



GOBIERNO DE  
EL SALVADOR

# English Syllabus

## A1

2023





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## Dear Faculty:

Within the framework of the educational transformations promoted by the Ministry of Education, Science and Technology, we are pleased to present the new English Syllabi for secondary education. These materials were designed after consultations with English teachers in public schools throughout our Salvadoran territory, English specialists of the Ministry of Education, Science and Technology; and professionals from different sectors of the educational community.

Within the syllabi, the faculty is obtaining a tool that will aid them in building new knowledge to develop linguistic and communicative skills of the English language with their students. Thus, students will develop integrated attitudes to consolidate multicultural diversity that will support their identity and the current globalized world. The faculty of secondary education plays a leading role in the full development of our students; therefore, these syllabi will help them to fulfill their special mission.

The English syllabi emphasize the development of communication skills: reading, writing, listening, and speaking. As well as, critical thinking and research to build and present knowledge.

It is worth mentioning that the success and sustainability in the implementation of these syllabi will only be possible with the dedication, professionalism and creativity that characterize our faculty who is committed to education. In the same way, English teachers will be able to include their personal stamp on each content in order to reach the proposed competences.

Finally, we acknowledge your dedication, sacrifice, and effort. We kindly invite you to take ownership of these syllabi to get the most out of them. We also thank all the members of the educational community who participated in our consultations and contributed with their valuable experience and feedback for the development of these tools.

**José Mauricio Pineda Rodríguez**

The Minister of Education

## I. INTRODUCTION TO THE ENGLISH CURRICULUM FOR SECONDARY EDUCATION

The new English syllabi for Secondary Education feature a curricular proposal that responds to questions that teachers may ask themselves when planning their classes. These questions are properly answered throughout the following curricular components:

QUESTIONS	CURRICULAR COMPONENTS
What to teach for?	Competences
What must students learn?	Contents
What to develop/strengthen?	Attitudinal competencies
How to teach?	Methodological guidelines/ Procedural contents
How, when, and what to evaluate?	Performance indicators/ Evaluation guidelines

### Curricular Components

The English curriculum is designed based on the following curricular components:

### Unit number and name

Every unit has been designed to provide students with a sense of belongingness. The names of the units have

been adjusted in order to reflect the context of real-life scenarios in which students might be exposed to. This will help students to develop the contents and abilities that will be needed throughout their learning process to achieve the communicative competences required in the different domains: public, personal, occupational, and educational.

### Approximate time

It is essential to point out that every CEFR level has a range of hours of instruction required to reach a proficiency level. Therefore, each unit has been allotted an approximate time of 15 to 18 hours to develop the needed competences to be promoted to the next level. These time frames have been established according to the official 96 hours of instruction assigned to the English subject.

### Unit Competences

The unit competences are structured according to the achievement of learning. They are oriented to a continuum series of actions to obtain a concrete result. In its enunciation, the knowledge referred to as concepts, procedures, and attitudes are also distinguished as part of its resources or essential components. It is also evident the functionality, the “what for” or the purpose of learning, which provides meaning and *raison d’être* to the actions and specific learning to influence the life and needs of the students.

## Contents

The curricula present the three most important types of content for the development of competences: conceptual content which is “know-what”, procedural content known as “know-how” and attitudinal content linked to “know-how-to-be”. When lesson planning, is important to take the three areas into account giving them equal importance.

### The conceptual contents

Students are competent when the concepts they learn are related to real-life contexts. In order to understand our world, it is essential to generate, reinforce and expand facts, principles, grammatical structures and lexicon that are relevant to convey a clear message. Therefore, a project has been included at the end of each unit because conceptual knowledge plays an important role in the teaching-learning process, as it implies a transcendence of the conceptual to the procedural level, so that knowledge is not only theoretical but also meaningful in the life of the students.

### The procedural contents

These contents are related to the skills that are intended to be developed in students. Procedural knowledge is as important as conceptual knowledge because it allows the students and the educational community to explain how to learn, reproduce and adjust skills according to the contexts, as well as to adapt these abilities to the particular needs of each student.

## Performance indicators

Performance indicators measure whether a competence has been reached or not. The CEFR Can Do statements have been considered as the basis of the performance indicators presented in these syllabi. These indicators have been aligned, customized and prioritized according to the different contexts of our country and the students’ needs. They are intended to help teachers assess students’ progress.

### The attitudinal competencies

Attitudes refer to a person’s habitual ways of reacting. They are the result of knowledge and beliefs. With these competencies, students will be able to share their opinion and behavior toward someone or something in a fictional or real communicative situation. It is important to keep in mind that the conceptual contents, procedural contents, performance indicators and attitudinal competencies keep a close relationship among them. They are framed in a transversal way in all the activities of the unit.

### Keywords

They are important words to be emphasized and sometimes they are challenging to pronounce, due to particular phonemes. A phonetic transcription has been added next to each word to get an accurate reference. Moreover, phonemes that might be difficult to pronounce have been marked in bold.

## **Vocabulary bank for spelling practice**

This section is only available in those units where conceptual contents require further spelling practice. They provide a bank of suggested words to support teachers while planning their lessons.

## **Organization of competences and contents within the didactical units**

The didactical units are presented in tables where competences, contents, performance indicators, attitudinal competencies and keywords are displayed as a whole.

The organization of contents is distributed into six units. Each unit has been designed to be covered within a time frame of 15 or 18 hours according to the complexity of contents. Each block of content is meant to be instructed in three classes of 45 minutes.

## **Methodology**

Brief methodological guidelines have been included to describe a suggested didactical sequence which responds to the approach of the subject. These could be improved by each teacher in order to offer students classes which will facilitate learning based on competence functions.

## **Evaluation**

This English curricular proposal is based on the communicative approach, the growth mindset approach and project-based learning (PBL) in which evaluation is articulated from the proposed competences for each unit.

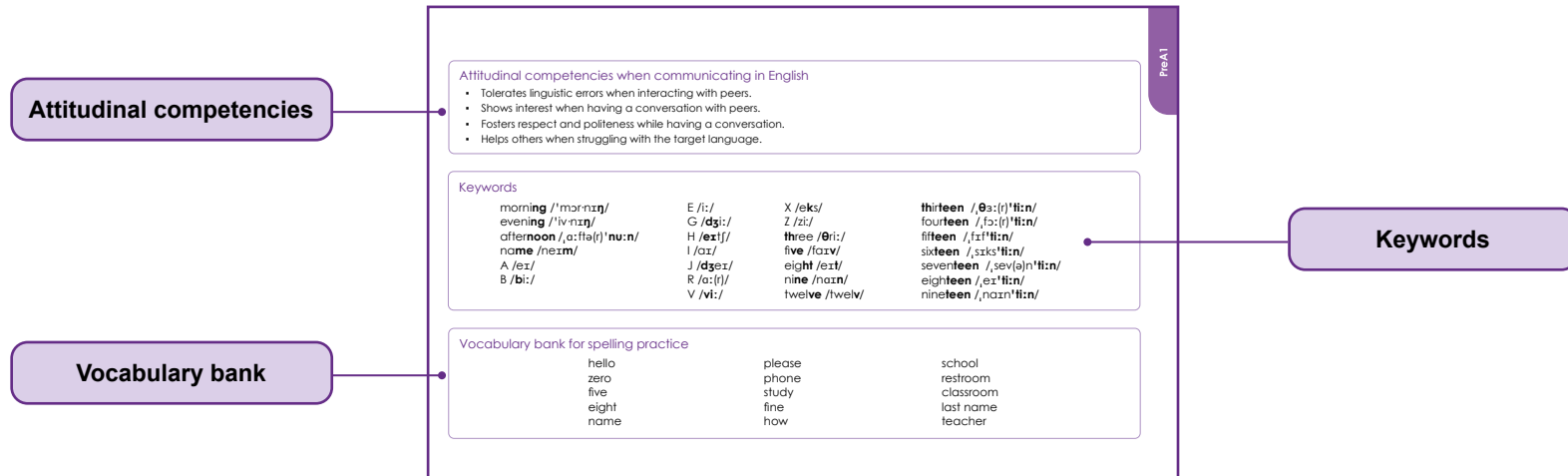
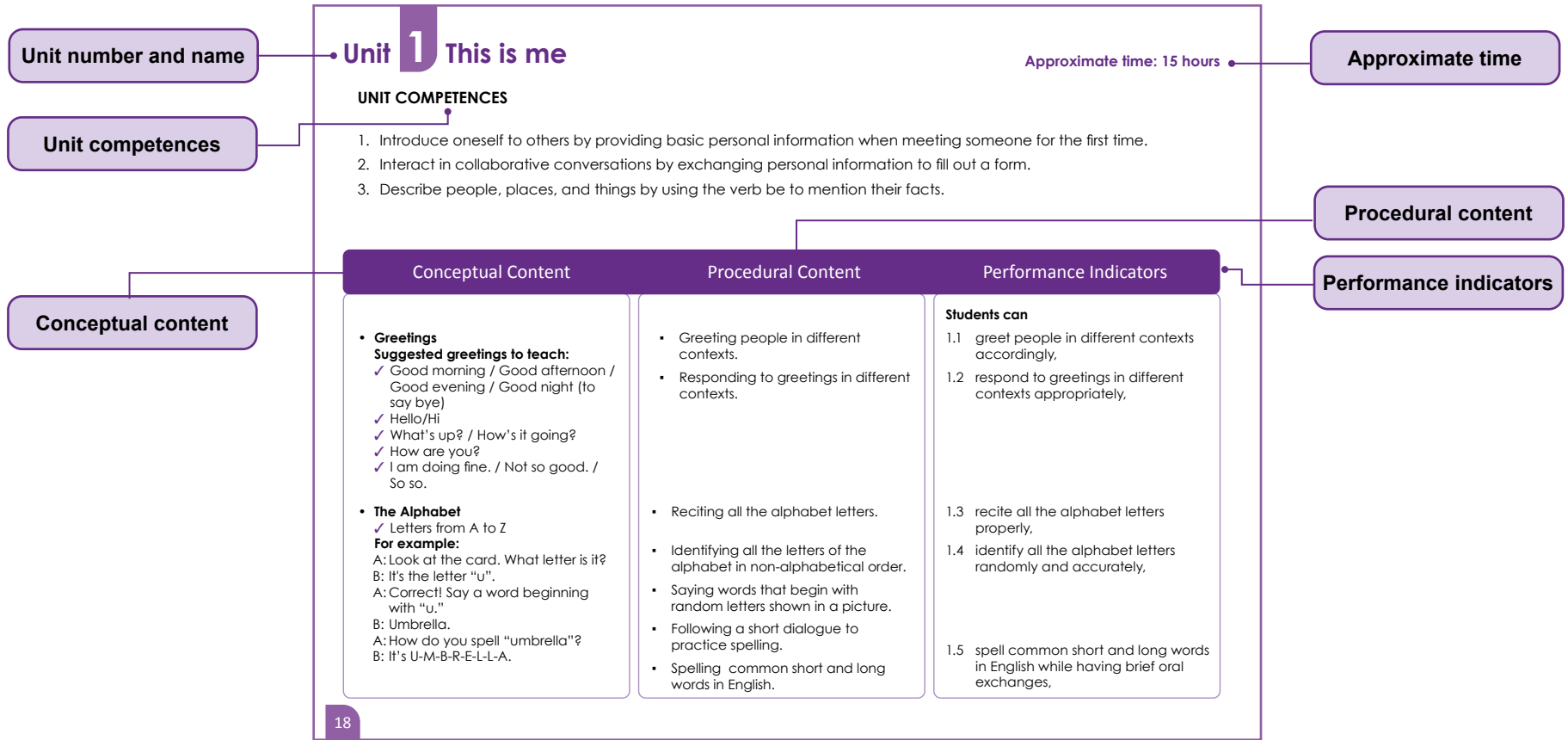
The simplicity of the competences allows to evidence students' progress. It is the performance indicators, specifically, that enable the assessment of each task.

It has to be understood that the performance indicators can be adjusted according to the students' needs in order to make teachers able to assess students equitably responding to their level of proficiency. It is important to adequate the methodology for those students in particular situations to have a fair measurement of their learning progress.

The syllabi present the performance indicators numbered according to a correlative order for each didactic unit.



# Description and presentation of the learning unit format



## II. STUDY PLAN OF THE ENGLISH AS A FOREIGN LANGUAGE (EFL) SUBJECT

The study plan for secondary education is organized by subjects. English as a Foreign Language (EFL) is developed in three 45-minute classes per week during the school year. These are presented as follows:

### THE MIDDLE SCHOOL CURRICULUM

The Middle School Curriculum is organized in subjects with a number of hours as follows:

Subject	Seventh grade		Eighth grade		Ninth grade	
	Hours per week	Hours per year	Hours per week	Hours per year	Hours per week	Hours per year
English	3	120	3	120	3	120

### THE HIGH SCHOOL CURRICULUM

The High School Curriculum is organized in subjects with a number of hours as follows:

Subject	Tenth		Eleventh	
	Hours per week	Hours per year	Hours per week	Hours per year
English	3	120	3	120

### Transverse axes

Transverse axes are contents that must be included suitably in the development of the study plan. They contribute to the integral instruction of students since it is through them that “a democratic society established in values, respect toward the human being and nature constituting itself on concrete educational guidelines aimed at specific issues and aspirations of the country” (Fundamentos Curriculares de la Educación Nacional. Ministerio de Educación, pág. 115-116. El Salvador, 1999).

The transversal axes of the Salvadoran curriculum are the following:

- ✓ Environmental education
- ✓ Human rights education
- ✓ Comprehensive preventive education
- ✓ Education for equal opportunities
- ✓ Health education
- ✓ Consumer education
- ✓ Education in values

### III. PRESENTATION OF THE ENGLISH SUBJECT

The English Syllabi for Secondary Education focus on the development of essential language competences for communicating and properly interacting with the environment. Developing these competences implies the learning of attitudes integrally. This integration guarantees the acquisition of the expected competences.

These new syllabi promote the development of four competences: oral comprehension (listening), oral production (speaking), reading comprehension (reading), and writing production (writing). Such competences are developed through a spiral process to internalize language functions by using the language in different contexts and situations with a given degree of accuracy and fluency. Grammar structures and vocabulary are introduced in each unit through a specific content rather than in an isolated form. Also, the language functions to be developed have been orderly arranged from the simplest to the most complex ones.

#### The communicative approach

The new version of the syllabi, as in the previous version (2008), is focused on the communicative approach which is based on the integration of a variety of innovative teaching techniques that emphasizes the development of comprehension and production of oral expression. In addition, this approach reinforces the knowledge of the language and culture maximizing meaningful learning in students.

- a. Communicative competence is a dynamic concept that depends on the **negotiation of meaning** between two or more persons who share some knowledge of the language. Thus, communicative competence can be said to be an **interpersonal trait**.
- b. It applies to both written and spoken language.
- c. It is content-specific, as communication always takes place in a particular context or situation. The competent language user will know how to make appropriate choices in register and style to fit the particular situation in which communication occurs.
- d. It is important to distinguish between **competence** and **performance**. Competence is what one knows. Performance is what one does. Only performance is observable, however, and it is only through performance that competence can be developed, maintained, and evaluated.

#### English as a Lingua Franca

Extensive technological advances in the 21st century have enabled instant global communication, breaking the barriers of space and time, thereby changing the nature of globalization. With the world turned into an interconnected global system, there is a need for a shared language. English has fulfilled this need by becoming the global lingua franca of the 21st century. Its presence in large parts of the world due to colonization

has made English become the main language in which global trade, businesses, and cultural interactions take place. EFL is a unique lingua franca because of its global spread, its highly diverse nature, and its interactions which include native speakers of the language.

Language and globalization affect each other. English has facilitated communication among Chinese, Japanese, Russian, Indian, Latin American people and the rest of the world, proving the importance of a common language for international trading purposes. The restructure of communities due to globalization means considerable changes in the English language. As English encounters new communities and cultures, it is shaped and adapted by these encounters to be used by local communities for local and international communication. Consequently, hybrid forms develop in which new words are created, while simultaneously, existing words may be assigned new meanings. This leads to a constant process of linguistic transformation.

### **The Common European Framework of Reference for Languages**

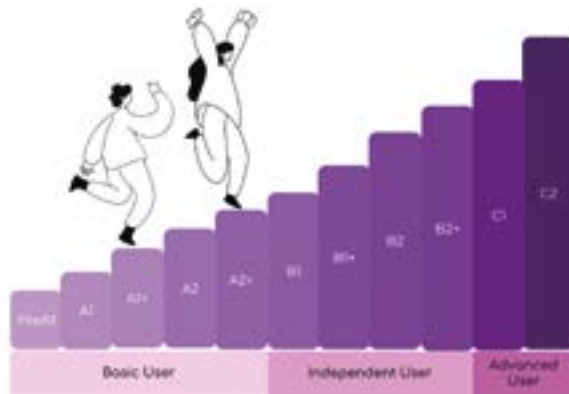
The Common European Framework of Reference for Languages (CEFR) is the international standard defining language proficiency. It is used worldwide to define the language skills of students on a scale of English levels from PreA1, being the basic level of English, to C2, for those who are exceptionally proficient in English.

The objective of the redesign of the English Language Syllabi in accordance with the Common European Framework of Reference for Languages (CEFR) is to propose a flexible curriculum guide that will support the English faculty by providing a source for planning, implementing and evaluating the teaching-learning process. The design of the new English curriculum maintains its strong commitment to a communicative approach and the recognition that the primary function of any language is to convey a clear message. To effectively help students develop communicative competences, the faculty must focus not only on the 4 macro skills (listening comprehension, reading comprehension, oral production, and written production), but also on the functions and contexts in which they will be used. Finally, linguistic competence also includes specifications on grammatical accuracy and vocabulary range.

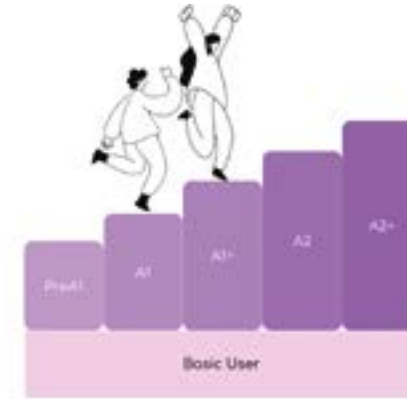
The new version of the syllabi with the Common European Framework of Reference for Languages provides clear standards describing language ability and proficiency.

## General Communicative Competence to be Reached by the End of Each Level

The CEFR is intended to provide a shared basis for reflection and communication among the different partners in the field, including those involved in teacher education and in the elaboration of language syllabi, curriculum guidelines, textbooks, examinations, and so on. It is offered to users as a descriptive tool that allows them to reflect on their decisions and practice, and to situate and coordinate their efforts, as appropriate, for the benefit of language learners in their specific contexts.



The CEFR is therefore a flexible tool to be adapted to the specific context of use – a fundamental aspect fully reflected in the level system which can be adapted and exploited flexibly for the development of learning/teaching objectives and for assessment. After having carried out field research and monitored students' level of English proficiency, it has been suggested to accomplish an A2 level in the CEFR scale as basic users.



## IV. METHODOLOGICAL GUIDELINES

These general methodological guidelines are intended to present a general vision of the communicative approach and related methods. The application of its basic tenets will allow students to develop language and preparation for life competencies. Beside, teachers will be enhanced to deliver a humane, meaningful, motivating and effective teaching.

### Tenets of The Communicative Approach

1. The communicative approach emphasizes comprehension and negotiation of meaning more than production of structures. Students can learn to communicate through interacting, and that the appropriate morpho-syntactical structures are developed once the interaction begins. This approach also favors the instructional value of communication.
2. English teachers and students must create an atmosphere of mutual respect and objectivity on the part of the listener in order to understand better.

3. This approach also develops cooperation and solidarity among the students, which they will carry on to their professional lives.
  4. The communicative approach is student-centered. What is taught and how it is taught are intimately related with what is learned and how it is learned. The teaching learning process must be varied. It must not only take into account the oral aspects of communication but also those non-oral aspects. It must care about the non-linguistic aspects such as gestures, body movement, facial expressions, etc.
  5. This approach demands that the classroom becomes a center of interaction between the teacher and the students, and among the students themselves. Teamwork allows the interaction through responsibility in the assigned shared tasks.
  6. The classroom must be organized for cooperative teams. Of course, this does not mean that work must always be done in teams. Students may choose to work individually, in small or large teams.
  7. The communicative approach makes learning take place in a real situational context and it also makes it meaningful in a variety of situations of everyday life. Upon finishing ninth grade, students will have acquired the fundamental communicative skills to face reality skillfully.
  8. Conceptual, procedural and attitudinal contents must not be isolated since all of them are strictly related to the communicative act. Attitudinal contents play an important role in the learning process. Teachers must detect the type of attitude the student brings into the classroom because this may impede the development of the learning process.
- Likewise, solidarity, tolerance, teamwork, and other attitudinal contents are developed along procedural and conceptual contents.
9. Communicative strategies must also be accounted for in the learning process. Teachers should make students aware of the way strategies are used to take full advantage of them. For example, when a student interacts with a native speaker of English in a situational context, sometimes the learner does not understand the language used by the speaker, the learner then must use all possible communicative and learning strategies to avoid breaking the communication channel.
  10. Learning strategies are equally important since they contribute to the construction of the linguistic system of the English language. However, they need to be taught and properly guided.
  11. Errors made by the students must not be seen as faults, but as evidence of the dynamic nature of the learning process.
  12. English teachers should be aware that English is learned through a creative construction process, being exposed to authentic material, and giving students the opportunity to construct hypotheses that may be tested through practice in simulations of real-context situations.

**The following methodological guidelines can be useful for teachers to plan and deliver English teaching in the classroom:**

1. Explore background knowledge on the topic to be taught.
2. Begin classes with a lead-in or an icebreaker and present language in context.
3. Do controlled and free language practice.
4. Integrate macro-skills and sub-skills in the teaching-learning process.
5. Time and pace your teaching.
6. Create situations for using language for communication in varied contexts.
7. Encourage students to communicate as early as possible in the teaching-learning process.
8. Mostly use target language in your classes.
9. Promote interaction and teamwork among students.
10. Use authentic materials and input as much as possible.
11. Provide opportunities for students to practice an array of language functions needed to go through basic survival situations as well as uncommon and complicated ones.
12. Address students' cognitive needs as well as affective ones.
13. Create a comfortable, confident and likeable teaching-learning atmosphere.

## **V. THEORETICAL FRAMEWORK AND GUIDELINES FOR THE EFL ASSESSMENT**

It is necessary to consider what it is established in “Manual de Evaluación del Aprendizaje y del Desarrollo” where methods, strategies and regulations of assessment are presented and explained in its areas: diagnostic, formative and summative. (MINED 2015)

Teaching and learning are based on the competence approach and the communicative approach. This paradigm requires an assessment through complex and genuine tasks, the use of task-based activities that challenge the students' knowledge in communicative situations and their real different social contexts (school, family and community). These communicative situations should make students apply the generated learning and evidence their performance (know-what, know-how, and know-how-to-be) of the competences.

### **Evaluation tenets**

Teachers must take into account evaluation tenets to plan and administer tests. They state that evaluation is holistic or integrating, continuous, motivating, just and fair, systematic and participatory.

## Competences to be evaluated

### Language competences

Teachers will ponder students' learning outcomes by evaluating the following competences.

**Listening comprehension** is the skill to listen and interpret oral messages effectively in diverse communicative contexts. It has to do with identifying general and specific information orally articulated in a conversation among interlocutors or understanding varied audios from different sources.

**Oral production** is the capacity of communicating orally making use of grammatical, sociolinguistic, discourse and strategic competences:

- a. **Grammatical competence** includes knowledge of vocabulary, rules of pronunciation and spelling, word formation, and sentence structure.
- b. **Sociolinguistic competence** addresses the extent to which grammatical forms can be used or understood appropriately in various contexts to convey specific communicative functions, such as persuading, describing, narrating, and giving commands. Factors like topic, role of the participants, and the setting will determine the appropriateness of the speaker's attitude and his choice of style or register.

- c. **Discourse competence** involves the ability to combine ideas to achieve cohesion in form and coherence in thought. A person with a highly developed degree of discourse competence will know how to use cohesive devices, such as pronouns and grammatical connectors (i.e. conjunctions, adverbs, and transitional phrases and expressions), to achieve unity of thought and continuity in a text. The competent language user will also be skilled in expressing and judging the relationships among the different ideas in a text (coherence).

- d. **Strategic competence** involves the use of verbal and nonverbal communication strategies to compensate for gaps in the language user's knowledge of the code or for breakdown in communication for other reasons. The more proficient or communicatively competent an individual becomes, the less he or she needs to draw on strategic competence. However, even educated native speakers sometimes experience breakdown in their communication with others and must rely on this component for the successful transmission of messages.

**Reading comprehension** is used to understand general and specific information from written texts on various topics to enrich the English learning level for interacting in diverse communicative contexts. It is an interactive process where the reader uses information from a text and relates it with his/her experience to make meaning out of it.



**Writing production** is a graphic representation of the language that uses conventional, systematic and identifiable signs. The goal of this competence is to write general and specific texts on varied topics to express ideas, emotions and thoughts with diverse communicative purposes.

### Preparation for life competencies

These refer to the attitudinal contents through which attitudes, norms and values are socialized in school shaping the character and personality of students. Therefore, this dimension of the teaching learning process is subjected to be assessed through students' proper behavior when being confronted with real life situations.

### Types of assessment

**Diagnostic assessment** is used to identify students' strengths and areas of growth. It is intended primarily to identify what further teaching is necessary. Consequently, it can be used at the beginning of each grade or cycle of education to diagnose students' entry English profiles and continue teaching to make progress in order to reach higher levels.

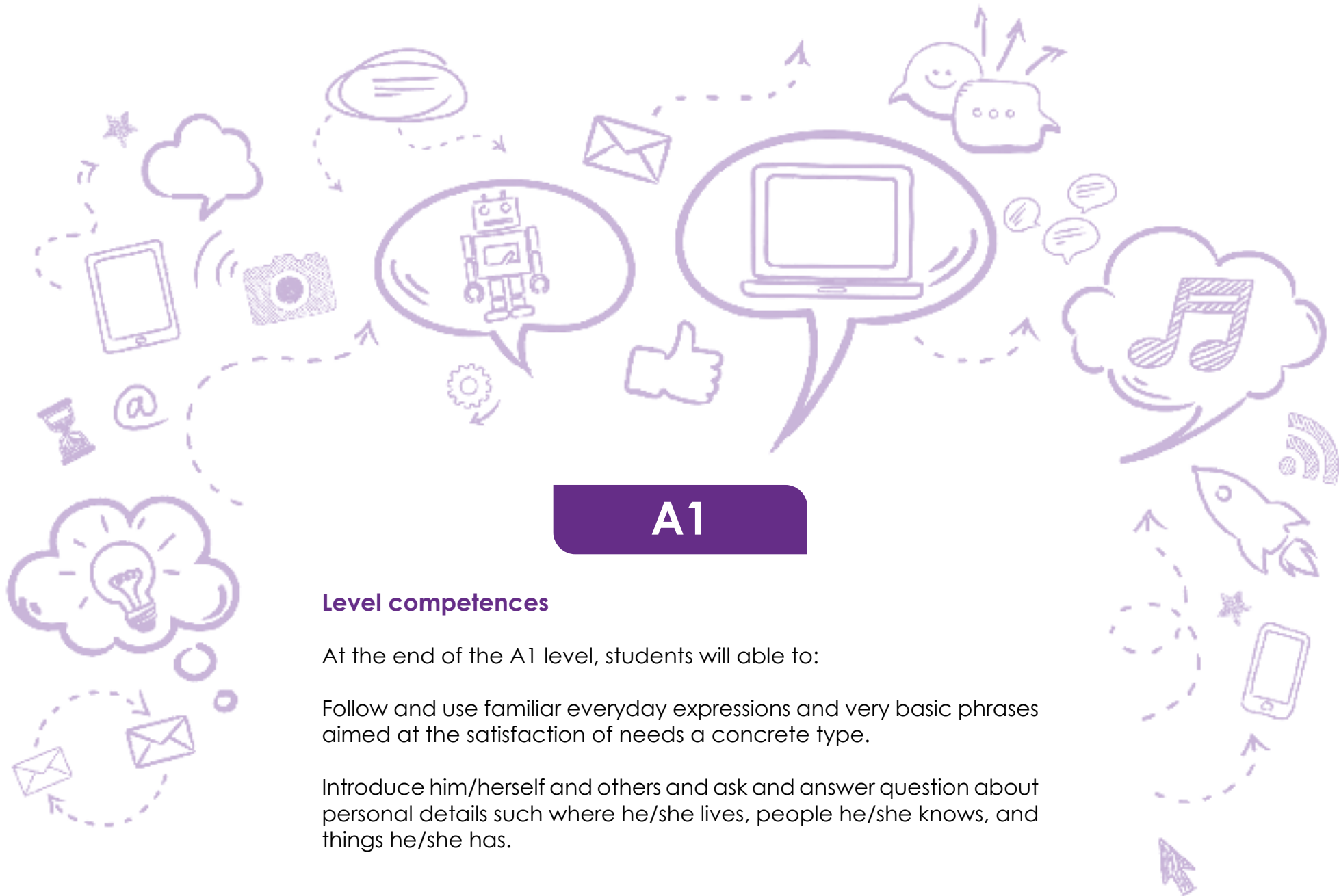
Assessment in the 21st century should be an innovative and interactive teaching-learning experience that benefits teachers in their teaching practice and students in their learning process. Teachers should learn how to plan, develop and manage a student-centered assessment. Besides keeping the student engaged, assessments can inform either the instructional

process is effective or not, learning gaps which may exist, and how the learner is progressing. Assessment is divided in two categories: formative and summative.

**Formative assessment** is more diagnostic than evaluative. This strategy can be used to monitor learning style, provide feedback, and let educators adjust their teaching style. To take advantage of all the benefits, teachers should consider adding formative assessments throughout all the stages within a lesson. The goal of formative assessment is to monitor student learning, to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments help students identify their strengths and areas of growth and target areas that need work and help faculty recognize where students are struggling and address problems immediately.

**Summative assessments** are designed to determine whether or not the learning objectives or performance indicators have been achieved. This strategy is also an essential part of the teaching-learning process, as it can help a teacher determine whether or not the learner is ready to move onto the next section. The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some CEFR standards. All types of summative assessment and formative assessment are essential to assessing students' progress. Both contribute towards an improved outcome from the students' learning and ensure a better end result.





# A1

## Level competences

At the end of the A1 level, students will be able to:

Follow and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.

Introduce him/herself and others and ask and answer questions about personal details such as where he/she lives, people he/she knows, and things he/she has.

## UNIT COMPETENCES

1. Introduce oneself to others by providing basic personal information when meeting someone for the first time.
2. Interact in collaborative conversations by exchanging personal information to fill out a form.
3. Describe people, places, and things by using the verb be to mention their facts.

Conceptual Content	Procedural Content	Performance Indicators
<ul style="list-style-type: none"> <li>• <b>Greetings</b>  <b>Suggested greetings to teach:</b> <ul style="list-style-type: none"> <li>✓ Good morning / Good afternoon / Good evening / Good night (to say bye)</li> <li>✓ Hello/Hi</li> <li>✓ What's up? / How's it going?</li> <li>✓ How are you?</li> <li>✓ I am doing fine. / Not so good. / So so.</li> </ul> </li> <li>• <b>The Alphabet</b> <ul style="list-style-type: none"> <li>✓ Letters from A to Z</li> </ul> <b>For example:</b>                      A: Look at the card. What letter is it?                      B: It's the letter "u".                      A: Correct! Say a word beginning with "u."                      B: Umbrella.                      A: How do you spell "umbrella"?                      B: It's U-M-B-R-E-L-L-A.                 </li> </ul>	<ul style="list-style-type: none"> <li>▪ Greeting people in different contexts.</li> <li>▪ Responding to greetings in different contexts.</li> <li>▪ Reciting all the alphabet letters.</li> <li>▪ Identifying all the letters of the alphabet in non-alphabetical order.</li> <li>▪ Saying words that begin with random letters shown in a picture.</li> <li>▪ Following a short dialogue to practice spelling.</li> <li>▪ Spelling common short and long words in English.</li> </ul>	<p><b>Students can</b></p> <ol style="list-style-type: none"> <li>1.1 greet people in different contexts accordingly,</li> <li>1.2 respond to greetings in different contexts appropriately,</li> <li>1.3 recite all the alphabet letters properly,</li> <li>1.4 identify all the alphabet letters randomly and accurately,</li> <li>1.5 spell common short and long words in English while having brief oral exchanges,</li> </ol>

- **Days of the week and school subjects**

**Days of the week:**

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday.

**Suggested school subjects to teach:**

math, science, social studies, physical education (PE), language, and English.

**For example:**

- ✓ I have math classes on Mondays.
- ✓ I have English classes on Wednesdays and Thursdays.

- **Personal information questions**

**Suggested questions to teach:**

- ✓ What's your full name?
- ✓ What's your middle name?
- ✓ What's your last name?
- ✓ How old are you?
- ✓ What do you do?
- ✓ Where do you study?
- ✓ What do you do in your leisure time?
- ✓ What's your contact number?
- ✓ What's your email address?
- ✓ Where do you live?

- **Jobs and occupations**

**Suggested vocabulary to teach:**

chef, pilot, firefighter, waiter/waitress, greengrocer, mail carrier, dentist, gardener, soccer player, teacher, doctor, engineer, vet, police officer, architect, actor/actress, accountant, instructor, optician.

- Naming the days of the week.
- Pronouncing the days of the week.
- Ordering the days of the week chronologically.
- Recognizing school subjects from pictures.
- Describing school schedules by mentioning subjects taken on each day of the week.

- Exchanging basic personal information with peers.
- Completing a variety of registration forms.

- Identifying occupation-related vocabulary from an accompanying picture or icon.
- Spelling occupations both orally and in writing.

- 1.6 pronounce the days of the week accurately,
- 1.7 arrange days of the week chronologically and appropriately,
- 1.8 identify school subjects represented in visual aids successfully,
- 1.9 describe school schedules by stating subjects taken on each day of the week accordingly,
- 1.10 interchange basic personal information concerning themselves (name, age, address, and telephone number) coherently,
- 1.11 complete registration forms in different contexts accordingly.

- 1.12 identify the meaning of an occupation-related word from an accompanying picture or icon correctly,
- 1.13 spell occupations both orally and in writing accurately,

**For example:**

✓ Marta is a teacher.

✓ Denis is an engineer.

A: What is his occupation? / What does he do?

B: He is a dentist.

A: What is her occupation? / What does she do?

B: She is a firefighter.

Indefinite articles a/an  
Subject + am/is/are + a/an +  
occupation + .  
For example:

**• The verb be****Affirmative sentences**

*Subject + am/is/are + complement + .*

**For example:**

✓ I **am** a student.

✓ She **is** an engineer.

✓ They **are** dentists.

**Negative sentences**

*Subject + am isn't/aren't +  
complement + .*

**For example:**

✓ I **am not** a doctor.

✓ He **isn't** an accountant.

✓ We **aren't** teachers.

- Associating occupations to their image/picture.

- Asking questions to find out someone else's occupation.

- Discriminating vowel and consonant sounds.

- occupations as the ones which start with an initial vowel sound and a consonant sound.

- Using indefinite articles a/an when describing what someone does.

- Mentioning others' occupation.

- Making affirmative and negative statements about occupations using the verb be in the simple present tense.

1.14 ask suitable questions to find out others' occupations,

1.15 differentiate consonant and vowel sounds accurately,

1.16 use the indefinite article correctly in context, depending on whether the following word begins with a consonant or a vowel sound,

1.17 produce simple, mainly isolated phrases about jobs and occupations using the correct form of the verb be and the accurate indefinite article accordingly;

**Yes/No questions**

*Am/Is/Are + subject + complement + ?*

**For example:**

- ✓ **Are** you a student?
- ✓ **Is** your father a greengrocer?
- ✓ **Are** they soccer players?

- **Project: This is me**

**For example:**

Hi, my name is María. I am 14 years old and I am a student. I live in Conchagua with my family and pet. I study at El Jaguey school. In my leisure time, I play soccer and I read books.

- Inquiring about someone's occupation by using the verb be in the simple present tense.
- Illustrating personal information by making a poster.
- Giving a description about personal facts such as place of residence, school, and free-time activities.
- Sharing one's personal information with peers.

1.18 inquire about someone's occupation following the right verb be question pattern in the simple present tense,

1.19 elaborate a basic description providing information about personal details coherently and precisely.

### Attitudinal competencies when communicating in English

- Demonstrates willingness to actively participate in oral interactions.
- Shows respect for others when asking and answering personal information questions.
- Acknowledges mistakes as part of learning process.

## Keywords

**morning** /'mɔːr.nɪŋ/  
**afternoon** /,ɑːftə(r)'nuːn/

**evening** /'iːv.nɪŋ/

**leisure** /'leɪzə(r)/

**address** /'æd.res/

**firefighter** /'faɪə(r),faɪtə(r)/

**student** /'stuː.dənt/

**social studies** /'sou.ʃəl/ /'stʌd-iz/

**chef** /ʃef/

**doctor** /'dɒktə(r)/

**engineer** /en.dʒɪ'nɪr/

**secretary** /'sek.rə.ter.i/

**live** /lɪv/

**teacher** /'tiːtʃə(r)/

**science** /'saɪ.əns/

**physical education** /'fɪz.i.kəl/

/,edʒ.ə'keɪ.ʃən/

**occupation** /,ɑː.kjə'peɪ.ʃən/

**beach** /bi:tʃ/

**movie** /'muː.vi/

**study** /'stʌd.i/

**police officer** /pə'liːs 'ɒfɪsə(r)/

**math** /mæθ/

**language** /'læŋ.gwɪdʒ/

**subject** /'sʌb.dʒekt/

## Vocabulary bank for spelling practice

apple

bear

coconut

dog

egg

fish

giraffe

hamburger

igloo

jeans

keys

lizard

mug

nose

octopus

popcorn

queen

rooster

sun

tomato

umbrella

vulture

window

x-ray

yogurt

zipper



# Unit 2 Countries of the world

Approximate time: 15 hours

A1

## UNIT COMPETENCES

1. Share facts about a country by illustrating its name, nationality and flag in the context of cultural interchanges.
2. Detail a souvenir by highlighting its main features when having tourism-related exchanges.

Conceptual Content	Procedural Content	Performance Indicators
<ul style="list-style-type: none"><li>• <b>Countries and nationalities</b> <b>Suggested countries and nationalities to teach:</b><ul style="list-style-type: none"><li>✓ Australia – Australian</li><li>✓ Chile – Chilean</li><li>✓ China – Chinese</li><li>✓ Colombia – Colombian</li><li>✓ El Salvador – Salvadoran/ Salvadorean</li><li>✓ England – English</li><li>✓ Japan – Japanese</li><li>✓ Morocco – Moroccan</li><li>✓ Panama – Panamanian</li><li>✓ Peru – Peruvian</li><li>✓ Portugal – Portuguese</li><li>✓ Russia – Russian</li><li>✓ Spain – Spanish</li><li>✓ The United States - American</li></ul></li></ul> <p><b>For example:</b> A: What's the nationality of a person from Peru? B: It's Peruvian. A: How do you spell it? B: P-E-R-U-V-I-A-N</p>	<ul style="list-style-type: none"><li>▪ Naming countries and nationalities when looking at maps or visual aids.</li><li>▪ Spelling countries and nationalities both orally and in writing.</li><li>▪ Using capital letters at the beginning of countries and nationalities.</li><li>▪ Pronouncing countries and nationalities.</li><li>▪ Having brief conversations to spell countries and nationalities.</li></ul>	<p><b>Students can</b></p> <ol style="list-style-type: none"><li>2.1 identify countries and nationalities from illustrations successfully,</li><li>2.2 use capital letters accurately when writing countries and nationalities,</li><li>2.3 pronounce countries and nationalities in the target language adequately,</li><li>2.4 spell countries and nationalities through short oral exchanges properly,</li></ol>

- **Describing flags**

**Colors**

**Suggested colors to teach:**

black, white, beige, orange, red, purple, brown, wine, blue, light blue/sky blue, green, silver, gold, yellow, pink, gray/grey.

**For example:**

A: What color is the Salvadoran flag?

B: The Salvadoran flag is blue and white.

A: What color is the flag of Japan?

B: The Japanese flag is white and red.

- **Common souvenirs**

**Suggested souvenirs to teach:**

cap, hat, cup, mug, keychain, pen, pencil, T-shirt, lanyard, button, sticker, tumbler, spoon, bag, postcards, bracelet.

**For example:**

A: Look at the picture. What souvenirs do you see?

B: I see a red cap, a white mug, and a pink lanyard.

- **Regular plural nouns**

**Suggested regular plural nouns to teach:**

1. pen - pens / cap - caps
2. city - cities / baby - babies
3. class - classes / match - matches / brush - brushes / fox - foxes
4. scarf - scarves / knife - knives

- Spelling colors both orally and in writing.
- Identifying flags of different countries of the world.
- Describing flags of the world by telling their color.
- Asking questions about the colors of flags of the world by having brief conversations.

- Identifying common souvenirs from texts, videos or audios.
- Listing different kinds of souvenirs.
- Matching common souvenirs with their corresponding pictures.

- Spelling regular plural nouns both orally and in writing.
- Recognizing irregular plural nouns from different input.
- Pronouncing irregular singular and plural nouns.
- Counting souvenirs from visual aids.

2.5 spell colors both orally and in writing accurately,

2.6 provide a simple description of the flag of a country by mentioning its colors correctly,

2.7 inquire about the colors of flags of the world in short dialogues properly,

2.8 recognize common souvenirs from different input properly,

2.9 form regular plural nouns accurately both orally and in writing,

2.10 pronounce irregular singular and plural nouns properly,

2.11 report the number of items presented in pictures using singular and plural nouns accurately,

- **Irregular plural nouns**

**Suggested irregular plural nouns to teach:**

- ✓ child - **children**
- ✓ man - **men**
- ✓ woman - **women**
- ✓ tooth - **teeth**
- ✓ mouse - **mice**
- ✓ person - **people**
- ✓ foot - **feet**

- **Common adjectives**

**Suggested adjectives to teach:**

big, medium, small, expensive, cheap, useful, beautiful, strange, traditional.

- **Rules to use adjectives**

1. No plural form

**For example:**

- ✓ It is an **expensive** bracelet.
- ✓ They are **expensive** bracelets.

2. No masculine/feminine distinction except for handsome/beautiful

**For example:**

- ✓ The woman is **tall** and **beautiful**.
- ✓ The man is **tall** and **handsome**.

- **Project: Describing a souvenir**

**For example:**

This is a keychain. It is from Costa Rica. It is green, small, and beautiful.

- Spelling common adjectives to describe souvenirs both orally and in writing.
- Naming different adjectives to describe souvenirs displayed in illustrations.
- Making simple descriptions, at the sentence level, using adjectives and applying their rules.
- Describing souvenirs by mentioning their color, size, and country of origin.
- Exchanging information related to special souvenirs.

2.12 spell common adjectives accurately when describing souvenirs,

2.13 elaborate short descriptions applying adjectives and their rules appropriately,

2.14 produce short and coherent descriptions of special souvenirs by mentioning their color, size, and country of origin;

2.15 exchange coherent information related to special souvenirs.

## Attitudinal competencies when communicating in English

- Interacts politely with others at all times.
- Listens attentively to classmates' descriptions of souvenirs.

## Keywords

**P**anamanian /,pænə'meɪniən/  
Chile /'tʃɪli/  
Chilean /'tʃɪliən/  
Spain /speɪn/  
Portugal /'pɔ:(r)tʃəg(ə)l/  
Russia /'rʌʃə/  
China /'tʃaɪnə/

Chinese /,tʃaɪ'ni:z/  
beige /beɪʒ/  
orange /'ɒrɪndʒ/  
purple /'pɜ:(r)p(ə)l/  
wine /waɪn/  
yellow /'jeləʊ/  
cap /kæp/  
mug /mʌg/

lanyard /'lænjə(r)d/  
button /'bʌt(ə)n/  
bracelet /'breɪslet/  
child /tʃaɪld/  
knives /naɪvz/  
man /mæn/  
women /'wɪmɪn/  
strange /streɪndʒ/

## Vocabulary bank for spelling practice

car	party	penny	dress	place
necklace	bus	school	family	beach
country	knife	day	glass	cup
bag	picture	store	butterfly	keychain
dish	box	hat	window	postcard
key	clock	brush	bracelet	flag

## UNIT COMPETENCES

- Express ideas about facts, habits, and hobbies by using the simple present tense when having oral exchanges about free-time activities.

Conceptual Content	Procedural Content	Performance Indicators
<ul style="list-style-type: none"> <li><b>Free-time activities</b></li> <li><b>Suggested free-time activities to teach:</b> <ul style="list-style-type: none"> <li>✓ play basketball (BKB)/soccer/volleyball/video games/baseball/softball/board games (chess/checkers/Monopoly)/a musical instrument</li> <li>✓ watch TV</li> <li>✓ listen to music</li> <li>✓ surf the Internet</li> <li>✓ spend time with family</li> <li>✓ go out with friends</li> <li>✓ go shopping</li> <li>✓ do exercise</li> <li>✓ books/comics/manga</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Brainstorming common free-time activities both orally and in writing.</li> <li>▪ Following a repetition drill to pronounce free-time activities.</li> <li>▪ Matching free-time activity images to their corresponding word.</li> <li>▪ Identifying free-time activities in short texts or illustrations.</li> </ul>	<p><b>Students can</b></p> <ol style="list-style-type: none"> <li>3.1 name common free-time activities from illustrations and pictures successfully,</li> <li>3.2 recognize free-time activities in short texts and visual aids successfully,</li> </ol>

• **Simple present tense (I, you, we, they)**  
**Affirmative statements**

*Subject + verb (base form) + complement + .*

**For example:**

- ✓ I watch TV after school.
- ✓ You listen to music in your bedroom.
- ✓ We play soccer on weekends.
- ✓ They read comics in their free time.

A: What do you do in your free time?

B: I **play soccer**, I **read books**, and I **do exercise**.

• **Simple present tense (I, you, we, they)**  
**Negative statements**

*Subject + don't + verb (base form) + complement + .*

**For example:**

- ✓ I **don't go** shopping on Friday.
- ✓ We **don't surf** the Internet in the morning.
- ✓ They **don't play** soccer.

**Yes/No questions**

*Do + subject + verb (base form) + complement + ?*

**For example:**

- ✓ **Do you play** soccer?  
Yes, I do. / No, I don't.
- ✓ **Do we study** Japanese at school?  
Yes, we do. / No, we don't.

▪ Building sentences in the simple present tense about leisure time activities following pattern: *subject + verb + complement + .*

▪ Sharing information about free-time activities to find out mutual interests with peers.

▪ Identifying components of in the simple present tense.

▪ Making negative sentences related to leisure time in the simple present tense following the pattern: *subject + don't + verb (base form) + complement + .*

▪ Describing leisure-time activities by using negative and affirmative statements.

▪ Asking and answering Yes/No questions about free time activities.

▪ Inquiring about free-time activities by using Yes/No questions in the simple present tense.

3.3 write complete sentences describing leisure-time activities,

3.4 exchange information about leisure-time activities in short conversations coherently,

3.5 recognize the components of a negative sentence in the simple present tense satisfactorily,

3.6 build negative sentences related to leisure time-activities using the right components in the simple present tense,

3.7 describe leisure-time activities by making affirmative and negative statements accurately;

3.8 inquire about free-time activities using Yes/No questions appropriately,

- **Simple present tense (he, she, it)**

**Affirmative statements**

**Spelling rules:**

1. drink - drinks
2. fly - **flies**
3. pass - pass**es**  
match - match**es**  
brush - brush**es**  
fix - fix**es**
4. go - go**es**  
do - do**es**  
have - **has**

**Suggested verbs to teach with the third person singular:**

- ✓ watch**es** TV
- ✓ list**ens** to music
- ✓ surf**s** the Internet
- ✓ check**s** email
- ✓ spend**s** time with family
- ✓ go**es** out with friends
- ✓ go**es** shopping
- ✓ do**es** exercise
- ✓ play**s**
- ✓ sing**s**
- ✓ fly**es** a kite

**Affirmative statements**

*Subject + verb (base form) + -s/-es/-ies + complement + .*

**For example:**

- ✓ My grandmother **listens** to classical music.

- Applying spelling rules for the third person singular verbs.

- Making affirmative sentences both orally and in writing using the third person singular in the simple present tense.

3.9 identify, from varied input, spelling rules of verbs conjugated in the third person singular in the simple present tense successfully;

3.10 spell verbs in the third person singular both orally and in writing accurately,

3.11 produce simple sentences about hobbies using the simple present tense in the third person singular appropriately,

- **Pronunciation of verbs in the simple present tense for the third person singular /ɪz/ /s/ /z/**

- ✓ watches /wɑ:tʃɪz/
- ✓ checks /tʃeks/
- ✓ sings /sɪŋz/

- **Simple present (he/she/it):  
Negative statements**

*Subject + doesn't + verb (base form) + complement + .*

**For example:**

- ✓ My grandmother **doesn't play** video games.

**Questions**

*Does + subject + verb (base form) + complement + ?*

**For example:**

- ✓ **Does your brother** play video games?  
Yes, he does. / No, he doesn't.

- **Other hobbies:  
Suggested outdoor hobbies to teach:**

- ✓ go to the park
- ✓ go to the beach/river
- ✓ have a picnic
- ✓ have snacks
- ✓ climb trees
- ✓ go birdwatching
- ✓ record videos

- Identifying third person singular verb ending sounds /ɪz/, /s/, /z/.

- Pronouncing the final -s in third person singular verbs following the pronunciation rules.

- Recognizing the components of negative sentences in the simple present tense for the third person singular.

- Making negative statements about free-time activities in the simple present tense.

- Inquiring about someone's leisure-time activities by using Yes/No questions in the simple present tense.

- Interpreting short illustrated texts about free-time activities.

- Relating common outdoor hobbies to pictures.

3.12 discriminate sounds /ɪz/, /s/, /z/ in third person singular verbs in the simple present tense from different audio material appropriately;

3.13 reproduce sounds /ɪz/, /s/, /z/ in the target language accurately;

3.14 identify successfully negative sentence components in the simple present tense for the third person singular,

3.15 build negative sentences in the simple present tense for the third person singular using the right components,

3.16 inquire about someone's free-time activities following the components for Yes/No questions appropriately,

3.17 comprehend short illustrated narratives about leisure-time activities satisfactorily,

3.18 recognize vocabulary related to common outdoor hobbies from visual aids correctly,



- **Project: Describing a hobby**

**For example:**

My favorite hobby is going out with my friends. We usually go to the park, sit on a bench and talk about our activities during the week. We don't play video games, but we play basketball or soccer.

We usually buy some snacks like ice cream, fruit or chips. I always have a good time with them.

- Brainstorming details about favorite hobbies to make visual aids as a supporting resource for an oral presentation.
- Illustrating their favorite hobbies by using examples, charts, and pictures.
- Writing a short descriptive paragraph about their favorite hobby.

3.19 describe their favorite hobby using supporting resources to deliver a coherent message to their audience,

3.20 report what their favorite hobby is in short descriptive paragraphs.

### Attitudinal competencies when communicating in English

- Shows respect for others when asking and answering questions related to hobbies and free-time activities.
- Demonstrates interest while listening to others describe their hobbies and free-time activities.

### Keywords

**volleyball** /'vɒli,bɔ:l/

**video** /'vɪdiəʊ/

**watch** /wɒtʃ/

**surf** /sɜ:(r)f/

**spend** /spend/

**record** /re'kɔ:(r)d/

**with** /wɪθ/

**shopping** /'ʃɒpɪŋ/

**talk** /tɔ:k/

**phone** /fəʊn/

**often** /'ɒf(ə)n/

**lunch** /lʌntʃ/

**usually** /'ju:ʒʊəli/

**sometimes** /'sʌmtaɪmz/

**never** /'nevə(r)/

**climb** /klaɪm/

**bird** /bɜ:(r)d/

**river** /'rɪvə(r)/

## Vocabulary bank for spelling practice

work  
eat  
go  
play  
cry  
wash

try  
take  
have  
swim  
watch  
write

fly  
walk  
climb  
cross  
brush  
prepare

get  
kick  
cook  
drink  
spend  
sing

draw  
buy  
sit  
do  
record  
dance

# Unit 4 My family's and friends' habits

Approximate time: 15 hours

A1

## UNIT COMPETENCES

1. Describe family relationships by using possessive adjectives and possessive nouns in order to exchange ideas about relatives.
2. Express the frequency in which daily activities are performed.

### Conceptual Content

- **Nuclear and extended family**  
**Suggested family words to teach:**  
grandparents, grandmother, grandfather, parents, mother (mom, mommy), father (dad, daddy), child - children, son, daughter, siblings, brother, sister, uncle, aunt, cousins, stepfather, stepmother, stepbrother, stepdaughter, mother-in-law, father-in-law, sister-in-law, brother-in-law, godmother, godfather, goddaughter, godson.
- **Possessive adjectives**  
my, your, his, her, its, our, their.  
**For example:**  
A: Who is she?  
B: She is **my** mother.  
A: Is he **your** brother?  
B: Yes, he is. / No, he is not.

### Procedural Content

- Naming nuclear and extended family members.
- Matching nuclear and extended family members with their corresponding illustrations.
- Identifying nuclear and extended family members from audios or texts.
- Spelling family-related words both orally and in writing.
- Expressing possession using possessive adjectives.
- Describing family ties using possessive adjectives.
- Inquiring about relationships between family members in a family tree.

### Performance Indicators

#### Students can

- 4.1 identify nuclear and extended family members from different input accurately,
- 4.2 spell family-related words accurately,
- 4.3 show possession using possessive adjectives accordingly,
- 4.4 illustrate family ties using possessive adjectives suitably,
- 4.5 exchange information regarding relationships between family members in a family tree,

- **Possessive nouns**

- Names /singular nouns /irregular plural nouns**

*Noun + apostrophe + s*

- For example:**

- ✓ Ana's house / The teacher's class
- ✓ Carlos's house / Carlos' house
- ✓ The children's ball / The businesswomen's clients
- ✓ José's dog is brown.

- Regular plural nouns**

*Noun + apostrophe*

- For example:**

- ✓ The students' classroom / The teachers' office
- ✓ The students' notebooks are on the desks.

- **Possessive nouns and family relationships**

- For example:**

- A: Who's Miguel?  
B: He is Jenny's husband.  
A: Who's Gaby?  
B: She is Walter's sister.

- **Adverbs of frequency**

- Suggested adverbs of frequency to teach:**

always, often, usually, sometimes, hardly ever, never.

- Adverbs of frequency**

*Subject + adverb of frequency + verb + complement + .*

- Identifying singular and plural possessive nouns in texts or audio recordings.
- Showing possession using possessive nouns.
- Writing sentences using possessive nouns.

- Mentioning relationships between family members in a family tree by using possessive nouns.

- Recognizing frequency adverbs from graphics, audio recordings, and texts.
- Matching frequency adverbs with their corresponding level of regularity.
- Forming simple sentences following the appropriate word order when using frequency adverbs.

4.6 recognize singular and plural possessive nouns from different input successfully,

4.7 describe possession using possessive nouns following the proper rule in each case,

4.8 state relationships between family members in a family tree by using possessive nouns properly,

4.9 identify frequency adverbs from different input satisfactorily,

4.10 associate adverbs of frequency with their level of regularity accurately,

4.11 build short sentences following appropriate word order when using frequency adverbs in the simple present tense,

**For example:**

- ✓ I **always** go to sleep at 9:00 p.m.
- ✓ You **often** visit your cousins for Christmas.
- ✓ We **usually** walk to school.
- ✓ I **sometimes** have pizza for lunch.
- ✓ They **hardly ever** arrive late to class.
- ✓ We **never** drink soda for breakfast.

- **Questions with How often ...?**

*How often + do/does + subject + verb + complement + ?*

**For example:**

- ✓ **How often does** your mother play a sport?
- ✓ **How often do** you have pizza for lunch?
- ✓ **How often does** your sister go to the park?

- **Project: A family booklet**

**For example:**

Carmen is my aunt. She is 45 years old and she is a secretary. She lives in Santa Tecla with my uncle, my cousins and her dog. Her dog's name is Sasha.

On weekdays, my aunt works in an office in San Salvador. On weekends, she sometimes goes shopping.

In her free time, my aunt usually does exercise, listens to music, and watches TV.

- Forming simple questions to inquire about frequency of habits following appropriate word order.
- Exchanging information related to the frequency in which an activity is performed about someone's daily activities.
- Describing their family members' and relatives' habits.
- Writing a about a relative's personal information and habits.

- 4.12 inquire about frequency of habits following the proper order in questions,
- 4.13 exchange coherent information related to the frequency someone does his/her daily activities,
- 4.14 describe their family members' and their relatives' habits showing frequency properly,
- 4.15 write short descriptions about a relative's personal information and habits following correct grammar structures, appropriate spelling, and punctuation rules.

## Attitudinal competencies when communicating in English

- Promotes respect to their classmates' relatives.
- Being conscious about the importance of having a good relationship at home.

## Keywords

**child** /tʃaɪld/

**daughter** /'dɔːtə(r)/

**aunt** /ɑːnt/

**cousins** /'kʌz(ə)nz/

**uncle** /'ʌŋk(ə)l/

**husband** /'hʌzbænd/

**godmother** /'gɒd,mʌðə(r)/

**godfather** /'gɒd,fɑːðə(r)/

**email** /'iːmeɪl/

**surf** /sɜː(r)f/

**exercise** /'eksə(r)saɪz/

**sing** /sɪŋ/

## UNIT COMPETENCES

1. Describe actions in progress by using the present continuous tense to highlight that they are happening at the moment of speaking.
2. Illustrate tourist attractions by listing indoor and outdoor activities in order to write a short vacation description.

Conceptual Content	Procedural Content	Performance Indicators
<ul style="list-style-type: none"> <li>• <b>Months of the year</b> January, February, March, April, June, July, August, September, October, November, December.</li> <li>• <b>Ordinal numbers (1st - 31st)</b> <b>For example:</b> A: When is your birthday? B: My birthday is <b>on April 16th</b>.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identifying months of the year in a calendar.</li> <li>▪ Reading months of the year from calendars or texts.</li> <li>▪ Spelling months of the year both orally and in writing.</li> <li>▪ Ordering months of the year chronologically.</li> <li>▪ Using capital letters when writing months of the year.</li> <li>▪ Spelling ordinal numbers both orally and in writing.</li> <li>▪ Saying ordinal numbers in chronological sequence.</li> <li>▪ Adding the corresponding ending to ordinal numbers.</li> <li>▪ Exchanging birthday-related information.</li> </ul>	<p><b>Students can</b></p> <ul style="list-style-type: none"> <li>5.1 read months of the year fluently and accurately from varied sources,</li> <li>5.2 spell months of the year accurately both orally and in writing,</li> <li>5.3 use capital letters at the beginning of months of the year appropriately,</li> <li>5.4 spell ordinal numbers both orally and in writing accurately,</li> <li>5.5 add the correct ending to ordinal numbers,</li> <li>5.6 exchange birthday-related details providing correct dates,</li> </ul>

- **Holidays**

- **Suggested holidays to teach:**

- New Year, Valentine's Day, Holy Week, The Day of the Cross, Mother's Day, Father's Day, Teacher's Day, Feast of San Salvador, Independence Day, All Souls' Day, Christmas Eve, Christmas, New Year's Eve.

- **Prepositions in/on**

- **For example:**

- A: When do we celebrate Mother's Day?

- B: **On** May 10th. / **in** May.

- A: When do we celebrate Christmas Eve?

- B: **On** December 24th. / **in** December.

- **The present continuous tense**

- **For example:**

- Subject + auxiliary verb be (am/is/are) + verb in present participle + complement + .*

- **For example:**

- ✓ I'm playing soccer.

- ✓ She is eating cake.

- ✓ We are having a good time.

- **Present participle spelling rules**

- 1. Add "-ing" to most verbs:

- ✓ eat = **eating**

- ✓ buy = **buying**

- Identifying meaningful celebrations in El Salvador from visual aids or simple descriptions.

- Relating holidays to their celebration dates.

- Mentioning dates using the right word order and suitable prepositions of time.

- Recognizing the components of the affirmative statement structure in the present continuous tense.

- Spelling verbs in present participle.

5.7 recognize meaningful celebrations in El Salvador from visual aids or simple descriptions properly,

5.8 mention dates following the proper word order and prepositions of time,

5.9 identify the components of affirmative sentences in the present continuous tense,

5.10 spell verbs in present participle following the proper rules,



2. Verbs ending in “-e”
- ✓ write = **writing**
  - ✓ dance = **dancing**
3. One syllable verbs ending in a consonant, vowel, consonant (C+V+C)
- ✓ sit = **sitting**
  - ✓ run = **running**
  - ✓ swim = **swimming**

• **Vacation indoor activities**

**Suggested vocabulary to teach:**

- ✓ listen to music
- ✓ make crafts
- ✓ read a book
- ✓ watch TV
- ✓ paint
- ✓ spend time with my family
- ✓ cook a special meal

• **Vacation outdoor activities**

**Suggested vocabulary to teach:**

- ✓ play sports
- ✓ fly a kite
- ✓ buy souvenirs
- ✓ take pictures
- ✓ meet people
- ✓ visit tourist attractions

• **Present continuous**

**Negative statements**

*Subject + auxiliary verb be (am/ is/are) + not + verb in present participle + complement + .*

**For example:**

- ✓ I'm **not cooking** now.
- ✓ My dad **is not resting** at home right now.
- ✓ My teacher **is not speaking** Spanish in English class right now.

- Describing actions in progress, both orally and in writing using pictures or gestures as reference and the pattern: *subject + auxiliary verb be (am/is/are) + verb in present participle (verb+ing) + complement + .*
- Relating vacation indoor and outdoor activities to illustrations or gestures.
- Expressing ongoing activities displayed on visual aids using vacation-related action verbs.
- Recognizing the components of negative sentences and questions in the present continuous tense.
- Building negative sentences and questions in the present continuous tense by describing what they see on visual aids.

5.11 describe actions in progress, both orally and in writing, following the right components in the affirmative sentence structure in the present continuous tense;

5.12 express vacation-related actions in progress following the proper components of the affirmative sentence structure in the present continuous tense,

5.13 identify the components of negative sentences and questions in the present continuous tense accurately,

5.14 make negative statements and questions in the present continuous tense following the right pattern,

- **Present continuous**

- Questions**

*Auxiliary verb be (am/is/are) + subject + verb in present participle + complement + ?*

- For example:**

- ✓ **Is** your teacher **checking** papers right now?
- ✓ **Is** your mom **working** now?
- ✓ **Are** you **playing** soccer now?

- **Tourist attractions**

- Suggested tourist attractions to teach:**

the beach, archeological sites, the mountains, the park, the zoo, the lake, the lagoon, the river, monument(s), the town fair, the volcano.

- **Project: Writing a postcard**

- For example:**

Dear Ernesto,

I'm here in Sonsonate on vacation. I'm staying in a hotel with my cousins Diego and José. It is a sunny day, so we are at the beach. We are wearing hats and sunglasses. Right now, Diego is flying a kite and José and I are cooking a special ceviche. Los Cobanos beach is great; we are having so much fun! What about you? What are you doing ?

With love,  
María

- Brainstorming common tourist attractions.
- Listing possible activities to do in specific kinds of tourist attractions.
  
- Writing a postcard describing a vacation by providing basic information about a tourist attraction.

5.15 name activities which can be carried out in specific tourist attractions accordingly,

5.16 write short and coherent vacation descriptions providing basic information about a tourist attraction and the activities done there.

## Attitudinal competencies when communicating in English

- Shows pride when describing national tourist attractions.
- Demonstrates commitment to learning and using new vocabulary.
- Expresses interest when listening to classmates.

## Keywords

**crafts** /kraɪfts/

**spend** /spend/

**meal** /mi:l/

**kite** /kaɪt/

**January** /'dʒænjʊəri/

**Christmas** /'krɪsməs/

**souvenir** /,su:və'nɪə(r)/

**pictures** /'pɪktʃə(r)s/

**tourist** /'tuərɪst/

**mountains** /'maʊntɪnz/

**July** /dʒʊ'laɪ/

**Valentine's Day** /'væl.ən.taɪnz ,deɪ/

**beach** /bi:tʃ/

**archeological** /,ɑ:(r)kiə'lədʒɪk(ə)l/

**zoo** /zu:/

**lagoon** /lə'gu:n/

**August** /ɔ: 'gʌst/

**All Souls' Day** /ɔ:l 'səʊlz/ ,deɪ/

## Vocabulary bank for spelling practice

buy

cook

drink

eat

fly

kick

listen

make

meet

need

play

point

read

see

speak

spend

take

visit

watch

write

## UNIT COMPETENCES

1. Exchange information related to abilities by using adverbs of manner to describe how they are performed.

Conceptual Content	Procedural Content	Performance Indicators
<ul style="list-style-type: none"> <li>• <b>Abilities</b> <b>Suggested abilities to teach:</b> dance, play (an instrument), sing, cook, paint, do (magic tricks/yoga/judo), climb a tree, swim in the river, go fishing, plant a tree, fly a kite, play marbles, play jacks, jump rope, ride a horse, milk a cow.</li> <li>• <b>Can / Can't</b> <b>Affirmative sentences</b> <i>Subject + can + verb (base form) + complement + .</i> <b>For example:</b> ✓ I <b>can play</b> the guitar. ✓ César <b>can ride</b> a horse.</li> <li>• <b>Negative sentences</b> <i>Subject + can't + verb (base form) + complement + .</i> <b>For example:</b> ✓ My sister <b>can't sing</b>. ✓ I <b>can't climb</b> a tree.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Naming abilities.</li> <li>▪ Associating abilities with illustrations or words.</li> <li>▪ Spelling abilities both orally and in writing.</li> <li>▪ Expressing ability using <i>can/can't</i>.</li> <li>▪ Listing activities they can or cannot do.</li> <li>▪ Describing abilities following the appropriate sentence order.</li> </ul>	<p><b>Students can</b></p> <ol style="list-style-type: none"> <li>6.1 name abilities accurately,</li> <li>6.2 match abilities with their corresponding visual or written representations,</li> <li>6.3 spell abilities both orally and in writing appropriately,</li> <li>6.4 state ability or lack of ability in relation to common everyday actions accurately,</li> <li>6.5 mention activities they can or cannot do suitably,</li> <li>6.6 describe abilities using sentence word order accurately,</li> </ol>

- **Questions with can**

*Can + subject + verb (base form) + complement + ?*

**For example:**

A: **Can** you **play** the guitar?

B: Yes, I **can**. How about you?

A: No, I **can't**. I **can sing**.

B: That's amazing!

- **Adverbs of manner**

**Suggested adverbs of manner to teach:**

quickly, slowly, carefully, beautifully, well.

**For example:**

✓ I can't run **quickly**.

✓ My sister can sing **beautifully**.

✓ Can you play the guitar **well**?

- **Project: My abilities**

**For example:**

I have some abilities.

I can paint very well and I can ride a horse. I sometimes go to the river, sit by the shore and paint what I see.

On weekends, I usually visit my grandparents' farm to feed and ride the horses.

I can also play soccer and I usually play with my friends during break or after school.

We all have abilities; we just need to discover them!

- Building Yes/No questions with *can*.
- Asking and answering questions about abilities.
- Making a dialogue about abilities using *can* by following a sample.

- Identifying adverbs of manner.
- Describing the way an activity is performed using adverbs of manner.

- Writing a short paragraph about abilities by following a model.
- Describing abilities using visual aids and body language to support ideas.

- 6.7 elaborate Yes/No questions with *can* following the proper question word order,
- 6.8 use *can* to ask questions about abilities accurately,
- 6.9 make a conversation about abilities following a sample coherently,
- 6.10 recognize adverbs of manner in different sources,
- 6.11 express the way an activity is done using adverbs of manner accordingly,
- 6.12 elaborate a short paragraph about abilities following a sample coherently,
- 6.13 illustrate abilities using visual aids and gestures to support ideas confidently.

## Attitudinal competencies when communicating in English.

- Values and compliments his/her classmates' abilities.
- Demonstrates interest when classmates describe their own abilities.

## Keywords

**sing** /sɪŋ/

**can** /kɑːnt/

**can't** /kænt/

**marbles** /'mɑː(r)b(ə)lz/

**cook** /kʊk/

**climb** /klaɪm/

**milk** /mɪlk/

**cow** /kaʊ/

**kite** /kaɪt/

**river** /'rɪvə(r)/

**quickly** /'kwɪkli/

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