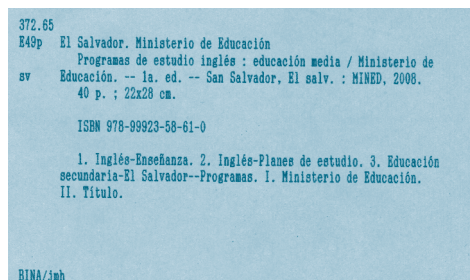




ENGLISH SYLLABUS

TENTH AND ELEVENTH GRADES

High School



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Dear Teachers:

Within the framework of the *2021 National Education Plan*, The Ministry of Education is pleased to make this updated version of the English Syllabus for High School Education available to you. Its content is coherent with our constructivist, humanist and socially committed curricular orientation. At the same time, it incorporates the vision of developing competencies, making the principles of the policy "*Currículo al Servicio del Aprendizaje*" be put into practice.

As part of this policy The Ministry of Education has renewed the guidelines for the evaluation of learning to match the competencies proposal and the needed type of evaluation for our educational system: an evaluation in the service of learning. This is possible if high expectations are placed on our students and if they are told that with effort and steadiness they eventually can achieve their goals.

The Ministry of Education takes advantage of this opportunity to manifest our trust in you. We know you will read and analyze this Syllabus with an attitude geared towards learning and improving, taking into account your experience and studies in education.

The Ministry of Education believes in your commitment to the mission which has been entrusted to us - that the children, young men and women of El Salvador obtain better learning achievements and develop integrally.



Darlyn Xiomara Meza
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INDEX

I. Introduction to The English Curriculum for The Tenth and Eleventh Grades

Curricular Components	5
Description and Presentation of the Learning Unit Format	7

II. High School Curriculum.....8

III. Presentation of The English Subject, Approach, Language Proficiency Levels and Content Blocks

Presentation of The English Subject.....	8
The Communicative Approach	8
General Communicative Competence Level to be Reached by The End of The Eleventh Grade of High School Education	9
Comparison Between The Former English Syllabus and The Current English Syllabus for Tenth Grade	10
Comparison Between The Former English Syllabus and The Current English Syllabus for Eleventh Grade	11

IV. Methodological Guidelines..... 12

V. Evaluation Guidelines 13

VI. Tenth grade general objectives..... 14

Unit 1: Meeting salvadoran personalities	15
Unit 2: My country	17
Unit 3: Feeling homesick.....	19
Unit 4: Eating out	21
Unit 5: Vacations in El Salvador	23
Unit 6: The environment in El Salvador.....	25

Eleventh Grade general objectives..... 27

Unit 1: Meeting famous people around the world.....	28
Unit 2: The world	30
Unit 3: Customs around the world.....	32
Unit 4: Eating habits.....	34
Unit 5: International Tourism.....	36
Unit 6: The environment around the world.....	38

VII. Glossary 40

VIII. References 40

a. Bibliographical References.....	40
b. Electronic Sources.....	40

I. Introduction to The English Curriculum for The Tenth and Eleventh Grades

The High School English Curriculum presents a curricular proposal that answers mandatory questions teachers should respond as they plan their classes. These questions are properly answered through the following curricular components:

QUESTIONS	CURRICULAR COMPONENTS
What do teachers teach for?	Competencies/Objectives
What must students learn?	Contents
How to teach?	Methodological guidelines
How, when and what to evaluate?	Evaluation guidelines Achievement indicators

The English curriculum is designed based on these curricular components which are orderly developed as follows:

- Description of competencies, proficiency levels and approach that orients the English subject development.
- Presentation of content sets which are aligned with the subject objectives and allow the structuring of didactical units.
- The Methodological guidelines provide specific recommendations for sequencing the didactical units. They describe, in logical order, the phases or steps to develop language competencies by means of delivering and practicing language functions; moreover, they provide general recommendations and it is up to teachers to enrich and improve them. The English syllabus presents general methodological guidelines for teaching at High School.
- Evaluation is developed through suggestions and criteria applicable to diagnostic, formative and summative evaluation functions.

At last, objectives, contents, and achievement indicators are clearly presented in each didactical unit.

The English curriculum has been designed setting standardized proficiency levels to be reached in each grade and cycle of education; in contrast, it is flexible and opened up to teachers' creativeness to contextualize it to their teaching environment to successfully achieve the stated objectives and language proficiency levels.

¹ Currículo al Servicio del Aprendizaje, Ministerio de Educación, San Salvador, 2007.

Syllabus Innovations

The English curriculum designed and implemented in 1998 is definitely one of the sources for the designing and implementation of the current version; although, it is worth stating that this is a functional/notional syllabus embracing the communicative approach for its development in order to achieve objectives and language proficiency levels. Next, the most salient features are detailed¹:

a. Objectives

Objectives are presented for each High School grade and in each didactical unit.

Objectives aim at achieving language and preparation for life competencies, that is the reason why they are formulated using action verbs introducing the goals to be reached by means of procedures. Afterwards, concepts and attitudes are presented embedded in the objectives, thus, articulating the three types of knowledge. Besides, "the what for" or learning purpose is finally stated to connect contents with life and students' needs.

Language proficiency levels

Language proficiency levels are presented for each High School grade. They are meant to serve as guiding references for planning, delivering and evaluating teaching and learning to eventually reach the set language proficiency levels² per grade.

b. Contents

Presentation of content sets

The English curriculum presents and describes the sets of contents by each grade providing an insightful view on how they are structured from the simple to the complex, from the immediate students' world to the farthest and most abstract world, properly integrating and balancing the three types of contents or knowledge: conceptual, procedural and attitudinal and knitting language learning, ranging from the mastery of simple daily language functions to the mastery of more complicated and sophisticated discourse. This new version of the English Syllabus has structured didactical units in a different form; these differences are highlighted in a comparative chart of the former syllabus with the current one.

Three types of contents: conceptual, procedural and attitudinal

Contents' relevance relies on their contribution to achieve the stated objectives as well as language and preparation for life competencies. Antoni Zabala³ defines contents as follows:

Set of skills, attitudes and knowledge needed for development of competencies. They are categorized in three large groups depending on how they are related with knowing, knowing what to do or to be, that is to say, conceptual contents, deeds, concepts and conceptual systems, procedural contents (skills, techniques, methods, strategies..etc.) and attitudinal contents (attitudes, norms and values).

The conceptual, procedural and attitudinal contents have the same relevance because the importance and articulation of knowing, doing, knowing what to be and coexisting, is only reflected through their integration. The challenge relies on overcoming the trend to solely "teach" information or learning by heart. They have a space and importance of their own but must not be understood anymore as a synonym of successful learning. This takes place only when the three types of contents are articulated.

Procedural contents deserve special attention because there is potential risk of confusing them with methodology. Cesar Coll⁴ defines them as follows:

They are always concerned with certain concrete forms of performance, whose most salient feature is that they take place in a systematic and orderly fashion, and that performance is purposely addressed to achieve a definite goal

Procedural contents are not new in the curriculum, whereas the practical dimension or concepts application has been long fostered for decades. They have been labeled before as techniques, skills, strategies, algorithms, etc. When categorizing them as contents, the procedures are subjected to planning and control in much the very same way activities are adequately prepared to guarantee the learning of other types of contents⁵.

Sequencing of contents

The scope and sequence has been meticulously elaborated vertically and horizontally as to guarantee that teachers will deliver teaching in a scaffolding fashion and students will and construct knowledge in much the very same way.

Moreover, contents are calibrated to address students' needs, interests and problems to fluently connect learning with background knowledge, previous life experiences and a sense of usefulness; therefore, learning will emerge as a likeable, enjoyable and meaningful task.

Besides, standardized minimum proficiency levels have been set to be reached by the end of each grade and cycle of education; thus, assuring teachers and students have clear teaching and learning standards to pursue.

c. Evaluation

Achievement indicators⁶ constitute one of the most salient innovations. Achievement indicators prove the expected outcomes in relationship with objectives and contents of each unit. They are useful to evaluate students' learning because they point out expected students' performance, therefore, they must be considered for evaluation and academic reinforcement activities. In this English syllabus, achievement indicators are meant to evaluate students' development of language and preparation for life competencies.

Achievement indicators are correlatively numbered in each didactical unit. Example, 5.1 means that the indicator belongs to unit five and is the indicator number one.

Academic reinforcement

Evaluation results must be used to support and orient teaching planning as well as students' learning. By analyzing evaluation results teachers can make decisions on what to feedback, and how to reshape their teaching approach to address students' affective and learning needs, thus, preventing frustration and dislike towards English subject as well as drop out.

By looking into performance outcomes teachers and students will be in a position to judge learning quality, understand how learning took place and ponder the obstacles faced in the process.

Graphic description of units

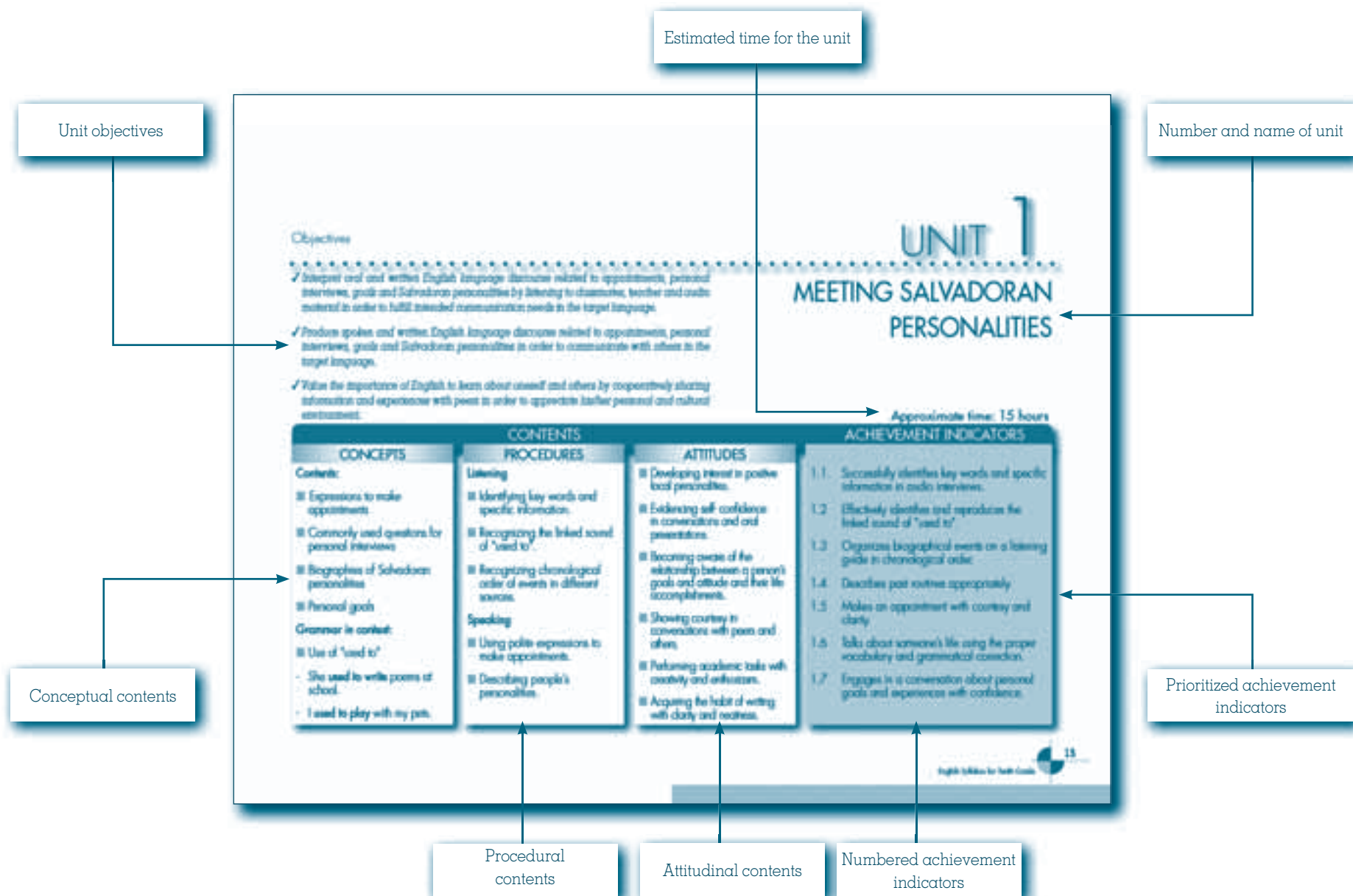
- Grade, number and name of unit: These are the units general data.
- Time assigned for didactical unit development: Approximate number of hours that will be devoted to the development of each didactical unit.
- Objectives of didactical unit: They express what is expected to be achieved by the students at the end of each unit.
- Conceptual, procedural and attitudinal contents: They comprise the concepts, procedures and attitudes that must be acquired by students through the mediation of the teaching-learning process.
- Achievement indicators: They are sample evidence that students have reached the stated objectives at the end of each unit.

⁶ Evaluación al Servicio del Aprendizaje, Ministerio de Educación, San Salvador, 2007.
⁷ Evaluación al Servicio del Aprendizaje, Ministerio de Educación, San Salvador, 2007.

² The American Council on the Teaching of Foreign Languages, Proficiency Guidelines, New York, 1989.
³ Marco Curricular. Antoni Zabala. Documento de referencia de consulta para el Ministerio de Educación, página 21.

⁴ Los Contenidos de la Reforma. Cesar Coll y otros. Editorial Santillana. Aula XXI, 1992, página 85.
⁵ Ibid. Página 103.

Description and Presentation of the Learning Unit Format



II. High School Curriculum

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

Subjects	Tenth grade		Eleventh grade	
	Hours per week	Hours per year	Hours per week	Hours per year
Language and Literature	5	200	5	200
Mathematics	6	240	6	240
Science	6	240	6	240
Social Studies	5	200	5	200
English	3	120	3	120
Computer Science	3	120	3	120
Life Skills	3	120	3	120
Vocational Skills Course	6	240	6	240
Seminars	3	120	3	120
Total of hours	40	1,600	40	1,600

Implementing the English curriculum implies doing curricular adaptations to meet students' needs and adjusting it to the conditions of the context. This contextualization and adjustability is facilitated by El Proyecto Curricular de Centro (PCC)⁸ in which teachers' agreements on curricular components (competencies/objectives, contents, methodology and evaluation) are registered, these agreements are worked out based on students' academic achievements, mission and diagnose of the educational institution.

Teachers should definitely take into account the PCC pedagogical agreements and the English syllabus as key references for didactic planning. Both instruments complement each other.

The teaching cross-curricular themes contribute to the students' integral education because through their socialization a democratic society plenty of values is consolidated, a society where people and nature are respected and people are able to solve personal, neighborhood and nation's problems.

The cross-curricular themes⁹ are an essential part of the syllabus and should be applied in the development of the contents. The present document includes the following cross-curricular themes: Education in Human Rights, Environmental Education, Education in Population, Preventive Integral Education, Education for Equality of Opportunities, Health Education, Education for The Consumer and Values Education.

III. Presentation of The English Subject, Approach, Language Proficiency Levels and Content Blocks

Presentation of The English Subject

The English Curriculum for High School focuses on the development of language competencies essential for communicating and properly interacting with the environment. Developing these competencies implies the learning of concepts, the domain of procedures and the adopting of attitudes integrally. This integration guarantees the acquisition of the expected competencies.

This syllabus promotes the development of four competencies: oral comprehension (listening), oral production (speaking), reading comprehension (reading) and writing production (writing). Such competencies 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.

The language contents to be taught have been structured departing from the closest and most immediate students' world to the farthest and most abstract one. Also, the language functions to be developed have been orderly arranged from the simplest to the most complex ones.

The Communicative Approach

The communicative approach pursues the development of communicative competence. Chomsky distinguished between a native speaker's underlying competence- referring to knowledge of the language, including rules of grammar, vocabulary, and how linguistic elements can be combined to form acceptable sentences- and the individual's performance- or actual production and comprehension of specific linguistic events.

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 context-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.

Lastly, the conceptualization of the term **proficiency** includes specifications about the competency levels attained in terms of the **functions** performed, the **contexts** in which the language user can function, and the **accuracy** with which the language is used.

⁸For further information, read section on Proyecto Curricular de Centro. Currículo al Servicio del Aprendizaje, Ministerio de Educación, San Salvador, 2007.

⁹Fundamentos Curriculares de la Educación Nacional. Ministerio de Educación, paginas 115- 116, El Salvador, 1999.

General Communicative Competence Level to be Reached by The End of The Eleventh Grade of High School Education

By the end of the eleventh grade of high school education students will be able to participate in conversations on familiar topics, and handle simple situations or transactions in past, present and future time.

Year	Competencies				Proficiency level
	Listening	Speaking	Reading	Writing	
Tenth grade	Able to understand sentences in a limited number of content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary.	Able to handle successfully a limited number of interactive, task-oriented and social situations. Can ask and answer questions, initiate and respond to simple statements and maintain face-to-face conversation, although in a restricted manner. Within these limitations, can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Strong interference from native language may occur.	Able to understand main ideas and/or some facts from simple texts dealing with basic personal and social needs such as public announcements and short, straightforward instructions dealing with public life.	Able to meet limited practical writing needs. Can write short messages, postcards, and take down simple notes, such as telephone messages. Can create statements or questions within the scope of limited language experience. Frequent errors in grammar, vocabulary, punctuation, spelling and in formation of non-alphabetic symbols, but writing can be understood by natives used to the writing of nonnatives.	Intermediate Low ¹⁰
Eleventh grade	Able to understand sentences on a variety of topics related to personal background interests and activities, social conventions and tasks, such as lodging, transportation, and shopping. Additional content areas include a diversity of instructions and directions. Listening tasks pertain to face-to-face conversations, short telephone conversations and some speech, such as simple announcements and reports over the media.	Able to talk simply about self and family members. Can participate in simple conversations on topics such as personal history and leisure time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. The Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.	Able to read simple texts about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience.	Able to write short, simple texts about personal preferences, daily routine, everyday events, and other topics of personal experience. Can express present time or at least one other time frame or aspect consistently, e.g., nonpast, habitual, imperfective. Evidence of control of the syntax and basic inflectional morphology, such as declensions and conjugation. Writing tends to be a loose collection of sentences or fragments on a given topic. Can be understood by natives used to the writing of nonnatives.	Intermediate Mid ¹¹

¹⁰ Levels of Proficiency. The American Council on the Teaching of Foreign Languages, ACTFL Guidelines, New York, 1989

¹¹ Levels of Proficiency. The American Council on the Teaching of Foreign Languages, ACTFL Guidelines, New York, 1989

Comparison Between The Former English Syllabus and The Current English Syllabus for Tenth Grade

Relation Between Content Blocks and Didactical Units

The High School English Syllabus is made up of six didactical units. It has the same number of units as the former English Syllabus and the same number of hours to be developed as well; however, the current English Syllabus has been designed following sound curricular principles to guarantee a coherent, progressive and fluent learning, they are:

FORMER ENGLISH SYLLABUS	CURRENT ENGLISH SYLLABUS	
DIDACTICAL UNITS OF FORMER ENGLISH SYLLABUS	DIDACTICAL UNITS	BLOCKS OF CONTENTS
Unit 1. The Choices We Have Systematization of the practice of reading techniques with simple readings. Expressing judgement and opinions about community problems. Making and sharing plans for their future.	Unit 1. Meeting Salvadoran personalities: Students talk about appointments, personal interviews, goals and Salvadoran personalities in order to share information and experiences with peers and appreciate his/her personal and cultural environment.	Expressions to make appointments, commonly used questions for personal interviews, biographies of Salvadoran personalities, personal goals
Unit 2. Advertisement Practice in reading comprehension techniques continue. At the same time, the students are challenged to deal with situations which may affect their lives and to practice decision-making strategies.	Unit 2. My country: Students interpret and produce language discourse related to jobs, interviews, geography, weather, means of transportation and life style in order to fulfill communication needs and share information about places in El Salvador.	Jobs/interviews, current issues dealing with: weather, geography, local/regional food, transportation, health, life style
Unit 3. Making Friends Descriptions of people and objects. To help students establish relationships of cause and effect, readings also deal with the environment. Reading comprehension techniques are enhanced.	Unit 3. Feeling homesick: Students discuss personal biographical information, family ties, customs, traditions, postal services and telephone conversations in order to exchange ideas about the value of family and traditions.	Personal biographical information, family ties, customs/traditions, postal services, telephone conversations
Unit 4. Sharing Is... The concepts of happiness and solidarity complement the concept of friendship introduced in the previous unit. Likewise, the topic concerned with consumer education is taken up again.	Unit 4. Eating out: Students generate language related to restaurant situations, invitations, using polite expressions, as well as showing possession and interacting adequately with others in order to communicate in an effective way.	Language used to order food in a restaurant, review of expressions to make, accept and refuse invitations, tipping, polite expressions in a restaurant
Unit 5. Science In Our Lives Visions of an imaginary future, scientific endeavors of mankind and women's role in science and expressing expectations for the future.	Unit 5. Vacations in El Salvador: Students recognize language related to requesting information and expressing ideas about vacations, means of transportation and hotels in order to communicate in the target language.	Review of numbers up to 1,000,000, means of transportation, tourist sites, expressions to make hotel/ transportation reservations, directions with time expressions
Unit 6. Let's Read For Fun Health care and the consequences of decisions taken. Skills in following instructions and a summary of reading comprehension techniques.	Unit 6. The environment in El Salvador: Students generate language related to pollution, health matters, deforestation, natural disasters and protection of the environment in order to establish effective communication.	Pollution, health matters, deforestation, natural disasters, protection of the environment

Comparison Between The Former English Syllabus and The Current English Syllabus for Eleventh Grade

FORMER ENGLISH SYLLABUS		CURRENT ENGLISH SYLLABUS	
DIDACTICAL UNITS OF FORMER ENGLISH SYLLABUS		DIDACTICAL UNITS	BLOCKS OF CONTENTS
Unit 1. Reporting On Someone This unit includes topics related to the students' experiences. The readings introduced attempt to help students reflect on choices made in the past that may help them make new choices in the future; for example, as they look for a job. The topics presented lend to discussions concerning their country in a national context..		Unit 1. Meeting famous people around the world Students understand and produce language related to personality traits of famous people, life accomplishments, dreams and wishes in order to consolidate knowledge of the language and the world.	Personality traits and professional background of famous people, life accomplishments of famous people, dreams and wishes
Unit 2. Legends, Fables and Myths This unit introduces a brief collection of myths, legends, fables and common beliefs. In addition, students are encouraged to learn more about the different cultural aspects of their community. Students also express their opinions about myths and common beliefs.		Unit 2. The world Students understand and produce language related to fashion, working trends, types of housing, entertainment, science, and technology through discussions and authentic audio material and texts.	Fashion, working trends, types of housing, entertainment, science and technology
Unit 3. Homelessness and Poverty Critical analysis of simple readings about poverty and homeless people is encouraged. Since these topics are surrounded by certain stereotypes, the students are provided with the opportunity to reflect upon them. Examination of the author's intention in the analysis is discussed.		Unit 3. Customs around the world Students describe holidays, festivals and celebrations, customs, traditions and landmarks around the world in order to communicate manifesting respect for international customs and traditions.	Holidays, festivals and celebrations, customs/traditions, landmarks, cultural advice
Unit 4. Great People People and events that have made history are introduced in an effort to broaden students' horizons. Students are asked to put events in logical sequence.		Unit 4. Eating habits Students express opinions and preferences on food consumption, healthy food, junk food, meals, beverages, desserts. Tasks include giving and following instructions for recipes.	Healthy food versus junk food, meals, beverages and desserts, instructions for cooking, recipes
Unit 5. Education For a Lifetime The main topic is a human being's need for education. Students are encouraged to appraise the access to education available to them. Writing on topics of student interest is encouraged.		Unit 5. International tourism Students generate language related to advertisements, tourist sites, hotel reservations and travel advice in order to communicate ideas and suggestions.	Advertisements, tourist sites, hotel reservations, travel advice
Unit 6. What Will We Have Accomplished? Students express their uneasiness towards their future. Students use the future forms to plan short and long term activities in their lives.		Unit 6. The environment around the world Students discuss health matters and environmental issues. Writing skills are practiced and enhanced.	Pollutants, health matters, oil spills, global warming, natural disasters, protection of the environment

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; besides, teachers will be enhanced to deliver a humane, meaningful, motivating and effective teaching.

The English syllabus for the third cycle of education should not only favor that students learn English, but it should also enable them to communicate in the language.

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 aspect 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 be a center of interaction between the teacher and the students, and among the students themselves. Team work allows for 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. Only then, students can value their progress and foster a positive attitude towards learning.
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, team work, 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 controlled.
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, giving students the opportunity to construct hypothesis that may be tested through practice.
13. The teacher must create the appropriate conditions for learning. To do so, teachers must guide learners in the acquisition process by using activities that are not only structure-oriented but also communication-oriented in a comfortable environment.

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 team work 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. Care for equally promoting discourse fluency and accuracy.
13. Address students' cognitive needs as well affective ones.
14. Create a comfortable, confident and likeable teaching – learning atmosphere.

V. Evaluation Guidelines

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*¹².

Competencies to be Evaluated

Language competencies

Teachers will ponder students learning outcomes by evaluating the following competencies.¹³

Oral comprehension (listening) 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 texts reproduced by electronic means (cassettes, recorded CDs, radio or videos).

Oral production (speaking) is the capacity of communicating orally making use of grammatical, sociolinguistic, discourse and strategic competencies¹⁴:

Grammatical competence refers to the degree to which the language user has mastered the linguistic code. It includes knowledge of vocabulary, rules of pronunciation and spelling, word formation, and sentence structure.

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. **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).

Strategic competence involves 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.

This competency goal is to produce oral discourse in a conversation to interchange general and specific information on various topics.

Reading comprehension (reading) 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. The goal of this competency is to understand general and specific information from written texts on various topics to enrich the English learning level for interacting in diverse communicative contexts.

Writing production (writing) is a graphic representation of the language that uses conventional, systematic and identifiable signs. The goal of this competency is to write general and specific texts on socio-cultural and scientific topics to express ideas, emotions and thoughts with diverse communicative purposes.

Preparation for life competencies

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

Types of evaluation

To evaluate students' learning teachers must rely on norm-referenced testing¹⁵ but mostly on criterion-referenced testing. Criterion-referenced-testing classifies students according to whether or not they are able to perform some tasks or set of tasks satisfactorily. The tasks are set, and the performances are evaluated. This means that students are encouraged to measure their progress in relation to meaningful criteria.

A list of kinds of tests is provided for teachers to choose from the ones that adjust to the intended evaluation purposes:

Diagnostic tests¹⁶ are used to identify student's strengths and weaknesses. They are intended primarily to ascertain what further teaching is necessary. Consequently, they can be used at the beginning of each grade or cycle of education to diagnose student's entry English knowledge and continue teaching to attain higher levels of language standards.

Progress achievement tests¹⁷ as their name suggests, are intended to measure the progress that students are making. Therefore, this kind of tests can be used halfway a grade or cycle of education to gather reliable evidence of learning progress.

Final achievement tests¹⁸ are those administered at the end of a course of study. They can be used to evaluate final learning achievement at the end of each grade or cycle of education.

Proficiency tests¹⁹ are designed to measure people's ability in a language regardless of any training they may have had in the language. The content of a proficiency test, therefore, is not based on the content or objectives of language courses that may have followed. Rather, it is based on a specification of what candidates have to be able to do in the language in order to be considered proficient. Being proficient means having sufficient command of the language for a particular purpose.

¹² Evaluación al Servicio del Aprendizaje, Ministerio de Educación, 2007.

¹³ Currículo al Servicio del Aprendizaje, Ministerio de Educación, 2007.

¹⁴ Teaching Language in Context. Proficiency-Oriented Instruction, Alice C Omaggio, 1986, pages 7-8.

¹⁵ Testing for Language Teachers. Arthur Hughes, 1989, pages 17-18.

¹⁶ Testing for Language Teachers. Arthur Hughes, 1989, page 13.

¹⁷ Ibid, page 10.

¹⁸ Ibid, page 10

¹⁹ Ibid, page 9

Tenth Grade

ENGLISH

Tenth grade general objectives

By the end of the tenth grade, students will be able to:

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

Objectives

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

UNIT 1

MEETING SALVADORAN PERSONALITIES

Approximate time: 15 hours

CONTENTS			ACHIEVEMENT INDICATORS
CONCEPTS	PROCEDURES	ATTITUDES	
Contents: <ul style="list-style-type: none"> ■ Expressions to make appointments ■ Commonly used questions for personal interviews ■ Biographies of Salvadoran personalities ■ Personal goals Grammar in context: <ul style="list-style-type: none"> ■ Use of "used to" - She used to write poems at school. - I used to play with my pets. 	Listening <ul style="list-style-type: none"> ■ Identifying key words and specific information. ■ Recognizing the linked sound of "used to". ■ Recognizing chronological order of events in different sources. Speaking <ul style="list-style-type: none"> ■ Using polite expressions to make appointments. ■ Describing people's personalities. 	<ul style="list-style-type: none"> ■ Developing interest in positive local personalities. ■ Evidencing self-confidence in conversations and oral presentations. ■ Becoming aware of the relationship between a person's goals and attitude and their life accomplishments. ■ Showing courtesy in conversations with peers and others. ■ Performing academic tasks with creativity and enthusiasm. ■ Acquiring the habit of writing with clarity and neatness. 	<ul style="list-style-type: none"> 1.1 Successfully identifies key words and specific information in audio interviews. 1.2 Effectively identifies and reproduces the linked sound of "used to". 1.3 Organizes biographical events on a listening guide in chronological order. 1.4 Describes past routines appropriately. 1.5 Makes an appointment with courtesy and clarity. 1.6 Talks about someone's life using the proper vocabulary and grammatical correction. 1.7 Engages in a conversation about personal goals and experiences with confidence.

CONTENTS

CONCEPTS

- Simple past and past continuous
 - We **traveled** a lot when my parents **were working** there.
- Present perfect versus simple past: yes/no questions and information questions
 - **Have** you ever **been** to Mexico?
 - **When did** you **move** to San Salvador?
 - **How long have** you **studied** here?
 - **How long did** you **study** there?

Vocabulary:

- Name, age, job/ occupation, well-known, visionary, optimistic, remarkable, idealistic, awards, career, sports, hobbies, etc.

Useful expressions:

- I'd like to make an appointment. Is 3:00 o' clock O.K.? How about 3:30? I'll see you then. I have always wanted to ... What is something you would like to do? I'd like to....

PROCEDURES

- Asking and talking about experiences with personalities.
- Expressing personal goals and expectations.

Reading

- Scanning an article for specific vocabulary.
- Contrasting past routines with past events.
- Identifying sequence of events.

Writing

- Writing biographical paragraphs about oneself and Salvadoran personalities.
- Writing a letter about personal goals.

ATTITUDES

ACHIEVEMENT INDICATORS

- 1.8 Successfully identifies trait-related language in an article.
- 1.9 Organizes events from a biographical text with a chronological sequence.
- 1.10 Elaborates biographical paragraphs correctly and creatively.
- 1.11 Writes a letter expressing personal goals with clarity and neatness.

UNIT 2

MY COUNTRY

Objectives

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

Approximate time: 18 hours

CONTENTS			ACHIEVEMENT INDICATORS	
CONCEPTS	PROCEDURES	ATTITUDES		
Contents: <ul style="list-style-type: none"> ■ Jobs/interviews ■ Current issues dealing with: weather, geography, local/regional food, transportation, health, life style Grammar in context: <ul style="list-style-type: none"> ■ Comparative and superlative of adjectives <ul style="list-style-type: none"> - San Salvador is hotter and more humid than Chalatenango. - The bus is the cheapest means of transportation. 	Listening <ul style="list-style-type: none"> ■ Identifying information and key words related to job interviews. ■ Recognizing the reduced sound of "be supposed to". ■ Identifying comparatives and superlatives in different sources. Speaking <ul style="list-style-type: none"> ■ Using polite expressions and vocabulary in interviews. ■ Describing and comparing places. 	<ul style="list-style-type: none"> ■ Showing interest in developing listening skills. ■ Being tolerant and patient during communication breakdowns. ■ Showing tolerance to pronunciation and syntax mistakes. ■ Being courteous while conversing with peers and adults. ■ Performing oral and written tasks with confidence. ■ Doing research work with interest and enthusiasm. 	2.1 Successfully identifies specific information and key words related to job interviews. 2.2 Recognizes and correctly reproduces the reduced sound of "be supposed to". 2.3 Discriminates comparative and superlative forms of adjectives in diverse audio material. 2.4 Uses polite expressions and vocabulary when making appointments and participating in an interview. 2.5 Compares life style, transportation, and health of cities or towns with grammatical accuracy. 2.6 Uses "be supposed to" correctly in conversations related to seasons and weather.	

CONTENTS

CONCEPTS

- Be supposed to
 - December **is supposed to be** cool.
 - You're **supposed to wear** warm clothes in winter.
- Passive voice in the present tense
 - Pupusas **are made** with corn flour.
 - El Salvador **is visited** by many tourists every year.

Vocabulary:

- Seasons and weather: summer, winter, spring, fall, cold, hot, rainy, windy, cool, cloudy, foggy, dry, and humid.
- Country, region, continent, island, pupusas, tamales, truck, bus, taxi, train, plane.

Useful expressions:

- Nice to meet you. Are you interested in...? Are you willing to....? Thank you for coming. Thank you, sir/ma'am. Have a seat. It's been a pleasure. We'll be calling you.

PROCEDURES

- Talking about traditions and life styles.
- Talking about different means of transportation.
- Talking about seasons and weather.

Reading

- Scanning an article for specific vocabulary and expressions.
- Inferring meanings of words from the context.
- Scanning a text for main ideas and supporting information.

Writing

- Using pre-writing strategies (making a word map, developing a focus and creating an outline).
- Developing a topic sentence and supporting information.
- Writing a descriptive paragraph.

ATTITUDES

- Working cooperatively with peers or work teams inside and outside the classroom.
- Valuing the importance of knowing the history and folklore of El Salvador.
- Applying organizational skills in academic tasks.
- Acquiring the habit of writing with clarity and neatness.

ACHIEVEMENT INDICATORS

- 2.7 Discusses current issues in El Salvador with confidence and correct grammar structure.
- 2.8 Successfully scans an article for specific information.
- 2.9 Infers meaning of words from different texts.
- 2.10 Identifies main ideas and supporting information in diverse written texts.
- 2.11 Uses pre-writing strategies before a writing task.
- 2.12 Writes descriptive paragraphs around topic sentences with coherence and clarity.

UNIT 3

FEELING HOMESICK

Objectives

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

Approximate time: 24 hours

CONTENTS			ACHIEVEMENT INDICATORS
CONCEPTS	PROCEDURES	ATTITUDES	
Contents: <ul style="list-style-type: none"> ■ Personal biographical information ■ Family ties ■ Customs/traditions ■ Postal services ■ Telephone conversations Grammar in context: <ul style="list-style-type: none"> ■ Yes-no questions with the present perfect - Have you visited Mexico before? - Has she ever traveled? ■ Questions with how long - How long has she been away? - How long have you lived with your grandparents? ■ The present perfect with for and since 	Listening <ul style="list-style-type: none"> ■ Identifying personal biographical information. ■ Recognizing vocabulary related to family ties. ■ Picking out vocabulary used to talk about customs and traditions. ■ Identifying the gist of a telephone conversation. ■ Recognizing polite requests. Speaking <ul style="list-style-type: none"> ■ Reporting personal biographical information. ■ Describing customs and traditions. 	<ul style="list-style-type: none"> ■ Developing respect for individual differences in peers. ■ Being aware of the importance of family ties. ■ Showing respect for the family. ■ Developing a habit for reading. ■ Developing a habit for writing clearly and neatly. ■ Showing appreciation and tolerance for cultural diversity. 	<ul style="list-style-type: none"> 3.1 Successfully identifies personal biographical information in audio sources. 3.2 Clearly recognizes vocabulary related to family ties in audio sources. 3.3 Identifies and explains the gist of a telephone conversation with conciseness. 3.4 Successfully recognizes polite requests in oral conversations. 3.5 Reports personal biographical information with grammatical accuracy. 3.6 Talks about customs and traditions with respect, using adequate vocabulary and grammatical accuracy. 3.7 Talks about habits in the past with the correct usage of <i>used to</i> and <i>would</i>. 3.8 Carries on a telephone conversation with confidence and politeness.

CONTENTS

CONCEPTS

I've **been** here **since** August.

- She's **been** on the phone **for** two hours.

■ *Used to* versus *would*

- We **used to** celebrate that day.

- We **would** give each other presents.

■ *Can* and *could* for polite requests

- **Could** I speak to Tony?

- **Can** I have a stamp for this letter?

■ Direct and indirect objects

- I'll call **my sister** next week.

- I want to send a **postcard** to **my aunt**.

Vocabulary:

■ Nuclear and extended family members: physical appearance and personality

■ Christmas dinner, holiday desserts: pastries, candy, preserves, beverages

■ Mail, letter, stamp, postcard

Useful expressions:

■ How are you related? My family used to get together for Christmas. How much is a stamp for...? How long does it take to get there? Could I speak to...? Is ...there? She's not here now. Do you want to leave a message? I'll call her tomorrow. Do you miss your family? I feel homesick.

PROCEDURES

■ Talking about habits in the past.

■ Making polite requests.

Reading

■ Scanning for specific personal data.

■ Identifying unfinished actions.

■ Using contextual clues for text comprehension.

Writing

■ Writing mail (letters, postcards, cards.)

■ Developing a narrative paragraph.

ATTITUDES

ACHIEVEMENT INDICATORS

3.9 Successfully scans a text for specific biographical data.

3.10 Infers meanings of words with contextual clues in an article.

3.11 Writes different types of mail with grammatical accuracy.

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

3.13 Performs written tasks with neatness and clarity.

UNIT 4

EATING OUT

Objectives

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

Approximate time: 18 hours

CONTENTS			ACHIEVEMENT INDICATORS
CONCEPTS	PROCEDURES	ATTITUDES	
Contents: <ul style="list-style-type: none"> ■ Language used to order food in a restaurant ■ Review of expressions to make, accept and refuse invitations ■ Tipping ■ Polite expressions in a restaurant Grammar in context: <ul style="list-style-type: none"> ■ Count and mass nouns with: another, some more - Would you like another soda? - I'd like some more salad. 	Listening <ul style="list-style-type: none"> ■ Identifying language used to order food in a restaurant. ■ Listening and listing polite expressions used in a restaurant. ■ Recognizing the different ways in which a server takes orders. ■ Recognizing the different ways of making, accepting and refusing an invitation. Speaking <ul style="list-style-type: none"> ■ Ordering food in a restaurant. ■ Expressing possession. ■ Making, accepting and refusing an invitation. 	<ul style="list-style-type: none"> ■ Being respectful with people who work in restaurants or any other community services. ■ Showing politeness in restaurants and other social events. ■ Promoting good manners while interacting with others. ■ Being aware of the concept of tipping for services rendered. ■ Developing interest in healthy eating habits. 	<ul style="list-style-type: none"> 4.1 Successfully identifies language used in restaurants in recorded material. 4.2 Lists polite expressions used in a restaurant from diverse oral input. 4.3 Clearly recognizes the different ways of making, accepting and refusing an invitation in different audio sources. 4.4 Orders food in a restaurant using polite expressions. 4.5 Expresses possession with grammatical accuracy. 4.6 Uses the appropriate expressions to make, accept and refuse invitations. 4.7 Successfully recognizes expressions for ordering in a restaurant in different written sources.

CONTENTS

CONCEPTS

- Whose
 - **Whose** sandwich is this?
 - **Whose** fries are these?
- Possessive pronouns
 - The fries are **mine**.
 - The sandwich is **hers**.
- Possessive adjectives
 - **My** soup tastes delicious.
 - How's **your** chicken?

Vocabulary:

- Appetizer, main course, dessert, steak, fish, shrimp, salad, soup, bread, soda, coffee, sandwich, rice, cake, ice-cream, the check

Useful expressions:

- Would you like to order? May I take your order? I'd like... I'll have... Could you pass ...? Can I have the check, please? Is tip included? Would you like to come along? Do you want to go with us? Let's go to the movies. I'd love to. I'm sorry, but I can't. Maybe next time.

PROCEDURES

Reading

- Recognizing expressions for ordering in a restaurant.
- Scanning a menu for specific information.
- Reading and identifying expressions used by servers.
- Identifying ways of making, accepting or refusing an invitation in texts.

Writing

- Writing a restaurant menu.
- Writing e-mails making, accepting and refusing an invitation.
- Stating main ideas and supporting facts in a paragraph.

ATTITUDES

ACHIEVEMENT INDICATORS

- 4.8 Scans a menu for different dishes and tip information.
- 4.9 Extracts different expressions to make, accept and refuse invitations from dialogues and other written sources.
- 4.10 Creatively writes a restaurant menu with appropriate vocabulary and tip information.
- 4.11 Writes e-mails making, accepting and refusing invitations using the appropriate language for each case.
- 4.12 Writes a paragraph from a main idea and supporting facts with unity and coherence.

Objectives

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

UNIT 5

VACATIONS IN EL SALVADOR

Approximate time: 21 hours

CONTENTS			ACHIEVEMENT INDICATORS
CONCEPTS	PROCEDURES	ATTITUDES	
<p>Contents:</p> <ul style="list-style-type: none"> ■ Review of numbers up to 1,000,000 ■ Means of transportation ■ Tourist sites ■ Expressions to make hotel/ transportation reservations ■ Directions with time expressions <p>Grammar in context:</p> <ul style="list-style-type: none"> ■ Past participles of regular and irregular verbs - The flight is booked. - I have made a reservation. ■ Future time clauses with the simple present and the present progressive tense 	<p>Listening</p> <ul style="list-style-type: none"> ■ Discriminating numbers from 0 up to 1,000,000. ■ Identifying means of transportation in different sources. ■ Recognizing phrases for asking and giving directions with time expressions in different sources. ■ Picking out details and main ideas about tourists sites from varied oral input. ■ Recognizing expressions to make reservations in audio sources. ■ Identifying specific information about hotel facilities and categories from varied oral input. 	<ul style="list-style-type: none"> ■ Being conscious of the amount of money spent during a vacation. ■ Promoting the safe and responsible use of means of transportation. ■ Promoting respect for the people serving in the community. ■ Being polite when asking for and giving directions to others. ■ Developing interest in visiting and preserving El Salvador's tourist sites. ■ Practicing organizational skills in academic and leisure time activities. 	<ul style="list-style-type: none"> 5.1 Clearly discriminates numbers from 0 up to 1,000,000 from diverse audio sources. 5.2 Successfully identifies different means of transportation from recorded material. 5.3 Clearly recognizes phrases for asking and giving directions with time expressions from audio sources. 5.4 Successfully picks out details and main ideas about tourist sites from ads and documentaries. 5.5 Clearly recognizes expressions to make reservations in conversations and other oral input. 5.6 Identifies and writes down specific information about hotel facilities and categories from conversations and other oral input. 5.7 Correctly pronounces and describes means of transportation.

CONTENTS

CONCEPTS

- I'm leaving before the crowds come.
- Call me **when they arrive**.
- Real conditional sentences (first case)
- If I **have** a reservation, I **will** travel with confidence.
- If **you pay** in advance, **you'll** get a discount.

Vocabulary:

- Train, plane, bus, boat, car, hostel, three-star hotel, front desk, security box, elevator, lobby, swimming pool, traffic light, traffic circle, turn left, turn right, go around, as soon as, when, then, until.
- Tourist sites: El Cuco, El Espino, Suchitoto, Apaneca, Izalco

Useful Expressions:

- I'd like to make a reservation, please. I'd like a round trip/nonstop flight. How are you getting there? We're going by bus. How are you paying? Your room/flight has been booked. How are you spending your vacation? Have a great time! Have fun! Enjoy yourself/yourselves! Have a safe trip.

PROCEDURES

Speaking

- Listing and describing means of transportation.
- Describing tourist sites.
- Making hotel/transportation reservations.
- Asking and giving directions with time expressions.
- Talking about future vacation plans.

Reading

- Scanning reservation numbers and transportation ticket prices from texts.
- Picking out main ideas about tourist sites, transportation and hotel accommodations from texts.
- Identifying directions with time expressions from texts.

Writing

- Making numbers to pay for hotel/transportation reservations and to buy tickets for traveling.
- Designing the facilities of a hotel on paper and writing the name of each area.
- Making brochures promoting a tourist site.
- Using pre-writing strategies.
- Developing an argumentative paragraph about vacation plans.

ATTITUDES

ACHIEVEMENT INDICATORS

- 5.8 Describes tourist sites with appropriate vocabulary and expressions.
- 5.9 Uses the appropriate expressions to make hotel/transportation reservations.
- 5.10 Successfully asks and gives directions with time expressions.
- 5.11 Talks about vacation plans with confidence and fluency.
- 5.12 Successfully scans reservation numbers and transportation ticket prices from authentic texts.
- 5.13 Successfully picks out main ideas about tourist sites, transportation and hotel accommodations from brochures and articles.
- 5.14 Confidently reads and identifies directions with time expressions from written conversations, maps and other texts.
- 5.15 Confidently makes numbers to pay for hotel/transportation reservations and buying tickets for traveling.
- 5.16 Designs the facilities of a hotel on paper and correctly labels each area.
- 5.17 Makes original brochures of tourist sites with creativity.
- 5.18 Uses pre-writing strategies (word-maps, brainstorming, outlining) before writing paragraphs.
- 5.19 Writes an 8 to 10-line paragraph with a clear topic sentence and supporting arguments about vacation plans.

Objectives

- ✓ Interpret oral and written language related to the protection of the environment by reading and listening to different sources in order to accomplish the usage of the target language in an adequate way.
- ✓ Produce oral and written language related to concepts of pollution, health matters, deforestation, natural disasters and the protection of the environment by using the learned vocabulary and structures in order to communicate effectively and correctly with others.

UNIT 6

THE ENVIRONMENT IN EL SALVADOR

Approximate time: 24 hours

CONTENTS			ACHIEVEMENT INDICATORS
CONCEPTS	PROCEDURES	ATTITUDES	
Contents: <ul style="list-style-type: none"> ■ Pollution ■ Health matters ■ Deforestation ■ Natural disasters ■ Protection of the environment Grammar in context: <ul style="list-style-type: none"> ■ Present perfect continuous <ul style="list-style-type: none"> - We have been polluting our lakes. - He has been recycling lately. ■ Future with will <ul style="list-style-type: none"> - We will start a reforestation campaign soon. 	Listening <ul style="list-style-type: none"> ■ Identifying vocabulary related to pollution in different sources. ■ Listening and listing the factors that cause health matters. ■ Identifying solutions to environmental problems. ■ Identifying main ideas related to natural disasters from different sources. ■ Recognizing contrast, cause and effect in different sources. Speaking <ul style="list-style-type: none"> ■ Expressing opinions about pollution. ■ Describing factors that cause health matters. 	<ul style="list-style-type: none"> ■ Being aware of the importance of protecting the environment. ■ Being aware of pollution dangers. ■ Showing respect and care for his/her body and health. ■ Developing genuine interest in keeping the environment clean. ■ Actively diffusing and participating in reforestation activities. ■ Responsibly recognizing and promoting the practice of safety procedures during a natural disaster. 	<ul style="list-style-type: none"> 6.1 Successfully identifies vocabulary related to pollution in different sources. 6.2 Listens and lists the factors that cause health matters from live and recorded oral input. 6.3 Identifies solutions to environmental problems from TV and radio broadcasts. 6.4 Successfully identifies main ideas related to natural disasters from different audio sources. 6.5 Recognizes contrast, cause and effect of ideas related to health matters and environmental issues in different audio sources. 6.6 Respectfully expresses opinions about pollution during group discussions. 6.7 Describes factors that cause health matters with grammatical accuracy.

CONTENTS

CONCEPTS

- **There will be** new environmental laws next year.
- Linking words to show contrast, cause and effect: however, nevertheless, although, even though, so, consequently, as a result, therefore, since, because.
- They have been destroying forests; **therefore**, there's no more clean air.
- **Although** it's not mandatory, a lot of people are recycling now.

Vocabulary:

- Smoke, chemical waste, carbon hydrogen, green house effect, the ozone layer, respiratory illnesses, amebas, floods, earthquakes, hurricane, wildfires, greening, recycling, land filling, environmental laws.

Useful Expressions:

- What do you think about...? What have you been doing for the environment? What has been happening to...? Soon, we will... By the end of the year/decade/ century, we will...

PROCEDURES

- Speaking about how environmental problems are being solved.
- Describing natural disasters.
- Talking about the consequences of deforestation.
- Making predictions about the future.

Reading

- Recognizing vocabulary related to pollution in texts.
- Scanning texts for specific information.
- Skimming texts.
- Researching and summarizing information about environmental laws.

Writing

- Showing contrast between ideas and opinions.
- Developing a paragraph from a topic sentence and supporting facts.
- Writing a multi-paragraph composition.
- Editing and proofreading a text.

ATTITUDES

ACHIEVEMENT INDICATORS

- 6.8 Talks about how environmental problems are being solved with the correct use of the present perfect continuous.
- 6.9 Describes natural disasters with appropriate vocabulary and grammatical accuracy.
- 6.10 Makes predictions about his/her health and environment with correct use of the future with *will*.
- 6.11 Recognizes vocabulary related to pollution in magazine and newspaper articles.
- 6.12 Effectively scans paper and online articles for specific information on environmental issues.
- 6.13 Successfully skims texts on health and environmental issues.
- 6.14 Does online research on given websites and summarizes information about environmental laws.
- 6.15 Shows contrast between written ideas and opinions with grammatical accuracy.
- 6.16 Coherently develops a 10 to 12-line paragraph from a topic sentence and supporting facts on how to solve environmental problems.
- 6.17 Writes a 3-paragraph composition, on protecting his/her health and environment with coherence and correct grammar structure.
- 6.18 Uses editing and proofreading strategies (peer editing, grammar and spelling check, proofreading checklist) before writing final drafts

Eleventh Grade

ENGLISH

Eleventh grade general objectives

By the end of the eleventh grade, students will be able to:

- Produce language related to famous people, dreams and wishes by engaging in conversations in order to share information and opinions and increase general culture.
- Recognize language related to fashion, working trends, housing, entertainment, technology and traveling by listening to peers and authentic audio material in order to fulfill communication needs.
- Produce language related to holidays, and traditions around the world by writing and reading texts in order to manifest and encourage respect toward world cultures.
- Generate language related to food consumption and preparation by engaging in dialogues and practical demonstrations in order to exchange ideas and opinions with others.
- Generate language related to health matters and environmental issues by giving oral presentations and writing texts in order to communicate ideas and develop environmental awareness.

Objectives

- ✓ Understand oral and written vocabulary related to personality traits of famous people, life accomplishments, dreams and wishes by listening to classmates, teacher and authentic audio material and reading texts in order to fulfill intended communication needs in the target language.
- ✓ Produce spoken and written discourse related to personality traits of famous people, life accomplishments, dreams and wishes by using concrete vocabulary and functions in order to fulfill intended communication needs in the target language.
- ✓ Value the importance of learning English by participating in class and working cooperatively with classmates in order to consolidate his/her knowledge of the language and the world.

UNIT 1

MEETING FAMOUS PEOPLE AROUND THE WORLD

Approximate time: 18 hours

CONTENTS			ACHIEVEMENT INDICATORS
CONCEPTS	PROCEDURES	ATTITUDES	
Contents: <ul style="list-style-type: none"> ■ Personality traits and professional background of famous people ■ Life accomplishments of famous people ■ Dreams and wishes Grammar in context: <ul style="list-style-type: none"> ■ Review of "used to" - We used to get together with our friends. ■ Time clauses in the past - Before I graduated, I did volunteer work. 	Listening <ul style="list-style-type: none"> ■ Recognizing personal and professional information from different sources. ■ Identifying famous people's achievements. Speaking <ul style="list-style-type: none"> ■ Talking about people's appearance and personality. ■ Talking about famous people's lives and accomplishments. ■ Talking about present and future achievements. ■ Exchanging information. 	<ul style="list-style-type: none"> ■ Valuing the role of positive traits of famous people. ■ Paying careful attention to pronunciation, stress, rhythm and intonation, grammar and word choice according to purpose and audience. ■ Showing appropriate verbal and nonverbal behavior when interacting with other people. ■ Cooperating with his/her work-team in the classroom. ■ Showing acceptance of errors as part of the learning process. 	<ul style="list-style-type: none"> 1.1 Successfully completes a listening guide with information from a biography. 1.2 Paraphrases most of the personal and professional information from a video or radio interview. 1.3 Speaks with clear voice and correct pronunciation when making an oral presentation about a famous person's life. 1.4 Reports orally and in writing about his/her dreams and wishes. 1.5 Uses appropriate organizational pattern to make an oral presentation on a chosen character. 1.6 Successfully scans an article for specific information.

CONTENTS

CONCEPTS

- **As soon as** I finished the book, I published it.
- Review of present perfect with always, never, since, for, already, yet
- I've **never been** to Australia.
- **Have** you **already finished** your project?
- Use of would to state wishes: Yes/no questions, information questions, affirmative and negative statements
- Where **would** you like to go?
- I'd love to learn another language.

Vocabulary:

- Hardworking, creative, disciplined, perseverant, enduring, dedicated, leadership, cultural pride, by the time, before, after, as soon as, right after.

Useful expressions:

- How long have you....? What is something you've always wanted to do? I have always wanted to..., I'd like to... What was your childhood like? I used to be..., but now I'm

PROCEDURES

- Summarizing orally and clarifying information received from different sources.

- Interviewing celebrities.

Reading

- Guessing the meaning of words through context.

- Understanding connections and sequences.

- Inferring and predicting outcomes.

Writing

- Expressing thoughts about famous people.

- Making an interview.

- Writing about famous people's contributions and influence.

ATTITUDES

- Showing commitment and positive attitude toward the acquisition of the English language.

ACHIEVEMENT INDICATORS

- 1.7 Summarizes the main ideas in entire articles and chapters of authentic printed text.
- 1.8 Demonstrates the ability to make inferences and predict outcomes in written materials.
- 1.9 Takes notes and summarizes information from written and oral sources.
- 1.10 Writes a biographical article with correction and coherence.

UNIT 2

THE WORLD

Objectives

- ✓ Understand oral and written discourse related to fashion, working trends, types of housing, entertainment, science, and technology by listening to classmates, teacher and authentic audio material and reading texts in order to fulfill intended communication needs in the target language.
- ✓ Produce spoken and written discourse related to fashion, working trends, types of housing, entertainment, science, and technology by using concrete vocabulary and functions in order to fulfill intended communication needs in the target language.
- ✓ Value the importance of learning English by participating actively in class and working cooperatively with classmates in order to consolidate his/her knowledge of the language and the world.

Approximate time: 18 hours

CONTENTS			ACHIEVEMENT INDICATORS
CONCEPTS	PROCEDURES	ATTITUDES	
<p>Contents:</p> <ul style="list-style-type: none"> ■ Fashion, working trends, types of housing, entertainment ■ Science and Technology <p>Grammar in context:</p> <ul style="list-style-type: none"> ■ Relative clauses with <i>who</i> and <i>that</i> - Trendy is something that is fashionable. - A workaholic is someone who works a lot. ■ Review of comparative and superlative of adjectives 	<p>Listening</p> <ul style="list-style-type: none"> ■ Identifying specific information about the environment in different sources. ■ Recognizing connections and sequences. <p>Speaking</p> <ul style="list-style-type: none"> ■ Exchanging information about people and communities. ■ Describing natural environmental features. ■ Comparing and contrasting people and technological advances. 	<ul style="list-style-type: none"> ■ Valuing similarities and differences among cultures. ■ Paying careful attention to pronunciation, stress, rhythm and intonation, grammar and word choice according to purpose and audience. ■ Appreciating the advantages and challenges of a diverse society. ■ Showing appropriate verbal and nonverbal behavior when interacting with other people. 	ACHIEVEMENT INDICATORS
			<p>2.1 Carefully finds the information required to answer questions set in advance with data related to the environment and its effect on different types of housing.</p> <p>2.2 Successfully recognizes connections and sequences of events from audio material.</p> <p>2.3 Speaks clearly and articulately (allowing for some hesitation), when making an oral presentation about people and communities.</p> <p>2.4 Provides relevant details on natural environmental features with grammatical accuracy.</p> <p>2.5 Compares and contrasts people and technological advances with grammatical accuracy and coherence.</p>

CONTENTS

CONCEPTS

- Telecommuting is **easier** these days.
- Jeans are **the most popular** piece of clothing.
- Passive voice in the past tense
- The computer **was invented** in the late 1960's.
- Day-care centers **were created** to help working parents.

Vocabulary:

- Retro, classical, sport, trendy, old-fashioned, casual, vintage, sophisticated, outrageous, rags, day-care centers, family income, shared expenses, single mothers, telecommuting, workaholic, apartment building, condos, boathouse, penthouse, mansions, farms, igloos, concerts, trips, camping, movies, music, inventions, discoveries, awards.

Useful expressions:

- When was... invented/ created/ introduced? What type of house do you live in? How would you describe your clothing style? What are some of the greatest inventions of all times?

PROCEDURES

- Summarizing and clarifying information from different sources.

Reading

- Differentiating between literal and connotative meanings of words.
- Finding connections and sequences.
- Inferring and predicting outcomes.

Writing

- Expressing thoughts about people's culture.
- Contrasting and comparing facts.
- Summarizing ideas from different sources.

ATTITUDES

- Cooperating effectively with his/her work-team in the classroom.
- Tolerating errors as part of the learning process.
- Showing perseverance and positive attitude toward the acquisition of the English language.

ACHIEVEMENT INDICATORS

- 2.6 Uses appropriate language and organizational skills to make an oral presentation about a chosen country.
- 2.7 Differentiates between dictionary meaning and implied meaning of the writer's words.
- 2.8 Successfully finds connections and sequences of events in texts about countries and technology.
- 2.9 Uses reading strategies (inferring and predicting outcomes) to assist in comprehension.
- 2.10 Writes short paragraphs on people's culture with respectful language and correct use of vocabulary.
- 2.11 Writes sentences contrasting and comparing facts with grammatical accuracy.
- 2.12 Uses correct grammatical construction when summarizing from written and audio sources.

UNIT 3

CUSTOMS AROUND THE WORLD

Approximate time: 18 hours

Objectives

- ✓ Understand oral and written language related to holidays, festivals and celebrations, customs, traditions and landmarks by listening to classmates, teacher and audio material and reading texts in order to communicate in the target language.
- ✓ Produce spoken and written language by using the acquired vocabulary and structures to convey information and express respect for holidays, festivals and celebrations, customs, traditions and landmarks around the world.

CONTENTS			ACHIEVEMENT INDICATORS
CONCEPTS	PROCEDIURES	ATTITUDES	
Contents: <ul style="list-style-type: none"> ■ Holidays, festivals and celebrations ■ Customs/traditions ■ Landmarks ■ Cultural advice Grammar in context: <ul style="list-style-type: none"> ■ Should/ought to - You shouldn't arrive late to an appointment. - You ought to send a thank you card. ■ Had better - I'd better call him to apologize. - You'd better wear formal clothes. 	Listening <ul style="list-style-type: none"> ■ Identifying main and key information on holidays, festivals, celebrations and landmarks. ■ Listing types of international food and their characteristics. ■ Recognizing, on a timeline basis, a country's historical events. Speaking <ul style="list-style-type: none"> ■ Interchanging information about holidays, festivals, celebrations and landmarks. ■ Describing how holidays around the world are observed. ■ Comparing and contrasting customs and traditions around the world. 	<ul style="list-style-type: none"> ■ Diffusing the historical and cultural value of the country's festivities, customs and traditions. ■ Diffusing a country's history with respect and pride. ■ Recognize and respecting the advantages and challenges of a diverse society. ■ Showing appropriate verbal and nonverbal behavior when interacting with other people. ■ Cooperating effectively with his/her work-team in the classroom. ■ Identifying and respecting errors as part of the learning process. 	<ul style="list-style-type: none"> 3.1 Identifies main ideas and key information on a country's tourist attractions and festivities from recorded materials. 3.2 Lists types of world wide local/regional food and their characteristics when listening to recorded materials. 3.3 Finds the information about major historical events when listening to recorded materials. 3.4 Asks for and provides basic information on a country's main festivities with adequate vocabulary and grammatical accuracy. 3.5 Describes the types of local/regional foods from any country with adequate vocabulary and grammatical accuracy. 3.6 Uses appropriate expressions and structures to give advice and express prohibition and obligation.

CONTENTS

CONCEPTS

- Must and mustn't for obligation and prohibition
- You **mustn't** talk about those topics.
- We **must** arrive on time.

Vocabulary:

- April Fools' Day, Carnival, Memorial Day, Children's Day, Chinese New Year, Day of the Dead, Labor Day, Mother's Day, bride, groom, best man, maid of honor, cemetery, ceremony, courtship, custom, court, date, get (engaged/married/together), honor, diamond ring, firecrackers, fireworks.

Esquipulas, New York,
Jerusalem, China, Japan,
Spain.

Useful Expressions:

- How old are people in ... when they get married? Where is the ... usually held? In my country, people celebrate... What should I do in that situation? Is it O.K. if I...?

PROCEDURES

- Giving advice on etiquette and cultural behavior.
- Express obligation and prohibition.

Reading

- Scanning names and places of country's tourist attractions from texts.
- Recognizing concepts and definitions related to country's festivities in texts.
- Identifying names and characteristics of country's regional foods in texts.
- Locating sequences of historical events in different sources.

Writing

- Writing a chronological sequence of the country's historical events.
- Describing a country's tourist attractions, festivities and local/regional foods.
- Contrasting and comparing customs and traditions of countries around the world.

ATTITUDES

- Showing perseverance and positive attitude toward the acquisition of the English language.

ACHIEVEMENT INDICATORS

- 3.7 Successfully scans names and places of country's tourist attractions from texts.
- 3.8 Recognizes concepts and definitions related to a country's festivities from brochures, booklets or newspaper ads.
- 3.9 Understands the meaning of unfamiliar words by using a dictionary and implied meaning of words.
- 3.10 Identifies names and characteristics of local/regional foods from a magazine, internet articles or stories written by the teacher.
- 3.11 Writes information about country's historical events in chronological order.
- 3.12 Writes brochures and flyers containing general and specific information on a country's tourist attractions, festivities and local/regional foods.
- 3.13 Contrasts and compares customs and traditions of countries around the world with grammatical accuracy and coherence.

Objectives

- ✓ Interpret oral and written language related to food consumption and preparation by listening to classmates, teacher and audio material and reading texts in order to reach communication needs in the target language.
- ✓ Generate spoken and written discourse in order to convey information on healthy food, junk food, meals, beverages, desserts, instructions for cooking and recipes and to consolidate his/her knowledge of the language.

UNIT 4

EATING HABITS

Approximate time: 18 hours

CONTENTS			ACHIEVEMENT INDICATORS
CONCEPTS	PROCEDURES	ATTITUDES	
Contents: <ul style="list-style-type: none"> ■ Healthy food versus junk food ■ Meals, beverages and desserts ■ Instructions for cooking ■ Recipes Grammar in context: <ul style="list-style-type: none"> ■ Sequence adverbs: first, then, finally - First, you squeeze a lemon; then, you add sugar. Finally, you add water and mix. ■ I usually like to ... - I usually like to wake up early. - We usually like to have fruit for dessert. 	Listening <ul style="list-style-type: none"> ■ Listening and listing the advantages and disadvantages of eating at fast food restaurants. ■ Identifying ingredients and the process of preparing a recipe from different sources. ■ Listening and following instructions to prepare a recipe. Speaking <ul style="list-style-type: none"> ■ Describing eating habits, cooking terms, and recipes. ■ Summarizing information received from different sources. ■ Comparing and contrast different kinds of food people eat at mealtimes. 	<ul style="list-style-type: none"> ■ Appreciating the benefits of eating healthy food. ■ Diffusing the advantages and disadvantages of eating out and eating healthy food at home. ■ Respecting the eating habits of his/her own and other cultures. ■ Showing appropriate verbal and nonverbal behavior when interacting with other people. ■ Cooperating effectively with his/her work-team in the classroom. ■ Showing interest in practicing strategies to improve language skills. 	<ul style="list-style-type: none"> 4.1 Successfully lists the advantages and disadvantages of eating at fast food restaurants from different oral sources. 4.2 Correctly follows instructions to prepare a recipe from audio and video sources. 4.3 Confidently and respectfully describes eating habits, cooking terms and recipes. 4.4 Summarizes main ideas of written and oral texts with conciseness and fluency. 4.5 Correctly compares and contrasts different kinds of food. 4.6 States preferences with respect and grammatical accuracy. 4.7 Gives instructions for preparing a recipe with logical sequence and correct pronunciation.

CONTENTS			ACHIEVEMENT INDICATORS
CONCEPTS	PROCEDURES	ATTITUDES	
<ul style="list-style-type: none"> ■ I prefer to / I'd rather... - I prefer to drink orange juice. - I'd rather eat at home. ■ Review of conditional sentences (first case) - If you eat lean meat, you'll get more protein. - If I eat too much junk food, I'll gain weight. <p>Vocabulary:</p> <ul style="list-style-type: none"> ■ Lean meat, fat-free skim milk, low-sodium, sugar-free, light, low calorie intake, carbohydrates protein, fat cholesterol, triglycerides, dietary supplements, steroids, cut, chop, steam, stir, mix, bake, slice, blend. <p>First . . . / Then ... / Next . . . / After that. . . / Finally . . .</p> <p>Useful Expressions:</p> <ul style="list-style-type: none"> ■ What are the advantages/ disadvantages of fast/ homemade food? How do you prepare/make...? For this recipe you'll need...The ingredients are...What's your favorite meal? The most important meal is... 	<ul style="list-style-type: none"> ■ Stating preferences. ■ Giving instructions for preparing a recipe. <p>Reading</p> <ul style="list-style-type: none"> ■ Skimming texts for main ideas. ■ Scanning texts for specific food-related information. ■ Identifying the steps of a sequence in texts. <p>Writing</p> <ul style="list-style-type: none"> ■ Writing an argumentative paragraph. ■ Expressing thoughts about people's eating habits. ■ Writing an ad for food. ■ Writing a recipe. 	<ul style="list-style-type: none"> ■ Showing perseverance and positive attitude towards the acquisition of the English language. 	<p>4.8 Successfully identifies main ideas in magazine and newspaper articles.</p> <p>4.9 Identifies specific information in magazine and newspaper articles.</p> <p>4.10 Identifies and follows the steps to prepare recipes from magazines and Web pages.</p> <p>4.11 Writes an 8 to 10-line paragraph with clear arguments.</p> <p>4.12 Writes a food ad with creativity and variety of language.</p> <p>4.13 Writes an original recipe with correct spelling, vocabulary and syntax.</p>

UNIT 5

INTERNATIONAL TOURISM

Approximate time: 24 hours

Objectives

- ✓ Interpret oral and written language related to advertisements, tourist sites, hotel reservations and travel advice in spoken and written texts in order to communicate appropriately.
- ✓ Generate oral and written language by giving information concerning advertisements, tourist sites, hotel reservations and travel advice in order to consolidate his/her language proficiency level.

CONTENTS			ACHIEVEMENT INDICATORS
CONCEPTS	PROCEDURES	ATTITUDES	
<p>Contents:</p> <ul style="list-style-type: none"> ■ Advertisements ■ Tourist sites ■ Hotel reservations ■ Travel advice <p>Grammar in context:</p> <ul style="list-style-type: none"> ■ Future expressing different degrees of certainty: will be, going to be, will probably be, is probably going to be, probably isn't going to be, may come, may not come, maybe - The train may not arrive on time. - It will probably be crowded. ■ Contrary -to-fact conditional sentences (second case) 	<p>Listening</p> <ul style="list-style-type: none"> ■ Identifying specific advertisement information from different sources. ■ Listening and extracting information about tourist sites from different sources. ■ Recognizing language related to hotel reservations and travel advice. ■ Picking out lodging vocabulary from diverse oral input. <p>Speaking</p> <ul style="list-style-type: none"> ■ Exchanging information about prices of tours/trips. ■ Asking for and giving information related to tourist sites. 	<ul style="list-style-type: none"> ■ Showing respect for the tourist sites of a specific country. ■ Appreciating his/her own country's tourist sites to consolidate cultural identity. ■ Valuing and respecting people's different opinions when traveling or visiting other countries. ■ Showing appropriate verbal and nonverbal behavior when interacting with other people. ■ Being aware of consumer's rights when traveling. 	<ul style="list-style-type: none"> 5.1 Successfully identifies specific advertisement information from recorded material and authentic oral input. 5.2 Extracts and writes down details about tourist sites from audio sources. 5.3 Clearly recognizes language related to hotel reservations and travel advice from live and recorded conversations. 5.4 Confidently exchanges information about prices of tours/trips. 5.5 Politely and respectfully asks for and gives information on tourist sites. 5.6 Makes hotel reservations with confidence and grammatical accuracy. 5.7 Correctly and respectfully gives travel advice. 5.8 Describes future plans with grammatical and lexical accuracy.

CONTENTS

CONCEPTS

- If I **had** some days off, I'd go on vacation.
- If I **were** you, I **wouldn't leave** without my passport.
- I want to versus I'd like to
- I'd **like to** request room service, please.
- I **want to** take a walk along the beach.

Vocabulary:

- Means of transportation: cruise, ferry, plane, jet, subway.
- Tourist destinations: Spain, France, Italy, USA, Latin America.
- Lodging lexicon: check in, check out, reservation, luggage, housekeeping, suitcase, room service.

Useful Expressions:

- Would you like to make a reservation? I'd like some information about...I have a reservation for...What would you do if...? What would you like/ do you want to do? Do you think it'll be crowded? Thanks for your help/assistance.

PROCEDURES

- Making hotel reservations.
- Giving travel advice.
- Describing future vacation plans.
- Expressing desires and wishes when talking about future plans.

Reading

- Picking out specific information about tours/trips from texts.
- Scanning names and places of a country's tourist attractions from different sources.
- Recognizing concepts and definitions related to advertisement, tourist sites, hotel reservations and travel advice in texts.
- Identifying major tourist sites from texts.

Writing

- Writing conversations related to hotel reservations.
- Stating a topic sentence and supporting facts in a paragraph.
- Writing a short essay on a country's tourist attraction.
- Elaborating a traveling brochure.

ATTITUDES

ACHIEVEMENT INDICATORS

- 5.9 Successfully picks out information on price and features of tours/trips from brochures and ads.
- 5.10 Scans names and places of a country's tourist attractions from maps and articles.
- 5.11 Successfully recognizes concepts and definitions related to advertisement, tourist sites, hotel reservations and travel advice in written texts.
- 5.12 Reads and marks out major tourist sites in maps and other texts.
- 5.13 Writes original conversations related to hotel reservations using the appropriate vocabulary and expressions.
- 5.14 Writes an 8 to 10- line paragraph from a topic sentence and supporting facts with unity and coherence.
- 5.15 Writes a 300-word essay on a country's tourist attraction with coherence and grammatical accuracy.
- 5.16 Creatively elaborates a traveling brochure with appropriate vocabulary and the required information.

Objectives

- ✓ Interpret oral and written language related to health matters and environmental issues by listening and reading authentic texts in order to fulfill communication needs in the target language.
- ✓ Generate spoken and written language by conveying information on health matters and environmental issues in order to consolidate his/her knowledge of the language and the world

UNIT 6

THE ENVIRONMENT AROUND THE WORLD

Approximate time: 24 hours

CONTENTS			ACHIEVEMENT INDICATORS
CONCEPTS	PROCEDURES	ATTITUDES	
Contents: <ul style="list-style-type: none"> ■ Pollutants ■ Health matters ■ Oil spills ■ Global warming ■ Natural disasters ■ Protection of the environment Grammar in context: <ul style="list-style-type: none"> ■ Infinitive clauses and phrases - The best thing to do for the environment is to recycle. - It's important to respect environmental laws. ■ Passive voice with prepositions 	Listening <ul style="list-style-type: none"> ■ Inferring meaning of words and expressions from different sources. ■ Identifying main ideas and key information on environmental problems and solutions from different sources. ■ Grasping details on health matters from oral input. ■ Getting the notions of finished and unfinished continuous actions from different sources. Speaking <ul style="list-style-type: none"> ■ Exchanging ideas and opinions on environmental issues. ■ Suggesting solutions to environmental and health problems. 	<ul style="list-style-type: none"> ■ Spreading awareness over global warming and natural disasters around the world. ■ Engaging with the community to help and participate in environmental projects. ■ Being aware of the effects of responsible and irresponsible human actions on the environment. ■ Being aware of the importance of respecting nature. ■ Showing respect toward peers when giving an oral presentation. ■ Diligently performing school tasks. 	<ul style="list-style-type: none"> 6.1 Infers meaning of new words and expressions from recorded authentic material. 6.2 Successfully identifies main ideas and key information on environmental problems and solutions from radio and TV broadcasts. 6.3 Grasps details on health matters, causes and solutions from recorded authentic material. 6.4 Clearly gets the notions of finished and unfinished continuous actions from peers' oral input and other authentic sources. 6.5 Confidently and respectfully exchanges ideas and opinions on environmental issues during group work. 6.6 Suggests solutions to environmental and health problems with appropriate use of infinitive clauses and phrases. 6.7 Correctly uses the passive voice, the present perfect and present perfect continuous to describe the effects of human actions on the environment.

CONTENTS

CONCEPTS

- The ozone layer **is being destroyed by** the use of aerosols.
- Some pollutants **are produced by** factories and vehicles.
- Present perfect vs. present perfect continuous
- We **have participated** in environmental summits before.
- They **have been building** new houses.

Vocabulary:

- Pollutants, CFCs, acid rain, famine, global warming, overcrowding overbuilding, overpopulation, oil, ozone layer, plant, river, soil, wildlife, conserve, create, deplete, develop, displace, dispose (of), eat up, educate, harm, pollute, pump, reduce, environmental summit, environmental treaties, environmental laws.

Useful Expressions:

- What have you done to help the environment? What have you been doing to save the planet? What's the best thing to do for...? What can we do to...? What's your opinion about...?

PROCEDURES

- Describing the effects of human actions on the environment.
- Describing finished and unfinished continuous actions.

Reading

- Using pre-reading strategies.
- Scanning specific information on pollutants from readings.
- Skimming texts.
- Identifying relations of cause and effect in texts.
- Inferring meaning of words and expressions from context.

Writing

- Describing health problems caused by pollutants, oil spills and global warming.
- Expressing ideas and opinions about environmental problems in his/her society and the world.
- Writing solutions to environmental and health problems.
- Writing a persuasive essay.
- Using editing and proofreading strategies.

ATTITUDES

ACHIEVEMENT INDICATORS

- 6.8 Describes finished and unfinished continuous actions related to environmental issues with grammatical accuracy.
- 6.9 Uses pre-reading strategies before reading paper and online articles on health and environmental issues.
- 6.10 Successfully scans articles and pieces of news for specific information on pollutants.
- 6.11 Effectively skims bulletins, letters and articles on environmental laws.
- 6.12 Identifies relations of cause and effect in environmental and health issues from online articles.
- 6.13 Uses contextual clues to infer meaning of new vocabulary related to environmental and health issues in newspaper, magazine and online articles.
- 6.14 Describes health problems caused by pollutants, oil spills and global warming with correct use of passive voice.
- 6.15 Writes ideas and opinions about environmental problems in his/her society and the world with correct grammar and syntax.
- 6.16 Writes solutions to environmental and health problems with appropriate use of infinitive clauses and phrases.
- 6.17 Coherently writes a 300 –word persuasive essay on actions to prevent further environmental damage.
- 6.18 Uses editing and proofreading strategies (peer editing, grammar and spelling check, proofreading checklist), before writing final drafts.

VII. Glossary

- **Communicative approach:** its main objective is to develop communicative competence taking into account linguistic and extralinguistic (gestures, body language, cultural distances or differences) dimensions of language. It stresses on the development of four competencies: oral comprehension (listening), oral production (speaking), reading comprehension (reading) and writing production (writing), prioritizing on oral production.
- **Competence:** It refers to the person's knowledge of the language, including rules of grammar, vocabulary and how linguistic elements can be combined to form acceptable sentences, paragraph or extended discourse.
- **Communicative competence:** It refers to the learners' ability to use vocabulary and grammatical rules as well as the ability to form correct utterances and use them appropriately according to the context.
- **Contents:** It is the set of socially relevant cultural forms and knowledge chosen to be part of an area serving its general objectives. The contents' relevance depends on their role to achieve the the development of competencies. Contents are classified in three types: conceptual, procedural and attitudinal contents.
- **Functional/notional syllabus:** It is one in which the content of the language teaching is a collection of the functions that are performed when language is used, or of the notions that the language is used to express. Examples of functions include: informing, agreeing, apologizing, requesting, promising, and so on. Examples of notions include size, age, color, comparison, time, and so on.
- **Language function:** It refers to the language act through which a speaker expresses his/her intended message using grammar, vocabulary, phrases, formulaic expressions, gestures...etc to make himself/herself be understood. It is the most specific distinctive feature of communicative competence because it makes teachers and students move away from structural teaching and learning, to serve the major purpose of cohesive and coherent communication with a given degree of fluency and accuracy.
- **Method:** It is a given way to approach teaching and learning based on selected tenets and procedures/techniques derived from theories of language, theories of learning and reflective teaching practices.

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