



GOBIERNO DE  
EL SALVADOR



# Booklet

A1







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EL SALVADOR



# Booklet

A1

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**Dear student:**

This school year gives you the opportunity to acquire new and varied English learning as well as to reinforce any previous knowledge you may have about this foreign language. The booklet that is now in your hands is the result of the work of a team of specialists from the Ministry of Education, who thinking about your, who, thinking about your contexts and needs, propose an innovative and fun way of learning. You will learn and use English vocabulary and structures through a variety of activities that you will carry out in a relaxed environment to practice the foreign language effectively to develop communication skills as a team, in pairs, or individually with the close accompaniment of your English teacher.

For this reason, we invite you to undertake this new period of study with enthusiasm, will, dedication, and effort to achieve the expected and necessary competences to reach a A1 level.

The main aspiration of this material is that you can develop the skills that allow you to share and communicate your ideas and emotions in English more effectively in real and diverse simulated situations.

We hope that all your efforts throughout this year bear the desired outcome and that you go through this path with joy and dedication.

**José Mauricio Pineda Rodríguez**  
The Minister of Education

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# Unit 1

## Worksheet 1

### Part I (Class 3. I Produce: Pre)

- Look carefully at sets 1-15. Listen and underline the correct letter for every set.

- |          |           |           |
|----------|-----------|-----------|
| 1. i a e | 6. i e a  | 11. l m n |
| 2. p d t | 7. j y h  | 12. r i y |
| 3. g y j | 8. c z s  | 13. j k g |
| 4. q k j | 9. x s c  | 14. v f b |
| 5. v w u | 10. a h g | 15. o u p |



### Part II (Class 3. I Produce: Pre)

- Read the names in sets 1-6. Listen and underline the correct spelling of each name.

- |               |             |            |
|---------------|-------------|------------|
| 1. a) Catenna | b) Cathenna | c) Cathina |
| 2. a) Luke    | b) Luck     | c) Liuck   |
| 3. a) Maria   | b) Mariah   | c) Maryah  |
| 4. a) Genny   | b) Jenny    | c) Yenny   |
| 5. a) Anthony | b) Antony   | c) Antoine |
| 6. a) Carrie  | b) Carry    | c) Kerry   |



### Part III (Class 3. I Produce: During)

- Listen and complete the ID card with the missing letters

**CENTRO ESCOLAR CANTÓN LOS ALTUVE**



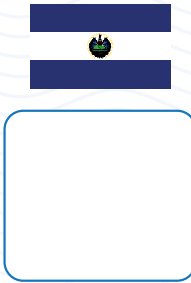
Names:  
J \_ S \_ C \_ \_ AM \_ L \_ T \_  
Last name:  
H \_ RN \_ N \_ E \_  
City or origin:  
CANTÓN \_ UAC \_ IP \_ LIN  
Teacher's name:  
A \_ M \_ F \_ ENT \_ S

If found, please return to Centro Escolar Los Altuve.

## Worksheet 2 (Class 3. I Produce: During)

- Interview four different classmates to generate their registration cards.
- Use the personal information questions studied in class.
- Fill in the forms and draw a portrait of your classmates.

REGISTRATION CARD	City:
	Age:
Given names:	Occupation:
Surname:	School:
Nationality	Phone number:
	Email address:



















REGISTRATION CARD	City:
	Age:
Given names:	Occupation:
Surname:	School:
Nationality	Phone number:
	Email address:

REGISTRATION CARD	City:
	Age:
Given names:	Occupation:
Surname:	School:
Nationality	Phone number:
	Email address:

REGISTRATION CARD	City:
	Age:
Given names:	Occupation:
Surname:	School:
Nationality	Phone number:
	Email address:

## Worksheet 3 Part I (Class 1. I Activate: During)

- Look at the pictures and match the jobs in purple with their correct definitions.

		
Danilo / <b>chef</b>	Roberto / <b>pilot</b>	Nadia / <b>firefighter</b>
		
César / <b>dentist</b>	Melissa / <b>soccer player</b>	Daniela / <b>teacher</b>
		
Yancy / <b>architect</b>	Nicole / <b>actress</b>	Jonathan / <b>accountant</b>
		
Denis / <b>waiter</b>	William / <b>greengrocer</b>	Alonso / <b>mail carrier</b>
		
Leonel / <b>doctor</b>	Michelle / <b>engineer</b>	Beatriz / <b>police officer</b>
		
Melvin / <b>optician</b>	Marlene / <b>instructor</b>	Valeria / <b>vet</b>

- \_\_\_\_\_ : a person who is responsible for keeping and interpreting financial records.
- \_\_\_\_\_ : a person who examines people's eyes, recommends and sells glasses.
- \_\_\_\_\_ : a person who cooks in a restaurant, hotel, etc.
- \_\_\_\_\_ : a person who designs buildings.
- \_\_\_\_\_ : a person who operates the controls of an aircraft.
- \_\_\_\_\_ : a man who serves customers at their tables in a restaurant.
- \_\_\_\_\_ : a woman who performs on the stage, on television, or films.
- \_\_\_\_\_ : a person who puts out fires.
- \_\_\_\_\_ : a person who takes care of people's teeth.
- \_\_\_\_\_ : a person who treats animals that are sick or injured.
- \_\_\_\_\_ : a person who teaches somebody a practical skill or sport.
- \_\_\_\_\_ : a person who treats people's who are sick or injured.
- \_\_\_\_\_ : a person who teaches, especially in school.
- \_\_\_\_\_ : a member of the police.
- \_\_\_\_\_ : a person who works in a shop selling fruit and vegetables.
- \_\_\_\_\_ : a person who designs and builds engines, machines, roads, bridges, etc.
- \_\_\_\_\_ : a person who plays soccer, especially as a profession.
- \_\_\_\_\_ : a person who collects and delivers letters that are sent by post.

### Part II (Class 2)

- In your notebook, write down full sentences to describe each person's occupation. For example: Danilo is a chef.

# Unit 1

## Worksheet 4

### Part I (Class 1. I Activate: Post)

- Look at the pictures (1-8) and write full sentences using the verb *be* (*am, is, are*) correctly.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_



### Part II (Class 2. I Practice: Post)

- Write the simple present of the verb to be in the negative form. Use contractions.

- Carlos works at an office. He \_\_\_\_\_ a doctor.
- María and I bake cakes and cook delicious food. We \_\_\_\_\_ police officers.
- I work at a school. I \_\_\_\_\_ a firefighter.
- Samuel and Valeria work at the police station. They \_\_\_\_\_ astronauts.
- My mom works at the bank. She \_\_\_\_\_ a taxi driver.
- You work at the restaurant. You \_\_\_\_\_ an optician.
- Carolina works in the courtroom. She \_\_\_\_\_ a firefighter.
- We work at the fire station. We \_\_\_\_\_ pilots.



# Unit 2

## Worksheet 1

### Part I (Class 3. I Produce: During)

- Look at the flags. First, read the country and write its nationality in the space below. Then, match the name of the country with its corresponding flag. Follow the example.

1	2	3	4	5	6
Spain	The United States of America	China	Portugal	Japan	England
Spanish					

### Part II (Class 3. I Produce: During)

- Read the children's/kids' introductions and complete the table.

Name:		Name:		Name:	
Name:		Name:		Name:	

Hello! My name is Carlos. I am from Panama city, Panama. I am Panamanian.

What's up? I am Olivia. I am from Canberra, Australia. I am Australian.

What's up? I am Renata. I am from Moscow, Russia. I am Russian.

Hi! I am Eduardo. I am from Santiago, Chile. I am Chilean.

Hi! My name is Gerardo. I am from Bogotá, Colombia. I am Colombian.

Hello! My name is Sakura. I am from Osaka, Japan. I am Japanese.

### Part III (Class 3. I Produce: Post)

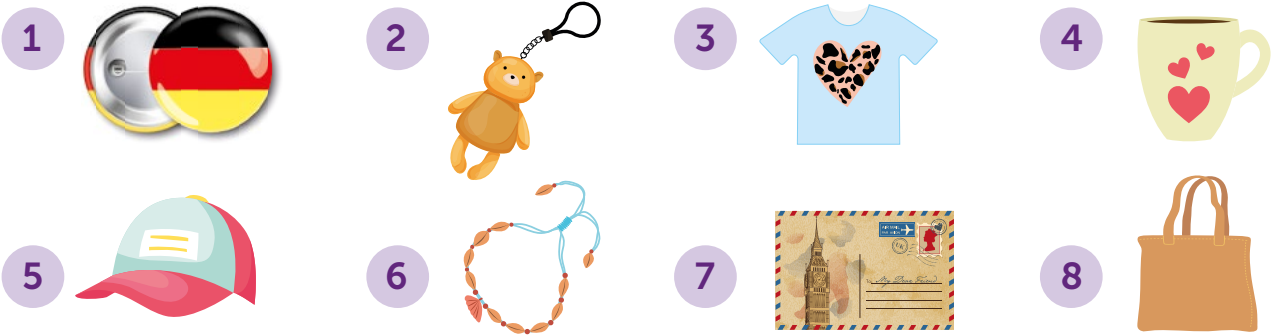
Write a short introduction about yourself. Use the information above as an example.

# Unit 2

## Worksheet 2

### Part I (Class 3. I Produce: During)

- Look at the souvenirs and write their names. Compare your answers with a classmate.



### Part II (Class 3. I Produce: During)

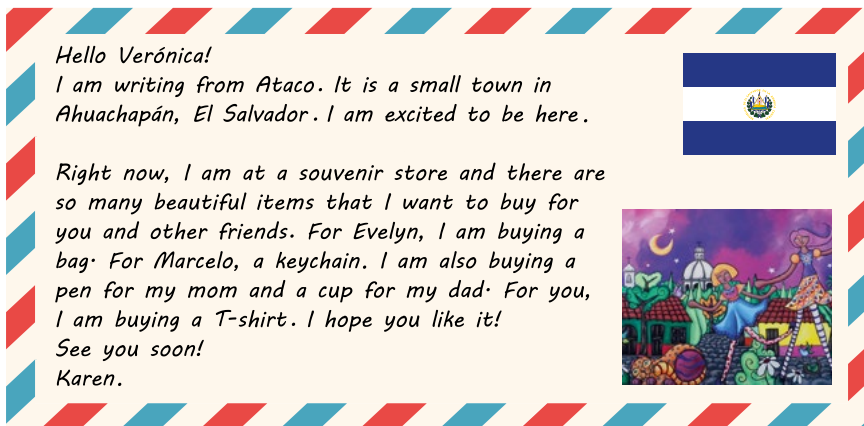
- Categorize the words according to their corresponding plural form ending.

city      class      pen      scarf      baby      match  
knife      cap      fox      leaf      cup      story



### Part III (Class 3. I Produce: During)

- Read the following postcard and answer the questions.



- Where is Karen writing from?
- How does she feel?
- What kind of store is Karen at?
- What is Karen buying?

### Part IV Class 3. I Produce: Post

- Imagine you are Karen's friend. Write a short answer to Karen in your notebook.

# Unit 2

## Worksheet 3

### Part I (Class 3. I Produce: During)

- Write the plural form of the following words and then find them in the word search.

- Child: \_\_\_\_\_
- Man: \_\_\_\_\_
- Woman: \_\_\_\_\_
- Tooth: \_\_\_\_\_
- Mouse: \_\_\_\_\_
- Person: \_\_\_\_\_
- Foot: \_\_\_\_\_
- Goose: \_\_\_\_\_

X	C	I	V	Z	K	M	P	H	P	E	Z	R	P	B
K	H	R	W	V	O	M	G	G	K	C	U	A	H	Y
F	I	P	K	E	E	Y	H	E	S	V	B	Z	A	L
J	L	C	H	N	A	I	L	T	W	Y	D	B	O	J
F	D	X	K	O	L	P	J	B	E	D	C	P	T	K
L	R	A	P	T	O	K	S	F	Z	E	E	M	Q	M
H	E	O	F	E	E	T	C	A	E	P	T	R	U	X
B	N	H	P	Z	M	R	T	I	C	P	Y	Z	J	T
M	O	K	W	C	I	H	W	I	I	T	C	E	P	A
U	M	O	S	O	R	F	A	H	M	A	D	L	H	S
D	J	M	H	T	M	H	X	U	G	T	K	D	X	B
M	H	I	R	D	W	O	K	F	H	E	O	C	D	L
T	B	F	G	O	U	N	E	M	O	W	E	K	Z	I
K	Y	L	S	H	N	K	M	R	X	Q	T	S	P	V
Y	Y	G	I	F	I	X	D	Q	V	X	C	T	E	W

### Part II (Class 3. I Produce: During)

- In pairs, play this board game and say sentences using the plural form of the words.



### Part III (Class 3. I Produce: During)

- Choose the correct form of the word.

- There are five \_\_\_\_\_ playing at the park.
 

a) childs	b) childrens	c) children	d) child
-----------	--------------	-------------	----------
- My two \_\_\_\_\_ hurt! I need a new pair of shoes.
 

a) feet	b) foot	c) foots	d) feets
---------	---------	----------	----------
- Oh my God! There are three \_\_\_\_\_ in my room.
 

a) mouse	b) mice	c) mouses	d) mices
----------	---------	-----------	----------
- There are six \_\_\_\_\_ helping kids in my school.
 

a) women	b) woman	c) womans	d) womens
----------	----------	-----------	-----------
- You should brush your \_\_\_\_\_ every morning and night.
 

a) tooth	b) tooths	c) teeth	d) teeths
----------	-----------	----------	-----------

## Unit 2

### Worksheet 4

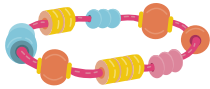
#### Part I (Class 3. I Produce: During)

- Unscramble the words to make adjectives. Write a sentence per each adjective.

- gib \_\_\_\_\_ 1. \_\_\_\_\_
- iummed \_\_\_\_\_ 2. \_\_\_\_\_
- malls \_\_\_\_\_ 3. \_\_\_\_\_
- xpeenvis \_\_\_\_\_ 4. \_\_\_\_\_
- chape \_\_\_\_\_ 5. \_\_\_\_\_

#### Part II (Class 3. I Produce: During)

- Write a sentence to describe each picture. Use a different adjective and circle it.



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_

#### Part III (Class 3. I Produce: During)

- First, scan the text and circle all the adjectives. Then, read the postcard and answer the questions.

Dear Norita,

Guess what! Today, I continued my trip around El Salvador, and I am in Juayúa. This is a small and beautiful town.

I love the church. It is not modern but traditional. It is red and big. In the morning, the bell ringing announces the mass.

I like the local market because you can buy cheap souvenirs and food.

I know you love food! That is why I want you to come with me to a small restaurant called "Mi comida". The food is delicious, it is not expensive, and the portions are big.

The park is traditional. It has big trees and a beautiful fountain in the center. I took a picture of a bird drinking water from the fountain. I will show it to you when I get home.

Miss you!

Fernando.

1. Where is Fernando?

\_\_\_\_\_

2. What does Juayúa Church look like?

\_\_\_\_\_

3. Are souvenirs and food expensive at the local market?

\_\_\_\_\_

4. What does the park look like?

\_\_\_\_\_

5. What is "Mi comida" restaurant like?

\_\_\_\_\_

# Unit 3

## Worksheet 1

### Part I (Class 1. I Activate: Post)

- Work in pairs.
- Look at the pictures (1-9) and complete the text using the free-time activities provided.

#### My Leisure Time!

My name is Julio and I'm 14 years old. In my leisure time, I do many activities.

On Monday, I 1. \_\_\_\_\_ with my siblings at the park. Then, I 2. \_\_\_\_\_ for about 30 minutes. On Tuesday, my friends and I 3. \_\_\_\_\_ after school. Next, we 4. \_\_\_\_\_ and 5. \_\_\_\_\_ to do our homework. On Wednesday, I 6. \_\_\_\_\_ and we 7. \_\_\_\_\_ in the living room. On Thursday and Friday, I 8. \_\_\_\_\_ with my friends. Finally, on weekends, I watch tutorials to learn how to 9. \_\_\_\_\_.



### Part II (Class 2. I Practice: Post)

- Work in pairs.
- Use the words and pictures to write down full sentences to describe free-time activities.


1. My friends /  / after school / .

2. I /  / in my bedroom / .


3. My classmates and I /  / to do our homework / .

4. My parents /  / after work / .

5. You /  / in your leisure time / .

6. We /  / at the park / on Friday / .

7. They /  / on weekends / .

8. I /  / with my family / after dinner / .

# Unit 3

## Worksheet 2

### Part I (Class 1. I Activate: Post)

- Work in pairs.
- Complete the negative sentences and questions using the pictures and the simple present tense correctly.

1. \_\_\_\_\_ you \_\_\_\_\_ in your leisure time? 


2. We \_\_\_\_\_  before we go to bed.

3. My siblings \_\_\_\_\_  at the beach.

4. \_\_\_\_\_ your classmates \_\_\_\_\_  after lunch?

5. I \_\_\_\_\_  on Monday.

6. You \_\_\_\_\_  in the morning.

7. \_\_\_\_\_ Pablo and Lucy \_\_\_\_\_  ?

8. They \_\_\_\_\_  in the afternoon.

### Part II (Class 3. I Produce: Pre)

- Interview your classmates. Find two partners who do the free-time activities below.

Find People Who...	Classmate 1	Classmate 2
play a musical instrument after class		
listen to electronic music in the afternoon		
go shopping on weekends		
do exercise at the park		
go out with friends on Friday		
surf the Internet to do homework		
read books in the evening		

## Worksheet 3

### Part I (Class 2. I Practice: During)

- Complete the sentences using the correct form of the verbs in parentheses.
- Next, read sentences 1-14 carefully and choose seven sentences that match pictures a-g. Write the numbers in the boxes.

1. Clara \_\_\_\_\_ (watch) TV with her family in the evening.
2. We \_\_\_\_\_ (go) to school by bus.
3. My teacher \_\_\_\_\_ (study) French and Italian.
4. Kevin \_\_\_\_\_ (brush) his teeth every morning.
5. Carolina and David \_\_\_\_\_ (do) exercise on weekends.
6. My mother \_\_\_\_\_ (teach) Physical Education at school.
7. I \_\_\_\_\_ (listen) to classical music.
8. Ernesto \_\_\_\_\_ (finish) work at 6:00.
9. Sonia and Mauricio \_\_\_\_\_ (fix) cars in their free time.
10. Mercedes \_\_\_\_\_ (pass) her exams every year.
11. José \_\_\_\_\_ (have) dinner at 8:30.
12. You \_\_\_\_\_ (check) your email every day.
13. Johanna \_\_\_\_\_ (fly) a kite in the afternoon.
14. My puppy \_\_\_\_\_ (play) with a small ball.



### Part II (Class 2. I Practice: Post)

- Work in pairs. Complete the text using the verbs in parentheses in the correct form. Next, mark the statements **T** (true) or **F** (false).

Kathy is 14 years old and she **1.** \_\_\_\_\_ (live) in La Libertad. She **2.** \_\_\_\_\_ (study) at C.E Caserío Hacienda Shutia. She **3.** \_\_\_\_\_ (love) speaking English with her classmates.

On Monday, Kathy **4.** \_\_\_\_\_ (play) checkers with her family. She **5.** \_\_\_\_\_ (do) exercise at the park on Tuesday. On Tuesday afternoon, she **6.** \_\_\_\_\_ (fix) cars with her dad. Kathy usually **7.** \_\_\_\_\_ (surf) the Internet to do her homework, and she also **8.** \_\_\_\_\_ (check) her email. On Thursday, she **9.** \_\_\_\_\_ (fly) kites with her cousins. On Saturday, Kathy and her brother **10.** \_\_\_\_\_ (have) pupusas at her grandma's house. On Sunday, Kathy **11.** \_\_\_\_\_ (watch) series with her best friend.

**Are these sentences T (true) or F (false)?**

- a) Kathy plays checkers with her friends on Monday. \_\_\_\_\_
- b) She fixes cars with her father on Tuesday afternoon. \_\_\_\_\_
- c) She usually surfs the Internet to read comics. \_\_\_\_\_
- d) She eats pupusas with her brother at their grandma's house on Saturday. \_\_\_\_\_

# Unit 3

## Worksheet 4

### Part I (Class 2. | Practice: Pre)

- Work in pairs.
- Complete sections A) and B) collaboratively.

A) Rewrite the following verbs in the simple present tense for the third person singular.

1. I **watch**                      He \_\_\_\_\_
2. We **stop**                        She \_\_\_\_\_
3. They **listen**                    He \_\_\_\_\_
4. You **pass**                        It \_\_\_\_\_
5. They **change**                    He \_\_\_\_\_
6. I **have**                            She \_\_\_\_\_
7. We **eat**                            It \_\_\_\_\_
8. You **wash**                        He \_\_\_\_\_
9. They **do**                            She \_\_\_\_\_
10. I **sing**                            It \_\_\_\_\_
11. We **surf**                         He \_\_\_\_\_
12. You **check**                    She \_\_\_\_\_

B) Listen to the track and classify the verbs in section A according to their pronunciation correctly.

/lʒ/	/s/	/z/

### Part II (Class 2. | Practice: Post)

- Write negative sentences in the simple present tense using the information provided.

1. Jorge /  / after school / .


2. Alejandra /  / on the soccer field / .


3. My friends /  / in their leisure time / .

4. Patricia /  / with her family / .

5. Silvia and Marcos /  / at the park after classes / .

6. Daniela /  / on weekends / .

7. My dog /  / when I get home from school / .

8. Carlos /  / in music classes on Friday / .

9. Marcela /  / twice a week / .



Worksheet 5

(Class 3. I Produce: During)

**START**

I +

your best friend ?

Alejandra -

What do you do in your leisure time?

Your mother or father ?

My siblings +

Daniel +

We -

What does your cousin do in his/her free time?

René -

Your classmates ?

What do you think your teacher does in his/her free time?

**FINISH!**

**Instructions:**

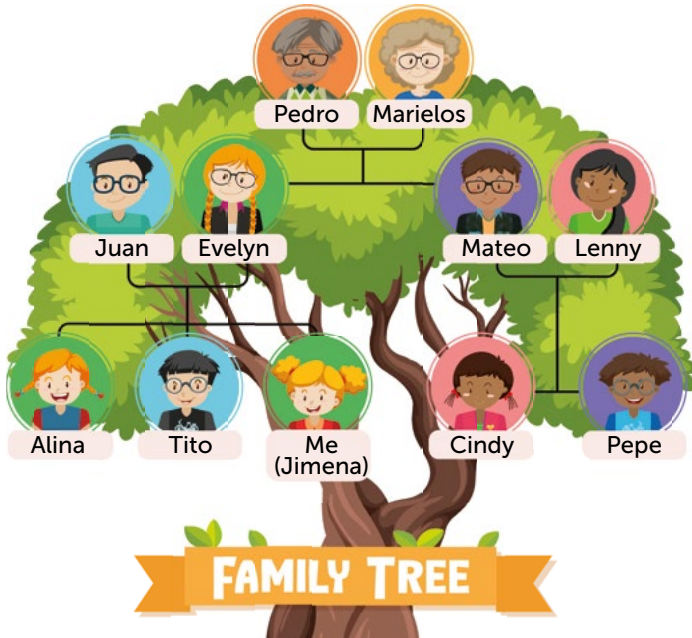
- Play this board game with your classmates.
- Flip a coin and make sentences and questions in the simple present using the information in the squares.

# Unit 4

## Worksheet 1

### Part I (Class 3. I Practice: During)

- Look at the family tree. Follow the example and write in each question the corresponding relationship.



#### Example:

What is the relationship between Evelyn and Jimena? They are mother and daughter.

- What is the relationship between Tito and Cindy? \_\_\_\_\_
- What is the relationship between Juan and Pepe? \_\_\_\_\_
- What is the relationship between Evelyn and Mateo? \_\_\_\_\_
- What is the relationship between Pedro and Marielos? \_\_\_\_\_
- What is the relationship between Marielos and Alina? \_\_\_\_\_

### Part II (Class 3. I Practice: During)

- Look at the pictures. Complete the sentences using the corresponding possessive adjective.

1



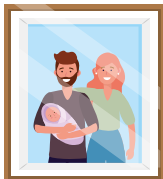
I am the girl in the picture. They are \_\_\_\_\_ parents.

2



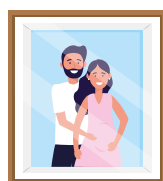
I am not in this picture. This is Carlos and \_\_\_\_\_ father, Raúl. Raúl is a single father.

3



They are my friends and \_\_\_\_\_ baby girl. They look so cute together.

4



This is my brother, Emilio, and \_\_\_\_\_ wife. \_\_\_\_\_ name is Rosa.

5



This is my grandmother, Teresa, and \_\_\_\_\_ husband. \_\_\_\_\_ name is Mario.

6



This is my friend, Carito, and \_\_\_\_\_ mother, Jeanete. She is a single mother.

### Part II (Class 3. I Practice: During)

- In your notebook, draw a family picture. Write a short description following the examples in Part II.

# Unit 4

## Worksheet 2

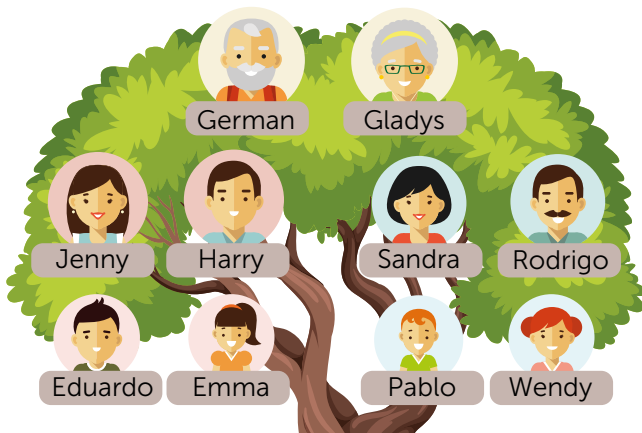
### Part I (Class 3. I Produce: During)

- Read the example carefully and complete the chart with the correct possessive noun.

Nouns	Singular possessive noun	Plural possessive noun
1. Child	Child's	Children's
2. Dog		
3. Woman		
4. Girl		
5. Teacher		
6. Baby		
7. Man		
8. Elephant		
9. Cat		

### Part II (Class 3. I Produce: During)

- Look at the family tree. Then, write sentences using possessive nouns. Follow the example.

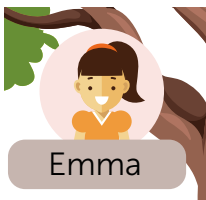


Example: Jenny is Harry's wife.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Part III (Class 3. I Produce: Post)

- Look at the family tree in Part II. Read the sentences and select true or false. Correct the false statements.



1. German is Emma's father.	True	False
2. Rodrigo is Emma's uncle.	True	False
3. Eduardo is Emma's cousin.	True	False
4. Jenny is Emma's grandmother.	True	False
5. Sandra is Emma's aunt.	True	False
6. Gladys is Emma's mother.	True	False

### Part IV (Class 3. I Produce: Post)

- Select a family member from the family tree in part II. Write in your notebook 3 false statements. Ask your classmates to correct them.

# Unit 4

## Worksheet 3

### Part I (Class 3. I Activate: During)

- Match each percentage with its corresponding frequency adverb.

1 100%	2 80%	3 75%	4 50%	5 25%	6 0%
a Never	b Sometimes	c Always	d Hardly ever	e Usually	f Often

### Part II (Class 3. I Activate: During)

- Look at the percentages. Write full sentences in the simple present using the proper frequency adverbs and the correct form of the verbs given.

listen to music



He usually listens to classical music.

1.

read books



2.

write poems

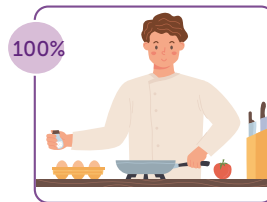


3.

water plants

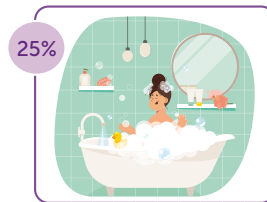


cook



5.

take a bath



4.

### Part III (Class 3. I Activate: Post)

- Listen to the audio and select the correct answers.

Question	A	B	C
1. What's the girl's name?	Norita	Rita	Margarita
2. What's her occupation?	She is a teacher.	She is a doctor.	She is a student.
3. She usually...	rides her bike to school.	gets up at 5 o'clock.	takes the bus.
4. She sometimes...	does homework.	goes to the park and plays.	studies English.
5. She never...	has dinner with her family.	plays video games.	goes to bed early.

# Unit 4

## Worksheet 4

### Part I (Class 3. I Activate: During)

- Use the information in the boxes to write complete sentences using the corresponding frequency adverbs.

1




2




3




4




5




6




### Part II (Class 3. I Activate: During)

- Work in pairs. Follow the path and take turns asking and answering the questions.

**START** How often do you...?

1 clean your house? 

2 study English? 

3 read books? 

4 chat with friends? 

5 play golf? 

6 ride a bike? 

**END**

# Unit 5

## Worksheet 1

### Part I (Class 3. I Produce: Post)

- Look carefully at the ordinal numbers. Fill in the blanks with the written form of the given numbers.

- a. 8<sup>th</sup> \_\_\_\_\_
- b. 23<sup>rd</sup> \_\_\_\_\_
- c. 31<sup>st</sup> \_\_\_\_\_
- d. 17<sup>th</sup> \_\_\_\_\_
- e. 2<sup>nd</sup> \_\_\_\_\_
- f. 15<sup>th</sup> \_\_\_\_\_
- g. 14<sup>th</sup> \_\_\_\_\_
- h. 6<sup>th</sup> \_\_\_\_\_
- i. 11<sup>th</sup> \_\_\_\_\_
- j. 12<sup>th</sup> \_\_\_\_\_

### Part II (Class 3. I Produce: Post)

- Interview six of your classmates to find out one of their family member's birthday. Use the question: When is your \_\_\_\_\_ (relative's) birthday?

For example: *When is your mom's birthday?*

Classmate: \_\_\_\_\_  
Relative: \_\_\_\_\_  
Month: \_\_\_\_\_  
Date: \_\_\_\_\_

Classmate: \_\_\_\_\_  
Relative: \_\_\_\_\_  
Month: \_\_\_\_\_  
Date: \_\_\_\_\_

Classmate: \_\_\_\_\_  
Relative: \_\_\_\_\_  
Month: \_\_\_\_\_  
Date: \_\_\_\_\_

Classmate: \_\_\_\_\_  
Relative: \_\_\_\_\_  
Month: \_\_\_\_\_  
Date: \_\_\_\_\_

Classmate: \_\_\_\_\_  
Relative: \_\_\_\_\_  
Month: \_\_\_\_\_  
Date: \_\_\_\_\_

Classmate: \_\_\_\_\_  
Relative: \_\_\_\_\_  
Month: \_\_\_\_\_  
Date: \_\_\_\_\_

**Worksheet 2****Part I (Class 3. I Produce: Post)**

- Read the sentences and fill in the blanks using the prepositions of time *in* or *on*.
1. My birthday is \_\_\_\_\_ August.
  2. Teacher's Day is celebrated \_\_\_\_\_ June 22nd.
  3. The school year starts \_\_\_\_\_ January.
  4. I have classes \_\_\_\_\_ the 3rd.
  5. New Year's Eve is \_\_\_\_\_ December 31st.
  6. My dad's birthday is \_\_\_\_\_ September.
  7. The last day of school is \_\_\_\_\_ November.
  8. The Feast of San Salvador takes place \_\_\_\_\_ August 6th.
  9. I have to see the doctor \_\_\_\_\_ the 10th.
  10. The English test is \_\_\_\_\_ May.

**Part II (Class 3. I Produce: Post)**

- Listen to the audio about Christmas in El Salvador. Answer the questions using full sentences correctly.

1. What's the boy's name?  
\_\_\_\_\_
2. When does he visit his mom's family?  
\_\_\_\_\_
3. What does he do in the afternoon of the 24th?  
\_\_\_\_\_
4. What does he usually eat?  
\_\_\_\_\_
5. Who does he play firecrackers with?  
\_\_\_\_\_
6. What kinds of decorations does he have?  
\_\_\_\_\_
7. What does he see outside the house?  
\_\_\_\_\_
8. When does he open the gifts?  
\_\_\_\_\_



# Unit 5

## Worksheet 3

### Part I (Class 3. I Activate: Post)

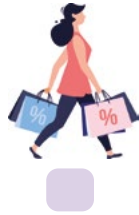
- Unscramble the words to make complete sentences. Write the correct form of the *verb be*: *am*, *is*, or *are*.

- raining / (be) / it / \_\_\_\_\_
- my sister / walking / and / home / (be) / my mom \_\_\_\_\_
- Saúl / playing / (be) / and / I / soccer \_\_\_\_\_
- (be) / I / spaghetti / cooking \_\_\_\_\_
- Miguel / TV / now / (be) / watching \_\_\_\_\_

### Part II (Class 3. I Practice: Post)






- Complete the sentences using the correct form of the **verb be** and the present participle of the main verb.
- Match the sentences with the pictures by writing the number in the circles.

- Claudia \_\_\_\_\_ (shops) right now.
- Luis and Raúl \_\_\_\_\_ (drink) coffee.
- I \_\_\_\_\_ (make) my bed.
- You and I \_\_\_\_\_ (bake) a delicious cake.
- The police officer \_\_\_\_\_ (stop) us.



### Part III (Class 3. I Produce: During)

- Look at the pictures and write complete sentences using the present continuous tense.

-  Elisa \_\_\_\_\_
-  Guadalupe \_\_\_\_\_
-  Walter and Sara \_\_\_\_\_
-  Antonio \_\_\_\_\_
-  Jennifer and Juan \_\_\_\_\_



# Unit 5

## Worksheet 4

### Part I (Class 3. I Produce: Pre)

- Look at the picture carefully. Write 8 sentences about the activities the people are doing.



- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Part II (Class 3. I Produce: During)

- Listen to the description of what Carolina and his family are doing right now on their vacation trip. Then follow these steps:
  - Write the correct form of the **verb be** in each sentence.
  - Listen to the track. Match the corresponding indoor and outdoor activities in the box with sentences 1-8.
  - Change the verbs into their present participle form to write complete sentences. For example: **He is riding his bike.**

buy souvenirs / listen to music / prepare sandwiches / play video games  
visit tourist attractions / play soccer / read a book / spend time together

- I \_\_\_\_\_
- My mom and dad \_\_\_\_\_
- My grandfather and my little brother \_\_\_\_\_
- My sister \_\_\_\_\_
- My cousin \_\_\_\_\_
- My grandmother \_\_\_\_\_
- My aunt and uncle \_\_\_\_\_
- We \_\_\_\_\_

# Unit 5

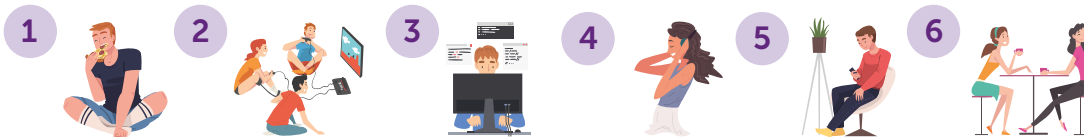
## Worksheet 5

### Part I (Class 1. I Activate: Post)

- Unscramble the sentences to create negative statements in the present continuous.
- not / tourist / we / attractions / are / visiting / today / . \_\_\_\_\_
  - listening / is / Karla / not / to / rock music / right now / . \_\_\_\_\_
  - they / eating / delicious / not / are / breakfast / a / . \_\_\_\_\_
  - brother / watching / bedroom / my / not / TV / is / in / his / .  
\_\_\_\_\_
  - the / souvenirs / not / you / at / are / buying / store. \_\_\_\_\_

### Part II (Class 2. I Practice: Post)

- Look at the pictures carefully. Answer the following Yes/No questions or complete them with the correct missing information.
- A: Is he eating pizza?  
B: \_\_\_\_\_
  - A: Are they doing homework?  
B: \_\_\_\_\_
  - A: \_\_\_\_\_ working on the computer?  
B: \_\_\_\_\_
  - A: Is \_\_\_\_\_ to music?  
B: \_\_\_\_\_
  - A: Is he swimming in the pool?  
B: \_\_\_\_\_
  - A: \_\_\_\_\_?  
B: Yes, they are.



### Part III (Class 3. I Produce: During)

- Listen to the audio carefully and underline the correct answer for each question.
- Where is Kevin?  
a. At the river.    b. At the park.    c. At an archeological site.    d. At the lake.
  - What is he doing there?  
a. He's swimming in the pool.    c. He's climbing the volcano.  
b. He's buying souvenirs.    d. He's eating some food.
  - Where is Lorena?  
a. At the lake.    b. At the volcano.    c. At the mountain.    d. At the river.
  - Where are Mario and Mariela?  
a. At the beach.    b. At the volcano.    c. At an archaeological site.    d. At the lake.
  - What are they doing?  
a. They're buying souvenirs.    c. They're climbing the volcano.  
b. They're visiting new restaurants.    d. They're meeting new people.

# Unit 6

## Worksheet 1

### Part I (Class 1. I Activate: During)

- Write the corresponding name of the ability under the pictures.

play marbles    paint    cook    do yoga    ride a bike    fly a kite    dance  
climb trees    jump rope    play the guitar



### Part II (Class 2. I Practice: During)

- Read the text carefully and complete the chart with Roberto's, Carlos's, and Lucia's abilities.

#### My siblings' talents

My name is Roberto. I have one brother and one sister. My brother's name is Carlos, and my sister's name is Lucia. Carlos likes music a lot. He plays the drums and the guitar. Also, he is good at singing. Lucia likes sports so much. She plays soccer and baseball. Besides that, she dances very well. About my abilities, I like cooking. On weekends, I cook pizza and spaghetti. During my leisure time, I go out to take pictures.

Carlos	Lucia	Roberto

### Part III (Class 3. I Produce: During)

- Listen to the audio carefully. Check Victor's abilities correctly.

Abilities	YES	NO
do judo		
play basketball		
do magic tricks		
swim in the river		

Abilities	YES	NO
fish		
fly a kite		
ride a horse		
milk a cow		

# Unit 6

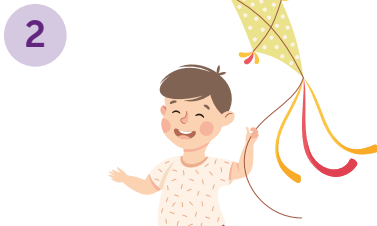
## Worksheet 2

### Part I (Class 2. I Practice: Post)

- Look at the pictures carefully. Write affirmative or negative sentences in your notebook using the abilities below each illustration.



Drive



Fly a kite



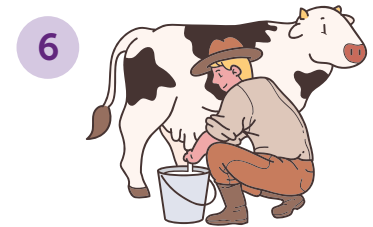
Swim



Play the guitar



Sing



Milk a cow



Plant a tree



Cook

### Part II (Class 3. I Produce: During)

- Listen to Marina talking about her abilities. Mark the statements *True* or *False* correctly.

N°	Marina's abilities	TRUE	FALSE
1	She can't speak French.		
2	She can speak Japanese.		
3	She can cook chicken curry.		
4	She can cook fish.		
5	She can bake pizza.		

**Worksheet 3****Part I (Class 2. I Practice: Pre)**

- Write five questions about abilities in the table.
- Walk around the classroom and interview 5 classmates about their abilities.

Can you...	student 1: _____	student 2: _____	student 3: _____	student 4: _____

**Part II (Class 2. I Practice: During)**

- Read the sentences. Change them into questions correctly.  
Example: Your sister can dance hip hop. → Can your sister dance hip hop?

1. She can say the alphabet backwards.

\_\_\_\_\_

2. He can speak French.

\_\_\_\_\_

3. Mario can climb coconut trees.

\_\_\_\_\_

4. Luisa can play the piano.

\_\_\_\_\_

5. We can speak Spanish.

\_\_\_\_\_

6. We can learn English.

\_\_\_\_\_

7. I can sing karaoke.

\_\_\_\_\_

8. Your mother can play soccer.

\_\_\_\_\_

9. Your father can cook.

\_\_\_\_\_

10. Your brother can ride a horse.

\_\_\_\_\_

# Unit 6

## Worksheet 4

### Part I (Class 1. I Activate: Post)

- Find in the word search five adverbs of manner. Keep in mind that words can go in any direction and they can share letters as they cross over each other. Next, write a sentence for each adverb.

BEAUTIFULLY- CAREFULLY- QUICKLY- SLOWLY- WELL

T	C	Y	N	J	K	L	U	Y	V	N	O
U	L	W	L	K	V	G	N	L	L	R	T
F	G	B	V	W	L	P	X	L	C	H	J
D	X	F	B	O	O	Q	W	U	F	V	H
P	K	L	B	X	Z	L	F	F	H	Y	J
Y	L	K	C	I	U	Q	S	E	I	V	X
T	H	J	O	P	K	U	I	R	J	X	V
C	R	B	L	C	X	W	P	A	G	B	N
A	F	N	K	Z	Q	E	E	C	F	V	T
B	E	A	U	T	I	F	U	L	L	Y	L
O	I	D	N	Y	E	A	S	X	L	K	P

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

### Part II (Class 2. I Practice: Post)

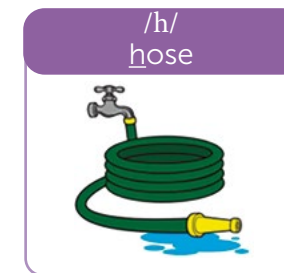
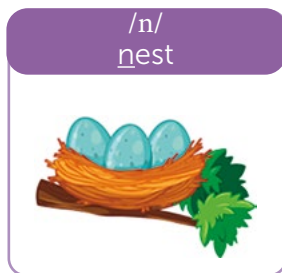
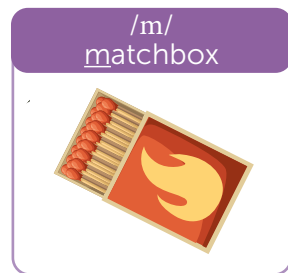
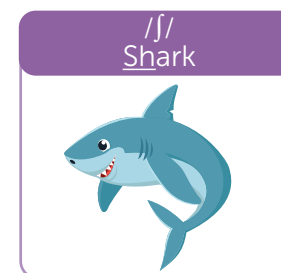
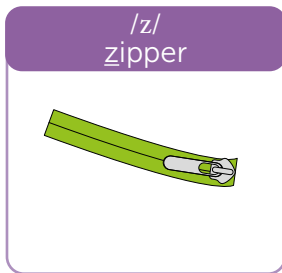
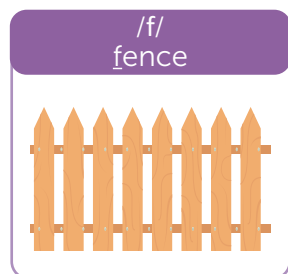
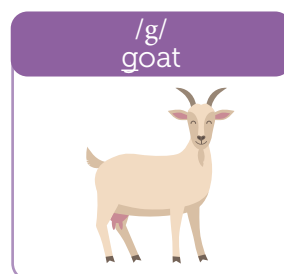
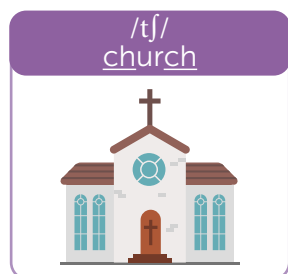
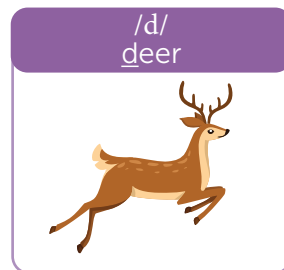
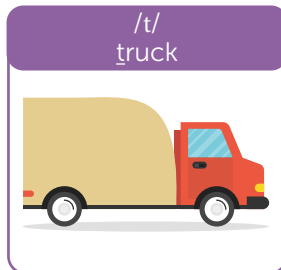
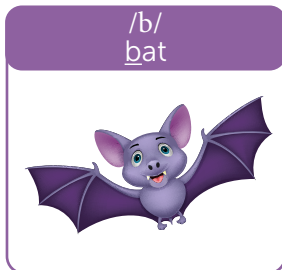
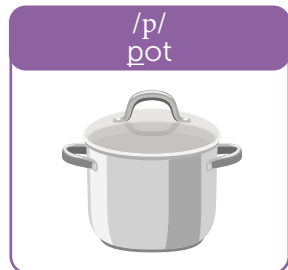
- Read the following paragraph about Carlos' family. Underline or circle all the adverbs of manner in the text.
- Then, in your notebook, write four sentences about your relatives' abilities.

#### My Relatives' Abilities


- I am Carlos and I live in Suchitoto. I am very happy to
- share with you some of my relatives' abilities. My mom,
- Esmeralda, can sing beautifully. When she was a child, she
- was part of the school choir. My father, Alberto, can cook
- well. Every year, he is in charge of our Christmas dinner.
- Alejandra, my younger sister, studies Portuguese. She can
- speak Portuguese fluently. Rodrigo, my brother, bought a
- car last month. He is taking driving lessons, so he can learn
- to drive carefully. My favorite subject is math. I like solving
- math problems, and I can solve them quickly! After finishing
- my exercises, I help my classmates with their homework.
- What about you? Can you solve math problems quickly?

# International Phonetic Alphabet (Consonants and Vowels)

## Consonants



/l/  
ladybug



/r/  
rope



/w/  
wallet




/j/  
yarn




## Vowels

/i:/  
leaves




/ɪ/  
chip



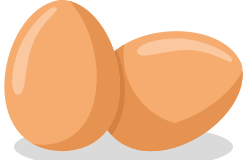
/ʊ/  
book




/u:/  
roof




/e/  
egg



/ə/  
road



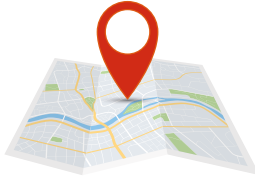
/ɜ:/  
worm



/ɔ:/  
storm



/æ/  
map



/ʌ/  
cup



/ɑ:/  
star



/ɒ/  
top









MINISTERIO  
DE EDUCACIÓN

**Material en  
validación**