



GOBIERNO DE
EL SALVADOR

English Syllabus

A1+



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Dear Faculty:

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

Within the syllabi, the faculty is obtaining a tool that will aid them in building new knowledge to develop linguistic and communicative skills of the English language with their students. Thus, students will develop integrated attitudes to consolidate multicultural diversity that will support their identity and the current globalized world. The faculty of secondary education plays a leading role in the full development of our students; therefore, these syllabi will help them to fulfill their special mission. The English syllabi emphasize the development of communication skills: reading, writing, listening, and speaking. As well as critical thinking and research to build and present knowledge. It is worth mentioning that the success and sustainability in the implementation of these syllabi will only be possible with the dedication, professionalism and creativity that characterize our faculty who is committed to education. Similarly, English teachers will be able to incorporate their personal approach into each content area to effectively achieve the proposed competencies.

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

José Mauricio Pineda Rodríguez
Minister of Education

I. INTRODUCTION TO THE ENGLISH CURRICULUM FOR SECONDARY EDUCATION

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

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

Curricular Components

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

Unit number and name

Every unit has been designed to foster a sense of belonging. The names of the units have been adjusted in order to reflect

real-life contexts to which students may be exposed. This will help students to develop the contents and abilities that will be needed throughout their learning process to achieve the communicative competencies required in the different domains: public, personal, occupational, and educational.

Approximate time

It is essential to point out that each CEFR level requires a specific range of instructional hours to achieve the corresponding level of proficiency. Therefore, each unit has been allotted approximately 15 to 18 hours to develop the competencies needed for promotion to the next level. These time frames have been established based on the official 120 hours of instruction assigned to the English subject.

Unit competencies

The unit competencies are structured according to the achievement of learning. They are oriented toward a continuous sequence of actions aimed at achieving concrete results. In their enunciation, the knowledge referred to as concepts, procedures, and attitudes is also distinguished as part of the essential resources or components of each competency. It is also evident in the functionality, the “what for” or the purpose of learning, which provides meaning and *raison d’être* to the actions and specific learning to influence the life and needs of the students.

Contents

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

The conceptual contents

Students demonstrate competence when the concepts they learn are related to real-life contexts. In order to understand the world around them, it is essential to generate, reinforce, and expand facts, principles, grammatical structures, and lexicon that contribute to conveying a clear message. Therefore, a project has been included at the end of each unit because conceptual knowledge plays an important role in the teaching-learning process. It bridges the gap between conceptual and procedural understanding, ensuring that knowledge is not only theoretical but also meaningful in students' lives.

The procedural contents

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

Performance indicators

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

The attitudinal competencies

Attitudes refer to a person's habitual ways of reacting. They are the result of knowledge and beliefs. With these competencies, students will be able to share their opinions and attitudes toward someone or something in both fictional or real communicative situations. It is important to keep in mind that the conceptual contents, procedural contents, performance indicators, and attitudinal competencies are closely interrelated. These elements are integrated transversally throughout all the activities in the unit.

Keywords

These are important words to be emphasized as they can sometimes be challenging to pronounce, due to particular phonemes. A phonetic transcription has been added next to each word to provide an accurate reference. Moreover, phonemes that may be difficult to pronounce have been highlighted in bold.

Vocabulary bank for spelling practice

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

Organization of competencies and contents within the didactic units

The didactic units are presented in tables that display the competencies, contents, performance indicators, attitudinal competencies, and keywords as an integrated whole.

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

Methodology

Brief methodological guidelines have been included to describe a suggested didactic sequence that aligns with the subject's approach. These guidelines may be adapted by each teacher to offer students classes that will facilitate learning based on competence functions.

Evaluation

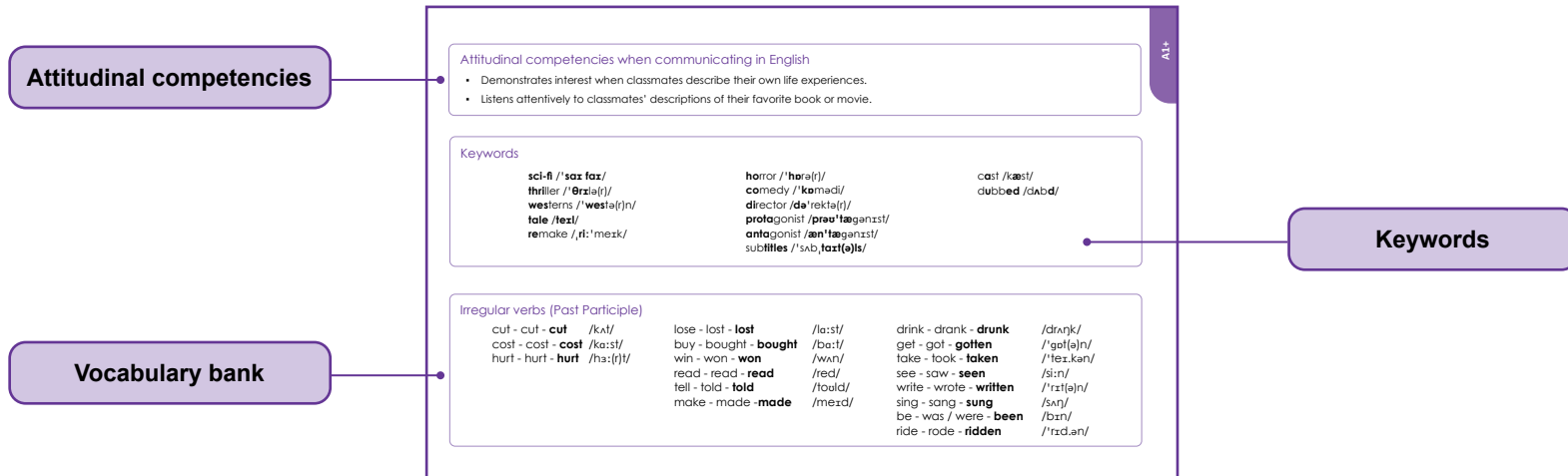
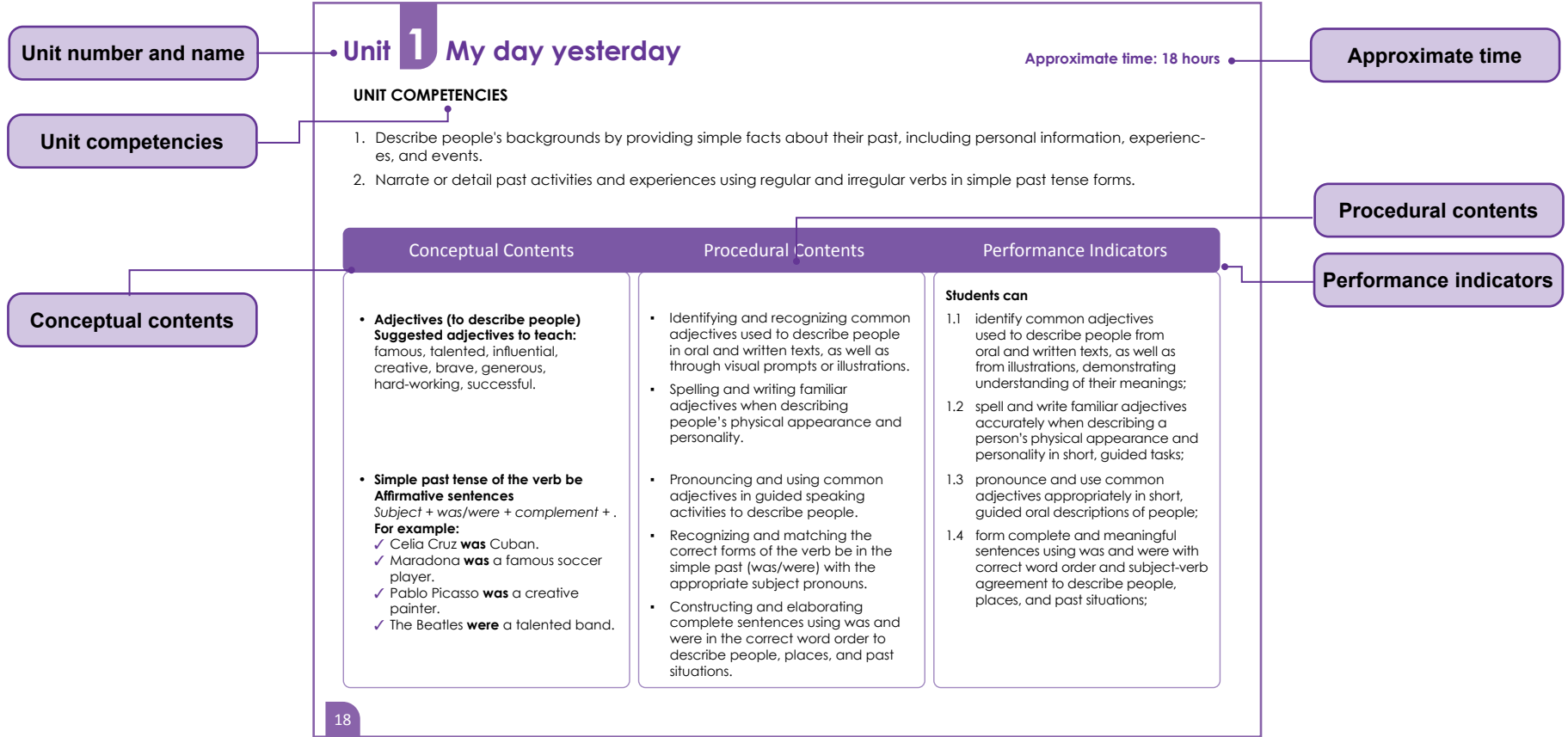
This English curriculum proposal is grounded in the **Communicative Approach, the Growth Mindset Approach, and Project-Based Learning (PBL)**, with evaluation methods aligned to the competencies specified for each unit.

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

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

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

Description and Presentation of the Didactic Unit Format



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

The study plan for secondary education is organized by subjects. The English as a Foreign Language (EFL) syllabus is developed in three 45- minute classes per week throughout the school year.

The English subject is presented as follows:

THE MIDDLE SCHOOL CURRICULUM

The Middle School Curriculum for the EFL subject is organized with a number of hours as follows:

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

THE HIGH SCHOOL CURRICULUM

The High School Curriculum for the EFL subject is organized with a number of hours as follows:

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

Transversal axes

Transversal axes are contents that must be appropriately integrated into the development of the study plan. They contribute to the integral instruction of students as they promote “a democratic society founded on values, respect toward the human being and nature, and based on concrete educational guidelines aimed at specific issues and aspirations of the country” (Ministerio de Educación, 1999, pp. 115–116).

The transversal axes of the Salvadoran curriculum are the following:

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

III. PRESENTATION OF THE ENGLISH SUBJECT

The English Syllabi for Secondary Education focus on the development of essential language competencies that enable effective communication and interaction with the environment. Developing these competencies also involves the integral formation of attitudes. This integration guarantees the acquisition of the expected competencies.

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

The communicative approach

The new version of the syllabi, as in the 2008 edition, is focused on the communicative approach which is based on the integration of a variety of innovative teaching techniques that emphasize the development of oral comprehension and production. In addition, this approach reinforces students' linguistic and cultural knowledge, maximizing meaningful learning in students.

- a. Communicative competency 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 competency can be said to be an **interpersonal trait**.
- b. It applies to both written and spoken language.
- c. It is content-specific, as communication always takes place in a particular context or situation. A 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, while performance refers to what an individual does. Only performance is observable, and it is only through performance that competence can be developed, maintained, and evaluated.

English as a Lingua Franca

Extensive technological advances in the 21st century have enabled instant global communication, breaking the barriers of space and time, thereby changing the nature of globalization. As the world has become an interconnected global system, the need for a shared language has emerged. English has fulfilled this need by becoming the global lingua franca of the 21st century. Its presence in large parts of the world due to colonization has made English become the main language in which global trade, businesses, and cultural interactions take place. English as a Foreign Language (EFL) is a unique

lingua franca because of its global spread, linguistic diversity, and the inclusion of both native and non-native speakers in international communication.

Language and globalization affect each other reciprocally. English has facilitated communication among people from diverse regions such as China, Japan, Russia, India, Latin America and the rest of the world, proving the importance of a common language for international trading purposes. The restructure of communities due to globalization has led to significant changes in the English language. As English encounters new communities and cultures, it is reshaped and adapted to serve both local and international communicative purposes. Consequently, hybrid forms develop in which new words are created, while simultaneously, existing words may be assigned new meanings. This leads to a constant process of linguistic transformation.

The Common European Framework of Reference for Languages

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

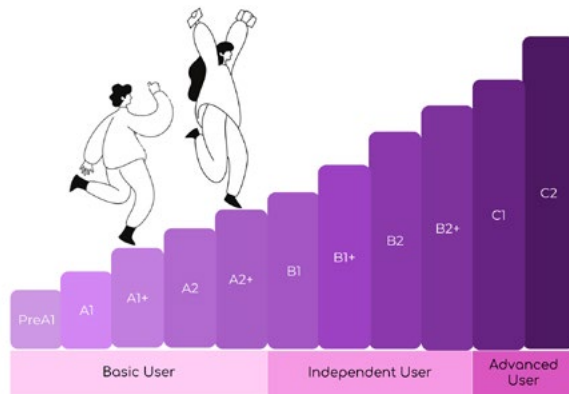
The objective of redesigning the English Language Syllabi in accordance with the Common European Framework of Reference for Languages (CEFR) is to propose a flexible curriculum guide that will support the English faculty by

providing a source for planning, implementing, and evaluating the teaching-learning process. The design of the new English curriculum maintains its strong commitment to a communicative approach recognizing that the primary function of any language is to convey a clear message. To effectively help students develop communicative competencies, the faculty must focus not only on the 4 macro skills (listening comprehension, reading comprehension, oral production, and written production), but also on the functions and contexts in which they will be used. Finally, linguistic competence also includes specifications on grammatical accuracy and a broad vocabulary range.

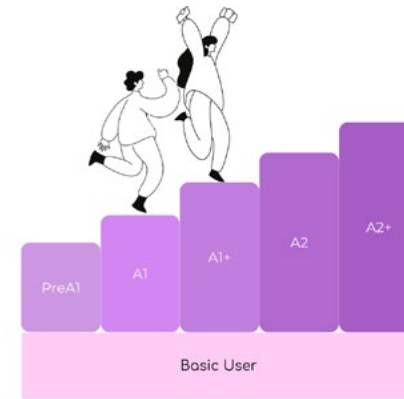
The new version of the syllabi with the Common European Framework of Reference for Languages provides clear standards describing language ability and proficiency.

General Communicative Competency to be Reached by the End of Each Level

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



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



IV. METHODOLOGICAL GUIDELINES

These general methodological guidelines are intended to provide an overview of the communicative approach and its related methods. The application of its basic tenets will allow students to develop language and preparation for life competencies. Besides, teachers are supported in delivering instruction that is humane, meaningful, motivating, and pedagogically effective.

Tenets of The Communicative Approach

1. The communicative approach emphasizes comprehension and negotiation of meaning more than production of structures. Students learn to communicate through interaction, during which appropriate morpho-syntactic structures emerge and develop as a natural outcome of the process. 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 facilitate better understanding.

3. This approach also develops cooperation and solidarity among the students, which they will carry on to their professional lives.
4. The communicative approach is student-centered. What is taught and how it is taught are intimately related with what is learned and how it is learned. The teaching-learning process must be varied. It must not only take into account the oral aspects of communication but also those non-oral components. Attention must be given to non-linguistic elements, such as gestures, body movement, facial expressions, etc.
5. This approach demands that the classroom becomes a center of interaction between the teacher and the students, and among the students themselves. Teamwork fosters this interaction by promoting responsibility in shared tasks.
6. The classroom must be organized for cooperative teams. However, 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 everyday-life scenarios. Upon finishing ninth grade, students are expected to have acquired the fundamental communicative skills needed to face real-life situations skillfully.
8. Conceptual, procedural, and attitudinal contents must not be isolated since all of them are strictly related to the communicative act. Attitudinal contents play an important role in the learning process. Teachers must detect the type of attitude the student brings into the classroom because this may impede the development of the learning process. Likewise, solidarity, tolerance, teamwork, and other attitudinal contents are developed along procedural and conceptual contents.
9. Communicative strategies must also be accounted for in the learning process. Teachers should help students recognize how these strategies are used to maximize their effectiveness. For example, when a student interacts with a native speaker of English in a situational context, the learner may not always understand the language used by the speaker. In such cases, the learner must use all possible communicative and learning strategies to avoid breaking the communication channel.
10. Learning strategies are equally important since they contribute to the construction of the linguistic system of the English language. However, they need to be taught and properly guided.
11. Errors made by the students must not be seen as faults, but as evidence of the dynamic nature of the learning process.
12. English teachers should be aware that English is learned through a creative construction process, involving exposure to authentic materials, and providing students with opportunities to formulate hypotheses that can be tested through practice in simulated real-world contexts.

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

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

V. THEORETICAL FRAMEWORK AND GUIDELINES FOR THE EFL ASSESSMENT

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

Teaching and learning are based on the competency approach and the communicative approach. This paradigm requires an assessment through complex and genuine tasks, as well as the use of task-based activities that challenge students to apply their knowledge in communicative situations across diverse social contexts, such as school, family, and community. These communicative situations should enable students to demonstrate their learning and provide evidence of their performance through the integration of know-what, know-how, and know-how-to-be.

Evaluation tenets

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

Competencies to be evaluated

Language competencies

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

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

Oral production is the capacity of communicating verbally making use of grammatical, sociolinguistic, discourse, and strategic competencies:

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

c. **Discourse competency** involves the ability to combine ideas to achieve cohesion in form and coherence in thought. A person with a highly developed degree of discourse competency 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. A competent language user will also be skilled in expressing and judging the relationships among the different ideas in a text (coherence).

d. **Strategic competency** involves the use of verbal and nonverbal communication strategies to compensate for gaps in the speaker's linguistic knowledge or to overcome breakdowns in communication. The more proficient or communicatively competent an individual becomes, the less he or she needs to draw on strategic competency. However, even educated native speakers sometimes encounter communication difficulties and must rely on this component for the successful transmission of messages.

Reading comprehension is used to understand general and specific information from written texts on various topics. Its purpose is to enrich learners' English proficiency and enable them to interact effectively in diverse communicative contexts. It is an interactive process in which the reader uses information from a text and relates it to his/her experience to make meaning out of it.

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

Preparation for life competencies

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

Types of assessment

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

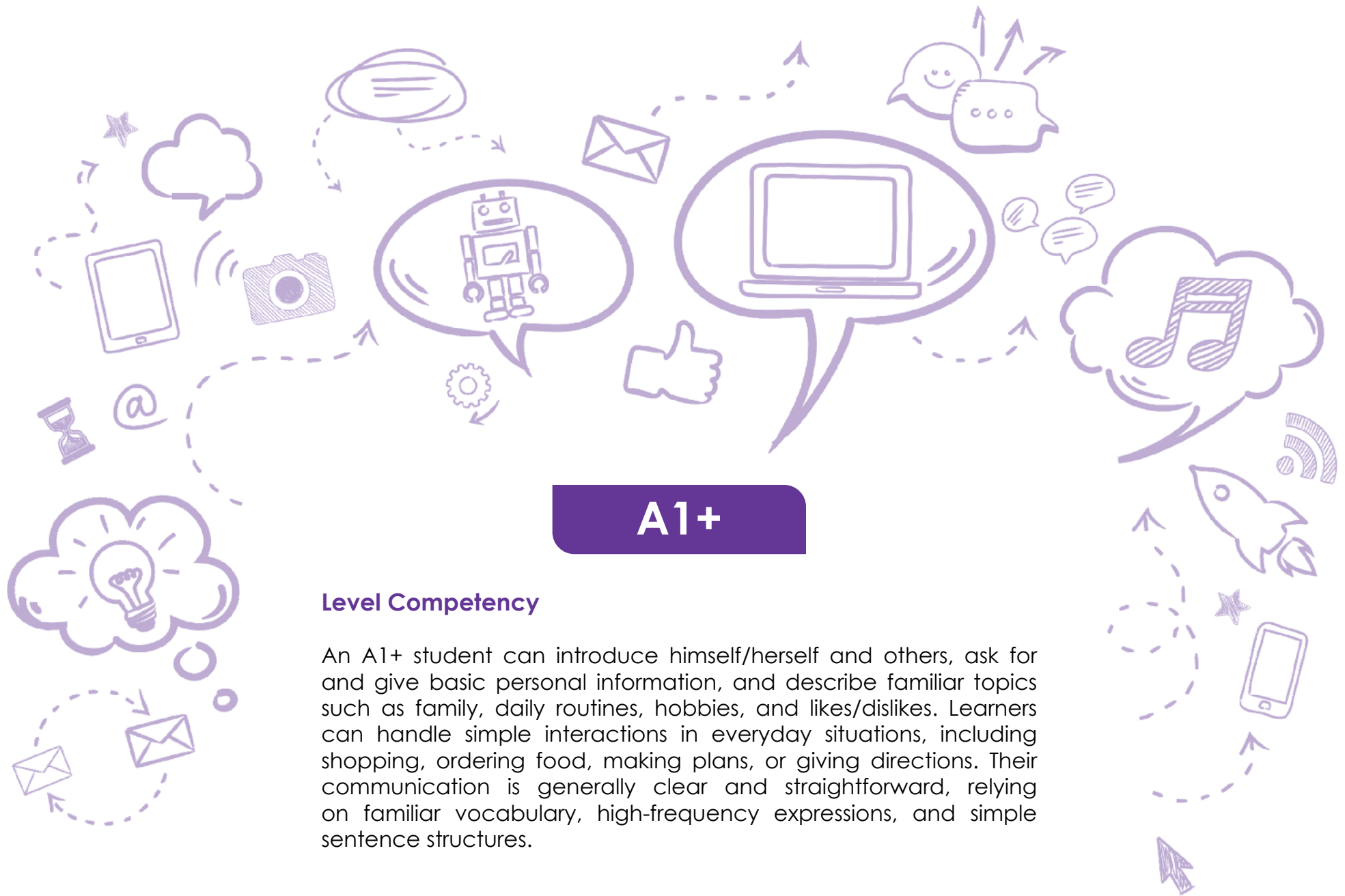
Assessment in the 21st century should be an innovative and interactive teaching-learning experience that benefits teachers in their teaching practice and students in their learning process. Teachers should learn how to plan, develop, and manage a student-centered assessment. Beyond maintaining student engagement, assessment serves as a feedback mechanism

to determine the effectiveness of instruction, identify learning gaps, and monitor learner development. Assessment is divided in two categories: formative and summative.

Formative assessment is more diagnostic than evaluative. When systematically implemented throughout the various stages of a lesson, it enables teachers to adjust pedagogical strategies, identify learners' strengths and areas requiring improvement, and address learning gaps in a timely manner. Ultimately, formative assessment contributes to enhancing both instructional effectiveness and learner achievement.

Summative assessments are designed to determine whether or not the learning objectives or performance indicators have been achieved. This strategy is also an essential part of the teaching-learning process, as it can help a teacher determine whether or not the learner is ready to move onto the next section. The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some CEFR standards.

All types of summative and formative assessment are essential for monitoring students' progress. Both contribute to improved educational achievement.



A1+

Level Competency

An A1+ student can introduce himself/herself and others, ask for and give basic personal information, and describe familiar topics such as family, daily routines, hobbies, and likes/dislikes. Learners can handle simple interactions in everyday situations, including shopping, ordering food, making plans, or giving directions. Their communication is generally clear and straightforward, relying on familiar vocabulary, high-frequency expressions, and simple sentence structures.

Unit 1 My day yesterday

Approximate time: 18 hours

UNIT COMPETENCIES

1. Describe people's backgrounds by providing simple facts about their past, including personal information, experiences, and events.
2. Narrate or detail past activities and experiences using regular and irregular verbs in simple past tense forms.

Conceptual Contents	Procedural Contents	Performance Indicators
<ul style="list-style-type: none">• Adjectives (to describe people) Suggested adjectives to teach: famous, talented, influential, creative, brave, generous, hard-working, successful.• Simple past tense of the verb be Affirmative sentences <i>Subject + was/were + complement + .</i> For example:<ul style="list-style-type: none">✓ Celia Cruz was Cuban.✓ Maradona was a famous soccer player.✓ Pablo Picasso was a creative painter.✓ The Beatles were a talented band.	<ul style="list-style-type: none">▪ Identifying and recognizing common adjectives used to describe people in oral and written texts, as well as through visual prompts or illustrations.▪ Spelling and writing familiar adjectives when describing people's physical appearance and personality.▪ Pronouncing and using common adjectives in guided speaking activities to describe people.▪ Recognizing and matching the correct forms of the verb be in the simple past (was/were) with the appropriate subject pronouns.▪ Constructing and elaborating complete sentences using was and were in the correct word order to describe people, places, and past situations.	<p>Students can</p> <ol style="list-style-type: none">1.1 identify common adjectives used to describe people from oral and written texts, as well as from illustrations, demonstrating understanding of their meanings;1.2 spell and write familiar adjectives accurately when describing a person's physical appearance and personality in short, guided tasks;1.3 pronounce and use common adjectives appropriately in short, guided oral descriptions of people;1.4 form complete and meaningful sentences using was and were with correct word order and subject-verb agreement to describe people, places, and past situations;

- **Past time expressions**

- **Suggested time expressions to teach:**

- yesterday, yesterday morning, last night, last (Tuesday), last week, last weekend, last month, last year, (two) days ago, (an hour) ago, (three) weeks ago, in (2005).

- **Simple past of the verb be**
- **Negative sentences**

- *Subject + wasn't/weren't + complement + .*

- **For example:**

- ✓ Maradona **wasn't** born in 2001.
 - ✓ Amy Winehouse **wasn't** American.
 - ✓ The Rolling Stones **weren't** Spanish.

- **Yes/No questions**

- *Was/were + subject + complement + ?*

- **For example:**

- ✓ **Was** Pablo Neruda Chilean?
 - ✓ **Were** Marie Curie and Pierre Curie scientists?

- Identifying, spelling, and pronouncing common past time expressions from oral and written texts.
 - Forming negative sentences using *was* and *were* with the appropriate word order and subject-verb agreement to express past situations.
 - Constructing and responding to Yes/No questions using *was* and *were* to inquire about and provide simple facts about people, places, and events.

- 1.5 recognize and accurately use common past time expressions by identifying, spelling, and pronouncing them correctly in oral and written texts and guided activities;
 - 1.6 produce negative statements using *was* and *were* with the correct word order and agreement to talk about past people, places, and situations;
 - 1.7 use and respond to simple Yes/No questions with *was* and *were* appropriately to obtain and share basic information about past events or personal details;

- **Simple past of regular verbs (Part I)**

- **Suggested verbs to teach:**

- ✓ listen - listened
- ✓ walk - walked
- ✓ call - called
- ✓ plant - planted
- ✓ play - played
- ✓ study - studied
- ✓ cook - cooked
- ✓ clean - cleaned
- ✓ prepare - prepared
- ✓ arrive - arrived
- ✓ stay - stayed
- ✓ text - texted
- ✓ open - opened
- ✓ close - closed
- ✓ stop - stopped
- ✓ climb - climbed
- ✓ boil - boiled
- ✓ like - liked
- ✓ love - loved
- ✓ hate - hated

- **Spelling rules of regular verbs**

- **For example:**

1. cook – cooked
2. erase – erased
3. study – studied
4. stop – stopped

- Identifying regular verbs in the simple past tense through visual and written input.

- Constructing regular verbs in the simple past tense by applying appropriate spelling rules.

1.8 identify regular verbs in the simple past tense from visual and written input accurately to demonstrate comprehension,

1.9 construct regular verbs in the simple past tense appropriately by applying the corresponding spelling rules,

- **Simple past tense of regular verbs (Part II)**

- **Suggested verbs to teach:**

- ✓ watch - watch**ed**
- ✓ chat - chat**ted**
- ✓ relax - relax**ed**
- ✓ bake - bak**ed**
- ✓ dance - danc**ed**
- ✓ wash - wash**ed**
- ✓ brush - brush**ed**
- ✓ need - need**ed**
- ✓ fish - fish**ed**
- ✓ visit - visit**ed**
- ✓ comb - comb**ed**
- ✓ type - typ**ed**
- ✓ milk - milk**ed**
- ✓ water - water**ed**
- ✓ book - book**ed**
- ✓ paint - paint**ed**
- ✓ clap - clapp**ed**
- ✓ kick - kick**ed**
- ✓ change - chang**ed**
- ✓ move - mov**ed**
- ✓ laugh - laugh**ed**

- **Pronunciation rules of regular verbs**

- **For example:**

1. study - studi**ed** /d/
2. brush - brush**ed** /t/
3. graduate - graduat**ed** /ɪd/
need - need**ed** /ɪd/

- Associating regular verbs with corresponding illustrations or gestures.

- Differentiating voiced and voiceless consonant sounds in regular verbs.
- Practicing the pronunciation of regular verbs ending in /t/, /d/, and /ɪd/ by grouping them according to their final sound.

- 1.10 associate regular verbs accurately with corresponding illustrations or gestures to demonstrate understanding of meaning,

- 1.11 distinguish voiced and voiceless consonant sounds in regular verbs clearly during guided pronunciation practice,
- 1.12 articulate regular verbs ending in /t/, /d/, and /ɪd/ consistently after classifying them according to their final sound;

- **Simple past tense of regular verbs in affirmative sentences**

Subject + verb in simple past + complement + .

For example:

- ✓ I **played** soccer last Sunday.
- ✓ My dad **baked** a quesadilla for dinner.

- **Simple past of irregular verbs (Part I)**

Suggested verbs to teach:

- ✓ wake - **woke**
- ✓ get - **got**
- ✓ take - **took**
- ✓ have - **had**
- ✓ eat - **ate**
- ✓ go - **went**
- ✓ sleep - **slept**
- ✓ do - **did**
- ✓ put - **put**
- ✓ feed - **fed**
- ✓ leave - **left**
- ✓ write - **wrote**
- ✓ draw - **drew**
- ✓ sing - **sang**
- ✓ think - **thought**
- ✓ catch - **caught**
- ✓ choose - **chose**
- ✓ come - **came**
- ✓ fall - **fell**
- ✓ hear - **heard**

- Building affirmative sentences in the simple past tense by using regular verbs.

- Recognizing common irregular verbs in the simple past tense through visual and written input.
- Spelling irregular verbs in the simple past tense both orally and in writing.

1.13 build affirmative sentences in the simple past tense with regular verbs accurately to convey completed actions,

1.14 identify and spell irregular verbs in the simple past tense both orally and in writing consistently to demonstrate mastery of form and meaning,

- **Simple past tense of irregular verbs in affirmative sentences**

Subject + verb in simple past + complement + .

For example:

- ✓ I **took** a shower yesterday morning.
- ✓ I **had** fried beans for dinner last night.
- ✓ I **went** to school last Friday.

- **Simple past of irregular verbs (Part II)**

Suggested verbs to teach:

- ✓ drink - **drank**
- ✓ buy - **bought**
- ✓ run - **ran**
- ✓ see - **saw**
- ✓ tell - **told**
- ✓ swim - **swam**
- ✓ make - **made**
- ✓ ride - **rode**
- ✓ read - **read /red/**
- ✓ learn - **learned/learnt**
- ✓ cut - **cut**
- ✓ begin - **began**
- ✓ bite - **bit**
- ✓ break - **broke**
- ✓ dig - **dug**
- ✓ dream - **dreamed/dreamt**
- ✓ feel - **felt**
- ✓ forget - **forgot**
- ✓ find - **found**

For example:

- ✓ A: **What did you do yesterday?**
- ✓ B: I **read** an interesting chapter from a novel at school.

- Building affirmative sentences in the simple past tense by using regular verbs.

- Using irregular verbs in contextualized sentences or short exchanges to describe past actions meaningfully.

1.15 build affirmative sentences in the simple past tense with regular verbs accurately to convey completed actions,

1.16 use irregular verbs in contextualized sentences or short oral and written exchanges appropriately to convey past actions clearly,

• **Project: My day yesterday**

For example:

I woke up early.
I drank milk for breakfast.
I had breakfast.
I went to school.
I watched my classes on TV.

- Describing the activities performed on a previous day by using regular and irregular verbs in the simple past.

1.17 illustrate the activities performed on a previous day using regular and irregular verbs in the simple past tense precisely and coherently.

Attitudinal competencies when communicating in English

- Acknowledges mistakes as part of the learning process.
- Demonstrates interest when peers talk about their activities performed on a previous day.

Keywords

famous /'feɪməs/
talented /'tæləntɪd/
influential /,ɪnflu'enʃ(ə)l/
creative /kri'eɪtɪv/
brave /breɪv/

generous /'dʒenərəs/
hard-working /hɑ:(r)d 'wɜ:(r)kɪŋ/
successful /sək'sesf(ə)l/
was /wɑ:z/
were /wɜ:(r)/

born /bɔ:(r)n/
yesterday /'jestə(r)deɪ/
last /lɑ:st/
ago /ə'gəʊ/
did /dɪd/

Bank of sounds

Voiced sounds

/b/ **rob**
/v/ **love**
/ð/ **breathe**
/r/ **offer**
/l/ **call**

Voiced sounds

/dʒ/ **judge**
/m/ **name**
/n/ **clean**
/ŋ/ **bang**

Voiceless sounds

/p/ **stop**
/k/ **walk**
/f/ **laugh**
/s/ **dance**
/ʃ/ **wash**
/tʃ/ **watch**

Regular verbs

/ɪd/

need - need**ed**
 plant - plant**ed**
 graduate - graduat**ed**
 visit - visit**ed**
 recommend - recommend**ed**
 chat - chatt**ed**
 text - text**ed**
 hate - hat**ed**
 paint - paint**ed**

/d/

listen - list**en****ed**
 call - call**ed**
 play - play**ed**
 study - stud**ied**
 clean - clean**ed**
 prepare - prepar**ed**
 arrive - arriv**ed**
 stay - stay**ed**
 open - open**ed**
 close - clos**ed**
 climb - clim**ed**
 boil - boil**ed**
 love - lov**ed**
 comb - comb**ed**
 water - water**ed**
 change - chang**ed**
 move - mov**ed**

/t/

walk - walk**ed**
 watch - watch**ed**
 relax - relax**ed**
 bake - bak**ed**
 cook - cook**ed**
 brush - brush**ed**
 fish - fish**ed**
 dance - danc**ed**
 wash - wash**ed**
 stop - stop**ed**
 like - lik**ed**
 type - typ**ed**
 milk - milk**ed**
 book - book**ed**
 clap - clapp**ed**
 kick - kick**ed**
 laugh - laugh**ed**

Irregular verbs

drink - drank	/dræŋk/	tell - told	/təʊld/	sleep - slept	/slept/
buy - bought	/bɔ:t/	have - had	/hæd/	do - did	/dɪd/
run - ran	/ræn/	eat - ate	/eɪt/	wake - woke	/wəʊk/
see - saw	/sɑ:/	go - went	/went/	get - got	/gɑ:t/
make - made	/meɪd/	swim - swam	/swæm/	take - took	/tʊk/
ride - rode	/rəʊd/	read - read	/red/	come - came	/keɪm/
put - put	/pʊt/	draw - drew	/dru:/	fall - fell	/fel/
feed - fed	/fed/	sing - sang	/sæŋ/	hear - heard	/hɜ:(r)d/
leave - left	/left/	think - thought	/θɔ:t/	learn - *learned/learnt	/lɜ:(r)nd/ /lɜ:(r)nt/
write - wrote	/rəʊt/	catch - caught	/kɔ:t/	cut - cut	/kʌt/
begin - began	/bɪ'gæŋ/	choose - chose	/tʃəʊz/	break - broke	/brəʊk/
dig - dug	/dʌg/	bite - bit	/bɪt/	dream - **dreamed/dreamt	/dri:md/ /dremt/
forget - forgot	/fə(r)'gɒt/	feel - felt	/felt/		
find - found	/faʊnd/				

* *Learned* and *learnt* are both past tense forms of *learn*. *Learned* is more common in American English, while *learnt* is more frequently used in British English.

** *Dreamed* and *dreamt* are both past tense forms of *dream*. *Dreamed* is more common in American English, while *dreamt* is more frequently used in British English.

Unit 2 People and life stories

Approximate time: 18 hours

A1+

UNIT COMPETENCIES

1. Use and express dates to accurately describe historical events.
2. Present the background of a significant figure in Salvadoran history, following the basic structure of a biographical text.

Conceptual Contents	Procedural Contents	Performance Indicators
<ul style="list-style-type: none">• Occupations Suggested occupations to teach: writer, astronaut, singer, actor/actress, scientist, soccer player, president, painter, activist, sculptor, philosopher, poet, engineer, priest, athlete, doctor.• Occupation-related verbs Suggested verbs to teach:<ul style="list-style-type: none">✓ write - wrote✓ find - found✓ discover - discovered✓ perform - performed✓ sing - sang✓ go - went✓ play - played✓ score - scored✓ create - created✓ make - made✓ teach - taught✓ invent - invented✓ publish - published	<ul style="list-style-type: none">▪ Identifying occupations through visual aids and demonstrating proper use of new vocabulary by matching occupation-related terms with corresponding images and engaging in structured pronunciation practice through repetition drills.▪ Differentiating the functions of topic, supporting, and concluding sentences within a career-focused biography sample, and then constructing one or two example sentences logically to represent each section.	<p>Students can</p> <ol style="list-style-type: none">2.1 identify occupations through visual aids and demonstrating accurate use of new vocabulary by matching occupation-related terms with corresponding images and engaging in structured pronunciation practice through repetition drills,2.2 review the roles of topic, supporting, and concluding sentences in a sample biography that emphasizes a person's career, and use this understanding to create a basic outline and write coherent short initial sentences for a career-focused biography paragraph, demonstrating knowledge of essential paragraph structure;

- **Simple past: negative form of regular and irregular verbs**

Subject + auxiliary verb did + not + base form of the verb + complement +.

For example:

- ✓ She **did not write** poems about love.
- ✓ He **did not play** for local soccer clubs.
- ✓ The Beatles **didn't sing** rancheras.

- **Dates**

Days of the week

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

Months of the year

January, February, March, April, May, June, July, August, September, October, November, December.

Ordinal numbers from 1st to 31st

first (1st), second (2nd), third (3rd), fourth (4th), fifth (5th), sixth (6th), seventh (7th), eighth (8th), ninth (9th), tenth (10th), eleventh (11th), twelfth (12th)...

American date patterns

Day, Month (Ordinal number), Year

Monday, August 20th, 2021

Month (Ordinal number), Year

September 15th, 1821

MM/DD/YYYY

08/06/1978

- Constructing negative statements in the simple past tense following the correct sentence pattern.

- Listing and sequencing the days of the week and months of the year accurately.

- Recognizing, pronouncing, and writing ordinal numbers in sequence and randomly.

- Composing dates using different standard American formats.

- 2.3 formulate negative simple past sentences grammatically using the correct auxiliary and verb structure,

- 2.4 articulate the days of the week and months of the year coherently in their correct order,

- 2.5 apply ordinal numbers and their abbreviations fluently based on visual or auditory cues,

- 2.6 format dates precisely using the American patterns,

- **Questions in the simple past tense**

- **Yes/No questions**

Auxiliary verb did + subject + verb in base form + complement + ?

- **For example:**

A: **Did** she **write** books?

B: Yes, she **did**. She **wrote** "Tierra de infancia".

- **Information questions**

Wh-word + auxiliary verb did + subject + verb in the base form + ?

- **For example:**

A: **When did** she **publish** her first book?

B: She **published** her first book **in 1934**.

- **Narrating a short biography**

- **For example:**

Claudia Lars was born in Armenia, El Salvador, on December 20th, 1899. She **had** one son. She **published** her first work, "Tristes Mirajes," when she was 17 years old. She **wrote** different famous poems, including "Estrellas en el pozo" and "Canción Redonda," among others. She **died** on July 22nd, 1974.

- Formulating and exchanging both Yes/No and Wh- questions in the simple past tense, following the correct pattern to inquire about and respond to details regarding past events and experiences.

- Identifying and selecting the key biographical information (e.g., dates, achievements, works) required to profile an important person, specifically focusing on notable Salvadoran figures.
 - Organizing the selected information and details to compose a short, structured biography.
 - Narrating, orally or in writing, the biography of a selected Salvadoran figure coherently.

- 2.7 construct and exchange simple past tense questions accurately, and discuss past events and experiences clearly by providing appropriate and well-formed answers;

- 2.8 extract key biographical details about a Salvadoran figure logically from a source text or research materials,
 - 2.9 develop a short, structured biography coherently by arranging supporting details around a central topic;
 - 2.10 present the biographical profile of a Salvadoran figure effectively using clear transitions and sequential details,

• **Project: Living history museum**
A famous person in the history of El Salvador

For example:

Hello! My name **was** Consuelo Suncín. I **was** born in Armenia, El Salvador, in 1901. I **was** an artist, sculptor, and writer. I **was** the wife and muse of Antoine de Saint-Exupéry, the famous French aviator and author of *The Little Prince*. Readers consider me the inspiration for the story's beloved Rose. I **died** in Paris on May 28th, 1979.

- Investigating and selecting the most important biographical information about a famous person in the history of El Salvador.
- Developing a short, structured biography by organizing information chronologically, including a timeline and a cohesive paragraph.
- Preparing and delivering an engaging presentation, utilizing visual aids and enacting the character of the selected Salvadoran figure.

- 2.11 extract key biographical details about a Salvadoran figure logically from multiple sources and research materials,
- 2.12 compose a short, structured biography coherently, using a timeline to arrange details and achieve unity in the paragraph;
- 2.13 present the biographical profile dynamically, utilizing appropriate visual support and effectively conveying the figure's character through enactment.

Attitudinal competencies when communicating in English

- Encourages classmates' appreciation towards important Salvadoran people.
- Participates in classroom speaking activities politely.

Keywords

scientist /'saɪəntɪst/

engineer /,endʒɪ'nɪə(r)/

astronaut /'æstrə,nɔ:t/

sculptor /'skʌlptə(r)/

athlete /'æθ.lɪt/

first /fɜ:(r)st/

philosopher /fɪ'lɒsəfə(r)/

taught /tɑ:t/

third /θɜ:(r)d/

Regular verbs

/ɪd/

create - **created**
 emigrate - **emigrated**
 graduate - **graduated**
 invent - **invented**

/d/

perform - **performed**
 receive - **received**
 discover - **discovered**
 live - **lived**
 die - **died**
 marry - **married**
 return - **returned**
 consider - **considered**

/t/

help - **helped**
 publish - **published**
 establish - **established**

Irregular verbs

write - **wrote** /roʊt/
 sing - **sang** /sæŋ/
 make - **made** /meɪd/
 lead - **led** /led/

find - **found** /faʊnd/
 go - **went** /went/
 teach - **taught** /tɑ:t/
 come - **came** /keɪm/

have - **had** /hæd/
 be born - **was/were born** /wa:z bɔ:rn/
 become - **became** /bɪ'keɪm/
 get divorced - **got divorced** /gɑ:t dɪ'vɔ:rst/

Unit 3 Going grocery shopping

Approximate time: 15 hours

UNIT COMPETENCIES

1. Analyze and describe the components of their own or provided meal examples by categorizing them into the five basic food groups to explain the nutritional composition of the meals.
2. Engage in transactional role-plays using appropriate functional language to successfully complete a purchase scenario.

Conceptual Contents	Procedural Contents	Performance Indicators
<ul style="list-style-type: none">• Food groups: fruits, vegetables, protein, dairy, and grains Suggested fruits to teach: apple, peach, grapes, watermelon, pear, banana, mango, pineapple, orange, strawberry, cherry, green pepper, cucumber, tomato, avocado.Suggested vegetables to teach: corn, onion, carrot, cabbage, lettuce, radish, potato.Suggested sources of protein to teach: chicken, beef, fish, turkey, eggs, tuna, beans, peanuts.Suggested dairy products to teach: milk, cheese, cream, butter, yogurt, cream cheese.Suggested grains to teach: tortilla, cereal, rice, bread, pasta, popcorn, crackers, oatmeal.Meals breakfast, lunch, dinner, snack.	<ul style="list-style-type: none">▪ Associating and reproducing the pronunciation of food-related vocabulary, definitions, and descriptions, then classifying the foods into the major nutritional groups.▪ Illustrating and labeling the different types of food they consume for each daily meal.	<p>Students can</p> <ol style="list-style-type: none">3.1 identify food vocabulary and nutritional groups accurately, and articulate the new terms clearly in context;3.2 represent their daily meal choices logically through labeled illustrations, demonstrating an understanding of basic food groups;

• **Countable and uncountable nouns**
Suggested uncountable nouns to teach:

- ✓ **Liquids:** milk, water, soda, juice.
- ✓ **Powder:** oatmeal, flour.
- ✓ **Meat:** chicken, turkey, fish, beef.
- ✓ **Some vegetables:** corn, cabbage, lettuce.

Suggested countable nouns to teach:

1. pear- pears
bottle – bottles
2. cherry – cherries
strawberry – strawberries
3. sandwich – sandwiches
4. potato - potato**s**
mango – mango**s**
5. child-**children**
man-**men**
woman-**women**
tooth-**teeth**
mouse-**mice**
person-**people**
foot-**feet**
ox-**oxen**
goose-**geese**
6. fish-**fish**
sheep-**sheep**
deer-**deer**

- Recognizing and discriminating between countable and uncountable nouns based on visual aids and context.
- Formulating the correct plural forms of countable nouns by applying the appropriate spelling rules.

- 3.3 identify and categorize nouns as countable or uncountable consistently based on provided visual or written cues,
- 3.4 construct the plural form of countable nouns accurately by applying the correct spelling rules,

• **Quantifiers:**

a/an

Use **a** before nouns which begin with consonant sound.

For example:

- ✓ **a** pear
- ✓ **a** sandwich

Use **an** before nouns which begin with vowel sound:

For example:

- ✓ **an** apple
- ✓ **an** egg

some

Use **some** in affirmative sentences:

with uncountable nouns:

There + is + some + uncountable noun + complement + .

For example:

- ✓ There is **some milk** in my refrigerator.
- ✓ There is **some margarine** in the kitchen.
- ✓ There is **some soda** in my glass.

with plural nouns:

There + are + some + plural noun + complement + .

For example:

- ✓ There are **some apples** on the table.
- ✓ There are **some bananas** on the tree.
- ✓ There are **some bottles** of water on the floor.

- Categorizing nouns that are correctly preceded by the indefinite articles *a* or *an*, and composing simple sentences using these articles properly.
- Identifying and selecting the appropriate quantifiers (*a/an*, *some*, or *any*) to correctly complete a short paragraph about food.
- Formulating affirmative and negative sentences about food using the quantifiers *a/an*, *some*, or *any* correctly.

- 3.5 apply the indefinite articles *a* or *an* accurately to appropriate nouns, demonstrating correct usage in simple sentences;
- 3.6 select the quantifiers *a/an*, *some*, or *any* logically to complete a descriptive paragraph, demonstrating comprehension of their usage;
- 3.7 make affirmative and negative statements about food grammatically, incorporating the quantifiers *a/an*, *some*, or *any* with precision;

any

Use **any** in negative sentences:

There + isn't/aren't + any + uncountable/countable noun + complement + .

For example:

- ✓ There isn't **any bread** on the table.
- ✓ There isn't **any orange juice** in the refrigerator.
- ✓ There aren't **any apples** in the refrigerator.

Use **any** in questions:

with uncountable nouns

Is + there + any + uncountable noun + complement + ?

For example:

- ✓ Is there **any water** in the bottle?
- ✓ Is there **any orange juice** in the glass?

with plural nouns

Are + there + any + plural noun + complement + ?

For example:

- ✓ Are there **any grapes** in the refrigerator?
- ✓ Are there **any cookies** to eat?

• Partitives

Suggested partitives to teach:

- ✓ a bag of
- ✓ a box of
- ✓ a bottle of
- ✓ a can of
- ✓ a pack of
- ✓ a carton of
- ✓ a dozen

- Associating and differentiating images of food items with their corresponding partitive vocabulary, then naming common grocery items shown in pictures while articulating the correct partitive phrase for each food item.

- 3.8 differentiate and state the correct partitive phrases (e.g., a cup of, a box of, a loaf of) precisely when identifying and naming various food items from visual cues.

- ✓ a bunch of
- ✓ a loaf of
- ✓ a jar of
- ✓ a head of

For example:

A: What do you see in this picture?

B: I see **a box of** cereal, **two bottles of** water, **three cans of** soda, a **pack of** cookies, and **a dozen** eggs.

- **Prices**

Numbers from 1-100

Suggested pattern to teach prices:
cardinal number + currency

For example:

\$ 2 = two dollars

\$1.99 = one dollar and ninety-nine cents

\$ 3.50 = three dollars and fifty cents

- **Daily basic shopping vocabulary**

Suggested expressions to teach:

- ✓ Sir / Madam
- ✓ How can I help you?
- ✓ I'd like to buy ...
- ✓ How much is/are..?
- ✓ Anything else?
- ✓ Here you are.
- ✓ Here is your change.

- **Project: At the local market**

For example:

A: Good morning, Sir/Madam! How can I help you?

B: I'd like some apples, please.

A: Green or red?

B: Green, please. How much are they?

- Reciting numbers from 1 to 100, and reading and writing prices correctly following the designated pattern.

- Identifying basic shopping-related expressions from different input.

- Composing dialogues related to daily shopping exchanges, and role-playing purchase situations at a grocery store or market.

3.9 articulate numbers fluently from 1 to 100, while reading and writing prices accurately following the correct currency pattern;

3.10 engage in shopping role-plays effectively, using appropriate basic expressions and enacting the purchase dialogue coherently.

A: A kilo is one dollar and twenty-five cents.

B: OK, I'd like a kilo, please.

A: Anything else?

B: Yes, I'd like a carton of milk. How much is it?

A: It is \$1.50. Anything else?

B: That's it. What is the total?

A: The total is \$2.75.

B: OK, here you are!

A: Here is your change. Thank you!

Attitudinal competencies when communicating in English

- Fosters the practice of eating healthy food.
- Interacts respectfully when making purchases.

Keywords

apple /'æp(ə)l/

peach /pi:tʃ/

pear /peə(r)/

pineapple /'paɪn,æp(ə)l/

strawberry /'strɔ:b(ə)ri/

cucumber /'kju:,kʌmbə(r)/

lettuce /'letɪs/

potato /pə'tetəʊ/

tomato /tə'metəʊ/

peanuts /'pi:,nʌts/

cheese /tʃi:z/

avocado /,ævə'kɑ:dəʊ/

butter /'bʌtə(r)/

cereal /'sɪəriəl/

bread /bred/

popcorn /'pɒp,kɔ:(r)n/

uncountable /ʌn,kɑʊntəb(ə)l/

UNIT COMPETENCIES

1. Provide clear directions using prepositions of place and common action verbs to successfully locate and identify different places and buildings in a city or town setting.
2. Describe and promote a favorite Salvadoran city or town by integrating the vocabulary and grammatical structures studied throughout the unit to encourage local tourism.

Conceptual Contents	Procedural Contents	Performance Indicators
<ul style="list-style-type: none"> • Places in town Suggested words to teach: park, fire station, gas station, restaurant, church, mall, school, police station, city hall, hospital, supermarket, local market, bank, factory, theater. • Adjectives to describe places Suggested adjectives to teach: big, ancient, beautiful, modern, attractive, picturesque, crowded, huge, small, cool, fantastic, amazing, noisy, lovely, bustling, boring, old. • Prepositions of place: at, in front of, next to, behind, between, across from, on the corner of, on, in, near. 	<ul style="list-style-type: none"> ▪ Recognizing and identifying vocabulary related to places and buildings in a town or city, both from visual aids and when located on a map. ▪ Spelling and matching adjectives used to describe places with their corresponding pictures, both orally and in writing. ▪ Identifying prepositions of place from visual aids and context. 	<p>Students can</p> <ol style="list-style-type: none"> 4.1 identify town and city locations accurately, matching the vocabulary to their corresponding visuals or positions on a map; 4.2 describe places using appropriate adjectives coherently, demonstrating correct spelling and pronunciation of the descriptive vocabulary; 4.3 select the correct preposition of place consistently to describe the spatial relationship between two items or locations;

For example:**A:** Where is the park?**B:** The park is between the local market and the restaurant.**A:** Where is the church?**B:** The church is across from the park and next to the theater.• **Giving directions****Suggested verbs to teach:**

turn right, turn left, continue straight, go back (2) blocks,

For example:**A:** How can I get to the mall?**B:** Turn right. Then, turn left. Continue straight for 3 blocks.• **Comparatives and superlatives****Spelling rules for comparative adjectives:***adjective + -er + than**more + adjective + than*

1. old - **older** than
2. big - **bigger** than
3. lovely - **lovelier** than
4. beautiful - **more** beautiful than

Spelling rules for superlative adjectives:*the + adjective + -est**the + most + adjective*

1. old - the **oldest**
2. big - the **biggest**
3. lovely - the **loveliest**
4. beautiful - the **most** beautiful

- Using prepositions of place to locate places in a town or city.
- Recognizing verbs used to give directions, then following and giving clear directions about places in a town or city.
- Identifying the spelling rules and categorizing adjectives required to form the comparative and superlative forms in isolation.
- Comparing places in a town or city by composing sentences using the correct comparative and superlative forms of adjectives

- 4.4 respond to questions about the location of places using prepositions correctly,
- 4.5 follow and provide clear directions to locations effectively, using the appropriate directional verbs and prepositions;
- 4.6 apply the correct spelling rules to categorize and form comparative and superlative adjectives accurately in isolation,
- 4.7 compose descriptive sentences grammatically, comparing and contrasting places using the appropriate comparative and superlative forms;

• **Project: My favorite town**

For example:

My favorite town in El Salvador is Suchitoto. Suchitoto is a picturesque town and it has many attractive places to visit. There is a church in front of the park. It is big and antique, but it is smaller than San Salvador Cathedral. There is a lake in Suchitoto called Lake Suchitlán which is larger than Lake Coatepeque.

- Writing a descriptive paragraph about a town or city in El Salvador.

4.8 write a short paragraph describing a city or town in El Salvador using comparatives, superlatives and prepositions of place coherently.

Attitudinal competencies when communicating in English

- Promotes local tourist attractions among classmates.
- Diffuses local tourist attractions as a cultural treasure that strengthens identity.
- Develops a sense of belonging and awareness to preserve cultural identity.

Keywords

fire station /'faɪr 'steɪʃ(ə)n/

church /tʃɜ:(r)tʃ/

theater /'θiətə(r)/

ancient /'eɪnʃ(ə)nt/

beautiful /'bjʊ:təf(ə)l/

picturesque /,pɪktʃə'resk/

attractive /ə'træktɪv/

bustling /'bʌs(ə)lɪŋ/

straight /streɪt/

Unit 5 My favorite book/movie

Approximate time: 15 hours

A1+

UNIT COMPETENCIES

1. Synthesize the main plot points of a chosen movie or book to deliver a summary, integrating suitable descriptive vocabulary.

Conceptual Contents	Procedural Contents	Performance Indicators
<ul style="list-style-type: none">• Book genres Suggested vocabulary to teach: fairy tale, fable, mythology, novel.• Movie genres Suggested vocabulary to teach: fantasy, sci-fi, suspense, comedy, drama, action, horror, mystery, romance, thriller, western.• Vocabulary related to books and movies Suggested vocabulary to teach: director, producer, cast, author, protagonist, antagonist, central character, plot, setting, film, remake, dubbed, subtitles.	<ul style="list-style-type: none">▪ Matching vocabulary related to books and movies with simple definitions, associating genres with popular films and publications, and reproducing the vocabulary correctly both orally and in writing.	<p>Students can</p> <ol style="list-style-type: none">5.1 demonstrate mastery of book and movie vocabulary by accurately matching terms to definitions, logically associating genres with examples, and reproducing the terminology clearly both orally and in writing;

- **Past participle form of regular verbs**

1. cook - cooked - **cooked**
2. erase - erased - **erased**
3. study - studied - **studied**
4. stop - stopped - **stopped**

- **Past participle of irregular verbs**

Verb groups

Group 1 – All three forms of the verb are the same:

For example:

cut - cut - **cut**

cost - cost - **cost**

hurt - hurt - **hurt**

Group 2 – The 2nd and 3rd forms of the verb are the same:

For example:

lose - lost - **lost**

buy - bought - **bought**

win - won - **won**

read - read - **read**

tell - told - **told**

make - made - **made**

Group 3 – All three forms of the verb are different:

For example:

drink - drank - **drunk**

get - got - **gotten**

take - took - **taken**

see - saw - **seen**

write - wrote - **written**

sing - sang - **sung**

be - was / were - **been**

ride - rode - **ridden**

- Recognizing, matching, and producing the past participle form of both regular and irregular verbs correctly, spelling the forms accurately both orally and in writing, in response to various cues.

- 5.2 formulate the past participle form of both regular and irregular verbs accurately while reproducing the correct spelling and pronunciation in response to various cues;

- **Present perfect tense**

- **Affirmative sentences**

- *Subject + auxiliary verb have/has + verb in past participle + complement + .*

- **For example:**

- ✓ I **have read** many books.
 - ✓ Lissette **has seen** "The Grinch" many times.

- **Negative sentences**

- *Subject + auxiliary verb have / has + not + verb in past participle + complement + .*

- **For example:**

- ✓ I **haven't bought** movie tickets.
 - ✓ Kevin **hasn't written** a book.

- **Yes/No questions**

- *Have/ has + subject + ever + verb in past participle + complement + ?*

- **For example:**

- **A: Have you ever read** the book "Jaraguá"?

- **B: Yes, I have. /No, I haven't.**

- **A: Have you ever seen** the movie "The Avengers"?

- **B: Yes, I have. /No, I haven't.**

- **A: Have you ever won** a competition?

- **B: Yes, I have. /No, I haven't.**

- Identifying the grammatical structure of affirmative and negative sentences in the Present Perfect Tense, and building these sentences following the appropriate word order.

- Forming Yes/No questions in the Present Perfect Tense, organizing the components correctly.
 - Exchanging information about life experiences with peers by asking about others' experiences and comparing personal ones, using affirmative and negative sentences in the Present Perfect tense during brief oral interactions.

- 5.3 construct affirmative and negative sentences in the Present Perfect Tense accurately, following the correct subject-auxiliary-past participle structure;

- 5.4 formulate Yes/No questions in the Present Perfect Tense coherently, ensuring the correct inversion of the auxiliary verb;

- 5.5 engage in dialogues about life experiences fluently by posing questions and responding with affirmative and negative Present Perfect statements;

- **Project: The best movie I have ever seen / The best book I have ever read**

Example 1:

The best movie I have ever seen is “Wonder”. It is a drama movie. Stephen Chbosky is the director of the movie. David Hoberman and Tom Lieberman are the producers. Auggie Pullman is the protagonist of the story. “Wonder” is my favorite movie because Auggie is very generous with his family and friends and he is very smart.

Example 2:

The best book I have read is “*Cuentos de Cipotes*”. The book has many interesting stories. The stories show the world with the words of Salvadoran children. The author is Salvador Salazar Arrué (Salarrué).

- Brainstorming general facts about a favorite movie or book.
- Writing a brief description related to a favorite movie or book following a sample.
- Describing a favorite book or movie by using illustrations, charts, and body language to support ideas.
- Exchanging general facts with peers about a book or movie selected.

- 5.6 list general facts about a favorite movie or book effectively,
- 5.7 write simple and coherent descriptions related to a favorite movie or book,
- 5.8 exchange general information with peers about a favorite book or movie satisfactorily.

Attitudinal competencies when communicating in English

- Demonstrates interest when classmates describe their own life experiences.
- Listens attentively to classmates' descriptions of their favorite book or movie.

Keywords

sci-fi /'saɪ faɪ/
thriller /'θrɪlə(r)/
westerns /'westə(r)n/
tale /teɪl/
remake /,ri:'meɪk/

horror /'hɒrə(r)/
comedy /'kɒmədi/
director /dɪ'rektə(r)/
protagonist /prəʊ'tæɡənɪst/
antagonist /æn'tæɡənɪst/
subtitles /'sʌb,tʌɪt(ə)ls/

cast /kæst/
dubbed /dʌbd/

Irregular verbs (Past Participle)

cut - cut - **cut** /kʌt/
 cost - cost - **cost** /kɑːst/
 hurt - hurt - **hurt** /hɜː(r)t/

lose - lost - **lost** /lɑːst/
 buy - bought - **bought** /bɔːt/
 win - won - **won** /wʌn/
 read - read - **read** /red/
 tell - told - **told** /təʊld/
 make - made - **made** /meɪd/

drink - drank - **drunk** /drʌŋk/
 get - got - **gotten** /'ɡɒt(ə)n/
 take - took - **taken** /'teɪ.kən/
 see - saw - **seen** /siːn/
 write - wrote - **written** /'rɪt(ə)n/
 sing - sang - **sung** /sʌŋ/
 be - was / were - **been** /biːn/
 ride - rode - **ridden** /'rɪd.ən/

UNIT COMPETENCIES

1. Synthesize meaningful biographical information extracted from various sources to highlight a famous person's accomplishments and contributions.

Conceptual Contents	Procedural Contents	Performance Indicators
<ul style="list-style-type: none">• Events in life Suggested vocabulary to teach:<ul style="list-style-type: none">✓ Change my hairstyle - changed my hairstyle✓ Ride a horse - ridden a horse✓ Meet a famous person - met a famous person✓ Drive a car - driven a car✓ Give a public speech - given a public speech✓ Perform a dance in public - performed a dance in public✓ Swim in a river - swum in a river✓ Eat sushi - eaten sushi✓ See a movie - seen a movie✓ Go to another country - been to another country	<ul style="list-style-type: none">▪ Brainstorming and listing a range of personal life experiences relevant to communication tasks.	<p>Students can</p> <ol style="list-style-type: none">6.1 generate a list of relevant personal life experiences efficiently and comprehensively for use in subsequent communicative tasks,

- **Past participle form of regular and irregular verbs**

- ✓ change - **changed**
- ✓ ride - **ridden**
- ✓ meet - **met**
- ✓ drive - **driven**
- ✓ give - **given**
- ✓ swim - **swum**
- ✓ eat - **eaten**
- ✓ see - **seen**
- ✓ go - **gone/been**
- ✓ do - **done**
- ✓ draw - **drawn**
- ✓ sing - **sung**
- ✓ think - **thought**
- ✓ catch - **caught**
- ✓ choose - **chosen**
- ✓ bite - **bitten**
- ✓ feel - **felt**
- ✓ come - **come**
- ✓ fall - **fallen**
- ✓ hear - **heard**
- ✓ learn - **learned/learnt**
- ✓ cut - **cut**
- ✓ break - **broken**
- ✓ dream - **dreamed/dreamt**

- **Present Perfect tense structures**

- Affirmative statements**

Subject + auxiliary verb have/has + verb in past participle + complement + .

- Negative statements**

Subject + auxiliary verb have/has + not + verb in past participle + complement + .

- Recognizing and matching the base form of common verbs to their past participle form, specifically those related to life experiences.
 - Organizing the word components of affirmative, negative, and interrogative statements in the Present Perfect Tense.
 - Discussing personal life experiences using the Present Perfect Tense correctly in structured exchanges.
- 6.2 identify and associate the base form of verbs with their corresponding past participle accurately when discussing life experiences,
- 6.3 discuss personal life experiences coherently by demonstrating the ability to formulate correct affirmative, negative, and interrogative sentences in the Present Perfect Tense

Yes/No questions

Have/has + subject + ever
+ verb in past participle +
complement + ?

- **Pronunciation rules of regular verbs in past participle**

Final voiced sound /d/

For example:

- ✓ love - loved
- ✓ study - studied

Final voiceless sound /t/

For example:

- ✓ cross - crossed
- ✓ kick - kicked

Final /d/ or /t/ sound /ɪd/

For example:

- ✓ need - needed
- ✓ graduate - graduated

- **For and since**

For example:

- ✓ for 20 years
- ✓ for an hour
- ✓ for 3 weeks
- ✓ since 2005
- ✓ since January
- ✓ since 3 o'clock

For example:

- ✓ I have studied English **for** a year.
- ✓ I have studied English **since** 2020.
- ✓ My parents have been married **for** 15 years.

- Pronouncing the /t/, /d/, and /ɪd/ sounds at the end of regular verbs in the past participle form, and classifying verbs according to their corresponding ending sound.

- Associating common time expressions with the correct usage of *for* and *since*, and completing sentences by selecting the appropriate term.

- 6.4 articulate the correct final sounds /t/, /d/, /ɪd/ of regular past participles consistently, and categorize verbs according to these sounds;

- 6.5 distinguish between the usage of *for* and *since* accurately, and apply the correct term to complete sentences expressing duration;

- **How long have you..?**

For example:

- ✓ **How long have you played** the guitar?
- ✓ **I have played** the guitar **since 2019.**
- ✓ **I have played** the guitar **for 15 years.**

- **Common accomplishments**

- ✓ graduate - graduated
- ✓ win - won
- ✓ travel - traveled
- ✓ get - gotten
- ✓ earn - earned

For example:

- ✓ I have won a medal.
- ✓ I have earned a scholarship.

- **Project: My favorite person's accomplishments**

For example:

Malala Yousafzai has championed the right to education since she was a teenager. She is an internationally renowned activist who has won the Nobel Peace Prize for her work. For many years, she has co-founded and led the Malala Fund, a global organization.

- Inquiring and expressing the duration of an activity by forming and responding to questions using "How long...?" and the Present Perfect Tense with *for* or *since*.
- Identifying common accomplishments from various sources, then brainstorming and listing personal life accomplishments to share with peers.
- Writing a simple description of a person's main accomplishments by following a model, and presenting the information with supporting illustrations or charts.

- 6.6 communicate the duration of activities precisely by formulating and answering "How long...?" questions using the Present Perfect with *for* or *since*,
- 6.7 generate a relevant and detailed list of personal accomplishments efficiently, contextualizing them with examples from external sources;
- 6.8 present a famous person's accomplishments coherently by writing a descriptive summary and reinforcing the main points with appropriate visual aids.

Attitudinal competencies when communicating in English

- Shows interest when listening to their classmates' accomplishments.
- Demonstrates enthusiasm towards others' accomplishments.

Keywords

public **s**peech /'pʌblɪk spi:tʃ/

ridden /'rɪd(ə)n/

driven /'drɪv(ə)n/

given /'gɪv(ə)n/

sw**u**m /swʌm/

eaten /'i:t(ə)n/

seen /si:n/

been /bi:n/

done /dʌn/

gotten /'gɒt(ə)n/

since /sɪns/

guitar /gɪ'ta:ɪr/

scholarship /'skɒlə(r)ʃɪp/

medal /'med.əl/

married /'mer.ɪd/



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