



GOBIERNO DE
EL SALVADOR



Methodological Guide

A1+



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Dear Teaching Faculty:

We are pleased to present the methodological guide for level **A1+** in secondary education, a resource developed within the framework of the new educational reform *Mi Nueva Escuela*, led by the Ministry of Education, Science, and Technology.

This guide is the result of extensive collaboration with English instructors from public schools across El Salvador, English specialists from the Ministry of Education, and experts from various fields related to education. It embodies the spirit of *Mi Nueva Escuela*, which seeks to transform teaching and learning practices to better prepare our students for the present interconnected world.

Through these methodological guidelines, faculty will gain a tool designed to strengthen students' linguistic and communicative competences in English. Beyond language skills, this resource promotes integrated attitudes that nurture multicultural understanding, reinforce personal identity, and equip students to thrive in a globalized society. By following these methodological orientations, secondary education teachers will be empowered to fulfill their vital mission of ensuring that all students reach their full potential.

The success of this resource relies on the devotion, professionalism, and creativity of teachers who embody the values of *Mi Nueva Escuela*. While the guide provides structure, it also offers the flexibility for English teachers to enrich each lesson with their own unique approaches, ensuring that learning remains dynamic and student-centered.

Finally, we extend our deepest gratitude for your commitment, dedication, and tireless work. We encourage you to embrace this guide as your own, and we sincerely thank all the educators whose valuable insights and experiences shaped its creation. Together, we are building a stronger and more inclusive educational future for our students.

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Introduction

This document has been developed to present, from a technical and disciplinary perspective, the foundational components of the English strategy and its implications for the design of educational materials targeting both faculty and students in El Salvador.

The proposed English curriculum design is grounded in four key principles, aligned with the curricular guidelines established in El Salvador since 2008:

- Competence-based Curriculum
- The Communicative Approach
- Curricular Foundations: Constructivism
- Assessment in the Service of Learning

This framework offers resources focused on the development and integration of the four macro-skills: listening, speaking, reading, and writing. These skills are embedded within the procedural content and serve to guide both teachers and learners toward meaningful oral and written communication in diverse contexts, in accordance with the communicative approach.

To design an effective proposal that significantly enhances language learning outcomes, it is essential to establish a clear interrelationship among the communicative approach, constructivism, and the competence-based curriculum. Together, these pillars position the learner at the center of the educational process, acknowledging their emotions and the importance of contextualized learning.

In order to strengthen communicative competences, students are expected to engage in authentic language use across a variety of real-world situations. This performance-based learning is demonstrated through:

- Students' active participation in various communicative activities.
- Students' comprehension when reading and interpreting diverse text types.
- Students' writing skills when producing texts that correspond to communicative and authentic simulations.

This methodological guide is organized into the following sections:

- I. English Didactic Sequence
- II. Getting to Know your Methodological Guide
- III. Annual Distribution of Contents

The guide provides a flexible framework, allowing teachers to adapt and refine instructional content based on their students' specific needs, learning profiles, and contextual variables.

I. English Didactic Sequence

A didactic sequence is a set of continuous and interrelated learning activities designed to create a final product that responds satisfactorily to the performance indicators. The English suggested sequence *I Activate*, *I Practice*, and *I Produce* adapts the ESA (Engage, Study, and Activate) teaching method, by Jeremy Harmer, which gives the teaching staff the flexibility to conduct a classroom in an organized and productive way. This sequence keeps the students interested, motivated, and eager to learn more. Assigning the proper tasks in each activity will make learning engaging and meaningful.

The English weekly didactic sequence will be covered in three different 45-minute classes.

I Activate (Class 1)

The *I Activate* stage serves as the introductory phase, aiming to engage students' attention, stimulate curiosity, and activate prior knowledge related to the target language. Activities in this step may include visual prompts (e.g., pictures or realia), contrasting examples, discovery-based tasks, class-wide discussions, mime, guided questioning, and other strategies that encourage learners to think and respond in English.

The goal of the *I Activate* stage is to elicit vocabulary or concepts that will be explored throughout the week, while also fostering a supportive learning environment. This stage is extremely important because it gives the teacher the opportunity to include all the students in the activities. The *I Activate* stage also helps students feel more comfortable and ready to learn.

I Practice (Class 2)

In the *I Practice* phase, students engage in focused activities aimed at reinforcing and consolidating the language introduced during the initial session. Tasks may include analyzing dialogues or sample texts, practicing through gap-fills, crosswords, word searches, matching exercises, structured drills, and contextualized sentence construction.

This stage emphasizes controlled practice, allowing students to internalize vocabulary, grammar structures, and communicative functions. It also provides a space for error correction, clarification, and feedback. The teacher plays a facilitative role, ensuring that students develop an accurate and confident use of the language before advancing to more independent production.

I Produce (Class 3)

Lastly, the weekly session will conclude with the *I Produce* stage. Activities may include group or pair discussions, role-plays, storytelling, project-based tasks (e.g., designing posters or advertisements), simulations, and debates. The *I Produce* stage is where students put to work the things they learned in the *I Activate* and *I Practice* stages. This phase of the didactic sequence will provide the teacher with valuable insights into each student's level of competence and overall progression. It is very important to make sure the teaching staff always engages the students first and provides proper feedback at all times.

English Didactic Sequence



ESA (Engage, Study, Activate) method by Jeremy Harmer

Besides the three stages within the English didactic sequence, the teaching staff must be aware of the different subphases that must take place during each class. When planning the weekly lessons, teachers must consider the following subphases to provide a well-structured and meaningful experience for students: *Pre*, *During*, and *Post*.

There are several activities that teachers can conduct during the subphases. All of these tasks must be designed to foster students' confidence, accuracy, and fluency in English language use while integrating the four macro-skills.

Pre subphase (15 minutes)

This step activates students' prior knowledge and experiences by introducing the topic and finding out what they already know about it.

Teachers are encouraged to use visual aids such as flashcards, images, realia, or drawings to stimulate connections and facilitate understanding of new conceptual content. This stage serves as a cognitive bridge, preparing learners for deeper exploration and contextualization of the material.

During subphase (15 minutes)

In this second step, students interact with a variety of instructional materials (texts, dialogues, or guided exercises) that reinforce key concepts. Teachers will have students develop the different procedural contents to put into practice the generated knowledge in the previous subphase.

Post subphase (15 minutes)

In the *post* subphase, students go beyond the studied material and use it for further language production. Therefore, activities should be designed to integrate the four macro-skills as well as relevant vocabulary and grammar structures. Incorporating the four macro-skills (speaking, reading, writing, and listening) within the *post subphase* is the most natural way to reinforce and even teach the language.

Communication in the Classroom Strategies

Effective communication is the cornerstone of language learning. In the EFL (English as a Foreign Language) context, learners often have limited exposure to English outside the classroom. Therefore, it is essential that the classroom becomes a space where students can engage in meaningful and consistent language use. These guidelines are designed to create a supportive, respectful, and interactive environment that fosters the development of communicative competence.

1. Encourage the Use of English as Much as Possible

- Use English for instructions, greetings, routines, and simple classroom management.
- Accept mistakes as part of learning; gently correct when appropriate.
- Use visual aids, gestures, and modeling to support understanding.

2. Promote Active Listening

- Teach and model behaviors such as eye contact, nodding, and waiting for turns.
- Include listening-based tasks (e.g., information gap, "Find someone who...").
- Encourage students to listen to both the teacher and classmates attentively.

3. Create a Respectful and Supportive Atmosphere

- Establish agreements about respecting others' efforts and turns to speak.
- Promote peer encouragement (e.g., clapping, "Good job!").
- Ensure a safe space for all students by consistently encouraging kindness and redirecting negative interactions toward mutual respect.

4. Foster Turn-Taking and Equal Participation

- Use pair and group work regularly to give everyone a voice.
- Designate specific responsibilities to each student during group activities.

5. Teach and Model Clear Speech

- Practice pronunciation and intonation in fun ways (e.g., tongue twisters, chants).
- Encourage students to use appropriate pausing and clear pronunciation.
- Provide feedback on volume and pacing when needed.

6. Integrate Common Classroom Expressions

- Teach expressions explicitly (e.g., through role plays, posters).
- Post them on a "Useful English" board for quick reference.
- Encourage their use through praise or other strategies in class games.

7. Support Student Independence

- Teach them to check classroom resources (posters, booklets, notebooks).
- Encourage asking classmates before asking the teacher.
- Provide sentence starters or word banks during speaking activities.

II. Getting to Know the Methodological Guide

The suggestions and resources provided in this methodological guide are intended to support the development of the lessons and enhance educators' understanding of the content to be taught. The guide has been purposefully aligned with the English syllabi to ensure coherence and relevance across instructional practices.

Each didactic unit includes the following core components:

Unit Cover

In this section, the number of the unit, its name, and the linguistic functions to be developed by students are presented. The unit competences and the global context have been considered for their design.

UNIT 1
My Day Yesterday

In unit 1, students will develop their communicative skills when:

- Describing people using adjectives in well-structured sentences.
- Expressing situations and states in the past using the simple past tense.
- Sharing someone's past facts.

Unit Competences and Diagnostic Assessment

In this section, the unit competences to be generated are listed. It also includes suggested guidelines to assist teachers in identifying areas that may require reinforcement.

Unit 1 My Day Yesterday	
Unit Competencies	Guidelines for Diagnostic Assessment
<ol style="list-style-type: none"> Describe people's backgrounds by providing simple facts about their past, including personal information, experiences, and events. Narrate or detail past activities and experiences using regular and irregular verbs in simple past tense forms. 	<p>Before starting Unit 1, it is important to recognize students' strengths and areas of growth when describing past situations and someone's background. Be ready to write down the current date on the board next to the word "today" and write down the previous date next to "yesterday". Then, ask students what they did on the previous day, and as they answer, write down in the simple past form the verbs they used in the "yesterday" column.</p> <p>It is necessary to know that students might mention verbs in the present tense; therefore, the verbs must be written in both tenses, so they can become familiar with the changes in spelling. Lastly, write on the board questions such as: <i>Were you at home yesterday afternoon? What did you do? Did you go anywhere in the evening?</i> Let students answer the questions in pairs to activate background knowledge. After they have tried answering the questions, share your answers and make emphasis in the past forms of the verbs.</p>

Teaching Tips for the Didactic Unit and Classroom Management Guidelines

This is the section where teachers can find guidelines for the development of activities and considerations to take into account when designing resources. Also, educators will find suggestions to generate an educational atmosphere that enables progress among students showing competence generation through their active participation.

Teaching Tips for the Didactic Unit	Classroom Management Guidelines
<ul style="list-style-type: none"> • Check in advance the material to be used in every single class. • Carry out classroom activities that can benefit students' different learning styles and areas of growth identified through the diagnostic assessment. • Keep students motivated with visual aids or realia and activities that can be meaningful in every lesson. • Encourage the acceptance of challenges and mistakes as part of the learning process and personal growth. • Celebrate effort, not just accuracy, and model a positive attitude toward learning. 	<ul style="list-style-type: none"> • Organize and label your board as date, goal, and new vocabulary. • Arrange seats differently from time to time according to the activities you develop in class. • Provide proper feedback throughout the learning process. • During your planning or class preparation, check the pronunciation of the vocabulary to do a proper modeling in class. • Make sure all your ludic activities have a specific purpose. They can either be a way of formative or summative assessment. • Encourage the entire class to collaboratively establish classroom expectations and agreements during the first week of school.


Guidelines for Didactic Sequence

This Methodological Guide provides suggested lesson plans for each class session. Educators are encouraged to adapt these plans as needed to best address the specific needs and learning profiles of their students.

Each week is introduced with key information, including: the week number, estimated time allocation for each instructional stage, performance indicators, content to be addressed, and the learning goals to be achieved.




Week Number	Approximate time: 2h 15 minutes (3 classes)
Performance indicators	
<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 <i>was</i> and <i>were</i> with correct word order and subject-verb agreement to describe people, places, and past situations. 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. 	
Contents	Goal(s)
<ul style="list-style-type: none"> • Adjectives (to describe people) • Simple Past of the Verb Be - Affirmative Sentences • Past Time Expressions 	<p>By the end of the week, I will:</p> <ul style="list-style-type: none"> • Describe people's personalities. • Describe people's states in the past. • Create affirmative sentences using the <i>verb be</i> in its past forms.

Each class will be presented with the suggested material to use in the development of activities so that teachers can have it prepared before class.

Materials Needed for the Class
<p>Class 1: Materials </p> <ul style="list-style-type: none"> • Dry-erase markers/chalk, sets of flashcards and tags containing adjectives to describe people, paper strips containing synonyms or simple definitions of adjectives to describe people, masking tape, two giant dice (one containing adjectives to describe people and the other with different subjects).

Guidelines for an Academic Week

Each stage will be developed through the three subphases: *Pre*, *During*, and *Post*, with an approximate duration of 15 minutes each. Also, the right-hand column of the guide includes practical teaching tips and reminders for educators to consider when preparing their classes.

<p>Subphase Guidelines</p>	<p>Post</p> <p> 15 minutes</p>	<p>Let's Roll the Dice!</p> <ul style="list-style-type: none"> • Make pairs by carrying out an active grouping strategy. • Have students walk around the classroom to the sound of music. • Pause the music and call a number, for example "six". Students must form teams of that number. • Check that each group is formed by six participants. Repeat this process until you decide to get the pairs. Do not take more than 5 minutes to make groups.  <ul style="list-style-type: none"> • Once you have formed the pairs, provide them with a dice and ask them to play with any of the two board games they designed in their booklets, they could play <i>Rock, Paper, Scissors</i> to select whose board game they will play with. • Monitor students' performance. • Praise students' participation. 	<p>Teaching tip</p>  <p>During lesson instruction, it is important to have students work in pairs or teams to discuss the material they are learning. It is important to create and implement a variety of collaborative activities that will actively engage students and increase their comprehension of the material. Use funny and meaningful strategies to form pairs or teams to make students feel even more engaged.</p>	<p>Teaching Tips and Reminders</p>
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If a booklet worksheet has been suggested in the lesson, the answer key will be at the end of the class development.

Answer Key (Unit 1 - Week 1 - Worksheet 1)

Answer Keys

- Part I:**
2. Selena Quintanilla was a talented singer.
 3. Leonardo da Vinci was a famous painter.
 4. Claudia Lars was an influential writer.
 5. Queen Elizabeth II was a generous person.
 6. Martin Luther King was a brave preacher.
 7. The Wright Brothers were creative inventors.
 8. The Egyptians were a hard-working civilization.
 9. Kobe Bryant was a successful BKB player.
 10. Michael Jackson was a famous singer.

Besides the different lesson plans, teachers will find a suggested test in the last week of the unit.

English Unit 1 Test
A1+

Student's name: _____ Score: _____
School: _____
Teacher's name: _____ Grade: _____ Section: _____ Date: _____

LISTENING

Instruction:

- Read the sentences and listen to the audio carefully.
- Fill in the blanks with the corresponding verbs.

1. Diana _____ her grandparents last Saturday.
2. Diana _____ a bus to her grandparents' house.
3. She _____ on the swings at the park.
4. Diana and her grandparents _____ about their week.
5. Her grandmother _____ some cookies.
6. Diana and her grandfather _____ a delicious salad.
7. She _____ very happy after spending the day with her grandparents.

VOCABULARY

Instruction:

- Look at the words in the box carefully.
- Complete the sentences using the correct adjective from the box.

brave creative talented generous hard-working


1. Jazzmin never gives up. She always tries harder when doing difficult assignments. She is a _____ student.
2. My uncle Erick likes giving away his clothes to people who need them. He is _____.
3. I admire my mom a lot. Nothing makes her feel scared. She is _____.
4. Mariela can play the violin, the piano, and the bass. She is such a _____ teen.
5. Alberto is always designing new things. He is full of ideas. He is _____.

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Unit 1

GRAMMAR

Instruction: Look at the illustrations and read the paragraph. Fill in the blanks with the simple past form represented in each picture.



Last Friday, I 1 _____ at 5:00 a.m. Then, I 2 _____ my teeth. At around 5:15 a.m. I 3 _____ a warm shower. I got dressed and had breakfast. I 4 _____ home for school at 6:30 a.m. I 5 _____ about different things in classes. At noon, I headed home and 6 _____ lunch. In the afternoon, I 7 _____ basketball with my friends at the nearest basketball court. In the evening, I 8 _____ to the gym with my parents. I was so exhausted that after dinner, I fell asleep.

READING

Instruction:

- Read the text and circle the correct form of the verb *be*.

Last weekend, there (1) **was/were** a big family get-together at Camila's house. All her relatives (2) **was/were** excited to see each other after a long time. The weather (3) **was/were** perfect for the occasion, with clear skies and a gentle breeze. Camila's parents (4) **was/were** busy preparing a barbecue in the backyard, while the children (5) **was/were** playing games on the lawn. Her grandparents (6) **was/were** sitting under a tree, sharing stories from the past. The food (7) **was/were** delicious, and everyone (8) **was/were** happy to be together. By the end of the day, all the guests (9) **was/were** tired but content, knowing it (10) **was/were** a day they would remember fondly.

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III. Annual Distribution

The table below shows the annual distribution of contents and the number of weeks each content should be covered to achieve the unit competences.

Level: A1+ Weeks: 36 Class hours: 96

Trimester	Unit/Hours	Contents	Week (unit)	Week (year)
FIRST	UNIT 1 MY DAY YESTERDAY (18 hours)	<ul style="list-style-type: none"> Adjectives (To Describe People) Simple Past Tense of the Verb Be (Affirmative Sentences) Past Time Expressions 	1	1
		<ul style="list-style-type: none"> Simple Past of the Verb Be (Negative Sentences, Yes/No Questions) 	2	2
		<ul style="list-style-type: none"> Simple Past of Regular Verbs (Part I) Spelling Rules of Regular Verbs Simple Past Tense of Regular Verbs (Part II) Pronunciation Rules of Regular Verbs 	3	3
		<ul style="list-style-type: none"> Simple Past Tense of Regular Verbs in Affirmative Sentences Simple Past of Irregular Verbs (Part I) 	4	4
		<ul style="list-style-type: none"> Simple Past Tense of Irregular Verbs in Affirmative Sentences Simple Past of Irregular Verbs (Part II) 	5	5
		<ul style="list-style-type: none"> Project: My Day Yesterday 	6	6
		UNIT 2 PEOPLE AND LIFE STORIES (18 hours)	<ul style="list-style-type: none"> Occupations Occupation-related Verbs Simple Past: Negative Form of Regular and Irregular Verbs 	1
	<ul style="list-style-type: none"> Dates (Days of the Week / Months of the Year) 		2	8
	<ul style="list-style-type: none"> Ordinal Numbers from 1st to 31st American Date Patterns 		3	9
	<ul style="list-style-type: none"> Questions in the Simple Past Tense: Yes/No Questions and Information Questions 		4	10
	<ul style="list-style-type: none"> Narrating a Short Biography 		5	11
	<ul style="list-style-type: none"> Project: Living History Museum 		6	12
	<ul style="list-style-type: none"> Fortifying My Skills: Units 1-2 			13
SECOND	UNIT 3 GOING GROCERY SHOPPING (15 hours)	<ul style="list-style-type: none"> Food Groups 	1	14
		<ul style="list-style-type: none"> Countable and Uncountable Nouns 	2	15
		<ul style="list-style-type: none"> Quantifiers: a/an, some, any Partitives 	3	16
		<ul style="list-style-type: none"> Prices Daily Basic Shopping Vocabulary 	4	17
		<ul style="list-style-type: none"> Project: At the Local Market 	5	18

Trimester	Unit Hours	Contents	Week (unit)	Week (year)
SECOND	UNIT 4 MY CITY (15 hours)	◦ Places in Town ◦ Adjectives to Describe Places	1	19
		◦ Prepositions of Place ◦ Giving Directions	2	20
		◦ Giving Directions	3	21
		◦ Comparatives and Superlatives (Spelling Rules for Comparative Adjectives / Spelling Rules for Superlative Adjectives)	4	22
		◦ Project: My Favorite Town	5	23
		◦ Fortifying My Skills: Units 3-4		24
THIRD	UNIT 5 MY FAVORITE BOOK/ MOVIE (15 hours)	◦ Book and Movie Genres ◦ Vocabulary Related to Books and Movies	1	25
		◦ Past Participle Form of Regular Verbs ◦ Past Participle of Irregular Verbs	2	26
		◦ Present Perfect Tense Affirmative Sentences Negative Sentences	3	27
		◦ Present Perfect Tense Yes/No Questions	4	28
		◦ Project: The Best Movie I Have Ever Seen / The Best Book I Have Ever Read	5	29
	UNIT 6 LIFE EXPERIENCES (15 hours)	◦ Events in Life ◦ Past Participle Form of Regular and Irregular Verbs	1	30
		◦ Present Perfect Tense Structures Affirmative Statements Negative Statements Yes/No Questions	2	31
		◦ Pronunciation Rules of Regular Verbs in Past Participle ◦ For and Since	3	32
		◦ How Long Have You...? ◦ Common Accomplishments	4	33
		◦ Project: My Favorite Person's Accomplishments	5	34
		◦ Fortifying My Skills: Units 5-6		35
		◦ Achievement Fair		36

UNIT 1

My Day Yesterday

In unit 1, students will develop their communicative skills when:

- Describing people using adjectives in well-structured sentences.
- Expressing situations and states in the **past** using the simple past tense.
- Sharing someone's past facts.



Unit 1 My Day Yesterday

Unit Competencies	Guidelines for Diagnostic Assessment
<ol style="list-style-type: none">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.	<p>Before starting Unit 1, it is important to recognize students' strengths and areas of growth when describing past situations and someone's background. Be ready to write down the current date on the board next to the word "today" and write down the previous date next to "yesterday". Then, ask students what they did on the previous day, and as they answer, write down in the simple past form the verbs they used in the "yesterday" column.</p> <p>It is necessary to know that students might mention verbs in the present tense; therefore, the verbs must be written in both tenses, so they can become familiar with the changes in spelling. Lastly, write on the board questions such as: <i>Were you at home yesterday afternoon? What did you do? Did you go anywhere in the evening?</i> Let students answer the questions in pairs to activate background knowledge. After they have tried answering the questions, share your answers and make emphasis in the past forms of the verbs.</p>

Teaching Tips for the Didactic Unit	Classroom Management Guidelines
<ul style="list-style-type: none">• Check in advance the material to be used in every single class.• Carry out classroom activities that can benefit students' different learning styles and areas of growth identified through the diagnostic assessment.• Keep students motivated with visual aids or realia and activities that can be meaningful in every lesson.• Encourage the acceptance of challenges and mistakes as part of the learning process and personal growth.• Celebrate effort, not just accuracy, and model a positive attitude toward learning.	<ul style="list-style-type: none">• Organize and label your board as date, goal, and new vocabulary.• Arrange seats differently from time to time according to the activities you develop in class.• Provide proper feedback throughout the learning process.• During your planning or class preparation, check the pronunciation of the vocabulary to do a proper modeling in class.• Make sure all your ludic activities have a specific purpose. They can either be a way of formative or summative assessment.• Encourage the entire class to collaboratively establish classroom expectations and agreements during the first week of school.



Performance indicators

Students can:

- 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.
- 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.

Content(s)	Goal(s)
<ul style="list-style-type: none"> • Adjectives (to describe people) • Simple Past of the Verb Be - Affirmative Sentences • Past Time Expressions 	<p>By the end of the week, I will:</p> <ul style="list-style-type: none"> • Describe people's personalities. • Describe people's states in the past. • Create affirmative sentences using the <i>verb be</i> in its past forms.

Class 1: Materials



- Dry-erase markers/chalk, sets of flashcards and tags containing adjectives to describe people, paper strips containing synonyms or simple definitions of adjectives to describe people, masking tape, two giant dice (one containing adjectives to describe people and the other with different subjects).

I Activate (Class 1)

Pre



15 minutes

Let's Match!

- Before class, elaborate sets of 8.5"x11" flashcards containing related illustrations to the following words: *famous*, *talented*, *influential*, *creative*, *brave*, *generous*, *hard-working*, and *successful*. Then, prepare some tags containing those words. Consider the illustration below as reference.



famous



talented



influential



creative



brave



hard-working



generous



successful

- Also, prepare some large paper strips with the following synonyms or simple definitions: *popular, having a natural aptitude or skill for something, having a great influence on someone or something, having or showing an ability to make new things or think of new ideas, famous superheroes, having a giving attitude, and always doing a lot of work.* Place them on your desk.
- Greet and welcome students to class.
- Introduce personality adjectives by showing the flashcards and asking students *What personality adjective does this picture represent?* Do a repetition drill after providing the correct adjective.
- Next, stick the flashcards on the board and put the tags face down on a desk. Also, keep the paper strips in a bag/box.
- After that, select different students randomly to take a tag and match it with its corresponding flashcard.
- Then, ask for volunteers to select the different strips of paper with the definitions or synonyms to read aloud and say which adjective matches with each strip of paper.
- Validate the answers with the class.
- At the end of the activity, provide any needed feedback.

During



15 minutes

Rock-Paper-Scissors: Spelling Activity!

- Ask students to pair up and explain that they will play *Rock-Paper-Scissors*.
- See the instructions for *Rock-Paper-Scissors* in the *PreA1 Methodological Guide*, pages 184-185.
- Mention that in each round, the winner will spell one of the adjectives previously studied and the other student will write it down in their notebooks.
- Walk around the classroom and be ready to support students if needed.

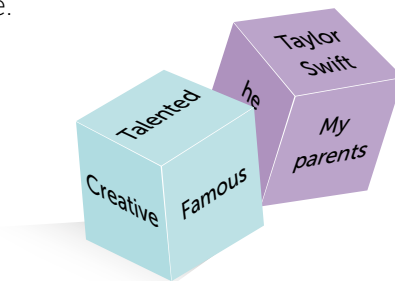
Post



15 minutes

Let's Play!

- Elaborate two big dice, one containing subjects and the other containing the adjectives presented in the *Pre* subphase. Consider the illustration below as reference.



- Have students make a circle and pass both dice to the sound of music. When music stops, the two students holding the dice will take turns saying or writing on the board a sentence using the subject and adjective on top of the dice. E.g. *Taylor Swift is talented.*
- Validate spelling with the class and provide any needed feedback.
- Continue the process until they have used most or all of the dice faces.
- Praise your class for their active participation.



- Dry-erase markers/chalk, sets of tags containing subject pronouns and forms of the *verb be* in the simple past tense, fun music, a speaker, the subjects dice used in the previous lesson, the student's booklet, and flashcards of the famous people stated in the *Pre* subphase.

I Practice (Class 2)

Pre



15 minutes

Forming Sentences

- Before class, prepare the components of the following sentences on different cards: *Freddy Mercury was a talented singer.* / *Mother Teresa of Calcutta was generous.* / *Claudia Lars and Salarrué were creative writers.*

Freddy Mercury was a talented singer.

Mother Teresa of Calcutta was generous.

Claudia Lars and Salarrué were creative writers.

- Greet and welcome students to class.
- Have students get in pairs and distribute a card per different pairs randomly.
- Ask them to go to the board and stick their card on the board (the order is not important at this point).
- After that, have each pair analyze the cards and ask them to make logical sentences. Elicit sentences from the class, write them on the board, and make any needed changes.
- Then, elicit from students the components of each sentence (*subject, verb, complement*) and write the structure on the board.
- Show students how to conjugate all the subject pronouns and the *verb be* in the simple past form.

Simple Past of the Verb Be
Subject + was/were + complement + .

I	}	was	}	creative.
He				
She				
It				
You	}	were		
We				
They				
You				

- Elicit more examples from the class.
- Praise them for their active participation.

During



15 minutes

Unit 1 - Week 1 - Worksheet 1

- Ask students to look for Worksheet 1 - Part I in their booklets and have a volunteer read the instructions aloud.
- Explain to students that they will complete the activity by unscrambling the words to create sentences.

- Walk around the classroom to monitor students' work and to provide help as necessary.
- Once students have finished, check the answers as a class and give any needed feedback.
- To expand this activity and enrich students' general knowledge, have students close their booklets and elicit sentences by showing/displaying each famous person's flashcard. You may also provide extra information by telling them the famous people's nationalities. E.g. *The Beatles were English. / Selena Quintanilla was American. / Leonardo da Vinci was Italian.*



Post



15 minutes

Let's Roll the Dice!

- For this activity, you will reuse the dice containing subjects elaborated for the previous class.
- Explain to students that you will play some music while they pass the dice. Mention that when you pause it, the student holding the dice will toss it and then create a sentence using the pronouns/nouns he/she gets on top of the dice. For example, *She was sad.*
- Model the first example, and visit the English Site to have access to the suggested music.
<https://sites.google.com/clases.edu.sv/englishmineducyt/home>
- Continue the same process until most or all students have participated.
- Finally, praise students for their work and provide feedback as needed.

Answer Key (Unit 1 - Week 1 - Worksheet 1)



Part I:

2. Selena Quintanilla was a talented singer.
3. Leonardo da Vinci was a famous painter.
4. Claudia Lars was an influential writer.
5. Queen Elizabeth II was a generous person.
6. Martin Luther King was a brave preacher.
7. The Wright Brothers were creative inventors.
8. The Egyptians were a hard-working civilization.
9. Kobe Bryant was a successful BKB player.
10. Michael Jackson was a famous singer.



- Dry-erase markers/chalk, a set of cards containing time expressions, listening track, a speaker, the students' notebooks, the student's booklets, flashcards of some places, the mini boards, strips of paper with time expressions, and a jar/box.

I Produce (Class 3)

Pre



15 minutes

Unscramble Them!

- Before class, prepare a set of large cards as follows:

Christmas two days month 3 weeks
 morning a year night Tuesday
 6 months year an hour weekend

- Stick the cards on one side of the board and make a three column table on the board. Label each column as *last*, *ago*, and *yesterday*.

last	ago	yesterday

- Greet and welcome students to class.
- Divide the class in pairs.
- Explain to students that they will classify the tags guessing which word/phrase can be used with *last*, *ago*, or *yesterday*.
- Check the answers and introduce the time expressions that can be used in the *Simple Past Tense*. You can see the list in the *A1+ syllabus*. Tell them that time expressions can appear either at the beginning or at the end of a sentence. Emphasize the use of a comma when inserting them at the beginning by writing some examples:
In 2014, Malala Yousafzai was the Nobel Prize winner.
Malala Yousafzai was the Nobel Prize winner in 2014.
- Ask students to write some examples using time expressions in the past and have 5 volunteers write their examples on the board.
- Check the spelling of each sentence and highlight the use of capital letters and periods.
- Praise students for their effort and provide feedback as needed.

During

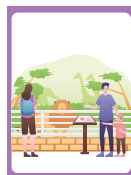


15 minutes

Unit 1 - Week 1 - Worksheet 1

- Ask students to open their booklets to Worksheet 1- Part II.
- Have a volunteer read the instructions aloud.
- Explain to them that they will listen to an audio carefully and write down in their notebooks the sentences they listen to. Visit the English Site to have access to the suggested audio.
<https://sites.google.com/clases.edu.sv/englishmineducyt/home>
- Have students listen carefully.

- Have students get in pairs and compare the information they have gathered in the first attempt. Also, ask them to highlight the time expressions.
- Play the audio again to make sure everyone gets the information. Feel free to play it for a third time if needed.
- After you have checked the answers as a class, have students close their booklets.
- Show them random flashcards of places and ask them to tell you similar sentences as the dictated ones. E.g. (Show them the mall flashcard) *I was in the mall yesterday.*



- Praise their creativity.

Post

15 minutes



Mini Boards: Spelling Time Expressions

- For this activity, place the studied time expressions written on strips of paper in a jar or box.
- Have students get in pairs and provide them with a mini board and marker.
- Explain to them that you will be taking out strips of paper and will say aloud the expression on it for them to write it on their mini boards.
- Have students raise their mini boards to check spelling and to provide any needed feedback.
- After validating each time expression, request volunteers, or choose students randomly, to make and say a sentence on their own.
- Praise them for their participation.
- **For next class:** Ask students to look for a picture of 1 famous person of their interest who has passed away and whose personal information they know very well. Ask them to print their face on letter-sized paper. Also, request them to take a popsicle stick and some glue.

Answer Key (Unit 4 - Worksheet 1)

Part II

1. I was at home **yesterday**.
2. My mom was in her office **yesterday morning**.
3. **Last night**, I was at the park.
4. We were in the hotel **last week**.
5. My dad was abroad **last year**.
6. We were ready for the presentation **last weekend**.
7. My family was on vacation **two years ago**.
8. Marcos was at school **one hour ago**.
9. My teachers were in France **two weeks ago**.
10. I was a volunteer in my community **in 2015**.



Performance indicators

Students can:

- 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.

Content(s)	Goal(s)
<ul style="list-style-type: none"> • Simple Past of the Verb Be <ul style="list-style-type: none"> - Negative sentences - Yes/No questions 	<p>By the end of the week, I will:</p> <ul style="list-style-type: none"> • Make negative sentences using the <i>verb be</i> in the simple past. • Exchange information about famous dead people using the <i>verb be</i> in the simple past form.

Class 1: Materials



- Dry-erase markers/chalk, a box/bag, an online spinning wheel or a cardboard spinning wheel, famous people's faces, popsicle sticks, glue, masking tape.

I Activate (Class 1)

Pre



15 minutes

Spinning Wheel: Were you..?

- For this activity, prepare an online spinning wheel or make one from cardboard paper. Insert some Yes/No questions as follows:



- Explain to students that you will spin the wheel and ask them questions regarding some famous people who have already passed away.
- As they answer, write each sentence on the board. After writing all the sentences, elicit from students the components of a negative sentence using the verb **be** in the simple past form and write it on the board.

1. Claudia Lars wasn't Chilean.
2. The Beatles weren't teachers.
3. Michael Jackson wasn't a police officer.
4. The Wright Brothers weren't farmers.
5. Maradona and Pelé weren't singers.
6. Leonardo da Vinci wasn't an actor.
7. Queen Elizabeth II wasn't a writer.

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

- Praise students for their help.

During



15 minutes

My Celebrity Mask

- Before class, elaborate a celebrity mask. Consider the illustration below as reference.



- Ask students: *What do you know about Diego Maradona?*
- Listen to some ideas. Take out the mask and put it over your face and say: *My name was Diego Armando Maradona. I was from Argentina. I was a soccer player, a trainer, and a sports commentator. I wasn't married. I wasn't a thin and tall man. I died in 2020.*
- Then, ask them to take out all the resources you requested in the previous class to design their mask.

Post



15 minutes

Celebrity Masks Mini Festival

- Request students to think of all their famous person's details they will mention while interacting with their classmates. Encourage them to use affirmative and negative statements using the simple past forms of the verb be when mentioning the details.
- Ask them to grab their masks and stand up to make two lines facing each other.
- Explain to them that everytime you clap, the students in one of the lines will move to their right to talk to a different classmate.
- Monitor and check that everyone is on task.
- Stop the activity until everyone has interacted with each other.
- Praise students' creativity and participation.

Class 2: Materials



- Dry-erase markers/chalk, a poster of Chadwick Boseman, students' notebooks, headbands, sticky notes or strips of paper containing the names of famous dead people, and masking tape.

I Practice (Class 2)

Pre



15 minutes

Connecting My Speech

- Before class, prepare a poster or slide of Chadwick Boseman's well-known information. Check the following example:

Chadwick Boseman was a famous MARVEL actor. He was born on November 29th, 1976. His parents were Carolyn and Leroy Boseman.

Chadwick was a talented actor and played the main character in the *Black Panther* movie. He was very generous with donations to different hospitals during the COVID outbreak. He was diagnosed with colon cancer in 2016 and passed away because of it on August 28th, 2020.



- Greet and welcome students to class.
- Introduce one of the rules for connected speech by reading the first sentence and doing the proper linking in the words **was a** and **MARVEL actor**.
- Explain to students that every time they speak or read aloud they have to connect the **final consonant sounds with the beginning vowel sounds**.
- Repeat the sentence again and show the connection of the previous words.
- Then, have students take turns reading aloud in pairs and encourage them to practice what you explained.
- After that, play the hot potato to select students randomly to read the sentences in the text. (One sentence per student.)
- Read each sentence after every student so everyone notices proper pronunciation.

During



15 minutes

Was He a Talented Actor?

- After having carried out the reading-aloud activity, write the following questions on the board: *Was Chadwick's last name Bossman? Was Chadwick a MARVEL actor? Was he born in November? Was he the protagonist of the White Panther?*
- Elicit the answers to these questions from students and write the proper response.
- After that, ask students to help you identify the components of a *Yes/No question* using the *verb be* in the simple past tense.

1. Was Chadwick's last name Bossman?
No, it wasn't.
2. Was Chadwick a MARVEL actor?
Yes, he was.
3. Was he born in November?
Yes, he was.
4. Was he the protagonist of the White Panther?
No, he wasn't.

Was/Were + subject + complement + ?

- Request students to copy the information in their notebooks.
- Then, ask them to pair up and write three more examples of *Yes/No questions* related to the celebrities they heard about in the Mask Festival (Week 2-Class 1).
- Walk around the classroom and monitor that everyone is on task.
- Have some volunteers ask their questions aloud. Invite the class to provide proper answers.

Post



15 minutes

Headbands: Was This Famous Person..?

- Before class, prepare enough headbands to have students work in teams of four. Also, prepare enough sticky notes or paper strips of famous people's names to distribute among the total number of teams.
- Request students to get into groups of four and provide one headband and about six sticky notes. Ask them **not to see** any of the sticky notes.
- Explain to them that they will place the headband over their heads and stick one of the sticky notes on their foreheads to address *Yes/No questions* using *was/were* for their team to help him/her guess who their famous person is.



- Walk around the classroom to check that everyone is on task.
- Encourage students to take turns using the headbands and asking questions.
- If time allows, play a round or two with the whole class.

Class 3: Materials



- Dry-erase markers/chalk, 8 folded sheets of paper, masking tape, the student's booklet, some dice, a speaker, and music.

I Produce (Class 3)

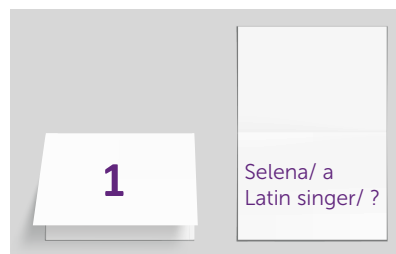
Pre



15 minutes

Making Sentences and Questions!

- Before class, fold into half eight sheets of bond paper. Label the front side with numbers from 1-8. In the inner side, write the following prompts: **1.** *Selena / a Latin singer /?* **2.** *Pelé / a famous Brazilian soccer player /.* **3.** *Nelson Mandela/ not / born on July 8th, 1918 /.* **4.** *Martin Luther King / 39 years old when he died /?* **5.** *Helen Keller / a deaf and blind activist/.* **6.** *Anne Frank /not / born in Italy /.* **7.** *Maradona/ not/ born on October 3rd /.* **8.** *Robin Williams / a comedian/?*



- Stick the sheets of paper on the board or wall as suggested below:



- Greet and welcome students to class.
- Divide the class into two teams. Have each team take turns choosing a number and make a complete sentence /question using the right structure.
- Verify the sentences or questions as a whole class. Write the answers on the board below each prompt and provide any needed feedback.

During



15 minutes

Unit 1 - Week 2 - Worksheet 2

- Request students to take their booklets out and direct their attention to Worksheet 2.
- Have a volunteer read the instructions aloud.
- Explain to them that they will complete the board game with prompts to practice the simple past of the *verb be*.
- Have a volunteer read out loud the first two boxes. You can also reuse the folded sheets from the previous activity to show students sample prompts.

- Play some music while students are working on this task.
- Monitor around to support students or provide them with more ideas for their prompts.

Post



15 minutes

Let's Roll the Dice!

- Make pairs by carrying out an active grouping strategy.
- Have students walk around the classroom to the sound of music.
- Pause the music and call a number, for example "six". Students must form teams of that number.
- Check that each group is formed by six participants. Repeat this process until you decide to get the pairs. Do not take more than 5 minutes to make groups.



- Once you have formed the pairs, provide them with a dice and ask them to play with any of the two board games they designed in their booklets, they could play *Rock, Paper, Scissors* to select whose board game they will play with.
- Monitor students' performance.
- Praise students' participation.

Teaching tip



During lesson instruction, it is important to have students work in pairs or teams to discuss the material they are learning. It is important to create and implement a variety of collaborative activities that will actively engage students and increase their comprehension of the material. Use funny and meaningful strategies to form pairs or teams to make students feel even more engaged.

Answer Key (Making Sentences and Questions!)



1. Was Selena a Latin singer? **2.** Pelé was a famous Brazilian soccer player. **3.** Nelson Mandela was not born on July 8th, 1918. **4.** Was Martin Luther King 39 years old when he died? **5.** Helen Keller was a deaf and blind activist. **6.** Anne Frank was not born in Italy. **7.** Maradona was not born on October 3rd. **8.** Was Robin Williams a comedian?

Answer Key (Unit 1 - Week 2 - Worksheet 2)



Part I

Students' answers will vary.



Performance indicators

Students can:

- 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.
- 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.

Content(s)	Goal(s)
<ul style="list-style-type: none"> • Simple Past Tense of Regular Verbs (Part I) • Spelling Rules of Regular Verbs • Simple Past Tense of Regular Verbs (Part II) • Pronunciation Rules of Regular Verbs 	<p>By the end of the week, I will:</p> <ul style="list-style-type: none"> • Write regular verbs in the simple past. • Classify regular verbs based on their -ed ending pronunciation. • Pronounce regular verbs following -ed endings rules.

Class 1: Materials



- Dry-erase markers/chalk, a poster or slide with a short story, a poster or slide containing the rules of regular verbs in the simple past tense, cards with verbs, a device to play music, a cap, and masking tape.

I Activate (Class 1)

Pre



15 minutes

What's New in My Story?

- Before class, elaborate the following poster or prepare a slide with this information:

What's New in My Story?

Yesterday evening, I was alone at home. When I was in the living room, I listened to someone in the garden. I was scared, but I walked to the window to check who the person was. It was really dark, but I could see a tall man dancing! I was more worried and called the police. When they got home and turned the lights of the garden on... It was the banana tree my mom planted last year!

- Greet and welcome students. Stick the poster or display the slide and have different students read each sentence aloud.
- Remember to reinforce pronunciation after each student has read a sentence.
- After that, ask them to scan the poster and explain what difference they see regarding verbs. When they tell you they notice an **e** and a **d** at the end of each verb, introduce them as regular verbs.

During



15 minutes

Simple Past: Regular Verbs Spelling Rules

- Before class, prepare a large sheet of craft paper. Also, prepare cards with the information presented in the image below.

Spelling Rules: Regular Verbs		
Spelling Rule	Base form	Simple Past
1. To most regular verbs add -ed .	listen	listened
2. When the verb ends in -e , just add -d .	like	liked
3. When the verb ends in consonant + y , change the -y to an -i and add -ed .	study	studied
4. When the verb has 1 syllable and ends in consonant + vowel + consonant , double the last consonant and add -ed . Do not double x , w , and y .	stop	stopped

- After having introduced the term *regular verbs* in the previous subphase, explain to students that they are called that way because they need to add **-ed** to make their simple past form according to some rules you are about present.
- Stick one rule at a time and have different students read each one. After that, stick the base form and show how the spelling changes by adding **-ed**.
- Finally, write other examples for each rule with the following verbs: *watch*, *type*, *cry*, and *chat*.

Post



15 minutes

The Crazy Cap: Sorting Regular Verbs Out!

- In a box, place cards labeled with the following verbs: *walk*, *call*, *plant*, *play*, *cook*, *clean*, *prepare*, *arrive*, *cry*, *plan*, *stay*, *text*, *open*, *close*, *climb*, *hurry*, *boil*, *love*, and *hate*; put it on your desk.
- Explain to students that you will pass a cap to the sound of music, and ask them to put it on before passing it along. Whenever the music stops, the student wearing the cap will go to the front, grab a card, and write the simple past form of the verb in it on the board for the class to validate their answers. After everyone has agreed, ask the students to stick the verbs next to the correct rule.
- Praise everyone for being active in this challenging class.

Answer Key (The Crazy Cap)



Rule 1: walked, called, planted, played, cooked, cleaned, stayed, texted, opened, climbed, boiled

Rule 2: prepared, arrived, closed, loved, hated

Rule 3: cried, hurried

Rule 4: planned



Dry-erase markers/chalk, shoe box lids according to the number of teams you make, 3 alphabet sets per team, yarn, masking tape, the students' pencils, and the students' booklets.

I Practice (Class 2)

Pre



15 minutes

Fishing Letters

- Before class, prepare shoe box lids, paper bond alphabet sets, and some yarn; enough material for your class size.
- Welcome students to class and make teams of 4. Provide each team with the material and ask them to put the letters into the lid and to tie the yarn around each pencil.
- Call out several verbs to have students fish the right letters to form their simple past. Provide any needed feedback as they form each verb.



During



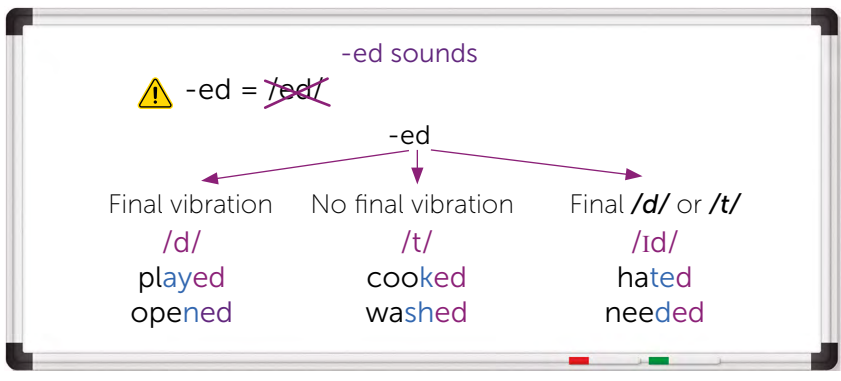
15 minutes

-ed Sounds!

- Introduce the pronunciation rules for *-ed* ending as follows:
- First, explain to students that *-ed* endings in regular verbs are not pronounced as /ed/. Reinforce that slashes are used in phonetic transcriptions and that the "letters" between them are **symbols** which represent **sounds**. Write the following information on the board:

-ed sounds  -ed = ~~ed~~

- After that, tell them that there are three specific rules to follow every time they say regular verbs in the simple past tense. Explain one rule at a time and provide an example or two for each:
 1. When a regular verb has a **final voiced sound** (remind them that these kinds of sounds produce vibration in the vocal cords), pronounce *-ed* as /d/.
 2. When a regular verb has a **final voiceless sound** (remind them that these kinds of sounds do not produce vibration in the vocal cords), pronounce *-ed* as /t/.
 3. When a regular verb has a **final /d/ or /t/ sound**, pronounce *-ed* as /ɪd/. As you go explaining each rule, label the board as follows:



- Ask students to think of some other examples and share their ideas with the class. Validate their answers.

Post



15 minutes

Unit 1 - Week 3 - Worksheet 3

- Request students to take their booklets out.
- Direct students' attention to Worksheet 3 - Part I and ask them to get in pairs. Have a student in class read the instructions aloud.
- Explain to students that they will first individually write the past simple of each verb.
- After that, they will compare answers with their peers to check spelling. Then, they will agree on the ending sound each verb has.
- Finally, visit the English Site to have access to the suggested audio. <https://sites.google.com/clases.edu.sv/englishmineducyt/home>
- Expand this activity by calling out verbs to have students say their past form.

Answer Key (Unit 1-Week 3-Worksheet 3)



Part I

1. walk	walked	/d/	/t/	/ɪd/	9. clap	clapped	/d/	/t/	/ɪd/
2. plant	planted	/d/	/t/	/ɪd/	10. water	watered	/d/	/t/	/ɪd/
3. study	studied	/d/	/t/	/ɪd/	11. move	moved	/d/	/t/	/ɪd/
4. relax	relaxed	/d/	/t/	/ɪd/	12. close	closed	/d/	/t/	/ɪd/
5. comb	combed	/d/	/t/	/ɪd/	13. paint	painted	/d/	/t/	/ɪd/
6. stay	stayed	/d/	/t/	/ɪd/	14. laugh	laughed	/d/	/t/	/ɪd/
7. fish	fished	/d/	/t/	/ɪd/	15. chat	chatted	/d/	/t/	/ɪd/
8. dance	danced	/d/	/t/	/ɪd/					

Class 3: Materials



- Dry-erase markers/chalk, one giant dice containing the phonetic symbols for *-ed* endings, music, a speaker, labels with the *-ed* sounds (enough sets according to the number of teams you make in class), and sets of paper strips containing the 41 regular verbs studied in this unit (enough sets according to the number of teams you make in class), salad bowls depending on the number of teams you make, a device to play an audio, speakers, and the student's booklet.

I Produce (Class 3)

Pre



15 minutes

Roll the Dice!

- Before class, customize a giant dice with the phonetic symbols for the *-ed* ending pronunciation rules. You will have to label each side with the three different sounds twice. Consider the illustration below as a reference.



- Greet and welcome students to class
- Ask them to pass the dice to the sound of music. Explain to them that when the music is paused, the student holding the dice will say a verb in simple past with the ending on top of the dice.
- Play the game until most or all students have participated and time allows it.
- Provide feedback related to the pronunciation of *-ed* endings.

During



15 minutes

Unit 1 - Week 3 - Worksheet 3 (Part II)

- Request students to take their booklets out.
- Direct students' attention to Worksheet 3 - Part II and ask them to get in pairs.
- Have a student read the instructions aloud.
- Explain to students that they will read an anecdote.
- They will select some of the verbs in Part I to complete it. They will see some pictures as a reference.
- After that, they will compare answers with their peers.
- Finally, visit the English Site to have access to the suggested audio.
<https://sites.google.com/clases.edu.sv/englishmineducyt/home>
- Expand this activity by having students read aloud the anecdote to each other.
- Monitor to check they are pronouncing the *-ed* endings correctly.

Post

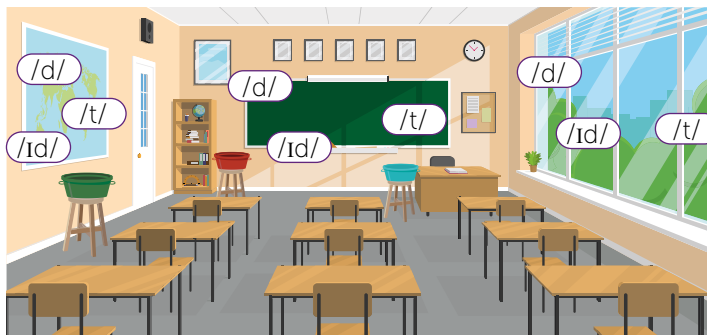


15 minutes

Verb Salad Race!

- Before the activity starts (while students are working on their booklets), stick on the four walls of your classroom cards of the three *-ed* ending

sounds (/d/ /t/ /ɪd/). Also, prepare the salad bowls by putting into them the strips of verbs you made; they have to be the same for all the teams. (Check the A1+ syllabus to see the 41 verbs you will include.)



- Divide your class in four teams and provide each group with the bowls. Ask them to distribute among themselves all the verbs. They will have to write on the other side of the strip the simple past of each verb. After that, ask them to go to one of the walls and label the verbs according to their *-ed* ending sound.
- When the teams are certainly sure they have the correct answers, ask them to shout *DONE!*
- Check as a class and provide feedback related to pronunciation at the end of the activity once you have verified all the verbs on the four walls.

Answer Key (Unit 1 - Week 3 - Worksheet 3)



Part II

- 1.walked 2.studied 3. planted 4. watered 5.relaxed

Answer Key (Verb Salad Race)



/d/	/t/	/ɪd/
listened	walked	planted
called	cooked	texted
played	watched	hated
studied	stopped	chatted
cleaned	liked	needed
prepared	relaxed	visited
arrived	baked	painted
stayed	danced	
opened	washed	
closed	brushed	
climbed	fished	
boiled	typed	
loved	milked	
combed	booked	
watered	kicked	
changed	laughed	
moved	clapped	

Performance indicators

Students can:

- 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.

Content(s)	Goal(s)
<ul style="list-style-type: none"> • Simple Past Tense of Regular Verbs in Affirmative Sentences • Simple Past Tense of Irregular Verbs (Part I) 	<p>By the end of the week, I will:</p> <ul style="list-style-type: none"> • Recognize irregular verbs. • Write affirmative sentences using regular and irregular verbs in the simple past.

 Class 1: Materials

- Dry-erase markers/chalk, a list of sentences missing irregular verbs and tags containing irregular verbs, masking tape, the student’s booklet, and mini boards.

I Activate (Class 1)




Pre



15 minutes

Irregular Verbs Scavenger Hunt

- Before class, prepare flashcards, each with one irregular verb on one side (in its base form) and the past tense on the other side: *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, and Hear - Heard.*
- Scatter these flashcards around the classroom or a designated area, making them somewhat hidden but still findable.
- Greet and welcome students to class.
- Briefly explain what *irregular verbs* are and give a few examples. Emphasize that they are called irregular verbs because their spelling changes from their base form (*Take - Took*) or remains the same (*Put - Put*).
- After that, divide the students into small groups. Give each group a list of sentences with blanks where they must insert a verb in its simple past form. For example: "Yesterday, I ____ (go) to the store." (Create the sentences using relevant information from your class.)
- Explain that they need to find the flashcards with the correct verb in past tense to complete each sentence on their list.
- Set the timer for 5 minutes and let the groups start searching. Once they find a flashcard, they must flip it over to check if it matches the correct past tense for the verb needed in their sentence.
- Go through the sentences with the class, asking each group to read their sentences aloud and show the flashcards they used.
- Correct any mistakes together, reinforcing the correct forms.

	<ul style="list-style-type: none"> Summarize the importance of recognizing and using irregular verbs, and encourage students to practice them in their daily conversations.
During  15 minutes	<p style="text-align: center;">Unit 1 - Week 4 - Worksheet 4</p> <ul style="list-style-type: none"> Request students to take their booklets out. Have them work in pairs to solve parts I, II, III, and IV. Tell them that the allotted time to solve the four parts is 10 minutes. Monitor around to assist your class. When the 10 minutes are over, check answers as a class and provide any needed feedback.
Post  15 minutes	<p style="text-align: center;">Mini Board Activity!</p> <ul style="list-style-type: none"> Number the students accordingly to form different groups of four members. Provide students with the mini boards. Request them to take turns to choose a teammate to act out some of the studied verbs. The rest of the team will guess the action and write each verb on their mini boards. The student who is acting out will validate their answer. <div style="text-align: center; margin: 10px 0;">  </div> <ul style="list-style-type: none"> Walk around the classroom and monitor students' work. Praise them for their effort.

Answer Key (Unit 1 - Week 4 - Worksheet 4)



Part I

wake-woke get-got have-had take-took eat-ate go-went sleep-slept do-did put-put feed-fed

Part II

1.wrote 2.sang 3.left 4.thought 5.chose

Part III

1.went 2.had 3.took 4.ate 5.went

Part IV

1. **tfel**-left-leave 2. **otg**-got-get 3. **koot**-took-take 4. **dah**-had-have 5. **tae**-ate-eat
 6. **netw**-went-go 7. **plets**-slept-sleep 8. **ddi**-did-do 9. **tup**-put-put 10. **def**-fed-feed
 11. **okew**-woke-wake 12. **etrow**-wrote-write 13. **werd**-drew-draw 14. **gnas**-sang-sing
 15. **thought**-thought-think 16. **guhcta**-caught-catch 17. **sohce**-chose-choose
 18. **emac**-came-come 19. **llef**-fell-fall 20. **dhear**-heard-hear



- Dry-erase markers/chalk, a cap, a device to play music, cards containing words to form sentences in the simple past tense, 10 flashcards representing activities (*study, call, cook, play, brush, watch, etc.*), a poster containing a timeline, the students' notebooks, and sticky notes.

I Practice (Class 2)

Pre



15 minutes

The Crazy Cap!

- Before class, prepare the following cards:

brushed	I	my teeth after breakfast.
Douglas	his backpack last night.	washed
danced	Mary	with her friends at the party.

- Stick the cards on the blank side around the board.
- On the board, write the following structure: *Subject + verb in simple past tense + complement + . (period)*
- Greet and welcome students to class.
- Explain to them that they will play again *The Crazy Cap*, but this time the student who gets the cap when music is paused will remove a strip from the board and will stick it below the correct component of a sentence in the simple past form.
- Play some music and have students start passing the cap. Remind them that they must put it on to pass it.
- After all the cards are stuck on the board, validate the answers with the class and reinforce the structure by writing one more sentence about an activity you did yesterday. For instance, *I called my mom during lunch.*
- Explain that there is no special rule for third-person singular pronouns; therefore, they must follow the **same structure** for all pronouns (*I, you, he, she, it, we, you, and they*).
- Take out the activity flashcards and explain to the class that you will be showing them each flashcard for them to tell you a sentence aloud.



- After they mention each sentence, ask them to write them in their notebooks.
- Remind them to respect capitalization and punctuation in each sentence.
- If time allows, have some volunteers write their sentences on the board.

During



15 minutes

Let's Make Up a Story

- Before the activity begins, write the following sentence on the board: *I visited my grandma's house yesterday.*
- Read the sentence aloud and explain to students that you will form teams of 6 students and everyone in the groups will say a sentence to continue the story.
- Ask them to stand up and make circles. If possible, guide them to an open area such as the soccer field, basketball court, a hall, the garden, among other spaces.
- Say again *I visited my grandma's house yesterday.*
- Encourage the student next to you to help you model an example by continuing with a different sentence (e.g. *I watched a movie with my cousins. / I helped my grandma bake some cookies.*)
- After that, ask the groups to start the game and continue until the story is complete and everyone has participated. After everyone has finished, ask students to write the story they made up in their notebooks.
- Finally, request students to get into different groups of three and read their stories. Ask them to verify their partners' stories to check if they have been written correctly.
- Praise them for their effort and creativity.

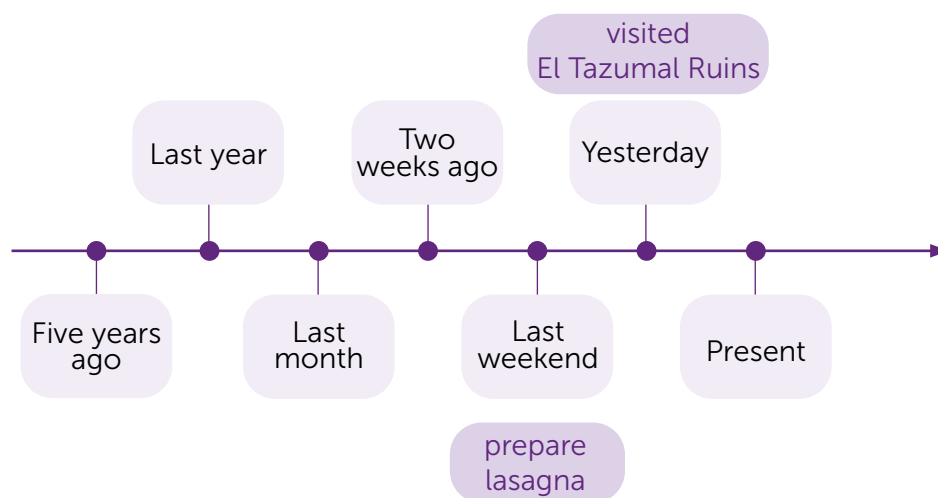
Post



15 minutes

My Timeline

- Before class, elaborate a timeline labeled with different times or dates (e.g., *last weekend, yesterday, five years ago*). You may copy it on the board as time allows it. Consider the illustration below as reference:



- Request students to think about some activities they did in the past and to write them down on sticky notes (e.g., *visited the Ruins*).
- Have them place their sticky notes on the timeline.
- Then, request the class to get into groups of three and read their timelines as a story. (e.g. *I visited El Tazumal Ruins yesterday. It was a family trip. Last weekend, I learned how to prepare lasagna. Two weeks ago...*)
- Walk around the classroom and monitor students' work.
- Finally, provide feedback related to pronunciation, grammar, and intonation.



- Dry-erase markers/chalk, a balloon, 4x4 Bingo Cards of regular verbs in their present form, and the online *Jeopardy* board or its physical version.

I Produce (Class 3)

Pre



15 minutes

Keep the Balloon in the Air!

- Greet and welcome students to class.
- Request them to stand up and make a circle.
- Explain to students that they will have to keep the balloon in the air using only their hands. If it touches a different part of their body or the ground, they will have to say a verb in its base form and past form, and use it to write a sentence on the board using the simple past structure.



- Continue this process until most or all students have participated.
- Once you finish, check the spelling and grammar of the sentences on the board as a class.
- Provide feedback related to pronunciation if needed.

During




15 minutes

Regular and Irregular Verbs Bingo!

- Before class, prepare 4x4 Bingo cards with regular and irregular verbs in their base form written in each space. You can plasticize the cards so they can be used more than once. Make sure to prepare enough sets according to your class size.

BINGO			
eat	get	leave	stop
cook	clean	do	boil
put	wash	draw	catch
love	go	text	sing

- Distribute the Bingo cards among your students. Explain to them that you will say a sentence using the simple past aloud. They will identify the verb in the sentence, and if they have it in their Bingo cards, they will mark with an "X" its corresponding base form. For example, you can say "*I played video games yesterday.*" If the students have the verb *play* in their cards, they will have to mark it with an "X".

	<ul style="list-style-type: none"> • If your students mark four verbs in a row (vertical, horizontal, or diagonal), they will say <i>Bingo!</i> aloud. • You can repeat each sentence twice so that they can confirm their answers. • Start the game and guide as many rounds as time allows it. After each round, make sure to verify the answers as a class. • Provide feedback if needed.
<p>Post</p>  15 minutes	<p style="text-align: center;">Past Tense Jeopardy!</p> <ul style="list-style-type: none"> • Before class, visit the English Site to have access to the suggested resource to project it: https://sites.google.com/clases.edu.sv/englishmineducyt/home or elaborate the physical version of it. • Project the game for your class. If you're unable to project it, use the physical version you elaborated. Ensure that the prompts under each category remain hidden. • Divide the class into teams of five and explain to your students that they will play <i>Jeopardy!</i> • Review the game instructions together as a class and go over each category, making sure the categories are clear for your class. Clarify any doubts before starting the game. • Assign an order to have each group participate and start the game. • Monitor students' performance as they answer and provide help as needed. • At the end, quickly review the key points from the game, focusing on any common mistakes or particularly well-constructed sentences. • Reinforce the contents reviewed in the game and congratulate everyone for their participation.

Answer Key (Jeopardy!)



Regular Verbs

1. painted /ɪd/ 2. called /d/ 3. liked /t/ 4. laughed /t/

Time Expressions

Answers will vary.

Famous People

1. Emma Watson played *Hermione* in the movie "*Harry Potter*". 2. Selena Quintanilla sang the famous song "*Como la Flor*". 3. William Shakespeare wrote the novel "*Romeo & Juliet*". 4. Alfredo Espino wrote the book "*Jícaras Tristes*".

Mystery Sentences

1. She danced at the party. 2. They studied for the exam. 3. He painted the house last week.
4. We watched a movie yesterday.

Irregular Verbs

1. went 2. did 3. slept 4. thought

Performance indicators

Students can:

- 1.15 Form affirmative sentences in the simple past tense using irregular verbs following word order appropriately.
- 1.16 Use irregular verbs in contextualized sentences or short oral and written exchanges appropriately to convey past actions clearly..

Content(s)	Goal(s)
<ul style="list-style-type: none"> • Simple Past of Irregular Verbs in Affirmative Sentences • Simple Past of Irregular Verbs (Part II) 	<p>By the end of the week, I will:</p> <ul style="list-style-type: none"> • Recognize the correct spelling of irregular verbs in the simple past tense. • Tell a short story in the simple past using irregular verbs.

Class 1: Materials 

- Dry-erase markers/chalk, paper strips containing regular and irregular verbs in their base form, bags, a poster containing the dictated irregular verbs in the *during subphase* (in a random order) in their simple past form, and the student's booklet.

I Activate (Class 1)

Pre



15 minutes

Simple Past Verb Charades

- Before class, prepare sets of paper strips containing at least fifteen regular and irregular verbs in their base form (e.g. *play, eat, read, watch, choose, fall, etc.*) and place them in bags. The number of bags will depend on your class size.
- Greet and welcome students to class.
- Ask students to get into groups of four or five and provide them with a bag to play charades.
- Explain to them that they will take turns taking a paper strip from the bag to mime the verb in it. Then, the rest of the team will guess it by saying the simple past form of the verb.



- Walk around the classroom and monitor students' work.
- Provide feedback related to regular and irregular past forms.

During




15 minutes

Irregular Verbs Matching Activity

- Request students to take their notebooks out.
- Explain to them that you will dictate some irregular verbs in their base form.

- Dictate the following verbs: 1. *drink*, 2. *run*, 3. *see*, 4. *make*, 5. *ride*, 6. *feed*, 7. *leave*, 8. *write*, 9. *begin*, 10. *dig*, 11. *forget*, 12. *find*, 13. *tell*, 14. *have*, 15. *eat*.
- Then, write on the board those verbs randomly both in the base and simple past forms. After that, ask students to copy them in their notebooks as well.
- Once they have finished, ask volunteers to match them on the board correspondingly.
- When you finish checking answers, carry out a repetition drill or two.
- Praise them for their effort.

Post



15 minutes

Unit 1 - Week 5 - Worksheet 5

- Direct students' attention to Worksheet 5 - Part I.
- Read the instructions aloud.
- Explain to them that they will read the verbs in the box (in base form) and then look for their simple past forms in the *word search*.
- Once they find them all, they will write a sentence per each verb.
- Finally, select students randomly to share their answers with the class and provide feedback related to grammar and spelling as needed.

Answer Key (Irregular Verbs Matching Activity)

- | | | | | |
|---------------------|------------------|------------------|------------------|----------------|
| 1. drink - drank | 2. run - ran | 3. see - saw | 4. make - made | 5. ride - rode |
| 6. feed - fed | 7. leave - left | 8. write - wrote | 9. begin - began | 10. dig - dug |
| 11. forget - forgot | 12. find - found | 13. tell - told | 14. have - had | 15. eat - ate |

Answer Key (Unit 1 - Week 5 - Worksheet 4)

Part I

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

Sentences: Answers will vary.



- Dry-erase markers/chalk, a stuffed animal, music, a speaker, strips of paper containing sentences using regular and irregular verbs, and the student's booklet.

I Practice (Class 2)

Pre



15 minutes

The Crazy Stuffed Animal: Irregular Verbs

- Greet and welcome students to class.
- Provide students with a stuffed animal and explain that you will play some music to play *The Crazy Duck* (the name will vary depending on the stuffed animal you use).
- Play some fun music to have the students pass the stuffed animal. When the music stops, the student holding it will spell the irregular verb you mention in the simple past, say its base form, and use it in a sentence. For example:
Teacher: *drank*
Student: *D-R-A-N-K / drink / I drank milk for breakfast.*
- You may use the following verb list for this activity: *caught, ate, left, thought, took, slept, began, forgot, heard, fell, wrote, had, slept, and fed.*
- Pause the music and request the student to spell *bought*, say its base form (*buy*), and a sentence using the verb given.
- Continue the same process until most or all students have participated.
- Provide help or guide your students as needed.
- Finally, provide feedback related to spelling and grammar.

During



15 minutes

The Broken Telephone!

- Before class, elaborate paper strips containing sentences using regular and irregular verbs in the simple past tense (e.g. *My best friend bought a new backpack for school. / My family and I visited our grandparents last night.*)
- Divide the class into two different groups.
- Request students to stand up and make a line per group.
- Provide the last student of each line with a marker.
- Explain that you will show a paper strip to the first student of each group and they will whisper the sentence to their following teammate.
- Then, they will whisper it to the following partner until they have transmitted it to everybody in their groups.
- When the last students get the sentence, they will write it on the board.

Teaching tip



Remind students to gesticulate and pronounce all the words of the sentences correctly so that their partners are able to understand the messages better.



- Be ready to reveal the sentence written on the strip of paper to reinforce grammar and spelling.
- Praise them for their effort.

Post



15 minutes

Unit 1 - Week 5 - Worksheet 5

- Direct students' attention to Worksheet 5 - Part II.
- Read the instructions aloud.
- Explain to them that they will write about a happy memory, using about 80 words. The memory could be about their last birthday, a trip to the beach or the mountains, a visit to their grandparents' house, or any other situation.
- Walk around the classroom and monitor students' work.
- Provide help as necessary.
- Then, request students to get into groups of three or four.
- Ask them to share their memories with their teammates.



- Finally, ask for at least three volunteers to share their own memories with the rest of the class.
- **For next class:** Ask students to bring any tiny toys, souvenirs, and ceramic/clay figurines they may have at home. (At least 3 items per student).

Keep in mind!



For this activity, encourage students to watch out for their spelling, grammar, and punctuation so that they can write coherently.



- Dry-erase markers/chalk, envelopes with lists of irregular verbs, souvenirs/ceramic figurines/clay figurines/tiny toys, a piece of fabric or dark paper bag, and the students' notebooks.

I Produce (Class 3)

Pre



15 minutes

Spelling Relay Race

- Before class, prepare a list of irregular verbs in the base form (*wake, have, draw, hear, eat, do, fall, catch, put, get, think, write, take, go, leave, come, sleep, feed, choose, sing*) and get copies according to the number of groups and the size of your class. Put them into envelopes.



- Greet and welcome students to class.
- Divide the class into teams of five.
- For this activity, you may guide students to an open area such as the garden, basketball court, soccer field, hall, or the garden.
- Explain to them that there will be a leader in each team holding the envelope. The rest of the team will line up. The leader will take out the list from the envelope and read aloud a verb per student, one at a time, for them to say its simple past form and spell it.
- If possible, ask students to leave as much space as they can between teams so that they focus on the verbs their leader says and how their teammates spell them.



- Walk around the area and monitor students' work.
- Provide help as needed.

During



15 minutes

Story in a Bag

- Before class, prepare enough fabric or paper bags for teams of three in your class. Also, prepare one for yourself and put into it some tiny toys, ceramic figurines or clay figurines you have at home.
- Consider the picture below as reference.



- Explain to students that they will get into groups of three and you will provide them with a bag. Then, they will gather all the items they have brought to class and use them to create a story. They should brainstorm ideas before creating their story.
- Allot some time for the teams to take notes about their stories in their notebooks.
- Walk around the classroom and monitor students' work.
- Provide feedback related to spelling and grammar.

Keep in mind!



Encourage students to apply brainstorming techniques before creating a story. Brainstorming helps students feel more prepared and confident about their story. It reduces uncertainty because they have already thought through different aspects of the plot and characters.

Post



15 minutes

Let's Share Our Stories!

- Ask students to arrange their classroom in a way that they leave a table per team so they can put their bag on.



- Explain to them that they will go around the classroom listening to each team story. If it is possible, invite another class to join this activity.
- Request them to take notes of each story.
- Finally, ask them to go back to their seats and share their notes with their teammates; this way, they can verify how much they comprehended from each story.
- If time allows, carry out a *Check for Understanding* quick activity.
- **For next class:** Request students to bring a large sheet of paper, markers, pencils, and colored pencils.

Performance indicators

Students can:

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

Content(s)	Goal(s)
<ul style="list-style-type: none"> Project: My Day Yesterday! 	<p>By the end of the week, I will:</p> <ul style="list-style-type: none"> Describe the activities performed on the previous day by using regular and irregular verbs in the simple past.

Class Materials



- Dry-erase markers/chalk, sample poster, unit test copies, listening track, and a speaker.

Unit 1 Project

Class 1
Pre



45 minutes

Project Preparation




- Before class, elaborate a sample poster with illustrations that represent some of the actions you did the day before. Consider the illustration presented in this section as reference.
- Greet and welcome students to class.
- Stick the poster on the board and direct students' attention to the illustrations of it. Then, model the presentation so that students observe what they are expected to do for the project.



Yesterday, I **took** my dog for a walk in the morning before school. Then, I **had** scrambled eggs, beans, and a toasted tortilla for breakfast. I left home ten minutes later than usual. During lunch, I **thought** about what to get my mom for her birthday and I **bought** her a small gift after class. When I got home, I gave my mom her birthday present and **fed** my dog. At night, some relatives and I sang the Happy Birthday song to my mom and ate some chocolate cake. It was delicious!



- Request them to take out the large sheet of paper you asked for in the previous class and request them to illustrate the activities performed the prior day. Also, ask them to think of ways to describe them using regular and irregular verbs in the simple past tense.
- Walk around the classroom assisting your students.

<p>Class 2 During</p>  45 minutes	<p>Project Presentation</p> <ul style="list-style-type: none"> • Greet and welcome students to class. • Allot the class about five minutes to practice their oral presentations. • Request students to get into groups of four or five and have them share their oral presentations with their teams. Remind them and encourage them not to read their notes. • Once everyone has finished presenting in their groups, praise them for their effort. 	
<p>Class 3 Post</p>  45 minutes	<p style="text-align: center;">Unit 1 Test</p> <ul style="list-style-type: none"> • Before class, make sure you have enough copies of the test for the whole class. • For further details about the listening track, visit the English Site: https://sites.google.com/clases.edu.sv/englishmineducyt • Keep the track handy. • Have students write their names on the test. • Remind them to work on the evaluation individually. • Read the instructions aloud and make sure that all the information is clear before students take the test. • When time is up, collect the tests and verify that students have completed all the sections included. 	<p style="text-align: center;">Keep in mind!</p>  <p>Remember that you may customize the test according to your students' needs.</p>

Answer Key (Unit 1 Test) 

Listening

1. visited 2. took 3. played 4. talked 5. bought 6. made 7. felt

Vocabulary

1. hard-working 2. generous 3. brave 4. talented 5. creative

Grammar

1. got up / woke up 2. brushed 3. took 4. left 5. learned / learnt 6. ate/had
7. played 8. went

Reading

1. was 2. were 3. was 4. were 5. were
6. were 7. was 8. was 9. were 10. was



Unit Test

Unit Test

UNIT 2

People and Life Stories

In unit 2, students will develop their communicative skills when:

- Describing a person's job and occupation appropriately.
- Giving details about past situations.
- Expressing dates appropriately using ordinal numbers in the American format.
- Exchanging information related to people's life stories or biographies.



Unit 2 *People and Life Stories*

Unit Competencies	Guidelines for Diagnostic Assessment
<ol style="list-style-type: none">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.	<p>It is recommended to start Unit 2 by activating students' background knowledge related to the previous unit content so that they can use it in the coming lessons.</p> <p>Additionally, it is suggested to review regular and irregular verbs in the simple past tense by reusing flashcards, index cards, among other supporting materials elaborated for Unit 1. On the other hand, structure can be presented indirectly when you start different lessons by asking them what they did during the previous day or last weekend.</p> <p>Remember that diagnostic assessment results can also be used at the end of the unit to compare students' progress along their learning process. Additionally, pay attention to students' mistakes to help them by providing the corresponding feedback to aim for a better improvement of their language skills.</p>

Teaching Tips for the Didactic Unit	Classroom Management Guidelines
<ul style="list-style-type: none">• Make sure to review the Methodological Guide beforehand to prepare all the resources to be used for each lesson.• Check the pronunciation of the vocabulary in every class to do proper modeling.• When introducing, practicing, or reviewing verbs in class, occasionally let students write on the board to keep them engaged, activate prior knowledge, or check their understanding.• Ask for volunteers to write the date on the board from time to time.• When planning, design learning activities that enable students to interact with the content using different senses.• Check in advance if there is a need to request students to bring material or exercises for the next lesson.	<ul style="list-style-type: none">• Arrange your board by categorizing into sections for date, goal, and new vocabulary.• Model ideal behavior.• Organize seat arrangements periodically.• Provide consistent feedback during the learning process.• Keep specific students' needs in mind.• Ensure that all activities serve a distinct purpose, as either formative or summative assessment.• Promote a safe psycho-emotional environment to foster students' active participation.

Week  **1**

Approximate time:
2 hours 15 minutes (3 classes)



Performance indicators

Students can:

- 2.1 Identify occupation 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.

Content(s)	Goal(s)
<ul style="list-style-type: none"> • Occupations • Occupation-related Verbs 	<p>By the end of the week, I will:</p> <ul style="list-style-type: none"> • Recognize occupations from different inputs. • Write at least six sentences describing different occupations using occupation-related verbs.

Class 1: Materials



- Dry-erase markers/chalk, flashcards, and tags about the vocabulary related to occupations, masking tape, the student's booklet, listening track, a speaker, a box or bag, and items or flashcards about objects related to the occupations presented in the vocabulary.

I Activate (Class 1)

Pre



15 minutes

Matching Time: Occupations!

- Before class, create flashcards and tags about the following occupations: *writer, astronaut, singer, actor/actress, scientist, soccer player, president, painter, activist, sculptor, philosopher, poet, engineer, priest, athlete, and doctor*. Then, stick the flashcards and tags separately on the board.
- Greet and welcome students to class.
- Ask students to look carefully at each image and each word. Tell them that you will give them 2 minutes to do so. Also, tell them that you will not provide any meaning of any unknown words at this point.
- Then, ask students to help you match each tag with its illustration correctly.
- After having matched them all, guide two or three repetition drills so that students get familiar with the corresponding pronunciation of the vocabulary.
- Finally, ask students to take notes of the vocabulary in their notebooks.

During



15 minutes

Unit 2 - Week 1 - Worksheet 1 (Part I)

- Request students to take their booklets out and direct their attention to Worksheet 1 - Part I.
- Ask a student to read the instructions for the class.
- Explain to them that they will listen to sixteen sentences and that they will write down the occupation they hear in each of them.

- Visit the English Site to have access to the suggested audio.
<https://sites.google.com/clases.edu.sv/englishmineducyt/home>
- After playing the track once, have them compare answers with a classmate.
- Play the track again for them to check answers or write the information they are still missing.
- Check the answers as a whole class. Ask for volunteers to share their answers aloud. Make corrections if needed.
- Ask them to write in their notebooks five sentences using occupations they wrote from the audio.
- Have them compare their sentences in pairs.
- Encourage some students to share their sentences with the class.
- Provide any needed feedback and praise students for their work.

Post



15 minutes

Mystery Box

- Before class, get ready with some items or drawings related to the occupations presented as vocabulary: *a rocket, a pen/notebook, a microphone, costumes, pipes, etc.* and place them inside a box or bag.



- Explain to students that they will take an item or an illustration out of the box or bag and say it in English. If they do not know how to say it, encourage them to use the prompt *How do you say "cohete" in English?*
- Then, ask them to write sentences using the occupations learned in the *Pre subphase* and the items from the Mystery Box game (e.g. *Astronauts fly to space in rockets.*).
- Monitor students as they work. Then, ask them to share their sentences with the class.

Answer Key (Unit 2 - Week 1 - Worksheet 1)



Part I

- | | | | | | |
|--------------|------------|-------------|--------------|-----------------|---------------------|
| 1. astronaut | 2. writer | 3. singer | 4. actor | 5. scientist | 6. soccer player(s) |
| 7. president | 8. painter | 9. activist | 10. sculptor | 11. philosopher | 12. poet |
| 13. engineer | 14. priest | 15. athlete | 16. doctor | | |

Class 2: Materials



- Dry-erase markers/chalk, at least three sets of banners containing occupation-related verbs, three wooden bars, masking tape, white sheets of paper, headbands, index cards with occupations written on them, and the students' notebooks.

I Practice (Class 2)

Pre



15 minutes

Limbo Game!

- Before class, elaborate banners containing occupation-related verbs (*write, find, discover, perform, sing, go, play, score, create, make, teach, invent, and publish*). Also, use three wooden bars to simulate a limbo stick. Check the illustration below as reference. Also, consider building two Limbo sticks depending on your class size.



- Divide the class into three groups.
- Explain the following rules of the game to students: *"Each member from your team will pass below the limbo stick. You cannot touch the limbo stick or the banner. If you touch any of them (the sticks or banner), choose a pennant (one of the small banners with the triangle shape), read the verb aloud, say its simple past form and make a sentence either in simple present or simple past describing a famous person's occupation."*
- Monitor around and motivate everyone to be on task and be ready to provide feedback as needed.

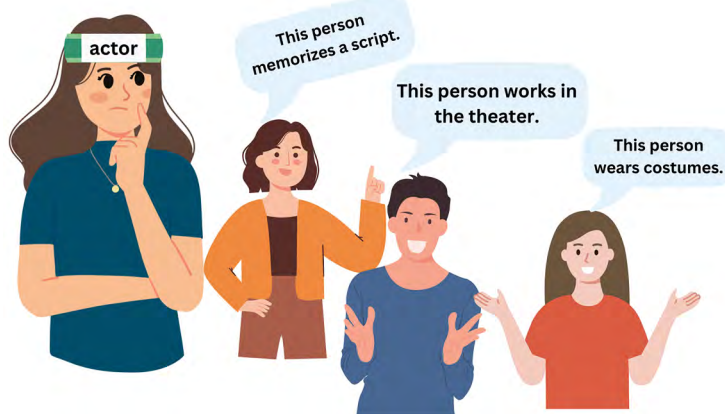
During



15 minutes

Headbands: Let's Describe the Occupation!

- Divide the class in groups of four and provide them with a headband and 6 index cards with occupations written on them.
- Remind your students how to play the game: A student puts on the headband and another student selects an index card to stick it on their classmate's headband. The team provides descriptions to make their classmate guess the occupation they have on the headband (e.g. *This person eats healthy food and exercises a lot.*).



- Request students to take turns and remind them that everyone will participate.
- Walk around the classroom and monitor students' performance.
- Reinforce the pronunciation of the occupations and provide feedback related to the descriptions and to pronunciation.

Post



15 minutes

Guess the Famous Person!

- Request students to think of a famous person (dead or alive).
- Ask them to write at least five sentences describing this person.
- Provide them with the following example:
 - *This famous person is alive.*
 - *This famous person is from The United States.*
 - *This famous person is a singer.*
 - *This famous person is a man.*
 - *One of his famous songs is The Lazy Song. Who is he? (Bruno Mars)*
- Have students guess who the famous person is. If they have no clues about the person, provide them with more descriptions.
- After your example, have students write their sentences in their notebooks.
- Walk around to provide assistance.
- Once you notice everyone is done, ask students to stand up and pair up to share the sentences they wrote and have their partners guess each other's descriptions.



- If time allows it, ask some volunteers to share their descriptions to have the class guess them.

Class 3: Materials



- Dry-erase markers/chalk, mini boards, the student's booklet, Kobe Bryant's biography poster, and enough bond/striped paper sheets.

I Produce (Class 3)

Pre



15 minutes

Unit 2 - Week 1 - Worksheet 1 (Part II)

- Request students to take their booklets out.
- Direct their attention to Worksheet 1 - Part II.
- Have a student read the instructions aloud.
- Explain to the class that they are going to follow a picture dictation.
- See the image below to check the pictures you will dictate (1. *writer*, 2. *astronaut*, 3. *doctor*, 4. *singer*, 5. *engineer*, 6. *soccer player*, 7. *painter*, 8. *priest*, and 9. *teacher*).



- Tell them that you will describe nine images related to different occupations, and they must listen carefully and draw what they hear. See the example below:
- **Teacher:** *I will start with picture #1: The tools for this occupation are a page and a pencil or pen. Something is written on the page.*
- When you finish dictating all the pictures, ask them to pair up to share their ideas and to discuss what the occupation is.
- Also, ask them to describe what activities are done by each.

During



15 minutes

Let's Write!

- Before class, elaborate a poster containing the following information.

Kobe Bryant was a renowned and exceptionally talented basketball player. He was born on August 23rd, 1978. In his late teens, he explored his musical side and even recorded an album, but it was never released. According to close friends, he had a passion for singing and sang all the time. Kobe spent twenty years (1996-2016) playing for the LA Lakers, where he became a basketball legend. Tragically, in 2020, Kobe, along with his daughter Gianna and others, passed away in a helicopter crash.

- Stick the poster on the board and explain to students what each colored sentence represents: **purple**- topic sentence, **black**- supporting sentences, and **blue**- concluding sentence.
- Tell the students that these are the parts of a well-written paragraph.
- Ask students to get in pairs and read the information presented on the poster.
- Provide students with a bond/striped sheet of paper and explain that they will write a similar brief biography about a famous person of their choice using the verbs studied so far.
- Walk around the classroom to monitor students' work and provide help if necessary.
- Encourage them to follow capitalization and punctuation rules and to check their grammar.


Post



15 minutes

Is It a Paragraph?

- Have students get in pairs to exchange their paragraphs.
- Ask them to take out their purple, black, and blue colored pencils to underline the topic sentence, the supporting sentences, and the concluding sentence in their classmates' texts.
- Also, ask them to verify whether the sentences have a complete message or not.
- Once they finish identifying the parts in their classmates' paragraphs, ask for some volunteers to read their work to the class.
- Highlight each part of their paragraphs and validate them with the class.


 Answer Key (Unit 2 - Week 1 - Worksheet 1)

Part II

Your students' answers may look similar to the illustration below.





Performance indicators

Students can:

- 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.

Content(s)	Goal(s)
<ul style="list-style-type: none"> Simple Past: Negative Form of Regular and Irregular Verbs Dates <ul style="list-style-type: none"> - Days of the Week - Months of the Year 	<p>By the end of the week, I will:</p> <ul style="list-style-type: none"> Talk about three activities I did not do the day before. Recognize the days of the week and months of the year from different inputs.

Class 1: Materials

- Dry-erase markers/chalk, strips of paper with sentences using occupations and verbs related to them, mini boards, 8.5" x 11" cards with the simple past structure of negative sentences, masking tape, and the students' booklet.

I Activate (Class 1)

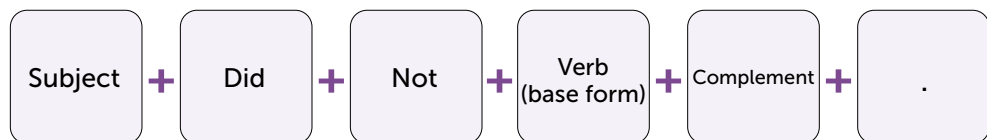
Pre





15 minutes

Ignacio Didn't Play!

- Before class, elaborate large cards to show the simple past in the negative form structure and a sample sentence.
- Request students to provide you with a negative sentence in **simple present**.
- After some of them have provided you with their examples, elicit the structure to make a negative sentence. If they forget any component, guide them and praise them for recalling it.
- After that, ask them to think about the components of a negative sentence in the simple past; as they say each, paste each card. When they mention the auxiliary verb, ask for the past form of *do* and when they answer, tell them that is the auxiliary verb in the simple past. Continue sticking all the component cards.



- Then, guide them on how to make a sentence by providing the example *Ignacio did not play soccer yesterday*.

	<ul style="list-style-type: none"> • Next, mention that the words <i>did</i> and <i>not</i> can be contracted as <i>didn't</i>. Rewrite the sample sentence using the contraction: <i>Ignacio didn't play soccer yesterday</i>. • Ask the class to help you create at least three more sentences. • Provide feedback as needed.
<p>During</p>  15 minutes	<p style="text-align: center;">Unit 2 - Week 2 - Worksheet 2 (Part I)</p> <ul style="list-style-type: none"> • Request students to take their booklets out. Direct students' attention to Worksheet 2 - Part I and have a student read the instruction aloud. • Explain to them that they will rewrite the sentences in the negative simple past form. Remind them that they may use <i>did not</i> or <i>didn't</i>. • Walk around the classroom and monitor students' work. • Once they finish, request them to pair up to compare their answers. • Then, have volunteers share their answers with the class. • Provide feedback related to grammar as needed.
<p>Post</p>  15 minutes	<p style="text-align: center;">Detective, What Didn't Happen?</p> <ul style="list-style-type: none"> • Write the word "Yesterday" on the board and the following sentences: <i>I didn't listen to music yesterday. / My friend didn't watch her favorite movie yesterday. / My grandparents didn't go to the park yesterday.</i> Then, write this question at the end: <i>What didn't you do yesterday?</i> • Have three students read aloud one sentence each and ask the class to repeat after them. Provide feedback on pronunciation as needed. • Then, read the question at the end and ask students to write down three things that they did not do the day before. Give students a personal example as a model. • Allow students two minutes to create their three sentences about the things they did not do the day before. • Ask students to stand up and make small groups so they can share their sentences orally. Monitor and guide students by giving them feedback if needed. • Then, have three students pass to the front to share their sentences with the class.

Answer Key (Unit 2 - Week 2 - Worksheet 2)



Part I

1. My best friend didn't dance a lot in her teens.
2. She didn't play for the El Salvador national team.
3. They didn't sing a lot at the party.
4. The teacher didn't teach the simple past tense.
5. The scientists didn't publish their research project.
6. They didn't create the best technology gadget.
7. The actress didn't perform the play very well.
8. They didn't find the documentary very interesting.
9. She didn't write six books in total.
10. They didn't go to the amusement park.



- Dry-erase markers/chalk, a large poster with the vocabulary related to the days of the week and the months of the year, masking tape, the students' notebooks, a speaker, and the student's booklets.

I Practice (Class 2)

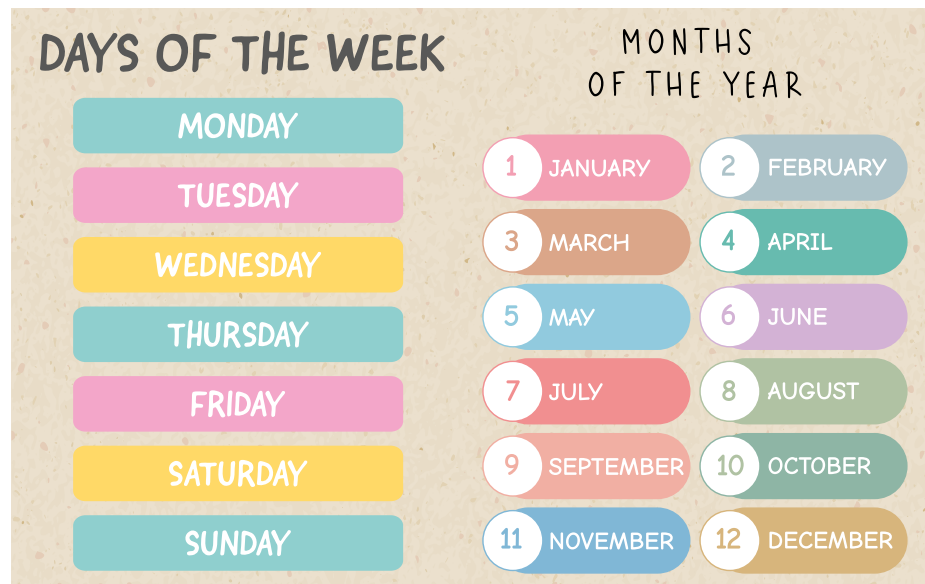
Pre



15 minutes

What Day Is It Today?

- Before class, elaborate a poster containing the days of the week: *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, and Sunday*, and the months of the year: *January, February, March, April, May, June, July, August, September, October, November, and December*.
- Consider the illustration below as reference.



- Stick the poster on the board.
- Greet and welcome students to class.
- Ask students *What day is it today?* And as students answer, point at the correct label on the poster.
- Do the same process with the question *What month is it?* After that, introduce the Days of the Week and the Months of the Year.
- Tell students that all of these words must always be written with an initial capital letter.
- Visit the English Site to have access to the suggested audio. <https://sites.google.com/clases.edu.sv/englishmineducyt/home>
- Have students listen carefully and repeat each word.
- Then, have students write the vocabulary in their notebooks.

Listen and Count!

- Before class, check out the English Site to have access to the suggested song. <https://sites.google.com/clases.edu.sv/englishmineducyt/home>

During



15 minutes

- After students have taken notes on the vocabulary from the previous activity, tell them that they will listen to a song from a 1979 band (Boney M.)
- Before you play the song, ask them to make a two column table and twelve rows in their notebooks. Request them to write the months in the rows.
- When they finish drawing their tables, play the song, so students can to count the times the singers mention each month.
- After you have played the song once, have them work in pairs to compare answers.
- Finally, play the song and count the months along with the class.

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

Post



15 minutes

Unit 2 - Week 2 - Worksheet 2 (Part II)

- Request students to take their booklets out.
- Direct students' attention to Worksheet 2 - Part II and have a student read the instructions for the class.
- Explain to them that they will unscramble the words and complete the crossword puzzle.
- Walk around the classroom and monitor students' work.
- Once they finish, request them to pair up to share their answers.
- Finally, select students randomly to check answers as a class.

Answer Key



Song

January 10 times

May 9 times

September 4 times

February 10 times

June 9 times

October 4 times

March 10 times

July 9 times

November 4 times

April 9 times

August 4 times

December 4 times

Unit 2 - Week 2 - Worksheet 2 (Part II)

- | | | | | |
|---------------|-------------|--------------|-------------|--------------|
| 1. May | 2. Tuesday | 3. Friday | 4. January | 5. February |
| 6. October | 7. Saturday | 8. September | 9. Thursday | 10. December |
| 11. Wednesday | 12. Sunday | 13. November | 14. Monday | 15. March |
| 16. April | 17. June | 18. August | 19. July | |

Class 3: Materials



- Dry-erase markers/chalk, a poster or copies of the riddles worksheet, English-English dictionary, a speaker, a listening track, enough bond paper sheets to hand in to your class, and a poster or copies of the *Find Someone Who* activity.

I Produce (Class 3)

Pre



15 minutes

Days of the Week and Months of the Year Riddles

- Greet and welcome students to class and ask them to get together in trios.
- Explain to them that they will have seven minutes to solve some riddles related to the days of the week and the months of the year.
- Encourage them to look for the words they are unfamiliar with in an English-English dictionary.
- Monitor around to check everyone is on task.
- Once everyone is ready, solve the riddles with the class.



Teaching tip



For this activity, you could create a poster or make a copy of the worksheet for each group. Visit the English Site to download this resource. <https://sites.google.com/clases.edu.sv/englishmineducyt/home>

During





15 minutes

Chain Game: What Did You Do Last Sunday?

- Before the activity begins, review common verbs in the simple past.
- Ask for volunteers to write on the board the simple past form of the verbs: *write, sing, play, teach, drink, run, have, eat, do, study, text, chat, prepare, bake, cook, milk, cut.*



- Once reviewed, explain to students that you will play a chain game; depending on your class size, consider splitting it or playing the game as a class.

	<ul style="list-style-type: none"> • Tell them that they will put away notebooks and pencils, so they cannot take notes since the game is based on memorization skills. • Also, remind them that they cannot repeat any verbs. • Explain the instructions of the game by saying one activity you did on the previous Sunday: <i>"I went to the river last Sunday."</i> • Then, ask the student next to you: <i>"What did you do last Sunday?"</i> and have them say their activity and add your activity as follows: <i>"I played soccer last Sunday and the teacher went to the river."</i> • Have the student ask the following classmate the same question and add their activity plus their classmate's and teacher's: <i>"I ate riguas last Sunday, Ana played soccer, and the teacher went to the river."</i> • If the activity seems confusing to students, you may model it with two or three students before doing it. • Continue with the game until everyone has participated. • In case a student cannot remember any of the sentences, encourage the rest of the class to provide help.
<p>Post</p>  <p>15 minutes</p>	<div style="text-align: center; background-color: #fff9c4; padding: 5px; border-radius: 10px; margin-bottom: 10px;"> <p>Find Someone Who..?</p> </div> <ul style="list-style-type: none"> • Before class, elaborate a poster or slide with the information found in the Teaching Tip section. • Explain to them that they will carry out a <i>Find Someone Who</i> Activity. • Remind them that they will have to make complete questions to collect the information. • Tell them that they can practice asking questions like: <i>"Were you born in July?" "Do you have an important event on Sunday?" "What's your favorite month?"</i> This will give them plenty of speaking practice while reinforcing vocabulary related to days and months. • Walk around the classroom and monitor students' work. • Provide help as needed. • Then, play <i>"The hot potato"</i> to choose different students to share their answers. • Praise students for their effort. <div style="text-align: right; margin-top: 20px;"> <div style="background-color: #4a4a8a; color: white; padding: 5px; border-radius: 10px; display: inline-block; margin-bottom: 10px;"> <p>Teaching tip</p> </div>  <p>If you have access to a projector, you could also display the worksheet and have students copy the information. Remember to visit the English Site to check this material. https://sites.google.com/clases.edu.sv/englishmineducyt/home</p> </div>

Answer Key 

- Days of the Week Riddles**
1. Tuesday 2. Saturday 3. Monday 4. Friday 5. Wednesday
- Months of the Year Riddles**
6. April 7. December 8. February 9. June 10. September



Performance indicators

Students can:

2.5 Apply ordinal numbers and their abbreviations fluently based on visual and auditory cues.

2.6 Format dates precisely using the American patterns.

Content(s)	Goal(s)
<ul style="list-style-type: none"> Ordinal Numbers from 1st to 31st American Date Patterns 	<p>By the end of the week, I will:</p> <ul style="list-style-type: none"> Write ordinal numbers correctly. Pronounce ordinal numbers properly. List important dates in my life using different American formats.

Class 1: Materials



- Dry-erase markers/chalk, a spinning wheel with the ordinal numbers from 1st to 31st, a device to display the spinning wheel, a ball, mini boards, and the students' notebooks.

I Activate (Class 1)

Pre



15 minutes

Spinning Wheel: Ordinal Numbers From 1st to 31st

- For this class, you will need to set a spinning wheel and enter the ordinal numbers from 1st to 31st. Visit the English Site to have access to the suggested spinning wheel.

<https://sites.google.com/clases.edu.sv/englishmineducyt/home>



- Greet and welcome students to class.
- You can carry out this activity in two different ways; you can share the spinning wheel with your students to have them play in pairs or you could play it as a class by spinning the wheel from your cell phone.
- At this point, you will not carry out any review since the purpose is to check how much your students recall this content.
- Explain to your students that they will take turns spinning the wheel to say and write the ordinal number they get.
- After everyone is done, carry out the review by making emphasis on those numbers that have a different spelling: *first, second, third, fifth, ninth, eighth, twelfth, twentieth, and thirtieth*.

During



15 minutes

I'll Say the Cardinal Number, You'll Write the Ordinal Number!

- Provide students with the mini boards.
- Explain that you will say a cardinal number so that they write the ordinal version on their mini boards using numerals and words.
- Model an example. Say *Three!* and write the numeral (*3rd*) and word (*third*) on the board. Then, spell the ordinal number and ask students to verify your answer.



- Then, ask students to pair up and do the same process with their partner using different numbers.
- Praise students for their participation and provide help as needed.

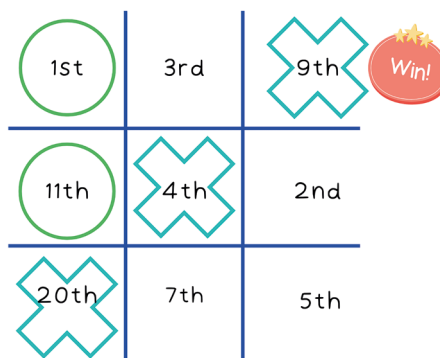
Post



15 minutes

Tic-Tac-Toe

- Before the activity begins, draw a 3 x 3 grid on the board.
- Ask students to take out their notebooks, draw the grid, and write nine different ordinal numbers from 1st to 31st.
- Then, explain to them that they will play *Tic-Tac-Toe*.
- Ask them to pair up and choose "X" or "O". Mention that they will take turns selecting and saying an ordinal number out loud. Once they say it, they have to spell it and if they do it correctly, they will mark the space with the "X" or "O" as they chose it.
- The student who succeeds in placing three of their marks in a horizontal, vertical, or diagonal row wins the round.



- Walk around the classroom to monitor students' work and provide feedback as needed.
- Request students to draw at least three more grids and write different ordinal numbers to have extra practice.
- If time allows, ask for two volunteers to play on the board and the rest of the class will verify that they pronounce the numbers accordingly.

Class 2: Materials



- Dry-erase markers/chalk, listening track, music, a speaker, mini boards, the students' notebooks, and the student's booklet.

I Practice (Class 2)

Pre



15 minutes

Let's Make Teams: Vocabulary Review

- Greet and welcome students to class.
- Ask the class to stand up and walk around to the sound of music. When music stops, they will make groups according to the number you call out (e.g. *Make groups of four.* / *Make groups of seven.*). The students who are left without a team will have to answer any of the questions found in the suggested worksheet. Visit the English Site to have access to this resource. <https://sites.google.com/clases.edu.sv/englishmineducyt/home>
- You will end the game after 5 minutes by asking them to make groups of three since they will work in trios.
- Provide each trio with the mini boards and markers.
- Request students to follow this process:
 - Student 1 mentions a cardinal number (e.g. *One*).
 - Student 2 writes its ordinal number (e.g. *1st*).
 - Student 3 writes the number in words (e.g. *First*).
- Walk around the classroom and monitor students' work.
- Finally, ask at least three trios to do a round in front of the class.

During



15 minutes

Let's Write Dates in Different American Formats

- Before the activity begins, write the following information on the board.

American Date Patterns

Day, Month + Ordinal Number , Year
(e.g. *Wednesday, February 7th, 2025*)

Month (Ordinal Number), Year
(e.g. *February 7th, 2025*)

MM / DD / YYYY
(e.g. *02/07/2025*)

- Explain to students that there are different American formats to write dates. Make emphasis on the correct use of the commas and highlight that there is no need to write a period at the end of the dates just if it comes at the end of a sentence.
- Ask students to write the current day in their notebooks following the three different formats.
- Then, ask for three different volunteers to write the date in every format. After that, read them aloud.
- Finally, request students to copy the formats in their notebooks.

Post



15 minutes

Unit 2 - Week 3 - Worksheet 3 (Part I)

- Request students to take their booklets out.
- Direct students' attention to Worksheet 3 - Part I.
- Read the instructions aloud.
- Explain to students that they will listen to ten different dates and that they will write the dates they listen to in the format stated in the column heading in the table.

A. Day, Month + Ordinal number, Year		B. Month + Ordinal number, Year		C. MM/DD/YYYY	
1.		5.		8.	
2.		6.		9.	
3.		7.		10.	
4.					

- Visit the English Site to have access to the suggested audio. <https://sites.google.com/clases.edu.sv/englishmineducyt/home>
- Have students listen carefully.
- Play the audio again and ask students to take notes.
- Then, request them to get into groups of three to check their answers.
- Finally, ask for ten volunteers to write their answers on the board to verify them and check as a whole class.

Answer Key (Unit 2 - Week 3 - Worksheet 3)



Part I

- | | |
|-----------------------------------|----------------------|
| 1. Friday, May 9th, 1997 | 6. March 16th, 2014 |
| 2. Tuesday, September 26th, 1967 | 7. August 19th, 1990 |
| 3. Wednesday, February 28th, 2024 | 8. 01/25/1935 |
| 4. Thursday, December 23rd, 2021 | 9. 11/21/2003 |
| 5. July 2nd, 1994 | 10. 04/12/1987 |



- Dry-erase markers/chalk, flashcards that you elaborated in A1 - Unit 5 - Week 2 - Class 1 related to holidays, a ball, music, a speaker, and the student's booklet.

I Produce (Class 3)

Pre



15 minutes

Holidays Hot Potato

- For this activity, you will reuse the flashcards that you elaborated in level *A1 - Unit 5 - Week 2 - Class 1* containing the following holidays: *New Year, Valentine's Day, Holy Week, The Day of the Cross, Mother's Day, Father's Day, Teacher's Day, Feast of San Salvador, Independence Day, All Souls' Day, Christmas Eve, Christmas, and New Year's Eve.*
- Greet and welcome students to class.
- Explain to students that you will provide them with a ball that they will pass among themselves.
- Play some music and mention that when you pause it, the student holding the ball will say the holiday you show and its corresponding date. (e.g. *It's Independence Day. It's celebrated on September 15th.*)
- Play the music and pause it progressively.
- Continue the same process until you have used all the flashcards.
- If time allows, include other festivities like *The Three Kings Day (January 6th), and Labor Day (May 1st).*
- Praise students for their active participation.

Teaching tip



You may reuse the flashcards that you previously elaborated or visit the English Site to access the ones elaborated by the English Department. <https://sites.google.com/clases.edu.sv/englishmineducyt/home>

During



15 minutes

Conversation Time!

- Before the activity begins, visit the English Site to access the poster of a conversation.

A1+Conversation Time!

A: Hi, Andrea! I heard that your birthday was yesterday.

B: Good afternoon, Eduardo. Yes, April 16th is my birthday. In fact, I was born on 04/16/2010.

A: Happy belated birthday!

B: Thank you so much! What about you, Eduardo? When were you born?

A: I was born on 12/27/2011.

B: Oh! It's very close to Christmas.

A: Yes, it is. Well, I have to go. Glad to see you!

B: Take care, Eduardo!



- Project it or print it to stick it on the board.
- Remember to check the English Site to play the track.

- Have students listen carefully.
- Play the audio again and pause it so that students repeat after it.
- Request them to pair up and practice the conversation. Remind them to switch roles.
- After they have practiced once, request them to change the information for theirs and to follow the conversation in a creative way.
- Walk around to monitor students' work.

Post



15 minutes

Unit 2 - Week 3 - Worksheet 3 (Part II)

- Request students to take their booklets out.
- Direct students' attention to Worksheet 3 - Part II.
- Read the instructions aloud.
- Explain to them that they will stand up to exchange information with five different classmates and fill in the table using the three date formats studied.

Questions	When were you born? (Month + Ordinal number, year)	When is your birthday this year? (Day, Month + ordinal number, year)	When was your birthday last year? (MM/DD/YYYY)
Classmate 1			
Classmate 2			
Classmate 3			
Classmate 4			
Classmate 5			

- Ask students to stand up and pair up.
- Once they finish with their first partner, clap your hands so that they look for a different one to work with.
- Continue the same process until they have worked with five different partners.
- Walk around the classroom and monitor students' performance.
- Praise them for their effort.
- If time allows, ask students to write down three or four sentences about important dates in their lives. Then, ask them to share them in class.

Teaching tip



Encourage students to share their important dates, fostering a practical and personal connection to the language. Additionally, use visual aids like calendars to help them visualize the arrangement of days, months, and years.

Answer Key (Unit 2 - Week 3 - Worksheet 3)



Part II

Answers will vary.



Performance indicators

Students can:

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

Content(s)	Goal(s)
<ul style="list-style-type: none"> Questions in the Simple Past Tense Yes/No Questions Information Questions 	<p>By the end of the week, I will:</p> <ul style="list-style-type: none"> Exchange information about past events using <i>yes/no</i> and information questions.

Class 1: Materials



- Dry-erase markers/chalk, 8.5"x11" cards with the elements of a yes/no question structure and answers, sheets of paper cut in halves, masking tape, and the students' notebooks.

I Activate (Class 1)

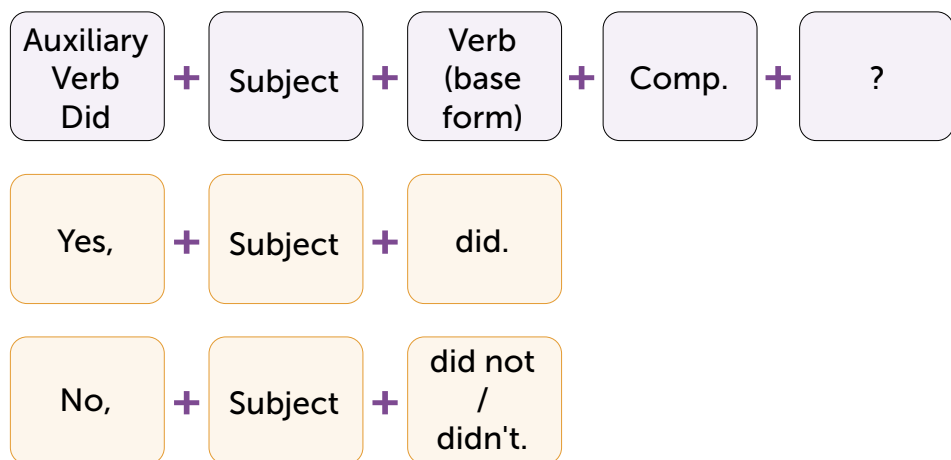
Pre



15 minutes

Did You Go with Your Family?

- Before class, create 8.5" x 11" cards with the elements of a *yes/no* question structure and answers using the simple past tense.
- Consider the illustration below as reference.



- Then, write the following prompts on the board: *yesterday / last night / last weekend / two days ago / last Christmas / last month / last year / three weeks ago*.
- Greet and welcome students to class.

- Write on the board the following question and elicit students' answers: "What did you do on your last vacation?" Write two or three answers on the board (e.g., *I went to Ataco.*)
- Use the answers given to create one follow-up *yes/no* question using *Did* per each (e.g., *Did you go to Ataco with your family?*) Write the questions on the board below each of the student's answers.
- Ask the students the questions and write their answers on the board.
- Stick the question structure cards on the board and request students to help you create a question. Explain that we always use the auxiliary verb *Did* at the beginning of *yes/no* questions with other verbs than *the verb be* in the simple past. Then, the subject is added. After that, the main verb will be in its base form. Next, we include a complement. Finally, we write the question mark.
- Allow students to take notes about the structure and examples.
- Once you all have created a question, mention that the answer will be in affirmative or negative form.
- Highlight that the subject in the answer must agree with the one mentioned in the question plus the auxiliary verb *did* in an affirmative or negative way.

During



15 minutes

What Did You Do on Your Last Vacation?

- Before class, elaborate on a poster or slide a brief paragraph about what you did on your last vacation. For example, *I went to the mall and visited some relatives in Sacacoyo. I tried dragon fruit for the first time. I liked it a lot! I also walked my dogs at the park and played with them. What about you?*
- Give students half of a sheet of paper and encourage them to write down at least five sentences about what they did on their last vacations.
- Ask them to write their names on top of their writing and stick it on the board.
- Then, request them to choose three pieces of writing from other classmates and write two *yes/no* questions using *Did*, considering more things they would like to know about each.
- Monitor students' work and provide help as needed.
- Ask for volunteers to share their questions with the class.

Post



15 minutes

Did You...?

- Request students to use the questions they elaborated in the previous activity.
- Have students stand up and look for the owner of the writings they used to create their questions.
- Tell them that they will ask the owners their questions and write down their answers.
- Monitor students' performance.
- Provide feedback related to pronunciation and grammar as needed.
- Praise them for their effort.





- Dry-erase markers/chalk, different paper strip sets with *yes/no* questions, boxes or bags, 8.5" x 11" cards with *wh- words*, the students' notebooks, and the student's booklet.

I Practice (Class 2)

Pre



15 minutes

Simple Past Question Review

- Before class, prepare sets of paper strips containing *yes/no* questions in the simple past and separate them in different boxes/bags. Consider the examples below as reference.

Did you write a book?

Did your family go to Los Naranjos last December?

Did you play soccer last weekend?

Did you eat pizza last night?

Did your friend travel abroad?

- Greet and welcome students to class.
- Request students to get into groups of five and provide each group with a box/bag with questions.
- Ask them to take turns asking and answering the questions they find in the paper strips. Remind them about the *yes/no* answer structures.
- Then, ask students to write their own questions on the other side of the strip to have a second round answering the questions they created.
- Provide feedback related to grammar and pronunciation.

During



15 minutes

Information Questions

- Before class, elaborate 8.5" x 11" index cards with the following *wh- words*: *what*, *when*, *where*, *who*, *why*, *how*, and *which*.

what

for things

when

for time or dates

why

for reasons

who

for people

where

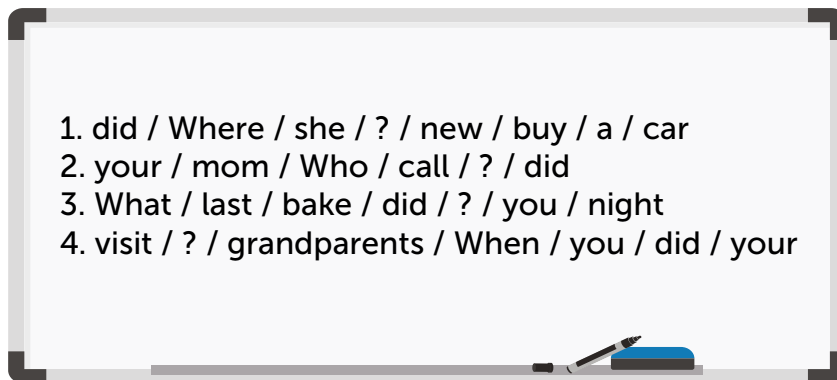
for places

how

for manner

- Show students the cards and ask them to repeat the words after you.
- Explain to students that *wh-words* help to get information.
- Stick the *wh- words* index cards and reuse the cards you elaborated for the previous lesson containing the elements to form *yes/no* questions in the simple past.

- Explain the structure and highlight that these types of questions allow people to get and provide more open answers.
- Write the following questions on the board and request students to unscramble them in their notebooks.



- Then, ask them to pair up and share their answers.
- After that, select students randomly and have them read a question each.
- Provide feedback related to grammar and intonation.

Post



15 minutes

Unit 2 - Week 4 - Worksheet 4

- Request students to take their booklets out.
- Direct students' attention to Worksheet 4 - Part I.
- Ask a student to read the instructions aloud.
- Explain to them that they will answer the questions using *yes/no* answers based on the symbols provided (+) / (-).
- Then, direct their attention to Part II and explain to them that they will read the answers carefully and create questions correspondingly.
- Finally, select at least five students to read one of their own questions and answers.
- **For next class:** Request students to bring old pictures about their families.

Answer Key

**Information Questions**

1. Where did she buy a new car?
2. Who did your mom call?
3. What did you bake last night?
4. When did you visit your grandparents?

Answer Key (Unit 2 - Week 4 - Worksheet 4)

**Part I**

1. Yes, they did.
2. Yes, it did.
3. No, I didn't.
4. No, she didn't.
5. Yes, he did.
6. No, it didn't.
7. No, I didn't.
8. Yes, I did.

Part II

1. Where did you live when you studied at university? / Where did you live?
2. Who did you go to church with?
3. When did they move abroad?



- Dry-erase markers/chalk, students' family picture(s), and the student's booklet.

I Produce (Class 3)

Pre



15 minutes

Let's Share Our Pictures

- Greet and welcome students to class.
- Ask them to take out the picture(s) that you requested last class. Students may use paper pictures or the photos they have in their devices.
- Ask them to avoid checking social media and use only their galleries.



- Request them to pair up and explain to them that they will ask each other questions about the picture using both *yes/no* and *wh-* questions.
- Emphasize that all questions must be in the simple past tense (e.g. *Where did you go? Did you stay in Montecristo National Park? Who did you go with? What did you do there? When did you go?*)
- Ask them to take out their notebooks to take notes of the information their classmates provide them with. (e.g. *Lety showed me a picture of her family. She went to Montecristo National Park with her family and she camped there with them. Marisol watched a lot of birds and saw lots of types of trees. She enjoyed the experience.*)
- Once they finish, ask students to change partners to do the same process.
- Walk around the classroom and monitor students' work to provide feedback as needed.
- Finally, select at least three students to say one of their partners' experiences.
- Praise students for their participation.

During



15 minutes

Make Up the Story!

- Request students to sit on the floor making a big circle.
- Explain to them that you will tell them a statement in the simple past. e.g. *I went to the park on Sunday morning.*



- The student sitting next to you will ask the following student a yes/no question (e.g. *Did you see anyone at the park?*)
- This student will answer and continue the story with another statement.
- After that, the next student will ask a *Wh-* question and so on.
- Students will alternate asking *yes/no* and *Wh-* questions and adding more statements to the story.

Post



15 minutes

Unit 2 - Week 4 - Worksheet 4 (Part III)

- Request students to take their booklets out
- Direct students' attention to Worksheet 4 - Part III.
- Read the instructions aloud.
- Explain to them that they will look for someone who did something out of the given list in the past.
- Encourage them to ask extra questions and write down their classmates' answers.

Find Someone Who...	Classmate's Names and Details
1. ate pizza for dinner last night.	
2. watched a movie last weekend.	
3. read a book during vacations.	
4. played a sport yesterday.	
5. took a trip to the beach last year.	
6. wrote a letter or email last week.	
7. went to a soccer match last month.	
8. saw a concert or live performance recently.	

- Model one example so that students are able to make follow-up questions.
- Walk around the classroom and monitor students' work.
- Finally, provide feedback as needed.

Answer Key (Unit 2 - Week 4 - Worksheet 4)



Part III

Answers will vary.

Week  5

Approximate time:
2 hours 15 minutes (3 classes)



Performance indicators

Students can:

- 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.

Content(s)	Goal(s)
<ul style="list-style-type: none">• Narrating a Short Biography	<p>By the end of the week, I will:</p> <ul style="list-style-type: none">• Identify key details in biographies.• Write a biography of a Salvadoran person.

Class 1: Materials

- Dry-erase markers/chalk, a sticky note or small card per student with the names of famous people who already passed away, a poster with the biography of Fernando Llorca, tags with key facts found in a biography, copies of *Alicia Nash's* biography, masking tape, and the students' notebooks.

I Activate (Class 1)

Pre



15 minutes

Charades

- Before class, prepare sticky notes or small cards containing famous people's names who have already passed away. (e.g. *Selena Quintanilla, Diego Maradona, Martin Luther King, Amy Winehouse, etc.*)
- Greet and welcome students to class.
- Request students to get into groups of four or five.
- Provide each student with a sticky note or card with the name of a famous person to stick on their foreheads.
- Give students these sticky notes or cards face down so they do not see the names.
- Explain to the class that they will ask *yes/no* and *Wh-* questions to their classmates to get information about their famous person and guess the name of the person that they have on their foreheads.
- Ask a student to write the name of a famous person on a sticky note and stick it on your forehead. Model the process by encouraging students to answer your questions, so you can guess the celebrity.
- Walk around the classroom and monitor students' work.
- Praise students for their effort.

During



15 minutes

Biography about Fernando Llorc

- Before class, visit the English Site to access the poster with Fernando Llorc's biography and tags with key information points.
<https://sites.google.com/clases.edu.sv/englishmineducyt/home>
- Stick the poster on the board.
- Have different students read each sentence. Read after them to model proper pronunciation. You can also play the suggested audio available on the English Site.
- After that, stick the tags randomly on the board and ask for volunteers to take the tags and stick them next to the right information on the poster.
- Then, ask the following questions:
 1. *When was Fernando Llorc born?*
 2. *What did he do?*
 3. *Where did he study?*
 4. *Who did he marry?*
 5. *Where did he live?*
 6. *What were some of his major achievements?*
- Check answers as a whole class.

Post



15 minutes

Reading Race

- For this activity, get ready with at least five copies of Alicia Nash's biography. Check out the English Site to have access to it.
<https://sites.google.com/clases.edu.sv/englishmineducyt/home>
- Stick the copies on different walls around the classroom.
- Explain to students that you will provide them with a couple of minutes to stand up and read the biography and get back to their seats to write down in their notebooks every key fact related to Alicia Nash.
- Request students to recreate Alicia's biography with the information they got. Then, ask them to share their versions with a partner to check whether they did it correctly or missed any piece of information.
- **For next class:** Ask a family member or a friend about key facts of their lives.

Answer Key (Biography about Fernando Llorc)



1. He was born on April 7th, 1949.
2. He was a famous painter, ceramist, potter, sculptor, and musician.
3. He studied at Universidad de El Salvador, Louisiana State University, and Catholic University of Louvain.
4. He married Estela Chacón.
5. He lived in La Palma, Chalatenango.
6. He received the *National Prize of Culture* and the *National Prize of Tourism*.



- Dry-erase markers/chalk, small posters with Claudia Lars's information, tags with key facts of a biography you elaborated for the previous class, a speaker, a listening track, and the student's booklet.

I Practice (Class 2)

Pre



15 minutes

Let's Learn about Claudia Lars

- Before class, elaborate small posters with relevant information about Claudia Lars's biography.
- Reuse the tags with key facts that you elaborated for the previous class.
- Use the illustration below as a reference so you know what information about Claudia Lars to include.

1. Date and place of birth and death

A. She was awarded with the Certamen Nacional de Cultura in 1962.

2. Area of expertise

B. Her parents were Peter Patrick Brannon (American) and Carmen Vega Zelayandía (Salvadoran). She had a son, LeRoy Beers Brannon from her first marriage.

3. Places where he/she lived or studied

C. Carmen Margarita Brannon Vega (also known as Claudia Lars) was born in Armenia, Sonsonate on December 20th, 1899 and died in San Salvador on July 22nd, 1974.

4. Family-related information

D. She was a very talented Salvadoran poet. She wrote and published different collections of poems such as *Estrellas en el pozo* (1934), *Canción redonda* (1936), *La casa de vidrio* (1942), *Romances de norte y sur* (1946), *Sonetos* (1947), among others.

5. Professional experience and achievements

E. She studied in Colegio La Asunción (Santa Ana). She lived in the El Salvador, in the U.S., and Guatemala.

- Select students randomly and ask them to read a piece of information each aloud.
- Take notes of the words students mispronounce as they read.
- Model the correct pronunciation of the words.
- Ask students to repeat after you.
- Then, ask for volunteers to get a tag or a small poster with Lars's information.
- Request them to match the information correspondingly.
- As a class, verify whether they have matched it correctly.
- After that, request students to get into pairs and exchange information related to Claudia Lars's biography.
- Walk around the classroom and monitor students' performance.
- Praise students for their participation.

During



15 minutes

Unit 2 - Week 5 - Worksheet 5

- Request students to take their booklets out.
- Direct students' attention to Worksheet 5 - Part I.
- Read the instructions aloud.
- Explain to them that they will fill in the blanks with the correct form of the verbs in the box to complete the biography of Salarrué.
- Go to the English Site and play the track.
<https://sites.google.com/clases.edu.sv/englishmineducyt/home>
- Play the audio so students fill in the blanks.
- Then, direct their attention to Part II and ask them to answer the questions related to Salarrué.
- Request students to pair up and check their answers together.
- Finally, select students randomly and validate the answers as a class.

Post



15 minutes

Interview-Biography

- Request students to get their homework notes.
- Ask them to, individually, use the key details to write about the person they interviewed.
- Provide students with enough time for them to write the biography.
- Walk around the classroom and monitor students' work to provide help as needed.
- Finally, have them share the biographies they wrote and ask *yes/no* and *Wh-* questions in the simple past tense.

Let's Learn about Claudia Lars



1. C 2. D 3. E 4. B 5. A

Answer Key (Unit 2 - Week 5 - Worksheet 5)

**Part I**

1. was 2. was 3. studied 4. had 5. worked
6. wrote 7. were 8. became 9. lived 10. died

Part II

1. He was born in Sonzacate, Sonsonate.
2. No, it wasn't. It was Luis Salvador Efraín Salazar Arrué.
3. To become a painter.
4. No, he didn't. He had three daughters.
5. He married Zélie Lardé.
6. He worked for the newspaper Patria.
7. He lived in the United States.
8. He died in Los Planes de Renderos, San Salvador.

Class 3: Materials



- Dry-erase markers/chalk, sets of biographies of famous Salvadoran people, the students' notebooks, the listening track, a speaker, and cards with the key details of a biography.

I Produce (Class 3)

Pre



15 minutes

Who Is This Salvadoran Person?

- Before class, get ready with four different biographies of Salvadoran people and replicate them according to your class size taking into account that students will work in groups of four.
- Check the English Site to access the suggested biographies about *María de Baratta*, *Francisco Gavidia*, *Alberto Masferrer*, and *Julia Díaz*.
- Ask students to make groups of four and explain to them that you will provide them with four biographies per group.
- Make sure students do not see the names on the biographies when you give them.
- Request students to pick a biography each without showing the person's name in it.
- Ask them to read it and take turns to impersonate it without saying the person's name so that their classmates can guess it.
- Model the activity by saying: *I was born in Armenia, Sonsonate, El Salvador on April 10th, 1901. I got married to Antoine de Saint-Exupéry. My husband was famous for writing the well-known novel The Little Prince. I was a writer. I died in Grasse, France on May 28th, 1979. Who am I?*
- Encourage students to say *Consuelo Suncin/Consuelo de Saint-Exupéry*.
- Provide feedback related to pronunciation as needed.

During



15 minutes

Let's Take Notes

- Request students to take their notebooks out.
- Explain to them that they will listen to Matilde Elena López's biography, a poet, essayist, playwright, and literary critic.



- Ask them to pay close attention.
- Visit the English Site to play the track.
<https://sites.google.com/clases.edu.sv/englishmineducyt/home>

- Explain to students that you will play the audio again so they can take notes.
- Then, write the following questions on the board:
 1. *What was her name?*
 2. *When was she born?*
 3. *What did she do?*
 4. *Did she study at Universidad Centroamericana José Simeón Cañas?*
 5. *Where did she study?*
 6. *Was she a member of the Academia Salvadoreña de la Lengua?*
 7. *When did she die?*
- Request students to get into groups of three and answer the questions together.
- Finally, ask for volunteers to answer a question each and check them as a class.

Post



15 minutes

Writing a Biography

- Before class, get ready with cards and the key details of a biography written on each. Feel free to use the information below about *Hugo Lindo*.

Salvadoran writer and poet	Born October 13th, 1917 La Unión, El Salvador	Law and social sciences, University of El Salvador
Wife, Carmen Fuentes Seven children	Died September 9th, 1985 San Salvador	Minister of Education in El Salvador, 1961
Traveled to many countries such as Korea, Colombia, and Spain	Participated in the foundation of <i>Universidad José Matías Delgado</i>	Wrote <i>Poema Eucarístico y otros</i> (1943), <i>Sinfonía sin Límites</i> (1953), <i>Trece instantes</i> (1959), among others

- Stick the cards on the board and explain to students that they will write a biography using the information on the cards.
- Walk around the classroom and monitor students' work.
- Ask students to get into groups of three and read to compare the biographies they wrote.
- After having them compare, select at least three students and have them read aloud.
- Provide feedback related to spelling and grammar as needed.
- **For next class:** Have students research a person they believe has had a great impact on El Salvador's history and take notes on relevant information. Remind them to include the key points previously studied. Also, ask them to draw, print, or cut out a picture of their chosen person.

Let's Take Notes



1. Matilde Elena López.
2. She was born on February 20th, 1919.
3. She was a poet, essayist, playwright, and literary critic.
4. No, she didn't.
5. She studied at Universidad de San Carlos de Guatemala and Universidad Central del Ecuador.
6. Yes, she was.
7. She died on March 11th, 2010.

Week **6**

Approximate time:
2 hours 15 minutes (3 classes)



Performance indicators

Students can:

- 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.

Content(s)	Goal(s)
<ul style="list-style-type: none">Project: Living History Museum A Famous Person in the History of El Salvador	<p>By the end of the week, I will:</p> <ul style="list-style-type: none">Use key information to write a biography.Present a famous Salvadoran person's biography by impersonating them.

Class 1: Materials



- Dry-erase markers/chalk, a poster containing Prudencia Ayala's biography, bond paper, permanent ink markers, listening track, a speaker, and Unit 2 Test copies.

Unit 2 Project

Class 1
Pre



45 minutes

Project Preparation

- Before class, access the English Site and replicate the suggested poster and timeline based on Prudencia Ayala's biography.



- Stick the posters on the board and ask different volunteers to read the key facts and the biography aloud.
- Then, ask students to take out their notes related to the research they did about a famous Salvadoran person and to create a timeline in their notebooks.
- Explain to them that they will elaborate a poster about the biography of the person they chose using the timeline.
- Mention that they will impersonate the famous person. For example: *Hello! My name was Prudencia Ayala. I was born in Sonzacate on April 28th...*
- Once they have their biographies done, ask students to write three comprehension questions (yes/no questions or *Wh*-questions) about their biographies.

Class 2
During

45 minutes

Project Presentation

- Greet and welcome students to class.
- Provide students with at least five minutes to practice their impersonations and remind them that they will perform as if they were the famous person.
- Then, divide the class into groups of five.
- Explain that they will take turns impersonating the biography of the person they chose without reading from their posters.
- After each student has presented, request them to ask their classmates the questions they prepared to check comprehension.
- Walk around the classroom and monitor students' performance.
- Finally, select at least five students randomly to present in front of the class and ask the rest of the students the questions.
- Praise them for their effort and creativity.

Class 3
Post

45 minutes

Unit 2 Test

- Before class, make sure you have enough copies of the test for the whole class.
- For further details about the listening track, visit the English Site: <https://sites.google.com/clases.edu.sv/englishmineducyt>
- Have students write their names on the test.
- Remind them to work on the evaluation individually.
- Read the instructions aloud and make sure that all the information is clear before students take the test.
- When time is up, collect the tests and verify that students have completed all the sections included.

Answer Key (Unit 2 Test)



Listening

- | | | |
|----------------------------------|-------------------------|---------------------|
| 1. Friday, July 31st, 1975 | 2. September 26th, 1969 | 3. 01/14/2014 |
| 4. April 5th, 2012 | 5. 11/02/2023 | 6. March 14th, 2005 |
| 7. Wednesday, February 7th, 1993 | 8. 08/ 23/2001 | |

Vocabulary

- | | | | | |
|--------------|---------------|-------------|------------------|---------------|
| 1. astronaut | 2. engineer | 3. activist | 4. soccer player | 5. played |
| 6. scientist | 7. discovered | 8. singer | 9. actor | 10. performed |

Grammar

- Salarrué did not write horror stories.
- Did Claudia Lars publish her first work at the age of 17?
- Did Fernando Llorc live in Cojutepeque?
- Matilde Elena López died on March 11th, 2010.
- Prudencia Ayala did not come from a rich family.

Reading

- | | |
|--|-----------------------------|
| 1. He was born on January 8th, 1900. | 2. No, he didn't. |
| 3. He studied at Universidad de El Salvador. | 4. He had seven siblings. |
| 5. Yes, he did. | 6. He died in San Salvador. |
| 8. He died on May 24th, 1928. | |



Unit Test

Unit Test



Performance indicators

Students can:

- 1.3 Pronounce and use common adjective appropriately in short, guided oral descriptions of people.
- 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.
- 1.8 Identify regular verbs in the simple past tense from visual and written input accurately to demonstrate comprehension.
- 1.11 Distinguish voiced and voiceless consonant sounds in regular verbs clearly during guided pronunciation practice.
- 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.
- 2.3 Formulate negative simple past sentences grammatically using the correct auxiliary and verb structures.
- 2.7 Construct and exchange simple past tense questions accurately, and discuss past events and experiences clearly by providing appropriate and well-formed answers.

Content(s)	Goal(s)
<ul style="list-style-type: none"> • Adjectives (to describe people) • Past Time Expressions • Simple Past of Regular Verbs (Part I) • Pronunciation Rules of Regular Verbs • Simple Past of Irregular Verbs (Part I) • Simple Past: Negative Form of Regular and Irregular Verbs • Questions in the Simple Past 	<p>By the end of the week, I will:</p> <ul style="list-style-type: none"> • Consolidate my progress along units 1 and 2.

Class Materials



- Dry-erase markers/chalk, student's notebooks, magazines, and paper strips including situations to describe scenarios in the past.


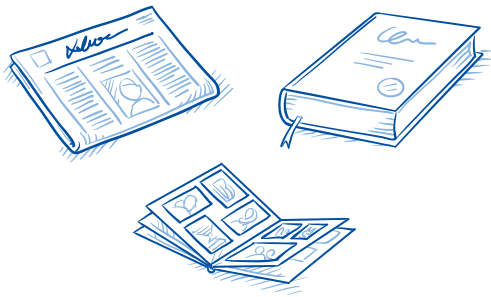

Units 1 and 2

Class 1
Pre

45 minutes

Vocabulary Storybook

- Greet and welcome students to class.
- Explain to them that they will illustrate a short story in which they have to include the vocabulary words learned along units 1 and 2.
- Provide them with white sheets of paper and ask them to fold the pages.
- Mention that they have to include at least 15-20 words from units 1 and 2 sets of vocabulary.
- Once they finish, ask them to get into groups of three and share their storybooks.
- Request them to exchange storybooks with their teammates and read them. After that, request them to discuss them.

	<ul style="list-style-type: none"> • Finally, select at least five students to read their stories aloud in front of the class. • Provide feedback related to spelling and grammar as needed. • Praise them for their effort and creativity. • For next class: Request students to bring old newspapers, books, magazines, flyers, etc.
<p>Class 2 During</p>  45 minutes	<p style="text-align: center;">Grammar Detectives</p> <ul style="list-style-type: none"> • Greet and welcome students to class. • Explain to students that they will become detectives and find real-world examples of the use of the tenses studied in the simple past tense with regular and irregular verbs. They might be affirmative, negative, or interrogative sentences. • Request them to take out the old newspapers, books, magazines, flyers, and other material they brought.  <ul style="list-style-type: none"> • Ask students to pair up to work together. • After they find an example in their materials, request them to take notes in their notebooks. • Walk around the classroom and monitor students' work. • Finally, ask the pairs to get into groups of four and share their work. • Praise them for their effort.
<p>Class 3 Post</p>  45 minutes	<p style="text-align: center;">Storytelling: What Did I Do?</p> <ul style="list-style-type: none"> • Greet and welcome students to class. • Before class, prepare paper strips with situations to describe scenarios in the past (e.g. <i>last vacation</i>, <i>last birthday</i>, <i>last Holy Week</i>, <i>last time I played soccer</i>, <i>last summer</i>, etc.) • Divide the class into groups of three. • Ask students to pick one scenario per group to talk about their own experiences related to that situation for five or ten minutes. • Remind them to ask <i>yes/no</i> and <i>Wh-</i> questions. • Clap your hands and ask students to change classmates and make a different team. • Provide feedback related to grammar and pronunciation as needed. • Then, individually, request students to write the experience they shared in groups in a story format in their notebooks. The story should be from ten to fifteen lines. • Monitor and give feedback as needed. • Ask for volunteers to say their stories in front of the class.

UNIT 3

Going Grocery Shopping

In unit 3, students will develop their communicative skills when:

- Identifying vocabulary related to food groups.
- Listing the ingredients that may be found in different meals.
- Making purchases by creating simulation scenarios and using shopping-related vocabulary.
- Exchanging information about prices and products through dialogues.



Unit 3 Going Grocery Shopping

Unit Competencies	Guidelines for Diagnostic Assessment
<ol style="list-style-type: none">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.	<p>Before starting Unit 3, it is recommended to conduct a diagnostic activity that lets you identify students' areas of growth and strengths regarding the topics to be studied.</p> <p>Have students think about what they ate the previous day, and ask them to write in their notebooks the food items they can recall. Then, request some volunteers to write some examples on the board.</p> <p>Make sure you monitor and observe students' written performance. You may also ask them questions such as the following: <i>What do you usually eat for breakfast? What do you eat for lunch? What do you eat for dinner?</i> and explain to them that along this unit, they will learn how to describe different meals and vocabulary related to purchasing.</p>

Teaching Tips for the Didactic Unit	Classroom Management Guidelines
<ul style="list-style-type: none">• Use visual aids, simple definitions, or descriptions to introduce and review key content.• Reuse flashcards from previous units to reinforce basic sentence patterns.• Check in advance if it is necessary to prepare realia or any other resources for each class.• Reinforce spelling both orally and in writing using vocabulary presented along with the unit.• Promote speaking activities and collaborative work among students.• During your planning or class preparation, check the pronunciation of the vocabulary you will teach to model each word properly.	<ul style="list-style-type: none">• Rotate seating arrangements periodically to offer students more chances to collaborate with different classmates.• Monitor at all times and guide students as needed.• Foster cooperative learning at all times.• Encourage the acceptance of mistakes and challenges as part of personal growth.• Encourage students' active participation during all stages of the lesson.• Promote peer collaboration to ensure that if a student forgets or doesn't have class materials, they can share with others.

Week **1**

Approximate time:
2 hours 15 minutes (3 classes)



Performance indicators

Students can:

- 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 and understanding of basic food groups.

Content(s)	Goal(s)
<ul style="list-style-type: none">Food Groups: fruits, vegetables, protein, dairy, and grains	<p>By the end of the week, I will:</p> <ul style="list-style-type: none">Classify food into the five food groups.Pronounce food names correctly.Describe what I usually eat for my meals.

Class 1: Materials



- Dry-erase markers/chalk, flashcards and tags with food-related vocabulary, masking tape, audio, a speaker, a basket, and the student's booklet.

I Activate (Class 1)

Pre



15 minutes

Let's Learn about Food!

- Before class, prepare flashcards and tags with pictures and the written form of the following items: *apple, peach, grapes, watermelon, pear, banana, mango, pineapple, orange, strawberry, cherry, corn, onion, green pepper, carrot, cucumber, cabbage, lettuce, radish, potato, tomato, avocado, chicken, beef, fish, turkey, eggs, tuna, beans, peanuts, milk, cheese, cream, cream cheese, margarine, butter, yogurt, crema, tortilla, cereal, rice, bread, pasta, popcorn, crackers, and oatmeal.*
- Consider the following images as reference.



apple



pear



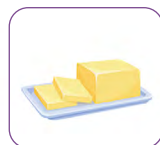
onion



radish



beef





butter



tortilla



cereal

	<ul style="list-style-type: none"> • Paste the flashcards and tags on the board before starting the class. • Greet and welcome students to class. • Ask them to listen carefully to the audio that you will play for them. • Visit the English Site to have access to the suggested audio. https://sites.google.com/clases.edu.sv/englishmineducyt/home • Point at each flashcard as the audio plays. • Practice the pronunciation as a class by requesting your students to repeat after you. • Next, remove the tags from the board. • Point at different flashcards and ask your students the question: <i>What food is it?</i> Encourage them to reply aloud. • Provide feedback related to pronunciation as needed.
<p>During</p>  15 minutes	<p style="text-align: center;">Pass the Basket!</p> <ul style="list-style-type: none"> • Remove the flashcards from the board and place them in a basket. • Ask your students to form a circle at the center of the classroom. • Explain to them that they will pass around the basket with the flashcards while playing some music. • The student holding the basket when the music stops should pick a flashcard, say the name of the food item, and spell it. • Encourage students to help their classmates in case they struggle with the spelling of the words. • Play the music and have them pass the basket. • Continue the activity until there are no flashcards left. • Provide feedback related to pronunciation and spelling as needed. • Praise students for their participation.
<p>Post</p>  15 minutes	<p style="text-align: center;">Unit 3 - Week 1 - Worksheet 1</p> <ul style="list-style-type: none"> • Ask your students to take out their booklets. • Direct their attention to Worksheet 1 - Part I. • Explain to them that they will look at the pictures carefully and then label each food item correctly. • Once they finish, direct their attention to Part II. • Request them to read the descriptions on the left first. • Then, tell them to match each of them to the correct food item on the right by writing the letter in the parentheses. • Finally, check the answers as a class. • Provide feedback as needed.

Answer Key (Unit 3 - Week 1 - Worksheet 1)



Part I

1. strawberry 2. pineapple 3. peach 4. cabbage 5. lettuce 6. radish 7. cucumber 8. avocado
9. turkey 10. tortilla 11. peanuts 12. oatmeal 13. crackers 14. green pepper 15. yogurt

Part II

1. (c) 2. (a) 3. (e) 4. (b) 5. (d)



- Dry-erase markers/chalk, the food items flashcards and tags elaborated for Class 1 - Week 1, a bag/box, and the students' notebooks.

I Practice (Class 2)









Pre



15 minutes

Let's Classify Food Items!

- For this activity, you will reuse the food items flashcards elaborated for Week 1 - Class 1.
- Before class, divide your board into five columns and label them with the five different food groups: *Fruits*, *Vegetables*, *Grains*, *Dairy Products*, and *Protein*.
- Put the flashcards inside a bag or a box.
- Greet and welcome students to class.
- Explain to them that you will select different volunteers to come to the front of the class, take out a flashcard from the bag/box, and classify the selected food item into one of the five food groups.

Fruits	Vegetables	Grains	Dairy Products	Protein
				
				

- Continue this process until they have sorted all the flashcards.
- Review the answers as a class. Make sure all the food items are below their corresponding category.
- Praise your students for their participation.

During



15 minutes

Find Your Food Group!

- Reuse the tags you elaborated for Class 1 - Week 1 with the names of the different food items and place them in a bag.
- Explain to your students that they will play a game.
- First, you will pick five students and assign each of them to a food group. Then, the rest of the class will take out one food item tag from a bag and keep it a secret. The students representing the food groups will go around the classroom asking their classmates to describe their food item by saying, "Describe your food item to me, please."
- Once students have found a food item that belongs to their group, request them to link arms with their peers and walk around the classroom together, interviewing other classmates.
- After going over the instructions, select the five students who will represent the food groups.
- Next, have the rest of the class pick a tag to begin the game.
- Walk around the classroom and monitor students' performance.



- Verify the answers as a class by asking students to reveal their food groups and food items.
- Provide feedback related to pronunciation as needed.

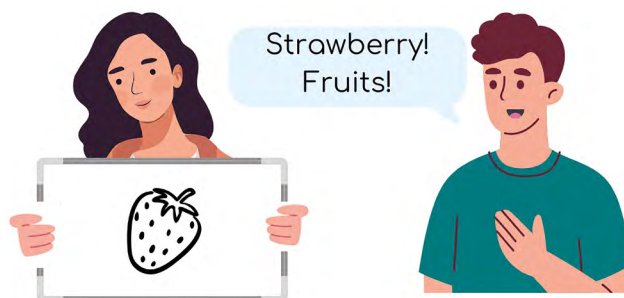
Post



15 minutes

Food Groups Pictionary!

- Request students to form pairs and distribute one miniboard per group.
- Next, explain to them that they will take turns drawing a food item on the miniboard while their partner guesses it and says the food group it belongs to.



- Walk around the classroom and monitor students' work.
- Then, reuse the flashcards with different food items. Tell your students that you will show one at a time, and pick a volunteer to say its name and correct food group aloud.
- Finally, provide feedback as needed.



- Dry-erase markers/chalk, flashcards that represent different food items, masking tape, the students' notebooks, and a big dice.

I Produce (Class 3)

Pre



15 minutes

Meal of the Day

- Before class, elaborate some flashcards with foods to form meals for breakfast, lunch, dinner, and snack.
- You can reuse the ones you elaborated for Week 1 - Class 1 and the ones from previous levels.
- Write on the board the meals of the day, the time, and the phrase *For _____ (mealtime), I have...* and paste the flashcards on the side of the board.
- Consider the following illustration as reference.

Breakfast 7:00 - 8:00 a.m.

For breakfast, I have...

Lunch 12:00 - 1:00 p.m.

For lunch, I have...

Dinner 7:00 - 8:00 p.m.

For dinner, I have...



- Greet and welcome students to class.
- Tell your students what you have for breakfast by saying for example: *For breakfast, I have eggs, beans, and cream.* Show them the flashcards as you mention each food item and paste them below the "Breakfast" title on the board.
- Ask two students to come to the board and tell the class what they have for lunch and dinner. They will say the phrase *For _____ (mealtime), I have...*, show the corresponding flashcards, and paste them below the title on the board.
- Then, explain to them that snacks are light meals eaten between regular meals. Provide some examples using the flashcards elaborated.
- Request students to write in their notebooks what they have for breakfast, lunch, and dinner. Monitor their work and provide feedback related to punctuation or spelling.
- Finally, select some volunteers to share their sentences aloud with the class.

Keep in mind!



Remember that the word "brunch" is a joint word that represents *breakfast* and *lunch*, so you can explain to students that it represents a late morning meal eaten instead of them.

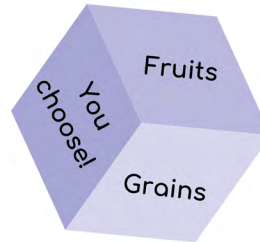
During



15 minutes

Roll the Dice!

- Before class, elaborate a big dice and write the name of one food group on each of its faces. In the remaining space, write the phrase *You choose!*
- Consider the following image as reference.



- Divide the class into two teams.
- Explain to students that they will play a game to create sentences. Each team will form a line in front of the board. The first students in line should take turns to throw the dice, make a sentence about a meal of the day (*breakfast, lunch, or dinner*) that includes at least one food item of the food group they got, and write it on the board. Students' sentences may look similar to this: *For lunch, I have fish, rice, and tortillas. (dice: Protein)*
- If they get "You choose!" while throwing the dice, they can pick the food group of their preference to incorporate in the sentence.
- Ask students to stand up and give a marker to the first participants in line.
- Start the game and continue the same process until all the students in the line have gotten their turn.
- Once they are done, request them to go back to their seats and check the sentences on the board as a class.

Post



15 minutes

What Do You Have for...?

- Request students to take their notebooks out and form pairs.
- Tell them that they will take turns to ask and answer the question: *What do you have for breakfast / lunch / dinner?*
- Remind students to ask the questions for all the meals of the day and to take notes on their partner's answers.
- Once they finish, ask them to draw in their notebooks five columns representing the five food groups and write the food items mentioned by their partner accordingly.
- Have some volunteers share their notes with the class.
- Monitor students' work and provide feedback related to pronunciation and spelling if needed.

Week **2**

Approximate time:
2 hours 15 minutes (3 classes)



Performance indicators

Students can:

- 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.

Content(s)	Goal(s)
<ul style="list-style-type: none">Countable and Uncountable Nouns	<p>By the end of the week, I will:</p> <ul style="list-style-type: none">Classify nouns as countable or uncountable.Form regular and irregular plural nouns correctly.

Class 1: Materials



- Dry-erase markers/chalk, flashcards that represent countable and uncountable nouns, two baskets/boxes, mini boards, and the student's booklet.

I Activate (Class 1)

Pre



15 minutes





Can We Count Them?

- For this activity, elaborate flashcards that represent countable nouns such as *apples, pears, cherries, sandwiches, potatoes, mangoes, children, men, women, teeth, mice, people, feet, oxen, geese, fish (animal), sheep, deer, etc.*, and some others that represent uncountable nouns such as *water, milk, soda, juice, oatmeal, flour, chicken (food), turkey (food), fish (food), beef, corn, cabbage, lettuce, etc.* Remember that you can reuse the flashcards previously elaborated from other weeks or levels.
- Additionally, before class, prepare two baskets or boxes labeled as "*countable nouns*" and "*uncountable nouns*".
- Start the class by briefly explaining that nouns are words that name people, places, things, or ideas. Tell students that some nouns can be counted (like the noun "apple"), and these are called "*countable nouns*".

Teaching tip



Remind students that some nouns can be both countable and uncountable depending on the context. For example, "*fish*" can be countable when referring to individual animals ("*I caught three fish today.*") but uncountable when referring to food in general ("*I had fish for dinner*").

<p>Pre</p>  <p>15 minutes</p>	<p>Others cannot be counted individually (like the noun "water"), and these are called "<i>uncountable nouns</i>".</p> <ul style="list-style-type: none"> Write examples of countable nouns (e.g., <i>apple, sandwich, potato</i>) and uncountable nouns (e.g., <i>water, rice, milk</i>) on the board. Next, place the baskets or boxes in front of the class. Show the flashcards to them and ask them to decide if the noun is countable or uncountable. Place each picture in the appropriate basket or box. <div style="text-align: center;">  </div> <ul style="list-style-type: none"> Review the answers as a class. 	<p>A helpful concept to remember is that countable nouns are things you can count one by one. They have a singular form and a plural form. Uncountable nouns are things you can't count individually. They don't have a plural form and are treated as a whole, not separate items.</p>
<p>During</p>  <p>15 minutes</p>	<p>Countable or Uncountable?</p> <ul style="list-style-type: none"> Ask students to form pairs and provide each student with a mini board. Explain to them that you will call out different food items, and one student should draw the item they hear on the mini board while the other will write if they think it is countable or uncountable. They will switch roles every round, so both have a chance to guess and draw the items. Make sure to provide enough time between rounds for students to draw and classify the items called. Challenge your students by making two rounds with items that are not food items (e.g., <i>book, air</i>, etc.) and remind them that countable and uncountable nouns apply to other objects too. Provide feedback as needed. 	
<p>Post</p>  <p>15 minutes</p>	<p>Unit 3 - Week 2 - Worksheet 2</p> <ul style="list-style-type: none"> Request students to take out their booklets. Direct their attention to Worksheet 2 - Part I & II. Have a student read the instructions aloud. Make sure you clarify any doubts. Ask them to complete the exercises accordingly. Walk around the classroom and monitor students' work. Check the answers as a class and provide feedback if needed. 	

Answer Key 

Part I

1.C 2.U 3.C 4.U 5.C 6.U 7.C 8.U 9.C 10.U 11.C 12.U 13.C 14.U 15.C 16.U 17.C 18.C
19.C 20.U 21.C 22.U 23.C 24.U 25.C 26.U 27.C 28.U 29.C 30.C 31.C 32.U

Part II

a.27 b.29 c.31 d.25 e.19

Class 2: Materials



- Dry-erase markers/chalk, paper strips with singular nouns, a box, sets of 4x4 *Bingo!* cards with nouns in their singular form, a list of the plural forms of the singular nouns on the *Bingo!* cards, and a list of singular countable and uncountable nouns.

I Practice (Class 2)

Pre



15 minutes

Spelling Rules for Plural Nouns!

- Before class, elaborate paper strips with singular nouns that follow different pluralization rules and place them inside a box.
- Consider the illustrations below as reference.



lemon	leaf
cherry	potato
strawberry	thief
fish	deer
pear	bed
tooth	sandwich

- Divide your board into five columns and name each as follows: *Add -s*, *Add -es*, *Change -y to -ies*, *Change -f or -fe to -ves*, and *Irregular plurals*.
- Greet and welcome students to class.
- Tell them that you will review the rules to pluralize nouns.
- Explain to them that some volunteers will come to the front, pick a strip of paper from the box, and write the plural form of the noun they got under its corresponding rule column.
- Carry out a fun selecting activity to pick the students who will help you classify the nouns.
- Guide a few rounds, thank your students for their participation, and review the answers on the board as a class.
- Use this opportunity to remind your students of the rules for pluralizing nouns.
- Emphasize that the nouns that follow those rules are countable nouns.
- Clarify any questions or doubts your students may have and provide feedback as needed.

During



15 minutes

Plural Noun Bingo!

- Before class, elaborate sets of 4X4 *Bingo!* cards. Each square should have a noun in its singular form.
- Remember to use nouns that follow different pluralization rules.
- Additionally, prepare a list of the plural forms of all the nouns included on the *Bingo!* cards to call them out during the game.
- Briefly, explain to them that, in this *Bingo* game, you will call out the plural form of a noun, and they will have to find the corresponding singular noun on their *Bingo* cards and mark it.

- The first student to mark four squares in a row (horizontally, vertically, or diagonally) will shout "*Bingo!*".
- As you distribute the *Bingo!* cards, ask them to make small paper balls to mark the nouns during the game.
- Begin the game by calling out the plural forms of the nouns from the list you prepared. For example, if you say "*leaves*", students should find and mark "*leaf*" on their cards.
- Continue calling out plural nouns until a student gets four in a row and shouts "*Bingo!*". Check their card to ensure they have the correct matches.
- Guide as many rounds as time allows it.
- Give feedback as needed.

Post



15 minutes

Guess the Noun!

- For this activity, prepare a list that includes countable nouns in their singular form and uncountable nouns.
- Divide the class into two teams and request them to form two lines in front of the board.
- Explain to them that you will tell a noun to the last student in each line. They will trace the noun provided on the back of the next student using their finger. Finally, the students in front of the board will write the noun on the board and classify it as countable or uncountable. Also, if the noun is countable, they will also write its plural form.



- Feel free to use the same nouns from the *Pre* subphase or think of others that you consider may need further practice.
- After every round, ask the students in front of the board to move to the end of the line so each member of both teams has their turn to write and classify the nouns.
- At the end of the activity, verify the answers as a class and give feedback.
- **For next class:** Ask students to take a sheet of paper and scissors to class.

Class 3: Materials



- Dry-erase markers/chalk, flashcards that represent countable and uncountable nouns, a bag/box, a stuffed animal, audio, a device to play audios, sheets of paper, cardboard headbands, and masking tape.

I Produce (Class 3)

Pre



15 minutes

Hot Potato!

- Before class, prepare some flashcards that represent countable and uncountable nouns and place them in a bag/box.
- Feel free to reuse some of the flashcards you have previously elaborated.
- Greet and welcome students to class.
- Ask them to form a circle and give them a stuffed animal.
- Explain that you will play some music, and once you pause it, the student holding the toy will have to take one flashcard from the bag/box, show it to their classmates, and say if it represents a countable or uncountable noun. If the noun is countable, they will also have to say its plural form. Finally, they will write on the board an original sentence using the noun (e.g., *I eat strawberries twice a week.*)
- Continue the same process until most or all students have participated.
- Finally, give feedback related to pronunciation and praise students for their participation.

During



15 minutes

Making Cards: Countable & Uncountable Nouns

- Ask students to form groups of five and request them to take out their sheets of paper. Have them use their scissors to get 4 squares per page.
- Tell them that they will have to illustrate countable and uncountable nouns on the cards.
- Ask them to draw some nouns in their plural form (regular and irregular).
- Once they finish, request them to label each card according to the picture they have drawn on it.
- The students' cards will look similar to the following images.



apples



water



person



sheep

- Monitor students' work and help them if needed.

Post



15 minutes

Guess the Noun!

- Before class, elaborate a cardboard headband for each team.
- To continue with the activity, collect all the cards that your students previously elaborated and shuffle them.
- Tell them to remain in the same groups as in the previous activity.
- Explain to your students that you will be playing a guessing game and that each team will receive a stack of random cards, a headband, and some masking tape.
- In every round, a student will put on the headband and draw one card from the stack without looking at it so that a partner can stick it on the headband. The player will ask yes/no questions to try to guess the noun on the card.



- After each question, the student can make a guess if he/she is sure about the answer or continue asking other questions to gather more information.
- If the student guesses the noun correctly, he/she will remove the card and keep it.
- Write possible questions on the board so that your students can use them to start the game if needed.
- Use the following questions as reference.
 - *Is my noun countable/uncountable?*
 - *Is it in singular/plural form?*
 - *Is it an irregular plural noun?*
 - *Can I eat it?*
 - *Is it a living thing?*
- Monitor students' work and provide help if needed.
- Praise students for their participation.

Teaching tip



Encourage students to listen carefully to their peers' questions and answers during the game. This information can provide valuable hints and foster a collaborative learning environment. Remind them that the goal is not only to guess their noun, but also to help their classmates by answering questions thoughtfully.



Performance indicators

Students can:

- 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.
- 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.

Content(s)	Goal(s)
<ul style="list-style-type: none"> • Quantifiers: <i>a/an</i>, <i>some</i>, <i>any</i> • Partitives 	<p>By the end of the week, I will:</p> <ul style="list-style-type: none"> • Associate the indefinite articles with singular nouns correctly. • Express quantity by using articles and partitives.

Class 1: Materials



- Dry-erase markers/chalk, tags with singular countable nouns that start with different sounds written on them, masking tape, a bag/box, music, an audio, a speaker, and the student's booklet.

I Activate (Class 1)

Pre



15 minutes

Indefinite Articles!



- Before class, elaborate some tags with singular countable nouns that start with different sounds (e.g., *apple*, *carrot*, *orange*, *cucumber*, etc.) written on them, and put them in a bag/box.
- Divide your board into two columns and label them as "A" and "An".
- Greet and welcome students to class.
- Review the topic of indefinite articles with your students by explaining their rules:
 - We use "a" before words that start with a **consonant sound** (e.g., *a strawberry*).
 - We use "an" before words that start with a **vowel sound** (e.g., *an avocado*).
- Give more examples for both rules using other items that are not related to food (e.g., *a car*, *an airplane*, *a dog*, *an elephant*, etc.).
- Emphasize that the rule is based on sound, not just the letter (e.g., **an hour** due to the silent "h").

Teaching tip



You can create a visual chart or poster with two columns: one labeled "a" and the other labeled "an."

As you introduce new vocabulary or work through activities, add these words to the appropriate

	<ul style="list-style-type: none"> Also, tell students that indefinite articles are used only with singular countable nouns. Ask some volunteers to come to the front, take a tag from the box, say whether that noun uses "a" or "an", and paste it below the corresponding column on the board. Continue the activity until you have classified all the tags in the bag/box. Review the answers as a class and provide general feedback as needed. 	<p>column with students' participation to reinforce this topic.</p>
<p>During</p>  15 minutes	<p>Indefinite Articles Freeze Dance!</p> <ul style="list-style-type: none"> For this activity, reuse the tags you elaborated for the "Pre" substage. Ask your students to stand up and leave some space in the middle of the classroom. If possible, you can guide them to an open area to carry out this activity. Explain to them that you will play music for them to dance around the classroom. When the music stops, you will call out a noun from one of the tags. They must quickly decide whether to use "a" or "an" with the noun and shout it out (e.g., "an apple!"). If a student makes a mistake, have him/her lead the game for a round. Start the activity and play as many rounds as time allows it. 	
<p>Post</p>  15 minutes	<p>Unit 3 - Week 3 - Worksheet 3 (Part I)</p> <ul style="list-style-type: none"> Ask your students to take out their booklets and direct them to Worksheet 3 - Part I. Read the instructions aloud and clarify any doubts. Then, ask them to complete the exercise accordingly. Visit the English Site to have access to the suggested audio. https://sites.google.com/clases.edu.sv/englishmineducyt/home Praise your students for their participation in today's class. 	

Answer Key (Unit 3 - Week 3 - Worksheet 3) 

Part I

1. an 2. a 3. an 4. a 5. an 6. a 7. an 8. a
 9. an 10. a 11. an 12. a 13. an 14. a 15. a

Class 2: Materials



- Dry-erase markers/chalk, a poster about the quantifiers “some” and “any”, food flashcards of countable/uncountable nouns, masking tape, a list of the nouns represented on the flashcards, the students’ notebooks, and the student’s booklet.

I Practice (Class 2)

Pre



15 minutes

Some and Any!

- Before class, elaborate a poster with the following information written on it.

<u>Countable Nouns</u>	<u>Uncountable Nouns</u>
<p>Affirmative Sentences -There <u>are</u> <u>some</u> apples.</p>	<p>Affirmative Sentences -There <u>is</u> <u>some</u> milk.</p>
<p>Negative Sentences -There <u>aren't</u> <u>any</u> apples.</p>	<p>Negative Sentences -There <u>isn't</u> <u>any</u> milk.</p>
<p>Questions -<u>Are</u> there <u>any</u> apples?</p>	<p>Questions -<u>Is</u> there <u>any</u> milk?</p>

- Paste the poster on the board.
- Greet and welcome students to class.
- Introduce to your class the quantifiers “some” and “any”. Explain to them that both can be used for countable and uncountable nouns, but “some” is used in affirmative statements, while “any” is used in negative ones and questions. Also, mention that in the case of countable nouns, they must be in their plural form in order to use “some” or “any”. For singular nouns, they should use *a/an*.
- Direct their attention to the poster you elaborated and review the grammar structure for each scenario.
- Ask your students to take notes of the information in their notebooks and to add one more example for each statement type.
- Once they are done, select a few volunteers to share their examples with the class.
- Provide feedback related to pronunciation and grammar as needed.

During



15 minutes

Classroom Scavenger Hunt!

- For this activity, create food flashcards with countable (in plural form) and uncountable nouns. You can also reuse resources from previous lessons. Before class starts, hide them around the classroom. Remove the poster used in the Pre substage and write on the board a list of the nouns represented on the flashcards (e.g., *apples, cabbage, water*).
- Explain to the students that they will have five minutes to look for the items listed on the board and make sentences using “some” or “any.”



Teaching tip



You can also include some flashcards with singular countable nouns so that they practice the structure "There is/isn't" and the quantifiers "a/an" (e.g., There is an apple.)

- Each time they find one of the items, they will write a sentence in their notebooks using that noun and the quantifier "some" (e.g., *There are some pears.*).
- If they cannot find an item, they will write a sentence using "any" (e.g., *There isn't any milk.*)
- Ask students to form pairs and start the timer.
- Walk around the classroom and monitor students' performance.
- When time is up, have students return to their seats and ask a few volunteers to share their sentences with the class.
- Provide feedback and clarification as needed.
- Praise students for their participation.

Post



15 minutes

Unit 3 - Week 3 - Worksheet 3 (Part II)

- Request students to take out their booklets and direct their attention to Worksheet 3 - Part II.
- Tell them that they will work individually to complete a paragraph using the correct quantifiers (*a/an, some, or any*).
- Walk around the classroom to monitor students' work and provide help as needed.
- Once they finish, review the answers as a class. You can select some volunteers to help you share their answers.

Answer Key (Unit 3 - Week 3 - Worksheet 3)



Part II

1. a 2. an 3. some 4. any 5. an 6. any 7. some
8. some 9. any 10. a 11. some 12. any 13. some



- Dry-erase markers/chalk, flashcards and tags about partitives, audio, a device to play audios, mini boards, bond paper, bags, and the students' booklets.

I Produce (Class 3)

Pre



15 minutes

Partitives

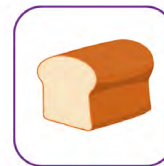
- Before class, elaborate flashcards and tags containing the following partitives: *a bag of, a box of, a bottle of, a can of, a pack of, a carton of, a dozen, a bunch of, a loaf of, a jar of, and a head of.*
- Consider the following illustrations as reference.



a bag of



a bottle of



a loaf of



a jar of

- Greet and welcome students to class.
- Explain that partitives are words or phrases used to describe a quantity or portion of something, particularly when dealing with uncountable nouns, but can also be used with a countable noun. They help specify the amount or type of container an item comes in. For example, we cannot count "milk" directly, so we use partitives like "a bottle of milk" or "a carton of milk" to quantify it.
- Visit the English Site to have access to the suggested audio.
<https://sites.google.com/clases.edu.sv/englishmineducyt/home>
- Play the track again and request students to repeat after it.
- Finally, tell students that they will listen again so they can write down the partitives in their notebooks.
- Provide feedback related to pronunciation and clarify any doubts.

During



15 minutes

Partitives Pictonary!

- Ask your students to form pairs.
- Distribute one mini board, one blank piece of bond paper, a bag, and a marker to each pair.
- First, request students to write on the sheet of paper all the partitives that they have reviewed (one partitive per line).
- Then, ask them to cut the paper into strips so each partitive is on a separate strip.
- Once they have finished, they should place all the strips of paper into the bag.

- Explain to students that they will take turns picking the strips from the bag and drawing the corresponding partitive on the mini board, while their partner guesses it and says it aloud.



- Monitor students' performance and provide help as needed.

Post



15 minutes

Unit 3 - Week 3 - Worksheet 3 (Part III)

- Request students to take their booklets out.
- Direct their attention to Worksheet 3 – Part III.
- Read the instructions aloud.
- Explain to them that they will need to recognize which items are shown in each lunch bag and complete the conversation using the appropriate partitives.

Emma's lunch box



Lucas' lunch box



- Review all answers and provide feedback as needed.
- Praise students for their participation in the session.

Answer Key (Unit 3 - Week 3 - Worksheet 3)



Part III

- | | | | |
|----------------------|-------------------|----------------------|---------------------|
| 1. a bottle of water | 2. a bag of chips | 3. a bunch of grapes | 4. a carton of milk |
| 5. a can of tuna | 6. a jar of jam | 7. a box of cookies | 8. a can of soda |



Performance indicators

Students can:

- 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.

Content(s)	Goal(s)
<ul style="list-style-type: none"> • Prices • Daily Basic Shopping Vocabulary 	<p>By the end of the week, I will:</p> <ul style="list-style-type: none"> • Read prices correctly. • Identify prices through conversations.

Class 1: Materials



- Dry-erase markers/chalk, small cards with numbers from 1-100, a bag/box, price tags with different amounts from 0 to 100, masking tape, and the student's booklet.

I Activate (Class 1)

Pre



15 minutes

Mystery Box: Numbers Review

- Before class, prepare small cards with numbers from 1-100 and place them in a bag/box. You can decorate the bag/box and label it as "Mystery Bag/Box". Consider the following image as reference.



- Greet and welcome students to class.
- Ask them to sit or stand up in a circle or form a line in front of the board.
- Tell students that each of them will take turns taking out a number card from the *Mystery Bag/Box*.
- Once they take a card out, they must identify the number on it and say it aloud to the class.
- After that, they will walk to the board and write the number in words.
- Once everyone has had a turn, review the numbers on the board as a class by having students read them aloud together.
- Finally, review pronunciation and provide feedback as needed.

During



15 minutes

Discovering Prices

- Before class, prepare price tags with different amounts from 0 to 100 (e.g., \$5, \$12.5, \$27, \$50, \$99.99) for various classroom objects and paste them around the classroom.
- Explain to them that today they will be learning about prices. Tell them that prices are represented with the currency symbol before the number, like "\$" for dollars, and write a few examples on the board. (e.g., \$28, \$2, \$10)
- For reading or writing, they should say the whole number as it is, followed by the currency. For example: \$20 = "twenty dollars". When there are cents, they say the whole number first, followed by the units (dollars or cents), and then the cents as a two-digit number. For example: \$5.75 = "five dollars and seventy-five cents"
- After that, write on the board *The _____ (item) costs _____ (price)*. Ask your students to take a look around the classroom and find the price tags you pasted. Then, select a few volunteers to say the prices of the tagged items they found. For example: "The desk costs fifty dollars."
- Copy the sentences on the board and review them as a class.
- Finally, provide feedback as needed.

Keep in mind!



Point out that there are different ways to say prices. We can just say the numbers (e.g., *two-fifty*), we can mention the unit (e.g., *two dollars fifty*), or we can say both the units and the numbers (e.g., *two dollars and fifty cents*).

Post



15 minutes

Unit 3 - Week 4 - Worksheet 4 (Part I)

- Request students to take their booklets out.
- Direct students' attention to Worksheet 4 – Part I.
- Ask for a volunteer to read the instructions aloud.
- Explain to the students that they will write the prices of each item in words. For example, if the price is \$25, they will write "twenty-five dollars".
- Monitor students' performance and provide feedback as needed.
- Check the answers as a class.

Answer Key (Unit 3 - Week 4 - Worksheet 4)



Part I

1. Four dollars and fifty cents.
2. One dollar.
3. Ten dollars and fifty cents
4. Seven dollars and ninety-nine cents.
5. Forty-five dollars and fifty cents.
6. Seven dollars and seventy-five cents.
7. One dollar and forty-three cents.
8. Fifty-three dollars.
9. Sixty-five cents.
10. Ninety-nine dollars and ninety-nine cents.

Class 2: Materials



- Dry-erase markers/chalk, flashcards of items with prices between \$0 - \$100 written on the back, mini boards, and the students' notebooks.

I Practice (Class 2)

Pre



15 minutes

Price Auction!

- Before class, prepare flashcards of different items (e.g., *toys, electronics, food*) with prices between \$0 - \$100 written on the back (but not visible to students).
- Greet and welcome students to class.
- Divide the class into groups of three and provide a mini board to each team.
- Explain that you will hold an auction where they can bid on items by guessing their prices. Review some vocabulary needed for the activity, such as "*I/We bid twenty dollars,*" and clarify that the price guessed must be between \$0 and \$100.
- Show them an item and have students bid by writing the possible price on their mini board and saying it aloud (e.g., "*We bid ten dollars and fifty cents*").



- Once the bidding stops, reveal the price of the item. The group with the closest bid gets to keep the flashcard of that item.
- Guide as many rounds as time allows it.
- Finally, go over some of the items and their actual prices. Ask students to say the prices aloud to reinforce number recognition.

Teaching tip



You can make the activity more exciting by drawing or printing some play money for students to use while bidding.

During



15 minutes

Shopping Role-Play!

- Before starting the activity, review with your students how to ask for prices and how to answer.
- Write the following information on the board.

How to Ask for Prices

Question

How much *is/are* _____ (item)?

Answer

It is/they are _____ (price).

- As a class, practice the question and answer structure. Select a few volunteers to say an example using the structure on the board aloud (e.g., *How much is the pencil? It is one dollar and fifty cents*).
- Divide the class into two teams. Give the flashcards from the previous activity to one of the teams. These students will act as "sellers", while the other team will be the "buyers".
- Explain that you are going to set up a "store" in the classroom. The students with flashcards will be the "sellers" and should place the flashcards (with the price on the back) on their desks as items for sale.
- The "buyers" will move around the classroom and ask their classmates for the price of the items on display using the structure reviewed earlier. The "sellers" will respond using the price written on the back of the flashcard.
- Walk around the classroom to monitor interactions and assist students with pronunciation or sentence structure as needed.

Post



15 minutes

Shopping Tic-tac-toe!

- Ask your students to form pairs. Explain that, together, they will draw a 3x3 grid in their notebooks. In each space, they should either draw a food item or write a price in numbers. Consider the following image as reference.

1 	2 \$15	3 \$3.60
4 \$1.99	5 	6 \$13
7 	8 \$4.25	9 

- Tell the class they will play *Tic-tac-toe* using the grid. To place their "X" or "O" on a space, they must first create a sentence or question based on the space's content. If it has a food item, the player must ask, "How much *is/are* (food item)?" If it has a price, the player will say, "It is (price in letters)".
- Request them to write the sentences they make in their notebooks.
- Walk around the classroom to monitor students as they play and write their sentences.
- If time allows it, ask some volunteers to share their sentences aloud.
- Praise students for their participation in the lesson.



- Dry-erase markers/chalk, sets of paper strips with the parts of a shopping-related conversation, bags, the student's booklet, audio, and a device to play audios.

I Produce (Class 3)

Pre



15 minutes

Find the Sequence!

- Before class, prepare enough sets of paper strips with the parts of the following conversation. Also, elaborate a poster to display the dialogue in the correct order. Consider the illustrations below as reference.

A: Good morning, Sir!

B: Hello, Madam. How can I help you?

A: I'd like to buy a watermelon. How much is it?

B: It is \$3.00.

A: OK, I'll take it.

B: Here you are, and here is your change.

A: Thank you.

B: Anything else?

A: No, thanks. Have a great day!

Good morning, Sir!

Thank you.

It is \$3.00.

Hello, Madam. How can I help you?

- Place each complete set of conversation strips inside a small bag (one set per group).
- Request students to make groups of five and provide each team with a bag of conversation strips.
- Have them work together and put the phrases in the correct order to form a conversation.
- Monitor students' work and provide help if needed.
- Once they finish, select two members of one of the groups to come to the front and perform their conversation.
- Then, stick the poster on the board.
- Visit the English Site to have access to the suggested audio.
<https://sites.google.com/clases.edu.sv/englishmineducyt/home>
- Finally, divide the class into two large groups and ask them to take turns reading each part of the dialogue aloud.

During



15 minutes

Unit 3 - Week 4 - Worksheet 4 (Part II)

- Request students to take their booklets out.
- Direct their attention to Worksheet 4 – Part II.
- Ask students to read the instructions aloud.
- Explain to them that they will listen to a conversation and fill in the blanks using the missing prices and shopping vocabulary accurately.
- Visit the English Site to have access to the suggested audio.
<https://sites.google.com/clases.edu.sv/englishmineducyt/home>
- Play the track again so that students can verify their notes.
- Check the answers as a class and provide feedback as needed.

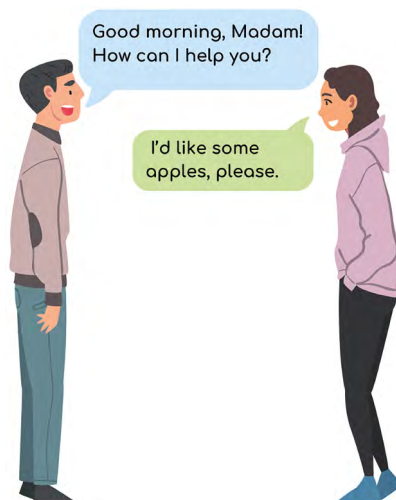
Post



15 minutes

Role-play!

- Divide the class into pairs and explain that they will create short conversations simulating different buying situations.
- Suggest common places like a grocery store, market, or supermarket.
- Ask each pair to choose a specific buying scenario and write a short dialogue using the expressions reviewed in class, such as "How can I help you?" "I'd like to buy..."
- Allow students time to practice their conversations together.
- Remind them to switch roles so that both students get a chance to be the buyer and the seller.
- Randomly select pairs to perform their dialogues in front of the class.



- Provide feedback related to pronunciation and the correct usage of the expressions. Praise students for their performance and effort.
- **For next class:** Request students to take to class five sheets of bond paper, colored pencils, markers, scissors, and glue.


 Answer Key (Unit 3 - Week 4 - Worksheet 4)

Part II

- | | | | |
|------------|------------------------|--------------------|-------------------------|
| 1. Sir | 2. How can I help you? | 3. I'd like to buy | 4. How much is |
| 5. \$3.75 | 6. Anything else? | 7. how much are | 8. \$1.20 |
| 9. \$6.15 | 10. Here you are | 11. \$10 | 12. Here is your change |
| 13. \$3.85 | | | |



Performance indicators

Students can:

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

Content(s)	Goal(s)
<ul style="list-style-type: none"> Project: At the Local Market 	<p>By the end of the week, I will:</p> <ul style="list-style-type: none"> Create a dialogue related to daily shopping exchanges. Role-play a purchase situation at a grocery store or at a market.

Class Materials



- Dry-erase markers/chalk, five sheets of bond paper, colored pencils, markers, scissors, glue, audio, a device to play audios, and Unit 3 Test copies.

Unit 3 Project

Class 1
Pre



45 minutes



Project Preparation

- Before class, elaborate a "local market" ad with at least five items and their prices. Additionally, make some sample cutouts of the items in the ad and play money. Consider the following images as reference.

Our Products	
• Apples	\$0.50
• Carrots	\$1
• Glass of orange juice	\$1.25
• Bottle of milk	\$2.75
• Lemons	\$0.75



- Paste the items on the board so they are visible to the class.
- Greet and welcome students to class.
- Briefly review the concept of a local market and what is typically found there (e.g., *fruits, vegetables, snacks*).
- Then, ask them to take out the materials you requested in the previous class. Explain that each student will create their own "local market" ad by selecting five items that are commonly sold in their local markets.
- They should write the names of their five selected items on their bond paper and assign prices for each one, ranging between \$0 and \$10.
- Encourage them to think about realistic pricing.
- After that, ask students to draw and color the items chosen to create cutouts (five per item). They will use them later for role-playing.

	<ul style="list-style-type: none"> Once they have finished, they will make their own currency with cutout bills and coins as follows: five \$5 bills, five \$1 bills, and ten \$0.25 coins. The final product should include their ad, five cutouts per item, and the play money cutouts. They can use the material pasted on the board as reference to create their own. Walk around the classroom and monitor students' work. Provide feedback as needed.
<p>Class 2 During</p>  45 minutes	<p style="text-align: center;">Project Presentation</p> <ul style="list-style-type: none"> Greet and welcome students to class. Divide the class into two teams. One group will act out as <i>sellers</i> while the rest of the class will be the <i>buyers</i>. Buyers will go around to the different "market stalls" (other groups' desks) with their play money, asking about prices and purchasing items. Sellers should respond and handle transactions, giving back the correct change. Encourage both groups to use the shopping-related expressions reviewed. After a few minutes, have students switch roles so everyone gets a chance to be both a buyer and a seller. Walk around the classroom and monitor their performance. Provide feedback as needed. Praise students for their participation and progress.
<p>Class 3 Post</p>  45 minutes	<p style="text-align: center;">Unit 3 Test</p> <ul style="list-style-type: none"> Before class, make sure you have enough copies of the test for the whole class. For further details about the listening track, visit the English Site: https://sites.google.com/clases.edu.sv/englishmineducyt Keep the track handy. Have students write their names on the test. Remind them to work on the evaluation individually. Read the instructions aloud and make sure that all the information is clear. When time is up, collect the exams and verify that students have completed all the sections included. Remember that you can adapt the test considering your students' needs.

Answer Key (Unit 3 - Week 4 - Worksheet 4)



Listening

1. a 2. b 3. c 4. c 5. a

Vocabulary

Fruits (apple, cherry)

Vegetables (cabbage, radish)

Protein (turkey, beans)

Grains (oatmeal, cereal)

Dairy Products (milk, margarine)

Grammar

1. any 2. an 3. a 4. any 5. any 6. some 7. any 8. a 9. any 10. a

Reading

Partitives (loaf of bread, a pack of ham, a bag of chips, a box of cookies, a bunch of bananas, a carton of strawberries, a bottle of orange juice, cans of soda)

1. Her little brother/Jake. 2. A chocolate cake with colorful sprinkles 3. Some sandwiches, a bag of chips, and a box of cookies. 4. A loaf of bread, some cheese, and a pack of ham. 5. Excited



Unit Test

Unit Test

UNIT 4

My City

In unit 4, students will strengthen their communicative skills when:

- Describing the locations of places in town while using prepositions of place.
- Giving and following directions to find a place in a town or city.
- Comparing places in town by using adjectives in the comparative or superlative form.
- Providing a description of a favorite town or city in El Salvador.



Unit 4 My City

Unit Competencies	Guidelines for Diagnostic Assessment
<ol style="list-style-type: none">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.	<p>Before starting Unit 4, it is important to explore students' previous knowledge. This will let you identify their areas of strength and growth. Therefore, it is suggested to elicit from students the places they can find in their town or city and how to get to one of those places.</p> <p>Have some students write on the board the names of city places they know in English (e.g., <i>park, market, etc.</i>) In case they do not know how to name some of them, encourage students to ask the question: <i>How do you say _____?</i> and let the rest of the class answer or, if necessary, provide them with the information requested.</p> <p>Finally, invite students to brainstorm some names of local places nearby the school or close to their houses (<i>restaurants, parks, churches, etc.</i>) Then, ask them <i>How do I get to _____?</i> to look into students' understanding of giving directions in English.</p>

Teaching Tips for the Didactic Unit	Classroom Management Guidelines
<ul style="list-style-type: none">• Use body language and visual aids when introducing prepositions of place to reinforce students' understanding.• Review the vocabulary of the unit in advance so as to model its proper pronunciation.• Make learning prepositions of place more relatable by creating real-life scenarios in which students need to use the vocabulary in context.• Adapt the suggested activities according to your students' interests and needs.	<ul style="list-style-type: none">• Structure and categorize your board with date, goal, and new vocabulary.• Vary seating arrangements periodically.• Monitor students' performance closely to give them proper feedback as needed.• Promote constant collaborative learning.• Emphasize embracing mistakes and challenges for personal development.• Stimulate students' engagement and praise their participation in class.

Week **1**

Approximate time:
2 hours 15 minutes (3 classes)



Performance indicators

Students can:

- 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.

Content(s)	Goal(s)
<ul style="list-style-type: none"> • Places in Town • Adjectives to Describe Places 	<p>By the end of the week, I will:</p> <ul style="list-style-type: none"> • Identify common places in town. • Describe places in town using suitable adjectives.

Class 1: Materials



- Dry-erase markers/chalk, flashcards and tags with the vocabulary related to places in town, masking tape, mini boards, and the students' notebooks.

I Activate (Class 1)

Pre



15 minutes

Places in Town

- Before class, elaborate flashcards and tags with the following vocabulary: *park, fire station, gas station, restaurant, church, mall, school, police station, city hall, hospital, supermarket, local market, bank, factory, and theater.* Consider the illustrations below as reference.

				restaurant	bank
				park	hospital
				mall	local market
				school	church
				fire station	factory
				gas station	theater
				police station	city hall

- Greet and welcome students to class.
- Stick the flashcards on the board and ask students to mention the places they know.
- Then, provide the tags to different students and ask them to match them with the corresponding flashcards.
- Verify the answers as a class and make repetition drills.
- Finally, remove the tags from the board and point at specific flashcards so that students say the corresponding places aloud.

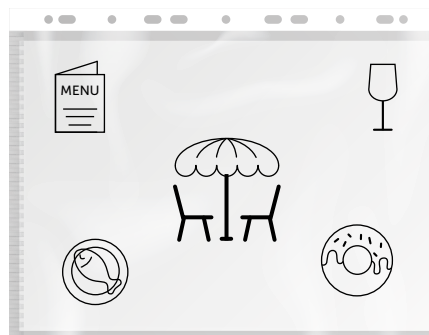
During



15 minutes

Places in Town Pictionary

- Provide students with the mini boards.
- Explain to them that, in each round, they will think of a place in town and keep it a secret.
- Request them to get into groups of four and take turns drawing clues about the place in town they selected (e.g., *Restaurant: food, table, chairs, beverages, chef, host, waiter/waitress, etc.*) so their teammates can guess it.



- At the end of the *Pictionary* activity, have students say the places in town that they drew in their teams.
- Provide feedback related to pronunciation as needed.
- If there are places in town that were not included in the game, reinforce this vocabulary. Praise students for their effort and creativity.

Post



15 minutes

What Can You Buy at the Supermarket?

- Stick the *supermarket* flashcard on the board and ask students *What can you buy at the supermarket? Do you buy your groceries at the supermarket? Which sections can you find at the supermarket? Do you go to the supermarket with a shopping list? Do you use a shopping cart or basket at the supermarket?*
- Elicit their answers and encourage students to provide as much information as possible.
- Next, request students to pair up so they can discuss what they can do at each place. (e.g., *A: What can you do at the theater? B: You can watch movies and eat snacks.*)
- Walk around the classroom to monitor students' performance and support them as needed.
- Finally, have some volunteers share their ideas with the class.

Class 2: Materials



- Dry-erase markers/chalk, *A1+ Syllabus*, pictures representing adjectives to describe places, paper strips including the adjectives to describe places, an empty bottle, masking tape, and the student's booklet.

I Practice (Class 2)

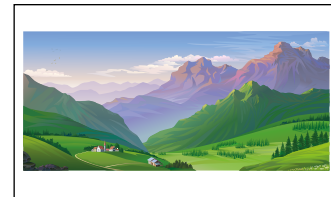
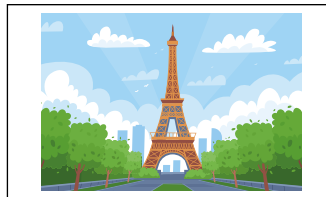
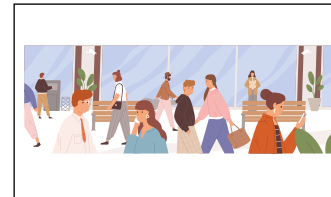
Pre



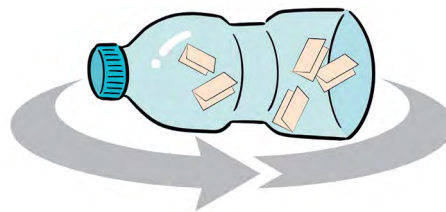
15 minutes

Spin the Bottle!

- Before class, prepare pictures or drawings that represent the 17 adjectives used to describe places. You may check the list of words in the *A1+ Syllabus*. Additionally, elaborate strips of paper with the vocabulary and place them inside an empty bottle. Consider the illustrations below as reference.



- Greet and welcome students to class.
- Place a desk near the board and have students make a circle around it. Explain to them that they will take turns spinning the bottle on the desk and wait until it stops. The student being pointed at by the top part of the bottle will take a strip out and stick it below the correct image.



- Finally, check the answers as a class and request students to repeat the words aloud with you to reinforce pronunciation.

During



15 minutes

Unit 4 - Week 1 - Worksheet 1 (Part I)

- Request students to take their booklets out.
- Direct their attention to Worksheet 1 - Part I.
- Read the instructions aloud.
- Explain to students that they will read the paragraph carefully and fill in the blanks by unscrambling the letters to form adjectives.

A1+ Booklet

Worksheet 1 page 19

Part I

• Fill in the blanks by unscrambling the letters to form adjectives.

New York City is a huge, 1. _____ (btsugin) metropolis that combines both 2. _____ (dormen) and old architecture, creating a 3. _____ (citsatnaf) mix of history and innovation. The towering skyscrapers like the Empire State Building and One World Trade Center dominate the skyline, offering 4. _____ (zamagin) views of the city below. In contrast, areas like Greenwich Village have 5. _____ (quiteerupcs), small streets lined with 6. _____ (veloly), old townhouses that give the city a sense of charm.

Times Square is a 7. _____ (wordedc) and 8. _____ (sonyi) spot in the city, filled with bright lights, flashing billboards, and constant movement, making it an 9. _____ (aacevirtt) destination for tourists. Meanwhile, Central Park offers a cool, green escape from the big city, with its 10. _____ (fulbiutea) landscapes and quiet paths that feel worlds away from the urban rush.

- Once they finish, request them to pair up to share their answers and read the paragraph aloud by taking turns.
- Walk around the classroom and monitor students' work.
- Check the answers as a class by selecting students from the student enrollment list.

Post



15 minutes

Unit 4 - Week 1 - Worksheet 1 (Part II)

- Direct students' attention to Worksheet 1 - Part II.
- Ask for a volunteer to read the instructions aloud.
- Explain to them that they will read the definitions and match them with the corresponding words.
- Walk around the classroom and monitor students' work.
- Ask them to pair up. Mention that they will take turns reading the definitions and their teammate will guess the adjective accordingly.
- **For next class:** Request students to take old calendars, newspapers, or magazines from which they can cut out pictures of places.

Answer Key (Unit 4 - Week 1 - Worksheet 1)

**Part I**

- | | | | | |
|-------------|------------|--------------|---------------|----------------|
| 1. bustling | 2. modern | 3. fantastic | 4. amazing | 5. picturesque |
| 6. lovely | 7. crowded | 8. noisy | 9. attractive | 10. beautiful |

Part II

- | | | | | | | | | | |
|------|------|------|------|------|------|------|------|------|-------|
| 1. f | 2. h | 3. g | 4. j | 5. a | 6. d | 7. c | 8. i | 9. b | 10. e |
|------|------|------|------|------|------|------|------|------|-------|

Class 3: Materials



- Dry-erase markers/chalk, mini boards, the students' notebooks, old newspapers, magazines, or calendars, scissors, and glue.

I Produce (Class 3)

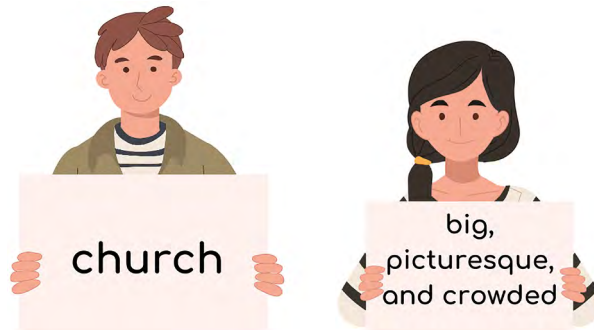
Pre



15 minutes

Adjective Race

- Greet and welcome students to class.
- Request them to pair up.
- Provide them with their mini boards.
- Explain to them that they will take turns writing the name of a place in a town/city and adjectives to describe it.
- First, a student will write the place and show it to his/her partner.
- Then, the other student will create a list of adjectives that describe the given place.
- Consider the illustration below as reference.



- Have them play four or five rounds and encourage them to change partners after each round.
- Walk around the classroom and monitor students' work.
- Pay attention to their spelling and pronunciation. Provide feedback as needed.
- Finally, request them to share some of the ideas they wrote down during the game. Use this information to write a couple of sentences. (e.g., *The supermarket is big and crowded.*)

Keep in mind!



Using mini boards may enhance engagement and participation as it fosters active learning and enables immediate feedback.

During



15 minutes

Let's Describe the Place!

- Before class, elaborate a small poster containing a picture of a place and its description (e.g., *Los Naranjos is a picturesque, peaceful village in El Salvador. It is located in the mountains of Sonsonate. Besides its coffee plantations and a cool climate, it offers attractive views, local crafts, and a lovely escape from the bustling city life.*)
- Ask students to take out the old calendars, newspapers, or magazines they were asked to bring in the previous class for this lesson.
- Request them to look for pictures of places or views.
- Explain that they will cut at least three pictures from the materials and glue them in their notebooks.



- Then, they will write a brief description of each illustration using the adjectives to describe places.
- Walk around the classroom and monitor students' work.
- Provide help as needed.

Post



15 minutes

This Place Is...

- Request students to pair up.
- Explain to them that they will work in pairs showing their illustrations and saying the descriptions.
- Mention that once they finish, you will clap your hands and they will swap partners.



- Then, ask at least three students to show their pictures in front of the classroom and say their descriptions aloud.
- Provide feedback related to pronunciation and grammar as necessary.
- Praise your students for their participation.



Performance indicators

Students can:

- 4.3 Select the correct preposition of place consistently to describe the spatial relationship between two items or locations.
- 4.4 Respond to questions about the location of places using prepositions correctly.

Content(s)	Goal(s)
<ul style="list-style-type: none"> Prepositions of Place 	<p>By the end of the week, I will:</p> <ul style="list-style-type: none"> Identify prepositions of place represented on maps. Exchange information about the location of different places.

Class 1: Materials

- Dry-erase markers/chalk, a silhouette of a person cut-out, a poster of a map, 11"x8.5" cards with the following prepositions of place: *at, in front of, next to, behind, between, across from, on the corner of, on, in, and near*, masking tape, the students' notebooks, and the mini boards.

I Activate (Class 1)

Pre



15 minutes

Prepositions of Place

- Before class, create a poster containing a map of a small town and the silhouette of a person cut-out.
- Consider the illustration below as reference.



- Additionally, prepare 11"x8.5" cards with the following prepositions of place: *at, in front of, next to, behind, between, across from, on the corner of, on, in, and near.*
- Stick the silhouette anywhere you choose and make a sentence using a preposition of place accordingly. (e.g., *It's next to the fire station.*)
- Continue saying more sentences and emphasize the preposition of place used in each of the statements.
- Once you have presented all the prepositions of place, highlight that when using *between* and *on the corner of*, we mention two places or street names correspondingly. (e.g. *It's between the **gas station** and the **theater**. / It's on the corner of **Maquilishuat Street** and **Las Azaleas Avenue.***)
- Make repetition drills and provide feedback related to pronunciation.
- Request students to copy the prepositions of place in their notebooks.

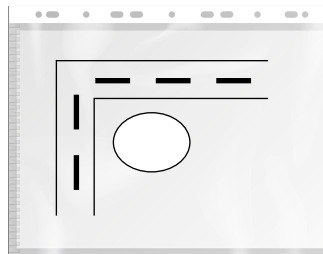
During



15 minutes

Draw the Preposition

- Provide students with the mini boards and ask them to get into groups of three or four.
- Explain to students that they will take turns saying a preposition of place for the rest of the teammates to draw a representation of it.



- Once they finish drawing in each round, request them to show their illustration to the rest of the team.
- Have them verify the answers in their groups.
- Walk around the classroom and monitor students' work to provide feedback as needed.
- Praise students for their effort.

Post



15 minutes

Let's Write Sentences

- For this activity, keep the poster and the silhouette from the *Pre* activity on the board.
- Ask a volunteer to place the silhouette anywhere on the map and to take a seat. Then, everyone will write the corresponding sentence in their notebooks.
- After that, select a different student and have him/her copy the sentence on the board. Next, ask him/her to change the location of the silhouette.
- Continue this process until most students have participated or there are no more locations to place the silhouette.
- Once a few sentences have been written, select students randomly and ask them to read one sentence aloud.
- Provide feedback related to grammar and pronunciation as necessary.



- Dry-erase markers/chalk, the poster from Week 2 - Class 1, masking tape, a poster containing a conversation sample, a listening track, a speaker, and the students' notebooks.

I Practice (Class 2)

Pre



15 minutes

Picture Description

- For this activity, you will reuse the poster that you elaborated in the previous class.
- Greet and welcome students.
- Stick the poster on the board and explain to them that you will say some *true/false* sentences.
- Say the following statements and encourage students to determine whether they are *true* or *false*.
 1. *The church is between the city hall and the factory.*
 2. *The hospital is on the corner of Maquilishuat Street and Las Azaleas Avenue.*
 3. *The bank is near the hospital.*
 4. *The mall is next to the gas station.*
 5. *The theater is across from the restaurant.*
- Once you finish, request students to pair up.
- Ask them to continue the activity by saying *true/false* statements about the location of places on the map.
- Have them make three or four rounds ensuring that both students participate actively.
- Walk around the classroom and monitor students' work.
- Finally, ask some volunteers to share one of their statements aloud and have the class say *true* or *false*.

During



15 minutes

It's Next to the Hospital

- Before class, create a poster with the following dialogue and stick it on the board.

A: *Hello! Excuse me. Where is the bank?*

B: *It's next to the hospital.*

A: *Oh, I see. And where is the hospital?*

B: *It's across from the park, right behind the church.*

A: *Thanks! I also need to find a supermarket. Could you please help me?*

B: *Sure! The supermarket is between the factory and the theater. It's just down the street.*

A: *That's helpful! Just one last thing: Where's the city hall?*

B: *The city hall is near the police station which is next to the mall.*

A: *Great! Thanks for your help.*

- Ask students to read the conversation first on their own.
- Visit the English Site to have access to the suggested audio.
<https://sites.google.com/clases.edu.sv/englishmineducyt/home>
- Reinforce proper intonation and pronunciation.
- Split the class into two groups. One team will be A and the other one B.
- Request them to get into pairs and practice the conversation.
- Mention that you will clap your hands and once you do it, they will look for a different partner.
- Walk around the classroom and monitor students' performance.
- Clap your hands at least five times to maximize students' participation.
- Finally, select between three and five pairs to go to the front of the classroom and perform the dialogue.
- Praise students for their effort and provide feedback as needed.

Post



15 minutes

Conversation Practice

- Request students to pair up.
- Explain to them that, with their partner, they will follow the conversation sample on the board to create their own dialogue.
- Ask students to mention the location of different places in their town using prepositions of place.
- Allot enough time for them to elaborate the conversation script.
- Walk around the classroom and support students with grammar, spelling, and vocabulary.
- Have students practice their conversation without reading.



- Request them to get into groups of six.
- Ask them to perform the conversation with their pair in their teams.
- Praise them for their progress and provide feedback as needed.

Picture Description



1. False

2. True

3. True

4. False

5. True



- Dry-erase markers/chalk, strips of paper with statements, a listening track, a speaker, the student's booklet, and the student attendance list.

I Produce (Class 3)

Pre



15 minutes

The Broken Telephone

- Before class, prepare strips of paper with the following statements:

The big fire station is next to the crowded city hall.

The beautiful park is across from the huge hospital.

The bustling local market is near the small restaurant.

The ancient church is on the corner of Los Castaños Street and Park Avenue.

The modern theater is behind the police station.

- Ask students to get into four large groups to play *The Broken Telephone*.
- Request them to line up facing the board and provide the first student in every team with a marker.
- Explain to the class that you will show a statement to the last student of each line.
- After that, they will whisper the sentence to the next person in line, and so on. The student holding the marker in each team will write the message they received on the board.
- Then, verify the answers as a class and share the original statement so that they help you check each written message.
- Continue this process by selecting different students to convey the message first, and then have others take charge of writing the sentence.
- Provide feedback related to pronunciation, grammar, and the spelling of the vocabulary words.

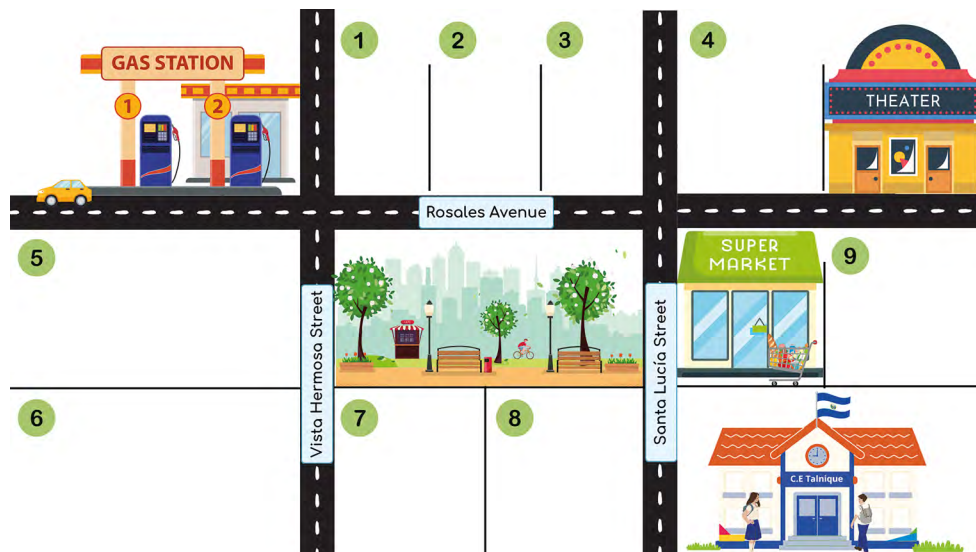
During



15 minutes

Unit 4 - Week 2 - Worksheet 2 (Part I)

- Request students to take their booklets out.
- Direct their attention to Worksheet 2 - Part I.
- Select a volunteer randomly to read the instructions aloud.
- Request students to observe the map carefully and say the places on it aloud.
- Then, explain to them that they will listen to a track and identify the 9 missing places. First, they will write down the correct names and then illustrate them in the spaces provided.



- Visit the English Site to have access to the suggested audio.
<https://sites.google.com/clases.edu.sv/englishmineducyt/home>
- Play the track again so that students can verify their notes.
- Finally, check the answers as a class by selecting volunteers from the student attendance list.
- Praise them for their effort.

Post



15 minutes

Unit 4 - Week 2 - Worksheet 2 (Part II)

- Direct students' attention to Worksheet 2 - Part II.
- Ask a volunteer to read the instructions aloud.
- Explain to them that they will read the text and answer the questions accordingly.
- Allot enough time for them to read carefully and work on the exercise.
- Once students have finished, have a volunteer read the passage aloud and select students randomly to answer one of the questions each. You may use the student attendance list to complete this process.
- **For next class:** Request students to take a bandana or a handkerchief.

Answer Key (Unit 4 - Week 2 - Worksheet 2)



Part I

1. city hall 2. police station 3. restaurant 4. fire station 5. hospital
6. mall 7. local market 8. bank 9. factory

Part II

1. It's across from the supermarket. 2. The park. 3. It's between the theater and the bank.
4. The hospital. 5. It's across from the fire station and next to the gas station. 6. The church.



Performance indicators

Students can:

4.5 Follow and provide clear directions to locations effectively, using the appropriate directional verbs and prepositions.

Content(s)	Goal(s)
<ul style="list-style-type: none"> Giving Directions 	<p>By the end of the week, I will:</p> <ul style="list-style-type: none"> Follow directions to identify the location of places in town. Give directions using prepositions of place and proper expressions.

Class 1: Materials



- Dry-erase markers/chalk, flashcards and tags with vocabulary related to giving directions, masking tape, the students' notebooks, a bandana/handkerchief to cover the eyes, and different objects to put on the floor.

I Activate (Class 1)

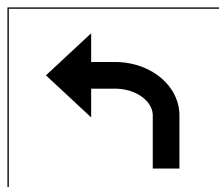
Pre



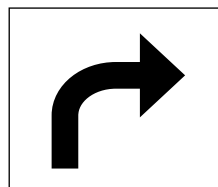
15 minutes

Turn Left!

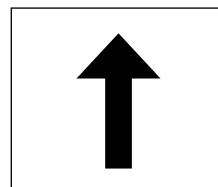
- Before class, elaborate flashcards and tags with the following vocabulary: *turn right, turn left, continue straight, go back (2) blocks, take the second right, take the second left, and take the first exit on the roundabout*. Consider the illustrations below as reference.



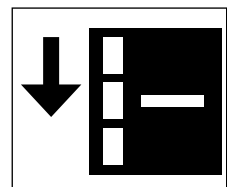
turn left



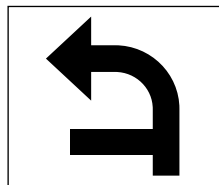
turn right



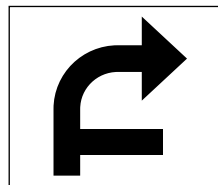
continue straight



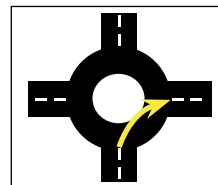
go back (2) block(s)



take the second left



take the second right



take the first exit on the roundabout

- Display the flashcards and tags on the board and explain to students that we use these phrases when giving directions to a specific place.
- Model proper vocabulary pronunciation and practice hand movements to indicate *right* and *left*.
- Remove the tags from the board and give them to different students.
- Request them to stick them next to the corresponding flashcard.
- Next, ask students to stand up and pair up to say and mime the phrases.
- Finally, have them take notes and illustrate the phrases in their notebooks.

During



15 minutes

Do What You Hear, Not What You See!

- Explain to students that you will guide a game in which you will say a phrase from the vocabulary, but you will mime a different one.
- Request students to stand up and remind them to do what they hear and not what they see you doing.
- If a student makes a mistake, ask him/her to guide the other rounds until another student makes a mistake.
- Walk around the classroom, monitor students' performance, and encourage them to keep trying and do their best.
- Praise them for their effort.

Post



15 minutes

Blindfolded Game

- Before class, prepare some random objects (e.g., *bottles, classroom supplies, books, etc.*)
- Request students to take out their bandanas or handkerchiefs.
- For this activity, you may take students to an open area such as the soccer field, basketball court, yard, garden, or hall.
- Model the activity by explaining to your students that you will blindfold a student and place the objects randomly on the floor. As a class, they will guide their partner by giving him/her directions using the phrases they learned earlier in the session.



- After that, ask students to get into groups of three and put some of their school supplies on the floor.
- Have them take out their bandanas or handkerchiefs. Remind them that in each round, only one student will be blindfolded.
- Walk around and monitor students' progress and, as they play the game, provide feedback related to pronunciation as needed.
- Finally, select at least three students randomly to guide other volunteers in front of the whole class.



- Dry-erase markers/chalk, the flashcards and tags used in Week 1 - Class 1, the silhouette used in Week 2 - Class 1, masking tape, a paper arrow, and the student's booklet.

I Practice (Class 2)

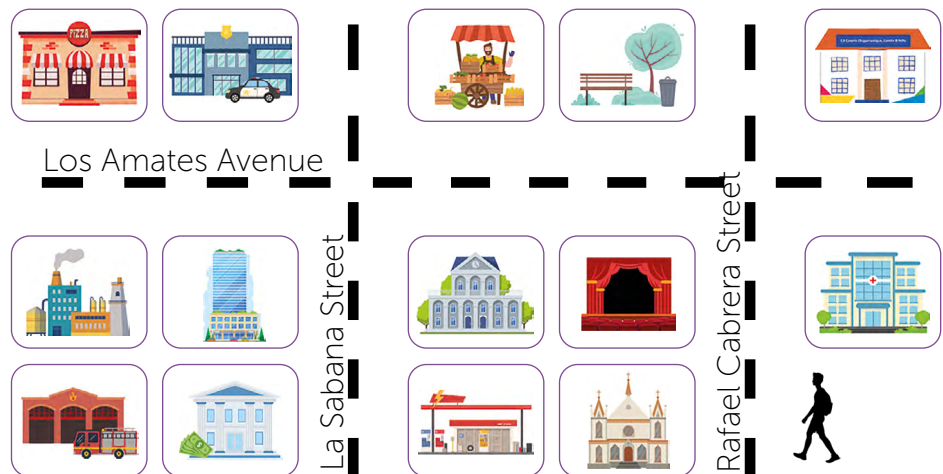
Pre



15 minutes

How Do I Get to the Bank?

- Before class, get ready with the flashcards used in Week 1 - Class 1 and the silhouette that you elaborated for Week 2 - Class 1.
- Additionally, make a paper arrow. This will indicate the place where you and the students will take the silhouette to.
- Stick the flashcards on the board, simulating a map by drawing streets, and placing them in blocks.
- Consider the illustration below as reference.



- Greet and welcome students to class.
- Explain to students that you will stick the silhouette anywhere on the map and then select another place in town displayed in the illustration to move the silhouette to.
- Place the silhouette by the hospital and mention that you will go to the factory.
- Ask students the question: *How do I get to the factory?*
- Encourage them to give you the shortest directions to get to the place.
- Take notes of the directions they give you (e.g., *Turn right on Rafael Cabrera Street. Then turn left on Los Amates Avenue. Continue straight for two blocks. The factory is next to the mall.*)
- Then, ask a volunteer to put the silhouette on a different place and choose another destination to go.
- Request the rest of the class to help you out to give directions one more time, so the student can take the silhouette to the place she/he chose.
- Have two or three volunteers repeat the same process.
- Provide feedback related to pronunciation and vocabulary as necessary.
- Praise them for their effort.

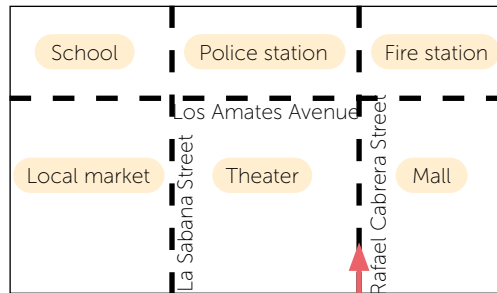
During



15 minutes

Memory Game

- Reuse the tags you elaborated for Week 1 - Class 1.
- Mention that you will play a memory game using directions. Use the same street simulation and paper arrow from the previous activity and stick some tags with places written on them. Consider the illustration below as reference.



- Explain to students that you will place the paper arrow anywhere on the map as a starting point. Then, you will pick a place for them to pay attention to and try to memorize the directions to get there within five seconds. (e.g., *Try to memorize how to get to the mall!*)
- Once time is up, cover the tags on the map and ask *How do I get to the mall?* Elicit answers such as *Go straight on Rafael Cabrera Street and turn right.*
- Ask for volunteers to change the starting point and choose different places on the map in each round.

Teaching tip



In case you would like to project the interactive version of this resource, visit the English Site to have access to the suggested video. <https://sites.google.com/clases.edu.sv/englishmineducyt/home>

Post



15 minutes

Unit 4 - Week 3 - Worksheet 3 (Part I)

- Request students to take their booklets out.
- Direct their attention to Worksheet 3 - Part I.
- Explain to them that they will draw a city map, similar to the one from the previous activity. Then, they will get into groups and each member will ask how to get to a place on the map and their teammates will provide the directions to follow.
- Walk around the classroom and monitor students' performance.
- Finally, select students randomly to show their maps and ask questions to get to a place from a specific location.

Answer Key (Unit 4 - Week 3 - Worksheet 3)



Part I

Answers will vary.

Class 3: Materials



- Dry-erase markers/chalk, a poster containing a dialogue, a speaker, a listening track, the students' notebooks, a poster containing a dialogue, the student enrollment list, and the student's booklet.

I Produce (Class 3)

Pre



15 minutes

How Do You Get to the City Hall?

- Before class, create a poster with the dialogue below. Highlight the expressions used for giving directions as follows:

A: Excuse me, could you help me? I'm trying to find the city hall.

B: Sure! It's not too far from here. Are you familiar with this area?

A: Not really. I'm new in town.

B: No problem! From here, **turn left** on El Mediterráneo Street and **continue straight for two blocks**.

A: Okay, **turn left** and **continue straight for two blocks**.

B: Exactly. Then, **turn right** on La Ceiba Avenue. You'll see a gas station on the corner. The city hall is behind the gas station.

A: So, **turn right** and I'll see a gas station and the city hall will be right behind it?

B: Yes, that's right!

A: Thank you so much! I think I got it.

B: You're welcome! Have a good day!

A: Thanks again! Have a great day.

- Greet and welcome students to class.
- Explain to them that they will listen to an audio and then they will work in pairs to practice the conversation.
- Visit the English Site to have access to the suggested audio.
<https://sites.google.com/clases.edu.sv/englishmineducyt/home>
- Play the audio again and pause it progressively so that students repeat after each line.
- Next, request them to pair up and practice the dialogue.
- Remind them to switch roles.
- Finally, choose at least six volunteers to make three pairs and role-play the conversation in front of the class.

During



15 minutes

Conversation Practice

- Using the attendance list, assign students into pairs (e.g., 1 and 2, 3 and 4, and so on).
- Explain to them that they will elaborate a similar conversation to the one in the previous activity.
- Walk around the classroom and monitor students' work. Provide help as needed.
- Once students finish their conversation, ask them to get into groups of six and perform the dialogue with their partner in front of their other teammates.
- Remind them to switch roles.
- Finally, select at least four pairs randomly to perform their conversation in front of the whole class.
- Praise students for their effort and provide feedback related to pronunciation as needed.

Teaching tip



First, second, then, and finally are some connectors that can be used to list a set of steps to follow when giving directions.

Post



15 minutes

Unit 4 - Week 3 - Worksheet 3 (Part II)

- Request students to take their booklets out.
- Direct students' attention to Worksheet 3 - Part II.
- Select a student randomly to read the instructions aloud.
- Explain to them that they will look at the map carefully, read the directions provided, and write the names of the places they were guided to.
- Walk around the classroom and monitor students' work.



- Once they have finished, check the answers as a class.
- Next, request them to follow the examples in their booklets and write in their notebooks at least three directions to get to different places on the map.
- Then, ask them to pair up to guess where the directions are guiding them.
- Finally, have some volunteers read their work and have the class guess where they are heading. Praise students for their effort.

Answer Key (Unit 4 - Week 3 - Worksheet 3)



Part II

1. the hospital

2. the bank

3. the church



Performance indicators

Students can:

- 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.

Content(s)	Goal(s)
<ul style="list-style-type: none"> • Comparatives and Superlatives - Spelling Rules for Comparative Adjectives - Spelling Rules for Superlative Adjectives 	<p>By the end of the week, I will:</p> <ul style="list-style-type: none"> • Compare places in town by using adjectives in the comparative and superlative forms.

Class 1: Materials



- Dry-erase markers/chalk, pictures of *El Pital* and *El Cuco Beach*, masking tape, a poster with the spelling rules for comparative adjectives, and the students' notebooks.

I Activate (Class 1)



Pre



15 minutes

El Pital Is Colder Than...

- Before class, prepare pictures or drawings of *El Pital* and *El Cuco Beach*.
- Greet and welcome students to class.
- Ask them to brainstorm the adjectives studied in the first week of Unit 4. Make sure all the adjectives are included and add any others as necessary (e.g., *hot, cold, interesting, quiet, great, bad, safe, strange, busy, dangerous, famous*, among others).
- After that, stick the pictures on the board and write the information from the following illustration.

El Pital	El Cuco Beach
	
cold interesting small famous	hot modern (facilities) huge

- Then, ask the class to read the information aloud.
- Write the following examples on the board: *El Cuco Beach is **hotter than** El Pital.* / *El Pital is **more interesting than** El Cuco Beach.*
- Request students to take notes of the information in their notebooks.

During



15 minutes

Spelling Rules for Comparative Adjectives

- Before class, elaborate a poster with the rules of comparatives and some examples. Consider the illustration below as reference.

Spelling Rules for Comparative Adjectives

Rule #1

Add **-er** to most one-syllable adjectives.new - new**er**old - old**er**

Rule #2

Add **-r** to one-syllable adjectives ending in **-e**.

safe - safer

wide - wider

Rule #3

Double the last consonant and add **-er** to one-syllable adjectives formed by CVC (consonant-vowel-consonant).big - big**ger**hot - hot**ter**

Rule #4

Drop the **-y** and add **-ier** to two-syllable adjectives.lovely - lov**er**liersunny - sun**ner**ier

Rule #5

Add **more** before adjectives formed by two or more syllables.interesting - **more** interestingbeautiful - **more** beautifulExceptions: good - **better** / bad - **worse**

- Stick the poster on the board and explain the spelling rules for comparative adjectives and the structure to compare two different nouns.
- Then, using the illustrations and adjectives brainstormed in the *Pre* activity, help them create more sentences using comparatives. (e.g., *El Pital is colder than El Cuco Beach.* / *El Cuco Beach has more modern facilities than El Pital.*)
- Finally, using the same references, request them to write at least two original statements in their notebooks. Walk around the classroom and provide feedback as needed.

Post



15 minutes

Let's Compare

- Explain to students that you will mention different adjectives aloud, and in their notebooks, they will write down their correct comparative form.
- Walk around the classroom and monitor students' work.
- Then, check the answers by asking some volunteers to say and spell the comparative form of an adjective each.
- After that, request them to think about two different places in El Salvador and write at least five sentences comparing them. Remind them to include the grammar structures and rules previously reviewed.
- Provide help as needed.
- Finally, select students randomly to read at least one of their sentences.
- Praise them for their effort.

Class 2: Materials



- Dry-erase markers/chalk, strips of paper with names of different places in El Salvador, a bag, a ball, music, a speaker, a poster with the spelling rules for superlative adjectives, and the student's booklet.

I Practice (Class 2)

Pre



15 minutes

Hot Potato - Mystery Bag

- Before class, prepare strips of paper with the names of different places in El Salvador, such as *El Tunco Beach*, *San Blas Beach*, *Lake Coatepeque*, *El Boquerón*, *Albania's Maze*, *Ataco*, *Juayúa*, *Lake Suchitlán*, *Costa del Sol Beach*, *Apaneca*, *Suchitoto*, *Centro Histórico*, *Tín Marín*, *Balboa Park*, *Bicentenario Park*, *El Cuco Beach*, and *La Puerta del Diablo*. Place the strips in a mystery bag. On the board, include a list of useful adjectives to describe these locations.



- Explain to students that, in each round, a volunteer will take two paper strips out of the bag. Then, he/she will create a sentence comparing the two places accordingly.
- Give the ball to the students and play some music for them to pass it.
- Once you pause the music, the student holding the ball will grab two strips and say his/her sentence.
- Praise students for their performance and provide feedback as needed.

During



15 minutes

Let's Study Superlatives!

- Before class, create a poster with the rules of superlatives and some examples. Consider the following image as reference.

Spelling Rules for Superlative Adjectives

Rule #1

Add **-est** to most one-syllable adjectives.

new - new**est**

old - old**est**

Rule #2

Add **-st** to one-syllable adjectives ending in **-e**.

safe - safe**st**

wide - wide**st**

Rule #3

Double the last consonant and add **-est** to one-syllable adjectives formed by CVC (consonant-vowel-consonant).

big - big**gest**

hot - hot**test**

Rule #4

Drop the **-y** and add **-iest** to two-syllable adjectives.

lovely - love**li**est

sunny - sunn**i**est

Rule #5

Add **most** before adjectives formed by two or more syllables.

interesting - **most** interesting

beautiful - **most** beautiful

Exceptions: good - **best** / bad - **worse**

- Using the strips of paper from the *Pre* activity, ask for a volunteer to take three out of the bag and write them on the board so that the whole class can visualize the names.
- Ask them to brainstorm ideas about adjectives that describe them. For example:
El Tunco Beach, Balboa Park, and Juayúa
 - *El Tunco Beach is hot.*
 - *Balboa Park is near the capital city.*
 - *Juayúa is a bustling town.*
- Then, stick the poster on the board and explain the spelling rules for superlative adjectives and the structure to compare one thing to a group of at least three. (e.g., *El Tunco Beach is the hottest. / Balboa Park is the nearest to the capital city. / Juayúa is the most bustling town.*)
- Ask a different volunteer to select three other strips out of the bag, write the names of these places on the board, and have the class work on sentences to describe them using superlative adjectives.
- Walk around the classroom and monitor students' work.
- Once they have finished, select students randomly and ask them to read one of their sentences aloud.
- Reinforce any key information as needed.

Post



15 minutes

Unit 4 - Week 4 - Worksheet 4 (Part I)

- Request students to take their booklets out.
- Direct students' attention to Worksheet 4 - Part I.
- Ask a volunteer to read the instructions aloud.
- Explain to them that they will read the sentences carefully and circle the mistakes they find. Then, they will rewrite the statements in the blanks correctly.
- Allot enough time for them to complete this task.
- Walk around the classroom and monitor students' work.
- Then, have them pair up and check their answers.
- Once students finish, select volunteers to go to the board and copy their answers.
- Check the error correction as a class.
- Finally, provide feedback as needed and praise students for their participation.

Answer Key (Unit 4 - Week 4 - Worksheet 4)



Part I

1. more safe / This town is safer than my city.
2. that / The hospital in our town is bigger than the one in the next town.
3. beautifulest / The park is the most beautiful place here.
4. picturesquer / This church is more picturesque than it was five years ago.
5. bigger / The shopping mall is the biggest of all the buildings in the world.
6. popularer / This restaurant is the most popular in the area.
7. modernest / Our city is the most modern in the area.
8. busiest / The local market is the busiest place on weekends.

Class 3: Materials



- Dry-erase markers/chalk, a listening track, a speaker, the students' notebooks, the student's booklet, and the attendance list.

I Produce (Class 3)

Pre



15 minutes

Let's Describe Places!

- Greet and welcome students to class.
- Request them to sit down on the floor, making a circle.
- Explain to them that you will mention an adjective (e.g., *hot*), and the student sitting next to you will use it to compare two different places in El Salvador (e.g., *San Miguel is hotter than San Salvador.*), and the following will make a sentence with its superlative form (e.g., *Santa Rosa de Lima is the hottest place in El Salvador.*)



- Continue the chain using different adjectives.
- Monitor students' oral production and take notes on any concepts that may need extra review.
- Finally, provide feedback related to grammar and pronunciation as necessary.

During



15 minutes

Ataco Is the Quietest Place

- Before the activity begins, elicit from students some places they like to visit in El Salvador. If they mention *Ataco*, *Centro Histórico*, and *Costa del Sol*, highlight that they will listen to a conversation related to those places.
- Visit the English Site to have access to the suggested audio.
<https://sites.google.com/clases.edu.sv/englishmineducyt/home>
- Have students listen carefully.
- Play the audio one more time and pause it progressively, so students can repeat after it.

- Next, request them to pair up to practice the conversation. Play the track again and request them to take a role.
- Then, have students listen to the audio one more time to list in their notebooks the comparative and superlative adjectives they hear.
- Check the answers as a class and provide feedback as needed.

Post



15 minutes

Unit 4 - Week 4 - Worksheet 4 (Part II)

- Request students to take their booklets out.
- Direct students' attention to Worksheet 4 - Part II.
- Select a volunteer randomly to read the instructions aloud.
- Explain to them that they will think of two different tourist places in El Salvador and will write their names in the blanks.
- Then, mention that they will compare the places using comparative and superlative adjectives related to different topics (e.g., weather, food, activities to do there, etc.)

A1+ Booklet
page 22

Part II

- Identify two tourist destinations in El Salvador and write their names in the blanks.
- Write a nine-line paragraph comparing and describing them. Be sure to use comparative and superlative adjectives (e.g., relating to weather, food, or activities).

1. _____ 2. _____

- Walk around the classroom and monitor students' work.
- Then, request them to get into groups of three and take turns sharing their texts.
- Once they have finished, use the attendance list to select some students to read their paragraphs aloud.
- Finally, provide feedback related to spelling, pronunciation, and grammar.
- Praise students for their progress.
- **For next class:** Ask students to take a large sheet of bond paper for their project.

Answer Key (Unit 4 - Week 4 - Worksheet 4)

**Part II**

Answers will vary.

Week **5**

Approximate time:
2 hours 15 minutes (3 classes)



Performance indicators

Students can:

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

Content(s)	Goal(s)
<ul style="list-style-type: none">Project: My Favorite Town	<p>By the end of the week, I will:</p> <ul style="list-style-type: none">Write a brief description about my favorite town in El Salvador.

Class 1: Materials



- Dry-erase markers/chalk, a poster with a paragraph related to a favorite town, large sheets of bond paper, a listening track, a speaker, and Unit 4 Test copies.

Unit 4 Project

Class 1
Pre



45 minutes

Project Preparation




- Before class, elaborate a poster containing a paragraph describing a town in El Salvador. Consider the illustration below as reference.

My Favorite Town

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.



- Greet and welcome students to class.
- Stick the poster on the board.
- Read the text for students and then have the class read it aloud together.
- After that, select at least four students randomly to read it as well.
- Request them to think about their favorite town in El Salvador.
- Then, ask them to write a similar paragraph in their notebooks. Remind them to use vocabulary related to places in town, comparatives, and superlatives.
- Walk around the classroom and monitor students' work.
- Once they finish, request students to write the information on their large sheet of bond paper and decorate it to make a poster.
- Provide help and feedback related to pronunciation and grammar.

<p>Class 2 During</p>  45 minutes	<p style="text-align: center;">Project Presentation</p> <ul style="list-style-type: none"> Greet and welcome students to class. Provide enough time for students to practice their oral presentation related to their favorite town in El Salvador. Divide the class into two groups (<i>Group A</i> and <i>Group B</i>). Request <i>Group A</i> to display their posters on one classroom wall and <i>Group B</i> on the opposite one. Remind them not to read while presenting. Encourage them to express themselves naturally. Have <i>Group B</i> listen to <i>Group A</i> first. Allot around two minutes for <i>A</i> to present, then clap so that <i>Group B</i> moves to their right to talk to a different classmate. When <i>Group B</i> has listened to all the presentations of <i>Group A</i>, have them swap roles, so <i>Group B</i> can start presenting. Walk around the classroom to monitor students' performance and take notes of any areas that need to be reinforced/reviewed at the end of the activity. 	
<p>Class 3 Post</p>  45 minutes	<p style="text-align: center;">Unit 4 Test</p> <ul style="list-style-type: none"> Before class, make sure you have enough copies of the test for the whole class. For further details about the listening track, visit the English Site: https://sites.google.com/clases.edu.sv/englishmineducyt. Keep the track handy. Remind students to work on the evaluation individually. Read the instructions aloud and make sure that all the information is clear before students take the exam. When time is up, collect the evaluations and verify that students have completed all the sections included. 	<p style="text-align: center;">Keep in mind!</p>  <p>Remember that you can adapt the test considering your students' needs.</p>

Answer Key (Unit 4 Test)



Listening

1. False 2. True 3. True 4. False 5. False 6. True

Vocabulary

1. fire station 2. school 3. park 4. hospital
5. local market 6. police station 7. church 8. mall

Grammar

1. larger 2. most historic 3. colder 4. more famous
5. highest 6. hotter 7. drier 8. the safest

Reading

1. beautiful, picturesque 2. The mall. 3. Go past the fire station and turn left.
4. The local market is busier and smaller than the supermarket. 5. To watch performances.
6. The church. 7. Answers may vary (e.g., *The park is more beautiful than the mall.*)
8. The local market



Unit Test

Unit Test



Performance indicators

Students can:

- 3.7 Make affirmative and negative statements about food grammatically, incorporating the quantifiers a/an, some, or any with precision.
- 3.9 Articulate numbers fluently from 1 to 100, while reading and writing prices accurately following the correct currency pattern.
- 4.6 Apply the correct spelling rules to categorize and form comparative and superlative adjectives accurately in isolation.

Content(s)	Goal(s)
<ul style="list-style-type: none"> • Quantifiers • Prices • Comparatives and Superlatives 	<p>By the end of the week, I will:</p> <ul style="list-style-type: none"> • Consolidate my progress along units 3 and 4.

Class Materials



- Dry-erase markers/chalk, a 3x3 bingo poster, sheets of bond paper, flashcards containing vocabulary related to the Korean tale *Heungbu's Treasure*, *Nolbu's Lesson*, and masking tape.

Units 3 and 4

Class 1
Pre

45 minutes


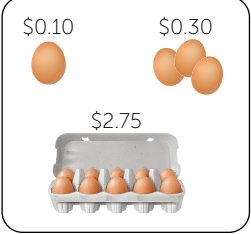

Comparative and Superlative Bingo

- Before class, elaborate a 3x3 bingo on a small poster or copy it on the board before the activity begins. Consider the illustration below as reference.

Comparative and Superlative Bingo

Which fruit is tastier , mangoes or grapes?	What is the best beach in El Salvador?	What class is the most difficult ?
Is Lake Coatepeque bigger than Lake Ilopango?	What is the fastest animal in the world?	Are roses prettier than daisies?
Which food is more delicious , pizza or hamburgers?	Is pop better than rock?	What is the most amazing animal in the world?

- Stick the poster on the board and direct students' attention to it.
- Have a volunteer read the questions from your sample aloud.
- Request students to elaborate a similar grid in their notebooks and include different questions using comparative and superlative adjectives.
- Once they finish, ask them to stand up and interview nine of their classmates to answer the questions and cross them out. Encourage them to ask follow-up questions to get extra details.
- Walk around the classroom and monitor students' performance.

	<ul style="list-style-type: none"> Finally, provide them with enough time to share their findings with a partner. Praise them for their effort. For next class: Ask students to take at least two sheets of bond paper.
<p>Class 2 During</p>  45 minutes	<p style="text-align: center;">Come To Visit My Spot</p> <div style="float: right; border: 1px solid black; padding: 5px; margin-bottom: 10px;">  </div> <ul style="list-style-type: none"> Greet and welcome students to class. Organize students in groups of four. Request them to take out their sheets of bond paper. Ask students to draw different types of food and drinks with their prices (as the example in the picture). Explain that they will play the roles of buyers and sellers. So, the sellers must describe their products using quantifiers, as well as comparative and superlative adjectives. (e.g., <i>Seller: Come to my store! Here you can find some fresh eggs. They are cheaper and bigger than in any other grocery store. We have the best prices!</i>) Encourage the buyers to ask questions related to the products presented. Remind students to visit as many spots as possible. Allot enough time and then have them swap roles. Provide feedback as necessary.
<p>Class 3 Post</p>  45 minutes	<p style="text-align: center;">Story Time!</p> <ul style="list-style-type: none"> Before class, elaborate flashcards representing the following vocabulary: <i>lay eggs, village, swallow (type of bird), nest, gourd seed, rice chest, treasure, ogres, fall (noun and verb),</i> and <i>reward.</i> Copy the following comprehension questions on the board: a. <i>Who was the older brother in the story?</i>, b. <i>What animal did Heungbu help?</i>, c. <i>What did the swallow give to Heungbu?</i>, and d. <i>How did Nolbu feel at the end of the story?</i> Show students the cards and guide two or three pronunciation drills. Then, stick the flashcards on the board and point at the words while some volunteers say the vocabulary words aloud. After that, mention that they will listen to a Korean tale. Draw their attention to the questions on the board and have them take notes to answer them. Visit the English Site to have access to the suggested audio. https://sites.google.com/clases.edu.sv/englishmineducyt/home Request students to pair up and share their answers. Then, elicit from students the message of the story. (e.g., <i>Treating people kindly and practicing forgiveness can make us happy.</i>) If time allows, request students to make an original illustration of the story in their notebooks.

 Answer Key
**Story Time!**

a. Nolbu

b. a swallow

c. a gourd seed

d. sorry

UNIT 5

My Favorite Book/Movie

In unit 5, students will boost their communicative skills when:

- Applying movie/book-related vocabulary when providing general facts about a book or movie.
- Exchanging information about life experiences using the present perfect tense appropriately.



Unit 5 My Favorite Book/Movie

Unit Competencies	Guidelines for Diagnostic Assessment
<p>1. Synthesize the main plot points of a chosen movie or book to deliver a summary, integrating suitable descriptive vocabulary.</p>	<p>Before starting Unit 5, it is highly recommended to explore students' previous knowledge. You may begin by asking them what their favorite book or movie is. Then, request students to brainstorm the titles of movies or books they have watched or read. If possible, encourage them to mention the corresponding genre (e.g., <i>romance</i>, <i>comedy</i>, <i>horror</i>, <i>science fiction</i>, etc.)</p> <p>Besides that, ask them questions such as <i>Have you watched a movie recently?</i> or <i>Have you read a book?</i> for you to observe if they can recognize the grammar structure. You may keep these questions visible on the board and include some sample answers like: <i>I have watched <u>Star Wars</u>. / I have read <u>Harry Potter</u>.</i></p> <p>Have students use the information on the board to ask and answer the questions in pairs. Then, request them to share their ideas with the class.</p> <p>Finally, according to students' results, remember to make any adaptations needed along the unit.</p>

Teaching Tips for the Didactic Unit	Classroom Management Guidelines
<ul style="list-style-type: none">• Provide clear and concise instructions.• Reinforce proper pronunciation of the vocabulary words, so that students familiarize themselves with some common sounds in English.• Promote speaking activities and collaborative work among students by having them work with different classmates.• Make sure all the activities that will be carried out are appealing and focused on students' interests and learning needs.• Prepare an extra activity to wrap-up the class in case you notice students have grasped the content easily.	<ul style="list-style-type: none">• Keep students actively involved in learning to minimize distractions.• Pay attention to non-verbal cues to enhance the impact of the lesson.• Acknowledge and reward positive behavior to encourage a harmonious classroom environment.• Follow classroom agreements consistently and treat all students fairly.

Week  **1**

Approximate time:
2 hours 15 minutes (3 classes)



Performance indicators

Students can:

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.

Content(s)	Goal(s)
<ul style="list-style-type: none"> Book and Movie Genres Vocabulary Related to Books and Movies 	<p>By the end of the week, I will:</p> <ul style="list-style-type: none"> Associate movies and books with their corresponding genre. Exchange information about movies or books using appropriate vocabulary.

Class 1: Materials

- Dry-erase markers/chalk, cards with movie and book genres, mini boards, the students' notebooks, small paper balls, and a list with descriptions or titles of famous movies or books.

I Activate (Class 1)

Pre



15 minutes

Book and Movie Genres

- Before class, elaborate cards with different genres of movies/books (*fantasy, sci-fi, suspense, humor, drama, fairy tale, mythology, novel, fable, action, comedy, horror, mystery, romance, thriller, and western*). Additionally, prepare an example of a movie or book for each of the genres.
- Stick the cards and write the examples on the board.
- Greet and welcome students to class.
- Introduce the new vocabulary by saying the different genres aloud, a brief definition of each, and their examples to provide meaningful context to students.
- Next, have them repeat the vocabulary after you in order to practice pronunciation.
- As a class, write on the board one more example of a movie or book per genre.
- Then, divide the class into ten groups.
- Distribute a card with a movie/book genre and a mini board to each team.

Teaching tip



Highlight that there are some genres that just apply for book genres, such as *fable, novel, mythology, and fairy tale*.

However, *fairy tales* and *mythology* often inspire movie genres like *fantasy*.

- Explain to them that they will have a minute to think about a famous movie or book that corresponds to the genre on the card. Then they will write the word assigned and the movie or book title on their mini board.
- Remind them that they cannot use the examples from the board.
- Once time is up, ask them to raise their mini boards and take turns to say their answers aloud. Go over any doubts about the vocabulary presented.

Visit the English Site to have access to the suggested document containing some definitions and examples.
<https://sites.google.com/clases.edu.sv/englishmineducyt/home>

During



15 minutes

Movie & Book Genres Bingo!

- Have students draw a 3x3 bingo card in their notebooks and write a different movie/book genre in each square. They should also make small paper balls as markers.
- Explain that you will read a movie/book title or description, and they must cover the matching genre (e.g., "Spaceships and futuristic worlds" = sci-fi). If they complete a row, column, or diagonal, they will say "Bingo!"
- Pause briefly after each clue for students to choose the correct genre.
- Keep track of clues to avoid repeats.
- When someone calls "Bingo!", check their answers. If correct, they win the round.
- Repeat rounds as time permits.

Post



15 minutes

My Favorite Movie/Book Genre Is...

- Write on the board the following prompts: "What's your favorite movie/book genre?" "My favorite movie/book genre is _____."
- Do a repetition drill with your students and model the sentence structure with examples ("My favorite movie genre is fantasy".)
- Tell students they will have five or seven minutes to walk around and ask five classmates about their favorite movie or book genre using the prompts given.
- Remind them to write down their classmates' names and responses in their notebooks in a table chart.

Name	Genre
1. <i>María</i> _____	1. <i>Fantasy</i> _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

- Walk around the classroom to provide help as needed.
- Once everyone has finished, bring the class together and request a few volunteers to share their findings (e.g., *Maria's favorite book genre is fantasy.*)



- Dry-erase markers/chalk, a poster with a brief description about a favorite movie or book, paper strips containing questions, a box/bag, the attendance list, and the student's booklet.

I Practice (Class 2)

Pre



15 minutes

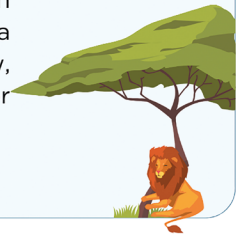
Let's Talk about Movies/Books!

- Before class, elaborate a poster with a brief description of your favorite movie or book and stick it on the board. Consider the following example as reference:

The Lion King

The Lion King is a famous movie **directed by** Roger Allers and Rob Minkoff; the **film** was **produced by** Walt Disney and featured an amazing **cast** of voice actors. The **protagonist** or **central character**, *Simba*, is a young lion who struggles against his uncle, *Scar*, the main **antagonist**, to reclaim his place as king.

The **setting** of the story is the African savannah and the **plot** revolves around Simba's journey of growth and redemption. This story was made again as a **remake** in 2019 with new voices and animation. Now, people can also watch the movie with **subtitles** or **dubbed** in many languages.



- Additionally, prepare paper strips with the following questions and place them inside a box/bag:
 - *Who is the director?*
 - *Who is the producer?*
 - *Who is the central character or protagonist?*
 - *Who is the antagonist?*
 - *If you don't understand the language, what can you use to read the dialogues?*
 - *What is another synonym for movie?*
 - *Where does the movie take place?*
 - *What is the movie about?*
- Greet and welcome students to class.
- Select two or three volunteers to read the information on the board aloud.
- After that, read the paragraph to model proper pronunciation and do repetition drills of the words *cast, film, character, antagonist, subtitles, author, producer, protagonist, dubbed, plot, setting, remake* and *director*.
- Once you finish, explain to your students that you will select eight volunteers from the list to come to the front, take out a question related to the paragraph on the board from a box/bag, and answer it aloud.
- Clarify any doubts and provide feedback related to pronunciation.

During



15 minutes

Unit 5 - Week 1 - Worksheet 1

- Request students to take their booklets out.
- Direct their attention to Worksheet 1.
- Ask a volunteer to read the instructions aloud.
- Have students read the definitions carefully and write in the blanks the matching words.
- Walk around the classroom and provide feedback as needed.
- Once they have finished, go over the answers as a class and reinforce key concepts as well as proper pronunciation.

Post



15 minutes

My Favorite Movie/Book!

- Explain to your students that they will have five minutes to think quietly about their favorite movie or book, focusing on details that relate to the vocabulary terms.
- Write the following questions on the board and ask them to prepare their answers.
 - *Who is the protagonist?*
 - *What's the plot about?*
 - *Is it an interesting story?*
 - *Where is the setting?*
 - *Who might be the antagonist?*
- After time is up, divide the class into pairs.
- Emphasize that each student should tell their partner about their favorite movie or book using the vocabulary learned in the lesson.
- Encourage them to ask follow-up questions about their classmates' favorite movies or books.
- Select a few pairs to share highlights from their conversations with the class. For example, *"My partner's favorite movie is Inception. Leonardo DiCaprio is the main character, and the plot involves dream manipulation. The setting is people's dreams, which makes it very interesting."*
- After sharing, quickly review any vocabulary words students seemed to struggle with or did not use frequently.
- Reinforce the vocabulary by giving examples from popular movies or books that your students may know.



Answer Key (Unit 5 - Week 1 - Worksheet 1)



- | | | | |
|---------------|-------------|-------------|----------------|
| 1. film | 2. director | 3. producer | 4. protagonist |
| 5. antagonist | 6. cast | 7. remake | 8. dubbed |
| 9. subtitles | 10. author | 11. setting | 12. plot |

Class 3: Materials



- Dry-erase markers/chalk, strips of paper with the names of different movies/books and questions related to them, two bags/boxes, music, a speaker, a ball/stuffed animal, a poster containing a dialogue, a listening track, and the students' notebooks.

I Produce (Class 3)

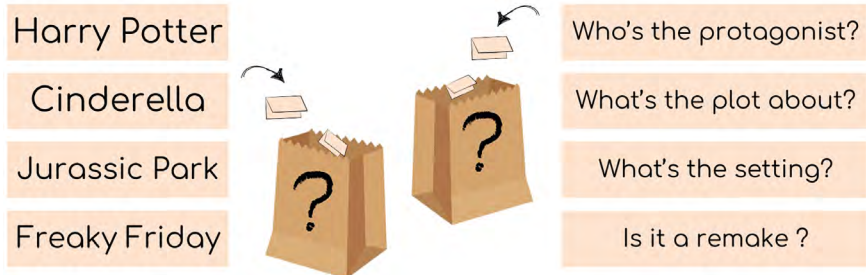
Pre



15 minutes

Movies/Books Hot Potato!

- Before class, prepare some strips of paper with names of different famous movies/books and questions related to them (e.g., *What is the genre of the movie/book?*, *Who is the antagonist?*, *Can you name some cast members?*, etc.)
- Keep the strips of paper in two separate bags or boxes. Consider the following illustration as reference.



- Greet and welcome students to class.
- Ask them to stand up and form a circle in the middle of the classroom to play *Hot Potato!*
- Let students know that you will play some music while they pass a ball or stuffed animal. Once you pause the music, the student holding the ball/stuffed animal will take one strip of paper from each bag/box and answer the question on the paper strip according to the movie/book they got.
- Model the activity with a volunteer. If he/she struggles to answer, encourage the rest of the class to help him/her.
- Start the game and monitor students' answers.
- Continue the activity until time is up or all the paper strips have been picked.
- Provide help and feedback as needed.

During



15 minutes

Let's Interview James Cameron!

- Before class, elaborate a poster containing the dialogue. Check the section named *Listening Transcripts* (pages 230-235) for further details. Underline the information that can be replaced/personalized when students create their own in the *Post* activity.
- Additionally, write the following questions on the board:
 1. *Who is James Cameron?*
 2. *What is the name of the movie?*
 3. *How does James Cameron describe the genre of the movie?*
 4. *Who is the protagonist?*
 5. *Who is the antagonist?*

- Request students to copy the questions in their notebooks. Explain that they will listen to an interview and take notes to answer the questions.
- Visit the English Site to have access to the suggested audio.
<https://sites.google.com/clases.edu.sv/englishmineducyt/home>
- Ask students to listen carefully.
- Play the audio again and have students take notes.
- Once they finish, select students randomly to answer a question each aloud. Stick the poster on the board to review the information as a class.

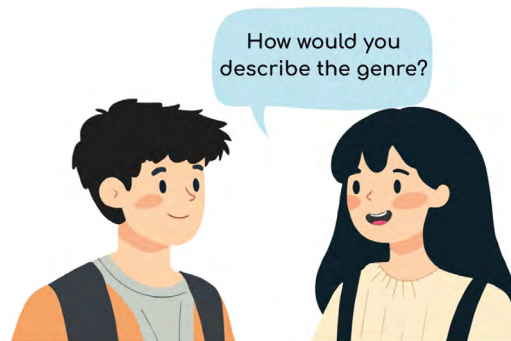
Post



15 minutes

Conversation Time

- Request students to take their notebooks.
- Ask them to pair up.
- Explain to the class that they will create a conversation where one of them will be the interviewer and their partner will be an actor/actress or a movie producer/director.
- Encourage students to talk about their favorite movie or make up a new one to answer the interview.



- Then, ask students to get into groups of six, and each pair will perform their conversation.
- Walk around the classroom and monitor students' performance.
- Finally, select at least three or four pairs to go in front of the class to present their interview.
- Praise students for their work.

Answer Key

*Lert's Interview James Cameron*

1. He is a movie director and producer.
2. It's Avatar.
3. It's a mix of sci-fi, action, and fantasy.
4. The protagonist is Jake Sully.
5. The antagonist is Colonel Quaritch.



Performance indicators

Students can:

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.

Content(s)	Goal(s)
<ul style="list-style-type: none"> Past Participle Form of Regular Verbs Past Participle of Irregular Verbs 	<p>By the end of the week, I will:</p> <ul style="list-style-type: none"> Identify the base form, simple past, and past participle form of verbs. Spell regular and irregular verbs in the past participle form.

Class 1: Materials



- Dry-erase markers/chalk, masking tape, the cards you elaborated for *Unit 1 - Week 3 - I Activate* and the flashcards of *Unit 1 - Week 4 - I Activate*, a poster displaying regular and irregular verbs with their base, simple past, and past participle form, the students' notebooks, flashcards of a *woodsman*, *firewood*, *an arrow*, and *a bone*, a listening track, and a speaker.

I Activate (Class 1)

Pre





15 minutes

Regular or Irregular?

- Before class, get ready with the cards containing verbs that you elaborated for *Unit 1 - Week 3 - I Activate* and the flashcards of *Unit 1 - Week 4 - I Activate* to reuse them in this lesson.
- Additionally, elaborate a poster like the one below for reference.

Regular Verbs			Irregular Verbs		
Base Form	Simple Past	Past Participle	Base Form	Simple Past	Past Participle
Attack	Attacked	Attacked	Bring	Brought	Brought
Suffer	Suffered	Suffered	Steal	Stole	Stolen
Bury	Buried	Buried			
Offer	Offered	Offered			
Remove	Removed	Removed			
Kill	Killed	Killed			
Warn	Warned	Warned			
Promise	Promised	Promised			
Marry	Married	Married			
Wish	Wished	Wished			
Faint	Fainted	Fainted			
Receive	Received	Received			

- Show them the cards and flashcards so that they say whether the verb is regular or irregular and its simple past form aloud.

	<ul style="list-style-type: none"> • Then, write the past participle form on the board and emphasize that regular verbs are written the same in the simple past and past participle form. Mention that for irregular verbs, the spelling rules vary. • After that, stick the poster on the board and review the verbs with the class. Guide at least two pronunciation drills. Remember to make extra emphasis on the proper pronunciation of <i>-ed endings</i> in regular verbs. • Model body language and encourage students to do it as well. • Additionally, use simple definitions to exemplify their meaning. • Finally, provide students with some time to take notes in their notebooks.
<p>During</p>  15 minutes	<p style="text-align: center;">Story Time!</p> <ul style="list-style-type: none"> • Before class, prepare flashcards with images representing a <i>woodsman</i>, <i>firewood</i>, an <i>arrow</i>, and a <i>bone</i>. • Show students the illustrations and say the words aloud. Then, write them on the board and practice pronunciation. • After that, explain to students that they will listen to a Korean tale. Ask them to close their eyes and listen attentively. • Visit the English Site to have access to the suggested audio. https://sites.google.com/clases.edu.sv/englishmineducyt/home • Play the track once and have students listen carefully. • Then, request them to pair up and discuss the following questions: <ol style="list-style-type: none"> 1. <i>Who are the characters of the tale?</i> 2. <i>How did the tiger help the woodsman?</i> 3. <i>What was your favorite part of the story?</i> • Finally, select some volunteers to share their answers with the class.
<p>Post</p>  15 minutes	<p style="text-align: center;">Can You Say It? So, Spell It!</p> <ul style="list-style-type: none"> • Take off the poster with verbs from the board. • Tell students you will play the audio again. Ask them to listen carefully, find five verbs from the tale, and write them in their notebooks. • Then, request them to include the base form, simple past, and past participle form of the verbs they wrote. • Ask them to stand up and make groups of five. • Explain to students that they will take turns choosing a verb from their notebook and saying it to another student in the group. That student will say the three forms of the verb (base form, past simple, and past participle) and spell them. The first student will check the answers in their notebook to make sure they are correct. • Model the task with one student to clarify the steps. • Monitor students' performance and give feedback as needed.

Answer Key



Story Time!

1. The tiger, the woodsman, the woodsman's mother, the woman, and the woodsman's parents-in-law.
2. It brought firewood, a woman, and gifts.
3. Answers will vary.

Class 2: Materials



- Dry-erase markers/chalk, list of ten verbs in their base and past participle forms, the poster that you elaborated for *Unit 5 - Week 2 - Class 1*, the students' notebooks, large cards containing verbs in their base, simple past, and past participle forms, large cards named *Base Form*, *Simple Past Form*, and *Past Participle Form*, masking tape, and the mini boards.

I Practice (Class 2)

Pre



15 minutes

Base Form or Past Participle Form?

- Before class, prepare a list of ten verbs in their base form and past participle form. You may choose some verbs from the poster that you presented in the previous class.
- Additionally, draw the table below on the board.

Base Form	Past Participle Form

- Request students to draw the table in their notebooks.
- Explain to them that you will say verbs in the base form and past participle form. Ask them to listen carefully and write the verbs in the correct column in their notebooks.
- Remind them that they cannot check their notes at this point.
- At the end of the activity, have students get into groups of four or five and share their answers.
- Validate the answers as a class and write them on the board.
- Give feedback related to spelling and pronunciation.

Teaching tip



When going over the answers, ask students to first spell the verbs aloud. Next, have them read the verbs to practice their pronunciation. Finally, write the answers in the corresponding columns.

During



15 minutes

Verb Spelling Groups

- Before class, elaborate three large cards and name them *Base Form*, *Simple Past Form*, and *Past Participle Form*. Additionally, elaborate cards containing verbs in the previously mentioned forms.
- Stick the *Base Form*, *Simple Past Form*, and *Past Participle Form* cards on different walls in the classroom.
- Explain to students that you will hand them at least one card containing a verb, and they will stick it below the corresponding tense card.
- Once they begin sticking them, some students will probably ask you for help since some verbs can be placed below any card. (e.g., the irregular verbs *hurt*, *cost*, and *cut* and the regular ones in their simple past and past participle forms).
- After they finish, ask them if they have any comments or if it was challenging to place their cards.
- Then, copy the following information on the board:

Simple past and past participle forms of regular verbs are the same with few exceptions, such as:

- **dream:** *dreamt* (for BE)* or *dreamed* (for AE)*
- **learn:** *learnt* (for BE) or *learned* (for AE)

Participle of irregular verbs:

- All the three forms of the verb are the same.
(e.g., *cut, cut, cut*)
- The simple past and past participle forms are the same.
(e.g., *buy, bought, bought*)
- All three forms of the verb are different.
(e.g., *sing, sang, sung*)

* BE (British English) / * AE (American English)

- As a class, verify whether the verb cards are in the correct category.
- Finally, request students to add the verbs to the list they copied in the previous lesson.

Post



15 minutes

Write it Right!

- Request students to get into pairs and hand them a mini board.
- Direct their attention to the list of verbs they copied in their notebooks last class.
- Explain to them that they will take turns spelling a verb in the base form from their notes, so his/her partner can say it aloud and write its correct past participle form on the mini boards.
- Point out that the student writing on the mini board must keep his/her notebook closed.
- Model the steps with a volunteer to clarify the process.
- Finally, distribute the mini boards and markers to begin the activity.
- **For next class:** Ask students to take a bond paper sheet and some glue.

Class 3: Materials



- Dry-erase markers/chalk, the students' notebooks, the student's booklet, glue, and bond paper sheets.

I Produce (Class 3)

Pre



15 minutes

Irregular Verbs Tic-Tac-Toe

- Before class, draw on the board two *Tic-tac-toe* grids with scrambled irregular verbs in their simple past form.
- Include these scrambled verbs for the first grid: *nakrd*, *houtgb*, *solt*, *asw*, *daem*, *rdoe*, *soct*, *dtlo*, and *drea*. For the second grid, use: *otwer*, *tedniaf*, *ruth*, *pstodpe*, *onw*, *otg*, *gsan*, *wedarn*, and *loste*.
- Consider the illustration below as reference for the first template.

nakrd	houtgb	solt
asw	daem	rdoe
soct	dtlo	drea

- Greet and welcome students to class.
- Explain to them that they will play *Tic-tac-toe* in pairs. Each student will choose a symbol to play, either *X* or *O*. Next, they will take turns unscrambling the verb selected and writing down its corresponding base and past participle forms. If their answer is correct, they can mark the space accordingly.
- Request students to pair up and copy one of the grids in their notebooks to start the game.
- Monitor students' performance and provide feedback related to spelling, pronunciation, and meaning as needed.

During



15 minutes

Unit 5 - Week 2 - Worksheet 2 (Part I)

- Request students to take out their booklets.
- Direct their attention to Worksheet 2 - Part I.
- Ask one of the students to read the instructions aloud.
- Explain to them that they will check the verbs in the box and write the corresponding one in its past participle form below each picture.
- Have them first work individually and then stand up to compare their answers in pairs.
- Walk around to assist students as needed.
- Check the answers as a class.
- Reinforce any key information that may need extra attention.

Post



15 minutes

Unit 5 - Week 2 - Worksheet 2 (Part II)

- Ask students to take out their bond paper sheets and cut one in half.
- Explain to them that they will fold each half into four sections to get four squares.
- In the first square, request them to write the base form of one of the verbs they learned in this unit. Encourage them to choose a verb that they find challenging to pronounce, write, or spell. In the second square, have them include its simple past and past participle forms.
- In the third square, ask them to write an original sentence in the simple past using that same verb. Finally, in the last square, request them to create a simple illustration that represents it.
- If time allows, have students select another verb and use the other half of the sheet to replicate the steps above.
- Finally, ask students to share their work in pairs and glue it in the space provided in their booklets.

Answer Key



Tic-Tac-Toe.

1st grid: 1. drank 2. bought 3. lost 4. saw 5. made 6. rode 7. cost 8. told 9. read

2nd grid: 1. wrote 2. fainted 3. hurt 4. stopped 5. won 6. got 7. sang 8. warned 9. stole

Answer Key (Unit 5 - Week 2 - Worksheet 2)




Part I

1. hurt 2. drunk 3. cut 4. lost 5. taken 6. sung
7. read 8. ridden 9. bought 10. told 11. seen 12. won

Part II

Answers will vary, but they may look similar to the illustration below.

ride	rode ridden
I rode a bike last Sunday.	

Week **3**

Approximate time:
2 hours 15 minutes (3 classes)



Performance indicators

Students can:

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

Content(s)	Goal(s)
<ul style="list-style-type: none">Present Perfect Tense<ul style="list-style-type: none">Affirmative SentencesNegative Sentences	<p>By the end of the week, I will:</p> <ul style="list-style-type: none">Describe life experiences using the present perfect tense.

Class 1: Materials



- Dry-erase markers/chalk, eraser, paper strips with irregular verbs in their base form, a small bag/box, paper strips with ungrammatical sentences, the student's booklet, the class attendance sheet, and the students' notebooks.

I Activate (Class 1)

Pre





15 minutes

The Verb Race!

- Before class, elaborate strips of paper with the following verbs: *read, write, buy, see, and take*. Place them in a bag/box.
- Request students to take out a notebook and a pencil.
- Explain that, in each round, a different student will stand up, grab a strip of paper, and read the verb aloud. The rest of the class will write the correct past participle form in their notebooks.
- After every participation, copy the correct answers on the board and praise students for their performance.
- Next, copy and read this example: *I have read the book "Cenizas de Izalco"*.
- Label the elements using the following structure.

Subject + have/has + past participle form of the verb + complement + .

- Emphasize that your sentence is an example of the Present Perfect tense. To build our statements, we need to follow the structure on the board.
- Highlight that "have" and "has" are important elements in the Present Perfect tense.
- Elicit from students which pronouns are used with each of them. (*have = I, you, we, and they*) (*has = he, she, and it*)

	<ul style="list-style-type: none"> • After that, encourage students to mention some books they have read. Use their ideas to write more examples collectively. (e.g., <i>We have read Romeo and Juliet.</i> / <i>Matías has read Rhymes and Legends.</i>) • Tell students that we add "not" after "have" or "has" to make negative sentences. Copy and read aloud the following statements: <i>I haven't written a book.</i> / <i>I haven't seen Jurassic Park.</i> Finally, write the structure below on the board. <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Subject + have/has + not + past participle form of the verb + complement + .</p> </div> <ul style="list-style-type: none"> • Allow students to take notes.
<p>During</p>  15 minutes	<p style="text-align: center;">Unit 5 - Week 3 - Worksheet 3 (Part I)</p> <ul style="list-style-type: none"> • Request students to take their booklets out. • Direct students' attention to Worksheet 3 - Part I. • Ask a student to read the instructions aloud. • Explain to them that they will order the elements to make sentences in the present perfect tense. • Request students to pay attention to the verbs and make sure they use the correct past participle forms. • Check the answers as a class. • Provide feedback as needed.
<p>Post</p>  15 minutes	<p style="text-align: center;">Find The Mistake!</p> <ul style="list-style-type: none"> • Before class, write ten ungrammatical sentences on strips of paper and keep them in a bag/box. You can include the following examples. <ol style="list-style-type: none"> 1. <i>I have be to Antigua Guatemala.</i> 2. <i>She has write a poem collection to be published.</i> 3. <i>They has ride horses at the family's ranch.</i> 4. <i>We has gave a speech related to global warming.</i> • To choose a student, you may select a number from the class attendance sheet. Next, ask him/her to pick a sentence from the bag/box and read it aloud. • Ask him/her to identify the mistakes and rewrite the sentence correctly on the board. Keep going until there are no more sentences left. • Provide feedback related to pronunciation, spelling, or grammar.

Answer Key (Unit 5 - Week 3 - Worksheet 3) 

Part I

- | | |
|---------------------------------------|-------------------------------------|
| 1. I have been to Ciudad Arce before. | 2. Maria has won a competition. |
| 3. They have sung in public. | 4. Andrés has written a fairy tale. |
| 5. You have taken a trip to Europe. | |

Find The Mistake!

1. I have been to Antigua Guatemala.
2. She has written a poem collection to be published.
3. The have ridden horses at the family's ranch.
4. We have given a speech related to global warming.

Class 2: Materials



- Dry-erase markers/chalk, strips of paper containing definitions, synonyms, clues, or sentences with blanks where students must insert the vocabulary words, the audio track, and a speaker.

I Practice (Class 2)

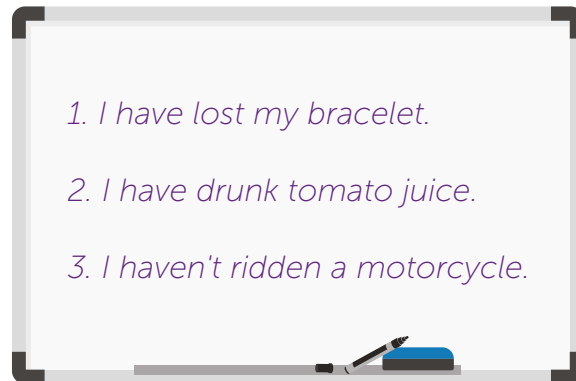
Pre



15 minutes

Two Truths and a Lie!

- Before class, write three sentences related to your life experiences on the board. Keep in mind that two of them must be true and one false. Consider the examples below as reference.



- Greet and welcome students.
- Ask them to make pairs or groups of three.
- Direct their attention to your sentences and have them guess which one is false and which ones are true.
- Request them to discuss in teams. Listen to their ideas and reveal the correct answers afterward.
- Then, ask students to create two true statements and one false sentence individually. Remind them that they can use the affirmative or negative form of the present perfect tense.
- Model the activity with the whole class. Allow them some time to write their sentences.
- Request students to make pairs or groups of three once again.
- Explain to them that, in their groups, they will read their sentences to their partners so they can identify/guess the false sentence and the true ones.
- Before they start, remind them of the importance of proper articulation of words to improve their pronunciation.
- Give them feedback on grammar, punctuation, and pronunciation.

During



15 minutes

Vocabulary Scavenger Hunt

- Before class, elaborate strips of paper containing definitions, synonyms, clues, or sentences with blanks where students must insert the vocabulary words.

_____; a place where a dead person or dead people are buried, especially when under the ground and marked by a stone.

- Before the activity begins, write these nouns on one side of the board: *stream, stork, hurt, and grave*. Then, write these verbs in their base form, simple past, and past participle form: *bring back, push, fly, die, rise, and wash away*.
- Request students to close or cover their eyes and hide the paper strips.
- Then have them look for them around the classroom.
- Explain to them that once they find a paper strip, they will read it aloud and choose the word from the board correspondingly.
- Continue this process until they have found all the strips.
- Finally, review the meaning of the vocabulary words.

Teaching tip



When providing definitions for students, check reliable sources. Visit the English Site to have access to the suggested online dictionary. <https://sites.google.com/clases.edu.sv/englishmineducyt/home>

Post



15 minutes

Story Time!

- Write the following comprehension questions on the board:
 1. *What did the baby tree frog always do when his mother gave him instructions?*
 2. *What is the baby tree frog's cry when it rains?*
 3. *What have you learned from this tale?*
- Explain to students that they will listen to a Korean tale. Draw their attention to the questions and clarify any doubts related to vocabulary.
- Ask them to listen attentively while taking notes.
- Visit the English Site to have access to the suggested audio. <https://sites.google.com/clases.edu.sv/englishmineducyt/home>
- Request students to discuss the comprehension questions in pairs.
- Have some volunteers share their answers with the class.
- Finally, copy the statements on the board and, as a class, fill in the blanks with the present perfect tense correctly.
 1. *The baby tree frog _____ always _____ (ignore) his mother's advice.*
 2. *The mother tree frog _____ (try) to keep her son safe.*

Answer Key "Questions:"

**Questions:**

1. He always did the opposite. 2. Croak, croak! Croak, croak! 3. Answers may vary (The main message is to listen to parents).

Statements:

1. has/ignored 2. has tried



- Dry-erase markers/chalk, strips of bond paper, the students' notebooks, and masking tape.

I Produce (Class 3)

Pre



15 minutes

Experience Gallery Walk

- Before class, prepare some strips of bond paper.
- Give two pieces of paper to each student.
- Explain to them that, on one strip, they will write one of their greatest life experiences using the present perfect.
- Provide students with the following example: *I have gotten a ten on a test.*
- Tell them that, on the second strip, they will write something they have not done yet but want to. Give students this example: *I haven't taken a picture with my favorite actor.*
- Distribute some masking tape among students so they can stick their own statements on the walls or different parts of the board.



- Request students to walk around the classroom reading their classmates' experiences.
- Have them choose their favorite sentences or any that they find interesting.
- Finally, ask three or four volunteers to share the experiences that they selected. Encourage them to say why these statements caught their attention.

Keep in mind!



Remind students about the importance of proper articulation to deliver a clear message and enhance the pronunciation of English sounds.

During



15 minutes

Unit 5 - Week 3 - Worksheet 3 (Part II)

- Request students to take their booklets out.
- Direct their attention to Worksheet 3 – Part II.
- Ask a volunteer to read the instructions aloud.
- Explain to them that they will use the information provided to write negative statements in the present perfect. Highlight the importance of including any elements missing (*haven't / hasn't*) and changing the form of the verb appropriately.
- Once everybody is done, request students to make pairs. Have them take turns reading the negative sentences to one another.
- Check the answers as a class by asking some volunteers to copy their answers on the board.
- Provide feedback related to sentence structure and spelling.

Post



15 minutes

A Chain of Experiences!

- Ask students to think of a life experience they have had.
- Write the following sentence on the board as an example: *I have learned to play the guitar.*
- Request students to create an original statement in their notebooks by highlighting one of their experiences and using the present perfect.
- Have them stand up and make small teams (four or five students per group).
- Tell them that the first student will say his/her sentence (e.g., *I have played in the school soccer team.*) Then, the second student must repeat the statement he/she heard. If the student has done so, the sentence will be repeated in the affirmative form; otherwise, it will be stated in the negative form. After that, the second student will add his/her own example: *"I haven't played in the school soccer team, but I have learned to play basketball."*
- Model the activity with two students to clarify the instructions.
- Praise students for their performance.

Answer Key (Unit 5 - Week 3 - Worksheet 3)



Part II

1. I **haven't gotten** my driver's license.
2. They **haven't taken** Korean lessons for about three months.
3. She **hasn't bought** a car on her own.
4. My friend **hasn't won** a medal in a marathon.
5. He **hasn't hurt** his knee while playing soccer.



Performance indicators

Students can:

- 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.

Content(s)	Goal(s)
<ul style="list-style-type: none"> • Present Perfect Tense - Yes/No Questions 	<p>By the end of the week, I will:</p> <ul style="list-style-type: none"> • Exchange information about life experiences with my peers.

Class 1: Materials



- Dry-erase markers/chalk, a big dice with sentence structure, music, a speaker, a listening track, the student's booklet, and the students' notebooks.

I Activate (Class 1)

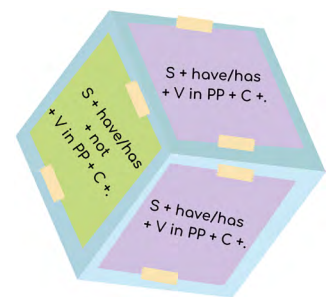
Pre





15 minutes

Roll the Dice!

- Before class, elaborate a big die with the structures of affirmative and negative sentences in the present perfect tense.
- Label each of its faces with the information below.
 - **S + have/has + V in PP + C + .** (Subject, have/has, Verb in Past Participle, and Complement.)
 - **S + have/has + not + V in PP + C + .** (Subject, have/has, not, Verb in Past Participle, and Complement.)
- Explain to students that you will play music while they pass the die. Once you pause the music, the student who has the die will roll it and create a sentence in the present perfect tense following the corresponding structure.
- Encourage the rest of the class to support their peers as needed.
- Have them play for three or four rounds. Then, ask them to go back to their seats.
- Brainstorm some of the students' statements from the previous activity. Use these ideas to introduce Yes/No questions for life experiences.
- Next, label each component according to the structure below.



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

	<ul style="list-style-type: none"> After that, model how to provide short answers to the questions you wrote. Copy the structures below. <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>Affirmative answer: Yes, + <i>subject</i> + <i>have/has</i>.</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>Negative answer: No, + <i>subject</i> + <i>have/has</i> + <i>not</i>.</p> </div> <ul style="list-style-type: none"> For example: <i>Have you ever written a fantasy story?</i> Yes, <i>I have</i>. / No, <i>I have not</i>. Tell students that they can also use the contracted form haven't and hasn't in the negative answers. Allow students some time to take notes.
<p>During</p>  15 minutes	<p style="text-align: center;">Unit 5 - Worksheet 4 - Week 4 (Part I)</p> <ul style="list-style-type: none"> Request students to take out their booklets. Direct students' attention to Worksheet 4 - Part I. Ask a volunteer to read the instructions aloud. Have students form the questions and write them in the blanks. Check the answers as a class. Provide feedback related to grammar and pronunciation. Praise students for their performance.
<p>Post</p>  15 minutes	<p style="text-align: center;">Listening Time!</p> <ul style="list-style-type: none"> Before class, write the following questions on the board. <ol style="list-style-type: none"> <i>What movie made Oscar laugh?</i> <i>What book did Oscar read to practice English?</i> <i>Has Allison ever tried to read books in English? How often does this happen?</i> <i>Have you ever read a book in English?</i> Explain to students that they will listen to a conversation between two friends talking about books and movies. Visit the English Site to have access to the suggested audio. https://sites.google.com/clases.edu.sv/englishmineducyt/home Have students listen attentively and take notes based on the questions. Ask them to share their ideas in pairs. Finally, check the answers as a class. (1. Shrek. / 2. Harry Potter. / 3. Yes. Every month. / 4. Answers will vary.) For next class: Request students to take sheets of bond paper.

Answer Key (Unit 5 - Week 4 - Worksheet 4)



Part I

- Have you ever cut your own hair?
- Has Eduardo ever seen a shooting star?
- Has your best friend ever read a book in one day?
- Have you ever sung in front of a big audience?
- Has any member of your family ever taken a picture with a famous person?

Class 2: Materials



- Dry-erase markers/chalk, flashcards used in this unit, two soft toys, music, a speaker, the student's booklet, strips of paper, and a bag/box.

I Practice (Class 2)

Pre



15 minutes

Making Questions

- For this lesson, keep handy the verb flashcards that you have used in this unit and two soft toys.
- Ask students to arrange their desks in a circle.



- Explain to them that you will play some music for them to pass the two objects simultaneously. Pause the music progressively, and once you do so, one of the students will grab a flashcard and make a question using *Have you ever...?*; the other classmate will answer it.
- Make sure that different participants are chosen in each round.
- Encourage the rest of the class to listen carefully to their peers' participation.
- At the end of the activity, provide feedback as needed.

During



15 minutes

Unit 5 - Week 4 - Worksheet 4 (Part II)

- Request students to take their booklets out.
- Direct their attention to Worksheet 4 - Part II.
- Ask a volunteer to read the instructions aloud.
- Explain to them that they will write five *yes/no questions* related to life experiences (visiting places, doing sports, eating special food, etc.) in the present perfect tense.
- Have them interview their classmates, write their names on top of the columns, and use the present perfect in the third person form to take notes of the answers.

Questions	Classmate 1: _____	Classmate 2: _____	Classmate 3: _____

- Walk around the classroom to support students.
- Finally, request them to go back to their seats. Have them share with the class the ideas they wrote down.
- Provide feedback related to grammar as needed.

Post



15 minutes

Detectives for A Day

- Before class, prepare strips of paper.
- Give each student a piece of paper to write 2-3 present perfect sentences about their life (affirmative or negative), without their name.
- Collect the strips of paper in a bag or box and redistribute them among students.
- Make sure that students do not pick their own strips.
- Have them stand up and ask *Yes/No questions* to identify the author of the paper they received.
- Once they have found the corresponding partner, ask them to write his/her name on the paper.
- Walk around to monitor and give feedback on grammar, vocabulary, or pronunciation.
- Have students sit down in pairs and request some volunteers to share their findings.
- **For next class:** Ask students to take sheets of bond paper.

Teaching tip



Generate a supportive, non-judgemental classroom environment so students can feel safe while sharing their opinions.

Answer Key (Unit 5 - Week 4 - Worksheet 4)



Part II

Answers will vary.



- Dry-erase markers/chalk, sets of cards containing life experiences in the present perfect tense, and sheets of paper.

I Produce (Class 3)

Pre



15 minutes

Let's Guess: Have You Ever...?

- Before class, elaborate sets of cards containing life experiences in the present perfect tense. Consider the illustration below as reference.

Has he ever sung in the shower?

Have you ever seen a 3D film?

Has she ever ridden a roller coaster?

Have you ever walked under the rain?

Has he ever won a medal in a race?

- Greet and welcome students to class.
- Place the deck of cards face down on the desk.
- Explain to students that they will play charades.
- Model the activity by selecting a volunteer to come to the front, pick a card, and mime the question without speaking.
- Ask the class to guess the statement by forming Yes/No questions in the present perfect tense (e.g., *Have you ever ridden a horse?*). The volunteer will respond by nodding (yes) or shaking their head (no).
- Split the class into two teams (Team A and Team B).
- Invite a student from Team A to take a card and mime the information in it. Only Team A asks questions during this round.
- To take the answer as valid, they must guess the exact question using the present perfect tense correctly.
- Give them 15–30 seconds to guess. If they don't succeed, Team B can try to "steal" by continuing the questioning.
- Repeat the process with a student from Team B.
- Continue alternating turns until all cards have been used.

During



15 minutes

Let's Create Our Cards!

- Before class, elaborate a model of small cards containing questions with *Have you ever...? / Has he/she ever...?*

Has your best friend ever told you a funny anecdote?

- Request students to get into groups of three and take out their sheets of bond paper.
- Show your cards to students and explain to them that, as a team, they will make 15 cards with questions about life experiences. Remind them to fold the bond paper to get at least three cards per sheet.
- Motivate them to apply different verbs in the past participle that they have learned.
- Walk around the classroom and support the groups with extra vocabulary and feedback as needed.

Post



15 minutes

Let's Share Our Cards!

- Explain to students that, as a team (the one from the previous activity), they will get together with another one.
- Next, they will form one deck of cards by using the resources they elaborated in the *During* activity. After that, this set of cards will be placed face down on a desk or the floor.
- Request a student to get a card from the deck and read the question aloud for his/her teammates, so that they can reply by saying *Yes, I have. / No, I haven't*. Encourage them to use their thumbs up or down while answering orally.
- Remind students to provide more context related to their answers by modeling the following example:
A: Have you ever been to Atecozol?
B: Yes, I have. I have been to Atecozol five times with my family.
- Walk around the classroom and monitor students' performance to provide feedback as needed.
- **For next week:** Ask students to look for information about their favorite book or movie and prepare some illustrations (cut-outs or drawings) based on it. Also, request them to take half of a large sheet of paper, markers, and glue.



Performance indicators

Students can:

- 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.

Content(s)	Goal(s)
<ul style="list-style-type: none"> • Project: The Best Movie I Have Ever Seen / The Best Book I Have Ever Read 	<p>By the end of the week, I will:</p> <ul style="list-style-type: none"> • Share facts about the best movie or book I have ever seen/read.

Class Materials



- Dry-erase markers/chalk, illustrations and information about movies or books, glue, magazines, halves of large sheets of paper, and copies of the test.

Unit 5 Project

Class 1
Pre






45 minutes

Project Preparation

- Before class, prepare a poster with cut-outs that represent your favorite movie or book. Additionally, write down a short paragraph describing its generalities (name, genre, author, director, producer, characters, plot, among others). Consider the example below as reference.
- Stick the poster on the board and use the images to share some facts about your favorite film/book.
- Request students to take out their resources about their favorite movie or book.
- Ask them to identify the most relevant aspects of the movie or book in the information they brought, according to the vocabulary studied in this unit.
- Next, explain that they will write an 8-to-10-line paragraph based on the movie or book. Remind them that they must create their compositions and avoid only transcribing information from the Internet.
- Emphasize the importance of using appropriate grammar, vocabulary, and punctuation.
- After they finish writing, make sure their paragraphs are correctly written with appropriate language and grammar use.
- Have them create their posters on the half large sheet of paper by sticking their cutouts/images.

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.

	<ul style="list-style-type: none"> Finally, request them to keep their posters and paragraphs, so they can practice their presentations at home. 	
<p>Class 2 During</p>  45 minutes	<p style="text-align: center;">Project Presentation</p> <ul style="list-style-type: none"> Greet and welcome students to class. Give students enough time to rehearse their oral presentations about the best movie they have ever seen or the best book they have ever read. Split the class into two groups: Group A and Group B. Have Group A set up their posters on one side of the classroom and Group B on the opposite side. Remind students to speak naturally without reading directly from their notes. Begin with Group A presenting while Group B listens. Allow about two minutes per presentation, then signal with a clap for Group B to rotate to their right and listen to a new classmate. Once Group B has heard all of Group A's presentations, switch roles so that Group B presents and Group A listens. Move around the room to observe students, take notes on their performance, and identify areas for feedback and improvement. 	
<p>Class 3 Post</p>  45 minutes	<p style="text-align: center;">Unit 5 Test</p> <ul style="list-style-type: none"> Before class, make sure you have enough copies of the test for the whole class. For further details about the listening track, visit the English Site: https://sites.google.com/clases.edu.sv/englishmineducyt/home Keep the suggested listening track handy. Go over the instructions and make sure that all the information is clear before students take the exam. When time is up, collect the tests and verify that students have completed all the sections included. 	<p style="text-align: center;">Keep in mind!</p>  <p>Remember that you can adapt the exam considering your students' needs.</p>

Answer Key (Unit 5 Test) 

Listening

1. horror 2. action 3. author 4. subtitles 5. cast

Vocabulary

1. film 2. comedy 3. humor 4. protagonist 5. antagonist
6. romance 7. remake 8. dubbed 9. subtitles 10. plot

Grammar

1. have watched 2. Has she bought 3. has not/hasn't gotten
4. have seen 5. has written

Reading

1. No, he hasn't. 2. Yes, they have. 3. No, they haven't.
4. No, they haven't. 5. Yes, they have.



Unit Test

Unit Test

UNIT 6

Life Experiences

In unit 6, students will enhance their communicative skills when:

- Describing life experiences in detail by using the present perfect tense.
- Describing the duration of activities by using time expressions precisely.
- Discussing personal accomplishments successfully.



Unit 6 Life Experiences

Unit Competencies	Guidelines for Diagnostic Assessment
<p>1. Synthesize meaningful biographical information extracted from various sources to highlight a famous person's accomplishments and contributions.</p>	<p>Before starting Unit 6, it is highly recommended to activate students' background knowledge related to the present perfect tense. To do so, you can ask questions such as: <i>What have you done this year?</i> or <i>Have you played a sport or game recently?</i> Then, ask students to write their answers in their notebooks. Next, encourage them to discuss their responses in pairs while you walk around the classroom to listen and provide support as needed.</p> <p>Finally, once you have reviewed your students' responses, provide feedback and explain that in Unit 6, they will practice using the present perfect tense along with common time expressions related to the duration of activities. Additionally, they will explore vocabulary for describing life events while learning to build different types of statements.</p>

Teaching Tips for the Didactic Unit	Classroom Management Guidelines
<ul style="list-style-type: none">• Use visuals such as cut-outs, drawings, flashcards, or realia based on the lesson.• Before class, review the meaning of the vocabulary words. Also, practice pronunciation and explore the suggested grammar to provide accurate feedback.• Carry out ludic activities while teaching the contents of the unit to make learning meaningful.• Prepare a backup activity in case you finish the lesson before the estimated time (forty-five minutes).• Reflect on your role as a facilitator and how to better meet students' needs.	<ul style="list-style-type: none">• Organize and label your board with the date, goal, and new vocabulary.• Promote a safe, motivating, and respectful environment.• Encourage students' participation and engagement in every lesson.• Monitor consistently and guide students as needed.• Foster cooperative learning at all times.• Support the acceptance of mistakes and challenges as part of personal growth.• Celebrate each student's unique perspectives and experiences.

Week **1**

Approximate time:
2 hours 15 minutes (3 classes)



Performance indicators

Students can:

- 6.1 Generate a list of relevant personal life experiences efficiently and comprehensively for use in subsequent communicative tasks.
- 6.2 Identify and associate the base form of verbs with their corresponding past participle accurately when discussing life experiences.

Content(s)	Goal(s)
<ul style="list-style-type: none"> • Events in Life • Past Participle Form of Regular and Irregular Verbs 	<p>By the end of the week, I will:</p> <ul style="list-style-type: none"> • Recognize vocabulary related to people's life experiences. • Recall common verbs associated with events in life.

Class 1: Materials



- Dry-erase markers/chalk, flashcards and tags related to life events vocabulary, sets of small cards with the vocabulary from this lesson, and the student's booklet.

I Activate (Class 1)

Pre



15 minutes

Life Experiences

- Before class, elaborate flashcards and tags with the vocabulary related to the following events in life: *change my hairstyle, ride a horse, meet a famous person, drive a car, give a public speech, perform a dance in public, swim in a river, eat sushi, see a movie, go to another country.*
- Consider the illustrations below as reference.



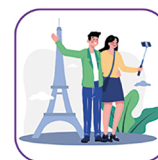
change my hairstyle



see a movie



meet a famous person



go to another country



perform a dance in public



give a public speech



drive a car



swim in a river



eat sushi



ride a horse

	<ul style="list-style-type: none"> • Stick the flashcards on the board and encourage students to name the life events represented in the illustrations. • If they provide a correct answer, stick the corresponding tag. When all the flashcards have been labeled, review the vocabulary as a class. Use body language or short descriptions to ensure clarity. • Request students to pair up. • Then, explain that each of them will select three life events to act them out, so his/her peer can guess them. • Walk around the classroom and provide feedback related to the vocabulary. • Finally, allow students some time to take notes in their notebooks.
<p>During</p>  15 minutes	<p style="text-align: center;">Life Event Charades</p> <ul style="list-style-type: none"> • Before class, prepare sets of small cards with various life events. • Divide the class into teams of four or according to the number of sets that you have prepared. • Explain to them that they will put the cards face down on the floor or a desk. Then, they will take turns picking a card and placing it on their foreheads or over their heads without looking at it. The rest of the team will silently make gestures to represent the vocabulary.  <ul style="list-style-type: none"> • Provide the groups with the cards. • Walk around the classroom and monitor students' performance. • Praise them for their participation.
<p>Post</p>  15 minutes	<p style="text-align: center;">Unit 6 - Week 1 - Worksheet 1 (Part I)</p> <ul style="list-style-type: none"> • Request students to take their booklets out. • Direct their attention to Worksheet 1 - Part I. • Select a volunteer to read the instructions aloud. • Explain to them that they will read the scenarios and match each of them to the correct vocabulary phrase from the list. • Ask students to get into pairs to check their answers. • Then, have some volunteers read a sentence and share their answers. Check the information provided as a class. • Reinforce any concepts that may require extra attention.

Answer Key (Unit 6 - Week 1 - Worksheet 1) 

Part I
 1. e 2. h 3. j 4. a 5. i 6. c 7. f 8. b 9. d 10. g



- Dry-erase markers/chalk, the mini boards, audio, a device to play audio, and the student's booklet.

I Practice (Class 2)

Pre



15 minutes

Keeping My Stars

- Before the activity begins, draw five stars on the board.
- Greet and welcome students to class.
- Explain to them that you will draw some blank spaces that represent a letter each to discover a mystery word related to experiences in life. They will all take turns mentioning alphabet letters. If they guess a letter, you will write it on the corresponding blank(s), but if they mention a letter that is not included, you will erase a star. The round is over when they lose the five stars.
- Guide different rounds using the following verbs: *ridden, eaten, gone, changed, seen, met, given, swum, driven, performed.*



 r d d e

- Ask students to write each of the words in their notebooks. Once the game is over, explain to students that these words are the past participle form of the verbs related to experiences in life studied in the previous class.
- Then, guide a pronunciation drill. If possible, practice spelling the verbs aloud.
- Finally, provide feedback about pronunciation and intonation.

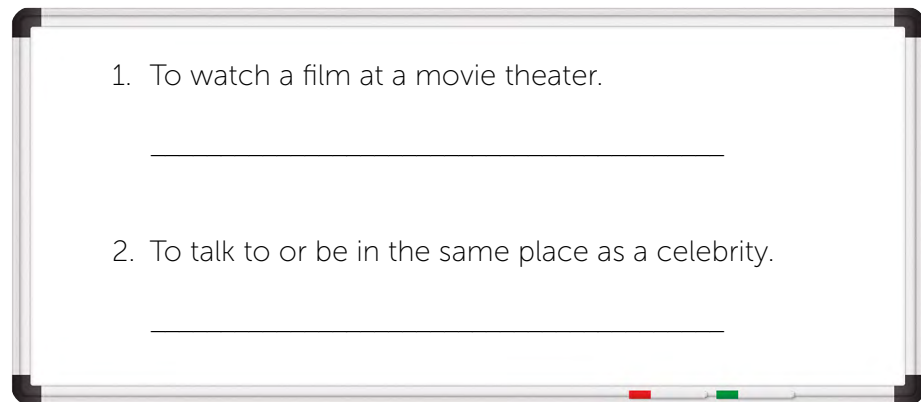
During




15 minutes

Matching Activity

- Before the activity begins, write the following information on the board:



- Ask students what vocabulary phrases they think these definitions refer to.
- Have them guess and share their answers as a class.

	<ul style="list-style-type: none"> • Next, provide students with the mini boards. • Explain to them that they will write down simple definitions of the vocabulary phrases that you will mention, one by one. Remind them to try not to use the words included in the phrases. • Once they finish each turn, select at least three different students randomly per phrase to check similarities in their definitions. • Use the following list of vocabulary phrases: <i>change my hairstyle, see a movie, go to another country, perform a dance in public, give a public speech, drive a car, swim in a river, eat sushi, and ride a horse.</i> • Continue this process until you have reviewed all the phrases. • Provide feedback as needed. • Praise students for their effort and creativity.
<p>Post</p>  <p>15 minutes</p>	<p style="text-align: center;">Unit 6 - Week 1 - Worksheet 1 (Part II)</p> <ul style="list-style-type: none"> • Request students to take their booklets out. • Direct their attention to Worksheet 1 - Part II. • Select a student randomly and have him/her read the instructions aloud. • Explain to them that they will listen to the audio carefully and fill in the blanks with the missing information. As an extra hint, let them know that they will use the present perfect. • Visit the English Site to have access to the suggested audio. https://sites.google.com/clases.edu.sv/englishmineducyt/home • Play the track one more time and request students to fill in the blanks. • Once they finish, ask them to get into pairs to check their answers. • Then, select students randomly to read a sentence (or paragraph) of the text aloud. • Verify the answers as a whole class. • Provide feedback related to pronunciation and spelling as needed.

Answer Key 

Matching Activity

1. see a movie 2. meet a famous person

Answer Key (Unit 6 - Week 1 - Worksheet 1) 

Part II

1. has changed 2. have ridden 3. have eaten 4. have seen 5. have swum
6. have met 7. has given 8. has performed 9. have driven 10. has been



- Dry-erase markers/chalk, paper strips with complete sentences based on examples of life experiences, five balloons or soft toys, music, and a device to play music.

I Produce (Class 3)

Pre



15 minutes

Verb Chain Game

- Greet and welcome students to class.
- Designate a large space in the classroom or guide students to an open area in the school, such as the soccer field, basketball court, garden, yard, or hall.
- Request them to make a big circle and explain to them that you will make a chain of verbs.
- Tell them that a student will say the base form of a verb, the following student will say its simple past form, and the next one, will say its past participle form.



- Guide the first round and have students continue the chain.
- In case they mention a verb that they know in its base and simple past form but not in the past participle form, help them out.
- Walk around to monitor and provide help and feedback when necessary.
- Praise students for their effort.

During



15 minutes

The Broken Telephone

- Before class, prepare paper strips with complete sentences about life experiences. Consider the vocabulary studied in Week 1 - Class 1.
- You may use the examples below or create your own statements.

1. *I have changed my hairstyle to curly.*
2. *I have driven an old car.*
3. *I have swum in the Lempa River.*
4. *I have gone to Panama City.*
5. *I have been to England and Spain.*
6. *We have seen the Mayan ruins in San Andrés.*

Teaching tip



Start using short and simple sentences for the first round to help students get comfortable with the activity. Then, go for larger statements as they gain confidence.

7. *He has played soccer with his friends in the park.*

8. *My sister has given a public speech.*

9. *My brother has ridden an elephant.*

10. *She has met her favorite singer.*

- Request students to get into groups of eight or ten.
- Ask each team to stand up, forming a row facing the board.
- Explain that you will provide the last students of each row with a sentence, which they will whisper to their following classmates.
- Tell them that they will continue passing on the message to the rest of their teammates. The first student of each line will write the statement as they receive it.
- Then, check which group got the most similar message to the original.
- Continue this process until you have used all the sentences.
- Provide feedback as needed.
- Praise all of them for their performance and participation.

Additionally, mention the difference between have gone and have been by providing the following information:

Have been: Used when the person has visited a place and is now back.
(e.g., *I have been to France. / She has been to the museum twice this year.*)

Have gone: Used when the person is still at the place or on their way and has not returned yet.
(e.g., *He has gone to the store. / My parents have gone to Mexico.*)

Post



15 minutes

Don't Let The Balloon Touch the Ground!

- Before the activity begins, keep at least five balloons handy. You may use soft balls instead.
- Guide students to an open area such as the soccer field, basketball court, hall, or garden, so that students have more space to play.
- Request them to get into groups of five or according to the number of balloons or balls you have.
- Explain to them that you will provide them with the balloons, and they must not let them touch the floor. Play some music and let students play.
- Once you pause the music, the last student who touched the balloon per group will mention a verb related to life experiences, say its past participle form, and combine it with the vocabulary studied in the previous session to make a full sentence. (e.g., *eat / eaten / I have eaten sushi two times.*)
- Continue the same process until most or all students have participated.





Performance indicators

Students can:

6.3 Discuss personal life experiences coherently by demonstrating the ability to formulate correct affirmative, negative, and interrogative sentences in the Present Perfect Tense.

Content(s)	Goal(s)
<ul style="list-style-type: none"> Present Perfect Tense Structures <ul style="list-style-type: none"> - Affirmative Statements - Negative Statements - Yes/No Questions 	<p>By the end of the week, I will:</p> <ul style="list-style-type: none"> Build a variety of statements in the present perfect. Talk about personal experiences using the present perfect tense.

Class 1: Materials



- Dry-erase markers/chalk, sheets of paper, scissors, cards with words to form an affirmative, negative statement and a Yes/No question, masking tape, and mini boards.

I Activate (Class 1)

Pre



15 minutes

Memory Game

- For this activity, prepare enough sheets of paper to create a set of memory cards for each team.
- Greet and welcome students to class.
- Explain to them that they will get into groups of three or four and provide each member with a sheet of paper.
- Ask them to fold and cut the sheets of paper into eight pieces.
- Then, request them to think of four verbs and write the base and past participle forms on the pieces of paper that they cut (one verb form per piece of paper).

	watch			swum	
			ridden	go	
gone		ride			
		watched			swim

- Once students have finished preparing the cards, ask them to exchange their sets with another group.
- Request students to put the cards face down on a desk and take turns flipping over the cards to find the pairs.
- Walk around to monitor students' work and provide feedback as needed.

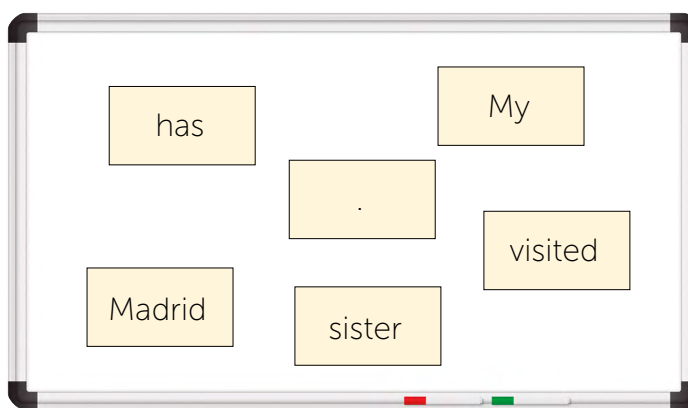
During



15 minutes

Let's Review!

- Before class, elaborate cards with words to form an affirmative, a negative statement, and a Yes/No question. Consider the following examples: *My sister has visited Madrid.* / *They have not eaten sushi.* / *Have you ever taken English classes?*
- Then, stick a set of cards to make the sentences or the questions at a time on the board. Put the words randomly. See the image below as reference.



- Elicit from students how to organize the cards to form a sentence or question. Follow the same process with the rest of the examples.
- Then, verify the order of the cards as a class.
- Copy the following information on the board and match the cards with the corresponding structure component.

Affirmative Statements					
Subject + auxiliary verb have/has + verb in past participle + complement + .					
My	sister	has	visited	Madrid	.
Negative Statements					
Subject + auxiliary verb have/has + not + verb in past participle + complement + .					
Yes/No Questions					
Have/has + subject + ever + verb in past participle + complement + ?					

Post



15 minutes

Present Perfect Tense Tic-tac-toe

- Have students pair up and give each pair a mini board.
- Explain to them that they will draw a 3x3 grid on the mini boards and fill it randomly with the words *affirmative*, *negative*, and *question*.
- Explain that on their turn, they will choose a space and say a well-structured present perfect statement (affirmative, negative, or yes/no question), based on the word in the space.
- They may use Xs or Os to mark the grid.
- They can only mark a space if their sentence is correct.
- Monitor students' work and provide feedback as necessary.



- Dry-erase markers/chalk, the students' notebooks, and the student's booklet.

I Practice (Class 2)

Pre



15 minutes

Two Truths and a Lie

- Before the activity begins, write two truths and a lie of yours using the present perfect tense.
- Try to choose some experiences to trick students and make them think carefully about their choices. (e.g., *I have been to Santa Rosa de Lima. / I have eaten fried grasshoppers in Mexico. / I have not eaten pupusas in a month.*)
- Explain to them that you have written three of your experiences on the board and that they will guess which ones are true and which one is false. Encourage them to ask you questions to find out more information.
- Once they guess it, ask them to write two personal truths and a lie in their notebooks using the present perfect tense.
- Then, request them to get into groups of three or four to share their statements with their peers and have them guess.



- When they finish sharing and guessing, ask students to team up with other classmates and follow the same process.
- Walk around the classroom and monitor students' work.
- Praise them for their effort and involvement.

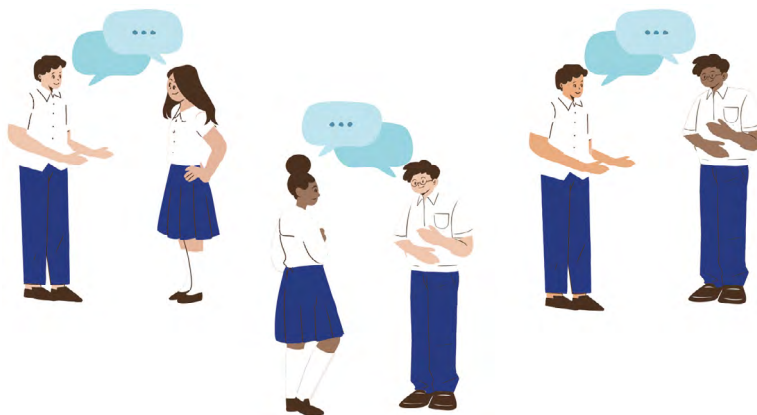
During



15 minutes

Have You Ever...?

- Before the activity begins, write the following verbs on the board: *change, ride, meet, drive, give, swim, eat, see, go, do, draw, sing, think, catch, choose, bite, feel, come, fall, hear, learn, cut, break, and dream.*
- As a class, ask students to mention what the past participle of each verb is.
- Then, request them to write in their notebooks, at least five Yes/No questions in the present perfect tense using the verbs on the list (e.g., *Have you ever eaten sushi? Have you ever ridden a motorcycle? Have you ever broken a bone?*)
- Once they finish, ask students to stand up and exchange information with their classmates using the questions they created.



- Walk around the classroom and monitor students' work.
- Provide feedback related to grammar and pronunciation as needed.
- Finally, select students randomly to report their findings to the class.

Post



15 minutes

Unit 6 - Week 2 - Worksheet 2 (Part I)

- Request students to take out their booklets.
- Direct their attention to Worksheet 2 - Part I.
- Ask a volunteer to read the instructions.
- Explain to them that they will read the statements and complete the table with the affirmative, negative, and interrogative forms missing.
- Once they finish, have students get into pairs to check their answers.
- Then, select students randomly to read their answers aloud and check them as a whole class.
- Provide feedback related to pronunciation and grammar as needed.
- **For next class:** Request students to take with them an old magazine or newspaper.

Answer Key (Unit 6 - Week 2 - Worksheet 2)



Part I

- 1. Negative:** My classmate has not gotten a scholarship to study abroad. / **Question:** Has my classmate ever gotten a scholarship to study abroad?
- 2. Affirmative:** I have drawn a landscape on the canvas. / **Question:** Have I ever drawn a landscape on the canvas?
- 3. Affirmative:** Tatiana has cooked fresh pasta. / **Negative:** Tatiana has not cooked fresh pasta.
- 4. Affirmative:** You and Carmen have swum in the Lempa River. / **Question:** Have you and Carmen ever swum in the Lempa River?
- 5. Negative:** José and Erick have not been to Spain and Türkiye. / **Question:** Have José and Erick ever been to Spain and Türkiye?

Class 3: Materials



- Dry-erase markers/chalk, a ball, a bag with paper strips with regular and irregular verbs in their base form, a speaker, music, old magazines or newspapers, scissors, glue, the student's booklet, and a bond sheet of paper per student.

I Produce (Class 3)

Pre



15 minutes

Hot Potato

- Before class, prepare a ball and a bag with strips of paper with regular and irregular verbs in their base form.
- Greet and welcome students to class.
- Explain to students that they will play *Hot Potato*. Play some music, and once you pause it, the student holding the ball will take a paper strip out of the bag and follow this process:
 - Read the verb aloud.
 - Say whether the verb is regular or irregular.
 - Spell its past participle form.
 - Make an affirmative, negative, or interrogative statement using the verb in the present perfect tense.
- If the space in the classroom is not enough, guide students to an open area in the school for this activity.
- Proceed to begin with the activity and carry out the same process for various rounds so that most or all students participate.
- Finally, provide feedback related to pronunciation, spelling, and grammar.

During



15 minutes

Unit 6 - Week 2 - Worksheet 2 (Part II)

- Request students to take their booklets out.
- Direct their attention to Worksheet 2 - Part II.
- Have a student read the instructions aloud.
- Explain to them that they will look for illustrations in their magazines or newspapers that represent actions and cut them out.
- Ask them to glue the pictures or illustrations in their booklets.
- Then, request them to write sentences describing the images using the present perfect tense.
- Once they finish, have students pair up to share their sentences and cutouts.
- Walk around the classroom and provide feedback related to sentence structure.
- Finally, request students to leave their booklets open on their desks, simulating a gallery, so they can walk around and observe their peers' work.
- Praise them for their effort and creativity.

Post



15 minutes

Have I...?

- For this activity, get ready with enough sheets of bond paper according to the number of students in your class. Make sure to have additional sheets in case any student needs a replacement.
- Distribute the sheets of paper among the students. Provide one for each.
- Ask them to fold their paper in half and cut it.
- Ensure all students have their two pieces of paper ready before moving on.
- Tell them that in the first piece, they will write a 6 to 8-line paragraph describing a set of memorable experiences they have had. Remind them to use the present perfect tense.
- Then, in the second piece, have them write keywords related to those experiences. These can include key actions, places, or emotions (e.g., *visited, beach, fun*).
- Consider the illustration below as reference.

I have fallen from a tree and have broken my arm. It was very scary. I have also been bitten by a mosquito during a camping trip. I scratched a lot.

I have caught a cold after I got wet in the rain. Since then, I have stayed inside when it rains. I have thought many times about these things. They have helped me be more careful and strong.

fallen	broken	bitten
caught	thought	tree
arm	mosquito	camping
cold	rain	careful

- Ask students to pair up and request them to exchange their pieces of paper with the keywords.
- Mention that they will use the keywords to predict what their partner's paragraph might be about.
- Walk around the classroom to provide feedback related to grammar and vocabulary usage.
- After their peers have made a guess, request students to read their paragraphs to verify whether the information matches the prediction provided.
- Finally, have some pairs share their texts and guesses in front of the class.

 Answer Key (Unit 6 - Week 2 - Worksheet 2)


Part I

Answers will vary.



Performance indicators

Students can:

- 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.

Content(s)	Goal(s)
<ul style="list-style-type: none"> • Pronunciation Rules of Regular Verbs in Past Participle • <i>For</i> and <i>Since</i> 	<p>By the end of the week, I will:</p> <ul style="list-style-type: none"> • Pronounce regular verbs in the past participle form appropriately. • Describe the duration of activities using <i>since</i> and <i>for</i>.

Class 1: Materials

- Dry-erase markers/chalk, three large cards with the symbols /t/, /d/, and /ɪd/, masking tape, the students' notebooks, a listening track, a speaker, and the student's booklet.

I Activate (Class 1)

Pre



15 minutes

-ed Pronunciation Review



- Before class, prepare three cards with the three pronunciations of the suffix *-ed*: /t/, /d/, and /ɪd/.
- Use the information in the *Teaching Tip* to better understand how to pronounce phonetic symbols.
- Start by asking what students remember about the past tense of regular verbs. Remind them that *-ed* has three pronunciations as you stick the cards on the board and draw lines to separate them. Write these examples under each: *liked* /t/, *played* /d/, and *wanted* /ɪd/, and have students repeat.
- Explain to them that when the regular verb ends in voiceless consonant sounds (/p/, /k/, /f/, /s/, /ʃ/, /tʃ/), the suffix *-ed* sounds like a /t/. Write these examples in the column with the symbol /t/: *help* → *helped*, *ask* → *asked*, *laugh* → *laughed*, *wash* → *washed*, *watch* → *watched*. Have students repeat after you. Tell students that when regular verbs end in vowel sounds or voiced consonant sounds (/b/, /g/, /v/, /ð/, /l/, /r/, /dʒ/, /m/, /n/), the suffix *-ed* sounds like a /d/. Write these examples in the column with the symbol /d/:

Teaching tip



Phonetic symbols are visual representations of sounds. Some of them look like letters, so we write them in slashes (/ /) or square brackets ([]) to differentiate them.

Voicing is a speech sound feature that distinguishes voiced (vibrating) and voiceless (non-vibrating) sounds.

	<p><i>study</i> → <i>studied</i>, <i>grab</i> → <i>grabbed</i>, <i>drag</i> → <i>dragged</i>, <i>love</i> → <i>loved</i>, <i>breathe</i> → <i>breathed</i>, <i>call</i> → <i>called</i>, <i>prefer</i> → <i>preferred</i>, <i>judge</i> → <i>judged</i>, <i>name</i> → <i>named</i>, and <i>clean</i> → <i>cleaned</i>. Have them repeat.</p> <ul style="list-style-type: none"> Finally, mention that when the verb ends in /t/ or /d/ sounds, the suffix -ed sounds like /ɪd/. Write these examples below the /ɪd/ column: <i>need</i> → <i>needed</i>, <i>decide</i> → <i>decided</i>, <i>wait</i> → <i>waited</i>, and <i>start</i> → <i>started</i>. Have students repeat after you. Finally, allow students some time to take notes. 	<p>Ask students to place a finger on their throat to feel which sounds cause vibration.</p> <p>Visit the English Site to watch a suggested video related to this content. https://sites.google.com/clases.edu.sv/englishmineducyt/home</p>
<p>During</p>  15 minutes	<p>Did You Get It Right?</p> <ul style="list-style-type: none"> Ask students to write in their notebooks the symbols /t/, /d/, and /ɪd/ and separate them by using vertical lines. Explain to them that you will read out some regular verbs in the past, so they will write them below the correct column in their notebooks based on the -ed sound. Use these verbs: <i>worked</i>, <i>copied</i>, <i>opened</i>, <i>stopped</i>, <i>ended</i>, <i>lived</i>, and <i>invited</i>. Check the answers as a class. Have students pronounce the verbs. 	
<p>Post</p>  15 minutes	<p>Unit 6 - Week 3 - Worksheet 3 (Part I)</p> <ul style="list-style-type: none"> Request students to take their booklets out. Direct students' attention to Worksheet 3 - Part I. Have a student read the instructions aloud. Explain to them that they will listen to an audio, write the verb, circle the correct -ed sound, and copy the sentences in the blanks. Visit the English Site to have access to the suggested audio. https://sites.google.com/clases.edu.sv/englishmineducyt/home Play the track three times to provide students with enough chances to fill in the missing information. Ask for volunteers to share the answers and praise students for their effort 	

Answer Key (Did You Get It Right?) 

/t/: worked, stopped **/d/:** copied, opened, lived **/ɪd/:** ended, invited

Answer Key (Unit 6 - Week 3 - Worksheet 3) 

- Part I**
- loved (/d/) She has loved every moment of her volunteer work.
 - crossed (/t/) They have crossed the river carefully.
 - played (/d/) The children have played outside all afternoon.
 - graduated (/ɪd/) Many students from our school have graduated with honors.
 - kicked (/t/) He has kicked the ball into the net.

Class 2: Materials



- Dry-erase markers/chalk, the three cards with the symbols /t/, /d/, and /ɪd/ from the previous class, masking tape, the students' notebooks, and a projector or your cell phone.

I Practice (Class 2)

Pre



15 minutes

Listen and Run!

- For this activity, reuse the large cards that you elaborated for the previous class (Week 3 - Class 1 - I Activate).
- Stick the cards in different places around the classroom.
- Set the classroom in a way that desks do not block the space where students will move.
- Greet and welcome students to class.
- Ask them to gather in the center of the classroom.
- Explain to students that you will say a regular verb in its base form. They should think of its past participle form and move closer to the large card that represents the corresponding *-ed* pronunciation.
- Once they have moved, verify where they are standing and have a student write on the board the verb in past participle and its corresponding symbol (/t/, /d/, or /ɪd/).
- Emphasize the proper pronunciation of the verbs in each round.
- Follow the same process with at least ten verbs, or more if time allows.

During



15 minutes

For and Since

- Before class, write the following information on one side of the board:

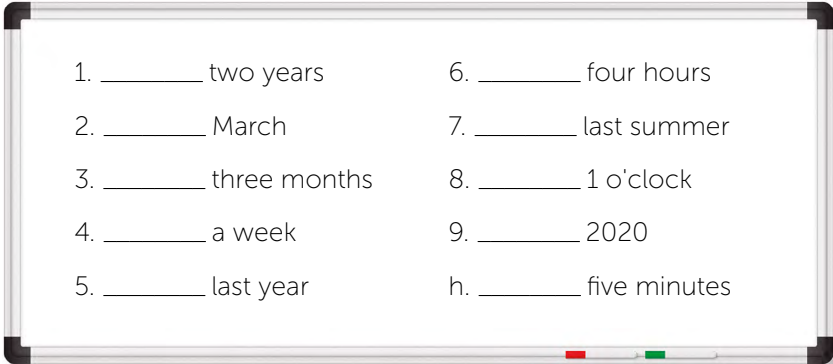
For: It focuses on the length of time that an action has lasted (*seconds, minutes, hours, days, years, decades, etc.*).

e.g. *I have lived here **for** two years.*

Since: It focuses on the specific time when the action started (*Monday, July, 2024, etc.*).

e.g. *I have lived here **since** 2021.*

- Introduce the words "for" and "since" by reading the examples written on the board and explaining their use: "for" and "since" are used to describe actions that started in the past and continue to the present. We use "for" to express how long something has been happening, and we use "since" to talk about when something started, the exact point in time.
- Read the examples as a class.
- Then, copy the following time expressions on the board.



- Request students to complete the exercise in their notebooks. Invite volunteers to write "since" or "for" before the time expressions on the board. Provide feedback as needed.

Post



15 minutes

Spinning Wheel Sentence Creator!

- Before class, visit the English Site to have access to the suggested spinning wheel. <https://sites.google.com/clases.edu.sv/englishmineducyt/home>
- Spin the wheel and ask a volunteer to create a sentence in the *Present Perfect* tense using the time expression selected.



- Have students create sentences orally to practice speaking. Remove each time expression after use to avoid repetition.
- Continue until most or all time expressions have been used. Provide feedback on grammar and pronunciation as needed.
- Praise students for their performance.

Teaching tip



In case you would like to develop this activity differently, you may prepare a bag/box with paper strips containing the time expressions from the spinning wheel and have students pick them from the bag/box.

Answer Key



For and Since

1. for 2. since 3. for 4. for 5. since 6. for 7. since 8. since 9. since 10. for



- Dry-erase, markers/chalk, list of time expressions, the students' notebooks, and the student's booklet.

I Produce (Class 3)

Pre



15 minutes

Sorting Out

- Before the activity begins, draw a two-column table on one side of the board. Consider the illustration below as reference.

For	Since

- Tell students to draw the table in their notebooks. Explain that you will dictate the following time expressions, and they must write them in the correct column.

a. last night	i. this morning
b. 10:30	j. a few minutes
c. a day	k. winter
d. June 10th	l. a moment
e. an hour	m. 1973
f. a decade	n. 24 hours
g. I was 5	o. 30 seconds
h. 10 minutes	
- Mention the list twice for verification. Then, have them share notes in small groups.
- Finally, ask some volunteers to fill in the table on the board and check the answers as a class.

During



15 minutes

Unit 6 - Week 3 - Worksheet 3 (Part II)

- Request students to take their booklets out.
- Direct students' attention to Worksheet 3 - Part II.
- Ask a volunteer to read the instructions aloud.
- Explain to students that they will read the sentences carefully and fill in the blanks using the words *since* or *for* appropriately.
- Walk around the classroom and monitor students' work.
- Then, request students to pair up and share their answers.
- After that, have some volunteers read a sentence each and check them as a class.
- Provide feedback related to grammar as needed.

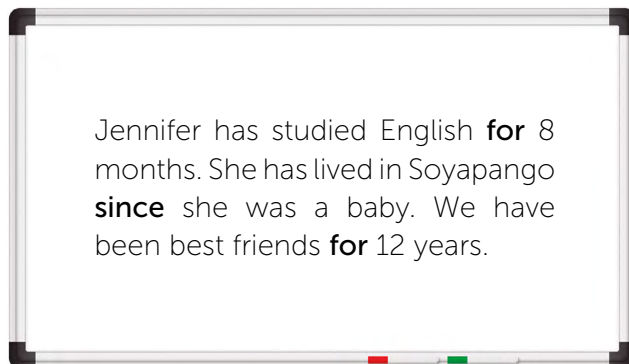
Post



15 minutes

She Has Studied English For a Long Time

- Before class, write the following paragraph on the board:



- Read the paragraph along with your students.
- Ask the following questions and elicit answers from students: *How long has Jennifer studied English? How long has she lived in Soyapango? How long have we been friends?*
- Request students to pair up and explain to them that they will talk about any person they choose using the present perfect. Once they finish talking, ask them to change partners and discuss what they were told.
- Walk around the classroom and monitor students' performance.
- Then, encourage students to share what they learned from the discussion with their partners.
- Provide general feedback as needed.

Answer Key (Sorting Out)

**Since**

- a. last night b. 10:30 d. June 10th g. I was 5 i. this morning
k. winter m. 1973

For

- c. a day e. an hour f. a decade h. 10 minutes j. a few minutes
l. a moment n. 24 hours o. 30 seconds

Answer Key (Unit 6 - Week 3 - Worksheet 3)

**Part II**

1. since 2. for 3. since 4. since 5. for
6. since 7. since 8. for 9. for 10. for
11. for 12. for 13. since 14. for 15. since

Week  4

Approximate time:
2 hours 15 minutes (3 classes)



Performance indicators

Students can:

- 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.

Content(s)	Goal(s)
<ul style="list-style-type: none">How Long Have You...?Common Accomplishments	<p>By the end of the week, I will:</p> <ul style="list-style-type: none">Use <i>for</i> and <i>since</i> to mention the duration of an activity.Exchange information about my personal accomplishments with my peers.

Class 1: Materials



- Dry-erase markers/chalk, paper strips with sentences to fill in using *for* or *since*, music, a speaker, a ball, the students' notebooks, and the student's booklet.

I Activate (Class 1)

Pre



15 minutes

Hot Potato!

- Before class, prepare paper strips with different sentences, including a blank space, so students can complete them using *for* or *since*.
- Consider the sentences below as reference.
 - *I have studied English* _____ *3 years.*
 - *My cousin has lived in Canada* _____ *2011.*
 - *Mauricio has been the school's principal* _____ *10 months.*
 - *Messi and Cristiano Ronaldo have played soccer* _____ *a long time.*
 - *King Charles has reigned* _____ *September 8th, 2022.*
- Request students to stand up and make a circle.
- Explain to them that you will play background music while they are passing a ball to play the *Hot Potato*. Once you pause the music, the student holding the ball will get a paper strip to read the sentence aloud and complete the missing part.
- Continue this process until you have used all the paper strips.
- Write the sentences on the board and verify the correct use of *for* and *since* as a class.

During



15 minutes

How Long Have You...?

- Write on the board the question *How long have you studied English?* and the structure: *How long + have/has + subject + verb in past participle + complement + ?*
- Explain to them that we can exchange information about the length of an action by using these questions in the present perfect tense.
- Mention that they can answer with a full sentence or by saying the phrase containing for or since. (e.g., *I have studied English for 3 years. / For 3 years.*)
- Request students to elaborate the questions for the sentences that you wrote on the board in the *Pre* subphase.
- Walk around the classroom to monitor students' work.
- Then, ask for some volunteers to share their notes and check them as a class.

Post



15 minutes

Unit 6 - Week 4 - Worksheet 4 (Part I)

- Request students to take out their booklets.
- Direct students' attention to Worksheet 4 - Part I.
- Have a student read the instructions aloud.
- Explain to them that they will get into pairs to create questions and answers by using the prompts provided. Remind them to begin their questions with *How long have/has...?*
- Walk around the classroom and monitor students' performance to provide feedback as needed.
- Finally, select students randomly to say the questions and answers aloud.
- Encourage the rest of the class to help you check them.

Answer Key

*Hot Potato!*

1. for 2. since 3. for 4. for 5. since

Answer Key (Unit 6 - Week 4 - Worksheet 4)

*Part I*

2. How long have we practiced yoga? **We have practiced yoga for a year.**
3. How long has Patricia lived in Polorós? **Patricia has lived in Polorós since 2000.**
4. How long has the team trained? **The team has trained for six months.**
5. How long has Aníbal worked as a doctor? **Aníbal has worked as a doctor since 2015.**
6. How long has my mom exercised? **My mom has exercised for an hour.**
7. How long has Francisco studied French? **Francisco has studied French for two years.**
8. How long have my grandparents been married? **My grandparents have been married for 50 years.**
9. How long have the children played soccer? **The children have played soccer since 3:00 pm.**
10. How long have you had a pet? **I have had a pet since last summer.**

Class 2: Materials



- Dry-erase markers/chalk, paper strips with numbers from 1 to 5, a bag/box, a mini poster with incomplete statements, a poster displaying common accomplishments, and mini boards.

I Practice (Class 2)

Pre



15 minutes

Complete The Statement

- Before class, prepare five paper strips with numbers between 1 to 5, and elaborate a mini poster with the incomplete statements below.

1. *How long have you* _____?
2. *My mom has lived in Australia* _____.
3. *How long have you* _____?
4. *Pedro has written books* _____.
5. *Rodrigo has played soccer* _____.

- Stick the poster on one side of the board.
- Ask students to stand up and make a circle in the classroom.
- Make sure they leave enough space between each other to walk comfortably.
- Explain to students that you will place yourself in a classroom spot. Then, they will walk around as you clap until you say "Freeze!". The first student to move will pick a number from the bag/box and complete the sentence or question that corresponds to that number.
- Tell them that if they get a sentence, they will complete it with a time expression using *for* or *since*. If it is a question, the student will complete it with his/her own ideas.
- Check the answer as a class. Encourage them to help their peers make corrections as needed.
- At the end of the activity, provide general feedback and praise students for their participation.

Keep in mind!



Remind students to pronounce the past participle of verbs properly. Encourage them to follow the rules they previously learned.

During

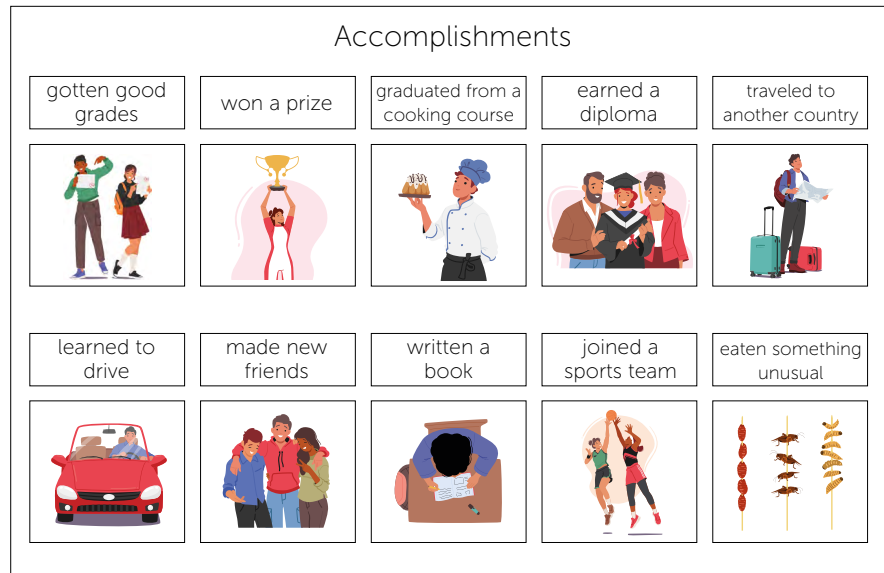


15 minutes

Accomplishments!

- Before class, elaborate a poster with ten illustrations of common accomplishments according to your students' context. Consider the illustration below as reference:

Accomplishments



- Stick the poster on the board.
- Guide at least two repetition drills as a class.
- Then, ask a *yes/no* question using the present perfect tense. (e.g., *Have you traveled to another country?*)
- Request students to pair up to take turns asking and answering *yes/no* questions based on the ten illustrations.
- Finally, ask volunteers to share their partner's information.
- Praise them for their effort and performance.

Post



15 minutes

What Else Have You Accomplished?

- Before class, you may illustrate your most recent accomplishment digitally. Then, use your laptop to show it to students and have them guess it.
- Provide students with their mini boards.
- Explain to them that they will have a few minutes to illustrate one of their main accomplishments and be ready to provide clues about their illustration (e.g., *running, silver, second place, excited: Won a prize/medal/award*).



- Once they have finished their illustrations, have them get into small teams to observe their classmates' drawings and listen to their clues. Encourage them to guess the accomplishments represented.
- Walk around the classroom and provide feedback related to grammar, pronunciation, and vocabulary use. Praise students for their performance.
- **For next class:** Request students to look for news of accomplishments in old magazines, newspapers, books, or on the Internet.

Class 3: Materials



- Dry-erase markers/chalk, sets of cards with time expressions used in the present perfect, news of accomplishments found in the newspapers, magazines, books, or on the Internet, the students' notebooks, and the student's booklet.

I Produce (Class 3)

Pre



15 minutes

For or Since? Speed Challenge!

- Before class, elaborate different sets of cards with time expressions used in the present perfect. Consider the size of your class, so there are enough cards for the team members in each group.
- Stick on the board the poster with the accomplishments used in the previous class.
- Greet and welcome students to class.
- Explain to students that they will take turns picking a card and building an original example by using the *present perfect + an accomplishment + for or since*. Write the example below on the board to clarify the process.

I have gotten good grades **since I** was in primary school.

- Divide the class into groups of five.
- Give each group a set of time expression cards and request them to begin the activity.
- Walk around the classroom and monitor students' work.
- Once they finish, ask them to pair up with a different partner and share their classmates' sentences (e.g., *Marcela has graduated from a cooking course.*)
- Finally, provide feedback related to grammar or pronunciation as needed.

Teaching tip



Encourage students to value every accomplishment in their lives, regardless of its magnitude. Every achievement deserves to be celebrated.

During



15 minutes

Famous Accomplishments

- Request students to take out the material requested in the previous class (news of accomplishments found in the newspapers, magazines, books, or on the Internet).
- In groups of three, ask them to read the information carefully and identify at least 5 different accomplishments to list them in their notebooks.
- Walk around the classroom and monitor students' work.
- Then, copy the table and example below on the board.

#	Name	Accomplishment
1	Marie Curie	She has won two Nobel Prizes.
2		
3		
4		
5		

- Have students fill it in using the information they identified.
- Finally, request them to pair up with different partners and share their tables.
- Provide feedback as necessary.

Post



15 minutes

Unit 6 - Week 4 - Worksheet 4 (Part II)

- Request students to take out their booklets.
- Direct their attention to Worksheet 4 - Part II.
- Select a student randomly to read the instructions aloud.
- Explain to them that they will listen to an audio carefully and circle *True* or *False* accordingly.
- Then, they will underline the incorrect information and correct it in the blanks. Read the following sentence and mention that it corresponds to the example found in the booklet: *Rina has joined the soccer team*. Highlight how false is circled, the error underlined, and the correct answer written in the blank.
- For further details about the listening track, visit the English Site: <https://sites.google.com/clases.edu.sv/englishmineducyt>
- Once students have finished, have them pair up and share their answers.
- Then, verify them as a class.
- **For next class:** Ask students to look for information about a famous person's achievements and take notes. Additionally, remind them to take a large sheet of paper, a picture, and permanent markers.

Answer Key (Unit 6 - Week 4 - Worksheet 4)



Part II

1. True / ~~False~~ Mariana has won a science competition. math.
2. ~~True~~ / False Marcos and his friends have earned awards for their work. _____.
3. True / ~~False~~ Olivia has traveled abroad for a summer course. has not.
4. ~~True~~ / False Luis has gotten experience by helping animals. _____.
5. True / ~~False~~ José has graduated from university. high school.



Performance indicators

Students can:

6.8 Present a famous person's accomplishments coherently by writing a descriptive summary and reinforcing the main points with appropriate visual aids.

Content(s)	Goal(s)
<ul style="list-style-type: none"> Project: My Favorite Person's Accomplishments 	<p>By the end of the week, I will:</p> <ul style="list-style-type: none"> Illustrate my favorite person's accomplishments to support my ideas. Describe my favorite person's accomplishments.

Class Materials



- Dry-erase markers/chalk, large sheets of bond paper, permanent ink markers, and copies of Unit 6 Test.

Unit 6 Project

Class 1
Pre



45 minutes




Project Preparation

- Before class, elaborate a short text describing a famous person's accomplishments. Additionally, create a poster including images that illustrate your paragraph. If possible, you may use a digital format to be projected.

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.



- Draw students' attention to your poster and present the information accordingly and without reading.
- Explain to students that they will write a draft of a 50-or-60-word text based on the accomplishments of the person they selected. Moreover, they will design a poster including only illustrations.
- Walk around the classroom and support students with their paragraphs.
- Once the texts are ready, have them create their posters.

<p>Class 2 During</p>  <p>45 minutes</p>	<p>Project Presentation</p> <ul style="list-style-type: none"> • Greet and welcome students to class. • Provide them with five minutes to practice their oral presentations. • For this activity, you may guide students to an open area such as the basketball court, soccer field, garden, hall, or yard. • Request them to get into groups of four or five to present their work. • Remind them to share their ideas naturally, only by using the poster with images. • Emphasize that reading is not allowed. • Walk around the classroom or open area and monitor students' performance. • Provide feedback related to grammar and pronunciation as needed. • Praise students for their effort, performance, and creativity. 	
<p>Class 3 Post</p>  <p>45 minutes</p>	<p>Unit 6 Test</p> <ul style="list-style-type: none"> • Before class, make sure you have enough copies of the test for the whole class. • For further details about the listening track, visit the English Site: https://sites.google.com/clases.edu.sv/englishmineducyt • Have students write their names on the test. • Remind them to work on the evaluation individually. • Read the instructions aloud and make sure that all the information is clear before students take the exam. • When time is up, collect the tests and verify that students have completed all the sections included. 	<p style="text-align: center;">Keep in mind!</p>  <p>Remember that you can adapt the test considering your students' needs.</p>

Answer Key (Unit 6 Test) 

Listening
 /t/ changed, laughed, stopped
 /d/ studied, earned, played, performed
 /ɪd/ graduated, waited, decided

Vocabulary
 1. changed my hairstyle 2. gone to another country 3. ridden a horse 4. driven a car
 5. met a famous person 6. eaten sushi 7. swum in a river 8. seen a movie

Grammar
Part I
 1. has broken 2. have drawn 3. has bitten 4. have thought

Part II
 1. for 2. since 3. since 4. for 5. for 6. since

Reading
 1. They have been married since 2012. 2. Yes, they have.
 3. Mateo has attended the same school for three years. 4. No, she has not/hasn't.
 5. Luna has been part of the family since 2018. 6. No, they have not/haven't.



Unit Test

Unit Test



Performance indicators

Students can:

- 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.
- 6.3 Discuss personal life experiences coherently by demonstrating the ability to formulate correct affirmative, negative, and interrogative sentences in the Present Perfect Tense.
- 6.4 Articulate the correct final sounds /t/, /d/, /ɪd/ of regular past participles consistently, and categorize verbs according to these sounds.

Content(s)	Goal(s)
<ul style="list-style-type: none"> • Past Participle of Irregular Verbs • Present Perfect Tense Structures • Pronunciation Rules of Regular Verbs in Past Participle 	<p>By the end of the week, I will:</p> <ul style="list-style-type: none"> • Consolidate my progress along units 5 and 6.

Class Materials



- Dry-erase markers/chalk, a hat with clips and cards, music, a speaker, the students' notebooks, wood sticks, glue, scissors, and sheets of different colored paper.

Units 5 and 6

Class 1
Pre


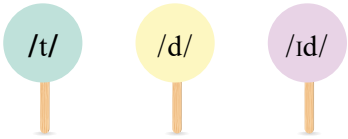

45 minutes

The Crazy Hat

- Before class, get ready with a hat and clips. Additionally, prepare small cards containing verbs in the base form and the type of statement (*Affirmative, Negative, or Yes/No Question*). Attach the cards to the hat as shown in the picture below.



- Explain to them that they will play some music while they stand up, making a circle and passing the hat among them. Once you pause the music, the person wearing the hat will take a clip with a paper from it and say the sentence as requested.
- Visit the English Site to have access to the suggested song.
<https://sites.google.com/clases.edu.sv/englishmineducyt>
- Model the activity by wearing the hat and taking a note. Proceed to provide an example of it.
- Play the music and pause it progressively to select different volunteers.
- Once students say their examples, praise them for the correct ones or prompt/rephrase if someone needs help forming a sentence.

	<ul style="list-style-type: none"> Finally, request them to write in their notebooks an example of an affirmative and negative sentence and a yes/no question using different verbs. For next class: Request students to take with them three wooden sticks, scissors, markers, glue, and three sheets of paper of different colors.
<p>Class 2 During</p>  45 minutes	<p style="text-align: center;">Wood Stick Sounds</p> <ul style="list-style-type: none"> Before class, create a list of regular verbs in the past participle form. Also, elaborate three paddles using wood sticks and colored paper. Label the circles with the phonetic transcription of the three different <i>-ed</i> ending sounds. Consider the illustration below as reference. <div style="text-align: center;">  </div> <ul style="list-style-type: none"> Request them to get ready with their materials and show them your paddles so that they have an idea of what they are expected to elaborate. Ask them to make the three circles, write the phonetic transcriptions, and glue them on the wood sticks. Explain to students that you will mention the verbs on the list, and they will have to raise the corresponding paddle. Once all the verbs from the list are mentioned, ask them to pair up and take turns saying regular verbs in their past participle form, and their partner will raise the corresponding paddle. If time allows, have them change partners every three minutes. Walk around the classroom and monitor students' work. Finally, say some regular verbs in the past participle and have the whole class raise the correct paddle. Provide feedback as needed.
<p>Class 3 Post</p>  45 minutes	<p style="text-align: center;">Story Time!</p> <ul style="list-style-type: none"> Write the following statements on the board: 1. <i>The farmer worked in a rice field with two cows.</i> / 2. <i>Hwang Hui was walking in the city when he met the farmer.</i> / 3. <i>The yellow cow worked better, according to the farmer.</i> / 4. <i>Hwang Hui learned to be more careful with his words after meeting the farmer.</i> / 5. <i>The white cow was praised in front of the yellow cow.</i> Explain to students that they will listen to a Korean tale. Draw their attention to the statements and mention that they will say whether they are true or false. Ask them to listen attentively while taking notes. For further details about the listening track, visit the English Site: https://sites.google.com/clases.edu.sv/englishmineducyt Request students to discuss their answers in pairs. Ask some volunteers to share their notes with the class. Have students discuss, in groups of three, what they learned from the story. Finally, ask them to write what moral they learned from the tale.

Answer Key 

Story Time!

1. True 2. False 3. True 4. True 5. False

What is the Achievement Fair?

The Achievement Fair is an event where parents, teachers, and fellow students can witness and appreciate learners' progress in their communicative skills. It provides students with the opportunity to explain and showcase their projects.

How does it work?

Students choose the type of project they want to develop and present with their teammates. On the day of the event, they will set up their stands and share their projects with visitors.

What kind of project could students carry out?

- **My Class Scrapbook**

My Class Scrapbook is a decorative album used to preserve their class memories. It combines photos or drawings, keepsakes such as tickets and letters, and written notes or stories. With creative touches like stickers and patterned paper, it documents special moments of their class adventures. The main goal is to have students describe in detail what they have posted in their scrapbooks.



- **TV Show / Podcast Episode**

In groups of four or five, students will plan, write, and present a short TV show or podcast episode. They may choose the theme and format based on what they have learned throughout the school year. Possible options include interviews with famous people from the past or present, a news report, a movie or book review, a podcast discussion, among others.



• **Giant Travel Agency / Giant Travel Brochure**

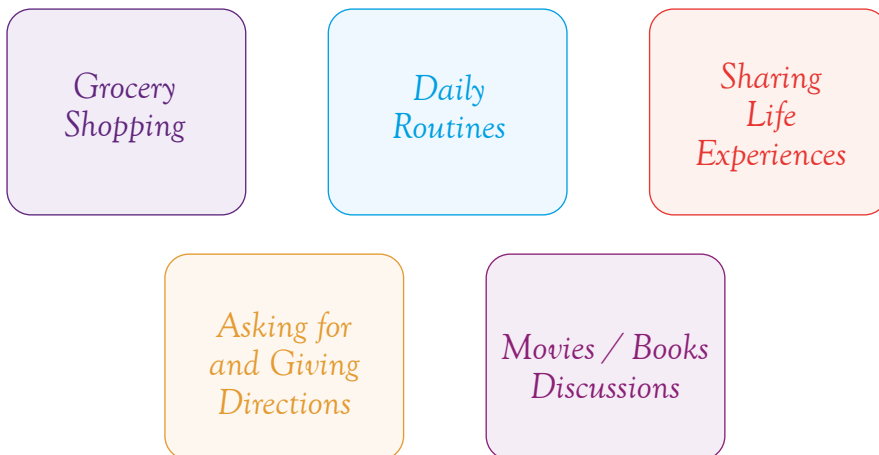
Students work in small groups to create a giant brochure, poster, or travel booth about real Salvadoran travel destinations. They must include pictures, fun facts, short descriptions, and directions on how to get to those places.



• **Role-Play Cards**

Students will simulate real-life conversations in different scenarios related to the topics studied throughout the school year. They will practice vocabulary and functional language in an interactive and communicative environment.

Encourage students to create cards with different scenarios. Visitors can select a card, and students will perform a short role-play based on it.



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Why Punctuation Matters in EFL

Teaching punctuation to lower-level learners in English as a Foreign Language (EFL) is often overlooked in favor of vocabulary and grammar. However, punctuation is not merely a set of technical rules; it is a fundamental tool for creating and understanding meaning.

1. A Roadmap for Comprehension

For a beginner, a block of English text can be overwhelming. Punctuation acts as a "traffic signal" that tells the reader when to stop, pause, or change their tone. According to Crystal (2015), punctuation provides the prosody of written language; it allows the reader to "hear" the rhythm and intention of the text.

For lower-level students, a period (.) signifies a completed thought, giving their brains the necessary processing time to digest one idea before moving to the next. Without these markers, students often struggle with cognitive overload, leading to poor reading comprehension.

2. Developing Logical Writing Structure

EFL learners frequently produce run-on sentences because they translate directly from their native language's thought patterns. Teaching punctuation early helps students move from word-stringing to sentence-building.

Caswell and Mahler (2004) describe punctuation as the "invisible structure" of writing. By mastering the basics, students learn to:

- **Organize thoughts:** Using periods to separate distinct ideas.
- **Group information:** Using commas to manage lists or short pauses.
- **Convey intent:** Using question marks or exclamation points to express function (asking vs. exclaiming) without needing complex vocabulary.

3. Avoiding Ambiguity and Error

In English, the placement of a single comma can entirely alter the meaning of a sentence. A classic pedagogical example is the difference between:

"Let's eat, Grandma!" (An invitation to a meal)

"Let's eat Grandma!" (A suggestion of cannibalism)

For EFL learners, these nuances are critical. Proper punctuation instruction ensures that the student's intended message is the one actually received by the reader, reducing frustration and communicative breakdown.

Conclusion

Punctuation is the glue that holds the English language together. For lower-level EFL students, it provides the clarity needed to read with confidence and the structure needed to write with accuracy. Rather than an advanced "extra," it should be treated as a core literacy skill from the very beginning.

In the A1+ Booklet, students will find a guide to essential capitalization and punctuation marks on page 31. We recommend reviewing this section during the first week of classes to build student awareness from the outset. Teachers should consistently monitor the use of capitalization and punctuation during all writing activities to ensure these habits are reinforced early on.

References

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The Role of Grammar in Communication

In the Communicative Language Teaching (CLT) framework, grammar is often misunderstood as a secondary concern. However, for lower-level learners (PreA1-A2), grammar serves as the essential architecture that allows communication to happen. Rather than memorizing abstract rules, grammar in a communicative classroom is taught as a tool for creating meaning.

1. Grammar as a Meaning-Making Machine

At lower levels, vocabulary alone is often insufficient for clear communication. While words provide the what, grammar provides the how and when. Swan (2005) famously described grammar as a meaning-making machine. Without it, a student might say "Yesterday, market, apple," but grammar allows them to specify: "I *went* to the market and *bought* apples."

For a beginner, mastering basic structures (like the simple present or the use of pronouns) is what transforms a string of isolated words into a functional message.

2. Preventing Fossilization through Focus on Form

A common fear in communicative approaches is that focusing on grammar will hinder fluency. However, research suggests the opposite for beginners. Lightbown and Spada (2013) argue that "form-focused instruction" within a communicative context helps students notice how the language works.

If lower-level students are never corrected or taught the why behind structures, they may develop fossilized errors: incorrect habits that become very difficult to fix later. Teaching grammar early ensures that as their fluency grows, their accuracy remains high enough to be understood by others.

3. Building Learner Confidence and Autonomy

For many EFL learners, the chaos of a new language can be intimidating. Grammar provides a sense of security and logic. According to Larsen-Freeman (2003), grammar is better viewed as "grammaring" which would be a dynamic skill rather than a static set of rules.

When a student understands how to build a basic question or negate a sentence, they gain the autonomy to create their own sentences rather than just repeating memorized phrases. This shift, from repetition to creation, is the heart of the communicative approach.

Conclusion

In lower levels, grammar should not be the ultimate goal of the lesson, but it must be the bridge to communication. By teaching grammar through use, teachers provide students with the structural integrity they need to express their thoughts accurately.

For this reason, the various methodological guides provided for the different levels include specific suggestions on how to introduce grammar and carry out relevant practice. These guides follow a communicative sequence: starting with an inductive introduction, where students discover rules through a meaningful context, and moving toward practice activities that transition from controlled accuracy to free, communicative interaction (Richards & Rodgers, 2014). This ensures that grammar is never taught in isolation, but always as a vital component of real-world conversation.

References

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Grammar Points

Simple Past Tense of Verb Be

Affirmative Statements

Subject + was/were + complement + .

Alfredo Espino was a poet.
Pablo Picasso was a creative painter.
The Beatles were a talented music band.

Negative Statements

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

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

Yes/No Questions

Was/Were + subject + complement + ?

Was Pablo Neruda Chilean?
Were Marie Curie and Pierre Curie scientists?
Was Albert Einstein Spanish?

Simple Past Tense of Regular and Irregular Verbs

Affirmative Statements

Subject + verb in the simple past + complement + .

I played soccer last Sunday.
My dad baked a quesadilla for dinner.
I took a shower yesterday morning.

Negative Statements

Subject + auxiliary verb did + base form of the verb + complement + .

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

Yes/No Questions

Auxiliary verb did + subject + base form of the verb + complement + ?

A: Did she write books?
B: Yes, she did. She wrote "Tierra de infancia".

Information Questions

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

A: When did she publish her first book?
B: She published her first book in 1934

Some and Any

Some with Plural Nouns

There are + some + plural noun + complement + .

There are some apples on the table.
There are some bananas in the tree.
There are some bottles of water on the floor.

Some with Uncountable Nouns

There is + some + uncountable noun + complement + .

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

Any in Negative Statements

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

There isn't any orange juice in the refrigerator.
There aren't any apples in the refrigerator.

Any in Questions with Plural Nouns

Are there + any + plural noun + complement + ?

Are there any grapes in the refrigerator?
Are there any cookies to eat?

Any in Questions with Uncountable Nouns

Is there + any + uncountable noun + complement + ?

Is there any water in the bottle?
Is there any orange juice in the glass?

Present Perfect Tense

Affirmative Statements

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

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

Negative Statements

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

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

Yes/No Questions

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

A: Have you ever read the book "Jaraguá"?
B: Yes, I have. / No, I haven't.

Comparatives and Superlatives

Comparatives

One-syllable adjective + -er + than

older **than**, younger **than**

One-syllable adjective ending in e + -r + than

larger **than**, nicer **than**

One-syllable adjective ending in CVC(consonant, vowel, consonant), double the last consonant + -er + than
Do not double final x, w, or z

hotter **than**, slimmer **than**

Two-syllable adjective ending in -y, remove the -y, add -ier + than

happier **than**, busier **than**

Long adjectives (2 syllables or more)
more / less + long adjective + than

more interesting **than**, less dangerous **than**

Irregular comparatives

good - **better than**
bad - **worse than**

Superlatives

the + one-syllable adjective + -est

the oldest, **the youngest**

the + one-syllable adjective ending in e + -st

the largest, **the nicest**

the + one-syllable adjective ending in CVC(consonant, vowel, consonant), double the last consonant + -est
Do not double final x, w, or z

the hottest, **the slimmest**

the + two-syllable adjective ending in -y, remove the -y, add -iest

the happiest, **the busiest**

Long adjectives (2 syllables or more)
the most / the least + long adjective

the most interesting, **the least dangerous**

Irregular comparatives

good - **the best**
bad - **the worst**

Suggested Rubric Samples for Varied Speaking Activities

Suggested activity to assess: Project presentation

Skill: Speaking

Criterion	4	3	2	1	Total
Vocabulary	The student uses clear and purposeful vocabulary studied during class topics.	The student uses much of the vocabulary studied during class topics.	The student uses some of the vocabulary studied during class topics.	The student uses very little vocabulary studied during class topics.	
Grammar	Grammar and sentence structure are consistently accurate, with no mistakes.	Grammar and sentence structure are mostly correct, with only minor mistakes.	Grammar and sentence structure show frequent mistakes and lack coherence.	Grammar and sentence structure are weak throughout the presentation.	
Presentation	Provides a concise and complete summary of the topic, answering all questions and covering all key information.	Provides a good summary of the topic, answering some questions and covering important information.	Provides some information, but much of it is irrelevant; only a few questions are answered.	Provides only a brief overview; many questions are left unanswered, and significant information is missing.	
Pronunciation	Shows clear control of stress and intonation, with no pronunciation errors.	Shows mostly clear pronunciation, with only a few minor errors.	Shows frequent pronunciation errors that affect clarity.	Shows numerous pronunciation errors that make understanding difficult.	

Teacher's comments: _____

Adapted from: <http://rubistar.4teachers.org/>

Suggested Rubric Samples for Varied Speaking Activities

Suggested activity to assess: **Role Play**

Skill: **Speaking**

Criterion	4	3	2	1	Total
Posture and Eye Contact	The student stands confidently, looks relaxed, and maintains eye contact with peers throughout the role-play.	The student stands straight and establishes eye contact with most peers during the role-play.	The student occasionally stands straight and sometimes makes eye contact.	The student slouches and avoids eye contact during the role-play.	
Fluency	The student consistently (99–100% of the time) speaks in complete sentences without hesitation.	The student mostly (80–98% of the time) speaks in complete sentences with minimal hesitation.	The student sometimes (70–79% of the time) speaks in complete sentences; frequent pauses or hesitations.	The student rarely speaks in complete sentences and hesitates often.	
Content	The student accurately portrays the role and demonstrates strong understanding of the scenario, responding appropriately at all times.	The student portrays the role well and demonstrates good understanding of the scenario, with mostly appropriate responses.	The student shows partial understanding of the role and scenario; responses are sometimes inappropriate or incomplete.	The student shows little understanding of the role or scenario; responses are often inappropriate or missing.	
Clear Speaking	The student speaks clearly, audibly, and with correct pronunciation throughout the role-play.	The student speaks clearly most of the time, with only a few mispronunciations or unclear moments.	The student sometimes speaks clearly but mispronounces several words or is occasionally hard to understand.	The student often mumbles, mispronounces words, or is difficult to understand.	

Teacher's comments: _____

Adapted from: <http://rubistar.4teachers.org/>

Suggested Rubric Samples for Varied Reading Activities

Suggested activity to assess: Analyzing Information

Skill: Reading

Criterion	4	3	2	1	Total
Identification of Important Information	The student accurately identifies the key points in the article and demonstrates evidence of prior reading.	The student identifies the key points in the article and uses them for reference.	The student identifies key points for reference but avoids mentioning unimportant details.	The student is unable to accurately identify important information.	
Identification of Details	The student summarizes information, including all important details, without referring to the article.	The student summarizes information, including most important details, without referring to the article.	The student summarizes some information, including a few details, mostly using the article as reference.	The student is unable to summarize information or include any details from the article.	
Identification of Opinions	The student accurately identifies at least five opinions in the article and clearly explains why they are opinions rather than facts.	The student accurately identifies at least three opinions in the article and provides a reasonable explanation.	The student accurately identifies at least two opinions, but the explanation is weak.	The student has difficulty identifying opinions and cannot provide an explanation.	
Summarization	The student presents a complete and coherent summary of the article.	The student presents an almost complete summary of the article.	The student presents only some ideas from the article.	The student is unable to present the ideas included in the article.	

Teacher's comments: _____

Adapted from: <http://rubistar.4teachers.org/>

Suggested Rubric Samples for Varied Reading Activities

Suggested activity to assess: Independent Reading

Skill: Reading

Criterion	4	3	2	1	Total
Comprehension	The student demonstrates full understanding of the text and accurately answers all questions.	The student understands most of the text and accurately answers some questions.	The student understands some parts of the text and hesitates when answering a few questions.	The student has difficulty understanding or recalling most of the text and cannot answer related questions.	
Participation	The student actively participates and willingly answers all questions.	The student participates once or twice when answering questions.	The student participates minimally when answering questions.	The student does not willingly participate in answering questions.	
Decoding and Vocabulary	The student describes key points and uses related words to support interpretations without prompting.	The student describes key points and uses some related words to support interpretations when prompted.	The student describes key points but provides limited support for interpretations, even when prompted.	The student cannot describe key points and provides no support for interpretations.	
Ability to Focus	The student maintains full concentration and listens attentively at all times.	The student is mostly attentive and usually listens with good concentration.	The student finds it difficult to concentrate but attends occasionally.	The student cannot concentrate, is easily distracted, and is inattentive.	

Teacher's comments: _____

Adapted from: <http://rubistar.4teachers.org/>

Suggested Rubric Samples for Varied Listening Activities

Suggested activity to assess: Overall Listening

Skill: Listening

Criterion	4	3	2	1	Total
Listening Comprehension	The student fully understands the content of the audio and accurately relates the information to the assigned task.	The student understands most of the content of the audio and relates almost all information to the assigned task.	The student barely understands the content of the audio and has difficulty relating the information to the assigned task.	The student does not understand the content of the audio and cannot relate the information to the assigned task.	
Stay on Task	The student is fully engaged and listens attentively throughout the task.	The student is mostly engaged and listens attentively most of the time.	The student struggles to stay engaged and listen attentively.	The student is not engaged and does not listen attentively.	
General Conception	The student listens critically and is able to evaluate and comprehend all information when completing the listening exercises.	The student listens and usually comprehends the information when completing the listening exercises.	The student struggles to recall details, leading to noticeable gaps in comprehension during the exercises.	The student cannot recall information and is unable to comprehend during the exercises.	
Accuracy when Answering	The student fully understands the questions and accurately answers all of them.	The student shows good understanding and answers almost all questions correctly.	The student has difficulty understanding the questions and answers only a few correctly.	The student does not understand the questions and fails to answer them.	

Teacher's comments: _____

Adapted from: <https://www.researchgate.net/>

Suggested Rubric Samples for Varied Listening Activities

Suggested activity to assess: Overall Listening

Skill: Listening

Criterion	4	3	2	1	Total
Ability to Focus	The student listens attentively at all times.	The student listens attentively almost all the time.	The student occasionally listens attentively.	The student is not able to listen attentively.	
General Understanding	The student identifies most of the vocabulary and is able to answer all questions correctly.	The student identifies most of the vocabulary and is able to answer almost all questions correctly.	The student identifies some vocabulary but cannot answer most questions correctly.	The student does not identify the vocabulary and cannot answer the questions.	
Answering Accuracy	The student's answers are accurate and fully related to the information given.	The student's answers are mostly accurate and mostly related to the information given.	The student's answers include a small amount of accurate information and are barely related to the information given.	The student's answers are mostly inaccurate and unrelated to the information given.	
Listening for Details	The student's content is always accurate and clearly related to the information given.	The student's answers are mostly accurate and related to the information given, with only a few errors.	The student includes some accurate information, but much of it is incorrect.	The student's answers are mostly unrelated to the information given.	

Teacher's comments: _____

Adapted from: <http://rubistar.4teachers.org/>

Suggested Rubric Samples for Varied Writing Activities

Suggested activity to assess: Paragraph Writing

Skill: Writing

Criterion	4	3	2	1	Total
Organization	The student presents a well-organized paragraph. Each idea flows logically, with clear transitions.	The student mostly presents a well-organized paragraph. Some ideas may seem out of place, but transitions are generally clear.	The paragraph is somewhat difficult to follow, and transitions are sometimes unclear.	Ideas are randomly arranged, making the paragraph hard to follow.	
Spelling and Punctuation	The final draft contains no spelling or punctuation errors.	The final draft contains a few spelling or punctuation errors.	The final draft contains several spelling or punctuation errors.	The final draft contains many spelling and punctuation errors.	
Neatness	The final draft is clean, readable, neat, and visually appealing.	The final draft is mostly readable and generally neat and attractive.	The final draft is sometimes readable, showing some neatness and attractiveness.	The final draft is neither readable, neat, nor visually appealing.	
Focus on Assigned Topic	The entire paragraph is clearly related to the assigned topic and provides the reader with a thorough understanding.	The paragraph is mostly related to the assigned topic, allowing the reader to learn some information.	The paragraph is somewhat related to the assigned topic, but the reader gains little information.	The paragraph is not related to the assigned topic.	

Teacher's comments: _____

Adapted from: <http://rubistar.4teachers.org/>

Suggested Rubric Samples for Varied Writing Activities

Suggested activity to assess: During Class Writing Texts

Skill: Writing

Criterion	4	3	2	1	Total
Organization	The student's writing has a clear organizational structure and effectively establishes relationships between ideas or events.	The student's writing has an organizational structure and establishes relationships between ideas or events, with only minor lapses.	The student's writing has an organizational structure and establishes some relationships between ideas or events; the structure is minimally complete.	The student's writing does not establish connections between ideas or events; the overall structure is incomplete or confusing.	
Vocabulary	The student demonstrates skillful use of precise and purposeful vocabulary.	The student demonstrates reasonable use of precise and purposeful vocabulary.	The student demonstrates minimal use of precise and purposeful vocabulary.	The student lacks precise and purposeful vocabulary.	
Fluency	The student demonstrates skillful sentence fluency.	The student demonstrates reasonable sentence fluency.	The student demonstrates minimal sentence fluency.	The student's text lacks sentence fluency.	
Content	The student maintains focus on the topic or subject throughout the text.	The student maintains focus on the topic or subject, with only minor lapses.	The student loses focus at times or exhibits major lapses in maintaining the topic or subject.	The student fails to maintain focus on the topic or subject.	

Teacher's comments: _____

Adapted from: <http://rubistar.4teachers.org/>

Listening Transcripts

In this section, you will find the transcript of each audio track which you may use for your own reference. If you get to have any technical issues, you may read the transcript instead of playing the audio.

Unit 1 - Week 1 - Class 3 - Worksheet 1 (Part II)

1. I was at home yesterday. / 2. My mom was in her office yesterday morning. / 3. Last night, I was at the park. / 4. We were in the hotel last week. / 5. My dad was abroad last year. / 6. We were ready for the presentation last weekend. / 7. My family was on vacation two years ago. / 8. Marcos was at school one hour ago. / 9. My teachers were in France two weeks ago. / 10. I was a volunteer in my community in 2015.

Unit 1 - Week 3 - Class 2 - Worksheet 3 (Part I)

1. walked 2. planted 3. studied 4. relaxed 5. combed 6. stayed 7. fished 8. danced
9. clapped 10. watered 11. moved 12. closed 13. painted 14. laughed 15. chatted

Unit 1 - Week 3 - Class 3 - Worksheet (Part II)

Yesterday morning, my friends and I couldn't take the bus, so we **walked** to school. At school, we **studied** the simple past of regular verbs. After our break, we went to the outdoor greenhouse. There, we **planted** some trees and **watered** the rest of the plants and flowers. After the hard work, we **relaxed** for a moment.

Unit 1 Test

Last Saturday, Diana **visited** her grandparents. She **woke up** early in the morning and **prepared** a small bag for the trip. Diana **took** a bus to their house, which **arrived** at 9 AM. Her grandparents **greeted** her warmly, and they **spent** the whole day together.

In the afternoon, they **went** to the park. Diana **played** on the swings, and her grandparents **watched** her happily. Later, they **sat** on a bench and **talked** about their week. Her grandmother **bought** some cookies, which they **enjoyed** with tea.

In the evening, Diana **helped** her grandfather cook dinner. They **cooked** pasta and **made** a delicious salad. After dinner, Diana **said** goodbye and **returned** home by bus. She **felt** very happy after spending the day with her grandparents.

Unit 2 - Week 1 - Class 1 - Worksheet 1 (Part I)

1. Did you hear? Jonathan was in Space last week! He became an **astronaut**! / 2. Agatha Christie was a very creative detective crime **writer**. / 3. Aretha Franklin was a famous **singer** nicknamed as "the Queen of Soul". / 4. Robin Williams was a very well-known comedy **actor**. / 5. A famous female **scientist** of all time is Marie Curie. / 6. People consider Edson Arantes do Nascimento one of the best **soccer players** in history. / 7. My cousin wanted to be **president** when he was a child. / 8. Who do you think is the best **painter** of all time? / 9. Nelson Mandela was an **activist**. He was from South Africa. / 10. Donatello was also a **sculptor**. / 11. Aristotle was an Ancient Greek **philosopher**. / 12. Edgar Allan Poe was an American **poet**. The Raven is one of his famous poems. / 13. My grandpa was an **engineer**. He helped build many important buildings in his city. / 14. John Paul II decided to study theology and become a **priest** due to a conversation with Adam Stefan Sapieha. / 15. Serena Williams is an important **athlete**. She won 39 Grand Slam titles in Tennis. / 16. The Gesundheit! Institute was founded by **Doctor** Patch Adams.

Unit 2 - Week 2 - Class 2 - What Day Is It?

* What day is it today?

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

* What month is it?

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

Unit 2 - Week 3 - Class 2 - Worksheet 3 (Part I)

1. Friday, May 9th, 1997 2. Tuesday, September 26th, 1967 3. Wednesday, February 28th, 2024
4. Thursday, December 23rd, 2021 5. July 2nd, 1994 6. March 16th, 2014
7. August 19th, 1990 8. January 25th, 1935 9. November 21st, 2003
10. April 12th, 1987

Unit 2 - Week 3 - Class 3 - Conversation Time!

A: Hi, Andrea! I heard that your birthday was yesterday.

B: Good afternoon, Eduardo. Yes, April 16th is my birthday. In fact, I was born on 04/16/2010.

A: Happy belated birthday!

B: Thank you so much! What about you, Eduardo? When were you born?

A: I was born on 12/27/2011.

B: Oh! It's very close to Christmas.

A: Yes, it is. Well, I have to go. Glad to see you!

B: Take care, Eduardo!

Unit 2 - Week 5 - Class 1 - Biography about Fernando Llorc

Fernando Llorc was born on April 7th, 1949, in San Salvador, El Salvador. He was a famous Salvadoran painter, ceramist, potter, sculptor, and musician.

He studied Architecture at Universidad de El Salvador and Louisiana State University in the U.S. Additionally, he studied Theology at the Catholic University of Louvain in Belgium.

He moved to La Palma, Chalatenango and met Estela Chacón. Then, he married her and had three children: Juan Pablo, María José, and Ángel Fernando Llorc Chacón.

He was recognized with different awards such as Expert's National Prize, Handicrafts Category (1986), Image Prize (1998), Honorable Distinction as Meritorious Son (2003), National Prize of Tourism (2012), National Prize of Culture (2013), among many others.

Unit 2 - Week 5 - Class 2 - Worksheet 5 (Part I)

Salarrué

Luis Salvador Efraín Salazar Arrué, known as Salarrué, **was** born on October 22nd, 1899, in Sonzacate, Sonsonate. He **was** a Salvadoran writer, poet, and painter.

Born to a rich family, Salarrué **studied** to become a painter at the Corcoran School of Art, in Washington, D.C., from 1916 to 1919. He then returned to El Salvador and, in 1922, married fellow painter Zélie Lardé, with whom he **had** three daughters. In the late 1920s, he **worked** as an editor for the newspaper Patria, owned by Alberto Masferrer, an important Salvadoran intellectual. To fill in blank spaces in the newspaper, Salarrué **wrote** a series of short stories that **were** collected thirty years later as Cuentos de Cipotes. These, along with the stories in Cuentos de Barro, **became** Salarrué's most popular and enduring work.

Salarrué **lived** in the United States from 1947 to 1951 while representing his country in diplomatic posts. He **died** in Los Planes de Renderos, San Salvador, and is buried in the Cementerio de los Ilustres.

Unit 2 - Week 5 - Class 3 - Let's Take Notes

Matilde Elena López was born on February 20th, 1919. She was a Salvadoran poet, essayist, playwright, and literary critic.

Her most important works include "Masferrer, alto pensador de Centro América", "Cartas a Grosa", and "La balada de Anastasio Aquino" which was dedicated to the Salvadoran Indigenous leader.

Matilde studied at Universidad de San Carlos de Guatemala and at Universidad Central del Ecuador where she received a doctorate degree in philosophy.

In 1958, she joined Universidad de El Salvador where she worked as a professor, director of the Department of Arts, and Vice Dean of the Faculty of Humanities. She was also a professor at Universidad Centroamericana José Simeón Cañas.

From 1997 until her death, she was a member of the Academia Salvadoreña de la Lengua.

She died on March 11th, 2010.

Unit 2 Test

1. Friday, July 31st, 1975
2. September 26th, 1969
3. January 14th, 2014
4. April 5th, 2012
5. November 2nd, 2023
6. March 14th - 2005
7. Wednesday, February 7th, 1993
8. August, 23rd - 2001

Unit 3 - Week 1 - Class 1 - Let's Learn about Food!

apple, peach, grapes, watermelon, pear, banana, mango, pineapple, orange, strawberry, cherry, corn, onion, green pepper, carrot, cucumber, cabbage, lettuce, radish, potato, tomato, avocado, chicken, beef, fish, turkey, eggs, tuna, beans, peanuts, milk, cheese, sour cream, margarine, butter, yogurt, cream, tortilla, cereal, rice, bread, pasta, popcorn, crackers, oatmeal.

Unit 3 - Week 3 - Class 1 - Worksheet 3 (Part I)

- | | | | |
|------------------------------------|-------------------------------|------------------------------------|-----------------------------------|
| 1. There is an apple. | 2. There is a book. | 3. There isn't an elephant. | 4. There is a giraffe. |
| 5. There isn't an airplane. | 6. There is a key. | 7. There isn't an orange. | 8. There is a pencil. |
| 9. There is an umbrella. | 10. There is a person. | 11. There is an eye. | 12. There isn't a uniform. |
| 13. There is an eraser. | 14. There is a dog. | 15. There is a university. | |

Unit 3 - Week 3 - Class 3 - Partitives

a bag of, a box of, a bottle of, a can of, a pack of, a carton of, a dozen, a bunch of, a loaf of, a jar of, a head of.

Unit 3 - Week 4 - Class 3 - Find the Sequence!

A: Good morning, Sir!
 B: Hello, Madam. How can I help you?
 A: I'd like to buy a watermelon. How much is it?
 B: It is \$3.00.
 A: OK, I'll take it.
 B: Here you are, and here is your change.
 A: Thank you.
 B: Anything else?
 A: No, thanks. Have a great day!

Unit 3 - Week 4 - Class 3 - Worksheet 4 (Part II)

A: Good morning, Sir! How can I help you?
 B: Good morning. I'd like to buy a bottle of orange juice, please.
 A: Sure! How much orange juice would you like? We have small and large bottles.
 B: How much is the large bottle?
 A: The large bottle is \$3.75.
 B: I'll take the large one, please.
 A: Anything else?
 B: Yes, how much are those bananas?
 A: The bananas are \$1.20 per kilo.
 B: I'll take 2 kilos, please.
 A: That's \$6.15 in total. Here you are.
 B: Thank you. Here's \$10.
 A: Thank you! Here is your change, \$3.85.
 B: Thanks a lot!
 A: You're welcome! Have a great day!

Unit 3 Test

Lily: Hey, Jack! Do you want to stop by the local market to pick up a few things for dinner?
Jack: Sure! What do we need to buy?
Lily: Let's start with some fruit. I want to get a kilo of bananas and some apples. Let's ask the seller.
Seller: Good afternoon, Madam. How can I help you?
Lily: Hi, I'd like to buy a kilo of bananas and three apples, please. How much are the bananas?
Seller: The bananas are two dollars a kilo, and the apples are fifty cents each.
Jack: Great. Can we also get some oranges?
Seller: Sure! How many bags would you like?
Jack: Just a bag, please.
Seller: That'll be one dollar and twenty-five. Anything else?
Lily: No, that's all for now.
Seller: Here you are, three apples, a kilo of bananas, and a bag of oranges. That's four dollars and seventy-five cents.
Lily: Here is five dollars.
Seller: Here is your change, twenty-five cents. Have a great day!
Jack and Lily: Thanks!

Unit 4 - Week 2 - Class 2 - It's next to the Hospital

A: Hello! Excuse me. Where is the bank?
 B: It's next to the hospital.
 A: Oh, I see. And where is the hospital?
 B: It's across from the park, right behind the church.
 A: Thanks! I also need to find a supermarket. Could you please help me?
 B: Sure! The supermarket is between the factory and the theater. It's just down the street.
 A: That's helpful! Just one last thing: Where's the city hall?
 B: The city hall is near the police station which is next to the mall.
 A: Great! Thanks for your help.

Unit 4 - Week 2 - Class 3 - Worksheet 2 (Part I)

- The fire station is on the corner of Rosales Avenue and Santa Lucía Street. It's next to the theater.
- The restaurant is on the corner of Rosales Avenue and Santa Lucía Street. It's across from the park.
- The factory is across from the theater and next to the supermarket.
- The bank is on Santa Lucía Street. It is across from the school.
- The local market is behind the park and next to the bank.
- The city hall is on the corner of Rosales Avenue and Vista Hermosa Street. It's across from the park.
- The police station is between the city hall and the restaurant.
- The hospital is on the corner of Vista Hermosa Street and Rosales Avenue. It is across from the gas station.
- The mall is across from the local market.

Unit 4 - Week 3 - Class 3 - How Do You Get to the City Hall?

- A: Excuse me, could you help me? I'm trying to find the city hall.
- B: Sure! It's not too far from here. Are you familiar with this area?
- A: Not really. I'm new in town.
- B: No problem! From here, **turn left** on El Mediterráneo Street and **continue straight for two blocks**.
- A: Okay, **turn left** and **straight for two blocks**.
- B: Exactly. Then, **turn right** on La Ceiba Avenue. You'll see a gas station on the corner. The city hall is behind the gas station.
- A: So, **turn right** and I'll see a gas station and the city hall will be right behind it?
- B: Yes, that's right!
- A: Thank you so much! I think I got it.
- B: You're welcome! Have a good day!
- A: Thanks again! Have a great day.

Unit 4 - Week 4 - Class 3 - Ataco Is the Quietest Place

- A: Have you been to Ataco, Costa del Sol, and Centro Histórico? They're so different!
- B: Yes, I have! Ataco is definitely the most charming one. Its colorful murals and cool weather make it more relaxing than Centro Histórico.
- A: That's true, but Costa del Sol is hotter and better for swimming. It has the longest beaches and the most beautiful sunsets.
- B: I agree. But Centro Histórico is the most historical. Its architecture is the oldest, and it's the best place to learn about the history of El Salvador.
- A: Good point. However, I think Centro Histórico can be busier and less peaceful than Ataco.
- B: That's why I think Ataco is the quietest. It's perfect for a relaxing weekend!
- A: True, but if you love the ocean, Costa del Sol is the best. In the end, each place has its charm!

Unit 4 Test

- A: Excuse me, can you tell me how to get to the park?
B: Sure! Walk straight down this road for about three blocks. You'll see a local market on your right. Turn left at the next intersection, and the park will be on your left.
- A: Hi, I'm looking for the bank. Can you help me?
B: Of course! Continue straight until you reach the traffic light. Turn right onto San Juan Street. The bank is the second building on the left, next to the church.
- A: Can you tell me how to get to the city hall?
B: Absolutely. Continue straight for one block; you'll see a theater on the corner. Turn left at the theater and keep walking until you pass the park. The city hall is right across from the park and next to the restaurant.
- A: Excuse me, how can I get to the supermarket?
B: Go straight on El Mediterráneo Street for two blocks. When you reach the roundabout, take the second exit. The supermarket will be on your right, next to the gas station.
- A: Hello, could you tell me how to get to the hospital?
B: Sure thing. Walk straight down Los Cedros Avenue until you reach the third intersection. Turn right on Las Palmas Street. The hospital is the big building on your left, across from the school.
- A: Hi, can you tell me how to get to the gas station?
B: Turn right on Bernal Avenue until you reach the second traffic light. Turn left on Los Bambúes Street, and the gas station will be at the end of the road, on your right.

Units 3 and 4 - Fortifying My Skills - Class 3

Check the story in the Korean Tales section. **This tale is titled Heungbu's Treasure, Nolbu's Lesson.**

Unit 5 - Week 1 - Class 3 - Let's Interview James Cameron

Interviewer: Welcome to our interview with James Cameron, a movie director and producer. Hi, James, *Avatar* was a creative film. What inspired you to make it?

James Cameron: I've always been interested in the relationship between humans and nature.

Interviewer: How would you describe the genre?

James Cameron: It's a mix of sci-fi, action, and fantasy.

Interviewer: The protagonist, Jake Sully, has a unique story. Why did you choose him?

James Cameron: Jake is a soldier who finds a new purpose. He feels lost at the beginning. But later, he finds a new life and learns about a different culture. His change is a big part of the story.

Interviewer: And the antagonist?

James Cameron: Colonel Quaritch represents human greed and militarism.

Interviewer: What was the biggest challenge in making *Avatar*?

James Cameron: The technology didn't exist when I first had the idea! We had to develop new motion capture techniques and improve 3D filmmaking to show the world of Pandora.

Interviewer: Finally, *Avatar* had a powerful message. What do you want people to remember?

James Cameron: That we need to respect nature and each other. The Na'vi represent a deep connection with their world.

Interviewer: I completely agree! Thanks for your time, James.

Unit 5 - Week 2 - Class 1 - Story Time!

Check the story in the Korean Tales section. This tale is titled **A Grateful Tiger**.

Unit 5 - Week 3 - Class 2 - Story Time!

Check the story in the Korean Tales section. This tale is titled **The Baby Frog Who Never Listened**.

Unit 5 - Week 4 - Class 1 - Listening Time!

A: Hey, Oscar! Have you ever read any interesting books that you can recommend?

B: Yes, I've read a few! Last week, I finished a book called *The Hunger Games*. It was amazing! Have you ever read it?

A.: Yes, I have! It's one of my favorites. What did you like about it?

B: I loved how the characters fight for survival. It's very exciting. Have you ever watched the movie?

A: Yes, I have! The movie is great, but the book is better, I think. Have you ever seen a movie that was better than the book?

B: Hmm, I think *The Lord of the Rings* movie is better than the book. The movie is so exciting and full of action. Have you ever watched *The Lord of the Rings*?

A: I have! I really liked the movies. The special effects were incredible. By the way, have you ever watched a movie that made you laugh?

B: Yes, I have! I watched *Shrek* with my sister, and I laughed a lot. Have you ever seen it?

A: Yes, I have! It's really funny. And, have you ever read any books in English?

B: Yes, I have! I've read a few books in English, like *Harry Potter*. It's good practice for my English, too. What about you?

G: Yes, I have! I try to read in English every month. It's really useful.

Unit 5 Test

1. Horror movies make me feel scared, especially when I watch them alone at night with all the lights off.
2. Action movies are packed with explosions, fighting scenes, and chases, which keep me on the edge of my seat from start to finish.
3. Salarrué is the author of the book "Cuentos de Barro", a collection of short stories that portray rural life and folklore in El Salvador.
4. I like to watch movies with English subtitles because I can practice my language skills while enjoying myself and following the plot more easily.
5. The cast of the movie is just amazing—the director made sure to invite only the best actors and actresses to bring the characters to life in a powerful and believable way.

Unit 6 - Week 1 - Worksheet 1 (Part I)

An Unforgettable Trip to El Salvador

This past month **has changed** my perspective on travel and culture. I am currently in El Salvador, a country full of vibrant landscapes, delicious food, and welcoming people.

One of the most thrilling things is that I **have ridden** a horse along the shores of El Tunco Beach. Additionally, I **have eaten** pupusas, the most iconic Salvadoran dish. I tried so many flavors—cheese, beans, and even shrimp! They were the best I've ever tasted.

I have seen stunning natural wonders here, like the Santa Ana Volcano. Hiking to the top was challenging, but the view at the hill was worth every step. I **have also swum** in the warm waters of Lake Coatepeque, a serene and crystal-clear lake.

During my travels, I **have met** some incredible people. In a small village, I was welcomed by a family who **has given** me so much kindness and hospitality. They even shared stories of their traditions and showed me how to make pupusas.

One day, I joined a local festival where a group of musicians **has performed** traditional cumbia music for years. The rhythm was catchy, and I couldn't stop dancing with the crowd. I also **have driven** along the Ruta de las Flores, a beautiful road with small towns, and bustling markets. Every place I stopped looked like a picture from a postcard.

This journey to El Salvador **has been** a trip full of unforgettable moments and personal growth.

Unit 6 - Week 3 - Worksheet 3 (Part I)

1. She has loved every moment of her volunteer work.
2. They have crossed the river carefully.
3. The children have played outside all afternoon.
4. Many students from our school have graduated with honors.
5. He has kicked the ball into the net.

Unit 6 - Week 4 - Worksheet 4 (Part II)

1. Mariana has won a math competition.
2. Marcos and his friends have earned awards for their work.
3. Olivia has not traveled abroad for a summer course.
4. Luis has gotten experience by helping animals.
5. José has graduated from high school.

Unit 6 Test

- | | | | | |
|------------|-----------|------------|------------|---------------|
| 1. studied | 2. earned | 3. worked | 4. laughed | 5. graduated |
| 6. stopped | 7. waited | 8. decided | 9. played | 10. performed |

Units 5 and 6 - Fortifying My Skills - Class 3

Check the story in the *Korean Tales* section. Thistle is titled **The Wise Farmer**.

Korean Tales

Heungbu's Treasure, Nolbu's Lesson

A long time ago, in Korea, there were two brothers. The older brother's name was Nolbu, and the younger brother's name was Heungbu. Nolbu was not kind. He liked to create problems for his little brother.

One day, their father passed away. On that same day, Nolbu ordered Heungbu and his family to leave the house. Heungbu took his wife and



children and went to live in a small house far from the village. Heungbu's family was very poor. They had no money and no food. Heungbu decided to ask Nolbu for help, but every time Heungbu asked, Nolbu said no. Even though Nolbu was mean, Heungbu was not angry at him.

On a spring day, two swallows made a nest on Heungbu's roof. Soon, the mother swallow laid eggs, and baby swallows were born. Heungbu liked watching the swallows.

One day, a baby swallow fell from the nest and broke its leg. Heungbu picked up the baby bird and took care of it for a year. The following year, when spring came again, the mother swallow came back to Heungbu with a gift. She brought him a gourd seed.

Heungbu planted the seed, and it grew into a very big gourd. In the fall, Heungbu opened the gourd.

Inside, he found treasure. He opened a second gourd, and it had people to help him build a house and make clothes. The third gourd had a



magic rice chest that always stayed full, no matter how much rice was taken out. Heungbu and his family became rich. When Nolbu heard this, he became very jealous. He wanted treasure, too. So, Nolbu broke a swallow's nest and made a baby swallow fall. He took care of the bird and waited for a reward.

In the spring, the swallow gave Nolbu a gourd seed. Nolbu planted it and waited for it to grow big. Finally, he opened the gourd, but there was no treasure. Instead, scary ogres called Dokkebis came out. They destroyed Nolbu's house and left.

When Heungbu heard what happened, he went to Nolbu's house. He said, "Big brother, come live with me and my family."

Nolbu felt very sorry for his bad actions. He thanked Heungbu for being kind. From that day, he tried to be a better person.

A Grateful Tiger

Once upon a time, a kind woodsman lived with his mother in a village. One day, he went deep into the forest to cut firewood. Suddenly, he saw a tiger. The woodsman was scared, but the tiger did not attack. It coughed and cried because it had a bone in the throat.



The woodsman saw how the tiger suffered, so he helped the poor animal. He removed a large bone from the tiger's throat. The tiger thanked him and promised to repay what he did.

That night, the woodsman heard a noise outside. He went out and found a lot of firewood. The woodsman was very grateful because he no longer had to cut firewood again.

One day, the woodsman's mother sat down on a chair in the backyard and wished for her son to marry soon. The next morning, the woodsman and his mother found a woman sleeping in their yard. When she woke up, they asked her why she was there. She explained that she fainted after seeing the tiger in her home. The woodsman's mother thought that the tiger brought the woman in response to her wish. The woodsman told the woman about what he did for that tiger, and she loved his kindness. They became friends, and then they married.

One day, the woodsman wanted to visit his wife's family, but he did not have gifts. The next day, the tiger brought a cow, a donkey, and other presents.

The woodsman was very grateful because he had presents for his wife's family. The woodsman's parents-in-law thanked him a lot for the gifts.



Months later, the woodsman saw a poster offering money for catching the tiger for stealing things in the village. The woodsman ran quickly to warn the tiger.

"You must run! People from the village want to catch you," he said.

"To show you my gratitude for the last time, I will let you catch me so you can receive the money," said the tiger.

"I can't do that!" said the woodsman. Then, he thought of shooting an arrow to scare the tiger so it could leave the place. The woodsman shot the arrow, but the tiger jumped and received it. The woodsman hurt the tiger accidentally. That same day in the afternoon, he got the money and buried the tiger. The woodsman was very sad and wished the tiger peace in the next life.

The Baby Frog Who Never Listened

Once upon a time, there was a mother tree frog and her baby tree frog. They lived near a small stream. The baby tree frog did not listen to his mother. He always did the opposite of what she said.

One day, the mother tree frog said, "Croak, croak!" near the stream. But the baby tree frog answered, "Crack, crack!" The mother tree frog looked surprised and told him, "No, you have to say 'Croak, croak!'"

But the baby tree frog moved his head. "No! I like to say 'Crack, crack!'"

The baby tree frog always did the opposite.

One day, the mother tree frog warned him, "There are snakes in the forest. Stay near the stream!"

But the baby tree frog said, "Crack, crack! I want to play and run in the forest. I am going there now."



If the mother said, "Come here," the baby tree frog said, "No! I will go there!" If she said, "Go there," he said, "No! I will stay here!"

One day, the baby tree frog was far from home. The mother tree frog said, "Come back! Do not go far! A stork can catch you!" But the baby tree frog did not listen. He ran away, shouting, "Crack, crack!"

The mother tree frog got worried because it was late, and her son was still in the forest. She went out to find him and bring him back home. After

walking for a long time, she saw her son near a stream. As she got closer, she saw a big stork! The stork opened its beak and caught the baby tree frog.

"Watch out!" the mother tree frog shouted. She ran to her son and pushed him away. The stork flew away in surprise.

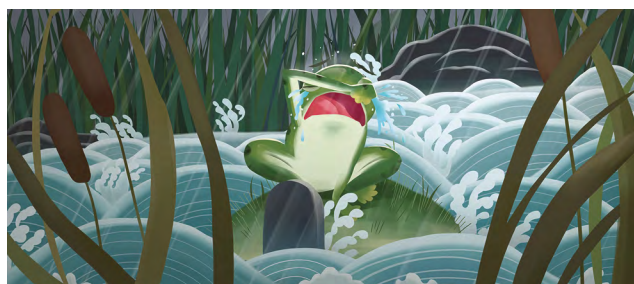
The baby tree frog looked at his mother. "Mother! Your leg is hurt!" The mother tree frog was hurt badly. When they got home, she was very tired. Her leg hurt more and more.

The mother tree frog knew she could die soon. She worried about her son. "If I ask him to bury me on the mountain, he will bury me by the stream. He always does the opposite." So she said, "Son, if I die, bury me by the stream."

The mother tree frog closed her eyes and did not wake up again. The baby tree frog cried, "Mother! Croak, croak! I am so sorry that I never listened to you! I will do what you asked. I will bury you by the stream."

It rained a lot on the day the mother tree frog died. The stream rose high. The baby tree frog buried her by the stream, just as she asked. But he stayed by the stream, worried.

"I hope it does not rain again," he said. "Croak, croak! My mother's grave will be washed away. Croak, croak!"



Even today, when it rains, you can hear the sad cry of the tree frog by the stream. "Croak, croak! Croak, croak!"

The Wise Farmer

Once upon a time, a man named Hwang Hui walked on a country road in Joseon. He was a minister. He felt tired, so he sat under a tree to rest. While resting, he saw an old farmer working in a rice field with two cows. One cow was yellow, and the other cow was white.

Hwang Hui watched the farmer for a while. Then, he stood up and walked to the farmer to ask a question.

"Hello! Which of your cows works better? The yellow one or the white one?" he asked.

But the farmer did not answer. He kept working in the field. It seemed that he did not listen to the minister. Hwang Hui was surprised. He thought, "Why doesn't he answer?"

Hwang Hui asked again, "Hello, sir! Which cow works better? Please tell me!"

The old farmer stopped working. He walked slowly to where Hwang Hui was. He went very close to Hwang Hui and whispered in his ear, "The yellow cow works better."



Hwang Hui was confused. He asked, "Sir, why did you come all the way here to whisper? You could tell me from where you were."

The farmer smiled and said, "I couldn't say it out loud. You have to know that cows have feelings. If I only praise one cow, the other cow feels sad. Both cows work very hard.

"It is important to be careful with words, even when you talk about animals. That's why I whispered to you. I didn't want the white cow to hear."

Hwang Hui felt very touched by the farmer's words.

"Thank you, sir. You taught me something very important today," he said.

After that day, Hwang Hui remembered what the farmer said. He started to be more careful when he spoke. Many people liked him because he was kind with his words.

Even today, people remember Hwang Hui as a great and wise minister

Korean Tales Picture Vocabulary

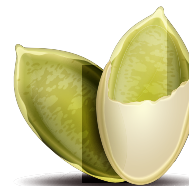
swallow (n.)



nest (n.)



seed (n.)



gourd (n.)



bone (n.)



throat (n.)



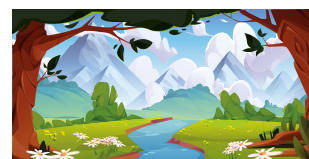
arrow (n.)



frog (n.)



stream (n.)



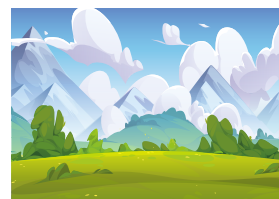
stork (n.)



beak (n.)



field (n.)



Useful Websites for Teachers

Website	URL	Description
English Site	https://sites.google.com/clases.edu.sv/englishmineducyt/home	This is the official site for Salvadoran teachers who teach English. It offers a variety of resources, including curricular documents (syllabi, methodological guides, and booklets), flashcards, posters, webinars, the test request calendar, and many other important materials.
Bamboozle Games	https://www.baamboozle.com/games	Bamboozle Games can help students reinforce vocabulary and grammar structures. Through this platform, students will be entertained with a variety of activities in which players are challenged to answer different questions to exercise their minds in a funny way.
Vocaroo	https://www.vocaroo.com	Vocaroo is a user-friendly platform that allows the recording of voice messages. Students can record audios from their devices, and even generate a link for the teacher to access it. It definitely offers an accessible and easy way of sharing recordings online.
American English	https://americanenglish.state.gov/resources-and-programs	This website is a resource center for teaching and learning about American English and American culture. This includes AmericanTeensTalk, English Club Texts and Materials, Everyday Conversations: Learning American English, Celebrate Holidays in the U.S.A, etc.
Randall's ESL	https://www.esl-lab.com	Randall's ESL is a website in which you can find different resources to boost your student's listening skills. It includes live broadcasts, interviews, life stories, and a variety of resources for teachers to plan classes.
ESL Video	https://www.eslvideo.com/	ESL Video provides access to free videos on a wide range of topics at five levels, from beginner to advanced. Besides that, each video has a test for teachers to adapt their evaluations.



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