PRESENTACIÓN

Estimados y estimadas docentes tutores de modalidades flexibles de educación, en esta ocasión te presentamos un instrumento pedagógico que ha sido diseñado con el propósito de apoyarte con el desarrollo de contenidos programáticos, que históricamente se ha constatado necesitan de una fundamentación científica más profunda para su enseñanza y para su aprendizaje, de manera que se facilite mayor comprensión de conocimientos y se garanticen mejores resultados de aprendizaje.

Este instrumento denominado “GUIA METODOLÓGICA DE INGLES PARA EL DOCENTE”, de modalidades flexibles de educación, constituye una fuente de consulta para ampliar, fundamentar y enriquecer algunos contenidos que desarrollan los módulos de autoestudio; además contiene elementos propios de la metodología de trabajo con personas jóvenes y adultas, de manera que te vuelvas más competente en aspectos propios de la especialidad, así como en el manejo de herramientas didácticas que promuevan el aprendizaje autónomo y colaborativo, la atención a la diversidad, el enfoque de competencias y la planificación y uso del tiempo libre en el estudiantado.

Este documento presenta dos grandes partes bien diferenciadas, la primera esta referida a una breve reseña curricular sobre el plan de estudios del grado, la jornalización del año académico y algunas ideas sobre conceptos básicos de la administración curricular de las modalidades flexibles, y la segunda parte contiene el desarrollo temático acompañado de ciertas pautas metodológicas para hacer la entrega educativa.

Estamos optimistas que el uso pedagógico que hagas de este instrumento contribuirá en gran medida a fortalecer el rol de docente tutor que desempeñas, para garantizar mejores prácticas educativas con la población joven y adulta.
<table>
<thead>
<tr>
<th>ÍNDICE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>OBJETIVO DEL DOCUMENTO</td>
<td>5</td>
</tr>
<tr>
<td>LINEAMIENTOS DE EVALUACIÓN</td>
<td>8</td>
</tr>
<tr>
<td>OBJETIVOS DE LA ASIGNATURA</td>
<td>9</td>
</tr>
<tr>
<td>UNIT 1</td>
<td>Meeting salvadorean personalities</td>
</tr>
<tr>
<td>Lesson 1</td>
<td>What are your plans for the future?</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>When's the deadline for that homework?</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>How about 3:00 p.m.?</td>
</tr>
<tr>
<td>Lesson 4</td>
<td>What is your ideal job?</td>
</tr>
<tr>
<td>Lesson 5</td>
<td>Have you ever been to the states?</td>
</tr>
<tr>
<td>UNIT 2</td>
<td>The environment in El Salvador</td>
</tr>
<tr>
<td>Lesson 1</td>
<td>How is the weather?</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>What are the major sources of pollution?</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>What are the effects of deforestation?</td>
</tr>
<tr>
<td>Lesson 4</td>
<td>How many people are there?</td>
</tr>
<tr>
<td>Lesson 5</td>
<td>What policies are designed to protect the environment?</td>
</tr>
<tr>
<td>UNIT 3</td>
<td>My Family</td>
</tr>
<tr>
<td>Lesson 1</td>
<td>How long have you lived there?</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>How are you related?</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>How do you celebrate in your home?</td>
</tr>
<tr>
<td>Lesson 4</td>
<td>What's the cheapest way to send it?</td>
</tr>
<tr>
<td>Lesson 5</td>
<td>Could I call you back?</td>
</tr>
<tr>
<td>UNIT 4</td>
<td>Eating out</td>
</tr>
<tr>
<td>Lesson 1</td>
<td>Would you like to see the menu?</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>What would you like to drink?</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>Should I leave a tip?</td>
</tr>
<tr>
<td>Lesson 4</td>
<td>Would you like to go on a picnic?</td>
</tr>
<tr>
<td>Lesson 5</td>
<td>Do you want to go out on friday night?</td>
</tr>
<tr>
<td>UNIT 5</td>
<td>Vacations in El Salvador</td>
</tr>
<tr>
<td>Lesson 1</td>
<td>Who goes on vacation in El Salvador?</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>Could you tell me how to get to the bus terminal?</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>Are we going to the mayan ruins or the water park?</td>
</tr>
<tr>
<td>Lesson 4</td>
<td>Are you going to make the reservation or am I?</td>
</tr>
<tr>
<td>Lesson 5</td>
<td>Can you tell me how to get there?</td>
</tr>
</tbody>
</table>
OBJETIVO DEL DOCUMENTO

Proporcionar sugerencias metodológicas y de contenido científico de la asignatura, para fortalecer las competencias profesionales de los docentes tutores que atienden modalidades flexibles, de tal forma que contribuyan a garantizar mejores resultados de aprendizaje en la población joven y adulta que se atiende.

ENFOQUE Y COMPETENCIAS DE LA ASIGNATURA

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

This syllabus promotes the development of four competencies: oral comprehension (listening), oral production (speaking), reading comprehension (reading) and writing production (writing). Such competencies are developed through a spiral process to internalize language functions by using the language in different contexts and situations with a given degree of accuracy and fluency.

Grammar structures and vocabulary are introduced in each unit through a specific content, rather than in an isolated form.

The language contents to be taught have been structured departing from the closest and most immediate students' world to the farthest and most abstract one.

Also, the language functions to be developed have been orderly arranged from the simplest to the most complex ones.

<table>
<thead>
<tr>
<th>Competencias</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
</tr>
<tr>
<td>10th GRADE</td>
</tr>
</tbody>
</table>
### Competencias

<table>
<thead>
<tr>
<th>Grade</th>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>G9</td>
<td>Able to understand sentences on a variety of topics related to personal background, interests and activities, social conventions and tasks, such as lodging, transportation, and shopping. Additional content areas include a diversity of instructions and directions. Listening tasks pertain to face-to-face conversations, short telephone conversations and some speech, such as simple announcements and reports over the media.</td>
<td>Able to talk simply about self and family members. Can participate in simple conversations on topics such as personal history and leisure time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. The intermediate-Mid speaker can generally be understood by sympathetic interlocutor.</td>
<td>Able to read simple text about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience.</td>
<td>Able to write short, simple texts about personal preferences, daily routine, everyday events, and other topics of personal experience. Can express present time or at least one other time frame or aspect consistently, e.g., nonpast habitual, imperfective. Evidence of control of the syntax and basic inflectional morphology, such as demensions and conjugation. Writing tends to be a loose collection of sentences or fragments on a given topic. Can be understood by natives used to the writing of narratives.</td>
</tr>
</tbody>
</table>

### Methodological Guidelines

These general methodological guidelines are intended to present a general vision of the communicative approach and related methods. The application of its basic tenets will allow students to develop language and preparation for life competencies; besides, teachers will be enhanced to deliver a humane, meaningful, motivating and effective teaching.

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

### Tenets of The Communicative Approach

1. The communicative approach emphasizes comprehension and negotiation of meaning more than production of structures. Students can learn to communicate through interacting, and that the appropriate morpho-syntactical structures are developed once the interaction begins. This approach also favors the instructional value of communication.

2. English teachers and students must create an atmosphere of mutual respect and objectivity on the part of the listener in order to understand better.

3. This approach also develops cooperation and solidarity among the students, which they will carry on to their professional lives.

4. The communicative approach is student-centered. What is taught and how it is taught are intimately related to what is learned and how it is learned. The teaching-learning process must be varied. It must not only take into account the oral aspect of communication but also those non-verbal aspects. It must care about the non-linguistic aspects such as gestures, body movement, facial expressions, etc.

5. This approach demands that the classroom be a center of interaction between the teacher and the students, and among the students themselves. Team work allows for the interaction through responsibility in the assigned shared tasks.

6. The classroom must be organized for cooperative teams. Of course, this does not mean that work must always be done in teams. Students may choose to work individually, in small or large teams.

7. The communicative approach makes learning take place in a real situational context and is also makes it meaningful in a variety of situations of everyday life. Upon finishing ninth grade, students will have acquired the fundamental communicative skills to
face reality skillfully. Only then, students can value their progress and foster a positive attitude towards learning.

8. Conceptual, procedural and attitudinal contents must not be isolated, since all of them are strictly related to the communicative act. Attitudinal contents play an important role in the learning process. Teachers must detect the type of attitude the student brings into the classroom, because this may impede the development of the learning process. Likewise, solidarity, tolerance, team work, and other attitudinal contents are developed along procedural and conceptual contents.

9. Communicative strategies must also be accounted for in the learning process.

Teachers should make students aware of the way strategies are used to take full advantage of them. For example, when a student interacts with a native speaker of English in a situational context, sometimes the learner does not understand the language used by the speaker, the learner then must use all possible communicative and learning strategies to avoid breaking the communication channel.

10. Learning strategies are equally important since they contribute to the construction of the linguistic system of the English language. However, they need to be taught and controlled.

11. Errors made by the students must not be seen as faults, but as evidence of the dynamic nature of the learning process.

12. English teachers should be aware that English is learned through a creative construction process, being exposed to authentic material, giving students the opportunity to construct hypothesis that may be tested through practice.

13. The teacher must create the appropriate conditions for learning. To do so, teachers must guide learners in the acquisition process by using activities that are not only structure-oriented but also communication-oriented in a comfortable environment.

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

1. Explore background knowledge on the topic to be taught.
2. Begin classes with a lead-in or an icebreaker and present language in context.
3. Do controlled and free language practice.
4. Integrate macro skills and sub-skills in the teaching – learning process.
5. Time and pace your teaching.
6. Create situations for using language for communication in varied contexts.
7. Encourage students to communicate as early as possible in the teaching – learning process.
8. Mostly use target language in your classes.
9. Promote interaction and team work among students.

**Evaluation Guidelines**

**Evaluation tenets.**

Teachers must take into account evaluation tenets to plan and administer tests.

They state that evaluation is holistic or integrating, continuous, motivating, just and fair, systematic and participatory.

Competencies to be evaluated.

**Language competencies**

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

Oral comprehension (listening) is the skill to listen and interpret oral messages effectively in diverse communicative contexts. It has to do with identifying general and specific information orally articulated in a conversation among interlocutors or understanding texts reproduced by electronic means (cassettes, recorded CDs, radio or videos).

Oral production (speaking) is the capacity of communicating orally making use of grammatical,
sociolinguistic, discourse and strategic competencies:
Grammatical competence refers to the degree to which the language user has mastered the linguistic code. It includes knowledge of vocabulary, rules of pronunciation and spelling, word formation, and sentence structure.

Sociolinguistic competence addresses the extent to which grammatical forms can be used or understood appropriately in various contexts to convey specific communicative functions, such as persuading, describing, narrating, and giving commands. Factors like topic, role of the participants, and the setting will determine the appropriateness of the speaker’s attitude and his choice of style or register. Discourse competence involves the ability to combine ideas to achieve cohesion in form and coherence in thought. A person with a highly developed degree of discourse competence will know how to use cohesive devices, such as pronouns and grammatical connectors (i.e. conjunctions, adverbs, and transitional phrases and expressions), to achieve unity of thought and continuity in a text. The competent language user will also be skilled in expressing and judging the relationships among the different ideas in a text (Coherence).

Strategic competence involves use of verbal and nonverbal communication strategies to compensate for gaps in the language user’s knowledge of the code or for breakdown in communication for other reasons. The more proficient or communicatively competent an individual becomes, the less he or she needs to draw on strategic competence. However, even educated native speakers sometimes experience breakdown in their communication with others and must rely on this component for the successful transmission of messages.

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

Reading comprehension (reading) is an interactive process where the reader uses information from a text and relates it with his/her experience to make meaning out of it. The goal of this competency is to understand general and specific information from written texts on various topics to enrich the English learning level for interacting in diverse communicative contexts.

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

Preparation for life competencies

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

Types of evaluation

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

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

Diagnostic tests are used to identify student’s strengths and weaknesses.

They are intended primarily to ascertain what further teaching is necessary.

Consequently, they can be used at the beginning of each grade or cycle of education to diagnose student’s entry English knowledge and continue teaching to attain higher levels of language standards.

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

Final achievement tests are those administered at the end of a course of study.

They can be used to evaluate final learning achievement
at the end of each grade or cycle of education.

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

OBJETIVOS DE LA ASIGNATURA DE INGLÉS

Primer año de Bachillerato General.

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

- Produce language related to appointments, personal and job interviews by interacting with peers in order to share personal information and courteously fulfill communication needs.

- Generate language related to geography, weather, transportation, Salvadoran personalities and lifestyle by reading and listening to texts in order to exchange opinions and information about places in El Salvador.

- Use language related to family ties and traditions and postal services by writing and reading texts in order to communicate ideas about the value of family and traditions.

- Use vocabulary related to invitations and restaurant situations by engaging in oral exchanges in order to communicate ideas and interacting politely with others.

- Recognize language related to vacations, transportation and lodging by reading and listening to texts in order to request and share information with courtesy.

- Interpret and produce language related to environmental issues and solutions by interacting with peers and writing essays in order to exchange opinions and promote environmental awareness.

Segundo año de Bachillerato General.

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

- Produce language related to famous people, dreams and wishes by engaging in conversations in order to share information and opinions and increase general culture.

- Recognize language related to fashion, working trends, housing, entertainment, technology and traveling by listening to peers and authentic audio material in order to fulfill communication needs.

- Produce language related to holidays, and traditions around the world by writing and reading texts in order to manifest and encourage respect toward world cultures.

- Generate language related to food consumption and preparation by engaging in dialogues and practical demonstrations in order to exchange ideas and opinions with others.

- Generate language related to health matters and environmental issues by giving oral presentations and writing texts in order to communicate ideas and develop environmental awareness.
## PROPUESTA DE JORNALIZACIÓN DEL AÑO ACADÉMICO

<table>
<thead>
<tr>
<th>ACTIVIDAD / MES</th>
<th>MES 1 Semanas</th>
<th>MES 2 Semanas</th>
<th>MES 3 Semanas</th>
<th>MES 4 Semanas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Período de inducción:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diagnóstico de competencias básicas de la asignatura</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estrategias de aprendizaje autónomo</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refuerzo a contenidos deficitarios</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Módulo 1: Diagnóstico y desarrollo de la unidad 1</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Prueba objetiva</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refuerzo académico</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unidad 2: Diagnóstico y desarrollo de la unidad 2</td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Prueba objetiva</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refuerzo académico</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unidad 3: Diagnóstico y desarrollo de la unidad 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prueba objetiva</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refuerzo académico</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unidad 4: Diagnóstico y desarrollo de la unidad 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prueba objetiva</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refuerzo académico</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unidad 5: Diagnóstico y desarrollo de la unidad 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prueba objetiva</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refuerzo académico</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refuerzo académico</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Unit 1
Meeting salvadorean personalities

Unit concepts

This unit aims to provide the students with instructions to enable them to effectively and accurately communicate in English when dealing with everyday English topics, such as making appointments, interviews, dealing with biographical information and talking about personal goals.

In every lesson, the students are exposed to the explanation of the topics, and they are given the opportunity to practice those topics through listening, reading, speaking and writing exercises.

The topics included in this unit are introduced by using very practical contexts that students will find attractive and fun. Besides that, the grammar points are introduced and practiced not only in a practical way but also in a systematical one to make sure students understand the rules and also are able to use them in real life conversations.

Grammar

The grammar topics introduced and practiced in this unit are “used to”, the simple past, past continuous, present perfect versus simple past, Yes/No questions and Wh-word questions. Each one of the grammar points has been introduced in regular conversations, articles, and documents that are meaningful to students. Besides including them in regular contents, they have been explained in a very detailed way through the Language in use sections in every lesson.

The grammar points included in this unit are used in English language in an unlimited number of topics nevertheless. The topics used to introduce them are easy to understand and to practice with students.

By using the formal instruction of the grammar points at the end of every lesson, the students should be able to understand and create affirmative and negative statements as well as being able to ask and answer both Wh-word questions and Yes/No questions.

Vocabulary

The conversations, articles, documents, recordings, etc. used throughout this unit incorporate a set of key vocabulary for students to make their own and practice it in different contexts. The vocabulary introduced and practiced is related to biographical information, personal goals and experience.

Everyday English

Vocabulary related to personal information, such as name, age, jobs/occupations; adjectives used to describe personality, such as well-known, visionary, optimistic, remarkable, idealistic; and goals, such as awards, career, sports, hobbies are introduced in this unit.
Lesson 1  

Motivation

Start by greeting the class. Ask them how they are doing that day. Then share a story from when you were a teenager. The story needs to be about a dream that you had back in those days. In the story, you need to include the steps that you took to fulfill that dream.

The story needs to be short and simple since it is just to get the students to start thinking about the things that they used to dream about and used to make them happy.

Find out what the students dream and how they have changed through the years. Ask the students to make two lists, one list should have their current goals and the other one should have the goals they used to have when they were kids.

You can title the lists as “dream lists”. Have the students read their lists out loud for the whole class. Tell them to start reading the list of dreams they had when they were kids and then the list with their current dreams.

After they have presented their dreams, let the students know that as we grow, our goals get more complex and challenging.

Nowadays, most of the student goals depend on the quality of job they are able to find. Ask random students if they think mastering English might be useful on accomplishing their goals. Ask them how.

Have the students work in pairs to tell you how mastering English could help them to reach their goals. After they have presented their answers, take some time how important English is to get a well paid job.

Also, ask the students to tell you what according to them the steps to get hired in a company are. After they have come up with the answers, explain the importance of creating an attractive resume and to get ready for an interview.

Methodological guidelines

Before you introduce the Conversation and more section, have the students tell you where in the newspaper you can find the job ads: at the beginning, in the middle or at the end. Also, ask random students to tell you what kinds of jobs are more frequent in the newspapers.

In this section, you can bring some realia to the class. Bring the job sections of a newspaper and have the students make a list with the type of jobs listed on it. Ask the random students if they would apply for any of them.

When the students have finished presenting the types of jobs that they were able to find and mentioned if they would apply for one or not, have the students tell you what a resume is.
Ask your students to continue working in pairs to come up with ideas on what kind of information they think a resume should include. Provide the students with enough time so that they can brainstorm about it.

While they are working, walk around the class and be ready to answer any questions the students may have about the task. It is very important for them to know that in order to apply for a job they need to write a resume. But more important than that, they need to know what the main parts are.

When they finish writing the definition of a resume, choose one student from each pair to present their work. Have the student stand up and read their definition out loud. Continue with the same game until all the pairs have presented their definitions and then give them a more formal definition and formats:

A resume is a written document that lists your work experience, skills, and educational background. It is used as a marketing tool for job seekers. Also, advise the students that there are different resume formats.

**Chronological format and variations**

The most common resume format is called “chronological.” It’s simply a resume that lists your education and experience in reverse chronological order - most recent items first - and it’s a good way to start a draft of your resume. Most of the samples are variations on the chronological format. You may also hear the terms “functional” or “creative” used to describe resumes. These are just variations on the chronological format that use headings that best showcase your background and qualifications.

**Skills format**

A skills resume combines the skills you have from a variety of experiences - paid work, volunteer work, student activities, classroom work, projects, you name it - and groups these skills by category of skills that relate to the kind of job you’re seeking. This format works best when a traditional resume just doesn’t work to make you look like a good candidate even though you have relevant skills.

Throughout the development of the lesson, you can bring into the class some examples of both chronological and skills formats of resumes so students can have a clear idea of what a resume is, what the different types are and what they look like.

When the students show that they understand what a resume is, you can have them listen to the conversation from the Conversation and more section.

Have the students read it to grasp the idea of what the conversation is about. Ask the students to read the conversation two times, and then ask random students some questions to check their understanding.

Ask your students to close their books. Play the conversation and have the students imitate the pronunciation and intonation from the speakers on the CD. Play the conversation a couple of times and take notes of the words the students might need feedback on regarding either pronunciation or intonation.
Ask your students to open their books and work in pairs to practice the conversation. Provide the students some time for them to practice the conversation and walk around the class to help the students.

Finally, have some pairs of students stand up and act out the conversation for the whole class.

Have the students finish the activity individually corresponding to the conversation, check their answers and provide them with feedback if needed.

In the Enrich your vocabulary section, have the students individually read the list of goals Sarah has had throughout the years. Make sure they understand the meanings of each one of the goals.

Ask the students to write a list of goals they have had throughout the years. When they are done, have them share their goals with the class by reading them out loud.

Have the students compare their goals among each other. Depending on your time, you can have the students trade their notebooks with classmates, and then ask questions about what their classmate’s goals have been.

After all the students have participated in the activity, ask the class to work individually and finish Activity 2. While the students work, monitor the class and make sure you are available to answer any questions.

In the Time to read section, have the students tell you the things that they considered need to be planned ahead of time. They should write a list including their current plans. When are finished, ask them to come to the board and write the things that need to be planned.

You can extend this activity by having the students work in groups and then have each group choose one of the things they wrote on the boards and write the plan for it. For example:

Steps to follow for buying a new house:

1. revise your finances
2. get an estimate of how much money you can borrow to buy a house
3. decide what you really need in a house
4. look at mortgages
5. look at houses
6. find a home you want to buy
7. negotiate
8. hire a professional house inspector
9. pay the down payment and closing costs
10. sign papers
11. get the keys

Provide the students with some suggestions or have them choose from what they wrote on the board. Before they start working, make sure they understand your instructions. Once they start, monitor their work and be ready to help them.
When they finish, choose one leader to stand up and share their work with the class. Whoever is assigned to make the presentation will be asked to go to the front of the class and mention the goal and the steps to reach it.

Continue having the students to present their work and encourage them to always make goals for themselves. Then, ask your students to go over the reading in the time to read section.

Tell your students to read the article and try to understand the ideas without looking up any words in the dictionary. Ask them to read it two times without stopping, and then ask them questions about it.

After checking the students’ understanding, have them go back over the article and look up any new words they couldn’t understand through context. Ask them to add the new vocabulary to their own vocabulary lists so they can practice them in different contexts.

After they have looked up any new word found in the article, ask them to read it again and have them do Activity 3. When they finish, ask the students to stand up and compare their answers with their classmates. Monitor the entire activity, check their answers and provide the students with feedback.

Ask your students if they know anyone in their family who they consider successful in planning their lives and reaching their goals. If they don’t want to talk about anyone in their family, have them make a list of successful Salvadoran people.

Their lists can include painters, musicians, actors, writers, or others. Explain to the students that they need to mention their goals and their achievements.

In this section, you can bring pictures of successful Salvadoran people and show them to the class and have the students guess the name of the person on the picture and what he or she is successful at. You can also provide the students with biographies and have them scan the information.

In the Time to read section, have the students listen to the conversation between Angela and Sarah while their books are closed. Play it two times and ask the students questions about it. Ask the students to open their books and revise their answers. Finally, have them do Activity 4.

In the Language in use section, take the time to explain the difference between the simple past and the present perfect tense. The simple past refers to events that started at a specific time in the past and finished in the past, while the present perfect has more meanings. It does not specify exactly when the event took place, action that started in the past, continues in the present, and might take place again in the future.

Provide the students with as many examples as you can, and then proceed to explain the students with the instruction on how to build the present perfect: subject + have/ has + past participle + compliment.

Take the time to also explain to your students how to make both information and Yes/No questions and also how to answer them. After explaining the grammar point, provide the students with as much practice as you can and have them finish the activities related to the section.
Lesson 2

WHEN’S THE DEADLINE FOR THAT HOMEWORK?

Motivation

Greet the class with a big smile and tell them you’re happy to see them that day. Tell them that in order to reach our goals we need to have certain qualities. Some of the qualities are:

1. Emoting
2. Believing
3. Self direction
4. Clarification of values

Emoting refers to the fact that you need to really desire with extreme passion whatever you want in life. Not half-hearted, you must emote your goals with power. So tell the students the first step is figuring out what is something that they really want with passion.

Believing refers to the fact that in order for us to attain our goals. We need to convince ourselves and really believe that whatever our goal is we have the capability to reach it.

Self direction has to do with the fact that once you have traced the path to reach your goal, you need to stay in that direction no matter what. It is basically to fight for what you want. There will always be obstacles to overcome or temptation that might catch your attention and draw it in a different direction. You must have self direction to stay in the path that leads to your goal.

Clarification of values refers to the need of truly believe that your goal values whatever effort that you might be needed to reach it.

Motivate your students by having them analyze the following quotes:

“Impossible is just a big word thrown around by small men who find it easier to live in the world they’ve been given than to explore the power they have to change it. Impossible is not a fact. It’s an opinion. Impossible is not a declaration. It’s a dare. Impossible is potential. Impossible is temporary. Impossible is nothing.” - nba

“While most are dreaming of success, winners wake-up and work hard to achieve it”. - unknown

Methodological guidelines

Before the class, get copies of the conversation and use a pair of scissors to cut it in fragments, and put the conversations in separate envelopes. Once you are in front of your students, have them work in groups.
Provide each one of the groups with an envelope and explain the activity. Ask your students to put their books away and concentrate in the conversation they are about to listen to. The students will be asked to put the conversation in order just by listening to it. Play the conversation two times and then choose two members of each group to stand up and role play the conversation. Make sure all the groups participate in the activity. After they have finished with the activity, have the students open their books and read the conversation. Ask the students to look up the meanings of the new words they find.

Depending on your time, you can play the conversation and have the students imitate the pronunciation and intonation from the speakers on the CD. After they have listened to the conversation at least two times focusing on pronunciation, ask them to work in groups to practice the conversation to act it out in front of the class.

To finish the section, ask some questions to random students to relate the conversation to their lives: Who do you identify yourself with? What is the definition of punctuality and responsibility? Do you consider them important to achieve your goals?

Ask your students to work individually on Activities 1 and 2. While they work on the activities, be ready to help them with anything they might need. Finally, check their answers and provide them with feedback. Encourage the students to be punctual and responsible with everything they do.

In the Enrich your vocabulary section, start by telling the students a short story about how you needed to hand in a report to your superior. You were working on it the night before due date and while you were working, the power went off so your computer went off because you didn’t have a backup system.

It took forty-five minutes for the electricity to come back, and you were already getting a little bit tired of waiting. When the electricity came back, you turned your computer back on and you found out you missed almost half of the work you had done. In spite of all the problems you had that day, you thought to yourself, “It’s my responsibility to do it, and I have to be punctual with the date.” And you finished it.

After you share your brief story, ask random students if they have been through that kind of situations before. Ask them if has ever happened to them that they are ready to print a document and all of a sudden the flash memory doesn’t open or there is no ink, the printer is not responding, the document doesn’t have the right format, etc.

In this section, you can talk a little bit about how technology is a very useful tool in education. The students are asked to work with computers to present their homework. Students need to transfer work, so they need flash drives, iPods and other storage devices. The internet is used to search for information and to transfer information through emails.

Students need to be aware of the advantages that new technology brings to them and be able to use it for their good. Advise the students that there is a majority of people who use computers, but not everyone uses them to better their performance in their work or school.
Many people use computers just to play, store and listen to music, chat with friends, watch videos, etc.

Ask the students to tell you how frequent they use the computer and their reasons to use it. Encourage the students to use the computer and internet for the right reasons.

After this introduction about technology, have the students to go over the chart containing vocabulary related to computers. Ask the students to work in pairs to get the meanings of the words they can’t understand.

Before you teach this section, you can get pictures of computer related items and show them to the class. For example: Windows, virus, scanner, program, modem, memory, internet, icon, hard disk, anti-virus, etc. Have them give you the name of the items.

Explain to the students the necessity of learning that kind of vocabulary since computers have become a very important part of our everyday life. This type of vocabulary will be very helpful at work or school.

In this section, you can also work on pronunciation. Read the vocabulary in the box and have the students imitate your pronunciation. After reading it a couple of times ask the students read the vocabulary out loud and monitor their progress.

To end the section, ask the students to do Activities 4 and 5. In Activity 5, play the CD and have them listen to the email addresses. Teach your students how to spell some signs used in email addresses and websites: dash, hyphen underscore, at (@), etc.

In the Time to read section, have the students go over the article about Salvador Salazar Arrue and David Escobar Galindo. Tell not to stop and look up every new word they find. Persuade them to grasp the idea with the words they already know.

Have them read the article two times and then ask questions about it. After you have taken some minutes asking questions to random students, ask them to go over the article again and make a list with the new words.

Ask the students, one by one, if they found any new words. Write the list of the words on the board and have the whole class find the meanings of the words. Convince the students to give their best try to guess the meaning through context before they use their dictionaries.

When they are finished finding the meanings of the new vocabulary, ask them to work individually to finish Activities 6 and 7. Have the students compare and discuss their answers with their classmates before you collect the answers.

In this Time to read section, you can also take some time to exercise reading skills with your students. Ask the students to listen carefully and then read both biographies for them to imitate your pronunciation and intonation.
After you have modeled the pronunciation and intonation, ask the class to read both biographies out loud. Monitor their progress and provide feedback.

You can also divide the biographies in small fragments and have various students read individually each fragment until the whole article is read. Continue with the same game until you get the participation of most of your students.

In the Conversation and more section, practice their listening skills. Ask the students to close their books, take a walk around the class to make sure they all put their books away. Then, play the conversation two times and have the students to fill in the blanks with the missing information.

Ask your students to open their books and revise their answers. After that, ask the students to take notes of the vocabulary they don’t understand and try to infer the meaning from context or use their dictionaries.

Finally, ask the students to stand up and compare their answers with a classmate. Collect their answers and provide the students with feedback to close the section.

Before you have your students read the Enrich your vocabulary section, ask the students who prefer outdoor jobs and then the ones that prefer indoor jobs to raise their hands.

Indoor jobs
These types of jobs include all work that is done in buildings. It may entail traveling to other offices or buildings and may even include traveling abroad, but it excludes working outside for several hours at a time. A major benefit is the protection against environmental factors such as rain, wind and sunshine.

Outdoor jobs
These types of jobs entail working outside for the latter part of your work shift. Adventure seekers are drawn to outdoor jobs such as horse training, tour guidance, rescue work, etc. A major benefit of working outside is the feeling of freedom that comes with the work.

Tell your students that that day, you will focus on office jobs in which they are demanded to know the vocabulary related to office. Introduce the vocabulary and provide the students with opportunities for them to practice the new language. To close the section, have the students finish the activities related to the section, collect their answers and give them feedback.

In the Language in use section, ask your students to listen carefully to the explanation of the grammar point for the lesson. Teach your students the structure and use of the present perfect when asking questions and giving negative statements.

Provide the students with as many examples and opportunities for them to practice. Finally, have the students to finish the activities corresponding to the section. Collect the students answers and give feedback for the whole lesson.
Lesson 3

HOW ABOUT 3:00 P.M.?

Motivation

Greet the class and ask your students to raise their hands, the ones that have a formal job. Hopefully you will have a good amount of students that have jobs. Congratulate the students who have jobs and tell them you are proud of them.

Don’t forget to congratulate the rest of the class as well for choosing to study. After that, have the students who raised their hands to write the steps they followed to get hired.

The students who didn’t raise their hands will guess the process that needs to be taken to get hired by a company.

When they finish, have the students who don’t have a job to present their work to the class by reading it out loud. At the end, have the students who have formal jobs to share with the class their work through the same game.

After both groups have presented and discussed their work, explain to the students that the standard hiring process normally demands that candidates hand in a cover letter and a resume and also to be interviewed by a recruiter from the company.

Tell your students that they need to be very careful at the moment of writing their cover letters as well as their resumes because if they make too many mistakes, the employer may not even decide to read them.

Students need to understand that whenever they are writing a resume or a cover letter, they need to keep in mind that they are competing against many people that want to get the same position and they need to stand out from the rest.

Methodological guidelines

Ask your students to read the question on the chart on the first page of the lesson. After they have read it, ask the students if they know what a cover letter is. Independently of what their answers are, take the time to explain what a cover letter is.

A cover letter is a letter that you send to a company when you apply for a job, whether advertised or an unsolicited application. This tool can be a great asset in your job hunt.

Ask the students if they have ever applied for a job through a letter. Have the students brainstorm on how to write a cover letter.

Have the students work in pairs or small groups to imagine they were in a situation where they needed to apply for a job through a letter. Ask the students to write the letter for the company.

Have the students stand up and read the letters out loud. When they have finished, explain the students the kind of information someone looking for a job needs to include in a cover letter and have them rewrite the letter with the new information.
Make sure you provide the students with the job positions available so that they can have an idea on what to talk about in the letter.

A cover letter is often your earliest written contact with a potential employer, creating a critical first impression.

Effective cover letters explain the reasons for your interest in the specific organization and identify your most relevant skills or experiences (remember, relevance is determined by the employer’s self-interest). They should express a high level of interest and knowledge about the position.

Explain to your students that the first job you get could be called a stepping stone to start a career. Encourage the students to really plan the kind of job they want to get. Tell them that in order to have a career, it is necessary to find jobs that are related to what they want to do in life.

After your students show that they have understood the definition of cover letter and stepping stone, have the students remember some of their childhood favorite activities by having them listen to the interview provided in the Conversation and more section.

Ask the students to work individually to write a list of their favorite activities when they were children. Have the students use the interview as a reference that they just heard. When they finish, have the students stand up and share the activities with the class.

To close the section, have the students do the activities corresponding to the section. Make sure they all understand your directions and monitor their work. Collect their answers and give feedback if necessary.

In the Enrich your vocabulary section, have the students go over the section and see if they have any difficulties understanding what the exercise is about. If they have any problem understanding, take some time to explain the directions and provide them with more examples if necessary.

Provide the students with enough time to finish the exercises and also to be able to stand up and compare their answers with their classmates. When they finish, collect their answers and give them feedback.

Before you cover the Time to read section, have some examples of cover letters and resumes to share with your students. You can look on the internet and get examples. On the day of the class, have the students work in small groups.

Provide each one of the groups with a copy of a cover letter and a resume. Ask your students to find the difference between a cover letter and a resume. While the students are working, monitor the activity and be ready to answer any questions.
Persuade your students not to use their dictionaries before they try to guess the meanings of the new words by the context. Choose one leader from each group to present their work.

Then, have the students read the article about “Writing a cover letter and a resume”. Ask them to read the article and not to stop for new vocabulary. Have your students read the article again and take notes of the new vocabulary. Provide them with some time so that they can find the meaning of the new words either through context or using their dictionaries. Finally, have the students finish the activities related to the section.

Before you start asking your students to work on the telephone conversation in the Conversation and more section, advise your students that depending how good their cover letter and their resume looks, there is a possibility for them to be called by a potential employer.

If that happens to them, they need to be ready to have a telephone conversation to set an appointment for an interview. Then ask the students to work in pairs to work on the conversation in the book.

Make sure all of the students understand the directions and then monitor the activity. When they are finished, ask random students to read the conversation and have the rest of the class agree or disagree with the order. Finally, ask them to finish the rest of the activities in the section.

Before you introduce the Enrich your vocabulary section, advise your students about the importance of two-word verbs in English language and provide one or two examples. Then, ask the students to give you some examples to see how much of this type of verbs they know. Finally, have the students to go over the list of verbs provided in this section and do Activities 10, 11 and 12.

In the Language in use section, take the time to explain your students the different uses of “used to”. After explaining the topic, provide the students with many examples. You can get creative by showing pictures to the students to write sentences about them. For example: show your students a picture of a kid playing with marbles. I used to play marbles when I was a kid. Or show them a picture of a woman making tortillas. Corn flour is used to make tortillas. Finally, have the students finish the pending activities and give feedback.
First Unit

Lesson 4

WHAT IS YOUR IDEAL JOB?

Motivation

Say hello to your students and welcome them to your class. Tell them you are very excited to see them all. If any of the students is missing, ask his or her closest friends if they know what kind of problem their friend had to come to class. That will show that you care about your students.

Once you have greeted the class, ask the students to write a list of the aspects that they don't like about their current jobs. Tell them to stick their work on the wall, and then, ask them to walk around the class reading their classmates work.

For the students who don't have formal jobs, have them write a list of activities that they do at home and they dislike doing.

When they have finished writing and reading their work, have the students sit down and make a list of the aspects that describe their ideal jobs. Tell them that they don't have to be specific about a profession, but they are also free to mention it.

When the students are finished writing their lists, have them stand up and read their work out loud for the entire class. After all the students have participated, ask the students to tell you if they believe that it's possible to get their ideal job.

After asking randomly if they believe that their ideal job is reachable or not, remind them the quote you shared with them in the previous lesson about the word "impossible”.

“Impossible is just a big word thrown around by small men who find it easier to live in the world they've been given than to explore the power they have to change it. Impossible is not a fact. It's an opinion. Impossible is not a declaration. It's a dare. Impossible is potential. Impossible is temporary. Impossible is nothing.” – nba

Tell your students everything is possible through work. Dreaming is nice, but we need to go beyond dreaming. We need to work to reach what we dream about. Share the following quote with students:

“Too many people go through life waiting for things to happen instead of making them happen!”

- Sasha Azevedo, Actress (1978 May 20)

Ask random students about what they are doing to get their ideal job.

Methodological guidelines

Have random students tell you if they believe that first impressions are important. After getting some answers, tell your students that first impressions are very important when it comes to job hunting as well as in other contexts of life.
Have the students work in pairs to give you reasons why they think first impressions are important to them. When they have finished, have the students stand up and share their reason with the rest of class. Continue with the same game until you get most of your students to participate.

Before introducing the Enrich your vocabulary section, you can surf the internet and get a list of professions. Print each one of the professions on separate pieces of papers and make sure you have at least one paper for each student.

On the day of the class, provide each one of your students with one paper containing a profession and explain the activity. Ask the students to find the meaning of the profession they have been given. Once they all know the meaning, tell them that some of the professions are classified as indoor and some other as outdoor. Then, provide them with some tape and then ask them to go to the board and stick the paper under either indoor or outdoor jobs.

Then, have the students go over the pictures provided in the Enrich your vocabulary section and have them match the professions with the pictures. Provide the students with enough time and be ready to answer any question from your students.

To finish the section, you can model the pronunciation of the list of professions on the board. Ask the students to repeat after you and then have them read them out loud. Depending on time, you can ask your students to write a sentence with each profession to make sure they understand the meaning of the words. Finally, have the students finish Activity 2.

In the Conversation and more section, ask your students to work in pairs to complete the questions made to a lecturer on a seminar about techniques for getting a better job. Ask the students to use the context only.

Check how many of the spaces they could fill up just by using the context. Then, advise your students to play close attention to the audio to get the missing words. Play the CD and monitor the activity.

Then ask the students to read the whole documents to check their answers. Ask the students to read the article again and tell you if they agree with the lecturer. Ask them to compare themselves with the way the lecturer advises you to handle a interview.

Depending on time, you can ask your students to pretend a friend is having an interview the very next day and he or she asks for advice from them. Ask them to make a list with advise that the friend should take into account before and during the interview.

To finish the section, ask your students to work individually to finish the corresponding activities. Before they start to work, make sure they all understand the directions. Once they are working, monitor the activity and be ready to answer any question.

Before you start working on the Time to read section, ask your students to guess what document potential employers read first when they are recruiting employees. After getting some answers, have them give you a reason why they believe that.
Collect the students’ answers, and then tell them that when a position comes available, there are a lot of people that want to get that position. Potential employers get tons of applications and they don’t start reading all the applicants’ resumes. First they read everybody’s cover letters.

According to some recruiters, there’s a 99 percent chance not to look at the resume if the cover letter contains grammatical mistakes. If you can’t present a perfect image when you’re searching for a job, you won’t be perfect once you’re hired.

A cover letter allows you to talk in your own voice, link your experiences to the specific job opening, share your special abilities and show that you can write cohesively and effectively, which is important in any job. In other words, “It helps you sell yourself,” says Arlene Vernon.

After explaining the students about the importance of a cover letter, ask them to read the article in the Time to read section. Ask the students not to stop for every new word they find. Ask them to read the article two times without stopping. Then, ask your students some questions to check on their understanding and also provide them with some time to look up the meaning of some words they couldn’t understand through meaning.

Finally, ask your students to finish the activities corresponding to the section. Monitor the class and be ready to help the students when they need your help. Collect their answers, provide them with feedback and move on to the next section.

In the Enrich your vocabulary section, ask your students to work in groups and imagine they just got a job position within a new company. The company that just hired them is opening a new department. The company requires for them to write a list of the things they need in their office so that they get settled. Ask the students to write a list with all the things that are needed in an office.

Ask the students to close their books while they are working on their lists. When they are finished, choose a leader to read their list out loud. Then ask them to go over the list provided by the book. Ask the students to compare their list with the one they wrote. Provide the students with some time to look up any new words.

In this section, you can take advantage of the list of objects provided by the book and the one created by students to work on pronunciation. Model the pronunciation to your students by reading them and having your students repeat after you. Finally, have the students read the list and ask them to finish the activities corresponding to the section.

In the Language in use section, you will be teaching the students to express the past and things they are accustomed to do through the use of “used to”. Make sure you explain to the students to pay attention to the context in which “used to” appears to be able to know what it is referring to.

You can open this section by sharing a brief story about yourself. Tell them that when you were a teenager you used to go out on weekends and spend all night dancing. The next day you wouldn’t get up not even to eat. Now that you became a teacher your habits have changed. Now you are used to staying up late at night grading papers and getting up very early the next morning. Give the students many examples and ask them to finish the activities in the section.
Lesson 5

HAVE YOU EVER BEEN TO THE STATES?

Motivation

Greet your class and show happiness to be there that day. After you have greeted the class and made them feel welcomed to your class, share a brief story about what your goals were when you were younger. Include the fact that you have always wanted to be a teacher.

After sharing your story, ask them to make a list of what they want to be in the future: a doctor, engineer, nurse, mechanic, politician, etc. Most people choose what they want to be based on the economic rewards that they may get, and there are also some people in which the emotional reward is more important.

Find out what the students reasons are to choose what they want to be. Also ask the students to write a list of things that they would buy in the first five years working as a doctor, engineer, nurse, politician or whatever profession they chose.

Have all your students participate in this activity by asking each one to stand up and read their work out loud. At the end, encourage students to work for what they want.

When they have finished presenting their work, they will be thinking about their goals for the future regarding to professions and the possessions they would like to have in the future.

Methodological guidelines

In the Conversation and more section, ask the students if they dream about a job that would have them traveling around the world.

Ask your students to work in small groups. Before they get situated in their groups, explain the activity. Ask them to imagine they have a job position in which they have the possibility of traveling around the world. They will be asked to name the job position and the countries they want to visit next year. Ask your students to also include reasons for their choices in their report.

Provide the students with time to do the activity without feeling rushed, and be ready to help them anytime. When they are finished, choose one student to be the reporter of the group and give him or her couple of seconds to go over the report to get ready.

Before the reporters start presenting their group work, ask the rest of the class to pay attention to their classmates. Have each one of the reporters present their work and provide them with feedback if needed.

Ask your students to close their books to listen to a conversation. Walk around the class to make sure they all put their books away. Then play the conversation listed in the Conversation and more section.

Play the conversation two times and then ask some questions to check how much they understood from it. Finally, have the students go over the conversation and do Activity 1.
Before you ask your students to start working on Activity 2, make sure they understand the directions and the new sound introduced through it. Finally, have them do the activity and check their answers.

As a suggested activity, before you introduce the Enrich your vocabulary section, ask your students to think about all the members of their families that have jobs. Ask them to give you a list all the professions they can find in their families. They can include brothers, sisters, fathers, mothers, uncles, cousins, etc.

Provide the students with enough time to think about their family members and professions and then how to say them in English. It might take them some time, but the activity will help diagnose how much they know about professions.

While they are working, monitor the activity and help them with any question they may have. When they are finished, ask them to stand up one by one and mention their relationship with the person and his or her profession.

As each student is presenting his or her work, make sure you take notes of the professions they mention. When they finish, you should have a considerable list of professions. Write down the list on the board and make sure all the students know the meanings of the professions.

You can also play a game. Have the students make circle in the middle of the class. While the students are in the circle, give a ball one of the students in the circle. Tell them that you will play some music and while the music is playing, they will be passing the ball around the circle. When the music stops, whoever has the ball will be asked to stand in the middle of the circle and mimic a profession.

The rest of the students should pay attention to the mimics and guess the profession. When they finally guess it, the student can go back in the circle and continue playing. Continue with the game until you get various students to participate.

When you are finished with the game, ask your students to go back to their seats and open their books. Ask them to go over the list of professions listed there and compare it with the one you wrote on the board. Ask them to combine the two lists and check if there are any new words they want to include on their personal vocabulary list. You can also model the pronunciation of the words by reading them and then have the students repeat after you.

After the students show that they understand the vocabulary and know its pronunciation, have them do the activities corresponding to the section. Monitor the activity and be ready to help with their questions. Finally, collect their answers and give them feedback.

Previous to introducing the Time to read section, you can get a copy of the cover letter template provided in the book and use scissors to cut it in fragments. On the day of the class, you can bring some glue or tape, the letter templates in envelopes. Have the students put it in order. Make sure the students close their books before they start with the activity.

Have the students work in small groups. Provide each group with a sheet of blank paper where the students will be asked to glue the fragments of the letter. When they are finished, have them evaluate themselves if they didn’t get the order right.
Have the students go over the cover letter template. Find out how much they understood from the reading without looking any words up in a dictionary. Then, ask them to go over the document again and use their dictionaries to look up any new words.

Before you ask them to do the activities related to the article, ask random students to read fragments of the reading to check on how they are doing on pronunciation and intonation. Finally, ask them to do Activity 5, check their answers and give feedback.

Look at the list of the type of jobs provided in the Enrich your vocabulary section and write them on separate sheets of paper. Ask some volunteers to come to the front of the class and mimic the jobs and get the class to guess the jobs.

After they have guessed the jobs, have the students read the list out loud and evaluate their pronunciation. Ask random students to read the list individually and provide feedback regarding pronunciation if necessary. Finally, give the students directions to finish the activities in the section and check their answers.

Advise your students that there are certain job positions that demand certain employee characteristics. A recent study has demonstrated that personality traits have a big influence on your job.

Researchers at the University of Western Sydney, Australia found that in many cases personality, rather than education or the occupation of a person’s parents, played a bigger role in determining what jobs people ended up with.

The study showed that people in managerial roles tended to be more open to experience and more conscientious but less agreeable than others in different job roles. Clerical workers were the most conscientious but least open to change, while salespeople were the most extroverted and agreeable. Office workers were among the least conscientious, but they had high levels of emotional stability.

Ask your students to think for a couple of minutes about what kind of jobs they think they have the personality for. Ask them to write a list of job positions and a list with their personalities.

Previous to introducing the Language in use section, find some pictures of goods, such as: a flat screen television, a car, a house, a stereo, etc. When you get to the class, stick the pictures around the class. Tell your students that as soon as you started working as a teacher you made your goal to buy the items they see on the wall.

When you have finished your story, share a similar story about one of your relatives and how he or she met his or her goals. Make sure you mention their goods and write them down on the board. Make a list with both yours and your relative’s. Then ask questions: Whose television is this? Whose digital camera is this? Finally, explain the grammar topic.
Procedures and methodology of Hands on!

At the beginning of the unit, take the time to explain that they will be asked to present a project at the end of the unit.

Explain that the project is divided into four parts called Hands on! 1A to 1D. The students will be asked to periodically present advances of the projects. The advances of the project are related to the topics developed in every lesson, therefore the success of the project will depend on how successful they are on the lesson.

You can introduce the Hands on! 1A by explaining some types of goals someone can have:

Achievement goals - These describe results that you will have when you finish the goal. Examples include: retire with a million dollars at age 65, earn a promotion by June, and increase sales by 5%. Most major goals are achievement goals.

Action goals - These describe specific actions that you will take to accomplish achievement goals. Examples include: meet with an investment counselor, attend a workshop to learn new job skills, contact all of the prospects in the database.

Career Goals - Where do you want to be in your career five years from now, ten years from now? In what position do you see yourself and what will you do to reach there, what kind of value addition you will do to your skills, both hard and soft, will fall under career goals.

Relationships & Family Goals - Relationships and family are one of the biggest assets that you may have. How will you improve your old friendships, and make new ones? What will you do for your spouse, children, parents, greater family, so as to take these relationships to a greater depth? It is worth it to set goals in this area to have a fulfilled life.

Social Goals - More often your success will be measured by what you do for the society rather than your personal achievements. As a human being, it is your responsibility to give back to society more than what you receive from it. Any goals that you set for this purpose are social goals.

After explaining the different types of goals, ask the students to go over the Hands on! 1A. In this stage of the project, students will be asked to write a list of goals they want to meet next year or in two years. Ask them to include goals related to their work, family and social life.

In the Hands on! 1B, have the students to go over the list of goals they wrote in Hands on! 1A. Ask them to choose the goals they consider are already being met through their current jobs and the goals that are still pending.

Have the students evaluate the following aspects of their jobs: income, professional development, health benefits and free time to spend with their families. If there are students who don’t have jobs, tell them they need to describe in one or two paragraphs the type of job that would help them to achieve success. At the end, both the students with and without jobs will hand in a report containing one or two paragraphs with their ideas.

In the introduction of the Hands on! 1C, take the time to explain the definition of the term "stepping stone": a stepping stone is not a destination but part of a path toward your goal.
Tell your students that if they have a goal related to a specific type of job in the future, they need to realize that they cannot close the door to other job offers.

For example, if someone wants to be the head of a department within a certain company, the stepping stones to that goal would be to first get the education level needed for the position and then get experience through other job positions. The jobs positions to get experience might not even be within the same company that he or she desires to work for. Besides that, that person might need to go to special trainings, workshops, etc.

Tell your students that for a job position to be considered a stepping stone it needs to meet three key attributes: (1) the starting wage: referring to the initial salary, (2) the wage growth on the offered job: refers to the possibility of getting raises in the offered salary, and (3) the probability that the offered job will lead to offers of better jobs.

Advise the students that in a stepping stone job, even though it is transitional, they need to stay motivated and work very hard so that they get good recommendations when they decide to apply for a better job.

Once you have explained to your students the definition of “stepping stone” and have given examples, ask them to choose one of their goals related to work and ask them to write three stepping stones that according to them would help them reach that goal.

In the Hands on! ID, go over the following list of personal skills and have the students evaluate themselves and write down the skills that they identify themselves with. Then ask the students to also think about their level of education, their personal skills and their experience to write a list of jobs that they consider would be best for them.

Personal skills:

Carefulness: Do you have a tendency to think and plan carefully before acting? This helps with reducing the chance for costly errors, as well as keeping a steady workflow going.

Cooperation: Willingness to engage in interpersonal work situations is very important in the workplace.

Creativity: You’ve heard of “thinking outside the box”? Employers want innovative people who bring a fresh perspective.

Discipline: This includes the ability to keep on task and complete projects without becoming distracted or bored.

Optimism: A positive attitude goes a long way toward productivity.

Order: “Where did I put that?” A tendency to be well organized helps employees to work without major distractions or “roadblocks.”

Sociability: How much you enjoy interacting with coworkers affects how well you work with them.
Unit 2
The environment in El Salvador

Unit concepts
This unit introduces the use of adjectives. Throughout this unit, both comparative and superlative forms of adjectives are practiced. The adjectives in their comparative and superlative forms are introduced through a variety of topics related to geography, weather, means of transportation and lifestyle in El Salvador. These topics are introduced in every form of the language, rather through listening, speaking, reading and writing activities. Besides the comparative and superlative forms of adjectives, some other grammar points are introduced such as the use of “be supposed to” and the passive voice in the present tense. Useful expressions, seasons, types of weather, current issues related with weather, geography, local food, transportation, health, and lifestyle are the topics that are introduced throughout the unit.

This unit is intended to provide the students with the competences and the opportunity to practice the target language while discussing topics of their everyday life. All the grammar points and the vocabulary have been introduced in contexts that are meaningful to students, and therefore more interesting.

Grammar
In this unit, students will be introduced with a variety of grammar points, such as the comparative and superlative forms of adjectives, “be supposed to” and the passive voice in the present tense. The comparative and superlative forms of adjectives are very useful in English.

This unit has to make an emphasis in the formation and use of both comparatives and superlatives. For more details about the definition, formation and use of comparatives and superlatives of adjectives, visit: http://www.englishclub.com/grammar/adjectives.htm. This website will give you more details about the different types of adjectives and different spelling changes in their formation. This unit is intended to help students to differentiate when to use the comparative or the superlative form of adjectives. Besides the comparative and superlative forms of adjectives, the use of “used to”, passive voice in the present tense, present perfect continuous tense, future tense with “will” and linking words are introduced and practiced throughout the development of a variety of topics related to the students’ everyday lives.

Vocabulary
A considerable number of vocabulary words have been introduced in order for students to get familiar with the topics being developed throughout this unit. The vocabulary provided for the students is intended to be the stepping stones for students to practice the new grammatical points with a wider variety of topics.

Everyday English
Vocabulary about weather, lifestyle, and means of transportation are introduced and practiced throughout the unit. These types of topics provide the contexts that resemble their everyday experiences, so they provide the competences students need to be able to handle communicative transactions in real life situations.
Lesson 1

HOW IS THE WEATHER?

Motivation

You should start the class by greeting the students and asking them how they are feeling. You can also extend the greeting among the students by asking them to greet their adjacent classmates. After giving a warm welcome to the class, ask the students to tell you how many seasons we have in El Salvador and which one they prefer the most. Ask them to either write down or to tell you reasons why they prefer a particular season.

Before you ask them to open their books, ask them to pay very close attention to the conversation that they are going to listen to. Tell them that they can get a piece of paper and take notes about what the conversation. Ask students to be quiet while listening so that they can understand and focus on the conversation. Play or read the conversation two times.

After playing or reading it two times, ask students some general questions about what they heard to see if they understood it. Once they have answered some questions about the conversation, you should ask them to open their books and read the conversation.

Tell your students not to worry about not understanding every single word from the conversation. You should ask students to read and answer the questions according to the conversation they listened to. Provide students some time to answer the questions, and then ask them to compare their answers with other classmates.

Methodological guidelines

Optional activity: Ask students to listen to each line of the conversation and repeat them out loud. Then ask students to act out the conversation by playing the different roles. If you are in the tutoring session, you can also play or read one of the roles and ask students to take the other role. After you finish with one role, you should change roles with the students. This activity will help students to focus on pronunciation. You can also get students to practice the conversation in pairs. While they are practicing the conversation, you should walk around the class to monitor their progress in pronunciation and intonation and take notes on the words they are having problems with. Write the list of words that are not being pronounced right on the board and ask students to repeat after you.

Then, ask students to take some time to go over the conversation and take notes about the new vocabulary so that they can make their own vocabulary list to practice in different contexts other than the topics discussed in the classroom.

After that, you can motivate students to read, listen to and practice the conversations provided in this activity. If you are in the tutoring session, divide the class into two groups to take the roles of A and B taking turns. If there is time, ask for some volunteers to go to the front to act out the conversations.
In the Language in use section, you should take some pictures to the class with things that you can compare. Try to take pictures of things that are related to topics being talked about. You should provide students with one or two pictures and ask them to write adjectives to describe whatever picture they have. The pictures should present differences. Persuade them to write as many adjectives as they can.

Once they have finished writing, ask them to show their picture to the class and read the list of adjectives out loud. If you have a big group of students, you can get them to work in groups. And then the groups will take turns showing the pictures to the rest of the class and read the list of adjectives they came up with.

Ask students to sit down and keep quiet. They should pay very close attention to the other speakers. Then, take some time to explain the different spelling rules to make comparative and superlative forms of adjectives. Also work on pronunciation with the students. Give them examples on how and when to use the comparative or superlative forms of adjectives. Once you have explained the topic, ask students to do Activities 2 and 3 and compare their answers with their classmates, and give them a couple of minutes to discuss their answers.

You can check the answers by randomly asking students for the answers and getting the rest of the class to agree or disagree. After getting all the students to agree with the right answers, take some time to reinforce the students that show some difficulty in understanding. You should point out the weaknesses for the entire class. After this, ask two or more students to stand up and show the pictures they were previously given and give the rest of the class practice by building sentences using the comparative and superlative forms of adjectives. Go around the class asking different students to show their pictures so that they can get as much practice as possible.

You can introduce the Time to read section by asking students to mention different vacation spots that they like in El Salvador. You can ask questions to find out why they like those places. After that, get students to read the articles shown in the Time to read section, and tell them not to stop when they find a word that they don’t understand. Encourage them to keep reading to get the main ideas. They can read the article individually or in pairs. Once they have read the article, ask them to do Activity 4. Give them a couple of minutes to do the activity, and then get the answers from random students. Make sure all students have the opportunity to participate in the development of the class.

You can also take advantage of this section to practice pronunciation by asking students to listen to and repeat the reading. After practicing a couple of times, ask random students to read pieces of the conversation. Go around the class asking different students to read the article until they master the right pronunciation.

As an extra activity for this session, you can provide your students with a list of adjectives and have students to come up with two similar things they can use them with. For example: dirty, big safe, crowded; dirty: Acelhuate River, Apulo Lake; big: La Gran Via Mall, Metrocentro Mall; safe: car, bus; crowded: San Miguel Carnival, “Tierras Agostinas” in San Salvador. When they have answers for all of the adjectives, have them make comparisons using the comparative form of the adjectives.

In the next Time to read section, ask students to close their books so that you can read or play the passage. Ask them to be as quiet as possible. Play or read the passage two times and ask questions about it. After that, have students do Activity 5.
After finishing the activity, get students to go back over the readings to make a list of the new vocabulary. Ask them to look up the meanings of the new vocabulary and practice it on their own. Emphasize the fact that there are some adjectives with irregular comparative and superlative forms which need to be memorized.

Before you ask the students to open their books or flip to the Enrich your vocabulary section, tell the students to listen carefully to a list of words. Play or read the list of words one at a time before you ask them to repeat, and tell them not to worry if they don’t sound exactly the way to pronounce it but to try as best as they can to understand. Then, ask them to open their books and repeat the words out loud. Once they have practiced the pronunciation, ask them to go over the list of adjectives and look up the meanings of the new vocabulary. Get students to do Activities 8 and 9.

In the Language in use section, introduce the use of “be supposed to”. Try to use it in contexts that are related to the topics being developed. As an example, you can bring charts containing the name of the months, seasons or places. Show the charts to the students and they can answer with sentences using “be supposed to”.

Advise your students that “be supposed to” has different meanings depending on the context that it is used. “Be supposed to” means “it is said to”. For example, El Pitá is supposed to be cold. It also means “something that is expected, arranged or planned to happen”. For example, I’m supposed to take the camera with me. Finally, it means “something is not advisable or desirable for you to do”.

After you explain the different meanings that “be supposed to” can have, you can have the students practice with an activity. Provide the students with a list of sentences using “be supposed to” and ask the students to write to the side of each sentence whether it means “it is said”, “something that is expected, arranged or planned to happen” or “something is not advisable or desirable for you to do”. You will find this activity in the supplementary activities presented below.

Once you have introduced the topic, get students to finish Activities 10, 11, 12, 13 and 14. If you are in the tutoring session, get students to compare their answers. After they finish with the activities, get the answers for each activity by asking random students. Focus on those students that haven't participated much in the tutoring session.

After they finish with the activities corresponding to the Language in use section, provide some extra time and encourage students to review the entire lesson focusing on those areas where they have had more difficulties. Give some time for feedback and get them to finish the self-evaluation.

**Supplementary activities**

1. Bring a variety of objects to the class. Give one object to each student and ask them to brainstorm all the adjectives they can possibly think of that relate to the object. When they are finished brainstorming, ask each student to stand up and start reading the list of adjectives without showing what he or she is describing and get the rest of the class guess what the object or picture is. If you have a large group, you can get the students to work in groups. When they are finished brainstorming the adjectives, choose a leader to read the list of adjectives to the class.

2. Read the following sentences and find out what “be supposed to” is referring to. Write down the letter that corresponds with the definition of “be supposed to” next to each sentence.
Methodology Guide

a. Something that is said
b. Something that is expected, arranged or planned to happen
c. Something that is not advisable or desirable for you to do

1. I called Pollo Campero for home delivery, so they are supposed to be here in half an hour.
2. You’re not supposed to throw trash on the ground.
3. According to the weather forecast, it is supposed to rain tomorrow.
4. When you visit someone, you are supposed to call them first to let them know.
5. You are not supposed to be late to work.
6. You’re supposed to answer when I call your name.
7. I asked my wife to come; she is supposed to be here any minute now.
8. The San Miguel carnival is supposed to be very crowded.
9. My new neighbor is supposed to be a very good engineer.
10. La Gran Via is supposed to be the nicest shopping mall in Central America.
11. When your child gets sick you’re supposed to take her to the doctor.
12. Your family is supposed to be there for you whenever you need them.
13. April is supposed to be the hottest month of the year in El Salvador.
14. You’re supposed to wash your hands after you touch raw chicken.
15. When it is sunny outside you’re supposed to protect your skin with sunblock.

3. You can also introduce the following activity for students to get more practice using “be supposed to”. Remind the students that “be supposed to” means “be expected to”.

Have your students to work in pairs to complete the exercise.

Match the phrases on the left with the phrases on the right to make complete sentences.

1. __ Nobody expected me to work hard  a) but I’d rather meet Julie.
2. __ I was supposed to give in my report  b) it’s staff only.
3. __ I’ve got children, so I’m not expected  c) so I always wear suit.
4. __ You’re not supposed to be here,  d) on my first day.
5. __ I’m supposed to be revising,  e) but I didn’t finish it.
6. __ We’re expected to dress smartly,  d) to work every weekend.
7. __ I was supposed to buy him a ticket,  e) by the time the customers arrive.
8. __ You’re all expected to be at work  f) but I forgot to get one!

Answers:
Activity 1: Answers may vary.
Activity 2: 1.b 2.c 3.a/b 4.c 5.c 6.c 7.b 8.a 9.a 10.a 11.c 12.b 13.a 14.c 15.c
Activity 3: 1.d 2.e 3.f 4.b 5.a 6.c 7.h 8.g
Lesson 2

WHAT ARE THE MAJOR SOURCES OF POLLUTION?

Motivation

Before you start with the lesson, ask students what kind of transportation they use to go to school. Also, motivate students to create habits that are environmental friendly, such as walking, recycling, planting trees, etc. Take some time to explain how the modification of some of our everyday habits can make a big change in the quality of our health and planet.

Methodological guidelines

Once the students are ready for the Conversation and more section, tell them to go straight to the glossary at the bottom of the page so that they can get familiar with the new vocabulary. Make sure they understand the definitions.

One activity that you can do with your students after they have reviewed the glossary terms is write the terms on the board and ask students to volunteer to go to the board and write down what the word means.

After that, have students close their books and listen carefully to the conversation. Play it or read it at least two times. While the students are listening, have them write down any additional words or expressions that they do not understand. Take the time to review their questions before moving forward.

Once the students feel comfortable with the conversation and the meanings of the new vocabulary, get students to answer general questions about the conversation. For example, Where does the conversation take place? Why do you think that? Are the people in the conversation happy? What words are used to describe the mood of the characters? Use your imagination to describe the place where the characters are. What sounds do they hear? What do they smell? What time of day do they think it is and why?

Have students open their books and ask them to practice pronunciation by reading out loud after the recording sentence by sentence. You can also assign a few students in your class a character, and have them produce a short role play of the scenario either in front of the class or while sitting. This will give your students practice on pronunciation while being interactive.

Then, ask the students complete Activity 1. Provide them with enough time and be ready to answer any questions that they may come up with. They can do it either independently or in groups. Do a quick answer check by asking the students to pass their answers forward to the student in front of them. The student at the front will pass their answers to the person at the end of the row. You can then go over each answer and have the students score their classmate’s work and place their name on the paper. If you want to use the answer key to grade, have the students pass their papers forward to you. One way that you can keep accountability is by telling the students that for every error that they made while scoring they will have points taken off of their own paper.

Introduce the Enrich your vocabulary section by asking the students if there are any factories close to their houses or community. What kinds of factories are they? Get them
to brainstorm what impact those factories have on the environment. Ask the students to write a list of negative effects of the factories. Ask the students to present to the class what they have come up with. Once you have the students thinking about pollutants, introduce the new vocabulary by listening to each word. Have students repeat the words to work on pronunciation. Provide the students with enough time to read the definitions a couple of times so that they can fully understand the new vocabulary. Tell the students to use their dictionaries to look up the meanings of new words.

If there are no factories near the students' homes, you can create examples of factories that would be useful to create a classroom discussion. Below are a few examples of factories that negatively affect the environment. Here is a list of factories that you can use for this discussion:

-Sugar Factory — the smoke that is emitted into the air
-Battery Factory — the release of lead into the air and soil (if you want to discuss the consequences of lead in the air and soil then take some time before class to investigate how lead negatively effects the environment and humans)
-Paper Factory — the amount of trees used to make paper or other paper materials that are then thrown away

Once they have finished reading the definitions of the new words, have the students finish Activity 2. If you are in the tutoring session, you can get the students to work in pairs so that the answers can be discussed among themselves. When they finish filling in the blanks, you can divide the class into two groups and have them take turns reading the definitions and the answers. Pay close attention to the words they are not pronouncing correctly to give feedback at the end of the session.

In the Time to read section, ask the students to close their books and get them to tell you what comes to their minds when you say “greenhouse”. Find out how much they know about this phenomenon. If they need help you can give them a brief explanation. Explain to them that many stores that sell plants keep them covered with either a plastic tarp or actual closed in windows. They do this to keep the environment at a certain temperature and also to keep in moisture. Ask your students if they can explain how that process works. They may be able to explain it and that is great. They may not fully understand the concept. Before going into more detail, ask them to open their books and read the article. While reading the article, the students can write down a list of vocabulary that they do not understand.

Once they have read the article, go over any questions they might have about the vocabulary. Then, open the classroom to discussion again asking them to explain what “greenhouse” means.

Once you see that they fully understand the concept, then you can ask them to answer the questions in Activity 4. This can be done in pairs or individually. After they finish answering the questions in Activity 4, go over and check the answers. If you feel that they would benefit from practicing pronunciation, then ask the students to read the article out loud.

If you are interested in adding an extra class activity, then make a few copies of the article and cut the article into separate sentences. Form groups and ask the groups to put the article back together. They cannot have their book open during this activity. To further class discussion, take the time to help the students really understand about the similarity between a greenhouse and our planet. Make sure that they understand
the importance of global warming and the impact that it has on the survival of our planet. Open a discussion on how they can improve their daily habits to be more environmentally friendly.

Here are a few daily habits that can be discussed to help open discussion with the students:

- recycling versus burning trash or littering
- planting trees in your community (be sure to investigate how trees help with global warming)
- walking short distances instead of driving

In the Conversation and more section, ask students what an NGO is and see if they can give you some examples.

Some examples of NGOs in El Salvador include the following:

- CARE
- Save the Children
- Habitat for Humanity
- UNICEF
- Peace Corps

Ask the students if they have ever been affiliated in any projects from NGOs, whether it be something that they were personally involved with or something that they have heard about and have some information to share. If there was personal involvement, then ask the student to explain what the project was and what their role was in facilitating the project. If no one has ever had any experience working with an NGO, then share an experience that you have had with an NGO or a story that you have heard about in El Salvador.

After they have been given some background information on an NGO, ask the students to pay close attention to the conversation they are about to hear. They should have their books closed and pens down. Play the conversation a second time, this time asking them to write down any vocabulary that they did not understand.

Write down the words that they did not understand on the board. Have them open their books and read the conversation. This time they will try to understand the vocabulary through the context of the reading. Give them some time to try to put the definitions to the words that you have written on the board.

Then have the students tell you what they think the definitions are and if they were unable to infer the meaning of the word. Then go over any unknown vocabulary.

Before answering the questions in Activity 6, you can ask the students to work in groups. Their goal is to create their own NGO based on problems that they see in their communities. Ask them to create a name for the NGO, list the problems that will focus on and how they plan on solving the problems. Try to keep the activity based on the environment but also allow for creative freedom. Sometimes it is fun to see where your students will take you.

In the Enrich your vocabulary section, get the students to go over the examples and have students compare themselves with the examples provided. Ask the students how they handle situations that they don’t agree with. Ask the students to think about how they would approach their neighbor that burns their plastic trash in front of their house. In this situation, you can get students to volunteer to role play: one student is the neighbor that burns trash and the other student wants to educate the neighbor on the
environmental problems that action causes. You can go around the classroom getting more volunteers to reenact the same situation or you can create more scenarios for new volunteers to role play. Here are a few ideas for role playing in your classroom:

- Imagine that you are on the bus with your friends and one of your friends throws his trash out the bus window. You want to help him understand the environmental consequences of his actions.
- You realize the importance of having a stove instead of cooking with wood and destroying forests, but your mom does not like to cook on the stove. Try to convince her of the importance of no longer cooking with wood.
- Your school director drives a car that emits a lot of smoke and fumes. How would you approach the director to let her know that are concerned about its environmental consequences?
- Your mom uses a lot of pesticides in the house on mosquitoes and cockroaches. What would you say to your mom about those pollutants and how they affect the environment?

Another activity you can share with the class to help them become more aware of environmental problems is to bring pictures that show problems like trash in the ocean, lakes or rivers or sea animals that are being choked by the plastic that goes around a six pack of soda. There are many photos that show animals that are covered with oil from accidental spills. You can look for pictures of different parasites that live in contaminated waters that contain fecal matter. Get creative. This activity can be very impactful on your students and create a large group discussion.

When you are in discussion with your students, do not focus on grammar mistakes. Do not take the time to correct a student's pronunciation or grammar because that will keep them from gaining fluency. Instead, keep in mind the mistakes that were made and at the end of the discussion repeat them verbally or write them on the board so that they can practice them in the future.

Here are a few tips on how to teach the Language in use section:

Explain to the students that the passive voice focuses on the person or thing that receives the action of the verb.

Active voice: People throw trash everywhere in my community.

Passive voice: Trash is thrown everywhere in my community.

The verb in this sentence is “throw”. Who receives the action of the verb “throw”? The “trash” receives the action of the verb “throw”. Therefore, the passive voice sentence will start with “trash”. Once you have a word, which is always a subject, then add the form of the word “be” followed by the past participle of action verb plus the complement.

Here are all the different forms of the word “be”: am/is/ are.

A complement is what is being talked about. So let’s break down another example of how to change an active sentence to a passive sentence:

Active voice: Tourists feed the animals in the zoo.

The action verb here is “feed”; the subject of the action verb is “animals”, so the passive sentence starts with animals followed by the correct form of “be” and the past participle of the action verb and the compliment. The passive voice of that sentence would be: Animals are fed by people in the zoo.
Lesson 3

WHAT ARE THE EFFECTS OF DEFORESTATION?

Motivation

Ask the students to take a couple of minutes to think about how many trees they have on their property. Also, ask them to describe the difference in weather and climate between an area that has trees and an area that does not have trees. Have them explain to you why they think trees are important. At the end of this conversation, take a few minutes to talk about how significant trees are for the environment.

Methodological guidelines

Before reading the Conversation and more section, tell the students about Marcos’ problem. Bring a picture that depicts the erosion problem. Guide the class in brainstorming some ideas that they would have if they had the same problem as Marcos. Have the students work individually to write a list of solutions. Ask individual students for their possible solutions. Once they have finished, you can move on with the activity as you normally would.

In the Conversation and more section, assign your students to read and study the first conversation twice. After reading the conversation the first time, tell the students to review the glossary words at the end of the page so that they will be able to better understand the meaning of the conversation. Once they have read the conversation two times, ask them to answer the questions in Activity 1.

If your students are in the classroom, you can have them work in pairs to compare and discuss their answers. Allow their partners to check their answers. They can then practice the conversation with each other. To help the students practice with their listening and pronunciation skills, ask them to close their books and repeat out loud.

In the Enrich your vocabulary section, you should tell students to read and listen to the list of words that relate to deforestation. Tell them to listen to and repeat each word out loud several times.

After listening to and repeating the vocabulary words, ask them to make a guess what each word means. If they show difficulty, allow them a few minutes to use their dictionaries. After they have learned the meanings of the words, have them work on Activities 2 to 3 to check their learning progress.

In Activity 3, you can play a game where you ask the students to ask the following questions to their classmates. The game is called “Find Someone Who…” Some examples of the questions are: Have you done anything to try to stop deforestation? Do you have trees near your home? Have you ever heard of a natural disaster in El Salvador caused by deforestation? The students make a list of the questions and interview each other. When they get an affirmative answer, they should write down the classmates name beside the question and then move on to a different classmate.
with a different question. The first student to have all of his or her questions answered affirmatively wins the game, and that winner stands before the class and presents the names. For example, "Jose has five mango trees in his front yard. Martha has planted trees in her neighborhood, etc."

Introduce the Time to read section by asking students questions regarding the daily activities of rural people in their communities. Questions such as: Do they know anybody that cooks with wood? What kind of agricultural activities are there in your community? Are there any fields used to grow crops? What do they think are the effects of pesticides? Then get the students to brainstorm the causes and effects of deforestation.

Now ask students to go to the glossary and read over the new vocabulary and definitions. Make sure they understand the meanings of the new vocabulary in the glossary. Then, ask them to go over the article based on deforestation in El Salvador and make a list of the vocabulary that they did not understand. Ask them to try to infer the meanings of the words from the context of the article. After they familiarize themselves with the vocabulary, have the students read the article from the beginning and answer the questions in Activity 5.

A game that can be used along with Activity 5 is to create groups of 3 or 4 students and have them try to find solutions to the deforestation problems in El Salvador. Explain to them that a part of this group work is to also show consideration and politeness to each other even when there is possible disagreement.

In the Enrich your vocabulary section, ask the students to make a list of the names of 15 animals. Then ask various students to read their lists out loud to the class. Take note of the animals that are mentioned and then ask students which of those animals are found in El Salvador. That will be a warm up for the students to start thinking about common animals here. Then ask the students if they have noticed any difference over the years to the population of those animals. Once the students have began to think about now we have less animal population then we did in the past go over the Enrich your vocabulary section by looking at the pictures and practice saying the names of each animal.

Another game that can be used before beginning Activity 6 is the following: Ask the students to think of one animal. Have everyone stand up. You point at the student and he or she has to say the animal and then sit down. Quickly point at another student and do the same. If one student mentions an animal that has already been mentioned by a student before, and then they should give as much information as possible about that animal that they can think of.

Once students have gotten familiar with the Enrich your vocabulary section, have them do Activity 6.

In Activity 7 tell the students that they are going to listen to a conversation between a police officer and a woman. The woman has just witnessed a natural disaster. Play the audio once as students listen without writing. Then play the audio once or twice more as needed while students answer the questions to Activity 7. Have the students compare answers, and then play the audio again for them to confirm their answers.

Ask your students to think about a natural disaster that they have witnessed or seen on television. It does not have to be excluded to El Salvador. Tell the students to write down what happened that day and to be as descriptive as possible. Once they have finished
writing their descriptions, ask them to stand up or come to the front of the class and read them. The rest of the class will guess when and where that event happened.

In the Time to read section, you can ask students to make a list of the objects in their homes that are products of trees. Ask the students to reflect on whether those objects are being cared for properly. You can talk about their notebooks, loose papers, toilet paper, etc.

After that, have students read the article and try to understand the idea that is being developed in the reading without looking up any vocabulary. Then, ask them to go over the reading again to find new vocabulary. Have them try to infer the meanings of those words from the context of the article. Give the students the right meanings to the vocabulary.

Have students answer the questions in Activities 8 and 9 and check their answers.

In the Language in use section, you should tell your students to study the present perfect continuous tense carefully. Work on the structure to make the students clear on how to form this tense. Provide them with as many examples as you can. As an extra activity, you can take pictures and get the students to guess what the people in the pictures have been doing.

Then have students work on and finish Activities 10, 11 and 12. Ask the students to exchange notebooks and check each other’s work. Spend some time clarifying any doubts or questions they have and give plenty of examples.

How is the present perfect continuous tense used?

The present perfect continuous tense is a tense that is sometimes confusing. It refers to an action that started in the past, but has continued to the present or has just finished. The present perfect continuous tense uses the auxiliary verb ‘have - has’ and -ing added to the main verb.

The present perfect continuous tense is used when:
- The action started in the past.
- The action continued at the time of speaking/writing.
- The action just finished at the time of speaking/writing.
- The statement answers “how long” an action has been happening.
- The action has happened continuously with stopping.
Second Unit

Lesson 4

HOW MANY PEOPLE ARE THERE?

Motivation

You should start asking the students how many health issues they know in English. You can act out some health issues to have them guess the problem and try to say them in English. Every time they succeed in guessing, write the health issue down on the board. After they have guessed a couple of health issues, have some other students stand up and act out problems and ask the rest of the class to guess the problem. Continue with the game until you have a considerable list of common health issues in El Salvador.

With the list of health issues on the board, get students to work in pairs or groups to think about possible causes for the issues. Go over the list of problems and ask students randomly for the causes that they came up with.

In order to create the list of health issues at the beginning, you can do something fun for the students. You can play the “hot potato” game. Have the students make a circle in the classroom, and if the classroom is not big enough, you can play the game outside. Once the students have made the circle, give them a ball and tell them that you will turn your back at them and you will play some music. Explain that while you are playing the music, they need to be passing the ball around. When you stop the music, whoever has the ball at that moment will be asked to go to the middle of the circle to act out a health issue and the rest of the class will guess what the issue is.

After you have finished the game, have students think about how humans cause some of the issues we suffer and how by changing our habits we can make a difference in the quality of our health.

Mythological guidelines

Before you ask students to open their books or flip the page to the Conversation and more section, you can work on their listening skills. Tell your students to keep their books closed while you play or read the conversation out loud. Play the conversation once and make sure there is complete silence so that students can concentrate on the conversation. After you have played the conversation, find out how much your students could understand by asking general questions, such as: Where does the conversation take place? Who participates in the conversation? What is the conversation about? You can also work on pronunciation by playing or reading the conversation and asking the students to repeat what they hear before they open their books. After this short exercise, tell your students to open their books and to read the conversation and to look for new vocabulary. Have the students do Activity 1. You can advise your students to go over the glossary provided at the bottom of the page to get familiar with some of the words included in the conversation. Once they have finished Activity 1 and you have checked their answers, you can ask students to practice the conversation in pairs and then have some pairs to go to front of the class and role play the conversation.
Take some time to give feedback regarding pronunciation, intonation or whatever area you think they show weakness.

In the Enrich your vocabulary section, ask the students to take some time to think about aspects of their lives that they are not very happy with, and tell them to make a list with all the problems they came up with. Once they have the list of problems, tell them to narrow the list down to the problems they think they can do something about. Have students tell you or write the things they will do to change their lives. Have students practice the future with “will” by adding more goals and more sentences about the students will to reach those goals. And finally, have students do Activities 2 and 3, check their answers and give feedback at the end.

In the Conversation and more section, tell the students to go over the glossary to get familiar with some of the new words included in the conversation. You can also provide some time for students to go over the conversation and look up some of the words they don’t understand in a dictionary. Don’t forget to tell them that they don’t need to look every single word they don’t understand up in a dictionary. Tell them to use their dictionaries only with the words in which they couldn’t understand the meaning from the context. Once they have finished with the vocabulary, play the conversation and ask them to read silently. Play or read the conversation again and ask your students to repeat it out loud. This exercise will help them to work on their pronunciation.

Have the students work in pairs practicing the conversation, and in the meantime, you can be walking around the classroom to check how they are progressing in their pronunciation. While you are checking their progress in pronunciation, you might also find some weaknesses. Address those with short feedback. Finally, have students to finish Activities 5 and 6, check their answers and give feedback for the entire session.

If you still have time, you can provide the students with more time to practice the conversation and have some pairs to go to the front of the class to role play the conversation.

In the Time to read section, you can ask students to tell you if they are organized in their community, meaning whether they have an ADESCO or not. If they don’t know what an ADESCO is, take a minute to explain. Take some time to talk about the importance of being organized to find solutions to problems that affect the entire community. Once you have warmed them up with the brief speech, tell your students to go over the reading two times. Ask questions to random students to check how much they understood from the reading. If you see they are still having problems answering your questions, provide the students with more time so that they can go over the conversation again and look up the words that they don’t understand in context.

Now that students are showing more confidence in the reading, ask them to do Activity 7, check their answers and give feedback.

If you still have time, you can take advantage of this reading to work on pronunciation. You can read the proposal and have your students repeat after you a couple of times. Once you have modeled the right pronunciation, you can divide the class in two groups to read the proposal.

Group A will read from the beginning until “clinic” and group B will read from “overall” until the end and vice versa.
In the Enrich your vocabulary section, you can start getting the students’ attention by asking questions like: How many of your brothers or sisters are married? What about your high school friends? Are you or any of your family members part of a sport team in the community? and so on. When you have their attention, ask them to go over the Enrich your vocabulary section and look up the words that they don’t understand in a dictionary. After a couple of minutes working on vocabulary, tell the students to work on pronunciation. Model the right pronunciation by reading the vocabulary and having students to repeat after you.

Ask your students to work on Activity 8. After finishing the activity, take time to check their answers and give feedback if necessary. This activity can be extended by asking students to go over the classroom collecting information about their classmates’ lifestyles and writing sentences them.

In the Language in use section, you will be introducing the topic expressing the future with “will”. Remind your students that the use of “will” is not the only way to express future but is one of the most common ways. Take the time to explain how the future with “will” is formed not only in affirmative statements but also in negative statements, Yes/No questions and in wh-word questions. Look at the following information about the use and formation of the future with “will”.

A. Use

The simple future tense is used to express non-continuous actions which will take place in the future. In the following examples the verbs in the simple future tense are underlined.

Example: They will finish the work tomorrow.

He will arrive next Saturday.

B. Formation

The simple future of any verb is formed from the auxiliary “will” or “shall”, followed by the base form of the verb.

In informal English, particularly in American English, the simple future is usually conjugated entirely with the auxiliary “will”. The auxiliary “will” is a modal auxiliary. Modal auxiliaries do not modify but have the same form, regardless of the subject.

The auxiliary “will” is often contracted to “‘ll”. Thus, in informal English, the simple future of the verb “to work” is usually conjugated as follows:

<table>
<thead>
<tr>
<th>Without contractions</th>
<th>With contractions</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will work</td>
<td>I’ll work</td>
</tr>
<tr>
<td>you will work</td>
<td>you’ll work</td>
</tr>
<tr>
<td>he will work</td>
<td>he’ll work</td>
</tr>
<tr>
<td>she will work</td>
<td>she’ll work</td>
</tr>
<tr>
<td>it will work</td>
<td>it’ll work</td>
</tr>
<tr>
<td>we will work</td>
<td>we’ll work</td>
</tr>
<tr>
<td>they will work</td>
<td>they’ll work</td>
</tr>
</tbody>
</table>

C. Questions and negative statements

As is the case with other English tenses, questions and negative statements in the simple future are formed using the auxiliary.
Questions are formed by placing the auxiliary before the subject. For example:

<table>
<thead>
<tr>
<th>Affirmative Statement</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>it will work.</td>
<td>Will it work?</td>
</tr>
<tr>
<td>They will work.</td>
<td>Will they work?</td>
</tr>
</tbody>
</table>

Negative statements are formed by placing the word “not” after the auxiliary. For example:

<table>
<thead>
<tr>
<th>Affirmative Statement</th>
<th>Negative Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>it will work.</td>
<td>It will not work.</td>
</tr>
<tr>
<td>They will work.</td>
<td>They will not work.</td>
</tr>
</tbody>
</table>

In spoken English, the following contraction is often used:

<table>
<thead>
<tr>
<th>Without Contraction</th>
<th>With Contraction</th>
</tr>
</thead>
<tbody>
<tr>
<td>will not</td>
<td>won’t</td>
</tr>
</tbody>
</table>

The contracted form of “will not” is unusual, since it is not only the “-o” of “not” which is omitted. In addition, the “-ll” of “will” is omitted, and the “-i” of “will” is changed to “-o”. The contracted form, “won’t”, is pronounced to rhyme with “don’t”.

Take the time to explain to your class how to use the auxiliary “will” to express future in affirmative and negative statements, Yes/No questions and wh-word questions. Provide the students with as many examples as you can until the students show confidence.

**Supplementary activity**
In order to check your students’ understanding, you can provide with extra activities related to the new grammar point. Here an extra activity:

1. Today after I (get) out of class, I (go) to a movie with some friends.
   A. got, went  B. get, will go
2. When you (arrive) in San Salvador, call my friend Tiffany. She (show) you around the city.
   A. arrive, will show  B. arrived, show
3. Do you know what you want to do after you (graduate)?
   A. will graduate  B. graduate
4. If it (rains) this weekend, we (go) to the movies.
   A. rained, went  B. rains, will go
5. Your father (plan) to pick you up at school today, he (meet) you there at 3.00 o’clock.
   A. plan, met  B. plans, will meet

To finish the lesson, ask the students to do the self evaluation. Give the students some time to finish it, check their answers and give feedback for the entire lesson to make sure the objectives have been reached by all or the majority of the students.

For more exercises, go to:
http://www.englishpage.com/verbpage/simplefuture.html
http://www.englisch-hilfen.de/en/exercises/tenses/will_future_statements.htm
Second Unit

Lesson 5

WHAT POLICIES ARE DESIGNED TO PROTECT THE ENVIRONMENT?

Motivation

You can start this lesson by asking the students questions about what they know about the term “policy”. What does policy mean? Ask them to tell you what the school policies are. Ask the students to tell you what they understand by environmental policies. Tell the students that a synonym of policy would be “rule”. Find out how much they know about the impacts of not having environmental policies. Take some time to make the students understand the importance of taking care of our environment. Tell your students that sometimes people see benefits from destroying the environment but that people need to also see the impact because the benefit might be temporary, but the negative impact could last and affect several generations. You can take advantage of this introduction to make students see the benefits from taking care of our air, soil, water, flora and fauna.

Methodological guidelines

Once you have discussed the definition of policies and the importance of them, you can advise your students to close their books and work on listening. Tell them they are about to listen to a very interesting radio station report about environment in El Salvador. Ask your students to keep their books closed so that they can work on listening. Tell the students to pay close attention to the conversation and keep quiet to be able understand better. Play the listening twice and ask general questions about the reading to see how much they understood from it. You can also extend the questioning to ask things such as: Do you know what happens with the oil you use to cook? What happens with the oil from cars when it gets changed? What happens to the water you use to shower or flush down the toilet? and so on.

Promote the need to take care of the environment. After getting the students to listen to the recording, tell the students they can open their books and get them to go over the reading to make a list of the new vocabulary. Ask random students about the meaning of some of the new vocabulary they found. Advise the students to use the context to infer the meanings of new words, and use their dictionaries to find the meanings that they cannot infer.

Once they understand the new vocabulary, tell the students to go over the reading and do Activity 1. While they are working on Activity 1, you should be ready to answer any questions the students may have. Make sure your students clearly understand the instructions before you ask them to start working.

Next, check the student’s answers and ask them to compare their answers with their classmates. Make sure they all completed the activity, and then you can get the students to practice pronunciation by playing or reading the recording and having the students repeat out loud.

After having the students repeat the reading a couple of times, you can ask random students to read out loud a couple of lines from the reading to check on their pronunciation progress.
In the Enrich your vocabulary section, get the students to brainstorm about environmental policies that they know El Salvador has. This exercise, even if it is not that productive, will set the students minds in the new session and will be easier for them to receive the explanation of the terms included in the session. Have the students work in groups to write definitions for the policies. Provide them with considerable time to discuss the meanings of the policies. Once they have finished, choose one leader of each group to stand up or come to the front of the class and present their definitions. After each presentation, give feedback so that the students can have a final definition of the policies.

When the students have become familiar with the vocabulary and the definitions, ask the students to finish Activities 2, 3, 4 and 5 on page 90. Give the students the time that they need to finish the activities. When the time to complete the activities is over, give the students some time to compare and discuss their answers.

After discussing their answers, you can ask your students to present their answers for the entire class. Give feedback based on their answers.

In the Time to read section, ask your students to work individually or in pairs thinking about all the possible environmental problems they can come up with. After writing the list of problems, ask the students to tell you how people are affected by those problems and what the government does to solve those problems.

The introduction to the Time to read section will get the students to start thinking in what the session is about. After the introduction, tell students to read the article twice. Don't forget to advise your students not to get anxious about not being able to understand every single word. Tell them that catching the main idea of a sentence should be enough.

Ask your students to compare their list of problems with the ones mentioned in the reading. After checking if the students mention any of the problems cited in the reading, have them finish Activities 6 and 7, check their answers and give feedback.

In the Enrich your vocabulary section, you can bring pictures representing the vocabulary list. For example, for “recycled” you can show a picture of recycling sign, for “chop down” you can bring a picture of a man cutting a tree down with a chainsaw, and so on.

Before they open their books to the Enrich your vocabulary section, show the students the pictures and tell them to write down in one or two words what the pictures mean to them. After you finish showing the pictures, they should have a list of vocabulary. Tell the students to open their books and compare their list of words with the ones in the vocabulary section. Ask them also to compare their list with their classmates.

Have the students read the list of vocabulary and make sure they clearly understand each one of the words. This exercise will be an opportunity for students play a memory game: ask one student to read each one of the words and raise a picture representing that word. Continue with the game until you go over the vocabulary list a couple of times. Finally, to see how good their memory is, ask the students to close their books and tell you the vocabulary list by looking at the pictures.

With this vocabulary list, you can also work on pronunciation by listening to the list of words and having students to repeat. After working on the meanings and pronunciation of the new vocabulary, have the students finish Activities 8 and 9 and check their answers.
In the Time to read section on page 93, ask the students to work in pairs. Ask the students to read the article once. When they have finished reading it, ask the students if they grasped the main idea of the article. If any of the students got the main idea, have him or her to stand up and give it to the class. Then, you can take a couple of seconds to question students what is wrong with miners.

Ask the students to go over the article again and look up the meanings of the words they cannot infer from the context. After the students have gotten familiar with the new vocabulary, read the article and have students to pay close attention to intonation as well as pronunciation. Read the article twice and then ask the class to read it at loud. While they are reading it, you should be walking around the class to monitor their progress and be ready to address the words that the students are not intonating or pronouncing correctly.

Have the students finish Activities 10 and 11. In this session, you can take advantage to make the students understand the necessity of taking care of our environment. Explain to the students that depending on how much we take care of our air, soil, water, food, etc. will depend the quality of our health and the health of the next generations.

In this session, you can take advantage of providing your students with some tips to implement environmental friendly habits. Read and discuss the ways that one can be more environmentally friendly.

1. Use CFLs. These energy-saving light bulbs are a little more expensive than regular light bulbs, but they last much longer and will lower your power bill in the long run.

2. Donate your stuff. Got a bunch of stuff you want to get rid of? Don’t contribute to the landfill. If it’s usable, give it to someone who needs it or donate it to a charity.

3. Use cloth grocery bags. Paper or plastic? Paper is better, but cloth is even better than that. It’s a very easy habit: buy a few cloth grocery bags (or better yet, make your own or get them used) and take them to the grocery store.

4. Turn things off. Many times we have a habit of leaving things on. This wastes energy, which contributes to the burning of more fossil fuels and global warming. Instead, develop the habit of turning things off when you don’t use them: lights, air conditioners, water heaters, computers, televisions, etc.

5. Walk and bike ride more. Cars are one of our biggest polluters and fuel wasters. You can try to use the car less often. Walk to the store or school for short trips, and try making many of your medium-distance trips on bike.

In the Language in use section, ask students if they know what a linking word is. If they know what the definition of a linking word is, then ask your students to give you examples. Make sure your students don’t cheat by looking at the ones provided in the book.

After one or two minutes, ask each student to give you one linking word. Write down on the board the linking words given by your students. Once you have finished collecting the list of words, ask the students to go over the list of linking words provided in the book and tell them to find the ones they didn’t mention in the previous list.

When you have the complete list written on the board, read the linking words and have your students to repeat after you. Read the list two times and then have students to read it by themselves and monitor their progress in pronunciation.

Finally, explain the use of the linking words, provide as many examples as you can and have the students to complete the exercises provided in that session. When the students
have finished with the exercises, provide them with feedback for the whole lesson and ask them to do the self evaluation.

For further information on friendly environmental habits and linking words exercises, go to:
http://www.scientificamerican.com/article.cfm?id=being-green-11-enviro-habits

Procedures and Methodology for Hands on!

Take advantage of each Hands on! hint throughout unit two as well as the activities to be solved by your students related to this part of the project (these are called Hands on! 2A to 2D).

In Hands on! 2A, you should tell your students that an application form is composed of different sections, and they always begin with a section containing personal information. Tell your students to begin filling out a sample job application with their names and last names. These samples can be provided by you or they can look for one and bring it to you.

Advise your students to use formal English at all times on the application form. Tell them that the application form should be filled out following punctuation, capitalization and grammar rules.

In Hands on! 2A, you should tell your students to make a list of their favorite spots in their community. Then have each student stand up and describe their favorite area in their community out loud. Try to get them to use as many adjectives as possible. Why is that their favorite area? What kind of smells are there? What sounds do they here? How do they feel when they are there? And how would they feel if that place no longer existed?

In Hands on! 2B, take advantage of the students use of comparative and superlative forms by asking the students to compare and contrast the areas that were mentioned and the are they was chosen. You can ask for volunteers to share their information with the class and you can have them pass forward their work and grade them later on.

In Hands on! 2C, ask your students to make a list of activities that will need to be done in order to carry out the project. For example, find a place to get the trees from, who will be on the team, etc.

In Hands on! 2D, you can take advantage the use of comparatives and superlatives by comparing the different institutions that have been chosen. Ask your students to brainstorm and make a list of places that can ask for funds such as national or private institutions that may be interested in a project of that kind.

As a tutor, be ready to respond to and clarify any doubts your students may have throughout the unit in relation to the first part of the project.

Give feedback when necessary and remember that your students need to be guided at the beginning, middle and end of the entire process of their project.

When they hand in their projects, ask your students to give a short oral report about their experience in developing this kind of task. Also, have your students present their projects and a short oral report in front of the rest of the class.
Unit 3  My Family

Unit concepts

This unit introduces the use of Yes/No questions with the present perfect, questions with “how long”, use of present perfect with “for” and “since”, the use of “used to” versus “would”, making polite requests with “can” and “could” and identifying direct and indirect objects. Yes/No questions with the present perfect are very useful in the English language. The present perfect is used to ask about events that happened in the past. For students to learn and practice Yes/No questions with the present perfect, topics like identifying, reporting and scanning texts for biographical information are introduced.

In order for students to practice the grammar points included in this unit, they have been presented through topics that they can identify themselves with, such as: personal biographical information, family ties, customs and traditions, postal services and telephone conversations. Therefore, by the end of the unit, your students should be able to effectively handle communicative transactions when dealing with any of the topics mentioned above in their everyday lives.

Grammar

The use and formation of Yes/No questions with the present perfect has been introduced and practiced in meaningful contexts. The present perfect tense is widely used by English speaking people to refer to completed actions or events. In this unit the present perfect has also been taught in combination with “how long”, “for” and “since”. “How long” is a question word that demands an answer that includes a specific time, date or a period of time. Besides the present perfect, modals like “used to”, “would”, “can” and “could” are also systematically taught and practiced throughout a variety of topics in this unit.

The grammar points included in this unit have been introduced in a quite limited number of topics. Nevertheless, they should give your students the competencies to be able to extend their use to more topics, depending on what their communicative needs are.

Vocabulary

The vocabulary used in this unit is vital for the development of the topics. Nuclear and extended family members: father, mother, son, daughter, uncle, aunt, cousin, mother-in-law, father-in-law, etc.; physical appearance and personality: tall, short, medium height, outgoing, shy, talkative; holiday traditions: fire crackers, food, desserts, new clothes; and post office: stamp, seal, envelope, mail, letter stamp, postcard and more.

Since the students’ learning will depend on how interested they are in the topics that are used to introduce the language, all vocabulary and grammar points have been taught and practiced through meaningful contexts so that it is easier for students to learn.

Besides the grammar points and the vocabulary introduced throughout this unit, some very useful expressions have been also taught. For example, How long have you…? I’ve been here… Could you…? Can I…? etc.

Everyday English

Family members, completed past events, polite requests, and the intonation when making polite requests needs to be taught.
Lesson 1

Third Unit

HOW LONG HAVE YOU LIVED THERE?

Motivation

In this lesson you can advise your students to work individually writing the things they remember the most from their childhood. Tell them to include their group of friends. After one or two minutes, ask them to exchange notebooks. Tell your students to go over their classmates’ work and later ask them to present the information to the class.

Something else you can do before you start the lesson would be to ask your students to write a list with the names of their childhood memories.

Ask questions to students related to how many of their childhood friends are still in the country and how many live outside of the country. Tell your students that they can include family members. When they have finished, ask students for their lists of friends. Take some time to ask questions, such as: Where is Pedro at now? How long has he lived there?

Tell your students it is very necessary to know what your roots are to have a solid identity. Tell them that our past is what has made us what we are now. Therefore, in order to fully understand ourselves we need to know our past and be proud of being able to stand strong in bad times.

Methodology

In the Conversation and more section, ask students to listen to the conversation and guess where the conversation takes place. To work on their listening skills, you can get a copy of the conversation and erase some words from it before reproducing it. Have the students close their books and work in pairs. Give them the copies with the missing words, play the conversation and have students fill in the blanks with the missing words. Make sure your students don’t cheat by opening their books.

Work on pronunciation by asking your students to repeat after you read or play the conversation. After they have repeated the entire conversation, you can split the class in two groups and role play the conversation. One side of the class would be Karen and the other would be Doris. Switch the roles a couple of times, and while students are practicing, walk around the class to make sure you take note of the words students will need feedback about. Provide feedback on the words the students are having issues pronouncing and if you have time, have some pairs role play the conversation for the entire class.

To close this session, have your students do the activities related to it. Provide enough time for students to finish the activities, and remember that activities where they are asked to create with the language might take longer than a true/false activity. Collect the Activity 1 answers by exchanging notebooks among students so that they can check their answers while you give the answers to the class. In Activity 2, you can ask students randomly for their answers since answers may vary, and do the same with Activity 3.

While the students are presenting their answers in Activity 3, tell the rest of the class to take notes of their classmates’ accomplishments. While you are collecting the answers, stop for a second to ask questions about the accomplishment that had just being said by
the last student interviewed. This will help your students keep complete silence and work on their listening skills. Finally, provide feedback for the section and move on to the next section.

In the Enrich your vocabulary section, ask your students to tell you if they agree that goals are very important in our lives. Get the students to work in pairs and write reasons why everybody should have goals in life. Provide them with time so that they can brainstorm about the topic. Once they have finished, collect the answers and provide feedback. Foster the creation of goals in your students and ask them not to think about their goals every morning and afternoon to check on the progress toward their goals.

You can discuss the following passage with your students:

Goals are what keep us going. How often do we hear of someone retiring after forty years and dropping dead within a few short months? Once we lose sight of our goal, and we no longer want to dream, we are in big trouble. Have you noticed that you have been happiest when you are in the middle of a project, and at the end of it, you noticed that you can’t wait to start a new one. When we are working on our projects, we encounter a lot of difficulties and challenges but it is also during that time that we felt more alive... our goal in life is our driving force.

After discussing the passage and before flipping the page to the Time to read section, ask your students to brainstorm synonyms for the word “goal”. Have the students work in pairs or in groups to carry out this task. Once they have finished, collect their answers and give the definition of goal: according to the dictionary “goal” is the purpose toward which an endeavor is directed or an objective.

Tell your students that in order to be successful in life, first of all they need to know what they want, find out what direction would lead to their objective and follow that direction every day. Advise them that it’s not supposed to be easy, but as long as they don’t lose sight of what they want and work for it, they will get it.

“All personal achievement starts in the mind of the individual. Your personal achievement starts in your mind. The first step is to know exactly what your problem, goal or desire is”.

W. Clement Stone

Have your students discuss the Time to read section. Tell them to go over the glossary words. Make sure your students understand the questions included in this section and have them work in groups to discuss them.

Ask your students to work individually to finish Activities 4 and 5. Provide the students with enough time for them to finish the activities, and then ask them to exchange notebooks to correct Activity 4. Check Activity 5 by asking oral questions to random students.

If you had time, you could provide the students with pieces of paper, tape and markers. Ask them to choose one of the goals from their list to write it down on the piece of paper given and stick it on the board. Then provide the students with some time to go over their classmates goals on the board. After they have read the goals on the board, ask them to sit down and ask questions to random students about the goals.

Before the students read the Time to read section, ask your students work in groups and brainstorm about people they know have had outstanding performances in what
they chose to do in their lives. They can include writers, musicians, athletes, politicians, etc. Advise them to include the ones that are still alive only so they can talk about the things they have done. Once they have the list, ask one leader from each group to stand up and read aloud the list of names that they as a group came up with. Between each name provided by the leaders, give some time to the rest of the class to guess in what area that particular person has succeeded.

When they are finished presenting their list of names, ask your students if they know anything about Manlio Argüeta. After the students have told you what they know about him, ask them to open their books and tell them to go over Manlio Argüeta’s biography. Tell them to read alone so that they can concentrate. Advise your students to try to understand unknown words through context and if they can’t infer the meaning of a particular word, tell them to use their dictionaries.

Ask your students to read the biography two times. Then ask them to do Activities 6 and 7. Provide the students with time to finish the activities and once they have finished, tell them to stand up and compare and discuss their answers with their classmates. Check the answers by asking the students to trade notebooks and score their classmate’s work.

In this session, you can also work on pronunciation and intonation. Read the biography and ask your students to pay attention to the right pronunciation and intonation of the words. Read the biography three times. Ask your students to listen carefully the first two times, and the third time ask them to repeat out loud after you. After teaching them the pronunciation and intonation of the biography, ask your students to read the article on their own out loud. While they are reading the article, walk around the class to check on their progress. Ask some random students to read some lines of the passage and give feedback.

In the Conversation and more section, you can work on listening before they open their books. Get copies of the conversation and cut them up with a pair of scissors line by line. Put the pieces in separate bags or envelopes. Ask your students to close their books to play a game. Explain the activity to students and make sure they understand what they are expected to do, which is to put the pieces of the conversation in the right order. Have your students work in pairs or groups, depending on how many copies you have. Give one bag or envelope to each pair or group while they are sitting. Tell them not to read anything until the recording starts. Play the conversation and make sure the students don’t cheat by opening their books to see the order. Whoever gets the conversation in order first will be the winner and will get a prize.

After the game, continue playing the conversation for the students to work on pronunciation. In this phase of the section, you can play the conversation line by line and have the students repeat. When they show that they master the pronunciation, ask them to read it by themselves and to get in pairs to role play it. Walk around the classroom to take notes of certain words the students might still be having problems with. Depending on the time, have couples go to the front and role play the conversation for the entire class.

Sometimes students need a lot of time to look up words in their dictionaries. In this situation, advise your students to take the time to infer meanings from context because that will save them a lot of time. Once they understand the conversation, ask general questions about the conversation, such as: Where does the conversation take place? How many internet cafes are there near your house? How do you communicate with your family or friends out of country?
Finally, ask your students to do the activities corresponding to that section. Make sure they understand the directions, provide them with the time they need to finish and be ready to answer any questions they may have.

As an extension to this section, you can ask your students about other Salvadorans that have succeeded in the United States or other countries around the world. Tell them to surf the internet to find more people from El Salvador that have followed and met their dreams in another country. Advise them to report as many accomplishments as they can from the person they choose. Once the students have the information about that person, tell them to report it to the entire class.

In the Language in use section, advise your students of the importance of the present perfect tense in everyday English. The present perfect tense has several functions in English. It can be used in situations when the time period has not finished, when you talk about unfinished activities and when the time is not mentioned, when the time is recent, etc. Make sure you explain to the students how varied the contexts are for the use of the new topic, so that they get motivated to learn it. Go over the structure to build affirmative statements, negative statements, Yes/No questions, and affirmative and negative answers. Also, take the time to explain the students how to build wh-word questions with the present perfect. Questions, such as: How have you been?, Where have you been?, What have you done? etc.

In this section you can expand the students’ practice by having them work in pairs. First, ask the students to create as many wh-word questions using the present perfect as they can, and then tell them to interview each other with the questions they have created and take notes about the classmates’ answers. Finally, have the students use their classmates’ answers to create complete sentences using the present perfect. Some examples of questions you can provide are: What has been your most memorable time in school?, What has been the most difficult subject for you this year?, How many times have you come late to school this week? Examples of answers would be: Luis’ most memorable time this has been when he got the highest grade of all his class., Carlos’ most difficult subject this year has been chemistry, Marcos has come late two times this week.

Every time you come up with an activity for students to practice the present perfect, make it in a way that students can identify themselves with. For example: school, family, sports, hobbies, work, etc. The content presented in the book might be limited but the applicability of the grammar point can be wide. So take advantage of every possible context that might be attractive to students to practice the language.

Before you move to the exercises about this session, play a game with students. Play “Find someone who”. Write on the board “Find someone who: has never had a bicycle accident, has sneaked his way out of the house to go to a party, has won the lottery, has had two girlfriends at the same time, has milked a cow, has ridden a horse, has lived in a country other than El Salvador”, etc. Ask the students to get a sheet of paper and tell them to write down the sentences on the board and then to change them into questions. After changing the sentences into questions, their sheets of paper should look like this: ‘I have you ever had a bicycle accident?, I have you ever sneaked your way out of the house to go to a party?, Have you ever won the lottery?, Have you ever had two girlfriends/boyfriends at the same time?, Have you ever milked a cow?, Have you ever ridden a horse?, Have you ever lived in a country other than El Salvador?”, etc.

After you have gone over the explanation of the new topic and provided them with several contexts for them to practice the language, have students finish Activity 9.
Lesson 2

How Are You Related?

Motivation

To motivate your students, you can start the lesson with telling them how much you love your family. Be specific about family members: wife, husband, father, mother, brother, sister, uncle, aunt, cousin, grandparents, etc.

Tell them how blessed you feel for having them in your life. You can bring a short story about someone in your family has helped you get through a problem without expecting anything in return, just for the fact that he or she is your family.

You can review some family vocabulary, and you can play a game with family members. For example:

How are you related to your uncle’s son?
Answer: He is my cousin.

How are you related to your father’s daughter?
Answer: She is my sister.

Depending on how they respond, you can continue making it more complicated with questions like: Who is your mother-in-law’s daughter/son? Continue with the game until they show that they remember the family relations.

In this session, you can also take the time to write questions on the board, such as: Who do you live with?, Who is your favorite family member?, Is there anything that you don’t like about any of your family members?, What is it that you don’t like?, How would you describe your ideal parents/children?

Have the students write down the questions in their notebooks and practice the pronunciation with them. Ask the students to stand up and go around the class to find someone to interview. Before they start interviewing, tell them they need to write down their classmates’ answers. After they are finished interviewing a classmate, have the students present the information to the entire class.

In the Conversation and more section, ask your students to go over the conversation and write down every word they don’t understand. Once they have a list, ask them to read the conversations and find the meanings of the words using the context and use to their dictionaries only if they still do not understand the meanings.

Have the students close their books and play the conversation for them to repeat out loud. Pause the conversation so that students can repeat after the recording. By repeating, they will have a model to get the right pronunciation of the words. Repeat the activity a couple of times and when they look like they master the pronunciation, tell them to open their books and read the conversation to understand what it is about.

After they have read the conversation a couple of times, check the students understanding by asking them to do Activity 1. Provide the students with enough time to finish the activity, and collect the answers from them and give feedback about the activity. As you are collecting the answers to the questions related to the conversation, extend the questioning to your students. For example: What is to be a united family?,

Tenth Grade - English
Who do you think is responsible to keep the family united? Is there any of your family members out of country? How is your relationship with your family members that don’t live in the same house with you?

You can extend the questioning so that students can be part of the discussion and get them to evaluate how their family connections are. Advise them that our family members are not supposed to be perfect but families are supposed to be united and that it is all the members’ responsibility to keep it that way. Of course you can tell them that we need to be mature enough to accept our defects and try to change them so that they don’t get the impression that they can do whatever they want and their families have to accept them.

Before they flip the page to the Enrich your vocabulary section, tell them to think about their favorite family member and start brainstorming adjectives that they would use to describe that person. Once they have finished writing the adjectives, collect the adjectives by asking the students to stand up and read their lists out loud. Write the list of adjectives on the board and have the rest of the class guess what family member is described.

Once you have collected the students’ adjectives, ask your students to read the list on the board out loud while you monitor their pronunciation and provide feedback. Then ask your students to flip the page or open their books to the Enrich your vocabulary section and compare the list of adjectives listed in the session with the one they created on the board. Go over the ones that were not previously listed on the board and add them to the list.

Once you have combined the adjectives from the book with the ones provided by the students, have the students read the whole list out loud. While they are reading the list, check on their pronunciation and provide them with some time so that they can look up meanings of the adjectives they do not know.

Finally, ask your students to do Activities 2, 3 and 4. They can work either individually or in pairs to do the activities. When they finish, check their answers and provide feedback in the areas they might be showing weaknesses.

In the Time to read section, have your students go over the glossary provided at the bottom of the page so that they get familiar with some of the vocabulary included in the article. After they have read and understood the new vocabulary, ask them to go over the reading and infer the meanings of new words they may find.

If you would like to test how much the students understand, then you can use the glossary words or words directly from the article and ask the students to create a sentence with each word.

Once your students show that they have a good grasp on the new vocabulary and they can apply it to different sentences, you can advise your students to continue to Activity 5.

Have your students to work individually on Activity 5. Advise your students to be quiet so that they can concentrate on the questions being asked. Once they have finished, tell them to exchange notebooks so that you can help them grade each other’s work.

Again in this section you can take the time to foster family values. You can open a group discussion on the importance of family. Many topics can stem from this discussion piece such as stereotypes in the home and family dynamics.
In the Conversation and more section, have your students try to name as many family relationships that they can before you ask the students to go over their conversations. This will help give you an idea on their English level for this topic.

If you feel like they have a good grasp on the names of family members, then it would be a great idea to explain to them that some of these names are commonly used informally, such as:

Mother is rarely used in the typical family. Most people say mom, mama or mommy.
Father is also rarely used within the family. More common is dad, daddy and papa.
Grandfather is also very formal. The informal is grandpa or granddad.
These are the most commonly used words in the informal family settings.

Introducing the students to informal settings is very important when learning a foreign language. It could be very frustrating for the students not to be able to communicate in an informal way, which is the most common way of communication outside of the classroom. This kind of exposure will give them the ability to communicate, not only in formal situations but also informal settings.

Play the conversation once while your students listen silently, and then play the conversation a second time and have your students repeat the conversation. This will help them with pronunciation.

Also, emphasize on the intonation of questions. Explain to your students that when asking a question they need to change their intonation. If not then, it could confuse people if what is being said is a statement or a question.

Replay the conversation until they have mastered the pronunciation of the words and the intonation as well.

In this section you can also have your students work in pairs, and ask them to practice the small conversations. While the students are practicing, you can walk around the class helping wherever you can. It is okay to correct pronunciation during this time because the students are not practicing fluency, like they would if involved in a classroom discussion but they are concentration on pronunciation and intonation.

After they have finished the practice, have some couples go to the front of the class to role play the conversations. Make sure you get as many students to participate as you can. Finally, get the students to do Activity 7.

Before you start with Activity 8, ask your students some questions. How much time do you spend with your family? What kind of activities do you do as a family? Do you like spending time with your family? Why? And so on. After you collect some answers from students, take some time to make students understand how spending quality time with our family is so important to create a stronger bond with them.

In Activity 8, you can have the students work individually putting conversations one and two in the correct order. When they finish, tell them to get a partner and discuss their answers. Finally, have your students to exchange their books to check their work.

In Activity 8, you can also ask the students to write a similar conversation based on their own experience. This would help the students to contrast what is being talked in
the class to what their reality is. This type of exercise helps the students start thinking of the language in a real context.

In the Time to read section, you can ask the whole class if they consider themselves romantic. Ask them about the things they do to show a person love. Tell them to brainstorm things that people usually do to show love. After they have finished brainstorming, have them present their ideas to the class. From the presentation, find out if they mentioned “to write poetry”. If the students didn’t mention that, tell them that writing poetry is a very romantic way to express your love to somebody.

Tell your students how, even though your family loves you unconditionally, it is important to be thoughtful when it comes to show how much we love them. Tell your students everyday is an opportunity to show that, but they can also take advantage of special dates, such as: birthdays, Christmas, New Year’s Eve, anniversaries, Valentine’s Day, etc. This type of reflection will make students to start thinking about how good or how bad they are showing their families how much they love them.

Ask your students to open their books to the Time to Read section and go straight to the bottom of the page. Have them read the glossary so that they get familiar with some of the new vocabulary included in the poem cited on that page. Once they have read and understood the meaning of the words included there, tell your students to go over the poem and read it for themselves. After reading the poem a couple of times, ask your students to do Activity 9.

In the Language in use section, you can start by asking your students to make a list of activities they do with their families. Provide the students with some time for students to concentrate in all the activities they do with their families just to entertain. They must come with a list similar to the one presented below:

- playing football
- watching TV
- going to the beach
- having picnics
- having family reunions
- going to swimming pools
- going to the park
- chatting

Once they come up with a list of activities, ask your students to trade their notebooks and start writing questions using their classmate’s activities. For example: How many brothers and sisters do you have? How often do you play soccer with your (a family member)? How long do you usually play soccer with your (family member)? Advise your students to write as many questions as they can with the use of “how long”, “how many” and “how often”. Before they start writing questions, tell your students that “how long” refers to length of time or the length of something, “how many” refers to a number of things and “how often” refers to the frequency in which an event happens.

Once the students have their questions made, have them interview the classmate that they got the list of activities from, and ask them also to take notes from the answers. When they are finished interviewing and being interviewed, ask them to present the information they got from their peers to the entire class. Finally, have the students to go over the Language in use section and be ready to answer any questions. If they don’t have any questions, advise them to finish the activities corresponding to the section and then finish the self evaluation.
Lesson 3

Third Unit

HOW DO YOU CELEBRATE IN YOUR HOME?

Motivation

You can start this lesson by asking the students to tell you what kinds of holidays they celebrate. When you get their answers, you can tell them a very short story about how you celebrated Christmas when you were a child, talk about the things that you used to get excited about and give details about the things that you would do on that particular day.

After you finish the story, ask the students some questions to make sure they understand what your story was about. This activity will get the students thinking about the things they used to do in their childhood. This particular activity is very fun because they get to relive the things that used to give them so much happiness.

Have the students make a comparison between the things that made them so happy back in those days with the things they need now to be happy. This would be an opportunity to tell the students that we need to be appreciative of what we have and try to be more positive in life because there have been other times that we didn’t have anything and yet we managed to be happier.

After you have made the students relive some of their best memories from their childhood and have made clear the necessity of every once in a while stop and think how blessed they are, you can start the lesson.

Start the lesson by working on listening. Ask your students to close their books and be as quiet as possible. Once the class is silent, play the CD for them to listen the conversation. Play the conversation two times, and then ask questions to the students about it. This activity will help you measure their listening skills and it will help them to develop that skill.

You can also work on pronunciation by having your students repeat the conversation as you play and pause the CD. Pay close attention to the way students are pronouncing the words so that you can address the ones that they do not pronounce correctly. When they show confidence in the pronunciation of the conversation, provide the students some time to practice the conversation in pairs. Once they have finished practicing the conversation, have some students go to the front of the class and role play it for the entire class.

Provide the students with time to clarify any doubts they may have about the conversation by asking them to go over the conversation and make sure they understand it. Tell them to always, before using their dictionaries, try to understand the meanings of the words through context.

Have the students finish the activity corresponding to this section. Go around the classroom while students are working in case students need your help and also to make sure they understand and follow the directions. Once students have finished the activity, check their answers and give feedback for the section.

If you have the time, you can ask similar questions to the students and have them ask those questions to their peers. For example: Do you have family in the United States or
outside of the country? How long has he/she has lived there? Did you spend any holidays with him/her before he/she left? How did you use to celebrate?

In case a particular student doesn’t have anybody in the United States, you can ask: Have you always lived where you live at right now? If the answer is “no”, you can then start asking questions about the place where he or she used to live.

In the Enrich your vocabulary section, ask some questions to students about the types of holidays they used to celebrate when they were children and how they used to celebrate them before the students start going over the list of pictures representing customs. Once they have finished thinking or writing the answers to the questions, ask the students to stand up and find somebody to interview with the same questions. Advise your students to take notes on their classmates’ answers.

When the students are finished collecting answers, have them present the information to the entire class. In this section, you can also take the time to ask your students to tell you what the importance of customs and traditions are. You can have your students to work in pairs or small groups to discuss the answers to that question. When they have finished, choose one student from every pair or group to present the answers.

After the discussion and presentation of the answers to the questions presented, advise your students to do Activities 2 and 3.

In the Time to read section, have the students tell you if they find any difference between Christmas fifteen years ago with Christmas today. Tell your students to include information about what kids, teenagers and adults use to do to celebrate back in that time compared to what those age groups do today to celebrate Christmas. Once they have finished writing the comparisons, have your students present their work to the class.

After you have students think about Christmas, ask them to read the article in the Time to read section. Tell your students to read the article once, and then ask them to go over the glossary words so that they get familiar with vocabulary that might be new to them.

You can also take advantage of this article to work on intonation. Tell your students to be complete quiet and read the article two times. After you finish reading, tell your students to read the article out loud. Have them to read it two times, and then ask random students to stand up and read fragments of the article out loud.

After students show that they manage the article’s intonation and pronunciation, make sure students understand what the reading is about by asking questions about it to random students. To finish the section, have your students work individually or in small groups to finish the activities related to the section. Finally, have the students compare and discuss their answers and tell them to trade notebooks to check their work while you go over the answers.

At all times during the session, make sure you keep track of the students’ progress in order to diagnose weaknesses that you can address in the feedback. After you have covered this session and given feedback to students, tell them to close their books and get ready for the next section.

Before you ask your students to open their books or flip the page to the Conversation and more section, work on developing listening skills of students. Ask the students to
keep complete silence, play the conversation in the session two times, and then ask questions to the students to check how much they understood.

Something else you could do in this session would be to get copies of the conversation and cut them up in pieces for the students to put in order. Have the students work in small groups. Each group will be given a copy of the conversation in pieces. Once they are in groups and you have given them the conversation, play the CD two times and then whatever group finishes putting the conversation in order first will be the winner.

When they have finished this game, tell your students to open their books and go over the conversation and compare it to what they heard. Remind them that listening is a very challenging skill to acquire. Advise your students not to get frustrated if they didn’t understand as they would have like to, and tell them that the skill will come eventually through practice.

After the listening exercise, have the students read the article themselves to understand what the conversation is about. Ask them to read it two times, and then ask questions to find out if they understood the conversation.

When they have read and understood the conversation, ask the students to read it out loud. If you see that many of your students are not pronouncing words correctly, have all the students repeat the conversation a couple of times from the CD. Finally, have some students role play the conversation either by their standing up near their seats or in front of the class.

Before you start the Language in use section, ask your students to think about all the holidays they used to celebrate when they were children. Then tell them to write activities or habits they used to do in those days but they no longer do or have.

To do this activity, you can bring blank pieces of paper and markers to the class. Give each student a piece of paper and ask them to write one or two activities they used to do back in those days. Once they have finished, tell them to stick the papers throughout the classroom. Then, tell them to walk around the class and check what their classmates used to do.

Tell the students not to write their names in the pieces of paper and while you have all the papers on the wall, introduce the new topic. Explain the use of “used to” and “would” provide as many examples as possible and then be ready to answer any question students may have about the new topic.

In order to check the students’ understanding of the new grammatical topic, you can ask random students to tell you what they used to do on specific holidays. For example: What did your family use to cook for Christmas? Did you use to celebrate Halloween? How did you use to celebrate Halloween? What about Easter? Did you use to play any game in Easter? Keep asking questions until you get most of the students to participate.

When the students show that they understand and know how to use the new grammatical point, tell them to work individually to finish the activities corresponding to the section. When they finish, ask them to trade their notebooks and check each other’s work. Read the answers to the activities and have the student who checks the paper write his or her name on it and pass it to you.
Third Unit

Lesson 4

WHAT’S THE CHEAPEST WAY TO SEND IT?

Motivation

You can start this lesson by greeting the class and ask the students to tell you all the ways of communication they know. They should come up with a list of ways of communication: telephone, mobil phones, mail, email, computer messenger, etc.

Write down their ideas on the board and go over the list with the students. Make sure they all understand the different ways of communication we have available nowadays and how we should make the best use of them.

At this point, you can take some time to explain to students the importance of having communication with their family even when they don’t live in the same house. Tell them that at this point in life there isn’t an excuse not to have communication with anybody.

Once they have come up with ideas of different ways of communication and the importance of them, ask the students to focus on the use of mail to communicate with people you don’t live with. Nowadays people have become very dependent on technology to communicate with each other. Nevertheless, regular mail is still a very good and affordable way of communication.

Methodological guidelines

Regular mail has been with us for quite a while. Give your students an idea about how, why and when mail started to be used. It is undeniable that man has a social nature, which means one man cannot live isolated from the rest of men, but instead his success as a species depends on a variety of relationships from which communication is essential by transaction of ideas and messages, through mimic, orally, and written ways.

Human voice, the spoken message, was the primitive way of mail, therefore at the beginning messages were transmitted by one person from one place to another by repeating the words that the sender had told them to say to the recipient through a chain of messengers that were transmitting the oral text one to the next depending on the distance between the sender and the recipient.

Once man found the way to materialize his ideas by putting them on a piece of paper, and the history of mail started to be written. From that point on man started taking advantage of special aptitudes of some birds and a variety of means of transportation, which evolution is close related to the evolution of mail.

The Salvadoran postal service has been available to the public since 1847, even though it existed since colonial times. Salvadoran postal service’s goal is to provide a good service with economic, speed and reliability conditions when picking up, transporting and delivering mail according to national laws and internationals accords.
After you have shared the history of mail with your students, ask them if they ever use the regular mail. If they do, ask them how often they use it and what kind of things they send or receive through it. Ask your students to read the Conversation and more section and not to stop for a word or expression that they don’t understand. Persuade them to make an effort to understand the ideas through context.

Ask them to read the conversation two times without looking any unknown words up in their dictionaries. When they are finished, ask them to go over the conversation and look up the meanings of the words they couldn’t understand through context.

Work on pronunciation through having students repeat the conversation from the CD and read with their eyes only. In this section, you can also ask your students to close their books and just repeat what they hear.

If you have time, continue practicing pronunciation by having the students role play the conversation among them. You can divide the class in groups A and B and have them take turns role playing the conversation out loud. As they are practicing, monitor their performance to provide them with feedback if needed.

When they have finished practicing pronunciation, have the students work individually to answer the questions in Activity 1 and ask them to compare their answers with their classmates. Regarding Activity 2, have the students work in groups and discuss the possible steps to send a letter.

To start the next session, start by asking the students to work with their adjacent peer to define what to be polite is. After they finish, ask a couple of students to stand up and share their definitions with the rest of the class.

Tell your students to go over the polite requests listed in the Enrich your vocabulary section. Provide them with enough time to really understand what each one of them means. And then, play the CD and ask your students to listen and read as they listen.

Advise your students to pay close attention to the pronunciation and intonation of the words. When you have played the conversation two times, have the students repeat after the recording, and make sure they all participate in this activity in order to monitor their progress. Finally, have a couple of students read the expressions out loud for the entire class and provide them with feedback.

You can also have the students comment about the session. Ask them if they use polite requests in their house, at work or at school. Ask them what kinds of expressions they use to ask for snacks at the store. Advise your students that using polite requests makes us look good and helps us to get people to do things with more enthusiasm.

After students show that they understand the need for being polite at all times but even more when they are asking people to do something for them, have them finish Activities 3 and 4. When they finish, have the students compare and discuss their answers and then move on to the next activity.

In Activity 5, explain that it is important to be polite at all the times everywhere, but that there are some places or contexts in which we have to be polite to
not sound rude. Also, take the time to explain that there are certain levels of politeness. The ascendant order of polite expressions would be: Can you...? Could you...? Would you...?

To close this session, you can play a very short game. Bring some chocolate bars and before you show them to the students, tell them that you are going to have a quick test on polite requests. Tell them that they will be asked to think very quickly of a polite request. When you have the students ready, show them the piece of chocolate and tell them that the first student that asks for the chocolate using a polite request will get it.

Before starting the Time to read section, ask the students what comes to their minds when they hear the word “resolution”. If any of the students have an idea has him stand up and share it with the class. If not, tell them to find the word in the reading and guess the meaning through context.

After this little introduction, have the students close their books to work on listening. Once all their books are closed, play the CD two times. Advise the students to pay very close attention to the letter to understand what the letter is about. After listening to the letter two times, ask the students to write the main idea of the letter.

When they have finished writing the main idea, ask the students to share and discuss their answers with their classmates. Then, have them open their books and ask them to read the letter and find what the letter is about and compare their new answer with the one they did by listening.

Ask your students to go over the conversation and make notes of the vocabulary that is new for them, so that they can practice with it on their own. Tell them it is necessary to practice on their own any new words they find until they internalize them and they become part of their vocabulary.

Depending on time, you can have random students to read fragments of the letter out loud and monitor students’ pronunciation. Provide the students with feedback based on their performance and have them do Activity 6.

In the Conversation and more section, have the students tell you without reading the conversation on what area of the envelope goes the address of the person who receives the letter. Find out what students think about the position and the information that should be included when addressing an envelope.

Ask your students to pay attention to the conversation and find out from it what the information included on an envelope is. Play the conversation two times and then ask questions to random students.

Have your students work on pronunciation by asking them to repeat the conversation as you play and pause the CD. When you see that students are adjusting to the pronunciation of the conversation, have them take turns role playing the conversation, and at the end, have some pairs come to the front of the class and act out the conversation.

Advise your students of the importance of properly addressing envelopes. Properly addressing an envelope helps get your letter to the correct destination on time. To finish this section, have the students finish Activities 7, 8 and 9.
When the students are finished completing the exercises, have them work in small
groups to brainstorm the word “mail”. Provide them with enough time to get as much
vocabulary as possible. When they finish, choose a leader from each group to stand up
and read out loud the words they came up with. Take notes of the words on the board.
When all the groups have participated, ask them to open their books and compare
their list with the one provided in the Enrich your vocabulary section.

Have your students go over the list of words to make sure they understand the meaning
of each of the words. Provide them with enough time so that they can look up the
meanings of words that they do not understand.

Play the CD for students to get familiar with the pronunciation. Play the CD again and
tell your students to repeat after the recording. While they are practicing, monitor their
progress and be ready to give feedback.

In the Language in use section, ask your students to go over the information provided
about direct and indirect objects. Be ready to answer any questions that students may
have about the new topic and provide them with as many examples as you can. To
finish this lesson, have your students finish the activities corresponding to the section,
check their answers and give feedback. Finally, advise your students to do the self
evaluation.

**Supplementary activities**

1. Ask your students to go over the list of vocabulary that is commonly used at
the post office and tell them to write a short sentence with each one of them.

2. Give your students the following addressing an envelope process without the
step numbers.

   Step 1: To address an envelope, print the return address neatly in the upper
   left-hand corner of the envelope.

   Step 2: Begin by writing the sender’s name and/or the company’s name on the
   first line of the address.

   Step 3: Add the sender’s street address (include Ave., St. or Blvd., as well as apartment,
   office or suite number) or post office (P.O.) box number on the second line.

   Step 4: Include mail-stop numbers, for mail distribution within a large company,
   where an apartment or suite number would appear on the second line.

   Step 5: Print the city name followed by a space, the two-letter capitalized state
   abbreviation and the ZIP code (five-digit or ZIP+4) on the third line.

   Step 6: Include the country name, if necessary, in capital letters on the fourth
   line of the address.

   Step 7: Print the mailing address (the destination address) in the center of the
   envelope or package, putting each element of the address in the same order as
   outlined in Steps 1 through 6 above.
Lesson 5

Third Unit

Motivation

You can start this lesson by asking the students if they have ever been interviewed over
the phone. If any of the students has, ask him or her how it went. Ask your students to
tell you if they label people by the way they talk.

Advise your students about the importance of being polite when calling or taking a call
from a formal business. There are different ways to impress people. When you think
about impressing somebody, you might think in the way your body looks, the perfume
you wear, the clothes you wear, the way you walk, the car you drive, etc. But how can
people see any of that when you are calling a business or you are being called from a
business? You can only get a good impression on people when you polite.

Tell your students that there is some specific vocabulary they need to know to
successfully handle a telephone conversation. When making a phone call, the language
is rather informal and there are some important differences to everyday English.
Provide your students with the following information about key language and phrases
used on the phone in English:

**Introducing yourself:**
This is Ken.
Ken speaking

**Asking who is on the telephone:**
Excuse me, who is this?
Can I ask who is calling, please?

**Asking for someone:**
Can I have extension 321? (extensions are internal numbers at a company)
Could I speak to...? (Can I - more informal / May I - more formal)
Is Jack in? (informal idiom meaning: Is Jack in the office?)

**Connecting someone:**
I’ll put you through (put through - phrasal verb meaning ‘connect’)
Can you hold the line? Can you hold on a moment?

**How to reply when someone is not available:**
I’m afraid ... is not available at the moment.
The line is busy... (when the extension requested is being used)
Mr. Jackson isn’t in... Mr. Jackson is out at the moment...

**Taking a Message:**
Could (Can, May) I take a message?
Could (Can, May) I tell him who is calling?
Would you like to leave a message?

Methodological guidelines
In the Conversation and more section, you can get a copy of the conversation and erase
some of the words from it. Get copies for all your students and have them fill in the
blanks with the missing words just by listening to the conversation. Advise them to be as quiet as possible so that they can concentrate.

Once they have finished writing, write down the list of words on the board and have the students compare them with the words they heard and used.

Ask your students to listen to the conversation a couple of times and to focus their attention on the pronunciation, and then ask them to repeat after the CD. Depending on time, ask your students to work in couples to role play the conversation.

While your students are practicing the conversation, walk around the class to check on how they are doing on pronunciation and be ready to answer any questions the students may have.

You can also divide the class in two parts, A and B, and have them practice the conversation. After they finish practicing, ask them to go over the conversation and do Activity 1. Check their answers and have them move on to the next section.

In the Time to read section, have students read and tell you which of the expressions they use with frequency when they make or receive calls. After they have read and understood the expressions, ask your students to pay attention to the intonation of the expressions. Read the expressions and have your students repeat after you.

Before you have your students complete the activities corresponding to the section, you can play a game. You can have your students to work in pairs or small groups and have them create short conversations.

Provide your students with some situations and ask them to create a short dialogue around them. Some situations could include: You need to know if your mom is home, you need to know if Mrs. Ramos received your notification (Mrs. Ramos is not in), and you need to talk to Mr. Campos. He is not in and you want to know what time he will be back, etc.

When they have finished writing the conversations, ask the students practice the conversations and have them act out the conversations for the entire class. To end the section, have your students finish Activities 2 and 3. Check their answers and provide them with enough time to discuss the answers with their classmates.

Before the students open their books or flip the page to the Conversation and more section, you can ask your students to memorize a phone number for you. Write the phone number on a piece of paper and read it to the students two times. Advise them not to write it down, and then ask one or two students to go to the front and write the number you gave them.

Ask your students to pretend that they need some help from the person with that number. They are in an emergency and that is the only person that can help them. Have the first student write the number on the board. When they finish writing the numbers, show the rest of the class the number that you have so they can compare it with the ones their classmates wrote on the board.

When they are finished with this exercise, you can start a group conversation on how technology has allowed people to become lazy in terms of remembering phone numbers and even doing simple mathematical equations.

Have your students listen to the conversation on page 138. Have them explain to you what the conversation is about and whether or not they have had a similar experience and what their reaction was. If you have an interesting or funny story about telephones, then you can share it with the class.
Have your students practice their pronunciation by asking them to repeat after the CD. They then can pair up and take turns reading the conversation before going to the front of the class to act out the conversation.

Have your students complete Activity 5. Provide them with enough time to not only finish but to also compare the answers with their classmates.

In the Enrich your vocabulary section, have your students go over the list of common expressions used in telephone conversations. Ask your students to write down the expressions that they do not understand. Have them write down the expressions that they do not understand on the board without repeating the expression if it has already been written by a previous student. Take the time to explain each of the unknown expressions.

Provide your students some time to practice the list of common telephone expressions. You can stop and replay the CD to give them time to repeat each expression. Then they can finish the activities involved in the section.

**Procedures and Methodology for Hands on!**

Take advantage of each Hands on! activity throughout unit three to be solved by your students related to this part of the project (these are called Hands on! 3A to 3D).

In Hands on! 3A, make sure that you students understand what the word achievement means.

Have your students work in pairs or in small groups to discuss what achievement means to them. Then ask them to mention one achievement that pertains to their life in the last two years. Finally, they should choose one leader from each group and ask the leader to share their definition of achievement with the class. This can lead to a valuable group discussion on what achievement means. Check out the Don’t forget! on page 104 to help you with your discussion.

After they are finished with their presentation, ask the students to think about the members of their family or friends that live in a foreign country and that they believe have accomplished important achievements. Have your students work independently and write a list of family members or friends that fit this description. They will then pick someone from the list to send a letter to and carry out the directions given in Hands on! 3A.

In Hands on! 3B, ask your students to make a list of things that they would like to know about the relative or friend’s new life in a foreign country. Try to not give examples because it allows the students to copy straight from your examples and then they do not think for themselves. Instead of giving full sentence examples, you can say to use the following forms: how long/ how many/ how often. They can include questions related to: family, traditions, job, profession etc.

On the same page as the list of questions the students have made, make sure that you also include the things that they want to share about themselves with the relative that they are sending the letter to. Advise your students to list things that fit in the categories mentioned in the previous paragraph.

Have your students brainstorm habits that have changed in the student’s life since the last time they saw their relative. Try to focus on the correct structure of “use to”. For example, I use to swear a lot but now I don’t. They will write down three habits that have changed since the last time they saw their relatives.
In Hands on! 3C, have you students write a list with their favorite holidays that they used to share with their relatives when they were kids. Also, ask your students to write questions about the aspects they want to know about their relative and a list of predictions to the questions about the things their relatives might share with them about their new life in a foreign country. Tell them to include information about cultural differences, new traditions and Salvadoran traditions and holidays that their relatives or friends might miss.

They should be able to research this information on the internet and share what they have found with the class. For example, if the relative or friend is living in Germany, then the student can do some research on life in Germany, German traditions, food, etc. and share them with the class. This can develop into a cross cultural conversation within the classroom.

Also, have the students write a list of the holidays that they enjoy the most and include reasons why. You can advise the students to also include information about changes in the way their family celebrates some holidays and what they like or don’t like about those changes.

In Hands on! 3D, ask your students to go over all the previous stages of the project and write a letter including all of the information that they have collected throughout the Hands on! projects. You can help your students in this session by reviewing their previous projects with them.

You can, in a brief way, review with students the topics that have been discussed throughout the unit making emphasis in the correct use of the grammar points included. Include brief questioning, instruction and feedback if necessary.

Help your students to relate each one of the projects stages with the topics that they already covered through the lesson. That will help them to see more clear the best way to structure their ideas in the letter.

They can use page 129 as an example on how a letter is written. You can also participate in the project and show examples of your own work throughout the Hands on! activities. At the end, you can read your letter along with the rest of the class or print your letter off and give them to the students as a guide for their work.

As a tutor, be ready to respond and clarify any doubts your students may have throughout the unit in relation to the first part of the project.

Give feedback when necessary and remember that your students need to be guided at the beginning, middle and end of the entire process of their project.

When they hand in their projects, ask your students to give a short oral report about their experience in developing this kind of task. Also, have your students present their projects and a short oral report in front of the rest of the class.

In the short oral report, ask your students to include information about the aspects of the projects that they found more challenging and how they overcame those challenges.

This type of activity will help the rest of the class to compare their classmates’ challenging with their own and will also provide them with different ideas on how to overcome them in future.
Unit 4

Eating out

Unit concepts

This unit introduces count and mass nouns (non-count nouns) with “another” and “some more”, whose, possessive pronouns and possessive adjectives through a variety of very meaningful topics, such as restaurant vocabulary, scanning a menu, ordering food from a menu and recognizing expressions used by servers in the restaurant business. Also, through learning and practicing the new grammatical points introduced in this unit. At the end, students will be able to make, accept and refuse invitations.

Eating is a big part of life and therefore a big part of a language. Being able to appropriately use the target language to communicate your ideas in a restaurant environment is very important. This unit aims to prepare your students to be able to handle conversations regarding food and restaurant experiences in the target language.

By the end of the unit, students will not only be able to interpret but also produce spoken and written texts related to restaurants situations. To make this unit something students would be attracted to, the grammatical points are introduced and practiced through topics that represent their daily lives like talking about food and making, accepting and refusing invitations, as well as tipping and polite expressions used in a restaurant.

Grammar

The grammatical points introduced and practiced throughout this unit are count and non-count nouns, whose, possessive pronouns and possesses adjectives. These grammatical points are taught systematically and practiced in meaningful contexts throughout the unit.

To be able to differentiate a mass noun from a count noun is something students need to learn in order for them to be able to talk about food and numerous other topics. The main difference between count and non-count nouns is whether you can count the things they refer to or not. Besides teaching students to differentiate a count noun from a non-count noun, some quantifiers are introduced and practiced.

“Whose” is a very commonly used subject pronoun in English. This grammar point is taught and practiced throughout the unit along with possessive adjectives, such as: my, your, his, her, its, our and their. Besides possessive adjectives, possessive pronouns are taught and practiced.

Vocabulary

A set of widely used vocabulary is introduced in every lesson throughout the unit. The vocabulary introduced in this unit includes adjectives to describe food, common ingredients and dishes, expressions used in restaurants, adjectives to describe servers, etc.

Everyday English

The language input students get through this unit is everyday language. For example: drinks, appetizers, main courses, desserts, restaurant expressions and more are practiced. Depending on how successful students are in acquiring the language input, they will be ready to understand and produce everyday English.
Lesson 1

WOULD YOU LIKE TO SEE THE MENU?

Motivation

Start the lesson by greeting the class and tell them that you feel very good because you had the best breakfast/lunch or dinner ever (depending on what your closest meal was). Go over the details about the dish: name of the dish, ingredients, flavor and price.

Ask your students how their breakfast/lunch/dinner was, and ask them to include in their answers information about the name of the dish, ingredients, flavor and price. After they finish presenting their answers, you should be able to find out what their background is when it comes to talking about this topic.

Talking about food is a topic as wide as talking about languages of the world. There are so many languages in the world and so many dishes. The difference is that people manage to translate the language to whatever language they speak, while dish names, most of the time keep the name in the language of the country where they were invented. Being able to talk about food could be challenging, but it is very useful to be knowledgeable in that area in order to have a wider range of dish options and also to be able to help others decide on what to order in a restaurant.

In this part of the lesson, take the time to convince the students about the importance of the new topic. Share your restaurant experience when it comes to menu reading. Then ask your students about what their experience is through questions such as: Have you ever had...? Has it ever happened to you...? What flavor comes to your mind when you hear the word “Spring Rolls” or “Deep Fried Wontons”?

Spring Rolls
A lighter, more delicate version of egg rolls, made with a flour and water wrapper (no egg). Like egg rolls, spring rolls are deep-fried.

Deep Fried Wontons
Wonton wrappers filled with ground pork and a variety of vegetables and seasonings before deep-frying.

You can get pictures of the dishes to show them to the class so they have a better idea of what the dishes are and whether they are appetizers, main courses or desserts.

Explain to the students what the dishes are and then ask them again what kind of flavors come to their minds when you say the name of the dishes now that they know what the dishes are. When students show that they understand the importance of the topic and you have them thinking about their own restaurant experience, you can start developing the lesson with your students.

Methodology
In the Conversation and more section, have your students to listen to the conversation and try to grasp the main idea of the conversation just from listening to it.

Play the conversation a couple of times before you ask questions to the students about it. When you are finished playing the conversation, ask random students questions about it.
When you have tested how they are doing on their listening skills, have the students work individually and ask them to read the conversation and find out what it is about without stopping to look up any new words.

Then ask them to go over the conversation again and add any new vocabulary from it to their own vocabulary list. Provide the students with time so they can understand the meaning of the new vocabulary either through context or by looking it up in their dictionaries.

Depending on the time, you can have some students stand up and act out the conversation for the entire class. Provide the students with some feedback if necessary and advise the students to finish Activity 1, compare and score their work, and move on to the Enrich your vocabulary section.

To introduce the Enrich your vocabulary section, you can bring a piece of chocolate to the class. Show the chocolate bar to the class and the first student that gives you an adjective to describe it gets it.

Ask the students to work in pairs to read the Enrich your vocabulary section to understand the meanings of the adjectives. Have the students continue in pairs and write one or two types of food associated to each one of the adjectives. Advise the students of the necessity of being able to describe food tastes. Sometimes when you are invited to a house and others cook for you, it usually happens that at the end you are asked your opinion of the food. Your answer is expected to be more than good, excellent, or perfect.

When the students are finished writing foods associated with the adjectives listed, check their answers and have them compare their work with other couples. Finally, ask them to finish Activities 2 and 3.

To introduce the Time to read section, ask your students a list of names of restaurants in their neighborhoods or community that they usually go to. When they finish writing the list, ask your students to stand up and read the list of restaurants. As each one of the students finishes reading the lists, ask him/her which of all the restaurants mentioned on his/her list is his/her favorite.

When all the students have presented their lists and told you what their favorite restaurant from the list is, tell them to tell you what kind of restaurant it is, what they normally have for appetizers, entrees (main courses), and desserts and also what their prices are.

In the Conversation and more section ask your students to close their books and listen to the conversation between the two people at a restaurant. Play the conversation two times and check their understanding through questioning random students. Ask the students to open their books and go over the conversation and find out how close they were to guessing the main idea of the conversation.

Provide the students with some time so that they can go over any new words that they might find in the conversation. If you still have time, you can have students listen to and repeat the conversation from the CD so they can work on pronunciation. Ask a few pairs of students to act out the conversation in front of the class. Once you are finished having students practice the conversation, provide any necessary feedback and have your students finish Activities 6 and 7.
To introduce the Enrich your vocabulary section, ask your students to think about the common ingredients that they use in their homes to cook typical foods. This will give you an idea about how much vocabulary the students know related to this topic. Based on the information that you receive, you can address the strengths and weaknesses that are shown to you.

Then have your students go over the Enrich your vocabulary section. They will see pictures of dishes that they may find in restaurants. You can have the students work in pairs and try to brainstorm what ingredients are used to prepare each of the dishes that are listed in that section. After they brainstorm what ingredients are being used in each dish, ask pairs of students to stand up and read the name of a dish and the ingredients that they think are being used.

Have the students finish Activity 8, in which they are asked to identify two of the main ingredients needed to prepare the dishes listed. The students should work individually in this exercise. When they finish with the activity, have them compare their answers with their neighbors. Go over the correct answers and provide feedback if necessary.

Optional activity: A few days before you introduce this section you can divide your class into groups of four or five people. Ask them to make a list of their favorite dishes. Once they have the list, have them decide which dish they would like to focus on. Once they have decided on a dish, next have them write a list of all the ingredients to that dish. After they have the ingredients listed, they will then write down the recipe on how to cook the dish. Tell them that the name of the dish is to be a secret from the other groups. Each group will go to the front of the classroom and share with the class the ingredients and the recipe. The students will then have to guess what the dish was. Tell your students to be as creative as possible. They can even bring food items with them, such as potatoes, tomatoes, carrots, etc.

To introduce the Language in use section, you can bring a few food items to the class, such as sugar, salt, or vegetables, so that you can illustrate the definition of countable and non-countable nouns. There are some non-countable nouns that might be seen as countable, such as chicken. You can have a piece of chicken or two pieces of chicken, but if you are talking about the chicken directly, then you say “I want some chicken.” It is non-countable.

Also, let the students know that whenever they are talking about countable or non-countable nouns, they need to know what quantifiers are, such as a few, several, a little, some, plenty of, etc. Take the time to teach your students here are some quantifiers that can be used only with either countable or non-countable nouns. After you introduce the topic, provide the students with as many examples as you can. You can also bring some more exercises related to the topic so students can get the opportunity to practice. Finally, have the students finish the remaining activities.
Fourth Unit

Lesson 2

WHAT WOULD YOU LIKE TO DRINK?

Motivation

In this lesson you can start by asking the students if they have ever been waiters or waitresses. If nobody in the class has, tell your students that you were a waiter or waitress when you were their age or when you were in high school and that you didn’t appreciate it when customers asked for things in an impolite way.

Tell them that the same concept applies to any profession. We all need to be polite when we need someone to do something for us, not to act as though just because we pay for the service we require we own that particular server.

You can have the students tell you their opinions on how important it is to be able to differentiate an appetizer from the main course or a dessert. Ask them to tell you in English the name of an appetizer, a main course and a dessert.

When they have finished writing the names, ask your students to stand up and read their work to the class. Ask your students to provide a definition for each dish they mentioned so that their classmates have a better idea of what they are talking about.

Provide them with enough time to concentrate on the activity and not feel rushed. Advise your students to talk about Salvadoran dishes if they don’t know much about international food.

When you have made the necessity to be polite when ordering in a restaurant clear and they show interest in the new lesson, you can go ahead and start it.

Methodology

In the Conversation and more section, ask your students to look at the bottom of the page and go over the glossary that is listed there. This will help the students to familiarize themselves with any new vocabulary that may be new for them in the conversation listed on that page.

Have the students read the conversation independently while writing down a small list of words that they do not know the meanings of. Have them try to use the context of the sentence to find the meaning of the words that they do not understand.

Have your students listen to the conversation and focus their attention on the pronunciation. After playing the conversation two times, have the students repeat each line of the conversation after the CD. Provide them with some time to role play the conversation in groups of three.

In the Enrich your vocabulary section, you can have the students write a list of expressions they know are used by waiters/waitresses and customers at restaurants. Remind the students that the vocabulary expected to be used in restaurants is formal.
Ask your students to share some of the expressions they came up with in the class. As your students stand up to read one or two expressions, take note of the expressions on the board. Make sure the students understand that whatever request is made needs to be polite.

When all the students have shared at least one expression used in a restaurant, ask your students to open their books and go over the expressions listed in the book and have them compare them with the ones included in the list they created.

Combine the two lists and ask the students to go over it and make sure they understand each one of them. After one or two minutes, read the expressions and ask your students to focus on the intonation of them.

Finally, have random students read the expressions out loud for the whole class. Provide the students with feedback if necessary and have them finish Activities 2 and 3. Ask your students to find somebody to compare and discuss their answers with, grade their work and then go on to the next section.

For the ‘Time to read’ section, previous to the class you can get a copy of the reading, erase some key words from it, and add those words in disorder at the top of the page. Reproduce the copy with the missing words for the students.

On the day of the class, ask your students to close their books and give each one of them a copy with the article. Play the conversation and have the students complete the article with the missing words.

After the listening exercise, ask your students to go over the reading and find any new vocabulary to add to their vocabulary lists so they can practice with the words on their own. Persuade the students to guess the meanings through context.

Have the students finish the activities in the section. When they are finished with both of the activities, have your students discuss their answers and grade their work while you read the answers out loud from the answer key. Provide the students with some feedback depending on their performance.

Optional activity: You can divide the class in X number of groups. When the groups are made, tell them that each group will be asked to make a list with the most recognized restaurants in their city or community. From the list, they will need to write a description and present it to the entire class.

The description should include information, such as location within the city, sitting options, food offered, and quality of service.

In the Conversation and more section, have the students get familiar with vocabulary that might be new by asking them to go over the glossary list at the bottom of the page. Ask the students to go over the conversation and discuss with a classmate whether they approve or not the way customers and servers communicated through the transaction of ordering at a restaurant.
As an introduction to the Enrich your vocabulary section, have the students work on a short activity. Ask your students to brainstorm possible expressions used by a server in different moments and places within the restaurant such as welcoming the customer at the entrance, seating the customer, serving the customer, and saying goodbye to customer.

Make it clear to students that their books need to be closed while they do the activity previously discussed. After that activity, check their answers and congratulate them for their effort. Then, ask your students to open their books and read the list of polite expressions listed as you play the CD.

Finally, ask your students to finish Activities 8 and 9. When the students are finished with both activities, ask them to compare the categorization they made in Activity 9 with the one they did at the beginning of the section. Provide the students with feedback about their performance.

In order to make more graphic the explanation of the Language in use section, you can bring different types of fruits: mango, banana, strawberry, apple, peach, jocote, zapote, etc. Before you start talking about the grammar point, give some students one piece of fruit and tell the rest of the class to keep in mind the fruit that each student has received.

Ask the students that have pieces of fruit to stand up and show to the class the fruit that he or she has been given, and then ask that particular student to tell you the name of the fruit he/she has in English. If the student doesn’t know the word in English, he/she can get help from his classmates by asking them in English, for example: Victor, how do you say durazno in English?

You can get this idea and use your imagination to make it more entertaining and useful for students to gain more vocabulary. For example, you can also use sodas, juices, forks, spoons, or anything else related to food. The more related the vocabulary is to the topic the better.

The game stays the same, and the whole class needs to be aware of who has what. When the students have figured out how to say the name of the piece of fruit or object they have in English, ask them to go one by one to your desk and put whatever object or piece of fruit they have on the desk and go back to their seats.

Go over the pieces of fruit and objects on your desk and write their names on the board. Depending on the time, you can have your students to repeat after you while you read the list. Then write the word “whose” next to the list and write explain to your students its use.

Then start grabbing the objects from your desk and ask questions to students using “whose” and the object in your hand. Ask the student who the object or fruit belongs, to come and get it while the rest of the class repeat the answer. Explain to the students how to answer to questions with “whose”.

Provide the students with as many examples as you can. Then, have them finish the activities related to this last part of the lesson. When the students are finished with the activities, have them grade their work, provide them with feedback if still needed and start the new lesson.
Lesson 3

SHOULD I LEAVE A TIP?

Motivation

In order to catch your student’s attention in this new lesson, you can start by providing them with half of a sheet of paper. Ask them to write what kind of job they do besides studying.

They should come up with words like cashier, grocery clerk, customer service representative, auto technician, house keeper, etc.

Ask your students to, once they have finished writing whatever else they do besides studying on the papers you gave them, stand up and show the class what they do.

Once they all have participated by showing their part time jobs to the class, ask your students if they feel that their work is appreciated by their customers or whoever they work for. Independently from what their answer is, find out the reasons for their answers.

After getting the students answers, ask them that a very good way of showing appreciation for a good service is by tipping. Through tipping you not only show appreciation for the server’s effort to treat you well, but also show respect for what he or she does. At the same time, it guarantees you good or even better service in the future.

Advise your students that no matter how good we think our service think, there is always room for improvement. In order to improve, there must be something to motivate us and that is exactly what tipping does. Tipping motivates servers to improve their service.

Methodology

In the Conversation and more section, have the students go over the conversation two times. Check their understanding through questioning random students about what the conversation is about. Then ask your students to look at the bottom of the page and read the glossary definitions.

Once the students have gotten familiar with the new vocabulary, have the students answer the questions in Activity 1 and complete Activity 2 as well. Ask your students to find a classmate to compare and discuss their answers with.

You should also take advantage of the conversation to get the students to practice pronunciation. Play the conversation for students just to listen to the conversation and repeat it in their minds. The second time you play it, have your students repeat it out loud after the CD. Finally, have some pairs of students role play the conversation in front of the class and provide the students with feedback.

You can also ask the students if they have ever had a similar experience like Luis and Amanda. Ask them about with what frequency they get good service in restaurants or diners. In this stage, you can also ask the students to work in groups to write a similar dialogue about their best restaurant experience.
Have the students present their work to the class by role playing their dialogues. After each group finishes with the presentation, you can ask extra questions about the restaurant experience they talked about. You can include questions such as: Was it expensive? What did you order to drink? How was the food? In what area in the restaurant did you guys sit? And the most important question: How much did you tip?

To introduce the Enrich your vocabulary section, start by asking if there are any students that have been a waiter or a waitress. Hopefully you will have someone or a couple of them raising their hands. To those who raise their hands, ask them to evaluate themselves and write a list of the characteristics that, according to them, make them good servers.

Extend the activity to the rest of the class and ask them to do the same thing. Have them write a list of characteristics to describe an ideal server, in other words someone that they would tip with joy.

Remember this would be the introduction to the Enrich your vocabulary section. Persuade your students to keep their books closed.

When they have finished writing the list of characteristics, have the students, one by one, stand up and share with the class one or two characteristics. Take note of the characteristics by writing them on the board.

By the end of the activity, you should have a long list of characteristics. Once all the students have participated in the description of the ideal server, have them open their books to page one hundred sixty-six, and compare the list on the board with the one in the book.

Have the students go over both lists to combine them, and teach them how to pronounce the words. And provide them with time so they can look up in the dictionary any words that they might not understand.

Finally, have the students work individually to finish the activities corresponding to the section. After they finish, give them some time to compare and score their answers and provide feedback if they need it.

In the Time to read section, ask your students to go over the reading and try to get the main idea by reading it only one time. When they finish reading it the first time, ask random students to check on understanding. Depending on the results of the questioning have them read it again and ask some other students.

When students give signs that they understand what the reading is about, ask them to review the list of the ideal server characteristics they wrote on the previous section. After reviewing the list, ask them if they agree with the content of the reading.

Ask them how many of the characteristics mentioned in the reading they had already covered in their list. At the end ask the students to work in pairs to finish Activities five and six. Give them enough time to finish, be ready to answer any questions they may have, check their answers and give them feedback.

To introduce the Conversation and more section, ask your students to work in groups to write a list of the characteristics or aspects that you hate the most on a server.
Explain to your students that in their list they can include characteristics and also habits. When the students finish writing their lists, choose one leader from each group to stand up and go to the front of the class and read it out loud.

After all the groups have participated, ask the students to close their books and listen to a conversation between a waiter and a customer. Play the CD two times and find out how much students understood from it by questioning random students.

Then, ask the students to go open their books and go over the conversation. Tell them not to stop for every single word that they don’t understand. After they have read the conversation a couple of times, ask your students if they see anything wrong in the conversation. Find out what their opinion is about the servers performance.

In the Enrich your vocabulary section on page one hundred sixty-nine, ask your students to review the list of characteristics you hated in a server and combine it with the one listed in this section.

Optional activity: Have the students create and act out good and bad service. Have your students work in groups to create dialogues between servers. When they finish creating the dialogues, have them practice the dialogue among the members of the group.

Tell your students that each one of the members needs to be ready to act out the conversation since they still don’t know who you are going to choose to do it. While the students are practicing pronunciation, walk around the class to monitor their progress as well as help them if they need it.

When they finish practicing, choose the students that are going to participate in role plays. Persuade the rest of the class to be quiet and to pay close attention to their classmates work since you are going to ask questions to the audience after each group participates.

After each role play, ask the class about what they found to be wrong in the service and therefore whether they would tip or not. Keep following the same strategy until all the groups have participated. At the end, create discussions among your students to review their classmates’ participation and conclude who gave the best service and who gave the worst.

In the Language in use section, you can bring pictures showing different nouns. For example: car, shirt, purse, training collar, world, a family in front of their house, etc. Show the pictures to students and start building sentences on the board: the car belongs to me, the shirt belongs to Dimas, the purse belongs to Consuelo, the world belongs to us, the house belongs to ..., etc.

Provide the students with as many examples as you can, and then have them finish the exercises corresponding to the lesson, check their answers and give feedback.
Fourth Unit

Lesson 4

WOULD YOU LIKE TO GO ON A PICNIC?

Motivation

You can start this lesson by asking the students what kinds of activities they do with their families or friends to have a good time. Ask your students to think about the things that they like to do in their free time and to write a list with them.

When they are finished writing the list, have your students go to the board and write their activities, ask the students to write one or two activities maximum so that more students have the opportunity to participate, and tell them not to repeat the activity a previous student might have written already.

When the list is complete and you got the participation of the majority of students, ask your students to sit down and read all the activities their classmates do for fun. Be ready to answer any questions that might come up from reading the activities.

Review the list of activities with students and find out if the students included "having picnics" as one of their activities. If they did, underline it and if not, add it to the list and drag the students attention to focus on how nice is to have picnics as a way to have a good time with family or friends.

If you can, share a very fun story about a picnic you had with your friends in the past. Ask your students to write a definition of "picnic", and when they have finished writing the definitions, find out if any of the students in the class have ever had a picnic before.

If there are any students that have had a picnic before, you can continue the questioning about where he or she had the picnic at, who he or she went to the picnic with, what they ate, etc. When you have the students thinking about picnics, you can start with the Conversation and more section on page one hundred and seventy-three.

Methodology

Now that you have the students thinking about picnics and they already have an idea of what a picnic is, ask your students to close their books and just listen to the conversation. Play the conversation two times and make sure students are in complete silence so that they can concentrate on listening.

Ask some questions to students to check on their understanding. Have students open their books and work in pairs to finish Activities 1 and 2. While your students are working, monitor the activity and be ready to answer any questions.

Ask the students to compare and discuss their answers with their classmates. Then have your students score their work while you go over the answer key. In order to score their work, you can ask your students to trade notebooks.

Ask your students to go over the conversation and make a little list with the new vocabulary. Ask each student if they were able to find any. Whatever words they give you, write them on the board. Once you have the list, ask some volunteers to give you the definitions. Remember that the list on the board might not be new for everybody in the class.
Ask your students to try to guess the meaning of the words through context, and use their dictionaries with those words that context is not enough to infer their meaning. Depending on the time, you can have students create one sentence with each word from the list.

You can work on pronunciation by asking your students to make groups of three. Play the conversation and have the students repeat. Do that a couple of times, and then ask your students to keep practicing. While they practice, monitor their progress.

Finally, have your students role play the conversation in front of the class. Have the class be quiet while their classmates are performing the conversation. When they all have participated, give feedback and have the entire class stand up and clap their hands for their performances.

In the Enrich your vocabulary section, have your students go over the list of vocabulary words and make sure they all are familiar with them. If they find new vocabulary in the list, allow the students to use their dictionaries to look the meanings up.

You can ask your students to write short sentences with the new words they found. Finally, have the students finish Activity 3. Provide feedback and move on to the next section.

Get copies of the Time to read section, cut them into several pieces and put them in envelopes. When you are getting ready to start the section, ask your students to work in groups to play a game. When you have your students sitting down in groups, hand an envelope to each group. Explain to the students that they need to close their books, and that each group is competing with the rest of groups to put the article in order.

Keep playing the game until you get a winner. The group that finishes putting the article in order first will win a prize. You can give them a piece of candy just to make the activity more interesting.

Then have the students open their books and go over the article to do Activities 4 and 5. When they have finished, have students to compare their answers with their classmates. Check their answers and give feedback.

You can also read the article and have students listen and focus their attention on pronunciation. After you read the article a couple of times, have the students continue reading the article out loud. While they are reading, walk around the class to check on their progress.

To end this section, ask random students to read fragments of the article out loud and be ready to provide the students with feedback if necessary.

In the Conversation and more section, ask the students to listen to the conversation and read it with their eyes only. Play the conversation a couple of times and have the students repeat after the recording.

Have some students stand up and act out the conversation. Get as much participation as you can. After working on pronunciation, ask your students to go over the conversation and make a list with the new vocabulary they find.
When they have picked up the new vocabulary, tell them work in groups or pairs to find the meanings of the words. Advise your students to use the context of the words or the dictionary to find the meanings.

In this section, you can have your students work in groups to plan a picnic. Once the students have chosen the people they want to work with, start giving them instructions that they will need to follow throughout the development of the activity.

Ask your students to first make a list of places around their city or community that they consider to be appropriate places to have a picnic at. When they have the list of places, tell them that they will need to discuss which one from the list they will choose to have their picnic at.

Explain to them that they will be asked the reasons why they decided to choose the place they decided on. Once they have decided on the place, ask them to make a list of the things that they will need to take with them. Once they know what they will need to take with them, ask your students to decide who is going to take what. Finally, ask them to pretend they are already at the picnic and to write a dialogue they are having at the picnic.

When are finished writing the dialogue, ask the students to practice the dialogue. While they are practicing the dialogue, be ready to help students with any questions that they may have. Finally, have the students act out their dialogues in front of the class.

In the Enrich your vocabulary section, find out if students know what a paragraph is. If any of the students know, continue asking if they know what the main parts of a paragraph are. If they don’t know the definition, explain what a paragraph is and have them go over the main parts of the paragraph listed in the section.

Provide the students with time, to look up any new words they may find. Reinforce their understanding by defining each one of the parts of a paragraph or you can have them work in groups to try to define the meanings of the words.

In this section, you can bring to the class some articles from magazines and have the students identify the parts of the paragraph. Provide the students with as many examples and exercises as your possibilities are.

Finally, have your students finish the activities in the book. Ask the students to work individually, and when they are finished, tell them to compare their answers with their classmates. Check their answers and give them feedback if necessary.

In the Language in use section, explain to your students how important the grammar point is. Students might already have an idea on what a possessive adjective is, so it would be useful to ask some random students to define what a possessive adjective is and also to give you examples.

Explain to the students what a possessive adjective is, give examples and explain their use. After you have explained the topic, check the students understanding through questionings.

Explain what an adjective is. An adjective is a word that modifies a noun to tell you more about it. Adjectives never change. They are never plural.
Examples: a nice house
some nice houses

The adjective is "nice" because it is describing the noun "house". Even when the noun is in the plural form, the adjective doesn't change.

Possessive adjective:
A possessive adjective modifies a noun to show ownership.

Example: I'm Irene.
My name's Irene.
Possessive adjectives go before their nouns.
Irene is my name.
Optional activity: Have the students do the following exercise. Use the clues to fill in the blanks with the correct possessive adjective.

1. You're Antonio López.
___ name's Antonio López.

2. He's Rene.
___ name's Rene.

3. I'm Rose.
___ name's Rose.

4. They're Luis and Alfredo.
___ names are Luis and Alfredo.

5. She's Esperanza.
___ name's Esperanza.


In this section, it might be helpful to your students to take the time to explain the difference between a possessive adjective and a possessive pronoun: my, your, his, her, its, our, their versus mine, yours, his, hers, its, ours, theirs. Provide them with as many examples as you can. Finally, have them finish the activities corresponding to the section. Check their answers and give them feedback.
Fourth Unit

Lesson 5

DO YOU WANT TO GO OUT ON FRIDAY NIGHT?

Motivation

You can start this lesson by telling your students that you need to buy a gift. You are excited because a very good friend of yours is getting married the next day and you haven’t figure out what to give him or her yet. According to what you’ve heard, it is going to be a very good party. Ask your students to give you ideas on what to buy for a gift and where to buy.

Add to that story that one of your coworkers invited you go to have dinner the same day of the wedding and you haven’t give him/her an answer yet because you are afraid that you could hurt his/her feelings by declining the invitation.

Remind the students that there are some people that don’t know how to say no. Saying “yes” when you would rather say “no” gives you stress, which can cause physical symptoms such as headaches, shoulder tension and disturbed sleep.

Explain the students that it isn’t until you can say “no” that your “yes” means “yes”, and your “no” means “no”.

Have your students come up with ideas on how to tell that person that you cannot accept the invitation without hurting his/her feelings. Once they have presented the ideas, share with your students the following information about some types of “no”:

The reflecting “no”

Here you acknowledge the content and feeling of the request, and then you add the assertive refusal at the end:

I know you want to talk to me about organizing the annual department lunch, but I can’t do lunch today.

The reasoned “no”

Give a brief and genuine reason for the refusal without opening up further negotiation:

I can’t have lunch with you because I have a report that needs to be finished by tomorrow.

The rain check “no”

It is a way of saying “no” to a specific request without giving a definite ‘no’. It’s a prelude to negotiation, not a rejection of the request. Only use it if you genuinely want to meet the request:

I can’t have lunch with you today, but I could make it sometime next week.

After discussing the different types of “no”, ask your students to write a list of events or activities that they are frequently invited to attend or do by their family, friends or boyfriend/girlfriend.

Ask your students to, one by one, go to the board and write the events or activities they are usually invited to. When they finish writing the list, ask random questions how they say “no” to those invitations when they can’t accept. Also, have the students tell you which of the events and activities they usually invite their family and friends to attend or do. Ask them about the frequency with which they are accepted or denied.
When most of your students have participated in the activities, you will have them thinking about events, activities, making, accepting and refusing invitations. At this point, the students will be ready to start the lesson.

Methodology

In the Conversation and more section, before you have students read the conversation, ask if anybody in the class has ever been to Guatemala. If any of the students have, ask questions about the trip. Include questions, such as: Where in Guatemala did you go to? How many days did you stay? What means of transportation did you use? Who invited you?

Of course you can get creative with the questioning, and base you’re questioning on getting the students to practice topics that they have previously been exposed to. You can also ask the rest of the class to answer the same questions based on their last trip they took for fun.

There is a possibility nobody has ever been to Guatemala. If that is the case, ask the students to think about a couple of fun trips they have taken lately. Have them to choose their favorite one.

When they have written the list and chosen one, ask the students to stand up and find out what the event or activity that he or she is going to share with the class. Have the students answer the questions. Make sure all the questions apply to the students’ experiences.

Once the majority of the students have participated, ask your students to go over the conversation on page one hundred and eighty-one and find out what it is about. Ask your students to try to grasp the main idea without looking up any words in a dictionary.

Have your students read the conversation two times and then ask random students to tell you what the conversation is about. This should give you an idea on how much the students understood through context only.

Ask your students to go over the conversation again and look up in their dictionaries any words that they didn’t understand through context. Then play the conversation for students to repeat. Finally, have to students to find somebody to practice the conversation with and have them act it out. After all the students have acted out the conversation, have the students finish Activity 1.

In the Time to read section, have the students listen to the letter. Ask your students to close their books, so they can exercise their listening skills. Play the conversation two times and then ask the students to answer the questions related to the reading.

When the students have finished answering the questions, tell them to open their books, read the letter and see if they still agree with their answers. This activity will help the students evaluate their listening skills.

When they have finished answering the questions, have the students tell you about one experience they have had in which they had to decline an invitation. Have them tell you the event, the reason why they had to decline and if the person inviting got mad.
After they present their work, ask your students how they feel when somebody says no to their invitations. Ask random students about their reaction when their invitations are declined. Also, ask if they have different ways to make invitations when dealing with different people.

If there is any difference, ask them to tell you what the difference are. The differences might be tone of voice, the vocabulary, the way they look at the person while making the invitation, etc. Ask the students to write dialogues inviting different people, family, boyfriends/girlfriends, etc.

After the students have finished writing the short dialogues, ask them to act them out for the entire class. Ask questions to random students about the presentations.

Then, have the students to work in groups to finish Activity 4. Provide the students with enough time so that they don’t feel rushed, and then collect their answers. To finish the section, have the students to go back to work individually to finish Activity 5 and give feedback.

In the Conversation and more section, ask your students to read the conversation and tell you what the conversation is about.

Play the conversation a couple of times so that students can get the right pronunciation of the words. Then have your students practice the conversation with a classmate. While they are practicing, be ready to answer any questions and monitor the activity.

Ask your students to tell you what words from the conversation they don’t understand. Make a list with the words on the board, and get the students’ help to find the meaning. Depending on the time, you can use each one of the words to create a sentence.

Ask your students to work individually to finish the activity linked to the conversation. When the students are finished with it, ask them to compare and discuss their answers with their classmates. Check their final answers and give feedback.

Ask random students about their experiences with pushy people. People that no matter what your reasons are for not accepting, they don’t give up pushing you to make you accept. Create a little discussion setting among students when sharing their ideas.

To introduce the Enrich your vocabulary section, you can bring a list of formal and informal expressions used to make invitations. Present the list of expressions through sheets of papers or writing them on the board.

Go over the list and make sure your students understand the meanings of the expressions. You can also work on pronunciation by reading the expressions and having the students to repeat after you. After practicing on pronunciation, have the students categorize the expression on whether they are formal or informal.

A suggested activity would be to write a list of expressions used to make, accept and refuse invitations. Write each expression in separate pieces of paper put them inside of an envelope. Ask the students to work in small groups. Each group will receive an envelope and will compete with the rest of the groups categorizing the expression in “making an invitation, accepting an invitation or refusing an invitation”.

Persuade your students not to open the envelope until you tell them to. Once all the groups have their envelopes, they will start working. The group that finishes first and gets the highest score will get prizes.
After this short game, ask your students to work individually to finish Activity 8. After they finish, tell them to compare and discuss their answers with their classmates. Collect the students’ answers and provide them with feedback.

Before they start going over the language in use section, ask your students to tell you their opinion on the difference between things that need to be done and things that have to be done. If the students get their answers right, congratulate them and have the class to clap their hands.

If the students don’t get it right, take the time the difference and provide them with examples. After they have been introduced to the difference and been exposed to some examples, have the students write a list of things they need to do and a list of things they have to do that day.

Provide your students with enough time to work to the task and be ready to answer any questions that students may have. When they finish, have each student stand up and read their lists out loud. The rest of the class will listen and have an opinion on whether they agree or not with the things that their classmates said.

Previous to introducing the Language in use section, ask your students to work in pairs and write a short conversation in which student A invites students B to do something. Ask your students not to get so complicated with the invitation. The invitation could be about going to the disco, dinner at somebody’s home, playing soccer, watch a movie, etc.

Ask the students to write the conversation and then to practice it so that they can act it out for the entire class. Before they start working on the activity, tell the students that they need to deny some of the invitations.

Once all the students have finished practicing, and before they start role playing their dialogues, make sure the class pays attention to the presentations. After each presentation, ask random students questions about the presentation: What was the invitation? Was it accepted or denied?

To introduce the Language in use section, choose some students to read the information out loud, and ask the rest of the class if they have any questions regarding what their classmates are reading.

If you have time, and if you find it necessary, provide the students with more examples. Finally, have the students finish Activities 9 and 10. While your students work on the exercises, monitor their work by walking around the class and be ready to help.

**Procedures and methodology of Hands on!**

In this unit, the students’ projects will be related to food. Through this project your students will show how effective their learning has been. Explain to the students what the project is going to be about.

As in the previous units, the project is divided in four stages in which the students will show how successful their competencies developed as they advance covering the lessons of the unit.
Methodology Guide

When you come to a point when you need to introduce the Hands on! 4A, review with the students their knowledge about food. Ask the students to work in small groups. Each one of the groups will be asked to write as many dishes as they know.

Tell them that the categories are unlimited, meaning that, they can include both national and international food. Also tell them to include appetizers, main dishes and desserts.

Provide the students with enough time to review all the dishes they have been talking about throughout the lesson, and they can also think about some others that they may know.

Once they have finished, choose a leader from each group. When you have the leaders, ask them to come to the front of the class and write down their lists of dishes. By the end of the activity, you should have a very long list of dishes.

Finally, have the students categorize the food written on the board in three categories: appetizers, main dishes and desserts. Then, ask your students to go over the list and pretend they work for a well known food magazine, and they need to make a list with three Mexican dishes from each category appetizers, main dishes and desserts.

The report should look like a menu in which they need include the name of the dish, a brief description of it and the price. Also, make sure the students present their work individually.

In the Hands on! 4B, the students will be asked to create a conversation about ordering food. Before you ask your students about what they have to do, get them ready by asking them to review all the expressions that are normally used when ordering food at a restaurant.

Ask your students to work in pairs to review and make a list with as many polite expressions and key vocabulary used in the restaurant environment.

Provide the students with as much time as they need, and monitor their work. Be ready to help the students if they need your help. And when they are finished making the list, choose one of the students to go to the front to write on the board the list that they came up with.

In this stage, you can also help the students by adding expressions that they might have forgotten. Look at the list below:

The waiter

What can I do for you?, Can I help you?, Can I take your coat?, Have you booked a table?, How many are you?, Would you follow me, please?, Can I take your order, sir/madam?, What would you like to start with?, What would you like to drink?, What would you like for dessert?, How would you like your steak? (rare, medium, well done), Do you want a salad with it?, What kind of dressing?, Anything to drink?, Do you want a dessert?, The burgers are very good., Sorry, the hamburgers are awful., is everything all right? Did you enjoy your meal?, Are you paying together?, May I show you to a table?, If you wait, there’ll be a table for you in a minute, Do you want vegetables with it?, Why don’t you try the pizza?, It’ll take about 20 minutes.
The customer

A table for two, please. May we sit at this table? The menu, please. What's on the menu? Do you want fish? What's Irish stew like? We're not ready yet. The steak for me, please. Can you bring me the ketchup, please? A salad, please. I'll have the same. That's all, thank you. Can I have the bill (check), please? This is on me. Here you are. The rest is for you. Have you got wine by the glass? I'd prefer red wine. Can I have chips (French fries) instead of salad? What do you recommend? Please bring me the bill (check) with my coffee. I think you've made a mistake.

After you have reviewed all possible expressions used in a restaurant either by the server or the customer, ask the students to work individually to write a dialogue between a customer and a server. Ask them to use as many polite expressions as they can.

In the Hands on! 4C, ask the students to list the qualities they like and that they dislike in servers. Have the students work in pairs and review all the customer characteristics.

When they have finished writing the list of characteristics, have the students stand up and read the qualities out loud. Have the rest of the class guess who says the expression, a customer expression or a server expression?

Based on the previous dialogue they wrote between the customer and a server, ask them to review the dialogue and imagine that you are the customer in the dialogue. The students will be asked to imagine it's time to pay the bill. They need to make a decision on whether they will tip or not. At the end, they need to explain in a paragraph whether they will tip or not and the reasons of their decision.

In the Hands on! 4D, this is the last stage of the project. At this point in the project, the students would have been exposed to a variety of topics and now they should be able to successfully handle communicative transactions related to restaurants.

In this section, you can have the students review all the previous stages as well as the topics related to the project.

The students now are able to identify language related to food, they know how to differentiate between good and bad service, and they also know how to appreciate and reward good service.

Ask the students to evaluate the Mexican restaurant they have been talking about in the previous projects. The students will pretend it is time to report on the food and the service of that particular restaurant. The students should evaluate the variety of food, the flavor of the food, the price, and the service. At the end, they will individually present a report.
Unit 5

Vacations in El Salvador

Unit concepts

Unit five introduces concepts for students to be able to recognize travel information presented in written texts and spoken discourse, as well as producing the language by writing and speaking about travel related information.

This unit aims to provide the students with the necessary competencies for them to be able to calculate and talk about expenses for flights, hotels and transportation. It also provides them with the information to name and talk about means of transportation and tourist sites in El Salvador. Besides that, it prepares the students to be able to understand and produce expressions to make hotel and car reservations as well as being able to receive and give driving directions with time expressions.

This unit makes an effective combination of useful grammar points, everyday topics and key vocabulary to enable students to accurately communicate in English in real life situations with even quite limited language. Past participles of regular and irregular verbs, future time clauses with the simple present and the present progressive tense and real conditionals are presented and practiced through the functions developed in this course.

Grammar

The past participle of regular and irregular verbs is systematically explained and practiced throughout this unit. The past participle is introduced with both regular and irregular verbs with singular and plural subjects, such as they have... and Mary has...? It is practiced through functions such as vacations experiences and means of transportation.

Future time clauses with the simple present and the present progressive tenses are also introduced to the class in a systematic way and practiced by using functions like understanding vocabulary related to tourist sites, describing tourist sites, as well as by creating original brochures about tourist spots.

The first case of the real conditional is also introduced in this unit. Guessing about something that might happen in the future and expressing choice and possible consequences are some of the uses explained and practiced in this unit.

Vocabulary

A set of key vocabulary has been introduced and practiced to give the students the tools for them to start mastering the new topics. Means of transportation: trains, planes, cars, boats, buses, hotel accommodations: three-star hotel, front desk, elevator, lobby, driving directions: turn left, go across, as soon as, etc. are the key vocabulary presented to students and practiced throughout this unit.

Everyday English

Every day we make many decisions and many of them are money related. When we talk about money, we talk about numbers. Numbers from 0 to 1,000,000 are reviewed and practiced in this unit by talking about vacation expenses. Driving directions and means of transportation are also big part of our everyday life. Useful expressions, such as I’d like to make a reservation... I’d like a round trip... If I have... I will... We’re going by, etc. are also introduced in the unit.
Lesson 1

WHO GOES ON VACATION IN EL SALVADOR?

Motivation

Start the lesson by greeting your class and sharing a story with them about a trip that you took to a beautiful place in El Salvador.

You can start this lesson by asking the students to tell you what their opinions are on the importance of tourism in El Salvador. Ask the students to work in groups and write at least three sentences explaining how people in El Salvador benefit from tourism.

Get the students to also tell you how regular people like you can contribute to improve tourism in El Salvador.

After they have given you their opinions, give the students a brief speech about how important tourism in El Salvador is, and provide the students with some examples of tourist places. Also, give ideas on what the government is doing to make El Salvador a more attractive destination.

After your brief speech, ask the students to think about their closest tourist attraction, which could be a museum, park, water park, stadium, etc. When the students have chosen the place, ask them to make a list of the aspects of that place that they don't like.

Once they have presented the list of the aspects they don’t like, you can have them write possible solutions to better the situation, and ask them to tell you if any of the solutions are somehow related to regular people like you and them.

After they have finished with their presentations, remind the students that there is always room for improvement and that the first step is recognizing that something could be better.

Take the time to tell your students that in spite of all the things that could be better in our country, there is so much good to say about it.

In the Conversation and more section, have your student first read the conversation silently. Ask them to write down any vocabulary words that are confusing to them. Then play the conversation. After they have heard the conversation, pick three volunteers from the classroom to read their parts out loud.

Let them know ahead of time that this is for pronunciation practice only and that you will be correcting them but try not to feel embarrassed by the corrections. With the words that they do not pronounce correctly, have the entire class also repeat the words.

When you have finished, have a few of your students come to the board and write down all the verbs that are irregular. This activity may be a little difficult so be prepared to give them some additional help.

When they are finished with Activity 1, have them answer the questions to the conversation in Activity 2.

The Enrich your vocabulary section shows you a list of words used when traveling. Before you have your students read the words, ask them if they can give you any words that are used when traveling. Write each word on the board.
Afterwards, have the students open their books and see if any of the words that they mentioned match the ones in the book. Have them write down any new words in their notebooks to help them broaden their vocabulary.

After you have reviewed the vocabulary in the Enrich your vocabulary section, have your students work on Activity 3. You can prepare for this activity the night before by printing off each word and cutting them out. On the board draw two columns similar to what you see in the book. Label one column “Hotel” and one column “Plane”.

Give a word to each student in the class. Allow them to have some time to think about their word and which column it belongs to. Some words will go into both columns. The words that will fit into both can be placed in the middle.

Have each student go to the front of the class individually and place their word where they think that it belongs. If your students do not place the word in the correct place, do not correct them. Allow them to make mistakes.

Once you have all the words placed on the board, go over each word with the students. If there are any mistakes, go over them as a group. You can even have your students vote on whether or not they think the word is in the right column or not before revealing the correct answer.

After you have finished with Activity 3, have your students quietly work on Activity 4. Go over the answers and have the students correct their own work. If there are any questions, be sure to address them.

In the Time to read section, you will see an example of a plane ticket. The ticket includes a lot of information. This is typical of a plane ticket. Ask your students to open their books and have the plane ticket information in front of them. Then you will ask a series of commonly asked questions and they will answer you as a group.

Here are examples of the questions:
What is the name of the passenger?
What time does her plane leave?
How much did her ticket cost?
Which terminal does she go to?
What day does she leave?
What is her reservation number?
What is her flight number?
What time does her plane land?
What is her seat number?
What day will she return?
How long will she be gone?

This is a warm up exercise for Activity 5. When you have finished, have the students work silently on Activity 5. This should not take very long. Have them discuss their answers with their neighbors, and then go over the answers. Their neighbors will grade their work.

Activity 6 can also be worked on independently. Once they have finished the activity, go over the answers as a group. Questions 5 and 6 will be discussion questions.

In Conversation and more section, have your students listen to the CD without
opening their books. Play the CD a second time and have them write down any vocabulary words that they do not know. Before they open their books, try to have a small discussion with them on what they think the conversation is about. Ask simple and direct questions to see how much information they were able to retain from only listening to the conversation.

Have them open their books and follow along silently with the CD. If you want to focus on pronunciation, have them repeat after each line that is spoken and work on any words that they may be having problems pronouncing.

Go over Activity 7 together as a group. Try to focus on the students that do not normally participate. It is important to help shy students feel comfortable in your classroom.

Activity 8 needs to be done independently. You can have a few of your students stand up and share their answers with the class. There are not any right or wrong answers in this activity.

Before the students open their books in the Enrich your vocabulary section, ask your students to write down a list of three activities that they enjoy. Then have your students read the activities from their seats. You can write down these activities as they read them out loud. Do not rewrite the same activity twice. Have your students also write down the list that you have put on the board. Go over any questions the students may have.

Then have your students write down any words that are in the book that are not already on the board.

In preparation for Activity 9, you can print off each vocabulary word and cut them out. On the board draw two columns, similar to what you see in the book. Label one column “Indoor activities” and one column “Outdoor activities”.

Give a word to each student in the class. Allow them to have some time to think about their word and which column it belongs to. Some words will go into both columns. The words that fit into both can be placed in the middle.

Have each student go to the front of the class individually and place their word where they think it belongs. If your students do not place the word in the correct column, do not correct them. Allow them to make mistakes.

Once you have all the words placed on the board, go over each word with the students. If there are any mistakes, go over them as a group. You can even have your students vote on whether or not they think the word is in the right column or not before revealing if the correct answer.

You can combine Activity 10 with Activity 9 by telling the students that before they place the word in the correct column, they need to make a sentence with the word and say it out loud in front of the class. They will need to name places where they can do the activities when possible.

In the Language in use section, the student will be introduced on how to make the past participle of regular verbs. This is a very simple task that only involves adding “-ed” to the end of the verb. For example:
ask = asked
walk = walked
care = cared
save = saved
paint = painted

This section also introduces how to say things in the past tense that have already been completed before the time of speaking or writing. This is called present perfect tense.

For example:

<table>
<thead>
<tr>
<th></th>
<th>You</th>
<th>He/She/It</th>
<th>We</th>
<th>They</th>
</tr>
</thead>
<tbody>
<tr>
<td>have asked.</td>
<td>have asked.</td>
<td>has asked.</td>
<td>have asked.</td>
<td>have asked.</td>
</tr>
<tr>
<td>have walked.</td>
<td>have walked.</td>
<td>has walked.</td>
<td>have walked.</td>
<td>have walked.</td>
</tr>
<tr>
<td>have cared.</td>
<td>have cared.</td>
<td>has cared.</td>
<td>have cared.</td>
<td>have cared.</td>
</tr>
<tr>
<td>have saved.</td>
<td>have saved.</td>
<td>has saved.</td>
<td>have saved.</td>
<td>have saved.</td>
</tr>
<tr>
<td>have painted.</td>
<td>have painted.</td>
<td>has painted.</td>
<td>have painted.</td>
<td>have painted.</td>
</tr>
</tbody>
</table>

Have your students individually work on Activity 12. When they are finished, go over their work by randomly asking them to answer. If there are any questions, be sure to give the amount of help that is needed until they get a good understanding of the material.

Activity 13 can be done in groups. Divide your class into 5 groups. You can have print each sentence and cut it into individual words. Place the sentences into separate envelopes so that words do not get mixed with other sentences. After you have divided the class into groups, give each group an envelope that provides the words of the sentence. Tell them that you will announce when to open the envelope and the first group to put the sentence in the correct order wins.

Activity 14 can be done as independent work. Walk around and offer any help that may be needed.

Activity 15 focuses on the present perfect tense. The students may need a brief overview of the use of “have” and “has” before getting started. Have them re-read the top of page 200, and ask them if they have any questions on the present perfect tense. Follow the directions closely. Have them pass their letters to you when they are finished. You can read through them and choose the best letter. Print the best letter and give a copy to each of your students so that they can see what their mistakes may have been and have a better idea on how the letter should have been written.

Activity 16 shows a completed reservation form. Have your students look over the form and ask them a few simple questions, such as:

What is the full name of the person on the reservation form?
Does Luis have any special requests? What are they?
How much does the room cost a night?
Have your students work individually to answer questions 1-5.
Lesson 2

COULD YOU TELL ME HOW TO GET TO THE BUS TERMINAL?

Motivation

Begin your lesson by bringing in pictures of different forms of transportation. There are many kinds of transportation, such as:

- Automobiles
- Airplanes
- Bicycles
- Boats or ships
- Buses
- Freighters
- Helicopters
- Motorcycles
- Trains
- Trucks
- Monorail

And you can also add pictures that represent different parts of the world. Here are some pictures from the internet that you may want to show to your class:

http://www.connieshaw.com/orderproducts.htm
http://www.plymouth.ac.uk/Upload/SSB/China%20Dalian%203.jpg
http://www.state.gov/outofdate/bgn/e/35830.htm

This is a great way to start your class discussion and introduce this lesson. You can begin a lot of different activities with pictures. You can ask them to try to name each type of transportation. You can ask them which types of transportation they have used. Which types of transportation would they like to try? Which types of transportation are their favorites? There are many directions that this can take you. Enjoy it and your students will too!

In the Conversation and more section, have your students listen to the conversation and ask them to write down all the types of transportation that they hear. When they are finished, have them open their books and read the conversation along with the CD.

Ask your students what were the types of transportation that were found in the conversation. If they are unable to explain, help them. They should also use the glossary at the bottom of the page to read further information.

Do Activity 1 as a class. You ask the questions and have your students provide you with the answers. When you have finished asking all the questions, you can ask your students who has been to El Pital. The students that raise their hands should then tell you what kind of transportation they used to visit El Pital.

If you have been to El Pital, share your travel experience with the class as well. It is always a great idea to keep you class interactive. Allow them to share and give yourself
time to share with them. This creates a trust in the classroom that is very important to
have when you are teaching students a foreign language.

In the Enrich your vocabulary section, have the students keep their books closed and
read all of the words that are related to transportation. Ask them to name any words
that they were not familiar with. Go over any information that is not clear. Then have
your students open their books and this time read along this time. Have them repeat
each word. Give them as many chances as needed so that they properly pronounce
the vocabulary.

In Activity 2 have your students make a list of all the types of transport that they have
used. This will be independent work. Ask them to write a small paragraph on which
one do they feel is the safest from of transport and why. Have them hand their papers
to you for grading.

In Activity 3 have your students listen to the CD only one time and fill in the blanks in
the sentences. This may be hard to only have one opportunity, but it is important that
they are able to work under pressure. Once the CD has finished, have them trade their
papers with their neighbors and go over the answers. Have their neighbors grade their
papers and pass them up to the front of the class to you.

In the Time to read section, have your students first listen to the passage about a tourist
on vacation and then have them read along with you. Have them write down any
words that they do not know. Ask your students to raise their hands if there are any
vocabulary words that they don’t understand, and you can write a list of the words that
are given to you. Before giving the meanings to words, ask other members of your class
if they know the meanings and can share with the class. If no one knows the meanings,
have them pull out their dictionaries and find the answers.

In Activity 4 have the students work as a class. Ask them the questions and focus on
the people who rarely participate. Try to provoke your shy students to speak in class as
much as possible.

Activity 5 is an individual assignment and can be handed into you to grade when they
are finished. There are no right or wrong answers, but you can check for grammar
mistakes.

In the Conversation and more section, have your students listen to and read the
conversation between the car rental agent and Stephanie. Write down any unknown
vocabulary and have them open their dictionaries to find the meaning of new words.
Take the time to go over each line in the conversation and make sure that your students
understand what is being said.

Do a role play by choosing two students to stand in front of the class and read their parts.
If you have students in the classroom that laugh and are negative, make sure that you tell
them that it is not acceptable to laugh at people when they are trying to learn. It is very
important that you create a classroom where your students feel safe to make mistakes.

In Activity 6 have the students that are in front of the class ask the questions to the
students. They will take the role of the teacher while you stand by in case any help
is needed. This is a good exercise, not only in learning how to scan information and
answer in public, but it also helps your volunteers to learn leadership skills.
In Activity 7 make a print of out each question and answer. Depending on the amount of students you have in your class, you may need to print out a question and its corresponding answer more than one time. Make sure that each of your students has either a sentence in their hand or a corresponding answer. Then tell them to stand up and start reading their sentence out loud and walk around trying to find the person that has the corresponding question or answer.

Once pairs have been made throughout your classroom, have each pair ask their question and give their answer to make sure that they made the right match.

In the Enrich your vocabulary section go over the pronunciation once as a group. Then have each student individually read the list of words out loud. Help each student that needs it, and encourage your students not to be shy or embarrassed. It is impossible to learn a second language if you are too timid to speak out loud. Have a small group discussion on which of these means of transportation exist in El Salvador.

In Activity 8, make a list of all the commonly used transportation in your community or city. It does not have to be a means of transportation that is found in the Enrich your vocabulary list. Have your students read their lists out loud and ask if other students have the same transportation where they live.

In Activity 9, have your students work individually to match the types of transportation with their appropriate places.

In the Language in use section, you will be teaching the past participle form of irregular verbs. This is mainly based on memory. Here is a list of verbs that are irregular in the past participle form:


Have your students work on Activity 10 separately. You can either have them grade their neighbor’s papers or have them self grade.

In Activity 11 you can divide your class into five groups. Have them work together to answer the questions. Give them some time and when they are ready have someone from each group read the sentence out loud.

Activities 12 and 13 can be done individually. Have the students pass their papers to the class so that you can grade them.

In Conversation and more section, have your students listen to the conversation without following along in the books. Have your students write down any words that they do not understand. Then play the CD a second time allowing them to read along with their books open. Have your students work on their pronunciation by going over the conversation sentence by sentence using the CD. After they have practiced pronunciation, you can ask for two volunteers to go to the class to role play the conversation.

Have your students do independent work on Activities 14 and 15. They can pass their work to you when they have finished so that you can grade their papers.
Lesson 3

ARE WE GOING TO THE MAYAN RUINS OR THE WATER PARK?

Motivation

To begin this lesson, have your students write down a list of all their favorite tourist areas in El Salvador. Once they have created the list, have them read the list to you one by one. You will write down the places they mention on the board. If one area is repeated, do not write it down twice.

Once everyone has told you one of their favorite places, you can read the first place on the list and ask your students to raise their hands if they know this place. Have them tell you the things that they liked about the area.

By the time you get to the end of your list, all of the students should have participated in describing the area and using as much details as possible.

When you are finished, divide the class into groups of four, and tell them that they will need to pick one of the tourist areas that is on the board and make a brochure about the area. Tell them to be as creative as possible.

Hopefully they were able to learn new vocabulary and descriptions when they were taking turns describing areas in the beginning of the class.

When they are finished, have each group come to the front of the class and present their brochure about their favorite tourist area.

In Conversation and more section, have your students listen to the CD quietly with their books closed. After they have heard it once, ask them to tell you what the conversation is about. You can use the questions from Activities 1 and 2 to see how well your students understand.

Have them listen to the recording a second time while reading along. They will be aware of the questions in Activities 1 and 2 and will be looking for the answers.

When they are finished, ask them the questions from Activities 1 and 2 again and see if they have improved the answers. Remember to try to encourage your shy students to participate, and always keep in mind the importance of creating a friendly and trusting environment for your students.

The Enrich your vocabulary section shows you lots of vocabulary that can be found in a tourist area. Have your students divide into groups of three or four and ask them to study the words. Tell them to try to find out where you might find all of these things.

Ask them if there are any words that they do not understand, and make a list of those words on the board. There may be students that do not know a word but another student does. After you write down the list, ask your students if any of them know some of the words and to explain them to the classroom.

If there are words that no one knows, then have them look up the words in their dictionaries. It is important that they use their dictionaries as often as possible so that they feel comfortable with their ability to find new words on their own. Once they have looked up any unknown words, ask for volunteers to tell you what the word means.
Activity 3 can be fun to do as a class. Print out all of the words in Enrich your vocabulary section before the tutoring session. Pass them out to all of your students. Then write out the categories that are found in Activity 3 on the board.

Have your students come up to the board and tape their words under their corresponding categories. Some words will fit into all of the categories. You can either print those words out four times so that each category has the corresponding word or you can create a fifth category that says “All”.

Do not correct your students at the moment that they are placing the words on the board. After all the words have been placed, read each word and ask your class if they think that it is in the right place or not. Be sure to correct your class if they answer incorrectly.

In Activity 4 you can read each sentence aloud and have your students informally tell you the answers in return.

In the Time to read section, have your students listen silently with their books closed as you read the passage. Ask them to tell you what they heard in the passage. It is important for you to be able to evaluate about where their level is as a group. Then have them open their books and read along with you. Have them write down any words that they do not know and look them up in their dictionaries.

In Activity 5, have your students work individually, and then pass their papers to the neighbors. Go over the answers and have their neighbors check their papers and then pass them to you.

Activity 6 can be done as a classroom activity. Divide the class into four groups and give them at least two vocabulary lists. Have them tell you in which category they would find the most appropriate for the words.

In the Conversation and more section, have your students listen to the conversation and follow along with their books. Go over any problems that they may have with pronunciation.

You can ask to have two volunteers to read their parts from their seats.

Have your students work individually on Activities 7, 8 and 9. Give them enough time to finish with their work and help them if they have any questions. You can take this time to prepare for your next lesson. When they have finished with their work, have them bring it to you to be graded. Explain to them that it is important to only use their dictionaries if it is absolutely necessary. It is important for them to try to find the meanings of words by looking at its context.

In the Enrich your vocabulary section, have your students listen to and read the vocabulary listed. To work on pronunciation, have the students read each word after it has been spoken on the CD. Take the time that is needed to make sure that they are able to pronounce the word correctly.

If there are words that they do not know, then ask them to take the time to look them up in a dictionary.

For Activity 10, tell the first student in your first row to say 1 and then for the second student to say 2 and so on until you reach 5. Then start with number 1 again. Each student should be given a number between 1 and 5. Tell the number 1 students
that they will all need to make their own sentences using the vocabulary word that corresponds with number 1. That would be “right across.” All students with the number 2 will write individual sentences using the word “charming.” And so on. Give them some time to think of their sentences and then have each student read aloud the sentence that they wrote.

The Language in use section introduces the students to future time with the use of the simple present tense. We use these words (before, after, while and when) to introduce time clauses to tell when something happens.

For example:
Rudy washed the floor before he watched the soccer match.
Rudy washed the floor after the soccer match.
Rudy washed the floor when the soccer match ended.
Rudy washed the floor while he was watching the soccer match.

In all of these cases, Rudy washed the floor. However, we have to look at the time clauses to see when the floor was washed.

<table>
<thead>
<tr>
<th>Time clauses:</th>
<th>before he watched the soccer match</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>after the soccer match</td>
</tr>
<tr>
<td></td>
<td>when the soccer match ended</td>
</tr>
<tr>
<td></td>
<td>while he was watching the soccer match</td>
</tr>
</tbody>
</table>

In all of these examples, the main (independent) clause is “Rudy washed the floor.” The time clause simply states the relationship of other actions (watching the soccer match) to the activity in the main clause.

You can use this additional information to help instruct your students if they show any confusion with the examples that are given in the Language in use section.

Have your students work in pairs on Activity 12. Walk around the class giving them any additional instruction and help.

For Activities 13 and 14, have your students work individually. Give them enough time needed to finish the work and then have them turn their papers into you to grade later.

In Activity 15, you can print out each time clause and main clause, making enough so that each student has a clause in their hand and that someone else has the matching corresponding clause. Pass out one clause per student, and then have them stand up and walk around the room reading their clauses out loud. They will be looking for the corresponding clause. After each student has joined with their pair, have the pairs read their sentences to make sure that they are with the right person.

Afterwards, divide the students into three large groups and have them work together on Activity 16. Give each group a printed and cut sentence so that they can work together to putting the sentence in its proper order. This will be done as a race. The first group that has arranged their sentence needs to read their sentence out loud. Ask the other two groups to pay close attention and to see whether or not they did it correctly. If they did not, then the race continues.
Lesson 4

ARE YOU GOING TO THE MAKE RESERVATION OR AM I?

Motivation

To begin this lesson, you should bring in two phones, preferably not cell phones, that work. Place one phone at your desk and then ask for a volunteer.

Explain to the class that your volunteer had decided to make a road trip and needs to rent a car. Give your volunteer some time to think about how long the road trip will be, and if he will need a specific kind of car for mountains or snowy areas. Ask him what kind of car he would prefer. He will need to ask how much the cost to rent a car is.

After your volunteer feels a little bit more confident about what he is going to say, have him pick up the phone and pretend to call you. You are going to play the role as the employee at the car rental agency.

Be creative and think of a name for your company when he calls. Go ahead and prepare for the class by making a list of questions much like the questions that would be asked by an employee at a car rental. Some ideas of these questions could be:

“What is your full name?”

“What is your age?”

“Do you have a valid driver’s license?”

“How do you plan on paying?”

Also be prepared to know what kind of cars that you have available on your lot. What are the prices for the cars? You can also go over the Enrich your vocabulary words on page 220 and try to use the vocabulary in your dialogue.

In the end, the two of you would have made a reservation. This activity will show that it is important to be able to understand the kinds of questions that will be asked and it is also important to be able to express exactly what you want so that you are satisfied with the product that you receive.

In the Conversation and more section, have your students listen to the conversation quietly without use of their books. Ask them simple questions about what they just heard.

Then, let them listen to the conversation again and this time read along with their books open. Go over any questions or doubts that they might have on the use of vocabulary, expressions or pronunciation.

Choose two people to read parts A and B. You can give them the phones so that they can role play together. Allow them to make mistakes and try not to interrupt even if they seem to have a difficult time.

When they are finished, ask the class as a whole the statements listed in Activity 1. You can ask them to raise their hands if they think that the statement is true and to raise their hands if they think the statement is false. Pay attention to the ones that do not raise their hands and try to get them involved in the activity. Ask your students why they think the statement is either true or false. Try to get as much classroom participation as possible.
In the Enrich your vocabulary section, have your students look over all the words that are used to make reservations. Ask them one word at a time if they know the meaning. This is to get an idea of where they stand in their vocabulary. If there are words that they do not understand, have your students look them up in a dictionary. There is some vocabulary made up of two words. Tell them to look one word up at a time and try to make an educated guess as to what the meaning is.

Once they have understood the meanings to the vocabulary, move on to Activity 2. Have your students tell you the words in the Enrich your vocabulary section that do not relate to a hotel reservation. This can be done with the whole class involved.

When they have successfully shown that they understand the meaning of the new vocabulary have them work on Activity 3. It will be a quick exercise and they can turn it into you so that you can see if they really have understood the new introduced vocabulary.

In the Time to read section, you will find information regarding a hotel and all the information one would want to know before making a reservation. Have your students look over the information and look up any new words in a dictionary.

Complete Activity 4 as a class. Ask your students the questions and have them informally answer you back.

Activities 5, 6 and 7 will be independent work. Give your students ample time to complete the activities but make sure that they know that they will turn in the work before they leave. Help them if they have any questions. Walk around the class periodically to check on them and provide any support or feedback that they might need. Be sure to look over their papers and provide them with correct answers and positive criticism.

In the Conversation and more section, have your students listen to the CD with their books closed. When they have finished ask them a series of simple questions, such as:

“Who are the people that were talking?”

“What kind of transaction are they trying to make?”

“What did Consuelo ask for at the end of the conversation?”

Let the students listen to the CD again and read along in their books. If they are not able to answer some of the questions above, then ask the same questions again at the end of the conversation.

You can choose two students to read parts A and B from their seats. Encourage them to try to pronounce words even if they have difficulty. It’s important that they try to accustom themselves to saying words even when it feels awkward and difficult. Do not let any students laugh or do anything that will make you lose the confidence that you have created.

In Activity 8, ask random students the questions that are listed. This will help you to see who are paying attention in class. It is important that you keep the attention of your classroom as much as possible and work towards getting the shy students to come out of their shells.

In Activity 9, you can have students do individual work. This is a very short exercise, and once they are finished, they can pass their work to the closest neighbor. Go over the answers and have their neighbors grade their work.
Have them pass their work to you so that you can look it over.

In the Enrich your vocabulary section, let your students listen to each word while their books are closed. Then, keeping their books closed, have them listen to the words again and repeat each word. This will help strengthen their listening skills.

Allow them to then open their books and read the newly introduced words. Take the time to explain to them what each word means. You may need to briefly look them up for yourself before class on the internet. You can even print off pictures to help them understand more clearly.

The glossary at the bottom of the page offers the meanings of many of the words.

In Activity 9, have your students work individually on which is the correct word to place in the blank. Provide help when necessary.

Have them continue to work independently on Activity 10 as well. Give your students plenty of time to finish both of these activities. Provide them with help but do not give them the answers. They need to try to do the best that they can on their own. When everyone has finished, have them pass up their work so that it can be graded by you.

The Language in use section is introducing future clauses with the present progressive tense. Remember that they studied future clauses in the prior lesson.

A future clause is:

- before
- after
- when
- while

The present progressive is formed by combining the verb “to be” with the present participle. (The present participle is merely the “-ing” form of a verb.)

- I am studying.
- I am studying with Maria.

In English, the present progressive can be used to describe what is happening now or what will happen in the future.

- I am studying now.
- I am studying with María tonight.

In Activity 11, have your students work individually. If they have questions, have them raise their hands and ask. You can work their problem out on the board in front of everyone so that all the students can see how to make the correct answer. Do not give them the answer but make them work for it.

In Activity 12, divide the class into three large groups and have them work out each of the problems in the activity. Do not offer any help. Try to see if they are able to find the correct way of working out the time clauses on their own. When they have finished, ask a member from each group to write down their answers on the board. Go over the answers with them, providing any feedback and help that is necessary.

Have them work on Activities 13, 14, 15, 16 and 17 individually. Give them enough time to finish. These are good activities to work on alone because many of them require individual answers that come from their own imagination and personal experience. Once they have finished the above activities, have them turn in their work to you to be graded.
Fifth Unit

Lesson 5

CAN YOU TELL ME HOW TO GET THERE?

Motivation

Start this lesson by asking for a volunteer from your class.
Then tell your students to imagine that they are in an English speaking country and that they are traveling alone. Tell them that they are trying to get to the main shopping mall but have somehow made a wrong turn.
They look around and see that they are in a bad area of the city and that it is getting dark. They know that they will have to ask for directions even though they may have very limited English.
They see someone close by walking in their direction on the side of the street. They roll down the window and say...
Once your students have heard the story, ask your volunteer to pretend that the story is about him or her, and that you, the teacher, are the stranger. Encourage him to try to find out how to ask for directions to the mall.
You, the teacher, will need to think ahead of time on where the imaginary mall is. Tell him the turns that he needs to make and the amount of time it will take to get there. You should make a small map that shows all the turns that he will make to get to the mall.
After your volunteer has been given all the directions, tell him to then draw a map showing where he is and all the turns that he needs to make to get to the mall. This will show you how much of your directions that he understood.
If your volunteer shows a lot of hesitation and reluctance or cannot remember a turn, have him or her ask another classmate to help. The whole class can become involved in drawing an exact map of the directions that you gave.
When your volunteer and your class feel like that have made a correct map, make a comparison between the map that you had previously created and the one that they made to see if they match or not.
The point of this exercise is for them to recognize the importance of being able to ask for directions if they ever find themselves in a similar situation.
In the Conversation and more section, have your students listen quietly to the CD with their books closed. When they have finished, ask them to take out a sheet of paper because they are going to have a small quiz. Ask them questions that are related to the conversation. This will give you an idea on how well the listening skills are. When they are finished with the quiz, have them pass their papers up to you so that you can check and grade them later.
After they have passed their papers to you, have your students listen again to the CD but this time they can follow along with their books. If they have any questions about new vocabulary then tell them to write down any unknown words so that they can look them up in their dictionary. Or have your students ask other students if anyone in the room knows what the meaning is to the word in question. That will give your students the opportunity to learn from each other.
When they are all familiar with the meanings of new words, choose two students from your class to read parts A and B. Let them make mistakes and stumble through without receiving too much support from you. It is good for them to at least try to pronounce the words even if they are not saying the exactly right.

You can then pick a volunteer to go to the board and draw the directions given at the end of the conversation by Edwin (part B). The map should look similar to this:

```
(HOTEL)

  1

  1

> _________ Los Heroes Blvd. ____________ > (Metrosur) ______-left lane ___
--light--
```

For Activity 1, ask your students for the answers to the questions and try to focus on the students that do not participate.

In the Enrich your vocabulary section, you will find phrases used to give directions. Have your students listen to each word without opening their book.

Then have the students listen again but with their books open to follow along. To practice pronunciation, have your students repeat each word as it is being spoken. If they show difficulties with any of the words, have them repeat as much as possible.

Activity 2 shows a dialogue between two people. Have your students read over the dialogue and write down any words that they do not understand. Take the time to go over any new vocabulary with them. Try to get them to infer meanings of words from text, but if they cannot do that, have them use a dictionary to look up the meaning.

Choose two volunteers to read parts A and B. Give them the time that they need to work through difficult pronunciations. Don’t help too much because it is good for them to able to try to work out the word and accustom themselves to the language.

But if you see that they are getting frustrated or embarrassed, give them a little support and encouragement. Remember it is very important to have trust in the classroom.

After they have finished reading the dialogue, ask them to find and write down all of the vocabulary words from the Enrich your vocabulary section. This will help them with their scanning techniques and abilities.

There are five questions that relate to the dialogue. Have your students work independently to answer the questions.

They will also continue to work independently on Activity 3. This may take a little bit of time and it may be a little complicated. Make sure that you are available for any questions that may come up. Have your students pass up their work for Activities 2 and 3.

Activity 4 is a short and easy activity that can be done in groups. Divide your class into groups of four and have them work on the activity. When they are finished, have them elect a leader of the group to go over the answers.
In the Time to read section, have your students listen quietly to passage. When the passage has finished, ask them a few questions to see how much they were able to understand. You can ask simple and straightforward questions, such as:

“What is the passage saying causes stress?”

“What events are being discussed in the passage?”

“What does the author say is necessary to do to avoid added stress?”

It is important to see the level of listening skills that your classroom has. If they do not have the answers then move on to the next question. Do not tell them the answers.

Now read the passage again and this time let them open their books and read along. Tell them to write down any words that are not familiar to them, and to try to find the meaning of the word by inferring the context of the sentence. Allow them to use their dictionaries if necessary.

If any of the questions that were asked earlier were not answered, ask them again. They should be able to give you an answer since their books are open and they only have to look down and find the answer.

In Activity 5, there is a list of questions about the passage. Have your students work individually on this activity. Activity 6 should also be done individually because it is based on personal experiences. The same goes for Activity 7. This activity has to be done independently because it is based according to where each individual student lives and their distance from their nearest tourist attraction.

Give your students plenty of time to finish Activities 5, 6 and 7. When they are finished, they can pass their work to you to be graded.

In the Conversation and more section, have your students first listen to the conversation silently then ask them what they understood from the conversation. You can ask them short and direct questions.

I have them listen to the conversation again while reading along and ask them to write down any words that they do not understand. Have them look up the words in a dictionary. It is important that your students have practice with a dictionary so that they will know how to find answers for themselves in the future.

To work on pronunciation, you can either ask for two volunteers or choose two students to read parts A and B. Let them know ahead of time that this is for pronunciation practice only and that you will be correcting them but to try not to feel embarrassed for the corrections. On the words that they do not pronounce correctly, have the whole class also repeat the words.

You can do Activity 8 with the whole class. You can ask read out loud each true or false statement and ask your students to raise their hands if they think that the statement is true and to raise their hands if they think the statement is false. Pay attention to the ones that do not raise their hands and try to get them involved in the activity. Ask your students why they think the statement is either true or false. Try to get as much classroom participation as possible.

Activity 9 has a list of questions that refer to the conversation. Have your students work individually on this activity. It should not take but a few minutes. You can ask your students to pass their work to their closest neighbor and go over the answers with the
class. Have their neighbors grade their work and then pass the papers to you. If there are any questions, address them in the classroom.

In the Enrich your vocabulary section, have your students keep their books closed and listen to the newly introduced words. Ask them to name any words that they were not familiar with. Go over any information that is not clear.

Have your students open their book and this time read along while listening have them repeat each word. Give them as many chances as needed so that they properly pronounce the words.

In Activity 10, have your students work individually on which is the correct word to place in the blank. Provide help when necessary. Activity 11 is a fun and easy exercise that your students can work on individually. When they are finished, have ten volunteers come to the board and write down the correct spelling of the word.

Help your students with Activity 12. Have them take out a sheet of paper and make a list of all the main buildings and landmarks in their community or city. An example could be the mall.

Then tell your students to write a sentence using each of the places listed. For example:

“I like to go to the mall on Sundays to watch people.”

The Language in use section is introducing how to use the future real conditional. The future real conditional describes what you think you will do in a specific situation in the future. It is different from other real conditional forms because, unlike the present or the past, you do not know what will happen in the future. Although this form is called “real”, you are usually imagining or guessing about the future. It is called “real” because it is still possible that the action might occur in the future. Carefully study the following examples and compare them to the future unreal conditional examples further down the page. Some examples are:

- If I go to my friend’s house for dinner tonight, I will take a bottle of wine or some flowers.

**I AM STILL NOT SURE IF I WILL GO TO HIS HOUSE OR NOT.**

- When I have a day off from work, I am going to go to the beach.

**I HAVE TO WAIT UNTIL I HAVE A DAY OFF.**

- If the weather is nice, she is going to walk to work.

**IT DEPENDS ON THE WEATHER.**

- Jerry will help me with my homework when he has time.

**I HAVE TO WAIT UNTIL HE HAS TIME.**

- I am going to read if there is nothing on TV.

**IT DEPENDS ON THE TV SCHEDULE.**

- A: What are you going to do if it rains?

  B: I am going to stay at home.

In Activity 13, have your students work individually. Walk around the classroom
giving them help when needed.

Activities 14, 15 and 16 can be done as pair work. Go over the answers in class to Activities 14 and 15. Then, ask for the one person from each pair to go to the front of the class and draw a picture of the map they have designed for Activity 16. It will be fun to see how each map will be a little different than the rest. Remember to take the time to see if they drew their directions correctly.

Procedures and methodology of Hands on!

You, as a teacher, must tell your students from the beginning of the course that they will carry out projects individually and to hand them in at the end of every unit.

In unit five, your students are to pretend that they are “travel agents”. Their first part of the project helps them use a pre-writing strategy such as brainstorming and listing. These are important techniques to acquire so that writing a paragraph becomes a lot easier and efficient.

Take advantage on each Hands on! section throughout unit five, as well as the activities to be solved by your students related to this part of the project (these are called Hands on! SA to SD).

In Hands on! SA, your students are to imagine that they are employed as international travel agents. They are helping a European couple decide where to take a vacation. It is the agent’s job to persuade them that they would love El Salvador. Your students will brainstorm and list ten reasons why El Salvador would be a great place to vacation.

Explain to your students that brainstorming is a method of creative thinking that is used to come up with ideas to solve problems. Have you ever had a tough problem that you couldn’t easily come up with a solution for easily? Well, you probably did a little brainstorming before you came up with a solution.

Brainstorming is the practice of considering various ideas that will help you solve your puzzle. Many different people from all walks of life use brainstorming on a daily basis. Nearly every profession in the arts requires good brainstorming skills. Whether you are a student, graphic artist, writer, advertising representative, sales representative, or even a CEO, you must learn to brainstorm effectively.

It is important that your students learn how to brainstorm so that they can move on to the next step which is listing.

When brainstorming alone, many people find that writing the ideas down helps them to remember them. Write about whatever may come to your mind. Do not worry about punctuation and grammar. Just write any and all ideas that pop into your head no matter how silly they seem at the time.

Listing is a great way to cement your ideas and allow you options and ideas to further your goals.

In Hands on! SB, your students will practice and develop an argumentative paragraph about vacation plans. They will use the list that they previously brainstormed and write an 8 to 10 line paragraph with a clear topic sentence and supporting arguments about vacation plans.

An argumentative essay is the position of proving that the presented point of view is
the correct one and possesses more truthful arguments than any other opinions. The student through proper reasoning, inducting and making conclusions, must prove the assertions or the theories of the argumentative essay. If the student fails to apply the reasons and conclusions to the topic of the essay such essay is considered to be an unsubstantiated opinion.

Argument essay writing requires the ability of the student to show that he makes conclusions according to definite facts and not on his personal assumptions only.

Activity 2 on page 204 is a precursor to this exercise. It allows them to once again use the brainstorm and list technique and then to write a small paragraph that expresses their opinion and why.

In this part of the project, you can tell your students to use the past participle form of irregular verbs. Advise your students to use formal English at all times on the application form. Tell them that the application form should be filled out following punctuation, capitalization and grammar rules.

In Hands on! SC, the students will make a brochure showing three main vacation spots in El Salvador. They will pick out details and main ideas about tourist sites from varied oral input and describe tourist sites. They will write out main ideas about tourist sites, transportation and hotel accommodations and successfully describe and write out details and main ideas about tourist sites for their brochure. They will describe tourist sites with appropriate vocabulary and expressions and include transportation and hotel accommodations in their brochure. They will be original and creative.

For example: Upon reading the brochure, the majority of tourists will be able to…

1. name three benefits they will gain from visiting the tourist area
2. name the main facilities that are available for them
3. name the hours of operation, admission costs and services offered

The ‘Time to read’ section on page 213 gives an example on how to describe different tourist sites. It is not in a brochure format, but it does help to show how to be descriptive.

Have your students try to put as many future time clauses with the simple present tense as possible.

In Hands on! SD, the students will write a short paragraph explaining how the European couple will spend their vacation using future time clauses with the simple present and the present progressive tenses.

A paragraph consists of several sentences that are grouped together. This group of sentences together discusses one main subject. The main subject here will be how the European couple spent their vacation. In U.S. formal academic English, paragraphs have three principal parts. These three parts are the topic sentence, body sentences, and the concluding sentence.

It is recommended that you tell your students to look for help when necessary. If they do not know how to write something, they should investigate it by themselves. Tell them that they are responsible for their own learning. Ask them to get a dictionary or to use an online dictionary. They can use the following link:

http://www.merriam-webster.com/
SE PROHIBE LA VENTA DERECHOS RESERVADOS PROPIEDAD DEL MINISTERIO DE EDUCACIÓN DE EL SALVADOR

PRIMERA EDICIÓN

Consta de 700 ejemplares y se financió con fondos GOES del Presupuesto Ordinario del Ministerio de Educación

MINISTERIO DE EDUCACIÓN Dirección Nacional de Educación
San Salvador, El Salvador C.A.
Impreso en Costa Rica
Por Litografía e Imprenta Lil, S.A. Junio de 2014