



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 the invaluable experience and feedback for 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

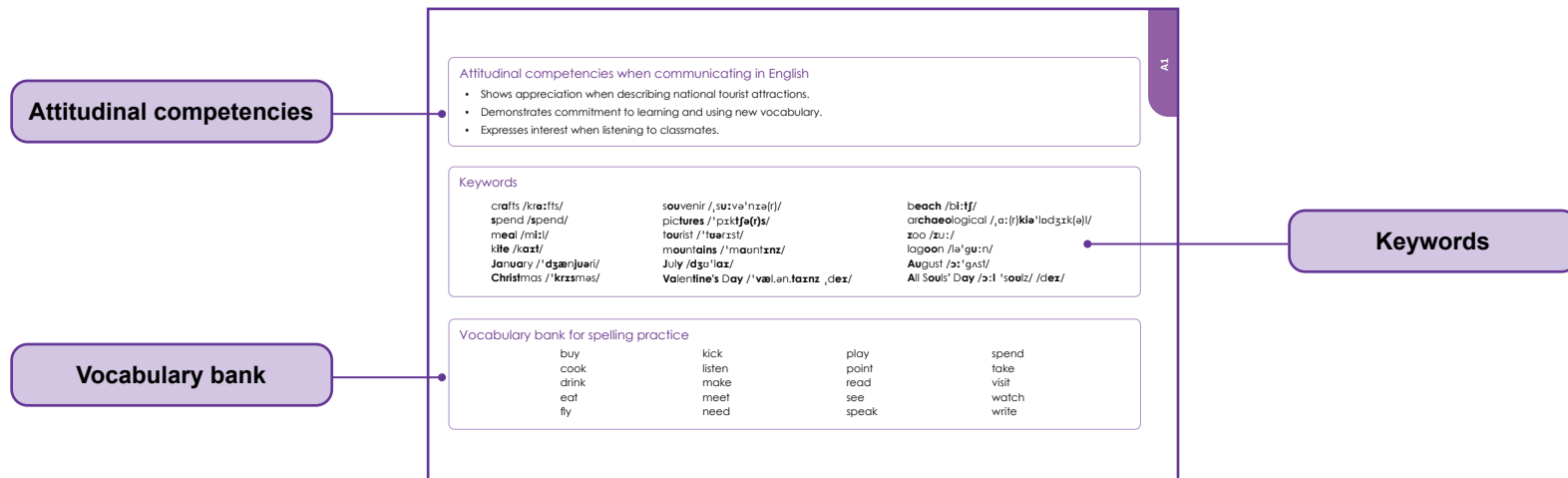
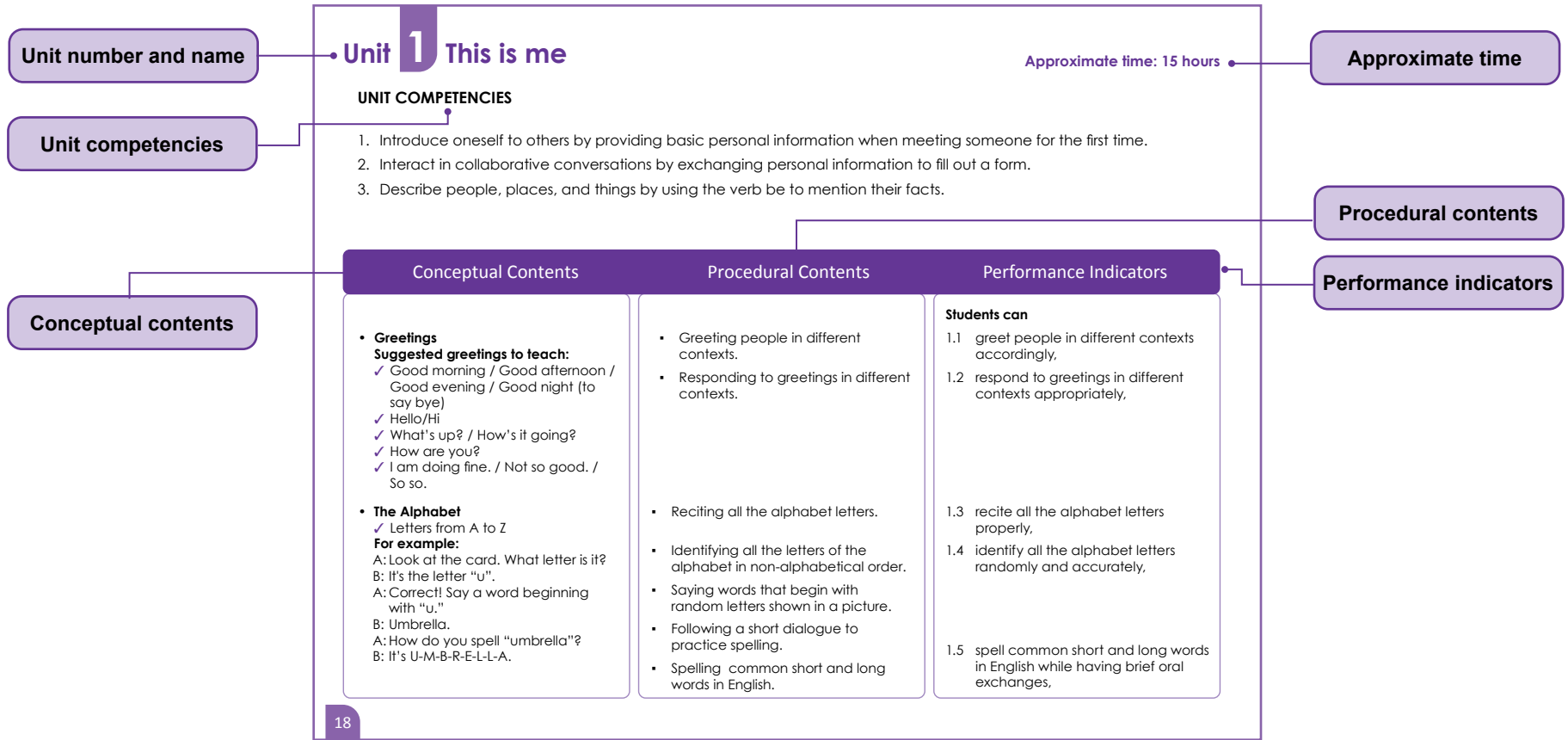
This English curricular proposal is based on the Communicative Approach, the Growth Mindset Approach, and Project-Based Learning (PBL) in which evaluation is aligned with the competencies proposed.

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 competence is a dynamic concept that depends on the **negotiation of meaning** between two or more persons who share some knowledge of the language. Thus, communicative competence can be said to be an **interpersonal trait**.
- b. It applies to both written and spoken language.
- c. It is content-specific, as communication always takes place in a particular context or situation. 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.

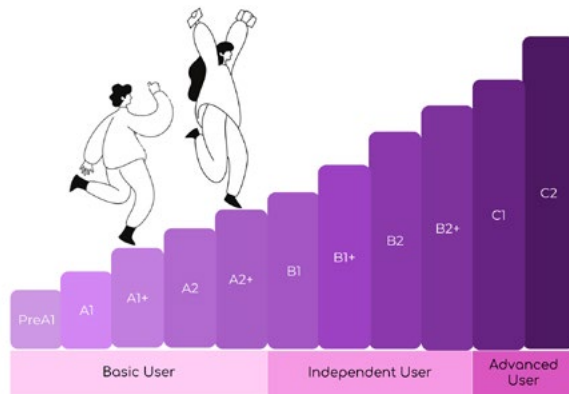
The objective of redesigning the English Language Syllabi in accordance with the Common European Framework of Reference for Languages (CEFR) is to propose a flexible curriculum guide that will support the English faculty by

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.

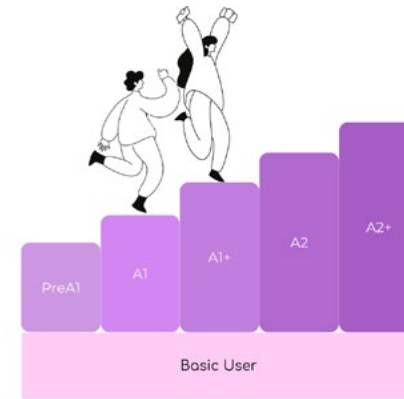
The new version of the syllabi with the Common European Framework of Reference for Languages provides clear standards describing language ability and proficiency.

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 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.

Tenets of The Communicative Approach

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

3. This approach also develops cooperation and solidarity among the students, which they will carry on to their professional lives.
4. The communicative approach is student-centered. What is taught and how it is taught are intimately related with what is learned and how it is learned. The teaching-learning process must be varied. It must not only take into account the oral aspects of communication but also those non-oral 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. They state that evaluation is holistic or integrating, continuous, motivating, just and fair, systematic and participatory.

Competences to be evaluated

Language competences

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

UNIT COMPETENCIES

1. Introduce oneself and others by providing basic personal information in simple social interactions.
2. Exchange personal information in short, collaborative conversations to complete basic forms or questionnaires.
3. Describe people, places, and objects using the verb be to express simple facts and characteristics.

| Conceptual Contents | Procedural Contents | Performance Indicators |
|--|---|--|
| <ul style="list-style-type: none"> • Greetings Suggested greetings to teach: <ul style="list-style-type: none"> ✓ Good morning! / Good afternoon! / Good evening! / Good night! (To say bye.) ✓ Hello! / Hi! ✓ What's up? / How's it going? ✓ How are you? ✓ I'm good, thanks! / I'm okay, thanks for asking. / Not bad! • The Alphabet <ul style="list-style-type: none"> ✓ Letters from A to Z For example: A: Look at the card. What letter is it? B: It's the letter "u". A: Correct! Say a word beginning with "u." B: Umbrella. A: How do you spell "umbrella"? B: It's U-M-B-R-E-L-L-A. | <ul style="list-style-type: none"> ▪ Using and responding to greetings according to the social context. ▪ Identifying and naming letters of the alphabet in and out of sequence. ▪ Saying familiar words that begin with specific letters shown in visual aids. ▪ Engaging in short dialogues to practice spelling common short and long English words. | <p>Students can</p> <ol style="list-style-type: none"> 1.1 use and respond to common greetings appropriately according to different social contexts, 1.2 recognize and name letters of the alphabet in and out of sequence to demonstrate understanding of letter forms and sounds, 1.3 produce familiar words that begin with given letters using visual or oral prompts to reinforce sound-letter correspondence, 1.4 engage in short guided dialogues to spell and confirm common short and long English words accurately, |

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

Days of the week:

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

Suggested school subjects to teach:

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

For example:

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

- **Personal information questions**

Suggested questions to teach:

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

- **Jobs and occupations**

Suggested vocabulary to teach:

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

- Identifying and pronouncing the days of the week correctly.
- Ordering the days of the week in chronological sequence.
- Describing school schedules by mentioning subjects for each day of the week.
- Exchanging basic personal information with peers through short, guided interactions.
- Completing simple registration forms with personal details.
- Recognizing occupation-related vocabulary through pictures or icons.
- Spelling common occupations in both oral and written form.

- 1.5 identify and pronounce the days of the week accurately in simple oral exchanges,
- 1.6 arrange the days of the week in chronological order to demonstrate understanding of their sequence,
- 1.7 describe school schedules by naming correctly the subjects studied on each day of the week,
- 1.8 exchange basic personal information with peers clearly through short, guided interactions in familiar contexts;
- 1.9 complete simple registration forms accurately using personal details,
- 1.10 identify occupation-related vocabulary accurately using visual prompts such as pictures or icons,
- 1.11 spell common occupations correctly in both oral and written activities,

For example:

- ✓ Marta is a teacher.
- ✓ Denis is an engineer.

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

B: He is a dentist.

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

B: She is a firefighter.

Indefinite articles a/an

Subject + am/is/are + a/an + occupation + .

For example:

- ✓ She is **a** soccer player.
- ✓ He is **an** actor.

• **The verb be**

Affirmative sentences

Subject + am/is/are + complement + .

For example:

- ✓ I **am** a student.
- ✓ She **is** an engineer.
- ✓ They **are** dentists.

Negative sentences

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

For example:

- ✓ I **am not** a doctor.
- ✓ He **isn't** an accountant.
- ✓ We **aren't** teachers.

- Asking and answering simple questions to find out someone's occupation.
- Distinguishing between vowel and consonant sounds in spoken words.
- Classifying occupations according to whether they begin with a vowel or consonant sound.
- Using the indefinite articles *a* and *an* appropriately when describing occupations.
- Identifying and expressing information about other people's occupations.
- Constructing affirmative and negative sentences about occupations using the verb *be* in the simple present tense.

- 1.12 ask and respond to basic questions accurately to obtain and share information about someone's occupation,
- 1.13 identify vowel and consonant sounds accurately in spoken words,
- 1.14 recognize and group occupations correctly according to their initial vowel or consonant sound,
- 1.15 apply the indefinite articles *a* and *an* appropriately when describing occupations,
- 1.16 describe other people's occupations clearly using appropriate vocabulary,
- 1.17 formulate affirmative and negative sentences about occupations accurately with the verb *be* in the simple present tense,

Yes/No questions

Am/Is/Are + subject + complement + ?

For example:

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

- **Project: This is me**

For example:

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

- Engaging in short, interactive exchanges to ask and answer questions about someone's occupation using the verb be in the simple present tense.
- Describing and sharing personal information such as place of residence, school, and free-time activities with peers, using a poster as supporting material.

- 1.18 participate actively in short, interactive exchanges to ask and respond appropriately to questions about someone's occupation using the verb be in the simple present tense;
- 1.19 present personal details, including place of residence, school, and free-time activities, to peers effectively and confidently, using a poster as visual support.

Attitudinal competencies when communicating in English

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

Keywords

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

evening /'iːv.nɪŋ/

leisure /'leɪzə(r)/

address /'æd.res/

firefighter /'faɪə(r),faɪtə(r)/

student /'stuː.dənt/

social studies /'sou.ʃəl/ /'stʌd-iz/

chef /ʃef/

doctor /'dɒktə(r)/

engineer /en.dʒɪ'nɪr/

secretary /'sek.rə.ter.i/

live /lɪv/

teacher /'tiːtʃə(r)/

science /'saɪ.əns/

physical education /'fɪz.i.kəl/

/,edʒ.ə'keɪ.ʃən/

occupation /,ɑː.kjə'peɪ.ʃən/

beach /biːtʃ/

movie /'muː.vi/

study /'stʌd.i/

police officer /pə'liːs 'ɒfɪsə(r)/

math /mæθ/

language /'læŋ.gwɪdʒ/

subject /'sʌb.dʒekt/

Vocabulary bank for spelling practice

apple

bear

coconut

dog

egg

fish

giraffe

hamburger

igloo

jeans

keys

lizard

mug

nose

octopus

popcorn

queen

rooster

sun

tomato

umbrella

vulture

window

x-ray

yogurt

zipper

Unit 2 Countries of the world

Approximate time: 15 hours

A1

UNIT COMPETENCIES

1. Describe basic facts about a country, including its name, nationality, and flag, in simple cultural exchanges.
2. Detail a souvenir by explaining its main features in simple tourism-related exchanges.

| Conceptual Contents | Procedural Contents | Performance Indicators |
|--|---|---|
| <ul style="list-style-type: none">• Countries and nationalities Suggested countries and nationalities to teach:<ul style="list-style-type: none">✓ Australia – Australian✓ Chile – Chilean✓ China – Chinese✓ Colombia – Colombian✓ El Salvador – Salvadoran✓ England – English✓ Japan – Japanese✓ Morocco – Moroccan✓ Panama – Panamanian✓ Peru – Peruvian✓ Portugal – Portuguese✓ Russia – Russian✓ Spain – Spanish✓ The United States - American <p>For example: A: What's the nationality of a person from Peru? B: It's Peruvian. A: How do you spell it? B: P-E-R-U-V-I-A-N</p> | <ul style="list-style-type: none">▪ Identifying, spelling, and pronouncing countries and nationalities using visual aids, while applying correct capitalization and engaging in short exchanges to practice accurate use. | <p>Students can</p> <p>2.1 identify and pronounce countries and nationalities with precision using visual references, apply capitalization rules appropriately in written form, and engage confidently in short exchanges to demonstrate correct spelling and pronunciation;</p> |

- **Describing flags**

Colors

Suggested colors to teach:

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

For example:

A: What color is the Salvadoran flag?

B: The Salvadoran flag is blue and white.

A: What color is the flag of Japan?

B: The Japanese flag is white and red.

- **Common souvenirs**

Suggested souvenirs to teach:

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

For example:

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

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

- **Regular plural nouns**

Suggested regular plural nouns to teach:

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

- Recognizing and describing world flags by naming and spelling their colors in oral and written form, and participating in short exchanges to ask and answer questions about flag colors.

- Identifying and categorizing common souvenirs from texts, videos, audios, and pictures.

- Distinguishing regular from irregular plural nouns orally, in writing, or through visual and auditory input.

- Enumerating different types of souvenirs accurately using numbers and the appropriate plural nouns.

- 2.2 identify world flags correctly by naming and spelling their colors in oral and written form, and participate confidently in brief conversations to ask and answer questions about flag colors;

- 2.3 classify precisely and distinguish clearly common souvenirs presented in texts, videos, audios, and pictures;

- 2.4 differentiate regular and irregular plural nouns effectively through oral, written, and visual tasks;

- 2.5 quantify various types of souvenirs precisely using numbers and suitable plural forms,

- **Irregular plural nouns**

- **Suggested irregular plural nouns to teach:**

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

- **Common adjectives**

- **Suggested adjectives to teach:**

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

- **Rules to use adjectives**

1. No plural form

- **For example:**

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

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

- **For example:**

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

- **Project: Describing a souvenir**

- **For example:**

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

- Describing souvenirs by using the correct order of adjectives to specify their size, color, and country of origin to exchange relevant information through guided interactions.

2.6 present souvenirs by applying the correct order of adjectives to indicate their size, color, and country of origin to interact meaningfully through guided exchanges;

Attitudinal competencies when communicating in English

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

Keywords

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

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

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

Vocabulary bank for spelling practice

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

UNIT COMPETENCIES

- Express ideas about personal facts, daily habits, and common hobbies by using the simple present tense when having casual conversations with peers about free-time activities.

| Conceptual Contents | Procedural Contents | Performance Indicators |
|--|---|--|
| <ul style="list-style-type: none"> • Free-time activities Suggested free-time activities to teach: <ul style="list-style-type: none"> ✓ play basketball (BKB)/soccer/volleyball/video games/baseball/softball/board games (chess/checkers/Monopoly)/a musical instrument ✓ watch TV ✓ listen to music ✓ surf the Internet ✓ spend time with family ✓ go out with friends ✓ go shopping ✓ do exercise ✓ read books/comics/manga | <ul style="list-style-type: none"> ▪ Generating and listing common free-time activities from memory, ensuring accurate oral production and written spelling of vocabulary. ▪ Articulating free-time activity vocabulary with clear, accurate pronunciation, and proper word stress. ▪ Recognizing and extracting free-time activity vocabulary used in different modalities (e.g., listening to speech, reading short texts, viewing illustrations). | <p>Students can</p> <ol style="list-style-type: none"> 3.1 produce and list accurately common free-time activities from memory, demonstrating clear oral articulation, and correct written spelling of vocabulary; 3.2 identify and extract effectively free-time activity vocabulary presented through various modalities, such as listening, reading, and viewing visual materials; |

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

Subject + verb (base form) + complement + .

For example:

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

A: What do you do in your free time?

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

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

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

For example:

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

Yes/No questions

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

For example:

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

- Identifying key components of sentences in the simple present tense.
- Building affirmative sentences in the simple present tense to describe leisure-time activities.
- Forming negative sentences about leisure-time activities using the correct grammatical pattern.
- Describing leisure-time activities through affirmative and negative statements.
- Asking and answering Yes/No questions about leisure-time activities in the simple present tense.
- Exchanging information about free-time activities to identify common interests with peers.

- 3.3 recognize the main components of sentences in the simple present tense accurately,
- 3.4 express leisure-time activities consistently through affirmative sentences in the simple present tense,
- 3.5 construct negative sentences about leisure-time activities appropriately following the correct grammatical structure,
- 3.6 describe leisure-time activities clearly using both affirmative and negative statements,
- 3.7 respond to and formulate Yes/No questions about leisure-time activities confidently in the simple present tense,
- 3.8 share information about their free-time activities effectively to identify common interests with classmates,

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

Affirmative statements

Spelling rules:

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

Suggested verbs to teach with the third person singular:

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

Affirmative statements

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

For example:

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

- Applying spelling rules for third-person singular verbs in the simple present tense.

- Forming affirmative sentences orally and in writing using the third-person singular.

- 3.9 use spelling rules for third-person singular verbs in the simple present tense accurately,

- 3.10 produce affirmative sentences using the third-person singular both orally and in writing consistently,

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

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

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

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

For example:

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

Questions

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

For example:

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

- **Other hobbies:**

Suggested outdoor hobbies to teach:

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

- Identifying and pronouncing third-person singular verb endings /ɪz/, /s/, /z/ following pronunciation rules.

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

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

- Asking and answering Yes/No questions about leisure-time activities in the simple present tense.

- Interpreting short illustrated texts about free-time activities and relating them to common outdoor hobbies.

3.11 distinguish and pronounce third-person singular verb endings /ɪz/, /s/, /z/ accurately following pronunciation rules;

3.12 identify the structure and components of negative sentences in the simple present tense for the third person singular clearly,

3.13 construct negative statements about free-time activities in the simple present tense appropriately,

3.14 formulate and respond to Yes/No questions about leisure-time activities in the simple present tense confidently,

3.15 interpret short illustrated texts about free-time activities and relate them to common outdoor hobbies effectively,

- **Project: Describing a hobby**

For example:

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

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

- Gathering and organizing details about favorite hobbies to design visual aids for an oral presentation.
- Depicting favorite hobbies through examples, charts, and pictures as visual support.
- Drafting short descriptive paragraphs about a favorite hobby for organizing ideas and ensure an autonomous oral presentation.

- 3.16 generate and illustrate details about their favorite hobbies using examples, charts, and pictures creatively as visual support for an oral presentation;
- 3.17 compose short descriptive paragraphs about a favorite hobby to effectively structure ideas for an autonomous oral presentation.

Attitudinal competencies when communicating in English

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

Keywords

volleyball /'vɒli,bɔ:l/

video /'vi:diəʊ/

watch /wɒtʃ/

surf /sɜ:(r)f/

spend /spend/

record /re'kɔ:(r)d/

with /wɪθ/

shopping /'ʃɒpɪŋ/

talk /tɔ:k/

phone /fəʊn/

often /'ɒf(ə)n/

lunch /lʌntʃ/

usually /'ju:ʒʊəli/

sometimes /'sʌmtaɪmz/

never /'nevə(r)/

climb /klaɪm/

bird /bɜ:(r)d/

river /'rɪvə(r)/

Vocabulary bank for spelling practice

work
eat
go
play
cry
wash

try
take
have
swim
watch
write

fly
walk
climb
cross
brush
prepare

get
kick
cook
drink
spend
sing

draw
buy
sit
do
record
dance

Unit 4 My family's and friends' habits

Approximate time: 15 hours

A1

UNIT COMPETENCIES

1. Describe family relationships through the use of possessive adjectives and nouns to exchange information about relatives.
2. Express the frequency of daily activities using appropriate adverbs and expressions of frequency to share personal routines.

Conceptual Contents

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

Procedural Contents

- Recognizing nuclear and extended family members through visuals, audios, and short texts.
- Spelling family-related words both orally and in writing.
- Expressing possession accurately by using possessive adjectives.
- Describing family relationships using possessive adjectives to show family ties.
- Asking and answering questions about relationships among family members in a family tree.

Performance Indicators

Students can

- 4.1 identify nuclear and extended family members through visuals, audios, and short texts accurately;
- 4.2 spell family-related words both orally and in writing consistently,
- 4.3 use possessive adjectives to express possession appropriately,
- 4.4 describe family relationships using possessive adjectives clearly to show family ties,
- 4.5 formulate and respond to questions about relationships among family members in a family tree confidently,

- **Possessive nouns**

- Names /singular nouns /irregular plural nouns**

Noun + apostrophe + s

- For example:**

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

- Regular plural nouns**

Regular plural noun + apostrophe

- For example:**

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

- **Possessive nouns and family relationships**

- For example:**

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

- **Adverbs of frequency**
Suggested adverbs of frequency to teach:

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

- Adverbs of frequency**

Subject + adverb of frequency + verb + complement + .

- Identifying singular and plural possessive nouns in short texts or audio recordings.

- Constructing sentences with possessive nouns to show family relationships in a family tree.

- Recognizing frequency adverbs in visuals, audio recordings, and short texts.
- Associating frequency adverbs with their corresponding degree of regularity.
- Forming simple sentences with frequency adverbs following the correct word order.

- 4.6 recognize singular and plural possessive nouns in short texts or audio recordings accurately,

- 4.7 construct sentences with possessive nouns to show family relationships in a family tree appropriately,

- 4.8 identify frequency adverbs in visuals, audio recordings, and short texts effectively;

- 4.9 associate frequency adverbs with their corresponding degree of regularity correctly,

- 4.10 formulate simple sentences with frequency adverbs following the correct word order consistently,

For example:

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

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

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

For example:

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

- **Project: A family booklet**

For example:

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

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

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

- Forming simple questions to inquire about the frequency of daily habits using appropriate word order.
- Exchanging information about the frequency of personal and family activities through brief interactions.
- Describing family members' and relatives' habits in oral and written form.
- Writing short paragraphs about a relative's personal information and daily habits.

- 4.11 formulate simple questions to inquire about the frequency of daily habits accurately using the correct word order,
- 4.12 exchange information about the frequency of personal and family activities effectively through short interactions,
- 4.13 describe family members' and relatives' habits in oral and written form clearly,
- 4.14 compose short paragraphs about a relative's personal information and daily habits coherently,

Attitudinal competencies when communicating in English

- Respects and is courteous toward the relatives and family of classmates.
- Recognizes and values the importance of maintaining positive family relationships.

Keywords

child /tʃaɪld/

daughter /'dɔːtə(r)/

aunt /ɑːnt/

cousins /'kʌz(ə)nz/

uncle /'ʌŋk(ə)l/

husband /'hʌzbənd/

godmother /'gɒd,mʌðə(r)/

godfather /'gɒd,fɑːðə(r)/

email /'iːmeɪl/

surf /sɜː(r)f/

exercise /'eksə(r)saɪz/

sing /sɪŋ/

Unit 5 My vacation

Approximate time: 18 hours

A1

UNIT COMPETENCIES

1. Describe actions in progress using the present continuous tense to indicate events happening at the moment of speaking.
2. Illustrate tourist attractions by identifying indoor and outdoor activities to create a short vacation description.

| Conceptual Contents | Procedural Contents | Performance Indicators |
|---|--|--|
| <ul style="list-style-type: none">• Months of the year January, February, March, April, May, June, July, August, September, October, November, December.• Ordinal numbers (1st - 31st) For example: A: When is your birthday? B: My birthday is on April 16th. | <ul style="list-style-type: none">▪ Recognizing and ordering the months of the year chronologically using calendars or short texts.▪ Spelling the months of the year and ordinal numbers both orally and in writing, using capital letters where required.▪ Forming ordinal numbers correctly by adding their corresponding endings.▪ Exchanging birthday-related information through short interactions. | <p>Students can</p> <ol style="list-style-type: none">5.1 identify and order the months of the year using calendars or short texts accurately,5.2 spell and write the months of the year and ordinal numbers accurately, using capital letters where required;5.3 construct ordinal numbers by adding the correct endings appropriately,5.4 share birthday-related information through short interactions confidently, |

- **Holidays**

- **Suggested holidays to teach:**

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

- **Prepositions in/on**

- **For example:**

A: When do we celebrate Mother's Day?

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

A: When do we celebrate Christmas Eve?

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

- **The present continuous tense**

- **For example:**

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

- **For example:**

✓ I'm playing soccer.

✓ She is eating cake.

✓ We are having a good time.

- **Present participle spelling rules**

1. Most verbs:

✓ eat = **eating**

✓ buy = **buying**

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

- Associating national holidays with their corresponding celebration dates.

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

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

- Spelling verbs in their present participle form in oral and written practice.

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

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

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

5.8 write verbs in their present participle form correctly during spelling and sentence-building activities,

2. Verbs ending in “-e”

- ✓ write = **writing**
- ✓ dance = **dancing**

3. One-syllable verbs ending in consonant + vowel + consonant (C+V+C) except final w, x, y

- ✓ sit = **sitting**
- ✓ run = **running**
- ✓ swim = **swimming**

• **Vacation indoor/outdoor activities**
Suggested vocabulary to teach:

- ✓ listen to music
- ✓ make crafts
- ✓ read a book
- ✓ watch TV
- ✓ paint
- ✓ spend time with my family
- ✓ cook a special meal
- ✓ play sports
- ✓ fly a kite
- ✓ buy souvenirs
- ✓ take pictures
- ✓ meet people
- ✓ visit tourist attractions

• **Present continuous**
Negative statements

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

For example:

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

- Describing actions in progress both orally and in writing using pictures or gestures as reference.

- Associating indoor and outdoor vacation activities with illustrations or gestures.
- Expressing ongoing vacation activities presented in visual aids using appropriate action verbs.

- Identifying the structure and components of negative sentences and questions in the present continuous tense.
- Constructing negative sentences and questions in the present continuous tense to describe actions observed in visual aids.

- 5.9 describe actions in progress both orally and in writing using pictures or gestures as reference clearly,

- 5.10 connect indoor and outdoor vacation activities to illustrations or gestures appropriately,

- 5.11 convey ongoing vacation activities shown on visual aids using suitable action verbs accurately,

- 5.12 recognize the structure and components of negative sentences and questions in the present continuous tense correctly,

- 5.13 construct negative sentences and questions in the present continuous tense to describe actions observed in visual aids consistently,

- **Present continuous**

- Questions**

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

- For example:**

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

- **Tourist attractions**

- Suggested tourist attractions to teach:**

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

- **Project: Writing a postcard**

- For example:**

Dear Ernesto,

I am in Sonsonate on vacation. I am staying in a hotel with my cousins, Diego and José. The day is sunny, so we are at the beach. We are wearing hats and sunglasses. Right now, Diego is flying a kite. José and I are making a special ceviche. Los Cobanos beach is very nice! We are having a lot of fun! What are you doing?

With love,
María

- Generating ideas about popular tourist attractions through brainstorming.
- Organizing possible indoor and outdoor activities associated with different tourist destinations.
- Composing a short postcard that describes a vacation experience by including essential details about a tourist attraction.

- 5.14 generate and organize ideas about popular tourist attractions by listing possible indoor and outdoor activities related to each destination,
- 5.15 compose a brief postcard that clearly portrays a vacation experience by including key details about a tourist attraction.

Attitudinal competencies when communicating in English

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

Keywords

crafts /kraɪfts/

spend /spend/

meal /mi:l/

kite /kaɪt/

January /'dʒænjʊəri/

Christmas /'krɪsməs/

souvenir /,su:və'nɪə(r)/

pictures /'pɪktʃə(r)s/

tourist /'tuərɪst/

mountains /'maʊntɪnz/

July /dʒʊ'laɪ/

Valentine's Day /'væl.ən.taɪnz ,deɪ/

beach /bi:tʃ/

archaeological /,ɑ:(r)kiə'lɒdʒɪk(ə)l/

zoo /zu:/

lagoon /lə'gu:n/

August /ɔ: 'gʌst/

All Souls' Day /ɔ:l 'səʊlz/ ,deɪ/

Vocabulary bank for spelling practice

buy

cook

drink

eat

fly

kick

listen

make

meet

need

play

point

read

see

speak

spend

take

visit

watch

write

UNIT COMPETENCIES

1. Share information about personal abilities by using adverbs of manner to explain how different actions are performed.

| Conceptual Contents | Procedural Contents | Performance Indicators |
|---|---|--|
| <ul style="list-style-type: none"> • Abilities Suggested abilities to teach: dance, play (an instrument), sing, cook, paint, do (magic tricks/yoga/judo), climb a tree, swim in the river, go fishing, plant a tree, fly a kite, play marbles, play jacks, jump rope, ride a horse, milk a cow. • Can / Can't Affirmative sentences <i>Subject + can + verb (base form) + complement + .</i> For example: ✓ I can play the guitar. ✓ César can ride a horse. • Negative sentences <i>Subject + can't + verb (base form) + complement + .</i> For example: ✓ My sister can't sing. ✓ I can't climb a tree. | <ul style="list-style-type: none"> ▪ Identifying and spelling abilities both orally and in writing through visuals or word prompts. ▪ Demonstrating understanding of ability expressions using <i>can</i> and <i>can't</i> to describe personal actions following the appropriate sentence structure. | <p>Students can</p> <ol style="list-style-type: none"> 6.1 recognize and spell ability-related vocabulary accurately through oral or written exercises supported by visual input, 6.2 apply <i>can</i> and <i>can't</i> appropriately to convey personal abilities using the correct sentence structure in short oral or written exchanges, |

- **Questions with can**

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

For example:

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

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

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

B: That's amazing!

- **Adverbs of manner**

Suggested adverbs of manner to teach:

quickly, slowly, carefully, beautifully, well.

For example:

✓ I can't run **quickly**.

✓ My sister can sing **beautifully**.

✓ Can you play the guitar **well**?

- **Project: My Talents**

For example:

I have some abilities.

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

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

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

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

- Building and answering Yes/No questions with *can* to exchange information about personal or others' abilities.
- Creating short dialogues to describe abilities using *can* as a model for guided communication.
- Identifying and applying adverbs of manner to explain how actions are performed, using visual aids or body language as support.
- Writing a brief paragraph about abilities by following a model and incorporating adverbs of manner appropriately.

- 6.3 construct Yes/No questions with *can* and respond appropriately to exchange information about personal or others' abilities,
- 6.4 produce short dialogues to convey information about abilities using *can* with accurate structure and pronunciation,
- 6.5 employ adverbs of manner effectively to describe how actions are performed, supported by visual or physical cues;
- 6.6 compose a short paragraph about abilities, integrating adverbs of manner and demonstrating coherence and accuracy.

Attitudinal competencies when communicating in English.

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

Keywords

sing /sɪŋ/

can /kɑːnt/

can't /kænt/

marbles /'mɑː(r)b(ə)lz/

cook /kʊk/

climb /klaɪm/

milk /mɪlk/

cow /kaʊ/

kite /kaɪt/

river /'rɪvə(r)/

quickly /'kwɪkli/

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