the exercise again.



## I PRACTICE

Instructions:

1. I read the following conversations, and complete them by using sentences and questions' structures in the simple present tense.

Brenda: Hi!  
 Norman: Hey: How are you?  
 Brenda: I am fine. Hey listen, what \_\_\_\_\_ do every day in the mornings?  
 Norman: I \_\_\_\_\_ the school and you?  
 Brenda: I walk and I \_\_\_\_\_ shower.  
 Norman: \_\_\_\_\_ TV everyday day?  
 Brenda: No, \_\_\_\_\_, and you?  
 Norman: Yes, I \_\_\_\_\_. I \_\_\_\_\_ TV every day. Bye Brenda  
 Brenda: Good bye

Kelly: Hello! Good morning.  
 Pablo: Good morning.  
 Kelly: \_\_\_\_\_ school every day?  
 Pablo: No, I \_\_\_\_\_, I work. \_\_\_\_ work?  
 Kelly: \_\_\_\_\_, I don't. I \_\_\_\_\_ homework. \_\_\_\_\_ music at night?  
 Pablo: Yes, I love music; \_\_\_\_\_ shopping on weekends?  
 Kelly: \_\_\_\_\_, I don't. \_\_\_\_\_ you go on Saturdays?  
 Pablo: \_\_\_\_\_ shopping with my family  
 Kelly: See you later!  
 Pablo: see ya!

Now, I have finished this exercise. I check the box if I didn't have problems to complete it. If I have not, I do the exercise again.



Instructions:

1. I imagine that someone in the bus starts a conversation with me. I ask questions about his or her daily routine and hobbies. I can use the activity in the "I PRACTICE" section as a model.

_____	:	_____
_____	:	_____
_____	:	_____
_____	:	_____
_____	:	_____
_____	:	_____
_____	:	_____
_____	:	_____

Now, I have written down my answers. I check the box if I have completed the task. If I have not, I do the exercise again.



## **SELF-EVALUATION**

Instructions:

I read the questions and answer them by filling in the circles below the questions.

1- What is the correct option to say "cuándo"?

- A) When
- B) Why
- C) Where
- D) Who

2- What is the correct auxiliary verb for the subject "He" in simple present?

- A) Do
- B) Who
- C) Does
- D) Where

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## ANSWER KEY

I practice section:

Exercise 1:

Brenda: Hi!

Norman: Hey: How are you?

Brenda: I am fine. Hey listen, what do you do every day in the mornings?

Norman: I go to the school and you?

Brenda: I walk and I take a shower.

Norman: Do you watch TV everyday day?

Brenda: No, I do not, and you?

Norman: Yes, I do. I watch TV every day. Bye Brenda

Brenda: Good bye

Kelly: Hello! Good morning.

Pablo: Good morning.

Kelly: Do you go to school every day?

Pablo: No, I do not, I work. Do you work?

Kelly: No, I don't. I do my homework.

Do you listen to music at night?

Pablo: Yes, I love music; do you go shopping on weekends?

Kelly: No, I don't. Where do you go on Saturdays?

Pablo: I go shopping with my family

Kelly: See you later!

Self-evaluation section:

1- A

2- C



# LESSON 5.4. HOW OFTEN DO YOU GO SHOPPING?

Estimated time: 6 hours

## ACHIEVEMENT INDICATOR:

Appropriately asks and answers questions dealing with daily routines and habits.

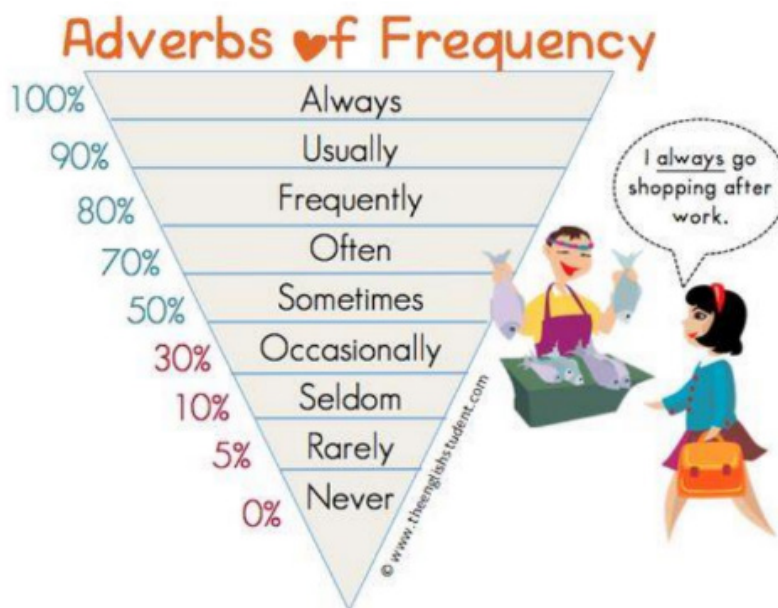
Writes an 8 to 10-line description of daily routines incorporating frequency adverbs and affirmative, negative and interrogative sentences in the present tense.



## I LEARN

Instructions:

1. How often do I go shopping? How can I speak about the frequency of the activities that I do in English? I think....
2. I read the following information and analyze it.



## Useful Information:

- When I want to talk about the frequency of the activities that I do, I can use the expressions above which are called "Frequency Adverbs." The frequency adverbs come in the middle of the subject and the verb.



I frequently play basketball.

- However, “Sometimes” can be placed in different positions like at the beginning or at the end of the sentence. “Usually” can be placed at the beginning of a sentence.

Sometimes I listen to music in the morning.  
I sometimes listen to music in the morning.  
I listen to music sometimes.



They have the same meaning.

Usually I eat breakfast at home.  
I usually eat breakfast at home.



They have the same meaning.

- Also, if we are using the verb “Be”, the adverb is placed after the verb “Be.” For example:

I am always happy.  
She is usually late.



- If I want to ask a person about the frequency of his or her routine’s activities, I use the expression “How often” followed by the normal yes/no question structure “Do /does”. For example:

How often do you go shopping? I rarely go shopping.

### Sample questions and answers:

1. How often do you play soccer?	I occasionally play soccer.
2. How often does he watch TV?	He always watches TV.
3. How often do you listen to music?	I seldom listen to music.
4. How often does she play sports?	She rarely plays sports.

Now, I have learned about frequency adverbs. I check the box if I have understood, and I can tell the rules and structures needed to form sentences in the simple present tense.  
If I have not, I do the exercise again.

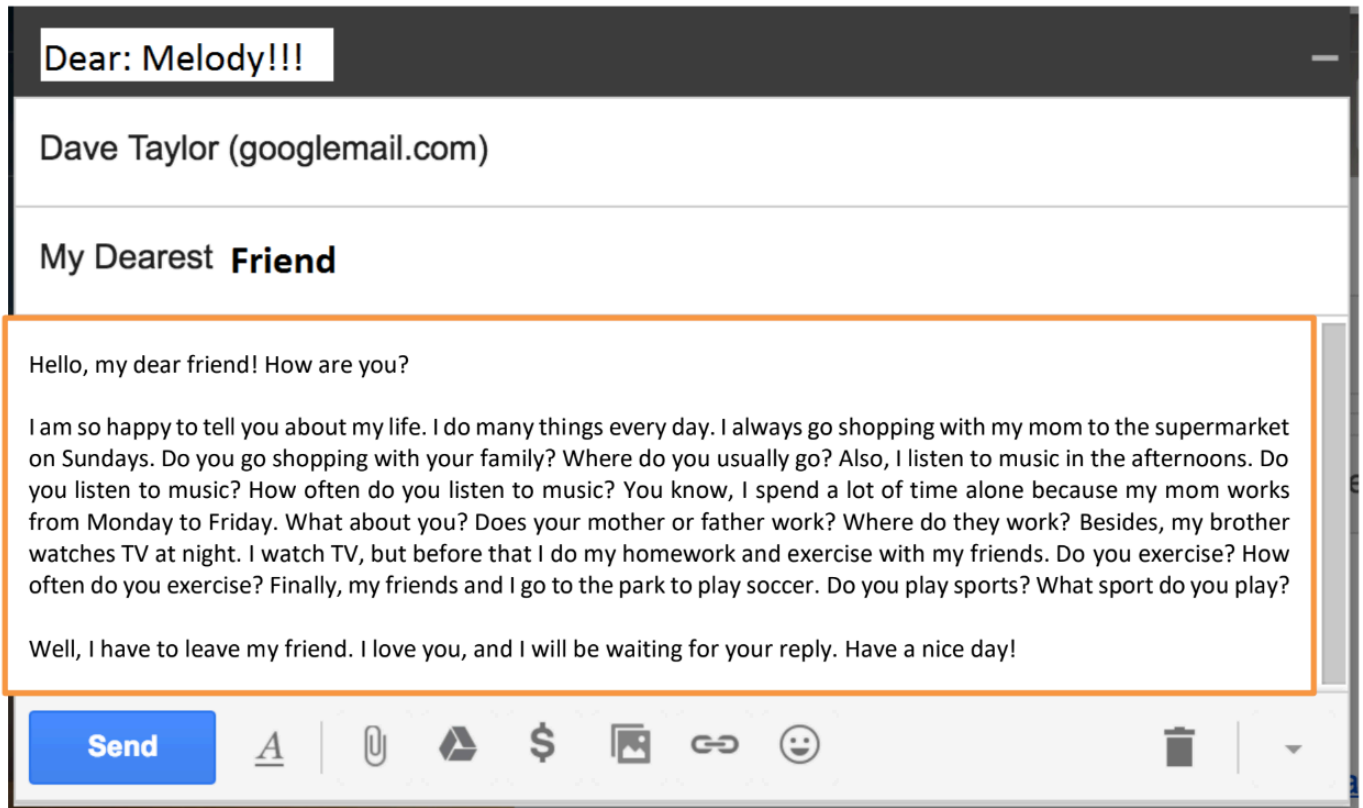




# I PRACTICE

Instructions:

1. I read the e-mail that Melody is typing for her friend. Then, I read the sentences below and decide whether they are true or false.



- |  |      |       |
|--|------|-------|
| a) Melody always goes shopping with her brother. | True | False |
| b) Melody listens to music in the afternoons.    | True | False |
| c) Melody works from Monday to Friday.           | True | False |
| d) Melody watches TV and then she exercises.     | True | False |
| e) Melody plays basketball.                      | True | False |

Now, I have finished this exercise. I check the box if I didn't have problems to complete it. If I had difficulty, I do the exercise again.





## I DO

Instructions:

1. I write an email similar to the one that appears in the “I PRACTICE” section. I imagine that I am writing to a friend of mine. I describe some of the activities that my family and I do every day. I include affirmative and negative statements and questions in the simple present and frequency adverbs. I need to write from 8 to 10 lines.

Dear:

(googlemail.com)

---

My Dearest **Friend**

---

Send
A
📎
📁
\$
🖼️
🔗
😊
🗑️ | ▾

Now, I have written down my own email. I check the box if I have completed the task. If I have not, I do the exercise again.



## SELF-EVALUATION

Instructions:

I read the questions and answer them by filling in the circles below the questions.

1- What is the correct option to say “siempre”?

- A) Sometimes
- B) Seldom
- C) Always
- D) Never

2- What is the correct option to ask “qué tan frecuente” in English?

- A) How are you?
- B) Who are you?
- C) How often?
- D) How old are you?

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## ANSWER KEY

I practice section:

Exercise 1:

- a) False
- b) True
- c) False
- d) False
- e) False

Self-evaluation section:

- 1- C
- 2- C





---

La presente edición cuenta con 1000 ejemplares impresos, distribuidos en 200 ejemplares por cada una de las cinco asignaturas básicas del currículum nacional, Editorial Universidad Don Bosco, enero de 2019.







# USAID

DEL PUEBLO DE LOS ESTADOS  
UNIDOS DE AMÉRICA

La realización de este documento fue posible gracias al apoyo del pueblo y Gobierno de los Estados Unidos de América, proporcionado a través de la Agencia de los Estados Unidos para el Desarrollo Internacional (USAID). El contenido aquí expresado, en este documento, es responsabilidad exclusiva de FEDISAL y, el mismo, no necesariamente refleja las opiniones del Gobierno de los Estados Unidos.





**USAID**  
DEL PUEBLO DE LOS ESTADOS  
UNIDOS DE AMÉRICA



MINISTERIO  
DE EDUCACIÓN,  
CIENCIA Y  
TECNOLOGÍA

GOBIERNO  
DE EL SALVADOR

**OCTAVO GRADO**

**PROYECTO EDUCACIÓN PARA LA NIÑEZ Y JUVENTUD**

**Inglés**

---

MATERIAL DE APOYO

**8.0**



**USAID**  
DEL PUEBLO DE LOS ESTADOS  
UNIDOS DE AMÉRICA



MINISTERIO DE EDUCACIÓN  
Y CIENCIA  
GOBIERNO DE HONDURAS

OCTAVO GRADO

PROYECTO EDUCACIÓN PARA LA NIÑEZ Y JUVENTUD

**Inglés**

MATERIAL DE APOYO

**8.0**

# ÍNDICE

---

	Page
Carta de titulares.....	5
Siglas.....	6
Presentación.....	7
Generalidades.....	9
General objectives.....	12
<b>UNIT 1 GETTING TO KNOW MY CLASSMATES</b>	
Lesson 1.1. Saying “Hello”.....	13
Lesson 1.2. What’s your name?.....	19
Lesson 1.3. This is my family.....	24
Lesson 1.4. Do you like sports?.....	28
<b>UNIT 2 PEOPLE AND PLACES</b>	
Lesson 2.1. This is my neighborhood!.....	34
Lesson 2.2. My home.....	39
Lesson 2.3. I love my house.....	43
Lesson 2.4. What does she look like?.....	47
Lesson 2.5. My mom is taller than my sister.....	52
<b>UNIT 3 LET’S GO SHOPPING</b>	
Lesson 3.1. This is my neighborhood!.....	57
Lesson 3.2. How much are the cars?.....	62
Lesson 3.3. I need some carrots.....	66
Lesson 3.4. Add a little salt.....	70

## **UNIT 4 HEALTH HABITS**

Lesson 4.1. Exercise everyday.....	75
Lesson 4.2. What sports do you practice.....	81
Lesson 4.3. What did you do yesterday?.....	86
Lesson 4.4. I take a shower before breakfast.....	90

## **UNIT 5 AN APPLE A DAY KEEPS THE DOCTOR AWAY**

Lesson 5.1. What do you like to do on vacation?.....	95
Lesson 5.2. I totally agree.....	102
Lesson 5.3. I'm going to graduate from College next year.....	107
Lesson 5.4. I'd love to, but I can't.....	113

# CARTA DE TITULARES

## Estimado y estimada estudiante:

Como Ministerio de Educación, Ciencia y Tecnología y la Dirección Nacional de Educación de Jóvenes y Adultos te damos la más cordial bienvenida a este proceso de formación y consideramos fundamental brindarte oportunidades educativas de Tercer Ciclo o Bachillerato, por medio de las ofertas educativas flexibles que promueven la formación y certificación de tus competencias por madurez, y mediante procesos académicos acelerados de nivelación académica, con metodologías semipresenciales y virtuales, fundamentados para que tu aprendizaje sea autónomo.

Para la implementación de estas estrategias educativas, la Dirección Nacional de Educación de Jóvenes y Adultos, con el apoyo del Gobierno de los Estados Unidos de América, mediante la Agencia de los Estados Unidos para el Desarrollo Internacional (USAID) a través del Proyecto de Educación para la Niñez y Juventud (ECYP), ha elaborado este material de apoyo que esperamos sea de total utilidad para lograr con éxito tus metas académicas, por medio de **prueba de suficiencia o con tutoría para la nivelación académica**.

Ahora que inicias esta nueva aventura de aprender, tienes en tus manos este material de apoyo donde encontrarás la información básica para que puedas estudiar en casa y adquieras los conocimientos, habilidades y valores, que abran mejores oportunidades de vida.

Reiteramos que el camino para obtener grandes logros académicos es el esfuerzo, la disciplina y el trabajo constante. Por ello, te felicitamos por tomar la decisión de continuar tus estudios y te invitamos a dar lo mejor de ti para salir adelante.

Por nuestra parte, reafirmamos nuestro compromiso de ofrecerte servicios educativos de alta calidad que garanticen el derecho a la educación de todas las personas, especialmente las más vulnerables, para que alcancen los once años de escolaridad.

Te exhortamos a que realices el máximo esfuerzo por superarte académicamente y logres tus propósitos de vida. ¡Ánimo!, ¡sigue adelante!

Carlos Mauricio Canjura Linares  
Ministro de Educación, Ciencia y Tecnología

# SIGLAS

**ÁGAPE**, Asociación ÁGAPE de El Salvador.

**AIS**, Asociación Institución Salesiana.

**DNEJA**, Dirección Nacional de Educación de Jóvenes y Adultos.

**ECYP**, Proyecto Educación para la Niñez y Juventud (por sus siglas en inglés).

**FEDISAL**, Fundación para la Educación Integral Salvadoreña.

**FHI 360**, Family Health International.

**FUNPRES**, Fundación Pro Educación de El Salvador.

**FUSALMO**, Fundación Salvador del Mundo.

**MINEDUCYT**, Ministerio de Educación, Ciencia y Tecnología.

**PAES**, Prueba de Aptitudes y Aprendizaje para Egresados de Educación Media.

**UDB**, Universidad Don Bosco.

**USAID**, Agencia de los Estados Unidos para el Desarrollo Internacional.



# PRESENTACIÓN

El Proyecto Educación para la Niñez y Juventud (ECYP) surge bajo la iniciativa del Asocio para el Crecimiento y la Estrategia Global de Educación, por parte de la Agencia de los Estados Unidos para el Desarrollo Internacional (USAID) - El Salvador, como apoyo al Ministerio de Educación, Ciencia y Tecnología (MINEDUCYT) en la implementación del Plan Social Educativo 2009-2014: “Vamos a la Escuela” y, el posterior Plan Nacional de Educación en función de la Nación 2015-2019.

El proyecto tiene como propósito: “Mejorar las oportunidades educativas para estudiantes de tercer ciclo vulnerables/desventajados y jóvenes entre las edades de 9 a 24 años de edad que no están en la escuela, que viven en los municipios seleccionados con una tasa alta de crimen”.<sup>1</sup>

Los principales socios del proyecto son el Ministerio de Educación, Ciencia y Tecnología, como socio gubernamental, la Fundación para la Educación Integral Salvadoreña (FEDISAL), socio implementador líder, junto a

la red de instituciones socias: Family Health International (FHI 360), Asociación Institución Salesiana (AIS), Fundación Salvador del Mundo (FUSALMO), Universidad Don Bosco (UDB), Fundación Pro Educación de El Salvador (FUNPRES) y la Asociación ÁGAPE de El Salvador.

Como parte de la implementación del proyecto, se busca:<sup>2</sup>

1. Mejorar sosteniblemente los resultados educativos para estudiantes de segundo y tercer ciclo.
2. Aumentar el acceso a oportunidades educativas para jóvenes no escolarizados.
3. Adquirir y efectuar la distribución de útiles escolares a escuelas dañadas por el Huracán IDA.
4. Apoyar con un fondo de respuesta rápida (para emergencias por fenómenos naturales), en caso de requerirse.

1. FEDISAL y Red de Socios. Proyecto educación para la Niñez y Juventud. Plan de Trabajo Anual 2015. Pág. 3

2. Ibídem, págs. 15-18

La implementación del proyecto inició en el año 2013; con la atención a una población de niños y adolescentes de las edades y características consideradas por el proyecto, principalmente de aquellos que enfrentan situaciones de violencia, sobre edad escolar, vulnerabilidad, embarazo temprano, dificultades económicas, de acceso educativo y laboral y/o productivo.

Para dar respuesta a las dificultades señaladas, en el marco del Objetivo 2 del proyecto, se creó el Programa de Formación Integral, que es un programa complementario a la oferta educativa de Modalidades Flexibles que brinda el Ministerio de Educación, Ciencia y Tecnología.

El programa incluye servicios integrales que potencian los esfuerzos gubernamentales y locales por brindar oportunidades educativas a la población que se encuentra fuera del sistema educativo regular. Específicamente, ejecuta actividades orientadas a aumentar el retorno, la permanencia y el éxito escolar de niños y jóvenes que se encuentran fuera del sistema escolar, para que logren culminar sus estudios y obtener los grados académicos del sistema educativo; ya sea, desde la oferta académica de Modalidades Flexibles de Educación o desde la escuela regular.

En el marco del trabajo anterior, el proyecto busca apoyar acciones concretas a la estrategia de atención a niños y jóvenes que quieren retomar sus estudios y obtener su certificación de grado a través del servicio de

Prueba de Suficiencia. El esfuerzo, ha logrado el diseño de 15 módulos para Tercer ciclo y 10 para Bachillerato; haciendo un total de 25 documentos de apoyo para la formación autónoma y el logro de indicadores de aprendizaje de los programas de estudio.

# GENERALIDADES

## OBJETIVO

Brindar a la población estudiantil de Modalidades Flexibles de Educación, de Tercer Ciclo de Educación Básica, un documento de apoyo académico, que sirva de material de estudio autónomo, para someterse a la Prueba de Suficiencia.

## LINEAMIENTOS

El material de apoyo presentado ha sido concebido bajo la iniciativa de beneficiar a la población estudiantil de Modalidades Flexibles de Educación, que aplica a la Prueba de Suficiencia. El documento está orientado al trabajo autónomo por parte del estudiante; mediante una adaptación de la propuesta metodológica: Aprendo, Practico, Aplico (APA), que fue desarrollada exitosamente por el profesor colombiano, Óscar Mogollón, en su propuesta de la Escuela Nueva y Escuela Activa de Colombia en la década de los años 70.

El diseño de cada documento de estudio, se fundamenta en la priorización de indicadores de logro de los programas de estudio vigentes, realizada por la Dirección Nacional de Educación de Jóvenes y Adultos (DNEJA), dependencia que orienta los procesos educativos relacionados con Modalidades Flexibles y la relación existente entre los mismos; determinando así, las unidades y lecciones de cada módulo.

## ORIENTACIONES METODOLÓGICAS

El material de apoyo está integrado por unidades de aprendizaje y lecciones. Las unidades responden a una conjunción de indicadores de logro y objetivos de los programas de estudio de tercer ciclo, que derivan en lecciones. Cada lección facilita el desarrollo de uno o dos indicadores de logro; mediante el proceso Aprendo, Practico, Aplico.

Según la metodología APA, el estudiante es el protagonista de su aprendizaje; por ello, en las lecciones, la redacción de las acciones se presenta en primera persona (yo), tiempo presente (yo aprendo, yo practico, yo aplico); indicando lo que el estudiante realiza en ese momento: leo, escucho, mido, organizo...

A continuación, se explica qué contiene cada sección:





**Sección Aprendo:** Está constituida por saberes previos y conocimientos básicos; es decir, se presenta una interrogante al respecto del tema, al nivel que el estudiante debe conocer inicialmente. Posteriormente, se presenta la información teórica respecto al tema, según el indicador de logro y se desarrollan ejemplos.

**Sección Practico:** En ella se dejan ejercicios que el estudiante deberá resolver para ejercitar la teoría recordada, estudiada y ejemplificada en la sección anterior.

**Sección Aplico:** Orienta al estudiante para que emplee en su medio inmediato, los conocimientos adquiridos y ejercitados en las secciones anteriores. En esta sección se solicita al estudiante interactuar con su familia, comunidad, compañeros de labores, entre otros, para dar a conocer su nuevo aprendizaje, en el medio real en el que se desenvuelve. Es una sección donde el estudiante da cuenta de cómo los conocimientos teóricos tienen aplicación en la vida diaria.

En las secciones Aprendo, Practico y Aplico, se presenta una evaluación formativa; es decir, una reflexión del aprendizaje, expresado en preguntas, que orientan al estudiante a reflexionar autónomamente sobre su proceso de adquisición de conocimientos, práctica y aplicación de los mismos. Al finalizar cada lección, se presenta un máximo de tres preguntas con opción de respuesta de selección múltiple, del tipo de preguntas de la Prueba de Aptitudes y Aprendizaje para Egresados de Educación Media (PAES); a fin de que el estudiante tenga contacto con este tipo de ejercicio y se familiarice con la modalidad de la PAES.

Las secciones están identificadas por iconos, que han sido diseñados según la naturaleza de las actividades que se desarrollan en cada una:

SECCIÓN	ICONO	ACTIVIDAD
APRENDO		Adquisición de teoría y ejemplificación.
PRACTICO		Resolución de ejercicios.
APLICO		Empleo de conocimientos en la comunidad o contexto inmediato.
AUTOEVALUACIÓN		Reflexión del nivel de aprendizaje adquirido en cada lección

Al finalizar cada unidad, se ha ubicado la bibliografía correspondiente.

La estructura de las lecciones se describe a continuación:



# ENGLISH

## EIGHTH GRADE

### GENERAL OBJECTIVES

---

- Identify vocabulary related to school facilities, personnel, courses, equipment, and activities by listening to texts and peers in order to recognize characteristics of the school environment and develop an attitude of respect and commitment toward it.
- Understand and produce language related to housing, furniture, physical appearance and personality, by interacting with peers, in order to exchange personal information and opinions with respect and courtesy.
- Recognize and produce language related to goods, by interacting with peers, in order to exchange opinions and ideas about their economic and social context.
- Interpret and generate language related to future plans, invitations, requests, expressions of agreement and disagreement by writing texts and listening to oral input in order to exchange ideas in social, cultural or academic situations.
- Recognize and produce language related to healthy life habits by describing activities and giving suggestions in order to exchange opinions about the importance of healthy habits.

# UNIT 1. GETTING TO KNOW MY CLASSMATES

Estimated time: 11 hours

## UNIT OBJECTIVES

- Understand and produce oral and written sentence-level texts related to introductions, greetings and farewells, personal information, likes and dislikes, physical appearance and personality types by using vocabulary, expressions and grammatical structures to fulfill basic communication needs in English.
- Develop a positive attitude toward English to exchange personal information with respect and establish a cordial relationship with others.
- Encourage a sensitive behavior by using respectful language in order to improve relationships among family members.

## LESSON 1.1. SAYING "HELLO"

Estimated time: 2 hours

### ACHIEVEMENT INDICATOR:

Recognizes and expresses formal and informal introductions, greetings and farewells with correct pronunciation and intonation.

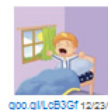


## I LEARN



### Remember:

When I wake up, I say "good morning".



When I go to sleep, I say "good night".



When I find somebody, I say "Hello!" or "Hi!"  
and When I go, I say "good-bye."



1. Instructions: I read and say the following conversations aloud.

### At work

**Boss:** Good morning, Aly!

**Secretary:** Good morning, Mr. Garcia. How are you?<sup>1</sup> ↩

**Boss:** Great! How are you doing? ↩

**Secretary:** Excellent!

**Boss:** Nice! Sorry, but I have to go. Have a nice day!



### Two Friends

**Mary:** Hi, Frank! What's going on? ↩

**Frank:** Hi, Mary! Everything is great. How's it going? ↩

**Mary:** I'm doing excellent.

**Frank:** Nice taking to you.

**Mary:** Nice to see you, Frank.

**Frank:** Take care.

**Mary:** Thanks, you too. Bye!



### Teacher and Student

**Student:** Good afternoon teacher.

**Teacher:** Hello! How are you? ↩

**Student:** My name is Liz, and I'm fine.

**Teacher:** Nice to meet you Liz. Welcome to class.

**Student:** Thank you, nice to meet you too.



<sup>1</sup>La entonación del final de la pregunta va hacia abajo. ↩



2. Instructions: I read the following chart with greetings and farewells in English that are used in formal and informal situations

FORMAL GREETINGS	INFORMAL GREETINGS
Hello!	Hey!
How are you?	Hi!
Good morning.	What's going on?
How are you doing?	How's it going?
Good afternoon.	
Good evening.	
FORMAL FAREWELLS	INFORMAL FAREWELLS
Good night.	Nice meeting you!
Good bye!	Nice talking to you.
Sorry, but I have to go.	Take care!
Talk to you later.	Bye!
Have a nice day.	See you later.

Checking my progress. Now, I know some formal and informal greetings and farewells in English. I check the box if I really know them. If I do not, I do the exercise again.



## I PRACTICE

Instructions:

1- I read the conversations in the "I LEARN" section again. I underline the greetings and farewells, and I classify them in the following chart.


Formal greetings and Farewells	Informal greetings and Farewells

2- I read conversations A and B, and I order them from 1 to 5. Then, I circle if the dialogues are formal or informal.

Formal	Informal
<b>Carlos:</b> Everything is great. Thanks. _____	
<b>Peter:</b> I have to go. Nice talking to you. _____	
<b>Carlos:</b> Hi, Peter! How's it going? _____	1 _____
<b>Peter:</b> Nice, Carlos! What's going on? _____	
<b>Carlos:</b> Take care, Peter. Bye. _____	

Formal	Informal
<b>Carter:</b> Hello, Helen! How are you doing? _____	
<b>Helen:</b> Good morning, Mr. Carter. _____	
<b>Helen:</b> Have a nice day. _____	
<b>Carter:</b> Nice. Sorry, but I have to go. _____	
<b>Helen:</b> Great. How are you? _____	


3- I read conversation 1 and 2, and I check  if they are formal or informal.



**Boss:** Good morning, Alice! How are you?  
**Alice:** Good morning. Fine, thanks. And you?  
**Receptionist:** Nice. Talk to you later.  
**Alice:** Good-bye.

**Conversation 1**

Formal	<input type="checkbox"/>	Informal	<input type="checkbox"/>
--------	--------------------------	----------	--------------------------



**Lian:** Hi, Loren! How's it going?  
**Loren:** Hi, Lian! Fine, thanks. And you?  
**Lian:** Great! Nice meeting you.  
**Loren:** Take care. See you. Bye.

**Conversation 2**

Formal	<input type="checkbox"/>	Informal	<input type="checkbox"/>
--------	--------------------------	----------	--------------------------

Checking my progress. Now, I have memorized some formal and informal greetings and farewells. I check the box if I have memorized them. If I have not, I do the exercise again.



## I DO

Instructions:

1- I write two conversations. One needs to be formal and the other informal. I use the names of people who I know like my family members, friends or neighbors.

Conversation 1 (Formal)	Conversation 2 (Informal)
A:	A:
B:	B:
A:	A:
B:	B:
A:	A:
B:	B:



Checking my progress. Now, I can use formal and informal greetings and farewells in English. I check the box if I can use them appropriately. If I do not, I do the exercise again.



## SELF-EVALUATION

Instructions:

I read the following questions, and I choose the best answer by filling in the circle in the grid.

1. In what kind of conversations is “Good morning” used?

- A) Formal
- B) Informal
- C) None
- D) Formal and informal

2. "How's it going?" is a greeting that I can use in which kind of situation?

- A) Formal
- B) Informal
- C) None
- D) Formal and informal

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## ANSWER KEY

I practice section:

### Exercise 1.

FORMAL	INFORMAL
Hello! How are you?	Hey! Hi!
How are you doing?	What's going on?
Good morning.	How's it going?
Good afternoon.	Nice meeting you!
Sorry, but I have to go. Talk to you later.	Nice talking to you.
Have a nice day.	Take care! Bye!

### Exercise 2.

A. Informal: 3, 4, 1, 2, and 5.

B. Formal: 2, 1, 5, 4, and 3.

### Exercise 3.

Conversation 1 **Formal**.

Conversation 2 **Informal**.

I do section:

### Exercise 1.

Students' own answers.

Self-evaluation:

1. A

2. B

# LESSON 1.2. WHAT'S YOUR NAME?

Estimated time: 2 hours

## ACHIEVEMENT INDICATOR:

Exchanges personal information when introducing oneself and others.



## I LEARN



### Remember:

Do I remember the possessive adjectives?  
Do I remember the verb BE and how to use it?

Possessive  
adjectives

My for I

His for he

Her for she

Our for we

Their for they

Verb to BE

I am

He/she is

They/we are

(Is for singular.

Are for plural)

### Instructions:

1. I read and say the following conversations aloud.

**A:** Hello! I'm Anthony. Our teacher is Mr. Ruiz. What's your name?

**B:** Hi, my name is Jenny. What's your last name?

**A:** Martinez, and what's your last name?

**B:** *Smith. Nice to meet you, Anthony.*

**A:** Nice to meet you too, Jenny. **B:** Have a nice day. Bye.



**Laura:** Good morning, Mr. Ramirez! This is my friend Robert.

**Mr. Ramirez:** Hello, Carlos. Nice to meet you Robert.

**Robert:** Nice to meet you too Mr. Ramirez.

**Mr. Ramirez:** What's your last name Robert?

**Robert:** It's Francia. And what's your name, Mr. Ramirez?

**Mr. Ramirez:** My name is Richard.

**Laura:** It's a pleasure Mr. Ramirez. See you later.

**Mr. Ramirez:** Take care. Bye.



**A:** Hello, Miss Lopez! This is my mom Diana Rodriguez.  
**B:** Hello, Marc! Good afternoon Mrs. Rodriguez. How are you?  
**C:** Hello, Miss Lopez. Fine, thanks. What's your name Miss Lopez?  
**B:** Monica. Nice to meet you Mrs. Rodriguez.  
**C:** Nice to meet you too, Miss Lopez.  
**A:** Have a nice day, Miss Lopez. Good-bye.



2. I read the following information, and I pay attention to the use of titles in English.

Titles	Status
Mr. (last name)	Married or single man
Mrs. (last name)	Married woman
Ms. (last name)	Married or single woman
Miss (last name)	Single woman

**Note: Titles are used with last names.**

Examples:

Mr. Ramirez. Mrs. Rodriguez.  
 Miss Lopez. Ms. Smith.

Checking my progress. Now, I know how to use each of the titles in English. I check the box if I really know how to use them. If I do not, I do the exercises again.



## I PRACTICE

Instructions:

1- I read the conversations in the "I LEARN" section again and answer the questions. I read the conversations in the "I LEARN" section again and answer the questions.

1. Is Mr. Ruiz single or married? \_\_\_\_\_
2. Is Mr. Ramirez single or married? \_\_\_\_\_
3. Is Mrs. Rodriguez single or married? \_\_\_\_\_
4. Is Miss Lopez single or married? \_\_\_\_\_

2- I read the following information, and I choose the best answer.

- 1. What's your last name?  
a) Rodriguez                      b) Mario                      c) Hello
- 2. What's your name?  
a) Sandra                      b) Smith                      c) Ramirez
- 3. Nice to meet you, Sandra.  
a) Good morning                      b) Nice to meet you, too.                      c) Hi!
- 4. My name \_\_\_\_ Jessy.  
a) is                      b) I'm                      c) hi

3- I think about six people like my family or neighbors, and I write their last names using the appropriate titles.

1.	4.
2.	5.
3.	6.

Checking my progress. Now, I have memorized the use of titles in English, and I can ask for personal information and present someone else. I check the box if I have really memorized the new information. If I have not, I do the exercises again.



## I DO

Instructions:

1- I write a conversation in which I introduce myself. I exchange personal information.

---

---

---

---


---

---


---



2- I write a conversation in which I introduce one of my friends to my mom while exchanging personal information.

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
---	---

Checking my progress. Now, I can use titles in English, and I can ask for personal information and present another person successfully. I check the box if I can use the vocabulary. If I do not, I do the exercise again.



### SELF-EVALUATION

Instructions:  
I read the following questions, and I choose the best answer by filling in the circle in the grid.

- |  |   |
|--|---|
| <p>1. When is the title "Mrs." used?</p> <ul style="list-style-type: none"> <li>A) Married man</li> <li>B) Married woman</li> <li>C) Single woman</li> <li>D) Single or married man</li> </ul> | <p>2. When is the title "Miss" used?</p> <ul style="list-style-type: none"> <li>A) Single woman</li> <li>B) Married woman</li> <li>C) Single man</li> <li>D) Single or married woman</li> </ul> |
|--|---|

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## ANSWER KEY

### I practice section:

#### Exercise 1.

1. Single or married.
2. Single or married.
3. Married.
4. Single.

#### Exercise 2:

1. a)
2. a)
3. b)
4. a)

#### Exercise 3:

Students' own answers.

### Self-evaluation section:

- 1-B  
2-C

# LESSON 1.3. THIS IS MY FAMILY!

Estimated time: 3 hours

## ACHIEVEMENT INDICATOR:

Identifies the main ideas about family topics in texts.



## I LEARN



### Remember:

Do I remember how to call each of my family members?



### Instructions:

1. Karen is showing to her friend Robert some pictures from her family album. I read the dialogue aloud, and I pay attention to the information that Karen gives about her family.

**Karen:** Hey Robert! Look this is my family.

**Robert:** Oh! Really? Who's she?

**Karen:** She's my mom. Her name is Clara.

**Robert:** Uh, which one is your sister?

**Karen:** That's my little sister Lily, and this is my older sister Ana.

**Robert:** Oh! Who is he?

**Karen:** He's my dad Ben, and this is my brother Carlos.

**Robert:** Who is your grandma?

**Karen:** That's my grandma. Her name is Gloria.

**Robert:** I like your family because it's big.

**Karen:** I know. That's why I love my family.



### USEFUL EXPRESSIONS:

This is my family. Who is she/he? Which one is your sister? **That's/ She's** my sister, mother.  
**That's/ He's** my father, brother.

**That's = That is**

**She's = She is**

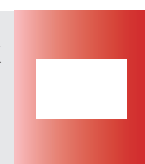
**He's = He is**

**Who's = Who is**

### READING TIP:

When I skim a text, I read it without reading everything. I focus on finding the main ideas and details.

Checking my progress. Now, I can present and ask about family members. I check the box if I can really present and ask information about family members. If I can't, I do the exercises again.



## I PRACTICE

### Instructions:

1- I read the dialogue in the "I LEARN" section, and I skim it in order to check the main idea of the text. Then, I answer the question below.

What's the main idea of the article about?

a) Gloria's family

b) Karen's family

c) Karen's friends

2- I read the dialogue in the "I LEARN" section, and I complete the sentences.

1. Clara is Karen's <u>mom</u>	4. Ana is Karen's _____
2. Ben is Karen's _____	5. Lily is Karen's _____
3. Gloria is Karen's _____	6. Carlos is Karen's _____

3- Skimming the text. I read the dialogue in the “I LEARN” section, and I circle T (True) or F (False) for each sentence. If the sentence is false, I write the correct information next to it.

1. Lily is Karen’s mom. T **(F)** *Lily is Karen’s little sister.*

2. Clara is Karen’s sister. T F

3. Karen has 3 brothers. T F

4. Karen has 2 sisters. T F

5. Karen has a small family. T F

6. Karen loves her family. T F

Checking my progress. Now, I can skim a text to find main ideas and details. I check the box if I can really do it. If I can’t, I do the exercises again.



## I DO

Instructions:

1- I write a short paragraph in which I present and describe my family members.

*Hello! My name is \_\_\_\_\_ . This is my family*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Checking my progress. Now, I can write a short paragraph describing my family. I check the box if I can do it appropriately. If I do not, I do the exercise again.





## **SELF-EVALUATION**

Instructions:

I read the following sentences, and I choose the best answer to complete them by filling in the circle in the grid.

1. My mother's mom is my \_\_\_\_\_.

- A) Grandma
- B) Aunt
- C) Sister
- D) Mom

2. My mother's dad is my \_\_\_\_\_.

- A) Dad
- B) Uncle
- C) Brother
- D) Grandpa

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### **ANWER KEY**

**I practice section:**

**Exercise 1.**

b.

**Exercise 2.**

- 2. Dad,
- 3. Grandma,
- 4. Older sister,
- 5. Little sister,
- 6. Brother.

**Exercise 3.**

- 2. F sister mom.
- 3. F 3 brothers 1 brother. 4. T
- 5. F small big.
- 6. T.

**I do section:**

**Exercise 1.**

Student's own answer.

**Self-evaluation:**

- 1. A
- 2. D

# LESSON 1.4. DO YOU LIKE SPORTS?

Estimated time: 4 hours

## ACHIEVEMENT INDICATOR:

Reads, asks and answers short questions related to personal information to find out people's likes and dislikes.



## I LEARN



### Remember:

Do I remember about the subject pronouns and simple present tense?

In the third person I add 'S' to the verb

### Instructions:

1. I look at the pictures. I say and repeat the words aloud until I memorize them.

### Vocabulary: Leisure Activities

<p><b>Listen to music</b></p>	<p><b>Watch TV</b></p>	<p><b>Go out with friends</b></p>	<p><b>Play softball</b></p>
<p><b>Read magazines</b></p>	<p><b>Play video games</b></p>	<p><b>Play soccer</b></p>	<p><b>Play chess</b></p>
<p><b>Visit relatives</b></p>	<p><b>Go to the movies</b></p>	<p><b>Play sports</b></p>	<p><b>Play volleyball</b></p>
<p><b>Go to the park</b></p>	<p><b>Go shopping</b></p>	<p><b>Go dancing</b></p>	<p><b>Play basketball</b></p>

2. I read and say the following conversations aloud.

**Kenny:** Hey, Javier. Tell me, what do you do in your spare time?  
**Javier:** Well... Sometimes I watch TV, but I usually listen to music or play soccer.  
**Kenny:** Do you like pop music?  
**Javier:** Not, really. I like listening to classical music.  
**Kenny:** Oh, nice. I also like it.  
**Javier:** Tell me, what does your sister do in her spare time?  
**Kenny:** Well... She plays sports, reads magazines, plays video games, and goes out with her friends.  
**Javier:** Oh, really? She has many things that she likes. What about you?  
**Kenny:** Umm... I visit my relatives, go shopping, go to the movies, and go dancing. I like a lot of things.  
**Javier:** That's great! So, let's go to the movies together next time.  
**Kenny:** Fantastic idea! Let's go!



3. I read the following information to review the “simple present tense”.

Affirmative Statements		
Subject	Verb	Complement
I / you / we / they	play	sports.
he / she / it	plays	sports.

Negative Statements			
Subject	Don't/Doesn't	Verb	Complement
I / you / we / they	don't	play	sports.
he / she / it	doesn't	play	sports.

Yes/No Questions			
Do/Does	Subject	Verb	Complement
Do	I / you / we / they	like	sports?
Does	he / she / it	like	sports?

Information Questions				
Wh-word	Do/Does	Subject	Verb	Complement
What	do	I/you/ we/they	like	to do?
What	does	he / she / it	like	to do?

### USEFUL EXPRESSIONS:

What do you do in your spare time? What does she/he do in her/his spare time? Do you like pop music? I watch TV. I listen to music. I play soccer. I like listening to classical music.







Checking my progress. Now, I know vocabulary for leisure activities and how to ask and answer about likes and dislikes. I check the box if I can use the structures. If I can't, I do the exercises again.



## I PRACTICE

### Instructions:

1- I look at the pictures and match them with the correct phrase.

play sports	watch TV	play video games
listen to music	go shopping	go to the movies
<p>1</p>  <p>_____</p>	<p>2</p>  <p>_____</p>	<p>3</p>  <p>_____</p>
<p>4</p>  <p>_____</p>	<p>5</p>  <p>_____</p>	<p>6</p>  <p>_____</p>



2- I read the conversation in the "I LEARN" section exercise 2. Then, I read the questions and answer them.

1. What does Javier like to do in his spare time?
2. What does Kenny like to do in his spare time?
3. What does Kenny's sister like to do in her spare time?

3- I read the conversation again and circle the best answer.

1. Javier **plays chess / listens to music.**
2. Javier likes listening to **pop music / classical music.**
3. Kenny **goes shopping / goes to the park.**
4. Kenny's sister **plays video games / goes dancing.**

4. Order the words to form the questions and then answer them with your own information.

1. **do / in / spare / do / What / I / my / time?**

\_\_\_\_\_

Answer: \_\_\_\_\_

2. **her / What / my / do / does / mom / time / spare / in /**

\_\_\_\_\_

Answer: \_\_\_\_\_

3. **3. like / Do / music / pop / I / ?**

\_\_\_\_\_

Answer: \_\_\_\_\_

Checking my progress. Now, I have memorized vocabulary about leisure activities and questions about likes and dislikes. I check the box if I have really memorized the structures. If I have not, I do the exercises again.






# I DO

Instructions:

1- I write a conversation in which I am asking a friend about his or her likes and dislikes. I can use the conversation in the "I LEARN" section as a model.

_____	:	_____
_____	:	_____
_____	:	_____
_____	:	_____
_____	:	_____
_____	:	_____
_____	:	_____
_____	:	_____



Checking my progress. Now, I can write a short paragraph describing my family. I check the box if I can do it appropriately. If I do not, I do the exercise again.



## SELF-EVALUATION

Instructions:

I read the following sentences, and I choose the best answer to complete them by filling in the circle in the grid.

1. I go \_\_\_\_\_

- A) Chess
- B) Dancing
- C) Soccer
- D) Music

2. My mother plays \_\_\_\_\_

- A) Shopping
- B) Sports
- C) TV
- D) Dancing

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## ANSWER KEY

### I practice section:

#### Exercise 1.

2. watchTV.
3. goshopping.
4. gotothemovies. 5. playsports.
6. playvideogames.

#### Exercise 2.

1. Javier watches TV, listens to music, and plays soccer.
2. Kenny visits her relatives, goes shopping, goes to the movies, and goes dancing.
3. Kenny's sister plays sports, reads magazines, plays video games, and goes out with her friends.

#### Exercise 3.

2. classical music.
3. goes shopping.
4. play video games.

#### Exercise 4.

1. WhatdoIdoinmysparetime?I.....
2. Whatdoesmymomdoinhersparetime?She.....
3. Dollikepopmusic?Yes,I doorno,I don't.

### I do section:

#### Exercise 1.

Student's own answer.

### Self-evaluation section:

1. B
2. B

# UNIT 2. PEOPLE AND PLACES

Estimated time: 28 hours

## UNIT OBJECTIVES

- Recognize oral and written language related to house, furniture, comparison and superlatives by reading texts and reporting to peers in order to describe their own houses and family members.
- Produce oral and written language by describing places of the neighborhood, house spaces and furniture, comparatives and superlatives in order to communicate ideas about home and family.

## LESSON 2.1. THIS IS MY NEIGHBORHOOD!

Estimated time: 6 hours

### ACHIEVEMENT INDICATOR:

Identifies different places and facilities in the neighborhood.



## I LEARN



### Remember:

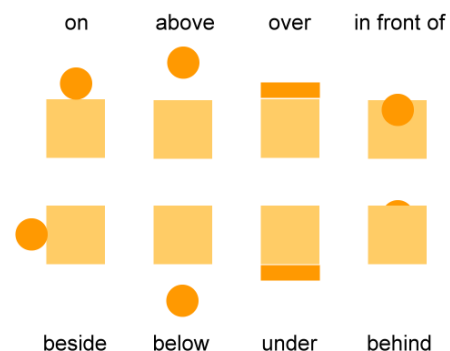
**What is a neighborhood?** A neighborhood is the place where I live.

Do I remember the structure of the verb **to be**?

For singular I use **is**, for plural I use **are**.

Examples: This **is** the library. These **are** the schools.

Do I remember the preposition of places?



**Instructions:**

1- I look at the following pictures. Then, I say and repeat the words aloud until I memorize them.



bus station (bas steishon)

park (park)

post office (post ofis)

church (chorch)

police station (polis steishon)

bookstore (bukstor)

hospital (jospital)

bank (bank)

drugstore (drogstor)

supermarket (supermarket)

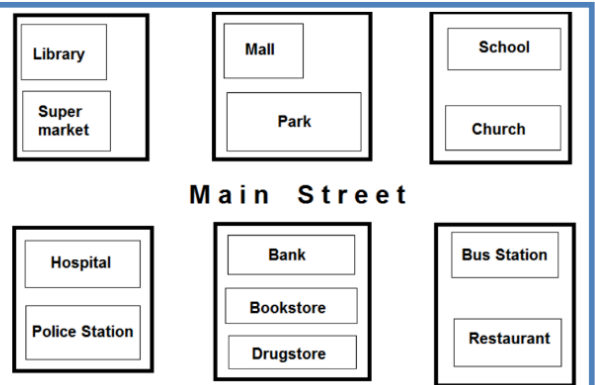
school (skul)

library (laibrari)

2- I read the text aloud and underline the preposition of places and the verb be.

**This is my Neighborhood!**

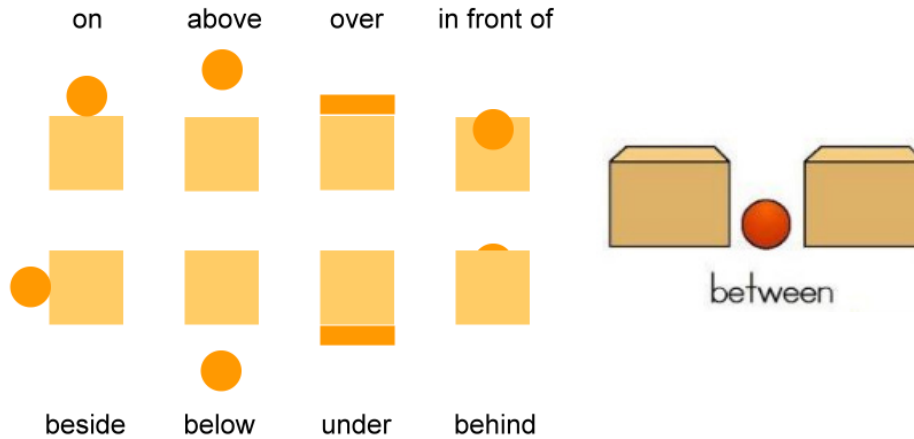
My neighborhood is small. There is a library next to the supermarket. There is a bookstore between the drugstore and the bank. The mall is behind the park, and the bus station is in front of the church. Also, there are two small hospitals on Main Street. I love my neighborhood.



## USEFUL EXPRESSIONS:

There is .... It is used to say the existence of a singular thing. Example: There is a hospital next to the bank.

There are... It is used to say the existence of plural things. There are two hospitals behind the park.



Note: These phrases are used to specify the position or location of a person, object or animal.









Checking my progress. Now, I have memorized vocabulary about places and facilities in a neighborhood. I check the box if I have memorized it. If I have not, I do the exercises again.



## I PRACTICE

### Instructions:

1- I look at the pictures, and I write sentences to describe the places in them by using "This is".

<p><b>This is the supermarket</b></p> <p>1</p> 	<p>2</p> 	<p>3</p> 	<p>4</p> 
<p>5</p> 	<p>6</p> 	<p>7</p> 	<p>8</p> 

2- I look at the pictures in the “I LEARN” section in exercise 1. Then, I write sentences using there is, the prepositions of place and the information given.

1. There is a library next to the school. _____	2. _____ bookstore _____
3. _____ church _____	4. _____ bank _____

Checking my progress. Now, I can identify places and facilities in a neighborhood. I check the box if I can identify the new vocabulary. If I can't, I do the exercises again.



## I DO

Instructions:

1- I look at my neighborhood, and I identify the places and facilities in it. Then, I write a short paragraph describing the places that I can find in it. It can be similar to the one in the “I LEARN” section in exercise 2.

---

---

---

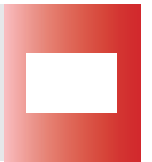
---

---

---

---

Checking my progress. Now, I can use vocabulary about places to describe the facilities that I can find in my neighborhood. I check the box if I can use them appropriately. If I do not, I do the exercise again.





## **SELF-EVALUATION**

Instructions:

1- I read the following sentences, and I choose the best answer by filling in the circle in the grid.

1. What is the correct word to say “parque” in English?

- A) Library
- B) Bookstore
- C) Park
- D) Drugstore

2. What is the correct word to say “biblioteca” in English?

- A) Bookstore
- B) Mall
- C) Bank
- D) Library

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## **ANSWER KEY**

### **I practice section:**

#### **Exercise 1.**

- 2. This is the post office.
- 3. This is the bookstore.
- 4. This is the bus stop.
- 5. This is the school.
- 6. This is the church.
- 7. This is the bank.
- 8. This is the park.

#### **Exercise 2.**

- 2. There is a bookstore ...
- 3. There is a church...
- 4. There is a bank...

### **I do section:**

#### **Exercise 1.**

Students' own information.

#### **Self-evaluation:**

- 1. C
- 2. D



# LESSON 2.2. MY HOME

Estimated time: 5 hours

## ACHIEVEMENT INDICATOR:

Lists the different areas in the house.



## I LEARN



### Remember:

Do I remember the simple present tense and the prepositions of place in, at and on?

Examples:

I do my homework in my bedroom.

The family room is on the second floor.

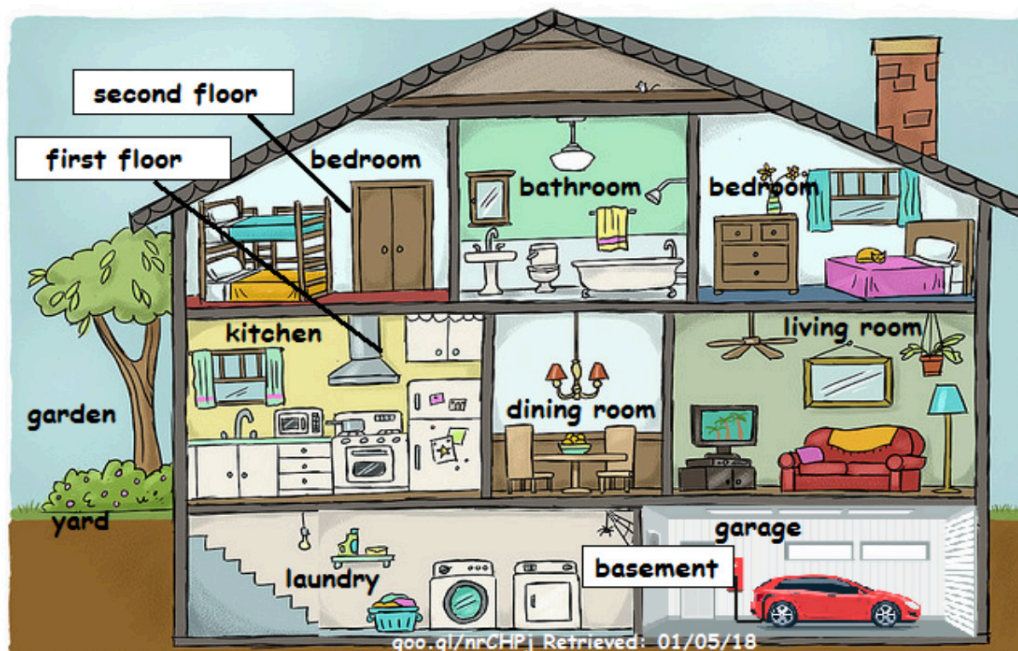


In the third person I add 'S' to the verb.

Instructions:

1- I look at the picture below, and I write the correct parts of the house.

### Vocabulary: Parts of the House



2- I read and say aloud the following expressions.

**USEFUL EXPRESSIONS: Activities I do in each part of the house.**

I cook dinner in the kitchen.

I watch TV in the living room.

I take a shower in the bathroom. I do homework on the first floor.

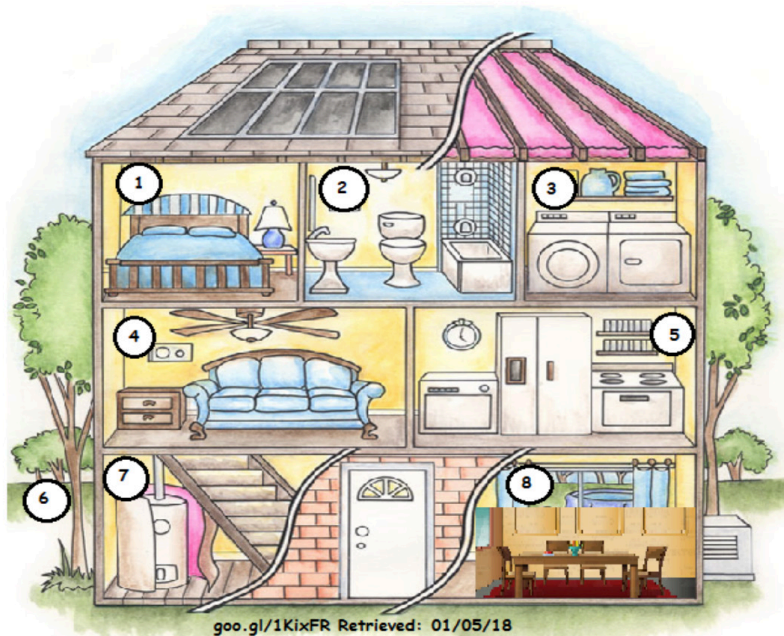
Checking my progress. Now, I know vocabulary about the parts of the house. I check the box if I really know it. If I do not, I do the exercises again.



## I PRACTICE

### Instructions:

1- I look at the picture below, and I write the correct parts of the house.



[goo.gl/1KixFR](http://goo.gl/1KixFR) Retrieved: 01/05/18

1. Bedroom	2.	3.	4.
5.	6.	7.	8.

2- I write sentences about activities that my family members do in each part of the house using the simple present tense and prepositions of place. (8 sentences)

1. My mom cooks in the kitchen.	2.
3.	4.
5.	6.
7.	8.

Checking my progress. Now, I have memorized vocabulary about the parts of the house and what people do in each part. I check the box if I have really memorized it. If I have not, I do the exercises again.



## I DO

Instructions:

1- I write a list in which I detail all the parts of my house.

1.	2.	3.	4.
5.	6.	7.	8.
9.	10.	11.	12.

2- I write sentences about the activities that I do in some parts of my house.


Checking my progress. Now, I can recognize and mention activities that I do in the different parts of my house. I check the box if I can use vocabulary appropriately. If I do not, I do the exercises again.





## SELF-EVALUATION

Instructions:

1- I read the following questions, and I choose the best answer by filling in the circle in the grid.

1. What is the correct word to say “baño” in English?

- A) Bathroom
- B) Bedroom
- C) Living room
- D) Kitchen

2. What is the correct word to say “cocina” in English?

- A) Chicken
- B) Kitchen
- C) Garden
- D) Yard

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## ANSWER KEY

I practice section:

### Exercise 1

1. Bedroom	2. Bathroom	3. Laundry	4. Living room
5. Kitchen	6. Yard	7. Basement	8. Dining room

### Exercise 2.

Possible answers: My dad parks the car in the garage, my sister watches TV in the living room, etc.

I do section:

### Exercise 1.

Possible answers: I cook in the kitchen, I eat in the dining room, etc.

Self-evaluation section:

1. A - 2.B

# LESSON 2.3. I LOVE MY HOUSE

Estimated time: 5 hours

## ACHIEVEMENT INDICATOR:

Identifies, classifies and locates the furniture in the different rooms of the house.



## I LEARN

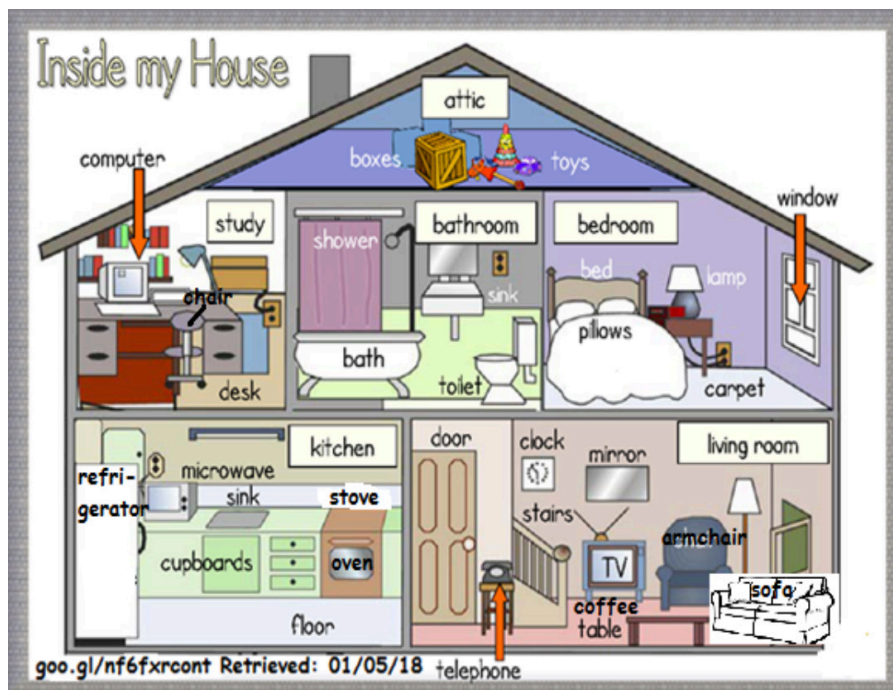


**Remember:**

Do I remember the vocabulary about furniture?

Instructions:

1- I look at the picture. I say and repeat the words aloud until I memorize them.



Checking my progress. Now, I know some new vocabulary about furniture inside the house. I check the box if I know it. If I do not, I do the exercises again.



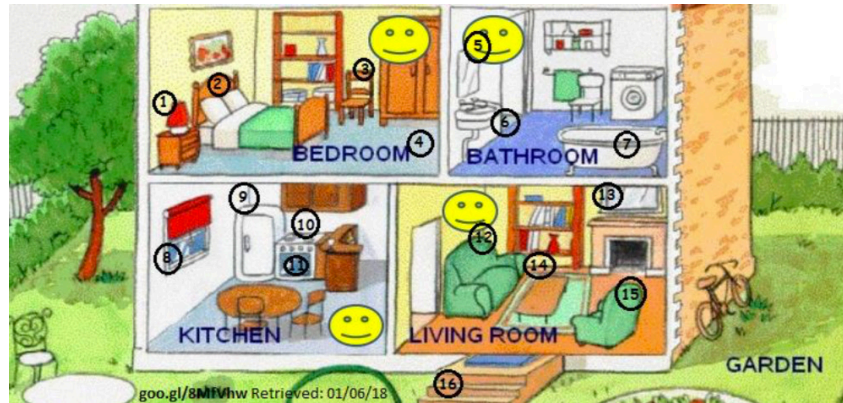




# I PRACTICE

## Instructions:

1- I look at the picture bellow, and I write the name of the object in the corresponding number.



1. <u>lamp</u>	2. _____	3. _____	4. _____
5. _____	6. _____	7. _____	8. _____
9. _____	10. _____	11. _____	12. _____
13. _____	14. _____	15. _____	16. _____

Checking my progress. Now, I have memorized vocabulary about the furniture inside the house. I check the box if I have memorized it. If I have not, I do the exercises again.



# I DO

## Instructions:

1- I identify and I write a list of objects that I have in each part of the house, and I share it with my family members.

1. Bedroom	2. Bathroom	3. Living room	4. Kitchen	5. Dining room
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.

4.	4.	4.	4.	4.
5.	5.	5.	5.	5.
6.	6.	6.	6.	6.
7.	7.	7.	7.	7.

Checking my progress. Now, I can name and list objects and furniture that I have in the different parts of my house. I check the box if I can use the new vocabulary appropriately. If I do not, I do the exercises again.



## SELF-EVALUATION

Instructions:

1- I read the following questions, and I choose the best answer by filling in the circle in the grid.

1. What is the correct word to say “ventana” in English?

- A) Desk
- B) Mirror
- C) Coffee table
- D) Window

2. What is the correct word to say “espejo” in English?

- A) Mirror
- B) Sink
- C) Chair
- D) Armchair

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## ANSWER KEY

### I practice section:

#### Exercise 1

2. Bed	7. bath	12. sofa
3. chair	8. window	13. TV
4. floor/carpet	9. refrigerator	14. coffee table
5. mirror	10. stove	15. sofa
6. sink	11. oven	16. stairs

### I do section:

#### Exercise 1.

Possible answers:

1. Bed, lamp, computer, window, door, pillow, floor, mirror.
2. Window, door, pillow, floor, mirror, bath, sink, toilet, shower.
3. Sofa, armchair, coffee table, lamp, door, TV, telephone, clock.
4. Stove, oven, sink, microwave, refrigerator, door, floor.
5. Table, chair, window, door.

#### Self-evaluation section:

1. D
2. A



# LESSON 2.4. WHAT DOES SHE LOOK LIKE?

Estimated time: 6 hours

## ACHIEVEMENT INDICATOR:

Answers oral questions related to the physical appearance and personality of family members and relatives with accuracy.



## I LEARN



### Remember:

Adjectives are the words that describe or give a characteristic of people, things or places.  
Do I know any adjectives to describe physical appearance?  
Do I know any adjectives to describe personality?

Instructions:

1- I look at the following pictures. I say and repeat the words aloud until I memorize them.

Personality Adjectives			
<p><b>Outgoing (autgoïn)</b></p> <p><a href="http://goo.gl/m2RvNF">goo.gl/m2RvNF</a> Retrieved: 01/07/18</p>	<p><b>Shy (shai)</b></p> <p><a href="http://goo.gl/nWu5LE">goo.gl/nWu5LE</a> Retrieved: 01/07/18</p>	<p><b>Easygoing (isigoïn)</b></p> <p><a href="http://goo.gl/TNXCFP">goo.gl/TNXCFP</a> Retrieved: 01/07/18</p>	<p><b>Talkative (tokativ)</b></p> <p><a href="http://goo.gl/EeVqvF">goo.gl/EeVqvF</a> Retrieved: 01/07/18</p>
<p><b>Stubborn (stoborn)</b></p> <p><a href="http://goo.gl/H2TdDW">goo.gl/H2TdDW</a> Retrieved: 01/07/18</p>	<p><b>Quiet (kuaiet)</b></p> <p><a href="http://goo.gl/QMqPtB">goo.gl/QMqPtB</a> Retrieved: 01/07/18</p>	<p><b>Friendly (frendli)</b></p> <p><a href="http://goo.gl/4cLjkm">goo.gl/4cLjkm</a> Retrieved: 01/07/18</p>	<p><b>Serious (sirius)</b></p> <p><a href="http://goo.gl/eTzyH2">goo.gl/eTzyH2</a> Ret: 01/07/18</p>

2- I look at the following pictures. I say and repeat the words aloud until I memorize them.



3- I read the following conversation aloud, and I underline the physical and personality adjectives.

**Mary:** Hey Camila, what is your sister like?  
**Camila:** Hmm... She is friendly, outgoing, and talkative.  
**Mary:** Oh, and what does your sister look like?  
**Camila:** Well...she is beautiful, tall, slim, and her hair is curly.  
 And what does your mother look like?  
**Mary:** She is pretty. She is middle-aged, short, and her hair is wavy.  
**Camila:** Really? And what is she like?  
**Mary:** Well, she is serious and quiet.  
**Camila:** Oh, really? My mom is really serious too.



3- I read the following explanation about simple present Wh-questions.

Simple present Wh- questions  
 To ask about physical appearance:  
 What + do/does + subject + look like + ?  
 Example: What does your mom look like?  
 She is middle-aged, short, and her hair is wavy

Simple present Wh- questions  
 To ask about personality:  
 What + is/are + subject + like + ?  
 Example: What is your sister like?  
 She is friendly, outgoing, and talkative.

Checking my progress. Now, I know vocabulary to describe a person's personality and physical appearance, and how to ask about personalities and appearance. If I do not, I do the exercises again.






# I PRACTICE

## Instructions:

1- I read the following pictures and information. Then, I answer the questions.

A Name: Kevin  
Personality: Quiet and serious




1. What is Kevin like?

\_\_\_\_\_

2. What does Kevin look like?

\_\_\_\_\_

B Name: Kelly  
Personality: Stubborn and shy



1. What is Kelly like?

\_\_\_\_\_

2. What does Kelly look like?

\_\_\_\_\_

2- I look at the following answers, and I write the correct question.

1. A: _____	2. A: _____
B: Kathy is friendly and talkative.	B: Josue is easygoing and outgoing.
A: _____	A: _____
B: She is tall and slim.	B: He is short and heavy.

Check my progress. Now, I have memorized vocabulary about personality and physical appearance and how to ask about them. I check the box if I have really memorized it. If I have not, I do the exercises again.





## I DO

Instructions:

1- I think about my family members' personalities and physical appearance, and I imagine that a friend is asking me about them. Then, I write a conversation. After, I share it with my family or friends. I can use the conversation in the "I LEARN" section in exercise 3 as a model.

<hr/> <hr/> <hr/> <hr/> <hr/>	
-------------------------------	--

Checking my progress. Now, I can ask and answer questions about people's personality and physical appearance. I check the box if I can use the new vocabulary and questions appropriately. If I do not, I do the exercises again.



## SELF-EVALUATION

Instructions:

1- I read the following questions, and I choose the best answer by filling in the circle in the grid.

1. What is the correct word to say "amigable" in English?

- A) Stubborn
- B) Friendly
- C) Quiet
- D) Talkative

2. What is the correct word to say "tímido" in English?

- A) Easygoing
- B) Outgoing
- C) Shy
- D) Quiet

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## ANSWER KEY

### I practice section:

#### Exercise 1

1. A1. He is quiet and serious.
2. A2. Possible answers: He is slim and his hair is short. B1. She is stubborn and shy.
3. B2. Possible answers: She is short and slim.

#### Exercise 2.

1. What is Kathy like? What does she look like?
2. What is Josue like? What does he look like?

### I do section:

#### Exercise 1.

Students' own answer.

#### Self-evaluation:

1. B
2. C

# LESSON 2.5. MY MOM IS TALLER THAN MY SISTER

## ACHIEVEMENT INDICATOR:

Estimated time: 6 hours

- Compares people, places, things, jobs and activities with grammatical accuracy.
- Writes original sentences using comparatives and superlatives.



## I LEARN



### Do I remember any adjectives?

Adjectives are the words that describe people, things, or places.

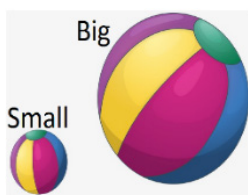
Instructions:

1- I read the following adjectives and their opposites aloud. I repeat them until I memorize them.



Tall (tol)

Short (short)



Big (big)

Small (smol)



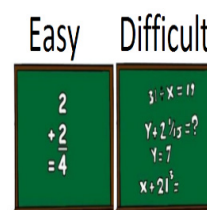
Boring (bourin)

Funny (fani)



Heavy (jevi)

Thin (θin)



Easy (izzi)

Difficult (dificolt)

2- I read the following conversation aloud, and I underline the adjectives I find.

**Karla:** Hey Mayra, who is the tallest person in your family?

**Mayra:** Hmm... The tallest is my older brother.

**Karla:** Oh, really? In my case, I am taller than my mother, but my mom is taller than my sister. So my sister is the shortest.

**Mayra:** Well...my brother is heavier than my dad.

**Karla:** Yeah! But he is funnier than your dad.

**Mayra:** You're right. But my dad is the best.

**Karla:** Maybe. Well, let's play chess.

**Mayra:** Hmm... I think that is better to play tic tac toe. Chess is more difficult than it.

**Karla:** Maybe, but chess is the funniest game in the whole world.

**Mayra:** OK. Let's play.



3- I read and pay attention to the following explanation and rules about the use of comparative and superlative adjectives.

I use a superlative to say that a thing or person is the superior of a group.

I use comparatives to compare differences between two things, or people.

use the verb be (is/are) with comparatives and superlatives. For the comparative adjectives, need to follow “Verb be+ comparative adjective+ than.” For the superlative adjectives, I need “Verb be+ the+ superlative adjective.”

**Comparatives:** My mom is **taller than** my sister.      **Superlatives:** My sister is **the shortest**.  
 My brother is **heavier than** my dad.                                      My dad is **the best**.

	<b>Adjective</b>	<b>Comparative</b>	<b>Superlative</b>
One syllable adjective	Short	shorter ( <b>than</b> )	<b>the shortest</b>
One syllable adjective ending in consonant, vowel, consonant	Big	bigger ( <b>than</b> )	<b>the biggest</b>
Adjectives with more than one syllable	difficult	<b>more difficult (than)</b>	<b>the most difficult</b>
Adjectives ending in Y	heavy	heavier ( <b>than</b> )	<b>the heaviest</b>
Irregular adjectives (memorize)	good, bad,	<b>better, worse (than)</b>	<b>the best, the worst</b>

Checking my progress. Now, I know some vocabulary about adjectives and their opposites, and I know the rules about comparatives and superlatives. I check the box if I really know them. If I do not, I do the exercises again.







# I PRACTICE

## Instructions:

1- I read the following adjectives, and I write the comparative and superlative form for each of them.

Adjective	Comparative	Superlative
1. tall		
2. short		
3. heavy		
4. funny		
5. boring		
6. small		
7. big		
8. difficult		
9. thin		
10. good		
11. easy		
12. bad		

2- I complete the following sentences using the adjective in parenthesis in comparative or superlative form.

1. My best friend is <u>thinner than</u> (thin) my sister.	2. My mom is _____ (good)
3. My dog is _____ (small) yours.	4. My school is _____ (big)
5. English is _____ (easy) Math.	6. Rock is _____ (bad) music.

Checking my progress. Now, I know how to create the comparative and superlative forms of adjectives in English. I check the box if I really know how to form them. If I do not, I do the exercises again.



# I DO


## Instructions:

1- I think about my family, friends, favorite activities, jobs and places, and I write sentences using comparatives and superlatives. Later, I share my sentences with a relative or friend. I can use the sentences in the "I PRACTICE" section as a model.

- a) \_\_\_\_\_ f) \_\_\_\_\_
- b) \_\_\_\_\_ g) \_\_\_\_\_
- c) \_\_\_\_\_ h) \_\_\_\_\_
- d) \_\_\_\_\_ i) \_\_\_\_\_
- e) \_\_\_\_\_ j) \_\_\_\_\_



2- I write a conversation in which I am talking with a friend. I describe my family members and things I like to do by using the superlative and comparative forms of adjectives. Then, I share with a relative or friend what I wrote. I can use the conversation in the “I LEARN” section exercise 2 as a model.

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
---	---

Checking my progress. Now, I know how to describe people and things that I like by using comparative and superlative verbs. I check the box if I know how to use the new structure properly. If I do not, I do the exercises again.



### SELF-EVALUATION

Instructions:

1- I read the following questions, and I choose the best answer by filling in the circle in the grid.

1. What is the comparison form for “big”?

- A) Biger
- B) Bigger
- C) More bigger
- D) More big

2. What is the superlative form for “easy”?

- A) The easy
- B) The more easiest
- C) The easiest
- D) The easier

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## ANSWER KEY

### I practice section:

#### Exercise 1

Adjective	Comparative	Superlative
1. tall	taller (than)	the tallest
2. short	shorter (than)	the shortest
3. heavy	heavier (than)	the heaviest
4. funny	funnier (than)	the funniest
5. boring	more boring	the most boring
6. small	smaller (than)	the smallest
7. big	bigger (than)	the biggest
8. difficult	more difficult	the most difficult
9. thin	thinner (than)	the thinnest
10. good	better (than)	the best
11. easy	easier (than)	the easiest
12. bad	worse (than)	the worst

#### Exercise 2.

2. smaller than
3. easier than
4. the best
5. the biggest
6. the worst

### I do section:

#### Exercise 1 and 2

Students' own answer.

#### Self-evaluation:

1. B
2. C

# UNIT 3. LET'S GO SHOPPING

Estimated time: 20 hours

## UNIT OBJECTIVES

- Recognize oral and written language related to clothes, personal care items, home appliances, groceries, and prices by reading and listening to peers in order to exchange daily use information.
- Produce spoken and written language related to clothes, personal care items, home appliances, groceries, and prices in order to fulfill basic communication needs.
- Value the importance of learning a foreign language as a tool to communicate ideas in the economic and social context.

## LESSON 3.1. THIS IS MY NEIGHBORHOOD!

Estimated time: 5 hours

### ACHIEVEMENT INDICATOR:

Correctly asks and answers questions about colors of items.



## I LEARN

### Remember:

Do I remember the names of colors in English?  
I look at the circles, and I say the colors aloud.



Instructions:

1- I look at the following pictures. I say and repeat the words aloud until I memorize them.



2- Carmen is at the mall, and she needs to buy some items. She calls her sister "Sandra" to ask for help. I read their conversation, and I underline the vocabulary about colors.

**Carmen:** Hey, Sandra, I want to buy some new things in the mall.

**Sandra:** Oh, really? I can help you then Carmen.

**Carmen:** That's a great idea. I need a new jacket, sandals, and boots.  
...um...This jacket is great.

**Sandra:** What color is the jacket?

**Carmen:** Well, the jacket is blue, the sandals are black, and the boots are brown.

**Sandra:** I think that the colors are ok. You should buy them.

**Carmen:** Yes, I'll buy them. Also, I want a new cell phone and a camcorder.

**Sandra:** Really? Then, get a white cellphone. That color is amazing for you.

**Carmen:** OK! Talk to you later. And thanks for the help.

**Sandra:** Good look Carmen. See you later.



3- I read the following expressions until I memorize them.

**Useful Expressions: To ask about and tell the colors of items.**

What color **is** the **jacket**? The **jacket** / **It is** blue.

What color **are** the **boots**? The **boots**/ **They are** brown.

**Tip:** For singular I use (it) **is**, and for plural I use (they) **are**.









Checking my progress. Now, I have memorized vocabulary about clothing and home appliances. I check the box if I can use the vocabulary. If I can't, I do the exercises again.



## I PRACTICE

### Instructions:

1- I look at the following pictures and information. Then, I complete the questions and answers. After that, I practice read them aloud.

a. What color <u>is</u> the hat?  1	a. What color ___ the boots?  2	a. What color ___ the dress?  3	a. What color ___ the stove?  4
a. What color ___ the TV?  5	a. What color ___ the jacket?  6	a. What color ___ the sandals?  7	a. What color ___ the refrigerator?  8

2- I read the following question, and I answer them using my own information. I add two more questions and answers by using my own ideas.

1. What color is your favorite jacket? \_\_\_\_\_
2. What color are your favorite shoes? \_\_\_\_\_
4. What color is your refrigerator? \_\_\_\_\_
5. What color is your TV? \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

Checking my progress. Now, I know how to ask about and say the color of different items. I check the box if I can use the vocabulary properly. If I can't, I do the exercises again.





# I DO

Instructions:

1- I think about things I want to buy, so I imagine that I call a friend to ask for help. I write a conversation asking and telling the color of some items. Then, I practice it with a friend or relative. I can use the conversation in the "I LEARN" section in exercise 2 as a model.

_____	:	_____	
_____	:	_____	
_____	:	_____	
_____	:	_____	
_____	:	_____	
_____	:	_____	

Checking my progress. Now, I know how to ask and answer questions about the colors of items. I check the box if I really know how to use the new vocabulary. If I do not, I do the exercise again.



## SELF-EVALUATION

Instructions:

1- I read the following questions, and I choose the best answer by filling in the circle in the grid.

1. What color are the sandals?

- A) Red
- B) Green
- C) Purple
- D) Orange

2. What color is the raincoat?

- A) Blue
- B) Orange
- C) Yellow
- D) Black

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## ANSWER KEY

### I practice section:

#### Exercise 1

Red, green, purple, black, white, yellow, blue, sky blue, pink, orange, gray, and brown.

### I practice section:

#### Exercise 1.

2a are/ 2b are beige

3a is/ 3b is purple

4a is/ 4b is pink

5a is/ 5b is black and sky blue

6a is/ 6b is green and white

7a are/ 7b are orange

8a is/ 8b is red.

#### Exercise 2.

Student's own answers. (1. It's... 2. They're... 3. They're... 4. It's... 5. It's...)

### I do section:

#### Exercise 1.

Students' own answers.

#### Self- evaluation:

1. D

2. C

# LESSON 3.2. HOW MUCH ARE THE CARS?

Estimated time: 4 hours

## ACHIEVEMENT INDICATOR:

Successfully recognizes prices on paper and online catalogs.



## I LEARN



### Remember:

Do I remember the numbers in English?

What numbers do I know?

Do I remember the verb BE? (is=singular are=plural)

### Instructions:

1- I read the following prices and repeat them until I can form long numbers in English.

Prices up to one thousand
\$1,234= One thousand two hundred thirty-four dollars (guan θausen tu jundred θeri four dolars)
\$10,445= Ten thousand four hundred forty-five dollars (ten θausen four jundred fori fai dolars)
\$250, 890= Two hundred fifty thousand eight hundred ninety dollars (tu jundred fifti θausen eit jundred nairi dolars)
\$5,000,000= Five million dollars (fai milion dolars)
\$400,000,000= Four hundred million dollars (four jundred milion dolars)

2- I read the following expressions until I memorize them.

### Useful Expressions: When buying things and to ask for and give prices

How can I help you? (**Salesperson**)

How much is this? (**Client**)

How much are these? (**Client**)

Let's go shopping (**Invite someone**)

**Tip:** To ask about a singular thing I use: How much is this? Answer: It's \_\_\_\_\_

To ask about plural things I use: How much are these? Answer: They're \_\_\_\_\_



Checking my progress. Now, I know how to ask about for and give prices. I check the box if I really know the vocabulary. If I do not, I do the exercises again.



## I PRACTICE

### Instructions:

1- I read the following ads. Then, I answer the questions below.

#### This is Brandon's Store



Here, you can find everything you want about transportation. The cars are from \$1,700 to \$55,000. The buses are from \$65,000 to \$1,000,000. The sport cars are from \$2,400,000 to \$50,900,000. The jets are from \$250,000,000 to \$900,000,900.

Don't think about it, and let's go shopping!

#### This is Brenda's Store



Here, you can find everything you want about households. A small house is \$600,000, and a big house is \$33,000,000. An apartment is \$7,000,000. A poachers hut is \$2,000,000.

Don't waste your time, and let's go shopping!

2- I look at the following prices, and I write them in letters.

A. 1,560= one thousand five hundred sixty dollars

B. 23,000= \_\_\_\_\_

C. 689,690= \_\_\_\_\_

D. 240,400,900= \_\_\_\_\_

Checking my progress. Now, I can identify and say prices up to one thousand. I check the box if I can do it. If I can't, I do the exercises again.





## I DO

Instructions:

1- I choose a name for my company. Then, I create my own ad about some products, and I include their prices. After that, I put it in a visible place in my house to share it with my family. I can use the ads in the “I PRACTICE” section as a model.

_____	
_____	
_____	
_____	
_____	
_____	
_____	
_____	

Checking my progress. Now, I know how to write and say long numbers in English while writing an advertisement. I check the box if I really know how to use the new vocabulary. If I do not, I do the exercise again.



## SELF-EVALUATION

Instructions:

1- I read the following questions, and I choose the best answer by filling in the circle in the grid.

1. What is this price in letters for \$1,000,000?

- A) One million dollars
- B) One thousand dollars
- C) One hundred dollars
- D) One billion dollars

2. What is this price in letters for \$50,000?

- A) Fifty thousand dollars
- B) Fifty hundred dollar
- C) Fifty million dollars
- D) Fifty dollars

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## ANSWER KEY

I practice section:

### Exercise 1.

- A2 from \$65,000 to \$1,000,000.
- A3 from \$2,400,000 to \$50,900,000
- A4 from \$250,000,000 to \$900,000,900.
- B1 \$600,000
- B2 \$300,000,000
- B3 \$7,000,000
- B4 \$2,000,000.

### Exercise 2.

- B. twenty three thousand dollars.
- C. six hundred eighty nine thousand six hundred ninety.
- D. two hundred forty million four hundred thousand nine hundred.

I do exercise:

### Exercise 1.

Students' own information.

### Self-evaluation:

- 1. A
- 2. A

# LESSON 3.3. I NEED SOME CARROTS

Estimated time: 4 hours

## ACHIEVEMENT INDICATOR:

Uses quantifiers correctly when listing countable and uncountable nouns.



## I LEARN



### Remember:

What quantifiers do I know?

Do I know about countable and uncountable nouns?

### Instructions:

1- I read the following countable and uncountable nouns aloud, and I repeat them until I memorize them.



2- I read aloud Rita's web page about her refrigerator. I underline the countable nouns and circle the uncountable.

### Look at my refrigerator!

I need some carrots. I don't have any tomatoes and any potatoes. I don't have fruit. I need a lot of apples. I have some bananas, but I need more. I want some milk and some orange juice. I don't have any eggs. Also, I need some jam, some butter, and some cheese. I want a little mustard for sandwiches too. Let's go shopping.



3- I read the following explanation and information about quantifiers.

Quantifier	Count nouns	Non-count nouns
A lot of (+, -, ?)	Affirmative/negative statements and questions	Affirmative/negative statements and questions
Some (, ?)	Affirmative statements and questions	Affirmative statements and question
Any (-, ?)	Negative statements and questions	Negative statements and questions
A little (+)	---	Affirmative statements

- A quantifier indicates the number or amount of something.
- Countable nouns are the ones that can be counted. Uncountable nouns cannot be counted.
- Uncountable nouns are singulars, and countable nouns can be used as singular or plural.

Checking my progress. Now, I know about countable and uncountable nouns and some quantifiers. I check the box if I know how to use the new vocabulary and structures. If I do not, I do the exercises again.



## I PRACTICE

### Instructions:

1- I read Rita's web page again, and I write the missing words according to the information from the description.

1. I need <u>some</u> carrots.	2. I don't have <u>   </u> tomatoes.	3. I need <u>          </u> apples.
4. I want <u>          </u> milk	5. I don't have <u>          </u> eggs.	6. I want <u>          </u> mustard.

2- I look at the following picture, and I choose the best quantifier to complete the sentences.

**a lot of      any      some      any**

1. I don't have any milk.
2. I have            grapes.
3. I don't have            orange juice.
4. I have            pears.



Checking my progress. Now, I can use the appropriate quantifiers with countable and uncountable nouns. I check the box if I can use them properly. If I can't, I do the exercises again.



## I DO

Instructions:

1- I create my own web page. I write about the things that I have, and the ones I need in my refrigerator. Then, I share it with my family or friends. I can use Rita's web page's description in the "I learn" section as a model.

---

---

---

---

---

---

---

---



Checking my progress. Now, I can use food vocabulary to describe the things that I have, and what I need in my refrigerator. I check the box if I really know how to use the new vocabulary. If I do not, I do the exercise again.



## SELF-EVALUATION

Instructions:

1- I read the following questions, and I choose the best answer by filling in the circle in the grid.

1. Which is a countable noun?

- A) Milk
- B) Orange juice
- C) Water
- D) Carrots

2. What is an uncountable noun?

- A) Apples
- B) Tomatoes
- C) Eggs
- D) Cheese

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### ANSWER KEY

#### I practice section:

##### Exercise 2.

Countable: carrots, tomatoes, potatoes, apples, bananas, eggs, sandwiches.

Uncountable: fruit, milk, orange juice, jam, butter, cheese, mustard.

#### I practice section:

##### Exercise 1.

- 2. Any.
- 3. A lot of.
- 4. Some.
- 5. Any.
- 6. A little.

##### Exercise 2.

- 2. A lot of.
- 3. Any.
- 4. Some.

#### I do section:

##### Exercise 1.

Students' own answers.

#### Self-evaluation:

- 1. D
- 2. D

# LESSON 3.4. ADD A LITTLE SALT

Estimated time: 7 hours

## ACHIEVEMENT INDICATOR:

Accurately uses some/any when describing recipes or favorite foods.  
Writes simple recipes with correct spelling and appropriate usage of quantifiers.



## I LEARN



### Remember:

Do I remember vocabulary of food?  
Do I remember the use of quantifiers?

#### Quantifier

A lot of (+, -, ?)
Some (+, ?)
Any (-, ?)
A little (+)

- A quantifier indicates the number or amount of something.  
Some of them are "A little, a lot of, some, and any."

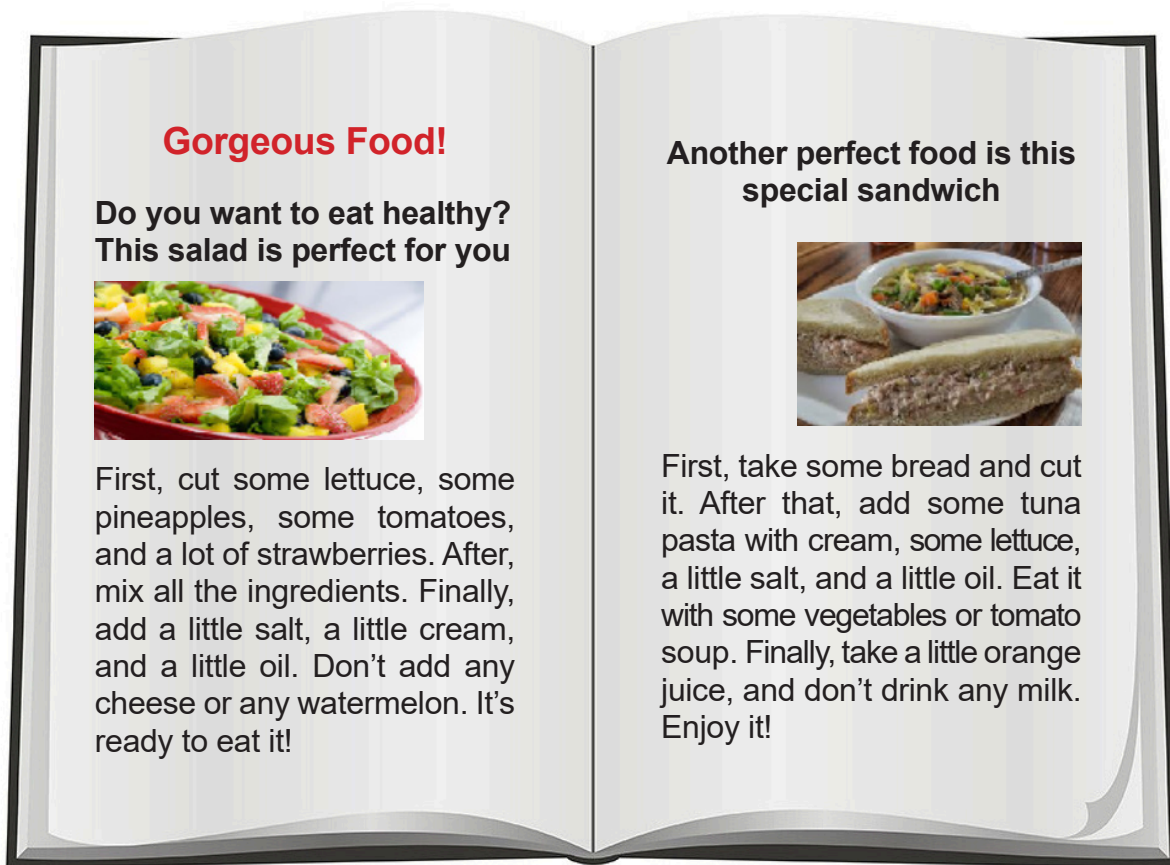
### Instructions:

1- I look at the following pictures. I say the words aloud, and I repeat them until I memorize them.

<p>Tuna (tuna)</p>	<p>Orange juice (oranch yus)</p>	<p>Lettuce (leros)</p>	<p>Strawberry (stroberri)</p>
<p>Milk (milk)</p>	<p>Grapes (greips)</p>	<p>Bread (bred)</p>	<p>Oil (óil)</p>
<p>Rice (rais)</p>	<p>Soup (sup)</p>	<p>Ham (jam)</p>	<p>Cream (crim)</p>
<p>Salt (solt)</p>	<p>Sugar (shúgar)</p>	<p>Pineapple (páinapol)</p>	<p>Watermelon</p> <p>(guárrmelon)</p>



2- I look at the magazine Gorgeous Food and read the two different recipes.



3- I read the following explanation about quantifiers, and I check the examples that appeared in the magazine above.

**SOME**

is used in affirmative with countable and uncountable nouns.

Examples: Add some tuna pasta. (uncountable)  
Add some tomatoes. (countable)

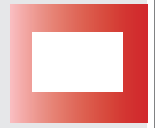
See countable and uncountable nouns on lesson 3.3

**ANY**

is used in negative and interrogative with countable and uncountable nouns.

Examples:  
Don't add any cheese. (uncountable)  
Don't add any watermelon. (countable)  
Do we have any bread? Yes, we have some. No, we don't have any bread. (uncountable)

Checking my progress. Now, I know some more food vocabulary and the use of the quantifiers some and any. I check the box if I can use them. If I can't, I do the exercises again.



## I PRACTICE

### Instructions:

1- I read the recipes in the magazine from exercise 2. Then, I complete the following description by filling in the blanks with with the missing words.

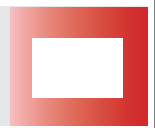
First, cut some lettuce, \_\_\_\_\_ pineapples, \_\_\_\_\_ tomatoes, and \_\_\_\_\_ strawberries. After, mix all the ingredients. Finally, add \_\_\_\_\_, \_\_\_\_\_ cream, and \_\_\_\_\_ oil. Don't add \_\_\_\_\_ cheese or \_\_\_\_\_ watermelon. It's ready to eat it!

First, take \_\_\_\_\_ bread and cut it. After that, add \_\_\_\_\_ tuna pasta with cream, \_\_\_\_\_ lettuce, \_\_\_\_\_ salt, and \_\_\_\_\_ oil. Eat it with \_\_\_\_\_ vegetables or tomato soup. Finally, take \_\_\_\_\_ orange juice, and don't drink \_\_\_\_\_ milk. Enjoy it!

2- I underline the word that best completes each sentence.

1. Add <u>some</u> / any salt.	2. Put some / any vegetables.	3. Don't add some / any sugar.
4. Add some / any salt.	5. Don't add some / any oil.	6. Don't put some / any milk.

Checking my progress. Now, I have learned the use of the quantifiers some and any. I check the box if I can use them properly. If I can't, I do the exercises again.

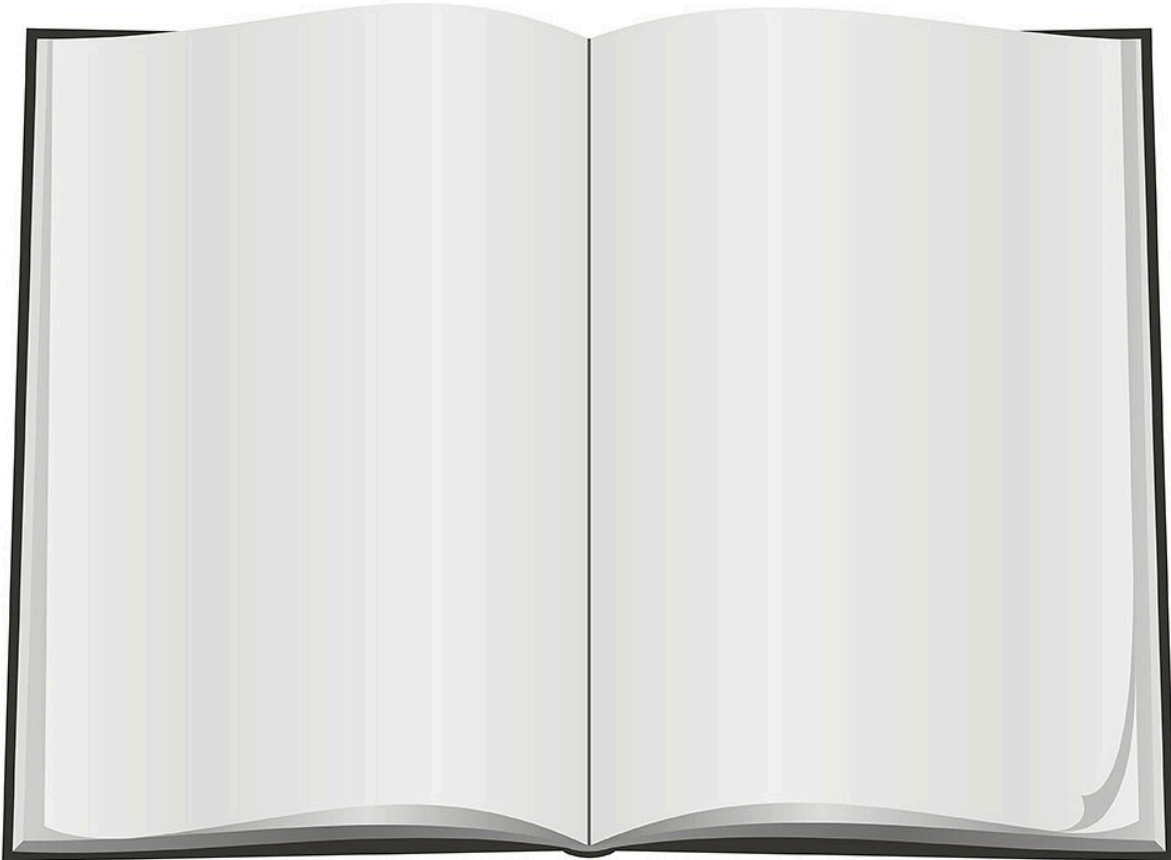




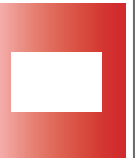
## I DO

Instructions:

1- I create my own magazine. I write two recipes of my favorite dishes, and I share it with my family. Then, I ask them to create one together as a family. I can use the recipes that appear in the magazine in exercise 2 in the “I LEARN” section.



Checking my progress. Now, I know how to use “some” and “any” and ingredients while describing the cooking process of a dish. I check the box if I really know how to use the new vocabulary. If I do not, I do the exercise again.





## SELF-EVALUATION

Instructions:

1- I read the following questions, and I choose the best answer by filling in the circle in the grid.

1. What is the word for “fresas” in English?

- A) Strawberries
- B) Watermelons
- C) Tomatoes
- D) Carrots

2. What is the word for “uvas” in English?

- A) Apples
- B) Grapes
- C) Strawberries
- D) Lettuce

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## ANSWER KEY

I practice section:

Exercise 1.

**A:** some, some, a lot of, a little, a little, a little, any, any.

**B:** some, some, some, a little, a little, some, a little, any.

Exercise 2.

some, any, some, any, any.

I do section:

Exercise 1.

Students' own answers.

Self-evaluation:

1. A

2. B

# UNIT 4. HEALTHY HABITS

Estimated time: 20 hours

## UNIT OBJECTIVES

- Recognize oral and written language related to healthy eating habits, exercising and sports, as well as the use of imperatives in the context of daily life activities in order to communicate with peers and others.
- Produce spoken and written language by using the acquired vocabulary and structures in order to communicate ideas related to routines and past activities within a present and past time frame.
- Value and diffuse the importance of healthy habits to achieve personal wellbeing.

## LESSON 4.1. EXERCISE EVERY DAY

Estimated time: 6 hours

### ACHIEVEMENT INDICATOR:

Politely gives advice by using affirmative and negative imperative.  
Correctly quantifies food and other items by using too many and too much.



## I LEARN



### **Remember:**

What imperatives (commands) do I remember?  
What food vocabulary do I remember?

**Instructions:**

1- I read aloud the following every day activities. I repeat the phrases until I memorize them.

<p><b>brush your teeth</b></p> 	<p><b>brush your hair</b></p> 	<p><b>don't stay up too late</b></p> 
<p><b>don't watch too much TV</b></p> 	<p><b>drink juice</b></p> 	<p><b>eat some vegetables</b></p> 
<p><b>exercise every day</b></p> 	<p><b>sleep eight hours</b> 7 - 8 Hours</p> 	<p><b>take a shower</b></p> 

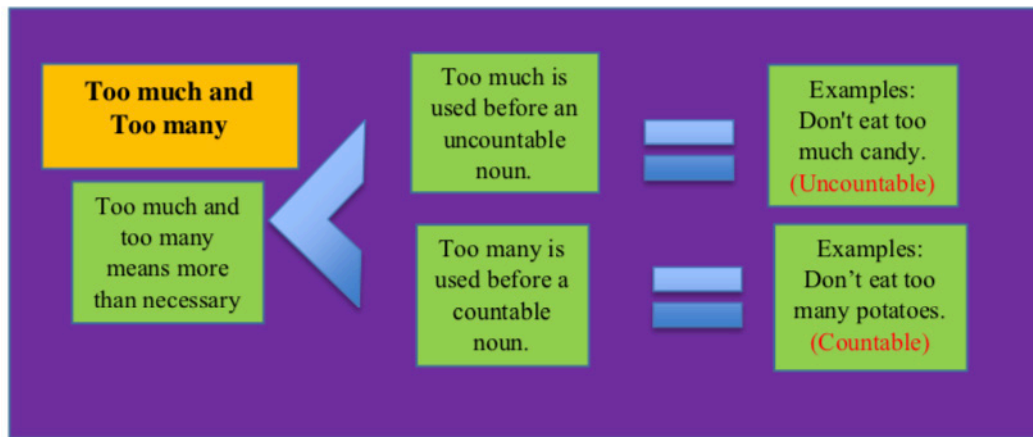
2- I read the following vocabulary about diet and nutrition. I repeat it aloud until I memorize it.



3- I read aloud the following scenes with a daughter and a mom who are talking about healthy habits.



4- I read the following explanation about too much and too many.



5- I read the following explanation about imperatives.

Imperatives		
Use imperatives to give instructions or polite advice	Affirmative imperatives start with a verb: Take a shower. Brush your teeth. Eat some vegetables.	Negative imperatives start with Don't + a verb: Don't watch too much TV. Don't eat too much candy.



Checking my progress. Now, I know how to give advice using affirmative and negative imperatives and too much and too many while using vocabulary about food and diets. I check the box if I know how to use the structures properly. If I do not, I do the exercises again.



## I PRACTICE

### Instructions:

1- I look at the scenes in exercise 3 in the "I LEARN" section. I write the affirmative and negative imperatives I can find.

_____	_____
_____	_____
_____	_____

2- I look at the following pictures and write the correct positive imperative (+) or negative imperative (-).

<p><i>Take a shower.</i> +</p> <p>1 </p>	<p>_____ +</p> <p>2 </p>	<p>_____ -</p> <p>3 </p>
<p>_____ -</p> <p>4 </p>	<p>_____ +</p> <p>5 </p>	<p>_____ +</p> <p>6 </p>

3- I read the following nouns and complete the sentences with too much or too many.

- |                                |                 |                   |
|--------------------------------|-----------------|-------------------|
| 1. <u>too many</u> vegetables. | 2. _____ milk.  | 3. _____ dresses. |
| 4. _____ water.                | 5. _____ sugar. | 6. _____ books.   |



Checking my progress. Now, I have memorized affirmative and negative imperatives and the use of too much and too many. I check the box if I know how to use the structures properly. If I do not, I do the exercises again.



## I DO

Instructions:

1- I write advice for people who I know using affirmative and negative imperatives and too much and too many.

For my mom: _____	For my sister: _____
For my dad: _____	For my friend: _____
For my friend: _____	For my brother: _____

Checking my progress. Now, I know how to use affirmative and negative imperative, phrases with too much and too many, and vocabulary about good and bad habits. I check the box if I really know how to use the new vocabulary and structures. If I do not, I do the exercise again.



## SELF-EVALUATION

Instructions:

1- I read the following questions, and I choose the best answer by filling in the circle in the grid.

1. What kind of nouns can I use with “Too much”?

- A) Uncountable and countable
- B) Countable
- C) Uncountable
- D) None

2. What kind of nouns can I use with “Too many”?

- A) Uncountable and countable
- B) Countable
- C) Uncountable
- D) None

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## ANSWER KEY

### I practice section:

#### Exercise 1.

take a shower, brush your hair, brush your teeth, don't eat too much candy, eat some vegetables, don't watch too much TV, don't stay up too late, sleep eight hours.

### I do section:

#### Exercise 1.

Students' own answers.

#### Self- evaluation:

- 1. C
- 2. B

#### Exercise 2.

- 2. Brush your hair.
- 3. Don't stay up too late.
- 4. Don't watch too much TV.
- 5. Brush your teeth.
- 6. Exercise every day.

#### Exercise 3.

- 2. too much.
- 3. too many.
- 4. too much.
- 5. too much.
- 6. too many.

# LESSON 4.2. WHAT SPORTS DO YOU PRACTICE?

Estimated time: 5 hours

## ACHIEVEMENT INDICATOR:

Describes exercising habits with appropriate vocabulary and correct use of the present tense.



## I LEARN



### Remember:

Do you remember the simple present?

Remember in 3rd person (she/he) add **s** to the verb.

Affirmative	Negative	Yes/no Questions	Short Answers
S+V+C	S+don't/doesn't +V	Do/Does+S+C+?	Yes. S + does. No, S + don't doesn't.
She does aerobics.	She doesn't do aerobics.	Does she do aerobics?	Yes, she does. No, she doesn't.

### Instructions:

1- I read aloud the following every day activities. I repeat the phrases until I memorize them.

<b>Go jogging (gouyogin)</b> 	<b>Do yoga (duioga)</b> 	<b>Play video games (pleiviriogeims)</b> 	<b>Go swimming (gou suimin)</b> 
<b>Play tennis (plei tenis)</b> 	<b>Do karate (do karari)</b> 	<b>Play basketball (plei basketbol)</b> 	<b>Go bowling (gou boulin)</b> 
<b>Play soccer (plei soker)</b> 	<b>Lift weights (lift ueits)</b> 	<b>Do gymnastics (du yimnastiks)</b> 	<b>Play baseball (pleibeisbol)</b> 

2- Juan and Nahomi are talking about their exercising habits. I read aloud the following conversation and underline the names of the different exercises that they mention.

**Juan:** Hey, Nahomi, what sports do you practice?

**Nahomi:** Well, I usually go swimming on Saturdays.

**Juan:** Oh... That's great. I like swimming.

**Nahomi:** What about you? Do you like sports?

**Juan:** Well, I play soccer, basketball, baseball, and tennis.

**Nahomi:** Hmm... You like many different sports. My sister plays soccer, too. Do you do yoga?

**Juan:** Yes! Well... Sometimes. And do you go jogging?

**Nahomi:** Yes, every day. In my free time I do gymnastics and go bowling.

**Juan:** I lift weights and play video games in my free time.

**Nahomi:** Really? I love videogames too. Let's go to my home and play together.



3. Instructions: I read the following explanation to review the simple present.

Simple present tense				In the third person I add 'S' to the verb.			
<b>Affirmative Statements</b>				<b>Negative Statements</b>			
<b>Subject</b>	<b>Verb</b>	<b>Complement</b>		<b>Subject</b>	<b>Don't/doesn't</b>	<b>Verb</b>	<b>Complement</b>
I / you / we / they	play	sports.		I / you / we / they	don't	play	sports.
he / she / it	play	sports.		he / she / it	doesn't	play	sports.
	<b>s</b>						
<b>Yes/No Questions</b>				<b>Information Questions</b>			
<b>Do/Does</b>	<b>Subject</b>	<b>Verb</b>	<b>Complement</b>	<b>Wh-word</b>	<b>Do/Does</b>	<b>Subject</b>	<b>Verb</b>
<b>Do</b>	I / you / we / they	Like	sports?	<b>What sports</b>	do	I/you/we /they	practice?
<b>Does</b>	he / she / it	Like	sports?	<b>What sports</b>	does	he / she / it	practice?

Checking my progress. Now, I know vocabulary about exercise habits and how to ask about them by using the simple present. I check the box if I really understand it. If I do not, I do the exercises again.



## I PRACTICE

### Instructions:

1- I read the conversation in exercise 2 in the “I LEARN” section and complete the sentences with the missing words.

1. I usually <u>go swimming</u> on Saturdays.	2. ___ you _____ sports?
3. I _____, basketball, _____	4. My sister _____
5. In my free time I _____	6. I lift _____

2- I complete the sentences using the simple present and the words in parenthesis.

1. My mom goes swimming (go swimming) every weekend.
2. My dad \_\_\_\_\_ (play tennis) on Sundays.
3. I \_\_\_\_\_ (not/ play soccer).
4. I \_\_\_\_\_ (do gymnastics) in my free time.
5. Dulce \_\_\_\_\_ (not/ practice) sports.
6. Karen \_\_\_\_\_ (play video games).

Checking my progress. Now, I can use the simple present and vocabulary about exercise habits. I check the box if I can use the structure and lexicon appropriately. If I can't, I do the exercises again.





# I DO

Instructions:

1- I imagine that I am with my best friend talking about our exercise habits, and I write the conversation in the following chart. Then, I practice and share it with my friends. I can use the conversation in the "I LEARN" section as a model.

_____	:	_____
_____	:	_____
_____	:	_____
_____	:	_____
_____	:	_____
_____	:	_____



Checking my progress. Now, I know how to describe exercising habits while using the simple present. I check the box if I really know how to use the new vocabulary and structure. If I do not, I do the exercise again.



## SELF-EVALUATION

Instructions:

1- I read the following questions, and I choose the best answer to complete them by filling in the circle in the grid.

1. Do you want to \_\_\_\_\_ video games with me?

- A) do
- B) go
- C) make
- D) play

2. Do you usually \_\_\_\_\_ jogging in the mornings?

- A) do
- B) go
- C) make
- D) play

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## ANSWER KEY

### I learn section:

#### Exercise 2.

go swimming, play soccer, basketball, baseball, and tennis, do yoga, go jogging, do gymnastics, go bowling, lift weights and play video games.

### I practice section:

#### Exercise 1.

2. Do \_\_\_ like.
3. play soccer.
4. plays soccer.
5. lift weights and play video games.

#### Exercise 2.

2. play tennis.
3. don't play soccer.
4. do gymnastics.
5. doesn't practice.
6. plays video games.

### I do section:

#### Exercise 1.

Students own conversation.

#### Self-evaluation:

1. D
2. B

# LESSON 4.3. WHAT DID YOU DO YESTERDAY?

## ACHIEVEMENT INDICATOR:

Estimated time: 4 hours

Describes past events with the correct use of the past tense.



## I LEARN

Regular verbs add -ed  
Irregular verbs change.



### I reflect on:

What is the simple past? When do I use it? Do you remember what you did yesterday? What about last weekend?

### Instructions:

1- I read the conversation in exercise 2 in the "I LEARN" section and complete the sentences with the missing words.

**Carlos:** Hey, Sandy! How was your weekend?

**Sandy:** Hi, Carlos! It was great. I went swimming on Saturday morning with my sister.

**Carlos:** Really? And what did you do yesterday?

**Sandy:** Well, I played tennis, and at night I did gymnastics, took a shower, and went to sleep.

**Carlos:** Great. It sounds interesting.

**Sandy:** Yeah. What about your weekend?

**Carlos:** Well... on Saturday I went jogging. And at night, I played video games with my brother.

**Sandy:** Excellent. And what did you do yesterday? Did you play soccer?

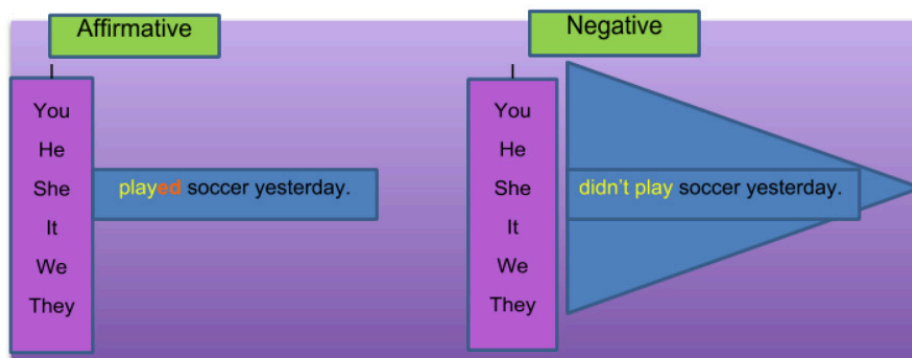
**Carlos:** Yes, with my brother. At night, we went bowling, and when we came back, we took a shower and brushed our teeth.

**Sandy:** Nice. I want to go bowling too. Do you want to go with me today?

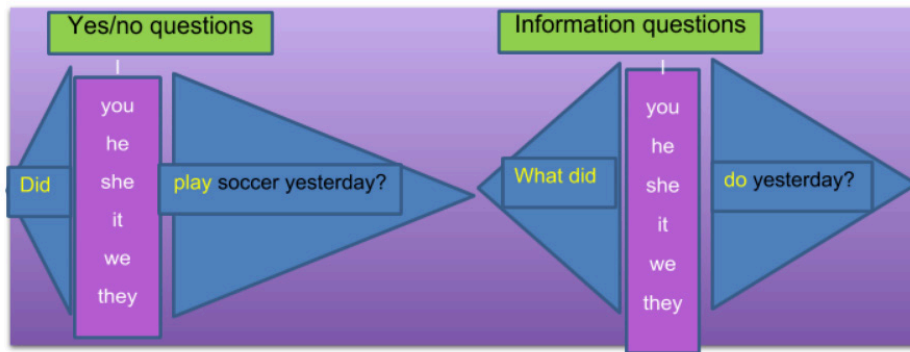
**Carlos:** Good idea! Let's go.



2- I read the explanation about the simple past.







3- I read the following list of verbs in the present and in simple past tenses, and I repeat them until I memorize the.

Present	Past	Present	Past	Present	Past
1. eat (it)	ate (eit)	5. play (plei)	played (pleid)	9. speak (spik)	spoke (spok)
2. sleep (slip)	slept (slept)	6. brush (brosh)	brushed (brosht)	10. read (rid)	read (red)
3. do (du)	did (did)	7. drink (drink)	drank (drank)	11. is/are (is/ar)	Was/were (uas/uer)
4. lift (lift)	lifted (liftid)	8. go (gou)	went (uent)	12. watch (uatch)	watched (uatcht)

Checking my progress. Now, I have learned the structure of the simple past, and I can write affirmative and negative sentences and questions. I check the box if I can use the new structure. If I can't, I do the exercises again.



## I PRACTICE

### Instructions:

1- I write the correct past form of the following verbs.

1. play __played_____	4. do _____	7. eat _____
2. go _____	5. stay _____	8. watch _____
3. brush _____	6. take _____	9. sleep _____

2- I read the following conversations, and I complete them by using the simple past and the verbs in parentheses.

<p><b>A:</b> What <u>did</u> you do (do) yesterday?  <b>B:</b> Well, I _____ (go) swimming.  <b>A:</b> _____ you _____ (play) soccer?  <b>B:</b> No. I _____ (not/ go) out.  <b>A:</b> Really? I _____ (play) video games.  <b>B:</b> Nice.</p>	<p><b>A:</b> Hey, ___ you ___ (play) baseball last weekend?  <b>B:</b> Yes, I _____ (play) for four hours. And you?  <b>A:</b> No. I _____ (not/ play)  <b>B:</b> Really? And what _____ you _____ ? (do)  <b>A:</b> Oh, I _____ (watch) TV and _____ (sleep) a lot.  <b>B:</b> Oh, great.</p>
---	--



## I DO

Instructions:

1- I imagine that I am with my best friend talking about our last weekend, and I write the conversation in the following chart. I ask about the activities we did on Saturday and Sunday. I can use the conversation in the "I LEARN" section as a model.

_____	:		
_____	:		
_____	:		
_____	:		
_____	:		
_____	:		
_____	:		
_____	:		

<p>Checking my progress. Now, I know how to use the simple past tense and I can form the past form of regular and irregular verbs. I check the box if I really know how to use the new vocabulary and structure. If I do not, I do the exercise again.</p>	<div style="border: 2px solid red; width: 40px; height: 40px; margin: 0 auto;"></div>
--	---



## SELF-EVALUATION

Instructions:

1- I read the following questions, and I choose the best answer to complete them by filling in the circle in the grid.

1. What is the simple past of the verb "eat"?

- A) ate
- B) eated
- C) eaten
- D) eta

2. What is the simple past of the verb "go"?

- A) goed
- B) goes
- C) went
- D) gone

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## ANSWER KEY

**I practice section:**

**Exercise 1.**

- 2. went
- 3. brushed
- 4. did
- 5. stayed
- 6. took
- 7. ate
- 8. watched
- 9. slept

**Exercise 2.**

**A** went, Did-play, didn't go, played.

**B** did-play, played, didn't play, did-do, watched, slept.

**I do section:**

**Exercise 1.**

Students' own answers.

**Self-evaluation:**

- 1. A
- 2. C

# LESSON 4.4. I TAKE A SHOWER BEFORE BREAKFAST

Estimated time: 5 hours

## ACHIEVEMENT INDICATOR:

Orally expresses sequences of events in present and past with an adequate use of connectors.



## I LEARN



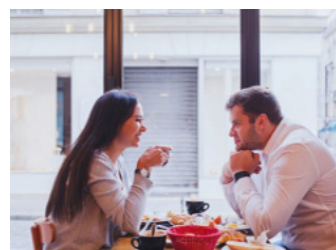
### Remember:

- Do I remember the use and structure of **the simple present**?
- Do I remember the use and structure of **the simple past**?
- Do I remember vocabulary for **daily routines** and **past events**?

### Instructions:

1- Andrés and Sofía are talking about what they did yesterday and about their daily routines. I read the conversation aloud.

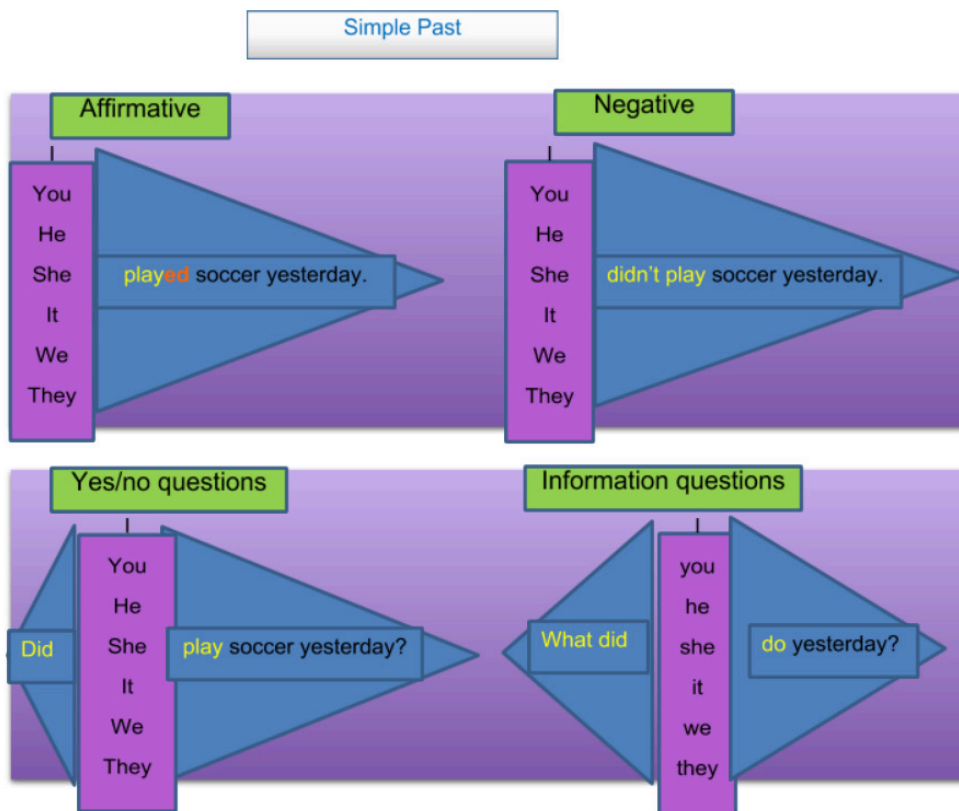
**Andrés:** Hey, Sofía! What did you do yesterday morning?  
**Sofía:** Well... First, I took a shower and brushed my teeth.  
**Andrés:** Really? And what did you do after that?  
**Sofía:** I went to school. After that, I play basketball.  
 How about you? Did you go to school?  
**Andrés:** Oh. Yes, I did. Before I went to school, I ate my breakfast.  
**Sofía:** Oh, me too. And tell me, what is your daily routine?  
**Andrés:** Well... First, I get up at 5:00. Then, I take a shower before breakfast. After, I brush my teeth. Finally, I go to school.  
**Sofía:** Uh, What do you do after school?  
**Andrés:** I usually watch TV, and at 10:00 p.m. I go to bed.  
**Sofía:** Oh, me too. But before I do my homework.



2- I read the following explanation to review the SIMPLE PRESENT.

Simple present tense				In the third person I add 'S' to the verb.			
<b>Affirmative Statements</b>				<b>Negative Statements</b>			
<b>Subject</b>	<b>Verb</b>	<b>Complement</b>		<b>Subject</b>	<b>Don't/doesn't</b>	<b>Verb</b>	<b>Complement</b>
I / you / we / they	cook	lunch.		I / you / we / they	don't	cook	lunch.
he / she / it	cooks	lunch.		he / she / it	doesn't	cook	lunch.
<b>Yes/No Questions</b>				<b>Information Questions</b>			
<b>Do/Does</b>	<b>Subject</b>	<b>Verb</b>	<b>Complement</b>	<b>Wh-word</b>	<b>Do/Does</b>	<b>Subject</b>	<b>Verb</b>
Do	I / you / we / they	cook	lunch?	What food	do	I/you/we /they	cook?
Does	he / she / it	cook	lunch?	What food	does	he / she / it	cook?

3- I read the following explanation to review the SIMPLE PAST.



4- I read the following explanation about the use of connectors to show the sequence of events.

Use these connectors (first, then, after, after that, before, and finally) to order a sequence of events. Use them in all the tenses. Use a comma (,) after each connector. However, before is an exception.

Order of Daily Routines	Order of Past Events
<p>First, I get up at 5:00. Then, I take a shower. Then, I take a shower. I take a shower. After, I brush my teeth. Finally, I go to school.</p>	<p>First, I took a shower. Before I had my breakfast, I made it. Then, I had my breakfast. After, I brushed my teeth. Finally, I went to school.</p>



Checking my progress. Now, I have reviewed the simple present and the simple past, and I know the use of some sequence connectors. I check the box if I understand how to use the structures and connectors. If I do not, I do the exercises again.





# I PRACTICE

## Instructions:

1- I read the following sentences, and I write the best connector to order the events according to the pictures.

Order of Daily Routines	Order of Past Events
First, I take a shower _____ I go to school. _____ I brush my teeth. _____ I go to sleep.	_____ I took a shower and brushed my teeth. _____ I had my breakfast. _____ I studied _____ I played soccer. _____ I went to sleep.



2- I read the following sentences, and I write a number from 1 to 5 to order them.

Order of Daily Routines	Order of Past Events
___ Finally, I go to sleep at 10:00 p.m. ___ After that, I take a shower at 8:00 a.m. _1_ First, I get up at 7: 00 a.m. ___ Before I go to work, I brush my teeth at 9:30 a.m. ___ Then, I have my breakfast at 9:00 a.m.	___ After that, I took a shower and ate my breakfast at 8:00 a.m. ___ Then, I played video games at 2:00 p.m. ___ Finally, I went to sleep at 9:00 p.m. ___ First, I got up at 7: 00 a.m. ___ Before I did my homework, I cleaned my room at 11:30 a.m.



## I DO

Instructions:

1- I imagine that I am talking with my best friend about the activities we did yesterday and our daily routines. I write the conversation in the following chart. I use the conversation in the "I LEARN" section as a model. Then, I share it with a friend.

_____:	
_____:	
_____:	
_____:	
_____:	
_____:	
_____:	



Checking my progress. Now, I know how to use the simple present and the simple past with connectors of sequence. I check the box if I really know how to use the new vocabulary and structures. If I do not, I do the exercise again.



## SELF-EVALUATION

Instructions:

1- I read the following questions, and I choose the best answer by filling in the circle in the grid.

1. What is the word for "primero" in English?

- A) Then
- B) First
- C) After
- D) Finally

2. What is the word for "finalmente" in English?

- A) Then
- B) First
- C) After
- D) Finally

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## ANSWER KEY

### I practice section:

#### Exercise 1.

A Then/After, After/Then, Finally.

B First, Then/After, After-before, Finally.

#### Exercise 2.

A. 5, 2, 1, 3, and 4.

B. 2, 4, 5, 1, and 3.

### I do section:

#### Exercise 1.

Students own conversation.

#### Self-evaluation:

1. B

2. D



# UNIT 5. PARTY TIME

Estimated time: 21 hours

## UNIT OBJECTIVES

- Interpret oral and written language related to future plans, activities and events, invitations, requests, expressions of agreement and disagreement in order to fulfill basic communication needs.
- Generate spoken and written sentence-level language by expressing future plans, activities and events, making, accepting, or declining invitations, making requests and showing agreement or disagreement in order to establish a successful social relationship.

## LESSON 5.1. WHAT DO YOU LIKE TO DO ON VACATION?

Estimated time: 4 hours

### ACHIEVEMENT INDICATOR:

Correctly asks questions about activities and events.



## I LEARN



### Remember:

Do I remember the use and structure of **the simple present**?

Do I remember vocabulary to talk about celebrations and holidays?

1. I look at the pictures, and I read the vocabulary about special events. I repeat the words and phrases until I memorize them.



2. I read and say the following conversations aloud.

**Helen:** So... tell me what do you like to do on vacation?  
**Keren:** Well, on holidays, I like to go swimming and watch TV.  
**Helen:** Do you visit your family?  
**Keren:** Of course, I do. And you?  
**Helen:** Yes! I stay with my sister, and we play video games.  
**Keren:** And, what do you do on Christmas?  
**Helen:** Well... I stay with my family, and we go bowling.  
**Keren:** That sounds great. I stay with my family too.  
**Helen:** And what do you usually do for your birthday?  
**Keren:** Let's see! I go out with my friends and go shopping.  
**Helen:** Cool. I usually go shopping, too.



3. I read the following explanation about simple present to review it.

#### Affirmative sentences

Subject + verb + complement.

She stays with her family.

We go bowling.

#### Information questions

Do/Does + subject + verb + complement + ?

Do you like to go out on vacation?

Does she like to go out on vacation?

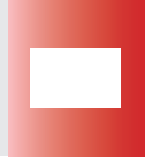
#### Information questions

What + do/does + subject + verb + complement + ?

What do you like to do on vacation?

What does she do on her birthday?

Checking my progress. Now, I know vocabulary of special events and how to ask about what people do in those events using the simple present. I check the box if I can use the structures and vocabulary properly. If I can't, I do the exercises again.



## I PRACTICE

### Instructions:

1- I read the conversation in the "I LEARN" section, and I answer the following questions.

1. What does Keren like to do on vacation?

She likes to go swimming and watches TV.

---

2. Does Keren visit her family on vacation?

---

3. What does Helendoon vacation?

---

4. What does Helendoon Christmas?

---

5. What does Keren do on Christmas?

---

6. What do Keren and Helendoon their birthdays?

---

2- I write the words in the correct order to form the questions. After that, I answer them with my own information.

1. on / do / Christmas / does / my mom / What / ? \_\_\_\_\_

Answer: \_\_\_\_\_

2. does / like to / my dad / do / What / on vacation / ? \_\_\_\_\_

Answer: \_\_\_\_\_

3. my best friend / What / do / on / holidays / does / ? \_\_\_\_\_

Answer: \_\_\_\_\_

3- I write the questions using the words in parentheses and the simple present. Then, I answer the questions using my own information.

1. What do I do on Christmas? (on Christmas) Answer: _____	2. _____? (on holidays) Answer: _____
3. _____? (on my birthday) Answer: _____	4. _____? (on St. Valentine's Day) Answer: _____

Checking my progress. Now, I can create questions about special events by using the simple present. I check the box if I can properly use the structure and new vocabulary. If I do not, I do the exercises again.



## I DO

Instructions:

I imagine that I am talking to my best friend about what we do on special days, and I write the conversation in the following chart. I can use the conversation in the "I LEARN" section as a model. Then, I share the conversation with my friend.

_____	:	_____
_____	:	_____
_____	:	_____
_____	:	_____
_____	:	_____



Checking my progress. Now, I know how to describe the activities that I do in special days and holidays. I check the box if I really know how to use the new vocabulary. If I do not, I do the exercise again.



## **SELF-EVALUATION**

Instructions:

I read the following sentences, and I choose the best answer to complete them by filling in the circle in the grid.

1. What is the word for “Navidad” in English?

- A) Christmas
- B) Valentine’s Day
- C) birthday
- D) holidays

2. What is the word for “Cumpleaños” in English?

- A) birthday
- B) Mother’s Day
- C) holidays
- D) vacation

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## ANSWER KEY

### I practice section:

#### Exercise 1.

2. Yes, she does.
3. She stays with her sister and plays video games.
4. She stays with her family, and they go bowling.
5. She stays with her family.
6. They do shopping.

#### Exercise 2.

1. What does my mom do on Christmas? Student's own answer.
2. What does my dad like to do on vacation? Student's own answer.
3. What does my best friend do on holidays? Student's own answer.

#### Exercise 3.

2. What do I do on holidays? Student's own answer.
3. What do I do on my birthday? Student's own answers.
4. What do I do on Valentine's Day? Student's on answer.

### I do section:

#### Exercise 1.

Student's own answer.

### Self-evaluation section:

1. A
2. A



# LESSON 5.2. I TOTALLY AGREE

Estimated time: 4 hours

## ACHIEVEMENT INDICATOR:

Accurately expresses agreement or disagreement.



## I LEARN



### Remember:

I remember the simple present and the simple present of the verb BE?

### Instructions:

1- Ana and Juan are watching TV. They are talking about celebrities. I read the conversation aloud.



**Ana:** Look, she's Shakira. She sings very well.  
**Juan:** I don't think so.  
**Ana:** Yes, she's the best.  
**Juan:** I totally disagree. What else is on?



**Ana:** Ash, it's soccer.  
**Juan:** Yes, Cristiano plays very well. It's our favorite.  
**Ana:** No way! He's not my favorite. I don't like soccer.



**Ana:** Oh, Sandra Bullock acts very well.  
**Juan:** I totally agree. You're right.  
**Ana:** She's a nice actress.  
**Juan:** I think so too.





**Ana:** Look! It's our favorite TV show.  
**Juan:** Oh, yes. She is Oprah. She is an excellent person.  
**Ana:** Absolutely.  
**Juan:** Let's watch it.



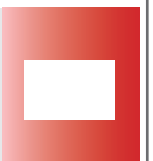
2- I read the following explanation about the simple present to review it.

<p style="text-align: center;"><b>Simple Present of BE</b></p> <p style="text-align: center;">Subject + BE (is, are, am) + complement.</p> <p style="text-align: center;">AFFIRMATIVE:</p> <p style="text-align: center;">She's a nice actress. She is an excellent person.</p> <p style="text-align: center;">NEGATIVE:</p> <p style="text-align: center;">He's not my favorite.</p>	<p style="text-align: center;"><b>Simple Present Tense</b></p> <p style="text-align: center;">Subject + verb (s) + complement.</p> <p style="text-align: center;">AFFIRMATIVE:</p> <p style="text-align: center;">She sings very well. Sandra acts very well.</p> <p style="text-align: center;">NEGATIVE:</p> <p style="text-align: center;">I don't like soccer. She doesn't like soccer.</p>
---	---

3- I read and say aloud the following expressions.

Expressing Agreement	Expressing Disagreement
<p>I agree with you. I think so too. I totally agree. You're right. Absolutely.</p> <p>A: That movie is amazing. B: I agree with you.</p> 	<p>I disagree with you. I don't think so. I totally disagree. You're wrong. No way!</p> <p>A: He's a nice teacher. B: I don't think so.</p> 

Checking my progress. Now, I have reviewed the simple present, and I know some phrases to express agreement and disagreement. I check the box if I can use the vocabulary properly. If I can't, I do the exercises again.









# I PRACTICE

## Instructions:





1- I read the conversation in the "I LEARN" section. Then, I complete the short conversations.

<p><b>Ana:</b> She sings very well. <span style="float: right;">1</span>  <b>Juan:</b> I don't think so.</p>	<p><b>Ana:</b> Sandra Bullock acts very well. <span style="float: right;">2</span>  <b>Juan:</b> _____  <b>Ana:</b> She's a nice actress.  <b>Juan:</b> _____</p>
<p><b>Ana:</b> It's our favorite. <span style="float: right;">3</span>  <b>Juan:</b> _____</p>	<p><b>Ana:</b> She is an excellent person. <span style="float: right;">4</span>  <b>Juan:</b> _____</p>

2- I look at the hand pictures that represent agreement or disagreement. I read the two options to complete the conversations, and I underline the best.

<p><b>1:</b> Pupusas are delicious.  <b>a.</b> I totally agree.  <b>b.</b> I totally disagree.</p> 	<p><b>2:</b> El Salvador is a big country.  <b>a.</b> You're right.  <b>b.</b> You're wrong.</p> 
<p><b>3:</b> Cartoons are funny.  <b>a.</b> I agree with you.  <b>b.</b> I disagree with you.</p> 	<p><b>4:</b> Thalía sings very well.  <b>a.</b> I don't think so.  <b>b.</b> I think so too.</p> 

3- I look at the hand pictures that represent agreement or disagreement. I read the sentences, and I write a phrase to express agreement or disagreement depending on the hand.

<p><b>1:</b> Shakira sings very well.          _____</p> 	<p><b>2:</b> English is easy.          _____</p> 
<p><b>3:</b> Flowers are beautiful.          _____</p> 	<p><b>4:</b> El Salvador is beautiful.          _____</p> 

Checking my progress. Now, I know how to express agreement and disagreement to somebody else's opinion. I check the box if I know how to use the expressions appropriately. If I do not, I do the exercises again.




## I DO

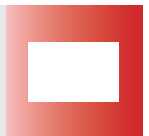
Instructions:

1- I am with my sister or brother talking about different topics (famous people, food, places, etc.). Then, I write a conversation in the following chart expressing agreement and disagreement. I can use the conversation in the "I LEARN" section as a model.

_____ :	_____
_____ :	_____
_____ :	_____
_____ :	_____
_____ :	_____
_____ :	_____
_____ :	_____
_____ :	_____
_____ :	_____



Checking my progress. Now, I can use phrases and expressions to agree or disagree about other people's opinions. I check the box if I really know how to use the new vocabulary. If I do not, I do the exercise again.



## SELF-EVALUATION

Instructions:

1- I read the following questions, and I choose the best answer by filling in the circle in the grid.

1. What is a phrase to express agreement?

- A) I totally disagree.
- B) Absolutely
- C) I don't think so.
- D) No way!

2. What is a phrase to express disagreement?

- A) I totally disagree.
- B) Absolutely
- C) I don't think so.
- D) No way!

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## ANSWER KEY

### I practice section:

#### Exercise 1.

- 2. No way!
- 3. I totally agree. You're right. I think so too.
- 4. Absolutely.

#### Exercise 2.

1 a, 2 b, 3 b, 4 b.

#### Exercise 3.

- 1 and 2 an expressing disagreement expression.
- 3 and 4 an expressing agreement expression.

### I do section:

#### Exercise 1.

Student's own answer.

### Self-evaluation section:

- 1. B
- 2. C

# LESSON 5.3. I'M GOING TO GRADUATE FROM COLLEGE NEXT YEAR

Estimated time: 5 hours

## ACHIEVEMENT INDICATOR:

Writes original sentences describing future plans with grammatical accuracy.



## I LEARN



### Remember:

Do I know vocabulary about future plans?  
What words do I know?

### Instructions:

1- I look at the pictures, and I read the vocabulary about future plan events. I repeat the words and phrases until I memorize them.



2- Luly and Luwin are presenting their plans for the following five years.



Hello everyone! My name is Luly, and these are my future plans for the next years. First, I'm going to study hard because I'm going to graduate from college next year. Then, I'm going to get a good job. After that, I'm going to travel to Italy. Later, I'm going to get married with my boyfriend. When I'm 30, and I'm going to have 2 babies.



Hello everyone! My name is Luly, and these are my future plans for the next years. First, I'm going to study hard because I'm going to graduate from college next year. Then, I'm going to get a good job. After that, I'm going to travel to Italy. Later, I'm going to get married with my boyfriend. When I'm 30, and I'm going to have 2 babies.

3- I read the following explanation about the use of BE + GOING TO for future plans or events

BE + GOING TO: It is to express future plan activities.	Contractions: I am= I'm You are= you're She is = she's
---	---

#### Affirmative statements

Subject + Be (am, is, are) + going to + verb + complement.

We are going to get married. I'm going to travel to Canada.

#### Negative Statements

Subject + be (am, is, are) + not + going to + verb + complement.

I'm not going to buy a new car. She's not going to graduate soon.

#### Yes/No Questions

Be (am, is, are) + subject + going to + verb + complement+?

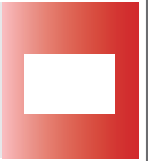
I'm not going to buy a new car. She's not going to graduate soon.

#### Information questions

What + Be (am, is, are) + subject + going to + verb + complement + ?

What are you going to do on this weekend? What is she going to do for her birthday?

Checking my progress. Now, I know vocabulary about future plans and events, and I know how to use BE GOING + TO. I check the box if I know how to use them properly. If I can't, I do the exercises again.



## I PRACTICE

### Instructions:

1- I read the following questions, and I answer them by using the information in exercise 2 in the "I LEARN" section.

1. What's Luly going to do next year?

She's going to graduate from college.

2. What's Luly going to do when she's 30?

\_\_\_\_\_

3. What's Luwin going to do next year?

\_\_\_\_\_

4. What's Luwin going to do when she's 65?

\_\_\_\_\_

2- I write sentences with BE + GOING TO and the words in parentheses.

1. I'm going graduate from high school (graduate from high school) in two years.

2. She \_\_\_\_\_ (retire) when she is 60.

3. My sister \_\_\_\_\_ (get married) next year.

4. We \_\_\_\_\_ (not/buy a car) next summer.

5. You \_\_\_\_\_ (buy a house) this year.

3- I read the information about Gloria's future plans, and I answer the questions below using full sentences with BE GOING TO.

**Hello everyone I'm Gloria, and these are my future plans**



**Next year, I'm going to....**

- ... study hard to become a teacher.
- ... graduate from high school.
- ... travel to New York.

**In ten years, I'm going to....**

- ... buy a house.
- ... get married.
- ... travel to Brazil and France.

1. What's Gloria going to study?

\_\_\_\_\_ She's going to study hard to become a teacher.

2. When is Gloria going to graduate from high school?

\_\_\_\_\_

3. Where is Gloria going to travel next year?

\_\_\_\_\_

4. What's Gloria going to buy in ten years?

\_\_\_\_\_

5. When is Gloria going to get married?

\_\_\_\_\_

6. Where is Gloria going to travel in ten years?

\_\_\_\_\_

Checking my progress. Now, I have learned how to complete sentences and answer questions about the FUTURE with BE GOING + TO. I check the box if I know how to use the new structure. If I do not, I do the exercises again.







## I DO

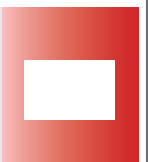
Instructions:

1- I read the questions, and I answer them with my own information. I use FUTURE BE GOING + TO.

A1. What am I going to do next year?	A1. What am I going to do in ten years?
1.	1.
2.	2.

B1. What is my sister going to do in two years?	B2. What is my best friend going to do next year?
1.	1.
2.	2.

Checking my progress. Now, I can ask and answer questions using “be going to” to talk about future. I check the box if I really know how to use the new structure. If I do not, I do the exercise again.



## SELF-EVALUATION

Instructions:

1- I read the following sentences and fill in the circle in the grid for the best option that completes them.

1. I \_\_\_\_\_ next summer.

- A) going to buy a car
- B) 'm going to buy a car
- C) buy a car
- D) 'm going buy

2. She \_\_\_\_\_ tomorrow.

- A) going to get married
- B) 's get married
- C) going
- D) 's going to get married

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## ANSWER KEY

### I practice section:

#### Exercise 1.

- 2. She's going to have two babies.
- 3. He's going to buy a house and a car.
- 4. He's going to retire.

#### Exercise 2.

- 2. 's going to retire.
- 3. is going to get married.
- 4. 're not going to buy a car.
- 5. 're going to buy a house.

### I do section:

#### Exercise 1.

**A1 and A2:** Sentences 1 and 2 start with I'm going to... (verb + complement).

**B1:** Sentences 1 and 2 start with She's going to... (verb + complement).

**B2:** Sentences start with he or she's going to... (verb+ complement).

### Self-evaluation section:

- 1. B
- 2. D

# LESSON 5.4. I'D LOVE TO, BUT I CAN'T

Estimated time: 5 hours

## ACHIEVEMENT INDICATOR:

Courteously makes requests and successfully recognizes vocabulary for invitations and requests in texts.

Politely accepts or declines invitations from others.



## I LEARN

### Remember:

Do I remember vocabulary to describe special events?

Do I remember the FUTURE BE + GOING TO?

### Instructions:

1- I read the following conversation, and I practice them aloud.

**Marco:** Hey, Jenny! We're going to have a party for Valentine's Day. Would you like to come with us?

**Jenny:** Oh! Marco, I'd like to, but I can't.

**Marco:** Really? OK. No problem. What about you Any?

**Any:** Well... Yes, that would be great!

**Marco:** Nice, let's meet at 7:00.

**Jenny:** Great! I'm going to be ready at that time.



**Oscar:** Hi, Iris! Welcome to my house. Do you want some water?

**Iris:** Hi, Oscar! Thanks. I'd like to.

**Oscar:** Okay. Here you have it.

**Iris:** You know, tomorrow is Maria's birthday. Let's have a party.

**Oscar:** Oh, Iris. I'm sorry, but I can't.

**Iris:** Really? What about on Sunday?

**Oscar:** Well... Yes, that would be great.

**Iris:** Let's prepare the party for next Sunday.



2- I read and say the following expressions to accept or decline invitations.

**Making Invitations**

Let's have a party!  
 Would you like to come with us?  
 Do you want some...?

**Accepting an Invitation**

Thanks! I'd love to.  
 That would be great!  
 Sure. Thanks.

**Declining an Invitation**

I'd love to, but I can't.  
 I'm sorry, but I can't.  
 I'm afraid I can't

Checking my progress. Now, I know some expressions to make, accept, and decline invitations. I check the box if I can use them properly. If I can't, I do the exercises again.



## I PRACTICE

**Instructions:**

1- I read the conversations in exercise 1 in the "I LEARN" section again. I check if the person declines or accepts the invitations and requests, and I write the expressions that each person used.

Person	Declines	Accepts	Expressions
1.Jenny	✓		I'd like to, but I can't.
2.Any			
3.Iris			
5.Oscar (first)			
5.Oscar (after)			

2. Instructions: I read the following conversations, and I pay attention to the different invitations that people make. Then, I check if the people accept or decline them.

**A:** Bryan, would you like to come to the concert with us?  
**B:** Thanks, I'd love to.

**A:** Luisa, do you want to go to the cinema with me?  
**B:** I'm afraid I can't.

**A:** Hey, would you like to go shopping with me.  
**B:** Sure. Thanks.

- |                   |        |         |
|-------------------|--------|---------|
| 1. Conversation 1 | Accept | Decline |
| 2. Conversation 2 | Accept | Decline |
| 3. Conversation 3 | Accept | Decline |

3. Instructions: I write an expression to accept or decline the invitation.

1. Accept:

A: Do you want to go to the beach with us?

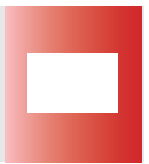
B: \_\_\_\_\_

2. Decline:

A: Would you like to celebrate Mother's Day with us?

B: \_\_\_\_\_

Checking my progress. Now, I can recognize when people make requests or invitations and when they accept or decline them. I check the box if I can use the new expressions appropriately. If I can't, I do the exercises again.



## I DO

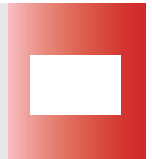
1. Instructions: I imagine that I am with one of my friends, and we are making invitations or requests and accepting or declining them. I write a conversation in the following chart. Then, I share it with my family or my friends.

_____	:	_____
_____	:	_____
_____	:	_____
_____	:	_____
_____	:	_____
_____	:	_____
_____	:	_____
_____	:	_____



goo.gl/eC9Niy R:01/30/18

Checking my progress. Now, I know how to make invitations and requests and the expressions that I can use to accept or decline. I check the box if I really know how to use the new vocabulary. If I do not, I do the exercise again.



## SELF-EVALUATION

Instructions:

1- I read the following questions, and I choose the best answer by filling in the circle in the grid.

1. What is a phrase to accept an invitation?

- A) Thanks that would be great!
- B) I can't.
- C) I'm sorry
- D) No way!

2. What is a phrase to decline an invitation?

- A) I'd love to.
- B) I'm sorry, but I can't
- C) Thanks.
- D) Sure

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## ANSWER KEY

### I practice section:

#### Exercise 1.

2. Accept-Yes, that would be great!
3. Accept-Thanks, I'd like to.
4. Decline-I'm sorry, I can't.
5. Yes, that would be great.

#### Exercise 2.

2. decline.
3. accept.

#### Exercise 3.

1. An expression to accept.
2. An expression to decline.

### I do section:

#### Exercise 1.

Student's own conversation.

### Self-evaluation section:

1. A
2. B

---

La presente edición cuenta con 1000 ejemplares impresos, distribuidos en 200 ejemplares por cada una de las cinco asignaturas básicas del currículum nacional, Editorial Universidad Don Bosco, enero de 2019.







# USAID

DEL PUEBLO DE LOS ESTADOS  
UNIDOS DE AMÉRICA

La realización de este documento fue posible gracias al apoyo del pueblo y Gobierno de los Estados Unidos de América, proporcionado a través de la Agencia de los Estados Unidos para el Desarrollo Internacional (USAID). El contenido aquí expresado, en este documento, es responsabilidad exclusiva de FEDISAL y, el mismo, no necesariamente refleja las opiniones del Gobierno de los Estados Unidos.





**USAID**  
DEL PUEBLO DE LOS ESTADOS  
UNIDOS DE AMÉRICA



MINISTERIO  
DE EDUCACIÓN,  
CIENCIA Y  
TECNOLOGÍA

GOBIERNO  
DE EL SALVADOR

**NOVENO GRADO**

**PROYECTO EDUCACIÓN PARA LA NIÑEZ Y JUVENTUD**

**Inglés**

MATERIAL DE APOYO

**9.0**



# ÍNDICE

---

	Page
Carta de titulares.....	5
Siglas.....	6
Presentación.....	7
Generalidades.....	9
General objectives.....	12
 <b>UNIT 1 MY FRIENDS, MY NEIGHBORHOOD AND ME!</b>	
Lesson 1.1. Invitations for the weekend.....	13
Lesson 1.2. Sorry, not now!.....	18
Lesson 1.3. My plans for the weekend.....	21
Lesson 1.4. Excuse me, where is my teacher’s office?.....	26
Lesson 1.5. Do you know where the supermarket is?.....	32
References.....	39
 <b>UNIT 2 THE PLACE WHERE I LIVE</b>	
Lesson 2.1. Oh sweet memories!.....	41
Lesson 2.2. Don’t forget, to visit San Salvador!.....	46
Lesson 2.3. I want to eat more!.....	50
Lesson 2.4. This pupusa tastes good!.....	54
Lesson 2.5. The place where I live.....	57
References.....	61
 <b>UNIT 3 LET’S BUY IT NOW!</b>	
Lesson 3.1. Mmm delicious.....	62
Lesson 3.2. Which one should I buy?.....	66
Lesson 3.3. This is the best one!.....	70
Lesson 3.4. I couldn’t agree more!.....	75
Lesson 3.5. Mmm delicious.....	79
References.....	84

## **UNIT 4 MAKE ME LAUGH**

Lesson 4.1. I love my free time!.....	85
Lesson 4.2. What do you do in your free time?.....	89
Lesson 4.3. I may visit it again.....	94
Lesson 4.4. A paradise on earth.....	99
Lesson 4.5. Regards from El Salvador!.....	104
References.....	110

## **UNIT 5 AN APPLE A DAY KEEPS THE DOCTOR AWAY**

Lesson 5.1. My body is mine.....	111
Lesson 5.2. What's wrong with you?.....	115
Lesson 5.3. Head, shoulders, knees, and toes!.....	119
Lesson 5.4. I hope you get well soon.....	125
Lesson 5.5. Why don't you go to the hospital?.....	130
References.....	134

# CARTA DE TITULARES

## Estimado y estimada estudiante:

Como Ministerio de Educación, Ciencia y Tecnología y la Dirección Nacional de Educación de Jóvenes y Adultos te damos la más cordial bienvenida a este proceso de formación y consideramos fundamental brindarte oportunidades educativas de Tercer Ciclo o Bachillerato, por medio de las ofertas educativas flexibles que promueven la formación y certificación de tus competencias por madurez, y mediante procesos académicos acelerados de nivelación académica, con metodologías semipresenciales y virtuales, fundamentados para que tu aprendizaje sea autónomo.

Para la implementación de estas estrategias educativas, la Dirección Nacional de Educación de Jóvenes y Adultos, con el apoyo del Gobierno de los Estados Unidos de América, mediante la Agencia de los Estados Unidos para el Desarrollo Internacional (USAID) a través del Proyecto de Educación para la Niñez y Juventud (ECYP), ha elaborado este material de apoyo que esperamos sea de total utilidad para lograr con éxito tus metas académicas, por medio de **prueba de suficiencia o con tutoría para la nivelación académica**.

Ahora que inicias esta nueva aventura de aprender, tienes en tus manos este material de apoyo donde encontrarás la información básica para que puedas estudiar en casa y adquieras los conocimientos, habilidades y valores, que abran mejores oportunidades de vida.

Reiteramos que el camino para obtener grandes logros académicos es el esfuerzo, la disciplina y el trabajo constante. Por ello, te felicitamos por tomar la decisión de continuar tus estudios y te invitamos a dar lo mejor de ti para salir adelante.

Por nuestra parte, reafirmamos nuestro compromiso de ofrecerte servicios educativos de alta calidad que garanticen el derecho a la educación de todas las personas, especialmente las más vulnerables, para que alcancen los once años de escolaridad.

Te exhortamos a que realices el máximo esfuerzo por superarte académicamente y logres tus propósitos de vida. ¡Ánimo!, ¡sigue adelante!

Carlos Mauricio Canjura Linares  
Ministro de Educación, Ciencia y Tecnología

# SIGLAS



**ÁGAPE**, Asociación ÁGAPE de El Salvador.

**AIS**, Asociación Institución Salesiana.

**DNEJA**, Dirección Nacional de Educación de Jóvenes y Adultos.

**ECYP**, Proyecto Educación para la Niñez y Juventud (por sus siglas en inglés).

**FEDISAL**, Fundación para la Educación Integral Salvadoreña.

**FHI 360**, Family Health International.

**FUNPRES**, Fundación Pro Educación de El Salvador.

**FUSALMO**, Fundación Salvador del Mundo.

**MINEDUCYT**, Ministerio de Educación, Ciencia y Tecnología.

**PAES**, Prueba de Aptitudes y Aprendizaje para Egresados de Educación Media.

**UDB**, Universidad Don Bosco.

**USAID**, Agencia de los Estados Unidos para el Desarrollo Internacional.



# PRESENTACIÓN

El Proyecto Educación para la Niñez y Juventud (ECYP) surge bajo la iniciativa del Asocio para el Crecimiento y la Estrategia Global de Educación, por parte de la Agencia de los Estados Unidos para el Desarrollo Internacional (USAID) - El Salvador, como apoyo al Ministerio de Educación, Ciencia y Tecnología (MINEDUCYT) en la implementación del Plan Social Educativo 2009-2014: “Vamos a la Escuela” y, el posterior Plan Nacional de Educación en función de la Nación 2015-2019.

El proyecto tiene como propósito: “Mejorar las oportunidades educativas para estudiantes de tercer ciclo vulnerables/desventajados y jóvenes entre las edades de 9 a 24 años de edad que no están en la escuela, que viven en los municipios seleccionados con una tasa alta de crimen”.<sup>1</sup>

Los principales socios del proyecto son el Ministerio de Educación, Ciencia y Tecnología, como socio gubernamental, la Fundación para la Educación Integral Salvadoreña (FEDISAL), socio implementador líder, junto a

la red de instituciones socias: Family Health International (FHI 360), Asociación Institución Salesiana (AIS), Fundación Salvador del Mundo (FUSALMO), Universidad Don Bosco (UDB), Fundación Pro Educación de El Salvador (FUNPRES) y la Asociación ÁGAPE de El Salvador.

Como parte de la implementación del proyecto, se busca:<sup>2</sup>

1. Mejorar sosteniblemente los resultados educativos para estudiantes de segundo y tercer ciclo.
2. Aumentar el acceso a oportunidades educativas para jóvenes no escolarizados.
3. Adquirir y efectuar la distribución de útiles escolares a escuelas dañadas por el Huracán IDA.
4. Apoyar con un fondo de respuesta rápida (para emergencias por fenómenos naturales), en caso de requerirse.

1. FEDISAL y Red de Socios. Proyecto educación para la Niñez y Juventud. Plan de Trabajo Anual 2015. Pág. 3

2. Ibídem, págs. 15-18

La implementación del proyecto inició en el año 2013; con la atención a una población de niños y adolescentes de las edades y características consideradas por el proyecto, principalmente de aquellos que enfrentan situaciones de violencia, sobre edad escolar, vulnerabilidad, embarazo temprano, dificultades económicas, de acceso educativo y laboral y/o productivo.

Para dar respuesta a las dificultades señaladas, en el marco del Objetivo 2 del proyecto, se creó el Programa de Formación Integral, que es un programa complementario a la oferta educativa de Modalidades Flexibles que brinda el Ministerio de Educación, Ciencia y Tecnología.

El programa incluye servicios integrales que potencian los esfuerzos gubernamentales y locales por brindar oportunidades educativas a la población que se encuentra fuera del sistema educativo regular. Específicamente, ejecuta actividades orientadas a aumentar el retorno, la permanencia y el éxito escolar de niños y jóvenes que se encuentran fuera del sistema escolar, para que logren culminar sus estudios y obtener los grados académicos del sistema educativo; ya sea, desde la oferta académica de Modalidades Flexibles de Educación o desde la escuela regular.

En el marco del trabajo anterior, el proyecto busca apoyar acciones concretas a la estrategia de atención a niños y jóvenes que quieren retomar sus estudios y obtener su certificación de grado a través del servicio de

Prueba de Suficiencia. El esfuerzo, ha logrado el diseño de 15 módulos para Tercer ciclo y 10 para Bachillerato; haciendo un total de 25 documentos de apoyo para la formación autónoma y el logro de indicadores de aprendizaje de los programas de estudio.

# GENERALIDADES

## OBJETIVO

Brindar a la población estudiantil de Modalidades Flexibles de Educación, de Tercer Ciclo de Educación Básica, un documento de apoyo académico, que sirva de material de estudio autónomo, para someterse a la Prueba de Suficiencia.

## LINEAMIENTOS

El material de apoyo presentado ha sido concebido bajo la iniciativa de beneficiar a la población estudiantil de Modalidades Flexibles de Educación, que aplica a la Prueba de Suficiencia. El documento está orientado al trabajo autónomo por parte del estudiante; mediante una adaptación de la propuesta metodológica: Aprendo, Practico, Aplico (APA), que fue desarrollada exitosamente por el profesor colombiano, Óscar Mogollón, en su propuesta de la Escuela Nueva y Escuela Activa de Colombia en la década de los años 70.

El diseño de cada documento de estudio, se fundamenta en la priorización de indicadores de logro de los programas de estudio vigentes, realizada por la Dirección Nacional de Educación de Jóvenes y Adultos (DNEJA), dependencia que orienta los procesos educativos relacionados con Modalidades Flexibles y la relación existente entre los mismos; determinando así, las unidades y lecciones de cada módulo.

## ORIENTACIONES METODOLÓGICAS

El material de apoyo está integrado por unidades de aprendizaje y lecciones. Las unidades responden a una conjunción de indicadores de logro y objetivos de los programas de estudio de tercer ciclo, que derivan en lecciones. Cada lección facilita el desarrollo de uno o dos indicadores de logro; mediante el proceso Aprendo, Practico, Aplico.

Según la metodología APA, el estudiante es el protagonista de su aprendizaje; por ello, en las lecciones, la redacción de las acciones se presenta en primera persona (yo), tiempo presente (yo aprendo, yo practico, yo aplico); indicando lo que el estudiante realiza en ese momento: leo, escucho, mido, organizo...

A continuación, se explica qué contiene cada sección:





**Sección Aprendo:** Está constituida por saberes previos y conocimientos básicos; es decir, se presenta una interrogante al respecto del tema, al nivel que el estudiante debe conocer inicialmente. Posteriormente, se presenta la información teórica respecto al tema, según el indicador de logro y se desarrollan ejemplos.

**Sección Practico:** En ella se dejan ejercicios que el estudiante deberá resolver para ejercitar la teoría recordada, estudiada y ejemplificada en la sección anterior.

**Sección Aplico:** Orienta al estudiante para que emplee en su medio inmediato, los conocimientos adquiridos y ejercitados en las secciones anteriores. En esta sección se solicita al estudiante interactuar con su familia, comunidad, compañeros de labores, entre otros, para dar a conocer su nuevo aprendizaje, en el medio real en el que se desenvuelve. Es una sección donde el estudiante da cuenta de cómo los conocimientos teóricos tienen aplicación en la vida diaria.

En las secciones Aprendo, Practico y Aplico, se presenta una evaluación formativa; es decir, una reflexión del aprendizaje, expresado en preguntas, que orientan al estudiante a reflexionar autónomamente sobre su proceso de adquisición de conocimientos, práctica y aplicación de los mismos. Al finalizar cada lección, se presenta un máximo de tres preguntas con opción de respuesta de selección múltiple, del tipo de preguntas de la Prueba de Aptitudes y Aprendizaje para Egresados de Educación Media (PAES); a fin de que el estudiante tenga contacto con este tipo de ejercicio y se familiarice con la modalidad de la PAES.

Las secciones están identificadas por iconos, que han sido diseñados según la naturaleza de las actividades que se desarrollan en cada una:

SECCIÓN	ICONO	ACTIVIDAD
APRENDO		Adquisición de teoría y ejemplificación.
PRACTICO		Resolución de ejercicios.
APLICO		Empleo de conocimientos en la comunidad o contexto inmediato.
AUTOEVALUACIÓN		Reflexión del nivel de aprendizaje adquirido en cada lección

Al finalizar cada unidad, se ha ubicado la bibliografía correspondiente.

La estructura de las lecciones se describe a continuación:



# ENGLISH

## NINTH GRADE

### GENERAL OBJECTIVES

- Recognize and produce language dealing with professional and academic background, plans and invitations, by reading and writing texts, in order to exchange information.
- Generate language by asking for and giving directions in the neighborhood or in a building in order to helpfully communicate with friends and neighbors.
- Comprehend and generate language by describing hometown's history and attractions, in order to achieve communication and promote cultural identity.
- Understand and articulate discourse by expressing data on food, numbers, prices and shopping in order to communicate and foster good spending habits.
- Produce language related to health problems, feelings, and leisure time activities by describing issues and giving suggestions to communicate ideas and promote good health habits and sound leisure time activities.

# UNIT 1. MY FRIENDS, MY NEIGHBORHOOD AND ME!

Estimated time: 20 hours

## UNIT OBJECTIVES

- To recognize combinations and recombinations of oral and written language related to professional and academic background, plans for the weekend and invitations by listening and reading content-related texts within a past-present-future time framework in order to communicate in the target language.
- To identify language related to directions and locations in the context of the neighborhood by discriminating or picking out information from recorded material, conversations or written texts to understand and follow directions.
- To demonstrate effective use of the learned language oral and written by successfully asking for and giving directions in order to find places in the neighborhood or in a building.

## LESSON 1.1. INVITATIONS FOR THE WEEKEND

### ACHIEVEMENT INDICATOR:

Cordially invites someone formally or informally to share some activities for the weekend.



## I LEARN

To start the lesson, I reflect on the following questions:

- What are the activities that I do on weekends?
- How do I address my friends when I invite them to go somewhere with me?

**1. Instructions:** I read the following charts. I pay attention to the expressions and phrases that are underlined.

**Formal invitations:**

- Would you like to go running tomorrow?
- Will you go to the gym with me?
- I was wondering if we can play tennis in the afternoon.
- I would like to invite you to the concert.

**Informal invitations:**

- Do you want to go to the stadium?
- How about going to the theater together?
- Let's play golf!
- Let's jog in the morning tomorrow

I use formal and informal expressions like the ones in the charts before when I invite people to do something with me.

**2. Instructions:** I read the following explanation about how to use “Be+ going to” when talking about the future.

When talking about future plans, I use “**BE+GOING TO**”.

Affirmative sentences: **Subject+AM/IS/ARE+going to+ verb.**

Example: *She is going to see a movie.*

Negative sentences: **Subject+AM/IS/ARE+NOT+going to+ verb.**

Example: *She is not going to see a movie.*

YES/ NO Question: **AM/IS/ARE+Subject+ +going to+ verb+?.**

Example: *Is she going to see a movie?*

SHORT ANSWER: Yes, she is./ No, she isn't.

**3. Instructions:** I read the following conversation and I practice it out loud.

**A:** I am going to play soccer. Would you like to go with me?

**B:** Yes, I would like to.

**A:** Perfect!

**B:** What time is the match going to start?

**A:** The match is going to start at 4:00. Can I pick you up at around 3:30?

**B:** Oh! Thank you. I am going to be ready at that time!

**A:** I would like to know if I can take my own soccer ball?

**B:** Don't worry! I am going to take mine to play!

**A:** Excellent, see you then!



Figure 1. Soccer, 15 Images

Soccer Generic HD (Fanpop, 2018)  
Image retrieved from: <https://bit.ly/2INPQ6M>



Checking my progress. I answer the following questions:

1. When I invite people older than me to go out, how do I do it?  
Formally  Informally

2. How do I invite people that I know to go to a place or to do an activity, sport, etc.?  
Formally  Informally



## I PRACTICE

Instructions:

1. I read the following conversations aloud. Then, I write in the circles “F” if it is formal, and “I” if it is informal.

**A-** Hello, Roger!

**B-** Hi, George! Are you going to see a movie now?

**A-** No, I’m not George. But would you like to play Nintendo with me right now?

**B-** Great! I like soccer video games.

**A-** Perfect! Come with me.

**A-** What’s up Michael!

**B-** Hey, Anthony! Everything is all right. Are you going to stay home tomorrow morning?

**A-** No, I’m not. I am going to do exercise. Do you want go with me?

**B-** What time?

**A-** At 6:00 a.m.

**B-** Great! I’m going to wait for you at the bus station.

**A-** Hey there!

**B-** Hello, Anthony!

**A-** I would like to invite you to my birthday party next week.

**B-** Oh! That is so nice! Thanks.

**A-** Okay, but would you like to come with your mom? It’s that my mom wants to talk to her.

**B-** Sure no problem.

**A-** Good morning Taylor!

**B-** Morning!

**A-** Hey, let’s go to the cinema.

**B-** I don’t know the cinema is always crowded. How about going to the museum?

**A-** I don’t like that place too much, but let’s go!

2. I match the questions on the left by using an arrow ( —————> ) with the corresponding answer on the right.

1- Are you going to see a movie on Tuesday?

2- Is your mother going to do aerobics at the gym on Monday?

3- Are you and your father going to play tennis at the tennis court?

A- Yes, she is. She is going to go with her best friend.

B- No, I am not going to. I have other plans like playing "UNO" with my friends.

C- Yes, we are. We are going to have a competition.

Checking my progress. I answer the following questions:

1. Can I use formal and informal expressions to invite someone to do something with me?

Yes

No

2. Do I know how to use "BE GOING TO" when talking about the future?

Yes

No



## I DO

Instructions:

1. I write a conversation in which I invite someone formally or informally to do a sound activity next weekend like seeing a movie, go running, go to the gym and etc. Then, I practice the conversation with a friend.

---

---

---

---

---

---

---

Did I write a conversation inviting someone to do a sound activity next weekend, and I practiced it with a friend?

Yes

No



## **SELF-EVALUATION**

Instructions:

I read the questions and answer them by filling in the circles below the questions.

1. When inviting someone to go to a place in a formal way, what is the modal verb that I use?

- A) Could                      B) Would                      C) To be                      D) Let's

2. When do we use "BE GOING TO"?

- A) In a formal way.  
B) In an Informal way.  
C) About future plans.  
D) About parties.

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### **ANSWER KEY**

**I learn section:**

**Exercise 4.** 1- Formally; 2- Informally.

**I practice section:**

**Exercise 1.** 1. F; 2. I; 3. F; 4. I

**Exercise 2.** 1→B; 2→A; 3→C.

**Self-evaluation:** 1- B; 2-C

# LESSON 1.2. SORRY, NOT NOW!

## ACHIEVEMENT INDICATOR:

Respectfully accepts or refuses invitations using proper grammar, vocabulary and suprasegmental features.



## I LEARN

To start the lesson, I reflect on the following questions:

- What do I say to refuse respectfully an invitation?
- How often do I refuse invitations from my friends?

**1. Instructions:** I read the following expressions in the charts about accepting and refusing invitations politely. I repeat the phrases out loud.



Figure 2. Children with Right and Wrong Signs (Gonzalez, n.d.)  
Retrieved from: [goo.gl/ryi6Kr](http://goo.gl/ryi6Kr).



### **1 Expressions to accept respectfully an invitation:**

- Thank you for your invitation.
- Thank you, I'd love to.
- Yes, that would be wonderful!
- That sounds like fun!
- I gladly accept!
- It will be a pleasure!

**They can be formal or informal!**

### **Expressions to refuse respectfully an invitation:**

- That sounds great, but I think I can't.
- No, thanks!
- No, I'd love to, but I can't.
- I'm afraid I can't accept your invitation.
- I feel terribly sorry. I have other plans.

<sup>2</sup>It is ok if I refuse an invitation, but it is polite to give reasons.

(1) (2) Rodriguez, Gloria (2010).

It is important to know that the previous expressions are not the only ones that I can use. Some other expressions to accept invitations are *"that sounds great to me, I would be delighted."* Some other phrases for declining invitations are *"it's a pity, but I'm not free..., it's a shame, but it won't be possible..."*

Checking my progress. I answer the following questions:

1. Is the expression "Thank you, I'd love to" for accepting an invitation?

Yes

No

2. If someone invites me to go to a place, and I have to refuse; do I need to explain?

Yes

No



## I PRACTICE

Instructions:

1. I read the following conversation. I underline the expressions to invite someone by using a blue pen, and I double underline the expressions to accept or refuse an invitation by using a black pen.

**Ray:** Hey, Alice! Let's go to the mall after school today.

**Alice:** Sorry, Ray. I'm afraid I can't accept your invitation. I've got a science presentation.

**Ray:** Oh. What a shame!

**Alice:** Yes, I know.

**Ray:** How about Saturday then? Are you going to do something?

**Alice:** No, I'm not. Why? Do you have plans?

**Ray:** Bryan and Zoey are going to buy new clothes, and I'm going to go with them. I wonder if you would like to come with us.

**Alice:** Yes, that would be wonderful. Well...I have to leave. Call me later.

**Ray:** All right, take care!

2. I answer the following questions by using an expression to accept or refuse an invitation as indicated in parenthesis.

1. I would like to know if you want to go to the cinema with us (accept).

---

2. Hey my friend, let's go to the soccer field to see the match! (refuse).

---

3. Tony, come with me to the museum. There is a new art exhibition! (refuse).

---

4. Earl, let's have a picnic at the mountain next week! All my family is coming! (accept).

---

Checking my progress. I answer the following questions:

1. Can I use expressions to accept cordially an invitation?

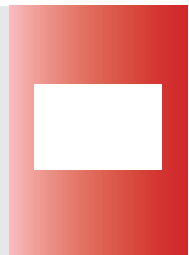
Yes

No

2. Can I use phrases to refuse cordially an invitation?

Yes

No



## I DO

Instructions:

1. I imagine that I my friend invites me to go to an event with him or her. I refuse, and I suggest to do something different another day. Then, I practice the conversation.

A: \_\_\_\_\_

B: \_\_\_\_\_

A: \_\_\_\_\_

B: \_\_\_\_\_

A: \_\_\_\_\_

Did I write properly a short conversation and included invitations to do things?  
Did I include phrases and expressions to accept and refuse?

Yes

No



## SELF-EVALUATION

Instructions:

I read the questions and answer them by filling in the circles below the questions.

1. What is something that is polite to do when I refuse an invitation?

A) Give reasons

B) Refuse only

C) Thank

D) Say sorry

2. Which would be a good expression to refuse the invitation “Let’s go to the cafeteria”?

- A) That sounds great, but I think I can’t.
- B) That sounds great!
- C) I gladly accept!
- D) That sounds like fun.

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**ANSWER KEY**

**I practice section:**

**Exercise 1.**

*Blue:*

- 1- Let’s go to the mall after school today;
- 2- How about Saturday then? ;
- 3- I wonder if you would like to come with us.

*Black:*

- 1- I’m afraid I can’t accept your invitation.
- 2- Yes, that would be wonderful!

**I practice section:**

**Exercise 2:** Answers may vary.

**Self-evaluation:** 1- A; 2-A.

## LESSON 1.3. MY PLANS FOR THE WEEKEND

**ACHIEVEMENT INDICATOR:**

Recognizes plans for the weekend in a simple text.



### I LEARN

To start the lesson, I reflect on the following questions:

- What are my plans for this coming weekend?
- What do I usually do during the weekend?

**1. Instructions:** I read the following paragraph about Michael's plans for the coming weekend. I pay attention to the expressions that are in purple and green.

Hello, my name is Michael!  
I am very happy. I think that this weekend will be the best of my life. I am going to travel to Cerro Verde with my family. We are going to go by car. My father and brother are going to drive. They will probably take turns for driving during the trip; so that, they don't feel tired. Besides, I am going to get up early to take a shower. Also, my mom is going to bring many snacks and drinks. I think that my grandma will prepare some sandwiches. Moreover, it is possible that my sister will take her new camera to take photos. I think that I will take pictures with my cellphone.



designed by freepik.com

Figure 3. Happy Traveling (Freepik, n.d). Retrieved from: [goo.gl/2ZUHPY](http://goo.gl/2ZUHPY)

**Note:** The expressions in purple and green that appear in the text above are used to talk about the future.

**2. Instructions:** I read the following chart about “BE GOING TO” and “WILL”. I pay attention to the examples and the use of each structure when talking about the future.

**BE GOING TO** is used when I am sure about a plan. It indicates something that will certainly happen in the future.

Affirmative sentences: **Subject + AM/ IS/ ARE GOING TO + verb + complement.**

Example: *Rachel is going to travel to Paris.*

Negative sentences: **Subject + AM/ IS/ ARE + NOT + GOING TO + verb + complement.**

Example: *They are not going to clean the house.*

Yes/No questions: **AM/ IS/ ARE + subject + GOING TO + verb + complement + ?**

Example: *Are Marilyn and John going to do yoga on Wednesday?*

**WILL** is used when I am not sure about a plan. It indicates something that will possibly happen.

Affirmative sentences: **Subject + WILL + verb + complement.**

Example: *She will stay home today.*

Negative sentences: **Subject + WILL NOT + verb + complement.**

Example: *We will not go to the concert.*

Yes/No questions: **Will + subject + verb + complement.**

Example: *Will you do yoga on Wednesday?*

**Won't= will not**



Checking my progress. I answer the following questions:

1. Is "BE GOING TO" used for activities that indicate that something is possible?

Yes

No

2. Is "WILL" used when I am not sure about a plan?

Yes

No



## I PRACTICE

Instructions:

1. I read the following texts. I identify and circle the sentences that indicate future plans.

**1 Fred:**

On Friday night, my friends and I are going to the restaurant called Le Bou Coin. It is a good restaurant if you want to have a delicious dinner. After, we are going to go to the cinema, we will watch The Justice League.

**Melany:**

On Saturday morning, I'll play the piano, I like it. After that, we will get back home to have lunch. My mom is going to cook risotto. In the afternoon, we and other friends are going to go to the city center and we will buy some clothes.

My weekend plans:



**Phil:**

This coming weekend, I will get up at 10:00 a.m. I am going to the supermarket to buy my breakfast. On Sunday evening, I'll go to the theater with my friends. Then, we will have dinner at the Tico's coffee. Finally, we'll get back home and get relaxed. I think I'll have a great weekend.

Figure 4. What Are your Weekend Plans? (Ribeiro, 2018). Retrieved from: [goo.gl/YYCHcT](http://goo.gl/YYCHcT)

2. I read the following future plans. I write **P** next to each sentence for plans that will **POSSIBLY** happen and **C** next to the sentences that will **CERTAINLY** happen.

1. My friends and I are going to the restaurant called Le Bou Coin. \_\_\_\_\_
2. I'll play paintball, I like it. \_\_\_\_\_
3. We and other friends are going to go to the city center and to buy some things. \_\_\_\_\_

3. I write the following sentences to express future by using WILL.

1. My brother goes to the movies. \_\_\_\_\_
2. My mom and my grandma eat out. \_\_\_\_\_
3. My best friend and I play soccer. \_\_\_\_\_

4. I complete the following sentences by using "BE GOING TO."

1. All my family and I \_\_\_\_\_ travel to the USA next month.
2. My aunt \_\_\_\_\_ visit a new city this coming vacations.
3. My brother and his friends \_\_\_\_\_ have a party tomorrow night.

Checking my progress. I answer the following questions:

1. Can I express future plans that I am sure they are going to happen by using "BE GOING TO"?

Yes

No

2. Can I express future plans that I am not sure they will happen by using "WILL"?

Yes

No



## I DO

Instructions:

1. I read the following paragraph in which Jason has described his plans for the weekend. Then, I write a similar paragraph in which I describe my plans for the weekend. I include "Will" and "Be going to".

### 1 Jason

My father and I are going to visit San Salvador City during the weekend. On Saturday, we are going to go to the mall to eat pizza. Then, I think that we will go to the cinema in Metro Centro. After that, we are going to visit a museum in San Salvador. In the afternoon, we will probably go shopping, and in the evening we are going to eat pupusas in a restaurant. On Sunday morning, we will go to the zoo. The, we are going back to my hometown. It will be a wonderful weekend with my father!



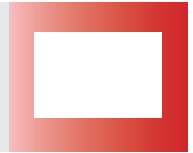
Retrieved from: [goo.gl/weRs3L](http://goo.gl/weRs3L)

("1Fred:" en la página 23)(2) Adapted from Oxford (2012). What did you do at the weekend? Forum. Oxford, college international Education, April 3rd, 2012.

Was I able to write a paragraph describing my plans for the future while using “Will” and “Be going to”?

Yes

No



## SELF-EVALUATION

Instructions:

I read the questions and answer them by filling in the circles below the questions.

1. What phrase do I use when I am sure that something is going to happen in the future?

A) Will      B) Won't      C) Going to      D) Be going to

2. What phrase do I use when I think that something might not happen in the future?

A) Going to      B) Will      C) Won't      D) Not going to

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### ANSWER KEY

I practice section:

#### Exercise 1.

Fred: go to the restaurant called Le Bou Coin; go to the cinema; watch The Justice League.

Melany: play paintball; get back home; cook risotto; go to the city center.

Phil: get up at 10 a.m.; go to the supermarket; go to the theater have dinner; get back home and get relaxed.

#### Exercise 2.

1. C
2. P
3. C

#### Exercise 3.

1. My brother will go to the movies.
2. My mom and my grandma will eat out.
3. My best friend and I will play soccer.

#### Exercise 4.

1. are going to
2. is going to
3. are going to.

#### Self-evaluation:

1. D)
2. C)

# LESSON 1.4. EXCUSE ME, WHERE IS MY TEACHER'S OFFICE?

## ACHIEVEMENT INDICATOR:

Follows oral directions in the neighborhood and in a building.

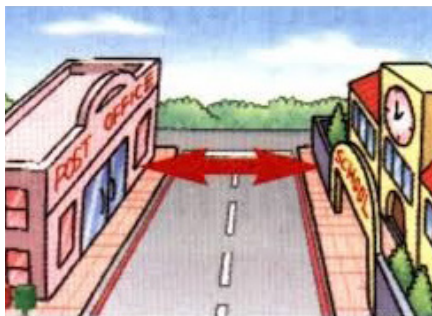


## I LEARN

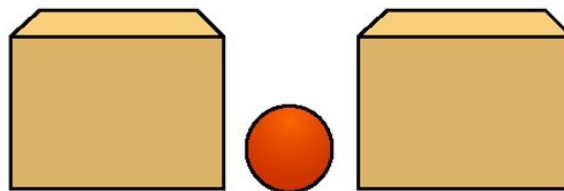
To start the lesson, I reflect on the following questions:

- Do I ask for help when I want to get to a place that I don't know?
- What expressions do I use when I get lost inside a building or in a neighborhood?

**1. Instructions:** I read the following information related to prepositions of place. Then, I practice telling them aloud.



**Across from**



**between**



**in front of**



**inside**



**outside**



**next to**



**RIGHT**

**LEFT**

**2. Instructions:** I read carefully the following questions and expressions that are used to ask for and give directions.

**These are some expressions that I can use to ask for directions:**

1. Could you tell me how to get to...?
2. Could you tell me the way to...?
3. Excuse me, I'm lost, how do I get to...
4. Can you tell me the way to...?
5. What is the best way to...?
6. Where is the...?

**Other vocabulary to give directions:**

1. Upstairs.
2. Downstairs.
3. In the first, second, third floor.
4. Turn right.
5. Turn left.
6. Go straight ahead.
7. Take the First, Second, Third Street on your right/left.

**3. Instructions:** I read the information related to ordinal numbers. Then, I practice saying the numbers out loud.

**Ordinal numbers** are used to indicate number of streets or floors in a building. When giving directions, they are important because they help us to identify the place that we are looking for in a faster way.

Examples:

*My classroom is in the 4th floor. It is in front of the emergency exit.*

*The teacher's house is between the Second Street and the Third Street.*

1st: first	11th: eleventh	21st : twenty first
2nd: second	12th: twelfth	22nd: twenty-second
3rd: third	13th: thirteenth	23rd: twenty-third
4th: fourth	14th: fourteenth	24th: twenty-fourth
5th: fifth	15th: fifteenth	25th: twenty-fifth
6th: sixth	16th: sixteenth	26th: twenty-sixth
7th: seventh	17th: seventeenth	27th: twenty-seventh
8th: eighth	18th: eighteenth	28th: twenty-eighth
9th: ninth	19th: nineteenth	29th: twenty-ninth
10th: tenth	20th: twentieth	30th: thirtieth

**4. Instructions:** I read and practice the following conversation. Notice the use of ordinal numbers when describing the number of floors in a building.

**Man:** Hello!

**Woman:** Hi!

**Man:** Do you know where teacher Alberto's office is in this building?

**Woman:** Yes. It is on the third floor. But, you have to take the elevator. It's right there!

**Man:** Thank you!

### Know the difference

American English

British English



Figure 6. Know the Difference (Şahinoğlu, 2016).

Checking my progress. I answer the following questions:

1. Do I know how to ask questions to ask for directions?

Yes

No

2. Do I know how to use prepositions of place to tell the directions of places?

Yes

No



## I PRACTICE

Instructions:

1. I look at the following map. I read the directions that each person needs to follow. Then, I write numbers from 1 to 3 on every person's destination on the map.



Figure 7. Giving Directions (The British Council, n.d.).

Picture retrieved from: The British Council, learning English Teens. Giving directions. [goo.gl/daZHBd](https://goo.gl/daZHBd)

1. **Miguel.** Go straight ahead. Then, take the first street on your left. Walk past the library and it's the building next to the library. It's on your left.
2. **Stephanie.** Go straight ahead. Go past the traffic lights. You will see a shop on the right. Go past that shop. It's next to the shop.
3. **Mario.** Go straight ahead. Go past the traffic lights and go straight until you get to the roundabout. At the roundabout turn left by crossing the street. Go past the theatre. It's the building next to the theatre. It's across from the hospital.

(1)(2)(3) Exercises retrieved from: <https://bit.ly/2KHgWY4>



2. I look at the following picture of a school building. Then, I give instructions to each person to get to the places that they want to go to. The color of the cross is telling me the position of each person.

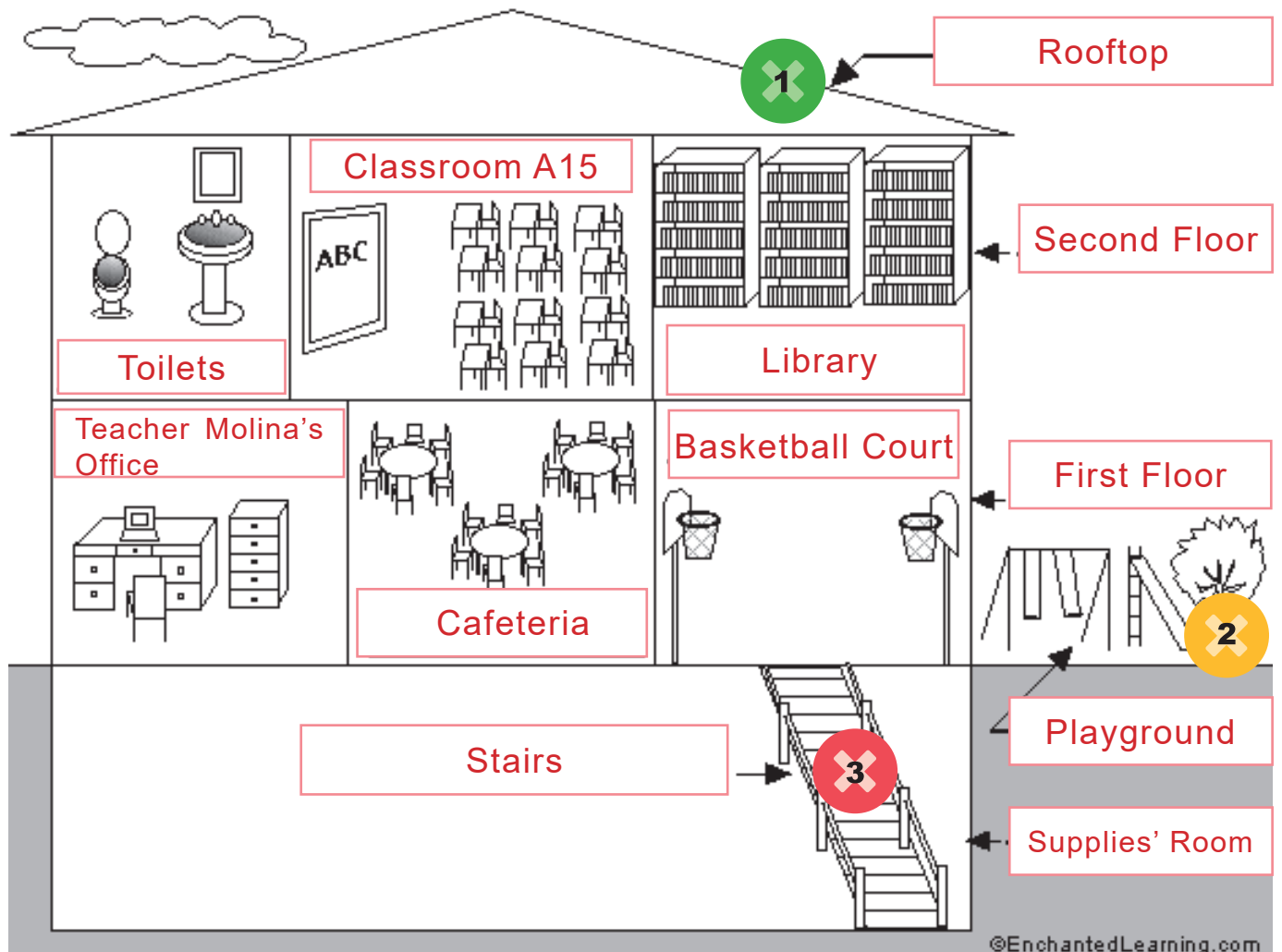


Figure 8. Label the Rooms and Areas in a School in English. (Enchanted Learning, n.d.). Retrieved from: [goo.gl/k4jbx](http://goo.gl/k4jbx)

A- Good morning! Could you help me please?  
 B- Of course! Tell me what can I do for you?  
 A- \_\_\_\_\_  
 \_\_\_\_\_ the basketball court?  
 B- Yes, I can. Go \_\_\_\_\_. Then, you go to the \_\_\_\_\_ floor. It is \_\_\_\_\_ the cafeteria.  
 A- Thank you so much.



2  
 A- Hello! \_\_\_\_\_ to classroom A15?  
 B- Of course! It's on the \_\_\_\_\_ floor. It is \_\_\_\_\_ the toilets and the library.  
 A- Thank you. I really appreciate your help.

3  
 A- Hi! Excuse me \_\_\_\_\_ to teacher Molina's office?  
 B- No problem. Just go \_\_\_\_\_. Teacher Molina's office is on the \_\_\_\_\_ floor at the end of the hall. It is \_\_\_\_\_ the cafeteria.  
 A- Thanks. Have a nice day.

Checking my progress. I answer the following questions:

1. Can I ask for directions to a person when I don't know how to get to a place?

Yes

No

2. Can I give directions to someone that is lost?

Yes

No



## I DO

Instructions:

1. I read the following dialogue.

**Conner:** Excuse me. Can you tell me the way to the bank?

**You:** Yes, sure. Take the first street on your left.

**Conner:** The first street on my left?

**You:** Yes. Then, you go straight ahead until the end of the street. You are going to see on the corner the school.

**Conner:** And at the school?

**You:** Cross Malcolm Street.

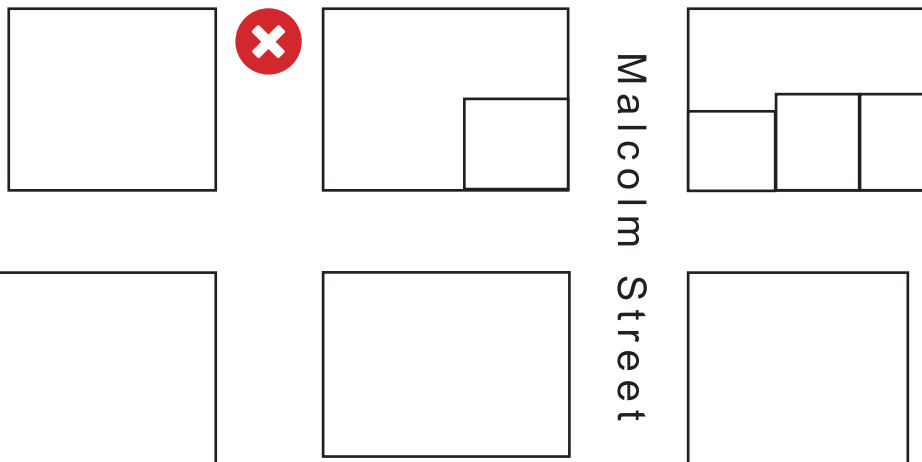
**Conner:** OK ... and then?

**Conner:** The bank is between the police station and the bakery.

**Man:** Thank you.

**Conner:** You're welcome.

2. I draw the following map on my notebook the map and locate the places that are mentioned in the conversation. You are where you can see "X."





3. Go to the following link [goo.gl/yHjVWH](https://goo.gl/yHjVWH). Listen to the conversation and practice it aloud. Then, draw a map in which you can locate the places mentioned in the conversation.

**Man:** Excuse me. Can you tell me the way to the bank?

**You:** Yes, sure. Turn left at the end of this street.

**Man:** At the traffic lights?

**You:** Yes. Then go as far as the roundabout.

**Man:** And at the roundabout?

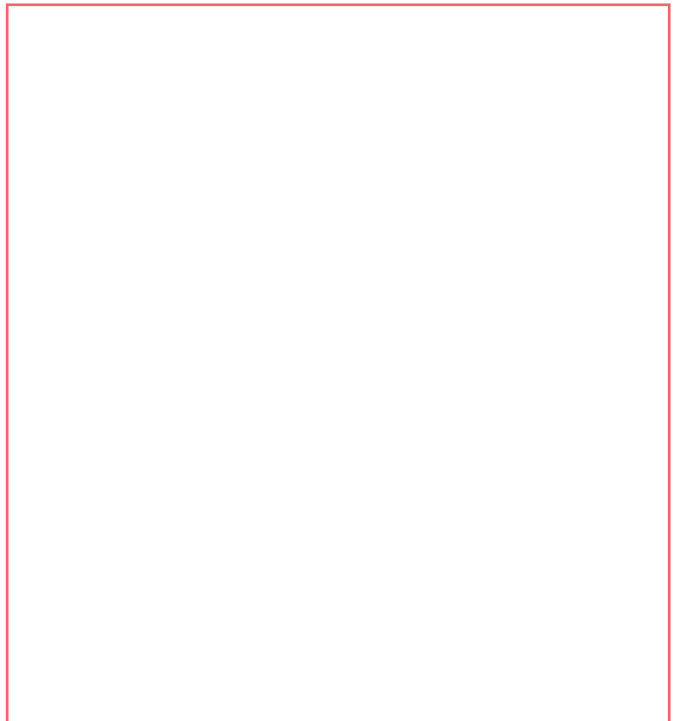
**You:** Turn right at the roundabout into Dee Road.

**Man:** OK ... right at the roundabout.

**You:** Go down Dee Road. The bank's on the left.

**Man:** Thank you.

**You:** Goodbye.



1 Oxford University Press (2018). Champions, Unit 3, Exercise 1: Asking for and giving directions. Retrieved from: [goo.gl/yHjVWH](https://goo.gl/yHjVWH)

Am I able to follow and give directions to get to different places?

Yes

No



### SELF-EVALUATION

Instructions:

I read the questions and answer them by filling in the circles below the questions.

1. What kind of prepositions do I use to give directions?

A) Place      B) Time      C) Movement      D) Agent

2. What set of words are examples of prepositions of place?

A) However, yet      B) Since, never      C) Next to, between      D) Not, get

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## ANSWER KEY

### I practice section:

**Exercise 1.** 1- Post office; 2- Underground station; 3- Cinema.

**Exercise 2.** The answers between parentheses may vary.

1.

**A:** Good morning! Could you help me please?

**B:** Of course! Tell me what can I do for you?

**A:** (Could you tell me how to get to) the basketball court?

**B:** Yes, I can. Go downstairs. Then, you go to the first floor. It is next to the cafeteria.

**B:** Thank you so much.

2.

**A:** Hello! (Can you tell me the way to) classroom A15?

**B:** Of course! It's on the second floor. It is between the toilets and the library.

**B:** Thank you. I really appreciate your help.

3.

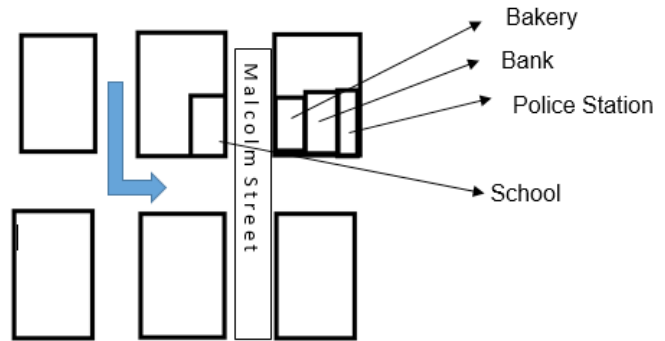
**A:** Hi! Excuse me I'm lost, how do I get to teacher Molina's office?

**B:** No problem. Just go upstairs. Teacher Molina's office is on the first floor at the end of the hall. It is next to the cafeteria.

**B:** Thanks. Have a nice day.

### I do section:

#### Exercise 2.



#### Exercise 3.

The map can vary.

**Self-evaluation.** 1- A; 2- C.

# LESSON 1.5. DO YOU KNOW WHERE THE SUPERMARKET IS?

## ACHIEVEMENT INDICATOR:

Successfully follows written directions to get to places in the neighborhood and in a building.



## I LEARN

To start the lesson, I reflect on the following questions:

- Can I get to a place just by following written directions?
- What do I need to know to understand written directions?

**1. Instructions:** I read carefully the following charts and the instructions to get to the different places. I practice reading them aloud.

<p>The supermarket is next to the gym.</p>	<p>The bank is between the supermarket and the gas station.</p>	<p>The bank is behind the supermarket!</p>	<p>The park is across from the supermarket!</p>
--	---	--	---



Figure 9. The Map (Super- Reader, n.d.). Retrieved from: [goo.gl/XndqdW](http://goo.gl/XndqdW)

**2. Instructions:** I read the instructions about how to get to the places again. Then, I mark with an X the places in the following map.



Figure 10. Vocabulary: Prepositions of Place. Places in a City (Free ELT Resources, 2014). Picture retrieved from: Free ELT Resources. <https://bit.ly/2MF8SIh>

**3. Instructions:** I read the following chart with expressions that are usually used to give written directions to places. Then, I practice telling them aloud.

 <p>Go outside</p>	 <p>Go/Walk straight ahead</p>	 <p>Turn/Make a left</p>	 <p>Turn/Make a right</p>
 <p>Walk until you see</p>	 <p>Cross the street</p>	 <p>Walk along</p>	 <p>You are going to see</p>
 <p>Go/ Walk up</p>	 <p>Go/ Walk down</p>	 <p>Go to the end</p>	

Checking my progress. I answer the following questions:

1. Can I understand written directions in charts or signals to locate places?

Yes

No



## I PRACTICE

Instructions:

1. I look at the map on the next page. I read carefully the directions in the square, and in the lines I write the name of the place.

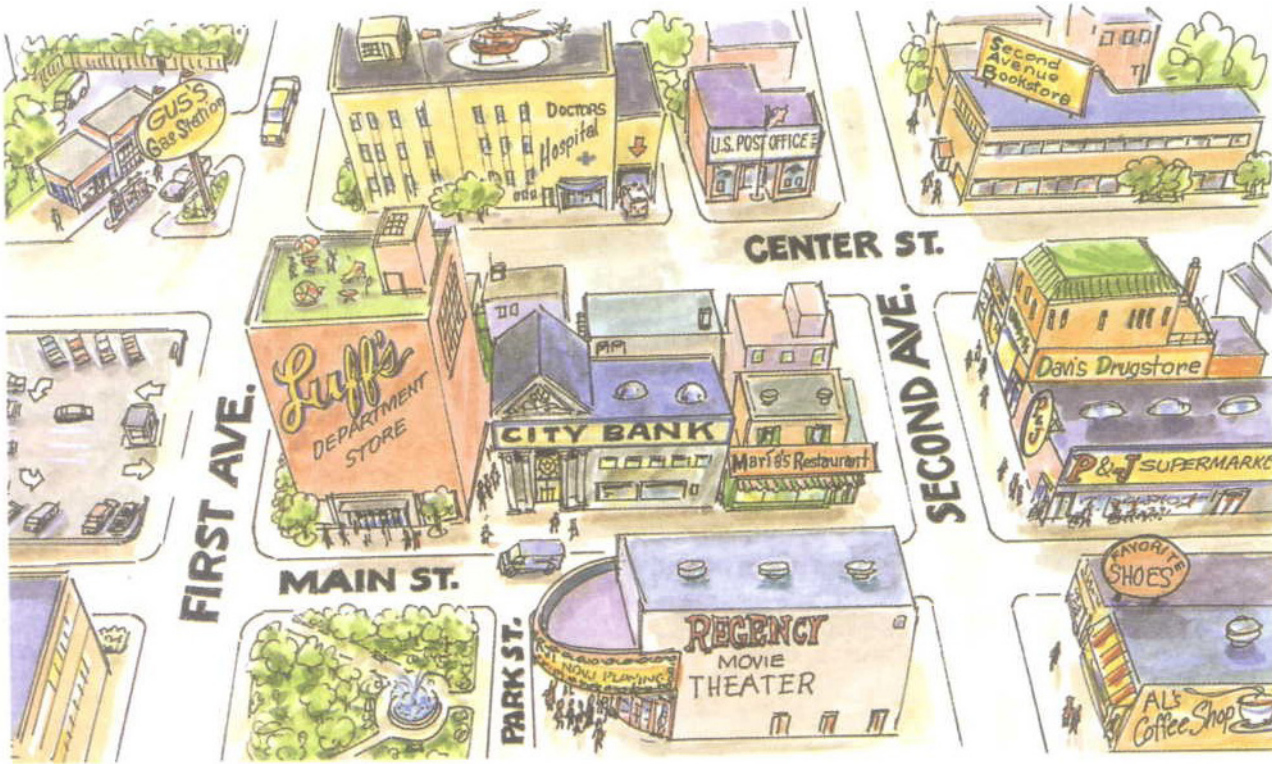


Figure 11.  
Image retrieved from. Goo.gl/8dvEut

**I am at Regency Movie Theater.**

1. Go outside Regency Movie Theater. Cross Park Street and walk straight ahead. Turn left, and walk straight ahead until you get to First Avenue. Then, the place is across from Luff's department store. \_\_\_\_\_
2. Go outside Regency Movie Theater. Make a right, and then make a right again. Walk until you see Second Avenue. Cross the street. Turn left and walk straight ahead until you get to Center Street. Cross the street and the place is across from the Post Office. \_\_\_\_\_

2. I look at the map building plan on the next page. Then, I read the instructions that different people has provided to get to different places in the building. I complete the descriptions by using the words in the box. There are two extra places.

Curriculum Library      Offices      Writing Center      Toilets      Barahona Center

Take the elevator. Go to the fifth floor. Then, go outside the elevator. Make right and go straight ahead. You are going to see \_\_\_\_\_ in front of you. It is crossing JUV.



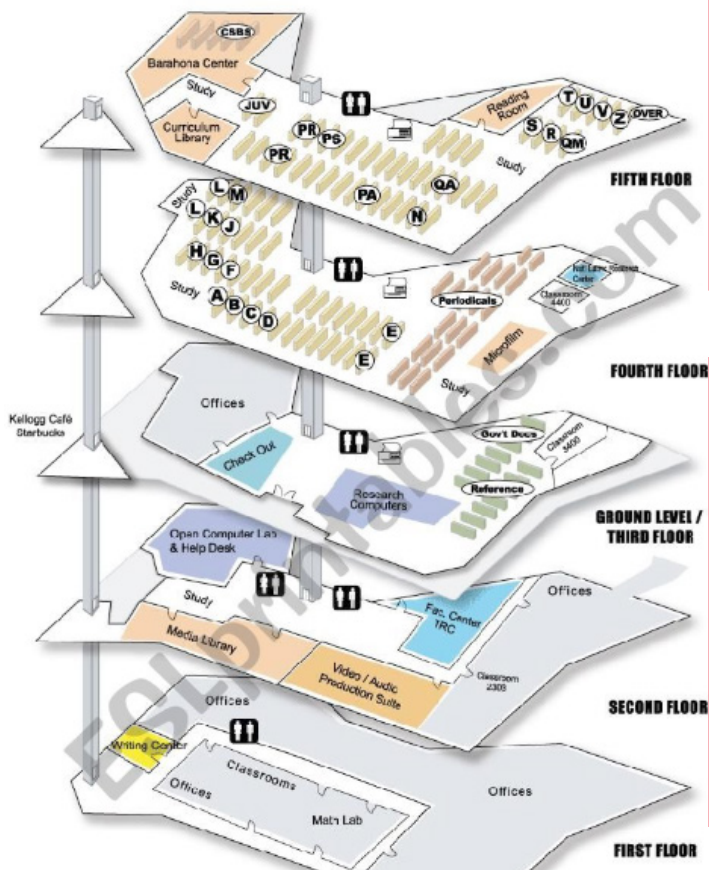


Figure 12. Directions Inside a Building (ESLprintables, 2014). Retrieved from: [goo.gl/WyKZgi](http://goo.gl/WyKZgi)

Go outside Barahona Center. Take the elevator again, and go to the second floor. Go outside the elevator and make a left. Walk straight until the end of the hall. Then, you make a left again. You will see the \_\_\_\_\_. They are on your right.

Take the elevator, and go to the first floor. Walk outside the elevator. You will be in the offices section. Then, you will see the classrooms. Make a right, and then a left. You are going to see the \_\_\_\_\_. Take the elevator, and go to the first floor. Walk outside the elevator. You will be in the offices section. Then, you will see the classrooms. Make a right, and then a left. You are going to see the \_\_\_\_\_.

Checking my progress. I answer the following questions:

1. Can I follow written directions to get to places?

Yes

No



## I DO

Instructions:

1. I am at Parque Infantil (x) and I want to go to Diario El Mundo. I read the directions in a chart and then I trace the road in the picture.

1. I go out from Parque Infantil.
2. I turn right.
3. I walk along Diagonal Universitaria.
4. I turn right in the second street.
5. I walk straight ahead. It will be on your right.
6. The office is in the second floor of the building.

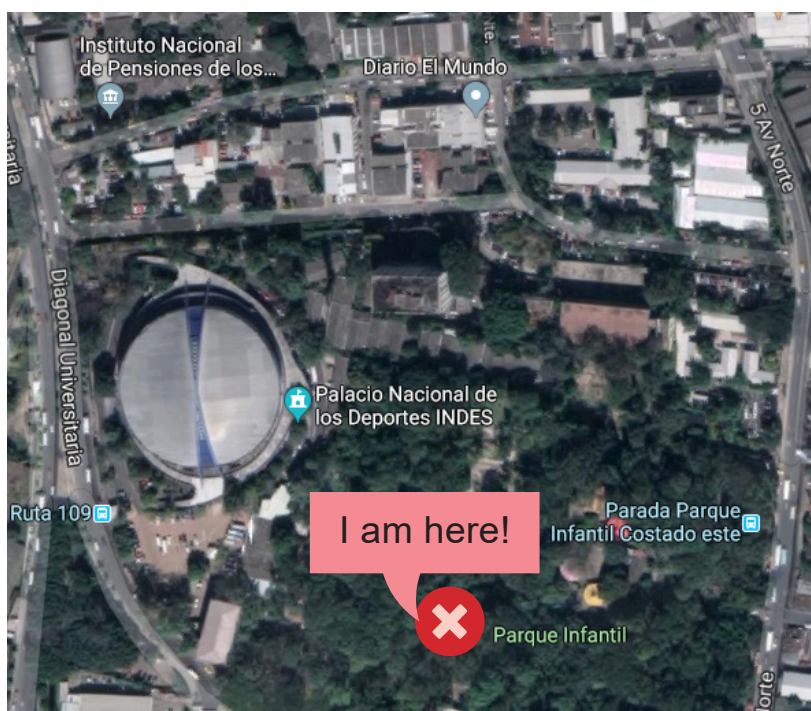


Figure 13. El Salvador (Google maps, n.d.).  
Picture retrieved from: Google maps, El Salvador.

Can I read directions to get to places and I successfully follow them in a map?

Yes

No



## SELF-EVALUATION

Instructions:

I read the questions and answer them by filling in the circles below the questions.

1. When I give the directions of places, what is something that I should not use?

- A) Cardinal numbers
- B) Ordinal numbers
- C) Street's names
- D) Prepositions of place

2. What is the most common ending of ordinal numbers?

- A) rd
- B) nd
- C) st
- D) th

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## ANSWER KEY

### I practice section:

#### Exercise 1.

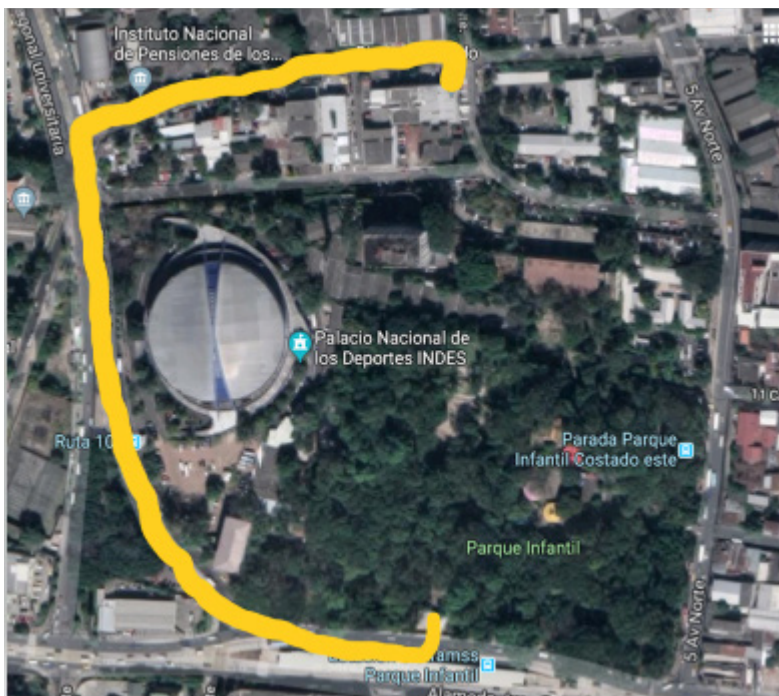
1. The parking lot; 2. Second Avenue Bookstore.

#### Exercise 2.

1. Barahona Center; 2. Offices; 3. Writing Center

### I do section:

#### Exercise 1.



Self-evaluation: 1- A : 2- D.



# REFERENCES

---

- College of the International Education. (2013). What did you do at the weekend? Oxford. Retrieved from: [goo.gl/weRs3L](http://goo.gl/weRs3L)
- Eco Tours Petate. (n.d.). StopOver Tour San Salvador City and Volcano. Retrieved from <https://www.ecotourspetate.com/day-tours-el-salvador-day-tours-un-dia/stop-over-tours-el-salvador-layover/stopover-tour-san-salvador-city-and-volcano/>
- Enchanted Learning. (n.d.). Label the Rooms and Areas in a School in English. Retrieved from <http://www.enchantedlearning.com/language/english/label/schoolrooms/>
- ESLprintables. (2014). Directions Inside a Building. Retrieved from [http://www.eslprintables.com/vocabulary\\_worksheets/the\\_city/asking\\_for\\_giving\\_directions/DIRECTIONS\\_INSIDE\\_A\\_BUILDING\\_790846/](http://www.eslprintables.com/vocabulary_worksheets/the_city/asking_for_giving_directions/DIRECTIONS_INSIDE_A_BUILDING_790846/)
- Fanpop (2018). Soccer, 15 images soccer generic HD wallpaper and background photos. Retrieved from: <https://bit.ly/2INPQ6M>
- Free ELT Resources (2014). VOCABULARY: Prepositions of Place - Places in a City. Retrieved from: <https://bit.ly/2MF8SIh>
- Freepik. (n.d.). Retrieved from [https://www.freepik.es/vector-gratis/familia-feliz-viajando-en-estilo-hecho-a-mano\\_1952385.htm](https://www.freepik.es/vector-gratis/familia-feliz-viajando-en-estilo-hecho-a-mano_1952385.htm)

- Gonzalez, S. (n.d.) Children with Right and Wrong Signs. Retrieved from [https://www.123rf.com/photo\\_15098169\\_children-with-right-and-wrong-signs.html](https://www.123rf.com/photo_15098169_children-with-right-and-wrong-signs.html)
- Google Maps, (n.d.). Retrieved from: [www.googlemaps.com](http://www.googlemaps.com).
- Learn English Teens, British Council (2018). Giving Directions. Retrieved from: [goo.gl/daZHBd](http://goo.gl/daZHBd)
- Oxford University Press (2018). Making, Accepting and Refusing invitations. Retrieved from: <https://bit.ly/2KDnV4B>.
- Ribeiro, M. (2018). What Are your Weekend Plans? Retrieved from <https://pulmonaryfibrosisnews.com/forums/forums/topic/what-are-your-weekend-plans/>
- Rodriguez, G. (2010). Unit 2 Make, Accept and Refuse Invitations “Language Information.” Universidad Autónoma del Estado de Hidalgo. Retrieved from <https://bit.ly/2IJV9x9>.
- Şahinoğlu, M. (2016). Know the Difference. Retrieved from <https://www.quora.com/In-the-US-the-Turkish-term-ikinci-kat-means-third-floor-Is-this-right>
- Super- Reader. (n.d.). The Map. Retrieved from [http://www.super-reader.com/grade1\\_reading\\_comprehension\\_story4.asp](http://www.super-reader.com/grade1_reading_comprehension_story4.asp)

# UNIT 2. THE PLACE WHERE I LIVE

Estimated time: 20 hours

## UNIT OBJECTIVES

- To comprehend language related to tourist attractions, festivities, local/regional food and hometown, embedded in spoken and written discourse, in order to communicate in the target language.
- To generate oral and written discourse by using the acquired vocabulary and structures in order to convey information on tourist attractions, festivities, local/regional food and hometown's history and concurrently promote cultural identity.

## LESSON 2.1. OH SWEET MEMORIES!

### ACHIEVEMENT INDICATOR:

Talks about good childhood memories in his/her hometown with confidence.



## I LEARN

To start the lesson, I reflect on the following questions:

- What is the funniest experience that I had when I was a kid?
- Does my hometown look the same as when I was younger?

1. **Instructions:** I read the following charts about regular and irregular verbs.

Basic verb form (infinitive)	Past form
Regular verbs - add "d" or "ed".	
like <small>"like" ends with an "e". Add a "d".</small>	liked
brake	braked
love	loved

walk <small>"walk" does not end with an "e". Add "ed".</small>	walked
work	worked
play <small>"play" ends with a vowel + y: add "ed".</small>	played
try <small>"try" ends with a consonant and "y": change the y to i and add "ed".</small>	tried

marry	<b>married</b>
carry	<b>carried</b>
slap <small>"slap" ends with a vowel + consonant: double the consonant, add "ed".</small>	<b>slapped</b>
crop	<b>cropped</b>
stop	<b>stopped</b>
shop	<b>shopped</b>
skip	<b>skipped</b>

Figure 1. Past Simple (SlidePlayer, n.d.).  
Image retrieved from: goo.gl/9CgwAc

## IRREGULAR PAST TENSE VERBS

There is no rule for the formation of irregular verbs. *You have to memorize them!*

INFINITIVE	PAST SIMPLE	INFINITIVE	PAST SIMPLE	INFINITIVE	PAST SIMPLE
be	was/were	go	went	say	said
become	became	grow	grew	see	saw
begin	began	have	had	sell	sold
break	broke	hear	heard	send	sent
bring	brought	hit	hit	shoot	shot
build	built	hold	held	sing	sang
buy	bought	hurt	hurt	sit	sat
catch	caught	keep	kept	sleep	slept
come	came	know	knew	speak	spoke
cut	cut	leave	left	spend	spent
do	did	let	let	stand	stood
drink	drank	lie	lay	swim	swam
drive	drove	light	lit	take	took
eat	ate	make	made	teach	taught
fall	fell	meet	met	tell	told
fight	fought	pay	paid	think	thought
find	found	put	put	throw	threw
fly	flew	read	read*	understand	understood
get	got	ride	rode	wear	wore
give	gave	run	ran	own	owned

- Circle the verbs you think you can use in your project.

Figure 2. Simple Past Tense: Irregular Verbs (Sweet Level 1 Writing, n.d.).  
Image retrieved from: goo.gl/MULfEf

**USED TO + INFINITIVE:** This structure is used to talk about activities that I did in the past, but that I don't do anymore at the present time.  
Example: *I used to do my homework in my grandma's house.*

**2. Instructions:** I read the following information about forming sentences and questions in the simple past.

Affirmative: **SUBJECT + VERB IN PAST + COMPLEMENT**

*I moved to this town when I was 15.*

*My friends and I played soccer in the afternoons.*

*My mother bought me a toy every time she went to the supermarket.*

Negative: **SUBJECT + DIDN'T + VERB IN BASE FORM + COMPLEMENT**

*I didn't sleep a lot when I was a kid.*

*My friends and I didn't play soccer in the afternoons.*

*My mother didn't buy me a toy every time she went to the supermarket.*

Yes/No Questions: **DID + SUBJECT + VERB IN BASE FORM + COMPLEMENT + ?**

*Did you sleep a lot when you were a kid?*

*Did you and your friends play soccer in the afternoons?*

*Did your mother buy you toys every time she went to the supermarket?*

Checking my progress. I answer the following questions:

1. Can I make a difference between regular and irregular verbs?

Yes

No

2. Can I use "used to+ infinitive" to talk about things that I did in the past and I do not do now?

Yes

No



## I PRACTICE

Instructions:

1. I read the following posts. I circle with a blue pen the regular verbs, and I underline with a black pen the irregular verbs.

## 8 comments



**Epic Aesthetic** said on Oct 06, 2014:

What's the happiest memory that you have from your childhood?



**houstonz** said on Oct 06, 2014:

I remember when we waited the New Year with my family. I am not sure, but I think I was 5 or 6 years old. What was exciting was that we were allowed to stay awake later than usual. That meant that even when night fell, we still could play. Since it was New Year's Eve, we were allowed to play music. It was a magic night.



**artist QN5** said on Oct 06, 2014:

My favorite childhood memory? Spending time with my grandfather. He had a boat on Coatepeque Lake. I used to love going out there and see the small islands. The smell of the marina...mmm...that takes me back...Since we moved to the capital city, I haven't seen that place again. I remember going there only once a year for Christmas time. I remember my cousins coming in and out from the house on the cold weather, and my grandmother gushing about their rosy cheeks! Oh! I recalled another one. Sledding down on a carton box my street when I was 5, losing control, and hitting a tree. I revisited that house a few years ago and tried to find the tree. But the once-empty lot now had a row of houses on it.

(Stormfront Radio with Don Black & Friends, n.d.).

2. I read the sentences in the simple present, and I rewrite them in the blank space by using the simple past tense.

1. She **likes** to spend time at the library.

---

2. Frank **takes** pictures every time he **goes** on a trip.

---

3. Ross and Blade **don't drive** carefully.

---

4. Alicia **doesn't speak** German.

---

3. I read the following questions and I answer them by using "USED TO."

1. Where did you use to go on vacation when you were a kid?

---

2. What did your mother use to cook for your birthday?

---

3. What did you use to play with your friends in your free time?

---



Checking my progress. I answer the following questions:

1. Can I use the simple past to describe childhood memories?

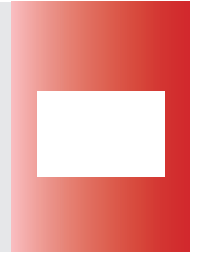
Yes

No

2. Can I talk about things I used to do in the past, but I don't do at present?

Yes

No



## I DO

Instructions:

1. Imagine that you are member of a podcast website in which other people ask questions about general topics. Someone asked "What's the best memory of your childhood? What do you remember about your hometown?" You record your voice with your cell-phone answering the questions. Make use of the simple past tense and "Used to."



Did I talk confidently about my childhood memories and hometown?

Yes

No



## SELF-EVALUATION

Instructions:

I read the questions and answer them by filling in the circles below the questions.

1. How do we call the verbs that end in "-ed" in the past form?

A) Irregular

B) Regular

C) Modals

D) Auxiliary

2. What is the auxiliary verb that I have to use in when forming questions in the past?

A) Do

B) Does

C) Did

D) Have

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## ANSWER KEY

### I practice section:

#### Exercise 1.

1) Regular: waited.

Irregular: was, were, meant and could.

2)

Regular: used to, moved, recalled, re-visited and tried.

Irregular: had and was.

#### Exercise 2.

1- She liked...

2- Frank took...

3- Ross and Blade didn't drive...

4- Alicia didn't speak...

#### Exercise 3.

Possible answers...

1- I used to go to...

2- She used to cook...

3- We used to play...

### Self-evaluation:

1. B—2. C

## LESSON 2.2. DON'T FORGET, TO VISIT SAN SALVADOR!

### ACHIEVEMENT INDICATOR:

Asks for and gives information about hometown's tourist attractions to classmates, fellow citizens and foreigners.



## I LEARN

To start the lesson, I reflect on the following questions:

- Do I know what the most popular tourist place or event in my town is?
- Do I know the history of my town's festivities?



1. **Instructions:** I match each of the words in the chart with the pictures below.

<input type="checkbox"/> 1 Mountain	<input type="checkbox"/> Typical food	<input type="checkbox"/> Restaurant
<input type="checkbox"/> River	<input type="checkbox"/> Historical site	
<input type="checkbox"/> Lake	<input type="checkbox"/> Parade	
<input type="checkbox"/> Handcrafts	<input type="checkbox"/> Archeological site	



Checking my progress. I answer the following questions:

1. Do I know how to tell the names of some of the tourist attractions in my town?

Yes

No



## I PRACTICE

Instructions:

1. I read the following descriptions about Salvadorian festivities. Then, I read and answer the questions below.

## August Festival in San Salvador

Of all El Salvador's holidays, *Fiestas Agostinas*, in early August is one of the most popular festivities. It is held in the capital of San Salvador, and it lasts six days. A marching band wakes the city up at 4:00 a.m. every day. Later, during the morning, afternoon and night parades, gastronomic fairs, exhibitions of paintings take place.



Image retrieved from: <https://bit.ly/2axrRUC>

## July Festival in Santa Ana

Visiting Santa Ana during its *Fiestas Julias* is wonderful! The celebration takes place in July. There are parades, religious and cultural events, and a lot of local and foreign tourists arrive to the city. People can also enjoy a great time in the fairground rides, and there are a lot of amusing activities that kids and adults can enjoy.



Retrieved from: <https://bit.ly/2KskS34>

## San Miguel Carnival

San Miguel has a big carnival in November. People can see dancing girls with beautiful dresses, and there are colorful parades to honor the city's patron saint. Bands from the region play different types of music on the streets like reggae, tropical songs, salsa, and cumbias.



Information retrieved from: [goo.gl/eYSXJa](http://goo.gl/eYSXJa)

1. When are the patronal festivities celebrated in San Salvador?  
\_\_\_\_\_
2. What type of music is played in San Miguel Carnival?  
\_\_\_\_\_
3. When is San Miguel carnival celebrated?  
\_\_\_\_\_
4. What are the activities that take place in *Fiestas Julias*?  
\_\_\_\_\_



## I DO

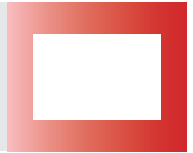
Instructions:

I write in my notebook a touristic travel guide where I give information about one of my hometown festivities or tourist attraction. Describe when it takes place or why it is visited, the food, and things that people can do, etc.

Did I successfully give information about my hometown's festivity or tourist attraction?

Yes

No



## **SELF-EVALUATION**

Instructions:

I read the questions and answer them by filling in the circles below the questions.

1. What is a place where tourists can see vestiges of ancient people?

A) Restaurant

B) Archeological place

C) River

D) Mountain

2. What is the name of the show in which people see bands playing music and girls dancing in the streets?

A) Handcraft

B) Typical Food

C) Parade

D) Lake

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## **ANSWER KEY**

### **I learn section:**

#### **Exercise 1.**

1. Mountain, 2. Historical site, 3. Lake, 4. River,  
5. Archeological site, 6. Handcraft, 7. Parade,  
8. Restaurant, 9. Typical food.

### **I practice section:**

#### **Exercise 1.**

1- In August  
2- Reggae, tropical songs, merengue, salsa,  
and cumbias.  
3- In November  
4- Parades, gastronomic fairs, and exhibitions  
of paintings

### **Self-evaluation:**

**1. B-2. C**

# LESSON 2.3. I WANT TO EAT MORE!

## ACHIEVEMENT INDICATOR:

Describes the types of local/regional foods to classmates, fellow citizens and foreigners.



## I LEARN

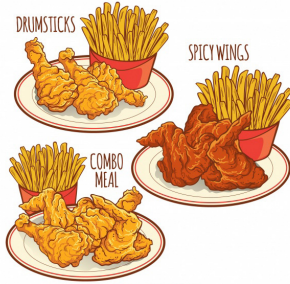
To start the lesson, I reflect on the following questions:

- What is my favorite type of food in my country?
- What is my favorite type of food from another country?

**1. Instructions:** I read the following information about adjectives. Then, I practice telling the words aloud.

**What is an adjective?** An adjective is a word that helps us to describe people, things, objects, animals, etc. The adjective is placed before the noun that it describes. When I talk about food, I need to use adjectives because I need to describe the food I eat.

### Adjectives to Describe Food

MEALS	TASTES	TEXTURE
Fabulous Delicious Yummy Acceptable Tasty Disgusting Horrible	Salty Sour Sweet Hot Bitter Rich Spicy Fresh Tasteless	Oily Fatty Crispy Tender Tough Smooth Creamy
		 sandwich
		

### Examples:

1. *Pupusas* are very **delicious**.
2. The dish I ordered at the restaurant was **horrible** because it was **tasteless!**
3. *Nuegados* and *empanadas* are **sweet**. Salvadoran people generally eat them in the afternoon.



Checking my progress. I answer the following questions:

1. Do I know how to describe the food I eat?

Yes

No

2. Can I say that chili peppers are hot?

Yes

No



## I PRACTICE

Instructions:

I read the description that some people give about their eating experiences in restaurants. I underline the adjectives that are used to describe food.

<sup>1</sup>Just last week we had a fabulous dinner in Santa Tecla at a restaurant called *La Casa de Mamá Clara*. They served a tasty homemade truffle butter over a grilled fillet that absolutely melted in your mouth. They also served a yummy "ham and egg" appetizer: grilled Black Forest ham slice served over a piece of toasted rye bread and topped with a mini fried egg.

*Miguel and Florencia*

<sup>2</sup>We went to a restaurant outside San Salvador and we had an unbelievable tasting menu. Each course was delicious and each came with a different type of bread. Dessert was a festival with many extras. I can't wait to get back to San Salvador one day.

*Jonathan and Rosy*

(1)(2) Information retrieved from: [goo.gl/drLStp](https://goo.gl/drLStp)

2. I read the descriptions again, and I answer the following questions.

1. What are the adjectives that Miguel and Florencia used to describe the food at the restaurant?

---

2. Did Miguel and Florencia have a good or bad experience at the restaurant in California? Explain.

---

3. What were the things Jonathan and Rosy loved in the restaurant at San Salvador?

---

3. I read carefully the descriptions below of Salvadoran food.



<sup>1</sup>**Pupusas:** they are a delicious corn tortilla filled with various ingredients. For example, they can be stuffed with beans, loroco (a local flower), pork meat and cheese. They are eaten with tomato sauce and served with “curtido” (pickled cabbage). The corn dough has a slight sweet taste which is balanced by the pork or the cheese filling that adds a meaty aroma.



<sup>2</sup>**Sopa de Patas:** this yummy soup is made with ingredients like tripe, cow's feet, cassava, beans, tomatoes, bananas and cabbage. Lemon juice is added to this delicious meal. Lemon juice makes of this dish a tasty food for people who love exotic recipes.



<sup>3</sup>**Tamales:** they are a local food that is made of corn dough. They have different ingredients inside like corn, cheese, chicken or dried fruit. Then, tamales are wrapped in plantain or banana's leaves. They are steamed in a pot. Mostly it depends on the filling as the spicy meat filling can be super savory, the cheese mixture can give a creamy texture, and sweet corn and dried fruit fillings make sinful desserts.

(1)(2)(3) Information retrieved from: [goo.gl/PoH6ZY](http://goo.gl/PoH6ZY)

4. Write sentences to describe each of the three Salvadoran food by using adjectives.

Pupusas: • Pupusas are a delicious corn tortilla filled with various ingredients.

• \_\_\_\_\_

Sopa de patas: • \_\_\_\_\_

• \_\_\_\_\_

Tamales: • \_\_\_\_\_

• \_\_\_\_\_

Checking my progress. I answer the following questions:

1. Can I describe a dish by using adjectives?

Yes

No

2. Can I talk about the typical dishes that I can find in my country?

Yes

No



## I DO

Instructions:

1. One of my friends sent me a letter. He is visiting El Salvador next month, and he wants to know which dish I recommend him to eat. I reply his letter, and I describe a Salvadoran dish by using adjectives.

Did I successfully describe a local/regional dish /food to a friend in a letter?

Yes

No



## SELF-EVALUATION

Instructions:

I read the questions and answer them by filling in the circles below the questions.

1. What do I use to describe a person, object, thing, etc.?

A) Verb

B) Noun

C) Adjective

D) Adverb

2. Where do I have to place adjectives in a sentence?

A) After verbs

B) Before nouns

C) After nouns

D) Before pronouns

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## ANSWER KEY

I practice section:

### Exercise 1.

Fabulous, tasty, yummy and delicious

### Exercise 2.

2.Fabulous, tasty, yummy.

2. Yes, they had a good time because they used positive adjectives to describe the food they had in the restaurant.

3. The tasty menu and the desserts.

### Exercise 4.

Answers may vary.

## Self-evaluation

1. C–2. B

# LESSON 2.4. THIS PUPUSA TASTES GOOD!

## ACHIEVEMENT INDICATOR:

Creatively writes a brochure, flyer or paragraph to promote general and specific information on hometown's tourist attractions, festivities and local/regional foods.



## I LEARN

To start the lesson, I reflect on the following questions:

- How do I get informed about touristic attractions in a city?
- Do I read flyers or brochures to know more information about a city?

**1. Instructions:** I read the following information, and I practice saying the words out loud.

**A flyer** is a small printed notice which is used to advertise a particular company, service, place or event. (Collins dictionary).

**A brochure** is a magazine or thin book with pictures that gives you information about a product or service. (Collins dictionary).



Image retrieved from: <https://travellife.ca/el-salvador/>



Checking my progress. I answer the following questions:

1. Is a brochure a small printed notice?

Yes

No

2. Do I know the difference between flyer and brochure?

Yes

No



## I PRACTICE

Instructions:

1. I read the following flyer about El Salvador. Then, I answer the questions below.

### El Salvador Is a Great Place to Visit!

**El Tunco Beach** is a complete paradise for wave's lovers. If you like surfing and seeing the most beautiful sunsets, El Tunco Beach is the best option for you. In this amazing place you can bathe in the sea and enjoy of a nice weather. In addition, you can taste traditional Salvadoran food in the restaurants that are located close to it.



If you like hiking, El Salvador offers trips to visit its most impressive volcanoes. For example, you can have a long walk to the summit of **Santa Ana or Izalco volcanoes**. There are trips every day. The groups leave from **Cerro Verde** at 11:00 a.m. You have to walk around 4 hours! What a challenge!



If you are a person who likes taking pictures, the best option for you is taking a tour in the tourist route "Pueblos Vivos." This route permits you to visit some of the most emblematic and traditional towns of the country. For example, you can go to La Palma in Chalatenango and enjoy of the cold weather while buying local handicrafts or you can go to the small towns like Juayua or Salcoatitan and taste the best coffee of the region or the local food.



1. What type of information does the flyer offer?

---

2. What is the country that is promoted in the flyer?

---

3. Mention two activities that people can do at El Tunco Beach.

---



# I DO

Instructions:

1. I create my own brochure. I choose one of my hometown's tourist attractions, festivities and local/regional foods. I write and promote general and specific information about the place, and I include images or draws to make it more attractive.



Did I write a brochure to promote general and specific information about one of my hometown's tourist attractions, festivities and local/regional foods?

Yes

No



## SELF-EVALUATION

Instructions:

I read the questions and answer them by filling in the circles below the questions.

1. What is the name of the paper that contains pictures and gives a lot of information about a tourist destination?

A) Flyer

B) Brochure

C) Book

D) Tabloid

2. What is a cheap and fast way to advertise a product?

A) Newspaper

B) Flyer

C) Magazine

D) Brochure

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### ANSWER KEY

#### I practice section:

##### Exercise 1.

1. Touristic information of places to visit.
2. El Salvador
3. Bathe in the sea and enjoy the nice weather and taste traditional Salvadoran food in the restaurants near the beach.

#### Self-evaluation

1. B–2. B

## LESSON 2.5. THE PLACE WHERE I LIVE

### ACHIEVEMENT INDICATOR:

Does research to write a two-page report on hometown's history.



### I LEARN

To start the lesson, I reflect on the following questions:

- Who do I talk to when I want to know about my town?
- Why is it important to know the history of a city or town?

**1. Instructions:** I read the definition of the word report.

**What is a report?** A report is a document that presents a description of something or information about it to someone after an investigation. (Cambridge Dictionary).

**2. Instructions:** I read the following reports about towns in El Salvador.

**San Ignacio:** It has a wide variety of hotel and urban/mountain restaurants. The city has cultural and natural attractions considered part of El Salvador's heritage where beautiful and colorful handicrafts are sold. It has many important places like Cerro El Pital which is the highest place in El Salvador at an altitude of 2,730 AMSL. It also has an excellent panoramic view of some of the most important historical and natural sites of the region such as Las Cuevas del Partideño, Los Encuentros River, La Golondrina waterfalls, Sumpul River, Atlacatl Boy Scout Camp, Central Park and Loma de la Cruz Park.



**Suchitoto:** Suchitoto, which is a word in Nahuatl, means "Place of the Flower- Bird." Suchitoto is a historical city with colonial vestiges where the streets are still cobblestoned, and the houses still have balconies. There are a lot of art galleries, cultural activities, and ancient places which served as the house of some of the most important presidents and poets of El Salvador. This city is located between Guazapa Volcano and Lempa River. This is the principal reason why its weather is warm and nice during the year.



**Ilobasco:** It is a commercial and attractive city. There are two Colonial churches called San Miguel Parish and Los Desamparados Parish which are well-known because of their historical value. The main stores and handicraft workshops are located on 'Carlos Bonilla Avenue' which is the principal street of Ilobasco. During a tour, it is possible to visit workshops and appreciate the work of ceramic handcrafters. Ilobasco celebrates its patronal festivities in honor to San Miguel Arcángel. This celebration takes place from September 20th to 29th. It also holds a famous festival in July which is called "Festival del Muñeco de Barro" where people can enjoy eating some of the most delicious typical dishes of the nation and buy clay handicrafts.



In the report of a city or town is a good idea to offer a detailed description of the place's location, most important tourist attractions, historical or archeological sites, natural destinations, festivals, traditions, food and etc.

Checking my progress. I answer the following questions:

1. Do I need to add information about natural attractions and historical sites in the report of a city?

Yes

No

2. Can I describe a city or town's traditions and festivals in a report?

Yes

No





## I PRACTICE

Instructions:

1. I read the following report about San Salvador City, and I order its parts by using numbers from 1 to 3.

San Salvador is the capital city of El Salvador. It is located in the Valley of the Hammocks which is the local name given to the region due to intense seismic activity that takes place in it. It has an elevation of 2,238 feet (682 meters) above sea level, and San Salvador Volcano is 7 miles (11 km) west-northwest of it. As a result, it is a city rich in history, and it has the most important infrastructure of the country.

The city has the principal cathedral of the nation which is called Catedral Metropolitana del Divino Salvador del Mundo. This place is also the tomb of Archbishop Óscar Arnulfo Romero. In San Salvador's historical downtown it is possible to find The National Library Francisco Gavidia, The National Theater, Plaza Libertad, Plaza General Gerardo Barrios, The National Palace, and several churches. Also, the city has other interesting places like The National Museum of Science and Industry and the National Museum of El Salvador which has numerous Mayan relics.

San Salvador was originally founded near to Suchitoto City in 1525 by the Spanish conqueror Pedro de Alvarado. However, it was moved 20 miles (32 km) southwest to its present site in 1528, and it was declared a city in 1546. San Salvador served as the capital of the colonial province of Cuscatlán, and as the capital of the United Provinces of Central America from 1834 to 1839.

2. I visit the website <http://elsalvador.travel/en> and I click on the tab "About El Salvador". Then, I watch the video and use that information to write a report about it.

Checking my progress. I answer the following questions:

1. Do I know what kind of information I can add in a report when describing a city or town?

Yes

No





## I DO

Instructions:

In my notebook, I write a research report about my hometown's history, tourist attractions, natural places, food and etc. Then, I share it with a friend.

Did I write a research report about my hometown's history in my notebook?

Yes

No



## SELF-EVALUATION

Instructions:

I read the questions and answer them by filling in the circles below the questions.

1. What kind of information I should not add in a report about a city or town?

A) History B) Places C) Traditions D) Names of all the citizens

2. Which of the following words is not a synonym of report?

A) Article B) Written document C) A dialogue D) Detailed Description

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### ANSWER KEY

I practice section:

Exercise 1. 1, 3, 2

Self-evaluation: 1.D-2.C

# REFERENCES

---

- El Salvador, Mi país (2014). Retrieved from: <https://www.elsalvadormipais.com/volcanes-de-el-salvador>
- Flavorverse (2016). How to be a full-time traveler. Retrieved from: <http://flavorverse.com/traditional-salvadoran-foods/>
- InfoGuia, El Salvador. Retrieved from: <http://infoguiaelsalvador.com/catedral-santa-ana/>
- Periódico el Urbano (2017) ¿Cómo disfrutar del carnaval de San Miguel? Retrieved from: <https://elurbano.news/2017/11/06/consejos-dinero-alcance-disfrutar-del-carnaval-san-miguel/>
- Travel life, El Salvador (n.d.). Destinations Central and South America. Retrieved from: <https://travellife.ca/el-salvador/>
- Universidad Tecnológica Web site (2016). Online newspaper La Palabra Universitaria. Retrieved from: <http://lapalabra.utec.edu.sv/?p=3794>



# UNIT 3. LET'S BUY IT NOW!

Estimated time: 20 hours

## UNIT OBJECTIVES

- To understand oral and written language related to foods, numbers, prices and shopping by listening to and reading different sources in order to satisfy specific communication needs.
- To articulate oral and written discourse expressing data on foods, numbers, prices and shopping in order to communicate with others and implicitly foster good spending habits.

## LESSON 3.1. MMM DELICIOUS

### ACHIEVEMENT INDICATOR:

Identifies names of food from recordings and other oral input.



## I LEARN

To start the lesson, I reflect on the following questions:

- What is my favorite type of food?
- Is there a type of food that I hate?

1. **Instructions:** I listen and repeat the following vocabulary related to food.<sup>1</sup>

**hamburger**



**pizza**



**steak**



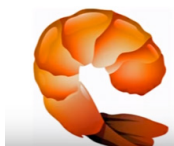
**fish**



**chicken**



**shrimp**



**ham**



**spaghetti**



**french fries**



**salad**



<sup>1</sup> You can find the audio and images in the following website [goo.gl/H6D5H](http://goo.gl/H6D5H)





Audio and images retrieved from: goo.gl/H6D5Hq

Remember that food can be categorized in some groups like **meat, junk food, seafood, grains, vegetables, pasta, fruit, dessert, and drinks.**

Checking my progress. I answer the following questions:

1. Do I know how to mention the names of more than three types of meat in English?

Yes

No

2. Can I say the names of at least three drinks in English?

Yes

No



## I PRACTICE

Instructions:

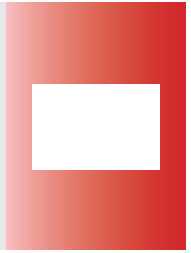
1. I watch and listen again the video in the “I learn” section. Then, I write the name of the foods I listen to in their corresponding category.

<b>Meat:</b> _____ _____ _____	<b>Junk food:</b> _____ _____ _____	<b>Dessert:</b> _____ _____ _____ _____	<b>Seafood:</b> _____ _____ _____	<b>Grains:</b> _____ _____ _____
<b>Vegetables:</b> _____ _____	<b>Drinks:</b> _____ _____ _____		<b>Seafood:</b> _____ _____ _____	<b>Grains:</b> _____ _____ _____
				<b>Pasta:</b> _____ _____

Checking my progress. I answer the following questions:

1. Can I identify the groups that each food belongs to?  
Yes  No

2. Can I say the food category that “shrimp” belongs to?  
Yes  No



## I DO

Instructions:

1. I listen to the conversation in a restaurant. Then, I categorize what the people order in the following charts.<sup>1</sup>

**Food:**

---

---

**Dessert:**

---

---

**Drinks:**

---

---

---

<sup>1</sup> You can listen to the audio in the following website: <https://bit.ly/2KE0TOh>

2. I create some questions related to food categories that I can ask to one of my relatives. Then, I choose someone from my family, and I take note of his or her answers.

1. What are three of your favorite drinks?

2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

3. I read my notes from the interview that I did to my relative. Then, I create charts like the ones in the “I practice” section. I classify the different names of food that he or she mentioned.

--	--	--	--	--

Did I categorize the names of food that the people mentioned in the audio and in the interview correctly?

Yes

No



## SELF-EVALUATION

Instructions:

I read the questions and answer them by filling in the circles below the questions.

1. What food category do banana, apple, pineapple and pear belong to?

A) Pasta

B) Fruit

C) Meat

D) Seafood

2. What's the type of food that you order after eating the main dish?

A) The bill

B) The menu

C) The dessert

D) The appetizer

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### ANSWER KEY

#### I practice section:

##### Exercise 1.

Meat: steak, chicken, ham

Junk food: hamburger, pizza, French fries

Seafood: fish, shrimp

Grains: corn

Vegetables: broccoli

Pasta: spaghetti

Dessert: ice cream, pie, cake

Drinks: water, soda, orange juice, coffee, tea.

#### I do section:

##### Exercise 1:

Food: Pizza, Burger

Drinks: Orange juice, Water, Coffee.

Dessert: Fruit salad and Chocolate ice cream

**Exercises 2 and 3:** Student's own answers.

##### Self-evaluation:

1. B–2. C

# LESSON 3.2. WHICH ONE SHOULD I BUY?

## ACHIEVEMENT INDICATOR:

Compares prices and quality of food, appliances and other objects with grammatical accuracy.



## I LEARN

To start the lesson, I reflect on the following questions:

- Do I have problems to choose what I will buy at the supermarket?
- Do I pay attention to the price of the things I buy?

**1. Instructions:** I read the following information about adjectives and how to create their comparative form.

**Comparative Adjectives**  
(Used to compare 2 things)

"The elephant is **bigger than** the mouse"

One syllable	Two syllables ending in 'y' - change 'y' to 'i' and add er	Two or more syllables
Form: <b>+er than</b>	Form: <b>+ier than</b>	Form: <b>More ... than</b>
Bigger <b>than</b>	Easier <b>than</b>	<b>more</b> beautiful <b>than</b>
Smaller <b>than</b>	Busier <b>than</b>	<b>more</b> dangerous <b>than</b>
Nicer <b>than</b>	Prettier <b>than</b>	<b>more</b> intelligent <b>than</b>
Taller <b>than</b>	Heavier <b>than</b>	<b>more</b> understanding <b>than</b>
Shorter <b>than</b>	Funnier <b>than</b>	<b>more</b> complex <b>than</b>
Stronger <b>than</b>	Smellier <b>than</b>	<b>more</b> interesting <b>than</b>
Weaker <b>than</b>	Happier <b>than</b>	<b>more</b> difficult <b>than</b>
Longer <b>than</b>	Friendlier <b>than</b>	<b>more</b> frustrating <b>than</b>

Image retrieved from: [goo.gl/ZRk9y9](http://goo.gl/ZRk9y9)

Checking my progress. I answer the following questions:

1. Do I usually compare prices when buying products at the supermarket?

Yes

No

2. Do I know how to make comparisons by using adjectives in English?

Yes

No



# I PRACTICE

Instructions:

1. I read the following flyers with information about the prices of some food products at three different supermarkets.

## Comparison Shopping

Prices for selected items at a Sprouts Farmers Market, Whole Foods Market and King Soopers in Denver on Aug. 21:



Image retrieved from: goo.gl/NA4kEa

2. Compare the prices of the food in the flyers by using the adjectives in parenthesis.

Organic red delicious apples. (**Expensive**) (Sprouts and Whole Foods)

Example: *Organic red delicious apples are more expensive than Sprouts and Whole Foods.*

1. French baguette. (**Cheap**) (Whole Foods and King Soopers)

---

---



2. Organic valley large eggs. (**Economical**) (Sprouts and King Soopers)

---

---

3. The price of Annie’s organic mac & cheese (**Reasonable**) (Sprouts and King Soopers)

---

---

2. Fill in the blanks with the corresponding form of the adjective that you can find in parenthesis.

- The apples in Central Market are (big) \_\_\_\_\_ than in the supermarket.
- The armchair in this department store is (beautiful) \_\_\_\_\_ than the one in my house.
- I think that this place has (interesting) \_\_\_\_\_ products that the stores in the mall.
- The milk from this supermarket last (long) \_\_\_\_\_ than the one from my neighborhood.
- Which is (cheap) \_\_\_\_\_ a blender or a washing machine?

Checking my progress. I answer the following questions:

1. Can I compare prices of food?

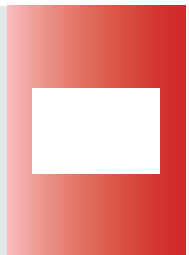
Yes

No

2. Can I form the comparative form of adjectives when talking about food?

Yes

No



## I DO

Instructions:

1. I compare the prices and quality of food items presented in the flyer below of “The Farm Supermarket” with the prices of products in my favorite supermarket or local market. I use comparative adjectives.



+

1

-



Cookies

\$4.35



+

1

-



Chicken

\$1.25



+

1

-



Rice

\$1.38



+

1

-



Chips

\$2.00











							
Onions \$0.99		Corn \$1.65		Bottle of water \$0.30		Orange juice \$1.45	

Image retrieved from: <https://bit.ly/2IRkRAa>

---

---

---

---

---


---

---

---

Was I able to compare the prices and the food quality in the flyer with the prices in my local supermarket or market?

Yes  No



### SELF-EVALUATION

Instructions:  
I read the questions and answer them by filling in the circles below the questions.

1. How many syllables does an adjective need to have in order to add -er?  
A) 1 syllable    B) 2 syllables    C) 3 syllables    D) More than 3

2. What is the correct comparative form of the adjective "cheap"?  
A) Cheapper    B) More cheap    C) More cheaper    D) Cheaper

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## ANSWER KEY

### I practice section:

#### Exercise 1.

1. The Sprouts French baguettes are cheaper than the ones from King Soopers.
2. The King Soopers eggs are less economical than the ones from Sprouts.
3. In Sprout the price of Annie's organic mac & cheese is more reasonable than in King Soopers.

#### Exercise 2.

1. Bigger; 2. More beautiful; 3. More interesting;
4. Longer; 5. Cheaper

**I do sections:** Student's own answers.

**Self-evaluation** 1. A– 2. D

# LESSON 3.3. THIS IS THE BEST ONE!

## ACHIEVEMENT INDICATOR:

Correctly expresses superlative degrees about prices and quality of food, appliances and other objects.



## I LEARN

To start the lesson, I reflect on the following questions:

- What is the best type of food for me?
- What is the worst type of food for me? Why?

**1. Instructions:** I read carefully the explanation in the following chart. I pay attention to the rules for forming superlative adjectives.

 **Superlative Adjectives**  
(Used to compare 3 or more things)

"The blue whale is **the biggest** animal in the world"

One syllable	Two syllables ending in 'y' - change 'y' to 'i' and add 'est'	Two or more syllables
Form: <b>the ... +est</b>	Form: <b>the ... +iest</b>	Form: <b>the most ...</b>
<b>the Biggest</b> <b>the Smallest</b> <b>the Nicest</b> <b>the Tallest</b> <b>the Shortest</b> <b>the Strongest</b> <b>the Weakest</b> <b>the Longest</b>	<b>the Easiest</b> <b>the Busiest</b> <b>the Prettiest</b> <b>the Heaviest</b> <b>the Funniest</b> <b>the Smelliest</b> <b>the Happiest</b> <b>the Friendliest</b>	<b>the most</b> beautiful <b>the most</b> dangerous <b>the most</b> intelligent <b>the most</b> understanding <b>the most</b> complex <b>the most</b> interesting <b>the most</b> difficult <b>the most</b> frustrating

Image retrieved from: [goo.gl/PPybV2](http://goo.gl/PPybV2)



## IRREGULAR ADJECTIVES

Irregular Adjective	Comparative Form	Superlative Form
good	better	best
bad	worse	worst
far	farther	farthest
little	less	least
many	more	most

Image retrieved from: [goo.gl/ZUk2ki](http://goo.gl/ZUk2ki)

The superlative degree of adjectives indicates that a person or object stands out from a group. That means that the person or object we are talking about is the best or is on top something. Most adjectives follow the rules of the chart above, but there are some that have irregular forms.

**2. Instructions:** I read carefully the following explanation. Then, I read aloud the numbers in the chart.

When talking about prices it is important to know how to ask for them. The common question is “How much is this/ are these...?”. Also, it is important to remember the cardinal numbers to tell and understand prices.

*How much is this apple? It costs \$0.55.*

*How much are these apples? They cost \$1.75.*

1 one	11 eleven	21 twenty-one	31 thirty-one
2 two	12 twelve	22 twenty-two	40 forty
3 three	13 thirteen	23 twenty-three	50 fifty
4 four	14 fourteen	24 twenty-four	60 sixty
5 five	15 fifteen	25 twenty-five	70 seventy
6 six	16 sixteen	26 twenty-six	80 eighty
7 seven	17 seventeen	27 twenty-seven	90 ninety
8 eight	18 eighteen	28 twenty-eight	100 a/one hundred
9 nine	19 nineteen	29 twenty-nine	1,000 a/one thousand
10 ten	20 twenty	30 thirty	1,000,000 a/one million

Checking my progress. I answer the following questions:

1. Do I know how to use cardinal numbers to tell prices?

Yes

No

2. Do I know the way to use adjectives in the superlative form?

Yes

No



# I PRACTICE

Instructions:

1. I write the superlative form of the following adjectives:

ADJECTIVE	SUPERLATIVE
Delicious	
Nice	
Expensive	
Cheap	
Bad	

2. I complete the following sentences by using the superlative form of the adjectives in parenthesis.

1. What is the (delicious) \_\_\_\_\_ fruit in the world?
2. My mum is the (good) \_\_\_\_\_ cook in the world.
3. Bananas are the (cheap) \_\_\_\_\_ fruit in my country.
4. What's the (expensive) \_\_\_\_\_ meat in this restaurant?
5. Beef is the (soft) \_\_\_\_\_ meat I've ever tried.

3. I read the following flyers in which I can see the prices of two different supermarkets. Then, I write sentences using superlative adjectives to describe the products.

## SUPERMARKET A



Toothbrush  
\$6.50



Soap  
\$2.39



Cream  
\$1.88



Milk  
\$2.85



## SUPERMARKET B



Toothbrush  
\$4.05



Soap  
\$2.18



Cream  
\$2.25



Milk  
\$2.79



Image retrieved from: [goo.gl/WfgK27](http://goo.gl/WfgK27)

Ex. *The most delicious milk is in supermarket B.*

---

---

---

---

---

Checking my progress. I answer the following questions:

1. Can I change an adjective into its superlative form?

Yes

No

2. Can I use adjectives' superlative form to describe food's quality?

Yes

No



## I DO

Instructions:

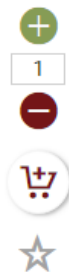
1. I compare the prices and quality of food items presented in the flyer below of "The Farm Supermarket" with the prices of products in my favorite supermarket or local market. I use comparative adjectives.

Despensa El Baratillo is the best place to buy. The oranges are the freshest...



Chicken

\$1.25



Bottle of water

\$0.30



Orange juice

\$1.45



---

---

---

---

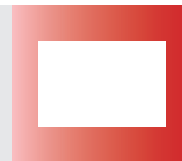
---

---

Did I look for the supermarkets' advertisements and write a paragraph describing the prices and quality of food in it?

Yes

No



## **SELF-EVALUATION**

Instructions:

I read the questions and answer them by filling in the circles below the questions.

1. What is the ending that I can use to form the superlative form of short adjectives?

A) +er

B) +est

C) +most

D) more

2. What's the superlative form of the adjective "bad"?

A) Badder

B) Baddest

C) Worse

D) Worst

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### **ANSWER KEY**

**I practice section:**

**Exercise 1.**

1. the most delicious, 2. The nicest, 3. The cheapest, 4. The most expensive, 5. The softest.

**Exercise 2.**

1. The most delicious; 2. The best; 3. The cheapest; 4. The most expensive; 5. The softest.

**Exercise 3.**

Answers may vary.

**I do section:**

Answers may vary.

**Self-evaluation: 1. B– 2. D**

# LESSON 3.4. I COULDN'T AGREE MORE!

## ACHIEVEMENT INDICATOR:

Correctly and politely agrees and disagrees on likes and opinions about food, appliances and other objects.



## I LEARN

To start the lesson, I reflect on the following questions:

- What expressions do I use when I agree with someone?
- What expressions do I use when I disagree with someone?

**1. Instructions:** I read the following charts, and I pay attention to the expressions that can be used to agree or disagree with someone. Then, I practice telling them out loud.

### To agree:

1. I think so too
2. I absolutely agree
3. I couldn't agree more!
4. Absolutely!
5. I totally agree
6. I had the same idea
7. I was just going to suggest that!

### To disagree:

1. I totally disagree
2. I'm afraid I disagree
3. I'm not sure about that
4. I'm sorry to disagree, but...
5. I beg to differ.
6. I don't share the same idea!

### Examples:

**A:** *I think that pupusas are the best food in El Salvador.*

**B:** *I totally agree!*

**A:** *I believe that the best place to live is close to a river.*

**B:** *I'm sorry to disagree, but I think that it is dangerous.*



- If you agree with someone that says an affirmative sentence, you can use the expression me too.

### For example:

**A:** *I love to eat mangoes with chili.*

**B:** *Me too.*

- If someone says a negative sentence and you agree with him or her, you can use the expression *me neither*.

**For example:**

**A:** *I don't like rats.*

**B:** *Me neither.*

Checking my progress. I answer the following questions:

1. Do I know at least three expressions that I can say to other people when I disagree with their opinions or ideas?

Yes

No

2. Can I use the expression "me neither" to disagree with an affirmative sentence?

Yes

No



## I PRACTICE

Instructions:

1. I read the following dialogues. I circle the expressions that are used to agree with a blue pen and the expressions to disagree with a black pen.

### Dialogue 1: Two siblings in the supermarket.

- A:** Hey! What should we buy for dinner?  
**B:** Mmm... maybe fish.  
**A:** I totally agree. Mom likes it and so does dad.  
**B:** And for drinking?  
**A:** What about coke? I love it.  
**B:** I'm not sure about that. Grandma does not like it!  
**A:** Ok, let's try something else...



### Dialogue 2: A couple talking about their family reunion.

- A:** This coming Saturday, we will have lunch with your parents.  
**B:** Yes, that is true! What should we buy?  
**A:** I don't know, how about chicken and pizza?  
**B:** I'm afraid I disagree. Remember that I don't like pizza.  
**A:** So...what do you suggest?  
**B:** Maybe, hamburgers and French fries.  
**A:** I couldn't agree more...



**Dialogue 3: Two friends shopping in a local market.**

**A:** So my friend, what do you want to buy? There are a lot of fresh things in this market.

**B:** Let's buy apples and bananas. I think they look delicious.

**A:** I had the same idea. You know... we could also buy pineapples, pears and kiwis to make a fruit salad.

**B:** I was just going to suggest that!



2. I read the dialogues again, and I classify the expressions that I circled in the following charts.

**Expressions to agree:**

**Expressions to disagree:**

Checking my progress. I answer the following questions:

1. Can I use expressions to agree politely with a person?

Yes

No

2. Can I identify the expressions that can be used to disagree with a person?

Yes

No



## I DO

Instructions:

1. I write a dialogue in which I imagine that I am with a friend at the supermarket. I can use the dialogues in the “I practice” section as a model. I include expressions to agree and disagree related to likes and opinions about food, appliances and other objects. Then, I practice the dialogue with a friend.

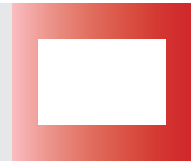
Dialogue: **My friend and I at the supermarket.**



Did I write a dialogue in which I showed to a friend if I agreed or disagreed about his or her likes and opinions about food, appliances and other objects?

Yes

No



## **SELF-EVALUATION**

Instructions:

I read the questions and answer them by filling in the circles below the questions.

1. When is the expression “me too” used for?

A) To agree    B) To disagree    C) To say no    D) To say yes

2. When someone says a negative sentence, what is the expression that I can use to show that I agree with him or her?

A) Me neither    B) Me too    C) Neither too    D) Neither

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## **ANSWER KEY**

### **I practice section:**

#### **Exercise 1.**

**Dialogue 1:** 1. I totally agree; 2. I'm not sure about that,

**Dialogue 2:** 1. I'm afraid I disagree 2. I couldn't agree more...

**Dialogue 3:** 1. I totally agree; 2. I was just going to suggest that!

#### **Exercise 2.**

**Agree:** 1. I totally agree; 2. I couldn't agree more...; 3. I had the same idea; 4. I was just going to suggest that!

**Disagree:** 1. I'm not sure about that; 2. I'm afraid I disagree.

**Self-evaluation:** 1. A–2. A



# LESSON 3.5. MMM DELICIOUS

## ACHIEVEMENT INDICATOR:

Makes calculations with numbers to pay for a shopping transaction.



## I LEARN

To start the lesson, I reflect on the following questions:

- Do I remember the numbers that I can use to tell big quantities?
- What expressions can I use to ask for the price of an object or thing?

**1. Instructions:** I read the following information about cardinal numbers for expressing big quantities. Then, I practice telling them out loud.

Cardinal numbers are used for counting, but they can also be used for asking and telling the prices of products that I buy. In the chart below I can see the numbers from 1,000 to 1,000,000.

1,000	=	one thousand
10,000	=	ten thousand
100,000	=	one hundred thousand
1,000,000	=	one million
10,000,000	=	ten million
100,000,000	=	one hundred million
1,000,000,000	=	one billion (100 thousand million)





Image retrieved from: [goo.gl/mSBaEe](http://goo.gl/mSBaEe)

- The numbers I use from 1 to 999 are the same that I use from 1,000 to 1,000,000. **Example:** *one thousand one, one thousand two, one thousand three...*
- The ticket that I receive when I buy at the supermarket is called **receipt**.
- **PRICE:** When I want to ask for the price of a product, I can use the following questions:

Singular	Plural
<b>How much does the book cost?</b> <b>How much does it cost?</b>	<b>How much do the books cost?</b> <b>How much do they cost?</b>

- When I want to tell prices, I can do it in two different forms.  
Long way: *Four dollars (and) fifty-nine cents*  
Short way: *Four/fifty nine*
- Americans often say large numbers in "phrases" of two digits.  
Long way: *267: Two hundred sixty-seven*  
Short way: *267: two / sixty seven*

**2. Instructions:** I read the expressions in the charts below. I can use these phrases when talking about prices.

1. It's a little bit expensive. 2. It costs a fortune / an arm and a leg. 3. It's 20% off. 4. I got two for the price of one. 5. If you buy one, get one free. 6. It was a real bargain.	<b>Addition</b>	
	<b>Subtraction</b>	
	<b>Multiplication</b>	
	<b>Division</b>	

**Examples:**

- I bought two apples, and you three. We have five apples in total.
- I bought three hamburgers, but I ate one on my way back home. I have only two.
- The pencils cost \$1 each, and I need 12 pencils. Then, \$1 per 12 means that I need \$12 dollars.
- I bought six pens and we are three in the team. If we make the division, it means that we get two pens each.

Checking my progress. I answer the following questions:

- Do I know the expressions that I use to ask for the price of things that I buy?  
Yes  No
- Do I know how to say the numbers from 1 to 1,000,000?  
Yes  No



## I PRACTICE

Instructions:

- I am in the supermarket about to pay for the things that I have chosen. I make the additions of all the prices of the products in my basket. Then, I answer the question below. I write the total in numbers and letters.



\$6.58

Malt O Meal® Corn Bursts® Cereal 35 oz....

\$3.99 80.0¢ / oz



\$11.84 33.0¢ / oz

Mars Chocolate Variety Pack Candy Bars, Full Size, 1.85 Oz, 18 Ct



\$10.44 72.0¢ / oz

Planters Deluxe Pistachio Mix, 14.5 Oz

Images retrieved from: <https://www.walmart.com>

1. How much do I have to pay? \_\_\_\_\_



\$3.48 58.0¢ / oz

Honey Boy® Hardwood Smoked Pink Salmon 6 oz. Can



\$79.98 \$79.98 / oz



\$42.88

Deli Direct Wisconsin Cheese & Sausage Medium Gift Basket 9 pc Bas ...



Was \$999.00 Save \$249.00  
**\$750.00**

Images retrieved from: <https://www.walmart.com>

2. How much do I have to pay? \_\_\_\_\_

2. I read the short dialogue and I write the amount of money to pay.

A: Hello!

B: Hi, how can I help you?

A: That watermelon looks very delicious.

B: How much is it?

A: 5 dollars.

B: I'll take it! Also, I'll take 3 cartons of orange juice and 5 cartons of eggs.

A: Perfect, every carton of orange juice costs 3 dollars, and one carton of eggs costs 5 dollars.

B: How much do I owe you?

A: \$\_\_\_\_\_.

Checking my progress. I answer the following questions:

1. Do I know how to tell the prices of the things that I buy in English?

Yes

No

2. Can I make additions in English?

Yes

No



## I DO

Instructions:

1. I need to buy some basic things at the supermarket that I need for this month. I create my shopping list with the prices of the items. Then, I make the addition to know the total of money that I will spend.

*Grocery List*

for: \_\_\_\_/\_\_\_\_/\_\_\_\_

■ _____	■ _____
■ _____	■ _____
■ _____	■ _____
■ _____	■ _____
■ _____	■ _____
■ _____	■ _____
■ _____	■ _____
■ _____	■ _____
■ _____	■ _____
■ _____	■ _____
■ _____	■ _____

Did I write the shopping list for a month including prices and the total of the money that I will spend?

Yes

No





## **SELF-EVALUATION**

Instructions:

I read the questions and answer them by filling in the circles below the questions.

1. What type of numbers do I use to talk about prices?

A) Ordinals

B) Cardinals

C) Letters

D) None

2. What is the name of the ticket that I am given at the supermarket?

A) Bill

B) Addition

C) Receipt

D) Money

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### **ANSWER KEY**

#### **I practice section:**

##### **Exercise 1.**

1. \$32.85. Thirty-two and eighty-five cents.

2. \$876.34. Eight hundred seventy-six and thirty-four cents.

##### **Exercise 2.**

\$39.00/ Thirty nine dollars.

#### **Self-evaluation:**

1. B–2. C

# REFERENCES

---

- Aprendo inglés con Vani (2016). Superlatives. Retrieved from: <https://bit.ly/2z4yZWW>
- The British Council (n.d.). At the Restaurant. Retrieved from: <https://bit.ly/2IRjGk4>
- The British Council (n.d.). Market and Supermarket. Retrieved from: <https://bit.ly/2tS1e67>
- The Wall Street Journal (2013). Retrieved from <http://www.thewsjblogger.com/tag/tesla/>
- Superselectos, El Salvador (n.d.). Retrieved from: <https://bit.ly/2IRkRAa>
- Unit 1 –Vocabulary Numbers (n.d.). Retrieved from: <goo.gl/mSBaEe>
- Walmart, El Salvador (n.d.). Retrieved from: <https://www.walmart.com>

# UNIT 4. MAKE ME LAUGH

Estimated time: 20 hours

## UNIT OBJECTIVES

- To interpret oral and written language messages related to leisure time activities in spoken and written discourse in order to fulfill communication needs.
- To produce, at sentence and paragraph levels, oral and written discourse about leisure time activities in order to exchange ideas in the target language.
- To socialize decisively the practice of sound leisure time activities as a means to preserve physical and mental health as well as to boost cultural growth.

## LESSON 4.1. I LOVE MY FREE TIME!

### ACHIEVEMENT INDICATOR:

Picks out details related to leisure time activities from teacher's and peer's oral input.



## I LEARN

To start the lesson, I reflect on the following questions:

- What activities do I like to do in my free time?
- Do I practice any sport?

**1. Instructions:** I match each of the words in the chart with the pictures below.

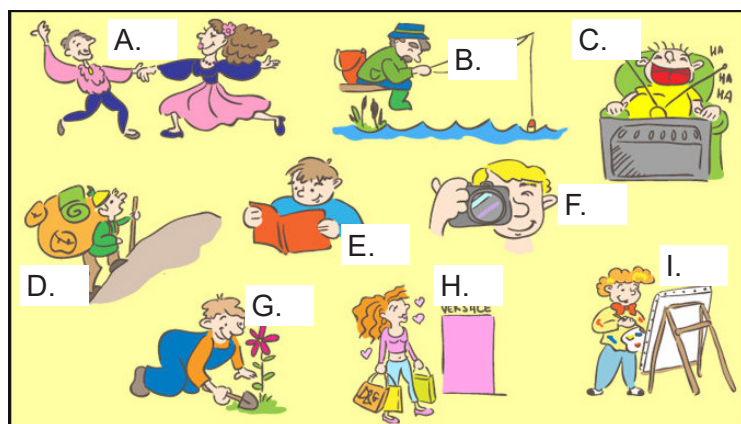
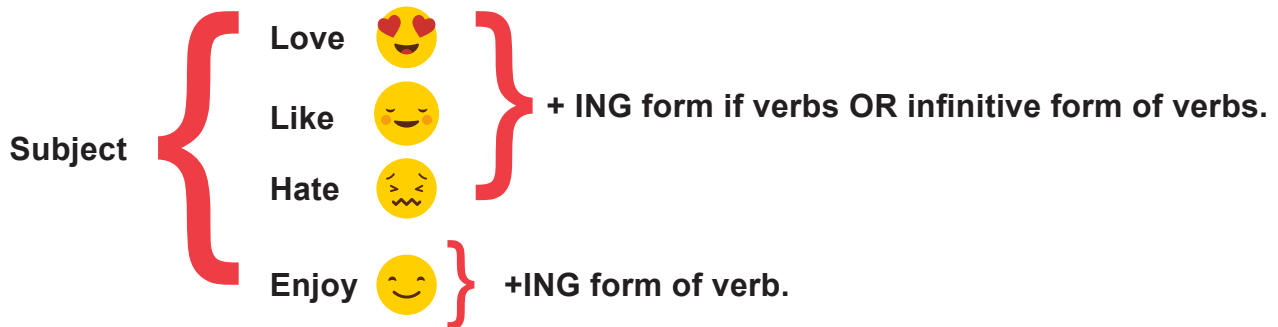


Image retrieved from: [goo.gl/VdGFvL](http://goo.gl/VdGFvL)

1. Dancing
2. Fishing
3. Watch T.V.
4. Mountain climbing
5. Reading books
6. Taking pictures
7. Planting flowers
8. Go shopping
9. Painting

There are some other common free time activities like **listening to music, and playing Nintendo/videogames.**

**2. Instructions:** When talking about free time activities, I can use the following verbs:



**Example:**

- 1. I like **playing** soccer.
- 2. I like **to play** soccer.
- 3. We enjoy **watching** T.V.
- 1. She likes **dancing**.
- 2. She likes **to dance**.

**3. Instructions:** I can also use frequency adverbs to talk about free time activities. I carefully read the chart, and I repeat the adverbs aloud.

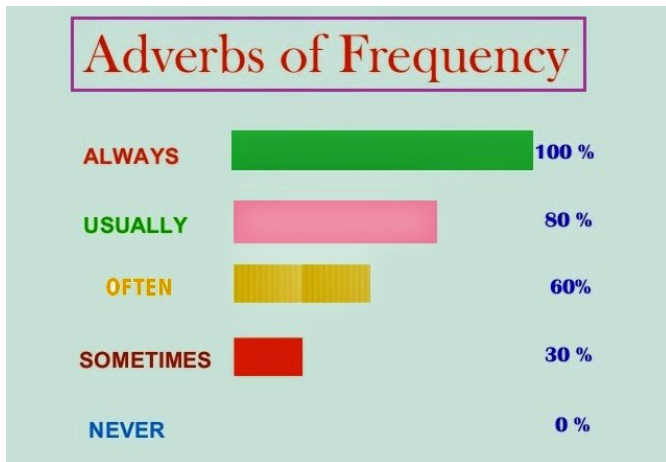


Image retrieved from: [goo.gl/N13W4F](http://goo.gl/N13W4F)

**Example:**

- 1. I **always** take pictures when I go out.
- 2. My mother **sometimes** dances with my father.
- 3. My siblings **never** read books.

Frequency adverbs are placed **after the subject** and **before the verb**.

**Example:** Ben **never** goes shopping.

Checking my progress. I answer the following questions:

1. Do I know how to express some of the most common free time activities?  
 Yes  No

2. Can I use frequency adverbs to express how often I do some leisure time activities?  
 Yes  No





## I PRACTICE

Instructions:

1. I read the following comments where people describe their favorite free time activities. I underline all the free time activities that are mentioned.

### **Miguel:**

I enjoy taking pictures. I like to take photos of birds every day in the morning. Someday I'd like to be a professional photographer.



### **Mario:**

I really hate staying at home on vacations. I enjoy biking and mountain climbing. I also like reading books.



2. Instructions: Read the following question and answer it by using the descriptions above. What are the activities that Miguel and Mario do in their free time?

Miguel: \_\_\_\_\_

Mario: \_\_\_\_\_

3. Instructions: I rewrite the following sentences by using the frequency adverb in parenthesis in the correct place.

1. He listens to the radio. (*often*) \_\_\_\_\_
2. They read a book. (*sometimes*) \_\_\_\_\_
3. Pete gets angry. (*never*) \_\_\_\_\_
4. Ramon and Frank feel hungry. (*often*) \_\_\_\_\_
5. Christine smokes. (*never*) \_\_\_\_\_

Checking my progress. I answer the following questions:

1. Can I recognize vocabulary to talk about free time activities?

Yes

No

2. Can I use frequency adverbs properly?

Yes

No



## I DO

Instructions:

1. I imagine that I am having a conversation with a friend, and I ask him or her about his or her free time activities. I include adverbs of frequency. Then, I practice it with a friend.

\_\_\_\_\_ : \_\_\_\_\_

\_\_\_\_\_ : \_\_\_\_\_

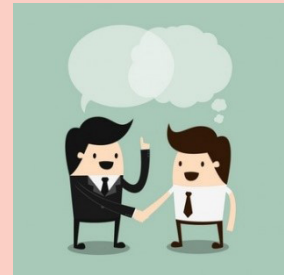
\_\_\_\_\_ : \_\_\_\_\_

\_\_\_\_\_ : \_\_\_\_\_

\_\_\_\_\_ : \_\_\_\_\_

\_\_\_\_\_ : \_\_\_\_\_

\_\_\_\_\_ : \_\_\_\_\_



Retrieved: [goo.gl/QzecTM](http://goo.gl/QzecTM)  
02/06/18



## SELF-EVALUATION

Instructions:

I read the questions and answer them by filling in the circles below the questions.

1. What kind of verb should I use after the verb enjoy?

A) in the -ING form

B) in the infinitive form

C) In the base form

D) in past

2. What is a verb that I can use with an infinitive or -ING form of verbs?

A) Enjoy

B) I'd like to

C) Like

D) Do

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### ANSWER KEY

#### I learn section:

##### Exercise 1:

A.1; B. 2; C.3; D.4; E.5; F. 6; G. 7;H. 8; I. 9.

#### I practice section:

Miguel: take pictures.

Mario: Biking and mountain climbing. Reading books.

#### Exercise 3.

1. He often listens...
2. They sometimes read...
3. Pete never gets...
4. Ramon and Frank often feel...
5. Christine never smokes

#### Self-evaluation:

1. A–2.C

## LESSON 4.2. WHAT DO YOU DO IN YOUR FREE TIME?

### ACHIEVEMENT INDICATOR:

Correctly and courteously asks for and gives information about personal leisure time activities.



## I LEARN

To start the lesson, I reflect on the following questions:

- What is my favorite leisure time activity?
- What is my favorite type of music?

**1. Instructions:** I look at the following pictures about genres of music and types of sports. Then, I practice saying the words aloud.

### MUSIC



ROCK MUSIC



RAP MUSIC



JAZZ



**ROCK AND ROLL MUSIC**



**SALSA**



**ELECTRONIC MUSIC**

**Example:** *I like listening to electronic music in my free time.*

**SPORTS**



**BASEBALL**



**SOCCER**



**BASKETBALL**



**VOLLEYBALL**



**TENNIS**

Other leisure time activities:



**Watch TV**



**Go to the movies**



**Play video games**



**Play an instrument**



**Go shopping**



**Do/Play sport**



**Listen to music**



**Read**



**Surf the internet**



**Spend time with the family**



**Go out with friends**



**Study**

Image retrieved from: <https://bit.ly/2m1Ss15>



### Examples:

1. I like listening to rap music.
2. I love to play tennis.
3. I always play soccer every Saturday morning...

When asking about leisure time activities I can use the following questions and expression:

*What do you do in your free time?*

*Could you please tell me what you do in your free time?*

*I wonder what you do in your free time.*

Checking my progress. I answer the following questions:

1. Can I name at least three leisure time activities in English?

Yes

No

2. Can I mention different names of music genres?

Yes

No



## I PRACTICE

Instructions:

1. I read the following answers that some people offered after being asked “What do you do in your leisure time?” Then, I underline all the leisure activities that are mentioned.

**Monica:**

*“My leisure time activities? Good question! I do a lot of things. For example, I listen to music. I really love rock music because it relaxes me. I also play volleyball at the beach with my friends.”*



Image retrieved from: <https://bit.ly/2MWqP59>

**Ruben:**

*“Well, to be honest, I don’t have too much free time, but when I do, I try to have fun. First, I play soccer. I generally do it on Saturday mornings. Second, I go to the movies or go shopping with my friends. And finally, I read books, I love it!”*



Image retrieved from: <https://bit.ly/2J6h8yH>

2. I read the following conversations, and I complete them by using the information in parenthesis, and the questions to ask about leisure activities from the “I learn” section.

### A conversation between friends

**Federico:** Hello, Jennifer! How are you?

**Jennifer:** Hi, Federico! I'm fine. I am a little bit busy though.

**Federico:** Really! Why? Isn't it today, your day off?

**Jennifer:** Sure, it is. But... today I am doing a report.

**Federico:** Oh, sorry to hear that. By the way,

(1) \_\_\_\_\_?

**Jennifer:** I do many different things. For example,

I (2) \_\_\_\_\_ (like/ listen) to music,

I (3) \_\_\_\_\_ (enjoy/ draw), and

I (4) \_\_\_\_\_ (always/ surf) the net to watch funny videos.



### A conversation between classmates

**Carlos:** Hi, Albert!

**Albert:** What's up, Carlos?

**Carlos:** Hey, I was wondering if you are free this coming Saturday.

**Albert:** Sorry, Carlos. I already have plans because it is my day off.

**Carlos:** Oh, really! (1) \_\_\_\_\_?

**Albert:** Actually, I don't do much. I (2) \_\_\_\_\_ (like/ play) soccer with my cousins. Also, I (3) \_\_\_\_\_ (love/play) video games about car races, and I really (4) \_\_\_\_\_ (enjoy/ study) English.



Checking my progress. I answer the following questions:

1. Can I recognize some names of leisure activities?

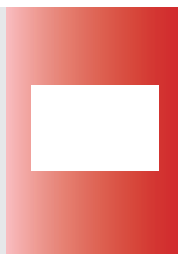
Yes

No

2. Do I know the definitions of some sports in English?

Yes

No





# I DO

Instructions:

1. I write a short dialogue in which I talk with a friend about our leisure time activities. I use the vocabulary studied in part A.

\_\_\_\_\_ :

\_\_\_\_\_ :

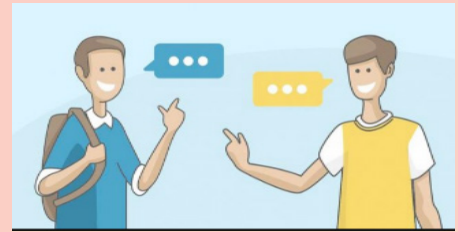
\_\_\_\_\_ :

\_\_\_\_\_ :

\_\_\_\_\_ :

\_\_\_\_\_ :

\_\_\_\_\_ :



Did I properly write a dialogue in which I asked and gave information about leisure time activities?

Yes

No



## SELF-EVALUATION

Instructions:

I read the questions and answer them by filling in the circles below the questions.

1. What's the name of the sport that is played by two teams of eleven players?

- A) Tennis      B) Soccer      C) Basketball      D) Golf

2. What's the type of music in which saxophones are played?

- A) Jazz      B) Rock      C) Salsa      D) Rap

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## ANSWER KEY

### I practice section:

#### Exercise 1.

Monica: I listen to music. I also play volleyball.

Ruben: I play soccer. I go to the movies or go shopping. I read books.

#### Exercise 2: Possible answers

##### A conversation between friends

1. What do you do in your free time?/ Could you please tell me what you do in your free time?/ I wonder what you do in your free time

2. I like listening/ to listen.

3. I enjoy drawing.

4. I always surf the net...

##### A conversation between classmates

1. What do you do in your free time?/ Could you please tell me what you do in your free time?/ I wonder what you do in your free time

2. I like playing/ to play...

3. I love playing/ to play...

4. I enjoy studying English.

##### Self evaluation

1. B-2.A

## LESSON 4.3. I MAY VISIT IT AGAIN

### ACHIEVEMENT INDICATOR:

Expresses degrees of possibilities related to leisure time activities with grammatical accuracy.



## I LEARN

To start the lesson, I reflect on the following questions:

- What expressions do I use to describe things that could possibly happen?
- What is an activity that I will probably do these days?

**1. Instructions:** I read the following information about modal verbs.

**What's a modal verb?** It is an auxiliary verb that I can use to express necessity, possibility, prohibition, obligation, etc. For example, *some common modal verbs are should, can, could, must, might, may, would, shall and will.*



**May** and **might** are modal verbs that are used to express **possibility** in the future or in the present. The difference is that **may** describes an event or action that has more probability to happen than **might**.

The modal verbs in the chart are used to express a different degree of possibility:

## Modal Possibility

Must	99%
May	50-80%
Might	20-40%
Can't	0%

### Examples:

- It **might** rain on Friday.
- It **may** rain on Saturday.
- It **can't** rain Monday.



Retrieved: goo.gl/BNs7oj 02/06/18

**NOTE:** when I use modals with a third person subject, I don't change or add anything to the main verb.

### Example:

She **might goes** to the park with us today. ❌  
 She **might go** to the park with us today. ✅

### Examples:

My mother is not at home, she **must** be at the supermarket. (99% of possibility)  
 There is going to be a concert this coming Sunday, I **may** go with my friends. (50-80% of possibility)  
 We went to a new restaurant, and we **might** visit it again! (20-40% of possibility)  
 It is not cloudy today, so it **can't** rain! (0% of possibility)

Checking my progress. I answer the following questions:

1. Do I know the modal verbs to express possibility?

Yes

No

2. Do I know how to use might and may to talk about possibilities in the present and future?

Yes

No



## I PRACTICE

Instructions:

1. I read the following magazine article about famous people's leisure activities. I underline with a blue pen the free time activities mentioned, and I use a black pen to circle the modal verbs of possibility.

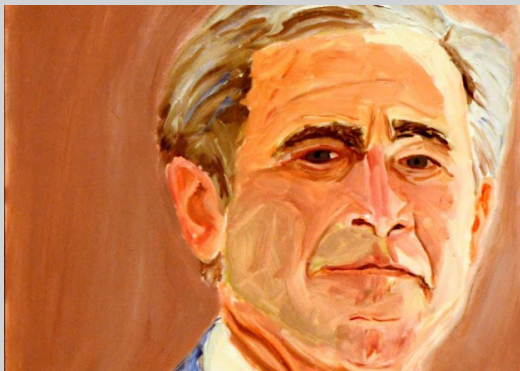
# Famous people and their odd hobbies

*What do celebrities do in their free time?*



## MERYL STREEP KNITS

The award-winning actress says she loves to knit, and she's even said to have hand-knitted the shawl she wore in the movie "Doubt." Streep admits that she spends much of her time on set knitting and finds the hobby to be therapeutic: "For me it was a place to gather my thoughts and understand the contemplative (life) ... it's a sort of clearing out place." She might continue knitting until she retires.



## GEORGE W. BUSH

It turns out that the former US President is also a prolific painter, having painted more than 50 puppies, numerous landscapes, and at least 30 world leaders. He may paint some other leaders in the following years. Bush took up painting after leaving office in 2009 and spent a month in Florida learning the art from a Georgia-based painter. He might take classes with other painters to improve his technique.



## BILL GATES

Gates has a few hobbies that he considers "old-fashioned," and the billionaire tells Reddit he is an "avid bridge player." He might play it until the last day of his life. He also loves playing tennis, and considers spending time with his kids a favorite pastime.

Information retrieved from: [goo.gl/yisSdE](http://goo.gl/yisSdE)

2. I unscramble the following words to form sentences.

1. Meryl another knit shawl might

---

2. Must happy George Bush when paints he feel

---

3. Stop can't George Bush painting

---

4. Bill Gates bridge with friends his play may

---

5. Spend might with his Bill Gates kids playing hours

---

3. I read the following sentences, and I complete them by using the expressions in the chart.

must be      may play      may go      might buy      can't sell

1. Ronald \_\_\_\_\_ a new car, he has a lot of money!
2. She \_\_\_\_\_ angry, she is screaming to her son.
3. My friends and I \_\_\_\_\_ Nintendo this afternoon.
4. They \_\_\_\_\_ to the soccer field, they are wearing sport cloths!
5. My parents \_\_\_\_\_ the house, we don't have another one.

Checking my progress. I answer the following questions:

1. Can I scan vocabulary about leisure activities in the article of a magazine?

Yes

No

2. Can I use modal verbs to express possibility?

Yes

No



# I DO

---

Instructions:

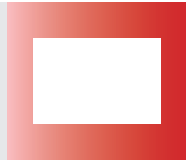
1. I write my own magazine article. I include information about my favorite celebrities' leisure activities. I use modal verbs to express possibility. Then, I share it with a friend.

A large rectangular area with a light orange background, containing several smaller rectangular boxes of varying sizes and colors (light orange and dark red) for writing and design.

Did I accurately write a magazine article describing my favorite celebrities' leisure activities and using modal verbs of possibility?

Yes

No



## SELF-EVALUATION

Instructions:

I read the questions and answer them by filling in the circles below the questions.

1. What is the degree of possibility of the modal verb "may"?

A) 99%

B) 80-50%

C) 40-20%

D) 0%

2. What is the degree of possibility of the modal verb "must"?

A) 99%

B) 80-50%

C) 40-20%

D) 0%

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### ANSWER KEY

#### I practice section:

##### Exercise 1.

Blue: knitting, painting, bridge, tennis, spending time with his kids.

Black: might, may.

##### Exercise 2.

1. Meryl might knit another shawl.
2. George Bush must feel happy when he paints.

3. George Bush can't stop painting.

4. Bill Gates may play bridge with his friends.

5. Bill Gates might spend hours playing with his kids.

##### Exercise 3.

1. Might buy, 2. Must be, 3. May play, 4. May go, 5 can't sell.

**Self-evaluation:** 1- B) 2- A)

## LESSON 4.4. A PARADISE ON EARTH

### ACHIEVEMENT INDICATOR:

Scans vocabulary related to leisure time activities from newspaper and magazine articles.





## I LEARN

To start the lesson, I reflect on the following questions:

- What is a place in my country that I consider a paradise?
- Do I have any place in my country that I would definitely visit again? What is that place?



Image retrieved from: [goo.gl/yfJ8AL](https://goo.gl/yfJ8AL)

**1. Instructions:** I read the following descriptions from a magazine article about places to visit in El Salvador.

## EL Salvador an Amazing Destination

### San Diego Beach

It is one of the most famous beaches of El Salvador. In this place, tourists can do many activities like seeing the amazing mountains and volcanos that are around it, eating delicious and cheap seafood and cocktails. You will find it a nice place to stay because there are hotels where tourists can spend an unforgettable stay.

### Lake Coatepeque

This lake is located in the department of Santa Ana. It is considered one of the ten most beautiful lakes in the world. A lot of tourists like going there because they can do different activities like practicing scuba diving, go sailing, try kayaking, go swimming and so on.

Look at the previous reading. You can notice that the magazine presents some of the free time activities that people can do when visiting some places in El Salvador.

For example: *See mountains and volcanoes, eat delicious and cheap seafood, stay in hotels, practice scuba diving, go sailing, try kayaking, and go swimming.*

Checking my progress. I answer the following questions:

1. Can I identify vocabulary related to leisure time activities when reading magazine articles?

Yes

No

2. Do I know the vocabulary that appears on the magazines about leisure activities?

Yes

No




## I PRACTICE

Instructions:

1. I read the following magazine's cover about The Flowers Route in El Salvador. I underline with a pen the leisure activities that I can do when visiting each of the places.


### Flowers Route



The Flowers Route is a great destination for tourists. This trip consists on visiting different local towns like Salcoatitán, Apaneca, Ataco, and Juayúa. In these places you can see beautiful and wonderful landscapes while enjoying a cool and nice weather. This route is the most popular in El Salvador because you can find delicious food, nice handicrafts, and unforgettable adventures.

These are some activities that people can do in the towns:

1. Salcoatitán, visitors can eat yuca frita.
2. Juayúa, travellers can go to a gastronomic festival.
3. Apaneca, tourists can go to The Albania Labyrinth.
4. Ataco, visitors have the opportunity of admiring the colorful murals.





2. I read the following text from an online magazine promoting local towns in El Salvador as a touristic destination. I identify the leisure activities, and I answer the questions below.

## El Salvador – Leisure and Recreation

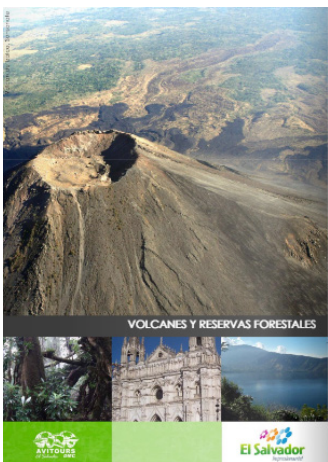
Nearly every town of this small country has a central park where people watch entertaining shows. These places are very popular because they are the center of commerce and interesting touristic activities. Most municipalities provide free events where people can listen local bands playing folkloric music, cumbias and other traditional types of music. In addition, these parks also include playgrounds and sports activities where people can participate by playing or observing. Finally, local towns and their parks are the center of gastronomical festivals. People can find different typical and local dishes prepared with the freshest and most delicious ingredients. For example, they can eat pupusas, tamales, traditional candies, and a variety of atoles.



What are three leisure time activities presented in the reading?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

3. I carefully look at the following tourist places in El Salvador that are presented in the magazines' covers below. Then, I write three leisure activities that I can possibly do in the places.



**Izalco Volcano**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



**San Andres Ruins**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_





Pictures retrieved from: <https://bit.ly/2KIwlvD>

## El Pital Hill

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Checking my progress. I answer the following questions:

1. Can I identify leisure activities to do on vacation that are offered by a travel agency?

Yes

No

2. Can I identify some leisure activities when seeing the cover of a travel magazine?

Yes

No



## I DO

Instructions:

1. I choose a place in my country that I consider a paradise on Earth. I identify the main leisure activities that people can do in the place, and I create my own magazine cover like the ones in the “**I practice**” section exercise 1. Then, I show it to a relative.

Can I identify leisure time activities to create my own magazine cover?

Yes

No



## **SELF-EVALUATION**

Instructions:

I read the questions and answer them by filling in the circles below the questions.

1. What is the part of a magazine that gives general information about the principal things to do in a place?

- A) Article    B) Editor's letter    C) Cover    D) Back part of the magazine

2. Which of the following actions is not considered a leisure activity?

- A) Study    B) Watch a movie    C) Play videogames    D) Play sports

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### **ANSWER KEY**

**I practice section:**

#### **Exercise 1.**

- See beautiful and wonderful landscapes while enjoying a cool and nice weather.
- Find delicious food, nice handicrafts and unforgettable adventures.
- Eat yucca frita
- Go to a gastronomic festival
- Go to Alabania Labyrinth.
- Admire the colorful murals.

#### **Exercise 2.** Possible Answers

1. People can watch entertaining shows.
2. People can listen local bands playing folkloric music, cumbias and other traditional types of music.
3. People can watch sports events.

#### **Exercise 3.** Answers may vary.

#### **Self-evaluation:**

1. C – 2. A

## **LESSON 4.5. REGARDS FROM EL SALVADOR!**

### **ACHIEVEMENT INDICATOR:**

Writes sentences expressing possibility related to leisure time activities with correct grammar and syntax.



# I LEARN

To start the lesson, I reflect on the following questions:

- What is my favorite leisure time activity?
- Why do I like that specific leisure time activity?



**1. Instructions:** I read the following postcard that Sara sent to his friend Rachel in United States in which she describes the leisure activities that she does in her free time. I pay attention to the words in bold face.

Hello, dear Rachel!

I want to tell you about my leisure activities. You know that I like reading books. I went to the National Library in San Salvador, and I found some interesting books. I **can't** stop reading them. Also, I really enjoy watching TV. I think that I **might** watch TV all they long if I did not go to school. Besides, I love to go out with my friends. They always invite me to festivals in towns. For example, this coming weekend we **may** go to Ilbasco or Ataco. Moreover, I enjoy collecting Teddy bears. I think that I **could** spend hours in a store looking for the the best Teddy bears. In addition, I like to play soccer on Mondays and Thursdays. I **can't** play more days because I have to study. Further, on Saturday, I go swimming with my friends. I really love swimming. I think that I **might** swim all my life. Finally, I go to see my grandparents on Sundays. I enjoy spending time with them. They **must** feel happy to see me every weekend.

Hope to receive a postcard from you soon.

Regards from El Salvador, Sara!



Mrs Jones

24 New Street

Cardiff

CF1 4SC



Sara's leisure time activities are:

- She watches TV.
- She goes out with her friends.
- She collects Teddy bears.
- She plays soccer.
- She goes swimming.
- She goes to see her grandparents.
- She reads.

When I talk about leisure activities, I have to use verbs like: **love, hate, like, enjoy, prefer + INFINITIVE or GERUNDS.**

It is also important to remember that I can use **modal verbs to express possibility** when talking about leisure activities.

Look at this table. The expressions on the left can be replaced by a modal verb of possibility

TEMPORAL REFERENCE PRESENT/FUTURE	MODAL VERB + INFINITIVE
Perhaps, maybe, it's just possible	MAY
It's just possible	MIGHT
I am sure (affirmative)	MUST
There is a possibility	COULD
It is impossible, I am sure (negative)	CAN'T

Image retrieved from: [goo.gl/CVK6Uc](http://goo.gl/CVK6Uc)

**Examples:**

1. *We may go to Ilobasco or Ataco.* = *Perhaps we'll go to Ilobasco or Ataco.*
2. *They must feel happy to see me every weekend.* = *I am sure they feel happy to see me every weekend.*



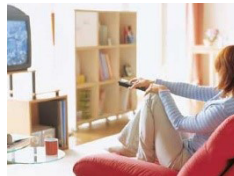
## I PRACTICE

Instructions:

1. I see the following sets of pictures about Bea and Esteban's leisure activities. I write one sentence per picture to describe what they do during their leisure time.

**Example:** *Beatriz likes reading books.*

**Beatriz:**



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Esteban:**



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

2. I read the following chart about the leisure activities that Paquito will probably do next weekend. Then, I complete the postcard below by using modal verbs of possibility.

Probability	Activity
1. Perhaps, maybe, it is just possible.	Go to a concert in CIFCO on Friday night.
2. Perhaps, maybe, it is just possible.	Play soccer with some friends on Friday night.
3. It is just possible.	Go swimming to Mapulapa with some friends on Saturday morning.
4. There is a possibility.	Go to a festival in San Vicente.
5. It is impossible. I'm sure (negative).	Read a book on Sunday morning.
6. I am sure.	Visit his relatives in Panchimalco on Sunday afternoon because it is my grandma's birthday.



**Example:** *I might go to a concert in CIFCO on Friday night.*

Hello, my dear friend Sally!

I want to tell you about my leisure activities. You know that I like listening to music. I (1) *might go to a concert in CIFCO on Friday night* or I (2) \_\_\_\_\_ . Also, you know that I really enjoy swimming, so I (3) \_\_\_\_\_ . I think that later I (4) \_\_\_\_\_ . Besides, you know I have to read a book, but I hate books. I (5) \_\_\_\_\_ . Finally, I (6) \_\_\_\_\_ . I think she will feel very happy.

Regards from El Salvador, Paquito!

Miss Clarkson  
 34 North Avenue  
 New York  
 CF 3 4 SC

Checking my progress. I answer the following questions:

1. Can I write correctly sentences related to leisure time activities?

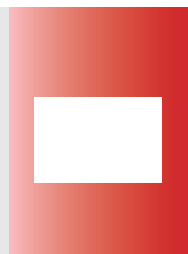
Yes

No

2. Can I write sentences correctly by using preference modal verbs of possibility?

Yes

No





## I DO

Instructions:

1. I imagine that my best friend is living in another country. I create a postcard in which I describe the activities that I do in my leisure time, and I include modal verbs of possibility. I can use the postcard in the “I learn” section as a model. Then, I share my postcard with a friend.

Did I write a postcard to a friend describing my leisure time activities?

Yes

No

108

Inglés

PROYECTO EDUCACIÓN





## SELF-EVALUATION

Instructions:

I read the questions and answer them by filling in the circles below the questions.

1. What's a verb that indicates preference?

- A) Read    B) Love    C) Go    D) Sleep

2. Which of the following verbs cannot be followed by a gerund?

- A) Love    B) Like    C) Enjoy    D) Prefer

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### ANSWER KEY

#### I practice section:

##### Exercise 1.

Bea:

- 1- Bea/she likes/loves sleeping/to sleep
- 2- Bea/she likes/loves watching/to watch TV.
- 3- Bea/she likes/loves to go shopping.

Esteban:

- 1- Esteban/he likes/loves to go/going on the internet.
- 2- Esteban/he likes/loves to read/reading
- 3- Esteban/he likes/loves to play videogames/playing videogames.

##### Exercise 2.

1. I may go to a concert in CIFCO on Friday night.
2. I may go to play soccer with my friends.
3. I might go swimming to Mapulapa with some friends on Saturday morning.
4. I could go to a festival in San Vicente.
5. I can't read a book on Sunday morning.
6. I must visit my relatives in Panchimalco on Sunday afternoon because it is my grandma's birthday.

#### Self- evaluation:

1. B-2. C

# REFERENCES

---

- Testeach. Hobbies and Activities. Retrieved from: [goo.gl/VdGFvL](https://goo.gl/VdGFvL).
- Learn English is Fun. Frequency Adverbs Exercise. Retrieved from: [goo.gl/N13W4F](https://goo.gl/N13W4F)
- Englisch-Hilfen. Position of adverbs of frequency – Exercise 1. Retrieved from: [goo.gl/RAL9Pt](https://goo.gl/RAL9Pt)
- FreePik. Business conversation design. Retrieved from: [goo.gl/QzecTM](https://goo.gl/QzecTM)
- Woodward English (2013). Free time and Leisure Activities. Retrieved from: <https://bit.ly/2m1Ss15>
- Gillett, Rachel (2016). 13 hobbies highly successful people practice in their spare time. Business Insider. Retrieved from: [goo.gl/yisSdE](https://goo.gl/yisSdE)
- Discover El Salvador Travel. Retrieved from: <https://bit.ly/2zmXrmH>
- Comuniquet (2015). The Greatness of These Trendy Destinations. Retrieved from: <https://bit.ly/2zmhiCo>
- El Salvador turismo Magazine (2009). Avitours El Salvador. Retrieved from: <https://bit.ly/2Klwlvd>
- Spatfocus (n.d.). United States of America (USA) - Leisure, Recreation and Sports. Retrieved from: [goo.gl/xbzyFJ](https://goo.gl/xbzyFJ)
- Barker, Chris and Johnston, Olivia (2014). Megatrends, students book 1. Macmillan Publishers Limited.



# UNIT 5. AN APPLE A DAY KEEPS THE DOCTOR AWAY

Estimated time: 20 hours

## UNIT OBJECTIVES

- To recognize oral and written language associated with different parts of the body, health problems, medications, feelings and suggestions through listening and reading in order to fulfill intended communication needs.
- To generate messages concerning parts of the body, health problems, medications, feelings and suggestions by producing comprehensive oral and written discourse in order to communicate successfully.
- To acquire healthy habits to maintain a healthy body and be more productive in studies and work.

## LESSON 5.1. MY BODY IS MINE

### ACHIEVEMENT INDICATOR:

Clearly identifies the different parts of the body from diverse oral input.



### I LEARN

To start the lesson, I reflect on the following questions:

- Do I go to the gym? Yes? No? Why?
- Do I eat healthy?

**1. Instructions:** I take a look at the picture below, and I learn vocabulary related to body parts. Then, I repeat the words aloud.

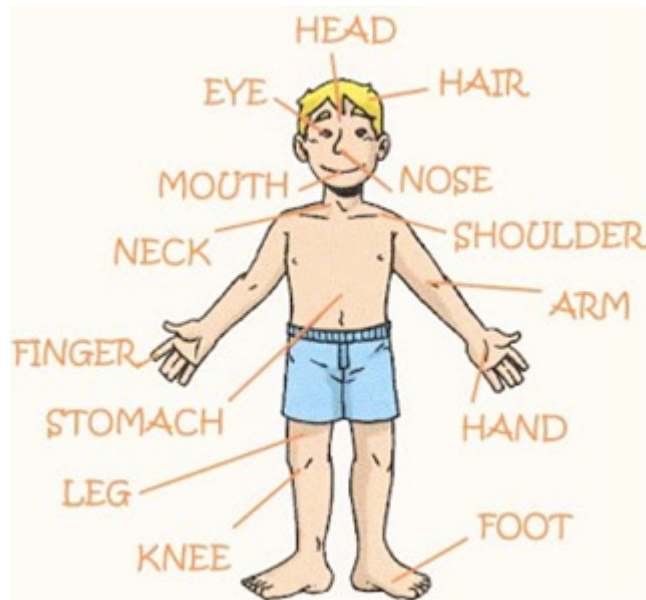


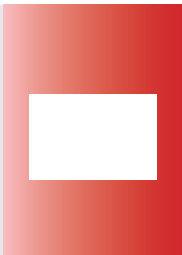
Image retrieved from: [goo.gl/JTnVQR](http://goo.gl/JTnVQR)

**2. Instructions:** I go to the following link [goo.gl/u2ZwWT](http://goo.gl/u2ZwWT), and I watch the video in it. I practice telling the parts of the body aloud. Then, I write the words that are new in my notebook.

Checking my progress. I answer the following questions:

1. Do I know some parts of the body?  
Yes  No

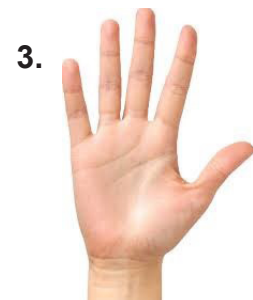
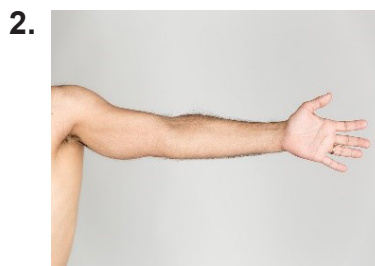
2. Can I pronounce most of the parts of the body correctly?  
Yes  No



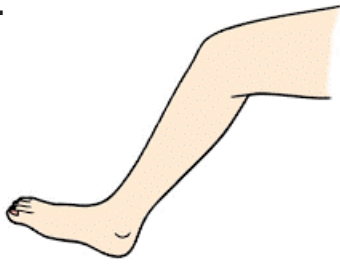
## I PRACTICE

Instructions:

1. I write the name of the parts of the body next to the picture that corresponds.



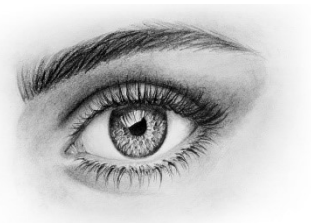
4.



5.



6.



2. I complete the following words that describe parts of the body by writing the missing vowels.

1. S h \_ \_ \_ l d \_ \_ r.

2. N \_ \_ \_ c k.

3. N \_ \_ s \_ \_.

4. F \_ \_ n g \_ \_ r.

5. M \_ \_ \_ t h.

6. K n \_ \_ \_.

3. I read the following text, and I underline the vocabulary related to parts of the body.

Do you know that your heart is actually a muscle? It's located a little to the left of the middle of your chest, and it's about the size of your fist. There are lots of other muscles all over your body - in your arms, in your legs, even in your back. However, your heart is a special muscle because of what it does - the heart sends blood around your body. The blood provides your body with the oxygen and nutrients it needs. It also carries away the waste that your body has to get rid of.

4. I write down in the spaces the names of the parts of the body that were mentioned in the text. Then, I illustrate them in the chart by using drawings or pictures.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**DRAWINGS OR PICTURES**



Checking my progress. I answer the following questions:

1. Can I mention at least 5 parts of the body in English?

Yes

No

2. Can I say "pie" in English?

Yes

No



## I DO

Instructions:

1. I draw the body of one of my family members, and I identify twelve parts of his or her body. Then, I describe my draw to a relative or a friend.

Did I identify the parts of the body of a relative, and I made a draw to illustrate them?

Yes

No





## **SELF-EVALUATION**

Instructions:

I read the questions and answer them by filling in the circles below the questions.

1. What's the part of the body that is between my eyes?

- A) Ears                      B) Nose                      C) Arm                      D) Foot

2. What's the part of the body that helps us to stand and walk?

- A) Eyes                      B) Neck                      C) Head                      D) Foot

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### **ANSWER KEY**

**I practice section:**

#### **Exercise 1.**

1. Foot, 2. Arm, 3. Hand, 4. Leg, 5. Nose, 6. Eye.

#### **Exercise 2.**

1. Shoulder, 2. Neck, 3. Nose, 4. Finger, 5. Mouth, 6. Knee.

#### **Exercise 3.**

Parts: heart, fist, chest, arms, legs, back.

#### **Exercise 4.**

Answers may vary

#### **Self-evaluation:**

1. B–2. D

## **LESSON 5.2. WHAT'S WRONG WITH YOU?**

### **ACHIEVEMENT INDICATOR:**

Clearly gets the notions of good and bad emotional and physical states from authentic oral sources.



## **I LEARN**

To start the lesson, I reflect on the following questions:

- What do I do when I get sick?
- How often do I go to the doctor?



**1. Instructions:** I read the following vocabulary related to health problems.



I have a **fever**. I got the **flu**.



I got a bad **cough**.



I have a **stomachache**.



I have a **toothache**.



I have a **headache**.



I have a **cold**.

**Other health problems to know:**

1. I have an upset stomach.
2. To have allergies
3. To sneeze a lot.
4. To have itchy eyes.
5. To have an earache.

Checking my progress. I answer the following questions:

1. Can I say at least four illnesses in English?

Yes

No

2. Do I know the verbs that I have to use to describe illnesses?

Yes

No



## I PRACTICE

Instructions:

1. I complete the following 'chart with my own information about health problems.

I always...	I sometimes...	I almost never...	I never...
have a fever.			have allergies.

2. Which of the verbs can I use with the expressions in the chart<sup>2</sup>?

be    -feel    get (x2)    have (x4)    see

feel	sick		a headache		healthy
	allergies		a cough		a doctor
	a sore throat		Fever		the flu

3. In my notebook, I write in the chart what is happening with Vang.

### Does Vang need to see a doctor?

Vang is sick. He has a runny nose, congestion, and a headache. He bought medicine at the store to help him feel better, but it did not work. He gets the chills and his body aches. His wife took his temperature and he has a fever. She says, “Vang, you have the flu.” Vang stays home from work. He takes more medicine. After three days, he doesn’t feel better. His temperature is still very high. Vang’s wife tells him, “You need to see a doctor soon.”

Reading retrieved from: <https://bit.ly/2MZmvSx>

### What’s wrong with Vang?

*Ex. He has a runny nose.*

Checking my progress. I answer the following questions:

1. Can I describe the health problems that I have, and that other people have?

Yes

No





# I DO

Instructions:

1. I imagine that I am having a conversation with one of my friends. I have not been feeling very well. I describe in my conversation all the things that I feel and my symptoms. Then, I practice the conversation with a friend.

\_\_\_\_\_ :

\_\_\_\_\_ :

\_\_\_\_\_ :

\_\_\_\_\_ :

\_\_\_\_\_ :

\_\_\_\_\_ :

\_\_\_\_\_ :

\_\_\_\_\_ :

Am I able to have a conversation and describe my health problems with accuracy?

Yes

No



## SELF-EVALUATION



Instructions:

I read the questions and answer them by filling in the circles below the questions.

1. If I have a cold I ..... a lot

A) Run

B) Cold

C) Sneeze

D) drink

2. When I have a ..... I cannot speak very well.

A) Sore throat

B) Stomachache

C) Itchy eye

D) Backache

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## ANSWER KEY

### I practice section:

#### Exercise 1.

Answers may vary.

#### Exercise 2.

Feel sick, have allergies, have a sore throat, have a headache, get a cough, have a fever, be healthy, see a doctor, get the flu.

#### Exercise 3.

He has a runny nose, congestion, and a headache.

He gets chills and his body aches

He has a fever.

Vang has the flu.

### Self-evaluation:

1. C–2. A

## LESSON 5.3. HEAD, SHOULDERS, KNEES, AND TOES!

### ACHIEVEMENT INDICATOR:

Correctly says the parts of the body that have been taught.



## I LEARN

To start the lesson, I reflect on the following questions:

- What are three parts of the body that I can remember?
- What is the part of the body that I use for eating my food?

**1. Instructions:** I look at the following picture. I review and learn some new vocabulary about the parts of the body. Then, I practice telling the words aloud.

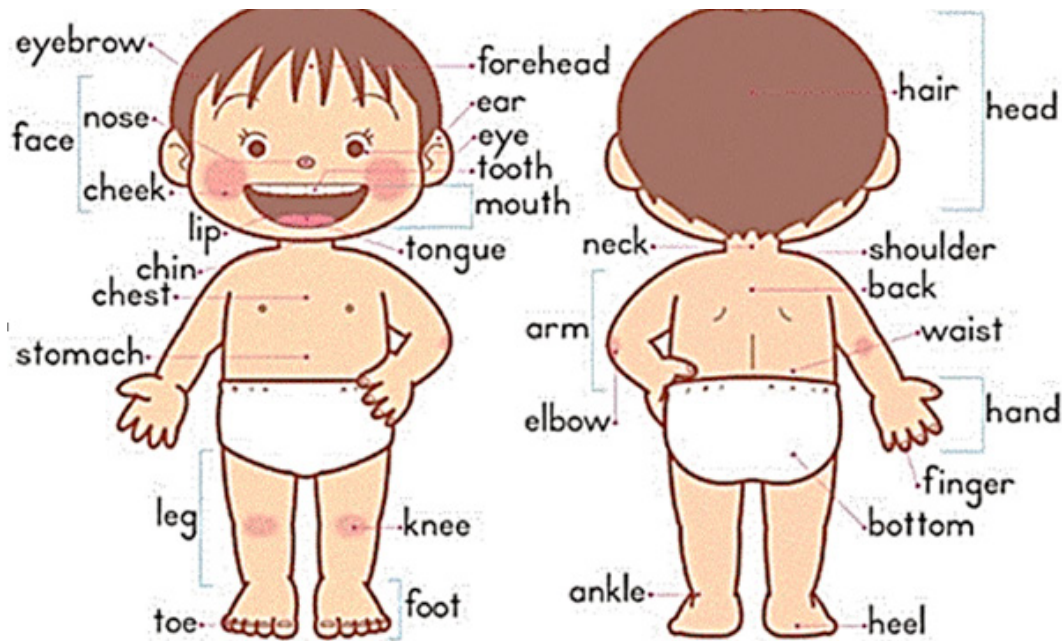


Image retrieved from: [goo.gl/VwMg3C](http://goo.gl/VwMg3C)

**2. Instructions:** I learn some other expressions and phrases that I can use to describe health problems involving specific parts of my body. Then, I repeat the vocabulary out loud.



Image retrieved from: [goo.gl/zeXx4M](http://goo.gl/zeXx4M)

Checking my progress. I answer the following questions:

1. Did I learn to name of at least four new parts of the body?

Yes

No

2. Did I learn the name of at least four new illnesses?

Yes

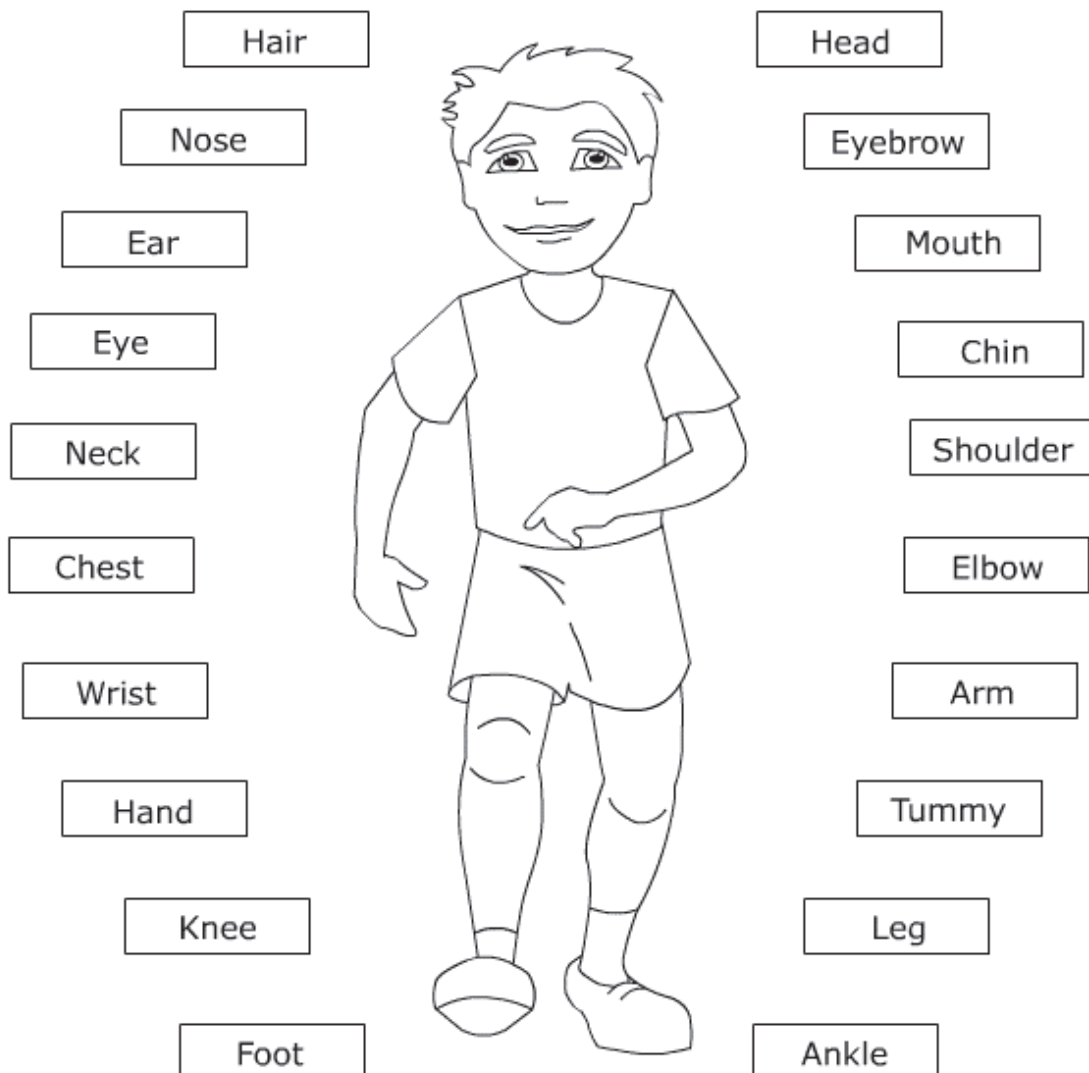
No



## I PRACTICE

Instructions:

1. I look at the following picture. Then, I draw a line from each label to the right part of the body.



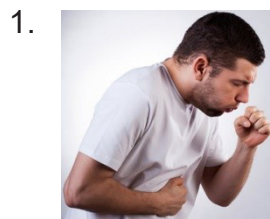
Retrieved from: [goo.gl/TkMx3u](http://goo.gl/TkMx3u)

2. I read the following definitions, and I write in the space the name of the part of the body that is being described.

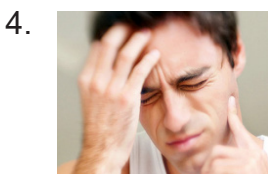
1. You use this part of the body to hear. ears
2. You have eight of these, four on each hand. \_\_\_\_\_
3. You have two of these. You use them to walk. \_\_\_\_\_
4. You use these to see. \_\_\_\_\_
5. You use this to talk, smile and eat. \_\_\_\_\_
6. The part of your body with your hair, eyes, mouth, nose and ears on. \_\_\_\_\_
7. At the bottom of your leg, you have \_\_\_\_\_.
8. You wear a shoe on it. \_\_\_\_\_
9. You have one \_\_\_ in the middle of your face. You use it to smell. \_\_\_\_\_
10. After your mouth, your food goes down your \_\_\_\_\_.
11. You have two of these. They have your hands at the end. \_\_\_\_\_.
12. You have ten of these they are in your feet. \_\_\_\_\_.

Retrieved from: [goo.gl/99GqBY](http://goo.gl/99GqBY)

3. I look at the following pictures, and I describe the health problems that the people in them have.



*His chest feels tight and he can't breathe.*



5.



---

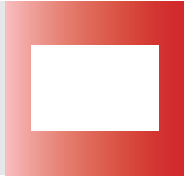
---

Checking my progress. I answer the following questions:

1. Can I accurately say different parts of the body while describing my and other people's health problems?

Yes

No

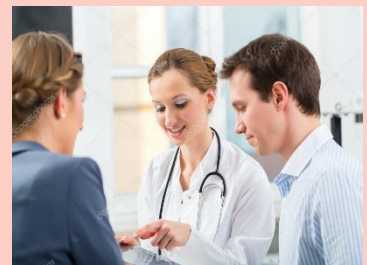


## I DO

Instructions:

1. I create a conversation. I imagine that my best friend has been very sick the last days. We decided to go to the hospital to see a doctor. The doctor only speaks English, but my friend can't speak this language. I have to explain and describe to the doctor all the symptoms that my friend has.

\_\_\_\_\_ : \_\_\_\_\_  
\_\_\_\_\_ : \_\_\_\_\_  
\_\_\_\_\_ : \_\_\_\_\_  
\_\_\_\_\_ : \_\_\_\_\_  
\_\_\_\_\_ : \_\_\_\_\_  
\_\_\_\_\_ : \_\_\_\_\_  
\_\_\_\_\_ : \_\_\_\_\_



Was I able to describe the health problems and symptoms of my friend while using vocabulary about the parts of the body?

Yes

No





## SELF-EVALUATION

Instructions:

I read the questions and answer them by filling in the circles below the questions.

1. What is not a symptom of the flu?

- A) Fever      B) Cough      C) Sore throat      D) Toothache

2. What is the name of the illness that does not permit you to speak clearly?

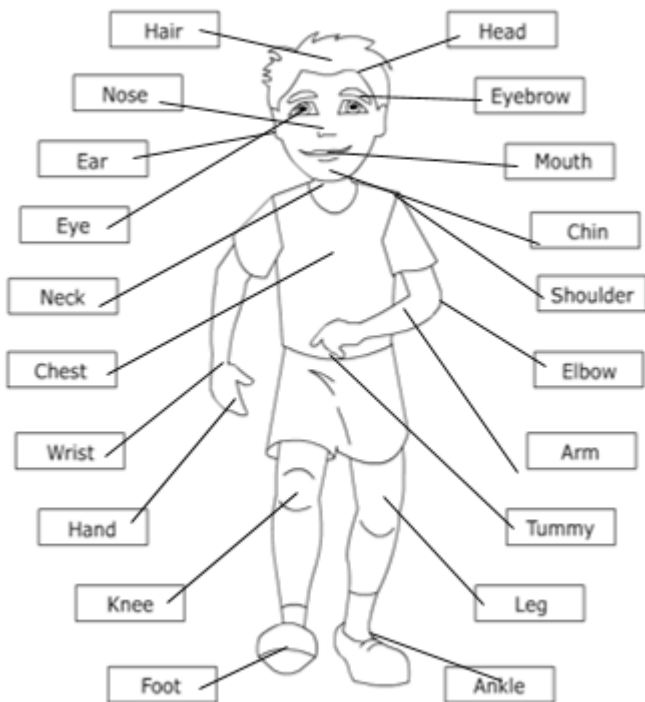
- A) Sore throat      B) Cough      C) Fever      D) Runny nose

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### ANSWER KEY

I practice section:

Exercise 1.



Exercise 2.

1. Ears; 2. Fingers; 3. Legs; 4. Eyes; 5. Mouth; 6. Head; 7. Knee; 8. Foot/ Feet; 9. Nose; 10. Throat; 11. Arms; 12. Toes.

Exercise 3. Possible Answers

1. He has a bad cough.
2. She/he cut his/her finger.
3. He has flu, fever and a runny nose.
4. He has a headache and toothache.
5. She got/has a stomachache.

Self-evaluation:

1. D-2. A

# LESSON 5.4. I HOPE YOU GET WELL SOON

## ACHIEVEMENT INDICATOR:

Correctly and coherently asks and talks about health problems.



## I LEARN

To start the lesson, I reflect on the following questions:

- What do I do if I spend more than three days with fever?
- What do I do, take or drink if I see that my fever is getting worst?



**1. Instructions:** I look at the following pictures. I learn some new expressions related to health problems and simple medications:



She feels **run down**.



She gargles **salt water**.



He feels **sore**.



To drink tea.



To drink hot vinegar with honey

**IF** and **WHEN** can be used to talk about what I do when I have an illnesses.

**Example:**

**When** I have a sore throat, I drink hot tea.

**If** I feel run down, I drink a cup of coffee.

**Notice:** You need to use a comma if you start the sentence with **WHEN** or **IF**. However, if **WHEN** or **IF** are in the middle, you don't use anything.

I take a pill **when** I feel sore.

I drink hot lemon tea **if** I have a cold.

**Expressions to express feelings when I am sick:**

1. I don't feel well!
2. I don't feel so great!
3. I feel terrible!
4. I am sick!
5. I feel awful!

Checking my progress. I answer the following questions:

1. Do I know phrases that I can use to express my feelings when I am sick?

Yes

No

2. Can I say what I do or take when I am sick?

Yes

No



## I PRACTICE

Instructions:

1. I match the sentences on the left with their best complement on the right by using an arrow.

If I have a headache,  
I go to bed early  
If I get a sore throat,  
My sister goes to the doctor  
My friends don't go to work  
I buy pills  
My neighbor drinks a hot tea  
When my brother gets a toothache,

when they have the flu.  
If she feels sore,  
he goes fast to the dentist.  
If I have an allergy,  
when I feel run down.  
when he gets the flu.  
I take an aspirin.  
I drink ginger tea.



2. I rewrite the following sentences to form only one in which I use IF or WHEN.

**Example: I am sick. I take a pill. = When I am sick, I take a pill OR I take a pill when I am sick.**

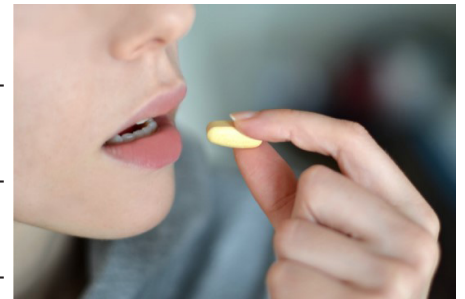
1. She feels sore. She goes running.

2. We get a cold. We drink hot tea.

3. My mother gets a sore throat. She drinks a cup of coffee.

4. My sister gets a toothache. She gargles salt water.

5. The singer gets the flu. He does not drink cold water.



3. I complete the following ideas by using my own ideas and IF and WHEN if it is necessary.

1. If I can't sleep at night, \_\_\_\_\_.

2. I drink a lot lemonades \_\_\_\_\_.

3. My friends take a pill \_\_\_\_\_.

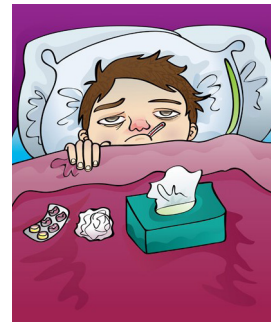
4. If my mother feels sick, \_\_\_\_\_.

5. When I get a runny nose, \_\_\_\_\_.

6. When my father feels run down, \_\_\_\_\_.

7. I drink hot tea \_\_\_\_\_.

8. My best friend goes to the doctor \_\_\_\_\_.



Retrieved from: [goo.gl/MSJpV7](http://goo.gl/MSJpV7)

Checking my progress. I answer the following questions:

1. Can I talk about homemade medications?

Yes

No

2. Can I suggest the medications that people can take when they have common illnesses?

Yes

No



# I DO

Instructions:

1. I create a conversation. I imagine that one of my friends is sick. He or she is describing his or her health problems, and I recommend some common medication that she can take or things she can do to feel better. Then, I practice with a relative or friend.

\_\_\_\_\_ :

\_\_\_\_\_ :

\_\_\_\_\_ :

\_\_\_\_\_ :

\_\_\_\_\_ :

\_\_\_\_\_ :

\_\_\_\_\_ :

\_\_\_\_\_ :



goo.gl/2cU9PL Retrieved: 02/06/18

Did I write a conversation in which I included health problems and common medication that people can take to feel better?

Yes

No





## SELF-EVALUATION

Instructions:

I read the questions and answer them by filling in the circles below the questions.

1. What words do I use to talk about the things that I do when I am sick?

A) If and since    B) If and when    C) Not and when    D) Do and does

2. What are the verbs that I use to express the feelings that I have when I am sick?

A) Be and feel    B) Love and like    C) Hate    D) Can't

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### ANSWER KEY

#### I practice section:

##### Exercise 1.

If I have a headache,	when they have the flu.
I go to bed early	If she feels sore.
If I get a sore throat,	he goes fast to the dentist.
My sister goes to the doctor	If I have an allergy.
My friends don't go to work	when I feel run down.
I buy pills	when he gets the flu.
My neighbor drinks a hot tea	I take an aspirin.
When my brother gets a toothache,	I drink ginger tea.

##### Exercise 2.

1. She feels sore when/if she goes running OR When/If she goes running, she feels sore.
2. When/ If we get a cold, we drink hot tea OR We drink hot tea when/if we get a cold.
3. When/ If my mother gets a sore throat, she drinks a cup of coffee OR My mother drinks a cup of coffee when/if she gets a sore throat.
4. When/ If my sister gets a toothache, she gargles salt water OR My sister gargles water when/if she gets a toothache.
5. When/ If the singer gets the flu, he does not drink cold water OR The singer does not drink cold water when/if he gets the flu.

##### Exercise 3. Answers may vary.

**Self-evaluation:** 1. B– 2. A

# LESSON 5.5. WHY DON'T YOU GO TO THE HOSPITAL?

## ACHIEVEMENT INDICATOR:

Accurately and respectfully gives suggestions and instructions to solve health problems.

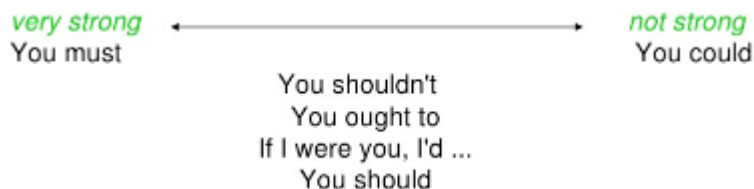


## I LEARN

To start the lesson, I reflect on the following questions:

- In what cases do I go to the hospital ?
- Do I feel fear of injections?

**1. Instructions:** I read the following information about modal verbs to talk about suggestions and advice.



Modal verbs are followed by the **base form of the verb**.

- **Must** is used to talk about suggestions and advice that is very strong.
- **Shouldn't, ought to, should and if I were you, I would...** are used to give suggestions or advice that is not strong, but not weak.
- **Could** is used when the suggestion or advice is not very strong.

### Examples:

1. You **must** see a doctor, you look very sick!
2. She **shouldn't** be outside, it's cold and she **could** get a cold.
3. **If I were you, I would** take a pill.
4. Maybe, you **could** go to the hospital if you feel sick.
5. You **ought to** drink tea to get better.

When I give suggestions to other people, I can use other expressions like:

1. **Why don't you go to the hospital?** (The suggestion or advice is neutral)
2. **You'd better see a doctor.** (The suggestion or advice is very strong)

Checking my progress. I answer the following questions:

1. Do I know expressions I can use to suggest things to sick people?

Yes

No

2. Can I use modal verbs to give suggestions and advice?

Yes

No



## I PRACTICE

Instructions:

1. I read the following dialogue between Miguel and , and I complete it by using “should” or “shouldn’t.”



Retrieved from: [goo.gl/iGRL32](http://goo.gl/iGRL32)

**Miguel:** Hello! Ashly, how are you?

**Ashly:** Really sick!

**Miguel:** Really? What’s wrong with you?

**Ashly:** You know, I have a fever, cough, and allergies.

**Miguel:** Wow! That’s bad. You (1)\_\_\_\_\_ drink cold drinks because it will make you feel worse. .

**Ashly:** Yes, I know. I (2)\_\_\_\_\_ go to the doctor too because I haven’t gone yet.

**Miguel:** Of course, you (3)\_\_\_\_\_ go right away!

**Ashly:** I think I (4)\_\_\_\_\_ go to my doctor’s office alone. I feel too bad.

**Miguel:** That’s true, you (5)\_\_\_\_\_ go with someone that can help you if you **feel worse**. I will go with you!

**Ashly:** Thank you Miguel!

2. I read the following situations. Then, I write two suggestions or advice about the things that each person should do. I use modal verbs.

1. My best friend has a cold.

*If I were you, I would take some cold medicine.*

---

2. My wife has a bad cough.

---

---

3. My father has a stomachache.

---

---

4. Two of my classmates have the flu.

---

---

5. My girlfriend feels run down.

---

---



**My  
idea  
is...**

Checking my progress. I answer the following questions:

1. Can I give suggestions and advice to people who are sick?

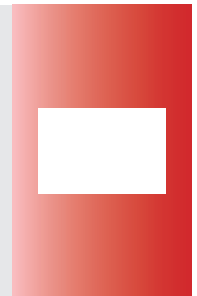
Yes

No

2. Can I accurately use should, could, ought to, and other expressions to give suggestions and advice?

Yes

No



## **I DO**


Instructions:

1. one of my friends sent me an e-mail telling me that he feels very sick because he got a terrible flu. He has a sore throat, cough, high fever, and is sneezing a lot. I write a reply in which I give him or her suggestions and advice about the things he or she should do to feel better. Then, I share my e-mail with a friend.

To: \_\_\_\_\_

Subject: \_\_\_\_\_

From: \_\_\_\_\_

Send Attach 

Did I write an e-mail in which I gave suggestions and advice to solve health problems to a friend while using modal verbs?

Yes

No



## SELF-EVALUATION

Instructions:

I read the questions and answer them by filling in the circles below the questions.

1. What's the modal verb that I can use to give a strong suggestion or advice?

A) Should

B) Must

C) Would

D) Could

2. What's the modal verb that I can use to give a weak suggestion or advice?

A) Should

B) Must

C) Would

D) Could

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### ANSWER KEY

I practice section:

Exercise 1.

Shouldn't; should; should; shouldn't; should

Exercise 2.

Answers may vary.

Self-evaluation:

1. B-2. D

# REFERENCES

---

- Body parts. Retrieved from: [goo.gl/VwMg3C](https://goo.gl/VwMg3C)
- Educaminando (n.d.). Body Parts. Retrieved from: [goo.gl/JTnVQR](https://goo.gl/JTnVQR)
- Health Care. Does Vang need to see a doctor?. Retrieved from: <https://bit.ly/2MZmvSx>
- Kids Health (n.d.). The Heart Is a Muscle. Retrieved from: <https://bit.ly/2I98jEH>
- Koltai, A. (2013). AT THE DOCTOR Dialogues and Vocabulary List. English Teacher. Retrieved from: [goo.gl/zeXx4M](https://goo.gl/zeXx4M)
- McCarthy M., McCarten Jeanne & Sandiford H. (2014). Touchstone 1, Second Edition. Golden Cup Printing Company Limited, Hong Kong, China.
- Mitchell, H (2010). Traveler Elementary A.1.2, American Edition, Teacher's Book, Unit 4. MM Publications.









---

La presente edición cuenta con 1000 ejemplares impresos, distribuidos en 200 ejemplares por cada una de las cinco asignaturas básicas del currículum nacional, Editorial Universidad Don Bosco, enero de 2019.





# USAID

DEL PUEBLO DE LOS ESTADOS  
UNIDOS DE AMÉRICA

La realización de este documento fue posible gracias al apoyo del pueblo y Gobierno de los Estados Unidos de América, proporcionado a través de la Agencia de los Estados Unidos para el Desarrollo Internacional (USAID). El contenido aquí expresado, en este documento, es responsabilidad exclusiva de FEDISAL y, el mismo, no necesariamente refleja las opiniones del Gobierno de los Estados Unidos.

