



USAID
DEL PUEBLO DE LOS ESTADOS
UNIDOS DE AMÉRICA



MINISTERIO
DE EDUCACIÓN,
CIENCIA Y
TECNOLOGÍA

GOBIERNO
DE EL SALVADOR

PROYECTO EDUCACIÓN PARA LA NIÑEZ Y JUVENTUD

PRIMER AÑO
DE
BACHILLERATO

Inglés

MATERIAL DE APOYO

1°



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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 y/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 la **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”.¹

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:²

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.

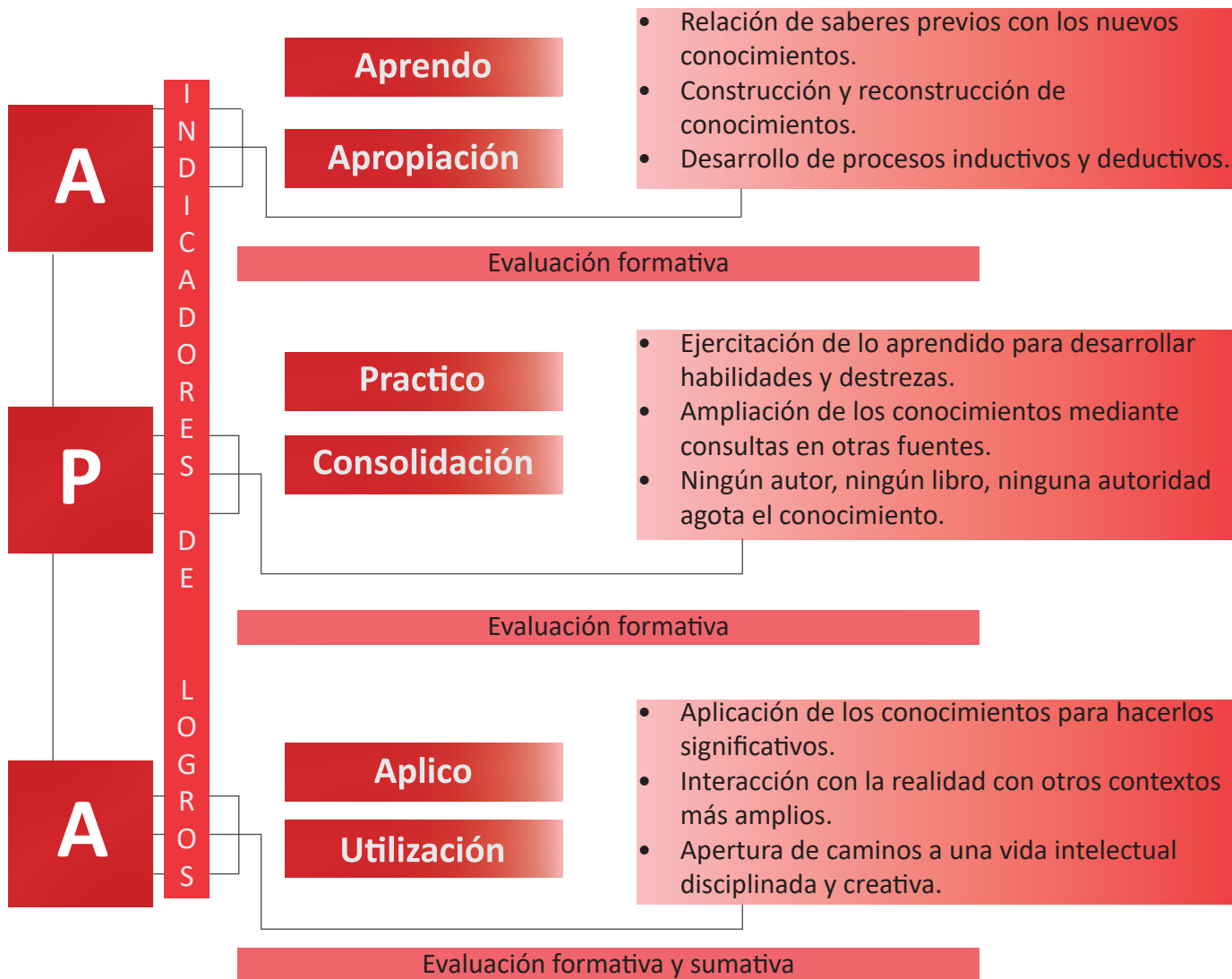
En las secciones Aprendo, Practico y Aplico, se presenta una evaluación formativa; es decir, una reflexión del aprendizaje, expresado en preguntas, que orientan al estudiante a reflexionar autónomamente sobre su proceso de adquisición de conocimientos, práctica y aplicación de los mismos. Al finalizar 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.



Caption: <http://bit.ly/2FOk6Z5>

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	_____	_____ X _____
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.



Caption: <http://www.verita-seuroopa.com/>

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?



Caption: <https://shutr.bz/2YK-JkQA>

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?



Caption: <https://goo.gl/yLHHdw>

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 p.m. 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?

Caption: <https://goo.gl/7MW2u5>



New house

Caption: goo.gl/j7eNSs



New job

Caption: <https://goo.gl/Pohs3x>



New cell phone

1. Instructions: I read carefully the following vocabulary.

Caption: <https://goo.gl/EFs5jQ>



Get a new job

Caption: <https://goo.gl/zH9b7C>



Change my job

Caption: <https://goo.gl/LCJyMY>



Become independent

Caption: <http://bit.ly/2TQspII>



Buy new home appliances

Caption: <http://bit.ly/2OEEWhy>



Purchase a motorcycle

Caption: <http://bit.ly/2IbQDex>



Buy a new phone

Caption: <http://www.etctech.in/>



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 _____



Caption: www.gettyimages.es

Conversation 2



Caption: <https://www.imagenesmy.com>

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.



Caption: <https://goo.gl/DWyuwK>

Caption: <https://goo.gl/tQ63aN>



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>Used to Use used to for repetitive activities in the past. They are activities that happened more than once. Also, you can use used to when you describe an activity that does not happen now.</p>	<p>Bill used to go to volunteering programs when he was a teenager. Negative Bill didn't use to waste his time. Melisa used to play with her sister. (Now she doesn't play with her sister)</p>	<p>Attention 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>The Past Continuous with the Simple Past The simple past 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.



Caption: <https://goo.gl/KJY8M9>

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, when I bought / was buying food, a stranger 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 the 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 3rd, 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 3rd, 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, empty yellow notepad area with horizontal lines for writing. A vertical margin line is present on the left side.

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.

- Which of the following excerpts is part of a personal letter?
 - I would like to have an interview at your office soon. I'm interested in working for your company.
 - In the case of my legal situation, I need your professional representation as a lawyer. Please contact me soon to discuss this slowly.
 - 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.
 - I am very interested in entering your college. I am sure that I can find the best education in your institution.
- Which is NOT a part of a personal letter?
 - Salutation
 - Name of the company
 - Date
 - 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.

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

Self-evaluation section:

- C
- 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.____ Caption: https://goo.gl/8m1uVq	2.____ Caption: https://goo.gl/8m1uVq	3.____ Caption: https://goo.gl/88vAvN	4.____ Caption: https://goo.gl/88vAvN
5.____ Caption: https://goo.gl/YcgZgi	6.____ Caption: https://www.freepik.com/	7.____ Caption: https://www.freepik.com/	8.____ Caption: http://www.clipart.com/
9.____ Caption: https://www.freepik.com/	10.____ Caption: https://www.freepik.com/		

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

Caption: <https://goo.gl/RST1ao> Caption: <https://goo.gl/MEk9BZ>

I want to know if I can do this correctly.

I can identify vocabulary to different personalities. Yes No



I PRACTICE

1. Instructions: I go to the following link “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.

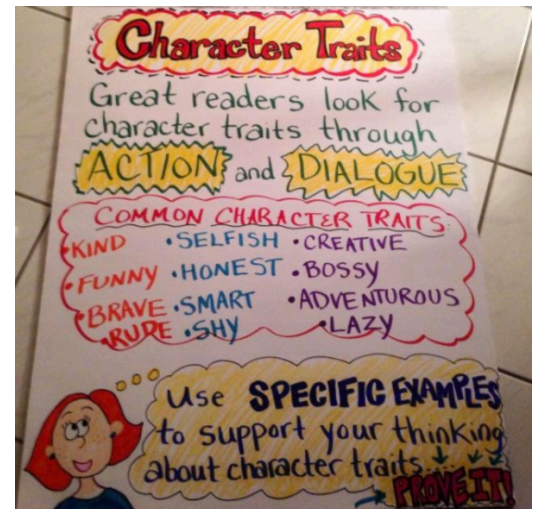
I can identify different personalities’ traits from audio sources. Yes No



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  Caption: https://goo.gl/b7TZi9	Spring* 	Summer 	Fall*  Caption: https://goo.gl/rR73SL
	Cold  Caption: https://goo.gl/pz8r8g	Chilly  Caption: https://goo.gl/XY2xqw	Hot and humid 	Windy  Caption: https://goo.gl/gdposM
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.



Caption: <https://goo.gl/EFeRPw>



Caption: <https://goo.gl/aHGZmc>

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>Be supposed to I use be supposed 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. Negative 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>Attention 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>Question forms 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>Caption: https://goo.gl/4sPXbb Caption: https://goo.gl/E6n1z4</p>  <p>(4) _____ (5) <u>cold</u> (6) Season: _____</p>
 <p>(7) _____ (8) Season: <u>Spring</u></p>	<p>Caption: https://goo.gl/hfmHq6 Caption: https://goo.gl/F2owJe</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.”

- January _____ (not supposed/ be) very hot.
- In El Salvador, the winds _____ (supposed/start) in October.
- The students _____ (supposed/start) classes until the end of January.
- 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:

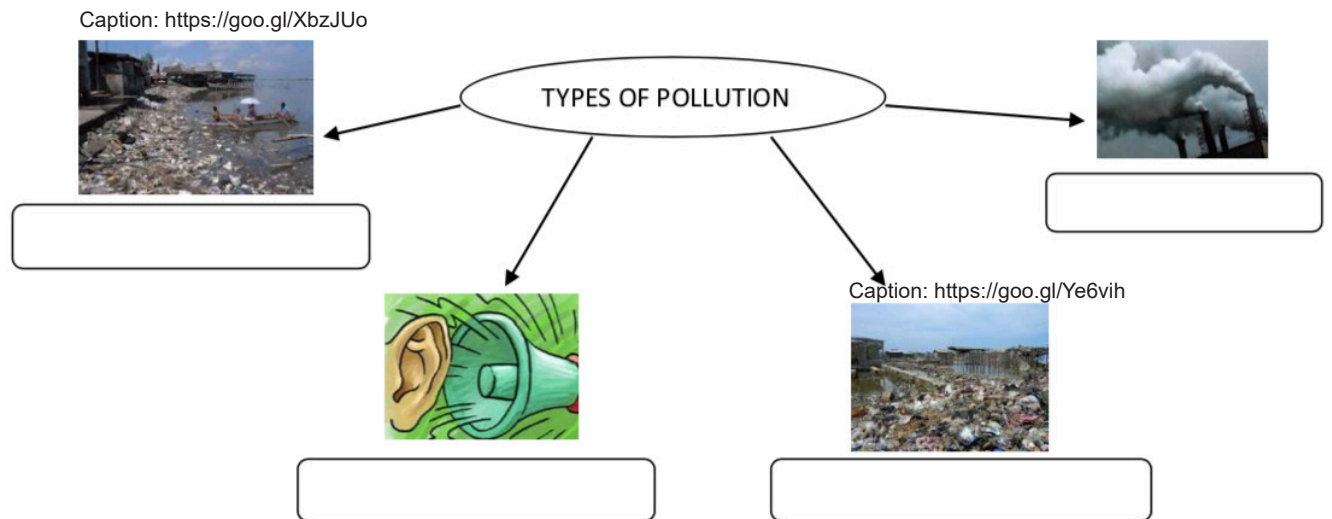
Talks about how environmental problems are being solved with the correct use of the present perfect continuous.



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.
 Caption: https://goo.gl/TFGMzh	 Caption: https://goo.gl/hPEkS6	 Caption: https://goo.gl/1uzb7a	 Caption: https://goo.gl/LXoyRN	 Caption: https://goo.gl/LXoyRN	 Caption: https://goo.gl/1uzb7a

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.



Caption: <https://goo.gl/3217Gy>

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"> • For three days • Lately • These days
<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.

Blank lined area for writing.

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	
Will I use will to express future predictions. In negative, I put not after the verb will. will not won't	Affirmative Children will get sick soon because of air pollution They will create environmental laws. Everybody will help to solve this issue. Negative I won't need a car in the future. Our rivers won't change much.	Common expressions ✓ In the future ✓ Soon ✓ I think ✓ I hope
Question forms 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.

A large yellow rectangular area with horizontal lines, intended for writing a dialogue.

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
Caption: https://goo.gl/syv21r 				Caption: https://goo.gl/Ebf7vK 		
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. _____	Caption: https://goo.gl/3R5cFV  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.

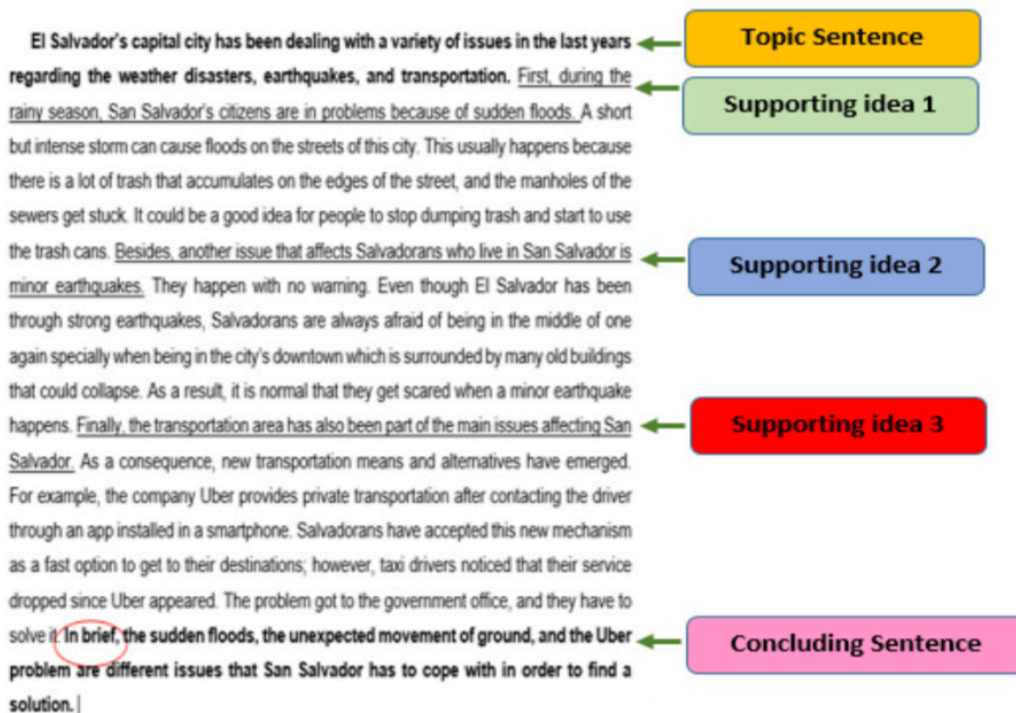
A. Which of the following sentences is the topic sentence of the paragraph? I mark with a check (✓) the option I consider is the best answer.

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 3. b 5. a
2. a 4. b

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.



Caption: <https://goo.gl/dPrRGL>



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

I want to know if I can do this correctly.

I can identify when I can use "can and could" when making requests.	<input type="checkbox"/>	Yes	<input 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.



Caption: <https://goo.gl/LMqXz4>



Caption: <https://goo.gl/G5VykG>

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.



Caption: <https://goo.gl/rSVx1h>

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.

Tradition	San Miguel Carnival	The Day of the Dead	Los Farolitos Day	The Transfiguration of Christ	Talciguines
Place or city	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.



Caption: <https://goo.gl/JnQZJt>

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>Used to and would are used to talk about events that happened in the past but don't happen in the present anymore.</p>	<p>Affirmative I used to celebrate that day when I was a kid. We would give each other presents.</p> <p>Negative 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"> • In the past • When • Anymore • I was <p>Note: Notice that after used to and would you need a verb in base form.</p>
<p>Question forms In questions, the subject and the verb change positions. Plus, a question mark is added.</p>	<p>Affirmative Did I use to celebrate that day when I was a kid? Would we give each other presents when we were kids?</p> <p>Negative 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/.

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?

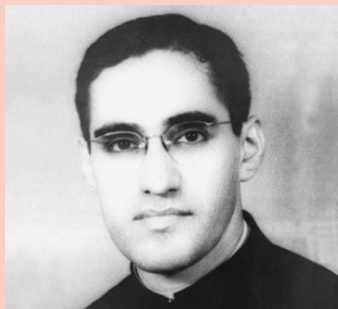
What are some important events that have happened in my life?



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.



Caption: <https://goo.gl/BCuyY2>

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 de 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”, and I watch the video about Archbishop Romero. Then, I answer the questions below by choosing the best option.





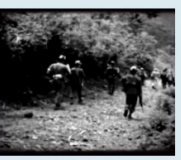

1. What’s the listening about?

- 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>1</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



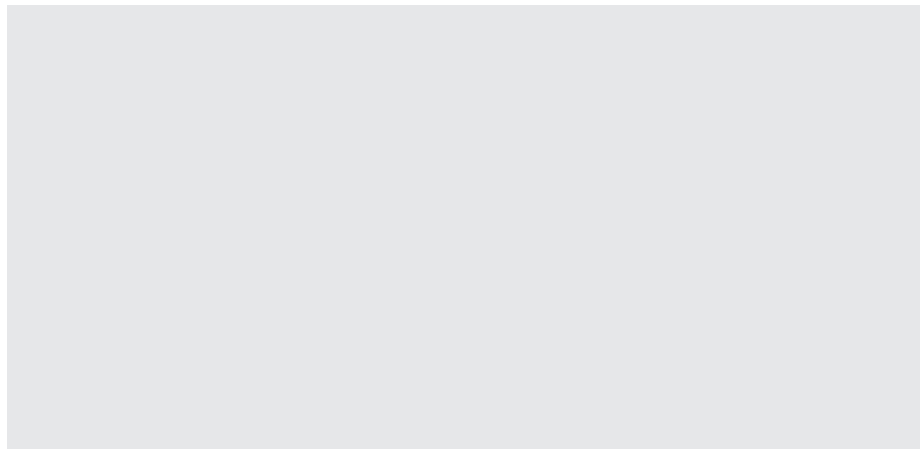
I DO

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.
Server: Good evening sir, are you ready to order? Francisco: No, not yet. _____ _____(1)	Server: I'll be back in a moment. Francisco: No, no. I remember I love sandwiches. _____ _____(3)
Server: of course. Here you have one. Francisco: _____(2)	Server: Great selection. Anything to drink? Francisco: _____(4)

I want to know if I can do this correctly.

I can complete a conversation using polite expressions when ordering food.	<input type="checkbox"/>	Yes	<input type="checkbox"/>	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.	<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. 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

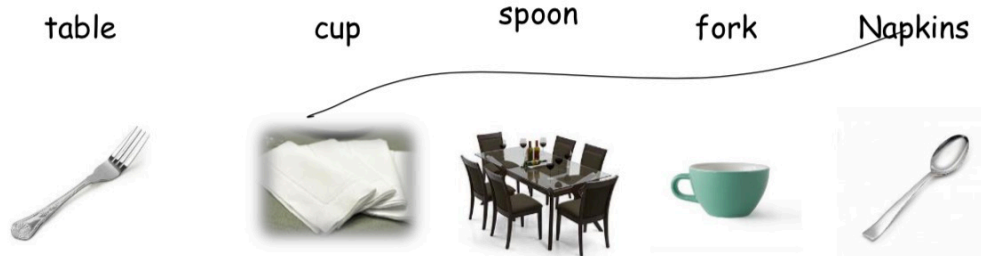
ACHIEVEMENT INDICATOR:

Expresses possession with grammatical accuracy.



I LEARN

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



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.



Caption: <https://goo.gl/gXPpqj>

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

Grammar Section	Possessive Adjectives	
<p>Possessive adjectives We use these words to show possession of things. We use them depending on the person who owns the things.</p>	<p>My <u>cup</u> 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)</p>	<p>Common mistakes Possessive adjectives do not have plural forms. Incorrect: Can you pass me yours cups? Correct: Can you pass me your cups? NOTE: 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." The dog is black, but its tail is white. My dog Steve is black, but his tail is white.</p>
	<p>Subject pronouns Possessive adjectives</p> <p>I ----->My You ----->Your He ----->His She ----->Her We -----> Our They----->Their It ----->Its</p>	

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."



Caption: <https://goo.gl/8UpP5Y>

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."



Caption: <https://goo.gl/65QUcG>

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;">A couple in a restaurant</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;">Two friends in an ice cream shop</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;">Two sisters in a cafeteria</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>	<div style="text-align: center;">  <p>Caption: https://goo.gl/f6Myp3</p> </div>

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	
Soda	\$3.00	Tortillas	\$2.50
Iced tea	\$4.00	Bread	\$2.00
Water	\$2.00	Avocado	\$5.00
Orange Juice	\$4.00	Cheese	\$3.00
		Cream	\$2.50

Tipping information

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

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.

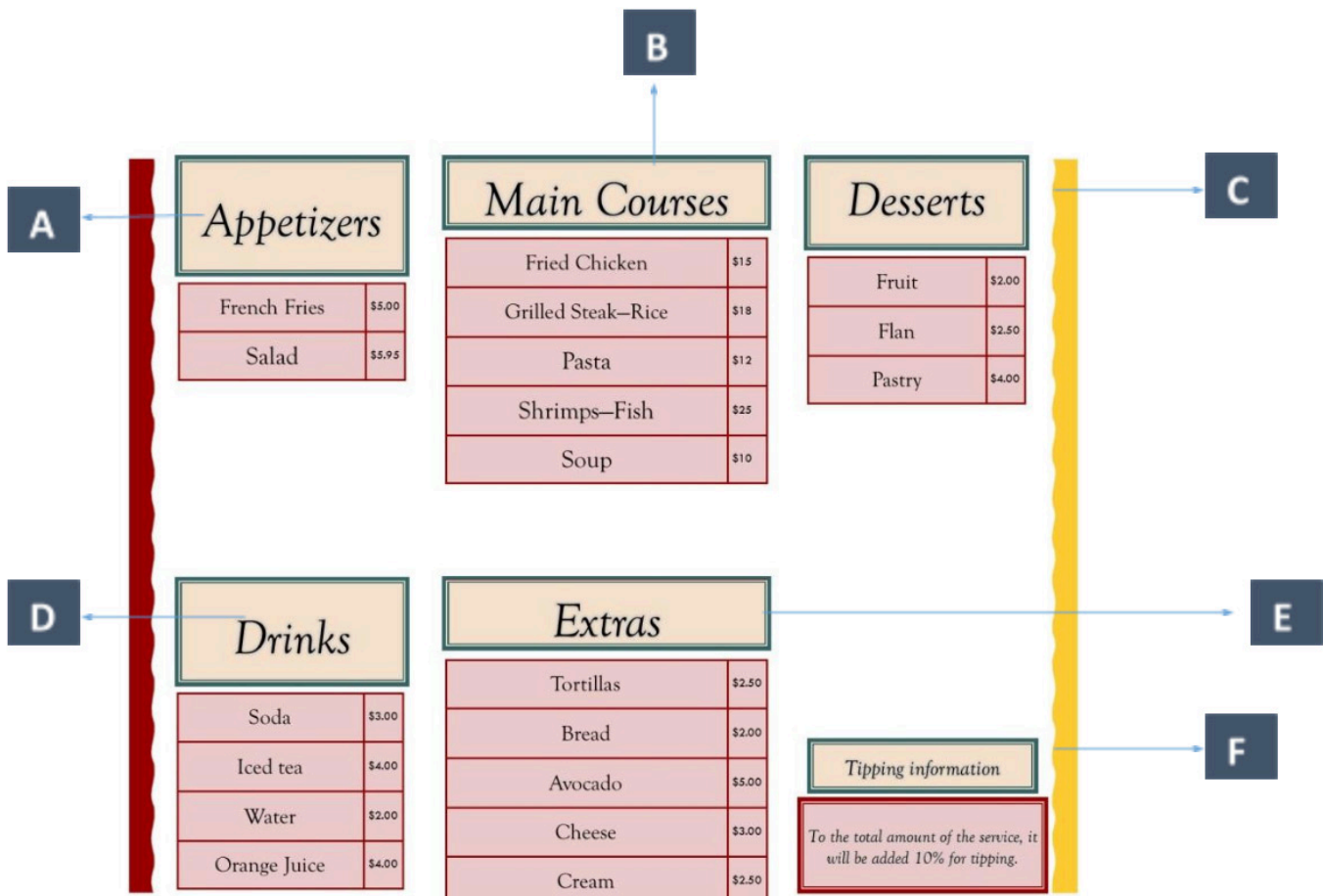
I can identify the names of the parts of a lunch menu. Yes No



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.

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
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.

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

Exercise 2.

Appetizers	Main course	Desserts	Extra
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 2nd 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.

 Kevinh/123@gmail.com


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.

 Kevinh/123@gmail.com

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

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.

1. Which of the following conversation uses formal expressions for invitations?
 - A) A: Johnny, would you like to be my chambelan in my Sweet Fifteen Party?
B: It would be my pleasure Mary.
 - B) A: I heard Jessica is having a dinner, let's go.
B: Sorry, I can't make it
 - C) A: Hello? Are you coming to class?
B: No, I'm sick.
 - D) A: Pablo invited me for dinner tonight, but I said no.
B: Good! I really don't like him for you.

2. Which of the following conversations uses informal expressions for invitations?
 - A) A: Sonia, my love! Would you marry me?
B: Yes! I would love to!
 - B) A: I have a presentation tomorrow and I'd like to see you there.
B: I would never miss it.
 - C) 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!!
 - D) 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!



Caption: <https://goo.gl/Qwn8oM>

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>First conditional 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>Negative: 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>*Attention: 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 if they get the VISA. If they get the VISA, they will travel on February.</p> <p>Sarah might eat fish if we go to El Puerto. If we go to El Puerto, 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

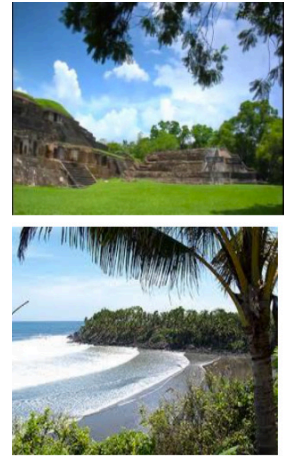
Yes

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.



I LEARN

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

Caption: <https://www.booking.com/>



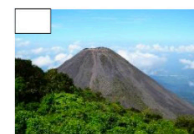
The beach



Apaneca's Maze



Ruta de las Flores Tour



Izalco Volcano

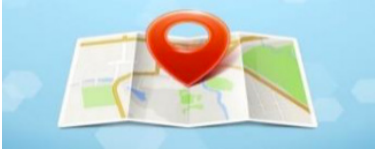





1 = not very attractive 2 = kind of attractive 3 = attractive 4 = very attractive

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>Caption: https://goo.gl/WLKOai</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"> • How much is the airplane/ bus ticket? • How much is the hotel room? • Would you like to pay by cash or credit/debit card? 	<ul style="list-style-type: none"> • I would like to book a ticket. • I would like to buy/get a ticket. • I would like to book a room. 	<ul style="list-style-type: none"> • The ticket is \$ 100.00. • The tour will cost \$50

5. Instructions: I make a quick review of the cardinal numbers in English. I pronounce them aloud.

1- One 11- Eleven
 2-Two 12- Twelve
 3-Three 13- Thirteen
 4 -Four 14- Fourteen
 5- Five 15- Fifteen
 6- Six 16- Sixteen
 7- Seven 17-Seventeen
 8- Eight 18- Eighteen
 9- Nine 19- Nineteen
 10- Ten 20- Twenty

21- Twenty-one 40- Forty
 22- Twenty- two 50- Fifty
 23- Twenty-three 60- Sixty
 24 -Twenty-four 70- Seventy
 25- Twenty-five 80- Eighty
 26- Twenty-six 90- Ninety
 27- Twenty-seven 100- One hundred
 28- Twenty-eight 101- One hundred one
 29- Twenty-nine 102- One hundred two
 30- Thirty 110- One hundred ten

120- One hundred twenty 400- Four hundred
 130- One hundred thirty 500- Five hundred
 140- One hundred forty 600- Six hundred
 150- One hundred fifty 700- Seven hundred
 160- One hundred sixty 800- Eight hundred
 170- One hundred seventy 900- Nine hundred
 180- One hundred eighty 1,000- One thousand
 190- One hundred ninety
 200- Two hundred
 300- Three hundred

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.	<input type="checkbox"/>	Yes	<input type="checkbox"/>	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>1</p> <p>A: Good morning, how can I help you? B: much/ How/ is/ ticket/ bus/?</p> <p>_____</p> <p>A: The ticket is \$127.00. B: I need 2 please.</p>	<p>3</p> <p>A: morning/much/ hotel/Good/room/how/is/a/ ? _____ B: \$50.00. A: mmm... do you have any sale? B: No. Do you want the room or not? A: No thank you, you are not courteous.</p>
<p>2</p> <p>A: Hello! I would like to offer you a tour. B: Oh, thank you! How much is it? A: \$85/ tour / is/ the</p> <p>_____</p> <p>B: I'll take it.</p>	<p>4</p> <p>A: Good evening, I would like to book a room. B: sir/what/Hello/kind/room/need/you/of/do</p> <p>_____</p> <p>A: A double room please. A cheap one 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.



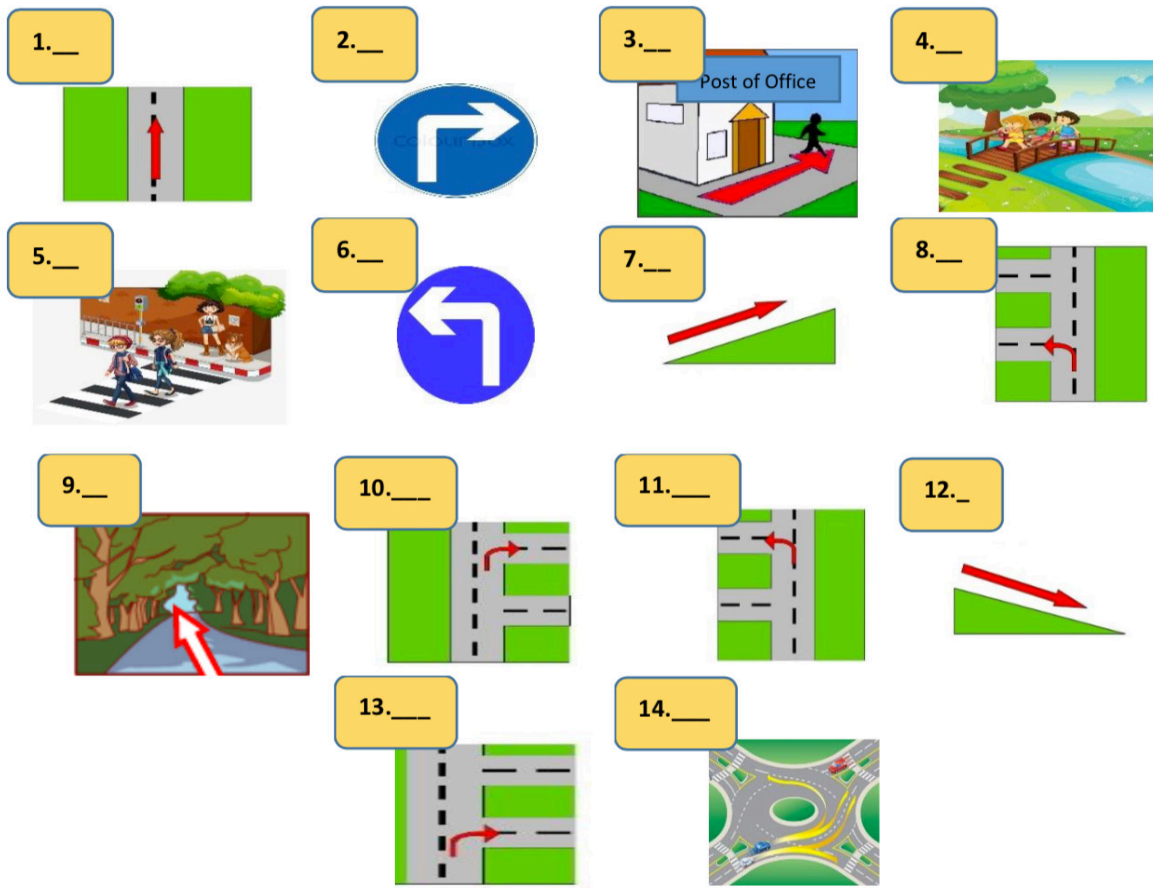
I LEARN

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," 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.

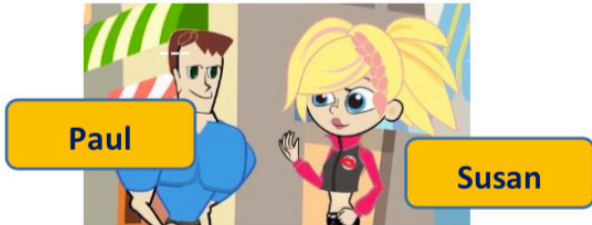
I want to know if I can do this correctly.

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,” 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,” 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.



Caption: <https://goo.gl/RFw1Ak>

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.



Caption: <https://goo.gl/BHa43V>

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



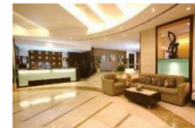
Security box



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.

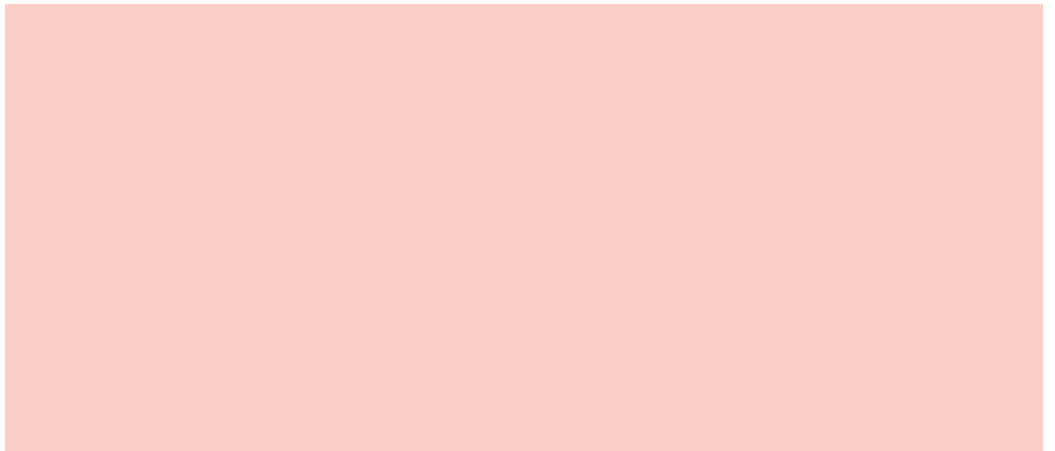
Yes

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:

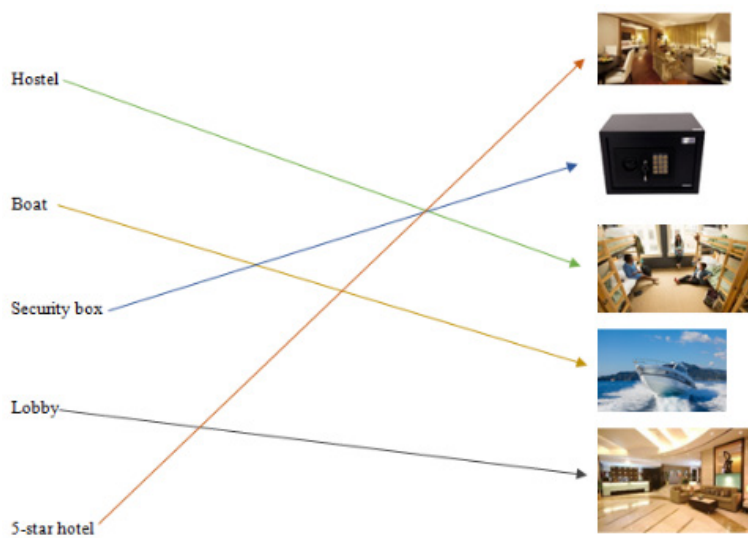
Exercise 1.

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.










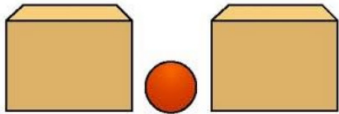
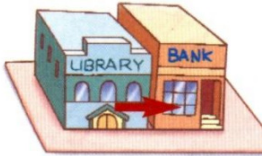
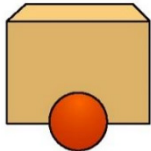
Thank you for visiting us, you will have the best vacation of your life!

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.



Caption: <https://goo.gl/iJmjD7>

I want to know if I can do this correctly.

I can recognize vocabulary to give directions to get to places.

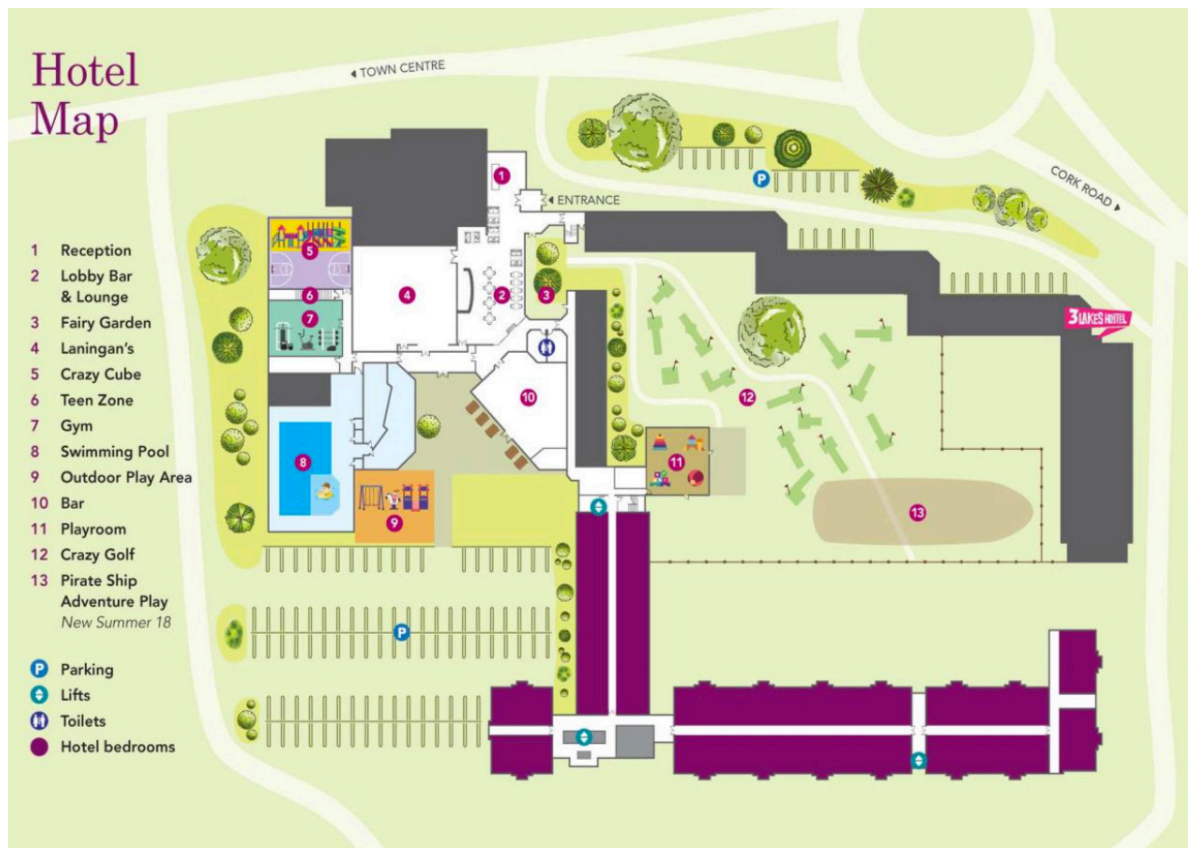
Yes

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.



Caption: <https://goo.gl/iMjD7>

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. 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 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="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. 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 40 ejemplares por grado de cada una de las cinco asignaturas básicas del currículum nacional, Editorial Universidad Don Bosco, enero de 2019.



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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.

