



GOBIERNO DE
EL SALVADOR



Methodological Guide

A1



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EL SALVADOR



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Karla Edith Trigueros
Mayor y Doctora
Ministra de Educación, Ciencia y Tecnología

Edgar Eliseo Alvarenga F.
Viceministro de Educación y de Ciencia y Tecnología

Edgard Ernesto Ábrego Cruz
Director General de Educación

Wilfredo Alexander Granados Paz
Director de Currículo y Materiales Educativos

Gilberto Alexander Motto García
Director de Educación Secundaria

Juan Ramón Joya Reyes
Jefe del Departamento de Inglés

Gracia María Castillo López
Edición

Walter Igor Castro Aguilar
Jenniffer Vanessa Hércules Aguilar
Stephany Michelle Martínez Rodríguez
Ana Gabriela Rojas Sánchez
Equipo técnico autoral

Elisa María Doñán Mendoza
Corrección de estilo

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Judith Samanta Romero de Ciudad Real
Patricia Damaris Rodríguez Romero
Francisco René Burgos Álvarez
Edgardo Josué Molina Claros
Diseño editorial y diagramación

Ernesto Escobar
Diseño de portada

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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.

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 competencies in English. Beyond language skills, this resource promotes integrated attitudes that foster multicultural understanding, reinforce personal identity, and equip students to thrive in a globalized society. By following these methodological orientations, secondary education teachers will be enabled 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 equitable educational future for our students.

Karla Edith Trigueros
Major and Doctor
Minister of Education, Science, and Technology

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Introduction

This document was prepared with the purpose of presenting in a technical and disciplinary way the fundamental elements of the English strategy and its scope in the formulation of educational materials for the faculty and students of El Salvador. In general, the English curricular design proposal is based on four elements extracted from the curricular regulations in force in El Salvador since 2008:

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

This proposal offers resources focused on the development and integration of the four macro-skills: listening, speaking, reading and writing, which are included in the procedural contents, and guide the faculty and the students towards oral exchanges in different contexts, such as proposes the communicative approach.

To develop a proposal that has a direct impact on improving learning, it is important to establish the relationship between the communicative approach and constructivism, as well as a competency-based curriculum for language teaching. The conjunction of the three pillars conceives students' learning from an intimate relationship with their particular contexts and their emotions.

To develop these communicative competencies, students must use the language in different real contexts, and its performance is evidenced in:

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

This methodological guide is structured as follows:

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

This methodological guide should be addressed as a flexible proposal; therefore, the teacher is allowed to make any adjustments needed to fulfill his/her students' contexts, learning styles, and needs.

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 activating stage can include showing pictures, realia, contrasts, discoveries, discussions with the whole class, miming and acting, prompting the students to answer, and using questions to get the students thinking and speaking in English. The goal of the *I Activate* stage is to get the student's attention and to elicit the meaning of words or topics that will be covered in the lesson. This stage is extremely important because it gives the teacher the opportunity to include all the students in the activity. The *I Activate* stage also helps the students feel more comfortable and ready to learn.

I Practice (Class 2)

After the teacher has activated the students, then move on to the *I Practice* stage. The *I Practice* stage consists of varied activities, such as studying texts and dialogues, sample sentences, crosswords, gap-fill exercises, word searches, matching games, and drilling. The purpose of this stage is for students to reinforce new words or topics and show them the correct way of using them. This phase is also where any mistakes may be corrected and discussed tactfully. During this stage, the teacher can help students have a better understanding of each subject so they can learn and move forward in the best way possible.

I Produce (Class 3)

Lastly, the weekly session will conclude with the *I Produce* stage. The *I Produce* stage may include discussions as a whole class, small groups, or even pairs, role-plays, story building, tasks such as 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. Activating the students will help the teacher know the level of acquisition of the material that was discussed in the class. 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 improve the students' abilities and confidence when integrating the four macro-skills.

Pre subphase (15 minutes)

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

This is a great subphase to make suitable use of visuals, such as flashcards, pictures, drawings, and so on. This will not only help encourage students to make associations between pieces of information but will help make the needed connection with the conceptual contents.

During subphase (15 minutes)

In this second step, students interact with different kinds of material to reinforce the conceptual contents. 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, there are two main tips to keep in mind when planning activities for this subphase: integrate the four-macro skills as well as the language (vocabulary and grammar).

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.

It is important to point out that the teaching staff may face two different scenarios in a classroom. On one hand, students might exhibit similar linguistic abilities, meaning that they are part of

a single-level class. On the other hand, teachers may encounter a multi-level class, in which students show different proficiency levels.

Single-level Classes

In this classroom situation, students of one level participate in all of their activities in the same classroom under the direction of one teacher. They carry out the same tasks and feedback is given to the general class.

Single-level Class



**Class 1:
I Activate
(45 minutes)**



**Class 2:
I Practice
(45 minutes)**



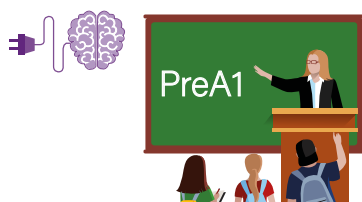
**Class 3:
I Produce
(45 minutes)**

Multi-level Classes

A multi-level classroom simply means that there is more than one level in the room, working independently or together. Each student works towards his/her individual proficiency level goals. They are learning simultaneously, both together and apart.

Multi-level Class

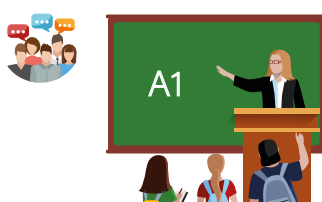
Class 1: I Activate



A1

A1+

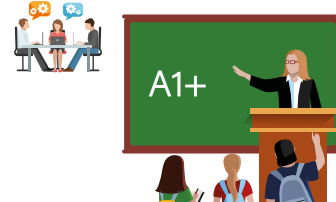
Class 2: I Practice



PreA1

A1+

Class 3: I Produce



PreA1

A1

It is important to remark that the English weekly didactic sequence will be covered in three different 45-minute classes in both scenarios.

II. Getting to know the methodological guide

The suggestions and resources that you will find in this methodological guide support the development of your lessons and enrich the knowledge about the contents to study. Therefore, it has been designed in such a way that it has correspondence with the English syllabi.

In each didactic unit, you will find the following components:

Unit Opener

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

The graphic shows the unit opener for Unit 1, titled 'This Is Me'. It features an illustration of a boy and a girl waving in a living room. The text includes the unit number 'UNIT 1' and the unit name 'This Is Me'. A box lists skills reinforced in the unit: replying to greetings, spelling, exchanging personal information, mentioning occupation, exchanging information about occupation, and writing a paragraph. Callouts point to the unit number, unit name, and language functions.

Unit number → UNIT 1

← **Unit name** This Is Me

← **Language functions**

In unit 1, students reinforce their skills when:

- Replying to greetings and farewells in different contexts.
- Spelling common short and long words.
- Exchanging personal information through brief interactions.
- Mentioning a person's occupation using indefinite articles.
- Exchanging information about people's occupation.
- Writing a paragraph to introduce themselves using personal information.

Unit Competencies and Diagnostic Assessment

In this section, the unit competencies to be generated are listed. Also, suggested guidelines, which can help the teacher determine the areas that need reinforcement, are included.

Unit 1 <i>This Is Me</i>	
Unit competencies	Guidelines for Diagnostic Assessment
<p>Unit competencies</p> <ol style="list-style-type: none"> 1. Introduce oneself to others by providing basic personal information when meeting someone for the first time. 2. Interact in collaborative conversations by exchanging personal information to fill out a form. 3. Describe people, places, and things by using the verb be to mention their facts. 	<p>Diagnostic assessment guidelines</p> <p>In order to have a clear perspective of students' language skills, learning needs, and progress, it is recommended to start the school year by completing a diagnostic assessment.</p> <p>It is important to clarify that this kind of diagnostic activity does not necessarily imply the use of a test. Students' proficiency can be measured by completing different meaningful and engaging classroom activities.</p> <p>Lastly, one of the most important steps of diagnostic assessment is to analyze the results to enhance the teaching-learning process and strengthen students' linguistic abilities.</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, teachers will find suggestions to promote an educational atmosphere that enables progress among students showing competency generation through their active participation.

Teaching Tips for the Didactic Unit	Classroom Management Guidelines
<ul style="list-style-type: none"> • During your planning or class preparation, check the material to use, new vocabulary, and pronunciation of the vocabulary you will teach to do proper modeling of each word. • Once you are certain of the material you will use, prepare it in advance. If it is possible, laminate resources such as flashcards, cards, and charts, among others, to have a long-lasting resource. • Reuse the material such as flashcards or cards and use it to reinforce and review the content weekly. • Check in advance if there is a need to request your students to bring from home realia or another kind of material for the lesson purpose. • Since it might be the first formal contact of some students with the English language, speak at a low pace and as clearly as possible. • Use body language and visual aids to introduce and review key concepts. 	<ul style="list-style-type: none"> • Organize and label your board with the date, lesson goal, and new vocabulary. • Arrange seats differently from time to time. • Promote group-work activities with different peers. Carry out grouping strategies for this purpose. • Monitor at all times and guide students as needed. • Foster cooperative learning at all times. • Encourage the acceptance of mistakes and challenges to develop in students a growth mindset. • Promote generosity by helping others, mostly those with special needs. • Make sure all your ludic activities have a specific purpose. They can be used as formative or summative assessments. You may include a set of questions from the lesson taught or any previous ones to help students review the content. Evaluation can also be fun.

Guidelines for Didactic Sequence

This Methodological Guide presents the suggested lesson plans for each class. The teaching staff will make the adjustments that best suit their pupils.

Each week will be presented with its generalities: week number, approximate time to develop the different stages, the performance indicators to be reached by students, the content to be covered, and the goals for the week

Week number	Week 1	Approximate time: 2h 15 minutes (3 classes)	Approximate time
Performance indicators	Performance indicators Students can: <ol style="list-style-type: none"> 1.1 Greet people in different contexts accordingly. 1.2 Respond to greetings in different contexts appropriately. 1.3 Recite all the alphabet letters properly. 1.4 Identify all the alphabet letters randomly and accurately. 1.5 Spell common short and long words in English while having brief oral exchanges. 		
Content	Content(s) <ul style="list-style-type: none"> • Greetings • The Alphabet 	Goal(s) By the end of the week, I will: <ul style="list-style-type: none"> • Greet people and respond to greetings in different contexts. • Spell common short and long words in English. 	Goals of the week

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.

Class 1: Materials

Materials needed for the class

- Dry-erase marker/chalk, a stuffed animal or a ball, a box, bag, or jar, and classroom language expressions written on different strips of paper/cards.

Each stage will be developed through the three subphases: Pre, During, and Post. Each subphase will have a suggested duration of 15 minutes. Also, in the right column, teaching tips and reminders are included for teachers to consider at the moment of planning their lessons.

I Practice (Class 2)

<div style="background-color: #d9d9f9; padding: 5px; border: 1px dashed purple; border-radius: 10px; margin-bottom: 10px;">Subphase guidelines</div> <p>Pre</p> <p> 15 minutes</p>	<p style="text-align: center; background-color: #fff9c4; border-radius: 10px; padding: 5px;">Write It on the Mini Board!</p> <ul style="list-style-type: none"> Before class, prepare the mini boards you will use in your class. <div style="text-align: center; margin: 10px 0;"> </div> <ul style="list-style-type: none"> Explain to students that you will call out random alphabet letters for them to write on their mini boards. As you call out each letter, ask students to raise their mini boards for you to monitor their answers. No feedback or review will be carried out at this point. After you have dictated several letters, choose a student and have him/her call out letters for his/her classmates. Do the same process as most students in class have participated. 	<div style="background-color: #d9d9f9; padding: 5px; border: 1px dashed purple; border-radius: 10px; margin-bottom: 10px;">Teaching tips and reminders</div> <p style="text-align: center; background-color: #4a4a8a; color: white; padding: 5px; border-radius: 10px;">Teaching tip</p> <div style="text-align: center; margin: 10px 0;"> </div> <p>Mini boards are useful to monitor everyone's spelling in a faster way. They are also helpful to have everyone on task at the same time. Mini boards can be made of sheet protectors and bond paper. You can encourage recycling with your students by making the mini boards with recycled carton, chip bags, or tape.</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.

Booklet worksheet answer keys

Answer Key (Unit 1 - Worksheet 4)

Part I a) 4 b) 3 c) 2 d) 5 e) 6 f) 1

Part III Answers will vary.

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: Listen carefully and circle the correct answer.

- The girl's name is:
 - Elena Smith
 - Alina Smith
 - Elna Smith
- Matt's last name is:
 - Rosenbloom
 - Rozenblun
 - Rosenblum
- The man's email address is:
 - natwilson@gmail.com
 - mattnelson@gmail.com
 - natnelson@gmail.com
- The woman's email address is:
 - cooipal@rol.com
 - cooigal@rol.com
 - coolgap@rol.com
- His phone number is:
 - 555-2358
 - 555-2398
 - 555-2368
- Her phone number is:
 - 555-7226
 - 555-7126
 - 555-7216

VOCABULARY
Instruction: Look at the pictures and numbers. Use the words in the box to label each occupation.

firefighter
engineer
police officer
waiter
mail carrier

1. _____

2. _____

3. _____

4. _____

5. _____

Unit 1

GRAMMAR
Instruction: Fill in the blanks using the correct form of the verb be.

<p>AFFIRMATIVE STATEMENTS</p> <ol style="list-style-type: none"> Jennifer _____ my best friend. Pablo and Lupita _____ classmates. You _____ a good student. Miss Rodríguez _____ my English teacher. I _____ 14 years old. 	<p>NEGATIVE STATEMENTS</p> <ol style="list-style-type: none"> Carlos _____ a doctor. She _____ 15 years old. Fátima and I _____ chefs. I _____ an architect. Mr. Sánchez _____ a math teacher.
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Instructions: Answer the following questions using the pictures from the table below.

11. _____

12. _____

13. _____

14. _____

- Is she a police officer? _____
- Is he a firefighter? _____
- Are they nurses? _____
- Are they vets? _____

READING
Instruction: Read the paragraph and answer the following questions about Lucas' personal information.

Hello! My name is Lucas and I live in El Salvador. I'm 15 years old and I'm a junior high student. My dad is a police officer and he is 45 years old. He's a great man. My dad works at a police station in the capital city. My mom is an English teacher. She is 42 years old. She's a fantastic teacher. She works at Centro Escolar Anita Alvarado in Cojutepeque.

- What is the boy's name? _____
- How old is Lucas? _____
- What does his father do? _____
- How old is his mom? _____
- Where does his mom work? _____

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 competencies.

Level: A1

Weeks: 36

Class hours: 96

Trimester	Unit / Hours	Contents	Week (unit)	Week (year)
FIRST	UNIT 1 THIS IS ME (15 hours)	◦ Greetings	1	1
		◦ The Alphabet (Letters from A to Z)		
		◦ Days of the week and school subjects	2	2
		◦ Personal information questions		
		◦ Jobs and occupations	3	3
	UNIT 2 COUNTRIES OF THE WORLD (15 hours)	◦ Indefinite articles: <i>a/an</i>	4	4
		◦ The verb be (Affirmative and negative sentences)		
		◦ The verb be (Yes/No questions)	5	5
		◦ Project: This is me		
		◦ Countries and nationalities	1	6
		◦ Colors		
		◦ Common souvenirs	2	7
UNIT 3 MY LEISURE TIME (18 hours)	◦ Regular plural nouns	3	8	
	◦ Irregular plural nouns			
	◦ Common adjectives	4	9	
	◦ Rules to use adjectives			
	◦ Project: Describing a souvenir	5	10	
	◦ Fortifying My Skills: Units 1-2		11	
	SECOND	UNIT 3 MY LEISURE TIME (18 hours)	◦ Free-time activities	1
◦ Simple present tense (I, you, we, they) Affirmative statements				
◦ Simple present tense (I, you, we, they) Negative statements, Yes/No questions			2	13
◦ Simple present tense (he, she, it) Affirmative statements, spelling rules			3	14
◦ Pronunciation of verbs in the simple present tense for the third person singular /Iz/ /s/ /z/			4	15
◦ Simple present (he/she/it) Negative statements				
◦ Simple present (he/she/it) Questions			5	16
◦ Other hobbies				
◦ Project: Describing a hobby	6	17		

Trimester	Unit / Hours	Contents	Week (unit)	Week (year)
THIRD	UNIT 4 MY FAMILY'S AND FRIENDS' HABITS (15 hours)	◦ Nuclear and extended family ◦ Possessive adjectives	1	18
		◦ Possessive nouns (names, singular nouns, irregular plural nouns, regular plural nouns) ◦ Possessive nouns and family relationships	2	19
		◦ Adverbs of frequency	3	20
		◦ Questions with <i>How often...?</i>	4	21
		◦ Project: A family booklet	5	22
		◦ Fortifying My Skills: Units 3-4		23
		UNIT 5 MY VACATION (18 hours)	◦ Months of the year ◦ Ordinal numbers (1st – 31st)	1
	◦ Holidays ◦ Prepositions <i>in/on</i>		2	25
	◦ The present continuous tense ◦ Present participle spelling rules		3	26
	◦ Vacation indoor activities ◦ Vacation outdoor activities		4	27
	◦ Present continuous (Negative statements) ◦ Present continuous (Questions) ◦ Tourist attractions		5	28
	◦ Project: Writing a postcard		6	29
	UNIT 6 MY ABILITIES (15 hours)		◦ Abilities	1
◦ Can / Can't (Affirmative and negative statements)		2	31	
◦ Questions with can		3	32	
◦ Adverbs of manner		4	33	
◦ Project: My talents		5	34	
◦ Fortifying My Skills: Units 5-6			35	
◦ Achievement fair			36	

UNIT 1

This Is Me

In unit 1, students reinforce their skills when:

- Replying to greetings and farewells in different contexts.
- Spelling common short and long words.
- Exchanging personal information through brief interactions.
- Mentioning a person's occupation using indefinite articles.
- Exchanging information about people's occupation.
- Writing a paragraph to introduce themselves using personal information.



Unit 1 *This Is Me*

Unit Competencies	Guidelines for Diagnostic Assessment
<ol style="list-style-type: none">1. Introduce oneself and others by providing basic personal information in simple social interactions.2. Exchange personal information in short, collaborative conversations to complete basic forms or questionnaires.3. Describe people, places, and objects using the verb <i>be</i> to express simple facts and characteristics.	<p>In order to have a clear perspective of students' language skills, learning needs, and progress, it is recommended to start the school year by completing a diagnostic assessment.</p> <p>It is important to clarify that this kind of diagnostic activity does not necessarily imply the use of a test. Students' proficiency can be measured by completing different meaningful and engaging classroom activities.</p> <p>Lastly, one of the most important steps of diagnostic assessment is to analyze the results to enhance the teaching-learning process and strengthen students' linguistic abilities.</p>

Teaching Tips for the Didactic Unit	Classroom Management Guidelines
<ul style="list-style-type: none">• During your planning or class preparation, check the material to use, new vocabulary you will teach, and its pronunciation to properly model each word.• Once you are certain of the material you will use, prepare it in advance.• Regularly reuse the materials from your PreA1 lessons, such as flashcards, posters, or cards, to systematically reinforce and review the content each week.• Check in advance if there is a need to request your students to bring from home realia or other kinds of material for the lesson purpose.• During the first weeks of classes, speak at a low pace and as clearly as possible to make students comfortable with the class. Start speaking in a normal and clear way once you see your students are confident enough.	<ul style="list-style-type: none">• Organize and label your board as date, goal, and new vocabulary. Encourage students to organize their notebooks similarly.• Arrange seats differently from time to time.• Promote group-work activities with different peers. Carry out grouping strategies for this purpose.• Foster cooperative learning at all times.• Encourage the acceptance of mistakes and challenges as part of personal growth.• Promote generosity by helping others, mostly towards those with special needs.• Make sure all your ludic activities have a specific purpose. They can either be a way of formative or summative assessment. You may include a set of questions from the lesson taught or any previous ones to help students review those contents.



Performance indicators

Students can:

- 1.1 Use and respond to common greetings appropriately according to different social contexts.
- 1.2 Recognize and name letters of the alphabet in and out of sequence to demonstrate understanding of letter forms and sounds.
- 1.3 Produce familiar words that begin with given letters using visual or oral prompts to reinforce sound-letter correspondence.
- 1.4 Engage in short guided dialogues to spell and confirm common short and long English words accurately.

Content(s)	Goal(s)
<ul style="list-style-type: none"> • Greetings • The Alphabet 	<p>By the end of the week, I will:</p> <ul style="list-style-type: none"> • Greet people and respond to greetings in different contexts. • Spell common short and long words in English.

Class 1: Materials



- Sentence cards (introduction), times of the day giant puzzle(s), times of the day flashcards (morning, afternoon, evening), balloon, and a catchy song.

I Activate (Class 1)

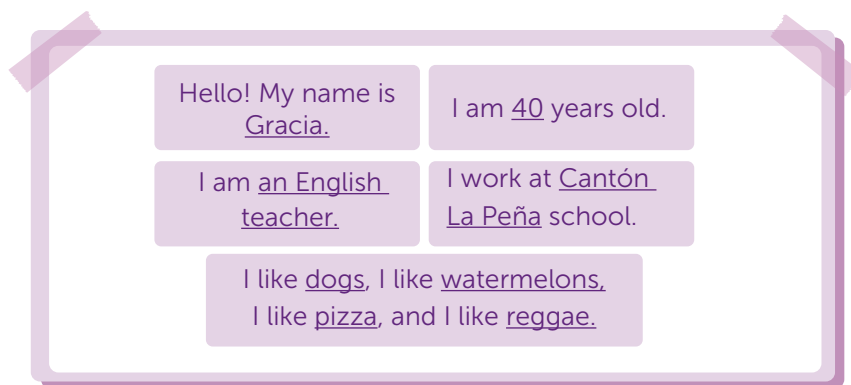
Pre



15 minutes

Read, Run, and Write!

- Before class, prepare several cards with your information as follows:



- Stick the cards randomly around your classroom, with a significant distance between each.
- Ask students to get in pairs. Tell them that these cards have information related to your introduction.
- Tell them that they will have to stand up, go to each card at a time, and try to memorize the info in it.

- Instruct them to return to their seats and write the info they can recall in their notebooks. Advise them that if they have forgotten any piece of information, they can stand up and reread the info.
- Request them to write your introduction in logical order.
- After you have checked the possible answers, explain to students that they will write their introductions.
- Ask students to mingle around and introduce themselves to several classmates. Monitor around and provide any feedback related to pronunciation.

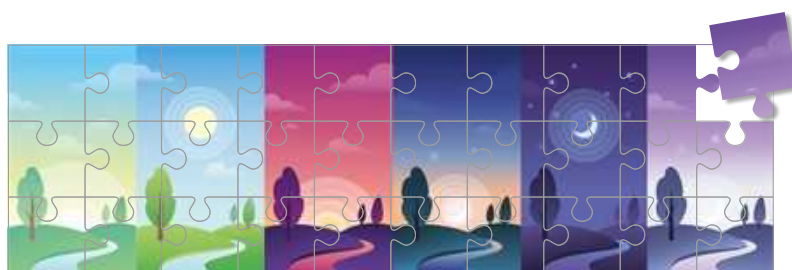
During



15 minutes

Giant Greeting Puzzle

- Before class starts, prepare a giant greeting puzzle representing the three times of the day. You can get a similar image online or draw it on your own.



- Pre-teach the following words: *puzzle, piece, pass me your piece, put it on the top / in the middle / at the bottom, upper/lower, left/right.*
- Divide the class into teams. Provide a puzzle to each team and have them form it. Monitor around and encourage everyone to use the new vocabulary as they form their puzzle.
- When they have formed their puzzle, elicit from students the times of the day they see represented in the image. Elicit, as well, the different greetings and introduce any you would like to teach.
- Write the greetings on the board and carry out some repetition drills.

Post



15 minutes

Pass the Balloon: Greeting Time!

- Before class, prepare three large flashcards representing the times of the day (morning, afternoon, and evening). Also, you need to have a blown balloon ready.
- Start the class by displaying the morning flashcard, greet the class according to the time represented in the flashcard, and introduce yourself. *“Good morning! My name is Mónica. I am 28 years old and I am an English teacher. I work at Cantón San Ramón school. I like beans, I like bananas, I like hens, and I like pop music.”* Turn to the afternoon flashcard and carry out the same process. Follow the same process with the evening flashcard.
- Tell your students that you will give them a balloon and that they will need to pass it around to the sound of music.
- Explain to them that the person holding the balloon when music stops will have to look at your flashcard and introduce himself/herself accordingly.

Class 2: Materials



- Mini boards (A plastic sheet protector and a bond paper sheet per mini board), dry-erase markers, a plastic/stuffed ball(s), and alphabet flashcards.

I Practice (Class 2)

Pre



15 minutes

Write It on the Mini Board!

- Before class, prepare the mini boards you will use in your class.



- Explain to students that you will call out random alphabet letters for them to write on their mini boards.
- As you call out each letter, ask students to raise their mini boards for you to monitor their answers. No feedback or review will be carried out at this point.
- After you have dictated several letters, choose a student and have him/her call out letters for his/her classmates.
- Do the same process as most students in class have participated.

Teaching tip



Mini boards are useful to monitor everyone's spelling in a faster way. They are also helpful to have everyone on task at the same time. Mini boards can be made of sheet protectors and bond paper. You can encourage recycling with your students by making the mini boards with recycled carton, chip bags, or tape.

During



15 minutes

This Is the ABC!

- Before class starts, write on the board the alphabet as follows:
a b c d e f g h i j k l m n o p q r s t u v w x y z
- Have students repeat each letter after you. If you notice they are not saying the letters with you, stop them and start from the beginning. Remind them they have to repeat after you.
- Show them how to enunciate each letter.
- Next, tell them that you will point at each letter in alphabetical order (a-z) and that they need to say each letter as you point at them.
- Have them say the alphabet backwards as you point at each letter from Z-A.
- After that, write the alphabet letters as follows:

Teaching tip



Using songs can help learners improve their listening skills and pronunciation.

a b c d e f g
h i j k
l m n o p
q r s
t u v
w x
y and z

- Have students repeat each row after you.
- Have them repeat again but this time a little faster.
- If you know the alphabet song, add some musicality to the third time they repeat each row.
- Have them sing the alphabet song on the fourth time.

a b c d e f g
h i j k
l m n o p
q r s
t u v
w x

*y and z... Now I know my ABCs, next time,
 won't you sing with me?*

Post



15 minutes

Pass the Ball and Say the Next Letter!

- Before class, get a ball (or more than one, depending on your class size), and reuse the alphabet cards you created for your PreA1 class.
- Show the alphabet cards randomly and elicit each letter from students.
- If your class is small, have students stand up and make a circle. If your class is large, have students make teams and form circles.
- Give the ball to a student and ask him/her to say the first letter of the alphabet. Ask him/her to pass the ball to another student and ask this second student to say the second letter from the alphabet.
- Have him/her pass the ball to a third student and have him/her say the third letter of the alphabet.
- After this short modeling, explain to the class that they will pass the ball fast in order to say the complete alphabet. Also, if someone gets confused, skips a letter, or says the wrong letter, they will start from the beginning.
- When they finish the first round, tell them they will need to repeat the alphabet backwards.
- Monitor around and check students' performance.



- Worksheet 1 Unit 1, speakers, worksheet tracks, and recycled cardboard paper.

I Produce (Class 3)

Pre



15 minutes

Worksheet 1: The Alphabet (Part I and II)

- Write the alphabet on the board randomly: g, f, e, d, c, b, a, n, m, l, k, j, i, h, u, t, s, r, q, p, o, z, y, x, w, v
- Point at each letter and elicit its name from students.
- Next, ask students to open their booklets to Unit 1 Worksheet 1 and have someone from the class read the instructions.
- Reinforce the instructions.
- When students finish their task, check the answers with the whole class.
- After that, have a different student read the instructions for Part II.
- Reinforce the instructions. Ask them to pay close attention and underline the correct name.
- Check answers and provide any needed feedback.

Teaching tip



If you have any technical issues, you can read the track scripts aloud.



During



15 minutes

Worksheet 1: The Alphabet (Part III)

- Introduce Part III from Worksheet 1 by presenting students your ID card.
- After that, display a large sample ID card and go over its parts (names, surnames, address, among others). Explain that in most ID cards, they will read the word "*surname*," which is a synonym of the word "*last name*."
- Elicit from students the possible uses for an ID card (e.g. registering for a mobile phone line, obtaining certain discounts at stores, and accessing certain websites on the internet). Take notes on the board as students mention different uses with the purpose of providing them with the proper phrases.
- After identifying its uses, lead students to their booklet Worksheet 1, Part III, and choose a volunteer to read instructions for the class.
- Have students read the ID card and check the information.
- Play the track once.
- Ask students to get in pairs and check answers before playing the track for the second time. This is a great strategy to make students use language in context when comparing answers.
- Play the track for the second time.

- Compare answers and provide any needed feedback.

A1 Booklet
page 5

Part III (Class 3. I Produce: During)

- Listen and complete the ID card with the missing letters

CENTRO ESCOLAR CANTÓN LOS ALTUVE

Names: F _ S _ C _ _ AM _ L _ T _

Last name: H _ RN _ N _ E _

City or origin: CANTON _ UAC _ IP _ LIN

Teacher's name: A _ M _ F _ ENT _ S

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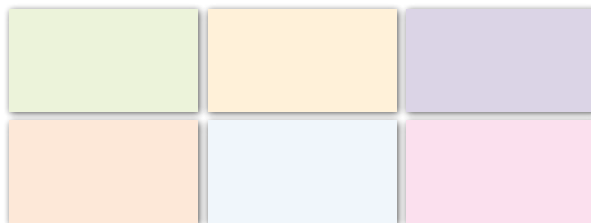
Post



15 minutes

This Is My New ID

- Before this class, recycle cardboard paper to make 4 x 6 cards. You will need one card per student. If possible, make cards from different colored cardboard paper to carry out a grouping strategy.



- Hand in a card per student. Ask them to create their own ID card. Students are allotted five minutes for this activity.
- After they have created their ID, elicit the questions they could be asked in order to provide the information stated in their IDs. Choose a student and model a dialogue to exchange their ID card information.
- Ask students to stand up and exchange their ID card information with classmates who have the same card color. Monitor around.

Teaching tip



Whenever you create your posters or flashcards, try to keep the remaining paper since it could be useful as a resource in future classes.

Answer Key (Unit 1 - Worksheet 1)



Part I

1. a 2. d 3. g 4. q 5. u 6. e 7. y 8. z 9. x 10. h 11. n 12. y 13. j 14. v 15. p

Part II

1. b 2. a 3. c 4. c 5. a 6. a

Part III

Jesica, Yamileth, Hernandez, Cantón Guachipilin, Alma Fuentes



Performance indicators

Students can:

- 1.5 Identify and pronounce the days of the week accurately in simple oral exchanges.
- 1.6 Arrange the days of the week in chronological order to demonstrate understanding of their sequence.
- 1.7 Describe school schedules by naming correctly the subjects studied on each day of the week.
- 1.8 Exchange basic personal information with peers clearly through short, guided interactions in familiar contexts.
- 1.9 Complete simple registration forms accurately using personal details.

Content(s)	Goal(s)
<ul style="list-style-type: none"> • Days of the Week and School Subjects • Personal Information Questions 	<p>By the end of the week, I will:</p> <ul style="list-style-type: none"> • Describe my school schedule. • Exchange personal information with my peers.

Class 1: Materials



- Dry-erase markers/chalk, a ball/stuffed animal, school subject image flashcards, school subject cards, and masking tape.

I Activate (Class 1)

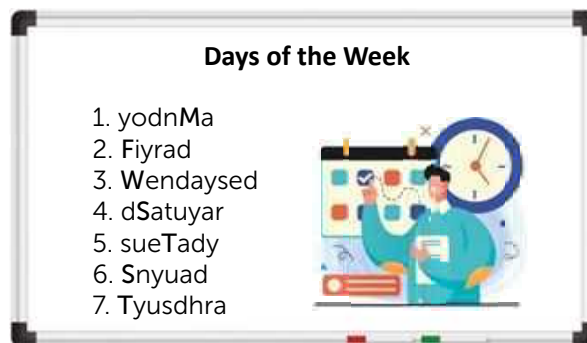
Pre



15 minutes

Unscramble Them!

- Before class, copy the following scrambled days of the week on the board.



- Request students to stand up and get in a circle.
- Explain to students that they will pass the ball/stuffed animal while music is playing. When the music stops, the student holding the object will unscramble one of the days of the week on the board. The rest of the class will pay close attention and help you validate the answers.
- Make sure you select a different student every round.
- Check the answers as a whole class.

- Encourage students to help you write the days of the week in order. Next, practice saying the vocabulary aloud as a whole class.
- Finally, remind students that the days of the week always begin with capital letters.

During



15 minutes

School Subjects

- Prior to class, create some image flashcards representing the following school subjects: *math*, *science*, *social studies*, *physical education (PE)*, *language arts*, and *English*. You can use drawings, cutouts, or pictures to design these resources.
- Use one side of the board to stick the image flashcards and use another one to display the text cards.



- Grab an image flashcard randomly and have students look at it carefully. Ask students the question, “*What subject is it?*”
- Let students know that they can choose one of the text cards on the board as their answer. Listen to their ideas and match the corresponding image and text cards.
- Once all the pairs have been formed, drill the proper pronunciation.
- Finally, request students to take notes on the vocabulary in their notebooks.

Post



15 minutes

What's Your Favorite Subject?

- Copy the conversation below on the board.
A: Hi, Santiago. What's your favorite subject?
B: Hello, Nadia. My favorite subject is math. What about you?
A: My favorite subject is English. When do you take math classes?
B: I take math classes on Mondays. When do you take English classes?
A: I take English classes on Wednesdays and Thursdays.
- Read the conversation aloud and have students practice along with you.
- Explain to students that they will stand up and interview three or four different classmates to exchange information about their favorite subjects. Remind students to write their classmates' names, favorite subjects, and days on which they take those subjects.
- Model the whole process with a volunteer, so students can have a better idea of the activity.
- Finally, have students get in pairs and compare their findings.



- Dry-erase markers/chalk, school subject image flashcards, school subject cards, masking tape, personal information question cards, and personal information answer cards.

I Practice (Class 2)

Pre



15 minutes

Memory Game (School Subjects)

- Before class starts, place the school subject image cards and school subject cards face down on the floor.



- Copy the conversation below on the board.
A: When do you take _____ classes?
B: We take _____ classes on _____.
- Depending on the number of students you have, divide the class into small groups.
- Explain to students that the teams will take turns flipping two cards in every round. The objective of the game is to form pairs by identifying the school subject card that matches the image card selected. After a pair of cards has been formed, students will stick them on the board. Finally, you will ask them the question on the board by including the school subject displayed on the cards, so the team can provide the corresponding answer. Remember to model this activity.
- Finally, draw students' attention to the fact that the only school subject which always begins with a capital letter is English.

During

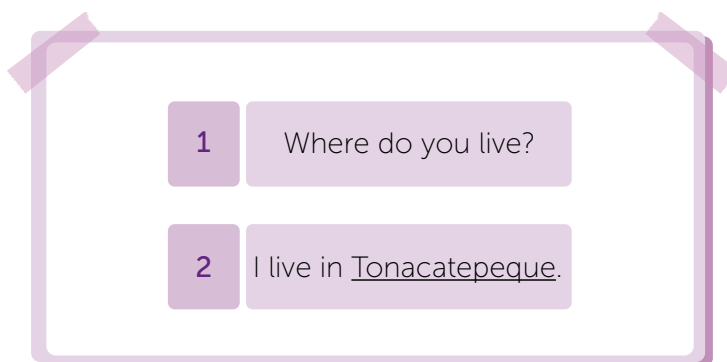


15 minutes

Personal Information Questions (Scavenger Hunt)

- Prior to class, elaborate some large cards by using the following questions and answers:
 - *What's your full name?*
 - *My full name is Raquel Saraí López Rosales.*
 - *What's your middle name?*
 - *My middle name is Saraí.*
 - *What's your last name?*
 - *My last name is López.*
 - *How old are you?*
 - *I'm 14 years old.*
 - *What do you do?*

- *I'm a student.*
- *Where do you study?*
- *I study at Complejo Educativo Distrito Italia.*
- *What do you do in your leisure time?*
- *In my leisure time, I listen to pop music.*
- *What's your contact number?*
- *It's 6722-5680.*
- *What's your email address?*
- *It's rs14@clases.edu.sv*
- *Where do you live?*
- *I live in Tonacatepeque.*



- Stick the personal information answer cards (see illustration 2 above) around the classroom (e.g. on the walls, desks, under some chairs, etc.)
- Have students get into small teams. Hand one personal information question card (see illustration 1 above) to every group.
- Ask students to match, as a team, the questions and answers. Tell them to stick them on the board.
- After all the questions and answers have been matched, have students take a seat.
- Have students take turns asking and answering the questions with their nearest classmate.
- Finally, review proper capitalization and punctuation rules, and provide feedback related to pronunciation or intonation.

Post



15 minutes

Now You Do It!

- Request students to open their notebooks and copy the questions and answers. This time, encourage them to replace the underlined information in the answers with their own personal details.
- Model the instructions on the board, so students can have a better idea of the task.
- Walk around the classroom and monitor students' work closely. Provide feedback related to spelling, punctuation, and capitalization rules.
- Finally, have students practice with a peer.

Class 3: Materials



- Dry-erase markers/chalk, personal information answer cards, personal information question cards, mini boards, and the student's booklet.

I Produce (Class 3)

Pre

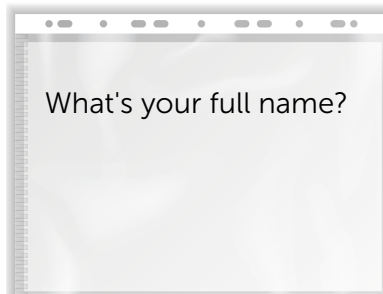


15 minutes

Mini Boards: Question Race

- Before class begins, keep the personal information answer cards handy.
- Divide the class into small teams and distribute one mini board and a dry-erase marker per group.
- Explain to students that you will show them one personal information answer card at a time. Students will write on the mini boards the corresponding personal information question.

My full name is Raquel Sarai
López Rosales.



- Model the instructions on the board so everyone can familiarize with the process.
- Ask students to raise their mini boards once their answers are ready.
- Check the answers provided by students and give feedback related to spelling and punctuation as needed.
- After every round has finished, stick on the board the correct personal information question card.
- Repeat the same process until you have used all the cards.

Teaching tip



In order to elaborate long-lasting resources, take some minutes to laminate your materials. You can use clear tape or self-adhesive film.



During



15 minutes

Let's Create a Registration Card!

- Before class begins, draw a template of a registration card on the board. You may recreate the sample below:

REGISTRATION CARD	
	Nationality: _____
	City: _____
	Age: _____
	Occupation: _____
	School: _____
Given names: _____	Phone number: _____
Surname: _____	Email address: _____

- Stick the personal information question cards randomly on the board.
- Explain to students that they will look at the cards displayed on the board and help you complete the registration card by asking you the questions accordingly.
- Model the steps to follow before the activity begins.
Teacher: Which question do you need to ask me if you want to know my occupation?
Students: What do you do?
Teacher: That's right! I am a teacher.
- Let students know that given names are also known as first name and middle name. Also, remind them that surname is another word for last name.
- Encourage students to read the questions aloud, so you can provide your personal information and fill in the blanks.
- At the end of the activity, praise students for their participation.

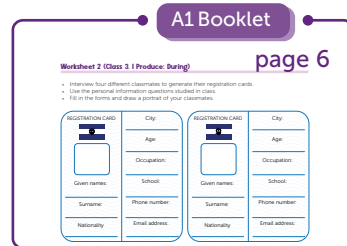
Post



15 minutes

Worksheet 2: Our Registration Cards

- Request students to open their booklets to Unit 1 Worksheet 2.
- Read the instructions as a whole class.



- Explain to students that they will interview 4 different classmates in order to create their registration cards. Stress the importance of using the questions studied to complete this process.
- Remind students to sketch a portrait of each of the classmates they interviewed.
- Walk around the classroom and monitor students' progress closely.
- Draw students' attention to any words that may need further practice.



Performance indicators

Students can:

- 1.10 Identify occupation-related vocabulary accurately using visual prompts such as pictures or icons.
- 1.11 Spell common occupations correctly in both oral and written activities.
- 1.12 Ask and respond to basic questions accurately to obtain and share information about someone's occupation.
- 1.13 Identify vowel and consonant sounds accurately in spoken words.
- 1.14 Recognize and group occupations correctly according to their initial vowel or consonant sound.

Content(s)	Goal(s)
<ul style="list-style-type: none"> • Jobs and Occupations • Indefinite Articles A/An 	<p>By the end of the week, I will:</p> <ul style="list-style-type: none"> • Identify occupations in illustrations. • Mention a person's occupation using indefinite articles.

Class 1: Materials



- Dry erase markers/chalk, strips of paper with scrambled personal information questions, speakers, and the student's booklet.

I Activate (Class 1)

Pre



15 minutes

Personal Information Questions

- Prior to this class, prepare strips of paper with scrambled personal information questions.

live / Where / ? / you / do

you / do / What / do / ?

contact / is / your / number / ? / What

- Place the strips of paper in a box, bag, or jar.
- In class, have students stand up and get in a circle.
- Explain to students that they will pass the bag/box/jar while music is playing. When the music stops, the student holding the bag/box/jar will pick a strip of paper and unscramble the question orally. Next, he/she will choose a classmate, so he/she can answer the question.
- Model the instructions before the activity begins.
- Encourage students to provide full answers.
- Once no strips of paper are left, praise students for their participation and have them take a seat.
- Finally, provide as much feedback as needed.

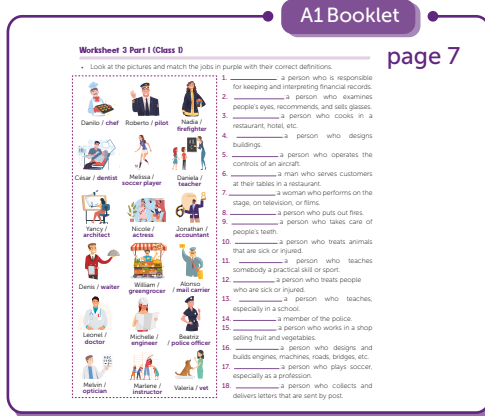
During



15 minutes

Worksheet 3: Jobs and Occupations (Part I)

- Request students to open their booklets to Unit 1 Worksheet 3 (Part I).
- Read the instructions as a whole class.



- Explain to students that they will read the definitions 1-18 and fill in the blanks using the occupations in purple appropriately.
- In order to boost students' confidence, complete one or two blanks as a whole class.
- Have students get in pairs and monitor students' work closely.
- Next, select different volunteers to check the answers as a whole class.
- At the end of the activity, explain to students that some occupations change their form when we refer to a man or woman (e.g. actor/actress and waiter/waitress).

Post



15 minutes

Mystery Jobs

- Before the activity begins, copy the following conversation on the board:
A: Please, listen to me carefully. I will spell my mystery job.
B: I am ready. Go ahead!
A: P-I-L-O-T.
B: It's "pilot"!
A: That's right!
- Have students get in pairs.
- Explain to students that they will take turns choosing an occupation from the worksheet and spelling it for their partner. He/she will listen carefully and say aloud the corresponding job.
- Walk around the classroom and support students as needed.

Answer Key (Unit 1 - Worksheet 3)



Part I

- | | | | | | |
|---------------|--------------------|-----------------|--------------|-------------------|------------------|
| 1. accountant | 2. optician | 3. chef | 4. architect | 5. pilot | 6. waiter |
| 7. actress | 8. firefighter | 9. dentist | 10. vet | 11. instructor | 12. doctor |
| 13. teacher | 14. police officer | 15. greengrocer | 16. engineer | 17. soccer player | 18. mail carrier |

Class 2: Materials



- Dry-erase markers/chalk, strips of paper with jobs, mini boards, occupation flashcards with images, and student's booklet.

I Practice (Class 2)

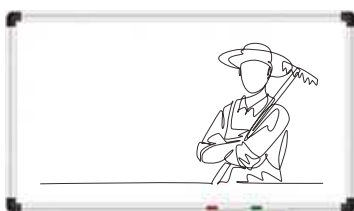
Pre



15 minutes

Collective Pictionary

- Prior to this class, write down different jobs in strips of paper and place the strips of paper in a box/jar.
- Explain to students that each volunteer will grab a strip of paper from the box/jar, and he/she will illustrate the occupation on the board.



- The rest of the class will draw their answers in their notebooks silently.
- Encourage the class to look at the drawings attentively and say the right answer.
- Finally, praise students for their work and provide feedback related to pronunciation or intonation.

Teaching tip



Playing collective Pictionary can be suitable for either small or large classes. It is an effective strategy for having all students on task simultaneously.

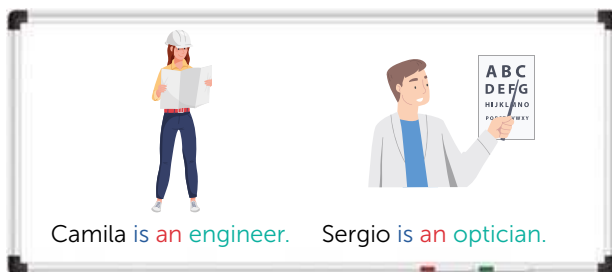
During



15 minutes

Articles A/An

- Prior to this class, use drawings, cutouts, or pictures to create flashcards representing the following occupations: *actor*, *engineer*, *instructor*, *optician*, *chef*, and *soccer player*.
- Stick these flashcards on the board or a visible spot on the wall.
- Explain to students that you will create some sentences to describe each person's occupation.
- First, write sentences using the occupations that begin with a consonant sound.
- Next, write statements using the occupations that begin with a vowel sound.




Teaching tip



Remember that all the resources you elaborate (e.g. flashcards, posters, cards, etc.) can be used in multiple sessions.


- Read the sentences aloud and have students practice along with you.
- Draw students' attention to the use of articles *a/an* to describe a person's occupation. Explain to them that depending **on the sound** at the beginning of the word (*consonant or vowel sound*), we include a or an in the sentence.

an + vowel sound



Sergio is **an** optician.

a + consonant sound



Erika is **a** soccer player.

- Model a few more examples and answer any possible questions that students may have.

Post



15 minutes

Worksheet 3: Jobs and Occupations (Part II)

- Ask students to open their booklets to Unit 1 Worksheet 3 (Part II).
- Have a volunteer read the instructions and the provided example aloud.

A1 Booklet

page 7

Part II (Class 2)

- In your notebook, write down full sentences to describe each person's occupation. For example: Danilo is a chef.

- Draw students' attention to the 18 illustrations above the instructions.
- Explain to students that they will write down full sentences about each person's occupation in their notebooks. Remind them that they must include the corresponding article (*a/an*).
- Have students get in pairs to work on the activity.
- Walk around the classroom to monitor students' progress.

Teaching tip



Try to assign the pairs on your own in order to pair up students who have had limited prior interaction. Remind students that all of you are becoming a learning community.



- Dry-erase markers/chalk, set of cards for trivia, and mini boards.

I Produce (Class 3)

Pre



15 minutes

Occupation Trivia

- Prior to this class, prepare a set of cards using the definitions of occupations found in Unit 1 Worksheet 3 (*student's booklet*).

A person who examines people's eyes, recommends and sells glasses: **an optician**

A person who cooks in a restaurant, hotel, etc: **a chef**

- Place the trivia cards in a box, bag, or jar.
- Divide the class into small teams, and distribute a mini board and dry-erase marker per team.
- Explain to students that you will read short definitions to describe different jobs. They will listen attentively and write down the correct occupations on their mini boards. Once their answers are ready, students will say "Done!" so the rest of the teams stop writing. Finally, students will be requested to hold up their mini boards and say the occupation aloud.
- Write down the correct answers on the board and provide feedback.

During



15 minutes

New Identity

- Prior to class, create an ID card containing a fictional person's information. You may adapt the model below according to your needs.

Name: Roberto Carlos
Last name: Meza Martínez
Age: 36
Occupation: soccer player
Leisure activities: I play soccer, listen to music, and dance.



- Explain to students that you will impersonate a new identity. They need to ask you personal information questions to meet you.
- Write down the following words on the board: name, last name, age, occupation, and leisure activities.
- Elicit from students the questions they need to ask you to discover the personal details in your new ID card.
- Listen to students' ideas carefully and disclose the information you included in the ID card slowly.

Teaching tip



Remember to always prepare a sample model of the resources students will elaborate, so they can have a clear guide to follow: This strategy clarifies expectations and stimulates their creativity.

- Remember to provide full sentences when sharing your answers with students and model proper pronunciation and intonation.
- Finally, praise students for their participation and have them create a similar ID card in their notebooks. Remind students that they need to make up all the personal details to include.
- Walk around the classroom and monitor this process closely.
- Provide as much help and feedback as needed.

Post



15 minutes

Nice to Meet You!

- Explain to students that they will use their new identities to mingle around the classroom and meet different people.

Name: Lorena Michelle
Last name: Benítez Rojas
Age: 20
Occupation: actress
Leisure activities: I play video games and go out with friends.



- Copy on the board and model the following conversation with a volunteer in order to clarify the process.
A: Hello! What's your name?
B: Hi! My name is Lorena Michelle Benítez Rojas. What about your name?
A: I'm Luis Armando Mendoza Escalante. Nice to meet you!
B: Nice to meet you, too. How old are you?
A: I'm 30 years old. What about you?
B: I'm 20 years old. What do you do?
A: I'm a pilot.
B: That's great! I'm an actress.
A: Nice! What do you do in your free time?
B: I play video games and go out with friends. What about you?
A: I dance and read.
- Once the instructions are clear, have students stand up and chat with different classmates in order to discover their new identities.
- At the end of the activity, praise students for their participation and provide feedback.

Teaching tip



Monitoring around while students are on task will help you have a brighter scenario on students' performance and provide proper feedback to the class.

Performance indicators

Students can:

- 1.15 Apply the indefinite articles *a* and *an* appropriately when describing occupations.
- 1.16 Describe other people's occupations clearly using appropriate vocabulary.
- 1.17 Formulate affirmative and negative sentences about occupations accurately with the verb *be* in the simple present tense.
- 1.18 Participate actively in short, interactive exchanges to ask and respond appropriately to questions about someone's occupation using the verb *be* in the simple present tense.

Content(s)	Goal(s)
The Verb Be: <ul style="list-style-type: none"> • Affirmative sentences • Negative sentences • Yes/No questions 	By the end of the week, I will: <ul style="list-style-type: none"> • Provide information about a person's occupation. • Ask and answer Yes/No questions with the verb <i>be</i>.

Class 1: Materials



- Dry-erase markers/chalk, index cards with occupations, occupation flashcards with images, and the student's booklet.

I Activate (Class 1)

Pre



15 minutes

Keeping My Stars!

- Play this game by drawing six stars on the board and blank spaces that represent a mystery word related to occupations.
- Have students get into small teams.
- Ask volunteers in each group to say a letter to fill in the blanks. If the alphabet letter is included in the word, write it on the board; if not, erase a star. Their game is over when they lose the six stars.
- Continue the class by reviewing the vocabulary practiced during the previous week using the occupation flashcards.
- Show one flashcard at a time. Ask students *What does he/she do?* Have students answer the questions by looking at the flashcards carefully. (e.g. *He/She is a doctor.*)
- Provide feedback about pronunciation and intonation.

Keep in mind!



You could replace the stars by apples, hearts, or any other item.

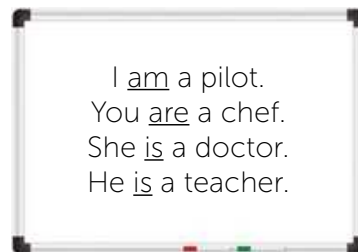
During



15 minutes

Mime and Guess

- Before class, prepare index cards with occupations. Put them in a bag or box.
- Write the following information on the board:



- Review the use of the verb be in the simple present tense. Highlight the different forms of the verb for each subject pronoun.

SUBJECT PRONOUNS	VERB BE (SIMPLE PRESENT)
I	am
He / She / It	is
You / We / They	are

- Grab an index card from the bag or box. Mime the occupation slowly and have students look at you carefully.
- Ask students *What is my occupation?* And encourage them to provide their answers using full sentences. (e.g. *You are a chef.*)
- Tell students to pick one index card (one student at a time) and not to show it to their classmates but to mime it.
- While the student mimes, ask the rest of the class *What does she do? / What does he do?* and elicit full sentences from students. (e.g. *She is a pilot. / He is a dentist.*)
- Continue selecting different volunteers and write on the board the full sentences provided by students.
- Model more examples using the pronouns *we* and *they*. Explain to students that we do not use the articles *a/an* in these cases. (e.g. *They are opticians.*)

Post



15 minutes

Worksheet 4: The Verb Be (Part I)

- Select a volunteer to read the instructions for Unit 1 Worksheet 4 (Part I).
- Explain to students that they will work individually to complete the exercise by using the verb be in the simple present tense (*am, is, are*). They will have to look at the pictures and write full sentences.
- After completing the sentences, ask for volunteers so that they can read their answers.
- Praise your students and provide feedback whenever it is possible.

Answer Key (Unit 1 - Worksheet 4 - Part I)



Part I

- He is a dentist.
- He is a chef.
- They are police officers.
- She is a vet.
- They are doctors.
- She is a teacher.
- She is a basketball player.
- She is an engineer.



- Dry-erase markers/chalk, masking tape, index cards with the forms of the *Verb Be* (*is, am, are*) and the word “*not*,” Worksheet 4, notebooks, and pencils.

I Practice (Class 2)

Pre



15 minutes

Dictation Racing Time!

- Divide the class into two or four different groups. Group number will vary according to your class size.
- Ask for one volunteer per group and hand them a marker/piece of chalk each. If you happen to have a student with disabilities, provide him/her with a mini board.
- Ask the volunteers to stand up in front of the board and listen carefully to the information you will read.
- Read the following sentence:
We _____ architects.
- The volunteers will have to hurry and write the sentence correctly with the missing form of the verb *be*.
- When the volunteers finish, check spelling and accuracy.
- Continue with different volunteers and another sentence, and so on.
- You may use the sentences below or create your own examples. Remember to omit the form of the *verb be* when you read the statements.

Sentences
I am an actress.
She is a firefighter.
You are an accountant.
He is a waiter.
We are vets.

During



15 minutes

Negative Sentences and Contractions

- Before class, prepare three index cards with the verb *be* in the present form (*am, is, are*) and another one with the word *not*.
- Write the following sentence on the board:
She _____ a doctor.
- Elicit from students the form of the verb *be* that must be written in the blank. Then, stick the index card with the word “*is*” in the blank.
- After that, show the “*not*” index card and ask them where to include the word “*not*” to form a negative sentence.
- Listen to students’ ideas and explain that when making negative sentences, the word “*not*” goes right after any form of the *verb be*.

Keep in mind!



Emphasize the pronunciation of the different forms of contractions.

- Introduce the contracted forms and explain that the *verb be* can be contracted with either the subject or the word "not." (Remember to highlight that *am* can only be contracted with the subject pronoun.)
- Write the following sentences on the board or replicate the image below.

VERB BE, NEGATIVE STATEMENTS AND CONTRACTIONS

AM

IS

ARE

I am not a teacher.	She is not a pilot.	You are not a vet.
I'm not a teacher.	She's not a pilot.	You're not a vet.
	She isn't a pilot.	You aren't a vet.

- Read the sentences aloud and request students to practice along with you.

Post

15 minutes

Worksheet 4: The Verb Be (Part II)

- Direct students to Unit 1 Worksheet 4 (Part II).
- Ask students to fill in the blanks by writing the simple present of the *verb be* in the negative form using contractions.
- Ask for different volunteers to read the sentences.
- Remind students about the difference when saying the contractions.
- Then, ask students to write two examples of sentences in their notebooks. They have to use the verb *be* in the simple present tense in the negative form.
- Ask students to get together in pairs to share and compare their sentences.
- Provide feedback whenever it is possible and required.

Answer Key (Unit 1 - Worksheet 4 - Part II)**Part II**

- | | | | |
|-------------------|---------------------|-------------------|---------------------|
| 1. 's not / isn't | 2. 're not / aren't | 3. 'm not | 4. 're not / aren't |
| 5. 's not / isn't | 6. 're not / aren't | 7. 's not / isn't | 8. 're not / aren't |

Class 3: Materials



- Dry-erase markers/chalk, index cards with occupations, notebooks, cardboard sheets, markers, and pencils.

I Produce (Class 3)

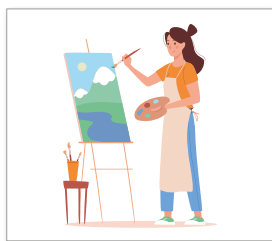
Pre



15 minutes

Are You?

- Before class, prepare the index cards with the occupations you used in Week 4 Class 1. Try to have one card per student or one per each pair of students.
- Hand the index cards to students and ask them the following questions:
- *Are you a painter? or Are you painters?* (in case you have pairs).



- Students will probably answer just by saying yes or no. Encourage students to answer your questions according to the information on their cards.
- Ask students to pay attention to what their classmates answer because they will also be asked about that information.
- While they are answering, emphasize the complete Yes/No answers. (*Yes, I am. /No, I'm not.*)
- Then, request a volunteer to ask a classmate *Are you a doctor?*
- Repeat the process a few more times with different volunteers.

Teaching tip



Remember to provide feedback about pronunciation, intonation, and grammar whenever it is possible.

During



15 minutes

Yes or No?

- Introduce the structure of Yes/No questions in the simple present tense of the verb *be*.
- Write the following information on the board:

Be + Subject + Complement + ?

- Model how to create questions with the different forms of the *verb be* and the subject pronouns. Emphasize that the *verb be* is placed at the beginning of the question before the subject.

- Then, review affirmative and negative short answers.

Yes/No Answers	
YES	NO
Yes, I am.	No, I'm not.
Yes, she/he/it is.	No, she/he/it isn't.
Yes, you/we/they are.	No, you/we/they aren't.

- Write the following statements, Yes/No questions, and short answers on the board (all of them are incorrect):
 - Are she a secretary? Yes, she am.
 - She am a nurse.
 - We is architects.
 - Is they teachers? No, they isn't.
 - You not are a pilot.
- Have students look at the statements carefully and explain that they need to correct the mistakes in each sentence or question.
- Request students to go to the board and make the corrections.
- Ask students whether they have questions and clarify any doubts.

Post



15 minutes

Are They?

- Before class, copy the following chart on the board.

Question	Partner 1	Partner 2	Partner 3	Partner 4
Are you a vet?				
Are you an engineer?				
Are you a police officer?				

- Request students to imagine that they are adults now and already professionals. They must choose an occupation and keep it in mind.
- Ask them to copy the chart so that they can interview their partners.
- Then, have students form new groups of three or four members.
- Encourage students to share the answers they collected by providing full sentences.
- **For next class:** request students to take one sheet of cardboard and markers to class.

Keep in mind!



You may customize the questions and the number of partners according to your class needs.

Performance indicators

Students can:

1.19 Present personal details, including place of residence, school, and free-time activities, to peers effectively and confidently, using a poster as visual support.

Content(s)	Goal(s)
<ul style="list-style-type: none"> Project: This Is Me 	<p>By the end of the week, I will:</p> <ul style="list-style-type: none"> Write a paragraph using my personal information. Introduce myself. Check my progress along unit 1.

Class Materials:



- Dry-erase markers/chalk, poster, cardboard sheet, permanent ink markers, and Unit 1 Test.

Unit 1 Project

Class 1
Pre



45 minutes

Project Preparation

- Before class, prepare a paragraph including personal information. You may use the sample below as reference.







- Read Maria's information aloud and ask students to repeat along with you.
- Request students to write a similar paragraph using their personal information.
- When students finish their paragraphs, ask them to get their cardboard sheets so that they can start sketching the information they prepared.

Teaching tip



Feel free to customize the samples given within the activities.

Ask students to sketch the information to avoid reading when presenting their descriptions.

<p>Class 2 During</p>  45 minutes	<p style="text-align: center;">Project Presentation</p> <ul style="list-style-type: none"> • Ask students to practice how to present their descriptions. • Welcome students and set around five minutes so that they can practice their presentations. • First, make small groups (3-4 students). • Have students share their presentations within their groups. Encourage them to express their ideas naturally and confidently, rather than reading from a script. • When everyone in the groups has finished presenting, create new groups and follow the same process. • Take notes on the grammar, spelling, and pronunciation mistakes identified during the students' presentations. • Finally, ask everyone to take a seat and provide suitable feedback on common mistakes among students. 	
<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. Keep the suggested listening track handy. Scan the QR code to access the audio file. • Read the instructions as a whole class 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>





Unit Test

Unit Test

UNIT 2

Countries of the World

In unit 2, students will start:

- Talking about common countries and nationalities.
- Exchanging basic facts of flags, such as their colors, in short dialogues.
- Describing souvenirs in the context of tourism and shopping.



Unit 2 *Countries of the World*

Unit Competencies	Guidelines for Diagnostic Assessment
<ol style="list-style-type: none">1. Describe basic facts about a country, including its name, nationality, and flag, in simple cultural exchanges.2. Detail a souvenir by explaining its main features in simple tourism-related exchanges.	<p>Before starting all the contents in unit 2, elicit information related to countries, souvenirs, and colors to find out what students know and do not know about the general topic.</p> <ul style="list-style-type: none">• Show students a map of the world.• Ask students to guess the topic of the unit (<i>Countries of the World</i>)• Encourage students to say countries they know in English. <p>Verify students' areas of growth related to the content to promote learning.</p>

Teaching Tips for the Didactic Unit	Classroom Management Guidelines
<ul style="list-style-type: none">• Create a positive learning environment. This will help learners to be willing to go the extra mile and feel confident about learning new things.• Use illustrative aids as much as you can. Most learners are visual, and images, videos, or realia will help them remember new content more easily.• Feel free to adapt any of the activities according to your students' needs and proficiency.• Model the activities if needed. If students see how something is done, they will feel more comfortable at the moment of participating.• This unit is about countries around the world and souvenirs. Whenever you can, take some time to have students reflect on cultural diversity and how they can respect others' religions, ethnicity, language, gender, age, and special needs.• Motivate students to use social media to learn English. Provide them with websites where they can be exposed to English learning material. You can use the websites at the end of this Methodological Guide.	<ul style="list-style-type: none">• Monitor students when working in groups. Avoid leaving your students unattended.• Develop critical thinking. You can ask open questions, use real-life problems or examples, ask for analogies, and others.• Promote class cooperation when working in groups. The more effective group-work activities you promote, the better communication skills your students will develop.• Engage your students by having meaningful activities in which learners are motivated to put into practice and share their knowledge.

Week **1**

Approximate time:
2 hours 15 minutes (3 classes)



Performance indicators

Students can:

- 2.1 Identify and pronounce countries and nationalities with precision using visual references, apply capitalization rules appropriately in written form, and engage confidently in short exchanges to demonstrate correct spelling and pronunciation.
- 2.2 Identify world flags correctly by naming and spelling their colors in oral and written form, and participate confidently in brief conversations to ask and answer questions about flag colors.

Content(s)	Goal(s)
<ul style="list-style-type: none">Countries and NationalitiesDescribing Flags	<p>By the end of the week, I will:</p> <ul style="list-style-type: none">Say countries and nationalities.Spell countries and nationalities orally and in writing.Relate colors to flags.Ask and answer questions related to flags.

Class 1: Materials



- Flashcards of different countries of the world, name tags of different countries of the world, pieces of paper, and masking tape.

I Activate (Class 1)

Pre



15 minutes

Matching Time!

- Before class, prepare a set of flashcards of different countries of the world and their names. Stick them on the board as follows:



- Call out different volunteers to match the flags with their corresponding name tags. Check answers as a class.
- Point at each flag and say its name. Have students repeat as needed.
- After that, write the nationality of each country and model proper pronunciation.
- Ask students to write the presented information in their notebooks. Provide any needed feedback.

During



15 minutes

Colors

- As a fixed expression, ask the question: "What color is the flag of Spain?"
- Listen to students' answers and say, "It is yellow and red."
- Use flashcards or colored pages to introduce the colors suggested in the syllabus.
- Write the name of the colors and read them aloud. Continue practicing the question: "What color is the flag of..."



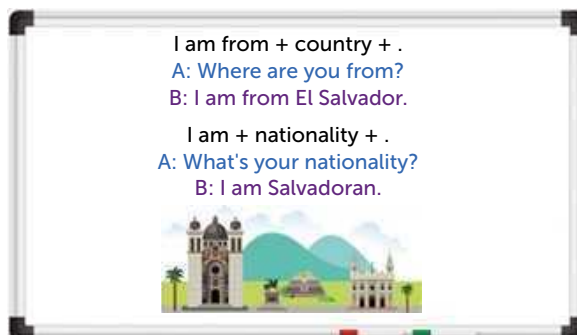
Post



15 minutes

Where Are You From?

- Write on the board the following information:



- Start the class saying, "I am from El Salvador. I am Salvadoran. The Salvadoran flag is blue and white."
- Then, ask students to choose from the new vocabulary a country they like.
- Request students to write three complete sentences using "I am from...", "I am...", "The ___ flag is ___" e.g: "I am from Japan. I am Japanese. The Japanese flag is white and red."
- Have students role-play the sample dialogue with their new information.
A: Where are you from?
B: I am from Japan.
A: What is your nationality?
B: I am Japanese.
A: What color is the Japanese flag?
B: It is red and white.
- Explain to students that you will ring a bell or make a loud sound, so students can swap partners.
- **For next class:** Ask students to look for cutouts related to famous people.

Class 2: Materials



- Whiteboard markers, recycled paper, a bag/box, countries written on slips of paper, and cutouts of famous people.

I Practice (Class 2)

Pre



15 minutes

Countries and Nationalities Board Race

- Before class, elaborate a list of different colors, countries, nationalities, or hints about countries (e.g. *The flag of this country is yellow and red.*)
- Divide the class into teams depending on how much space you have for students to write on the board.
- Have students line up in teams.
- Tell students that you will think of a country, a nationality, or a color and that you will give them a hint for them to guess it.
- The first person to write down the correct answers gets a point for his/her team. Continue playing until everyone has had a chance to participate.



Keep in mind!



You can adapt activities according to your students' needs. For example, if you have students with special needs, you can provide them with mini boards to maximize their participation.

During



15 minutes

Group-work: Nationalities

- Write the following conversation on the board.
A: *What is the nationality of a person from Peru?*
B: *It's Peruvian.*
A: *How do you spell it?*
B: *P-E-R-U-V-I-A-N*
A: *What color is the flag of Peru?*
B: *It is red and white.*
- Model the conversation and have students practice along with you.
- Next, form groups of three or four.
- Provide each group with recycled paper.
- Ask students to cut slips of paper and write on them the name of different countries.
- Once all the groups have the slips of paper ready, they need to put them in a bag or small box.

- Explain that they will take turns to take a piece of paper out of the bag or box to ask and answer the questions:
 "What is the nationality of a person from _____?"
 "How do you spell it?"
 "What color is the _____ flag?"

Hot Potato

- Have your own bag with countries written on slips of paper.
- When most groups have finished asking and answering the questions, ask your students to make a circle in the center of the classroom.
- Use a ball or any other object to play the hot potato.
- Play music while students are passing the object and pause it randomly.
- Ask the person who gets the object to pick a slip of paper. Next, he/she should ask one of his/her classmates the questions they were using in the previous activity.
- Make sure that students are asking and answering the questions properly.

Post



15 minutes

Famous People

- First, ask students to take out their cutouts related to famous people requested in the previous class.
- Explain that they will use the cutouts to say the famous person's nationality and country.
- Show an image of a famous person and model the activity.
 For example: Ryan Gosling is from the United States. He is American. The American flag is white, red, and blue.
- Make sure that students have identified all the components in the example: name of the famous person, country of origin, nationality, and flag colors.
- Form groups of three or four and have students take turns saying the information requested.
- Once all the students have participated, request them to write at least 5 sentences using their classmates' cutouts.
- Call out volunteers to either write a sentence on the board or say it aloud.

Keep in mind!



Remember to be flexible when requesting students to share their answers. They can either say them aloud or write them on the board.



- Whiteboard markers, tags with names of countries, and Worksheet 1 Unit 2.

I Produce (Class 3)

Pre



15 minutes

Brainstorm

- Have on your desk different tags with names of countries of the world.



- Write on the board "*Countries around the World.*"
- Divide students into teams of three or four.
- Provide each group with a whiteboard marker.
- Ask each team to choose a different student to be "the runner" in every round.
- Explain to all the groups that each team's runner needs to go to the teacher's desk and take a tag with the name of a country, e.g. "*Japan.*"
- Then, the runners will write on the board the nationality of the country on the tag. In case they do not know the nationality, they will go back to their teams and ask the members for help.
- Once all the pieces of paper on your desk have been used, check the nationalities on the board and help as needed.

Teaching tip



Consider occasionally pairing students with higher language proficiency with those who need additional support.

Remember that peer support benefits both learners: more proficient students consolidate their knowledge by explaining and modeling language use, while others gain guidance and confidence.

If you want to make this activity more challenging, you can ask students to write the colors of the flag of each country on the board or spell them aloud.

During



15 minutes

Worksheet 1: Countries Around the World (Part I and II)

- Focus students' attention on the flags on Unit 2 Worksheet 1, Part I.
- Ask students to write the corresponding nationality in the blanks.
- Once all students have finished, draw their attention to Part II.
- Allow students time to read each introduction and write the kids' names in the correct space.
- After that, ask students to compare their answers with the person next to them.

- When everyone is done, check as a class.

A1 Booklet
page 9

Unit 2
Worksheet 1
Part I (Class 3)

• Look at the flags. First, read the country and write its nationality in the space below. Then, match the name of the country with its corresponding flag. Follow the example.

1	2	3	4	5	6
Spain	The United States of America	China	Portugal	Japan	England
Spanish					

Part II (Class 3)

• Read the children's introductions and fill each box with the correct name.

1	2	3
Name:	Name:	Name:
4	5	6
Name:	Name:	Name:

Hello! My name is Carlos. I am from Panama city, Panama. I am Panamanian.

What's up? I am Olivia. I am from Canberra, Australia. I am Australian.

What's up? I am Renata. I am from Moscow, Russia. I am Russian.

Hi! I am Eduardo. I am from Santiago, Chile. I am Chilean.

Hi! My name is Gerardo. I am from Bogotá, Colombia. I am Colombian.

Hello! My name is Sakura. I am from Osaka, Japan. I am Japanese.

Post



15 minutes

Worksheet 1: Writing (Part III)

- Ask students to read one of the short introductions in Part II.

A1 Booklet
page 9

Hello! My name is Carlos. I am from Panama city, Panama. I am Panamanian.

What's up? I am Olivia. I am from Canberra, Australia. I am Australian.

What's up? I am Renata. I am from Moscow, Russia. I am Russian.

Hi! I am Eduardo. I am from Santiago, Chile. I am Chilean.

Hi! My name is Gerardo. I am from Bogotá, Colombia. I am Colombian.

Hello! My name is Sakura. I am from Osaka, Japan. I am Japanese.

Part III (Class 3. I Produce: Post)

Write a short introduction about yourself. Use the information above as an example.

- Make sure they can identify the information included, such as greeting, name, city, country, and nationality.
- Ask students to write in their notebooks a similar introduction using the examples in Part II as reference.
- Request students to read their introductions to their classmates next to them.
- Call out some volunteers to share their texts aloud with the class.

Answer Key (Unit 2 - Worksheet 1)



Part I

1. Spanish 2. American 3. Chinese 4. Portuguese 5. Japanese 6. English

Part II

1. Sakura 2. Eduardo 3. Renata 4. Carlos 5. Gerardo 6. Olivia.

Week **2**

Approximate time:
2 hours 15 minutes (3 classes)



Performance indicators

Students can:

- 2.3 Classify precisely and distinguish clearly common souvenirs presented in texts, videos, audios, and pictures.
- 2.4 Differentiate regular and irregular plural nouns effectively through oral, written, and visual tasks.
- 2.5 Quantify various types of souvenirs precisely using numbers and suitable plural forms.

Content(s)	Goal(s)
<ul style="list-style-type: none"> • Common Souvenirs • Regular Plural Nouns 	<p>By the end of the week, I will:</p> <ul style="list-style-type: none"> • Use plural nouns. • Identify common souvenirs.

Class 1: Materials



- Name tags for souvenirs (Check the A1 Syllabus for suggested items to teach.), realia, and students' notebooks.

I Activate (Class 1)

Pre



15 minutes

What Is It?

- Before class, prepare a set of tags related to souvenirs. In addition, prepare a bag with different objects corresponding to the tags prepared.
- Call different volunteers at a time, and ask them to take an object out of the bag and match it with its proper tag.
- Say the words you have on the tags aloud and ask students to repeat the new vocabulary.

Plurals

- Focus students' attention on the objects and their name tags.
- Point at the caps and ask, "What are they?" (*They are caps.*) Then, ask: "How many caps can you observe?" (*Answers will vary according to the number of items you have.*)
- Write on the board full sentences using the souvenirs. (e.g. *I see 3 caps.*)
- Explain to students that regular plurals are formed by adding -s, -es, or -ies. Use the image below as reference.
- Ask students to copy the information in their notebooks.

Teaching tip

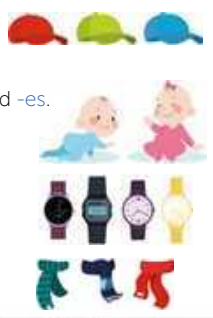


At this point, some students might not know the new vocabulary. This activity will help you not only to introduce the words but also check students' previous knowledge.

Avoid using the question "Do you understand?" Instead, you can ask: "Do you need more examples?", "Can you give me an example?" and "Does it make sense?"

Regular plural nouns

1. To most nouns add **-s** to make them plural.
E.g.: **Cap - Caps**
2. If the noun ends in **consonant+y**, change the **-y** to **-i** and add **-es**.
E.g.: **Baby - Babies**
3. To nouns ending in **-ch, -sh, -s, -x** or sometimes **-o**, add **-es**.
E.g.: **Watch - Watches**
4. If the noun ends in **-f** or **-fe**, drop the **-f** and add **-ves**.
E.g.: **Scarf - Scarves**



During



15 minutes

Pair Work: Tic-tac-toe

- Ask students to draw in their notebooks a souvenir stand.
- Then, form pairs and ask students to use their notebooks to draw a Tic-tac-toe grid.
- Tell students that they will play the game using their grids as reference.
- Explain to them that to get a chance to mark a grid, they need to look at their classmate's image and say a sentence using plurals. For example: *"In your souvenir stand, I see 5 caps."*
- Ask students to continue working in pairs until they have marked all the spaces in the grid. If time allows, request students to play more than once.
- Finally, have students write at least five sentences using plural nouns from their classmate's souvenir stand in their notebooks.



1. I see 5 caps.
2. I see 10 mugs.
3. I see 50 stickers.
4. I see 20 postcards.
5. I see 15 bracelets.

x	o	o
x	x	o
o	o	x

Post



15 minutes

Make an Inventory

- Tell students that they have to make an inventory of things they see inside their classrooms.
- Ask students to be creative and encourage them to draw and write sentences using plural nouns.
- Then, form groups and have students compare their inventories with their classmates.
- **For next class:** Ask students to bring from home souvenirs that they may have, such as keychains, caps, shirts, etc. In addition, request students to bring a page and remind them that they can use recycled paper.



- Names of souvenirs written on tags, realia (souvenirs), a souvenir ad sample, and a page per student.

I Practice (Class 2)

Pre



15 minutes

Spell It!

- Before class, write souvenir-related words on pieces of paper.
- Put all the pieces of paper in a bag.
- Ask students to stand up and make a circle in the center of the classroom.
- Play the hot potato to pick a student.
- Ask the selected student to spell the word written on the piece of paper.
- Make sure that the word is spelled correctly.
- Continue the activity until all the words in the bag have been spelled.



Keep in mind!



If you have technological resources in your school, you can customize the wheel to choose students randomly.



During



15 minutes

Role-play a Souvenir Store

- Explain to students that they will work in pairs making use of the objects requested in the previous session.
- Explain the following situation:

A: Imagine that you have a souvenir store. Give a description about the color of the objects and their country of origin.

B: Imagine that you are buying souvenirs at a store. Ask questions about what the objects are, their color, country of origin, etc.

Example:

A: Welcome to "My Country Store." How can I help you?

B: Thank you! I need a keychain.

A: We have these keychains in different colors. We have red, blue, and orange.

B: Is this Salvadoran?

A: Yes, it is!

- Form pairs.
- Allow students 5 minutes to prepare a short conversation related to a souvenir store.

Teaching tip



When students are working on role-plays, it is a good idea that you encourage them to feel confident about their knowledge and let them know that mistakes are part of the learning process.

- Call out volunteers to present their conversations to their classmates.



Post



15 minutes

A Souvenir Ad

- Before class, create an ad to promote souvenirs. You can use the image below as reference.

Yonaguni Store!

Are you looking for a Japanese souvenir? In our store, you can find everything you need.



Souvenir: A fan
Colors: It is white and red.
Price: \$5



Souvenir: A top
Color: It is brown, blue, yellow, and red.
Price: \$2



Souvenir: A ceramic cat
Colors: It is white and yellow.
Price: \$10

- Ask students to take out the material requested last class.
- Explain to students that they will create an ad similar to the one you just showed.
- Ask students to include a name for their imaginary store, a short description, images of the items they will promote, prices, and any other aspect they want to include.
- Give students eight minutes to prepare their ads.
- Once all students have finished, form groups of four.
- Ask students in each group to present their souvenir ad.
- **For next class:** Request students to take with them a recycled sheet of paper or construction paper.

Teaching tip



Monitor students while they are preparing their ads. This will reduce anxiety in students when presenting their ads to the rest of the class.



- Worksheet 2 Unit 2, students' notebooks, scavenger hunt chart, and recycled material to make a postcard.

I Produce (Class 3)

Pre



15 minutes

Scavenger Hunt

- Before class, draw on the board the chart below or have it in digital format.

Scavenger hunt			
Plural ending in "-s"	Plural ending in "-es"	Plural ending in "-ies"	Plural ending in "-ves"
Something red	Something blue	Something green	Something purple

- Explain to students that they will look for specific things around the classroom.
- Ask students to copy the chart in their notebooks.
- Allow students 5 minutes to look for the items requested in the chart.
- Ask students to draw or write the name of the items requested.
- Form groups and have them share their findings.

Keep in mind!



Depending on the space you have in your school, you can adapt this activity and play this game outside the classroom.

During



15 minutes

Worksheet 2: Common Souvenirs and Regular Plural Nouns (Part I, II, and III)


- Focus students' attention on their booklets, Unit 2 Worksheet 2.
- Read the instructions in Part I and II.


A1 Booklet


page 10


Unit 2
Worksheet 2
Part I (Class 3)


• Look at the souvenirs and write their names. Compare your answers with a classmate.


1 


2 


3 

4 

5 

6 

7 

8 

Part II (Class 3)

• Categorize the words according to their corresponding plural form ending

city	class	pair	scarf	baby	match
knife	cap	fox	leaf	cup	story

-s
-ies
-es
-ves


Part III (Class 3)

• Read the following postcard and answer the questions.

Postcard

Hi! My name is Alex. It is a great trip in Moscow. It's better than other cities. I like the city very much. I see a museum and there are many beautiful places. I want to buy the key and scarf from the shop. Can you buy one for me? Please write to me soon. I will send you the key and scarf. Love, Alex.

1. Where is Karen sending from?
2. How does she feel?
3. What kind of store is Karen at?
4. What is Karen buying?



- Allow students time to complete the exercises on their own.
- Then, form pairs and ask students to compare their answers.
- Verify that all the students have the same answers and make sure they do not have doubts related to the topic.
- Focus students' attention on the postcard in Part III. Ask the following questions "Do you know the place in the photo?" (Ataco, El Salvador) / "Where is it?" (It is in Ahuachapán.)
- Ask students to read the postcard and answer the questions by using complete sentences.
- Then, request students to compare their answers.
- Verify that they have answered the questions properly and clarify any vocabulary-related doubts.

Post



15 minutes

Worksheet 2: Writing Postcards (Part IV)

- Ask students to think about their favorite tourist attraction in El Salvador.
- Request them to imagine they are on vacation buying different souvenirs, and they need to write a short answer to Karen.
- Allow students time to create their postcards. Remind them to use the example in Worksheet 2 as reference.
- Once they have finished, request them to share their postcards with their classmates. Students can compare if they have selected the same tourist places and souvenirs.



Answer Key (Unit 2 - Worksheet 2)

**Part I**

1. button (pin) 2. keychain 3. T-shirt 4. cup 5. cap 6. bracelet 7. postcard 8. bag.

Part II

Words with "-s": pens, caps, cups.

Words with "-ies": cities, babies, stories.

Words with "-es": classes, matches, foxes.

Words with "-ves": scarves, knives, leaves.

Part III

1. Karen is writing from Ataco.
2. Karen is excited.
3. Karen is at a souvenir store.
4. Karen is buying a bag, a keychain, a pen, a cup, and a T-shirt.



Performance indicators

Students can:

2.4 Differentiate regular and irregular plural nouns effectively through oral, written, and visual tasks.

2.5 Quantify various types of souvenirs precisely using numbers and suitable plural forms.

Content(s)	Goal(s)
<ul style="list-style-type: none"> Irregular Plural Nouns 	<p>By the end of the week, I will:</p> <ul style="list-style-type: none"> Write full sentences using irregular plural nouns.

Class 1: Materials



- A page per student and recycled pages.

I Activate (Class 1)

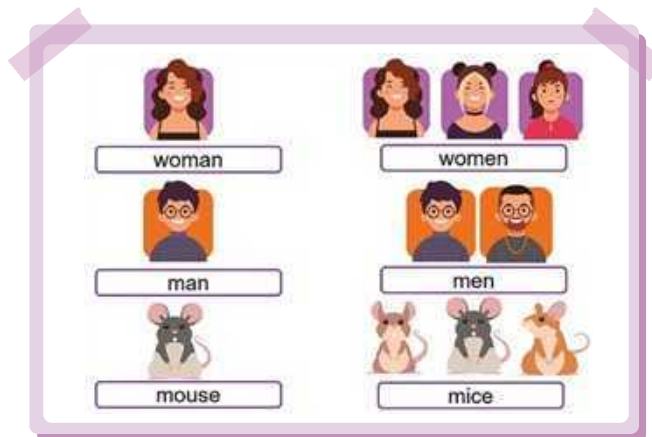
Pre



15 minutes

Identifying Differences

- Show the following images to students and their corresponding plural form.



- Ask students to analyze the images and their plural forms.
- Ask the following questions to students: *“Do you see any difference between the plural nouns we studied last class and the words on the board?/ What is the difference?”* (The expected answer is: *“These plurals are not formed by adding -s.”*)
- Explain to students that some plurals are not formed by adding *-s*, *-es*, *-ies*, or *-ves*. They are called *“irregular plural nouns”*.

Keep in mind!



Most students are visual learners. Try to prepare attractive visual aids. If you have blind students, you can bring dolls or stuffed animals to give them examples with realia so they can get familiar with the words and their shapes.

During



15 minutes

Forming Ideas

- Show the list below to students:

Singular	Plural	Singular	Plural
person	people	mouse	mice
foot	feet	sheep	sheep
tooth	teeth	goose	geese
child	children		

- Call out volunteers to read the words on the list.
- Use illustrations or drawings to explain the meaning of unfamiliar words.
- Form groups of three or four.
- Ask students to take out a page. Have them create small flashcards to illustrate irregular plural nouns. This is an example:



- Request students to put all the cards on their desks.
- Explain to students that they will take a random card and say a sentence using its plural form.
- Monitor and encourage students to take notes on their classmates' sentences.

Post



15 minutes

Snowball Fight Game

- Ask students to use their recycled material to write irregular plural nouns.
- Tell students to imagine that they are at the North Pole and that they need to crunch their recycled paper into a snowball.
- Once all of the students have their paper balls ready, form two groups and carry out a snowball fight.
- After two minutes of a "snowball fight," tell students to pick any ball.
- Call random students to say a sentence using the irregular plural noun written on the ball they picked.
- For next class:** Ask students to take two balloons to class.

Teaching tip



The snowball fight game can get messy and loud in the classroom; make sure to explain to students that they need to follow your instructions. You can also carry out this activity outside the classroom where you do not interrupt other classes around you.



- Balloons, permanent markers, students' notebooks, and music.

I Practice (Class 2)

Pre



15 minutes

Balloon Game

- Ask students to blow up the two balloons requested last class.
- Divide the class into small groups.
- Request students to write the singular form of an irregular plural noun on each balloon.
- Remind every team to avoid repeating nouns on each balloon.



- Explain to students that each group will stand up and hit the balloons. The game consists of touching the balloon without letting it drop and saying the irregular plural form of the word written on it.
- Walk around the classroom and monitor students' progress.
- At the end of the activity, provide feedback as needed.



- Note:** Ask students not to pop their balloons because they will use them in the "post" activity.

Keep in mind!



You can adapt activities according to the size of your class. For example, if you have a large group, guide students to an open area to have more space to carry out the activity.

During



15 minutes

Back to Back

- On the board, write down the following irregular plural nouns: *four teeth* / *two feet*. Draw an illustration for each example.
- Explain to students that they will complete a similar activity in their notebooks.
- Ask students to use their notebooks to draw as many irregular plural nouns as possible.
- Form pairs.
- As soon as students have finished drawing their examples, request them to sit back to back and describe to his or her classmate what they have drawn in their notebooks. Ask the other student to listen carefully and draw what his/her peer mentions.



- Once students have finished describing and drawing, they need to check their work and compare if they have similar illustrations as in the description given by his/her classmate.
- Have students use their illustrations to write some sentences in their notebooks.

Teaching tip



This strategy is called “back to back.” This activity will help students sharpen their concentration skills when listening to their peers.

Post



15 minutes

Pass the Balloon

- Ask students to take only one balloon from the ones they brought to class.
- Request students to stand up and make a circle in the center of the classroom.
- Explain to students that you will play music while they are passing their balloons.
- Pause the music and request students to stop passing their balloons.
- Call out volunteers or pick students randomly, so they can spell the irregular plural noun that is written on the balloon.



- Tags with regular and irregular plural nouns, dice, Unit 2 Worksheet 3, and sheets of paper.

I Produce (Class 3)

Pre



15 minutes

Talking Corners

- Before class, prepare tags with regular and irregular plural nouns in their singular form.
- Paste all the tags around the classroom or on the corners.



- Arrange students in groups of three in different corners or spots in the classroom to give them appropriate space.
- Explain to students that you will ring a bell or make a noise so that they move to the next corner or space in the wall and make sentences using the words written on the tags.
- Verify that students are elaborating sentences using the proper form of the regular or irregular plural noun. For example: *"There are 5 pens in the classroom."* *"I have ten caps in my house."*

During



15 minutes

Worksheet 3: Irregular Plural Nouns

- Focus students' attention on their booklets, Unit 2 Worksheet 3.
- Read the instructions in Part I. Explain to students that they need to fill in the blanks and then find the words in their plural form in the word search.
- Verify that all students have completed the activity by having them compare their answers.
- Form pairs and ask students to play the board game in Part II. Notice that there is also a digital version of the board game available.
- Walk around the classroom and listen to students' ideas while they are playing the board game. Provide help and feedback as needed.
- Finally, ask students to complete Part III and check as a class.

Keep in mind!



You can share with your students this QR code to access a virtual dice.



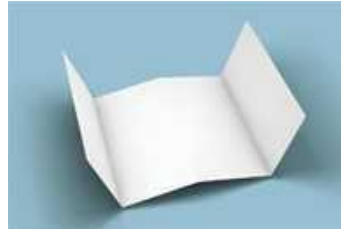
Post



15 minutes

Foldable

- Before class, make a foldable sample in order to show it to students.
- Ask students to take out a page and fold it as follows.



- Explain to students that they will make a foldable using irregular plural nouns. They need to include sentences and illustrations that represent irregular plural nouns. For example: *"The children play at the park."*



- Form small groups and ask them to share their ideas with their classmates.
- **For next class:** Ask students to take recycled paper or a page to the class.

Teaching tip



You can ask students to keep their material in a portfolio or a folder. At the end of the year, they can go through their material and see everything they have learned and how much their skills have improved.

Answer Key (Unit 2 - Worksheet 3)



Part I

1. children 2. men 3. women 4. teeth 5. mice 6. people 7. feet 8. geese

Part II

Answers will vary.

Part III

1. children 2. feet 3. mice 4. women 5. teeth



Performance indicators

Students can:

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

Content(s)	Goal(s)
<ul style="list-style-type: none"> Common Adjectives Rules to Use Adjectives 	<p>By the end of the week, I will:</p> <ul style="list-style-type: none"> Name at least eight common adjectives when describing souvenirs. Elaborate short descriptions using common adjectives.

Class 1: Materials



- Adjectives written on tags, realia (souvenirs), a bag, and recycled paper or a page.

I Activate (Class 1)

Pre



15 minutes

Guess the Adjective

- Before class, prepare a set of tags with adjectives written on them. Use the suggested vocabulary: *big, medium, small, expensive, cheap, useful, beautiful, strange, and traditional*. Use realia to exemplify an example of each adjective.
- Place all the tags in a bag.
- Put on a table or desk different objects.
- Ask students to stand up and make a circle in the middle of the classroom.
- Explain to students that you will play music for them to pass the bag containing the tags, so they can label different objects.
- Pause the music and ask the student holding the bag to take one tag out of it, look at the objects you have on the desk, and paste the adjective tag on the correct item.
- Continue the activity until all the tags have been pasted on the objects.
- Check that all the objects have been labeled correctly.
- Use body language and the objects placed on the desk or table to review each adjective meaning.

Teaching tip



When using realia, it is important to make sure that students know the name of the objects that you select. In this case, you can use souvenirs or other items that students might know. For instance: classroom objects, fruit, food, etc.

- Remind students that they need to use: *"It is a/an + adjective + noun +."* for singular nouns and *"They are + adjective + noun +."* when using plural nouns.
For example: *"It is a small computer."* *"They are expensive bracelets."*

During



15 minutes

Making a List

- Draw on the board the following chart and include more examples.

Big	Medium	Small	Expensive	Cheap	Useful	Beautiful	Strange	Traditional
			e.g. computer 					

- Ask students to draw the chart in their notebooks.
- Request students to stand up and look around the classroom for objects that fulfill those characteristics.
- Then, form small groups and ask students to compare if they have similar items in their lists.
- In the same groups, ask students to write sentences using the information they got. Model an example: *"The computer is expensive."*
- Call out volunteers to say two sentences aloud.
- Monitor that students have included suitable adjectives in their sentences.

Post



15 minutes

Don't Say It, Just Describe It!

- Ask students to use their recycled paper or page to make 5 small cards.
- Request students to draw one object they know in English on each card and color it.
- Form groups of four and ask students to put all the cards on the table so they can see the images.
- Explain to students that they will take turns to secretly describe one of the cards without saying which one it is. The rest of the classmates should listen to the description, observe the cards, and try to guess the described object.
For example:
A: *"This object is small, it is expensive, and it is black."*
B: *"It's a watch!"*
- Remind students that colors are also adjectives and that they can use them too.
- Ask students to continue the activity until all the cards have been guessed.

Keep in mind!



Encourage students to use recycled material in some activities. Motivate them to be creative and find different ways to prepare their cards. In addition, advise students to laminate their resources so they can use them in other classes.



- A red and blue marker and students' notebooks.

I Practice (Class 2)

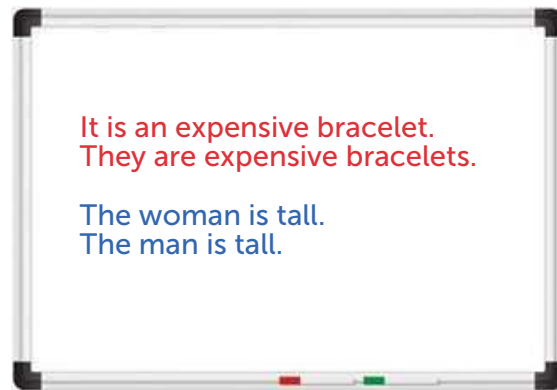
Pre



15 minutes

Inferring

- Before class, write on the board these sentences using two different colors.



- First, ask students to focus their attention on the sentences written in red.
- Ask this question to students: *"Do you see any differences between the first and the second sentence? Which ones? (The first sentence is written in singular and the other one is in plural.)"*
- Circle the following words: *"It is", "They are", "bracelet", and "bracelets"*.
- Explain to students that adjectives are not pluralized.
- Then, focus students' attention on the sentences in blue. Ask: *"Do you identify any differences between the two examples?" (The first sentence refers to a feminine noun and the other one to a masculine noun.)"*
- Explain to students that adjectives do not have masculine or feminine distinction except for *"handsome"* and *"beautiful"*.
- Write the following examples on the board: *"My mother is beautiful." "My father is handsome."*
- Explain to students that both adjectives are a synonym for *"attractive"*.

Teaching tip



Inferring helps students to take part in their own learning. Try to promote this type of technique in your lessons in order to allow students to develop critical thinking and independence.

During



15 minutes

Brainstorm

- Draw on the board a cloud-shape mind map.
- Explain to students that they need to think of adjectives and write them in their notebooks.



- Ask students to compare the information they have written in their notebooks with the person next to them.
- Call out volunteers to write an adjective in one of the spaces on the board.
- Once all the spaces have been completed, verify that all the words are adjectives and have been spelled properly.
- After that, request students to write complete sentences using the adjectives included in their clouds. Model the activity by giving examples. For instance: *"They are expensive cars."* *"It is a cheap cell phone."*

Teaching tip



At this point in the class, avoid correcting your students when they share their ideas. Instead, provide general feedback at the end of the activities.

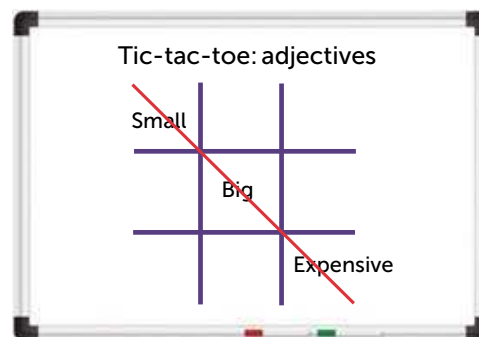
Post



15 minutes

Tic-tac-toe

- Ask students to draw in their notebooks a grid of 3 squares by 3 squares.
- Provide the following example to students.



- Form pairs.
- Tell students that in order to get a chance to pick a space, they need to write an adjective and a complete sentence in their notebooks.
- Model the activity by giving an example. For instance: *"My house is small."/* *"My school is big."/* *"This cell phone is expensive."*



- Worksheet 4 Unit 2.

I Produce (Class 3)

Pre



15 minutes

I Spy

- Ask students to stand up and make a circle in the center of the classroom.
- Explain to students that they will play the game "I spy". Tell them that you will call out volunteers to describe something they see in the classroom without saying what it is. The rest of the classmates should guess the object.
- Provide students with this example: "I spy something small, expensive, black, and modern. What is it?" (a cell phone).
- Ask for volunteers to start the game and help if needed.

During



15 minutes

Worksheet 4: Common Adjectives

- Focus students' attention on the first part of Worksheet 4.
- Explain to students that in the first part, they need to order the letters to make adjectives. In addition, they need to write a sentence per adjective.
- Model the activity. "big - I have a big backpack."

Teaching tip



Scanning is reading rapidly to find facts. You can use this technique in your lessons to help students identify interesting information in a text or complete a task more easily.

A1 Booklet

page 12

Unit 2

Worksheet 4

Part I (Class 3. I Produce: During)

- Unscramble the words to make adjectives. Write a sentence per each adjective.

1. gib _____	1. _____
2. iummed _____	2. _____
3. malls _____	3. _____
4. xpeenvise _____	4. _____
5. chape _____	5. _____




- Then, focus students' attention on the three images in Part II.
- Ask students to identify the objects. (1. a bracelet, 2. a backpack, 3. a cup)
- Explain to students that they need to write a sentence to describe each object and circle the adjective.

A1 Booklet

page 12

Part II (Class 3. I Produce: During)

- Write a sentence to describe each picture. Use a different adjective and circle it.

		
1. _____	2. _____	3. _____

- Ask students to scan the text in Part III and circle all the adjectives they can find.
- Then, request students to carefully reread the whole text and pay attention to all its details.
- Finally, ask students to read and answer the questions by using complete sentences.

A1 Booklet
page 12

Part III (Class 3)

- First, scan the text and circle all the adjectives. Then, read the postcard and answer the questions.

Dear Norita,
Guess what! Today, I continued my trip around El Salvador, and I am in Juayúa. This is a small and beautiful town.
I love the church. It is not modern but traditional. It is red and big. In the morning, the bell ringing announces the mass.
I like the local market because you can buy cheap souvenirs and food.
I know you love food! That is why I want you to come with me to a small restaurant called "Mi comida". The food is delicious, it is not expensive, and the portions are big.
The park is traditional. It has big trees and a beautiful fountain in the center. I took a picture of a bird drinking water from the fountain. I will show it to you when I get home.
Miss you!
Fernando.

1. Where is Fernando?
2. What does Juayúa Church look like?
3. Are souvenirs and food expensive at the local market?
4. What does the park look like?
5. What is "Mi comida" restaurant like?

Post



15 minutes

Elaborate a Short Description

- Ask students what their favorite town in El Salvador is.
- Explain to students that they will write a short text similar to the one in Worksheet 4, Part III.
- Encourage students to elaborate two questions related to their texts.
- Form groups and ask them to take turns reading their texts.
- Request students to ask the members of their teams the questions they have elaborated.
- Monitor that all students are participating.
- **For next class:** Ask students to take to class cardboard paper and colored pencils or markers from home.

Answer Key (Unit 2 - Worksheet 4)

**Part I**

1. big 2. medium 3. small 4. expensive 5. cheap

Note: Sentences will vary.

Part II

Students' sentences may vary. (e.g., This bracelet is beautiful.)

Part III

1. Fernando is in Juayúa.
2. Juayúa church is not modern but traditional. It is red and big.
3. No, they aren't.
4. The park is traditional. It has big trees and a beautiful fountain.
5. The restaurant is small and not expensive.

Week **5**

Approximate time:
2 hours 15 minutes (3 classes)



Performance indicators

Students can:

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

Content(s)	Goal(s)
<ul style="list-style-type: none">Project: Describing a Souvenir	<p>By the end of the week, I will:</p> <ul style="list-style-type: none">Exchange information related to a souvenir.

Class Materials:



- Cardboard paper and Unit 2 test.

Unit 2 Project

Class 1
Pre



45 minutes

Project Preparation

- Have students explore an online souvenir store. Explain to students that they can find souvenirs from several countries around the world on the website.






- Have students select three different souvenirs they like from three different countries.
- Ask students to take out their materials to work on the project. Explain to students that they will create a poster displaying illustrations of their favorite souvenirs.
- Request students to be creative and write complete descriptions of the souvenirs in their notebooks.

Teaching tip



You can encourage students to use their cell phones to record themselves before their presentations. Listening to their recordings can help students improve their pronunciation and fluency.

Tell students that they will be able to write the descriptions in their notebooks to get familiar with any new words. However, **no one will read from their notebooks at the**

	<ul style="list-style-type: none"> • Model the activity. Use the example included in the Syllabus (Unit 2 Project). • Allow students time to create their posters and the descriptions in their notebooks. 	<p>moment of rehearsing or presenting. This way, they will share their ideas in a more authentic way.</p>
<p>Class 2 During</p>  45 minutes	<p>Project Presentation</p> <ul style="list-style-type: none"> • First, form pairs. • Tell students that they will have two minutes to exchange their information in pairs. During the first minute, one student will describe his/her souvenirs using their poster. • Then, you will ring a bell or make a noise. It will indicate that they need to stop. During the second minute, the next student will start his/her presentation. • Have students change pairs and continue monitoring and checking that everyone is participating. Repeat this process as needed and provide feedback. 	
<p>Class 3 Post</p>  45 minutes	<p>Unit 2 Test</p> <ul style="list-style-type: none"> • Before class, ensure you have enough test copies for the whole class. Keep the suggested listening track handy. Scan the QR code below to play the track.  <ul style="list-style-type: none"> • Read the instructions to the whole class and make sure that students understand them clearly before taking the test. • When time is up, collect the tests and verify that students have completed all the sections included. • For next class: Request students to take a page to class. 	





Unit Test

Unit Test



Performance indicators

Students can:

- 1.13** Identify vowel and consonant sounds accurately in spoken words.
- 2.3** Classify precisely and distinguish clearly common souvenirs presented in texts, videos, audios, and pictures.

Content(s)

- Indefinite Articles: *a/an*
- Common Souvenirs

Goal(s)

By the end of the week, I will:

- Provide an original description of a souvenir.

Materials



- Whiteboard markers, construction paper or recycled material, a bell, and a sticky note per student.

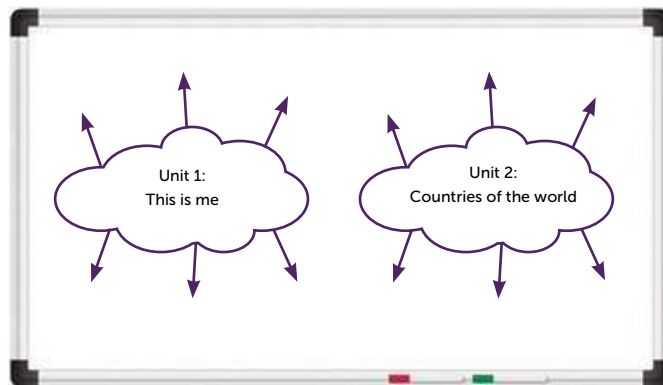
Units 1 and 2

Class 1
Pre

45 minutes

Brainstorming





- Draw on the board two separate clouds.
- Write in each cloud, "Unit 1: This is me" and "Unit 2: Countries of the world"



- Call out volunteers to write ideas related to each unit in each cloud.
- Request students to use their notebooks to copy the information.

Illustrating a Souvenir

- Ask students to take out the page you requested last class.
- Request them to draw a souvenir they like.
- Ask students to write sentences related to the souvenir they have drawn.

	<ul style="list-style-type: none"> Model the activity by giving an example: <div data-bbox="753 254 1013 611" style="border: 1px solid gray; padding: 10px; margin: 10px auto; width: fit-content;">  <p style="text-align: center;">A fan</p> <ul style="list-style-type: none"> This is a fan. It is Salvadoran. It is from Ataco. It is blue with red roses. It is not an expensive souvenir. </div> <ul style="list-style-type: none"> Tell students to keep this material for the next class. 	
<p>Class 2 During</p>  45 minutes	<p style="text-align: center;">Think - Pair - Share: My Souvenir</p> <ul style="list-style-type: none"> Form pairs. Explain to students that they need to share with their partners the souvenir that they illustrated last class. Allow students time to discuss their souvenirs in pairs. Once all of the students have shared their souvenirs, form new groups of three or four. Ask students to present their ideas to the members of their groups. Request students to take notes on their classmates' information. Call out volunteers to share their information with the whole class. For next class: Ask students to bring their illustrations. 	<p style="text-align: center;">Keep in mind!</p>  <p>You can request students to take notes about their classmates' information. This will help them to expand their vocabulary and reinforce the content taught in class.</p>
<p>Class 3 Post</p>  45 minutes	<p style="text-align: center;">Our Souvenirs Gallery</p> <ul style="list-style-type: none"> Before class, stick a large sheet of recycled bond paper in a visible spot. In class, request students to paste their illustrations around the classroom. Have students stand by any illustration and read it. Explain to students that you will use a bell or make a loud noise which will indicate that they need to move to the next illustration around the classroom and read each of their classmates' souvenir descriptions. When everyone has read all the souvenir descriptions, provide them with a sticky note. Ask students to choose the souvenir they liked the most and write what they remember of its description. Have them stick the note on the large sheet you displayed. You may take students' sticky notes as a makeup evaluation activity. 	

UNIT 3

My Leisure Time

In unit 3, students will start:

- Describing the activities they do and do not do in their leisure time.
- Talking about a person's favorite free-time activities.
- Pronouncing verbs in the simple present tense for the third person singular accordingly.
- Having a brief interview using Yes/No questions in the simple present tense.
- Providing a brief description based on their favorite hobbies.



Unit 3 My Leisure Time

Unit Competencies	Guidelines for Diagnostic Assessment
<p>1. Express ideas about personal facts, daily habits, and common hobbies by using the simple present tense when having casual conversations with peers about free-time activities.</p>	<p>In order to have a clear perspective of students' language skills and learning needs, it is recommended to start the unit by completing a diagnostic assessment based on some of the topics studied in the previous unit(s).</p> <p>It is important to clarify that this kind of diagnostic activity does not necessarily imply the use of a test. Students' proficiency can be measured by completing different meaningful and engaging classroom activities.</p> <p>Lastly, one of the most important steps of diagnostic assessment is to analyze the results in order to enhance the teaching-learning process and strengthen students' linguistic abilities.</p>

Teaching Tips for the Didactic Unit	Classroom Management Guidelines
<ul style="list-style-type: none">• During your planning or class preparation, check the material to use, new vocabulary, and pronunciation of the vocabulary you will teach to do a proper modeling of each word.• Once you are certain of the material you will use, prepare it in advance. If it is possible, laminate resources such as flashcards, cards, and charts, among others, in order to have a long-lasting resource.• Reuse the material such as flashcards or cards and use it to reinforce and review the content on a weekly basis.• Check in advance if there is a need to request your students to bring from home realia or other kinds of material for the lesson purpose.• Use body language and visual aids to introduce and review key content.• Ensure that all ludic activities have a clear instructional purpose. They can serve as opportunities for either formative or summative assessment. For example, you might include a set of questions related to the current lesson or to previous ones to help students review and reinforce key content.	<ul style="list-style-type: none">• Organize and label your board as date, goal, and new vocabulary.• Arrange seats differently from time to time.• Promote group-work activities with different peers. Carry out grouping strategies for this purpose.• Encourage students' active participation along all stages in the lesson.• 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.• Promote generosity by helping others, mostly toward those with special needs.

Week  **1**

Approximate time:
2 hours 15 minutes (3 classes)



Performance indicators

Students can:

- 3.1 Produce and list accurately common free-time activities from memory, demonstrating clear oral articulation, and correct written spelling of vocabulary.
- 3.2 Identify and extract effectively free-time activity vocabulary presented through various modalities, such as listening, reading, and viewing visual materials.
- 3.3 Recognize the main components of sentences in the simple present tense accurately.
- 3.4 Express leisure-time activities consistently through affirmative sentences in the simple present tense.

Content(s)	Goal(s)
<ul style="list-style-type: none"> • Free-time Activities • Simple Present Tense (Affirmative sentences with I, you, we, they) 	<p>By the end of the week, I will:</p> <ul style="list-style-type: none"> • Illustrate common free-time activities. • Write down full sentences to describe my leisure-time activities.

Class 1: Materials



- Dry-erase markers/chalk, free-time activity flashcards, free-time activity cards, masking tape, and the student's booklet.

I Activate (Class 1)

Pre



15 minutes

ABC Caps!

- Before class, prepare some alphabet sets.
- On a separate piece of paper, make a list of the following sports: *soccer, basketball, baseball, softball, ping-pong, and tennis.*
- In class, have students get into small teams and hand out two alphabet sets per group.
- Explain that you will spell different words so that they form them using their alphabet sets. Ask them to say "Done!" when they are ready. To check answers, they will spell the word back to you. Copy students' ideas on the board.
- Provide feedback as needed.

During



15 minutes

Free-time Activities

- Prior to this class, elaborate flashcards with images to represent the following free-time activities: *play basketball (BKB)/soccer/volleyball/ video games/baseball/ board games (chess, /checkers/Monopoly) /a musical instrument, watch TV, spend time with family, listen to music, go out with friends, surf the Internet, go shopping, do exercise, and read books/comics/manga.*

- Prepare some free-time activity cards with the vocabulary above written on them.



1. play basketball



2. play soccer

- In class, as a first step, show each sport flashcard at a time and request students to identify the correct sport by using the words you wrote on the board during the previous activity.
- Stick the rest of the flashcards with images on the board and label them using the free-time activity cards.
- Model the correct pronunciation of the vocabulary and have students repeat along with you.
- Next, remove the free-time activity cards labeling the flashcards. You can place them in a column on one side of the board or the wall; make sure they are still visible to students.
- Finally, explain to students that you will point at the flashcards randomly, and they will say the corresponding free-time activity aloud.

Post



15 minutes

Worksheet 1: Free-time Activities (Part I)

- Request students to open their booklets to Unit 3 Worksheet 1 (Part I).
- Read the instructions as a whole class.

A1 Booklet

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Unit 3
Worksheet 1
Part I (Class 1 | Activate: Post)

- Work in pairs.
- Look at the pictures (1-9) and complete the text using the free-time activities provided.

My Leisure Time!
My name is Julio and I'm 14 years old. In my leisure time, I do many activities.

On Monday, I 1. _____ with my siblings at the park. Then, I 2. _____ for about 30 minutes. On Tuesday, my friends and I 3. _____ after school. Next, we 4. _____ and 5. _____ to do our homework. On Wednesday, I 6. _____ and we 7. _____ in the living room. On Thursday and Friday, I 8. _____ with my friends. Finally, on weekends, I watch tutorials to learn how to 9. _____

- Explain to students that they will read a description of Julio's leisure time. They will complete the blanks using the pictures provided (1-9).
- Once the text is complete, have students take turns reading a part of the text aloud for each other.
- Check the answers by selecting different volunteers.

Answer Key (Unit 3 - Worksheet 1 - Part I)



1. do exercise 2. play video games 3. read books 4. listen to music 5. surf the Internet
6. spend time with my family 7. watch TV 8. play soccer 9. play a musical instrument



- Dry-erase markers/chalk, free-time activity flashcards, free-time activity cards, masking tape, mini boards, and the student's booklet.

I Practice (Class 2)

Pre



15 minutes

Mini Boards: Free-time Activity Race!

- Reuse the free-time activity flashcards with images that you elaborated for the unit.



- In class, have students get in small teams (3-4 students). Distribute a mini board and a dry-erase marker per team.
- Explain to students that you will show a free-time activity flashcard every round so that they write the corresponding free-time activity on their mini boards. Each team will raise their mini boards and say the answer aloud.
- At the end of the activity, review briefly the free-time activities included in the game by displaying the flashcards and having students call out the appropriate answers.

During



15 minutes

Simple Present Tense (Affirmative Statements)

- Before class begins, select and stick some free-time activity flashcards with images on the board and keep the rest of the flashcards handy.
- In class, have students look at the flashcards carefully.
- Elicit from students the free-time activities they can identify in the pictures. Next, write down full sentences in the simple present tense following the structure *Subject + verb (base form) + complement + .*

My Leisure Time

In my free time,...

- I play Monopoly with my family.
- I watch TV in my bedroom.
- I do exercise in the evening.



- Model appropriate capitalization and punctuation rules in your sentences, and draw students' attention to these important details to take into consideration.

- Explain to students that we describe our current free-time activities using the simple present tense.
- Show the rest of the free-time activity flashcards and request students to indicate the ones they do in their leisure time.
- Use students' ideas to create more examples in the simple present tense using the pronouns (you, we, and they).
- Answer any questions that students may have and ask students to copy the examples on the board in their notebooks.

Post



15 minutes









Worksheet 1: Free-time Activities (Part II)

- Request students to open their booklets to Unit 3 Worksheet 1 (Part II).
- Explain to students that they will work in pairs to write down sentences in their notebooks using the pictures and words provided.
- Complete the first sentence on the board as a whole class. Remind students that using capital letters and punctuation rules is important.

A1 Booklet
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Part II (Class 2.1 Practice: Post)

- Work in pairs.
- Use the words and pictures to write down full sentences to describe free-time activities.

1. My friends /  / after school /.
2. I /  / in my bedroom /.
3. My classmates and I /  / to do our homework /.
4. My parents /  / after work /.
5. You /  / in your leisure time /.
6. We /  / at the park / on Friday /.
7. They /  / on weekends /.
8. I /  / with my family / after dinner /.

- Check the answers by having different volunteers write down their sentences on the board.

Keep in mind!



Remember to always request different students to read the instructions aloud. This will make your audience feel involved from the beginning.

Answer Key (Unit 3 - Worksheet 1 - Part II)



1. My friends play video games after school.
2. I listen to music in my bedroom.
3. My classmates and I surf the Internet to do our homework.
4. My parents watch TV after work.
5. You read books in your leisure time.
6. We do exercise at the park on Friday.
7. They play basketball on weekends.
8. I play chess with my family after dinner.

Class 3: Materials



- Dry-erase markers/chalk, strips of paper with sentences, free-time activity flashcards, masking tape, and a comic strip poster.

I Produce (Class 3)

Pre



15 minutes

Guess the Sentence!

- Before class, make some cards or strips of paper containing the following sentences:
 - *I play soccer at home.*
 - *You listen to music at 10:00.*
 - *I watch TV with my dog.*
 - *You play video games at 4:00.*
 - *I do exercise after I take a shower.*
 - *You play volleyball after you do your homework.*
 - *I surf the Internet at 7:00.*
 - *You play a musical instrument at 9:00.*

I do exercise after I take a shower.

- Place the strips of paper in a box, bag, or jar.
- In class, explain to students that different volunteers will grab a piece of paper from the container and mime the sentence for their classmates, so they can guess the full statements. Remind students that they need to mime the sentence word by word. Tell them they must wait until the first word has been guessed to mime the second one. Ask them to follow the same process with the rest of the sentences.
- Request the rest of the class to observe their classmates' gestures carefully and try to say the full sentence related to free-time activities.
- Have students say the full sentence aloud once they have guessed all the components.
- Be ready to help the student that is miming the sentence, and if necessary, mime the statement with him/her.

During



15 minutes

Comic Strip: My Leisure Time

- Prior to this activity, prepare a poster in the format of a comic strip to represent some activities you do in your leisure time.
- You may draw the illustrations or reuse and stick in the comic template the flashcards with images that you elaborated for this unit. Stick your comic strip on the board.



- In class, draw students' attention to the comic strip.
- Explain to students that those are the activities that you do in your free time.
- Present the activities one by one by writing and reading aloud short sentences describing each square in the comic strip. (e.g. *In my leisure time, I play soccer with children at the park. On Sundays, I go shopping with my friends in the afternoon.*)
- Request students to elaborate a comic strip in their notebooks, including 5-6 free-time activities of their own.
- Remind students to write down full sentences to describe each illustration.
- Walk around the classroom and monitor students' work closely. Be ready to provide as much help and feedback as needed.
- At the end of the activity, praise students for their participation and provide feedback on sentence structure, pronunciation, intonation, etc.

Keep in mind!



Remember to always prepare a sample model of the resources students will create/elaborate so they can have a clear guide to follow. The strategy could also boost their imagination.

Post



15 minutes

What Do You Do in Your Leisure Time?

- Copy the following conversation on the board.
A: Hi, Melissa. How are you today?
B: Hi, iván. I'm great! What do you do in your leisure time?
A: In my leisure time, I do exercise with my classmates. After that, I listen to music in my bedroom. Also, I play video games for 30 minutes, and I play checkers after lunch.
A: What about you? What do you do in your leisure time?
B: In my leisure time, I...
- Read the conversation aloud and encourage students to practice along with you.
- Explain to students that they will use their comic strips to have a conversation with different classmates to describe their favorite free-time activities.
- Make sure the instructions are clear before the activity begins.
- Have students get in pairs and encourage them to follow the conversation while exchanging information about their leisure-time activities. Remind students to swap roles, so both of them can participate actively.
- Walk around the classroom and provide as much help as needed. Finally, praise students for their effort.



Performance indicators

Students can:

- 3.5 Construct negative sentences about leisure-time activities appropriately following the correct grammatical structure.
- 3.6 Describe leisure-time activities clearly using both affirmative and negative statements.
- 3.7 Respond to and formulate Yes/ No questions about leisure-time activities confidently in the simple present tense.
- 3.8 Share information about their free-time activities effectively to identify common interests with classmates.

Content(s)	Goal(s)
<ul style="list-style-type: none"> • Simple Present Tense (I, you, we, they) Negative Statements • Simple Present Tense (I, you, we, they) Yes/No questions 	<p>By the end of the week, I will:</p> <ul style="list-style-type: none"> • Describe the activities I do and I do not do in my leisure time. • Ask questions about someone's free-time activities.

Class 1: Materials



- Dry-erase markers/chalk, giant dice, free-time activity flashcards, masking tape, and the student's booklet.

I Activate (Class 1)

Pre



15 minutes

Roll the Dice!

- Before class, get the giant dice you made for your PreA1 lessons.
- Copy the information below on the board.

	→	I
	→	You
	→	We
	→	They
	→	You choose!
	→	Your classmates choose!

- Stick the free-time activity image flashcards on the board or on the wall.
- In class, have students stand up and make a circle.
- Explain to students that they will pass the dice to the sound of music. When music stops, the student holding the dice will toss it and make a sentence following the dice key on top. Provide any needed feedback.

During



15 minutes

Simple Present: Negative Statements and Questions

- Select three or four flashcards with images representing free-time activities.
- Elicit from students the free-time activities represented.
- Share with your class some activities that you **do not do** in your free time.
- Write complete negative sentences on the board.
- Then, elicit from students more examples.

- I don't **play chess** in my leisure time.



- I don't **do exercise** in the morning.



- I don't **read comics** on weekdays.



- Show the rest of the free-time activity flashcards and request students to answer your questions. Write a question and its possible answers on the board. (e.g. Do you **play Monopoly** in your free time? Yes, I **do**. / No, I **don't**.)
- Finally, request students to copy the examples on the board in their notebooks.

Post



15 minutes

Worksheet 2: Simple Present Tense (Part I)

- Have students open their booklets to Unit 3 Worksheet 2 (Part I).
- Read the instructions as a whole class.
- Explain to students that they will fill in the blanks to create negative sentences and questions using the free-time activity illustrations and the simple present tense correctly.
- Have students get in pairs to work on the exercise.
- Walk around the classroom and provide as much help and feedback as needed.

Answer Key (Unit 3 - Worksheet 2 - Part I)



1. Do you read comics in your leisure time?
2. We don't play video games before we go to bed.
3. My siblings don't play volleyball at the beach.
4. Do your classmates play checkers after lunch?
5. I don't go out with my friends on Mondays.
6. You don't listen to music in the morning.
7. Do Pablo and Lucy play a musical instrument?
8. They don't do exercise in the afternoon.



- Dry-erase markers/chalk, large cards with prompts, mini boards, masking tape, and free-time activity flashcards.

I Practice (Class 2)

Pre



15 minutes

Mini Boards: Simple Present Race!

- Prior to this activity, prepare some large cards with the following prompts:
 - *they / play baseball / after lunch (-)*
 - *I / spend time with my family / on weekends (+)*
 - *you / read manga / in your free time (?)*
 - *we / play video games / after we do our homework (+)*
 - *your parents / watch TV / after work (?)*
 - *we / do exercise / at home (-)*
 - *my sisters / go out with their friends / in the afternoon (+)*
 - *I / listen to music / in the living room (-)*
 - *they / surf the Internet / in the evening (?)*
 - *you / play board games / before you go to bed (-)*

they / play baseball / after lunch
(-)

- In the classroom, divide the class into pairs and distribute one mini board and a marker per team.
- Explain to students that you will show them a card and that they will write down affirmative, negative, and interrogative statements using the ideas in the cards. Remind students that they must apply appropriate capitalization and punctuation rules. Let students know that the symbol in parentheses indicates the kind of statement they need to create. (+ = affirmative statement / - = negative statement / ? = interrogative statement).
- Have students write down the full statements on their mini boards and raise them to check the answers as a whole class. Copy the correct answers on the board after every round.

During



15 minutes

Collecting High Fives

- Before class begins, stick on the board or wall the free-time activity flashcards with images that you elaborated for this unit.
- Copy the following prompts on the board.

1. I _____ on weekends. (+)
2. I _____ after class. (-)
3. I _____ in my leisure time. (+)
4. I _____ in the morning. (-)
5. I _____ on Wednesdays. (+)
6. I _____ at the park. (-)

Keep in mind!



Remember that all the resources you elaborate (e.g. flashcards, posters, cards, etc.) can be used in multiple sessions.

- In class, explain to students that they will complete the sentences written on the board using the free-time activities studied in class. Let students know that the purpose of the activity is to create true statements (affirmative and negative) about themselves.
- Ask students to take their notebooks and mingle around the classroom to find classmates who agree with their sentences. Each time they find someone who agrees, they should write down that peer's name and give him/her a high five.

I go shopping on weekends.

We are the same!



- Model the whole process with some volunteers and take notes of their names on the board.

Teaching tip



At this CEFR proficiency level, students are getting familiar with verbs in the simple present tense. That is why the suggested activity doesn't include the structures used when showing agreement or disagreement (so, too, either, neither). A suggested dialogue could be as follows:
 A: *I play video games after class.*
 B: *We are the same!*
 A: *I don't do exercise.*
 B: *We are different.*

Post



15 minutes

My Classmates and I

- Request students to get into small teams (4-5 students) and take their notebooks with them.
- Explain to students that they will report the information they collected in the previous activity. (e.g. *Carmen and I go shopping on weekends.* *Ramón and I don't play baseball after class.*)
- Model a few examples according to the information you collected a few minutes ago. Write down these sentences on the board, so students can have a better idea of the instructions.
- Walk around the classroom, listen to students' ideas, and provide help as needed.
- At the end of the activity, have some volunteers report their findings to the whole class.

Keep in mind!



When monitoring students' performance, you can take a notepad with you and write down any key content that needs to be reinforced by the end of the activity.

Class 3: Materials



- Dry-erase markers/chalk, the student's booklet, spinning wheel, masking tape, and free-time activity flashcards.

I Produce (Class 3)

Pre



15 minutes

Worksheet 2: Find People Who... (Part II)

- Request students to open their booklets to Unit 3 Worksheet 2 (Part II).
- Explain to students that they will stand up and interview different classmates using the ideas included in the table. Let students know that to interview their classmates they will have to make the leisure-time activities included in the table into questions.
- Request students to read the first idea in the table and elicit how to form a question. Also, review how to answer Yes/No questions in the simple present tense.

(e.g. *Do you play a musical instrument after class?*)

Yes, I do. / No, I don't.

A1 Booklet

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Part II (Class 3. I Produce: Pre)

- Interview your classmates. Find two partners who do the free-time activities below.

Find People Who...	Classmate 1	Classmate 2
play a musical instrument after class		
listen to electronic music in the afternoon		
go shopping on weekends		
do exercise at the park		
go out with friends on Friday		
surf the Internet to do homework		
read books in the evening		

Keep in mind!



Promote communicative activities in class so that students can simulate real-life oral exchanges.

During



15 minutes

Is It True or False?

- Prior to this activity, stick the free-time activity flashcards with images on the board or the walls. Use this QR code to create your spinning wheel. Label each section either *Tell the truth* or *Tell a lie*.



- Explain to students that they will listen to some sentences describing your leisure-time activities. Some of your sentences will be true, and some others will be false. Let them know that you will spin a wheel secretly. The wheel will determine if your sentence will be true or false. Students will pay close attention to your statements, and they will individually vote if the information that you told was a lie or if it was the truth.

If necessary, you may display the following conversation on the board.

Teacher: *Ok, everybody, please listen to my sentences carefully.*

1. I do exercise with my friends after school. (X2)

Teacher: *What do you think? Is that sentence true or false?*

Raise your hand if you think that my sentence is true.

(Some students raise their hands)

Teacher: *Raise your hand if you think that my sentence is false.*

(Some other students raise their hands)

Students: *Teacher, please tell us the answer.*

Teacher: *My sentence is false. I don't do exercise after school.*

Great job! Let's listen to another sentence.

- Follow the same process for a few rounds and have students raise their hands to vote.

Post



15 minutes

Now You Do It!

- Have students get in small teams (4-5 students).
- Explain to them that they will play in small teams the same game they played with you a few minutes ago.
- Students will take turns to orally create sentences using the flashcards stuck on the board or the wall.
- If possible, have students open the online wheel using their cell phones or laptops.
- Remind them that every member of the team will vote individually. Afterward, the student will reveal the correct answer.
- Walk around the classroom and listen to students' ideas closely. Help students as much as needed.

Teaching tip



If it is not possible for students to have access to the online wheel, have students make a list from 1-6 in their notebooks. Next to each number, they will write down T (true) or F (false) to check the kind of sentences they will share.

Answer Key (Unit 3 - Worksheet 2 - Part II)



Make sure everyone in class adds **Do you** before each prompt and provides proper short answers when being asked.

Week **3**

Approximate time:
2 hours 15 minutes (3 classes)



Performance indicators

Students can:

- 3.9 Use spelling rules for third-person singular verbs in the simple present tense accurately.
- 3.10 Produce affirmative sentences using the third-person singular both orally and in writing consistently.

Content(s)	Goal(s)
<ul style="list-style-type: none"> • Simple Present Tense (he, she, it) Affirmative Statements • Simple Present Tense (he, she, it) Spelling Rules 	<p>By the end of the week, I will:</p> <ul style="list-style-type: none"> • Spell common verbs in the third person singular. • Talk about a person's favorite free-time activities.

Class 1: Materials

- Dry-erase markers/chalk, two balloons/stuffed animals/balls, free-time activity flashcards, masking tape, and a poster with spelling rules.

I Activate (Class 1)

Pre



15 minutes

What Do You Do in Your Free Time?

- Before class begins, stick the free-time activity flashcards with images that you elaborated for this unit on the walls.
- Copy the following conversation on the board.
A: What do you do in your free time, Marcos?
B: In my free time, I do exercise and I play chess. What about you, Natalia?
A: I play video games, and I watch TV in my leisure time.
- Have students stand up and get in a circle.
- Explain to students that they will pass the two balloons/stuffed animals or balls while music is playing. When the music stops, the two students holding the objects will use the conversation on the board to ask and answer questions about their classmates' hobbies. The rest of the class will listen carefully to their partners in order to remember the shared information.
- Remind students that they can use the flashcards stuck on the walls as extra help to describe their hobbies. Model the steps to follow to ensure that the instructions are clear.
- Play the music and try to select different students every round.

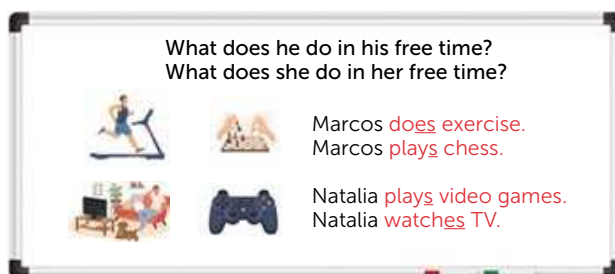
During



15 minutes

Simple Present Tense (he, she, it - Affirmative Statements)

- As a whole class, recall the hobbies that some students shared in the previous activity. Listen to students' ideas carefully.
- Remove the mentioned free-time activity flashcards from the walls, and stick them on the board.
- Explain to students that they will help you create sentences to describe their classmates' leisure-time activities.



- Write down full sentences in the simple present tense using students' ideas.
- Draw students' attention to the changes in the verbs when we use the subject pronouns *he*, *she*, and *it*.
- Request students to take notes on the information in their notebooks.

Post



15 minutes

Simple Present Tense (he, she, it) Spelling Rules

- Prior to class, elaborate a similar poster to the one below to introduce the spelling rules with the subject pronouns *he*, *she*, and *it* in the simple present tense.

Simple Present Tense Spelling Rules

1. **Most verbs take -s**
For example: listen - listens surf - surfs spend - spends
2. Verbs ending in **-ss, -sh, -ch, -x, -o** take **-es**
For example: kiss - kisses brush - brushes watch - watches
fix - fixes do - does
3. Verbs ending in a **consonant + y** take **-ies**
For example: fly - flies study - studies change y to i and add -es.
4. Verbs ending in **vowel + y** take **-s**
For example: play - plays

 The verb *have* changes to *has*.

- Go over the information as a whole class and provide extra examples if needed.
- Remind students that generally, we add -s to verbs. However, if a verb has any of the special characteristics described in rules 2, 3, or 4, we need to add -es, -ies, or -s.
- Request students to copy the information into their notebooks.
- Finally, write some verbs in their base form on the board and have students get in pairs and change the verbs appropriately.



- Dry-erase markers/chalk, mini boards, and the student's booklet.

I Practice (Class 2)

Pre



15 minutes

Mini Boards: Changing Verbs!

- For this session, you will reuse the mini boards elaborated in previous lessons.
- Prior to this activity, prepare a list of different verbs: *play, watch, listen, go, do, brush, fix, pass, study, and enjoy.*
- In class, have students get in small teams (3-4 students). Distribute a mini board and a dry-erase marker per team.
- Explain to students that you will mention a verb aloud, and they will write down on their mini boards the correct form of the verb in the simple present tense for the third person singular (*he, she, and it*).
- Model an example on the board.
- Walk around the classroom and monitor students' work and encourage students to say "Done!" once they have finished.
- Check the answers while students are holding up their mini boards. Provide feedback.

Keep in mind!



One engaging and creative way to carry out writing activities is using mini boards. Additionally, mini boards can promote cooperative learning in your lessons.



During



15 minutes

Worksheet 3: Simple Present Tense Practice (Part I)

- Request students to open their booklets to Unit 3 Worksheet 3 (Part I).
- Have a volunteer read the instructions aloud.

A1 Booklet

Unit 3 page 15

Worksheet 3
Part I (Class 2. I Practice: During)

- Complete the sentences using the correct form of the verbs in parentheses.
- Next, read sentences 1-14 carefully and choose seven sentences that match pictures a-g.

Write the numbers in the boxes.

- Clara _____ (watch) TV with her family in the evening.
- We _____ (go) to school by bus.
- My teacher _____ (study) French and Italian.
- Kevin _____ (brush) his teeth every morning.
- Carolina and David _____ (do) exercise on weekends.
- My mother _____ (teach) Physical Education at school.
- I _____ (listen) to classical music.
- Ernesto _____ (finish) work at 6:00.
- Sonia and Mauricio _____ (fix) cars in their free time.
- Mercedes _____ (pass) her exams every year.
- José _____ (have) dinner at 8:30.
- You _____ (check) your email every day.
- Johanna _____ (fly) a kite in the afternoon.
- My puppy _____ (play) with a small ball.

- Explain to students that they will work in pairs to complete 14 sentences using the correct form of the verb in parentheses.

Keep in mind!



Whenever students complete a pair-work activity, urge them to compare their ideas verbally. You may model the following brief conversation.

A: What do you think the answer to sentence 1 is?
B: I think the answer is "watches."

- Let students know that after completing the 14 sentences, they will match the pictures on the right with the corresponding sentences by writing the numbers in the boxes.
- Once students have finished, have different volunteers share their answers.
- If necessary, go over a quick review of the simple present tense.

Post



15 minutes

Worksheet 3: Simple Present Tense Practice (Part II)

- Have students open their booklets to Unit 3 Worksheet 3 (Part II).
- Request a volunteer to read the instructions aloud.
- Explain to students that they will work in pairs to complete a text based on Kathy's hobbies. Students will take turns reading a part of the text aloud for each other to fill in the blanks using the correct form of the verbs in parentheses. Let students know that after they have finished working on the paragraph, they will mark the statements T (true) or F (false) appropriately.

A1 Booklet

page 15

Part II (Class 2)

• Work in pairs. Complete the text using the verbs in parentheses in the correct form. Next, mark the statements **T** (true) or **F** (false).

Kathy is 14 years old and she 1. _____ (live) in La Libertad. She 2. _____ (study) at C.E Caserio Hacienda Shutia. She 3. _____ (love) speaking English with her classmates.

On Mondays, Kathy 4. _____ (play) checkers with her family. She 5. _____ (do) exercise at the park on Tuesdays. On Tuesday afternoons, she 6. _____ (fix) cars with her dad.

Kathy usually 7. _____ (surf) the Internet to do her homework, and she also 8. _____ (check) her email. On Thursdays, she 9. _____ (fly) kites with her cousins. On Saturdays, Kathy and her brother 10. _____ (have) pupusas at her grandma's house. On Sundays, Kathy 11. _____ (watch) series with her best friend.

Are these sentences T (true) or F (false)?

a) Kathy plays checkers with her friends on Mondays. _____

b) She fixes cars with her father on Tuesday afternoons. _____

c) She usually surfs the Internet to read comics. _____

d) She eats pupusas with her brother at their grandma's house on Saturdays. _____

- Make sure the instructions are clear before the activity begins.
- Walk around the classroom and monitor students' work closely.
- Encourage different volunteers to share their answers with the whole class.
- Praise students for their work and provide as much feedback as needed.

Answer Key (Unit 3 - Worksheet 3)



Part I

- Text: 1. watches 2. go 3. studies 4. brushes 5. do 6. teaches 7. listen 8. finishes 9. fix 10. passes 11. has 12. check 13. flies 14. plays
- Pictures: a) 9 b) 12 c) 14 d) 13 e) 1 f) 10 g) 6

Part II

- Text: 1. lives 2. studies 3. loves 4. plays 5. does 6. fixes 7. surfs 8. checks 9. flies 10. have 11. watches
- Statements: a) F b) T c) F d) T



- Dry-erase markers/chalk, sheets of paper, scissors, and a model of a foldable.

I Produce (Class 3)

Pre



15 minutes

Human Bingo

- Before class begins, draw a 9x9 bingo grid on the board. On one side of the board, write down a list of 15 free-time activities, as shown in the illustration below.



- In class, explain to students that they will draw a similar bingo grid in their notebooks. After that, students will select 9 free-time activities and write them down in the squares in any order they prefer.
- Copy the following conversation on the board.
A: Hi, Kevin! Do you read manga in your free time?
B: Yes, I do. Do you fly a kite in your leisure time?
A: No, I don't.
B: OK. Do you surf the Internet in your free time?
A: Yes, I do.
- Once students have finished, read the conversation aloud and have students practice along with you.
- Explain to students that they will stand up and interview different classmates using the activities in their bingo grids. If a classmate says, "Yes, I do.", students will write down that partner's name in the corresponding square.
- Monitor students' work closely.

During



15 minutes

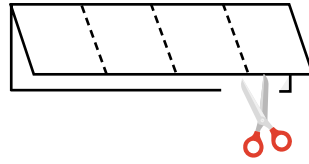
Let's Make a Foldable!

- Prior to class, make a foldable.
Steps to make a foldable
 1. Fold a sheet of paper in half along the long edge.
 2. Fold the sheet of paper again into four vertical sections.
 3. Use a pair of scissors to cut up the three lines, so you can simulate four tabs.

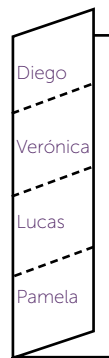
Keep in mind!



Always remember to prepare a sample model of the resources students will create/



- In class, model the steps to make a foldable with students. If possible, distribute a sheet of paper per student or have them take out one from their notebooks.
- Once the foldables are ready, request students to have their bingo grids handy because they will write down full sentences based on their classmates' hobbies.



← Diego does exercise in his free time.

- Have students write down a classmate's name in each tab (8 names in total). Behind each partner's name, they will write a full sentence describing his/her hobby. Students will create 8 sentences in total.
- Model how to complete this step by using your foldable.
- Walk around the classroom and monitor students' work closely. Reinforce the use of capital letters and punctuation as needed.

elaborate, so they can have a clear guide to follow. The strategy could also boost their imagination.

Remember to also praise students and provide feedback on the simple present tense for the third person singular (*he, she, and it*) as much as necessary.

Post



15 minutes

My Classmates' Hobbies

- Have students get in small teams (3-4 members).
- Explain to students that they will take turns to share the information in their foldable orally.
- Model the steps to follow with some volunteers.
- Make sure the instructions are clear before the activity begins.
- Walk around the classroom and monitor students' interaction closely.
- Be ready to help with pronunciation, grammar, and intonation.

Keep in mind!



It is important that students acknowledge mistakes as a part of the learning process.



Performance indicators

Students can:

- 3.11 Distinguish and pronounce third-person singular verb endings /Iz/, /s/, /z/ accurately following pronunciation rules.
- 3.12 Identify the structure and components of negative sentences in the simple present tense for the third person singular clearly.
- 3.13 Construct negative statements about free-time activities in the simple present tense appropriately.

Content(s)	Goal(s)
<ul style="list-style-type: none"> • Pronunciation of Verbs in the Simple Present Tense for the Third Person Singular /Iz/ /s/ /z/ • Simple Present (Negative statements with he/ she/it) 	<p>By the end of the week, I will:</p> <ul style="list-style-type: none"> • Classify verbs in the simple present tense for the third person singular according to sounds. • Write a description about my best friend's free-time activities.

Class 1: Materials



- Dry-erase markers/chalk, large cards with sentences, and large cards with the phonetic symbols /Iz/ /s/ /z/.

I Activate (Class 1)



Pre



15 minutes

Rewrite Them!

- Prior to this activity, elaborate some large cards containing the following sentences.
 1. I fly a kite at the park.
 2. They have breakfast early.
 3. They fix cars on weekdays.
 4. We do exercise with our cousins.
 5. We go shopping in the morning.
 6. You play a musical instrument in your free time.
 7. You study English at school.
 8. I finish work at 5:00.
 9. I brush my teeth every morning.
 10. They listen to music online.
- Depending on your class size, divide the board into different sections (5-7).

	<ul style="list-style-type: none"> • In class, have students stand up and line up facing the board. Hand out one dry-erase marker to the first learner in every line. • Explain to students that you will show them a large card with a sentence in the simple present tense. Then, you will mention a subject pronoun, either "he" or "she," so students can rewrite the sentence using that subject pronoun and apply all the necessary changes in the sentence (e.g. modifying the verb into the third person form). • Once they have finished writing their answers on the board, students will give the marker to the next student in line and head to the back of the line. • The activity will continue until everyone in each line has participated. • In case there are students with special needs in your class, you can have them work on a mini board from their seats. In order to check their answers, request them to hold up their mini boards.
<p>During</p>  15 minutes	<p style="text-align: center;">Pronunciation Time!</p> <ul style="list-style-type: none"> • Prior to class, prepare three large cards containing the following phonetic symbols: /ɪz/ /s/ /z/. • Model the proper pronunciation of the three phonetic symbols. • Next, write the verbs "watches," "surfs," and "listens", below the correct symbol. • Explain to the class that verbs in the third person singular are pronounced in three different ways. • Write the following phonetic symbols on the board (Set 1): /tʃ/, /dʒ/, /s/, /z/, /ʃ/ and copy the following verbs; using a different color marker to identify the sounds: teaches, changes, passes, loses, brushes. Tell students that if the last sound in the verb is any of the phonetic symbols in "Set 1", the -es will be pronounced as /ɪz/. • Copy the following phonetic symbols on the board (Set 2): /p/, /t/, /k/, /f/ and write the following verbs using a different color marker to identify the sounds: stops, eats, checks, surfs. Tell students that if the last sound in the verb is any of the phonetic symbols in "Set 2", the -s will be pronounced as /s/. • Write the following phonetic symbols on the board (Set 3): /b/, /d/, /g/, /v/, /m/, /n/, /ŋ/, /l/. Copy the following verbs using a different color marker to identify the sounds: grabs, reads, digs, loves, comes, listens, sings, calls. Tell students that if the last sound in the verb is any of the phonetic symbols in "Set 3" or has a vowel sound like in plays, enjoys, flies, has, goes, does , the -s will be pronounced as /z/. • Model the pronunciation of the phonetic symbols and verbs as many times as needed.
<p>Post</p>  15 minutes	<p style="text-align: center;">Practice Time!</p> <ul style="list-style-type: none"> • Have students copy the information on the board in their notebooks. • Have students work in pairs to take turns pronouncing aloud the phonetic symbols and the verbs in the third person singular.



- Dry-erase markers/chalk, the student's booklet, flashcards with pictures of free-time activities, speaker, and masking tape.

I Practice (Class 2)

Pre



15 minutes

Worksheet 4: Pronunciation of Verbs in the Simple Present Tense - Third Person Singular (Part I)

- Have students open their booklets to Unit 3 Worksheet 4 (Part I).
- Ask students to rewrite the verbs in "section A" in the correct form of the 3rd person singular. Next, they will solve "section B" by listening to the track to classify the verbs of "section A" below the correct phonetic symbol. Model one example.
- Finally, have students say out loud the verbs.

A1 Booklet

page 16

A) Rewrite the following verbs in the simple present tense for the third person singular.

1. I **watch** He _____
2. We **stop** She _____
3. They **listen** He _____
4. You **pass** It _____
5. They **change** He _____
6. I **have** She _____
7. We **eat** It _____
8. You **wash** He _____
9. They **do** She _____
10. I **sing** It _____
11. We **surf** He _____
12. You **check** She _____

B) Listen to the track and classify the verbs in section A according to their pronunciation correctly.

	/tʃ/	/s/	/z/

Keep in mind!



Another strategy for sharpening your students' pronunciation skills is to record them. If you record your students' pronunciation, you can play the audios one after another to show their progress. This is important for increasing your students' confidence

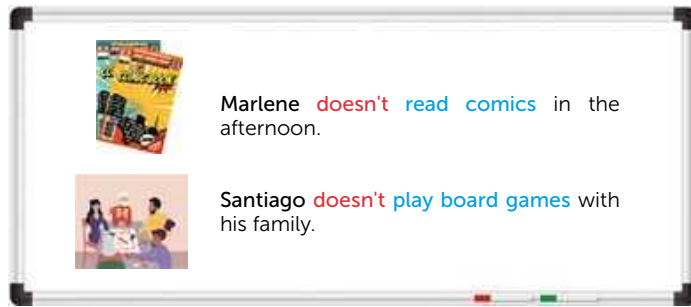
During



15 minutes

Simple Present Tense (he, she, it - Negative Statements)

- Before class begins, stick the free-time activity flashcards on a visible spot on the board.
- Use the flashcards on the board to ask students questions randomly. (e.g. *Do you read comics in the afternoon?* / *Do you play board games with your family?*)
- Pay special attention to the activities which students do not do in their free time. This information will help you introduce how to make negative statements in the simple present tense with the pronouns he, she, and it.
- Elicit from students the information their classmates previously mentioned and model how to make negative statements step by step.
- Highlight the components of negative sentences by using markers of different colors.



- Tell students that doesn't (does not) is used in negative sentences. Also, explain to them that the verb after the auxiliary verb remains in the base form.
- Use body language to reinforce the use of doesn't (e.g. shaking your head or index finger).
- Create more examples by requesting students' participation and using the flashcards.
- Ask students to copy the information on the board in their notebooks.

Post



15 minutes

Worksheet 4: Simple Present Tense - Negative Sentences (Part II)

- Have students open their booklets to Unit 3 Worksheet 4 (Part II).
- Have students get in pairs and request a volunteer to read the instructions aloud.
- Explain to students that they will use the pictures and words in the worksheet to write negative sentences in the simple present tense.
- Complete the first sentence on the board as a whole class.
- Walk around the classroom and monitor students' work closely. Provide help as needed. When students finish, check answers as a whole class.

Answer Key (Unit 3 - Worksheet 4 - Part I)



Section A: 1. watches 2. stops 3. listens 4. passes 5. changes 6. has
7. eats 8. washes 9. does 10. sings 11. surfs 12. checks

Section B: /ɪz/: watches, passes, changes, washes. /s/: stops, surfs, checks, eats.
/z/: listens, has, does, sings.

Answer Key (Unit 3 - Worksheet 4 - Part II)



1. Jorge doesn't play checkers after school.
2. Alejandra doesn't play soccer on the soccer field.
3. My friends don't fix cars in their leisure time.
4. Patricia doesn't play board games with her family.
5. Silvia and Marcos don't play baseball at the park after classes.
6. Daniela doesn't fly a kite on weekends.
7. My dog doesn't play with a ball when I get home from school.
8. Carlos doesn't play a musical instrument in music classes on Fridays.
9. Marcela doesn't go shopping twice a week.



- Dry-erase markers/chalk, a stuffed animal or ball, free-time activity flashcards with pictures, masking tape, and a poster describing your best friend's favorite free-time activities.

I Produce (Class 3)

Pre



15 minutes

The Chain Game!

- Before class begins, have handy a stuffed animal. Also, copy the following prompts on the board:
 1. *In my leisure time, I _____.*
 2. *I don't _____ in my free time.*
- In class, request students to stand up and get in a circle. Hand the stuffed animal or ball to a volunteer.
- Explain to students that they will orally create sentences using either prompt #1 or #2 (e.g. *In my leisure time, I do exercise in the living room.*) After that, they will hand the stuffed animal or ball to another classmate. He/she will repeat the sentence their partner mentioned and share an original example. (e.g. *In her leisure time, Fernanda does exercise in the living room. I don't play chess in my free time.*) Remind students that they will need to use the simple present tense with the subject pronouns *he* or *she* when they mention their partner's statement.
- Model the process with a group of volunteers, so students can familiarize with the steps to follow.
- Finally, provide feedback related to pronunciation, intonation, and sentence structure.

Teaching tip



Depending on your class size, consider splitting the class into smaller teams so the process is carried out more efficiently. In case you guide students out of the classroom, prepare a large card with the prompts.

During



15 minutes

My Best Friend's Favorite Free-time Activities

- Prior to this activity, prepare a large poster describing your best friend's favorite free-time activities. You can create an example of your own or use the provided sample.
- Before class begins, stick your poster on a visible spot on the board and copy the following statements:
 - *Marvin does exercise in his free time. _____*
 - *He can play a musical instrument. _____*
 - *He plays baseball with his friends and pets. _____*
 - *He plays volleyball at the beach. _____*
- In class, pair learners up. Explain to students that they will take turns reading a part of the text aloud to their classmates. After that, they will write in their notebooks the sentences on the board and mark those statements as


T (true) or F (false) according to the text.

My Best Friend's Favorite Free-time Activities

My best friend's name is Marvin. He is 29 years old and he is a teacher.

In his leisure time, Marvin watches series, does exercise, and plays the guitar.

Marvin doesn't play baseball, but he plays volleyball when he goes to the beach with his friends and pets.



- Walk around the classroom and monitor students' progress closely. Provide as much support as needed.
- Once students have finished, select some volunteers randomly and have them read a paragraph from the text and mark the sentences on the board as *T (true)* or *F (false)*.
- Check the answers provided as a whole class.

Post



15 minutes

Now You Do It!

- Prior to this activity, stick the free-time activity flashcards on a visible spot in the classroom.
- Have students open their notebooks.
- Explain to students that they will create a similar description of their best friends' favorite free-time activities.
- If necessary, briefly review some punctuation and capitalization rules, sentence structure, and the simple present tense for the third person singular.
- Remind students that they can use the flashcards stuck in the classroom to get extra ideas.
- Walk around and be ready to provide as much help as needed.
- Finally, have students get in small teams (4-5 students) and encourage them to share their descriptions with their peers.

Keep in mind!



Provide feedback not only when correcting mistakes, but also when students show improvement. When learners stop making recurring errors or begin to excel in a particular area, acknowledge their progress.

Answer Key (My Best Friend's Favorite Free-time Activities)



1. Marvin does exercise in his free time. (T)
2. He can play a musical instrument. (T)
3. He plays baseball with his friends and pets. (F)
4. He plays volleyball at the beach. (T)



Performance indicators

Students can:

- 3.14 Formulate and respond to Yes/No questions about leisure-time activities in the simple present tense confidently.
- 3.15 Interpret short illustrated texts about free-time activities and relate them to common outdoor hobbies effectively.

Content(s)	Goal(s)
<ul style="list-style-type: none"> Simple Present (Questions with he/she/it) Other Hobbies 	<p>By the end of the week, I will:</p> <ul style="list-style-type: none"> Have a brief interview using Yes/No questions in the simple present. Identify at least six different outdoor hobbies.

Class 1: Materials

- Dry-erase markers/chalk, flashcards or illustrations for listening practice, masking tape, free-time activity flashcards with pictures, speaker, and large flashcards with scrambled questions.

I Activate (Class 1)

Pre



15 minutes

Listening Practice!

- Prior to this activity, prepare some flashcards with illustrations, cutouts, or drawings representing the following activities: *ride a bike, walk, watch TV, swim, and play tennis*.





A. _____ B. _____ C. _____



D. _____ E. _____

- Stick the illustrations on the board, as the image above shows. Next, label them using letters **A-E**.
- In class, explain to students that they will listen to five different conversations about people describing their favorite free-time activities. They will copy the letters **A-E** in their notebooks, and while listening to the audio, they will write the corresponding number of each conversation from 1 to 5 next to the alphabet letter.

	<ul style="list-style-type: none"> Once students are ready to listen, play the track, and request students to write down the answers in their notebooks. Play the audio for a second time. Then, have students get in pairs to verify their notes. Check answers as a whole class and provide feedback.
<p>During</p>  15 minutes	<p style="text-align: center;">Simple Present (Questions with he/she/it)</p> <ul style="list-style-type: none"> Using the information included in the listening exercise, model how to create questions in the simple present tense with the subject pronouns he, she, and it. Use markers of different colors to highlight the elements in each question. <ul style="list-style-type: none"> Conversation 1: Does Sofia watch her favorite programs on TV? Conversation 2: Does Fátima play soccer? Conversation 3: Does Ceci swim for four hours? Conversation 4: Does Ricardo ride his bike on weekdays? Conversation 5: Does Camila eat hamburgers and fries? Write down the possible answers on the board. <ul style="list-style-type: none"> Yes, she does. / No, she doesn't. Yes, he does. / No, he doesn't. Request students to start asking and answering the questions orally. Check the answers as a whole class by randomly selecting volunteers. Play the listening track again to check answers. Make emphasis on the use of “does” to create questions with he, she, and it. Also, remind them that main verb must not change. Use the free-time activity flashcards to create more questions about students in the classroom. (e.g. Does Nora surf the Internet in the afternoon? / Does Milton play a musical instrument in his free time?). Encourage students to help you create them.
<p>Post</p>  15 minutes	<p style="text-align: center;">Mini Boards: Unscramble Them!</p> <ul style="list-style-type: none"> Prior to class, create some large cards with scrambled questions written on them. <div style="text-align: center; border: 1px solid black; padding: 5px; margin: 10px 0;"> Celia / read manga / does / in the afternoon / ? </div> Divide the class into pairs and distribute a mini board and dry-erase marker per team. Explain to students that you will show them some scrambled questions in the simple present tense that they need to rewrite in the correct order. Once their answers are ready, have students raise their mini boards and request a volunteer to read the answer aloud. Provide feedback on capitalization, punctuation, and spelling rules.

Answer Key (Listening Practice)



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



- Dry-erase markers/chalk, a poster with prompts to create questions, a poster with text to introduce other hobbies, masking tape, and flashcards with pictures to represent hobbies.

I Practice (Class 2)

Pre



15 minutes

Let's Make Questions!

- Prior to class, prepare a large poster with the following information:

1. *your brother or sister / fly a kite / at the park*
2. *your best friend / go shopping / on weekends*
3. *your father or mother / listen to music / on Thursdays*
4. *your cousin / play baseball / in Physical Education*
5. *your pet / play with a ball / in the patio*
6. *your father or mother / do exercise / on weekdays*
7. *your favorite celebrity / play a musical instrument*
8. *your cousin / spend time with his or her family / on Sundays*

- Stick the poster on a visible spot in the classroom.
- In class, have students get into small teams.
- Distribute one mini board and a dry-erase marker per team.
- Explain to students that you will call out a number from 1 to 8. The number you will mention will represent one of the prompts in the poster. Students will read the information carefully, and write down a question in the simple present tense on their mini boards.
- Once their answers are ready, students will say "Done!" and raise their mini boards so the information can be checked as a whole class.
- Have a volunteer read the question aloud. Write down the correct questions on the board.
- Repeat the same process several times until students have used all the prompts provided.
- At the end of the activity, give feedback as needed.

During



15 minutes

Talking Time!

- Have students draw in their notebooks a 2 x 8 table as follows:

Classmate 1	Classmate 2
Name:	Name:
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.

- Explain to students that they will interview two different partners using the eight questions they previously unscrambled. Additionally, they will copy their classmates' answers in the table.

Keep in mind!



Surveys are a functional strategy to have students interact with classmates they do not regularly work with. Always encourage students to mingle around and socialize with different peers.

- Model the process step by step with a volunteer, so students can get a better idea of the instructions.
- Have students stand up in order to interview two partners by using the unscrambled questions.
- Once students have completed their tables, ask them to return to their seats. Next, request students to get in groups of three to share the information they collected. (e.g. *Tatiana's sister flies a kite at the park. / Adrian's best friend doesn't go shopping on weekends.*)
- Walk around the classroom listen to students' ideas and provide any needed feedback.

Post



15 minutes

More About Hobbies

- Prior to this class, prepare a poster using the text below. You will use this resource to introduce the following hobbies: *go to the park, go to the river, have a picnic, have snacks, climb trees, go birdwatching, and record videos.*

Cristina's Hobbies

Cristina is 15 years old and she studies at Complejo Educativo de Tecapán.

Cristina really loves nature and animals. In her leisure time, she goes to the park with her friends to have a picnic. They usually have different kinds of snacks such as chips and cookies. At the park, Cristina and her friends climb trees and they record short videos in which they talk about the traditions in their town.

On weekends, Cristina goes to the river and she swims for some hours. After that, she goes back home and she goes birdwatching in her patio. Listening to birds singing makes Cristina very happy!



- Create a set of flashcards with pictures/drawings/cutouts that represent the hobbies listed above. Stick the poster and flashcards on the board.
- In class, have students get in pairs.
- Draw students' attention to the board. Explain to students that they will take turns reading the text aloud. Next, they will look at the flashcards and identify the underlined phrases that represent each flashcard. Walk around the classroom and provide help as needed.
- Distribute dry-erase markers and have some volunteers write below each flashcard its corresponding hobby by using the vocabulary in the text.
- Read the hobbies aloud to model their proper pronunciation and encourage students to practice along with you.
- Praise them for their participation and provide feedback related to pronunciation and intonation as needed.
- Finally, request students to open their notebooks and copy the vocabulary. Ask them to sketch a drawing to represent each phrase.



- Dry-erase markers/chalk, flashcards with pictures to represent hobbies, masking tape, a speaker, and the student's booklet.

I Produce (Class 3)

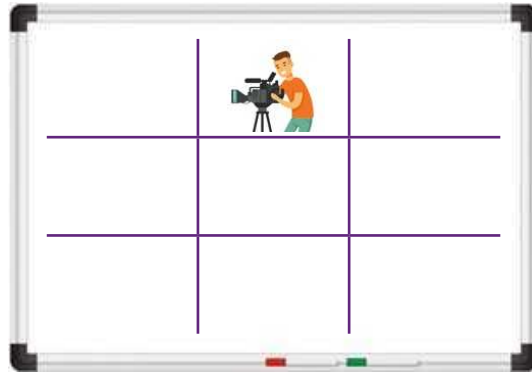
Pre



15 minutes

Mini Boards: Tic-tac-toe!

- Prior to class, draw a Tic-tac-toe grid on the board and stick each of the following flashcards in one section of the grid: *go to the park, go to the river, have a picnic, have snacks, climb trees, go birdwatching, play baseball, go shopping, and record videos.*



- In class, request students to get in pairs.
- Distribute a mini board and a dry-erase marker per team. Explain to students that they will draw a small Tic-tac-toe grid on the mini board. Next, they will choose a symbol, either X or O. After that, students will write down Yes/No questions in their notebooks using the simple present tense and the flashcards on the board. (e.g. *Does Carlos record videos on weekends?*) The objective of the game is to draw three symbols (X or O) in a row horizontally, vertically, or diagonally.
- Model one example on the board and encourage students to help you create the question.
- Reinforce the use of capital letters and proper punctuation in questions.
- Walk around the classroom and monitor students' work closely. Be ready to support students as much as needed.
- Select different volunteers to write down their examples on the board. Have the rest of the class help you check the information provided.

Keep in mind!



As stated in the classroom guidelines, make sure all your ludic activities have a specific purpose. They can either be a way of formative or summative assessment.

During



15 minutes

Worksheet 5: Let's Play a Board Game!

- Have students open their booklets to Unit 3 Worksheet 5.
- Request a volunteer to read the instructions aloud.
- Ask students to get in pairs or groups of three.
- Explain to students that they will flip a coin to play the game.
- Let them know that according to the side of the coin they get after flipping it, they will move either one or two spaces as follows.



heads=1 space



tails = 2 spaces

- Inform students that each of the squares in the board game requires them to do different activities. For example, some spaces have a picture and a symbol (+, -, or ?), so students will create affirmative sentences, negative statements, or questions using the information provided. Other squares have questions that students will answer based on their own opinions.

Keep in mind!



In case you would like to integrate technology in your classes, students can scan the QR code below to generate an interactive coin.



Remember to model the activities to clarify instructions.

Post



15 minutes

All About My Classmates!

- Have students stand up and get in two circles. Follow the inner/outer technique.
- Explain to students that you will play music, so the inner circle needs to walk until the music stops. When the music stops, students will stop and interact with their partner in the outer circle who is facing them. In pairs, students will share two or three facts their classmates mentioned while playing the board game.
- Walk around the classroom and monitor students' work closely.
- **For next class:** Inform students that they will design a poster. Ask them to take to class any resources they may need, such as markers, a piece of cardboard, colored pencils, etc.

Keep in mind!



Knowing when to give feedback is fundamental. It is effective not to correct a mistake the moment it is made. It is recommended to wait for your students to finish their idea before correcting them.



Performance indicators

Students can:

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

Content(s)	Goal(s)
<ul style="list-style-type: none"> Project: Describing a Hobby 	<p>By the end of the week, I will:</p> <ul style="list-style-type: none"> Provide a short description of my favorite hobby. Check my progress along unit 3.

Materials



- Dry-erase markers/chalk, poster, a paragraph sample to describe a favorite hobby, and Unit 3 Test.

Unit 3 Project

Class 1
Pre



45 minutes

Project Preparation

- Prior to this class, make a poster with a brief paragraph describing your favorite hobby. If you prefer, you can replicate the sample below.
- Next, illustrate some of the activities mentioned in the description on a different small poster.

My Favorite Hobby

My favorite hobby is going out with my friends. We usually go to the park, sit on a bench and talk about our activities during the week. We don't play video games, but we play basketball or soccer. We usually buy some snacks like ice cream, fruit, or chips. I always have a good time with my friends!

- Before the session begins, stick the two posters on a visible spot in the classroom.
- In class, have students look at the two posters carefully.
- Ask a volunteer to read the description.
- Explain to students that they will create a similar paragraph on a piece of paper to describe their favorite hobby. Then, they will design a poster representing the information in their paragraphs.
- Have students create their paragraphs and posters using the resources they took with them to class.
- Walk around the classroom and monitor students' work closely. Give feedback based on any aspects that need to be reinforced (e.g. punctuation, grammar, spelling, etc.)

Class 2
During

45 minutes

Project Presentation

- After welcoming students, divide the class into two groups (*Group A* and *B*).
- Ask *Group A* to display their posters on one classroom wall and *B* on the opposite wall.
- Have *Group B* listen to *Group A* first. Count two minutes and clap to have *Group B* move to their right to talk to a different classmate. When *Group B* has listened to all the presentations of *Group A*, have them swap roles, so *Group B* can start presenting.
- Walk around the classroom and take notes of any areas that need to be reinforced/reviewed at the end of the activity.

Class 3
Post

45 minutes

Unit 3 Test

- Before class, make sure you have enough test copies for the whole class. Keep the suggested listening track handy. Scan the QR code below to play the track.



- Read the instructions as a whole class and make sure they are clear.
- When time is up, collect the tests and verify that students have completed all the sections included.

Keep in mind!



Keep in mind that the provided test is a sample that you may customize according to your students' learning needs.



Answer
Key



Unit Test

Unit Test

UNIT 4

My Family's and Friends' Habits

In unit 4, students will practice:

- Stating relationships about family ties using possessive adjectives.
- Giving basic descriptions related to habits.
- Exchanging information about relatives and habits.



Unit 4 My Family's and Friends' Habits

Unit Competencies	Guidelines for Diagnostic Assessment
<ol style="list-style-type: none">1. Describe family relationships through the use of possessive adjectives and nouns to exchange information about relatives.2. Express the frequency of daily activities using appropriate adverbs and expressions of frequency to share personal routines.	<p>Before starting all the contents in unit 4, elicit information related to family and common daily activities.</p> <ul style="list-style-type: none">• Encourage students to paste photos of their families in their notebooks.• Ask students to write activities their relatives frequently do.• Request students to prepare a glossary of possible words they might use throughout the unit. <p>In addition, use this unit as an opportunity to have students think about the importance of respecting family members. They can prepare murals that promote positive messages about family relationships.</p>

Teaching Tips for the Didactic Unit	Classroom Management Guidelines
<ul style="list-style-type: none">• Adapt the activities according to your students' needs and interests.• Use English at all times. Incorporate body language, images, sounds, or any other technique to send the meaning of your message. Avoid speaking Spanish.• Check students' answers using different techniques. For example, you can ask students to write their answers on pieces of paper. You can paste students' answers around the classroom and have them read others' ideas.• Ask students to use a dictionary or install a free app on their cell phones. They can use these resources to look up unfamiliar words.• Prepare material/samples ahead. Try to model as much as possible and provide students with examples of what you expect them to do in the activities.• Prepare a few activities for early finishers to keep them engaged while others complete their work. Options like independent reading, journal writing, word searches, or listening to audiobooks can support continued learning and autonomy.	<ul style="list-style-type: none">• Motivate students to participate. You can remind them of values such as empathy, respect, and tolerance. This will help you promote a better classroom environment and involve all students.• Encourage cooperative learning in the classroom. Motivate students to support their peers and celebrate their success.• Allocating a finite time period to tasks helps students complete them on time. It also supports better workload management. When they have time-boxed tasks, their brain gets rewired to follow the structure and accomplish those activities within the desired time frame.



Performance indicators

Students can:

- 4.1 Identify nuclear and extended family members through visuals, audios, and short texts accurately.
- 4.2 Spell family-related words both orally and in writing consistently.
- 4.3 Use possessive adjectives to express possession appropriately.
- 4.4 Describe family relationships using possessive adjectives clearly to show family ties.
- 4.5 Formulate and respond to questions about relationships among family members in a family tree confidently.

Content(s)	Goal(s)
<ul style="list-style-type: none"> • Nuclear and Extended Family • Possessive Adjectives 	<p>By the end of the week, I will:</p> <ul style="list-style-type: none"> • Mention my nuclear and extended family members. • Exchange information regarding relationships between family members.

Class 1: Materials



- Alphabet letter small cards, a personal family portrait, and any soft object to play the hot potato.

I Activate (Class 1)

Pre



15 minutes

Forming Words

- Before class, prepare the following letters in small cards (the number of cards you need per letter is in parentheses): *D* (2), *P*(1), *TH* (5), *M* (2), *O* (4), *E* (8), *R* (10), *F* (2), *A* (5), *N* (5), *G* (2), *B* (1), *T* (3), *S* (5), *U* (3), *C* (2), *I* (2).
- Paste the cards on the board.
- Explain to students that you will call out volunteers to form words related to nuclear and extended family. Refer to the A1 Syllabus to check the suggested vocabulary.



- Verify that all the words have been spelled correctly.
- Tell students that they will learn about family ties.

During



15 minutes

Possessive Adjectives

- Use a picture of your family.



- Write on the board the following grammar structure: *Subject + verb be + possessive adjective + noun + .*
- Explain to students the use of possessive adjectives: *my, your, his, her, its, our, their.* Remind students that we use possessive adjectives to express ownership.
- Then, say and write on the board the following sentences:
"She is **my** daughter." / "They are **my** parents." / "He is **my** son."
- Point at any other family member and give examples using other possessive adjectives. For example: "She is **her** grandmother." (Pointing at the grandmother and the girl.)
- Verify that students can identify each possessive adjective. You can use markers of different colors to highlight each possessive adjective.
- Have students look at your photo and write three sentences using possessive adjectives. Request students to follow the grammar structure presented in today's class.

Teaching tip



Bringing personal photos or objects to class will help you engage students with your activities. As a result, students may feel more motivated to take their own photos to class and show them to their peers.

Post



15 minutes

The Hot Potato

- Depending on your resources, draw a family tree or use a digital one.
- Ask students to make a circle in the center of the classroom.
- Explain to students that they will pass an object while music is playing. When the music stops, the student with the object will write a sentence on the board describing a family relationship.
- For next class:** Ask students to take to class printed or digital family photos.

Teaching tip



This class relies heavily on visual aids, including personal or digital photos and custom posters made from magazines.



- A family photo (teacher's family), photos of family members (digital or printed), and students' notebooks.

I Practice (Class 2)

Pre



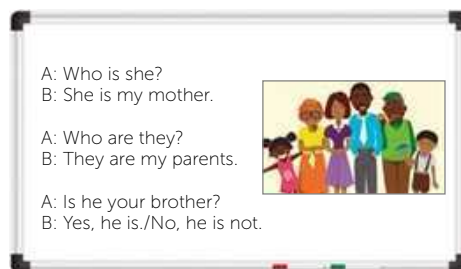
15 minutes

Guess My Family Members

- Before class, prepare a picture of your family.
- Show students the picture of your family.



- Tell students that they need to guess the relationship between the people in the photo using the questions: "Who is she/he?", "Who are they?" or "Is he/she your + family member?"
- Write the questions on the board.



- Model the questions on the board and encourage students to read the answers aloud.
- Call out volunteers to point at a person in the photo and ask you the questions appropriately.

Keep in mind!



The question "who" was already taught in Unit 3 of the PreA1 level.

Use body language to remind students that we use "who" to refer to a person or a group of people.



During



15 minutes

Conversations

- Focus students' attention on the information you have on the board. If needed, read the examples again.
- Explain to students that they will use the photo you requested last class to ask and answer questions related to their family members.
- Write on the board the following conversation samples:

Teaching tip



Depending on your students' language proficiency, you can decide to give them the conversation sample or not.

A: *Who is he? / Who is she?*
 B: *He is my _____ / She is my _____.*

A: *Who are they?*
 B: *They are my _____.*

- Form groups of four and ask students to take turns asking and answering the questions.



Remember that this is a guided practice activity, but it does not mean that you cannot make it a bit more challenging.

Post



15 minutes

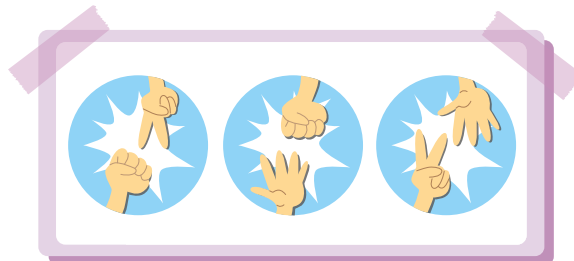
Rock, Paper, Scissors

- Ask students to grab their notebooks, family photos, and pencils.
- Tell students that you will form pairs. (Read the teaching tip for more information.)
- Explain to students that they will play Rock, Paper, Scissors.
- Mention that the winner in each round should ask a question related to his/her classmate's photo. The other student should write the question and answer in his/her notebook.

For example:

A: *"Who is she?"*

B: *"She is my sister."*



- Form new pairs and have students repeat the activity.
- Verify that students are using the questions and answers properly.

Teaching tip



If you have enough time, you can form pairs this way: Ask students to walk around the classroom. Then, tell students that you will say a number and they should form groups of that size. Request students to walk around the classroom and say random numbers such as "five," "six," "four" until you get to "two."



- A bag with numbers from 1 to 6, a ball, Worksheet 1, and students' notebooks.

I Produce (Class 3)

Pre



15 minutes

Ball Game

- Ask students to make a circle in the center of the classroom.
- Show students a ball and tell them that they will play a game.
- Explain to students that they will throw the ball to a random classmate; this person should say a family member.
- Challenge students to say different family members and avoid repeating them.
- Continue the game until most of the words from the vocabulary have been mentioned.



Teaching tip



If you have a large class, you can adapt this game by making more than one circle in the classroom and giving a ball to each group. You can plan this activity ahead and previously ask your students to take a ball to class.

During



15 minutes

Worksheet 1: Nuclear and Extended Family (Part I and II)

- Before class, prepare a bag with cards numbered from 1 to 6. These materials will be used later on.
- Request students to open their booklets to Unit 4 Worksheet 1 and read the instructions.
- Allow students time to complete Part I. Then, check as a class.

A1 Booklet

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Unit 4
Worksheet 1
Part I (Class 3. I Practice: During)

• Look at the family tree. Follow the example and write in each question the corresponding relationship.

Example:
What is the relationship between Evelyn and Jimena? They are mother and daughter.

1. What is the relationship between Tito and Cindy? _____

2. What is the relationship between Juan and Pepe? _____

3. What is the relationship between Evelyn and Mateo? _____

4. What is the relationship between Pedro and Marielos? _____

5. What is the relationship between Marielos and Aina? _____







- Focus students' attention on the family portraits in Part II.
- Read the instructions aloud and have students complete the blanks individually.

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page 18

Part II (Class 3)

• Look at the pictures. Complete the sentences using the corresponding possessive adjective.

<p>1 </p> <p>I am the girl in the picture. They are _____ parents.</p>	<p>4 </p> <p>This is my brother, Emilio, and _____ wife. _____ name is Rosa.</p>
<p>2 </p> <p>I am not in this picture. This is Carlos and _____ father, Raúl.</p>	<p>5 </p> <p>This is my grandmother, Teresa, and _____ husband. _____ name is Mario.</p>
<p>3 </p> <p>They are my friends and _____ baby girl. They look so cute together.</p>	<p>6 </p> <p>This is my friend, Carito, and _____ mother, Jeanete.</p>

- Have students compare their answers with the person sitting next to them.
- Next, grab the bag with cards.
- Ask students to stand up and make a circle in the center of the classroom.
- Explain to students that they will play the hot potato and pass the bag with numbers.
- Play music and pause it. The person with the bag should take out a number and say the corresponding answer for Part II.
- Verify that all students have the same answers and encourage them to make corrections if necessary.

Post



15 minutes

Worksheet 1: Nuclear and Extended Family (Part III)

- Focus students' attention on Part III.
- Read the instructions aloud and make sure that the information is clear.
- Allow students time to draw and write a short example related to a family member.
- Form small groups.
- Ask students to take turns reading their short descriptions.
- Call out volunteers to read their descriptions to the class.
- **For next class:** Ask students to take to class a family photo (printed or digital).

Answer Key (Unit 4 - Worksheet 1)



- Part I:**
1. They are cousins.
 2. They are uncle and nephew.
 3. They are siblings. / They are sister and brother.
 4. They are husband and wife.
 5. They are grandmother and granddaughter.

Part II: 1. my 2. his 3. their 4. his/Her 5. her/ His 6. her.

Part III: Answers will vary.



Performance indicators

Students can:

- 4.6 Recognize singular and plural possessive nouns in short texts or audio recordings accurately.
- 4.7 Construct sentences with possessive nouns to show family relationships in a family tree appropriately.

Content(s)	Goal(s)
<ul style="list-style-type: none"> Possessive Nouns: names/singular nouns/irregular plural nouns Regular Plural Nouns Possessive Nouns and Family Relationships 	<p>By the end of the week, I will:</p> <ul style="list-style-type: none"> Express possession using possessive nouns.

Class 1: Materials



- Index cards, masking tape, and students' family photos.

I Activate (Class 1)

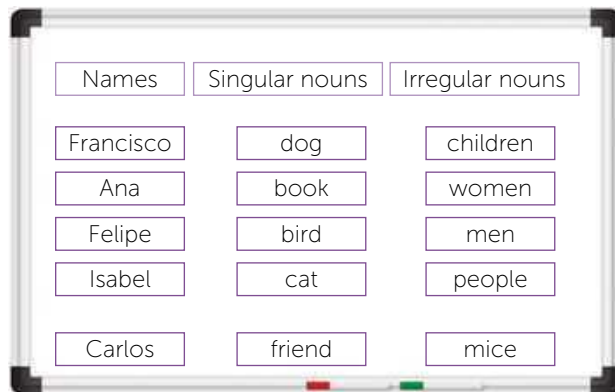
Pre



15 minutes

Possessive Nouns

- Before class, prepare index cards with names, singular nouns, and irregular nouns.
- Write on the board three categories: *names*, *singular nouns*, and *irregular nouns*.
- Ask students to place the index cards below the corresponding category.
- Verify that all the words have been placed correctly. See the image below:



- Explain to students that they will learn how to make possessives using nouns. Tell them that those words are nouns and they can refer to people's names and singular or irregular plural nouns.

Teaching tip



You can enrich the information by drawing on the board a simple sketch of the meaning of the sentence. Another option is to have students think of real examples they have seen around their towns. For example:



The drawing above represents the phrase "The dog's food."

- Add the apostrophe (') + "-s" to each noun.
- Give one example per each category; you can write these phrases on the board.
 1. *Ana's sister.*
 2. *The dog's food.*
 3. *The children's father.*
- Explain the meaning of each sentence using images.
- Let students know that the grammar rule is different when using **regular plural nouns**. **They only need to add the apostrophe to the noun.**
- Give these examples: *My siblings' toys / The girls' clothes.*
- Answer any questions students may have.

During



15 minutes

Group-work: Who is she/he?

- Ask students to place their family photo on their desks or tables.
- Model the activity with one of the photos: ask *Who is she?* (e.g., *She is my mother.*) and *What's her name?* (e.g., *Her name is Abigail.*). Then ask another student, *Who is Abigail?* (e.g., *She is Cathy's mother.*).
- If it is necessary, write the previous sentences and questions on the board.
- Explain that students will work in groups: first, each member will talk about his/her own family (e.g., *She is my mother*). Then, they will take turns asking another group member, *Who is she/he?* (*not the photo's owner*). The student must answer using possessive nouns (e.g., *She is Ana's mother*).
- Verify that all the instructions are clear before the activity begins.
- Monitor that all the members in the groups are participating.

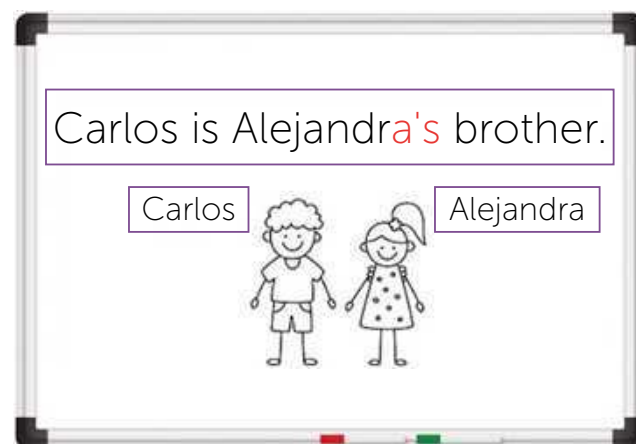
Post



15 minutes

Writing Sentences Using Possessive Nouns

- Write an example on the board using possessive nouns to show family relationships, and include a simple sketch.
- Ask students to use the information shared in the previous group activity to write and illustrate five sentences using possessive nouns.
- Call out volunteers to share their statements and verify that the information is accurate.





- Students' notebooks and whiteboard markers.

I Practice (Class 2)

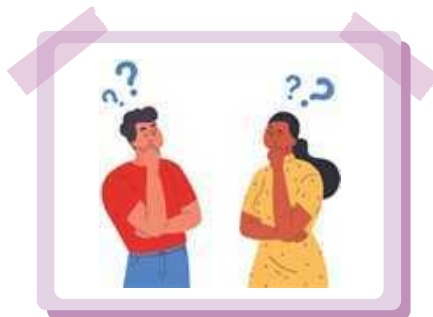
Pre



15 minutes

Riddles

- After welcoming students, explain to them that you will ask a question describing a family relationship, so they can mention the correct family member.
- Say: "Who is my grandmother's daughter?"
- Allow students time to think about the answer ("She is your mother. / She is your aunt.")
- Tell students that you just gave an example of a riddle using possessive nouns. If necessary, explain the meaning of the word "riddle".
- Ask students to use their notebooks to write 3 riddles with their corresponding answer.
- Monitor that students are using possessive nouns properly, and help if needed.
- Explain to students that you will form groups. Then, request them to take turns saying their riddles and guessing the answers.



Teaching tip



Riddles help students think in English and give them a chance to reflect on the information. Encourage them to be creative and to analyze the information before they answer.

During



15 minutes

Role-play: My Family

- Tell students that they will work in pairs to make a conversation.
- Explain to them the following situation:
A: You are visiting your friend's house. He/ she has a lot of family portraits, and you are curious about who they are. Ask questions using possessive nouns.
B: You are at home. In your house, you have family portraits. Your friend is visiting you, and he/she is curious about the people in the pictures. Answer his/her questions using possessive nouns.

Keep in mind!



In this kind of activity, some students might feel more confident working with their friends rather than with an assigned classmate. Keep in mind to be flexible.

- Call out a volunteer to model this example with you:

A: Hey, Isabella! Who is this baby?

B: He is my sister's son.

A: He's really cute. How about this girl?

B: She is my mother's goddaughter.



- Form pairs and allow students time to make a conversation and practice their dialogues.
- Invite volunteers to present their conversations to their classmates.

Post



15 minutes

Writing Sentences

- Ask students to take out and open their notebooks.
- Request them to draw 6 family portraits and number each image.
- Have students write a sentence per drawing to describe relationships using possessive nouns correctly.
- Model the activity. You can use the example below.



- Call out volunteers to read aloud one of their sentences and show the corresponding portrait.

Teaching tip



If you want to expand this activity, you can ask students to exchange their notebooks and check their classmates' sentences. This kind of cooperative learning technique helps students to practice peer correction.



- Tags with vocabulary related to nuclear and extended family, a family tree, Worksheet 2 Unit 4, and students' notebooks.

I Produce (Class 3)

Pre



15 minutes

Family Tags

- Before class, prepare a family tree and a set of tags with vocabulary related to nuclear and extended family.
- Put all the tags in a bag.
- Focus students' attention on the family tree on the board.
- Explain to them that they should take a tag and place it in the corresponding space of the family tree.
- Model the activity by placing the tag of "grandmother" in the upper side of the family tree.
- Call out volunteers to take a tag out of the bag and ask him or her to place it in the corresponding space.
- Verify that all the tags have been placed correctly and provide feedback as needed.
- Ask volunteers to create sentences showing relationships and using possessive nouns. e.g: *Maria is Karen's grandmother.*

During



15 minutes

Worksheet 2: Possessive Nouns (Part I and II)

- Focus students' attention on Worksheet 2 Unit 4, Part I. Read the instructions, including the example.

A1 Booklet

Unit 4 page 19

Worksheet 2
Part I (Class 3)

• Read the example carefully and complete the chart with the correct possessive noun.

Nouns	Singular possessive noun	Plural possessive noun
1. The child	The child's	The children's
2. The dog		
3. The woman		
4. The girl		
5. The teacher		
6. The baby		
7. The man		
8. The elephant		
9. The cat		

- Allow students time to complete the exercises on their own.
- Once you notice everyone is done with the task, ask them to compare their answers in pairs. Encourage them to speak English at all times.
- When they finish, call out some volunteers to write their answers on the board.
- Validate answers with the class and provide any needed feedback.
- Have students focus on Part II.

Keep in mind!



Avoid asking your students the question "Do you understand?" Instead, use questions such as "Do you need more examples?" or "Can you explain with your words what to do in this exercise?"

- Ask them to look at the family tree and read the instructions.
- Reinforce the instructions by reading the example given.
- Once students have finished writing their sentences, form groups of three.
- Tell students that they will share their sentences with their groups and compare if they have written similar ideas.
- Invite volunteers to write one of their sentences on the board.
- Check all the sentences and help as needed.

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Part II (Class 3. I Produce: During)

- Look at the family tree. Then, write sentences using possessive nouns. Follow the example.

Example: Jenny is Harry's wife.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Post



15 minutes

Worksheet 2: Possessive Nouns (Part III and IV)

- Ask students to carefully look at the family tree in Part II.
- Then, focus students' attention on Part III.
- Ask students, "What is the girl's name?" (Her name is Emma.)
- Then, read the instructions and complete the first sentence as a class.
- Have students circle *True* or *False*. Remind them to correct the false statements.
- Ask students to compare their answers with the person next to them.
- Check students' answers as a class.
- Then, focus students' attention on Part IV and call out volunteers to read the instructions.
- Allow students time to use their notebooks to write three false statements.
- Form groups and ask students to read their sentences so their classmates can correct them.
- **For next class:** Ask students to take cardboard paper, a penny, and colored pencils to class.

Answer Key (Unit 4 - Worksheet 2)



Part I: 1. the child's-the children's 2. the dog's-the dogs' 3. the woman's-the women's 4. the girl's-the girls' 5. the teacher's-the teachers' 6. the baby's-the babies' 7. the man's-the men's 8. the elephant's-the elephants' 9. the cat's-the cats'

Part II: Answers will vary.

Part III: 1. False 2. True 3. False 4. False 5. True 6. False

Part IV: Answers will vary.



Performance indicators

Students can:

- 4.8 Identify frequency adverbs in visuals, audio recordings, and short texts effectively.
- 4.9 Associate frequency adverbs with their corresponding degree of regularity correctly.
- 4.10 Formulate simple sentences with frequency adverbs following the correct word order consistently.

Content(s)	Goal(s)
<ul style="list-style-type: none"> • Adverbs of Frequency 	<p>By the end of the week, I will:</p> <ul style="list-style-type: none"> • Express the frequency of everyday activities.

Class 1: Materials



- Flashcards with images of common activities, tags with percentages (100%, 80%, 75%, 50%, 25%, and 0%), frequency adverbs written on tags, cardboard paper, a penny, and colored pencils.

I Activate (Class 1)

Pre















15 minutes

Adverbs of Frequency

- Before class, prepare 6 flashcards with images of different activities. You can use the illustrations below as reference:



- Use the percentages tags. Take the 100% tag and say: “I always clean my house.”
- Then, continue giving examples, use the 80% tag and say: “I usually play with my little brother.” Use all the tags to keep introducing the following adverbs: *often*, *sometimes*, *hardly ever*, and *never*.
- Paste the percentages tags on each flashcard.
- Write on the board a sentence using a frequency adverb per flashcard.
- Next, copy on the board the grammar structure to form sentences using frequency adverbs.
- Remind students that we use “-s” or “-es” with verbs in the third person singular. Give this extra example: “She always cleans the house.”

  I always clean my house.	  I usually play with my little brother.	  I often ride my bike to school.
  I sometimes play video games.	  I hardly ever go to the park.	  I never play the guitar.

- Explain to students that frequency adverbs are used to express how often an activity is performed.
- Give more examples if needed.

During



15 minutes

Hot Potato

- Before class, prepare a ball made of recycled paper. Write on each page different frequency adverbs.
- Ask students to use their notebooks to write six sentences using each frequency adverb studied in class (*always, usually, often, sometimes, hardly ever, and never*).
- Model the activity by writing a sentence on the board. For example: "I *always* speak English in class."
- Explain to students that they will play the hot potato. In case students get the ball, they will have to remove a piece of paper from the ball and say a sentence using the frequency adverb written on the page.

Teaching tip



In case you have a large class, you can prepare more crumpled paper balls and carry out this activity in small groups.



Post



15 minutes

Paper Spinner

- Ask students to take out their material (cardboard paper and their penny).
- Tell students they will make a spinner. Give this example:



- Tell them to take turns to spin their spinners and say complete sentences using the frequency adverb they get.



- 5 sets of percentage tags (100%, 80%, 75%, 50%, 25% and 0%) and a bell.

I Practice (Class 2)

Pre



15 minutes

Talking Corners

- Prepare 5 sets of percentage tags. Paste on each wall of your classroom a percentage tag (4 walls) and paste one set on the floor in the center of the classroom.



- Form 5 groups and assign a wall per group.
- Tell students that they need to go to each percentage tag on the wall/floor and say sentences using the proper frequency adverb.
- Model the activity. For example: stand by the 100% tag and say, "I always brush my teeth in the morning." Then, move to the next tag (80%) and say, "I usually play with my little brother." If necessary, give more examples.
- Explain to students that in order to complete the activity in an organized way, they will have to move to the next spot when you ring a bell.
- Monitor students' performance closely. Make sure they use the corresponding frequency adverb according to the tag on the wall/floor.

During



15 minutes

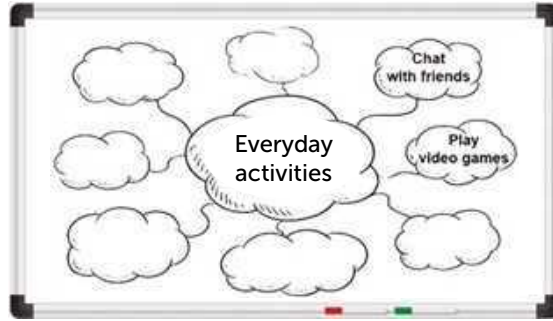
Find Someone Who

- Draw on the board a mind map.
- Brainstorm everyday activities and write them on the board. Model this task by giving at least two examples.
- Once you have gathered enough ideas, ask students to draw the table below. Model how to complete the chart using the information you got in the brainstorming activity.

Teaching tip



Depending on your resources, you can have a printed chart per student or prepare it before class in a digital version. This will help you to save time.



Find someone who...	Name	More information
always chats with friends.		
sometimes plays video games.		

- Remind students that they must include the frequency adverbs of their preference and use the third person singular “-s”, “-ies”, or “-es”.
- Explain to students that they need to complete the information only if their classmates say they do the activities on their tables.
- Ask students to stand up and find someone who does the activities mentioned.

Post



15 minutes

Writing Sentences

- Focus students’ attention on the information they got in the previous activity.
- Explain to students that they will write in their notebooks complete sentences using the data collected in their tables.
- Model the activity by giving the first example:
“Oliver always chats with his friends via Instagram and WhatsApp.”

Find someone who...	Name	More information
always chats with friends.	Oliver	Uses instagram and WhatsApp.

- Call out volunteers to read their sentences to the class.
- Check that everybody is using frequency adverbs properly and that the information is accurate.



- Worksheet 3 Unit 4 and speakers.

I Produce (Class 3)

Pre



15 minutes

That Is Not True!

- Instruct students to write a true and false statement about their daily activities/habits, including frequency adverbs. Model the activity by writing something related to yourself. For example: *"I never speak Spanish in my class."* and *"I always do exercise in the morning."*
- Allow students time to write two sentences using frequency adverbs.
- Explain to students that you will form small groups, and they need to take turns figuring out which sentence is true and which one is false. Use the two previous sentences to have students guess which of your sentences is true and which one is false. *"I never speak Spanish in my class."* (true) and *"I always do exercise in the morning."* (false).
- Form small groups and ask students to take turns reading their sentences and identifying their partners' true and false statements.

Teaching tip



You can adapt this activity by asking students to write their statements on paper strips. Then, put all the strips of paper in a bag, and as a class, you can have students decide who wrote the sentence and guess if the information is true or false.

During



15 minutes

Worksheet 3: Adverbs of Frequency (Part I and II)

- Focus students' attention on Worksheet 3.
- Ask a volunteer to read the instructions in Part I. Model an example by matching the 100% with its corresponding frequency adverb (*always*).
- Then, allow students time to complete the first part and have them compare their responses with the person next to them.

Keep in mind!



Model the instructions before each activity begins. This worksheet provides examples you can use. If students need additional clarification, provide your own examples.

A1 Booklet

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Unit 4

Worksheet 3

Part I (Class 3. I Activate: During)

- Match each percentage with its corresponding frequency adverb.

1 100%	2 80%	3 75%	4 50%	5 25%	6 0%
a Never	b Sometimes	c Always	d Hardly ever	e Usually	f Often

- Focus students' attention on Part II and read the instructions.
- Read the first example and ask concept-checking questions such as "Do you need more examples?", "Is it clear?" and "Can you follow the example?".

A1 Booklet

page 20

Part II (Class 3. I Activate: During)

• Look at the percentages. Write full sentences in the simple present using the proper frequency adverbs and the correct form of the verbs given.

listen to music 80%	read books 75%	write poems 50%	water plants 10%
He usually listens to classical music.	1.	2.	3.
	cook 100%	take a bath 25%	
	5.	4.	

Post



15 minutes

Worksheet 3: Adverbs of Frequency (Part III)

- Focus students' attention on Part III of their worksheets.
- Call out a volunteer to read the instructions.
- Then, request students to read all the questions and their possible answers.
- Explain to students that you will play the audio three times. During the first round, encourage students to listen and try to complete all the questions.
- After that, ask students to compare their answers with their classmates.
- Play the audio for the second time and have students focus on the questions they missed.
- To finish, play the audio for the third time with pauses. As you pause the audio, check students' answers.
- **For next class:** Request students to take to class recycled paper or pages.

Teaching tip



For listening activities, play the audio two or three times. Ensure that appropriate audio resources are used and plan the activity in advance.



 Answer Key (Unit 4 - Worksheet 3)

Part I: 1. c 2. e 3. f 4. b 5. d 6. a

Part II: 1. She often reads books.

2. She sometimes writes poems.

3. She never waters the plants.

4. She hardly ever takes a bath.

5. He always cooks.

Part III: 1. B 2. C 3. A 4. B 5. C



Performance indicators

Students can:

- 4.11 Formulate simple questions to inquire about the frequency of daily habits accurately using the correct word order.
- 4.12 Exchange information about the frequency of personal and family activities effectively through short interactions.

Content(s)	Goal(s)
<ul style="list-style-type: none"> • Questions with <i>How Often...?</i> 	<p>By the end of the week, I will:</p> <ul style="list-style-type: none"> • Exchange information related to the frequency in which an activity is performed.

Class 1: Materials



- Images representing common activities, recycled paper, and students' notebooks.

I Activate (Class 1)

Pre




15 minutes

My Daily Activities

- Before class, prepare some pictures of everyday activities.
- Paste one of the pictures on the board and write "How often do you (clean your house)?"
- Explain to students that questions with "How often" refer to "How frequent" something is done.
- Tell students that the logical answer for this kind of question should be a complete sentence using a frequency adverb.
- Remind them that they need to use "do" or "does" depending on the subject, followed by the base form of the verb.
- Model the examples below.

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



How often do you clean your house?
I always **clean** the house.

How often does he clean the house?
He usually **cleans** the house.

- Ask students to copy the new information in their notebooks.

Keep in mind!



Make sure that students are familiar with the images of everyday activities. You can reuse the ones from Week 3 Class 1 of this unit.

- Hold up another flashcard of a daily activity.
- Select different students and ask them to make a question with "How often...?"
- Help if needed and write the students' questions on the board.

During



15 minutes

Interviews

- Draw on the board the chart below.

Questions with "How often...?"	Classmate's name	Answer	Complete sentence
e.g. How often do you clean your house?	Eduardo	Always!	Eduardo <u>always</u> cleang his house.
1.			
2.			
3.			
4.			
5.			

- Ask students to open their notebooks and copy the chart.
- Explain to students that they need to write 5 questions using "How often...?" and ask different classmates those questions.
- Model the activity.
- You may interview any of your students and complete the chart as in the example above.
- Have students stand up, ask their peers the questions, and take notes.

Keep in mind!



Monitor students' participation by paying attention to their pronunciation, intonation, and use of proper grammar when exchanging information.

Post



15 minutes

Cards!

- Ask students to take out their recycled paper or pages.
- Request students to make cards and write questions with "How often...?".



- Form groups of three or four.
- Explain to students that they will have to put all the cards together. Then, they will take turns grabbing any card and answering the question.
- **For next class:** Ask students to take to class recycled paper.

Teaching tip



You can use students' work to decorate your classroom. These resources will help students to have visual aids and remember the information that they are studying.



- Two balls or balloons of different colors, recycled paper, and plastic bags or any other container.

I Practice (Class 2)

Pre



15 minutes

Hot Potato

- Ask students to form a circle in the center of the classroom.
- Show students the two different balls or balloons. Explain that one ball/balloon will be used to ask a question with "How often...?" and the other one will be used to answer the question using a frequency adverb.
- Model the activity by giving the balls/balloons to two different students and requesting them to carry out the process.
For example:
A: "How often do you drink coffee?"
B: "I never drink coffee."
- Play music and ask students to pass the balls in opposite directions.
- Pause the music. Request the student with ball A to ask the question and have the student with ball B answer it.
- Continue the activity until most of the students have participated.



Teaching tip



If two different colors are not available, create a tag and attach it to each ball or balloon.

During



15 minutes

Role-play: A Famous Person

- Explain to students that they will work in pairs on a role-play.
- Share with students this situation:
A: You are a host on a TV show. Today, a famous person is visiting your show. Ask him/her questions related to his/her daily activities/habits.
B: You are a famous person on a talk show. Answer the questions by using frequency adverbs.

Keep in mind!



You can give students the chance to work with a classmate of their preference. Sometimes students might feel more confident working with someone they feel close to.

- Model this activity by saying a short monologue. For example:
A: Welcome to Jenny's Late Night Show! Today we have a special guest. She is Camila Cabello!
B: Hello! Thank you for having me.
A: Camila, you are here to present your album. How often do you rehearse the songs?
B: I always rehearse my songs. I usually take singing classes in the morning.
- Check if students have any questions related to the task.
- Then, have them pair up.
- Allow students time to prepare their dialogues and to present them afterward.



Post



15 minutes

Two Truths and a Lie

- Ask students to create three statements about themselves. Two of them must be true, and one of them must be a lie.
- Then, ask students to use their recycled paper to write their two truths and their lie.
- Remind them to include frequency adverbs in each of their sentences.
- Form small groups and request them to put all the sentences inside a plastic bag.
- Ask students to take turns grabbing sentences out of the bag and trying to guess who wrote them and if the statements are true or false.

Teaching tip



For students with a higher level of proficiency, encourage them to provide a brief explanation of why they believe the sentence is true or false.



- Stars made of paper and Worksheet 4 Unit 4.

I Produce (Class 3)

Pre



15 minutes

Matching

- Before class, prepare a set of stars and tags with frequency adverbs.
- Place all the stars and frequency adverbs on the board. Follow this example:



- Call out volunteers to go to the board and match the stars with their corresponding frequency adverb tag.
- Encourage students to say a sentence using the frequency adverb that they just matched.

During



15 minutes

Worksheet 4: Questions with How Often..?

- Focus students' attention on Worksheet 4, Part I.
- Read the instructions in Part I and elicit from students the first exercise: "He always watches TV."

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Unit 4
Worksheet 4
Part I (Class 3)

Use the pictures to write complete sentences using the corresponding frequency adverbs.

1 ★★★★★ _____	2 ★★★★★ _____	3 ★★★★★ _____
4 ★★★★★ _____	5 ★★★★★ _____	6 ★★★★★ _____

Keep in mind!



When playing board games, try to use the resources that you have available such as coins or dice.

- Have students write the full sentences in the boxes.
- Then, focus students' attention on Part II.

A1 Booklet

Part II (Class 3.1 Activate: During) page 21

• Work in pairs. Follow the path and take turns asking and answering the questions.

START **How often do you...?**

- 1 clean your house?
- 2 study English?
- 3 read books?
- 4 chat with friends?
- 5 play golf?
- 6 ride a bike?

END

- Form pairs and request students to play the game.
- Monitor that students are asking and answering the questions using adverbs of frequency.

Post



15 minutes

Make Your Own Road Map

- Ask students to look at the road map in Part II, Worksheet 4.
- Explain to students that they will have 10 minutes to create a road map similar to the one in Part II, using the vocabulary they learned throughout the week.
- Model the activity by drawing a part of an example on the board.
- After students have finished, form pairs and request them to play the game.
- Monitor that students are asking and answering the questions using adverbs of frequency.
- **For next class:** Ask students to take to class construction paper, photos of relatives, markers, colored pencils, and glue.

Keep in mind!



This activity can help visual learners feel more engaged. Consider using the materials to decorate the classroom or store them safely for review at the end of the unit.

Answer Key (Unit 4 - Worksheet 4)

**Part I:**

1. He always watches TV.
2. They sometimes walk to school.
3. He usually goes to bed early.
4. He often eats pizza.
5. She never drinks soda.
6. They hardly ever play video games.

Part II:

Answers will vary.



Performance indicators

Students can:

- 4.13 Describe family members' and relatives' habits in oral and written form clearly.
- 4.14 Compose short paragraphs about a relative's personal information and daily habits coherently.

Content(s)	Goal(s)
<ul style="list-style-type: none"> Project: A Family Booklet. 	<p>By the end of the week, I will:</p> <ul style="list-style-type: none"> Describe a family member's habits using frequency adverbs.

Materials



- Unit 4 test, construction paper, photos of relatives, markers, colored pencils, and glue.

Unit 4 Project

Class 1
Pre



45 minutes

Project Preparation

- Before class, prepare a sample of a family booklet. You may use the example below or customize it using your ideas.



- Explain to students that they will create a family booklet.
- Encourage students to be creative and write a complete description of at least three relatives.
- Allow students time to create their family booklets.
- Once students finish their booklets, they need to practice and get ready to share it with their peers.
- Walk around the classroom and support students as much as needed.

Class 2
During

45 minutes

Project Presentation

- First form pairs.
- Tell students that they will have two minutes to exchange their information and practice in pairs.
- During the first minute, one student will present his/her family booklet naturally, without reading directly from it.
- Then, explain that you will ring a bell or make a noise. It will indicate that they need to stop.
- During the second minute, the next student will start his/her presentation.
- Have students change pairs and continue monitoring and checking that everyone is participating. Repeat this process as needed and provide feedback.

Class 3
Post

45 minutes

Unit 4 Test

- Before class, make sure you have enough copies of the test for the whole class. Keep the suggested listening track handy. Scan the QR code below to play the track:



- Have students write their full names on the test.
- Read the instructions to the whole class and clarify any doubts.
- Request students to complete the evaluation individually.
- When time is up, collect the tests and verify that students have completed all the sections included.





Unit Test

Unit Test



Performance indicators

Students can:

- 3.8** Share information about their free-time activities effectively to identify common interests with classmates.
- 4.12** Exchange information about the frequency of personal and family activities effectively through short interactions.

Content(s)	Goal(s)
<ul style="list-style-type: none"> Free-time Activities 	<p>By the end of the week, I will:</p> <ul style="list-style-type: none"> Find out what leisure-time activities I have in common with my peers.

Materials



- Students' notebooks and a recycled page per student.
- Strips of papers with famous people's names written on them and a bag/box/jar.

Units 3 and 4

Class 1
Pre

45 minutes

Something In Common

- Draw on the board a chart with the days of the week as follows:

Day	Me	Classmate 1: _____	Classmate 2: _____	Classmate 3: _____
Monday	I do yoga.	e.g. X	e.g. X	e.g. ✓
Tuesday	I do my homework.			
Wednesday	I play soccer.			
Thursday	I go to the park.			
Friday	I play video games.			
Saturday	I go out with friends.			
Sunday	I go birdwatching.			

- Ask students to write an activity they do on each day of the week.
- Explain to students that they will stand up and interview three classmates. For example: *Do you do yoga on Mondays?* Expected answer: *Yes, I do. / No, I don't.*
- Tell students that they need to write a ✓ if they have something in common with a classmate, or an X if they do not.
- Model one example by asking three different students the question "Do you _____ on Mondays?" Also, show how to record their answers in the chart.

- Once all students have interviewed their classmates and filled in their charts, request them to write complete sentences for activities they share in common. Give an example: *Gerson and I do yoga on Mondays.*
- Call out volunteers to share with the whole class their statements.

Class 2 During



45 minutes

Role-Play: Interviewing a Famous Person

- Write the names of famous people on strips of paper and put them inside a bag/jar/box.
- Form pairs and explain to your class that they will role-play a TV host/hostess and a celebrity.
- Request them to prepare a short dialogue. Monitor as needed.
- When students are ready, have each pair go to the front of the class to act out their conversation.
Sample conversation:
Host/Hostess: Welcome to the show, Shakira!
Shakira: Good morning/afternoon! I am happy to be here!
Host/Hostess: Tell us about your leisure-time activities.
Shakira: Well, I don't have much free time, but I usually go surfing. I also love going to the beach with my children and swimming in the ocean.
Host/Hostess: Do you like playing video games?
Shakira: No, I don't, but my children love them.
- If time allows, ask students comprehension questions related to each conversation to expand the activity.

Class 3 Post



45 minutes

A Day in the Life of ...

- Ask your students to select any of the famous people role-played by their classmates.
- Tell them to imagine they are bloggers who will write a blog entry titled "A Day in the Life of..." (for example, *A Day in the Life of Shakira*).
- Hand out each student a recycled page for them to write their blog entry.
- At the end of the activity, collect all the blog entries. You may use this task as a makeup or alternative evaluation activity.
- If resources are available, students can write a real blog post using their laptops. You can create the assignment in Google Classroom under the Classwork section.



UNIT 5

My Vacation

In unit 5, students will reinforce their skills while:

- Spelling the months of the year and ordinal numbers.
- Identifying holidays and their corresponding dates.
- Exchanging information about vacation activities using the present continuous tense.
- Expressing dates using the prepositions *in* or *on*.



Unit 5 My Vacation

Unit Competencies	Guidelines for Diagnostic Assessment
<ol style="list-style-type: none">1. Describe actions in progress using the present continuous tense to indicate events happening at the moment of speaking.2. Illustrate tourist attractions by identifying indoor and outdoor activities to create a short vacation description.	<p>In order to have a wider and clearer perspective of students' language skills, learning needs, and their progress along the different units, it is recommended to start the unit with a quick review of the previous contents.</p> <p>This review will help students activate their prior knowledge in order to genuinely shape and guide learning.</p> <p>It is important to emphasize that this form of evaluation does not require the administration of a formal test. Instead, teachers may employ ludic and interactive activities that allow students to demonstrate their learning in a more relaxed and supportive environment.</p> <p>Remember to take into account students' performance during this evaluation so as to review and clarify doubts or questions they may have.</p>

Teaching Tips for the Didactic Unit	Classroom Management Guidelines
<ul style="list-style-type: none">• Check in advance the material required for this unit so that you can get it ready beforehand and save time for your classes.• Before teaching your classes, review the planning to have a wider perspective of what you will teach.• Keep in mind that it is a good idea to laminate the material you use so it can last longer.• You may adapt the activities according to your students' needs.• Remember to use a level of English suitable for your students' proficiency level.• At the end of every class, ask students whether they have doubts or questions so that you can clarify them.	<ul style="list-style-type: none">• Organize and label your board as date, goal, and new vocabulary. Encourage students to organize their notebooks in a similar way.• Encourage students to work with different classmates as the activities require so.• Motivate students to participate as much as possible during the lessons.• Monitor students' performance at all times and guide them as needed.• Model ideal behavior so that students show respect towards themselves and their classmates.• Praise students for their participation and work.

Week  **1**

Approximate time:
2 hours 15 minutes (3 classes)



Performance indicators

Students can:

- 5.1 Identify and order the months of the year using calendars or short texts accurately.
- 5.2 Spell and write the months of the year and ordinal numbers accurately, using capital letters where required.
- 5.3 Construct ordinal numbers by adding the correct endings appropriately.
- 5.4 Share birthday-related information through short interactions confidently.

Content(s)	Goal(s)
<ul style="list-style-type: none">• Months of the Year• Ordinal Numbers 1st - 31st	<p>By the end of the week, I will:</p> <ul style="list-style-type: none">• Spell months of the year and ordinal numbers.• Exchange information people's dates of birth.• Use capital letters in months of the year.

Class 1: Materials



- Markers/chalk, eraser, index cards with the months of the year on them, and masking tape.

I Activate (Class 1)

Pre



15 minutes

Missing Letters

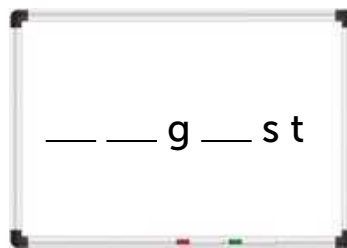
- Greet and welcome students warmly.
- Before class, make index cards with the months of the year on them. Try to use a different colored marker for the capital letter at the beginning of each month. You will provide further information about capitalization rules later on.

January

August

- Write the following months of the year and have students guess the missing vowels or consonants.

- ✓ *_ A _* (May)
- ✓ *_ E _ _ E _ _ E _* (September)
- ✓ *J _ N _ _ R Y* (January)
- ✓ *_ P R _ L* (April)
- ✓ *D _ C _ M B _ R* (December)



- Request students to guess the missing letters by taking turns.
- Finally, show the index cards with the months, one at a time, and say the words aloud. Have students repeat after you.

During



15 minutes

Month of the Year Race

- Stick the index cards around the classroom and ask students to read the months of the year.
- Explain to students that you will mention a month so different volunteers can race to the correct cards.
- Say one month (*any of your choice*) and ask a volunteer to stand up and touch the mentioned month.
- Continue the same activity with other volunteers until all months have been reviewed.
- Then, go around the classroom and touch the months by yourself. Ask students to say that month aloud.
- Once they finish reviewing the pronunciation of the different months, take the "January" index card and stick it on the board. Ask a student to take month number two and stick it on the board, too. Then, request other students to stick the rest of the months of the year in order on the board.
- Finally, ask 12 students to go to the front of the class. Give one index card to each student. Ask them to order themselves according to the index card they were given. Then, request them to say the word aloud.

Post



15 minutes

Month Dictation

- Before starting the dictation, remember to collect all the index cards so that they are not visible to students.
- Ask students to get ready with their notebooks and pencil for dictation.
- Dictate the twelve months of the year randomly.
- Have students write the twelve words and then exchange notebooks with a partner.
- Request different volunteers to spell the months of the year according to their classmate's notes.
- Write their answers on the board and encourage the rest of the class to validate the information. Make any corrections if needed.
- Clarify any doubts in regards to the spelling and/or pronunciation of the months of the year.

Class 2: Materials



- Markers/chalk, eraser, a list with dates, mini boards, sheets of paper with the question "When's your birthday?" and the answer "It's on May 21st."

I Practice (Class 2)

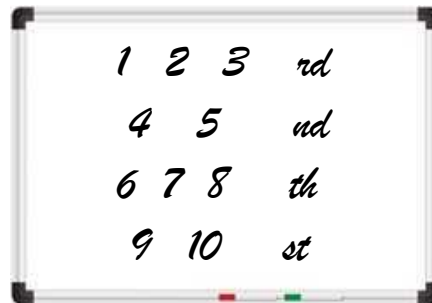
Pre



15 minutes

Ordinal Numbers

- For this class, prepare a chart with ordinal numbers from 1st to 31st (Check the sample in this section).
- Before class, write the information below on the board:



- Direct students' attention to the letters on the right (rd, nd, th, st).
- While explaining, match number 1 with st, and highlight the spelling.

First =
1st

- Ask students to help you out to match the other numbers.
- After that, stick on the board the chart you had previously prepared to model pronunciation and highlight those numbers with different spelling.
- Ask students to write the numbers in their notebooks using different colored pencils for the endings.

First = 1st

Second = 2nd

Third = 3rd

Fourth = 4th

Fifth = 5th

Sixth = 6th

Seventh = 7th

Eighth = 8th

Ninth = 9th

Tenth = 10th

Eleventh = 11th

Twelfth = 12th

Thirteenth = 13th

Twentieth = 20th

Twenty-first = 21st

Twenty-second = 22nd

Twenty-third = 23rd

Thirtieth = 30th

Thirty-first = 31st

During



15 minutes

Date Board Rush!

- Before class, prepare a list of dates. You may use the following:
 - 02/28 (February twenty-eighth)
 - 08/19 (August nineteenth)
 - 09/26 (September twenty-sixth)
 - 07/02 (July second)
 - 05/21 (May twenty-first)
 - 12/03 (December third)
- Write 09/03 on the board. Ask students whether they know what the numbers represent. Highlight that they represent months and dates. Emphasize that in American English, months go first. In this case, 09/03 would be read as September third.
- Model other examples on the board, so students can get a better idea of date formats.
- Divide the class into small teams and distribute a mini board and marker per group.
- Dictate one date from the list or any of your choice and have students write the date following the format on the board.
- Check what they wrote and provide feedback according to their needs so that they can improve that area.

Keep in mind!



You may adapt the activities according to your students' needs.

Post



15 minutes

Birthdays!

- Before class, prepare two sheets of paper (*if possible, use two different colored sheets*). One must include the question "When is your birthday?" The other must have the text "My birthday is on May 21st."
- Stick the question and answer on the board. Read the question and request students to repeat after you. Do the same with the answer.
- Ask students to copy the following chart:

Classmate 1	Classmate 2	Classmate 3	Classmate 4	Classmate 5

- Request students to stand up and ask five different classmates about their birthdays. Emphasize that they must ask *When is your birthday?* and their classmate must provide their information by saying: *It's on _____ (month) _____ (date).*
- Monitor around and check students' performance.
- When students have finished, ask the class: "When is Carlos' birthday?" Elicit answers from the students that worked with that specific person.
- At the end of the activity, praise students for their work.

Class 3: Materials



- Markers/chalk, eraser, bond sheets depending on your class size, scissors, glue, and the student's booklet.

I Produce (Class 3)

Pre



15 minutes

Keeping My Stars!

- Before class starts, draw or make with cardboard 6 stars and place them on the board.



- Keep this list of ten words handy: *February, fifteenth, May, first, September, April, twentieth, second, twelfth, and January.*
- Explain to students that they will play "Keeping my Stars".
- Divide the class into small teams. Tell them that you will draw blank spaces on the board that represent a mystery word related to months and dates. Then, students will mention different alphabet letters as a group. If the alphabet letter mentioned is included in the word, you will write it on the board, but if the letter isn't included, you will erase a star. Their game will be over if they lose the six stars.
- When you finish playing, choose a volunteer, mention one of the words used in the *Keeping My Stars!* activity, and have the student spell it.
- Follow the same process with other students until you have reviewed all the words.
- Praise students for their participation.

During



15 minutes

Bingo Time!

- Before class, prepare a poster as follows:

BINGO ★			
January twenty-sixth	November second	September fifteenth	February 14th
March 17th	September third	May 16th	April 21st
December 22nd	June tenth	August twentieth	July thirty-first
October first	April fifth	November twelfth	May 11th

Cut out each date and glue it in the correct bingo box.

11/02	05/11	06/10	03/17
04/21	10/01	04/05	02/14
07/31	09/15	01/26	05/16
11/12	09/03	12/22	08/20



- Hand in a bond sheet to each student. It could be a recycled one.
- Have students cut the page into two halves to separate the bingo grid and the cards. After that, have them cut the cards.
- Explain to your class that you will say a date, and they will glue the numbers that represent that date in the correct space on the bingo sheet.
- Keep mentioning the dates until there are no more dates left.
- When they finish gluing the dates, have them work in pairs to practice saying the dates. This way they will get more familiar with the pattern.
- Praise students and provide as much feedback as needed.

Post



15 minutes

Worksheet 1: Ordinal Numbers and Birthdays

- Direct students to their booklet and ask a volunteer to read the instructions on Unit 5 Worksheet 1, Part I.
- Explain to students that they will fill in the blanks with the given ordinal numbers in words.
- Set some time for them to complete the activity.
- When students finish, ask volunteers to spell the numbers to check the answers together.
- Then ask another student to read the instructions of Part II.
- Have students stand up and interview six classmates to find out their relatives' birthdays.



- Set some time and monitor students' performance throughout the activity.
- Provide feedback in order to improve pronunciation.

Answer Key (Unit 5 - Worksheet 1)

**Part I**

- a. eighth b. twenty-third c. thirty-first d. seventeenth e. second
f. fifteenth g. fourteenth h. sixth i. eleventh j. twelfth

Part II

Answers will vary.



Performance indicators

Students can:

5.5 Recognize meaningful celebrations in El Salvador from visual aids or simple descriptions properly.

5.6 Mention dates following the proper word order and prepositions of time.

Content(s)	Goal(s)
<ul style="list-style-type: none"> Holidays Prepositions <i>in</i> and <i>on</i> 	<p>By the end of the week, I will:</p> <ul style="list-style-type: none"> Express dates using the prepositions of time <i>in</i> and <i>on</i> accurately. Communicate dates and holiday activities. Write and exchange information about new holidays.

Class 1: Materials



- Markers/chalk, eraser, holiday flashcards, a ball, and a device to play music with (e.g. a computer, cell phone, or speaker).

I Activate (Class 1)

Pre






15 minutes

Hot Potato!

- Give one student a ball or another object that they can hold and pass on.
- Explain to students that you will play music or tap the desk, wall, or board. When the music or sound stops, the person that has the ball must answer a question.
- Ask students the following questions. (The answers are in parentheses.)

- What is the third month of the year? (March)
- How do you spell January? (J-a-n-u-a-r-y)
- What are the two months that start with the letter A? (April and August)
- What is the ninth month of the year? (September)
- How do you spell 20th? (t-w-e-n-t-i-e-t-h)
- What month comes after June? (July)
- What month comes before December? (November)
- How do you spell 5th? (f-i-f-t-h)
- What are the three months that start with the letter J? (January, June, and July)
- What is the second month of the year? (February)

	<ul style="list-style-type: none"> In case there is a student who struggles to answer, open the question for the rest of the class so that the student gets help. 	
<p>During</p>  15 minutes	<p style="text-align: center;">Holiday Vocabulary</p> <ul style="list-style-type: none"> Before class, prepare a set of flashcards representing holidays. You should include <i>New Year's Day</i>, <i>New Year's Eve</i>, <i>Valentine's Day</i>, <i>Holy Week</i>, <i>The Day of the Cross</i>, <i>Mother's Day</i>, <i>Father's Day</i>, <i>Teacher's Day</i>, <i>Feast of San Salvador</i>, <i>Independence Day</i>, <i>All Souls' Day</i>, <i>Christmas Eve</i>, and <i>Christmas</i>. Show one flashcard at a time and say the name of the holiday aloud. Ask students to repeat after you. Highlight the differences between Christmas and Christmas Eve (<i>this also happens with New Year's Day and New Year's Eve</i>). <div style="border: 1px solid #ccc; padding: 5px; margin: 10px auto; width: fit-content;"> <p>Eve (n): Short form of "evening" and it is used to express the previous day of a big celebration.</p> </div> <ul style="list-style-type: none"> Emphasize correct pronunciation and have students repeat again if you hear mispronunciation. After practicing the vocabulary together, show the flashcards again and select different volunteers to say aloud the corresponding holidays. 	<p style="text-align: center;">Teaching tip</p>  <p>Try to use flashcards that are big enough so that all your students are able to see them clearly.</p>
<p>Post</p>  15 minutes	<p style="text-align: center;">Drawing and Asking</p> <ul style="list-style-type: none"> Ask students to draw themselves celebrating their favorite holiday. Don't forget to set time in order to complete the rest of the activities. While they are drawing, take advantage of the time and write the following information on the board: <ul style="list-style-type: none"> A: <i>What's your favorite holiday?</i> B: <i>My favorite holiday is <u>New Year's Eve</u>.</i> A: <i>That is interesting!</i> B: <i>What about your favorite holiday?</i> A: <i>It's the <u>Feast of San Salvador</u>.</i> Select a student and model the conversation with him/her. Ask students to get into pairs and practice the conversation. They will change the underlined words with their own favorite holidays. Walk around the classroom and monitor students' performance. 	

Class 2: Materials



- Dry-erase markers/chalk, large cards with prompts, mini boards, masking tape, and free-time activity flashcards.

I Practice (Class 2)

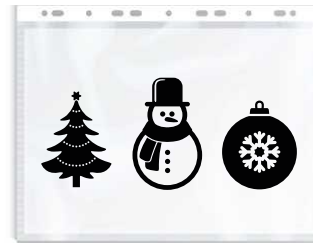
Pre



15 minutes

Pictionary

- To start the class, welcome students and ask them to get into small groups of 3 or 4 students.
- Have them choose a holiday and keep it a secret.
- Provide one marker and one mini board per group.
- Ask students to take turns to draw clues about the holiday they selected (e.g. Christmas: wreaths, lights, Christmas tree, Santa Claus, etc.). The rest of the students in their team have to guess which holiday is being drawn.



- At the end of the Pictionary activity, request students to say the holidays that were drawn in their teams.
- Provide feedback on pronunciation as needed.
- In case some holidays were not mentioned by students, reinforce this vocabulary.
- Finally, ask students the following question: *In which month is Christmas celebrated?* and elicit the correct answer from students (*December*).

During



15 minutes

In or On?

- Draw on the board or show the following calendar to your students:



- Ask your students to read the date.
- Elicit answers using full sentences. (e.g. *It's November 2nd.*)
- Explain to students that when we only mention the month, we use the preposition of time *in*.

Keep in mind!



Remember that you can adapt the suggested activities according to your students' needs.

On the other hand, if we say the full date (*month and number of the day*) or just the number of the day, we use the preposition of time *on*.



- Then ask students about the date of different holidays. (e.g. *When is Mother's Day celebrated?*). Elicit answers using either the preposition *in* or *on*. (e.g. *It's in May.* / *It's on May 10th.*)

Post



15 minutes

Conversation Time

- Before class, prepare a small poster with the following information.

Smile day

Smile Day is on May 21st. One important activity to do on Smile day is to smile at every person you see on that day. You also have to eat food with a happy face on it.

- Read the text about Smile Day and request students to listen carefully. Then ask at least two or three volunteers to read it aloud.
- After reading the information about Smile Day carefully, ask the class the following questions. (The answers are in parentheses):
 1. *What is the name of the holiday?* (Smile Day)
 2. *When is it celebrated?* (It's on May 21st.)
 3. *What do you do on Smile Day?* (Smile at every person and eat food with a happy face on it.)
- Have students think about one holiday that they will create. They must invent the date and think about at least one activity commonly done on that day and if there is a special kind of food to celebrate that holiday. They have to write the information in their notebooks.
- Ask students to get in pairs with the nearest classmate and share the information about their holidays. Monitor around.



- Markers/chalk, eraser, 4 sets of flashcards with holidays and descriptions (the number of flashcards will depend on your class size), and the student's booklet.

I Produce (Class 3)

Pre



15 minutes

Recalling

- Focus students' attention on the prepositions of time *in* and *on*. Recall the use of the correct preposition of time for months and dates.
- Tell students the following sentences and ask them to say the corresponding preposition. For your reference, the correct answers are in parentheses.
My sister's birthday is _____ July. (in)
My sister's birthday is _____ July 2nd. (on)
- Then request students to help you out by brainstorming the names of holidays. Take notes on the board so that students visualize the celebrations.
- After writing the words on the board, ask students:
In which month is it celebrated? What date? What do people do on this holiday? Do you celebrate it?
- Provide feedback as needed.

During



15 minutes

When Is It Celebrated?

- Before class, prepare at least 4 sets of flashcards with information of different holidays. Check these examples:



Mother's Day in El Salvador

Mother's Day is celebrated in May. In El Salvador, it takes place on the 10th. There are no classes on this day and a lot of people do not have to go to work. It is very common to give presents to moms and a lot of families gather together to celebrate this wonderful day.




Christmas in El Salvador



As you know, Christmas Eve is celebrated on December 24th and Christmas is the following day, the 25th. In El Salvador, people celebrate Christmas with their families with some firecrackers and fireworks. Some families have the tradition of decorating their Christmas tree. People commonly eat tamales, chicken, or turkey. One custom is opening gifts at midnight. Christmas is a really fun holiday.

- Depending on your class size, divide the class into groups of four students and provide each team with a set of flashcards.

	<ul style="list-style-type: none"> • Ask students to take one flashcard per team member and read the flashcard assigned carefully. • When students finish reading their flashcards, they will exchange information about the holiday they read about with their team members. • Walk around the classroom in order to monitor and verify that students are working and answer any questions or doubts.
<p>Post</p>  15 minutes	<p style="text-align: center;">Worksheet 2: Prepositions <i>in</i> - <i>on</i> and Holidays</p> <ul style="list-style-type: none"> • Direct students to their booklet and ask them to look for Worksheet 2. Call out a name and ask that student to read the instructions in Part I. • Students must complete Part I by reading the sentences and filling in the blanks with <i>in</i> or <i>on</i> correctly. • Set some time for students to work on Part I. When they finish, ask for volunteers to read their answers. Check and correct the sentences all together. • Then, ask a volunteer to read the instructions for Part II and have students listen to the audio carefully. Play the recording once, so they can answer the questions using full sentences. • Play the audio again and encourage students to complete any missing information. • Explain to students that you will play the audio a third time so that they check and correct their answers. • When everybody finishes, request one student to read the first question and another student to answer it. Continue assigning the questions and the answers until there are no more left. • Provide feedback about pronunciation as needed.

Keep in mind!

Encourage your students to participate so that they can improve their language abilities.



Answer Key (Unit 5 - Worksheet 2)
Part I

1. in 2. on 3. in 4. on 5. on 6. in 7. in 8. on 9. on 10. in

Part II

1. His name is Diego. 2. He visits his mom's family on December 24th. 3. He cleans the house / prepares food. 4. He eats tamales or turkey. 5. He sets off firecrackers with his cousins. 6. He has a Christmas tree and lights. 7. He sees the fireworks outside his house. 8. He opens his presents at midnight.

Week **3**

Approximate time:
2 hours 15 minutes (3 classes)



Performance indicators

Students can:

- 5.7 Identify the components of affirmative sentences in the present continuous tense.
- 5.8 Write verbs in their present participle form correctly during spelling and sentence-building activities.
- 5.9 Describe actions in progress both orally and in writing using pictures or gestures as reference clearly.

Content(s)	Goal(s)
<ul style="list-style-type: none">Present Continuous TensePresent Participle Spelling Rules	<p>By the end of the week, I will:</p> <ul style="list-style-type: none">Spell verbs in the present participle.Describe actions in progress using the present continuous tense.

Class 1: Materials



- Markers/chalk, eraser, index cards with the components of the present continuous structure, the student's booklet, masking tape, and a list of your students' names.

I Activate (Class 1)

Pre



15 minutes

Simon Says

- Greet students warmly.
- In order to activate previous knowledge, play Simon Says.
- Explain to students that you will say Simon says... and one action (e.g. *walk, cook, eat, jump, open your book, sit down, stand up, and clap once*). Students must mime the actions when they listen to the phrase: "Simon says..." But, if you just say the action and omit the phrase, they mustn't perform it. In case one of your students makes a mistake, it will be his/her turn to say an action.
- Ask students to listen to you carefully and participate actively.

Teaching tip



Making students move before starting the class helps them re-energize their bodies and brains to focus better during the lesson.

During



15 minutes

Affirmative Statements

- Before class, prepare index cards with the components of the present continuous structure (*Subject + auxiliary verb (am/is/are) + verb in present participle (verb -ing) + complement + .*)
- Write on the board the following examples or print them to save time.

Subject	Auxiliary Verb (am/is/are)	Verb in Present Participle (verb + ing)	Complement.
I	am	speaking	English.
You	are	listening	to music.
Cecilia	is	reading	a new book.
José and I	are	walking	to school.
My friends	are	playing	soccer.

- Remind students about how the form of the *verb be* must match each subject.
- Explain that the verbs in present participle will always end with *-ing*.
- Stick the index cards on the board and ask students to write one example in their notebooks individually.
- Select at least three volunteers to go to the front and write their examples below the corresponding index cards.
- Check the examples all together and provide further explanation if needed.
- Review the use of contractions with the subject pronouns and *the verb be*. (e.g. *I'm / She's/ You're*).

Post



15 minutes

Worksheet 3: Present Continuous Tense (Part I)

- Direct your students to their booklets and select a volunteer to read the instructions for Part I.
- Explain to them that they will have to unscramble the words to make complete sentences. They will also need to include the corresponding form of the verb *be* (*am, is, or are*).
- Set enough time for them to complete the exercises individually.
- After they finish, ask a student to select one number (from one to the last number in the class roster). Ask the selected student to read the first sentence. Continue choosing students by their list numbers until you have no more sentences left.
- Provide feedback about pronunciation and correct use of the verb *be*.
- Clarify any doubts in case your students still have some.

Answer Key (Unit 5 - Worksheet 3 - Part I)



Part I

1. It is raining. 2. My sister and my mom are walking home. / My mom and my sister are walking home. 3. Saúl and I are playing soccer. 4. I am cooking spaghetti. 5. Miguel is watching TV now.



- Markers/chalk, eraser, mini boards, sets of strips of paper with sentences in the present continuous tense, bags, the student's booklet, and a chart/slide with present participle spelling rules.

I Practice (Class 2)

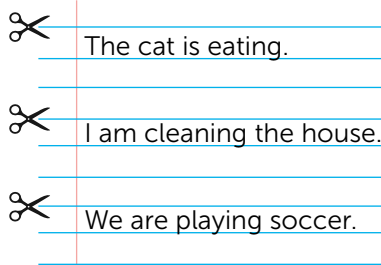
Pre



15 minutes

Miming Actions

- Before class, prepare sets of paper strips with affirmative sentences in the simple present tense and put them in different bags. (e.g. *The cat is eating.* / *I am cleaning the house.* / *We are playing soccer.*)



- Divide the class into groups of four students each. Hand each team a bag with the sentences.
- Explain to students that they will take turns taking one strip out of the bag and miming it while the rest of the team members guess the correct answer. Remind them that the one miming can't talk.
- Monitor that everybody is participating actively.

Teaching tip



Remember to check the number of students in your class to prepare enough material for a successful activity.

During



15 minutes

How Do You Spell...?

- Before class, prepare a chart or a slide with the following information:

Rule	Example
1. To most verbs, add -ing.	cook-cooking play-playing
2. When the verb finishes in -e, eliminate -e and add -ing. (Except the verb see.)	live-living dance-dancing write-writing
3. If the verb has one syllable and it ends in C+V+C, double the last consonant and add -ing. (Do not double -x, -y, or -w)	run-running swim-swimming
4. For verbs ending in -ie, change -ie to -y and add -ing.	lie-lying die-dying

- Explain to students the spelling rules for the present participle.
- Focus students' attention on the changes the verbs have in each rule and provide more examples on the board.
- Ask students to take notes on the rules in their notebooks.

Post



15 minutes

Worksheet 3: Present Continuous Tense (Part II)





- Ask students to take out their booklets and look for Worksheet 3 Part II.
- Choose a volunteer and request him/her to read the instructions for the activity.
- The activity is divided into two parts:
 - Students have to complete the sentences using the correct form of the verb be and the present participle of the main verb.
 - Then, they have to match the sentences with the pictures by writing the number on the left in the correct box below each image.

A1 Booklet
page 24

1. Claudia _____ (shop) right now. 4. You and I _____ (bake) a delicious cake.

2. Luis and Raúl _____ (drink) coffee. 5. The police officer _____ (stop) us.

3. I _____ (make) my bed.


- Set enough time for Part II so that students can complete it successfully.
- When students have finished working on Part II, ask them to get in pairs so that they can compare answers.
- Finally, request some volunteers to share their answers.
- Provide feedback on pronunciation and grammar used in the activity.

Answer Key (Unit 5 - Worksheet 3 - Part II) 

Part II

1. is shopping 2. are drinking 3. am making 4. are baking 5. is stopping

Order of the images for matching exercise: 5, 1, 2, 3, and 4

Class 3: Materials



- Markers/chalk, eraser, strips of paper with verbs in the base form, a bag/box, and the student's booklet.

I Produce (Class 3)

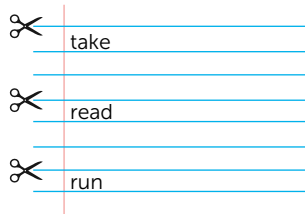
Pre



15 minutes

How Do You Spell the Verb?

- Before class, prepare a set of at least ten strips of paper with verbs in the base form and put them in a bag or a box. (e.g. *cook, run, take, eat, stop, move, write, read, drink, and call.*)



- Get the bag or box and ask one student to take one strip of paper out of it and read the verb. Have students repeat the verb that was taken out of the bag or box.
- Then request that same student to say a letter of the alphabet.
- Select a student whose last name starts with the given letter. Ask him/her to spell the verb in the present participle form.
- Continue doing this process until no more strips of paper are left.

Teaching tip



By varying the resources you use in your classes, you make students more engaged in the lesson.

During



15 minutes



Worksheet 3: Present Continuous Tense (Part III)

- Request students to open their booklets to Worksheet 3 and direct their attention to Part III.
- Ask for a volunteer to read the instructions for Part III.

A1 Booklet

page 24

- Elisa _____
- Guadalupe _____
- Walter and Sara _____
- Antonio _____
- Jennifer and Juan _____

	<ul style="list-style-type: none"> • Ask your students if they have any doubts about the instructions and explain them further if necessary. • Request students to write sentences according to the pictures. • Remind them to use the correct form of the <i>verb be</i> and proper punctuation. Tell your students that they will also have to include the verb represented by the picture in the present participle form. • When students have finished, ask them to get in pairs so that they can share their answers. Remember that some sentences may vary. • Finally, ask five volunteers to read one sentence at a time and check them together. 	
<p>Post</p>  15 minutes	<p style="text-align: center;">Role-play</p> <ul style="list-style-type: none"> • Write the following conversation on the board. <i>A: Hi, <u>Rosa</u>! What are you doing?</i> <i>B: Hello, <u>Pablo</u>. I am solving some math problems for my math class.</i> <i>A: Nice! You are good at math.</i> <i>B: Thank you, Pablo! And what are you doing?</i> <i>A: I am reading a comedy book. It's really funny.</i> <i>B: Fantastic!</i> <i>A: Well, I have to go. Nice to see you!</i> <i>B: Take care!</i> • Choose a volunteer to help you out to read the conversation. • Organize pairs verifying that the members do not commonly work together. • Ask them to create a short conversation similar to the example and practice it. • Request the pairs to get together with other four or five pairs and perform the conversations. 	<p style="text-align: center;">Keep in mind!</p>  <p>Monitoring students' involvement while creating the conversation is really important to observe their progress and areas of improvement.</p>

Answer Key (Unit 5 - Worksheet 3 - Part III)



Part III

(The complements in some sentences may vary.)

1. Elisa is swimming. 2. Guadalupe is riding her bike. 3. Walter and Sara are dancing.
4. Antonio is playing the guitar. 5. Jennifer and Juan are running.



Performance indicators

Students can:

- 5.10 Connect indoor and outdoor vacation activities to illustrations or gestures appropriately.
- 5.11 Convey ongoing vacation activities shown on visual aids using suitable action verbs accurately.

Content(s)	Goal(s)
<ul style="list-style-type: none"> Vacation Indoor/Outdoor Activities 	<p>By the end of the week, I will:</p> <ul style="list-style-type: none"> Spell indoor and outdoor vacation activities. Express vacation activities in progress.

Class 1: Materials



- Markers/chalk, eraser, and flashcards with indoor activities.

I Activate (Class 1)

Pre



15 minutes

Rewrite Them!

- Before class, prepare flashcards with the following indoor activities: *listen to music, make crafts, read a book, watch TV, paint, spend time with my family, cook a special meal, play an instrument, take a nap, and surf the Internet.*



- Greet students warmly.
- Show students the flashcards and say the indoor activities aloud. Request students to repeat after you.
- Hold up a flashcard and ask a student to read it. Continue choosing different students to read the other indoor activities.
- Finally, have students write the vocabulary in their notebooks.

Keep in mind!



Try to make everybody participate and say at least one indoor activity. Involving everybody within the activities will help students develop their language skills.

During



15 minutes

Spelling

- Request students to check the vocabulary again.
- Ask your students to practice spelling the words from the vocabulary.
- Have students get in pairs and take turns selecting indoor activities from the vocabulary list, so his/her partner can spell them.
- Remind the class that to ask for the spelling of words, they need to use the following question:

How do you spell _____ ?

- After the students have practiced by themselves and in pairs, it is time for you to select a number out of the class roster and have that student spell one word from the vocabulary.
- In case someone makes a mistake while spelling, ask the rest of the class to support him/her.

Post



15 minutes

Present Continuous Sentences

- Activate previous knowledge about the present continuous tense by showing students three or four flashcards of indoor activities.
- Students will identify the indoor activity and create full sentences orally. (e.g. *He is watching TV. / She is spending time with her family. / They are cooking a special meal.*)
- Next, stick all the flashcards on the board or wall so that all students are able to visualize them.
- Request students to write sentences describing what the people on the flashcards are doing by using the present continuous tense.
- After that, request them to get into groups of three so that they can share and compare their answers together.
- Ask students to identify any mistakes made to promote peer correction.
- Praise students for their work and participation.

Teaching tip



Use different strategies to divide students into groups so they do not work all the time with the same classmates.

Class 2: Materials



- Markers/chalk, eraser, flashcards with outdoor activities, a poster, and strips of paper with sentences.

I Practice (Class 2)

Pre



15 minutes

Outdoor Activities

- Before class, prepare a set of flashcards with outdoor activities. (*Fly a kite, buy souvenirs, take pictures, meet people, visit tourist attractions, play sports, etc.*)



- Read the outdoor activities aloud and request students to repeat them after you. You might say the list of outdoor activities twice.
- Then, have students stand up. Say an outdoor activity and ask students to act it out all together. (*e.g. playing soccer / flying a kite*).
- To make this activity a bit more challenging, after acting the phrases out, tell your students that you will say an outdoor activity and perform a different one. Explain that they do not have to follow your acting, but instead, they must mime what they hear.

Teaching tip



Having students listen and act something out helps them learn through the Total Physical Response (TPR) approach.

During



15 minutes

Broken Telephone

- Before class, prepare a set of paper strips with sentences using the present continuous tense and indoor activities. Put the strips inside a bag or box. (*e.g. He is cooking a special dinner for his mom. / She is reading a fantasy book in her bedroom.*)
- Divide your class into different groups of five or six students each. Students must be in a row.
- Explain the game to your class. You will give one sentence to the students at the end of each row, and then they will have to whisper the exact sentence to the next partner. The next student will say what he/she understood to the next member until there are no more members in the team. When the sentence gets to the student at the other end of the row, he/she will write the message in his/her notebook.



- When every last member of each team has received and written the message, you will provide a marker for them to write their messages on the board.
- Finally, correct the sentences as a whole class. Provide feedback on common mistakes and clarify any doubts.

Post



15 minutes

What Am I Doing?

- Before the lesson, prepare a poster displaying the text provided below. Alternatively, you may project or print a copy of the digital version available on the official English site.



Hey! My name is Susana. I'm 15 years old. Right now, I'm reading a science fiction book. My dad is cooking dinner and my mom is helping him to wash the dishes. My brother is flying a kite. My sister is playing with our dog outside in the garden.
So, what are you doing?

- Read the paragraph aloud and ask for at least three different volunteers that would like to read it too.
- Request students to imagine and think about what their family members are doing at this moment.
- Then, request students to write a paragraph (similar to Susana's) by using the present continuous tense.
- When they finish writing, request students to get into pairs and read their own paragraphs to their partners.
- Walk around the classroom monitoring students' performance and pay attention to their paragraphs and pronunciation.

Keep in mind!



Feel free to adapt the information about Susana using other indoor and outdoor activities.



- Markers/chalk, eraser, strips of paper with verbs in the base form, and the student's booklet.

I Produce (Class 3)

Pre



15 minutes

Worksheet 4: Indoor and Outdoor Activities (Part I)

- Greet students warmly.
- Request students to help you brainstorm indoor and outdoor activities.
- Take notes on the students' ideas on the board.
- Say the words aloud and request students to repeat after you.
- Draw students' attention to Worksheet 4, Part I and ask a volunteer to read the instructions.
- Explain to students that they have to look at the picture carefully and observe the activities the people in the picture are doing. Then, they have to write sentences using indoor and outdoor activities and the present continuous tense.

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1. _____ 5. _____
 2. _____ 6. _____
 3. _____ 7. _____
 4. _____ 8. _____

- When students have finished, ask for volunteers to read one of their sentences. Continue with this process until students have covered most of the activities shown in the picture. Provide feedback related to proper punctuation as needed.

During



15 minutes

Worksheet 4: Indoor and Outdoor Activities (Part II)

- Draw students' attention to Worksheet 4, Part II.
- Ask for a volunteer to read the instructions.
- Highlight that the activity is divided into different steps they must follow.
- Explain to students that first, they will have to listen to the description of what Carolina and her family are doing at this moment on their vacation trip.
- Request students to listen to the audio once.
- Have them write the correct form of *the verb be* in each sentence.

Keep in mind!



Playing the audio more than once will help students feel at ease when identifying the missing information to complete the activity.

- Next, request students to match the corresponding indoor and outdoor activities with sentences 1-8.
- Explain to students that they will change the verbs into their present participle form to write complete sentences.
- Choose volunteers to read one of their sentences aloud to share their answers.



Post



15 minutes

Conversation

- Write the conversation below on the board. You can also prepare a small poster with the conversation in order to save time.
(Phone call)
A: Good morning, Vanessa!
B: Hello, Andrés.
A: How are you?
B: I am doing great. How about you?
A: I am fine. Thank you.
B: What are you doing right now, Andrés?
B: I am reading a fantasy book. What about you?
A: I am taking some beautiful pictures at the park.
B: Interesting!
A: Well, Vanessa, I hope you have a great day.
B: Same to you, Andrés! Bye.
A: See you later.
- Ask for one volunteer to practice the conversation with you.
- Request students to get into pairs and have them act out the conversation.
- Ask them to swap roles when they have finished with the first one.
- Finally, select 3 or 4 pairs to perform the conversation.

Answer Key (Unit 5 - Worksheet 4)

**Part I**

Answers will vary. (e.g. The women are running. / The kids are playing in a sandbox.)

Part II

1. I am playing video games.
2. My mom and dad are preparing sandwiches.
3. My grandfather and little brother are playing soccer.
4. My sister is listening to music.
5. My cousin is reading a horror book.
6. My grandmother is buying souvenirs.
7. My aunt and my uncle are visiting tourist attractions.
8. We are spending time together.



Performance indicators

Students can:

- 5.12 Recognize the structure and components of negative sentences and questions in the present continuous tense correctly.
- 5.13 Construct negative sentences and questions in the present continuous tense to describe actions observed in visual aids consistently.
- 5.14 Generate and organize ideas about popular tourist attractions by listing possible indoor and outdoor activities related to each destination.

Content(s)	Goal(s)
<ul style="list-style-type: none"> Present Continuous: Negative Statements Present Continuous: Yes/No Questions Tourist Attractions 	<p>By the end of the week, I will:</p> <ul style="list-style-type: none"> Make negative sentences and questions in the present continuous tense. List some possible activities to do in tourist attractions.

Class 1: Materials



- Markers/chalk, eraser, a set of strips of paper with parts of sentences, index cards with the word "not," bags, and the student's booklet.

I Activate (Class 1)

Pre



15 minutes

Unscrambling Sentences

- Before class, prepare some sets of paper strips to form sentences in the present continuous tense, and add an extra card with the word *not*. Considering the size of your class, make enough sets to create at least 5 sentences per group. (e.g. *She is visiting tourist attractions. / We are buying souvenirs.*)
- Request students to get into groups of three or four.
- Hand a bag with the sets of sentences to each team and ask them to put the pieces together to form different sentences.
- When they have finished, hand them the card with the word *not*.
- Request students to place the card in the correct position within one sentence.
- Walk around the classroom and monitor students' answers.
- Explain that to make negative sentences in the present continuous tense, the word "not" goes after the verb be. (e.g. *She is **not** visiting tourist attractions. / We are **not** buying souvenirs.*)
- Ask some volunteers to read one of their sentences. Answers will vary since they may use different combinations to form their sentences.

During



15 minutes

Negative Structure

- Before class, make a chart with the following information or display the picture below to your students.

**Present Continuous:
Negative Statements and Contractions**

I **am not** listening to music.
I'**m not** listening to music.

He/She **is not** visiting tourist attractions.
He's/She'**s not** visiting tourist attractions.
He/She **isn't** visiting tourist attractions.
It **is not** eating its food.

We/You/They **are not** buying souvenirs.
We'**re/You're/They're not** buying souvenirs.
We/You/They **aren't** buying souvenirs.

- Carry out a short review on subject-*verb be* agreement and elicit from students the correct form of the *verb be* that matches each subject pronoun.
- After that, explain that to make a negative sentence they will use the word *not* after the *verb be* and that there are different ways to make contractions in the negative form (e.g. We aren't/ We're not). Choose three volunteers to read the information in the chart.
- Next, request students to write three different sentences in their notebooks. They must use the present continuous tense in the negative form.
- After students have finished, have each student read one of their examples.
- Provide feedback as needed.

Post



15 minutes

Worksheet 5: Present Continuous Tense, Negative Statements, and Questions (Part I)

- Draw students' attention to Worksheet 5 Part I.
- Ask a volunteer to read the instructions.
- Explain to students that they will have to unscramble the words to create negative statements in the present continuous tense.
- When students have finished, have different volunteers read one sentence each.
- Check and correct the sentences together. Highlight the proper use of capital letters.

Answer Key (Unit 5 - Worksheet 5 - Part I)



Part I

1. We are not visiting tourist attractions today.
2. Karla is not listening to rock music right now.
3. They are not eating a delicious breakfast.
4. My brother is not watching TV in his bedroom.
5. You are not buying souvenirs at the store.



- Markers/chalk, eraser, and the student's booklet.

I Practice (Class 2)

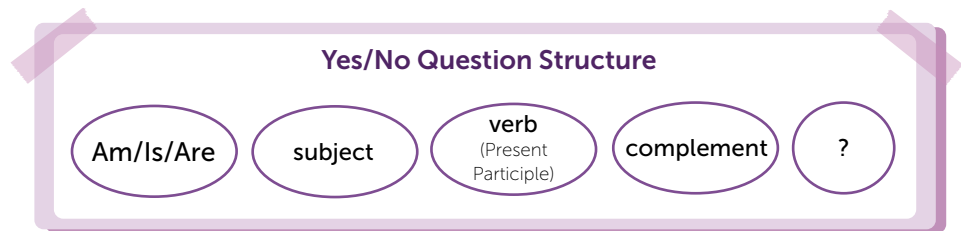
Pre



15 minutes

Yes/No Questions

- Review the structure for affirmative and negative statements in the present continuous tense by writing the following sentences on the board:
 - You are playing basketball.*
 - He is making crafts.*
- Ask students what the negative forms of the sentences on the board are. Elicit the use of the word *not* and contractions.
- Introduce and explain the structure for Yes/No questions in the present continuous tense. Write the following information on the board or display it. As a class, transform into questions the examples you wrote on the board.



- Finally, select three volunteers randomly and request them to give you an example of a Yes/No question in the present continuous tense. Show them different action-verb flashcards to activate their ideas.

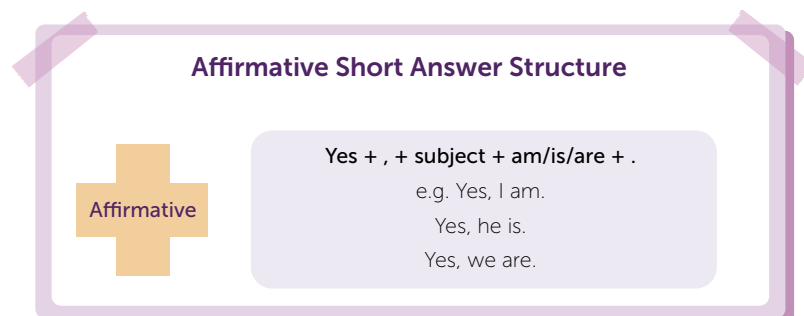
During



15 minutes

Questions and Answers

- Ask a volunteer to go to the front of the class.
- Request the student to mime as if she/he is playing tennis.
- Ask the rest of the class the following questions:
 - Is he/she playing soccer?*
 - Is he/she playing tennis?*
- Elicit answers by saying *yes* or *no*.
- Explain to students these kinds of questions are answered by saying *yes* or *no*. Write the following structure for the answers or you may prepare a poster with the information prior to class.



Negative Short Answer Structure

Negative

No + , + subject + am/is/are + not + .

e.g. No, I'm not.

No, he isn't.

No, we aren't.

- Request students to write the Yes/No answer structure in their notebooks.
- Ask students to brainstorm Yes/No questions in the present continuous about classmates. (e.g. *Is Laura writing in her notebook?* +Yes, she is. -No she isn't. / *Are Nelson and Gustavo participating in class?* +Yes, they are. -No, they aren't.)

Post



15 minutes

Worksheet 5: Present Continuous Tense, Negative Statements, and Questions (Part II)

- Draw students' attention to Worksheet 5, Part II of their booklets.
- Ask a volunteer to read the instructions.
- Explain to students that they will have to look at the pictures and answer the Yes/No questions. Tell them that in some questions, there are some blanks that they have to fill in with the missing information accordingly.
- After students have finished, request them to get in pairs, practice the conversations, and swap roles (A and B) as needed.
- Walk around the classroom to verify that students are practicing.
- When students have finished asking and answering, select six different pairs to perform one short dialogue each.
- Provide feedback on pronunciation and correct use of grammar as much as needed.

Keep in mind!



Having a good environment with respect, tolerance, and acceptance in the class will improve your students' learning process.

Answer Key (Unit 5 - Worksheet 5 - Part II)



Part II

1. B: Yes, he is. 2. B: No, they are not. / No, they're not. / No, they aren't.
 3. A: Is he / B: Yes, he is. 4. A: she listening / B: Yes, she is.
 5. B: No, he is not. / No, he's not. / No, he isn't. 6. A: Are they drinking coffee?



- Markers/chalk, eraser, strips of paper with verbs in the base form, and the student's booklet.

I Produce (Class 3)

Pre



15 minutes

Tourist Attractions

- Before class, prepare a set of flashcards with tourist attractions. (e.g. zoo, lake, lagoon, monument, town fair, park, archaeological site, volcano, beach, river, and mountain)



- Ask your class: *What tourist attractions do you know?*
- Have students brainstorm their ideas about tourist attractions and take notes on the board so that everybody gets to see the words their classmates are sharing.
- Next, show the flashcards to students. Say the words aloud and request students to repeat them after you.
- In case you have more words on the flashcards than those collected in the brainstorming activity at the beginning of the class, add them to the list on the board.
- Then, erase the words on the board and take the different flashcards to elicit from students the correct tourist attraction.

During



15 minutes

Worksheet 5: Present Continuous Tense, Negative Statements, and Questions (Part III)

- Draw students' attention to Worksheet 5, Part III.
- Ask a volunteer to read the instructions and questions.
- Explain to students that they will listen to an audio track.
- Request students to pay close attention and then play the audio once.

Keep in mind!



Praising students for their work encourages them to keep learning.

- When students have already been exposed to the audio, request them to answer the questions. Play the audio once again.
- When students have finished, have them get in pairs and compare their answers with their partners.
- Ask volunteers to answer one question at a time.
- In case students were not able to answer all the questions, play the audio again and pause it at those specific points.



Post



15 minutes

Conversation

- Before class, prepare a large poster with the dialogue in order to save time during class.
(Phone call)
A: Hi, David! How is your vacation going?!
B: Hey, Gabriela! My vacation is going excellent.
A: Tell me about it.
B: I am staying at a beautiful hotel in El Tunco beach with my family. Right now, I am relaxing in a hammock.
A: What about your relatives?
B: Well, my mom is swimming in the pool with my little sister. My brother and dad are surfing at the beach. What about your vacation?
B: I am in Juayúa. My sister and I are eating "elotes locos". They're delicious.
A: Are you taking pictures of the places that you are visiting?
B: Yes, I am.
A: Show me the pictures when we meet.
B: Sure! Well, I have to go. Have fun!
A: Thanks! You too. See you!
- Ask a volunteer to read the conversation with you.
- Have students get into pairs and ask them to read the conversation.
- Request them to switch roles when they have finished with the first one.
- Provide feedback on pronunciation as much as needed.
- **For next class:** request students to take to class one sheet of cardboard and markers.

Answer Key (Unit 5 - Worksheet 5 - Part III)



Part III

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



Performance indicators

Students can:

5.15 Compose a brief postcard that clearly portrays a vacation experience by including key details about a tourist attraction.

Content(s)	Goal(s)
<ul style="list-style-type: none"> Project: Writing a Postcard 	<p>By the end of the week, I will:</p> <ul style="list-style-type: none"> Write a postcard describing basic information about a tourist attraction. Check my progress along unit 5.

Class 1: Materials



- Markers/chalk, poster with a postcard sample, cardboard, markers, and Unit 5 Test.

Unit 5 Project

Class 1
Pre






45 minutes

Project Preparation

- Before class, prepare a small poster to simulate a postcard including information using the present continuous tense and the vocabulary practiced along unit 5. You may use the sample below as a reference.



- Read María's postcard aloud and request students to repeat it along with you.
- Ask students to write a similar paragraph for a postcard in their notebooks using the present continuous tense and the vocabulary practiced throughout unit 5.

	<ul style="list-style-type: none"> When students have finished their paragraphs, request them to take out their cardboard sheet so that they can start writing the information they prepared and decorate it.
<p>Class 2 During</p>  45 minutes	<p style="text-align: center;">Project Presentation</p> <ul style="list-style-type: none"> Welcome students and set around five minutes so that they can practice their presentations. Have students share their postcards with the class by mingling around. Encourage students to pay close attention to their partners when presenting.
<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 test copies for the whole class. Keep the suggested listening track handy. Scan the QR code below to access the audio file. <div style="text-align: center;">  </div> <ul style="list-style-type: none"> Have students write their full names on the test. Read the instructions as a whole class and make sure that all the information is clear before students take the test. Follow the same process carried out in previous evaluations.





Unit Test

Unit Test

UNIT 6

My Abilities

In unit 6, students take their first steps toward:

- Expressing abilities using *can/can't*.
- Describing how actions are performed using adverbs of manner.
- Exchanging information about talents and abilities.



Unit 6 My Abilities

Unit Competencies	Guidelines for Diagnostic Assessment
<p>1. Share information about personal abilities by using adverbs of manner to explain how different actions are performed.</p>	<p>Prior to continuing with Unit 6, it is necessary to conduct a diagnostic activity that lets you identify students' areas of growth and strengths regarding the new topics. Request students to brainstorm verbs that describe abilities. Then, invite them to share things they can do and things they cannot do.</p> <p>As students respond, observe their answers and note their use of language when talking about abilities. Afterward, provide brief feedback and explain that throughout the unit they will practice using <i>can</i> and <i>can't</i> to talk about abilities.</p>

Teaching Tips for the Didactic Unit	Classroom Management Guidelines
<ul style="list-style-type: none">• Use body language and visual aids to introduce and review key content.• Speak at a low pace and as clearly as possible.• Drill the proper pronunciation of the vocabulary words, so students can get familiar with some common sounds in the English language.• Reinforce, as much as needed, spelling both orally and in writing using key vocabulary from the unit.• Promote speaking activities and collaborative work among students.• Make sure all the activities that will be carried out are appealing and focused on students' interests.• Make sure all your ludic activities have a specific purpose. They can either be a way of formative or summative assessment.	<ul style="list-style-type: none">• Organize and label your board as date, goal, and new vocabulary.• Arrange seats differently from time to time.• Promote group-work activities with different peers. Carry out grouping strategies for this purpose.• Foster cooperative learning at all times.• Encourage the acceptance of mistakes and challenges as part of personal growth.• Encourage students' active participation along all stages of the lesson.• Provide proper feedback throughout the learning process. Emphasize that mistakes may help students strengthen their skills.

Week  1

Approximate time: 2h 15 minutes
(3 classes)



Performance indicators

Students can:

- 6.1 Recognize and spell ability-related vocabulary accurately through oral or written exercises supported by visual input.

Content(s)	Goal(s)
<ul style="list-style-type: none">Abilities	<p>By the end of the week, I will:</p> <ul style="list-style-type: none">Name different abilities.

Class 1: Materials



- Worksheet 1, dry-erase markers/chalk, flashcards, masking tape, clear tape, sheets of paper, and mini boards.

I Activate (Class 1)

Pre



15 minutes

All About Abilities!!

- Before class, prepare and label flashcards containing the following abilities: *dance, play (an instrument), sing, cook, paint, do (magic tricks/yoga/judo), climb a tree, swim in the river, go fishing, plant a tree, fly a kite, play marbles, play jacks, jump rope, ride a horse, and milk a cow.*



- First, paste the flashcards on the board.
- Read each ability as clearly as possible to model proper pronunciation.
- Mime the abilities and request students to name them aloud.
- Finally, ask them to draw and write the abilities in their notebooks.

Teaching tip



You can increase the number of suggested ability flashcards considering your students' needs and their proficiency level.

Encourage students to draw the new vocabulary to help them understand the meaning without translating.

During



15 minutes

Worksheet 1: Matching Activity (Part I)

- Request students to open their booklets to Worksheet 1 Part I.

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Part I (Class I)

Write the name of the ability represented in each picture.

play marbles paint cook do yoga ride a bike fly a kite dance
climb trees jump rope play the guitar

1

2

3

4

5

6

7

8

9

10

- Explain to students that they are going to work in pairs to complete this activity.
- Select a student to read the instructions.
- Model one example as a whole class.
- Have students complete the matching activity by writing the corresponding name of the activity or ability below the pictures.
- Monitor to check that everyone is on task and communicating in English.
- Once students have finished, have some volunteers share their answers with the class.

Teaching tip



Whenever you request students to work on a worksheet, make sure you provide the instructions as clearly as possible, so they can complete the task more easily and have a better learning process.

Post



15 minutes

Watch and Write

- Keep handy the mini boards and the flashcards you previously made.
- Use masking tape or pieces of paper to cover the text in the flashcards, so only the images are visible.
- Explain to students that you will show different flashcards, and they will have to write the name of the ability on the mini boards.
- Ask students to work in groups of 3 or 4.
- Ask for volunteers to read the answers they wrote.
- Provide feedback as needed.



Teaching tip



It is important to gather the necessary material before class in order to take advantage of class time.

Answer Key (Unit 6 - Worksheet 1 - Part I)



Part I

- | | | | | |
|----------------|--------------------|-----------------|--------------|-----------------|
| 1. dance | 2. play the guitar | 3. cook | 4. paint | 5. do yoga |
| 6. climb trees | 7. fly a kite | 8. play marbles | 9. jump rope | 10. ride a bike |



- Worksheet 1, dry-erase markers/chalk, and students' notebooks.

I Practice (Class 2)

Pre



15 minutes

Abilities Charades

- Before class, list 10-12 abilities on the board.
- Ask students to work in groups of 3 or 4.
- Explain to them that they will have to take turns to mime an ability by using gestures so their classmates from the group can guess the name of the activity.
- Once the ability has been guessed by any of the students, another classmate will have to take the lead.
- Have students work on the activity for a couple of minutes so that most of them can participate.
- Check students' performance constantly.



Teaching tip



Remember to always model the steps to follow during an activity so students can feel more at ease.

During



15 minutes

Worksheet 1: Scanning Information (Part II)

- Ask students to open their booklets to Worksheet 1 Part II.

A1 Booklet

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My siblings' abilities

My name is Roberto. I have one brother and one sister. My brother's name is Carlos, and my sister's name is Lucia. Carlos likes music a lot. He plays the drums and the guitar. Also, he is good at singing. Lucia likes sports very much. She plays soccer and baseball. Besides that, she dances very well. As for me, I like cooking. On weekends, I cook pizza and spaghetti. During my leisure time, I go out to take pictures.


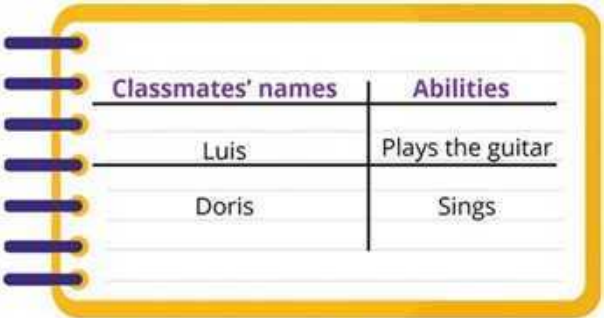

Carlos	Lucia	Roberto

- Explain to them that they are going to work in pairs to complete this activity.
- Select a student to read the instructions.

Teaching tip



Promoting collaborative work among students is very important. Being respectful of one another when working with peers helps develop positive life skills.

	<ul style="list-style-type: none"> • Have students read the text. After that, request them to complete the chart by writing below the right name (Carlos, Lucia or Roberto) the corresponding ability. • Model an example by requesting the class to help you complete a row. • Monitor that everyone is on task and communicating in English. • Provide feedback as needed. 							
<p>Post</p>  15 minutes	<p style="text-align: center;">My Classmates' Abilities</p> <ul style="list-style-type: none"> • Explain to students that they will find out information about their classmates' talents and abilities. • Tell students they will be working with different classmates in order to make a list of at least 6 different classmates' abilities. Explain that they will have to request the information as follows: <i>"Tell me one of your abilities."</i> • Ask them to draw the following table in their notebooks to include the information gathered from their classmates. <div style="text-align: center;">  <table border="1" style="margin: auto;"> <thead> <tr> <th>Classmates' names</th> <th>Abilities</th> </tr> </thead> <tbody> <tr> <td>Luis</td> <td>Plays the guitar</td> </tr> <tr> <td>Doris</td> <td>Sings</td> </tr> </tbody> </table> </div> <ul style="list-style-type: none"> • Monitor students' work to see if they need some help and provide feedback as needed. • Finally, ask some students to share their findings with the whole class. 	Classmates' names	Abilities	Luis	Plays the guitar	Doris	Sings	<p style="text-align: center;">Teaching tip</p>  <p>When a variety of instructional techniques are used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process, you become more of a mentor and facilitator of knowledge rather than the main content expert. This variety of instructional techniques is called "scaffolding."</p>
Classmates' names	Abilities							
Luis	Plays the guitar							
Doris	Sings							

Answer Key (Unit 6 - Worksheet 1 - Part II)

Part II

Carlos: Plays the drums, plays the guitar, sings.
Lucia: Plays soccer, plays baseball, dances.
Roberto: Cooks pizza, cooks spaghetti, takes pictures.



- Worksheet 1, dry-erase markers/chalk, students' notebooks, mini boards, bingo chart sample, bingo card samples, and recycled colored paper.

I Produce (Class 3)

Pre



15 minutes

Inner Outer Circle: Guess The Ability

- Keep handy the mini boards.
- Provide a mini board per student.
- Request them to draw on the mini boards 5-6 abilities. Tell them that they will be guessing the abilities represented in each drawing.
- Once students have finished, ask them to form two circles and carry out the inner-outer circle technique. You may also divide the class into four groups, depending on your group size.

A: Let's start guessing abilities! Can you tell me what ability number 1 represents?

B: Drawing number one is "play marbles."

A: Correct! What about number two?

- Model once or twice using your mini board and selecting a student to perform the short dialogue.
- Ask students to begin the activity. Walk around the classroom to monitor students' performance closely. Remember to ring a bell every minute.
- At the end of the activity, provide as much feedback as needed.



Keep in mind!



The technique "inner-outer circle" is intended to have students share information with different classmates.

Group A will be the inner circle and B the outer.

Ask both groups to exchange the abilities they drew with their classmate in front of them.

When you ring a bell, group A will move to their right.

Request group B not to move. Continue this process until everyone has interacted.



During



15 minutes

Worksheet 1: Listening Activity (Part III)

- Ask students to open their booklets to Worksheet 1 Part III.
- Have a volunteer read the instructions.
- Explain to students that they will listen to Victor talk about some of his abilities.
- Ask students to check in the correct column the abilities that Victor mentions and those he doesn't.

Teaching tip



Praising students' effort becomes vital to keep a positive attitude and boost motivation.

- Once the activity is done, check answers as a class.
- Provide the correct answers for this activity.

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Part III (Class 3. I Produce: During)

- Listen to the audio carefully. Check Victor's abilities correctly.

Abilities	YES	NO
do judo		
play basketball		
do magic tricks		
swim in the river		

Abilities	YES	NO
fish		
fly a kite		
ride a horse		
milk a cow		

- **For next class:** Ask students to bring recycled paper to class.

Use phrases such as:

- Good job!
- Keep it up!
- Way to go!
- Well done!
- You can do it!
- Congratulations!
- That's good!
- That's right!
- Excellent!



Post



15 minutes

Let's Play Bingo!

- Before class, prepare an empty bingo chart and bingo cards with recycled paper. Use the abilities found in the syllabus.

Abilities			
do judo	ride a bike	sing	paint
climb a tree	swim in a river	do yoga	jump rope
fly a kite	plant a tree	milk a cow	cook

- Ask students to get in pairs and prepare two bingo charts and one set of ability cards with the recycled paper. Ask them to select and write abilities from the list on their grids. (An ability per cell.)
- Remind them how bingo is played and show them the winning patterns.
- Model once with your resources.
- Have students play bingo in pairs.
- Monitor around to provide any needed feedback.

Teaching tip



Teach your class to keep colored paper they have used in previous activities since they could reuse it for several purposes. They could also have a bingo chart laminated to use it in future classes where bingo would be played.

Answer Key (Unit 6 - Worksheet 1 - Part III)



Part III	✓ do judo	Yes	✓ swim in the river	Yes	✓ ride a horse	Yes
	✓ play basketball	No	✓ fish	Yes	✓ milk a cow	Yes
	✓ do magic tricks	Yes	✓ fly a kite	No		



Performance indicators

Students can:

6.2 Apply *can* and *can't* appropriately to convey personal abilities using the correct sentence structure in short oral or written exchanges.

Content(s)	Goal(s)
<ul style="list-style-type: none"> Can / Can't (Affirmative and Negative Sentences) 	<p>By the end of the week, I will:</p> <ul style="list-style-type: none"> List activities I can or cannot do. Describe others' abilities using <i>can</i> and <i>can't</i>.

Class 1: Materials



- Dry-erase markers/chalk, masking tape, clear tape, sheets of paper, printed pictures of famous people, flashcards, any item that simulates a chip, and a dice.

I Activate (Class 1)

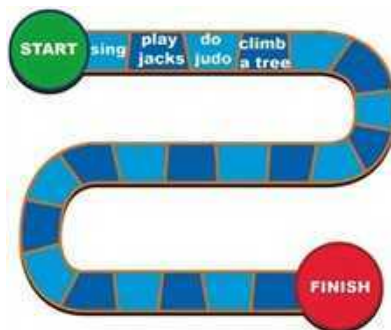
Pre



15 minutes

Board Game

- Before class, make a giant dice of cardboard paper or cardstock or bring the one you made for your PreA1 lessons. Also, prepare a set of 15 abilities (one ability per sheet) in order to simulate a board game on the floor.
- Place the sheets on the floor to create a giant board game.



- Ask your students to choose an item to simulate their chips for the board game.
- Have a student toss the dice and move his/her chip ahead according to the number he/she gets. To continue moving ahead, they will need to perform the ability on the sheet.

Teaching tip



Remember to prepare your resources according to your class size. Consider if there is a need to create two or three giant board games.

Also, you could have the chips made of recycled paper. Laminate them to reuse when needed.



- If you want to challenge the class, ask them to make a sentence such as: *Pedro sings.* / *Verónica plays jacks.* You could use the mini boards to check spelling.

During



15 minutes

Famous Talented People

- Before class, print some pictures of famous people. Include national and international celebrities (*Harry Styles, Michael Jordan, Tin Ruiz, Frank Velásquez, Shakira, Selena Gómez, etc.*)
- Ask students to help you by listing the names of famous people they know.
- Show your pictures and say: *Do you know who Harry Styles is? Tell me some of his abilities.* After listening to their answers, continue showing the rest of the pictures to elicit the same information.
- Explain to students that *can* is used to talk about abilities that people have, while *can't* is used to describe things they are unable to do.
- Model sentences related to the abilities of the people in your pictures:

Frank Velásquez can play soccer. He can't play baseball.

- Explain that the modal *can* is the same for all pronouns and that the verb remains in base form.

I	}	can climb trees.
You / We / You / They		can't climb trees.
He / She / It		

Post



15 minutes

Brainstorming What I Can/Can't Do

- Draw a table on the board. Write *can* on the left side and *can't* on the right side.
- Provide real examples about yourself and write them below each column.



- Ask students to work individually, copy the table in their notebooks, and write three sentences below each column about themselves.
- Once they are done, have them look for a classmate to compare their sentences orally. Request them to copy their classmates' sentences in their notebooks.
- For next class:** Ask students to bring recycled paper.



- Worksheet 2, dry-erase markers/chalk, students' notebooks, recycled sheets of paper, and mini boards.

I Practice (Class 2)

Pre



15 minutes

Pictionary: What Can My Classmates Do?

- Split the class into small groups. Make sure that classmates who worked together in the previous class are not in the same group.
- Request students to have their notebooks handy.
- Distribute the mini boards and a marker to the groups.
- Explain to students that they are going to play Pictionary using the sentences they wrote in the previous class about their classmates' abilities.
- Students will draw an ability that their classmates mentioned, and the rest of the group will create complete sentences to describe each drawing/sketch.
- Model an example on the board and provide feedback as needed.

For example:

Student A: (Showing his/her mini board)



Class: Sara can plant trees.

During



15 minutes

Three Truths, Two Lies!

- Ask students to draw in their notebooks five abilities using *can* or *can't*. Request them to draw three abilities that are true for them and two that are not true.
- Ask them to draw a circle (O) above the activities they can do and a cross mark (X) for the activities they can't do. Remind them that two of them will not be real information.



- Have students work in pairs and interpret their classmates' drawings by saying the sentences and identifying which are their "lies."

For example:

Student A: You can do magic tricks. You can sing pop songs. You can't dance Kpop. You can't paint. You can play the guitar.

Student B: Good job! Can you guess my two lies?

Student A: Yes! I think you can't do magic tricks and you can't play the guitar.

- Have them take turns to complete the task..
- Monitor students' work and provide feedback if necessary.

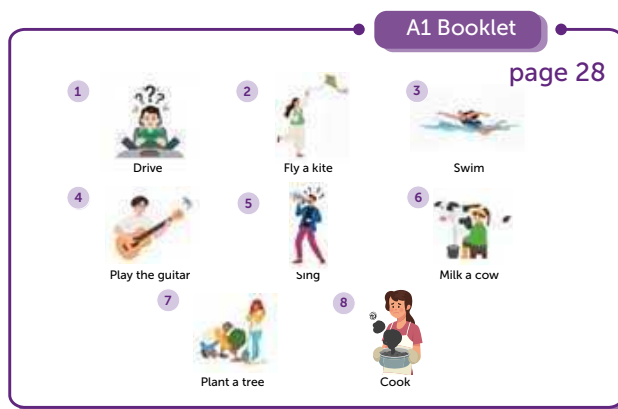
Post



15 minutes

Worksheet 2: Time To Write! (Part I)

- Ask students to open their booklets to Worksheet 2 Part I.
- Have students work individually or in pairs.
- Explain that they are going to look at different pictures showing the activities that some people *can* or *can't* do.
- Tell them to look at the pictures carefully and analyze when to create affirmative (*can*) or negative (*can't*) sentences. This will depend on the people's body language.
- Ask students to write the complete sentences in their notebooks.
- Check students' work and provide feedback as needed.



- **For next class:** Ask students to create 10 mini flashcards about abilities. Request them not to write the ability but the drawing only.

Keep in mind!



Whenever you request students to work on a worksheet, make sure you provide the instructions as clearly as possible, so they can work more easily and have a better learning process.

When requesting your students to create flashcards on their own, encourage them to use recycled material.

Answer Key (Unit 6 - Worksheet 2 - Part I)



Part I

1. He can't drive.
2. She can fly a kite.
3. She can swim.
4. He can't play the guitar.
5. He can't sing.
6. He can milk a cow.
7. They can plant a tree.
8. She can't cook.



- Worksheet 2, dry-erase markers/chalk, students' notebooks, bond paper, students' mini flashcards, and permanent markers.

I Produce (Class 3)

Pre



15 minutes

Playing Cards: Abilities

- Have students work in groups of 3-4.
- Provide each group with 2 sheets of paper.
- Ask them to fold each sheet of paper into fourths and cut them to get four cards per sheet. They will get eight cards in total.
- Ask them to mark the eight cards as follows:



- Explain to them that the check mark (✓) means affirmative sentence, and the cross mark (X) means negative sentence.
- Ask them to collect all the mini flashcards in their group, shuffle them, and place the pile of cards on the table. They will do the same with the eight marked cards.
- Explain to them that they will take turns grabbing a mini flashcard and a marked card randomly to create complete affirmative or negative sentences.

For example:

Student A: (Holds a mini flashcard and says the ability) "Read a book" – (at the same time, he/ she shows the X symbol).

The rest of the group: "I can't read a book."

- Monitor students' work, and make sure everyone is on task and actively participating. Provide feedback as needed.

Teaching tip



Always confirm that the instructions given are clear. Model the first example so that students can get a better idea of the steps to follow.

You could expand this activity by having students write their sentences in their notebooks.

During



15 minutes

Worksheet 2: Marina's Abilities (Part II)

- Ask students to open their booklets to Worksheet 2 Part II.
- Explain to them that they will listen to Marina describing her abilities. Ask them to check the correct column (*True or False*) according to the information provided by *Marina*.

Keep in mind!



By asking follow-up questions to check for

- Play the audio a couple of times.

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Part II (Class 3. I Produce: During)

• Listen to Marina talking about her abilities. Mark the statements *True* or *False* correctly.

N°	Marina's abilities	TRUE	FALSE
1	She can't speak French.		
2	She can speak Japanese.		
3	She can cook chicken curry.		
4	She can cook fish.		
5	She can bake pizza.		

- Check answers as a class.
- Tell students that you will play the audio again and ask them to listen carefully for details.
- To check for details, ask your students to discuss the following questions in pairs: *Where does Marina study? When does she attend her language academy? What kind of tutorials does she watch on YouTube?*
- Check answers as a class and provide any needed feedback.

details, you make your students focus more on the audios they are exposed to. Also, this is a good way to monitor their vocabulary expansion.



Post



15 minutes

My Relatives' Abilities

- Ask students to think of a relative they know very well and ask them to quickly sketch him/her and some of the things he/she can/cannot do.
- Make groups of 3-4 students.
- Have them share with their classmates their relative's sketch.
- Explain to your students that they will take turns sharing their relatives' abilities as follows: *✓His name is Carlos. He is my cousin. He can play the bass guitar. He can jump rope. He can't swim. He can't dance.*
- Request them to pay attention to their classmates and ask any question of their interest. This time, do not make any corrections while they are on task since you are looking for fluency.
- Monitor students' work and provide feedback if you want to emphasize accuracy at the end of the activity.

Teaching tip



If you want to reinforce your students' speaking skills, avoid requesting them to write sentences. If they keep on writing sentences before they speak, they will not improve their fluency.

Answer Key (Unit 6 - Worksheet 2 - Part II)



Part II

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



Performance indicators

Students can:

- 6.3 Construct Yes/No questions with *can* and respond appropriately to exchange information about personal or others' abilities.
- 6.4 Produce short dialogues to convey information about abilities using *can* with accurate structure and pronunciation.

Content(s)	Goal(s)
<ul style="list-style-type: none"> • Questions with <i>Can</i> 	<p>By the end of the week, I will:</p> <ul style="list-style-type: none"> • Write Yes/No questions with <i>can</i>. • Exchange information about abilities with my partners.

Class 1: Materials



- Dry-erase markers/chalk, a ball, marker, or stuffed animal, masking tape, clear tape, and strips of paper to build questions.

I Activate (Class 1)

Pre



15 minutes

Tell Me if You Can...

- Have students stand up and make a circle.
- Hand an object (a ball, a marker, a stuffed animal, etc.) and request them to pass it while music is playing or you are clapping. The student who gets the object when the music stops will mention an activity that he/she can do.
For example:
I can ride a horse.
- Pay attention to your students' answers and provide feedback if necessary.
- Write students' examples on the board.
- Use students' sentences to model how to make questions with *can* for abilities.

Questions with *can*

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


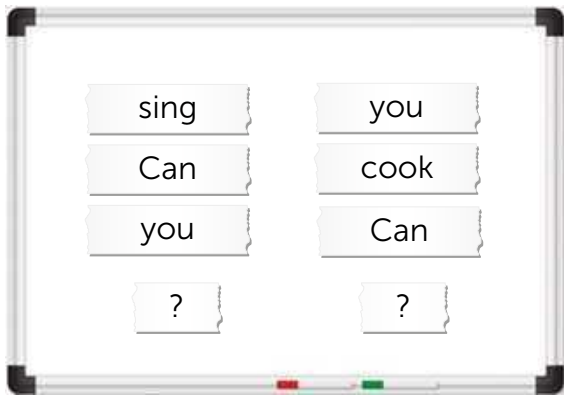


Example:

Can you play the guitar?
Yes, I can. / No, I can't.

Teaching tip



It is important to perform a recap whenever you start a new topic, so students can connect the previous knowledge with the current one.

	<ul style="list-style-type: none"> • Introduce affirmative and negative short answers (e.g. <i>Yes, I can.</i> / <i>No, I can't.</i>) After that, elicit from students how to form short answers using other subject pronouns. • Ask them to copy the information in their notebooks. 	
<p>During</p>  15 minutes	<p style="text-align: center;">Forming Questions</p> <ul style="list-style-type: none"> • Before class, make paper strips containing words to make 10 questions with <i>can</i>. • Prepare at least 5 sets per group. <div style="text-align: center;">  </div> <ul style="list-style-type: none"> • Ask students to work in groups of 4 or 5. • Give the sets to the groups of students and explain that they will have to create correct questions using <i>can</i>. • Ask students to copy the questions they have formed in their notebooks. • Monitor students' work and provide feedback if needed. 	<p style="text-align: center;">Teaching tip</p>  <p>When elaborating material to be used in a class, ensure that the text is visible and big enough, so students can read it without difficulties.</p>
<p>Post</p>  15 minutes	<p style="text-align: center;">Let's Discuss!</p> <ul style="list-style-type: none"> • Request students to keep working in groups. • Use the same material from the previous activity for this stage. • Ask students to take turns in order to ask and answer the questions. • Explain to them that they have to use <i>Yes, I can</i>, for things they can do, and <i>No, I can't</i>, for things they cannot do. • Encourage them to ask some follow-up questions if they are interested in finding out more about their classmates' abilities. • Monitor students' work and provide feedback if necessary. 	



- Worksheet 3, dry-erase markers/chalk, students' notebooks, and action verb cards.

I Practice (Class 2)

Pre



15 minutes

Worksheet 3: Go Fishing! (Part I)

- Ask students to open their booklets to Worksheet 3 Part I.
- Request them to write 5 questions related to abilities. (e.g. *Can you play marbles?*)
- Have students interview 4 classmates using the questions in their booklets. Ask students to copy their classmates' names and answers.

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Unit 6
Worksheet 3
Part I (Class 2)

- Write five questions about abilities in the table.
- Walk around the classroom and interview 4 classmates about their abilities.

Can you...?	student 1:	student 2:	student 3:	student 4:

- Walk around the classroom and listen to students' ideas.

Teaching tip



Be flexible in this exercise and encourage students to include abilities which are not in the vocabulary list. Remind them to ask you the proper question if they want to know how to say a word/phrase in English.

e.g. How do you say "tejer" in English?

During



15 minutes

Worksheet 3: Turning Sentences Into Questions (Part II)

- Ask students to open their booklets to Worksheet 3 Part II.
- Explain to them that they have to read the sentences carefully. After reading each statement, they have to change the sentences into questions.
- Model one or two examples to make sure that the information is clear.
- Remind students about the importance of question marks.
- Monitor students' work and provide feedback if necessary.

Keep in mind!



It is crucial that you model some examples before asking students to start an activity. This way, your students will be able to work more efficiently.

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Part II (Class 2.1 Practice: During)

- Read the sentences. Change them into questions correctly.
Example: Your sister can dance hip hop. → Can your sister dance hip hop?

- She can say the alphabet backwards. _____
- He can speak French. _____
- Mario can climb coconut trees. _____
- Luisa can play the piano. _____
- We can speak Spanish. _____
- We can learn English. _____
- I can sing karaoke. _____
- Your mother can play soccer. _____
- Your father can cook. _____
- Your brother can ride a horse. _____

Post



15 minutes

Let's Build Questions

- Before class, prepare 4-5 sets of action verb cards in the base form.
- Make sure that the verbs you select represent abilities.



- According to the size of your class, request students to make groups of 4 or 5. Distribute a set of cards per team.
- Ask them to take turns making Yes/No questions by using the verb cards.
- Request students to answer the questions by using short answers. (*Yes, I can. / No, I can't.*)
- Monitor students' work and provide feedback if necessary.

Teaching tip



Use your creativity to elaborate appealing material so that your students feel more motivated and engaged in class.

Answer Key (Unit 6 - Worksheet 3)



Part I Answers may vary.

Part II 1. Can she say the alphabet backwards?

2. Can he speak French?

3. Can Mario climb coconut trees?

4. Can Luisa play the piano?

5. Can we speak Spanish?

6. Can we learn English?

7. Can I sing karaoke?

8. Can your mother play soccer?

9. Can your father cook?

10. Can your brother ride a horse?

Class 3: Materials



- Dry-erase markers/chalk, students' notebooks, permanent markers, paper strips, and small containers.

I Produce (Class 3)

Pre



15 minutes

Make Me Say Yes, I can. / No, I can't.

- Explain to your students that they will have to ask you questions about your abilities.
- Request them to go to the center of the classroom and make a semi-circle / circle. Arrange the desks if necessary.
- Explain to them that they will ask you questions about your abilities, and you will tell them if you can do them or not.
- Encourage students to be very creative and include funny or unusual abilities.
- Provide some examples as follows:
✓ Can you sleep in a hammock?
✓ Can you speak Japanese?
✓ Can you bake pizza?
- Start the activity by requesting volunteers and asking them to raise their hands in order to participate.
- Provide feedback as needed.



During



15 minutes

Responding to Questions

- Before class, prepare small paper strips with different questions related to abilities. You should elaborate 10 questions per group.
- Prepare small containers to put the paper strips inside.

Can you ride a camel?

Can you drive a car?

Can you swim in a lake?

Can you play marbles?

Can you say the alphabet in one minute?

Can you play the drums?

Keep in mind!



Consider laminating your material so you can use it for other activities in the future.

- Ask students to work in small teams.
- Provide a container per group and put at least 10 paper strips inside of it.
- Explain to them that they will have to pick one paper strip at a time to ask his/her classmate the question. His/Her classmate will answer it by using *Yes, I can.* / *No, I can't.*
- Monitor students' work and provide feedback if necessary.

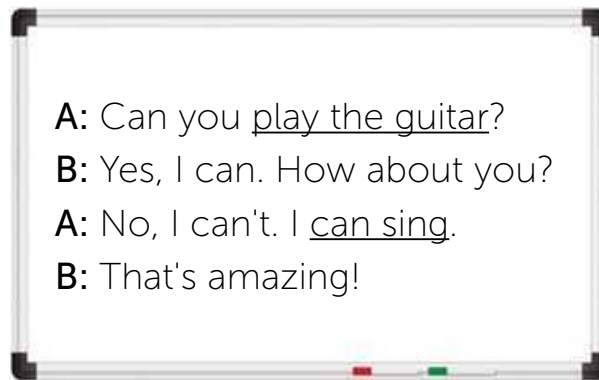
Post



15 minutes

Let's Talk About Abilities

- Write the following sample dialogue on the board.



- Model the conversation with a volunteer.
- Request students to work in pairs and create a similar conversation in their notebooks.
- Remind students that the example given is just for them to have an idea. They should create original work.
- Ask them to practice the dialogue once it is done.
- Monitor students' work and provide feedback if needed.
- Have students role-play their dialogues.

Keep in mind!



It is crucial that you model some examples before asking students to start an activity. This way, your students will be able to work more efficiently.



Performance indicators

Students can:

6.5 Employ adverbs of manner effectively to describe how actions are performed, supported by visual or physical cues.

Content(s)	Goal(s)
<ul style="list-style-type: none"> Adverbs of Manner 	<p>By the end of the week, I will:</p> <ul style="list-style-type: none"> Describe the way an activity is performed using adverbs of manner.

Class 1: Materials



- Worksheet 4, dry-erase markers/chalk, flashcards, and a ball.

I Activate (Class 1)

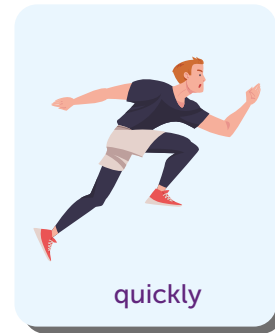
Pre



15 minutes

Mime The Adverb of Manner

- Before class, prepare a set of cards related to the following adverbs of manner: *quickly, slowly, carefully, beautifully, and well.*



- Show one flashcard at a time and make gestures to represent each adverb of manner.
- Replicate this process a couple of times and encourage students to imitate your moves.
- After that, have students stand up and make a circle in the center of the classroom.
- Request them to pass a ball while you are playing music or clapping your hands. When the music stops, the selected student will pick a card and mime the adverb of manner. The rest of the class will guess the answer and say it aloud.
- Praise students and provide feedback as needed.

During



15 minutes

Forming Adverbs of Manner

- Write on the board the following information:

Rules for creating adverbs of manner:

quick - quick**ly**
 slow - slow**ly**
 careful - careful**ly**
 beautiful - beautiful**ly**

Irregular adverbs: good - well

- Explain to students how to form adverbs of manner. Draw students' attention to the fact that we normally add -ly to adjectives.
- Write on the board examples of sentences.
 ✓ *I can't run **quickly**.*
 ✓ *My sister can sing **beautifully**.*
 ✓ *Can you read **quickly**?*
- Ask your students to copy the information provided in their notebooks.

Post



15 minutes

Worksheet 4: Word Search Puzzle (Part I)

- Ask students to open their booklets to Worksheet 4 Part I.
- Have them work in pairs.
- Explain to them that they have to find the five adverbs of manner studied in class.
- Remind them that words can go in any direction, and they can also share letters as they cross over each other.
- Finally, request them to write one original sentence per each adverb. (e.g. *I can climb a tree quickly.*)

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BEAUTIFULLY - CAREFULLY - QUICKLY - SLOWLY - WELL

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

1. _____
2. _____
3. _____
4. _____
5. _____

Answer Key (Unit 6 - Worksheet 4)



Part I

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



- Worksheet 4, dry-erase markers/chalk, students' notebooks, a box or bag, and strips of paper.

I Practice (Class 2)

Pre



15 minutes

Unscramble Sentences

- Before class, write complete sentences and questions using *can/can't* and adverbs of manner on sheets of paper. Then cut them into strips word by word.

can

slowly

.

I

Speak

- Prepare at least 5 sets of paper strips to be distributed among the groups.
- Have students work in groups of 4-5, depending on the number of students in your class.
- Remind them that different versions of the sentences can be created with the strips.
- Ask them to write the sentences and questions in their notebooks.
- Monitor students' work closely.
- At the end of the activity, have some volunteers go to the board to copy their answers.
- Praise students for their participation and provide as much feedback as needed.

Teaching tip



Use your creativity when elaborating material for your classes. Take advantage of the resources available at school or at home. Remember to recycle your material in case you need to reuse it in the future.

During



15 minutes

Adverb Race!

- Before class, prepare a set of cards (10-12). Each card must include a verb and an adverb of manner as follows.



sing / beautifully

- Place the cards in a box or container.
- Have students stand up and get in a circle.
- Hand a ball or stuffed animal to students.
- Play music or clap your hands while students pass the object. When the music stops, the student who is holding the object will take out a card. Next, he/she will write a full sentence using the information in the card. (e.g. *I can sing beautifully.*)

Keep in mind!



Using appropriate corrective feedback when students are providing their examples will make them feel more willing to participate, as they will not feel embarrassed in front of their classmates.

	<ul style="list-style-type: none"> • Model an example before the activity begins. • Remind students about the importance of using capital letters and punctuation rules appropriately. • Repeat the same process for a few rounds until all the cards have been used. • Encourage the rest of the class to help you verify the sentences on the board. • At the end of the activity, provide feedback as needed. 	
<p>Post</p>  <p>15 minutes</p>	<p>Worksheet 4: Find The Adverbs! (Part II)</p> <ul style="list-style-type: none"> • Ask students to open their booklets to Worksheet 4 Part II. • Request them to work in pairs and read the paragraph out loud. • Have them read the paragraph again to find the adverbs of manner in it. • Explain to students that they will underline all the adverbs of manner included in the text. • Finally, have students select four adverbs of manner to write sentences about their relatives' abilities (e.g. My brother can speak English well.) <div data-bbox="506 1041 1084 1440" style="border: 1px solid purple; padding: 10px; margin: 10px 0;"> <p style="text-align: right;">A1 Booklet</p> <p style="text-align: right;">page 30</p> <p style="text-align: center;">My Relatives' Abilities</p> <ol style="list-style-type: none"> 1. I am Carlos and I live in Suchitoto. I am very happy to 2. share with you some of my relatives' abilities. My mom, 3. Esmeralda, can sing beautifully. When she was a child, she 4. was part of the school choir. My father, Alberto, can cook 5. well. Every year, he is in charge of our Christmas dinner. 6. Alejandra, my younger sister, studies Portuguese. She can 7. speak Portuguese fluently. Rodrigo, my brother, bought a 8. car last month. He is taking driving lessons, so he can learn 9. to drive carefully. My favorite subject is math. I like solving 10. math problems, and I can solve them quickly! After finishing 11. my exercises, I help my classmates with their homework. 12. What about you? Can you solve math problems quickly? </div>	<p>Teaching tip</p>  <p>Reading aloud improves comprehension and active listening. It also strengthens fluency.</p>

Answer Key (Unit 6 - Worksheet 4 - Part II)

Part II

- Line 3.** beautifully
 - Line 5.** well
 - Line 7.** fluently
 - Line 9.** carefully
 - Line 10.** quickly
 - Line 12.** quickly
- (Sentences may vary.)



- Dry-erase markers/chalk, students' notebooks, mini boards, an object used for a hot potato activity, ability flashcards, and a CD player or portable speaker.

I Produce (Class 3)

Pre



15 minutes

Hot potato

- Before class, prepare a ball or any other object available to be used for this activity.
- Ask students to stand up and get in a circle.
- Explain to students that they will pass the object (a ball, a marker, a stuffed animal, etc.) while music is playing.
- Allow students to pass the object for some seconds.
- Stop the music and ask the student holding the object to share a full sentence about one of his/her abilities and to include an adverb of manner.

I can **play soccer well.**



- Continue with the same process for a few rounds in order to select different students.
- Encourage the rest of the class to listen to their classmates' ideas carefully.
- At the end of the activity, praise students for their participation and provide feedback as needed.

Teaching tip



As an option, if you have space available outdoors, you can take your students out so they can have a different experience of the activity. If there's no outlet available or extension cord for your CD player, consider using a portable speaker. If the resources mentioned above are unavailable, you can clap your hands to replace music.

During



15 minutes

Sentence Race!

- Get the mini boards handy.
- Form groups of 4-5 students.
- Hand a mini board to each team.
- Explain to them that they will create full sentences by describing abilities and including adverbs of manner. Each student will write on the mini board a component of the sentence (e.g. the subject).

Teaching tip



Make sure the instructions are clear

- Then, he/she will pass the mini board to the next classmate, so he/she can include the next element (e.g. can/can't). The process will continue until the full sentence has been written.
- After that, they will stand up, hold up their mini board, and read aloud their sentence.
- Have the rest of the class pay close attention to their classmates and help you validate the information.

We can do magic tricks well.

before the activity begins to take advantage of time. Additionally, foster teamwork skills in the classroom as much as possible.

Post



15 minutes

Find Someone Who...

- Before class, draw the table below on the board.

Find someone who...	Students' names	Extra details
can dance beautifully		
can play a musical instrument well		
can climb a tree quickly		
can paint or draw beautifully		
can ride a horse carefully		
can swim in the river slowly		

- Explain to students that they will interview different classmates in order to find a person who can do the activities included in the table.
- Encourage students to ask other questions to get further details about their peers. (e.g. How often do you dance?)
- Have students stand up and copy their classmates' answers in their notebooks.
- **For next class:** Request students to take to class sheets of paper or a piece of cardboard.

Keep in mind!



Depending on your class' vocabulary comprehension, you may include additional adverbs to expand practice and provide more variety during the activity. The adverbs included in the syllabus are only for reference.



Performance indicators

Students can:

- 6.6 Compose a short paragraph about abilities, integrating adverbs of manner and demonstrating coherence and accuracy.

Content(s)	Goal(s)
<ul style="list-style-type: none"> Project: My Abilities 	<p>By the end of the week, I will:</p> <ul style="list-style-type: none"> Write a short paragraph about my abilities. Present a description of my abilities to my classmates.

Materials



- Sheets of paper, permanent markers, dry-erase markers, colored pencils, masking tape / clear tape, and Unit 6 test.

Unit 6 Project

Class 1
Pre



45 minutes

Project Preparation

- Before class, prepare a poster with a description of different abilities. You may use the example provided in the A1 syllabus. Include some drawings/pictures that illustrate the abilities in the text.

I have some abilities.
I can paint very well and I can ride a horse. I sometimes go to the river, sit by the shore and paint what I see.
On weekends, I usually visit my grandparents' farm to feed and ride the horses.
I can also play soccer, and I usually play with my friends during break or after school.
We all have abilities; we just need to discover them!




- Read it once or twice aloud and have students practice along with you.

Teaching tip



Encourage your students to use their creativity as much as possible. Explain to them that the example provided is only for reference. They can make it longer if necessary. Additionally, the illustrations don't have to be so complex. They can sketch simple drawings.

	<ul style="list-style-type: none"> • Clarify any doubts that students may have. • Remind students that they are free to use all the content studied in unit 6. • Have students take out their materials (e.g. colored pencils, markers, sheets of paper, or a piece of cardboard). • Ask students to work individually and write a paragraph describing their abilities in their notebooks. They can use your example as a model. • Then, on cardboard, request them to illustrate the abilities included in their descriptions. • Provide feedback if necessary. 	
<p>Class 2 During</p>  45 minutes	<p>Project Presentation</p> <ul style="list-style-type: none"> • After welcoming students, ask them to paste their drawings somewhere in the classroom. • Choose students randomly or use your attendance list in order to call them to present their abilities. • Tell them that once they are called, they have to move to the spot where their drawings are pasted in order to start presenting. • Explain to them that they can also use gestures when mentioning an ability, so their classmates can follow up on their descriptions. 	
<p>Class 3 Post</p>  45 minutes	<p style="text-align: center;">Unit 6 Test</p> <ul style="list-style-type: none"> • Before class, prepare enough copies for all your students. • For the first part of the test, students will be required to listen to the audio. Get a speaker ready in order to play it. Make sure the audio can be clearly heard. • Check that the instructions have been clarified before starting the test. • Once time is up, collect the tests. • Verify that students have completed all the sections. • Grade them by making use of the answer key provided in this document. 	





Unit Test

Unit Test



Performance indicators

Students can:

- 5.5** Recognize meaningful celebrations in El Salvador from visual aids or simple descriptions properly.
- 6.6** Compose a short paragraph about abilities, integrating adverbs of manner and demonstrating coherence and accuracy.

Content(s)	Goal(s)
<ul style="list-style-type: none"> Holidays Can / Can't 	<p>By the end of the week, I will:</p> <ul style="list-style-type: none"> Talk about different abilities. Write and say complete sentences related to holidays and abilities.

Materials



- Ability verb cards, speakers, scarf, small tags per each student, and adhesive tape.

Units 5 and 6

Class 1
Pre

45 minutes

Making a Song

- Review verbs that are related to abilities. For example *"I can swim."*
- Explain to students that they will work in groups to create a song related to abilities.
- Tell them that they can use the rhythm of a song they like and adapt it to their lyrics.
- Model an example by singing in rap the following: *"I can dance but I can't swim. I can cook and I can bake..."*
- Form groups of 3 or 4.
- Allow students time to prepare their songs.
- Motivate students to be creative.
- Call each group to sing their songs in front of the class.

Class 2
During

45 minutes

"Four" Corners Game

- Before class, prepare a set of cards with different verbs studied in Unit 6.
- Put up a verb card in each corner. Depending on your class size, you can have more spots around the classroom in order to provide students with more participation chances.
- Make space at the sides of the classroom.



- Direct students' attention to the different verbs around the classroom.
- Explain to them that you will play music while they walk around the classroom. When the music stops, they should go to any corner as fast as they can.
- Without looking at your students, say one of the verbs in the corners aloud.
- Tell all the students who are in the mentioned corner that they should make a sentence using the verb given and say it aloud.
- Allow them one minute to organize their ideas. Request students to share their original statements one by one.
- Continue this activity until all the verbs have been said.
- Ask students to sit down and write a sentence per each verb in their notebooks.

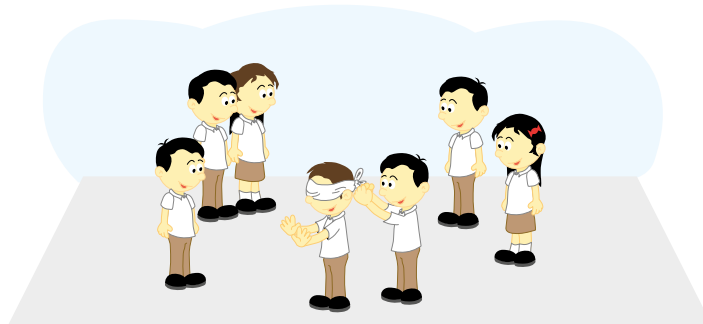
Class 3 Post



45 minutes

Little Blind Hen

- Before class, prepare a scarf, small tags, and adhesive tape for each of your students.
- Provide students with a tag and a piece of adhesive tape.
- Ask them to write an ability verb (e.g. dance, play, cook) or a holiday on the small tag and paste it on their own backs.
- Explain to students that you will need a volunteer to be blindfolded with the scarf.
- Tell them that the blindfolded person will try to catch any of his/her classmates and say a sentence using the verb or the holiday that is written on their classmate's tag.



- Call out a volunteer to be the first blindfolded player.
- Continue the game with the student who was caught by the first player.
- When most students have participated, form a circle in the center of the classroom and encourage them to remember the verb or holiday their classmates had on their backs; remind them that they cannot look at the tag to provide the answer. As a formative assessment, ask students to make a sentence using the vocabulary.
- Provide any needed feedback after listening to all of their sentences.

What is the Achievement Fair?

The Achievement Fair is a space for parents, teachers, and classmates to appreciate the students' progress in their academic life; the activity becomes a kind of presentation for guests since the students explain the importance of their projects.

How does it work?

Students decide what kind of project they want to carry out in small groups. On the day of the event, students set up their stands and present their project to guests.

What kind of project could students carry out?

- **Spelling Bee Contest**

A spelling bee is a competition in which contestants are asked to spell a broad selection of words, usually with a varying degree of difficulty. Spelling bees help to promote literacy by providing students with a positive goal to work toward, and give them a forum to display how much they have progressed.



- **English Song festival**

The English Song Festival is a fantastic resource for putting the curriculum into perspective and developing it for all students—socially, intellectually, and artistically. In this manner, the project incorporates transversal axes as a different implicit process with appropriate actions for each step. This kind of event is good to expand students' vocabulary and listening skills. It also helps them to understand the foreign language. Furthermore, it can enhance students' pronunciation skills because they can hear the difference between words that have similar sounds but different meanings. Singing supports students in remembering words that they want to use in English, especially the ones with difficult sounds.



- **Board game festival**

The foundation of board game playing is cooperation. It requires players to engage by teamwork. Playing is exercise for our brains. Playing stimulates brain areas that are responsible for memory formation and complex thought processes for all ages. Engaging in play assists in practicing essential cognitive skills, such as decision-making, higher-level strategic thinking, and problem-solving. For this event, students will create/invent a board game related to the content covered throughout the year to make their audience play it.



- **Living portrait gallery**

This is a good way to expand students' knowledge about famous people who have impacted their lives significantly. Students are asked to impersonate that famous person. The information they provide will have to be suited to their level of proficiency.



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Website bank

Website	URL	Description
TEACH THIS	https://www.teach-this.com/	Teach-This.com provides over 2000 printable ESL activities, worksheets, games, and lessons to help you teach all the core skills associated with language learning: speaking, listening, reading, writing, pronunciation, vocabulary, and grammar.
5 Minute English	http://www.5minuteenglish.com/	5minuteenglish.com is a website which teaches English to children and adults with its free online service. The service provided by the site is for both amateurs and professionals.
Randall's ESL Cyber Listening Lab	https://www.esl-lab.com/	Activities at Randall's ESL Cyber Listening Lab focus on everyday English comprehension skills at three levels based on content, voices, vocabulary, and natural speed. A combination of adult, teenage, and children's voices are included.
Liveworksheets.com	https://www.liveworksheets.com/	Liveworksheets allows you to transform your traditional printable worksheets (doc, pdf, jpg...) into interactive online exercises with self-correction, called "interactive worksheets". Students can do the worksheets online and send their answers to the teacher.
ELLLO, English Listening Lesson Library Online	https://www.ello.org/	ELLLO offers over 3,000 free listening activities. Teachers and students can access lessons for beginner, intermediate, and advanced learners.
Wordwall	https://wordwall.net/	An easy way for teachers to create their own teaching resources. Teachers can make custom activities for their classrooms, including quizzes, matching activities, word games, and much more.

ESL games +	https://www.eslgamesplus.com/	ESL Games Plus offers interactive online games for learning and teaching English as a Second Language. The learning games are mostly suitable for teaching ESL Kids and Teenagers.
Kahoot!	https://kahoot.com/schools-u/	Kahoot! is a game-based learning platform that makes it easy to create, share and play learning games or trivia quizzes in minutes.
Nearpod	https://nearpod.com/	Nearpod helps educators make any lesson interactive whether in the classroom or virtual. The concept is simple. A teacher can create interactive presentations that can contain Quizzes, Polls, Videos, Collaborate Boards, and more.
TED Talks	https://www.ted.com/talks	TED Talks are influential videos from expert speakers on education, business, science, tech, and creativity, with subtitles in 100+ languages.
Classroomscreen	https://www.classroomscreen.com/	Classroomscreen is an online tool that includes 19 widgets to create clear expectations for your students, support your time management, collect feedback, and much more!

International Phonetic Alphabet (Consonants and Vowels)

Consonants

/p/
pot



/b/
bat



/t/
truck



/d/
deer



/tʃ/
church



/dʒ/
jeans



/k/
key



/g/
goat



/f/
fence



/v/
vest



/θ/
there



/ð/
clothes



Consonants

/s/
sea



/z/
zipper



/ʃ/
shark



/ʒ/
treasure



/m/
matchbox



/n/
nest



/ŋ/
ring



/h/
hose



/l/
ladybug



/r/
rope



/w/
wallet



/j/
yarn



Vowels

/i:/
leaves



/ɪ/
chip



/ʊ/
book



/u:/
roof



/e/
egg



/ə/
salad



/ɜ:/
worm



/ɔ:/
storm



/æ/
map



/ʌ/
cup



/ɑ:/
star



/ɒ/
top



Verb Be

Affirmative sentences:

Subject + am/are/ is + complement + .
I am a student.

Negative sentences:

Subject + am not / is not / are not / + complement + .
He is not an accountant.

Yes/No questions:

Am / Is / Are / + subject + complement + ?
Are you a student?

Simple Present: I, you, we, they

Affirmative sentences:

Subject + verb (base form) + complement + .

You study English at school.

Negative sentences:

Subject + do not + verb (base form) + complement + .

They don't play soccer.

Yes/No questions:

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

Do we study Japanese at school?

Yes, we do. / No, we don't.

Simple Present: She, he, it

Affirmative sentences:

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

My grandmother listens to classical music.

Negative sentences:

Subject + does not + verb (base form) + complement + .

My grandmother does not play video games.

Yes/No questions:

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

Does your brother play video games?

Yes, he does. / No, he doesn't.

Present Continuous

Affirmative sentences:

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

She is eating cake.

Negative sentences:

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

My dad is not resting at home right now.

Questions:

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

Is your mom working now?

Can / Can't

Affirmative sentences:

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

César can ride a horse.

Negative sentences:

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

My sister can't sing.

Questions:

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

Can you play the guitar?

Yes, I can. / No, I can't.

Suggested rubric samples for varied speaking activities

Suggested activity to assess: Project presentation

Skill: Speaking

Criterion	4	3	2	1	Total
Vocabulary expansion	The student uses appropriate vocabulary for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	The student includes 1-2 words that might be new to most of the audience, but does not define them.	The student does not include any vocabulary that might be new to the audience.	The student uses several (5 or more) words or phrases that are not understood by the audience.	
Use of complete sentences	The student always (99-100% of time) speaks in complete sentences.	The student mostly (80-98%) speaks in complete sentences.	The student sometimes (70-80%) speaks in complete sentences.	The student rarely speaks in complete sentences.	
Clear speaking	The student speaks clearly and distinctly all (100-95%) the time. No flaws are found.	The student speaks clearly and distinctly all (100-95%) the time. A word is pronounced incorrectly.	The student speaks clearly and distinctly most (94-85%) of the time. About three words are pronounced incorrectly.	The student often mumbles or mispronounces more than three words.	
Volume	The student's volume is loud enough to be heard by all audience members throughout the presentation.	The student's volume is loud enough to be heard by all audience members at least 90% of the time.	The student's volume is loud enough to be heard by all audience members at least 80% of the time.	The student's volume is often too soft to be heard by all audience members.	

Teacher's comments: _____

Adapted from: <http://rubistar.4teachers.org/>

Suggested rubric samples for varied speaking activities

Suggested activity to assess: Role-plays

Skill: Speaking

Criterion	4	3	2	1	Total
Pauses	The student pauses 2 or more times to improve meaning and/ or dramatic impact.	The student pauses once to improve meaning and/ or dramatic impact.	The student pauses but they were not effective in improving meaning or dramatic impact.	The student does not use any pauses.	
Pitch	The student's pitch is often used and it conveys emotions appropriately.	The student's pitch is often used but the emotion it conveys sometimes does not fit the content.	The student's pitch is rarely used or the emotion it conveys often does not fit the content.	The student's pitch is not used to convey emotion.	
Stay on topic	The student stays on topic all (100%) of the time.	The student stays on topic most (99-90%) of the time.	The student stays on topic some (89%-75%) of the time.	The student is not able to stay on topic at all times.	
Content	The student shows a full understanding of the topic.	The student shows a good understanding of the topic.	The student shows a good understanding of parts of the topic.	The student does not seem to understand the topic very well.	
Collaboration with peers	The student almost always listens to, shares with, and supports the efforts of others in the group. He/ She tries to keep people working well together.	The student usually listens to, shares with, and supports the efforts of others in the group. He/She does not cause "waves" in the group.	The student often listens to, shares with, and supports the efforts of others in the group but he or she does not always demonstrate effective teamwork.	The student rarely listens to, shares with, or supports the efforts of others in the group and does not work effectively as a team member.	

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 lists all the main points of the article without having the article in front of him/her.	The student lists all the main points, but uses the article for reference.	The student lists all but one of the main points, using the article for reference. He/She does not highlight any additional points.	The student cannot list important information with accuracy.	
Identification of details	The student recalls several details for each main point without referring to the article.	The student recalls several details for each main point, but needs to refer to the article, occasionally.	The student is able to locate most of the details when looking at the article.	The student cannot locate details with accuracy.	
Graphic to text relation	The student accurately explains how each graphic or diagram is related to the text, and accurately determines whether each graphic/diagram agrees with the information in the text.	The student accurately explains how each graphic or diagram is related to the text.	The student accurately explains how some of the graphics or diagrams are related to the text.	The student has difficulty relating graphics and diagrams to the text.	
Information summary	The student uses only 1-3 sentences to describe clearly what the article is about.	The student uses several sentences to accurately describe what the article is about.	The student summarizes most of the article accurately, but has some slight misunderstanding.	The student has great difficulty summarizing 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
Identification of story elements	The student knows the title of the story as well as the names and descriptions of the important characters. He/she can tell approximately when and where the story happened.	The student knows the names and descriptions of the important characters and where the story takes place.	The student knows the names or descriptions of the important characters in the story.	The student has trouble naming and describing the characters in the story.	
Following the storyline	The student accurately describes what has happened in the story and tries to predict "what will happen next."	The student accurately describes what has happened in the story.	The student accurately describes most of what happened in the story.	The student has difficulty re-telling the story.	
Identification of characters	The student describes how different characters might have felt at different points in the story and points out some pictures or words to support his/her interpretation without being asked.	The student describes how different characters might have felt at different points in the story, but does not provide support for the interpretation unless asked.	The student describes how different characters might have felt at different points in the story, but does not provide good support for the interpretation, even when asked.	The student cannot describe how different characters might have felt at different points in the story.	

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
Stays on task	The student is able to concentrate fully and listen very attentively throughout the assessment.	The student is mostly attentive and usually able to listen with good concentration.	The student finds it difficult to concentrate on the listening task, but is able to attend occasionally.	The student is not able to concentrate on the listening task and is easily distracted and inattentive.	
General conception	The student shows a very good general understanding of all vocabulary and information, completing all the questions.	The student shows a good general understanding of the vocabulary and information, with most questions completed.	The student does not identify a lot of the vocabulary and information.	The student does not identify enough vocabulary or information to answer the questions.	
Listening for details	The student includes all the specific information and details in his/her answers.	The student is able to include most specific information and details in his/her answers.	The student shows a limited ability to listen for details. Specific information is occasionally included.	The student is unable to grasp specific details when listening, and does not include them in the answers.	
Accuracy of answers	The student's answers were always accurate and related to the information given.	The student's answers were mostly accurate and related to the information given, with only a few errors.	The student includes a small amount of information; however, a lot of information is left out or is not accurate.	The student's answers are mostly left out or unrelated to the information given.	

Teacher's comments: _____

Adapted from: <https://www.rcampus.com/rubricshowc.cfm?sp=yes&code=L95572>

Suggested rubric samples for varied listening activities

Suggested activity to assess: Overall listening

Skill: Listening

Criterion	4	3	2	1	Total
Recognition of sound patterns	The student is able to identify all of the sound patterns, vowels, diphthongs, triphthongs, and consonant sounds.	The student is able to identify most of the sound patterns, vowels, diphthongs, triphthongs, and consonant sounds.	The student is able to identify only some of the sound patterns, vowels, diphthongs, triphthongs, and consonant sounds.	The student is not able to identify the sound patterns, vowels, diphthongs, triphthongs, and consonant sounds.	
Following spoken language	The student is able to recognize all the spoken material.	The student is able to recognize the majority of the spoken material.	The student is able to recognize part of the spoken material.	The student is able to recognize very little of the spoken material.	
Responding to spoken language	The student is able to recognize in detail the spoken performance. Not only sounds but intonation and stress, which give way to conversational implicatures.	The student shows a proper understanding of the majority of the spoken material.	The student shows a proper understanding of a part of the spoken material.	The student shows a proper understanding of very little of the spoken material.	
Dictation	The student is able to discern within a range of sounds from spoken production. The auditory acuity is such that all utterances are recognized and replicated by the student.	The student is able to discern within a range of sounds from spoken production. The auditory acuity is such that most utterances are recognized and replicated by the student.	The student is able to discern within a range of sounds from spoken production. The auditory acuity is such that several utterances are recognized and replicated by the student.	The student is able to discern within a range of sounds from spoken production. The auditory acuity is such that only a few utterances are recognized and replicated by the student.	

Teacher's comments: _____

Adapted from: https://www.ecotec.edu.ec/material/material_2018D1_LNG400_01_91731.pdf

Suggested rubric samples for varied writing activities

Suggested activity to assess: Free writing

Skill: Writing

Criterion	4	3	2	1	Total
Content	The student's writing is confident and clearly focused. It holds the reader's attention. Relevant details enrich writing.	The student's writing is purposeful and focused. Piece contains some details.	The student writes related, quality paragraphs, with little or no details.	The student's writing does not clearly communicate knowledge. The reader is left with questions.	
Organization	The student's writing includes a strong, beginning, middle, and end with clear transitions and a focused closure.	The student's writing includes a strong beginning, middle, and end, with some transitions and good closure.	The student uses the correct writing format. It incorporates a coherent closure.	The student's writing is confused and loosely organized. Transitions are weak and closure is ineffective.	
Vocabulary	The student has an effective and engaging use of word choice.	The student has a purposeful use of word choice.	The student uses a variety of word choice to make writing interesting.	The student shows some use of varied word choice.	
Sentence fluency	The student has a consistent variety of sentence structure throughout.	The student has a frequent and varied sentence structure.	The student uses simple compound, and complex, sentences with moderate variety.	The student has some run-ons or fragments. Variety in sentence structure is limited.	

Teacher's comments: _____

Adapted from: <https://www.ramapo.edu/fa/files/2013/04/Writing-Rubric-3.pdf>

Suggested rubric samples for varied writing activities

Suggested activity to assess: Paragraph writing

Skill: Writing

Criterion	4	3	2	1	Total
Topic Sentence	The student clearly states the main topic in a complete opening sentence with correct sentence structure.	The student states the main topic in an opening sentence, but sentence structure is not correct.	The student's main topic is not clearly stated, but the sentence's structure is correct.	The student's main topic is not clearly stated. Sentence structure is not correct.	
Content	The student has written at least 3 supporting details and all sentences are on topic.	The student has written at least 3 supporting details, but only 2 sentences are on topic.	The student has written at least 3 supporting details, but only 1 sentence is on topic.	The student has attempted to write supporting details, but none are on topic.	
Organization	The student's paragraph has a topic sentence, detail sentences in a logical order, and a concluding sentence.	The student's paragraph is missing either the topic sentence or concluding sentence. Details are in a logical order.	The student's paragraph is missing both topic sentence and concluding sentence. Details are in a logical order.	The student's paragraph is missing both topic and concluding sentences and the details are not in a logical order.	
Spelling	There are 0-2 spelling errors.	There are 3-4 spelling errors.	There are 5-6 spelling errors.	There are more than 6 spelling errors.	
Grammar, punctuation and capitalization	The student's paragraph has 0-2 errors in punctuation, capitalization, and noun-verb agreement.	The student's paragraph has 3-4 errors in punctuation, capitalization, and noun-verb agreement.	The student's paragraph has 5-6 errors in punctuation, capitalization, and noun-verb agreement.	The student's paragraph has more than 6 errors in punctuation, capitalization, and noun-verb agreement.	

Teacher's comments: _____

Adapted from: <https://www.rcampus.com/rubricshowc.cfm?sp=true&code=XX27XCX>

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 - Worksheet 1 - Part I

Script:

1. a
2. d
3. g
4. q
5. u
6. e
7. y
8. z
9. x
10. h
11. n
12. y
13. j
14. v
15. p

Unit 1 - Worksheet 1 - Part II

Script:

1. C-a-t-h-e-n-n-a
2. L-u-k-e
3. M-a-r-y-a-h
4. Y-e-n-n-y
5. A-n-t-h-o-n-y
6. C-a-r-r-i-e

Unit 1 - Worksheet 1 - Part III

Script:

Hi there!
My first name is Jesica. J-e-s-i-c-a
My middle name is Yamileth. Y-a-m-i-l-e-t-h
My last name is Hernández. H-e-r-n-á-n-d-e-z
I live in Cantón Guachipilin. G-u-a-c-h-i-p-i-l-i-n
My teacher's name is Alma. A-l-m-a
My teacher's last name is Fuentes. F-u-e-n-t-e-s

It's nice to meet you!

Unit 1 - Test

Script:

Conversation 1

- A: What's your name?
B: It's Alina Smith.
A: Elena?
B: No, it's Alina. A-l-i-n-a.
A: Oh! Alina. It's nice to meet you, Alina.

Conversation 2

- A: What is your name?
B: Matt Rosenblum.
A: How do you spell your last name?
B: It's R-o-s-e-n-b-l-u-m.
A: OK. Thank you!

Conversation 3

- A: Can I have your email address, please?
B: Sure. It's natwilson@gmail.com.
A: OK. Matt Nelson.
B: Actually, it's Nat Wilson, n-a-t-w-i-l-s-o-n@gmail.com.
A: Nat Wilson. Got it! Thanks.

Conversation 4

- A: What's your email address, Daniel?
B: It's coolgal@rol.com.
A: Coolpal?
B: No, it's coolgal. c-o-o-l-g-a-l@r-o-l.com.

Conversation 5

- A: May I have your phone number, please?
B: Sure. It's 555-2398.
A: OK. 555-2358.
B: Actually, it's 98, 2398.
A: Oh! 2398.
B: That's right!

Conversation 6

- A: So, can I give you a call some time?
B: Sure. That would be great! My number is 555-7216.
A: 555-7216?
B: Yes! That's right!

Unit 2 - Test

Script:

Speaker 1

Hi, I am Betty! I live in Canada. The flag of our country is red and white. This is a keychain. It is not expensive. It is green, small, and beautiful.

Speaker 2

Hello! My name is Juan. I am from Mexico. This souvenir is big and cheap. My souvenir is yellow, red, and blue, but you can find it at stores in different colors. People wear it to protect themselves from the sun and mariachi groups wear it as part of their outfit. It looks really cool!

Speaker 3

Hello! I am Taeko. I am from Japan. This item is very useful when people drink tea. It is pink and white. I got it at a store near my house.

Speaker 4

Hello! My name is Harry. I am from England. My souvenir is made of paper and it has a beautiful picture on it. I am going to write a short message for Yumiko, my Japanese friend. I can't wait to send it to him!

Speaker 5

Hey there! I am Lina. I am from the United States. My souvenir is purple, small, and cheap. I bought it for my cousin in El Salvador. I hope she likes it!

Unit 3 - Worksheet 4 - Part I

Script:

watches
stops
listens
passes
changes
has
eats
washes
does
sings
surfs
checks

Unit 3 - Week 5 - Class 1

Script:

Conversation 1

- A: Do you play sports on the weekend, Sofia?
 B: No, I hate sports.
 A: Really? So, what do you do on the weekend?
 B: Uh, I watch my favorite programs on TV.
 A: Well, that's not too tiring!

Conversation 2

- A: Do you like sports, Fátima?
 B: Sure. I play a lot of sports.
 A: So, what sports do you play?
 B: Well, I play everything. Baseball, volleyball, swimming—but my favorite sport is tennis.
 A: Oh, yeah?
 B: Yeah, I play every day after work. Playing sports is my favorite hobby!

Conversation 3

- A: You're in great shape, Ceci.
 B: Thanks.
 A: So, how do you do it?
 B: Well, I go to the pool about three times a week, and I swim for about two hours.
 A: Two hours? Are you practicing for the Olympic Games or something?

Conversation 4

- A: How do you keep in shape, Ricardo?
 B: Me? I travel.
 A: What do you mean, you travel?
 B: Well, I ride my bike about 20 miles every weekend.

Conversation 5

- A: Do you get much exercise, Camila?
 B: Yes, I do. I walk a lot.
 A: Where do you go?
 B: To the restaurant. Yeah, I walk there about four times a week to get a hamburger and fries.

Unit 3 - Test

Script:

Speaker 1

- A: You're very muscular, Sergio. What's your secret?
 B: Well, I do exercise at the gym every day. I love it. What about you, do you work out?

Unit 3 Test

Script:

Speaker 2

A: Do you play any sports?

B: Yes, I do.

A: Do you like volleyball?

B: Yeah, I play volleyball during the week.

A: Do you want to play with my friends and me tonight?

Speaker 3

A: You're in good shape, Ken. Do you play any sports?

B: Yes, I do. I love sports. I play softball on Friday at the stadium.

A: Wow! That's interesting and unexpected.

Speaker 4

A: Do you like playing sports?

B: Nah, not really. I don't like exercising at all, but I watch a lot of softball on TV!

A: Well, you should do some exercise at least once a week.

Speaker 5

A: What do you do in your leisure time?

B: Let's see. I go birdwatching with my friends on weekends at the park.

A: Wow! That sounds great. Let's go together next time!

Unit 4 - Worksheet 3 - Part III

Script:

Hello!

My name is Rita. I live in La Unión, El Salvador and I am a student. I am going to tell you about some activities I do every day. In the morning, I always get up at 5 o'clock. I usually ride my bike to school. I never take the bus because I live 4 blocks away from my school. In the afternoon, I sometimes go to the park and play with my friends. After that, I often do my homework and study English. In the evening, I always have dinner with my family and we talk about our day. I never go to bed early because I always play video games with my little brother. My days are always fun!

Unit 4 - Test

Script:

Hello!

My name is Sara. This is my sister Lorena. She is 12 years old. She lives in Santa Ana with my family and me. She is a student in sixth grade. She always goes to school in the morning. In the afternoon, she sometimes plays video games with her friends. Then, she often does her homework. I never help her because she is a really good student. Lorena never goes to bed early because she always reads books. I love my sister; she is the best!

Unit 5 - Worksheet 2 - Part II

Script:

Hi everyone. My name is Diego. Let me share with you how I celebrate Christmas Eve and Christmas Day.

On December the 24th, I visit my mom's family in the morning and we eat breakfast together. In the afternoon, I help to clean my house and prepare food with my siblings. It's a tradition in my family to eat tamales or turkey on this day. At night, I visit my dad's family. With my cousins, we play with some firecrackers. Of course, we have a Christmas tree with a lot of ornaments and lights. At midnight, starting on the 25th, we go outside the house to see the fireworks and then we open the gifts. We play for a while and then we go to sleep. How do you celebrate Christmas?

Unit 5 - Worksheet 4 - Part II

Script:

Hey! This is Carolina. I am on vacation with my family and I am going to share with you what we are doing now.

I am just playing video games. My mom and dad are preparing some sandwiches for breakfast. My grandfather is playing soccer with my little brother. My sister is listening to pop music and my cousin is reading a horror book. My grandmother is buying souvenirs to give them to other family members when we go back from our trip. My aunt and uncle are visiting tourist attractions near here. We are all spending time together.

Unit 5 - Worksheet 5 - Part III

Script:

Conversation 1

Hello! My name is Kevin. Right now, I am buying souvenirs at an archeological site called El Tazumal. This place is terrific!

Conversation 2

Hey! This is Lorena. I'm visiting new restaurants at Lake Coatepeque. The view here is amazing.

Conversation 3

A: I'm Mario.

B: And I'm Mariela.

A: At this moment, we're climbing Ilamatepec Volcano.

B: We're really tired, but this place is fantastic!

Unit 5 - Test

Script (Part I)

- A:** Hey, Juan! How are you?
B: Hi, Pamela. I'm great. Thank you for asking.
A: Are you staying at the beach hotel?
B: No, I'm not. Right now, I'm visiting some tourist attractions in Concepción de Ataco.
A: No way! People say that that's a beautiful place.
B: Yes, it is. My family and I took a trip to Ruta de Las Flores. They are buying souvenirs.

Unit 5 - Test

Script (Part II)

- A:** Yeah? I'm also buying souvenirs, but I'm in Santa Ana city. My friends are taking some pictures outside the cathedral.
B: Are you having a great time?
A: Yes, I am. This place is really cool. There are people walking, riding bikes, and eating pupusas and other traditional food.
B: That sounds fantastic!
A: Yeah! Well, I have to go.
B: OK. Talk to you later.

Unit 6 - Worksheet 1 - Part III

Script:

Hello! My name is Víctor. I am going to share some of my abilities with you. One of my favorite activities is judo. I belong to my school judo team. Last year, we won the national championship. Also, I do magic tricks. Sometimes I show my friends amazing tricks that I learn on YouTube. On weekends, I swim in the river with my father. We also fish with a fishing cane. I started fishing when I was a child. It's very relaxing. Sometimes we are so lucky that we get enough fish for the weekend. On summer vacation, we visit our grandparents in the countryside. I like going there because I ride a horse and help my grandfather milk a cow.

Unit 6 - Worksheet 2 - Part II

Script:

Hi! I am Marina. I study at Complejo Educativo Cantón "El Tamarindo." Today, I would like to talk about my abilities. I love learning languages. This is why I attend a language academy on Saturdays. I can speak English and a little French, but I can't speak Japanese. Also, during my free time, I like watching tutorials about cooking recipes on YouTube. I can cook chicken curry and fish. I am still working hard to learn how to bake pizza. I can't bake pizza now, but I know that if I work hard I will learn soon.

Unit 6 - Test

Script:

Nelson: Hey, I'm Nelson. I love natural places and sports! On weekends, I go out with friends and we visit the river to have a picnic. After that, we have swimming competitions. I can swim very well.
Katherine: Hi there! My name is Katherine. My favorite holiday is Christmas. I celebrate Christmas with my family. I always help my mom cook our traditional dinner. Just like my mom, I can cook well.
Roberto: I'm Roberto and I live with my father in Chalatenango, but some of our relatives live in Australia. During video calls, my dad always asks me to translate what my cousins in Australia say. That's because I can speak English fluently.
Camila: Hello! My name is Camila. Listening to music is my favorite hobby. I also love musical instruments. I can play the guitar well. In the future, I want to learn to play more musical instruments and to become a famous rockstar.



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